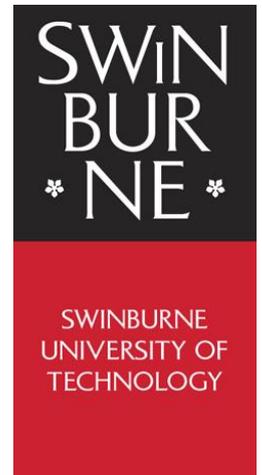


Transcript

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ALEX LLOYD: Hello and welcome to our Career Practitioner's seminar for 2021. My name is Alex and I'm the Teal Leader of the Recruitment Team here at Swinburne, and we'd like to welcome you to our on-line Welcome this year. So, it has been a very different approach that we're taking this year. Normally we would welcome all of you on campus for a regular event on the second Friday in February but this time we're doing things differently, we're broadcasting live from the Hawthorn campus and for many of us it's the first time we've actually been on campus in almost 12 months. And the three Swinburne staff that you'll actually be hearing from today, including Pascale Quester, our Vice-Chancellor, Carolyn Bendall, our Chief Marketing Officer and myself, we've only been at Swinburne for less than 12 months, and there's a very good chance that our guest speaker Claire Peterson probably knows her way around the campus more than we do. But before we begin, I would like to acknowledge country. So, I would like to acknowledge the Wurundjeri people of the Kulin Nation as the Traditional Owners of the land on which we now meet and are presenting from today. We pay our respects to their Elders past, present and emerging and we would like to extend that respect to all Aboriginal and Torres Strait Islanders including those that are watching, and also hope that the path towards reconciliation can continue to be shared and embraced. So as mentioned we are doing things quite differently. So, our Career Practitioners Seminar this year is coming in three parts. Firstly, is today, our Welcome Event, where you'll get to hear from a series of guest speakers. This is available obviously Live and also On-Demand. But we will also be running a series of web sessions in March, so see this as maybe the substitute to the workshops that we would normally run on the day of our

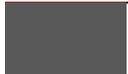
Career Practitioners seminar. So, with the workshops, we'll be running them through March, once a week and they will be available live and On-Demand. The benefit of tuning in live means you will actually get to participate in a live on-line chat with our course experts including some of our academics and our students as well. So, we look forward to bringing you the program of that next week. And later on, down the track we do want you to come back on campus, so we are making that opportunity available to you in Term 2 – that's the plan. We haven't finalised our program yet because we do face some challenges with timetabling at the moment but stay tuned, in the coming weeks we will send our full timetable of on-campus opportunities for you to register into. They will be much smaller group visits with strict capacity limits, and they will be registration only, but we do hope you can come along to one or two of them in Term 2. And look, the plan is that we actually do return back to our traditional event format on the second Friday of February next year. So, we'll confirm that as soon as possible but we look forward to having you all on campus for our regular event in the years to come. So, looking ahead to today you will hear from our new Vice-Chancellor and President, Professor Pascale Quester and she'll give you an update as to where we are as a university and also where we're going. You'll also get to hear from our new Chief Marketing Officer, Carolyn Bendall, and she'll give you an update on our VTAC performance as well as a review of our Swintopia and Early Entry Program Initiatives from last year as well. And then finally we'll also hear from Claire Peterson, she's our industry guest speaker today and she will give you insight into her own experience at Swinburne as a student, completing a series of internships, and how she's moved onto an exciting career with KPMG Australia and then we'll continue with a question-and-answer panel afterwards. Before we continue, I would like to introduce to the school's team for 2021. In the team we have Alexander Watt, Christian Vega, one of our student recruitment specialists, Anna-Liza Shepherd and we're really excited to welcome back Lauren Steer on parental leave after giving birth to Gabi her little girl. With the school's team we encourage you to reach out if you have any questions about Swinburne. We'll do our best to answer them as best as possible, but if we don't know the answer, we'll reach out to get that answer whether it's admissions-related, faculty-related or about student support services as well. Obviously last

year a lot of opportunities to meet students and speak to students weren't available. We encourage you to continue to attend invitations to schools. We'll do our best to attend physically. We can engage with schools virtually as well. We can work together on delivering some presentations or workshops to your schools, as well. But now, I would like to introduce our first guest speaker for today. I'd like to introduce you to our new vice-chancellor. Pascale started in Swinburne in August last year and obviously it was a pretty well-timed to start off in a new role, but it has been an exciting period since she started. She's going to speak to you now about her vision for Swinburne going forward as well as an update as to where we are currently. Thank you.

PASCALE QUESTER: Thank you very much, Alex. I, too, would like to start the proceeding by respectfully acknowledging the Wurundjeri people of the Kulin nation, the traditional custodians of the land on which this campus at Swinburne is built. I pay respect to the Elders past, present and emerging and also to all Aboriginal and Torres Strait Islander nations across Australia. A great big virtual welcome to our campus. Thank you for taking the time today to be with us and don't hesitate to avail yourself of the availability of the Q&A session that will follow. I would like to encourage you not only to partake in today's activity, but also to think about what feedback you might want to give us so we can make it better for you next time. Obviously, this is somewhat unusual circumstances this year, but year in and out we will always want to provide what it is you need from us. Don't hesitate to let us know also your feedback. I'll introduce myself perhaps a little bit more. The accent betrays me, I was born and grew up in France and, in fact, did my first degree in France. I'm a complete product of global education. I then moved onto the United States where I did a Masters, and then went onto New Zealand, where I did my PhD and it is as a Kiwi that I came to Australia many, many years ago. So, it's really for me, an absolute proof point that education transforms lives. Neither of my parents finished school. I'm a first in family and I really genuinely believed that the purpose of universities, what we do, both in terms of the vocational and the higher education sector, will be able to not only deliver the knowledge which is necessary for the future, but also the human capital that can actually make the



future succeed. Talking about my first few months in Swinburne, many of them were actually spent at my dining room table doing countless Teams. It was certainly not what I expected, but I can actually vouch for the fact that what attracted me to Swinburne was this capacity of the university to really think laterally, be innovative, be enterprising and that has certainly been my experience of staff and of the organisation overall. It has been a challenge, there's no doubt about it. You would have felt equally under pressure in your own context. But to me, the beauty of 2020 is that it has made the case for technology. Had it not been for technology and the Internet, I think we all agree that the economy would have completely stalled and, in fact, it's very hard to imagine how society would have continued to operate. It is, in my view, the mission of Swinburne to work and contribute for that kind of world where technology and people together can really make a better world. This is a commitment that we want to actually embrace and reflect in all of our programs, in all of our activities. Something that we want to try and demonstrate in everything we do. Swinburne has always been a very special university. It's a very young one, of course, but it's built on the tradition that was back to 1902. It has always believed in a somewhat different way of learning, which is learning by doing. The mastery of your skills through the practice of it. And I think it's actually been a model that has been incredibly successful, if you look at for instance medical education, it is based on the notion that you've got to learn, but you also have to practice what you learn in order to become better at what you do. This is very much a Swinburne trademark and our alignment to technology as well as our choice of a practical education is really what made us stand quite proud in the sector. This is also where our future lies, I believe. It is in our way of demonstrating that learning and practicing together will actually equip the human capital of tomorrow. The people that will actually see technology not as a threat, but very much as a platform on which to succeed. I have been so impressed by the way our university actually already has technology within its DNA. I was surprised, having discussion with the Law School for instance about how much of the legal side of innovation and technology they are considering. In fact, we even have people who work on the legal framework for space. Of course, space is one area where we feel that the future is also very bright. Some of the things that you would have heard about



Swinburne in recent weeks is very much an illustration of the direction that we are going to take. A couple of weeks ago, we opened a new institute, the Institute for Space, Technology and Industry and I believe genuinely that we are the only university that can cover space in an appropriate way and that means, we can actually cover it from the very applied research. How to manage the data that comes from satellite, and how to make sense of this huge amount of data. Right up to the very theoretical astrophysics. We have people here who spend nights benefiting from an observatory and they study galaxies so far away we can only think about what is happening within them and in terms of how much dark matter is actually operating in those systems. So very theoretical physics and at the same time very applied research and on the education side, of course, we are right from Certificate 3 and 4 right up to the PhD able to educate those people who will have a future in the space. Industries that are not yet existing and I think that's what's so exciting about Swinburne. We are all about the future and what interests us is preparing people to make the most of that future and to play their part in what technology will really enable the human race to do in the next few decades, which I think we all agree needs to be perhaps at times different to what happened in the past and certainly, go beyond the boundary of this particular planet we call home. It's a very exciting time, I think, for universities. Universities have been long-standing organisations. Some of the oldest standing organisations and yet, they always have to evolve. But they have evolved very slowly and I think that what the pandemic has demonstrated is that at least some universities are able to pivot rapidly and they are able to adapt almost immediately. We were ready and on-line within two weeks of the pandemic hitting Australia. We had this capacity, because we had been leaders in relation to on-line learning at a time where I must tell you, most universities felt it was not the right thing to do, because it could not provide a quality education. We do know now that some part of what we can do in terms of on-line learning is something that the students really appreciate. The flexibility, the capacity to go over things as many times as you would like, as opposed to just trying to catch something during a lecture and then trying to ask notes from your peers, because you were not sure that you fully understood. That notion of a much more customised, tailored education journey is only possible if we take a more blended approach.

If you will, we want to take the best of what we've learnt from this year, but also put it together with the best of what we know an on-campus experience can deliver. Because there's no doubt about it, the students have enjoyed the education experience of on-line learning, but boy, they have missed the social side of things. They have missed being with their peers. They have missed meeting staff one-on-one. They have missed the capacity to experience what is a pretty special moment in time, which is being on campus, experiencing new things, looking at new areas. Sometimes new disciplines that you didn't realise you would be interested in, just in one word, discovering yourself. That voyage of discovery that a campus experience does, we want to offer it back to your students. We will do this in a way that is curated, that is highly valuable and that really puts together the best of what on-line learning can do, as well as the best of what an on-campus experience can do. There's quite a bit of work happening actually at the moment to transform our space, re-imagine how we could use our buildings. Think with students about what it is that was missing. When I arrived - this was on 4 August which was the first day of stage 4 lockdown - my first 100 days as a leader of Swinburne was very much spent in complete lockdown. What I decided to do was I needed to reach to our staff and students and that technology once again, would be the solution. What we decided to do was to actually organise a technology platform and I have a big conversation that would include everyone. I was just absolutely impressed by how much time and energy people were prepared to dedicate to this and the questions that we were grappling with were important ones. Which is, what do we need to do to make the campus more attractive? What do we need to do to make the on-line experience more pleasant as well as more engaged for students? Because we know that engagement is absolutely critical to success. We had over 80% of our staff contributing to that conversation. We called it Swinburne Unlimited and, in fact, it was unlimited. People really started to dream big and the process since then has been for me to write a strategic plan and direction which actually encapsulates all of that energy, all of that innovation, all of that dreaming that people were able to put in. Then, put that to work to come up with priorities for 2021, but also for our strategic direction going forward. Our strategic directions are going to be an affirmation of the things we really believe in. In terms of pedagogy, in

terms of education, we will stand quite aside from the sector in saying, we are going to really demonstrate that learning by doing is the key to success. How does it translate in the way we teach and organise our programs? We will guarantee work-integrated learning for everyone. If you enrol at Swinburne, you will have industry projects, work placement. You might even have a full internship. This will actually be making you so highly employable that at the end of your degree it will be a very natural transition from the world of study to the world of work. We're going to do that in a number of other ways, too. We're going to invite people who are professional practitioners to come and share their experience with our students. We will make room in the curriculum for those kind of opportunities for industry professors if you like to be sharing the stage with our more academic professors, because it's also very important to have the combination of the two. We will make sure that we have more employers here on our campus. We don't probably need the large lecture theatres that we used in the past. How about we get our partners to come and be here, so they can be much more visible? But also, so they can mentor and share their experience with students. So, our aim is going to be to really try and merge together the world of study and the world of work and work experience is going to be a very big part of that particular challenge. In terms of our research, we have decided to be much more deliberate. We have encouraged research and let thousands of flowers bloom. But we want to actually make a contribution that will be world-leading and in order to do this, we need to really specialise and focus. So, space is an obvious choice for us. As I said before, we've got it covered. It is such an exciting area. It will deliver such economic boost to not Victoria only, but also to Australia as a nation. Victoria has the chance of becoming very much the leader in relation to space industries. An industry that is estimated to be worth over \$1 trillion by 2040. So, we would like to engage young people now, so that they are part of this exciting industry. Another area where we will specialise is sustainability. Our staff and students were unanimous in saying, we really need to do something about climate change. We really need to contribute not just the data that shows us how big the problem is, but we need to start working on solutions. You may be aware that about a week ago we actually opened a new facility with our colleagues from CSIRO and it is a hydrogen hub and, in that hub, we will be

looking at not only demonstrating that it is safe to use hydrogen, including for the next generations of cars that Toyota is working cars. But also, that we are going to be in a position to educate young people and perhaps, develop the researchers that will make hydrogen part of the solution to climate change. So, for us, hydrogen and the hydrogen hub for which we were very fortunate to get support from the Victorian Government, those are things that we can really concentrate in. Things that we can really make a big difference in. Of course, because we believe in the power of technology to make people's lives better, we will also engage, I think, with some more confidence in the area of what they call med tech, which is about all the assistive technologies that can actually assist people in nursing homes when they are isolated. We have researchers who have studied the effect of telehealth and how we can help people in those difficult times. But we've had researchers also developing new hearing aids that are actually created with 3-D printing and we're thinking of a whole range of areas where technology will make people's lives better, and where again, some industries and some economic spill-over effects will be felt if a university is brave enough to focus and invest broadly in those areas. For your students in your schools, if there is an argument to be made for why you would choose Swinburne, I would say it has to be this notion of the practical education where learning by doing is intricately linked with engagement with industry and an engagement that goes from the education right up to the research. We are in partnership with government, with corporates and with companies small or large, who are looking for technology solution for the problems that they're experiencing and there's nothing more exciting for a student than to actually be part of a project and then see that the solution that they were thinking about is actually going to be picked up and is actually going to make a real difference. This is something we can really encourage and we're committed to provide that opportunity to our students. The fact that we have committed to work experience and work-integrated learning in all of our programs I think is a demonstration of just how serious we are about learning by doing. But it is also because Swinburne is such a fabulous community to be part of. I have felt this, even though I was not on campus. Just as Alex was describing, we started to come back on campus only in the last few weeks and yet, from the moment I arrived, I have felt embraced. I have felt

included. I have felt very much part of this fantastic family that is Swinburne University. Today, our purpose is to try and encourage you to think about Swinburne as the family in which your students will not only feel at ease. Not only succeed, but in fact, thrive in that process of self-discovery. We cannot wait to welcome them on campus. We cannot wait to see you again at the next opportunity that you will be visiting. We are going to engage in every possible way that we can, and we believe that technology will be the solution to keep us close as the Swinburne University of technology. Thank you very much for your time, and thank you for all the time that you spent with your students. It's a difficult sometimes decision for them to make. It's an anxious moment. They've had plenty of stress in the last few months and I thank you for the empathy and the help that you have demonstrated to them. Enjoy the day. Thank you very much.

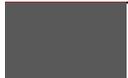
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CAROLYN BENDALL: Good morning everyone. I echo the sentiments. Thank you very much for joining us. It's a delight to be with you, even though we are not quite in person. We're in our live environment. I'd like to first make the comment actually on the photograph that you're seeing on your slide at the moment. Quite clearly, that's not me today. That's actually a photo of my graduation 30 years ago. It's obviously a very important day for me and my parents, but the reason I wanted to share it with you is because there is one person that I would very much, and have always held or attributed to the career path I've had and that was actually my careers counsellor as she was called in those days. In discussions with her, I was set as was my family very much on accounting and finance. That's pretty much what my family did. I spoke to her about my real passion for people and communicating and creativity. She put me on a track around marketing and psychology, two disciplines actually that hadn't been discussed at home at all. So, I graduated with a Bachelor of Business and a Bachelor of Arts majoring in Marketing and Psychology. From there, have had a career path for 30 years doing roles that I have loved. Predominantly in the banking and finance sector in Australia and in New Zealand. But then, just under 12 months ago I came across to

Swinburne University and I am so delighted to be here. I feel very privileged to be a part of that next journey as the Professor just spoke to around helping create a 21st century university focussed on innovation and technology and doing amazing things. The time I've got with you today, I'd like to do a number of things. I'd like to cast our mind back to 2020 for a moment and talk about a number of innovations we brought to market and share reflections. I'd like to talk to you around the VTAC current process and shares numbers in terms of preferences and offers and subject selections, and I'd like to, of course, talk a little bit about our future and where we're heading. It's really building on a lot of the rich information that the Professor just shared with you. Let's start with 2020, a year like no other. As hard as it was and of course, it was hard for everybody and very challenging in Melbourne. It did also provide us with the opportunity here at Swinburne to respond like no other. And so, we utilised our super powers of innovation and customer experience design, and there were two things that we brought to market that we are really proud about and we think demonstrates the sorts of things that Swinburne can do when it puts its mind to it. The first of those was what we called Swintopia, a gamified immersive on-line experience of the Swinburne campus designed originally to replace an open day that obviously we were not able to hold and invite the students onto campus. I'm sure many of you visited Swintopia and many of your students did. In the end we had over 12,000 visitors to Swintopia over a period of a few weeks and over 4,000 of them actually came back more than once which was really encouraging to see that there was additional information or areas that they would like to spend some time in. We did our utmost, and I will say this was created in 12 weeks in a series of six 2-week sprints. It was a fast-moving effort to put Swintopia together, but we put as much of the content as we possibly could in there. Course guides featuring many of our academics, featuring lots of student work and outputs. Featuring some beautiful parts of our campus and special characters that are there in and around the campus, and we called on some of our ambassadors, including Jack Riewoldt from Richmond Football Club where we have a proud and deep association, as well as Holly Dalton, a current student here and a cast member of Gogglebox. She helped show everybody around our virtual campus. What we really loved about this, too, is it really



opened our eyes to the reach that we would be able to achieve with an on-line version of our open day. We were delighted with the regional reach with those numbers. We were also delighted with the overall recommendation rate of over 84% of responders to our survey. We had over 700 people respond to that survey. They said they'd recommend a visit to Swintopia. Looking forward, we are now starting to work on the next generation of Swintopia. We see it's got a huge amount of potential. Our aim, our heart-felt ambition will be that it will be a blended experience and we will be able to actually get you and your students onto campus to visit Swinburne in person, but we will also design it as a blended experience. So, for those who can't come to campus, S&P especially our regional and international student prospects, they'll be able to visit Swintopia and find out more. We're looking at new features to build in there. We're basing that on feedback from this year's visitors and we hopefully will build a great new version of Swintopia. The second innovation last year was the Swinburne 2020 early entry program. We put that together as an innovative early entry program in response to the bushfires and COVID-19 knowing we had a Year 12 cohort like no other who were going through different areas of anxiety and hardship trying to deal with all that is a Year 12 experience, but in a very, very different way. This was the first time that Swinburne has actually put an early entry program, an alternative wait together. We understood it wasn't a completely smooth process and I acknowledge that. I know there were questions and the reality is there were parameters being designed as we were bringing it to you and to market. But nonetheless, we feel it was a really important response and the numbers tell us that it was effective. I'd like to provide my personal thanks to all the schools who supported this initiative and I know there was effort on your behalf to prepare the school recommendation forms and support the students with their personal statements. We're also very appreciative of feedback that you gave along the way, which really helped us finalise the 2020 early entry program that will also help us design what we might do in the future. The program was exceedingly popular. I'd have to say personally it exceeded my expectations, in terms of number of applications received. 2,321 applications in total and in the end - and as you would imagine we were working to some caps in terms of the numbers of offers per course - but in the end we made



887 conditional offers. For those students, they knew they had a safety net in place. They knew they had a place at Swinburne no matter what happened in the rest of the year and where their ATAR landed. We kept an eye on the VTAC preferences as they came in, in the timely period. We were pleased to see that the majority of students still put the standard ATAR entry course as their first preference and would use the early entry program further down. That was great to see they were backing themselves in terms of their result, but again had the peace of mind of that solution. In the end - and these are really important numbers in my view - 379 students have been made a VTAC offer through the early entry program, but another 580 students have been made a standard ATAR VTAC offer even though they applied for the early entry program. So, for that whole cohort of students, we will be welcoming them to Swinburne, and feel that we have given them options along the way, in terms of their way in here. On that basis, I'm happy to confirm that we will be pursuing an early entry program of sorts again in 2021. It won't be the same format, because this was shaped very much around hardship and how we could support those who had hardship along the way. We'll be rethinking it, because there will be something and we very much invite your feedback and would appreciate your input as we shape it. We'll communicate that to you further in the year. Now I'd just like to spend a little bit of time touching on VTAC for this year, 2021. We'll have a look at the preferences that have gone through. I'd like to share with you some of the numbers. Starting with the market size, the market itself was based on the number of first preferences that VTAC has received. It's 1% higher than last year's. Largely aligned in terms of the number of students. 57,891 VTAC applicants. One of the interesting things that we saw throughout the year, we were beginning to think the pool was actually going to be a bit larger than that, because students got their preferences in way earlier this time. At the end of Timely, the pool of preferences compared to the previous year was 5% higher. That sorted itself out as we began to see it was a timing thing. In the end 1% difference, basically the same pool. Looking at that, year on year, we were delighted frankly with the amount of preferences that Swinburne received through the VTAC preference in twenty into this 21 year. With our first preference pool growing by 11% and our total preference pool growing by 9%. That's really heartening in terms of knowing that

more students were considering Swinburne, but not only considering it, deciding to preference Swinburne in terms of the eight options that they have there. We know, of course, that the early entry program was one of the major factors in that. In many cases students were putting at least two Swinburne options onto their preference list. In total, the early entry program accounted for 7% of the total Swinburne preferences that we received. As the VCE results came out, we saw the early preferences declined by 16% and that was exactly what we wanted to see. As the results came out, students could drop the early entry program off their list. If we take a look at the study areas for a moment, I'd like to share with you some of the growth observations we have seen along the way. We've seen a notable growth in preferences in 2021 for the Bachelor of Criminal Justice and Criminology. For the Bachelor of Psychological Sciences. For the Bachelor of Computer Science, the Bachelor of Design in Architecture and vocational education remains strong which is something we're proud of, our dual sector status. We're delighted to see that the amount of vocational Education Alliance that is there. The Diploma of Early Childhood and Care experienced a notable increase in the first preference space. Free TAFE has been a major contributor as well and Swinburne is well-placed to respond to that. Swinburne unilink has caused us some consternation, frankly. We know it is a terrific pathways program and we can see by the success rate of the students who go through unilink and successfully make their pathway into the Bachelor's degrees that this is a really effective and positive program for many students, but nonetheless we received - there was quite a significant decrease in the amount of preferences through unilink and this year we will be enrolling significantly less than the year before. We know this is a response from more aggressive competitor offers, where there is direct entry into degrees at a higher rate across a number of the other universities. That's going to give us, that obviously prompts us to think about, how do we need to package unilink? How do we need to shape it? Again, I would very much appreciate and invite your feedback. We really do believe in it and we know it's the right thing there, but we have to make sure we bring it to market in the right way. Lastly on the VTAC side I would like to touch on offers. In the final wash-up, Swinburne made 1% more VTAC offers than we did in 2021. That is a positive result. It means we meet the number of targeted

offers that we were planning to according to our numbers and our forecasting. It's certainly a drop in terms of when you look at the growth we received in preferences. Again, we know this is a result of some of the bigger brand universities have made some fairly strong moves in terms of making sure they filled up their preference pools. For me, we know that means we've got a little bit more work to do in ensuring that we can bring that greater brand distinction to market and through you. To be able to talk very much to all that you've just heard from the Professor in terms of what is at the heart of Swinburne, what is it that we really stand for? That brings me to the final piece I'd like to talk about. That's about a new brand positioning for Swinburne University of Technology. We've done some extensive research over the last few months. What we've heard is that there is still a lack of familiarity with the Swinburne brand. There's no bad associations, nothing particularly negative. When we talk to our own students it's exceedingly positive. We are just not as widely known and attributed with some of those wonderful things we know Swinburne does, as we aspire to be. That is a job very much for me and my team to make sure that I can create a greater brand distinction for Swinburne and help you to help your students to know when it's the right university to choose. We are developing a new brand positioning. It will have quite a different look and feel. As you would probably not be surprised to hear, it's going to have a more innovative technology 21st century look and feel to it. We're going to position this around three primary points of distinction. One is about our dual sector status, that we have some great options for any student, of any age actually, school and beyond in terms of people looking to reskill, to train, or to follow their career path, right through their life journey. The second piece is going to be around our industry-embedded status and as the Professor has just spoken to you, our partnerships when it comes to research, when it comes to our students doing work-integrated learning, when it comes to our alumni out there in the community - and you're going to hear from one of those very shortly - our connections into industry are second to none. We need to talk about that more explicitly. You probably noticed; the real industry experience we talked about through our recent change of preference campaign. It's hard to miss, we put it distinctly up on billboards, but we're going to up the ante on that and actually guarantee for all undergraduate students

from 2021 onwards will have a work-integrated learning experience at least one. In the form of professional placements, in the form of internships, in the form of industry-based projects, scaffolded through their years at Swinburne University. We really do intend to give them that notion of learning by doing and being out there and involved in industry. So, by the time they graduate, they're going to have the employability edge. The third pillar you will see with our brand positioning is a very proud stance around being a leader in innovation and technology. We see Swintopia as a great example of how we were able to very quickly spin up a very different type of innovative experience of the Swinburne campus. There are many, many, many other examples of that. Later this year, in October, Melbourne will be hosting the world's top 50 innovators event in Melbourne, Australia for the first time out of London. It's been running for six years, and it is Swinburne bringing that event to not only Melbourne, but to Australia and we are very proud to be doing that. When you start to see the calibre of speakers from around the world that we will be bringing in there, you will see why we're so excited about this event. We really look forward to talking to you more about it. Hopefully providing opportunities for some of your students to participate, digitally, if not in person. The last thing I'm going to do as I close, is actually give you a sneak peek of our new brand positioning. This has not been seen by anybody else outside of the university to date. So, you are the very first group. We are going to be positioning ourselves around a tagline of Next Gen Now. It's all about what is at the cutting edge, what is coming up in terms of innovation, in terms of research, in terms of learning experiences, in terms of working with industry. It's all about what's coming next, but now. We believe that Swinburne uniquely is able to provide that experience to our students, to our staff and to all of our partners who work within the Swinburne community. We're very proud to be creating the next generation, right now. As I close, I would just like to reinforce the Professor's message. We are a very special community at Swinburne University of Technology. We would love to welcome your students as a part of that Swinburne family. Our engagement team is here to support you in the vital role that you play in helping your students find their place, just as my career practitioner did all those many, many years ago. Thank you for your time and I will hand you back to Alex.

ALEX LLOYD: Excellent, thank you so much. That sneak peek of the brand is one of the first times I've seen that myself. That's pretty exciting to hear that today. My microphone is on now. I managed to get that technical issue fixed. Now we're going to break for 10 minutes. It gives you a chance to have yourself a drink, head to the bathroom. We would like you to send in questions to us, as well. You can send your questions in UG team@swin.edu. We can hopefully get answers to you outside of the seminar event today. We'll have a break now. Thanks so much for tuning in. We hope to see you after the break. We'll hear from our industry speaker today. Thank you.

(INTERMISSION)

ALEX LLOYD: Excellent, welcome back, everyone. Hope you had a nice break. Thank you so much for sending in so many questions over the break. We'll look forward to getting to a few of those during the Q&A session. Now it's time to introduce our guest speaker for today. So, Claire Peterson. Claire Peterson - she'll speak more about our background - but a quick overview. Claire graduated from Swinburne in 2014 with a Bachelor of Information Technology is an associate director of KPMG Australia. She completed a few internships while at Swinburne and has moved onto a role following one of those internships. I'd like to hand over to Claire now.

CLAIRE PETERSON: Thanks. Firstly, I'd just like to send a quick thanks to Swinburne for inviting me here to speak today. It's been really nice to reflect on the last couple of years since I was sitting in this very lecture theatre, but on the other side, sitting in one of the seats rather than at the lecturn. Hi, everybody, my name is Claire Peterson. I am an associate director at KPMG. My work is within the management consulting space, with a focus on technology. Throughout my time at KPMG, I've had the opportunity to work across a whole bunch of different clients within the public and private sector. Solving complex problems and providing advice to senior executives. My work is largely within the technology space, but particularly the technology, strategy and operating model area.

Essentially, I help our clients leverage technology to help achieve their strategic goals within their organisation, whilst also considering all of the different people and process elements that wrap around it. Typically, when I give that brief explanation of what I do for a job, I do often feel that family and friends will just hear the words IT or technology, and automatically just think I fix computers. Then, they'll go ahead and ask me whether I can fix a technical issue they're having with their computer or phone. This kind of stereotype and unconscious assumption is a problem for the field of work that I'm in, but particularly females. I'll speak about this topic shortly, but I thought to start with I could give a real-life example of one of the engagements I've recently worked on in my day-to-day job. One of my career highlights was working on a large \$300 million customer experience transformation program for one of the large power and utility firms in Australia. They had recognised that digital disruption was one of the biggest challenges facing industry, but also, one of their greatest opportunities. They'd realised that technology was really going to transform how the companies operate and engage with customers and really aims at putting digital at the heart of their operations. As KPMG, we help them to procure and select a whole range of different technology to enable them to deliver on a whole range of different customer experiences. Things like a new mobile app and also helping customers to better understand their billing. So, more personalised insights around their energy usage and consumption so they can plan for bills more effectively, et cetera. This one was really cool for me, as an actual consumer of this product and provider I was actually able to see how what I was doing in my day-to-day work life really translated into me as a consumer and actual customer. As a female working in technology, I'm often asked what drew me to the career. I grew up in a time when technology was starting to boom. I watched the transition from those really big clunky home desk tops we all had at home to the thin light weight computers and laptops we have now. I've moved away from my Nokia 33-10 to an iPhone and watched a range of on-line processes be digitised. Things like shopping and on-line banking. I had always had an interest in technology and embraced the change that came with it, so it was never something I was afraid of. Fast forward to high school, my interests were still there, but I didn't really have an outlet to explore it, or really understand

what it meant for me and for some added context, I did go to a single-sex all-girls' school and I also didn't grow up in a family full of corporates. To my high school's credit, in year 9, they did run some IT subjects, but it was quite basic. Learning things like how to do touch typing and I think we created some small games. But when it came around to Year 12 and choosing VCE subjects I did express interest in completing some of the IT subjects, but because of lack of interest from my peers they were unable to run them. During VCE, I had always known I wanted to go to Swinburne. I had done my research, I had it all planned out and I wanted to study the Bachelor of Information Technology's scholarship program, which thinking back to it, upon reflection probably was quite a risk given I really had limited exposure to the tech space. Lucky for me, it did work out. The Bachelor of IT was a 3-year course and I had read on-line about how it was quite a challenging course in the sense that we did five subjects a semester instead of four. We had to do both summer semesters, and this was also that we could complete two 6-month work experience placements all whilst completing the degree in three years. At school, I always loved a challenge and as a bit of a bonus, what 18-year-old doesn't love the idea of getting paid to study at university. Little did I know that joining this course and the university I'd be surrounded by an amazing group of around 30 students who over the next 3 years, many of which would become friends for life. Prior to commencing my degree, not only had I never heard of companies like KPMG or other big firms, I also really didn't understand or realise the importance of the work experience placements that I was about to embark on and really how critical they would be in me securing a graduate position post-university. Swinburne really engrains from us from the day dot around how important it is to network and build connections with people within industry. Another bonus of my course was facilitated and hosted events where they would host industry dinners. They would invite different sponsors from the placement organisations to quite a fancy dinner and really, it was an opportunity for students across all levels, first year, second year, third year to mingle, get to know different organisations and different industry professionals, but also for them to get to know us as students. Throughout my course, I completed two 6-month work experience placements, obviously both facilitated and supported by Swinburne. The process was really similar to that of any

job application the real world. We had to create a CV. We needed to review a whole bunch of different job and role descriptions and really just pick ones that we thought were interesting to us or suited our skill sets. We went through the process of doing mock interviews with Swinburne staff just to make sure by the time we met the real deal, the real professionals that we were well-equipped for these interviews. I spent my first 6-month placement at Newcrest Mining within their new product delivery industry and I was exposed to the mining industry, which I knew nothing about and as a 19-year-old I was just all of a sudden surrounded by industry professionals who'd been in the workplace for many, many years. Newcrest was a really supportive environment for students like myself and on top of obviously the exposure to the real-life projects they were embarking upon, they even set up things like an innovation challenge where students on placement at Newcrest all got together with the CIO, so the chief information officer, and on a fortnightly basis he'd ask us questions around what we were learning in our studies and basically so he could get a fresh perspective of what's happening out there broadly. On reflection, it was pretty cool that a company like Newcrest and quite senior stakeholders would make the time for students like us. I think this is the point where us as work experience students really realised that these placements were not only obviously for us as students to learn and get a grasp of what the real world is really like. But also, for these placement organisations to get some fresh perspective and insight. I was lucky enough to continue on at Newcrest post my placement completion for the next 3 months before I started my next semester at university. My second placement was during my final year and was completed at KPMG. I worked within the IT advisory division and I'm sure you can probably guess how the rest of the story plays out. My time at KPMG exposed me to the complex world that is consulting, and was my very pathway to securing a graduate position, which I then commenced in 2015. By the time I had recommenced at KPMG I was familiar with the different people that I'd be working with, I knew roughly what the work would be, I was familiar with the different processes and systems they use. Basically, it removed that first couple of months of that finding your feet process that most graduates were just about to embark on. I can emphasise with students nervously applying for graduate roles during university and it's funny now, because

I'm experiencing the flipside of the story where I run some recruitment activities for my team at KPMG. Of course, when you're looking for new candidates you look for the standard things. They're enthusiastic, willing to learn and new cultural fit for your team. What sets candidates aside is the fact they have completed some form of work experience during their studies or held some kind of part-time job. This shows us as a potential employer that the person knows how to conduct themselves in a professional environment and removes a lot of risk that you get with bringing on a new person that's fresh out of university. This is a big reason why what Swinburne's doing with their push for students to gain practical experience is so important. It is a competitive market out there. It's literally giving your students a head start on their career. Thinking back to it, I would say that the process and the pathway that I took, so doing a work experience placement, then undertaking that placement, getting an offer and then recommencing that graduate role was quite similar for the majority of my cohort. I'd say that at least everyone in the cohort was successful in receiving an offer from one if not both placement organisations. When I was at university, like I mentioned, my course was quite small, around 30 people and I was one of three females. When I started my career it did seem like a similar story with respect to gender diversity, but was I surprised? No. By the time - sorry, with time, I have seen these types of ratios improve and it's really not something that I would want future women or girls or students that have an interest in STEM, so science, technology, engineering or mathematics to be afraid of. Over the past six years that I've been at KPMG I've watched my team grow from a handful of women to now probably about a 40-60% split and most of that 40% is actually coming from new joiners and new graduates. More and more organisations are implementing diversity targets to break down these types of gender barriers, but not only for gender equality, but also things like disability, cultural backgrounds, LGBTI inclusion and others. Why has there always been such a lack of women in STEM? I think I personally boils down to the lack of engagement when girls are young, and the fact that girls, students and graduates don't really have the role models to look up to, to really inspire them to explore a role in STEM. Stereotypes and biases really do shape the public's opinion on what a person that works in STEM should be, or should look like. Again, I'll bring it back to the example I

mentioned where my family and friends think that because I work in tech, I can fix their computer. If you're wondering, I can't. Ask anyone but me about that. If I was to think about how to overcome this barrier, there are a whole range of different programs that are available these days to really help break down these stereotypes early on. In Australia, in particular, again there are a whole range of different programs, but in Victoria specifically, there is one that I am quite fond of. It's called the Go Girl, Go for IT Program and it aims at targeting students from years 5 to 12 and really, I guess shedding a light on what different career paths are and what different opportunities there are within the STEM space. I'd really encourage you to try and get your schools involved in these kinds of initiatives and start breaking down those barriers early on. In terms of career prospects for future graduates, there's really no shortage of roles in the tech space right now. If anything, it's a really great time to be part of the industry. The disruption of the past year due to the COVID-19 pandemic has really shown the world how important technology is. We've all seen the modelling of the COVID-19 data on a daily basis, with Daniel Andrew's daily press conferences. We've seen the importance and the criticality of the contact tracing systems and most importantly, we've all experienced the massive shift of the workforce and students and teachers to remote working and learning. None of this would have been achievable without technology. Digital and technology transformation are no longer becoming a trend for organisations. It's now just really a critical part of their business. Companies are doing whatever they can to retain and attract top tech talent to really support that digital agenda. Some of the most in demand tech jobs are largely in the following areas. Firstly, security. Businesses are heavily relying on data for their everyday operations. These IT professionals really help ensure that IT organisation is kept safe from threats internally or externally to that organisation. Cloud, the shift to Cloud has been a trend within the tech space for many years now. I won't get into the technical details, but we'll say that there are a range of different opportunities in the Cloud space that are all required to enable an organisation's IT's environment to be securely hosted in the Cloud. Data organisations have really now realised that data is key and really, a powerful tool to enhance decision making within their organisation. Roles like data analysts, modellers and

data scientists are all on the rise and a bit of a shameless plug, it would be remiss of me not to mention the whole range of different opportunities that exist within the consulting space. If you think of any problem large or small, tech or non-tech related I can guarantee you that there are teams at places like KPMG or other professional services firms that can help. Because of these problems we need enthusiastic people with a whole range of different disciplines and educational backgrounds to help us solve them. To finish off, and again, I'm likely stating the obvious given the audience I'm speaking to, but I would really recommend to you all to encourage students to follow their passions when it comes to selecting a university course or a particular career pathway. And, if they don't get the particular VCE score that they desired, then there's a whole range of different pathways to get to where they want to be. If they do have the luxury of choice, I would recommend they select a university like Swinburne, that does give them that practical head start on the working world and gives them that opportunity to complete the work experience placement. Lastly, if you have students that have a particular keen interest in STEM, then great. You've tackled the first battle, so please continue to foster and encourage them. Everyone has a role to play to take charge and educate students on what the world of STEM really is like. Thank you for listening.

ALEX LLOYD: Excellent, thank you so much, Claire. It's always good to see our alumni and see what they move onto afterwards. We thank Claire for coming along to speak to you all today. We have received quite a few questions, which is really great. We are going to take some time to answer those. What we'll do is quickly invite our panellists up to the stage. We have received quite a few questions about the early leader's program, as well. In Pascale's absence we have invited Lauren from the school's team to come and answer questions about those. Now, we'll commence the Q&A session.

ALEX LLOYD: Excellent, thank you so much, everyone. We have quite a few questions that have come in through the audience. One of them is for you Claire, actually. I think this is more appropriate for you. Has the pandemic escalated automation? If so, what impact does



that have on the jobs of the future?

CLAIRE PETERSON: Yes, so obviously like I mentioned the COVID-19 pandemic has had a huge impact on the different jobs we have and the fact that organisations do need to get ahead of the curve when it comes to digital and automation and technology. I would say that I guess in my space which is predominantly in the strategy space, so that's looking at how organisations better use technology in the future, that automation has been a hot topic for quite a number of years now. I would say I completely agree that the COVID-19 pandemic has if anything, escalated the fact that organisations need to get on board now and start to look to the future.

ALEX LLOYD: Cool, fantastic. Thanks, Claire. I have a question - this one here is probably best suited for you, Carolyn. Is there a concern that the early entry program will reduce the quality of the student cohort coming through to Swinburne, therefore, impacting our reputation?

CAROLYN BENDALL: The short answer to that is no, and obviously that's a discussion as we put the program together last year that it was a topic that we discussed quite thoroughly. What we're actually very interested in is as I mentioned earlier, we have over 300 early entry program students coming to Swinburne now. They're going into the same course, but the cohort that come in through the standard ATAR. We think that this is going to provide a really great comparison. What we have seen over the years is irrespective of relative ATARs, students are largely caught up by the end of the first year anyway. They're now starting to learn differently and experience differently and they're part of that university system. The actual ATAR and where you were ranked starts to fall away pretty quickly. The short answer to that is no, and then I'd love to be able to back that up with data by the time we get to next year.

ALEX LLOYD: Thank you. David asked the question; how will we support them once they



reach the first year? This year is a great curving curve for us to track the students and see what's going to help them transition into success in the second and third year of that degree. We're going to learn a lot as the year goes on. Some more questions here. I might put this to you, Carolyn. We're happy to go back to Pascale to answer some of these questions, as well. Will Swinburne deliver many of its courses blended and on-line in the future given it was proven to be possible in 2020?

CAROLYN: Yes, and if Pascale was sitting here, I would defer to her. I know from the many conversations I've been involved in around the Swinburne executive table and the academic areas, the aspiration... actually, it's more than an aspiration, the plan and strategy - we've moved to blended learning. We went the full extreme to complete remote learning. We're going to come back and design the best possible model of blended learning. Many of you will have heard Pascale speak earlier. We're sitting in a lecture theatre that I believe holds about 400. It probably won't hold 400 for lectures anymore. We know in the world of catch-up TV and Netflix and things, people like to be able to consume that sort of content in their own time. That being said, there is so many wonderful things about campus life and, of course, when we're doing practical things and even the tutorials where it's very much about bonding together and learning as a small community, there will be plenty of reasons to come on campus when you can. Blended learning, I think, is very much the model of the future and for Swinburne we'd very much like to be at the forefront of that.

ALEX LLOYD: Thanks, Carolyn. We did have quite a few questions in relating to the early entry program. That's why we brought Lauren along. The early entry program has been running for a few years and last year had a lot of students complete the course. What certificates are included in the early entry program? How many of them do the students need to complete to complete the program?

LAUREN STEER: The early entry program is designed particularly for Year 11 students. There is one core certificate which is the academic certificate that students need to complete in



order to attain early entry status. Creativity, community engagement and career development. Students need to undertake one of the three electives as well as the academic certificate in order to attain two ATAR points towards a Swinburne-preferenced course at the end of Year 12.

ALEX LLOYD: Excellent. Thanks, Lauren. There is another question, what activities do the student do within the certificates?

LAUREN STEER: It's very exciting, because a lot of what we're doing this year is revamping the program to do a lot more on-line learning again. For the academic certificate, the students will be undertaking modules that are actually for current students in our learning and academic services department. Those fall within areas that are like, what to expect from university? How to write an academic essay? How to read academic research papers? All of that learning goes towards the academic certificate, in particular, which is like I said, the core. The career development certificate has a number of activities students can undertake. One of them being complete a resume, interview a Swinburne student, attend open day. They have a wide range of activities that they can undertake and they can pick and choose three. The community development certificate is 20 hours of community development volunteer work within a period of, I think it's from April until October. They just need to go into the community and complete a minimum of 20 hours in order to be able to attain that certificate. Students can technically do all four, if they do want to overachieve and do all four, which is great. But the preliminary requirement is two.

ALEX LLOYD: Excellent, thanks Lauren. We have a question come through from Leanne. I might put this one to you Carolyn. This is about a work-integrated learning proposition. Guaranteeing work-integrated learning for all undergraduate programs and connecting students to industry is a welcoming feat. Is Swinburne assisting students to do this or will you have a specialised team, or do students have to source their own work placements?

CAROLYN BENDALL: Excellent question. Swinburne has just created a whole new unit called Employability, and the responsibility for that unit amongst other things will be the sourcing and management of the work-integrated learning opportunities across the board.

Swinburne will absolutely be actively be working to source those programs. That being said, students have always brought their own opportunities to the table, as well. Of course, we would look to integrate them, as well. We've spoken extensively today about our industry partnerships and, of course, they're the first go-to points for us to speak to those organisations about, how can we provide you with interns? Or actual professional placements, or even you provide us with industry projects? We'll be using our industry partners, but there is another important network, one of which is sitting next to me. That is our alumni community of which we have hundreds of thousands. There is an active strategy in place to reach out there and also, start to procure those opportunities. Our ambition - and it is a big feat - but our ambition is to go far and wide and to have some terrific opportunities. So, the onus will absolutely not be put back onto the student.

ALEX LLOYD: There's also a question, will this lengthen the course? If not, how long will the placements be? I think it varies depending on which course it is and what type of placement it is. It does vary from case to case.

CAROLYN BENDALL: That's right. Obviously, professional programs have that fourth year anyway, but the internships, for example, count as a part of the standard 3-year as Claire has said. So, the idea is this is not on top. It's actually the learning by doing that was mentioned earlier. It's a part of your core program.

ALEX LLOYD: Excellent. We've got another question. When will the 2022 course guide be available? Currently you're able to download the 2022 course guide digitally retirement website. We are working on our new master brand. That will actually mean that the course guide will be printed in the coming months. We haven't worked out exactly when that's going to be. You're certainly more than welcome to put orders in now and we can get those



out to you as long as they're ready and printed. They are coming, but feel free to get your orders in the meantime.

CAROLYN BENDALL: The current guide is on-line.

ALEX LLOYD: The current 2022 information is all on-line now. This question is for me, actually. It goes back to that point I raised before with regards to us not being able to go out to schools as much as we could. Can we bring students for campus tours on campus at Hawthorn this year? Yes, definitely. Again, still get those requests in, but obviously we need to do a lot of checks to make sure we're operating in a COVID safe environment. Certainly, get those requests in. It might depend on how many students we can facilitate. One of the biggest challenges we have this year, and this also relates to why we haven't committed to the on-campus visits for career practitioners yet is timetabling. Timetabling has been massively impacted by the pandemic, by the social distancing in the sense that we can't have the same amount of students within a lecture theatre or a workshop room or a lab. We do need to modify timetables to accommodate for that. We certainly are keen to take students on campus from schools for tours. Get those requests in and we'll work closely with the school to make that happen. I'm going to see if there's any more questions. There's another question here and this ties into the VTAC update. Did Swinburne have to lower ATARs to issue more offers in 2021?

CAROLYN BENDALL: To some extent and obviously we'll be publishing all the ATAR outcomes fairly shortly. In some cases, we did actually make ATAR adjustments and that was very much in line with what the universities did, the sector did as a whole. What you will see is in certain areas, the ATARs as a whole were lowered. We, of course, had to make some adjustments as well to ensure we were able to get our offers to the students. That being said, we do believe this was 2020 for the previous year. Obviously, it's a 2021 initiative now, but this is a reflection of the year like no other. Our expectation is that those ATARs will largely be restored to similar levels as we head back into some more normality.

ALEX LLOYD: Excellent, cool, thank you. There was a question that would have been ideal for Pascale. It is something that we'll go back to her and seek a response. It's with regards to no longer offering a language program. What would students do if they wanted to do to study language and what would Swinburne do to support that? We'll need to go to Pascale. We'll be in touch hopefully next week for an answer to that question. Just bear with me. I'm scrolling through the questions as they come through. There is a question about open day, as well. This one might be for you again, Carolyn. We're still working out what we can achieve with our open day this year. The question asks, is there a possibility we would have multiple open days this year, multiple physical open days if we're only able to accommodate a certain amount of people on campus? I'm not sure if you've thought that far ahead?

CAROLYN BENDALL: We're starting to think about it. I'm glancing over here to our head of events. As we all know, in all parts of our lives we're living in a very uncertain environment. As we're seeing day-to-day, things change. Logistically, that becomes a real challenge for us to work through, how can we structure a meaningful open day? Which by definition has usually meant the doors are open, all the academics are there, the campus is open and we have all the sorts of activations and things that you would want to see and we would want to provide. That becomes very challenging to provide multiple times over and over and over. That being said, as we get closer to - and we are aiming for the end of July to be our open day as per tradition - as we get closer to that time, if it's becoming clearer that we are not going to be able to do any form of mass gatherings, we will absolutely be planning for maybe there is something on a smaller by registration basis. Because that's what it would need to be. We don't have those concrete answers. What we do have, though, is as I mentioned earlier, no matter what format we do, we will be working on an integrated on-line, on-campus experience and if the worst were to happen and we weren't able to do anything on campus, we will still have developed our Swintopia experience to a new level.

ALEX LLOYD: Thanks, Carolyn. I have one for you, Claire. Has 2020 and everything that

happened during 2020 busier or quieter?

CLAIRE PETERSON: Definitely busier. I think particularly being in the tech space and like I spoke about, it's really made everyone realise how important technology is to really enable businesses to grow and really just to operate. Even if I think back to my team, we have people supporting the COVID-19 pandemic. They're on secondment at DHHS working with some of the contact system implementations there. Definitely busier than ever.

ALEX LLOYD: Thanks, Claire. Here is a question for me, as well. This one is just about the rest of the CP seminar activities that we have. The question is, what will webinars be focusing on? At the end of this presentation, you'll actually see a sneak peek of that and we'll next week send out the full program of details. We're running six webinars. As mentioned, they will be on live and you will have the option to access on-line. You get to participate in an on-line Q&A with the course experts during the session. But the workshops that we're actually focusing on... I'm going to scroll down and look. We're focusing on areas including engineering, education, law, science, and I think there's another one, industrial design and health science. They're the areas that we'll be focusing on as part of our web series and as part of the on-campus visits we'll focus on areas such as health, engineering, IT and I think we're also focusing on architecture, as well. We're finalising the details around that, as well. I'm just seeing if there are any more questions that have come through. I think that's it. Wonderful. Thank you so much, Claire, Caroline and Lauren for joining the panel. Hopefully we answered the questions as best we could. If you have more questions, just generally feel free to continue to reach out to the school's team and we'll look to get those answers and we'll get that question around the languages question answered by Pascale later on, as well. Thanks, everyone. I'm going to head back to the podium to wrap up for today. Wonderful. So, thank you so much everyone for joining us. Again, thanks to Claire, Carolyn and Pascale and Lauren for helping with today's session. Before we go, we want to remind you about the school's contacts, again. We have Lauren, Alex, Christian and Anna in the team here to help you throughout the year and again, send through those questions. A reminder that it

doesn't end today. We do actually have the webinars coming up in March and we also have our on-campus visits coming up in term 2, as well. We'll keep you up-to-date as to when these are happening and send more information to you next week and if you haven't seen the digital course guide, we'll send it in the link, as well. Thank you again for joining us. It's been a pleasure. We look forward to obviously hoping to run a regular event next year on the second Friday in February on campus. Hopefully see all of you there. All the best with this year, stay safe. We look forward to working with you closely in 2021. Thank you.

[END OF TRANSCRIPT]

