Student Voice & Partnerships Framework

Where every voice matters

Acknowledgement

Griffith University acknowledges the people who are the Traditional Custodians of the land and pays respect to the Elders, past and present, and extends that respect to all Aboriginal and Torres Strait Islander peoples.

We honour their unique relationship with, and ongoing stewardship of the lands on which all of our campuses are located. Aligned with our commitment to student voice and partnerships, we recognise the importance of embedding Indigenous cultures, perspectives, and knowledge systems not only across our learning, teaching and research environments but also in our operations. By working in partnership with students, staff, and community, we strive to create spaces where the voices of all, including our First Nations Peoples are elevated, respected, and integrated into shaping the future of Griffith.

South Bank, Nathan and Mount Gravatt campuses are situated on the land of the Yugarabul, Yuggera, Jagera and Turrbal peoples.

Logan is situated on the land of the Yuggera, Turrbal, Yugarabul, Jagera and Yugambeh peoples

Gold Coast is situated on the land of the Yugambeh/Kombumerri peoples.

SVP Framework | Purpose

In today's rapidly changing educational landscape, the voice of the student is more crucial than ever. As we strive to create a university experience that is not only academically enriching but also aligned with students' broader life goals and values, it is essential to build a framework of student engagement that helps to truly reflect and integrate their perspectives.

The Student Voice and Partnerships (SVP) Framework represents our commitment to fostering vibrant, inclusive, and responsive student engagement and partnership. Developed collaboratively with students and staff, and informed by leading practices and research, this framework is designed to ensure that student voices are not just heard, but actively help to shape our decisions, and actions.

The approaches centre on recognising and valuing diverse perspectives, facilitating meaningful dialogue, and empowering students to play an active role in shaping their Griffith experiences, in a way that suits their individual interests and needs. By prioritising equity, diversity and inclusion, we also aim to help address systemic barriers that exist in access and success in higher education and create a learning environment where all students feel that they can thrive and belong.

This framework is not just a strategic tool, but a dynamic blueprint for engaging with students in a way that promotes positive change and aligns to our core values. Through valuing student perspectives and working together in partnership, we can build a Griffith that has enriching experiences that are accessible to all.

SVP Framework | Approach

The Student Voice and Partnerships (SVP) Framework represents a unified approach for integrating student voice and partnership across all levels of the university.

The goal – to create a connected and responsive environment where students, staff, and the broader community can work together to address challenges and seize our opportunities.

A unified approach to engagement will mean that student voice is consistently integrated into our academic and operational practices and enable us to respond proactively to emerging issues, tailor initiatives to student needs, and enhance the overall experiences of Griffith students. This approach will also support our strategic priorities, including uplifting student retention, widening access and inclusion, and advancing innovation in our learning, and teaching.

Adopting the SVP Framework in our practices will also help to promote a culture of inclusivity and shared responsibility and will empower students with the agency to shape their experiences and ensure their perspectives are valued and heard in all that we do.

By aligning to the principles of the SVP Framework, we intend to build a stronger, more connected Griffith, where collaboration and engagement contribute to continuous improvement and success.

Principles & Values

Our strategy and the framework are informed by a set of key principles and values that guide our approaches.
They ensure that our commitment to students is meaningful, actionable and creates a place where every voice matters.

The Student Voice and Partnership Principles and Values guide our commitment to meaningful collaboration and partnership.

They also underpin the SVP framework so that **every student voice matters.**

Inclusive Culture

We are dedicated to creating an environment that is inclusive of all student voices and perspectives. By valuing and integrating diverse views, we ensure that our community is enriched, and our decisions are well-informed.

Co-Creation & Partnership

We strive for genuine collaboration between students, staff and the community. Through co-creation, we work in partnership to develop solutions and innovations that address shared challenges and opportunities.

Leadership & Career Readiness

Empowering students with leadership opportunities and skill development is central to our approach. By supporting students in these areas, we can help prepare them for successful careers and future leadership roles, contributing positively to their personal and professional growth.

Belonging & Community

We value creating a sense of belonging through meaningful connections and innovative experiences. By cultivating place and purpose, we also aim to ensure that students feel valued and connected to Griffith and the broader communities we serve.
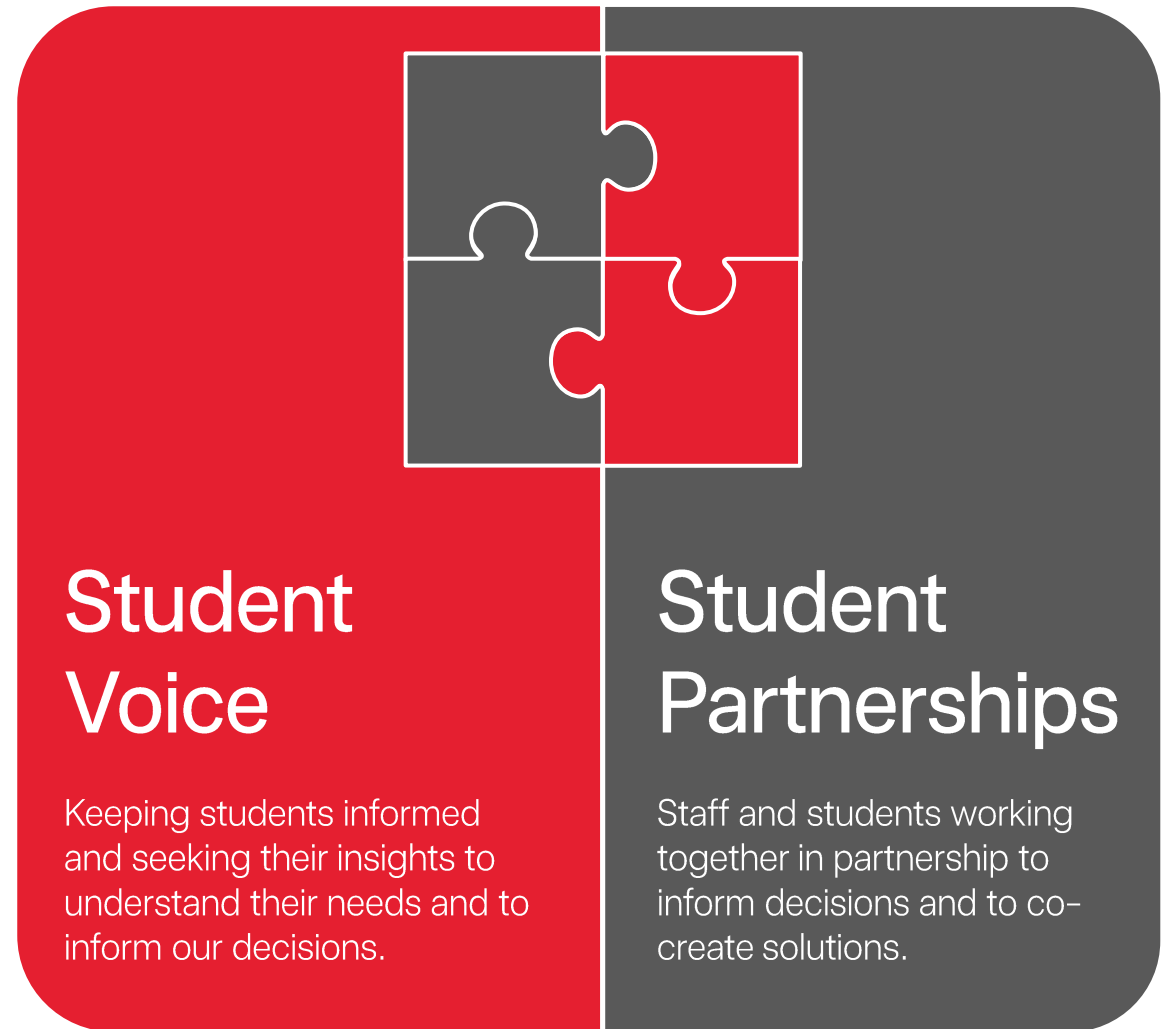
SVP | Where to begin

Effective student engagement under the SVP framework begins with understanding the dual nature of the approach.

By keeping students informed while actively seeking their insights, we ensure that their needs and perspectives directly influence decisions and their university experience.

Through collaboration and partnership, staff and students work together to co-create solutions that address real challenges and opportunities.

These core elements form the basis for meaningful engagement and impact.

Student Voice

Keeping students informed and seeking their insights to understand their needs and to inform our decisions.

Student Partnerships

Staff and students working together in partnership to inform decisions and to co-create solutions.
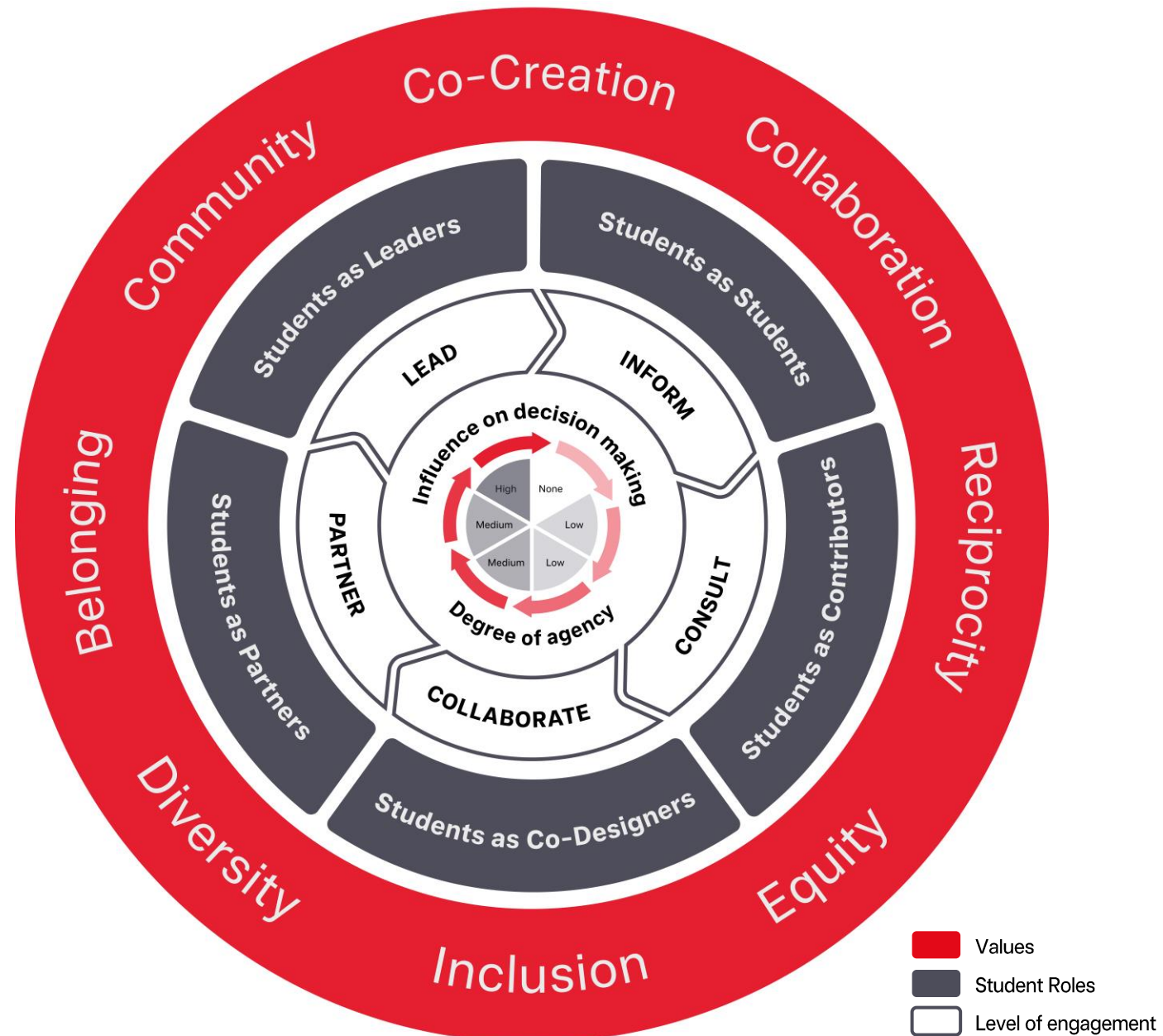
SVP Framework

Empowering student voice and partnership opportunities for all.

The SVP Framework acknowledges that students have varying levels of interest, time, and capacity to engage in student voice and partnership opportunities. By creating defined student roles and offering multiple pathways for engagement, the framework ensures that students can participate in ways that suit their individual circumstances and needs.

Whether through short-term, one-off engagements or sustained roles that involve contributing to, or leading projects, the framework provides flexible options for meaningful, student–staff collaboration.

With diverse avenues for engagement, students are empowered to choose opportunities that align with their interests, goals, and values—ensuring that their contributions are impactful and aligned with what they seek from their Griffith experience.

Elements of the SVP Framework have been adapted from:
Bovill (2017)
Healy, Flint & Harrington (2014)
Shaw, Rueckert & Smith (2017)
Sparqs :A Student Engagement Framework for Scotland (2011)
SVA Student Engagement Continuum as adapted from IAP Participation Spectrum for Public Participation (2018)
Varnham (2017)

SVP Framework | Roles and approaches to engagement

INFORM	CONSULT	COLLABORATE	PARTNER	LEAD
Students as **Students**	Students as **Contributors**	Students as **Co-Designers**	Students as **Partners**	Students as **Leaders**
Purpose of the engagement				
Staff have information to share but aren't actively seeking feedback. Students aren't looking to actively engage in voice and partnership activities; however, they seek to be informed about the things that impact and matter to them.	Staff are seeking student insights and feedback. Staff are responsible for decision-making and delivery but seek student contributions to inform them.	Staff are seeking to collaborate with students to gather insights and ideas. Staff are responsible for decision-making and invite students to be active collaborators through dedicated roles and activities.	Staff are seeking insights and feedback and to partner directly with students to co-create solutions. There is shared ownership in decision-making and outcomes.	Students are seeking to lead initiatives. Students are responsible for decision-making and outcomes with support from students, staff, policies and resources.
Our commitment to the engagement				
Staff will keep students informed on the things that matter and that are important to them. Students will also proactively seek out information that is relevant and important to them.	Staff will listen to and acknowledge students feedback and aspirations. Student insights will help guide and inform decisions and outcomes.	Staff will listen to student's ideas, feedback and aspirations directly. The engagement will provide the opportunity for students to influence decisions and outcomes.	Staff will work directly with students in partnership to incorporate their ideas and recommendations.	Staff will implement and/or support students to implement what they decide.

Influence on decision-making | Degree of agency

None	Very Low	Low	Medium	Medium to High	High

Staff will provide feedback on how student input influenced decisions

Student leaders will provide feedback on what influenced decisions

SVP Framework | Examples of engagement

INFORM	CONSULT	COLLABORATE	PARTNER	LEAD
Students as **Students**	Students as **Contributors**	Students as **Co-Designers**	Students as **Partners**	Students as **Leaders**
Students are informed about key information via Griffith's established student communications channels and protocols. Students also proactively seek our relevant and important information via these established channels.	The level of engagement is usually broad and aims to reach a diverse set of students. This type of engagement is usually relevant for uncovering broader student insights and feedback. An acknowledgement or small incentive can be offered for participation.	Engagement may be refined to smaller but still diverse groups of students. Focus is on a collaboration where students can contribute their ideas and influence decisions. Participants should be offered incentives for participation which could include incentives or other forms of payment and acknowledgement.	Engagement may be refined to small but diverse groups of students or a one-on-one relationship. Focus is on partnering where there is shared responsibility and influence on decision making. Participants should be offered incentives for participation including remuneration or other forms of payment and acknowledgement.	Students may use a variety of approaches depending on the outcomes they are seeking. The engagement with fellow students, staff or community could include the full range of engagement from informing through to partnership.

Examples & Instruments

INFORM	CONSULT	COLLABORATE	PARTNER	LEAD
• Social media posts • Student newsletters • Digital signage or other on campus notices • Emails & SMS • myGriffith or Learning@Griffith notices • Microsoft Teams sites	• Surveys and polling • Service delivery or course feedback • Interactive posts on social media, Microsoft Teams or Learning@Griffith • Student interviews and observations • Co-Design Lab activation • Student Voice & Partnership Online Community engagement • Qualitative Studies (e.g., Recollective research platform)	• User testing or UX workshops • Policy development and review • Service design or review • Curriculum review • Focus groups and workshops • Student Voice & Partnership Online Community engagement • Co-Design Lab activation • Co-Design Incubator or other WIL or in-curricular engagement • Qualitative Studies (e.g., Recollective research platform)	• Co-designing or Co-delivery • Co-research or Co-teaching • Policy development and review • Service design or review • Curriculum co-design • Focus groups and workshops • Engagement within curriculum (e.g.; work integrated learning) • Student Representation on university committees or sub-committees.	• Student Representatives from student bodies e.g. SRC or Student Guild • Clubs and Societies • Peer-to-Peer Leadership roles • Student-led projects or initiatives

Time | Commitment

None	Very Low	Low	Medium	Medium to High	High

We acknowledge and thank the many students and staff who supported development of this framework.

Your contributions are valued. Your contributions will help make it matter.

Student Partnerships

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