



Student Voice Framework

Inclusive. Empowering. Reciprocal.

Student Voice at Adelaide University is a genuine partnership between students and staff, built on the belief that students' experiences, ideas, and perspectives should actively shape the future of the university. It goes beyond simply gathering feedback, Student Voice means students are involved in designing solutions, guiding projects, and influencing decisions that affect learning, services, and the campus experience.



What is Student Voice at Adelaide University?

This partnership recognises that students understand what it feels like to study here every day. Their insights help create a supportive, inclusive, and engaging environment where all students including international, regional, and diverse communities, feel heard and valued. By intentionally integrating student contributions at multiple levels of engagement, from providing input through to co-design and shared decision-making, Adelaide University ensures students play a meaningful role in shaping impactful change and strengthening the sense of belonging across our community.

This Framework is designed for all staff and students who engage in partnership activities, across academic and professional areas and inclusive of all student cohorts, including undergraduate, postgraduate, higher degree research, online, international, and regional learners.





Why Student Voice matters now

Adelaide University is a new institution. As we shape our identity and future direction, student partnership is essential. Our 2026 and 2030 vision commits us to being an accessible, connected, student-centred university. A strong Student Voice system helps us deliver this by:

- Making support easier to access
- Improving teaching and learning
- Strengthening belonging and inclusion
- Building employability and leadership capability

What this Framework provides

The Student Voice Framework provides a shared approach for how students and staff work together in meaningful partnership. The Framework outlines:

- Three core principles: Inclusive, Empowering, and Reciprocal
- Four levels of engagement: Inform, Consult, Partner, Decision Maker
- Clear roles and responsibilities for students and staff
- Measures of success that track impact and improvement
- Planning steps for designing partnership activities
- Guidance on reward and recognition



Our Student Voice Eco system

Adelaide University's Student Voice ecosystem is designed to ensure students are meaningfully engaged, heard, and able to influence decision-making across all levels of the institution. The ecosystem is made up of three interconnected areas: Central, College, and Student Association.

Central

Central student voice structures focus on whole-of-University priorities and the overarching student experience. This includes large University-level committees, the Student Advisory Panel, and strategic forums that shape institutional policy, systems, and the overall student experience.

College

College-level student voice provides discipline and degree specific engagement. Through College forums, committees, and representative groups, students contribute directly to their academic experience, including curriculum, teaching and learning, assessment, and localised student experience matters.

Student Association

Student Associations play a vital role in connection and belonging. Through clubs, societies, and leadership communities, students build relationships with peers, engage in co-curricular life, and connect with student leaders and University leadership in less formal, community-driven ways.

Across Central, College, and Student Association spaces, student voice is underpinned by shared principles and practices. These areas work collaboratively to ensure student perspectives are heard, valued, and acted upon creating a cohesive, responsive, and inclusive student voice ecosystem that strengthens the student experience across Adelaide University.

Your Student Voice Principles

Inclusive

Diverse student voices should be proactively sought. Partnership opportunities should consciously identify and remove barriers to student participation such as financial, time, geographic and confidence constraints that could limit the diversity of input and quality of outcomes.

Genuine Empowerment

Students should be valued as genuine contributors. Partnerships must ensure that student voices are heard, supported, acted upon, and outcomes are communicated back to them. Clear role descriptions, thorough onboarding, and ongoing support are essential to empower student partners to actively engage in decision-making processes, make meaningful decisions, and provide high-quality input.

Reciprocity

Student partnerships should have value and benefit to both the university and students. This means actively participating in activities aimed at improving the student experience that hold personal significance and are of genuine interest to them. In addition, partnership participation should enhance student partner's skills, knowledge, and growth personally and professionally. To support this, student's motivations and expectations should be understood, and consideration of reward and recognition made.

Our levels of engagement



The table on the following page explains the four levels of engagement and what each level means in practice. It includes key things to consider at each stage and examples of the types of activities students may take part in. These examples help staff and students understand how each level works and how rewards or recognition should be matched to the level of involvement.

This Framework uses adapted ideas from Healey (2014) and Bovill (2017), who describe student engagement as a spectrum. The spectrum moves from Inform and Consult through to Partner and Decision-Maker. As you move along the spectrum, students have more influence, work more closely with staff, and take part in shared decision-making.

Levels of Engagement	Key Considerations	Activity Types	Resources
Inform: Students as users	Share information with students efficiently without seeking feedback. The goal is one way communication to create awareness and prepare students for further involvement. Enable students to share their thoughts at their convenience, without time constraints. Volunteer engagement.	• Social media posts • Email notifications • From A to U (Student Newsletter) • Physical installations	<u>Student Portal</u> Ensure transparent and concise communication with students, offering clear guidance on where to find additional information when needed.
Consult: Students as contributors	Engage students by seeking their feedback and perspectives, helping shape outcomes and decisions. This step helps staff gather valuable insights, fostering collaboration and enhancing the student experience. Minimal time commitment and one off engagement for participating students. Typically voluntary engagement, students acknowledged and potential prize incentives.	• Surveys (e.g. ‘share your voice’/‘help us improve’) • Ad hoc feedback (e.g. via whiteboards, MS forms) • Interactive social media posts - online polls or voting exercises • Event support volunteers	<u>Student Portal</u> <u>Volunteer</u> <u>University of Adelaide</u> In all communications with students, it's crucial to be transparent about the purpose of the initiative and the expected outcomes. If you're requesting feedback, ensure you have a plan in place to close the feedback loop. Clearly explain how their input will lead to positive changes and keep them informed about the specific improvements made based on their feedback.
Partner: Students as Co-Creators	Involve students in co-designing and contributing their expertise to projects. This collaboration empowers students to actively influence initiatives, co-creating solutions and outcomes alongside staff. Students rewarded for their contribution e.g. remuneration, complimentary catering, honorarium. All students acknowledged.	• Focus groups and feedback sessions(face to face or online) • Committee participation • Course or Program Review Input • In curriculum support • Partnering with students to assist staff in conducting focus groups, interviews, or surveys, moving beyond a consultancy role	Refer to the Student as Partners Handbook for support and onboarding documentation
Decision Makers: Students as Leaders	Empower students to take a leadership role in decision-making processes, with full ownership of initiatives. In this model, students lead projects and shape outcomes that align with their priorities. Students go through fair and equitable process via recruitment and are rewarded for their contribution e.g. remuneration, complimentary catering, honorarium. All students acknowledged. Those elected to positions may receive recognition for their contributions.	• Adelaide University Student Association (AUSA), Clubs, Committee and Boards • Co-creation of curriculum and learning resources • Policy development and review • UX workshops / testing • Decision making and implementation • Co-research • Events and workshops	

1. Governance, roles and responsibilities



1. Institutional Ownership

Student Voice at Adelaide University is a shared responsibility, but the Framework has clear leads:

- Student Connections Division holds institutional ownership of the Framework and ensures consistent, university-wide standards for partnership practice.
- Manager, Students as Partners oversees training, resources, tools, and support so staff and students can engage in partnership confidently and effectively.
- Faculties and Professional Areas apply the Framework in their own contexts - embedding Student Voice into teaching, support services, programs, and decision-making processes.

2. Committee and Governance Links

The Framework aligns with existing academic and student governance structures, helping Student Voice feed into real decision-making.

This includes links to:

- Program Advisory Groups
- Teaching and Learning Committees
- Student Advisory structures (college-level and institution-wide)





3. Staff Responsibilities

All staff engaging in partnership are expected to:

- Plan partnership early – integrate Student Voice from the start rather than adding it at the end.
- Be transparent – clearly explain the purpose, scope, and how student input will be used.
- Close the feedback loop – tell students what actions were taken (or not taken) and why.
- Report outcomes – share insights and improvements with colleagues, committees, and relevant governance bodies.

4. Student Responsibilities

Students participating in partnership activities are expected to:

- Engage respectfully with staff and peers.
- Fulfil agreed responsibilities, including attending meetings, completing tasks, and meeting deadlines.
- Provide honest, constructive feedback based on their experiences and perspectives.





5. Measures of Success

Success will be tracked through a combination of qualitative and quantitative measures across the university. These indicators help monitor the effectiveness of Student Voice and identify areas for improvement.

1. Diversity of participation

Representation from different student cohorts, including undergraduate, postgraduate, HDR, international, online, and regional students.

2. Influence on decisions

Evidence that student insights have shaped decisions, priorities, or actions.

3. Impact on services, programs, or policies

Clear examples of improvements or changes driven by student contribution.

4. Student experience and empowerment

Students report feeling heard, valued, and confident in contributing to university life.

5. Skill development

Students gain transferable skills (communication, leadership, collaboration, decision-making) through partnership activities.

6. Clear and consistent feedback loops

Students receive timely updates about how their contributions have been used.

7. Consistency across the university

Student Voice practices are integrated, coordinated, and aligned across colleges and professional areas.

2. Reward and recognition

Aspect	Volunteer	Volunteer - Gift Card Reward	Volunteer - Honorarium Reward	Paid Roles
Role Overview	Supportive and logistical, primarily day-of assistance	Involved in specific tasks or short-term assistance, recognised with a gift card	Involved in specific, time-bound tasks with a small stipend	Involved in full event lifecycle, including planning and coordination
Key Responsibilities	Wayfinding, answering questions, providing minor assistance	Task-specific assistance, often limited to execution, no formal planning role	Short-term, high-impact projects, often limited to specific events	Strategic and operational tasks (planning, logistics, coordination)
Engagement Level	Low – Focus on community contribution	Low to moderate – Recognition for task-specific contributions, minimal ongoing engagement	Moderate – Focused engagement during specific phases or events	High – Significant time commitment and responsibility
Onboarding	General induction, light touch	Task-specific onboarding, minimal compared to honorarium and paid roles	Role-specific onboarding, less comprehensive than paid roles	Comprehensive onboarding and role-specific training
Involvement in Event Planning	No involvement in planning, only active during the event day	Typically no involvement in planning, focused on short-term execution	Limited planning, more involved in execution	Involved from early planning to post-event wrap-up
Training	Provided by general team	Minimal or task-specific training	Targeted training for specific tasks, usually one-off	Coordinator-led, role-specific, ongoing
Check-ins	Not required as limited engagement	Task-based check-ins during the session	A few check ins required with Coordinator throughout the engagement	Regular check ins required with Coordinator. This could be fortnightly or monthly, depending on the setup between the staff member and supervisor.
Access to Professional Development (PD)	Standard student leaders access to PD and end-of-year events	Standard student leaders access to PD and end-of-year events	Standard student leaders access to PD and end-of-year events	Standard students leaders access to PD and end-of-year events Additional access to PD, often linked to their specific contributions
Time Commitment	Flexible, low commitment	Short-term, low to medium commitment	Defined by task, medium commitment	Higher commitment, regular team interactions
Compensation	Voluntary, recognition towards extra-curricular	Gift card as a token of appreciation, typically modest value	Honorarium (fixed stipend for specific contributions)	Paid for time and skills, casual contract Requires recruitment Inclusive of all
Networking Opportunities	Standard student leaders access	Standard student leaders access	Standard student leaders access. May have access to additional networking and PD activities	Standard student leaders access. Access to broader PD and networking events

3. Student partnership planning process

The table below outlines actions required for incorporating student engagement and partnership planning process.

Step	Action	Remember to...
WHY - Define purpose	Determine the most appropriate level of partnership for the task, as outlined in the Framework. This includes: - Clarifying objectives: Clearly define the purpose, outcomes, and intended impact of the activity. - Defining scope: Outline expectations, boundaries, and the specific role students will play.	Consult with Manager, Student as Partners for advice if required
HOW - Plan early	Plan partnership from the very beginning of the project. This involves: - Transparency: Communicate roles, responsibilities, and how student input will shape the work. - Resourcing: Ensure time, tools, support, and funding are in place for effective collaboration. - Principles Alignment: Check that activities uphold the three Student Voice principles — Inclusive, Empowering, and Reciprocal.	Add detail to a project plan document for consultation with the Manger, Students as Partners
WHAT - Deliver work	Execute the partnership. Provide clear induction, onboarding, and ongoing support so students are equipped to contribute meaningfully, and their involvement has real impact.	Engage with Student as Partners Manager as early as practicable. Engage with relevant team as early as practicable
REPORT - Close the loop & improve	- Communicate outcomes: Share results and impact with staff and student participants through appropriate channels. - Gather meaningful feedback: Seek specific feedback from students on their experience and the effectiveness of the partnership. - Reflect and improve: Review processes, documentation, and planning to support continuous improvement.	Connect with the Manger, Students as Partners and Communications team.

