



Practically embedding  
the Students as Partners  
model to develop  
graduate attribute  
resources

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**– Professor Michael Good**  
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# Context:

- University- wide internal Learning and Teaching Project.
- Seeking to co-construct a suite of online Griffith Graduate Attribute resources both with and for students and academics that are engaging, meaningful and accessible.

# Challenge:

- How can we engage with students in a meaningful and authentic way taking into account funding restraints?

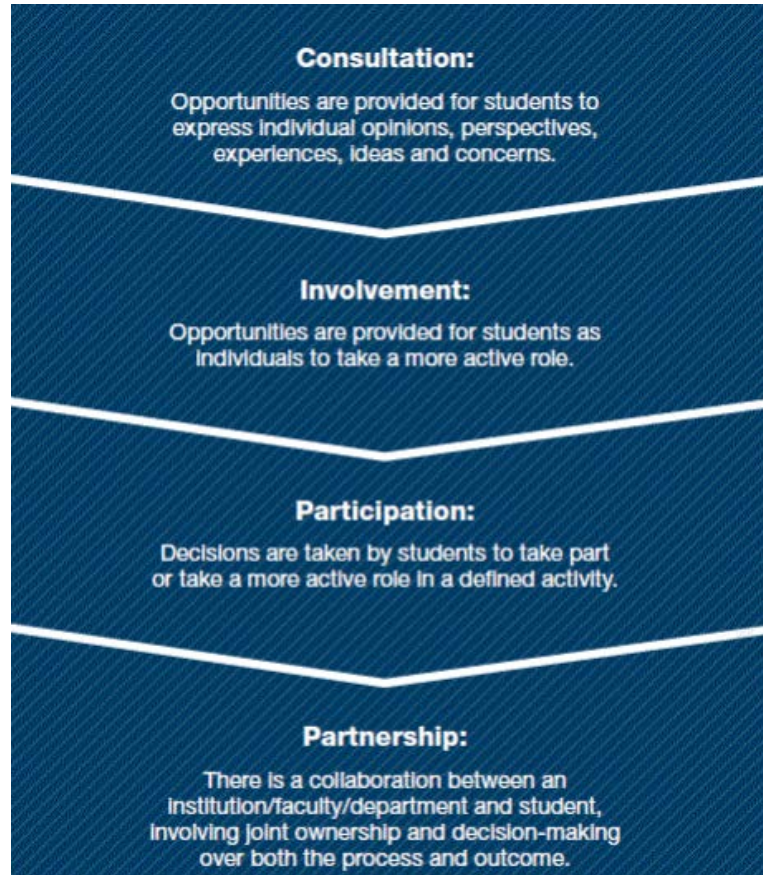
# Approach:

- To ensure that the student voice was heard, we implemented the Students as Partners (SaP) model.

“Engaging students in partnership means seeing students as active participants in their own learning” (Healey, Flint & Harrington, 2014, p.8).

# Four stages of SaP

Healey, Flint & Harrington (2014, p. 16).



# Methods:

- 1. Student focus groups (over 130 participants).**
  - Questions co-developed with a student.
  - Majority of these focus groups facilitated by a student.
- 2. Students participating as Key Stakeholders.**
  - Provide feedback on progress of project every three weeks.
- 3. Student intern / industry supervisor interviews.**
  - Support provided to students filming self-reflections / industry reflections of the key transferable skills.
  - Students can add this to their professional portfolio.

# Points for Discussion:

1. How can students be engaged meaningfully in the development of transferable skills / graduate attribute resources?
2. What strategies may be adopted in contexts in which resourcing is limited?
3. What strategies have you enacted, or plan to enact, at your institution to engage students in the co-construction of transferable skills / graduate attribute resources?

# Call to Action:

How do you plan to enact the SaP model within your institution within the next 6 months?

Email your goals to:

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THANK YOU

