

Guidance on alternative student submissions in QAA reviews

Introduction

This guidance is intended to provide assistance to those who wish to provide non-written submissions for QAA reviews, in order to ensure that they still provide the evidence that review teams can make use of.

Please note: This guidance is not the complete guide on how to write a student submission. This should be used in conjunction with the [lead student rep guides](#) for each method. These will give detail on headings, content, evidence bases and student involvement.

General comments

Creating a non-written submission can be a great way of reflecting the particular experience at your provider, and might help in getting more students involved in the process. Remember this is the key way that students' views will input into the review - it is important that it is effective for the review team to use. More detail can be found in the lead student rep guides for each method.

It might be useful to do this by also making use of a written supporting document, giving some of the background information it may be hard to present otherwise, such as evidence sources and details on the student body.

Privacy

Remember that for all types of submission, respecting participants' privacy is important. If you plan on sharing the submission with the wider student body ensure you check with those involved that they are happy for their video clip or sound bite to be published. Remember also that the university or college will see the submission, so make sure your students are aware that their faces will be seen. Whilst it is unlikely that the staff who see the submission will be able to identify students by their face, it is not impossible and students should therefore be made aware.

Please also bear in mind that some students may want to remain anonymous whilst still getting their views heard. You can do this with careful filming to avoid identifying the student, making use of podcasts, or by using any written supporting document to air their views.



Video submissions

Video submissions can be an excellent way of showing review teams in a very immediate way what students think about their provider. They can also be confusing and hard to follow if they are not clearly recorded with audible vocals, a clear structure, and content that is relevant to the review. It is therefore important that they have some form of introduction setting out relevant background information that enables the review team to understand what they are about to see. This would be a good point to include information about who has been involved in the submission, which students it doesn't cover, and where the evidence the review team is about to see has come from.

The review team will **not** find useful a video tour of your campus or simply filming a single focus group without any conclusions. If you do film focus groups or interviews with students as part of your submission, then make sure you explain how they have been put together, who was involved and what the conclusions were across all the focus groups and interviews. Perhaps consider backing these up with other evidence and using clips to emphasise points. For example, if you want to show that students are happy that their feedback is acted upon, find some statistics that show this (such as from the National Student Survey), and then have some clips of students to back it up. Remember you can use some written evidence to help with this.

If your university or college has students involved in film or media production, they may want to get involved in producing the student submission. But remember - you and your provider are not being judged on your film production skills! The most important thing is to ensure that review teams get a clear understanding of the issues you are raising, and that they can see that there is clear evidence.

In terms of video format, you can submit the video file and the supporting document in the same folder when uploading it to the secure electronic site. We would strongly prefer the video to be in a format compatible with Windows Media Player to keep things consistent for the review team, so either .wmv / .avi / .wmd / .wav. The maximum file size is 80MB.



Podcast submissions

Podcast or sound bite student submissions should follow similar principles to the video submissions. Podcasts can be particularly useful for capturing the views of students who do not want to be on camera, but you must pay particular attention to ensure that audio levels are appropriate and that it is clear to the listener what they are listening to.

The review team will **not** find interviews with individual students useful if they don't have any conclusions. As with video submission, we recommend that if you record students talking you should back these up with other evidence. For example, if you want to show that students are concerned about their access to the libraries, find some statistics that show this and then have some sound clips of students to back it up. Remember you can use some written evidence to help with this.

To keep things consistent for the review team, podcast or sound bite submissions should take the format of either .wmv / .avi / .mp3 / .wav or CD file.

Presentations

Artwork or other presentations can provide a much more visual representation of students' views. Again, you may want to get art or design students involved in the making of this presentation. You could present an info graphic cover of the written report, including a visual representation of key statistics or comments. It's up to you! Just remember your student submission should meet the key criteria in the general comments above.

These submissions should be sent as a .pdf file.

Uploading

All submissions should be uploaded to the review SharePoint site. Your institutional/college contact will coordinate the upload. You may wish to send us hard copies, for example CDs. Please clearly label these and provide adequate copies for the whole review team (roughly six copies).

The Quality Assurance Agency for Higher Education

Southgate House
Southgate Street
Gloucester
GL1 1UB

Tel 01452 557000
Fax 01452 557070
Email comms@qaa.ac.uk
Web www.qaa.ac.uk

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