

How many Scottish **post-1992** institutions can you name in one minute?

How might **students' associations** make better use of data?

How might institutions **encourage** students to engage with data?

How many letters are in the name of your **subject area**?

Student-led teaching awards can provide rich data about the student experience. For more, visit bit.do/qaa_awards

How do we know that the data we are using is **appropriate** for the task at hand?

Dashboards and infographics are becoming increasingly common. For more, visit bit.do/qaa_dashboards

How might institutions ensure that they use data **ethically**?

For a short paper exploring this issue and recommending practical ways institutions can support **Programme Leaders**, visit bit.do/qaa_leaders

It is vital that we question our **assumptions** about the value of different kinds of data. For more, visit bit.do/qaa_assumptions

We have published **key discussion topics** to support this activity. For more, visit bit.do/qaa_retention

Jisc has produced a Code of Practice. This relates to Learning Analytics, but the principles apply to other types of data use. See bit.do/jisc_code

How can **Programme Leaders** make better use of data?

Data on retention and graduate destinations, as well as survey results, can be valuable in **course review**. For more, visit bit.do/qaa_landscape

How might institutions stimulate discussion about using **retention** data?

How many main **faculties, colleges, or schools** does your institution have?

How might institutions use data to develop their **courses**?

How might institutions respond to the **student voice**?

We have developed a resource pack in partnership with **students**. For more, visit bit.do/qaa_studentvoice

How many Scottish **ancient** institutions can you name in one minute?

We recommend that you read these instructions before you start folding

How to fold

1. Start with the paper this way up; fold all four corners into the centre.
2. Turn the paper over; fold all four corners into the centre again.
3. Turn the paper over one last time; work your fingers into the four pockets.

How to use

1. Hold the Paku Paku closed so your discussion partner can see the four 'outer' questions.
2. Let your partner choose and answer one of these questions.
3. Use the numerical answer to open the Paku Paku on alternating sets of 'inner' questions.
4. Let your partner choose one of these questions and discuss it between yourselves.
5. After the allotted time, open the flap. Inside, you'll find a panel of a matching colour to your question, with signposts to further information.

How to find out more

Enhancement Themes aim to improve the learning experience of students studying within the Scottish higher education sector. The sector achieves this by identifying and agreeing a specific area to work on (known as a Theme). The Themes encourage institutions, staff and students to work together to develop new ideas and models for innovation in learning and teaching. Each Theme also allows the sector to share and learn from current and innovative national and international practice.

Our current Enhancement Theme is 'Evidence for Enhancement: Improving the Student Experience', launched in October 2017. The Theme will consider the information that is available within the Scottish sector to help us understand what we do well and what we could improve. We aim to identify any issues that will benefit from intervention, help prioritise interventions for the student experience, and evaluate the effectiveness of those interventions. This will include reporting on the ways in which the student experience is improving.