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

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

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

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

For a short paper exploring how Programme Leaders make better use of data, visit bit.do/qaa_leaders

For a short paper exploring assumptions about the value of different kinds of data, visit bit.do/qaa_assumptions

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

How many main faculties, colleges, or schools does your institution have? Your institution does not have any faculties, colleges, or schools.

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

Programme Leaders make better use of data?

For Programme Leaders, we have developed a resource pack in partnership with students. For more, visit bit.do/qaa_studentvoice

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

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How might students’ associations make better use of data?

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

How might institutions encourage students to engage with data?

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

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

How could we make better use of data?

How might institutions ensure that they use data ethically?

How might institutions stimulate discussion about using retention data?

How might institutions respond to the student voice?

How might students’ associations make better use of data?
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.

www.enhancementthemes.ac.uk