Overview of Year 1 Institutional Reports

Executive summary

1   This report provides a summary of year 1 Enhancement Theme institutional activity.

2   End of year 1 reports have been submitted by all 19 Scottish higher education institutions.

3   The main highlights from year 1 of Theme activity are:

- there is a clear message about how well this Theme is supporting and aligning with institutions' priorities. Many HEIs are engaged in significant strategic projects and seeking approaches to using evidence to identify the benefits and impacts of initiatives. The flexibility of the Theme allows scope for institutions to apply it locally in varying ways at micro (for example modules), and macro levels (strategic initiatives). Alongside this benefit, is the challenge of focusing on specific topics and projects given the increasing volume of evidence and data in the HE sector
- in this first year of the Theme institutions have been laying the groundwork and preparing for more substantive activity in later years. There has been valuable time spent on understanding and scoping the Theme, identifying evidence in broad and contextualised ways and focusing activities and work appropriately. More tangible output from the Theme is expected in years 2 and 3
- while formal evaluation activity, and Theme activities, are at an early stage, there are some interesting observations emerging from HEIs about how the Theme is changing, and impacting on, their strategy, policy and practice (see sections on evaluation and also what are we learning)
- the widespread engagement of students in Theme activity: as project interns, undertaking work in their student representative roles; partnership working with student associations; students leading on projects and students taking part in a range of other work, for example in survey and focus group work and undertaking desk-based research. There is a commitment across the sector to work closely with students and to understand 'student voices' through a variety of approaches. A common challenge among institutions is maintaining continuity of student input and leadership particularly when sabbatical officers change
- some institutions are making connections to previous Theme work (Student Transitions and Developing and Supporting the Curriculum)
- the involvement of the Scottish Planners' in the Theme activity is welcomed and is reflected in the inclusion of planning staff in institutional teams

- contracting requirements for the current Theme have created more flexibility in the activities and work being undertaken by institutions. Sharing learning from the varied and interesting work across institutions is important to enable the whole sector to benefit collectively.

Year 1 institutional reports

4   Highlights from the reports are detailed in the following sections.

Institutional teams

5   Membership of some teams changed during year 1. Some of these changes reflected changing staff roles and responsibilities, staff changes or illness. Other changes reflected the desire to bring in expertise from either academic subjects (**Abertay University** and **University of Dundee**), or to ensure coverage of particular areas, for example international campuses (**Heriot-Watt University**). Other changes have been to extend membership to include more professional services staff (**University of the West of Scotland**). Two new Theme Leaders were appointed (**University of Glasgow** and **The Royal Conservatoire of Scotland**).

6   A number of institutions appointed student interns to undertake Theme work or made other new appointments, for example **Queen Margaret University** and **Robert Gordon University**. **The University of the West of Scotland** also drew on the expertise of its research students for some project work. Students have also been involved in the collaborative cluster projects and the Student-Led project (Student Engagement Sector strand).

7   Institutions have commented on the challenges of student continuity in Theme work, **particularly** sabbatical officer posts. **Edinburgh Napier University** has appointed a staff member from its student association to its institutional team to help in this regard.

8   Two institutions established specialist groups to support the institutional team: an advisory group (**Edinburgh Napier University**) and a Theme Leadership Group (**Robert Gordon University**).

Institutional outcomes and activity

9   Appendix 1 identifies the activity that has been undertaken by institutions in year 1. Activity is **categorised** into one of the three sector strands, although the nature of the work often straddles the strands. A high-level summary of the kinds of activity being undertaken under each of the sector strands follows.

Optimising existing evidence

10   Institutions have been working in a number of ways:

- mapping the range of evidence within an institution, to understand who accesses it and how it is used
- enhancing data visualisation by refining existing or developing new interactive data dashboards
- defining what constitutes evidence for different subject areas and different perspectives
- exploring ideas around student success and what is a 'good' teacher and learner
- staff upskilling and support in data/use of data tools
- improving the use of evidence in annual monitoring and subject review processes
- using evidence to develop estates and other services/infrastructure (for example library service)
- using evidence in large-scale curriculum and specific course developments
- implementing and evaluating pedagogical enhancements (digital recording of activities, including lecture capture, and online delivery)
- creating a bank of examples of good practice in the use of evidence for enhancement
- more effective management of practice learning environments (nursing and midwifery)
- more effective management of assessment processes
- improving attendance monitoring of students
- revising existing student surveys, developing new surveys and gaining greater insight from the evidence they generate (internal and external surveys).

Student engagement

11   There has been widespread engagement of students in year 1 of the Theme in a variety of ways. Student focused projects have covered a range of topics:

- capturing student voices
- gaining a better understanding of student belonging and community
- exploring and refining student representative structures
- strengthening partnership working with students
- exploring different ways for students to evaluate their experience
- undertaking deeper analysis of student-led teaching awards
- reviewing methods for gathering student feedback, for example module evaluation questionnaires
- improving ways of communicating with students on how feedback on their experience is acted upon.

Student demographics, retention and attainment

12   HEIs' work covers different student demographics and related topics:

- retention/non-continuation
- attainment gap
- learning analytics
- supporting students into employment
- widening access students
- initiatives to support further education entrants
- work-based learning students

- online students
- distance learners
- apprenticeship learners
- international students
- postgraduate taught students
- students and their mental health/well-being
- students experiencing gender-based violence.

13   In addition to the sector strand Theme work, two institutions have reported on activities related to Focus On work: **Edinburgh Napier University** has undertaken School based workshops and activity to enhance focus on assessment as learning, supporting student engagement with feedback for learning. **Glasgow School of Art** has audited assessment and feedback practice with the specific aim of revisiting its Code of Assessment.

Collaborative clusters

14   Institutions involved in cluster projects have reported on the benefits of being involved in these formal collaborative activities, networking with colleagues to share mutual interests and challenges, and taking learning from the projects back into their institutions. For example, institutions involved in Jisc learning analytics work highlighted the value of the learning analytics cluster. Three cluster projects ran in 2017-18, as undernoted.

15   **Creative disciplines** - the project is jointly led by **Glasgow School of Art** and **The Royal Conservatoire for Scotland** and involves four other institutions. (Edinburgh Napier University, Queen Margaret University, the University of Dundee and the University of Edinburgh (Edinburgh College of Art) have contributed to the cluster.) The cluster project is aimed at raising awareness of how outcomes metrics are increasingly being used in creative subjects to assess the impact of education students receive. It is also aiming to identify how best to communicate teaching enhancement to those who employ creative disciplines graduates (both directly in the creative industries and indirectly as creative workers more generally) from the evidence gathered about student experience now. A provocation document has been produced by the cluster team, which was used as the basis for a round table discussion at the end of June 2018 involving cluster HEIs, industry experts, other sector groups and also the Scottish Funding Council.

16   **Learning analytics** - led by the **University of Strathclyde** and involved 12 other institutions. (Scotland's Rural College, Heriot-Watt University, University of the West of Scotland, Edinburgh Napier University, University of Aberdeen, Robert Gordon University, The Open University in Scotland, University of Dundee, Abertay University, Glasgow Caledonian University, University of St Andrews, University of Strathclyde). Two workshops were held to identify topics of interest in learning analytics. Three student interns are working over the summer to scope the following areas:
- developing a learning analytics framework providing a tool that would help share practice on aspects such as governance, oversight, strategy, policy and guidelines
- engaging staff and students in learning analytics, exploring how data can be used to support all students in learning analytics either on campus or off.
- applications of learning analytics.

17   **Employability and** distance **and belonging** - led by **The Open University in Scotland**. Separate workshops were held to scope the potential for collaboration in these topics. Nine institutions participated in the employability workshop. Seven institutions participated in the distance and belonging workshop. The employability themed workshop highlighted interest in supporting international students and contextualising data. Visibility of students was the key topic emerging from the distance learning/student belonging workshop.

18   Institutions are keen to see the clusters continue into year 2 of the Theme. We publicised a call for expressions of interest for year 2 of the Theme at the start of June 2018 to manage the bulk of the administrative work over the summer so that successful cluster groups can start their work early in year 2, thus maximising the time for delivery of year 2 cluster outcomes.

Other collaboration

19   Outwith the formal cluster activity, collaboration between institutions is building gradually, aided by networking opportunities at TLG meetings and other QAA events, particularly around the sector strand Student Engagement project and Focus On. A challenge in developing sustainable collaborative activity is the availability of staff and student time. The following collaborative working has been highlighted by institutions:

- a collaborative project between **Heriot-Watt University** and the **University of Glasgow**, which is trying to better understand the data available on the experiences of international postgraduate students in the UK
- **Abertay University** using **Edinburgh Napier University's** expertise in developing its new PGCAP course
- **Abertay University** liaising with the **University of the West of Scotland** and using its experience in the use of data and dashboards in annual monitoring
- **Abertay University** has shared its experiences on student surveys and learning spaces with **Robert Gordon University**, Glasgow College, and the **University of the West of Scotland**
- the **Open University in Scotland** is offering expert input and 'critical friend' support for **Edinburgh Napier University's** institutional conversation on learning analytics
- **Edinburgh Napier University** discussions and sharing of practice regarding feedback, belonging and building learning communities with **Heriot-Watt University**
- emerging collaboration with colleagues from a range of universities around support for programme leaders involving **Edinburgh Napier University, Queen Margaret University** and the **University of the Highlands and Islands**
- to support its digital classroom work, **Scotland's Rural College** visited the **University of the West of Scotland**.

Dissemination

20   Some institutions have emphasised that in this first phase of the Theme the focus has been on understanding and scoping the work. As a consequence, sharing of resources is modest. Table 1 identifies Enhancement Theme institutional web pages that were evident on a scan of institutions' websites or cited in institutional reports. **The Open University in Scotland** produced a one-page handout describing its Data Handbook, which was shared at the joint SHEEC/TLG meeting in May 2018.

Institution	Web page
University of Aberdeen	www.abdn.ac.uk/staffnet/teaching/enhancement-themes-3473.php#panel7284
University of Dundee	www.dundee.ac.uk/academic-skills/for-staff/quality-enhancement-themes/
University of Edinburgh	www.ed.ac.uk/academic-services/quality/enhancement-themes-overview
Glasgow Caledonian University	None designated specifically but 18 urls are provided in the end of year report, for example: https://www.gcu.ac.uk/academicqualityanddevelopment/educationalresearchandevaluation/2020scholarships/

Heriot-Watt University	www.hw.ac.uk/services/is/learning-teaching/qaa-enhancement-theme.htm
University of the Highlands and Islands	www.uhi.ac.uk/en/learning-and-teaching-academy/supporting-innovation/qaa-enhancement-theme/
The Open University in Scotland	www.open.ac.uk/scotland/research/learning-enhancement www.open.ac.uk/scotland/our-work/universities
University of Stirling	www.stir.ac.uk/about/faculties-and-services/academic-registry/quality-assurance-and-enhancement/enhancement-themes/
University of St Andrews	www.st-andrews.ac.uk/staff/teaching/funding/enhancement/
Queen Margaret University	www.qmu.ac.uk/about-the-university/quality/quality-enhancement-and-external-context/quality-enhancement/

Table 1: Enhancement Theme web pages

21   Other mechanisms for sharing information on Theme activity and outcomes externally include:

- contribution to, and participation in QAA events and activities, notably: the Theme Leaders' Group meetings; the June 2018 Enhancement Conference and the April 2018 Student Voice 'Think Tank' event; collaborative cluster workshops; Focus On events, and annual discussion meetings
- annual activity with other sector bodies, such as sparqs
- other external events including, for example, Robert Gordon University's Business Intelligence Team presented on the development of the Destinations of Leavers from Higher Education (DLHE) dashboards, providing both institutional context and technical detail to the Tableau HE User Group on 27 June 2018.

22   Mechanisms for sharing outcomes of Theme work internally include:

- learning and teaching conferences, symposia and other internal workshops and activities - **Royal Conservatoire of Scotland, Edinburgh Napier University, Glasgow Caledonian University, University of Stirling, University of the West of Scotland**
- project showcasing - **Queen Margaret University**
- through university committees and/or other existing networks and structures - **Abertay University, Royal Conservatoire of Scotland, University of Edinburgh, Scotland's Rural College, Queen Margaret University, University of Stirling, Heriot-Watt University, The Open University in Scotland**
- staff and students in key quality roles, including institutional team members acting as Theme champions promoting Theme activity - **Scotland's Rural College, Queen Margaret University, University of Stirling**
- focus groups and other opportunities for conversation and presentations - **Queen Margaret University** and **Robert Gordon University**
- institutions have highlighted the importance of reaching out to students. In addition to cascading information through student and student association representation on committee structures, other interesting ways to involve students in the Theme work includes commissioning students to produce a comic depicting the benefits of using evidence for pastoral support - **University of Dundee**
- electronic and/or paper newsletters - **Queen Margaret University, Scotland's Rural College,** and **Glasgow Caledonian University**
- social media, for example: the **University of Stirling's** students using Facebook; **Robert Gordon University's** blog posts on how it uses evidence to improve the

student experience; and **Edinburgh Napier University's** monthly Tweetchats (#DLTEchat) on issues related to Learning and Teaching Enhancement as a way of sparking conversation across the institution and with external participants

- other electronic methods, such as Wikis (**University of Edinburgh**) and using digital display screens (**Scotland's Rural College**). **Edinburgh Napier University** Student Association has produced a video resource on student belonging and community, which will be used to stimulate further discussion and action around the role of sports and societies in enhancing student communities and wider engagement. The **University of Aberdeen** is developing an online Good Practice Hub
- roll-up banner stands will be used by **Scotland's Rural College** in year 2 of the Theme.

Evaluation

23   Once the formal evaluation work is fully underway we will have a better understanding of how the Theme is changing, and impacting on, sector strategy, policy and practice. The following observations from institutions are valuable early insights about what is changing and what is expected to change.

24   Five institutions highlighted the Theme as a catalyst for awareness raising and a mechanism to pool and mobilise resources around specific topics:

- the key shift has been recognition of the breadth of groups across the university who have an interest and valuable contribution to make to the E4E area - **Edinburgh Napier University**
- increasing institutional awareness of the role, challenges and opportunities associated with the gathering, management and use of data - **Royal Conservatoire of Scotland**
- the Theme has provided an opportunity to draw together strands of activity under one umbrella and to consider the alignment of institutional priorities, identification of cross-cutting aspects of commonality, aspects of effective practice and challenge. In turn this has initiated new activity, and new forms of staff and student engagement - **Robert Gordon University**
- the work [on this outcome] has brought together disparate efforts to advance the learning analytics agenda, and importantly has placed the student voice at the heart of the conversation. Opportunities to advance pilot exercises have been presented, allowing us to more rapidly explore solutions and increase wider awareness and understanding of the learning analytics agenda - **University of Stirling**
- at the moment, it is early days but the use of evidence for enhancement is gaining greater prominence throughout the institution and we envisage seeing greater change over the course of the theme - **Abertay University**.

Other changes include:
- the Student Voice Policy was launched earlier this academic year and one of the principles covers closing the student feedback loop. The Theme has enabled us to focus attention on this aspect, to engage in sector-wide discussions, and to develop a staff-facing resource to support closing the student feedback loop - **University of Edinburgh**
- and **Glasgow School of Art**, which has included the following objective in its Learning and Teaching Enhancement Strategy (LTES) (2018-21): 'Implement a co-ordinated, evidence-based approach to GSA's enhancement of learning, teaching, and assessment which draws on GSA's engagement with the Enhancement Theme and consolidates GSA's use of a range of evidence regarding the student experience on its programmes'

- the review of the University's 'Identification and Dissemination of Good Practice in Learning & Teaching Strategy' is now being refreshed to place greater emphasis on evaluation and impact - **University of Aberdeen**
- at a practical level, the Theme has helped change our practice with regard to how we manage our project work. It has helped us reflect on how we use evidence to inform our project work at all stages from inception to completion. We have developed a tool illustrating the lifecycle of a project with questions to prompt reflection about how evidence and data informs the project at key project stages. We are trialling the tool to help us manage our enhancement work on student attainment - **The Open University in Scotland**
- the 17-18 student-led summit, focused on enhancing student mental health and well-being and was an outstanding success with staff and student representatives from undergraduate and postgraduate attending. This has led to the university and the students' association jointly developing a Mental Health Action Plan and signing a joint Mental Health Partnership Agreement - **Glasgow Caledonian University**
- the initial collective impact of activity around 'student voice' is demonstrated in RGU achieving its highest response rate to date for the 2018 NSS; 82 per cent [NB: Pending final cleansing] - **Robert Gordon University**
- the **University of Glasgow** anticipates empowerment of staff within Schools and Research Institutes through the provision of timely local and comparative data contributing to improved practice and more effective management of the student experience
- **Scotland's Rural College** anticipates the Theme will support its aim of University status and Degree Awarding Powers through staff and student use of accurate and meaningful data
- at the **University of the West of Scotland** in 2018-19 there will be an institutional theme around Assessment and Feedback. Part of this work will be the provision of support to undertake module and programme curriculum re-design, known as 'Module Makeovers'. One aspect of this work will be to ensure evidence is used to inform the design/re-design of programmes/modules.

How are you using the report?

25   The end-of-year reports are being circulated within university committee structures and distributed/promoted more widely through intranet and/or web pages. The reports are helping to inform planning for the next year of the Theme.

What are you learning?

26   There are interesting comments from institutions about what they are learning from the early phase of this Theme. Some comments are about the institutional organisation of the Theme. For example, **Scotland's Rural College** has established a bespoke institutional team rather than assigning the work to an existing committee and this arrangement is working well. The Institution notes a marked increase in student engagement. Conversely, **Glasgow Caledonian University's** work is being driven by an established cross-University group. The Institution identifies one of the benefits as being able to reach a wide audience in a relatively short space of time.

27   It was evident from the review of year 1 institutional plans that the current Theme would be valuable to institutions, with several HEIs involved in significant strategic initiatives. The focus of this Theme, on evidence, aligns well with institutions engaging in significant change that requires monitoring and evaluation.

28   The breadth and flexibility of the Theme are an advantage but the **University of Edinburgh** notes that this requires careful targeting of staff and student engagement so that it is meaningful and positive. There is perhaps a risk of spreading effort too thinly across a range of projects. The **University of St Andrews** makes a similar point in the following: "we are learning that as the level of ambition grows within the institution, sector and QAA, so too must the supporting structures. Institutions undertake work internally, collaborate with others, and lead or participate in funded clusters. Some clarity as to the weight or balance of these three areas would be helpful and inform future planning." **Edinburgh Napier University** highlights its approach to using the Theme as a catalyst for interaction and collaboration, not a 'project' in, and of, itself.

29   The **University of St Andrews** also makes interesting observations on, "the challenges around defining the nature of evidence and differing [subject] perceptions of it; which data to look at to better target finite effort and resources; and the ethics of student data collected for a specific purpose and used for another".

30   **Abertay University** has noted that its successful 2017-18 ATLEF project leaders are staff who have not held an ATLEF project grant before. The university feels that this shows the attractiveness of this kind of funding to staff and a desire from staff to be involved in evaluative practice.

31   Through an analysis of staff familiarity and usage of data collected at the university, **Queen Margaret University** has found that issues appear to be around finding the information and making use of it effectively, rather than collecting any missing evidence. Another important finding is widespread support for more systematic and effective use across the institution of module evaluation data.

32   The most significant learning has been around the benefit of undertaking a robust analysis of key people across the OU who are engaged in related activity or have access to relevant networks and resources. This approach avoids duplication and can act as an accelerator and facilitator to the changes we seek to make - **The Open University in Scotland**.

Supporting staff and student engagement

Examples of staff and student support
33   Institutions have reported on the approaches they are currently using, or intend to use, to support staff and student engagement with the Theme:

- involving colleagues (staff and students) in the institutional team and other Theme related groups - **Abertay University, University of Edinburgh, Glasgow Caledonian University,** and **University of St Andrews**
- engaging staff and students in the development and delivery of Theme projects - **University of Glasgow, Robert Gordon University, Heriot-Watt University,** and **University of St Andrews**
- provision of funding and support for staff who wish to engage in Theme related projects - **Abertay University, Queen Margaret University, Glasgow Caledonian University,** and **University of St Andrews**
- identifying Enhancement Theme champions/ambassadors to help raise awareness and encourage wider Theme engagement - **University of Dundee** and **University of St Andrews**
- paying for travel and subsistence for staff and students to attend any Theme related activities - **Abertay University, Scotland's Rural College** and **The Open University in Scotland**

- supporting colleagues submitting abstracts to the Enhancement Conference by peer reviewing abstracts - **Abertay University**
- giving staff the opportunity to review Conference abstracts on behalf of QAA Scotland - **Abertay University**
- dissemination of information on Theme activities, including through Committee structures - **Abertay University**
- **Robert Gordon University** is showcasing Theme projects via relevant teaching and learning event
- **Scotland's Rural College** has been delivering quality and business support roadshows
- meetings with individual Heads of Schools to outline the intended benefits to their students and courses - **Robert Gordon University**
- workshop events with student school officers and survey coordinators - **Robert Gordon University**
- staff and student workshops were an effective mechanism to explore and gather feedback on particular topics - **University of Edinburgh**
- a 'mini-project' approach, involving staff from across a range of schools, student association and professional services in discussions around the theme of belonging has proved particularly effective and resulted in a rich set of conversations and emerging collaborations - **Edinburgh Napier University**
- raising staff confidence around using evidence through continued reiteration of how to engage with it when discussing strategic matters in Boards of Studies, annual reviews - **Glasgow School of Art**
- dashboard presentation in School Boards to maximise awareness of available data and its applications - **University of Dundee**
- UWS will be developing its CPD provision for staff. In 2018-19 UWS Academy's focus is around feedback gathering methods and responding to data - **University of the West of Scotland**
- in year 3, work towards using data visualisation tools to communicate in innovative ways that engage staff and students with the evidence of their shared learning journey - **Royal Conservatoire of Scotland**.

34   There are many examples of activity specifically aimed at supporting students:

- Theme Leaders' Group staff and student representative briefing for Students' Union school officers - **Heriot-Watt University**
- close working of a student association staff member with sabbatical officers involved in the Theme - **Edinburgh Napier University**
- providing student interns undertaking Theme activity with good support: full induction; a key role of the student association in facilitating effective dialogue among key student representative roles and within relevant standing forums - **Robert Gordon** University
- linked to staff leading each strand of work; help with specific task and administrative duties - **University of Strathclyde**
- students leading on projects - **Scotland's Rural College, University of Edinburgh** and **Heriot-Watt University**
- engaging students through a series of simple but interesting questions and facilitated events - **Royal Conservatoire of Scotland**
- inclusion of the student voice is a requirement for projects seeking Theme funding, so any work arising from these projects will enhance student engagement - **University of Dundee**
- raising confidence in, and engaging students through student voice mechanisms, for example using NSS assessment and feedback scores to understand trends in attitudes and gauge impact on enhancement interventions - **Glasgow School of Art**.

Staff and student upskilling

35   At this early stage, the focus on staff and student upskilling has been on raising awareness with institutions planning for more substantive work in years 2 and 3 of the Theme. Examples of current and planned activities are detailed below.

36   **Glasgow School of Art's** approach to raising confidence is about mainstreaming discussions on data through regular activity (such as at Assessment Board meetings). **Scotland's Rural College** has used its quality roadshows to help support upskilling and has delivered a workshop to demonstrate the SFC PI tools. A workshop to demonstrate the use of HeidiPlus is planned. **Edinburgh Napier University** will be focusing its efforts on developing resources to support the navigation of existing data sets as well as guidance on 'how to' listen and respond to diverse student voices and interests. **The University of Dundee** is planning OPD courses to upskill key staff who can act as ambassadors throughout the University. **Queen Margaret University's** 'Five Things' project is the starting point for a suite of linked sources of information (some already existing, some yet to be created) which will form guidelines and provide ideas on the use of evidence. **The Open University in Scotland** is making its Data Handbook available on the intranet alongside information to help staff consider how to work with data along with links to data tools and examples of best practice. The Handbook is complemented by a Data Competency Framework, which allows staff to position themselves in terms of data expertise and directs them to further resources to allow them to upskill.

Appendix 1: Institutional activity year 1

Sector/Institution Work	Optimising data	Student Demographics, Retention and Attainment	Student Engagement
Abertay University	• A review of the annual monitoring process and linkage to Institution-Led Subject Review has established a new Divisional level of reporting in addition to programme and school level reports. The flow of information and data for each level of report has been clarified and new templates for programme and Divisional reporting were developed. • The Jisc student digital tracker and follow-on focus groups have been used to collect information to inform future development of the University's estate. • The Theme has supported the University in its curriculum reform project. • The Theme has supported development of the new PGCAP course.		• The Theme has helped support evaluation of new student voice initiatives. • Six ATLEF projects have been funded, which all include an element of student engagement: - 'Who's holding the baby? An exploration of advice and support for students (and their partners) in pregnancy and maternity/paternity - The use of Sketchnotes as an intermediary resource or revision tool to improve students experience, learning and attainment. - Learning theory, theorising learning: a qualitative investigation into second year undergraduate student engagement with a classical social theory module. - Improving the student experience of laboratory practicals through digital video guides - Toward a better understanding of the conditions of students' engagement: unpacking the dynamics of teacher and students' technology mediated partnering practice - Team and Group Work: A Student Perspective of Assessment and Management.
University of Aberdeen	• An institutional project to establish what different disciplines regard as evidence, and what use is made of that		• A project aimed at improving staff and student confidence in the student course evaluation mechanism.

	evidence at institutional and discipline level is ongoing. • An online 'Good Practice Hub' is being created to provide a central and accessible repository for evidence-based practice case studies which have been identified and can then be shared across the Institution. • A project that aims to enable the PGT experience to be improved and to measure the impact of any changes in practice which have been made. The approach taken by the project group was to look at measures / metrics that are routinely used at undergraduate (UG) level and to ask how appropriate these are for PGT students. • Expanding the digital recording of educational activities (including lecture capture) to more areas of the Institution, measuring to what extent this improves student satisfaction and learning attainment. • Enhancing VLE course provision through staff survey, learning analytics data and student experience data gathered through focus groups.		
University of Dundee	• Production of detailed and user-friendly data dashboards. All Schools have had dashboard presentations to enable staff to use data to enhance teaching, learning and the student experience. • Reviewing attendance monitoring processes to ascertain if efficiencies can be made next year while the tender process for an attendance data capture system is undertaken.	• Widening access retention and progression data have been reviewed. The resulting action plan has been reviewed and absorbed into the University's strategy action plan. • Undertaken initial work to evaluate the STEP-Up programme (module aimed at supporting associate college student entry to year 2 undergraduate study). Relates to	• School Partnership Action Plans are being developed in each School to suit the needs of their learners. Areas identified for enhancement include employability and advising, with the latter being seen as instrumental in aiding retention and progression. • Partnership working with DUSA to make sure that students are aware of academic, pastoral, financial and other kinds of support available at institutional level. Resources being developed are an

		Student Transitions work. • The Academic Skills Centre ran a sharing good practice event to help create a work-based learning community of practice to share best practice in delivering work-based learning.	international student booklet, Student Handbook, Adviser of Studies Handbook and a video produced with Student Services as a one-stop-shop resource. • In partnership with DUSA, using NSS evidence to identify areas of strength and areas for improvement in relation to closing feedback loops to students.
University of Edinburgh	• A staff workshop to inform the establishment of meaningful and useful data sets for impact metrics for lecture recording and minimum standards for VLEs was held.	• Two PhD student interns appointed to undertake analysis on non-continuation data and to explore patterns for different student groups. Additionally, Schools have been provided with non-continuation data and asked to provide insights into the patterns. • Initiated scoping work around institutional engagement with learning analytics. This was launched as an 'Institutional Conversation on Learning Analytics' with a workshop involving colleagues from across the University.	• Identifying and sharing good practice examples of how staff can close the feedback loop with students. • The student association has led a project to transform the student representative structure, with a move from class (course) to programme representatives. A graphically designed visual representation of the new representative structure, which details how it supports the process of gathering student feedback and closing the feedback loop.
Edinburgh Napier University	• Amplified awareness of existing data tools and staff engagement with training and support. • Workshops explored the support and development needs of Programme Leaders. • Initiated mapping of annual review processes to identify key points where data/evidence is used and how to enhance support to staff wishing to engage with evidence and make appropriate enhancements to practice.		• Engaging with student voices - initiated and funded six mini-projects focused on understanding 'student belonging' and enhancing communities of learning. These provide the basis for learning about ways of capturing 'student voices' and exploring if, and how, we can work to strengthen appropriate and meaningful belonging/ community for diverse students: - Feedback narratives: beyond the usual suspects

			- What Makes a 'Community of Staff and Students'? Perspectives from Criminology and Social Sciences - Belonging at a Distance - Belonging to Team Napier: What difference do sports clubs and societies make to students' experience of university? - The Edinburgh Napier 'Big Read': Developing a university-wide community. - Graduate Apprenticeships: Belonging at University, Belonging at Work.

Glasgow Caledonian University	• Development work has taken place on GCU DASH, GCU's interactive suite of data dashboards to improve GCU's reporting capabilities and to allow staff to access and interrogate data to support continual improvement of the student experience.
	• GCU has piloted two internal surveys, the GCU Experience Survey, an annual student experience survey, and Module Evaluation Surveys to support staff to monitor the student experience. The surveys are based on similar themes to the National Student Survey (NSS) which allows for benchmarking activity and will help the university understand student responses by considering results, questions etc. with students to inform future tools as well as student experience activities.
	• Refreshing governance structures involved in annual monitoring process.
		• Focus on the student journey of stratified and differentiated student groups to inform policy and practice has resulted in five student enhancement scholarship projects:
		  - Contemporary Academic Advising and Mentoring
		  - Enhancing the GCU Online Student Experience
		  - Enhancing and promoting support for international students
		  - Improving Assessment Rubrics and Marking Guidelines
		  - Good2CU: pre-induction student transition online mini MOOC (Student Transitions link)
		• The focus of a Student Summit event was on enhancing student mental health and well-being.
		• GCU DASH contains demographic information to	

		• support in depth analysis of the data. • Benchmarking GCU performance against the sector, giving focus to institutions with similar attributes dependent on context. • Project work around gender-based violence.	

University of Glasgow	• Production of Business Intelligence Interactive Models that let the University (and see second column):
	  - Provide information to Colleges and Schools to help calibrate their approach to, and management of, assessment processes and procedures - using historical information.
	  - Deliver a range of models around key surveys to provide data on the student experience and outcomes to enable appropriate interventions. These surveys include the University's Welcome Survey, the NSS, PTES and PRES. This information also supports Periodic Subject Reviews and other reviews across the University.
	  - Monitor student numbers - early warning of any areas that are full or where there may be pressure on class sizes - giving recruitment colleagues and staff locally the chance to act.
	• Defining the scope of the annual monitoring related projects.
		• Monitor performance and the success of students from our International Pathway College. This data enables us to work with the College to ensure an optimal learning experience prior to entry to Glasgow. This helps us to direct our support for students through the critical transition from College to University.
		• Monitor the utilisation of our teaching spaces to help us pro-actively manage our campus and mitigate any risks to the student experience.	

Glasgow School of Art	• Stage 1 of a new student experience survey was implemented. The survey		• The new student voice structure was used to disseminate the survey results

	aims to build a more comprehensive understanding of the student experience as cohorts' progress through their degrees at GSA.		and ensure discussion at a local level between staff and students was facilitated. • A form of student experience evaluation predicated on a participatory arts method, is being piloted to enable students to consider the assets of the GSA community, of which they are part.
Heriot-Watt University	• Work is underway to identify appropriate approaches to evaluating the success of action plans created in response to student surveys. • Work has progressed on a project involving a systematic review of the current survey processes at HWU and assess the effectiveness of the actions taken by the University in response to student survey results over the last two academic years.		• A project will undertake research of student nominations for the Student-Led Teaching Awards at the HWU Dubai and Scottish campuses. This research will be student-led and have a clear aim to assess how we have made a difference to the learning and teaching environment across Heriot-Watt University.

University of the Highlands and Islands		• Commenced work on three longitudinal projects by
		  - reviewing relevant literature and exemplars within the sector, and using this work to benchmark and inform approaches in the three priority areas of activity
		  - developing a project plan for each project to be undertaken,
		  - forming project implementation teams
		  - designing and producing the guidelines, plans and resources that will allow the interventions in each area to be implemented.
		• Linking feedback to progression.
		• Linking evidence to learning.
			• Linking student representation to enhancement and belonging.

Queen Margaret University	• Several mechanisms were used to assess staff familiarity with, and usage of, the various forms of data collected at the university. • A second project aims to update and develop student and staff guidelines developed during the "Developing and Supporting the Curriculum" Enhancement Theme. These guidelines focused on successful institutional practice, and will now aim to incorporate, in addition, findings from institutional data on successful student practice, as well as the work of the Learning Analytics collaborative cluster.		
Robert Gordon University	• Further development of analytical capacity through the phased roll-out of a new business intelligence reporting tool RGU: Insight. Aim is to focus staff time on identifying quantitative and qualitative insights and facilitating informed discussion in order to prioritise appropriate interventions. • Exploring currently collected Library Service data sources and identified those which had the most potential to provide relevant insights into user experience; in support of the ambition to ensure students can readily access the materials required to best support their learning. • Investigated both operational and strategic level analytics functionality which will be afforded by the implementation of a new Library Management System (LMS) with a view to informing the design, delivery and appraisal of the services which the	• A project to explore the underpinning qualitative and quantitative metrics which could best support the work of the new student-facing service, and ultimately the successful transition of students into graduate level employment - a key performance indicator of the university. Insights from the analysis have also supported a number of targeted interventions. • A new internal survey mechanism has been designed; the Leavers Survey will provide a direct comparison with both the DLHE and NSS and quantitative and qualitative insights will enable proactive support to be targeted in the period following graduation and in advance of the GO Survey.	• Extension of the reach and impact of the suite of internal student evaluation questionnaires - An Appreciative Enquiry was commissioned and the process enabled self-reflection within Schools and allowed collation of perceptions on what is currently working well and/or could be further developed at university and school/course levels. • Substantive review of university-wide student evaluation mechanisms; aiming to increase the reach and strengthen the collective 'Student Voice'.

	Library offer. • A project supported the implementation of a new online platform within the School of Nursing and Midwifery for the evaluation of students' practice learning environments.		
Royal Conservatoire of Scotland	• Development of an online resource for students to respond to the question what is a good learner/teacher (and facilitated events to support rollout)? • Start of a project asking students and staff what success means. • Establishing a project fund and process for students to bid for project fund to carry out work that will help them gain a deeper understanding of the evidence that will genuinely make a difference to the progression of their careers as professional artists.		• A project to measure the impact of the introduction of the Big White Wall online support, that is expected to connect with other work RCS is engaged in around the topics of mental health, suicide prevention, safe space and gender-based violence. (Link with Student Transitions).
Scotland's Rural College	• Strengthening core quality processes through improved use of evidence. Revised procedures for annual monitoring and institution-led review in place across all campuses and levels of delivery. Annual monitoring emphasised as a continuous process with evidence collected throughout the year which is then discussed and actioned on an ongoing basis through the appropriate forum. • Delivery of quality roadshows to help raise awareness. • Demonstration of various tools and systems (SFC PI tools, HESA Community Dashboard, HeidiPlus).	• Exploring apprenticeship delivery models using evidence-based approach - various internal activities are ongoing with the intention of ensuring parity of experience with other learners. • Assessing digital technologies in curriculum delivery - agreement to pilot a digital classroom at the Barony campus and work is well underway to have this in place for 2018-19.	• Joint working with the student association on projects within the Student Partnership Agreement on increased engagement with student surveys and enhancing the class representative system - both of which help to ensure authentic student voices are heard. • SRUCSA ran a 'speak week' for students -gather soundbites from students on their SRUC experience. • Support from Education Scotland (ES) through the input of an ES external student who facilitated focus groups on the topics of student voice and career guidance.
University of Stirling		• Project underway investigating student non-continuation and	

		solutions to minimise students who leave the university before the completion of their studies. Initial data analysis will be to determine any correlation between non-continuation rates and student satisfaction. • Review underway of determining capabilities of our current systems to offer learning analytics. Staff and student consultation are underway and activities to pilot learning analytics tools have been brought forward. • Wide consultation has taken place with relevant stakeholders (students, staff and employers) to scope the requirements of PDP. A review of best practice has been completed. Initial discussions on the requirements for an eportfolio system have taken place.	
University of St Andrews	• Improved understanding of what data is currently collected, and the aspects of student experience enhancement that might be informed by it - workshops and other discussion activities have taken place. • Engender a culture of pedagogical scholarship: work has started on developing a framework within which staff will be able to network and collaborate to share ideas and resources. • Work has started on the creation of a toolkit for University-wide projects in educational research.	• A plan has been developed to explore the diversification of our student demographic. • Teaching rooms and associated learning spaces have been identified as well as a technology-enhanced learning sandpit space for a project on optimising the use of evidence to improve the design of learning and teaching space.	• Analysis of student-led teaching awards nomination data. • Seven projects have been undertaken by Student Faculty Officers, which designed to enhance the student experience within their academic divisions or faculties. Encouraged to gather evidence of impact.

	• An Institutional Student Surveys Working Group has been formed to have oversight of survey and other student engagement activity. Carried out five activities to enhance the effectiveness of survey work.		
University of Strathclyde	• A project is underway to explore staff knowledge and understanding of the institutional data available, and staff data literacy at interrogating that data, and using it for enhancement.	• Development of a tool to support staff teaching on online, distance learning programmes or Graduate Apprenticeships was identified.	• Learner Experience Framework - student engagement activities are providing a student voice to the measures outlined in the draft framework.
The Open University in Scotland	• Conclusion of work to scope, and map work being carried out in the University on how data is being used to monitor and enhance the student experience. • Initiated development of a model that articulates an evidence-based theory of change for the Theme. • Commenced work on a staff development programme and a staff development forum. Development of a Data Handbook and Data Competency Framework.	• A literature review on current trends in learning analytics research was later subsumed within QAAS funded Theme work. • Initiated an OUiS-wide project that seeks to address the attainment gap for students from deprived communities. This project will run throughout the lifetime of the Theme and will utilise data and evidence from a variety of sources within the University, including the different data systems. • Use of existing learning analytics research and intervention schemes to support retention for Scottish students.	
University of the West of Scotland	• Use of an appreciative enquiry approach to identify and examine the positive and good practices used by programme leaders for sharing across the University		• Student (and staff) perceptions of feedback mechanisms - analysis of module evaluation questionnaires and the student representative system.

	(leading to changes in timetabling, room layout, teaching format, timing of assessments). • The findings from this and the project work on perceptions of feedback mechanisms will inform staff development opportunities around curriculum design and ongoing enhancement.		