

Stream: Sharing Good Practice

Submission title:

What's the difference that will make a difference to student learning? Exploring evidence for enhancement

Roundtable participants:

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We now have access to a plethora of data about our students, how they spend their time at university, what they think of the experience, and what they do after they leave us. At a national level, the National Student Survey, Longitudinal Education Outcomes data and, of course, the Teaching Excellence Framework are shaping popular and political discussions. Within institutions, we have data and feedback from an array of sources on how students engage with and value different aspects of our offer. Across the sector efforts are being made to explore the potential uses (and risks) of 'big data' and learning analytics. But how can we navigate our way through this sea of evidence and make decisions about the changes in practice that will actually benefit students and enhance learning?

That's the challenge the new [QAA Scotland Enhancement Theme](#) is addressing. A focus on '*Evidence for Enhancement: Improving the Student Experience*' is challenging institutions – and the sector as a whole – to consider how we use evidence (in all its guises) to inform practice and ensure students get the best experience possible during their time at university. It is a Theme that will bring together a wide range of people – professional services, academic staff, and students – to explore what practices really do make a difference to learning, teaching and the wider student experience.

This roundtable brings together ENU colleagues from Planning, Quality and academic teams in conversation about how to navigate the data landscape and use evidence to enhance student learning. It will explore innovations in ENU practice and provide hints and tips about how to make use of the various sources of data and evidence available from and about our students, their experience on specific programmes, and their study aspirations and achievements. The discussion will also open space to explore the 'black box' between having data on learning & teaching and moving to influence positive change in practice.