





# Hallmarks of Success Playbooks: Enhancing Quality of Teaching and Learning

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# **Digitalization of teaching and learning without compromising quality**

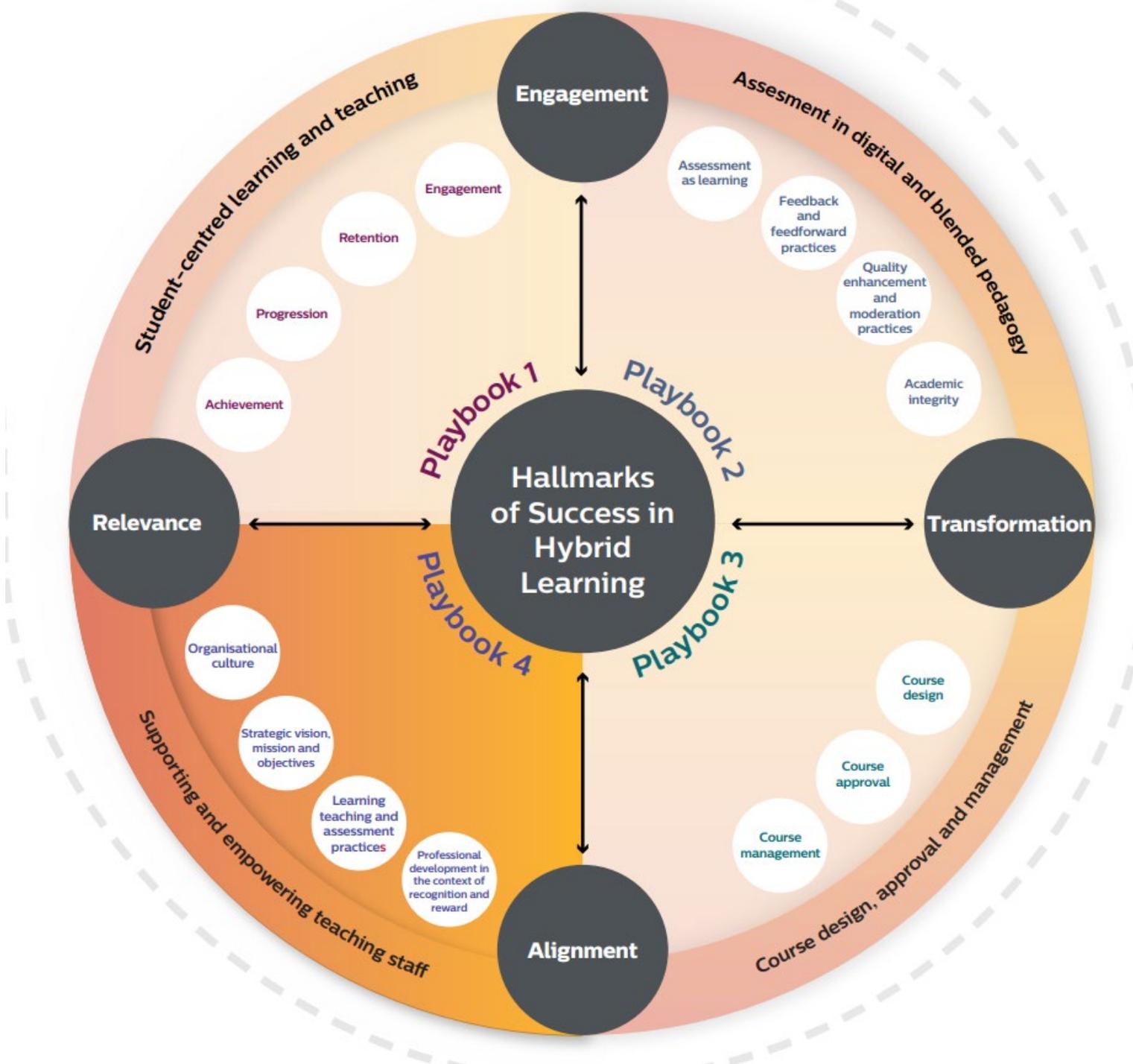
# Introducing Hallmarks of Success

The Hallmarks of Success series is a collection of four playbooks devised to help higher education providers consider and implement the key factors that underpin success in a hybrid learning environment.





- Student-Centred Learning and Teaching
- Assessment in Digital and Blended Pedagogy
- Course Design, Approval and Management
- Supporting and Empowering Teaching Staff in a Digital Environment



There are four playbooks in this series:

### Hallmarks of Success Playbook Series

1. Student-Centred Learning and Teaching (Oct 21)
2. Assessment in Digital and Blended Pedagogy (Feb 22)
3. Programme Design, Approval and Management (Apr 22)
4. Supporting and Empowering Teaching Staff (Jul 22)

Each playbook is structured using:



Success  
statement



Conditions for  
achieving success



Potential  
roadblocks



Overcoming  
roadblocks

**Success statement**

**Quality of student experience and engagement should be equivalent in both online and on-campus learning.**

**Conditions for achieving success**

Maintaining high quality learning and teaching online as well as on-campus can motivate student engagement and positively impact retention.

**Potential roadblocks**

Lack of clear approach, communication and support to enable high quality learning and teaching in a hybrid environment.

**Overcoming roadblocks**

Place responsibility for high quality teaching and learning in a hybrid environment with specified staff at all levels of the institution. Use open sessions (online and on-campus face to face) to share practice and relay key messages to all teaching and learning staff about how they can consistently ensure teaching and learning is high quality.





Success statement

**Help students to develop confidence in their digital learning capabilities that will enable achievement and progression.**



Conditions for achieving success

Encourage students to use online tools with tutor guidance to build familiarity and confidence.

Staff are supported to interpret and analyse data.



Potential roadblocks

Varying levels of digital readiness in students to take control of their learning and achievement.

Difference in achievement and progression of students who attend online and those who attend on-campus.



Overcoming roadblocks

Share short videos and offer drop-in sessions early in the course for students to learn how to access integrated tools in VLE/LMS as well as external online tools that can help them track their own progress.

Use an anticipatory approach utilising e-PDPs, planned tutor time and use of learner analytics (where applicable) that may help staff provide an early intervention for students who are falling behind.

Time is taken post feedback to discuss key points and the learning from it with the wider cohort. This will ensure that students on the programme understand the relationships between digital competences needed within the modules and assessments to ensure an integrated approach.



# Playbooks Sprints

Short bursts of interactivity and  
action planning ...

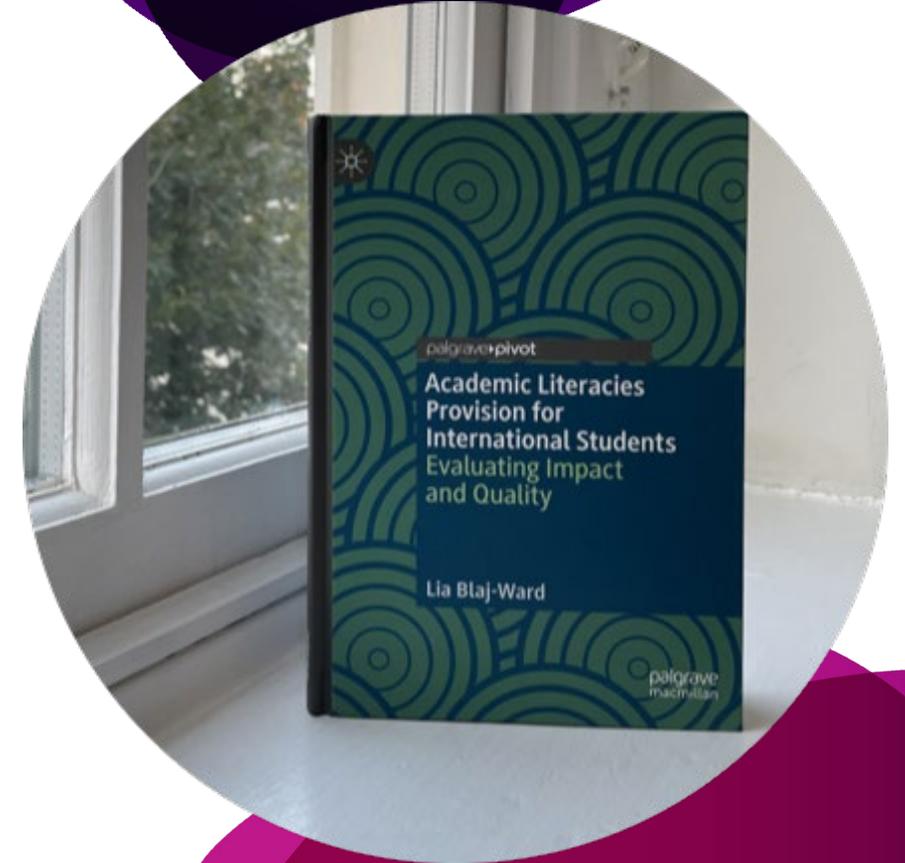


# Playbook Sprint: Dr Lia Blaj-Ward's experience



## My role and context

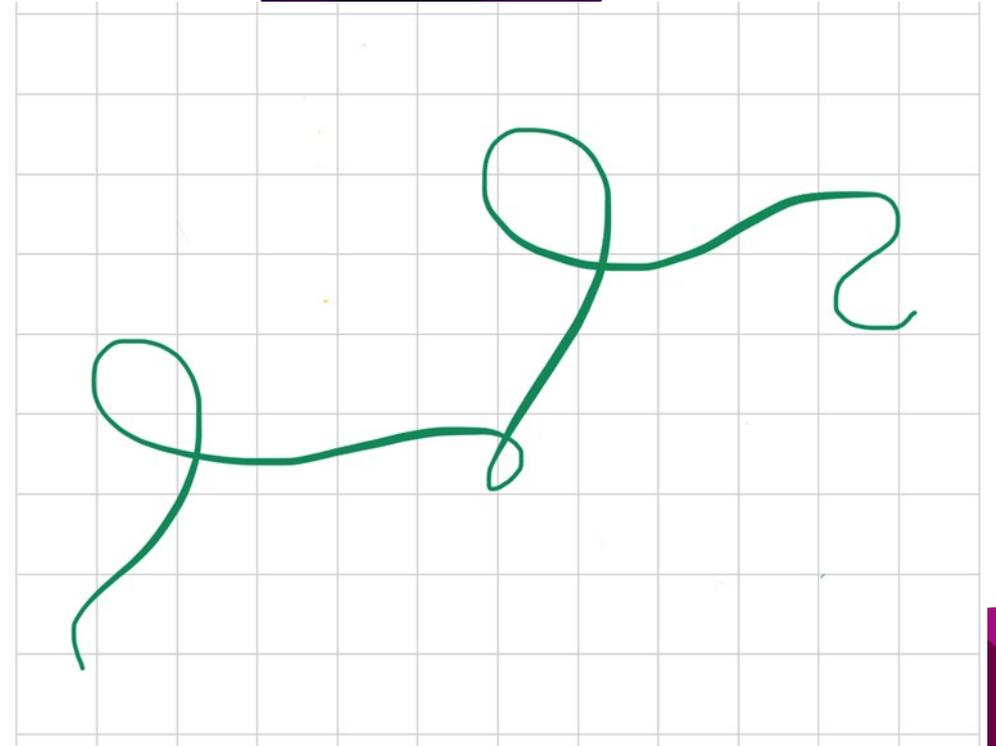
- I facilitate academic literacies sessions for international / EAL students at a UK-based university.
- I write about quality enhancement and learning experiences in my field.
- I currently chair a course accreditation scheme (BAS, <https://www.baleap.org/wp-content/uploads/2022/03/BAS-Accreditation-Hbook-v9x.pdf>), with a developmental and enhancement-oriented focus (in Kazakhstan, Nazarbayev University have achieved accreditation for a foundation course they run to support student success).





## How I used the QAA Playbook on Student-Centred Learning and Teaching

- QAA-facilitated sprint (Autumn 2022) | Which elements from a 2020-2021 emergency hybrid to carry over into the 2022-23 (mainly) in-person iteration  
<https://internationalpedagogies.home.blog/2021/02/19/bringing-students-together-synchronously-on-campus-and-in-teams-the-silver-lining-to-my-covid-19-cloud/>
- Condition for achieving success: co-designing the communication skills module in collaboration with students (designing with, not just for).





## Impact from the QAA-facilitated sprint on my learning

- Scaffolded reflection space (move back from emergency hybrid to in-person after a year gap and needing to align to new core course structure) + useful perspective from sector colleagues I may not otherwise have met
- Playbook/Sprint: echoed the spirit of the emergency hybrid, i.e. 'curiosity, collaborative ethos, willingness to learn and experiment'
- Experiential gain to process scholarly reading for next scholarly project.





## Impact from the co-design project in my classroom setting

- Bespoke student learning experiences which facilitate academic, personal and professional growth
- Greater student ownership of content and format (in-person, in-class conversations about out-of-class digital interaction tools: LinkedIn and ChatGPT).





## Impact linked to the BALEAP Accreditation Scheme

- The QAA Playbook Sprint experience helped me set the tone for enhancement-focused conversations with accreditation scheme assessors and members (existing + potential new ones).
- We are co-developing our assurance procedures and enhancement processes.
- Walking alongside our scheme members on their journey to create scholarly projects of value in their contexts

<https://www.baleap.org/news/impactful-collaboration-award>.





## Interactive Activity



<https://shorturl.at/yNRX7>

**Success statement****Conditions for achieving success****Potential roadblocks****Overcoming roadblocks**

**Data is utilised to inform teaching and learning practices that contribute to enhanced student achievement and progression.**





A thought sparked by today's  
workshop



# Thank you

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