Institutional Teaching and Learning Review 2023

Outcomes Report

Common Theme: Blended Learning

November 2023

INSTITUTIONAL TEACHING AND LEARNING REVIEW
ITLR 2023

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Summary

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The transition to blended and digital learning at the University of Warwick presents both remarkable opportunities and significant challenges. This section has underscored the need for a balanced approach that embraces technological advancements while addressing operational and strategic gaps. As the university continues to navigate this digital shift, a focus on continuous improvement, faculty support, and student engagement will be key to realising the full potential of blended learning. This evolution in teaching and learning methods not only aligns with current educational trends but also positions Warwick at the forefront of delivering a future-ready and inclusive educational experience for all its students.

Good practice

- Warwick's strategic **integration of digital tools** and methodologies has led to innovative teaching practices.
- Initiatives such as **digital labs** and **creative online assessments** reflect the university's adaptation to educational trends and diverse student needs.

Challenges

- **Inadequate evaluation** of online experiences, **technological hurdles**, and the impact on faculty **workload** appear to pose significant challenges.
- The need for **strategic planning** and consistent institutional engagement in blended learning initiatives is apparent.

Opportunities

- Enhancing **evaluation**, addressing **technology gaps**, and comprehensive **digital education strategies**.
- Enhancing **staff training** and **policy development** is vital to optimise digital teaching methods.

Actions

- **Collaborative strategies** for university support, enhancing **digital teaching infrastructure**, and **student-centric** approaches.
- Emphasising pedagogical innovation to **streamline processes** and promote **effective** digital **tool usage**.

Introduction

This section examines the practices, challenges, and future trajectories of Blended Learning within the University of Warwick's various departments and professional service clusters. This analysis aims to provide a concise and insightful overview of how digital technologies are reshaping teaching and learning processes at the University. The report highlights the commendable strides made in embracing digital pedagogies, enhancing accessibility, and integrating technology, while also acknowledging areas where further development is essential.

The University of Warwick's commitment to blended and digital learning is evident in its strategic integration of digital tools and online teaching methodologies. This transition, accelerated by the pandemic, has led to an innovative blend of in-person and digital interactions, ensuring flexibility and inclusivity in education. Key practices include the development of digital labs, creative online assessments, and robust pedagogical strategies to enhance student engagement. These initiatives reflect the university's foresight in adapting to future educational trends and meeting diverse student needs.

Despite these advancements, the report identifies significant challenges in the effective implementation of Blended Learning. Issues such as inadequate evaluation of online learning experiences, technological and operational hurdles, and the impact on faculty workload highlight areas needing attention. Additionally, strategic planning and institutional engagement in BL initiatives appear inconsistent, suggesting a need for a more cohesive and university-wide approach.

Several opportunities are suggested to enhance Blended Learning at Warwick. These include improving Blended Learning evaluation and design, addressing technological disparities, and developing comprehensive strategies for digital education. Enhancing staff training and policy development is also crucial, ensuring educators are equipped to navigate and optimise digital teaching methods.

To advance the Blended Learning agenda, specific actions are recommended such as collaborative strategies for university support, enhancing digital teaching infrastructure, integrating student-centric approaches, and fostering pedagogical innovation. These actions aim to streamline processes, promote effective use of digital tools, and develop a supportive environment for Blended Learning.

Good Practice in Blended Learning

The effective integration of digital tools and blended learning strategies across various academic departments and professional service clusters is a key theme in the good practice on display at Warwick in relation to the blended learning cross-cutting theme. The shift towards online and blended modes of teaching and learning has been accelerated by the pandemic, leading to innovative practices in course delivery, assessment, and student engagement. These practices include the creation of digital labs, innovative online assessments, remote lab access, and robust pedagogic discussions on blended learning. The aim is to enhance flexibility, accessibility, and inclusivity in learning, catering to diverse student needs and preparing for future

Warwick's transition to blended and digital learning has been a significant shift in educational practices across departments and professional service clusters. This movement is characterised by the expansion of online offerings, leadership in digital pedagogy, and the creation of specialised units like the Learning Design Consultancy Unit. Departments such as Chemistry, Computer Science, and Economics have innovatively utilised digital tools and platforms like Moodle for effective online teaching. The focus has not just been on the transition to online modes but also on maintaining the quality of face-to-face interactions, as seen in the Department of Applied Linguistics and the School of Life Sciences. The blend of in-person and online teaching aims to provide a flexible and enriched learning environment. Moreover, initiatives like digital storytelling, effective lecture capture, and remote lab access indicate a progressive approach towards integrating technology in education. These efforts demonstrate a commitment to evolving teaching methods and enhancing the student learning experience in a digital age.

Within the overarching theme of "Embracing Blended and Digital Learning," we can identify several sub-themes that highlight specific aspects of how different departments and professional service clusters are adapting to and innovating in the digital learning landscape. Each of these themes represents a specific facet of the broader move towards digital and blended learning, showcasing the multifaceted approach being taken to adapt to and leverage the opportunities presented by digital technologies in education.

Innovative Digital Pedagogies

Departments are using innovative methods to integrate digital technology into their pedagogical practices. This includes creative approaches like digital storytelling, remote lab access, and the use of virtual exchanges. These practices are not just about transitioning to online platforms; they represent a transformative approach to teaching and learning, making education more interactive, engaging, and accessible. Departments like Classics and Ancient History, Computer Science, and Modern Languages and Cultures are at the forefront of these innovations, employing digital tools to enhance the depth and breadth of their educational offerings. Examples include:

Academic Development Centre	Expansion of online offerings, leadership in online teaching
Centre for Interdisciplinary Methodologies	Blended delivery benefiting diverse learners, digital labs
Department of Classics and Ancient History	Innovative assessments, digital storytelling
Department of Computer Science	Robust pedagogic discussions about Blended Learning
Department of Economics	Investment in Blended Learning development, seminar series on teaching.
Department of Philosophy	Exploratory use of online resources
Department of Politics and International Studies	Initial development of Blended Learning
School of Modern Languages and Cultures	Innovative use of virtual exchanges
School of Creative Arts, Performance and Visual Cultures	Creative use of Blended Learning approaches
Warwick Medical School	Innovative approach to Blended Learning; student interns
Cluster 2 - Learning Beyond Boundaries	Digital first strategy

Enhancing Accessibility and Flexibility

Efforts are being made to make learning more accessible and flexible through digital means. Departments are focusing on providing a mix of in-person and online teaching, offering online modules that attract a broader student base, and utilising platforms like Moodle to enhance the learning experience. This approach acknowledges the diverse needs of students, including international students and mature learners, and aims to provide them with more choices in how they engage with their education. Examples include:

Centre for Lifelong Learning	Use of Moodle for Blended Learning
Centre for the Study of the Renaissance	Online modules attracting international students, retention of face-to-face teaching
Department of Applied Linguistics	Blended approach with focus on face-to-face interaction
Department of English and Comparative Literary Studies	Flexibility in learning modes
Department of Physics	Effective mix of in-person and online teaching
Department of Sociology	Effective use of Moodle and online support groups

School of Life Sciences	Active use of Moodle
Warwick Foundation Studies	Use of Moodle and online interactive tools
Cluster 6 - Enabling Postgraduate Researchers to Thrive	Effective use of online learning for inclusion

Technological Integration and Upskilling

Departments are integrating technology into their curriculum and upskilling staff to adapt to digital teaching methods. It includes the development of digital labs, effective lecture capture, and the shift to online learning outside of the classroom. These initiatives are indicative of a broader commitment to not just adopting technology, but also to ensuring that staff and students are proficient in using these digital tools for an enhanced educational experience. Examples include:

Department of Chemistry	Effective online teaching during the pandemic, use of digital tools
Department of Psychology	Upskilling staff, innovative use of digital tools
Mathematics Institute	Effective lecture capture, shift to online learning
Warwick Manufacturing Group	Impressive in-house Blended Learning setup
Cluster 5 - A Strong Administrative Foundation for Student Success	Cooperation with WMG and Computer Science for online modules

Infrastructure and Strategy Development for Blended Learning

Multiple efforts to build the necessary infrastructure and strategic planning required for effective Blended Learning are visibly being made. This involves the creation of specialised units like the Learning Design Consultancy Unit, the development of Blended Learning strategies, and improvements in website content to support digital learning. These actions demonstrate a strategic and structured approach to embedding digital learning within the educational framework, ensuring that departments are prepared and well-equipped to handle the evolving demands of digital education. Examples include:

Academic Development Centre	Creation of the Learning Design Consultancy Unit
Centre for Teacher Education	Digital development project, feedback incorporation
Department of Education Studies & CEDAR	Early adoption of Moodle, focus on technology-enhanced learning
Department of History	Effective integration of online resources in teaching
School for Cross-Faculty Studies	Robust steps in digital pedagogy
Institute for Advanced Teaching and Learning	Positive Blended Learning experiences
School of Engineering	Enhanced online learning approach

School of Law	Development of a Blended Learning Strategy
Warwick Business School	Strong Blended Learning infrastructure
Cluster 3 - Seamless Physical and Digital Learning Environments	Support for sustainable Blended Learning
Cluster 4 - A Culture of Education Leadership and Innovation	Support for department-centred Blended Learning initiatives

Challenges in Blended Learning

The Challenges and challenges in aligning to the cross-cutting theme of digital and blended learning across various departments and professional service clusters at Warwick, can be categorised into distinct themes. Each theme reflects a common set of issues faced by different departments and clusters, providing a clearer understanding of the areas where improvement is needed.

These themes collectively highlight the multifaceted challenges faced in the transition to and implementation of digital and blended learning at the University of Warwick. Addressing these challenges potentially requires a coordinated effort that may include better evaluation and engagement strategies, technological enhancements, workload management, and strategic institutional planning.

Inadequate Evaluation and Engagement Strategies

There are several challenges related to the evaluation of digital learning experiences and the engagement strategies employed. Departments are finding it difficult to effectively gauge learner experiences, particularly in online settings. There is also a notable concern regarding the engagement with online materials, with some departments observing a decline in student participation and achievement when employing online methods. This highlights a need for more robust assessment frameworks and engagement strategies to ensure that digital learning is effective and resonant with students. Examples include:

Academic Development Centre	Needs better evaluation of the learner experience
Centre for Interdisciplinary Methodologies	Engagement with online material is not well defined
Department of Economics	Challenges in student engagement
Department of Chemistry	Decline in engagement and achievement with online methods
Department of Physics	Reduced student participation over time
Department of Politics and International Studies	Inactive blended delivery group post-pandemic
Cluster 2 - Learning Beyond Boundaries	High dropout rates in digital programmes
Cluster 6 - Enabling Postgraduate Researchers to Thrive	Biased feedback received from engaged students only

Technological and Operational Challenges

Many departments face technological and operational hurdles in implementing Blended Learning. Issues range from lack of IT support, system compatibility problems, to challenges in hybrid working and access to technology. Additionally, the use of multiple platforms without streamlined solutions contributes to operational complexity. These challenges indicate a need for improved IT infrastructure and support, as well as more cohesive strategies for technology integration in education.

Department of Classics and Ancient History	Challenges in hybrid working, access to technology
Department of Psychology	Challenges with new system acquisitions
School of Creative Arts, Performance and Visual Cultures	System compatibility issues
School for Cross-Faculty Studies	Limited classroom technology for hybrid teaching
Warwick Foundation Studies	Varied approach across modules
Warwick Medical School	Inconsistency in online learning resource usage
Cluster 3 - Seamless Physical and Digital Learning Environments	Limited insights on students' digital capabilities

Workload and Resource Constraints

A significant concern across departments is the impact of digital and Blended Learning on faculty workload and resource allocation. Designing blended formats and integrating online resources into teaching have apparently increased the workload for educators. Additionally, some departments struggle with resource constraints, impacting their ability to facilitate effective online discussions or create asynchronous materials. Addressing these issues may require a balance between technological innovation and support for educators in managing their workload.

Department of Applied Linguistics	Challenges in designing blended formats, workload implications
Department of Education Studies & CEDAR	Impact on workload, lack of central academic technologist support
Department of Statistics	Resource constraints; challenges with online discussion
School of Engineering	Need for staff training in creating asynchronous materials
School of Life Sciences	Reactive, not proactive, approach to Blended Learning
School of Law	Mixed student engagement in online learning
Warwick Manufacturing Group	Less positive engagement from UG students
Warwick Business School	Potential timetable clashes for students

Strategic Planning and Institutional Engagement

Several departments and professional service clusters indicate a lack of strategic planning and inconsistent institutional engagement in Blended Learning initiatives. This theme reflects the potential need for a more proactive and strategic approach to incorporating digital technologies into Warwick's educational framework. It may also underscore the necessity for greater institutional support and engagement to effectively navigate the complexities of digital and Blended Learning.

Centre for the Study of the Renaissance	Need for strategic planning in Blended Learning
Department of History	Lack of clarity in blending online resources with teaching
Department of Philosophy	Scepticism about Blended Learning
Department of English and Comparative Literary Studies).	Operational challenges, disparity in Blended Learning approaches
Institute for Advanced Teaching and Learning	Variance in module implementation
School of Modern Languages and Cultures	Lack of a strategic approach to Blended Learning
Cluster 4 - A Culture of Education Leadership and Innovation	Inconsistent institutional engagement
Cluster 5 - A Strong Administrative Foundation for Student Success	Not involved in Blended Learning activities

Opportunities for Development

To address the future opportunities in digital and Blended Learning at Warwick, we can identify key themes that span various departments and professional service clusters. These themes collectively underscore the areas where further development is needed to enhance the quality and effectiveness of digital and Blended Learning at Warwick. By focusing on these themes, the university may be able to better adapt to the changing landscape of technology in education and meet the diverse needs of

Opportunities for development in blended learning can be grouped as follows, and specific suggestions from departments/ professional service clusters can be found in Appendix D.

	*Enhancing Blended Learning and Evaluation and Design*	A crucial area for future development is perhaps the enhancement of Blended Learning evaluation and design. This could involve exploring new ways to assess effectiveness, clarifying roles, and expectations, and evolving learning design to accommodate technological advancements. Departments are looking	ADC, Applied Linguistics, Chemistry, Classics, Economics, Politics, Psychology, Life Sciences, SMLC,

		to balance practical and digital learning, redefine hybrid learning models, and ensure that Blended Learning is effectively embedded in their teaching methodologies. Embracing emerging technologies, such as virtual reality (VR) and artificial intelligence (AI), is also seen as a key strategy to enrich the learning experience.	WBS, Cluster 2 & Cluster 4
	*Technological Enhancement & Accessibility*	Improving technological infrastructure and accessibility is another pivotal area. This includes securing effective web-based platforms, addressing technological disparities among students, and refreshing asynchronous materials. Departments are also focusing on making digital tools more inclusive and ensuring that neurodivergent students are considered in the design of online materials. Improving lecture capture visibility and addressing inclusivity in online assessments are also highlighted as key opportunities.	CLL, CTE, CSR, English, History, WFS, SCPVC, Engineering, WMS & Cluster 3
	*Staff Training & Policy Development*	Staff training and policy development are essential for future growth. This involves enhancing skills and competencies in technology-enhanced learning, providing consistent and cohesive approaches, and developing comprehensive plans. Ensuring that staff are well-equipped and confident in utilising Blended Learning tools is vital for the effective implementation of these educational strategies.	Philosophy, Sociology, Statistics, IER & Maths
	*Institutional Strategy and Integration*	Developing a robust institutional strategy for Blended Learning and ensuring its integration across various disciplines is critical. This includes expanding online learning initiatives, encouraging more institutional drive for Blended Learning, and exploring opportunities for its application. Professional service clusters are looking to increase central guidance and benchmark their approaches with other universities, indicating a need for a more unified and strategic approach to digital education.	CIM, Education, Cluster 5, Cluster 6 & WMG

Blended Learning Actions

Grouping suggested actions into distinct themes allows for targeted strategies and coherent plans for enhancing blended and online learning. These actions cover a range of areas from technological advancement to pedagogical innovation, reflecting a comprehensive approach towards improving digital education at the university.

The Blended Learning actions can be grouped as follows, and specific suggestions from departments/ professional service clusters can be found in Appendix D.

	*Collaborative strategies and university support*	It involves engaging with relevant departments and professional service clusters for collaborative projects, developing specific strategies, and advocating for policy changes to extend resource access. The aim would be to create a cohesive and university-backed approach to Blended Learning, ensuring all departments and professional service clusters receive the necessary support and resources.	ADC, CLL, CTE, CSR, Education Studies, English, Psychology, Maths, CFS, Engineering, Life Sciences, Cluster 3 & Cluster 5
	*Enhancing Digital Teaching & Learning Infrastructure*	It involves addressing technical issues in lecture capture, resolving challenges with online exams, and promoting consistent platform use. These proposed actions highlighted by departments and professional service clusters have a common aim to ensure that digital tools are effectively integrated into the teaching and learning process.	CIM, Chemistry, Classics, Computer Science, Economics History, Physics, Sociology, Statistics, IER, SCAPVC, WFS, WBS, WMG, WMS, Cluster 2 & Cluster 4
	*Student-Centric Approaches and Feedback Integration*	Centring around student needs and feedback, this theme advocates for the development of learning models that directly address student preferences and challenges. It includes continuing the improvement of Blended Learning design, maintaining current methods while considering neurodiverse students, and incorporating student feedback in planning and strategy development.	Applied Linguistics, Politics, Law, WMG & Cluster 6

	*Pedagogical Innovation & Teaching Development*	Focusing on teaching innovation and development, this theme aims to harness existing practices and improve Moodle's appeal, develop cohesive and consistent approaches to Blended Learning, and enhance staff competencies in technology-enhanced learning. This approach will facilitate a more dynamic and flexible teaching environment.	Chemistry, Politics, Law, WMG & Cluster 6

By categorising these actions into these themes, departments and professional service clusters could focus on specific areas of improvement and development, ultimately enhancing the overall quality and effectiveness of blended and online learning across the institution.

Conclusion

The transition to blended and digital learning at the University of Warwick presents both remarkable opportunities and significant challenges. This section has underscored the need for a balanced approach that embraces technological advancements while addressing operational and strategic gaps. As the university continues to navigate this digital shift, a focus on continuous improvement, faculty support, and student engagement will be key to realising the full potential of Blended Learning. This evolution in teaching and learning methods not only aligns with current educational trends but also positions Warwick at the forefront of delivering a future-ready and inclusive educational experience for all its students.

Appendix D

What follows for each Academic Department and Cluster is a summary of one or two of their most significant elements in relation to good practice, challenges in the current approach to aligning with the Blended Learning cross-cutting theme, key opportunities to tackle these and potential actions that could be taken to move the agenda forward at Warwick.

Academic Development Centre (ADC)

- **Good Practice:** Expansion of online offerings, leadership in online teaching and assessment during the pandemic, creation of the Learning Design Consultancy Unit (LDCU).
- **Challenges:** Needs better evaluation of the learner experience, particularly online.
- **Opportunities:** Further exploration of BL evaluation, clarifying future roles and expectations for LDCU.
- **Actions:** Engage with Flexible & Online Learning Division for shared working on BL models, strategic priorities for LDCU.

Centre for Interdisciplinary Methodologies (CIM)

- **Good Practice:** Blended delivery benefiting diverse learners, digital labs.
- **Challenges:** Engagement with online material is not well defined.
- **Opportunities:** Linking formative assessment with other delivery modes, reintroducing fieldwork/trips.
- **Actions:** Consider new strategies to increase online material engagement.

Centre for Lifelong Learning (CLL)

- **Good Practice:** Use of Moodle for BL.
- **Challenges:** Lack of IT support, inconsistency in technologist allocation, lower digital literacy among students.
- **Opportunities:** Increasing provision of BL, addressing technological disparities.
- **Actions:** Seek University support for IT and digital education, develop a specific strategy for BL.

Centre for Teacher Education (CTE)

- **Good Practice:** Digital development project, feedback incorporation.
- **Challenges:** Use of multiple platforms, lack of streamlined solutions.
- **Opportunities:** Securing effective web-based platforms, improving technology-based learning facilities.
- **Actions:** Advocate for policy changes to extend access to online materials post-graduation.

Centre for the Study of the Renaissance (CSR)

- **Good Practice:** Online modules attracting international students, retention of face-to-face teaching.
- **Challenges:** Need for strategic planning in BL, engagement with digital tools.
- **Opportunities:** Embedding BL, surveying student engagement.
- **Actions:** New Director to focus on BL strategies tailored to student needs.

Department of Applied Linguistics

- **Good Practice:** Blended approach with focus on face-to-face interaction.

- **Challenges:** Challenges in designing blended formats, workload implications.
- **Opportunities:** Evolving learning design, addressing constraints in university systems.
- **Actions:** Continue improving BL design and student inclusion.

Department of Chemistry
- **Good Practice:** Effective online teaching during the pandemic, use of digital tools.
- **Challenges:** Decline in engagement and achievement with online methods.
- **Opportunities:** Balancing practical and digital learning.
- **Actions:** Maintain and enhance current teaching methods, considering neurodiverse students.

Department of Classics and Ancient History
- **Good Practice:** Innovative assessments, digital storytelling, effective lecture capture.
- **Challenges:** Challenges in hybrid working, access to technology.
- **Opportunities:** Defining hybrid learning, adding extra student resources.
- **Actions:** Develop plans for hybrid learning, consider contracting out for technological expertise.

Department of Computer Science
- **Good Practice:** Robust pedagogic discussions on BL, remote lab access.
- **Actions:** Maintain and further develop BL approaches.

Department of Economics
- **Good Practice:** Investment in BL development, seminar series on teaching.
- **Challenges:** Challenges in student engagement.
- **Opportunities:** Refreshing asynchronous materials, keeping neurodivergent students in consideration.
- **Actions:** Continue developing BL strategies, incentivise student engagement.

Department of Education Studies & Centre for Educational Development Appraisal and Research (CEDAR)
- **Good Practice:** Early adoption of Moodle, focus on technology-enhanced learning.
- **Challenges:** Impact on workload, lack of central academic technologist support.
- **Opportunities:** Enhancing skills and competencies in technology-enhanced learning.
- **Actions:** University to recognise structural challenges, develop training resources.

Department of English and Comparative Literary Studies
- **Good Practice:** Flexibility in learning modes.
- **Challenges:** Operational challenges, disparity in BL approaches.
- **Opportunities:** Explore opportunities for BL.
- **Actions:** Investigate University support for BL delivery.

Department of History
- **Good Practice:** Effective integration of online resources in teaching.
- **Challenges:** Lack of clarity in blending online resources with teaching.
- **Opportunities:** Embrace emerging technologies like VR and AI.
- **Actions:** Further enhance the integration of digital tools in teaching and assessment.

Department of Philosophy

- **Good Practice:** Exploratory use of online resources.
- **Challenges:** Scepticism about BL.
- **Opportunities:** Staff training and confidence-building in BL.
- **Actions:** Harness existing online practices; improve Moodle's appeal and teaching room facilities.

Department of Physics

- **Good Practice:** Effective mix of in-person and online teaching.
- **Challenges:** Reduced participation over time; challenges in implementing pre-learning.
- **Opportunities:** Balance traditional and innovative teaching methods.
- **Actions:** Evolve teaching styles to meet student demands; consider diverse assessment methods.

Department of Politics and International Studies

- **Good Practice:** Initial development of BL.
- **Challenges:** Inactive blended delivery group post-pandemic.
- **Opportunities:** Clear definition and consistent application of BL.
- **Actions:** Re-activate blended delivery group; incorporate student feedback in planning.

Department of Psychology

- **Good Practice:** Upskilling staff, innovative use of digital tools.
- **Challenges:** Challenges with new system acquisitions.
- **Opportunities:** Consistent and cohesive BL approach.
- **Actions:** Seek support from Learning Technologies team; review online ethics system delivery.

Department of Sociology

- **Good Practice:** Effective use of Moodle and online support groups.
- **Challenges:** Limited use of technology in seminars and lectures.
- **Opportunities:** Proactive use of online learning tools.
- **Actions:** Enhance the learning environment with smart integration of online tools.

Department of Statistics

- **Good Practice:** Student-informed development of BL model.
- **Challenges:** Resource constraints; challenges with online discussion.
- **Opportunities:** Improve lecture capture visibility; address inclusivity in online assessments.
- **Actions:** Resolve technical issues in lecture capture; explore suitable solutions for online math-based exams.

Institute for Employment Research

- **Good Practice:** Blended support for PGR students; improved website content.
- **Challenges:** Not applicable for UG or PGT teaching.
- **Opportunities:** Expansion of digital and hybrid teaching methods.
- **Actions:** Enhance hybrid and remote teaching and learning opportunities.

Mathematics Institute

- **Good Practice:** Effective lecture capture, shift to online homework.
- **Challenges:** Challenges in online exams.

- **Opportunities:** Support for in-person examination arrangements.
- **Actions:** Seek university support for exam invigilation and additional learning needs.

School for Cross-Faculty Studies
- **Good Practice:** Robust steps in digital pedagogy.
- **Challenges:** Limited classroom technology for hybrid teaching.
- **Opportunities:** Enhanced resource for exploring digital pedagogy.
- **Actions:** Seek university support for technology and resource allocation.

Institute for Advanced Teaching and Learning
- **Good Practice:** Positive BL experiences.
- **Challenges:** Variance in module implementation.
- **Opportunities:** Consistency in BL policy.
- **Actions:** Standardise minimum expectations for BL across modules.

School of Modern Languages and Cultures
- **Good Practice:** Innovative use of virtual exchanges.
- **Challenges:** Lack of a strategic approach to BL.
- **Opportunities:** Development of a comprehensive BL plan.
- **Actions:** Draw on Language Centre's experience; develop a school-wide strategy.

School of Creative Arts, Performance and Visual Cultures
- **Good Practice:** Creative use of BL approaches.
- **Challenges:** System compatibility issues.
- **Opportunities:** Training and support for specialist equipment.
- **Actions:** Promote consistent platform use; enhance collaboration with academic departments.

School of Engineering
- **Good Practice:** Enhanced learning approach.
- **Challenges:** Need for staff training in creating asynchronous materials.
- **Opportunities:** Maximising use of refurbished facilities.
- **Actions:** Seek university support for staff training in BL.

School of Law
- **Good Practice:** Development of a BL Strategy.
- **Challenges:** Mixed student engagement in online learning.
- **Opportunities:** Strategy for integrating BL in law.
- **Actions:** Involve students in strategy development; review teaching structures.

School of Life Sciences
- **Good Practice:** Active use of Moodle.
- **Challenges:** Reactive, not proactive, approach to BL.
- **Opportunities:** Purposeful design of blended elements.
- **Actions:** Define university's view of BL; enhance resource allocation.

Warwick Business School
- **Good Practice:** Strong BL infrastructure.
- **Challenges:** Potential timetable clashes for students.
- **Opportunities:** Flexibility in the standard teaching model.
- **Actions:** Maintain consistency across programmes; adapt to pedagogical needs.

Warwick Foundation Studies

- **Good Practice:** Use of Moodle and online interactive tools.
- **Challenges:** Varied approach across modules.
- **Opportunities:** Consistency in Moodle use; staff training.
- **Actions:** Encourage staff to share BL experiences; review Moodle templates.

Warwick Manufacturing Group

- **Good Practice:** Impressive in-house BL setup.
- **Challenges:** Less positive engagement from UG students.
- **Opportunities:** Address UG students' perception of non-face-to-face elements.
- **Actions:** Share best practices across the department; refine BL models.

Warwick Medical School

- **Good Practice:** Innovative approach to BL; student interns.
- **Challenges:** Inconsistency in online learning resource usage.
- **Opportunities:** Review and enhance the cohesiveness of BL provision.
- **Actions:** Incorporate student feedback; ensure consistency across modules.

C1. Cluster 1 - Student Transitions, Community, and Wellbeing

- **Good Practice:** None specified.
- **Actions:** None specified.

C2. Cluster 2 - Learning Beyond Boundaries

- **Good Practice:** Digital first strategy
- **Challenges:** High dropout rates in digital programmes.
- **Opportunities:** Increased central guidance; benchmarking with other universities.
- **Actions:** Enhance lecture capture technology; develop diverse assessment methods.

C3. Cluster 3 - Seamless Physical and Digital Learning Environments

- **Good Practice:** Support for sustainable BL.
- **Challenges:** Limited insights on students' digital capabilities.
- **Opportunities:** Formalised processes for staff training; improved pedagogic space design.
- **Actions:** Coordinate strategic staff training; ensure parity of investment in infrastructure.

C4. Cluster 4 - A Culture of Education Leadership and Innovation

- **Good Practice:** Support for department-centred BL initiatives.
- **Challenges:** Inconsistent institutional engagement.
- **Opportunities:** Encourage more institutional drive for BL.
- **Actions:** Identify and disseminate best practices; support departments with technology and training.

C5. Cluster 5 - A Strong Administrative Foundation for Student Success

- **Good Practice:** Cooperation with WMG and Computer Science for online modules.
- **Challenges:** Not involved in BL activities.
- **Opportunities:** Expand online learning initiatives.
- **Actions:** Collaborate with other departments for online learning development.

C6. Cluster 6 - Enabling Postgraduate Researchers to Thrive

- **Good Practice:** Effective use of online learning for inclusion.
- **Challenges:** Biased feedback towards engaged students.
- **Opportunities:** Developing a fully remote learning PhD model.
- **Actions:** Seek broader PGR feedback; enhance remote examination processes.