Module Descriptor

Title	**Designing Learning**		
Session	2026/27	**Status**	
Code	ACPR11003	**SCQF Level**	11
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Education and Social Sciences**		
Module Co-ordinator	K Clements		

Summary of Module

This flexible, online module introduces you to key concepts and approaches in learning design. The module is practice-based, and you will be encouraged to link the conceptual discussions to your own practice context.

Key topics will include principles and models of learning design, learner engagement and the educator's role in (online) learning.

You are expected to have an on-going teaching commitment throughout the module in order to support its practice-based elements and assessment.

NB Modules have been validated to run in all terms but will usually run only once per session. Please contact the module co-ordinator for more information.

Module Delivery Method	**On-Campus[1]** ☐	**Hybrid[2]** ☐	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☒ Online / Distance Learning	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

			☐ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate critical knowledge and understanding of the theories and principles of learning design.
L2	Design an activity or digital learning resource appropriate for learners in your context.
L3	Justify selected approach to design of activity or digital learning resource.
L4	Use appropriate digital tools and/or other technologies, and resources for learning.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	SCQF Level 11 Demonstrate critical knowledge and understanding of the theories and principles of learning design. Demonstrate critical awareness of current research and scholarship around learning design.
Practice: Applied Knowledge and Understanding	SCQF Level 11 Design an activity or digital learning resource appropriate for learners in your context. Apply a wide range of evidence based skills, techniques and practices associated with creating an environment for effective learning for learners in your context.
Generic Cognitive skills	SCQF Level 11 Communicate effectively online with a range of audiences with different levels of technical knowledge. Communicate effectively with peers. Evaluate, adapt, and use a wide range of digital tools to support and enhance work at this level.
Communication, ICT and Numeracy Skills	SCQF Level 11 Communicate effectively online with a range of audiences with different levels of technical knowledge. Communicate effectively with peers.

	Evaluate, adapt, and use a wide range of digital tools to support and enhance work at this level.
Autonomy, Accountability and Working with Others	SCQF Level 11 Exercise substantial autonomy and initiative in a learning design project. Take responsibility for own work in designing learning.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

The learning on this module is online and practice-based. It aims to balance flexibility with the benefits of peer learning. Online discussion spaces and opportunities to collaborate are built into the module. While activities are mostly asynchronous, they are paced throughout the module to support your progress and maximise the opportunities for you to connect with your peers.

Online synchronous sessions will be offered to support learning on the module.

The materials and activities in the online learning space are intended to help you develop your practice in learning and teaching. You will also be asked to connect your practice to the theories, ideas and principles from the module.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous online learning activities	15
Online synchronous sessions	3
Practice	17
Independent learning including reflection on practice	55
Assessment	10
TOTAL	100

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Amrane-Cooper, L., Baume, D., Brown, S., Hatzipanagos, S., Powell, P., Sherman, S. and Tait, A. (eds) (2023) *Online and Distance Education for a Connected World*. London: UCL Press. Available at: https://library.oapen.org/bitstream/id/2b47de79-f9f0-4f56-992a-58aed843d6ad/9781800084797.pdf (Accessed: July 19, 2023).

Jenkins, M., Bokosmaty, R., Brown, M., Browne, C., Gao, Q., Hanson, J. and Kupatadze, K. (2017) 'Enhancing the design and analysis of flipped learning strategies', *Teaching and Learning Inquiry*, 5(1), pp. 65–77. Available at:

https://journalhosting.ucalgary.ca/index.php/TLI/article/view/57468/43235 (Accessed: July 19, 2023).

MacNeill, S. and Beetham, H. (2022) *Approaches to curriculum and learning design across UK higher education*. Available at: https://repository.jisc.ac.uk/8967/1/approaches-to-curriculum-and-learning-design-across-uk-higher-education-report.pdf (Accessed: July 18, 2023).

Rossi, V. (2023) *Inclusive Learning Design in Higher Education: A Practical Guide to Creating Equitable Learning Experiences.* London: Routledge.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The University is committed to providing a supportive learning environment that actively facilitates student success. Whilst we understand that there may be times when conflicting priorities make participation difficult, in order to gain the most from your programme, we would recommend that you participate in all scheduled teaching sessions. It may be difficult to pass the assessment associated with your module, if you do not participate regularly. If we observe a drop off in your participation, we may reach out to offer support.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Career-Long Professional Learning
Overall Assessment Results	☒ **Pass / Fail** ☐ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Career-Long Professional Learning
Moderator	I Gillan
External Examiner	F Kennedy
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Report of practical work in form of written submission or recorded presentation (100%).
Assessment 2
N/A
Assessment 3
N/A
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1						
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical work	☒	☒	☒	☒	100%	0 hours

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Changed 'School' from Learning 'Directorate of Learning & Teaching Enhancement' to 'Education and Social Sciences'	February 2026	Kevin Wilson
Changed 'Programme Board' and 'School Assessment Board' from 'Cross School Board' to 'Career-Long Professional Education'	February 2026	Kevin Wilson
Updated Attendance and Engagement Requirements	February 2026	Kevin Wilson
Updated Equality and Diversity statement	February 2026	Kevin Wilson