Course Specification

MA

CREATIVE TEACHING AND LEARNING DESIGN



Arts University Bournemouth

About the Course Handbook

This Handbook provides you with basic information about your course. Through the approved course specification, it provides you with the aims and outcomes of your course and outlines the content and how this will be delivered.

The course is subject to a rigorous process of quality assurance and enhancement. This may result in changes to individual units as the course develops, to ensure that the relevance and quality of the course is upheld. You will be consulted by a member of the course team before any changes are made.

Information in this Handbook should be used in conjunction with the HE Assessment Regulations. It is your responsibility to ensure that you are aware of the regulations that apply to your course and you should refer to the regulations throughout your studies. If you have any questions, you should speak to your Course Leader, or member of the course team. The Assessment Regulations can be located on the Induction section of Canvas, or https://aub.ac.uk/regulations

Important information about key policies which apply to your academic studies is available on the Induction section of Canvas. Please view this material on the Induction section of Canvas.

If you would like a copy of this Handbook in an alternative format, please contact equalities@aub.ac.uk.

ARTS UNIVERSITY BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **MA Creative Teaching and Learning Design** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptors, which forms part of the Course Handbook.

Key Course Information	
Final Award	Master of Arts
Course Title	Creative Teaching and Learning Design
Award Title	MA Creative Teaching and Learning Design
Teaching institution	Ding Learning Ltd.
Awarding Institution	Arts University Bournemouth
Offered in the School of	Graduate School
Length of course / mode of study	90 weeks part-time
Level of final award (in FHEQ)	Level 7
Subject benchmark statement	QAA Master's degree characteristics
Language of study	English
External Examiner for course:	Details available on requests
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	August 2024
Date of most recent review	Not applicable
Date programme specification written/revised	August 2024

Postgraduate Taught Degree Ethos

Our Master's programmes recognise students as individuals with their own personal and career goals. We want to provide students with unique, exciting, and challenging opportunities to deeply engage with their chosen field. We encourage students to critically assess and redefine their approaches within your practice, placing them in the context of their external, creative, economic, and cultural surroundings.

We support this by fostering a passionate involvement in interdisciplinary and collaborative practices, combining theory and practice. We understand the nuances of individual practitioners and the broader global landscape. Our approach to career development encourages a dialogue between professionalism and risk-taking.

In this environment, students can explore established and emerging methods and techniques for research, testing, development, and reflection. While students will be prompted to develop their own themes, we emphasise the importance of situating their work within the wider context of professional practice and contemporary issues.

Critical to students' success is demonstrating a committed passion for developing their practice. Each unit includes discipline-focused projects to inform their path toward a diverse

range of professions or further doctoral studies. This focus is enhanced by experiences in interdisciplinary and collaborative approaches, enriching their journey.

Our teaching structure enables students to tackle broad transdisciplinary issues while grounding them in the specifics of their discipline. We prioritise the relationship between personal professional development and building communities of practice through sharing and collaboration. AUB's reputation for collaborative working across disciplines underpins this approach.

Through group activities, shared lectures, and other MA events, students have the opportunity to form a 'postgraduate network' with fellow students. This network facilitates a broader dialogue around art, design, sustainability, ethics, and the global impact of creative industries and professions.

Our ethos aims to develop not only a systematic and critical understanding of knowledge but also the skills and initiative to navigate a world undergoing significant social, political, economic, and ecological changes. In essence, we want our graduates not only to develop careers and be employable but also to play a role in redefining what employment looks like in these times of change and upheaval.

Course Description

Learning designers create experiences that enable people to learn effectively. Although the discipline of learning design is still in its infancy, demand for learning design skills is growing in both post-compulsory education and corporate contexts.

This demand is driven by the need to improve return on investment in education and training for both students, employers and higher education institutions.

Designing an effective learning experience requires an ability to imagine what it’s like to be both the teacher and a learner. On our MA in Creative Teaching and Learning Design, students develop this ability by investigating the relationship between learning and teaching, and by developing a deep knowledge of how to apply learning theories and technologies creatively.

Whether students are working in a corporate or higher education environment, the MA will enable them to develop the knowledge and skills they need to support their continuing professional development. A core aim of the course is to help students reflect critically on their underlying beliefs and assumptions about learning. By doing this, they will become more conscious of the factors that influence their thinking and professional practice, and be increasingly able to identify opportunities for learning design to add value in different professional contexts.

Good learning design should be invisible, and at the same time enable learners to acquire the intended knowledge and skills in the most effective way possible. This is the paradox of learning design, and it requires a high level of empathy, self-awareness and technical skills to do it well. The journey through the course begins with an exploration of what learning is, how it happens and the relationship of learning with teaching. Next, students unpack the relationship of learning with design, and how design principles can help distil and sequence the knowledge of subject matter experts into an effective programme of learning. In the final part of the course, you will engage with knowledge at the forefront of the discipline of learning design through an applied research project.

Learning design is an inherently collaborative discipline, and throughout the MA we will enable students to connect and engage with relevant communities. This will ensure they have an effective professional network to support their development as a creative teacher and learning designer.

Statement of student entitlement

- Tutorials – three supervisory tutorials per 60 credit unit; totalling 9 over the course. A tutorial time of 45 minutes is allocated.
- Group Critique – three critiques; one near to the middle of each unit.
- Staff and student-led lectures and seminars.
- Regularly timetabled group meetings with MA Course Leader and/or relevant tutors.
- Access to relevant resources agreed through the Course Leader.
- Postgraduate show where appropriate.
- Agreed access to discipline-related and cross-discipline lectures/seminars on undergraduate programmes.
- Attendance at gallery events, research days and other appropriate AUB events.

Course Aims

A1 To equip students with the practical and creative skills to design and deliver effective learning experiences.

A2 To encourage critical reflection on the relationship between creative teaching, learning design, assessment and feedback.

A3 To provide opportunities for students to reflect critically on the design of learning and teaching experiences, supported by relevant learning theories.

A4 To explore how digital technologies can be used appropriately in teaching and learning design.

A5 To enable students to design accessible and inclusive learning experiences.

A6 To explore the value of applying learning design to a range of professional and business roles.

A7 To develop relevant research skills to inform the design of appropriate learning solutions.

A8 To engage with relevant theories and research.

A9 To develop students' autonomy in their own professional development.

A10 To position graduates as learning professionals with the ability to push the boundaries of conventional teaching and learning design.

Course Outcomes

Knowledge and Understanding

1. Explain how learning design can benefit other disciplines
2. Choose appropriate learning theories and evidence to underpin a learning experience
3. Anticipate the diverse needs of learners
4. Assess the suitability of digital technologies for supporting learning
5. Identify the factors that produce a successful learning experience

Research Skills

1. Identify relevant research

2. Evaluate research
3. Manage a research project
4. Communicate research in an appropriate format

Professional skills

1. Design effective learning experiences
2. Reflect on your professional development
3. Work constructively with others
4. Design your work appropriately for intended stakeholders
5. Align learning experiences with strategic objectives

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: *Master's degree characteristics*
- Framework for Higher Education Qualifications (FHEQ)
- QAA Art and Design Benchmark Statement 2017
- Postgraduate Taught Assessment Regulations
- AUB Creative Learning Plan
- AUB Strategic Plan
- AUB Employability Framework

Learning, Teaching and Assessment Strategies

Video summaries
These are short summaries of the week ahead. In each summary, a member of the course team will guide students to focus on specific topics, readings, resources and activities. The video summary will enable students to organise your work and plan their week.

Online discussions
These support and extend learning throughout each week, and provide an opportunity for flexible learning. The purpose of the online discussions is to unpack key concepts and enable students to participate at a time that is convenient for them.

Taught sessions
These are live sessions that provide an opportunity for students to interact with tutors and other students on the course. Taught sessions are facilitated by the Module Leader, and enable students to construct an understanding of a topic through problem-solving, group work and questioning. During taught sessions, the Module Leader will also respond to key points raised during the online discussions.

Digital resources
These include video tutorials, guides, articles, blog posts, presentations and links to other digital materials. They provide opportunities for students to explore topics in more depth and to study independently.

Tutorials
These are one-to-one conversations between a student and their tutor where students can discuss the development of their module project and activities. During these sessions, the tutor will advise and guide students by asking questions, and will suggest new ideas and approaches to help them get the most out of the course.

Guest speakers
These sessions feature a professional who will bring ideas and perspectives into the course from their areas of expertise. The sessions are designed to give students an insight into a range of professions, and to enable them to ask you're their own questions.

Mode of study

Part-time to enable professional application.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement, and also gives students regular feedback on how their learning is developing.

For every unit of the course, we will inform students of what they are expected to learn; what they have to submit; how their work will be assessed; and the deadline for presenting their work for assessment. This is made available through the online Unit Information.

Students will receive a final mark for each unit in the form of a percentage, which will be recorded on their formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

Students are assessed in two ways: formatively and summatively.

Formative assessment provides feedback that enables students to develop their learning. It should be seen as 'ongoing' assessment in the sense that it enables students to pinpoint strengths and development needs and address them appropriately. Formative assessment may take place in tutorials, seminars, and other discussions about their work.

Summative assessment generally takes place at the end of a unit of study. It is an overall evaluation of a student's learning in that part of the course. Summative assessment is criterion-referenced, which means their work is assessed to determine the extent to which they have met the module learning outcomes. The work to be assessed may consist of a combination of the following: digital models, worksheets, reports, presentations, professional conversations, reflective journals and proposals.

Assessment of collaborative work

In the event of collaborative work being produced and submitted for *collaborative* assessment it will generally follow the procedure outlined below.

1. The intention for assessed collaboration should be identified through the individual student's Study Plans and PDPs, and must have the prior agreement in principle of the Course Leader/relevant tutor(s).
2. A parity meeting will devise and implement an academically rigorous assessment method/procedure that will be submitted for approval of, and ultimately confirmation by, the Course Leader. Such confirmation will be conveyed to each student involved in the collaborative activity and agreement made with each that the procedure is fully understood.
3. An important component of this procedure will be a requirement for each student to provide a written (qualitative and quantitative) self-evaluation and evaluation of others' role within, and contribution to, the development and outcome of the 'submitted work'*. These evaluations will be used to *inform* the assessment process.
4. Following assessment and the subsequent parity meeting, *individual* marks will be agreed that will create the 'practice' component of the overall unit mark.

**Submitted work* – understood here as a generic term to cover whatever the manner or form in which this may be offered – *presentation / performance / artefacts / et al.*

Award of Merit or Distinction

A Masters' Degree (MA) with Merit or Distinction may be awarded. Only units at Level 7 contribute towards the determination of a Merit of Distinction.

For further information on assessment and awards please visit: https://aub.ac.uk/regulations

Course Structure

The course is offered in three separate stages which, taken together, lead to the award of an MA CLTD. Students who successfully complete a stage will be guaranteed acceptance for the next stage of course. The stages must be taken sequentially; all students are registered for the PGCert in the first instance, before progressing to the PGDip and the MA. Direct entry onto the PGDip is available for students who have previously completed the PGCert, or can demonstrate 60 credits of equivalent learning at Level 7.

For the award of Postgraduate Certificate (PGCert) students must have achieved a minimum of 60 credits at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Postgraduate Diploma (PGDip), students must have achieved a minimum of 120 credits at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Master of Arts (MA), students must have achieved 180 credits, of which a minimum of 120 credits must be at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

Course Content

Stage 1: Postgraduate Certificate (PGCert) in Creative Teaching and Learning Design (60 credits)

In the first part of this course, students will acquire the core knowledge and skills required to design engaging learning experiences. The Learning Design Bootcamp (20 credits) explores six core pillars that support effective learning: empathy, curriculum, inclusivity, facilitation, technology and community. By exploring each in turn, students will see how each pillar underpins a successful learning experience. In the subsequent unit, Creative Teaching and Learning Design (40 credits), students strengthen their ability to reflect critically on learning and imagine the learning experience from both the teacher's and learner's perspective. The course enables students to explore the importance of inclusivity, accessibility and digital technologies in learning design, and reflect critically on the relationship of learning design with assessment, feedback and quality assurance.

Stage 2: Postgraduate Diploma (PGDip) in Learning Design Methods (60 credits)

In the second part of the course, students strengthen their practical skills in designing learning and begin their skills as a researcher. The PGDip begins with a unit called Learning Design Toolkit (40 credits) which focuses on the professional application of learning design knowledge and skills. Students learn how to work as both an internal and external consultant, and how to work effectively with Subject Matter Experts (SMEs) in any discipline. We examine the skillset that a learning designer requires to be successful, and students develop their skills in researching, accessibility, project management, digital technologies, change

management, storytelling, new product development, creative direction, video production, artificial intelligence, UX design and effective communication.

The next unit, Learning Design in Context (20 credits), enables students to use relevant research to contextualise and situate their views about and approaches to creative teaching and learning design. After identifying a suitable topic to research, students then undertake a small-scale research project to respond to their research question. The research project enables students to investigate topic that interests them, and relates directly to their present or future work, while also strengthening their research skills in preparation for stage 3 of the course.

Stage 3: Master of Arts (MA) in Creative Teaching and Learning Design (60 credits)

In the final part of the course, the focus shifts more fully onto exploring the relationship between creative teaching and learning design. To do this, students develop their knowledge of research to investigate how learning design can enable creative teaching, and how it intersects with other design disciplines. The MA culminates in a substantial research project that provides an opportunity to investigate in depth an area of creative teaching and learning design. Students identify a suitable audience for a research project, and design and execute the project drawing on the toolkit of practical and research skills you acquired in Stage 2 (PGDip).

Named Awards

Postgraduate Certificate in Creative Teaching and Learning Design

Postgraduate Diploma in Creative Teaching and Learning Design Methods

Master of Arts in Creative Teaching and Learning Design

Course Units

CLD701	Learning Design Bootcamp	(20 credits)
CLD702	Creative Teaching and Learning Design	(40 credits)
CLD703	Learning Design Toolkit	(40 credits)
CLD704	Creative Teaching and Learning Design in Context	(20 credits)
CLD705	Researching Creative Teaching and Learning Design	(60 credits)

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

Level 7 Part-time										
	Trimester One (weeks 1-30)				Trimester Two (weeks 31-60)				Trimester Three (weeks 61-90)	
Induction	**CLD701 Learning Design Bootcamp** (20 credits)	Assessment	**CLD702 Creative Teaching and Learning Design** (40 credits)	Assessment	**CLD703 Learning Design Toolkit** (40 credits)	Assessment	**CLD704 Creative Teaching and Learning Design in Context** (20 credits)	Assessment	**CLD705 Researching Creative Teaching and Learning Design** (60 credits)	Assessment