Module Specification

Inclusive Digital Learning Design

Version: 2026-27, v2.0, Approved

Contents

Part 1: Information

Module title: Inclusive Digital Learning Design

Module code: UTTGVG-30-2

Level: Level 5

For implementation from: 2026-27

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module will introduce a range of digital techniques, from theoretical contexts of designing learning experiences, to the 'doing' and production of digital learning solutions to meet learner needs.

Features: The design of this module reflects a wider programme aim to promote a student-centred approach to teaching and learning that is agile, responsive, accessible and, ultimately, equitable. This draws on a spiral learning approach, meaning core concepts, theories and ideas are introduced and revisited with

increasing levels of complexity. This spiral approach is underpinned by three core pillars of learning: education for personal development, education for professional development and education for social justice and social change. Embedding these within and across modules is central to the programme team's ambition of creating inclusive teaching and learning experiences.

Educational aims: The intent of this module is for students to apply their knowledge and skills regarding digital learning to an individual and innovative digital learning design project. The focus of the module will revolve around four key areas of the digital learning design process, these being: planning, designing, developing and evaluating.

Outline syllabus: The module will involve developing knowledge and skillsets into areas such as:

Pedagogy, learning needs, problems solving

Multi and digital literacies

Meeting diverse needs

Exploring current solutions

Designing technological solutions

Mediated learning tools

Throughout, students are encouraged to reflect on professional practice, future employability and career development.

Part 3: Teaching and learning methods

Teaching and learning methods: There will be sessions that intensively explore these themes and associated practical, hands-on, sessions. Students will have the

chance to visit contexts that are employing digital learning tools and will also benefit from visiting speakers. Seminars and readings will support students in making links between theory and practice. Students will be encouraged to use/test/play with various technologies, and evaluate their effectiveness to meet learner needs. Students will be supported by both academic and technical staff to help ensure that learning new digital media tools will be integrated to the pedagogical approach of this module.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

> **MO1** Identify the learner needs and pedagogical considerations in a learning scenario.
>
> **MO2** Conceive learning technology solutions to real world learning challenges.
>
> **MO3** Evaluate approaches to a contemporary educational technology design.

Hours to be allocated: 300

Contact hours:

> Independent study/self-guided study = 228 hours
>
> Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/uttgvg-30-2.html

Part 4: Assessment

Assessment strategy: What are the assessment tasks?

This assessment task is a portfolio with a total length of assessment of 5250 words (equivalent).

Why is this assessment being used?

These assessment tasks will enable students to demonstrate their ability to plan, design, build, and evaluate a learning resource, drawing on digital technology knowledge and skills. These assessment task will support in meeting the module learning outcomes, but they are also industry-related as these activities replicate what digital production staff will do in the workplace. It is anticipated that students will develop good technical skills throughout these assessments, which will help them in their future employment.

How will students be supported to meet the assessment requirements?

Students will be continually supported to achieve the assessment requirements through their weekly module delivery. Additional digital teaching and learning expertise will also be provided by the specialist digital learning, and study skill support teams within UWE.

Wordcounts indicated for written assessment tasks are maximum wordcounts. For all such assessment tasks students are given the flexibility to work to 10% under the stated wordcount. Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. Alongside maximum wordcounts, we strongly encourage students to proactively engage with the full range of assessment guidance provided within module handbooks, on the VLE assessment guidance pages and through in-class assessment guidance sessions.

Assessment tasks:

Portfolio (First Sit)
Description: Portfolio (5250 words equivalent)
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: Portfolio (5250 words equivalent)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education (Digital Learning) {Foundation} [Frenchay] - WITHDRAWN BA (Hons) 2024-25

Education {Foundation} [Frenchay] BA (Hons) 2024-25

Education [Frenchay] BA (Hons) 2025-26

Education {Foundation} [Frenchay] - WITHDRAWN BA (Hons) 2024-25