Learning design maturity levels

	Level 1	Level 2	Level 3
Levels of collaboration	Low collaboration	Partial collaboration	Full collaboration
Design representation	No way of representing course design and learner experience (LX)	Some means of representing course design and learner experience (LX)	Well-defined and tested means of representing course design and learner experience (LX)
Evidence and underpinning of decisions and actions	Limited underpinning	Some underpinning	Solid underpinning

Neil Mosley
www.neilmosley.com

1. Levels of collaboration

LEVEL 1 | Low collaboration: educators and/or subject matter expert's (SME's) plan and prepare for courses, programmes or other learning experiences in a largely individual fashion with minimal to no involvement from other professionals.

LEVEL 2 | Partial collaboration: educators and/or SME's plan and prepare for courses, programmes or other learning experiences utilising support from other professionals in either a largely transactional way (e.g. to resolve problems that arise, to help with the implementation of something or to receive discrete training), or through short-term engagements (e.g. a workshop).

LEVEL 3 | Full collaboration: courses, programmes or other learning experiences are designed with a team of multi-disciplinary professionals. A parity of esteem exists amongst professionals and the different specialisms and roles are understood and lines of responsibility are clear.

2. Design representation

LEVEL 1 | No way of representing the design of a course and how it might be experienced by learners. Intentions behind course design might be inferred from course materials (e.g. overview, slides, assessment briefs, course description documents).

LEVEL 2 | Some means of representing course design, but this is largely ad-hoc and individually owned and developed. This may be shared discretely as a source of information to education professionals playing some part in the design process.

LEVEL 3 | **Well-defined and tested means** of representing course or programme design that clearly demonstrates the learning journey and progression on the way to achieving learning outcomes. This may take the form of different types of representation ranging from high-level to more granular and from the visual to the written. Suites of design representations and the purpose of them is clearly understood by team members and collaborators. All team members and collaborators have access to design representations and can collaboratively and iteratively work on them over time.

3. Evidence and underpinning of decisions and actions

LEVEL 1 | **Limited underpinning** to learning design decisions taken. Professional decision-making and action is not informed by evidence and there's no meaningful grappling with relevant domains of knowledge and practice (e.g. research on learning, pedagogical content knowledge etc) that might inform and be translated into this learning experience.

LEVEL 2 | **Some underpinning** to learning design decisions taken. Professional decision-making and action is punctuated by ad-hoc informed insight, questioning and discussion instigated by some team members who draw upon relevant domains of knowledge and practice. Some decisions with robust justifications are made, but this is the exception rather than the rule.

LEVEL 3 | **Solid underpinning** to learning design decisions taken. Professional decision-making and action is routinely informed by grappling with evidence, research and robust insights. Meaningful discussions are held to consider how relevant domains of knowledge and practice can help shape learning experiences and provide the best conditions for learning.