

## 5. Course Materials

**The content, assessment, and teaching and learning approaches in the course materials support the aims and learning outcomes; the materials are accessibly presented; they teach in a coherent way that engages the learners; there is an identified process of development and evaluation of course materials.**

### Elements of the Criterion

#### Materials development planning

- 5.1 The development of course material is based on a project plan which describes, for example, finances and other resources, the delegation of responsibility among those involved, and an adequate time schedule for the work.
- 5.2 If existing course material is used for a particular course, its suitability is evaluated in terms of required learning outcomes, the appropriateness of the teaching and learning approach, and its relevance for the target learners.
- 5.3 If existing course material is used for a particular course, there is proper acknowledgement of the source of all quotations and no breach of local or international copyright laws.
- 5.4 While the provider holds copyright for course materials developed by employed or contracted staff, the individual author's intellectual property rights are also respected.

#### Quality course materials

- 5.5 Materials are developed and reviewed in terms of the following criteria:
  - 5.5.1 There are clearly laid out aims and learning outcomes, and an explicit indication of study time (notional study hours per section of the material) which allow learners to adopt sensible study plans.
  - 5.5.2 The content and teaching approach support learners in achieving the learning outcomes.
  - 5.5.3 Learner-friendly introductions, linking and summarizing passages motivate the learners and provide coherence to the materials.
  - 5.5.4 The content of the course is accurate, up-to-date, relevant to aims and outcomes, free of discrimination, and reflects awareness of the multilingual and multicultural reality of South African society.
  - 5.5.5 The language level of the materials is appropriate for the target learners and the materials assist learners with the particular difficulties that learning-through-reading and learning at a distance require.
  - 5.5.6 Care is taken to understand the contexts in which learners live and work, as well as their prior knowledge and experience. This knowledge is used in the design of the materials.

- 5.5.7 Active learning and teaching approaches are used to engage learners intellectually and practically, and cater for individual needs.
  - 5.5.8 Content is presented in the form of an unfolding argument, rather than discrete bits of information that have no obvious connection.
  - 5.5.9 The various elements of the course materials and different media are integrated, and the integration is clearly sign-posted.
  - 5.5.10 The course materials are designed in an accessible way. Access devices (such as contents pages, headings), graphic presentation of information, and layout facilitate use by the target learners.
  - 5.5.11 The overall technical quality of the materials facilitates learner use.
- 5.6 In web-based/online courses, the following additional criteria apply:
- 5.6.1 The service is speedy and reliable: it is easy to connect to the site, and the site loads quickly with a minimum number of crashed sessions.
  - 5.6.2 Pages and text are designed for consistency, readability and attractiveness.
  - 5.6.3 The site is easily navigable, has a sitemap with clearly marked links, and the different elements integrate seamlessly with each other.
  - 5.6.4 The site is up-to-date, with minimum technical faults, and continuously under development.
  - 5.6.5 The site clearly displays its institutional links and acknowledges sources of material used.
  - 5.6.6 Support in the use of various functions on the site is provided both in the site itself and from external technical assistance.
  - 5.6.7 The site encourages interactions with other learners as well as with the tutor/mentor.

## Quality assurance

- 5.7 The materials development plan includes provision for evaluation during the developmental process in the form of critical commenting, developmental testing, or piloting.
- 5.8 The materials are periodically reviewed in the light of ongoing feedback from learners and tutors and advances in knowledge and research.