UWC		
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SELECTION, DEVELOPMENT AND EVALUATION OF LEARNING MATERIALS POLICY

UNIVERSITY *of the*
WESTERN CAPE

Name of Policy	Draft policy on the Selection, Development and Evaluation of Learning Materials
Policy applies to	☒ **University-wide** ☐ **Specific (outline location, campus, organisational unit, etc)**
	☐ **Staff only** ☐ **Students only** ☒ **Staff and students**
Policy status	☒ **New policy** ☐ **Revision of existing policy**

TABLE OF CONTENTS

UNIVERSITY OF THE WESTERN CAPE

SELECTION, DEVELOPMENT AND EVALUATION OF LEARNING MATERIALS POLICY

BACKGROUND

UWC is in the process of finalising its Institutional operating Plan (2021-2025) and even though the new IOP has not yet been finalised, it is clear that providing UWC students with an excellent learning and teaching experience that is contextually responsive will continue to be a strong focus of the new IOP. The provision of high-quality learning and teaching resources and activities are the cornerstone of achieving these key goals.

This Policy for the Selection, Development and Evaluation of Learning Materials serves as an addendum to the UWC Teaching and Learning Policy approved by Senate on 24 October 2006 and Council on 1 December 2006 and is meant to cover the selection, development and evaluation of learning materials for accredited programmes and short courses offered through a variety of modes, including face-to-face, blended, online, distance and block learning and various combinations of those.

A. GUIDELINES FOR THE SELECTION AND DEVELOPMENT OF LEARNING MATERIALS

Introduction:

In the design and development of curriculum, the University expects that all its courses:

a) reflect a commitment to scholarly principles and pedagogy;
b) are consistently delivered and equivalent in terms of fair and equitable workloads, student support for learning, student assessment, marking practices and formative feedback on progress irrespective of the mode of delivery.
c) explicitly embed within learning, teaching and assessment regimes the UWC Graduate Attributes;
d) conform to all quality related requirements, rules, policies and processes of the University and the HEQC;
e) are consistently well-taught regardless of the mode of delivery or class size;
f) demonstrate a significant and appropriate investment in supporting students towards student success, in line with the UWC Student Success and Retention Strategy.

Therefore:

1. The development of learning materials should be aligned to the Purpose and Exit Level Outcomes of the respective qualification. This means that learning materials should be planned and conceptualised as the programme is being designed. In this way, as the rationale, purpose and outcomes of the qualifications are being developed, the materials that will be utilised to deliver the programme are also planned and conceptualised.

2. Learning materials should be conceptualised in line with the Council on Higher Education (CHE) requirements which mainly include the following considerations:

(a) Learning materials are developed to cater for the diverse learning needs of the students enrolled for the programme.

(b) The development and evaluation of learning materials is in line with the University policy, which is underpinned by the various policies that support the teaching and learning philosophy of the university.

(c) Teaching and learning methods and learning materials should be appropriate in order to facilitate achievement of the purposes and outcomes of the programme.

(d) There is an appropriate balance between different learning and teaching methods, which are appropriate to the design and use of the learning materials, instructional and learning technologies.

(e) Members of the academic staff receive ongoing training and professional development opportunities to enhance the development of learning materials.

3. Learning materials should be contextually relevant and should align with programme requirements and contribute to the development of problem-solving and critical-thinking skills for students. Furthermore, the development of learning materials should take into consideration the approved University Graduate Attributes.

4. The learning materials developed should demonstrate constructive alignment to the programme goals and objectives such as Programme Purpose, Programme Outcomes, Module Outcomes, Assessment Strategies, Teaching and Learning Strategies as well as Student Success and Academic Support strategies for a particular qualification.

5. Lecturers should be encouraged and supported, with the assistance of the Library, to adopt, adapt and create Open Education resources (OER) in order to develop institutional capabilities and infrastructure for the creation of OERs.

B. GUIDELINES FOR THE EVALUATION OF LEARNING MATERIALS

1. The programme team should demonstrate a clear process for the development and evaluation of the learning materials. These will include identification of needs, academic curriculum transformation philosophies, input from stakeholders, resource needs of the programme, testing and revision of the materials, as well as implementation and evaluation of the materials. The respective faculties should closely monitor these processes and report any gaps identified to the Academic Planning Unit (APU).

2. The APU will work closely with the Directorate of Quality Assurance & Information Management to develop quality assurance indicators for learning materials across the University programmes and will share best practices identified.

3. Learning materials will be reviewed as part of the University's routine revision and review processes i.e. Academic Reviews, Programme Reviews, External Accreditation visits, National Reviews and Institutional Audits.

4. Heads of academic departments will ensure that review and accreditation documentation contain explicit reference to the ways in which peer review and student satisfaction data will be collected and reported and how these processes will contribute to a cycle of continuous improvement in the curriculum.

C: GUIDELINES FOR DESIGNING MODULE/COURSE OUTLINES

All lecturers are required to provide students with a module/course outline at the commencement of each module. These may incorporate comprehensive study guides which expand on the outlines and provide structure for the learning and teaching activities.

University librarians should be consulted when planning for prescribed and recommended readings. Library and Faculty librarians should also have access to the module outlines to evaluate the availability of materials in the library collection in order to further develop the collection when gaps are discovered.

The following serves as a guideline to assist lecturers in designing module/course outlines:

1. Welcome and Introduction to the module

2. Reflection of how the module aligns to the Programme (s)

3. Learning Outcomes of the Module

4. UWC Approved Graduate Attributes relevant to the Module

5. Teaching and Learning Strategy linked to the Programme

6. Online learning opportunities in the module

7. Assessment Criteria including Weighting and methods

8. Academic Student Support

9. Student Evaluation of the Module
    9.1 Purpose of student evaluation of the module
    9.2 Explain the type of evaluation to be administered

10. Copyright and Plagiarism

11. Prescribed Reading Materials

12. Recommended Reading Materials

13. Access to previous resources (tests, examination papers etc.)

C. IMPLEMENTATION OF THIS POLICY

The Deputy Vice Chancellor (Academic), through the Senate Academic Planning Committee (SAP), will ensure that all academic staff are appraised of the existence and implications of this policy and through the Directorate for Learning and Teaching, will ensure that, where necessary support is provided to academic staff to achieve the goals of this policy.

The Deputy Vice Chancellor (Academic), through the SAP, may request a report on the selection, development, use and evaluation of learning materials on an annual or ad hoc basis, and/or on the recommendation of appropriate internal structures and external bodies.

Academic Planning Unit
September 2021