4.2 Learning resources, materials and delivery mechanisms

Learning resources, materials and delivery mechanisms are appropriate, fit-for-purpose, monitored and reviewed.

4.2.1 All materials and media (for example audio-visual, printed or digitised assets) used to deliver online learning are subject to informed peer comment at one or more draft stages and allow for the incorporation of feedback into subsequent and final versions of the learning resources. Such informed peer review may be both internal and external, and enable commentary to be made on both academic content and pedagogical approach. The aim is to ensure that:

- The materials produced are of sufficient quality.

- The different media used are integrated so that they support and complement each other in enabling learner achievement of the stated learning outcomes.

- Programme design is learner-centred and provides a consistent and accessible experience for all learners.

- All modules of a programme are owned by an academic or training department. This applies to online learning even when some modules or sections are outsourced.

- There is clarity in the information provided to learners and staff about communication channels and the availability of advice and support, for example, communication must manage learner expectations of communication and availability of staff in the provider. What learners may reasonably expect is specified, for example, expectations of staff and learners on developing any meta skills as part of engaging with the online aspects of the blended learning programme.

- Learners can test and monitor their progress at appropriate points. The whole learning environment for blended learning used in conjunction with the learning resources requires active engagement by the learners.

- The relationship between learning materials and other components of learner support activity such as face-to-face tutorials and residential schools is defined.

- Protocols and information are provided to learners and staff on the use of the full range of online interactions and forums in their learning.

- There are nominated academic/professional moderators who understand and have the authority to intervene in, for example, cyber bullying that may constitute risk to learners and/or the provider.