

Textbooks, prescribed readings and other relevant sources

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The textbooks, prescribed readings, and other relevant sources provided in the module specification (i.e. Form B) should be **complementary** to the other critical aspects of this document, namely:

- The **module summary** provides a concise description of the knowledge, skills, and applied competence that students should develop in the module.
- The **learning outcomes and associated assessment criteria** that provide clearly defined statements on the intention of the learning action (i.e. what students are expected to know, understand and be able to do and/or value) and how well students should perform with reference to the threshold standard set for their performance and achievement of the learning outcomes.
- The **learning and teaching strategy** that takes cognisance of the learning and teaching approach, the holistic development of students, the appropriate learning and teaching methods, and the teaching and other facilities, including mode of provision and the use of learning technologies.
- The **assessment strategy** that takes the principles of assessment into account, defines the purpose of assessment and adequately describes the methods of assessment to be used.

The selection of textbooks, prescribed readings, and other relevant sources provided in the module specification should **adequately support students' learning** by covering the scope and depth of the module, being pitched at the required level of cognitive complexity and in keeping with the credit value (i.e. total number of notional hours) of the module.

It is also necessary to ensure that students have the required knowledge and skills to engage with the **difficulty level** of the learning material provided. If the learning material is pitched at a level too advanced for students to grasp, students will have difficulty understanding the material. Likewise, if the learning material is at a level below their current capabilities, students may not find the reading material useful.

The selection of textbooks should be the **latest edition of core sources**, and the other reading material should also include the latest developments in the discipline(s) and/or field(s) of study. These sources of information should be listed using **a referencing technique/style** most commonly used in the discipline(s) or field(s) of study, e.g. Harvard, APA or Vancouver. When compiling the complete list of textbooks, prescribed reading, and other relevant sources (including reports, websites, etc.), the same referencing technique/style should be used throughout.

If students are required to conduct **independent research** related to a specific topic(s), more details on what and how this should be done may also be included.



Take note:

Consult the SU Library and Information Services website for more information on referencing techniques and other helpful guidelines. Use this [link](#) to access this information.

