



Non-annotated Standards from the QM Continuing and Professional Education Rubric, Third Edition

For more information or access to the full annotated QM Rubric, visit www.qualitymatters.org or email info@qualitymatters.org

Standards	Points
General Standard 1 Course Overview and Introduction	
1.1 Instructions make clear how to get started and where to find various course components.	3
1.2 Learners are introduced to the purpose and structure of the course.	3
1.3 Communication guidelines for the course are clearly stated.	2
1.4 Course and organizational policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
1.6 Technical skills and digital information literacy skills expected of the learner are clearly stated.	1
1.7 Required prior knowledge in the discipline and/or any specific competencies are clearly stated in the course site.	1
1.8 The self-introduction by the facilitator is welcoming and is available in the course site.	1
1.9 Learners have the opportunity to introduce themselves.	1
General Standard 2 Learning Objectives (Competencies)	
2.1 The course-level learning objectives describe outcomes that are measurable.	3
2.2 The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
2.3 Learning objectives are clearly stated, are learner-centered, and are prominently located in the course.	3
2.4 The relationship between learning objectives, learning activities, and assessments is made clear.	3
2.5 The learning objectives are suited to and reflect the level of the course.	3
General Standard 3 Assessment and Measurement	
3.1 The assessments measure the achievement of the stated learning objectives.	3
3.2 The course completion policy is stated clearly, available at the beginning of the course, and consistent throughout the course site.	3
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course completion policy is clearly explained.	3
3.4 The course includes multiple types of assessments that are sequenced and suited to the level of the course.	2
3.5 The types and timing of assessments provide learners with multiple opportunities to track their learning progress with timely feedback.	2
3.6 The assessments provide guidance to the learner about how to uphold academic integrity.	1
General Standard 4 Instructional Materials	
4.1 The instructional materials contribute to the achievement of the stated learning objectives.	3
4.2 The relationship between the use of instructional materials in the course and completion of learning activities and assessments is clearly explained.	3
4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2

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4.5 A variety of instructional materials is used in the course.	2
General Standard 5 Learning Activities and Learner Interaction	
5.1 The learning activities help learners achieve the stated objectives.	3
5.2 Learning activities provide opportunities for interactions that support active learning.	3
5.3 The facilitator's plan for regular interaction with learners in substantive ways during the course is clearly stated.	3
5.4 The requirements for learner interaction are clearly stated.	2
General Standard 6 Course Technology	
6.1 The tools used in the course support the learning objectives.	3
6.2 Course tools promote learner engagement and active learning.	2
6.3 A variety of technology is used in the course.	1
6.4 The course provides learners with information on protecting their data and privacy.	1
General Standard 7 Learner Support	
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
7.2 Course instructions articulate or link to the organization's accessibility policies and accommodation services.	3
7.3 Course instructions articulate or link to the organization's learning support services and resources that can help learners succeed in the course.	3
7.4 Course instructions articulate or link to the organization's student services and resources that can help learners succeed.	1
General Standard 8 Accessibility* and Usability	
8.1 Course navigation facilitates ease of use.	3
8.2 The course design facilitates readability.	3
8.3 Text in the course is accessible.	3
8.4 Images in the course are accessible.	2
8.5 Video and audio content in the course is accessible.	2
8.6 Multimedia in the course is easy to use.	2
8.7 Vendor accessibility statements are provided for the technologies used in the course.	1

* Meeting QM Specific Review Standards does not guarantee or imply that specific laws, regulations, or policies of any country are met.