QM Standards for Quality in Course Sharing for Teaching Institutions (TIs)

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Institutions that can demonstrate evidence of protocols which ensure the courses they offer through course sharing platforms or arrangements meet these Standards are eligible for **"QM Recognition for Quality Course Sharing: Teaching Institutions"**

Portions of the QM Standards for Quality in Course Sharing for Teaching Institutions (TIs) are aligned to, and adapted from, the Quality Matters™ HE Rubric, Seventh Edition for Course Design and are intended to be used solely as the benchmark for Teaching Institutions in their internal quality assurance practices for courses offered through course sharing.

✓ ## Principle 1: Transparency of Expectations and Requirements

Information is shared with students to ensure student expectations are met and learning goals are achieved. Transparency is necessary to provide students with information they need for the successful completion of the course.

1. Instructions make clear how to get started and where to find various course components.
2. Students are introduced to the purpose and structure of the course.
3. Communication guidelines for the course are clearly stated.
4. Course and institutional policies with which the student is expected to comply are clearly stated.
5. Technology requirements, technical skills expected, and prerequisites are provided to students.
6. The self-introduction by the instructor is welcoming and is available in the course.
7. Course and module objectives are measurable, clearly stated and suited to the level of the course.
8. How learning activities and learning materials relate to the achievement of learning outcomes is explained.
9. How student work is graded, including grading policies, is clearly stated at the beginning of the course.
10. Expectations for student interaction are clearly stated.
11. Instructions about how to get technical support, accessibility support, and academic support are provided.

✓ ## Principle 2: Student Learning Experience and Support

Resources and support are provided in course design and delivery to enable students to successfully complete the course, achieve learning goals, and further academic progress.

1. Learning activities in the course provide opportunities for interactions that support active learning.
2. Instructors' plan for regular interaction with students is clearly stated.
3. Tools used in the course support stated learning objectives and promote student engagement.
4. Course navigation facilitates ease of use.
5. Course design facilitates readability.
6. Text, images, video and audio content in the course are accessible.
7. Multimedia in the course is easy to use.
8. Instructors are prepared to teach online with appropriate training and qualifications.
9. Instructors are prepared to teach and support students enrolled in their classes via course sharing arrangements.

✓ ## Principle 3: Student Progress and Success

Students are provided with multiple learning opportunities and support that help them complete the course successfully.

1. Course assessments measure the achievement of the stated learning objectives.
2. Course includes multiple types of assessments that are sequenced and suited to the level of the course.
3. Course provides students with multiple opportunities to track their learning progress with timely feedback.
4. Course materials and activities are aligned, with relationships explained, to support student achievement of the stated learning outcomes.