

Quality Assurance (QA) Checklist Template

Resources & Policies

Ensure comprehensive information is available for successful learning and to meet appropriate ethical and legal requirements.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Course orientation information is provided (i.e., instructional module, syllabus, etc.)	[Text]	[Text]	[Text]
Technical, academic, and accessibility support information is provided.			
Required learner materials are available and accessible.			
Supplemental or optional learner materials are clearly noted and accessible (if applicable).			
Feedback expectations are clearly established, and applicable tools are accessible (i.e., grading criteria, rubrics, etc.).			
Contact and communication information is provided.			
Policies and expectations are provided and accessible.			
Information privacy and protection disclosures are provided and accessible.			

Content Accuracy & Quality

Ensure the course is free of mechanical errors and is consistent.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Content is factually accurate, current, succinct, and logical	[Text]	[Text]	[Text]
Content and tone are appropriate and relevant for the audience.			
Consistent content, tone, and style are present throughout.			

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Grammar, mechanics, spelling, and punctuation are correct.			

Alignment & Organization

Ensure the course utilizes a logical progression of learning components and activities.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Course description, goals, objectives, activities, and assessments are aligned.	[Text]	[Text]	[Text]
Learning modules are self-contained learning experiences that support the overall course goal(s) and objectives.			
Learning modules are logically sequenced with appropriate scaffolding.			

Learner Engagement

Ensure the course provides engaging learner experiences.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
The purpose and real-life application of each module and the overall course are clear.	[Text]	[Text]	[Text]
Each module acknowledges and activates prior learning experience.			
All course components are relevant, authentic, problem-centered, and “real-world” focused.			
Autonomy and choice are encouraged throughout the course.			
Learner reflection is encouraged throughout the course.			
Learner connection is supported throughout the course (i.e., collaboration, interaction, community building, etc.).			

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Learner motivation is supported throughout the course (i.e., progress indicators, prompt & meaningful feedback, recognition, etc.)			

Multimedia

Ensure the course provides high-quality audio, video, and interactive elements.

	Criteria	Criteria Met?		If No: Location and Summary of the Issue
		Yes	No	
Audio:	Relevant to the topic, content, and audience.	[Text]	[Text]	[Text]
	Enhance learning and support on-screen content.			
	High quality & consistent			
	Follow all applicable copyright law.			
	Follow Section 508 Standards			
Video & Interactivity:	Relevant to the topic, content, and audience.			
	Enhance learning and support content.			
	High quality & consistent			
	Follow all applicable copyright law.			
	Follow Section 508 Standards			
Images:	Relevant to the topic, content, and audience.			
	Enhance learning and support on-screen content.			
	High quality & consistent			
	Follow all applicable copyright law.			
	Follow Section 508 Standards			

Technology & Navigation

Ensure the course incorporates seamless navigation and functionality appropriate for the learner.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Technology is appropriate for the audience.	[Text]	[Text]	[Text]
Technology is reliable and accessible.			
Technology platforms and tools adhere to appropriate data-protection standards.			
Technology supports mobile responsiveness.			
A course content page is provided.			
Navigation components are intuitive and do not detract from learning.			
Home, Exit, and Course Info buttons are available throughout the course.			
All applicable links, icons, buttons, etc., are available and functional.			
Technology and navigation follow Section 508 standards.			

Accessibility & Inclusivity

Determine whether the course reflects the principles of universal design and ensures inclusivity and accessibility of all learners.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Accessibility and inclusivity policies and commitments are provided.	[Text]	[Text]	[Text]
Course meets industry & organization-specific standards.			
Course expectations are clear and transparent (i.e., learning objectives, assessment criteria, instructional strategies, learner outcomes, etc.)			
All course components are perceivable, per WCAG standards.			
All course components are operable, per WCAG standards.			

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
All course components are understandable, per WCAG standards.			
All course components are robust, per WCAG standards.			
Cognitive load is managed throughout the course (i.e., chunking, signaling, plain language, etc.)			
Content is provided in multiple formats (i.e., text, audio, visuals, etc.)			
Multiple assessment formats and options are provided to measure learning outcomes.			
Course includes materials and activities that are applicable and relevant to diverse backgrounds and experiences.			
Course has been reviewed for bias, stereotypes, or misrepresentation across diverse backgrounds and experiences.			

Learner Safety

Ensure the course is protective of learners' safety and well-being.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Learner supports for safety and well-being are clear and detailed (i.e., assistance contacts, mental health resources, safe reporting options).	[Text]	[Text]	[Text]
Advanced warning is provided for sensitive or activating content.			
Options to pause, skip, or opt out of components for emotional well-being are provided.			
Emotionally heavy content is balanced by breaks, hopeful content, action steps, self-care reminders, available support reminders, etc.			
Collaboration opportunities include clear guidelines and expectations for safe and respectful dialogue.			

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Collaboration opportunities (i.e., forums, chats, live sessions) are filtered or moderated for learner safety.			
Participants' sense of safety, well-being, belonging, sensitivity, etc., are included in participant feedback.			
Policies for how learner responses, reflections, etc., will be used or shared are provided and accessible.			

Assessment

Determine whether the course's assessments prioritize clarity, engagement, and alignment.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Assessments are designed to track learning progress (i.e., pre-test/post-test, reflective assessments, etc.)	[Text]	[Text]	[Text]
Assessment instructions are clearly written and include all applicable requirements, expectations, grading criteria, due date(s), and submission instructions.			
Assessments are logically sequenced with appropriate scaffolding.			
Assessments are relevant, authentic, and "real-world" focused.			
Assessments follow accessibility and universal design guidelines.			

Consistency and Branding

Endure the course is cohesive in its design and utilizes organizational branding.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Course design is cohesive throughout.	[Text]	[Text]	[Text]

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Course design follows all organizational brand requirements.			
Typography styles are consistent throughout			

Copyright Compliance

Ensure the course complies with all copyright laws and standards of practice.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Facts have been checked and referenced appropriately.	[Text]	[Text]	[Text]
Course materials and resources include required copyright and licensing status.			
Course content includes all applicable and appropriate citations.			
All components follow copyright law.			

Evaluation & Continuous Improvement

Ensure the course includes opportunities to evaluate and improve after launch.

Criteria	Criteria Met?		If No: Location and Summary of the Issue
	Yes	No	
Opportunity for learner feedback is provided.	[Text]	[Text]	[Text]
Opportunity for instructor, stakeholder, and SME feedback is provided.			
Course pilot feedback has been addressed, if applicable.			
Learning outcome data is being collected for future evaluation and improvement.			

References

- CAST. (n.d.). *Universal Design for Learning*. <https://www.cast.org/what-we-do/universal-design-for-learning/>
- Centers for Disease Control and Prevention. (n.d.). *Develop training: Quality e-learning checklist*. <https://www.cdc.gov/training-development/php/about/develop-training-quality-e-learning-checklist.html>
- Digital Promise. (n.d.). *Safe use of technology and digital data*. <https://digitalpromise.org/online-learning/digital-learning-playbook/safe-use-of-technology-and-digital-data/>
- Instructional Design Australia. (n.d.). *Merrill's instructional design principles*. <https://instructionaldesign.com.au/merrills-instructional-design-principles/>
- Palomar College. (n.d.). *Online course best practices checklist*. <https://academicaffairs.syracuse.edu/wp-content/uploads/2020/04/bestpracticeschecklists12.pdf>
- Pappas, C. (2013, May 9). *The adult learning theory – Andragogy of Malcolm Knowles*. eLearning Industry. <https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>
- Quality Matters. (n.d.). *Revised Bloom's taxonomy chart*. Quality Matters. https://www.qualitymatters.org/sites/default/files/presentations/revised_bloom%E2%80%99s_taxonomy_chart.pdf
- Stearns Center for Teaching and Learning, Office of Digital Learning. (n.d.). *Online course quality checklist (2nd ed.)*. George Mason University. <https://stearnscenter.gmu.edu/wp-content/uploads/GMU-Quality-Checklist-2nd-ed.pdf>
- Substance Abuse and Mental Health Services Administration. (2024, December 3). *Trauma-informed approaches and programs*. U.S. Department of Health and Human Services. <https://www.samhsa.gov/mental-health/trauma-violence/trauma-informed-approaches-programs>
- Teaching & Learning Center, University of California, Los Angeles. (2025, April). *Inclusive Teaching*. <https://teaching.ucla.edu/resources/teaching-guides/inclusive-teaching/>
- University of California San Diego. (n.d.). *Multimedia learning best practices*. <https://multimedia.ucsd.edu/best-practices/multimedia-learning.html>
- zipBoard. (2021). *eLearning, testing, and quality assurance checklist*. <https://zipboard.co/wp-content/uploads/2021/04/eLearning-QA-checklist.pdf>

