Quality criterion	Minimum level	Premium level (in addition to the minimum level)
1. Clearness of the course's implementation objectives and structure	❑ The implementation of the course is based on the curriculum (degrees) or on other study programmes. ❑ The starting level requirement for students is defined and expressed in the course description. ❑ The structure of the course and the different stages of progress are presented clearly. ❑ Matters that are essential to completing the course and correspond with the course description are compiled and can be found on the online platform. ❑ The guidelines and evaluation criteria can be easily found.	❑ The students are able to set their own objectives in relation to the objectives of the course. ❑ The implementation provides various methods and ways to support the participants' own objectives. ❑ The online platform provides tools and methods for establishing the starting level. ❑ The course has been designed and is implemented as an international collaboration, if possible.
2. Pedagogical solutions that support learning objectives and online learning	❑ The pedagogical solutions support the achievement of learning objectives. ❑ The pedagogical solutions are suitable for use in an online environment. ❑ The pedagogical solutions are understandable for students.	❑ The pedagogical solutions are selected so that the students are able to apply new information. ❑ The students have an opportunity to choose pedagogical solutions that suit their needs. ❑ The work methods chosen for the implementation support communal knowledge building and competence sharing.
3. Learning assignments that support learning objectives and online learning	❑ The assignments promote the achievement of learning objectives and are suitable for online learning. ❑ The assignments are designed to correspond with or anticipate actual working life situations.	❑ The assignments can be completed online individually or in collaboration with other students. ❑ The design of the assignments takes the possibilities of information and communication technology into

	❏ The objective, the procedure, the evaluation criteria and the schedule of the assignments are clearly described.	consideration, including opportunities for communal working and knowledge building. ❏ The assignments are designed so that the students have an opportunity to choose technological solutions that suit their needs, such as audio, video, images and various texts.
4. Materials that support learning objectives	❏ The students receive guidance for selecting and utilising study materials that support their learning objectives and assignments. ❏ The materials are ensured to be up to date and reliable. ❏ The online implementation utilises materials to which the institution has an access right. ❏ References and copyright information have been marked appropriately in the materials. ❏ The link describing the practices related to the storage and utilisation of materials produced by the students can be found on the online platform (study agreement concerning digital material).	❏ The students have an opportunity to choose material that suit their needs (diversity). ❏ The various mediums of material have been utilised appropriately.
5. Interaction that supports the achievement of learning objectives	❏ The implementation utilises modes of interaction and tools that support the achievement of learning objectives in an optimal manner. ❏ The students have an opportunity for mutual interaction.	❏ The students have an opportunity to work communally, learn from others and share experiences online. ❏ Appropriate tools have been selected for collaborations with stakeholders, such as labour market representatives, and support for the use of said tools has been confirmed.

6. Adequate and timely guidance and feedback	❑ The students have an opportunity to receive guidance and feedback from the teacher during the course. ❑ The arrangement and implementation methods of providing guidance and feedback are described on the online platform. ❑ The responsible persons, channels and schedules related to student guidance can easily be found on the online platform. ❑ The online platform has a channel for the students' feedback and questions. ❑ The online platform provides the students with an opportunity to follow their progress on the course.	❑ The students have an opportunity to receive guidance and feedback from other students during the course. ❑ The analysis tools of the online platform are utilised for monitoring the students' progress, encouraging them to make progress and supporting their guidance. ❑ The students have an opportunity to receive guidance and feedback from stakeholder representatives during the course.
7. Evaluation that supports the achievement of learning objectives and is in line with the pedagogical solutions	❑ The evaluation criteria are based on the learning objectives of the course. ❑ The evaluation criteria and methods are detailed on the online platform. ❑ The evaluation is carried out in accordance with the evaluation criteria and the pedagogical solutions.	❑ Evaluation takes place throughout the learning process. ❑ Evaluation is carried out by utilising versatile methods and tools. ❑ The students participate in self-evaluations and peer reviews using the tools of the online platform.
8. Clear, usable and secure implementation	❑ The overall contents are presented in a unified style. ❑ Contents (e.g. folders, pages, files) are named understandably and their functionality has been ensured.	❑ Videos and sound files are subtitled, or their contents are otherwise available in text. ❑ Materials that are not barrier-free are marked clearly.

	❑ Font variation is minimised. The default font size is large enough and can be enlarged. ❑ Visual elements and effects are used sparingly to support the contents. ❑ Link descriptions are informative and understandable. ❑ Links open to a new browser window. ❑ Links are working. ❑ The applications selected for the online implementation work. ❑ The applications and materials used on the course meet all relevant information security requirements. ❑ The studies can be carried out regardless of the type of terminal equipment.	
9. Adequate support in case of pedagogical or technical challenges	❑ The online platform features descriptions of the support services provided to the students (contact information through which they can receive help regarding any questions they have about the contents and completion of their studies or technical problems). ❑ The producers of the implementation and the teachers have access to pedagogical and technical support. ❑ Support requests are responded to within an agreed upon schedule.	❑ Pedagogical and technical support is available for supported applications through agreed channels.
10. Constant development of online implementations	❑ Feedback is collected from the students at least after the	❑ The course is developed through constant dialogue during the course.

	implementation. Longer implementations also utilise intermediate feedback. ❑ The course is developed based on the feedback received. ❑ The students receive information on how their feedback has affected the development.	