

Quality Standards for Training Design & Delivery



Online Learning Edition

Version 1.0

DOMAIN A

Standard

Indicators

TRAINING SET UP

1 Key details about the training are readily available.

The following information is included on the training registration page and/or the introductory pages:

- 1.1 Explanation of what will be offered in the training
- 1.2 Type of training (e.g., self-paced, webinar, etc.)
- 1.3 Learning objectives
- 1.4 Intended audience
- 1.5 If Continuing Education (CE) credits offered
- 1.6 Creation date
- 1.7 Competencies addressed
- 1.8 Length of training
- 1.9 Learning level and pre-requisites (if any)
- 1.10 Technical requirements

Standard

Indicators

2 Training registration is easy for *new* users.

- 2.1 It takes 3 minutes or less to complete the registration process and/or start the training from the most direct link.
- 2.2 Instructions on how to obtain training credit, CEs, or other evidence of training completion are provided.

Standard

Indicators

3 Training is accessible to participants with special needs.

- 3.1 The training provides other means to access the training content that are outside the training itself (e.g., written transcripts).
- 3.2 The training provides embedded means to access the training content that are included within the training (e.g., alternate text for images, sub-titles).

Standard

Indicator

4 Technical support to access the training or training components is available.

- 4.1 Clear, simple instructions on how to access technical support are provided.

Domain B

LEARNING AND APPLICATION

Standard *Indicators*

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| 5 | Learning objectives support knowledge and skill acquisition. |
| 5.1 | <i>Learning objectives are LSMART (learner-centric, specific, measurable, action-oriented, realistic, and time-bound).</i> |
| 5.2 | <i>Objectives focus on skill development using application, analysis, or evaluation-level verbs. See example verbs based on Bloom's Taxonomy. Similar verbs are also acceptable.</i> |
| 5.3 | <i>Training activities are aligned with learning objectives.</i> |

Standard *Indicators*

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| 6 | Training content is relevant. |
| 6.1 | <i>Training explicitly states that the content was reviewed by, or is delivered by, a subject matter expert with appropriate qualifications.</i> |
| 6.2 | <i>Research or developments <u>that impact the content of the training</u> are recent (published within the past 5 years) of current date</i> |
| 6.3 | <i>Training content includes real-world examples, including scenarios, stories, and/or data.</i> |

Standard *Indicators*

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| 7 | Training is oriented to learner's needs. |
| 7.1 | <i>Training uses practical, simple language, appropriate to training's intended audience.</i> |
| 7.2 | <i>Training uses visual aids to reinforce concepts and/or clarify concepts (e.g., maps, photos, video clips, graphs).</i> |

Standard *Indicators*

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| 8 | Training facilitates application of knowledge and skills. |
| 8.1 | <i>Training activity/activities require(s) users to apply new learning/skills through an application, analysis, synthesis, or evaluation exercise.</i> |
| 8.2 | <i>Training activity/activities require(s) users to apply learning to their professional role (i.e. encouraging learners to answer reflective questions, set goals, or make plans, etc.).</i> |
| 8.3 | <i>Training provides at least one tool or resource that learners can use after completing the training (e.g., checklists, infographics, templates).</i> |

Standard *Indicators*

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| 9 | Training includes learning assessment opportunities. |
| 9.1 | <i>Learning assessment(s) relate directly to the training's learning objectives.</i> |
| 9.2 | <i>Learning assessment(s) are offered in more than one format (i.e., not all learning assessments are multiple choice quizzes).</i> |

Standard *Indicators*

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| 10 | Training includes opportunity for learner to receive feedback. |
| 10.1 | <i>Training includes at least one activity that provides feedback to the learner.</i> |
| 10.2 | <i>The feedback provided is substantive (i.e., rather than saying "incorrect," it says, "try again" and/or provides an explanation of why the response was incorrect.</i> |
| 10.3 | <i>The feedback provided is immediate, rather than revealing answers only at the end of the training.</i> |

USER INTERFACE

Standard
Indicators

11	Navigating through the training is easy.
11.1	<i>When navigating through the training, it takes less than 20 seconds to find what you need.</i>
11.2	<i>The navigation features (e.g., buttons, symbols, etc.) are consistent throughout the training.</i>
11.3	<i>All links, buttons, and other navigation elements work correctly (i.e., links open correct webpage or document, buttons respond to clicks, etc.).</i>

Standard
Indicators

12	Training content is grouped into more than one section or segments.
12.1	<i>The amount of content per section of the training is digestible.</i>
12.2	<i>Sections/segments within the training are logically organized.</i>

Standard
Indicators

13	Interface design elements facilitate learning.
13.1	<i>Graphics and text are visually clear (not grainy/easily-readable)</i>
13.2	<i>Text and graphics are balanced with a use of adequate white space for an uncluttered screen.</i>
13.3	<i>Text displayed on user's screen highlights key points of essential information.</i>
13.4	<i>Audio is clear (free of noise, distraction, and speaker is easily heard).</i>

Standard
Indicators

14	Training provides an opportunity for learner to evaluate it.
14.1	<i>Training provides a timely opportunity (within 24 hours) for the user to evaluate it upon completion.</i>
14.2	<i>Training evaluation mechanism includes at least one opportunity to provide open-ended feedback.</i>