

Quality Standards for Training Design & Delivery



V 1.0 Online Self-Paced
Edition

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/or 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

Standard Indicators

Standard Indicators

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Standard Indicators

LEARNING AND APPLICATION

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>
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>
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>
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>
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>
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

Domain C

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>

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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>