

Quality Standards for Training Design and Delivery



v. 1.0 Online Self-Paced Edition

DOMAIN A: 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 are 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*

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.*

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).*

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

5 Learning objectives support knowledge and skill acquisition.

5.1 *Learning objectives are LSMART (learner-centric, specific, measurable, action-oriented, realistic, and time-bound).*

5.2 *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.*

5.3 *Training activities are aligned with learning objectives.*

6 Training content is relevant.

6.1 *Training explicitly states that the content was reviewed by, or is delivered by, a subject matter expert with appropriate qualifications.*

6.2 *Research or developments **that impact the content of the training** are recent (published within the past 5 years of current date).*

N/A: Training does not include research or developments, OR the research or developments do not impact the content of the training.

6.3 *Training content includes real-world examples, including scenarios, stories, and/or data.*

7 Training is oriented to learner's needs.

7.1 *Training uses practical, simple language, appropriate to training's intended audience.*

7.2 *Training uses visual aids to reinforce concepts and/or clarify concepts (e.g., maps, photos, video clips, graphs).*

8 Training facilitates application of knowledge and skills.

8.1 *Training activity/activities require(s) users to apply new learning/skills through an application, analysis, synthesis, or evaluation exercise.*

8.2 *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.).*

8.3 *Training provides at least one tool or resource that learners can use after completing the training (e.g., checklists, infographics, templates).*

9 Training includes learning assessment opportunities.

9.1 *Learning assessment(s) relate directly to the training's learning objectives*

9.2 *Learning assessment(s) are offered in more than one format (i.e., not all learning assessments are multiple choice quizzes).*

10 Training includes opportunity for learner to receive feedback.

10.1 *Training includes at least one activity that provides feedback to the learner*

10.2 *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).*

10.3 *The feedback provided is immediate, rather than revealing answers only at the end of the training.*

DOMAIN C: USER INTERFACE

11 Navigating through the training is easy.

11.1 *When navigating through the training, it takes less than 20 seconds to find what you need.*

11.2 *The navigation features (e.g., buttons, symbols, etc.) are consistent throughout the training.*

11.3 *All links, buttons, and other navigation elements work correctly (i.e., links open correct webpage or document, buttons respond to clicks, etc.).*

12 Training content is grouped into more than one section or segments.

12.1 *The amount of content per section of the training is digestible.*

12.2 *Sections/segments within the training are logically organized.*

13 Interface design elements facilitate learning.

13.1 *Graphics and text are visually clear (not grainy/easily-readable)*

13.2 *Text and graphics are balanced with a use of adequate white space for an uncluttered screen.*

13.3 *Text displayed on user’s screen highlights key points of essential information.*

13.4 *Audio is clear (free of noise, distraction, and speaker is easily heard).*

14 Training provides an opportunity for learner to evaluate it.

14.1 *Training provides a timely opportunity (within 24 hours) for the user to evaluate it upon completion.*

14.2 *Training evaluation mechanism includes at least one opportunity to provide open-ended feedback.*