

# Quality Standards for Training Design and Delivery v 1.0

## *Online Learning Edition*

### DOMAIN A TRAINING SET UP

**Standard 1** Key details about the training are readily available.

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

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

**Standard 2** Training registration is easy for *new* users.

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

**Standard 3** Training is accessible to participants with special needs.

- Indicator 3.1* *The training provides ancillary means to access the training or training materials (e.g., written transcripts, alternate images, etc.)*
- Indicator 3.2* *The training provides embedded means of alternate access to the training or training materials (e.g., written transcripts, alternate images, etc., are included within the training itself).*

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

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

### DOMAIN B LEARNING AND APPLICATION

**Standard 5** Learning objectives support knowledge and skill acquisition.

- Indicator 5.1* *Learning objectives are LSMART (learner-centric, specific, measurable, action-oriented, realistic, and time-bound).*
- Indicator 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.*
- Indicator 5.3* *Training activities are aligned with learning objectives.*

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

- Standard 7 Training is oriented to learner’s needs.**
- Indicator 7.1 Training uses practical, simple language, appropriate to training’s intended audience.*
- Indicator 7.2 Training uses visual aids to reinforce concepts and/or clarify concepts (e.g., maps, photos, video clips, graphs).*

- Standard 8 Training facilitates application of knowledge and skills.**
- Indicator 8.1 Training activity/activities require(s) users to apply new learning/skills through an application, analysis, synthesis, or evaluation exercise.*
- Indicator 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.).*
- Indicator 8.3 Training provides at least one tool or resource that learners can use after completing the training (e.g., checklists, infographics, instruction manuals).*

- Standard 9 Training includes learning assessment opportunities.**
- Indicator 9.1 Learning assessment(s) relate directly to the training’s learning objectives.*
- Indicator 9.2 Learning assessment(s) are offered in more than one format (i.e., not all learning assessments are multiple choice quizzes).*

- Standard 10 Training includes opportunity for learner to receive feedback.**
- Indicator 10.1 Training includes at least one activity that provides feedback to the learner.*
- Indicator 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.*
- Indicator 10.3 The feedback provided is immediate, rather than revealing answers only at the end of the training.*

**DOMAIN C USER INTERFACE**

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

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

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

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

**Standard**      **13**      **Interface design elements facilitate learning.**

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

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

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

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

**Standard**      **14**      **Training provides an opportunity for learner to evaluate it.**

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

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