

# CDC QUALITY TRAINING STANDARDS

## Training Developer Checklist

This checklist is for training developers to use during the development process to ensure their training meets [CDC's Quality Training Standards](#).

A quality training is one that meets **all** eight standards. Listed below are the related training attributes for each Quality Training Standard. Check the box for each attribute that applies to your training. To meet a standard, your training must address each attribute. Also address the additional attributes (listed below the required attributes) if they apply to your specific learners or training goals.

### Check each attribute addressed in your training

### Standards

1

- Ensure that training is the most appropriate and effective route to solving the stated problem.
- Conduct a needs assessment. Consider a complex or simple approach that, depending on the situation, may include
  - Environmental scan (e.g., does a similar training exist that could be used or adapted?),
  - Content analysis, and/or
  - Learner analysis/input.
- Identify and confirm the training goal with stakeholders.
- Identify and describe the learners.
- Identify an instructional gap(s) (what a learner needs to learn to solve the stated problem).
- Select a delivery method(s) or strategy(ies) appropriate for content and learners.

*Some trainings may require additional attributes. Consider if the following apply to your training:*

- Identify appropriate competencies, if relevant.
- Establish and confer with a planning committee that includes representatives of the relevant professions providing guidance.

Training **NEEDS ASSESSMENT** informs training development

2

- Develop learning objectives that are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound).
- Match learning objectives with goals.
- Select educational methods and strategies that support learning objectives.

*Some trainings may require additional attributes. Consider if the following apply to your training:*

- Match learning objectives with competencies, if competencies exist.
- Describe prerequisite knowledge and/or skills.

Training includes **LEARNING OBJECTIVES**

## Check each attribute addressed in your training

## Standards

3

- Use content that meets the needs of the learners and program.
- Conduct a subject matter expert (SME) review and update or remove content in a timely manner. The SME should ensure that content is up-to-date, appropriate, and accurate and unbiased (e.g., conflicts of interest disclosed).
- Limit unnecessary content by ensuring content aligns with learning objectives.
- Include real-world examples.
- Use visuals that support and are appropriate for content (i.e., relevant and necessary) and learners (i.e., culturally appropriate).

*Some trainings may require additional attributes. Consider if the following apply to your training:*

- Review content for a recurring training on a periodic basis to ensure accuracy and relevance. Review may include evidence-based practice, peer review journals, best practices, and/or SMEs' opinions.
- Align content with at least one competency, if competencies exist.

- Training content is **ACCURATE AND RELEVANT**

4

- Design training that is interactive or engaging (e.g., knowledge checks, case studies, question & answer sessions, or exercises), as appropriate for learners' needs and training goals.
- Provide opportunity for learners to receive feedback.

*Some trainings may require additional attributes. Consider if the following apply to your training:*

- Use adult learning principles for adult learners.
- Include experiential or practice-based learning.
- Provide opportunity for learners to share experiences and learn from others' experiences. These may include peer learning and interdisciplinary opportunities for practice.

- Training includes opportunities for **LEARNER ENGAGEMENT**

5

- Use conversational style that is appropriate for learners (i.e., active voice, present tense, and second person).
- Use language and tone that meets learners' reading levels.
- Select media and interface that facilitate learning.
- Design for user experience.
  - Develop easy and user-friendly navigation or materials.
  - Ensure that navigation or materials are meaningful and work for the majority of users and learning styles.
  - Organize concepts in logical sections.
- Make content accessible to learners (e.g., section 508 compliant and accommodations as needed).

*Some trainings may require additional attributes. Consider if the following apply to your training:*

- Use high quality (e.g., clear, clean, and crisp) audio and visual aids to clarify concepts when appropriate.
- Use technology that is current and easy to access.
  - Ensure that links are functional.
  - Provide technical support.
- Make content culturally and linguistically appropriate for learners.

- Training is designed for **USABILITY AND ACCESSIBILITY**

## Check each attribute addressed in your training

## Standards

6

- Develop and implement a training evaluation plan that guides formative and summative evaluation.
  - Plan to use process evaluation data and learner feedback for ongoing quality improvement.
- Conduct a formative evaluation as part of development. Use a simple or complex approach that, depending on the situation, can include peer review, quality checklist assessment (e.g., using this checklist), pilot testing, or usability testing.
- Include opportunity for learners to provide feedback on training (include open-ended feedback, if possible).

*Some trainings may require additional attributes. Consider if the following apply to your training:*

- Conduct a follow-up evaluation after learners have left the “classroom” to determine impact on performance, program, or training goal.

Training **EVALUATION** informs improvement

7

- Conduct outcome evaluation through learner assessment (e.g., posttest, knowledge check, exercise, observed practice, question & answer session, or problem solving).
  - Construct assessment questions that relate directly to learning objectives.
  - Use a variety of question formats such as multiple choice, matching, listing, reordering, and sorting.
  - Provide learners with feedback on their responses to support learning.
  - Use scenarios in which learners can apply what they have learned.

*Some trainings may require additional attributes. Consider if the following apply to your training:*

- Recognize learner completion through a certificate or other notification.

Training includes opportunity for **LEARNER ASSESSMENT**

8

- Provide opportunities to learners for continued learning after the training that reinforce content delivered during training.
  - Use a complex or a simple approach that includes at least one resource for post training support.
    - Simple approaches include providing contact information for help, tip sheets and other resources for more information, access to communities of practice from the training.
    - Complex approaches include conference calls, webcasts, coaching, and retention reminders such as e-mails and quizzes provided some time after the training.

Training includes **FOLLOW-UP SUPPORT** for the learner



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