

# CDC QUALITY TRAINING STANDARDS

## Training Developer Checklist

This checklist is for training developers to use throughout the planning and development process to ensure their training meets [CDC's Quality Training Standards](#). Many of these standards align with the [Training Effectiveness Predictors](#), which summarizes published evidence on transfer of learning.

### Instructions

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

### Check each attribute addressed in your training

### Standards

1

Ensure that training is needed to address the gap, training is not always the solution (e.g., Cathy Moore's [Will Training Help? Flowchart\\*](#)).

Conduct a needs assessment that validates the need for training.

- » Consider a simple or complex approach.
  - Complex approaches might include collecting new data through surveys and interviews.
  - Simple approaches might include looking at existing data or literature or talking to a few [key informants](#).

Conduct a training needs analysis (e.g., see [Society for Human Resource Management definition\\*](#)), if training is needed. This is a part of the needs assessment and focuses on gathering information that helps with training approach.

- » Identify and confirm the training goal with key partners.
- » Assess opportunities to build trust, engage, and advance equity through training.
- » Identify and describe learners (and community if appropriate).
- » Identify barriers and facilitators for training delivery to ensure inclusion and accessibility (e.g., language, technology, or location).

Select a delivery method(s), strategy(ies), or trainers appropriate for content and learners.

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

Identify appropriate competencies (e.g., [Core Competencies for Public Health Professionals](#)), if relevant.

Establish and confer with a planning committee that includes diverse and relevant representatives of the learner audience (e.g., different professions, generations, race and ethnicity, and gender identity).

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 that support learning objectives.

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

Match learning objectives with competencies (e.g., [Core Competencies for Public Health Professionals](#)), if competencies exist.

Describe prerequisite knowledge and skills and how they can be obtained.

Training includes **learning objectives**

3

Develop content that meets the needs of the learners and program based on the needs assessment.

Consider your learners and make sure your content (including examples and visuals) is culturally appropriate and relevant.

» Include real-world examples that support the content.

Ensure content aligns with learning objectives to avoid unnecessary material.

Conduct a subject matter expert (SME) review.

» The SME(s) should ensure that content is accurate based on best-available evidence and up-to-date.

» The SME(s) should review for bias and ensure possible biases (including commercial bias) are minimized and mitigated (e.g., content changed and conflicts of interest disclosed).

Create an expiration date for the training to review and update or retire, as needed.

» Review may include evidence-based practice, peer review journals, best practices, or SMEs' input.

» Update or remove content in a timely manner.

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

Align content with at least one professional competency (e.g., [Core Competencies for Public Health Professionals](#)), if competencies exist.

Ensure content offered in another language is [linguistically appropriate and accurate](#). If it was translated and not created directly in the target language, verify that it was done using [standard industry translation processes](#) and is reviewed by bilingual SMEs.

Training content is **accurate and relevant**

4

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

Provide opportunity for learners to receive feedback.

Facilitate engagement activities in a manner that is inclusive of all learners.

*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 (e.g., internship with a mentor for on-the-job 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 is [inclusive, familiar, and clear for learners](#).

Select media, interface, and educational methods that can be used by your audience and facilitates learning (e.g., some learners may not have reliable internet access).

Design for user experience.

- » Develop easy and user-friendly navigation or materials.
- » Ensure that navigation or materials allow learners flexibility to access content that they need.
- » 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.

Use technology that is current and easy to access.

- » Ensure that links are functional.
- » Provide technical support.

Training is designed for **usability and accessibility**

6

Develop and implement a [training evaluation plan](#) that includes the evaluation purpose, questions, and data collection methods.

Recruit evaluation participants who reflect the diversity of your learner audience to ensure cultural, social, and contextual relevance.

Conduct a formative evaluation as part of development. This may include peer review, quality checklist assessment (e.g., using this checklist), pilot testing, or [usability testing](#).

Conduct [outcome evaluation](#) that includes [training effectiveness](#) and learner assessment (Standard 7).

Include opportunity for learners to provide feedback on training.

- » Include open-ended feedback, if possible.

Review and analyze evaluation data for training improvement.

- » Plan to use [process evaluation](#) data and learner feedback for ongoing quality improvement.
- » Make recommendations for training content, delivery methods, and learning activities that fill gaps with focus on areas with greatest need, including the need to advance equity.

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

Conduct a [delayed or follow-up evaluation](#) after learners have had time to apply what they learned.

Assess if the training is inclusive and supports [cultural and linguistic standards](#).

Training  
**evaluation**  
informs  
improvement

7

Construct learner assessments (e.g., posttest, knowledge check, exercise, observed practice, question and answer session, or problem solving) that relate directly to learning objectives to reinforce learning.

- » Use different question formats, such as multiple choice, matching, listing, reordering, and sorting.

Use socially and contextually relevant assessments for learners to apply what they have learned (e.g., case scenarios are realistic and relevant to learners).

Provide learners with feedback on their responses or skill demonstration to support learning.

*Some trainings may require additional attributes. Consider if the following applies 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 reinforces retention and application of content delivered during training.

- » Use a simple or complex approach that includes at least one resource for posttraining support.
  - ♦ Simple approaches include providing contact information for help, tip sheets and other resources for more information, and access to other learners for peer support.
  - ♦ Complex approaches include conference calls, webcasts, coaching, homework assignments, accountability partners, communities of practice, and reminders such as emails and quizzes provided some time after the training.
- » Choose an approach that is socially and contextually relevant to learners (e.g., consider learners' availability and access to technology).

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

Provide resources to management or partner organizations for follow-up support.

Training includes **follow-up support for the learner**

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