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

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.

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.
Check each attribute addressed in your training

**Standards**

- Training content is **ACCURATE AND RELEVANT**
- Training includes opportunities for **LEARNER ENGAGEMENT**
- Training is designed for **USABILITY AND ACCESSIBILITY**

**Training content is accurate and relevant**
- 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 includes opportunities for learner engagement**
- 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 is designed for usability and accessibility**
- 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.
Check each attribute addressed in your training

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- 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.

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- 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.

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- 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 EVALUATION informs improvement
- Training includes opportunity for LEARNER ASSESSMENT
- Training includes FOLLOW-UP SUPPORT for the learner