

IS YOUR UPSKILLING PROGRAM WORKING FOR ACCESSIBLE, HIGH-IMPACT LEARNING?

Checklist

SECTION 1: CONTENT DESIGN

ARE YOU DESIGNING FOR FLEXIBILITY, OR FOR A SINGLE “IDEAL” LEARNER?

- ☐ Content is available in more than one format (for example, text and audio)
- ☐ Learners can switch between formats without leaving the platform
- ☐ Key concepts are reinforced across formats (not just duplicated)
- ☐ Long-form text is broken into manageable segments
- ☐ Complex topics can be revisited easily (without restarting modules)

What to watch for: If your content assumes focused, uninterrupted reading time, you're likely losing engagement before learning even begins.

SECTION 2: LEARNER EXPERIENCE

CAN EMPLOYEES REALISTICALLY ENGAGE WITH YOUR TRAINING
IN THEIR DAY-TO-DAY WORK?

- ☐ Content is accessible on any device (desktop, mobile, tablet)
- ☐ Learners can pause and resume without losing progress
- ☐ Tools are available immediately (no setup, downloads, or requests)
- ☐ Navigation is simple and predictable
- ☐ Learners can control pacing (speed, replay, skipping)

What to watch for: If learning only works in ideal conditions, it won't work consistently.



SECTION 3: ACCESSIBILITY IN PRACTICE

ARE YOU ENABLING ACCESS FOR ALL, OR EXPECTING INDIVIDUAL LEARNERS TO ASK FOR IT?

- ☐ Accessibility features are built into the experience by default
- ☐ Learners don't need to request alternative formats
- ☐ Support tools are used by a broad range of learners (not just a few)
- ☐ Content works for multilingual and neurodiverse employees
- ☐ Accessibility reduces dependency on support teams

What to watch for: If accessibility is reactive, adoption will always be limited, as will impact.

SECTION 4: LEARNING IN THE FLOW OF WORK

DOES YOUR PROGRAM FIT INTO THE WORKDAY, OR COMPETE WITH IT?

- ☐ Learners can engage with content in short bursts
- ☐ Training can be consumed during “in-between” moments
- ☐ Audio or flexible formats enable learning outside of a desk
- ☐ Employees can revisit content at the moment of need
- ☐ Learning feels continuous, not confined to scheduled sessions

What to watch for: If learning requires dedicated time that employees don't have, it won't happen at scale.



SECTION 5: MEASURING WHAT MATTERS

ARE YOU TRACKING ACTIVITY, OR ACTUAL IMPACT?

- ☐ You measure time to apply skills on the job
- ☐ Managers report observable behavior change
- ☐ You track reduction in errors or performance improvements
- ☐ Learners report increased confidence in applying skills
- ☐ There is voluntary engagement with learning tools

What to watch for: High completion rates don't guarantee capability. Focus on what happens after training ends.

YOUR RESULTS: HOW MANY BOXES DID YOU TICK?

20–25: Your program is designed for real-world learning

12–19: Strong foundation, but friction is limiting impact

Below 12: Significant opportunity to improve engagement and outcomes

If you identified gaps, you're not alone.

Most organizations don't need more content. They need to make existing content easier to access, engage with, and apply.

One of the fastest ways to do this is by enabling multimodal learning directly within your LMS, so learners can read, listen, and interact with content in the way that works best for them.