
Learning & Development Standards



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Department of Human Resource Management

The Virginia Department of Human Resource Management (DHRM) is the central human resource agency for the Commonwealth of Virginia. We make people our business and strive to be a recognized leader and trusted partner in bringing forth best practices to attract, develop and retain the Commonwealth's workforce. Our mission is dedicated to providing a broad range of leadership, services and guidance to the Commonwealth and its stakeholders.

As stated in the Code of Virginia, § 2.2-1201, DHRM is responsible for establishing and administering a comprehensive and integrated program of employee training and management development. In fulfilling that responsibility, DHRM believes that it is important that the agency establishes a set of robust standards to ensure that DHRM provided learning is of high quality, includes up-to-date content, and is delivered in ways that best meets learners' needs.

The following standards are designed to ensure that DHRM meets these objectives and can deliver exceptional learning content for the Commonwealth. The creation and delivery of learning content is decentralized across DHRM Office Areas and these standards will help ensure that all DHRM provided learning and development adheres to a common set of principles and meets a consistent level of quality.

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Learning and Training Development Standards

When identifying learning needs and providing learning opportunities, please refer to these standards to ensure the highest learning quality and effectiveness.

Standard	Actions	✓
Needs Assessment	Conduct a needs assessment to identify learning needs. Understand the issue or gap with an informal or formal needs analysis. This could include: • Review of trends. • Quantitative and qualitative data evaluation. • Analysis of customer inquiries • Customer surveys. • Environmental changes (e.g., new legislation). Identify and understand the target audience. In considering the learning need, determine audience: • Level of knowledge. • Level of expertise. • Level of proficiency. • Learning approach preferences. • Technical skills. Resources: How to Conduct a Lightning-Fast Needs Assessment Clients Will Love Training and Development - OPM.Gov Training Needs Assessment Process in 4 Steps (With Questions)	
Learning Goal(s)	Clarify and define learning goal(s). Goal(s) should be SMART: • Specific. • Measurable. • Achievable. • Relevant.	

Standard	Actions	✓
	• Time-bound. Define knowledge, skills, abilities, and competencies to be developed.	
Learning Design	Determine best learning method based on: • Needs assessment and learning goal(s). • Budget requirements and limitations. • Required prerequisite knowledge or skills. • Available learning development and delivery tools. • Timeline needed for learning development and delivery. Use Learning Methods Guide to understand and choose appropriate learning approach for identified need.	
Learning Development	Identify subject matter experts (SMEs) who can and should provide learning content. Learning and content should: • Be current, appropriate, accurate, and unbiased. • Be aligned with learning goal(s). Limit unnecessary content. • Include examples to support real world application. • Include visuals that support and are appropriate for learners. • Engage learners. Include knowledge checks, case studies, question & answer sessions, exercises, and opportunities for feedback as appropriate. • Use adult learning principles. • Include experiential learning as appropriate. • Is accessible to learners. Microsoft Accessibility Checker Word Accessibility Tips PowerPoint Accessibility Tips • Use appropriate tools and equipment for creation and for learner access. Consider peer review of learning approach and content to identify potential improvements.	
Learning Implementation	Plan for and launch learning. Planning to include: • Physical or virtual logistics. • Testing access. • Session length should be appropriate for the content and for learners. Consider breaking a lengthy session	

Standard	Actions	✓
	into several shorter sessions over a period of days or weeks. • For instructor led learning, determine the need to include a learning assistant (a team member) to help support physical or remote classroom needs. • Opportunity to conduct a pilot learning program or session prior to full implementation.	
Learning Evaluation	Include a process for evaluating the effectiveness of the learning. This may include: • Post-learning performance. • Post-learning data and trending (e.g., decrease in customer inquiries). • Learner evaluation surveys. • Post-learning assessments. • Observed practice. Example Learning Evaluation Questions	
Learning Revision	Revise and edit learning based on results of learning evaluation. Repeat evaluation(s) and continue with necessary revisions.	
Follow-Up Support	Provide opportunities for continued learning and transfer and application of learning in the work environment. May include: • Post learning discussion groups, in-person or virtual. • Coaching support (e.g., DHRM Workplace Effectiveness Coaching). • Providing “nudges” such as follow-up emails with relevant content or additional reading. • Providing contact information for additional questions.	

Learning Content Ownership

Maintaining the relevance and quality of DHRM's learning and development opportunities requires course ownership to ensure content is reviewed and updated appropriately.

All learning and development (E-Learning courses, instructor led training, and other learning and development approaches) content must have the following:

- Office Area Owner
- Content Owner
- Email Address
- Work Phone Number

Content ownership will be reviewed and updated according to each Office Area's content review cycle (see Learning Content Review). If any course ownership changes occur prior to an office area's designated review cycle, every effort should be made to update the course ownership information as soon as possible.

Learning Content Review

All DHRM courses will be reviewed annually by the course owners. The purpose of the annual review is to:

- Update content ownership/confirm current content ownership.
- Make any necessary updates to content/confirm content is current.

Course content will be updated according to the following schedule:

Office Area	Review Schedule - FY
Information Security (IS)	Q1 (July 1 – September 30)
Human Resources Consulting Services (HRCS)	Q4 (April 1 – June 30)
Office of Contracts & Finance (OCF)	Q4 (April 1 – June 30)
Office of Health Benefits (OHB)	Q2 (October 1 – December 31)
Office of Employment Dispute Resolution (EDR)	Q1 (July 1 – September 30)
Office of Workforce Engagement (OWE)	Q2 (October 1 – December 31)
Workers' Compensation Services (WCS)	Q3 (January 1 – March 31)
Office of Information Technology (ITECH)	Q3 (January 1 – March 31)

For COVLC courses needing content updates, course owners should work with the DHRM COVLC Administrator to make content updates and changes.

For 2020, most COVLC courses will need to be converted from Flash to HTML5 to continue to be accessible to learners. Content updates should be evaluated beginning in 2021.

Office Area Directors and content owners will receive reminders each year for content review and updates. COVLC content updates should be coordinated with the COVLC Administrator. Necessary non-COVLC content updates should be made by Office Area content owners.