Utah Department of
Health & Human Services
Services for People with Disabilities

UTAH DEPARTMENT OF HEALTH AND HUMAN SERVICES **DIVISION OF SERVICES FOR PEOPLE WITH DISABILITIES** **POLICY AND PROCEDURES**	
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TRAINING ADMINISTRATION	

RATIONALE:
The intent of this policy is to establish guidelines for division staff to follow when proposing and creating new training content.

Authorizing Code: 26B-6-403
Rule: NA
DHHS Policy: Policy 06-05
Forms: Division Training Request and Design Template; Required Training Documentation Sheet

Original Effective: **NA**	**Revision:** **3/9/2026**	**Next Review Due:** **3/1/2028**

I.   **DESCRIPTION**
     This policy establishes procedures for the creation, development, and administration of new training content for both division staff and contractors, including required training.

II. **DEFINITIONS**
     The following terms are defined for this policy as:

   A. **Assessment method:** means a concrete method for measuring successful outcomes of training such as use of multiple choice quiz questions, self-assessment, etc. Assessment methods shall align directly with the learning objectives.

   B. **Curriculum (curricula):** means a standards-based series of training activities that are planned to align with identified learning objectives as tangible outcomes that may be either measured or demonstrated in some other way.

   C. **Department:** means the Department of Health and Human Services (DHHS).

   D. **Development phase:** means the process following proposal or approval by DLT of a new training curriculum, which has clearly identified learning objectives and outcomes. The development phase is a collaboration between the training development team and the SMEs who proposed the training. A story-boarding approach is used to develop an instructional design and then execute a deliverable.

   E. **Division:** means the Division of Services for People with Disabilities, as defined in Section 26B-6-401.

F. **Division leadership team (DLT):** means the director and assistant directors of the division, or their designees.

G. **Division training coordinator:** means the division staff assigned by the division director who is responsible for administering division training needs, including assisting the initial proposal phase, and then coordinating development and implementation of the training.

H. **Information session:** is a method for delivering new policies, updates, changes to processes, etc. Information sessions are distinct from training because they are less formalized and their learning objectives may not be clearly defined in advance or have measurable outcomes. They meet an immediate need to disseminate information to staff, the public, or providers. They are excluded from this policy, but they are subject to other division and department policies.

I. **Listening session:** is a method for gathering feedback from constituents and other interested parties about their experiences and perspective. This is required for policy development and other similar division actions. It may include things identified as question and answer sessions (Q&A), or focus groups. They are excluded from this policy but are subject to other division and department policies.

J. **Learning objective:** means the skills or knowledge that the training is intended to provide to the identified audience for the training, as well as careful consideration of how and why these outcomes are important to the division and department.

K. **Optional training:** means a training that is only available or recommended for some audiences, but that may be required for others. It is also possible that a training may be optional for all audiences to which it may be offered**.**

L. **Required training:** means that the training is mandatory for the role to which it is assigned. DLT approves the assignment of required training. The division shall maintain a list of all required training assignments, and their frequency, for division staff by role, and for external providers as established by contract.

M. **Sponsoring team:** means the division team that proposes a new or amended training curriculum; the sponsoring team shall act as subject matter experts (SMEs) during the development phase.

N. **Staff:** means an employee of the division.

O. **Training:** means a carefully planned curriculum for delivering learning objectives that aligns with division or department business needs including regulatory compliance, or that aligns with division or department strategic goals. Training does not include information sessions, Q&A, listening sessions, or new employee onboarding except where it has been determined as necessary training by DLT or the department. Activities that do not meet this definition fall outside the scope of this policy and do not require proposal, approval, or development under this policy.

P. **Training development team:** means the assigned division staff who work with the division training coordinator to develop training in collaboration with the sponsoring team.

Q. **Utah Learning Portal (ULP):** means the learning management system licensed by the state of Utah to deliver and administer training content.

III. POLICY

<u>Policy for creating new training content for department/division staff, and providers.</u>

A. Staff training that is delivered by the division may be assigned through the ULP, offered through the division website, or on another department website. It may also be delivered in some other format, including in-person and live, or through a live or recorded virtual training.

B. All division training content that is presented on the division website or on any other department website shall meet all the requirements of DHHS Policy 06-05. Training content that appears on the division website is further subject to Division Policy 1.59 "Website Administration."

C. Training materials that are used to deliver live or virtual training to members of the public shall receive review and approval from the Office of Public Affairs and Education (PAE) prior to being delivered.
   1. PAE review includes only the materials used in the training (i.e. slides and handouts), but not the entirety of the training curriculum itself.
   2. Live and virtual training may still use the processes described below for content proposal and review to assure that the training meets department and division training standards. This includes identifying clear learning objectives that align with department and division business needs or strategic goals, and determining successful outcomes of the training.

D. Division staff training content shall be proposed, reviewed, and approved for quality of delivery methods and learning objectives before being delivered.
   1. For all proposed training content, a contact staff for the sponsoring team shall complete and submit the Training Request and Design Template.

   2. Division staff training requests shall be submitted by sending the Training Request and Design Template via email to the division training coordinator.

E. DLT may initiate a new or revised training project and then communicate the goals and strategies for that training to the division training coordinator. For other proposed training projects, the division training coordinator or the training development team shall review the form to assure consistency within the inventory of other divisional training, to avoid duplication, and to comply with accessibility requirements and other divisional and departmental obligations and needs.
   1. The form may be returned to the sponsoring team with questions, or with requests for more information.
   2. When successfully completed, the division training coordinator shall make a recommendation to DLT about the requested training. DLT may approve, deny, or return the request again for more information.

F. Once a training project has been approved, the request shall then proceed to the development phase, based upon the plan that was approved on the request form. Development shall be a collaboration between the training development team and the sponsoring team that is intended to achieve a sustainable and high-quality training product consistent with other division and department training.
   1. The sponsoring team shall act as subject matter experts (SMEs) and shall collaborate with the training development team to develop content and an instructional design by completing the Training Request and Design Template together.
   2. Based on the Training Request and Design Template, the training development team shall finalize the training deliverables, including any required approvals, and shall then assure that it is available on ULP, or on the website, or another platform.

IV.   PROCEDURE

Procedures for proposal, creation, and development of new training content for division staff and providers.

A. Division staff shall complete the first section of the Division Training Request and Design Template, and submit it to the division training coordinator. New training proposals shall address the following requirements.
1. Requests shall identify who at the division is proposing and sponsoring the training.
2. Requests shall identify whether the training is new, is an update to, or is a replacement of, an existing training;
3. Requests shall identify who shall take the training, identified by their roles or job titles.
4. Requests shall identify whether the training is optional or required for each role for whom it is intended. If the training is required, it shall identify any deadlines and timelines associated with completing the required training. If the training is required, it shall also identify whether the training may be taken only once (i.e., upon hire, or some other initiating event), or if it may be renewed and if renewed, on what cycle.
5. Requests shall identify clearly the purpose and need for the training. This may be in the form of a business justification, a regulatory requirement, or a rationale related to supporting a strategic goal.
6. Requests shall identify the proposed format that the training may be delivered in. This may include whether the training shall be delivered in-person, online, through ULP, etc.
7. Requests shall identify how successful completion of the training may be recorded and evaluated.
8. Requests shall identify how success may be determined and measured, and the assessment methods that may be used as part of the training.
9. Requests shall explain how the assessments may be delivered and measured, for example with a pool of quiz questions in ULP, or a self-evaluative attestation, etc.
10. If no assessment is planned, the request shall explain why it is not necessary, while still meeting the definitions of training in this policy.
11. If the training meets some division or department obligation such as audit compliance, the request shall identify how success shall be measured at the individual level, and for the division in meeting the goal.

Criteria for reviewing division staff training proposals.

B. The division training content request form shall first be submitted to the division training coordinator or training development team for review and for assistance with successful completion.

C. The proposal shall be forwarded with a recommendation for review to the DLT for approval, denial, or further action.

D. The review of proposals at each level shall consider the efficacy of the following elements of the training proposal as part of the criteria.
1. The learning objectives of the training are clearly articulated and attainable and support the identified purpose of the training.
2. The methods for attaining those learning objectives are clear and effective.
3. The training delivery methods utilize multiple modes of learning and assessment in order to assure that the training is accessible and effective for all intended users.
4. There is an effective method for assessing whether the learning objectives have been met at the conclusion of the training, or else a reasonable justification for why it is not necessary.

Development phase of training.
    E. Following approval of the training by DLT, the SME team shall work collaboratively with the division training coordinator and the training development team to develop an instructional design for the training.

    F. The collaboration between the teams shall use the second section of the Division Training Request and Design Template as a shared document to develop specific strategies and training content to support the learning objectives identified and approved in the first section of the Division Training Request and Design Template. The design template section may be adapted to fit the format that the training shall be delivered in.

    G. The collaboration between the teams shall identify and develop methods for assessment and for documenting that learning objectives were successfully met.

    H. The SME team is responsible for identifying and refining content within the instructional design; they are the experts on the subject matter.

    I. The training development team is responsible for assuring the overall effectiveness of the instructional design in meeting learning objectives, and assessment of success. They are the experts on instructional design and training delivery.

    J. If the training is to be delivered through the ULP, the training development team shall finalize and implement the training using instructional design software such as Captivate or Articulate.

Required training.
    K. After a training has been approved, designed, and prepared for delivery, if it is determined that the training is required for any role in the division, that training shall be added to the Required Training Documentation sheet.
        1. The Required Training Documentation identifies all the required training that has been assigned to staff by role, and to providers by contract type.
        2. The Required Training Documentation sheet may be found here.
        3. The Required Training Documentation sheet identifies who shall take the training, when, and how often.