

NAVAL EDUCATION & TRAINING COMMAND (NETC)

BLOCK LEARNING ANALYSIS

STANDARD OPERATING PROCEDURES

Version 2.2

12/20/2016

RECORD OF CHANGES

| Number and Description of Change (updates are kept in blue text for 30 days or until the next update after 30 days): | Change/ Approved: | Date: |
|---|-------------------------------|-------------------------|
| Fleet SME roles and responsibilities Added per Tom Bonanno’s “SOP Fleet SME for Sailor 2025 v2 30Oct15.docx;” N74 Oct recommended corrections for document clarification; Notification of files for review to QA; | Laura Bennett | 1/10/2016 |
| IT changes and updates – S2025 Share drive, Office 10 version required, Analysis file naming convention change; Microsoft Office files must be saved in Microsoft Office 10 | Laura Bennett | 1/10/2016 |
| References Added – AIM CPM video link, E2E SOP link | Laura Bennett | 1/10/2016 |
| (RATS) term included for reference; Combine DB/WF responsibilities; Minor corrections of typos and English language changes throughout SOP | Laura Bennett | 1/10/2016 |
| Site Visit information & Duties for Periods 1, 2 & 3 | Laura Bennett | 1/10/2016 2/20/2016 |
| Appendix A: Admiral White’s 2 nd DGM added; added text introducing Appendix B (flowcharts); added new Appendix C | Laura Bennett | 2/09/2016 2/20/2016 |
| Appendix D: Site Visit Q & A Form | Laura Bennett | 1/10/2016 |
| USFF Business Rules for RRL | Laura Bennett | 3/4/2016 |
| Stylized Text updates, Headings, Table of Contents; update contributions to DB sections | Diyar Coburn | 3/12/2016 |
| Update contributions to WF sections | Bethany Denker | 3/25/2016 |
| Update contributions to AIM I_AIMII_Content Mapping | Scott Pistella | 3/24/2016 |
| iNavy references removed | Laura Bennett | 3/30/2016 |
| NETC Site Visit; updates | John Wishall Laura Bennett | 2/1/2016 – 3/31/2016 |
| Updates to all Appendices, review, creation and updates to RATS sections | Laura Bennett | 1/10/2016- 3/31/2016 |
| Quality Checklist & QA Review Rating Analysis Template Spreadsheet (RATS) p. 21-22 and Appendix K | Laura Bennett/ Tom Bonanno | 12/6/2016 |
| Inclusion of Appendix F 6 Apr 2016 Update; notes on use of FEA template added to Appendix G –FEA Template; notation on p. 21-22, 66, 67 on current status of FEA worksheets. Other FEA references not updated. | Laura Bennett/ Tom Bonanno | 12/20/2016 |

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Purpose

The purpose of the Block Learning Analysis Standard Operating Procedure (SOP) is to outline the process and procedures for accomplishing the goals of the Sailor 2025 training pillar, specifically, Block Learning (BL). This SOP describes the “how to” of the BL analysis and is the rating review component of the Sailor 2025 initiative as one of three Sailor 2025 pillars along with the Modernized Personnel System and the Culture Pillars.

The two related training analysis efforts, Ready Relevant Learning (RRL) and BL (a component of RRL) are based on the use of Learning Continuums and Mobile Modular Learning with the intent of moving advanced training content to later in the first tour or prior to the second tour utilizing BL, mobile modular learning concepts and learning continuums. The SOP is the guideline for completing these processes.

Block Learning

The BL Training Analysis is comprised of two related efforts, Block Learning (BL) and Ready Relevant Learning (RRL) which are based on the use of Learning Continuums and Mobile Modular Learning. The BL project, in partnership with the Fleet and Learning Centers (LCs), is designed to deliver a better prepared Sailor with the appropriate skills and required knowledge for the job when the Sailor needs it. A goal of this change is to prevent skill/knowledge decay, improve NEC Fit for second and third tour Sailors, have less atrophy from a lack of context and experience, provide advanced training when the Sailor needs it and improve manning stability.

Block Training – Has the goal of identifying content that can shift training (30% of ‘A’ and 70% of ‘C’) to a point later in a Sailors’ career with some flexibility on a case by case basis. The focus is on the reorganization of current “As-Is” training and delivery methods into blocks to be delivered closer to the time of actual use in the performance of duties, redistribute A & C School accession level training across the Delayed Entry Program, initial service schools, and the first two operational tours (Appendix A, ADM White’s Decision Guidance Memorandums 5 Aug 2015 and 21 Oct 2015; Appendix B USFF Business Rules for RRL BL Phase).

Existing training will be mapped over to Authoring Instructional Materials (AIM) Learning Object (LO) Module to produce the required documents to support training. Documents will include the Training Course Control Document (TCCD), Component Navy Enlisted Classification Codes (NECs), Assessment, Lesson Plans and Trainee Guides and will use existing training materials. Courses that are currently being re-engineered as part of the Naval Education and Training Command’s (NETC’s) Navy Training Product Systems Multiple Award Contract or other sources will be discussed and potentially integrated into this “Block Learning” approach.

Ready Relevant Learning – Based on moving advanced training content to later in the first tour or prior to the second tour utilizing Block Learning, mobile modular learning concepts and learning continuums. RRL is focused on delivering the same amount of training in a modular construct through immersive and interactive learning capabilities, such as: brick and mortar, mobile, distance learning, Avatar based training, and Multiple Reconfigurable Training System (MRTS).

- **RRL Principles**
 - Just in time training - when a Sailor needs it for sea tours
 - Improve NEC Fit with 2nd and 3rd Tour Sailors ready on arrival
 - Improved training efficiency – context and experience
 - More time on ship during initial contract – manning stability

- **RRL Assumptions**
 - All elements piloted, stay committed to the plan
 - Fleet input during all phases
 - Gradual, phased implementation
 - No instructor reductions until proven - FY20 earliest
 - Savings re-invested into RRL concept
 - Invest in proven training technology

Learning Continuum – A learning model that combines self-development, institutional training and operational experience that begins when a Sailor enters the Navy and ends when they retire. The model should provide more relevant tailored and engaging learning.

An overall systems approach to training integrating Rate Training Manuals (RTM), Formal Training, and Personnel Qualification System (PQS) with the Rating Learning Development Roadmap (LaDR) will be used to support the Learning Continuum. Courses currently being re-engineered in Content Planning Module (CPM) / Learning Objective (LO) Module already fit into the continuum approach. The overall objective is to make greater use of Mobile Modular Learning concepts with more training available at the waterfront, reducing requirements on traditional training infrastructure and training at the right time, so learning is retained.

Roles and Responsibilities

Team members will work together in collaboration to accomplish the BL and RRL training analysis requirements. Specific major roles and responsibilities are listed below. All Team Members will inform the Team Lead of progress and any “flags” or challenges for elevations and/or resolution to Management Team. Service contractor personnel will provide the baseline work and analysis for BL and RRL with support from LC and Fleet SMEs. Quality Assurance (QA) is incorporated in the process with review by contractors, LCs and NETC personnel.

Management Team (NETC N7) – The Management Team consists of a Technical Point of Contact (TPOC) and Alternate Technical Point of Contact (ATPOC). Both the TPOC and ATPOC will accept deliverables from the Contractor and address any issues for both the Prime and Sub contractor. They will define the final approval process for all deliverables from the contractor, changes to the SOP and related documents. Directs all interface with the Contractor.

Quality Assurance (QA) and Technical Support Team (NETC N7) – Management of quality assurance processes for work being performed. Responsible for review and ensures all deliverables meet the applicable data requirements (Training Situation Document (TSD), Integrated Process Review Document (IPRD), etc.). The QA team provides technical support for the Rating Team Lead on any questions or problems discovered during the analysis efforts. Ensures all data is consistently documented and is based on identified requirements. Ensures all information is properly configured in provided worksheets and CPM/LO Module.

Team Lead (NETC N7) – A Team Lead will be assigned to each Learning Center (LC). Each LC will have one primary Team. As LCs are completed, that Teams Lead will be reassigned as back up to another LC primary Team Lead. Responsible for the following:

- Ensuring that all the curriculum artifacts are obtained for use by the contracting team to upload and analyze data. Specifically verify that all of the OCCSTD’s and the correct Course Master Schedule (CMS) and NECs are loaded in the worksheet. Should inform QA Team Member when items are ready for review.
- Ensure LC has reviewed and verified all S2025 courses identified as accession level courses from approved NETC source files.
- Ensures contracting team is producing the deliverables on time and on schedule in accordance with the Project Integrated Master Schedule (IMS) and Integrated Master Plan (IMP).
- Reviews work throughout the work process and at completion to ensure that it has been performed properly.
- Monitors and reports to the TPOC and ATOPC contractor performance and QA of work being performed. Reports to N7 at least weekly during the Status Brief.
- Informs the TPOC and ATPOC, of any contractor performance or personnel issues.
- Informs NETC N7 Division Director of any government performance and personnel issues.

- Provides latest version of RATS to Contractor Project Lead Every Friday, even if saved on Sakai or the NMCI S2025 share drive.
- Collaborates with the Project Lead, Team Members, QA Team and Management Team to solve work-related problems as needed.

Fleet Subject Matter Expert (SME) – Role is to provide the technical knowledge, expertise and input to tasks, conditions and standard statements for the accessions training associated with their Rating/specialty. Ensures task attributes are captured for training requirements in support of Block Training requirements. Responsible for the following:

- Reviews JDTA/TTA data, Block Learning recommendations, and Ready Relevant Learning foundational data to ensure they meet the requirements of the Fleet in a timely manner to support required NETC timelines.
- Has full knowledge of their rating, skills, and abilities necessary to perform work for the rating
- Provides relevant information to assist in development and review of data for accession ‘A’ and ‘C’ school courses. (These tasks will be supported by NETC/ Learning Center personnel with contractor support.)

Learning Center Project Lead – Coordinates Learning Center Team Members and interfaces with fleet SME(s) for any outside requirements in support of Block Learning (BL) and RRL. Primary point of contact to the Team Lead (NETC N7). With LC Rating Lead. Reviews OCCSTDs provided by NAVMAC for completeness and accuracy. Notifies Team Lead of any discrepancies and works with NAVMAC to correct.

Learning Center Project Instructional Systems Specialist (ISS)/QA - Responsible for review of applicable products including AIM CPM entries and is the POC for contractor support personnel.

Learning Center Rating Lead/Subject Matter Expert (SME) – Assists in coordination of Fleet SME personnel to define Block Training requirements and provide technical knowledge and expertise to ensure task attributes are captured for training requirements for a particular Rating. Reviews OCCSTDs provided by NAVMAC for completeness and accuracy. Notifies Team Lead of any discrepancies and works with NAVMAC to correct.

Contractor Project Manager – Is responsible to manage the day-to-day operations of the contractor workforce. Responsible for the following:

- Ensures that projects are on-time and on-budget.
- Coordinates contractor travel.
- Ensures Quality Control and Analysis Team Staffing and evaluates and applies risk mitigation to the Integrated Master Plan and Schedule to ensure project success.
- Manages project using IMP and IMS. Mitigates project risk. Evaluates and reviews analysis of group data.
- Communicates with NETC Management Team on BL Project Sailor 2025 matters.

- Ensures that teams are properly manned and manages any supporting requirements task to the media or database programmer.
- Ensures all contractor personnel coordinate with NETC Team Lead prior to contacting the LC directly on all matters.
- Ensures the most recent Rating Analysis Template Worksheets (RATS) are uploaded and available on the NMCI Sailor 2025 share drive at least once a week (COB each Friday or the last day of the working week). If a rating's RATS has a substantial change prior to the end of the workweek, a worksheet will be uploaded during the week on a case by case basis.
- Ensures proper version controls by contractors for all files

Contractor Senior ISD – Shall oversee procedures and overall policy documents followed by the contractors.

- Performs QA for the analysis and design work of all ratings and will provide training and oversight of contractor analysis/design teams.
- Is an available resource to all of the Rating Analysis Teams.
- When a Rating Analysis team identifies a “Flag,” the Senior ISD will evaluate the issue and propose a solution to the management team via the Team Lead. They will ensure that all contractor teams receive this information and recommend updates to policy / QA documents.
- Ensures all contractor personnel coordinate with NETC Team Lead prior to contacting the LC directly on all matters.
- Coordinates with project lead to ensure the most recent Rating Analysis Template Worksheets (RATS) are uploaded and available on the NMCI Sailor 2025 share drive at least once a week (COB each Friday or the last day of the working week). If a rating's RATS has a substantial change prior to the end of the workweek, a worksheet will be uploaded during the week on a case by case basis.
- Oversees proper version controls by contractors for all files
- Ensures QA team is included in notification of all deliverables (see Deliverables tab in the workbook.)

Contractor Master Database Programmer – Expert in database management using Microsoft Access and Excel. Reports to and receives direction from Contractor Project Manager and Senior ISD. Performs version control of Analysis templates for updating.

Contractor ISD-1 – Conducts analysis to support Block Learning requirements.

Instructional Systems Designer 1 (ISD-1) Responsible for the following:

- Ensures all contractor Team Members coordinate with NETC Team Lead prior to contacting the LC directly on all matters.
- Review existing Curriculum and Master Training Plan to determine if items being taught are aligned to accurate JDTA work requirements at the correct paygrade.
- Develops/review and collaborates with ISD-2 on the TSD (DID 17)

- Collaborates with LC SME(s) to review the course(s) for the best recommendation for Block Learning, when it should be delivered and how the blended learning strategy links together
- Ensures requirements/risks associated with media, technology requirements and policy are identified to support the Block Learning
- Ensures proper assessment and evaluation strategy is in place to support work requirements and alignment of training by completing the FEA Steps 1 through 5
- Performs version controls for all files and coordinates with all team members
- Saves all Microsoft Office files in a Microsoft Office version 10 compatible file
- Overall responsibility for saving correct version of the RATS.

Contractor ISD-2 - Conducts analysis to support Ready Relevant Learning requirements.

Instructional Systems Designer 2 (ISD-2) Responsible for the following:

- Coordinates with contractor Team Lead and NETC Team Lead prior to contacting the LC directly on all matters.
- Performs steps similar to any NETC Ent to End (E2E) Analysis effort, developing similar documents and ensuring that CPM is properly configured to support RRL requirements.
- Support the reviews of any current NETC Re-engineering efforts and advise any recommendations necessary to support RRL.
- Review existing Curriculum and MTP and conduct Learning Site (LS) visits
- Attend bi-weekly meetings impacting Ratings being re-engineered .
- Develop / review the IPRD, and IMRD (DID 18 & 19).
- Collaborates with Work force team member to analyze, assemble like data, complete cumulative JDTA and ensure all data in CPM is accurate.
- Informs the NETC Team Lead of progress and any “flags” or challenges for elevations and/or resolution.
- Supports ISD-1 for version control for all files and coordinates with all team members
- Saves all Microsoft Office files in a Microsoft Office version 10 compatible file

Contractor Workforce (WF)/Database (DB) Team Member(s) – Responsible for the following:

- Coordinates with contractor Team Lead and NETC Team Lead prior to contacting the LC directly on all matters.
- Captures and reviews collected data into workbook (OCCSTDs, NEC, NTSP, CMS, RTM, and PQS) and works in collaboration with ISD to analyze, assemble like data, complete cumulative JDTA and align additional data to JDTA.
- Constructs JDTA from OCCSTDs, NEC and NTSP defined requirements. This constructed JDTA is based on newly defined work taxonomy that will align the work to the Task or Sub-Task level, it also aligns the defined NEC work requirements, back to the NTSP and OCCSTDs to try and establish a learning continuum and to ensure NAVMAC Work Taxonomy is consistent and complete.
- Integrates databases, worksheets, and other tools together. Identify all training material (RTM, PQS and Formal training) for a rating to compile a complete list of all work

requirements (including KSATR information), and ensure data input into CPM is accurate.

- Compare all CINs for a rating from multiple lists to ensure a complete list.
- Supports the Data Entry / Data Re-alignment / Curriculum alignment of Learning Objectives and ISD Considerations to support RRL in CPM based on direction from ISD-1 when time permits.
- Supports version controls for all files and coordinates with all team members
- Saves all Microsoft Office files in a Microsoft Office version 10 compatible file
- In collaboration with ISD, input required fields in IPRD.
- Main interface during the Sailor 2025 JDTA review.
- Compile and maintain the final JDTA and approved JDTA data.
- Support the Database team member to ensure this JDTA data is in CPM 2025.
- Support the Data Entry / Curriculum Alignment from AIM I (NAVEDTRA 131) and AIM II (NAVEDTRA 130) to AIM Learning Object (LO) Module (NAVEDTRA 136) based on the directions from ISDs-1 or other data entry as required.

Tools/IT Infrastructure

All team members will require access to Sakai to access information and share files during the BL project. The NMCI share drive will be the main repository of files from all Team Members and LCs. AIM CPM/CPM 2025 will be used to populate data once finalized for BL/RRL by some Team Members and LC personnel.

SECRET content will be addressed by separate correspondence.

AIM CPM:

Team Members will be accessing, reviewing and potentially populating data into CPM and CPM 2025 toolsets and require access to both types of AIM CPM accounts. Permission to AIM/CPM sites will be granted for training and in performance of BL/RRL related work.

Two AIM CPM sites exist to support Block Learning (BL) and Ready Relevant Learning (RRL) efforts. They are:

- CPM: (Review of existing and/or current reengineering efforts)
<https://cpm.prod.aim.netc.navy.mil/>
- CPM 2025: (BL/RRL Master Database / Repository)
<https://cpm.prod.aim.netc.navy.mil/cpm2025/>

DODLEARN/Sakai:

DoDLearn/Sakai is used to post resource and data files, and share common working files between government and contractor Team Members. Two Sakai sites will support files and meeting collaboration for BL and RRL efforts. They are:

- Sailor 2025: <https://dodlearn.nps.edu/portal/pda/b48dc5cf-c911-4021-ae32-a12ca4db633d>
- RRL: <https://dodlearn.nps.edu/portal/pda/addf7b23-bb4e-4d6a-ae32-047583cda197>

Users will only be granted permission to these sites during training and after in performance of BL/RRL related work.

NMCI Sailor 2025 Share Drive:

The NMCI Sailor 2025 share drive, will be the repository of Learning Center curriculum and related Master Training Files. Access will be granted to personnel with a NMCI account and proper permission levels. The network hard drive will be available under “My Computer” after it is mapped and user permissions granted.

Only personnel identified by the Learning Center/Sailor 2025 Team Members for management and uploading of files will be granted permission to this site during training and in performance of BL/RRL related work.

Access to the share drive is controlled by NETC N72.

Common Office Products:

Common office products used will be MS Projects, MS Excel, MS Word, MS PowerPoint, Adobe PDF, etc. All office product files submitted to NETC N7 will be in *Microsoft Office 10*. If you are using Office 13 ensure the file is saved in a Microsoft Office 10 compatible format at all times.

Obtaining AIM CPM, NMCI, and Sakai Accounts

AIM CPM Accounts:

Team Members may need one or both types of AIM CPM accounts.

- DB/WF Team Members will require access to the Sailor 2025 (S2025) database to input 2025 JDTA and Project data and may need access to the current production database during their analysis of existing (As-Is) JDTA data (if it exists in CPS) with created Sailor 2025 JDTA data. Access to the 2025 database to review data will also be required.
- Instructions Systems Development (ISD) Team Members need access to the 2025 database to review and work with data. They may also require access to the current production database.
- If you are new to AIM CPM or want more information on specific aspects of AIM CPM/LO Module access <http://aim.aimertech.com/aim/NewtoAIM.ashx> and look to the left under “AIM Homepage” at Video Help and References tab.

CPM – Current Production Database:

- Obtain account from Deana Broadway @ 757-492-5783
- For access, go to your Internet browser and type in <https://cpm.prod.aim.netc.navy.mil/>
- Logon using your CAC or logon name and password
- To keep account current you must logon at least every 30 days

CPM – Sailor 2025 Production Database:

This database should contain only Sailor 2025 data.

- Obtain account from Deana Broadway @ 757-492-5783
- Go to your Internet browser and logon to at <https://cpm.prod.aim.netc.navy.mil/cpm2025/>
- Logon using your CAC or logon name and password
- To keep account current you must logon at least every 30 days

NMCI Account:

- Complete SAAR-N form and provide to NETC N7 Team Lead to request a NMCI account. Provide required forms to NETC N7’s NMCI ATCR (June Mouran)
- Obtain CAC with navy.mil email address and PKI certs
- Contact Team Lead to request access to the Sailor 2025 network share from N72.
- Access will be granted to personnel with a NMCI account and proper permissions as determined by NETC N7.

Sakai Account:

All Team Members will require access to Sakai.

- For Sakai accounts, contact Deana Broadway @ 757-492-5783
- Go to your Internet browser at the DoDLearn site <https://dodlearn.nps.edu/>
- See “Mapping to Sakai” in the Table of Contents.

Mapping to Sakai

View Options: You may open Sakai directly to work with files (not recommended) or map your computer to Sakai (recommended). Working with files between Sakai and your computer is much easier and quicker if it is mapped to Sakai, however both options are presented below.

SECRET content will be addressed by separate correspondence.

Option 1. Mapping Sakai to computer:

- Obtain a Sakai account from Deana Broadway @ 757-492-5783
- Go to your Internet browser and logon to DoD Learn at <https://dodlearn.nps.edu/>
- Go to Resources
- Select Upload-Download Multiple Resources tab along the top
- Copy the URL from Step 1
 - Sailor 2025 meeting site
<https://dodlearn.nps.edu/dav/b48dc5cf-c911-4021-ae32-a12ca4db633d>
 - RRL meeting site
<https://dodlearn.nps.edu/dav/addf7b23-bb4e-4d6a-af2-047583cda197>
- Go to My Computer (Start/Computer)
- Select “Map network drive” and map to network drive by
 - In the Drive box use the down arrow to select an unused drive (recommend Z drive if not already used)
 - Place a check in the “Reconnect at logon”
 - Select Finish

Once you are mapped to the Sakai website, your view of the file folders will appear as any other folder on your computer/mapped network site.

Option 2: Connecting to Sakai via the Internet each time.

This view (not recommended) opens the Sakai website directly rather than using the computer file folder view with Sakai mapped as one of your drives (see Option 1 above).

- Obtain a Sakai account from Deana Broadway @ 757-492-5783
- Go to your Internet browser and logon to DoD Learn at <https://dodlearn.nps.edu/>
- Select **Sailor 2025** on the top ribbon
- Select **Resources** on the left side menu

Once you have completed the above steps, Sakai should open at the Resource page view.

File Folder Structure & Naming Conventions

File folder structure and naming conventions will remain the same on NMCI S2025 share drive and Sakai. However, due to size constraints on Sakai, not all 00B Working Folder Files will be populated on Sakai at all times. (The NMCI S2025 share drive is the designated place for retention of all data files for BL/RRL data. Data should be the approved/current course, and will reflect what is being taught. Files may be in PDF or MSWord and placed in a folder labeled by CIN (for example, "A-150-2306"). Folder and file names should be kept to a minimum to describe the file and include file naming conventions due to the limit of characters imposed by the system/software on NMCI files.

NOTE

The entire folder/file name is not seen. There are often many additional characters that describe the server location, etc. These characters are included in the folder/file character name although they are not seen by the user.

An abbreviated sample file structure follows.

SECRET content will be addressed by separate correspondence.

Rate File Folder Structure:

00A_Sailor_2025_Resources

Rating abbreviation (i.e. QM)

 Block Learning Training Path Master Spreadsheet

 MASTER_OCCSTD_LIST_2025

 NEOCS VOL II FINAL *mmm yy*

 (*and other required source files referred to in SOP*)

00B_Working_Folder_Files

Learning Center Name

Rating abbreviation (i.e. QM)

 **Analysis Files** (keep the most recent RATS worksheet for NETC review/QA checks like the 1st file below; samples of naming conventions for two Working Analysis files that will be folded into main RATS workbook are also below)

 *rating abbreviation_RATS_yyyymmdd_v#* (i.e., QM_RATS_20160214_v3)

 *rating abbreviation_WF_RATS_yyyymmdd_v#* (i.e., QM_WF_RATS_20160214_v3)

 **Existing (As-Is) Training Materials** (typical files below; other files may also be included)

 **CIN # 1** (# and name)

 **CMS**

 **CIN# CMS**

 **CTTL**

 **CIN# TTL**

 **FCR**

 **CIN# Formal Course Review**

 **Lesson_Plans**

 **CIN# Lesson Plans**

 **CIN# Presentation Materials**

 **TCCD with Appendices (CMS_RRL)**

 **CIN# TCCD**

 **CIN# COI**

 **CIN# CMS**

 **CIN# RRL**

 **Testing_Plan_Assessments**

 **CIN# Testing Plan**

 **CIN# Module / Lesson / Topic Assessments**

 **CIN# Other Assessment tools**

 **Trainee_Guides**

 **CIN# TG (all instructional sheets including Job Sheets)**

 **CIN # 2** (# and name) (file list same as above)

 **Source Files**

 **Provided_by_Acquisition**

 **Master_Task_List**

 **Misc_Other**

 **NJA**

 **NTSP** (by number and name)

 **TRPPM** (by number and name)

 **Provided by CeTARS**

 **CIN#_Name** (# and name for each CIN)

 **CIN# CMS**

 **CIN# Description**

 **CIN# Exam** (if testing via CeTARS)

 **CIN# Other_ISD_Related**

 **CIN# Student_Throughput**

 **CIN# Test_Item_Analysis**

 **CIN # 2** (# and name) (file list same as above)

 **Provided by Learning Centers**

 **CIN#_Name** (# and name for each CIN)

 **Provided by NETC**

 **CIN#_Name** (# and name for each CIN)

 **AIM_Central_Data**

 **Design_Document**

 **Feasibility_Study**

 **IMDP**

 **Statement_of_Work_SOW**

 **00C_Completed**

 **Learning Center Name**

 **Rating abbreviation** (i.e. QM)

Resource Files

The following documents will provide information to assist with the Analysis, JDTA and FEA development. This is not an all-inclusive list nor is it meant to modify the Statement of Work.

| <u>Resource</u> | <u>Title</u> |
|--------------------------|---|
| AIM/CPM Videos | http://aim.aimertech.com/aim/NewtoAIM.ashx provides several “how-to” videos on AIM CPM/LO Module |
| NETC E2E SOP | NETC Course Development, Revision, and Modification End-to-End (E2E) Process Standard Operation Procedures found at https://navy-training-transformation2.wikispaces.com/0+-+Navy+Training+Transformation2+%28NETC+SOP%29 |
| MIL-PRF-29612B | Performance Specification Training Data Products |
| MIL-HDBK 29612B | Department of Defense Handbook: Instructional Systems Development/ Systems Approach To Training and Education Parts 1-5 |
| DI-MGMT-81650 | Integrated Master Schedule/Integrated Master Plan |
| DI-SESS-81517B | Training Situation Document (TSD) |
| DI-SESS-81518B | Instructional Performance Requirements Document (IPRD) |
| DI-SESS-81519B | Instructional Media Requirements Document (IMRD) |
| DI-SESS-81520B | Instructional Media Design Package (IMDP) |
| DI-SESS-81525B | Test Package |
| DI-SESS-81526B | Instructional Media Package |
| NAVEDTRA 136 (series) | Integrated Learning Environment Course Development and Life-Cycle Maintenance |
| NAVEDTRA 132 (series) | Navy School House Testing Management Manual |
| NAVEDTRA 137 (series) | Job Duty Task Analysis Management Manual |
| NAVEDTRA 138 (series) | Front End Analysis Management Manual |
| NAVPER18068 | Navy Enlisted Occupational Standards |
| NETCINST 1510.4 (series) | Job Duty Task Analysis Policy |
| NETCINST 1500.6 (series) | Front End Analysis |
| NETCINST 1510.3 (series) | Business Case Analysis Policy |
| NETCNOTE 1500.6 | Metadata Instructions |
| CPM/LO Module | Authoring Instructional Materials (AIM) Content Planning Module /AIM LO Module found at: https://cpm.prod.aim.netc.navy.mil/cpm2025/ |

Block Learning Training Path Master Spreadsheet

Purpose:

The Block Learning Training Path Master Spreadsheet is a single source document that:

- Identifies Accession Paths (as defined by ESC Accession Training Paths_18Feb2016.xlsx document) affected by BL
- Identifies Accession Path Courses being analyzed as a part of BL
- Identifies Accession Path Courses not being analyzed as a part of BL
- Identifies the *reason* an Accession Path Course is not being analyzed as a part of BL

Location:

[\\naeaocenf101v.nadsusea.nads.navy.mil\CS008\\$\NETC_N7_N00076\Sailor_2025\Block_Learning_Training_Path](\\naeaocenf101v.nadsusea.nads.navy.mil\CS008$\NETC_N7_N00076\Sailor_2025\Block_Learning_Training_Path)

POC: Jay Truitt (N712), phone 757-492-5633, email aubrey.truitt@navy.mil

Description:

The Block Learning Training Path Master Spreadsheet will evolve to meet the needs of BL, RRL and Sailor 2025, but now has ten parts:

- (1) Tab “Rating – Home” is Rating Path Home Page; includes:
 - a. links by rating to Pre-Block Paths
 - b. links by rating Post-Block Paths, to be populated as BL analysis proceeds
 - c. links to Team Lead Data Page, RRL Glossary, List of CINs and CDPs, and Course Throughput Data
- (2) Tab “Course Listing” is All Accession Course Listing / Transition to Block Learning worksheet, in which Team Lead shall annotate BLL analysis and decisions. Includes 813 courses from the Pre-Block Paths in NETC’s domain. Divided into five sections:
 - a. Pre-Block course list showing applicable Accessions Ratings, NEC (if any)
 - b. Team Lead's analysis recommendation and justification
 - c. Team lead's Blocking plan, justification and comments, recommendation by NETC N7 and CNETC decision
 - d. Transition dates
 - e. CANTRAC links and general remarks
- (3) Tab for each Rating Pre-Block Path (78 tabs with 765 paths in the NETC domain)
 - a. Pre-Block Paths include:
 - Rating
 - Path Count
 - Path Name
 - CIN
 - CDP
 - Course Short Title
 - Course Length (days)
 - b. Courses in each path are colored:
 - Blue – Selected for BL analysis
 - Gray – Not selected for BL analysis.

White – decision pending whether to analyze for BL.

(4) Tab “Navigation Help”

(5) Tab “RRL Glossary”

(6) Tab “Manipulable Course Data” – identical content to tab “Course Listing” but allows user to sort, filter, cut and paste without affecting the master “Course Listing.” (Note: sorting and filtering breaks the embedded links, but allows users to organize and select content as desired.)

(7) Tab “Team Lead Data Page” – lists all ESC Accession Training Path Courses at the CIN level with selected basic data from CeTARS. Includes 808 CINs (all 813 ESC Accession training path courses minus five CINs pre-approved for non-analysis: RTC BMT, NMT, PFM, GLAKES Indoc, CID Student Indoc).

(8) Tab “CINs and CDPs” – similar course data to Team Lead Data Page, but takes courses to the CDP level. Shows all training sites that could be affected by a BLL decision at the CIN level. CDPs in an ESC Accession Training Path are shaded yellow; CDPs not part of a path are white.

(9) Tab “BA Billets for Accessions” – shows all TFMMS BA for Accessions (E1-E4 billets) by NEC. Includes NEC 0000 plus 363 Entry, Rating, or Special Series NECs found in ESC Accession Training Paths. For each NEC, compares Accessions share of BA with BA at all billet paygrades.

(10) Tab “Grads per CDP” – Shows all CDPs attended, and number of grads, for a cohort of Accession Sailors who attained ACC 100 during 12 months ending 29 Feb 2016. Compares Accession grads with all Navy grads from the same CDPs during a roughly proximate 12-month period (CY 2015). Indicates the approximate percentage of course grads who are verifiably STF Accessions Sailors.

Rating Analysis Template Worksheet

Location:

The Rating Analysis Template Worksheet (RATS) workbook template is located on the S2025 share drive and Sakai. The RATS contains data and analysis reports for BL and RRL. Flow charts showing the BL process as it moves through the End to End (E2E) process and the Learning/Training Continuum for BL process development by Team Members are located in Appendix B.

Version Control:

The Sailor 2025 project depends on the teams working together on a variety of worksheets. It is imperative that the Team Leads and Quality Assurance (QA) team members are able to access the most current worksheet.

The file naming convention is a key factor to maintaining version control along with filing the documents in the correct folders. To ensure that version control is maintained, the following structure must be used:

1. Updated versions of the worksheets must be placed in the correct folders weekly at a minimum.
2. File names will start with the applicable Rating acronym (e.g. QM, SW, FC, etc.) followed by “RATS,” then the file saved date (yyyymmdd) and a version number. No matter the date, the version number continues to increase/change each time the file is updated.
 - a. For example: **SW_RATS_20160319_v3**
SW_RATS_20160324_v4
SW_RATS_20160324_v5
SW_RATS_20160325_v6
 - b. Version numbers are sequential with the last version filed. For example, if version 3 (v3) is opened on the 7th of March, and a change is made, the document is saved as v4 with the date it was filed (even if it’s the same day). Notice in the example above, the file saved on 24 March had 2 major updates in the same day with the date remaining the same and only the version number increasing.
3. Whenever a worksheet is ready to be reviewed by a NETC Team Lead and/or the NETC QA individual, it must be filed in the applicable folder and followed up with an email to the NETC Team Lead, the LC, the applicable NETC QA individual, the Project Manager (Tim Jackson), and the Lead ISD (Kevin P Kennedy). The body of the email must contain the following information:

- a. The version number that is up for review.
- b. A list of tabs (worksheets) that were updated. (If it's the first version up for review, it is the "Original").
- c. Comments or remarks that will assist the reviewers in identifying changes.

Quality Assurance (QA) Checks:

QA checks should be performed by all members (contractors, NETC and LCs) working on or reviewing data in the RATS. Any questions, anomalies, concerns should be flagged in red and comments included in the appropriate cell by all parties analyzing or reviewing data. Unusual resolutions will also be annotated in the specific cell block as appropriate.

QA reviews should be completed in a timely manner by QA Team Members. A QA column located to the far right of the worksheet is included for comments/reviews/approvals in all worksheets where data is added or manipulated. QA Team Members and NETC Team Leads will place flags/notations/concurrence in the QA column of all worksheets reviewed. It is also expected that contractors and Team Leads will work closely with the LC, so the LC can see updated worksheets daily as the Rating is worked. NETC Team Leads will notify the QA Team Member when a new Rating is started, and will ensure they are notified as updates to the RATS occur. Accuracy is essential in the analysis and all worksheets and will be reviewed. While all worksheets will be reviewed, key reviews are performed on the following worksheets:

- Align NEC-NTSP to OCCSTDs
- AimI_AIMII_Content Mapping_BL
- JDTA to LO Crosswalk-BlockLearn
- JDTA-LO-Assessment CrosswalkRRL
- IPRD_JDTA_Final
- ~~FEA 6-9 for RRL Ratings~~

NETC Team Leads will keep the QA Team Member apprised of the general progress, reviews and any anomalies throughout the BL/RRL process. QA review, notification and feedback will be provided in a timely manner by all involved in the QA process.

A list of QA checks performed by worksheet and by each team member can be found in the Deliverables_Reviews_Approval worksheet inside the RATS. Information on QA checks are found in the description for each worksheet and reinforced throughout the SOP.

A final QA will be performed and signed off using the most recent version of the "Sailor 2025 Quality Checklist & QA Review Rating Analysis Template Spreadsheet (RATS)" located on both the Sailor 2025 Oceana share drive\00B_Working\TOOLS\QA file folder and Sakai using the same file folder construct. Appendix K is the full S2025 Quality Guideline Checklist and information on the RATS Workflow relationships of worksheets. The Appendix K checklist may

be used as a guideline to prepare for the formal Sailor 2025 Quality Checklist & QA Review sign-off sheet.

Worksheets and Data Flow:

General Information: The analysis workbook is a partially auto-populated and partially data input/aligned series of worksheets. Auto-population of data greatly reduces rework and the possibility of data entry errors. However, it is imperative there is understanding of how data flows through the series of worksheets as data aligned in one worksheet will auto-populate throughout follow-on worksheets.

Gray color coded worksheet tabs located on the right side of the workbook provide information on data cell mapping and the flow of information throughout the workbook. Use the informational worksheets to better understand how data flows, how calculations are made throughout the workbook and how the Quality Assurance (QA) processes work.

A QA column on the far right of all worksheets is for Team Lead and QA Team Member comments only. Any actions required in response to QA comments made should be entered in the appropriate cells of the worksheet with a comment in the Notes or Comments field by Team Members (including contractors) making corrections and/or a required response.

RATS Updates: The Contractor Project Lead will save the latest version of the RATS to the "Sailor 2025 Shared Drive" every Friday, regardless if saved on Sakai.

Auto Population and Data Entry: As a visual guide in each worksheet, columns and text in blue are auto-populated and should *not* be modified inside that worksheet. Yellow columns are a visual guide that data is manually entered or moved. Although data in yellow columns are entered or moved in one worksheet, this will auto-populate other worksheets.

If data needs to be modified, go to the original worksheet where data was entered and make the changes in yellow columns only. Corrected data will either auto populate automatically throughout the workbook or in some cases, by clicking on the macro button at the top of the worksheet. Spot checks to verify corrections have auto populated are encouraged. Notify your Team Lead immediately if there appears to be an error with the auto populate feature.

NOTE

Adding columns between worksheet columns will not be done as it affects data throughout the workbook.

If rows are added to the worksheet, you may need to use the Excel "Paste Special, Paste Values or Paste Formulas" selections to maintain references for cells in other worksheets. Verify follow-on worksheet data has auto

populated correctly. Use the Excel help features as required or contact your contractor Senior ISD or designee for help.

Color Coded Worksheet/Worksheet Tabs: The worksheet tabs are color coded to indicate the primary team member responsible for data in a worksheet.

- Orange and blue tabs are assigned to DB/WF team members
- Yellow tabs are assigned to the ISD-1
- Green tabs are assigned to the ISD-2

Additionally, other worksheet tab colors include:

- Magenta (pinkish-purple) tabs are part report and part input for NETC N7 personnel
- Gray tabbed worksheets contain information provided by programmer or NETC N7 staff members on deliverables, how data flows through the workbook, workbook calculations/data and other information related to the workbook/process

NOTE

All team members are responsible for reviewing/validating data.

JDTA text is also color coded to distinguish if data came from OCCSTDs, NECs or NTSPs. This color coding will carry through to the JDTA_IPRD_Final to provide a visual cue for JDTA data source.

- Black text is from OCCSTDs
- Blue text is from NECs
- Burnt orange text is from NTSPs
- All other text will be in black.

Flagging Data: As Team Members work with data, there may be questions or concerns. Any data that causes concern or is questioned will be flagged with comments in the appropriate cell with an explanation of why data was “flagged.” The cell background may temporarily be changed to a light red (pinkish-red) as an additional cue the data is being “flagged” for review. Information or additional comments may be placed on the same row in the Notes or Comments columns to the right.

RATS Description and QA Validation:

The following is a description of data contained in each worksheet, worksheet purpose, how data is reviewed, entered or manipulated, the primary personnel responsible for data in the worksheet and QA validation responsibilities. Titles below reflect the worksheet name found on the workbook tab.

OCCSTDs Worksheet (DB):

The OCCSTDs (Occupational Standards) worksheet lists the current approved OCCSTDs for the Rating from NAVMAC. The list of job tasks serves as the foundation for all work requirements and is used to align all other work (captured in NECs and NTSPs) and training (RTM, Formal Schools and PQS) requirements. OCCSTDs are used in later worksheets to deconstruct and create the foundational Rating JDTA requirements that will be linked for initial skill training requirements. Data from this worksheet is used in the “Align NEC-NTSP to OCCSTDs” worksheet and impacts all other worksheets during this analysis.

Data for this worksheet will be populated from an excel file on Sakai or an updated file from NAVMAC. The “Master_OCCSTD_List_2025_yyyymmdd” (date included as a 4 digit year, 2 digit month and 2 digit day for the last update of NAVMAC OCCSTDs data) workbook encompasses every Navy Rates’ occupational standards.

It is important to determine if your rate has been updated since the last Master OCCSTD File was produced, prior to importing data. Check in the “OCCSTDs Updates by Rating” file located on Sakai in the 00A_Sailor_2025) Resources folder to verify if a Rating’s been updated and if the data has been incorporated into the Master OCCSTDs file. Do not attempt to do this yourself; only NETC N7 personnel will do this.

To capture OCCSTDs data for the RATS worksheet.

- Open the **Master_OCCSTD_List_2025_yyyymmdd** file from the 00A_Sailor_2025_Resources folder on Sakai and select the “FinalMasterTaxonomy” worksheet
- Highlight the worksheet and do a Data Sort by “CareerFieldText” to sort by rates (make sure “My data has headers” box is checked).
- Copy and paste the OCCSTDs for your rate from the Master OCCSTDs file to your RATS workbook.
- Exit out of the Master OCCSTDs file *without saving*
- Go to the top of the OCCSTDs worksheet and select, “Click Here to Update”
- Verify the “Align NEC-NTSP to OCCSTDs” sheet has been populated with OCCSTDs data
- Save your work often

A comparison of the OCCSTDs data fields, auto populated into the Align NEC-NTSP to OCCSTDs tab are:

| <u>OCCSTDs Data File Field</u> | <u>Align NEC-NTSP to OCCSTDs Tab</u> |
|---------------------------------------|---|
| CareerFieldText | (not auto-populated over) |
| LongTitle | Job |
| FuncTitle | Duty/Function |
| TaskText | Task |
| OccSTDPaygrade | Paygrade |
| FunctionalAreaText | FunctionalAreaText |

Data shall be validated by performing a spot check of data and a count of the number of lines of data for the rate in the Master OCCSTDs file with data in the OCCSTDs worksheet to ensure all rows of data are captured.

NOTE

A Rating should have a minimum of 3 Jobs per Rating. Jobs can be located under “LongTitle” in the OCCSTDs worksheet. Contact the QA Team immediately if a Rating does not have a minimum of 3 Jobs in OCCSTDs.

QA Validation:

- **LC Project Lead/LC Rating Lead** - will verify OCCSTDs data is correct. A check of the Rating OCCSTDs data is required to verify all expected OCCSTDs for the Rating are included. Inform NETC Team Lead of any issues.
- **DB/WF Team Member** – Verify line item count in the Master OCCSTDs file matches with the line item count in the RATS OCCSTDs worksheet. A quick check can be performed by selecting the first line for the rating and the last line in the FinalMasterTaxonomy worksheet of the Master OCCSTDs file (identified above), figuring the actual number of data lines for the Rating and comparing with what is copied into the OCCSTDs worksheet. Spot check the data for accuracy. Additionally, verify the Rating has a minimum of 3 Jobs listed in the data.
- **NETC Team Lead** – Verify all data is included (see DB/WF Team Member validation above). Inform QA and Management Teams of any issues/corrections. Verify there is a minimum of 3 Jobs listed for a Rating. Include comments on review in QA column. (Corrections to OCCSTDs are performed by the LC.)
- **QA Team Member** – Verify all data is included (see DB/WF Team Member validation above) and a minimum of 3 Jobs are listed for a Rating. Inform Management Team of any OCCSTDs issues if appropriate. (Corrections to OCCSTDs are performed by the LC.)

NECs (DB/WF):

The “NEC” worksheet is used to deconstruct the work (Tasks and Sub-Tasks) associated with a NEC. NEC descriptions can be found in a NEC master file located on Sakai in the main Resource file folder. File names will start with “NEOCS” or “NEC,” and have “Vol II” in the file name with a month and 2 digit year. (File names change slightly as updates are received from NAVMAC.)

NEC descriptions will be “deconstructed” into individual Task and Sub-task statements. This data, along with data from the OCCSTDs and NTSPs, will serve as the initial foundation to define the work (JDTA) and for establishing Learning Continuums for each Rating. Once

compiled, the data will be used in the “Align NEC-NTSP to OCCSTDs” worksheet, impacting all other worksheets throughout the analysis effort.

In the past NEC data from the NEOCS Manual was pre-populated into the RATS “NEC” worksheet. If so, the DB/WF Team Member verifies all data is entered by comparing the data in the worksheet with the data in the NEC master file.

NOTE

When data is pre-populated extra data may be imported; this extra data must be removed. One technique is to copy pre-populated data to Notepad, remove extraneous data, then copy back to Excel.

Instead of using the pre-populate macro, data from the NEC manual may also be manually entered by DB/WF Team Members (the current NEOCS manual is located on the NMCI S2025 share drives and Sakai). Most have found inputting data manually is faster than editing the extra data auto-populated into the RATS NEC worksheet. The RATS workbook v4.0 does not pre-populate NEC data.

If you elect to enter data manually, complete a search of the NEOCS Manual by the rate abbreviation. For example, for the FIRE CONTROLMAN rate, search for every instance of FC found in the “Source Rating” or the “NOTES” field. (While a rate may have only 1 NEC, *most* rates will have *many* NECs.) For each NEC, all information will be highlighted and copied into the NEC worksheet. Some NECs apply to ALL rates (like the instructor NEC, 9502). Therefore, you must note any NEC in which the NOTES field states the NEC is normally assigned to your rate.

Manual NEC Steps: The **NEC master** file is large and will be used extensively by many people. You may wish to copy this file onto a local area computer, but ensure any data pulls are from the most recent copy.

- On Sakai in the Resources folder, select the NEC master file
- Search for the **rate abbreviation** you are working on for the first instance of a NEC. For example, if you are working on the Quartermaster rate, you would search for all instances of “QM” in your search
- **Highlight and copy** the description, associated CIN (if there is one, some do not have CINs) NEC number (a 4-digit number) NEC Title/Job (to the right of the NEC number) and Source Ratings listed into the **NEC worksheet, cells A2, B2, C2, D2 and E2.**

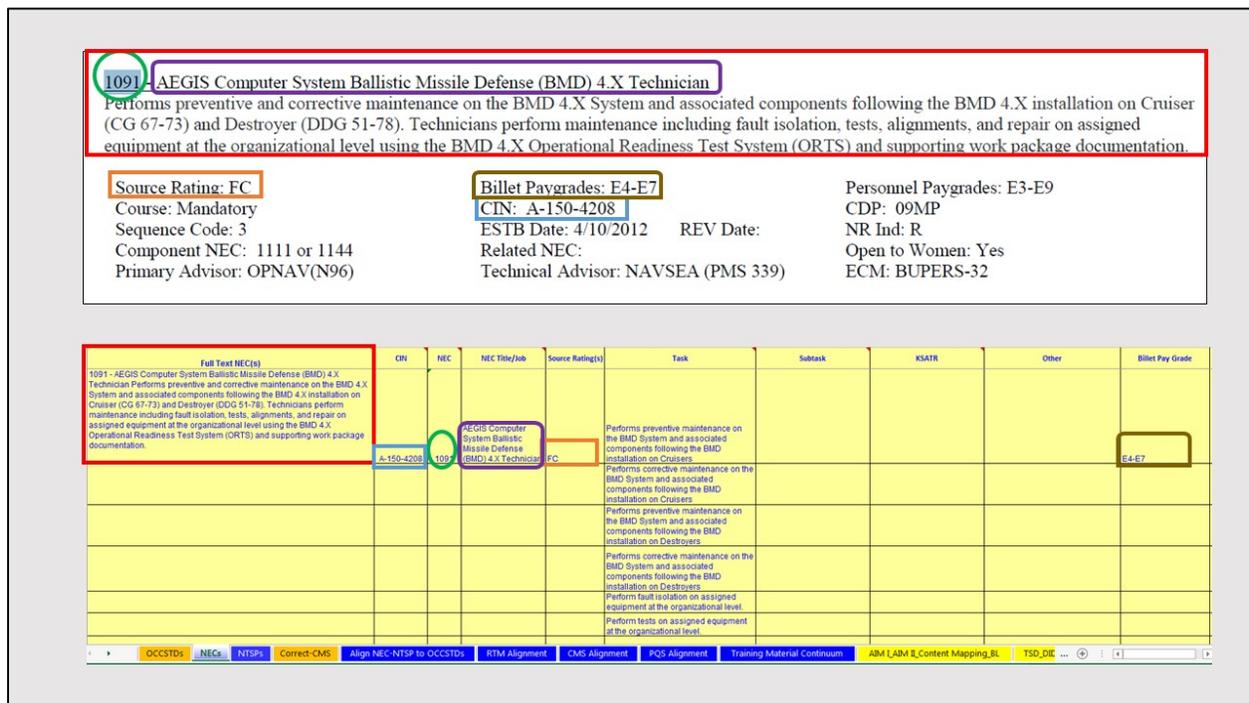


Figure 1. RATS NEC Worksheet, NEC data entered from NEC VOL II Oct 15 Manual.

- Repeat steps until all NECs are captured for the rating, copying additional NECs below NECs already copied into the worksheet

Deconstruct and align data as follows:

- Review the NEC description and identify any sentence with the following performance verbs:
 - Coordinate
 - Direct
 - Manage
 - Supervise
 - Perform
 - Operate
 - Maintain

These verbs will be used to define TASKS related to a Job Duty.

- Cut and paste those sentences into the Task column in the NEC worksheet.

If multiple tasks exist in one line, usually noted by commas or the word “and” these will also be “deconstructed,” or separated into separate task statements. Occasionally, a task may include multiple items, but do not focus on the sub-task at this time. A decision to move the item as a Sub-task will be made with further analysis later.

- Any Tasks not having one of the 7 performance verbs will usually be moved into the Sub-task column and aligned to the “parent task.” (See Figure 2 in the “Aligning OCCSTD Tasks and Sub-tasks” section below.)

Example: Performs Joint Services and Navy specific applications and processes. Manages C4I database management functions, communications operations, and Force Over the Horizon Track Coordinator (FOTC) functions. Maintains the Common Operating Picture (COP) and provides input to the Common Tactical Picture (CTP) at the unit, battle group, component commander, joint and coalition level. These functions are performed at both afloat and ashore commands.

- Using the list of 7 performance verbs, deconstruct the data separating by periods first, then commas as necessary.

Example – 1st step of deconstruction:

Performs Joint Services and Navy specific applications and processes.

Manages C4I database management functions, communications operations, and Force Over the Horizon Track Coordinator (FOTC) functions.

Maintains the Common Operating Picture (COP) and provides input to the Common Tactical Picture (CTP) at the unit, battle group, component commander, joint and coalition level.

These functions are performed at both afloat and ashore commands.

- If there are multiple tasks (commas and the word “and”) deconstruct into individual tasks and then sub-tasks. If there is a category below, such as “lines” that would likely go together, they may be kept together or broken apart. The deconstruction for the example above is provided here:

Example of Tasks:

Performs Joint Services applications.

Performs Navy specific applications.

Performs Joint Services processes.

Performs Navy specific processes.

Manages C4I database management functions.

Manages C4I communications operations.

Manages C4I Force Over the Horizon Track Coordinator (FOTC) functions.

Maintains the Common Operating Picture (COP).

Example of Sub-Tasks:

Provides input to the Common Tactical Picture (CTP) at the unit level.

Provides input to the Common Tactical Picture (CTP) at the battle group level.

Provides input to the Common Tactical Picture (CTP) at the component commander level.

Provides input to the Common Tactical Picture (CTP) at the joint level.

Provides input to the Common Tactical Picture (CTP) at the coalition level.

NOTE

Review each Task statement. If it works better as a Sub-task, move the data to the Sub-task column including any applicable remarks or notes. If the statement supports a knowledge statement (like KPL1) such as identify, define, etc., move to the KSATR column. Information for the “Other” column includes notes for platform, environment, component, system, sub-system, etc. (Type, Model, Series). (See NAVEDTRA 137, page 4-29 for description and how they are relevant.)

QA Validation:

- **LC Project Lead** - verify all current NECs are included. Notify the NETC Team Lead of any disparities and answer any technical questions.
- **DB/WF Team Members** – Perform manual count and verify NEC number(s) in volume 2 of the NEOCS file placed on Sakai or NMCI Sailor_2025 share drive). A quick check can be complete by performing a search by Rating through the NEOCS file. Items listed as “All” that also name specific Ratings should be included.
- **ISD Team Member** –Validate all appropriate NECs are include and properly deconstructed into Tasks and Sub-tasks. Ensure data is correct prior to notifying NETC Team Lead and QA Team Member.
- **NETC Team Lead** – Reviews by JDTA Breakout rules (7 action verbs, Sub-tasks may use 7 action verbs if they role-up to Task, deconstructed into single Task or Sub-task, KSATRs properly identified) and works with contractors to correct prior to sending to QA Team Member. Reviews data to ensure all flagged items are resolved with LC and all portions of the worksheet are completed by the contractor. Include comments on review in QA column.
- **QA Team Member** – Spot check all NECs have been captured in the data. During spot check, notate any missing NECs or extra NECs that do not belong. (For example, the 9902 NEC is a “marker” used for billeting changes when a Sailor is disqualified from a Rate and is being moved to another rating. There will not be associated JDTA.) A NEC is about the work not the CIN. If a NEC is identified to a Rating, include the data. Review by JDTA Task break-out rules that all Tasks been properly deconstructed into Tasks and Sub-tasks or identified as a KSATR. Flag any discrepancies to any of the above items and include comments in the QA column.

NTSPs (NETC N7):

The NTSP worksheet is used to capture work associated to an NTSP for a Rating, mainly addressing non-NEC and collateral duty work requirements. This data along with OCCSTDs and NECs serve as the initial foundation to define the work (JDTA) and for establishing Learning Continuums for each Rating. This data is used in the Align NEC-NTSP to OCCSTDs worksheet and impacts all other worksheets during this analysis.

NOTE

LCs are responsible for notifying the NETC Team Lead of any NTSPs that affect a Rating and define work associated with a Rating.

NETC N75 can provide a listing of “approved” NTSPs associated with a particular rating. NETC Team Leads should verify the list with their LC. The LC is responsible to notify the team lead if an NTSP identifies any work or Tasks not listed in the OCCSTD’s or NEC’s.

Data appropriate to a Rating may be populated into this worksheet. Many accession courses will not have data and the worksheet may be left blank. In this case, in the QA column of the worksheet, add the statement “No NTSP data exists for this rating.” Team Members will notify the NETC Team Lead if NTSP data for a rating exists.

QA Validation:

- **LC Rating Lead** - verify any applicable NTSPs are included. Notify the NETC Team Lead of any disparities.
- **DB/WF/ISD Team Members** – Contact your NETC Team Lead if you receive information there are applicable NTSP data for the Rating.
- **NETC Team Lead** – check for any NTSP data. Work with the LC and contractors to verify data or lack of data is correct and a notation on NTSP data is placed as a comment in QA column of worksheet. Include comments on review in QA column.
- **QA Team Member** – check for any NTSP data. Work with the NETC Team Lead. Include comments on review in QA column.

Correct-CMS (Course Master Schedule) (DB Input/Verified by NETC Team Lead and LC Project Lead):

Once completed, this worksheet will contain the instructional hours for each Course of Instruction (COI) being analyzed, the topic number and title, and event topic description name (ETD NM field) or specific training type during an instructional hour. The data is used in numerous worksheets and impacts analysis data in the BLA1 (Block Learning Analysis 1) and BLA2 (Block Learning Analysis 2) worksheets.

The Course CMS is populated from a CeTARS data file or a LC supplied correct CMS. DB/WF Team Members review data from the CeTARS-CMS and TCCD-CMS loaded for each CIN in the LC supplied data on Sakai, Sailor_2025 share drives of Team Lead provided files. If the ETD

NM, topic number, topic title, and curriculum hours for each CIN match with the TCCD-CMS in the LC supplied data, copy the CeTARS-CMS data into the worksheet.

If the CeTARS CMS and LC provided TCCD-CMS do not match or data is absent, contact the NETC Team Lead. The Team Lead will contact the LC Project Lead for the correct CMS. The LC Project Lead will then provide/identify *in writing* the correct CMS to the Team Lead, who will provide the corrected CMS to contractor. The DB/WF team member will enter the correct CMS data manually into the worksheet. The source of the CMS in the worksheet will be notated in the Comments column. The NETC Team Lead will also inform N74 of any discrepancies so CeTARS can be updated.

Worksheet Process Steps (Correct-CMS): Review the Block Learning Training Path Master Spreadsheet found on Sakai and/or the S2025 share drive to capture accession level courses.

The Block Learning Training Path Master Spreadsheet is a single source document that:

- Identifies Accession Paths (as defined by ESC Accession Training Paths_18Feb2016.xlsx document) impacted by BL
- Identifies Accession Path Courses being analyzed as a part of BL
- Identifies Accession Path Courses not being analyzed as a part of BL
- Identifies the *reason* an Accession Path Course is not being analyzed as a part of BL

To obtain a list of accession school courses:

- Select file named “Block Learning Training Path Master” file. Select the Rating being worked.
- Copy all accession school/CINs for the Rating. Ensure the LC has reviewed the list. If there is any disparity, contact the NETC Team Lead. Any courses deleted from this list will have an explanatory notation. Courses being planned for deactivation shall also have an explanatory notation along with projected date. All changes/disparities shall be communicated to N7 leadership immediately by the NETC Team Lead.

Comparing CeTARS CMS and TCCD-CMS:

- The NETC Team Lead and the Project Team Lead will verify the correct CMS. This is accomplished by taking the CeTARS CMS and the TCCD CMS and comparing all lines of data. Locate the CIN’s TCCD-CMS in LC provided data (see source documents on Sakai in the LC Rating folder or talk with your NETC Team Lead for a copy of all LC source files including the correct CMS) and compare the CeTARS-CMS data with the TCCD-CMS.
- For each CIN, compare the ETD NM (Classroom, Lab, Test etc.,) Event Sequence, Topic #, Lesson/Topic Title, Location, and Curriculum hours spent on each topic. *Any* variation does not align.
- If both CMS’ align, copy in all CeTARS-CMS data for that CIN. Notate in the Notes column the source of the CMS on the first line of data for each CIN.

LC Corrected CMS:

- If the CeTARS-CMS and the TCCD-CMS do not align *exactly*, notify the Team Lead for the most recent CMS from the LC.
- Once a correct CMS is received, ensure file is identified as current, input data into the appropriate columns of the Correct-CMS worksheet and notate the data source in the Comments column.

Completing CMS' for all CINs:

- Repeat needed steps for all CINs, working 1 CIN at a time, placing data for each new CIN below data for the previous CIN copied.
- Once all CINs have been placed in the worksheet, select entire spreadsheet using the Select All button in upper left hand corner next to column "A" and above row "1".
- From the menu, select Data, Sort. Ensure radio box "My data has headers" is checked, and in the 'Sort by' box, click the down arrow to select CIN, then "Add Level" and select Event Sequence.
- Select Ok. Data should now be sorted by CIN in order of topics being taught.

QA Validation:

- **LC Project Lead** - Verify Correct-CMS worksheet has the current/correct CMS for all CINs. Notify the NETC Team Lead of any disparities and provide verification of the Correct-CMS in writing. Ensure any updates of the Correct-CMS are placed in CeTARS.
- **DB/WF Team Members** – Verify the CeTARS-CMS and LC provided TCCD-CMS match and data is correctly entered.
- **ISD Team Member** – Verify the correct CMS was entered into the worksheet and appropriate comment is included in the worksheet.
- **NETC Team Lead** – Optional/joint review or spot check data for accuracy. Verify comment on CMS used is included in the worksheet Notes column. Review data to ensure all flagged items are resolved with LC and all portions of the worksheet are completed by the contractor. Include comments on review in QA column.
- **QA Team Member** – Spot check of data for accuracy. Ensure hours in Correct-CMS align with hours and data in the Aim I_AIM II Content Mapping_BL worksheet. (*Data and hours will affect outcome of BLA2 and BL recommendations.*) Previous reviewers should place a comment in the QA column to indicate both CMS' *did* match or source of CMS used in the worksheet. Include comments on review in QA column.

Align NEC-NTSP to OCCSTDs (DB/WF):

This worksheet is used to align JDTA from OCCSTDs, NECs and NTSPs and may be referred to simply as the "Align" worksheet in this SOP. NECs and NTSPs should align to data from OCCSTDs. "Orphaned" NECs and NTSPs not aligned to an OCCSTD, will be reviewed by SMEs during the JDTA Workshop.

JDTA data defines the work for each Rating and is used throughout the RATS workbook. JDTA data is populated through the workbook by selecting the macro button located in the header

section (“Click Here to Update All Align Dependencies”). This macro should be used when corrections to previous worksheets (OCCSTDs, NECs, NTSPs) and corrections to yellow columns within this worksheet (Aligns with JDTA, Task and/or Sub-task) are made.

NOTE

Caution – clicking on the macro button will affect all worksheets with JDTA that follow after the Align NEC-NTSP to OCCSTDs worksheet!

JDTA data from the Align worksheet is also used to align RTM, CMS and PQS data, has TTA data assigned to it during the JDTA Workshop, is used as a reference point for the JDTA-LO Crosswalks (BL and RRL) and the BLA2 and in the FEA 1-5 and FEA 6-9 for RRL. During the BL process, common duties identified as a Task are treated like “family groups” and will be used to report curriculum hours by family groupings for BL recommendations.

Verify Data: Data is auto populated into this worksheet from the OCCSTDs, NECs and NTSPs worksheets. DB/WF team members validate data is loaded for the Rating being worked. Data shall be validated by checking the OCCSTDs, NECs and NTSPs worksheets to ensure data has auto-populated correctly.

JDTA Hierarchical Construct: OCCSTDs data will be aligned by DB/WF Team Member(s) into a hierarchical (Job, Duty, Task and Sub-tasks) construct with oversight from ISD-2. Use this hierarchical construct to align NECs and NTSPs to OCCSTDs. Questions on JDTA construct should be directed to the ISD as needed.

Auto-populated data in the Align worksheet should include the original Number Lines assigned to the OCCSTDs source data - Job, Duty/Function, Tasks / Sub-tasks combined in the Task column, Paygrade and Functional Title.

Manually copied information includes NEC data from Task, Sub-task and Billet Pay Grade columns and NTSP Title data. NEC and NTSP data copied over will continue with assigned Number Line data as they follow OCCSTDs and NECs respectively.

The DB/WF Team Member will properly deconstruct and align the work into Task and Sub-task using the 7 performance verbs (see “Aligning OCCSTD Tasks and Sub-tasks” section below). Then, align Sub-tasks to Tasks and place the appropriate Task Number Line into the “Aligns with JDTA column.”

NOTE

Sub-tasks may also use 1 of the 7 verbs generally associated as a “Task verb” (Perform, Operate, Maintain, Coordinate, Direct, Manage, Supervise) *if* the Sub-task appropriately aligns/roles up under that Task.

Aligning OCCSTD Tasks and Sub-tasks:

- Review the list of Tasks and identify any sentence with the following performance verbs:
 - Coordinate
 - Direct
 - Manage
 - Supervise

- Perform
- Operate
- Maintain

These verbs will be used to define TASKS related to a Job Duty.

- Any Tasks not having one of the 7 performance verbs (listed above) will usually be moved into the Sub-task column and aligned to the “parent task.” Figure 2 below is an example of the hierarchical structure of performance verbs.

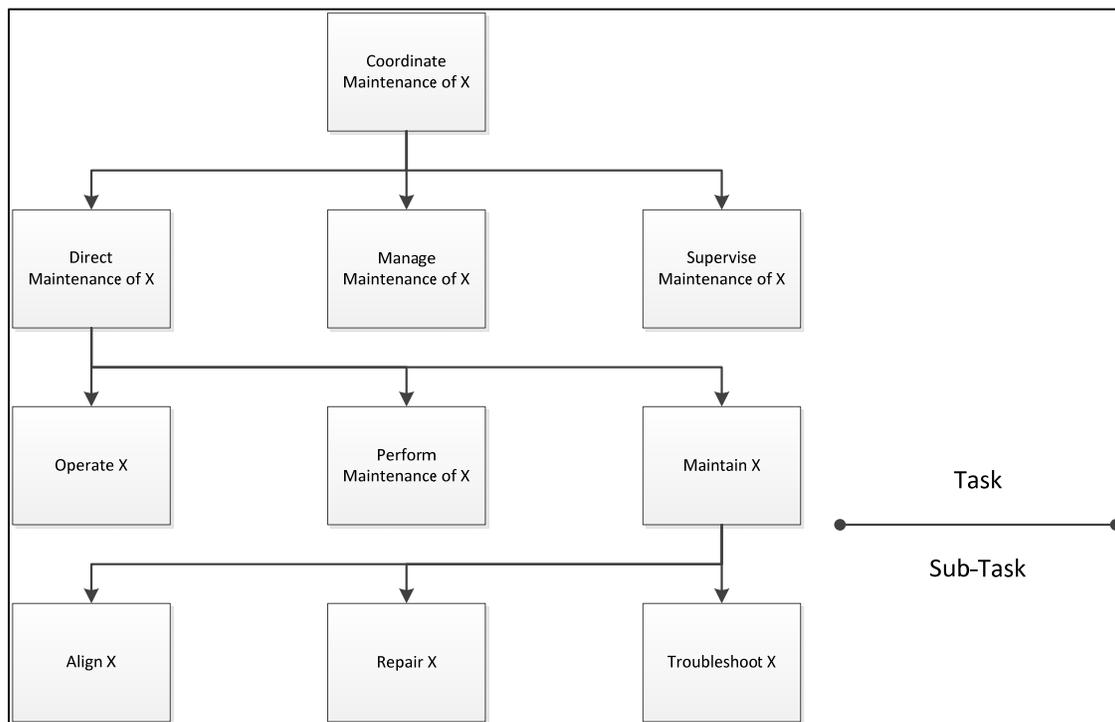


Figure 2. Work Taxonomy Concept (Example)

Example of Tasks:

- Coordinate disaster recovery operations
- Direct execution of DoD support during Site Remediation phase
- Manage diving emergency procedures
- Supervise assembly of special construction operations
- Perform light salvage operations
- Perform duties associated with movement and documentation of equipment
- Operate field communications equipment
- Maintain Container Offloading system

Example of Sub-Tasks:

- Provide input to the Common Tactical Picture (CTP) at the unit level.
- Estimate equipment requirements for various construction jobs
- Establish construction site layouts

Conduct three-phase quality control inspections
Weld ferrous metals using Gas Tungsten Arc Welding
Develop construction project packages
Repair electronic systems

- Review each Task statement. If it works better as a Sub-task, move the data to the Sub-task column including any applicable remarks or notes. If a Task/Sub-task candidate uses one of the 7 performance verbs usually describing a Task, but it's a good match to be aligned under a Task (think Parent-Child relationship) move it to the Sub-Task column.

NOTE

Occasionally, an OCCSTDs Task appears to be a combination of more than 1 Task. If an OCCSTD task statement is 2 different tasks, the Task/Sub-task will be deconstructed in the Align NEC-NTSP to OCCSTDs worksheet. The intent is to define the work at a level of granularity appropriate to a Task. If there are 2 tasks together in 1 OCCSTDs and they can't be separated, because they're related and integrated as part of the work, leave them together. If they are 2 different Tasks (or Sub-tasks) deconstruct into separate Tasks/Sub-tasks *after* talking with the NETC Team Lead and QA Team Lead.

In some Ratings, such as aviation, technicians may require the same Tasks/Sub-task broken out twice. (Example: Since the AE-I level and AE-O level technician perform same tasks differently, this will require 2 entries for Tasks/Sub-tasks. Contact the NETC-Team Lead if you require further clarification.)

- If a Sub-task does not have a parent task, the OCCSTDs "Functional Area Text" field may be used to assign the "Task" a performance verb to complete the Task statement or assign 1 of the 7 action verbs to the Sub-task to make it a "new" task.

NOTE:

Subject Matter Experts (SMEs) will be an invaluable help in the completion of this process during the SME review in the JDTA Workshop. SME personnel will assist in assigning Task Attributes (i.e. conditions, standards, tasks, source information, and Training Task Analysis (TTA) data, existing interventions, and KSATRS to the task. These attributes will drive the performance standards or outcomes as required.

Aligning Sub-tasks to Task: “Number Lines” assigns a unique whole number to lines of data if data is required to be placed back in its original sequence.

- As data is auto-populated from the OCCSTDs worksheet it is assigned a whole number as the data appears on each row of the worksheet, from number 1 through the number of lines of data. These numbers are carried forward into the Align worksheet.
- NECs auto-populate the Aligns worksheet following the OCCSTDs and are assigned follow-on whole numbers in the “Number Lines” column.
- NTSPs auto-populate following the NECs and are assigned whole numbers higher than NEC lines of data.
- The “Aligns with JDTA” column is used to organize (sort) your Tasks and Sub-tasks into a “Parent-Child” relationship using a period for a number extension on Sub-tasks.
 - Sub-tasks from OCCSTDs will be assigned the whole number located in the Tasks’ “Number Lines” column, followed by a “.1” as an extension
 - ~~Tasks and~~ Sub-tasks from NECs will be assigned the whole number located in the Tasks’ “Number Lines” column, followed by a “.2” as an extension
 - ~~Tasks and~~ Sub-tasks from NTSPs will be assigned the whole number located in the Tasks’ “Number Lines” column, followed by a “.3” as an extension
 - Tasks from Other Sources (such as a created Task used to gather 2 or more related Sub-Tasks that do not align elsewhere) will be assigned the whole number located in the Tasks’ “Number Lines” column.
 - Sub-tasks from Other Sources (such as a SME created Task) will be assigned the whole number located in the Tasks’ “Number Lines” column, followed by a “.4” as an extension. Place the source in the Comments or Notes column

Aligns with JDTA Example:

| <i>Example 1</i> | | | |
|------------------|------------------|--|--|
| Number Lines | Aligns with JDTA | Task | Sub-Task |
| 44 | 3 | Supervise planning and estimating operations | |
| 19 | 3.2 | | Estimate equipment requirements for various construction jobs. |
| 22 | 3.2 | | Estimate material requirements for various construction jobs. |
| 36 | 3.2 | | Plans material requirements for various |

| | | | |
|---|-------------------------|-------------------------------|--|
| | | | construction jobs. |
| 37 | 3.2 | | Plans equipment requirements for various construction jobs. |
| 256 | 3.3 | | Plans manpower requirements for various construction jobs. |
| 257 | 3.3 | | Estimate manpower requirements for various construction jobs. |
| Example 2 – (LS) Job: Postal Clerk | | | |
| Number Lines | Aligns with JDTA | Task | Sub-Task |
| 212 | 12 | Perform a Storeroom Inventory | |
| 98 | 12.1 | | Schedule annual physical inventories |
| 99 | 12.1 | | Conduct location audits |
| 140 | 12.2 | | Inventory other valuable gifts |
| 215 | 12.4 | | Process input controls (IBS) |
| 216 | 12.4 | | Conduct Individual Material Readiness List (IMRL) asset inventories. |

Table 1. JDTA Alignment Example

- When the Task/Sub-tasks “Aligns with JDTA” numbering is complete, select the entire worksheet, select Data Sort; check the “My data has headers” box, and sort by “**Aligns with JDTA,**” then by “**Task**” then by **Sub-task** and select “**OK.**”
- Select the macro button, “Click Here to Update All Align Dependencies”

QA Validation:

- **LC Project Lead/LC Rating Lead/LC ISS** – Jointly reviews data and verifies the JDTA alignment and associated Paygrade assignment is accurate. Additionally, LC Project Lead coordinates with NETC Team Lead and ISD Team Member to resolve any questions or concerns and LC Rating Lead answers any technical questions. LC informs NAVMAC of any issues using formalized procedures.
- **ISD Team Member** – Reviews JDTA breakout and alignment and ensures all fields are accurately deconstructed and aligned. Verify there is a minimum of 3 Jobs listed for a Rating. Jointly reviews data with LC Project Lead, LC Rating Lead and LC ISS. Includes

a comment in Comments column following completion of review. Highlights/flags any concerns/notes in worksheet until resolved. Include comments in appropriate cells as needed.

- **NETC Team Lead** – Jointly reviews data with LC and ISD Team Member. Verify there is a minimum of 3 Jobs listed for a Rating and ensures all flagged items are resolved with LC and all portions of the worksheet are accurately completed by the contractor. Include comments on review in QA column.
- **QA Team Member** – Reviews data for correct JDTA breakout and alignment. Verify there is a minimum of 3 Jobs listed for a Rating. Include comments on review in QA column.

RTM Alignment (DB/WF):

This worksheet aligns JDTA to items found in the Rate Training Manual (RTM). The worksheet captures RTM LOs and KSATR (does not include tech manuals, schematics, EOSS, CSOSS, or common items that would be used in any part of the US Navy such as ORM, Safety, etc.) information and aligns it to a Task or Sub-Task. RTM data is combined with CMS and PQS data in the “Training Material Continuum” report worksheet.

JDTA data auto-populates from the “Align NEC-NTSP to OCCSTDs” worksheet. RTM data will be copied from the source file into the “RTM Alignment” worksheet. Talk with your NETC Team Lead for a copy of all LC source files (including RTM).

- Select the RTM file. Each RTM has a unique file name, but always starts with a **14xxx**. For example, the QM RTM is “14338A”
- If RTM lists LOs, copy and paste in the “Learning Objectives” column, then align to the correct Task or Sub-task. (Items in the ToC may give hints to a Duty or even a Task in the JDTA.) Some items may be KSATR data for Tasks/Sub-tasks. If so, move data to the KSATR column.
- If LOs are not available, review the items in the ToC column. Align to Tasks/Sub-tasks as appropriate. Some items may be KSATR data. If so, move data to the KSATR column aligned with the appropriate Task/Sub-task.
- “**Sorting Number Lines**” are used to return the RTM data back to the original order LOs/ToC line items were entered into the worksheet. Number from 1 to the last line of RTM data in the “**Sorting Number Lines**” column.
- The “Aligns with JDTA-2” column links/aligns the RTM data to JDTA Tasks and Sub-tasks. Place the correct JDTA “Aligns with JDTA” number (column B) in the “Aligns with JDTA-2” column.
- If the RTM line item does not align to a Task /Subtask, flag (highlight) the cell in RED (pinkish-red) and include any comments/notes as applicable.
- Ensure the ISD is aware of the flagged “gaps” during their analysis.

NOTE

Some RTM LOs are broken out by chapter and may have sub-component parts on a separate line. If the RTM has this format, include Chapter # and Title on 1 row of the worksheet in the LO column with chapter LOs directly below. LOs should not include numbers. LO sub-component parts should be included on the same line as the LO and retain the alpha/numbering convention.

QA Validation:

- **LC Project Lead/LC Rating Lead/LC ISS** – Jointly reviews data and verifies JDТА alignment with RTM line items is accurate. Additionally, the LC Rating Lead coordinates with NETC Team Lead and ISD Team Member to resolve any questions or concerns and answers any questions or concepts related to the RTM data.
- **ISD Team Member** – Reviews RTM alignment with JDТА to ensure all fields are accurately deconstructed and aligned. Ensures any concerns/notes are highlighted/flagged in worksheet until resolved and includes comments in appropriate cells as needed. Jointly reviews data with LC Rating Lead and NETC Team Lead. Ensures comment on status of review is noted in worksheet following completion of review and any appropriate comments are included in appropriate cells for flagged item resolutions.
- **NETC Team Lead** – Jointly reviews data with LC Rating Lead and ISD Team Member to ensure all flagged items are resolved with LC and all portions of the worksheet are completed by the contractor. Include comments on review in QA column.
- **QA Team Member** – Reviews data for correct RTM breakout and alignment to JDТА. Include comments on review in QA column.

CMS Alignment (DB/WF):

JDТА data from the Align NEC_NTSP to OCCSTDs worksheet and CMS data from the Correct-CMS worksheet auto-populates the majority of the CMS Alignment worksheet. Data for the Rating is found in formal course information to complete the worksheet. CMS data is aligned to JDТА Tasks and Sub-tasks or may align as KSATR data. The “Aligns with JDТА-2” column links/aligns the CMS data to JDТА Tasks and Sub-tasks when sorting data. Following alignment, CMS data is combined with aligned RTM and PQS data in the “Training Material Continuum” report worksheet.

Aligning CMS Data to JDТА:

- “**Sorting Number Lines**” are used to return the CMS data back to the original order line items were auto-populated into the worksheet. Number from 1 to the last line of CMS data in the “**Sorting Number Lines**” column.
- The “Aligns with JDТА-2” column links/aligns the CMS data to JDТА Tasks/Sub-tasks or identifies KSATR data aligned to a Task. Place the correct JDТА “Aligns with JDТА” number (column B) in the “Aligns with JDТА-2” column.
- If the CMS line item does not align to a Task /Subtask or KSATR data, leave the “Aligns with JDТА-2” column blank, flag the cell by placing a comment in the cell or in the in Comments column – “Does not align to JDТА.”

- Do a Data Sort on “Aligns with JDTA-2.
- Use the Notes or Comments column to add curriculum hours by Family Group.

NOTE

All curriculum hours aligned to a JDTA task are the total number of hours by Family Grouping and represent the total curriculum hours available for blocking in BLA-1.

QA Validation:

- **LC Project Lead/LC Rating Lead/LC ISS** – Jointly reviews data and verifies JDTA alignment with CMS line items is accurate. Additionally, the LC Rating Lead coordinates with NETC Team Lead and ISD Team Member to resolve any questions or concerns and answers any questions or concepts related to the CMS data.
- **ISD Team Member** – Reviews CMS alignment with JDTA to ensure all fields are accurately aligned. Ensures any concerns/notes are high-lighted/flagged in worksheet until resolved and includes comments in appropriate cells as needed. Jointly reviews data with LC Rating Lead and NETC Team Lead. Ensures comment on status of review is placed in the Comments column of the worksheet following completion of review and any additional comments are included in appropriate cells for flagged item resolution.
- **NETC Team Lead** – Jointly reviews data with LC Rating Lead and ISD Team Member to ensure all flagged items are resolved with LC and all portions of the worksheet are completed by the contractor. Include comments on review in QA column.
- **QA Team Member** – Reviews data for correct CMS alignment to JDTA. Include comments on review in QA column.

PQS Alignment (DB/WF):

The PQS Alignment worksheet captures LOs from the Rating PQS to align to JDTA Tasks or Sub-Tasks, or be identified as KSATR information to Tasks/Sub-tasks. The JDTA is auto-populated from the “Align NEC-NTSP to OCCSTDs” worksheet. Following alignment, PQS data is combined with aligned CMS and PQS data in the “Training Material Continuum” report worksheet. Talk with your NETC Team Lead for a copy of all LC source files (including PQS).

PQS’ are divided into three sections. The 100 section (Fundamentals) contains fundamental knowledge from technical manuals and other texts. The 200 section (Systems) is essential knowledge a Sailor will need to operate specific systems. The 300 section (Watch Stations) lists tasks the Sailor is required to satisfactorily perform to achieve final PQS qualification. A PQS may or may not have all these sections. For example: CNATT will copy apprentice level PQS’ only, all others will copy all PQS’. If in doubt, flag all appropriate cells RED and notify the Team Lead.

The WF/ISD Team Members may want to see 300 level data first as this data is the Skill Proficiency Level 2 (SPL2) to align directly with JDTA data. Discuss with Team Members and Team Lead prior to collecting data.

- Perform a mass copy of the sign-off line items for 100, 200 and 300 series.

NOTE

Areas to be copied will have a line below the task and “Signature and Date.” There will be text areas in between sign-off line items until you have completed going through the document. As data is copied and pasted, the worksheet will have cells of data, lines and cells with “Signature and Date.” Do not worry about the non-data items. You will do a Data sort and remove them as you move through the process. To get tasks back in order, you will use the Sorting Number Lines column.

Copying PQS Data:

- Copy title of PQS (especially helpful if multiple PQS’ are to be used for a single rating.
- Move to the 100 section of PQS. Copy the first 100 heading. (Example: 101: Safety and First Aid Fundamentals). Ignore References. This is extra data not used in this process.
- Copy line items. (EX: 101.1 Discuss the concept of ORM). Any reference inclusions at the end may be ignored. Letters pertaining to the original line item WILL be included.
- Continue to the next section, remembering to ignore references at the beginning of each portion.
- Work to the 200 section and copy the heading. Any of the beginning paragraphs (Basic Building Blocks) etc., can be left out.

NOTE

The 200 section has a slightly different format. The beginning has a set of generalized questions before actual required data. Remove the capital letter questions and references, and copy only data between signature lines.

- Work to the 300 section and copy the heading. Capture any schools required for each 300 level item, other qualifications needed, and fundamentals required. Remove any sections with capital letter generalized questions while copying.

Aligning PQS Data to JDTA:

- PQS 300 line items (watch stations) are typically aligned to Tasks and Sub-tasks.
- PQS 200 line items are typically knowledge components related to systems and will likely become KSATRS or placed in the “Other” field of the JDTA_IPRD_Final as a platform, system sub-system, equipment, non-equipment, etc.
- PQS 100 line items are typically knowledge components for fundamentals and will likely become KSATRS.
- Align each PQS line item to a Tasks/Sub-tasks or identify as KSATRS for Tasks. Move KSATRS to the KSATR column. If the line item does not align to a Task, Sub-task or KSATR, highlight the cell in RED (pinkish-red) to identify as a gap.
- Complete for all PQS items.
- If PQS does not have LOs, copy the Table of Contents into the appropriate column.

- “**Sorting Number Lines**” are used to return the PQS data back to the original order LOs/ToC line items were entered into the worksheet. Number from 1 to the last line of PQS data in the “**Sorting Number Lines**” column.
- The “Aligns with JDTA-2” column links/aligns the PQS data to JDTA Tasks/Sub-tasks or identifies KSATR data aligned to a Task. Place the correct JDTA “Aligns with JDTA” number (column B) in the “Aligns with JDTA-2” column.
- If the PQS line item does not align to a Task /Subtask, flag (highlight) the cell in RED (pinkish-red) and include any comments/notes as applicable.
- Ensure the ISD is aware of the flagged “gaps” during their analysis.

QA Validation:

- **LC Project Lead/LC Rating Lead/LC ISS** – Jointly reviews data and verifies JDTA alignment with PQS line items is accurate. Additionally, the LC Rating Lead coordinates with NETC Team Lead and ISD Team Member to resolve any questions or concerns and answers any questions or concepts related to the PQS data.
- **ISD Team Member** – Reviews PQS alignment with JDTA to ensure all fields are accurately deconstructed and aligned. Ensures any concerns/notes are high-lighted/flagged in worksheet until resolved and includes comments in appropriate cells as needed. Jointly reviews data with LC Rating Lead and NETC Team Lead. Ensures comment on status of review is placed in the “Comments” column of the worksheet following completion of review and any pertinent information is included in appropriate cells for flagged item resolution.
- **NETC Team Lead** – Jointly reviews data with LC Rating Lead and ISD Team Member to ensure all flagged items are resolved with LC and all portions of the worksheet are completed by the contractor. Include comments on review in QA column.
- **QA Team Member** – Reviews data for correct PQS breakout and alignment to JDTA. Include comments on review in QA column.

Training Material Continuum (Summary Report – WF uses data in the JDTA_IPRD_Final):

This worksheet is used to capture KSATR information appropriately aligned to a JDTA Task/Sub-task. The worksheet is auto-populated as a report that combines JDTA data from the Align NEC-NTSP to OCCSTDs and RTM, CMS, and PQS Alignment worksheets to determine if training is aligned (RTM – KPL1; CMS/Formal Training – KPL2-SPL1; PQS – SPL2) between these documents is used in the IPRD-JDTA worksheet to finalize KSATR information. Sorts on the “Aligns with JDTA” and “Aligns with JDTA-2” columns will gather like data together. The “Line Numbers” column indicates the source of the data (RTM, CMS or PQS).

QA Validation:

- **None – report only. For use on JDTA_IPRD_Final worksheet**

Discrepancy Reports

The RATS v 4.1 has 3 *discrepancy reports* that highlight specific information to be reviewed. Some Rating's workbooks show discrepancies that require data to be aligned/reviewed; ensure needed corrections are made.

- **CMS Alignment Discrepancies** – checks the CMS Alignment and the CrossWalkRRL worksheets for *data that is not currently aligned* to JDTA (see “Aligns with JDTA-2”). *Change:* Performance and Knowledge Test are to be included/aligned to JDTA and included in curriculum hours counted.

Note

The CMS Alignment Discrepancies report should not be used during the creation of the written report. The purpose of this report is to ensure all line items have been checked and verified for appropriate alignment to JDTA.

- **NEC-NTSP Align Discrepancies** – shows any NECs or NTSPs that *are not currently aligned* to JDTA (see Aligns with JDTA field). Validate all NECs or NTSPs are properly aligned to JDTA in the Align NEC-NTSP to OCCSTDs worksheet. *NECs that are “orphaned” can be added from this worksheet directly into the JDTA_IPRD_Final worksheet below all data aligned to an OCCSTD (Task or Sub-task).*
- **CIN Discrepancies** – is a comparison of worksheet source inputs for CIN numbers that are included in the workbook from 1 of 5 worksheets. The NECs may have a longer list of CINs included than your accession path CINs to be included in the workbook while the NTSP column may have none. Verify that all CINs that should be included from the accession path list are included in the Correct-CS, TSD_DIDs RollUp and Content Mapping columns.

QA Validation:

- **None – reports only.**

AIM I_AIM II_Content Mapping_BL (ISD-1):

This worksheet takes the existing course Learning Objectives (LOs) and aligns them to skill-based Content Types (Appendix D) and the associated Content Type Elements required by CPM/LO Module. This data is used by the FEA 6-9 worksheet for RRL and for data entry into CPM and LO Module. If there are any questions, contact you NETC Team Lead or QA Team Member.

Data is gathered from the COI and placed by LOs into appropriate columns. LOs are identified as Main or Supporting Content Types and their related Elements. (Main Content Types are defined as LOs that are either Principles or Procedures.) Supporting Content Types can be any one of the 5 Content Types. Both Main and Supporting Content Types must be aligned to an assessment. Figure 3 identifies flows for Course Content Mapping from a NAVEDTRA 130 and a NAVEDTRA 131 construct (Appendix E).

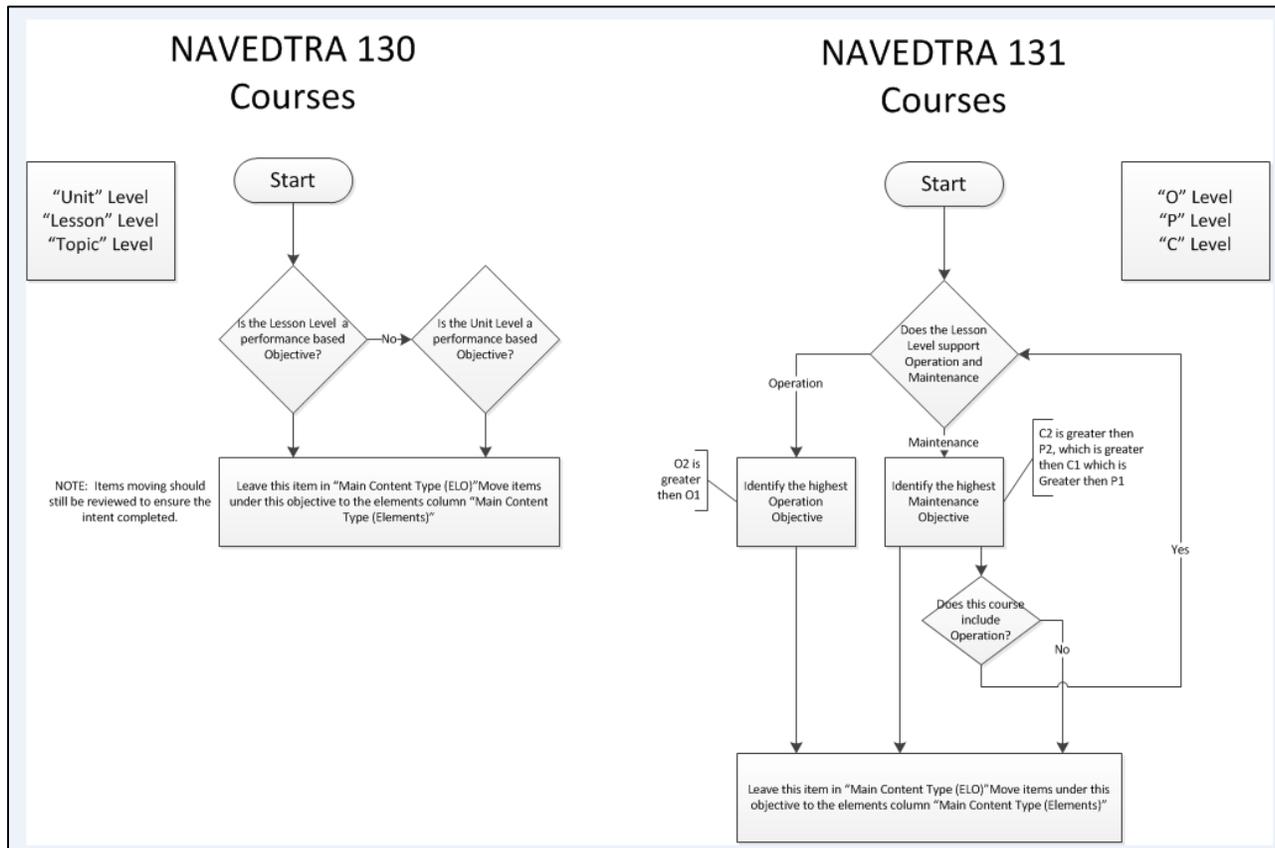


Figure 3. NAVEDTRA 130 & 131 Course Content Mapping

Figure 4 shows a sample content mapping of Tasks and Sub-tasks from the AIMI_AIMI_Content Mapping_BL worksheet in the RATS (Appendix E).

| J | A | B | C | D | E | F | G | H | I | J | K | L |
|----|-----------|--------------|-------------|-----|-----------------|----------|---------|--|--|------------------------------------|--------------|----------------------|
| 1 | Sorting # | Pipeline CIN | Course CIN | NEC | Unit / Module # | Lesson # | Section | Main Content Type (ELO) | Main Content Type (Elements) | Supporting Content Type Grouping # | Content Type | Content Type Element |
| 42 | 53 | | A-711-0015A | | 5 | 5.1 | 3 | 8.0 PERFORM SHIELDED METAL ARC WELDING OPERATIONS in accordance with Steelworker Basic, NAVEDTRA 14250A; Shielded Metal Arc Welding Technical Guide, EW-472; and Shielded Metal Arc Welding Basic, EW-369 SMAWB (CTTL item # 42) | | Main | Procedure | |
| 43 | 55 | | A-711-0015A | | 5 | 5.1 | 3 | | 8.1 DESCRIBE the shielded metal arc welding and cutting process in accordance with Steelworker Basic, NAVEDTRA 14250A; Shielded Metal Arc Welding Technical Guide, EW-472; and Shielded Metal Arc Welding Basic, EW-369 SMAWB (CTTL item # 43) | | | Introduction |
| 44 | 56 | | A-711-0015A | | 5 | 5.1 | 3 | | 8.2 IDENTIFY arc welding materials, equipment, and maintenance procedures in accordance with Steelworker Basic, NAVEDTRA 14250A; Shielded Metal Arc Welding Technical Guide, EW-472; and Shielded Metal Arc Welding Basic, EW-369 SMAWB (CTTL item # 44) | | | Procedure Table |
| 45 | 57 | | A-711-0015A | | 5 | 5.1 | 3 | 8.3 PREPARE joints for welding in accordance with Steelworker Basic, NAVEDTRA 14250A; Shielded Metal Arc Welding Technical Guide, EW-472; and Shielded Metal Arc Welding Basic, EW-369 SMAWB (CTTL item # 45) | | Supporting | Principle | |
| 46 | 58 | | A-711-0015A | | 5 | 5.1 | 3 | 8.4 CONSTRUCT a pad of beads, a lap joint, and T-joints in the flat position using the shielded metal arc welding process in accordance with Steelworker Basic, NAVEDTRA 14250A; Shielded Metal Arc Welding Technical Guide, EW-472; and Shielded Metal Arc Welding Basic, EW-369 SMAWB (CTTL item # 46) | | Supporting | Principle | |
| 47 | 59 | | A-711-0015A | | 5 | 5.1 | 3 | 8.5 CONSTRUCT a pad of beads, a lap joint, and T-joints in the vertical position using the shielded metal arc welding process in accordance with Steelworker Basic, NAVEDTRA 14250A; Shielded Metal Arc Welding Technical Guide, EW-472; and Shielded Metal Arc Welding Basic, EW-369 SMAWB (CTTL item # 47) | | Supporting | Principle | |

Figure 4. Content Mapping Sample

For further understanding of Content Types and Elements associated with each, read the “NETC Methodology and Measures of Performance (MOP) to Achieve Block Learning.” The E2E SOP is located on the Wiki site at <https://navy-training-transformation2.wikispaces.com/0+-+Navy+Training+Transformation2+%28NETC+SOP%29> also provides additional information. Once on the Wiki site, select “Navy Training Transformaton2, then go to 5.4.2 CPM / LO Content Types for further information.

Placing Data in Spreadsheet:

- In Sorting # column, number each row sequentially 1 through to the number equating to the last row of data.
- In “Pipeline CIN” column, list the applicable pipeline CIN.
- In “Course CIN” column, list the applicable course CIN.
- In “NEC” column, list the applicable NEC.
- In the “Unit/Module # column,” list the Unit number for each corresponding row of data.
- In the “Lesson # column,” list the topic number for each corresponding row of data.
- In the “Section # column,” identify LOs that roll up/align to the Main Content Type (ELO) by listing the same family group number in the Section number column.
 - All Supporting Content Types and Content Type Elements under the first Main Content Type shall have a “1” listed in each corresponding row in the Section # column, then a “2” for the next sequential Main Content Type.
 - Figure 4 above shows an example of the third Main Content Type with related Supporting Content Types and Content Type Elements grouped by the #3 in the “Section #” column.
- In the “Main Content Type (ELO)” column enter the performance main or supporting content type LOs. For example, in Figure 4 above, column H contains the Main Content Type, “8.0 PERFORM SHIELDED METAL ARC WELDING OPERATIONS...” If a Main or Supporting content type is identified, then:
 - Enter either “Main” or “Supporting” in the “Main/Supporting Content Type Grouping #” column **AND**
 - Identify the performance based content type based (principle or procedure) in the Content Type Field.
- If a LO is not identified as a Main or Supporting content type, the LO shall be listed in the “Main Content Type (Elements)” column **and** an appropriate Content Type Element will be included in the “Content Type Element” column.

NOTE

Either the “Main/Supporting Content Type Grouping #” and “Content Type” columns are completed **or** the “Content Type Element” column is completed on each row for an identified Main Content Type **or** Main Content Type Element.

Strategies for identifying Main Content Types: Topic Titles or Terminal Objectives and LOs beginning with one of the 7 verbs will be analyzed as a possible Main Content Type. (These LOs will later contribute to becoming a “family group” for the BLA2 worksheet.)

Return to the CMS Alignment worksheet. Topic Titles were aligned to an OCCSTD. Compare these identified OCCSTDs with your Main Content Type candidates. Any identified OCCSTD matching or closely related to a Main Content Type are strong candidates for a Main Content Type.

NOTE

Main Content Types must be aligned to an assessment (preferably a performance assessment).

Strategies for identifying Supporting Content Types: After identifying the Main Content Types, review the remaining candidates. Do the EO's support one of the identified Main Content Types? For example, if your Main Content Type is MAINTAIN a widget, and you have additional EOs such as: PERFORM widget troubleshooting or PERFORM preventative maintenance on a widget, even though these EOs begin with one of the 7 performance verbs, they roll under the Main Content Type, MAINTAIN a widget and become Supporting Content Types.

NOTE

Supporting Content Types must be aligned to an assessment or roll up under the Main Content Type.

Tip: Both Main Content Types and Supporting Content Types are listed in the same column. bold the font of the Main Content Types to provide a visual indicator between Main and Supporting Content Types.

QA Validation:

- **LC Project Lead/LC Rating Lead** - Reviews data for accuracy in assignment of Main and Supporting Content Types and their related Elements.
- **LC ISS** – Supports ISD Team Member and LC personnel by clarifying curricula for Content Type assignment.
- **ISD Team Member** – Reviews data input by a different ISD Team Member for accuracy in assignment of Main and Supporting Content Types and their related Elements. Contacts LC ISS for support or clarification as needed. Ensures any concerns/notes are high-lighted/flagged in worksheet until resolved and includes comments in appropriate cells as needed. Ensures comment on status of review is placed in the worksheet following completion of review and any appropriate comments are included in appropriate cells for flagged item resolutions.
- **NETC Team Lead** – Reviews data and assignment of Main and Supporting Content Types and their related Elements for familiarity and understanding in the BL process. Ensures all flagged items are resolved with LC and all portions of the worksheet are completed by the contractor. Include comments on review in QA column.
- **QA Team Member** – Reviews data for accuracy in assignment of Main and Supporting Content Types and their related Elements. Include comments on review in QA column.

TSD_DIDs Rollup (ISD-1):

This worksheet is for capturing the initial data reviews and document site visit findings/observations. This data is used to support an understanding of the existing training

material and should be used to support the BL recommendations. Data is used during the Site Visit to capture performance objectives and validate TTE for performance requirements for LOs.

Data gathered is based on the MIL-PRF-29612B (29612) Performance Specification Training Data Products with the majority of the information being recorded in support of the 17 DID (AS-IS state). Information should include KSATR data (see “Training Material Continuum” worksheet report) to help form a baseline for use during the Site Visit. This will also be useful in completing a portion of the FEA 1-5 worksheet for RRL Learning.

Initial data for this worksheet can be gathered by reviewing the TCCD and/or CMS. Additional data will be collected by the site visit and by discussions with SME’s.

- Focus on assessments and how the Students have been performing (Lab assessments/performance tests first, then knowledge assessments/tests). The Testing Plan should provide a high-level description. This analysis is more than a review of the testing plan, it should ensure that the testing is properly evaluating the work requirement. Those key performance measures should be captured for use in the development of the IPRD and JDTA updates.
- Look at the Course Master Schedule (CMS) and evaluate the amount of instructional time dedicated to the following factors:
 - Performance Labs
 - Practice and Job Sheets being performed in Labs
 - Instructional periods associated to work
 - Instructional periods associated to foundational knowledge training
 - KPL2 Instruction (Application and Analyst levels)
 - KPL1 Instruction
 - Any other Instruction / Requirements
 - Focus on TTE, Bottlenecks, Assessments and parts of the course that data or people feel are not meeting the overall Fleet requirement.
 - Both internal (test item analysis) and external evaluation data (if available) should be reviewed, as well as HPRR chits or Requirement Sponsor data
- Conduct interviews and observations to collect information on current state and/or needed requirements
- Identify deviations, gaps, or variations of approved curriculum MTP artifacts and “existing” training curriculum

| 1 | A | B | C | D | E | F | G | |
|----|-------------------|---|------|---|----------------------------|---|--|--------------------|
| 2 | CIN | Duty | Task | Training Situation Analysis Data | Reason for Doing the Study | Mission Statement | Historical Background | Orgar |
| 3 | C-602-2039E | A School | | Yes, TSD completion 15 MAR 2015-note this TSD | Sailor 2025 | Designed to provide entry level U.S. Navy and Marine Corps personnel with the | Curriculum developed in 1995 using NAVEDTRA 130 | Yes some AWAT go |
| 4 | C-100-0109A | ATT | | UNK | Sailor 2025 | Upon completion of this course trainees will have acquired sufficient skill and | 2004-5 self paced/2008 instructor led | No but id Class A1 |
| 5 | C-602-9978A | F/A-18E/F Electrical/Instruments System | | UNK (TCCD June 2009) | Sailor 2025 | Upon completion of this course, Aviation Electricians will have sufficient knowledge | NEC 8841 recommended upon completion of training | No |
| 6 | C-602-3875A Ch 3 | F/A-18E/F Wire Bundle/Connector/Fiber Optic Cable Repair | | UNK(TCCD June 2014) | Sailor 2025 | Upon completion of this course, organizational level technicians will have the knowledge and skills, | NEC 8841 recommended upon completion of training track C-602-0654 Graduate | No |
| 7 | C-602-9975A Ch 10 | F/A-18 Electrical/Instrument Systems (Initial) Organizational Maintenance | | UNK(TCCD March 2011) | Sailor 2025 | Upon completion of this course, Aviation Electrician's Mates (AE) will have sufficient knowledge/theory of the Electrical and | NEC 8842 assigned upon completion of training track D/E-602-0652 | No |
| 8 | C-602-3871C | F/A-18 Wire Bundle and Connector Repair | | UNK (TCCD July 2007) | Sailor 2025 | Upon completion of this course, organizational level technicians will have the | NEC 8842 assigned upon completion of training track | No |
| 9 | C-602-4412B | MH-60R/S Electrical (Initial) Organizational Maintenance | | UNK (TCCD November 2012) | Sailor 2025 | Upon completion of this course, Aviation Electrician's Mates (AE) will have sufficient | Occupational Classification - NEC 8885 or 8385 (as | No |
| 10 | C-602-4410B Ch 1 | H-60 Wire System Repair Organizational Maintenance | | UNK (TCCD May 2005) | Sailor 2025 | Upon completion of this course, Avionics Technicians, Aviation Electricians and Aviation Ordnancemen will have sufficient | NEC 8808 recommended upon completion of either Training Track C-602-0858 | No |
| 11 | C-602-9442C | MH-53 Electrical/Instrument and DAFCS Organizational Maintenance Course | | UNK (TCCD May 2012) | Sailor 2025 | Upon completion of this course, Aviation Electrician's Mates will have sufficient knowledge of the | NEC 8303 is awarded upon the completion of C-602-9442C | No |
| 12 | C-602-3889A Ch 4 | F/A-18 Electrical Systems WRA Repair Intermediate | | UNK (TCCD September 1997) | Sailor 2025 | Upon completion of this course, Aviation Electrician's Mates/Aircraft Electricians will | NEC 7184 recommended upon completion of this | No |
| 13 | C-602-3084C | Air Refueling Store Model 31-301 Repair Technician | | UNK (TCCD January 2009) | Sailor 2025 | Upon completion of this course, Aviation Electrician's Mates, Aviation Machinist's | NEC 8312 is assigned upon completion of this training | No |
| 14 | C-602-9486A Ch 1 | E-2D Electrical and Instrument Systems Initial | | UNK/TCCD Unavailable | Sailor 2025 | Upon completion of this course, Aviation Electrician's Mates will have acquired | NEC 8820? This is pipeline training | No |
| 15 | C-602-0253 | E-2 Fiber Optics Organizational Maintenance | | UNK(TCCD August 2012) | Sailor 2025 | Upon completion of this course, Aviation Electronics Technicians (AT) and Aviation | No NEC, course revised in August 2012 | No |
| 16 | C-602-9495C Ch 2 | C-2A Electrical and Instruments Organizational | | UNK (TCCD August 2015) | Sailor 2025 | Upon completion of this course, Aviation Electrician's Mates will have sufficient | NEC 8307 is awarded upon completion of training track | No |
| 17 | C-602-3489B Ch 2 | E-2C/C-2A(R) Electrical Connector/Harness Repair | | UNK(TCCD August 2012) | Sailor 2025 | Upon completion of this course, Aviation Electronics Technicians and Aviation | This is pipeline training that can ultimately lead to | No |
| 18 | C-602-9475C Ch 1 | E-2C Electrical and Instrument Systems (Initial) | | UNK (TCD April 2015) | Sailor 2025 | Upon completion of this course, Aviation Electrician's Mates will have sufficient | Occupational Classification - This is a non-NEC awarding | No |
| 19 | C-102-4057B | Attitude Heading Reference System Intermediate | | Unk(TCCD October 2012) | Sailor 2025 | Upon completion of this course, Aviation Electrician's Mates will have sufficient | Occupational Classification - NEC 7105 is awarded upon | No |
| 20 | C-602-3019B Ch 1 | Aircraft Sealed Instrument Repair Intermediate | | Unk(TCCD May 2011) | Sailor 2025 | Upon completion of this course, Aviation Electronics Technicians and Aviation | Occupational Classification - NEC 7137 is awarded upon | No |
| 21 | C-602-3507B | E-6 Electrical and Instrument | | Unk(TCCD September | Sailor 2025 | Upon completion of this course, the | Occupational | No |

Figure 5. Sample TSD

This worksheet contains headers and data requirements in a vertical and horizontal fashion rather than just horizontally across the worksheet. Duty/Family Group should be repeated in column A for all sections to be completed. All TSD sections should be completed across all rows under the green heading section (start in column A with Duty/Family, through to the last column of data across the row).

The next section of rows under the blue heading (columns A – through to the last column under the blue heading) and the section of rows under the purple heading (from column A through to the last column, KSA data) should also be completed.

The final header section on “Media Selection Model Specifications Data” in column A is for use to provide media specifications for Ratings designated for RRL (FEA Step 6) and for BL that may need to complete information on media from “ISD Recommendations” for “rounding the edges.” ISDs should populate data from existing information provided by the LC prior to the site visit. This data will be further explored and validated during the Site Visit.

Both ISDs will need to collaborate closely with each other and the WF Team Member assisting as The ISD-1 will develop a TSD IAW NETC E2E SOP for each applicable CIN resulting from a comparative analysis of CINs identified during the NETC N71 RTP, LADR, NEC, and NTSP reviews. The TSD process can be performed in parallel with the WF analysis once applicable CINs have been identified. A site visit/audit will be performed IAW with DI-SESS-81517B (17 DID) collaborating with the LC Team. The TSD information will be placed in the TSD_DIDs Rollup worksheet in the Analysis workbook.

QA Validation:

- **LC Project Lead/LC Rating Lead** - Reviews data for accuracy in completing AS-IS curriculum data.
- **LC ISS** – Supports ISD Team Member and LC personnel by clarifying questions regarding curricula.
- **ISD Team Member** – Reviews data input by a different ISD Team Member for accuracy in completing AS-IS curriculum data and Media Selection as required. Contacts LC ISS for support or clarification as needed. Ensures any concerns/notes are high-lighted/flagged in worksheet until resolved and includes comments in appropriate cells as needed. Ensures comment on status of review is placed in the worksheet following completion of review and any appropriate comments are included in appropriate cells for flagged item resolutions.
- **NETC Team Lead** – Reviews worksheet prior to the Site Visit for completeness. Contacts LC and ISD Team Member conducting the QA review ensuring worksheet is available in time to provide personnel conducting the Site Visit time to become familiar with data. Ensures all flagged items are resolved with LC and all portions of the worksheet are completed by the contractor. Include comments on review in QA column.
- **QA Team Member** – Reviews data for completeness and spot checks for accuracy. Ensures all flags/discrepancies have been addressed prior to the Site Visit. Include comments on review in QA column.

JDTA-LO-Assessment Crosswalk RRL (ISD-2):

This worksheet shows the JDTA-LO-Assessment alignment. It auto-populates JDTA data from the “Align NEC-NTSP to OCCSTDs” worksheet, COI TLO/ELO, KSATRs, Content Type and Content Element data from the AIM I_AIM II_Content Mapping_BL worksheet to auto-populate several columns of data in the worksheet. The ISD will then create new performance based LOs from JDTA data (work left to right on the worksheet) for course re-engineering (RRL). The ISD also reviews the COI and makes recommendations for assessment types and assessment testing plan. In addition, this worksheet aligns current assessment strategies to existing Learning Objectives being used by each COI. ISD shall contact the LC ISS for clarification on current COI curriculum as needed.

Data from this worksheet will be used in the Crosswalk-BL, BLA1 (hrs) and BLA-2 (Block Learning Analysis-2) worksheet as reviews for BL recommendations. LOs, Elements, Content Types, Related Elements and Assessment Type recommendations will be used in the FEA 1-5 worksheet.

| I | J | K | L | M | N | O | P | Q | R | S | T | U |
|---|---|---|--------------|----------------------|----------------------|--------------------|-------------|----------|---------|---|---|---|
| New TLO = Duty or Task (Main Content Type) | New ELO = Task or SubTask (Supporting Content Type) | New Element = Sub-task, Step, KSATR | Content Type | Content Type Element | Sorting Number Lines | Aligns with JDTA-2 | CIN | NEC Data | CMS Hrs | Existing Course(s) of Instruction (COI) - for ISD-2 | | Assessment Types |
| | | | | | | | | | | TLO (NAVEDTRA 130) / Course Learning Objective (CLO) (NAVEDTRA 131) | ELO (NAVEDTRA 130) / Topic Learning Objective (TLO) (NAVEDTRA 131) | |
| 2.0 PERFORM OXYGAS operations in accordance with Steelworker Advanced, NAVEDTRA 14251A (CTTL item # 34) | | | Principle | | 33 | 140.3 | A-711-0015A | | 4100 | 7.0 PERFORM FLAME CUTTING, BRAZING, AND WELDING OPERATIONS in accordance with Steelworker Advanced, NAVEDTRA 14251A (CTTL item # 34) | | 3 Job Sheets are rolled under this Main Content Type. |
| | | 7.1 DESCRIBE field metal identification test | | Introduction | 34 | 140.3 | A-711-0015A | | | | 7.1 DESCRIBE field metal identification test procedures and the mechanical and chemical | |
| | | 7.2 DESCRIBE flame cutting, brazing and welding | | Principle Statement | 35 | 140.3 | A-711-0015A | | | | 7.2 DESCRIBE flame cutting, brazing and welding operations in accordance with | |
| | | | Principle | | 36 | 140.3 | A-711-0015A | | | 7.3 USE gas welding equipment and materials in accordance with Steelworker Basic, NAVEDTRA 14250A, and Oxyacetylene Welding, Cutting and Brazing, EW-269 DAW (CTTL item # 37) | | 7.3 SPL2, 1 Job Sheet (graded) |
| | | | Principle | | 37 | 140.3 | A-711-0015A | | | 7.4 PERFORM gas cutting operations in accordance with Steelworker Basic, NAVEDTRA 14250A, and Oxyacetylene Welding, Cutting and Brazing, EW-269 DAW (CTTL item # 38) | | 7.4 SPL3, 1 Job Sheet (graded) |
| | | | Principle | | 38 | 140.3 | A-711-0015A | | | 7.5 PREPARE joints for welding in accordance with Steelworker Basic, NAVEDTRA 14250A, and Oxyacetylene Welding, Cutting and Brazing, EW-269 DAW (CTTL item # 39) | | 7.5 SPL, 1 Job Sheet (graded) |
| | | | Procedure | | 39 | 140.3 | A-711-0015A | | | 7.6 CONSTRUCT a butt joint in the flat position using the gas welding process in accordance with Steelworker Basic, NAVEDTRA 14250A, and Oxyacetylene Welding, Cutting and Brazing, EW-269 DAW (CTTL item # 40) | | 7.6 SPL2, 1 Job Sheet (graded) |

Figure 6. Sample JDTA – LO – Assessment Crosswalk

Completing the RRL Crosswalk:

- “**Sorting Number Lines**” are used to return the Existing COI data back to the original order line items were auto-populated into the worksheet. Number sequentially from 1 to the last line of Existing COI data in the “**Sorting Number Lines**” column.
- The “Aligns with JDTA-2” column links/aligns the Existing COI data to JDTA Tasks/Sub-tasks. Place the correct JDTA “Aligns with JDTA” number (column B) in the “Aligns with JDTA-2” column. If the LO does not align with JDTA data, place “NA” (not applicable) in the “Aligns with JDTA-2” column.
- Review current course TLOs/ELOs in columns S & T (should already be aligned to JDTA) and the aligned JDTA data. If a good performance based objective is already provided leave New Module=Duty, New TLO and New ELO blank. If the current TLOs/ELOs are not performance based, review JDTA data and compose “New module/Duty,” “New TLO,” and “New ELO” as needed. Also include KSATR data to support the new TLO/ELO.

NOTE

For RRL the New TLO and New ELO fields must be filled in (even if there is no change) for data to auto-populated into the FEA worksheets.

- Review curriculum hours from the CMS Alignment worksheet and add hours up by TLO. Place the total number of hours by TLO in the “CMS Hrs” column next to the appropriate TLO in column S.
- For all LOs, the ISD will provide current Assessment types from the COI including numbers of “Assessment Types” column (example SPL1 – 15 questions, 2 Job Sheets).

- The Notes and Comments columns are open fields for the ISD to place additional information such as the current COI number of Lab hours, Job Sheets, etc., which EOs may be found under the same Job Sheet, if COI Job Sheets are currently being used/not used at the LC (information from Site Visit), Labs that need Job Sheets, anything that points to where work would improve the current course (rounding the edges).

QA Validation:

- **LC Project Lead/LC Rating Lead** - Reviews data for accuracy in alignment of LOs with the intent of the JDTA. Ensures performance based Assessment Type recommendations align with intent of the JDTA (work/performance) of the Rating.
- **LC ISS** – Supports ISD Team Member and LC personnel by answering questions and clarifying COI in the development of Assessment Type recommendations. Will review to ensure (agree) the assessments listed for each LO are accurate (align testing plan to LOs).
- **ISD Team Member** – Reviews data input by a different ISD Team Member for accuracy in developing performance based TLO/ELOs from COI/JDTA data and assignment of Content Types and their related Elements. Reviews Assessment Type recommendations for clarity and performance based emphasis. Contacts LC ISS for support or clarification as needed. Ensures any concerns/notes are high-lighted/flagged in worksheet until resolved and includes comments in appropriate cells as needed. Ensures comment on status of review is placed in the worksheet following completion of review and any appropriate comments are included in appropriate cells for flagged item resolutions.
- **NETC Team Lead** – Reviews worksheet for completeness and logic in the JDTA-LO-Assessment alignment. Ensures all flagged items are resolved with LC and all portions of the worksheet are completed by the contractor. Include comments on review in QA column.
- **QA Team Member** – Reviews data for accuracy in alignment of JDTA, LOs, Main and Supporting Content Types, their related Elements and Assessment Types align with JDTA and LOs. Flag any disparities and re-check as needed. Include any notations or comments on review in QA column.

JDTA-LO Crosswalk-BlockLearn (ISD-1):

ISDs will use the “New TLO” and “New ELO” sections to update current COI non-performance based LOs into performance based LOs as needed so data may be input into the performance based AIM LO Module.

This worksheet auto-populates data from the Align NEC-NTSP to OCCSTDs worksheet and COI data from the AIM I_AIM II_Content Mapping_BL. While this worksheet has the same format as the JDTA-LO-Assessment Crosswalk RRL (listed above) it will be worked from *right to left* ensuring current COI is aligned to the work (JDTA) at the Task level on the left. The ISD also reviews the current COI and makes recommendations for any ISD Considerations/Comments. Data from this worksheet will be used in the BLA-2 (Block Learning Analysis-2) worksheet as one review for BL recommendations.

Completing the BL Crosswalk:

- “Review current course TLOs/ELOs in columns S & T for performance based objectives. If the current TLOs/ELOs are not performance based, write performance based LOs and place in the appropriate “New TLO,” or “New ELO” as needed. Include KSATR data to support the new TLO/ELO. The ISD shall contact the LC ISS for clarification on current COI curriculum as needed.
- The ISD will provide ISD Considerations/ISD Comments for “rounding the edges” for BL. Examples:
 - Comments to provide performance based assessment for a main Content Type
 - Ensuring a cumulative assessment for a current course blocked into 2 blocks has the appropriate assessment parts placed into the appropriate block of training
 - Labs that may need a Job Sheets or alteration in a Job Sheet to separate for recommended sections of blocked learning
 - Needed upgrade for current assessments for performance based LOs when the current assessment is KPL1
 - Other suggestions to round the edges or fill the gaps for blocked learning as appropriate.
- The Notes and Comments columns are open fields for the ISD to place additional information as needed
- ISD Recommendations will become final after BL recommendation is approved.

QA Validation:

- **LC Project Lead/LC Rating Lead** - Reviews data for accuracy in alignment of performance based LOs with the intent of the JDTA. Reviews ISD Considerations / ISD Comments for performance based recommendations to fill identified gaps for BL. Ensures considerations/comments align to COI for performance based learning and new LOs and Elements accurately reflect the work (JDTA) instructed.
- **LC ISS** – Supports ISD Team Member and LC personnel by answering questions and clarifying COI in the development of Assessment Type recommendations.
- **ISD Team Member** – Reviews data input by a different ISD Team Member for accuracy in developing performance based TLO/ELOs/Elements (Duty/Task/Sub-task) from current COI data. Reviews ISD Considerations/ISD Comments for clarity and performance based emphasis for “rounding the edges” requirements for BL. Contacts LC ISS for support or clarification as needed. Ensures any concerns/notes are highlighted/flagged in worksheet until resolved and includes comments in appropriate cells as needed. Ensures comment on status of review is placed in the worksheet following completion of review and any appropriate comments are included in appropriate cells for flagged item resolutions.
- **NETC Team Lead** – Reviews worksheet for completeness and logic in the JDTA, new performance based LOs and ISD Considerations/ISD Comments. Ensures all flagged items are resolved with LC and all portions of the worksheet are completed by the contractor. Include comments on review in QA column.
- **QA Team Member** – Reviews data for accuracy in alignment of JDTA, new performance based LOs, ISD Considerations/ISD Comments and current COI being

blocked. Flag any disparities and re-check as needed. Include comments on review in QA column.

JDTA_IPRD_Final (WF/ISD-2 complete, LC SMEs validate):

This worksheet contains the completed JDTA data with all associated fields including Duty, Task, Sub-task and KSATRs, Conditions, Standards, Other fields, etc., filled in. The worksheet should be fully completed during a Fleet SME JDTA workshop. Instructions for TTA data gathering will be provided by the NETC Team Lead during a JDTA Workshop using the JDTA TTA Guidance (Rev 9) document (Appendix F) or its current revision number. Fleet SMEs validate the JDTA data and fill in the TTA data. The WF team member documents SME input on the Block Learning Q&A worksheet for tracking of SME input.

Baseline TTA Data Gathering:

TTA task data gathering should be performed in the same manner as the JDTA Workshop process and should be facilitated by the NETC Team Lead. The Team will record information in the appropriate cell in the worksheet.

While performing the TTA review, it is encouraged to perform the TTA section vertically rather than horizontally using similar TTA item groupings (Appendix F). Reviewing TTA data in this manner provides relevance and frame of reference for all work/JDTA being reviewed.

Once approved, changes to TTA findings can only be made in this worksheet if a solid reason exists and with appropriate approval authority. The associated TTA data is used as the primary recommendation for BL on the BLA1 worksheet.

NOTE

TTA questions are provided in a succinct reference format in the JDTA TTA Guidance document (Appendix F). If, during a JDTA/TTA Workshop or LC population of TTA data, a TTA attribute is rated sufficiently high or a task sufficiently critical to drive a training requirement, possible guiding questions are contained in the “TTA Questions” worksheet. In the “JDTA Workshop” worksheet, there is a form to record workshop attendees, location and dates and a JDTA Validation Questions Worksheet and to document the adjudication of TTA data gathered.

Populating Data into the JDTA IPRD worksheet:

Contractors will use the Align NEC-NTSP to OCCSTDs worksheet to manually populate JDTA. The KSATR data will be gathered using a macro button titled “Gather KSATR Data.” KSATRs will be populated prior to the JDTA/TTA Workshop. If data in some cells is unknown or gaps have been identified, use SME input to complete. TTA data is populated during the JDTA/TTA Workshop by Rating SMEs. The balance of the data is populated by the WF Team Member with support and assistance from the ISD Team Member.

KSATR Analysis:

A foundation for KSATR data can be derived from an analysis of existing JDTA data or legacy course curriculum. Preparation of baseline JDTA KSATR data elements is a parallel activity that coincides and should be performed in conjunction with preparation for the TSD site analysis.

WF/ISD are the primary Job/performers responsible for developing Knowledge, Skills, Abilities, Tools and Resources (KSATR) data. Rate Lead/ Instructional SME personnel will assist in establishing Knowledge, Skills, Abilities, Tools and Resources (KSATR).

Collection of KSATR data elements is a functional requirement component in the execution of the NETC JDTA process. KSATR data should be prepopulated into JDTA workbooks prior to a Site Visit and also populated from the alignments of the RTM Alignment, PQS Alignment, CMS Alignment as well as SME input.

JDTA KSATR data should establish an alignment and direct relationship to actual work centric, performance based requirements. Knowledge, Skills, Abilities, Tools and Resources (KSATR) are used to identify essential data elements that support each task (impacts FEA Step 6, Media Analysis for RRL). KSATR analysis becomes a fundamental requirement used to support the selection and design of instructional media requirements for eventual development of learning content.

Step 1) Establish existing KSATR baseline

Method A - using TCCD COI, Test Plan/Tests, LP/TG (instruction sheets), RRL, RATS worksheet..., determine K/S requirements, including main/supporting content types and proficiency level requirements.

Using assignment/problem sheets, knowledge quizzes/tests construct a knowledge list including knowledge based fact, concept, process content types, SPL requirements. All KPL 1 based knowledge will align with a KPL2 application supporting a JDTA task based performance requirement.

Using job sheets and performance tests construct a skills list including performance based procedure and principle content types, SPL requirements.

Using TCCD RRL data construct a Tools list including tools (i.e., hand tools, fixtures, equipment) required to perform the job task.

Using TCCD RRL data construct a Resources list including resources (i.e., Pubs, MRCs, EOSS/CSOSS, technical data) required to perform the job task.

Method B - using supplemental NAVEDTRA 131 guidance, using PPP table line items (physical characteristics/function/ location/ theory of operation, TLA, RATS worksheet, determine K/S requirements, including main/supporting content types and proficiency level requirements.

- Knowledge list includes cognitive based fact, concept, process content types, KPL requirements

- Skills list includes performance based procedure and principle content types, SPL requirements

Step 2a) Populate KSATRs in the JDTA_IPRD_Final worksheet

Step 2b) Refer to the TSD for additional information to populate the KSATRs

QA Validation:

- **LC Project Lead** – Validates all data for completeness and accuracy. Coordinates with LC Rating Lead and LC ISS on review.
- **LC Rating Lead** – Reviews for completeness and accuracy. Coordinates with LC Project Lead on any flags/discrepancies. Answers any technical questions WF/ISD Team Members can't complete without required technical knowledge (JDTA Task data - Task Level, Status of Training, Type of Training, Platform, Condition, Standard, Source and KSATRs).
- **LC ISS** – Reviews data for completeness and accuracy. Coordinates with LC Project Lead and Rating Lead on review.
- **ISD Team Members** – Reviews data input by WF Team Member for accuracy and completeness (all JDTA Task data including Task Level, Status of Training, Type of Training, Platform, Condition, Standard, Source) and KSATR data for each Task / Sub-task. Contacts LC Rating Lead for support or clarification as needed. Ensures any concerns/notes are high-lighted/flagged in worksheet until resolved and includes comments in appropriate cells as needed. Ensures comment on status of review is placed in the worksheet following completion of review and any appropriate comments are included in appropriate cells for flagged item resolutions. Include comments on review in QA column. Ensures comment on status of review is placed in the worksheet at completion including through the final approval. Note final approval date and written reference of acceptance (i.e., email dated 20 Feb 2016, etc.)
- **NETC Team Lead** – Reviews worksheet for completeness. Coordinates with LC Project Lead on any concerns. Works toward consensus among the SMEs on any differences in the TTA.
- **QA Team Member** – Reviews data for accuracy and completeness. Coordinates with NETC Team Lead on any concerns.

JDTA Workshop (WF):

Contains a list of Workshop Attendees, directions for completing the JDTA Validation Questions Worksheet and the JDTA Validation Questions Worksheet for use during the JDTA Workshop.

TTA Questions (WF):

Contains a list of questions that help the workforce analyst to determine the correct TTA inputs for the JDTA_IPRD_Final worksheet. This worksheet was the basis for constructing the Training Task Attribute (TTA) Questions (Appendix F).

QA Validation:

- **LC Project Lead** - Validates all data for completeness and accuracy.
- **ISD Team Member** – Reviews data input by WF Team Member for accuracy and completeness. Ensures comment on status of review is placed in the worksheet following completion of review and any appropriate comments are included in appropriate cells for flagged item resolutions. Include comments on review in QA column.
- **NETC Team Lead/QA Team Member** – Reviews worksheet for completeness. Ensures all flagged items are resolved with LC and all portions of the worksheet are completed by the contractor. Include comments on review in QA column.

BLA1 (Block Learning Analysis-1):

The BLA1 uses JDTA and TTA fields from the JDTA_IPRD_Final worksheet *to run Tasks, Sub-tasks and TTA data through an USFF approved algorithm* to assign percentages of instructional hour recommendations per Task and Sub-task using the Ohio DIF model) to recommend Training Levels 1-5. It also looks at possible modifiers that may affect the recommended outcome. LCs can make recommendations for use of modifiers, however, the Management Team will make the final decision to ensure all required Business Rules are met.

Purpose:

The BLA1 is 1 of 2 initial reviews of curriculum hours (BLA2 is the second). The BLA1 reviews data by Task level (and rolled up hours from Sub-tasks). Task TTA data is run through an algorithm to assign Training Levels 1-5. Percentages of instructional hour recommendations are first performed at the Task level and when required, at the Sub-task level for proper analysis. BLA1 will determine the minimum curriculum hours in Block 0 for ‘A’ School; it will not produce a final Block 0 recommendation.

Data Preparation:

Data auto-populated from the JDTA_IPRD_Final data and data input manually by the contractor will be completed in prior worksheets and verified for correctness. BLA1 auto-populated data comes from the JDTA_IPRD_Final (IPRD Final) worksheet and includes Number Lines, Tasks, Sub-task, Paygrade and TTA data (columns A – H, N, P-S). The IPRD Final worksheet shall include all OCCSTDs for the Rating and any “orphaned NECs,” defined as NEC tasks *not* aligned to an OCCSTD.

Total Instructional Hours (Column I) in the BLA1 is *manually input by the contractor* and is obtained by cross-verification of “Curriculum Hours” in the Correct-CMS worksheet and “CMS Hrs” in the JDTA-LO-Assessment CrosswalkRRL (CrosswalkRRL) worksheet by Task for approved CINs in the accession path (NETC N71 “Block Learning Training Path Master Spreadsheet” file).

CMS Hours in CrosswalkRRL are manually input in the worksheet by aligning the Course Master Schedule to the JDTA Task or Sub-task (normally start with the Task). Add up hours in the Correct-CMS tab by looking at Topic Title to get to hours for Task (or Sub-task as needed).

Then cross-check and validate CMS Hours with actual curriculum hours (COI located in the TCCD) from and between:

- Hours in the Correct-CMS tab
- The TCCD Outline of Instruction Summary where curriculum hours are provided (this should also identify testing hours)
Include a review of the Testing Plan or actual test to determine if the test is performance based, or the knowledge proficiency level of the test. Performance tests hours should be included in the curriculum hours, but not test reviews. These hours are used again in BLA2.
- The TCCD Annex B – the Master Schedule Summary Sheet (identifies Instructor contact hours and bottlenecks which may be used again in BLA2)
- Comparative hours should be validated in the Trainee’s Guide and Lesson Plans for each Lesson Topic.

Variations in hours between the Correct-CMS and TCCD, Trainee’s Guides and Lesson Plans should have been reported to the Team Lead for clarification from the Learning Center (LC).

Procedure:

Step 1: Execute Block Learning Analysis 1 macro.

- Data auto-populates from the IRPD Final worksheet and from calculations and algorithms when running/selecting the BLA1 macro within the BLA1 worksheet.
- TTA fields Difficulty of Performance, Criticality of Performance and Frequency of Performance are color coded using current and historical TTA terms and assigned Training Levels 1 through 5. (Reference files “RATS TTA Terms Used” and “Color Codes_V9_update” files are on Sakai, iNavy and S2025 Oceana Share drives in the 00A_Sailor_2025_Resources file).
- **TIP:** Difficulty, Criticality and Frequency of Performance should have all cells highlighted in green, yellow, orange or red colors. If any cells are highlighted in the standard blue, there is an error in the TTA field in the JDTA_IPRD_Final worksheet and a default Training Level 5 is assigned. This will cause an incorrect initial BL recommendation.
 - The error may be as simple as a typographical error. Check the field on the JDTA_IPRD_Final worksheet to correct, but do not modify the intent of the data. If you need assistance, contact your Team Lead or QA person.

Step 2: Validate Initial Block Learning Recommendations (Column O)

- Tasks/Sub-tasks assigned to Training Levels 1, 2 and 3 are assigned Block 0
- Tasks/Sub-tasks assigned to Training Levels 4, and 5 are assigned Block 1
- Percent Performing of less than 50% changes any Block 0 assignment to Block 1. However, this recommendation must be reviewed and understood to determine impact to the course and the overall training continuum. Typically, only students who require training identified as less than 50% Percent Performing will receive this training in Block 0 before their first tour of duty (the majority of Sailors will receive it as part of Block 1 or later).

Step 3: Manually input total instruction hours (Column I) to corresponding JDTA Task.

- Cross-verify “Curriculum Hours” in the Correct-CMS worksheet and “CMS Hrs” in the JDTA-LO-Assessment CrosswalkRRL (CrosswalkRRL)
- In CrosswalkRRL filter Column P (Aligns with JDTA-2) by each task number
- In CrosswalkRRL, for each aligned task, sum Column S (CMS Hrs) to determine total curriculum hours aligned to that individual JDTA Task. (Once a Task is filtered, highlight the CMS Hrs, then look at the Excel Customized Status Bar on the bottom right to see the number of hours associated with “Sum:” to obtain a total for that Task.)
- Record calculated total curriculum hours in BLA1 Column I in same row as corresponding JDTA Task.
 - If curriculum hours are aligned to a Sub-task, conduct the same process and record total curriculum hours in BLA1 Column I in the same row as the corresponding JDTA Sub-Task.
- Repeat steps for all aligned Tasks indicated in CrosswalkRRL Column P.

Step 4: AutoSum BLA1 Column I and verify

- After the last JDTA Task/Sub-Task, conduct an AutoSum of all curriculum hours contained in Column I
- Compare BLA1 total curriculum hours with Crosswalk total curriculum hours (Column S). These two should match (or be very close, excluding hours not aligned and identified with an asterisk) because they represent the total amount of hours of the course that was able to be aligned to the JDTA.

Step 5: Execute Block Learning Analysis 1 macro again

- This will populate Columns J – L using an algorithm based on Training Levels and Initial Block Learning Recommendation.
- Instructional hour recommendations are calculated in the same row where Total Instructional Hours are inputted. The following Training Level percentages are possible recommendations:
 - Training Level 1 is calculated at 75% of Block 0 Total Instructional Hours (remaining 25% to Block 1)
 - Training Level 2 at 66% (remaining 33% to Block 1)
 - Training Level 3 at 50% (remaining 50% to Block 1)
 - Training Levels 4 and 5 at 0% (remaining 100% to Block 1)
- Hours contained in Column J represent the initial Block 0 curriculum hours aligned to a particular JDTA Task. These are the Block 0 hours resulting from Training Level application and not a final Block 0 determination.

Step 6: AutoSum Columns J – L and verify

- For every row with hours in column I validate there are hours in columns in J and L or K and L.
- After the last JDTA Task/Sub-Task, conduct an AutoSum of all curriculum hours contained in Columns J – L.

- For an understanding of the algorithmic function in columns J – L continue reading in this section. Otherwise, *skip to Step 7*.

An explanation of algorithmic functions in columns J-L

- *Instructional Hours Recommendation (Block 0)* (column J) uses the Training Level (column H) and hours manually input in column I to calculate the hours in column J. The calculation is based on Instructional Hours X Training Level where TrLev =

TrLev 1 = .75

TrLev 2 = .66

TrLev 3 = .50

TrLev 4 = 0

TrLev 5 = 0

- The macro calculates the *Block 0 Strand is less than 50% Performing* (column K) by performing a check on the Percent of Sailors Performing a task (column N) and takes 1 of 2 actions.
 - Action 1: For Training Levels 1-3, if 50% or more of Sailors perform a Task/Sub-task, then the *Instructional Hours Recommendation (Block 0)* in column J remains as populated by the macro (column J calculation for TrLev X Hours above). Column K (*Block 0 Strand is < 50% Performing*) remains blank.
 - Action 2: For Training Levels 1-3, if less than 50% of Sailors perform a Task/Sub-task, then Column J will show zero (0) hours. Column K will show the number of hours for a possible Strand at the calculated rate for the Training Level (column J calculation for TrLev X Hours above) and targeted only to Sailors requiring the strand training prior to their first Fleet assignment.

If Action 2 is required, then *Total Instructional Hours* (column I) are moved into *Instructional Hours Recommendation (Block 1)* (column L). AND...

... *Block 0 Strand is < 50% Performing* (column K) is set to the number of hours moved from *Instructional Hours Recommendation (Block 0)* (column J) at the Training Level 1, 2 or 3 levels (75%, 66% and 50% respectively). AND...

AND...

...*Instructional Hours recommendation (Block 0)* (column J) is then set to 0 hours

- *Instructional Hours Recommendation (Block 1)* are hours recommended to be taught in Block 1.
 - Calculation: Total Instructional Hours (column I) minus Instructional Hours Recommendation for Block 0 (column J) = Instructional Hours Recommendation (Block 1) Column L.

Step 7: Determine Preliminary Block Learning Recommendation (Column T)

- The Preliminary Block Learning Recommendation is the adjusted Training Block based on analyzing the Task/Sub-Task Training Level, *Percent Performing*, and *Immediacy of Performance* values. Column T is initially auto-populated by the macro, but for rows with Immediacy of Performance < 2 years, follow this guidance:

| Training Level | Immediacy of Performance | % Performing | Column T |
|----------------|--------------------------|--------------|----------|
| 5 | < 2 yrs | < 50% | BL 1 |
| 5 | < 2 yrs | > 50% | BL 0 |
| 4 | < 2 yrs | < 50% | BL 1 |
| 4 | < 2 yrs | > 50% | BL 0 |
| 3 | < 2 yrs | < 50% | BL 0 |
| 3 | < 2 yrs | > 50% | BL 0 |
| 2 | < 2 yrs | < 50% | BL 0 |
| 2 | < 2 yrs | > 50% | BL 0 |
| 1 | < 2 yrs | < 50% | BL 0 |
| 1 | < 2 yrs | > 50% | BL 0 |

Step 8: Determine Preliminary Block 0 Instructional Hours (Column U)

- The purpose of the column *Factor-Current Instructional Hours* is to Determine Preliminary Block 0 Instructional Hours for Column U.
- Column U is the Block 0 instructional hours resulting from application of Training Levels (Column H), Percent Performing (Column N), and Immediacy of Performance (Column P). Guidance for Column U population is:
 - If column O = Block 0 and column T = Block 0, then enter hours from column J into corresponding (same row) column U.
 - If column O = Block 1 and column T = 0, then column U equals column I * corresponding Training Level:
 - If column H indicates Training Levels 1 – 3, column U equals column I * Training Level in Column H (Training Level 1 = 75%, Training Level 2 = 66%, Training Level 3 = 50%).
 - If column H indicates Training Level 4 or 5, column U will be up to 50% of column I; if less than 50%, include an explanatory Note in column AF.
 - If column T = Block 1, then enter 0 hours in column U. Place hours in column K into column AB. Hours in column K represent Strand Hours and should also be noted in Column AF as Block 0 Strand hours only for Sailors requiring training prior to their first Fleet assignment.
 - Note: Rounding curriculum hours is appropriate in Column U

Step 9: Calculate Task Delay Tolerance Hours (Column V)

If more than 25% of the total hours aligned to the Task are moved back to Block 0 because of this modifier, NETC Management must be contacted.

- If hours are contained in Column U, then Task Delay Tolerance shall be analyzed for associated Task/Sub-Task.
- Locate Task Delay Tolerance TTA Values for Task/Sub-Task in JDTA_IPRD Final; identify any Low Delay values for the specific Task/Sub-Task analyzing.
- Note JDTA Number for Task/Sub-Task that carries Low Delay Value.
- In CrosswalkRRL apply filter and filter Column P (Aligns with JDTA-2) for JDTA number identified in previous step.
- Analyzed course objectives aligned to the identified JDTA Task/Sub-Task for objectives associated to performance of immediate actions as defined by the value of Low Delay Tolerance
- Determine hours associated with objectives meeting Low Delay Tolerance description; this may require Learning Center involvement to determine hours taught per individual objectives or make estimate based on an average of the lesson topic hours.
- Smallest increment of hours for Low Delay is 0.5 hours.
- Once total amount of Low Delay hours have been determined for a particular Task/Sub-Task, populate Column V in BLA1.
- **In Column Y (Modifier Explanation) provide an explanation of the use of Low Delay Tolerance to move hours back to Block 0.** (ex. All tasks in JDTA 1 that aligned to course objectives carried a Low Task Delay value, 6.5 hours aligned back to Block 0 to account for low delay required actions associated with casualty control procedures).
- If there are no hours moved back, then leave cell blank.
- Repeat process for all Task/Sub-Task that contained aligned hours in Column I and Column U.

Step 10: Calculate Safety Hazard Severity Hours (Column W)

If more than 25% of the total hours aligned to the Task are moved back to Block 0 because of this modifier, NETC Management must be contacted.

- Follow procedures in Step 9, however, in this step locate Safety Hazard Severity TTA Values for Task/Sub-Task in JDTA_IPRD Final; identify any Catastrophic/Critical values for the specific Task/Sub-Task analyzing.

Note

If there are 0 hours identified to move back to Block 0 resulting from Low Delay or Safety Hazard Severity, enter “No modifiers used” in Column Y.

Step 11: Other (Column X)

- Populate with hours determined to be critical to course structure or Rating, not already accounted for by DIF Model, Immediacy of Performance, Low Delay, or Safety.
- Hours can be identified by Analysis Team or by Learning Center recommendation.
- Any hours identified for ‘Other’ must receive approval of NETC management team before inclusion into analysis.

- Upon approval, provide explanation in Column Y (Modifier Explanation).

Step 12: AutoSum Columns U - X

- After the last JDTA Task/Sub-Task, conduct an AutoSum of all curriculum hours contained in Columns J – L.

Step 13: Calculate Recommended Instructional Hours Block 0 (Column AA)

- For each row with hours populated in Columns U – X, add Columns U – X and populate corresponding cell in Column AA

Step 14: Calculate Recommended Instructional Hours Block 1 (Column AB)

- Calculate the difference between hours in Column AA and hours in Column I and place in column AB

Step 15: Calculate Recommended Instructional Hours Block 2 (Column AC)

- If there are any hours identified as Block 2 based on Immediacy of Performance, populate as required

Step 16: Verify Total Hours (Column AD) equals Total Instructional Hours (Column I) for each row populated with instructional hours.

- Verify Column AD equals Column I. If they do not match, recheck work performed in prior steps

Step 17: AutoSum Columns AA – AC

- After the last JDTA Task/Sub-Task, conduct an AutoSum of all Instructional hours contained in Columns AA – AC.

QA Validation:

- **LC Project Lead/LC Rating Lead** - Reviews data and is familiar with impact.
- **NETC Team Lead** – Reviews data and is familiar with impact. Ensures all flagged items are resolved with LC. Include comments on review in QA column.
- **QA Team Member** – Reviews data and is familiar with impact. Analyzes recommendation in coordination with all previous data reviewed and analyzed for logic in recommendation. Flags possible disparities or concerns for review with NETC Team Lead and the LC. Include comments on review in QA column.

BLA2 worksheet:

Conducts analysis and generates a report for each Learning Objective based on assessment strategy and instructional hours using the COI and existing curriculum to provide a repeatable and consistent BL recommendation based on the Business Rules criteria.

SPL material ranks higher than KPL1 for determining what is taught during Block 1 or during initial skills training. Depending on the amount of instructional hours with SPL training, there is a positive instructional percentage to the Block Learning Analysis-1 factors contained in the final

BL recommendation. Training hours are analyzed by main “family grouping” hours identified in the AIM I_AIM II_Content Mapping_BL worksheet.

Purpose:

BLA2 looks at data from the JDTA to LO Crosswalk-BlockLearn worksheet to further analyze current COI performance and knowledge based instruction. BLA2 analyzes performance based curriculum hours as part of the overall instructional hours and recommends the Number of Instructional Hours. SPL material ranks higher than KPL1 for determining what is taught during Block 0. Depending on the amount of instructional hours with SPL training, there is a positive instructional percentage to the Block Learning Analysis-1 factors contained in the final BL recommendation.

Data Preparation:

Data in Columns A - F auto-populates from Crosswalk-BlockLearn. A verification of cell population should be conducted prior to start of analysis.

Procedure:

Step 1: Populate Performance Lab Hours in Column G

- If Total Instructional Hours (Column F) is populated, then review ‘Correct_CMS’ section to determine amount of Performance Lab Hours.
- Performance Lab Hours will be indicated in Column I of the Correct_CMS section through the use of Laboratory or Practical.
- Hours should be verified through analysis of Lesson Plan and Trainee Guides

Note

There may be instances when performance is conducted in the classroom and not captured in the CMS. These hours will be evident through analysis of Learning Objectives and Lesson Plans. If performance hours are identified via analysis other than from the ‘Correct_CMS’ they are to be captured in BLA2 Column G with any associated Instructional Sheets and an explanation be placed in Notes (Column R).

- If there are no *Performance Lab Hours* (column G) associated to *Total Instructional Hours* (Column F) then put a 0 in Column G. This will indicate the course objectives were analyzed for Performance Hours.

Step 2: Populate # of Instructional Sheets (Column H)

- If *Total Instructional Hours* (Column F) is populated, then review Course Lesson Guides and Trainee Guide to determine Instructional Sheets associated with Lessons.
- If there is 0 Performance Hours (Column G), it is possible to have Instructional Sheets in Column H. These instructional sheets must be assessed to be included in the BLA2 analysis.
- If there are *Performance Lab Hours* (Column G) and no associated Instructional Sheet(s), place 0 in Column H and provide explanation in *Notes* (Column R) per LC feedback.
- If there are 0 Performance Hours (Column G) and no Instructional Sheets, place 0 in Column H.

Step 3: Populate Recommended Block (Column L)

- Copy the value from BLA1 in *Preliminary Block Learning Recommendation* (Column T) into the *BLA2 Recommended Block* (Column L).

Step 4: Populate School A or C (Column Q)

- Assign As-Is A or C school

QA Validation:

- **LC Project Lead/LC Rating Lead** - Reviews data and is familiar with impact.
- **NETC Team Lead** – Reviews data and is familiar with impact. Ensures all flagged items are resolved with LC. Include comments on review in QA column.
- **QA Team Member** – Reviews data and is familiar with impact. Analyzes recommendation in coordination with all previous data reviewed and analyzed for logic in recommendation. Flags possible disparities or concerns for review with NETC Team Lead and the LC. Include comments on review in QA column.

BLA3 (Block Learning Analysis 3; NETC N7 QA):

This report compares accession C School requirements to A School requirements. This is a methodology for achieving the 70% recommendation for C Schools, while at the same time validating the BL recommendations for initial skill training requirements.

QA Validation:

- **LC ISS** - Reviews data and is familiar with impact to ensure we are not blocking something out of an A school that is needed in an accession C school.
- **NETC Team Lead** – Reviews data and is familiar with impact to ensure we are not blocking something out of an A school that is needed in an accession C school.
- **QA Team Member** – Reviews data to ensure we are not blocking something out of an A school that is needed in an accession C school.

BLA1-BLA2-Recommendations (NETC N7 QA):

This worksheet generates a summary report of BL1 showing by Task / Sub-task, the assigned training level (from BLA1) BL recommendation and the number of instructional hours by block. BLA2 family grouped data, instruction hours from the current curriculum are then compared side by side with the BLA1 recommendation. LC/TSD and ISD Recommendations are also reviewed. All inputs are considered by NETC N7 personnel for a final recommendation of curriculum hours to be blocked in a final report.

Purpose:

Analysis provides a summary report of BLA1 by Task / Sub-task, the assigned training level (from BLA1), BL recommendation and the number of instructional hours by block, used to compare BLA2 recommended instructional hours by block. The comparison analysis between BLA1/BLA2 provides the final recommended instructional hours for Block 0 'A' School training.

Data Preparation:

Data in Columns A – K is auto-populated from BLA1. Data in Columns L – N is a manually input from Column K of BLA2. Verify number of populated rows in BLA1/BLA2 equals the number of populated rows in BLA1. If there is a discrepancy, check to see if rows are hidden or if cell formulas are not in sequence.

Procedure:

Step 1: Populate BLA2 Recommended Instructional Hours (Block 0) (Column L)

- If there are hours in Columns G – K, then there must be hours populated in Columns L – N as appropriate.
- Identify Task/Sub-Task in BLA1/BLA2 (Columns B – C) where Column L (columns M- N procedures are below) hours will be populated. The JDTA number identified in BLA2 will be used to determine “*Recommended # of Instructional Hours*” (Column K) from BLA2.
- In BLA2, filter Column C (CIN) and select the CIN that corresponds to the course analyzed in BLA1.
- In BLA2, filter Column B (Aligns with JDTA-2) and select the JDTA number identified in the previous steps.
- In BLA2, verify that data is presented for only one JDTA number and highlight all hours only for that one JDTA number in Column F (Total Instructional Hours) and note the “Sum” of Column F in the bottom right hand corner of the spreadsheet on the status bar.
 - This “Sum” represents the total instructional hours aligned to that particular Task/Sub-Task derived from Crosswalk-BlockLearn via CrosswalkRRL.

Note

If the Total Instructional Hours do not match in BLA2 and BLA1/BLA2 for a particular Task/Sub-Task, it indicates a discrepancy between the Total Instructional Hours (Column I) in BLA1 and the hours aligned to a particular JDTA Task/Sub-Task in CrosswalkRRL. The error may be a result of hours not populated correctly going from Correct-CMS to CrosswalkRRL. Verify CMS Alignment matches alignment of Lesson Topics in CrosswalkRRL

- In BLA1/BLA2 verify that the “Sum” of Total Instructional Hours from BLA2 (Column F) equals the Total Instructional Hours (Column G) in BLA1/BLA2 for that particular Task/Sub-Task.
- In BLA2, highlight all hours only for that one JDTA number in Column K (Recommended # of Instructional Hours) and note the “Sum” of Column K in the bottom right hand corner of the spreadsheet on the status bar.
 - This “Sum” represents the total *Recommended # of Instructional Hours* calculated for course learning objectives aligned to that specific Task/Sub-Task.
- Populate BLA1/BLA2 Column L if there are any resulting recommended instructional hours from BLA2.
- Repeat steps for all rows that contain data in Columns G – K.

Step 2: Populate BLA2 Recommended Instructional Hours (Block1) (Column M)

- Column M is the difference between Column L and Column G
- If Column L is greater than Column G, then Column M will equal 0
- If Column L equals 0, then populate Column M with same value as Column G

Step 3: Populate BLA2 Recommended Instructional Hours (Block2) (Column N)

- Rare occurrence that BLA2 will generate any Block 2 recommended instructional hours. If analysis generates any, compare with Column J.

Step 4: Populate Column P (Notes) with Block 0 Recommendation

- For each row with data populated, compare Column H and Column L values
- The cell with the greatest value will be the Block 0 recommended instructional hours for that particular Task/Sub-Task

Note

The Block 0 recommended instructional hours cannot exceed the total instructional hours listed in Column G.

Ex. Column G = 26 hours, BLA 1 Block 0 (Column H) = 19 hours, and BLA2 Block 0 (Column L) = 31 hours. The Block 0 recommended instructional hours for this particular Task/Sub-Task would be 26 hours. BLA 2 > BLA1, but we cannot add hours to the course, therefore the Block 0 hours cannot be greater than the current instructional hours (26).

- Add a note indicating the Block 0 recommended # of instructional hours

QA Validation:

- **LC Project Lead/LC Rating Lead** - Reviews data and is familiar with impact.
- **NETC Team Lead** – Reviews data and is familiar with impact.
- **QA Team Member** – Reviews data and is familiar with impact. Analyzes recommendation in coordination with all previous data reviewed and analyzed for logic in recommendation. Flags possible disparities or concerns for review with NETC Team Lead and the LC. Include comments on review in QA column.

FEA 1-5 (ISD-2 for RRL):

This worksheet is currently not in use.

This worksheet satisfies the NETC E2E requirement for performing FEA steps 1 through 5 and identifies the final Learning Objectives (all parts) and items that can be reused, repurposed or referenced (R3). As-Is and To-Be data is auto-populated. ISD Team Member completes the Condition, Standard, Other and Gap data as well as possibilities for Reused, Repurposed or Referenced (R3) data. Reference the Align NEC-NTSP to OCCSTDs, AIM I_AIM II_Content Mapping_BL, TSD_DIDs Rollup, JDTA-LO-Assessment Crosswalk RRL and JDTA_IPRD_Final sections above on data usage in the FEA.

The Learning Gap between As-Is and To-Be should include an *itemized list* of differences between As-Is and To Be. Differences will include TLOs and ELOs and any displaced LOs that will now be a function of KSATRs (KPL1 content). Assessment methodology, instructional hour differences, tool and resource changes (i.e., media, TTE, classroom type, infrastructure, bandwidth, bottlenecks, safety issues, etc.) will also be included. If an item is on one list but not the other, indicate why or how the LO was dealt with.

- For data being re-used, identify the LOs and associated curriculum (plug & play) to be Re-used in the appropriate cell.
- For data being Re-purposed, identify the LOs and associated curriculum to be Repurposed. Repurposed items have been developed previously, but require some modification to bring them into compliance with performance based learning or that require improvement in some way. For each item being Re-purposed, project the Level of Effort (LOE) associated with each LO to include the nature of the modification (e.g., equipment modification, graphics, audio, simulation, etc.) to the content component being modified.
 - Example 1: altering an assessment to make it performance based
 - Example 2: modifying a Job Sheet to make use of a different media to instruct information to be taught in a later block.
 - Example 3: Removal of 30 PowerPoint screens of level 1 interactivity versus 20 screens of level 3 interactivity. (Re: MIL-HDBK 29612- 3A)
- For each LO, list References for re-use. References identify the use of an existing object as an information source or resource for generating ideas for new learning events.

QA Validation:

- **LC Project Lead/Rating Lead/ISS** – Reviews data for completeness and accuracy.
- **ISD Team Member** – Reviews data completed by another ISD Team Member for completeness and accuracy. Ensures any concerns/notes are high-lighted/flagged in worksheet until resolved by LC Project Lead and includes comments in appropriate cells as needed. Ensures comment on status of review is placed in the worksheet at completion including through the LC Project Lead’s final approval.
- **NETC Team Lead** – Reviews worksheet for completeness. Coordinates with LC Project Lead on any flags/discrepancies.
- **QA Team Member** – Reviews data for completeness and accuracy. Flags any disparities.

FEA 6-9 For RRL Ratings (ISD-2):

[This worksheet is currently not in use.](#)

This worksheet satisfies the NETC E2E requirement for performing FEA steps 6-8. A portion of the worksheet is auto-populated. Other columns require input by the ISD. Reference the NAVEDTRA 138 for a better understanding of information required. All required ISD Consideration fields are also developed and approved to provide design criteria for RRL developers. Ensure skill interactivity components are included. For each Skill and Knowledge listed, determine which Interactive Multimedia Instruction (IMI)/IMM interactivity level, 1/2/3/4 is required to support the LO. Describe how or why.)

Instructional Media Requirements Document (IMRD):

A full IMRD will be conducted for RRL (Step 6 of the FEA) using the Media Selection Tool. For Block Learning, an analysis of the media requirement utilizing step 6 of the FEA process is not required. The IMRD requirements for Block Learning should include media variations pertaining to updates from approved IMM requirements to existing IMI requirements.

Step 1:

- Start developing an Instructional Media Requirements Document (IMRD) using NETC E2E SOP requirements and the DI-SESS-815 19B based on gaps identified in the TSD identify acquisition program requirements and pass to appropriate activity for action.

Step 2:

- Using the E2E process, use the Media Selection Worksheet located on the N72 NKO website or in the Sailor 2025 Resource file, identify flags
- Complete IMRD using NETC E2E SOP the DI-SESS-815 19B for non-acquisitions requirements. Lists gaps identified in step 4 of the FEA to satisfy requirements for future action.

Step 3: (this step may occur later in the process)

- Verify CPM Projects (LOs) were correctly input by the DB/WF Team Member.

Full FEA for RRL

- Using analysis and input from LCs, Fleet SMEs and other team members, develop a FEA, for submission to the QA Team. Information on FEA development is located in the E2E SOP 5.2.2 and the NAVEDTR 138. The Wiki Table of Contents is located at <https://navy-training-transformation2.wikispaces.com/0+-+Table+of+Contents+%28SOP+Sections%29>
- Specific requirements and steps for performing a FEA is located in the E2E SOP 5.2.5 and the NAVEDTRA 138. An updated FEA template with explanatory notes for each section is located in Appendix G. Identify as a FEA in support of RRL along with other required information.
- FEA worksheet for use is located on the N72 NKO page at <https://www.nko.navy.mil/group/netc-n7-branches/home> and in the Sailor 2025 Resources folder.

- Ensure all ISD Comments on training have been reviewed and applied as appropriate. ISD comments may include a change to assessment, media, how non-performance based LOs will transfer to content type elements (see E2E SOP 5.1.4 examples on Wiki page) or other specific documented messages are included in the FEA.
- Submit the completed FEA through your Team Lead to the QA Team.
- **Quality Assurance Check: Evaluation criteria** for these steps are in the E2E SOP and the NAVEDTRA 138 series. See QA Validation for FEA 1-5 and FEA 6-9 worksheet in the Rating Analysis Workbook section above.

QA Validation:

- **LC Project Lead/ISS/LC Rating Lead** - Reviews for completeness and accuracy for RRL.
- **ISD Team Member** – Reviews data for accuracy that was completed by another ISD Team Member. Ensures any concerns/notes are high-lighted/flagged in worksheet until resolved by LC Project Lead and includes comments in appropriate cells as needed. Ensures comment on status of review is placed in the worksheet at completion including through the LC Project Lead’s final approval.
- **NETC Team Lead** – Reviews worksheet for completeness. Coordinates with LC Project Lead on any flags/discrepancies.
- **QA Team Member** – Reviews and approves data.

Info (Reference):

Provides some definitions for quick reference.

Data Dependencies (Reference):

A chart of worksheets that depend on data from other worksheets through macros, formulas or a combination of both. Chart shows the data source and affected worksheets. Key color code is below the chart.

Deliverables_Reviews_Approval (Reference):

An overview of roles, responsibilities and review requirements for each Team Member.

Dropdown Data (Reference):

Dropdown menu choices for specific fields in the workbook.

Analysis Report (Reference):

Summary template for curriculum hours by block for each CIN in the accession path.

NETC Sailor 2025 Site Visit

Preparation for Site Visit:

NETC Team Lead:

The following should be accomplished within 1-2 days but completed well in advance to allow for planning purposes prior to the Site Visit:

- Schedule meeting with LC Project Lead to discuss timeline
- Create POA& M or add Project Plan to IMS (NETC) provide contact LT Nolan
- Get contractor team together. Assign roles and responsibilities.
- Have Kick-off meeting with LC Team, NETC, contractor to go over schedule answer any questions on who is doing what (SOP and SOP Technical Update includes Roles & Responsibilities).

ISD-1:

Prior to/During TSD or Site Visit:

- Review TCCD/COI and Testing Plan
- Conduct analysis and fill in blanks on the “TSD_DIDs Rollup” Worksheet. Note this is completed by a Rating’s Duty and Task, *not* by Course – then Duty and Task.
- Start “AIM I_AIM II_Content Mapping_BL” worksheet. This will place existing curriculum into “family groups.”
- Review previous TSD/TSA (This provides Historical Background and Items to follow up on during the Site Visit). Organize questions that arise and populate any future development anticipated on the spread sheet. Make every effort to get a copy before site visit.
- Review TCCD and populate on worksheet columns: Mission Statement, Major Goals, Content Length, Entry Level Requirements, Class size, Training Concept
- Review COI and identify what Labs exist and what performance based LOs are addressed in each lab. Populate performance task and trainers in second row of TSD DIDS Rollup.
- Ensure KSATR data is prepopulated into JDTA workbooks prior to a Site Visit and also populated from the alignments of the RTM Alignment, PQS Alignment, CMS Alignment (WF Team Member) as well as SME input.
- Review Testing Plan and TG and review: What and how many Performance test, knowledge test, and Job Sheets/ Assignment sheets and populate in performance measurement column.
- Review RRL and populate Training Simulators, Operational Equipment in worksheet.
- Review FCR and populate any future development anticipated in its cell in the worksheet.
- Contact Site SME via Team lead and have prepared questions ready that could be answered prior to visit.
- Prepare a printed copy of TCCD, Testing Plan, COI, Check Sheet and TSD DIDs roll up sheet.
- Interview SME with unanswered questions from check sheet and or any developed questions from pre visit review.
- Tour class room, observe any Computer-Aided Instruction (CAI) or CBT, IMI and how is used.

- Tour Labs: In each lab verify how each performance is taught and assessed in the Lab. IE: simulated, Hands on, Imitated, what job sheets and performance tests are conducted. (Develop a list of questions for labs IE: is this equipment used in the fleet, how often, how effective is the training? What would you change to make it better? Gather information to populate second and third row of TSD DIDS Rollup.
- Review Student Critiques and capture any training deficiencies or notable curriculum content to be addressed.
- Capture Attrition, Class sizes, throughput of students, any feedback from fleet or instructors.
- Populate second and third row with data collected from the Lab tour and SME interviews.
- Review worksheet and follow up with any further questions.

Period 1:

NETC Team Lead -

- On daily basis, review with LC Project Team Lead and also contractors on status of progress
- Review or spot check any completed worksheets. If there are disparities or questions – go back to the contractor for clarification
- Provide weekly updates to LT Nolan, Management Team, and QA Team in preparation for command brief
- Contact QA Team upon completion of required and optional worksheets as each is completed IAW the “Deliverables_Reviews_Approval” worksheet.

ISD-1

- Complete “AIM I_AIM_II_Content Mapping” to content types and associated elements (LO Module)
 - “Family group” hours are procedures and skills that relate directly to a JDTA line item and may be derived from the AIM I_AIM II_Content Mapping_BL worksheet’s family groupings of hours. A “family grouping” will likely relate to an ELO. For this worksheet, each family grouping will need to be calculated separately.
- “JDTA to LO Crosswalk-BlockLearn” worksheet
 - Perform COI LO objectives to JDTA alignment
 - In the “New TLO = Duty” and “New ELO = Task” fields, create new TLOs and ELOs to align the assessment to the LO or raise the assessment strategy to match the performance based objective (primarily geared toward blocking BL)
 - In the “ISD Considerations/Comments” field, provide information to people who will develop BL material, such as “raise assessment to align with LO,” or “no action required”
- Visit all labs, review all performance assessments. Address any concerns of the Learning Site (LS).

NOTE

After Period 1 the ISD-1 will generally participate in reviews. Their work moves on to another Rating.

ISD-2:

- Complete the “JDTA-LO-Assessment CrosswalkRRL” worksheet
 - Create new TLOs and ELOs to align the JDTA to the LO
 - Align assessment requirements to LO in the “Assessment Types” field. List the number and type of assessment questions for each family group or JDTA line item.
- Start FEA 1-5 and FEA 6-9 worksheets. Most fields should be populated with at least preliminary recommendations. (After Fleet SMEs complete final JDTA, this data will be updated and finalized.)
- Assist ISD-1 as needed.

WF Team Member:

- Deconstruct work on NEC worksheet
- Move/align the OCCSTDs into Tasks and Sub-Task in the “Align NEC-NTSP to OCCSTDs” worksheet based upon the approved Action Verb list. Copy the NEC construct into the bottom of the worksheet. Align the NECs to an OCCSTD and determine the Duty/Functional groups for the NECs.
- Align RTM to a specific JDTA requirement. During this review KSATR information should be added to the JDTA workbooks prior to a Site Visit. KSATR data is often populated from the alignments of the RTM Alignment, PQS Alignment, CMS Alignment as well as SME input and current course curriculum.
- Align CMS (formal course) to a specific JDTA requirement. During this review KSATR information should be added to the JDTA.
- Align PQS to a specific JDTA requirement. During this review KSATR information should be added to the JDTA.
- Review auto-populated “Training Material Continuum” worksheet for any “orphans.” If any orphans exist, go back into previous worksheets to properly align to JDTA. Re-check as required.
- With the Rating Lead, populate JDTA fields in the “JDTA_IPRD_Final” worksheet. The WF person should be using the “Block Learning Q&A Sheet” worksheet to ask questions and record responses from the LC Rating Lead/SME as appropriate. (The Rating Lead may want to include more SMEs.)

Period 2:

Team Lead:

- Assign WF, DB or another person who is well versed in using Excel to record the name, rank, contact information of the SME(s) providing information on TTA data on the “Block Learning Q&Q” worksheet.
- Provide daily updates to Management Team

- Know where each member of the team is in the process. Keep in contact with all people involved. (By period 2, the WF Team Member may have started work on the next Rating.)

NOTE

Following the site visit, create trip report for the Management Team.

ISD-2:

- Complete FEA for RRL recommendations

WF Member:

- With the Rating Lead and Fleet SMEs, populate/review JDTA fields (specifically populate the TTA fields) in the “IPRD_JDTA Final” worksheet. This will be completed separately from the previous “JDTA_IPRD_Final” worksheet completed by the LC. The WF person should be using the Block Learning Q&A Sheet to ask questions and record responses from the LC Rating Lead/SME as appropriate. (The Rating Lead has the option to include additional SMEs.)

LC Project Leads:

- Review all associated documentation

Fleet SMEs:

Fleet SMEs will review all JDTA data as is done during a JDTA workshop (conditions, standards, status of training, KSTARS, platforms, etc.) and complete TTA data.

- IPRD-JDTA Final Worksheet.
 - Review JDTA for accuracy
 - Complete TTA data
- All responses will be recorded on the “Block Learning Q&A Sheet”

Post Site Visit:

WF, ISD-2:

- Continue to populate data into worksheet, annotate sources.
- Post on share drive
- Follow up with SME as applicable
- Upon approval from the FCRC, inputting data into AIM/CPM will commence. Course is placed in LO Module as time is available.

-

Appendix A: Decision Guidance Memorandums 1 & 2



DEPARTMENT OF THE NAVY
COMMANDER
NAVAL EDUCATION AND TRAINING COMMAND
250 DALLAS STREET
PENSACOLA, FLORIDA 32508-5220

1513
Ser N00
5 Aug 15

DECISION GUIDANCE MEMORANDUM

Subj: INITIAL STEPS FOR THE TRANSITION TO READY, RELEVANT
LEARNING

1. Background. The concepts included in Sailor 2025 have been maturing over the spring, including the transition to Ready, Relevant Learning (RRL). With the decisions from the Resource and Requirements Review Board (R3B) and POM process, and the recent approval from the Fleet Commanders to move ahead, it is time to take the first actionable steps toward a continuum of learning for our Sailors. This guidance memorandum is directed specifically at the NETC staff, assigning roles and responsibilities for the initial steps. It is important to remember that the transition will require significant engagement at all levels to carefully explain our process and expected outcomes. A change of this magnitude will take perseverance and partnership with our learning centers, the Fleets, and resource sponsors to be successful. I want to stress that coordination with the Fleet is extremely important as we progress in each stage of the process. As we move forward, we will undoubtedly encounter areas which will need modification, and we must be cognizant of second and third order effects. I am always available for clarifications or additional guidance as needed.

2. Goal. While these are the first steps in our transition, it is important to keep in mind the desired end state - Sailors who are better prepared to fulfill their job responsibilities in the Fleet. We recognize that today's legacy training does not take full advantage of existing and emerging technology for knowledge transfer and skill development, and it does not capitalize on mobile and modular opportunities. As we build toward RRL, focus on the long term vision.

Subj: INITIAL STEPS FOR THE TRANSITION TO READY, RELEVANT
LEARNING

3. First Steps. As outlined in our RRL strategy, the first steps to be completed in FY16 include an analysis of the first 77 affected ratings, carefully reviewing existing training paths with an eye toward the most appropriate time in a Sailor's career to receive the training. We recognize that knowledge atrophy and a lack of experience and context inhibit training all aspects of a rating at the start of a career. In this phase of the RRL process, we will move portions of the existing training to the first operational tour targeting 1-2 years after arrival in the fleet, and prior to the second operational tour. No training is eliminated - simply moved to the most appropriate times. This is titled the Block Learning Phase, and sets the foundation for the future - mobile, modular learning. The assumptions made in developing RRL included altering the initial training pipeline such that students are not in an Individuals Account status. 30% of A-school time and 70% of C-school training time in the initial training pipeline is targeted for conversion. Some may first jump to the conclusion that no changes in the training paths are required and that we need to do all training as it is done today but that is not the case. I plan to be the final approval authority on all training that does not change and remains as it is today. This is clearly a generalization, and your thoughtful analysis will need to be applied to each rating path. We must protect the training required for the initial operational tour. I expect we will adjust as we get into the details of the ratings. In addition, we must complete the Business Process Reengineering (BPR) and requirements development to support new and/or changes to our IT system and training delivery methods.

4. Specific Roles and Responsibilities

a. N1 (Assisted by Capt Mosier)

(1) Overall coordination of products and all Sailor 2025 briefings. This will include quarterly Navy Capability Board briefings, and quarterly briefings to the Fleet and TYCOM

Subj: INITIAL STEPS FOR THE TRANSITION TO READY, RELEVANT
LEARNING

N1/N7s. We will start these briefings in October 2015, although it is understood details will be limited until work accelerates through the fiscal year. Performance goals for these briefings will be provided by separate correspondence.

(2) NETC HQ lead for the execution team that will coordinate the return of Sailors for any mid-tour training requirements. We must partner with NPC to effectively orchestrate this process. The team should form in FY16 and begin pilot work on tracking Sailors and develop the processes and procedures for executing this facet of RRL.

(3) Develop cost estimates for returning Sailors for mid-tour training as informed by the N7 new block learning paths work.

(4) Provide subject matter experts in FY16 to complete BPR and requirements development for required RRL IT capabilities delivered in FY17 and beyond.

b. N5

(1) Lead the effort on exploring and piloting Delayed Entry Program (DEP) training, offering the opportunity to provide some training prior to RTC and reducing the street to fleet time. This includes developing potential DEP training sources, piloting the program with Sailors and DEP recruits to ensure robust training is provided and executable. Continue to monitor the necessary legislative changes to authorize expenditure of funds for DEP training. Coordinate with N7 to ensure that any training designated for DEP is supported by analysis to inform further end-to-end process work for building Block Learning and Learning Continuums.

(2) NETC HQ led for a training quality assessment team. The assessment team will coordinate with N7, the Learning Centers and the Fleet to evaluate the effectiveness of Block Learning, to include effects on the fleet from mid-tour training and if the block learning model produces a better prepared Sailor.

Subj: INITIAL STEPS FOR THE TRANSITION TO READY, RELEVANT
LEARNING

This team should stand up immediately to begin measuring the "as is" for the 77 ratings starting with the 6 pilot ratings. Also need to be prepared to start the assessments on the first Sailors going through the Block Learning phase starting in FY17.

(3) Provide subject matter experts in FY16 to complete BPR and requirements development for required RRL IT capabilities delivered in FY17 and beyond.

c. N6

(1) Continue working on a mobile learning strategy to support the mobile, modular learning for the Sailor of 2025. Acquisition for new training systems, many expected to be mobile, begins in FY17. Support N5 and N7 in the delivery of IT tools supporting Block Learning, DEP training, and learning continuums development.

(2) Facilitate BPR and requirements development for required RRL IT capabilities delivered in FY17 and beyond.

d. N7

(1) Lead the development of the Block Learning Phase by analyzing all applicable rating paths for 77 ratings. Provide guidance to and lead the contractor teams, to support this effort to develop the necessary artifacts. Partner with the Learning Centers, and provide guidance on the development and execution of Block Learning while minimizing the impact on Fleet Subject Matter Experts. This work will begin as soon as the contractor teams are ready. Conduct in depth rating artifacts analysis to build learning continuums for the first 6 pilot ratings (STG, STS, LS, CTM, AE and QM) in order to support content re-engineering for these ratings in FY17.

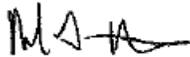
(2) In collaboration with NAWCTSD and the acquisition community develop and publish guidance for the planning, analysis, design, development, implementation and evaluation in support of Sailor 2025 and future content modernization efforts.

Subj: INITIAL STEPS FOR THE TRANSITION TO READY, RELEVANT
LEARNING

(3) Work with N6 to develop the Mobile Learning Strategy to ensure Instructional Systems Design (ISD) standards are followed and all training systems (LMS, LAS, CLE and AIM CP/LOM) are aligned and integrated.

(4) Provide subject matter experts in FY16 to complete BPR and requirements development for required RRL IT capabilities delivered in FY17 and beyond.

5. We must fundamentally change the way we look at training our Sailors, and how it will affect the entire Navy. We are not alone - there is a significant effort ongoing to change our training acquisition strategy and governance that will be worked simultaneously. We have an incredible opportunity to influence the future of the Navy and build a better warfighting force. Remember, we are doing this out of a position of strength, and not to correct a failure. We must be thoughtful, and understand that our plans will be informed and adjusted by our continuing analysis and reach. This is new territory for all of us. Be bold and visionary - it is your time.



M. S. WHITE



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NAVAL EDUCATION AND TRAINING COMMAND
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1513
Ser N00/471
21 Oct 15

MEMORANDUM FOR THE RECORD

Subj: DECISION MEMORANDUM TO PROVIDE GUIDANCE FOR STUDENT INDIVIDUAL ACCOUNT REDUCTIONS IN SUPPORT OF READY, RELEVANT LEARNING

1. Background. The primary financial offset required to re-engineer content to support Ready, Relevant Learning (RRL) is the reduction in the student individual account (IA). The student IA reduction will be achieved through Block Learning (BL) in accession training. This memorandum provides guidance regarding how IA reductions shall be achieved.

2. Discussion. The goals for student IA reduction are 30 percent for A-Schools and 70 percent for C-Schools (accessions schools only). For some ratings these reductions may not be achievable. For other ratings, greater reductions may be achievable. Every effort shall be made to achieve these reduction goals in each rating course.

a. BL is an interim step towards RRL. Combined, BL and RRL will produce well-constructed learning continuums for each rating over an entire career. BL analysis focuses on accession only training requirements while RRL analysis will extend this work through the journeyman and supervisor training requirements.

b. Analysis for both BL and RRL will be supported through a modified Job, Duty, Task Analysis (JDTA) of each rating. JDTAs will aid in the establishment of learning continuums using defendable, repeatable processes. Initial funding has been provided to conduct JDTAs on Naval Education and Training Commands (NETC) 77 accession training paths to support BL and on six pilot ratings to support RRL content re-engineering.

3. Actions. Learning Centers, in collaboration with the Fleet, Type Commands and other Resource Sponsors shall conduct JDTAs as the basis for BL recommendations using the following general guidelines.

a. A-Schools - Current training can be moved left into Delayed Entry Program (DEP) or right into the first operational tour. Both count towards the 30 percent reduction goal. Any movement into DEP should consider the limited amount of time available to train and also the limited knowledge level of these future Sailors in DEP.

b. Accession Training Path C-Schools - Current training can be moved to the right into the first or subsequent operational tours

Subj: DECISION MEMORANDUM TO PROVIDE GUIDANCE FOR STUDENT INDIVIDUAL
ACCOUNT REDUCTIONS IN SUPPORT OF READY, RELEVANT LEARNING

based on the JDTA. All movements to the right count towards the 70 percent reduction.

c. While Temporary Additional Duty Travel Target funding has been provided to support BL, special consideration should be given in building block recommendations:

(1) Training deferred to the second or subsequent operational tours shall not be provided in BL recommendations. Such deferred training should be included in subsequent RRL recommendations.

(2) To the maximum extent possible, BL should be based on platform specific billet requirements, with training blocks focused on what a Sailor requires to complete during the first operational tour. (Example: An IT Sailor going to a Communications billet may not need all of the training associated with a IT Sailor going to a Systems Administration billet and vice versa.)

(3) BL should be built around a notional 2-5 weeks of training away from a unit. Blocks of less than 2 weeks of training may not be fiscally prudent. Blocks of greater than 5 weeks of training may affect unit readiness negatively. To accommodate the longer training regimens, multiple blocks may be required.

(4) BL recommendations can consider alternative modes of delivery (other than schoolhouse delivery that exists today) and that do not require additional investments in content.

(5) BL recommendations should consider Optimized Fleet Response Plan implications in terms of delivery timing.

4. BL recommendations for each course that do not achieve the Student IA reduction goals will be approved by Commander, NETC via formal correspondence (email, record message, or letter).



M. S. WHITE

Distribution (NETCINST 5215.1D):
List II (1 - 12)

Copy to:
NETC (N5, N7)

Appendix B: USFF Business Rules for RRL BL Phase

Business Rules for RRL Block Learning Phase

Source: Fleet RRL IPR Brief for ESC - Nov 2015 v1.1

Introduction

Guiding Principles and Business rules for the Block Learning phase of RRL were developed at the November 2-6, 2016, Ready Relevant Learning (RRL) Offsite #2 held at USFF HQ in Norfolk, VA. The rules were refined and briefed at the first ESC IPR held on 23 November, 2016. The guiding principles inspire the business rules. The purpose of the business rules is to provide guidelines to project stakeholders, particularly in the design outputs of the Rating Review working groups. Where rules cannot be adhered to, deviation must be acknowledged and explained in the final report of recommendations from the working group.

Guiding Principles

1. **Don't break Fleet readiness:** Use high-resolution management techniques enabled by new IT to find a way to align continuums of learning to maritime readiness requirements and vice versa.
2. **Align training to point-of-need:** Minimize KSA atrophy.
3. **Accession training only:** Create a continuum of learning from the end of RTC to completion of the first shore tour.
4. **Reduce accession level gaps in Fleet manning:** Capitalize on training time reductions.
5. **Make it flexible:** Enable creative off-ramps and on-ramps considering Sailor experiences and circumstances.
6. **Matrixed management:** Culture change to share Sailor development responsibility between the waterfront and training agents.
7. **Smart trade-offs:** Optimize integration of OFRP-driven unit schedule requirements and most efficient modularization of learning for the Sailor.
8. **Continual process improvement:** Measure progress-to-plan and impacts-to-readiness to inform course corrections along the way.

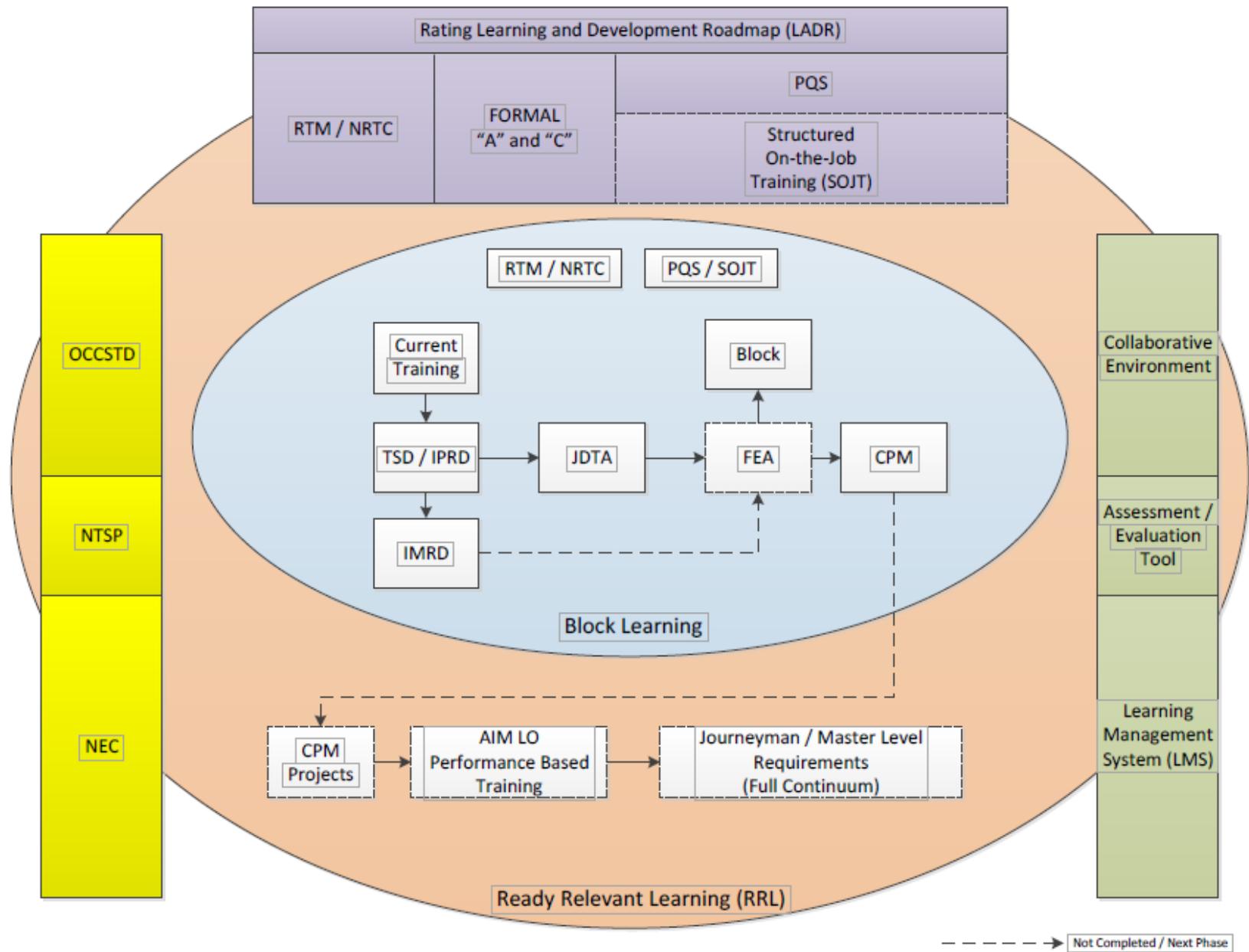
Business Rules

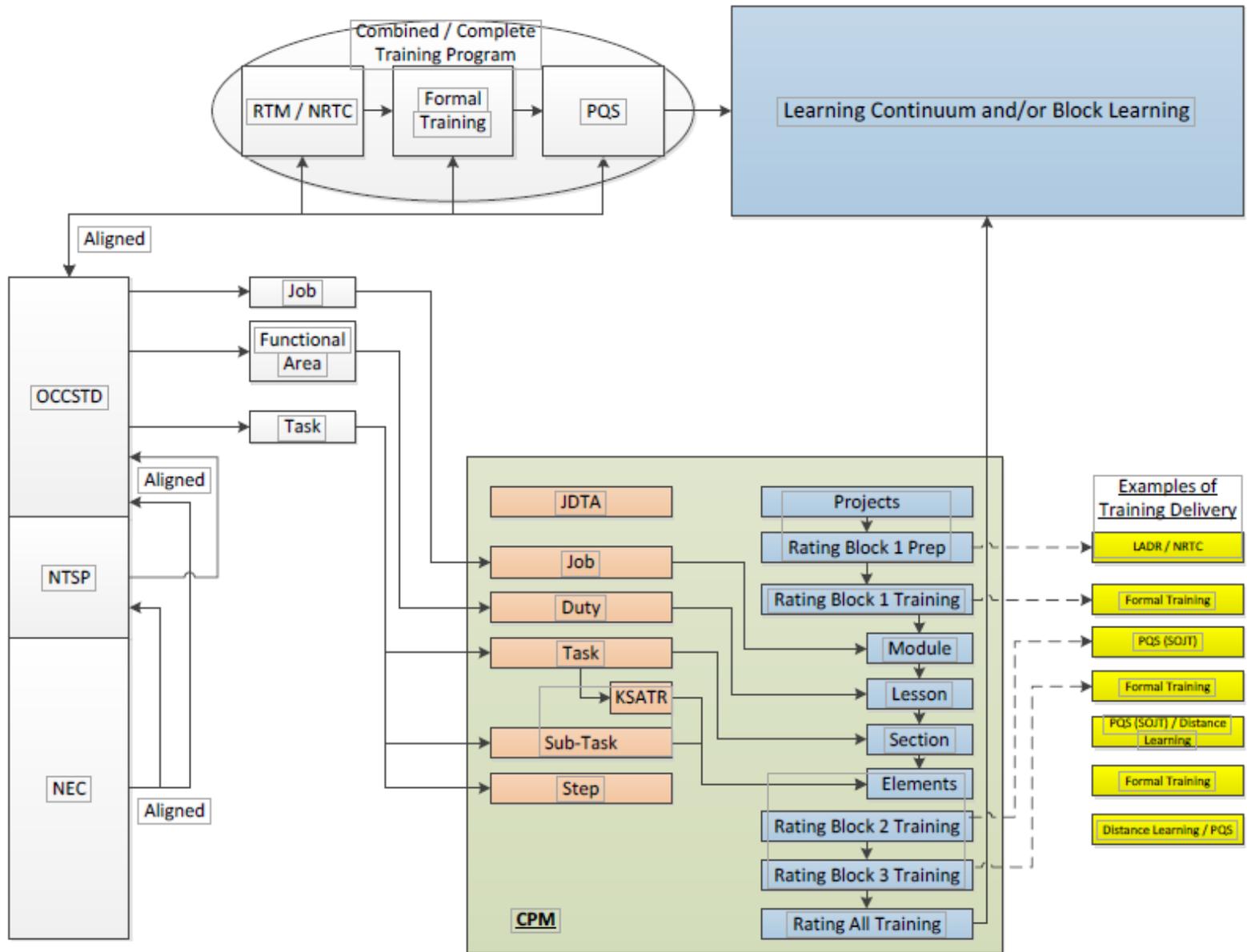
- I. **Rating Review Team Business Rules & "Block Learning" Products**
 1. **Rating Review teams will include all A schools and certain accession C schools in Training Continuum design.** The scope of block learning does not extend further than these schools during the initial Block Learning phase of RRL.

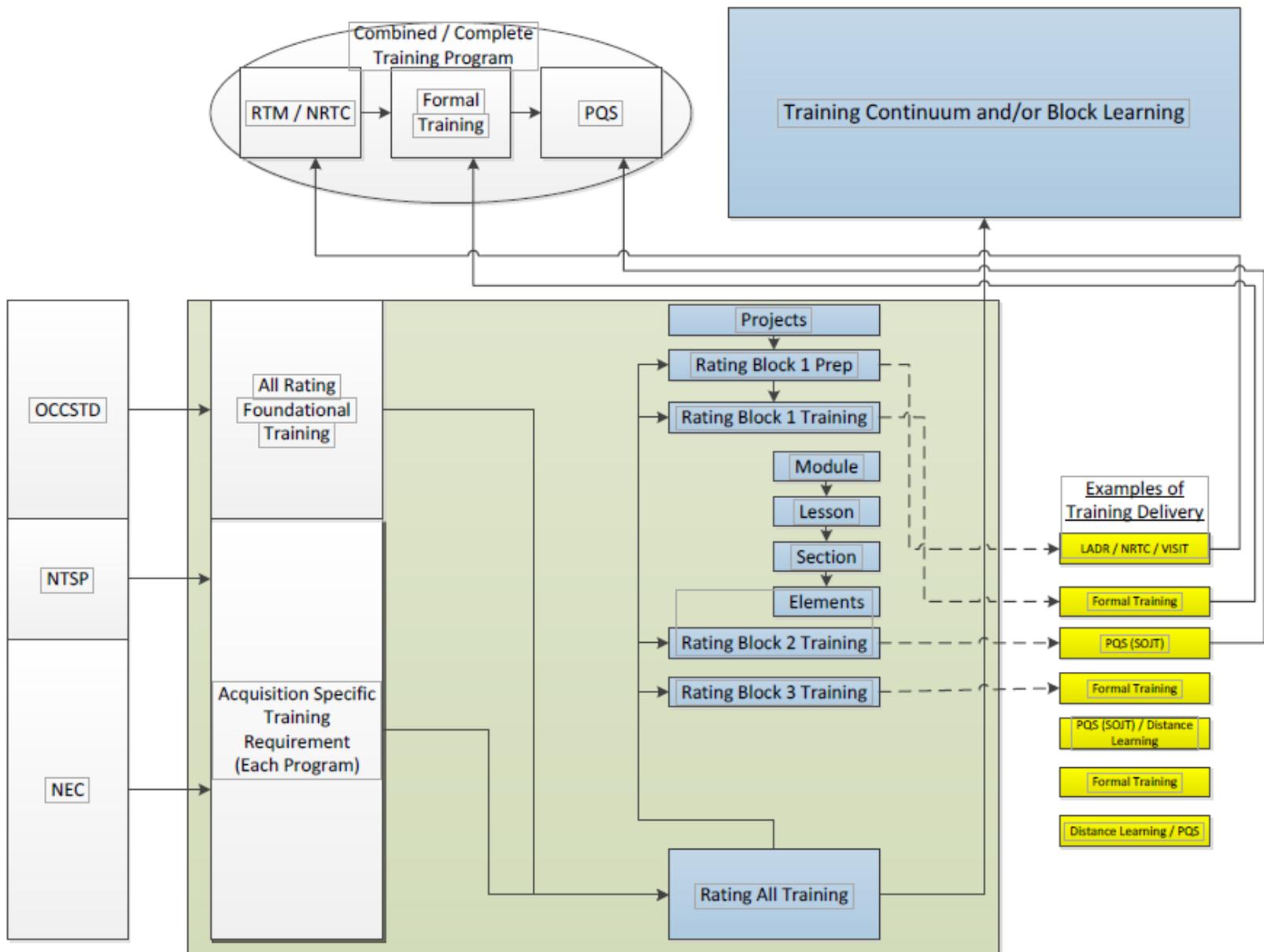
2. **Modularized content will reflect “as-is” training using OCCSTD, NEC Manual, NTSP, PQS, & RTM as a basis.** No new training is to be developed during the initial Block Learning phase of RRL. Existing training should be modularized.
 3. **Module Timing Requirement: Module duration is restricted to between 2 and 5 weeks.** Sailors should not be away from their commands for more than five weeks and should not spend travel funds for anything less than two weeks.
 4. **Rating Review teams will report deviations from the 30% A school / 70% C school goals.** These goals align to budgetary goals for RRL. However, recommendations should explain deviations rather than compromise readiness to meet these goals.
 5. **Rating Review teams will create Training Continuums that encompass occupational training (A and C schools only) a Sailor receives from the completion of RTC through the completion of the first shore tour.** Career training continuums beyond the first sea tour are out of scope at this time.
 6. **Rating Review teams will establish a module delivery schedule aligned to unit requirements for Sailor skills using an analytic process with justification details (“When” must be supported by a “Why”).** Rating review recommendations will be transparent and explicable according to the accepted analytical approach.
 7. **Module Timing Requirement: First module is scheduled no earlier than Fleet arrival + 18 months.** New accessions Sailors should ideally not leave their command for follow-on modules until after serving at least 18 months on board.
 8. **Module Timing Requirement: Modules are separated by no less than 15 months.** Travel away from the Sailor’s command should not be more frequent than every 15 months.
 9. **Module Timing Requirement: Module delivery is flexible (+/- 4 months) to accommodate unit schedule demands in the OFRP cycle.** Deviations from ideal goals (e.g., rules 7 and 8) are allowable within +/-4 months based on unit needs.
 10. **Rating Review teams will establish Pre-requisites that qualify a Sailor for the next module.** Requisite OJT, formal training, PQS, command recommendation and/or other criteria will be defined for follow-on modules as part of the Rating Review working group recommendations.
- II. **Planning Group Business Rules and Products critical to Block Learning Execution:**
1. **Rating Review: Executable plan to produce and schedule Block Learning modules based on optimal synthesis of ideal Sailor learning continuum and ideal Fleet requirements (i.e., the NETC N7 SOP).** I.e., the recommendations must weigh operational/Fleet perspectives in the analytical approach, and not school house perspectives only.
 2. **Distribution / IT: Executable plan to enable Sailor distribution against the billet file given the new modular training delivery / progressive NEC construct.** I.e., execution of RRL Block Learning Phase will not take place in a vacuum and must integrate with how the Navy details Sailors and satisfies unit ROC and POE requirements.

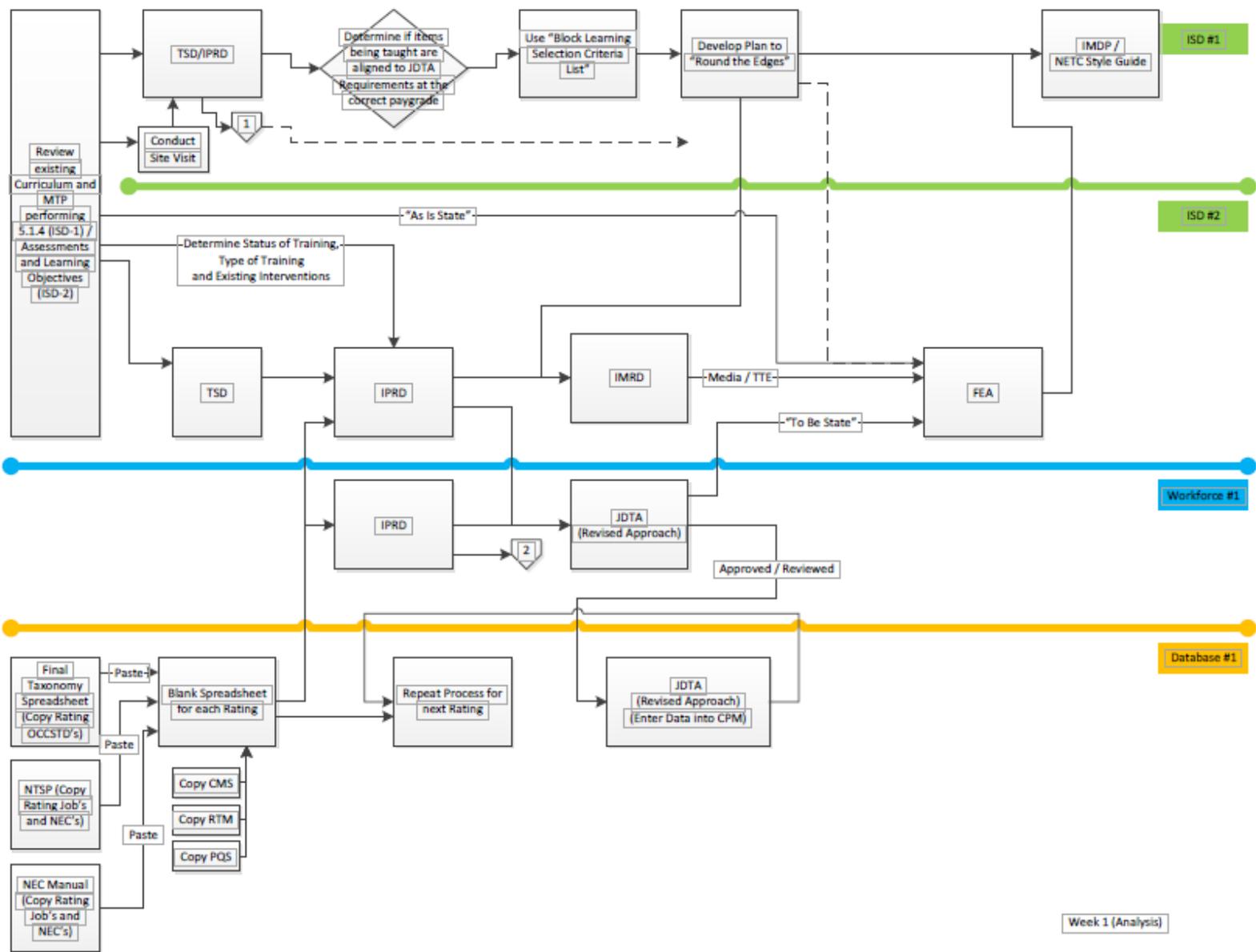
3. **Distribution / IT: System and plan that, without placing an additional training management burden on the Fleet unit, enables training module scheduling and delivery in a manner that accounts for both the Sailor's training continuum requirements and the unit's schedule requirements within the O-FRP.** I.e., execution of RRL Block Learning Phase will not take place in a vacuum and must support tracking of training completion and scheduling of follow-on training with respect to available convenings, Sailor career continuum, and unit schedules—all without increasing the manning requirement for unit training offices.
4. **Distribution / IT: System that enables management and tracking of individual Sailors' Career Training Continuums → Integrated with Sailor 2025 Modernized Personnel System pillar.** I.e., execution of RRL Block Learning Phase will not take place in a vacuum and must integrate with actions in other Sailor 2025 Pillars, especially the MPS.
5. **Assessment / IT: MOPs and MOEs (with supporting policy) to enable assessment of Block Learning implementation vs Block Learning design.** I.e., planners will establish Quality Assurance standards and criteria to validate and verify that the Block Learning system actually implemented reflects the system designed and approved by the RRL ESC.
6. **Assessment / IT: MOPs and MOEs (with supporting policy) to enable assessment of modular training delivery on Fleet Readiness.** I.e., planners will establish Quality Assurance standards and criteria to measure the impact of RRL actions on Fleet Readiness.

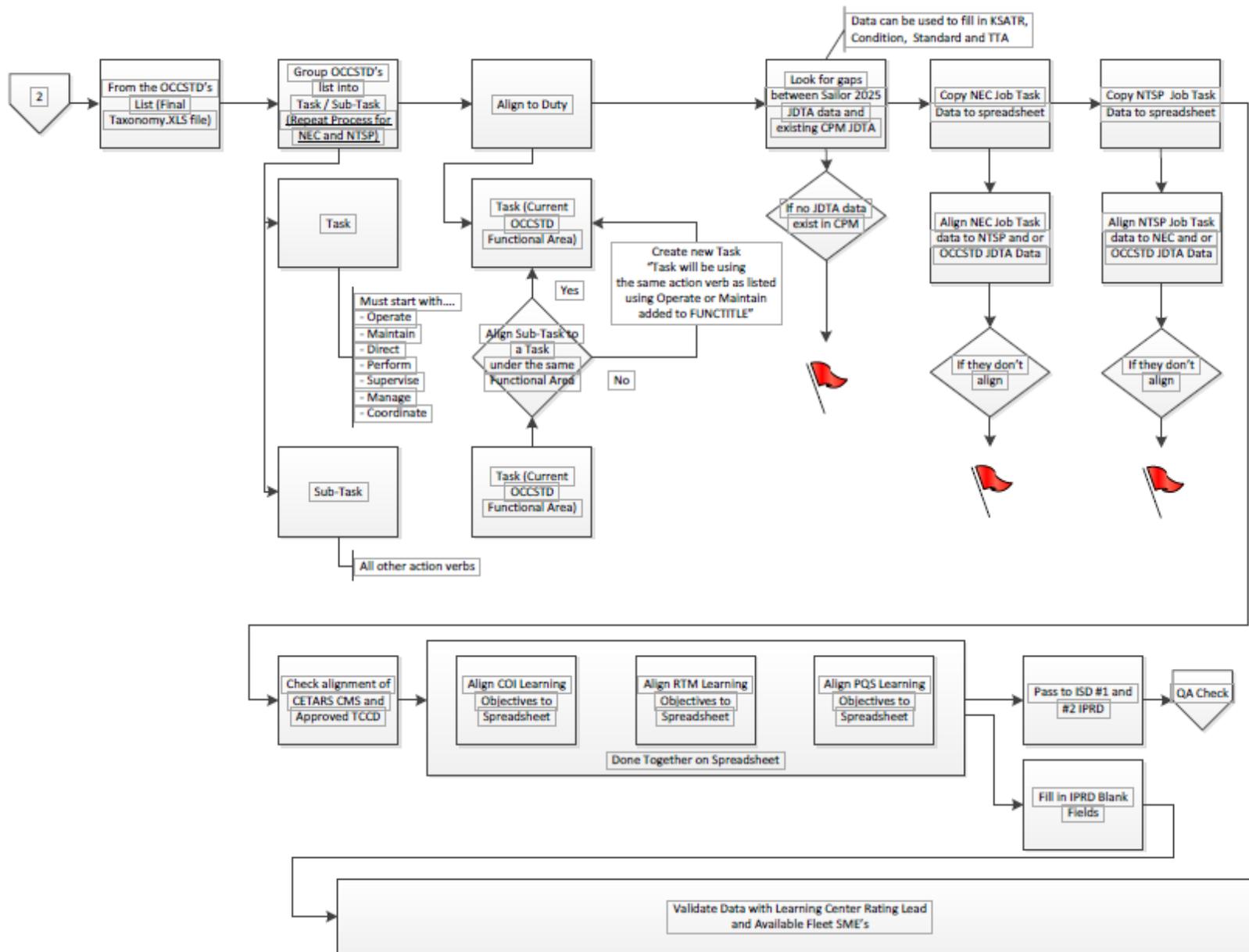
Appendix C: Flow Charts of BL & RRL

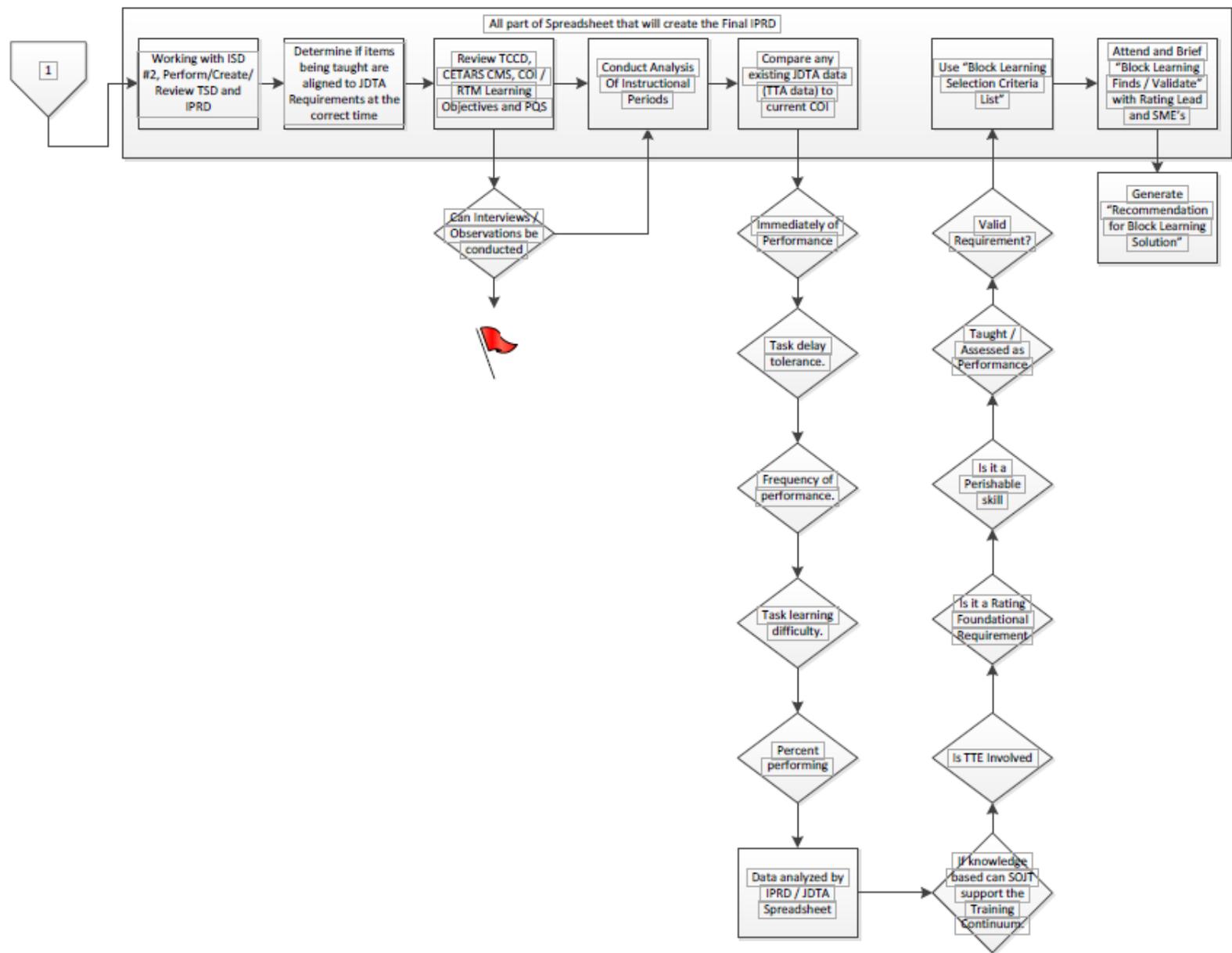












Appendix D: Content Types

Principle

Definition:

Applying a principle requires using guidelines to perform a task which cannot be performed using a defined set of procedural steps.

Characteristics of Principles:

Principles

- Require the use of judgment and guidelines rather than following a set of directions or steps.
- Often result in different task outcomes. You do not necessarily get the same result each time.
- The steps used to complete the task vary. They are not the same each time.

Example(s):

- Troubleshoot beyond documented procedures
- Provide financial counseling to sailors
- Maintain good order and discipline
- Ensure working party is following safety precautions

Non-example(s):

- Perform preventive maintenance on the ICAS
- Put on personnel protection equipment

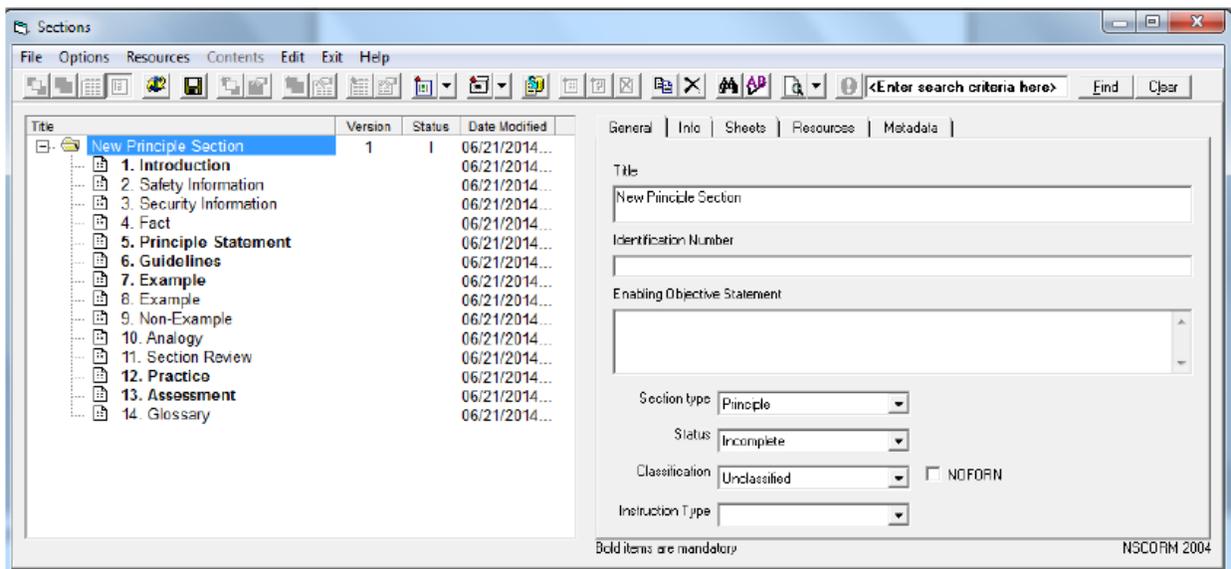
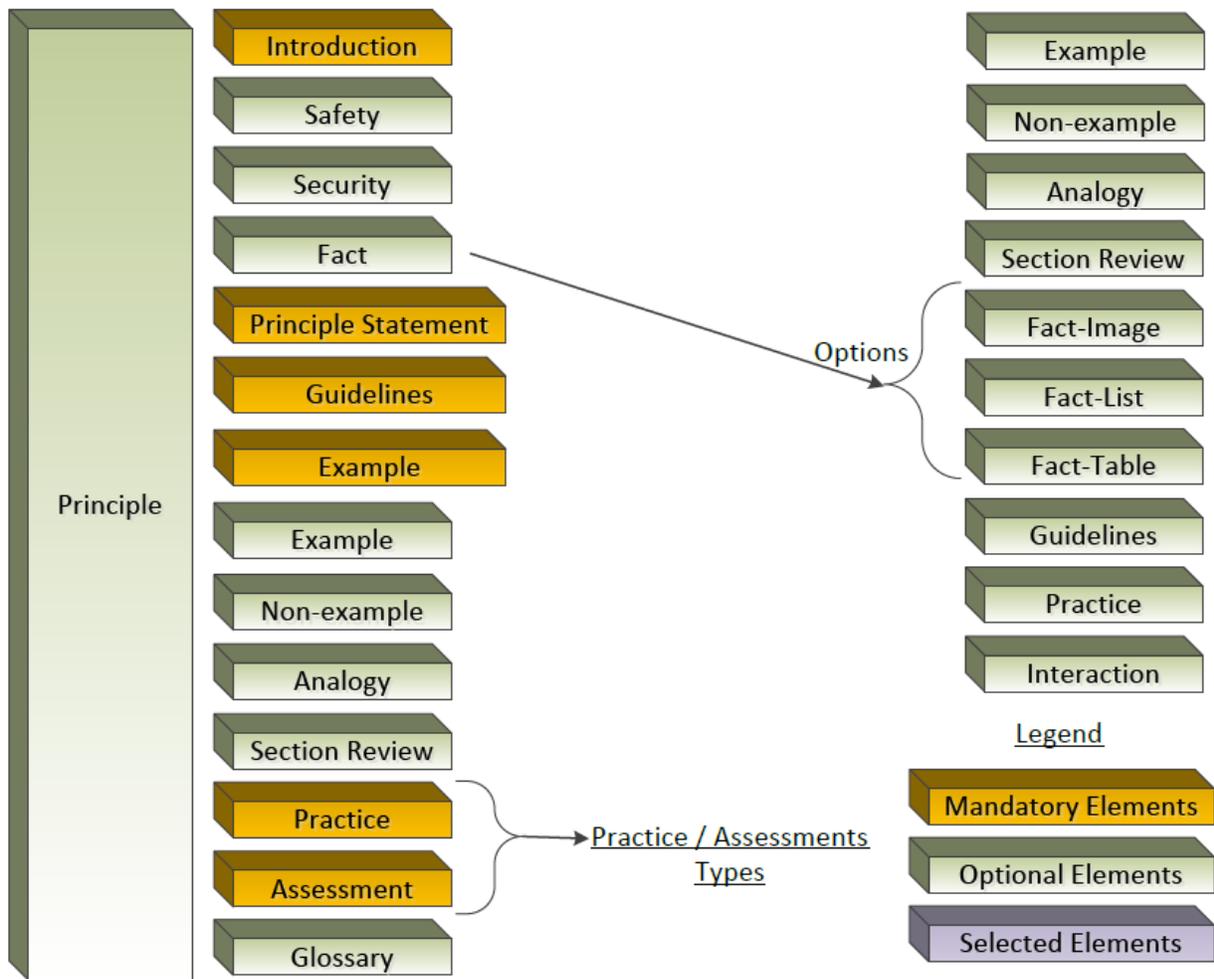
The screenshot shows a software window titled 'Sections' with a menu bar (File, Options, Resources, Contents, Edit, Exit, Help) and a toolbar. The main area is divided into a left pane and a right pane. The left pane contains a tree view of sections with columns for Title, Version, Status, and Date Modified. The right pane shows configuration options for the selected section.

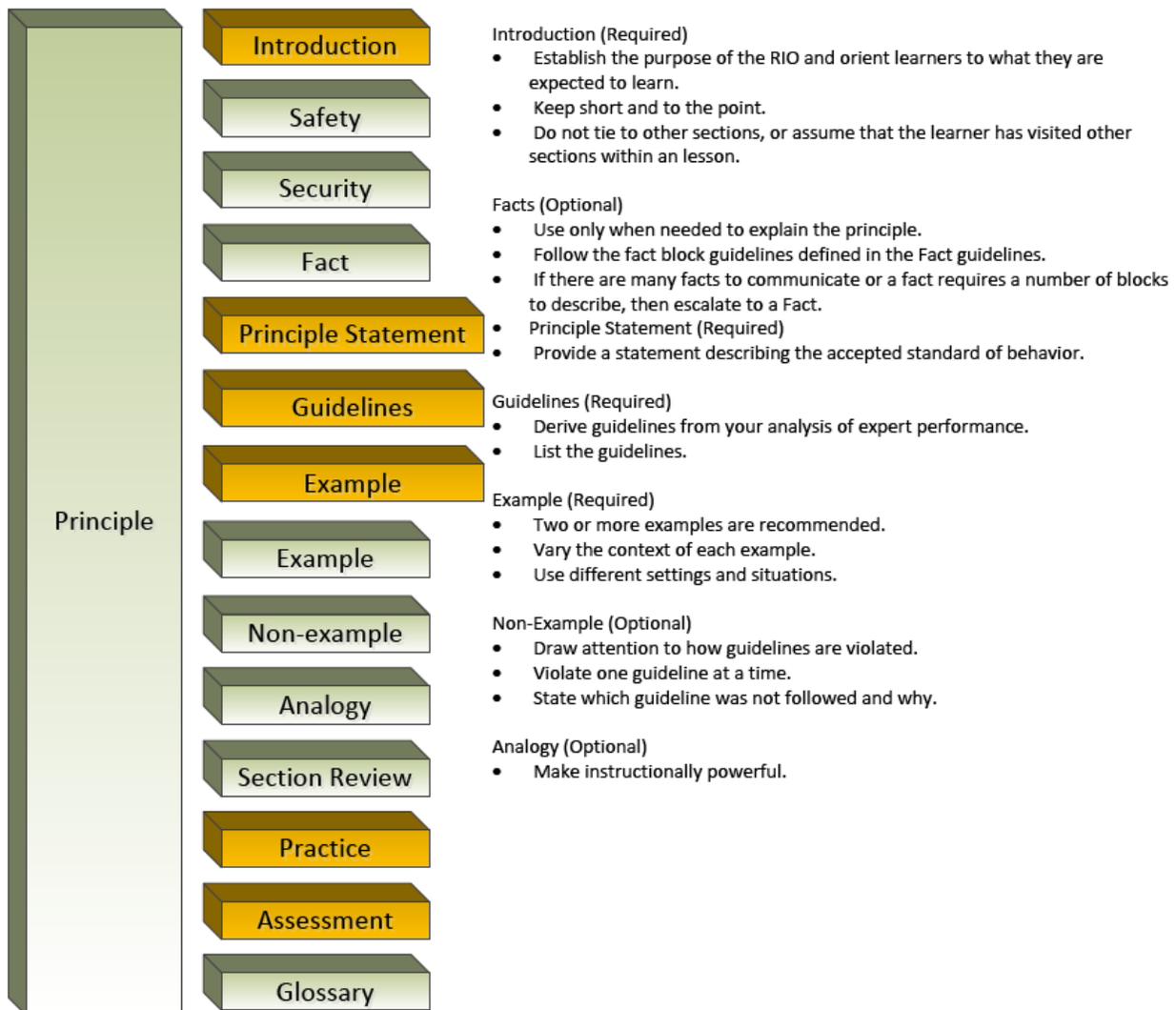
| Title | Version | Status | Date Modified |
|-------------------------|---------|--------|---------------|
| New Principle Section | 1 | I | 06/21/2014... |
| 1. Introduction | | | 06/21/2014... |
| 2. Safety Information | | | 06/21/2014... |
| 3. Security Information | | | 06/21/2014... |
| 4. Fact | | | 06/21/2014... |
| 5. Principle Statement | | | 06/21/2014... |
| 6. Guidelines | | | 06/21/2014... |
| 7. Example | | | 06/21/2014... |
| 8. Example | | | 06/21/2014... |
| 9. Non-Example | | | 06/21/2014... |
| 10. Analogy | | | 06/21/2014... |
| 11. Section Review | | | 06/21/2014... |
| 12. Practice | | | 06/21/2014... |
| 13. Assessment | | | 06/21/2014... |
| 14. Glossary | | | 06/21/2014... |

The right pane configuration for 'New Principle Section' includes:

- Title: New Principle Section
- Identification Number: [Empty field]
- Enabling Objective Statement: [Empty text area]
- Section type: Principle (dropdown)
- Status: Incomplete (dropdown)
- Classification: Unclassified (dropdown) with a NOFORN checkbox
- Instruction Type: [Empty dropdown]

Footer text: Bold items are mandatory NSCORM 2004





A Principle Section is developed when you need to teach a procedural job task that requires judgment or when guidelines must be applied to a situation.

Use a Principle Section when you can write the job task or topic as:

- How to . . .
- Guidelines for . . .

A Principle RIO title must:

- Be written in title case with initial caps on important words and verbs.
- Name the principle-based procedure.

Example

- How to Fill Out a Danger Tag
- How to Complete a Leave Chit
- How to Create an Automatic Out of Office Reply in Microsoft Outlook

Non-Example

- All machinist ratings

Notice the Principle and Procedure both start with "How to." The distinction is that the Principle RIO focuses on how the learner will apply guideline in a given situation when there are alternative options.

Procedure

Definition:

A procedure is a series of clearly defined steps you perform to complete a task.

Characteristics of Procedures:

Procedures

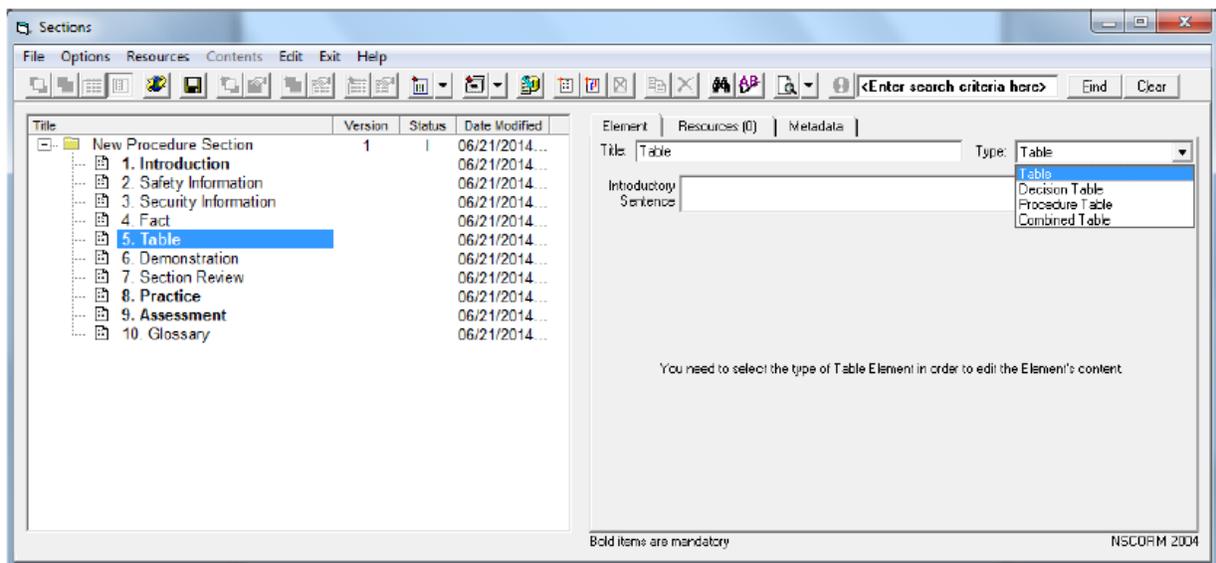
- Have a beginning and end with a given set of directions or steps.
- The steps are followed the same way and not based on performer's judgment.
- Each step has an observable result to let the learner know they can move on to the next step.

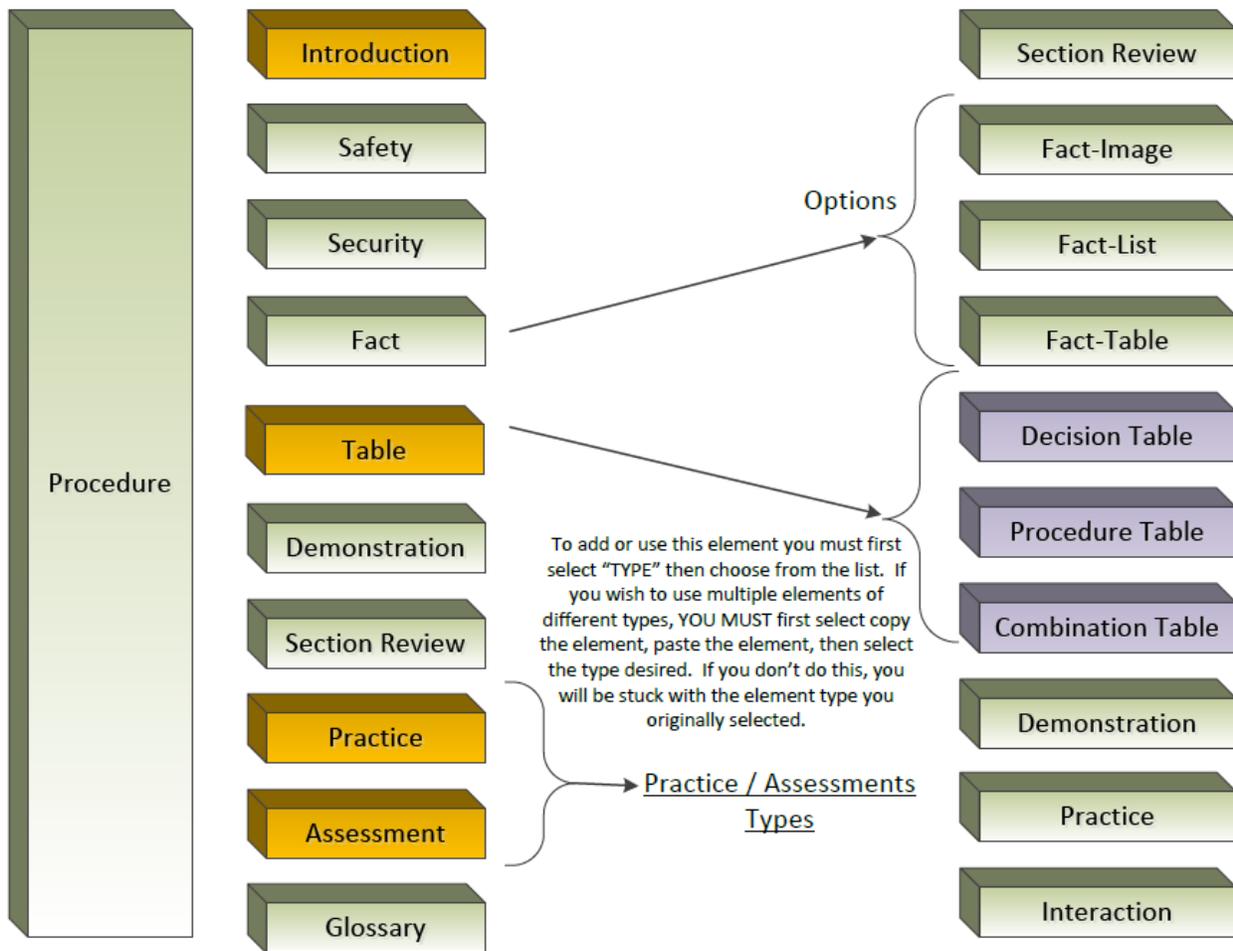
Example(s):

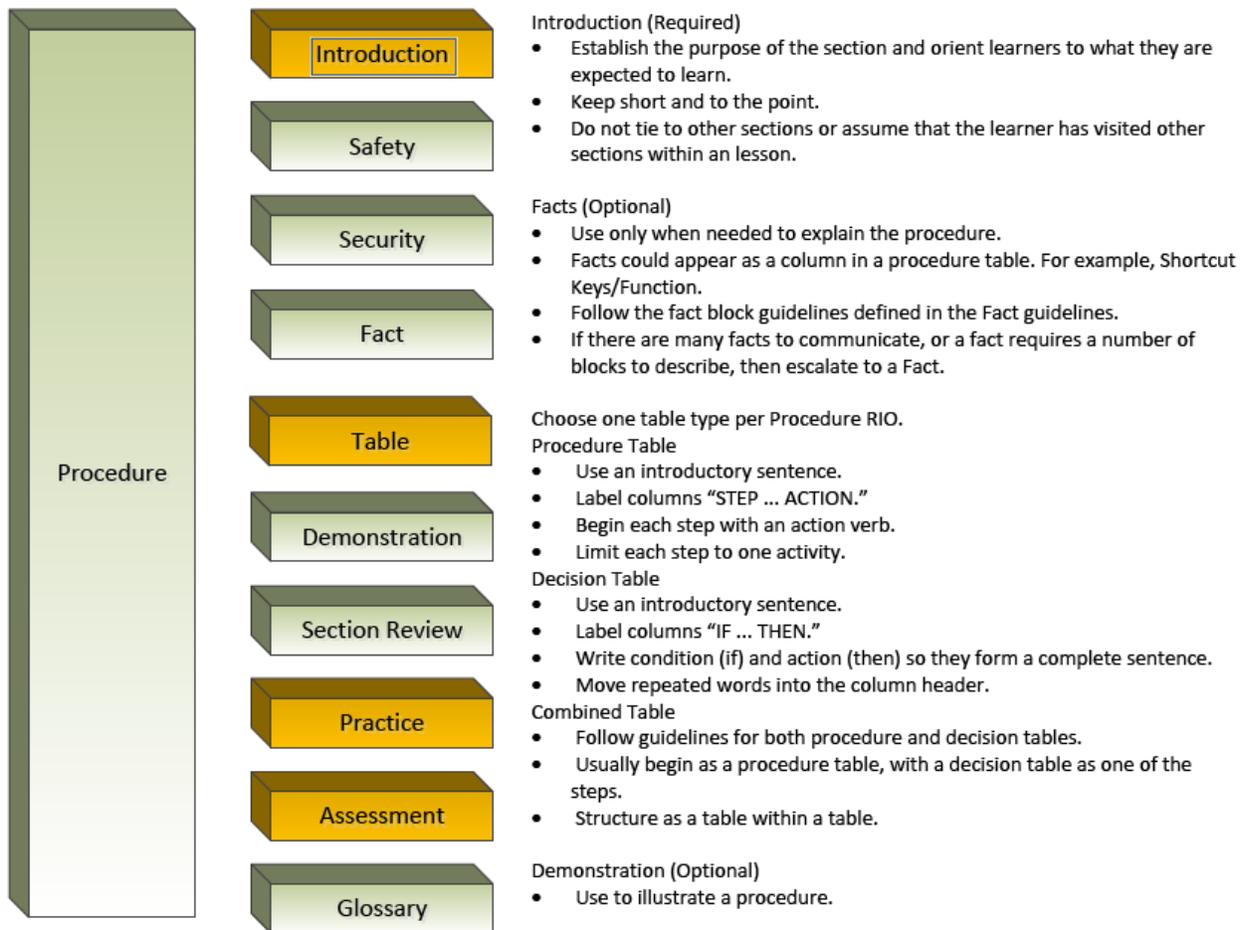
- Launcher Control Group Drawer Replacement
- Installation of a battery
- Activating Surface Radar
- Filling out a request chit

Non-example(s):

- Launcher Control Group Drawer
- Battery Safety Concerns
- Entering a Harbor
- Request chit approval process







A Procedure RIO is developed when you need to teach a sequential set of steps to be followed by one individual to accomplish a task or make decisions. Actions within a procedure must be done the same way each time within a given situation.

Use a Procedure RIO when you can write the job task or topic as:

- How to . . .
- Configuring the . . .
- Operating the . . .
- Verifying the . . .

A Procedure title must:

- Be written in title case with initial caps on important words and verbs.
- Describe the procedure being presented.

Example

- How to Fill Out a Danger Tag
- How to Complete a Leave Chit
- How to Create an Automatic Out of Office Reply in Microsoft Outlook

Non-Example

- How do I fill out a Danger Tag?
- How is a Leave Chit Completed?

Concept

Definition:

A concept is a class of items that share common features and are known by a common name.

Characteristics of Concepts:

Concepts

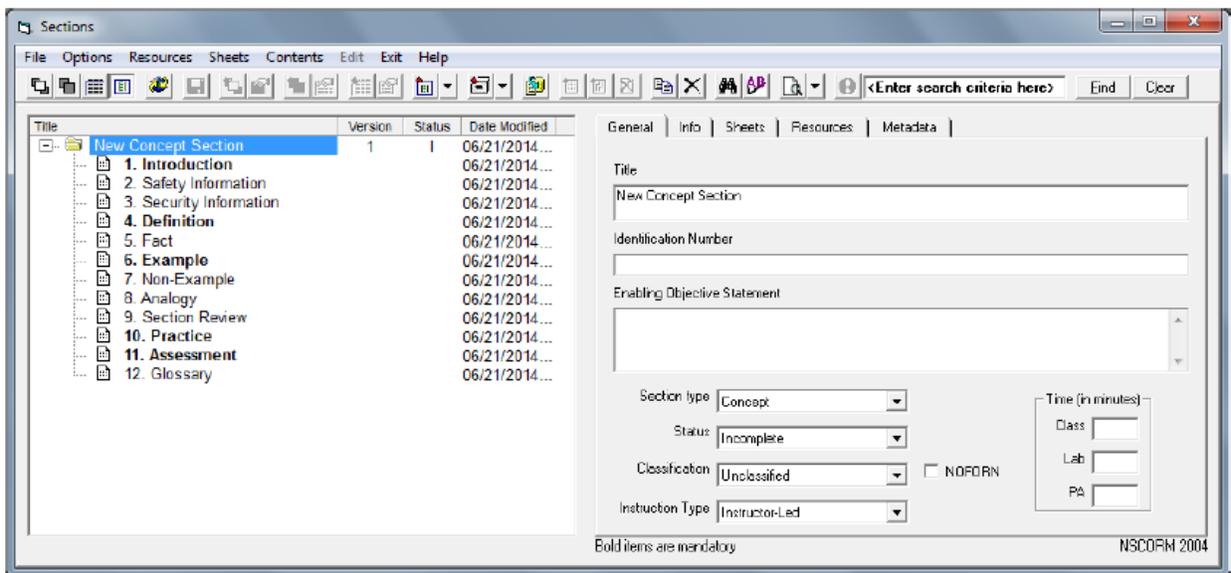
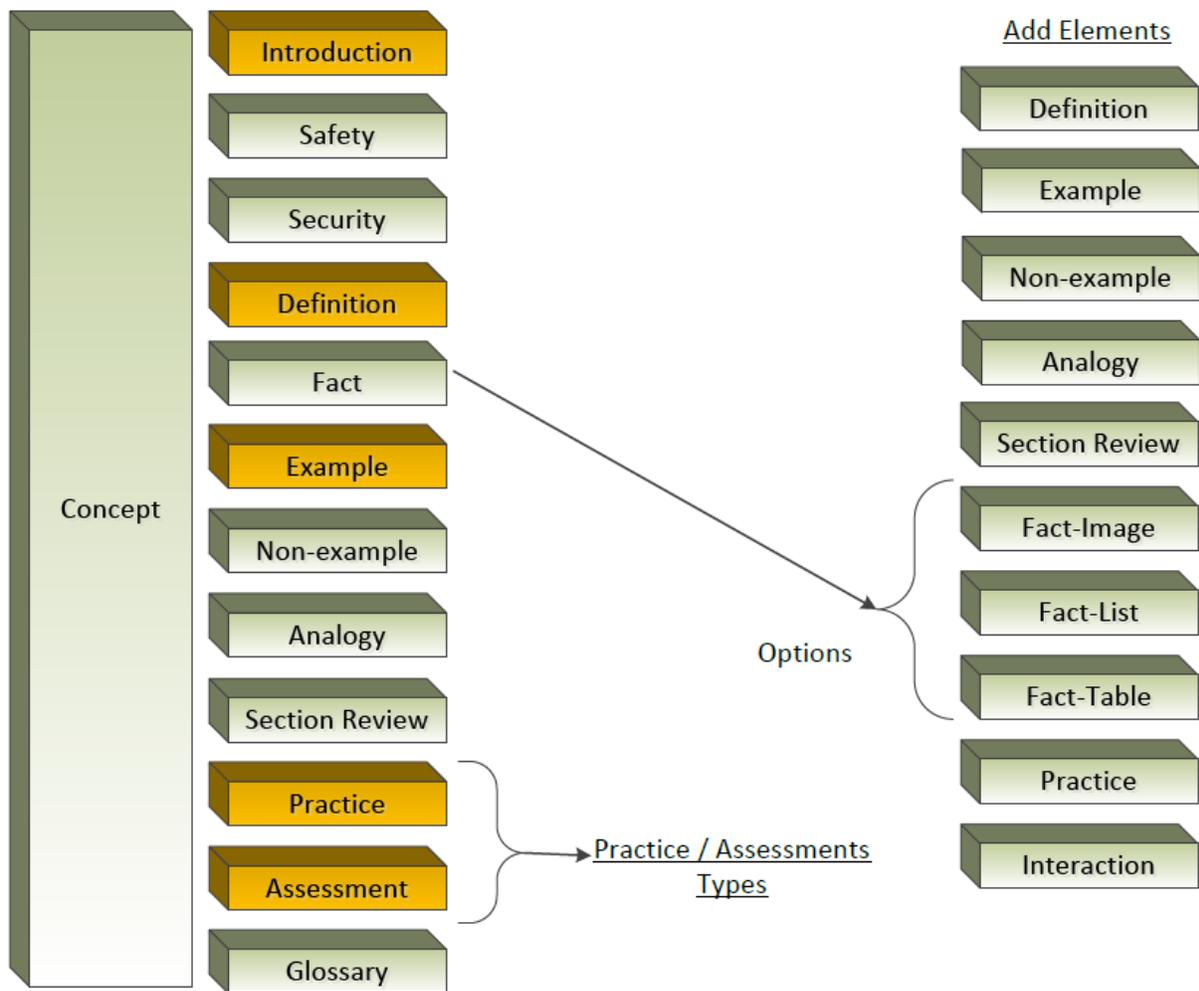
- Tell what something is.
- Can be distinguished from similar objects by examining critical characteristics.
- Can be concrete (physical) or abstract (mental).

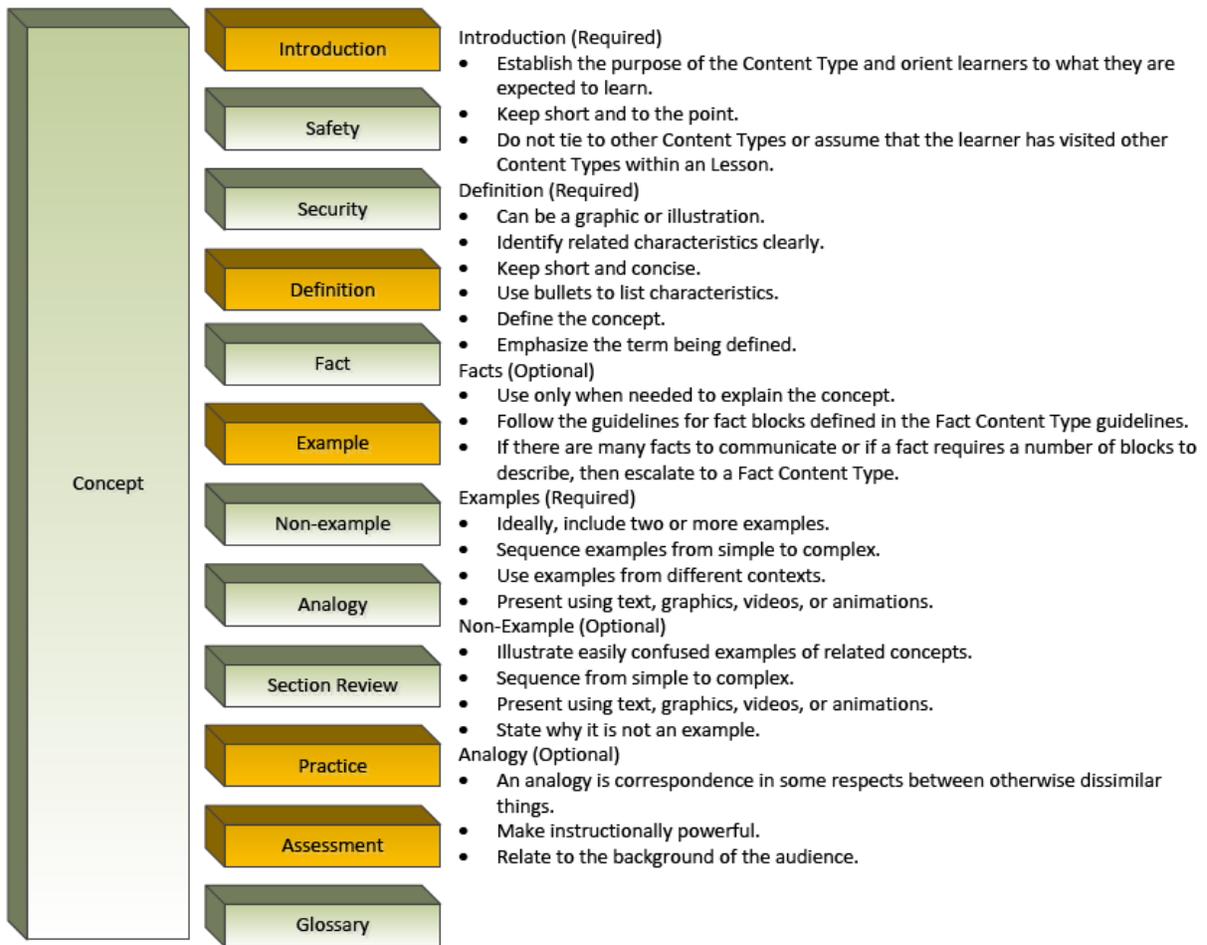
Example(s):

- Chair
 - Critical features include:
 - Seat
 - Back
 - Legs or other Supporting Structure
 - Types include:
 - Kitchen chair
 - Office Chair
 - High-chair
 - Rocking Chair
- Missile
 - Critical features include:
 - Self propelled
 - Guidance system
 - Explosive
 - Types include:
 - D5
 - Trident
 - Tomahawk

Non-example(s):

- The President's Office Chair in the Oval Office
- D5 Missile Serial #: ADS76576





A Concept is a class of items that shares common key features and is known by a common name.

Use a Concept Content Type for the following situations:

- To teach a group of objects, symbols, or events that:
 - Are designated by a single word or term.
 - Share a common feature.
 - Vary on irrelevant features.
- To answer the questions:
 - “Why is it?”
 - “Why is it so?”

A Concept title must be written in:

- The form of a question.
- Title case with initial caps on important words and verbs.

Example

- What Is a ...?
- What Are the Types of ...?

Non-Example

- Liquid cooling systems
- The operation of gas turbine engines

Process

Definition:

A process describes how things work.

Characteristics of Processes:

Processes

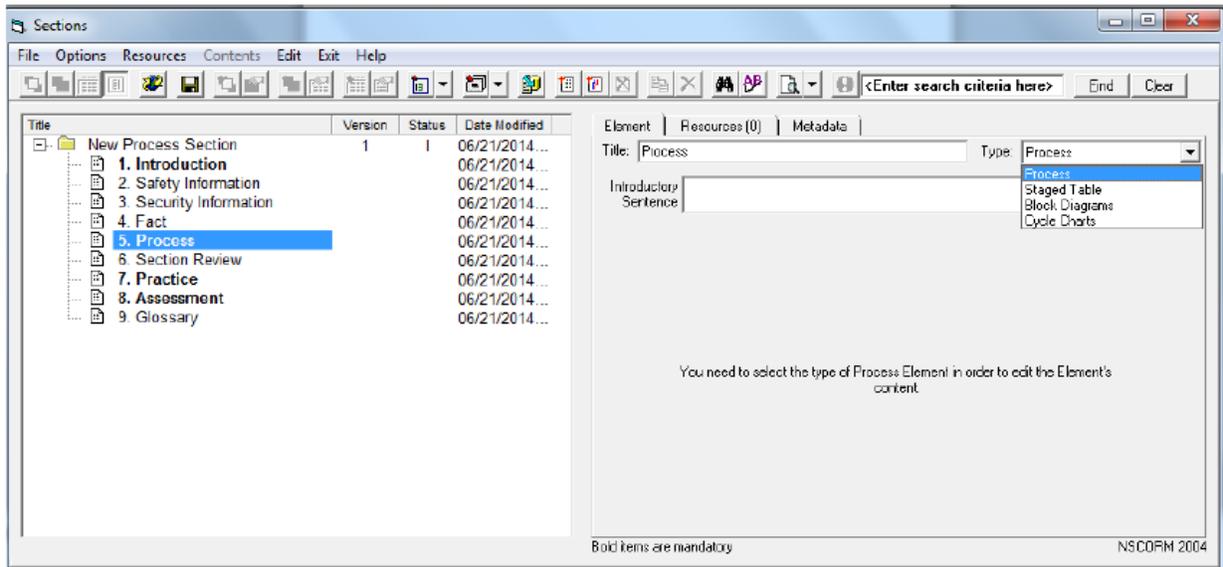
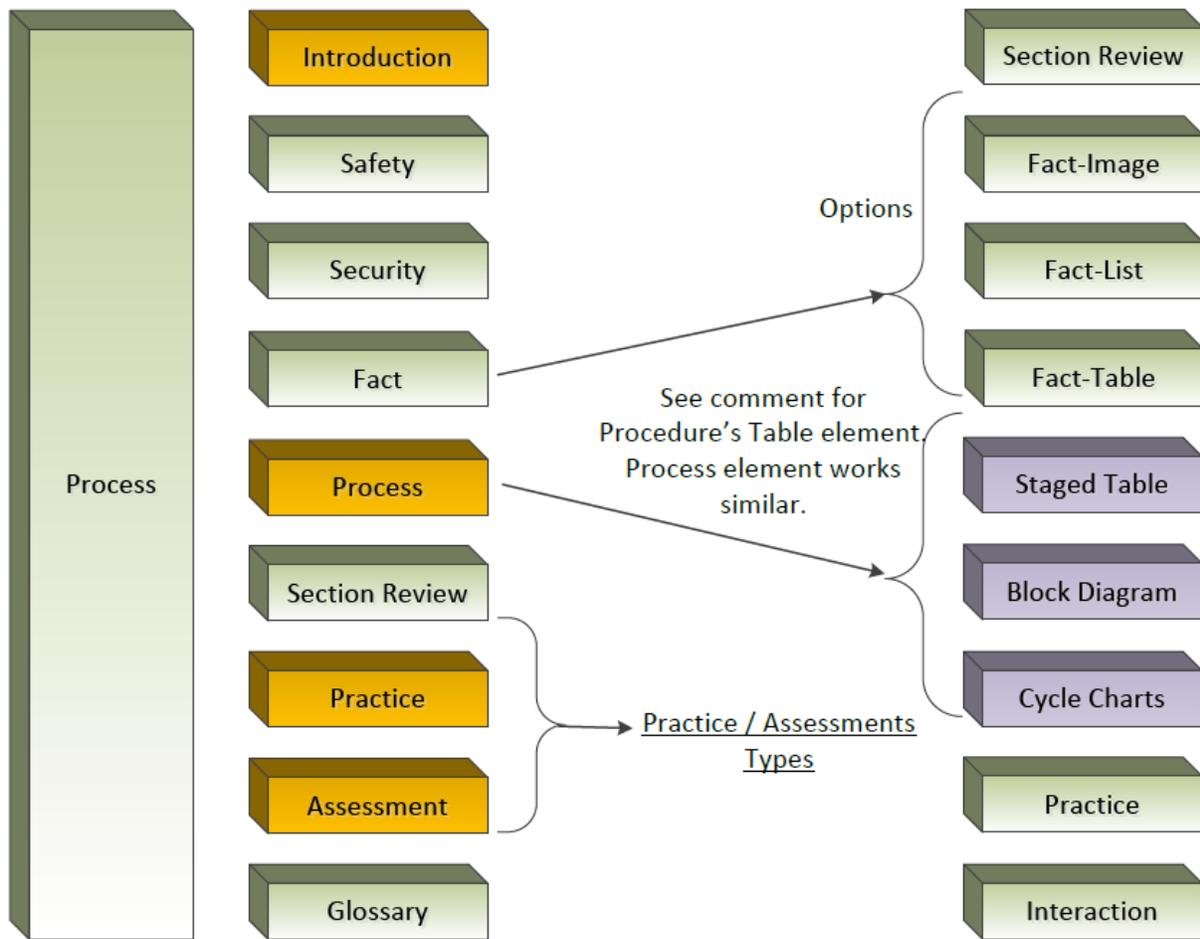
- Describe how something works (vice how to do something).
- Can be explained as a flow of stages.
- Are NOT performed by an individuals following the same steps. But individuals following different steps (performing different complimentary functions) may play a role in a single process.

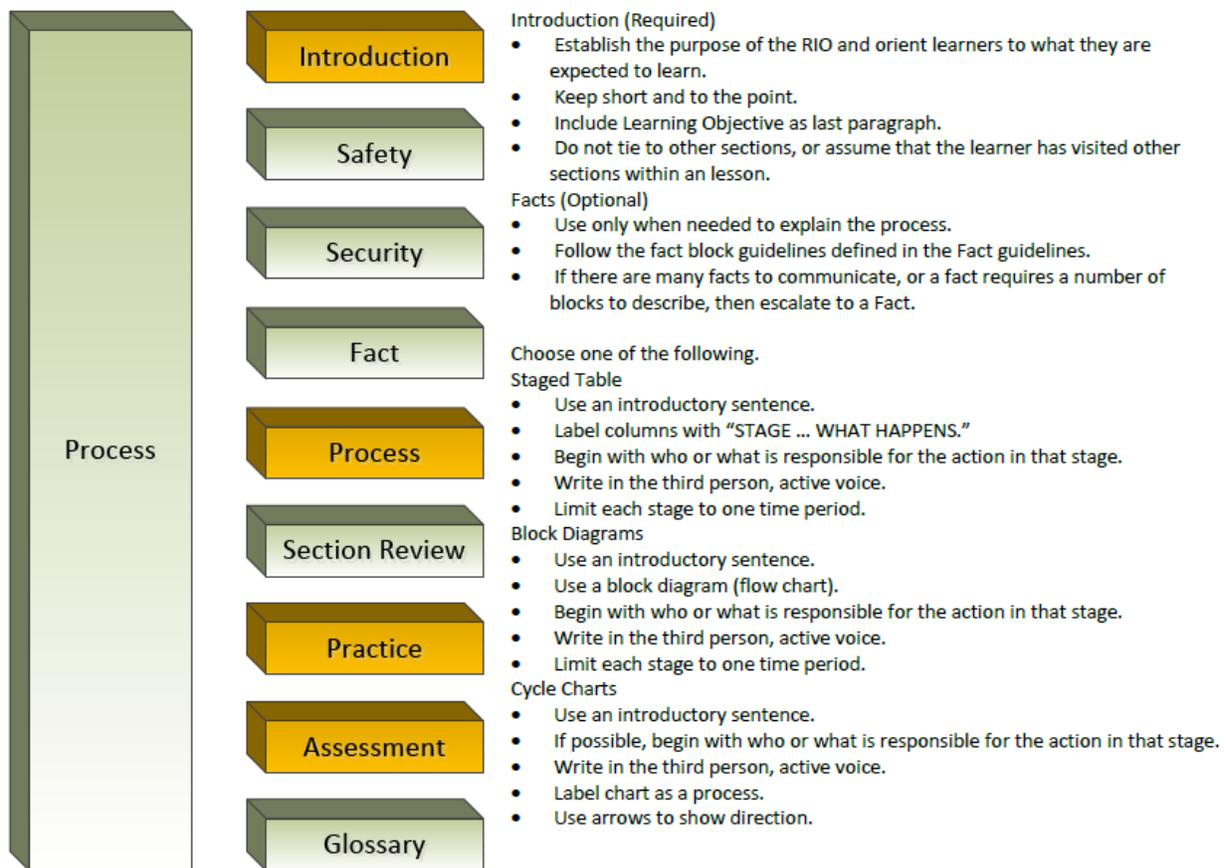
Example(s):

- Natural Processes:
 - Photosynthesis
 - Thunderstorm Development
- Mechanical Processes:
 - Storage and retrieval of digital information from a magnetic tape
 - Operation of an Internal Combustion Engine
- Business Processes:
 - Missile Tube Gas System Data logging
 - Request Chit Approval

Non-example(s):

- How to change out a magnetic tape
- Filling out your request chit
- How to replace spark plugs in an internal combustion engine





A Process Section is developed when you need to teach a series of actions, changes, or functions that achieve an end or result. It often is used when you need illustrate a flow of events that describe how something works. This type of section describes a task that involves more than one person and may involve many people or an entire organization.

Use a Process for the following situations:

- To teach how a system works
- To support underlying job tasks
- To teach a task that involves many persons
- To answer the questions:
 - "How does it work?"
 - "What happens when...?"

A Process title must:

- Be written in title case with initial caps on important words and verbs.
- Describe the process being presented.

Example

- How a Transmission Works
- Stages of Enlistment
- The Lifecycle of Aircraft Development
- How Sailors Are Trained

Non-Example

- How Does the Transmission Operate?
- What are the stages of enlistment?

Fact

Definition:

A fact is a unique, specific item or specific information.

Characteristics of Facts:

Facts

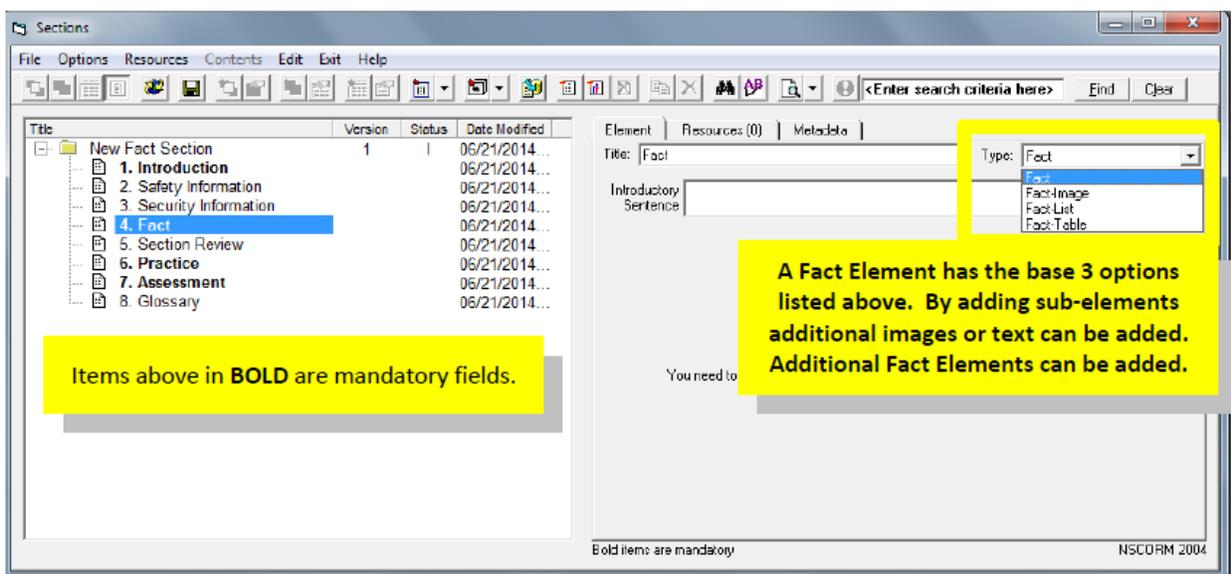
- Are unique (multiple instances can exist but they are exact duplicates).
- Can only be remembered; not applied.
- Can be concrete (physical objects) or abstract (information).

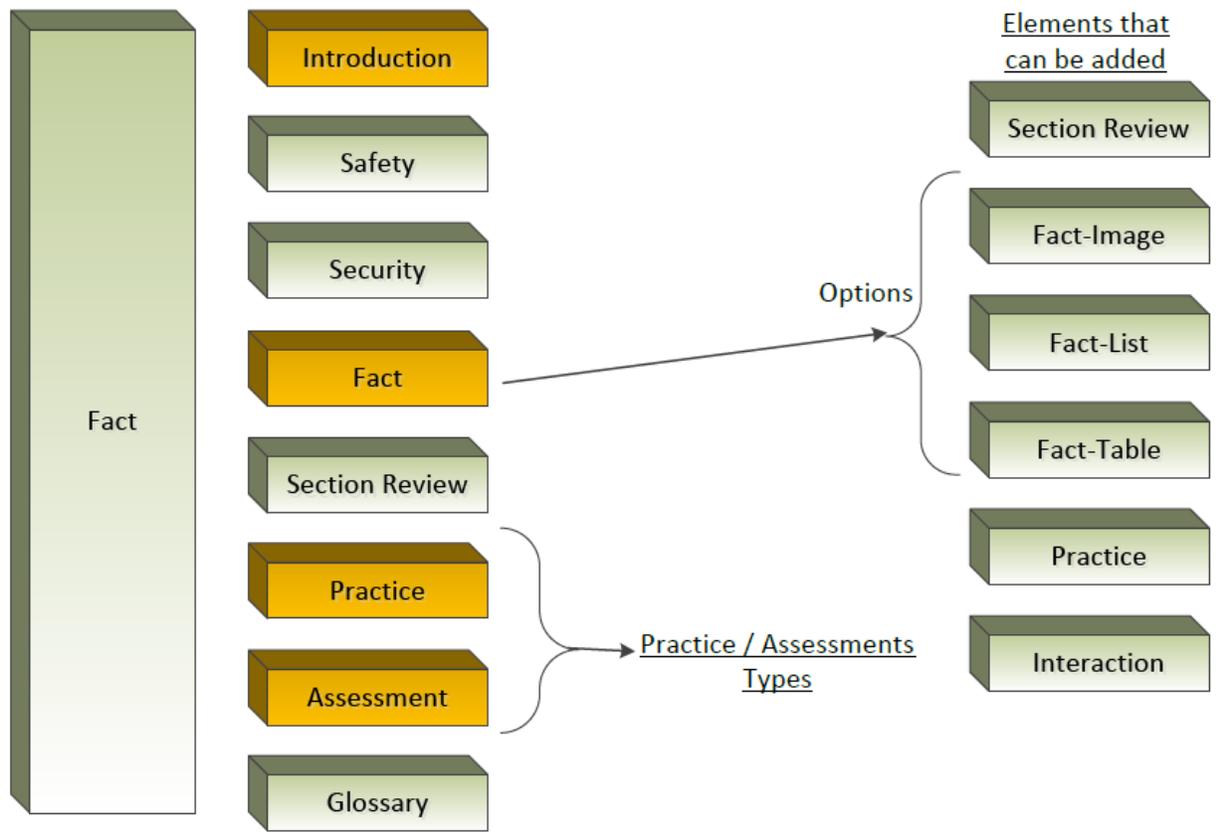
Example(s):

- Personnel Reliability Program (PRP) Screening and Evaluation Form
- Portable Air Monitor AN/PDR-73
- Weight in pounds of a D5 Missile

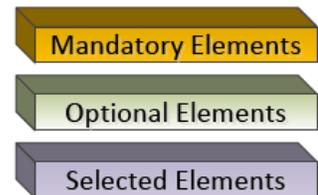
Non-example(s):

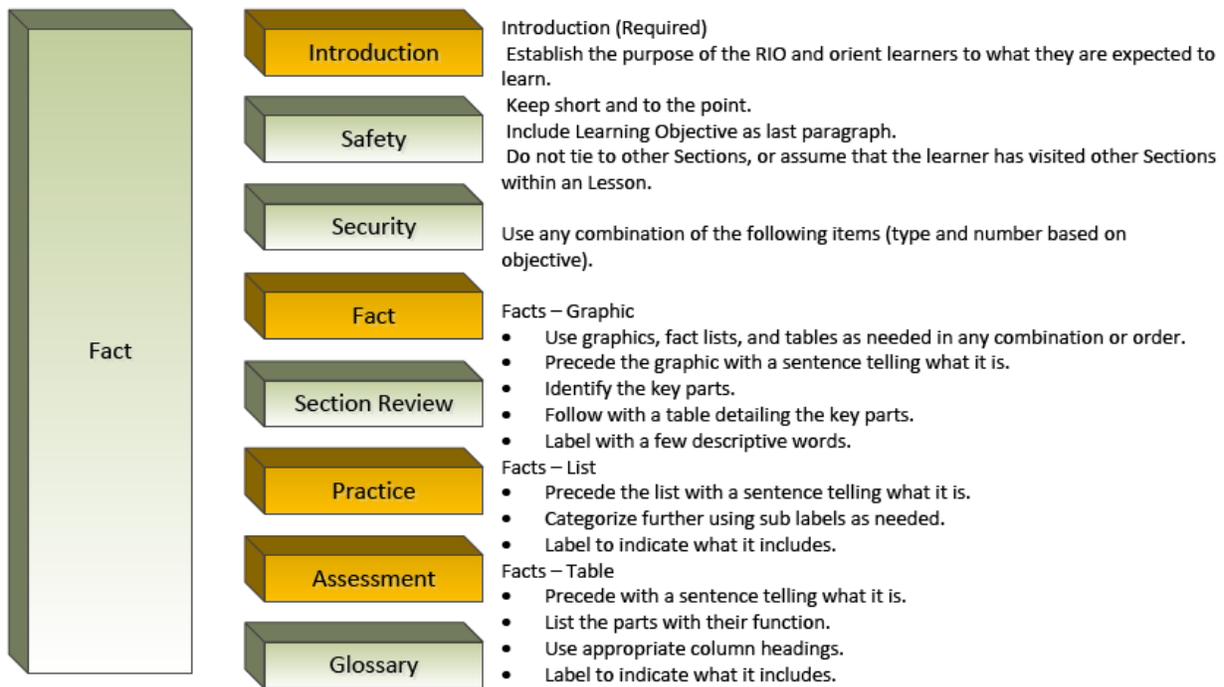
- Personnel Forms
- Air Monitor





Legend





Unlike concepts, in which all members of the group share common properties, facts are unique, one-of-a-kind types of information.

There are three types of facts:

- Specific concrete objects
- Unique or specific data
- One-of-a-kind associations among concepts (statements)

Examples:

- Specific concrete objects: MIL-HNDBK-29612-1A-Vol2
- Unique or specific data: MIL-PRF-29612B was authorized to support contracts in 2006
- One-of-a-kind associations among concepts (statements): Robert Gagne's 9 Conditions of Learning is the basis of instruction.

Use a Fact to teach unique, specific, one-of-a-kind pieces of information, such as:

- Statements
- Data
- Pictures of specific objects

A Fact title must be:

- Written in title case with initial caps on important words and verbs.
- The name of the actual fact.

Example

- Standard Drill Gauges
- Engineering Schematic Symbols

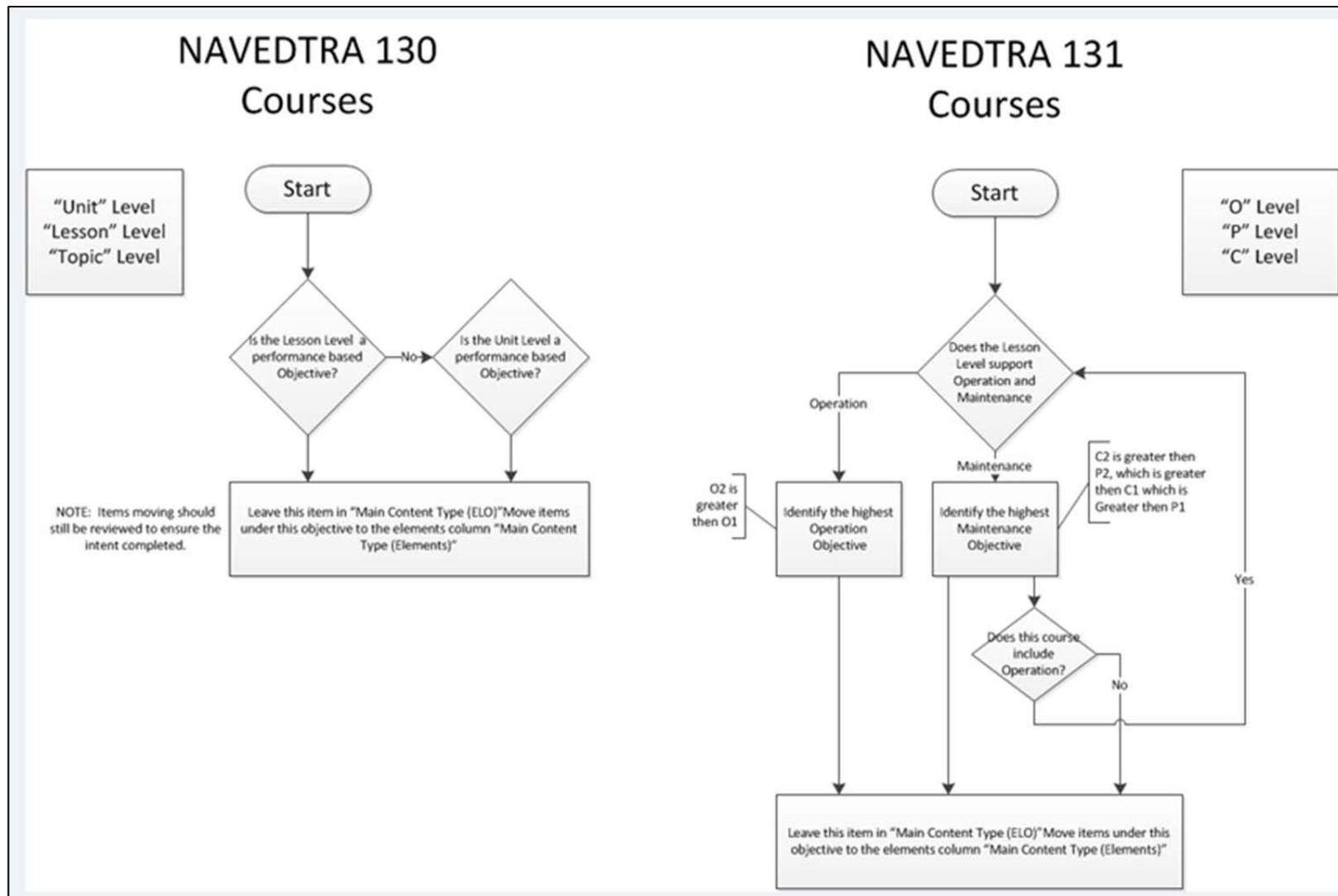
Non-Example

- What are Standard Drill Gauges?
- The Basic Steam Cycle

To differentiate between a factual versus a conceptual task, ask yourself the following questions:

- "Are there many different examples of this subject that share key features, but vary on irrelevant features?" (If the answer is yes, then you have a concept.)
- "Is this information unique and specific to this instance?" (If the answer is yes, then you have a fact.)

Appendix E: Content Mapping Flow & Sample



NAVEDTRA 130 & 131 COURSE CONTENT MAPPING

| G | H | I | J | K | L |
|-----------|--|---|---|--------------|----------------------|
| Section # | Main Content Type (ELO) | Main Content Type (Elements) | Main / Supporting Content Type Grouping # | Content Type | Content Type Element |
| 3 | | 8.2 IDENTIFY arc welding materials, equipment, and maintenance procedures in accordance with Steelworker Basic, NAVEDTRA 14250A; Shielded Metal Arc Welding Technical Guide, EW- 472; and Shielded Metal Arc Welding Basic, EW-369 SMAWB (CTTL item # 44) | | | Procedure Table |
| 3 | 8.3 PREPARE joints for welding in accordance with Steelworker Basic, NAVEDTRA 14250A; Shielded Metal Arc Welding Technical Guide, EW-472; and Shielded Metal Arc Welding Basic, EW-369 SMAWB (CTTL item # 45) | | Supporting | Principle | |
| 3 | 8.4 CONSTRUCT a pad of beads, a lap joint, and T-joints in the flat position using the shielded metal arc welding process in accordance with Steelworker Basic, NAVEDTRA 14250A; Shielded Metal Arc Welding Technical Guide, EW-472; and Shielded Metal Arc Welding Basic, EW-369 SMAWB (CTTL item # 46) | | Supporting | Principle | |
| 3 | 8.5 CONSTRUCT a pad of beads, a lap joint, and T-joints in the vertical position using the shielded metal arc welding process in accordance with Steelworker Basic, NAVEDTRA 14250A; Shielded Metal Arc Welding Technical Guide, EW-472; and Shielded Metal Arc Welding Basic, EW-369 SMAWB (CTTL item # 47) | | Supporting | Principle | |
| 3 | | 8.6 DESCRIBE the plasma arc welding and cutting process in accordance with Steelworker Basic, NAVEDTRA 14250A (CTTL item # 48) | | | Principle Statement |
| 4 | 9.0 ERECT A PRE-ENGINEERED BUILDING in accordance with Steelworker Basic, NAVEDTRA 14250A; and manufacturers' specifications (CTTL item # 49) | | Main | Procedure | |

CONTENT MAPPING SAMPLE

Appendix F: JDTA TTA Guidance_(Rev9)_6 Apr 2016

SAILOR 2025 TRAINING TASK ANALYSIS ATTRIBUTE GUIDANCE

| Training Task Analysis (TTA) | | | | | | | | | |
|---|---|---|---|--|---|---|--|---|---|
| <u>Safety Hazard Severity (6.8.1.1)</u> | <u>Criticality of Performance (6.8.1.2)</u> | <u>Task Delay Tolerance (6.8.1.3)</u> | <u>Frequency of Performance (6.8.1.4)</u> | <u>Probability of Inadequate Performance (6.8.1.5)</u> | <u>Difficulty of Performance (6.8.1.6)</u> | <u>Task Learning Difficulty (6.8.1.7)</u> | <u>Percent Performing (6.8.1.8)</u> | <u>Percent of Time Spent on Performance (6.8.1.9)</u> | <u>Immediacy of Performance (6.8.1.10)</u> |
| 1st | 1st | 1st | 1st | 3rd | 2nd | 3rd | 2nd | 3rd | 3rd |
| <ul style="list-style-type: none"> • Minor • Marginal • Critical • Catastrophic | <ul style="list-style-type: none"> • Minor • Marginal • Critical • Catastrophic | <ul style="list-style-type: none"> • High • Low | <ul style="list-style-type: none"> • At least annually. • At least once every six months. • At least monthly, but no more than twice a month. • Twice per week or more. | <ul style="list-style-type: none"> • Never performed correctly. • Often performed incorrectly. • Performed correctly as other common tasks. • Performed correctly more often than other common tasks. <p>NOTE (1): Compared to the task identified as the most common. This is more of a Baseline Comparative approach to provide context.</p> | <ul style="list-style-type: none"> • Simple, task is easy to perform. • Moderate Procedural, Task requires concentration, but is not complex. • Complex Procedural, Task is complex but there are documented instructions. Task requires critical thinking and decision making • Complex Adaptive, Task requires critical thinking and decision making. There may be multiple correct methods and outcomes. | <ul style="list-style-type: none"> • Observation, task can be learned after a single observation. • Limited Practice, Requires 1 to 3 times. • Procedural Practice, requires multiple (>4) repetitions. • Adaptive Practice, requires multiple repetitions (>4) under varying conditions. <p>See NOTE (1)</p> | <ul style="list-style-type: none"> • 0 to 24% of the personnel perform this task. • 25 to 49% of the personnel perform this task. • 50 to 74% of the personnel perform this task. • 75 to 100% of the personnel perform this task. | <ul style="list-style-type: none"> • Never - Task is not performed. • Some - Less than 5%. • More – Less than 20%, but more than 5%. • Extra - More than 20%. <p>See NOTE (1)</p> | <ul style="list-style-type: none"> • Task can be delayed to a later operational tour. (Won't be performed by an apprentice/ journeyman level Sailor) • Task first performed within 2 to 4 years after assignment. • Task first performed within 1 to 2 years after assignment. • Task performed within the 1st year after assignment. • Task performed immediately upon reporting to first assignment |

Rev 9 (6 Apr 2016)

SAILOR 2025 TRAINING TASK ANALYSIS ATTRIBUTE GUIDANCE

| Attribute | Choices | Impact |
|-----------------------------------|---|---|
| Safety Hazard Severity | <p><i>What is the potential hazard to personnel if this task is performed incorrectly?</i></p> <ul style="list-style-type: none"> ○ Minor: Inadequate performance does not result in injury to personnel ○ Marginal: Inadequate performance results in non-serious personnel injury ○ Critical: Inadequate performance results in serious or life threatening injury to personnel ○ Catastrophic: Inadequate performance results in death | <p><i>“If proper safety procedures are not observed when performing a task, it could cause serious personnel injury (death).”</i></p> <p>Default response is “Critical,” any response of Catastrophic MUST have reasons recorded.</p> |
| Criticality of Performance | <p><i>What is the potential impact to the mission or equipment if the task is performed incorrectly?</i></p> <ul style="list-style-type: none"> ○ Minor: Incorrect task performance will not impact system, equipment or mission. ○ Marginal: Incorrect task performance may result in minor damage to equipment or unplanned maintenance. ○ Critical: Incorrect Task performance may result in major damage to equipment or mission degradation. ○ Catastrophic: Incorrect task performance may result in ship/system loss or mission failure. | <p><i>“If a task is performed incorrectly, it will hamper or result in mission failure.”</i></p> <p>Default response is “Critical,” any response of Catastrophic MUST have reasons recorded.</p> |
| Task Delay Tolerance | <p><i>What is the reaction time between the time the sailor receives a cue to perform a task (may be an alarm, indication, direct order, written instruction, emergency, etc.) and the time the sailor must conduct the task?</i></p> <ul style="list-style-type: none"> ○ Low: Must respond immediately within seconds ○ High: Can have a delayed response, minutes count, but not seconds | <p><i>“Is speed critical in doing the task when seconds count?”</i></p> <p>Examples of Low Delay Tolerance:</p> <ul style="list-style-type: none"> • Respond to escaping gas • Stop bleeding of an artery <p>Examples of High Delay Tolerance:</p> <ul style="list-style-type: none"> • Refill fire extinguisher after use • Backup a computer system |

Rev 9 (6 Apr 2016)

SAILOR 2025 TRAINING TASK ANALYSIS ATTRIBUTE GUIDANCE

| Attribute | Choices | Impact |
|-----------------------------------|---|---|
| Safety Hazard Severity | <p><i>What is the potential hazard to personnel if this task is performed incorrectly?</i></p> <ul style="list-style-type: none"> ○ Minor: Inadequate performance does not result in injury to personnel ○ Marginal: Inadequate performance results in non-serious personnel injury ○ Critical: Inadequate performance results in serious or life threatening injury to personnel ○ Catastrophic: Inadequate performance results in death | <p><i>“If proper safety procedures are not observed when performing a task, it could cause serious personnel injury (death).”</i></p> <p>Default response is “Critical,” any response of Catastrophic MUST have reasons recorded.</p> |
| Criticality of Performance | <p><i>What is the potential impact to the mission or equipment if the task is performed incorrectly?</i></p> <ul style="list-style-type: none"> ○ Minor: Incorrect task performance will not impact system, equipment or mission. ○ Marginal: Incorrect task performance may result in minor damage to equipment or unplanned maintenance. ○ Critical: Incorrect Task performance may result in major damage to equipment or mission degradation. ○ Catastrophic: Incorrect task performance may result in ship/system loss or mission failure. | <p><i>“If a task is performed incorrectly, it will hamper or result in mission failure.”</i></p> <p>Default response is “Critical,” any response of Catastrophic MUST have reasons recorded.</p> |
| Task Delay Tolerance | <p><i>What is the reaction time between the time the sailor receives a cue to perform a task (may be an alarm, indication, direct order, written instruction, emergency, etc.) and the time the sailor must conduct the task?</i></p> <ul style="list-style-type: none"> ○ Low: Must respond immediately within seconds ○ High: Can have a delayed response, minutes count, but not seconds | <p><i>“Is speed critical in doing the task when seconds count?”</i></p> <p><i>Examples of Low Delay Tolerance:</i></p> <ul style="list-style-type: none"> ● <i>Respond to escaping gas</i> ● <i>Stop bleeding of an artery</i> <p><i>Examples of High Delay Tolerance:</i></p> <ul style="list-style-type: none"> ● <i>Refill fire extinguisher after use</i> ● <i>Backup a computer system</i> |

SAILOR 2025 TRAINING TASK ANALYSIS ATTRIBUTE GUIDANCE

| Attribute | Choices | Impact |
|-----------------------------------|---|---|
| Safety Hazard Severity | <p><i>What is the potential hazard to personnel if this task is performed incorrectly?</i></p> <ul style="list-style-type: none"> ○ Minor: Inadequate performance does not result in injury to personnel ○ Marginal: Inadequate performance results in non-serious personnel injury ○ Critical: Inadequate performance results in serious or life threatening injury to personnel ○ Catastrophic: Inadequate performance results in death | <p><i>“If proper safety procedures are not observed when performing a task, it could cause serious personnel injury (death).”</i></p> <p>Default response is “Critical,” any response of Catastrophic MUST have reasons recorded.</p> |
| Criticality of Performance | <p><i>What is the potential impact to the mission or equipment if the task is performed incorrectly?</i></p> <ul style="list-style-type: none"> ○ Minor: Incorrect task performance will not impact system, equipment or mission. ○ Marginal: Incorrect task performance may result in minor damage to equipment or unplanned maintenance. ○ Critical: Incorrect Task performance may result in major damage to equipment or mission degradation. ○ Catastrophic: Incorrect task performance may result in ship/system loss or mission failure. | <p><i>“If a task is performed incorrectly, it will hamper or result in mission failure.”</i></p> <p>Default response is “Critical,” any response of Catastrophic MUST have reasons recorded.</p> |
| Task Delay Tolerance | <p><i>What is the reaction time between the time the sailor receives a cue to perform a task (may be an alarm, indication, direct order, written instruction, emergency, etc.) and the time the sailor must conduct the task?</i></p> <ul style="list-style-type: none"> ○ Low: Must respond immediately within seconds ○ High: Can have a delayed response, minutes count, but not seconds | <p><i>“Is speed critical in doing the task when seconds count?”</i></p> <p><i>Examples of Low Delay Tolerance:</i></p> <ul style="list-style-type: none"> • Respond to escaping gas • Stop bleeding of an artery <p><i>Examples of High Delay Tolerance:</i></p> <ul style="list-style-type: none"> • Refill fire extinguisher after use • Backup a computer system |

Appendix G: FEA

The FEA is not in use for the Block Learning Process at this time.

NETC-FEA

The NETC FEA shall be conducted IAW the NAVEDTRA 138 and NETC Course Development, Revision, and Modification End-to-End (E2E) Process Standard Operation Procedures (E2E SOP), and using the NAVEDTRA 138 Appendix A (NETC FEA) form to submit FEA findings. Notes and examples are not meant to preclude utilizing the manual, E2E SOP or any other guidance. Reports and workbooks (e.g. Pre-AIM Project Management Entry Worksheet, NAVEDTRA 138 Media Selection Tool workbook) will be included upon submission of Appendix A.

FEA template fields may reference a location where informational data is resident such as a FEA workbook or other physical location as appropriate.

| | | |
|------------|---|--|
| 1.0 | NETC-FRONT END ANALYSIS | |
| 1.1 | <p><u>Requirements Sponsor:</u> (OPNAV N code/s, NAE, SWE, etc.)</p> <p><u>Name:</u></p> <p><u>Rank/Title/Code:</u></p> <p><u>Phone:</u></p> <p><u>Email:</u></p> | <p><u>Resource Sponsor:</u> (Funding source for approved performance requirements)</p> <p><u>Name:</u></p> <p><u>Rank/Title/Code:</u></p> <p><u>Phone:</u></p> <p><u>Email:</u></p> |
| 1.2 | <p><u>Curriculum Control Authority:</u> (Re: NAVEDTRA 135C 2.1.3)</p> <p><u>Learning Center:</u></p> | |
| 1.3 | <p><u>Activity Conducting NETC-FEA/Project Team Members:</u> (Re: NAVEDTRA 138 Ch. 1)</p> | |
| 1.4 | <p><u>NETC-FEA Start Date (MM/DD/YY):</u> (Re: NKO E2E SOP, per IMP/IMS)</p> | |
| 1.5 | <p><u>NETC-FEA End Date (MM/DD/YY):</u> (Re: NKO E2E SOP, per IMP/IMS)</p> | |
| 1.6 | <p><u>Reason for conducting the NETC-FEA:</u> (include trigger-action/justification-statement rationale with specific description, i.e. HPRR Action Item #, OCCSTD change, etc.):</p> <p>Is NETC-FEA for a new or revised course/module?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> </div> <div style="text-align: center;"> <input type="checkbox"/> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> New Revised </div> <p>(check appropriate box)</p> <p><u>Course CIN #: and/or Content Module Title:</u> (Actual Project name in CPM)</p> | |

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| 2.0 | <p>ESTABLISH AN “AS-IS” COMPARATIVE BASELINE</p> <p>“AS-IS” Comparative Baseline: (Re: E2E SOP. Use DI-SESS-81517B for analysis and reporting of the current course.)</p> |
| 2.1 | <p>Are current course/content module Learning Objectives (LOs) based on approved JDTA data?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Was the approved data derived IAW NAVEDTRA 137 JDTA requirements?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>List supporting JDTA/Project names exactly as they appear in CPM and current CPM version number:</p> <p>_____ (JDTA name) _____ (version)</p> <p>_____ (Project name) _____ (version)</p> <p>Additional Comments as required:</p> |
| 3.0 | <p>“TO-BE” TRAINING REQUIREMENTS</p> <p>(Re: E2E SOP, NAVEDTRA 137 & 138. Use DI-SESS-81518B for analysis and reporting of the new/revised module/course content.)</p> |
| 3.1 | <p>“TO-BE” Training Requirements:</p> <p>Are course/content module Learning Objectives (LOs) based on approved JDTA data?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Was the approved data derived IAW E2E SOP, NAVEDTRA 137 JDTA requirements?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>List supporting JDTA/Project name exactly as it appears in CPM and current CPM version number:</p> <p>_____ (JDTA name) _____ (version)</p> <p>_____ (Project name) _____ (version)</p> <p>Additional Comments as required:</p> |

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| 4.0 | GAP IN TRAINING REQUIREMENTS ANALYSIS | |
| 4.1 | <p><u>“AS-IS” Comparative Baseline:</u></p> <p>Provide spreadsheet used IAW E2E SOP or provide data location listing all planned LOs:</p> | <p><u>“TO-BE” Training Requirements:</u></p> <p>Provide spreadsheet used IAW E2E SOP or provide data location listing all planned LOs:</p> |
| 4.2 | <p><u>Summary of Differences</u> (1. Include a brief paragraph describing <i>high level</i> differences from As-Is and To-Be. 2. Provide an <i>itemized list</i> of differences between As-Is and To Be. 3. List all differences to include: terminal and enabling objectives (TLOs and ELOs) and displaced LOs that will now be a function of KSATRs (KPLI content), assessment methodology, instructional hour differences, tool and resource changes (i.e., media, TTE, classroom type, infrastructure, bandwidth, bottlenecks, safety issues, etc.) as these will be cost factors during the BCA.) If in one list but not the other, tell us why or how the LO is dealt with.</p> | |
| 5.0 | <p>REUSE, REPURPOSE, AND REFERENCE (R3) CONTENT</p> <p>(Review R3 IAW E2E SOP, NAVEDTRA 138 JDTA)</p> | |
| 5.1 | <p>Identify # of LOs and associated curriculum (plug & play) to be <u>Reused:</u> _____</p> <p>Comments:</p> <p>Identify # of LOs to be <u>Repurposed:</u> _____</p> <p>Using the NAWCTSD Quality Evaluation Tool or results from the media selection process (see FEA Step 6) project the Level of Effort (LOE) associated with each LO to be repurposed. (Example: 30 PowerPoint screens of level 1 interactivity versus 30 screens of level 3 interactivity. Re: MIL-HDBK 29612- 3A) <i>Note: Cost associated with repurposed materials shows up in BCA.</i></p> <p>LO:</p> <p>For each LO describe the Level Of Effort to include the nature of the modification (e.g., equipment modification, graphics, audio, simulation, etc.) to the content component being modified.</p> <p>Comments:</p> <p>Identify # of LOs to be <u>Referenced:</u> _____</p> <p>Comments:</p> | |

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| 6.0 | <p style="text-align: center;">MEDIA SELECTION</p> <p>(NAVEDTRA 138 Ch. 7, E2E SOP, MIL-PRF-29612B 4.3.3.1 & DI-SESS-81519B)</p> |
| 6.1 | <p>General Audience Characteristics: (e.g. population size, student geographical distribution, student proficiency level, rate/rank, etc.)</p> <p>Sensory Requirements: (e.g. visual, audio, tactile senses, olfactory, etc.)</p> <hr/> <p>Media Types/Media Delivery Mode recommendations for each: (Use the Media Selection Tool to analyze the best Media Types and Delivery Modes for each LO. For each Skill and Knowledge listed, determine which IMI/IMM interactivity level, 1/2/3/4 is required to support the LO. Describe how or why.)</p> <p>LO:</p> <p>Supporting KSATR Data:</p> <p>Skills Interactivity Components include:</p> <p>Knowledge Interactivity Components include:</p> <hr/> <p>Summary of Media Types: (RRL & CeTARS) (include type, interactivity level, # of LOs)</p> <ol style="list-style-type: none"> 1. Example: ILT/CAI level 3, 45 LOs 2. 3. <p>Summary of Media Delivery Modes:</p> <ol style="list-style-type: none"> 1. 2. 3. |
| 7.0 | <p style="text-align: center;">RECOMMENDATIONS AND SOLUTIONS STATEMENT</p> <p>Section 7 should fully outline the analyses of alternatives for each recommended course of action.</p> |
| 7.1 | <p>Learner Population: Identify learner characteristics. (Re: NAVEDTRA 138, MIL-HDBK-29612-2A 6.2.4.4)</p> |

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| 7.2 | <p><u>Recommendations and Solutions:</u> 1) For each ELO include Instructional System Development (ISD) recommendations; i.e., learning strategies (i.e., blended learning consisting of...); learning hierarchy (basically a COI with notional time factors/periods); assessment strategy/ies (e.g., progress/comprehensive tests IAW 132, practical work such as graded instruction sheets etc.) and include types of tests/ assessments, proficiency level, frequency, number of test items, criticality index, and passing criteria [may include as a table of specifications]); media delivery, (e.g., media types, w/interactivity levels, particularly for IMI types, #'s of LOs/instructional period supported by each CBT and variations with level of interactivity, design considerations for branching etc. if applicable). 2) Include a paragraph describing training gaps, TTE, classroom type, infrastructure and resources and any plans to mitigate requirement gaps.</p> <p>Notes: a) ISD Considerations may include multiple sets of solutions and should describe specifically how each LO activity will be designed to achieve the objective (i.e., instructor walks students through the associated LO content type requirements, blended learning will consist of..., how will advanced students interact. b) IMI interactivity requirements and information is located in Mil-HDBK-29612-3A, Section 6, (see Tables 23-25 and surrounding information).</p> <p>Wiki: ISD Considerations (at the section level) are composed of levels of interactivity, assessment strategy, test items, ISD comments, learning strategy, personnel info, personnel types, practice info, drill and practice ratio, keyword listing, simulation degree, testing frequency, fidelity level, overview, prerequisite knowledge, and methodology.</p> |
| 8.0 | OUTPUT STATEMENT |
| 8.1 | <u>Findings:</u> (Gap in Training Requirements/Summary of Differences): |
| 8.2 | <p><u>Recommendations and Solution Statement</u> (rationale for closing the gap):</p> <p>High level bulleted list of recommendation/s with each referencing any additional amplifying information as a referral for detailed supporting information.</p> |
| 9.0 | FINAL APPROVAL |
| 9.1 | <p><u>CCA signature:</u></p> <p>Approved: <input type="checkbox"/> Disapproved: <input type="checkbox"/></p> |

Media are delivery vehicles used to present instructional material or basic sensory stimulus presented to a student to induce learning. In other words, the means used to give information to the students. Some examples of media include classroom instructor, printed materials, and interactive video. (Sample matrix for media design and interactivity level.)

| Media Type | # of LOs/ Instructional Periods by Interactivity Level 1 | # of LOs/ Instructional Periods by Interactivity Level 2 | # of LOs/ Instructional Periods by Interactivity Level 3 | # of LOs/ Instructional Periods by Interactivity Level 4 |
|---|---|--|--|--|
| Instructor | | | | |
| Traditional Audio Visual Devices | | | 4 LOs/3.25 periods | |
| Traditional Materials (digital/printed) | | | | |
| ICW | | | | |
| IETMs | | | | |
| ETMs | | | | |
| SIM/STIM | | | | |
| Other IMI | | | | |
| CAI | | | | |
| Platform & Component /Parts Task Trainers | | | | |
| Simulator Trainer | | | | |
| Hybrid Trainers (combination Platform, Component & Simulator) | | | | |
| Advanced Distributed Learning | | | | |
| Training Devices | | | | |

Traditional audiovisual devices, e.g.: Whiteboards, Transparencies, Microfiche, Film strips, Videotapes, Slide/workbook/tape recorder combinations, overheads, projectors, slides.

Appendix H: Acronyms

| | |
|---------------|---|
| AIM | Authoring Instructional Materials (software) |
| AIM CPM | Authoring Instructional Materials Content Planning Module |
| AIM LOM | Authoring Instructional Materials Learning Object Module |
| ATPOC | Alternate Technical Point of Contact |
| BL | Block Learning (sometimes called Blocked Learning) |
| CBT | Computer Based Training |
| CIN | Course Identification Number |
| CPM | Content Planning Module |
| CPM/LO Module | Content Planning Module / Learning Object Module |
| DGM | Decision Guidance Memorandum |
| DID | Data Item Description |
| E2E Process | NETC's End-to-End Process |
| ESC | Executive Steering Committee |
| FCRC | Fleet Commanders Readiness Council |
| FEA | Front End Analysis |
| IMI | Interactive Multimedia Instruction |
| IMM | Interactive Multimedia Material |
| IMP | Integrated Master Plan |
| IMRD | Instructional Media Requirements Document |
| IMS | Integrated Master Schedule |
| IPRD | Instructional Performance Requirements Document |
| ISD | Instructional Systems Designer |
| ISS | Instructional Systems Specialist |
| JDTA | Job Duty Task Analysis |
| KPL | Knowledge Proficiency Level |
| KSATR | Knowledge, Skills, Abilities, Tools, Resources |
| LaDR | Rating Learning Development Roadmap |
| LC | Learning Center |
| LO | Learning Object |
| LOM | Learning Object Module |
| MRTS | Multiple Reconfigurable Training System |
| NEC | Navy Enlisted Classification |
| NETC | Naval Education and Training Command |
| NKO | Navy Knowledge Online |
| NMCI | Navy Marine Corps Intranet |
| NTSP | Navy Training Systems Plan |
| OCCSTD | Occupational Standard |

| | |
|-------|---|
| PQS | Personnel Qualification System |
| QA | Quality Assurance |
| RRL | Ready Relevant Learning |
| RRL | Resource Requirements List |
| Sakai | Not an acronym but the actual name of a software suite. See glossary. |
| SME | Subject Matter Expert |
| SPL | Skill Proficiency Level |
| TCCD | Training Course Control Document |
| TPOC | Technical Point of Contact |
| TSD | Training Situation Document |
| WF | Contractor Workforce Team Member |

Appendix I: Glossary

Alternate Technical Point of Contact (ATPOC) – Member of the NETC N7 management team who accepts deliverables from the contractor and addresses any issues for both the prime and subcontractor. Defines the final approval process for all deliverables from the contractor, changes to the SOP and related documents. Directs all interface with the contractor.

Apprentice Level – Provides basic knowledge and skills required to prepare for rating entry level performance. This includes initial skill training (i.e., Apprentice Training “A” Schools).

Attitude – The mental state of a person that influences behavior, choices, and expressed opinions. Military training uses the term attitude to identify the psychological term *affective domain*.

Attrition Rate – The rate at which trainees are dis-enrolled from a course or fail to complete a course satisfactorily.

Authoring Instructional Materials (AIM) – A government-managed system used by Navy and other agencies to develop, update, manage, and integrate training content.

Authoring Instructional Materials Content Planning Module (AIM CPM) – Repository for the JDTA data. Includes Training Project Plan, Course Training Task List, Curriculum Outline of Instruction, Instructional Media Design Package, Training Course Control Document, Skills Basis Report, and Skills Hierarchy Report.

Authoring Instructional Materials Learning Object Module (AIM LOM) -- The AIM module in which instructional designers construct and sequence course learning objectives based on content type. AIM LOM includes Lesson Plan, Lesson Guide, SCORM Package including XML output for to CBT/IMI tools, Story Board at Lesson level, and Test Question Package.

Billet - A specific personnel space with assigned qualifiers that define the duties, tasks, and functions to be performed and the specific skills and skill level required to perform the delineated functions.

Block Learning (BL) - Reorganizes current training and delivery methods into blocks of instruction to be delivered closer to the time when Sailors need it to perform their duties. Redistribute A and C School accession level training across the Delayed Entry Program, initial service schools, and the first two operational tours.

Block Training – See Block Learning.

Computer-Aided Instruction (CAI) – The use of computers to support the delivery of instructor-led instruction (to include drill and practice, remediation tool, resource tool, etc.). CAI exploits computer technology to provide for the storage and retrieval of information for both the instructor and trainee.

Condition – The condition basically defines aiding and limiting factors imposed upon the learner in satisfying the performance requirements of the objective. This element may also define the degree of interaction with the training environment that the learner may expect. One of the major concerns in Navy training is to ensure that the conditions of the training environment approach those of real life. Objectives may contain several conditions or none at all. In some instances, objectives may contain no aiding or limiting factors, or the conditions of performance may be obvious. The objective should not include conditions that are not legitimate training concerns. The following are some examples of conditions:

- . . . given a list of . . .
- . . . without the use of references . . .
- . . . provided with a Model X calculator . . .
- . . . in a damage control wet trainer . . .

When combined with the behavior element, the condition element provides a clearer understanding of the learning outcome defined by the objective.

Content Planning Module / Learning Object Module (CPM/LO Module) - An updated version of AIM; an integrated analytical front end describing the work of the sailor (JDTA) on which to base an integrated blended learning content solution. Includes Training Project Plan, Course Training Task List, Curriculum Outline of Instruction, Instructional Media Design Package, Training Course Control Document, Skills Basis Report, Skills Hierarchy Report, Lesson Plan, Lesson Guide, SCORM Package including XML output for to CBT/IMI tools, Story Board at Lesson level “Web to Story Board”, and Test Question Package. (Ref: <https://cpm.prod.aim.netc.navy.mil/cpm2025/>)

Course Identification Number (CIN) – A unique number identifying a formal Navy Course. Format: X-999-9999 or X-9X-9999.

Data Item Description (DID) – A completed document defining the data deliverables required of a United States Department of Defense contractor.

Decision Guidance Memorandum (DGM) – Commander NETC’s memorandum of 5 August 2015 assigning NETC internal roles and responsibilities for the transition to RRL.

End-to-End (E2E) Process – NETC’s curriculum development and modification process described in NAVEDTRA 138.

Fleet Commanders Readiness Council (FCRC) – U.S. Fleet Forces four-star decision forum to assess means and adjust ways to resolve Fleet readiness issues of doctrine, organization, training, materiel, leadership, personnel, facilities, and policy.

Front End Analysis (FEA) – A step in the NETC E2E process which identifies gap between as-is training and the desired to-be state. FEA reviews existing training content for potential reuse, repurpose, and

reference. FEA identifies alternative courses of action so that Requirement Sponsors and Resource Sponsors can select a course of action to attain the desired end state.

Front End Analysis (FEA) – Follows the JDTA; analyzes the skills and knowledge needed to perform the job, assess the technologies available for training the skills and knowledge, perform a media analysis to recommend the best mix of delivery media, and determine the best way to develop training content. (Ref: NAVEDTRA 138)

Instructional Media Requirements Document (IMRD) – Provides specifications for the media selection model used, a description of primary and alternate media requirements, and functional requirements for the instructional delivery system. Its purpose is to serve as the baseline for instructional media performance specifications

Instructional Performance Requirements Document (IPRD) -- Provides mission, collective, and individual task information; lists of knowledge, skills, attitudes, and learning objectives for the tasks selected for training; and data needed to design a training program. DID DI-SESS-81518B describes the TSD.

Instructional Systems Specialist (ISS) – Includes federal employees, classified GS-1750 Series, who administer, supervise, advise on, design, develop, or provide educational or training services in formal education or training programs. The work requires knowledge of learning theory and the principles, methods, practices and techniques of one or more specialties of the instructional systems field. (Ref. OPM Instructional Systems Series, GS-1750, TS-104)

Integrated Master Plan (IMP) – An event-driven plan that documents the significant accomplishments needed to complete the work and ties each accomplishment to a key program event.

Integrated Master Schedule (IMS) – An integrated, networked, multi-layered, time-based schedule of tasks required to complete the work effort described in a related IMP. The IMS should include all IMP events and accomplishments and support each accomplishment closure criteria. IMS is described in DID DI-MGMT-81650.

Interactive Multimedia Instruction (IMI) – IMI is a term applied to a group of predominantly interactive, electronically delivered training and training support products. IMI products include instructional software and software management tools used in support of instructional programs.

Job Duty Task Analysis (JDTA) – Provides detailed descriptions of the work performed by Sailors and is the basis for the NETC Front-End Analysis (FEA). (Ref: NAVEDTRA 136)

Journeyman – A person who has learned a trade and works for another person in that specialty.

Knowledge – Specific information required for the student to develop the skills and attitudes for effective accomplishment of the jobs, duties, and tasks.

Knowledge Proficiency Levels (KPLs). Knowledge proficiency in the NETC training organization is scaled to three levels. The three levels are based upon Bloom's taxonomy of the cognitive domain (which are collapsed from six to three). The three groupings (levels of proficiency) from Bloom's six categories are:

- (1) Knowledge and comprehension
- (2) Application and analysis
- (3) Synthesis and evaluation

These three levels of proficiency may be thought of as degrees of difficulty that are progressively mastered (in sequence). The following is a description of NETC's three KPLs:

- **Knowledge Proficiency Level 1 (KPL1).** (Knowledge/ Comprehension). Knowledge proficiency expectations are: knowledge - can recall data or information; comprehension - understands the meaning, translation, interpolation, and interpretation of instructions and problems (can state a problem in one's own words). Knowledge is a fact, process, or procedure. It lacks ambiguity; there is only one correct answer. Generally, there are rules and documentation for correct answers. An example of a KPL1 "knowledge" test item is: Provide the missing information in the following statement - A M60 Machine Gun on full auto, is capable of firing ... rounds a minute. An example of a KPL1 "comprehension" test item is: State the number of sustained firing rounds that a M60 Machine Gun can support.
- **Knowledge Proficiency Level 2 (KPL2).** (Application/ Analysis). Knowledge proficiency expectations are: application - can use a concept in a new situation or unprompted use of an abstraction (applies what was learned in the classroom into novel work situations); analysis - can separate material or concepts into component parts so that its organizational structure may be understood (distinguishes between facts and inferences). Principles and concepts are added to processes and procedures. There is some ambiguity, but there is always a "best answer." An example of a KPL2 "application" test item is: A visual inspection of a M60 Machine Gun reveals rust on non-critical components. Two alternatives for this test item are (1) no action required to maintain functionality, (2) "best answer," despite the low threat of rust on noncritical parts, the best course of action would be to remove the rust with a solvent. An example of a KPL2 "analysis" test item is: In a combat situation when sustained firing is required, explain what problems you will experience with the M60 Machine Gun and how you will mitigate them. In this test item, there are two possible courses of action (1) continue firing the weapon and risk malfunction (hot barrel) culminating in a loss of life, (2) "best answer," replace barrel at first opportunity to ensure weapon functionality and force security.
- **Knowledge Proficiency Level 3 (KPL3).** (Synthesis/ Evaluation). Knowledge proficiency expectations are: synthesis - builds a structure or pattern from diverse elements (put parts together to form a whole, with emphasis on creating a new meaning or structure); evaluation - makes judgments about the value of ideas or materials. This level of proficiency requires the performance of prediction, demonstration of concept mastery, and implementation of principles in accomplishing a task. Key skills are troubleshooting and problem solving. In this situation, opinion lines up with theory. An example of a KPL3 "synthesis" test item is: While at sea-and-anchor detail, standing security watch, armed with a M60 Machine Gun, a small boat has disregarded three warnings. Describe and defend your course of action. An example of a

KPL3 "evaluation" test item is: Compare and contrast the strengths and weaknesses of a ship's in port watch standing policies.

Knowledge, Skills, Abilities, Tools, and Resources (KSATR) – KSATRs are derived by the JDTA team at the conclusion of the JDTA and shall be captured using AIM CPM. KSATR are specific to individual Tasks, Sub-tasks, and steps which are defined as follows:

- **Knowledge:** An understanding of facts or principles relating to a particular subject area and applying directly to the performance of a function.
- **Skill:** The ability to perform a job related activity that contributes to the effective performance of a task. Skills are the proficiencies needed to perform a task.
- **Ability:** An enduring attribute of the individual that influences performance and enables the performance of tasks.
- **Tool:** An item needed to perform the work.
- **Resource:** The informational source or reference material used to locate information or house information about processes. Resources include items such as manuals, publications, guides, handbooks, instructions, tutorials, documents, reports, forms, blueprints, plans, specifications, codes (e.g., National Electrical Code), regulations, etc.

Learning Development Roadmap (LaDR) – Written guides that explain in detail what each Sailor needs at rating-specific points along a career-development continuum in a Navy career. LaDRs were developed by subject matter experts with input from the enlisted community managers at the Bureau of Naval Personnel, and have been validated by the fleet. (Ref: NAVADMIN 258/10)

Learning Center (LC) – NETC's eleven Learning Centers exercise overall management of courses of instruction within a rate-training continuum.

Learning Continuum – A sequence of skills that builds in complexity from one level to the next. Initial skills provide the foundational knowledge to begin learning skills at the next level. The learning skills are cumulative.

Learning Objective (LO) – A statement of the behavior or performance expected of a trainee because of a learning experience, expressed in terms of the behavior, the conditions under which it is to be exhibited, and the standards to which it will be performed or demonstrated. Also called "behavioral objective" and "training objective." Learning objectives are found on the CTTL. They describe what the learner must achieve to successfully complete the course of instruction. Learning objectives shall include terminal and enabling objectives. Refer to NAVEDTRA 130 (Series) for general guidance on writing learning objectives. Learning objectives shall be constructed using the Authoring Instructional Materials (AIM) Content Planning Module (CPM) and approved by the Curriculum Control Authority (CCA). Within AIM CPM, learning objectives are constructed based on content type (i.e., concept, facts, procedure, process, and principle). The five content types are defined as follows:

- **Concept:** A category that includes multiple examples. It comprises a group of objects, ideas, or events that are represented by a single word or term, and share common features.
- **Facts:** Unique and specific information usually represented in the form of a statement.

- **Procedure:** A sequence of steps that are followed systematically to achieve a task or make a decision. A procedure contains directions or procedural tasks that are done in the same way every time.
- **Process:** A flow of events that identify how something works. Topics that list a chain of events that are performed by an organization usually represent a process.
- **Principle:** Consists of directions that outline guidelines for action in which people must adapt the rules to various situations. Principles typically require a person to make decisions when applying them. Tasks that are completed in different ways each time by applying the guidelines usually represent principles.

Mobile Modular Learning – Uses consumer-style mobile electronic wireless communication devices to deliver both blended and fully online learning as a kind of augmented reality—with the mobile device enabling connectivity and information access in many environments. Sailor 2025 envisions that much content being developed for Block Learning will eventually translate into Mobile Modular Learning.

Multiple Reconfigurable Training System (MRTS) – A family of trainers developed by Naval Air Warfare Center, Training Systems Division, to provide a virtual training environment simulating a variety of shipboard systems. Government-owned simulation software runs on a stand-alone network of commercial-off-the-shelf hardware and software components, enabling a training command to use one hardware device to give photo-realistic virtual training on several different systems in a single day.

Navy Knowledge Online (NKO) - Provides Navy-wide connectivity via a single, integrated on-line learning network with access throughout the world. (Web address: <https://www.nko.navy.mil/>)

Navy Marine Corps Intranet (NMCI) – The Department of the Navy’s (DON) shore-based enterprise network in the continental United States and Hawaii, providing a single integrated, secure information technology (IT) environment for reliable, stable information transfer. NMCI represents about 70 percent of all DON IT operations and is second only to the Internet in size.

Navy Training Systems Plan (NTSP) – A Navy acquisition document that communicates manpower and training (MPT) gaps and needs to be met by a new acquisition or modernization program. When the resource sponsor approves a final or updated NTSP, it is the official record of the training planning process to help the sponsoring enterprise define the system’s MPT requirements. (Ref: OPNAVINST 1500.76C)

Occupational Standards (OCCSTDs) – Express the Navy's minimum requirements for enlisted occupational skills established by manpower and personnel managers. OCCSTDs state what enlisted personnel must do in their rate or rating. OCCSTD skills are stated in the form of task statements. The knowledge required to perform a task is inherent to the proper performance of the task. Development of specific knowledge to support OCCSTDs falls under the purview of Navy training commands. OCCSTDs are listed for each rate and rating in NAVPERS 18068F, Volume I.

Personnel Qualification System (PQS) – PQS is a mandatory qualification process for officer, enlisted, government civilians, and contract civilians to certify a minimum level of competency to properly operate a ship, aircraft, or support system. PQS delineates the minimum knowledge, skills, and abilities that an

individual must demonstrate before standing watches or performing other specific duties. (Ref: OPNAVINST 3500.34G)

Pipeline – The total time involved in training personnel once they are designated as students. This includes time traveling to the training activity, time awaiting instruction, time of actual training, time from termination of training until reporting to the ultimate duty station; may include more than one training activity.

Quality Assurance (QA) – Procedures that ensure requirements and goals for a product, service, or activity will be fulfilled.

Rating Learning Development Roadmap (LaDR) – See Learning Development Roadmap (LaDR).

Ready Relevant Learning (RRL) – Moves advanced training from accessions training to late in the first tour or prior to the second tour. Uses Block Learning, mobile modular learning concepts, and learning continuums.

Repurpose – The use of an existing object in a new learning event with some to little modification to its instructional treatment, context, or content.

Resources – The equipment, facilities, funds, personnel, time, texts, references, films, graphics, and other instructional media materials required to support the training program. Also called "training resources."

Resource Requirements List (RRL) – The RRL is a composite listing of all the material needed to conduct training.

Reuse – The use of an existing object in a new learning event without any modification to its instructional treatment, context, or content.

Sakai – Navy's Sakai Collaborative Learning Environment (CLE) an open source, web based learning management system which allows instructors and students to store and retrieve course material, communicate with each other and track student progress through the course. Besides course sites, the CLE can host project sites where project members can share documents and collaborate.

Skill Proficiency Levels (SPLs) – There have been many descriptions (theories) developed to describe the teaching of skills (psychomotor domain). After careful consideration, NETC has adopted a three level instructional model: imitation, repetition, and habit. The model provides a learning schema where basic skills start low and progressively advance to more sophisticated skills. The following is a description of NETC's three SPLs:

- **Skill Proficiency Level 1 (SPL1) - (Imitation).** During training, the instructor shares essential information about the skill, such as facts, background information, safety considerations, etc. Then the instructor breaks the skills into small steps, demonstrates the skill, and allows the trainee to reenact or copy the skill. The skill expectation for imitation is: can perform a task but is not proficient. This level of proficiency requires the condition of supervision. The level's attributes are: work will require corrective action and excessive time will be required to

complete the task. An example of SPL1 test item is: A job sheet that requires the trainee to replicate the instructor's demonstrated use of a multi-meter.

- **Skill Proficiency Level 2 (SPL2) - (Repetition).** During training, the trainee repeatedly practices the task with the instructor. The trainee is able to ask questions, receive feedback, and practice in a safe environment. The skill expectation for repetition is: can perform tasks but has not had enough repetitions to achieve expert proficiency. This level of proficiency requires the condition of minimal supervision. The level's attributes are: work may (but generally will not) require corrective action and time on task will be within established standards. An example of SPL2 test item is: A job sheet that requires the trainee to perform difficult corrective maintenance on complex surface radar using approved technical publications, procedures, tools, and test equipment.
- **Skill Proficiency Level 3 (SPL3) - (Habit).** During training, the trainee develops such proficiency that they are able to perform the skill in half the time or at an expert level. Performance of the skill becomes second nature. When the trainees reach this level, they are able to create their own versions of the skill and teach others. The skill expectation for habit is: Can perform any task with an expert's proficiency. This level of proficiency requires the condition of no supervision. The level's attributes are "speed, accuracy, and precision." An example of SPL3 test item is: a job sheet that requires the trainee to perform a sequence of steps (sequence is critical) in a very confined time period – Perform Cardiopulmonary Resuscitation (CPR) on an electrical shock victim (dummy).

Subject Matter Expert (SME) – Someone steeped in knowledge and experience of a particular subject.

Skill – The ability to perform an activity that contributes to the effective completion of a task.

Task – A single unit of physical or mental activity representing a composite of methods, procedures, and techniques, and commonly serves to accomplish one meaningful unit of work. A Task has clear beginning and ending points and is directly observable or otherwise measurable. Tasks are a major part of a duty and may be comprised of one or more Sub-tasks. A Task is comprised of logical and distinct actions. A Task is performed under a defined set of conditions and standards. Each Task is independent of other Tasks.

Task Attributes – include Safety Hazard Severity, Criticality of performance, Task Delay Tolerance, Frequency of Performance, Task Learning Difficulty

Percent Performing

Percent of Time Spent on Performance

Immediacy of Performance

Difficulty of Performance

Probability of Inadequate Performance

Technical Point of Contact (TPOC) – Member of the NETC N7 management team who accepts deliverables from the contractor and addresses any issues for both the prime and subcontractor. Defines the

final approval process for all deliverables from the contractor, changes to the SOP and related documents. Directs all interface with the contractor.

The Navy Enlisted Classification (NEC) – NEC codes supplement the enlisted rating structure by identifying a non-rating wide skill, knowledge, aptitude, or qualification that must be documented to identify both people and billets for management purposes. All NECs are listed in the current version of NAVPERS 18068F, Volume II.

Training Course Control Document (TCCD) – Produced in AIM CPM during the course design phase, the TCCD provides essential management information for an entire course, including sequenced learning objectives.

Training Materials – A general term covering plans, control documents, lesson guides, student guides, and other non-hardware training products.

Training Situation Document (TSD) – Contains preparation instructions for the content and format of the Training Situation Document. DID DI-SESS-81517B describes the TSD.

Appendix J: Websites and Links

Block Learning Training Path Master Spreadsheet:

[\\naeaocensfs101v.nadsusea.nads.navy.mil\CS008\\$\NETC_N7_N00076\Sailor_2025\Block_Learning_Training_Path](\\naeaocensfs101v.nadsusea.nads.navy.mil\CS008$\NETC_N7_N00076\Sailor_2025\Block_Learning_Training_Path)

CPM:

<https://cpm.prod.aim.netc.navy.mil/>

CPM 2025:

<https://cpm.prod.aim.netc.navy.mil/cpm2025/>

E2E SOP:

NETC Course Development, Revision, and Modification End-to-End (E2E) Process Standard Operation Procedures found at <https://navy-training-transformation2.wikispaces.com/0+-+Navy+Training+Transformation2+%28NETC+SOP%29>

Integrated Master Schedule (IMS):

O:\Sailor_2025\00A_Sailor_2025_Resources\IMS (check for updates)

NKO LADR site:

<https://www.nko.navy.mil/group/enlisted-learning-and-development-ladr-/naval-engineering-ladrs>

Sakai:

<https://dodlearn.nps.edu/>

Sakai Sailor 2025 meeting site:

<https://dodlearn.nps.edu/dav/b48dc5cf-c911-4021-ae32-a12ca4db633d>

Sakai RRL meeting site:

<https://dodlearn.nps.edu/dav/addf7b23-bb4e-4d6a-aef2-047583cda197>

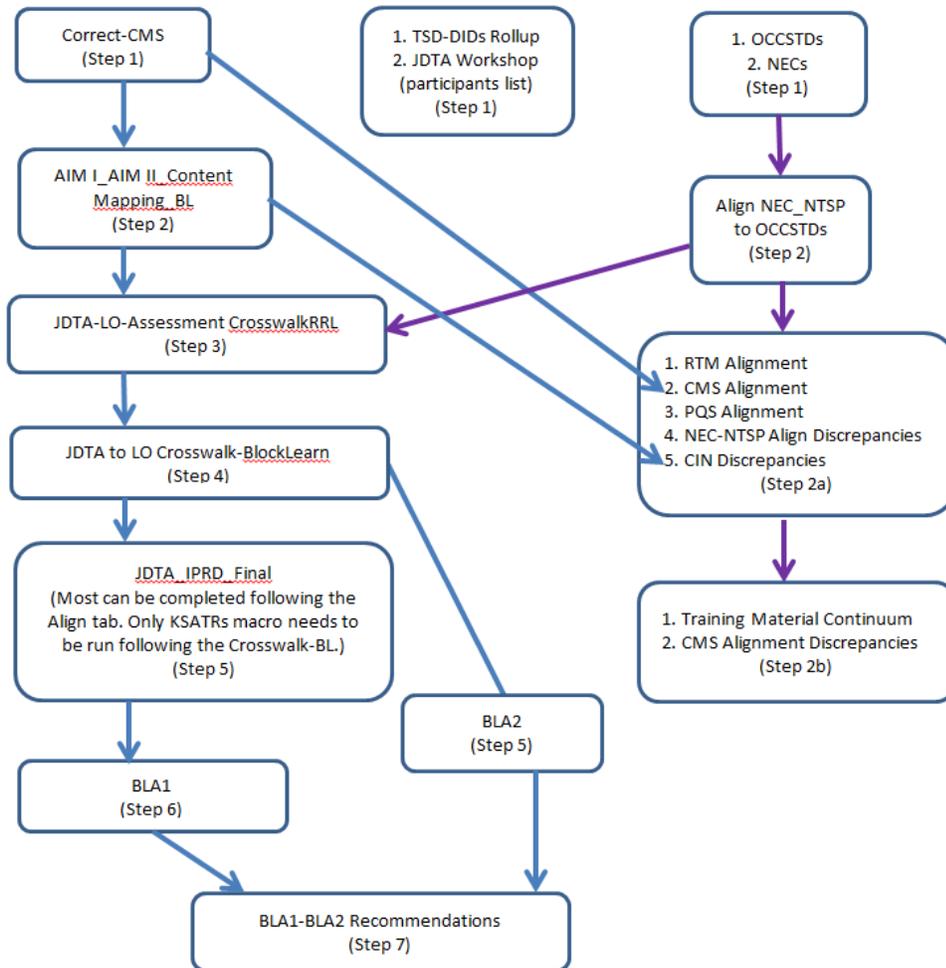
Appendix K: Quality Checklist – Complete Version



SAILOR 2025 QUALITY CHECKLIST & QA REVIEW RATING ANALYSIS TEMPLATE SPREADSHEET (RATS)

Introduction: The following information contains the full S2025 Quality Guideline Checklist and information on the RATS Workflow relationships of worksheets. This may be used as a guideline to prepare for the formal Sailor 2025 Quality Checklist & QA Review Rating Analysis Template Spreadsheet (RATS) current version sign-off sheet. Questions have been updated for worksheets where a change/correction was required as reflected in version 4 of the sign-off document.

RATS Checklist & QA Review Workflow Order of Precedence



Appendix K – Incremental SOP Update of 6 Dec 2016



SAILOR 2025 QUALITY CHECKLIST & QA REVIEW RATING ANALYSIS TEMPLATE SPREADSHEET (RATS)

REVIEW OF FILES:

The following steps indicate an understanding of the flow of data in the RATS from worksheet to worksheet. This may be used during a quality check in preparation for the formal sign-off of the Sailor 2025 Quality Checklist & QA Review Rating Analysis Template Spreadsheet (RATS) document. The complete checklist follows.

Step 1:

The OCCSTDs, NECs, Correct-CMS, TSD-DIDs Rollup, and the JDTA Workshop tabs and the corresponding Quality Checklist and QA Review can be completed independent of other worksheets. Worksheets must be correct, complete, and reviewed for accuracy as data feeds into follow-on worksheets (Note: Updates to the TSD-DIDs Rollup worksheet in the Recommendations columns may place the Checklist and QA Review following the JDTA to LO Crosswalk-BlockLearn worksheet.)

Step 2:

The following Quality Checklist and QA Review sections may be completed following Step 1:

- A. Align NEC_NTSP to OCCSTDs following OCCSTDs and NECs checklists
- B. AIM I_AIM II_Content Mapping_BL following the Correct-CMS checklist

Step 2a:

The following Checklist and QA Review sections may be completed following Step 2:

- A. RTM Alignment, CMS Alignment, PQS Alignment, and NEC-NTSP Align Discrepancies following the Align NEC_NTSP to OCCSTDs checklist (Note: CMS Alignment (Workforce team member) results cross-checked with Content Mapping (ISD) results.)
- B. CIN Discrepancies following the NECs, Correct-CMS, TSD-DIDs Rollup, and AIM I_AIM II_Content Mapping_BL checklist

Step 2b: The following Checklist and QA Review sections may be completed following Step 2a:

- A. CMS Alignment Discrepancies and Training Material Continuum following the RTM Alignment, CMS Alignment, and PQS Alignment checklists

Step 3: The following Checklist and QA Review section may be completed following Step 2.

- A. The JDTA-LO-Assessment CrosswalkRRL following the Align NEC_NTSP to OCCSTDs and AIM I_AIM II_Content Mapping_BL checklist.

Step 4: The following Checklist and QA Review section may be completed following Step 3.

- A. JDTA to LO Crosswalk-BlockLearn following the JDTA-LO-Assessment CrosswalkRRL checklist

Step 5:

The following Checklist and QA Review sections may be completed following Step 4.

- A. JDTA_IRPD_Final and BLA2 following the JDTA to LO Crosswalk-BlockLearn checklist

Step 6:

The following Checklist and QA Review section may be completed following Step 5.

- A. BLA1 following the JDTA_IRPD_Final checklist

Step 7:

The following Checklist and QA Review section may be completed following Step 6.

- A. BLA1-BLA-2 Recommendations following the BLA1 and BLA2 checklists



SAILOR 2025 QUALITY CHECKLIST & QA REVIEW RATING ANALYSIS TEMPLATE SPREADSHEET (RATS)

| TABS CHECKS | CONTRACT OR ISD | NETC TEAM LEAD | LEARNING CENTER | NETC QA | COMMENTS | ADJUDICATION COMMENT NAME |
|---|--------------------------|--------------------------|--------------------------|--------------------------|----------|--------------------------------|
| OCCSTDs | | | | | | |
| 1. The correct OCCSTDs are used. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 2. Line item count matches PDF or Master OCCSTDs Excel file. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 3. Number Lines column is sequential. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 4. At least three jobs are listed in the data. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 5. All yellow columns were reviewed for completeness and accuracy. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| NECs | | | | | | |
| 1. All required NECs are included (NEC Manual and Block Learning Training Path [BLTP] should match – if not, create comment). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2. Number Lines column is sequential to last number of the OCCSTDs tab. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 3. Full Text NEC is copied and pasted. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 4. NECs are deconstructed properly. Note: Each NEC description should be broken down into a single deconstructed item with a single verb and an object. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 5. All yellow columns were reviewed for completeness and accuracy. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| CORRECT-CMS | | | | | | |
| 1. The correct and current CMS for all CINs validated to be analyzed from the BLTP are included. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |



SAILOR 2025 QUALITY CHECKLIST & QA REVIEW RATING ANALYSIS TEMPLATE SPREADSHEET (RATS)

| TABS CHECKS | CONTRACT OR ISD | NETC TEAM LEAD | LEARNING CENTER | NETC QA | COMMENTS | ADJUDICATION COMMENT NAME |
|--|--------------------------|--------------------------|--------------------------|--------------------------|----------|-----------------------------|
| 2. The CeTARS-CMS and LC-provided TCCD_CMS match and data is correct. Note: The source of the CMS (CeTARS, TCCD, or other CMS) is recorded in the Notes or Comments column for each CIN. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3. Does the RATS indicate who validated the Correct-CMS from the LC by name and date (LC ISS or LC Project Lead) in the Notes or Comments column? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4. All yellow columns were reviewed for completeness and accuracy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| ALIGN NEC-NTSP TO OCCSTDs | | | | | | |
| 1. The Click Here to Update All Align macro was run. | <input type="checkbox"/> | | | | | |
| 2. All columns auto-populated correctly, e.g., no circular reference errors. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 3. All NEC Tasks and Sub-tasks are accurately deconstructed into single verb and object, and are aligned. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 4. Each row of OCCSTDs has either a Task or a Sub-task (not both). | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 5. Aligns with JDTA column numbering is correct. (Use the "parent-child" relationship with a decimal for a number extension per SOP.) Non-aligned items are marked with an asterisk (*); no cell is blank. Note: Flagged items are in red text or highlighted in the cell and include | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |



SAILOR 2025 QUALITY CHECKLIST & QA REVIEW
RATING ANALYSIS TEMPLATE SPREADSHEET (RATS)

| TABS CHECKS | CONTRACT OR ISD | NETC TEAM LEAD | LEARNING CENTER | NETC QA | COMMENTS | ADJUDICATION COMMENT NAME |
|---|--------------------------|--------------------------|--------------------------|--------------------------|----------|-----------------------------|
| an explanation in the Notes or Comments column. | | | | | | |
| 6. NEC text is blue. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 7. All yellow columns were reviewed for completeness and accuracy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| RTM ALIGNMENT | | | | | | |
| 1. If no RTM exists for the rating, provide a comment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2. Aligns with JDTA-2 alignment is accurate. Non-aligned items are marked with an asterisk (*); no cell is blank. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3. All Learning Objectives/Table of Contents entries from the RTM are listed. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 4. KSATR column is populated. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 5. All yellow columns were reviewed for completeness and accuracy. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| CMS ALIGNMENT | | | | | | |
| 1. The LC Rating Lead/POCs who provided verification and accuracy of all CMSs are identified in the Notes or Comments column for each CIN, with name and date provided. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2. Aligns with JDTA-2 alignment is accurate. Non-aligned items are marked with an asterisk (*); no cell is blank. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3. KSATR column is populated. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |



SAILOR 2025 QUALITY CHECKLIST & QA REVIEW RATING ANALYSIS TEMPLATE SPREADSHEET (RATS)

| TABS CHECKS | CONTRACT OR ISD | NETC TEAM LEAD | LEARNING CENTER | NETC QA | COMMENTS | ADJUDICATION COMMENT NAME |
|---|--------------------------|--------------------------|--------------------------|--------------------------|----------|--------------------------------|
| 4. All yellow columns were reviewed for accuracy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| PQS ALIGNMENT | | | | | | |
| 1. If no PQS exists for the rating, provide a comment. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 2. Aligns with JDTA-2 alignment is accurate. Non-aligned items are marked with an asterisk (*); no cell is blank. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3. KSATR column is populated. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 4. All yellow columns were reviewed for completeness and accuracy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| TRAINING MATERIAL CONTINUUM | | | | | | |
| 1. The Click Here to Update This Table from RTM, CMS, and PQS Spreadsheets macro was run. | <input type="checkbox"/> | | | | | |
| Enter Initials & Date | | | | | | |
| CMS ALIGNMENT DISCREPANCIES | | | | | | |
| 1. The Click this box to Check for Any CMS Alignment Problems macro was run. | <input type="checkbox"/> | | | | | |
| 2. The CMS Alignment was scrubbed for hours that should not have been dropped. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 3. If scrubbed, have issues been resolved and have you re-run the Click this box to Check for Any CMS Alignment Problems macro? | <input type="checkbox"/> | | | | | |
| Enter Initials & Date | | | | | | |



SAILOR 2025 QUALITY CHECKLIST & QA REVIEW RATING ANALYSIS TEMPLATE SPREADSHEET (RATS)

| TABS CHECKS | CONTRACT OR ISD | NETC TEAM LEAD | LEARNING CENTER | NETC QA | COMMENTS | ADJUDICATION COMMENT NAME |
|---|--------------------------|--------------------------|--------------------------|--------------------------|----------|--------------------------------|
| NEC-NTSP ALIGN DISCREPANCIES | | | | | | |
| 1. The Click this box to Check for NEC or NTSP that do not align with OCCSTDs (Orphans) macro was run. If there are no orphaned NEC/NTSPs, a comment is included in the Notes or Comments column. | <input type="checkbox"/> | | | | | |
| 2. Any NEC-NTSP alignment discrepancies have been scrubbed. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 3. NEC-NTSP orphans have been included in the <u>JDTA IPRD Final</u> tab below OCCSTDs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| CIN DISCREPANCIES | | | | | | |
| 1. The Click Here to Gather CIN Data from 5 Input Sources Showing all of the CINs used in each Input Source macro was run. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 2. All CINs identified in this RATS (review this report) are in the BLTP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Enter Initials & Date | | | | | | |
| <u>AIM I_AIM II_CONTENT MAPPING_BL</u> | | | | | | |
| 1. Only courses being analyzed as identified in the BLTP are present. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 2. Content mapping is valid. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3. All yellow columns were reviewed for completeness and accuracy. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |



SAILOR 2025 QUALITY CHECKLIST & QA REVIEW RATING ANALYSIS TEMPLATE SPREADSHEET (RATS)

| TABS CHECKS | CONTRACT OR ISD | NETC TEAM LEAD | LEARNING CENTER | NETC QA | COMMENTS | ADJUDICATION COMMENT NAME |
|---|--------------------------|--------------------------|--------------------------|--------------------------|----------|--------------------------------|
| TSD_DIDs ROLLUP | | | | | | |
| 1. The TSD_DIDs Rollup is completed for each CIN on the BLTP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2. Have discrepancies been identified and recommendations to improve the Course of Instruction (COI) for closing training gaps been included. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| JDTA-LO-ASSESSMENT <u>CROSSWALKRRL</u> | | | | | | |
| 1. CMS hours (column S) cross-checked with the Correct-CMS and CMS Discrepancies worksheets. (Aligned <u>CrosswalkRRL</u> and CMS Discrepancies add up to hours in the Correct-CMS. Hours not aligned [*] will not be included in the BLA-1/2 hour computations.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2. Performance-based Assessment Types recommendations align with intent of the JDTA of the Rating. (See header comment in column V and SOP section on the JDTA-LO-Assessment Crosswalk RRL.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3. Columns O, P, S, and V are completed. Aligns with JDTA-2 (column P) is accurate. Non-aligned items are marked with an asterisk (*); no cell is blank. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |



SAILOR 2025 QUALITY CHECKLIST & QA REVIEW RATING ANALYSIS TEMPLATE SPREADSHEET (RATS)

| TABS CHECKS | CONTRACT OR ISD | NETC TEAM LEAD | LEARNING CENTER | NETC QA | COMMENTS | ADJUDICATION COMMENT NAME |
|---|--------------------------|--------------------------|--------------------------|--------------------------|----------|--------------------------------|
| <u>JDTA TO LO CROSSWALK-BLOCKLEARN</u> | | | | | | |
| 1. All columns auto-populated correctly, e.g., no circular reference errors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2. KSATRs are populated (column H). | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 3. CPM/LOM construct is populated (columns J-K). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4. ISD considerations have been identified. (See SOP JDTA-LO Crosswalk-BlockLearn section.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5. The CMS hours correspond with the alignment of hours in the BLA1 column I. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| <u>JDTA-IPRD FINAL</u> | | | | | | |
| 1. The Gather KSATR Data macro was run. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 2. The worksheet has been sorted by column B prior to running the BLA reports. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 3. Columns I through O are completed at least to the Task level. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4. All orphaned NECs/NTSPs have been included. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5. All SME-created Tasks/Sub-tasks are at the bottom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 6. All yellow columns were reviewed for completeness and accuracy. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |



SAILOR 2025 QUALITY CHECKLIST & QA REVIEW
RATING ANALYSIS TEMPLATE SPREADSHEET (RATS)

| TABS CHECKS | CONTRACT OR ISD | NETC TEAM LEAD | LEARNING CENTER | NETC QA | COMMENTS | ADJUDICATION COMMENT NAME |
|---|--------------------------|--------------------------|--------------------------|--------------------------|----------|-----------------------------|
| JDTA WORKSHOP | | | | | | |
| 1. Columns A–E are complete, including First Name, Last Name, and Rank or Civilian. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2. All TTA questions with comments and notes are adjudicated and recorded in the JDTA Validation Questions Worksheet (including all items marked Catastrophic) per Fleet Forces Command (FFC) guidance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| BLA1 | | | | | | |
| 1. All DIF model results and Training Levels are color-coded. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 2. For rows with hours, a comment is required in column Y. If columns V–X have hours in the cell, provide an explanation. If no modifiers were applied, then enter, “No modifiers applied” in column Y. | | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 3. The Total Instructional Hours (column I) match Total Hours (column S) in JDTA-LO Crosswalk-BlockLearn. (Review Correct-CMS Hours and CMS Discrepancies with the Crosswalk BL for items not aligned to JDTA, and BLA1.) | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 4. The Preliminary Block Learning Recommendation (column T) has been populated with either 0 or 1 on every line and checked for accuracy. Note: 0*s or 0 alphas must have a note in the Comments column. | <input type="checkbox"/> | | | <input type="checkbox"/> | | |



SAILOR 2025 QUALITY CHECKLIST & QA REVIEW
RATING ANALYSIS TEMPLATE SPREADSHEET (RATS)

| TABS CHECKS | CONTRACT OR ISD | NETC TEAM LEAD | LEARNING CENTER | NETC QA | COMMENTS | ADJUDICATION COMMENT NAME |
|---|--------------------------|--------------------------|-----------------|--------------------------|----------|-----------------------------|
| <p>5. Preliminary Block 0 Instructional Hours (column U) aligns appropriately.</p> <p>Notes:</p> <p>1. If column O = Block 0, then columns J and U match.</p> <p>2. If column O = Block 1, then columns J or K and U match if Block 0 Strand hours are applied. Column U will reflect the percentage of hours consistent with the Training Level.</p> <p>3. If column O = Block 1 and column T = 0, then check that column U equals column I.</p> <p>4. If column H indicates Training Level 4 or 5, column U will be 50% of column I.</p> <p>5. Training Levels 4 or 5 should not exceed 50% of hours from column I; if less than 50%, include an explanatory Note in column AF.</p> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 6. For rows with hours assigned, verify columns AA–AC add up to column AD and that AD matches column I. (Allow for rounding.) | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 7. All yellow columns were reviewed for completeness and accuracy. (If there is data in column I, then the yellow cells in that row should be complete.) | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| BLA2 | | | | | | |
| 1. The Performance Lab Hours and the # of Instructional Sheets have been entered. If there are hours in column G, there should be a digit (1, 2, etc.,) showing in the # | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |



SAILOR 2025 QUALITY CHECKLIST & QA REVIEW
RATING ANALYSIS TEMPLATE SPREADSHEET (RATS)

| TABS CHECKS | CONTRACT OR ISD | NETC TEAM LEAD | LEARNING CENTER | NETC QA | COMMENTS | ADJUDICATION COMMENT NAME |
|--|--------------------------|--------------------------|-----------------|--------------------------|----------|-----------------------------|
| of Instructional Sheets (column H). If column H = 0, then column R must provide an explanation. | | | | | | |
| 2. If any hours are listed in column F, then columns G, H, L, and Q are populated. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| 3. All yellow columns were reviewed for completeness and accuracy. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| BLA3 | | | | | | |
| 1. The alignment of 'C' Schools back to 'A' School has been spot-checked. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |
| BLA1-BLA2-RECOMMENDATIONS | | | | | | |
| 1. If a row has hours in columns L–N, there must be hours in columns G–K. Hours in columns L–N = column K in BLA2. | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | |
| Enter Initials & Date | | | | | | |