



Naval Education and  
Training Command

NAVEDTRA 135C  
March 2010

Support Manual for  
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# NAVY SCHOOL MANAGEMENT MANUAL



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DEPARTMENT OF THE NAVY  
COMMANDER  
NAVAL EDUCATION AND TRAINING COMMAND  
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**LETTER OF PROMULGATION FOR NAVEDTRA 135C**

1. This guidance manual has been extensively revised. Most of the revisions are in response to user comments and reflect a continuing effort to increase the manual's utility to the training field. NAVEDTRA 135C supersedes and replaces NAVEDTRA 135B.
2. The procedures in this manual provide guidance on the management of Navy Schools under NETC purview and their roles in the organizational structure, management of staff, students, and curriculum. In addition, the manual provides an understanding of assessment strategies and support functions. This manual is intended for use by military, civil service, and contractor personnel engaged in Navy training materials development and modification.
3. This publication is available electronically at: Navy Knowledge Online (NKO) - NETC N74 Learning Standards Homepage; and Navy Marine Corps Intranet's (NMCI) Total Records and Information Management (TRIM).
4. Corrections and comments concerning this manual are invited and should be addressed to the Naval Education and Training Command (ATTN: N7).
5. Reviewed and approved.

  
J. F. KILKENNEY



# FORWARD

## NAVEDTRA SERIES MANUALS:

- NAVEDTRA 130 - Task Based Curriculum Development Manual
- NAVEDTRA 131 - Personnel Performance Profile Based  
Curriculum Development Manual
- NAVEDTRA 134 - Navy Instructor Manual
- NAVEDTRA 135 - Navy School Management Manual

The NAVEDTRA 130 series of manuals provides fundamental guidance, within the Naval Education and Training Command (NETC), for the development of curricula, the delivery of instruction, and the management and evaluation of training programs.

These manuals do not supersede the directive policy established by Commander, Naval Education and Training Command Instructions (NETCINSTs) in these subject areas. Rather, they supplement the NETCINSTs in two important ways. First, they reflect the philosophical principles underlying NETC policy for curriculum, instruction, and evaluation, and second, they provide procedures for carrying out that policy.

Each of the NAVEDTRA 130 series manuals is designed as a stand-alone document to serve a specific user group such as curriculum developers, instructors, training managers, or evaluators of training. The manuals are, however, interrelated and cross-referenced to one another.

## SCOPE:

**NAVEDTRA 135C:** Navy School Management Manual provides guidance for developing and deliverance of training materials. While the overall process of curriculum development remains unchanged, this revision incorporates changes and updates based on the experiences and feedback from NETC training activities.

**NAVEDTRA 135C - NAVY SCHOOL MANAGEMENT MANUAL**  
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## LIST OF ACRONYMS

ACE	American Council on Education
AEC	Automated Electronic Classroom
AEL	Allowance Equipment Lists
AIM	Authoring Instructional Material
AIM I	PPP Based Authoring Tool
AIM II	Task Based Authoring Tool
ALO	Accreditation Liaison Officer
AOB	Average On Board
ARB	Academic Review Boards
BUPERS	Bureau of Naval Personnel
CANTRAC	Catalog of Navy Training Courses
CCA	Curriculum Control Authority
CCMM	Course Curriculum Model Manager
CDP	Course Data Processing
CeTARS	Corporate enterprise Training Activity Resource System
CIN	Course Identification Number
CIO	Chief Information Office
CMS	Course Master Schedule (per NAVEDTRA 130/131)
CNO	Chief of Naval Operations
COE	Council on Occupational Education
COR	Contracting Officer's Representative
CTTL	Course Training Task List
CUIT	Core Unique Instructor Training
CWC	Continue with Class
DOT	Director of Training
eNTRS	enterprise Navy Training Reservation System
FEA	Front End Analysis
FCR	Formal Course Review
FCA	Fleet Concentration Area
HPRR	Human Performance Requirements Review
ILC	Instructor Laboratory Checklist
IMI	Interactive Multimedia Instruction
IMM	Instructional Media Material
INTRPD	Integrated Training Requirements and Planning Database
IPR	In-Progress Review
IPRD	Instructor Preparation and Related Duties
IS	In-Service Training
ISS	Instructional Systems Specialists
IT	Information Technology
ITRO	Inter-Service Training Review Organization
JDTA	Job Duty Task Analysis
JIT	Journeyman Instructor Training
LC	Learning Center
LS	Learning Site

LSO	Learning Standards Officer
LP	Lesson Plan
MCS	Master Course Schedule (per CeTARS)
MTT	Mobile Training Team
MTS	Master Training Specialist
NAVOSH	Navy Occupational Safety and Health
NEC	Navy Enlisted Classification
NETC	Naval Education and Training Command (Staff)
NETPDTC	Naval Education and Training Professional Development and Technology Center
NETSAFA	Naval Education and Training Security Assistance Field Activity
NKO	Navy Knowledge On-Line
NLFT	Naval Leadership Facilitator
NROTC	Naval Reserve Officer Training Corps
NTMPS	Navy Training Management and Planning System
NSTC	Naval Service Training Command
NTSP	Navy Training System Plan
OJT	On-The-Job Training
OIC	Officer-In-Charge
PADDIE	Planning, Analysis, Design, Develop, Implement, and Evaluate
PEVT	Person Event
PII	Personally Identifiable Information
POA&M	Plan of Action and Milestones
POM	Program Objectives Memorandum
PPP	Personnel Performance Profile
PSD	Personnel Support Activity Detachment
PT	Physical Training
RTC	Recruit Training Command
SCO	Student Control Officer
SIP	Student Input Plan
SME	Subject Matter Expert
SMF	Student Master File
SOH	Safety and Occupational Health
SOW	Statement of Work
TCCD	Training Course Control Documents
TO	Testing Officer
TPP	Training Project Plan
TQI	Training Quality Indicator
TS	Training Specialist
TSA	Training Support Agency
TSD	Training Support Detachment
TM	Training Manager
TTT	Time to Train
UM	Umbrella Manager
VTT	Video Tele-Training
YSI	Yearly Student Input

# CHAPTER 1

## ORGANIZATIONAL STRUCTURE

## INTRODUCTION

Training to support the Fleet is conducted by several major manpower claimants with the largest amount of training being conducted by the Naval Education and Training Command (NETC). The responsibility for conducting and monitoring this training has been delegated by NETC to the following NETC Shore Training Activities:

- Naval Service Training Command (NSTC), located in Great Lakes, Illinois, provides guidance and resources for all Naval Officer and Enlisted accessions except for U. S. Naval Academy. Enlisted recruit and veterans orientation training is conducted by Recruit Training Command (RTC). Naval Reserve Officer Training Corps (NROTC) is located in 60 universities and consortiums throughout the United States. Officer Training Command (OTC) in Newport, RI, provides training for newly commissioned officers and Officer Candidate School (OCS). NSTC manages training for OTC and RTC.
- Learning Centers (LCs), LC Detachments (DET)/Learning Sites (LSs), Schools and training activities deliver the knowledge, skills, and abilities necessary to satisfy Fleet performance requirements needed to improve Fleet readiness through the professional and personal growth of Sailors reporting directly to NETC.

It is essential to provide an orderly and efficient approach to the planning, development, implementation, instruction, management, evaluation, and support of training. To accomplish this, Navy training goals, objectives, and policies are developed throughout the chain of command. This chain of command originates with the Chief of Naval Operations (CNO) and continues down through NETC to the various NETC Commands and/or Training Activities. OPNAVINST 1510.10 (series).

### SECTION 1 - ORGANIZATION

**1.1. OPNAV Training Policy.** OPNAV provides policy for implementing and supporting the Department of the Navy (DON) Strategic Goals regarding Human Resources, Education, and Training. Specifically, OPNAV will strive to improve the quality of our military and civilian work force through fact-based, innovative, systemic changes affecting recruitment, training, and quality of life. To achieve these overall goals, NETC will:

- Provide for assessment of formal training.
- Assist combatant commanders and Commander, Naval Reserve Force (COMNAVRESFOR) by ensuring that an effective, responsible assessment/feedback system exists which measures the quality of formal school training provided to the Fleet.
- Coordinate the standardization of training.
- Identify cost-effective training methods.
- Maintain involvement with technical manual quality control.
- Identify and validate the training resource base to develop future training requirements.

**NOTE:** Corporate enterprise Training Activity Resource System (CeTARS) is the authoritative data source and access point to training resources.

- Provide inputs to OPNAV concerning resource shortfalls, which highlight execution year shortfalls, alternatives for meeting training requirements, and the impact of requirements that cannot be met.
- Maintain a Navy-wide management information system to support formal courses of instruction.

**1.2. NETC Training Policy.** NETC Training Policy is designed to meet the NETC Strategic Goals in the areas of leadership, Navy Military Training, instruction, quality of life, infrastructure, equal opportunity, curriculum, and technology. NETC's objectives include reducing the infrastructure cost of training, improving readiness, and aligning training to Fleet requirements to improve readiness. To accomplish these objectives, NETC activities will:

- Provide a continuum of learning and development for all enlisted and officer personnel.
- Monitor and improve instructor selection and training to achieve the highest professionalism and diversity of the cadre.
- Improve feedback process and decrease time to obtain feedback from course graduates and/or supervisors of course graduates.
- Optimize time to make content changes and to teach revised curriculum.
- Implement new technology by applying lessons learned while integrating new technology into Navy training.

- Provide oversight of the external evaluation procedures used to provide feedback on the quality of the training.
- Coordinate with NETC shore training activities to provide training for training managers, course supervisors, curriculum managers, and NROTC instructor candidates in the fulfillment of the NETC qualification requirements.
- Monitor and evaluate the effectiveness of the training requirements for training managers, course supervisors, and curriculum managers.
- Provide oversight of the internal evaluation procedures used to provide feedback on the quality of the training.
- Move students through the training pipeline as quickly as possible by minimizing time not under instruction.

**1.3. Commands, LCs, and Shore Training Activities.** NETC LCs and Shore Training Activities responsibilities:

- Continuously monitor the quality of curriculum, instruction, and evaluation functions.
- Ensure that all training activities under their cognizance have Learning Standards Offices (LSOs), or similar organizations, which meet the requirements established by NETC.
- Monitor new technologies which have application to curriculum development, instructional delivery, and evaluation procedures and make recommendations to NETC for their implementation.
- Provide curriculum and other support as needed for the various Human Performance Requirements Review (HPRR) and Navy Job-Duty-Task Analysis (JDTA) groups.
- Ensure certification programs are conducted which meet the requirements of Chapter 2, Section 4.5 (Page 2-24).
- Ensure that safety policies and procedures are included as an integral part of all curricula.
- Ensure safety awareness training is included in the training courses. Training shall include the application of NETC policy, higher authority safety directives, precautions in technical manuals and publications, applicable lessons learned summaries of mishaps, and Naval Safety Center safety advisories.
- Ensure all personnel eligible for possible American Council on Education (ACE) credit are evaluated by ACE subject to security requirements; see NETCINST 1560.1 (series).

- Distribute approved Core Unique Instructor Training (CUIT) programs, including training materials modification, to all course sites. CUIT is high-risk training.
- Provide guidance regarding LC/LS accreditation through the Council on Occupational Education (COE).

**1.4. CCMM Training Activity.** NETC has included in the training policy a requirement for LC Commanding Officers (COs) to ensure the quality of training by applying the procedures for curriculum, instruction, and evaluation as outlined in this instruction. To assist in this effort a Course Curriculum Model Manager (CCMM) is assigned the responsibility for developing, revising, and maintaining a course of instruction. For courses taught at only one site, the CCMM duties will be performed by the LS where the course is taught. For courses taught at two or more LSs, the CCA will designate the CCMM.

**1.5. Non-CCMM Training Activity.** When the activity providing training is not the CCMM, it is a participating activity. Participating activities will provide assistance to CCMM training activity to develop, revise, modify, maintain, and review training material when requested.

**1.6. Learning Standards Office.** The LSO is an integral part of a training activity and performs functions in support of the LC/LC DET/LS to ensure quality training. The LSO will:

- Be staffed with professional education and training personnel.
- Support curriculum development and management, instructional management, and evaluation management.
- Coordinate In-Service Training (IS).
- Develop additional IS requirements that are not unique to a course. For example, personnel assigned to testing should receive training in test item construction regardless of the course to which they are assigned.
- Act as the command's educational representative and advocate for the application of training technology, and as advisor to the CO on how to make the best use of training technology assets.

## **SUMMARY**

Chapter 1 provides an overview of NETC policy and the structure of the training organization that implements and executes the policy.

# **CHAPTER 2**

## **STAFF MANAGEMENT**

## INTRODUCTION

The NETC mission is to educate and train military and civilians who serve, and provide the tools and opportunities to:

- Ensure Fleet readiness and mission accomplishment.
- Enhance professional and personal growth and development.
- Enable life-long learning.

The personnel assigned to conduct the training must be of the highest quality. In an effort to provide the right person for the right job, training commands must be concerned with the following:

- The categories of personnel required to complete the mission.
- The skills personnel must possess.
- The staff training required to complete the job.
- The number of personnel required to accomplish the mission.
- Recognition programs for staff personnel.
- Record keeping procedures for staff personnel.

Titles for the different categories of personnel listed on the following pages are generic and are not intended to dictate organizational structure. The actual structure of the organization and the titles of the positions will vary between commands. The categories are not intended to be mutually exclusive. Curriculum developers can also be instructors.

## SECTION 1 - STAFF REQUIREMENTS

### 1.1. General Personnel Categories

- **Training Managers** are the personnel responsible for command-wide or department training programs. They provide guidance in the overall management of the training as directed by higher authority. Examples include: Director of Training, Department Directors, Safety Officers, Curriculum Managers and Developers, and LSOs.
- **Course Supervisors** are the personnel responsible for the training in a specific course or for specific areas of training in several courses. The job of the course

supervisor is to ensure policy provided by the training managers and higher authority is carried out at the course level.

- **Instructors** are any officer, enlisted, civil service or contract personnel whose duties involve teaching or evaluating in the classroom, laboratory, or other learning environment.

## 1.2. General Staff Training Requirements

- Each category of personnel may receive any or a combination of three types of training:
  - Formal training
  - Certification training
  - In-Service (IS) training.
- To complete training in a training path, personnel may be required to complete one formal course or several, depending on the assignment.
- LC personnel are generally categorized as managers. This is also true for the commanding officer (CO), executive officer (XO) and other LS/DET/Participating Activity identified billets. The number of non-instructor positions at an LS/DET/Participating Activity should be minimized.
- Most LS/DET/Participating Activity personnel shall be initially assigned duties as instructors and may later be assigned as course/curriculum supervisor or curriculum maintenance personnel.
- Personnel who have duties in more than one category, or who are reassigned from one category to another, will complete the required training for each category prior to assuming responsibility for the new assignment.
- Ensure that commercial certifications are obtained in accordance with current guidelines via the LC CO.

**1.2.1. Instructor Certification** training is designed to prepare personnel to assume duties as instructors in a specific course or series of courses. This training is designed to prepare personnel to teach in a course or segment of a course without the direct supervision of a certified course instructor.

**1.2.3. Course Supervisors** are responsible for ensuring certification requirements for instructors are being met. This information should be specific to the course and annotated in

the Course Indoctrination Plan. Each NETC course should have a Course Indoctrination Plan that contains such topics as:

- Course Management Data: Purpose, scope, curriculum maintenance, instructional delivery system, class hours, surge plan, and security requirements.
- Student Management Data: Accession, remediation, re-testing, academic review board, and non-graduate information.
- Instructor Certification and Evaluation Program: Instructor roles, instructor certification process, instructor evaluation, instructor evaluators, master training specialist program, and additional guidance.
- Safety: Pre-brief, Emergency Action Plan, and reporting of unsafe conditions.

The status of the instructor certification program (i.e., number of certified instructors and number of instructor trainees) will be prepared by the course supervisor and forwarded to the LSO as training quality indicators.

**1.2.4. IS Training** is designed to provide additional training for instructors and to provide training managers, course supervisors, and curriculum managers with the training necessary to perform their duties efficiently and effectively. It is also designed to provide refresher training for personnel on repeat tours of duty. The training provided may be course specific technical training or general type training. Appendix A provides suitable IS training topics and recommended training periodicity.

**1.2.5. DET/LS/Participating Activities** COs/Officers-in-Charge (OICs) are responsible for ensuring IS training requirements are met.

- Quarterly IS training on safety is mandatory for all personnel. COs will establish requirements for IS training that are consistent with the requirements of this manual.

**1.2.6. Training Activities** are also required to conduct Navy Occupational Safety and Health (NAVOSH) training as described below.

- Training managers, course supervisors, and instructors will receive training that will enable them to recognize

unsafe/unhealthy working conditions and practices in the workplace.

- Safety training shall include:
  - Skill development to manage the activities NAVOSH program at unit work level. These management skills require the eventual training and motivation of subordinates in the development of safe and healthy work practices and involve the integration of occupational safety with job training.
  - Occupational Safety and Health (OSH) performance measurements, enforcement of NAVOSH standards and accident investigation, and the use and maintenance of personal protective equipment.
- Status of the IS program (i.e., types of training provided and number attending training) will be monitored by the LSO and summarized as training quality indicators.

## **SECTION 2 - TRAINING MANAGERS**

**2.1 Training Managers.** Training managers are responsible for the operation of command-wide training programs and include all officers and civil service employees who provide guidance and direction in the areas of curricula, students, instructors, or other training related activities. This section discusses the responsibilities and training required for specific training managers.

- Personnel assigned as training managers are not required to complete any formal training courses. They are, however, encouraged to complete formal instructor training courses such as Journeyman Instructor Training (JIT), Leadership Instructor, or civilian equivalent training. For military officers, this training may be provided en route to the duty assignment or at the local site when possible. Both officers and civil service employees assigned as training managers will complete IS training requirements for the position as established by the LC or LS CO/OIC.
- Safety training for training managers shall include local OSH training that enables them to recognize unsafe/unhealthy working conditions and practices.

**2.1.1. COs and Executive Officers (XOs).** COs and XOs are responsible for the quality of the training provided under their command(s); and as training managers, they manage the overall

training programs. Their specific duties vary substantially based on the mission and organization of the command. The general duties include: Strategic planning, planning for new training, maintenance, administration of existing curricula, disestablishment of existing training; and coordinating facilities resources and personnel to conduct effective training while minimizing waste. Prospective COs and Education Officers (EOs) of NETC training commands should attend an LC in-brief prior to assuming duty. COs and XO's will monitor training.

**2.1.2. Director of Training (DOT).** The DOT is generally an LC position and works directly for the CO or Executive Director (ED) to ensure that quality training is conducted. To assist DOT in the accomplishment of these duties, the LC N7 LSO will be organizationally assigned to the DOT. Responsibilities of the DOT include:

- Delegated to Curriculum Control Authority (CCA) authority by the LC CO.
- Final authority for all LC curricula training materials, to include Training Project Plans (TPP) and Letters of Promulgation. DOTs shall seek NETC concurrence on TPPs that significantly change resource requirements.
- Designation of CCMM for all LC courses.
- Final approval for all LC courses for posting on the Navy Knowledge On-line (NKO) E-learning Network.
- Validation of expenditures supporting training operations domain wide to include course materials, Mobile Training Team (MTT), travel, etc.
- Provide guidance on courseware for which the LC is not the CCA.

**2.1.3. Curriculum Control Authority (CCA).** The CCA is the approval authority for instructional materials. This is typically an LC function but may also be assigned to training activities that develop and deliver their own curriculum to meet stakeholder's interests (for the purpose of this manual, the term LC is defined as any command functioning as a CCA). Duties of the CCA are listed below.

- Monitor milestones for curriculum development and revision efforts.
- Review, evaluate, and approve/disapprove curriculum products that do not modify course mission, increase/decrease course length, or require additional resources.

- Maintain liaison with other LC and LS/DET/Participating Activities to preclude course duplication, foster standardization, and fully utilize feedback from all sources regarding training efficiencies and deficiencies.
- Keep NETC, LCs, and LSS/DETs/Participating Activities informed regarding progress and general results of the training being conducted under NETC cognizance.
- Ensure courses evaluated by ACE are reviewed for credit, subject to security requirements, see NETCINST 1560.1 (series).
- Ensure that LS/DET continuously review and update all courses taught to assure adequate quality and coverage, provide standardization, and ensure the needs of the students and the Fleet are met.
- Coordinate training and certification for courses utilizing commercially provided curricula.

**2.1.4. CCA duties and responsibilities that NETC has retained include:**

- Ensure that training is conducted in an economical and effective manner, with special emphasis on responsiveness to Fleet training requirements.
- Approve TPP that is required to document any of the **seven triggers**:
  - Addition of a new training course
  - Revision to a training course that changes the instructional strategy or delivery method
  - Revision to a training course that changes course length
  - Revision to a training course which increases resource requirements
  - Deletion of a training course
  - Transfer of a training course between CCAs
  - Addition or deletion of a training course (Course Data Processing (CDP))
- Provide professional assistance to subordinate activities in the systematic development of curricula materials and in the collection and interpretation of training management information.
- Conduct High-Risk training safety evaluations bi-annually.
- Review and approve all "CORE" Unique Instructor Training developed by the CCMM.

- Provide direction on routing and approval for TPP per Chapter 4.

**2.1.5. Learning Standards Officer (LSO).** The civilian instructional systems development specialists, curriculum management specialists, and/or an individual with special qualifications in education and training management may be assigned as LSO. Personnel assigned to these duties will complete the command's IS training requirements for instructional management. The LSO is the primary policy advisor on training delivery administration and LC function.

- The LSO is responsible for developing criteria and drafting policy for the DOT regarding instructor certification and evaluation, documentation of training safety requirements, student management requirements, periodic reports, and analysis of student feedback. Tasks related to the position include:
  - Assist the DOT in exercising the responsibility for the supervision and administration of LC training activities worldwide.
  - Evaluate administrative policies and procedures, curricula, instructional methods and techniques, qualifications of staff and faculty, adequacy and utilization of training aids and devices, facilities, equipment, testing, and student counseling.
  - Ensure Training Department participation in the drafting of Statements of Work (SOW's), Purchase Descriptions, and adaptation of Navy standards and requirements to contract training organizations.
  - Monitor training availability at all sites to ensure Fleet throughput requirements are met; evaluating changes in throughput requirements, Allowance Equipment Lists (AEL), and technology impact the delivery of training, and planning for resources necessary to conduct training.
  - Guide all Instructional Systems Specialists (ISSs), Training Specialists, and Curriculum Managers internal and external curriculum development, revision, and oversight.
  - Lead, or participate in, cross-functional teams/staff projects involving Fleet training initiatives, changes in requirements, implementation of Training Command/NETC policies, and long-range planning/budgetary meetings.

- Provide recommendations in the area of plans, policies, methods, or innovations that will improve the efficiency and effectiveness of training.
- Serve as LC liaison for courses utilizing commercially provided curriculum.

**2.1.6. Curriculum Development/Management Experts** are required to manage curriculum development functions. This includes areas such as infusion of technology into the curriculum, the quality of curriculum, both in-house and contractor developed, timely delivery of the curriculum, oversight of the curriculum maintenance, and IS training requirements. Specific duties include:

- Apply prescribed curriculum, instruction, and evaluation procedures to ensure quality training.
- Develop new curricula and perform training materials modifications to existing curricula.
- Involve participating activities/LSs in all phases of curriculum development. LCs will resolve all differences that may arise between the CCMM and the participating activity.
- Ensure NETC, CCA, and participating activities/LSs are informed of developments that affect projected goals and milestones.
- Distribute a master copy of all training materials. Training materials include design documents (curriculum outline or the equivalent), lesson plans, trainee guides, tests, and instructional media materials. The use of electronic media for distribution of training materials is recommended.
- Conduct course observation.
- Initiate changes to CeTARS.
- Maintain a master copy of training materials ensuring that a duplicate is maintained in a separate location in the event that the master copy is lost due to a disaster. Master copies and duplicate copies may be maintained and stored on electronic media.

**NOTE:** For multi-sited courses, master copies of training materials maintained at other sites fulfill the requirement for a duplicate set of training materials.

- Originate training materials modifications as required. Incorporate into the curriculum training materials

modifications received from higher authority and promulgate master copies to all participating activities/LSs.

- Maintain a course audit trail.
- Coordinate the scheduling of Formal Course Reviews (FCR) with the LSO for the participating activities/LSs. Provide them with the date scheduled for conducting the course review. Summarize the findings and forward the summaries as outlined in Chapter 5, Section 5. Use the compiled results from all the FCRs to evaluate course standardization and promulgate changes.
- Review proposed changes to the Catalog of Navy Training Courses (CANTRAC) from participating activities/LSs, initiate necessary CeTARS changes.
- Develop Core Unique Instructor Training (CUIT) programs for certification of instructors assigned to teach high-risk courses. Submit these programs to NETC via CCA for review and approval.
- Ensure availability of adequate classroom and laboratory spaces, training devices, technical training equipment, test equipment, personnel, and other resources.
- Review and provide comments on the adequacy, completeness, teaching ability, technical content and educational soundness of contractor developed training materials. These reviews should fully involve instructor-level personnel specifically trained in the subject area under development. Consolidate and forward comments to CCA as directed.
- Participate in, and/or represent the command and LS/DET/Participating Activity in, workshops and conferences.
- Develop and maintain the highest level of knowledge and expertise in the subject matter of the assigned course(s).
- Maintain technical expertise and curriculum development expertise for assigned course(s).
- Nominate new and revised courses with 45 instructional hours or more to ACE for evaluation via the CCA, subject to security requirements; see NETCINST 1560.1 (series).
- Submit courses for re-evaluation upon completion of any course revision.
- Test item analysis.

**2.1.7. ISS/Curriculum Developers** shall oversee the design, development, maintenance, evaluation, and improvement of LC's training programs and courses. Responsibilities of ISS/curriculum developer include:

- Advise managers, directing specialists, Course Supervisors (CS), and SME in all internal and external curriculum development, revision, and oversight efforts.
- Write/review course control documents submitted to Learning Standards Office for approval.
- Serve as LC liaison for courses sent to ACE Evaluation.
- Manage curriculum delivery consistent with the Plan of Action and Milestones (POA&M) outlined in the NTSP, TPP or Integrated Learning Environment (ILE) as appropriate.
- Possess a working knowledge of training technology tools (distance learning/video tele-training) and apply that knowledge in the analysis of all curriculum development/revision.
- Serve as LC liaison for COE Accreditation/Reaffirmation.
- Manage the FCR.

**2.1.8. Course Supervisors/Training Specialists (CS/TS)** shall maintain the currency of the curriculum. Responsibilities of the CS/TS include:

- Maintain all audit trail items required at the course level.
- Assist in conducting FCRs.
- Coordinate all changes to promulgated curricula.
- Maintain a master copy of all curriculum materials.
- Review and make recommendations on changes to the CeTARS and CANTRAC programs and monitoring any changes for accuracy and completeness.
- Periodically review course data.
- Review contractor developed curricula ensuring approved curriculum standards are strictly adhered to.
- Monitor and participate in curriculum projects for assigned courses.
- Review course control documents prior to submission to LSO.
- Monitor POA&M in the TPP for timely completion.
- Provide status reports as needed.
- Provide support for ACE evaluation.
- Assist in COE Accreditation/Reaffirmation by providing substantive changes to LSO. For example, any changes to LS/DET names or locations, which require a substantive change, letter to COE.
- Participate in Fleet Training Meetings and other Training Advisory Group meetings.

- Review/Approve Instructor Lesson plan Personalization.

**2.2. Curriculum Management Technology Infusion.** Technically accurate curriculum and sound learning methodologies are major components of quality training. It is the responsibility of the LSO to ensure curriculum accuracy is maintained, reviewed periodically, and developed in accordance with instructional development standards. Chapter 4 provides guidance in the curriculum development and maintenance processes. Specific duties of the LSO include:

- Maintain a master record to track the status of the curriculum.
- Ensure all courses that are eligible for possible ACE credit and evaluated by ACE subject to security requirements, see NETCINST 1560.1 (series). Refer to Chapter 6, Section 3 for information on ACE.
- Maintain an audit trail for each course. Refer to Chapter 4, Section 3, for information on the master record and audit trail.
- Manage the curriculum evaluation and feedback program and coordinate the action with appropriate activities.
  - Examples of this type of data include changes recommended through curriculum maintenance, identification of problems because of the student critique program, changes to the curriculum based on instructor feedback, etc.
  - This is accomplished by a review of the recommendations from the DET/LSS on the feedback and evaluation data they have collected and analyzed.
- Identify courses for technology incorporation and participate in the Program Objectives Memorandum (POM) submission for the schoolhouses.
- Provide professional guidance and support to the curriculum development and revision program. This includes:
  - Analyze curriculum revision efforts to determine most effective delivery method to accomplish the course objectives. This function may be accomplished in-house or by contract personnel.
  - Prioritize courses for curricula revision through the application of training technology.
  - Review and provide input to the TPP.

- Review curriculum materials to ensure compliance with curriculum development standards.
  - For in-house developed curriculum, assist in the establishment of project teams and provide IS training as required to ensure all team members meet the required qualification standards.
  - Provide curriculum development experts to support the training departments and ensure compliance with applicable procedures and directives.
  - Monitor curricula projects to ensure all milestones are accomplished.
  - Identify problems associated with the project and coordinating with LCs to correct the problems.
  - Ensure course safety requirements are included in course curricula.
  - Validate instructor ratios in Master Course Schedule to ensure optimization of resources and that CeTARS data is current and accurate.
- Serve as an advisor for the input and review of contractor developed curriculum materials. This includes:
    - Review the Statement of Work (SOW) per current NETC Directive 1500 of same subject.
    - Monitor/support the review of curriculum products as they are received to ensure compliance with curriculum development standards.
    - Track pilot of courses.
    - Review completed curriculum and make recommendations to the developing agent.
    - Review curricula to ensure all safety requirements, precautions, and safeguards are included in the Curriculum.

**2.3. Instructional Management.** LSO in conjunction with DETs/LSS/Participating Activities are assigned the following responsibilities:

- Ensure instructors are certified to instruct utilizing safety requirements, precautions, and safeguards relative to the course(s) they teach. This includes the completion of CUIT and Site Augment plan if required. Provide or arrange for the required training.
- Assess the need for training in curriculum, evaluation, student management, and technology application and provide IS training for all personnel as required. Refer to

Chapter 2, Sections 2 through 5 for specific in-service training requirements.

- Determine the training requirements for personnel assigned to the command and ensure they are met through the IS training program.
- Monitor the IS training program and report summaries as Training Quality Indicators. Refer to Chapter 5, Section 5 for additional information.
- Maintain a master file of all in-service training modules.
- Ensure all personnel assigned to teach IS training topics are certified to teach the material.

**2.4. Evaluation Management.** LSO in conjunction with DETs/ LSS/Participating Activities will perform the following:

- Monitor and provide guidance on internal and external evaluation programs. The results of the evaluations will be documented and used to adjust the related program.
- Forward a report of all evaluation findings which may indicate a need for curriculum revision to the CCMM/CCA.
- Determine the need for and schedule the type of course review required. Types include:
  - Formal Course Review
  - Course Safety Review
  - Training Analysis Review
  - Human Performance Requirements Review
- Conduct, participate in, or provide professional guidance in the course reviews. Prepare reports for submission to higher authority. Maintain a record of the results. Refer to Chapter 5 for additional information.
- Provide professional direction in the testing program. This includes:
  - Design tests that measure the objectives
  - Establish remediation programs
  - Review or approve Testing Plans as required
  - Provide professional direction in test and test item construction
  - Oversee the testing process and test item analysis
  - Monitor results of test and test item analysis if resources are not available

- Monitor the instructor evaluation program and ensure instructors are certified and subsequently evaluated. This includes:
  - Ensure appropriate application of technology in the classroom is included as a part of the instructor's certification and evaluation program.
  - Provide assistance or additional training to instructors whose evaluations indicate a less than satisfactory performance level.
  - Reevaluate instructors who have received unsatisfactory evaluations based on poor instructor technique.
  - Ensure appropriate action taken for reclassification when an instructor cannot attain or maintain a satisfactory level of performance. Refer to Chapter 2, Section 4 for additional information.
  - Ensure DETs/LSS/Participating Activities conduct scheduled/unscheduled evaluations.
  
- Ensure instructor records are maintained.
- Ensure that the training required of the training managers and course supervisors is documented.
- Monitor the student critique program. Analyze the feedback from the student critique program. Refer to Chapter 5, Section 3 for additional information.
- Ensure the effectiveness of the Academic Review Boards (ARBs).
- Monitor the remediation program to ensure effectiveness. This includes training materials used for remediation, Learning Resource Centers (LRC) utilization, and the impact of remediation on attrition and set back rates.
- Monitor utilization of the Automated Electronic Classroom (AEC) to ensure optimal use of resources.
- Monitor impact of training technology on attrition, drop from training, set back, and time to train, and provide feedback to higher authority as required.
- Conduct baseline assessment of training quality prior to the implementation of new training technology, course revisions, change in teaching methodology, increase in course length, etc., and compare with like quality indicators after implementation. Provide feedback to higher authority as required.
- Diagnose problems in the training provided. Recommend corrective action and monitor the results. Provide follow-up for corrective action taken.

- Coordinate external evaluations.
  - Coordinate command participation, provide professional direction, assist in preparing survey questionnaires, assist in interpretation and use of external evaluation findings, and monitor results.
  - Upon request, provide Training Course Control Document (TCCD) to the Fleet review representatives prior to a Human Performance Requirements Review (HPRR).
- Analyze training quality data and provide reports to CO/XO. Refer to Chapter 5, Section 4 for additional information.

**2.5. Safety and Occupational Health (SOH) Manager.** It is the responsibility of the training command to ensure that safety is an integral part of training, that students are afforded a safe training environment, and that all personnel in the accomplishment of their mission observe sound safety practices. To ensure the accomplishment of these objectives, SOH managers are assigned. They are responsible for NAVOSH and High Risk Training Safety. Activities may appoint two individuals or may assign both functions to one individual. Refer to OPNAVINST 1500.75 (series) and NETCINST 5100.1 (series) for Training Safety responsibilities and OPNAVINST 5100.23 (series) for NAVOSH responsibilities.

**2.6. DET/LS/Participating Activities duties and responsibilities for OIC, Chief Petty Officer in Charge (CPOIC), Department/Division Head/ Training Officer.** OIC/CPOIC and Department/Division Head are typical titles given to executive managers responsible for the training provided by a group of related courses. As such, these executive managers are required to complete the indoctrination program for executive managers. This indoctrination should include areas related to the supervision of staff and students, curriculum development/maintenance, funding for resources, and evaluation.

- **Detachments/LSs/Participating Activities.** The DET/LS/Participating Activities are responsible for the conduct of quality training as directed by the LC CO. To accomplish this goal, the DET/LS/Participating Activities must work closely with the LSO in the areas of curriculum, instructional, and evaluation management. The general functions of the DET/LS/Participating Activities are the same as the LSO:

- Curriculum Management
  - Instructional Management
  - Evaluation Management
- **Curriculum Management**
    - DET/LS/Participating Activities will:
      - Provide feedback data to the LSO for the maintenance of the master record used to track the status of the curriculum.
      - Analyze feedback to determine the need for curriculum changes/revisions/cancellations/archive.
      - Review in conjunction with the LSO, current assets for curriculum development projects.
      - Coordinate with the LSO the schedule for curriculum changes/revisions/cancellations/archive.
    - For in-house developed curriculum, DET/LS/Participating Activities may:
      - Initiate the TPP as required by NAVEDTRA 130/131 (series).
      - Develop, write, assemble, and assist in the validation of training materials.
      - Comply with existing developmental standards and/or higher command directives during the development process.
      - Develop and maintain audit trail material. If the training is provided at more than one activity, the CCMM will develop and maintain the audit trail.
      - Include course safety requirements in the curricula.
      - Provide SMEs to the Curriculum Development Project team.
      - Review materials and recommend changes.
      - Review all appropriate safety requirements.
      - Assist with the pilot process.
      - Participate in In-Progress Reviews (IPR).
    - For contractor developed curriculum, LSs/DET may:
      - Provide SMEs.
      - Review materials and recommend changes.

- Review all appropriate curricula safety requirements.
  - Participate in the conduct of pilot courses.
  - Participate in IPRs.
- **Instructional Management.** DET/LS/Participating Activities will:
    - Conduct technical training.
    - Coordinate the determination of IS requirements for training managers, course supervisors, and instructors with the LSO.
    - Develop site-specific certification requirements for instructors assigned to the course. Maintain the records as required. Refer to Chapter 2, Section 8, for information on recordkeeping and NETCINST 5100.1A for information on High-Risk recordkeeping requirements.
    - Develop required unique training programs and conduct these programs. Provide reports of training completion to the LSO.
    - Conduct IS training as scheduled by the LSO.
    - Indoctrinate all instructional personnel in course specific safety requirements.
    - Develop a course indoctrination plan for all courses and provide to all instructors. Provide designated training as needed.
    - Maintain required records as prescribed by higher authority.
  - **Evaluation Management.** DETs/LS/Participating Activities will:
    - Designate certified instructors as instructor evaluators.
    - Provide support to the LSO and participate in specified reviews (formal course, safety reviews, training analysis reviews, etc.).
    - Conduct FCRs as described in Chapter 5.
    - Designate a course or department testing officer. Maintain the test item bank. Develop, administer, and score tests. Ensure test security. Conduct test item analysis and/or make changes as directed.
    - Conduct scheduled and unscheduled instructor evaluations. Provide for instructor development based on evaluation results.

- Review student critiques and take corrective action when required.
- Conduct ARBs as required and ensure adequate training of all personnel assigned to the board.
- Assign and conduct remedial instruction.
- Provide support to the LSO in diagnosing training problems.
- Provide technical support and participate in all external evaluations.
- Interpret and use the findings from the external evaluations.
- Solicit feedback from staff and senior student personnel reporting from the Fleet. Analyze the feedback and recommend changes based on the feedback.
- Provide SMEs as required for Fleet review of the HPRR process.
- Collect and summarize data on the training quality indicators. Provide LSO with the results.

### **SECTION 3 - COURSE SUPERVISORS**

**3.1. Introduction.** Course supervisors are responsible for the management of a particular course or a specific function for several courses. In these instances, the military course supervisor will complete the formal training and certification requirements for an instructor. In many cases, the course supervisors are required to perform several of the functions discussed in the following sections. These sections identify typical titles of course supervisors, the duties required of the position, and the training requirements.

**3.2. Course Supervisors.** Course supervisors are the first-line supervisors of courses of instruction. They are responsible for the direct supervision and evaluation of instructors. Course supervisors will be graduates of the appropriate instructor-training course and will complete all instructor certification requirements. Regardless of the amount of instructing done by the course supervisors after certification, they are encouraged to continue improving their instructional skill through the semi-annual and quarterly, as appropriate, instructor evaluation program. If they are not scheduled to teach on a regular basis, they may be exempt from the semi-annual and quarterly evaluation program. Request for an exemption will be approved by DET/LS/Participating Activities CO/OICs and documented in the supervisor's training record. Typical duties include:

- Provide planning inputs to the CCMM relating to the development, maintenance, or revision of their course.
- Coordinate the training program for all assigned personnel and maintain instructor-training records.
- Manage the instructor certification program and coordinate the evaluation program.
- Conduct scheduled and unscheduled instructor evaluations.
- Collect and analyze feedback from student critiques, course exams, and instructor feedback and provide training quality indicator summary data to the CCMM and the Training Manager (TM).
- Ensure CeTARS and CANTRAC data is accurate.
- Provide exam security and testing per Appendix C.
- Participate in academic review boards.
- Provide evaluation of course curriculum.
- Course supervisors assigned direct supervision of instructors of high-risk courses will be screened by the commanding officer or designated official, such as the executive officer or department head, as a part of the certification process. The screening process will be in accordance with the guidelines contained in NETCINST 5100.1 (series).

**NOTE:** In addition to being a certified instructor, course supervisors must also complete IS training for course supervisors and any additional IS training as required by the command. This should include, for example, training in counseling techniques, CeTARS, student management, course management, training quality indicators, etc.

**3.3. Instructor Evaluator.** Instructors are key elements in the training process, and as such, they must possess the technical and instructional expertise necessary to deliver quality training. To ensure proficiency, instructors will be evaluated on both a scheduled and unscheduled basis.

- Instructor evaluators may be LC N7 personnel, instructors, or course supervisors who have received IS training in instructor evaluation. In some cases, other executive managers such as COs, department heads or division officers may conduct evaluations. Executive managers are encouraged to participate in the instructor evaluation program and receive IS training as an instructor evaluator. Personnel who have received IS training in instructor evaluations

should conduct certification, and semi-annual or quarterly, as appropriate, evaluations. Executive managers, subject matter experts, etc., as appropriate, may conduct unscheduled evaluations or "spot-checks".

- Evaluators may be full-time evaluators or may continue with their normal duties as instructors, course supervisors, etc. Refer to Chapter 5, Section 2, for information on instructor evaluation policy and Appendices D and E for guidelines on how to conduct instructor evaluations.
- Instructor evaluators will be thoroughly familiar with the information contained in the NAVEDTRA 134 (series) and complete IS training in the following areas: Preparing for the evaluation, conducting the evaluation, and using the evaluation form, debriefing the instructor and the appropriate use of training technology in the classroom.

**3.4. Curriculum Maintenance Personnel.** Curriculum maintenance personnel are responsible for maintaining the currency of the curriculum. It is recommended that personnel assigned to curriculum maintenance be certified instructors. Typical duties include:

- Maintain audit trail items required at the course level.
- Assist in conducting course reviews.
- Coordinate all changes to promulgated curricula.
- Incorporate approved changes to promulgated curricula.
- Ensure adequate quantities of lesson plans, student materials, and visual information are available.
- Inventory and order printed materials as necessary.
- Maintain a master copy of all curriculum materials.

**NOTE:** Curriculum maintenance personnel will complete IS training as required by the command. This should include training in how to conduct course reviews, how to coordinate and monitor changes to curricula, and the contents and purpose of a course audit trail.

**3.5. Testing Officer.** The testing officer is responsible for ensuring that the functions of the testing program are accomplished. The course supervisor is the testing officer unless otherwise designated. Typical duties of the testing officer include:

- Preparation of testing materials to include Knowledge Test Item Worksheet and Skill Test Item Worksheet.

- Test administration
- Grading of test
- Security of testing materials
- Maintenance of a test bank
- Coordinate and manage revisions to tests
- Analysis testing programs
- Provide summary reports of testing information in the quarterly Training Quality Indicator report.
- Conducting IS training in testing areas as required.

**NOTE:** Testing officers will complete IS training as required by the command. This should include, for example, designing a testing program, testing plan development, test item construction, knowledge and performance test development, test design, test administration, test security, and test item analysis.

**3.6. Student Control Functions.** The functions of a Student Affairs Coordinator and Student Affairs Officer are primarily a Training Support Center/Training Support Detachment (TSC/TSD) function; however, course supervisors and instructors have a role in student control functions. This role may include verifying class rosters, ensuring pre-requirements have been satisfied, providing updated class rosters to TSC/TSD for enrollment, and providing graduation rosters upon completion.

## **SECTION 4 - INSTRUCTORS**

**4.1. Introduction.** The instructor is the front-line representative of the NETC training organization and is a critical element in the training process. To ensure that quality instructors are assigned to a training activity, standardization in the following key areas shall be maintained:

- Selection process for instructors
- Training of instructors
- Certification of instructors
- Evaluation of instructors

Selection, training, and certification of instructors are discussed in Sections 4.2 through 4.5. Evaluation of instructors is discussed in Chapter 5, Evaluation Management.

In some cases, contract instructors are required to provide instructional services. The management of contract personnel is

different from that of military and DoD personnel. Guidelines on how to conduct instructor evaluations of contract personnel are contained in Chapter 6, Support Functions.

**4.2. Instructor Selection Policy.** It is the transferring CO's responsibility to determine the suitability of Sailors for instructor duty. Prior to recommending individuals for, or transferring individuals to instructor duty, the CO will use the screening criteria listed in Military Personnel Manual (MILPERSMAN) 1306-953 to determine the member's suitability for such duty. These requirements include the following:

- Physically, psychologically, and temperamentally suited for instructor duty.
- Knowledge and expertise in the subject area assigned to teach.
- Good communication skills or the potential to develop them.
- Maturity.
- Emotional stability and the ability to maintain self-control under all circumstances. If there is any doubt as to this attribute, psychological screening will be conducted.
- Adherence to Health and Physical Readiness Program Standards as defined in OPNAVINST 6110.1(series).
- Positive role model.
- People oriented.
- Desire to teach.

**NOTE:** Enlisted personnel selected for instructor duty shall meet the screening criteria specified in MILPERSMAN 1306-953. If personnel arrive for instructor duty without proper screening, the training activity will notify NETC, by message, for each occurrence.

#### **4.3. Instructor Training Policy**

- Personnel assigned instructor duty will complete the formal training for their job assignment. If quota availability does not coincide with availability of qualified personnel, prospective gains will be assigned without instructor training to avoid billet gapping. Priority of assignment to instructor school will be given to members ordered to instructor duty who will not have an instructor school in the immediate geographic area of their ultimate duty station. Problems obtaining quotas will be coordinated

with NETC. If the instructor arrives without the formal training, the instructor must complete it prior to qualification.

- Appendix A contains recommended IS training for instructors. Personnel assigned duties in more than one instructor category must meet the formal training requirements for each category before assuming responsibility for the new assignment except as described below. Graduates of the Naval Leadership Facilitator Training (NLFT) course (P-012-0045) may be qualified as group-paced instructors by receiving additional one-on-one training during the certification process. Training covers testing, safety procedures, and skill training and must be documented in the instructor's record.
- Enlisted personnel who already possess NEC 9502, or officers who have previously completed an instructor training course, are not required to revalidate their instructor credentials by re-attending formal instructor training. When previously qualified instructors are reassigned to instructor billets, gaining commands will update their credentials with on-site training and requalification following the steps shown in Figure 2-4-1 before they assume instructor duties.
- In all cases, personnel must satisfy the requirements of their training activity's certification program prior to assuming responsibility for the new assignment. Formal instructor training may only be taken in-residence at one of the training sites listed in CANTRAC or by mobile training teams from specified training sites. Documented requests for mobile training, stating the need and number of students, should be submitted via the chain of command to NETC.

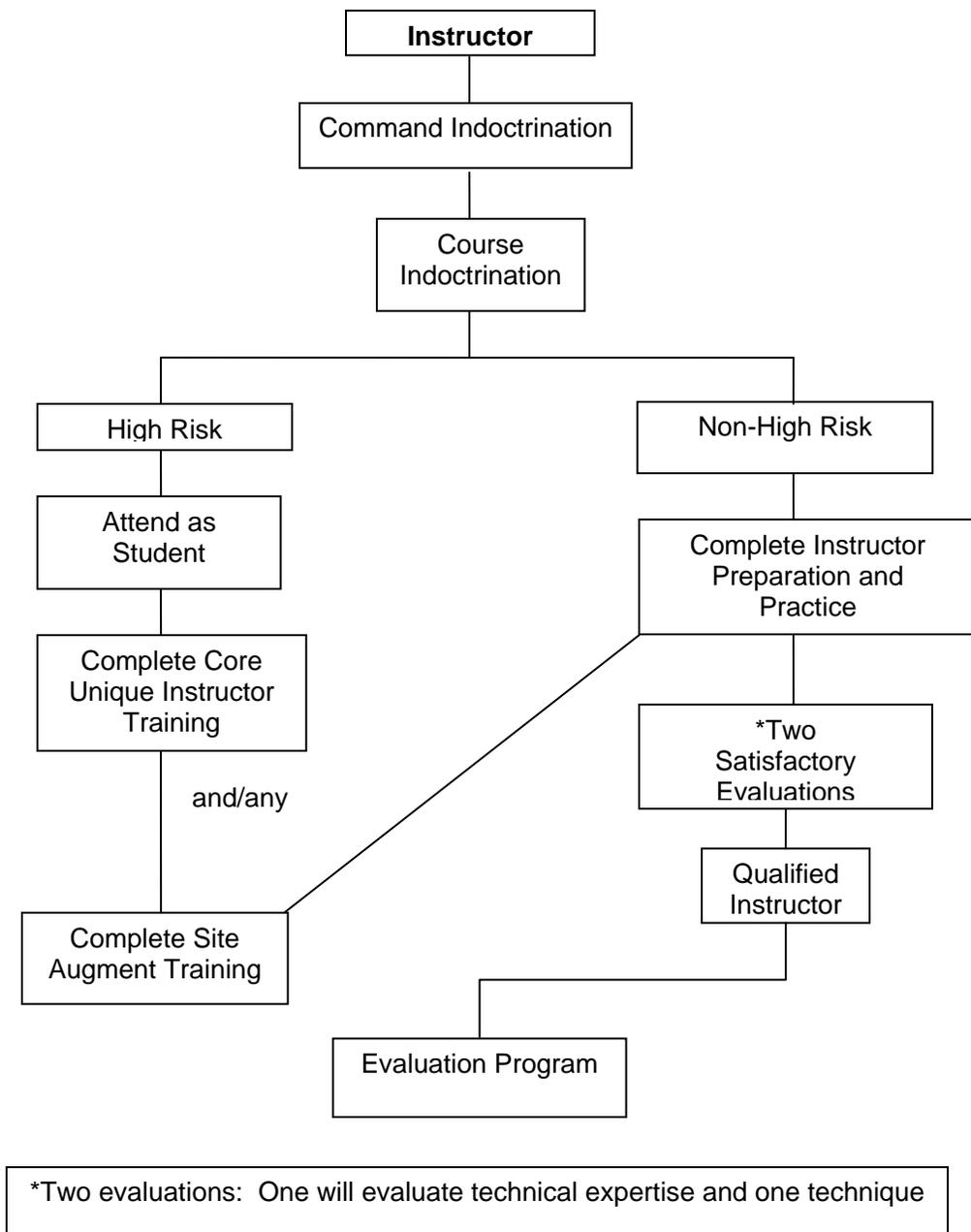
#### **4.4. Screening of Instructors Assigned to High-Risk Training.**

Instructors assigned to high-risk courses will undergo a screening process. The LS/DET/Participating Activities CO/OIC is responsible for ensuring that this evaluation takes place per OPNAVINST 5100.23 (series).

**4.5. Instructor Certification Policy.** Certification is a process that prepares the instructor to conduct training without the direct supervision of a certified course instructor. Certification normally begins after the completion of formal training and upon arrival at the training command for duty.

**4.5.1. Minimum Requirements for Certification.** Instructor certification plans will be developed for each course by the

course supervisor. This plan will describe the general process for instructor certification. In addition, prospective instructors will be provided specific guidance on their individual certification requirements. The following paragraphs explain the steps involved in the certification process. Refer to Figure 2-4-1 at the end of this section for a flow chart on the certification process.



**Figure 2-4-1. Instructor Certification/Evaluation Flow Chart**

**NOTE:** Upon completion of Navy-unique certification, instructors would require command endorsement to obtain certification to deliver commercial curricula.

**Step One: Command Indoctrination.** COs are required to ensure that command indoctrination is provided for incoming instructors. The indoctrination is designed to provide information to the instructor on chain of command, command policies on instructor awards programs, and activities (e.g., off-duty education, PSD, Navy Exchange, and any other area determined appropriate by the Commanding Officer). Safety training will be included in all command indoctrinations.

**Step Two: Course Indoctrination.** COs are required to ensure that course indoctrination is provided to all incoming instructors. Course indoctrination includes indoctrination to safety policies and programs unique to certifying instructors for that course. It is designed for instructor trainees, introducing them to course policies and general duties they will be expected to perform. This training is normally provided by the individual course and may be completed in conjunction with command indoctrination.

**Step Three: Attend the Course as a Student (High-Risk only).** Prospective instructors of high-risk courses will attend the high risk segments of the course they are to be certified to teach as a STUDENT, prior to practice teaching, unless a waiver has been granted by the CO based on prior training and experience.

**Step Four: Core Unique Instructor Training (CUIT) (High-Risk only).** CUIT is designed to prepare the instructor to teach in a high-risk course. The content of this training will vary from course to course, but it must include all items of high-risk, which require special attention. Familiarization with basic tenants of high-risk training and safety will include mitigation, protocol, and policy. For Core Unique Training, the items must apply universally to all sites where the course is taught. NETCINST 5100.1 (series) provides amplifying guidance on high-risk training and shall be applied.

**NOTE:** All instructors assigned to teach in high-risk courses WILL complete CUIT and any necessary Site Augment Training prior assuming a role as an instructor trainee.

**Step Five: Instructor Preparation and Practice Teaching.** Prior to practice teaching, all prospective instructors will review the curriculum materials, observe classes in session, and personalize instructor guides. The time required to complete Instructor Preparation will vary based on the previous experience of the instructor and the frequency of which the training is provided. However, every effort shall be made to keep this time to a minimum.

**The purpose of Step Five is to:**

- Provide insight into instructional technique/methodology.
- Provide the opportunity to personalize lesson plans.
- Provide the opportunity to instruct under supervision.
- Provide the opportunity for scheduled instructor evaluations.

**NOTE:** In addition, prospective instructors will be required to Practice Teach prior to certification. Practice Teaching may be conducted in a normal classroom setting with students or a simulated classroom setting with peers as students. For Practice Teaching conducted in the normal classroom setting, the prospective instructor must be under the direct supervision of a certified course instructor. Prospective instructors are **NOT** required to Practice Teach every lesson they are to be certified in. The amount of time devoted to Practice Teaching will vary based on previous teaching experience of the instructor but shall be completed in the minimum time possible.

**Step Six: Two Satisfactory Evaluations.** During the instructor's Practice Teaching period, evaluations will be conducted to provide feedback to the instructor. This feedback will include an assessment of understanding of the subject matter, as well as proper use of instructional techniques. The prospective instructor must receive satisfactory evaluations on a minimum of two separate presentations while Practice Teaching.

- One evaluation will be used to evaluate the instructor's knowledge of the subject matter. This evaluation verifies the instructor has the necessary technical qualifications to teach the material without direct supervision. An instructor evaluator knowledgeable in the subject matter will conduct this type of evaluation.

- One evaluation will be used to evaluate the instructor's technique as taught in the formal instructor-training course.

**Step Seven: Certification.** After steps one through six are satisfactorily completed, the instructor is recommended for certification. The designated certifying authority for the command will officially certify the instructor and ensure documentation is entered into the instructor's training record.

**Step Eight: Certification to Teach New Material.** The course supervisor must have a process in place to ensure technical competency of the certified instructor prior to assigning new material for the instructor to teach. This may require a process similar to certification, or portions of it, depending on the type of material to be taught and the experience of the instructor. Course supervisors are responsible for ensuring that instructors are properly prepared and the training documented prior to their assignment to teach new material.

**Navy Enlisted Classification 9502.** The NEC 9502 is automatically assigned upon graduation from the formal instructor-training course. The instructor will retain the NEC under the stipulation that all the qualification requirements previously outlined above are met. If the instructor does not complete any part of the above requirements, the NEC may be revoked. Reclassification of instructors is discussed in Section 4.7.

**NOTE:** In order to avoid cancellation of the NEC, training and appropriate course supervisors shall ensure that all individuals ordered in as instructors complete the certification evaluation program.

#### **4.6. Instructor Responsibilities and Additional Duties**

- Provide subject matter expert (SME) assistance to the CS in the preparation and upkeep of all components of Lesson Plans (LPs) and related instructional materials for the course(s) assigned.
- Maintain a constant surveillance of assigned courses to ensure the courses reflect the latest changes and directives, such as safety messages, bulletins, and technical publication changes.
- Complete instructor indoctrination training, to include command and course indoctrination training.

- Ensure minimum physical standards are maintained.
- Maintain the highest level of technical and instructional expertise in the subject area assigned to instruct.
- Personalize LPs to ensure accuracy and quality of training is current.
- Some instructors may be assigned additional or collateral duties. Typical additional duties include:
  - Administer tests and critique results with the class.
  - Conduct remediation for the students.
  - Serve as a member of Academic Review Boards.
- Instructors will complete IS training as required by the command. This may include how to conduct effective remediation, how to administer and critique tests, and the duties and responsibilities of an academic review board member.

**4.7. Reclassification of Instructors.** MILPERSMAN 1306-953 describes the requirements for the selection and assignment of personnel to instructor duty. It also outlines the actions required in the reassignment of personnel found unsuitable for duty as instructors. Despite the stringent screening process in the selection of individuals for instructor duty, there are isolated cases where individuals are assigned to instructor duty who are unsuitable for that duty. Individuals unsuitable for instructor duty are classified into one of two categories:

- Individuals considered unsuitable for instructor duty through no fault of their own. Individuals in this category may have physical defects, speech impediments, lack of confidence, inability to project in front of audiences, or have other deficiencies which hamper effective instructing.
- Individuals considered unsuitable for continued instructor duty because of their own actions. Individuals who are charged with fraternization or other misconduct, who demonstrate a lack of interest in instructing, who demonstrate poor attitudes, or who fail to maintain body fat or physical fitness standards specified in OPNAVINST 6110.1 (series) fall into this category.

**NOTE:** While the reasons for unsuitability vary, the actions to be followed by the training activities are essentially the same.

- Three specific actions are required:

**NOTE:** Ensure that appropriate controls and administrative requirements for Personally Identifiable Information (PII) are exercised.

- A recommendation to remove the instructor from instructor duty must be submitted to BUPERS (PERS 40), or NAVRESPERSCEN (Code 30) for USNR (TAR) personnel. Each request must include the following about the instructor: See MILPERSMAN 1306-900, Page 7.
- Name, rate, Social Security Number (SSN), Primary NEC, Secondary NEC, expiration of active obligated service (EAOS), date reported to current tour of duty, and number of/location of dependents and household goods.
- Specific and detailed reasons why the individual is considered unsuitable for continued instructor duty. Indicate in which category of unsuitability the individual is considered to belong.
- Information about the instructor that may be useful to the detailer in determining his/her next assignment.
- In the case of individuals determined to be unsuitable through no fault of their own, comments concerning the individual's ability to perform in other than an instructing capacity; e.g., professional knowledge, ability, or initiative may be warranted and is encouraged.
- Reason for reassignment is a result of the individual's own actions; disciplinary action can be taken or pending. If the reason for reassignment is a result of the individual's own actions, include any NAVPERS 1070/613 (Page 13) counseling sheets that pertain.
- When the instructor is considered unsuitable for continued duty because of personal actions, a statement of rebuttal from the instructor is required. If the instructor desires not to make a statement, the instructor must indicate this in writing.
- The instructor's duty preference, in the event the transfer is directed.
- COs should ensure that individuals who lack an inherent ability to communicate, but who are otherwise highly capable, are not demoralized or led to believe that the nomination for unsuitability through no fault of their own will constitute a stigma which will affect future advancement. Reassignment because of unsuitability for any reason is at the discretion of

the Bureau of Naval Personnel (BUPERS) or the Naval Reserve Personnel Center (NAVRESPERSCEN). MILPERSMAN 1306-900 contains factors considered in reassignment decisions.

## **SECTION 5 - CURRICULUM MANAGERS**

### **5.1. Introduction**

- Curriculum management is a primary concern of all NETC. Ensuring that the function of curriculum management is accomplished requires three different types of specialists:
  - Subject Matter Expert
  - Curriculum Developer
  - Curriculum Development Expert
- These specialists are responsible for developing, writing, assembling, and ensuring the quality of the training materials. They may also be required to serve as members of the pilot course monitoring team. The duties of curriculum managers may be part time or full time depending on the needs of the command. Curriculum development/maintenance may be a collateral duty of the instructor or a contracted function.
- The ideal situation for curriculum projects is for the LC CO to have all three types of personnel available when a project is required. If this is not possible, some of the functions may be combined or contracted out.
- Curriculum managers fundamentally work as members of the LSO.
- Refer to Appendix A for IS training for curriculum managers and developers. Navy e-Learning should be evaluated to provide additional training topics for all personnel involved in training management and maintenance.

**5.2. SME.** The SME's primary responsibility is to provide technical support to the curriculum project.

- The SME is not required to be a certified instructor; often the system/equipment expertise is at the Training Support Agency (TSA) or program manager's office.
- The SME must have a fundamental understanding of the curriculum development/revision process.

- An additional responsibility of the SME is to assist the course supervisor in several internal evaluation efforts including conducting curriculum surveillance and FCR.
- SMEs will be available for external reviews such as HPRRs and training support activity audits/reviews.
- SMEs may also be required to advise contractors and review contractor-developed curricula to ensure technical accuracy of the material.

**NOTE:** At a minimum, SMEs will complete IS training on curriculum development/maintenance projects, course surveillance, and formal course review.

**5.3. Curriculum Developer.** Curriculum development is the responsibility of the DOT with the oversight responsibility being the LSO to ensure all in-house and contracted curriculum development is in accordance with the NETC curriculum development standards. Curriculum developers must be formally trained in curriculum development, knowledgeable in the subject matter, and well versed in the training technology in order to provide learning solutions that not only meet the training requirements but are also cost effective and support the CNO's vision for developing a highly educated and professional workforce. The following is a list of some of the typical duties of the curriculum developer.

- Revise curriculum or convert to training technology
- Review subject matter to ensure technical accuracy
- Review lesson material to ensure continuity and flow
- Review tests and test items to ensure sound construction principles are following current guidelines
- Review visual information to ensure appropriateness/accuracy
- Be actively involved in the curriculum development/maintenance process to ensure proper procedures are following current guidelines
- Provide guidance in all areas of curriculum development/maintenance as required
- Attend pilot course(s); assist in the complete validation of the material and the preparation of the material for implementation
- Develop new course curriculum
- Be actively involved in the delivery methods of training via distance learning or video tele-training (VTT)

- Responsible for ensuring that proper permissions are obtained for the use of copyrighted materials (both printed and visual information (VI))

**NOTE:** Copyright also covers the copying/display/performance of certain types of VI as well (i.e., movies).

**5.4. Curriculum Development Expert.** Curriculum development experts may be officers with the Education and Training Management Subspecialty, a civilian instructional system or training specialist, or senior enlisted personnel as designated by the training activity. The curriculum development expert is responsible for providing guidance for the curriculum project. The curriculum development expert should possess specialized training in curriculum to support multiple instructional methodologies and should have applicable curriculum development training. In addition, the curriculum development expert should complete any IS training specified by the command. Typical duties include:

- Monitor and participate in all training activity internal curriculum projects.
- Review course control documents prior to submission to higher authority.
- Establish deadlines consistent with the Plan of Action and Milestones (POA&M) outlined in the Training Project Plan (TPP).
- Provide status reports as needed to higher authority.
- Possess a working knowledge of training technology tools, and apply that knowledge in the analysis of all curriculum revisions.

**NOTE:** The curriculum development expert may also be actively involved in all aspects of the internal evaluation program. Refer to Chapter 5 for additional information on internal evaluation. For additional information on curriculum management, refer to Chapter 4.

## **SECTION 6 - INSTRUCTOR COMPUTATIONS**

NETC instructor computation will be promulgated by a NETC instruction. In the meantime, the following is provided:

**6.1. Introduction.** To provide policies and procedures in regard to the determination, documentation, and utilization of

instructor manpower resources required to conduct efficient and effective instruction in schools and courses under the command of CNETC. Instruction has been extensively revised and reviewed in its entirety.

**6.2. Scope.** The policies and procedures in this instruction apply to instructor requirements at all NETC LSs/DETs and courses except those staffed through Inter-Service Training Review Organization (ITRO) agreements, Nuclear Propulsion Activities, Naval Reserve Officer Training Corps Units (NROTCUs), RTC Recruit Division Commanders, and Navy Military Training (NMT), which are covered by other programs. Support, maintenance, administrative, and other non-instructor requirements shall be determined through other processes approved by NETC (N1).

**6.3. Discussion.** OPNAVINST 1000.16 (series) provides policy guidance and assigns responsibilities for determining manpower requirements to Manpower Budget Submitting Offices. NETCINST 1510.1 (series) provides business rules for the conduct of training under the cognizance of NETC.

#### **6.4. Background**

- The Navy shore establishment must accomplish essential missions and functions within imposed fiscal, end-strength, and other constraints through efficiency and productivity. In view of this, NETC LSs/DETs must utilize a standardized instructor requirements formula consistent with policy promulgated by OPNAVINST 1000.16 (series). The process of determining instructor requirements is based on an approved, documented course of instruction per NETCINST 1510.1 (series), represented by the Course Master Schedule (CMS)/Master Course Schedule (MCS).
- A CMS/MCS shall be prepared for each course of instruction as defined in enclosure (2) of NETCINST 1510.1 (series). Once the approved course has been documented on the CMS/MCS and approved in compliance with NETCINST 1510.1 (series), instructor requirements can be identified using the manpower requirements process outlined below. It is of paramount importance that the CMS/MCS accurately reflects the approved course of instruction.

#### **6.5. Policy**

- The NETC planning factor for annual instructor utilization is 1,089 instructor contact hours. This planned

utilization factor allows for leave, holidays, training, and service diversion as provided by OPNAVINST 1000.16 (series), and for three hours of Instructor Preparation and Related Duties (IPRD) time for every five hours of instructor contact time. This guidance applies to military and government civilian instructors only. Instructor contracts are funded annually based on estimated hours of instruction required. Therefore, contract instructors will not be expressed in terms of billets or spaces. Funded contract hours of instruction will be subtracted from total annual instructor contract hours prior to calculating military instructor requirements.

- NETC LCs will use the procedures in this instruction to determine instructor manpower requirements for courses under their purview. Instructor manpower requirements will be evaluated at least annually, or; as required when courses are added, deleted, or changed; during POM or Program Review (PR) development cycles; or during the Feasibility Study process. Other instructor manpower requirements determination processes are not authorized for use. NETC (N1 and N7) will conduct periodic oversight over the process.

**6.6. Reporting.** Instructor manpower requirements developed in support of POM or PR submissions or Feasibility Studies shall be reported as directed by NETC (N1, N3, N6, or N7). Changes to existing instructor manpower authorizations necessitated by annual or other reviews that can be accommodated within existing authorized end strength levels shall be submitted as Activity Manpower Document Change Requests via LC manpower personnel to NETC (N1) following procedures contained in OPNAVINST 1000.16 (series).

### **6.7. Responsibilities**

- Commanding officers of LCs shall ensure that instructor manpower requirements presented to resourcing enterprises are developed using the guidelines provided in this manual.
- Commanding officers of LCs shall ensure that a current CMS/MCS is maintained in the CeTARS as required by NETCINST 1510.1 (series).
- Commanding officers of LCs shall ensure that the student/instructor ratio for each teaching situation recorded in the CMS/MCS is the highest such ratio possible without serious detriment to the quality and safety of training.

## 6.8. General Instructor Manpower Requirement Process

- All personnel assigned to billets, which are derived from the application of the NETC instructor manpower requirements determination process shall maintain their instructor proficiency and, at a minimum, perform in instructional situations to meet peak student loads.
- Instructor cross-utilization will be carried out to the maximum extent possible as limited only by skill requirements and geographical location. Cross-utilized courses will be scheduled to minimize the overlapping of classes. All courses will be scheduled to minimize the manpower requirements impact of peak instructional situations.
- Physical training (PT) shall not be staffed by the NETC instructor manpower requirements determination process unless the requirement exists within the CMS/MCS for instructor-led PT and approved by the CCA and NETC (N7). Staff-led PT is normally a function of the NMT program. However, some High-Risk training courses have PT built in to the curriculum and must be satisfied to meet the training objective.

**NOTE:** In this circumstance, PT will be treated as a high-risk event and subject to the high-risk training safety protocol as provide in NETCINST 5100.1 (series).

- If course instructor billet requirements generated by the NETC instructor manpower requirements determination process do not provide sufficient billets to staff the instructors required by the highest student to instructor ratio in the CMS/MCS, the billet requirement shall be computed as the higher of the two numbers. Every effort shall be made to minimize the use of this rule through instructor cross-utilization.
- When computing instructor manpower requirements, funded contract instructor hours will be subtracted from total annual instructor contact hours prior to computing military or civil service instructor requirements. For example, if total annual instructor contact hours are 50,000 and funded annual contract instructor hours are 10,000, the military or government civilian instructor requirement is  $(50,000 - 10,000) / 1,098 = 36.43$  man-years or 36 billets.
- Yearly Student Input (YSI) for each course shall be derived from the Student Input Plan (SIP). Yearly student input

divided by class size will determine annual class convenings. If additional class convening is needed to optimize student throughput, NETC (N7) shall grant approval on a case-by-case basis.

- Only mission essential tasking will be staffed. Collateral duties not requiring instructor expertise (e.g., Voting Officer), local initiatives (e.g., drill teams, plaque making, etc.), functions assigned to host or support commands (e.g., public works/building maintenance, base audio/visual support, printing, etc.), and assumed tasking will not be staffed.
- Training Department Master Chief Petty Officers or other supervisory billets will not be staffed unless the requirement is a product of the application of the NETC instructor manpower requirements determination process.
- Cross-utilization of all instructors within a training site holding rates or NECs certifying them to conduct or assist in conducting courses of instruction should be carried out regardless of internal command structures. Instructor requirements will not be rounded at the Course Identification Number (CIN)/CDP level, but rather, all cross-utilized course instructor requirements shall be totaled prior to rounding.
- Rounding of instructor requirements shall be accomplished using the following NAVMAC-approved table. If computed instructor requirements exceed the fractional manpower cutoff value (Table 2-1) in the right-hand column, round up to the next whole number.

**Table 2-1 - Fractional Manpower Cutoff Values**

<b>REQUIRED MANPOWER</b>	<b>FRACTIONAL MANPOWER CUTOFF</b>
(N)	(FM)
1	1.072
2	2.144
3	3.216
4	4.288
5	5.360
6	6.432
7	7.500
OVER 7	Required + .500 Requirements

- Contact Periods are periods of curriculum time devoted to instruction, including breaks, but excluding administrative time, lunch, medical and dental appointments, or sick call.

- Curriculum Hours are the minimum number of hours of formal, approved training a student receives to complete the total course of instruction. These hours do not include "bottleneck" hours during which the student is in quiet study while the instructor works with other students in a lab, etc.
- Instructors are those personnel whose primary duties are instructing or facilitating in classroom, shop, laboratory, line, or field situations in topics pertinent to the school, or supervising instruction/testing/evaluation/curriculum development in the technical specialty of the course. This definition covers all instructor personnel (officers, enlisted, and civilians.)
- Instructor Contact Hours are the total number of hours provided by instructors required to teach a course once.
- Instructor Workweek is the standard (normal) instructor teaching load of 25 contact periods per week of instruction, including lecture, and lab/shop contact time. This normally will consist of five platform or instructional periods each day, with the remaining three periods devoted to IPRD. Due to allowance for leave, holidays, training, and service contingencies, the Instructor Workweek averages 21 instruction periods weekly on an annualized basis.
- Non-Technical Training Subjects are training requirements not essential to technical skill development. These subjects include NMT and PT that are not course curriculum requirements. Assigned NMT personnel normally teach these subjects.
- Optimum Student/Instructor Ratio is the ratio of students to instructors, which is the highest possible considering facilities, equipment, and learning scenarios without serious detriment to the quality of training. These ratios will differ for classroom and practical (lab) situations and must be determined by SMEs in consonance with LSOs.
- Quotas are the planned number of students scheduled to enter instruction on established convening dates.
- Standard Technical Training Day is the normal scheduled technical training day, which shall consist of eight hours (periods) of approved technical training topics exclusive of meal hours.
- Standard Technical Training Week is the normal scheduled technical training workweek of 40 hours (periods) of approved technical training topics. Time allocated to non-technical training requirements, such as NMT, will be in addition to this requirement. Greater amounts of either

technical or non-technical training outside the prescribed workweek may be scheduled if required.

- Approved non-technical training subjects scheduled outside the 40-hour (period) technical training workweek will be included in the CMS/MCS and considered workload in instructor requirements computations if technical training instructors are required to do the training. Physical training and medical or dental time directly related to or required for the technical course completion, or required as a prerequisite or follow-on technical training, may be included in the CMS/MCS and considered workload in instructor requirements computations only if technical training instructors not in a duty or watch status are required to participate in those evolutions. The normal scheduled workweek for instructors and support personnel shall be 40 hours exclusive of duty status (watch) requirements and meal hours.
- Standard Training Period shall be 60 minutes, whether or not break time is included. Ideally, a period should consist of 50 minutes of technical instruction and a 10-minute break; however, local training situations or curriculum requirements may preclude strict adherence to this ideal. When variation to this policy is required, the CMS/MCS should be appropriately adjusted and approved.

## **SECTION 7 - INSTRUCTOR RECOGNITION PROGRAMS**

**7.1. Introduction.** To provide incentive for greater effort and morale and to recognize outstanding performance, NETC has established both an awards program and a certification program for instructors. The awards program is outlined in NETCINST 1650.1 (series). It should be referred to when recommending personnel for the Navy Commendation Medal and lesser personal awards. The certification program is called Master Training Specialist (MTS) and will be covered in Section 7.3.

**7.2. Activity/Course Instructor Recognition Programs.** NETC's training activities should establish command and course recognition programs. Training managers should establish criteria for recognizing outstanding instructors and make the staff aware of the requirements. Examples include:

- Instructor of the Quarter
- Instructor of the Month
- Letters of Achievement.

**NOTE:** These may be given when appropriate. It may be appropriate to tie class achievement with instructor awards. In this instance, it is important to recognize both the students and the instructor.

### 7.3. Master Training Specialist (MTS)

- The MTS program is a certification program designed to recognize individuals who have achieved a level of excellence in teaching skills, training management, and curriculum management. The MTS program is demanding and can only be achieved by completion of the certification requirements as specified in NETCINST 1500.2 (series).
- Utilization of MTS. Individuals designated as MTS create a cadre of specialists with valuable knowledge and skills that can help the command improve training and efficiency. These individuals may be designated to perform instructor evaluation, conduct IS training, serve in the MTS program as command signature authority and on MTS Nomination Boards, and/or assist with other training and training management processes.
- This program is designed for individuals who are permanently assigned in a training billet at a NETC activity whose primary mission is training. Personnel eligible for MTS are:
  - Executive Managers
  - Company Commanders
  - Instructors
  - Instructional Standards Personnel
  - LC Supervisors

**NOTE:** Contract instructors are not included in the MTS certification program.

- To certify for MTS, the criteria listed in the Core Competency Qualification Requirements (CCQR) found in NETCINST 1500.2 (series), must be completed. In addition to these specific requirements, the following general requirements must be met.
  - Complete one of the Navy's formal instructor training courses or have the equivalent training or educational background.
  - Possess performance evaluations as outlined in NETCINST 1500.2 (series).

- Military personnel must pass the Physical Fitness Assessment (PFA) as outlined in OPNAVINST 6110.1H.
  - Complete the instructor certification process and obtain at least two instructor evaluations prior to completion of the program. All evaluations must contain an MTS recommendation.
  - Be recommended for MTS by the command's MTS Nomination Board.
- The nomination board will forward recommendations to the commanding officer for approval. If approved, a Certificate of Accomplishment and a medallion will be presented by the command.

**7.4. Instructor of the Year (IOY).** This program was established to provide recognition for those enlisted and officer instructors who have displayed outstanding instructional and leadership performance and who best exemplify the meaning of personal excellence. This award also serves to communicate to Fleet Sailors that instructor tours of duty are positive career enhancing opportunities. The following criteria, as outlined in NETCINST 1650.1 (series), have been established for the Instructor of the Year award:

- This award is open to all active duty personnel including Full Time Support personnel who have been assigned for a period of at least one year in an instructor billet.
- Individuals nominated for this award will be top performers, physically fit, and exhibit a professional military bearing and appearance.
- COs of training activities will conduct an IOY competition open to all eligible personnel under their command. Nominations will be submitted for Sailors from each category, as appropriate, and nomination packages will be prepared and submitted per NETCINST 1650.1 (series).
- NETC will conduct an annual board to select an IOY from each category in accordance with NETCINST 1650.1 (series).
- NETC will provide additional guidance for all component training activities as appropriate.

## SECTION 8 - STAFF RECORD KEEPING

**8.1. Staff Record Keeping.** All training activities are required to maintain training records for personnel assigned to an instructor (I) or (L) billet. The following types of information will be recorded for personnel assigned to these billets:

- Formal Course Completion to include list of courses completed and graduation date.
  
- Instructor Certification Information
  - Date command and course indoctrination completed.
  - Date CUIT or Site Augment Training was completed, if appropriate.
  - Topics the instructor trainee was assigned to teach and the date the instructor was certified on that material.
  - Copies of all instructor evaluations conducted while an instructor trainee.

**NOTE:** Specific information pertaining to High-Risk instructor's training records and safeguarding of Health Insurance Portability and Accountability Act provided in NETCINST 5100.1(series).

- Instructor Evaluation Information
  - Copies of all instructor evaluations conducted after certification.
  - A list of additional topics the instructor has been approved to teach and the date of approval.
  - If semi-annual or quarterly, as appropriate, evaluations cannot be conducted as required, an explanation as to why they were not conducted.
  
- Safety Training Information. A list of all required safety training and the date, or planned date, of completion.
  
- IS Training Information. A list of all required IS training and the date, or planned date, of completion.

## 8.2. Inter-Service Training Review Organization (ITRO)

- When the ITRO designates a course as an ITRO course, records must still be maintained. If the ITRO course is Navy sponsored, records containing the above types of information will be maintained for all personnel, regardless of the service. If the course is not Navy sponsored, records will be maintained as required by the sponsoring service. If any conflict occurs, NETC should be notified for resolution.
- Official training records for personnel assigned solely to training manager and curriculum developer billets are not required. However, documentation indicating completion of the following should be maintained:
  - Formal course training, as appropriate.
  - Safety training.
  - IS training.

### SUMMARY

Chapter 2 contains a description of the guidelines and procedures relevant to the management of staff personnel within a training command. Many of these guidelines and procedures are general in nature and should be further developed to address the unique needs of individual commands.

A matrix has been developed as a means to summarize the information found in Chapter 2. The matrix also identifies who is typically responsible for ensuring that the tasks are carried out per policy. In many cases, the authority may be delegated by the CO; however, the CO is listed as the responsible party on the matrix.

**Table 2-2 - Matrix List**

TASKS	RESPONSIBILITY
Approve Core Unique Instructor Training and Site Augment Plans.	CCA
Develop Site Augment Plans, as required, for high-risk courses.	CCA
Submit Negative Augment Plan as required.	CCA
Ensure newly arriving instructor trainees attend command and course indoctrination as a part of the certification process.	CO
Ensure that all training managers complete the command's IS training for the specific assignment.	CO
Organizationally assign LSO to the DOT if appropriate.	CO
Establish requirements for IS training programs.	CO
Ensure course supervisors for high-risk courses are screened.	CO
Ensure formal training requirements are completed for all instructors.	CO
Ensure that previous graduates of formal instructor training courses are not required to re-attend the course.	CO
Ensure instructors assigned to high-risk courses are screened.	CO
Ensure High-Risk instructor requirements are completed and documentation is maintained IAW NETCINST 5100.1 (series).	CO/TSO
Ensure IS training requirements are met.	DET/LS/Participating Activity CO/OIC
Ensure personnel assigned from one category to another complete the training requirements prior to assignment.	DET/LS/Participating Activity CO/OIC
Ensure course supervisors complete formal training for instructors and complete instructor certification requirements.	DET/LS/Participating Activity CO/OIC
Ensure testing officers complete the command's IS training requirements for the position.	DET/LS/Participating Activity CO/OIC
Ensure that unsuitable instructors are reclassified.	DET/LS/Participating Activity CO/OIC/LC N7 Training/CO
Ensure instructor training requirements are documented and records are maintained.	DET/LS/Participating Activity TS
Develop Core Unique Instructor Training for all high-risk courses.	CCCM
Ensure CeTARS schoolhouses complete IS training requirements for the position.	N7 Training/TSC/TSD
Monitor status of instructor certification program and prepare reports.	CS
Ensure instructor evaluators complete the IS training requirements prior to conducting evaluations.	CS
Ensure instructors assigned to high-risk courses complete the required certification process.	CS/TS
Develop certification plans for instructors.	CS
Ensure instructors are technically competent to teach	CS

TASKS	RESPONSIBILITY
new material.	
Ensure quarterly training in safety is received by all personnel.	Safety Officer
Develop IS training material not unique to a course.	LSO
Monitor status of IS training and prepare reports.	LSO

# CHAPTER 3

## STUDENT MANAGEMENT

## INTRODUCTION

The student management process encompasses a wide variety of programs and methods. Each of these is specifically designed to address an element in the student management process. Types of programs or methods discussed in this chapter include:

- Student Pipeline Management
- Student Recognition Program
- Student Counseling
- Remediation Program
- Retesting Program
- Academic Review Boards
- Student Record Keeping
- Navy Military Training Program
- International Military Training Program
- Class Scheduling Procedures
- Student Quota Management

### SECTION 1 - STUDENT PIPELINE MANAGEMENT

#### 1.1. Introduction

- Pipeline management involves the control and supervision of the movement or flow of students through the training pipeline. All segments of the student pipeline must be carefully monitored to provide accountability and to maintain an uninterrupted flow of students. LCs/LSs and TSCs/DETs are responsible to provide control and supervision for that portion of the pipeline over which they have control. Pipeline time is defined, as the total time required to train personnel once they are designated as students. The following areas are included in time-to-train data:
  - Travel time to the training activity (i.e. RTC, NSTC, etc.)
  - In-process at the LS/DET (that directly reports to an LC)
  - Time awaiting instruction
  - Time in actual training
  - Interruption of instruction time
  - Time awaiting transfer after graduation or termination of training

- Time from transfer until reporting to the ultimate duty station
- In pipeline management, attention is focused on reducing in-processing time and the time it takes a student to complete the training. Pipeline management is further concerned with optimum class convenings, the sequencing of follow-on training, and the timely processing of students when they are made available for further duty assignment. CeTARS is a NETC sponsored tool that improves the pipeline management process by optimizing class convenings and follow-on training and will be used to develop all class schedules. The information that follows discusses policies applicable for effective and efficient pipeline management.
- Pipeline management data is a training quality indicator. Each area listed above, except travel time to the training activity and time from transfer until reporting to duty station, will be monitored by the training support organization and trends summarized and provided to the LC(s).

**1.2. Responsibilities in Pipeline Management.** Student accountability is a key element in effectively managing a training pipeline. CeTARS is the umbrella program; CeTARS is the system used to account for the student's pipeline time. Because CeTARS is used during the budget process to determine the resources needed to accomplish the training mission, the importance of accurate CeTARS data cannot be overemphasized. The key to effective student accountability lies in a high degree of coordination, communication, and follow-up action between LC/LS Course supervisors/Instructors and TSC/DET Student Control Offices (SCOs).

- Students will be gainfully employed when not enrolled in formal training. However, strict accountability of the student's time in the pipeline precludes utilization in support functions, course indoctrination, work details, etc., when such duties delay entry into a class.
- LS/DET/Participating Activity COs and TSCs/DETs SCOs shall maintain on-going liaison with external commands such as medical commands, legal services, etc., to ensure students are released from "hold" status and returned to training or transferred as expeditiously as possible.
- CeTARS will be used to construct class-convening schedules to minimize Not Under Instruction (NUI) time for follow-on training. LCs for activities that provide follow-on

training shall review the schedule of training to help develop optimum schedules to minimize student pipeline delays between courses.

### **1.3. Accelerated Training Program**

- Students with previous education or job experience may have the student pipeline shortened. Accelerated training provides an opportunity for these students to accelerate through the course. In courses where appropriate, accelerated training should be instituted and screening methods established to identify students for acceleration. Possible methods for screening students include:
  - Analyze the results of a pretest
  - Allow student to request acceleration
  - Instructor may recommend acceleration
- The LS/DET/Participating Activity CO/OIC an assigned CCA/CCMM duty is responsible for determining which courses will have accelerated training programs. Suggested factors to consider when making this determination include: nature of the training (high-risk), class scheduling (class/course are available to accelerate the student into), number and types of laboratory training (some labs require the complete student complement in order to operate). The deciding factors are whether the student is capable of accelerating through training, if the situation is conducive to acceleration, and cost effectiveness. When the course is multi-sited, all courses will have accelerated training programs or request a waiver from the CCA/CCMM.
- In an accelerated training program, the course supervisor should review the student's qualifications, interview the student, and make a decision on the request for acceleration. LS/DET/Participating Activity may use a board to review the student's qualifications, interview the student, and make a decision on the request. Once acceleration begins, the student should be allowed to continue as long as all tests are completed successfully. If the course is completed through acceleration, the enrollment record shall indicate that the student is a graduate of the course. Students accelerated through courses that contain skill-type learning objectives must successfully complete the performance tests in addition to the knowledge tests.

- When a student is accelerated, the course supervisor is responsible for ensuring that a CeTARS Schoolhouse Person Event (PEVT) Code is assigned and provided to TSC/DET SCO for input into CeTARS. Total number of accelerations for a course will be tracked and summarized as a training quality indicator.

**1.4. Setback.** The idea is for a student to complete training in the time scheduled. A setback occurs when a student is unable to complete the training in the designated time. Setbacks are classified as either academic or non-academic, in addition to increase the student's pipeline. Because setbacks are costly, they should be granted only after all other forms of remediation have been exhausted and when there is an indication that a setback is in the best interest of the military and student.

- Academic setbacks for "A" and "C" school students may be initially granted by the course supervisor as a result of a preventative counseling session and only after all means of remediation and retesting have been used with inadequate results. Subsequent academic setbacks will occur only because of an Academic Review Board's (ARB) recommendation. All decisions to academically set back a student from other type courses (i.e., "D" and "G"), will be based on a decision by supervisory personnel above the level of the immediate instructor. Schoolhouse administrative procedures resulting in automatic academic setbacks are not authorized. Students designated as academic setbacks will be allowed to repeat only that portion of a course for which they have failed to achieve the objective(s).
- Non-academic setbacks may occur when the student is unable to complete the material due to illness or special circumstances outside the control of the course or student. The decision to set back non-academically is a management decision.
- Training managers and course supervisors are responsible for evaluating the causes for setbacks and taking action to lower this rate without lowering training standards.
- When a student is set back, the course supervisor should inform student control so the appropriate PEVT code can be found/used to support the TSC/DET SCO for input into CeTARS.
- If a student in a high-risk course is set back due to a medical problem, which may result in future problems while

in training, procedures will be in place to notify the instructor(s) of the medical problem.

**1.5. Drop from Training/Attrition.** Every effort will be made to help students succeed. However, there are times when the student is clearly unsuited, unable, and/or unwilling to complete the course. If this occurs, the student is dropped from training. Students dropped from training may be classified as an academic drop, non-academic drop, or disenrollment. Students who are discharged from the Navy will be classified as attrites.

- Academic drops or non-graduates occur when a student is unable to achieve the learning objectives because of an academic problem, such as lack of classroom ability or lack of laboratory ability. Decisions to academically drop an "A" or "C" school student will be because of an ARB action. All decisions for academically dropping a student from other courses will be based on a decision by supervisory personnel above the level of the immediate instructor.
- Non-academic drops or non-graduates are based on administrative decisions that are not a result of academic performance. Examples of non-academic drops include administrative, disciplinary, motivational, medical, death, physical, fraudulent enlistment, and convenience of the government. For some nonacademic drops, higher authority directs the action. For non-academic drops, the convening of an ARB is not required.
- Disenrollment is based on administrative decisions beyond the control of the training activity that are a result of higher authority direction or pre-service condition. Examples of disenrollment include cancellation of a class or course, rating or program conversion, incomplete training as requested by member's command or higher authority, inability to meet prerequisites (medical, physical, academic, and/or security).
- Attrition is defined as a loss to the Navy. Sailors who are disenrolled, re-classified, or reassigned are not considered attrites. A Sailor will be coded as "attrite" only after official notification is received to that effect.

**NOTE:** NETINST 5100.1 (series) provides specific guidance concerning Page 13 entries for students dropped from High-Risk training and provides guidelines concerning student monitoring criteria following drop on request (DOR).

- When a student is dropped from training or attrited from the Navy, the appropriate course supervisor should inform student control so the appropriate PEVT code can be used to support the TSC/DET SCO for input into CeTARS. The TSC/DET SCO is responsible for ensuring timely update to the disposition codes when final disposition becomes known.
- As with setbacks, drop from training and attrition is costly. Every effort will be made to maintain each as low as possible without lowering training standards.
- NETC (N7) will monitor drop from training and attrition trends, both academic and non-academic.
- Training managers and course supervisors are responsible for tracking and evaluating the causes for drop from training and attrition from the Navy.
- If through the monitoring process, the course supervisor determines that drop from training or attrition is a problem, a Training Analysis will be conducted by designated LS/LC personnel.
- Appendix B contains a list of elements that will help course supervisors evaluate the possible causes for drop from training/attrition/setbacks. This checklist may be used to pinpoint areas within the specific course that may cause the rates to increase. The training managers in the LSO and the training department, the CO, or NETC may also direct a training analysis.
- Total drop from training, attrition, and setback rates for a course will be analyzed and summarized as training quality indicators. Refer to Chapter 5, Section 4, for additional information.

#### **1.6. Time-to-Train (TTT)**

- TTT is the principal method used to calculate actual student man-days expended in training. By understanding and applying the data from TTT, training managers are able to determine if excess man-days are occurring and for what reasons. Refer to NETCINST 1510.1 (series) for amplifying information.
- NETC (N7) sets threshold specifications for training under their cognizance. These specifications are used to determine if graduates are flowing through the pipeline within the specified period. Any man-days above the specification are considered excess. NETC monitors TTT data frequently and compares actual graduate man-days to

the specifications for conformance. In general, specifications are set as follows:

- The Under Instruction (UI) specification is set at the published course length plus additional days for setbacks and Monday holidays, depending on the length of the course. One additional day is allowed for any amount of a 30-day increment of instruction. For example, a 30-day course would be allowed one day, whereas a 40-day course would be allowed one day for the first 30-day increment and one additional day for the next ten-day increment for a total of two days.
- The NUI, includes Awaiting Instruction (AI), Awaiting Transfer (AT), and Interruption of Instruction (II).
  - **AI** specifications are based on the convening frequency and whether or not additional screenings (medical, legal, security, etc.) are required before a student begins class.
  - **AT** specifications are set for the last course in the pipeline, based on historical data, but will not exceed three days.
  - **II** specifications are based on historical data for the last two fiscal years.
- TTT specification will be used as a baseline or benchmark to assist the manager in reporting trends in student flow within a training pipeline.
- LCs shall establish necessary policies and procedures to facilitate appropriate oversight management and review of excess man-days occurring in all schools under their purview.
- It is the responsibility of the training and course supervisors to continually monitor the excess man-day reports as provided by TTT specifications to ensure that the most efficient and effective means are used to move students through the training pipeline. Monitoring allows for early detection of variances and provides the opportunity to isolate out-of-tolerance areas that require corrective action. If a course is reported with excessive man-days beyond the specification levels, training and course supervisors should first validate man-day expenditures at the lowest level of data reported and verify data entry.

- The tracking of students NUI in the TTT data is a training quality indicator. Additional information on the Training Quality Indicator report for supernumeraries is provided in Chapter 5, Section 4.

### **1.7. Student Reporting**

- **Student Training Status.** Managing the student pipeline means tracking students from the day they report on board until the day they leave the training activity. The status of a student when on board a training activity may be reported as AI, UI, II, or AT.
- **PEVT Codes.** Indicate student status in CeTARS. Because CeTARS data is used daily by higher-level headquarters to make decisions, it is imperative that all student data be entered as it is received by the servicing Training Support organization. A complete list of PEVT codes and the explanation for each can be found at the CeTARS Web Site. Accurate assignment of the PEVT codes is vital to effective pipeline management. Personnel responsible for assigning and tracking the PEVT codes should receive their training prior to assignment of this duty.

### **1.8. Student Availability**

- "A" school students will be designated with their course completion rating immediately upon classing up. This action requires close coordination with the TSC/DET SCO Office and the local Personnel Support Detachment (PSD). For core and strand courses, students will be rated as soon as the rate is determined. For courses with a high drop rate in the early portion of the course, students will be rated as the high drop point is passed. This action is designed to make the student visible to both the detailer and the Distribution Planning and Programming systems in order to ensure there are an adequate number of requisitions to generate orders in a timely fashion.
- If students do not graduate, they must be undesignated before Navy Personnel Command (NAVPERSCOM) can generate orders. Orders for undesignated drops should be processed within five to eight days. If NAVPERSCOM orders are delayed longer than this estimated time-period, student control must check with servicing PSD to ensure the Sailor's designation was removed prior to making the availability entry.

**1.9. Student Reclassification.** Student drops selected for reclassifications into an "A" school at the same UIC **DO NOT** require BUPERS orders. It is the responsibility of the LC/LS to assess the student's potential for success and enroll immediately in the selected "A" school.

## **SECTION 2 - STUDENT RECOGNITION PROGRAMS**

**2.1. Introduction.** Since student motivation is an important tool in an effective training program, training managers should develop and implement a student recognition program. Some awards within the program may be activity-wide while others may be unique to the individual courses. COs are responsible for determining the need for, and the types of, programs for student recognition. The following is a list of programs that may be used to enhance student motivation.

### **2.2. Activity-Wide Programs**

- Student of the Quarter
  - This type of program should be used to recognize not only the student that excels in academic performance, but also one who excels in all areas of military performance.
  - Activities may desire to differentiate between USN and USMC students or between "A" school students and other students if both are located at the same activity.
  - The training managers are responsible for establishing the criteria used to evaluate the candidates and communicating these requirements to all students. The course supervisors and instructors are responsible for nominating students for this award.
  - Awards may include picture in the newspaper, designated parking areas, etc. This program may also be implemented on a weekly or monthly basis.
- Activity Honor Roll
  - This type of award should be used for academic performance only.
  - Students with the highest grades should be recognized by the activity on a scheduled basis.

### **2.3. Course-Unique Programs**

- Individual Performance

- As with the honor roll and the student of the quarter, course supervisors may also establish similar programs specific to their individual courses.
- Awards should be limited as to what the course supervisors are allowed to do within their activity's policies.
- Improved Performance
  - While awarding individual performance is important, it often reaches only a small portion of the student population. Many times the student recognized would have been motivated without the program. Improved performance awards recognize students for something other than highest course average.
  - The student, for example, who progressively improves performance and attitude, may deserve recognition for the improvements.
- Group Performance. Some courses require students to work as teams. When this is done, the group should be recognized for outstanding performance.

### **SECTION 3 - STUDENTS COUNSELING**

Preventive counseling will be instituted in "A" and "C" schools and should include counseling for performance and personal problems.

- Preventive counseling is designed to provide help to solve a problem before it results in reduced learning capacity or course failure.
- One of the options of preventive counseling is to recommend mandatory remediation and in some cases, an initial academic setback for the student who is having difficulty achieving the objectives. Course supervisors have the authority to approve an initial academic setback if deemed necessary from a counseling session with the student. An ARB must approve subsequent academic setbacks. Refer to Chapter 3, Section 6 for ARB policy and procedures.
- It is the duty of all staff members to be aware of their roles and responsibilities as counselors. Refer to Chapter 2, Sections 2.3 and 2.4, for a list of duties, responsibilities, and training requirements.

- Preventive counseling requires the early identification of personal or performance problems and the instructor's awareness of available resources.
- During the student's training, the instructor should be PROACTIVE in the identification of student problems. Every effort should be made to:
  - Review Armed Services Vocational Aptitude Battery (ASVAB) test scores.
  - Review records for previous training difficulties.
  - Determine level of prerequisite knowledge and evaluate the student's ability in note-taking, study habits, and testing skills.
- As the course progresses, performance counseling may be required in order to prevent failure. The instructor must be aware of such things as:
  - Inconsistent study habits
  - Poor performance on tests
  - Declining grades
  - Lack of motivation
  - Inappropriate conduct (i.e., sleeping in class, excessive tardiness, failure to complete assignments, and lack of attention to classroom or lab activities.)
- Each LS/DET/Participating Activity shall establish guidelines for the identification and resolution of students' difficulties.
- The other aspect of preventive counseling is the counseling of personal problems that impair the student's ability to concentrate on the job of learning.
- When a personal problem is suspected, the instructor should:
  - Talk to the student in an effort to identify the specifics of the problem.
  - If unable to assist the student, refer to another agency via the chain of command.
  - Follow-up on the student's status.
- Instructors are not trained to counsel students on serious personal problems. Problems of a serious nature should be referred to special counseling programs such as Navy Chaplain, Navy Fleet and Family Support Center,

Drug/Alcohol Counselors, Red Cross, or Navy and Marine Corps Relief Society.

- In any type of counseling situation, instructors must establish an atmosphere that encourages the student to seek out help when problems occur.
- The instructor must make the students aware of the proper chain of command when seeking assistance to their problems.
- Instructors should conduct counseling sessions with the students as soon as problems or potential problems occur. Often students will respond favorably to an encouraging word or a clarification of training materials.
- Each counseling session will be recorded in the student's record. The student record will be discussed at the end of this chapter.

#### SECTION 4 - REMEDIATION PROGRAMS

Remediation is used to aid students in achieving the objectives by providing additional instructional study time. The primary goal of remediation is to motivate and assist students in achieving the critical course objectives. A second goal of remediation is to remove barriers to learning. Because students are different, it may be necessary to use several different methods of remediation to realize the most effective results.

- The following guidelines apply to the development and implementation of a remediation program.
  - Remediation shall not be used for disciplinary purposes.
  - Remediation will be used to motivate and assist the student in the learning process.
  - Instructors trained and certified as SME will be made available to the students during remediation.
  - Remediation may be voluntary or mandatory.

**4.1. 6 +2 Program.** 6 +2 is a methodology designed to improve the learning process by dividing the instructional day into a 6 hour block of instruction and a 2 hour block for enhanced learning and remediation. This concept is based on research that indicates students learn better in the morning while they are more rested and alert. This learning takes place during the 6-hour block of instruction. The +2 contains proactive interventions for at-risk students and occurs immediately after lunch when more school resources are available to provide the assistance the student needs. Benefits of 6 +2 include:

- Reductions in numbers of attrites, students dropped from training, for both academic and non-academic causes.
- Reduce the number of ARBs.
- Increase in test scores.
- Reduction in setback rates.

#### **4.2. POLICY**

- All practical efforts will be made to improve the training provided in the school. Military readiness, sustainability, course objectives, and safety will not be compromised. The +2 shall not be used for NMT or PT.
- Course Master Schedules/Master Course Schedules will be developed for an 8-hour instructional day in accordance with Chapter 2, Section 6. New or revised courses will be validated using a standard 8-hour instructional day to determine instructor and equipment requirements.
- For courses using 6 +2 where military instructors are utilized, a separate master schedule identifying the compressed schedules is not required. Each course may develop an in-house schedule for the +2 time, which may vary from one class to the next. Military instructors shall be made available in sufficient numbers to cover all the enhanced learning objectives.
- For courses taught by contract instructors, a compressed master schedule will be developed and included in the Statement of Work (SOW).
- COs will implement 6 +2 in all courses deemed appropriate and ensure written, course-specific guidance on management and implementation of the enhanced learning options is provided for all courses using 6 +2.
- COs will assess the effectiveness of 6 +2.
- COs will ensure the program requirements are fully explained in the SOW.

#### **4.3. Restructuring the Lesson Components Under 6 +2**

- In the standard 8-hour training day, each topic consists of objectives, discussion points, examples, reinforcement, questions and answers, and tests. It may also have a performance element, which is practiced in the lab. During validation the number of examples, reinforcement and length of the practice sessions are determined. A number of examples, type of reinforcing (sea stories), and amount of

time devoted to questions and answers are determined by what the majority of students require to achieve the objectives.

- The length of the lab is also a function of the amount of time the majority of students are required to complete the job sheets. The topic elements may be in one or more lesson topics when the course is actually sequenced. All students are given all examples, all reinforcement, and the same length of time to complete the job sheets. In the 6 +2 training day, the course is compressed but the topics are restructured. Topics still contain the same objectives, discussion points, and tests. The difference is in the number of examples and reinforcements and the time allocated for questions and answers. The number is adjusted to the requirements of the upper portion of the class vice the middle of the class. The length of time scheduled for the lab may also be reduced. All students are given this condensed level of coverage. The instructional time saved between the original lesson and the compressed is shifted to the +2 portion of the day. Examples, reinforcement, and extended periods for questions and answers are provided only to those students who require the additional assistance. Sometimes this requires breaking the discussion points down into smaller segments or pointing out relationships between points, which might otherwise be assumed obvious. Additional time might be required to complete the lab or additional practice required to reach proficiency.

#### **4.4. Factors Impacting Implementation of Compressed Schedules.**

There are several advantages to restructuring the instructional day to include a 6-hour block and a 2-hour reinforcement block.

- Students who are able to learn the material with limited numbers of examples and reinforcement are able to take care of personal business, required appointments, study and complete enrichment materials. These same students report being less bored and more satisfied with the course and acknowledge they must study to maintain the progress in the course.
- Students who require more examples or reinforcement are able to obtain this in a more individualized environment, which is responsive to their individual needs. The students are still able to take care of personal business and required appointments.
- Courses will not be converted from the standard 8-hour instructional day to the compressed 6 +2 schedule without

careful analysis of all factors which may impact or be impacted by the change in the schedule. Some of these factors are under the control of the CO.

- Course factors which should be considered before deciding to implement 6 +2 include the following:
  - To maximize the benefits of 6 +2, the 6-hour block of training should NOT be interrupted with long breaks such as meal breaks. Activities may elect to start the instruction early in the morning. This may cause a shift in the instructor's work hours. If management cannot accommodate this shift, compression may not be appropriate. Without this accommodation, the instructor's workday increases by several hours which causes increased instructor dissatisfaction and may impact the ability of the instructors to provide the student the level of assistance required.
  - Courses undergoing a revision should not be considered for conversion to the 6 +2 schedule until after the revised course has been validated under the 8-hour schedule.
  - Courses, which are **less than 80 hours** generally, should not be compressed. The reason a course is compressed is to provide the opportunity for remedial instruction. Courses less than 80 hours often do not have more than one examination occurring at or near the end of the course. These courses generally do not experience high drop from training, attrition, or setback rates.
  - Courses with few numbers of non-graduates and low setback rates are not good candidates for 6 +2. It is the potential savings generated by reducing these rates which offset the cost of developing alternative learning options. Exceptions to this generally are courses where student populations have vast differences in experience or skill levels. In such a situation, the +2 period can be used to compensate for these differences.
  - Contract instructors are teaching compressed courses where the work required is clearly delineated in the SOW. Converting courses to a compressed schedule after the contract has been awarded will require a modification to the contract and must be coordinated with the Contracting Officer's Representative (COR). Such changes may result in increased contracting costs, which must be approved prior to implementation.

- Lab sessions can be compressed but not as easily as classroom topics. The type of lab and availability of lab equipment will determine if the lab can be compressed.
- If an entire class can work simultaneously on individual pieces of equipment, the laboratory session may be a candidate for compression. In this situation, the student who does not complete the laboratory job sheet could return for the +2 session to complete any unfinished steps. The lab should not be compressed to the point that the majority of students are unable to complete the job sheet in the allotted time.
- If students must function as a team, the laboratory session may not be a candidate for compression. If students can perform their functions without the input from other students, then compression may be possible as students who do not complete all their job steps can stay for the +2 session. Students may volunteer to fill the other positions during the +2 session allowing the instructor to concentrate on the at-risk student.
- When instructors, classrooms, labs, or equipment is cross-utilized, it may be difficult to compress a course. Compressing both courses may not alleviate the difficulty. Differences in the length of time assigned to topics and the unscheduled nature of breaks under a compressed schedule may mean instructors are not available at the point at which they are required in the second course.
- If the course is heavily dependent on guest speakers, who are difficult to schedule or present topics, which vary in length from class to class, it may be difficult to compress the topic or course. The exception is when the guest speakers can be concentrated in a few segments. In this situation, a compressed schedule can be followed for the other portions of the course and a standard 8-hour schedule followed when a guest speaker is scheduled.
- Non-course factors, which may impact the ability to compress or affect the efficiency of the compressed schedule usually, involve support services. Sometimes the support agency may not be able to adjust procedures or hours of operation to accommodate the compressed schedule. Examples of non-course factors include:

- Messing facilities are often set up under the assumption of staggered release times for students. The facilities cannot accommodate a major shift in the number of students to be served at any one time. Hours of operation at a Training Activity are normally established around the earlier class; and may require rescheduling or increasing staff support.
- Medical and dental morning appointments have traditionally been set aside for staff and student personnel. Revising this procedure to accommodate a shift in a small portion of the population may not be an efficient use of the medical and dental staff.
- Personnel Support Activities (PSAs)/Personnel Support Detachments (PSDs) can usually absorb a small shift in the student population, but coordination is required to ensure adequate services are provided.
- Base transportation is usually more of an issue for Fleet schools where the student may be coming from a ship to attend the course. In some locations, base transportation does not operate 24-hours a day. The operational hours may start later than the proposed course start time. The route may also drop students off at the school later than desired. Depending on the population supported, changes might not be possible in either routes or schedules.
- Day care is usually an issue for staff. This may be a contributing factor to instructor dissatisfaction and requires resolution before implementing 6 +2.
- Physical condition program facilities may become an issue when the conditioning programs must be adjusted to accommodate extremes in weather. Changing the hours of operation or rescheduling special use periods for student PT may impact staff and other users.

#### **4.5. Guidelines for Determining +2 Ratios for Contract Taught Courses**

- Learning Resource Center (LRCs) are used extensively during the +2 time. If contract instructors are manning the LRC, the manning must be included in the instructor ratio. The typical **ratio for the LRC is 15:1**. If the LRC is manned by military personnel or by a separate contract, the manning will not be included in the instructor ratio.
- At the beginning of the course of instruction, prior to the first test, instructors should evaluate the student. This is accomplished through diagnostics such as pretests,

review of quizzes and homework assignments, counseling, and mentoring. This time may also be used for command and course familiarization, how to study, how to take notes, etc. Instructor ratios should reflect the optimum classroom ratio.

- When the majority of the training provided during the 6-hour day is classroom, the ratio should provide for two instructors during the +2 time. This does not include LRC requirements but will provide instructors for tutoring and seminars. For example, if the class size is 24, the +2 ratio should be 12:1.
- When the majority of the training provided during the 6-hour day is lab, the ratio should provide one instructor for seminars and tutoring and two instructors for the lab. This does not include LRC requirements. For example, if the class size is 24, the ratio should be 8:1.
- It is the responsibility of the LS/DET/Participating Activity CO/OIC to ensure that the +2 time is used effectively. If students achieve the objectives with minor participation in the +2 time, it may be more appropriate to request a deviation from CCMM for CCA approval.
- Refer to Appendix C for additional information and guidelines on voluntary remediation, mandatory remediation and 6 +2, as well as guidelines for implementation.

## SECTION 5 - RETESTING PROGRAMS

In addition to the remediation policies, retesting procedures must also be established. Although typically identified within the course-testing plan, these procedures are contained as a part of the remediation program. As with remediation, retesting procedures are also affected by criticality of the objectives. The following guidelines apply to the retesting of students.

- The student fails to meet the minimum passing grade for the test as a whole. The student may be retested on the portion of the test failed or on the entire test. This decision should be based on the degree of the test failure and the student's performance on the objectives.
  - If the student passed the material retested, the grade assigned will be the minimum passing grade for the test.
  - This policy applies whether the student is retested on the entire test or the portion of the test failed.

- The student meets the minimum passing grade for the test but fails to accomplish the critical objective(s). The student is retested only on the objective(s) failed. In this instance, the student will retain the original test grade. Performance tests may provide an exception to this rule. If the performance cannot be measured by retesting only the failed objectives, a complete retest may be administered.
- The student meets the minimum passing grade for the test but fails an objective, either critical or noncritical, to the degree that it is clear the student does not understand the objective. The student will be retested only on the objective failed and will retain the original test grade.
- Retesting will occur as soon as possible after remediation. Prolonging the completion of remediation and retesting may cause the student unnecessary difficulties with the new lesson material. Retesting may take the form of a written retest or an oral retest. The decision is based on the individual situation and is at the discretion of the course supervisor.
- When a test falls on the last day of training, and remediation is not possible, students will be administered a retest of the material either orally or by written exam. If the test is failed, the "A" or "C" school student will be referred to an ARB. For all other types of courses, supervisory personnel above the immediate instructor will make the recommendation to attrite, set-back, or graduate the student.
  - If it is determined that the student has failed to achieve the course objectives, the student will not be given credit for completion of the course and will be considered an academic drop.
  - If the student passes the course objectives, the student will be considered a graduate. The training managers must ensure that there are methods in place to determine if the student has passed the course objectives.
  - Documentation must be made in the service record indicating the student either attended training and did not graduate or did graduate. Guidelines for both circumstances will be detailed in the testing plan for the course.

- Commanding Officers of all training activities are responsible for the development of procedures for voluntary and mandatory remediation and retesting. All remediation and retesting procedures will be described in the testing plan for the course.

## SECTION 6 - ACADEMIC REVIEW BOARDS

**6.1. Introduction.** The ARB process provides for formalized procedures in handling non-disciplinary problems related to a student's academic progress. The ARB is an integral part of the student-counseling program. It is based upon the philosophy that decisions concerning a student's disposition in training are better arrived at by group acting together as a board rather than by an individual acting alone.

### 6.2. Policy

- ARBs will be established at all training activities, which conduct Class "A" or "C" school training.
- Training activities that provide the other types of training will establish ARBs as directed by the CO/OIC.
- ARBs will be convened when all other means of academic counseling, remediation, and an initial academic setback have failed to improve student performance. The initial academic setback may result from an academic counseling session and be directed by the course supervisor. Additional academic setbacks must be directed by the ARB. Examples of when an ARB may be necessary include the following:
  - Student's course average falls below minimum passing grade.
  - Student is unable to achieve the objectives after counseling, remediation, retesting, and an initial academic setback.
  - Student's performance is below expected academic progress.
  - Student fails to achieve the objectives after an academic setback on those same objectives.
- Students will continue with class until an ARB decision has been made.
- All students enrolled in Class "A" and "C" schools will be academically dropped from training **only** because of an ARB recommendation.

- **Administrative procedures resulting in automatic drops or setback are not authorized.** If an ARB is convened for test failure, the student will be remediated and retested on failed material prior to the convening of an ARB.
- Possible ARB decisions include:
  - Continue with Class (CWC) - allows a continuation of training in the present class with or without remediation:
    - A CWC recommendation requires that the test records and the interview show clear evidence that the student can pass the course if allowed to continue.
    - The ARB should decide if remediation is necessary for the student to continue and set the remediation requirement.
    - The remediation requirement should identify specific areas of study and indicate the time the student is to stay in the remediation program.
  - Set-back allows an extension of training with or without remediation:
    - When the ARB recommends a setback, the records should indicate the student is motivated to remain in training. The test scores and interviews should indicate an ability to achieve the objectives after repeating the portion of the training that was failed. Students will be set back only over the material they have failed. Exceptions will be noted in the Testing Plan.
    - If remediation can be achieved in any way other than setback, it shall be considered first.
  - Drop from training - results in a recommendation for disposition.
    - When recommending a drop from training, the student must demonstrate unwillingness or an inability to continue the training.
    - Attention should be given to the student's desire and eligibility for reclassification when the board makes the decision to recommend drop from training.

- All ARB recommendations for reclassification or attrite must be forwarded to the CO/OIC for final approval.
- All ARB recommendations for international military students will be referred to the International Military Student Officer (IMSO).

**6.3. Procedures.** Standardized procedures for conducting ARBs are essential to protect individual rights of privacy and fundamental fairness, to ensure accurate and complete records are kept, and to ensure that the best decisions concerning a student's academic progress in a training program are made.

- The goals of an ARB include:
  - Help students solve problems that may prevent successful completion of training.
  - Determine which students are able to complete training.
  - Determine which students are unable and or unwilling to complete training.
  - Make recommendations concerning their findings.
- ARB is a group action, the following composition and structure is required.
  - All ARBs shall be composed of a chairman and at least two additional members. All persons serving on the ARB will be required to reach a consensus on the board's recommendation.
  - The chairperson will appoint one of the members to serve as recorder. The recorder will be responsible for completing the necessary paperwork.
  - For international students the IMSO shall be a member of the board.
  - Other ARB members may be chosen from instructional personnel. This includes officer and enlisted instructional/supervisory personnel, classroom and laboratory instructors, and instructional/training specialists from the LSO.
  - At least one member **is a** certified instructor in the area in which the student is having difficulty.
  - Supervisory personnel who have command designated authority for approval/disapproval of ARB recommendations may not sit as members of the ARB.

- Membership need not be permanent, but all members must meet the following qualifications:
  - Understand the CeTARS Schoolhouse disposition codes and reporting procedures.
  - Understand the activity's policy for drop from training, attrition, and pipeline management.
  - Receive training in counseling, CeTARS Schoolhouse student tracking and the purpose, policy, and procedures of an ARB.
  
- Duties of an ARB include:
  - Review information contained in the student's performance records prior to the ARB. (i.e., ASVAB scores, course test records, counseling sheets, previous Navy training records and Navy Military Training records.)
  - Conduct an ARB interview with the student.
  - Make recommendations for disposition and any necessary corrective action based on group consensus.
  - Complete the required paperwork.
  
- When conducting an ARB, the following procedures will be adhered to:
  - All procedures will be conducted with respect for the privacy of the students.
  - While the ARB is a serious, official board, the members shall exhibit a presence that is cordial and supportive.
  - All participants will be seated and the proceedings will be conducted in an open and professional manner. The board chairman will explain to the student that the board has been convened to help the student determine why the student is having difficulty. Once the cause has been identified, the board and the student, working together, will develop a plan for success.
  - The chairman will also inform the student that he/she has the right and duty to speak.
  - Before a decision concerning the student can be made, the ARB should review records and interview the student to find such information as: area of difficulty, type and result of remediation applied, student attitude and personal problems.

- To avoid excessive note taking by the recorder, the student may provide written responses to typical questions asked during an ARB (e.g., Why are you having difficulty? Where are you having problems? Are there any personal problems that are preventing you from doing your job? Do you want to remain in this course?) Prior to convening the board, the board may then discuss these with the student. The board is not limited to these questions.
  - In addition to questions of a personal nature, the board should assess the student's academic performance by asking questions specifically related to the course material. Since the board is tasked with looking at academic issues, it is important to know just how much difficulty the student is having and where that difficulty is occurring. Test scores do not always indicate the student's level of expertise.
  - The chairman will make clear to the student what the recommendation is, what consequences may result from the approval of that recommendation, and what actions are expected of the student.
  - The student will be given the opportunity to make a written statement. If the student does not wish to make a written statement, the student will sign a statement to that effect.
  - For "A" school students, Navy Military Training personnel will be notified prior to convening the ARB. This allows Navy Military Training personnel time to provide input to the board.
- When an ARB is convened, all proceedings will be documented. Documentation will include an Academic Review Board Record and, if appropriate, a Student Drop Record. The ARB Record is a locally developed form that contains the following minimum information:
    - Student data (name, rate, Last four of SSN)
    - Course data
    - Board action data (CWC with/without remediation, set back, drop from training)
    - Signatures of board members
    - Final action taken with signature of authority
    - Title and date of final approving officer
    - Student signature line

**NOTE:** Ensure that the student Privacy Information is protected IAW NETCINST 5211.2 (series).

- The Student Drop Record is a locally developed form used by both the LS/DET/Participating Activity and TSC/DET SCO to record student information and track the disposition of the student. When a student is being dropped from training, a Student Drop Record will be completed. Both the course supervisor and the TSC/TSD/TSO are responsible for completing the required information of the Student Drop Record, and the record is provided to Training Support Center/Detachment SCO for appropriate PEVT code entry into CeTARS.

- The following information on the Student Drop Record will be completed at the course or department level. Student data (name, rate, last four of SSN, type of student [USN, USMC, etc.]). Ensure that appropriate controls and administrative requirements for Personally Identifiable Information (PII) are exercised.
- Course data required includes: (title, CIN, CDP, class number, date convened, date dropped [last day in class], total time in training in calendar days).
- If previously set back, original class number, date convened, total number of setback (list academic and non-academic separately), weeks lost due to academic setback, class standing and final course grade.
- Drop code.

**NOTE:** Specific DOR codes concerning High-Risk training are provided in NETCINST 5100.1 (series).

- Signature and date of approving authority. The elapsed time from the date of the ARB to the date the disenrollment is approved on the Student Drop Record should be the next working day.
- Once a student has been dropped from training, the Student Drop Record will be forwarded to the TSC/DET SCO. The TSC/TSD SCO will ensure the following:
  - Student dropped from training for academic reasons are reclassified expeditiously. The student will report to the classifier on the date of disenrollment. The classifier will document on the Student Drop Record, the date the individual reported for the interview and the date reclassification was completed. The

classifier will retain a copy of the Student Drop Record. The elapsed time from the date the individual reports to the classifier to the date reclassification is completed should be the next working day.

- Individuals recommended for assignment to general detail, during classification re-interview, will be made available for transfer orders on that date. Document the date drop information was forwarded to the PSA/PSD for availability submission to indicate the timeliness of the audit trail.
- Individuals who do not require a classification re-interview will be made available for general detail on the date of disenrollment. Document the date drop information is forwarded to the PSD for availability submission to indicate the timeliness of the audit trail.
- Reports of non-completion of required training and requests to modify orders for personnel previously ordered to an ultimate assignment shall be forwarded to the detailers/assignment control authority on the date disenrolled. When applicable, submit rating conversion requests to BUPERS on the date disenrolled. Retain copies of modifications and rating conversion requests with the Student Drop Record.
- TSC/TSD/TSOs will advise the PSD of disciplinary or medical drops upon occurrence to allow for timely submission of accounting category code changes. Immediately upon completion of disciplinary action, refer these personnel to the PSD for availability processing. TSC/TSD/TSOs will track personnel, dropped or held for medical reasons, to ensure timely completion of medical board process or return to full duty.

## **SECTION 7 - STUDENT RECORD KEEPING**

### **7.1. Introduction**

**NOTE:** Ensure that the student Privacy Information is protected per NETCINST 5211.2 (series).

- Student records serve as a basis for training management decisions, historical reference, and inspections and audits. All records will be retained by the training activity for at least two years and are subject to review during Human Performance Requirements Reviews (HPRRs).

- Specific content of a student record and the procedures for maintaining those records will vary between training activities due to the type of training provided and the method used to store the records. "A" school courses for example, may require different student information than "F" school courses. Method of storage may vary based on the information technology (IT) equipment and software programs available to a command.
- The intent of the following is to standardize the general information contained in the student records. For this purpose, all records will contain background data and student progress data appropriate to the type of training provided.
  - Background data is normally available in the student's service record and includes student name, age, Social Security Number, highest educational level attained, ASVAB scores, test version, and list of technical schools previously completed.
  - Student progress data may include test scores, acceleration data, remediation data, setback data, counseling data, Academic Review Board actions, disenrollment disposition, and graduation date/drop date.
  - This information may be used to assess the needs of individual students by identifying students for possible advanced placement, assisting instructional personnel in solving individual learning problems, and determining if course prerequisites have been met.
  - If students do not meet course prerequisites, a message will be forwarded to the losing command and NETC describing the reason the student did not meet the prerequisite.

## **7.2. Personal Information Safeguards**

- Access to a student record is restricted to the student, those who maintain student records and those who are directly involved with the student's training or evaluation. A record may be disclosed to other DOD personnel, who have a need for the record in the performance of their duties, provided this use is compatible with the purpose for which the record is maintained. It is the responsibility of all personnel with access to a student record to prevent the unauthorized disclosure of personal information contained within it.

- All required data will be recorded in the individual's service record upon completion of training, transfer, or discharge. All student enrollment and progress records may be disposed of after two years provided the information have been recorded as required in the service record. Student Test Answer Sheets will be destroyed when they have been graded and grades have been recorded on the student's official progress records and all data for test analysis has been recorded.

## **SECTION 8 - NAVY MILITARY TRAINING**

### **8.1. Introduction**

- LSs/DETs/Participating Activities in NETC are centers of professional and technical excellence within the Navy. They also serve as model institutions in terms of maintaining high military and fitness standards. These activities are required to motivate and prepare accession pipeline personnel for duty in the Fleet. NPDCINST 1500.1 (series) governs the policy for conducting military training under Navy Military Training (NMT) program. In addition to providing a quality learning experience, these schools must serve as a role model emulating the highest Navy standards.
- The responsibility of the training activity is to provide technical, military, and motivational training to the students. The term used to describe the military and motivational training program for "A" school students is NMT. It is the responsibility of the COs to ensure that the following actions are carried out in all NETC training activities conducting Class "A" and "C" school and apprentice training.

### **8.2. Actions**

- Military and motivational training will be given equal emphasis with technical training.
- Early identification of students with learning problems and establishment of remediation programs is vital to the successful completion of training
- Staff and students will maintain the highest standards of appearance and courtesy.

**NOTE:** Physical conditioning programs require a deliberate risk assessment and development of an Emergency

Action Plan. Any physical conditioning programs conducted a part of a training objective will be considered high-risk in nature as shown in NETCINST 5100.1 (series).

- Students and staff will participate in a regularly scheduled physical conditioning program.
- High standards of order and cleanliness in billeting facilities will be enforced through periodic inspections. Activities that do not exercise direct control of student billeting facilities will coordinate with host activities to ensure billeting requirements are met. Should difficulties arise, report to LC, info the functional commander, for resolution.
- An environment conducive to study will be maintained in billeting facilities.
- Students will march to class at the discretion of the LS/DET/Participating Activity CO/OIC/Director.
- Periodic personnel inspections will be conducted.
- Students will be assigned meaningful watch duties.
- Students will receive the formal NMT continuum. NMT training will be conducted outside normal classroom hours and will not serve as a basis for increasing course length. Courses, which are too short to allow adequate time for completion of the training, will have the syllabus tailored by the CO.
- A formal student chain of command will be established through which student activities will be administered.
- Fleet returnees should be used to provide influence and guidance to other students as necessary:
  - NMT instructors should brief the incoming Fleet returnee as to the influence he/she may have over the other students.
  - It is important that this influence be positive.
  - Optimal use of Fleet returnees to assist in supervisory roles is encouraged.
  - Proper use of Fleet returnees will serve to reinforce the training objectives and enhance their self-esteem and motivation.
- For detailed information and policy on NMT, refer to NPDCINST 1500.1 (series).

## SECTION 9 - INTERNATIONAL MILITARY TRAINING

The Security Assistance Training Program (SATP) consists of U.S. military training assistance to eligible countries under International Military Education and Training (IMET) and Foreign Military Sales (FMS). Its objectives include:

- Develop skills needed for effective operation and maintenance of equipment acquired by foreign countries from the United States.
- Promote U.S. military rapport with armed forces of foreign countries.
- Promote better understanding of the United States, its people, political institutions, and way of life.
- Increase international military students' awareness of U.S. commitment to the basic principles of internationally recognized human rights.

- SECNAVINST 4950.4, Joint Security Assistance Training Regulation (JSAT), prescribes policies, responsibilities, procedures, and administration for the education and training of international military students in DON courses.
- NETCINST 4950.1 (series), DOD Field Studies for International Military Training Under the Security Assistance Program contains guidance specific to NETC activities.
- NETC serves as the U.S. Navy systems command for security assistance training.
- NETC conducts formal schools training for the international military students in NETC schools.
- NETC provides military technical training as required when tasked by competent authority.
- NETC ensures that all commands appoint an International Military Student officer (IMSO).

**NOTE:** The IMSO monitors and coordinates activities for international military students' training, including implementation of the Fields Studies Program.

- Executes, operates, and administers designated portions of the SATP through Naval Education and Training Security Assistance Field Activity (NETSAFA).

- LCs and TSCs will fulfill the responsibility of the United States to international military students undergoing training.
  - They are expected to treat international military students with traditional American courtesies.
  - They are responsible for conducting training and providing associated student support services.
  - They are also responsible for fostering friendly relations with the countries represented by a genuine display of hospitality, interest in their welfare, and personal assistance.
  - Beyond this, a basic rule requires that international military students be treated, so far as possible, like their U.S. counterparts.
- Questions regarding foreign training should be referred to IMSO or NETSAFA.

#### **SECTION 10 - CLASS SCHEDULING PROCEDURES**

Class schedules are based on training requirements and are a critical element in training the right quantity of personnel at the right time as well as maintaining an acceptable level of AI and AT time.

- Annually, OPNAV (N12) forwards training requirements for Personalized Recruiting for Immediate or Delayed Enlistment (PRIDE) courses and NEC-awarding courses to NETC and other LC/LS/DET/participating activities. Training requirements are a combination of back door requirements and total attrition (non-graduates and attrites). Feasibility studies are then conducted by LC in conjunction with input from LS/DET/Participating Activity. These studies are designed to compare the training requirement with the activity's capacity (based upon equipment, space, and personnel availability). The final product becomes the fiscal year training plan, which is recorded in CeTARS schoolhouse.
- OPNAV (N12) also forwards the training requirements for Selected Reserves, other services (USMC, USA, USAF), international military students, and authorized civilians.
- FY USN training plans for courses other than PRIDE or NEC-awarding courses are based on historical utilization and known TYCOM requirements.

- Annual class schedules are input to CeTARS Schoolhouse based on the finalized FY training plan approved by the LC. The LC is responsible for the preparation and input of the class schedules. The LC works directly with the LS/DET/Participating Activity to ensure timely and accurate submission of all class schedules. After class schedules are input, quotas can then be computed, automatically spread into the classes, or entered manually into each class.
- Class scheduling procedures can have a tremendous effect on student management. BUPERS and COMNAVCRUITCOM begin making PRIDE detailing commitments 18 months in advance of the execution year and "C" school detailing commitments 9 months and other course types 7 months in advance of the execution year. If schedules are late or changes are made, this plan will be disrupted.
- Timely, accurate, and stable scheduling for PRIDE courses is especially important since specific commitments are made to individuals during the recruiting process.
- When preparing class schedules the following factors should be considered:
  - Annual planning data for the appropriate fiscal year will be used as the determining factor for the number of classes to schedule.
  - Training Agent or other authorized CeTARS Schoolhouse user may adjust the COURSE LENGTH field in CeTARS Schoolhouse only if curriculum changes necessitate the adjustment. In addition, in the capacity area the location course length can be entered by authorized CeTARS Schoolhouse users to indicate a specific location requires a different course length from that approved by the curriculum. This location duration must be defined by its defining attribute - personnel, equipment, or space. As a class length is increased, an approved TPP must be on hand to justify the change.
  - Courses, which schedule double or triple shifted classes, will reflect the same convene and graduation date for each class. The same class number or sequence identifier can be used for these types of classes; however, a different section identifier must be input to identify each shift or section.
  - During the initial development of annual class schedules, National holidays will not be scheduled as convening dates or as days of training. For example, a 5-day course where a holiday occurs will be extended to reflect five full days of instruction in the class

schedule. Graduation will always occur on a normal training day.

- During the execution of the class schedule where holidays or any other event that impacts the expeditious movement of Sailors through the training pipeline occurs, the training activity may extend the number of daily training hours to compensate. Decompression of training, however, is not authorized. Graduations that coincide with the December/January holiday leave period may be accelerated provided there is no degradation of training.
- National holidays falling on Saturday or Sunday are observed on the preceding Friday and following Monday, respectively.
- The Friday following Thanksgiving is a normal training day for scheduling purposes.
- State and/or local holidays will not be observed unless extensive associated civic functions would seriously hamper execution of the training mission.
- The Navy and Marine Corps "birthdays" are normal training days.
- Class schedules will be prepared, whenever possible, to provide optimum class scheduling of associated or follow-on courses in order to minimize awaiting instruction time.
- For "A" schools, adequate classes should be convened during the surge period to manage student flow and keep AI at a minimum. If convening adequate classes to manage the surge results in the need for additional resources, the LC will provide information to NETC for resolution. LS/DET/Participating Activity is required to have a current Surge Management Plan. This plan outlines potential actions to be taken in the event students arrive for training in greater numbers than were planned.
- Complete FY class schedules must be submitted. ***Class additions, changes, or deletions should be submitted only if they could be processed and published in CeTARS prior to the detailing procedures.*** All requests for changes to a class schedule will be coordinated with NETC (N7), and they will work with BUPERS and Commander, Navy Recruiting Command (CNRC) to determine if the change is possible. A change to the graduation date of a class already in progress should not be submitted as a change to CeTARS. Rather, a change in graduation date should be entered for those students via CeTARS process.

- Class schedules **shall be submitted annually** when specifically requested by NETC message. As a result of annual feasibility studies, updated student input plans are not entered into CeTARS Schoolhouse until just prior to calling for the schedules. Therefore, do not submit schedules prior to the call.
- When resource limitations such as staff, personnel, equipment, or facilities impact the ability to conduct classes as scheduled, an Impaired Training and Education Report (ITER) shall be submitted immediately. Refer to NETCINST 1540.1 (series). Recommendations to cancel a class convening due to resource limitations will be resolved by NETC through the ITER reporting process.
- Delaying a class convene for reasons other than resource limitations is not the same as canceling a class. When considering delaying a class convene, ensure the decision is based on sound cost benefit analysis. An example, delaying 15 students for three days while awaiting the arrival of two students in a course that convenes weekly is not cost effective. However, delaying the same 15 students three days in a course that convenes quarterly is justified. If the delay is expected to exceed 15 days, submit an ITER.
- Classes that do not convene due to a total lack of students or insufficient student numbers to meet a safety requirement are exempt from submitting an ITER.

## **SECTION 11 - STUDENT QUOTA MANAGEMENT**

**11.1.** The overall objective of the Navy Training quota management process is to train the right quantity of personnel at the right time. The quota management is directly related to training requirements and class schedules. Training requirements are determined, class schedules are submitted to CeTARS schoolhouse, and quotas are spread. The Planning Management Office performs centralized quota control for "A" and "C" and NEC producing pipelines. OPNAVINST 1500.47 (series) describes the Navy Training Quota Management Process. Quotas for "F," "T" and "D" schools are normally controlled by the TSC/department, however; in some instances, OPNAV (N132) controls quotas in these type courses as well.

- In the event OPNAV is unable to fill quotas in "A" and "C" schools due to non-availability of personnel or lack of TAD/PCS funds, seats may be filled locally. If quotas for "A" and "C" schools are not filled 30 days prior to class

convening (15 days for foreign national students), the TSC/TSD may use the seats for reclassification or local training needs. **At no time will the schoolhouse reserve quotas outside this window unless they have received permission from NETC (N7).** This precaution is necessary to ensure Quota Management Office has adequate seats to fill the requirements.

- The quota control authority for "F," "D" and "T" courses shall:
  - Ensure that quotas assigned for a specific class are not over-booked.
  - Ensure that course prerequisites are met prior to assigning the quota.
  - Note: This may be verified by any training manager or instructor if Centralized Quota Control (CQC) is not manned to perform this function.
  - Notify quota requesters as soon as possible in the event that a class is cancelled or rescheduled.
  - Ensure all area customers are aware of quota availability and be proactive in filling the seats.
  - If OPNAV (N132) holds quotas in these classes, they will be given a priority since these students are normally PCS and need this training enroute to the next duty station.
  
- Special considerations of the quota control authority include:
  - A standby list can be maintained for full classes. If confirmed quota holders cancel quotas, new classes are convened or class capacity is expanded, commands on the standby list may be notified and given a quota for the class.
  - To decrease the no-show rate of a particular course or to ensure students arrive with the required prerequisites, personnel responsible for quota control will transmit advance quota confirmation messages to all commands holding quotas at least two weeks prior to each scheduled class. These messages can solicit clearance data and provide reporting instructions and uniform requirements.

**NOTE:** eNTRS generates a reservation reminder e-mail two weeks prior to class convening for all CQC made reservations. This meets the above requirement.

- To increase course utilization, personnel responsible for quota control should notify ships and commands in the immediate vicinity advising them of available quotas and classes when it becomes apparent that seats are available. TSC/TSDs should send out a weekly availability message.
- When advertising training in Fleet Concentration Areas, training commands will notify the regional TSC/TSD for assistance in optimizing utilization. The TSC/TSD can coordinate with the ships in the area to ensure seats for training are filled.

**11.2. QUOTA CONTROL FOR VTT.** In order to determine Return On Investment for VTT sites or to justify new sites, it is important that both the host site and the satellite sites maintain the course utilization data. The following guidelines apply to quota control for VTT:

- The host site will be assigned a CDP for training delivered at the host site. Student control will advertise, enroll, and graduate students for their activity only.
- Satellite sites with CeTARS access will be assigned a CDP for training delivered at their site. The satellite site will advertise, enroll, and graduate students for their activity only.
- Satellite sites without CeTARS access will work in conjunction with the TSC/TSD for reporting student information. The satellite site is still responsible for advertising the training. The site will provide the TSC/TSD with a roster upon completion of training.
- Utilization for the VTT courses will be calculated both for the individual site and for the total training provided at each site. Utilization data will be used to ensure adequate resources are available at both the host site and satellite sites.

#### **SUMMARY**

Chapter 3 contains a description of the guidelines and procedures relevant to the management of students within a training command. Many of the guidelines and procedures are general in nature and should be further developed to address the unique needs of individual commands and in some cases a single

course. For example, some of the student management programs are better suited for "A" school students than other types of students.

In the pages that follow a matrix has been developed as a means to summarize the information found in Chapter 3. The matrix further identifies who is typically responsible for ensuring that the tasks are carried out in accordance with policy. In many cases, the authority may be delegated by the CO; however, the CO is listed as the responsible party on the matrix. In this chapter, there are responsibilities that may overlap and will vary based on the structure of the different commands. Finally, the matrix lists the page or pages where the guidelines, procedures, or tasks may be found.

**Table 2-1 - Task Matrix**

TASKS	RESPONSIBILITY
Monitor and analyze student pipeline data.	Training Manager
Ensure CeTARS data is maintained accurately.	LS/DET/Participating Activity CO
Prepare weekly student management message for student awaiting orders.	Training Manager
Establish an accelerated training program for courses as appropriate.	CO
Ensure that academic setbacks for "A" and "C" school students occur either as a result of a counseling session or as a result of an ARB recommendation.	Training Manager
Ensure that students who are academically set back repeat only the portion of the course for which they failed to achieve the objectives.	Training Manager
Ensure that academic setbacks, other than "A" or "C" schools, are based on a decision by supervisory personnel above the level of the immediate instructor.	Training Manager
Track and evaluate the cause for setbacks in a course or pipeline.	Training Manager
Ensure Instructors are notified when students in high-risk courses are set back due to medical problems.	Course Supervisor
Ensure that academic attrites from "A" and "C" schools occur only because of an ARB recommendation.	Training Manager
Ensure academic attrites from schools other than "A" and "C" schools are based on a decision by supervisory personnel above the immediate instructor.	Training Manager
Track and evaluate the cause for attrition in a course or pipeline.	Training Manager
Monitor and manage the student pipeline.	Training Manager
Monitor excess man-day reports.	Course Supervisor
Track and monitor student NUI to ensure efficient and effective means of moving students through training.	TSC/TSD Student Control Office

TASKS	RESPONSIBILITY
Determine the need for, develop, and implement a student recognition program.	CO
Ensure preventive counseling is being conducted in all "A" and "C" schools.	Training Manager
Establish guidelines for the early identification of students with problems that can affect performance.	CO
Document student-counseling sessions.	Course Supervisor
Ensure 6+2 programs are implemented where appropriate and monitored for effectiveness.	CO
Ensure retesting procedures are established in accordance with established standards.	CO
Ensure ARB recommendations for international military students are coordinated with the International Military Student Manager.	LSO
Ensure students are given every opportunity to remediate and retest prior to an ARB.	Training Manager
Ensure ARBs are conducted as per the established guidelines.	LSO
Ensure documentation of ARB proceedings using an ARB Record and/or a Student Drop Record.	LSO
Ensure locally developed ARB Records contain the minimum established requirements.	LSO
Ensure locally developed Student Drop Records contain the minimum established requirements.	LSO
Ensure ARB members are provided IS training prior to serving on an ARB.	LSO/Course Supervisor
Ensure locally developed student records contain the minimum established requirements.	LSO
Maintain student records for at least two years.	TSC/TSD Student Control Office Course Supervisor
Track performance of students who arrive without meeting course prerequisites and notify NETC if a trend is identified.	Training Manager
Prepare Class Schedules.	LC/LS/Det/Participating Activity

**CHAPTER 4**

**CURRICULUM MANAGEMENT**

## INTRODUCTION

Managing people, both staff and students, is one aspect of a Training Manager's job. Another important function is curriculum management. Curriculum management is a continuous process; as a function, it overlaps all the staff levels discussed in Chapter 2, Staff Management. It is the responsibility of the training, course, and curriculum managers to ensure that the curriculum is current, technically accurate, developed and delivered in a timely manner, and available in quantities to support Fleet demand. In this chapter the following aspects of curriculum management will be discussed.

- Curriculum Development and Revision Process.
- Curriculum Surveillance, Training Materials Modification, and the Modification Process.
- Cancellation of Courses or Programs.
- Printing and Distribution of Training Materials.
- Audit Trail/Master Record.

### SECTION 1 - CURRICULUM DEVELOPMENTS, MAINTENANCE, AND REVISION PROCESS

The process of developing a new course or training program, or revising an existing one, is an important curriculum management function. NAVEDTRA 130 (series) provides detailed instruction for this process.

### SECTION 2 - PRINTED MATERIALS

- Printing and Distribution of Training Materials. The LS will maintain an adequate inventory of student materials and training support materials. These printed materials include trainee/student guides, technical manuals used as student materials, lesson plans, etc.
  - Printing of new material or reprinting existing material is a responsibility of the LS/DET/Participating Activity.
  - The use of electronic media is encouraged. If electronic media is used, the CCMM is still required to maintain a duplicate master of the materials.
  - The LS/DET/Participating Activity is responsible for the effective use and management of the material.

- Detailed instructions on the reproduction of classified material are contained in SECNAVINST 5510.36 (series).
- Copyright laws strictly prohibit unauthorized reproduction of copyrighted documents. Permission to reproduce such materials shall be requested from the publisher. Some publishers will grant permission to use their material at no expense to the government. If the publisher requires a fee, the LS/DET/Participating Activity will be responsible for the expense. Every effort will be made to use copyrighted material that incurs no expense to the government. Refer to SECNAVINST 5870.4 (series). Copyright also covers the copying/display/performance of certain types of visual information (VI) as well (i.e., movies).
- Technical documents, manuals, publications, schematic diagrams, etc., should not be provided to students for retention after completion of the course since these materials can become outdated. Students may retain information and materials, which are unchanging in nature, for example, mathematical formulas, recipes, etc. Any materials provided for student retention should be clearly marked "**FOR TRAINING USE ONLY.**"

### SECTION 3 - AUDIT TRAIL/MASTER RECORD

- Audit Trail. Maintaining the course audit trail is the responsibility of the CCMM. The contents of an audit trail will be maintained for the life of the course. Audit trails contain the following information:
  - A summary of major events impacting the course. This may be official correspondence or a memorandum to file.
  - All pertinent correspondence leading to course development or revision.
  - Reports of trips, conferences, meetings, necessary for course development or revision.
  - Memoranda of conversations impacting the course development or revision.
  - The rationale that influenced curriculum decisions.
  - Copies of all supporting documents, including appropriate approval letters. Types of supporting documents will vary based on the standard used for development.
  - A Copy of the Pilot Course Monitoring Report.

- CCMMs shall ensure the audit trail and master course materials are up to date and securely saved.
  - CCMMs shall maintain a duplicate of the audit trail and master course file in a separate location to prevent loss of the material in the event of a disaster. Site master copies at other LS/DET/Participating Activities that teach the course fulfill this requirement.
  - Participating activities are also required to maintain audit trails for all courses excluding the TPP and the analysis documentation.
- Master Record. The Master Record is a method used to track the status of the curriculum for all courses taught by the LS/DET/Participating Activity. It is used as a management information tool for scheduling curriculum modification projects. From the Master Record, training managers should be able to determine:
    - Courses under modification.
    - Courses scheduled for modification and date.
    - Status of needed resources/equipment/funding.
- Training Manager Responsibilities. Responsible for maintaining the master record. The course supervisor/instructor is responsible for providing input to the training manager to ensure currency of the information. The Master Record, at a minimum, will include:
    - A chronological listing of all modifications.
    - Date and authority/reason for the most recent course modification and the curriculum standard or procedural document used.
    - The status of the last course review (i.e., approved, under modification, stage of development, specified action pending).
    - Pertinent data from feedback systems or other evaluation and feedback systems/sources.
    - Where applicable, the schedule of courses planned for development or modification. The schedule should differentiate between in-house and contractor developed projects.
    - The date copies of the modification were forwarded to the participating activities/LSs.
    - The date request for evaluation or reevaluation of courses submitted.

## SECTION 4 - CURRICULUM DOCUMENTATION STANDARDS

- Training Administration Standards
  - Training records and forms may be either paper-based or computer based.
  - Records kept in a digital format require the ability to track and account for authoritative signatures.
  - Records forwarded to NETC shall be forwarded electronically.
  
- Version Control Standards
  - Each convening of each course must be taught from authorized curriculum.
  - The normal means of tracking a version of a course is through AIM I and II programs.

### SUMMARY

Chapter 4 contains a description of the guidelines and procedures relevant to curriculum management. Many of these guidelines and procedures are general in nature and should be further developed to address unique needs of commands.

**Table 4-1 - Curriculum Management Matrix**

TASKS	RESPONSIBILITY
Submit TPPs for modification/development projects through the chain of command for approval.	CO
Request project funding upon approval of TPP.	CO
Approve CIN and CDP.	CCA
Approve TCCD.	CCA
Provide support and professional guidance to the curriculum development project.	LSO/Training Manager
Establish curriculum development project teams and provide training.	LSO/Training Manager
Approve type of developmental standard for a curriculum development project.	CCA
Approve Pilot Course Monitoring Report.	CCA
Approve curriculum for use in Navy training.	CCA
Ensure all sites are ready to train.	CS/LSO
Ensure CeTARS Schoolhouse and CANTRAC are updated as required.	CS/LSO
Coordinate site-unique considerations for curriculum development.	CS/LSO
Ensure instructors are trained and lesson plans are personalized.	CS/LSO

TASKS	RESPONSIBILITY
Monitor TPP milestones and report status to appropriate authority.	CS/LSO
Issue Letter of Promulgation.	CCA
Incorporate curriculum modification.	CS/LSO
Ensure approved modifications to the curriculum are documented in the master curriculum and distributed as required.	CS/LSO
Ensure testing material is updated as per approved modification.	Testing Officer
Ensure all instructors annotate approved modifications in lesson plans.	CS/LSO
Canvas users of curriculum to determine any adverse impact if the course or program is cancelled.	CCA
Forward TPP with recommendation to cancel a course or program.	CCA
Authorize the removal of course from CeTARS Schoolhouse data bank.	CCA
Forward one copy of complete curriculum to CCA for archive purposes.	CCMM
Ensure adequate inventories of training materials are maintained.	LS/DET/ Participating Activity
Ensure printing and distribution of training materials.	LS/DET/ Participating Activity
Ensure all training materials are reproduced in accordance with the copyright law. Copyright also covers the copying/display/performance of certain types of visual information (VI) as well (i.e., movies)	LS/DET/ Participating Activity
Print new material or reprint existing material.	LS/DET/ Participating Activity
Maintain course audit trail.	CCMM
Maintain course audit trail excluding TPP and analysis documents.	Participating Activity
Maintain master record.	LSO/Training Manager
Provide input to LS/Det/Participating Activity on changes to the master record.	Course Supervisor/LSO

**TABLE 4-1-1 - Training Delivery Method**

ABBR	NAME	DESCRIPTION
AEC	Automated Electronic Classroom	Training in a technology enhanced face-to-face classroom setting that may involve the use of a projector, document camera, SMART board, video, and/or a keypad response system, for example.
ATT	Audio Tele-Training	Training delivered via audio teleconference.
CAS	Commercial Alternate Source	Training delivered by non-military entity - e.g., at a college or Microsoft sends an individual to a Navy site to deliver training for a week (incorporates what was NTT).
CBT	Computer Based Training	Training delivered via a computer on which the training itself is stored, such as a work-center designated for individuals to receive CBT.
CDT	Compact Disc Training/CD-ROM	Training delivered via CD-ROM.
DVD	Digital Video Disc	Training delivered via DVD.
FDT	Factory Delivered Training	Training delivered by the factory that developed a new system - e.g., when a new system is developed, this is training delivered to the 1st users at the factory that developed the new system; Train the Trainers from the factory go to a Navy site; etc.
ITER	Intranet	Training delivered via the intranet/an internal LAN, such as an individual working from his desktop PC in his own office (i.e., to the user, it may "feel" like web-based training, but it is actually not).
LAB	Laboratory	Training with hands-on practice with actual equipment.
MTD	Other Mobile Training Device	Training delivered via a mobile training device such as a Tablet PC, PDA, POM, cell phone, etc.
MTT	Mobile Team training	Training delivered offsite by instructors from the schoolhouse, whether this is on the ship, at some deployed classroom site, or any other non-resident site.
OJT	On-the-Job Training	Training in the job environment which focuses on performing actual job tasks?
OST	Other Shipboard Training	Training that occurs on the ship (formal or informal), conducted by shipboard personnel, the Afloat Training Group, or any other command (except MTT, CAS or FDT), such as in a "classroom" on the ship, the ready room, the work center/shop, or another workspace (e.g., to review some basic concepts; to review the layout of a system in a tech manual, but not for specific OJT purposes, in which case the OJT TDM code shall be used.)
PCS	PC-Based Simulation/Simulator	Training with hands-on practice with PC-based simulation or simulator.
PRE	Prerecorded Session	A prerecorded training session that is fed via satellite to the ship.
PRT	Print Materials	Training using paper-based products, such as an individual working with a book, a manual, or a correspondence course.

ABBR	NAME	DESCRIPTION
RCR	Recruiting CDP	The purpose of this TDM code is to identify Recruiting CDPs currently being used "to recruit to" for specific 'A' school rates as part of the STAR 21 training process.
RNG	Range Training	e.g., training at Naval Strike and Air Warfare Center with instrumented range in Fallon, Nevada.
SAT	Live Satellite Feed	Live satellite feed to ship.
SIM	Simulation/Simulator	Training with hands-on practice with simulation or simulator.
TCT	Traditional Classroom Training	Training in a school/classroom setting and delivered by a military source.
VIR	Virtual Training Path	VCDPs
VTT	Video Tele-Training	Training delivered via video teleconference.
WCO	Web Conference	Using web conferencing tools to review and discuss ILE training products, to help students get prepared for receiving their training, etc., vs. to actually deliver the training; in the latter case the WEB TDM code would be used.
WEB	Web-Based or Internet	Training Delivered over the web, whether through a browser, an LMS, an LCMS, etc. (incorporates what was LMS).

# CHAPTER 5

## ASSESSMENT STRATEGY

## INTRODUCTION

Assessment strategy is a systemic process designed to measure the effectiveness of the command's training program. It should be used as a tool to improve the training provided to increase efficiency through the elimination of waste. Assessment is normally divided into internal and external assessments.

- **Internal assessment.** Feedback gathered about the course on a regularly scheduled basis. This information is used to make improvements to training. Examples include:
  - Testing Programs
  - Instructor Evaluation Program
  - Student Critique Program
  - Training Quality Indicators
  - Training Analysis Reviews
  - Review of Safety Requirements
  - FCR
  
- **External assessment.** Feedback gathered by individuals or groups of individuals outside the course. This information is not gathered as frequently as the internal feedback data but is also used to make improvements to the training. The primary tool available to collect this data is the Human Performance Requirements Review (Aviation, Surface Warfare, and Submarine).

**NOTE:** Internal assessment programs will be discussed in Sections 1 through 5 in this chapter. External assessment programs will be discussed in Section 6 of this chapter.

### SECTION 1 - TESTING PROGRAM

**1.1. Testing Program.** The testing program for a course is designed to evaluate the student's ability to perform the objectives of the course. This section will provide policy for the implementation of a testing program and lists the responsibilities for ensuring the program is adhered to. At a minimum, the testing programs should achieve the following goals:

- Measurement of a student's achievement of the Learning Objectives, at the appropriate level (Apprentice, Journeyman, Master).

- Assessment of student's ability to understand theory and concepts in support of skill performance.
- Identification of students who are having trouble attaining the objectives.
- Feedback to the students on individual performance.
- Motivation for effective learning and reinforcement of knowledge and skills.
- Feedback on instructor and curriculum effectiveness and data to improve the instructional program.

**1.2. The testing program normally contains the following components:**

- Test Item Bank
- Test Security
- Test Administration, Review, and Remediation
- Test Plan
- Test Item Analysis and Test Analysis
- Refer to Appendix C for specific guidance in the following:
  - Methods of Testing
  - Types of Tests
  - Grading Systems
  - Knowledge Test Items Banks
  - Test Security
  - Test Administration, Review, and Remediation
  - Remediation Programs
  - Procedures for Analyzing Test Items

**1.3. Testing Plan.** The testing program will be outlined in a course-testing plan. The testing plan will be maintained current and approved as directed by the CCA. The format and content of testing plans may vary between functional commands. Local directives may establish specific guidelines. At a minimum, the plan will contain the following:

- A minimum passing grade and rationale for the selection of this grade for course.
  - The grading scale contained in Appendix C will be used when numerical grades designate the minimum passing grade.
  - Based on the grading scale, ***minimum passing grades for a course will not be lower than 63.***

- Scheduling of tests administered in the course and the objectives measured by each test.
- Types of tests and methods used to determine student's grade.
  - Comprehensive testing will be used to measure accomplishment and/or retention of critical objectives.
  - If unable to administer comprehensive test(s), justification should be outlined in the testing plan.
- Grading and weighting criteria for the final course grade.
- Review, remediation, and retesting procedures.
  - Specific procedures for the review of a test will be outlined in the administrators guide. In the testing plan, list general statements as to how each missed item will be reviewed without compromising the test.
  - Remediation and retesting will occur when an objective and/or test is failed. In the testing plan, list all methods used to remediate failed objectives and/or failed tests. Describe procedures formal, informal, oral, etc., to retest the student after remediation.
  - Refer to Appendix C for acceptable methods of remediation and retesting.
- Testing constraints or any situation that prevents the testing of the objectives as stated. Testing constraints may be manpower, equipment, space, etc. Within this section, explain what action has been taken to eliminate the constraint.
- Method used to assign numerical grades to performance tests. This requires an explanation of the grading criteria for performance tests. A copy of the checklist and/or grading criteria may be adequate.
- Courses with **SAT/UNSAT** grading criteria will provide an explanation of how the grade is determined. Critical areas and sub-areas must be identified to the trainee.

#### **1.4. Testing Program Responsibilities**

- CCAs are responsible for resolving any differences between the CCMM and the participating activity.
- Training Managers are responsible for monitoring the testing programs at the training activities. LS/DET LSOs shall provide IS training as required.

- The LC is responsible for the following:
  - Oversee development of the testing plan.
  - Developing, validating, and verifying the initial test item banks (both knowledge and performance).
  - Developing test administrator guides and grading rubrics.
  - Maintain the Master Test item bank.
  - Reviewing test items submitted by participating activities/LSs for possible inclusion in the master bank.
  - Maintain testing data for test item analysis.
  - Provide the participating activities/LSs with the testing plan and master copies of the test item banks, scoring keys, and test administrator guides.
  - Provide the participating activities/LSs with updated versions of testing program materials, as required.
  
- Participating Activities are responsible for the following:
  - Provide comments on the testing plan to the CCMM.
  - Provide timely feedback to the CCMM on testing problems.
  - Submitting test items to the CCMM for review and approval.
  - Revising/updating the test item bank as directed.
  - Maintain test analysis data.
  
- All Activities are responsible for the following:
  - Appoint Testing Officer(s).
  - Prepare testing materials.
  - Administer tests.
  - Grading of tests.
  - Security of all test materials.
  - Coordinating and managing the revisions to the tests.
  - Conduct analysis to include test item, knowledge test, and performance test analysis.
  - Providing feedback on the analysis results to the course supervisor for possible changes to the curriculum or instructional program.
  - Coordinating the IS training needs with LS/DET LSO.
  - Providing input to the learning center LSO via the LS/DET/Participating Activity for the quarterly training quality indicator summary.

## SECTION 2 - INSTRUCTOR EVALUATION PROGRAM

### 2.1. Instructor Evaluation Policy

The instructor evaluation program, focus is aimed at achieving and maintaining the highest quality of the instructors. Two types of evaluations, scheduled and unscheduled are utilized. Personnel who have met the requirements as instructor evaluators (outlined in Chapter 2, Section 3) will conduct scheduled evaluations. Unscheduled evaluations or "spot checks" are aimed at continuous improvement in the quality of the instructor both technically and in instructional technique and may be conducted by training managers or instructor evaluators.

- Following the satisfactory completion of the certification evaluation, a semi-annual evaluation program will begin. The following guidelines apply to the semi-annual evaluation program.
- The semi-annual evaluation program is used to ensure continuous technical certifications and satisfactory instructional technique of the instructor and will be conducted by instructor evaluators.
- These additional guidelines apply to the overall evaluation program:
  - Instructors teaching in class and lab will be evaluated in both environments. The number of evaluations conducted should approximate the ratio of lessons taught in each.
  - If instructors are assigned new material to teach within a course or are cross-utilized, they must be technically competent to teach that material. The course supervisor must ensure technical competency in the new subject matter.
  - Once Instructors are technically competent for cross-utilization, ensure that the instructor's technical expertise is maintained current.
  - Commanding Officers have the flexibility to establish specific procedures to ensure that these requirements are met within the boundaries of the command's unique training situation.

**2.2. Scheduled and unscheduled evaluations** shall be used in combination in order to provide instructors with feedback that is valuable to them. The following discussion provides guidelines on when to conduct both types of evaluations, who should evaluate, and how to use the results.

- A scheduled evaluation is an evaluation where the instructor or instructor trainee knows in advance that an evaluation is being conducted. The following guidelines apply to scheduled evaluations:
  - Scheduled evaluations allow the instructor to prepare for the evaluation. It may allow the instructor time to prepare a "show" that may not be typical of usual performance.
  - Certification and semi-annual evaluations should be scheduled. Personnel designated as instructor evaluators are the only persons qualified to conduct certification and semi-annual evaluations. The following is a list of other occasions where evaluations should be scheduled:
    - Evaluations conducted during the new instructor training period. Since the primary focus during this period is to become technically proficient, the course instructor assigned to train the new instructor need not be an instructor evaluator. However, he/she must be able to provide feedback on instructional technique as well as technical expertise.
    - Evaluations used to certify the Instructor to teach additional material. Since the primary focus is on technical expertise, the evaluator need not be an instructor evaluator; he/she must be a SME in that area.
    - Evaluations course instructor difficulty with developing technical skill and instructional technique. Since the instructor has already been identified during a previous evaluation as having difficulty, it is best to have an instructor evaluator work with him/her if the problem is with technique or an instructor knowledgeable in the subject matter if the problem is with technical expertise.
- Unscheduled evaluations will be conducted and used as a tool to improve the quality of the instruction. They are an important part of the evaluation program; specific guidelines on how they should be conducted may vary between commands. COs will provide specific guidelines on how unscheduled evaluations will be documented and used to improve training. The following guidelines apply to conducting unscheduled evaluations.

- An unscheduled evaluation permits the evaluator to observe the instructor in a normal mode and can result in a realistic appraisal of the instructor.
- Course supervisors and LSOs are examples of persons who may conduct unscheduled evaluations. The qualifications of the person conducting the evaluation will determine whether the evaluation is technique, technical, or both.
- The evaluator conducting the unscheduled evaluation should use the evaluation forms. If it is less formal, i.e., a spot check, a form is not necessary. In both cases, the instructor will be provided feedback as to his/her performance.
- There are no preset requirements for the number of unscheduled evaluations conducted on an instructor. Commanding Officers should establish a timetable, a frequency schedule, and record keeping requirements for the unscheduled evaluation program.
- Instructors certified as Master Training Specialist (MTS) should take every opportunity to be evaluated to improve their skills; however, the MTS may be evaluated on an annual basis if approved by the CO.
- LSOs will monitor and regulate the Instructor Evaluation Program. Refer to Chapter 6, Section 4, for information on evaluating contract instructors.

**2.3. Instructor Evaluation Checklists.** There is a sample evaluation form: Laboratory Instructor Evaluation refers to Appendix D or NAVEDTRA 134A. Team Trainer Evaluation and instructor checklists may be developed locally and are based on the unique training.

**2.4. Unsatisfactory Evaluations.** If an instructor is evaluated unsatisfactory, the following guidelines apply:

- Unsatisfactory evaluations based on the instructor's attitude/behavior may be discontinued if the evaluator determines it necessary. The instructor should not be debriefed. The evaluator will inform the appropriate course supervisor immediately as soon as practical as to the situation. The training and course supervisors will be responsible for taking corrective action.

**Examples** of unsatisfactory attitude/behavior include a negative attitude toward the students, the Navy, or the training, insulting remarks, discriminatory remarks,

sexually harassing remarks, and abusive and/or obscene language.

- Unsatisfactory evaluations based on poor instructional technique must be completed and the instructor debriefed on all problem areas. The instructor and evaluator will complete an instructor improvement plan and schedule additional evaluations until the problem areas have been corrected.

**Examples** of poor technique include lack of student interaction, inadequate motivational technique, poor communication skills, etc.

- Unsatisfactory evaluations based on lack of technical expertise must be completed and the instructor debriefed on all problem areas. The instructor and evaluator will complete an instructor improvement plan and schedule additional evaluations until the problem areas have been corrected.
- If the problem areas can not be corrected, the following guidelines apply:
  - LS/DET LSO will reevaluate all unsatisfactory technique evaluations.
  - LS/DET LSO will ensure that all recommendations for reclassification comply with directives. Refer to Chapter 2, Section 4.7, for guidelines on reclassification instructors.

#### **2.4. NROTC Instructors**

- The evaluation of NROTC regular classroom instructors will be conducted as follows:
  - The Professor of Naval Science and/or the Executive Officer shall personally observe and evaluate naval science classes at a minimum of once every six weeks. This replaces the requirement for both monthly evaluations during the first three months of instructor duty and quarterly evaluations thereafter.
  - NROTC classroom instructors will still meet the requirements for certification discussed in Chapter 2, Section 4, of this manual.

### SECTION 3 - STUDENT CRITIQUE PROGRAM

The student critique program is a proven, valuable tool for identifying training and quality of life issues within NETC. The purpose of the student critique program is to provide feedback to the training and course supervisors on areas such as training and curriculum effectiveness, instructor performance, safety, and quality of life issues. It also provides a source of feedback to the Instructors on their performance. Appendix E contains recommended Student Critique forms and check sheets for instructors.

**3.1. Components of the Student Critique Program.** The following guidelines apply to the different components of the student critique program.

- Instructor Area
  - Student critiques of the instructor should be used to provide feedback on the instructor's performance in the classroom and the laboratory. It is also an excellent tool to provide the instructor with feedback in identifying areas for self-improvement.
  - While students are encouraged to comment on the instructor as often as they wish, instructors must be critiqued on a scheduled basis. The schedule will be determined by the course supervisor and is based on the number of students in the class, length of the course, convening frequency, and number of classes taught.
  - When the instructor is scheduled to be critiqued, the critique form will be provided to the students at the beginning of class. The instructor will encourage the students to make their written comments as the instruction proceeds. This permits students to record comments throughout the critique period vice having to recall events and perceptions at the completion of the critique period. The instructor's supervisor as well as the instructor will review all student critiques.
  
- Course Area
  - Critiques of the course are useful in identifying material the students find confusing and areas that can be improved upon.
  - While students are encouraged to comment on the course as often as they wish, they will comment on the course

on a scheduled basis. Courses one week or longer are required to schedule a critique of the course. All other courses will conduct scheduled critiques at the discretion of the Commanding Officer. The scheduled critique will be administered to the students at the end of their training. If training in a course is split between two sites, critiques will be administered at the conclusion of the training at each site.

- If the course is lengthy, it may be appropriate to collect feedback periodically during training. This permits students to record comments throughout the training instead of having to recall events and perceptions.
  
- Quality of Life Area
  - Normally, feedback on quality of life areas such as messing, berthing and other environmental factors outside the scope of the course has been collected through separate systems.
  - The training activity will determine whether quality of life and course/instructor critiques should be collected together or separately. Host tenant arrangements may influence this decision. Students should be encouraged to provide feedback as often as they feel necessary and as soon as they encounter a problem with a Quality of Life issue.
  - Quality of Life data should be collected from students attending training on permanent change of station (PCS) orders and students attending training one week or longer. ***Data for students Temporary Additional Duty (TAD) or those attending courses less than one week may complete a critique if they desire.***
  
- Safety Critique
- Student Critique shall provide an area for students to address Safety related concerns and identify potential safety problem problems. Appropriate reviews and action shall be performed for all safety related course.

### 3.2. Requirements for Collecting Data

Feedback should be collected from each student who completes the training. The feedback should be collected on the effectiveness of the course, the effectiveness of the instructors, the safety of the training environment, and the student's quality of life during training. Students should be made to feel that their

feedback is important to the quality of the training provided. To receive the most valuable information, all students should provide the feedback; however, they will be informed that providing this feedback is an option and not a requirement. Students who are dropped from training or attrite are also encouraged to provide feedback.

### **3.3. Analysis of Critiques**

As the students complete critiques, the instructors and course supervisors will review to identify and resolve problems of an immediate nature. Critiques will be further analyzed for possible trends. A quarterly summary report of the findings will be forwarded to the Commanding Officer for review from the training departments via LSO.

## **SECTION 4 - TRAINING QUALITY INDICATORS**

Training Quality Indicators (TQIs) are functions that, when monitored, provide the command with valuable information concerning the overall quality of the training. Many of the programs and functions already discussed are considered training quality indicators. This section will discuss the responsibilities and reporting requirements for the following training quality indicators:

- ARBs
- Course Reviews (FCR, safety reviews, or training analysis reviews)
- Instructor Evaluation Programs
- Student Critique Program
- Testing and Test Item Analysis
- Remediation Programs
- External Training Appraisals
- Student Management Data
- Baseline Assessment of Course Enhancements

### **4.1. TQI - Responsibilities**

- The responsibility to monitor TQIs is jointly shared by each training department, LS/DET LSO, and CeTARS personnel. TQIs should be checked monthly, or as appropriate, by each training department for possible trends.
- The results should be forwarded to the LS/DET LSO immediately when trends are indicated. These trends may be

positive or negative trends. The LS/DET LSO is responsible for summarizing the data from the departments and for analyzing it for trends affecting the command.

- LS/DET LSO will analyze the command summary and recommend to the CO a plan of action to correct indicated problems. Critique summary reports and FCR are methods for the CO to conduct trend analysis.

#### **4.2. TQI - Review Areas**

- The TQIs selected for review, will vary between commands and should be based on the type of training provided. The CO should make the determination as to what areas are significant for review. Additionally, NETC (N5 and N7) will monitor TQI.
- The content and format of the reports provided to the CO may also vary. LS/DET/Participating Activity LSO, in conjunction with the CO, should determine how to display the information in a usable format. Charts and graphs should be used when the data is numerical in nature. If the data is descriptive, a report format may be more appropriate.
- The following is a list of training quality indicator review areas and the type of information that may be useful for review. Items and information areas may be added, deleted, or changed as determined by the CO:
  - Academic Review Boards
    - Number of boards held
    - Recommended actions
    - Actual actions taken
  - FCR
    - Number and percent of complete and number and percent remaining
    - Number and percent scheduled for the next quarter
    - Summary listing of major discrepancies. The summary should indicate an overall condition of each of the major categories listed on the course review.
    - When the summary indicates problem areas for the command, department or course includes the recommended course of action.

- Safety Reviews
  - Number and percent of total complete and those remaining
  - Number and percent scheduled for the next quarter
  - Summary listing of the major discrepancies
  - If the summary indicates problem areas, include the recommended course of action.
  
- Training Analysis Reviews
  - Number of reviews conducted
  - Summary of major discrepancies
  - List of recommended action
  - Status report on actions taken
  
- Instructor Evaluation Program
  - Total number of certified instructors on board
  - Number of semi-annual, quarterly, and monthly evaluations
  - Number of instructors granted waivers from the monthly, quarterly, and semi-annual evaluations.
  - Number of unscheduled evaluations
  - Number of course supervisors certified but granted waivers from the semi-annual or quarterly evaluation program, as applicable.
  - Number of Master Training Specialists (MTS)
  - Percent of instructors who have earned MTS
  - Summary of major discrepancies identified through an analysis of the instructor evaluation forms. The discrepancies should be grouped by major categories.
  - If the summary indicates problem areas for the command, department or courses, include the recommended course of action to correct the problem.
  
- Student Critique Program. Summary of the responses for each category:
  - Divide the summary report into non-grads and graduates
  - Summary of major discrepancies. Group the discrepancies by major categories.
  - Status on action taken

- Test and Test Item Analysis. Summary of student performance. This may be compiled by objective, test, unit, section, etc., and may contain the following information:
  - Number of attempts
  - Number of students with passing scores
  - Average score
  - Number of retakes
  - Number of students successful on the first attempt
  - Summary of the results of the test-item analysis. Summary may include number of courses conducting test-item analysis, the frequency of the analysis, problems encountered of a general nature and actions taken.
  
- Remediation Programs
  - AEC utilization metrics
  - Average number of students assigned remediation, what area do the students most frequently have difficulty in, what actions have been taken to improve the remediation program.
  
- External Training Appraisals
  - Indicate number conducted and by whom.
  - Summarize action taken and/or planned.
  
- Student Management Data
  - The TSC/TSD/TSO or CeTARS Student Management clerk will provide to the training departments the following information:
    - Total number of non graduates (academic, non-academic).
    - Total number of setbacks (academic, non-academic).
  - Training departments will review the data for accuracy and take corrective actions as required. The summary information and action taken will be forwarded to LS/DET LSO as required.
  
- Baseline Assessment of Course Enhancements

- LS/DET/Participating Activity LSO is responsible for determining measures of quality, collecting baseline data and conducting comparative analysis of the findings.
  - The type of data collected will vary based on the enhancement. For example, have test scores improved? Has the time to train decreased? If the course has been revised, how many more objectives are now being trained in comparison to the old curricula?
  - This information will be used by NETC to justify resources used to enhance the training.
- Training Effectiveness Measures (Using Question mark Perception)
    - Student Critique - Evaluation and summary of student responses for each item within a category. Summarize responses and provide a recommended course of action to mitigate discrepancies.
    - Learner Analysis - An analysis of non-grads, attrites, setbacks, and sailorization issues (Supports Section 5). When analysis indicates problem areas for the command, department, or course, identify a recommended course of action.
    - On-the-Job Assessments/Analysis - Provides a summary of graduate and supervisor responses on formal training. Results can be traced back to specific course objectives. When analysis indicates problem areas for the command, department, or course, identify a recommended course of action.

**NOTE:** The development of the actual TQI report requires a great deal of data collection; however, the final report to the CO should present the big picture and note trends. In some instances, data collected may be forwarded to higher authority as requested.

## **SECTION 5 - COURSE REVIEW PROGRAM**

There are several different types of course reviews that provide feedback on the training conducted by a course. These include Safety Reviews and FCR.

- Checklists have been developed to assist in the review of each of these areas. Sample checklists are contained in Appendix G. The sections that follow provide guidance in the following areas:
  - Contents of each different review
  - Procedures for conducting the review
  - Responsibility for conducting the review
  - Requirements for the review
  - Reporting procedures

**5.1. Training Analysis.** A training analysis consists of two parts; trend analysis or the identification of problems in the training process and cause analysis, used to identify and control areas where students may have difficulty achieving the objectives in the specified time.

- **Trend Analysis.** Trend analysis requires the activity to monitor graduation and set back rates on a continuous basis to identify trends or changes. These statistics are reported in CeTARS. CeTARS is the official source for this information. Other sources may be used for information but will not replace CeTARS.
- **Cause Analysis.** Cause analysis begins when an adverse trend occurs. It involves an assessment of the training process to determine the factors that may affect the rates. The purpose of the cause analysis is to identify changes that are needed to reverse the rising drop from training/attrition from the Navy/setback rates.

## **5.2. Conducting a Training Analysis**

### **STEP ONE:**

- When an adverse trend appears to be occurring, the data reports and the reporting process must first be verified. Consider the following:
  - A decrease in student input or a delay in the CeTARS reporting process may cause an erroneous increase in these rates.
  - Accuracy of data entered, timely entry and utilization of established procedures determine the usefulness of the data reports.

## STEP TWO:

- When an adverse trend cannot be attributed to a reporting problem, a cause analysis will be conducted. Appendix B contains a list of elements that may be used to assist in the evaluation of curriculum, instruction, training, and student management.

## STEP THREE:

- Once a cause analysis has been conducted, action must be taken to correct the problem areas. There may be more than one reason for the adverse trends, so care must be taken to implement one change at a time and to monitor that change for significant results.
- When the recommended actions are beyond the control of the training activity, they will be forwarded to the respective Learning Center for resolution.

### 5.3. Reporting for High Drop/Attrition/Setback Courses

- Pipeline drop from training/attrition is calculated by using the student flow methodology as described in Appendix H. In applying any student-flow formula vice a cohort formula it is generally recognized that a 12-month moving average is desirable. The 12-month moving average shows the latest annual course rate by adding data for the latest month and dropping data for the earliest month. This method eliminates seasonal distortions as well as preventing precipitous action based on fluctuations during a single month or two. NETC will provide necessary trend analyses expertise to support NETC in the conduct of the training analysis.
- Rates and trends for all courses will be monitored continuously. The analysis of performance will be based on the 12-month moving average. The 12-month moving average is necessary due to the extended length of most "A" school pipelines.
- NETC will monitor these rates. When the rates fall outside the NETC norm, the course will be flagged as an outlier. ***The first time a course is identified by NETC as an outlier***, a cause analysis will be conducted by the activity using the element list in Appendix B.
- Results of the analysis will be forwarded to NETC complete with a set of milestones for corrective action. Information contained should include:

- A list of possible causes categorized into areas within and areas outside NETC control.
  - A summary of action taken. Action taken must be specific. Included is a status report of action planned or taken to date.
  - Graph showing actual or predicted changes with amplifying comments if appropriate.
- Courses will continue to remain as outlier until any of the following criteria is met:
    - The course has completed all milestones established in the POA&M and the rates have remained within the area of control for three consecutive months.
    - The course has undergone a HPPR review and revised by addition/deletion of course material.

#### **5.4. Safety Review**

- Safety is an integral part of all elements of the NETC mission. Safety and supervisory procedures shall be maintained at a level that ensures safety while providing realistic training.
- To ensure that safety is given a high priority and as a means of quality control, the training activity will conduct an annual safety review for all NETC courses. The purpose of this section is to provide guidance in conducting the safety review and reporting the results to higher authority. Specific guidance on safety requirements may be found in the following sources:
  - OPNAVINST 5100.19 (series)
  - OPNAVINST 5100.23 (series)
  - OPNAVINST 1500.75 (series)
  - NETCINST 5100.1 (series)
- Requirements for conducting the Safety Review
  - It is the responsibility of the Commanding Officer to designate personnel responsible for conducting the review. Safety Review Checklist located in Appendix F will be used when conducting the safety review and may be copied from the NETC Web Site.

## 5.5. Course Utilization

- Optimal use of resources is one of the many goals of NETC. All NETC activities must continuously monitor how the courses are being utilized to ensure optimal use of resources. Every effort will be made to ensure that only valid, essential training is planned for and conducted. For the purpose of this section, the following definitions apply:
  - Low Input is defined as actual input of less than 20 percent of annual requirement without apparent plans to increase the input during the current or future fiscal years.
  - Low utilization is defined as a course with an 80 percent or less actual execution of the plan.
  - High utilization is defined as a course with a 120 percent or more actual execution of the plan.
  - Both low and high utilization percentages are computed by dividing annual actual input by planned input. Courses, which are over or under utilized present a false indication of training capability as well as poor requirements planning. Training which can be accomplished by other means without degradation of quality or an increase in resources should be identified.
- Policy for Course Utilization Reviews. The purpose of the annual course utilization review is to determine if the under utilized courses should be cancelled, if training could be accomplished by other more effective means such as non-traditional training, or if the training plan should be modified. It is the responsibility of NETC to conduct an annual review of courses that fall into the categories listed above. The training activities shall be prepared to provide NETC with information necessary to conduct the review and to make recommendations to higher authority.
- Courses that are exempt from this review are Team Training and courses that belong to other commands outside the NETC domain.
- NETC will hold an annual utilization review to determine appropriate actions, including plan changes and course cancellations. This review will focus on resource requirements necessary to support adjusted plans.

- NETC (N7) will coordinate input from the training commands and consolidate individual CDP code reviews into a composite NEC utilization response which will be forwarded to the NETC.
- For all other courses, NETC will conduct an annual review to include requirements and planned student input for courses, which meet or exceed the limits defined as low input or low/high course utilization during the past two fiscal years.
- NETSAFA will review all recommendations identified during the annual review of course utilization and will provide comments to NETC pertaining to impacts on foreign military sales commitments.

#### **5.6. Formal Course Reviews (FCR)**

- The FCR program is designed to provide a check of the different elements contained in a course and serves as an excellent source of internal feedback. The completed FCR shall be maintained in the course audit trail for the previous two review cycles. The FCR may be used to:
  - Evaluate the course materials for technical accuracy and teachability.
  - Evaluate course conformance to existing standards and instructions.
  - Assist in the overall management of the course.
  - Assist in identifying areas for course improvements.
- Conducting the Formal Course Review
  - SME's evaluate the technical content of the curriculum while curriculum development experts evaluate the effectiveness of course management procedures, such as:
    - Academic review boards
    - Drop from training
    - Attrition
    - Set back
    - Remediation programs
    - Instructor certification programs
    - Conformance to developmental standards, etc.
  - The developmental standards will vary between courses. Examples include NAVEDTRA 130 and 131 (series).

- The guidelines contained in this section apply to all courses regardless of the standards used for development. Based on available manpower, tasking, and organizational structure, LC personnel may conduct course reviews in conjunction with the course personnel.
- Formal Course Review Cycle. FCR will be conducted on an annual, biennial, or triennial cycle as determined by the CCA. **In no case shall the formal course review cycle exceed three years.** The CCMM will schedule, monitor, and regulate the FCR. Regardless of the cycle, a FCR should always be conducted shortly before and in preparation for an HPRR. When scheduling the FCR's consider the newness of the course, course development or revision projects, planned changes in curriculum, existing staff workload, etc.
  - Courses located at more than one site the CCMM will:
    - Advise participating activities/LSs of the FCR input due dates.
    - Conduct a FCR. Summarize the inputs from the participating activities/LSs; forward a summary to the CCA and a copy to the participating activities/LSs.
  - The LSO for the participating activity will ensure that all FCRs are completed and a copy of the summary is forwarded to the CCMM prior to the due date.
- Formal Course Review Submission. A summary report of the FCR findings will be forwarded to the CCA. CCMM may submit findings as soon as received, on a quarterly basis or as directed by the CCA.
- Formal Course Review Checklist. Procedures for conducting the FCR and a sample of an FCR checklist are contained in Appendix G.

## **SECTION 6 - NETC TRAINING FEEDBACK PROGRAM**

**6.1.** There are responsibilities, procedures, and guidance NETC schools must follow to ensure proper administration, collection, and reporting of feedback data into the NETC Training Feedback Program. There are also guidelines for communication between

schoolhouse and schoolhouse CO's and between the schoolhouse and Fleet CO's for training feedback information and discussion.

- Effective Collection of Feedback Data
  - Experience has proven that the most successful and practical method to effectively collect feedback and measure training is by collecting data/information at the unit that receives trained graduates. Training feedback from the Fleet customer is crucial to the assessment and validation of training. Measuring training effectiveness in the past has been performed in numerous ways:
    - Collecting data from training commands on how well the Sailor has been trained
    - Debrief returning instructors; using comprehensive performance tests.
    - CO's sending letters and making telephone calls to selected ships, visiting Fleet units, and surveying Fleet supervisors.
- NETC Training Feedback Program Requirements
  - The NETC Training Feedback Program will be used by all NETC activities. Additionally, COs may communicate directly with Fleet units or other training COs concerning the performance of graduates by visits, letters, e-mail, telephone calls, partnership programs, and/or surveys.
- Suggested Methods of Obtaining Training Feedback
  - Rapid and timely feedback can be sent to the training command using the NETCs Navy Feedback Program (NFP). The Navy Training Feedback Form is found on the website at [www.netc.navy.mil](http://www.netc.navy.mil). If the issue is generic in nature, complete the feedback form and submit to NETC. NETC will acknowledge receipt via e-mail. The Training Program Manager will research and resolve all issues. You will receive periodic updates on the status of the issue.
  - You can receive feedback from a specific command by clicking on the Navy Training Feedback Form then going to the command or center. The school will provide response and feedback. For commands without homepages, respond directly to NETC.

- If resources are required to resolve the issue, NETC should be contacted or the issue may be presented at the next Human Performance Requirements Review (HPRR).
- HPRR processes allow the Fleet and the schoolhouse to jointly review curricula and training standards to determine how best to improve the training processes. Included in the HPRR process is the need to determine the status of evaluations for potential college credit by the American Council on Education (ACE). Status of revised courses should also be determined.
- Fleet Partnership Program Minimum Goals include:
  - Training commands located at Fleet Concentration Areas (FCAs) are encouraged to establish a Fleet Partnership Program by developing a close relationship with a small representative sample of customer ships early in the basic phase of their Inter-deployment Training Cycle and continue the relationship when the unit returns from deployment. Collaborating with other commands such as Afloat Training Groups (ATGs) and Naval Air Technical Data and Engineering Service Command can enhance training and provide valuable feedback. Commands which teach specific skill training in a FCA should be an advocate for the Fleet Partnership Program for their counterparts in other FCAs and in the "A" and "C" schools.
  - The stakeholders in the FCAs are in an excellent position to gather feedback on the quality of the training provided as they canvass the waterfront concerning training that is not available or difficult to obtain. Stakeholders must work closely with the s to provide feedback received on training received.
  - Partnering with the Fleet is essential in gathering timely feedback and should, at a minimum:
    - Establish rapport between the CO of the TSC/TSD and the CO of the ship.
    - Define objectives of the program and stress that the program is to improve the quality of the graduate, not evaluate Fleet performance. This should provide the participating ship/command with incentives to belong to the program.
    - Provide the partner with the list of graduates and schedule a meeting at the ship's/command's convenience to evaluate the quality of the

trained graduates and the relevance of skills trained.

- Meet onboard the ship/command. The group should consist of school instructors, graduates and their supervisors. Bring student performance data and end of course critiques with standard questions as a starting point for discussion.
  - Provide collected feedback data to the school staff and determine courses of action from findings. Provide the ship/command with feedback from the meeting including actions that have been taken.
- TSC/TSDs are encouraged to establish POC with other TSC/TSDs. "A" and "C" schools should appoint POCs readily available to exchange ideas and training information (i.e., syllabus, curriculum outlines, student evaluations, etc.).
- When a Feedback Issue Requires Resources
    - If a training feedback issue requires resources, the command should send the training feedback issue to NETC via the Navy Training Feedback Form on the web site. NETC Navy Feedback Program (NFP) will validate and disseminate to the appropriate project manager for resolution and tracking. The ship and/or TSC/TSD will receive an acknowledgement receipt and the issue will be entered into the NETC training feedback database for tracking.

## **SUMMARY**

Chapter 5 contains a description of the guidelines and procedures relevant to evaluation management. Many of these guidelines and procedures are general in nature and should be further developed to address the unique needs of individual commands.

In the pages that follow a matrix has been developed as a means to summarize the information found in Chapter 5. The matrix also identifies who is typically responsible for ensuring that the tasks are carried out in accordance with policy. In many cases, the authority may be delegated by the CO; however, the CO is listed as the responsible party on the matrix. Finally, the matrix lists the page or pages where the guidelines, procedures, and tasks may be found.

**Table 5-1 - Responsibilities Matrix**

TASKS	RESPONSIBILITY
Develop a testing plan and establish testing programs that a student's ability to perform the objectives of the course.	CCMM
Develop and maintain course-testing plans.	CCMM
Monitor the testing program and ensure responsibilities are carried out as directed.	Division Officer
Conduct evaluations, as appropriate.	Instructor Evaluators
Conduct unscheduled evaluations.	Evaluator
Ensure all exceptions to the evaluations are approved and documented in the instructor's training record.	LS/DET LSO
Ensure that unscheduled evaluations are documented and used by the command to improve the quality of the training.	LS/DET LSO
Ensure instructors are technically competent to teach all assigned material.	LS/DET/ Participating Activity LSO/CS
Monitor and regulate the instructor evaluation program.	LS/detachment LSO
Reevaluate all unsatisfactory technique evaluations.	LS/detachment LSO
Take corrective action when an instructor is evaluated unsatisfactory based on attitude and/or behavior.	Training Manager Course supervisor
Ensure all instructors' evaluated unsatisfactory based on technical expertise are reevaluated until problem areas are corrected.	LS/DET/ Participating Activity LSO/Evaluator
Ensure recommendations for reclassification of an instructor are in compliance with directives.	LS/DET LSO
Ensure NROTC instructors are evaluated at least once every six weeks after certification.	NROTC Training Department
Ensure flight training instructors are certified and evaluated as required	WING/Squadron Training Department
Ensure that students are given the opportunity to complete critiques of a course, an instructor, quality of life and safety concerns.	CS
Ensure that locally developed critique forms comply with directives.	CO
Ensure measures are in place to prevent intimidation when the students complete critique forms.	CO
Ensure that all students exposed to moderate/high-risk training situations complete critiques as required	CCMM
Ensure feedback from students attending high risk training courses is collected using the NETC critique form.	CO
Ensure instructors/courses are critiqued by the students on a scheduled basis.	CS
Provide feedback to the students as required.	CS
Submit a quarterly summary report of the student critique results to LSO.	CS
Monitor TQIs and notify CO when a trend is identified.	LS/DET LSO
Analyze command TQI summaries and recommend corrective action.	LS/DET LSO

TASKS	RESPONSIBILITY
Summarize TQIs and forward the summary report to the LS CO and LS LSO as required.	LS/DET LSO
Summarize LS TQIs and forward the summary report to the LC CO.	Learning Center LSO
Monitor attrition/setback rates.	NETC N7
Conduct trend/cause analysis for courses with high attrition and/or setback rates.	LS/DET LSO
Conduct Annual Safety Reviews.	CO
Forward results of safety reviews, including negative reports, to NETC.	CO
Conduct course utilization reviews.	NETC
Conduct FCR (FCR) as directed by the CCA.	CCMM Training Department
Monitor, schedule, and regulate the FCRs.	CCMM
Ensure participating sites complete FCRs as scheduled and provide summary report to the CCMM.	CCMM
Submit FCR summary reports as directed by the NETC.	LC LSO

# CHAPTER 6

## SUPPORT FUNCTIONS

## INTRODUCTION

To accomplish the mission of providing efficient and effective training, training activities are responsible for curriculum, instruction, and evaluation. Chapters 1 through 5 discussed how the training manager can manage the above areas through quality leadership. Other areas do not clearly fall into these categories and often overlap the three general areas. These have been grouped in Chapter 6 as support functions. In this chapter, the following will be discussed:

- CeTARS
- COE
- Contract Management
- Information Assurance Systems
- Security Requirements
- Safety Requirements

### SECTION 1 - CeTARS

**1.1. CeTARS.** Provides the corporate database for formal training information and ensures the timely collection and dissemination of information, per OPNAVINST 1510.10 (series), to meet the demands of various echelon commands including: The CNO; CNETC; BUPERS; BUMED; COMNAVCRUITCOM; and all ships and stations, other departments, agencies services, contractors, and authorized foreign governments. CeTARS is a Navy-wide automated information system designed to manage and support the Navy training effort. CeTARS collects, compiles, and provides training managers and higher echelons of the Navy (e.g., OPNAV, NRC, BUPERS) with student and course information.

- OPNAVINST 1510.10 (series) governs CeTARS. OPNAV is the system sponsor; NETC is the program manager, and the NETPDTC is the project manager.
- CeTARS stores and disseminates annual training plans, class schedules, and quota allocations for all Navy courses. It stores and disseminates data on the number of student enrollments, graduates, non-graduates, disenrollment's, attrites, and setbacks; course utilization data and Average on Board (AOB).
- CeTARS passes student course completions and NEC award recommendations to BUPERS.
- CeTARS is the official source of student training statistics. These statistics are used to justify the

annual Navy training budget. The accuracy of the information in CeTARS is of vital importance to Navy training.

- CeTARS is the vehicle by which the Navy's inventory of trained personnel is determined, which in turn, affects new training requirements.
- CeTARS as a system interfaces with approximately 25 other IT systems. Thus, accuracy and timeliness of data is critical to other databases as well as CeTARS.

**1.2. CeTARS - Control and Use of Information.** CeTARS collects and disseminates a wide variety of training information, which is used for many functions. All data elements contained in CeTARS are described in detail in the on-line CeTARS HELP system available to all CeTARS users. These data elements are compiled in CeTARS to provide an official source for training statistical information, a record of course-related data, student performance tracking and training history, quota management, and information specifically collected for the production of a catalog of Navy course descriptions.

- LC/LS/DET/participating activities are required to initiate semi-annual reviews, validate, and update planned and active course information with all reporting activities.
  - The system is maintained to serve the Navy-wide training community.
- Activities and commands are to become familiar with the data elements and are required to utilize the system to manage and monitor the training effort. COs of each activity and command shall ensure:
  - Competent people are assigned to CeTARS student management and data entry duties.
  - CeTARS user training is provided to these people.
  - There is an effective on-board turnover of duties when people are reassigned or transferred. CeTARS user training and Information Technology (IT) security information for User IDs and passwords should be coordinated with NETPDTC CeTARS Program Manager.
  - In response to inquiries from sources external to the training command, except in emergency situations, information which has been reported to CeTARS by the LC/LS/DET/participating activities or training activities, shall not be duplicated (i.e., separate class

roster/convening schedules or student statistics will not be furnished for public use per the Privacy Act).

- This information will only be accessible to authorized CeTARS users, as CeTARS is the official source for such information. Requests for CeTARS information from sources external to NETC shall be forwarded to NETC Chief Information Office (CIO) for action with a copy to OPNAV (N7). This provides one approved informational front to organizations requesting information and precludes defending the existence of several sets of statistics regarding the same specific subject.

### **1.3. Policy**

- CeTARS is the Navy's principal authoritative source of training information for the elements, which comprise its database. Timeliness and accuracy of CeTARS data supports the training managers' ability to adequately manage and defend training resource requirements (e.g. staffing and other resources at the activity level). Accordingly, every formal COI conducted throughout the Navy, as well as those conducted for Navy students at other service schools, factory-training facilities, and civilian educational institutions, shall be accurately reported to CeTARS. Other than exceptions defined by NETC N7, reporting by student name and social security number is mandatory for all formal training courses. Other courses may be authorized to be exempt from by-name reporting.
- Students attending "T" type courses can be reported attending as a "group" or as a "team" as defined by NETC N7. Should by-name reporting be deemed impractical for any COI and not defined as "exempt" a written exemption from this policy shall be addressed to NETC CIO for coordination. Conversely, COI reported as "group" but deemed beneficial to the individual to also be recorded by SSN/name, will be recorded in CeTARS under Group Reporting Phase II. Ensure that appropriate controls and administrative requirements for PII are exercised.
- System Description. CeTARS conforms to NETC technical architecture, which includes open systems hardware and software, uses and fourth generation language, and operated in an "Oracle" relational Database Management System. CeTARS employs a Windows graphical user interface environment making it very easy for the authorized user to retrieve, update and summarize data using shared telecommunications to fully integrate with other decision

support systems which comprise the Integrated Training Requirements and Planning Databases (INTRPD) strategy.

- The centralized production of CANTRAC is now a component of CeTARS. The CANTRAC module includes publication of general information on all training activities and course descriptions, which are available on CD-ROM to all ships.
- CeTARS schoolhouse is NETC's single activity information system that provides student data to CeTARS. CeTARS schoolhouse provides automated administrative support and seamless reporting of schoolhouse information with associated benefits of collecting data one time only at the source. Direct access to CeTARS schoolhouse enables activities and LC/LS/DET/participating activities to take full advantage of on-line transaction reporting and transmission of reports and maintain automated interface with other major Navy systems providing or using CeTARS data.

**1.3.1. Major Component Description.** All data elements are described in detail in the on-line HELP system available to all CeTARS users.

- Course Level. This level contains the basic information for managing the course regardless of assigned responsibility or where it is taught.
- Functional Course Level. This level contains the information pertaining to the command(s) designated to manage training activities conducting the course. It is generally equivalent to the CIN record.
- Location Course Level. This level contains all of the information unique to the training activity authorized to teach the course. It is equivalent to the CDP code record. All of the capacity data, class schedule data, planned and dynamic quota spreads, etc., is stored at and below this level.
- The Course database contains:
  - Purpose, Scope, Prerequisites, Report-To and Special Information
  - Duration (course length, instructional days) data by fiscal year (FY)
  - Capacity data by FY
  - FY training plans and requirements
  - FY class schedules, planned quotas, and dynamic quotas

- Annual training plan
- Class schedules
- Quota spreads

**1.3.2. CeTARS Course and CANTRAC** changes should be sent from the training activity to the CCMM. The CCMM will send the changes to the CCA who will ensure that the changes are entered into the CeTARS database.

- The Umbrella database contains:
  - Purpose, Scope, Prerequisites, Report-To, and Special Information
  - Training Path data
  - Curricula site data
  - Curricula occurrence data
- Student Data previously associated with the CeTARS Student Master File (SMF) has undergone a major restructuring. The CeTARS Schoolhouse menu options were redesigned as part of the CeTARS application redesign effort. CeTARS schoolhouse feeds student data directly into the new corporate student training database as it occurs at the training activity. The transactions or changes in student status must meet appropriate student action relationship criteria, source format and logic edits. The CeTARS student history database contains training-related data on individual students. It is used daily by schoolhouse activities to account for all students from the time they arrive until they depart. Student Control processes the changes in student status. The student data is updated on-line into CeTARS. Information contained in the student history database includes:
  - Training history of the students by name and last four of SSN
  - Student personnel data
  - Student status while in training at the activity, i.e., AI, UI, II, and AT. This data is used for statistical analysis.
  - Statistical Data. Student data is compiled into monthly student statistics available on the CeTARS side and in the DISCOVERER tool.
    - The monthly statistics contain historical training summary statistics, i.e., average on

board (AOB), supernumerary AOB, drop from training, attrition, set backs, enrollments, graduates, disenrollments, and utilization on a course-by-course basis.

- Additional Reports to support schoolhouses
  - Daily Schoolhouse Summary
  - Students in Multiple CDPs
- Pipelines are defined at the course and location levels and this permits tracking progress across multiple locations and pipeline analysis at any level desired. The pipeline component supports all types of training where multiple courses lead to a specific award.
  - It is also designed to allow Umbrella Manager (UM) to specify a sequence in which the courses should be completed, if required. The Pipeline Management database works in conjunction with the course database and the student history database to track the progress of a student through a previously determined series of courses which typically award a skill (e.g. NEC, MOS) or rate. The Pipeline Management database provides training statistics at the pipeline level.
- CANTRAC Data includes the text information required to publish the catalog. Volumes I and II are published semi-annually (March and September) on CD-ROM.
- General Information On Training Activity Data (VOL I) includes several menus which list: LC/LS/DET/participating activities; a list of schools; information such as seasonal uniform changes, quarters and mess availability; and any other pertinent information relative to schools operated or utilized by the Navy. In some instances information common to a single geographical area, schools command, or other training complex may be grouped under the activity to which it pertains.
- Course Descriptions (VOL II) contains course information such as the CIN, location, course prerequisites, personnel reporting procedures, skill identifier for which training is applicable, along with purpose and scope. Courses not having regular convening dates are not shown. All courses are arranged in numerical sequence by CIN (disregarding the command identifier).

## SECTION 2 - COUNCIL ON OCCUPATIONAL EDUCATION

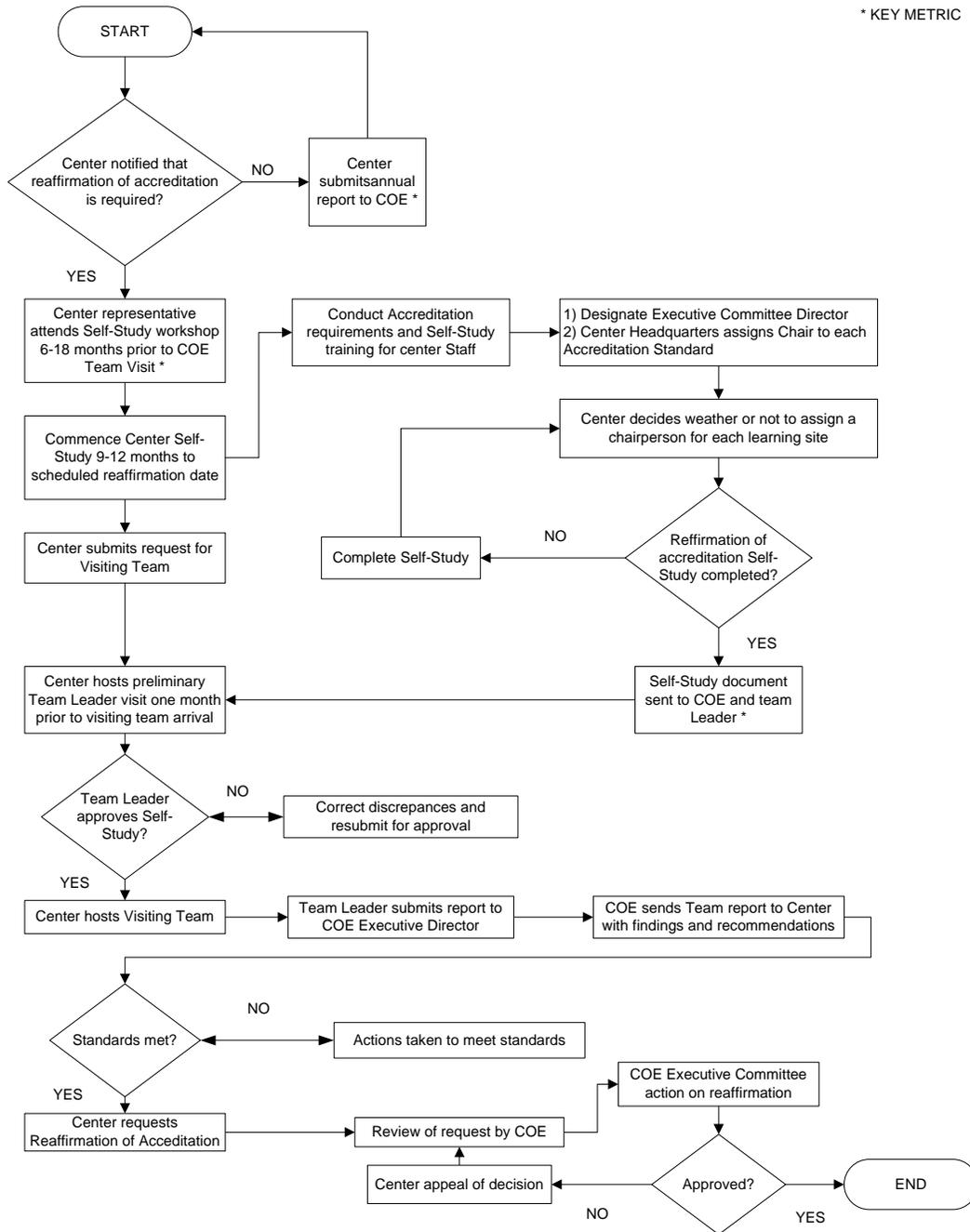
### 2.1. Introduction

- It is the Navy's goal to provide the opportunity for all personnel to learn and develop commensurate with personal abilities and aspirations that are aligned with the requirements of the naval service. To accomplish this, our learning organization leads in developing appropriate competencies in our Sailors chosen professional specialties. Accreditation is a valuable tool that helps the Navy realize this fundamental tenet.
  - Accreditation is the primary vehicle that ensures the Navy is on par with other learning organizations, within and outside of the military domain, publicly or privately operated.
  - Agencies that conduct institutional accreditation are national or regional in scope, and consider the characteristics of the whole learning organization.
  - NETC, in collaboration with the COE, a nationally recognized accrediting agency, requires all LCs and their respective LS's/DET/Participating Activities to seek and maintain accredited status. The grant of an accredited status by COE reflects a long and laborious process. Enclosure (1) to NETCINST 1500.3 (series) outlines the primary component of the accreditation process.
  - Reaffirmation of accreditation must occur from two to six years after initial accreditation or any subsequent reaffirmation decision. Figure 6.1 illustrates the typical process flow in reaffirming accredited status.
- Responsibilities. LCs has the following responsibilities in the accreditation process.
  - Designate an Accreditation Liaison Officer (ALO) in writing, by name, code, email, and commercial telephone number. Send a copy of the designation letter to the NETC Accreditation Program Manager (APM).
  - Forward copies of all accreditation documents, including the Self-Study Report and applicable Lessons Learned, to the NETC APM.
  - Submit the Annual Accreditation Report to COE on the date specified by COE (usually due in December).

Annual Accreditation Report can be accessed via the COE website: <http://council.org/ar-tr/annualreports>. Access is granted only to designate ALOs who have been issued user names and passwords by COE.

- Provide for the following expenses:
  - Any dues or fees for additional accreditation, regional or local, incurred voluntarily or beyond the required COE accreditation.
  - Travel costs for representing a LC at the required accreditation workshop within 6 to 18 months prior to hosting the accreditation team visit.
  - Cost of producing and publishing the Self-Study Report.
  - Cost of providing administrative support to the COE visiting team.
  - Cost of hosting the COE visiting team beyond the costs paid by NETC.

## REAFFIRMATION OF ACCREDITATION BY THE COUNCIL ON OCCUPATIONAL EDUCATION (COE)



**Figure 6.1**

## SECTION 3 - EVALUATION OF TRAINING COURSES AND OCCUPATIONAL EXPERIENCES FOR ACADEMIC CREDITS

### 3.1. Introduction

- The Center for Adult Learning and Education Credentials (CALEC) of the ACE evaluates formal training courses that are 45 academic hours or longer and makes credit recommendations to civilian post secondary schools, colleges and universities in five possible areas: Vocational-Technical Certificate, Lower-Division Baccalaureate/Associate Degree, Upper-Division Baccalaureate Degree, and Graduate Degree.
- The ACE academic credit recommendations are published online in the Guide to the Evaluation of Educational Experiences in the Armed Services, commonly known as the ACE Guide. New courses and occupations are continually being evaluated by ACE, and these entries are added on a daily basis to the online version <http://militaryguides.acenet.edu>. The credit recommendations of the ACE are widely accepted by civilian Vocational-Technical (VO-Tech) schools, colleges, and universities in the granting of academic credit and VO-TECH qualification to personnel who have successfully completed evaluated training courses.
- Civilian educational institutions affiliated with the Service Members Opportunity College-Navy (SOCNAV) will accept the credit recommendations of ACE, if appropriate to the student's degree. Academic credit recommendations to Navy training courses are based on ACE evaluations of relevant course materials and on-site visits to the LS/DET or training activities, particularly for new or significantly revised courses. Relevant course materials include Program of Instruction (POI), the TCCD, and the CMS/MCS. NETCINST 1560.1 (series) provides samples of these course materials.

### 3.2. Policy and Procedures

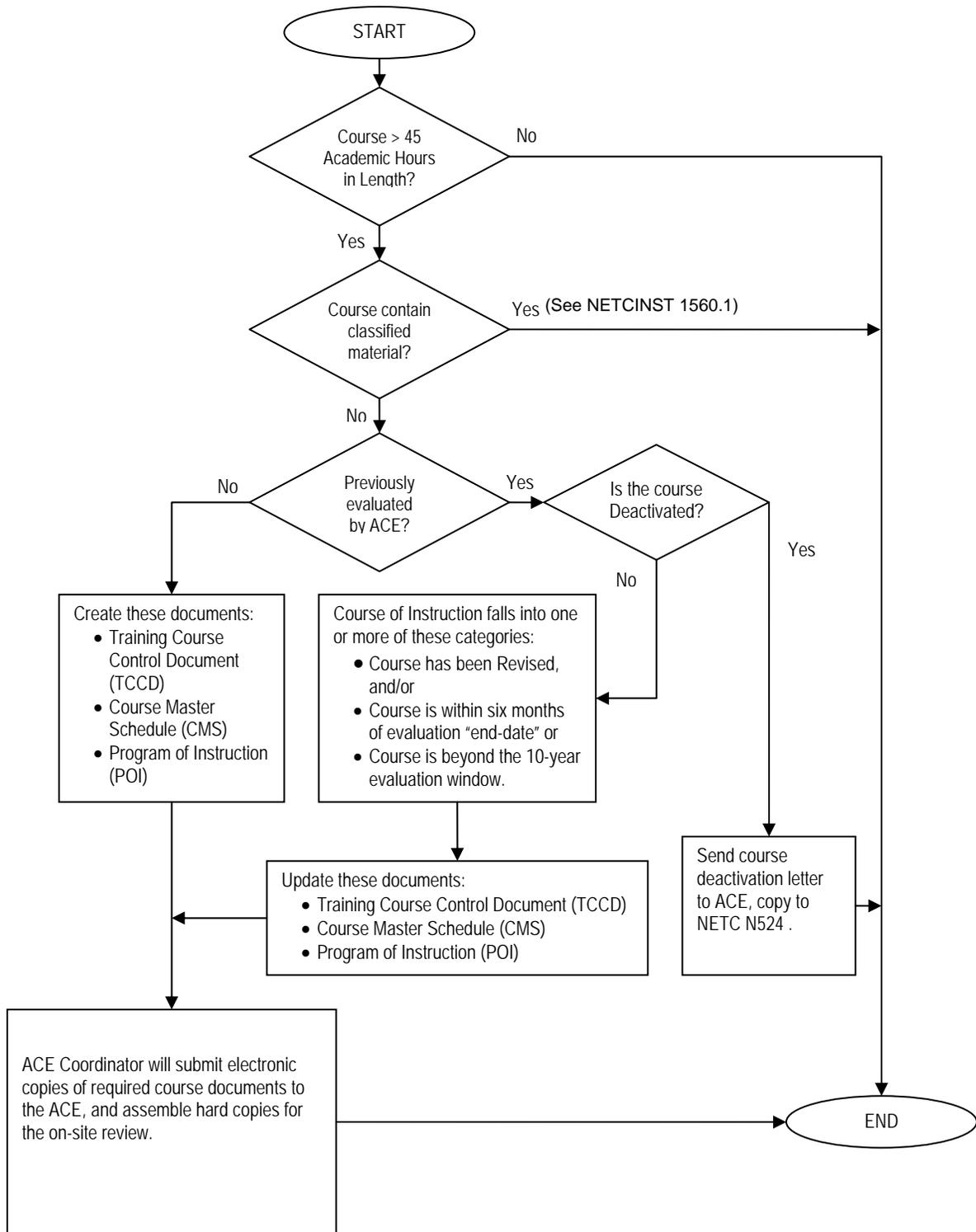
- NETC is responsible for ensuring the continuing evaluation of Navy training courses (Appendix I) and Navy ratings, and conducting policy liaison with other Navy claimants and ACE. NETC (N5) will coordinate course and rating evaluations requested by LCs and responses to requests by ACE for course information. NETC will establish policy, procedures, and responsibilities for the continuous evaluation of Navy training courses, service occupations

(ratings), and professional experiences through NETCINST 1560.1 (series). Figure 6.2 illustrates a typical process flow in screening a training course for an ACE evaluation consideration.

- LCs is responsible for managing and overseeing the accreditation of courses and ratings within their domain. To this end, LCs shall assign a LSO as the ACE Program Manager. Duties include:
  - Liaison with NETC (N52) and ACE staff members in managing the ACE program activities within the command.
  - Submit copies of required documents of training courses and/or service occupations (i.e., ratings, NECs, specialty designators) to ACE needing evaluation. Electronic copies may be sent to: [www.mileval@ace.nche.edu](mailto:www.mileval@ace.nche.edu); hard copies may be sent to: ACE Military Programs, ATTN: POI Processing Department, One Dupont Circle NW, Suite 250, Washington, DC 20036.
  - Coordinate with LSs/DET/Participating Activities and ACE staff members in planning and preparing for site visits, and determining status of applicable training courses and/or service occupations. Rating evaluations are typically conducted in conjunction with course evaluations at a LS/DET.
  - Publish the official results of ACE evaluations of training courses an occupational experience within the command.
  - Respond to Sailors' inquiries concerning their training courses/occupational experiences academic credit recommendation under the LC/training activity cognizance.
- LS's/DET's are responsible to manage and administer the evaluation of training courses for which they are the CCMM. To this end, Sites shall assign a LSO as the ACE Program Coordinator. Duties include:
  - Screen each training course for ACE evaluation eligibility and maintaining a record of ACE-reviewed training courses, including a list of those courses nearing their end-dates. Figure 6.2 describes the screening and documentation process.

- Prepare necessary training course documents in support of the ACE process, as required. The enclosures on NETCINST 1560.1 (series) contain samples of necessary training course documents.
  - Coordinate with the LC to request ACE evaluations of courses requiring evaluation. ACE will decide to evaluate courses administratively/remotely or through a site visit.
  - Coordinate logistical, documentation and other needed support for the ACE evaluation team during the site visit to the LS/DET.
  - Update the cognizant LC with the current training course information relevant to its accuracy on the ACE Guide, including its end-date status.
  - Publish the official results of ACE evaluations of training courses and occupational experiences within the command.
- Requests for evaluation of courses containing classified information will be resolved on a case-by-case basis by NETC, CCA, and Fleet commander.
  - Reporting. ACE will furnish NETC with the following non-cumulative reports every six months:
    - A list of on-site evaluations completed during the past six months with results.
    - A list of training courses (titles and course numbers) designated for evaluation.
    - A list of acceptable training documents received from commands during the quarter.

**Screening of Navy Training Courses for ACE Evaluation for  
Civilian Academic Credit Typical Process Flowchart**



**Figure 6.2**

## SECTION 4 - CONTRACT MANAGEMENT

Navy contracts personnel to perform services when it is cost effective or when cutbacks in manpower authorizations make contracting for services a necessity. In the Navy training environment, contractor personnel may teach courses, develop curricula, maintain government equipment, including training devices, and perform administrative functions. Training managers who are responsible for courses using civilian contractors must understand the guidelines governing contracted services.

### 4.1. Guidelines for Contractor Services

- Guidelines for acquiring and using contractor services are outlined generally in Federal Acquisition Regulation Part 37 and are augmented by various DOD and Navy specific instructions. Personnel who deal with contractor-furnished services should be aware that they might need to consult these regulations when acquiring contract services or interacting with contractor personnel. Training Managers should also meet with the Contracting Officer's Representative (COR) who is responsible for monitoring the contract to discuss their specific contract-related duties and responsibilities.
- The Contracting Officer provides advice to the activity during the acquisition planning process, conducts the formal procurement action, and negotiates with contractors to obtain the services or products required by the Navy. Only the Contracting Officer has authority to enter into contracts on behalf of the Navy. The Contracting Officer is the activity's agent for procuring the required services or product. Normally, the Contracting Officer also retains ultimate responsibility for ensuring that the contractor performs per the requirements of the contract. Authority to make changes to the scope, cost, or terms and conditions of the contract also rests with the Contracting Officer. The Contracting Officer is also responsible for determining the contract type (e.g., firm-fixed price, cost, etc.) although the requiring activity should indicate its preference as to the type that is the most cost efficient for the services it requires.

- Contracting Officers located at the Fleet and Industrial Supply Center Detachment in Philadelphia, PA and Naval Air Warfare Training Systems Division, Orlando, acquire most NETC training-related, contractor-furnished services. The activity should develop and prepare its SOW for required services in close coordination with the Contracting Officer. This is necessary to ensure that all elements of the required services and all conditions under which the services will be provided are adequately addressed in any resulting contract.

#### 4.2. Role of the COR

- The COR is nominated in writing by the CO of the training activity and appointed by the Contracting Officer. The COR acts as the technical liaison between the contractor and Contracting Officer. It is essential that training sites, where products and services are contracted for, have a COR to act as the eyes and ears of the Contracting Officer.
- The COR monitors contractor performance, provides feedback as necessary, provides technical guidance to the contractor, and acts as liaison between the contractor and the activity and between the activity and Contracting Officer. The COR may also accept or provide recommendations concerning acceptance of the services or final product. The COR must be technically knowledgeable of the services and/or materials being purchased. The COR provides technical interface between the Navy and the contractor and furnishes technical instructions to the contractor. These instructions may include:
  - Technical advice/recommendations/clarifications of specific details relating to technical aspects of contract requirements milestones to be met within the general terms of the contract or specific subtasks of the contract.
  - Any other interface of a technical nature necessary for the contractor to perform the work specified in the contract or order.
- While the COR fulfills necessary liaison and quality assurance functions, the COR **does NOT** have the authority to take any action, either directly or indirectly, that could change the cost, scope, quantity, quality, delivery schedule, labor mix, or other terms and conditions of the

contract. **Only the Contracting Officer may make such changes. COR duties may not be delegated.**

#### **4.3. Alternate Contracting Officer's Representative (ACOR).**

The ACOR is the alternate government official nominated by the CO and appointed in writing by the Contracting Officer and designated in the contract. The ACOR provides technical direction/clarification only in the absence of the COR.

**4.4. Role of Technical Assistants.** The COR is aided in quality assurance by training managers who fulfill technical assistant functions. Normally, training managers are designated in writing by the department head as technical assistants for specific courses or pieces of equipment.

- Technical Assistants
  - Direct and evaluate the work performance of the contractor's instructor/technician staff.
  - Assist the site manager in contract management.
  - The contractor determines staffing, not the government, based on the job requirements listed in the contract.

#### **4.5. Communication with the Contractor**

- The COR communicates directly with the training managers and with the contractor site manager on matters pertaining to the contract. Informally, training managers may communicate on a daily basis with the contractor's supervisors, but they may not communicate with the contractor's non-supervisory personnel on matters pertaining to the contract or their work performance. For example, curriculum maintenance requirements or problems such as an instructor's failure to dress per standards outlined in the contract may be discussed with the contractor's supervisors but not with the contractor's non-supervisory personnel. It should be noted that while communication between training managers and the contractor's supervisory personnel is allowed, all official communications between the government and the contractor must go through the COR to the contractor site manager. The COR will coordinate, as necessary, with the Contracting Officer.
- Evaluation of the Contractor's Performance. Training managers must also be familiar with the contractor requirements. They may evaluate the contractor's

performance only in terms of the finished product (delivery of the services outlined in the contract). It is important that the contract clearly define the job the contractor is expected to perform, as the Navy must accept or reject the finished product or service solely on the basis of whether the product or service meets the contract specifications.

- Contractor's Job Requirements. Job requirements for a contractor are listed in the general job requirements section or in the Statement of Work. When a contract is necessary, it is critical that all requirements pertaining to the performance of the contract be spelled out in the contract. For example, if contract instructors are expected to serve as members of ARBs, this must be listed in the contract. If it is not, neither the COR nor a training manager may require the contract instructor to serve as members of ARBs without first requesting and receiving modification to the contract. Because modifications to contracts are time consuming, it is wise to ensure that the initial contract contains a complete list of job requirements.
- Direction and Supervision of Contract Employees. Under the laws governing contractor-furnished services, training managers may not direct how the contractor's employees perform their jobs, nor may they directly or indirectly supervise their performance. Directing and supervising contractor personnel is the responsibility of the contractor. If the training manager directs or supervises contractor personnel, then the contract may be perceived as a contract for personal services. Contracts for personal services are permitted only when specifically authorized by statute. If the government needs services that are directed and supervised by military personnel, the government must employ the personnel directly, per Civil Service laws that govern civilian hiring practices. Questions regarding what may constitute personal services or direct supervision should be directed to the Contracting Officer or to your activity's legal officer.
- Evaluating Finished Products versus Personal Services. The following examples are provided to clarify the difference between a finished product and a personal services contract.
  - If the Navy contracted for cooks to work in its galleys, a Navy contract monitor could order a steak medium rare and accept or reject the steak when it was served. Acceptance or rejection of the steak would be in compliance with a finished product contract.

However, if the Navy contract monitor tries to ensure that the steak was cooked to satisfaction by going into the galley; looking over the cook's shoulder; telling the cook when to turn the steak and how to season it, the contract monitor would be violating the terms of the contract by directly supervising the cook. Direct supervision of the cook would change the conditions of the contract from a finished product to a contract for personal services.

- Just as the contract monitor for galley operations must evaluate based on the finished product, so too must training managers.
- Training managers with oversight responsibilities for instructional services contracts must evaluate the quality of instruction without crossing the personal services threshold. The following provides guidance on how this may be accomplished.
- The training managers or their representative should evaluate all contract instructors at least annually. Annual instructor evaluations should be addressed in the contract. The training manager must communicate an evaluation of the effectiveness of the training to the COR. The COR provides feedback to the contractor site manager. In performing oversight responsibilities, a training manager may:
  - Evaluate classroom and laboratory instruction. Training managers will use checklists contained in this manual when evaluating contract instructors.
  - Monitor students-academic progress.
  - Monitor attrition/set back data for assigned courses.
  - Sit in a classroom.
  - Observe a contract instructor teaching.
  - Write an evaluation.
- Training managers should not:
  - Personally critique the contract instructor on the evaluation.
  - Perform supervisory functions such as directing the instructor on how to personalize the lesson plan.

#### 4.6. Firm-Fixed Price Contracts

- Most Navy contracts for training related services are firm-fixed price contracts.
  - This type of contract specifies a fixed price that the contractor will receive for items/services listed in the contract. A firm-fixed price requirements type contract for instructional services specifies class unit prices for the courses covered in the contract based on the COR's written request to the contracting officer.
  - Once approved, the contracting officer orders the number of classes for each course into the contract through the use of delivery orders.
  - Delivery orders are normally issued monthly.
  - Delivery orders should list the classes to be taught by the contractor and the dates that the classes are to be convened and completed. When the contracting officer issues a delivery order to the contractor, this constitutes an order for services and also an agreement to pay for the services.
  - Because the contractor must staff to meet the delivery order requirements, the government may have to pay the contractor for all classes listed on the delivery order, even if those classes are not taught.
  - A class or classes may be canceled before or after the convening date; however, the contracting officer may be required to negotiate a settlement with the contractor for costs incurred. It is imperative that the COR advise the contracting officer of any such class cancellations as soon as possible to defray any costs incurred by the contract.
- Firm-fixed price requirements type contracts for instructional services place a large responsibility on training managers to ensure that the information on delivery orders is correct. The responsibility starts when the class schedules are originally prepared and approved for entry into CeTARS. If the class schedule is NOT based on the number of students to be trained and class size requirements, the Navy could spend money needlessly.

**Example:** If 100 students are to be trained in the welding course in the next FY and the class size is limited to 10 students, the training manager should ensure that 10 classes of the welding course are scheduled for the next

FY. If 12 classes were scheduled, the Navy would have to pay for two extra classes at the welding course unit price even though only 100 students were trained.

- Since CORs normally prepare the request for instructional services delivery orders based on the information in CeTARS, training managers are usually required to review the request before it is submitted to the contracting officer for issuance of a delivery order. Training managers must not only verify the number of classes that must be taught in a given month, but they must also verify class convening and graduation dates.

If in the example above, the error of the two extra classes was caught and appropriate changes were made before the contractor received the delivery orders, the Navy would not have to pay for the two additional classes. However, since the 12 classes were scheduled and listed in CeTARS, deleting two classes could create problems for the detailer and for any students who had planned to attend the cancelled classes.

**4.7. Firm-Fixed Price Level of Effort Contracts.** As previously stated most Navy contracts for training-related services are firm-fixed price contracts.

- This type of contract specifies a fixed price that the contractor will receive for a set amount of effort or delivery of a certain service as required by the contract.
- A firm-fixed price level of effort type contract for instructional services identifies the number of classes to be convened for each contract year. The contractor must provide sufficient effort (instructors) to instruct the classes.
- Delivery orders are not issued with this type of contract; therefore funding is provided on the basic contract. The contract is divided into and priced by functional areas. Cost estimates based on classes specified in each functional area of the contract
- Accurate projections of class convening are critical for this type contract.
- Significant changes in class convening are requiring contract modifications.
- The government will periodically review the level of effort. If the level of effort reflects increases or decreases in any area that is consistent over at least a

three-month period, the level of effort ceiling may be adjusted based on a bilateral agreement between the government and the contractor.

- The contract price will then be adjusted either up or down for the functional area affected.

**4.8. Contractor's Required Adherence to Directives.** While contractor personnel do not directly work for the Navy, they must follow applicable directives pertaining to Navy training and to the training site where they work. The directives should be and are normally listed in the contract and are provided to the contractor by the COR. This required adherence to directives ensures that instruction provided by contract instructors is consistent with Navy policy.

**4.9. New Contract for Curriculum Development.** It is the responsibility of Navy and contract instructors to perform routine curriculum maintenance. This includes course surveillance and implementing interim changes to existing instructional materials. Curriculum changes, technical changes and revisions or new development are all classified as curriculum development for contracting purposes. When in-house resources are limited or the Navy desires outside assistance, curriculum development can be accomplished through the negotiation and award of a new contract.

- Requesting a Curriculum Development Contract. Within the DOD, a systems approach to training will be used to guide the development of training. Careful planning and effective communications are the keys to a successful training program. A systematic and orderly planning process must be followed to ensure that decisions are made in a timely and cost-effective manner. Effective communication between the contracting, developing, training, and supporting elements is essential to the planning process and to ensuring that the product complies with current curriculum development standards. The contracting and training activities must communicate effectively to clarify responsibilities, create a plan of action, and establish milestones for carrying out required actions. The plan of action and milestones will enable each organization to manage the appropriate "who," "what," "when," and "where" aspects of the training requirement and to assess progress in meeting required milestones.
- Statement of Work for Curriculum Development Contract/Purchase Orders

- When requesting a curriculum development contract, every task and all products must be fully explained with the context of the statement of work (SOW). The requiring activity prepares a SOW specifying the requirements of the task and provides an independent government estimate that indicates work-months and/or work-hours including the cost required to complete the task. Prior to submitting the SOW, the SOW and accompanying Contract Requirements Review Board letter must be submitted to NETC for review by the Contract Requirements Review Board. Once approved, the activity must also ensure that funds are available and that the appropriate funding document is prepared to accompany the SOW and other documents. The entire package is submitted to the supporting contracting office via the appropriate chain of command. The contracting office will then prepare and distribute the solicitation.
- The SOW describes the elements of curriculum development in terms of the deliverables, their development sequence, review and approval steps, implementation, and validation in support of existing courses or development of new courses. Each curriculum development project has unique requirements. Some may be complex and others may be relatively simple.
- Each SOW should address the areas below:
  - Background. The background paragraph should identify the title of the course requiring curriculum development, the activity requiring the services and its location. It may also include a brief statement regarding the objective of the course or any other pertinent information.
  - Scope. In this paragraph, training managers must explain in general terms what the contractor is required to do.
  - Applicable Documents. NETC curriculum development documents with supporting instructions that they reference shall form the basis for the SOW. Other documents, instructions, manuals, and handbooks may apply as the scope of the project dictates. All references shall be listed in this paragraph. The government will provide all government furnished information, government furnished equipment, and government furnished facilities if

applicable to the contractor within the timeframes as specified in the SOW.

- Contract Data Requirements List (CDRL). The government shall provide a list of contract data requirements that are authorized for the acquisition. Data item deliveries are key factors in demonstrating successful performance under the contract.
  - Technical Requirements. The contractor shall provide qualified/experienced personnel for curriculum development. All specific qualifications for personnel shall be listed in this paragraph. All deliverables will be developed per directives and instructions current when the delivery order is issued as listed in the previous section.
- Training Material Development. A systematic approach to training shall be used to develop training materials. The systems approach proceeds from an analysis of job task to a selection of tasks to be trained, the identification of skills and knowledge required to support those tasks, the development of objectives, the design and development of training materials, the implementation of courses, and the evaluation of courses and course materials. Since several curriculum development standards are in use, procedures to be followed will be specified in the contract or delivery order. The SOW/delivery order may or may not include all the processes involved in the systematic approach. List all that apply.
    - Analyze. An analysis of the job shall be done to inventory tasks, which must be performed to determine the specific skills and knowledge required for each task. Deliverables may include, but are not limited to Course Training Task List (CTTL), PPP, or TPP.
    - Design. Involves the conversion of tasks into objectives, the determination of test items, the sequencing of the information taught, and the selection of the media required to support the training. Deliverables may include, but are not limited to Manpower Personnel Training Analysis Report, Curriculum Outline, Course Master Schedule/Master Course Schedule, and Training Course Control Document.
    - Develop. Involves writing learning activities and developing materials, which will be used by

instructors and students to acquire the required knowledge and skills.

- Deliver. Deliverables may include but are not limited to: Course Learning/Terminal Objectives, Topic Outline, Topic Learning, Enabling Objectives, Instructor Guide/Lesson Plan, Student/Trainee Guide, Tests, Instructional Media Materials, and/or Master Materials List/Resource Requirements List.
- Validate. Validation is used to evaluate the effectiveness of new or revised materials. The Government will specify the validation process, conducting a pilot, student selection, etc.
- Implement. Incorporate the curriculum changes or revisions and/or conduct the new course of instruction, if applicable.
- Presentation. Shall be to the target student population as defined by the Government.
- Collect. Collect Data on Student Achievement. Sufficient data shall be collected for analysis of student achievement. The Government will specify forms and content of data to be obtained.
- Evaluate. During and after training, the requiring activity and the developing activity shall evaluate the training materials for accuracy and effectiveness (usually a single activity will be both the requiring and the developing activity.) Discrepancies shall be corrected by the contractor via the COR. Types of evaluation may include, but are not limited to, training effectiveness, training capabilities, learning objectives, training materials, and/or tests.
- Quality Assurance. Training materials shall be reviewed, evaluated, and corrected to ensure the scope and content are as defined by the delivery order/SOW. Although the requiring activity will perform reviews of the data items, the developing activity has the responsibility to ensure that the product is correct and usable.
- Technical Documentation. Technical manuals and other formal documentation shall be the prime source of information for the development of training materials.
- Hazard Awareness. Safety precautions shall be included in every training program. The materials developed shall emphasize each person's responsibility for the prevention of accidents. Actual hazardous conditions, accompanied by the possible consequence of each, shall be delineated. NETCINST 5100.1 (series) and related instructions shall define the

incorporation of training safety into curriculum development deliverables.

- Contracting for Curriculum Development Under Existing Instructor Services Contracts. Curriculum development products are deliverables and may be ordered on a delivery order. Navy instructor services contracts may have a special contract line item (CLIN) for curriculum development that is priced by either work-month or work-hour. Training managers should consult with the COR regarding the appropriate procedures for acquiring curriculum development services under an existing CLIN. However, like requesting a new contract, before a delivery order can be issued, a SOW must be developed that addresses the requirements outlines in paragraph 3b.

**4.10. Contract Administration/Surveillance.** The COR shall monitor the contractor's performance and progress under the contract. In performing contract surveillance duties, the COR should exercise extreme care to ensure that his/her efforts do not cross the line of personal services. The COR must be able to distinguish between surveillance (which is proper and necessary) and supervision (which is not permitted). Surveillance becomes supervision when a COR goes beyond enforcing the terms of the contract. If the contractor is directed to perform the contract services in a specific manner, the line is being crossed. In such a situation, the COR's actions may be perceived as equivalent to using the contractor's personnel as if they were government employees, thus transforming the contract into one for personal services. The COR shall monitor the contractor's performance to see that inefficient or wasteful methods are not being used. If such practices are observed, the COR is responsible for taking reasonable and timely action to alert the contractor and Contracting Officer to the situation.

## **SECTION 5 - INFORMATION ASSURANCE SYSTEMS**

### **5.1. Introduction**

- Information Assurance (IA) systems are valuable tools for the training manager. IA systems are currently used in a variety of ways, including:
  - Tracking Student Flow
  - Evaluation Programs
  - Data Warehousing

- Scheduling (Daily & Annually)
- Automated Instructor Computations
- CeTARS schoolhouse. CeTARS schoolhouse is a training management system which provides a wide range of support for the administration of day-to-day training functions. Major functions include personnel management, course/class management, maintenance of training records and statistics, student testing and resources, and technical publication management. CeTARS schoolhouse operates in a client/server over LAN and WAN (NETMSN) providing real time and near real time access to personnel, student, and course information for the NAVETRACOM. Limited CeTARS schoolhouse functionality is also available on the internet. CeTARS schoolhouse on the Internet provides real time or near real time access to student and course schedule information. CeTARS schoolhouse program management is under the cognizance of the NETC. IA system management and central design agency functions are provided by NETPDTC.

## 5.2. Personnel (PERS)

- Collect and maintain staff and student personnel data including, but not limited to:
  - Administrative and personnel related data
  - Career counseling information
  - Next of kin and family information
  - Non military education, training, and qualifications history
  - Security clearance information
  - BSC/Manpower information

**NOTE:** Ensure that the student Privacy Information is protected per NETCINST 5211.2 (series).
- Support personnel management functions for the following purposes:
  - Manage personnel leave request/approval.
  - Track personnel General Military Training (GMT).
  - Track room and bunk assignments.
  - Maintain duty section information.
  - Create mailing labels.
  - Maintain database of instructor certifications.
  - Track instructor certifications by course and training event, including evaluation and recertification.

- Maintain a database to identify and track staff and student certifications.
- Maintain locator and command visitor information.
- Generate standard reports.
  
- Student Training Management (STM)
  - Provide student allocation support for formal training courses through reservation scheduling and management of named, no-name, sit-in, group, stand-by, package and pipeline seats.
    - Provide prerequisite prescreening with waiver capability.
  - NOTE:** Waivers to course pre-requisites will only grant by the CCA/CCMM. Document all waivers in the student record by STM. Careful consideration must be taken for all waiver requests as this may affect drop rate and attrition.
  - Utilize fair share constraints that will be adjustable by the user.
  - Generate reports/rosters that display Reservation Status and No Show activity.
  - Allow tracking of class student loads and reservation intonation.
  - Forward/receive reservation information with the Navy Training.
  - Navy Training Reservation System (NTRS).
- Provide the CeTARS data management support as follows:
  - Collect specific CeTARS related training events on students.
  - Provide real-time student status.
  - Allow users to correct data submitted to CeTARS.
  
- Classroom Support Management (CSM)
  - Provide classroom support by providing storage and retrieval of test items automated test scoring and tests analysis, and maintenance of data validation tables. Provide test management support as follows:

- Create test items per the appropriate Instructional Systems Development (ISD) standards.
  - Establish relationships between test items, objectives, and references.
  - Generate tests using individual question selection for a specified difficulty/knowledge level and/or training objective statement (TOS) level. Test questions may be true false, multiple choice, matching, completion, or essay.
  - Electronically score tests and post student grades.
- Provide a means to generate student grade and test critique reports.
  - Provide curriculum performance analysis data.
  - Maintain historical records of student performance.
  - Provide a means to produce a set of survey questions to be used for student critiques/surveys and to evaluate student critiques/surveys.
  - Provide for test question transfer between CeTARS schoolhouse activities.
  - Interface with Authoring Instructional Materials II (AIM II). Allows for automated upload of answer keys for tests generated by AIM II. Answer sheets can be scanned in CeTARS schoolhouse using the normal screening process.
  - Provide for classified test questions and tests.  
NOTE: The Classified Exam Generator (CEG) Module runs on a stand-alone PC. The test answer key is entered into the CSM subsystem in CeTARS schoolhouse so answer sheets can be scanned using the normal CeTARS schoolhouse scanning process.
    - Create test items per the appropriate ISD standards.
    - Provide graphics and spell check support.
    - Generate and print tests.
- Class Event and Resource Scheduling (CERS). Provide scheduling management for class related resources and for controlling training resource configurations.
    - Create and maintain standard resource configurations.
    - Determine the classrooms, labs, and training devices needed by the configurations and class-training schedule.

- Provide a detailed list of class schedules.
- Determine time and places resources are needed.
- Provide a means to create, modify, delete, and maintain the Master Course Schedule by topics/events.
  - Approve course and class schedules.
  - Provide for course schedule transfers between schoolhouses.
  - Identify scheduling conflicts.
- Provide Master Material List
  - Create listing of technical library resources needed to teach a class.
  - Provide capability to check publication and equipment resources for availability.
- Publication and Equipment Management (PEM)
  - Provide capability to maintain records of training equipment, publications, and other training materials.
    - Provide issue stations and controlled procedures for issuing training materials to approved borrowers and moving material/equipment between issue stations and approved borrowers.
    - Tracking and requisitioning of spares.
  - Provide capability to facilitate handling, accountability, and inventory maintenance of publications, visual information materials, training aids, plant property, and calibration requirements.
  - Provide inventory capability using fixed and portable bar code readers.
- Utilities (UTIL)
  - Provide users the capability to perform various functions to support site management of CeTARS schoolhouse.
    - Provide management and maintenance of activity configurations.
    - Provide standardized menu structure, menu role maintenance, and controlled access to data.
    - Manage UTIL and other CeTARS schoolhouse subsystems data validation tables.

- Provide automated User Feedback Reporting and Enhancement Requests tracking capability.
  - Enable management of feedback reports and enhancement requests progress and status.
  - Record/track feedback reports and enhancement requests.
  - Provide descriptions, comments, and status maintenance.
- Produce long and short feedback reports.

### **5.3. Navy Training Management & Planning System (NTMPS)**

- NTMPS is a comprehensive decision support system for Manpower, Personnel, and Training (MPT) managers at all echelons. NTMPS integrates MPT information from existing systems and projects training throughput and related resource requirements for 20 years out. It also provides detailed personnel training histories and Navy training requirements/status.
- NTMPS is operate by the end user and provides both standard and ad hoc reports tailored to specific user requirements. NTMPS is a data warehousing system that extracts data from numerous sources such as, CeTARS, Total Force Manpower (TFMMS), HPRR, and Enlisted Master File. Contact NETC CIO for additional information on NTMPS.

## **SECTION 6 - SECURITY REQUIREMENTS**

**6.1. Introduction.** To support existing training courses, the training manager may be responsible for four different areas of security.

**6.2. Test Security.** Test security, a long-standing procedure established to eliminate the compromise of testing material. Refer to Section 2 of Chapter 5, and Appendix C for guidance on testing security.

### **6.3. Information Assurance (IA) Security**

- IA security has become an issue at the training activities since the personal computer (PC) introduction use.
- Frequently the curriculum materials are revised using PCs. This, while proving to be an effective use of time, may

produce problems with the introduction of material into the curriculum that has not been through the approval chain.

- Refer to Chapter 4 for guidance on how to establish a change process.
- IA security awareness training is available from the Navy Knowledge Online (NKO) website at [www.nko.navy.mil](http://www.nko.navy.mil).
- OPNAVINST 5239.1 (series) provides an overview of the IA security program requirements. SECNAV M-5510.36, Department of the Navy Information Security Program, also contains guidance on IA security.
- Non-ILE delivered content must use an IA compliant delivery mechanism, and appropriate accreditation documentation must be provided to NETC before acceptance, delivery, and sustainment by NETC.

#### **6.4. Classified Materials Security**

- The classified material control program established by SECNAV M-5510.36 affects only those courses of instruction having classified curriculum material or equipment.
- Classified curriculum material custody, handling, marking, reproduction, and destruction are of prime concern to course training managers.
- Security reviews by the activity as per SECNAV M-5510.36 (Security Inspection Checklist).

**6.5. Physical Security.** Physical security requirements are established and outlined in OPNAVINST 5530.14 (series), Navy Physical Security and Law Enforcement Program.

### **SECTION 7 - SAFETY REQUIREMENTS**

- Safety and safety training are both integral parts of the training activity's mission for quality training. A safe environment must be maintained, both within the courses and around the command. The staff and students both must make safety a part of their lives; therefore, training is a must. Safety requirements change rapidly. Because of this dynamic nature, detailed guidance in this manual will not be provided. Training managers should be familiar with the following instructions:
  - OPNAVINST 5100.23 (series), Navy Occupational Safety and Health (NAVOSH) Manual, contains responsibilities for Safety and Occupational Health (SOH) Manager as well as NAVOSH training requirements. Chapter 14

contains requirements for investigating and reporting formal training mishaps and near misses.

- OPNAVINST 1500.75 (series), Safety Policy and Procedures for Conducting High-Risk Training, promulgates definitions, policy, and procedures for Drop on Request (DOR), Training Time Out (TTO), and Emergency Action Plans. Delineates responsibilities for LC/LS/DET/participating activities, NETC, Naval Safety Center, COs and OIC's of naval activities, CCA's, TYCOMS, and Training Safety Officers in relation to high risk training.
  - NETCINST 5100.1 (series), Occupational Safety and Health, Training Safety, and Firefighting Training Qualification Programs, promulgates the policies, procedures, and responsibilities for the training safety program.
- 
- Training managers will use the format contained in NETCINST 5100.1 (series) for reporting training injuries and illnesses. This format may also be used for the quarterly consolidated summary report for illnesses and injuries.
  - Training safety reviews of high-risk courses are conducted on a scheduled basis by TPEB. Training is evaluated during normal class hours using normal equipment configuration of technical training equipment (TTE). Training records and curriculum documentation are reviewed. Upon completion, a detailed outbrief and discussion of the evaluation is given to the Commanding Officer. A copy of the evaluation is also provided.

#### **SUMMARY**

Chapter 8 contains guidelines and procedures relevant to support functions. Safety is an ever-present concern of everyone. Many of the responsibilities and guidelines for ensuring safe training environments are integrated throughout this manual while the policy is contained in other instructions. The matrix that follows uses the information contained in both the NAVEDTRA 135 (series) and NETCINST 5100.1 (series). In some cases both references will be cited.

**Table 6-1 - Security Matrix**

POLICY/GUIDELINES/PROCEDURES	RESPONSIBILITY	INST
Ensure safety requirements identified in OPNAVINST 5100.23 and 5100.19 (series), PQS, technical manuals, NATOPS manuals, and all other sources of documentation are included in the curricula.	Appropriate NETC command and/or CCA	5100.1
Standardize curricula, including safety, when courses are taught at more than one site.	CCA	5100.1
Recommend changes to the list of high-risk courses as required.	CCA	5100.1
Analyze formal training mishap statistics for all training courses, and modify curricula as needed based on the results.	CCA CCMM	5100.1
Approve Core Unique Instructor Training Programs.	NETC/CCA	
Develop Site Augment Plan for high-risk courses with unique training situations. Submit negative report as required.	Participating Activity	
Ensure student physical qualifications are completed prior to beginning training.	LC CO	5100.1
Personal involvement in actual training conducted to a level necessary to ensure safety standards are in place and functional.	CO	5100.1
Ensure all students attending high-risk courses are briefed on TTO procedures.	CO	5100.1
Designate a Training Safety Officer.	CO	5100.1
Report all training-related mishaps/injuries, as per OPNAV 5100.23 (series), and forward copies of the OPNAV Safety Report to TPEB.	CO	5100.1
Conduct periodic inspections of training equipment and facilities.	CO	5100.1
Maintain and analyze reports of training-related mishaps/injuries.	CO	5100.1

POLICY/GUIDELINES/PROCEDURES	RESPONSIBILITY	INST
Ensure all instructors and supervisory personnel assigned to high-risk training courses are appropriately screened prior to assuming their duties.	CO	5100.1
Establish procedures to ensure changes in student medical status are reported to instructional personnel with an indication of student's ability to perform the duties assigned.	CO	5100.1
Ensure training managers, course supervisors, instructors, and curriculum managers complete introductory and specialized training that focuses on the identification and awareness of a safe and healthy work environment.	CO	
Ensure supervisory personnel complete training to develop the skills needed to manage the NAVOSH program at the work unit level.	CO	
Designate person(s) responsible for ensuring that NAVOSH training requirements are carried out.	CO	
Establish a preventative maintenance system (PMS) for all training equipment and devices.	CO	5100.1
Ensure Emergency Action Plan is developed and maintained for all high-risk courses.	CO/OIC	5100.1
Review all critiques that address safety issues.	CO/OIC	
Support and participate in annual Safety Reviews.	CO/OIC	5100.1
Distribute Core Unique Instructor Training materials to participating sites.	CCMM	
Ensure Drop on Request (DOR) procedures are included in all high-risk voluntary courses, and that DOR is properly explained prior to training.	CCMM	5100.1

POLICY/GUIDELINES/PROCEDURES	RESPONSIBILITY	INST
Include Training Time Out (TTO) procedures in all high-risk course curricula and ensure the procedures are properly explained prior to each high-risk evolution.	CCMM	5100.1
Standardize TTO procedures to conform with Fleet indicators of distress where feasible.	CCMM	5100.1
Include in curricula, lessons learned and safety precautions as determined by safety directives and prior mishap experience.	CCMM	5100.1
Identify course prerequisites that certify the candidate for training and reflect physical, academic, and performance standards.	CCMM	5100.1
Delete all high-risk training exercises determined to be non-essential for attainment of course objectives or for graduation.	CCMM	5100.1
Develop Core Unique Instructor Training.	CCMM	
Analyze student critique information to identify potential safety problems.	CO CS	5100.1
Review Emergency Action Plan on a monthly basis.	CS	5100.1
Document completion of safety training for instructors.	CS	
Ensure all students are briefed on COR provisions for students attending high-risk voluntary courses.	CS	5100.1
Conduct quarterly Emergency Action Plan walk-through.	CS	5100.1
Conduct interviews with students requesting DOR.	Training Department	5100.1
Ensure instructors in high-risk courses are inform if a student's is set back due to medical problems that could cause future problems.	Training Department	5100.1

POLICY/GUIDELINES/PROCEDURES	RESPONSIBILITY	INST
Ensure a sufficient number of high-risk instructional personnel successfully complete first aid and CPR qualifications and maintain qualification while assigned to high-risk instructional duties.	Training Dept	5100.1 OPNAV 5100.23
Ensure all students and instructional personnel receive safety indoctrination training relative to the course prior to the start of training.	Training Dept LSO	5100.1
Summarize safety review results as a TQI input.	LSO Training Department	
Ensure safety requirements are included in the curricula.	LSO	
Schedule annual Safety Reviews	LSO	
Be familiar with the objectives and evolutions of high-risk course.	Training Safety Officer	5100.1
Observe high-risk training and assess compliance with approved training procedures and emergency procedures.	Training Safety Officer	5100.1
Ensure safety standdowns are scheduled and conducted annually and results are record.	Training Safety Officer	5100.1
Make recommendations to the CO on changes required in the safety program.	Training Safety Officer	5100.1
Schedule quarterly walk-through of the Emergency Action Plan and make recommendations tor improvement required.	Training Safety Officer	5100.1
Ensure Emergency Action Plan is exercised annually.	Training Safety Officer	5100.1
Investigate all training-related mishaps/injuries.	CO Training Safety Officer	5100.1
Conduct safety stand downs at least annually.	CO Medical personnel	5100.1

**APPENDIX A**

**IN-SERVICE TRAINING**

## **Purpose**

The IS Training Program is conducted to satisfy staff training requirements. It provides essential technical and instructional technique information to personnel assigned to training management, instructional, or instructional support duties. This training is unique to the academic environment.

## **Discussion**

- IS training will be scheduled by the LSO. Training is a primary duty and shall be attended except when precluded by actual instructional duties.
- Attendance to IS training is mandatory once it has been scheduled, and may be canceled only with concurrence between the DH/DIR and the LSO.
- In addition to the predetermined subject matter, additional IS training topics may be determined by a survey of instructors, training department requests, instructor evaluation reports, and/or student comment sheets.
- Personnel assigned to LC/LS/DET/Participating Activity duty will obtain required quarterly IS safety training through department directed safety meetings.

## **Responsibility**

- LSO
  - Develop, schedule, and conduct the IS Training Program using Table 1.
  - Analyze the effectiveness of the IS Training Program on a continuing basis as indicated by instructor and course critiques using Student Comments and Student Critique of High Risk Training.
  - Retain IS training records for a period of three years.
- Division Officers. Assign personnel in the following billets to complete required IS training:
  - MP - Maintenance Personnel
  - CI - Classroom Instructor
  - LI - Course Supervisor
  - TO - Testing Officer
  - DP - Designated Personnel assigned by the DH/Director
  - MTS - Master Training Specialist

- Course Supervisors
  - Make appropriate entries of completed IS training in the instructors record of training.
  - Retain records of divisional IS training for a period of three years or until member transfers.
  
- Instructors
  - Personnel assigned to an instructor billet shall complete all required classroom instructor training within one year of report date.
  - Personnel will complete all requirements for Course Supervisor within 15 months of report date.
  - Personnel assigned as LI or MP billets do not need to complete all of the IS training listed in Table 1 prior to assumption of duties. However, it is recommended all workshops be completed as soon as possible.
  - Personnel assigned as TO or Curriculum Developer must complete indicated training prior to assumption of those duties.

**Table A-1 - IN-SERVICE TRAINING TOPICS**

	MP	CI	LI	TO	CD	DP	MTS
Primary Instructor Training		X					X
Advanced Instructor Training		X					X
Course Supervisor Training			X				
CeTARS Schoolhouse CSM		X					X
Team Dimensional Training						X	
New Testing Officer Training				X			
CPR Training	X	X				X	X
Course Review			X		X		
Piloting Readiness						X	
Configuration Management						X	
CeTARS Schoolhouse CERS		X					X
Command Evaluation Team Training						X	
Introduction to CeTARS Schoolhouse	X	X				X	X

MP = Maintenance Personnel

CI = Instructor

LI = Course Supervisor

TO = Testing Officer

DP = Designated Personnel assigned by the Department Director

MTS = Master Training Specialist

**Table A-2 - Recommended Periodicity and Prerequisites**

<b>Topic</b>	<b>Length</b>	<b>Frequency</b>	<b>Prerequisite</b>
100	2 Days	IT Grad	Completed Instructor Training
200	2 Days	2 Days	Completed IS-100, IS-017
300	4 Hours	Quarterly	Completed IS-200, IS-004, IS-014
004	1 Day	Quarterly	N/A
006	3 Hours	Quarterly	Completed Instructor Training Course
007	1 Hour	On Demand	Division Officer recommendations
010	8 Hours	On Demand	N/A
011	1 Day	Quarterly	Completed Curriculum Developer qualification and IS-200
012	4 Hours	On Demand	This workshop should be conducted 90 days prior to a pilot or monitored convening
014	2 Days	Quarterly	Attended IS-017, and on board for 6 months
015	3 Hours	On Demand	MTS, Designated Dept. Evaluator, Nominated by Dept. Head/Director
017	1 Day	Quarterly	N/A

# APPENDIX B

## ELEMENTS OF TRAINING ANALYSIS

## PREREQUISITES

Prerequisites are any requirements the student must have completed prior to attending the training. While many of the items listed below may have little or no impact on academic drop rate, they may impact non-academic drops and attrition.

- Physical (e.g., PFT)
  - What are the physical requirements?
  - What requirements are not being met?
  - Should the prerequisites be adhered to or changed?
- Prior Training/Education
  - What are the requirements?
  - Are these requirements being met?
- Security Clearance
  - Is a clearance required?
  - Is the requirement being met?
- Mental (ASVAB, AFQT, reading level, etc.)
  - What is the minimum requirement?
  - Is the requirement being met?
  - Are waivers being granted?
  - Is there evidence that the waivers are affecting performance?
  - Does the minimum requirement reflect the abilities required?
- Screening
  - Are students being screened as per the transfer manual?
  - Are "comply with" items being met?
  - Are there any skills or abilities not used that may impact attrition?
- Medical
  - What are the medical requirements?
  - What requirements are not being met?

- What percentages of attires are due to medical problems?
- Prerequisite Requirements
- Are all prerequisite requirements accurately and consistently documented? (e.g., CeTARS Schoolhouse, CANTRAC, Recruiting Manual, Transfer Manual)
- Is the command formally notifying commands when they are not complying with the above?

### **CURRICULUM**

A review of the curriculum includes all training materials, FCR, and specific points in the curriculum that cause the student difficulty.

- Status of the curriculum
  - Undergoing validation/pilot/revision?
- Instructor Guide/Lesson Plan
  - Is the sequence of material correct? Is there a logical flow from one point to the next?
  - Does the material support the learning objectives?
  - Is the material current and accurate?
  - What is the date of the latest revision?
  - Does the material contain adequate personalization? Is the personalization approved? NAVEDTRA 134 (series) refers.
  - Does the material contain activities that ensure adequate time for drill and practice?
- Trainee Guide/Student Guide (TG/SG)
  - Are the TG/SGs easy to read? Are the graphics clear? Are the sentences clear? Is the format easy to follow?
  - Does the reading level reflect that of the student? Is the content adequate? For example, is there enough, too little, or too much information?
  - Are the TG/SGs current and accurate?
  - Are the TG/SGs used by the students?
  - Are there adequate provisions for note taking?
  - Are there assignment sheets that evaluate learning and support the objectives?

- FCR
  - Are the FCRs being used to improve training?
  - Have all the previous discrepancies been corrected?
- High Drop/Attrition/Set-back Points
  - To identify these points:
    - Determine the unit/part of the curriculum in which most students are having difficulty.
    - Determine the tests on which several students fail or are unsuccessful on the first attempt.
    - Determine the areas within the tests (objectives, topics, content areas, etc.) with which students experience the greatest degree of difficulty.
  - After these areas have been identified, consider the following:
    - Does the course require skill training to master the subject and is it adequate?
    - Have these areas been revised recently?
    - Can the instructors, students, managers, etc., identify a reason(s) for poor student performance in these areas?
    - Are additional drills and practice time needed for these areas?
    - Is the time allocation optimum for each topic?
    - If not, can time be reallocated from the less difficult to the more difficult topics?
    - Is the teaching methodology consistent with learning required?
- Visual Information (VI). Is the VI adequate to promote understanding of the objectives?
- Technical Documentation
  - Is the technical documentation adequate?
  - Are the manuals worn, hard to use, out of date?
  - Are maintenance requirement cards up to date?
  - Does the technical documentation match the Technical Training Equipment (TTE)?
  - What is the reading level of the technical manuals? Is it consistent with the ability of the students?

- If there are problems with technical documentation, has the appropriate systems command been notified?
- Technology Application
  - Is the course supported by training technology? What type? (AEC, LRC, IMI?)
  - Has the curriculum been analyzed for infusion of technology?

### **TESTING**

The area of testing must be reviewed to ensure that the tests actually measure student performance against the objectives.

- Testing Program
  - Is there an approved Testing Plan?
  - Is the testing being conducted as per the Testing Plan?
  - Are tests given too frequently or too quickly after the material has been presented?
  - Are tests not given often enough?
  - When are tests scheduled? Does the time of day or the day of the week appear to contribute to attrition/setback?
  - Are test items keyed to the objectives/PPP items they measure?
  - Is pretesting used to determine the entry-level knowledge and skills of the students?
- Testing in High Failure Areas
  - Do the test items clearly measure the achievement of the objectives?
  - Do they meet good test item construction guidelines?
  - Is item analysis conducted? Is data recorded and reviewed to identify test items that may require revision or items that identify a trend?
  - What methods are used to identify students with problems before a test is failed? (quizzes, homework, etc.)

### **ACADEMIC SETBACKS**

Review the academic setback records for a designated time period. Consider the following:

- Is there an approved setback policy for the course?
- Is the setback being used as directed?
- Where are the majority of the setbacks occurring?
- What is the average number of times a student is setback in the course?
- What is the average length of the setback?
- What percentages of students who are set back eventually graduate?
- Is there any evidence that the setback enhances the success rate?
- Can a setback point be identified where attrition is more cost effective?
- What is the percentage of Continued with Class (CWC) with remediation?
- Are all forms of remediation exhausted prior to set back?
- What is the average time to train a student, including setbacks?

#### **EQUIPMENT**

- Equipment Failure. Are there problems with equipment, which result in downtime and reduce practical training time? What are the causes of the equipment failure? Can these be prevented from recurring?
- Equipment Adequacy
  - Is there an adequate amount of TTE or simulators for practical training?
  - Are the objectives being measured?
  - Are there bottlenecks in the master schedule? If there are bottlenecks, how do students use their time while waiting to go to the lab? Is the equipment available for remediation?

#### **FACILITIES**

- Training

Does the physical proximity of dining, berthing, and school building impact the student's day?

Are environmental conditions a problem? Are the classrooms furnished in a way to enhance learning?

- Berthing. Is the living space and study space adequate?  
Are quiet hours enforced for study time?

## **INSTRUCTORS**

Instructors are vital to the training process. It is extremely important that all instructors meet all training requirements for an instructor.

- Screening
  - Are potential instructor records screened as per the Transfer Manual?
- Certification
  - Are all instructors graduates of the formal instructor training course?
  - Is there an approved certification program for instructors?
  - Is the certification specific enough to identify required instructor skills in areas with high attrition/setback?
  - Is certification conducted as per guidelines?
- Evaluation
  - Are instructor evaluations conducted as per requirements?
  - Are special instructor evaluations conducted on topics with high attrition/setback rates?
  - What steps have been taken to identify instructor deficiencies? How have they been corrected?
- IS Training
  - Is there a formal IS training program?
  - Is the training responsive to the needs identified by the instructor/departments?
  - Does it focus on areas identified by the instructor evaluation program?
- Instructor Critiques
  - Is there a formal method of collecting feedback from the instructors?

- Instructor Utilization
  - Are divisional tasks periodically reviewed so that the main mission (instructing) receives its proper share of instructors (quantity and quality)?
  - Do all personnel assigned to instructor billets teach?
  - Is the rotational strategy of the staff designed to minimize burnout and maximize performance?
  - Do the Manpower Authorization documents properly reflect the skills and experience required of the instructors?
  
- General
  - Is trend analysis of test data conducted in such a manner that tests can be related to instructors for problem area justification?
  - Are profiles of instructors in high drop/attrition/setback areas available for analysis?
  - Do instructors having difficulty teaching a subject have an opportunity to observe more experienced/proficient instructors teaching it?

#### **STUDENT MANAGEMENT**

How the staff interacts with the student, both inside the classroom and out, is another key element in quality training. Review the following programs to ensure effectiveness per this manual.

- Counseling Program
  - Are the counseling procedures, practices, and training of personnel adequate for the academic and non-academic counseling program?
  - Are records reviewed for possible trends for recurring student problems, etc.?
  
- Academic Review Boards (ARBs)
  - Are the ARBs conducted per applicable guidelines?
  - Are records reviewed to identify possible trends?
  - If so, what action has been taken?

- Retesting
  - When are students required to retest on a complete exam?
  - Are students allowed to retest only on the failed objectives?
  - Is retesting of failed critical objectives conducted?
  - When are the retests administered?
  - Is oral retesting being used?
  
- Remediation
  - Is a remediation program in place and effective?
  - Does the program provide specific guidance for voluntary and mandatory remediation?
  - Are students given remediation in a timely manner?
  - Does the program clearly identify the type of remediation to be used in different situations? (Written/oral remediation assignments, peer tutoring, etc.)
  - Are remediation materials appropriate, adequate, and available?
  - Is there a standardized, formalized remediation program for areas with high drop/attrition/setbacks?
  - How effective is this portion of the remediation program?
  - How can the complete remediation program be improved?
  - Are the right students involved in remediation?
  - Is remediation staffed with instructors certified in the subject matter?
  - Is the instructor/student ratio optimum for these areas?
  - Are there options for ratios not considered optimum?
  - Are the spaces provided for remediation adequate?
  
- School Day
  - Does the total length of the student day allow adequate time for academic and non-academic requirements?
  - Are interruptions to training kept to a minimum? (i.e., dental, medical)
  - Are students encouraged to develop good study habits and exercise self-discipline?

- Navy Military Training
  - Does the NMT staff provide positive military role models to increase motivation?
  - Do the NMT staff and instructors work together as a team?
  - Does the curriculum enhance a positive attitude toward the school and the Navy?
  
- Student Critique Program
  - Are student critiques administered and data collected per the guidelines?
  - Are critiques routed through the chain-of-command?
  - Are critiques completed in a timely manner?
  - Are critiques completed at intervals in long courses?
  - Are the critiques specific enough to identify instructor and course strengths and weaknesses?
  - Is the data collected, analyzed, and used to improve training?
  - If so, what action has been taken?
  - Are all students (non graduates and graduates) completing critiques?

#### **COMMAND CLIMATE**

The emphasis is not only on academic conditions but also on those areas outside the classroom that may impact the student's ability for success.

- Orientation Program
  - Does the command provide the student with information needed while stationed at the command (i.e., chain-of-command, base rules)?
  - Does the course provide an indoctrination program for incoming students?
  
- Quality of Life Programs
  - Are quality of life critiques completed by all students (graduates and attrites)?
  - Are the critiques reviewed and analyzed, and is action taken to correct the problems?
  - Are quality of life critiques routed through the chain as directed?

- Are the recreational and personal needs of the students provided for?
- Are the base facilities providing adequate support for the students?
- Do appropriate levels of training managers periodically visit the BEQs, galley, medical, etc.?
- Does the command leadership, at all levels, promote in the students a positive attitude toward the school and the Navy?

**APPENDIX C**

**TESTING PROGRAMS**

## INTRODUCTION

To ensure students meet the requirements of the course objectives in the most efficient and effective manner, it is necessary to have both quality remediation programs and testing programs. The guidelines that follow should be used in conjunction with the information in Chapters 3 and 5. The contents of this appendix include a discussion of testing procedures, remediation programs, and test/test item analysis procedures.

### Methods of Testing

- Performance tests are sample work situations in which the students demonstrate the ability to complete a task or job.
  - The goal of many courses in the NETC is to train the students to perform a skill. Because of this goal, performance testing may constitute a significant portion of the testing conducted in a course.
  - Courses with skill objectives measure the student's accomplishment of the objectives either through practical work or through performance testing. Performance tests are graded with checklists or rating scales developed after the performance tests are prepared.
  - Performance tests may infer knowledge transfer but should not be the sole measurement of knowledge transfer.
- Knowledge tests are used to measure a student's ability to recognize, recall, comprehend, apply facts, or interpret concepts.
  - Knowledge tests have importance in technical training courses because they measure a student's ability to understand knowledge in support of the performance of a skill.
  - Knowledge tests should be designed during the development/revision process and are used to measure the student's ability to perform the objective.

## Types of Tests

- A **pretest** may be used in one of the following situations:
  - During the pilot class, a knowledge pretest may be administered at the beginning of the course of instruction and again at the end of the instruction. A comparison of the results of the two tests helps the activity determine the effectiveness of the instruction.
  - Pretests may be used to determine if a student has the knowledge or skill for acceleration. The pretest is similar to the existing test and is designed to measure mastery of the learning objectives.
  - Pretests may be used to determine the need for remediation of a student prior to class convening. This type of pretesting should measure the prerequisite knowledge and skills necessary to meet entry-level requirements.
- A **progress test** may be either knowledge or performance.
  - This type of test is administered at some point in the course, unit, topic, etc. The results are used to determine how the student is progressing toward the accomplishment of the objectives.
  - A progress test should not cover more than 40-50 periods of instructional material.
- A **comprehensive test** is given at the end of the instruction or after large blocks of material to measure mastery of the critical objectives in the course or to measure retention of previously tested material. It may be either a performance or a knowledge test. There are two different types of comprehensive tests: Within-course and final comprehensive tests.
  - Within-course comprehensive tests are administered for longer courses when it would not be practical to administer one final test.
  - Final course comprehensive tests are given at the end of the course and measure mastery of the critical objectives.
- A **quiz** is a short test used by the instructor to measure achievement of material recently taught.

- The quiz may be given as often as desired and may or may not be a formal part of the grading system.
  - If used to determine a part of the student's grade, then quizzes and testing procedures must be standardized. If not, the instructor may prepare and administer the quiz within the guidelines of the course and activity.
  - The quiz is not normally retested. If it is used for grading purposes, it should be considered a part of the practical work grade.
- An **oral test** is normally given when job performance in the Fleet requires verbal demonstration of a skill.
    - A board of examiners gives the oral test. The procedures and test items will be consistent for all students.
    - Test items used for oral tests must be validated and approved prior to their use.

### **Grading Systems**

The purpose of a grading system is to communicate whether the student has successfully completed the objectives and, in some instances, how well the student has achieved the objectives. There are two grading systems used in NETC: Satisfactory/unsatisfactory (SAT/UNSAT) grading and numerical grading.

- SAT/UNSAT. SAT/UNSAT grading systems are used when the performance is either accomplished or not accomplished with any varying degrees of performance.

**Example:** An Aviation Ordnanceman either loads the bomb successfully or unsuccessfully; there is no marginal or outstanding performance. When this type of system is used, the course supervisor is required to develop grading criteria for the course; i.e., what constitutes SAT/UNSAT performance and in some cases, establish a method of ranking all the graduates. The requirements for this type of grading system are identical to those using the numerical method with the exception of translating a raw score to a grade.

- Grading Scale. The use of a grading scale applies only to courses using the numerical grading system. It is designed to provide a uniform understanding of the grades a student

is assigned. This scale applies to both knowledge and performance testing. These grades do not represent a percentage rather a placement on the scale. The following is the interpretation of the scale:

- **90-100:** Superior understanding/performance. Graduates in this category are able to perform quickly and efficiently with little or no supervision.
  - **80-89:** Above average understanding/performance. Graduates are able to perform efficiently with little supervision.
  - **70-79:** Acceptable understanding/performance. Graduates complete assignments with minor errors. Supervision is required.
  - **63-69:** Minimally acceptable understanding/performance. Additional instruction is normally required along with close supervision.
  - **0-62:** Inferior understanding/performance. Students are unable to meet standards.
- 
- **Minimum Passing Grade for a Course.** There are no formulas for establishing cut-off points. A complex matter and should be reached only after careful consideration of acceptable understanding/performance and job performance criticality (potential damage to personnel or equipment). The grading scale is a guideline to determine the minimum passing grade for a course. A minimum passing grade may be justifiably lowered to meet immediate manpower needs if errors in performance are less critical than no performance at all. The minimum passing grade for a course is determined by the CCMM and approved in the testing plan. For "A" schools, the minimum grade is between 63 and 75.
  - **Minimum Passing Grade for a Knowledge Test.** While the minimum passing grade for the course is based on the grading scale, the minimum passing grade for a test is determined by a panel of SMEs and is established after the test is designed, and test items are developed. The SMEs that determine the minimum passing grade for a test should be different from the SMEs that prepared the test design and developed the test items.
    - The curriculum developer is responsible for test design and test item development, which occur during the development/revision project.

- To determine what is minimum passing on a test, the SMEs decide which test items the student must answer correctly to indicate minimum acceptable performance. This number is called the minimum passing raw score.
  - The minimum passing raw score will vary based on the content of the material. Example, material that is most critical may have a higher raw score than less critical material.
- Translation of the Raw Score on a Knowledge Test to a Grade:

**Step One:** Determine the raw score for the minimum acceptable performance on a test. The minimum is always equal to 63 (the minimum passing grade on the scale).

**Step Two:** Calculate the grade equivalents for the remaining scores above 63. For example, you have determined that the raw score for the minimum acceptable performance on a test is 30 of the 50 items.

- Subtract the minimum grade from 100.

$$100 - 63 = 37.$$

- Subtract the minimum raw score from the total items.

$$50 - 30 = 20$$

- Divide the remainder of grade points by the number above raw score.

$$37 \div 20 = 1.85$$

- Add 1.85 to all grades above 63.

<u>Grade</u>	<u>Raw Score</u>
63	30
64.9	31
66.7	32
68.6	33
70.4	34

**Step Three:** Calculate the grades for scores below 63.

- Divide the minimum passing grade by the minimum raw score.

$$63 \div 30 = 2.1$$

- Subtract 2.1, starting with 63, for each raw score below 30.

<u>Grade</u>	<u>Raw Score</u>
60.9	29
58.8	28
56.7	27
54.6	26
52.5	25

- If the minimum passing grade for a course is established at a grade higher than the minimum, such as 70, the minimum acceptable grade must still be determined first by the SMEs and then the grade translated up to 70. CCA may establish a higher minimum score.
  - In this instance, the student may perform at the minimum acceptable level but not pass the test because the subject matter, the level of training required in follow-on training or safety requires the graduate to perform at a higher standard.
  - In the above example, the student would be required to answer 34 items correctly to pass the test, which would be four items above the minimum.
- Many computer-grading systems are available to do these computations. For additional information on computer support systems, refer to Chapter 6, Section 5.
- Minimum Passing Grade for Performance Tests.
  - The minimum passing grade for performance tests is determined very much like the knowledge tests. The curriculum developer prepares the grading criteria at the time the performance test is developed. If a numerical grading system is used, maximum point values should be assigned for each task on the job sheet. Total of the maximum points normally equals 100.
  - To determine the minimum passing grade, SMEs should review the job sheet, evaluation instrument, and

grading criteria to identify the minimum acceptable performance, expressed as a number, for each task. The total of these point values represents the minimum passing grade for the test. It is not necessary to determine a raw score and then translate to a grade as with knowledge testing.

- If the grading system is SAT/UNSAT, minimum acceptable performance must still be determined. For example, a performance test has seven tasks graded SAT/UNSAT. How many of these steps must be completed for minimum acceptable performance?
- Care must be taken when using SAT/UNSAT grades for performance tests if numerical grades are assigned to knowledge tests. If this occurs, the student's grade for the course may be based solely on knowledge. This may not provide a realistic picture of the graduate.
- Practical Work. Practical work grades are grades derived from day-to-day assignments. Practical work may be in the form of labs, homework assignments, and/or in-class assignments. While practical work grades may be used in calculating the student's grade, they are normally limited to 10 percent of the overall course grade.

## TESTING PROGRAMS

**Knowledge Test Item Bank.** The master test item bank contains all the test items approved for use in the course and is maintained by the CCMM. Test items will be written in accordance with NAVEDTRA 130 and 131 (series). Test item banks should be reviewed during FCR. Test item banks may be maintained in the form of test item cards, copies of versions of a test, or computer-stored test items.

- Test items in the bank normally contain:
  - The number of the objective the test item supports.
  - The learning level of the test item. (Refer to NAVEDTRA 130 and 131 (series).)
  - The location of the supporting material in the curriculum.
  - Test item analysis data.
  - The number of the test on which the item is located.
- The number of items contained in the test bank are based on the objectives and the need for additional test versions. SMEs should evaluate the objectives and determine the

number of items required to ensure the measurement of acceptable student performance. The criticality or importance of the objectives to overall performance, the complexity of the material or the amount of time devoted to the teaching of the objectives may be factors to consider when determining the number of required test items.

**Test Security.** Test materials must be accounted for at all times. Test materials include test item banks; copies of the tests; scoring keys; computers containing testing materials and any diagram, formula sheet, etc., used by the student when taking a test. Test materials may be controlled in the following manner.

- Test materials should be stored in a locked container in an area accessible to staff personnel only. When test materials are removed, a check-in and check-out system should be maintained.
- Digital test materials on the network need to be secured via permissions and/or passwords. A computer having test items stored on a hard disk drive should be in an area accessible to staff only.
- Tests are normally unclassified but are to be handled in an accountable manner. If the test contains classed materials, the test will be classified and the material handled in accordance with the applicable security classification.
- Performance tests and materials should be controlled only when they contain information that could cause a test compromise.
- When mailing testing materials, a record of receipts, OPNAV Form 5511/10, S/N 0107-LF-008-8000, will be included. The receiving activity will sign and return the form to the sender.

**Test Administration and Review.** Written guidelines are developed for the administration of both performance and knowledge tests. The written guidelines are in the form of test administrator's guides. NAVEDTRA 130 and 131 (series) contain specific guidelines on the content and use of an administrator's guide.

- During the administration of the test, precautions should be taken to minimize the possibility of test compromise.
- After the test has been given and graded, the test is reviewed. The review is necessary to correct any

misconceptions or errors the students may have. The following guidelines apply:

- After the test is graded, review the test in general with the class. This is normally accomplished by reviewing the most frequently missed test items with the class as a whole.
  - When only one or two students miss an item, this item may be reviewed in class or individually depending on the situation and time available.
  - Since it is important that the student not make the same mistake again, all missed test items should be reviewed.
- During the review, precautions must again be taken to minimize the possibility of test compromise. The following are examples of methods to prevent test compromise:
    - Review the missed test items without discussing the items or the answers verbatim.
    - Use computer-generated testing. When new tests are generated each time, the test may be reviewed verbatim. This may not be practical for courses with large student input due to the volume of printed material required.
    - Develop alternate versions of a test. Alternate versions of a test will follow the original test design. Using several versions of a test requires the course to have a larger test item bank. The rule of thumb for determining if an adequate number of test versions is available is to have enough versions to prevent two classes that are on board at the same time from being administered the same test version.

**Remediation Programs.** Regardless of the effectiveness of the testing program or the review process, there are times when a student needs to be remediated on material in order to accomplish the objective. Remediation is normally accomplished through mandatory and voluntary remediation programs.

**Mandatory Remediation.** Mandatory remediation may occur when a student:

- Is recommended by the instructor as a result of a performance counseling session. In this case, it is the course supervisor's responsibility to make the final decision as to whether mandatory remediation is assigned.

- Is recommended by an ARB decision.
- Exhibits poor performance on test, homework, and assignments.
- Fails to achieve the minimum passing grade on a progress or within-course comprehensive test.
- Fails a critical objective. This remediation should take place even though a student has passed the test.
- Students shall be given the opportunity for remediation and retesting prior to the convening of an ARB.

#### **NOTE**

While mandatory remediation may occur in any and all of the above situations, each situation may require different methods of remediation. For example, the time spent, instructor involvement, location of remediation, and structure of remediation may all vary based on the type of failure, i.e., test failure or objective failure.

- When a test is failed, students may receive remediation on the entire test or the part of the test failed. Remediation should be formal and structured for a test failure.
  - Formal/structured remediation refers to written guidelines for the student on specific areas to study. Quizzes may be administered and instructors should evaluate student performance. Grades on the quizzes should be recorded in the student's record.
  - A formal structured remediation program requires direct supervision and active involvement by the remedial instructors.
- When the test is passed, but an objective is failed, the following points should be considered:
  - If the objective failed is a critical objective, remediation may need to be formal/structured.
  - If the student clearly does not understand the objective, remediation may need to be formal. An indication of a lack of understanding is the number of missed items.
  - Remediation may be accomplished one-on-one by the instructor. The student may also be allowed to complete some additional assignment individually in a non-structured environment.

- Every effort should be made to conduct mandatory remediation outside the normal training day. If this is not possible, the situation should be described in the course testing plan under remediation procedures.

**Voluntary Remediation.** A voluntary remediation program provides assistance for the students who seek additional help on their own. Students must be encouraged to ask for assistance anytime they are confused about the material. If the student volunteers for remediation, it may be necessary to separate the voluntary group from the mandatory group. Students in voluntary remediation may require a great deal of attention. This may discourage students with more severe problems from seeking instructor assistance. The important issue is to provide the assistance students need to understand the material.

**Methods of Remediation and Enhanced Learning Options.** Because students and situations are unique, instructors may use one of several different methods to remediate students. The following are examples of different remediation methods that may be used after the traditional 8-hour day or during the +2 for courses under 6 +2 program.

- Tutoring may be instructor lead or peer lead tutoring.
  - Instructor tutoring provides a one-on-one remedial instruction for the student. Instruction may include discussion of particular points with which a student is having difficulty, demonstrations and additional problems or examples.
  - Peer tutoring happens as a natural consequence of being teamed up with one or two other students to discuss questions or solve problems. A variety of tools may be used to focus these discussions including prepared question packages, which are tied to each objective or to individual discussion points. Evaluation standards/answers should be developed to ensure consistency between instructors. A single instructor could usually monitor three groups of three students each.
- Seminars can be developed from existing lesson materials. The material may be expanded in detail by increasing the number and types of examples and illustrations used. To ensure maximum student interaction, seminars should be limited to six students per session. Seminars must focus

on teaching the material in a different way. Restating what was already stated in the classroom is often not effective for the at-risk student.

- Labs can be open to allow students to complete unfinished Job Sheets. Students experiencing difficulty in meeting performance objectives may be assigned additional Job Sheets or provided the opportunity to do additional troubleshooting. Safety requirements will determine the minimum number of instructors.
- Learning Resource Center (LRC), if available, may contain a variety of alternative teaming options. Most products in the LRC will be developed for individual rather than group use. The LRC instructors can usually manage 10-15 students. The LRC support allows the instructor to answer student questions, assess their progress and make recommendations/assign materials, which are most appropriate for the student and the topic area.
  - Written self-study remediation packages may contain additional problems, readings, or assignment questions that the student answers during an after hour program.
  - Remedial materials should be developed for areas that have historically exhibited a high failure rate.
  - Videotapes may range from in-house productions to commercially developed. Tapes can be as simple as the best instructor teaching a lesson or more elaborate productions, which required the special services, offered by the Media Resource Centers.
  - Audiotapes range from local productions to commercially developed materials. Lectures may be taped for playback. Recording of sounds can be developed for recognition drill and practice.
  - Interactive Multimedia Instruction (IMI) may be developed for initial or remedial training. New courseware may be developed in-house, by other government agencies, or by contractors. Commands are encouraged to contact other training activities for a list of IMI available.
- Quiet study as a non-structured type of remediation.
  - This is best suited for a student with good study habits who has little difficulty in attaining the objectives.
  - Normally this student is capable of self-directed study and will need little help from the instructor.

- Remediation for a student whose unit/course averages or test grades fall below a predetermined grade.
  - This method helps to identify students with potential problems before they experience a failure.
  - These students should be placed in a less structured and less formal remediation environment than those assigned mandatory remediation due to test/objective failure. Once a student shows improvement, the requirement to attend remediation should be lifted.

**Test and Test Item Analysis.** Test items and tests are prepared during development/revision of curriculum. During this time they are reviewed for content validity but in order to determine if they have statistical validity, test and test item analysis techniques are needed. The techniques used for analyzing test items include difficulty index, index of discriminating power, and effectiveness of alternatives. Each will be discussed in the paragraphs that follow.

**Procedures for Analyzing Test Items.** While test item analysis procedures may vary between courses, the following general guidelines apply.

- Analyses are conducted from student answer sheets. The recommended sample size is 100. Smaller sample sizes will be necessary when class size and number of course iterations dictate. When the answer sheets have been collected, conduct the analysis manually or with computer assistance.
- Record the date items are analyzed to keep track of the performance of the test item over time. This information may be maintained manually on the test item bank or automatically with some computer programs. Historical data is used to study trends in order to make decisions about test items over time. For example:
  - If the difficulty index of the test item suddenly changes, the testing personnel should investigate possible causes for the change.
  - If a difficult item is now very easy, it may have been compromised. If an easy item suddenly becomes very difficult, this may mean instructors are not teaching effectively or the quality of the student has changed.

- The frequency with which an analysis is conducted may vary. While 100 answer sheets is the recommended number to use for analysis, this may not always be possible or practical.
  - If a course has a large student input, conducting an analysis for every 100 answer sheets may be too time consuming. If this occurs, testing personnel may be able to conduct a monthly analysis until the items are considered stable. Once stable, the analysis can be conducted on a quarterly basis.
  - If a course has a very small student input, and it may take several years to collect 100 answer sheets. For courses with small inputs, the entire sample may be used to calculate the effectiveness of the alternatives and the index of discriminating power.
    - These courses may also use the 50 percent missed rule. With this method, each test item that is missed by 50 percent of the students is reviewed for possible problem areas.
    - If 100 answer sheets can be accumulated in a year's time, then a complete analysis, using all three indexes should be conducted. If not, then a complete analysis may not be required.
    - If a complete analysis is not required, the 50 percent missed rule applies.
  - The important thing is not so much that an analysis be conducted every time 100 answer sheets are received, but that an analysis is conducted and the results are used to improve the instruction.
- In the analysis of a test item, it is important to record the date an item was changed or the date the instructional materials were changed. Each time an item or material is changed, the analysis must begin again. When this is done, it is possible to compare the performance of the test item before and after the change.
- After the test items are analyzed, the next step is to make decisions based on the data.
  - First, determine which items do not fall into the acceptable indexes discussed earlier. Each item is then reviewed by asking several questions:
    - Is the answer miskeyed?

- Is there no correct answer or more than one correct answer?
- Is the question clear to the student?
- If the test item is determined to be sound, the next step is to review the instructional material.
  - Is the information correct?
  - Does the material in the student guide support the information in the lesson plan?
  - Does the information in the technical manual support the material in the lesson plan?
- If the instructional material is correct, next evaluate the classroom instruction.
  - Was the material taught correctly?
  - Did the student receive practice prior to testing?
  - Was there adequate time allowed for review and summary of the material?
  - How effective was the instructor in the delivery?
  - Can the poor performance of the test item be tracked to a specific instructor?
- Once all the information has been reviewed, several possible actions may occur.
  - The test, instructional materials, and/or master schedule may require a change.
  - Some areas may be corrected through instructor IS training. This can be technical or technique in nature.
  - The final possible action is to make no change until further data is collected.

**Techniques for Test Item Analysis.** Item Difficulty calculates the difficulty of the test item. If the item does not have the correct degree of difficulty, then it may not effectively discriminate. The acceptable range of difficulty for technical training is **.50 to .90**.

- To calculate the difficulty index, take the complete sample and use the following guidelines:
  - Count the total number of correct answers and divide by the total number taking the test.

- The **formula**  $p = Nc \div N$  results in a proportion or decimal that becomes the index of item difficulty.
- The larger the index, the easier the item. If the item is answered correctly by everyone, the index would be 1.00. If no one answered it correctly, the index would be 0.00. For 150 answer sheets, where 100 answers were correct, the difficulty index would be as follows:

$$P = \frac{100}{150} = .66$$

- Based on the limits, this item would be considered acceptable.
- Sometimes a difficulty of 1.00 may be desirable. This normally occurs in the area of safety where the goal is for everyone to answer the item correctly.

**Effectiveness of the alternatives is used for multiple-choice test items**

- The multiple-choice test item is only as good as its alternatives. If the incorrect alternatives are illogical, not plausible or absurd, the student may be able to select the correct response without knowing the material.
- This index calculates the number of students selecting each alternative within the high and low groups. The steps are as follows:
  - After sorting the answer sheets from highest to lowest, select the highest and lowest 27 percent of the students.
  - Count the number of students in each group that selected each alternative. For example:

Item 1	(a)	(b)	(c)	(d)	Total
High 27%	2	15	17	7	41
Low 27%	1	12	15	13	41

- Alternative "a" may need to be improved. It is ineffective as an alternative since it was selected by only 3 of 82 students.

- Alternative "c" is more deceiving to the high group than to the low group. This item can be improved by making this response less plausible to the high group.

### **Analyzing Procedures for Performance and Essay Test Items.**

Performance and essay items almost always require a checklist or rating scale. First, check the reliability of the rating scale. Once you are confident the checklist or rating scale is reliable, student responses can be analyzed. The following sections describe the types of errors that raters can make and procedures for checking the reliability of checklists and rating scales for performance and essay test items.

**Types of Rating Errors.** One problem with rating scales is that different raters often make different judgments about the same performance. These differences or rating errors can be classified into four categories:

- **Error of Standards.** Errors are sometimes made because of differences in different raters' standards. If rating is done without any specified standards, there may be as many different standards as there are observers. This is why it is important that rating scales be "anchored" with descriptions of the behaviors for each value on the rating scale. The more complete these descriptions, the better the inter-rater agreement.
- **Error of Halo.** A rater's ratings may be biased because he/she allows his/her general impression of an individual to influence his/her judgment. This results in a shift of the rating and is known as a "halo" effect. If a rater is favorably impressed, the shift is toward the high end of the scale. If the rater is unfavorably impressed, the shift is toward the low end. This type of error frequently goes undetected unless it is extreme. It is therefore a difficult error to overcome. Error of halo is reduced by reminding each rater that he/she is judging specific performances and should NOT take into consideration of his/her overall impression of a student.
- **Logical Error.** A logical error may occur when a rater uses a series of rating scales. When a rater tends to give similar ratings on scales that are not necessarily related, he/she is making a logical error. The way to minimize logical errors is to make clear the distinctions among different performances or aspects of a product that are to be measured. Again, behavioral "anchors" help.
- **Error of central tendency.** An error of central tendency is demonstrated when different raters tend to rate most

students near the middle of a scale. If, for example, a scale has seven points and you get a large number of "4s" from the raters, they may be making this error. One way to counter this is to use scales with an even number of points (so there is no middle point). Also, behavioral "anchors" again help.

### Determining Reliability of Rating Scales and Checklists

- Rating Scales. Rating scales are used in items that involve decisions more complicated than "yes-no" or "go-no-go". It is important that different raters use the scale in the same way. To determine how well different raters agree, construct a chart similar to the one below. The chart should show the score that each rater gave to each student on each item. In the example below, three raters rated five students on five items. The rating scale for each item was 1 to 5.

**Sample Rating Scale Data for Five Item**

Item Number	Student 1			Student 2			Student 3			Student 4			Student 5		
	R1	R2	R3												
1	5	5	5	3	3	3	4	4	4	2	2	2	1	1	1
2	5	4	4	4	4	4	3	4	3	1	2	2	2	3	2
3	5	4	5	4	3	3	3	3	3	3	2	2	4	4	4
4	3	5	2	3	1	4	2	4	3	1	2	4	3	2	1
5	4	4	3	3	2	3	4	3	4	3	2	2	3	3	3

**R1=Rater 1, R2=Rater 2, R3=Rater 3**

- By looking across a row, you can compare the scores given by the different raters to each student. In the example above, you can see that for item 1, there is perfect agreement among raters. For items 2, 3, and 5, there is some disagreement and for item 4, there is considerable disagreement. A good guideline is that, if the majority of raters agree and the raters disagreeing are only off by one point on a scale, the rating scale is reliable. If, however, there is no majority agreement or if raters differ by 2 or more points on the scale, a review is necessary. The rating scales should be checked to make sure that the "anchoring" statements are as clear as possible, and the instructions to scorers should be checked to make sure they are not misleading some of the raters. It is best to do this with the raters, because they can tell you what they thought they were doing.

- Checklists. Checklists should be treated in the same way as rating scales, except there will be only two possible scores, 1 or 0, yes or no, or go or no-go. Again, different raters should be compared with each other, as in the table above, to determine if there is substantial disagreement. If so, the checklists and instructions to scorers should be reviewed.
- Essay Test Items. Since essay items are best scored using checklists or rating scales for major points in the answers, the procedures described above are applicable.

**Test Analysis for Selected-Response Items.** Analyzing the individual test item is only part of the analysis process. Statistically, individual test items may appear acceptable, but when placed together on the test, may not accomplish what the test was designed to do. This section provides some guidelines to consider when conducting test analysis.

- Content Validity is defined as the extent to which a test measures the objectives. Tests should have content validity prior to conducting the test item analysis.
- Measures of Central Tendency are statistical measures commonly referred to as the mean, median and mode. The median is the middle grade. The mode is the most frequent grade in the sample. The mean is the average grade. It is the statistic to be most concerned with during test analysis.
  - The mean grade on a test provides information on the average student. If the minimum passing score for a test is set at 70 and the mean is 70, then the average student is achieving the minimum score. If this is occurring, then the minimum passing score is probably set too high.
  - When the mean grade is low, it could indicate that the test is too difficult, leading to student frustration. On the other hand, if the mean grade is 95, the test is probably not challenging enough for students.
  - When using the mean, be aware that the grade may not accurately reflect student performance since it may be affected by extremely high and low scores.
- Validation requires a list of the number, type, and knowledge levels for all test items in a course. If a test was designed properly, there is a greater chance that the test has content validity and is therefore measuring the

objectives of the course to the level identified. Reviewing the test design periodically is another method to evaluate the effectiveness of the test.

**Methods for Reviewing Test Items.** So far we have discussed statistical methods for "flagging" items that may be flawed. There are other, less formal, follow-up methods for reviewing items, which should be used to correct these flaws. These methods are discussed below.

- Feedback from students. Feedback from individuals in the tryout can be extremely useful in identifying flaws. Interview as many students in the tryout as possible. Have them "walk through" their thinking as they respond to items. You should note difficulties with instructions or with particular items, time pressures, problems with equipment or facilities, misunderstandings of standards or scoring, and other points of confusion. It is best to conduct this review orally with individual students, because you can ask follow-up questions to pinpoint the source of problems.
- Peer review. Another useful technique is to have experienced test developers review your items.
- Review by test evaluator. The LS/DET LSO, and/or a Testing Officer are responsible for quality control. They will have their own procedures for review and revision of tests and their own sets of criteria that tests should meet.
- Review by SME's. You should always obtain reviews of your test items from subject matter experts. They should be asked to check the items for technical accuracy and to note items that are confusing or misleading.
- Review of practice items. If practice items completed by instructed students are available, they can be used to help review test items. Since practice items should be similar or identical to the test items, performance on practice items can be compared to performance on related test items. If there are major differences between performance on practice and related test items, the items should be reviewed using the procedures described in this section.
- Some additional things to look for are inadequate instruction, long delays between initial training and testing (which could result in forgetting), practice items, and test items that are inconsistent, and inappropriate sequencing of instruction, such that practice items occur before a proper instructional foundation has been laid.

**Frequency of Testing.** Frequency of testing should be reviewed to ensure tests are administered at optimal intervals. Testing at too short an interval creates an unnecessary administrative burden. Testing at too great an interval will delay diagnosing student academic problems. The recommended testing interval for a progress test is about 40 periods of instruction. When information/performance is complex or difficult for students, as evidenced by low test scores, they often benefit by being tested on smaller chunks of information/performance more frequently.

**APPENDIX D**

**LABORATORY EVALUATION  
PROCEDURES**

## LABORATORY EVALUATION PROCEDURES

Laboratory Evaluation Procedures. This Appendix contains information on how to conduct laboratory evaluations and how to evaluate the performance based on the Instructor Laboratory Checklist (ILC) provided at the end of this Appendix D-1.

### Procedures for Laboratory Evaluation

- Every instructor is responsible for the quality and safety of training in the laboratory. In many cases, a course supervisor is aided by one or more assistant instructors.
- The course supervisor is responsible for coordinating the assignments of the assistant instructors. The course supervisor is also responsible for ensuring that assistant instructors are familiar with laboratory procedures and are properly briefed on their responsibilities.
- When laboratory training is conducted with more than one instructor, an evaluator must determine during the preliminary meeting whether the instructor is the lead or an assistant instructor and what the instructor's responsibilities are. Assistant instructors should each have their own copy of the lesson plans.
- Laboratory training **shall not** begin until the required number of instructors is present.
- Based on the instructor's training responsibilities in the laboratory, the evaluator determines which of the evaluation items on the Laboratory Evaluation Form are applicable to the evaluated instructor and which should be rated "NA."

Laboratory Grading Criteria. The INTRODUCTION for the laboratory serves the same purpose, as does the Introduction for the classroom; to set the stage for learning to take place and to motivate the students to perform to the best of their ability. The following is a list of behaviors that should be observed.

- Displayed course and Topic Title.
- Introduced Self.
- Explained the Objectives to the Students. The instructor should ensure that the students understand the objectives. The objectives should be related to the information in the job sheets. If the objectives are covered when students begin a new laboratory training session, readdressing the objectives may not be necessary for continuation periods of

the same laboratory training session. For continuation periods, mark the objective block "NA". Depending on the type of laboratory training, the instructor may find it more effective to discuss the objectives in the classroom right before the students go into the laboratory.

- Related Classroom Instruction to Lab Performance. The instructor should relate how previous classroom and/or laboratory instruction relates to what the students will be required to do in the lab. The instructor may also find it appropriate to relate the laboratory work to jobs the students will perform in the Fleet. Relating classroom instruction to laboratory performance may not be necessary for continuation laboratory training periods. When it is not necessary, this block should be marked "NA".
- Reviewed Safety/Sanitation Procedures. The instructor should review TTO procedures, as appropriate, personnel safety procedures, equipment safety procedures and applicable sanitation/hazardous waste disposal procedures. When the training session extends beyond one training day, these procedures may be reviewed at the beginning of the first period of laboratory training each day. Depending on the type of laboratory training, the instructor may find it more effective to discuss safety procedures in the classroom right before the students go into the laboratory. For continuation periods other than the first continuation period of the day, this block may be marked "NA". If safety procedures do not apply, mark this block "NA".
- Posted Safety Precautions as Necessary. Emergency Action Plans, if required, should be posted in all training areas. Safety precautions must be clearly posted next to or near any equipment, component, or material which presents a hazard to the safety of personnel. Emergency first-aid procedures should also be posted. Cut off switches to secure power to malfunctioning equipment should be accessible and marked with instructions regarding their use. Hazardous areas should be appropriately marked.
- Explained Criteria for Satisfactory Performance. The instructor must ensure that the students understand the grading criteria standards, including all applicable safety standards and security procedures. The students should know if the laboratory session is a practice session or a test. The instructor may also provide samples of partially finished and completed projects for the students to examine in the lab.

- Motivated Students to Do Their Best. Instructors should motivate the students to take pride in their work and do their best.

**The Presentation.** Deals with how well the instructor was prepared to conduct the laboratory training and how well it was accomplished. The following behaviors should be observed. Lesson Plan was personalized. The evaluator should check the lesson plan for personalization.

- Work Spaces/Stations were ready for Training. The instructor should ensure that each work station is fully equipped; that equipment, tools, and material are ready for student use or are ready for the students to set up and use; and that instructional material, including instruction sheets, job sheets, schematics, blueprints, checklists, and rating scales are available in sufficient quantities. The laboratory area should be clean; neat and free of trip and slip hazards; and fault conditions set in trainers when applicable.
- Reviewed Instructional Material with Students. The instructor should ensure that the students know what instructional materials are available to them and how to use them. The job sheet(s) should be thoroughly explained, as they convey directions to the students for completion of required tasks. Review of instructional material may not be necessary for continuation laboratory training periods. For continuation periods, this block may be marked "NA."
- Demonstrated Laboratory Procedures Effectively. When a demonstration is required, the instructor should ensure that all students could see the demonstration and employ the "Say and Do" technique; e.g., first explain what will be demonstrated and then demonstrate it. Safety should be emphasized at the points in the demonstration where applicable. If demonstrations are not required, this block should be marked "NA".
- Used Communication Skills Effectively.
- Maintained a Positive, Professional Attitude.
- Provided Related Instruction when needed. The instructor should provide related instruction when needed to accomplish the objectives. The instructor should monitor students' performance to ensure that they are progressing at a satisfactory pace. This should be done continuously while the students are working in the laboratory, rather than only at the end of the training session. Instructors

should ensure that all students are kept busy in the learning environment.

- Asked Thought-Provoking Questions. The instructor should ask a variety of thought-provoking questions to the class as a whole and to individual students when checking their progress and understanding. Thought-provoking questions should be used to make the students think about what they have learned and/or to stimulate the students to think independently. The instructor may also use thought-provoking questions to get non-participating students involved in the training period or to help students who are experiencing difficulties.
- Managed Time Effectively. The instructor should ensure that students follow procedures and time limits. When necessary, instructors should provide explanations/clarifications/demonstrations of common problem areas to the entire class rather than to the individual. Instructors may also have students who complete their work ahead of schedule provide assistance to others or work on another assignment.
- Safety Devices/Equipment were in Good Condition. Equipment safety devices should be present and in good working condition. Equipment guards and protective devices should be properly adjusted.
- Issued Tools and Materials Expeditiously. The instructor should have tools and materials organized so that they can be issued to the students promptly and efficiently. When appropriate, the instructor should also have established procedures for the students to receive tools and materials without undue loss of valuable training time.
- Monitored Students for Safety Practices. The instructors will monitor students' performance to ensure compliance with personnel and equipment safety procedures.
- Assisted Students as Necessary. Instructors will provide an environment for students to learn by doing. The instructor will provide assistance when it is necessary or as indicated by the grading criteria or when the lesson plan and/or Administrator's Guide allows the instructor to provide assistance. Depending on the type of training, the instructor may use more capable or experienced students to help other students. During the laboratory session the instructor should not:
  - Demonstrate on a student's practice or test project or provide assistance if the student can accomplish the objective without assistance.

- Provide the students more assistance than is required or take over and complete an assignment for the student.

**To evaluate Instructor/Student Interaction**, evaluators should observe the students as well as the instructors. Students should be observed during the evaluation of laboratory training because their performance provides important information on the quality and safety of the training. Evaluators should note the following areas.

- Students appeared to understand assignment. Students should be able to independently start the assignment after the instructor explains it to them and once started, the students should work independently. The students should also complete the assignment correctly. Evaluators should note if the students were able to accomplish the assignment without frequent questions and/or assistance from the instructor.
- Students used instructional materials correctly. Evaluators should note if students are using all of the instructional materials provided, and if they are using them correctly. In cases where students are not using the instructional materials as intended, the evaluator should note if the instructor observed and corrected the deficiency.
- Students appeared to seek help when needed. Students should be encouraged to ask for assistance. If students do not ask the instructor for assistance, note whether they ask their fellow students or whether they try to proceed without help. Note the instructor's response and rate this item accordingly. If the instructor advised them that they could not seek assistance, mark this item as "NA". If none of the students ask for assistance because they didn't need it, mark this item as "NA".
- Recognized individual student differences. An instructor who recognizes individual student differences does not compare a student's performance to the performance of his/her peers. The instructor should monitor students' non-verbal behavior for cues regarding student understanding and provide the level of assistance required by the individual student. Instructors should use a variety of teaching techniques to aid students in accomplishing the objectives and should use numerous examples and analogies to aid student performance. Instructors should monitor more closely students who are having difficulty than students who are not having

difficulty and must remain patient and provide additional practice and remediation when required. Instructors should provide additional encouragement to students who are progressing at a slower rate than their classmates should and provide challenging activities and/or rewards for students who progress faster than their classmates.

- Checked Student Progress and Understanding. The instructor should check student progress and understanding by monitoring student performance and by questioning the students. This should be occurring continuously during the lesson. Instructors should ensure that the students are using the job sheets and related instructional material correctly and that the job steps are followed properly and performance standards are maintained.

**To evaluate the Summary**, the evaluator must ensure that the instructor checked for student achievement of the objectives.

- Related Objectives to the Lesson. To stress the relationship of the objectives to learning, the instructor should relate the laboratory session back to the objectives. This should occur after all students have completed the lab or the allowed time has expired.
- Students Participated in Review; asked questions. Students should participate in the review and ask questions, as appropriate. The instructor should review at the end of the session. For laboratory training sessions that extend beyond one instructional period/training day, the instructor should conduct a review after students accomplish each objective or major part of an objective.
- Asked Questions to check Student Understanding. The instructor should ask questions related to the laboratory session to ensure students understood the purpose of the training and that they did accomplish the objectives.
- Emphasized the Importance of Safety. This must be continuously stated through out the laboratory session.

**Table D-1 - LABORATORY INSTRUCTOR EVALUATION CHECKLIST**

NAME	RATE	DATE			
NUMBER OF STUDENTS	INSTRUCTOR/STUDENT RATIO				
COURSE	TOPIC TITLE	CIN			
<input type="checkbox"/> TECHNICAL <input type="checkbox"/> TECHNIQUE <input type="checkbox"/> INSTRUCTOR PREPARATION 1 2 3 <input type="checkbox"/> CERTIFICATION					
<input type="checkbox"/> MONTHLY 1 2 3 <input type="checkbox"/> QUARTERLY 1 2 3 4 <input type="checkbox"/> HIGH/MODERATE-RISK					
		YES	NI	NO	NA
1. INTRODUCTION					
a. Displayed course and topic title.					
b. Introduced self.					
c. Explained the objectives to the students.					
d. Related classroom instruction to lab performance.					
e. Reviewed safety/sanitation procedures.					
f. Posted safety precautions as necessary.					
g. Explained criteria for satisfactory performance.					
h. Motivated students to do their best.					
2. PRESENTATION					
a. Lesson plan has been personalized.					
b. Work spaces/stations were ready for training.					
c. Reviewed instructional material with students.					
d. Demonstrated laboratory procedures effectively.					
e. Used communications skills effectively.					
f. Maintained a positive, professional attitude.					
g. Provided related instruction when needed.					
h. Asked thought-provoking questions.					
i. Managed time effectively.					
j. Safety devices/equipment were in good condition.					
k. Issued tools and materials expeditiously.					
l. Monitored students for safety practices.					
m. Instructors assisted students as necessary.					
3. INSTRUCTOR/STUDENT INTERACTION					
a. Students appeared to understand assignment.					
b. Students used instructional materials correctly.					
c. Students appeared to seek help when needed.					
d. Recognized individual student differences.					
e. Checked student progress and understanding.					
4. SUMMARY					
a. Related objectives to the laboratory.					
b. Students participated in review; asked questions.					
c. Asked questions to check student understanding.					
d. Reemphasized the importance of safety.					

- Satisfactory
- Unsatisfactory
- Recommended for a Waiver

REMARKS COMPLETED BY THE EVALUATOR

All behaviors evaluated as NI or NO will be explained under this section. A statement concerning safety evaluation procedures must be included in this section. Also include any comments of an outstanding nature.

SIGNATURE AND TITLE OF THE EVALUATOR

DATE

INSTRUCTOR IMPROVEMENT PLAN

I have been debriefed on this evaluation. I understand the areas that need improvement and will take the following action:

SIGNATURE AND TITLE OF THE INSTRUCTOR

DATE

**APPENDIX E**

**STUDENT CRITIQUE FORMS**

## STUDENT CRITIQUE OF TRAINING

Please Provide an explanation for each item marked 1, 2, or NO on the back of this form. Any recommendations for improvement are encouraged and may be provided on the back of this form. Thanks you for your time.				
Course	Date	CIN	Unit/MOD:	Class
Instructor		Student/contact number:		
(*You are not required to sign this form, however, if you desire feedback, a name/contact number is necessary). Write N/A if the item does not apply. Use the following scale where indicated: (1 - Strongly Disagree, 2 - Disagree, 3 - Neither Agree nor Disagree, 4 - Agree, or 5 - Strongly Agree).				
1. Using the 1 to 5 rating scale, evaluate the effectiveness of the following course material.				
<input type="checkbox"/> A. Trainee Guide was necessary for me to understand the material. <input type="checkbox"/> B. Technical Manuals were necessary for me to understand the material. <input type="checkbox"/> C. Training aids (transparencies, videos, power points, etc) were necessary for me to understand the material. <input type="checkbox"/> D. Training equipment was necessary for me to understand the material.				
2. Using a YES/NO rating, answer the following questions concerning the lesson topics in the course.				
<input type="checkbox"/> A. Provided me with the knowledge needed to perform in the labs. <input type="checkbox"/> B. Were organized in a clear and logical manner. <input type="checkbox"/> C. Were presented in a manner that was easy to understand. List lessons or areas you had difficulty with.				
3. Using a YES/NO rating, answer the following questions about how the objectives were measured.				
<input type="checkbox"/> A. There was enough time for me to practice the skills before taking the performance test(s). <input type="checkbox"/> B. The grading criteria were explained to me before I was administered the test. <input type="checkbox"/> C. Test(s) represented the material covered. <input type="checkbox"/> D. There was enough time for me to complete the test(s).				
4. Using a YES/NO rating, answer the following questions as they relate to safety and the training facilities.				
<input type="checkbox"/> A. Lessons on safety were included as applicable. <input type="checkbox"/> B. Lessons related safety to job performance. <input type="checkbox"/> C. Safety was emphasized in performance labs. <input type="checkbox"/> D. Physical condition of the facilities was adequate. <input type="checkbox"/> E. Classroom equipment was safe for use. <input type="checkbox"/> F. Laboratory/equipment was safe for use.				
5. Using the 1 to 5 rating scale, evaluate the effectiveness of the instructor on the following items.				
<input type="checkbox"/> A. Was prepared to teach the lesson(s). <input type="checkbox"/> B. Taught at a level I could understand. <input type="checkbox"/> C. Encouraged me to ask questions. <input type="checkbox"/> D. Answered my questions adequately. <input type="checkbox"/> E. Motivated me to learn the material. <input type="checkbox"/> F. Was enthusiastic about the subject. <input type="checkbox"/> G. Exhibited professionalism at all times. <input type="checkbox"/> H. Was willing and available to assist me with my problems.				
6. Using a YES/NO rating, answer the following questions about safety.				
<input type="checkbox"/> A. The instructor covered safety prior conducting performance laboratories. <input type="checkbox"/> B. The instructor made me feel my safety was a primary consideration during performance laboratories.				
AMPLIFYING COMMENTS				

## STUDENT CRITIQUE OF HIGH-RISK TRAINING

You will be given the opportunity to answer the following questions at the conclusion of each high-risk training session. Please provide an explanation for each item marked 1, 2, or NO on the back of this form.

Course: _____	Date: _____	CIN: _____
---------------	-------------	------------

Unit/Module: \_\_\_\_\_ Class: \_\_\_\_\_

Instructor(s): \_\_\_\_\_ Class: \_\_\_\_\_

-----  
 Write N/A if the item does not apply. Use the following scale where indicated: (1 - Strongly Disagree, 2 - Disagree, 3 - Neither Agree nor Disagree, 4 - Agree, or 5 - Strongly Agree).

1. Using YES/NO rating, evaluate whether the items listed were adequately explained to you prior to the beginning of each high-risk training situation.

- A. Training Time Out procedures.
- B. Emergency Action Plan.
- C. Tasks to be performed.
- D. Methods used to determine successful performance.

2. Using a YES/NO rating, answer the following questions as they relate to safety during the high-risk training situation.

- A. Safety precautions were reemphasized immediately prior to job performance.
- B. The instructor evaluated my knowledge of safety precautions prior to job performance.
- C. Laboratory/equipment was safe for use.

3. Using a YES/NO rating, answer the following questions concerning the instructor.

- A. Encouraged me to report unsafe or unhealthy conditions.
- B. Encouraged me to do my best.
- C. Provided a learning environment that was not threatening to me.

4. Using a 1 to 5 range scale answer the following:

- A. I felt my safety was always a primary concern of the instructor.
- B. I felt that the training environment was both safe and non-hazardous.

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**NOTE: For high-risk training situations, no one will place pressure on you to sign this form. If you wish to sign this you may; however, you have the right to remain anonymous.**

## STUDENT CRITIQUE OF TEAM TRAINING

Please provide an explanation for each item marked 1, 2, or NO on the back of this form. Any recommendations for improvement may also be provided on the back of the form.		
Course	Date:	CIN:
Unit/Module:	Instructor:	Instructor:
Write N/A if the item does not apply. Use the following scale where indicated: (1 - Strongly Disagree, 2 - Disagree, 3 - Neither Agree nor Disagree, 4 - Agree, or 5 - Strongly Agree).		
<p>1. Using a 1 to 5 rating scale, evaluate the effectiveness of the instructor/operator as appropriate.</p> <p><input type="checkbox"/> A. Was prepared to conduct the training session.</p> <p><input type="checkbox"/> B. Provided me with the necessary guidance during the training.</p> <p><input type="checkbox"/> C. Exhibited professionalism at all times.</p> <p><input type="checkbox"/> D. Critique of team performance was adequate in identifying team and individual problems.</p> <p><input type="checkbox"/> E. Emphasis on my personal safety during the training was adequate.</p>		
<p>2. Using a YES/NO rating, answer the following questions on the security/safety of the team training session.</p> <p><input type="checkbox"/> A. Trainer was safe for use.</p> <p><input type="checkbox"/> B. All equipment was safe for use.</p> <p><input type="checkbox"/> C. Safety precautions were explained prior to beginning training.</p> <p><input type="checkbox"/> D. My knowledge of safety precautions was evaluated immediately prior to the training session.</p> <p><input type="checkbox"/> E. Safety precautions were reemphasized during training as needed.</p> <p><input type="checkbox"/> F. Security procedures were explained prior to the training session.</p>		
<p>3. Using a YES/NO rating, answer the following questions on the training facilities.</p> <p><input type="checkbox"/> A. Laboratory was clean, properly lighted, heated, cooled, etc.</p> <p><input type="checkbox"/> B. Classrooms were clean, properly lighted, heated, cooled, etc.</p>		
<p>4. Using a 1 to 5 rating scale, answer the following questions concerning the overall training.</p> <p><input type="checkbox"/> A. The simulation of training was realistic and challenging.</p> <p><input type="checkbox"/> B. The training materials were necessary for successful performance.</p> <p><input type="checkbox"/> C. The training equipment (tools, protective gear, etc.) was in good condition.</p> <p><input type="checkbox"/> D. The training was valuable in preparing me to do my Job.</p>		
<p>5. Using a 1 to 5 rating scale, senior members of the team, if appropriate, answer the following questions on training.</p> <p><input type="checkbox"/> A. Instructors/operators were helpful in providing the assistance needed to effectively train the team.</p> <p><input type="checkbox"/> B. The scenario selection was appropriate to meet the needs of the team.</p> <p><input type="checkbox"/> C. Training was necessary to prepare the team to function effectively.</p> <p><input type="checkbox"/> D. Training provided was presented at the appropriate level for the team.</p>		

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**NOTE: You are not required to sign this form; however, if you desire feedback, a name is necessary.**

### QUALITY OF LIFE CRITIQUE

Please provide an explanation for each item marked 1, 2, or NO on the back of this form. Any recommendations for improvement may also be provided on the back of the form.		
Course	Date:	Rate/Rank:
Barracks	Class	
Write N/A if the item does not apply. Use the following scale where indicated: (1 - Strongly Disagree, 2 - Disagree, 3 - Neither Agree nor Disagree, 4 - Agree, or 5 - Strongly Agree).		
1. Using a 1 to 5 rating scale, evaluate the adequacy of the following services. <input type="checkbox"/> A. Personnel Support <input type="checkbox"/> B. Medical <input type="checkbox"/> C. Dental <input type="checkbox"/> D. Berthing House Keeping		
2. Using a 1 to 5 rating scale, evaluate the adequacy of the following facilities. <input type="checkbox"/> A. Berthing <input type="checkbox"/> B. Messing <input type="checkbox"/> C. Medical <input type="checkbox"/> D. Dental <input type="checkbox"/> E. Morale, Welfare, and Recreation (MWR)		
3. Using a YES/NO rating, answer the following. <input type="checkbox"/> A. The quality of the food was adequate. <input type="checkbox"/> B. The washer/dryers were operable. <input type="checkbox"/> C. Change machines were available and operable. <input type="checkbox"/> D. Vending machines were available and operable.		
4. Using a YES/NO rating, answer the following concerning the regulations and policies. <input type="checkbox"/> A. Were fully explained during the command or course indoctrination. <input type="checkbox"/> B. Were reinforced by instructors and company commanders. <input type="checkbox"/> C. Were equally enforced by all senior personnel.		

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**NOTE: You are not required to sign this form: However, if you desire feedback, a name is necessary.**

# APPENDIX F

## SAFETY REVIEW CHECKLIST

### SAFETY REVIEW CHECKLIST

COURSE: _____ CIN: _____ CDP: _____			
REVIEWER/TITLE: _____		DATE: _____	
REVIEWER/TITLE: _____			
TRAINING SAFETY OFFICER: _____			
A. APPLICABLE TO ALL COURSES	YES	NO	N/A
1. Instructor training completed.			
2. Quarterly IS safety training conducted.			
3. Medical alert procedures in place.			
4. Mishap trend analysis conducted.			
5. Instructors are present in sufficient numbers to prevent accidents during potentially hazardous or dangerous situations.			
6. All instructors give safety top priority.			
7. Facilities ensure a safe working environment.			
8. Hazard controls to eliminate or minimize potential risks are included in hazardous training evolutions.			
9. Tools and equipment are in good working condition and safe to use.			
10. Training evolutions that require students to perform hazardous tasks are essential to accomplish learning objectives.			
11. Applicable safety procedures/protective measures in place. (see Section C)			
B. HIGH-RISK COURSES ONLY			
1. TTO procedures in place.			
2. DOR procedures included in voluntary courses.			
3. Premishap Plan In place.			
4. Annual exercise of premishap plan conducted.			
5. Safety standdown review and documentation accomplished.			
6. Periodic safety inspections of high-risk training facilities and equipment			
7. Training Safety Officer assigned to the course or block of courses.			
8. Safety observers assigned to the course.			
9. Site augment plans in place (if applicable).			
10. Core unique instructor training program approved by CCA.			
11. Screenings of instructor complete and documented.			
12. Student screening documented.			
13. Setback information on students available to the instructor.			

C. COMPLETE AS APPLICABLE	YES	NO	N/A
Safety procedures/protective measures* are in place for the following operations (as applicable):			
1. Use of ladders			
2. Use of hand tools			
3. Machinery operation			
4. Refueling operations			
5. Material handling operations			
6. Hazardous material handling			
7. Welding/brazing			
8. Diving	~		
9. Weapons firing			
10. Food preparation			
11. Painting			
12. Laundry operation			
13. Photography operation			
14. Electrical/electronic operations			
15. Soldering			
16. Aircraft repair			
17. Swimming			
18. Fire fighting			
19. Parachuting			
20. Rappelling			
21. Ammunition/explosives handling			
22. Radiography			
23. Laser operation			

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\* Safety procedures/measures include, but are not limited to, heat stress control procedures, control (tag-out) procedures, respiratory protection, sight protection, hearing protection, hand protection, head protection, foot protection, etc.

# APPENDIX G

## FORMAL COURSE REVIEW PROGRAM

## INTRODUCTION

Appendix G contains guidelines to be used in the conduct of FCR and a sample checklist. It is not intended to be a stand-alone set of procedures but must be used in conjunction with the information in this manual.

### PART 1 - COURSE CONTROL DOCUMENTS

Course Control Documents contain tasking for course development and/or revision, front-end analysis information, course objectives, Course Training Task List (NAVEDTRA 130 task based), Personnel Performance Profile (PPP) (NAVEDTRA 131 equipment based) line items, general information about the course, etc.

Part 1 - Course Control Documents, is divided into the following sections:

- Planning
- Analysis
- Design
- CeTARS/CANTRAC
- ACE

Copies of the course control documents and approval letters for each will be maintained in the course audit trail. Refer to Chapter 4 for additional information on the course audit trail. Each course control document is a product of a curriculum development process and must be approved by the appropriate authority. Refer to Chapter 4, Section 1, for information on the approval authority for each document. Because courses may use different standards for development, the type of document(s) on file, the approval authority and/or format of the documents may vary. While the format may not be consistent, the content should be in accordance with the standard under which the document was developed. This requires CURRICULUM DEVELOPMENT EXPERTs to be familiar with all curriculum development standards used at their training activity. Course control documents will not be changed solely to meet the guidelines contained in the NAVEDTRA development documents.

**Planning.** The planning document should be reviewed when the course is under revision. Mark "N/A" if appropriate. Regardless of the status of the curriculum, the planning document and approval letters will be maintained on file by the

CCMM for audit trail purposes only. Refer to Chapter 4, Section 1. The type of planning document used will vary based on the standard. For the purpose of the FCR, the following information will be on file:

- Training Project Plan (format will vary)
- Approval letter (approval authority will vary)
- Accurate milestones

### **Analysis**

- A copy of the analysis document and approval letters should be maintained by the CCMM. For courses developed using the different equipment based standards, applicable PPP tables should be on file with the CCMM. Analysis documentation and approval authority for courses developed using task analysis standards will vary. The FCR should focus on the following since the type of document on file is not important.
  - Has an analysis been conducted?
  - Is the information in the course consistent with the analysis?
  - Is the course material based on valid analysis information?
- If the information contained in the analysis document is not current and/or not accurate, the findings will be summarized in the summary sheets and recommendations forwarded to the CCA for action. Possible recommended actions include requests for Human Performance Requirements Review or a complete job analysis.

### **Design**

- The design document should be approved by the appropriate higher authority. The CCMM will provide the participating sites with a copy of the appropriate design document. As with the Planning and Analysis phases, the type of design document, approval authority and document format will vary between developmental standards. During the FCR the emphasis should be placed on content and accuracy of the document(s).
  - Are the objectives accurate?
  - Do they reflect the current needs of the Fleet?

- Is there a list of approved visual information, training materials, training equipment, etc., for the course?
  - Is the Course Master Schedule/Master Course Schedule accurate?
  - Are the instructor/student ratios optimal?
  - Are the ratios being adhered to in lab?
- If any part of the design document is inaccurate or not current, the findings and recommendations will be addressed in the summary.

**CeTARS/Catalog of Navy Training Courses (CANTRAC)**. It is the responsibility of the training activity to keep certain data elements in CeTARS current and accurate and to update CANTRAC. Critical data elements in CeTARS are course length, capacity, ratios and periods. Some of the data elements for CANTRAC are taken directly from CeTARS; however, scope, prerequisites, and purpose must be generated by the training command and forwarded to LC, via the CCMM for entry into CeTARS.

**ACE**. All courses 45 instructional hours or longer will be evaluated by ACE for potential college credit recommendations and reevaluated each time the course is revised. For the purpose of the FCR, ensure the recommended credit listed in the ACE Guide is current and accurate.

## **PART 2 - TESTING PROGRAMS**

Testing programs are designed to measure student achievement of the objectives. For FCR purposes, the following areas should be reviewed:

- Testing Plan
- Test Design and Development
- Knowledge Test Item Banks
- Performance Testing
- Test Administration
- Test Analysis

Refer to Chapter 5, Section 1, and Appendix C for policy and guidelines on testing programs. If any section of Part 2, Testing Programs, is not consistent with the policy and guidelines, summarize the findings in the summary section.

**Testing Plan.** The format of the testing plan may vary, but the minimum requirements as stated in Chapter 5, Section 1, must be contained within. For the purpose of the FCR, the following points should be considered:

- Is the testing plan on file, accurate, and approved by the appropriate authority?
- Are all objectives measured through formal testing? If not, how are the remaining objectives measured?
- Are the objectives measured based on criticality? In other words, are the most critical objectives measured through formal testing? If not, how are they measured?
- How was the criticality of the objectives determined?
- Are the higher level objectives being measured through comprehensive testing? If not, why?
- Is remediation being conducted for all failed objectives or is remediation completed for the critical objectives only?
- Is retesting being accomplished on the failed objectives?

**Test Design and Development.** Test design is discussed in Appendix C, and in NAVEDTRA Manuals 130 and 131 (series). Test design should be consistent with these guidelines. The test design prepared during development should be approved by the CCMM. Once validated, changes to the test design should be approved by the CCMM. While the actual items on the test may vary, the design should remain the same until a change is directed. For FCR purposes, the following items should be reviewed:

- Is the minimum passing grade appropriate for the expected performance level of the graduate?
- Are the numbers and type of items on the test adequate to measure each objective?
- Are there enough alternate versions of a test to adequately prevent compromise?
- Is the test used for retest purposes different from the original version?
- Is there an equal degree of difficulty between versions?
- Are tests developed as per the approved test design?

**Knowledge Test Item Bank.** All courses should have access to a master test item bank. The responsibilities for maintaining and updating the test item banks are listed in Appendix C and NAVEDTRA Manuals 130 and 131 (series). For FCR purposes, the following should be considered:

- Are test items constructed as per appropriate guidelines?
- Is the CCMM maintaining the master test item bank?
- Are test items approved by the CCMM?
- Are test items written to measure the accomplishment of the objectives?
- Are test items keyed to the objective/PPP item they measure?
- Are procedures for changing the test item bank adequate?

**Performance testing.** Guidelines for testing, grading, and evaluating performance tests are contained in Appendix C. Guidelines on the development of performance tests are contained in NAVEDTRA Manuals 130 and 131 (series). For FCR purposes, the following points should be considered:

- Is performance testing being conducted as per the objectives?
- Are rating scales/checklists used to measure performance? Are they adequate? Effective?
- Is the grading criterion in accordance with guidelines in NAVEDTRA 130 and 131 (series)?
- Is the minimum passing grade (numerical grade or a SAT/UNSAT) appropriate for the course?
- Is the weighting of the performance tests for the final grade consistent with course objectives?
- If the course objectives are primarily skill in nature, does the grading criteria designate a significant portion of the student's grade to the performance testing or practical work? Is the student's grade determined primarily by the knowledge tests? If so, is this acceptable?

**Administering and Reviewing a Test.** Guidelines for the administration of a test and format/content of a Test Administrator's Guide are contained in NAVEDTRA 130 and 131 (series). Guidelines for reviewing a test are contained in Appendix C. For FCR purposes, the administration of a test includes the following elements:

- Are there Test Administrator's Guides for both performance and knowledge tests?
- Do the Test Administrator's Guides contain clear and exact guidance to the instructor on how to administer the test?

- Are the procedures for preventing test compromise adequate? This refers to the:
  - Location of the instructor in the classroom.
  - Student-to-instructor ratio.
  - Rules for the students taking the test.
- Are the procedures for test review adequate? Are missed test items reviewed?
- Are procedures for test security adequate?

**Test Analysis.** Guidelines for the test and test item analysis are contained in Appendix C. For FCR purposes, the following items should be reviewed:

- Is test item analysis being conducted?
- How are the results being used?
- Are the changes to the test items resulting from test item analysis tracked and documented?
- Is test item analysis being conducted for performance tests?
- Are tests being analyzed to determine the areas students have difficulty with?

### **PART 3 - INSTRUCTIONAL STAFF**

For FCR purposes, the instructional staff includes training managers, course supervisors, instructors, and curriculum development/maintenance managers. Each category of personnel should receive formal training, as appropriate, and complete the IS training requirements designated by the command. Also included is the utilization of staff personnel and staff record keeping procedures.

**IS Training for Training Managers.** The term "training manager" is used to identify personnel responsible for command-wide training programs. A list of these billets and recommended training requirements for each is contained in Chapter 2, Section 2, of this manual.

- The CO is responsible for ensuring that an IS training program for training managers is established.
- Documentation should be maintained to verify completion of required training.
- For FCR purposes:

- Review documentation to ensure the completion of required training.
- Discuss with training managers the adequacy of the training provided, i.e., Did the training prepare them for the job?

**IS Training for Course supervisors.** The term "course supervisor" is used to identify personnel responsible for the training programs specific to a course or department. A list of these billets and recommended training requirements for each is contained in Chapter 2, Section 3, of this manual.

- The CO is responsible for ensuring that an IS training program for course supervisors is established.
- Documentation should be maintained to verify completion of required training.
- For FCR purposes, review documentation to ensure completion of required training.
- Discuss with course supervisors the adequacy of the training provided, i.e., Did it prepare them for the job?
- Review the number of course supervisors assigned to a course. Are they present in adequate numbers to ensure quality training?

**Certification of Instructors.** Guidelines for the certification of instructors are contained in Chapter 2, Section 4, of this manual. Course supervisors (normally the course supervisor) will develop an instructor certification plan consistent with the required local guidelines.

- The course supervisor is responsible for ensuring that the certification plan for an instructor is approved.
- The instructor certification plan should include a list of topics the instructor will be certified to teach and a plan to prepare the instructor to teach new material.
- For FCR purposes:
  - Review a random sample of training records to ensure proper documentation of the certification process and to ensure that all instructors have received instructor training as required.
  - Review the semi-annual and quarterly, as appropriate, evaluation records to ensure compliance with the guidelines contained in Chapter 5, Section 2.

- If the course has contract instructors, contact the COR to review the evaluations conducted by the Navy. Each contract instructor should have at least an annual evaluation on file. Refer to Chapter 6, Section 4.

**IS Training for Curriculum Managers.** The term "curriculum managers" is used to identify all persons involved in developing curriculum, monitoring the curriculum process, and approving the curriculum products. A list of recommended training requirements is contained in Chapter 2, Section 5, of this manual.

- The CO is responsible for ensuring that an IS training program for curriculum managers is established.
- Documentation should be maintained to verify completion of required training.
- For FCR purposes:

Review documentation to ensure completion of required training. Discuss with curriculum managers the adequacy of the training provided, i.e., Did it prepare them for the job? Review the number of curriculum managers assigned to a course. Are they present in adequate numbers to ensure the quality of the curriculum development/revision/review process?

**Utilization of Staff Personnel.** Guidelines for determining instructor requirements are contained in Chapter 2, Section 6, of this manual. For FCR purposes, the following applies: Review instructor computations to determine accuracy and consistency with the course master schedule/master course schedule.

- Course supervisors will keep track of the number and types of personnel assigned in order to receive optimal utilization of all staff personnel. Examples of items to be addressed include:
  - Number of instructors assigned
  - Number of instructors on board
  - Number of Master Training Specialists
  - Adequacy of the numbers
  - Number of losses anticipated in six months

**Instructor Recognition Program.** Information-on the types of programs and the administrative guidelines are contained in

Chapter 2, Section 7. Each course reviewed should have a program to recognize outstanding instructors.

**Record Keeping.** Guidelines for the content of training records for training managers, course supervisors, instructors, and curriculum managers are contained in Chapter 2, Section 8, of this manual. For FCR purposes, review the records to ensure compliance with minimum requirements.

#### **PART 4 - INSTRUCTIONAL MATERIALS**

The evaluator must be familiar with the different developmental standards. For FCR purposes, instructional materials include:

- Instructor Guides/Lesson Plans
- Trainee/Student Guides
- Instructional Media Materials

In addition, security classifications and security procedures are reviewed. SMEs will be responsible for the evaluation of Part 4 - Instructional Materials.

**Instructor Guide/Lesson Plan.** The purpose of an instructor guide/lesson plan is to provide the instructor with guidelines from which to teach. While the name and format of the document varies between standards, its purpose remains the same. For FCR purposes, the following guidelines apply:

- An approved master lesson plan/instructor guide will be on file.
- The change process used by the course should be reviewed to ensure that all approved changes are being implemented. This is normally accomplished by comparing the master with a random sample of individual lesson plans.
- Lesson plans shall contain some personalization. The amount will vary between different training activities and courses within those activities. Course supervisors are responsible for ensuring that lesson plans are personalized.
- Materials shall be consistent with the objectives they support and must be technically accurate.

**Student Materials.** Different types of developmental standards use different terms for student materials. For the purpose of the FCR, student materials include handouts, trainee guides, student guides, job sheets, lab manuals, etc.

- An approved master student guide will be on file.
- Student Guides/Trainee Guides will be developed in accordance with the applicable development standard.
- A system will be in place to ensure approved changes are recorded in the appropriate student materials.
- The student materials must be technically accurate, clear, and complete; must be easy to read; and must be adequate to support the achievement of the objectives.

**Instructional Media Materials.** Instructional Media Materials (IMM) include visual information such as transparencies, videotapes, movies, slides, electronic media, etc. For FCR purposes, review the curriculum to ensure the effective and appropriate use of IMM.

- Review a random sample of IMM to ensure technical accuracy and currency. Evaluate the condition of the IMM.
- Ensure that all IMM are listed on the appropriate documentation for the developmental standard (Required Resource List).

**Technical Manuals and Publications.** For FCR purposes, technical manuals and publications shall be reviewed to ensure accuracy of content.

- Review all technical manuals and publications to ensure each is maintained current and that all changes have been recorded as required.
- Ensure that the technical manuals and publications are maintained in sufficient numbers for student use and that they are in good condition.

**Security.** For FCR purposes, review the classification of the material.

- Is the classification appropriate for the material?
- Is the curricula properly marked?
- Are the procedures consistent with the guidelines contained in Chapter 6, Section 6, of this manual?

## **PART 5 - TRAINING RESOURCES**

Training resources include laboratory and classroom spaces, training devices, test equipment, tools, etc. For FCR purposes, the following items should be reviewed.

- General condition of the spaces, including heating, cooling, ventilation, or other environmental factors in classrooms/labs. If the learning spaces are not conducive to learning, corrective action should be taken. If funding is required to correct the deficiency, findings will be summarized and forwarded to the appropriate activity as a part of the recommended action.
- Availability of training devices, test equipment, and tools. There should be an adequate number of training devices, test equipment, and tools on hand to train the students. Inadequate equipment can cause delays in training and/or substandard training. If this category is inadequate, documentation for funding should be submitted to the appropriate activity as a part of the recommended action.
- General condition of training devices, test equipment, and tools including proper and adequate stowage. Training devices, test equipment, and tools must be safe for use. Corrective action will be taken immediately for any item found unsafe.
- Adequacy of training devices to achieve the objectives. Are the training devices capable of measuring student achievement of the objectives? If not, a testing constraint exists. This situation must be identified in the testing plan and corrective action initiated as soon as possible. Sometimes training devices are capable of doing more than what the objectives specify. If material is being taught simply because the training device can help teach it, action should be taken to delete items that are not consistent with the objectives. Training devices are used as a means for the student to accomplish the objectives. Courses will be written to the objectives and not to the capabilities of the training devices.

## **PART 6 - STUDENT PROGRAMS**

For FCR purposes, the following will be reviewed:

- Student Records
- Counseling Program

- Student Recognition Program
- Remediation Program
- Academic Review Boards
- 6 +2 Training Program

The student management program will be consistent with the guidelines contained in Chapter 3 of this manual.

**Student Records.** For FCR purposes, randomly review the student records.

- Are records being kept?
- Is each student's progress being tracked?

**Counseling Program.** For FCR purposes, review of the student counseling program may require looking at the student records and/or interviewing students.

- Is there a referral program for nonacademic problems? Does the student know who to go to in case of a problem?
- Are counseling sessions being documented?

**Student Recognition Program.** Training managers should establish a student recognition program for the training activity. Course supervisors may also establish programs in addition to the command-wide program.

- Does the program recognize/reward individual or groups of students whose performance has been outstanding or whose performance has improved over time?
- If applicable, is an acceleration program in place?

**Remediation Program.** The remediation program is designed to provide assistance to students who are not accomplishing the objectives in the allotted time.

- Has a remediation program been established?
- Is the process effective?
- Are adequate numbers of instructors available for remediation?

**Academic Review Boards (ARBs).** ARBs are used to assist in the identification of academic problems and to make recommendations concerning the disposition of the student. For FCR purposes, review the existing ARB records.

- Are ARBs being conducted as required?
- Are ARB results being documented in the student's record?

**6 +2 Training Program.** 6 +2 is a training program that compresses the traditional 8-hour training day to 6 hours of continuous training coupled with 2 hours of remediation for the students who need it. For the FCR purposes, review application of 6 +2 to ensure optimal use of resources and improvements to the student learning process.

## **PART 7 - EVALUATION PROGRAMS**

For FCR purposes, this part deals with Course Reviews, the Student Critique Program and the External Evaluation Program.

**Course Reviews.** Review past course reviews to verify that all discrepancies have been corrected or action has been taken. The types of reviews on file may vary between courses. At a minimum, all courses **shall have** a Safety Review and FCRs from the previous two cycles.

**Student Critique Program.** Refer to Chapter 5, Section 3, for guidelines on the student critique program. Review a random sample of student critiques.

- Are the critiques being forwarded through the chain of command?
- Is summary data being maintained for two years?

**TQIs.** Refer to Chapter 5, Section 4, for guidelines on the training quality indicator (TQI) Program. For FCR purposes:

- Are TQI data being summarized as required, and is corrective action on adverse trends being taken?
- Is summary data being maintained for comparison purposes?

**External Evaluation Programs.** Refer to Chapter 5 for guidelines on the establishment and management of the external evaluation program. Programs will be reviewed for compliance with these guidelines.

**Summary.** The findings identified in each part will be summarized in the summary sheets. Sample summary sheets are contained at the end of this appendix. Each summary sheet should include the following in addition to a list of the findings:

- Responsibility for corrective action.
- Estimated completion date for the discrepancy.
- An explanation of items marked "NA" or "NO" on the checklist.

**COURSE REVIEW SAMPLE CHECKLIST COVER PAGE**

<b>COURSE TITLE:</b>	<b>DATE:</b>
<b>COURSE CIN:</b>	<b>CCMM:</b> <b>CCA:</b>
<b>REVIEW CYCLE:</b>	<input type="checkbox"/> Annual <input type="checkbox"/> Biennial <input type="checkbox"/> Triennial
<b>DATE OF LAST REVIEW:</b>	
<b>ACTIVITY CONDUCTING FCR:</b>	
<b>LIST OF PARTICIPATING ACTIVITIES:</b>	
<b>DEVELOPMENTAL STANDARD:</b>	
<b>CURRICULUM STATUS:</b>	
Under revision.	
Has a project plan been submitted?	
Date approved.	
Date of planned revision.	
No revision planned.	
Number and date of latest change.	
<b>COURSE REVIEWERS - TITLE - CODE</b>	

**PART 1 - COURSE CONTROL DOCUMENTS (SAMPLE)**

To complete this part, review the course audit trail. Each document and associated approval letters should be reviewed during the FCR. Use the section appropriate to the developmental standard. Review CeTARS and CANTRAC documents. Ensure all records maintained are current and accurate. Respond to the questions as directed. If an item does not apply, mark NA. NAs, where appropriate, and NOs will require explanation.

	YES	NO	NA
<b>A. PLAN</b>			
1. TPP on file.			
2. Date TPP approved.			
3. Project Plan contains accurate data for this course.			
4. Milestones in the TPP are on schedule.			
<b>B. ANALYSIS</b>			
1a. Personnel Performance Profile (PPP) tables on file.			
2a. Date PPP tables approved by the CCA.			
1b. Job Task Analysis data on file.			
2b. Date Job Task Analysis data approved.			
3b. The analysis data contains accurate information for the course.			
<b>C. DESIGN</b>			
1. Type of course control document on file.			
2. Date course control document approved.			
3. Course control document is accurate/current.			
4. Master Schedule/Summary Sheet is accurate.			
5. Master Schedule/Summary Sheet is approved.			
6. Training Path System is accurate/current.			
<b>D. CeTARS/CANTRAC</b>			
1. Ratios, periods and course length in CeTARS are accurate.			
2. Capacity data in CeTARS is accurate.			
3. CANTRAC data is current and accurate.			
<b>E. ACE EVALUATIONS</b>			
1. ACE evaluations are current and accurate.			

**PART 2 - TESTING PROGRAMS (SAMPLE)**

In this section, review the testing plan, test item bank, performance/knowledge tests, and grading criteria.			
	YES	NO	NA
<b>A. TESTING PLAN</b>			
1. Testing Plan is on File and approved.			
2. The objectives are tested as per the testing plan.			
3. Comprehensive testing is being conducted.			
4. The testing procedures are consistent with Approved testing plan.			
<b>B. TEST DESIGN AND DEVELOPMENT</b>			
1. Minimum passing grade for a test established.			
2. The number of different test versions is adequate to prevent compromise.			
3. There is an equal degree of difficulty between versions.			
4. There is an adequate number of items on the test to measure the objective(s).			
5. Types of items and degree of difficulty are consistent with the objectives.			
6. Test design has been approved by the CCMM.			
7. Tests are developed as per the approved test design.			
8. Tests used for retest contain items that are different from the original version.			
<b>C. KNOWLEDGE TEST ITEM BANKS</b>			
1. Test item banks are maintained.			
2. Test items are constructed per NAVEDTRA curriculum development standards.			
3. Test items are approved by the CCMM.			
4. Test item is keyed to objective/PPP item it measures.			
5. Procedures for changing test bank are adequate.			
<b>D. PERFORMANCE TESTING</b>			
1. Performance testing is being conducted.			
2. Rating scales and/or checklists are used appropriately to evaluate the performance tests.			
3. Weighting of performance tests for the overall grade is consistent with the course objectives.			
<b>E. TEST ADMINISTRATION</b>			
1. Test Administrator Guides are clear and exact.			
2. Test administration procedures are adequate to prevent test compromise.			
3. Procedures for test security are adequate.			
4. Test review procedures are in accordance with the approved testing plan.			
<b>F. TEST ANALYSIS</b>			
1. Test item analysis is being conducted.			
2. Test analysis results are being used to improve the training.			
3. Changes based on the analysis are adequately documented.			

**PART 3 - INSTRUCTIONAL STAFF (SAMPLE)**

To complete this part, review the training records for personnel, i.e., instructor and training support billets.			
	YES	NO	NA
<b>A. COURSE SUPERVISORS</b>			
1. Personnel assigned as course supervisors have completed IS training requirements.			
<b>B. INSTRUCTORS</b>			
1. All personnel assigned to instructor billets have completed an instructor training course.			
2. Instructors are being trained in accordance with the approved instructor certification program.			
3. Instructors are being evaluated in accordance with the evaluation program.			
4. Instructors assigned to high-risk courses have completed all additional training requirements for high-risk instructors.			
<b>C. INSTRUCTOR EVALUATORS</b>			
1. Personnel assigned as evaluators have completed IS training requirements.			
<b>D. CURRICULUM MANAGERS</b>			
1. All personnel assigned to curriculum management have completed IS training requirements.			
<b>E. UTILIZATION OF STAFF PERSONNEL</b>			
1. Course is adequately tracking personnel gains/losses to ensure optimal utilization of personnel.			
<b>F. INSTRUCTOR RECOGNITION PROGRAM</b>			
1. An instructor recognition program is used to recognize outstanding instructors.			
<b>G. RECORD KEEPING</b>			
1. Training is documented and adequate training records are kept for all personnel.			

**PART 4 - INSTRUCTIONAL MATERIALS (SAMPLE)**

In this part, review lesson plans, trainee guides, and training support materials. Provide specific feedback as to discrepancies.			
	YES	NO	NA
<b>A. LESSON PLAN/INSTRUCTOR GUIDE</b>			
1. The approved master lesson plan is on file with the course.			
2. All lesson plans are developed as per applicable guidance.			
3. All approved changes have been annotated in the master and instructor's lesson plan.			
4. The lesson plan is technically accurate.			
5. Personalization of individual lesson plans is approved as appropriate.			
<b>B. STUDENT MATERIALS</b>			
1. An approved master trainee guide is on file with the course.			
2. Trainee/student guides are developed as per applicable guidance.			
3. All approved changes have been annotated in the master and students guide.			
4. The trainee/student guide is technically accurate, clear, and complete.			
<b>C. INSTRUCTIONAL MEDIA MATERIALS</b>			
1. Visual Information products are used to support the course as stated in the course material.			
2. Visual information products are in good condition.			
3. Required Resource List (RRL) is current.			
<b>D. TECHNICAL MANUALS/PUBLICATIONS</b>			
1. Technical manuals are current and accurate.			
2. Technical manuals are available in adequate numbers.			
3. Technical manuals are in good condition.			
<b>E. SECURITY</b>			
1. Classified curricula are properly marked.			
2. Classification assigned to curricula is appropriate.			

**PART 5 - TRAINING RESOURCES (SAMPLE)**

In this part, review the facilities and equipment for adequacy. You will be required to submit the appropriate paperwork if deficiencies are noted.			
	YES	NO	NA
<b>A. FACILITIES</b>			
1. The classroom facilities are adequate.			
2. The lab facilities are adequate.			
3. The classroom is comfortable and conducive to learning.			
4. The lab is comfortable and conducive to learning.			
<b>B. EQUIPMENT</b>			
1. Equipment is stowed properly.			
2. Equipment is safe for training.			
3. Objectives are being met with the current equipment.			
4. An adequate number of training devices exist in order to provide timely training.			
5. The working condition of the training devices is adequate.			

**PART 6 - STUDENT PROGRAMS (SAMPLE)**

In this part, review student records, student counseling and remediation programs, and academic review board records. Provide specific guidance on the discrepancies.			
	YES	NO	NA
<b>A. STUDENT RECORDS</b>			
1. Records are maintained for two years.			
2. A student's academic progress is tracked.			
<b>B. COUNSELING PROGRAM</b>			
1. Preventive counseling is used to help students solve their academic problems.			
2. Student counseling sessions are properly documented.			
<b>C. STUDENT RECOGNITION PROGRAM</b>			
1. A student recognition program is being used.			
<b>D. REMEDIATION PROGRAM</b>			
1. Remediation program has been established for students requiring voluntary or mandatory extra training.			
2. Instructors are scheduled to assist in after-hours study.			
<b>E. ACADEMIC REVIEW BOARDS</b>			
1. Academic Review Boards are conducted in accordance with established guidelines.			
<b>F. 6 +2 Training Program</b>			
1. 6 +2 program is effective and represents optimal use of resources.			

**PART 7 - EVALUATION PROGRAMS (SAMPLE)**

In this part, review all methods of collecting feedback and determine how effective the methods are in improving course material. Provide specific explanations for all discrepancies.			
	YES	NO	NA
<b>A. INTERNAL EVALUATION</b>			
1. Course reviews are on file for the previous two cycles.			
2. Discrepancies from previous course reviews have been corrected.			
3. Student critique program is in accordance with established guidelines.			
4. TQIs are being summarized as required.			
<b>B. EXTERNAL FEEDBACK</b>			
1. List and briefly describe the methods currently used by the course to collect external data.			

**SUMMARY AND EVALUATION SHEETS (SAMPLE)**

List the findings noted, who is responsible for corrective action, and estimated completion date. Addendums to the summary and evaluation sheet may be used if required.		
<b>PART1-COURSE CONTROL DOCUMENT</b>		
Findings	Assigned Action	Completion Date
<b>PART 2 - TESTING PROGRAMS</b>		
Findings	Assigned Action	Completion Date
<b>PART 3 -INSTRUCTIONAL STAFF</b>		
Findings	Assigned Action	Completion Date
<b>PART 4 - INSTRUCTIONAL MATERIALS</b>		
Findings	Assigned Action	Completion Date
<b>PART 5 - TRAINING RESOURCES</b>		
Findings	Assigned Action	Completion Date
<b>PART 6 - STUDENT PROGRAMS</b>		
Findings	Assigned Action	Completion Date
<b>PART 7 - EVALUATION PROGRAMS</b>		
Findings	Assigned Action	Completion Date

**APPENDIX H**

**CeTARS FORMULAS**

## CeTARS Formula

**STUDENT FLOW.** Average input and output of students to course during a given period of time.

- STUDENT FLOW FORMULA:

$$\frac{\text{Enrolls} + \text{Grads} + \text{Non Grads}}{2} = \text{Student Flow}$$

**\*\*Drop From Training Percentage (Student Flow Method)\*\***

$$\frac{\text{NON-GRADS} \times 100}{\text{Student Flow}} = \text{Drop From Training Percent}$$

**\*\*Setback Percentage\*\***

$$\frac{\text{Setback} \times 100}{\text{Student Flow}} = \text{Setback percent}$$

- 
- 
- Total Average on Board (AOB)
  - Sum of the number of students on board in each category: Awaiting Instruction (AI), Interruption of Instruction (II), Awaiting Transfer (AT), Hold Medical (HM), Hold Legal (HL), and Under Instruction (UI) for the specified time period (month, year, etc.)

$$\text{Total AOB} = \frac{\text{AI} + \text{II} + \text{HM} + \text{HL} + \text{AT} + \text{UI} \text{ (man-days)}}{\# \text{ of days in the specific time period}}$$

$$\text{Not Under Instruction AOB (\%)} = \frac{\text{AI} + \text{II} + \text{HM} + \text{HL} + \text{AT}}{\text{Total AO}}$$

# APPENDIX I

## LIST OF TYPE COURSES CODE DESCRIPTION

## LIST OF TYPE COURSES CODE DESCRIPTION

Courses within the NETC are defined according to the type of training provided. For the purpose of this manual, the following types of courses apply:

- **CLASS "A"**. Provides basic knowledge and skills required to prepare for rating entry level performance. This includes initial skill training (i.e., Apprentice Training "A" Schools), rating conversion training (i.e., Master at Arms Training), initial skill Remedial Training, and entry level officer training. A NEC will not normally be awarded. May award a MOS. (Primary funding source: BUPERS.)

AA	Apprenticeship Training
AO	Officer Prep Schools not associated with professional development programs
AP	Enlisted Preparatory Courses
AR	Initial Skill Training - Enlisted Remedial Training
A1	Initial Skill Training - Enlisted "A" School
A2	Initial Skill Training - Officer
A3	Initial Skill Training - Enlisted "A" School and/or "A" School Pipeline courses that award an NEC
A4	Initial Skill Training - Enlisted Non-Accession "A" School
A5	Initial Skill Training - Enlisted Medical "A" School
A6	Initial Skill Training - Officer Medical

- **CLASS "C"**. Provides advanced specialized skill/knowledge/aptitude/qualification training required to fill a particular billet (e.g., one which requires a specific skill code is NEC/officer Billet Specialty Training (BST) coded. Course completion awards an NEC or officer BST. May also be awarded a MOS. (Primary funding source: BUPERS.)

C1	Skill Progression Training - Enlisted NEC
C2	Skill Progression Training - Officer Billet Specialty Training
C5	Skill Progression Training - Enlisted Medical NEC
C6	Skill Progression Training - Officer Medical Billet Specialty
CX	Skill Progression Training - Officer Medical (Resident Only)

- **CLASS "D"**. Provides individual, not rating-specific training/education such as NAVLEAD, CIAC, and non-pipeline refresher training specified by BUPERS/OPNAV directives. (Primary funding source: BUPERS.)
  - D1 Professional Development Functional Skill Training - Enlisted
  - D2 Professional Development Functional Skill Training - Officer
  
- **CLASS "E"**. Designed to provide formal professional educational instruction in a general or particular field of study, which may lead to an academic degree.
  - E1 Professional Development Education - Senior Service College
  - E2 Professional Development Education - Immediate Service School
  - E3 Graduate Education for sub-specialty, full time, funded-Degree Program
  - E4 Undergraduate Education Degree Program
  - E5 Postgraduate Education Degree Program
  - E6 Non degree Education Program
  - E7 Health Education Programs
  - E8 Other Education Programs
  
- **CLASS "F"**. Provides individual functional skill or rating-specific training as required by Fleet or Type Commander. No NEC awarded. (Primary funding source: Fleet. Alternate funding: BUPERS on a CNP approved case-by-case basis.)
  - F1 Functional Training - Enlisted
  - F2 Functional Training - Officer
  - F3 Functional Training - Enlisted PCS (CNP approved)
  - F4 Functional Training - Officer PCS (CNP approved)
  
- **CLASS "G"**. Provides prerequisite knowledge/skills/techniques in a segment course of an NEC-awarding pipeline and is not a rating-wide requirement. By itself, it does not award an NEC/officer BST. (Primary funding source: BUPERS). BUPERS funds will not normally be designated for personnel attending these courses outside the NEC-awarding pipeline unless a valid need is demonstrated (e.g., emergent operational requirements) and the funding exception has been approved by CNP.

G1 Pipeline Skill Progression Training - Enlisted  
G2 Pipeline Skill Progression Training - Officer  
G5 Pipeline Skill Progression Training - Enlisted  
Medical  
G6 Pipeline Skill Progression Training - Officer  
Medical

- **CLASS "M"**. Training courses provided for USMC personnel only. These may have been "C" courses, but since they do not award an NEC and could award a MOS, they are now "M" courses.

M1 Initial Skill Training USMC - Enlisted  
M2 Initial Skill Training USMC - Officer  
M3 Specialized Skill Training USMC - Enlisted  
M4 Specialized Skill Training USMC - Officer

- **CLASS "P"**. Officer acquisition programs designed to provide undergraduate education and/or indoctrination and basic training in fundamentals, preliminaries, or principles to midshipmen, officer candidates, and other newly commissioned officers (except those acquired through Class "V" programs).

PB Health Profession Acquisition Military Programs  
PC Other Programs  
PD Preparatory School  
P1 Officer Acquisition Training (Academy)  
P2 NROTC (Naval Reserve Officer Training Corps)  
P3 NJROTC (Naval Junior Reserve Officer Training Corps)  
P4 AVROC II (Aviation Reserve Officer Candidate Program)  
P5 ROC (Reserve Officer Candidate)  
P6 OCS (Officer Candidate School)  
P7 AOC (Pre-commissioning Aviation Officer Candidate)  
P8 NFO (Pre-commissioning Naval Flight Officer)  
P9 NUPOC-S (Nuclear Propulsion Officer Candidate)  
Surface

- **CLASS "R"**. Training upon initial enlistment or induction which provides the general indoctrination and prepares the recruit for early adjustment to military life by providing skills and knowledge in basic military subjects.

R1 Recruit Training  
R2 OVSET Training (Other Service Veteran)  
R3 NAVET Training  
R4 FAST

- **CLASS "T"**. Provides team functional skill or rating-specific team refresher training as required by Fleet or Type Commander. (Primary funding source: Fleet. Alternate funding: BUPERS on a CNP approved case-by-case basis.) An NEC will not be awarded.

T1 Team Functional Skill Training - Enlisted  
T2 Team Functional Skill Training - Officer  
T3 Team Functional Skill Training - Enlisted PCS  
(CNP approved)  
T4 Team Functional Skill Training - Officer PCS  
(CNP approved)

- **CLASS "V"**. Provides skills, which lead to designation of Naval Aviator or Naval Flight Officer (NFO). Use is restricted to CNATRA.

V1 Undergraduate NASC/PRIM Flight Training  
V2 Undergraduate Flight Training - PROP  
V3 Undergraduate Flight Training - JET  
V4 Undergraduate Flight Training - HELO  
V5 Undergraduate NFO Training  
V6 Undergraduate Flight Surgeon/Test Pilot  
V7 Transition Pilot/NFL  
V8 Instructor under Training pilot/NFO