



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

1500  
Ser N00/177  
10 AUG 2018

LETTER OF PROMULGATION FOR NAVEDTRA 135D

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 135D supersedes and replaces NAVEDTRA 135C.
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: My Navy Portal (MNP) - NETC Organization - 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.

*Kyle J. Cozad*  
K. J. COZAD



Naval Education and Training Command

NAVEDTRA 135D  
AUGUST 2018

# NAVY SCHOOL MANAGEMENT MANUAL



Distribution Statement A: Approved for public release,  
distribution is unlimited.

NAVEDTRA 135D

## **NOTICE TO ONLINE USERS OF THIS MATERIAL**

To keep online file size to a minimum, blank pages used in the paper copy for pagination have been omitted.

Only printed pages are contained online.

## RECORD OF CHANGES

[illegible]

## FOREWORD

### NAVEDTRA SERIES MANUAL:

- NAVEDTRA 130: Task Based Curriculum Development Manual
- NAVEDTRA 131: Personnel Performance Profile Based Curriculum Development Manual
- NAVEDTRA 132: Navy School Testing Program Management Manual
- NAVEDTRA 133: Training Requirements Review Management Manual
- NAVEDTRA 134: Navy Instructor Manual
- NAVEDTRA 135: Navy School Management Manual
- NAVEDTRA 136: Integrated Learning Environment Course Development and Life-Cycle Maintenance
- NAVEDTRA 137: Job Duty Task Analysis Management Manual
- NAVEDTRA 138: Front End Analysis Management Manual
- NAVEDTRA 140: Training Support Management Manual

The NAVEDTRA 130 series of manuals provide 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, NETC Instructions in these subject areas. Rather, they supplement the Instructions 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 of manuals is designed as a stand-alone document to serve a specific user group such as curriculum developers, instructors, course supervisors, Learning Standards Officers, Directors of Training, or evaluators of training. The manuals are, however, interrelated and cross-referenced to one another.

### SCOPE:

NAVEDTRA 135 (series) provides guidance for managing training materials and programs. While the overall process of training program management remains unchanged, this revision

incorporates changes and updates based on experiences and feedback from NETC training activities.

## **CONTRACTUAL USE OF MANUAL:**

Throughout NAVEDTRA 135 (series), examples are provided to illustrate and clarify the points being discussed. It is important to note that the item identified as an "example" is not intended to be copied exactly in all situations but rather provided to help clarify the information being discussed. In most cases, the items shown as examples are tailored to individual situations.

The following terms are used to mean:

<b>Term:</b>	<b>Meaning:</b>
must	Means a mandatory action under the guidelines.
will	Means a required action in the future, under the guidelines.
may, or can	Means an optional action that the actor's authorized to perform (a right, privilege, or power that one may exercise at their discretion).
should	Means action is required unless a justifiable reason exists for not doing so.
shall	Must, will.

## TABLE OF CONTENTS

<u>Title</u>	<u>Page</u>
<b>CHAPTER 1 INTRODUCTION</b>	<b>1-1</b>
SECTION 1 INTRODUCTION	1-2
SECTION 2 TRAINING PROGRAM MANAGEMENT: NETC AND KEY STAKEHOLDERS	1-2
SECTION 3 STAFF ROLES AND RESPONSIBILITIES	1-3
SECTION 4 TRAINING REQUIREMENT SUBMISSION, AND COURSE DEVELOPMENT, DELIVERY, AND MAINTENANCE END-TO-END (E2E) PROCESS	1-3
SECTION 5 COURSE SURVEILLANCE	1-3
SECTION 6 CURRICULUM MANAGEMENT	1-3
SECTION 7 INSTRUCTOR MANAGEMENT	1-4
SECTION 8 LC AND LS TRAINEE MANAGEMENT	1-4
SECTION 9 MASTER TRAINING SPECIALIST (MTS) PROGRAM MANAGEMENT	1-4
SECTION 10 ALTERNATIVE TRAINING DELIVERY METHODS	1-4
SECTION 11 INSTRUCTOR AND CURRICULUM MANPOWER COMPUTATIONS	1-5
SECTION 12 INTER-SERVICE TRAINING REVIEW ORGANIZATION (ITRO)	1-5
SECTION 13 IMPAIRED TRAINING AND EDUCATION REPORT	1-5
SECTION 14 TRAINING SUPPORT ORGANIZATION	1-5
SECTION 15 SUMMARY	1-5
<b>CHAPTER 2 TRAINING PROGRAM MANAGEMENT: NAVAL EDUCATION AND TRAINING COMMAND AND KEY STAKEHOLDERS</b>	<b>2-1</b>
SECTION 1 INTRODUCTION	2-2
SECTION 2 APPLICABILITY WITH NETC	2-2
SECTION 3 OPNAV N-CODES	2-2
SECTION 4 NAVMAC	2-6
SECTION 5 TRAINING AGENCY (TA)	2-7
SECTION 6 TRAINING SUPPORT AGENCY (TSA)	2-7
SECTION 7 SUMMARY	2-7
<b>CHAPTER 3 STAFF ROLES AND RESPONSIBILITIES</b>	<b>3-1</b>
SECTION 1 INTRODUCTION	3-2
SECTION 2 NAVAL EDUCATION AND TRAINING COMMAND (NETC) N-CODES	3-2
SECTION 3 CURRICULUM CONTROL AUTHORITY (CCA) AND COURSE CURRICULUM MODEL MANAGER (CCMM)	3-3
SECTION 4 LC/LS POSITIONS	3-6
SECTION 5 SUMMARY	3-19



<b>CHAPTER 4</b>	<b>TRAINING REQUIREMENT SUBMISSION, AND COURSE DEVELOPMENT, DELIVERY, AND MAINTENANCE END-TO-END PROCESS</b>	<b>4-1</b>
SECTION 1	INTRODUCTION	4-2
SECTION 2	TRAINING REQUIREMENT SUBMISSION, AND COURSE DEVELOPMENT, DELIVERY, AND MAINTENANCE E2E PROCESS	4-2
SECTION 3	TPP TRIGGERS AND USAGE	4-7
SECTION 4	NTSP	4-10
SECTION 5	E2E PROCESS TOOLS	4-10
SECTION 6	NAVY ENLISTED OCCUPATIONAL CLASSIFICATION SYSTEM (NEOCS)/NAVY OFFICER OCCUPATIONAL CLASSIFICATION SYSTEM (NOOCS) POST APPROVAL/DISAPPROVAL PROCESS	4-11
SECTION 7	SUMMARY	4-13
<b>CHAPTER 5</b>	<b>COURSE SURVEILLANCE</b>	<b>5-1</b>
SECTION 1	INTRODUCTION	5-2
SECTION 2	FCR	5-2
SECTION 3	END-TO-END (E2E) DOCUMENTS	5-3
SECTION 4	TQI	5-9
SECTION 5	COURSE MONITORING	5-15
SECTION 6	LAB MONITORING	5-16
SECTION 7	ADDITIONAL SURVEILLANCE TOOLS	5-16
SECTION 8	SAFETY REVIEW	5-17
SECTION 9	SUMMARY	5-17
<b>CHAPTER 6</b>	<b>CURRICULUM MANAGEMENT</b>	<b>6-1</b>
SECTION 1	INTRODUCTION	6-2
SECTION 2	CURRICULUM LIFECYCLE MAINTENANCE	6-2
SECTION 3	CAT AND MTP	6-3
SECTION 4	TRAINING ADMINISTRATION STANDARDS	6-6
SECTION 5	ELECTRONIC MEDIA	6-6
SECTION 6	RECORDS MANAGEMENT PROGRAM	6-7
SECTION 7	SUMMARY	6-7
<b>CHAPTER 7</b>	<b>INSTRUCTOR MANAGEMENT</b>	<b>7-1</b>
SECTION 1	INTRODUCTION	7-2
SECTION 2	GUIDANCE	7-2
SECTION 3	SUMMARY	7-2
<b>CHAPTER 8</b>	<b>LEARNING CENTER AND LEARNING SITE TRAINEE MANAGEMENT</b>	<b>8-1</b>
SECTION 1	INTRODUCTION	8-2
SECTION 2	ACADEMIC SUPPORT	8-2
SECTION 3	TRAINEE COUNSELING	8-5
SECTION 4	REMEDIATION PROGRAMS	8-6

SECTION 5	ARBs	8-6
SECTION 6	TRAINEE RECOGNITION	8-7
SECTION 7	TRAINEE RECORD KEEPING	8-8
SECTION 8	NAVY TRAINING QUOTA MANAGEMENT	8-10
SECTION 9	TIME-TO-TRAIN (TTT)	8-11
SECTION 10	SUMMARY	8-12
<b>CHAPTER 9</b>	<b>MASTER TRAINING SPECIALIST PROGRAM MANAGEMENT</b>	<b>9-1</b>
SECTION 1	INTRODUCTION	9-2
SECTION 2	GUIDANCE	9-2
SECTION 3	SUMMARY	9-2
<b>CHAPTER 10</b>	<b>ALTERNATIVE TRAINING DELIVERY METHODS</b>	<b>10-1</b>
SECTION 1	INTRODUCTION	10-2
SECTION 2	HYBRID COURSE CONSTRUCTION AND SCHEDULING IN CORPORATE ENTERPRISE TRAINING ACTIVITY RESOURCE SYSTEM (CETARS)	10-2
SECTION 3	MTT COURSE CONSTRUCTION AND SCHEDULING IN CeTARS	10-5
SECTION 4	SUMMARY	10-8
<b>CHAPTER 11</b>	<b>INSTRUCTOR AND CURRICULUM MANPOWER COMPUTATIONS</b>	<b>11-1</b>
SECTION 1	INTRODUCTION	11-2
SECTION 2	BACKGROUND	11-2
SECTION 3	INSTRUCTOR UTILIZATION	11-3
SECTION 4	REPORTING	11-3
SECTION 5	RESPONSIBILITIES	11-4
SECTION 6	GENERAL INSTRUCTOR MANPOWER REQUIREMENTS DETERMINATION PROCESS	11-4
SECTION 7	EXCEPTIONS TO STANDARD INSTRUCTOR COMPUTATION METHODOLOGY	11-8
SECTION 8	SUMMARY	11-9
<b>CHAPTER 12</b>	<b>INTER-SERVICE TRAINING REVIEW ORGANIZATION</b>	<b>12-1</b>
SECTION 1	INTRODUCTION	12-2
SECTION 2	GUIDANCE	12-2
SECTION 3	TYPES OF INTER-SERVICE TRAINING AND CeTARS COURSE IDENTIFICATION	12-3
SECTION 4	SUMMARY	12-4
<b>CHAPTER 13</b>	<b>IMPAIRED TRAINING AND EDUCATION REPORT</b>	<b>13-1</b>
SECTION 1	INTRODUCTION	13-2
SECTION 2	GUIDANCE	13-2
SECTION 3	SUMMARY	13-2

<b>CHAPTER 14</b>	<b>TRAINING SUPPORT ORGANIZATION</b>	<b>14-1</b>
SECTION 1	INTRODUCTION	14-2
SECTION 2	GUIDANCE	14-2
SECTION 3	SUMMARY	14-2

#### **LIST OF APPENDICES**

APPENDIX A	FORMAL COURSE REVIEW CHECKLIST	A-1
APPENDIX B	ELEMENTS OF TRAINING ANALYSIS	B-1
APPENDIX C	EXAMPLE A - INSTRUCTIONAL MATERIALS CHANGE REQUEST	C-A-1
	EXAMPLE B - CURRICULUM DEVELOPMENT OR MODIFICATION REQUEST	C-B-1
APPENDIX D	CETARS TYPE COURSE CODES	D-1
APPENDIX E	ICOMP-21 "EXAMPLE"	E-1

#### **LIST OF FIGURES**

FIGURE 1	OPNAV N1 RELATIONSHIP TO NETC LEARNING CENTERS	2-4
FIGURE 2	OPNAV N2/N6 RELATIONSHIP TO NETC LEARNING CENTERS	2-4
FIGURE 3	OPNAV N9 RELATIONSHIP TO NETC LEARNING CENTERS	2-6
FIGURE 4	NAVAL EDUCATION AND TRAINING COMMAND (NETC) TRAINING REQUIREMENT SUBMISSION AND COURSE DEVELOPMENT, DELIVERY, AND MAINTENANCE END-TO-END PROCESS	4-4
FIGURE 5	NEOCS/NOOCS APPROVAL DETERMINATIONS	4-13

#### **LIST OF TABLES**

TABLE 11-1	FRACTIONAL MANPOWER CUTOFF VALUES	11-6
------------	-----------------------------------	------

## LIST OF ACRONYMS, UNIFORM RESOURCE LOCATOR ADDRESSES, AND REFERENCES

ACRONYM:	LONG NAME:
ACAT	Acquisition Category
ACE	American Council on Education
AI	Awaiting Instruction
AIM	Authoring Instructional Materials
ALO	Accreditation Liaison Officer
ARB	Academic Review Board
AT	Awaiting Transfer
BCA	Business Case Analysis
CANTRAC	Catalog of Navy Training Courses
CAT	Course Audit Trail
CCA	Curriculum Control Authority
CCMM	Course Curriculum Model Manager
CD	Curriculum Developer
CDP	Course Data Processing [Code]
CEODD	Center for Explosive Ordnance Disposal and Diving
CeTARS	Corporate enterprise Training Activity Resource System
CIN	Course Identification Number
CIWT	Center for Information Warfare Training
CMS	Course Master Schedule
CNATT	Center for Naval Aviation Technical Training
CNO	Chief of Naval Operations
CO	Commanding Officer
COE	Council on Occupational Education
CPC	Content Planning Coordinator
CPM	Content Planning Module
CPOIC	Chief Petty Officer In Charge
CS	Course Supervisor
CSCS	Center for Surface Combat Systems
CSF	Center for Security Forces
CSFE	Center for Seabees and Facilities Engineering
CSS	Center for Service Support
CTTL	Course Training Task List
CUIT	Core Unique Instructor Training
DCNO	Deputy Chief of Naval Operations

ACRONYM:	LONG NAME:
DET	Detachment
DID	Data Item Description
DoD	Department of Defense
DON	Department of the Navy
DOT	Director of Training
E2E	End to End
ED	Executive Director
EDO	Engineering Duty Officer
eNTRS	enterprise Naval Training Reservation System
FCR	Formal Course Review
FEA	Front End Analysis
FLSO	Field Learning Standards Officer
FYDP	Future Years Defense Program
ICOMP	Instructor Computations
IG	Instructor Guide
II	Interruption of Instruction
ILE	Integrated Learning Environment
IMM	Instructional Media Material
IMP	Integrated Master Plan
IMS	Integrated Master Schedule
IPRD	Instructor Preparation and Related Duties
ISD	Instructional System Designer
ISS	Instructional System Specialist
IST	In-Service Training
ITER	Impaired Training and Education Report
ITRO	Inter-Service Training Review Organization
JCS	Joint Chiefs of Staff
JDTA	Job Duty Task Analysis
LC	Learning Center
LI	Lead Instructor
LO	Learning Object
LP	Lesson Plan
LS	Learning Site
LSO	Learning Standards Officer
MCS	Master Course Schedule
MPT	Manpower, Personnel, and Training
MPT&E	Manpower, Personnel, Training, and Education
MSS	Master Schedule Summary
MTP	Master Training Plan

ACRONYM:	LONG NAME:
MTS	Master Training Specialist
MTT	Mobile Training Team
NAVEDTRA	Naval Education Training Manual
NAVMAC	Navy Manpower Analysis Center
NAVOSH	Navy Occupational Safety and Health
NAVPERS	Naval Personnel
NCSC	Naval Chaplaincy School and Center
NEC	Navy Enlisted Classification
NEOCS	Navy Enlisted Occupational Classification System
NETC	Naval Education and Training Command
NETCINST	Naval Education and Training Command Instruction
NMT	Navy Military Training
NOBC	Navy Officer Billet Classification
NOOCS	Navy Officer Occupational Classification System
NRT	Non-Resident Training
NRTC	Navy Rate Training Course
NSTC	Naval Service Training Command
NTSP	Navy Training Systems Plan
NUI	Not Under Instruction
OIC	Officer in Charge
OJT	On-The-Job Training
OPNAV	Office of the Chief of Naval Operations
PEVT	Personnel Event
POA&M	Plan of Action and Milestones
POM	Program Objective Memorandum
PPP	Personnel Performance Profile
PQS	Personnel Qualification Standards
PR	Program Review
PT	Physical Training
R3	Reuse, Repurpose, Reference
RMA	Records Management Application
ROM	Rough Order of Magnitude
RRL	Resource Requirements List
SCO	Student Control Officer
SDG	Skill Defense Group
SEAL	Sea, Air, Land
SECNAV	Secretary of the Navy
SLC	Submarine Learning Center
SME	Subject Matter Expert

ACRONYM:	LONG NAME:
SOH	Safety and Occupational Health
SOP	Standard Operating Procedure
SOW	Statement of Work
SSO	Special Security Officer
SWCC	Special Warfare Combatant-craft Crewman
SWOS	Surface Warfare Officer School
TA	Training Agency
TDA	Training Development Activity
TDM	Type Delivery Method
TDS	Type Delivery Source
TG	Trainee Guide
TIP	Traditional Instructional Personnel
TPP	Training Project Plan
TQI	Training Quality Indicator
TRIM	Total Records and Information Management
TRR	Training Requirements Review
TS	Training Specialist
TSA	Training Support Agency
TSC	Training Support Center
TSD	Training Support Detachment
TSO	Training Support Organization
TTE	Technical Training Equipment
TTT	Time-To-Train
UIC	Unit Identification Code
USN	United States Navy
WCO	Web Conference
WEB	Web-Based or Internet
XO	Executive Officer
YSI	Yearly Student Input

NAME OF URL:	URL:
ACE	<a href="http://www.militaryguides.acenet.edu/courseeval.htm">http://www.militaryguides.acenet.edu/courseeval.htm</a>
Navy Training Transformation, NETC E2E SOP	<a href="https://navy-training-transformation2.wikispaces.com/0+-+Table+of+Contents+%28SOP+Sections%29">https://navy-training-transformation2.wikispaces.com/0+-+Table+of+Contents+%28SOP+Sections%29</a>

REFERENCE	TITLE:
NETCINST 1050.1C	Official Holiday Training Policy
NETCINST 1500.2F	Master Training Specialist Program
NETCINST 1500.5B	Instructor Qualification Certification and Sustainment Program
NETCINST 1500.7B	Missed Training Opportunity Reporting Policy and Procedures
NETCINST 1500.19	Training Requirement Submission, and Course Development, Delivery, and Maintenance End To End Process
NETCINST 1500.10A	Authoring Instructional Materials Content Planning Module, and Learning Object Module
NETCINST 1500.13B	NETC High-Risk Training Safety Program
NETCINST 1510.1A	Navy Training Management
NETCINST 1510.2C	Standard Operating Procedure for Processing Unused United States Navy Training Quota Reservations
NETCINST 1510.3	Business Case Analysis
NETCINST 1510.5	Corporate enterprise Training Resource System Program of Record Access Policy
NETCINST 1540.1E	Impaired Training and Education Report Policy and Reporting Procedures
NETCINST 1540.2A	NETC Training Effectiveness Program
NETCINST 1560.1A	Evaluation of Navy Training and Experience for Civilian Academic Credit
NETCINST 5100.1B	NETC Safety and Occupational Health Program
NETCINST 5200.2B	Training and Education Information Technology Governance
NETCINST 5211.2B	NETC Privacy Act Program
NETCSTAFFINST 5400.1E	NETC Staff Organization Manual
OPNAVINST 1000.16L	Navy Total Force Manpower Policies and Procedures
OPNAVINST 1500.27G	Inter-service Training
OPNAVINST 1500.47C	Navy Training Quota Management
OPNAVINST 1500.75D	Policy and Procedures for Conducting High-Risk Training
OPNAVINST 1500.76C	Naval Training Systems Requirements, Acquisition and Management
OPNAVINST 1510.10D	Corporate enterprise Training and Activity Resource System
OPNAVINST 5100.23G	Navy Safety and Occupational Health Program Manual



OPNAVINST 5450.336C	Mission, Function, and Tasks of the Naval Education and Training Command
SECNAVINST 5510.36A	Department of the Navy (DON) Information Security Program Instruction
SECNAV M-5210.1	Department of the Navy Records Management Program - Records Management Manual

# **CHAPTER 1**

## **INTRODUCTION**

## **SECTION 1 - INTRODUCTION**

1.1. Training to support the fleet is conducted by several major manpower budget submitting offices with the largest amount of training being conducted by the Naval Education and Training Command (NETC).

1.2. The responsibility for conducting and monitoring this training has been delegated by NETC to the following NETC Shore Training Activities:

a. Naval Service Training Command (NSTC) provides guidance and resources for all Naval Officer and Enlisted accessions. NSTC manages training for the below commands:

(1) Recruit Training Command, responsible for enlisted recruit and veteran orientation training.

(2) Naval Reserve Officers Training Corps Units are located in 60 universities and consortiums throughout the United States.

(3) Officer Training Command, responsible for providing training for newly commissioned officers and Officer Candidate School.

b. Learning Centers (LCs), LC Detachments, and Learning Sites (LSs) deliver the knowledge and skills necessary to satisfy fleet performance requirements needed to improve fleet readiness through the professional and personal growth of Sailors reporting to NETC.

1.3. This chapter provides a general overview of the content in each chapter in this NAVEDTRA manual.

## **SECTION 2 - TRAINING PROGRAM MANAGEMENT: NETC AND KEY STAKEHOLDERS**

Chapter 2 provides a description of the key organizations and stakeholders that work with NETC and its LCs and LSs to support the training requirements of the fleet. These stakeholders work together to provide an orderly and efficient approach to plan, analyze, design, develop, implement, and evaluate training; as well as instruction, management, resourcing, and support of training.

### **SECTION 3 - STAFF ROLES AND RESPONSIBILITIES**

Chapter 3 provides a description of the personnel assigned to conduct, develop, evaluate, and manage the training. Titles for the different LC and LS categories of personnel listed in this chapter are generic and do not dictate organizational structure. The actual structure of the organization and the titles of the positions will vary by commands. The categories are not intended to be mutually exclusive, i.e., curriculum developers can also be instructors.

### **SECTION 4 - TRAINING REQUIREMENT SUBMISSION, AND COURSE DEVELOPMENT, DELIVERY, AND MAINTENANCE END-TO-END (E2E) PROCESS**

Chapter 4 provides an overview of the policy, guidance, and process used throughout the NETC training domain to accept training requirements and translate them into courses of instruction. The process, NETC's Training Requirement Submission, and Course Development, Delivery, and Maintenance E2E Process was specifically created to provide a standardized, repeatable, and defensible process to submit training requirements to NETC and for developing, revising, and maintaining the currency of training content.

### **SECTION 5 - COURSE SURVEILLANCE**

Chapter 5 provides a description of course surveillance, which is an integral part of curriculum management. It is achieved by using various programs and reviews that can provide an accurate view of the course content status. Continuous monitoring of course effectiveness allows for the early detection of variances and provides the opportunity to isolate out-of-tolerance areas that require immediate action. Course surveillance can be a scheduled event, Formal Course Review, or a triggered event caused by a negative trend indicated by a Training Quality Indicator.

### **SECTION 6 - CURRICULUM MANAGEMENT**

Chapter 6 provides an overview of curriculum management. Curriculum management is a continuous process, which, as a function, overlaps all the staff levels discussed in Chapter 3. It is the responsibility of the staff listed in Chapter 3 to ensure the curriculum is current, technically accurate, developed per established standards, delivered in a timely

manner, and available in quantities to support fleet requirements.

## **SECTION 7 - INSTRUCTOR MANAGEMENT**

Chapter 7 provides an overview of instructor management. The Navy instructor (military, Department of Defense civilian, or contracted personnel) is the front-line representative of Navy training. To ensure quality instructors are available to facilitate learning, standardization must be maintained in the preparation (training), qualification, certification, and sustainment of instructors.

## **SECTION 8 - LC AND LS TRAINEE MANAGEMENT**

Chapter 8 provides a description of the wide variety of programs and methods that make up the trainee management process. Types of programs or methods discussed in this chapter include: Academic Support, Trainee Recognition Programs, Trainee Counseling, Remediation Program, Academic Review Boards, Trainee Record Keeping, and Navy Training Quota Management.

## **SECTION 9 - MASTER TRAINING SPECIALIST (MTS) PROGRAM MANAGEMENT**

Chapter 9 provides an overview of the MTS Program. Those who lead in the development, evaluation, delivery, and supervision of education and training are in a unique position to act as specialists and change agents who impact the Navy beyond the classroom and laboratory. The MTS Program is designed to develop and qualify individuals who possess advanced knowledge, skills, and abilities that enhance the delivery of quality education and training in the Navy.

## **SECTION 10 - ALTERNATIVE TRAINING DELIVERY METHODS**

Chapter 10 provides an overview of NETC's responsibility for establishment of policy and priorities for alternative training delivery methods throughout the NETC domain to meet fleet needs. In keeping with the intent of mission and readiness, NETC recognizes the need for Mobile Training Teams (MTTs) and Hybrid delivery methods. Funding shortfalls, constraints, and operational requirements can often prevent fleet personnel from attending formal courses at NETC domain LCs/LSs. MTTs and Hybrid delivery methods provide a means for the Navy to maximize

the availability of training opportunities, concurrent with the training needs of the fleet.

## **SECTION 11 - INSTRUCTOR AND CURRICULUM MANPOWER COMPUTATIONS**

Chapter 11 provides an overview of several core instructor and curriculum development manpower computations to generate and validate resources. These computations are common across NETC but offer the flexibility to account for unique requirements that may differ among NETC LCs and LSS.

## **SECTION 12 - INTER-SERVICE TRAINING REVIEW ORGANIZATION (ITRO)**

Chapter 12 provides an overview of ITRO. ITRO occurs when one or more military services train together in a formal environment on individual skills in an institutional setting.

## **SECTION 13 - IMPAIRED TRAINING AND EDUCATION REPORT**

Chapter 13 provides an overview of the NETC requirement for timely notification of situations that impair or could potentially impair, training and education.

## **SECTION 14 - TRAINING SUPPORT ORGANIZATION**

Chapter 14 provides an overview of the NETC requirement for infrastructure, training, and trainee management support for all NETC LCs/LSS in order to effectively and efficiently meet fleet needs.

## **SECTION 15 - SUMMARY**

This chapter provides a high-level overview of the contents of this manual that collectively comprises the elements necessary to manage Navy Schools.

## **CHAPTER 2**

# **TRAINING PROGRAM MANAGEMENT: NAVAL EDUCATION AND TRAINING COMMAND AND KEY STAKEHOLDERS**

## **SECTION 1 - INTRODUCTION**

1.1. This chapter provides a description of the key organizations and stakeholders that work with the Naval Education and Training Command (NETC) and its Learning Centers (LCs) and Learning Sites (LSs) to support the training requirements of the fleet. These stakeholders work together to provide an orderly and efficient approach to planning, analysis, design, development, implementation, and evaluation; as well as instruction, management, resourcing, and support of training.

## **SECTION 2 - APPLICABILITY WITH NETC**

2.1. NETC is an Echelon 2 command whose mission is to transform civilians into highly skilled, combat-ready warfighters and enable their career-long growth and development. NETC establishes policies, procedures, and techniques for the establishment and operation of assigned education and training programs. It ensures quality training is consistent with the needs of the fleet and that training remains responsive to fleet requirements. NETC acts as an interface between its LCs who develop, evaluate, and deliver training and the Office of the Chief of Naval Operations (OPNAV) who resources the manpower and training for the Navy. NETC works with the Navy Manpower Analysis Center (NAVMAC) to ensure its education and training courses are delivered to meet the requirements of Navy's military and civilian workforce to sustain a combat ready Total Force.

## **SECTION 3 - OPNAV N-CODES**

3.1. The Chief of Naval Operations (CNO) is the senior military officer in the Navy. The CNO is a four-star admiral and is responsible to the Secretary of the Navy (SECNAV) for the command, utilization of resources, and efficiency of the operating forces of the Navy and of the Navy shore activities assigned by SECNAV.

3.2. A member of the Joint Chiefs of Staff (JCS), the CNO is the principal Naval advisor to the President of the United States and to the SECNAV on the conduct of war and is the principal advisor and Naval Executive to SECNAV on the conduct of Naval activities of the Department of the Navy (DON). Assistants are the Vice Chief of Naval Operations, the Deputy Chief of Naval Operations (DCNO), and a number of other ranking



officers. These officers and their staffs are collectively known as OPNAV.

3.3. OPNAV provides policy for implementing and supporting the DON strategic goals regarding human resources, education, and training. OPNAV strives to improve the quality of our military and civilian workforce through fact-based, innovative, policy changes affecting recruitment, training, and quality of life.

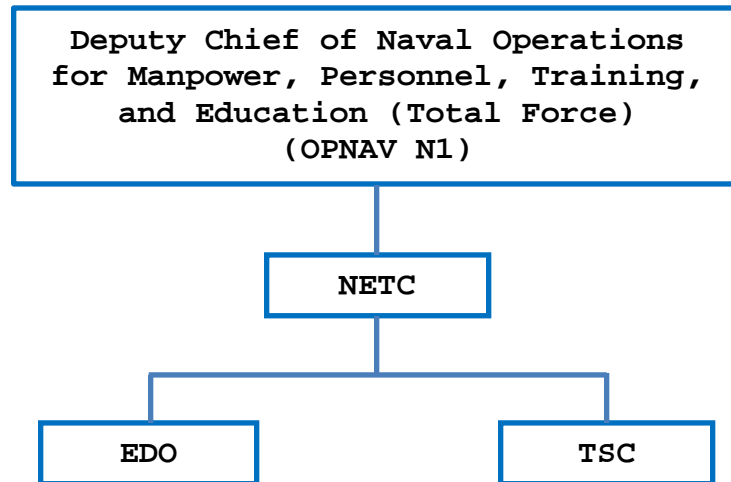
3.4. The following are OPNAV N-Codes and their generic descriptions:

a. OPNAV N1 - DCNO for Manpower, Personnel, Training, and Education (MPT&E) (Total Force). Refer to Figure 1 for the OPNAV N1 relationship to NETC LCs.

(1) The Chief of Naval Personnel is responsible for overall manpower readiness for the United States Navy and also serves as DCNO for MPT&E (Total Force). Personnel, training, and education go hand in hand.

(2) The mission of OPNAV N1 is to attract, recruit, develop, assign, and retain a highly skilled workforce for the Navy. OPNAV N1 is the Resource Sponsor for all accessions and advanced education, and exercises administrative control over Navy manpower and training policy, in addition to manpower and training reporting and assessment. OPNAV N1 exercises centralized supervision and coordination of Navy's manpower, training, and education requirements.

(3) OPNAV N1 is the Resource Sponsor for the Center for Service Support (CSS), Naval Chaplaincy School and Center (NCSC), and the Engineering Duty Officer School (EDOSCOL).

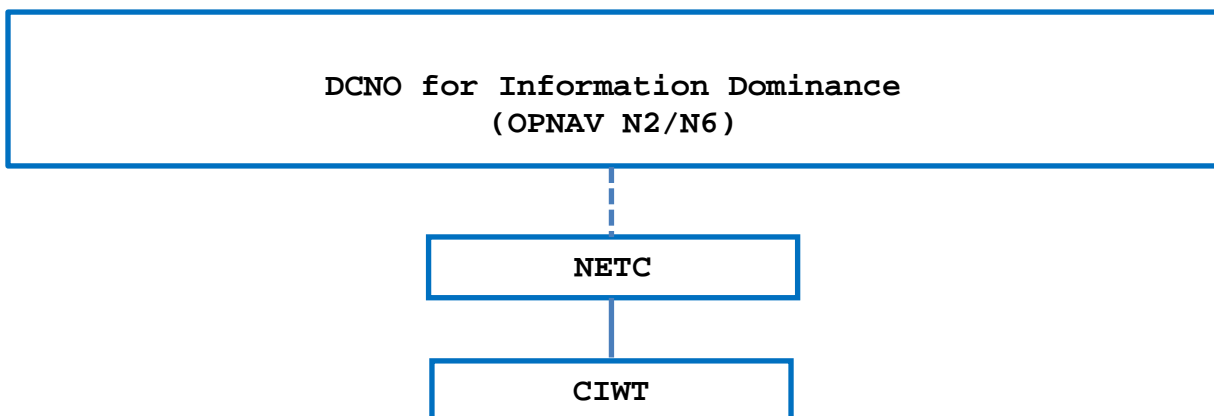


**FIGURE 1. OPNAV N1 RELATIONSHIP TO NETC LEARNING CENTERS**

b. OPNAV N2/N6 - DCNO for Naval Intelligence. Refer to Figure 2 for the OPNAV N2/N6 relationship to one NETC LC.

(1) The mission of OPNAV N2/N6 is to implement CNO responsibilities for intelligence, cryptology (less signals security), special security, and foreign counterintelligence; provide intelligence, foreign liaison and protocol support to SECNAV, CNO, OPNAV, and other Navy elements; serve as the Navy's Senior Official within the defense and national intelligence communities; and serve as sponsor for certain national defense and naval intelligence programs.

(2) OPNAV N2/N6 is the Resource Sponsor for the Center for Information Warfare Training (CIWT).



**FIGURE 2. OPNAV N2/N6 RELATIONSHIP TO NETC LEARNING CENTERS**

c. OPNAV N4 - DCNO for Fleet Readiness and Logistics. OPNAV N4's mission is to enable fleet/shore readiness and logistics through policy, program assessment, and resource allocation. OPNAV N4 serves as the single requirements assessment sponsor for fleet readiness, conducts readiness assessments in support of the Program of Memorandum (including baseline assessments and post sponsor program proposal reviews), and supports Resource Sponsors in program development. Areas of emphasis include, but are not limited to, operations; transportation; distribution; fleet training and range operations; targets; ordnance; integrated logistics support; spares; supply; maintenance; and logistics associated with expeditionary, aviation, surface, and subsurface platforms.

d. OPNAV N8 - DCNO for Integration of Capabilities and Resources. The mission of OPNAV N8 is to exercise centralized supervision and coordination of Navy determination of warfare requirements, allocation of resources, program planning, and study efforts to ensure integration of planning, programming, budgeting, and assessments within OPNAV and the management echelons subordinate to CNO; and to serve as principal OPNAV Staff Executive for other than JCS matters.

e. OPNAV N9 - DCNO for Warfare Systems. Refer to Figure 3 for the OPNAV N9 relationship to NETC LCs.

(1) OPNAV N9's overall mission is to determine, integrate, and resource expeditionary warfare, surface warfare, undersea warfare, and air warfare requirements, and their associated systems, manpower, training, and readiness requirements within the Planning, Programming, Budget and Execution System, balancing system capabilities and program wholeness to support Joint and Navy warfighting plans within acceptable risk.

(2) OPNAV N9 - Warfare Integration Division (N9). The Warfare Integration Division (N9) Director serves as N9's principal advisor for integration of expeditionary warfare, surface warfare, undersea warfare, and air warfare requirements and associated manpower, training and readiness into an Integrated Sponsor Program Proposal which resources required capabilities while emphasizing program wholeness.

(3) N9 is responsible for coordinating and integrating the development and monitoring the execution of N9's guidance to deliver a warfare systems Sponsor Program Proposal.

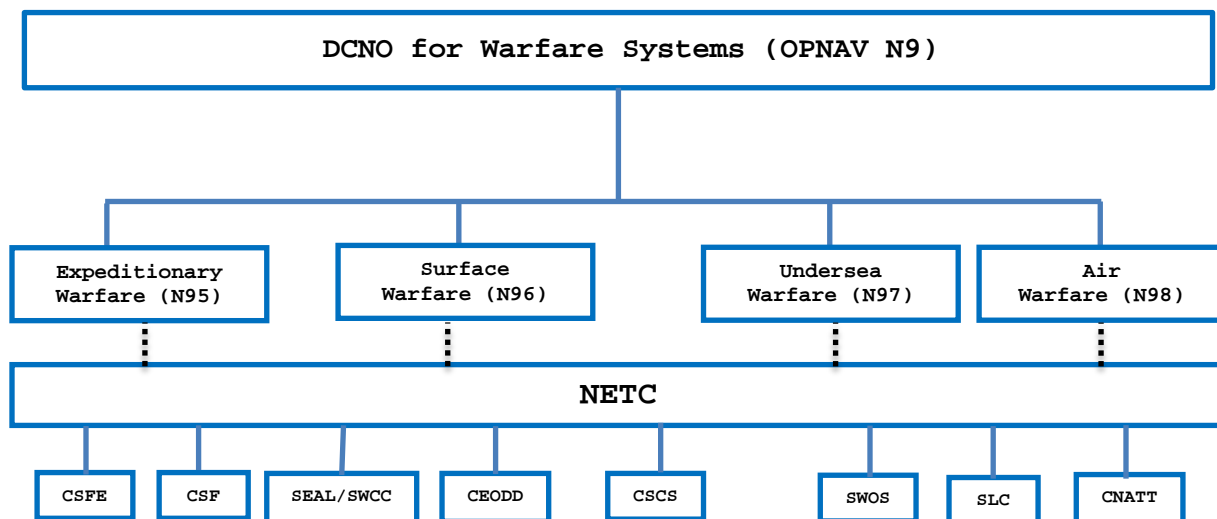
(4) N9 serves as principal advisor for warfare system wholeness. N9 centrally manages and coordinates N9's long-range shipbuilding plan and Shipbuilding & Conversion, Navy resources.

f. OPNAV N95 (Expeditionary Warfare) is the Resource Sponsor for the Center for Explosive Ordnance Disposal and Diving (CEODD), Center for Security Forces (CSF), Center for Seabees and Facilities Engineering (CSFE), and Center for Sea, Air, Land (SEAL) and Special Warfare Combatant-craft Crewman (SWCC).

g. OPNAV N96 (Surface Warfare) is the Resource Sponsor for Center for Surface Combat Systems (CSCS) and Surface Warfare Officers School Command (SWOS).

h. OPNAV N97 (Undersea Warfare) is the Resource Sponsor for the Submarine Learning Center (SLC).

i. OPNAV N98 (Air Warfare) is the Resource Sponsor for the Center for Naval Aviation Technical Training (CNATT).



**FIGURE 3. OPNAV N9 RELATIONSHIP TO NETC LCs**

## **SECTION 4 - NAVMAC**

4.1. NAVMAC has four core manpower functions: occupational classification, manpower requirements determination, total force management, and manpower business requirement governance.

4.2. NAVMAC's Workforce Classification Department works with the fleet to implement the Navy Enlisted Occupational Classification System (NEOCS) and Navy Officer Occupational Classification System Processes in order to identify the skills, education, training, experience, and capabilities for both enlisted and officer personnel. Occupational Standards are developed during the NEOCS Process and form the basis for rating exams and course curriculum development for NETC. Navy Enlisted Classification (NEC) establishments, revisions, and disestablishments are facilitated by NAVMAC through the NEOCS Process. NECs may be awarded to personnel upon successful completion of a course, training pipeline, and/or on-the-job-training, and are assigned to billets as a result of the billet requirements determination process.

## **SECTION 5 - TRAINING AGENCY (TA)**

5.1. An office, bureau, command, or headquarters exercising command of and providing support to some major increment of the DON's formalized training effort. Depending upon the level of oversight required, the Training Agency (TA) may be NETC, a LC, or other designated organization.

## **SECTION 6 - TRAINING SUPPORT AGENCY (TSA)**

6.1. The office, bureau, command, or headquarters responsible for supporting the TA by providing material and other forms of support within the cognizance of the office, bureau, or command involved. The TSA provides initial training for the equipment, system, or subsystem until the TA can acquire the capability for training. The TSA is an activity with fiscal responsibility for supporting the TA by providing material and other forms of support within the cognizance of the office, command, or headquarters involved. If development, acquisition, modernization, or configuration management is involved, the TSA will be the Program Manager who is assigned funding responsibility for all investments and expense costs required to turn over a training system end item and allow the TA to sustain the capability for training.

## **SECTION 7 - SUMMARY**

7.1. This chapter described the key organizations and stakeholders that work with NETC and its LCs and LSs to support the training requirements of the fleet. These stakeholders work together to provide an orderly and efficient approach to

planning, analysis, design, development, implementation, and evaluation; as well as instruction, management, resourcing, and support of training.

## **CHAPTER 3**

# **STAFF ROLES AND RESPONSIBILITIES**

## **SECTION 1 - INTRODUCTION**

1.1. Chapter 3 provides a description of the personnel assigned to conduct, develop, evaluate, and manage the training. In an effort to provide the right people for the right job, and to ensure they are of the highest quality, training commands must be concerned with the following:

- a. The number of personnel required to accomplish the mission.
- b. The categories of personnel required to complete the mission.
- c. The skills personnel must possess.
- d. Appropriate screening of prospective instructors.
- e. The staff training required to complete the job.
- f. Professional development of instructional staff.
- g. Professional development for curriculum development and management staff.
- h. Record keeping procedures for staff personnel.

## **SECTION 2 - NAVAL EDUCATION AND TRAINING COMMAND (NETC) N-CODES**

2.1. NETC N-Codes provide the tools and opportunities:

- a. Ensure fleet readiness and mission accomplishment.
- b. Enhance professional and personal growth and development.
- c. Enable life-long learning.

2.2. The functions of various staff offices have been assigned in recognition of the need for working inter-relationships between the various functions, and to underscore the need for the staff to work together in a complementary manner, with expert functional knowledge, in order to resolve managerial issues properly addressed at the appropriate echelon level of command. In that context, the staff is to be an effective conduit between NETC commands and external higher echelon



commands in matters pertaining to the establishment of policy, mission direction, and acquisition of resources.

2.3. To support this mission, the following organizational structure and appropriate staff codes exist within NETC. Refer to NETCSTAFFINST 5400.1 (series).

### **SECTION 3 - CURRICULUM CONTROL AUTHORITY (CCA) AND COURSE CURRICULUM MODEL MANAGER (CCMM)**

3.1. CCA. The CCA is the approval authority for instructional materials. This is a Learning Center (LC) function and shall not be transferred or delegated. Duties of the CCA are listed below:

- a. Monitor milestones for curriculum development and revision efforts.
- b. Approve/disapprove curriculum products that do not affect any of the seven triggers in Chapter 4.
- c. Maintain liaison with other LCs and Learning Sites (LSs) to preclude course duplication, foster standardization, and fully utilize feedback from all sources regarding training efficiencies and deficiencies.
- d. Keep NETC, LCs, and LSs informed regarding progress and general results of the training under NETC cognizance.
- e. Ensure CCMMs/LSs continuously review, evaluate, and update all courses taught to assure adequate quality and coverage, provide standardization, and ensure the needs of the trainees and the fleet.
- f. Serve as final approval authority for all LC curricula training materials, to include Training Project Plans (TPPs) that do not require NETC approval and Letters of Promulgation.
- g. Review, approve, and distribute Core Unique Instructor Training (CUIT) for all high-risk courses based on current NETC High Risk Training Safety program guidance contained in NETCINST 1500.13 (series).
- h. Assist the Accreditation Liaison Officer (ALO) during Council on Occupational Education (COE) and The American Council

on Education (ACE) Accreditation/Reaffirmation of Accreditation Process.

- i. Notify ALO of any pending substantive changes to LC and ensure inputs are provided for end of year report submittal to COE.

- j. Resolve any CCMM/LS differences.

3.2. CCA duties and responsibilities retained by NETC in conjunction with the NETC Training Requirement Submission and Course Development, Delivery, and Maintenance End to End (E2E) Process:

- a. Ensure training is conducted in an economical and effective manner, with special emphasis on responsiveness to fleet training requirements.

- b. Approve TPP that is required to document any of the seven triggers listed in Chapter 4 (TPP Triggers).

- c. Provide professional assistance to subordinate activities in the systematic development of curricula materials and in the collection and interpretation of training management information.

- d. Conduct High-Risk Training Safety Evaluations bi-annually.

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

3.3. CCMM. The CCMM is responsible for developing, revising, and maintaining the course of instruction. This function may be delegated to the LC Learning Standards Officer (LSO). For courses taught at two or more LSs, the Director of Training (DOT) may designate the CCMM or retain responsibilities at the LC N7 level. Duties may include but are not limited to:

- a. Maintenance and administration of existing curricula.

- b. Coordinating facilities, resources, and personnel to conduct effective training while minimizing waste.

- c. Ensure all curriculum development/revision/modification is coordinated with the appropriate LC/LS staff.

d. Develop new curricula and perform training material revisions and modifications to existing curricula. Involve counterpart LSs in all phases of curriculum development and maintenance.

e. Ensure CCA and counterpart LSs are informed of developments that may impact projected goals and milestones.

f. Provide a copy of all training materials to all LSs. Training materials include lesson plans/instructor guides, trainee guides, tests, Instructional Media Material, etc. The use of electronic media for distribution of training materials is highly recommended.

g. Coordinate changes in Corporate enterprise Training Activity Resource System (CeTARS), Catalog of Navy Training Resources (CANTRAC), and enterprise Naval Training Reservation System (eNTRS).

h. Ensure a master copy of all training materials is maintained in the course's Master Training Plan (MTP). Refer to Chapter 6, Electronic Media Policy, concerning storage and backup copies of material.

i. Maintain the course MTP, (aka Course Audit Trail).

j. Coordinate the scheduling of LS Formal Course Reviews (FCRs) and publish an annual schedule.

k. Ensure all appropriate LSs receive approved training material.

l. Provide support for ACE evaluation.

m. Coordinate training and certification for courses utilizing commercially provided curricula.

n. Ensure all safety training and requirements are provided to those personnel who require it.

**NOTE:** For multi-sited courses, master course copies of training materials will be maintained by the course's CCMM, or as designated by the DOT.

## SECTION 4 - LC/LS POSITIONS

**NOTE:** Titles for the different LC/LS categories of personnel listed on the following pages are generic and do not dictate organizational structure. The actual structure of the organization and the titles of the positions will vary by command.

4.1. LC Commanding Officers (COs), Executive Officers (XOs), and Executive Directors (EDs). LC COs, XOs, and EDs are responsible for the quality of the training provided under their command(s), and they manage the overall LC training program. Their specific duties vary substantially based on the mission and organization of the command. The LC CO is the CCA.

4.2. DOT. The DOT is a LC N7 department position and works directly for the LC CO, XO, or ED to ensure that quality training is conducted. To assist the DOT in the accomplishment of these duties, the LC N7 LSO will be organizationally assigned to the DOT. Responsibilities of the DOT include:

- a. Keep NETC, LCs, and LSs informed regarding progress and general results of the training being conducted under NETC cognizance.

- b. Maintain liaison with other LCs to preclude course duplication, provide standardization, and fully utilize feedback from all sources regarding training efficiencies and deficiencies.

- c. Ensure LCs and LSs continuously review and update all courses taught to assure adequate quality and coverage, and ensure the needs of the trainees and the fleet are met.

- d. Ensure NETC E2E Process is performed.

- e. With CCA approval, seek NETC concurrence on TPPs per NETC E2E Process requirements.

- f. Validate expenditures supporting training operations domain wide to include course materials, Mobile Training Team (MTT), travel, etc.

- g. Provide guidance on courseware for which the LC is not the CCA.

h. Conduct at least one spot check of training per quarter using the Instructor Evaluation Spot Check Form; refer to NAVEDTRA 134 (series).

4.3. LSO. The LSO works directly for the DOT. The LSO should be an Instructional Systems Specialist and/or an individual with special qualifications in education and training management. Personnel assigned to these duties will have a comprehensive understanding of NAVEDTRAS 130, 131, 132, 134, 135, 136, and 140. For further guidance, refer to NETCINST 1500.5 (series). The LSO is the primary policy advisor on training delivery administration and training functions, and is responsible for the quality of instruction and instructional materials for all training. The LSO is responsible to the DOT to:

a. Develop criteria and implement policy regarding instructor certification, evaluation, and sustainment.

b. Document training safety requirements, trainee management requirements, periodic reports, and analysis of trainee feedback.

c. Provide oversight of the NETC E2E process.

d. Evaluate administrative policies and procedures, curricula, instructional methods and techniques, qualifications/certifications/licensing of staff and faculty, Academic Review Boards (ARBs), Master Training Specialist (MTS) Program, adequacy and utilization of training aids, Training Devices/Training Unique Equipment, facilities, equipment, testing, and trainee counseling.

e. Ensure Training Department participation in the drafting of Statements of Work (SOW), Purchase Requests, and adaptation of Navy standards and requirements to contract training organizations.

f. Monitor training availability at all LSs to ensure fleet throughput requirements are met and evaluate changes in throughput requirements.

g. Monitor TPP Resource Requirements Lists (RRLs) to ensure necessary resources are available to conduct training.

h. Monitor the impact of technology on training for effectiveness.

i. Oversee the duties and functions of Training Specialists (TSs), Instructional Systems Specialists (ISSs), Instructional Systems Designers (ISDs), and Curriculum Developers (CDs) during curriculum development/maintenance efforts.

j. 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.

k. Provide recommendations in the area of plans, policies, methods, or innovations that will improve the efficiency and effectiveness of training.

l. Direct FCRs and staff evaluations, manage the curriculum feedback program, and provide results and recommendations to improve training.

m. Serve as LC liaison for courses utilizing commercially provided curriculum.

n. Seek NETC concurrence on TPPs per NETC E2E requirements. Monitor milestones for curriculum development and revision efforts.

o. Ensure courses evaluated by ACE are reviewed for credit, subject to security requirements; refer to NETCINST 1560.1 (series).

p. Provide LC CO with Training Quality Indicator (TQI) results for all LSs.

q. Provide oversight and guidance to the LS CUIT Program.

r. Manage the COE Accreditation/Reaffirmation Program.

4.4. Field Learning Standards Officer (FLSO). The FLSO is a title that may dictate organizational structure; that decision resides with each LC. A FLSO is recommended when LSs deliver many courses of instruction or at high-risk training facilities, which require additional oversight and guidance on training policies. Personnel assigned to these duties will complete NETC E2E training; possess an understanding of NAVEDTRA 130 through 140 (series) and the command's In-Service Training (IST) Program requirements for instructional management. While a FLSO may be

administratively assigned to a LS Training Director or similar staff position, a FLSO reports organizationally directly to the LC LSO. Responsibilities of the FLSO include:

a. Provide guidance and training management support to LS COs, XOs, Training Directors, Course Supervisors (CSs), Instructors, Instructor Evaluators, ISSs, TSs, and CDs regarding all facets of NETC training.

b. Assist in developing criteria and drafting policy regarding curriculum development procedures, instructor certification and evaluation, instructor training requirements, trainee management, and analysis of trainee feedback.

c. Evaluate administrative policies and procedures of curricula, instructional methods and techniques, qualifications of staff, ARBs, MTS Program, training aids and equipment, testing, and trainee counseling.

d. Review new curricula submissions and perform training materials modifications to existing curricula, including course control documents, lesson plans/instructor guides, trainee guides, tests, and instructional media materials.

e. Assist in the development of CUIT programs.

f. Provide support and guidance to LC/LS staff during the NETC E2E Process.

g. Lead, or participate in, cross-functional teams/staff projects involving fleet training initiatives, changes in requirements, and implementation of LC/NETC policies.

h. Provide recommendations in the area of plans, policies, methods, or innovations that will improve the efficiency and effectiveness of training.

i. Maintain a copy of training materials. Refer to Chapter 6 of this manual for details.

j. Perform FCRs and staff evaluations, provide results and recommendations to improve training.

k. Manage the curriculum feedback program and coordinate the action with the appropriate activities.

l. Manage the Testing Program; refer to NAVEDTRA 132 (series).

m. Serve as an advisor for the input and review of contractor developed curriculum materials.

n. Regularly schedule and maintain instructor qualification and evaluation records and reviews.

4.5. Testing Officer. The Testing Officer is organizationally aligned to the LSO and manages the LC testing program. Refer to NAVEDTRA 132 (series) for further guidance.

4.6. LS CO, XO, Officer in Charge (OIC), Division Officers, and Chief Petty Officer in Charge (CPOIC). LS CO, XO, OIC, Division Officers, and CPOICs are responsible for the quality of the training provided under their command(s); they manage the overall LS training program. Their specific duties vary substantially based on the mission and organization of the command. Prospective LS COs, XOs, OICs, and CPOICs of NETC training commands should attend a LC in-brief prior to assuming duty. These individuals (LS CO, XO, OIC, Division Officer, and CPOIC) will conduct at least one spot check of training per quarter using the Instructor Evaluation Spot Check Form (refer to NAVEDTRA 134 (series)). This form will be submitted to the CS for processing.

4.7. LS Training Directors. The LS Training Director works directly for the LS CO/OIC or XO to ensure that quality training is conducted. All courses of instruction assigned to a LS fall under the cognizance of the LS Training Director; responsibility may not be delegated to geographically separated departments. LS Training Director responsibilities may include the following:

a. Keep LCs and LSs informed regarding progress and general results of training conducted under NETC/LC cognizance.

b. Maintain liaison with the LC and LSs to preclude course duplication, foster standardization, and fully utilize feedback from all sources regarding training efficiencies and deficiencies.

c. Ensure the LC and LSs continuously review and update all courses taught to assure adequate quality and coverage, provide standardization, and ensure the needs of the trainees and the fleet are met.



d. Provide recommendations to the LC in the area of plans, policies, methods, or innovations that will improve the efficiency and effectiveness of training.

e. Coordinate with the LC for instructor certification for courses utilizing commercially provided curricula.

f. Responsible to ensure NETC E2E Process is performed.

g. Validate training requirements to expenditures, which support training operations LS wide to include course materials, MTT, travel, etc.

h. Ensure training department participation and/or coordination with the LC DOT and LSO in the drafting of SOW, Purchase Descriptions, and adaptation of Navy standards and requirements to contract training organizations.

i. Monitor training availability at the LS to ensure fleet throughput requirements are met; evaluating changes in throughput requirements, RRLs, technology impacts to the delivery of training, and planning for resources necessary to conduct training.

j. Ensure courses evaluated by ACE are reviewed for credit, subject to security requirements; refer to NETCINST 1560.1 (series).

k. Provide LC LSO with TQI results for the LS, via the LS CO/OIC.

l. Provide guidance and training management support to LS COs, XOs, CSs, and TSs regarding all facets of NETC training.

m. Ensure administrative policies and procedures, curricula, instructional methods and techniques, qualifications/certifications of staff, ARBs, MTS Program, training aids and equipment, testing/analysis, and trainee counseling are implemented.

n. Ensure training material modifications to existing curricula including course control documents, lesson plans, trainee guides, tests, and instructional media materials are processed to the CCMM for action.

o. Assist the LC in the development and implementation of the CUIT Program.

p. Maintain a copy of training materials. Refer to Chapter 6 of this manual for details.

q. Conduct the FCR based on LSO guidance. Enforce the quality assurance program which evaluates the curriculum and instruction via FCRs.

r. Coordinate and evaluate the IST program in accordance with matrix found in NETCINST 1500.5 (series).

s. Manage the End of Course Critique program and coordinate the action with the appropriate activities.

t. Manage Testing Program; refer to NAVEDTRA 132 (series).

u. Serve as an advisor for the input and review of contractor developed curriculum materials.

4.8. ISS, ISD, and CD. Curriculum development is the responsibility of the DOT with the oversight responsibility being the LC LSO to ensure all in-house and contracted curriculum development is per the NETC curriculum development standards. It is essential that ISSs/ISDs/CDs have formally trained in curriculum development and are well versed in the training technology to provide learning solutions that only meet the training requirements, but also cost effective and support the Chief of Naval Operations' vision for developing a highly educated and professional workforce. The following is a list of some of the typical duties:

a. Revise curriculum or convert to training technology.

b. Review subject matter to ensure technical accuracy.

c. Review lesson material to ensure continuity and flow.

d. Review tests and test items to ensure sound construction principles are following current guidelines.

e. Review visual information to ensure appropriateness and accuracy.

f. Be actively involved in the curriculum development/maintenance process to ensure proper procedures are following current guidelines and established standards.

g. Provide guidance in all areas of curriculum development/maintenance as required.

h. Attend pilot course(s); assist in the complete validation of the material and the preparation of the material for implementation.

i. Develop new course curriculum.

j. Be actively involved in the delivery methods of training via distance learning, such as Defense Connect Online, SAKAI, and other emerging technologies.

k. Ensure proper permissions are obtained for the use of copyrighted materials (both printed and visual information).

4.9. TS. The TS is a LC or LS civilian position and works directly for the N7 Department. The TS is assigned as a training and curriculum management specialist. This includes areas such as infusion of technology into the curriculum; delivery and quality of the curriculum, both in-house and contractor developed; and IST requirements. Specific duties may include:

a. Provide guidance and training management support to LS Training Directors, CSs, Lead Instructors (LIs), Instructors, Instructor Evaluators, ISSs, and CDs regarding all facets of NETC training.

b. Attend pilot course(s); assist in the complete validation of the material and the preparation of the material for implementation.

c. Assist in developing criteria and drafting initial policy regarding curriculum development procedures, instructor certification and evaluation, instructor training requirements, trainee management, and analysis of trainee feedback.

d. Evaluate administrative policies and procedures of instructional methods and techniques, staff qualifications, ARBs, MTS Program, and testing program.

- e. Assist in developing proposed new curricula and performing training material modifications to existing curricula.
- f. Provide support and guidance to staff during the NETC E2E process.
- g. Maintain a copy of the Course Audit Trail and training materials. Refer to Chapter 6 of this manual.
- h. Perform FCRs and staff evaluations; provide results and recommendations to improve training and monitoring results.
- i. Review proposed changes to CANTRAC and eNTRS, and initiate necessary changes to CeTARS.
- j. Assist in the development of CUIT programs for certification of instructors assigned to teach high-risk courses.
- k. Ensure availability of adequate classroom and laboratory spaces, training devices, technical training equipment, test equipment, personnel, and other resources.
- l. Nominate new and revised courses with 45 instructional hours or more to ACE for evaluation via the LSO.
- m. Manage LS Testing Plan(s); refer to NAVEDTRA 132 (series).
- n. Serve as an advisor for the input and review of contractor developed curriculum materials.
- o. Oversee the curriculum development process and ensure the instructional staff adheres to NETC training policies.
- p. Collect and summarize data on TQI. Provide results to the LSO.
- q. Coordinate all changes to promulgated curricula.
- r. Periodically review course data elements within the course control documents.
- s. Review contractor developed curricula ensuring approved curriculum standards are strictly adhered to.

t. Monitor and participate in curriculum conversion/revision projects for assigned courses.

u. Review course control documents prior to submission to LSO.

v. Monitor Plan of Action and Milestones in the TPP for timely completion.

w. Provide status reports as needed.

4.10. CS. The CS shall oversee training, maintain the currency of the curriculum, and ensure instructor's certification requirements are current per NETCINST 1500.5 (series). The CS will:

a. Maintain a copy of appropriate parts of the course's MTP as directed by CCMM. Refer to Chapter 6 of this manual for details.

b. Assist in coordinating all changes and revisions to promulgated curricula.

c. Ensure all training staff adheres to the approved qualification/certification and CUIT requirements.

d. Perform or assist in conducting FCRs.

e. Verify recommended changes to CeTARS, CANTRAC, and eNTRS.

f. Provide support during the NETC E2E Process.

g. Review contractor developed curricula, ensuring approved curriculum standards are strictly adhered to.

h. Monitor and participate in curriculum projects for assigned courses.

i. Provide support for ACE evaluation.

j. Assist in COE Accreditation/Reaffirmation by providing subject matter knowledge support to the LSO.

k. Participate in fleet training meetings and other training advisory group meetings.

l. Oversee the duties and functions of LIs and all instructional staff.

m. Develop a course indoctrination plan for all instructional staff, which includes specific safety requirements. Each NETC course should have a Course Indoctrination Plan that contains such topics as:

(1) Course Management Data: Purpose, scope, curriculum maintenance, instructional delivery system, class hours, surge plan, and security requirements.

(2) Student Management Data: Accession, remediation, retesting, ARB, and non-graduate information.

(3) Instructor Certification and Evaluation Program.

(4) Safety: Pre-brief, Emergency Action Plan, and reporting of unsafe conditions.

n. Provide feedback data to the LSO.

o. Provide TQI data to the LSO.

p. Ensure applicable instructor records are maintained.

4.11. LI. The LI is responsible for managing the instructional staff, training materials, and trainees, and must possess an in-depth knowledge of all command directives dealing with their assigned duties. A LI should not consider their duties as purely administrative, since it is the primary duty of all instructors to instruct. A LI should be an individual with broad technical knowledge appropriate for the course and definite operational experience with the equipment covered by the course. Each course/unit of instruction offered will be under the control of a LI. The LI will:

a. Maintain a copy of all curriculum materials. Refer to Chapter 6 of this manual for details.

b. Provide Subject Matter Expert (SME) support.

c. Assist in coordinating all modifications to promulgated curricula.

d. Review, recommend, and monitor changes to CeTARS, CANTRAC, and eNTRS.

e. Assist in conducting FCRs.

f. Review contractor developed curricula, ensuring strict adherence to approved curriculum standards.

g. Provide initial input of the course control documents prior to submission to the TSs or CDs.

h. Provide support for ACE evaluation.

i. Assist in COE Accreditation/Reaffirmation by providing subject matter knowledge support to the TS.

j. Participate in fleet training meetings and other training advisory group meetings.

k. Review/approve instructor lesson plan/instructor guide personalization.

l. Oversee the duties and functions of instructors, instructor evaluators, and SME CDs.

m. Ensure adequate quantities of training materials are available.

4.12. Instructor Evaluator. Instructor evaluators are key elements in the training process. They must possess the technical and instructional expertise necessary to assess quality training.

a. Instructor evaluators may be LC or LS TS or N7 personnel, CSs, LIs, SMEs, or instructors who have received IST in instructor evaluation. Contractors do not normally evaluate Department of Defense personnel unless documented and approved with appropriate government representative, and with the LC LSO's concurrence. COs, XOs, Command Master Chiefs, OICs, and Training Directors will participate in the instructor evaluation program, with at least one spot-check quarterly, and are encouraged to receive IST. An instructor evaluator certified in

a specific topic is considered an SME for that topic and therefore may conduct a technical evaluation for that topic.

b. Personnel who have received IST in instructor evaluations and have received instructor evaluation certification will conduct semi-annual or quarterly evaluations.

c. Instructor evaluators will be thoroughly familiar with the instructor evaluation policy contained in NAVEDTRA 134 (series) and NETCINST 1500.5 (series).

4.13. Instructors. The instructor is the front-line representative of the NETC training organization and is a critical element in the training process. Instructional staff must focus on mentorship and ensure the learning and growth of the trainee is the priority. The MTS program is a certification program designed to recognize those individual instructors who have achieved a level of excellence in teaching skills, training management, and curriculum management. For further information on instructors, refer to NAVEDTRA 134 (series), and for the MTS program, refer to NETCINST 1500.2 (series).

4.14. 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 trainees 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 Navy Occupational Safety and Health (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 1500.13 (series) for Training Safety responsibilities and OPNAVINST 5100.23 (series) for NAVOSH responsibilities.

4.15. Trainee Management. The Student Management Directorate at the Training Support Centers (TSC) and Student Management Office at Training Support Detachments (TSDs) were established to relieve the LS of the burden of processing trainees attending NETC courses; however, CSs and instructors have a role in trainee management. This role may include verifying class rosters, ensuring pre-requirements have been satisfied, providing updated class rosters to TSC/TSD for enrollment, providing graduation rosters upon completion, and student status updates to include setback, interrupted instruction, legal, and



medical hold. Refer to NAVEDTRA 140 (series) for specific requirements.

## **SECTION 5 - SUMMARY**

5.1. Chapter 3 contains a description of the roles and responsibilities 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.

## **CHAPTER 4**

# **TRAINING REQUIREMENT SUBMISSION, AND COURSE DEVELOPMENT, DELIVERY, AND MAINTENANCE END-TO-END PROCESS**

## **SECTION 1 - INTRODUCTION**

1.1. This chapter provides an overview of the policy, guidance, and process used throughout the Naval Education and Training Command (NETC) training domain to accept training requirements and translate them into courses of instruction. The process titled "NETC's Training Requirement Submission, and Course Development, Delivery and Maintenance End to End (E2E) Process." The E2E Process encompasses a wide variety of programs, tools, and methods; specifically designed to address an element in the lifecycle management of NETC training to meet fleet training requirements. The E2E Process is illustrated in Figure 4.

**NOTE:** The Office of the Chief of Naval Operations (OPNAV) has established policy for planning, determining, and documenting Manpower, Personnel, and Training (MPT) requirements for Navy and integrated Navy and Marine Corps new and modernized acquisition systems across the entire continuum of Navy training (individual, collective, unit, staff, joint, fleet). The process and policy documents referenced within Naval Training Systems Requirements, Acquisition, and Management per, OPNAVINST 1500.76 (series). Per OPNAVINST 1500.76 (series), Training Support Agency course development and course revision projects (i.e., Acquisition Category (ACAT) I through IV programs, non-ACAT programs of record, etc.) for the NETC domain are to be compliant with NAVEDTRA 130 - 140 series manuals, and thus this E2E Process.

1.2. The policy documents referenced in this chapter are posted on NETC N74's My Navy Portal (MNP) homepage. For more information about the E2E Process, and for examples of documents and templates for letters discussed in this chapter, visit NETC N7's "NETC Training Transformation, E2E SOP" page. Uniform Resource Locators to both pages are listed in the "LIST OF ACRONYMS, UNIFORM RESOURCE LOCATOR ADDRESSES, AND REFERENCES" section of this manual.

## **SECTION 2 - TRAINING REQUIREMENT SUBMISSION, AND COURSE DEVELOPMENT, DELIVERY AND MAINTENANCE E2E PROCESS**

2.1. NETC's E2E Process provides a standardized, repeatable, and defensible process for submitting training requirements to the NETC training domain, and to support all content development and course revision projects. The E2E Process ensures the

Reference, Re-use, and Re-purpose (R3) of existing content and media. The E2E Process will be discussed in two parts: the "Training Requirement Submission Steps," and the "Course Development, Delivery, and Maintenance Steps". The illustration also includes sections titled "Training Requirement Sources" and "Examples of Training Requirements." These sections are included in the illustration only to provide an understanding of potential sources of training requirements, and to provide examples of training requirements to illustrate that not all steps of the "Course Development, Delivery, and Maintenance Steps" have to be performed for every requirement.

a. Training Requirement Submission Steps

(1) Requirement Sponsor initiates the E2E Process by submitting a "Request for Analysis of a Training Requirement" letter with a completed "Training Requirement Description Form," as an enclosure, to NETCINST 1500.19 (series). NETC N7 will scope the training requirement and assign a project lead to address the requirement. The project lead will be referred to as the "Training Development Activity (TDA)". The TDA may be NETC N7 or a NETC Learning Center (LC).

(2) The TDA will perform analysis of the training requirement. In this step an Integrated Master Plan (IMP), Integrated Master Schedule (IMS) and a Rough Order of Magnitude (ROM) will be developed, as applicable, dependent upon the scope of the project. The TDA will provide these three documents to Requirement Sponsor. If the Requirement Sponsor and Resource Sponsor are the same entity, Step 3 is not required.

(3) The Requirement Sponsor submits a letter request to the Resource Sponsor, requesting their endorsement for incorporating the training requirement into NETC training. The letter may include a justification statement, an impact statement, and a copy of the IMP, IMS, and ROM.

(4) In the final step, the Resource Sponsor will either favorably endorse or decline to endorse incorporation of the training requirement into NETC training, and submit a letter of notification to the TDA.

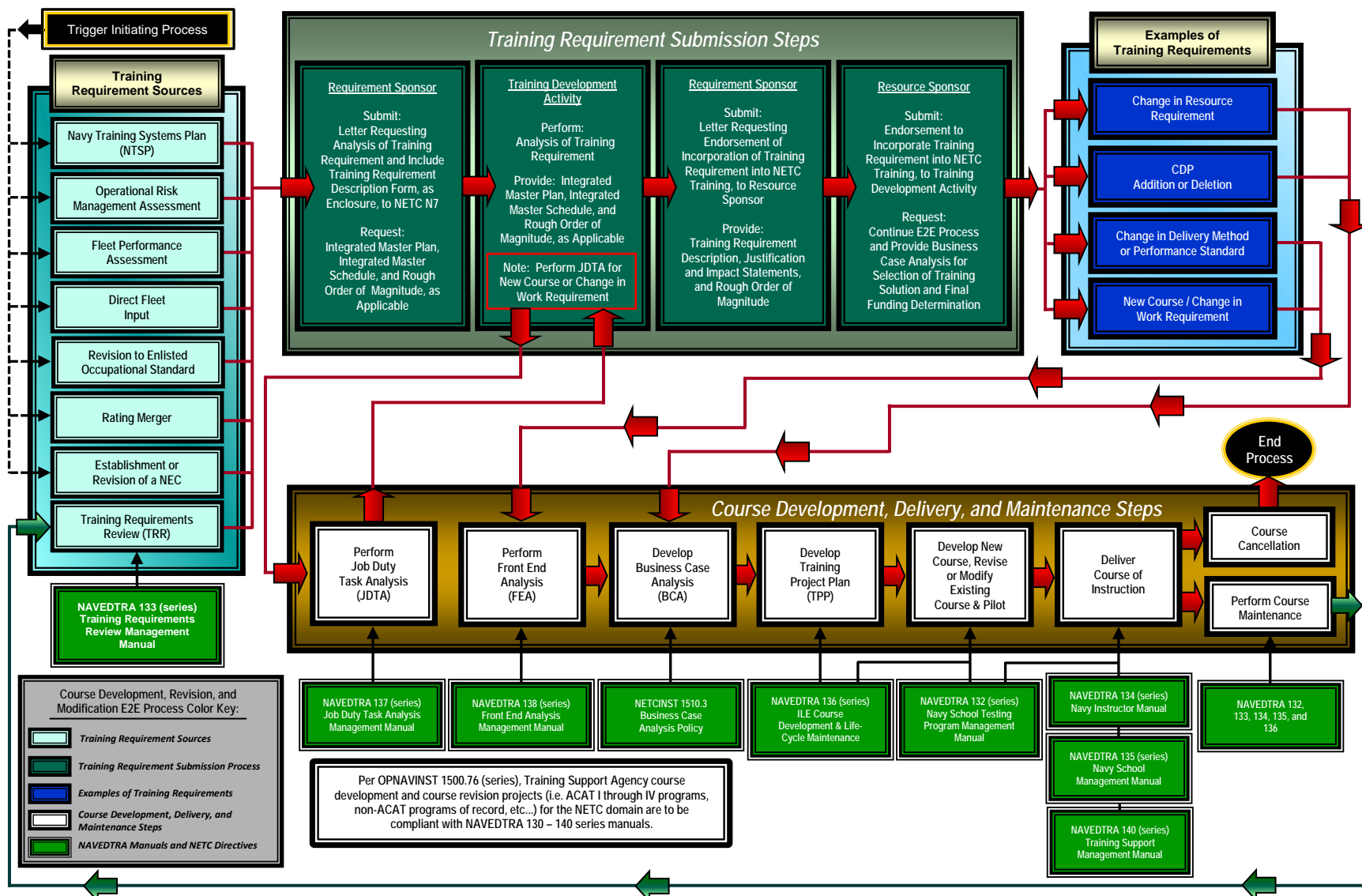


FIGURE 4. NAVAL EDUCATION AND TRAINING COMMAND (NETC) TRAINING REQUIREMENT SUBMISSION AND COURSE DEVELOPMENT, DELIVERY, AND MAINTENANCE END-TO-END PROCESS

**NOTE:** A Statement of Work (SOW) may be used to support any or all steps of the E2E Process. The SOW shall ensure adherence to the guidelines provided in all applicable NAVEDTRA Manuals and NETC and OPNAV Instructions. The SOW defines the instructional, operational, and administrative tasks required by a contractor to develop curriculum to meet training requirements with project deliverables within a specific timeframe. All SOWs that support curriculum development or instructional delivery will be reviewed by NETC N7 prior to awarding.

b. Course Development, Delivery, and Maintenance Steps

(1) Upon receipt of a training requirement, a TDA will assemble a Project Team to create an IMP per the E2E Standard Operating Procedure (SOP), a work breakdown structure, and a management plan for development of an IMS. Each step of the Course Development, Delivery, and Maintenance Process shall include an evaluation plan to assess the effectiveness of the step before proceeding to the next step.

(2) The "Perform Job, Duty, Task Analysis (JDTA)" step is governed by NAVEDTRA 137 (series) and the E2E SOP, and is augmented by Data Item Descriptions (DIDs) from Department of Defense (DoD) MIL-PRF-29612. DIDs should be tailored or modified to meet specific requirements to support analysis. A JDTA uses the Training Support Document and Instructional Performance Requirements Document DIDs, to support the structuring and decomposition of work and assign attributes at the task level. Data generated during a JDTA is captured in Authoring Instructional Materials (AIM) Content Planning Module (CPM), and is used to build curriculum in Learning Object (LO) Module. Requirement Sponsor(s), stakeholders, and Subject Matter Experts (SMEs) provide the work data. Tasks can be formally trained, or included in a Personnel Qualifications Standards (PQS), a Navy Rate Training Course (NRTC), or On-The-Job-Training (OJT), or in some combination of NETC training, PQS, NRTC, or OJT. JDTA data is validated and approved by the Requirement Sponsor prior to the Front End Analysis (FEA).

(3) The "Perform Front End Analysis (FEA)" step is governed by NAVEDTRA 138 (series) and is augmented by DIDs from DoD MIL-PRF-29612. The FEA compares "as-is" training to the "to-be" training state, and identifies the gap, if one exists. During the FEA, the most effective and cost efficient training

alternatives (e.g., instructor led, computer aided training, labs, or a blended solution) are explored to satisfy the training requirement. Also during the FEA, ways to reduce content development costs are explored by working to identify existing content that can be reused, repurposed, or referenced.

(4) The "Develop Business Case Analysis (BCA)" step is governed by NETCINST 1510.3 (series). The BCA provides the estimated cost to develop, deliver, and sustain each training solution alternative identified by the FEA. The BCA identifies risks and benefits for each alternative. This step is complete when the Requirement and Resource Sponsors collaboratively select a training solution.

(5) The "Develop Training Project Plan (TPP)" step is governed by NAVEDTRA 136 (series). A TPP provides a blueprint for the training solution selected during the BCA and serves as a transitional document for the design of the course. A TPP provides a description of the course, training location(s), planned student throughput, course justification, safety risks and hazardous materials (if applicable), a list of manpower and facility requirements, and items required to deliver the training through the Future Years Defense Program (FYDP). NETC and OPNAV Resource Sponsors use the TPP to weigh and prioritize resource shortfalls associated with a training project. If the Resource Sponsor cannot resolve resource shortfalls at this step, the project halts until resourced.

(6) The "Develop New Course, Revise or Modify Existing Course, and Pilot" step is governed by NAVEDTRAs 132 (series) and 136 (series), and is based upon approved design documents. This step includes developing curricula and establishing infrastructure (i.e., manpower, Technical Training Equipment (TTE), facilities, etc.). This step is complete when a LC implements the new or revised course after a successful pilot.

(7) The "Deliver Course of Instruction" step is governed by NAVEDTRAs 134 (series), 135 (series), and 140 (series). This step includes evaluation and certification of instructors, delivery of the course, and conducting a testing program. Additionally, TTE will be operated and maintained, and student management processes implemented.

(8) The "Perform Course Maintenance" step is governed by NAVEDTRAs 132 (series), 133 (series), 134 (series), 135 (series), and 136 (series). In a continuous process to keep a

course current, training managers ensure the course reflects the latest changes in directives, safety messages, bulletins, technical publications, and other governing documents. Training managers continuously monitor feedback and perform Formal Course Reviews (FCRs). FCRs or other triggers can prompt a Training Requirements Review (TRR). TRRs are attended by Requirement and Resource Sponsors, and stakeholders that include Type Commanders, Community Managers, Technical Warrant Holders, and SMEs. A TRR is a trigger driven or periodically scheduled review to revalidate existing courses for which a NETC LC is the Curriculum Control Authority (CCA). TRR Action Chits record training requirements identified during a TRR. TRR Action Chits are documented and tracked to resolution in SERENA, a workflow software tool used by the NETC training domain.

(9) The final step is "Course Cancellation." When a course's Requirement Sponsor(s) determine that a course is no longer required and directs cancellation, NETC coordinates with Fleet Forces Command (N1T), the course's Requirement and Resource Sponsors, and the Bureau of Naval Personnel to ensure an orderly shut-down. If the course is supported by a Navy Training Systems Plan (NTSP), the appropriate Program Office and acquisition community will participate in cancellation, and will decide disposition of Systems Command-owned training equipment. The CCA submits a cancellation TPP to NETC for approval.

### **SECTION 3 - TPP TRIGGERS AND USAGE**

3.1. TPP Triggers. The TPP is the overarching course management document and serves as the blueprint for all curriculum development and revision efforts, as well as course modifications and cancellations. When approved, the TPP becomes the authorization to undertake a course transfer, cancellation, revision, modification, or new development effort and initiate resource requisitions or reallocations. The following seven TPP triggers require NETC concurrence for TPP approval:

- a. Addition of a new training course.
- b. Revision to a training course that changes the instructional strategy or delivery method.
- c. Revision to a training course that changes the course length as measured in whole days.



d. Revision to a training course which increases or decreases resource requirements.

e. Cancellation of a training course.

f. Transfer of a training course between CCAs.

g. Addition or deletion of a training course (Course Data Processing (CDP)) at a specific Learning Site.

3.2. TPP Usage. There are four categories of TPPs: new, revision (change to content), modification, and cancellation. TPPs for courses requiring NETC concurrence and approval shall be loaded in SERENA along with documents following the NETC E2E process as applicable, and other supporting documents. Once a TPP is submitted to NETC by a LC Learning Standards Officer (LSO), the appropriate NETC N74 Content Program Coordinator (CPC) initially reviews the TPP. The TPP can be tracked and monitored as it proceeds through the NETC review process. The CPC works directly with the LC LSO to resolve any discrepancies or to seek additional information, if required. Then, the TPP is reviewed by NETC departments. All TPPs requiring OPNAV approval are reviewed and approved by the NETC N7 Learning and Development Department Director before review by OPNAV.

a. New. A course development project is a complex undertaking, bringing together a wide range of human and material resources. The TPP for a new course will be very detailed and build on information developed in the JDTA, FEA, and BCA steps of the E2E Process. In most cases, the development of the TPP will run concurrently with development of the BCA to ensure all training resources included in the Resource Requirements List (RRL) are accounted for in the BCA. All TPPs for new courses require concurrence and approval from NETC and formal approval from OPNAV to resource the development, delivery, and sustainment of the new course.

b. Revision. Revisions to existing courses will be based on valid training requirements, safety issues, equipment modifications, training facility modifications, or advancement in learning technologies or methodologies. The reason for revising a course is thoroughly explained in the justification section of the TPP. TPPs for courses not meeting one of the seven triggers that require NETC concurrence and approval are reviewed and approved by the CCA. If it is determined during the analysis steps that additional resources will be required to

revise and implement the revised course, a Resource Sponsor must provide those funds before the course revision project continues.

c. Modification. A Modification TPP is used to document a change to an existing course that does not involve changing content, such as changing the course's:

- (1) CCA.
- (2) Course Curriculum Model Manager.
- (3) CDP (addition or deletion).
- (4) Training Type.
- (5) Work Center.
- (6) Course Mission Statement.
- (7) Occupational Classification/Prerequisites.
- (8) Overview.
- (9) Course Length (if there is no change to content).
- (10) Class Capacity.
- (11) Class Convenings.
- (12) Average Onboard.
- (13) Student Throughput.
- (14) Justification, to include: References, Reason/Source of Information, Summary of Differences, and Impact if not Approved.
- (15) Safety Risks and Hazardous Materials.
- (16) Curriculum Development Method (if there is no change to content).
- (17) Resource Requirements, to include Manpower, Funding, Facilities, and RRL.

(18) Compensation, to include both Manpower and Funding.

(19) Milestones.

d. Cancellation. A course must not be cancelled without the approval of the course's Requirement Sponsor. When a course is being considered for cancellation or a CDP for deactivation, LCs and Training Agencies shall coordinate with affected Enterprises, Fleet Forces and OPNAV Resource Sponsors to ensure that there is not a fleet requirement to continue the course of instruction or training at an individual CDP. The areas of focus when canceling a course will be the justification and the reallocation of the resources listed in the RRL. All course materials shall be archived by the CCA for possible R3 in the future.

#### **SECTION 4 - NTSP**

4.1. NTSPs are Navy and integrated Navy/Marine Corps documents which communicate MPT gaps and needs in support of new acquisition and/or modernization programs. To ensure adequate planning, programming, and budgeting of sustainment training throughout the FYDP, Resource Sponsors are required to obtain concurrence from Director, Total Force Manpower Training and Education Requirements (OPNAV N12), prior to approving a final or updated NTSP. Once a final or updated NTSP is approved by the Resource Sponsor, the NTSP shall be used as the official record of the training planning process.

#### **SECTION 5 - E2E PROCESS TOOLS**

5.1. SERENA. SERENA is a web-based workflow management tool which allows LCs to upload and manage the approval process of their TPPs for new course development, course revision projects that are submitted for approval and/or resourcing, for course modifications and cancellations, and CDP deactivations. SERENA is a collaborative tool where TPPs are brokered among the LCs, the appropriate NETC departments, and OPNAV Resource Sponsor(s), if required. All JDTA, FEA, and BCA output documents and other supporting documents are loaded into SERENA to support approval of the TPP. TPPs are separated by the LC and serialized to ease management and staffing.

**NOTE:** Basic NETC routing that provides the planning for new training, revised training, and the cancellation of existing training.

a. LSO submits TPP and supporting documents via SERENA to NETC N74.

b. N74 brokers TPP and supporting documentation to appropriate NETC N-Codes.

c. NETC reviews and forwards TPPs that have resource shortfalls to applicable OPNAV N-Codes.

d. NETC returns to LC for any resolutions required and final disposition of TPP.

5.2. CPM. CPM is the software tool that is used to capture JDTA data, the decomposition and structuring of work, and associated Knowledge, Skills, Abilities, Tools, and Resources. CPM supports planning and management of content intended for the Integrated Learning Environment (ILE). Once a training solution has been selected, CPM is used for building learning objectives; planning, managing, and executing content projects; supporting content development workflow and reporting requirements; data exchange; and linking with other systems, (i.e., Corporate enterprise Training Activity Resource System (CeTARS)). CPM aligns to NETC's ILE Course Development and Life-Cycle Maintenance, NAVEDTRA 136 (series) manual for developing and maintaining instructor-led training, interactive multimedia instruction, and blended training solutions for delivery. It uses current technologies and best practices to enhance instructional and individual learning and performance support for the Navy's Total Force at home, in the schoolhouse, or afloat. Per AIM, CPM, and LO Module, NETCINST 1500.10 (series), AIM/CPM LO Module is the only approved method to develop new content and revisions to existing NETC courses.

## **SECTION 6 - NAVY ENLISTED OCCUPATIONAL CLASSIFICATION SYSTEM (NEOCS)/NAVY OFFICER OCCUPATIONAL CLASSIFICATION SYSTEM (NOOCS) POST APPROVAL/DISAPPROVAL PROCESS**

6.1. The Navy's NEOCS/NOOCS Process is used to identify enlisted and officer skills, education, training, experience, and capabilities related to personnel and manpower requirements. This system forms the basis for personnel planning, manpower management, procurement, training, promotion, distribution, career development, and mobilization. A NEOCS/NOOCS package provides recommendations for establishment, revision, or disestablishment of a Navy Enlisted Classification (NEC)/Navy Officer Billet Classification. Refer to NAVPERS 18068F for

detail information on NEOCS/NOOCS proposals. NEOCS/NOOCS is managed by the Naval Manpower Analysis Center (NAVMAC).

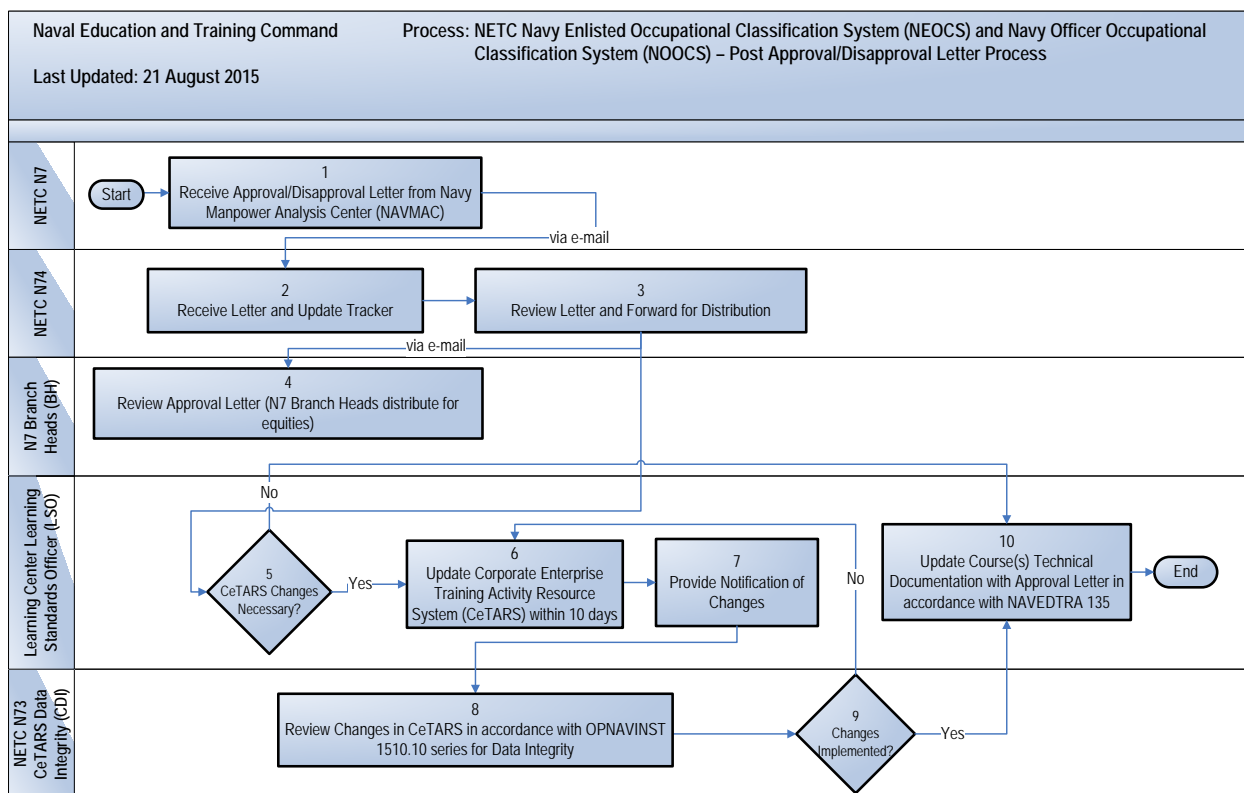
6.2. The NEOCS/NOOCS Process is a supporting process of the E2E Process. The primary focus of this section is to illustrate NETC's internal process flow upon receipt of a NEOCS/NOOCS approval/disapproval letter from NAVMAC. Refer to Figure 5 in this section for the flow chart on NEOCS/NOOCS approval determinations.

a. NETC N1. Receives approval/disapproval letter from NAVMAC following NEOCS/NOOCS Board reviews of NEC proposals. NETC N1 forwards NEOCS/NOOCS approval/disapproval letters via email to NETC N74.

b. NETC N74. Upon receipt of a NEOCS/NOOCS approval/disapproval letter, NETC N74 updates a tracker, and forwards the letter to the appropriate LC LSO for entry or update to CeTARS. Additionally, NETC N74 forwards NEOCS/NOOCS approval/disapproval letters to NETC N7 Branch Heads for cognizance.

c. LC LSO. Upon receipt of a NEOCS/NOOCS approval/disapproval letter, the LC LSO updates course(s) technical documentation and CeTARS data within 10 working days to reflect changes. LC LSO provides notification of changes to NETC N73 CeTARS Data Integrity (CDI) Manager.

d. NETC N73 CDI Manager. When notified by a LC LSO of CeTARS updates, NETC N73 will review changes in CeTARS per OPNAVINST 1510.10 (series) for data integrity and provide feedback to LC LSOs, whether additional changes are required or not.



**FIGURE 5. NEOCS/NOOCS APPROVAL DETERMINATIONS**

## SECTION 7 – SUMMARY

7.1. This chapter provided an overview of NETC’s E2E Process, TPP triggers and usage, NTSPs, E2E Process Tools, and NEOCS/NOOCS Approval/Disapproval Letter Process that support the E2E Process.

# **CHAPTER 5**

## **COURSE SURVEILLANCE**

## **SECTION 1 - INTRODUCTION**

1.1. Course surveillance is an integral part of curriculum management. It is achieved by using various programs and reviews that can provide an accurate view of a course's content status. Continuous monitoring of course effectiveness allows for the early detection of variances and provides the opportunity to isolate out-of-tolerance areas that require immediate action. Course surveillance can be a scheduled event, Formal Course Review (FCR), or a triggered event caused by a negative trend indicated by a Training Quality Indicator (TQI).

## **SECTION 2 - FCR**

2.1. The FCR is a systematic process designed to measure the effectiveness of the command's training program. The FCR program provides a check of the various elements contained in a course and serves as an excellent source of internal feedback and support of Training Requirements Review (TRR). The Course Curriculum Model Manager (CCMM) shall retain the completed FCR in the course's Master Training Plan for two review cycles.

a. The FCR is used to:

(1) Evaluate the course materials for technical accuracy and teach ability.

(2) Evaluate course conformance to existing standards and instructions.

(3) Assist in the overall management of the course.

(4) Assist in identifying areas for course improvements.

b. Subject Matter Experts (SMEs) evaluate the technical content of the curriculum while curriculum development staff evaluate the effectiveness of course management procedures, such as:

(1) Academic Review Boards (ARBs).

(2) Drop from Training.

(3) Attrition.

(4) Set-Back.



- (5) Remediation Programs.
- (6) Instructor Certification Programs.
- (7) Conformance to Developmental Standards.

**NOTE:** The guidelines contained in this section apply to all courses regardless of the standards or future standards used for development.

c. An FCR will be conducted as needed or on a cyclical schedule determined by the Curriculum Control Authority (CCA). In no case shall the FCR cycle exceed 36 months. The Learning Center (LC) Learning Standards Officer (LSO) is responsible for, monitoring, and regulating the FCR. Regardless of the cycle, an FCR will be conducted within six months of a TRR. When scheduling FCRs, you should consider the newness of the course, course development or revision projects, planned changes in curriculum, existing staff workload, and should include review of all courses in an individual training path(s) associated with the CIN/CDP.

d. For courses located at more than one site, the LC LSO will:

- (1) Advise Learning Sites (LSs) of the FCR input due dates.
- (2) Assist LSs in conducting the site FCR, as required.
- (3) Ensure all LS FCRs are completed and compile the summary report for the course.
- (4) Forward the summary report to the participating LSs and facilitate development of the Plan of Action and Milestones (POA&M) to correct discrepancies.
- (5) Submit the FCR and POA&M of FCR findings to the CCA.

### **SECTION 3 - END-TO-END (E2E) DOCUMENTS**

3.1. At a minimum, E2E documents, course control documents, testing programs, instructional staff and staff records, instructional materials, training resources, trainee programs, Inter-Service Training Review Organization (ITRO)/co-located

programs, and evaluation programs shall be reviewed during the FCR Process. A standard sample FCR Checklist is contained in Appendix A.

3.2. Part 1 - Course E2E Documents. Tasking for course development and/or revision, Front-End Analysis (FEA) information, general information about the course, etc.

a. Part 1 is divided into the following sections:

(1) TRR.

(2) Job Duty Task Analysis (JDTA).

(3) FEA.

(4) Business Case Analysis.

(5) Training Project Plan (TPP).

b. A copy of the analysis documents and approval letters shall be maintain by the CCMM in the Course Audit Trail (CAT) or appropriate management computer system (SERENA/Content Planning Module, etc.).

(1) For courses developed using the different equipment based standards, applicable Personnel Performance Profile (PPP) tables should be on file with the CCMM. Analysis documentation and approval authority for courses developed using task analysis standards will vary.

(2) If the information contained in the analysis documents is not current or not accurate, the findings shall be summarized in the summary sheets, along with recommendations forwarded to the CCA or CCMM for action. Possible recommended actions include requests for a TRR or a complete JDTA.

c. The design document should be approved by the appropriate higher authority. As with the Planning and Analysis documents, the type of design documents, approval authority, and document format will vary among developmental standards.

3.3. Part 2 - Course Control Documents. Each course control document is a product of the curriculum development process and must be approved by the appropriate authority. Because courses may use different standards for development in NAVEDTRAs 130,

131, or 136, 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 per the standard under which the document was developed. This requires curriculum development experts to be familiar with all curriculum development standards used by their LC. Course control documents will not be changed solely to meet the guidelines contained in the NAVEDTRA development documents.

a. Copies of the course control documents and approval letters shall be maintained in the CAT (refer to Chapter 6).

b. Part 2 is divided into the following general sections:

(1) Course Training Task List.

(2) Training Course Control Document.

3.4. Part 3 - Corporate enterprise Training Activity Resource System (CeTARS). It is the responsibility of the CCMM to ensure data elements in CeTARS is current and accurate. A course's TPP contains important data elements about the course, to include ratios, periods, course length, prerequisites, and convening information. CeTARS data shall be updated to reflect the data elements in a TPP. CeTARS data will be updated for new course development TPPs within five working days of the LC receiving the TPP staffing from Naval Education and Training Command (NETC) N7. For modification and revision TPPs, CeTARS data will be updated prior to the modification or revision being implemented.

3.5. Part 4 - Testing Program is designed to measure trainee achievement of the objectives. Refer to the Navy School Testing Program Management Manual for policy and guidelines on testing programs. If any section of Part 4, Testing Program, is not consistent with the policy and guidelines, summarize the findings in the summary section. The Testing Program is divided into the following sections:

a. Testing Plan. The format of the Testing Plan may vary, but the minimum requirements as stated in NAVEDTRA 132 (series) must be contained within.

b. Test Design and Development. Test design should be consistent with guidance in NAVEDTRA 132 (series). The test design prepared during development shall be approved by the LSO.

Once validated, changes to the test design shall be approved by the LSO. While the actual items on the test may vary, the design should remain the same until a change is directed.

c. 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 NAVEDTRA 132 (series).

d. Performance Testing. Guidelines for testing, grading, evaluating, and developing performance tests are contained in NAVEDTRA 132 (series).

e. Test Administration and Security. Guidelines for the administration of a test and format/content of a Test Administrator's Guide, and for reviewing a test are contained in NAVEDTRA 132 (series).

f. Test Analysis. Guidelines for the test and test item analysis are contained in NAVEDTRA 132 (series).

3.6. Part 5 - Instructional Staff. For FCR purposes, the instructional staff includes course supervisors, instructors, and curriculum development/maintenance staff. Each category of personnel should receive formal training as appropriate and complete the In-Service Training (IST) (refer to NETCINST 1500.5 (series)) requirements designated by the command. Also included is the utilization of staff personnel and staff record keeping procedures. Instructional Staff is divided into the following sections:

a. Course Supervisors (CSs). The term "Course Supervisor" is defined in Chapter 3. An IST should prepare prospective CSs to have primary oversight of a course or courses.

b. Lead Instructors and Instructors. Guidelines for the certification of instructors are contained in NETCINST 1500.5 (series).

c. Instructor Evaluators. The term "instructor evaluator" is defined in Chapter 3. An IST should prepare prospective personnel to perform their duties as instructor evaluators.

3.7. Part 6 - Instructional Materials. All instructional materials used during the course must be reviewed to ensure they were developed and are being maintained using the appropriate

NAVEDTRA development standards. SMEs are responsible for ensuring the technical accuracy of all training materials used in the course. Instructional Materials is divided into the following sections:

- a. Lesson Plan (LP) and Instructor Guide (IG). While the name and format of the LP and IG varies between standards, its purpose remains the same.

- b. Trainee Guide (TG). Different types of developmental standards use different terms for trainee materials. For FCR purposes, trainee materials include handouts, job sheets, assignment sheets, diagram sheets, etc.

- c. Instructional Media Material (IMM). IMM includes visual and audio information, e.g., graphics, animations, videos, PowerPoint slides, electronic media, non-electronic media, etc. For FCR purposes, review the curriculum to ensure the effective and appropriate use of IMM.

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

- e. Security. For FCR purposes, review the classification of the material and security procedures.

3.8. Part 7 - Training Resources. Training resources include laboratory and classroom spaces, training devices, test equipment, tools, etc. Facilities, training devices, and equipment shall be reviewed for adequacy and safety. Training Resources, is divided into the following sections:

- a. Facilities.

- b. Equipment.

3.9. Part 8 - Trainee Programs. The evaluation of all trainee programs is a critical part of an FCR. Trainee records, trainee counseling, remediation programs, and ARB records should be reviewed.

- a. Trainee Programs is divided into the following sections:

(1) Trainee Records. For FCR purposes, randomly review the trainee records.

(2) Counseling Program. For FCR purposes, review of the trainee counseling program may require looking at the trainee records and/or interviewing trainees.

(3) Trainee Recognition Program. The LC should establish a trainee recognition program for the entire domain. The LS may also establish programs in addition to those established by the LC.

(4) Remediation Programs. The remediation program is designed to provide assistance to trainees who are not accomplishing the objectives in the allotted time.

(5) ARBs. ARBs are used to assist in the identification of academic problems and to make recommendations concerning the disposition of the trainee.

(6) Accelerated Training Program. Accelerated training provides an opportunity for trainees with previous education or job experience to accelerate through a course. Where appropriate, accelerated training should be instituted and screening methods established to identify trainees for acceleration.

b. The trainee programs will be consistent with the guidelines contained in Chapter 8 of this manual, NAVEDTRA 132 (series), and NAVEDTRA 134 (series).

3.10. Part 9 - ITRO. For ITRO guidance, refer to OPNAVINST 1500.27 (series).

3.11. Part 10 - Evaluation Programs. The collection of external and internal feedback is a critical part of ensuring the course is meeting the needs of the fleet. Feedback from trainees can also be used to improve course materials and presentation. Evaluation Programs is divided into the following sections:

a. Internal Evaluation.

b. Safety Assessment.

c. American Council on Education (ACE) Evaluation.

d. External Feedback.

3.12. Part 11 - Internal Evaluation. Review past FCRs 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. Refer to Appendix B for an example of a Safety Review Checklist.

a. Refer to NETCINST 1540.2 (series) for guidelines on the trainee critique program. Review a random sample of trainee critiques.

b. Safety Assessment. Safety reviews are conducted as required. Refer to OPNAVINST 1500.75 (series) and NETCINST 1500.13 (series) for more information.

c. ACE Evaluation. All courses 45 academic 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 that is listed in the ACE Guide is current and accurate.

d. Refer to Evaluation of Navy Training and Experience for Civilian Academic Credit (NETCINST 1560.1 (series)) and the ACE web site for policy and guidelines (<http://www.militaryguides.acenet.edu/courseeval.htm>).

e. External Feedback. Include the dates that all TRRs for the course were conducted.

3.13. Part 11 - Summary. The findings identified in each part will be summarized in this section. Entries should include the following:

a. Summary of Findings.

b. Deficiencies and Assigned Actions.

c. Corrective Actions.

#### **SECTION 4 - TQI**

4.1. 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 TQIs. This section will discuss the responsibilities and reporting requirements for the following TQIs:

- a. ARBs.
- b. Course Reviews (FCR, safety reviews, or training analysis reviews).
- c. Instructor Evaluation Programs.
- d. Student Critique Program.
- e. Testing and Test Item Analysis.
- f. Remediation Programs.
- g. External Training Appraisals.
- h. Student Management Data.
- i. Baseline Assessment of Course Enhancements.
- j. Training Effectiveness Measures.

#### 4.2. TQI - Responsibilities

a. The responsibility to monitor TQIs is jointly shared by each training department, LS/ Detachment (DET) LSO, and CeTARS personnel. TQIs should be checked monthly, or as appropriate, by each training department for possible trends.

b. 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.

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



#### 4.3. TQI - Review Areas

a. 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) will monitor TQI Program.

b. 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.

c. The list of TQI 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 CCA:

(1) ARB:

- Number of boards held
- Recommended actions
- Actual actions taken

(2) 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

d. Safety Review:

(1) Number and percent of total complete and those remaining.

(2) Number and percent scheduled for the next quarter.

(3) Summary listing of the major discrepancies.

(4) If the summary indicates problem areas, include the recommended course of action.

e. Training Analysis Review:

- (1) Number of reviews conducted.
- (2) Summary of major discrepancies.
- (3) List of recommended action.
- (4) Status report on actions taken.

f. Instructor Evaluation Program:

- (1) Total number of certified instructors on board.
- (2) Number of semi-annual, quarterly, and monthly evaluations.
- (3) Number of instructors granted waivers from the monthly, quarterly, and semi-annual evaluations.
- (4) Number of unscheduled evaluations.
- (5) Number of course supervisors certified but granted waivers from the semi-annual or quarterly evaluation program, as applicable.
- (6) Number of Master Training Specialists (MTS).
- (7) Percent of instructors who have earned MTS.
- (8) Summary of major discrepancies identified through an analysis of the instructor evaluation forms. The discrepancies should be grouped by major categories.
- (9) If the summary indicates problem areas for the command, department, or courses, include the recommended course of action to correct the problem.

g. Student Critique Program. Summary of the responses for each category:

- (1) Divide the summary report into non-grads and graduates.

(2) Summary of major discrepancies.

(3) Group the discrepancies by major categories.

(4) Status on action taken.

h. 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:

(1) Number of attempts.

(2) Number of students with passing scores.

(3) Average score.

(4) Number of retakes.

(5) Number of students successful on the first attempt.

(6) Summary of the results of the test-item analysis.

(7) Summary may include number of courses conducting test-item analysis, the frequency of the analysis, problems encountered of a general nature and actions taken.

i. Remediation Program:

(1) Automated electronic classroom utilization metrics.

(2) Average number of students assigned remediation, what area the students most frequently have difficulty in, what actions have been taken to improve the remediation program.

j. External Training Appraisals (including Training Effectiveness Surveys):

(1) Indicate number conducted and by whom.

(2) Summarize action taken and/or planned.

k. Student Management Data:

(1) The Training Support Center/Training Support Department/Training Support Organization 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)

(2) 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.

1. Baseline Assessment of Course Enhancements:

(1) LS/DET/Participating Activity LSO is responsible for determining measures of quality, collecting baseline data and conducting comparative analysis of the findings.

(2) The type of data collected will vary based on the enhancement.

(3) For example, have test scores improved? Has the time to train decreased?

(4) If the course has been revised, how many more objectives are now being trained in comparison to the old curricula?

(5) This information will be used by NETC to justify resources to enhance training.

m. Training Effectiveness Measures (Learning Assessment System):

(1) 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.

(2) Learner Analysis - An analysis of non-grads, Attrites, setbacks, and sailorization issues. When analysis indicates problem areas for the command, department, or course, identify a recommended course of action.

(3) 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 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 MONITORING**

5.1. Course monitoring is achieved through the use of several programs and allows for the early detection of variances while providing the opportunity to isolate out-of-tolerance areas that require immediate action. In addition to a FCR, the following programs are used to monitor courses:

a. CeTARS Monitor review. CeTARS Monitor, accessed from the CeTARS homepage, provides quick and easy access to statistical training data. Data is updated nightly or monthly according to the prescribed CeTARS refresh schedule. A variety of CeTARS output reports display course data, to include training statistics.

b. Trainee critique program. The purpose of the trainee critique program is to provide feedback to the LC/LS Training Management and CSs on areas such as training and curriculum effectiveness, instructor performance, safety, and quality of life issues. Refer to NETCINST 1540.2 (series).

c. Instructor evaluation program. The instructor evaluation program's focus is aimed at achieving and maintaining the highest quality of instruction. Both scheduled and unscheduled evaluations may also be used to ensure the content being taught is correct, pertinent, and follows the approved course documents. Refer to NAVEDTRA 134 (series) and NETCINST 1500.5 (series).

d. Training analysis review. 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 trainees may have difficulty achieving the objectives in the specified time. Refer to Appendix C, Elements of Training Analysis, for an example.

## **SECTION 6 - LAB MONITORING**

6.1. Lab monitoring can be completed in conjunction with course monitoring utilizing the same methods described above with the addition of a training safety review. Training safety reviews of high-risk courses are conducted following guidance in OPNAVINST 1500.75 (series) and NETCINST 5100.1 (series). Training is evaluated during normal class hours using normal equipment configuration of Technical Training Equipment, Training Unique Equipment/Training Devices, and Training Aids. Training records, instructor records, and curriculum documentation are reviewed per NETCINST 1500.5 (series).

## **SECTION 7 - ADDITIONAL SURVEILLANCE TOOLS**

7.1. Request by Requirements Sponsor. A Requirement Sponsor may request that a LC conduct a TRR to revise current training, based upon a new or changing performance requirement. The new or changing performance requirements may be based upon inputs from (not an inclusive list):

- a. Top Management Attention.
- b. Top Management Issues.
- c. Afloat Training Group.
- d. Board of Inspection and Survey.
- e. Navy Safety Center.

7.2. Fleet Feedback. Fleet feedback can come in many forms (e.g., lessons learned, hot wash or after action reports, exercise reports, onsite evaluation or inspection teams, etc.) and may trigger a TRR to address performance issues.

7.3. Continuous Course Surveillance. Continuous surveillance performed by a course's CCMM to detect changes in documentation, equipment, materials, or procedures may cause a performance requirement(s) to change.

7.4. CCA Directed. A CCA can initiate a TRR, as required.

## **SECTION 8 - SAFETY REVIEW**

8.1. 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. A comprehensive review of high-risk training is conducted by training, safety, and, as appropriate, medical personnel to ensure courses are being taught with minimum risk to students and instructors.

a. Safety reviews include training near-miss and mishap data, curriculum and instructional techniques, and safety requirements incorporated into course curricula.

b. Training records, student critiques, and instructor qualifications and evaluations are examined.

c. Training agencies may use inspections, evaluations, or assessments to accomplish training safety reviews.

d. Safety reviews are conducted at least annually by COs and Officers-in-Charge of training activities and may be combined with other safety and training programs as long as all criteria are met.

8.2. Specific guidance on safety requirements may be found in the following sources: OPNAVINST 1500.75 (series), OPNAVINST 5100.23 (series), NETCINST 5100.1 (series), NETCINST 1500.5 (series), and NETCINST 1500.13 (series).

## **SECTION 9 - SUMMARY**

9.1. Chapter 5 contains a description of the guidelines and procedures used to conduct course surveillance. 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. These guidelines and procedures can provide the curriculum management staff with an accurate view of the course content and allows for the early detection of variances and provides the opportunity to isolate out-of-tolerance areas that require immediate action.

# **CHAPTER 6**

## **CURRICULUM MANAGEMENT**



## **SECTION 1 - INTRODUCTION**

1.1. Curriculum management is a continuous process, as a function, overlaps all the staff levels discussed in Chapter 3. It is the responsibility of the staff listed in Chapter 3 to ensure the curriculum is current, technically accurate, developed per established standards, delivered in a timely manner, and available in quantities to support fleet requirements. In this chapter, the following aspects of curriculum management will be discussed:

- a. Curriculum Lifecycle Maintenance.
- b. Course Audit Trail (CAT) and Master Training Plan (MTP).
- c. Training Administration Standards.

## **SECTION 2 - CURRICULUM LIFECYCLE MAINTENANCE**

2.1. Interim Change, Change, and Revision. Each Learning Center (LC)/Learning Site (LS) will use a standardized instructional material maintenance request process to ensure training materials are continuously updated. The intent of training materials modifications is to maintain the currency and accuracy of curricula while maintaining consistent instructional standards. Modifications will be in the form of interim changes, changes, or revisions. LSs should submit an instructional materials maintenance request to the Course Curriculum Model Manager (CCMM) for approval. Examples of maintenance requests are provided in Appendix D, Example A, Instructional Material Maintenance Request, and Example B, Curriculum Development and Modification Request.

2.2. Interim Change. A pen-and-ink change to training materials to incorporate technical changes, safety, or urgent Type Commander subjects. Refer to NAVEDTRAS 130, 131, and 136 for further guidance.

2.3. Technical Change. A Technical Change addresses any change to tactical or training-unique equipment or documentation originating in the Training Support Agency's (TSA's) parent material agency and affecting promulgated curricula. A Technical Change:

- a. Does not require a Training Project Plan (TPP).

- b. May or may not affect learning objectives.
  - c. Does not affect course mission, course length, or resources.
  - d. The TSA develops and forwards a Technical Change to the CCMM. The Technical Change will consist of smooth change pages to the curricula, with sufficient copies to distribute to all activities teaching the affected course.
- 2.4. Change. An update to training materials that does not affect the course mission or terminal objectives, does not change course length, and does not require additional resources. Refer to NAVEDTRAS 130, 131, and 136 (series) for further guidance.
- 2.5. Revision. An update to the course mission or an increase/decrease in course length requiring additional resources constitutes a revision. Refer to NAVEDTRAS 130, 131, and 136 (series) for further guidance.
- 2.6. Distribution of Training Materials. The CCMM will be responsible for preparation and distribution. Refer to NAVEDTRAS 130, 131, and 136 (series) for further guidance.

### **SECTION 3 - CAT AND MTP**

- 3.1. Maintaining the CAT is the responsibility of the CCMM. The contents of a CAT will be maintained for the life of the course. CATs are used to track the status of curriculum for all courses taught by a LS, and as a management information tool for scheduling and maintaining curriculum. CATs contain the following information:
- a. A summary of major events impacting the course. This may be official correspondence or a memorandum to file.
  - b. All pertinent correspondence leading to course development or revision.
  - c. Reports of trips, conferences, and/or meetings that are necessary for course development, maintenance, or revision.
  - d. Memoranda of conversations impacting the course development, maintenance, or revision.

- e. The rationale that influenced curriculum decisions.
  - f. Copies of all supporting documents, including appropriate approval letters. Types of supporting documents will vary based on the standard used for development.
  - g. A copy of the Pilot Course Monitoring Report.
  - h. A chronological listing of all lifecycle maintenance.
  - i. Date and authority/reason for the most recent course lifecycle maintenance (e.g., Appendix D) and the curriculum standard or procedural document used.
  - j. The status of the last LS course review (i.e., approved, under lifecycle maintenance, stage of development, specified action pending).
  - k. Pertinent data from feedback systems or other evaluation and feedback systems/sources.
  - l. Copies of the curriculum maintenance requests that were forwarded to the CCMM.
  - m. The request for evaluation or re-evaluation of courses submitted.
  - n. CCMM shall ensure the CAT/MTP is up to date and securely saved. The CAT and master course material are official Navy records. When available, commands are required to use Total Records and Information Management (TRIM) or other Navy approved Records Management Application (RMA). When unable to save to TRIM or other approved RMA, a paper file is required to be maintained.
  - o. CCMM shall maintain a duplicate of the CAT file in a separate location to prevent loss of the material in the event of a disaster.
- 3.2. A MTP will be maintained by the CCMM for each course where the LC is the Curriculum Control Authority (CCA). The MTP will consist of a master of all course training material, from which copies can be made.
- a. If the master pages are lost and the course is not on electronic media the best available printed copy will be used.

b. All counter-part training sites will maintain a copy of the MTP.

c. The MTP, except classified training materials and progress tests, will be maintained in an area designated by the Officer-in-Charge.

d. The MTP will be maintained in an up-to-date status with all changes and will not be personalized nor used in the classroom.

e. When a course is transferred to a new CCMM, the MTP and all associated software (CAT, tests, magnetic media, and reproducible masters) will be sent to the new CCMM.

f. In order to establish standardization, each MTP and instructor plan will contain the items listed below:

(1) Locator Sheet.

(2) Last two Formal Course Reviews (FCRs). A training safety review will be conducted during the FCR using the Safety Review Checklist, Appendix B. The completed record will be maintained in the MTP.

(3) Implementation Letter.

(4) Training Plan Change Entry Record.\*

(5) Technical Publication Review Record.

(6) TPP.

(7) Training Course Control Document with Annexes.

(8) Testing Plan.\*

(9) Lesson Plan(s)\* (LP). MTP LPs will not be personalized and will not be used as teaching documents.

(10) Trainee Guide/Handouts\*. A clean copy of all trainee handouts such as Trainee Guide Diagram Sheets, Information Sheets, and Job Sheets that are peculiar to a course (excluding maintenance manuals) will be maintained with, and updated in the same manner as the MTP.

(11) Copies or locator of all Instructional Media Material.

**NOTE:** Items marked with an asterisk (\*) are the only items required in the Instructor's Plan.

#### **SECTION 4 - TRAINING ADMINISTRATION STANDARDS**

4.1. It is the CCMM's overall responsibility to ensure each staff level provides the next level of management the necessary information to ensure currency of the training program and course and the associated documentation.

4.2. Training Administration Standards:

a. Records kept in a digital format require the ability to track and account for authoritative signatures.

b. Records forwarded to Naval Education and Training Command (NETC) shall be forwarded electronically.

c. Version Control Standards should be in place to ensure each convening of each course is taught from authorized curriculum.

#### **SECTION 5 - ELECTRONIC MEDIA**

5.1. Unclassified Training Material Storage. Since many NETC training development/maintenance computer programs, e.g., Course Planning Module (CPM), Authoring Instructional Materials, SERENA, SAKAI, etc., now create and store generated training products, having a printed copy of these materials is not required. The location of all course materials, e.g., Job Duty Task Analysis (JDTA) in CPM, Course Training Task List (CTTL) in CPM, etc., shall be stated in the CAT and MTP. Additionally, data generated by these NETC computer programs is electronically backed up by Navy Education and Training Professional Development Center and Navy Marine Corps Intranet, and a duplicate copy is created. Therefore, the requirement for the CCA/CCMM to maintain a master copy of training materials in a separate location in the event that the master copy is lost is not required.

5.2. Classified Training Material. The use of electronic media is encouraged for maintaining a copy of all classified training

materials. Whether these materials are maintained using electronic media or in paper based format, the CCMM is required to maintain a duplicate master of the materials in a separate location in case the master copy is lost due to a disaster. The location of all course materials, e.g., JDTA in CPM, CTTL in CPM, etc., shall be stated in the CAT and MTP.

5.3. Security Impact Levels. The use of cloud-based suitability and accessibility media is encouraged for maintaining a copy of all training materials. The Defense Information System Agency has published cloud computing security protocols known as "Security Impact Levels." These levels are based on the sensitivity of the information placed in the cloud device. NETC's primary focus is to identify the security impact level classification for the use of unclassified data in cloud computing against the standards set for in DoD Instruction 5200.01, Vol. 4.

## **SECTION 6 - RECORDS MANAGEMENT PROGRAM**

6.1. Training and Education Records. Records relating to the overall organization, development, policy, planning, management, and administration of military personnel training and education programs, including the establishment, approval, and revision of courses and curricula, the evaluation of methods and results of instruction will comply with SECNAV M-5210.1 on procedures for life cycle management (creation, maintenance, use and disposition of records).

## **SECTION 7 - SUMMARY**

7.1. Chapter 6 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 the unique needs of commands.

# **CHAPTER 7**

## **INSTRUCTOR MANAGEMENT**

## **SECTION 1 - INTRODUCTION**

1.1. The NAVEDTRA 134 (series), Navy Instructor Manual, outlines the principles of learning for the Navy instructor (military, Department of Defense civilian, or contracted personnel), who is the front-line representative of Navy training. To ensure quality instructors are available to facilitate learning, standardization must be maintained in the preparation (training), qualification, certification, and sustainment of instructors. All personnel selected for duty as instructors will go through appropriate training to learn the methods and techniques of instruction, which are essential to maintaining a cadre of professional Navy instructors. Research, coupled with the emphasis placed upon on-the-job training by Naval Education and Training Command (NETC), clearly indicates the importance of a sound certification, evaluation, and in-service training program at the Learning Center (LC)/ Learning Site (LS) managed by the LC Learning Standards Officer (LSO).

## **SECTION 2 - GUIDANCE**

2.1. Refer to NAVEDTRA 134 (series) and NETCINST 1500.5 (series) for further guidance.

## **SECTION 3 - SUMMARY**

3.1. Chapter 7 described the importance and quality the Navy instructor brings to the training environment. Research, coupled with the emphasis placed upon on-the-job training by NETC, clearly indicates the importance of a sound certification, evaluation, and in-service training program at the LC/LS managed by the LC LSO.



## **CHAPTER 8**

# **LEARNING CENTER AND LEARNING SITE TRAINEE MANAGEMENT**

## **SECTION 1 - INTRODUCTION**

1.1. A wide variety of program and methods make up the trainee management process. Types of programs or methods discussed in this chapter include:

- a. Academic Support.
- b. Trainee Counseling.
- c. Remediation Program.
- d. Academic Review Boards (ARBs).
- e. Trainee Recognition.
- f. Trainee Record Keeping.
- g. Navy Training Quota Management.

## **SECTION 2 - ACADEMIC SUPPORT**

2.1. Accelerated Training Program. Trainees with previous education or job experience may have their training pipeline shortened. Accelerated training provides an opportunity for these trainees to accelerate through the course. In courses where appropriate, accelerated training should be instituted and screening methods established to identify trainees for acceleration.

- a. Possible methods for screening trainees include:

- (1) Analyze the results of a pretest.
- (2) Allow trainee to request acceleration.
- (3) Instructor may recommend acceleration.

- b. The Curriculum Control Authority (CCA) is responsible for determining which courses will have accelerated training programs.

- (1) Suggested factors to consider when making this determination include nature of the training (high-risk), class scheduling (class/course is available to accelerate the trainee

into), and number and types of laboratory training (some labs require the complete training complement in order to operate).

(2) The deciding factors are whether the trainee is capable of accelerating through training, if the situation is conducive to acceleration, and the cost effectiveness of acceleration.

(3) When the course is multi-sited, all associated course data processing codes will have accelerated training programs or request a waiver from the CCA via the Course Curriculum Model Manager.

c. In an accelerated training program, the Course Supervisor (CS) and Lead Instructor (LI) should review the trainee's qualifications, interview the trainee, and make a decision on the request for acceleration. Learning Sites (LSs) may use a board or panel to review the trainee's qualifications, interview the trainee, and make a decision on the request. Once acceleration begins, the trainee 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 trainee is a graduate of the course. Trainees accelerated through courses that contain skill-type learning objectives must successfully complete the performance tests in addition to the knowledge tests.

d. When a trainee is accelerated, the CS is responsible for ensuring that a Corporate enterprise Training Activity Resource System (CeTARS) Schoolhouse Person Event (PEVT) Code is assigned and provided to Training Support Center (TSC) Training Support Detachment (TSD) Student Control Officer (SCO) for input into CeTARS. Total number of accelerations for a course will be tracked and summarized as a training quality indicator.

2.2. Setback. A trainee may be set back to another convening if unable to complete current training due to academic or non-academic reasons. Because setbacks are costly, they should be granted only after an ARB has convened, 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/or trainee. For further details, refer to the NAVEDTRA 132 (series).

a. Non-academic setbacks may occur when the trainee is unable to complete the material due to illness or special

circumstances outside the control of the course or trainee. The decision to set back non-academically is a LS Training Director decision and approved by the LS Commanding Officer (CO)/Officer in Charge. If decision to set back, the LS Training Director will also decide if an ARB must be held to determine academic impact.

b. If a trainee 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.

2.3. Drop from Training/Attrition. Every effort will be made to help trainees succeed. However, there are times when the trainee is clearly unsuited, unable, and/or unwilling to complete the course. If this occurs, the trainee is dropped from training. Trainees dropped from training may be classified as an academic drop, non-academic drop, or disenrollment. Trainees who are discharged from the Navy will be classified as attrites. For further details, refer to NAVEDTRA 132 (series).

a. Academic drops or non-graduates occur when a trainee is unable to achieve the learning objectives because of an academic problem, such as lack of classroom or laboratory ability. Decisions to academically drop a trainee will be because of an ARB action. For further details, refer to NAVEDTRA 132 (series).

b. 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 non-academic drops, higher authority directs the action. For non-academic drops, the convening of an ARB is not required.

c. Disenrollment or non-graduation is based on administrative decisions beyond the control of the LS that are a result of higher authority direction or pre-service condition. Examples of disenrollment include deactivation 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).

d. Attrition is defined as a loss to the Navy. Sailors who are disenrolled, reclassified, or reassigned are not considered attrites. A sailor will be coded as "attrite" only after official notification is received to that effect.

**NOTE:** NETCINST 5100.1 (series) provides specific guidance concerning Page 13 entries for trainees dropped from high-risk training and provides guidelines concerning trainee monitoring criteria following Drop On Request.

e. When a trainee is dropped from training or attrited from the Navy, the appropriate CS will inform student control so the appropriate PEVT code can be used to support the TSC/TSD SCO for input into CeTARS. The TSC/TSD SCO is responsible for ensuring timely update to the disposition codes when final disposition becomes known.

f. 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. Naval Education and Training Command (NETC) (N7) will monitor drop from training and attrition trends, both academic and non-academic.

g. Learning Standards Officer (LSO), Training Director, and CSs are responsible for tracking and evaluating the causes for drops from training and attrition from the Navy. If through the monitoring process, the CS determines that drop from training or attrition is a problem, a Training Analysis will be conducted by designated Learning Center (LC)/LS personnel and reported to the LC LSO/Training Director. For an example of a Training Analysis, refer to Appendix C.

h. Total drop from training, attrition, and setback rates for a course will be analyzed and summarized as training quality indicators.

### **SECTION 3 - TRAINEE COUNSELING**

3.1. An instructor's instructional and leadership role influences trainees in the formal training environment; be aware that many other influences also affect their performance. Trainees have many military duties and responsibilities that affect their lives. In addition, personal involvements with family members, friends, peers, and others may be influences on trainee performance. Preventive counseling is designed to

provide help to solve a problem before it results in reduced learning capacity or course failure and should be instituted when applicable for performance and personal problems. For further information, refer to NAVEDTRA 134 (series).

#### **SECTION 4 - REMEDIATION PROGRAMS**

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

4.2. The following guidelines apply to the development and implementation of a remediation program.

- a. Remediation shall not be used for disciplinary purposes.
- b. Remediation will be used to motivate and assist the trainee in the learning process.
- c. Instructors trained and certified as subject matter experts will be made available to trainees during remediation.
- d. Remediation may be voluntary or mandatory.
- e. For further information, refer to NAVEDTRAs 132 (series) and 134 (series).

#### **SECTION 5 - ARBs**

5.1. The ARB process provides for formalized procedures in handling non-disciplinary problems related to a trainee's academic progress. The ARB is an integral part of the trainee counseling program. It is based upon the philosophy that decisions concerning a trainee's disposition in training are better arrived at by a group acting together as a board rather than by an individual acting alone. For further information, refer to NAVEDTRA 132 (series).

## SECTION 6 - TRAINEE RECOGNITION

6.1. Introduction. Since trainee motivation is an important tool in an effective training program, training management should develop and implement a trainee 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 trainee recognition. Recognition for courses less than two weeks in length will be at the discretion of the LC. The following is a list of activity-wide programs that may be used to enhance trainee motivation:

### a. Trainee of the Quarter:

(1) This type of program should be used to recognize not only the trainee that excels in academic performance but also one who excels in all areas of military performance.

(2) Activities may desire to differentiate between United States Navy (USN), United States Marine Corps or Inter-service Training Review Organization trainees; or between "A" school trainees and other trainees if both are located at the same activity.

(3) The LS CO is responsible for establishing the criteria used to evaluate the candidates and communicating these requirements to all trainees.

(4) The CSs, LIs, and instructors are responsible for nominating trainees for this award. Awards may include a picture in the newspaper, designated parking areas, etc. This program may also be implemented on a weekly or monthly basis.

### b. Activity Honor Roll:

(1) This type of award should be used for academic performance only.

(2) Trainees with the highest grades should be recognized by the activity on a scheduled basis.

### c. Course-Unique Programs:

#### (1) Individual Performance

(a) As with the honor roll and the trainee of the quarter, CSs may also establish similar programs specific to their courses and functional areas.

(b) Awards should be limited by an activity's policies.

## (2) Improved Performance

(a) While awarding individual performance is important, it often reaches only a small portion of the trainee population. Many times the trainee recognized would have been motivated without the program. Improved performance awards recognize trainees for something other than highest course average.

(b) The trainee, for example, who progressively improves performance and attitude, may deserve recognition for the improvements.

(3) Group Performance. Some courses require trainees to work as teams. When this is done, the group should be recognized for outstanding performance.

## SECTION 7 - TRAINEE RECORD KEEPING

**NOTE:** Dispose of Trainee records per SECNAV Manual 5210.1 (SSIC 1500-1599).

7.1. Introduction. Trainee records serve as a basis for training management decisions, historical reference, and inspections and audits. All records, including trainee records, for "A" and "C" Schools will be retained by the LS for at least two years and are subject to review during Training Requirements Reviews.

a. Specific content of a trainee record and the procedures for maintaining those records will vary among 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 trainee information than "F" school courses. The method of storage may vary based on the information technology equipment and software programs available to a command. Use of electronic media is highly encouraged.



b. The general information contained in the trainee records shall be standardized. For this purpose, all records will contain background data and trainee progress data appropriate to the type of training provided.

(1) Background data is normally available in the trainee's service record and includes trainee name, age, highest educational level attained, Armed Services Vocational Aptitude Battery scores, test version, and list of technical schools previously completed.

(2) Trainee progress data may include test scores, acceleration data, remediation data, setback data, counseling data, ARB actions, disenrollment disposition, and graduation date/drop date.

(3) This information may be used to assess the needs of individual trainees by identifying trainees for possible advanced placement, assisting instructional personnel in solving individual learning problems, and determining if course prerequisites have been met.

(4) If trainees do not meet course prerequisites, a waiver will be generated and approved by the applicable Type Commander before the trainee is admitted into training.

**NOTE:** Refer to OPNAVINST 5210.20 (series) for further guidance on Personally Identifiable Information.

c. Access to a trainee record is restricted to the trainee, those who maintain trainee records, and those who are directly involved with the trainee's training or evaluation. A record may be disclosed to other Department of Defense 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 trainee record to prevent the unauthorized disclosure of personal information contained within it.

d. All required data will be recorded in the individual's service record upon completion of training, transfer, or discharge.

e. All trainee enrollment and progress records may be disposed of after two years provided the information has been recorded as required in the member's service record.

f. Trainee Test Answer Sheets will be destroyed when they have been graded, grades have been recorded on the trainee's official progress records, and all data for test analysis has been recorded.

## **SECTION 8 - NAVY TRAINING QUOTA MANAGEMENT**

8.1. The overall objective of the Navy Training Quota Management Process, OPNAVINST 1500.47 (series), is to ensure the right quantity of personnel is trained and available at the right time. OPNAVINST 1500.47 (series) refines the centralized process for managing quotas. The primary goal is to provide trained Sailors to the fleet quickly, by optimizing the use of training resources, managing and controlling capacity to various trainee types, minimizing Awaiting Instruction (AI) time, and avoiding missed training opportunities. This instruction addresses enlisted training quota management for apprentice training, initial skills training (A-Schools), specialized skills training (C-Schools), and associated pipeline schools. Procedures for inter-service and defense training are set forth in OPNAVINST 1500.27 (series).

a. Quota management consists of the Out-Year Planning Process and the Execution Year Process as described in OPNAVINST 1500.47 (series). These processes will be managed per the Operational Parameters and Business Rules described in OPNAVINST 1500.47 (series).

b. As directed by OPNAVINST 1500.47 (series), NETC domain local quota control offices will manage and control training reservations. This Standard Operating Procedure shall be used as a formal, consistent, and efficient method for processing unused USN training quotas via enterprise Navy Training Reservation System.

c. For further information on quota management, class scheduling, release of quotas, feasibility study, execution year for courses, etc., refer to OPNAVINST 1500.47 (series) and supportive OPNAV instructions: OPNAVINST 1500.27 (series), OPNAVINST 1510.10 (series), and NETCINST 1510.2 (series).

## SECTION 9 - TIME-TO-TRAIN (TTT)

9.1. 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:

a. The Under Instruction specification is set at the published course length plus additional days for setbacks and Monday holidays, depending on the length of the course. An additional day is allowed for any amount of a 30-day increment of instruction. For example, a 30-day course would be allowed 1 day, whereas a 40-day course would be allowed 1 day for the first 30-day increment and 1 additional day for the next 10-day increment for a total of 2 days.

b. The Not Under Instruction (NUI), includes Awaiting Instruction (AI), Awaiting Transfer (AT), Hold Legal (HL), Hold Medical (HL), and Interruption of Instruction (II).

c. 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.

d. AT specifications are set for the last course in the pipeline, based on historical data, but will not exceed three days.

e. II specifications are based on historical data for the last two fiscal years.

f. TTT specification will be used as a baseline or benchmark to assist the manager in reporting trends in student flow within a training pipeline.

g. 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.

h. 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.

i. 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.

j. The tracking of students NUI in the TTT data is a training quality indicator.

## **SECTION 10 - SUMMARY**

10.1. Chapter 8 contains a description of the guidelines and procedures relevant to the management of trainees 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 trainee management programs are better suited for "A" school trainees than other types of trainees. Additionally, in this chapter, there are responsibilities that may overlap and will vary based on the structure of the different commands.

## **CHAPTER 9**

# **MASTER TRAINING SPECIALIST PROGRAM MANAGEMENT**

## **SECTION 1 - INTRODUCTION**

1.1. NETCINST 1500.2 (series), Master Training Specialist (MTS) Program, and NAVEDTRA 134 (series), Navy Instructor Manual, fully support the tenets that education and training are critical success factors in creating and maintaining an agile, responsive, and flexible organization. Those who lead in the development, delivery, evaluation, and supervision of education and training are in a unique position to act as specialists and change agents who impact the Navy beyond the classroom and laboratory. The MTS program is designed to develop and qualify those individuals who possess advanced knowledge, skills, and abilities that will enhance the delivery of quality education and training in the Navy.

## **SECTION 2 - GUIDANCE**

2.1. For more detailed information, refer to NETCINST 1500.2 (series) and NAVEDTRA 134 (series).

## **SECTION 3 - SUMMARY**

3.1. The primary purpose of the MTS designation is to recognize superior instructors who demonstrate exceptional knowledge and skill in classroom, laboratory, team training, or in one or more facets of training management. The secondary purpose is to establish a group of skilled instructors to actively participate in the certification and professional growth of incoming instructors and to provide a resource of highly proficient instructional evaluators.

# **CHAPTER 10**

## **ALTERNATIVE TRAINING DELIVERY METHODS**

## **SECTION 1 - INTRODUCTION**

1.1. Naval Education and Training Command (NETC), as a Training Agency, is responsible for establishing policy and priorities for training throughout the NETC domain to meet fleet needs. In keeping with the intent of mission and readiness, NETC recognizes the need for alternative training delivery methods. Funding shortfalls, constraints, and operational requirements can often prevent fleet personnel from attending formal courses at NETC domain Learning Centers (LCs) and Learning Sites (LSs). Hybrid courses and Mobile Training Teams (MTTs) provide a means for the Navy to maximize the availability of training opportunities, concurrent with the training needs of the fleet. Courses via Hybrid and MTT methods will help meet the situational training needs of our fleet customer.

## **SECTION 2 - HYBRID COURSE CONSTRUCTION AND SCHEDULING IN CORPORATE ENTERPRISE TRAINING ACTIVITY RESOURCE SYSTEM (CeTARS)**

2.1. Recent evolutions in NETC training methods include the implementation of "hybrid" courses. NETC defines "hybrid" courses as those comprised of a non-resident distance learning phase(s) and a resident training phase(s) conducted at a schoolhouse. The non-resident distance-learning phase of such courses may be conducted synchronously (e.g., instructor-led webinar), asynchronously (e.g., student works on their own schedule), or using a combination of both methods. Business rules and processes are required for constructing hybrid course data and for scheduling associated classes via CeTARS to establish standard practices, maintain clarity in interpreting CeTARS training data and to ensure stability of Navy accession and distribution management processes.

2.2. Formal training courses have typically been identified in CeTARS using a single Course Identification Number (CIN); however, the non-resident and resident phases of hybrid training courses have distinctly different characteristics with respect to class scheduling, student management, and overall logistics. These differences render the use of a single CIN for such courses unworkable and instead require separate CINs be established for the non- resident and resident phases. In addition to the use of separate CINs, coding is desired to enable clear identification of such courses, particularly the non-resident phases where certain statistical and other analyses (e.g., time-to-train) should be interpreted differently than for resident training.



### 2.3. Goals

- a. Standardize hybrid course and student data management with least impact on data managers and stakeholders.
- b. Provide coding for clear identification of non-resident training.
- c. Provide coding and naming conventions that support logical association of the two CINs representing the nonresident and resident phases of the same hybrid course.

### 2.4. Responsibilities

- a. NETC provides centralized program management for governance, compliance, training, and monitoring of CeTARS.
- b. NETC LCs, Training Support Centers (TSCs), LSs, and Direct Reports assign CINs and Course Data Processing (CDP) for all formal training provided to Navy students, enter course descriptive data elements to populate a CIN and CDP, including, but not limited to, training agency, training description, course length, location, schedules, and class size, and ensure CeTARS course descriptive data for each CIN and CDP remains accurate and current.

2.5. Procedures. CeTARS CIN data structure supports limited options for establishing two CINs with clearly related identifiers. The following procedures will facilitate creation of related identifiers within system limitations.

- a. The CIN prefix "Y" will be established for use in identifying hybrid course CINs. All such CINs shall use the "Y" prefix.
- b. Two CINs representing the non-resident and resident phases of the same course of instruction will, to the extent possible, be constructed using the same Skill Defense Group (SDG) code and sequence numbers that directly follow each other (i.e. "0001" and "0002"). To better facilitate this approach, NETC will support establishment of new SDG codes per LC requests.

c. Course names for the non-resident and resident phase CINs associated with the same course of instruction will be identical except for appendices identifying the phase:

(1) Course long names will be appended with "NONRESIDENT PHASE" and "RESIDENT PHASE."

(2) Course short names will be appended with "NONRES" and "RESIDENT."

(3) Each non-resident phase CIN will be identified as a course prerequisite for its associated resident CIN.

(4) CeTARS structure requires each non-resident and resident phase CIN be associated with its own CDP (i.e., the non-resident and resident phases of a course will be represented by separate CDPs as well as by separate CINs).

(5) CDPs and class schedules for resident phase CINs will be established and coded per usual procedures for schoolhouse training.

(6) CDPs for non-resident phase CINs will be established and coded as follows: CDPs for non-resident phase CINs will be associated with non-Unit Identification Code (UIC) Training Organization Codes established for this purpose (vice Training Organization Codes representing NETC student assignment UICs). The NETC Data Steward will work with NETC N7 and LCs to define and establish such codes as required representing the distance learning technology platform and methodology being employed.

## 2.6. EXAMPLE

a. The following Training Organization Code has been established for use with CDPs representing synchronous non-resident training delivered by the Naval Chaplaincy School and Center (NCSC) LC using the SAKAI platform:

Training Org Code: "NCSCDL"

Long Name: NAVCHAPSCOLCEN SAKAI NONRES DL (NONUIC)

Short Name: NCSC SAKAI NONRES (NONUIC)

b. Code would be used exactly like a true UIC code when creating a CDP. It aligned with NCSC, associated with the NCSC staff UIC providing the instructor resources and mapped to the NCSC Remote Activity. Since students will not, by definition,

be formally detailed Temporary Duty Under Instruction to this training, the use of a non-UIC code is appropriate. The location in Catalog of Navy Training Courses (CANTRAC) for a CDP using this code will show as "NON-RESIDENT DISTANCE LEARNING."

(1) CDPs for all non-resident phase CINs will be coded with a Type Delivery Source (TDS) code Non-Resident Training (NRT).

(2) CDPs for non-resident phase CINs using synchronous delivery (i.e., scheduled webinars) will be coded with Type Delivery Method (TDM) code "Web Conference (WCO)."

(3) CDPs for non-resident phase CINs using asynchronous delivery (i.e., student accessing distance learning platform on his own schedule) will be coded with TDM code "Web-Based or Internet (WEB)."

(4) CDPs for non-resident phase CINs using both synchronous and asynchronous delivery will be coded with either "WCO" or "WEB" based on the predominate mode of delivery.

(5) Class schedules for non-resident phase CDPs will be managed as follows:

(a) Class schedules for non-resident phase CDPs where training will be delivered synchronously shall be established based on the dates of the first and last scheduled webinars/web meetings.

(b) Class scheduling for non-resident phase CDPs where training is taken entirely asynchronously at the students' discretion presents a special challenge, as students are training individually, and the notion of a "class" of students is not meaningful. In such cases, local student management procedures should attempt to determine when students begin and end training and group them into classes as best as possible for tracking purposes.

### **SECTION 3 - MTT COURSE CONSTRUCTION AND SCHEDULING IN CeTARS**

3.1. This section discusses, in keeping with the intent of mission and readiness, the need for MTTs. Funding shortfalls, constraints, and operational requirements can often prevent fleet personnel from attending formal courses at NETC domain LCs and LSs.

3.2. MTTs provide a means for the Navy to maximize the availability of training opportunities, concurrent with the training needs of the fleet. Courses provided via MTTs will help meet the situational training needs of our fleet customer, to better help train those who serve.

3.3. Business rules and processes are required for constructing MTT course data and for scheduling associated classes via CeTARS to establish standard practices, maintain clarity in interpreting CeTARS training data, and to ensure stability of Navy accession and distribution management processes.

3.4. Formal training courses typically have been identified in CeTARS using a single CIN; however, MTT courses have distinctly different characteristics with respect to class scheduling, student management, and overall logistics. These differences render the use of a single CDP under the supporting staff UIC. This coding is desired to enable clear identification of such courses, particularly where certain statistical and other analyses (e.g., time-to-train) should be interpreted differently than for Traditional Instructional Personnel (TIP) training.

a. Goals

(1) Standardize MTT and student data management with the least impact on data managers and stakeholders.

(2) Provide coding for clear identification of MTT training.

(3) Provide coding and utilization of alternative UICs that support logical association of representing the alternative location with the same TIP course.

b. Responsibilities

(1) NETC provides centralized program management for governance, compliance, training, and monitoring of CeTARS.

(2) NETC LCs, TSCs, LSs, and Direct Reports assign CINS and CDPs for all formal training provided to Navy students. Enter course descriptive data elements to populate a CIN and CDP including, but not limited to, training agent, training description, course length, location, schedules, and class size,

and ensure CeTARS course descriptive data for each CIN and CDP remains accurate and current.

c. Procedures

(1) CeTARS CIN data structure shall be developed in support of Traditional Classroom Training (TCT) to include LC, resource sponsor, scope, purpose, prerequisites, course length, and clearly related identifiers.

(2) CDPs will be established and coded as follows:

(a) CDPs for MTTs will be associated and identified with the actual organization that is the source of training delivery resources by UIC Training Organization Codes. The UIC will reflect where the training and instructional staff originate from.

(b) More than one TDS can be identified at one UIC to support NRT, TIP, factory delivery training, etc.

(c) CDPs for MTTs will be coded with a TDS code MTT.

(d) CDPs for MTTs will be coded with TDM code TCT.

(e) Report To and Quota Control Authority information in CeTARS for each CDP will reflect needed information for the fleet.

d. Class schedules for MTT CDPs will be managed as follows:

(1) MTT Class schedules timeline shall be established per OPNAVINST 1500.47 (series).

(2) Class scheduling for MTT CDPs will be tracked within CeTARS under the class schedule providing the alternative site UIC and location for each class convene date (sequence and section).

(3) CANTRAC and enterprise Naval Training Reservation System recognizes MTT TDS and will reflect actual alternative UIC and name of location for each convening that the fleet will see in advance.

## **SECTION 4 - SUMMARY**

4.1. This chapter discussed NETC's recognition of the need to meet and sustain fleet mission and readiness training needs by the use of alternative training delivery methods such as Hybrid courses and MTTs due to funding shortfalls, constraints, and operational requirements. MTTs and Hybrid training methods maximize the availability of training opportunities, concurrent with the training needs of the fleet.

# **CHAPTER 11**

## **INSTRUCTOR AND CURRICULUM MANPOWER COMPUTATIONS**

## **SECTION 1 - INTRODUCTION**

1.1. This chapter provides 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 the Commander, Naval Education and Training Command (NETC). The sections in this chapter have been extensively reviewed and revised.

1.2. The policies and procedures within apply to instructor requirements at all NETC Learning Sites (LSs)/Detachments (DETs) and courses except those staffed through Inter-Service Training Review Organization agreements, Nuclear Propulsion Activities, Naval Reserve Officers Training Corps Units, Recruit Training Command Recruit Division Commanders, and Navy Military Training, which are covered by other programs. Support, maintenance, administrative, and other non-instructor requirements shall be determined through other processes approved by NETC N1.

## **SECTION 2 - BACKGROUND**

2.1. 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.

2.2. 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 upon an approved, documented course of instruction per NETCINST 1510.1 (series), represented by the Course Master Schedule (CMS)/Master Course Schedule (MCS). The only exception(s) for instructor computation, relative to CMS/MCS, are specified in Section 7, below. These exceptions are unique and affect less than one percent of the training domain. Courses that meet the criteria are strictly managed and monitored by NETC N1 and N7.

2.3. All course of instruction shall have an approved CMS/MCS as defined in enclosure (2) of NETCINST 1510.1 (series). Once the approved course has been documented on the CMS/MCS and



Master Schedule Summary (MSS), 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 reflect the approved course of instruction and that the MSS correctly documents the summarized data.

### **SECTION 3 - INSTRUCTOR UTILIZATION**

3.1. 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.

3.2. NETC Learning Centers (LCs) will use the procedures in this chapter 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 Program Objective Memorandum (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 N00I will conduct periodic oversight over the process.

### **SECTION 4 - REPORTING**

4.1. Instructor manpower requirements developed in support of POM or PR submissions or Feasibility Studies shall be reported as directed by NETC (N1 and N00I). 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 Manpower Change Requests (MCR) via LC manpower personnel to NETC N1 following procedures contained in OPNAVINST 1000.16 (series).

## **SECTION 5 - RESPONSIBILITIES**

5.1. Commanding Officers (COs) of LCs shall ensure that instructor manpower requirements presented to resourcing enterprises are developed using the guidelines provided in this chapter.

5.2. COs of LCs shall ensure that a current CMS/MCS is maintained in the Corporate enterprise Training Activity Resource System (CeTARS) as required by NETCINST 1510.1 (series).

5.3. COs 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.

## **SECTION 6 - GENERAL INSTRUCTOR MANPOWER REQUIREMENTS DETERMINATION PROCESS**

6.1. 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.

a. Instructor cross-utilization will be carried out to the maximum extent possible as limited only by skill requirements and geographical location. Cross-utilized courses, to the extent possible, will be scheduled to minimize the overlapping of classes. All courses will be scheduled, to the extent possible, to minimize the manpower requirements impact of peak instructional situations.

b. 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 Curriculum Control Authority and NETC N7. Staff-led PT is normally a function of the Navy Military Training (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 provided in NETCINST 5100.1 (series).

c. 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.

d. 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  $(50,000 - 10,000) = 40,000 / 1,098 = 36.43$  man-years or 36 billets.

e. Yearly Student Input (YSI) for each course shall be derived from the Student Input Plan. YSI divided by class size will determine annual class convenings. In cases where the quotient of YSI divided by class size does not yield a round number, LCs should consider whether adding seats to the classes is a viable alternative to rounding up convenes to the next whole number. If additional class convening is needed to optimize student throughput, NETC N7 shall grant approval on a case-by-case basis.

f. 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.

g. 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.

6.2. Cross-utilization of all instructors within a training site holding rates or Navy Enlisted Codes 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/Course Data Processing level, but rather, all cross-utilized course instructor requirements shall be totaled prior to rounding.

a. Rounding of instructor requirements shall be accomplished using the following Navy Manpower Analysis Center-approved table. If computed instructor requirements exceed the fractional manpower cutoff value (Table 11-1) in the right-hand column, round up to the next whole number.

REQUIRED MANPOWER	FRACTIONAL MANPOWER CUTOFF
(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

**Table 11-1. Fractional Manpower Cutoff Values**

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

c. 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.

d. 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.

e. Instructor Contact Hours are the total number of hours provided by instructors required to teach a course once.

f. 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 5 platform or instructional periods each day, with the remaining 3 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.

g. 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.

h. 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 subject matter experts in consonance with Learning Standards Officers.

i. Quotas are the planned number of students scheduled to enter instruction on established convening dates.

j. 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.

k. 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.

l. 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. PT 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.

m. 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 - EXCEPTIONS TO STANDARD INSTRUCTOR COMPUTATION METHODOLOGY**

7.1. In certain instances, the nature of the course conduct results in a CMS/MCS that is not accurately reflected in CeTARS. In these rare instances, NETC N7 will notify NETC N1, provide the CMS/MCS, and request the derivation of an instructor computation for that particular course. It should not be inferred that this is a deviation from the Instructor and Curriculum Manpower Computations (ICOMP) formula, but rather the irregularities of the course itself require a manual application of the ICOMP formula. A master list of courses meeting these criteria is maintained by NETC N7/N1 and no other courses are subject to this exception. Though not all inclusive, the following are the most common exceptions:

a. Course does not typically conform to a Standard Training Day as defined in Section 6, above, and the established training hours vary daily.

b. Course does not proceed in a linear progression, (i.e., course periods containing different topic material run concurrently and students do not attend the course periods in a prescribed order).

c. Courses where the learning is asynchronous, (i.e., delivered in an environment where the subject matter is primarily delivered by means other than a live instructor such as computer-based training or some other form of media).

d. Course progression does not support traditional student/instructor interaction within modules of the same course.

e. Asynchronous and synchronous Distance Learning.

f. NETC N7 and N1 must mutually agree that the course requires a trained manpower analyst to apply the ICOMP formula appropriately. Requests for special handling must be submitted to NETC N7, who will coordinate with NETC N1 for final adjudication. If adjudicated for special handling, the course will be added to the master list for these type courses and will be reviewed annually by NETC N7 and N1. NETC N7 will notify NETC N1 of any CMS/MCS changes as they occur that affect the courses on the master list or could potentially add, or remove, a course to/from the master list.

## **SECTION 8 - SUMMARY**

8.1. This chapter provides 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 the Commander, NETC.

# **CHAPTER 12**

## **INTER-SERVICE TRAINING REVIEW ORGANIZATION**



## **SECTION 1 - INTRODUCTION**

1.1. Inter-Service training occurs when one or more Department of Defense (DoD) services train together in a formal environment on individual skills in an institutional setting. The Inter-Service Training Review Organization (ITRO) is a voluntary organization of the military services established to set policies and procedures for inter-service training and improve the effectiveness and efficiency of individual skills training consistent with individual service training requirements. ITRO is hierarchical and consists of boards and committees designed to facilitate inter-service training. It is flexible and dynamic, having over the course of time expanded and contracted in response to the services' changing requirements, the evolution of the national security environment, and service training priorities. Not all inter-service training is governed by ITRO, and its policy and procedures are per OPNAVINST 1500.27G.

## **SECTION 2 - GUIDANCE**

2.1. Naval Education and Training Command (NETC) N5 acts as the point of contact for all ITRO matters within the NETC domain. All formal training provided to Navy personnel will be managed and reported in Corporate enterprise Training Activity Resource System (CeTARS) per OPNAVINST 1510.10C.

2.2. NETC N52, Education and Development/ITRO Branch, provides guidance for inter-service training as the Navy's direct liaison with other Services. NETC N52 ITRO responsibilities include:

- a. Serves as Primary Advisor to NETC on all ITRO issues and to Manpower, Personnel, Training, and Education commands on all ITRO matters.

- b. Participates and collaborates on various ITRO committees.

- c. In conjunction with other services, conducts studies and evaluations, coordinates the development of inter-service courses to reduce the duplication of training and provides improvements in training efficiencies, and establishes ITRO program regulations and instructions. Reviews and resolves quality of life issues that affect all members of all services in order to resolve any discrepancies or issues.

d. Monitors and evaluates the progress of inter-service reviews and actions assisting Navy representatives on Quick Look Groups and Detailed Analysis Groups, as necessary, to ensure proposed consolidated and collocated inter-service training meets Navy training requirements and standards.

e. Work with resource and functional sponsors, and NETC Learning Centers and schoolhouses to identify the functional skill areas for training that have high potential for consolidation and collocation with other services.

### **SECTION 3 - TYPES OF INTER-SERVICE TRAINING AND CeTARS COURSE IDENTIFICATION**

3.1. There are four types of inter-service training as defined by OPNAVINST 1500.27G:

a. ITRO Established Training.

(1) Classified as either consolidated or collocated (service unique).

(2) Resources (manpower, facilities, and funding) are assessed per ITRO rules.

b. DoD Executive Agent Training. Military training for which responsibility has been assigned by the Secretary of Defense to the head of a DoD component and involves the training of personnel of two or more services.

c. Joint Training. Military training based on joint doctrine or joint tactics, techniques, and procedures to prepare joint forces and or joint staffs to respond to strategic and operational requirements deemed necessary by combatant commanders to execute assigned missions.

d. Quota Training. Military training characterized by the following:

(1) Training conducted by one service and attended by another service on a space available basis.

(2) The program of instruction is designed by the owning service and is presented to participating services without modification.

(3) CeTARS can identify courses that are inter-service in a field titled ITRO when creating the Course Identification Number (CIN). The four types of inter-service CINs that can be selected are:

(a) Consolidated training. Training managed under ITRO agreement, policies, directives, and rules. Curriculum developed by two or more Services, with materials and personnel requirements determined by mutual agreement and fair-share instructor representation.

(b) Collocated training. Training managed under formal ITRO agreement. One Service teaches course on another Service's installation, sharing classroom facilities/equipment. Training policies, curriculum, and instructor requirements determined/funded by Service conducting the training.

(c) Executive Agent/Single Manager. Training provided to two or more Services by a designated host Service or agency under the authority of the Secretary of Defense. While not true ITRO training, they may use ITRO processes.

(d) Other Service Quota Training. Training conducted by non-Navy Service, attended by Sailors on space-available quota basis. Host service designs and presents course of instruction without modification. Navy Production Management Office manages training requirements and quotas for these courses.

#### **SECTION 4 - SUMMARY**

4.1. OPNAVINST 1500.27 (series) sets policies, responsibilities, and procedures for the review of education and training activities in order to improve the activities' effectiveness and efficiency; the development and conduct of inter-service training and non-resident courses; the exchange and development of education and training resources, research data, and training technology. All formal training provided to Navy personnel will be managed and reported in CeTARS per OPNAVINST 1510.10C.

## **CHAPTER 13**

# **IMPAIRED TRAINING AND EDUCATION REPORT**

## **SECTION 1 - INTRODUCTION**

1.1. An Impaired Training and Education Report (ITER) is Naval Education and Training Command (NETC) N7's tool for reporting circumstances that impair or reduce training production which cannot be resolved at the Learning Center (LC) level. ITER Messages are sent to NETC and supplemented using the ITER application in the SERENA database. The ITER Process is in addition to reports required by other systems i.e. Casualty Reporting or Enlisted Manning Inquiry Report. LCs provide ITER updates when directed, when ITER conditions change, or when additional NETC action is required. When an ITER is corrected the LC will report resolution to NETC.

## **SECTION 2 - GUIDANCE**

2.1. NETCINST 1540.1 (series) provides the policy and procedures for reporting conditions that may or will reduce NETC's capacity to train personnel. NETC N71 is responsible for managing the ITER Program.

## **SECTION 3 - SUMMARY**

3.1. This chapter discusses NETC's policy document, NETCINST 1540.1 (series), and reporting process/report, the ITER, established to notify NETC of circumstances that impair or reduce training production that cannot be resolved at the LC level.

# **CHAPTER 14**

## **TRAINING SUPPORT ORGANIZATION**

## **SECTION 1 - INTRODUCTION**

1.1. NAVEDTRA 140 (series), the Training Support Management Manual, outlines the Naval Education and Training Command (NETC) requirement for infrastructure, training, and trainee management support for all NETC training activities. Although the mission may vary in breadth and scope, depending upon geography and trainee populations, the primary facilitators for training support are the Training Support Centers (TSCs). This training support structure provides centralized trainee management and infrastructure support to Learning Centers (LCs) and Learning Sites (LSs) within a defined geographic region. Outside of the major fleet concentration areas served by TSC Hampton Roads, TSC San Diego, and TSC Great Lakes, LCs and LSs receive training support that varies in scope and by assigned tasking. Support provided for the LC/LS may be through a cadre of LS personnel or a Training Support Department (TSD) subordinate to a LC or LS. This combined support structure (TSC/TSD and LC/LS cadre) comprise the NETC Training Support Organization (TSO). As set forth in the NAVEDTRA 140 (series) manual, each LC/LS is required to coordinate with their supporting TSC/TSD to prioritize and execute the support provided under the respective Mission, Functions, and Tasks. Support functions and tasks are not exclusive to a TSC MFT.

## **SECTION 2 - GUIDANCE**

2.1. For further information, refer to NAVEDTRA 140 (series).

## **SECTION 3 - SUMMARY**

3.1. NAVEDTRA 140 (series) provides information and guidance for establishing, aligning, and executing training support functions throughout the NETC domain. NAVEDTRA 140 (series) manual and NETC provide requirements, guidance, and references to the TSO relevant to executing training support but do not intend to dictate who (or what type of entity) must perform those functions.

# **APPENDIX A**

## **FORMAL COURSE REVIEW CHECKLIST**



COVER PAGE			
<p>Directions: Review the Course Audit Trail and/or Master Training Plan for desired course; review all associated documents and approval letters. Use the NAVEDTRA 130B, 131B, 135D, and 136 for guidance. Ensure all records maintained are current, accurate, and uniform. Respond to the questions as directed. Mark "N/A" for items that do not apply. <b>NOTE: Unless annotated by an asterisk (*), all items answered "NO" require an explanation.</b></p>			
Full Course Title:			DATE:
CIN:		CDP:	
Developmental Standard:		CCMM:	CCA:
Review Cycle: <input type="checkbox"/> Annual <input type="checkbox"/> Biennial <input type="checkbox"/> Triennial			
Reviewed By: (Print Name, Rate/Rank, Activity)			
List of Participating Activities			
Date of Last Formal Course Review:		High Risk:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Curriculum Status: <input type="checkbox"/> Baseline <input type="checkbox"/> Revision_____ <input type="checkbox"/> Change_____ <input type="checkbox"/> Interim Change_____ <div style="display: flex; justify-content: space-around; font-size: small;"> <span>(list revision ltr #)</span> <span>(list change #)</span> <span>(list interim change #)</span> </div>			
Lead Instructor and Course Supervisor Overall Assessment of the Condition of the Course.			
<input type="checkbox"/> Effective Fully Supports Fleet Needs		<input type="checkbox"/> Generally Adequate Minor Problems Identified, No Effect On Fleet	<input type="checkbox"/> Poor Negatively Impacts Fleet Needs
<b>Route Completed FCR (Routing can be adjusted for each LC/LS construct)</b>			
Lead Instructor Signature:		Date:	
(Rate/Name):			
Course Supervisor Signature:		Date:	
(Rank/Rate/Name)			
LS Training Director (LS N7):		Date:	
Signature:			
Curriculum Developer (CD):		Date:	
Signature:			
Learning Standards Officer (LSO):		Date:	
Signature:			
N7 Director of Training:		Date:	
Signature			

## PART 1 – COURSE E2E DOCUMENTS

### 1. TRAINING REQUIREMENTS REVIEW (TRR) (NAVEDTRA 133A)

a. TRR completion date.	Date:			
b. Next TRR scheduled. If yes, provide date: _____	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
c. Outstanding TRR actions: If yes, list Chit Numbers in Notes section.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

### 2. ANALYSIS. If course is based on NAVEDTRA 130B or 136, then skip to #3.

a. Personal Performance Profile (PPP) tables are on file.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
b. Date PPP tables were approved by CCA.	Date:			
c. The analysis data contains accurate information for the course.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

### 3. JOB DUTY TASK ANALYSIS (JDTA)

a. JDTA completed.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
b. JDTA data is approved in CPM.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
c. Date JDTA was approved.	Date:			
d. Current course is aligned with JDTA results.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
e. Correctable items were identified.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
f. Correctable items were implemented.				
(1) Items implemented as an Interim Change or Change.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
(2) Items implemented as a Revision.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

### 4. FRONT END ANALYSIS (FEA)

a. FEA completed.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
b. FEA data is approved by CCA.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
c. Date FEA was approved.	Date:			

### 5. BUSINESS CASE ANALYSIS (BCA)

a. BCA completed. (NETCINST 1510.3)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
b. BCA Data is approved by CCA. (NETCINST 1510.3)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
c. Date BCA was approved. (NETCINST 1510.3)	Date:			

### 6. TRAINING PROJECT PLAN (TPP)

a. TPP on file.	Paper	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
	Electronic	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
b. TPP Approval Transmittal Letter Date.	Date:				
c. Course was developed in CPM/LO Module	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	

## PART 2 – COURSE CONTROL DOCUMENTS

### 1. COURSE TRAINING TASK LIST (CTTL)

a. CTTL is on file.	Paper	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
	Electronic	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
b. Date CTTL was approved.	Date:					
c. Duties and Tasks are accurate and current.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
d. Duties support the Mission Statement.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
e. Source & reference material still accurate/ current.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
f. Action Verbs describe on the Job performance tasks.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
(1) Verbs are observable and measurable.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
g. Skill level noted as “Skill” or “Knowledge” as appropriate.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		

### 2. TRAINING COURSE CONTROL DOCUMENT (TCCD)

a. Type of TCCD on file.	Paper	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
	Electronic	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
b. Date TCCD was approved.	Date					
c. TCCD is accurate/current.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
d. Mission Statement is the same as TPP and CTTL.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
e. Letter of Promulgation is present.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
f. Date of original promulgation is on TCCD cover page. (NOTE: Original date should NOT be in brackets, revisions are in brackets)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
g. Foreword, if applicable, is up to date.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
h. Curriculum Outline of Instruction is current.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
i. Resource Requirements Listing (RRL) (Annex A) has been validated against cost of course.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
j. CTTL numbers are referenced and match current CTTL.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
k. Course Master Schedule (Annex B) is current and valid.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
l. Master Schedule/Summary Sheet is approved.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
m. Training Path System is accurate/current.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>

**PART 3 – CORPORATE eENTERPRISE TRAINING  
ACTIVITY RESOURCE SYSTEM (CeTARS)**

**Have your Learning Center CeTARS Manager compare the approved TPP information with CeTARS data in form INSTR 051 per each CDP unless annotated by a \* (\* for CIN level information).**

a. Correct Course Data Processing/Pipeline Course Data Processing (CDP/PCDP) data.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. * Correct Course Identification Number.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. * Correct Course Abbreviated Name.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. * Correct Course Long Name.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. Correct Training Delivery Source (TDS) identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
f. Correct Training Delivery Method (TDM) identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
g. * Correct Type Course (TC) identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
h. Correct active UIC and Activity identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
i. Correct Status (A-Active, PA-Planned Active, PD-Planned Deactivate, D-Deactivate).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
j. * Correct Learning Center identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
k. * Correct Curriculum Control Model Manager (CCMM) UIC and Activity identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
l. Correct Report Code (RPT CD) identifying Student (S), Team (T), On Demand (C).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
m. * Correct Special Consideration Indication (SCI) identified for Moderate/High Risk course.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
n. Correct Student Security Clearance (Stu Sec) identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
o. Correct Curriculum Security Clearance (Curr Sec) identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
p. Requirement for Schedules (REQ CLS SCHED) is identified as a yes (Y) or no (N) per OPNAVINST 1500.47C.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
q. Correct Service Component (SCOM CD) Branch of Service identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
r. * Interservice Training Review Organization (ITRO) code correctly identified per OPNAVINST 1500.27G.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
s. Correct Military Article Service List (MASL) Code identifying courses attended by Foreign Students.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
t. Correct Skill Award identified for “A” and “C” Type Course, per MILPERMAN 1306.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
u. * Prerequisites are identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
v. * Pride requirement identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
w. Correct Learning Method identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
x. Correct Management Method identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

y. * Correct Management Control Type identified for Training Agent, Enlisted/Officer Community Manager, Resource Sponsor.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
z. Correct Quota Control entity identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
aa. * Scope and Purpose reflect the Course Mission statement.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
bb. "Report To" and "Training Location Information" identified and reflected in CANTRAC and eNTRS.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
cc. * Course Length identifying instructional days, lecture and laboratory hours replicated for the next five years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
dd. Instructor: Student Ratio identifying instructor type, student rate, instructor rate and contact hours replicated for the next five years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
ee. Capacity identifying constraint type codes for each personnel, equipment and space; maximum student, convenes and shift quantity replicated for the next five years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

## PART 4 – TESTING PROGRAM

### 1. TESTING PLAN

a. Date Testing Plan was approved.	Date:			
b. Testing Plan is on file and approved by the CCA.	Paper	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
	Electronic	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
c. Testing Plan lists test methods, constraints, minimum passing score, final grade, testing schedule, and retesting procedures.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
d. The objectives are tested as per the Testing Plan.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
e. Comprehensive testing is being conducted.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
f. Testing Plan specifies type of testing being conducted.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
(1) Knowledge.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
(2) Performance.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
g. There is a Knowledge Test Administrator's Guide.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
h. There is a Performance Test Administrator's Guide(s).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
(1) For Practical Tests – there are Job Sheets and/or Checklists.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
i. Knowledge Tests adequately measure TOs & EOs.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
j. Performance Tests adequately measure TOs & EOs.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
k. Test review procedures are per the approved Testing Plan.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		

### 2. TEST DESIGN AND DEVELOPMENT

a. Test design has been approved by the CCMM. Date:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Minimum passing score for each test is established.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

## PART 4 – TESTING PROGRAM

c. The number of different test versions (minimum of 2) is adequate to prevent compromise.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. There is an equal degree of difficulty between versions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. There is an adequate number of items on the test to measure the objectives.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
f. Types of items and degree of difficulty are consistent with the objectives.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
g. Tests are developed as per the approved Testing Plan.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
h. Tests used for retest contain items that are different from the course tests.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
i. Test development form exists for each knowledge test.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
j. Criticality index was performed.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

### 3. KNOWLEDGE TEST ITEM BANKS

a. Test item banks are maintained.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
b. Test items are constructed per NAVEDTRA 132.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
c. Test items are approved by the CCMM.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
d. Each test item is keyed to the objective/PPP item it measures.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
e. Procedures for making changes to the test bank are adequate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
f. Test bank synchronization is maintained.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

### 4. PERFORMANCE TESTING

a. Performance testing is being conducted. If No, skip to 5.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Rating scales and/or checklists are used appropriately to grade and score the performance tests.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Weighing of performance tests for the overall grade is consistent with the course objectives.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Performance test requires a Fault Insertion Guide.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
(1) There are multiple copies or versions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(2) It is controlled.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

### 5. TEST ADMINISTRATION AND SECURITY

a. Test Administrator Guides are used.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
b. Test Administrator Guides are clear and exact.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Test administration procedures are adequate to prevent test compromise.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Proper safety protocols are identified and followed in Test Administrators Guide.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

## 6. TEST ANALYSIS

a. Test item analysis is being performed.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
(1) If yes, explain method and how often.					
b. Test analysis results are being used to improve the training.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
c. Changes based on the analysis are adequately documented.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
d. Test item statistics relating to safety are being maintained.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
(1) Test logs reflect current changes.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	

## PART 5 – INSTRUCTIONAL STAFF

### 1. COURSE SUPERVISORS

1. COURSE SUPERVISORS				
a. Course Supervisors:				
(1) Course Supervisors have completed In Service Training (IST) requirements. (NETCINST 1500.5B)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
(2) Course Supervisors are tracking gains/losses to ensure manpower continuity and optimal utilization of personnel. (Activity Manning Document (AMD)/ICOMP/TPP)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
(3) Adequate training records are kept for all personnel. (NETCINST 1500.5B)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

### 2. LEAD INSTRUCTORS AND INSTRUCTORS: (If ITRO, explain instructor breakdown in notes section)

a.	Number of instructor billets assigned:	Number of instructors on board:	Number of certified instructors:	Other:				
b.	Instructors are being trained per approved instructor training program.			Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
c.	Instructor recognition program being utilized. (NETCINST 1500.5B)			Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
d.	All instructor training and counseling is being recorded/documented.			Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
e.	Instructors are being evaluated per approved evaluation program.			Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
f.	This is a high-risk course. If No, skip to 3.			Yes	<input type="checkbox"/>	No*	<input type="checkbox"/>	
g.	Instructors assigned to this course have completed additional training requirements.			Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	

### 3. INSTRUCTOR EVALUATORS

a. An IST program for instructor evaluators is established. (NETCINST 1500.5B)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Personnel assigned as evaluators have completed IST requirements.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Documentation is reviewed/maintained in order to verify completion of required training. (NETCINST 1500.5B)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. The IST that is provided is adequate to prepare instructor evaluators for their job. (Interview curriculum managers), (NETCINST 1500.5B)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. The number of evaluators assigned to the course is adequate to ensure the quality of instruction. (Review number of curriculum managers)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

## PART 6 – INSTRUCTIONAL MATERIALS

### 1. LESSON PLAN/INSTRUCTOR GUIDE (LP/IG)

a. Approved Master LP/IG is on file	Paper	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
	Electronic	CD-ROM	LAN	None
b. Date LP/IG was approved.	Date:			
c. LP/IG TO/EO sequence mirrors the COI in the TCCD.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
d. All LPs/IGs are developed as per applicable guidance.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
e. The LP/IG is technically accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
f. Interim Changes and/or Changes are correctly incorporated within the LP/IG.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
g. Personalization of individual LP/IG is approved and appropriate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
h. Front Matter.				
(1) List of Effective Pages reflects the current Interim Change and Change.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(2) Letter of Promulgation is present.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(3) Change Record reflects all changes and interim changes as appropriate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(4) Hazard Awareness Notice tailored to the course and lists training safety requirements. (NETCINST 5100.1B)	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(5) How To Use the Lesson Plan/Instructor Guide tailored to the course and lists training safety requirements. (NETCINST 5100.1B)	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(6) Allocation of class/lab periods accurately reflects Course Master Schedule.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
i. Terminal and Enabling Objective CTTL #s track to appropriate CTTL.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		



### PART 6 – INSTRUCTIONAL MATERIALS

j. Terminal Objectives support training requirements.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
k. Enabling Objectives support the Terminal Objectives.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
l. If the training objectives include any aspects of the following types, contact Training Safety Officer. (If no, continue to item m.) OPNAVINST 5090.1D)	Yes <input type="checkbox"/>	No* <input type="checkbox"/>	
(1) Air quality (OPNAVINST 5090.1D)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(2) Water quality/water usage (OPNAVINST 5090.1D)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(3) Hazardous materials/hazardous waste (OPNAVINST 5090.1D)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(4) Storm water/surface water/groundwater (OPNAVINST 5090.1D)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(5) National Environmental Policy Act (NEPA)/endangered species/ marine mammal impacts (OPNAVINST 5090.1D)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(6) Range management/erosion & sediment control (OPNAVINST 5090.1D)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(7) Cultural Resources/Historic Preservation (OPNAVINST 5090.1D)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(8) Material procurement/contracting (OPNAVINST 5090.1D)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(9) Energy usage/sustainability (OPNAVINST 5090.1D)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(10) Any permitting activity for construction/maintenance projects (OPNAVINST 5090.1D)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
m. Discussion points support the learning objectives.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
n. Lessons learned are used to support the discussion points.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
o. Laboratory situations that require hazardous performance are essential to accomplish learning objectives.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
p. Related instructor activities/related trainee activities support discussion points.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
q. Safety is referenced wherever required by NETCINST 5100.1B.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
r. Other sources of training have been reviewed for use in this course.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(1) Rating oriented lessons	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(2) Other _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
s. Pre-faulted modules are available in sufficient number and provide intended indications.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

## 2. TRAINEE GUIDE (TG)

a. Master Copy of TG is on file.	Paper	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
	Electronic	CD-ROM		LAN		None
b. Date TG was approved.		Date:				
c. TG mirrors the COI in the TCCD.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
d. Job Sheets for all Skill CTTL line items are included.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A <input type="checkbox"/>
e. TGs are developed as per applicable guidance.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
f. The TG is technically accurate, clear, and complete.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
g. Interim Changes and/or Changes to the TG are correctly incorporated.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
h. Front Matter.						
(1) List of Effective Pages reflects current Interim Change/Change.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
(2) Letter of Promulgation is consistent with related LP/IG.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
(3) Hazard Awareness Notice reflects the equipment for the course.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
(4) Training Time Out (TTO) is properly identified.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
(5) Drop On Request procedures are present, if applicable. (NETCINST 5100.1B, Chapter 9)		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
i. Information Sheets.						
(1) Information is confined to amplifying or consolidating available technical manuals/publications or background materials.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A <input type="checkbox"/>
(2) References provide accurate direction to supporting materials.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A <input type="checkbox"/>
j. Assignment Sheets.						
(1) Objectives are identical to those in the LP/IG.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A <input type="checkbox"/>
(2) Assignment sheets provide specific and accurate instructions for directing study efforts.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A <input type="checkbox"/>
(3) Study questions promote decision-making similar to that required for ultimate job assignments.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A <input type="checkbox"/>
k. Job Sheets.						
(1) Job sheets provide specific and accurate instructions for performing operational or maintenance routines.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A <input type="checkbox"/>
(2) Instructions direct the trainee to complete the task performance in accordance with technical documentation.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A <input type="checkbox"/>
(3) All instructions are directed solely to the trainee.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A <input type="checkbox"/>
(4) Job sheet questions promote practical decision-making.		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A <input type="checkbox"/>

(5) Adequate safety notices are included and prominently displayed.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
l. Diagram Sheets.			
(1) Diagram sheets improve instructional effectiveness.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
(2) If diagram sheets provide information available in reference documentation, they are necessary for effective training.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
m. Problem Sheets.			
(1) Problem sheets provide practical mental skill application of pertinent instructional requirements.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
(2) The problem sheet is an effective method of engaging the trainee in logical thinking and problem solving relative to eventual job assignments.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
n. Course should be presented using an automated electronic classroom (AEC).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
o. All or part of the course should be converted for computer-based, or web-based delivery/ distance learning (DL), (SAKAI, DCO, etc.).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

### 3. INSTRUCTIONAL MEDIA MATERIAL (IMM)

a. IMM				
(1) IMM is in good condition.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(2) IMM is applicable to learning objectives.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(3) IMM is in the quantities needed.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(4) Media is adequate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(5) CCMM has a copy (electronic) of each PPT, video, etc.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(6) IMM is listed correctly in the topic pages, Discussion-Demonstration Activity (DDA), and RRL.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(7) IMM for the course is the current version.	Videos	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
	PowerPoint	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
	Other	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
(8) IMM is used as required/prescribed in the LP/IG.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
b. All course materials listed in the RRL are:				
(1) Accurate/current (no additions/deletions/modifications).	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(2) On board.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(3) In satisfactory condition.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
c. Visual aids are being converted to electronic media.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
d. Copyrighted Materials: If not applicable, continue to 4. (NETC Guide to Copyright Law)	N/A <input type="checkbox"/>			
(1) Documents are on file for all copyrighted materials used.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
(2) There are funds associated with copyright permission.	Yes <input type="checkbox"/>	No <input type="checkbox"/>		

(3) Funding is programmed for copyright renewal, if applicable.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(4) Termination/end date of copyright permission.	Date:		

#### 4. REFERENCE MATERIALS, TECHNICAL MANUALS, AND PUBLICATIONS

a. All are current and accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. All are available in adequate numbers.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. All are in good condition.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

#### 5. SECURITY

a. The training is classified. If No, skip to Part 7. (SECNAV M-5510.36) (DoD Instruction 5200.01, Vol 4)	Yes <input type="checkbox"/>	No* <input type="checkbox"/>	
b. Classified curricula are properly marked. (SECNAV M-5510.36) (DoD Instruction 5200.01, Vol 4)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Classification level is appropriate. (SECNAV M-5510.36) (DoD Instruction 5200.01, Vol 4)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Material is afforded correct level of storage. (SECNAV M-5510.36) (DoD Instruction 5200.01, Vol 4)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

### PART 7 – TRAINING RESOURCES

#### 1. FACILITIES

a. Classroom facilities are adequate, comfortable, and conducive to learning.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Lab facilities are adequate, comfortable, and conducive to learning.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Field Exercise facilities are adequate and tailored to learning.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

#### 2. EQUIPMENT

a. Equipment is used as intended/instructed and stowed properly.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Equipment is safe for training use.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Lab facilities are safe for required training.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. All objectives are being met with current equipment.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. An adequate number of training devices, Technical Training Equipment, and/or Training Aids exist in order to provide timely training.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
f. Working condition of Technical Training Equipment, training devices/lab equipment, and/or Training Aids is adequate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
g. Equipment, tools, materials, and the quantities used match the Resource Requirements List.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

## PART 8 – TRAINEE PROGRAMS

### 1. TRAINEE RECORDS

a. Records are maintained for two years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. A trainee's academic progress is tracked.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

### 2. COUNSELING PROGRAM

a. Preventive counseling is used to help trainees solve their academic problems.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Trainee counseling sessions are properly documented.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

### 3. TRAINEE RECOGNITION PROGRAM

a. Trainee recognition program is being used to recognize outstanding trainees.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
---	------------------------------	-----------------------------	------------------------------

### 4. REMEDIATION PROGRAMS

a. Remediation program has been established for trainees requiring voluntary or mandatory extra training.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Instructors are scheduled to assist in after-hours study.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

### 5. ACADEMIC REVIEW BOARDS

a. Academic Review Boards are conducted in accordance with established guidelines.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
--	------------------------------	-----------------------------	--

### 6. ACCELERATED TRAINING PROGRAM

a. Course has an Accelerated Training Program. If No, skip to Part 9.	Yes <input type="checkbox"/>	*No <input type="checkbox"/>	
b. Enrollment records are maintained.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. A CeTARS Schoolhouse Person Event (PEVT) code has been assigned and provided to TSC/TSD for entering into CeTARS.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

## PART 9 – INTER-SERVICE TRAINING REVIEW ORGANIZATION (ITRO)

### 1. ITRO DOCUMENTATION

a. Course is part of ITRO/co-located. If No, skip to Part 10.	Yes <input type="checkbox"/>	No* <input type="checkbox"/>	
b. Sponsor (host service) is: _____.			
c. Date Memorandum of Understanding (MOU) was signed.	Date: _____		
d. The LS has a copy of the signed MOU on file.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. Date last Functional Review Board (FRB) was held.	Date: _____		
f. CeTARS reflects that the course is part of ITRO.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Not ITRO/co-located <input type="checkbox"/>

## PART 10 – EVALUATION PROGRAMS

### 1. INTERNAL EVALUATION

a. FCRs are on file for the previous two cycles. (NAVEDTRA 135D Chapter 5)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Discrepancies from previous course reviews have been corrected. (NAVEDTRA 135D Chapter 5)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Student critique program is per established guidelines. (NAVEDTRA 134A Chapter 10 and NETCINST 1540.2A)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Training quality indicators are being summarized as required.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. Trend analysis data are on file. (NAVEDTRA 135D Chapter 5 & Appendix C)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

### 2. SAFETY ASSESSMENT

a. Course is considered high risk. (NETCINST 1500.13B/ 5100.1B)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Date of last high risk assessment. (NETCINST 1500.13B)	Date: _____		
c. Date of last safety review. (NETCINST 1500.13B)	Date: _____		

### 3. AMERICAN COUNCIL ON EDUCATION (ACE) EVALUATION

a. This course is:			
(1) 45 academic hours or longer and listed in CeTARS. If No, skip to 4. (NETCINST 1560.1A)	Yes <input type="checkbox"/>	No* <input type="checkbox"/>	
(2) New or revised since its last ACE review. If Yes, notify ACE Program Manager. (NETCINST 1560.1A)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(3) Current but has never been evaluated for inclusion to the ACE Guide. (NETCINST 1560.1A)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(4) Listed in the ACE Guide. NV Number: _____			
b. ACE Program Manager has been notified if course is within one year of periodicity. (NETCINST 1560.1A)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. ACE evaluations are current and accurate. (ACE Guide)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
(1) Last evaluation by ACE (Date listed in credit recommendations).	Date: _____		

### 4. EXTERNAL FEEDBACK

(1) List and briefly describe the methods currently used to collect external data.

<b>PART 10 – EVALUATION PROGRAMS</b>

<b>PART 11 – SUMMARY</b>
--------------------------

**SUMMARY OF FINDINGS**

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

## DEFICIENCIES AND ASSIGNED ACTIONS

No.	Deficiency and Action	POC	Completion Date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			

## CORRECTIVE ACTIONS

No.	Corrective Action	POC	Completion Date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			



15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

**APPENDIX B**

**ELEMENTS OF TRAINING ANALYSIS**

## PREREQUISITES

1. Prerequisites are any requirements the trainee must have completed prior to attending 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.
2. Physical (e.g., Physical Fitness Test)
  - a. What are the physical requirements?
  - b. What requirements are not being met?
  - c. Should the prerequisites be adhered to or changed?
3. Prior Training/Education
  - a. What are the requirements?
  - b. Are these requirements being met?
4. Security Clearance
  - a. Is a clearance required?
  - b. Is the requirement being met?
5. Mental (Armed Services Vocational Aptitude Battery, Armed Forces Qualification Test, reading level, etc.)
  - a. What is the minimum requirement?
  - b. Is the requirement being met?
  - c. Are waivers being granted?
  - d. Is there evidence that the waivers are affecting performance?
  - e. Does the minimum requirement reflect the abilities required?
6. Screening
  - a. Are trainees being screened as per the Military Personnel Manual (MILPERSMAN)?

- b. Are "comply with" items being met?
- c. Are there any skills or abilities not used that may impact attrition?

## 7. Medical

- a. What are the medical requirements?
- b. What requirements are not being met?
- c. What percentages of attrites are due to medical problems?
- d. Are all prerequisite requirements accurately and consistently documented? (e.g., Corporate enterprise Training Activity Resource System Schoolhouse, Catalog of Navy Training Courses, MILPERSMAN, Recruiting Manual, Transfer Manual)
- e. Is the command formally notifying commands when they are not complying with the above?

## CURRICULUM

- 1. A review of curriculum includes all training materials, Formal Course Review (FCR), and specific points in the curriculum that may cause the trainee difficulty.
  - a. Status of the curriculum
    - Is it undergoing validation/pilot/revision?
    - Lesson Plan/Instructor Guide?
    - 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? (Refer to NAVEDTRA 134A).
    - Does the material contain activities that ensure adequate time for drill and practice?

b. Trainee Guide (TG)

- Are the TGs 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 trainee? Is the content adequate? For example, is there enough, too little, or too much information?
- Are the TGs current and accurate?
- Are the TGs used by the trainees?
- Are there adequate provisions for note taking?
- Are there assignment sheets that evaluate learning and support the objectives?

c. 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 trainees are having difficulty.
  - Determine the tests on which several trainees fail or are unsuccessful on the first attempt.
  - Determine the areas within the tests (objectives, topics, content areas, etc.) with which trainees 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, trainees, managers, etc., identify a reason(s) for poor trainee 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?

d. Instructional Media Material (IMM). Is the IMM adequate to promote understanding of the objectives?

e. 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 trainees?
- If there are problems with technical documentation, has the appropriate systems command been notified?

f. Technology Application

- Is the course supported by training technology? What type? (Automated Electronic Classroom, LRC, IMI)
- Has the curriculum been analyzed for infusion of technology?

### **TESTING**

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

a. 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 drop/setback?
- Are test items keyed to the objectives/Personnel Performance Profile (PPP) items they measure?
- Is pretesting used to determine the entry-level knowledge and skills of the trainees?

b. 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 trainees with problems before a test is failed (quizzes, homework, etc.)?

### **ACADEMIC SETBACKS**

1. 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 policy being used as directed?
- Where are the majority of the setbacks occurring?
- What is the average number of times a trainee is set back in the course?
- What is the average length of the setback?
- What percentages of trainees 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 with remediation?
- Are all forms of remediation exhausted prior to setback?
- What is the average time to train a trainee, including setbacks?

### **EQUIPMENT**

1. Equipment Failure. Problems with equipment, which results in downtime and reduced practical training time. Consider the following:

- What are the causes of the equipment failure?
- Can these be prevented from recurring?

2. 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 trainees use their time while

waiting to go to the lab? Is the equipment available for remediation?

## **FACILITIES**

### **1. Training**

- Does the physical proximity of dining, berthing, and school building impact the trainee's day?
- Are environmental conditions a problem?
- Are the classrooms furnished in a way to enhance learning?

### **2. Berthing**

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

## **INSTRUCTORS**

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

a. Screening. Are potential instructor records screened as per the MILPERSMAN?

#### **b. Certification**

- Are all instructors graduates of a 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 drops/setbacks?
- Is certification conducted as per guidelines?

#### **c. Evaluation**

- Are instructor evaluations conducted as per requirements?
- Are special instructor evaluations conducted on topics with high drop/setback rates?
- What steps have been taken to identify instructor deficiencies? How have they been corrected?



- d. In Service Training (IST)
  - Is there a formal IST program?
  - Is the training responsive to the needs identified by the instructor/departments?
  - Does it focus on areas identified by the instructor evaluation program?
- e. Instructor Critiques. Is there a formal method of collecting feedback from the instructors?
- f. 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 Activity Manpower Documents properly reflect the skills and experience required of the instructors?
- g. 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?

#### **TRAINEE MANAGEMENT**

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

- a. 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 trainee problems, etc.?
- b. 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?
- c. Retesting
- When are trainees required to retest on a complete exam?
  - Are trainees 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?
- d. Remediation
- Is a remediation program in place and effective?
  - Does the program provide specific guidance for voluntary and mandatory remediation?
  - Are trainees 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 trainees involved in remediation?
  - Is remediation staffed with instructors certified in the subject matter?
  - Is the instructor/trainee ratio optimum for these areas?
  - Are there options for ratios not considered optimum?
  - Are the spaces provided for remediation adequate?
- e. School Day
- Does the total length of the trainee day allow adequate time for academic and non-academic requirements?
  - Are interruptions to training kept to a minimum (e.g., dental, medical)?

- Are trainees encouraged to develop good study habits and exercise self-discipline?

f. Navy Military Training (NMT)

- 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?

g. Trainee Critique Program

- Are trainee 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 trainees (non-graduates and graduates) completing critiques?

### **COMMAND CLIMATE**

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

a. Orientation Program

- Does the command provide the trainee with information needed while stationed at the command (e.g., chain of command, base rules)?
- Does the course provide an indoctrination program for incoming trainees?

b. Quality of Life Programs

- Are quality of life critiques completed by all trainees (graduates and drops)?
- 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 trainees provided for?
- Are the base facilities providing adequate support for the trainees?
- Do appropriate levels of training managers periodically visit the Bachelor Enlisted Quarters, galley, medical, etc.?
- Does the command leadership, at all levels, promote in the trainees a positive attitude toward the school and the Navy?

## **APPENDIX C**

### **EXAMPLE A INSTRUCTIONAL MATERIALS CHANGE REQUEST**

**INSTRUCTIONAL MATERIALS CHANGE REQUEST**

(See back of form for completion instructions)

1. Requesting LS: (Name/Address)		2. Requestor Control No.:	
		3. LC Training Management Signature:	
4. Requested By:  (Printed name, signature, title, and code)		5. Date:	6. DSN Phone:
7. OIC/CPOIC Change Request Approval: YES/NO (Circle one)  Printed Name: _____ Signature: _____			
8. Title of Change: (not to exceed 70 characters)			
9. Type Change: (More than one may be checked)  Hardware _____ Software _____ Documentation _____ Other _____			
10. Type Hardware System Affected:		11. Hardware Subsystem Affected: (e.g., Printer, File Server, Other)	
12. Software Module Affected:		13. References: (Document, Page, Para No.)	
14. Describe the reason for the change: (Use continuation sheet, if needed)			
15. Recommendations: (Provide additional information and/or data to expedite processing of the change request)			
16. Impact of Non-implementation: (Provide statement of effect if this change is not implemented)			
17. Are Additional Sheets Attached? (Circle one) Yes/No			
18. Special Security Officer been Contacted? Yes/No If Yes, SSO Name Contacted _____ Date Contacted: _____			
19. Priority of Change: ____ 1 = Critical Items; no work-around. 2 = Important Item; no work-around. 3 = Important Item; work-around possible. 4 = Other; with explanation or referral.			
20. N7 Approval: YES/NO (Circle one)  Signature: _____			

## INSTRUCTIONAL MATERIALS CHANGE REQUEST INSTRUCTIONS

1. Requesting Learning Site (LS): Type in Name of LS and include mailing address.
2. Requestor Control Number: Course Identification Number (CIN), plus which "request number" you are submitting (i.e. A-101-1234/001). A log should be maintained listing all requests submitted. Forms should be maintained in the course binder.
3. Learning Center (LC) Training Management Signature: All requests must be submitted to the LC Training Management for that course and then forwarded to N7.
4. Requested By: Printed name, signature, title, and code of individual submitting the request.
5. Date: Date requestor submits form.
6. DSN Phone: Requestor's phone number.
7. OIC/CPOIC Change Request Approval: YES/ NO (Circle one)  
Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_
8. Title of Change: Short descriptive title of what change is being requested. If you have room, include course, lesson topic number and title, as well as type of change (interim, technical, etc.).
9. Type Change: (More than one may be checked) Hardware \_\_\_\_\_ Software \_\_\_\_\_  
Documentation \_\_\_\_\_ Other \_\_\_\_\_
10. Type Hardware System Affected: List all hardware that is affected.
11. Hardware Subsystem Affected: List all hardware subsystems that are affected.
12. Software Module Affected: List all software that is affected.
13. References: List all references (i.e. messages, documents, etc.).
14. Describe the reason for the change: What is the reason for the change (TRR, CTAG, new equipment, curriculum change, etc.)? If you did not include the course name, lesson topic number and title, as well as type of change (interim, technical, etc.) under item 8 above list it here. If you need more space, use a continuation sheet.
15. Recommendations: Provide additional information and/or data to expedite processing of the change request.
16. Impact of Non-implementation: Provide a statement of the effect if this change is not implemented.
17. Are Additional Sheets Attached? (Circle one) Yes/No
18. Has SSO Been Contacted? (Circle one) Yes/No  
If Yes, SSO Name: Contacted \_\_\_\_\_  
Date: Contacted \_\_\_\_\_
19. Priority of Change: \_\_\_\_  
1 = Critical Items; no work-around.  
2 = Important Item; no work-around.  
3 = Important Item; work-around possible.  
4 = Other: with explanation or referral.
20. N7 Approval: YES/NO (Circle one)

Signature: \_\_\_\_\_

**USE A CONTINUATION SHEET IF NEEDED**

# **APPENDIX C**

## **EXAMPLE B**

### **CURRICULUM DEVELOPMENT OR MODIFICATION REQUEST**



Curriculum Status Log # _____			
<b>CURRICULUM DEVELOPMENT OR MODIFICATION REQUEST</b>			
<b>Section 1</b>			
DATE	COURSE TITLE		CIN
COMMAND	DEPT	DIV	PHASE
<b>DESCRIPTION OF DESIRED ACTION/JUSTIFICATION</b>			
Yes <input type="checkbox"/>	REDLINES ATTACHED/SUBMITTED		
No <input type="checkbox"/>			
Discussed with appropriate Learning Sites: Yes <input type="checkbox"/> No <input type="checkbox"/>		Single Sited Course: <input type="checkbox"/>	
Other Learning Site POC:		Phone:	Date:
<b>ORIGINATOR</b>			
Print Name/Title:		Phone:	Date:
Signature:			Code:
<b>Section 2 - LEARNING SITE LEAD INSTRUCTOR/TRAINING MANAGEMENT REVIEW</b>			
Learning Site Lead Instructor			
Print Name:			
Title:			
Signature:		Phone	Date
Learning Site Course Director			
Recommend: <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved			
Print Name:			
Title:			
Signature:		Phone	Date
Learning Site Training Officer			
Recommend: <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved			
Print Name/Title:			
Signature:		Phone	Date
Learning Site CO/OIC (As Required)			
URGENT <input type="checkbox"/> Justification: (i.e., Safety of Personnel, etc.)			
Print Name:			
Title:			
Signature:		Phone	Date
<b>ROUTE TO N7 DOT</b>			

Curriculum Management Recommendation/Additional Requirements		
<b>Date:</b>		
<b>Section 3 - DOT REVIEW</b>		
CRT Recommended: <input type="checkbox"/> Approval <input type="checkbox"/> Disapproval <input type="checkbox"/> N/A		
<b>LEARNING PROGRAM MANAGER (LPM) REMARKS</b>		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved (Explain Disapproval)		
<b>CURRICULUM MANAGEMENT TEAM – ACTION:</b>		
<input type="checkbox"/> Interim Change Number _____ <input type="checkbox"/> Change Number _____ <input type="checkbox"/> Training Project Plan <input type="checkbox"/> Monitored Convening	<input type="checkbox"/> Course Cancellation <input type="checkbox"/> Other _____ <input type="checkbox"/> Proposed Curriculum Due Date:	
Rating LPM Print Name/Rank/Rate:		
Signature:	Phone	Date
Rating CD Print Name:		
Signature:	Phone	Date
Senior LPM Print Name/Rank/Rate:		
Signature:	Phone	Date
LSO Print Name:		
Signature:	Phone	Date
<b>Section 4 - N7 CURRICULUM MANAGEMENT FINAL ACTION</b>		
<b>Complete for ALL Curriculum</b>	<b>Complete for New/Revised Curriculum</b>	
<input type="checkbox"/> Assemble material	<input type="checkbox"/> Create Course Audit Trail	
<input type="checkbox"/> Create pdf files	<input type="checkbox"/> Deactivate previous material	
<input type="checkbox"/> Generate letter (IC, Change, LOP)	<input type="checkbox"/> Insert Letter of Promulgation to pdf file	
<input type="checkbox"/> Update Course Management Activity System	<input type="checkbox"/> Coordinate with CeTARS Manager	
<input type="checkbox"/> Update Master Training Plan	<input type="checkbox"/> Update FCR Schedule	
<input type="checkbox"/> Submit for upload to NKO	<input type="checkbox"/> Notify ACE of New/Revised curriculum or “end date” of course	
<input type="checkbox"/> Verify NKO upload	<input type="checkbox"/>	
<input type="checkbox"/> LPM verifies school receives material	<input type="checkbox"/>	

**APPENDIX D**

**CETARS TYPE COURSE CODES**

## CETARS TYPE COURSE CODES

CODE	DESCRIPTION	DEFINITION
<b>Training Type: Class A</b>		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 of Arms Training), and entry level Officer training. A NEC or MOS may be awarded. (Primary Funding Source: BUPERS)
<b>AA</b>	<b>Initial Skill Training - Apprenticeship Training</b>	Course produces enlisted Sailors with basic job skills and knowledge which will enable them to perform satisfactorily with adequate supervision. Additionally, Sailors will train to meet the minimum requirements of OPNAVINST 1500.74 (series). This training will allow Sailors to identify with their community (Seaman, Airman, and Fireman) and gain a feeling of belonging to a professional organization through completion of SPACT, APACT, or EPACT.
<b>AO</b>	<b>Initial Skill Training - Officer Preparatory</b>	Course produces Naval officers with the basic job skills and knowledge, which will enable them to perform satisfactorily with adequate supervision. Additionally, officers will train to meet the minimum requirements of NAVPERS 158391. The school will reinforce tasks and allow the students to identify within their community and gain a feeling of belonging to a professional organization, (i.e., perform entry level tasking within an NOBC).
<b>AP</b>	<b>Initial Skill Training - Enlisted Preparatory</b>	Course provides the basic fundamental concepts and skills required to successfully complete follow-on training at the apprentice level, specific to Enlisted Ratings. Successful completion of this training type does not result in the awarding of an NEC or an enlisted Rating assignment.
<b>AR</b>	<b>Initial Skill Training - Enlisted Remedial Training</b>	Course designed to remediate enlisted personnel in fundamental concepts necessary to successfully complete an initial skill "A" school curriculum. May specifically apply to Accessions level personnel granted waivers or fleet inputs from other ratings who do not meet all minimum ASVAB or AFQT/knowledge prerequisites. These courses are not intended to replace ASVAB/AFQT or any other course prerequisites, but to assist personnel assigned to a course of instruction who either have been tested or through actual observed performance are identified as candidates by the training activity.
<b>A1</b>	<b>Initial Skill Training - Enlisted 'A' School</b>	Course develops the skills required to perform the occupational standards leading to the assignment of job rating classification.
<b>A2</b>	<b>Initial Skill Training - Officer</b>	Course develops the skills required to perform the occupational standards per NAVPERS 158391 leading to the assignment of an Officer Job designator classification
<b>A3</b>	<b>Initial Skill Training - Enlisted 'A' School and/or 'A' School Pipeline Courses that Award an NEC or MOS</b>	Course develops the requisite skills that provide initial rating assignment and awards an NEC or MOS based on rating community requirements.
<b>A5</b>	<b>Initial Skill Training - Enlisted Medical</b>	Course develops the skills required to perform the Medical Occupational Standards leading to the assignment of Medical job rating classification.
<b>A6</b>	<b>Initial Skill Training - Officer Medical</b>	Course develops the skills required to perform the occupational standards leading to the assignment of a Medical Officer Job designator classification.

CODE	DESCRIPTION	DEFINITION
<b>Training Type: Class C</b>		Provides advanced specialized skills training, knowledge, aptitude, or qualifications required to fill a particular billet (e.g., which requires a specific skill code is NEC/Officer Billet Specialty Training (BST) coded). Course completion may award a NEC or Officer BST or a MOS. (Primary Funding Source: BUPERS)
<b>C1</b>	<b>Skill Progression Training - Enlisted NEC Awarding</b>	Course delivers the specific skill set required to perform system or job specific duties leading to the assignment of NEC, certification, or other service MOS Codes.
<b>C2</b>	<b>Skill Progression Training - Naval Officer Billet Classification</b>	Delivers the specific skill set required to perform system or job specific duties leading to the assignment of NOBC Codes.
<b>C5</b>	<b>Skill Progression Training - Medical -Enlisted NEC Awarding</b>	Delivers the specific skill set required to perform system or job specific duties leading to the assignment of NEC Codes associated with the medical career field.
<b>C6</b>	<b>Skill Progression Training - Medical - Officer Billet Specialty</b>	Delivers the specific skill set required to perform system or job specific duties leading to the assignment of NOBC Codes associated with the medical career field.
<b>CP</b>	<b>Skill Progression Training - Enlisted NEC Preparatory</b>	Course delivers skills required to successfully complete follow-on skill progression (C1 or C5 type) training leading to the assignment of NEC, certification, or other service MOS Codes. Successful completion of this training type does not result in the final awarding of an NEC, certification or other service MOS.
<b>CX</b>	<b>Skill Progression Training - Medical - Officer (Resident Only)</b>	Delivers the specific skill training pertaining to Medical Resident. BUMED use only.
CODE	DESCRIPTION	DEFINITION
<b>Training Type: Class D</b>		Provides individual, non-rating specific training/education and non-pipeline refresher training specified by BUPERS/OPNAV Directives. (Primary Funding Source: BUPERS)
<b>D1</b>	<b>Professional Development Functional Skill Training - Enlisted</b>	Provides enlisted personnel training/education associated with personal, professional, and leadership competencies to support mission readiness. Courses consist of skill training that reinforces those competencies by internalizing military standards introduced during recruit training (e.g., Life skills).
<b>D2</b>	<b>Professional Development Functional Skill Training - Officer</b>	Provides officer personnel training/education associated with personal, professional, and leadership competencies to support mission readiness. Courses consist of skill training that reinforces those competencies by internalizing military standards introduced during recruit training (e.g., Life Skills).
<b>D3</b>	<b>Professional Development Functional Skills training - Enlisted Medical</b>	BUMED Training use only.
<b>D4</b>	<b>Professional Development Functional Skills Training - Officer Medical.</b>	BUMED Training use only.

CODE	DESCRIPTION	DEFINITION
<b>Training Type: Class E</b>		Designed to provide formal professional educational instruction in a general or particular field of study, which may lead to an academic degree. (Primary Funding Source: BUMED or BUPERS)
<b>E1</b>	<b>Professional Development Education - Senior Service College</b>	Prepare selected Senior Grade Officers for the highest command and staff.
<b>E2</b>	<b>Professional Development Education - Intermediate Service School</b>	Prepare selected Mid Grade Officers for duty in all echelons of joint and combined commands.
<b>E3</b>	<b>Professional Development Education - Sub-Specialty, Full Time, Funded Graduate Degree</b>	BUMED Medical/Nursing Sub Specialty Degree Training use only.
<b>E4</b>	<b>Professional Development Education - Undergraduate Education, Degree Program</b>	CNP Use Only (ATTACHED TRAINING).
<b>E5</b>	<b>Professional Development Education - Postgraduate Education, Degree Program</b>	BUMED Dental Sub Specialty Degree Training use only.
<b>E6</b>	<b>Professional Development Education - Non-Degree Educational Program</b>	Prepares senior enlisted leaders to better fulfill their expanded leadership and management responsibilities.
<b>E7</b>	<b>Professional Development Education - Health Education Programs</b>	BUMED Health Education Programs use only.
<b>E8</b>	<b>Professional Development Education - Other Education Programs</b>	Used for other Professional Education Programs not listed above.
CODE	DESCRIPTION	DEFINITION
<b>Training Type: Class F</b>		Provides individual functional skill or rating-specific training as required by Fleet or Type Commander. No NEC awarded. (Primary Funding Source: Fleet. Alternate Funding Source: BUPERS on a CNP approved case-by-case basis.)
<b>F1</b>	<b>Functional Training - Enlisted</b>	TYCOM enlisted formal school training requirements designed to provide enhanced knowledge and skills in watch standing, tactics, or technical abilities necessary to support daily operations in all environments.

<b>F2</b>	<b>Functional Training - Officer</b>	TYCOM officer formal school training requirements designed to provide enhanced knowledge and skills in watch standing, tactics, or technical abilities necessary to support daily operations in all environments.
<b>CODE</b>	<b>DESCRIPTION</b>	<b>DEFINITION</b>
<b>Training Type: Class G</b>		Provides prerequisite knowledge, skills, and techniques in a segment course of a NEC-awarding pipeline and is not a rating-wide requirement. By itself, it does not award a 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.
<b>G1</b>	<b>Pipeline, Umbrella Segment Skill Progression Training - Enlisted</b>	<ol style="list-style-type: none"> <li>1. Generalized training that develops in rate skills and knowledge. Training can be delivered to single or multiple ratings as an individual course or as segments within a training pipeline leading to the recommendation of a skill award.</li> <li>2. Upon completion as a stand-alone course the student will be issued a certificate of completion.</li> <li>3. This type course can be used as individual segments within multiple pipelines to deliver prerequisite knowledge and abilities for various skill awards and types of skill awards.</li> </ol>
<b>G2</b>	<b>Pipeline, Umbrella Segment Skill Progression Training - Officer</b>	<ol style="list-style-type: none"> <li>1. Generalized training that develops officer skills and knowledge. Training can be delivered to single or multiple NOBCs or designators as an individual course or as segments of an overall training pipeline.</li> <li>2. Upon completion as a stand-alone course the student will be issued a certificate of completion.</li> <li>3. This type course can be used as individual segments within multiple pipelines to deliver prerequisite knowledge and abilities for various skill awards and types of skill awards.</li> </ol>
<b>G5</b>	<b>Pipeline, Umbrella Segment Skill Progression Training - Enlisted Medical</b>	<ol style="list-style-type: none"> <li>1. Generalized enlisted medical training that develops in rate skills and knowledge. Training can be delivered as an individual course or as segments within a training pipeline leading to the recommendation of a skill award.</li> <li>2. Upon completion as a stand-alone course the student will be issued a certificate of completion.</li> <li>3. This type course can be used as individual segments within multiple pipelines to deliver pre-requisite knowledge and abilities for various skill awards and types of skill awards.</li> </ol>
<b>G6</b>	<b>Pipeline, Umbrella Segment Skill Progression Training - Officer Medical</b>	<ol style="list-style-type: none"> <li>1. Generalized medical officer training that develops officer skills and knowledge. Training can be delivered to single or multiple NOBC's or designators as an individual course or as segments of an overall training pipeline.</li> <li>2. Upon completion as a stand-alone course the student will be issued a certificate of completion.</li> <li>3. This type course can be used as individual segments within multiple pipelines to deliver pre-requisite knowledge and abilities for various skill awards and types of skill awards.</li> </ol>
<b>CODE</b>	<b>DESCRIPTION</b>	<b>DEFINITION</b>
<b>Training Type: Class M</b>		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.
<b>M1</b>	<b>United States Marine Corps - Initial Skill Training - Enlisted</b>	Provides initial operational, maintenance, and skill training leading to an enlisted MOS or certification.

<b>M2</b>	<b>United States Marine Corps - Initial Skill Training - Officer</b>	Provides initial operational, maintenance, and skill training leading to an officer MOS or certification.
<b>M3</b>	<b>United States Marine Corps - Specialized Skill Training - Enlisted</b>	Provides specialized operational, maintenance, and skill training leading to an enlisted MOS or certification.
<b>M4</b>	<b>United States Marine Corps - Specialized Skill Training - Officer</b>	Provides specialized operational, maintenance, and skill training leading to an officer MOS or certification.
<b>CODE</b>	<b>DESCRIPTION</b>	<b>DEFINITION</b>
<b>Training Type: Class P</b>		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). (Primary Funding Source: BUPERS)
<b>PB</b>	<b>Health Profession Acquisition Military Programs</b>	Provides full-time instruction in civilian universities/colleges in a professional education program qualifying for the applicable competitive category and specialty.
<b>PC</b>	<b>Other Programs</b>	Provide officer indoctrination for officers and Chief Warrant Officers who have been selected to serve in officer billets in prescribed occupational areas.
<b>PD</b>	<b>Preparatory School</b>	College preparatory school for selected enlisted Navy and USMC. The program is designed to prepare students to better meet the academic challenges of college.
<b>P1</b>	<b>Officer Acquisition Training (Academy)</b>	U.S. Naval Academy use only.
<b>P2</b>	<b>NROTC (Naval Reserve Officer Training Corps)</b>	NROTC (Naval Reserve Officers Training Corps) Use Only.
<b>P6</b>	<b>OCS (Officer Candidate School)</b>	Officer Candidate School (OCS) use only.
<b>CODE</b>	<b>DESCRIPTION</b>	<b>DEFINITION</b>
<b>Training Type: Class R</b>		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. (Primary Funding Source: BUPERS)
<b>R1</b>	<b>Recruit Programs - Recruit Training</b>	Transforms civilian volunteers into Sailors through rigorous educational and physical programs, instilling the fundamental workings of the Navy and military culture.
<b>R2</b>	<b>Recruit Programs - VOT (Veterans Orientation Training)</b>	Provides functional orientation or refresher training as required to prepare military veterans for service in the Navy. An NEC will not be awarded.



<b>R4</b>	<b>Recruit Programs - ARTS/FAST</b>	Enlisted remedial training that consists of a formal curriculum, leadership, and military environment that reinforces the process of internalizing military standards introduced during recruit training. The objective is to build a strong foundation of basic academic/language skills and prepare Sailors to function as a member of the Navy team. An NEC will not be awarded.
<b>CODE</b>	<b>DESCRIPTION</b>	<b>DEFINITION</b>
<b>Training Type: Class S</b>		Provides specialized skill training NOT associated with a specific skill award code (Rating, Designator, NEC, Officer Billet Specialty, etc.), NOT a TYCOM required formal school, and which does not meet the requirements of the 'C', 'F', 'T', or 'V' Training Types.
<b>SJ</b>	<b>Specialized Skill - Joint Operations</b>	Provides specialized skill training in Joint Operations; not associated with a skill award code or TYCOM formal school.
<b>SH</b>	<b>Specialized Skill - Health and Safety</b>	Provides specialized skill training in Occupational Health and Safety; not associated with a skill award code or TYCOM formal school.
<b>SM</b>	<b>Specialized Skill- Medical</b>	Provides specialized skill training in a medical area; not associated with a skill award code or TYCOM formal school.
<b>SO</b>	<b>Specialized Skill - Other</b>	Provides specialized skill training; not associated with a skill award code or TYCOM formal school. Use SO where SM, SJ, or SH Codes do not apply.
<b>CODE</b>	<b>DESCRIPTION</b>	<b>DEFINITION</b>
<b>Training Type: Class T</b>		Provides team functional skill or rating-specific team refresher training as required by Fleet or Type Commander. A NEC will not be awarded. (Primary Funding Source: Fleet. Alternate Funding Source: BUPERS on a CNP approved case-by-case basis.)
<b>T1</b>	<b>Team Functional Skill Training - Enlisted</b>	TYCOM formal school requirements to include team training requirements designed to provide basic team skill levels in watch standing, tactics, firefighting and damage control necessary to continue training during operations.
<b>T2</b>	<b>Team Functional Skill Training - Officer</b>	TYCOM formal school requirements to include team training requirements designed to provide basic team skill levels in watch standing, tactics, firefighting and damage control necessary to continue training during operations.
<b>CODE</b>	<b>DESCRIPTION</b>	<b>DEFINITION</b>
<b>Training Type: Class V</b>		Provides skills, which lead to designation of Naval Aviator or Naval Flight Officer (NFO). Use is restricted to CNATRA.
<b>V1</b>	<b>Aviation Training - NASC/Primary Flight Training</b>	Undergraduate (CNATRA use only)
<b>V2</b>	<b>Aviation Training - Flight Training - Prop</b>	Undergraduate (CNATRA use only)
<b>V3</b>	<b>Aviation Training - Flight Training - Jet</b>	Undergraduate (CNATRA use only)

<b>V4</b>	<b>Aviation Training - Flight Training – Helo</b>	Undergraduate (CNATRA use only)
<b>V5</b>	<b>Aviation Training - NFO Training</b>	Undergraduate (CNATRA use only)
<b>V6</b>	<b>Aviation Training - Flight Surgeon/ Test Pilot</b>	Undergraduate (CNATRA use only)
<b>V7</b>	<b>Aviation Training - Transition Pilot/ NFL</b>	(CNATRA use only)
<b>V8</b>	<b>Aviation Training - Instruction Under Training Pilot/NFO</b>	(CNATRA use only)

**APPENDIX E**

**ICOMP-21 "EXAMPLE"**

# NETC ICOMP 21

Enter the CDP and  
the FY of interest.

## INSTRUCTOR COMP

REV: 03/23/2010

TITLE: HOW TO BE A SAILOR

FY 2017

CIN: 123-45-6789

CDP: ABCD

CRSE LENGTH: 105 PERIODS

2.4 WEEKS

YSI

CONVENINGS

FY	FY +1	FY +2	FY +3	FY +4
1200	1500	1300		
48	60	52calc	calc	

CLASS SIZE	INST	PRDS
25		
RATIOS:		
25/ 1	10	
25/ 2	20	
25/ 3	30	
25/ 4	45	
25/		
25/		
25/		
25/		
25/		
25/		
25/		
25/		
25/		
25/		

CONTACT HRS	320	320	320	320	320
CONVENINGS	48	60	52calc	calc	

TOTAL ANNUAL CONTACT HRS	15,360	19,200	16,640	0	0
CONTRACTOR HRS					
GOV HRS	15360	19200	16640	0	0

GOV INST REQ	14.10	17.63	15.28	0.00	0.00
COURSE PEAK	4	4	4	4	4

STAFFED					
ATW (Annual Training Weeks)	126.00	157.50	136.50	0.00	0.00
COB (Classes On Board)	2.52	3.15	2.73	0.00	0.00
AOB (Average On Board)	56.30	70.38	60.99	0.00	0.00

NOTES:

STAFFED:

Note: All CeTARS input fields are taken from the Corporate side.

## NAVEDTRA 135D

# NETC ICOMP 21

INSTRUCTOR COMP

TITLE:

HOW TO BE A SAILOR

CIN:

123-45-6789

CDP:

ABCD

CRSE LENGTH:

105PERIODS

2.4WEEKS

YSI

CONVENINGS

FY	1200	1500	60	48
FY +1				
FY +2		1300	52calc	calc
FY +3				
FY +4				

CLASS SIZE

25

INST PRDS

RATIOS:

25/ 1

25/ 2

25/ 3

25/ 4

25/

25/

25/

25/

25/

25/

25/

25/

25/

25/

25/

CONTACT HRS

CONVENINGS

TOTAL ANNUAL CONTACT HRS

CONTRACTOR HRS

GOV HRS

GOV INST REQ

COURSE PEAK

STAFFED

14.10	17.63	15.28	0.00	0.00
4	4	4	4	4

ATW (Annual

Training

Weeks)

COB (Classes

On Board)

AOB (Average

On Board)

NOTES:

STAFFED:

Note: All CeTARS input fields are taken from the Corporate side.

E-4

NAVEDTRA 135D

REV: 03/23/2010

FY

2017

Enter  
CeTARS field: "Course  
Identification Number"

REV: 03/23/2010

FY 2017

Enter  
CeTARS field: Course  
Length, in periods and in  
weeks

## HOW TO BE A SAILOR

:ETLLI

:NIQ

123-45-6789

CDB:

CRSE LENGTH:

105PERIODS

2.4 WEEKS

## 2.4 WEEKS

ISA

## CONVENTIONS

$\overline{xy}$	$\overline{xy} + 1$	$\overline{xy} + 2$	$\overline{xy} + 3$	$\overline{xy} + 4$
1200	1500	1300		
48	60	52	calc	calc

CLASS SIZE	25	INST	PRDS
------------	----	------	------

RATIOS:

[illegible]

CONTACT HRS

## CONVENTIONS

TOTAL ANNUAL CONTACT HRS

CONTRACTOR HRS

GOV HRS

GOV INST REQT

COURSE PEAK

STAFFED

14.10	17.63	15.28	0.00	0.00

.....

(Weeks)

COB (Classes)

(On Board)

: SELON

STAFFED:

**Note: All CeTARS input fields are taken from the Corporate side.**

E-5

NAVEDTRA 135D





# NETC ICOMP 21

## INSTRUCTOR COMP

REV: 03/23/2010

TITLE: HOW TO BE A SAILOR  
CIN: 123-45-6789  
CDP: ABCD  
CRSE LENGTH: 105PERIODS  
2.4WEEKS

FY 2017

YSI

CONVENINGS

<u>FY</u>	<u>FY +1</u>	<u>FY +2</u>	<u>FY +3</u>	<u>FY +4</u>
1200	1500	1300		
48	60	52calc		calc

CLASS SIZE	INST	PRDS
25		
RATIOS:	25/ 1	10
	25/ 2	20
	25/ 3	30
	25/ 4	45
	25/	
	25/	
	25/	
	25/	
	25/	
	25/	
	25/	
	25/	
	25/	
	25/	
	25/	

Enter  
CeTARS Field:  
"Pers Max Cls  
Size"

10	10	10	10	10
40	40	40	40	40
90	90	90	90	90
180	180	180	180	180
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
320	320	320	320	320
48	60	52calc		calc

CONTACT HRS

CONVENINGS

TOTAL ANNUAL CONTACT HRS

CONTRACTOR HRS

GOV HRS

GOV INST REQ

COURSE PEAK

STAFFED

ATW (Annual  
Training  
Weeks)

COB (Classes  
On Board)

AOB (Average  
On Board)

NOTES:

STAFFED:

Note: All CeTARS input fields are taken from the Corporate side.

# NETC ICOMP 21

## INSTRUCTOR COMP

REV: 03/23/2010

TITLE: HOW TO BE A SAILOR  
CIN: 123-45-6789  
CDP: ABCD  
CRSE LENGTH: 105PERIODS  
2.4WEEKS

FY 2017

YSI  
CONVENINGS

<u>FY</u>	<u>FY +1</u>	<u>FY +2</u>	<u>FY +3</u>	<u>FY +4</u>
1200	1500	1300		
48	60	52calc		calc

CLASS SIZE	25	INST	PRDS
RATIOS:	25 / 1	10	
	25 / 2	20	
	25 / 3	30	
	25 / 4	45	
	25 /		
	25 /		
	25 /		
	25 /		
	25 /		
	25 /		
	25 /		
	25 /		
	25 /		
	25 /		
	25 /		
	25 /		

Enter CeTARS  
Field:  
"INST"

10	10	10	10	10
40	40	40	40	40
90	90	90	90	90
180	180	180	180	180
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
320	320	320	320	320
48	60	52calc		calc

TOTAL ANNUAL CONTACT HRS	15,360	19,200	16,640	0	0
CONTRACTOR HRS					
GOV HRS	15360	19200	16640	0	0
GOV INST REQ	14.10	17.63	15.28	0.00	0.00
COURSE PEAK	4	4	4	4	4
STAFFED					
ATW (Annual Training Weeks)	126.00	157.50	136.50	0.00	0.00
COB (Classes On Board)	2.52	3.15	2.73	0.00	0.00
AOB (Average On Board)	56.30	70.38	60.99	0.00	0.00

NOTES:

STAFFED:

Note: All CeTARS input fields are taken from the Corporate side.

# NETC ICOMP 21

## INSTRUCTOR COMP

REV: 03/23/2010

TITLE: HOW TO BE A SAILOR  
CIN: 123-45-6789  
CDP: ABCD  
CRSE LENGTH: 105PERIODS  
2.4WEEKS

FY 2017

YSI  
CONVENINGS

<u>FY</u>	<u>FY +1</u>	<u>FY +2</u>	<u>FY +3</u>	<u>FY +4</u>
1200	1500	1300		
48	60	52calc		calc

CLASS SIZE	25	INST	PRDS
RATIOS:	25/	1	10
	25/	2	20
	25/	3	30
	25/	4	45
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		

Enter CeTARS  
Field:  
"Periods"

CONTACT HRS	320	320	320	320	320
CONVENINGS	48	60	52calc		calc
TOTAL ANNUAL CONTACT HRS	15,360	19,200	16,640	0	0
CONTRACTOR HRS					
GOV HRS	15360	19200	16640	0	0
GOV INST REQ	14.10	17.63	15.28	0.00	0.00
COURSE PEAK	4	4	4	4	4
STAFFED					
ATW (Annual Training Weeks)	126.00	157.50	136.50	0.00	0.00
COB (Classes On Board)	2.52	3.15	2.73	0.00	0.00
AOB (Average On Board)	56.30	70.38	60.99	0.00	0.00

NOTES:

STAFFED:

Note: All CeTARS input fields are taken from the Corporate side.

# NETC ICOMP 21

## INSTRUCTOR COMP

REV: 03/23/2010

TITLE: HOW TO BE A SAILOR  
CIN: 123-45-6789  
CDP: ABCD  
CRSE LENGTH: 105PERIODS  
2.4WEEKS

FY 2017

YSI

CONVENINGS

FY	FY +1	FY +2	FY +3	FY +4
1200	1500	1300		
48	60	52calc		calc

CLASS SIZE	25	INST	PRDS
RATIOS:	25/	1	10
	25/	2	20
	25/	3	30
	25/	4	45
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		

10	10	10	10	10
40	40	40	40	40
90	90	90	90	90
180	180	180	180	180
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
320	320	320	320	320
48	60	52calc		calc

CONTACT HRS

CONVENINGS

TOTAL ANNUAL CONTACT HRS

CONTRACTOR HRS

GOV HRS

GOV INST REQ

COURSE PEAK

STAFFED

Enter Annual hours of contracted instruction for this course.

15,360	19,200	16,640	0	0
15360	19200	16640	0	0
14.10	17.63	15.28	0.00	0.00
4	4	4	4	4
126.00	157.50	136.50	0.00	0.00
2.52	3.15	2.73	0.00	0.00
56.30	70.38	60.99	0.00	0.00

NOTES:

STAFFED:

Note: All CeTARS input fields are taken from the Corporate side.

# NETC ICOMP 21

## INSTRUCTOR COMP

REV: 03/23/2010

TITLE: HOW TO BE A SAILOR  
CIN: 123-45-6789  
CDP: ABCD  
CRSE LENGTH: 105PERIODS  
2.4WEEKS

FY 2017

YSI  
CONVENINGS

FY	FY +1	FY +2	FY +3	FY +4
1200	1500	1300		
48	60	52calc		calc

CLASS SIZE	25	INST	PRDS
RATIOS:	25/	1	10
	25/	2	20
	25/	3	30
	25/	4	45
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		
	25/		

10	10	10	10	10
40	40	40	40	40
90	90	90	90	90
180	180	180	180	180
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
320	320	320	320	320
48	60	52calc		calc

CONTACT HRS  
CONVENINGS

TOTAL ANNUAL CONTACT HRS  
CONTRACTOR HRS  
GOV HRS

15,360 19,200 16,640 0 0  
15360 19200 16640 0 0

GOV INST REQ  
COURSE PEAK  
STAFFED

14.10 17.63 15.28 0.00 0.00  
4 4 4 4 4

ATW (Annual  
Training  
Weeks)

126.00 157.50 136.50 0.00 0.00

COB (Classes  
On Board)

2.52 3.15 2.73 0.00 0.00

AOB (Average  
On Board)

56.30 70.38 60.99 0.00 0.00

NOTES:

Enter the total count of military and civilian instructor billets funded and aligned to this CDP. Can be whole or partial work year value.

STAFFED:

Note: All CeTARS input fields are taken from the Corporate side.