NAVAL SERVICE TRAINING COMMAND

CURRICULUM MANAGEMENT

FOREWORD

Recognizing the unique requirements of accessions training, Naval Education and Training Command (NETC) has delegated the responsibility to conduct and monitor training within the Naval Service Training Command (NSTC) domain to Commander, NSTC. This manual provides guidance to subordinate activities for the development and maintenance of curricula, delivery of instruction, and management and evaluation of training courses.

The management processes outlined by NETC in the NAVEDTRA series manuals 132 through 138 and 140 are effective tools to ensure delivery of quality training. The NSTC domain will largely continue to use these processes. This manual delineates deviations from NAVEDTRA processes, roles, and responsibilities. This manual is not a blanket authorization to replace these processes with local initiatives.

This manual, which is effective immediately, is applicable to Officer Training Command (OTC), Recruit Training Command (RTC), and NSTC.

Contact my staff at NSTC_GRLK_N7_Distribution@navy.mil for clarification, guidance, or assistance with the policy set forth in this manual.

This manual may be accessed via the NSTC Directives page at https://www.public.navy.mil/netc/nstc/NSTC_Directives/manuals.aspx.
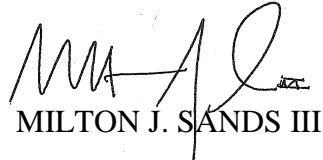
MILTON J. SANDS III

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CHAPTER 1
CURRICULUM MANAGEMENT ROLES AND RESPONSIBILITIES

1. General. This manual delineates standards, processes, and procedures for curriculum and test development, revision, and review across the NSTC domain. Successfully accomplishing our training mission requires efficient development and maintenance of curriculum. Everyone within the Naval Service Training Command (NSTC) domain must look for innovative ways to ensure the right training is given to each Sailor at the right time and in the most effective and efficient manner, implementing recommendations and changes in accordance with this manual.

2. Roles and Responsibilities.

  a. Curriculum Control Authority (CCA)

     (1) Commander, NSTC (CNSTC) is the CCA for accessions training conducted at OTC and RTC and for all courses conducted by NSTC.

     (2) The CCA is the approval authority for all instructional materials. In this capacity, NSTC shall:

        (a) Provide policy and direction for development, maintenance, management, and evaluation of training programs/materials and documents

        (b) Monitor milestones for curriculum development and revision efforts

        (c) Ensure training is conducted in an economical and effective manner, with special emphasis on responsiveness to Fleet training requirements as delineated in the Officer Professional Core Competencies Manual, the Basic Military Training Core Competencies, and the Job Duty Task Analysis (JDTA) for Recruit Division Commander "C" School.

        (d) Maintain liaison with learning centers under NSTC, United States Naval Academy (USNA), and NETC to eliminate course duplication, foster standardization, and facilitate curriculum reuse and repurposing to improve efficiencies

        (e) Facilitate coordination between NSTC N-codes to coordinate efforts for new requirements

        (f) Coordinate with subordinate training commands to ensure American Council on Education (ACE) evaluates new and revised courses for credit and existing courses are resubmitted when current evaluation expires

        (g) Provide professional assistance to subordinate activities in the development of curriculum materials and in collection and interpretation of training management information

        (h) Approve Training Project Plans (TPPs) and/or other control documents required to document any of the five triggers listed in Chapter 2.

b. Commanding Officers (RTC, OTC)

(1) COs are overall responsible for the quality of training provided at their command.

(2) COs shall:

(a) Act as the Course Curriculum Model Manager (CCMM) for courses conducted at the command. The responsibilities inherent to this position may be delegated

(b) Designate Deputy Director(s) of Training (DDOT)

(c) Designate a Field Learning Standards Officer (FLSO)

c. Director of Training (DOT)

(1) The DOT is the NSTC N7 Department Head.

(2) The DOT works directly for CNSTC to ensure that quality training is conducted. To this end the DOT shall:

(a) Keep the CCA informed regarding progress and general results of the training being conducted

(b) Maintain liaison with other learning centers and USNA to preclude course duplication, provide standardization, and fully utilize feedback from all sources regarding training efficiencies and deficiencies

(c) Ensure each course of instruction is reviewed triennially, unless circumstances drive an earlier. Updates will ensure adequate quality of instruction and coverage of core competencies, and ensure the needs of the trainees and the Fleet are met

(d) Be or become knowledgeable in the areas of educational theory, curriculum development, and use of the Content Planning Module (CPM) and Learning Object Module (LOM)

(e) Facilitate CCA review of TPP when required

(f) Inform the CCA of the status of all changes/revisions

(g) Brief CNSTC on any delay in implementation of new training requirements

(h) Maintain appropriate personnel coverage for the N7 distribution e-mail alias, NSTC_GRLK_N7_Distribution@navy.mil

d. Deputy Director of Training (DDOT)

(1) The DDOT is designated by the CO at each subordinate command.

(a) At RTC, the DDOT shall be the Military Training Director (MTD).

(b) At OTC, the Officer in Charge (OIC) of each course shall be the DDOT for that course, which are the Course Directors.

(c) The DDOT title is used for commonality in this manual; commands are not required to rename the position locally.

(2) The DDOT works directly for the unit CO to ensure that quality training is conducted. Each DDOT shall:

(a) Keep the DOT informed regarding progress and general results of the training being conducted.

(b) Ensure each course of instruction is reviewed triennially, unless circumstances drive an earlier review. Updates will ensure adequate quality of instruction and coverage of core competencies, and ensure the needs of the trainees and the Fleet are met.

(c) Be or become knowledgeable in the areas of educational theory and curriculum development.

(d) Seek CCA concurrence on TPP when required. The primary liaison for this responsibility is with the DOT.

(e) At RTC, designate a Curriculum Manager and Course Supervisor for each course of instruction.

(f) At OTC, designate a Curriculum Manager for each unit within the courses of instruction.

e. Learning Standards Officer (LSO) (NSTC only)

(1) The LSO should be an individual with special qualifications in education and training management. Personnel assigned to these duties will have a comprehensive understanding of NAVEDTRAs 132, 134, 135, 136, 137, 138, and 140.

(2) At NSTC, the Instructional Systems Specialists (ISS) will support the DOT in performing the duties of the LSO position.

(3) The LSO is responsible to:

(a) Oversee modification of curriculum and training materials for the designated course curriculum as directed by the CCA or through internal analysis.

(b) Notify the CCA of all changes/revisions

(c) Determine if a proposed modification to curriculum requires a TPP. See Chapter 2 for guidance.

(d) Implement new training changes via the design phase outlined in Exhibit 1-2.

(e) Assist FLSOs in preparing and submitting TPPs and other documents for assigned courses to the CCA. Reference (a) provides detailed guidance to guide TPP creation.

(f) Act as the distributor of all curriculum material for courses under their cognizance.

(g) Provide guidance, when requested, to the FLSO to produce course materials.

(h) Provide course materials to the DOT upon request for quality monitoring.

(i) For NSTC courses only, maintain a Course Audit Trail (CAT) per reference (a), Chapter 6 and Chapter 2 of this manual.

(j) Maintain the Curriculum Status Log (CSL) for the Domain. See Exhibit 1-1.

(k) Approve Curriculum Action Check Lists (CACL) for NSTC courses only, Exhibit 1-2, received from the Course Supervisor. Forward a copy of approved CACL to the LSO.

(4) For courses held directly by NSTC, the LSO shall perform any additional functions listed for FLSO.

f. Field LSO (FLSO) (RTC and OTC)

(1) The FLSO should be an individual with special qualifications in education and training management. Personnel assigned to these duties will have a comprehensive understanding of NAVEDTRAs 132, 134, 135, 136, 137, 138, and 140.

(2) The FLSO is responsible to:

(a) Oversee modification of curriculum and training materials for the designated course curriculum as directed by the CCA or through internal analysis

(b) Notify the CCA of all changes/revisions

(c) Determine if a modification to curriculum requires a TPP. See Chapter 2 for guidance.

(d) Implement new training changes via the design phase outlined in Exhibit 1-2.

(e) Prepare and submit TPPs and other documents for assigned courses to the CCA via the LSO. Reference (a) provides detailed guidance to guide TPP creation.

(f) Act as the distributor of all curriculum material for courses under their cognizance

(g) Work with the LSO, assigned military personnel, or contracted personnel to produce course materials

(h) Provide course materials to the DDOT or LSO upon request for quality monitoring

(i) Maintain the master copy of course materials, including curriculum, and a duplicate in a separate location to prevent loss of the material in the event of a disaster

(j) Ensure the Course Audit Trail (CAT) is maintained by the Curriculum Manager(s) per reference (a), Chapter 6 and Chapter 2 of this manual.

(k) Maintain the Curriculum Status Log (CSL) for the training site. See Exhibit 1-1

(l) Approve Curriculum Action Check Lists (CACL), Exhibit 1-2, received from the Course Supervisors. Forward a copy of approved CACL to the LSO upon request.

g. Course Curriculum Model Manager (CCMM or C^2M^2)

(1) The Commanding Officer of the command at which training takes place will be designated as the CCMM. Duties may be delegated as necessary. At NSTC the DOT may distribute responsibilities among the N7 staff.

(2) The CCMM is responsible for developing, revising, and maintaining a course of instruction. The CCMM shall:

(a) Oversee maintenance and administration of existing curricula.

(b) Coordinate facilities, resources, and personnel to conduct effective training while minimizing waste

(c) Ensure all curriculum development/revision/modification is coordinated with the appropriate staff, both within the local command and at NSTC.

(d) Develop new curricula and perform training material revisions and modifications to existing curricula. Involve the NSTC LSO in all phases of curriculum development and maintenance.

(e) Inform the CCA of developments or setbacks that may impact projected goals and milestones.

(f) Ensure all training material is available for access by the curriculum development team and the Course Supervisors. Training materials include lesson plans/instructor guides, trainee guides, tests, instructional media material (IMM), 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 Courses (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), to contain the last approved TPP, Letter of Promulgation, Course Outline of Instruction (COI), Training Course Control Document (TCCD), two previous Formal Course Reviews (FCRs), and the approved Testing Plan.

(i) Coordinate the scheduling of FCRs and publish an annual schedule. Provide a copy of the schedule to the DOT.

(j) Provide support for ACE evaluations. Notify the DOT at least 18 months prior to expiration of ACE accreditation to ensure a review is scheduled.

h. Curriculum Manager

(1) Commands shall have a minimum of one Curriculum Manager, but may designate more than one

(2) Curriculum Managers shall:

(a) Assist in maintaining the Course Audit Trail (CAT) for the CCMM.

(b) Continuously monitor course feedback. Keep FLSO appraised of trends and significant concerns.

(c) Perform Formal Course Reviews. See Chapter 4 for guidance.

i. Course Supervisors

(1) The Course Supervisor should be a senior instructor with a working knowledge of curriculum development designated by the DDOT/FLSO. Each course of instruction should have a Course Supervisor assigned.

(2) The Course Supervisor shall:

(a) Recommend corrective actions required for deficiencies annotated in a CACL through the curriculum management personnel to the FLSO. Forward a copy of the CACL, Exhibit 1-2, with recommended corrective actions to the FLSO for approval and to the Curriculum Manager for informational purposes
(b) Work with Curriculum Manager and FLSO to determine whether proposed change/revision requires a TPP.

(c) Relay curriculum changes approved by the FLSO to appropriate instructors

(d) Ensure Instructors under his/her cognizance are utilizing the most up-to-date curriculum materials

(e) Provide input to curriculum management personnel to ensure currency of the information in the Master Record

(3) Duties of the Course Supervisor may be assigned to the Curriculum Managers at the discretion of the CCMM

j. Instructors

(1) Enlisted instructors must have NEC 805A or equivalent before delivering instruction to students

(2) In addition to normal duties involved with instructing, instructors shall:

(a) Submit a Curriculum Action Check List (CACL), Exhibit 1-2, to the Course Supervisor documenting any deficiencies in curriculum material

(b) Enter changes in local curriculum material as directed by the Course Supervisor

k. Exhibit 1-3 shows the relationships between the various roles and responsibilities across the domain.
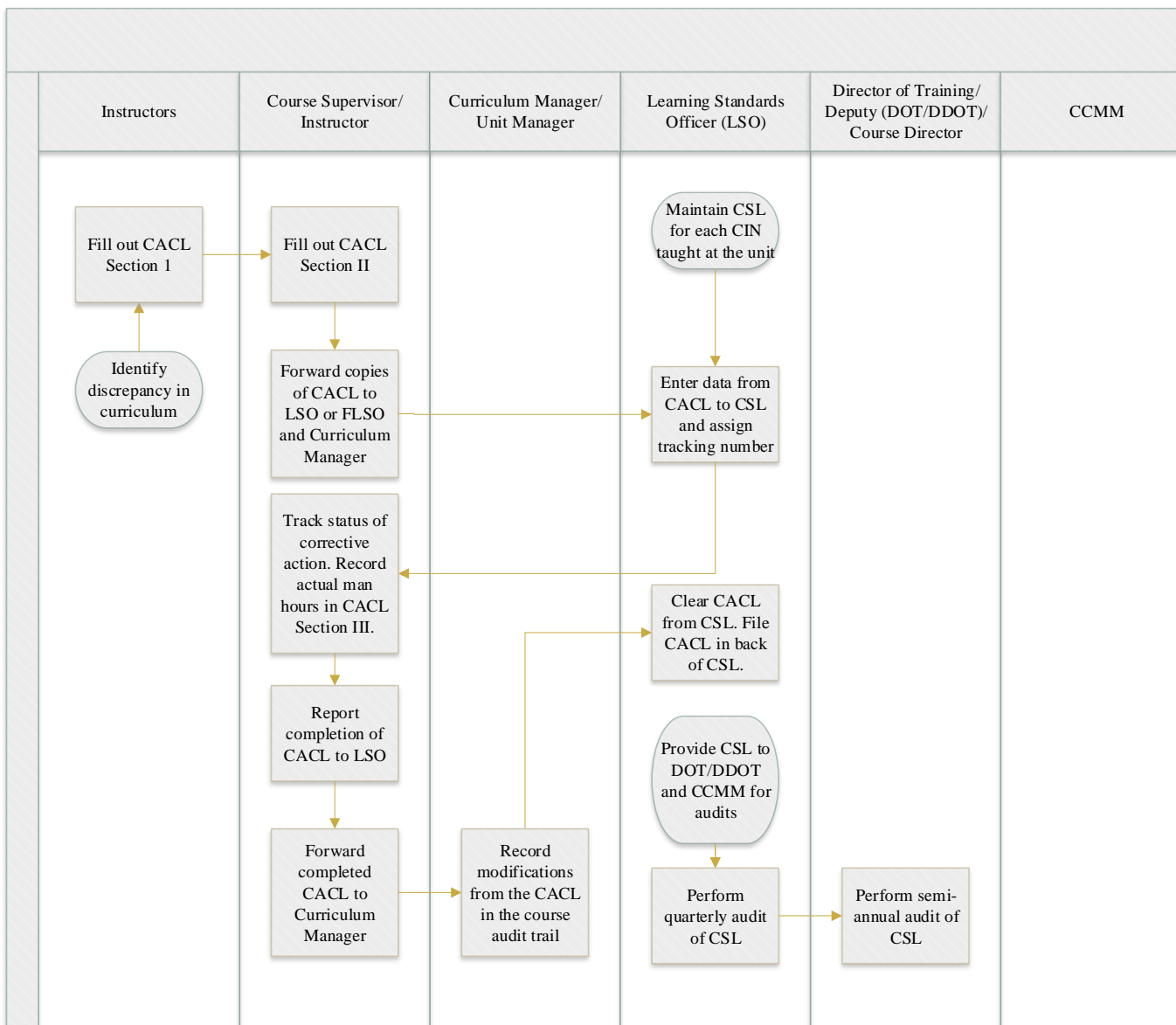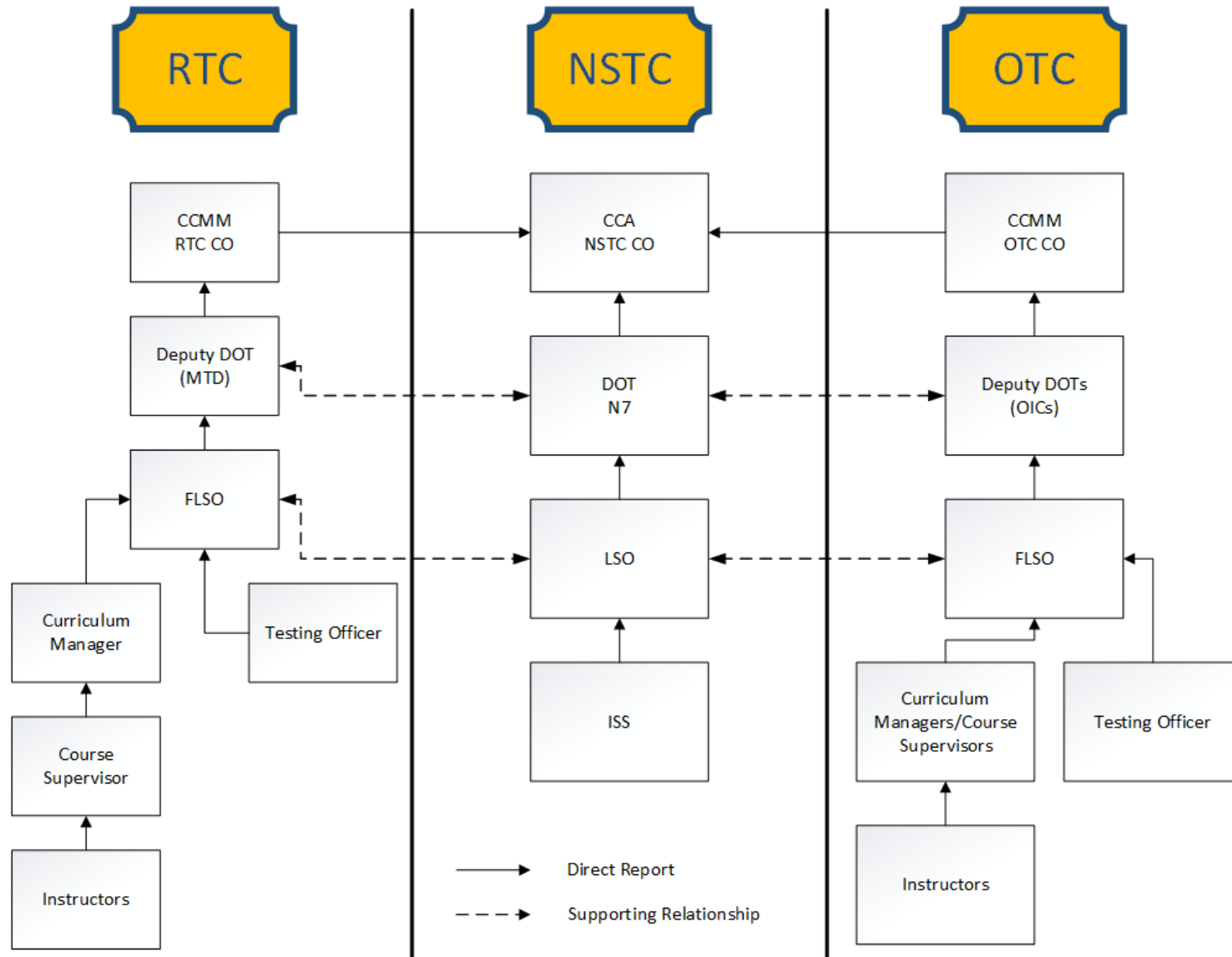
Exhibit 1-1: Curriculum Status Log

Instructors	Course Supervisor/ Instructor	Curriculum Manager/ Unit Manager	Learning Standards Officer (LSO)	Director of Training/ Deputy (DOT/DDOT)/ Course Director	CCMM
Fill out CACL Section 1	Fill out CACL Section II		Maintain CSL for each CIN taught at the unit		
Identify discrepancy in curriculum	Forward copies of CACL to LSO or FLSO and Curriculum Manager		Enter data from CACL to CSL and assign tracking number		
	Track status of corrective action. Record actual man hours in CACL Section III.		Clear CACL from CSL. File CACL in back of CSL.		
	Report completion of CACL to LSO		Provide CSL to DOT/DDOT and CCMM for audits		
	Forward completed CACL to Curriculum Manager	Record modifications from the CACL in the course audit trail	Perform quarterly audit of CSL	Perform semi-annual audit of CSL	

Exhibit 1-2: Curriculum Action Check List (CACL)

Curriculum Action Check List							
I. DEFICIENCY IDENTIFICATION							
CIN	Course Title			Deficiency Identified By		Date	
Description of Deficiency							
Equipment Deficiency Involved		Safety Involved?					
☐ Yes ☐ No		☐ Yes ☐ No					
II. CORRECTIVE ACTION REQUIRED/PLANNING							
Action constitutes		NSTC N3 Notified					
☐ Rev ☐ Change		☐ Yes ☐ N/A					
Code	Primary Action Individual		Estimated Man-hours	ECD	Assist Code/Estimated Man-hours		
Date	**III. ACTION TAKEN/REMARKS**				Code/Man-Hours Used		
Action Complete (Primary Action Individual)		Cleared From (Div Officer)			Date	Total Man-hours Used	

Exhibit 1-3: Relationships in the Curriculum Organization

CHAPTER 2
CURRICULUM MAINTENANCE

Ref: (a) NETCINST 1500.9
        (b) NAVEDTRA 135
        (c) NAVEDTRA 136
        (d) NAVEDTRA 134
        (e) SECNAVINST 5870.9
        (f) NETC E2E Standard Operating Procedure (SOP)

1. General.

    a. Curriculum maintenance is a perpetual process. Individual commands are encouraged to be proactive with updates to curriculum to ensure adequate, effective, and relevant training occurs. This chapter outlines the steps to be taken based on the scope of the alteration required.

    b. Reference (a) implements the NETC End to End (E2E) curriculum process. References (b) and (c) define the basic characteristics of school and curriculum management documents. Recognizing the unique nature of accessions training, NSTC has adapted the guidance in these documents where suitable for use in the accessions domain. Reference (d) provides critical guidance for instructors and curriculum developers and may assist these personnel in execution of duties. Reference (e) provides Navy-wide guidance regarding the use of copyrighted works. Reference (f) provides detailed directions on how to use the Content Planning Module and Learning Object Module.

    c. New training requirements or changes to existing requirements shall not be implemented without the approval of CNSTC. Similarly, recommendations or direction from outside entities to alter curriculum shall be referred to NSTC N7 for action. NSTC N7 shall facilitate the processes in reference (b) to determine the validity of the request and the best implementation solution.

    d. If the Department of Defense or other government activity external to the NSTC domain requests information pertaining to accessions curriculum, response is at the discretion of the individual command. However, the DDOT or FLSO shall make NSTC N7 aware of such requests to help anticipate future external requests to alter training.

2. Revision Guidelines.

    a. Alterations to a course that significantly affects course learning objectives (e.g. altering training requirements from what is set forth in either of the Core Competency manuals) or alter the length of the course (as measured in whole days) represent a "Revision."

        (1) Revisions require a TPP.

        (2) Revisions will be designated as A, B, C, etc.

(3) Revisions will implement all changes since the last revision. The Change Log will be cleared. Once implemented, changes may be removed as part of the Revision process, as the Revision is in itself an alternation.

(4) Once approved, the CCA will issue a Letter of Promulgation for the Revision. A pilot may be mandated prior to approval for general use. Letters of Promulgation will always be via formal naval letter; however a digitally transmitted copy of the letter will be sufficient documentation for all purposes within the NSTC domain.

3. Training Project Plan (TPP) Guidelines.

    a. TPPs are required when any of the five following triggers are met:

    (1) Addition of a new training course.

    (2) Revision to a training course that changes course length.

    (3) Revision to a training course that increases resource requirements

    (4) Deletion of a training course.

    (5) Alterations to either of the Core Competency Manuals that add or remove training requirements.

    b. The process of determining the need for a TPP is outlined in Exhibit 2-1. NSTC N71 should be consulted prior to beginning work on the TPP.

    c. TPPs will be developed in the CPM using the directions and requirements outlined in the NETC E2E SOP, reference (f).

    d. NSTC will either return the TPP for correction or issue a TPP Letter of Approval. Exhibit 2-2 outlines the lifecycle of the TPP.

    e. In the earliest stages of a new development or of a reengineering effort, the first submitted draft of the TPP may lack sufficient detail to permit unrestrained pursuit of the project. Normally, the major gaps in TPP data surround identifying the assets required to carry out the project. Per reference (c), the process for implementing valid new training requirements will not be implemented until resources have been programmed (through the resource sponsor) to ensure the requirement is met and sustained.

    f. When the resources for executing a TPP have been identified, CNSTC will issue an approval letter.

4. Change Guidelines. Alterations to a course that do not affect the course learning objectives or the length of the course will be "Changes." A Change may alter the course in multiple locations. Reference (c) provides detailed guidance on implementing changes. Changes fall into three categories:

a. An Interim Change is a pen-and-ink change used as a quick fix to implement technical changes, safety, or urgent topics as dictated by NSTC. Interim Changes must be entered manually in all hard copies of curriculum in ink, or in digital copies using software such as Adobe Pro. Entry of the Interim Change shall be noted in the Change Log for the course.

b. A Technical Change involves smooth change pages used to replace existing pages, either in physical or digital media. Technical Changes will be directed by NSTC when appropriate. Entry of the Interim Change shall be noted in the Change Log for the course.

c. A Change is an update to curriculum incorporating all Interim and Technical Changes from the date of the last Change or Revision. When a Change is implemented, the Change Log shall be updated by deleting all Interim and Technical Changes since the last Change or Revision and noting the implementation of the Change. Changes within a revision will be numbered 1, 2, 3 etc.

d. The FLSO or CCMM will issue Change Notification letters.

5. Training Course Control Document Guidelines.

a. The Training Course Control Document (TCCD) supplants the TPP as the course matures. The TCCD is a collection of products that summarizes the content, structure, and essential management information for a course. Much of the information was roughed out in the TPP; in the TCCD it is consolidated in a single document for submittal.

b. TCCDs will be developed as outlined in Exhibit 2-3

c. Curriculum developers will frequently review the TCCD throughout the development process for currency, adequacy, and accuracy. Changes in subsequent documents, such as changes in objectives which may be made during the development of the Lesson Plans, will affect the TCCD.

d. Prior to piloting the course, the FLSO/CCMM will forward the TCCD electronically to the CCA. The CCA will review the TCCD to ensure the course will meet training requirements and to ensure its documents comply with applicable guidelines. If the TCCD is satisfactory, the CCA will grant permission to conduct the pilot with any additional instructions or information, usually via a digitally signed email.

6. Instructional Media Package Guidelines.

    a. Develop Lesson Plans (LPs)/Instructor Guides (IGs) using the CPM and LOM as applicable. Exhibit 2-4 provides a notional development cycle for instructional materials.

    b. A LP is required for each section/lesson comprising a module. This includes classroom instruction, computer-based training and laboratories. PowerPoint lessons without a LP are prohibited. Any deviation must be approved in writing by the CCA.

    c. Develop Trainee Guides, if used, in LOM. Proofread Trainee Guides carefully. Information should be clear, technically accurate and current. At a minimum, all sections of instruction shall have an outline sheet for the trainees to follow along.

    d. Presentation Media

        (1) Computer-based presentation media (e.g. PowerPoint presentations) shall cover most technical data, diagrams etc. for Instructor-Led Training.

        (2) Multimedia used as part of course lessons not government-produced will have documented copyright approval from the owner. This documentation will be maintained as part of the course master files. Reference (e) provides copyright direction.

7. Course Pilot and Pilot Report Guidelines.

    a. The course pilot process is outlined in reference (c)

    b. The purposes of conducting a pilot convening are:

        (1) To ensure planned learning activities cover all learning objectives.

        (2) To ensure all learning activities are supported by appropriate curriculum materials.

        (3) To ensure prepared material is clear and accurate.

        (4) To ensure the times scheduled for learning activities are correct.

        (5) To ensure all required resources have been identified.

    c. A pilot convening is not required for existing training that is undergoing minor modification. New lessons or performance events scheduled for one training period (50 minutes) or more will require a pilot.

    d. Because the pilot is such an important event, it is critical that all key elements are ready to support the pilot. The target date for the pilot shall be made as realistic as possible. This date shall be included in the POA&M portion of the TPP.

e. Approximately 90 days before the pilot convening date, forward a "Ready to Pilot" letter similar to Exhibit 2-5 to NSTC N7. The D-90 date (target completion date minus 90 days) for the letter shall be included in the POA&M portion of the TPP. Electronic submission of the letter is preferred.

f. The FLSO/CCMM will ensure pilots are monitored both by Subject Matter Experts and by Training Specialists, both of these roles can be accomplished by a single individual. These personnel may also participate as "trial students," but only if that participation will not interfere with their ability to objectively evaluate those aspects of the course for which they have monitoring responsibilities. Monitors and future instructor(s) for the course shall never make up the entire class: At least some pilot students must be from the course's target audience. If at all possible, all pilot students should be from the target audience.

g. Once initiated, a pilot shall be completed following the approved pilot curriculum. Red-lines are authorized to annotate deficiencies to address in the future, but corrections to the pilot itself are not authorized during its execution.

h. Upon completion of the pilot the activity's FLSO/CCMM will electronically submit a report similar to that shown in Exhibit 2-5 to the NSTC N7. This report will include the finalized TCCD and Testing Plan, and copies of the adjudicated pilot red-lines.

i. NSTC N7 will decide whether to promulgate the course, to direct correction and re-piloting of all or portions of the course, or to direct correction of deficiencies in preparation for promulgation (with possible interim permission to teach from red-lined curriculum).

j. Upon successful completion of the pilot, correction of all deficiencies and updating of all control documents, the CCA will approve the course via a Letter of Promulgation.

8. Course Audit Trail Guidelines. The CAT is a method used to track the status of the curriculum for all courses taught and is maintained by the Curriculum Manager(s) and FLSOs.

a. The CAT shall include, at a minimum:

(1) A chronological listing of all modifications.

(2) Date and authority/reason for the most recent course modification and the curriculum standard or procedural document used.

(3) The status of the last course review (i.e., approved, under modification, stage of development, specified action pending).

(4) Pertinent data from feedback systems or other evaluation and feedback systems/sources.

(5) Where applicable, the schedule of courses planned for development or modification. The schedule should differentiate between in-house and contractor developed projects.

(6)The date copies of the modification were forwarded to the learning sites.

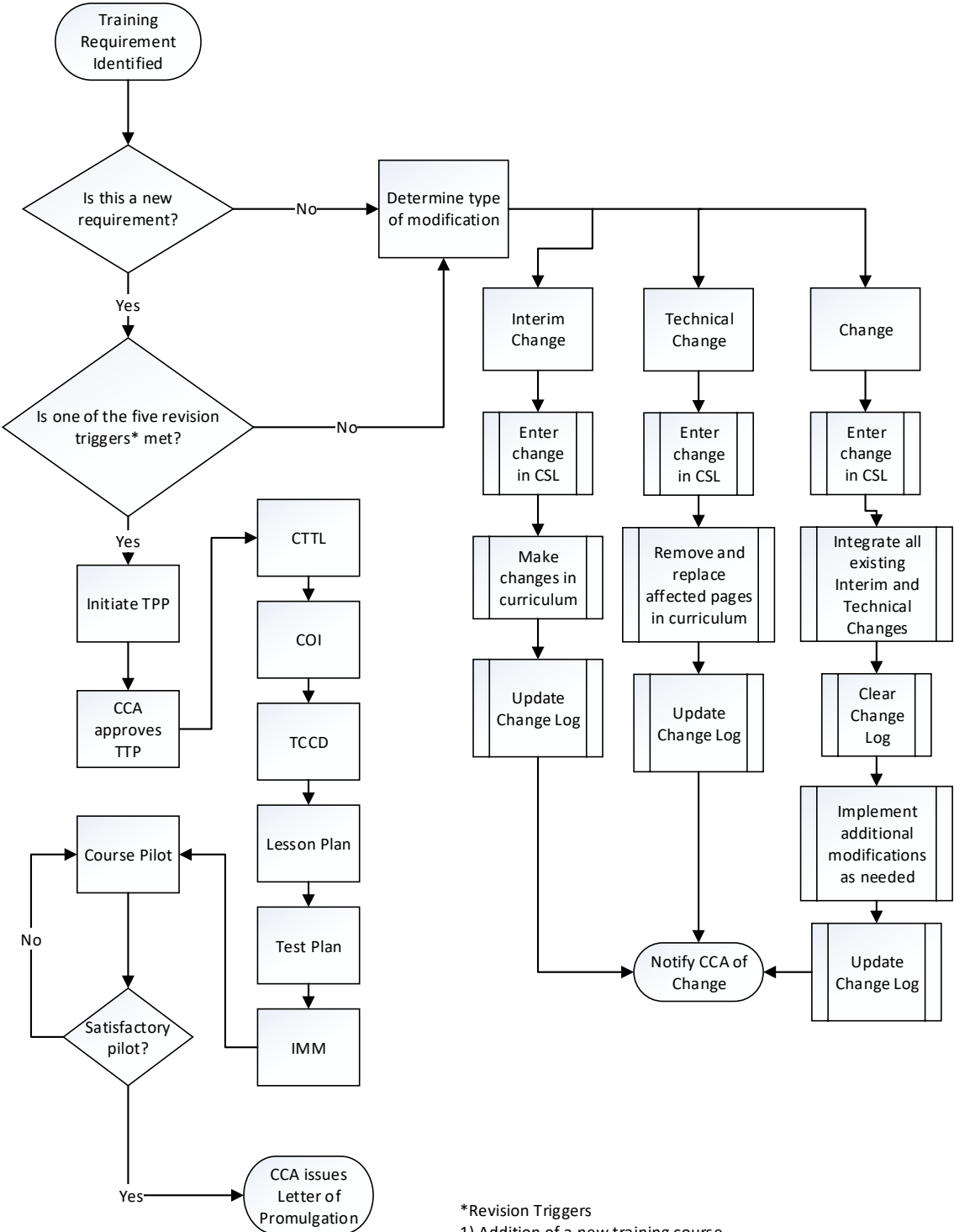(7) The date of request for evaluation or reevaluation of courses submitted.

b. From the CAT, Curriculum Managers should be able to determine:

(1) Courses under modification
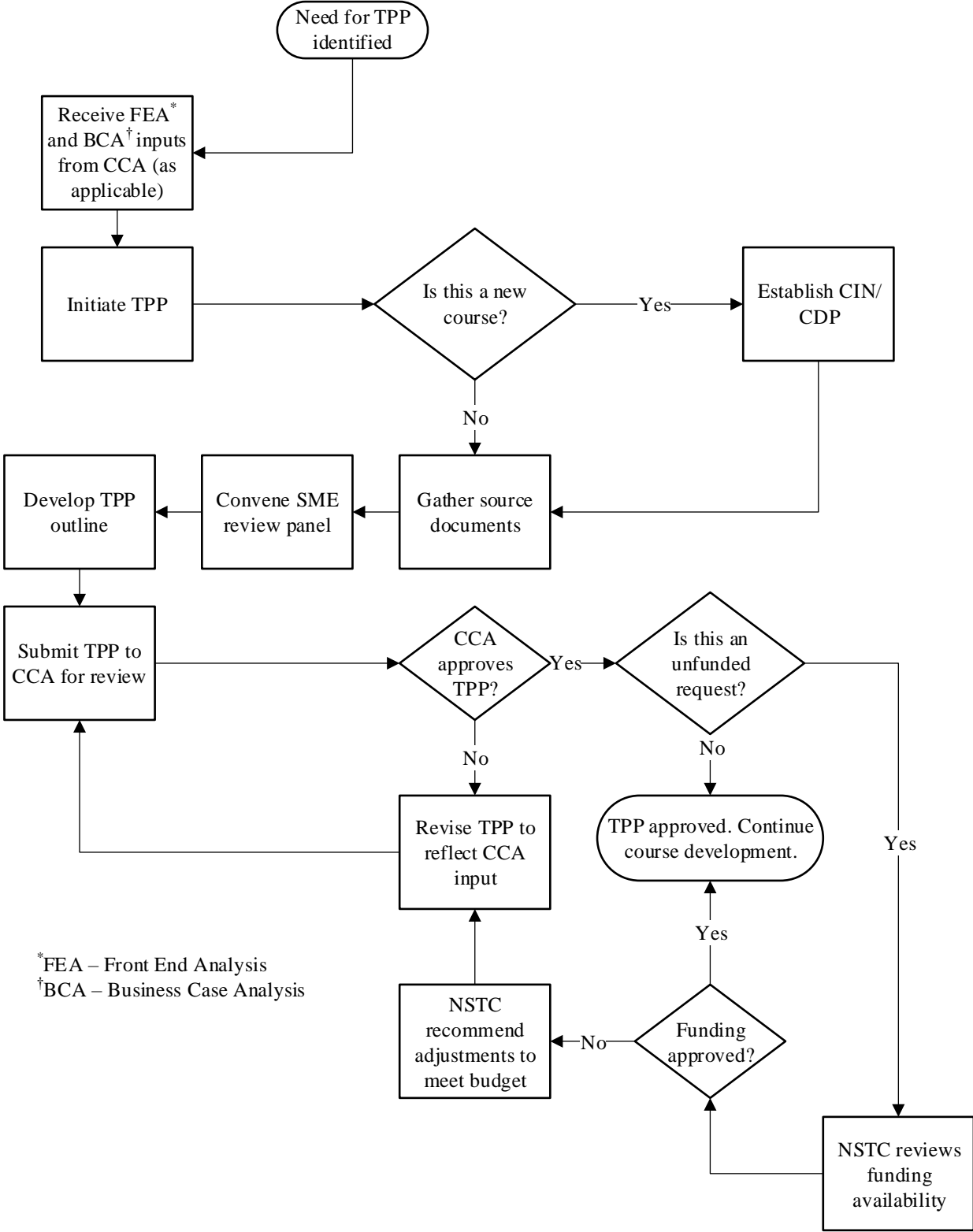
(2) Courses scheduled for modification and date

(3) Status of needed resources/equipment/funding

Exhibit 2-1: Curriculum Modification Overview

*Revision Triggers
1) Addition of a new training course
2) Revision to a training course that changes course length
3) Revision to a training course which changes resource requirements
4) Deletion of a training course
5) Changes that add, delete, or modify terminal or enabling objectives

Exhibit 2-2: TPP Lifecycle

*FEA – Front End Analysis
†BCA – Business Case Analysis

Exhibit 2-3: TCCD Development

```
        ┌─────────────┐
        │ TPP Complete│
        │ and Approved│
        └──────┬──────┘
               │
              Yes
               │
               ▼
    ┌──────────────────┐
    │ Create Training  │
    │ Course Control   │
    │ Document         │
    │ (TCCD)           │
    └──────────────────┘
```

- TPP Complete and Approved → Yes → Create Training Course Control Document (TCCD)

- Link all appropriate Training Requirements to the curriculum project.

- Create Course Task Training List (CTTL)

- Create Course Outline of Instruction (COI)

- Create Course Schedule (CMS)

- Verify accuracy of Resource Requirements List (RRL)

- Create Terminal Learning Objectives at the Lesson Level
  - Link the appropriate training requirements to the Lesson
  - Develop ISD Considerations for Learning and Assessment Strategies

- Create Enabling Learning Objectives at the Section Level
  - Link the appropriate training requirements to the Lesson
  - Develop ISD Considerations for Learning and Assessment Strategies

Exhibit 2-4: Curriculum Development Lifecycle

```
┌─────────────────┐
│ TCCD Complete   │
│ and Approved    │ (decision diamond)
└─────────────────┘
        │ Yes
        ▼
```

- TCCD Complete and Approved
  - Yes → Export CPM Project to LOM
    → Verify LOM Course Outline is consistent with CPM Course Outline of Instruction
    → At Lesson Level, Dictate the Introduction and Importance of the Lesson
    → At the Section Level, Create Instructor Guide
    → Develop all applicable instructor discussion points
      - Ensure Trainee Outline Sheet is linked to Introduction
      - Ensure any applicable Trainee Problem or Job Sheets are linked to Practice or Assessment
      - Ensure Objective is listed in Introduction and Summary Review
    → At the Section Level, Create Trainee Guide
    → At the Section Level, Develop appropriate multi-media
    → Develop all applicable Trainee Guide Sheets
      - Job Sheets for hands on application
      - Outline Sheets for all ILT topics
      - Problem Sheets for in class knowledge application
      - Assignment Sheets for Pre- or Post- topic homework
      - Information Sheets for extra information not covered
      - Diagram Sheets for visuals to be reviewed

Exhibit 2-5: Ready to Pilot Letter

[COMMAND LETTERHEAD]

1520
N00/Ser ###
dd Mmm YY

From: Commander, (Name of Command)
To: Commander, Naval Service Training Command

Subj: INTENT TO PILOT: CIN, FULL COURSE NAME

Ref: (a) NSTC M-1520.1 (Series)

1. Per reference (a), this letter serves as formal notification to Commander, Naval Service Training Command, of [training site] intent to pilot the subject course.

2. The intended date to commence pilot is [date]. Pilot will continue for [# of calendar days].

3. Course pre-pilot brief to be held on [date], [time], at [location or dial-in].

   a. There [are/are not] any training material shortages that would preclude a successful pilot.

      1) [Detail shortages if applicable]

   b. All facilities are fully ready to support pilot.

   c. [Annotate any possible risks to the pilot.]

   d. For questions concerning this matter, contact [POC, Name and Number].

                                        I B CAPTAIN

Copy to:
NSTC N7
[COMMAND] N7

CHAPTER 3
TESTING PROGRAM

Ref: (a) NAVEDTRA 132
        (b) NAVEDTRA 135

1. General. An effective testing program is needed to effectively assess the design and delivery of course content. All aspects of a testing program are detailed in reference (a).

2. Action. Every command shall implement a testing program aligned with reference (a) and this chapter.

3. Roles and Responsibilities. The roles defined in reference (a) have been adapted to the NSTC domain. These roles are specific to the testing program and do not replace the roles and responsibilities of Chapter 1 of this manual.

    a. NSTC N7, in conjunction with NSTC N3/5 shall:

        (1) Provide oversight for the implementation of the NETC Navy School Testing Program at NSTC activities.

        (2) Provide assistance as required with test analysis or test item construction.

        (3) Provide quality assurance oversight through the Training Quality Indicator (TQI) process.

        (4) For OTC only, review test items submitted by the CCMM, and approve or reject for possible inclusion into the master test item bank. The master test item bank may be used to facilitate a standard exam administered across all officer accession sources to gauge commonality in curriculum content.

    b. The DDOT and FLSO shall both be responsible to:

        (1) Manage the testing program.

        (2) Approve testing program.

        (3) Utilize and incorporate NSTC-provided test banks, as appropriate.

    c. The DDOT shall:

        (1) Designate a Testing Officer.

        (2) Ensure testing programs adhere to the guidance in this manual and reference (a).

        (3) Oversee development of testing plans.

d. The Learning Standards Officer (LSO) shall:

(1) Provide guidance to curriculum developers during development or revision of testing program materials.

(2) Monitor performance of testing program TQI of test and test item analysis and remediation programs detailed in Chapter 4.

(3) Validate and verify initial test item bank.

(4) Ensure test items are validated per reference (a). This process requires direct involvement of three SMEs and three curriculum developers.

(5) Review test and test item analysis per reference (a) to ensure overall test validity.

(6) Approve test administrator's guide and grading criteria.

(7) Identify test and test item TQI trends and recommend corrective action to the CO per reference (b).

(8) Provide professional direction in:

(a) Designing tests to assess trainee achievement of learning objectives.

(b) Reviewing testing plans.

(c) Developing tests and test items.

(d) Overseeing the testing process.

(e) Overseeing test and test item analysis.

e. The Curriculum Control Model Manager (CCMM) shall:

(1) Approve test design prepared during development (e.g. multiple choice, short answer, show your work, etc.).

(2) Maintain the command's master test item bank.

(3) Maintain test, test item analysis data, and TQI Report with input from the Testing Officer and Course Supervisor(s).

(4) Review proposed test item changes; forward change proposals to NSTC N7 for possible inclusion in master test item bank.

f. The Testing Officer shall:

(1) Provide test materials to Course Supervisors.

(2) Provide test administration.

(3) Oversee the grading of tests.

(4) Provide policy for securing test materials.

(5) Maintain local test banks.

(6) Coordinate and manage test revisions.

(7) Perform test and test item analysis.

(8) Provide summary reports of testing information in the quarterly TQI Report to the CCMM.

(9) Conduct in-service training in testing areas.

g. All Curriculum Developers shall assist the Testing Officer as follows:

(1) Design and develop testing plans, test administrator's guide, and grading criteria.

(2) Design and develop tests.

(3) Design and develop test items.

(4) Ensure that test items are developed in the appropriate software package, as applicable.

(5) If paper tests are used, develop local standards for format and presentation to be used on all paper tests.

h. All Course Supervisors shall:

(1) Ensure proper test administration.

(2) Ensure security of test materials.

(3) Monitor and validate test item bank currency.

(4) Monitor, perform, and validate test and test item analysis, forwarding findings to the CCMM.

CHAPTER 4
COURSE SURVEILLANCE

1. General. Course surveillance is an integral part of curriculum management. It ensures that training is current, accurate, and relevant to Fleet requirements. This is accomplished through the use of TQI, FCR, and course monitoring. These processes must focus on efficient and measurable outcomes.

2. Formal Course Reviews. The FCR is a systematic process designed to measure the effectiveness of the command's training program, to include providing a check of content relevance. The FCR is an integrated tool intended to support the training mission. The FCR shall be used to:

      (1) Evaluate course materials for technical accuracy, relevancy, and teachability.

      (2) Assist in identifying areas for course improvements.

      (3) Evaluate course effectiveness and course design.

3. FCR Guidelines

   a. A checklist to guide the FCR is provided in Exhibit 4-1.

   b. **FCR Cover Sheet**. Complete all blanks to specifically identify reviewers, course under review, and the documented revision or change status at the time of the review.

   c. **Part 1: Course Development Documentation**. Training commands shall review the current TPP for the course, including any associated approval letters. Some or all of these documents may be retained in electronic format.

      (1) The course artifacts to include CTTL and TCCD shall be approved by the appropriate higher authority.

      (2) If any part of the design document is inaccurate or not current, address the findings and recommendations in the summary.

      (3) For the purpose of the FCR, the following documentation shall be kept on hand:

         (a) TPP

         (b) TPP Approval

         (c) Record of milestones

   d. **Part 2: Course Control Documents**. Training commands shall review the current CTTL, and TCCD for the course, including any associated approval letters. Some or all of these documents may be retained in electronic format.

e. **Part 3: CeTARS and CANTRAC Data**. Each training activity maintains certain data elements in CeTARS and CANTRAC which must be current and accurate. Critical data elements in CeTARS are course length, capacity, ratios and periods. The local CeTARS Manager shall assist in conducting this portion of the FCR.

f. **Part 4: Testing Program**. Each activity maintains a Testing Plan, a master test bank, standards for development, and test analytics. It is critical that test questions are designed to accurately assess student understanding of course objectives. The format of the testing plan may vary. For the purpose of the FCR, the following points shall be considered:

(1) Is the testing plan on file, accurate and approved by the appropriate authority?

(2) Are all objectives measured through formal testing? (Note this is not restricted to written testing.) If not, how are the remaining objectives measured?

(3) Does the testing plan measure objectives using the appropriate method (i.e., written, performance or hybrid testing)?

(4) Are the objectives measured based on criticality? Are the most critical objectives given greater emphasis in the testing through more questions, greater weight to the questions, or some other means? If not, how are they measured?

(5) How was the criticality of the objectives determined? Does the established criticality reflect fleet needs/issues?

(6) Are the higher-level objectives being measured through comprehensive testing (e.g. performance examinations)?

(7) Is remediation conducted for all failed objectives or is remediation completed for the critical objectives only?

(8) Is retesting accomplished on failed objectives?

g. **Part 5: Instructional Staff**. This section ensures the training command has a sufficient number of qualified instructors for the course load. It should be completed by the local manpower department and military Training Officer responsible for ensuring staff training requirements are met.

h. **Part 6: Instructional Materials**. Subject Matter Experts (SMEs) will evaluate the technical accuracy and relevance of all instructional materials and verify that safety and security procedures are appropriate to the course.

(1) Since the effectiveness of curriculum depends not only on knowledge and skill content, but also on the methods used to convey that content to the student, instructional and training systems experts will also evaluate the instructional materials. These evaluators must be familiar with the curriculum development standards used in developing the course under review.

(2) If significant problems are found in lessons, the FLSO or LSO will expand the scope of the instructional materials review as necessary to determine the general scope of the deficiencies. For the purpose of the FCR, instructional materials include IG/LPs, student guides, assignment sheets, worksheets etc.

(3) During a FCR, check IG/LPs for the following:

(a) An approved master IG/LP provided by the CCMM is on file.

(b) Lesson plans for instructor-led topics contain some personalization. The amount may vary. Course managers are responsible for ensuring that lesson plans are personalized.

(c) Materials are consistent with the objectives they support and are technically accurate and relevant.

(d) Student Materials. Different types of developmental standards use different terms for student materials. For the purpose of the FCR, student materials include handouts, trainee guides (TGs), student guides, job sheets, etc. Student materials must meet the following requirements:

1. An approved master trainee/student guide maintained on file by the CCMM.

2. Student guides/trainee guides are developed per the applicable development standard.

3. A system is in place to ensure approved changes are entered in the appropriate student materials.

4. The student materials are technically accurate, relevant, clear, and complete; must be easy to read; and must be adequate to support the achievement of the objectives.

(e) Instructional Media Materials (IMM) includes visual information such as PowerPoint presentations, DVD's, videotapes, movies, slides, etc. It includes computer based learning materials. It also includes audio recordings. Review the curriculum to ensure the effective and appropriate use of IMM.

1. Review a random sample of IMM to ensure technical accuracy and relevancy.

2. Evaluate the condition and effectiveness of the IMM. Comment on IMM that lacks substance (it should do more than just provide a list of topic discussion points). Comment on IMM that has excessive distractions (e.g. unnecessary animation, overuse of capitals, "fancy fonts", etc.). Comment on IMM that has poor utility because it puts too many words on a single slide or has pictures that are unclear. If comments on PowerPoint presentations with animations do not appear to work correctly comments shall include a note on what version of PowerPoint the presentation was used for review.

3. Ensure that all IMM is listed on the appropriate documentation for the developmental standard (Training Materials List or Master Materials List/Resource Requirements Lists).

i. **Part 7: Training Resources**. Includes laboratory and classroom spaces, training devices, tools, etc. For FCR purposes, review the following items:

(1) Are the training spaces conductive to learning?

(2) Is there an adequate number of training materials on hand to train the students? If this category is inadequate, submit documentation for funding to NSTC N8 as a part of the recommended action. Include training material shortages as part of the Program Objective Memorandum (POM) or Program Review (PR).

(3) Are training materials safe for use? Take immediate corrective action for any unsafe item found.

(4) Are the training materials capable of measuring student achievement of the objectives? If not, a testing constraint exists. Identify this situation in the testing plan and initiate corrective action as soon as possible.

j. **Part 8: Evaluation Programs**. For FCR, this means internal evaluation, external feedback, and student sources analysis.

(1) Is a critical factor in training relevancy. How well we communicate with our students and meet their training needs (those objectives which are required to meet today's requirements). Interface with, and involvement of NSTC is crucial to bring Fleet input to bear. All avenues available (e.g., meetings, visits, messages, lessons learned, etc.) must be monitored, reviewed and acted upon.

(2) Curriculum Reviews. Review past course reviews to verify that discrepancies have been corrected or action has been taken. The types of reviews on file may vary. At a minimum, all courses will have a Safety Review and FCRs from the previous two reviews. For courses with written examinations, analysis of test questions must be done to validate that the questions match the objectives, that the grading keys are accurate, and that student performance on tests is used to assess the quality of the curriculum materials.

(3) External Evaluation Programs. In coordination with NSTC, each course shall maintain a file with any documents generated external to the command that relate to the effectiveness of the training. It would include such items as lessons learned, on-line feedback, minutes from relevant meetings, etc. In conjunction with NSTC N7, ensure the command has established an effective external evaluation program that allows fleet customers an easy means to provide feedback on the course.

k. **Part 9: Summary and Evaluation**. Summarize the findings identified from each part in the summary sheets of the FCR checklist. Each summary sheet shall include the following in addition to a list of the findings:

(1) Responsibility for corrective action.

(2) Estimated completion date for the discrepancy.

(3) An explanation of item marked "N/A" or "No" on the checklist.

4. FCR Action. FCRs require close cooperation between the FLSOs, training providers within their command, and NSTC N7. Subject matter experts will evaluate the technical content of the curriculum while curriculum development experts from the command (in conjunction with NSTC) evaluate the effectiveness of course management procedures, conformance to developmental standards, etc. While the developmental standards may vary between activities, FCR policies herein apply to all, regardless of the standards used for development.

   a. Activities will determine a FCR cycle for their courses, conducted at a minimum of every three years. In no case shall the FCR cycle exceed three years. When scheduling FCRs, consider when the content was established, course development or revision projects, planned changes in curriculum, existing staff workload, etc.

   b. For all courses:

      (1) The LSO supporting the FLSO/CCMM will:

         (a) Advise the command of the FCR input due dates.

         (b) Conduct a FCR on local records.

         (c) Summarize the inputs.

         (d) Forward a summary to the NSTC N7.

      (2) Commanding Officers in coordination with NSTC N7 will:

         (a) Ensure that all FCRs are completed.

         (b) Elicit specific feedback from the Fleet/customers to maintain relevancy of core competencies. Examples might include surveys or interviews of both students and their supervisors sometime after the student has reported to his/her command and has had time to apply the skills learned in the course under review. This request for Fleet feedback shall be sent out approximately 6 months prior to the start of a review.

   c. Use the checklist found in Exhibit 3-2 to guide the FCR.

   d. Upon completion of the FCR, the command will forward a summary report of the findings to the CCA using the report template in Exhibit 3-3. Electronic submission is preferred.

   e. NSTC will retain each completed FCR for two review cycles.

5. <u>Training Quality Indicators (TQI)</u>. TQI are functions that, when monitored, provide the command with valuable information concerning the overall quality of the training. This chapter will discuss the responsibilities and reporting requirements for the following TQI:

    a. Academic Review Boards

    b. Course Reviews (formal course reviews, 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

6. <u>TQI Guidelines</u>.

    a. The responsibility to monitor TQI is jointly shared by the training department, FLSO, and CeTARS personnel. TQI should be checked monthly, or as appropriate, by each training department for possible trends.

    b. Forward a TQI summary to NSTC N71 immediately when trends are indicated. These trends may be positive or negative trends. The FLSO is responsible for summarizing the data from the departments and for analyzing it for trends affecting the command.

    c. FLSOs will analyze the command summary and recommend to the CCMM a plan of action to correct indicated problems. These summary reports shall be prepared, at a minimum, semi-annually or more often if required.

    d. After CCMM review, results are to be forwarded to NSTC within 30 days.

    e. The following is a 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 CCMM. Commands should maintain a local list of TQI as determined by the CCMM. The FLSO shall forward a copy of the TQI list to NSTC N7 for retention.

        (1) Academic Review Boards

            (a) Number of boards held.

            (b) Recommended actions.

(c) Actual actions taken.

(2) Curriculum Relevancy Reviews

(a) Number and percent of complete and number and percent remaining.

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

(c) Summary listing of major discrepancies. The summary should indicate an overall condition of each of the major categories listed on the course review.

(d) When the summary indicates problem areas for the command, department or course includes the recommended course of action.

(3) Safety Reviews

(a) Number and percent of total complete.

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

(c) Number and percent remaining.

(d) Summary listing of the major discrepancies.

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

(4) Training Readiness Reviews

(a) Number of reviews conducted.

(b) Summary of major discrepancies.

(c) List of recommended action.

(d) Status report on actions taken.

(5) Instructor Evaluation Program

(a) Total number of qualified instructors on board.

(b) Number of quarterly and monthly evaluations completed.

(c) Number of instructors granted waivers from the monthly and quarterly evaluations.

(d) Number of unscheduled evaluations.

(e) Number of course managers qualified but granted waivers from the quarterly evaluation program.

(f) Number of Master Training Specialist (MTS).

(g) Percent of instructors who have earned MTS.

(h) Summary of major discrepancies identified through an analysis of the instructor evaluation forms. The discrepancies should be grouped by major categories.

(i) If the summary indicates problem areas for the command, department or courses, include the recommended course of action to correct the problem.

(6) Student Critique Program

(a) Summary of the responses for each category. Divide the summary report into attrites and graduates.

(b) Summary of major discrepancies. Group the discrepancies by major categories.

(c) Status on action taken.

(7) Test and Test Item Analysis

(a) 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.

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

(8) Remediation Programs

(a) Number and the success rate of students assigned remediation.

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

(9) External Training Appraisals

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 references (c) and (d) for guidelines on the instructor evaluation program.

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 B, Element of Training Analysis, for an example.

Exhibit 4-1: Formal Course Review Checklist

COVER PAGE		
Directions: Review the Course Audit Trail and/or Master Training Plan for desired course; review all associated documents and approval letters. Use the NAVEDTRA 132, 133, 135, 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. NOTE: Unless annotated by an asterisk (*), all items answered "No" require an explanation.		
Full Course Title:		DATE:
CIN:	CDP:	
	CCMM:	CCA:
Review Cycle: Annual☐ Biennial ☐ Triennial ☐		
Reviewed By: (Print Name, Rate/Rank, Activity)		
List of Participating Activities (N/A for RTC, OTC):		
Date of Last Formal Course Review:	High Risk: Yes ☐ No ☐	
Curriculum Status: Baseline Revision_____ Change_____ Interim Change_____ (list revision ltr #) (list change #) (list interim change #)		
Lead Instructor and Course Supervisor Overall Assessment of the Condition of the Course.		
☐ Effective Fully Supports Fleet Needs	☐ Generally Adequate Minor Problems Identified, No Effect On Fleet	☐ Poor Negatively Impacts Fleet Needs
Route Completed FCR (Routing can be adjusted for each LC/LS construct)		
Course Supervisor: Signature:	Date:	
Curriculum Manager (CM): Signature:	Date:	
FLSO: Signature:	Date:	
Deputy Director of Training: Signature:	Date:	
Learning Standards Officer (NSTC N71): Signature:	Date:	
N7 Director of Training: Signature	Date:	

PART 1: COURSE E2E DOCUMENTS

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

a. TRR completion date:					
b. Next TRR scheduled. If yes, provide date:	Yes	☐	No ☐		
c. Outstanding TRR actions: If yes, list Chit Numbers in Notes section.	Yes	☐	No ☐		

2. Training Requirements

a. Training requirements are completed.	Yes	☐	No ☐	
b. Training requirements data is approved in CPM.	Yes	☐	No ☐	
c. Date training requirements were approved.	Date:			
d. Current course is aligned with training requirements.	Yes	☐	No ☐	
e. Correctable items were identified.	Yes	☐	No ☐	
f. Correctable items were implemented.				
1) Items implemented as an Interim Change or Change.	Yes	☐	No ☐	
2) Items implemented as a Revision.	Yes	☐	No ☐	

3. TRAINING PROJECT PLAN (TPP)

a. TPP on file.	Paper	Yes	☐	No ☐	
	Electronic	Yes	☐	No ☐	
b. TPP Approval Transmittal Letter Date:					
c. Course was developed in CPM/LO Module		Yes	☐	No ☐	

PART 2: COURSE CONTROL DOCUMENTS

1. COURSE TRAINING TASK LIST (CTTL)

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

2. TRAINING COURSE CONTROL DOCUMENT (TCCD)

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

PART 3: CORPORATE ENTERPRISE 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 ☐	No ☐	
b. * Correct Course Identification Number.	Yes ☐	No ☐	
c. * Correct Course Abbreviated Name.	Yes ☐	No ☐	
d. * Correct Course Long Name.	Yes ☐	No ☐	
e. Correct Training Delivery Source (TDS) identified.	Yes ☐	No ☐	
f. Correct Training Delivery Method (TDM) identified.	Yes ☐	No ☐	
g. * Correct Type Course (TC) identified.	Yes ☐	No ☐	
h. Correct active UIC and Activity identified.	Yes ☐	No ☐	
i. Correct Status (A-Active, PA-Planned Active, PD-Planned Deactivate, D-Deactivate).	Yes ☐	No ☐	
j. * Correct Learning Center identified.	Yes ☐	No ☐	
k. * Correct Curriculum Control Model Manager (CCMM) UIC and Activity identified.	Yes ☐	No ☐	
l. Correct Report Code (RPT CD) identifying Student (S), Team (T), and On Demand (C).	Yes ☐	No ☐	
m. * Correct Special Consideration Indication (SCI) identified for Moderate/High Risk course.	Yes ☐	No ☐	N/A ☐
n. Correct Student Security Clearance (Stu Sec) identified.	Yes ☐	No ☐	
o. Correct Curriculum Security Clearance (Curr Sec) identified.	Yes ☐	No ☐	
p. Requirement for Schedules (REQ CLS SCHED) is identified as a yes (Y) or no (N) per OPNAVINST 1500.47C.	Yes ☐	No ☐	
q. Correct Service Component (SCOM CD) Branch of Service identified.	Yes ☐	No ☐	N/A ☐
r. Correct Skill Award identified for "A" and "C" Type Course, per MILPERMAN 1306	Yes ☐	No ☐	N/A ☐
s. * Prerequisites are identified	Yes ☐	No ☐	
t. Correct Learning Method identified.	Yes ☐	No ☐	
u. Correct Management Method identified.	Yes ☐	No ☐	

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

PART 4: TESTING PROGRAM

1. TESTING PLAN

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

2. TEST DESIGN AND DEVELOPMENT

a. Test design has been approved by the CCMM. Date:	Yes ☐	No ☐	
b. Minimum passing score for each test is established.	Yes ☐	No ☐	
c. The number of different test versions (minimum of 2) is adequate to prevent compromise.	Yes ☐	No ☐	
d. There is an equal degree of difficulty between versions.	Yes ☐	No ☐	
e. There is an adequate number of items on the test to measure the objectives.	Yes ☐	No ☐	

f. Types of items and degree of difficulty are consistent with the objectives.	Yes ☐	No ☐	
g. Tests are developed as per the approved Testing Plan.	Yes ☐	No ☐	
h. Tests used for retest contain items that are different from the course tests.	Yes ☐	No ☐	
i. Test development form exists for each knowledge test.	Yes ☐	No ☐	
j. Criticality index was performed.	Yes ☐	No ☐	

3. KNOWLEDGE TEST ITEM BANKS

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

4. PERFORMANCE TESTING

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

5. TEST ADMINISTRATION AND SECURITY

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

6. TEST ANALYSIS

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

PART 5: INSTRUCTIONAL STAFF

1. COURSE SUPERVISORS

a. Course Supervisors have completed In Service Training (IST) requirements. (NETCINST 1500.5B)	Yes ☐	No ☐	
b. Adequate training records are kept for all personnel. (NETCINST 1500.5B)	Yes ☐	No ☐	

2. INSTRUCTORS:

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

3. INSTRUCTOR EVALUATORS

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

PART 6: INSTRUCTIONAL MATERIALS

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

a. Approved Master LP/IG is on file	Paper	Yes ☐	No ☐	
	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 ☐	No ☐	
d. All LPs/IGs are developed as per applicable guidance.		Yes ☐	No ☐	
e. The LP/IG is technically accurate.		Yes ☐	No ☐	
f. Interim Changes and/or Changes are correctly incorporated within the LP/IG.		Yes ☐	No ☐	
g. Personalization of individual LP/IG is approved and appropriate.		Yes ☐	No ☐	
h. Front Matter.				
1) List of Effective Pages reflects the current Interim Change and Change.		Yes ☐	No ☐	
2) Letter of Promulgation is present.		Yes ☐	No ☐	
3) Change Record reflects all changes and interim changes as appropriate.		Yes ☐	No ☐	
4) Hazard Awareness Notice tailored to the course and lists training safety requirements. (NETCINST 5100.1B)		Yes ☐	No ☐	
5) How To Use the Lesson Plan/Instructor Guide tailored to the course and lists training safety requirements. (NETCINST 5100.1B)		Yes ☐	No ☐	
6) Allocation of class/lab periods accurately reflects Course Master Schedule.		Yes ☐	No ☐	
i. Terminal and Enabling Objective CTTL #s track to appropriate CTTL.		Yes ☐	No ☐	
j. Terminal Objectives support training requirements.		Yes ☐	No ☐	
k. Enabling Objectives support the Terminal Objectives.		Yes ☐	No ☐	
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 ☐	No* ☐	
1) Air quality		Yes ☐	No ☐	
2) Water quality/water usage		Yes ☐	No ☐	

3) Hazardous materials/hazardous waste	Yes ☐	No ☐		
4) Hazardous materials/hazardous waste	Yes ☐	No ☐		
5) Storm water/surface water/groundwater	Yes ☐	No ☐		
6) National Environmental Policy Act (NEPA)/endangered species/ marine mammal impacts	Yes ☐	No ☐		
7) Range management/erosion & sediment control	Yes ☐	No ☐		
8) Cultural Resources/Historic Preservation	Yes ☐	No ☐		
9) Material procurement/contracting	Yes ☐	No ☐		
10) Energy usage/sustainability (OPNAVINST 5090.1D)	Yes ☐	No ☐		
11) Any permitting activity for construction/maintenance projects	Yes ☐	No ☐		
m. Discussion points support the learning objectives.	Yes ☐	No ☐		
n. Lessons learned are used to support the discussion points.	Yes ☐	No ☐		
o. Laboratory situations that require hazardous performance are essential to accomplish learning objectives.	Yes ☐	No ☐	N/A ☐	
p. Related instructor activities/related trainee activities support discussion points.	Yes ☐	No ☐		
q. Safety is referenced wherever required by NETCINST 5100.1B.	Yes ☐	No ☐		

2.   TRAINEE GUIDE (TG)

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

k. Job Sheets.			
1) Job sheets provide specific and accurate instructions for performing operational or maintenance routines.	Yes ☐	No ☐	N/A ☐
2) Instructions direct the trainee to complete the task performance in accordance with technical documentation.	Yes☐	No ☐	N/A ☐
3) All instructions are directed solely to the trainee.	Yes ☐	No ☐	N/A ☐
4) Job sheet questions promote practical decision-making.	Yes ☐	No ☐	N/A ☐
5) Adequate safety notices are included and prominently displayed.	Yes ☐	No ☐	N/A ☐
l. Diagram sheets.			
1) Diagram sheets improve instructional effectiveness.	Yes ☐	No ☐	N/A ☐
2) If diagram sheets provide information available in reference documentation, they are necessary for effective training.	Yes ☐	No ☐	N/A ☐
m. Problem Sheets.			
1) Problem sheets provide practical mental skill application of pertinent instructional requirements.	Yes ☐	No ☐	N/A ☐
2) The problem sheet is an effective method of engaging the trainee in logical thinking and problem solving relative to eventual job assignments.	Yes ☐	No ☐	N/A ☐
n. Course should be presented using an automated electronic classroom (AEC).	Yes ☐	No ☐	N/A ☐
o. All or part of the course should be converted for computer- based, or web-based delivery/ distance learning (DL), (SAKAI, DCO, etc.).	Yes ☐	No ☐	N/A ☐

3.   INSTRUCTIONAL MEDIA MATERIAL (IMM)

a. IMM			
1) IMM is in good condition.	Yes ☐	No ☐	
2) IMM is applicable to learning objectives.	Yes ☐	No ☐	
3) IMM is in the quantities needed.	Yes ☐	No ☐	
4) Media is adequate.	Yes ☐	No ☐	

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

4.   REFERENCE MATERIALS, TECHNICAL
      MANUALS, AND PUBLICATIONS

a. All are current and accurate.	Yes ☐	No ☐	
b. All are available in adequate numbers.	Yes ☐	No ☐	
c. All are in good condition.	Yes ☐	No ☐	

5.   SECURITY

a. The training is classified. If No, skip to Part 7. (SECNAV M-5510.36) (DoD Instruction 5200.01, Vol 4)	Yes ☐	No* ☐	
b. Classified curricula are properly marked. (SECNAV M-5510.36) (DoD Instruction 5200.01, Vol 4)	Yes ☐	No ☐	
c. Classification level is appropriate. (SECNAV M-5510.36) (DoD Instruction 5200.01, Vol 4)	Yes ☐	No ☐	

d. Material is afforded correct level of storage. (SECNAV M-5510.36) (DoD Instruction 5200.01, Vol 4)	Yes ☐	No ☐	

PART 7: TRAINING RESOURCES

1. FACILITIES

a. Classroom facilities are adequate, comfortable, and conducive to learning.	Yes ☐	No ☐	
b. Lab facilities are adequate, comfortable, and conducive to learning.	Yes ☐	No ☐	
c. Field Exercise facilities are adequate and tailored to learning.	Yes ☐	No ☐	N/A ☐

2. EQUIPMENT

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

PART 8: TRAINEE PROGRAMS

1. TRAINEE RECORDS

a. Records are maintained for two years.	Yes ☐	No ☐	
b. A trainee's academic progress is tracked.	Yes ☐	No ☐	

2. COUNSELING PROGRAM

a. Preventive counseling is used to help trainees solve their academic problems.	Yes ☐	No ☐	
b. Trainee counseling sessions are properly documented.	Yes ☐	No ☐	

3. TRAINEE RECOGNITION PROGRAM

a. Trainee recognition program is being used to recognize outstanding trainees.	Yes ☐	No ☐	N/A ☐

4. REMEDIATION PROGRAMS

a. Remediation program has been established for trainees requiring voluntary or mandatory extra training.	Yes ☐	No ☐	
b. Instructors are scheduled to assist in after-hours study.	Yes ☐	No ☐	

5. REVIEW BOARDS

a. Review Boards are conducted in accordance with established guidelines.	Yes ☐	No ☐	

PART 9: EVALUATION PROGRAMS

1. INTERNAL EVALUATION

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

2. SAFETY ASSESSMENT

a. Course is considered high risk. (NETCINST 1500.13B/ 5100.1B)	Yes ☐	No ☐	
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

This course is:			
a. 45 academic hours or longer and listed in CeTARS. If No, skip to 4. (NETCINST 1560.1A)	Yes ☐	No* ☐	
b. New or revised since its last ACE review. If yes, notify ACE Program Manager. (NETCINST 1560.1A)	Yes ☐	No ☐	

c. Current but has never been evaluated for inclusion to the ACE Guide. (NETCINST 1560.1A)	Yes ☐	No ☐	
d. Listed in the ACE Guide. NV Number:			
e. ACE Program Manager has been notified if course is within one year of periodicity. (NETCINST 1560.1A)	Yes ☐	No ☐	
f. ACE evaluations are current and accurate. (ACE Guide)	Yes ☐	No ☐	
1) Last evaluation by ACE (Date listed in credit recommendations).	Date:		

4. EXTERNAL FEEDBACK

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

PART 9: EVALUATION PROGRAMS

PART 10: SUMMARY

SUMMARY OF FINDINGS

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DEFICIENCIES AND ASSIGNED ACTIONS

No.	Deficiency and Action	POC	Completion Date
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2.			
3.			
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CORRECTIVE ACTIONS

No.	Corrective Action	POC	Completion Date
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APPENDIX A
GLOSSARY OF TERMS AND DEFINITIONS

ACE
   -American Council on Education: This organization reviews military courses and makes recommendations to educational institutions as to which courses should be considered for college level credit.

AEC
   -Automated Electronic Classroom: Classroom configured for use of computer based training.

ARB
   -Academic Review Board: A board convened to review the record of a student at risk for failing a course, assess the likelihood of the student achieving the required level of performance and make recommendations as to the student's disposition.

BCA
   -Business Case Analysis: The process of determining the costs versus the benefits of a particular action or program.

CACL
   -Curriculum Action Check List: A form used to document correction of deficiencies noted in curriculum materials.

CANTRAC
   -Catalog of Navy Training Courses: Part of CeTARS. CANTRAC permits authorized users the ability to search for formal navy training course information as well as Navy e-Learning courses using various options.

CBT
   -Computer Based Training: Computer software designed to teach the learning objectives of the topic/module/course with minimal dependence on instructor clarification. Usually conducted on a trainee-paced basis (although the computer may run some exercises on a timed basis, the trainee still controls when the segment starts).

CCA
   -Curriculum Control Authority: The approval authority for instructional material and methods.

CCMM
   -Course Curriculum Model Manager: Often spoken "C squared, M squared." Training activity assigned responsibility for developing or maintaining specified courses.

CDP
   -Course Data Processing Code: 4 character Alpha-numeric designator used for NITRAS processing. It equates to a training location code for a specific course.

CeTARS
   -Corporate Enterprise Training Activity Resource System: The Navy's principal authoritative source of training information. Major components include Navy Integrated Training Resources and Administration System (NITRAS), Standard Training Administrative Support System (STASS) and Catalog of Navy Training Courses (CANTRAC).

CIN
   -Course Identification Number: Seven or eight character alphanumeric designator used to identify a military training course.

Course Supervisor
   -Course managers who are responsible for the delivery of specific training courses, including currency of curriculum, discipline of assigned students and staff, training and evaluation of instructors, etc. Sometimes referred to as lead instructors.

CMS
   -Course Master Schedule: The document placing the units and lesson topics of a COI into a time schedule with associated Student to Instructor Ratios.

Course of Instruction
   -A body of curriculum presented at a particular time and place.

CSL
   -Curriculum Status Log: A consolidated summary of deficiencies noted in curriculum taught within a course.

CTTL
   -Course Training Task List: A list of duties and tasks to be trained in a course.

Curriculum Developer
   -A person tasked with analyzing a task and/or body of knowledge and then devising techniques and materials that will result in a trainee learning the critical information or skills associated with that task or body of knowledge.

Education
   -Instruction on the theory and conceptual background behind the processes/procedures being trained. Education explains why the processes/procedures do what they do. Contrast the definition of "training" below. Most Navy courses include a blend of education and training.

FCR
   -Formal Course Review: periodic check of course content for technical accuracy, relevancy to Fleet needs, and teachability.

IMM
　　-Interactive Media Material: audio and visual information such as PowerPoint presentations, transparencies, videotapes, movies, slides, and computer based learning materials and audio recordings.

JDTA
　　-Job-Duty-Task Analysis: A method used to obtain a detailed listing of tasks necessary to perform a specific job or duty. JDTA data includes its purpose, functional responsibility of personnel, required support equipment and materials, and information on how the system works, is maintained, or is used.

Learning Objective (LO)
　　-The overall skills and knowledge to be acquired by the student upon completion of training.

Lesson Plan (LP)
　　-Instructor's copy of course material. Normally annotated and personalized by the instructor. This material may also be referred to by the term Instructor Guide.

Master Course Schedule (MCS)
　　-Alternate name for Course Master Schedule. See CMS above.

NITRAS
　　-Navy Integrated Training Resources and Administration System: the Navy's corporate training database.
SME
　　-Subject Matter Expert: individual who is knowledgeable about the theory, construction, operation, employment and maintenance of the systems covered by a course or group of courses.

TCCD
　　-Training Course Control Document: a collection of products that summarizes the content, structure, and essential management information for a course.

TG
　　-Trainee Guide: Contains learning objectives, information sheets, problem sheets, job sheets, diagrams, etc. to aid the trainee in attaining course objectives.

TLO
　　-Terminal Learning Objective: The skills and knowledge to be acquired by the trainee upon completion of a specific training event. TLOs must support the Course Learning Objectives (CLOs) but may be organized in several different ways to optimize student learning.

TPP
-Training Project Plan: The document that proposes development of a new course or revision of an old course. The TPP gives an overview of the need for the curriculum action and an estimate of the resources required to implement the action.

Training
-Instruction on how to properly perform processes or procedures in response to stimuli. Training teaches how to do the processes/procedures. Contrast this with "education" definition above. Most Navy courses include a blend of education and training.

TTE
-Technical Training Equipment: Physical equipment identical or highly similar to the equipment in shipboard installations whose primary purpose is operational or maintenance training. Distinct from computer-based simulations of the equipment.

Validity, overall test...............
-The property of an entire test which allows it to produce repeatable, desired results across a range of attempts. Determining test validity requires application of statistical methods to raw performance data and the establishment of an acceptable benchmark against which to compare.

Validity, test item
-The property of individual test items (questions and answers) which allows them to accurately, effectively measure learning objectives. Validity is applicable to the technical content of the item as well as the construction of the item.

APPENDIX B
ELEMENTS OF TRAINING ANALYSIS

1. <u>Prerequisites</u>. 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 an academic drop rate, they may impact non-academic drops and attrition.

   a. Physical (e.g., Physical Fitness Test)

      (1) What are the physical requirements?

      (2) What requirements are not being met?

      (3) Should the prerequisites be adhered to or changed?

   b. Prior Training/Education

      (1) What are the requirements?

      (2) Are these requirements being met?

   c. Security Clearance

      (1) Is a clearance required?

      (2) Is the requirement being met?

   d. Mental (Armed Services Vocational Aptitude Battery, Armed Forces Qualification Test, reading level, etc.)

      (1) What is the minimum requirement?

      (2) Is the requirement being met?

      (3) Are waivers being granted?

      (4) Is there evidence that the waivers are affecting performance?

      (5) Does the minimum requirement reflect the abilities required?

   e. Screening

      (1) Are trainees being screened, if required, per Military Personnel Manual (MILPERSMAN)?

      (2) Are "comply with" items being met?

      (3) Are there any skills or abilities not used that may impact attrition?

f. Medical

(1) What are the medical requirements?

(2) What requirements are not being met?

(3) What percentages of attrites are due to medical problems?

g. 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)?

h. Is the command formally notifying commands when they are not complying with the above?

2. Curriculum. A review of curriculum includes all training materials, Formal Course Reviews (FCR), and specific points in the curriculum that may cause the trainee difficulty.

a. Status of the curriculum

b. Is it undergoing validation/pilot/revision?

c. Lesson Plan/Instructor Guide?

(1) Is the sequence of material correct? Is there a logical flow from one point to the next?

(2) Does the material support the learning objectives?

(3) Is the material current and accurate?

(4) What is the date of the latest revision?

(5) Does the material contain adequate personalization? Is the personalization approved? (NAVEDTRA 134)

(6) Does the material contain activities that ensure adequate time for drill and practice?

d. Trainee Guide (TG)

(1) Are the TGs easy to read? Are the graphics clear? Are the sentences clear? Is the format easy to follow?

(2) Does the reading level reflect that of the trainee? Is the content adequate? For example, is there enough, too little, or too much information?

(3) Are the TGs current and accurate?

(4) Are the TGs used by the trainees?

(5) Are there adequate provisions for note taking?

(6) Are there assignment sheets that evaluate learning and support the objectives?

e. FCR

(1) Are the FCRs being used to improve training?

(2) Have all the previous discrepancies been corrected?

(3) Are there high drop/attrition/setback points?

(4) To identify these points:

(5) Determine the unit/part of the curriculum in which most trainees are having difficulty.

(6) Determine the tests on which several trainees fail or are unsuccessful on the first attempt.

(7) Determine the areas within the tests (objectives, topics, content areas, etc.) with which trainees experience the greatest degree of difficulty.

(8) After these areas have been identified, consider the following:

(a) Does the course require skill training to master the subject and is it adequate?

(b) Have these areas been revised recently?

(c) Can the instructors, trainees, managers, etc., identify a reason(s) for poor trainee performance in these areas?

(d) Are additional drills and practice time needed for these areas?

(e) Is the time allocation optimum for each topic?

(f) If not, can time be reallocated from the less difficult to the more difficult topics?

(g) Is the teaching methodology consistent with learning required?

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

g. Technical Documentation

(1) Is the technical documentation adequate?

(2) Are the manuals worn, hard to use, out of date?

(3) Are maintenance requirement cards up to date?

(4) Does the technical documentation match the Technical Training Equipment (TTE)?

(5) What is the reading level of the technical manuals? Is it consistent with the ability of the trainees?

(6) If there are problems with technical documentation, has the appropriate systems command been notified?

h. Technology Application

(1) Is the course supported by training technology? What type? (Automated Electronic Classroom, IMM)

(2) Has the curriculum been analyzed for infusion of technology?

3. Testing. Testing must be reviewed to ensure that the tests actually measure trainee performance against the objectives.

a. Testing Program

(1) Is there an approved Testing Plan?

(2) Is the testing being conducted according to the Testing Plan?

(3) Are tests given too frequently or too quickly after the material has been presented?

(4) Are tests not given often enough?

(5) When are tests scheduled? Does the time of day or the day of the week appear to contribute to drop/setback?

(6) Are test items keyed to the objectives/Personnel Performance Profile (PPP) items they measure?

(7) Is pretesting used to determine the entry-level knowledge and skills of the trainees?

b. Testing in High Failure Areas

(1) Do the test items clearly measure the achievement of the objectives?

(2) Do they meet good test item construction guidelines?

(3) Is test item analysis conducted? Is data recorded and reviewed to identify test items that may require revision or items that identify a trend?

(4) What methods are used to identify trainees with problems before a test is failed (quizzes, homework, etc.)?

4. <u>Academic Setbacks</u>. Review the academic setback records for a designated time period. Consider the following:

    a. Is there an approved setback policy for the course?

    b. Is the setback policy being used as directed?

    c. Where are the majority of the setbacks occurring?

    d. What is the average number of times a trainee is set back in the course?

    e. What is the average length of the setback?

    f. What percentages of trainees who are set back eventually graduate?

    g. Is there any evidence that the setback enhances the success rate?

    h. Can a setback point be identified where attrition is more cost effective?

    i. What is the percentage of Continued with Class with remediation?

    j. Are all forms of remediation exhausted prior to setback?

    k. What is the average time to train a trainee, including setbacks?

5. <u>Equipment</u>

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

        (1) What are the causes of the equipment failure?

        (2) Can these be prevented from recurring?

    b. Equipment Adequacy

        (1) Is there an adequate amount of TTE or simulators for practical training?

        (2) Are the objectives being measured?

        (3) 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?

6. <u>Facilities</u>

    a. Training

        (1) Does the physical proximity of dining and berthing to the school building impact the trainee's day?

(2) Are environmental conditions a problem?

(3) Are the classrooms furnished in a way to enhance learning?

b. Berthing

(1) Is the living space and study space adequate?

(2) Are quiet hours enforced for study time?

7. Instructors. 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

(1) Are all instructors graduates of a formal instructor training course?

(2) Is there an approved certification program for instructors?

(3) Is the certification specific enough to identify required instructor skills in areas with high drops/setbacks?

(4) Is certification conducted according to established guidelines?

c. Evaluation

(1) Are instructor evaluations conducted according to established requirements?

(2) Are special instructor evaluations conducted on topics with high drop/setback rates?

(3) What steps have been taken to identify instructor deficiencies? How have they been corrected?

d. In Service Training (IST)

(1) Is there a formal IST program?

(2) Is the training responsive to the needs identified by the instructor/departments?

(3) 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

(1) Are divisional tasks periodically reviewed so that the main mission (instructing) receives its proper share of instructors (quantity and quality)?

(2) Do all personnel assigned to instructor billets teach?

(3) Is the rotational strategy of the staff designed to minimize burnout and maximize performance?

(4) Do the Activity Manpower Documents properly reflect the skills and experience required of the instructors?

g. General

(1) Is trend analysis of test data conducted in such a manner that tests can be related to instructors for problem area justification?

(2) Are profiles of instructors in high drop/attrition/setback areas available for analysis?

(3) Do instructors having difficulty teaching a subject have an opportunity to observe more experienced/proficient instructors teaching it?

8. Trainee Management. 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

(1) Are the counseling procedures, practices, and training of personnel adequate for the academic and non-academic counseling program?

(2) Are records reviewed for possible trends for recurring trainee problems, etc.?

b. Academic Review Boards (ARBs)

(1) Are the ARBs conducted per applicable guidelines?

(2) Are records reviewed to identify possible trends?

(3) If so, what action has been taken?

c. Retesting

(1) When are trainees required to retest on a complete exam?

(2) Are trainees allowed to retest only on the failed objectives?

(3) Is retesting of failed critical objectives conducted?

(4) When are the retests administered?

(5) Is oral retesting being used?

d. Remediation

(1) Is a remediation program in place and effective?

(2) Does the program provide specific guidance for voluntary and mandatory remediation?

(3) Are trainees given remediation in a timely manner?

(4) Does the program clearly identify the type of remediation to be used in different situations? (Written/oral remediation assignments, peer tutoring, etc.)

(5) Are remediation materials appropriate, adequate, and available?

(6) Is there a standardized, formalized remediation program for areas with high drop/attrition/setbacks?

(7) How effective is this portion of the remediation program?

(8) How can the complete remediation program be improved?

(9) Are the right trainees involved in remediation?

(10) Is remediation staffed with instructors certified in the subject matter?

(11) Is the instructor/trainee ratio optimum for these areas?

(12) Are there options for ratios not considered optimum?

(13) Are the spaces provided for remediation adequate?

e. School Day

(1) Does the total length of the trainee day allow adequate time for academic and non-academic requirements?

(2) Are interruptions to training kept to a minimum (e.g., dental, medical)?

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

f. Navy Military Training (NMT)

(1) Does the NMT staff provide positive military role models to increase motivation?

(2) Do the NMT staff and instructors work together as a team?

(3) Does the curriculum enhance a positive attitude toward the school and the Navy?

g. Trainee Critique Program

(1) Are trainee critiques administered and data collected per the guidelines?

(2) Are critiques routed through the chain of command?

(3) Are critiques completed in a timely manner?

(4) Are critiques completed at intervals in long courses?

(5) Are the critiques specific enough to identify instructor and course strengths and weaknesses?

(6) Is the data collected, analyzed, and used to improve training?

(7) If so, what action has been taken?

(8) Are all trainees (non-graduates and graduates) completing critiques?

9. <u>Command Climate</u>. 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

(1) Does the command provide the trainee with information needed while stationed at the command (e.g., chain of command, base rules)?

(2) Does the course provide an indoctrination program for incoming trainees?

   b. Quality of Life Programs

(1) Are quality of life critiques completed by all trainees (graduates and drops)?

(2) Are the critiques reviewed and analyzed, and is action taken to correct the problems?

(3) Are quality of life critiques routed through the chain as directed?

(4) Are the recreational and personal needs of the trainees provided for?

(5) Are the base facilities providing adequate support for the trainees?

(6) Do appropriate levels of training managers periodically visit the Bachelor Enlisted Quarters, galley, medical, etc.?

(7) Does the command leadership, at all levels, promote in the trainees a positive attitude toward the school and the Navy?

APPENDIX C
FEEDBACK PROCEDURES

Provide feedback to this manual to NSTC_GRLK_N7_Distribution@navy.mil in the following format:

Date of Request: [DD Mmm YY]
Originator: [Name, Rank/Position, Command]
Contact E-mail:
Contact Phone:
Type of Feedback: [Addition; Deletion; Modification]
Location: [Chapter.Paragraph.Subparagraph.Section.Subsection or Exhibit as applicable]
Details: [Freeform text, diagram, attached document, etc.]