

# NETC-FEA

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

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

1.0	<b>NETC-FRONT END ANALYSIS</b> <b>REASON FOR CONDUCTING THE NETC-FEA</b>	
1.1	<b>Requirements Sponsor:</b> (OPNAV N code/s, NAE, SWE, etc.)  <b>Name:</b>  <b>Rank/Title/Code:</b>  <b>Phone:</b>  <b>Email:</b>	<b>Resource Sponsor:</b> (Funding source for approved performance requirements)  <b>Name:</b>  <b>Rank/Title/Code:</b>  <b>Phone:</b>  <b>Email:</b>
1.2	<b>Curriculum Control Authority:</b> (Re: NAVEDTRA 135C 2.1.3)  <b>Learning Center:</b>	
1.3	<b>Activity Conducting NETC-FEA/Project Team Members:</b> (Re: NAVEDTRA 138 Ch. 1)	
1.4	<b>NETC-FEA Start Date (MM/DD/YY):</b> (Re: NKO E2E SOP, per IMP/IMS)	
1.5	<b>NETC-FEA End Date (MM/DD/YY):</b> (Re: NKO E2E SOP, per IMP/IMS)	
1.6	<b>Reason for conducting the NETC-FEA:</b> (include trigger-action/justification-statement rationale with specific description, i.e. HPRR Action Item #, OCCSTD change, etc.):	

	<p>Is NETC-FEA for a new or revised course/module?</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>New Revised</p> <p>(check appropriate box)</p> <p><b>Course CIN #: and/or Content Module Title:</b> (Actual Project name in CPM)</p>								
2.0	<p align="center"><b>ESTABLISH AN "AS-IS" COMPARATIVE BASELINE</b></p> <p><b>"AS-IS" Comparative Baseline:</b> (Re: E2E SOP. Use DI-SESS-81517B for analysis and reporting of the current course.)</p>								
2.1	<p><b>Are current course/content module Learning Objectives (LOs) based on approved JDTA data?</b></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Yes No</p> <p><b>Was the approved data derived IAW NAVEDTRA 137 JDTA requirements?</b></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Yes No</p> <p><b>List supporting JDTA/Project names exactly as they appear in CPM and current CPM version number:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="border-top: 1px solid black; width: 60%;"></td> <td style="border-top: 1px solid black; width: 40%;"></td> </tr> <tr> <td align="center">(JDTA name)</td> <td align="center">(version)</td> </tr> <tr> <td style="border-top: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> </tr> <tr> <td align="center">(Project name)</td> <td align="center">(version)</td> </tr> </table> <p><b>Additional Comments as required:</b></p>			(JDTA name)	(version)			(Project name)	(version)
(JDTA name)	(version)								
(Project name)	(version)								
3.0	<p align="center"><b>"TO-BE" TRAINING REQUIREMENTS</b></p> <p>(Re: E2E SOP, NAVEDTRA 137 &amp; 138. Use DI-SESS-81518B for analysis and reporting of the new/revised module/course content.)</p>								
3.1	<p><b>"TO-BE" Training Requirements:</b></p> <p><b>Are course/content module Learning Objectives (LOs) based on approved JDTA data?</b></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Yes No</p> <p><b>Was the approved data derived IAW E2E SOP, NAVEDTRA 137 JDTA requirements?</b></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Yes No</p> <p><b>List supporting JDTA/Project name exactly as it appears in CPM and current CPM version number:</b></p>								

	<hr/> <p style="text-align: center;">(JDTA name)</p> <hr/> <p style="text-align: center;">(Project name)</p>	<hr/> <p style="text-align: center;">(version)</p> <hr/> <p style="text-align: center;">(version)</p>
	<b>Additional Comments as required:</b>	
<b>4.0</b>	<b>GAP IN TRAINING REQUIREMENTS ANALYSIS</b>	
4.1	<u><b>“AS-IS” Comparative Baseline:</b></u> Provide spreadsheet used IAW E2E SOP or provide data location listing all planned LOs:	<u><b>“TO-BE” Training Requirements:</b></u> Provide spreadsheet used IAW E2E SOP or provide data location listing all planned LOs:
4.2	<u><b>Summary of Differences</b></u> (1. Include a brief paragraph describing <i>high level</i> differences from As-Is and To-Be. 2. Provide an <i>itemized list</i> of differences between As-Is and To Be. 3. List all differences to include: terminal and enabling objectives (TLOs and ELOs) and displaced LOs that will now be a function of KSATRs (KPL1 content), assessment methodology, instructional hour differences, tool and resource changes (i.e., media, TTE, classroom type, infrastructure, bandwidth, bottlenecks, safety issues, etc.) as these will be cost factors during the BCA.) If in one list but not the other, tell us why or how the LO is dealt with.	
<b>5.0</b>	<b>REUSE, REPURPOSE, AND REFERENCE (R3) CONTENT</b>	
	(Review R3 IAW E2E SOP, NAVEDTRA 138 JDTA)	
5.1	Identify # of LOs and associated curriculum (plug & play) to be <b>Reused:</b> _____ Comments:  Identify # of LOs to be <b>Repurposed:</b> _____  Using the NAWCTSD Quality Evaluation Tool or results from the media selection process (see FEA Step 6) project the Level of Effort (LOE) associated with each LO to be repurposed. (Example: 30 PowerPoint screens of level 1 interactivity versus 30 screens of level 3 interactivity. Re: MIL-HDBK 29612- 3A) Note: Cost associated with repurposed materials shows up in BCA.  LO:  For each LO describe the Level Of Effort to include the nature of the modification (e.g., equipment modification, graphics, audio, simulation, etc.) to the content component being modified.  Comments:	

	Identify # of LOs to be <b>Referenced</b> : _____ Comments:
<b>6.0</b>	<b>MEDIA SELECTION</b> (NAVEDTRA 138 Ch. 7, E2E SOP, MIL-PRF-29612B 4.3.3.1 & DI-SESS-81519B)
6.1	<p><b>General Audience Characteristics:</b> (e.g. population size, student geographical distribution, student proficiency level, rate/rank, etc.)</p> <p><b>Sensory Requirements:</b> (e.g. visual, audio, tactile senses, olfactory, etc.)</p> <hr/> <p><b>Media Types/Media Delivery Mode recommendations for each:</b> (Use the Media Selection Tool to analyze the best Media Types and Delivery Modes for each LO. For each Skill and Knowledge listed, determine which IMI/IMM interactivity level, 1/2/3/4 is required to support the LO. Describe how or why.)</p> <p><b>LO:</b></p> <p><b>Supporting KSATR Data:</b></p> <p><b>Skills Interactivity Components include:</b></p> <p><b>Knowledge Interactivity Components include:</b></p> <hr/> <p><b>Summary of Media Types: (RRL &amp; CeTARS) (include type, interactivity level, # of LOs)</b></p> <ol style="list-style-type: none"> <li>1. Example: ILT/CAI level 3, 45 LOs</li> <li>2.</li> <li>3.</li> </ol> <p><b>Summary of Media Delivery Modes:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<b>7.0</b>	<b>RECOMMENDATIONS AND SOLUTIONS STATEMENT</b> Section 7 should fully outline the analyses of alternatives for each recommended course of action.
7.1	<b>Learner Population:</b> Identify learner characteristics. (Re: NAVEDTRA 138, MIL-HDBK-29612-2A 6.2.4.4)
7.2	<b>Recommendations and Solutions:</b> 1) For each ELO include Instructional System Development (ISD) recommendations; i.e., learning strategies (i.e., blended learning consisting of...); learning hierarchy (basically a COI with notional time factors/periods); assessment strategy/ies (e.g., progress/comprehensive tests IAW 132, practical work such as graded instruction sheets etc.) and include types of tests/assessments, proficiency level, frequency, number of test items, criticality index, and passing criteria [may

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

**The following documents will provide information to assist with FEA development:**

MIL-PRF-29612B	Performance Specification Training Data Products
MIL-HDBK 29612B	Department of Defense Handbook: Instructional Systems
	Development/Systems Approach To Training and Education Parts 1-5

DI-MGMT-81650	Integrated Master Schedule
DI-SESS-81517B	Training Situation Document
DI-SESS-81518B	Instructional Performance Requirements Document
DI-SESS-81519B	Instructional Media Requirements Document
DI-SESS-81520B	Instructional Media Design Package
DI-SESS-81525B	Test Package
DI-SESS-81526B	Instructional Media Package
NAVEDTRA 136 (series)	Integrated Learning Environment Course Development and Life-Cycle Maintenance
NAVEDTRA 132 (series)	Navy School House Testing Management Manual
NAVEDTRA 137 (series)	Job Duty Task Analysis Management Manual
NAVEDTRA 138 (series)	Front End Analysis Management Manual
NETCINST 1510.4 (series)	Job Duty Task Analysis Policy
NETCINST 1500.6 (series)	Front End Analysis
NETCINST 1510.3 (series)	Business Case Analysis Policy
NETCNOTE 1500.6	Metadata Instruction
Content Planning Module / AIM LO	Authoring Instructional Materials Software

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

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

|                      |  |  |  |  |
|----------------------|--|--|--|--|
| Distributed Learning |  |  |  |  |
| Training Devices     |  |  |  |  |

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

**FEA Tips:**

Possible Check List Questions (Quality Review):

Print or save a Skill Hierarch Report and/or IMDP (should this be a CPM piece – this report needs to include something else?)

KSATRs – clarify if K/S direct or indirect to task.

Ensure CPM file location of JDTA and Project names are provided.

Check Wiki to see when Projects info is input (following or prior to FEA submittal to NETC).

Is JDTA based on new construct or old legacy course CTTLs?

Is project created and “fleshed out” in CPM with linkage/alignment with JDTA data?

Are LOs complete with ISD considerations?

Media design for IMDP?