



DEPARTMENT OF THE NAVY

CHIEF OF NAVAL EDUCATION AND TRAINING
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CNETINST 1550.10B
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CNET INSTRUCTION 1550.10B

Subj: PRODUCTION, APPROVAL, IMPLEMENTATION, AND CANCELLATION
OF TRAINING PROGRAMS AND MATERIALS

Ref: (a) NAVEDTRA 130, Task Based Curriculum Development Manual
(b) NAVEDTRA 131, Personnel Performance Profile Based Curriculum Development Manual
(c) CNETINST 1500.21A, Development, Acquisition and Management of Interactive Courseware (ICW) in Support of Instructional Systems within the NAVEDTRACOM
(d) NAVEDTRA 135A, Navy School Management Manual
(e) CNETINST 1500.18A, Responsibilities and Procedures for NAVEDTRACOM Participation in Contractor Developed Training
(f) CNETINST 1550.21A, Occupational Standards (OCCSTDS) Training Task Analysis (TTA) Procedures
(g) CNETINST 1540.7G, Responsibility for Reviewing Navy Occupational Task Analysis Program (NOTAP) Survey Booklets and Procedures for Requesting NOTAP and Occupational Standards (OCCSTD) Data and Services
(h) OPNAVINST 1500.71, Navy Training Feedback System

Encl: (1) Factors for selecting NAVEDTRA 130 or 131 for Development of Training Materials

1. Purpose. To provide policy and define responsibilities within the Naval Education and Training Command (NAVEDTRACOM) for the production, approval, implementation, and cancellation of training programs and materials. Continual advances in training and education technology require that this instruction be continually reviewed, assessed for utility, and revised as necessary. This instruction is a major revision and should be read in its entirety; marginal notations have not been made.

2. Cancellation. CNETINST 1550.10A

3. Scope. The provisions of this instruction apply to all training under the cognizance of, or developed for, the Chief of Naval Education and Training (CNET).

a. This instruction provides policy for the production of training materials. These training materials typically consist of curriculum materials, support materials, and management materials. The training materials may be produced by either Navy in-house personnel or contractor. This instruction emphasizes content over format and encourages application of sound business

practices. This means that any educationally sound development method based on the instructional systems design/development (ISD) process, other than references (a) and (b), can be used if shown to be more cost and training effective.

b. This instruction also provides policy for applying reference (c) to the NAVEDTRACOM production of Interactive Courseware (ICW) training materials. Reference (c) provides policy and guidance for ICW acquisition, production, and life cycle maintenance.

4. Discussion. Both references (a) and (b) support the ISD approach of an orderly process of planning, analyzing, designing, developing, implementing, and evaluating training materials. Reference (c) governs policy on production of ICW. Reference (d) is the Navy schools management manual. Reference (e) describes NAVEDTRACOM responsibilities relating to the review of and recommendations concerning contractor developed training materials. Reference (f) defines Navy Occupational Standards (OCCSTDS) procedures and requires that OCCSTDS be the basis for an 'A' school course training task list. Reference (g) provides procedures for obtaining OCCSTDS data. Reference (h) is the Navy Training Feedback System (NTFS).

5. Policy

a. Curriculum Control Authority (CCA) and Course Curriculum Model Manager (CCMM). The CCA and CCMM are the NAVEDTRACOM principals for all training materials development and course maintenance. The CCA and CCMM for courses are identified in the Catalog of Navy Training Courses (CANTRAC).

(1) CCA. Normally, the functional commander for all of the training activities assigned to conduct a specified course will also be the CCA for that course. Some training courses taught at multiple sites will cross functional command boundaries. In these instances, resource and class scheduling issues will be resolved by the functional commanders. When issues cannot be resolved at the functional command level, CNET will direct a decision. The CCA will designate one school as CCMM for each course taught under their authority.

(2) CCMM. The CCMM has the responsibility and authority to carry out a wide range of course management and training materials development and modification functions. Course management functions are specified in reference (d). Training materials development, modification, and management responsibilities are in references (a), (b), and (d).

b. Production and Implementation of Training Materials. The advent of new technologies for training materials development, and the application of these technologies in the classroom, now augment traditional instructor-delivered training and training materials development. The production and implementation of

all training materials shall be accomplished by application of an ISD method. CNET currently supports two methods for development of traditional podium-based instructional materials. These are:

(1) Task-Based Curriculum Development Procedures. This method analyzes the job which must be performed by trainees upon completion of training. It produces a Course Training Task List (CTTL) which serves as the basis for curriculum design and development. Reference (a) governs this method and shall be used for all task-based curriculum development. An automated curriculum development system, AIM II, is available to support Task Based methods. Training materials developed using AIM II meet reference (a) requirements.

(2) Personnel Performance Profile (PPP)-Based Curriculum Development Procedures. This method analyzes background knowledge, tasks/functions, and operations and maintenance of equipment/subsystems/systems to produce PPP Tables. Appropriate PPP Table line items are selected for training and serve as the basis for curriculum design and development. Reference (b) governs this method and shall be used for all PPP-based curriculum development. An automated curriculum development aid, AIM I, is available to support PPP-based curriculum development. Earlier AIM versions, such as AIM 3.2, may also be still available. All AIM-developed training materials, regardless of AIM version used, meet reference (b) requirements.

c. Determining the Curriculum Development Method. CNET provides training materials development guidelines for either the task-based method or PPP-based method, via references (a) and (b), respectively. The CCA may use the consideration factors in enclosure (1) as a guide to determine which of the two methods will be used. If another curriculum development method is used, the reason for the choice will be stated in the Training Project Plan (TPP).

d. ICW. ICW is being used for stand-alone courses, refresher training, rate training, lesson topic delivery, and remedial training.

(1) Essential to any ICW product is development in accordance with the ISD process, educational soundness, and provision for life cycle maintenance of training materials after implementation.

(2) It is emphasized that references (a) and (b) are guidelines which provide documented lists of required training materials. These lists can be applied to other development methods by focusing on the content of the lists and not the format.

(3) ICW production will be in accordance with reference (c).

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e. TPP. The TPP is a planning document that outlines the proposed project. It justifies the project, identifies required and/or available resources, and contains other significant planning data. Sample TPPs are shown in references (a) and (b). The content of TPPs can and should be tailored to fit the project. TPPs shall be prepared for each of the following purposes and submitted for approval:

(1) Curriculum Development. A TPP is required to revise an existing course or to develop a new course, whether done with in-house personnel or contracted out by a NAVEDTRACOM activity. This also includes ICW in any form which has a Course Identification Number (CIN). Once the TPP is forwarded, the originating activity may elect to continue with the curriculum development or revision portion of the project, unless otherwise directed by the CCA.

(2) Course Implementation. A TPP is required to implement an existing course at a new site or to implement a new contractor-developed course. This includes implementation of ICW having its own CIN at new sites.

(3) Course Cancellation. A TPP is required to cancel an existing course conducted at a single site or at multiple sites. This includes ICW courses with their own CIN. Course cancellations may involve material and manpower resources which can be used as compensation for new course development or made available for redistribution. When the TPP to cancel a course is approved, the course will be deleted from Navy Integrated Training Resources Administration System (NITRAS)/CANTRAC. Reference (d) provides information on archiving training materials for cancelled courses.

f. Approval Authority for TPPs. Approval authority for TPPs is as follows:

(1) CCA. The CCA approves TPPs that do not require additional resources, that change the course mission statement, or increase course length. Other TPPs which require additional resources will be submitted via the chain of command to CNET for approval.

(2) CNET. CNET will approve TPPs that establish new courses or require additional resources for existing courses, change the course mission, or cancel a course. For projects that require resources beyond CNET capability, CNET will forward TPPs to the appropriate CNO sponsor.

(3) Functional Commanders. When the CCA for a course and the functional commander providing course delivery are different, the functional commander will approve TPPs for implementing an existing course at a new site (within the resources of the functional commander), or canceling a course at a site under

his/her purview. When the same course is taught at facilities under the cognizance of more than one functional commander, approval will be by the CCA.

g. Contractor-Developed Training. It is essential that the CCMM and training activities attend in-process reviews, review developmental products, and provide recommendations to the CCA and CNET concerning the educational soundness and training utility of contractor-developed training materials. The responsibilities for NAVEDTRACOM participation in the contractor production of training programs and materials are provided in reference (e).

6. Responsibilities

a. CNET

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

(2) Designate a functional commander as CCA. Whenever possible, the in-line functional commander for all schools assigned to conduct a course will also be the CCA for that course, unless they specifically designate one of their subordinate commands to act in this capacity.

(3) Task functional commander(s) and other subordinate activities to develop or revise special training programs and courses, as appropriate.

(4) Plan, program, and budget resource requirements with appropriate commands and offices.

(5) When acting as CCA, designate a CCMM and exercise curriculum control and approval authority. Provide course curricula feedback through use of the NTFS per reference (h).

b. Functional Commanders

(1) CNET T2 is functional commander for commands reporting directly to CNET.

(2) Program for necessary resources and implement cognizant training programs, consistent with CNET policy and guidance, to meet training requirements.

(3) When designated as CCA, designate a CCMM and exercise curriculum control and approval authority and provide course curricula feedback through use of the NTFS per reference (h).

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c. Commanding Officer, Naval Education and Training
Professional Development and Technology Center (NETPDTC)

(1) Design, develop, and validate training materials consistent with CNET policy and guidance.

(2) Conduct training task analysis (TTA) projects to support Navy training improvement, consistent with reference (f).

(3) Maintain the NAVEDTRACOM Training Requirements Data Base (TRDB), per reference (g), to support Navy training program/course/material production and revision. The TRDB provides listings of PPP tables, Training Path Systems (TPS), Training Analysis Summaries (TAS), Continuum Training Plans, Navy Occupational Task Analysis Program (NOTAP) Reports, Front End Analysis (FEA) Reports, and TTA Reports.

(4) Maintain repository of archived course materials.

7. Action. Upon receipt, NAVEDTRACOM activities shall implement the policy, guidance, and procedures described herein. Any requests for exclusion from the provisions set forth in this directive shall be submitted, via the chain of command, to CNET for resolution. A copy of all implementing instructions for this directive shall be provided to CNET.

/s/R. M. Scott
R. M. SCOTT
Chief of Staff

Distribution (CNETINST 5218.2B):
Lists I, II (2-4, 6, 7, 8, 9-14, 16-23, 25-28, 30-32, 37),
III (7), IV (2-22), V, VI

**FACTORS FOR SELECTING NAVEDTRA 130 OR 131
FOR DEVELOPMENT OF TRAINING MATERIALS**

1. Introduction. Two ISD methods are currently supported for the production of training materials within the NAVEDTRACOM. The factors below specifically pertain to using reference (a) or (b).

2. Factors

a. Goal of the training. If the goal of the training is the performance of a job, task, or function, or employment of a weapon system, then the task-based method is recommended. If the goal is the operation and/or maintenance of a specific equipment, subsystem, or system, acquisition of background knowledge, or performance of a task or function, then the PPP-based method should be considered.

b. Type of analysis data currently available. Existing analysis data that consists of Logistics Support Analysis Record, Occupational Standards, NOTAP Report, JTL, or other, supports the task-based method. If analysis data consists of PPP Tables and/or a TPS(s), then the PPP-based method is supported best.

c. The type of front end analysis that can be conducted most efficiently and accurately when available data is inconclusive or incomplete. When an equipment, subsystem, or system must be analyzed for its operation and maintenance tasks, the PPP-based method is preferable because of the availability of AIM (Authoring Instructional Materials--an automated, PPP-based curriculum development system). When performance of a job, task, function, or weapon system employment is involved, the task-based method is preferable because of the many ways of obtaining analysis data, including actual observation. AIM II, when implemented, will support the task-based method.

d. Systems design approach previously used in developing the course(s), or related courses, or in predominant use at the training activity. If one of the following previously authorized curriculum development methods was used: NAVEDTRA 106A/110A/NAMTRAGRUINST 1540.2/Task Analysis, then the task-based method may be preferable. If one of these previously authorized curriculum development methods was used: NAVSEA OD 45519/60803/DOD-HDBK-292/PPPs and TPS, then the PPP-based method would be preferable. Automated support is provided by AIM. AIM I, when implemented, will incorporate reference (b) changes.