



DEPARTMENT OF THE NAVY
COMMANDER
NAVAL EDUCATION AND TRAINING COMMAND
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LETTER OF PROMULGATION FOR NAVEDTRA 142

1. The Naval Education and Training (NAVEDTRA) M-142 series of manuals has been extensively revised. This revision merges the Ready Relevant Learning process, the Naval Education and Training Command (NETC) End-to-End process, and the Office of the Chief of Naval Operations acquisition process into one Navy Training Process (NTP). The NTP is more agile, relies on type commanders to push training requirements to NETC, and eliminates a multitude of outdated and often conflicting policy and guidance.
2. The NAVEDTRA 142 series of manuals define the NTP and provide fundamental direction for the development of curricula, the delivery of instruction, and the management and evaluation of training programs within NETC.
3. This publication is a major change and should be read in its entirety.
4. This publication is available electronically at: <https://netc.navy.mil/Resources/NETC-Directives/>.
5. NETC N71 solicits any comments and recommendations to improve the NAVEDTRA 142 series of manuals through the following link: https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/Lists/ChngRqstForm/AllItems.aspx or comments may be submitted to netc-n7@us.navy.mil.
6. Reviewed and approved.

J. J. SCHEREWKO

Navy Training Process



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Record of Changes

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Foreword

Naval Education and Training Series Manuals:

The Naval Education and Training (NAVEDTRA) 142 series of manuals defines the Navy Training Process (NTP) and provides fundamental direction for the development of curricula, the delivery of instruction, and the management and evaluation of training programs within the Naval Education and Training Command (NETC). The NAVEDTRA 142 series of manuals supersede the following documents:

- NAVEDTRA 130B Task Based Curriculum Development Manual
- NAVEDTRA 131B Personnel Performance Profile Based Curriculum Development Manual
- NAVEDTRA 132 Navy School Testing Program Management Manual
- NAVEDTRA 133A Training Requirements Review Management Manual
- NAVEDTRA 134A Navy Instructor Manual
- NAVEDTRA 135D Navy School Management Manual
- NAVEDTRA 136 Integrated Learning Environment Course Development and Life-Cycle Maintenance Manual
- NAVEDTRA 137A Job Duty Task Analysis Management Manual
- NAVEDTRA 138 Front End Analysis Management Manual
- NETCINST 1320.1A Honor Graduate Orders Selection Policy
- NETCINST 1500.2H Master Training Specialist Program
- NETCINST 1500.5E Instructor Qualification, Certification, and Sustainment Program
- NETCINST 1500.6B NETC Front End Analysis
- NETCINST 1500.7G Fleet Missed Training Opportunity Reporting Policy and Procedures
- NETCINST 1500.12C Training Installation and Transfer Agreements
- NETCINST 1500.19 Training Requirement Submission, and Course Development, Delivery, and Maintenance End to End Process
- NETCINST 1540.1K Impaired Training and Education Report Policy and Reporting Procedures
- NETCINST 1540.2C NETC Training Effectiveness Program

- NETCINST 3040.1A Technical Training Equipment and Training Device Casualty Reports
- NETCINST 5510.1F Information Protection Policy for NETC Learning Management Systems in Multiple Networks and Application Environment
- RRLGM 20-0001 Shareable Content Object (SCO) Assignment
- RRLGM 20-0002 Learning Objective Writing Standards Supplemental Guidance
- RRLGM 20-0003 Curriculum Data System Transition
- RRLGM 20-0004 Train the Trainer Requirements
- RRLGM 20-0005A Standard Operating Procedures (SOP) for Managing Rating Scoping
- RRLGM 21-0001 Training Requirements Review (TRR) Supplemental Guidance
- RRLGM 21-0004 Course Pre-Pilot and Pilot Requirements
- RRLGM 21-0005A NETC Approved Content Authoring Tools
- RRLGM 22-0001 Implementation of Practical Applications of Learning Science (PALS)
- RRLGM 22-0002 Required Actions for Inclusion of Inter-Service Training in the Ready Relevant Learning Modernization Process
- NETC Style Guide Chapter 3

Each of the NAVEDTRA 142 series of manuals is designed as a standalone document to serve a specific user group, such as curriculum developers (CD), instructors, training managers, or evaluators of training.

- NAVEDTRA M-142 Navy Training Process
- NAVEDTRA M-142.1 Navy Training Process Phase I Triggers
- NAVEDTRA M-142.2 Navy Training Process Phase II Requirements Development
- NAVEDTRA M-142.3 Navy Training Process Phase III Course Development, Modernization, Acquisition, and Pilot
- NAVEDTRA M-142.4 Navy Training Process Phase IV Course Fielding – Volume I Student Management
- NAVEDTRA M-142.4 Navy Training Process Phase IV Course Fielding – Volume II Testing Manual
- NAVEDTRA M-142.5 Navy Training Process Phase V Assessment and Sustainment
- NAVEDTRA M-142.6 Navy Instructor Manual

This publication is a major change and should be read in its entirety.

Scope:

The NAVEDTRA series of manuals establishes policy and curriculum development guidance for integrating training requirements into NETC with a goal of developing modernized, on-demand, fleet-responsive learning to enhance and enrich the transfer of knowledge, skills, and abilities to Sailors and Marines in today's rapidly changing operational environment.

NETC Learning Centers (LC) must work with stakeholders to first define the work to build effective training solutions that provide the necessary knowledge and skillsets. Navy ratings have diverse training requirements and cover a wide range of operational environments. When appropriate, training solutions should be focused on immersive, hands-on learning, allowing Sailors and Marines to complete multiple repetitions of required tasks to develop and enhance automaticity to reduce latency, skill decay, and demonstrate their capability to perform to established requirements.

The guidelines set forth in this series of manuals are not intended to conflict with any higher-level authority policies or procedures. In instances where there appears to be a conflict or disagreement, please notify NETC N71, Training Standards Branch. NETC N71 solicits any comments and recommendations to improve the NAVEDTRA 142 series of manuals through the following link: https://flankspeed.sharepoint-mil.us/sites/MYNAVY_HR_NETC/N7/Lists/ChngRqstForm/AllItems.aspx or comments may be submitted to netc-n7@us.navy.mil. This manual is intended for use by military, civil service, and contractor personnel engaged in the development and modification of Navy training materials.

NOTE: All links in this manual must be copied and pasted into a browser to access the document being referenced.

Contractual Use of this Manual:

Throughout the NAVEDTRA M-142 series, examples are provided to illustrate and clarify points being discussed. It is important to note in the case of an item identified as an "example," this item is not intended to be copied exactly in all situations, but rather provided to help clarify the information being discussed. The content for items shown as examples are representative and may be tailored by the user for specific situations.

Guidance Terms

Term	Meaning
Must	This action, behavior, or construct is required by the guidelines.
Will	This denotes a required action in the future.
May	This action, behavior, or construct is permitted; however, it is discretionary, not required.
Can	This refers to the inherent behavior of software and/or computer languages. Do not use to mean that an action, behavior, or construct is permissible or allowed by the guidelines.
Must not	This action, behavior, or construct is prohibited by the guidelines.
Should	This suggests that something is proper, reasonable, or the best thing to do.

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Acronym List

Acronym	Description
ACE	American Council on Education
ARB	Academic Review Board
CAT	Course Audit Trail
CCA	Curriculum Control Authority
CCMM or C ² M ²	Course Curriculum Model Manager
CD	Curriculum Developer
CDI	CeTARS Data Integrity
CeTARS	Corporate enterprise Training Activity Resource System
CLLC	Career Long Learning Continuum
CNO	Chief of Naval Operations
CO	Commanding Officer
COE	Council on Occupational Education
CPOIC	Chief Petty Officer in Charge
CS	Course Supervisor
CUIT	Course Unique Instructor Training
DCNO	Deputy Chief of Naval Operations
DON	Department of the Navy
DOT	Director of Training
ED	Executive Director
F2	Feasibility and Fielding
FCR	Formal Course Review
FLSO	Field Learning Standards Officer
FTS	Field Training Specialist
HFU	Headquarters Flag Unit
HR	Human Resources
IE	Instructor Evaluator
IG	Instructor Guide
IMM	Instructional Media Materials
ISD	Instructional Systems Designer
ISS	Instructional Systems Specialist
IST	In-Service Training
LC	Learning Center
LI	Lead Instructor
LS	Learning Site

LSO	Learning Standards Officer
MPT	Manpower, Personnel, and Training
MTS	Master Training Specialist
MTT	Mobile Training Team
NAVEDTRA	Naval Education and Training
NAVMAC	Navy Manpower Analysis Center
NAVOSH	Navy Occupational Safety and Health
NEC	Navy Enlisted Classification
NEOCS	Navy Enlisted Occupational Classification System
NETC	Naval Education and Training Command
NOOCS	Navy Officer Occupational Classification System
NSTC	Naval Service Training Command
NTP	Navy Training Process
NTSP	Navy Training Systems Plan
OCCSTD	Occupational Standard
OGC	Officer of General Counsel
OIC	Officer in Charge
OPNAV	Office of the Chief of Naval Operations
PADDIE+M	Plan, Analyze, Design, Develop, Implement, Evaluate + Maintain
PEO MLB	Program Executive Office for Manpower, Logistics and Business
PMT	Personnel, Manpower, and Training
POM	Program Objective Memorandum
R3	Reuse, Repurpose, Reference
RCDC	Rating Career Domain Continuum
ROM	Rough Order of Magnitude
RRL	Ready Relevant Learning
SECNAV	Secretary of the Navy
SIS	Student Information System
SME	Subject Matter Expert
SMO	Student Management Office
SOW	Statement of Work
SYSCOM	Systems Command
TA	Training Agency
TPP	Training Project Plans
TLCE	Total Life-Cycle Cost Estimate
TQI	Total Quality Indicator
TS	Training Specialist
TSA	Training Support Agency
TSPO	Training Systems Program Office
TYCOM	Type Commander
USFFC	United States Fleet Forces Command

CHAPTER 1

NAVY TRAINING PROCESS

1.0. Introduction. NETC is an echelon 3 command whose mission is to recruit and hire talented civilians, deliver training and education to transform these civilians into Sailors, and distribute accession Sailors to the fleet to maximize readiness and ensure mission success; to provide specialized training and educational tools to advance the personal and professional development of Sailors throughout their career; and to serve as sole claimant for individual training and education as the principal advisor to the Chief of Naval Personnel on training and education related matters.

- a. NETC establishes policies, procedures, and techniques for the establishment and operation of assigned education and training programs. NETC ensures quality training is consistent with the needs of the fleet and that training remains responsive to fleet requirements. NETC acts as an interface between its LCs who develop, deliver, evaluate, and maintain training and the Office of the Chief of Naval Operations (OPNAV), who resources the manpower and training for the Navy.
- b. Prioritizing learning is essential to maintaining American sea power. Learning is the continuous acquisition of new knowledge or skill by a combination of instruction (instructor led, facilitated, or self-directed interactive training), self-study experience, and on-the-job-training that happens in the schoolhouse and the fleet. Training, education, and experiences help develop the Navy's learning culture and requisite attributes, knowledge, competencies, and skills necessary to operate effectively and ethically under uncertain conditions and complexity. NETC must be a learning organization that innovates and adapts training and training delivery methods to meet the needs of today's Sailors, Marines, other services, and international students. NETC must ensure training is realistic, performance-based, and happens in realistic training environments when possible.
- c. The Navy Training Process (NTP) aligns the previous NETC end-to-end process, the OPNAVINST 1500.76E acquisition process, and the Ready Relevant Learning (RRL) process into one NTP. Figure 1-1 shows how the three processes are aligned. Detailed NTP process maps are available here: https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/SitePages/N71.aspx. The design of the NTP uses the Plan, Analyze, Design, Develop, Implement, Evaluate, and Maintain (PADDIE+M) instructional systems design model for managing curriculum products from the planning

stage until the course is archived. The NTP is designed to be faster, more agile, and allow curriculum managers to use the steps required to meet the needs of the schoolhouse in new efforts as well as when revising or maintaining current curriculum products. The timeline for completing the NTP will vary depending on a lot of variables such as the length of the course, the required change needed, the level of interactive multimedia, authoring tools and source files available, whether training equipment must be procured, any needed facility upgrades, etc. While the majority of NETC's training is task-based, concentrating on specific duties and tasks, the process and tools can also be leveraged to develop curriculum in the affective domain. This domain emphasizes behavioral skills, which are critical in areas like leadership, ethics, and recruiting training.

The NTP is designed to be entered into at the appropriate step in the process based on the trigger, refer to NAVEDTRA M-142.1 for more information on triggers. Additionally, the NTP can be managed using various project methodologies. Examples of a few include Waterfall, Agile, Kanban, Scrum, or other methodology. Each method has a focus and works best for the project at hand.

- (1) Waterfall is completed in a linear fashion.
- (2) Agile is completed through adaptive, simultaneous workflows. Smaller iterative periods.
- (3) Kanban is a visual management method to help manage workflows and improve efficiencies.
- (4) Scrum is concerned with getting the project done faster.

A project's success largely depends on the right project management process. As such, it is important that a decision is made on what project management methodology will work best for the project. Each methodology has its strengths, weaknesses, and best use cases that should be considered in the selection for the project. It is recommended to use the most efficient method to shorten the time with no degradation of the quality and standards to the data. NETC has developed an NTP Workflow Tool within Flankspeed used for managing a course project which mirrors the NTP.

- d. Advances in training and educational technology alone will not increase Navy readiness. Learning management is a shared responsibility between the learner, the training and education communities, and the chain of command.

The institution develops and delivers training and education products and maintains the learning infrastructure. Unit leaders plan collective training, supervise its implementation, and mentor subordinates in a Career Long Learning Continuum (CLLC). Individuals accept the responsibility to become career-long learners through training, education, self-study, and experience.

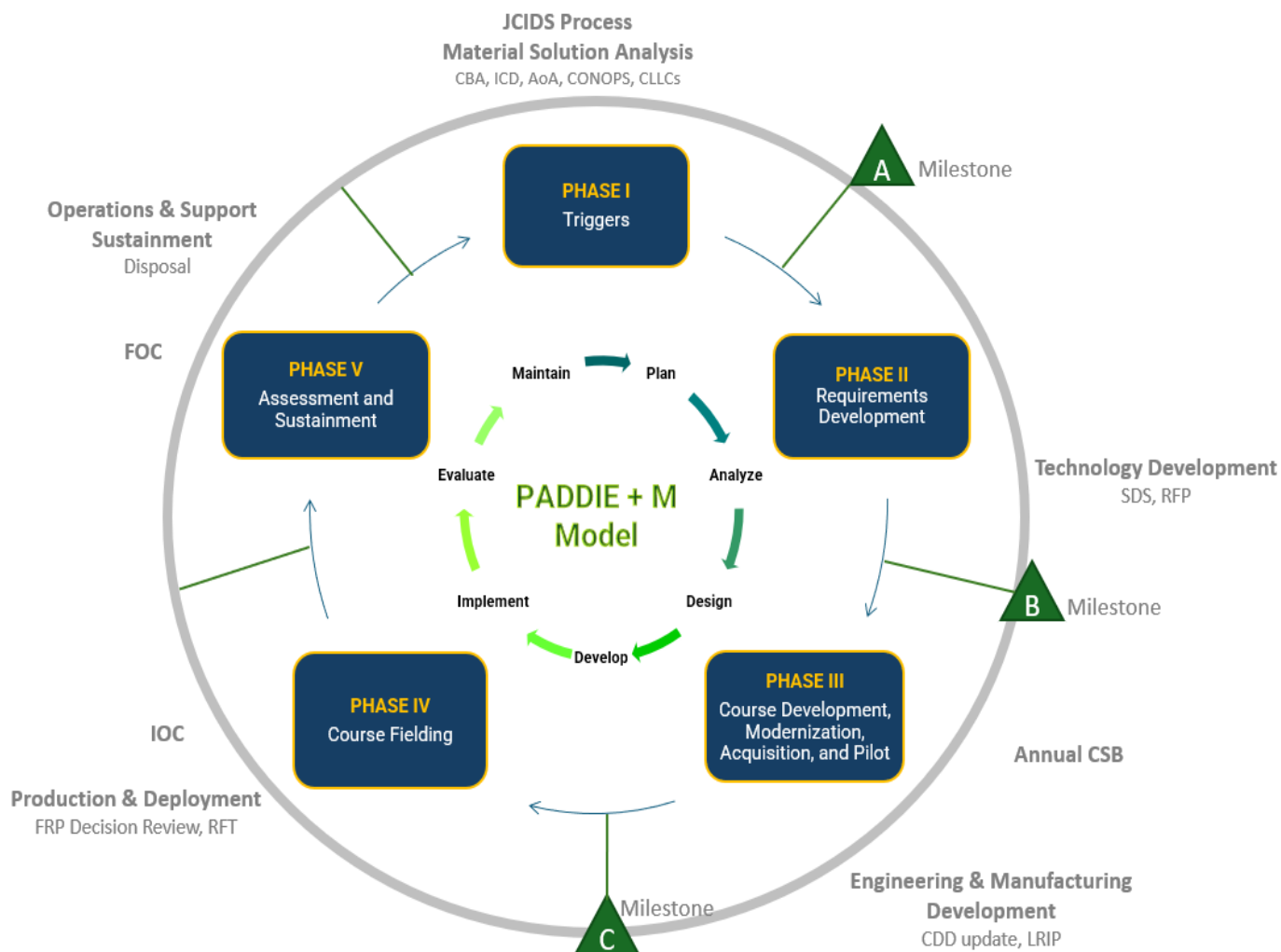


Figure 1-1: Navy Training Process Alignment

- e. To create unparalleled war fighting teams, the Navy must evolve alongside advancements in learning science and technology. Training and education should be interactive, engaging, and tailored to different learning styles, with a strong emphasis on problem-solving. Training should encourage learners to think critically, understand the relevance of what they are learning, and demonstrate their knowledge, ability to recall information, and use of metacognitive strategies. Sailors and Marines must have the opportunity to

practice repeatedly, showcasing their performance levels and adaptability for future challenges. Emphasizing agility requires innovative approaches to Navy learning, creating advanced solutions that enhance the learning environment itself. Training must be flexible and responsive, while addressing identified gaps and needs, and available when and where required. Learning should also be continuous and progressive, with learners building on training, education, and experience to develop higher-level skills and responsibilities as their careers evolve. Finally, training must be outcomes-driven and focused on achieving defined results through rigorous assessments that meet specific objectives.

1.1. Rating Career Domain Continuum. U.S. Fleet Forces Command (USFFC) is working to provide all Navy training stakeholders with a rating career domain continuum (RCDC) software system that digitally integrates the data required for OPNAV, type commanders (TYCOM), systems commands (SYSCOM), and Training Systems Program Offices (TSPO), to readily identify and analyze gaps in Sailor training, and then quickly develop and deploy training solutions. RCDC manages the flow and relationships between data from multiple authoritative program of record manpower and personnel, training, and technical maintenance sources to maintain the efficacy of Sailors' learning continuums through a career flow map and rating master task list for each enlisted Naval rating. RCDC has transitioned to an interim capability within a Navy-owned cloud environment to sustain learning continuum accuracy and to support course of action development and approval.

1.2. Career Long Learning Continuum. The CLLC effort being led by USFFC captures all technical, professional, and leadership training, applicable qualifications, certifications, and skillsets for each rating providing comprehensive roadmaps for Sailors which outlines training by rating throughout a Sailor's career. This is how CLLC functions as a roadmap for the Sailor. The CLLCs are housed within the RCDC software application where they are sustained.

1.2.1. Transforming Navy Training for Career Long Learning Continuum. The Navy must support the growth of all Sailors throughout their CLLC in preparation for increasingly challenging experiences. Learner-centric training and education require individual commitment to a career-long decentralized learning process based on individualized needs. Leaders at every level must be engaged as active participants in a Sailor's career-long learning process. Leader participation is a key enabler to an individual's commitment to career-long learning. Relevant, up to date curriculum designed to achieve rigorous learning outcomes is vital to developing leaders who innovate faster than our adversaries, and who improve and thrive in uncertainty and

chaos. The Navy must transform curriculum and the curriculum development process, leveraging best practices in the learning sciences and the appropriate project management methodology to produce quality training for Sailors and Marines. To support effective training, outcomes and assessments will expand across the cognitive, affective, and psychomotor learning domains. Additionally, performance-based training with hands on activities, “a day in the life of a Sailor/Marine,” should be implemented whenever possible. For instance, set up your lab like a maintenance bay in the fleet. Training should emulate the actual fleet operational environment as much as possible. This allows for the much-needed technical hands-on training verses passive academic received training. For technicians, performance-based skills combined with knowledge skills is very effective verses passive learning with no correlation to the skills that will be required in the fleet.

1.3. NAVEDTRA 142 Series Manuals.

- a. NAVEDTRA M-142 – Navy Training Process. Provides an overview of the NTP – this manual. Lists stakeholders to include NETC staff and LC roles and responsibilities.
- b. NAVEDTRA M-142.1 – NTP Phase I Triggers. Provides Step 1 – Alignment Meeting, and Step 2 – Needs Assessment. If training is determined to be the appropriate intervention from a needs assessment with root cause analysis, this phase identifies which of the NTP steps are appropriate to start the effort.
- c. NAVEDTRA M-142.2 – NTP Phase II Requirements Development. Provides Step 3 – Training Situation Requirements Analysis to include training situation analysis, task analysis, total life-cycle cost estimate (TLCE), program objective memorandum (POM), rough order of magnitude (ROM), and the start to fielding and feasibility (F2) analysis. Step 4 – Learning Analysis initial training design and the Training Program Structure Document. Step 5 – Media Selection, updated TLCE, POM ROM as required, F2 completion, and initial Training Installation and Transfer Agreement. All steps for the analysis are foundational for a mission, job, or an occupation training requirement from a modification of an existing course to a new training requirement supporting a new major weapons system.
- d. NAVEDTRA M-142.3 – NTP Phase III Course Development, Modernization, Acquisition and Pilot. Outlines the procedures of the NTP Phase III course development, modernization, acquisition, and pilot, covering all steps required to create and deliver training. Provides Step 6 – detailed content design and

- prototypes. Step 7 – content development, test and evaluation, and content delivery. Step 8 – content evaluation and train the trainer “TTT or T3.” Step 9 – pre-pilot meeting and pilot.
- e. NAVEDTRA M-142.4 – NTP Phase IV Course Fielding – Volume I Student Management. Provides policy and guidance for Step 10 – course fielding, implementation, and management of Navy Schools under NETC purview, management of staff, students, and curriculum.
 - f. NAVEDTRA M-142.4 – NTP Phase IV Course Fielding – Volume II Testing Manual. Provides policy and guidance for Step 10 – requiring all training activities to conduct a quality testing program.
 - g. NAVEDTRA M-142.5 – NTP Phase V Assessment and Sustainment. Provides Step 11 – Assessments and Feedback, and Step 12 – Life Cycle Maintenance. It identifies the necessary steps for collecting feedback and assessment data to support the development of quality training evaluations and the effective management of ongoing training.
 - h. NAVEDTRA M-142.6 – Navy Instructor Manual. Presents knowledge, factors, and background information on the theory and techniques of effective Navy classroom instruction. The manual is designed to follow the outline of the Navy Instructor Training Course and is to be a supplementary text for that course. The manual can also be used as a general reference by those having the responsibility for conducting shipboard or on-the-job-training programs.

1.4. Versatility. Training requirements can vary greatly, from the addition of a new training location to the development of a new training course. Thus, it is imperative that a Curriculum Control Authority (CCA) perform only the phases of PADDIE+M instructional systems design model and the essential components of each phase, necessary to integrate the training requirement into the NETC domain. This is further defined in NAVEDTRA M-142.1 – NTP Phase I Triggers, M-142.2 – NTP Phase II Requirements Development, and M-142.3 – NTP Phase III Course Development, Modernization, Acquisition and Pilot.

1.5. Lifecycle Monitoring by Stakeholders. The Navy operates in a highly dynamic environment. Therefore, change is constant and needs to be accounted for. Whether due to a system configuration change, new equipment installation, new personnel requirement, safety and performance trend, or other input, an NTP triggering event may require a change in training content or instructional methodology. Refer to NAVEDTRA M-142.1 for information on triggers. It is imperative that TYCOMs, NETC LCs, SYSCOMs, TSPOs, and other program offices monitor triggering events and assess their impacts on

Sailors' career progression timelines. The current curriculum should be assessed to ensure the training Sailors receive reflects the most up-to-date tactics, techniques, and procedures performed in the fleet. Delivering outdated curriculum hinders Sailors' ability to effectively operate or maintain systems, thus compromising fleet readiness.

CHAPTER 2

TRAINING PROGRAM MANAGEMENT: KEY STAKEHOLDERS

2.0. Introduction. This chapter provides details on the stakeholders that work with NETC, its LCs, and its learning sites (LS) to support the training requirements of the fleet. These stakeholders work together to provide an orderly and efficient approach to the steps of the NTP and the PADDIE+M instructional systems design model, as well as instruction, management, resourcing, and the support of training. The time required from when a training requirement is identified by a requirement sponsor to the time training is implemented to satisfy the requirement can vary greatly, given several factors such as the availability of funding, scope of the project, and complexity of the training requirement. Typically, a lack of funding is the key factor responsible for delays in processing requirements through the NTP. Thus, it is imperative that a requirement sponsor work closely with a resource sponsor to ensure funding is available, as required, for execution without delay.

2.1. Chief of Naval Operations. The Chief of Naval Operations (CNO) is the senior military officer in the Navy. The CNO is a four-star admiral and is responsible to the Secretary of the Navy (SECNAV) for the command, utilization of resources, and efficiency of the operating forces of the Navy and of the Navy shore activities assigned by SECNAV. A member of the Joint Chiefs of Staff, the CNO is the principal Naval advisor to the President of the United States and to SECNAV on the conduct of war. The CNO is also the principal advisor and Naval Executive to the SECNAV on the conduct of Naval activities of the Department of the Navy (DON). Assistants are the Vice CNO, the Deputy CNO (DCNO), and several other ranking officers. These officers and their staff are collectively known as OPNAV. Refer to OPNAVINST 5430.48F for more information.

2.2. Requirement Sponsors. These are normally the TYCOM, supported TYCOMs, and USFFC. The requirement sponsor is the approval authority for NTP trigger decisions. See NAVEDTRA M-142.1 for more details.

2.2.1. Training Systems Program Offices. The TSPOs are responsible for technical and team training, which support existing fleet training requirements and act as the focal point for all initial acquisition training requirements approved by the resource sponsor for their respective SYSCOM.

2.2.2. Systems Command. The SYSCOMs are responsible for implementing policy and procedures for the execution of assigned acquisition and modernization programs. They manage the logistics support plan through their functional and program management organizations and support the development and revision of system specific courses. The following is a list of the SYSCOMs:

- a. Naval Sea Systems Command
- b. Naval Air Systems Command
- c. Naval Information Warfare Systems Command
- d. Naval Facilities Engineering Systems Command
- e. Naval Supply Systems Command
- f. Marine Corps Systems Command

2.3. Office of the Chief of Naval Operations N-Codes (Resource Sponsors). OPNAV provides policy for implementing and supporting the DON strategic goals regarding human resources, education, and training. OPNAV strives to improve the quality of our military and civilian workforce through fact-based, innovative, policy changes affecting recruitment, training, and the quality of life. Resource sponsors determine program objectives, time-phased support requirements, and appraise programs, readiness, and military worth for a given weapons system function or task in support of the goals and objectives. The resource sponsor provides day-to-day OPNAV management of assigned programs by acting as the central point of contact for the hardware systems coordinators and the program manager. A resource sponsor is an OPNAV principal official responsible for an identifiable aggregation of resources that constitute inputs to warfare and supporting warfare tasks. The following are OPNAV N-Codes (Resource Sponsors) and their generic descriptions:

- a. **OPNAV N1** - DCNO for Personnel, Manpower, and Training (PMT) develops strategies and policies governing military PMT programs and recruiting. N1 develops the Navy's training and education strategy. OPNAV N1 is the resource sponsor for all accessions and advanced education for the Center for Service Support, the Engineering Duty Officer School, Commander, Navy Recruiting Command, Senior Enlisted Academy and Naval Leadership and Ethics Center. Refer to Figure 2-1 for the OPNAV N1 relationship to NETC LCs.

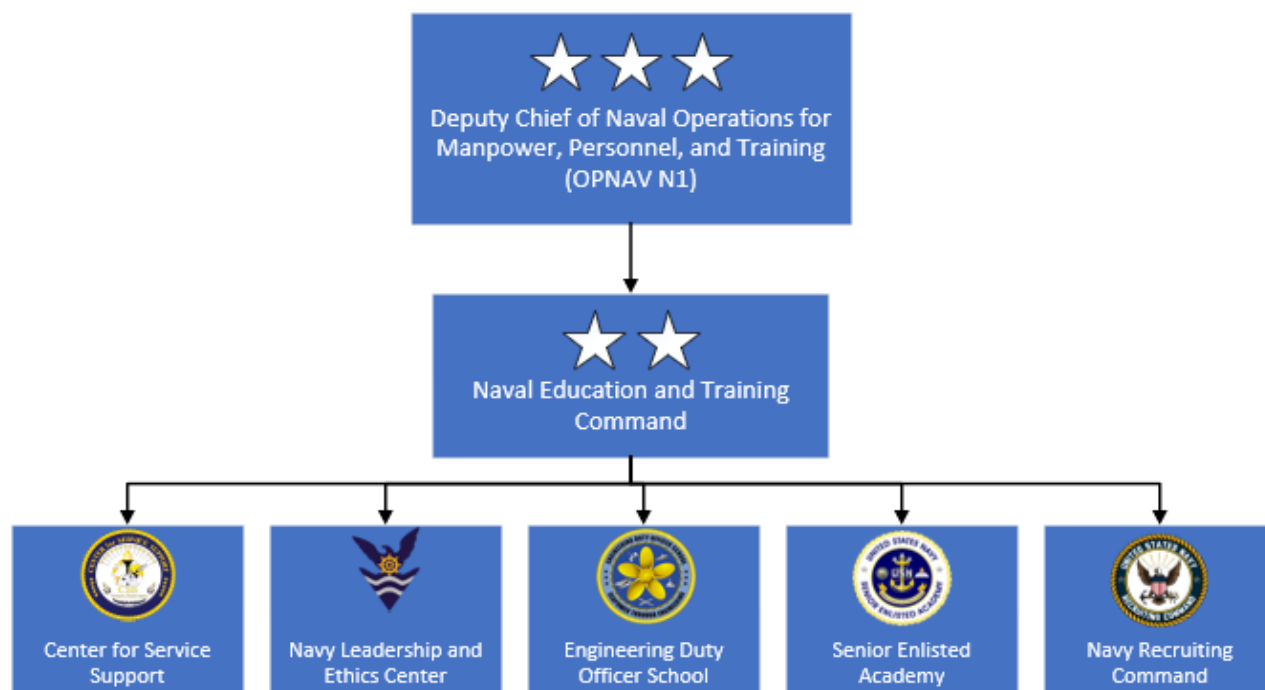


Figure 2-1: OPNAV N1 Relationship to NETC LCs

- b. **OPNAV N2/N6** - DCNO for Information Warfare serves as the principal advisor to CNO on matters related to information technology, information resources, information systems, information management, command, control and communications, networks, cyber, intelligence, space, electronic warfare, meteorology and oceanography, and positioning, timing and astrometry. OPNAV N2/N6 is the resource sponsor for all accessions and advanced education for the Center for Information Warfare Training. Refer to Figure 2-2 for the OPNAV N2/N6 relationship to one NETC LC.

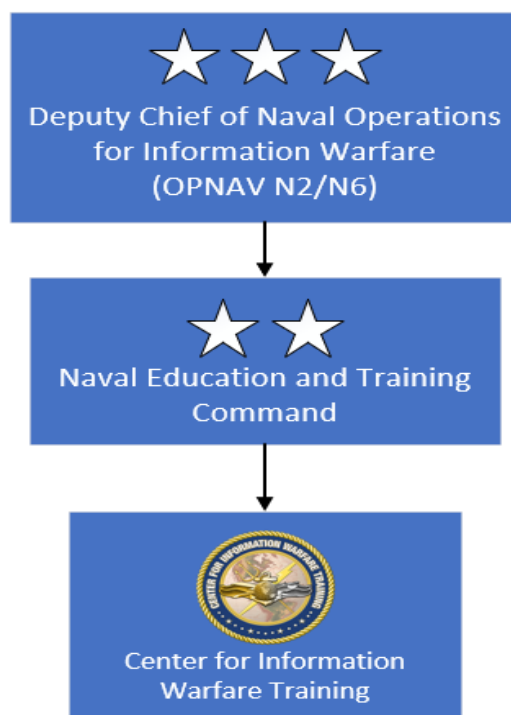


Figure 2-2: OPNAV N2/N6 Relationship to one NETC LC

- c. **OPNAV N4** - DCNO for Fleet Readiness and Logistics serves as the principal advisor to CNO for the Navy's ability to sustain operational forces worldwide. N4 serves as the resource sponsor for operational logistics and supply chain support. N4 determines requirements and allocates resources to provide logistics support in such areas as ordnance, supply, energy, distribution, and Military Sealift Command operated strategic mobility, combat logistics, tug, rescue, and salvage platforms. Further, N4 assesses requirements for spares, integrated logistics support, aviation depot maintenance, ship operations, ship depot maintenance, Navy Expeditionary Combat Enterprise, aviation logistics and support, ship support, fleet training, and training ranges. N4 also serves as the single policy and assessment sponsor and primary resource sponsor for shore capabilities including facilities and infrastructure, base realignment and closure, fleet operations support, installation safety and security, installation facility support, Sailor and family readiness, shore anti-terrorism measures and more.
- d. **OPNAV N8** - DCNO for Integration of Capabilities and Resources. N8 exercises centralized supervision and coordination of Navy's capability

- analysis and assessments, allocation, and integration of the Navy's resources in the Planning, Programming, Budgeting, and Execution System and determination of technical requirements.
- e. **OPNAV N9** - DCNO for Warfare Systems. N9 develops requirements, integrates programs, and serves as the lead resource sponsor for expeditionary warfare, surface warfare, undersea warfare, air warfare, science and technology, and Navy special programs to include the associated manpower, training, and readiness for each. Refer to Figure 2-3 for the OPNAV N9 relationship to NETC LCs.
 - f. **OPNAV N95** - Expeditionary Warfare is the resource sponsor for all accessions and advanced education for the Center for Explosive Ordnance Disposal and Diving, Center for Security Forces, Center for Seabees and Facilities Engineering, and Naval Special Warfare Leadership Education and Development Command.
 - g. **OPNAV N96** - Surface Warfare is the resource sponsor for all accessions and advanced education for Surface Combat Systems Training Command and Surface Warfare Schools Command.
 - h. **OPNAV N97** - Undersea Warfare is the resource sponsor for all accessions and advanced education for the Submarine Learning Center.
 - i. **OPNAV N98** - Air Warfare is the resource sponsor for all accessions and advanced education for the Center for Naval Aviation Technical Training and Naval Aviation Schools Command.

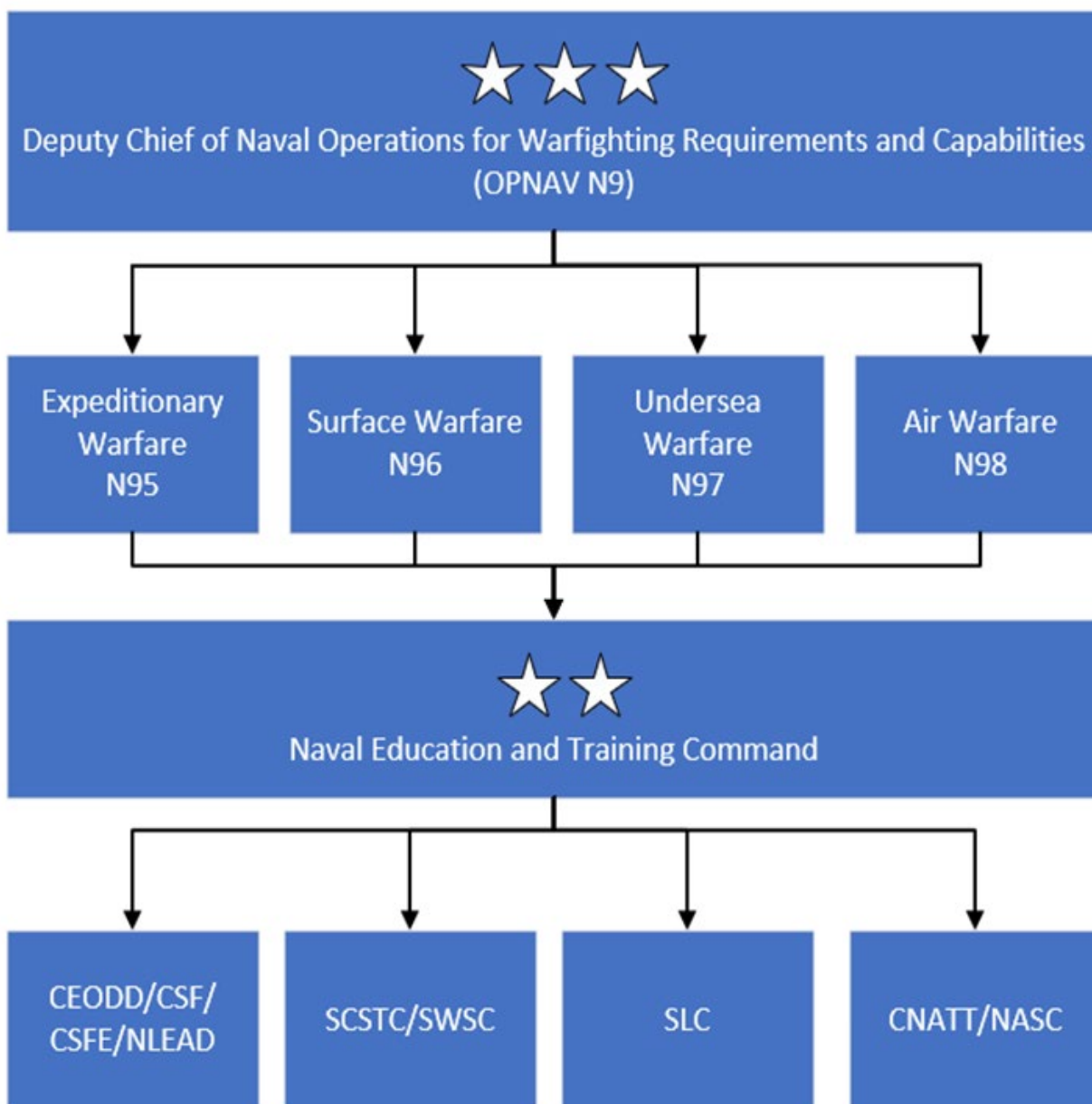


Figure 2-3: OPNAV N9 Relationship to NETC LCs

2.4. Naval Education and Training Command. As part of the MyNavy Human Resources (HR) Team, NETC is the largest shore command in the Navy with more than 24,000 military and civil service personnel at more than 624 subordinate activities, sites, talent acquisition groups, stations, and detachments throughout the world. As the owner of the OPNAV MyNavy HR Force Development pillar, NETC has full ownership of the entire “Street to Fleet” process, recruiting civilians into the Navy and through world-class training, transforming them into combat-ready warfighters ready to meet the current and future needs of our fleet customers. NETC owes the fleet the very best in recruitment and

training delivery. To provide the best in an increasingly competitive talent market, Navy Recruiting interacts daily with more than 10,000 civilians interested in potential careers with the Navy. On any given day, roughly 33,000 Sailors, Marines, other military branches, and international students are learning at one of 251 NETC training sites, all while the Navy is modernizing training with emerging technology and new concepts.

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

2.6. Training Support Agency. The training support agency (TSA) is an activity who has the responsibility for supporting the TA by providing material and other forms of support within the cognizance of the office, command, or headquarters involved. If development, acquisition, modernization, or configuration management is involved, the TSA will be the program manager who works across stakeholders to ensure funding is programmed for all investments and expense costs required to turn over a training system end item and allow the TA to sustain the capability for training.

2.7. Naval Air Warfare Center Training Support Division. Naval Air Warfare Center Training Support Division is the principal Navy center for research, development, test and evaluation, acquisition, and product support of training systems.

2.8. Program Executive Office for Manpower, Logistics, and Business Solutions. Program Executive Office for Manpower, Logistics, and Business Solutions (PEO MLB) delivers tools and business systems that ensure DON's readiness. PEO MLB defense business systems enable the daily operations of the DON in staffing, training, organizing, and equipping Navy and Marine Corps forces around the globe. PEO MLB provides the services that their customers need to focus on and complete their mission.

CHAPTER 3

STAFF ROLES AND RESPONSIBILITIES

3.0. Introduction. Training to support the fleet is conducted by several major manpower budget submitting offices with the largest amount of training being conducted by NETC. The responsibility for conducting and monitoring this training has been delegated by NETC to the following NETC shore training activities:

- a. Naval Service Training Command (NSTC) provides guidance and resources for all Naval officer and enlisted accessions. NSTC manages training for the following commands:
 - (1) Recruit Training Command – Responsible for enlisted recruit and veteran orientation training.
 - (2) Naval Reserve Officers Training Corps – Located in 60 universities and consortiums throughout the United States.
 - (3) Officer Training Command – Responsible for providing training for newly commissioned officers and Officer Candidate School.
- b. Navy Recruiting Command provides technical and professional development training for Navy Recruiters, Navy Classifiers, and the Navy Counselor Career Recruiter Force community, as assigned by NETC, to meet the training requirements of the Navy.

3.1. Naval Education and Training Command N-Codes. NETC N-Codes provide policy, guidance, procedures, tools and opportunities to ensure fleet readiness and mission accomplishment, enhance professional and personal growth and development, and enable life-long learning.

3.1.1. The functions of the various staff offices have been assigned for the staff to work together in a complementary manner, with expert functional knowledge, to resolve issues properly addressed at the appropriate echelon level of command. The staff is to be an effective conduit between NETC commands and external higher-echelon commands in matters pertaining to the establishment of policy, mission direction, and acquisition of resources. Below is a list of the Flag staff, special assistants, and the division directors. Refer to NETCSTAFFINST 3120.1 for mission and function statements depicting the approved organizational structure of the NETC staff.

FLAG STAFF

- N00 – Commander, NETC
- N00B – Deputy Commander, NETC

- N00B1 – Reserve Chief of Staff
- N001 – Executive Director (ED)
- N002 – Chief of Staff/Commanding Officer, NETC Headquarters
- N003 – Deputy for Training Operations
- N004 – Executive Assistant
- N005 – Flag Secretary/Executive Officer, NETC Headquarters
- N0051 – Protocol Officer
- N0052 – Anti-Terrorism Officer/First Lieutenant
- N006 – Flag Aide
- N007 – Force Master Chief
- N008 – Force Career Counselor
- N009 – Flag Writer
- N010 – Senior Enlisted Advisor

SPECIAL ASSISTANTS

- N00C – Comptroller
- N00D – General Counsel
- N00E – Director, Equal Employment Opportunity
- N00G – Inspector General
- N00J – Force Judge Advocate
- N00P – Public Affairs
- N00R – RRL
- N00X – Safety and Occupational Health and High and Moderate Risk Training Safety
- N01MC – U.S. Marine Corps Liaison

DIVISION DIRECTORS

- N04 – Administration
- N1 – Total Force Manpower and Personnel
- N3 – Supply Chain Operations
- N4 – Facilities and Logistics and Emergency Management
- N5 – Strategy, Innovation, and Voluntary Education
- N6 – Information Management/Command Information Officer
- N7 – Training and Development
- N8 – Resources, Requirements, and Assessments
- N9 – Program Integration/Business Operations

3.2. Learning Centers, Learning Centers Detachments, and Learning Sites. These activities deliver the knowledge and skills necessary to satisfy fleet performance requirements needed to improve fleet readiness through the professional and personal growth of Sailors reporting to NETC. This section outlines the responsibilities of personnel assigned to conduct, develop, evaluate, and manage training. To ensure high quality staffing in appropriate roles, training commands must address the following:

- a. Staffing: Ensure the right number and correct categories of personnel with the necessary skills required to accomplish the mission are on-hand.
- b. Instructor Screening: Implement appropriate screening processes for prospective instructors.
- c. Staff Training: Provide necessary training for staff to complete their assigned tasks effectively.
- d. Professional Development: Offer ongoing professional development opportunities for instructional staff, CDs, and management staff.
- e. Record Keeping: Establish and maintain proper record-keeping procedures for all staff personnel.

3.3. Curriculum Control Authority. The CCA is the approval authority for instructional materials. This is a LC function and will not be transferred or delegated. The duties of the CCA are listed below:

- a. Monitor project milestones for curriculum development and revision efforts.
- b. Maintain liaison with other LCs and LSs to reuse, repurpose, reference (R3) course material, foster standardization, and utilize feedback from all sources regarding training efficiencies and deficiencies.
- c. Keep NETC and LSs informed regarding progress and general results of the training being conducted under NETC cognizance.
- d. Ensure Course Curriculum Model Manager (CCMM or C²M²)/LSs continuously review, evaluate, and update all courses taught to ensure quality, provide standardization, and meet the needs of the students and the fleet.
- e. Serve as the final approval authority for all LC curricula, including training project plans (TPP) after NETC concurrence.
- f. Review, approve, and distribute Core Unique Instructor Training (CUIT) for all high-risk courses based on current NETC High and Moderate-Risk Training Safety Program guidance contained in NETCINST 1500.13F.

- g. Assist the Accreditation Liaison Officer during Council on Occupational Education (COE) and the American Council on Education (ACE) accreditation/reaffirmation of the accreditation process.
- h. Resolve any CCMM or C²M²/LS differences.

3.3.1. Curriculum Control Authority duties and responsibilities retained by Naval Education and Training Command in conjunction with the Navy Training Plan.

- a. Ensure training is conducted in an economical and effective manner, with special emphasis on responsiveness to fleet training requirements.
- b. Provide guidance on routing and concurrence of TPPs. For more information refer to NAVEDTRA M-142.2.
- c. Provide professional assistance to subordinate activities in the systematic development of curricula materials, and in the collection and interpretation of training management information.
- d. Conduct High-Risk Training Safety Evaluations biannually.

3.4. Learning Center and Learning Site Positions. Titles for the different LC/LS categories of personnel listed below are generic and do not dictate organizational structure. The actual structure of the organization and the titles of the positions will vary by command.

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

3.4.2. Director of Training. The DOT is an LC N7 department position and works directly for the LC CO, XO, or ED to ensure that quality training is conducted. To assist the DOT in the accomplishment of these duties, the LC N7 Learning Standards Officer (LSO) will be organizationally assigned to the DOT. Responsibilities of the DOT include.

- a. Keep NETC, LCs, and LSs informed regarding progress and general results of the training being conducted under NETC cognizance.
- b. Monitor training availability at all LSs to ensure fleet throughput requirements are met and evaluate changes in throughput requirements.
- c. Maintain liaison with other LCs to R3 course material, provide standardization, and fully utilize feedback from all sources regarding training efficiencies and deficiencies.

- d. Ensure CCMM or C²M²/LSs continuously review, evaluate, and update all courses taught to ensure quality and coverage, provide standardization, and meet the needs of the students and the fleet.
- e. Manage the NTP within the LC.
- f. With CCA approval, seek NETC concurrence on TPPs per NETC NTP requirements.
- g. Validate expenditures supporting training operations domain wide to include course materials, Mobile Training Teams (MTT), travel, etc.
- h. Provide guidance on courseware for which the LC is not the CCA.
- i. Provide LC CO with Total Quality Indicator (TQI) results as required.
- j. Manage the COE Accreditation Program.

3.4.3. Learning Standards Officer. The LSO should be an instructional systems specialist (ISS) and/or an individual with special qualifications in education and training management. Personnel assigned to these duties will have a comprehensive understanding of the NTP and the NAVEDTRA M-142 series. The LSO is the primary policy advisor on training delivery administration and training functions and is responsible for the quality of instruction and instructional materials for all training. Unless assigned to other specific personnel within the LC, the following duties are typically assigned to the LSO:

- a. Develop criteria and implement policy regarding instructor certification, evaluation, and sustainment.
- b. Document training safety requirements, student management requirements, periodic reports, and analysis of student feedback.
- c. Provide oversight of the LC execution of the NTP.
- d. Evaluate administrative policies and procedures, curricula, instructional methods and techniques, qualifications/certifications/licensing of staff and faculty, Academic Review Boards (ARB), Master Training Specialist (MTS) program, adequacy and utilization of training aides, training devices, training unique equipment, facilities, equipment, testing program, and student counseling.
- e. Ensure training department participation in the drafting of statements of work (SOW), purchase requests, and adaptation of Navy standards and requirements to contract training organizations.

- f. Monitor training availability at all LSs to ensure fleet throughput requirements are met and evaluate changes in throughput requirements.
- g. Monitor TPP resource requirements lists to ensure necessary resources are available to conduct training.
- h. Monitor the impact of technology on training for effectiveness.
- i. Oversee the duties and functions of training specialists (TS), ISSs, instructional systems designers (ISD), and CDs during curriculum development and maintenance efforts.
- j. Lead or participate in cross-functional team's/staff projects involving fleet training initiatives, changes in requirements, implementation of NETC/training command policies, and long-range planning and budgetary meetings.
- k. Provide recommendations in plans, policies, methods, or innovations that will improve the efficiency and effectiveness of training.
- l. Direct formal course reviews (FCR) and staff evaluations, manage the curriculum feedback program, and provide results and recommendations to improve training.
- m. Serve as LC liaison for courses utilizing commercially provided curriculum.
- n. Seek NETC concurrence on TPPs per the NTP requirements. Monitor milestones for curriculum development and revision efforts.
- o. Ensure courses evaluated by ACE are reviewed for credit, subject to security requirements; refer to NETCINST 1560.1C.
- p. Provide LC DOT with TQI results for all LSs.
- q. Provide oversight and guidance to the LS CUIT Program.
- r. Manage the COE Accreditation/Reaffirmation Program.

3.4.4. Course Curriculum Model Manager. The CCMM or C²M² is responsible for developing, revising, and maintaining courses of instruction. This function may be delegated to the LC LSO. For courses taught at two or more LSs, the DOT may designate the CCMM or C²M² duties to an LS or retain responsibilities at the LC N7 level. Duties may include but are not limited to:

- a. Maintenance and administration of existing curricula.
- b. Coordinating facilities, resources, and personnel to conduct effective training while minimizing waste.

- c. Ensuring all curriculum development, revisions, or modifications are coordinated with the appropriate LC or LS staff and alternate LSs.
- d. Ensure CCA and alternate LSs are informed of developments that may impact project goals and milestones.
- e. Provide a copy of all approved training materials for all alternate LSs. Training materials include instructor guides (IG), student guides (SG), tests, instructional media material (IMM), etc. Distribution of training materials via electronic means is highly recommended.
- f. Coordinate changes that need to be made in the current NETC approved student information system (SIS) such as scheduling, course catalog information, and reservation information.
- g. Maintain and ensure a master copy of all approved training materials are in the Course Audit Trail (CAT). The use of electronic storage media such as the NTP Workflow Tool is authorized and eliminates the need for paper copies. For multi-sited courses, the course material master copies will be maintained by the course's CCMM or C²M², or as designated by the DOT.
- h. Coordinate the scheduling of LS FCRs and publish an annual schedule.
- i. Provide support to the LC Accreditation Liaison Officer during COE and ACE accreditation/reaffirmation of the accreditation process.
- j. Coordinate training and certification for courses utilizing commercially provided curriculum materials.
- k. Ensure all safety training requirements are provided to those personnel who require it.

3.4.5. Learning Site Commanding Officer, Executive Officer, Officer in Charge, Division Officers, and Chief Petty Officer in Charge. LS CO, XO, officer in charge (OIC), division officers, and chief petty officer in charge (CPOIC) are responsible for the quality of the training provided under their command(s). They manage the overall LS training program. Their specific duties vary substantially based on the mission and organization of the command. Prospective LS CO, XO, OIC, division officers, and CPOIC of NETC training commands should attend an LC in-brief prior to assuming duty. Each of these individuals (LS CO, XO, OIC, division officers, and CPOIC) will attend at least one spot check of training (conducted by a qualified instructor evaluator) per quarter. The goal of attending spot checks is to gauge how successful the instructor program is working to build and mentor the instructor staff's related skills, technical proficiencies, and instructor techniques.

3.4.6. Learning Site Training Directors. The LS training director works directly for the LS CO or OIC or XO to ensure that quality training is conducted. All courses of instruction assigned to a LS fall under the cognizance of the LS training director. Responsibility may not be delegated to geographically separated departments (e.g., assigning a training director from Naval Air Station Pensacola to also be the training director at Naval Air Station Jacksonville). LS training director responsibilities may include the following:

- a. Keep LC and LSs informed regarding progress and general results of training conducted under NETC and LC cognizance.
- b. Maintain liaison with the LC and LSs to preclude course duplication, foster standardization, and fully utilize feedback from all sources regarding training efficiencies and deficiencies.
- c. Ensure the LC and LSs continuously review and update all courses taught to ensure adequate quality and coverage, provide standardization, and to validate the needs of students and the fleet are being met.
- d. Provide recommendations to the LC in plans, policies, methods, or innovation that will improve the efficiency and effectiveness of training.
- e. Coordinate with the LC for instructor certification for courses utilizing commercially provided curricula.
- f. Ensure compliance with the NTP.
- g. Validate training requirements to expenditures, which support training operation LS wide to include course materials, MTTs, travel, etc.
- h. Ensure training department participation and/or coordination with the LC DOT and LSO in the drafting of SOWs, purchase descriptions, and adaptation of Navy standards and requirements to contracted training organizations.
- i. Monitor training availability at the LS to ensure fleet throughput requirements are met. Evaluate changes in throughput requirements, resource requirements lists, technology impacts to the delivery of training, and planning for resources necessary to conduct training.
- j. Ensure courses evaluated by ACE are reviewed for credit, subject to security requirements. Refer to NETCINST 1560.1C for more information.
- k. Provide LC LSO with TQI results for the LS, via the LS CO or OIC.
- l. Provide guidance and training management support to LS COs, XOs, CSs, and TSs regarding all facets of NETC training.

- m. Ensure administrative policies and procedures, curricula, instructional methods and techniques, qualifications and certification of staff, ARBs, MTS Program, training aids and equipment, testing and analysis, and student counseling are implemented.
- n. Ensure training material modifications to existing curricula including course control documents, IGs, SGs, tests, and instructional media materials are processed to the CCMM or C²M² for action.
- o. Assist the LC in the development and implementation of the CUIT program.
- p. Ensure the LS maintains a copy of training materials. Refer to NAVEDTRA M-142.4 NTP Phase IV Course Fielding Vol I – Student Management Manual for more details.
- q. Ensure FCRs are conducted based on LS field learning standards officer (FLSO)/field training specialist (FTS) guidance to enforce the quality assurance program which evaluates curriculum and instruction.
- r. Coordinate and evaluate the In-Service Training (IST) Program per the matrix found in NAVEDTRA M-142.6 Navy Instructor Manual.
- s. Manage student reaction surveys. Coordinate actions with the appropriate activities. Refer to NAVEDTRA M-142.5 NTP Phase V Assessments and Sustainment Manual for details.
- t. Serve as an advisor for the input and review of contractor developed curriculum materials.

3.4.7. Field Learning Standards Officers/Field Training Specialist. The FLSO/FTS is a title that may dictate organizational structure, and that decision resides with each LC. An FLSO/FTS is recommended when LSs deliver multiple courses of instruction or are at high-risk training facilities, which require additional oversight and guidance on training policies. Personnel assigned to these duties will complete NETC NTP training, possess an understanding of the NAVEDTRA M-142 (series), and the command's IST Program requirements for instructional management. While an FLSO/FTS may be administratively assigned to an LS training director or similar staff position, an FLSO/FTS reports organizationally directly to the LC LSO. Responsibilities of the FLSO/FTS include:

- a. Provide guidance and training management support to the LS CO, XO, training director, course supervisors (CSs), instructors, instructor evaluators (IE), ISSs, TSs, and CDs regarding all facets of NETC training.

- b. Assist in developing criteria and drafting policy regarding curriculum development procedures, instructor certification and evaluation, instructor training requirements, student management, and analysis of student feedback.
- c. Evaluate administrative policies and procedures of curricula, instructional methods and techniques, qualifications of staff, ARBs, MTS program, training aids and equipment, testing program, and student counseling.
- d. Review new curricula submissions and perform training material modifications to existing curricula, including course control documents, IG, SG, tests, and IMM.
- e. Assist in the development of CUIT programs.
- f. Provide support and guidance to LC or LS staff during the NTP.
- g. Lead, or participate in, cross-functional team's and staff projects involving fleet training initiatives, changes in requirements, and implementation of NETC and LC policies.
- h. Provide recommendations in plans, policies, methods, or innovations that will improve the efficiency and effectiveness of training.
- i. Work with the LS training director to ensure the LS maintains a copy of training materials. Refer to NAVEDTRA M-142.4 NTP Phase IV Course Fielding Vol I – Student Management Manual for details.
- j. Perform FCRs and staff evaluations; provide results and recommendations to improve training.
- k. Manage the curriculum feedback program and coordinate actions with the appropriate activities.
- l. Manage the testing program. Refer to NAVEDTRA 142.4 NTP Phase IV Course Fielding Vol II – Testing Manual for details.
- m. Serve as an advisor for the input and review of contractor developed curriculum materials.
- n. Regularly schedule and maintain instructor qualification and evaluation records and reviews.
- o. Provide support for ACE evaluations.
- p. Assist in COE Accreditation/Reaffirmation process.

3.4.8. Testing Officer. The testing officer is organizationally aligned to the FLSO/FTS at a LS and manages the testing program. Refer to NAVEDTRA M-142.4 NTP Phase IV Course Fielding Vol II - Testing Manual, for further guidance.

3.4.9. Instructional Systems Specialist, Instructional Systems Designer, and Curriculum Developer. It is essential that ISSs, ISDs, CDs have formal training in curriculum development and are well versed in training technology to provide training solutions that not only meet training requirements but are also cost effective and support the CNO's vision for developing a highly educated and professional workforce. The following is a list of some of the typical duties depending on the position assigned:

- a. Develop new or revise current curriculum ensuring the Practical Applications of Learning Science are applied. Update the curriculum to different delivery modalities as required.
- b. Review subject matter to ensure technical accuracy.
- c. Review lesson material to ensure continuity and flow.
- d. Review tests and test items to ensure sound construction principles have been followed per NAVEDTRA M-142.4 NTP Phase IV Course Fielding Vol II – Testing Manual.
- e. Review visual information to ensure accuracy and that it meets the requirements in the NAVEDTRA M-142.3 NTP Phase III Course Development, Modernization, Acquisition, and Pilot.
- f. Provide guidance as required and be actively involved in the curriculum development and maintenance process to ensure procedures are following the NTP and established standards.
- g. Attend pilot course(s) to assist in the validation of curriculum and instructional media to prepare the course for implementation.
- h. Keep abreast of emerging technologies for use in the classroom or for remote delivery.
- i. Ensure copyrighted or trademarked material is not used when building curriculum. Check for copyright and trademark markings in any existing photos and videos repurposed for training. Refer to NAVEDTRA M-142.3 NTP Phase III Course Development, Modernization, Acquisition, and Pilot and the NETC Guide to Copyright and Related Intellectual Property Law, maintained by the NETC, Office of General Counsel (OGC) for further guidance.

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

- a. Provide guidance and training management support to LS training directors, CSs, lead instructors (LIs), instructors, IEs, ISSs, and CDs regarding all facets of NETC training.
- b. Attend pilot course(s) to assist in the validation of curriculum and instructional media to prepare the course for implementation.
- c. Assist in developing criteria and drafting initial policy regarding curriculum development procedures, instructor certification and evaluation, instructor training requirements, student management, and analysis of student feedback.
- d. Evaluate administrative policies and procedures of instructional methods and techniques, staff qualifications, ARBs, MTS Program, and testing program.
- e. Oversee, monitor, and assist in developing proposed new curricula and revising existing curricula ensuring the instructional staff adheres to NETC training policies. Coordinate all changes to promulgated curricula.
- f. Provide support and guidance to staff during the NTP.
- g. Ensure a copy of the CAT and training materials are maintained. The use of electronic storage such as the NTP Workflow Tool is authorized and eliminates the need for paper copies.
- h. Perform FCRs and staff evaluations. Provide results and recommendations to improve training. Monitor results.
- i. Review proposed changes and initiate necessary changes to data in the SIS.
- j. Assist in the development of CUIT programs for certification of instructors assigned to teach high-risk courses.
- k. Ensure availability of adequate classroom and laboratory spaces, training devices, technical training equipment, test equipment, personnel, and other resources needed to conduct training.

- l. Nominate new and revised courses with 40 instructional hours or more to the ACE for evaluation via the FLSO or FTS.
- m. Manage LS testing plan(s). Refer to NAVEDTRA M-142.4 NTP Phase IV Course Fielding Vol II – Testing Manual for details.
- n. Serve as an advisor for input and review of contractor developed curriculum materials, ensuring approved curriculum standards are strictly adhered to.
- o. Periodically review course data elements with the course curriculum control documents.
- p. Review course curriculum control documents prior to submission to FLSO/FTS.
- q. Monitor TPP plan of action and milestones for timely completion.
- r. Collect and summarize TQI data; provide status reports as needed.

3.4.11. Course Supervisor. The CS will oversee training, maintain currency of the curriculum, and ensure instructor certification requirements are current per NAVEDTRA M-142.6 Navy Instructor Manual. The CS will:

- a. Maintain a copy of the course's CAT as directed by the course curriculum model manager (CCMM or C²M²). Refer to NAVEDTRA M-142.4 NTP Phase IV Course Fielding Vol I – Student Management Manual for more details.
- b. Monitor, assist, and participate in coordinating all changes and revisions to promulgated curricula for assigned courses.
- c. Ensure all training staff adheres to the approved qualification or certification and CUIT requirements.
- d. Perform and/or assist in conducting FCRs and Academic Review Boards (ARB).
- e. Verify recommended changes to data in the SIS.
- f. Verify class rosters, ensure students pre-requisite requirements have been satisfied, provide updated class rosters to the Student Management Office (SMO) for enrollment, provide graduation rosters upon course completion, and student status updates to include setbacks, interrupted instruction, legal, and medical hold.
- g. Provide support during the NTP.
- h. Review contractor developed curricula to ensure approved curriculum standards are strictly adhered to.

- i. Provide support for ACE evaluations.
- j. Assist in COE Accreditation/Reaffirmation by providing subject matter knowledge support to the FLSO/FTS.
- k. Participate in fleet training meetings and other training advisory group meetings.
- l. Oversee the duties and functions of LIs and all instructional staff.
- m. Develop a course indoctrination plan for all instructional staff, which includes specific safety requirements. Each NETC course should have a Course Indoctrination Plan that contains such topics as:
 - (1) Course Management Data: Purpose, scope, curriculum maintenance, instructional delivery system, class hours, surge plan, and security requirements.
 - (2) Student Management Data: accession, remediation, retesting, ARB, and non-graduate information.
 - (3) Instructor Certification and Evaluation Program.
 - (4) Safety: Pre-brief, Emergency Action Plan, and reporting of unsafe conditions.
- n. Provide feedback and TQI data to the FLSO/FTS.
- o. Ensure applicable instructor records are maintained. See NAVEDTRA M-142.6 Navy Instructor Manual for more information.

3.4.12. Lead Instructor. The lead instructor (LI) is responsible for managing the instructional staff, training materials, students, and must possess an in-depth knowledge of all command directives dealing with their assigned duties. An LI should not consider their duties as purely administrative since it is the primary duty of all instructors to instruct. An LI should be an individual with broad technical knowledge appropriate for the course and have operational experience with the equipment covered by the course. Each course and unit of instruction offered will be under the control of an LI. The LI will:

- a. Maintain a copy of all curriculum materials.
- b. Provide subject matter expert (SME) support.
- c. Assist in coordinating all modifications to promulgated curricula.
- d. Review, recommend, and monitor changes to data in the SIS.

- e. Assist in conducting FCRs.
- f. Review contractor developed curricula as a technical SME and to ensure approved curriculum standards are strictly adhered to.
- g. Provide initial input of the course control documents prior to submission to the TSs or CDs.
- h. Provide support for ACE evaluations.
- i. Assist in COE Accreditation/Reaffirmation by providing SME support to the FLSO/FTS.
- j. Participate in fleet training meetings and other training advisory group meetings.
- k. Review and approve IG personalization.
- l. Oversee the duties and functions of instructors, instructor evaluators (IE), and SME CDs.
- m. Ensure adequate quantities of training materials are available.

3.4.13. Instructor Evaluators. IEs are key elements in the training process. They must possess the technical and instructional expertise necessary to assess quality training.

- a. IEs may be LC or LS TS, N7 personnel, CSs, LIs, SMEs, or instructors who have received IST in instructor evaluation. Contractors do not normally evaluate Department of Defense personnel unless documented and approved with the appropriate government representative and with the LC LSO concurrence. An IE certified in a specific topic is considered a SME for that topic and therefore may conduct a technical evaluation for that topic.
- b. Personnel who have received IST in instructor evaluations and have received instructor evaluation certification will conduct quarterly or semi-annual evaluations.
- c. IEs will be thoroughly familiar with the instructor evaluation policy contained in NAVEDTRA M-142.6 Navy Instructor Manual.

3.4.14. Instructors. The instructor is the front-line representative of the NETC training organization and is a critical element in the training process. Instructional staff must focus on mentorship and ensure the learning and growth of students is the priority. For further information on instructors, refer to NAVEDTRA M-142.6 Navy Instructor Manual.

3.4.15. Safety and Occupational Health Manager. It is the responsibility of the training command to ensure that safety is an integral part of training, that students are afforded

a safe training environment, and that all personnel in the accomplishment of their mission observe sound safety practices. To ensure the accomplishment of these objectives, Safety and Occupational Health managers are assigned. They are responsible for Navy Occupational Safety and Health (NAVOSH) and high-risk training safety. Activities may appoint two individuals or assign both functions to one individual. Refer to OPNAVINST 1500.75D and NETCINST 1500.13F for training safety responsibilities and OPNAVINST 5100.23H for NAVOSH responsibilities.

3.4.16. Student Management Office. SMOs at the LCs were established to relieve the LS of the burden of processing students attending NETC courses however, CSs and instructors have a role in student management. This role may include verifying class rosters, ensuring pre-requisite requirements have been satisfied, providing updated class rosters to the SMO for enrollment, providing graduation rosters upon course completion, and student status updates to include setbacks, interrupted instruction, legal, and medical hold. Refer to NAVEDTRA 140C – Training Support Management Manual for specific requirements.

CHAPTER 4

NAVY ENLISTED OCCUPATIONAL CLASSIFICATION SYSTEM/NAVY OFFICER OCCUPATIONAL CLASSIFICATION SYSTEM POST APPROVAL/DISAPPROVAL PROCESS

4.0. Introduction. The Navy Enlisted Occupational Classification System (NEOCS)/Navy Officer Occupational Classification System (NOOCS) Process is used to identify enlisted and officer skills, education, training, experience, and capabilities related to personnel and manpower requirements. This system forms the basis for personnel planning, manpower management, procurement, training, promotion, distribution, career development, and mobilization. A NEOCS/NOOCS package provides recommendations for the establishment, revision, or disestablishment of a Navy Enlisted Classification (NEC)/Navy Officer Billet Classification. Refer to NAVPERS 18068F for detailed information on NEOCS/NOOCS proposals. NEOCS/NOOCS are managed by Navy Manpower Analysis Center (NAVMAC). Occupational Standards (OCCSTD) are the basis for what is taught in various training arenas. A-schools will train to select E-4 OCCSTDs. The remaining OCCSTDs will be the basis of what is taught in other training forums such as, but not limited to, rate training manuals, personnel qualification standards, individual and unit onboard training, on-the-job training, proficiency training, etc. Refer to OPNAVINST 1223.1E for more information.

4.1. The Navy Enlisted Occupational Classification System/Navy Officer Occupational Classification System Process. The Occupational Classification System is a supporting process of the NTP Process. The primary focus of this section is to illustrate NETC's internal process flow upon receipt of a NEOCS/NOOCS approval or disapproval letter from NAVMAC. Refer to Figure 4-1 below for the flow chart on NEOCS/NOOCS approval determinations.

- a. **NETC N71.** Receives approval or disapproval letter from NAVMAC following NEOCS/NOOCS Board reviews of NEC proposals. NETC N71 forwards NEOCS/NOOCS approval or disapproval letters via email to NETC N72.
- b. **NETC N72.** Upon receipt of a NEOCS/NOOCS approval or disapproval letter, updates a tracker, and forwards the letter to the appropriate LC LSO.
- c. **LC LSO.** Upon receipt of a NEOCS/NOOCS approval or disapproval letter, the LC LSO updates course(s) technical documentation and Corporate enterprise Training Activity Resource System (CeTARS) data within five working days to reflect changes. LC LSO provides notification of changes to NETC N73 CeTARS Data Integrity (CDI) Manager.

- d. **NETC N73 CDI Manager.** When notified by an LC LSO of CeTARS updates, NETC N73 will review changes in CeTARS per OPNAVINST 1510.10E for data integrity and provide feedback to LC LSO, whether additional changes are required or not.

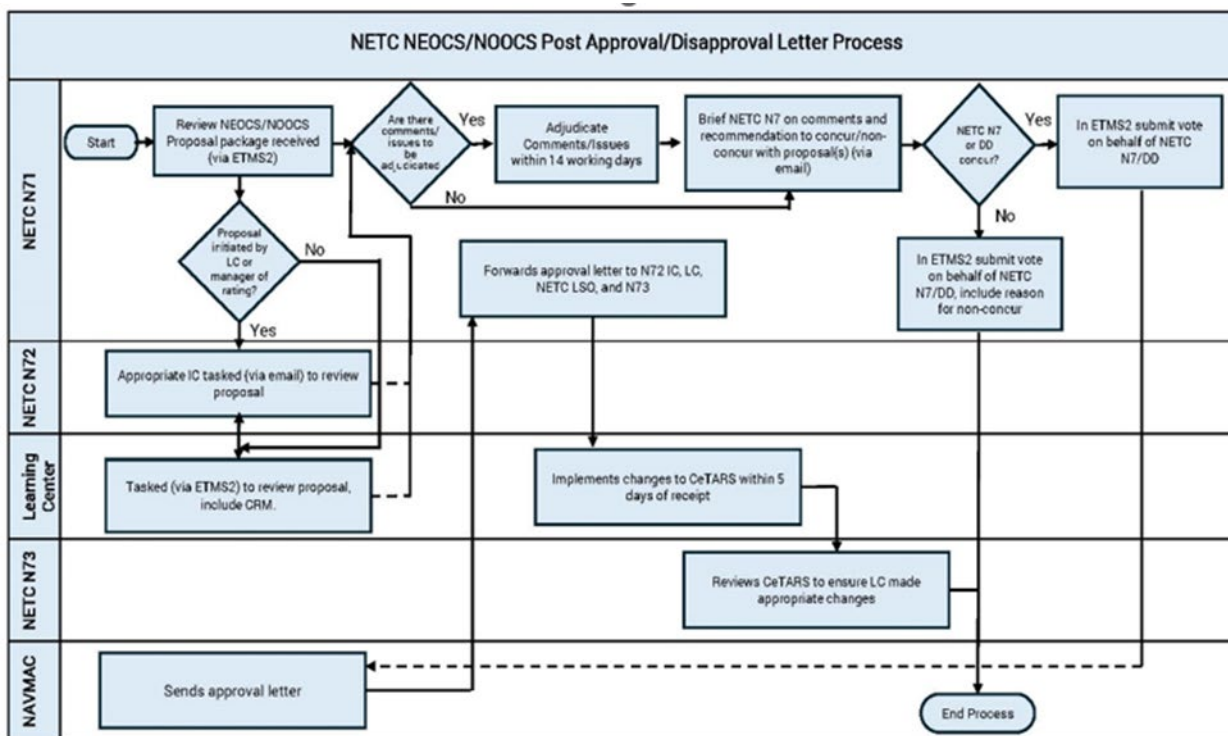


Figure 4-1: NEOCS/NOOCS Approval Determinations

CHAPTER 5

NAVY TRAINING SYSTEMS PLAN

5.0. Navy Training Systems Plan. The Navy Training Systems Plan (NTSP) defines Manpower, Personnel, and Training (MPT) requirements for new system development and is a lifecycle document that identifies the resources required to establish and maintain an effective training program throughout new integrated weapons and warfare systems' development and modernization. It controls planning for meeting the training requirements of the system and identifies personnel required to install, operate, maintain, or otherwise use the system. It is a report that communicates the program manager's and product support manager's plan for formulating, implementing, and executing a sustainment strategy for training. It should communicate the strategy needed to develop and integrate sustainment requirements into system design, development, testing, fielding, and operations or support. NTSPs are required for every Navy and integrated Navy and Marine Corps system. The approved NTSP is the official tasking document for establishing the system's MPT requirements identified within the document. Here are some key components of an NTSP:

- a. **Training Requirements:** Identifies the skills and knowledge needed for specific roles and missions.
- b. **Curriculum Development:** Guides the creation and improvement of training curricula to meet those requirements.
- c. **Resource Allocation:** Details the resources, such as personnel and facilities, necessary to implement training programs effectively.
- d. **Assessment and Evaluation:** Establishes methods for assessing training effectiveness and making improvements based on feedback and performance metrics.
- e. **Integration of Technology:** Incorporates new technologies and simulations to enhance training efficiency and effectiveness.
- f. **Lifecycle Management:** Considers the ongoing management and updating of training systems throughout their lifecycle.

The NTSP helps ensure that Navy personnel are well-prepared to meet the challenges of their roles, and that training remains relevant to current and future operational environments.

5.1. Navy Training Systems Plan Requirements. NTSPs are Navy and integrated Navy/Marine Corps documents which communicate MPT gaps and needs in support of new acquisition and/or modernization programs. To ensure adequate planning, programming, and budgeting of sustainment training throughout the Future Years

Defense Program, Resource Sponsors are required to obtain concurrence from Director, Total Force Manpower Training and Education Requirements (OPNAV N13M), prior to approving a final or updated NTSP. Once a final or updated NTSP is approved by the Resource Sponsor, the NTSP will be used as the official record of the training planning process. See OPNAVINST 1500.76E for more information.

**APPENDIX A
REFERENCE**

REFERENCE	TITLE
NAVEDTRA 140C	Training Support Management Manual
NAVEDTRA M-142.1	NTP Phase I Triggers
NAVEDTRA M-142.2	NTP Phase II Requirements Development
NAVEDTRA M-142.3	NTP Phase III Course Development, Modernization, Acquisition and Pilot
NAVEDTRA M-142.4	NTP Phase IV Course Fielding Vol I – Student Management Manual
NAVEDTRA M-142.4	NTP Phase IV Course Fielding Vol II - Testing Manual
NAVEDTRA M-142.5	NTP Phase V Assessments and Sustainment
NAVEDTRA M-142.6	Navy Instructor Manual
NAVPERS 18068F	Manual of Navy Enlisted Manpower and Personnel Classifications and Occupational Standards
NETCINST 1500.13F	NETC High and Moderate Risk Training Safety Program
NETCINST 1560.1C	Evaluation of Navy Training and Occupational Experience for Civilian Academic Credit
NETC OGC	NETC Guide to Copyright and Related Intellectual Property Law
NETCSTAFFINST 3120.1	NETC Staff Organization Manual
OPNAVINST 1223.1E	Navy Enlisted Occupational Classification System
OPNAVINST 1500.75D	Policy and Governance for Conducting High-Risk Training
OPNAVINST 1500.76E	Naval Training Systems Requirements and Management
OPNAVINST 1510.10E	Corporate enterprise Training Activity Resource System
OPNAVINST 5100.23H	Safety and Occupational Health Program
OPNAVINST 5430.48F	Office of the Chief of Naval Operations Organization and Operations Manual