Although the words “he”, “him,” and “his” are used sparingly in this manual to enhance communication, they are not intended to be gender driven nor to affront or discriminate against anyone reading this material.
NEW FROM 43100-7D

In Introduction – New Approval
   - New MTS Reporting and Tracking
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>4</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>6</td>
</tr>
<tr>
<td>WATCHSTATION REQUALIFICATIONS</td>
<td>9</td>
</tr>
<tr>
<td>ACRONYMS</td>
<td>10</td>
</tr>
<tr>
<td>100 INTRODUCTION TO FUNDAMENTALS</td>
<td>10</td>
</tr>
<tr>
<td>101 Safety Precautions Fundamentals</td>
<td>13</td>
</tr>
<tr>
<td>102 Instructor Fundamentals</td>
<td>14</td>
</tr>
<tr>
<td>103 School Management</td>
<td>18</td>
</tr>
<tr>
<td>104 Training Requirement</td>
<td>20</td>
</tr>
<tr>
<td>105 Occupational Standards</td>
<td>22</td>
</tr>
<tr>
<td>106 Training Validation</td>
<td>23</td>
</tr>
<tr>
<td>107 Front End Analysis</td>
<td>25</td>
</tr>
<tr>
<td>108 Business Case Analysis</td>
<td>26</td>
</tr>
<tr>
<td>109 Training Project Plan</td>
<td>27</td>
</tr>
<tr>
<td>110 Content Development</td>
<td>29</td>
</tr>
<tr>
<td>111 Testing</td>
<td>34</td>
</tr>
<tr>
<td>112 Personnel Qualification Standards</td>
<td>38</td>
</tr>
<tr>
<td>113 Non Resident Training Courses</td>
<td>39</td>
</tr>
<tr>
<td>114 Acquisition</td>
<td>40</td>
</tr>
<tr>
<td>115 Training Reporting</td>
<td>42</td>
</tr>
<tr>
<td>200 INTRODUCTION TO SYSTEMS</td>
<td>44</td>
</tr>
<tr>
<td>201 Authoring Instruction Material (AIM)</td>
<td>45</td>
</tr>
<tr>
<td>202 Content Planning Module (CPM)</td>
<td>46</td>
</tr>
<tr>
<td>203 Integrated Learning Environment (ILE)</td>
<td>47</td>
</tr>
<tr>
<td>204 CeTARS/CANTRAC/ENTRS</td>
<td>48</td>
</tr>
<tr>
<td>300 INTRODUCTION TO WATCHSTATIONS</td>
<td>49</td>
</tr>
<tr>
<td>301 Master Training Specialist (MTS)</td>
<td>51</td>
</tr>
<tr>
<td>302 Master Training Specialist (MTS) Changes Review</td>
<td>62</td>
</tr>
<tr>
<td>400 QUALIFICATION PROGRESS SUMMARY</td>
<td>65</td>
</tr>
<tr>
<td>LIST OF REFERENCES AND WEBSITES</td>
<td>71</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS

PQS Development Group gratefully acknowledges the assistance of the following personnel in writing this PQS:

Mr. Frank Topf NETC, N7, Norfolk, VA
Mr. Gerald Lindsay Center for Personal and Professional Development
Mr. Roy Wilde Center for Personal and Professional Development
Mr. Rick Bly Center for Personal and Professional Development
ETCS David Reiter Center for Personal and Professional Development
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Model Manager for this PQS: CPPD.
INTRODUCTION

MTS PROGRAM

The MTS qualification provides recognition for outstanding individual effort and fosters greater command training professionalism. The MTS designee will have demonstrated highly effective teaching skills and a comprehensive understanding of school management, training administration, and curriculum management. The MTS Program is designed to develop and qualify those individuals who possess advanced knowledge, skills, and abilities that will enhance the delivery of quality education and training in the navy. Individuals who are designated MTS will be expected to take a leadership role by which they mentor, instruct, and evaluate instructors and curricula products.

MTS candidates will be assigned a principal mentor. A principal mentor is a designated MTS and is responsible for guiding MTS candidates through this PQS. Candidates must complete MTS PQS NAVEDTRA 43100-7E and any additional command requirements. Each signature block of the MTS PQS is to be signed by an MTS designee, command-designated MTS Mentor or the command coordinator. Commands should prepare a list of MTS designees and MTS qualifiers/mentors.

To help ensure utilization of MTS expertise, commands shall assist instructor nominees to enroll, pursue and complete MTS designation not less than six months of reporting aboard and to achieve MTS designation at least 6 months prior to their Projected Rotation Date (PRD). Candidates with extenuating circumstances may submit a waiver to continue with the MTS program within 6 months of PRD and must be approved by CO/OIC. Waiver continuance shall not be granted within 3 months of PRD. Extenuating circumstances may be and are not limited to: Individual Augmentee (IA), class convening cancellations, medical reasons, etc… Failure to obtain the MTS qualification is not to be interpreted and shall not be an indication of unsatisfactory or adverse performance.

The objective of MTS PQS is to standardize and facilitate these qualifications. The prerequisites contained in Section 301 must be completed prior to Master Training Specialist (MTS) PQS designation participation. Individual waiver requests to prerequisites and to participate in the MTS PQS may be submitted to the MTS PQS Model Manager. Further details are contained within NETCINST 1500.2 (series).

APPROVAL

Learning Center (LC) or Participating Activity (PA) Commanding Officer (CO) is the final MTS Designation authority. LC and PA, upon review and approval of the MTS Designation Package, provides Learning Site (LS) and PA MTS candidate with MTS Designation Letter, Official MTS Certificate and MTS Medallion.

LS/PA CO/OIC shall:
1. Designate MTS Coordinator/Mentors/ PQS Qualifiers in writing (either designation letter or via collateral duty notice)
2. Ensure MTS Coordinators are instructor-qualified, E-7 or above (if available)
INTRODUCTION (CONT’D)

LS/PA MTS Coordinators shall:
   1. Submit MTS nomination packages to LC/PA CO for final approval; nomination packages should contain at a minimum:
      a. MTS Nomination Letter (signed by LS/CO/OIC, PA designee)
      b. Completed MTS PQS

QUALIFIER/MENTORS

MTS Qualifiers/Mentors are designated MTS personnel to sign off individual watchstations, which every command shall have a current listing. Qualifiers/Mentors are MTS designated personnel responsible for ensuring the standards of this program are maintained. Qualifiers/Mentors should be made known to all members of the unit or department. The means of maintaining this listing is at the discretion of individual commands.

Qualifiers are MTS personnel which can educate and sign individual line items of a MTS candidate based on displayed knowledge or ability. There aren’t any time restriction to sign line items based on MTS designation date.

Each MTS candidate shall be assigned a Mentor. The Mentor will assist the MTS candidate through the entire MTS process. The Mentor shall be familiar with entire process to MTS designation and be in contact with Command’s MTS coordinator. MTS Mentor shall guide the MTS candidate through the process. Address and answer questions and concerns raised by the candidate. Shall be a ready reference and provide data as requested by the candidate. Coordinate with the MTS coordinator for the candidate to on-line test once all line items have been completed. Coordinate with MTS coordinator MTS candidate oral board set up upon successful completion of on-line test. Assist in the preparation of the MTS candidate for the oral board.

EXAMINATION (TEST)

Examination criteria and requirements are outlined in section 301 and 302 of this PQS. The written examination will be performed and maintained online via granted access by the NETC MTS coordinator. MTS Coordinators ensure line items are completed and prerequisites met prior to online testing. MTS exam access is required for each assessment attempt. MTS candidates must wait 2 weeks between assessment attempts (failures). A MTS candidate who fails all 4 attempts of the MTS online test bank shall redo the 301 portion of the 43100-7E and then retest with the minimum of 30 days from last test date. Exam administration shall be a closed book single person per computer proctored event. Commands outside the NETC domain should have .mil access (NMCI seat) to test. If this is not available, NETC MTS Program Manager will determine the assessment course of action.

ELIGIBILITY

Eligibility to participate in the MTS program is delineated within NETCINST 1500.2 (series). This PQS replaced the Core Competency Qualification Requirements (CCQR) for MTS, and the Mentor Qualification and Guidance Package for legacy MTS designees.
INTRODUCTION (CONT’D)

MODEL MANAGER

The Model Manager Command manages a specific PQS manual. This includes overseeing the process of monitoring and updating assigned PQS manuals from the standpoint of technical content and relevance within the community.

TAILORING

Commands may add additional requirements to their MTS program.

CONTENTS

The PQS is divided into three sections. The 100 Section (Fundamentals) contains the fundamental knowledge from technical manuals and other text necessary to satisfactorily understand the watchstation/workstation duties. The 200 Section (Systems) is designed to familiarize MTS candidates with the systems they will be required to operate at their watchstation/workstation. The 300 Section (Watchstations) lists the tasks you will be required to satisfactorily perform in order to achieve final MTS designation. All three sections may not apply to this PQS, but where applicable, detailed explanations are provided at the front of each section.

REFERENCES

The references used during the writing of this MTS PQS package were the latest available at the time this PQS was developed, however, the most current references available should be used for qualification/designation. References and links to specific websites are at the end of this PQS.

- NETCINST 1500.2 (series) Master Training Specialist program

NOTES

None.

TRAIENE

Your MTS Mentor will guide you through the completion of this PQS. If you have any questions or are unable to locate references, contact your MTS Mentor or MTS Program Coordinator. Good luck.
INTRODUCTION (CONT’D)

PQS FEEDBACK REPORTS

This PQS was developed using information available at the time of writing. When equipment and requirements change, the PQS needs to be revised. The only way the PQS Development Group knows of these changes is by you, the user, telling us either in a letter or via the Feedback Report contained in the back of this book. You can tell us of new systems and requirements, or of errors you find.

MTS REQUALIFICATIONS

Due to changes in policies, systems, or procedures, personnel dealing with the subject matter of this PQS may be required to complete NAVEDTRA 43100-7E, 301, 302, per NETCINST 1500.2 (series).

The following items regardless of qualifications achieved in previous versions, shall be completed.

Core Competency Qualification Requirements (CCQR) designated MTS shall complete 302 within NAVEDTRA 43100-7E prior to being a command MTS mentor and/or qualifier. (2008 until Oct 2012, serialized certificate). No written or oral exam/board requirement.

Pre-Core Competency Qualification Requirements (CCQR) (Legacy) designated MTS shall complete NAVEDTRA 43100-7E MTS PQS, 301 prior to being a command MTS mentor and/or qualifier. (prior to 2008, no serialized certificates). No written or oral exam/board requirement.

Once the MTS designation has been achieved, and the requirements above have been met, transfer to another Command will not necessitate re-qualification.

NOTE: 302 contents are the gaps of CCQR designated MTS line items learned material and the NAVEDTRA 43100-7E MTS PQS contents.

MTS REPORTING AND TRACKING

LS/PA MTS Coordinator updates and maintains MTS database Course Event Resource Scheduling or Enterprise Training Resource Management System (CERS or eTRMS). LC/PA MTS Coordinator will pull Quarterly MTS report from MTS database within 10 days prior to the end of the Quarter and validate data. Quarters are based on Calendar Year: 1st Quarter (01 Jan - 31 Mar), 2nd Quarter (01 Apr - 30 Jun), 3rd Quarter (01 Jul - 30 Sep), and 4th Quarter (01 Oct - 31 Dec).
ACRONYMS USED IN THIS PQS

Not all acronyms or abbreviations used in this PQS are defined here. The Subject Matter Experts from the fleet who wrote this Standard determined the following acronyms or abbreviations may not be commonly known throughout their community and should be defined to avoid confusion. If there is a question concerning an acronym or abbreviation not spelled out on this page or anywhere else in the Standard, use the references listed on the line item containing the acronym or abbreviation in question.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIM</td>
<td>Authoring Instructional Materials</td>
</tr>
<tr>
<td>ARB</td>
<td>Academic Review Board</td>
</tr>
<tr>
<td>BCA</td>
<td>Business Case Analysis</td>
</tr>
<tr>
<td>CANTRAC</td>
<td>Catalog of Navy Training Courses</td>
</tr>
<tr>
<td>CeTARS</td>
<td>Corporate enterprise and Training Activity Resource System</td>
</tr>
<tr>
<td>CBT</td>
<td>Computer Based Training</td>
</tr>
<tr>
<td>CCA</td>
<td>Curriculum Control Authority</td>
</tr>
<tr>
<td>CCMM</td>
<td>Course Curriculum Model Manager</td>
</tr>
<tr>
<td>CPM</td>
<td>Content Planning Module</td>
</tr>
<tr>
<td>CTTL</td>
<td>Course Training Task List</td>
</tr>
<tr>
<td>DONI</td>
<td>Department of Navy Issuance</td>
</tr>
<tr>
<td>DOR</td>
<td>Drop On Request</td>
</tr>
<tr>
<td>EAP</td>
<td>Emergency Action Plan</td>
</tr>
<tr>
<td>ENTRSS</td>
<td>Enterprise Naval Training Reservation System</td>
</tr>
<tr>
<td>EO</td>
<td>Enabling Objective</td>
</tr>
<tr>
<td>FEA</td>
<td>Front End Analysis</td>
</tr>
<tr>
<td>FCR</td>
<td>Formal Course Review</td>
</tr>
<tr>
<td>GCAT</td>
<td>Government Content Acceptance Testing</td>
</tr>
<tr>
<td>HPRR</td>
<td>Human Performance Requirements Review</td>
</tr>
<tr>
<td>IDP</td>
<td>Individual Development Plan</td>
</tr>
<tr>
<td>ILE</td>
<td>Integrated Learning Environment</td>
</tr>
<tr>
<td>ILT</td>
<td>Instructor Led Training</td>
</tr>
<tr>
<td>IMI</td>
<td>Interactive Multi Media Instruction</td>
</tr>
<tr>
<td>IMM</td>
<td>Instructional Media Material</td>
</tr>
<tr>
<td>JDTA</td>
<td>Job Duty Task Analysis</td>
</tr>
<tr>
<td>LCMS</td>
<td>Learning Content Management System</td>
</tr>
<tr>
<td>LMS</td>
<td>Learning Management System</td>
</tr>
<tr>
<td>LP</td>
<td>Lesson Plan</td>
</tr>
<tr>
<td>MOE</td>
<td>Measurement of Effectiveness</td>
</tr>
<tr>
<td>MOP</td>
<td>Measurement of Performance</td>
</tr>
<tr>
<td>MTS</td>
<td>Master Training Specialist</td>
</tr>
<tr>
<td>NITC</td>
<td>Navy Instructor Training Course</td>
</tr>
<tr>
<td>NRTC</td>
<td>Non Resident Training Course</td>
</tr>
<tr>
<td>OCCSTDS</td>
<td>Occupational Standards</td>
</tr>
<tr>
<td>ORM</td>
<td>Operational Risk Management</td>
</tr>
<tr>
<td>PPP</td>
<td>Personnel Performance Profile</td>
</tr>
<tr>
<td>PQS</td>
<td>Personnel Qualification Standards</td>
</tr>
<tr>
<td>R3</td>
<td>Reuse, Repurpose, Reference</td>
</tr>
<tr>
<td>RRL</td>
<td>Resource Requirement List</td>
</tr>
<tr>
<td>SCORM</td>
<td>Sharable Content Object Reference Model</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>SOH</td>
<td>Safety and Occupational Health</td>
</tr>
<tr>
<td>TCCD</td>
<td>Training Course Control Document</td>
</tr>
<tr>
<td>TG</td>
<td>Trainee Guide</td>
</tr>
<tr>
<td>TO</td>
<td>Terminal Objective</td>
</tr>
<tr>
<td>TOS</td>
<td>Training Objective Statement</td>
</tr>
<tr>
<td>TPC</td>
<td>Training Path Chart</td>
</tr>
<tr>
<td>TPS</td>
<td>Training Path System</td>
</tr>
<tr>
<td>TPP</td>
<td>Training Project Plan</td>
</tr>
<tr>
<td>TTO</td>
<td>Training Time Out</td>
</tr>
<tr>
<td>VI</td>
<td>Visual Information</td>
</tr>
</tbody>
</table>
100  INTRODUCTION TO FUNDAMENTALS

100.1  INTRODUCTION

This PQS begins with a Fundamentals section covering the basic knowledge and principles needed to understand the equipment or duties to be studied. Normally, you would have acquired the knowledge required in the Fundamentals section during the school phase of your training. If you have not been to school or if you need a refresher, the references listed at the beginning of each fundamental will aid you in a self-study program. All references cited for study are selected according to their credibility and availability.

100.2  HOW TO COMPLETE

The fundamentals you will have to complete are listed in the watchstation (300 section) for each watchstation. You should complete all required fundamentals before starting the systems and watchstation portions of this PQS, since knowledge gained from fundamentals will aid you in understanding the systems and your watchstation tasks. When you feel you have a complete understanding of one fundamental or more, contact your assigned Mentor. If you are attempting initial qualification, your Mentor will expect you to satisfactorily answer all line items in the fundamentals. You will be required to pass a written examination and an oral board for final designation, you may be asked any questions from the fundamentals required for your watchstation.
101 SAFETY FUNDAMENTALS

References:

[a] OPNAVINST 3500.39(series), Operational Risk Management (ORM)
[c] OPNAVINST 1500.75(series), Policy and Procedures for Conducting High-Risk Training
[e] Catalog of Navy Training Courses (CANTRAC)

101.1 Explain these parts of the five step process as they apply to ORM:

a. Identifying hazards
b. Assessing hazards
c. Making risk decisions
d. Implementing controls
e. Supervising

________________________________________________________________________

(Signature and Date)

.2 Complete a risk assessment of a course (high risk instructor only).

________________________________________________________________________

(Signature and Date)

.3 Define "high-risk" course.

________________________________________________________________________

(Signature and Date)

.4 Discuss what type of courses are considered "high-risk".

________________________________________________________________________

(Signature and Date)

.5 Discuss the difference between these types of courses.

(a) Voluntary
(b) Involuntary

________________________________________________________________________

(Signature and Date)
.6 Discuss what Drop on Request "DOR" is and the procedures for conducting one.

(Signature and Date)

.7 Discuss what Training Time Out "TTO" is and the procedures for conducting one.

(Signature and Date)

.8 Discuss the purpose of the Emergency Action Plan (EAP) and how often must it be reviewed for accuracy of information. Identify the periodic requirements for fully exercising the EAP. How often is it to be fully exercised?

(Signature and Date)

.9 Discuss periodic requirements for safety stand-downs.

(Signature and Date)

.10 Discuss the following as it pertains to “high-risk” instructor.

a. Mishap reporting
b. Site Augment Plans
c. Special Course Indicator Code
d. Core Unique Instructor Fundamentals
e. Instructor Screening Process
f. Evaluation Process
g. Training Safety Officer

(Signature and Date)

.11 Discuss the importance of heat/cold stress, monitoring, and control in a training environment.

(Signature and Date)
102 INSTRUCTOR FUNDAMENTALS

References:
[a] NAVEDTRA 134 (series), Navy Instructor Manual
[b] NETCINST 1500.5 (series), Instructor Preparation, Qualification, Certification, and Evaluation Program
[c] MTS Community of Practice,
   https://wwwa.nko.navy.mil/portal/leadership/cppdcommunitiesofpractice(publicaccess)/home

102.1 State the purpose of the Navy Training System.
___________________________________________________________
(Signature and Date)

.2 Define the most essential, single link in the training chain.
___________________________________________________________
(Signature and Date)

.3 State and discuss the three qualities of an efficient and effective instructor.
___________________________________________________________
(Signature and Date)

.4 Discuss the Instructor’s responsibilities in terms of:
   a. Responsibility to students
   b. Responsibility to training safety
   c. Responsibility to security
   d. Responsibility to curriculum
___________________________________________________________
(Signature and Date)

.5 List and discuss the four principles of John Keller’s model of motivational theory.
___________________________________________________________
(Signature and Date)

.6 List and discuss the key principles of applying motivation theory in a training situation.
___________________________________________________________
(Signature and Date)
State the ultimate goal of instruction.

(Signature and Date)

State and discuss the six laws of learning.

(Signature and Date)

State and discuss five ways of learning.

(Signature and Date)

Discuss how motivation affects student learning.

(Signature and Date)

State and discuss the types of sensory learners.

(Signature and Date)

State and discuss the four basic learning styles.

(Signature and Date)

Discuss the barriers to effective communication.

(Signature and Date)

State and discuss the purpose of an effective communication process.

(Signature and Date)

Discuss the importance of listening communication skills.

(Signature and Date)
.16 Describe six factors that must be considered in planning instructional delivery.

(Signature and Date)

.17 State and discuss the importance of body movement as an important part of successful communication.

(Signature and Date)

.18 State and discuss the four purposes of oral questioning.

(Signature and Date)

.19 State and discuss the characteristics of a good oral question.

(Signature and Date)

.20 Discuss the types and purpose of oral questions.

(Signature and Date)

.21 State the five steps of the five-step questioning technique.

(Signature and Date)

.22 List and discuss the different instructional methods.

(Signature and Date)

.23 State and discuss the three parts of a learning objective.

(Signature and Date)

.24 Discuss the two methods of testing and their importance.

(Signature and Date)
.25 Explain the five learning levels a knowledge test item may test.

___________________________________
(Signature and Date)

.26 Discuss the different types of performance tests.

___________________________________
(Signature and Date)

.27 List and describe the primary materials used in presenting instruction.

___________________________________
(Signature and Date)

.28 Discuss student feedback/course critique.

___________________________________
(Signature and Date)

.29 Discuss the following programs and include possible actions and responsibilities of an instructor.

a. Equal Employment Opportunity (EEO)
b. Navy Core Values
c. Sexual Harassment
d. Diversity

___________________________________
(Signature and Date)

.30 Discuss the instructor qualification process.

___________________________________
(Signature and Date)

.31 Discuss the instructor disqualification factors and process.

___________________________________
(Signature and Date)

.32 Discuss the items with your mentor that can be found on the MTS Community of Practice (CoP).

___________________________________
(Signature and Date)
103   SCHOOL MANAGEMENT

References:

[a] NAVEDTRA 135(series), Navy School Management Manual

103.1 List the responsibility of each of the following members of the training organization structure: Chief of Naval Operations (CNO); Naval Education and Training Command (NETC); Learning Centers; Curriculum Control Authority (CCA); Learning Standards Officer (LSO); Course Curriculum Model Manager (CCMM); and the Participating Activity (PA).

___________________________________
(Signature and Date)

.2 Discuss the purpose of the Catalog of Navy Training (CANTRAC)(NAVEDTRA 10500).

___________________________________
(Signature and Date)

.3 Discuss the functionality of Corporate Enterprise and Training Resource Activity System (CeTARS).

___________________________________
(Signature and Date)

.4 Discuss the use of a Course Identification Number (CIN).

___________________________________
(Signature and Date)

.5 Discuss the use of a Course Data Processing (CDP) code.

___________________________________
(Signature and Date)

.6 Discuss who is responsible for ensuring accuracy of data with CeTARS.

___________________________________
(Signature and Date)

.7 Discuss the relationship between CeTARS and CANTRAC.

___________________________________
(Signature and Date)
.8 Describe the "A", "C", and "F" type courses of instruction.

(Signature and Date)

.9 Discuss what a Person Event Code (PEVT) is and, where it is found and entered.

(Signature and Date)

.10 Discuss when an Academic Review Board (ARB) may be convened.

(Signature and Date)

.11 Describe the Academic Review Board (ARB) process.

(Signature and Date)

.12 Discuss who is responsible for maintaining a Master Record Audit Trail and what it contains?

(Signature and Date)

.13 Describe the evaluation of instructors in laboratory / classroom / facilitated environments.

(Signature and Date)

.14 Discuss the student critique program within your learning environment.

(Signature and Date)

.15 Discuss the importance of Formal Course Reviews (FCRs) and audit trails.

(Signature and Date)

.16 Identify the required periodicity for conducting FCRs per current NETC guidance.

(Signature and Date)
104 TRAINING REQUIREMENT

References:

[a] NA VedTRA 133 (series), Human Performance Requirement Review (HPRR)
[b] NA VedTRA 135 (series), Navy School Management Manual
[c] NETCINST 1500.9 (series), Training Requirement Identification and Resource sponsor Commitment

104.1 State the purpose of a Human Performance Requirement Review (HPRR).

________________________________________________________________________
(Signature and Date)

.2 State the periodicity of conducting a HPRR.

________________________________________________________________________
(Signature and Date)

.3 State the roles and responsibilities of the following for the HPRR process implementation and execution:

a. Naval Education Training Command (NETC)
   b. NETC N7
   c. Learning Center Commanding Officer
   d. Learning Center Director of Training
   e. Learning Center Learning Standards Officer
   f. Learning Center HPRR Coordinator
   g. HPRR Executive Steering Committee
   h. Stakeholders

________________________________________________________________________
(Signature and Date)

.4 Discuss the input data that affects training requirement validation.

________________________________________________________________________
(Signature and Date)

.5 State the four triggers to conduct a HPRR.

________________________________________________________________________
(Signature and Date)

.6 State and describe four HPRR messages.

________________________________________________________________________
(Signature and Date)
104  TRAINING REQUIREMENT (CONT’D)

.7  Explain the purpose of the HPRR action chit.

___________________________________
(Signature and Date)

.8  Explain the correlation of a Formal Course Review (FCR) and the HPRR process.

___________________________________
(Signature and Date)

.9  Explain the process for findings for submission during a FCR.

___________________________________
(Signature and Date)

.10 Discuss the purpose of Training Requirement Identification and Resource Sponsor Commitment.

___________________________________
(Signature and Date)

.11 List the three forms of acceptable actions from a Resource Sponsor identifying the commitment of resources to a valid training requirement.

___________________________________
(Signature and Date)
105 OCCUPATIONAL STANDARDS (OCCSTDS)

References:

[a] OPNAVINST 1500.74 (series), Utilization of Enlisted Occupational Standards for Training and Career Development

105.1 Discuss the purpose of Occupational Standards (OCCSTDS).

(Signature and Date)

.2 List the primary basis for which OCCSTDS are used.

(Signature and Date)

.3 Explain where the remaining E4 and below OCCSTDS, that are not selected to be taught in “A” school, should be taught, e.g., in which other training environments?

(Signature and Date)

.4 Explain each role as it pertains to OCCSTDS:

- Office of the Chief of Naval Operations (OPNAV)
- Resource Sponsors
- Fleet and Type Commanders
- Navy Manpower Analysis Center (NAVMAC)
- Naval Education Training Command (NETC)

(Signature and Date)
106 TRAINING VALIDATION

References:

[a] NAVEDTRA 137 (series), Job Duty Task Analysis Management Manual
[b] OPNAVINST 1500.74 (series), Utilization of Enlisted Occupational Standards for Training and Career Development

106.1 State the purpose of a Job Duty Task Analysis (JDTA).

___________________________________
(Signature and Date)

.2 State the roles and responsibilities of the following for the JDTA process implementation and execution:

a. Naval Education Training Command (NETC)
b. NETC N7
c. Learning Center Commanding Officer
d. Learning Center Director of Training
e. Learning Center Learning Standards Officer
f. Learning Center JDTA Coordinator
g. Stakeholders

___________________________________
(Signature and Date)

.3 State the roles and responsibilities of the requirement sponsor prior to and after the completion of a JDTA.

___________________________________
(Signature and Date)

.4 List the external triggers to perform a JDTA.

___________________________________
(Signature and Date)

.5 List the internal triggers to perform a JDTA.

___________________________________
(Signature and Date)

.6 Explain a targeted JDTA.

___________________________________
(Signature and Date)
.7 Explain the triggers that may cause a targeted JDTA.

(Signature and Date)

.8 Explain the hierarchical structure of work.

(Signature and Date)

.9 Explain the preparation process of a JDTA to include:

a. Coordinator  
b. Messages  
c. Documents  
d. Stakeholders  
e. Community of Practice  
f. Post JDTA

(Signature and Date)

.10 Explain where the non-selected for formal training E-4 and below Occupational Standards are to be trained.

(Signature and Date)
107  FRONT END ANALYSIS (FEA)

References:
[a] NETCINST1500.6, Front End Analysis User Guide

107.1 State the purpose of a Front End Analysis (FEA).

(Signature and Date)

.2 When is a FEA performed.

(Signature and Date)

.3 List the triggers of a FEA.

(Signature and Date)

.4 Explain the documentation of the FEA as detailed on the FEA template.

(Signature and Date)

.5 Identify who determines what curriculum development model will be used for curriculum modifications within your learning environment.

(Signature and Date)

.6 Explain the approval process of the finalized FEA.

(Signature and Date)
BUSINESS CASE ANALYSIS (BCA)

References:

[a] NETCINST 1510.3, Business Case Analysis Policy

108.1 State the purpose of a Business Case Analysis (BCA).

(Signature and Date)

.2 Explain the purpose of the executive summary of a BCA.

(Signature and Date)

.3 Describe how strategic alignment is important in a BCA.

(Signature and Date)

.4 Explain what analysis of alternatives does.

(Signature and Date)

.5 Discuss risk assessment in decision making of a BCA.

(Signature and Date)

.6 Explain how cost benefit impacts a BCA.

(Signature and Date)

.7 Explain the final stages of a BCA:

a. Conclusions and recommendations
b. Implementation Strategy
c. Review and approval

(Signature and Date)
109.1 State the purpose of a Training Project Plan (TPP).

___________________________________
(Signature and Date)

.2 Who has initial approval authority of a TPP?

___________________________________
(Signature and Date)

.3 For the below events, who approves implementation of a TPP?

a. Submitted to NETC per triggered event with zero sum gain
b. Submitted to NETC requiring additional resources or offsets

___________________________________
(Signature and Date)

.4 View a TPP and explain the contents of a TPP:

a. Curriculum Control Authority (CCA) TPP endorsement letter
b. Cover page
c. Course data
d. Justification
e. Safety Risks and Hazardous materials
f. Curriculum development method
g. Resource requirements
h. Compensation
i. Milestones

___________________________________
(Signature and Date)

.5 Describe the web application SERENA.

___________________________________
(Signature and Date)
.6 Describe the type of TPPs housed in SERENA.

(Signature and Date)

.7 Explain how TPPs are identified and maintained in SERENA.

(Signature and Date)
References:

[a] NA Ved T R A 130 (series), Task Based Curriculum Development Manual

110.1.1 NA Ved T R A 130 (series), Task Based Curriculum Development Manual

.2 Discuss the item(s) developed in Plan Phase of Task-Based Curriculum development.

___________________________________
(Signature and Date)

.3 Discuss the items developed in Analyze Phase.

___________________________________
(Signature and Date)

.4 Discuss the items developed in Design Phase.

___________________________________
(Signature and Date)

.5 Describe what is required of a skill and knowledge learning objective.

___________________________________
(Signature and Date)

.6 Discuss the items developed in Develop Phase.

___________________________________
(Signature and Date)

.7 Discuss the purpose of the Implementation Phase.

___________________________________
(Signature and Date)

.8 Discuss the purpose of the Evaluate Phase.

___________________________________
(Signature and Date)
110.2.1 NAVEDTRA 131 (series) Personnel Performance Profile (PPP) Based Curriculum Development Manual

.2 Describe and discuss the seven stages involved in developing materials following the Personnel Performance Profile (PPP) -Based curriculum development method.

___________________________________
(Signature and Date)

.3 Discuss the products of the Training Path System (TPS) Stage 1.

___________________________________
(Signature and Date)

.4 State and discuss Training Objective Statement (TOS) codes for both knowledge and skill.

___________________________________
(Signature and Date)

.5 Define the three "Task Sets."

___________________________________
(Signature and Date)

.6 Discuss the types of courses listed in a Training Path Chart (TPC).

___________________________________
(Signature and Date)

.7 Identify when job sheet development should begin in the Instructional Systems Design (ISD) process?

___________________________________
(Signature and Date)

.8 What are the triggers and process for converting PPP based curriculum to Task based curriculum?

___________________________________
(Signature and Date)
110 CONTENT DEVELOPMENT (CONT’D)

110.3.1 NAVEDTRA 136 (series) Integrated Learning Environment (ILE) Course development and Lifecycle Maintenance

.2 List the three types of training materials provided by the ILE.

(Signature and Date)

.3 Discuss the seven phases utilized to develop a course within the ILE.

(Signature and Date)

.4 Discuss the outcome of the Instructional Media Design Package (IMDP) during the design phase.

(Signature and Date)

.5 Discuss the three variations of a course hierarchy which can be developed within the ILE.

(Signature and Date)

110.4.1 Common elements.

.2 Discuss the purpose of Instructional Media Materials (IMM).

(Signature and Date)

.3 List the minimum sections of a Lesson Plan.

(Signature and Date)

.4 List the minimum sections of a Trainee Guide.

(Signature and Date)

.5 State the purpose of Course Training Task List (CTTL).

(Signature and Date)
.6 Discuss what a CTTL gives the curriculum developer.
   a. Job
   b. Duty
   c. Task
   d. Learning Objectives

   (Signature and Date)

.7 State the purpose of testing.

   (Signature and Date)

.8 Explain the purpose to pilot a course.

   (Signature and Date)

.9 List and discuss the triggers for developing, revising, or canceling a course.

   (Signature and Date)

.10 State the difference between the Course Mission Statement and a Terminal Objective.

   (Signature and Date)

.11 Spell out the full term for the following abbreviations/acronyms:
   a. LP
   b. DDA page
   c. TO
   d. EO
   e. DP
   f. RIA
   g. IMM/VI

   (Signature and Date)
.12 Discuss where to find the procedures for handling and storing classified training materials.

______________________________________________________________________________
(Signature and Date)

.13 What documents are contained in the final Training Course Control Document (TCCD)?

______________________________________________________________________________
(Signature and Date)

.14 What annexes are included in the final Training Course Control Document (TCCD)?

______________________________________________________________________________
(Signature and Date)

.15 What is contained in a Resource Requirements List (RRL)?

______________________________________________________________________________
(Signature and Date)
111  TESTING

References:


111.1 State the purpose of a testing program?

_________________________________________
(Signature and Date)

.2 State the roles and responsibilities of the following for an effective testing program:

a. Naval Education Training Command (NETC)
b. NETC N7
c. Learning Center Commanding Officer
d. Learning Center Director of Training
e. Learning Center Learning Standards Officer
f. Course Curriculum Model Manager (CCMM)
g. Curriculum developer
h. Learning Site Commanding Officer/Officer-in-charge
i. Learning Site Testing Officer
j. Course Supervisor
k. Participating Activities

_________________________________________
(Signature and Date)

.3 State the primary course source data for creating test items.

_________________________________________
(Signature and Date)

.4 List usable course source data to be used when the primary course source data is not available or has not been created.

_________________________________________
(Signature and Date)

.5 Define the following tests:

a. Formal
b. Informal

_________________________________________
(Signature and Date)
111 TESTING (CONT’D)

.6 For the below items, define the three levels of proficiency levels contained within each:

a. Skill
b. Knowledge

(Signature and Date)

.7 List the five categories for performance and knowledge tests.

(Signature and Date)

.8 Discuss the process of piloting a test.

(Signature and Date)

.9 Describe the use of each test instrument as they relate to knowledge and performance tests:

a. Job sheet
b. Problem sheet
c. Assignment sheet
d. Multiple-choice
e. True or false
f. Matching
g. Completion
h. Labeling
i. Essay
j. Case study
k. Validation of Test Instruments

(Signature and Date)

.10 What are the two types of testing methods used in testing?

(Signature and Date)
111 TESTING (CONT’D)

.11 Discuss test failure policies and associated grading criteria within your learning environment.

(Signature and Date)

.12 Discuss during performance test design how the skill learning objective criticality is determined.

(Signature and Date)

.13 Discuss during knowledge test design how the knowledge learning objective criticality is determined to perform a task.

(Signature and Date)

.14 Identify the ten sections of a testing plan.

(Signature and Date)

.15 State the purpose of test and test item analysis.

(Signature and Date)

.16 In a remediation program, discuss what the primary and secondary goal is.

(Signature and Date)

.17 Discuss the three methods of remediation available to instructors:
   a. Targeted
   b. Scalable
   c. Iterative

(Signature and Date)
111 TESTING (CONT’D)

.18 Define the following sections of a remediation program:

a. Retest
b. Setback
c. Drop from training and attrites
d. Counseling
e. Academic Review Boards (ARBs)

___________________________________
(Signature and Date)
112 PERSONNEL QUALIFICATION STANDARDS (PQS)

References:

[a] OPNAVINST 3500.34 (series) Personnel Qualification Standards (PQS) Program

112.1 What role does Naval Education and Training Professional Development and Technology Center (NETPDTC) serve to the PQS program?

(Signature and Date)

.2 Identify the location where PQSs are maintained and available for fleet use.

(Signature and Date)

.3 Explain the function of PQS?

(Signature and Date)

.4 Explain the process for an individual qualified on a PQS and the PQS in superseded by a revision, what happens to the individuals qualification and what must that individual do with the revised PQS?

(Signature and Date)

.5 In formal training courses where PQS lines may be signed, describe the procedure to inform a receiving command which line items have been completed and signed.

(Signature and Date)

.6 Explain the difference between a PQS and Job Qualification Requirement (JQR).

(Signature and Date)
113. NON RESIDENT TRAINING COURSES (NRTC)

References:

[a] OPNAVINST 1500.74 (series), Utilization of Enlisted Occupational Standards for Training and Career Development

113.1 What role does Naval Education and Training Professional Development and Technology Center (NETPDT) serve to NRTCs?

___________________________________
(Signature and Date)

.2 What is the primary purpose of NRTC?

___________________________________
(Signature and Date)

.3 What impact does a NRTC have in the rating exam process?

___________________________________
(Signature and Date)

.4 Identify the location where NRTCs are maintained and available for fleet use.

___________________________________
(Signature and Date)

.5 NRTC is designated for revision or development, state the functionality of the following:

a. Contracting Office Representative (COR)

b. Statement of Work (SOW)

c. Naval Logistics Library (NLL)

d. Defense Automated Printing System (DAPS)

___________________________________
(Signature and Date)

.6 NRTCs are assigning points, for whom are these points calculated and how does it benefit these personnel?

___________________________________
(Signature and Date)
References:

[a] OPNAVINST 1500.76 (series), Naval Training Systems Requirements, Acquisition, and Management

[b] OPNAVNOTE 1500, Training Transfer Agreement

114.1 What does Naval Training Systems Requirements, Acquisition, and Management provide?

(Signature and Date)

.2 What document is prepared for traceability in support of new and or modernized Naval capabilities?

(Signature and Date)

.3 What is the purpose of a Naval Training Systems Plan (NTSP)?

(Signature and Date)

.4 How many Acquisition Categories (ACAT) does the NTSP process govern?

(Signature and Date)

.5 List and describe the five gates/thresholds for NTSP submittal?

(Signature and Date)

.6 Discuss the process and artifacts required for a course to transition from the acquisition community to formal as delineated in the Training Transfer Agreement (TTA).

(Signature and Date)
ACQUISITION (CONT’D)

.7 Explain the roles and responsibilities for each:

a. Deputy Chief of Naval Operations (CNO)
b. Director, Total Force Requirements Division (OPNAV N12)
c. OPNAV N15
d. Director, Fleet Readiness Division (OPNAV N43)
e. Resource Sponsors
f. SYSCOMS
g. Program Managers (PM)
h. Training Support Activity (TSA)
i. Training Agent (TA)
j. NETC
k. Fleet Forces Command (FFC)
l. Deputy Commandant for Aviation (DC AVN)
m. Enterprises

(Signature and Date)
115 TRAINING REPORTING

References:

[a] NETCINST 1540.1 (series), Impaired Training and Education Report Policy and Reporting Procedures
[b] NETCINST 1500.7 (series), Missed Training Opportunity Reporting Policy and Procedures
[c] NWP 1-03.1, Operational Reporting

115.1 State the purpose of Impaired Training and Education Report (ITER) Policy and Reporting Procedures.

(Signature and Date)

.2 List the N codes within NETC that the Learning Center shall Address.

(Signature and Date)

.3 State who will draft the NETC response for ITERs.

(Signature and Date)

.4 Explain ITER conditions Red and Yellow.

(Signature and Date)

.5 List the six ITER types.

(Signature and Date)

.6 List three ITER categories.

(Signature and Date)

.7 Define a Missed Training Opportunity (MTO).

(Signature and Date)
.8 List five examples of a MTO.

(Signature and Date)

.9 Who has the responsibility to report a MTO.

(Signature and Date)

.10 How often is the MTO data gathered and in what format is this data sent.

(Signature and Date)

.11 Explain the purpose of Casualty Reporting (CASREP).

(Signature and Date)

.12 Explain the use of each of the following:

(a) Initial CASREP
(b) Update CASREP
(c) Correction CASREP
(d) Cancellation CASREP

(Signature and Date)
200 INTRODUCTION TO SYSTEMS

200.1 BASIC BUILDING BLOCKS

In this section, the equipment is broken down into smaller, more comprehensible, functional systems as basic building blocks in the learning process. Each system is written to reflect specific watchstation requirements by identifying the equipment most relevant to one or more designated watchstanders. The less complex systems may be identified and covered quickly or relegated to a lower priority to permit greater emphasis on more significant or complex systems.

200.2 COMPONENTS AND COMPONENT PARTS

For learning purposes each system is disassembled into two levels. Systems have components and components have parts. Do not expect to see every item that is relevant to Instructor duties, schoolhouse management, curriculum/content development and maintenance to be addressed in the PQS. Only those items which must be understood for operation/maintenance are listed. However, commands may tailor and further require MTS candidates more granular tasks than identified in this PQS.

200.3 FORMAT

Each system is organized within the following format:

- It lists the references to be used for study and asks you to explain the function of each system.
- It asks for the static facts of what or where the components and component parts are in relation to the system.
- It directs attention to the dynamics of how the component and component parts operate to make the system function.
- It specifies the parameters that must be immediately recalled.
- It requires study of the relationship between the system being studied and other systems or areas.

200.4 HOW TO COMPLETE

The systems you must complete are listed in the Prerequisites section of each watchstation. When you have mastered one or more systems, contact your Mentor. The Mentor will give you an oral examination on each system and, if satisfied you have sufficient knowledge of the system, will sign the appropriate system line items. You will be expected to demonstrate through oral or written examination a thorough understanding of each system required for your watchstation.
AUTHORING INSTRUCTIONAL MATERIALS (AIM)

References:

[a] WEBSITE: http://aim.aimertech.com/aim

201.1 Describe the purpose of Authoring Instructional Materials (AIM)?

(Signature and Date)

.2 Identify the approach AIM utilizes to develop and maintain training materials?

(Signature and Date)

.3 Discuss how AIM ensures training materials are developed and revised per prescribed specifications and guidelines.

(Signature and Date)

.4 Discuss which AIM tool supports the following:

a. Task based curriculum development
b. PPP based curriculum

(Signature and Date)
202  CONTENT PLANNING MODULE (CPM)

References:

[a] WEBSITE: http://aim.aimertech.com/aim

202.1 State the purpose of the Content Planning Module (CPM).

(Signature and Date)

.2 Name the four primary areas within CPM.

(Signature and Date)

.3 Identify the primary input and discuss the use of CPM.

(Signature and Date)
INTEGRATED LEARNING ENVIRONMENT (ILE)

References:
[a] NAVEDTRA 136 (series) Integrated Learning Environment (ILE) Course Development and Lifecycle Maintenance
[b] Navy Knowledge Online (NKO) - Navy E-Learning
https://wwwa.nko.navy.mil/portal/home/

203.1 Discuss and describe the forms of training methods ILE supports.

____________________________________________________________________________________
(Signature and Date)

.2 Discuss what Navy E-Learning provides to its customers.

____________________________________________________________________________________
(Signature and Date)

.3 Describe the training received through Navy E-Learning within the ILE.

____________________________________________________________________________________
(Signature and Date)

.4 Discuss the twelve content processing phases.

____________________________________________________________________________________
(Signature and Date)

.5 Discuss Government Content Acceptance Testing (GCAT).

____________________________________________________________________________________
(Signature and Date)
204 CeTARS/CANTRAC/ENTRS

References:


204.1 Explain the functionality of:

a. CeTARSii Menu
b. CeTARS Monitor
c. Discoverer Plus

(Signature and Date)

.2 Explain the functionality of CANTRAC (NAVEDTRA 10500).

(Signature and Date)

.3 Explain what a Training Officer or Sailor can do in ENTRS.

(Signature and Date)

.4 In CANTRAC, what functionality portion of CeTARS is where course data is initially input and updated, this data is automatically updated in CANTRAC?

(Signature and Date)

.5 What functional area of CeTARS is where Course Identification Numbers (CIN), Student and other pertinent course data (ie Course Data Processing (CDP), Planned Active (PA), etc…, a Learning Center has can be found.

(Signature and Date)

.6 Data gathered in CeTARS can be exported in what format(s)?

(Signature and Date)
INTRODUCTION TO WATCHSTATIONS

300.1 INTRODUCTION

The Watchstation section of your PQS is where you get a chance to demonstrate to your Mentor that you can put the knowledge you have gained in the previous sections to use. It allows you to practice the tasks required for your watchstation and to handle abnormal conditions and emergencies. Before starting your assigned tasks, you must complete the prerequisites that pertain to the performance of that particular task. Satisfactory completion of all prerequisites is required prior to achievement of final watchstation qualification.

300.2 FORMAT

Each watchstation in this section contains:

- **PREREQUISITES** are items that must be certified completed before you can begin qualification for a particular watchstation. Prerequisites may include schools, watchstation qualifications from other PQS books, and fundamentals, systems, or watchstation qualifications from this book. Prior to signing off each prerequisite line item, the Qualifier must verify completion from existing records. Record the date of actual completion, not the sign-off date.

- **WATCHSTATION** performance is the practical factors portion of your qualification. The performance is broken down as follows:
  
  Tasks (routine operating tasks that are performed frequently)
  Infrequent Tasks
  Abnormal Conditions
  Emergencies
  Training Watches
  Examinations

- **A FINAL QUALIFICATION PAGE**, is used to obtain the required signatures for approval and recording of Final Designation will be at the beginning of the 300 section.

If there are multiple watchstations, a QUALIFICATION PROGRESS SUMMARY will appear at the end of the Standard.
300 INTRODUCTION TO WATCHSTATIONS (CONT’D)

300.3 OPERATING PROCEDURES

The Navy defines the training, education and career management processes that provide the growth and development of its people and enable our joint war fighting effectiveness. Recognizing the fundamental value of both training and education in the growth and development of individuals led to the promulgation of these changes. MTS is a qualification program and not a professional development program. MTS is a program to ensure a close tie to education and training professionals and to maintain credibility of the program keeping some elements of the old MTS Program that were relevant and incorporating new elements that support the changes in Navy Education and Training.

300.4 DISCUSSION ITEMS

Though actual performance of evolutions is always preferable to observation or discussion, some items listed in each watchstation may be too hazardous or time consuming to perform or simulate. Therefore, you may be required to discuss such items with your Mentor.

300.5 NUMBERING

The Final Qualification is assigned a NA VedTRA Final Qualification number. The NA VedTRA number is to be used for recording qualifications in service and training records.

300.6 HOW TO COMPLETE

After completing the required prerequisites applicable to a particular task, you may perform the task under the supervision of a qualified watchstander. If the candidate satisfactorily performs the task and can explain each step, your Qualifier will sign the candidate off for that task.

After all line items have been completed, the candidate’s Qualifier will verify Final Qualification by signing and dating the Final Qualification pages.
This page is to be used as a record of satisfactory completion of designated sections of the Personnel Qualification Standard (PQS). Only specified supervisors may signify completion of applicable sections either by written or oral examination, or by observation of performance. The examination or checkout need not cover every item; however, a sufficient number should be covered to demonstrate the examinee’s knowledge. Should supervisors give away their signatures, unnecessary difficulties can be expected in future routine operations.

A copy of this completed page shall be kept in the individual’s training jacket.

The trainee has completed all PQS requirements for this watchstation. Recommend designation as a qualified MASTER TRAINING SPECIALIST (MTS) (NAVEDTRA 43100-7E).

RECOMMENDED________________________________________ DATE________________
MTS Mentor

RECOMMENDED________________________________________ DATE________________
MTS Coordinator

RECOMMENDED________________________________________ DATE________________
Department Head

QUALIFIED________________________________________ DATE________________
Commanding Officer

SERVICE RECORD ENTRY________________________________ DATE________________
301.1.1 **PREREQUISITES**

For optimum training effectiveness, the following items shall be completed prior to starting your assigned tasks but shall be completed prior to final Watchstation qualification.

.2 Complete Navy Instructor Training Course (NITC) Course (A-012-0077), or obtain NEC (9502)

Completed _______________________________(Qualifier and Date)

.3 Complete NAVEDTRA 14300 (series) Navy Instructional Theory (New Candidates Only)

Completed _______________________________(Qualifier and Date)

.4 Have and maintain a 3.0 mark or greater on Evaluations (within last 12 months)

Completed _______________________________(Qualifier and Date)

.5 Be within and maintain PFA Standards

Completed _______________________________(Qualifier and Date)

.6 Qualify as Instructor Evaluator (Command, course supervisor determines)

Completed _______________________________(Qualifier and Date)

.7 Complete 135 podium contact hours (MINIMUM) (New Candidates Only)

Completed _______________________________(Qualifier and Date)

.8 Complete Instructor Certification

Completed _______________________________(Qualifier and Date)
301 MASTER TRAINING SPECIALIST (MTS) (CONT’D)

.9 Receive MTS Instructor Evaluation Recommendation (Minimum – one internally)
   Completed ______________________________________
   (Qualifier and Date)

.10 Receive MTS Instructor Evaluation Recommendation (Minimum – one externally)
   Completed ______________________________________
   (Qualifier and Date)

301.2.1 PQS QUALIFICATIONS:

FUNDAMENTALS FROM THIS PQS

.2 101 Safety Fundamentals
   Completed ______________________________________ 7% of Watchstation
   (Qualifier and Date)

.3 102 Instructor Fundamentals
   Completed ______________________________________ 7% of Watchstation
   (Qualifier and Date)

.4 103 School Management
   Completed ______________________________________ 7% of Watchstation
   (Qualifier and Date)

.5 104 Training Requirement
   Completed ______________________________________ 7% of Watchstation
   (Qualifier and Date)

.6 105 Occupational Standards
   Completed ______________________________________ 7% of Watchstation
   (Qualifier and Date)

.7 106 Training Validation
   Completed ______________________________________ 7% of Watchstation
   (Qualifier and Date)
.8 107  Front End Analysis
Completed ______________________ 7% of Watchstation
(Qualifier and Date)

.9 108  Business Case Analysis
Completed ______________________ 7% of Watchstation
(Qualifier and Date)

.10 109  Training Project Plan
Completed ______________________ 7% of Watchstation
(Qualifier and Date)

.11 110  Content Development
Completed ______________________ 7% of Watchstation
(Qualifier and Date)

.12 111  Testing
Completed ______________________ 7% of Watchstation
(Qualifier and Date)

.13 112  Personnel Qualification Standards
Completed ______________________ 7% of Watchstation
(Qualifier and Date)

.14 113  Non Resident Training Courses
Completed ______________________ 7% of Watchstation
(Qualifier and Date)

.15 114  Acquisition
Completed ______________________ 7% of Watchstation
(Qualifier and Date)
301 MASTER TRAINING SPECIALIST (MTS) (CONT’D)

.16 115 Training Reporting
Completed ____________________________________ 7% of Watchstation
(Qualifier and Date)

301.3.1 SYSTEMS FROM THIS PQS:

.2 201 Authoring Instructional Materials (AIM)
Completed ____________________________________ 25% of Watchstation
(Qualifier and Date)

.3 202 Content Planning Module (CPM)
Completed ____________________________________ 25% of Watchstation
(Qualifier and Date)

.4 203 Integrated Learning Environment (ILE)
Completed ____________________________________ 25% of Watchstation
(Qualifier and Date)

.5 204 CeTARS/CANTRAC/ENTRS
Completed ____________________________________ 25% of Watchstation
(Qualifier and Date)

301.4.1 Watchstations

.2 Conduct training in a combination of the following formats:
   a. Student Contact (stand-up, laboratory, facilitation or remedial)
   b. Distance Learning (VTT, on-line facilitated learning)
Completed ____________________________________ 3% of Watchstation
(Qualifier and Date)

.3 Demonstrate the use of intervention strategies in a facilitated environment.
Completed ____________________________________ 3% of Watchstation
(Qualifier and Date)
.4 Discuss with your MTS Mentor a training intervention that may be beneficial to a training course and recommend a course of action solution.
Completed ___________________________ 3% of Watchstation
(Qualifier and Date)

.5 Demonstrate the use of mentoring strategies with a learner during an academic counseling session.
Completed ___________________________ 3% of Watchstation
(Qualifier and Date)

.6 Demonstrate the use of coaching strategies to assist in a learner's progress.
Completed ___________________________ 3% of Watchstation
(Qualifier and Date)

.7 Discuss with your supervisor your intended or accomplished modifications for improving delivery techniques based upon instructor evaluations for your Instructor Improvement Plan.
Completed ___________________________ 3% of Watchstation
(Qualifier and Date)

.8 Prepare a strategy to assess individual and group remediation.
Completed ___________________________ 3% of Watchstation
(Qualifier and Date)

.9 Provide feedback to learners based on the results of an assessment (knowledge or performance test).
Completed ___________________________ 3% of Watchstation
(Qualifier and Date)

.10 Discuss with MTS Mentor, as an in-service training event, a report based on Diversity as it applies to a military learning environment.
Completed ___________________________ 3% of Watchstation
(Qualifier and Date)
.11 Discuss with your MTS mentor in order to:

a. Define ethics in learning environments.
b. Explain the ramifications for unethical behavior by instructors.
c. Explain instructor responsibilities in learning environments.

Completed _____________________________ 3% of Watchstation (Qualifier and Date)

.12 Perform a self-assessment by reviewing and analyzing student critiques and instructor evaluations. Discuss results with MTS Mentor.

Completed _____________________________ 3% of Watchstation (Qualifier and Date)

.13 Adapt or adjust learning events according to planned or unplanned constraints (physical, technological, social, logistical, etc...).

Completed _____________________________ 3% of Watchstation (Qualifier and Date)

.14 Review a video recorded lesson (if available). Develop a self-improvement plan using a self-assessment, student critiques, and instructor evaluations.

Completed _____________________________ 3% of Watchstation (Qualifier and Date)

.15 Critique and debrief the effectiveness of another MTS Candidate or peer instructing in a learning environment; discuss findings with MTS mentor.

Completed _____________________________ 3% of Watchstation (Qualifier and Date)

.16 Review a Training Project Plan (TPP) and an Instructional Media Design Package (IMDP). Answer the following questions for review by your MTS Mentor.

a. What is the purpose of a training project plan document?
b. What are the common elements in all planning documents?
c. What are the five (5) questions that a course mission statement must answer?
d. Write a course mission statement in support of a planning document.

Completed _____________________________ 3% of Watchstation (Qualifier and Date)
.17 Using an existing CTTL, PPP, or JDTA document:

a. Explain the decision for using the current delivery method (s).
b. Analyze and provide an alternative delivery strategies and present results to your MTS Mentor.

Completed ____________________________ 3% of Watchstation
(Qualifier and Date)

.18 Perform a Formal Course Review, provide results any modification proposals to an existing course or topic of instruction (to support changes or updates) to your MTS Mentor.

Completed ____________________________ 3% of Watchstation
(Qualifier and Date)

.19 Explain to your MTS Mentor the Subject Matter Expert's (SME) role during an In-Process Review (IPR).

Completed ____________________________ 3% of Watchstation
(Qualifier and Date)

.20 Explain to your MTS Mentor the Training Manager's role in developing a response plan based on any student feedback.

Completed ____________________________ 3% of Watchstation
(Qualifier and Date)

.21 Review incoming Fleet feedback and present possible deficiency actions to your MTS Mentor.

Completed ____________________________ 3% of Watchstation
(Qualifier and Date)

.22 Discuss with your MTS Mentor the purpose of and the products utilized by the Instructional Systems Development (ISD) during content development.

Completed ____________________________ 3% of Watchstation
(Qualifier and Date)

.23 Participate in content development/revision of a course, list all possible/applicable technology or multi-media tools available in the local activity and provide recommendation for inclusion to your MTS Mentor.

Completed ____________________________ 3% of Watchstation
(Qualifier and Date)
Explain the tool in the End-to-End process utilized to justify recommendations for the application of technology or multi-media to a lesson with your MTS Mentor.

Completed ________________________________ 3% of Watchstation (Qualifier and Date)

Discuss the importance of intellectual property and implications of copyright law when developing and delivering instruction including the process to use copyright material in content to your MTS Mentor.

Completed ________________________________ 3% of Watchstation (Qualifier and Date)

Develop an organizational chart highlighting the training chain of command from Echelon 1 to the learner in your training organization.

Completed ________________________________ 3% of Watchstation (Qualifier and Date)

Develop a matrix identifying Chain-of-Command roles and responsibilities for:

a. Learning Site Operations
b. Course Accreditation
c. Training Policies
d. Mission Capability Assessments

Completed ________________________________ 3% of Watchstation (Qualifier and Date)

Discuss the roles and responsibilities of:

a. Functional Commander
b. CCA
c. LSO
d. CCMM

Completed ________________________________ 3% of Watchstation (Qualifier and Date)

Explain to your MTS Mentor, upon assessing existing training policies, how change recommendations to the training policy is forwarded for approval.

Completed ________________________________ 3% of Watchstation (Qualifier and Date)
.30 Develop an Individual Development Plan (IDP) and review with your supervisor and MTS mentor.

Completed _________________________________ 3% of Watchstation (Qualifier and Date)

.31 Research learning literature and discuss with MTS Mentor:

a. Opportunities that foster continuous learning
b. Ways to foster continuous learning opportunities

Completed _________________________________ 3% of Watchstation (Qualifier and Date)

.32 Research and discuss with your MTS Mentor goals and objectives of DoD joint education and training programs.

Completed _________________________________ 3% of Watchstation (Qualifier and Date)

.33 Discuss with MTS Mentor safety in training that includes:

a. Risk assessment procedures
b. Drop on Request (DOR)
c. Training Time Out (TTO)
d. Emergency Action Plan (EAP)

Completed _________________________________ 3% of Watchstation (Qualifier and Date)
301 MASTER TRAINING SPECIALIST (MTS) (CONT’D)

.34 During an existing course being developed/revised or a course that had been previously, review the technical documents to include:

a. Formal Course Review (FCR)
b. Human Performance Requirements Review (HPRR)
c. NETCINST 1500.9
d. Job Duty Task Analysis (JDTA)
e. Course Training Task List (CTTL)
f. Personnel Performance Profile (PPP)
g. Training Course Control Documents (TCCD)
h. Front End Analysis (FEA)
i. Business Case Analysis (BCA)
j. Training Project Plan (TPP)
k. Testing Plan
l. Letter of Promulgation

Completed _____________________________________________ 3% of Watchstation (Qualifier and Date)

301.5 EXAMINATIONS

301.5.1 EXAMINATIONS Pass a written examination

(New Candidates Only)

______________________________________________ (Signature and Date)

.2 EXAMINATIONS Pass an oral examination board

(New Candidates Only)

______________________________________________ (Signature and Date)
302 MASTER TRAINING SPECIALIST (MTS) CHANGES REVIEW

NAME________________________________________ RATE/RANK________________________

This page is to be used as a record of satisfactory completion of designated sections of the Personnel Qualification Standard (PQS). Only specified supervisors may signify completion of applicable sections either by written or oral examination, or by observation of performance. The examination or checkout need not cover every item; however, a sufficient number should be covered to demonstrate the examinee’s knowledge. Should supervisors give away their signatures, unnecessary difficulties can be expected in future routine operations.

A copy of this completed page shall be kept in the individual’s training jacket.

The trainee has completed all PQS requirements for this watchstation. Recommend designation as a qualified MASTER TRAINING SPECIALIST (MTS) (NAVEDTRA 43100-7E).

RECOMMENDED________________________________ DATE________________
MTS Mentor

RECOMMENDED________________________________ DATE________________
MTS Coordinator

RECOMMENDED________________________________ DATE________________
Department Head

QUALIFIED________________________________ DATE________________
Commanding Officer

SERVICE RECORD ENTRY________________________________ DATE________________
302.1.1 PREREQUISITES

FOR OPTIMUM TRAINING EFFECTIVENESS, THE FOLLOWING ITEMS SHOULD BE COMPLETED PRIOR TO STARTING YOUR ASSIGNED TASKS BUT SHALL BE COMPLETED PRIOR TO FINAL WATCHSTATION QUALIFICATION.

.2 Validate Master Training Specialist (MTS) designation

Completed ___________________________________ (Qualifier and Date)

302.2.1 PQS QUALIFICATIONS:

FUNDAMENTALS FROM THIS PQS

.2 104 Training Requirement

Completed ___________________________________ 12% of Watchstation (Qualifier and Date)

.3 105 Occupational Standards

Completed ___________________________________ 12% of Watchstation (Qualifier and Date)

.4 106 Training Validation

Completed ___________________________________ 12% of Watchstation (Qualifier and Date)

.5 107 Front End Analysis

Completed ___________________________________ 12% of Watchstation (Qualifier and Date)
302 MASTER TRAINING SPECIALIST (MTS) CHANGES REVIEW (CONT’D)

.6 108 Business Case Analysis
Completed ___________________________________________ 12% of Watchstation (Qualifier and Date)

.7 111 Testing
Completed ___________________________________________ 12% of Watchstation (Qualifier and Date)

.8 114 Acquisition
Completed ___________________________________________ 12% of Watchstation (Qualifier and Date)

.9 115 Training Reporting
Completed ___________________________________________ 12% of Watchstation (Qualifier and Date)

302.3.1 EXAMINATIONS Pass a written examination
NOT REQUIRED
________________________________________________ (Signature and Date)

.2 EXAMINATIONS Pass an oral examination board
NOT REQUIRED
________________________________________________ (Signature and Date)
QUALIFICATION PROGRESS SUMMARY FOR
MASTER TRAINING SPECIALIST (MTS)

NAME_____________________________________ RATE/RANK___________________

This qualification progress summary is used to track the progress of a trainee in the watchstations for this PQS and ensure awareness of remaining tasks. It should be kept by the individual or in the individual's training jacket and updated with an appropriate signature (Training Petty Officer, Division Officer, Senior Watch Officer, etc.) as watchstations are completed.

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<td>Completed _____________________ Date_______________</td>
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<td>Completed _____________________ Date_______________</td>
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### QUALIFICATION PROGRESS SUMMARY FOR MASTER TRAINING SPECIALIST (MTS) (CONT’D)

<table>
<thead>
<tr>
<th>105</th>
<th>OCCUPATIONAL STANDARDS</th>
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</thead>
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<thead>
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<tbody>
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<td>Date ____________</td>
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<thead>
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<td>Date ____________</td>
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|   |   | (Signature) |
| **112** | PERSONNEL QUALIFICATION STANDARDS (PQS) | Completed __________________   Date ____________  
|   |   | (Signature) |
| **113** | NON RESIDENT TRAINING COURSES (NRTC) | Completed __________________   Date ____________  
|   |   | (Signature) |
| **114** | ACQUISITION | Completed __________________   Date ____________  
|   |   | (Signature) |
| **115** | TRAINING REPORTING | Completed __________________   Date ____________  
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QUALIFICATION PROGRESS SUMMARY FOR
MASTER TRAINING SPECIALIST (MTS) (CONT’D)

302 MASTER TRAINING SPECIALIST (MTS) CHANGES REVIEW
Completed ________________________________ Date ________________
(Signature)

401 MASTER TRAINING SPECIALIST (MTS) CERTIFICATE
Completed ________________________________ Date ________________
(Signature)

402 MASTER TRAINING SPECIALIST (MTS) MEDALLION
Completed ________________________________ Date ________________
(Signature)

403 SERVICE RECORD ENTRY (PAGE 13)
Completed ________________________________ Date ________________
(Signature)
LIST OF REFERENCES AND WEBSITES USED IN THIS PQS

- NA VedTRA 130 (series) Task Based Curriculum Development Manual
- NA VedTRA 131 (series) Personnel Performance Profile (PPP) Based Curriculum Development Manual
- NA VedTRA 133 (series) Human Performance Requirement Review (HPRR)
- NA VedTRA 134 (series) Navy Instructor Manual
- NA VedTRA 136 (series) Integrated Learning Environment (ILE) Course Development and Lifecycle Maintenance
- OPNAV N1/127189, Funding Requirement for New and Modified Training Courses
- SECNAVINST 5210.8 (series) Department of the Navy (DON) Records Management Program
- SECNAVINST 5211.5 (series) Department of the Navy (DON) Privacy Act Program
- SECNAVINST 5510.30 (series) Department of the Navy (DON) Personnel Security Program (PSP) Instruction
- SECNAVINST 5510.36 (series) Department of the Navy (DON) Information Security Program (ISP) Instruction
- OPNAVINST 1500.74 (series) Utilization of Enlisted Occupational Standards for Training and Career Development
- OPNAVINST 1500.75 (series) Policy and Procedures for Conducting High-Risk Training
- OPNAVINST 1500.76 (series) Naval Training Systems Requirements, Acquisition, and Management
- OPNAVINST 3500.34 (series) Personnel Qualification Standards (PQS) Program
- OPNAVINST 3500.39 (series) Operational Risk Management (ORM)
- OPNAVINST 5100.19 (series) Navy Safety and Occupational Health (SOH) Program Manual for Forces Afloat
- OPNAVINST 6110.1 (series) Physical Readiness Program
- OPNAVNOTE 1500, Training Transfer Agreement
- NETCINST 1500.6, Front End Analysis User Guide
- NETCINST 1500.5 (series), Instructor Qualification, Certification and Sustainment Program
- NETCINST 1500.2 (series) Master Training Specialist Program
- NETCINST 1500.7 (series), Missed Training Opportunity Reporting Policy and Procedures
- NETCINST 1500.9 (series), Training Requirement Identification and Resource sponsor Commitment
- NETCINST 1510.3 (series), Business Case Analysis Policy
- NETCINST 1540.1 (series), Impaired Training and Education Report Policy and Reporting Procedures
- NPDCINST 5260.1 (series) Knowledge Management Strategy Guidance
- NPDCINST 5401.1 (series), Training Support Functional Responsibilities
- Department of Defense (DoD) Handbook 29612 – Vol 1-5
- NWP 1-03.1, Operational Reporting
- Department of Navy Issuance (DON):
PERSONNEL QUALIFICATION STANDARD
FEEDBACK FORM FOR NADEVTRA 43100-7E

From____________________________________________________ Date________________

Via____________________________________________________ Date________________

Department Head

Activity ______________________________________________________________________

Mailing Address_______________________________________________________________

Email Address_______________________________________________________________ DSN_________

PQS Title_______________________________________________________________NADEVTRA_________

Section Affected_______________________________________________________________

Page Number(s)_______________________________________________________________

For faster response, you may submit your feedback to the PQS website or via the MTS
PQS Model Manager: frank.topf@navy.mil or Gerald.n.lindsay@navy.mil.

Remarks/Recommendations (Use additional sheets if necessary):
DEPARTMENT OF THE NAVY

OFFICIAL BUSINESS

COMMANDING OFFICER
NAVAL EDUCATION TRAINING COMMAND
9549 BAINBRIDGE AVE
NORFOLK, VA 23511

(FOLD HERE)