



NTED TPP Course Review and Certification Standard Operating Procedure (SOP)

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Standard Operating Procedure (SOP)

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NTED TPP Course Review and Certification

I. Purpose

The purpose of the National Training and Education Division (NTED) Course Review and Certification (CRC) Standard Operating Procedure (SOP) is to provide a procedure for the development, review, and approval of NTED courses. The CRC SOP describes the framework for collaboration between NTED and its Training Partners (TPs) in the process of course curriculum development, certification, and sustainment.

II. Scope

The CRC SOP shows a framework for development and delivery of training to first responders that supports the FEMA Core Capabilities and the National Preparedness System. This document describes the activities and interactions between and among NTED Headquarters (HQ) Training Partners Program (TPP) staff, NTED TPP's training partners, and contract support team in the development and delivery of NTED TPP-sponsored training courses. This SOP outlines the processes to certify a new course, recertify an existing course, certify a customized course, and certify a just in time course.

- A. Course Certification – the process to design a new course up to the point of approval for release and routine delivery.
- B. Course Recertification – the process to recertify a course that has been previously certified and to reapprove for routine delivery.
- C. Customized Course Certification – the process to approve a course that has been previously certified and is customized to meet the needs of a requesting jurisdiction.
- D. Just in Time Course Certification – the process to approve a course that has been created to meet urgent training needs in a short-term emergent situation.

III. Background

NTED TPP manages sponsored training and education through contracts, grants, Cooperative Agreements, and Interagency Agreements. The training curricula covers a wide range of subject matter developed to train and educate first responders, emergency managers, and elected and appointed officials.

NTED subscribes to the fundamentals of Instructional Systems Design (ISD) and uses the traditional ADDIE (Analysis, Design, Development, Implementation, Evaluation) Model for course development.

The foundation of NTED's course development, review, and approval process is the NTED curriculum certification program which requires organizations that receive federal funding from NTED to certify their curriculum materials. Third party reviews by Subject Matter Experts (SMEs) ensure an analysis of the content and educational soundness before the training materials are implemented by the organization. Materials are recertified every three years based on continued need and/or major changes and updates

to the curriculum. The NTED course development, review, and approval processes ensure that training analysis, design, development, delivery, and evaluation are completed in an effective and efficient manner.

IV. Supersession

This SOP supersedes:

- A. NTED National Training and Education Division (NTED) Course Review and Certification Guide, Version 1.1 (Final), 3/9/2020.

V. Authority

- A. Section 1204 of the Implementing Recommendations of the 9/11 Commission Act of 2007, (Pub. L. No. 110-53) Page 2 of 7
- B. National Domestic Preparedness Consortium, (6 U.S.C. § 1102)
- C. Department of Homeland Security Appropriations Act, 2016, Division F (Pub. L. No. 114-113)

VI. References

<https://www.firstrespondertraining.gov/trdc/partner/> - this reference provides guidance for the TPs and PMs to follow throughout the course certification process. This document is aligned with this reference.

VII. Definitions

- A. NTED-Sponsored Courses – Those courses or programs developed for and/or delivered by institutions and organizations funded directly by NTED.
- B. Checking for Accessibility – Process for using built-in accessibility checking feature in relevant software (e.g., MS Word, PowerPoint, Adobe Acrobat).
- C. Course Materials – Any combination of the following materials: course design documents, programs of instruction, storyboards, examinations, handouts, guides/manuals (instructor and participant), slide presentations (e.g., PowerPoint), visual presentations, voice-over scripts, and other relevant materials specifically used for the purpose of ensuring safe delivery of the subject matter.
 - a. Please Note: course materials must be provided in general-use mediums. Microsoft Office products, Adobe PDF, and online content must be compatible with common internet web browsers.
- D. Course Review – A complete review of the curriculum to ensure content and subject matter accuracy, appropriateness, currency, relevancy, and that it meets the stated learning objectives.
- E. Course Review Board – A meeting (in-person, online, or teleconference) attended by training partner staff (Project Manager, Instructional Designer, Developmental Team SMEs, etc.), TPP Program Manager (PM), and SME(s), facilitated by contractor PM, to reach consensus regarding course development and delivery.
- F. Desk/Online Course Review – Conducted by 1 to 3 SMEs retained for the task by the contractor. Ensures the content and subject matter of the course materials are accurate, appropriate, current, and relevant to meet the learning objectives.
- G. Onsite Course Review – Performed simultaneously by three (3) SMEs retained for the task by the contractor, at a location selected by the Training Partner and TPP PM. Ensures the content of the course is accurate, appropriate, current, and relevant to meet the stated learning objectives. Onsite reviews are typically conducted as part of

the pilot offering of a traditional classroom course and again as part of the recertification process. The contractor coordinates the logistical support to ensure the SMEs attend and observe the delivery of pilot courses.

- H. NIMS Course Review – Conducted by the contractor's NIMS SME to objectively evaluate NTED-funded course NIMS consistency by concepts, terms, wording, and NIMS requirements.
 - 1. A NIMS Course Review is conducted for consistency, not compliance, with NIMS. Consistency is defined as: (1) in agreement, (2) holding to the same principles and practices, and (3) not contradictory.
 - 2. In a NIMS Course Review, like a Desk Course Review, a SME reviewer examines the course materials only and does not attend a training session at the course location. Typically, only one NIMS reviewer is assigned to each course. A NIMS Course Review is conducted simultaneously with the desk, online, and onsite reviews.
 - 3. The contractor's NIMS SME conducts a NIMS Course Review and completes a NTED NIMS Course Review Report. This report is submitted along with the compiled SME course review comments. The Task Order initially assigned to the Course Review is valid for the initial and follow-up NIMS Course Review.
 - a. If a course is rated "Course is consistent with NIMS," the Training Partner retains the report and submits it in the final certification package.
 - b. If a course is rated "Not Applicable, the course does not need to address NIMS," the Training Partner retains the report and submits it in the final certification package.
 - c. If a course is rated "Course is NOT consistent with NIMS," the Training Partner is required to correct the inconsistent course material(s) in accordance with the recommendations outlined in the NIMS Course Review Report and re-submit the course for a second NIMS Course Review.

VIII. Responsible Office

- A. TP – The TP is responsible for the course development, submission of materials for review for certification and recertification, making requested and necessary changes to the course materials, and course delivery.
- B. NTED TP PM – The NTED TP PM is responsible for the oversight of the training course and direct coordination with the TP throughout the lifecycle of the course.
- C. Contractor – The contractor oversees the course review process by receiving task orders for course reviews, coordinating with the appropriate subject matter expert reviewers, and communicating all review reports back to the TPP PM and TP.
- D. Subject Matter Expert (SME) – The SME receives the course materials from the contractor for review and provides review services as requested.

IX. Standard Operating Procedures

New Course (Certification) Development Process

See Figure 1 for the process flow diagram for course certification.

- A. Analyze - Analysis is broad and includes diverse activities and tasks that are important to the overall success of the learning solution. Through a proper analysis, the "Who, What, Where, Why, and By Whom" is determined. Instructional courses and systems that are developed, updated, or revised based on objective, valid, and reliable analyses are more likely to provide accurate, appropriate, and effective instruction for the target population.

During Analysis, the Instructional Development Team conducts a battery of analyses (e.g., target audience, content, task, learning, and media). The Instructional Development Team should review project requirements to ensure that they conduct the appropriate types of analyses and that they collect the data required to make effective instructional decisions.

During Analysis, it is important for the Instructional Development Team to determine if the course will be "new" (i.e., new content), or if it will be a course conversion or update. If the course is to be converted or the course materials already exist, the Instructional Development Team should begin by validating the existing content using the following templates:

- Needs Assessment
- Planning and Analysis
- Course Mapping Tool

1. Needs Assessment - A needs assessment is the process of determining if there is a need to improve performance and, if so, in what area and to what extent. Conducting a thorough needs assessment is critical to the development of successful instruction.

The purpose of a needs assessment is to ensure that the stated problem or identified deficiency can be solved with instruction and if so, determine what instruction is needed. Instruction will only solve performance deficiencies that occur when a learner lacks the knowledge, skills, abilities, and/or attitudes required to successfully perform the task.

If the identified performance deficiency is not a result of a lack of knowledge, skills, abilities, or attitudes, instruction cannot solve the deficiency, and thus there is no need to proceed further with the course.

a) Analyze Steps

- (1) Unified Training Needs Assessment (UTNA) - the TP submits the UTNA (see Templates Section of the First Responder Training System/Training Resource and Development Center (FRTS/TRDC)) to the TPP PM for review and approval.
 - (2) The TPP PM reviews and approves the UTNA to validate the need for the course.
2. Planning and Analysis (P/A) - Defining the project scope involves identifying the project objectives and the work that must be performed to complete a project. The

purpose of determining the scope is to clearly define the deliverables or end products of a project and to focus on the project team's goals. A successful project scope should define and interweave project objectives, deliverables, milestones, technical requirements, limitations, and review cycles.

The following should be considered to determine the scope:

- Resources
- Project Schedule
- Tasks
- Budget

Planning and Analysis should address the following:

- Learner/Environment considerations
- Job/Task analyses
- Content analyses
- Potential learning objectives
- Delivery/Media analyses
- Core Capability Course Map

a) P/A Steps

- (1) The TP submits the P/A, Delivery Analysis, and Course Mapping tools (see Templates section of the FRTS/TRDC) to the NTED/TPP PM.
- (2) The completed P/A tool is reviewed and approved by the NTED/TPP PM prior to further development of the course.

B. Design - The design of training courses and materials is based on the results obtained during analysis. Course goals, objectives, structure, and content are created using a design strategy which considers the following components:

- Learning taxonomy
- Structure
- Learning sequence
- Progression
- Learner pacing
- Learner participation/interactivity
- Content presentation
- Learner feedback
- Supplemental information

The next step is creating the instructional strategy, which is informed by the results of the earlier analyses.

The Course Design Document (CDD) - The purpose of the CDD is to serve as the blueprint for developing the course materials. It provides a skeleton of the course content and documents expectations. The CDD finalizes the course goals and learning

objectives and establishes the course instructional and assessment strategies. The CDD includes design and development standards and guidelines, and the appropriate technical standards for production and delivery.

1. Design Steps

- a. CDD, Course Catalog Form, and Course Capability Mapping (see Templates section of the FRTS/TRDC) are created by the TP and submitted by to the PM.
- b. The NTED Business Analyst creates and communicates the course number.
- c. NTED review of CDD – The TPP PM and Instructional Systems Specialist (ISD) conduct the NTED review of the CDD.

C. Develop - Developing a prototype is the first step of the Development phase.

- For an instructor-led course prototype, it is recommended that one lesson be produced that is most representative of the entire course: select the lesson containing different visuals or supporting materials instead of the shortest and least complicated lesson. The course prototype must include all materials needed to conduct the lesson, such as instructor and participant guides, supporting materials, and practical exercises.
- For a web-based course prototype, one completed course lesson must be developed. The lesson chosen for the prototype must be representative of the entire course (e.g., select the lesson containing a variety of interactivities, discussion boards, online chat, other collaboration tools, or practice exercises). Storyboards may be submitted in lieu of the preferred fully functioning lesson, if approved in advance by the TPP PM.

1. Develop Steps

- a. Prototype materials – The prototype course materials are developed by the TP (if required to include one module), style pages for Instructor Led Training (ILT), and storyboards for Web Based Training (WBT) (see Templates section of TRDC for templates for these materials).
- b. Prototype materials approval – the TPP PM conducts the NTED review and approves module prototypes.
- c. Course materials drafted – Once the prototype is approved, the TP prepares the draft course materials for the rest of the lessons and modules. The Level 2 evaluation instrument must be submitted at the time that other course materials are submitted for the course review process. The instrument will be evaluated during the course review process, based on its adherence to instructional design principles for testing, and to ensure that test questions or checklists (for post-course practical exercises, with TPP PM approval) map to learning objectives and critical “must-know” aspects of the course.
- d. 508 compliance - 508 compliance should be designed into the course at an early stage of course development.
- e. PM conducts NTED review of draft course materials – Draft course materials may include the Instructor Guide (IG), Participant Guide (PG), PowerPoint presentations, tests, storyboards, scripts, etc.
- f. Once the draft course materials are approved by the TPP PM, the course is ready for the third party (contractor) review.

2. Third Party Review

See Figure 5 for the process flow diagram for the Third-Party Review.

Third party reviews are provided by independent SMEs engaged by the contractor. Proposed course review SMEs are submitted to the TPP PM for approval prior to the commencement of the review by the contractor.

a. Instructor-Led Training Third-Party Review

A new course requires 3 SMEs to review the materials and attend a pilot presentation of instructor-led courses. An existing course requires 1 SME to review the materials without attending any sessions of the course unless there have been major changes from the most recent certification.

b. Web-Based Training Third-Party Review

Before WBT can be delivered to the target audience, it must first be integrated into the identified delivery (host) environment where it must be tested to ensure all components function as expected. Learners must be able to access all instructional elements easily and without additional assistance.

There are multiple assurance steps involved in this process: proper content integration into the Learning Management or Learning Content Management System (LMS/LCMS) environment; ensuring Sharable Content Object Reference Model (SCORM) functionality about interoperability from both a content and LMS perspective; expected course functionality, and content is accessible from a Section 508 perspective.

A new web-based course needs 3 SMEs to review the course in a live environment, while an existing course requires 1 SME.

c. All Third-Party Reviews

The TPP PM may request a review of the course materials by federal employees who are experts in the subject.

The results and comments of the SME review, which also includes a NIMS review, need to be addressed and approved by the TPP PM and the NTED/TPP ISD before the revised course materials are submitted for the third-party Section 508 review.

d. Third Party Review Steps

- (1) TP schedules pilot and submits request for Task Order – TPP PM enters request for task order for course pilot review here:
www.firstrespondertraining.gov/admin.
- (2) SMEs conduct course review – The course review SMEs conduct a review of the course materials and attends the course pilot, if required. The TPP PM may also attend the course pilot. A review of the course is conducted for consistency with the current NIMS Doctrine. These reviews are documented and submitted to the TPP PM and TP.
- (3) TP conducts course revisions – The course review files are reviewed and changes to the course materials are made accordingly. These materials are then submitted to the TPP PM for review. Courses that were found to be not consistent with NIMS must be submitted to the contractor for NIMS

re-review. The course cannot be submitted for Section 508 review until it passes the NIMS review.

- (4) NTED conducts additional review – Once revised with course reviewer input, the course materials are reviewed by the TPP PM and NTED ISD. The resulting recommendations are incorporated as needed.
- (5) TP ensures course Section 508 compliance – the TP will conduct accessibility checks and remediate any deficiencies prior to submitting the course for Section 508 review by the contractor.
- (6) TP submits the training support package (TSP) to contractor for Section 508 compliance review – the contractor conducts 508 compliance reviews of all course materials submitted. Reports of any non-compliance are submitted back to the TP for remediation. This process continues until the course is fully Section 508 compliant.
- (7) Once approved for Section 508 compliance, a section 508 Compliance Determination Form is prepared by the contractor and signed and issued by the COR.

e. Branch Review Steps

- (1) The TSP is then sent to the TPP Branch Chief for final review and approval.

The TSP consists of:

- Section 508 Compliance Determination Form
- Core Capability Mapping
- Course Catalog Form
- Course Design Document
- Course Review Change Document (Spreadsheet)
- Electronic Copy of Course Curriculum
- Letter of Request
- Needs Assessment
- NIMS Review Letter
- Certification Letter
- PM Checklist
- Correspondence (normally from other Federal agencies)

Note: the TPP PM requires a re-writable DVD with the complete TSP for the TPP files.

- (2) TPP leadership review and approval - TPP Branch Chief reviews TSP and determines course certification status.
- (3) Course certification letter issued - Once approved, the TPP Branch Chief issues the course certification letter.

Course Recertification Process

See Figure 2 for the process flow diagram for course recertification.

- A. The TP identifies the need for tri-annual recertification of the course.
- B. The TP reviews the course and completes updates as needed.
- C. The TP notifies the TPP PM that the course has been updated and is ready for the course review process.
- D. See 2.d above for the steps to initiate and conduct a third-party review for course recertification.

Customized Course Certification Process

See Figure 3 for the process flow diagram for customized course certification.

When certified training must be customized to meet the needs of a specific region or jurisdiction, certain requirements must be met:

1. All requests for customization must be approved by the TPP PM.
2. Only a certified course can receive a 'C' designator.
3. Each customization, or variation, must be approved and submitted.

Because course materials are currently certified, there is no requirement for a third party or SME review.

The required steps and documentation are outlined below.

1. TP submits UTNA electronically to the TPP PM. The UTNA should include any pertinent information such as jurisdiction/organization requesting customization, a clearly identified training gap, and all information should be based on the core capabilities (see <https://www.fema.gov/core-capabilities>).
2. The TPP PM conducts the NTED review and determines whether the TP should proceed with course customization. The TPP PM response to the TP will include information regarding changes needed prior to proceeding or an explanation for the determination not to develop the requested customization. If the determination is not to develop, the TP may be given additional opportunity to justify the need for customization.
3. If the request for customization is approved, the TP develops the customized version of the course.
4. The TP submits a customized TSP to the TPP PM.
5. The TPP PM conducts the NTED review and determines approval of the customized TSP. Once approved, the customized TSP is sent to the TPP Branch Chief for final approval and certification.
6. The TPP Branch Chief reviews the customized course for approval. Once approved, the TPP Branch Chief issues the course certification letter.

Just-in-Time Training Course Certification Process

See Figure 4 for the process flow diagram for Just-in-Time Training course certification.

Just-in-Time Training (JITT) is training that is designed to meet urgent needs and should only be used for skills or functions to deal with a short-term situation, such as emergency preparation and unexpected incidents mitigation. It is not meant for ongoing or repetitive training. JITT is training that is provided just before the skills or functions taught will be used in a practical application or as an immediate response to an event.

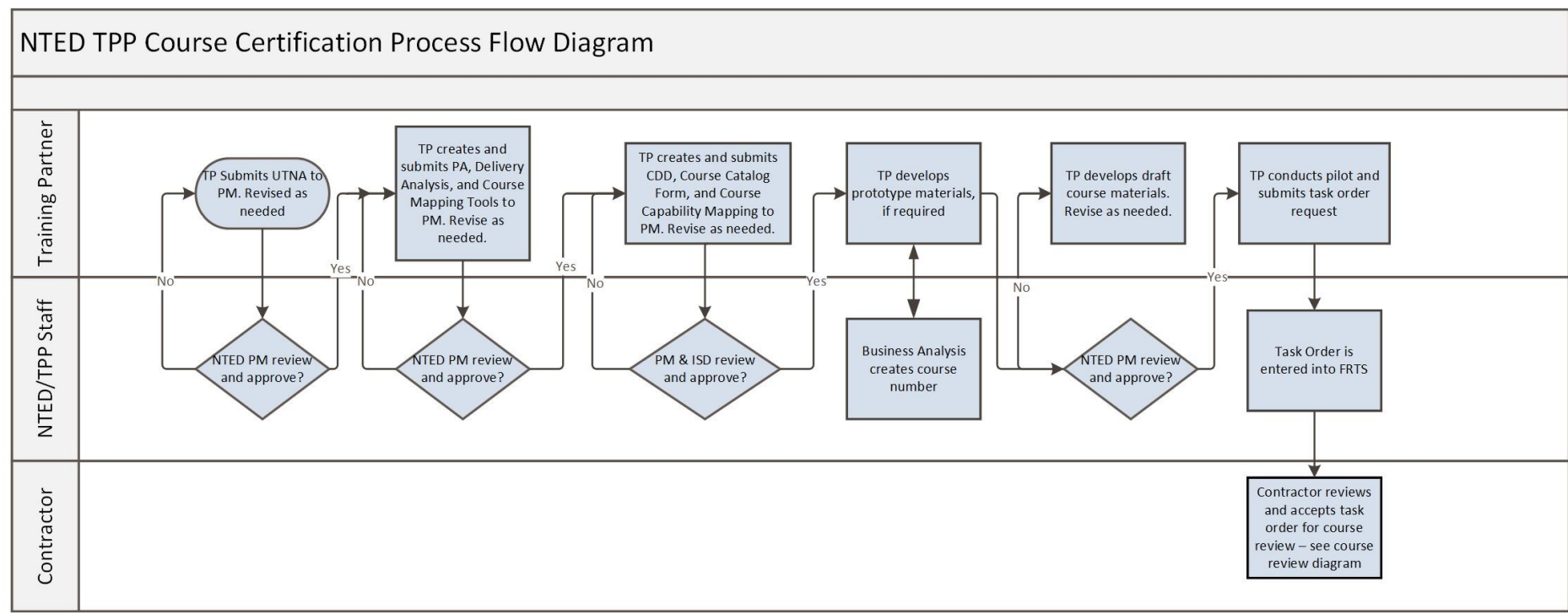
If the training needed is based on new knowledge, policy, systems, etc., JITT may meet the immediate need. However, if training content is available on an existing certified course, a Custom Course may be a better alternative.

Since the key to JITT is rapid delivery of the necessary training, a streamlined certification process has been developed. Additionally, since development of JITT can often be completed in a matter of hours, all documentation and materials may be submitted as one final package to further reduce time from development through approval and delivery.

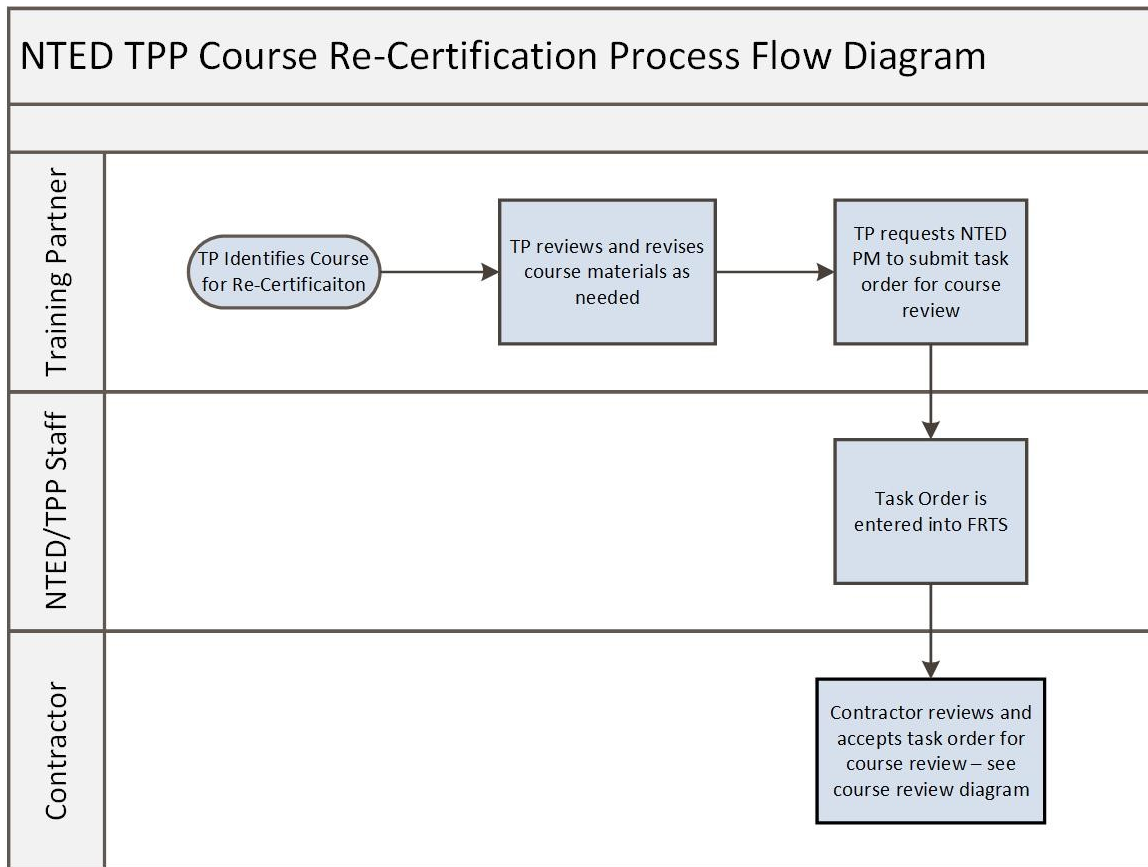
The required steps and documentation are outlined below and align with JITT process flow diagram.

1. The TP completes the UTNA which includes the justification of the JITT, and any additional pertinent information such as the jurisdiction and the urgent need. The UTNA is submitted to the TPP PM and Branch Chief for approval to create the JITT.
2. The PM and Branch Chief conduct NTED approval review. Once approved, an email is sent to the TP to document the approval.
3. The TP develops an abbreviated CDD for the JITT course and begins course mapping. Once complete, these documents are submitted to the TPP PM for approval.
4. The TPP PM, TPP Branch Chief, and ISD conduct the NTED review of the CDD and course mapping.
5. The TP develops the draft course materials. The TP completes the full TSP. The TP receives 'J' course number.
6. The TPP PM and NTED TPP Branch Chief conduct the NTED review of the draft course materials.
7. The TP submits a request for a task order for Section 508 and content review to the TPP PM.
8. The TP completes dry runs/internal pilots as needed. Due to the nature of JITT, dry runs or internal pilots may not be required.
9. The SME reviews the initial TSP and pilot, if required.
10. The TP makes revisions based on SME feedback.
11. Section 508 review is conducted, as described above, feedback is provided, and revisions are made to obtain compliance.
12. The TPP PM and NTED TPP Branch Chief conduct TSP package reviews to determine approval status of the course.
13. Once approved, the TP proceeds with course implementation.

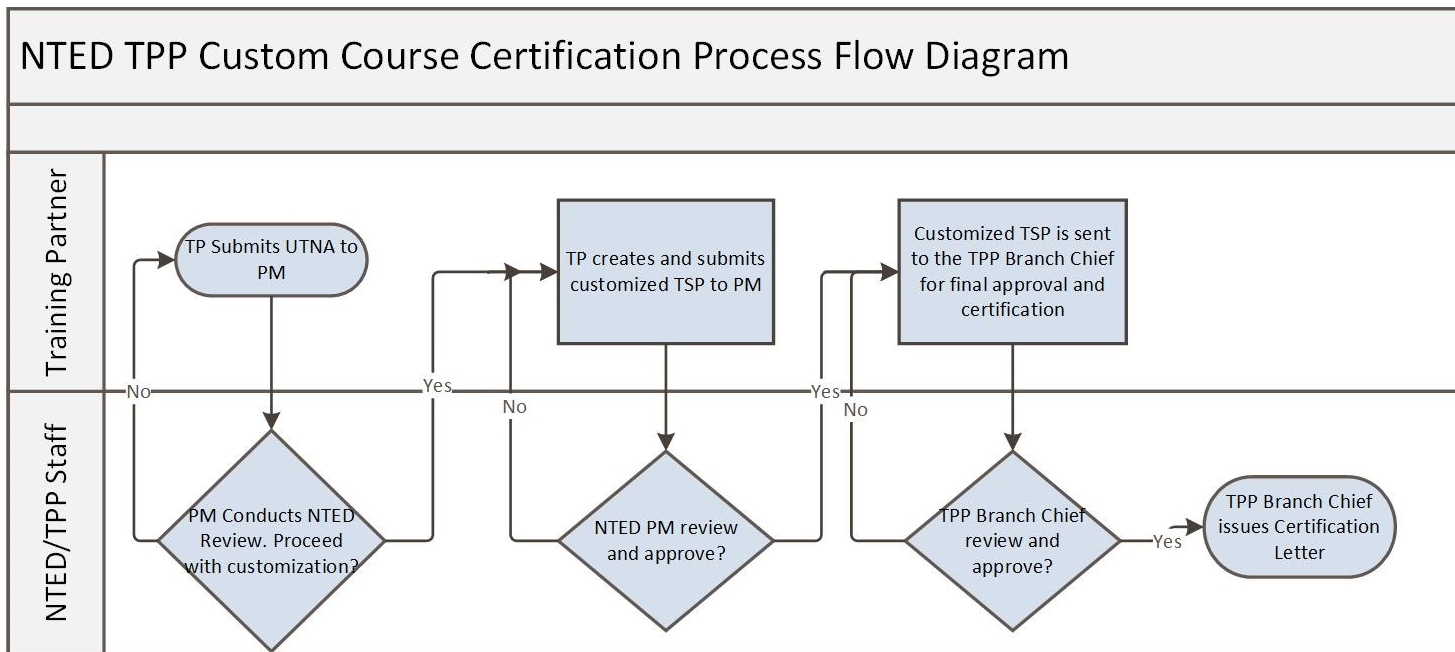
X. Process Flow Diagrams



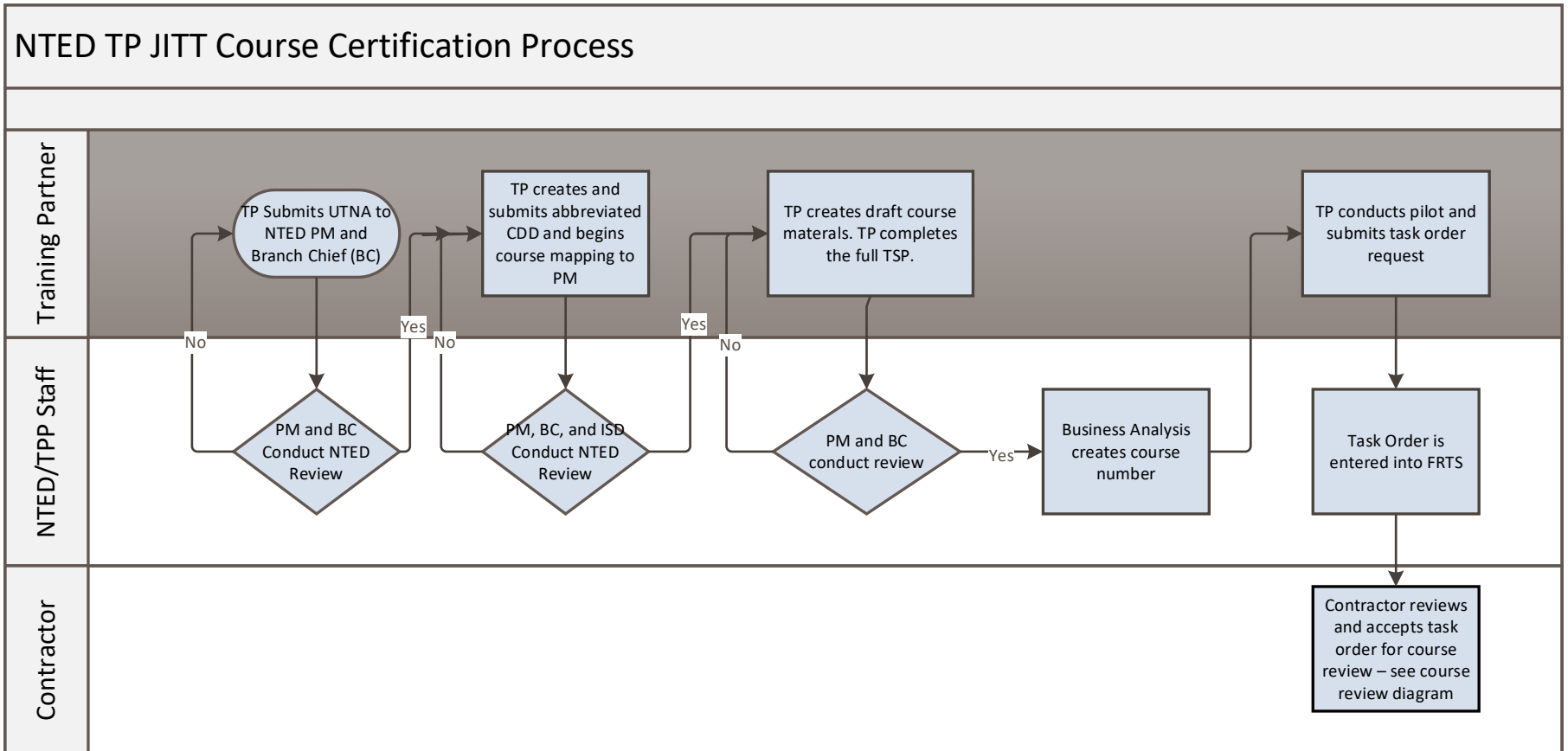
Course Certification Process Flow Diagram, Figure 1



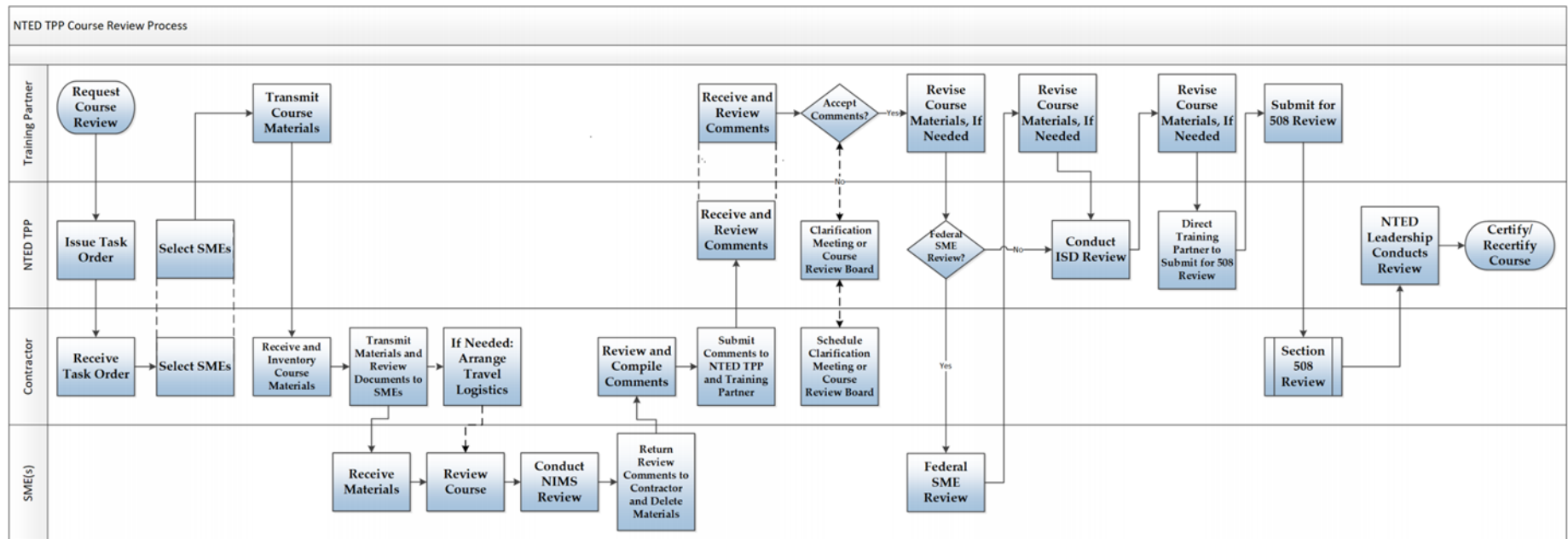
Course Recertification Process Flow Diagram, Figure 2



Custom Course Certification Process Flow Diagram, Figure 3



Just in Time Training Process Flow Diagram, Figure 4



Course Review Process Flow Diagram, Figure 5

XI. Course Certification Timeline

Key Step	TP	NTED Staff	Contractor
Submission of UTNA		Review: 10 business days	
TP submits P/A form		15 business days to return to TP	
ISD and NTED review of CDD		PM/ISD: 10 business days	
TP develops prototype		Review by PM: 5 business days	
TP develops draft course materials	6 to 10 months, will vary	PM: 5-10 business days	
TP schedules pilot and submits TO request		PM: 10 business days	
Third party review	See third party review table	See third party review table	See third party review table
TPP BC reviews completed course and determines if course should be certified		BC: 10 business days	

Custom Course Certification Timeline

Key Step	TP	NTED Staff
Submission of UTNA	10 business days	Review: 10 business days
TP submits customized TSP to TPP Branch Chief for final approval and certification	Agreed upon schedule with PM	BC: 10 business days

Just in Time Training (JITT) Course Certification Timeline

Key Step	TP	NTED Staff	Contractor
Submission and Review of UTNA	1 -2 days	Review: 1-2 days	
TP develops draft course materials	1-2 days	Review: 1-2 days	
TP submits task order request	1-2 days		SME Review: 1-2 days
TP conducts pilot			
TP makes revisions	1-2 days	Review: 1-2 days	

Third Party Course Review Timeline

	Desk/Online Review	Onsite/Virtual Review	NIMS Only Review	Course Delivery/ Instructor Audit
Contractor PM receives task order and identifies/submitS SME resumes to TPP PM	5	5	5	5
TPP PM evaluates/approves SME(s)	5	5		5
TP provides the course materials to the Contractor PM	14	14	14	14
Contractor arranges logistics prior to course delivery		21		21
SME(s) reviews course materials and submits course review comments to Contractor PM; Contractor PM compiles SME(s) course review comments and NIMS review results and submits to TPP PM and TP	14	14		
SME conducts NIMS course review			10	
TP reviews and accepts/rejects comments, revises course materials, and submits to TPP PM	20	20	20	
TPP PM and ISD complete review and direct TP to submit course materials for Section 508 review	20	20		
Contractor conducts Section 508 review and provides results to TPP PM and TP. When results indicate course materials are compliant, Contractor PM forwards test results and a Compliance Determination Form to the NTED COR ¹	14	14		
TP makes corrections based on 508 report and resubmits to Contractor PM for follow-up Section 508 review	20	20		
NTED COR reviews Section 508 review test results and issues an approved Compliance Determination Form for compliant courses	5	5		

Extensions to the above will be made by the TPP COR in coordination with the assigned TPP Program Manager on a case-by-case basis. For example, if there is a delay in approving SMEs, the timeline for the review may be extended.

TPP PM
Training Partner
Contractor
NTED COR

¹ See NTED SOP Testing and Verification for Section 508 Compliance

XII. Glossary of Terms

ADDIE Model - An instructional systems design (ISD) model which employs a systematic approach to training. Each phase has outcomes that provide input for the subsequent phases. The acronym stands for each stage of the process - Analysis, Design, Development, Implementation, and Evaluation. The ADDIE Model is the formally recognized ISD model used by FEMA.

Analysis Phase - The first phase of the ADDIE Model involves gathering and processing information to define specific tasks designed to achieve user efficiency, described in terms of a training solution.

Certification - Verification and acknowledgement that an individual or course has demonstrated proof of a minimum level of knowledge, skill or competence, as defined by a predetermined set of standards.

Course Design Document (CDD) - A document that describes elements essential to designing training. The course elements include course goal, course objectives, rationale, participant qualifications, table of contents, etc. Unit elements include unit objectives, scope, methodology, and references.

Course Materials - Course materials are complementary instructional materials designed by course developers for training (e.g., student manual and instructor guide). See also Training Support Package.

Course Pilot - A full length course conducted in a target environment (facilities, instructors, and students) using the curriculum and supporting training material prepared for that course. It has as its purpose the "shaking down" or "validating" of the curriculum and materials in a classroom situation to determine their effectiveness in attaining the approved learning objectives or training goals.

Curriculum - A group of training courses or materials for an individual course designed to teach a range of skills and behaviors that are useful in a particular job.

Design Phase - The second phase of the ADDIE Model. The output of this phase is a course design document that specifies the learning objectives, lesson sequence, learning activities/strategies, test materials, and instructional media, etc.

Development Phase - The third phase of the ADDIE Model consists of developing or producing products from the plan (design). Typical development work involves completing pre- and post-tests (Level 2 evaluations), developing lesson plans, course materials, media, training aids, job aids, case studies, role plays, etc.

Implementation Phase - The fourth phase of the ADDIE Model. Once a course is certified and operational, it requires continuous support and maintenance to ensure that it operates effectively and cost-efficiently and produces learners who meet job performance requirements. This phase includes course scheduling, assigning course instructors, instruction delivery, and collecting and reporting course evaluations and training data.

Evaluation - The systematic process of measuring or observing, and judging how well individuals, procedures, or programs have met objectives.

Evaluation Phase - The fifth stage of the ADDIE Model used to determine the value of the instructional program.

Instructional Systems Design (ISD) - A formal process for producing all types of training. A typical ISD ADDIE model includes the following phases: analysis, design,

development, implementation, and evaluation. A standard process of design is used so it can be reproduced to achieve consistent and measurable results for continuous process improvement.

Instructor-led - Instruction that is dependent on an instructor or facilitator; the term is often used to distinguish instruction led by an instructor from instruction that is self-paced.

Internal Pilot – An internal (no contracted SMEs) trial run of a course, class, curriculum, program, and/or test instrument that provides information to improve or revise a product or process. This is performed prior to the course pilot that includes the TPP PM and the contractor SME's.

Just-in-Time Training (JITT) - Training provided to individuals or teams just before the skills or functions taught are used in practical application.

Learning Content Management System (LCMS) - A LCMS is a curriculum archive or library that allows developers to search for and access learning content quickly and easily. It supports the ability to rapidly develop, ingest, reuse, and assemble content into courses, without the need for programming. It improves quality of learning content through use of automated workflow and peer review functionality that eliminates time consuming and error-prone manual processes currently in use.

Learning Management System (LMS) - A learning management system is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs.

Online Training - Also known as computer-based training, distance learning, or e-learning, online training is a form of instruction that takes place completely on the internet.

Participant Guide - A learning resource document that consolidates the training materials that a student will use in a course.

Prototype - A functional version of a new process and/or product, usually in an unfinished state, to be tested for effectiveness and efficiency. The version is revised, improved, and implemented.

Recertification - Periodic evaluation of a course to ensure continued accuracy and currency in meeting the training needs of a particular audience.

Storyboard – The storyboard is a document that lays out the content and progression of the course, along with the supporting graphics and video.

Subject Matter Expert (SME) - An individual who through formal education, job experience, or both, is recognized by an organization as having the highest level of knowledge of a subject area to validate the critical content and assist in developing instructional materials. See also Expert.

Training Providers/Partner (TP) - Any member of the National Domestic Preparedness Consortium (NDPC) and the Rural Domestic Preparedness Consortium (RDPC) or organization that may receive federal grant funds from Department Homeland Security's Federal Emergency Management Agency (FEMA).

Training Support Package (TSP) - All materials associated with the delivery of a training course.

Unified Training Needs Assessment (UTNA) - UTNA is the process of deciding if there is a need to improve performance and, if so, in what area and to what extent. Conducting a thorough needs assessment is critical to the development of successful instruction.

The purpose of a needs assessment is to ensure that the stated problem or identified deficiency can be solved with instruction and, if so, determine what instruction is needed. Instruction will only solve performance deficiencies that occur when a learner lacks the knowledge, skills, abilities, and/or attitudes required to successfully perform the task.

If the identified performance deficiency is not a result of a lack of knowledge, skills, abilities, or attitudes, instruction cannot solve the deficiency, and thus there is no need to proceed further with the course.

Virtual Training - Virtual training refers to training done in a virtual or simulated environment, or when the learner and the instructor are in separate locations. Virtual training can be done synchronously or asynchronously. Virtual training and virtual training environments are designed to simulate the traditional classroom or learning experience.

Web-Based Training (WBT) - Instruction is delivered over public or private computer networks and displayed by a web browser.

XIII. Forms Prescribed

Form Name	Form Purpose	Form User/s
Course Design Document (CDD)	Blueprint for the development of the course materials.	TP Reviewed by TPP PM
Unified Training Needs Assessment (UTNA)	Outlines the need and justification for the course	TP Reviewed and approved by TPP PM
Planning and Analysis Tool (P/A)	Helps to define the project scope by identifying the project objectives, defining the deliverables, and to focus on the project team's goals.	TP Reviewed by TPP PM
Course Catalog Request Form	This form is used to request a new course to be included in the course catalog.	TPP PM
Course Mapping Tool	This tool is used by the TP to map the course content and objectives to the Core Capabilities.	TP Reviewed by TPP PM
Course Review Forms	These forms are used by the third-party contractor to provide feedback to the TP for the SME content review and the NIMS review.	Issued by the third-party reviewer Reviewed by the TPP PM Corrections provided by the TP
Compliance Determination Form	This form indicates that the course is compliant with Section 508 standards.	Issued by third-party reviewer Approved by NTED COR Part of final TSP