

Office of Secure Transportation (OST)
Training Manual



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**SIGNATURE APPROVALS
FOR OFFICE OF SECURE TRANSPORTATION (OST)
TRAINING MANUAL**

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OST Training Manual

1. Overview

This Training Manual provides basic guidance on Office of Secure Transportation (OST) safeguards- and security-specified training.

1.1. Purpose

The Training Manual defines the instructions and additional responsibilities for an effective training program that

- Provides support and operational personnel with required knowledge and skills
- Maintains the training support structure for the mission

1.2. Scope

The Training Manual applies to all safeguards and security training for OST. If training does not require adherence to the Training Approval Plan (TAP), a waiver from the process can be requested in writing from the director, Training and Logistics Command (TRALOC). The director will return the request indicating whether the waiver was approved or disapproved.

OST training is performance-based training. Performance-based training has proven to be a highly effective means of ensuring that operations, maintenance, and technical support personnel are trained to conduct their assignments safely and efficiently.

Performance-based training is derived from job performance criteria. In establishing these criteria, every critically identified job task, skill, or knowledge required to perform that criteria are addressed and evaluated in training. With these criteria in place, the performance-based training process provides a total approach to the development and implementation of training.

The Training Manual applies to training development that begins after the approval sign-off date.

1.2.1. Curriculum Manual

The Curriculum Manual supports the OST Training Standard Operating Procedure (SOP) and provides detailed guidelines for OST safeguards and security training development and compliance with TAP requirements. It establishes how analysis, design, development, implementation, and evaluation of training are conducted.

1.3. Updating the Training Manual and Appendices

The Training Manual chapters provide the general guidance for training within OST. The process to make changes to the Training Manual depends on the significance of the required change.

1.3.1. Minor changes

Minor changes, those that do not result in a change in risk, include organizational name changes, transfer of functions to other OST organizations, supporting document revisions, change in appendices information, table of content changes, typographical or aesthetic changes, and minor changes in work processes.

The process for minor changes is:

1. Written request for changes to be made using Program Revision Summary Form
2. Request reviewed by curriculum chief for action
3. Draft changes made to the Training Manual
4. Recommendation forwarded to director, TRALOC, or curriculum chief for approval
5. Document updated
6. A new revision will be released

1.3.2. Significant changes

Significant changes such as additions to the mission and/or requirements resulting in new or significant modifications or increase in risk require the same review and approvals as the original document.

The process for significant changes is:

- Written request for changes to be made using Program Revision Summary Form
- Request reviewed by curriculum chief for action
- Draft changes made to the Training Manual
- Recommendation forwarded to signatories on the original document for review and signature
- A new revision will be released

1.4. Training Approval Program

The Department of Energy (DOE)/National Nuclear Security Administration (NNSA) developed TAP requirements as a basis for the development of OST course objectives and criteria. DOE Manual 470.4-1, "Safeguards and Security Program Planning and Management," outlines the standards to follow when producing training products.

Approval formally recognizes safeguards and security training programs by meeting established and required objectives and criteria. Failure to meet accreditation criteria and standards can have an adverse impact on the continued operation of any program.

The overall goal of the DOE TAP is to operate a centralized training facility to upgrade the overall DOE level of personnel training.

2. Training Identification

2.1. Training Cycle

The training cycle (Figure 1) is used to demonstrate that training is not a linear process. Requirements for training come from many sources, including previous training.

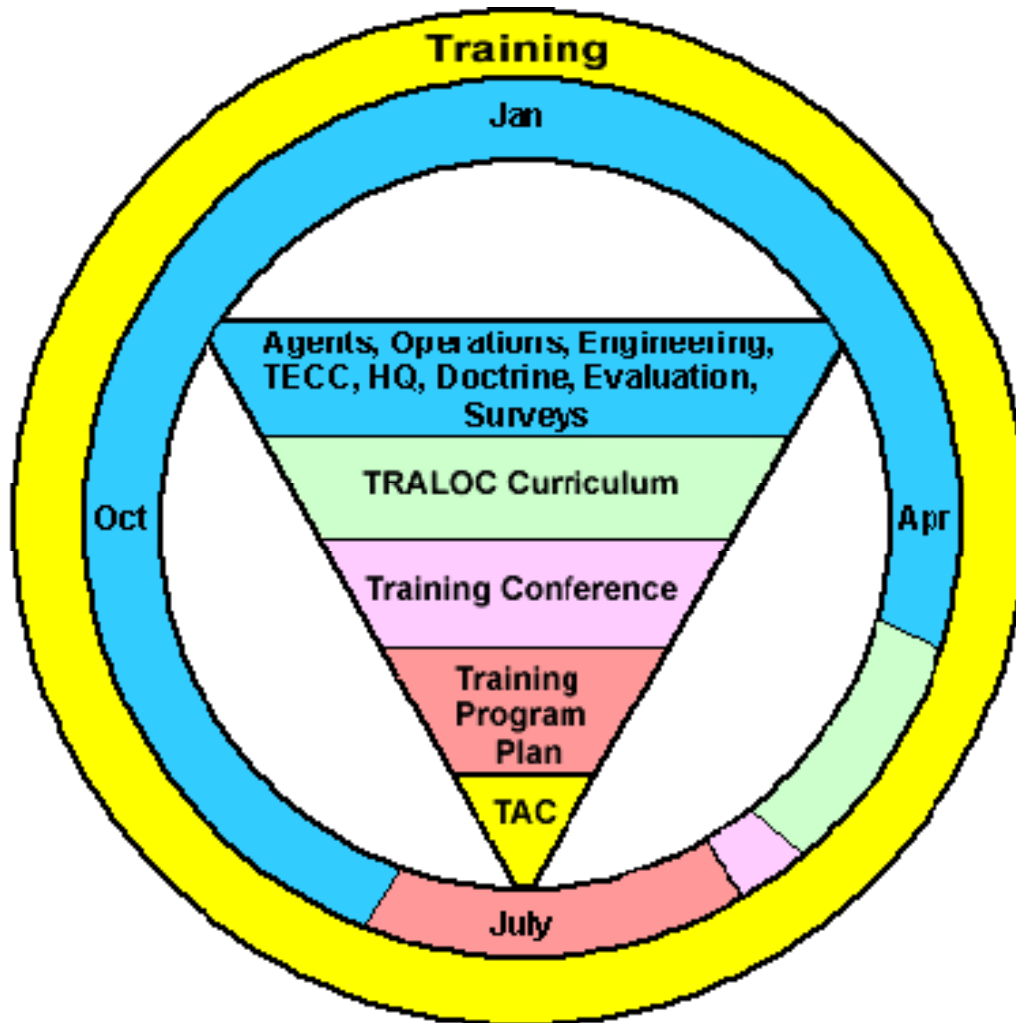


Figure 1. Training Cycle

2.2. Organizational Training Needs

Needs are identified at the various organizational levels based on doctrine, job analysis, mission essential task list (METL), training assessments, performance problems, management directed, joint training exercise (JTX) recommendations, new equipment, surveys, and inspection results and are forwarded to TRALOC curriculum for needs analysis by March of each year.

The Director, TRALOC, based on mission requirements, evaluates out-of-cycle needs. Sequencing and scheduling will be coordinated through the training development team (TDT) process if approved for out-of-cycle development and training. Other OST training programs will use these steps as guidelines. A process of establishing needs, creating and reviewing requirements, and developing, implementing, and evaluating training are the essential components that must be demonstrated in a planning process.

2.3. Training Requirements

Analysis is conducted to determine if a training requirement exists. Identified training requirements will either be added to the next training conference agenda or an out-of-cycle development process will be initiated.

Training is provided whenever one or more of the following conditions apply:

1. Required by departmental directives, policy, or regulative requirements
2. New or modified operations, systems, or facilities are implemented
3. Performance records, program reviews, or other indications exist that training is needed
4. Integral part of career development

2.4. Training Conference

The OST Training Conference is held, at a minimum, once a year, usually in June. The purpose of the training conference is to evaluate, select, and prioritize training requirements. It addresses past year, current year, and future training requirements/programs. The formal minutes from the training conference are the source document for developing the Training Program Plan. The director, TRALOC, chairs the training conference with attendance from all three agent operations (AO) commands, contractors, federal training specialists, and OST offices.

2.5. Training Program Structure

OST training is directed and developed in support of the Safeguards and Security Mission. Training is divided into two tracks: career progression and mission. Career progression training is developed using the job qualification standard (JQS) and METL strategy while mission training is accomplished using the METL (Figure 2). Both tracks adhere to the instructional system design (ISD) model with the career progression track emphasizing individual and team skills and mission training focusing on unit and mission performance factors. The career progression track provides the prerequisite skills and knowledge to federal agents who support training and operational execution.

2.5.1. Job Qualification Standard

The JQS is the comprehensive federal agent task list describing the particular job type or duty position. Tasks are common to all persons serving in the described duty position. An individual within the duty position is expected to perform and be responsible for the knowledge of each task.

The JQS also identifies the training intersected at the correct time as either a prerequisite or a consequence of a respective grade and/or position. It further serves as a contract between training and the customer identifying training requirements for jobs taught in formal schools, on-the-job training (OJT), correspondence courses, or other venues.

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The JQS is reviewed every year during a Utilization and Training Workshop, typically in March, by functional managers, supervisors, subject matter advisors (SMAs), and TRALOC training and curriculum personnel. The results from this workshop are analyzed by curriculum and training staff and presented during the annual training conference, typically in June. Decisions are incorporated in the following fiscal year Training Program Plan.

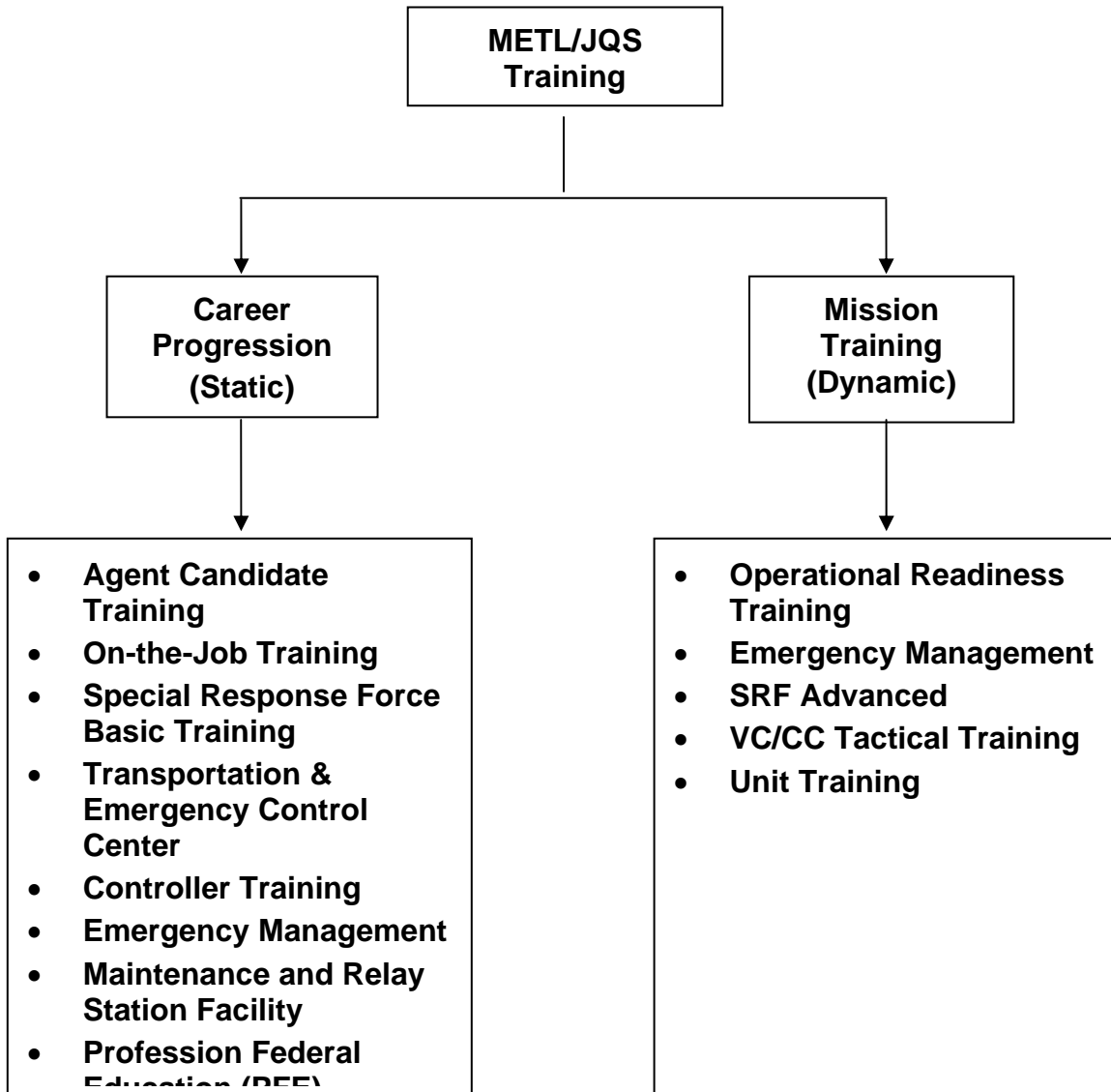


Figure 2. METL/JQS Training Requirements

2.5.2. Mission Essential Task List

The METL’s focus is on the primary mission tasks for which units must achieve and maintain proficiency. Office of Mission Operations (OMO) analyzes the collective METL to develop team and individual training that reflect unit mission requirements (Figure 3). The METL implies equipment needs and will also be used to identify resource requirements.

The METL tasks are most commonly trained through responsive and dynamic venues such as operational readiness training (ORT) and are reflected in the JQS.

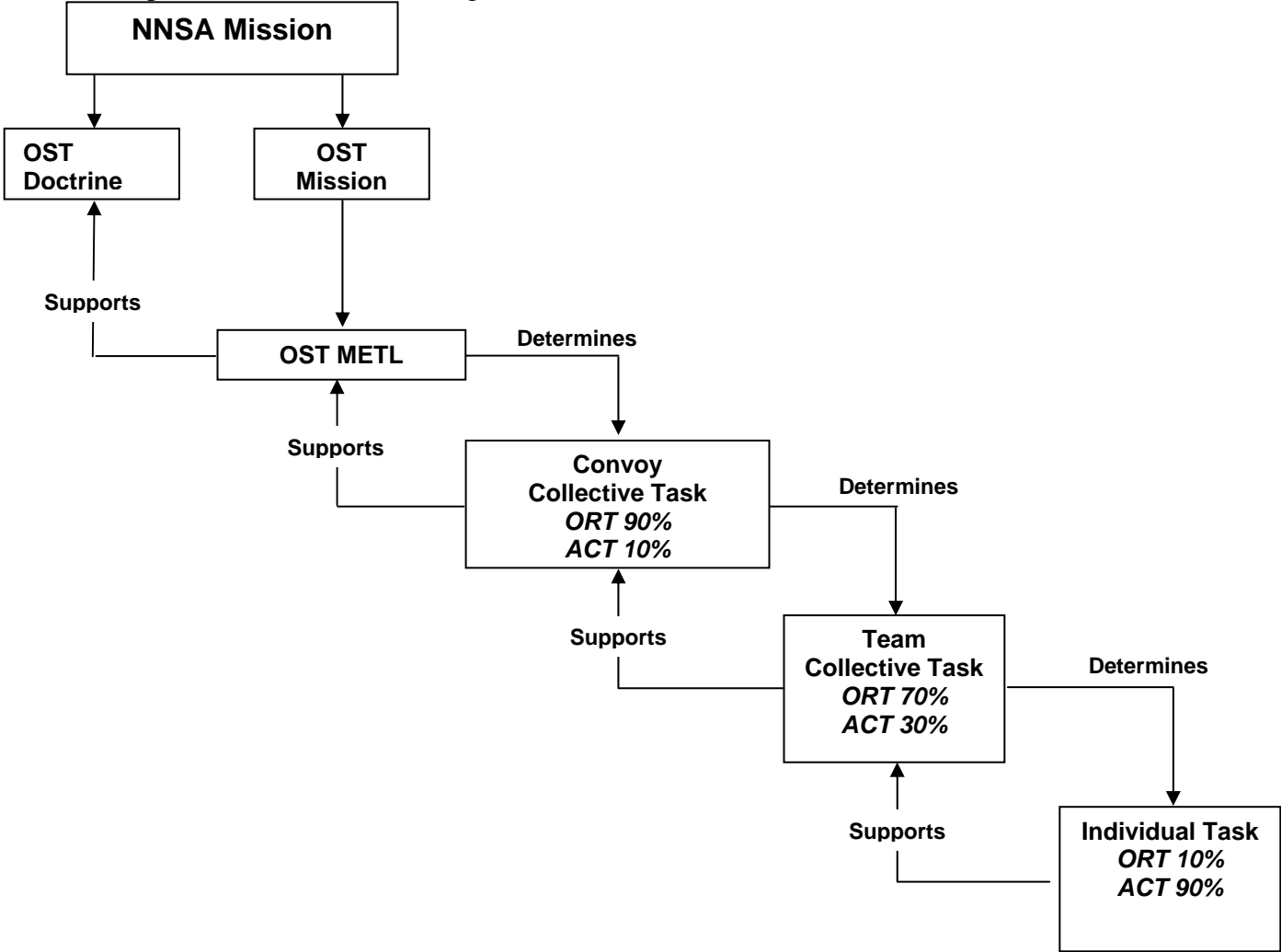


Figure 3. OST Training Task Relationships

2.5.3. Job Analysis

A job analysis may be required for non-federal agent jobs and forms the basis for formal job training.

2.6. Training Program Plan

The Training Program Plan prescribes and outlines the essential training requirements for the various OST training programs. The training plan is derived from the training conference minutes and is approved each fiscal year. The Training Program Plan establishes the current year training requirements and a five-year training projection. It reflects the changing nature of mission requirements, advances in training technology, and fiscal constraints.

2.7. Training Activities Calendar

The Training Activities Calendar (TAC) provides the Training Program Plan scheduling for OST-conducted formal training and resources. A TAC meeting is held periodically to schedule training activities, identify issues, and de-conflict resources. TRALOC will maintain an electronic TAC.

2.8. Training Programs

2.8.1. Agent Candidate Training

Agent candidate training (ACT) provides initial training to qualify an individual as a federal agent. The duration of ACT is dependent on the curriculum as determined by the JQS.

2.8.2. On-the-Job Training

OJT programs build on previously learned skills and introduce knowledge and performance required to support the mission. OJT is job-related training accomplished at the work site. This training is assisted by program and/or lesson plans.

2.8.3. Unit Training

Unit training is developed at the units to meet operational and career progression requirements. Training needs identified by unit management are based on METL, JQS, and after-action review inputs and identified in the Unit Training Plan.

2.8.4. Operational Readiness Training

ORT is a METL-based cyclical training program focusing on unit cohesion. ORT incorporates doctrine, METL, organizational values, plans, strategies, and resources.

2.8.5. Special Response Force Training

Special response force (SRF) training is functional training provided to federal agents assigned as members of SRF teams.

2.8.5.1 SRF Basic

Initial training provided to qualify as a member of an SRF team; this program focuses on core SRF skills.

2.8.5.2 SRF Maintenance Training

Training to maintain the minimum level of competency required for the successful performance of tasks associated with SRF job responsibilities and assigned special skills IAW DOE M 470.4-3, Protective Force Program Training Manual and OST Policy 4.13.

2.8.6. Special Skills Training

Special skills training is events or programs not covered under normal OST training programs. They typically involve initial knowledge and skills for new equipment or procedures that are one-time requirements; for example, drive, weapons, tactics, etc.

2.8.7. Controller Training

Controller training provides formal documented training for the safe conduct of OST exercises.

2.8.7.1 Controller–Correspondence Course (Phase I)

This course addresses both general and OST-specific controller knowledge. It includes an overview of controller duties and responsibilities.

2.8.7.2 Controller Training–Phase II

Phase II controller training is the practical application.

2.8.8. Emergency Management

Emergency management training consists of qualification for emergency operations positions and operational exercises in support of OST emergency conditions.

2.8.9. Transportation Emergency Control Center Training

Training prepares Transportation Emergency Control Center (TECC) electronic and mechanical technicians to install, maintain, modify, and repair communications equipment and transportation resources at different locations across the United States.

2.8.10. Maintenance and Relay Station Facilities Training

Training prepares the New Mexico Relay Station electronic and mechanical technicians to install, maintain, modify, and repair communications equipment and transportation resources at different locations across the United States.

2.8.11. Other Topical Training

Owned by the Office of Primary Responsibility, who is responsible for meeting the requirements of this SOP.

2.9. Training Request Process

See Figure 4

3. Training Development

3.1. Purpose

This chapter acquaints the user with standard processes and procedures used to develop OST training programs. When a lengthy procedure is spelled out clearly in the Curriculum Manual, only a brief synopsis will appear here, and the other document will be referenced. If conflicts occur between the Training Manual and Curriculum Manual, the Curriculum Manual will be the final word for curriculum development (analysis, design, and development) and the Training Manual will be final for training implementation (implementation and evaluation).

3.2. Scope

Included in this chapter are processes to develop training for OST.

3.3. Responsibilities

3.3.1. Training Program Manager (Director, TRALOC)

The training program manager has overall responsible for TAP compliance, provides guidance for the program, and makes final decisions.

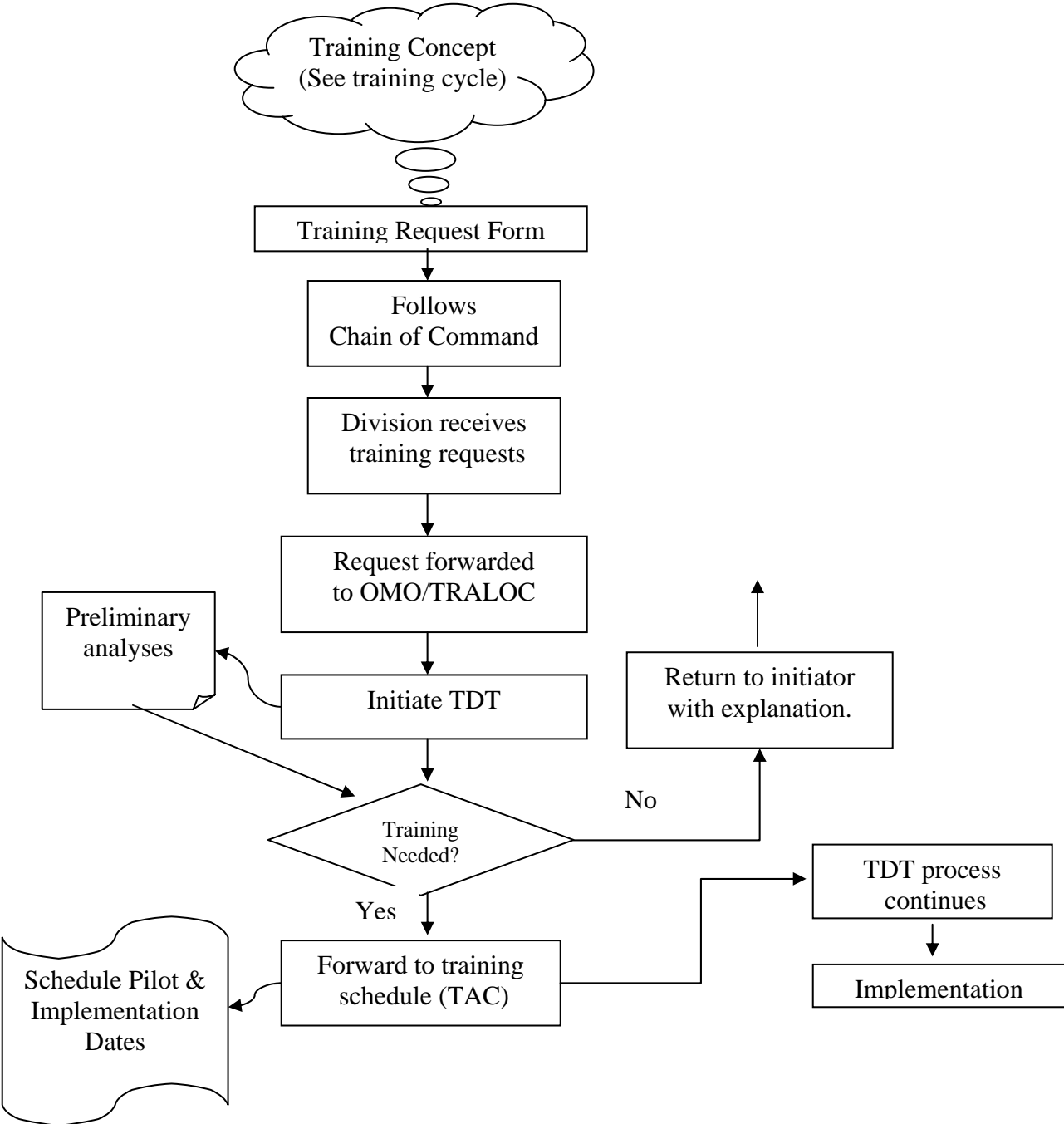


Figure 4. Training Request Process

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3.3.2. Curriculum

The Curriculum Department develops materials in compliance with the Training Policy, SOP, Curriculum Manual, Training Manual, and TAP.

3.3.3. Operations

Operations establishes requirements and provides guidance for training needs, which are incorporated into the goals and objectives of the training program.

3.3.4. Subject Matter Advisor

SMAs provide subject matter advisement on training content that follows the training goals and objectives. SMAs may be from Operations, Engineering, or outside agencies.

3.4. Training Development Process

Safeguards and security courses must be developed in response to a training needs analysis, use a systematic development approach, be performance-based, and be validated by a comprehensive set of job analyses showing that the content of training is valid.

Step 1: Need identified

Training needs may be identified through many avenues (review training cycle discussed in Chapter 2). TRALOC coordinates with the customer to identify training requirements.

The JQS is an amplified job analysis listing of all tasks performed in a career field and sequencing them for career progression. This is a form of analysis that links the job requirements with the training timeline. The JQS is not required for jobs that do not include career progression; a basic job analysis task list is sufficient.

Step 2: Training development team

A TDT is assembled and may include the course manager, unit commander, an OST (Operations) representative, Curriculum, Safety, Logistics, SMAs, and others, as required. Members are assigned by the appropriate chain of command for each group and are membership dependent on the level and scope of training.

The initial TDT meeting should occur within a minimum of 6 months prior to planned implementation.

Step 3: TDT determines how the requirement will be met

A training requirement is identified and an analysis conducted to determine how the requirement should be met. Many factors are used to determine if training is needed and if training should be formal or informal. The results of this analysis are documented and form the basis for the design and development of the course. This step may be waived with Curriculum approval and customer concurrence.

Step 4: Goals and objectives identified

The TDT establishes the program goal.

The next step of the TDT is to determine training goals and objectives. The goal is the purpose of the training. A learning objective is a statement that specifies measurable behavior that the participant should exhibit after instruction.

Step 5: Design phase

The design phase develops basic information concerning the program:

- Program overview
- Purpose
- Status of materials
- Content outline
- Goals and objectives
- Instructional strategy
- Test and assessment strategies
- Resource requirements (personnel, facilities, and equipment)
- References

The design phase produces a design document that is the backbone for program development. Once the design document is approved, changes may only occur by completing a Program Revision Summary Form.

Step 6: Development phase

The SMAs for content, safety, logistics, etc., coordinate with the course manager and Curriculum to develop training materials based on the design document requirements, Curriculum Manual, and TAP.

Step 7: Approval

Approval of training materials occurs during the lesson plan review committee meeting. All signatures are required prior to implementation.

Step 8: Implementation phase

The course manager or unit commander coordinates logistics, staff, and other resources for the implementation of training (see Chapter 4 for implementation details).

Step 9: Evaluation

The course manager or unit commander ensures evaluation and assessment data is collected and forwarded to curriculum who compiles a final report for the training program manager. See Chapter 5 for evaluation details.

3.5. Integrated Safety Management System

The integrated safety management system (ISMS) process includes five distinct but interrelated core functions. These core functions include defining the scope of the work, analyzing hazards, developing and implementing controls, performing the work, and providing feedback to institute improvement. OST adheres to the DOE policy on the ISMS established in DOE Policy 450.4, “Integrated Safety Management System Guide.”

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OST has defined their program elements in the context of ISMS principles and functions to demonstrate their commitment to the DOE objective of integrating safety into management and work practices at all levels. OST considers safety to be an integral part of their work, and the relationship of this concept to their work activities is dynamic and ongoing.

ISMS is integrated and synthesized in all aspects of training. The ISMS model has a direct and logical relationship to the ISD model. The combination of models is mutually supportive and provides an ideal blend incorporating safe practices in all phases of training from analysis through evaluation.

3.5.1. ISMS/ISD Relationships

Define the Work

This process coincides with the ISD analysis and design phases. Representatives from Safety are present and involved through the TDT process as the training goals, objectives, and tasks are defined. As the training event develops, training activities are defined and listed for hazard analysis. Unnecessary safe practice/risk is identified and avoided if possible while establishing the training foundation.

Analyze Hazards

The precise training content is constructed during the ISD development phase. This core function analyzes all aspects of the training activity and determines associated hazards. Members of the TDT, to include Safety representatives, carefully talk through the training activities while identifying and detailing hazards. Activities and associated hazards are identified on a standardized risk assessment worksheet.

Develop and Implement Controls

During the final stages of course development all identified hazards are assigned controls that are reflected in the implementation plan. The risk assessment form is completed using a standardized risk assessment worksheet. The worksheet assigns positive values to hazards and negative values to controls. The sums of these values are used to assign risk levels to activities. Each risk level (high, medium, or low) has an associated overall activity approval level.

Perform Work

The initial safety assessment is performed during the pilot course which coincides with the ISD development stage. Training execution is assessed to ensure the identified hazards are mitigated or controlled as necessary. Any previously unidentified hazards are also documented and assigned controls at this time.

Feedback and Improvement

This process is continuous and is a natural consequence of feedback and critique from students, instructors, observers, supervision, and management. Post-training forums are held to detail the strengths and weaknesses of the training venue. A significant factor which is evaluated is safe operations.

3.6. Testing

Knowledge and performance-based testing shall apply to all required training to measure the skills acquired from the developed training programs (DOE M 470.4-1). This is called the evaluation phase. If testing does not occur, the information presented is considered a briefing and is not subject to the Curriculum Manual or Training Manual criteria.

3.7. Remediation

Remediation is the documented process used to help individuals not meeting training standards.

Firearms remediation is identified in DOE M 470.4-3. SRF remediation is identified in OST policy.

Other specific performance-based training remediation is defined in governing DOE safeguards and security Training Manuals and course guidance for ACT, SRF basic, OJT, the TECC, emergency management, vehicle maintenance facility (VMF), and relay station technicians.

Failure of an individual to satisfactorily perform the skills under the above guidelines is not as critical during other training programs. Instructors, with approval of the course/module manager, have the option in non-critical areas to work with the individual, time permitting, and determine if the participant should continue training. Areas of deficiency will be noted for future training.

4. Training Implementation

4.1. Responsibilities Overview

4.1.1. Course or Module Manager

The course or module manager is responsible for the coordination and scheduling of all necessary resources.

4.1.2. Instructors

The instructors are responsible for training preparation by becoming knowledgeable of the instructional guidance, training material, a safe training environment, and training documentation.

4.1.3. Logistics

Logistics ensures that the required supplies and equipment are in place at the required time.

4.1.4. Environment, Safety, and Health

Environment, Safety, and Health (ES&H) is responsible for identifying hazards, preparing safety plans, and ensuring a safe work environment.

4.2. Execution Plan

An execution plan will be developed and approved when off-site training is conducted. It ensures appropriate efforts have been completed to address items that are normally in place for DOE sites. The execution plan, which is the culmination of all planning efforts, is the final step prior to approval of the training event. It is a comprehensive description of events, requirements, and actions necessary for the conduct of training. The program manager is responsible for compiling all pertinent information into an execution plan that is approved by the director, TRALOC.

Elements of the execution plan will include at a minimum:

- Signature sheet
- Comprehensive schedule
- Site safety plan
- Site security plan
- All exercise and/or lesson plans
- Site briefings
- SB 43s
- Coordinating instructions (as appropriate)
 - Logistics requirements not addressed in lesson plan/execution plan
 - Personnel assignments
 - Load plans
 - Travel arrangements
 - Staging of equipment
 - Opposition forces plan
 - Training and support staff supplemental schedule

4.3. Program and Course Scheduling

4.3.1. Training Sessions

Once a course is approved, a pilot course may be scheduled when time and resources permit. The pilot should include SMAs or trained participants to validate the course content and organization. The number of regular class sessions is determined by the training program needs. Considerations for each course include training site, seasonal scheduling, and prerequisites. Inclement weather training requirements must be made.

Participant registration for the pilot class is per the direction of the program manager. All courses are coordinated during the TAC meeting.

4.3.2. Instructor Assignments

The course or module manager determines how many personnel (instructors, safety, operators, etc.) are needed to efficiently and safely run the training. Instructor assignments are made per applicable guidance and training requirements.

4.3.3. Training Site Scheduling

The training site must be scheduled according to the site's policies and procedures. Training scheduled to occur at the Transportation Safeguards Training Site must be coordinated through the Transportation Safeguards Training Site. Scheduling must be coordinated through the proper channels when training occurs at other locations.

Training sites should be identified and scheduled no later than 90 days prior to implementation. New training sites may take 2 years from concept to implementation.

4.4. Types of Instruction

The OST Curriculum Manual is the guideline used to create lesson plans and practical applications. The ISD phases are delineated, with step-by-step directions for analysis, design, development, implementation, and evaluation of a training program.

4.4.1. Academic/Cognitive

Objectives emphasizing remembering or reproducing something which has presumably been learned, as well as objectives that involve solving some intellectual task for which the individual has to determine the essential problem and then reorder given material or combine it with ideas, methods, or procedures previously learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining or synthesizing new ideas and materials.

4.4.2. Performance Training

The practical applications put knowledge into practice in simulated scenarios or field exercises. Demonstrated performance or the desired skills or action is first demonstrated by the instructor(s), depending on the exercise. The performance may be evaluated by means of a performance checklist or performance measure.

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4.4.3. Exercise

In force-on-force exercises participants use engagement simulation systems that include, but are not limited to, multiple integrated laser engagement system, dye marker cartridge equipment, and/or a variety of associated hardware and pyrotechnics.

Requirements for force-on-force exercises are delineated in DOE M 470.4-3.

4.4.4. Briefings

Briefings are not training, as they do not require evaluation. They typically impart important information such as changes in orders, laws, or procedures, or details in need of immediate dissemination. Briefings may be a part of a training program, usually identified as an orientation to a course or introduction to a change in procedure or policy. Briefings can also provide hands-on orientation to an activity that is not measured.

4.4.5. Multimedia

Multimedia training is training presented in varied electronic formats, such as computer-based training (CBT), Web-based training (WBT), or performance support systems (PSS). The design and development of an electronic training program follows the same ISD steps as a regular lesson plan in accordance with the OST Curriculum Manual.

Computer-Based Training and Web-Based Training

CBTs and WBT are self-paced, interactive, electronic forms of training with immediate feedback and built-in evaluation. This training allows the participant to take training at his or her convenience (within an established time frame). Evaluations are scored and provided either electronically to a database or to the training manager.

Simulator Training

Most simulators are large computers. There is a difference between CBT/WBT and simulator training. CBT/WBT is offered and taken on a regular computer while a simulator “simulates” or copies a piece of equipment as closely as possible in looks (at least inside) and function. Most simulators are very large machines that the participant actually climbs into; much like you would find in a video arcade.

Participant Guides

Participants will often be provided with a guide to use during the simulator training. The guide can be a checklist, instruction Training Manual, or procedure book. The guide will also be very close to what is used in actual performance.

Performance Support System

A PSS helps people work better without necessarily training them. PSSs are on-line job aids for things such as procedures or directions. The benefit of an electronic job-aid is that it is usually located in the area where the performance occurs.

4.4.6. Technical Training

Agent technical training is conducted in accordance with ACT requirements and is provided in formal lesson plans. The topic areas are based on the JQS requirement for ACT completion. OJT lesson plans are also based on the JQS requirements.

For maintenance and relay station facilities (M&RSF), training is developed based on the maintenance procedures. If there are safety, security, or surety issues in the procedures, a formal OJT lesson plan will be developed that provides additional training on these areas. Use E-0002 Policy and G-0002 Implementation Guideline for guidance.

4.5. Pre-Testing

A pre-test can measure cognitive knowledge through a written test or it can measure skills and abilities through a performance test and checklist. Instructors have the option of pre-testing participants before some required training. A pre-test is usually given for one of three reasons:

1. To prove participant mastery of some of the material in order to skip a portion of the training.
2. To prove participant mastery of all of the material scheduled to allow the participant to move to other or advanced training. (If the participant initiates this procedure it is often called “testing out” or “challenging.”)
3. To measure the amount of learning for a particular unit of training by also post-testing the participant on the same material and comparing the results.

All pre-test results should be kept on file. If a participant is exempted from some portion of training due to pre-test results, a memo to this effect may be written by the course manager to the unit commander and kept with the participant’s training records.

4.6. Establishing Off-site Training Venues

Off-site training is training developed and conducted with OST resources such as SRF at Camp Gruber, ORT at Hunter Liggett, or training conducted in conjunction with a JTX. The planning and execution of such training will follow similar procedures used for planning a JTX.

Commercially produced training such as Gunsite or Thunder Ranch do not specifically fall into this category but require a review of certain areas such as personnel, range safety, and adequate facilities to store OST weapons or classified materials. Planning and coordination should begin no later than 6 months prior to the start of the training event.

Lesson plans or exercise plans are not used as the primary method to identify and document information that should formally reside in site safety or security plans.

4.7. Responsibilities

Training and Logistic Command Director

- Approve execution plan
- Approve funding
- Commit funding

ES&H

- Assist development and approve activity/facility safety plan
- Coordinate environmental issues
- Develop emergency medical response
- Develop spill plan as required
- Develop other appendices as required (site specific)
- Identify inclement weather criteria

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Planning Office

- Coordination assistance with preliminary site survey
- Coordination assistance with official site survey
- Establish and maintain liaison with the facility's point of contact
- Create and coordinate applicable memorandum of understandings, memorandum of agreements (MOAs), intra-service support agreements, interagency, or MOA in accordance with OST Policy 1.08 A
- Maintain agreements and review as required
- Schedule ranges/exercise areas

Security, Reviews, and Approves

- Unclassified controlled nuclear information data processing
- Classified matter storage up to secret formerly restricted data
- Sensitive operations
- Government firearms and ammunition
- Government property and equipment
- Classified operations—confidential nuclear security information

Course Manager

- Make initial contact and determine adequacy of facilities

Curriculum

- Develop lesson plans or exercise plans

Logistics

- Coordinates movement of supplies and equipment
- Coordinates government vehicles
- Processes work orders
- Performs site set-up
- Coordinate radio frequencies
- Perform site take down

4.7.1. Process

The training point of contact reviews current training sites for suitability. If there are no suitable sites already approved, they will coordinate with the Planning Office for preliminary site analysis.

1. Training proposes training venue by preparing preliminary requirements list based on goals and objectives.
2. Planning coordinates preliminary site visits to include a representative from
 - Planning
 - Safety
 - Security
 - Training

3. Training approves/disapproves potential training site.
4. Course manager or module manager:
 - Develop preliminary training plan
 - Identify ranges to be used
 - Identify required facilities
 - Develop site security plan
 - Submits purchase request
5. Planning coordinates official site survey
6. TRALOC director, or appropriate project manager, obligates funds
7. ES&H coordinates and approves activity/site safety plan and environmental checklist
8. Security coordinates and approves site security plan
9. Planning coordinates MOAs/intra-service support agreements
10. Training develops exercise plans or lesson plans
11. Emergency Management develops emergency management plan

5. Evaluation and Assessment

5.1. Overview

Evaluation is a critical phase that ensures training is effective and current. Testing is performed to

- Reinforce learning
- Determine when a student has achieved stated instruction objectives
- Determine whether the instruction is adequate to enable students to perform as prescribed

Learning reinforcement is accomplished by subjecting students to periodic self-tests. Grades are not recorded and additional help is provided on the spot to students who are unclear of the concepts.

5.2. Responsibilities

5.2.1. Program Manager

- Ensure completion of feedback and testing documents
- Addresses unresolved issues as appropriate
- Forward completed feedback and test data to curriculum
- Forwards analysis report to appropriate management levels

5.2.2. Curriculum

- Perform analysis
- Prepare analysis report
- Maintain recommendations for program updates
- Distribute analysis to program manager and course manager or module manager

5.3. Types of Evaluation

5.3.1. Level 1 Evaluation

The participant uses a level 1 evaluation to evaluate the course content, instructor ability, and physical environment. The evaluation also evaluates how well the participants think they were trained on the given objectives of the course. The scores on this evaluation along with any comments are included in a report and filed with the course files. This information is used to improve and review the course when required. Additional information on the level 1 evaluation is found in the Curriculum Manual.

Participant Reaction Form (Critiques)

OST is committed to obtaining feedback on the quality of the learning experience and actively encourages and will respond to participant feedback. Once the course is completed with the final test/practical application complete and corrected, the participants will complete the participant reaction form and return it to the instructor prior to the student/trainee leaving the training area. Names are required on the forms. The forms should be turned in by everyone attending. See Curriculum Manual for details. If any questions come up on how to fill out the form, refer to the Curriculum Manual.

Participant Reaction Report

The participant reaction report is a compilation of all the returned participant reaction forms. The process flow for the participant reaction form is shown in Figure 6.

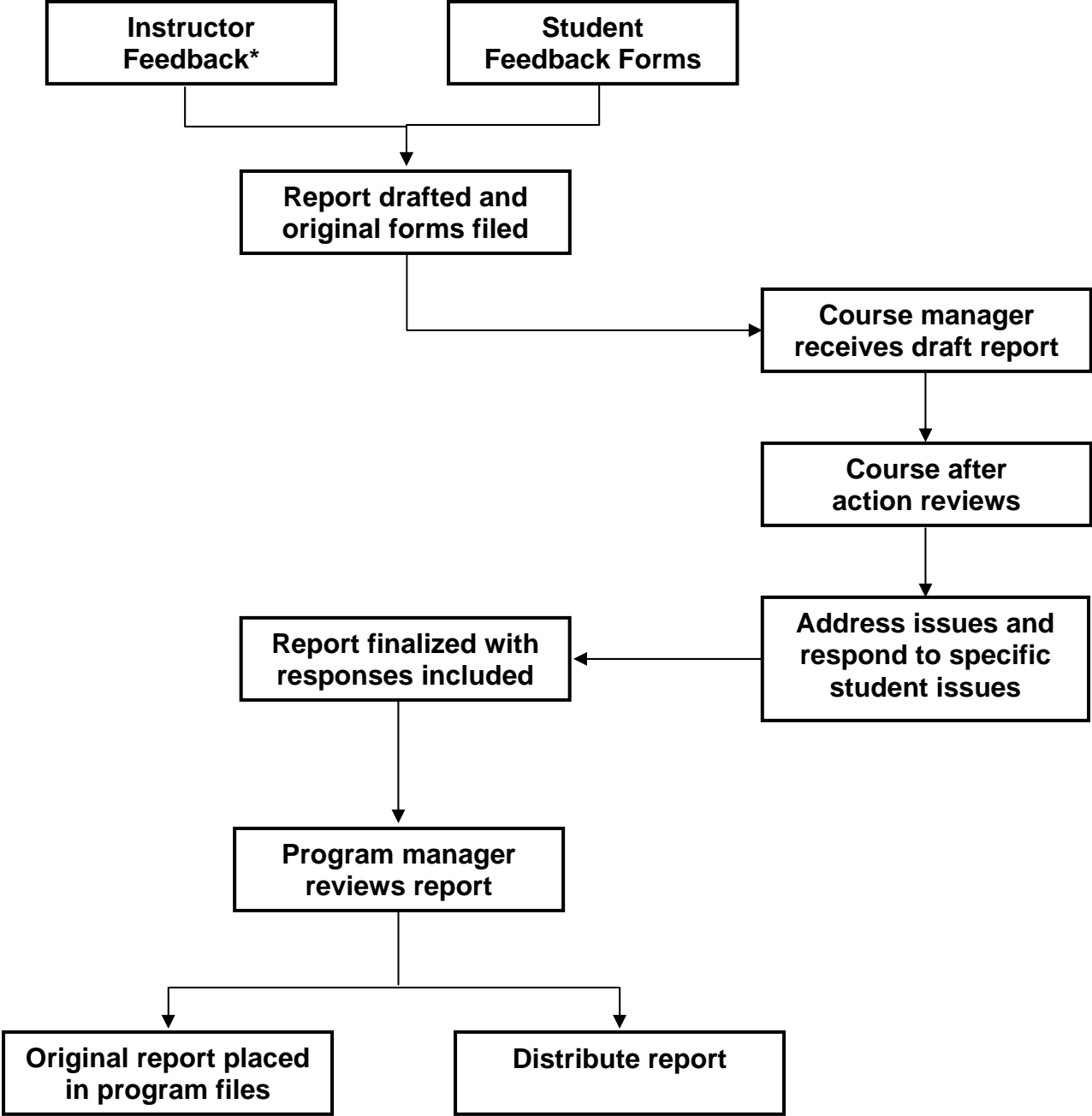


Figure 6. Participant Reaction Form Process Flow

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The participation reaction report is divided into these main areas.

Part I–Background

Have participants or trainees identify their background experience and qualifications relevant to the area of training they are receiving. This section can be customized for the particular group taking the module.

- What their level of knowledge in this area was prior to the start of the training.

Part II–Training

- The questions on the form are standard and should be included in all reaction forms; additional items may be added as needed.
- Rate each area from Poor (1) to Excellent (5). If the area was not covered in the training, mark it Not Applicable. Recommend that participants try to avoid a rating of 3, and encourage them to give an opinion. If there are specific comments for an area, they can write them in the comments area.

Part III–Results of Training

- Each area covers the primary objectives of the module.
- Rate each area from Not at All (1) to Expert (5). If the area was not covered in the training, mark it Not Applicable. Recommend that participants try to avoid a rating of 3, and encourage them to give an opinion. If there are specific comments for an area, they can write them in the comments area.

Part IV–Comments: these are vital for course improvement.

5.3.2. Instructor Feedback (as appropriate)

Post-instruction evaluation of training events can be accomplished through after-action reviews, Program Revision Summary Forms, annual program review, and annual training conference agenda items. Items may include:

- Time
- Resources
- Content
- Sequencing
- Effectiveness
- Delivery mode
- Continuous improvement

Applicable course managers or module managers review the instructor reaction feedback and forward results to the program manager.

5.3.3. Level 2 Evaluation

All safeguards and security training events are driven by instructional objectives. Evaluations are based on the instructional objectives and each participant is tested against these objectives. Formal evaluation occurs when an individual is held accountable for information or critical skills taught. Evaluation can occur using a written test, a limited scope performance test (LSPT), performance measures, or practical application checklists.

Performance evaluators should use checklists or other objective measurement tools to achieve consistency.

Note: Instructors are expected to conduct continuous informal evaluation of students. This may take the form of oral questioning, drills, demonstration, or other means appropriate to the method of instruction. Results may be documented in training progress notes or similar means, but are not considered formal level 2 evaluation.

5.3.4. Written Test

Written tests are used when performance testing cannot be accomplished as a means of determining task mastery. This could include concepts, prerequisite knowledge, tasks that cannot be safely simulated, or by direction of directives or orders.

5.3.5. Performance Measures

Performance measures are tools used to evaluate objectives that are normally

- Group skills
- Performed in a dynamic environment
- Process based
- Decision-making orientated
- Tasks are performed if required, not necessarily in sequential order
- Requires high evaluator expertise
- Pass/fail is based on appropriateness of behavior

5.3.6. Performance Checklists/Limited Scope Performance Test

Performance checklists/LSPTs are used to evaluate objectives:

- Individual skill(s)
- Usually follow step-by-step procedures
- Performed in static environments
- Require completion of all items
- Can be scored
- Does not require high evaluator expertise
- Are based on execution, may require sequencing
- Pass/fail is based on adherence to procedure

5.3.7. On-the-job Training

OJT emphasizes training personnel to perform their daily duties and tasks. OJT usually supplements other formal training and focuses on daily activities, tasks, and current operational procedures. Often, operational procedures are used to develop lesson plans in the instructional process. Student performance is normally evaluated using checklists or performance tests, which contain the task, conditions, standard of task performance, and written exams, that ensure the person has obtained the required knowledge. These tests must be directly tied to the tasks identified in the task inventory selected for training.

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5.3.8. OJT Performance Evaluation

Performance evaluation is a continuous process when conducting OJT. Training should change or improve the overall job performance and productivity in an organization.

Periodic progress reports of trainee performance are required and submitted by the OJT instructor, until the OJT program has been completed by the participant. Level 1 (learner reaction) and level 2 (performance) evaluations are accomplished using some or all of the following:

- Course critique sheets
- Pre-tests
- Post-tests
- Performance checklists

5.3.9. After-Action Review

The after-action review is used to evaluate team performance in a dynamic environment where mission accomplishment is not determined by individual performance but by team performance. The after-action review may be accomplished informally in the field immediately following an event or in a formal setting at the end of training. After-action reviews are used as formative evaluations (learning tools) to reinforce training or as a summative evaluation (assessments). The key to a successful after-action review is that the participants provide the majority of feedback using training goals and objectives as a basis. The primary instructor leads the review in a guided discussion using the following questions as a basis to evaluate performance.

- What did we want to do?
- What did we do right?
- What did we do wrong?
- How can we improve?

5.3.10. Training Program Assessments

Training Approval Program Assessment

This is an internal assessment of the program that verifies the usability of training material under the intended conditions and confirms revisions made to the material following the pilot class. During the assessment, learning and administrative problems are noted and trainee comments are obtained.

External Assessments

These assessments occur annually and are conducted by designated external representatives. Notice is usually given a few weeks prior to the assessment to allow OST and its support contractors an opportunity to ensure all documentation is in place. The audit team may ask to see any piece of work related to current or previous training. A report of observations and findings will be completed and forwarded to the audited agency. Appropriate actions will be designated to correct any notable observations or findings.

Instructor Assessments

Instructors are assessed, and the assessment documented by a supervisor in their chain of command, for competency, qualification, proficiency, and compliance with DOE and OST regulations, policies, and SOPs.

Curriculum Assessment

Quality assurance is facilitated by the constant evaluation and feedback used in each of the five ISD phases in the creation and execution of every training program used at OST. The lesson plan review is an important part of the quality check. In addition to the evaluation that occurs at the end of each of these steps, the internal assessments help to ensure that the training developed matches the training needs analysis and contain valid instructional technique.

Training Assessment

Training is assessed to determine accuracy and effectiveness of implementation. The assessment also determines the compatibility of the curriculum content and implementation method. Results are used to either refocus training implementation methods or necessitate changes to curriculum.

6. Courseware Documentation

6.1. Purpose

This chapter provides guidelines to ensure consistent documentation throughout OST in accordance with DOE and OST orders and policies.

6.2. Scope

OST management ensures procedures are in place to support compliance with provisions of the SOP guidelines applicable to all branches and sections.

6.3. Responsibilities

6.3.1. Course/Module Manager

The course/module manager is responsible for ensuring all training documentation is completed. The documents include but are not limited to attendee sheet(s), task certifications, performance checklists/tests, and participant reaction forms (critiques).

6.3.2. Curriculum

Curriculum is responsible for history, maintenance, production, and archiving of course documents including but not limited to training manuals, syllabuses, tests, text books, training aids, lesson plans, design documents, attendee rosters, and documentation of performance and participant reaction reports (critiques).

6.3.3. Unit Training Managers

The Quality Training System (QTS) ensures that currency and qualification are documented, maintains individual training records, monitors QTS updates, and ensures all training documentation is completed. Documents include but are not limited to attendee sheet(s), task certifications, qualification documents, performance checklists/tests, and participant reaction forms (critiques).

6.3.4. Supervisors

Ensure safeguard and security currency, qualifications, and training are documented and entered in QTS. Individual training records are created and maintained as appropriate.

6.3.5. OJT Administrator

Each operations area that conducts an OJT program will develop a policy, SOP, or implementation guide on how OJT will be conducted. This document should include but is not limited to

- Scope of the OJT
- Management and administration of OJT
- Required documentation
- Assessment of the OJT program

6.3.6. Instructors

Ensure completion of documents including but not limited to attendee sheet(s), task certifications, SB Form 43, student records, performance checklists/tests, and participant reaction forms (critiques).

6.3.7. Participants

The participant is required to ensure training is documented and to complete Participant Reaction Forms.

6.4. Courseware Files and Records

6.4.1. Program/Course Files

Program/course files contain documents produced throughout the ISD process and identified in the Curriculum Manual. Program/course files are kept at the responsible contract support agency, either in hard or electronic copy, in accordance with the Curriculum SOP. The files are maintained by fiscal year, program, and ISD phases (analysis, design, development, implementation, and evaluation).

6.4.2. Training Program/Course Records

The training program records the completed training documents which are kept at the responsible contract support agency and maintained in an auditable manner consistent with DOE and OST requirements. Training program/course records are maintained in an electronic or hard copy filing system within the curriculum department.

Training program/course records include:

Record Type	Filed in
Attendee Sheet	Are filed in the program/course files
Task Certification	Are copied for the program/course files and used as the source document for QTS entry
Training Test, Performance Measures and LSPT	Are filed in the program/course files
Qualification Test, Performance Measures and LSPT	Are copied for the program/course files and used as the source document for QTS entry
Training Progress Notes	Are filed in the program/course files
Schedules	Are filed in the program/course files
Critiques	Are filed in the program/course files
Critique Summary	Are filed in the program/course files
Change Documentation	Are filed in the program/course files
After Action Reports	Are filed in the program/course files
QTS Entry Source Documents	The OST Office responsible for the conduct of the training will enter completion of all training in QTS and maintained in an auditable manner.

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6.4.3. Lesson Plans and Curriculum

Lesson plan and curriculum (LPAC) is the configuration management system of OST located on the OST Web. It provides the following:

- The contracting organization responsible for the lesson plan and archived lesson plans (first sort)
- Lesson plan name
- Status of lesson plan (current, archive, draft)
- Current lesson plan that has been approved
- Active-current lesson plan
- Approval and annual review dates
- Classification of lesson plan

6.4.4. Master Copies

The responsible contractor maintains a master copy with original signatures of all OST lesson plans, practical applications, WBT, and exercise plans, etc.

Additionally, master copies of implementation documentation containing schedules, training plans, and training materials are kept at the responsible contract support agency, either in hard or electronic copy for history, research, and reference.

6.4.5. Task-to-Training Matrix

The task-to-training matrix is kept at the responsible contract support agency, either in hard or electronic copy. The task-to-training matrix is updated at the beginning of each course to reflect which tasks are being addressed in the course.

6.4.6. Non-DOE Training Courses

Per DOE M 470.4-3, the following is high-level guidance: “Attendance by PF personnel at non DOE Government or private training courses must be approved by the DOE cognizant security authority. Such courses must have clearly defined learning objectives and contribute to the job related KSAs of the FO/FA/SA/SPO assigned to attend. Records of training provided by other government or private facilities must be obtained and maintained (DOE M 470.4-1).”

There are times when training and instructional materials are available from sources external to DOE or current contractors. These materials may be used in an effort to reduce the cost or time to develop and implement a training program.

A course development team that includes a federal course manager, instructor, SMA, and curriculum developer is encouraged to review the course and its materials for applicability to the target audience and effective instructional design and safety and security review. A memo of review, analysis report, or e-mail trail is filed indicating a review based on the following criteria. The documentation is placed in the course development file and indicates that the training and instructional materials are:

- Appropriate for the target audience’s learning style
- Applicable instruction based on current job analysis of the target audience

- Incorporating effective instructional design methodologies
- Used as intended
- The training program, or any portion used, is consistent with vendor requirements
- Permission to use copyrighted materials must be obtained

If a program is used in its entirety, it is recommended that a review team attend the program and assess the conduct and instructional materials prior to its purchase. Results and recommendations should be filed in the course development file. The contracting organization for the training is responsible for maintaining this file.

7. Training Reviews

7.1. Training Program Review

Prior to the training conference(s), a review of all training programs for that fiscal year is accomplished. The review will follow up on all noted training assessment deviations and courses of action to determine if recommended courses of action have been left open, and determine any trends from course to course. This is a high-level program review and is different from the annual review conducted for individual courses covered in the Curriculum Manual.

7.2. Job Analysis/Job Qualification Standard Review

The review may consist of issuing a new analysis, updating a section, or issuing a document indicating what task changes (additions/deletions/changes) need to be made and when the training recommendation analysis will be complete.

7.2.1. Continuing Positions

The job analysis for each job analysis- and JQS-driven position in OST is reviewed and updated every year to ensure that all tasks listed are still relevant to that position and to add any new tasks that have been assigned.

7.2.2. New Positions

A job analysis will be completed for each new position requiring a job analysis in OST within 1 year of its creation. The analysis will determine and prioritize the training recommendations for all tasks being performed in that position.

7.3. Course Review

Course reviews should occur after the course is complete. The course manager conducts the review with the primary instructors, Curriculum, and other personnel as requested. The review evaluates implementation and should include

- Accomplishment of course goals
- Scheduling and sequencing
- Resources and logistics
- Safety
- Instructor qualification
- Participant reaction
- Instructor feedback
- Courseware issues
- Recommendations

The review is documented and sent to the program manager and other appropriate individuals who have responsibilities where there are concerns or recommendations.

7.4. Lesson Plan Reviews

Lesson plans that include practical applications and CBT/WBT storyboards/scripts used in a particular year's training must be reviewed prior to use. The review process is as follows:

- Appropriate contract support agency notifies the designated federal training specialist or the SMA of the necessary reviews for lesson plans or instructional materials
- The federal training specialist, or designee, reviews the lesson plan for appropriate
 - Goals and objectives
 - Equipment/procedures
 - Timing
 - Relevance to JQS
 - Tests
 - Revisions or updates to the lesson plan are noted:
 - If no change is required, the training specialist indicates that the lesson has been reviewed and no changes are needed (hard copy or electronically)
 - If changes are requested, the lesson plan change process will be followed
 - Lesson plan cover sheet review section is updated
 - Curriculum makes the appropriate changes
 - LPAC is updated to reflect completion of the review
 - Lesson plans are submitted to the OST Web (OST Curriculum or VMF OJT tabs) for posting, if applicable. Lesson plans that are used only at one site or that are classified are not posted to OST Web
 - Lesson plans reviewed during the course review are credited as reviewed and documentation is adjusted as necessary

7.4.1. Lesson Plan Change Process

Request to change lesson plans can occur for many reasons. The most compelling reasons are because the official process or directives have changed. Sometimes changes are requested because of minor problems, like misspellings.

The following process will be used when requesting any type of change to a lesson plan:

- Step 1:** Instructor and Participant Feedback Forms reviewed.
- Step 2:** Course manager completes the Program Revision Summary Form.
- Step 3:** Course manager forwards the Program Revision Summary Form to the applicable Operations organization for approval.
- Step 4:** Operations forwards the Program Revision Summary Form to Curriculum.
- Step 5:** Curriculum will evaluate the proposed changes.
- Step 6a:** If approved and the change decision can be made at the Curriculum level, Curriculum will forward the approved Program Revision Summary Form to appropriate curriculum developer.
- Step 6b:** If approved and the change decision cannot be made at the Curriculum level, Curriculum will forward the approved Program Revision Summary Form to the program/course manager.
- Step 6b:** If disapproved, Curriculum will return the disapproved Program Revision Summary Form to Operations.
- Step 7:** Changes are made to the lesson plans based on the Curriculum Manual process.

8. Training Staff

8.1. Purpose

This chapter addresses responsibilities, requirements, selection criteria, initial training, and continuing development for DOE/OST instructors, instructor candidates, and guest instructors/SMAs who provide training for OST. These guidelines ensure that instructors have the technical competency and instructional skills necessary to consistently conduct effective, high-quality training in the classroom, field, and on the job.

8.2. Scope

Training staff applies to all OST federal and contractor personnel responsible for training program design/development, scheduling, and implementation of all training.

8.3. Training Staff

Training staff members possess the technical knowledge, experience, developmental, and instructional skills required to fulfill their assigned duties.

8.3.1. Training Program Manager (Director TRALOC)

Manages the DOE/OST training group and is responsible for adherence to all federal regulations such as Department of Transportation, Occupational Safety and Health Administration, and DOE orders and training requirements in support of the OST mission.

8.3.2. Course Manager (ACT, ORT, VMF, etc.)

Coordinates and monitors training activities in support of identified OST training requirements.

8.3.3. Module Manager (Firearms, Drive, Exercise, etc)

The module manager reports to the course manager and works in cooperation with the TDT for his or her assigned training activities.

8.3.4. Curriculum Chief

The curriculum chief reports to the TRALOC director and coordinates and monitors the development of associated courseware for all OST-sanctioned programs.

8.3.5. Curriculum Developers

Members of the training team who report to the curriculum manager on all course development activities. Curriculum developers use the ISD process as outlined in the OST Curriculum Manual. The curriculum developer role is typically filled by a contract organization assuming responsibility for the analysis, design, development, and evaluation of training.

Qualifications The following courses and/or certifications approved for OST are determined to be minimum requirements for the continued professional development of a Curriculum Developer.

- Basic Instructor Training

- Job Analysis
- Curriculum Development
- TAP (also provided on videotapes)

8.3.6. OJT Instructor/Administrator

All OJT instructors/administrators shall take the OST OJT Instructor/Administrator course that outlines specific OJT program procedures, how to use OJT guidance, how to complete documentation, and the OJT administrator's roles and responsibilities. It is recommended that all OJT instructors/administrators take the DOE OJT Instructor/Administrator course prior to conducting any OJT.

8.3.7. Training Specialists/Instructors

Roles

Instructors may be required to facilitate learning in a variety of instructional settings to include the classroom, field exercises, computer laboratory, and in the workplace as OJT. The role of the instructor is to establish an appropriate learning environment; present material per the lesson plan; facilitate structured learning events, group discussions, and/or media-based learning events; and conduct performance evaluation/testing and feedback.

Competencies

An effective instructor demonstrates knowledge and skill in the subject being taught, at or above the level to be achieved by the participant, and maintains a proficiency in the appropriate subject matter areas. In addition, the instructor should obtain/maintain the following competencies:

- Group process skills
- Feedback skills
- Presentation skills
- Adult learning and understanding
- Questioning skills
- Self-knowledge
- Subject matter understanding
- Training and development theories
- Instructional techniques understanding

Qualifications

- All instructors must receive refresher training and be re-certified per DOE M 470.4-3
- Instructors possess Basic Instructor Training, Office of Safeguards and Security certification, or equivalent
- Instructors are qualified in the subject matter

Additional qualifications or instructional skills development are systematically documented as determined by qualified trainers, SMAs, and/or incumbents, as appropriate, based on training program needs and/or job requirements.

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Technical Qualifications

Adequate theory, practical knowledge, and experience in the content area are recommended. Technical competency is based on demonstration of technical ability and proficiency in explaining the subject areas.

Certifications

Completion of appropriate certifications in instructional areas. The following certificates can be obtained from the National Training Center:

- Firearms Instructor Certification
- Special Response Team Certification
- Special Response Team Instructor Certification
- Intermediate Force Instructor Certification
- Ground Control Instructor Certification

Other certifications include:

- Driving Certification

8.4. Instructor Recertification

Instructor re-certifications shall be in accordance with DOE M 470.4-3 and OST training requirements.

8.5. Records

Training staff records include documentation in support of training qualifications, certifications, and re-certification(s) for instructors and are maintained in QTS.

9. Qualification Training System (QTS) Records

9.1. QTS System Overview

QTS is a computer database with secure access developed to maintain the official training, currency and qualifications records for all OST associates. It is the official record for formal and informal training for OST. It provides the method of tracking training, currency and qualifications as required by the individuals position and job requirements. Individuals are subsequently assigned to respective groups as identified by their specific currency and qualification requirements.

The following personnel should be familiar with QTS (as access allows) and periodically review the electronic training records.

- Program and Course Managers
- Training/OJT Administrators
- QTS Data Entry Clerks
- Lead Training Specialist
- Supervisors
- Trainees

9.2. OST Records

Records for OST training are of three types:

- Electronic training records that documents training history and currency and qualification of OST requirements. Professional development for OST can also be maintained electronically on the QTS system. Paper copies may be kept, as needed by site or contractor requirements.
- QTS data source documents are used as a basis to enter QTS data and the reports generated from QTS. The source documents can be the QTS Data Entry Form 3.08.01 J, class lists, range/course rosters and other documents used by the individual, training staff, or management as the basis for QTS entry. These source documents should be maintained in an organized, retrievable system.
- The individual training folder, maintained by the most appropriate agency (training manager, training lead, supervisor, etc.), consists of diplomas or other miscellaneous training that are not stored in QTS. Information from diplomas and miscellaneous training may be recorded in QTS if appropriate. Recommend the Federal Agent Job Qualification Standard (JQS) be maintained in the individual training record. Other documentation of training may also be kept in these files if required by site or contractor requirements.

9.3. Qualification Training Systems Entry Requirements

At the completion of training, the QTS data entry source (Data Entry Form 3.08.01 J, task certification, attendance sheet, LSPT, etc.) will be forwarded to the QTS data entry clerk for the agency responsible for the conduct of training. A source document must contain the following components: individuals name, instructor/provider/certifier, score or pass/fail if applicable, date accomplished and currency/qualification event code (eight digit alpha numeric identifier)

Responsible agency for data input:

Training Conducted by:	Training Recorded in QTS by:
ACTB	Ft Chaffee Training Assistant
ORTB	OST Database Administrator
SRFB	OST Database Administrator
AOEC	EC Training Assistant
AOCC	CC Training Assistant
AOWC	WC Training Assistant
OST Staff Albuquerque	OST Database Administrator
OST Staff Ft. Chaffee	Ft Chaffee Training Assistant
TECC	TECC Database Administrator
Out-Side Vendor Training	Training Assistant for the Branch or AO that contracted the training

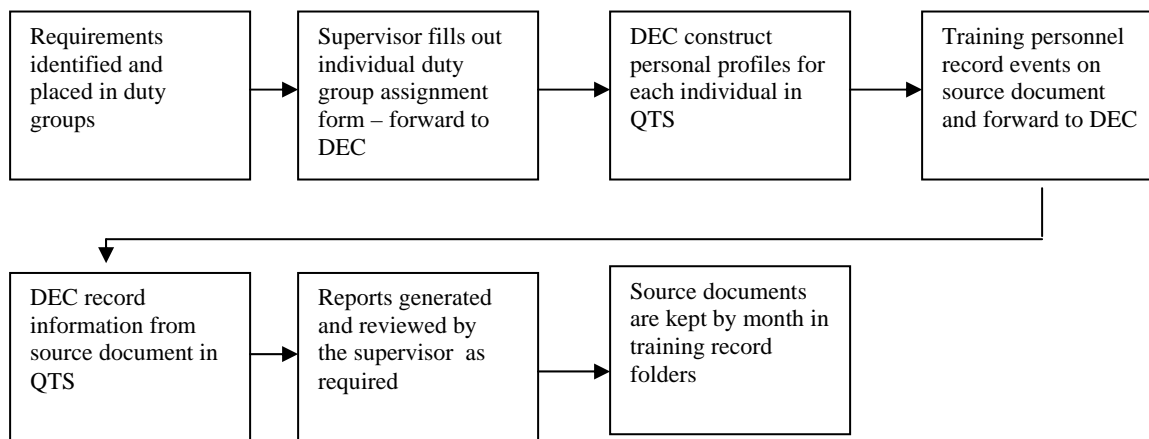
9.4. QTS Operations

The following is a basic summary and process of QTS

1. Currency and qualification requirements are identified and configured into duty groups and elements.
2. Supervisors identify individual duty requirements for each person they supervise by filling out the Duty Group Assignment Form 3.08.01 H and forward to data entry clerk (DEC).
3. DEC's construct personal profiles with group information provided by the supervisor.
4. Currency and qualification events accomplished (pass or fail) are recorded by the appropriate individual (Instructor, facilitator, training lead, program manager, unit commander, etc.) on the appropriate data source document and forwarded to the DEC in a timely manner. Accomplished currency/qualifications events should be recorded in QTS within 10 duty days from event accomplishment. Training conducted away from home station may occasionally take longer to be reflected in QTS and should be recorded within 10 duty days after returning to home station.
5. DEC's record the event to the individual's personal record in QTS.
6. Currency and Qualification reports are generated and reviewed by the supervisor as required.

7. Source documents will be stored by month in currency and qualification folders. Copies may be placed in the individual’s training folder as required.

Note: Supervisors should periodically review each subordinate’s currency and qualification profile. Individual duties change with mission requirements, mandated requirements, personnel changes etc. and must be accurately reflected in QTS. Minimally the supervisor will review each subordinate’s duty profile on an annual basis. Duty group review will be recorded on the subordinate’s currency/qualification profile in QTS. Changes in duty requirements are forwarded to DEC’s. DEC’s enter changes in QTS and produce a revised individual currency and qualification profile.



Detailed QTS information and instructions can be found in the QTS User’s Guide covering:

- Responsibilities
- Guidelines for administration
- User approval and access
- Levels of administrative rights
- Creating profiles, events, groups
- Assigning individuals to Groups
- Inputting training from data source documents
- Query
- Creating reports

10. Training Policies

10.1. Conduct

Training Code of

OST Training Code of Conduct

To achieve a professional training atmosphere the following apply:

- The use of all tobacco products in the classrooms is prohibited
- No eating during classroom lectures
- Refrain from the use of profane language
- Remain attentive to instruction
- No horseplay or other conduct prejudicial to the safety of oneself or others
- The use of intoxicants during training, or prior to training when such use affects training, is prohibited
- Instructors and participants will treat each other with the respect due to professionals
- Any public act that reflects adversely on the training activity or the United States government is prohibited
- Clean and straighten up your area each day prior to departure
- Participants and instructors will be in their assigned areas (i.e., in the classroom, on the range, etc.) prepared to train at the scheduled course start time
- All personnel are responsible to wear appropriate security identification
- Observe safety rules at all times

10.2.

OST Policies

OST polices can be found on the OST Web.

10.3.

Other Directives

10.3.1. Technical Training

- M&RSF
- M&RSF OJT Policy and Implementation Guide covering the OJT program in the M&RSF (G-0002 & E-0002)
- OST Quality Program Requirements
- Frequency and certification requirements for contractor and support are detailed and referenced

10.3.2. Transportation Emergency Control and Center

10.3.3. OJT Training Manual

- TECC OJT Policy and Implementation Guide covering the OJT program in the TECC
- Procedure-based, in-service training
- In-house and JTX

10.3.4. Emergency Management Training

- DOE O 151.1C Comprehensive Emergency Management System
- DOE G 151.1 V1-7 Development and Conduct of Exercises
- OST Emergency Management Training Plan

OST Training Manual

11. References

DOE Guide 151.1-1, Emergency Management Guide (Volumes 1-7)

DOE Order 360.1B, Federal Employee Training

DOE Policy 450.4, Safety Management System Policy :Integrated Safety Management System

Guide DOE M 470.4-1, Safeguards and Security Program Planning and Management

DOE Order 470.4-3, Protective Force

34.00.01.01 - OJT Administrator Course

OJT Course Policies/Training Manuals:

- Agents
- M&RSF
- TECC
- Emergency management

OST Training Policy (3.08)

OST Training Standard Operating Procedure (3.08.01)

OST Curriculum Manual (3.08.01.02)

Safety Management System Policy