Training Management Course Map

Unit 1
Orientation

Unit 2
Technical Training Review

Unit 3
Training Duties and Responsibilities

Unit 4
Scheduling

Unit 5
Programming

Unit 6
Analysis and Evaluations

Unit 7
Written Measurement and Feedback

Unit 8
Course Critique and Graduation

Program Outcome Addressed: This course prepares individuals to assume the duties of AETC Training Manager. Topics include applicable Air Force and Air Education Training Command directives and guidelines; Training Manager duties and responsibilities, training systems used, capacity/course modeling, programming, scheduling, and production analysis.

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Unit and Title	Objective	Assessments	Learning Activities: Learner Interaction & Engagement	Instructional Materials/Media
Unit 1 Orientation	1a. Complete course Orientation.	None	None	None

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Unit and Title	Objective	Assessments	Learning Activities: Learner Interaction & Engagement	Instructional Materials/Media
Unit 2 Technical Training Review	2a. Given references, state general principles about the organizational structure of technical training. 2b. Given references, state general principles about course development policy. 2c. Given references and a scenario develop a course number IAW Student Progress Check I-2a/4d. 2d. Given references, state general principles about course design/ media selection.	Written Test and Progress Check I-2c/4d.	During Course Numbering, the students are divided into groups and given course description scenarios which they use to develop course numbers.	Student text, block slides, course numbering scenarios, and PC instructions.

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Unit 3 Training Duties and Responsibilities	3a. Given references, state general principles about Training Manager duties and responsibilities. 3b. Given references, state general principles about the Specialty Training Requirements Team (STRT)/Utilization & Training Workshop (U&TW). 3c. Given references, Identify the relationship between data entered into course development software and course activation. 3d. Given references, identify the relationship between the ISD Management Plan (ISDMP) and graining design/development. 3e. Given references, state general principles about the Trained Personnel Requirement (TPR). 3f. Given references, specify the requirements for Course Resource Estimate (CRE) development. 3g. Given references, specify the requirements for Course Training Plan (CTP) development. 3h. Given references, state general principles about the course certification process. 3i. Given references, state general principles about course validation. 3j. Given references and a scenario, maintain AETC course announcement(s) IAW the Student Progress Checklist(s).	Written Test and Progress Check I-3j.	3h. Using clothesline, clothespins, and index cards with one certification process step per card, the students have to place the cards in the proper order. 3j. Students use the ETCA Simulator to complete scenarios about entering data into ETCA.	Student text, block slides, student activity materials for Objectives 3h and 3j, and PC instructions.

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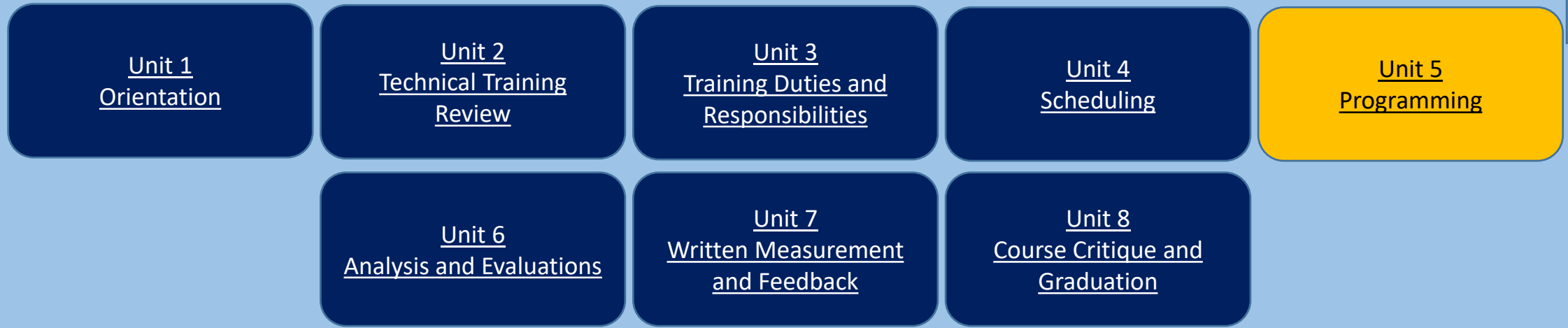| Unit and Title	Objective	Assessments	Learning Activities: Learner Interaction & Engagement	Instructional Materials/Media
Unit 4 Scheduling	4a. Given references, identify basic facts about the SETC planning process and Program Objectives Memorandum (POM). 4b. Given references, state general principles about trainee classification. 4c. Given references, state how the Program Guidance Letter (PGL) and Programmed Technical Training (PTT) affect class scheduling. 4d. Given references and a scenario, perform capacity assessment/course modeling IAW the Student Progress Check I-2a/4d. 4e. Given references, state the relationship between constraints and scheduling courses. 4f. Given references, state general principles about the student requirements process. 4g. Given references, associate the role of the Training Manager with course scheduling and programming actions. 4h. Given references, state general principles about student administration.	Written Test and Progress Check I-2a/4d.	Exercise 4d. This exercise will consist of two parts. The first part the students will develop a course number. The second part the student will perform a capacity assessment for the course. Facilitator asks questions to determine student understanding of how to perform a capacity assessment.	Student text, block slides, and PC instructions.

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Unit 5 Programming	5a. Given references and a scenario, use the AETC approved scheduling system to schedule a course IAW the Student Progress checklist. 5b. Given references and a scenario, prepare an AETC Form 179A, Course Training Schedule for Allocations, IAW the Student Progress checklist.	Progress Checks I-5a and I-5b.	5a. Students use the AETC Scheduling Simulator to learn how to input course parameters and request a new course number and PDS code to schedule a new course. 5b. Students are given AETC Form 179A and scenarios to put information on to the form.	Student text, block slides, and PC instructions.

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Unit 6 Analysis and Evaluations	6a. Given references and scenarios, perform production analysis IAW the student progress checklist with a minimum passing score of 75 percent. 6b. Given references, identify Training Manager responsibilities when dealing with training status. 6c. Given references, identify the relationship of basic facts about training evaluations.	Written test and Progress Check I-6a.	6a. Students will use the student text and applicable references to understand production analysis data in order to recognize the cause and effect of student flow.	Student text, block slides, and PC instructions.

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Unit and Title	Objective	Assessments	Learning Activities: Learner Interaction & Engagement	Instructional Materials/Media
Unit 7 Written Measurement and Feedback	7a. Written Measurement and Feedback	Written test.	Students will fill-in the answer sheets indicating their selected answer to the questions.	None

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Unit 8 Course Critique and Graduation	8a. Course Critique and Graduation.	None	Students will access TTMS EOC to complete the End of Course survey.	None