

TRAINING PLAN

The offeror shall prepare and submit with its proposal a Training Plan in accordance with these Training Plan Requirements using the sample training plan below for guidance.

TRAINING PLAN REQUIREMENTS

- A. PROVIDE TRAINING OUTLINE WHICH CONTAINS THE FOLLOWING:
 - 1. DESCRIPTION OF COURSES TO BE EXECUTED FOR THE SYSTEM (E.G. OPERATOR, SETUP/CONFIGURATION, ETC.)
 - 2. DESCRIPTION OF TARGET AUDIENCE TO BE TRAINED FOR EACH COURSE (MOS AND RANK)
 - 3. NUMBER OF STUDENTS PER CLASS.
 - 4. LENGTH OF EACH COURSE TO BE EXECUTED.
 - 5. EQUIPMENT REQUIREMENTS FOR EACH COURSE IN EXECUTING TRAINING.
- B. PROVIDE A TASK LIST THAT INCLUDES CONDITIONS AND STANDARDS FOR EACH COURSE TO BE TAUGHT (E.G. OPERATOR, SETUP/CONFIGURATION).
- C. PROVIDE A LIST AND DESCRIPTION OF REQUIRED RESOURCES (CLASSROOMS, FACILITIES ETC) TO CONDUCT TRAINING.
- D. PROVIDE A DESCRIPTION OF ANY REQUIRED PRE-REQUISITE TRAINING TO BE EXECUTED PRIOR TO SYSTEM TRAINING.
- E. DRAFT COURSE (OPERATOR, SETUP/CONFIGURATION, ETC.) TRAINING PACKAGE WHICH CONTAINS:
- F. LESSON PLANS FOR EACH COURSE TO BE EXECUTED:
 - 1. LESSON PLANS MUST CONTAIN THE TASKS TO BE TRAINED AND THE LEARNING STEPS TO PERFORM THE TASKS.
 - 2. EACH LESSON PLAN MUST CONTAIN SUFFICIENT CONTENT TO TRAIN/EDUCATE SOLDIERS ON THE KNOWLEDGE REQUIRED TO EFFECTIVELY AND SAFELY SET-UP /START-UP, OPERATE, POWER DOWN /SHUT DOWN OPERATE, AND OR CONFIGURE THE SYSTEM.
 - 3. ANY OTHER TRAINING PRODUCTS REQUIRED TO TRAIN/EDUCATE THE SOLDIERS ON THE SYSTEM (E.G. OPERATOR MANUALS, TRAINING AIDS, ETC.)

SEE Sample Training Plan embedded PDF below

EXAMPLES

1. TASK DEFINITION: THE LOWEST BEHAVIORAL LEVEL BY A SOLDIER THAT IS PERFORMED FOR ITS OWN SAKE. TWO TYPES OF TASKS ASSOCIATED WITH MOST SYSTEMS ARE OPERATOR AND MAINTAINER TASKS.

EXAMPLE OF A PROPERLY WRITTEN TASK: CONDUCT START-UP PROCEDURES FOR THE TRANSCEIVER.

2. TASK COMPONENTS: ACTION, CONDITION, AND STANDARDS:

Task title (Action)	An individual task title consists of only one appropriate, present tense, action verb and only one object. Example : Identify start-up procedures for the Transceiver
Condition	Reflects on-the job conditions as closely as possible. a. Tells what starts the performance. b. States the limits or constraints on performance. c. Identifies equipment, materials, tools, job aids, manuals, references, etc. required. d. Identifies safety and environmental considerations. Example: In a classroom environment, given a Transceiver, classroom instructions, and references TM 11-7010-484-13&P, TM 11-7025-326-13&P, and TB 11-7010-356-10-3.
Standard	Clear, observable, and measurable standard(s) that provide criteria for evaluating performance relevant to the condition (classroom / field). a. A verb phrase that identifies what the standard will evaluate (that is, the process the soldier performs, the product produced, or both). b. The performance criteria that establish how well a task must be performed in the field. Example: Is met when the student has demonstrated the correct Transceiver start-up procedures.