

COURSE TRAINING TASK LIST HOW TO

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What is a Course Training Task List (CTTL)?

The Course Training Task List (CTTL) lists all the duties and tasks for a given course.

The CTTL duties, which are the major parts of a job, and the CTTL tasks, which are the key parts of duties, support the Course Mission Statement. The CTTL is used to develop learning objectives for a course. (Source: NAVEDTRA 130A, Volume I, 3-1-1 to 3-2-12)

What are the parts of a Course Training Task List (CTTL)?

The CTTL lists duties and tasks, sources for the duties and tasks, and whether each duty and task will be taught at the knowledge (K) level or at the skill (S) level. Each entry in the CTTL is numbered.

Duties are a major part of a job and directly support the Course Mission Statement. Duties take up most of the work time, and happen often during the work cycle. A duty must begin with an action verb that is observable and measurable. The duty must end with an object that the verb acts upon. Duties are made up of tasks.

Example Duty Statement:

- PLAN open circuit SCUBA diving operations.

In this example, PLAN is the observable and measurable action verb. The object of that verb is open circuit SCUBA diving operations.

Tasks are the key parts of a duty. Tasks are independent segments of a job that are completed in a fairly short amount of time. Tasks are **not** components of a procedure. Like duties, task statements must be observable and measurable. They should be written with an action verb and end with an object.

Example Task Statement:

- IDENTIFY considerations that affect dive planning.

In this example, IDENTIFY is the observable and measurable action verb. The object of that verb is considerations that affect dive planning.

Sources are all of the documents, references, and other information used to create the duties and tasks that appear on the Course Training Task List (CTTL). Information cited in a source includes the source name, its acronym, title of the document or reference, volume number, page number, and if necessary, paragraph number. Duty and task statements can have more than one source.

Single Source Example:

- Navy Military Personnel Command Manual (BUPERS Manual), Article 1410380, Exhibit 6.

Multiple Source Example:

- U.S. Navy Diving Manual, Volume 1, NAVSEA 0994-LP-00109010, para. 6-9.6.3(1); Technical Manual, Underwater Work Techniques Volume 1, pg 3-2-1 (CONF) NAVSEA 0967-LP-007-8010.

(Source: NAVEDTRA 130A, Volume I, 3-1-2, 3-3-13; NAVEDTRA 130A, Volume II, A-2-3, A-2-7)

Knowledge (K) indicates the duty/task will be taught to the knowledge level only. Students will do any of the following: (1) Recall/recognize terms, facts, rules, methods, procedures, and concepts; (2) comprehend procedures, concepts, rules or principles; (3) explain how to perform a duty or task; (4) analyze, synthesize, or evaluate information, procedures, and solutions. Compare to the definition for S(kill). (Source: NAVEDTRA 130A, Volume I, 3-3-13)

Skill (S) indicates the duty/task will be taught at the skills or "hands-on" level. Students will actually perform the duty/task in the schoolhouse. (Source: NAVEDTRA 130A, Volume I, 3-3-13)

The **numbering system** in "Charting a Course" is different than the numbering system found in the NAVEDTRA 130A series. Duties are numbered 1.0, 2.0, 3.0, and so on. The task numbers look like 1.1, 2.1, and 3.1. If there are five tasks for duty 2.0, they would be numbered 2.1, 2.2, 2.3, 2.4, and 2.5. These numbers will be the same numbers assigned to the terminal objectives and enabling objectives developed from the duties and tasks.

What do I need to do before I begin developing a CTTL?

Click on the steps below to get ready to develop the duties and tasks that make up a CTTL.

1. [Read the Course Mission Statement.](#)
2. [Gather job analysis data that supports the Course Mission Statement.](#)
3. [Review/compile job analysis data/information.](#)

1. Read the Course Mission Statement.

The Course Mission Statement is located in the Training Project Plan. It will provide you with the "who," "what job," "degree of qualification," the "where," and "conditions" for training.

2. Gather job analysis data that supports the Course Mission Statement.

Every job in the Navy has documents describing what to do and how to do it. A list of some of these documents is provided in the table shown below. You will not necessarily need all of the types of documents that are included in the table. Gather only those documents/methods that support the course mission. Whenever possible, gather the job-related data/information in electronic media format. This will facilitate your CTTL development. Examples include Common Code Files and Logistics Support Analysis Reports.

| Documents | Explanation |
|-----------------------------------|---|
| Course Training Task Lists (CTTL) | CTTLs for existing courses provide duties and |

| | |
|---|--|
| | support for a variety of jobs. In addition, the references listed provide an excellent source of job analysis information. |
| NOTAP Common Code File | The Navy Occupational Task Analysis Program (NOTAP) Common Code File lists tasks, skills, and equipment for most Navy ratings along with statistical information. |
| Front End Analysis (FEA) Reports | NETPDTC conducts Front End Analysis in accordance with CNET tasking. Skill and knowledge inventories are available for many Navy courses. |
| Logistics Support Analysis Record (LSAR) Nos. 014, 015, 023, and 024 | These documents provide very detailed sequential task descriptions for the operation and/or maintenance of equipment developed under contract. |
| General Documentation | One of the primary source documents used to identify documentation is NAVEDTRA 10052-AJ, Bibliography for Advancement Study. This document lists publications that support military requirements for all ratings and apprenticeship. |
| Formal Navy Course Curriculum Outlines/Training Course Control Document | Other sources are those references that list formal Navy courses. Formal Navy courses which teach skills and knowledge relevant to your area should be part of your documentation. |
| Training Manuals and Nonresident Training Courses | Consult NAVEDTRA 12061, List of Training Manuals and Nonresident Training Courses. This lists all NAVEDTRA Training Manuals and Nonresident Training Courses. |
| Standards | Naval and Occupational Standards (OCCSTD), Naval Enlisted Classification (NEC) descriptions and Navy Officer Billet Classification (NOBC) all list skills and knowledge and should be included on your documentation list, as appropriate. |
| Personnel Qualification Standards | Often PQS books list skills and knowledge appropriate to your area. These PQS may be identified by referring to NAVEDTRA 43100-5, Personnel Qualification Standards Catalog. |
| Technical Manuals and other Technical Publications | These documents give valuable job performance information on the operation and maintenance of equipment, weapons, and weapons systems. |
| Maintenance and Material Management (3-M) System | These volumes provide detailed information on what is necessary to do a job. |
| Personnel Performance Profile (PPP) Tables | PPPs provide a list of required skills and supporting knowledge. A PPP lists the minimum knowledge and skills required to operate and maintain a system, subsystem, or equipment. |
| On-site Observation or Job Interview and Jury of Experts | These methods are conducted by Subject Matter Experts (SMEs). With the Jury of Experts method, SMEs are assembled to record and organize the required job information. These methods involve considerable effort because of the amount of data that must be processed. |

3. Review/compile job analysis data/information.

In the previous step you gathered all the documents that contain job related data/information in the area you have defined. In this step you will systematically work your way through each

of these documents, pulling out and recording each duty and task that supports the Course Mission Statement. Be sure to record the source of each duty and task.

Note: NAVEDTRA 130A, Volume I, pages 3-3-1 to 3-3-9 provides more information how to use these sources to write duty and task statements.

(Source: NAVEDTRA 130A, Volume I, 3-2-2 to 3-2-8 and 3-3-1 to 3-3-9)

How do I develop a CTTL?

Click on the steps below to guide the development of a CTTL.

1. [Identify CTTL duties and tasks that match the Course Mission Statement, and that will be performed on the job.](#)
2. [Write a complete reference for the source documentation for every duty or task.](#)
3. [Write CTTL items \(duties and tasks\) in concise terms.](#)
4. [Determine whether each duty and task will be taught at the skill or knowledge level.](#)

1. Identify CTTL duties and tasks that match the Course Mission Statement, and that will be performed on the job.

When you are selecting duties and tasks to include in the CTTL, be sure to only include those duties and tasks that support the Course Mission Statement. In addition, all duties and tasks included in the CTTL must be ones that are performed on the job. Duties are a major part of a job. Tasks are the key parts of a duty. Tasks are **not** components of a procedure.

2. Write a complete reference for the source documentation for every duty or task.

Cite the source so that the person who will be writing the terminal objectives for the duties and the enabling objectives for the tasks can locate the information supporting the duty and tasks statements. Be specific. Include, as appropriate, the source name, acronym, title, volume number, chapter, page number, and if necessary, paragraph number. Use the same amount of source detail for duties and tasks. A duty or task may have more than one source as the following examples indicate.

Single Source Example:

- Navy Military Personnel Command Manual (BUPERS Manual), Article 1410380, Exhibit 6.

Multiple Source Example:

- U.S. Navy Diving Manual, Volume 1, NAVSEA 0994-LP-00109010, para. 6-9.6.3(1); Technical Manual, Underwater Work Techniques Volume 1, pg 3-2-1 (CONF) NAVSEA 0967-LP-007-8010.

3. Write CTTL items (duties and tasks).

All duty and task statements that make up a CTTL should be written with a performance action verb, and they should end with an object.

A performance action verb is used to state what the student is expected to do. It must be observable and measurable. This means that the verb must be as precise as possible and describe what the student will be doing. The object is what the action verb acts upon.

Verbs such as “know” and “understand” are not performance-oriented and are not observable. Verbs such as “perform,” “develop,” and “construct” are observable and measurable.

| Correct Examples | Incorrect Examples |
|------------------|--------------------|
|------------------|--------------------|

| | |
|--|---|
| Perform weekly maintenance on computers. | Understand weekly computer maintenance procedures. |
| Develop a Skill/Knowledge Inventory. | Know the contents of the enlisted performance evaluation. |

(Source: NAVEDTRA 130A, Volume 1, 3-2-9)

Make sure that the task statements you write support duty statements. Each duty in the CTTL must be followed by its supporting tasks. Following is an example of a duty and four supporting tasks.

| | |
|--------------------------|---|
| Example Duty | Prepare diving records. |
| Example Supporting Tasks | <p>Complete diving mishap and injury reports.</p> <p>Complete individual diving log report and diver's personal dive log.</p> <p>Verify approval for service diving equipment.</p> <p>Prepare custody records for diving equipment.</p> |

In the above example, the four tasks are components of the duty "Prepare diving records." Each of the above task statements represents an independent part of the job.

(Source: NAVEDTRA 130A, Volume I, 3-2-1, 3-3-10 to 3-3-12)

4. Determine whether the level of training for each duty and task will be taught at the skill or knowledge level.

Use the Course Mission Statement to determine which duties and tasks must be taught at the performance or "S" level. Duties and tasks should be taught at the skill level if possible.

Constraints such as space, equipment, funding, personnel, facilities, course length, and class capacity may require some duties and their supporting tasks to be taught at the knowledge or "K" level. (Source: NAVEDTRA 130A, Volume I, 3-3-13 to 3-3-14)

What does a CTTL report look like?

Following is a sample CTTL report from the "Charting a Course" system. The sample includes the first two duties, their supporting tasks, sources and levels from the CTTL for the Navy SCUBA Diver course that is available in NAVEDTRA 130A, Volume II, A-2-1 to A-2-10. Note that the numbering system in the "Charting a Course" system assigns whole numbers (1.0, 2.0, and so on) to duties and decimals to tasks associated with those duties. For example, the tasks assigned to duty 1.0 are given the following numbers: 1.1., 1.2, and 1.3. The date that the CTTL was last modified appears on the report as well. It lets readers know the month, day, and year the CTTL was last modified.

Charting a Course: Objectives Module

COURSE TRAINING TASK LIST (CTTL)

NAVY SCUBA DIVER

A-433-0023A

Date Modified: MM/DD/YYYY

Course Mission Statement

The SCUBA Diver course is designed to provide qualified personnel with the basic training necessary to qualify as a SCUBA diver, perform as a dive team member to plan and conduct open circuit SCUBA diving operations including inspection of major hull components. Diving operations includes underwater searches, underwater maintenance and preparation of records and reports. Conduct initial treatment of diving related injuries. Inspection and maintenance is performed on open circuit SCUBA equipment and accessories along with charging of SCUBA cylinders. Day and night diving operations will be conducted from a shore installation and open water to a qualification depth of 130 FSW.

| <u>No.</u> | <u>Source</u> | <u>Duty/Task</u> | <u>Level</u> |
|------------|--|--|--------------|
| 1.0. | Navy Military Personnel Command Manual (BUPERS Manual), Article 1410380, Exhibit 6 | Qualify as a SCUBA diver. | S |
| 1.1. | BUPERS Manual, Article 1410380, Exhibit 3 | Meet SCUBA diver physical conditioning level. | S |
| 1.2. | U.S. Navy Diving Manual, Volume 1, NAVSEA 0994-LP-001-9010, para. 4-7 | Select SCUBA diver equipment for qualification dives. | S |
| 1.3. | U.S. Navy Diving Manual, Volume 1, NAVSEA 0994-LP-001-9010 | Comply with SCUBA diving safety requirements. | S |
| 2.0. | U.S. Navy Diving Manual, Volume 1, NAVSEA 0994-LP-001-9010, para. 4-11 | Prepare diving records. | S |
| 2.1. | OPNAVINST 5102.1C, Chapter 8 | Complete diving mishap and injury reports. | S |
| 2.2. | U.S. Navy Diving Manual, Volume 1, NAVSEA 0994-LP-001-9010, para. E-4 | Complete individual diving log report and diver's personal dive log. | S |
| 2.3. | NAVSEAINST 10560.2C | Verify approval for service diving equipment. | S |
| 2.4. | U.S. Navy Diving Manual, Volume 1, NAVSEA 0994-LP-001-9010, para. A-4 | Prepare custody records for diving equipment. | K |

(Source: NAVEDTRA 130A, Volume II, A-2-1 to A-2-4)