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A045

RERP TRAINING PROGRAM

Revision Summary

- 1) This is a new procedure.

Implementation Plan

- 1) This procedure goes into effect upon issuance.

Attachments

- 1 10/31/00 RERP Training Feedback Form
- 2 10/31/00 RERP Instructor Observation Form
- 3 10/31/00 RERP Exam Cover Sheet
- 4 10/31/00 Exam Analysis Worksheet
- 5 10/31/00 Waiver of RERP Training
- 6 10/31/00 RERP Training Change Request
- 7 10/31/00 RERP Training Material Reference List
- 8 10/31/00 RERP Training Attendance Form
- 9 10/31/00 RERP Training Remediation Form

Enclosures

- A 10/31/00 Qualification Guide Format
- B 10/31/00 STQPD Format
- C 10/31/00 Course Plan Format
- D 10/31/00 Lesson Plan Format
- E 10/31/00 Task Evaluation Format
- F 10/31/00 Student Text Format
- G 10/31/00 Student Handout Format
- H 10/31/00 Exam Bank Question Format
- I 10/31/00 Exam Guidelines

CONTROLLED

<i>Information and Procedures</i>				
DSN EP-550	Revision 0	DCR # 00-1690	DTC TPEPT	File # 1703.10
IP Code 1	Date Approved 12/13/00	Released By D. Beckner/sj	Date Issued 12/18/00	Recipient 935

1.0 PURPOSE

To describe how to develop, maintain, and implement all aspects of the RERP Training Program.

2.0 USE REFERENCES

MQA11, Condition Assessment Resolution Document

3.0 RESPONSIBILITIES

3.1 Supervisor, RERP is responsible for:

- 3.1.1 Assigning course administrator responsibilities
- 3.1.2 Assigning subject matter expert responsibilities
- 3.1.3 Assigning Instructional Technologist, RERP responsibilities
- 3.1.4 Assigning WFM/RERP database ownership responsibilities
- 3.1.5 Approval of training waivers/extensions
- 3.1.6 The Initial and "Requal" RERP Training Schedules

3.2 Course Administrators are responsible for:

- 3.2.1 Reviewing Delivery Package(s) to ensure they are accurate and complete
- 3.2.2 Annual audit of assigned courses kept in the training vault to ensure all required course materials are current and in place
- 3.2.3 Review of assigned course materials that have been revised to ensure that they are accurate and lucid

3.3 Instructional Technologist, RERP is responsible for:

- 3.3.1 Reviewing trainee feedback for instructor/lesson effectiveness
- 3.3.2 Reviewing exam analysis for trends
- 3.3.3 Reviewing drill, exercise, and event critiques for training impact
- 3.3.4 Observing each RERP instructor periodically
- 3.3.5 Assuring instructor and training program effectiveness
- 3.3.6 Periodically review training materials for accuracy with respect to this procedure

3.4 RERP Training Coordinator is responsible for:

- 3.4.1 Tracking the training status of the Emergency Response Organization (ERO)
- 3.4.2 Assisting in the development of the initial and "requal" training schedules
- 3.4.3 Ensuring the training schedules are posted appropriately
- 3.4.4 Tracking training extensions
- 3.4.5 Informing the organization Unit Heads of the training status for their employees maintaining the WFM_RERP Database
- 3.4.6 Inputting completed RERP training into WFM_RERP Database

4.0 GENERAL INFORMATION

4.1 Emergency Response Organization (ERO) Assignment

- 4.1.1 Several personnel carry emergency response duties as part of the normal job description. These personnel include: Operations, Radiation Protection, Chemistry, Security, and Maintenance shift personnel, also Work Week Managers, On-Call ISEG Engineer, Work Control NASS, and On-Call Maintenance Support.
- 4.1.2 All other ERO positions are filled by appointment from the Supervisor, RERP.

- 4.1.3 The Work Force Management (WFM)/RERP database is normally used to identify the ERO members, their training requirements, training status, and training expiration dates.

4.2 Training Status

- 4.2.1 Each ERO member shall be assigned a training status code. This allows for scheduling, notifications, and status of qualifications.
- 4.2.2 This code shall be maintained in the WFM/RERP database.
- 4.2.3 Training status code are as follows:
- T – designates trainees currently in the process of completing initial training
 - R – designates trainees due for requalification
 - A - designates trainees whose qualifications are up to date
 - E - designates trainees whose qualifications are expired
 - S – this code is used to maintain a historical account of training taken by a previously qualified individual who is not currently assigned an ERO position
- 4.3 Although RERP training is exempt from the Nuclear Training Conduct Manual (NTCM) and associated Nuclear Training Policies, they may be used to provide additional guidance for the development and implementation of the training program.
- 4.4 The RERP staff shall utilize the CARD system to facilitate training material revisions.
- 4.5 Trainee evaluations are normally administered at the end of a training session. The methodology of evaluation should be commensurate with the level of instruction (i.e., table top drill performance, written or oral exams, etc.). Regardless of method used, the evaluation must be measurable and allow for immediate feedback to the trainee for observed weaknesses. The written course plan and/or lesson plan should identify the appropriate evaluation methodology; however, other methods may be used with approval by the Supervisor, RERP. Other approved methods used shall be noted on the training attendance form.
- 4.6 Specific training development **and** implementations as a result of plant modifications, **new** regulatory commitments or CARDS should be tracked with the CARD system.

- 4.7 Comprehensive Program Evaluations of RERP Training are not required if the following conditions are met:
- 4.7.1 All RERP drills/exercises are evaluated based on performance and/or knowledge level
 - and**
 - 4.7.2 External audits do **not** indicate a downward or unacceptable trend in program effectiveness
 - and**
 - 4.7.3 RERP's NRC Performance Indicators do not indicate a significant downward trend
- 4.8 Self assessments may be performed at the discretion of the Supervisor, RERP.
- 4.9 Selection, Training and Qualification Program Descriptions (STQPDs) are used to define the formal qualifications of personnel.
- 4.9.1 A STQPD may reference or require another STQPD to fulfill training requirements.
 - 4.9.2 Any revision to a STQPD shall describe the impact and implementation/exemption methods for incumbent personnel.
 - 4.9.3 Any revision to the ERO's STQPD shall be communicated to the affected personnel.
 - 4.9.4 The Regulatory Qualifications List is maintained by Nuclear Licensing.
 - 4.9.5 Personnel shall not perform unsupervised tasks prior to completing all training identified in the STQPD.
 - 1. Unusual circumstances may exist that requires the use of an employee who does not possess all of the qualifications specified for a task. These will be evaluated and documented on a case by case basis by the Supervisor, RERP.
- 4.10 Any forms listed in the NTCM may be used except for those listed as Enclosures in this document. Variations of the NTCM or this procedure's forms may be used, with the concurrence from the Instructional Technologist, RERP, but shall not detract from the intent.

- 4.11 RERP Training Coordinator shall develop and distribute a RERP Training schedule identifying instructor, date, time, and location for each course to be taught.
- 4.11.1 Trainees shall be informed of the posting of the RERP Training Schedule in a timely manner.
 - 4.11.2 Trainees shall maintain an "active" ERO status by completing their required training as assigned.
 - 4.11.3 Trainees are expected to contact the RERP Training Coordinator to book a time slot for completion of their required training in a timely manner.
 - 4.11.4 Trainees shall attend their required training as scheduled. Any conflicts must be communicated to the assigned Instructor at least 24 hours in advance, if possible.
- 4.12 RERP staff should periodically review associated Nuclear Training Task Lists, as requested, to assure applicability of task lists.

5.0 PROCEDURE

5.1 Development/Revision of Training Material

5.1.1 General

1. Training material shall be developed, revised, and approved in accordance with this procedure. These actions should be documented using Attachment 6, RERP Training Change Request (TCR) form.
2. Major Training Change Requests are initiated using the CARD system.
3. Any revision of training material requires an evaluation to determine the impact on the incumbent(s). The Course Administer shall determine the appropriate implementation method for the revised training material.
4. The Supervisor, RERP shall designate a Subject Matter Expert for the purposes of TCR review/approvals.
5. The Supervisor, RERP, may grant exemptions to compliance with this procedure on a case by case basis. All exemptions shall be documented in an appropriate manner.

5.1.2 Minor Training Change Requests (MTCRs)

1. A "minor" change may be made if the change to the material does not add, delete, significantly modify commitments, or lesson objectives, change major portions of the material's content, or significantly impact the ERO performance.

5.1.3 Processing TCRs (refer to Attachment 2)

1. TCR numbers are normally generated using the CARD System. The CARD number shall be identified in block 1C.
2. For a minor change, check the minor box in Block 1C and enter N/A for the CARD number.
3. Attach new or revised document to a TCR form.
4. Complete Part I of the TCR form as follows:
 - 1A - fill in the unit number for the document

NOTE: Revision number shall not be changed for minor changes.

- 1B- next revision number
- 1C - fill in the CARD number
- 1D - title of the training document
- 1E - describe the changes made
- 1F - review and check off appropriate items. List any existing commitments

NOTE: Any existing reference list is available in the Nuclear Training Records Vault.

- 1G - Review the reference list for accuracy. If one has not been prepared or if changes are needed, include an updated list using Attachment 7, RERP Training Material Reference List, with the TCR.
- 1H - Complete as indicated which demonstrates all actions for steps 1A through 1F are correct and complete.

5. In blocks 2A-2D, obtain the appropriate level of the review/approval as specified below:

NOTE: NGUH is the Nuclear Generation Unit Head, normally the Director of Licensing.

	IT	SME-1	SME-2	Supervisor, RERP	NGUH
STQPD	*	X		X	X
CP	*	X		X	
LP	*	X		X	
SH	*	X		X	
ST	*	X		X	
EB	*	X		X	
PD	*	X		X	
QG	*	X		X	
MTCR				X	

* Required for all new documents, or a significant change to existing documents.

6. Once the approval process is complete, forward the TCR to the Nuclear Training Records, 234 NOC for filing.
7. Inform all affected Nuclear Training Departments for any revision to QP-ER-665.

Approval Signature Responsibilities

- IT Performs an administrative review to assure compliance with this procedure.
- SME Performs a technical review to assure:
- Technical accuracy
 - Agreement with existing commitments and regulations
 - Objectives are clear and are supported by the training materials
 - Tasks are identified and supported by the training material
 - Peer checks actions performed correctly in accordance with step 5.1.3.4
- Supervisor, RERP Reviews for compliance with the RERP Plan, RERP Implementing Procedures, department policies and standards, and management expectations.

NGUH Reviews for compliance with the organization's policies and training program content/standards.

5.1.4 STQPDs

1. STQPDs describe the training program requirements for a particular job.
2. STQPDs should be developed using Enclosure B.

5.1.5 Course Plans

1. Course plans describe how a course is to be taught.
2. Course plans should be developed using Enclosure C as a guide.

5.1.6 Lesson Plans, Student Texts and Handouts (STs and SHs)

1. Lesson Plans, Student Texts and Handouts should be developed using Enclosures D, F, and G.

5.1.7 Exam Banks

1. Exam questions shall be derived from the Lesson Objectives.
2. When practical, a minimum of two questions per Learning Objective should be written.
3. Exam Banks (EB) shall have a cover sheet containing the following information:

- a. Title of the training unit
- b. EB number, which shall be in the following format:

EB-ER-AAA-BBBB, where

EB - designates document as an Exam Bank

ER - designates the document as a RERP course

AAA- course number

BBBB - unit/lesson number

- c. Revision number

4. Exam Bank questions should be in the format similar to Enclosure H.
5. All exam questions should be written using Enclosure I as a guideline.
6. All exam questions shall have assigned point values. Enclosure I can provide guidance.

5.1.8 Task Evaluations

1. Task evaluations are used to determine if a trainee has achieved sufficient mastery of a specific or several tasks.
2. Task evaluation sessions are normally performed with a trainee to instructor ratio of one-to-one.
3. Task evaluations are developed using Enclosure E.

5.1.9 Qualification Guides

1. Qualification Guides (QG) are used to facilitate position specific training for both knowledge and performance items unique to an ERO position.
2. QG should be developed using the format found in Enclosure A.
3. Each QG shall have an attached workbook. The workbook shall provide the expected responses for the knowledge and performance items identified on the QG.

5.1.10 Operating Experience

1. Operating experience training materials shall be developed and implemented in an appropriate manner.
2. Operating experience may be developed from INPO Plant Status Reports, NRC Inspection Reports, Drill/Exercise Lessons Learned, or the operating experience review group, a part of the Nuclear Licensing Department. The information is incorporated into the training program in a manner suitable to the tasks and/or job positions involved. These may include case studies, table-top scenarios, Lesson Plan attachments or self-study.

3. Adequate evaluation must be performed to assure applicability and effectiveness. This can be documented using the CARD system.
4. Application of the "Systematic Approach to Training" shall determine the best method for implementation.

5.2 Trainee Evaluations

5.2.1 General

1. Several methods of trainee evaluations may be employed to evaluate trainee knowledge and/or skills. These may include, but not limited to, the following:
 - Written or oral exams
 - Interviews/oral boards
 - Task evaluations
 - Knowledge surveys or quizzes
 - Case studies
 - Drill/exercise performance and critique
 - Table-top scenarios
 - Classroom exercises
 - Games
 - Trainee exercises
 - Homework problems
2. All written exams shall use approved exam questions.
3. All exams questions, written or oral, may be selected from a previously developed and approved exam bank.
4. Written exams that are not derived from an approved exam bank may be used. However, the individual exam must be approved to the same level of approval as an exam bank as shown by step 5.1.3.5.
5. Attachment 3 shall be used to facilitate approval of written exams not derived from an approved exam bank
6. All oral exams shall document the questions used and be included with the Delivery Package.

7. Evaluations need not test all objectives of a course/lesson but should examine a sufficient number as to demonstrate mastery of the subject.
8. In order to ensure exam security, successive exams for the same course/lesson shall be different. At least 20% of the questions for a successive exam shall be different.
9. All remedial exams shall contain at least 50% different questions than the original exam.
10. All exams should be proctored by a person who is knowledgeable in the subject matter.
11. All completed exams shall be included in the Delivery Package.
12. All RERP evaluations require a minimum of 80% to achieve a passing score.

5.2.2 Exam Security

1. Access to exams and exam banks shall be restricted to authorized personnel.

NOTE: All RERP exams are considered "open book exams"

2. All written examination sessions shall be proctored as needed. Exceptions may include team exams or "open book exams".
3. If sufficient diversification of questions exist such that rote memorization of an exam bank is not possible, exam banks may be released for trainee review.
4. Trainees should not talk during exam sessions unless authorized.
5. Only one trainee may leave the testing area at one time.
6. Ensure only authorized reference material is accessible in the testing area.
7. If exam compromise is suspected, notify the Supervisor, RERP immediately.

5.2.3 Oral Boards

1. Oral boards should consist of a job incumbent, subject matter expert, and a RERP representative.
2. All oral board questions should be prepared in advance. However, a board member may ask any question, germane to the subject.
3. All questions and responses shall be documented and included in the Delivery Package.

5.2.4 Trainee Failure and Remediation

1. Trainees shall remediate, as a minimum, the section(s) or area(s) failed.
2. The instructor shall determine remediation after performing the following:
 - a. Interview the trainee to identify the cause of failure.
 - b. Review evaluation method used to ensure adequacy.
 - c. Review exam questions used to ensure validity of the exam.
3. Initial training students shall not perform in their assigned ERO position without supervision until all required RERP training has been completed.
4. Continuing training students shall not perform the items/tasks they have failed without supervision until the remediation session is complete.
5. All trainees shall perform remediation within the time frame identified by the instructor.
6. All remediations shall be documented. Attachment 9 may be used.
7. Whenever possible, the instructor assigning remediation should perform the actual remediation session.
8. If a trainee fails a remediation session, a second session may be assigned with approval from the Supervisor, RERP.
9. Documentation of remediation shall be included in the Delivery Package for the satisfactorily completed course/lesson.

5.2.5 Exam Analysis

1. Exam analysis provides feedback to help determine the validity of the evaluation, the implementation method, and the actual course materials used for the class.
2. An exam analysis should be performed whenever a new exam is used.
3. A sufficient number of trainees must have taken the new exam in order to perform an adequate statistical review, normally a minimum of 6-10 exams.
4. Exam analysis may also be performed after significant course material revision other than the EB. This will evaluate potential impact on the evaluation process.
5. Attachment 4 should be used to perform an exam analysis.
6. Exam analysis shall be forwarded to the Instructional Technologist, RERP, upon completion.

5.2.6 Critiques

1. Critiques are guided group discussions regarding trainee performance.
2. Critiques are normally used following team training sessions.
3. Critiques are facilitated by the instructor/controller.
4. Critiques are focused on trainee performance in relation to the objectives for the training session.
5. Each critique should be documented in a suitable manner and identify the following:
 - a. Trainee or team performance (Sat or Unsat)
 - b. Lessons learned
 - c. Equipment problems
 - d. Session problems
 - e. Areas for improvement
 - f. Strengths

5.3 Training Program Evaluations

5.3.1 Feedback is used to evaluate the effectiveness of the RERP Training Program. Several methods of feedback are available. These may include any of the following:

- Drill/exercise critiques
- Trainee feedback
- Management observations
- External client audits/inspections
- RERP self-assessments
- Instructor observations/feedback
- Course file reviews
- Program Review Committee meetings
- CARDS

5.3.2 Trainee feedback shall be solicited from each trainee upon completion of a training session; however, the trainee is not required to provide feedback.

5.3.3 Trainee feedback shall be documented. Attachment 1 may be used; however, any form of feedback will be accepted.

5.3.4 Trainee feedback shall be reviewed by the instructor in a timely manner, normally immediately following the training session.

5.3.5 The instructor shall forward the trainee feedback to the Instructional Technologist, RERP and Supervisor, RERP for review.

5.3.6 Once the review process and any identified actions are complete, the trainee feedback shall be delivered to the Training Vault for filing.

5.3.7 All training feedback that prompts action shall be tracked using the CARD system.

5.3.8 Comprehensive Program Evaluations (CPE)

1. A CPE is not required to be performed for the RERP Training Program. However, accredited training programs may provide feedback to the RERP Dept. as a result of their CPE.

5.3.9 Program Review Committees (PRC)

1. A PRC, although not required for the RERP Training Program, may be used as directed by the Supervisor, RERP.
2. The Supervisor, RERP or designee shall act as PRC chairman.
3. The Supervisor, RERP shall designate the PRC members.

NOTE: Nuclear Training may act as members but in an advisory capacity only.

4. The RERP PRC, when used, should focus on the following topics (as a minimum):
 - a. Trainee feedback - individual forms need not be reviewed, only a summary of the feedback needs to be discussed
 - b. Drill and exercise issues and performance
 - c. External client audit/inspection results
 - d. RERP program (including training) improvements
 - e. ERO team or facility concerns
 - f. NRC Performance Indicator results
5. When needed the Supervisor, RERP will notify the PRC members in advance with the proposed meeting date, time, location and agenda.
6. All PRC minutes will be reviewed and approved by the PRC Chairman before distribution to PRC members and the RERP Program File.

5.4 Implementation and Documentation of RERP Training Sessions

- 5.4.1 RERP training schedules, once developed, should be posted on a suitable sitewide database, normally "NETSCAPE".
1. The ERO shall be notified of the posted schedule in a suitable and timely manner.
- 5.4.2 The designated Course Administrator should review training course files for accuracy on an annual basis.
- 5.4.3 RERP Training Attendance Forms (Attachment 8) should be used to document completion of all formal training sessions. However other forms may be used that contain the following information (as a minimum):
1. Trainee name (sign and print), Edison ID number
 2. Instructor name (sign and print), Edison ID number
 3. Course plan number, title and current revision number
 4. Unit number taught
 5. Date of completion
 6. Trainee evaluation results (sat or unsat)
 7. Trainee evaluation method used, as appropriate
- 5.4.4 A Delivery Package (DP) shall consist of the following as a minimum:
1. Training attendance form
 2. Evaluation method used
 3. Evaluation results, (in some cases this will be indicated by marking SAT or UNSAT on the attendance form)
 4. Exam analysis, if required
 5. Remedial form(s), as applicable

5.4.5 Training Session Pre-Implementation

1. Ensure the training setting and equipment are scheduled and adequate supplies are available.
2. Review any training feedback and procedure revisions which have not been incorporated into the training material. When possible, revise the material as needed. If the material(s) cannot be revised prior to implementation, perform the following:
 - a. Obtain Supervisor, RERP approval for deviation from approved training materials
 - b. Document material to be taught
 - c. Generate a CARD to facilitate material revision
 - d. Revise material as soon as possible
3. Generate or review the evaluation method to be used for the session.
4. Set up the training session in its desired state.

5.4.6 Training Session Implementation

NOTE: All training shall be conducted in accordance with FBP-28, Training Conduct.

1. Introduce the course, lesson objectives, and the flowpath as needed.
2. Have the trainees complete the training attendance form.
3. Present the material as required.
4. Perform the evaluation as required.
5. Solicit feedback upon completion of the presentation.

5.4.7 Training Session Post-Implementation

1. Clean up training setting.
2. Restock any consumables used.
3. Review trainee feedback as needed.
4. Forward the feedback to the Instructional Technologist, RERP and Supervisor, RERP for review.
5. Initiate any CARDS needed to facilitate proposed course material revisions or trainee feedback concerns.
6. Assemble the DP and forward to the Course Administrator for review.
7. Inform the Supervisor, RERP of any trainees who did not attend the training session.
8. Course Administrator shall forward the completed DP to the RERP Training Coordinator for input into WFM_RERP Database.
9. Once WFM is complete, forward to Training Records Clerk for input and storage.

5.4.8 Qualification Guide (QG) Implementation

1. Provide the trainee the appropriate QG.
2. Assign a due date for QG completion, normally 30-45 days but should not exceed 180 days.
3. QGs shall be implemented in accordance with the instructions listed on the individual QG.
4. A RERP representative shall complete an interview with the trainee upon completion of sections 1-4 of the assigned QG.
5. Forward the completed QG to the RERP Training coordinator for input.

5.4.9 Waiver of Required Training

1. Waivers may be processed based on a trainee's previous training, work experience, drill/exercise performance, comprehensive pre-test, or a combination of all items.
2. Waivers are normally requested by the trainee's supervisor or a RERP staff member.
3. Complete Attachment 5 as follows:
 - a. Enter the name of the person to be waived in block 'A'.
 - b. If more than one person is to be waived, attach a list of names and ID numbers or identify in block 'E.'
 - c. Enter the individual's ID number in block 'B' or with list of names.
 - d. Enter the course or unit number of the training to be waived in block 'C'.
 - e. Detail the reason(s) for the waiver in block 'E'.
 - f. Attach any supporting documentation related to your justification.
 - g. The requestor shall complete block 'F'.
 - h. Forward to the Supervisor, RERP for disposition of request.
 - i. The Supervisor, RERP shall complete block 'G'.
4. The completed form shall be forwarded to the RERP Training Coordinator for input into the WFM_RERP database.

5.4.10 Training Extensions

1. Extensions may be used to facilitate continuing training for trainees who cannot attend training before their expiration date.
2. Extensions are normally **not** used for RERP continuing training.
3. Extensions will be determined on a case by case basis as directed by the Supervisor, RERP.

4. Extensions shall be documented using a numbered RERP memo to the RERP Training Coordinator and shall contain the following (as a minimum):
 - a. Trainee's name
 - b. Trainee's ID number
 - c. Lesson to be extended
 - d. Length of extension
 - e. Reason for extension
5. The RERP Training Coordinator will ensure any trainee who is extended maintains their WFM_RERP Training Status as "A".
6. Extensions **shall not** be processed for trainees attending cyclic training (i.e. Operations, Radiation Protection, etc.) whose expiration dates falls outside of their **scheduled** training session.
7. Extensions shall not exceed three months past the trainee's expiration date. Personnel who exceed three months shall attend "initial" training.

5.5 Selection, Training, and Qualification Program Description (STQPD)

- 5.5.1 Personnel are selected for an ERO position either as part of a normal job title (i.e. NPPO, NSO) or are selected by plant supervision in conjunction with the RERP department.
- 5.5.2 STQPDs should be in a format similar to that described Enclosure B.
- 5.5.3 Minor revisions to STQPD, such as correcting typographical errors, should use an MTCR to facilitate the change.
- 5.5.4 Major revisions to STQPDs will require processing a TCR, using Attachment 6.
- 5.5.5 Approved STQPDs shall be stored in the Nuclear Training Vault.
- 5.5.6 Contractors are normally not part of the Emergency Response Organization. However, should "Long-Term Contractors" (assigned >6 months) fill a position described in Table B-1 of the RERP Plan, a needs analysis shall be performed to identify to determine training needs for tasks assigned.

5.6 Instructor Qualifications

- 5.6.1 RERP Training Instructors shall be knowledgeable in the subject matter.
- 5.6.2 RERP Training Instructors should have completed the Nuclear Training's "Instructor/Instructional Technology Course" before teaching a class. However, RERP staff personnel who have not completed this course may teach a class in which they are considered subject matter experts.
- 5.6.3 RERP Training Instructors should be observed annually by a peer. This observation should be documented using Attachment 2. The completed form shall be forwarded to the Instructional Technologist, RERP and the Supervisor, RERP for review. Storage is left to the discretion of the Supervisor, RERP.
- 5.6.4 RERP Training Instructors should be observed periodically by an Instructional Technologist, RERP. This observation shall be documented on Attachment 2.
- 5.6.5 The Instructional Technologist, RERP shall assure instructor effectiveness.
- 5.6.6 The Supervisor, RERP shall ensure the RERP Training Instructors are qualified to instruct RERP training classes.
- 5.6.7 RERP Training Instructors should attend some form of continuing training each year in order to assure effectiveness.

END OF TEXT

RERP TRAINING FEEDBACK FORM

Management Observation?

Yes

No

Course/Lesson Number _____ Date: _____

Trainee Name _____ Work Location _____

Instructor Name(s) _____

1. Was the training session effective? Yes No

2. What did you like best?

3. What areas could use improvement (please be specific)?

4. What did you learn?

5. In your own words, how would you rate the Instructor(s)?

6. How can we improve this class?

7. Do you require a response to this feedback?

RERP INSTRUCTOR OBSERVATION FORM

Instructor: _____

Date: _____

Observer: _____

Length of Observation: _____

Training Session Observed: _____

Please indicate your response to the following Instructor Skills by circling the appropriate choice to the right of the statements on the following pages.

1 = excellent

2 = very good

3 = average

4 = needs improvement

N/A = not applicable/not observed

Space is provided after each statement to allow written comments. *A rating of 4 requires a written explanation along with possible methods for improvement.* Once the observation is complete, please review all statements and comments with the instructor.

Post training session review:

Observer signature _____

Date: _____

Instructor signature _____

Date: _____

RERP INSTRUCTOR OBSERVATION FORM

INSTRUCTOR SKILLS

Displayed enthusiasm 1 2 3 4 N/A

Speech 1 2 3 4 N/A

- Articulate
- Volume
- Inflection
- Speed

Professionalism 1 2 3 4 N/A

Appearance 1 2 3 4 N/A
(appropriate for setting)

**Developed positive rapport
With the class (i.e., approachable)** 1 2 3 4 N/A

**Objectives reviewed at the start
of class and summarized at the
end of session** 1 2 3 4 N/A

RERP INSTRUCTOR OBSERVATION FORM

TRAINING SESSION

Appropriate training setting	1	2	3	4	N/A
Used questioning techniques	1	2	3	4	N/A
Responded to trainee questions appropriately	1	2	3	4	N/A
Training activities added value	1	2	3	4	N/A
Involved entire class in activities and discussions	1	2	3	4	N/A
Performance based training Techniques were used	1	2	3	4	N/A
Used appropriate emphasis for major points	1	2	3	4	N/A

RERP INSTRUCTOR OBSERVATION FORM

TRAINING SESSION (Continued)

Material presented in a logical sequence	1	2	3	4	N/A
---	---	---	---	---	-----

Displayed good time management of session	1	2	3	4	N/A
- Adequate breaks					
- Discussions were relevant					
- Presentation was concise					

Incorporated operating Experiences into session	1	2	3	4	N/A
--	---	---	---	---	-----

Table top drills conducted effectively	1	2	3	4	N/A
---	---	---	---	---	-----

Case studies were presented effectively	1	2	3	4	N/A
--	---	---	---	---	-----

Management philosophy reinforced	1	2	3	4	N/A
---	---	---	---	---	-----

RERP INSTRUCTOR OBSERVATION FORM

TRAINING MATERIALS

Training materials were accurate	1	2	3	4	N/A
----------------------------------	---	---	---	---	-----

Training materials (SH, ST, overheads, photos, etc.) were appropriate, lucid, and legible	1	2	3	4	N/A
---	---	---	---	---	-----

Evaluation method was fair and measurable	1	2	3	4	N/A
---	---	---	---	---	-----

RERP SPECIFIC

Related offsite impact to onsite actions	1	2	3	4	N/A
--	---	---	---	---	-----

Reviewed lessons learned from previous drills/exercises	1	2	3	4	N/A
---	---	---	---	---	-----

RERP expectations were Communicated (i.e., team concept, communications, use of procedures, prioritization strategies, etc.)	1	2	3	4	N/A
--	---	---	---	---	-----

RERP EXAM COVER SHEET

NOTE: This form is used to facilitate the development and use of exams that are not derived from a previously approved Exam Bank.

APPROVAL

Course Number:
Unit Number:
Exam Number:
Date Created:

Author: _____
Print Name/Signature/Date

IT, RERP Approval for Use: _____
Print Name/Signature/Date

SME Approval for Use: _____
(N/A if SME is author) Print Name/Signature/Date

Supervisor, RERP: _____
Print Name/Signature/Date

IMPLEMENTATION

Trainee's Name: _____
Print Name/ Date

Total Correct Points:	
Total Points of Exam:	
Trainee's Score:	
Minimum Required Score:	

Exam Notes/Special Instructions

EXAM ANALYSIS WORKSHEET

1.0 DATA COLLECTION

- 1.1 Identify the Course and Exam Number being reviewed and analyzed.
- 1.2 Count the total number of exams being reviewed and analyzed and enter into the appropriate line.
- 1.3 In the first column list all questions used on the exam. Only one question per line. (i.e. put a '1' for question one on the first line, '2' for question two on the second line, etc.) Note: Each part of a question should be entered on separate lines, i.e. 1a, 1b, 1c.
- 1.4 Review all completed exams. In the second column identify all incorrect responses to the question listed on that line (i.e. put a '4' on the first line if four people missed question 1).
- 1.5 If there is any question that over one third (1/3) of the class missed, it needs to be analyzed for validity. Complete the third column. Identify the location where the answer to this question was taught or made readily available (i.e. LP-ER-832-XXXX, item II A 1 a. 1 or item 7.7.4 of EP 104).

2.0 ANALYSIS

- 2.1 If the answer was not taught or made available during the exam the question is not valid and should be thrown out.
- 2.2 If the question is valid, try to determine the cause for the incorrect responses. This may involve asking the trainees why they missed the question, asking the trainees the question using different terminology, or compare the wording of the question to where the answer is taught/available. Possible causes could be: poor wording of the question, answer key is incorrect, trainees did not understand the question, etc.
- 2.3 Identify actions taken as a result of the analysis.
- 2.4 Forward completed exam analysis results to the Instructional Technologist, RERP.

EXAM ANALYSIS WORKSHEET

ACTIONS

List any questions that were thrown out and the reason for their deletion.

For those questions identified as valid (step 2.2) list possible causes for incorrect answers.

Does the training material need revised? List the CARD number generated to track this revision.

Completed: Instructor: _____
Print Name/Signature/ Date

Approved: Instructional Technologist, RERP: _____
Print Name/Signature/ Date

Reviewed Supervisor, RERP: _____
Print Name/Signature/ Date

RERP TRAINING CHANGE REQUEST

PART 1: DOCUMENT IDENTIFICATION (Initiator)			
A) Unit Number	B) Revision	C) CARD No. <input type="checkbox"/> Minor	
D) Title			
E) Reason for Change			
<input type="checkbox"/> New <input type="checkbox"/> Cancel <input type="checkbox"/> Supsd by _____ <input type="checkbox"/> Feedback:			
Describe Changes (use continuation sheet as needed):			
F) Commitment & Training Material Reviews:			
Check to indicate review completed for:			
<input type="checkbox"/> RERP Plan	<input type="checkbox"/> RACTS Database	<input type="checkbox"/> IDT Database	
<input type="checkbox"/> STQPDs	<input type="checkbox"/> Course Plans	<input type="checkbox"/> Exam Banks	
<input type="checkbox"/> Other (such as other training materials, Student Texts or, Handouts, vendor manuals, etc.)			
List any existing commitment numbers:			
Results: <input type="checkbox"/> STQPDs - None negated and no changes required to RACTS or Licensing Documents			
<input type="checkbox"/> Contact Licensing re: _____			
G) List of References:			
<input type="checkbox"/> List Unchanged <input type="checkbox"/> List attached <input type="checkbox"/> No References Required			
H) Author: The above information is accurate and complete.			
Signature: _____		EID #: _____	Date: _____
PART 2: REVIEWS AND APPROVAL			
A) Instructional Technologist, RERP	EID #		<input type="checkbox"/> NA
Sign _____		Date _____	
B) SME	EID #		<input type="checkbox"/> NA
Sign _____	Title _____	Date _____	
SME (optional)	EID #		<input type="checkbox"/> NA
Sign _____	Title _____	Date _____	
C) Supervisor, RERP	EID #		<input type="checkbox"/> NA
Sign _____	Title _____	Date _____	
D) Organization Unit Head	EID #		<input type="checkbox"/> NA
Sign _____	Title _____	Date _____	

RERP TRAINING ATTENDANCE FORM

Page ___ of ___

Course I.D. No. CP-ER	Rev	Instructor/Monitor (Last, First, M.I.)						Course Administrator (Last First, M.I.)								
Course Plan Title		(X) Signature						(X) Signature								
Lesson/Unit Number		Instructor/Monitor Edison I.D. Number				Completion Date		Course Administrator Edison ID Number								
Trainee (Last, First, M.I.) (X) Signature (As Required)		Edison ID Number		<input type="checkbox"/> Days Attended						<input type="checkbox"/> Sat/ Unsat		Completion Date (Optional)		ERO Position (as needed)		
				M	T	W	T	F	S	S	S	U				
(X)																
(X)																
(X)																
(X)																
(X)																
(X)																

Continued

Special Instructions:

WFM_RERP Input complete ____/____
Initials/Date

RERP TRAINING ATTENDANCE FORM

Page ____ of ____

Course I.D. No CP-ER-	Unit number:	Completion Date:										
Trainee (Last, First, M.I.) (X) Signature (As Required)	Edison ID Number	<input type="checkbox"/> Days Attended							<input type="checkbox"/> Sat/ Unsat		Completion Date (Optional)	ERO Position (As Needed)
		M	T	W	T	F	S	S	S	U		
(X)												
(X)												
(X)												
(X)												
(X)												
(X)												
(X)												
(X)												

Special Instructions:

RERP TRAINING REMEDIATION FORM

Part 1

- 1) Trainee Name (print) _____ ID # _____
- 2) Course/Unit _____ N/A _____
- 3) Score of Evaluation (in %) _____ N/A _____
- 4) Date of Evaluation _____
- 5) Reason for UNSAT Evaluation _____

- 6) Instructor Name (print) _____ ID # _____
- 7) Remediation Method Identified _____

- 8) Trainee Signature _____ Date _____
- 9) Instructor Signature _____ Date _____

Part 2

- 1) First Remediation Date _____ Sat _____ UNSAT _____
- 2) Trainee Name Sign/Print _____ ID # _____
- 3) Instructor Name Sign/Print _____ ID # _____

Part 3

- 1) Second Remediation Date _____ Sat _____ UNSAT _____
- 2) Authorized by Supervisor, RERP, Date _____ Instructor Initials _____
- 3) Trainee Name Sign/Print _____ ID # _____
- 4) Instructor Name Sign/Print _____ ID # _____

Attach to the Delivery Package of the satisfactorily completed course.

QUALIFICATION GUIDE FORMAT

Qualification Guide

QG-ER-AAA-BBBB
Revision #
Page #

RERP Qualification Guide

Facility:

Position

Name: _____ Date Assigned: _____

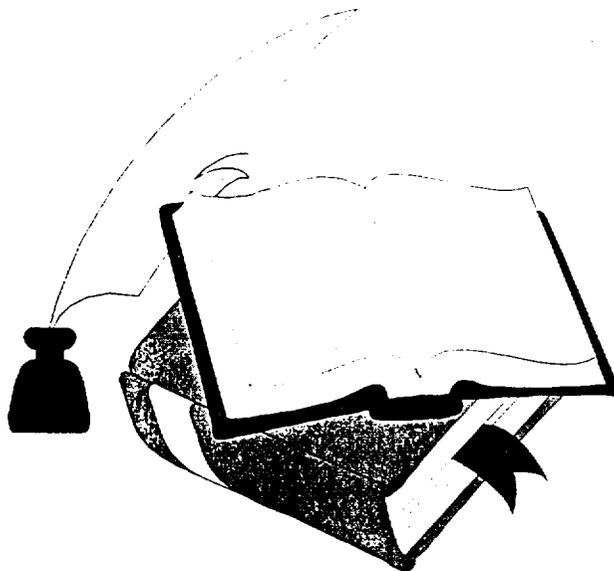
Trainee ID number: _____ Date Due: _____

INSTRUCTIONS: Formal training items shall be signed by the instructor; required reading items are to be signed by the trainee as the reading is completed; the position specific items shall be signed by a person qualified to perform that task. Required reading assignments will be evaluated during the "position specific items" section. Successful completion of the "position specific items" will ensure that the intent of required reading has been met. **Each trainee is expected to perform the position specific tasks.** However, this may not always be possible. The performance level shall be annotated beside that task under the "performance level" column. The letter '**P**' shall designate **performance**. The letter '**S**' shall designate **simulation**, letter '**O**' shall designate **observation**, and letter '**D**' shall designate the **discussion** level. Any knowledge specific items shall be at the discussion level.

The trainee shall review their "workbook", which is Attachment #1 for this guide, before performing the position specific section(s). The standard to which the trainee is held responsible is contained in the workbook for the corresponding position specific items. The person signing for completion of the position specific items ensures that the trainee has demonstrated the knowledge and/or skills needed to provide an effective response to a radiological emergency. Unsatisfactory performance of position specific items may be remediated "on-the-spot" or re-performed at a later time.

QUALIFICATION GUIDE FORMAT

**RERP TRAINING
WORKBOOK**



Position
QG-ER-AAA-BBBB
Attachment #1
Revision #

QUALIFICATION GUIDE FORMAT

INSTRUCTIONS

This workbook is designed as a training aid for you to use when working to complete your qualification guide. It will provide some of the information you may need to complete items for your "qual guide". This information will be presented in a variety of methods ranging from written text to practice quizzes. It will be laid out in direct correlation to the "position specific" items of your guide.

3. POSITION SPECIFIC - KNOWLEDGE ITEMS

- a. Unique knowledge item taken from QG

STANDARD: the expected answer

4. POSITION SPECIFIC - PERFORMANCE ITEMS

- a. Unique performance item taken from the QG

STANDARD: the expected action(s)

STQPD FORMAT

Nuclear Organization
Selection, Training and Qualification Program Description

QP-ER-XXX
Revision X
Page 1 of X

Section or Group

1.0 POSITION

- 1.1 Identify job titles to be covered.
- 1.2 Identify the scope of the position.
- 1.3 State the Task List identification members, if applicable (N/A for RERP STQPDs).
- 1.4 Identify the next higher level STQPD for job progression, if applicable (N/A for RERP STQPDs).
- 1.5 Identify any other STQPD that contains job requirements (i.e. QP-GN-101, General Employee Site Access Training).
- 1.6 State whether personnel may perform all tasks associated with the job positions after completing the following Sections 3.1 & 3.2 or Sections 3.1, 3.2 and 5.1.

2.0 REGULATORY SELECTION CRITERIA

- 2.1 All STQPDs shall state "Refer to the Regulatory Qualifications List".

STQPD FORMAT

3.0 REQUIRED TRAINING

Identify all training courses required to be completed before performing work for the associated job title(s). "General & Specific" courses are required for initial qualification. "Continuing" courses are required at a designated periodic basis.

- 3.1 **General** - Initial training courses that are general in nature and likely given to a variety of disciplines.
- 3.2 **Specific** - Initial training specific to a discipline or position.
- 3.3 **Continuing** - Training required on a periodic basis.

4.0 CERTIFICATION

This section is used to identify any specific requirements for certification of qualification as required by regulations. Currently none exist for RERP.

5.0 ADDITIONAL TRAINING

- 5.1 Specialized/Task Training identifies all requirements that must be completed before task qualification(s).
- 5.2 Job Enhancement and Professional Growth identifies courses, seminars, etc., which would enhance the knowledge and/or skills of a trainee.

6.0 EXEMPTION

Identifies the impact on incumbent personnel and the implementation method, if required, for new STQPD requirements.

If the evaluation of the new STQPD requirement indicates that there is no impact on incumbents then an exemption statement shall be added (i.e., "The job incumbents have been evaluated and are qualified to the revised STQPD").

COURSE PLAN FORMAT

Course Plan Title

CP-ER-XXX
Revision #
Page # of #

1.0 PURPOSE

State the overall goal of the course.

2.0 PREREQUISITES

State all course prerequisites that must be completed before attending this course.

3.0 COURSE DESCRIPTION

- 3.1 List the units, in order, and briefly describe the topic, duration and presentation method.
- 3.2 Identify the evaluation mechanism and implementation methodology to be used if applicable.
- 3.3 Identify the desired minimum and maximum of trainees.
- 3.4 Continuing training periodicity, if applicable.

4.0 EVALUATION

- 4.1 Identify passing criteria and minimum number of questions (RERP is 80% minimum).

5.0 REVISION IMPACT

State how the change(s) affects personnel who have completed the course in the past.

LESSON PLAN FORMAT

RERP Training Lesson Plan

Course Title:	LP Number:	Revision Number:
Lesson Title:	Duration:	Pages:
Resources: Listed below are the materials needed to implement this lesson. Include any multimedia aids, student texts, handouts or procedures.		
Plant/Industry Operating Experience: Listed below is any Operating Experiences or Lessons Learned which are Incorporated (I) or Attached (A) as shown under the status area.		
Commitments: Listed below is any commitments against this document.		
<i>Note: See page two for examples of Lesson Objective "action" words.</i>		
Lesson Objectives: Upon completion of this lesson, a trainee will be able to:		

- 0001 objective
- 0002 objective
- 0003 objective

LESSON PLAN FORMAT

**Objective/Training
 Setting/Testing
 Matrix**

			Computer Based Instruction		
			Simulation	Role Playing	
		Lab Exercises	Practice		Case Study
Independent Study		Demonstration			
	Inquiry-oriented discussion				
	Discussion	OJT			Evaluation
Lecture		Application	Analysis	Synthesis	Appraise Assess choose compare estimate evaluate judge measure rate revise score select value
	Comprehension	apply demonstrate dramatize employ illustrate interpret operate practice schedule shape sketch see	analyze calculate categorize compare contrast criticize debate diagram difference distinguish examine experiment inspect inventory question relate solve test	arrange assemble collect compose construct create design formulate manage organize plan prepare propose setup	
Knowledge	describe discuss explain express identify locate recognize report restate review tell translate				
define list name recall record relate repeat underline					

LESSON PLAN FORMAT

The presentation of the data shall be in a standard outline format as indicated below.

Activity/Notes	Presentation
Listed here are objectives and commitments. Also any additional info used to enhance the session.	<ul style="list-style-type: none">I. Introduction<ul style="list-style-type: none">A. Administrative DetailsB. Overview II. Presentation<ul style="list-style-type: none">A. Topic 1B. Topic 2 III. Summary<ul style="list-style-type: none">A. Review objectivesB. QuestionsC. Feedback IV. Evaluation

TASK EVALUATION

Course/Unit Name	Task Number: TE-ER-xxx-xxxx-xxx	Revision #
------------------	---------------------------------	------------

Date Completed: _____

Objectives: May use objectives from Lesson Plan

Passing Criteria: Normally 100%

Comments: Any specific information necessary to implement this evaluation

Required Materials:

References:

Equipment, Tools, Supplies:

Task Description:

STD: List the minimum actions necessary to pass this task.

SAT UNSAT

NOTE: This step is only required should an "Unsat" be achieved on the initial performance attempt.

Remediation Method:

SAT UNSAT

Trainees name/signature ID #

Evaluators name/signature ID #

STUDENT TEXT FORMAT

The cover page of a Student Text (ST) shall contain the following information, as a minimum:

TITLE
Number – ST-ER-(Course #)-(Unit #)-(ST #)
Revision #

A Student Text is normally in an outline format. Examples include narrative forms of lesson plans.

Each page should contain the ST #, revision # and page #, when possible.

STUDENT HANDOUT FORMAT

The cover page of a Student Handout (SH) shall contain the following information, as a minimum:

TITLE

Number – SH-ER-(Course #)-(Unit #)-(SH #)

Revision #

A SH may be in any format. Some examples include copies of transparencies, photos, vendor materials, etc.

Each page should contain the SH #, revision # and page #, when possible.

EXAM BANK QUESTION FORMAT

Course Title

Lesson Title

EQ-ER-(Course #)-(Unit #)-(Objective #)-(Question #)

Question:

Point Value:

Answer:

Reference: (Identify where in the training material(s) this question was discussed, may include Lesson Plans, Procedures, Users Manuals, etc...)

EXAM GUIDELINES

Generic Question Guidelines

1. Questions should have a direct, important relationship with the ability to perform the job.
2. Questions should be clear, concise, grammatically correct and accurate.
3. Develop clear, precise test items that leave no room for misinterpretation.
4. Questions are to be written at the highest level of knowledge or performance allowed by the objective.
5. Questions should meet the intent of the objective.
6. Irrelevant or unnecessarily difficult questions should not be created.
7. Limit questions to one topic unless synthesis (of knowledge) is being tested.
8. Questions should be written in a logical sequence and include information the trainee would typically have access to in a work situation.
9. If practicable, place easier questions first in the section to build trainee confidence.
10. Avoid patterns in the answers that will give clues to test-takers concerning the correct responses.
11. Avoid giving clues to one test item in another test item; review your entire test at one sitting to check for such give-aways.
12. Do not write trick questions.
13. Prepare a scoring key to facilitate scoring.
14. Avoid negative questions (i.e., which of these is **not** . . .).

EXAM GUIDELINES

True/False Question Guidelines

True/False questions are useful in measuring trainee achievement at the knowledge, comprehension and to some extent, the application levels of the cognitive domain. They can be used when a wide range and amount of content must be covered. Because guessing is possible, with a 50-50 chance of success, these items do not discriminate as well as some other types of test questions. True/False questions should be developed in accordance with the following guidelines:

1. Include clear, simple directions at the beginning of the true/false section.
2. Make questions simple and straightforward, not long or overly complex.
3. Make each question either entirely true or entirely false.
4. Use an approximately equal number of true and false statements in any given test.
5. Consider using modified true/false items in which trainees correct all false items either by supplying the correct response or selecting the correct response from a list of four or five possible responses.
6. Avoid making items false based on a technicality; test only for significant bits of knowledge.
7. Do not make a true statement false by simply adding "NOT".
8. Avoid using indefinite quantities—words that can be interpreted in more than one way (such as several and few).
9. Avoid using negative statements, especially double negatives, which are generally more difficult to understand and favor trainees with higher reading skills.
10. Avoid using specific determiners—words usually associated with either true or false statements, such as always, never, all or none.
11. Do not make true statements noticeably different from false statements.

EXAM GUIDELINES

Multiple Choice Question Guidelines

Multiple choice questions are versatile exam items consisting of a stem that poses a question or problem and a set of responses from which the correct answer must be chosen. Incorrect responses are called distracters. Although multiple choice questions are more difficult to construct at the higher knowledge levels, they can go well beyond mere recognition of specific facts to the use of discriminatory thinking. Multiple choice questions should be developed in accordance with the following guidelines:

1. Provide four or five responses in each item.
2. Group all multiple choice items together.
3. Give directions that state clearly how the test-taker is to respond and mark answers.
4. Give a sample item showing how answers should be marked if it would be helpful.
5. Present a situation in which information must be applied to ensure that higher-order knowledge is measured.
6. State a significant problem, question, or task in the item stem.
7. Construct item stems using either a complete direct question or an incomplete statement.
8. The stem should include a verb and should be constructed in such a way that the correct response is immediately suggested; thus, reference to the choices is mere confirmation.
9. Ensure that the use of singulars or plurals in the stem, such as "are," "is," "they," "it's," does not lead to the correct answer by linking the stem to a singular choice while the distracters are plural.
10. Ensure all distracters are plausible and not trivial; otherwise, you help test-takers eliminate possible responses.
11. Draw on past tests for plausible distracters; trainees' incorrect answers to complete items in the same subject area can be useful.
12. Avoid "all of the above" or "none of the above" responses—if they must be used—make sure they occur as both correct and incorrect responses.

EXAM GUIDELINES

Multiple Choice Question Guidelines (Cont.)

13. Use the wording “all of these responses are correct” or “none of these responses are correct”—if such responses must be used—in a computerized test bank that scrambles the responses.
14. Avoid ending your stem with a give-away (if, for example, the stem ends with the word “an” and only the correct response begins with a vowel).
15. In general, don’t use negative statements in the stem; trainees often overlook the word “not” in a testing situation. If absolutely necessary, highlight the negative word(s) with capital letters and underlining.
16. Responses may vary widely in length, but avoid the tendency to make the correct response longer than the distracters.
17. Do not put blanks at the beginning or in the middle of a stem. Structure the item so that responses complete the sentence begun in the stem.
18. Use common misinformation or misconceptions as one of the distracters.
19. Do not use answers that contain too many parts—this confuses the trainee.
20. Make distracters plausible and place them in logical sequence.
21. Avoid overlaps in answer options such as ranges.
22. Vary the location of the correct answer.
23. Do not use qualifiers in the correct answer unless they are also used in the distracters.
24. Do not use words that suggest incorrect options such as “never” or “always.”
25. Put as much of the question in the stem as possible, thus minimizing words in answer choices.
26. Balance option choices to prevent making one choice more obvious:
 - Two increase and two decrease vice 1 increase and 3 decrease.
 - Two options in each choice with one changing for each answer.

EXAM GUIDELINES

Multiple Choice Question Guidelines (Cont.)

27. Make all options look similarly grouped and plausible:

Not: 15 min, 8 hours, 48 hours and 3 months.
Instead: 8 hours, 24 hours, 48 hours and 72 hours.

28. Avoid overlapping answer options:

Not: 1-2, 2-3, 3-4, and 4-5.
Instead: 1-2, 3-4, 5-6, and 7-8.

29. Avoid choices of unequal length, detail or description.

EXAM GUIDELINES

Matching Question Guidelines

Matching questions are composed of two lists of elements: premises and response and are useful for measuring trainee achievement at the lowest cognitive levels (for example, recall of knowledge, comprehension, and sometimes application). Trainees are required to identify associations or relationships, as in matching tools or pieces of equipment with their uses, terms with their definition, principles with examples of application, and actions with expected or desired results. Variations on the standard format of word lists can be used (for example, trainees can be asked to match a list of words or phrases to elements indicated on real objects, blueprints, drawings, or models). Matching questions should be developed in accordance with the following guidelines:

1. Use a reasonable number of premises and responses.
2. Ensure that some responses are left over (for example, by directing trainees that they can use some responses more than once and others not at all; or, by listing more responses than premises). This helps prevent guessing.
3. Place the entire matching item on a single page of the test, so trainees do not have to flip back and forth to find an answer.
4. List responses in some logical order (for example, alphabetical, chronological) so trainees can more easily locate the answer they are looking for. Each response should be a plausible answer for each premise.
5. Keep responses short, even if premises are long.
6. Provide clear, simple, and complete directions that explain what association or relationship to look for between the premises and responses and how to mark answers. State if a response can be used more than once.
7. Avoid creating data in order to have enough material for a matching item. Sufficient data must already exist.
8. Avoid mixing different sets of things in one matching item (for example, tools with uses and terms with definitions). Instead, make two separate matching items.
9. Avoid patterns in the placement of premises and responses; this can provide clues to the correct responses.
10. If a premise has more than one response, assign points for each premise response individually, not for the entire question.
11. Present an unequal number of premises and responses, or allow responses to be used more than once to prevent a process of elimination.

EXAM GUIDELINES

Short Answer Questions

Short answer questions require the trainee to supply a correct answer in response to a question, an incomplete statement or an incomplete table or diagram. Short answer questions should be developed in accordance with the following guidelines:

1. Ask only for important, relevant, job specific information.
2. Make the sentence structure as concise and simple as possible so the test item is clear to all trainees.
3. State and qualify the test item with explicit direction for answering so a trainee understands what is required for a fully correct response.
4. Limit the space allocated for each answer to encourage a single word or short phrase.
5. Avoid giving away the answer by the way the question is worded.
6. For fill-in-the-blank items, do not make sentences unrecognizable by leaving too many blanks. Use no more than two blanks in each question.
7. For fill-in-the-blank items, do not omit words that are interdependent or verbs.
8. Short answers can be in the form of a completion item.
9. For a completion table, do not have more than six items in one column.
10. For a completion diagram, include only necessary features and ensure that components are clearly referenced.
11. Compose a detailed model answer, identifying important statements, steps or parts required by the question, and allocate points for each item subpart.
12. Ensure that the point value for each test item or part of a test item is shown on the test paper.
13. If items require computation, specify the degree of precision required and an allowable band for an acceptable answer. Try to make the answer turn out to be a whole number.

EXAM GUIDELINES

Essay and Verbal Questions

Essay and verbal questions are subjective and often stated in more than one sentence. They are particularly useful in measuring higher levels of knowledge as when learning objectives specify that trainees must analyze a situation to originate a solution, synthesize information to form a unique product, or evaluate information. Because of the length of responses required, essay items measure a more limited number of learning objectives than is possible with objective items. However, when it is important to test trainees' abilities to communicate verbally or in writing and to challenge their ability to think, essay and verbal items are useful. Essay and verbal questions should be developed in accordance with the following guidelines:

1. Use essay and verbal items to measure higher-level knowledge objectives.
2. Describe in the question, as clearly as possible, what information the answer should contain and how it should be presented.
3. Avoid giving trainees a choice of which items to answer. Doing so tests different trainees on different information.
4. Provide full, clear directions that tell trainees what to do, and the point value of each item.
5. Give trainees a practice test if they are unfamiliar with the question types.
6. Prepare a scoring key giving model answers to each item, along with specific point values of the answer.
7. Ask a knowledgeable colleague to validate your answer key and identify any other information that should be included in your model answer.

EXAM GUIDELINES

Assigning Point Values

Point values should be assigned to each question response or discrete key parts of a response. For point values less than one, use a zero in front of the decimal point. An example of this would be "0.5" and not ".5". Point values should be assigned as follows:

1. Each examination question should be worth at least one point.
 - a. Use point values that are multiples of 0.5 whenever possible.
 - b. If an exam item is a multi-part question, then each individual question or part of the question should have a point value associated with it. This point value should appear in brackets directly behind the question. Example: [0.50].
 - c. Point values should also be assigned to the answer as well as the question. If a question has a list of several items as part of the correct answer, then each of those items should each be given point values. Likewise, if an essay answer needs to have essential key words or concepts in it to be worth full credit, then those key portions need to have point values assigned to them.
 - d. No one exam question should cause an individual to fail an exam or even a portion of an exam. For this reason, questions with point values much over 3.5 should be avoided. In parallel with this, care should be given when putting an exam together to ensure that each section of the exam is appropriately weighted in regard to the other sections of the exam as well as the amount of instruction time devoted to each topic or section.
 - e. True/False, Multiple Choice or Fill-In Questions with less than 3 responses should be valued at 1 point each.
 - f. Fill-In or Matching Questions with 3 or more responses should have points assigned for each response individually.
 - g. Short Answer Questions should be valued at 2.0 to 3.0 points based on difficulty.
 - h. Essay Questions requiring 3 or more specific items to be covered should be valued at 2.5 to 3.5 points based on difficulty

END