Veterans Claims Examiner (VCE)/Education Case Manager (ECM)

Education Service Training and Performance Support System (TPSS) Implementation Guide

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Table of Contents

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Tables

Section 1: Overview of the VCE & ECM TPSS

1.1 Purpose and Goal of the Course

Training and Performance Support Systems (TPSS) are training packages that provide performance-based instruction, practice, and testing on tasks related to a job position. The TPSS also includes performance-support materials such as job aids that students can take back to use on the job.

The overall goal of the VCE & ECM TPSS is to provide comprehensive and uniformly consistent performance-based instruction, testing, and performance support to newly hired Veterans Claims Examiners (VCE) and Education Case Managers (ECM). This training includes an introduction to VA, describes education benefits and provides original instruction detailing the tasks required for processing an education claim.

1.2 Overview of the Course

The VCE & ECM TPSS is a self-paced, paperless course consisting of four custom-designed, web-based modules. The modules are designed to allow the students to accomplish specific learning objectives established for each lesson and topic. The learning objectives were derived from tasks performed by VCEs & ECMs as identified in a comprehensive job and task analysis. Successful completion of the VCE & ECM TPSS provides students with the knowledge and skills they need to be successful VCEs or ECMs. In addition, students can access and print job aids from within the courseware; they can use the job aids on the job.

The course structure and sequencing provide the students with an opportunity to learn and apply the learning concepts cumulatively. Because the topics and lessons build upon each other, students should take them in the presented order.

The VCE & ECM TPSS includes a TPSS Tutorial to introduce important information about basic structure, screen layout, and navigational features of the course. Courseware is different from traditional internet pages and may not function as the students expect, so the tutorial provides the necessary information about functionality, practice questions, testing and feedback. Completion of the tutorial is critical for success with the VCE & ECM TPSS.

1.3 Course Structure

The VCE & ECM TPSS is structured to include the tutorial and four modules that comprise 9 lessons, 30 topics, 1 pretest, 7 practice exercises, and 4 posttests. The structure is shown below.

- Pretest - TBD
- TPSS Tutorial
- Module 1: Introduction to Department of Veterans Affairs (VA)
    - o Module 1: Introduction
    - o Lesson 1: Purpose, History, Structure of VA
        - ▪ Lesson 1: Introduction
        - ▪ Topic 1: VA Mission, Vision, and Core Values

- Topic 2: History of VA
- Topic 3: VA Structure
- Lesson 1: Summary
  - o Lesson 2: Using Reference Materials
    - Lesson 2: Introduction
    - Topic 1: Introduction to References
    - Topic 2: Structure of 38 CFR and M22-4
    - Topic 3: Circulars, Advisories, and RPO/VBA Letters
    - Lesson 2: Summary
    - Lesson 2: Posttest
  - o Survey (Required)
- Module 2: Determining Type of Claim for Education Benefits
  - o Module 2: Introduction
  - o Lesson 1: Determining Type of Claim for Education Benefits
    - Lesson 1: Introduction
    - Topic 1: Determining Formal and Informal Claims
    - Topic 2: Determining if Specialized Processing is Required
    - Topic 3: Determining Original and Supplemental and Correct Date of a Claim
    - Lesson 1: Summary
  - o Module 2:Practice Exercise
  - o Module 2: Posttest
  - o Survey (Required)
- Module 3: Processing MGIB, MGIB-SR, and/or REAP Claims(s) for Education Benefits
  - o Lesson 1: Conduct Estate Administration
    - Lesson 1: Introduction
    - Topic 1: MGIB Eligibility Criteria
    - Topic 2: MGIB-SR Eligibility Criteria
    - Topic 3: REAP Eligibility Criteria
    - Topic 4: Kicker Eligibility Criteria
    - Lesson 1: Summary
  - o Lesson 2: Reviewing Sources for Benefit and/or Kicker Eligibility
    - Lesson 2: Introduction

- o Module 3: Posttest
- o Survey (Required)
- Processing Chapter 33 Claim for Education Benefit Module
  - o Module: Introduction
  - o Topic 1: What is Chapter 33 Education Benefit?
  - o Topic 2: Determining Eligibility and Entitlement for Chapter 33 Education Benefit
  - o Topic 3: Determining Transfer of Entitlement (TOE) Eligibility and Entitlement
  - o Topic 4: Processing for Payment Determination
  - o Module: Summary
  - o Module: Posttest
  - o Survey (Required)
- Module 4: Supplemental Claims (Currently under development)

Section 2: Target Audience

The target audience for the VCE & ECM TPSS includes all newly hired VCEs & ECMs; however, the VCE & ECM TPSS can also be used as a refresher for current VCEs & ECMs. Refer to Table 1 for details on how the VCE & ECM TPSS will function for each audience.

Table 1. Course Delivery Modes by Audience

Audience	New VCE & ECM hires	Returning students who previously completed the TPSS	Current VCEs & ECMs
Purpose	Initial Training	Refresher	Refresher
Mode	Students are required to complete the modules, lessons, topics, and tests in the order presented. The Next button may be disabled on certain screens until the on-screen interactions are complete.	Free-play mode. Students have access to all lessons and topics; the Next button is always available.	Access to tests and modules is controlled by the training coordinator to allow for specific, targeted training based on the needs of the student.

Audience	New VCE & ECM hires	Returning students who previously completed the TPSS	Current VCEs & ECMs
Test Administration	Pretest is TBD. Posttests are required and are available upon completion of some lessons and modules.	Pretest is TBD. Posttests are available but optional.	Pretest is TBD.
DOTTE Mode	For Credit	N/A	N/A
Completion Tracking	Pretest is TBD. Based on successful completion of all posttests.	None; completion item is based on initial training.	Pretest is TBD or Based on successful completion of posttests.

Section 3: Training Coordinator Responsibilities

3.1 Allocate Sufficient Time to Complete the Course

Allocate at least 40 hours for the students to complete the lessons and take the tests. NOTE: This is strictly an estimate. When this Implementation Guide was created the new online versions of the lesson and module practice exercises and module tests for Modules 2 and 3 had not been timed through the trials process. The trials process yields seat time estimates.

This helps ensure that the training experience is meaningful and that students learn the skills taught. Allow time for any required remedial studying and retesting. Allow time for sufficient breaks to avoid fatigue. A course schedule with the estimated time for each topic is provided in Section 4.

3.2 Ensure Student Completion of Prerequisite Training

Ensure students have completed training on the following before attempting the VCE & ECM TPSS; Various computer software systems that support the determining education benefits process including the Benefits Delivery Network (BDN), The Image Management System (TIMS), and Long Term Solution (LTS)

3.3 Provide Remediation after Two Failed Test Attempts

One of your roles is to provide remediation to students who have failed a posttest two times. You may need to answer content-related questions. To effectively answer these questions, it is strongly recommended that you review the entire VCE & ECM TPSS before the student begins the course.

3.4 Provide a Course Briefing

Take some time before the students begin to describe the format of the course, discuss expectations (yours as well as the students), and address any concerns the students may have about the course. Communicate the following information to VCE & ECM TPSS students during the course briefing:

- Emphasize that students should complete the tutorial before beginning the course content.

- Explain that the VCE & ECM TPSS is self-paced. Students proceed through the course on an individual basis.

- Explain that the function of the practice questions and exercises embedded throughout the training is to help students gauge whether they understand and can apply what they have learned. Emphasize the importance of taking these questions seriously and diligently engaging in each practice exercise.

- Highlight the importance of being familiar with the location and use of job aids while completing the exercises and tests. Inform the students that use of the job aids provided are helpful when completing the exercises and subsequently the tests. Remind students that test failure requires students to use additional time for remedial training and retesting.

- Notify the students that they will be able to take what they learn in the VCE & ECM TPSS course and apply it directly and immediately to the tasks they perform as a Veterans Claim Examiner or Education Case Manager.

- Address any "housekeeping details" and administrative requirements, such as:

  o Course schedule

  o The importance of taking breaks to avoid training fatigue (see Breaks in Section 4)

  o How to get in touch with you when necessary

- After you review these details, the students should begin the course.

3.5 Check Training Workstation Specifications

Check the training equipment in advance to ensure that everything is running properly. Students will likely be completing the training at their regular workstations. Ensure that students have:

- Adequate workspace to allow a computer with two monitors.

- Adequate lighting to easily read the computer screen and printed materials.

- A computer that has the following specifications:

  o Standard VBA workstation with video card and sound card

  o Connection to the VBA intranet

  o Speakers or headphones

  o Connection to a nearby printer

    o   Internet Explorer 5.0 or higher

Note: Inform the students that if they adjust the standard font size settings in the internet browser to make the font larger, the text on some of the screens may be cut off.

3.6 Ensure Resource Materials Are Available

Most of the resources the students need are paperless and are included in linked content and/or the Job Aid and Library sections of the VCE & ECM TPSS.

- Links in the content provide documents and information for individual claimant cases and blank forms during instruction, practice exercises and posttests.

- The Job Aid and Library buttons in the VCE & ECM TPSS can be used to access references, job aids, and other resources during instruction, practice exercises and posttests.

Section 4: Course Master Planning Chart

4.1 Before the Training Begins

In a time frame that is appropriate before the training begins, ensure that you complete the following activities. Place a check mark next to each item as you complete it. Refer to Table 2.

Table 2. Training Coordinator Responsibilities

✓	Training Coordinator Responsibilities
	1. Thoroughly read this VCE & ECM TPSS Implementation Guide well before the beginning of the training event.
	2. Enroll students in the VCE & ECM TPSS course.
	3. Identify and/or schedule the training area (if necessary); check training workstations/areas for:
	a. Adequate workspace and lighting.
	b. Appropriate training workstation set-up (computer w/sound card, speakers, headphones, access to a nearby printer, etc.)
	c. Properly functioning equipment.

4.2 Training Schedule

The VCE & ECM TPSS is completely self-paced. A student can take the training using whatever schedule is appropriate as decided by the student's supervisor. As noted earlier, allow an estimated 40 hours to complete the VCE & ECM TPSS. Reminder: At the time of the creation of this implementation guide the new online versions of the lesson and module practice exercises and module tests for Modules 2 and 3 had not been timed through the trials process.

4.2.1 Breaks

The VCE & ECM TPSS is a long, rigorous training course. It is important to allow the students to take short breaks to allow them to relax and recharge. If students sit in front of the computer for hours at a time, they lose focus and concentration.

Allow formal and informal breaks.

- Formal breaks consist of two fifteen-minute timeouts, one in the morning and one in the afternoon. This also includes one hour for lunch. This ensures that even the most "dedicated" students take some time to rest.

- Informal breaks are just random short breaks that the students take on their own. Remind the students that while these are important, they must fulfill the course

requirements to complete the entire course and pass the tests with a minimum score of 80%.

4.2.2 Estimated Completion Times

Table 3 lists the estimated time to complete each section. Since not every student will work through the course at the same pace, use this as a guide. A student may not need as much time as listed or may need more. The times indicated for completion at the Module, Lesson, and Topic levels are approximate and, again, may vary according to the pace your students set for themselves as individuals. The Module level completion time includes the time it takes to not only complete each Lesson/Topic but also to complete exercises, pretest, posttest, and practice questions.

Table 3. VCE & ECM TPSS Component Times

VCE & ECM TPSS Component		Estimated Completion Time
Pretest	Pretest	TBD
TPSS Tutorial	Tutorial	15 min.
Module 1	Module 1: Introduction	5 min.
Module 1, Lesson 1	Lesson 1: Introduction	5 min.
	Topic 1: VA Mission, Vision, and Core Values	10 min.
	Topic 2: History of VA	10 min.
	Topic 3: VA Structure	10 min.
	Lesson 1: Summary	5 min.
	Lesson 1 Total	**40 min.**
Module 1, Lesson 2	Lesson 2: Introduction	5 min.
	Topic 1: Introduction to References	10 min.
	Topic 2: Structure of 38 CFR and M22-4	10 min.
	Topic 3: Circulars, Advisories, and RPO/VBA Letters	15 min.
	Lesson 2: Summary	5 min.
	Lesson 2: Posttest	20 min.
	Lesson 2 Total	**1 hr. 5 min.**

VCE & ECM TPSS Component		Estimated Completion Time
Module 1	**Module 1 Total**	**2 hr.**
Module 2	Module 2: Introduction	5 min.
Module 2, Lesson 1	Lesson 1: Introduction	5 min.
	Topic 1: Determining Formal and Informal Claims	30 min.
	Topic 2: Determining if Specialized Processing is Required	30 min.
	Topic 3: Determining Original and Supplemental Claims and Correct Date of a Claim	30 min.
	Lesson 1: Summary	5 min.
	Lesson 1 Total	**1 hr. 40 min.**
Module 2, Practice Exercise	Module 2: Practice Exercise	30 min.
Module 2, Posttest	Module 2: Posttest	30 min.
Module 2	**Module 2 Total**	**2 hrs. 45 min.**
Module 3	Module 3: Introduction	5 min.
Module 3, Lesson 1	Lesson 1: Introduction	5 min.
	Topic 1: MGIB Eligibility Criteria	1 hr. 30 min.
	Topic 2: MGIB-SR Eligibility Criteria	30 min.
	Topic 3: REAP Eligibility Criteria	30 min.
	Topic 4: Kicker Eligibility Criteria	30 min.
	Lesson 1: Summary	10 min.
	Lesson 1 Total	**3 hrs. 15 min.**
	Lesson 2: Introduction	5 min.

VCE & ECM TPSS Component		Estimated Completion Time
Module 3, Lesson 2	Topic 1: Reviewing the Claimant's Application to Determine Eligibility	45 min.
	Topic 2: Assessing Service Information to Determine Eligibility	4 hrs. 30 min.
	Topic 3: Determining Delimiting Date	1 hr. 15 min.
	Topic 4: Developing a Claim for MGIB, MGIB-SR, and/or REAP and Booster Eligibility	1 hr. 15 min.
	Topic 5: Determining Months of Entitlement for Education Benefit Claim	1 hr. 45 min.
	Lesson 2: Summary	5 min.
	Lesson 2: Practice Exercise	30 min.
	Lesson 2 Total	**10 hrs. 10 min.**
Module 3, Lesson 3	Lesson 3: Introduction	10 min.
	Topic 1: Determining Whether to Issue COE, Award Benefits, Process Denial, or Route for Specialized Processing	2 hrs.
	Lesson 3: Summary	5 min.
	Lesson 3: Practice Exercise	30 min.
	Lesson 3 Total	**2 hrs. 45 min.**
Module 3, Lesson 4	Lesson 4: Introduction	5 min.
	Topic 1: Processing Denials	1 hr.
	Topic 2: Issuing COEs	45 min.
	Lesson 4: Summary	5 min.
	Lesson 4: Practice Exercise	30 min.
	Lesson 4 Total	**2 hrs. 25 min.**
Module 3,	Lesson 5: Introduction	5 min.

VCE & ECM TPSS Component		Estimated Completion Time
Lesson 5	Topic 1: Determining Commencement Date	2 hrs.
	Topic 2: Determining Period of Payment	1 hr. 30 min.
	Topic 3: Determining Amount of Basic Monthly Payment	2 hrs.
	Topic 4: Determining Kicker Rates	3 hrs.
	Lesson 5: Summary	5 min.
	Lesson 5: Practice Exercise	30 min.
	Lesson 5 Total	**9 hrs. 10 min.**
Module 3, Lesson 6	Lesson 6: Introduction	5 min.
	Topic 1: Developing for Award Information	15 min.
	Lesson 6: Summary	5 min.
	Lesson 6: Practice Exercise	30 min.
	Lesson 6 Total	**55 min.**
Module 3, Practice Exercise	Module 3: Practice Exercise	30 min.
Module 3, Posttest	Module 3: Posttest	30 min.
Module 3	**Module 3 Total**	**29 hrs. 45 min.**
Chapter 33 Module	Module Introduction	5 min.
	Topic 1: What is Chapter 33 Education Benefit?	30 min.
	Topic 2: Determining Eligibility and Entitlement for Chapter 33 Education Benefit	50 min.
	Topic 3: Determining Transfer of Entitlement (TOE) Eligibility and Entitlement	1 hr.
	Topic 4: Processing for Payment Determination	1 hr. 30 min.

VCE & ECM TPSS Component		Estimated Completion Time
	Module Summary	5 min.
	Module Posttest	1 hr.
Chapter 33 Module	**Chapter 33 Module Total**	**5 hrs.**

Section 5: Guidelines for Effective Monitoring

5.1 Daily Duration of Training

As a general rule, schedule no more than six- to six-and-one-half hours of training per day. The VCE & ECM TPSS is an intensive, information-packed course that involves active learning on the part of the student. Due to the fatigue that naturally occurs as students progress through the course, students should generally spend no more than six hours per day in training.

5.2 Check-in with Students

While it is not necessary for you to sit with students the entire time they are going through the VCE & ECM TPSS, it is recommended that you stay in the same room as students advance through the tutorial and Module 1. Do not hover, but stay close enough so that students can ask you questions.

As they progress past Module 1, you do not need to stay in the same room with the student, but it is a good idea to check in with them regularly.

5.3 Ask Questions to Determine Whether Students Are Learning

You may choose to ask questions of the students to determine if they are learning. Don't just ask students how they are doing when you check in with them. Instead, note the screen he or she is on in the VCE & ECM TPSS, and ask probing questions to determine if the student is actually learning the material. For example, "I noticed you've just read about formal and informal claims. What is the criteria that determines if a claim is a formal claim?"

5.4 Encourage Students to Take Frequent Breaks

Students will have opportunities for formal and informal breaks, as described in Section 4.

5.5 Deal with Challenging Students

A challenging student is one whose goal is to acquire the skills and knowledge necessary to do the job, but whose attitude or behavior prevents the student from learning. It is important to focus on ways to minimize the impact on training effectiveness that challenging students may cause, not necessarily on changing their views or attitudes.

Read about each type of challenging student to learn about the behavior he or she may exhibit and strategies for dealing with those behaviors.

The Doubter Student

This student doubts that he or she can learn via web-based training. This type of student may be computer-phobic or may have a strong preference for instructor-led training.

Strategies you may use to deal with a doubter student include:

- Allow the student to vent for a specified period of time, perhaps one to two minutes. Explain to the student that he or she is free to voice his or her opinions for that period of time but then must continue with the course.

- Listen actively to the student's concerns.

- Address those issues that you can address.

- Thank the student for his or her thoughts and move on.

The Keep on Clickin' Student

This student is in a hurry to get through the course and reads through the training as quickly as possible, often ignoring important information. Strategies you may use to deal with the keep on clickin' student include:

- The keep on clickin' student requires more monitoring than most. You should frequently check in on this student to assess whether he or she is:
  - Thoroughly reading all screens.
  - Answering all embedded questions.
  - Completing the practice exercises.
- Ask the student questions about the courseware content and the practice exercises to assess whether he or she is grasping the material.

The Exhausted Student

The exhausted student may have issues outside of work that interfere with his or her ability to concentrate. Sitting in front of a computer for hours is difficult when someone has his or her mind on something else or isn't well rested. Strategies you may use to deal with the exhausted student:

- Encourage the exhausted student to take frequent, short breaks.

- If you find that the student is at the point in a lesson where a test is next, but it is the end of the day and the student is exhausted, encourage the student to take the test the following morning, after allowing time to rest and review the material.

The Tardy Student

This is a student who habitually arrives late to begin the training or return after breaks. Strategies you may use to deal with this the tardy student include:

- Set fairly specific starting and ending times when faced with the tardy student.
- Positively reinforce the student's behavior by thanking him or her for arriving on time to begin the training or returning on time from breaks.
- Reiterate the importance of using time wisely in order to cover all of the material contained in the training.

The "I'd Do It Right If It Were For Real" Student

This type of student doesn't take the practice exercises or tests seriously. Consequently, he or she does not perform adequately on the tests and uses the excuse, "I'd do it right if this was for real." Strategies you may use to deal with the "I'd do it right if this were for real" student include:

- Encourage the "I'd do it right if this was for real" student to use the tests as an opportunity to practice tasks in a safe environment.
- Explain that the tests provide an opportunity to practice the tasks that will eventually be performed on the job.
- Emphasize that practice is most beneficial when it is done correctly.
- Point out that consistently incorrect performance in practice leads to a lack of success on the tests and on the job.

Section 6: Knowledge Check Questions, Practice Exercises, Test Administration, and Remediation

6.1 Facilitating Tests

Since the VCE & ECM TPSS is completely online, the feedback for the pretest, practice exercises, and posttests are given online. The posttest includes one-on-one remediation, but only after the student has failed the posttest twice. Be sure to tell the students that they are allowed to use all job aids, resources, and notes when taking the tests.

6.2 Pretest

Development of the pretest for the VCE & ECM TPSS is TBD.

6.3 Knowledge Check Questions

Knowledge check questions are embedded throughout the topics. Since these are practice questions, they are not scored or tracked. Feedback for knowledge check questions is given immediately after the student submits his or her answer. Knowledge check question types include the following:

- Multiple Choice

  o The Text Multiple-Choice question presents a question and four possible text-based answers. The student selects an answer and then selects the SUBMIT button to receive feedback.

- Matching

  o The Matching question presents a statement about the relationship between two labeled lists of items.

  o The student indicates which items in each list bear a relationship to each other.

  o The student chooses letters from a dropdown menu and then selects SUBMIT to receive feedback.

- Case Scenario

  o The Case Scenario question presents a scenario, documents and other information based on actual VA case files.

  o After reading the scenario, the student selects an answer from options presented on the screen and then selects the SUBMIT button to receive feedback.

- Drag and Drop

    o The Drag-and-Drop question type presents a picture or text that the student can drag from one area of the screen and drop into another area of the screen.

    o The student holds the left mouse button down while over the picture or text and then drags the picture or text and drops it into the correct area of the screen by releasing the mouse button.

    o The student selects the SUBMIT button to receive feedback.

Knowledge check questions use the following buttons:

- SUBMIT -- This button displays on all practice question screens. When selected, it inputs the students answer to the question and provides feedback.

- RESET -- This button enables the student to start the question over again and change selections before submitting the answer for Matching and Drag and Drop question types.

Feedback and remediation for the practice questions is as follows:

- Until the student selects the SUBMIT button, the answer to a question may be changed.

- After the student submits the answer, he or she receives feedback that tells if the question was answered correctly or incorrectly. This feedback normally takes the form of text within the feedback area of the question.

- If the answer is correct, the NEXT button is enabled.

- If the answer is incorrect, the student is given a hint within the feedback area and a second opportunity to answer correctly.

- After two unsuccessful attempts at the correct answer, the TPSS courseware:

    o Provides the correct answer and remediation within another feedback area.

6.4 Practice Exercises

When the VCE & ECM TPSS students complete all of the topics within a lesson and/or all lessons within a module they may encounter a practice exercise. This practice exercise mirrors the posttest and gives the opportunity to practice the tasks that are part of the module posttest.

Practice exercises are not scored. Students receive feedback on their performance as they answer each question.

6.5 Posttests

Some modules as well as some lessons include a posttest. The module posttests use sample Veteran-specific education claims to measure the students' competency in accomplishing the objectives, and reflects the tasks VCEs & ECMs perform on the job.

To pass the posttests, students must achieve the following scores:

- Module 1 Lesson 2 Posttest: Answer seven out of eight questions correctly - 87.5 % accuracy

- Module 2 Posttest: Process two out of three claims at 100% accuracy

- Module 3 Posttest: Process three claims at 85% accuracy

- Chapter 33 Posttest: Answer 17 out of 20 questions correctly - 85 % accuracy

If the students score lower than the required percentage, they are given a list of the questions answered incorrectly and the topic in which the material was covered. After reviewing the corresponding topic(s), the students are provided an opportunity to take a variation of the posttest.

After students complete the course and successfully complete all posttests, they can print a course Certificate of Completion.

Posttest-specific instructions vary. However, when the student takes a posttest, all of the following apply:

- The student must complete the entire posttest before receiving feedback.

- After completing the posttest, the student receives feedback and corresponding topic(s) for remediation for any test item(s) answered incorrectly or for an incorrectly performed task(s).

- To pass the posttest, the student must achieve a score of 80% or higher.

- If the student does not pass the posttest on the first attempt, upon completion of the remediation, the student must retake a variant of the posttest.

Provide students with one-on-one remediation for any posttest on which the student has not achieved the required standard after two tries.

You can obtain an online Test Report from DOTTE. It contains each test question the student missed and the responses the student selected. You should access and review the report before providing remediation to the student.

6.6 Remediation

If the student fails a posttest after a second attempt, the student contacts you, the training coordinator, for one-on-one remediation. Once the student has been provided one-on-one remediation, the student can retake another variation of the lesson posttest.

6.6.1 Resetting Student's Test Access

There may be times when a student is struggling with the test variants and requires remediation. Once he or she has completed remediation, however, he or she must retake the test.

When remediation has been completed, send an email to the TPSS help desk (CDSHelpDesk@va.gov). The subject of the email should be "Test Reset" and should identify the student's name, email address, regional office location, course, and which

tests (Module Title/Number, Lesson Title/Number) need to be unlocked. The TPSS help desk resets (unlock) the test, provided the email is not from the actual student. If the email is from the actual student, the help desk will email the student informing him or her to have the person who performed their remediation email the help desk.

Section 7: Student Expectations

7.1 Course Completion Criteria

Students are required to complete each topic of each lesson in each module. Students must complete the pretests, posttests, and all practice exercises.

Students must use the job aids created for each exercise to help them to retain the job-specific content that the VCE & ECM TPSS provides.

In order to successfully complete the training, the students must pass the posttests with a score of no less than 80%.

7.2 Level 1 Survey

To receive credit for the VCE & ECM TPSS in the Training Management System (TMS), students also must complete a Level 1 survey.

Donald L. Kirkpatrick created a four level training evaluation model. The four levels include the following:

- Level 1: Reaction of the student to the training – Students' thoughts and feelings on the training.
- Level 2: Learning – Students' resulted increase in knowledge or task performance presented in the training.
- Level 3: Behavior – Students' change in behavior, improvement in task performance, and implementation/application of knowledge.
- Level 4: Results – The effects on the workplace as a result of the students' performance in the training.

The required survey is administered automatically through the Training Management System (TMS).