

LEARNING ASSET MANAGEMENT PROGRAM (LAMP)

1. REFERENCES:

- a. DODI 5000.57 (Defense Acquisition University)
- b. DODI 1322.26 (Development, Management, Delivery of Distributed Learning)
- c. DAU Directive 701 (Curricula and Program Evaluation)
- d. DAU Directive 708 (DAU Course Equivalency Program)
- e. DAU Directive 719 (Instructor Certification)
- f. DAU Curriculum Development Guide
- g. DAU E-Learning Asset Development Guide
- h. DAU Community-of-Practice Implementation Guide
- i. DAU Taxonomy Quick Guide

2. PURPOSE: To promulgate policies and responsibilities for the management of all Defense Acquisition University (DAU) learning assets.

3. APPLICABILITY AND SCOPE:

- a. This directive implements section 3.a of Reference (a).
- b. This directive replaces DAU Directive 709; LAMP dated January 3, 2012.
- c. This directive applies to all learning assets developed, revised and maintained by DAU.

4. POLICIES: The decision to pursue new, or to revise, learning assets will follow the established requirements submission process found at <http://www.dau.mil/requirements/default.aspx>. The requirement shall be reviewed by the appropriate DAU functional area Center Director (CD) and Performance Learning Director (PLD) prior to submission to the requirements board. If the Requirements Review Board (RRB) determines a new learning asset is necessary, creation and maintenance of that asset will fall under this directive. Centralization and integration of DAU learning asset portfolios will be done to the maximum extent possible to consistently achieve economies of scale and facilitate their reuse across DAU. The following policies apply:

a. Learning asset management is a DAU core mission. To the maximum extent possible and consistent with overall DAU mission accomplishment, DAU faculty and staff will be engaged as Learning Asset Managers (LAM) for the development, revision, and maintenance of DAU learning assets.

- b. The DAU Taxonomy will be used to describe and classify the DAU learning assets.
- c. Learning assets will be managed in a Learning Assets Digital Repository (LADR).

d. Approved competency models will be the basis for learning assets; competency model development shall be implemented in accordance with the various DAU and Human Capital Initiatives (HCI) policies used for Defense Acquisition Workforce certification. In particular:

(1) Prior to DAU use, career field competency models must be formally certified by the appropriate career field Functional Leader (FL).

(2) Baseline career field competencies will be periodically evaluated by DAU as part of development and revision activities to determine those subsets most appropriately satisfied via certification training and requiring learning assets.

(3) Certification courses must be formally traceable to appropriate subsets of baselines Defense Acquisition Workforce career field competency models. Other learning assets will be aligned wherever possible to relevant Defense Acquisition Workforce career field competency models, as appropriate.

e. Development, revision, and maintenance of learning assets shall be integrated in accordance with the various DAU development guides, appropriate DAU style and branding standards, implementation guides, and other relevant technical specifications.

f. All DAU learning assets (courses, continuous learning modules and other resources, communities of practice, ACQuipedia Articles, performance learning tools, media) shall be developed (if applicable), maintained, and controlled using approved DAU systems, processes, and tools.

g. Unless prohibited by copyright or other data rights restrictions, all learning assets will be hosted and made available for sharing via the various systems that make up the DAU LADR (Atlas, Blackboard, Acquisition Community Connection (ACC), Defense Acquisition Portal (DAP), and Media Library).

h. Consistent with content volatility, learning assets will be periodically assessed for currency and effectiveness.

i. This directive takes precedence over all other directives, except DODI 1322.26 (Development, Management, Delivery of Distributed Learning) and DAU policies.

5. ROLES AND RESPONSIBILITIES: The following are roles and responsibilities regarding DAU LAMP activities. In this regard, concerning various LAMP roles cited here, it should be noted that:

- Depending on the specific requirements, a role may be fulfilled by an individual from a variety of different DAU organizations or by contractor personnel. Individuals may fulfill multiple roles which may vary over time. Not all of the roles cited in this section directly correlate to DAU organizational position titles, but refer to the types of activities that must be performed.
- Some roles, such as Learning Asset Integrated Product Team (IPT) Member, are applicable

primarily during learning asset development and revisions. Others, such as Course Manager (CM) and/or LAMs for Performance Learning Tools (PLT) or Communities of Practice (CoP), apply primarily during the delivery and maintenance phase of a learning asset.

a. **DAU Vice-President:** The Vice-President of DAU is responsible for the overall management of all DAU learning assets. This responsibility includes the identification of enterprise-level resources needed for their development, revision, and maintenance. The Vice President will resolve resourcing and all other issues related to this directive.

b. **Director, Learning Capabilities Integration Center (LCIC):**

(1) Responsible for curricula policy interfaces and inter-relationships.

(2) Develops policy, structure, and metrics for curricula.

(3) Establishes and maintains a centralized inventory of DAU learning assets and their owners.

(4) Recommends disposition of Freedom of Information Act (FOIA) requests for DAU learning assets and products.

(5) Manages the overall DAU equivalency program to include establishment of predecessor course criteria.

(6) Responsible for collaborating with DAU Deans and Directors for strategic planning to ensure timely and cost-effective resourcing for learning asset management and development.

(7) The Director incorporates gaming and simulation into learning assets as appropriate.

(8) Ensures DAU learning assets are consistent, current, relevant, and managed in accordance with the provisions of DoD policies, this directive, and related references.

(9) The Director also oversees the development and sustainment of the DAU Integrated Learning Environment (ILE). This includes all learning and knowledge development and delivery and systems.

(10) The Director is also responsible for the support of all DAU learning asset development, revision and maintenance and management of the Faculty Professional Development Program.

(11) Reports to the Vice President

c. **Dean, College of Contract Management (CCM):**

(1) Responsible for development, maintenance, revision, and delivery of Contract Management functional area courses and learning assets necessary to enhance the skills of the workforce within DCMA.

(2) Responsible for collaboration with DAU Deans and Directors for strategic planning of Contract Management to ensure timely and cost-effective resourcing for LAM and learning asset development.

d. Dean, Defense Systems Management College:

(1) Responsible for development, maintenance, revision, and delivery of Executive Program Management, International, and Requirements Management learning assets.

(2) Responsible for collaboration with DAU Deans and Directors for strategic planning of Executive Program Management, International, and Requirements Management to ensure timely and cost-effective resourcing for LAM and learning asset development.

e. **Deans/Directors:** Provides support to overall LAMP efforts by providing qualified and timely faculty resources for developing, revising, maintaining, and administering DAU learning assets. Specific responsibilities include:

(1) Nominates their faculty to LAMP matrix support roles (e.g., CM's Regional Representative (CMRR), LAM, etc.).

(2) Reviews the Integrated Management Plan (IMP) forecasted requirements and other resourcing needs (e.g., budget, computers, printing requirements, etc.) to identify faculty and facility shortfalls.

(3) Collaborates with LCIC or appropriate counterparts (e.g., the Defense Systems Management College (DSMC) or College of Contract Management (CCM)) to adequately staff IPTs and LAM positions as needed for the management of DAU learning assets.

(4) Delivers quality learning products for assigned efforts in accordance with agreed-upon validated requirements, schedules, work plans, and this directive; and, working with the appropriate LCIC/DSMC/CCM CD and PLD to resolve any issues.

(5) Monitors internal organizational efforts and identifying any schedule, resourcing, or quality issues in a timely manner to the LCIC/DSMC/CCM Director/Dean and appropriate CDs.

(6) Oversees learning asset management administration and consistency of delivery at the regional business unit level.

(7) Considers feedback from LCIC/DSMC/CCM CDs and PLDs regarding faculty performance in learning asset support and development efforts.

f. **LCIC Director, Academic Programs:** Responsible for developing and implementing curriculum management policies, tools, and resources that promote consistency in delivery, document changes, and provide historical reference. Specific responsibilities include:

(1) Responsible for the management and implementation of the DAU Course Equivalency

and Course Fulfillment programs.

(2) Serves as the DAU International Association of Continuing Education and Training (IACET) Action Officer.

(3) Coordinates LCIC input to DAU accreditation requirements.

(4) Coordinates the communication of course information through the DAU online (DAU iCatalog) and other published resources.

g. **LCIC/DSMC/CCM Center Directors:** Responsible for overall lifecycle planning, budgeting, programming, approving new requirements, and resourcing for multiple learning asset portfolios and learning programs. Specific LAMP responsibilities include:

(1) Assigns learning asset portfolios to PLDs.

(2) Coordinates with FLs, Director of Acquisition Career Management (DACM) representatives, Functional Integrated Product Teams (FIPTs), and other external DAW stakeholders.

(3) Participates, as appropriate, in FIPTs, FIPT working groups and various IPTs as necessary (e.g., competency development IPT, subject matter experts (SME) for learning asset development and coordination, issue teams, etc.).

(4) Oversees portfolio assessment, preparation of accreditation documentation, and periodic reporting of the currency, quality, and other metrics relevant to assigned portfolios. Ensuring corrective plans are implemented as needed.

(5) Ensures requirements are vetted through the LCIC Learning Asset Program Manager who serves on the Requirements Review Board.

(6) Ensures curricula development approaches are compatible with the strategic direction and resources and development activities of the university are done in accordance with relevant DAU standards.

(7) Forecasts learning asset development, revision, and maintenance workload requirements via the DAU IMP.

(8) Oversees development and DAU-wide coordination of Course Management Plans (CMP) as needed in support of IMP forecasted tasks as well as un-forecasted new work.

(9) Coordinates with appropriate DAU Dean(s) and Directors(s) to resolve any resourcing issues.

(10) Performs periodic assessment of the status of learning asset development efforts, and initiating and coordinating re-scheduling as necessary, consistent with fiscal and personnel resources.

(11) Solicits personnel as needed to fulfill the various roles cited in directive to include PLDs, LAMs, CMs, IPTs, etc.

(12) Identifies and approving any additional, course-specific instructor certification criteria, and coordination with regional Associate Dean for Academic Affairs (ADAA) prior to approval.

(13) Identifies opportunities to integrate and optimize the reuse of learning assets across other portfolios.

(14) Manages learning assets with same content, clarity, and consistency.

(15) Budgets for course pilots to include travel needed for initial instructor certification for new courses and other transition activities related to new curriculum development and fielding.

(16) Performs maintenance and integration of respective sections of the DAU taxonomy.

(17) Performs duties as a SME and LAM, when necessary.

h. **Director of Integrated Learning Systems (ILS)**: Responsible for the development and operation of the DAU Integrated Learning Environment (ILE), which includes all learning and knowledge delivery systems, and the Teaching and Learning Lab (TALL).

i. **Performance Learning Directors (PLDs)**: Responsible for an assigned learning asset portfolio that is organic to LCIC/DSMC/CCM center. PLDs initially lead learning asset IPTs to oversee course revision and development. Specific responsibilities include:

(1) Participates, as appropriate, in their supported career field FIPT, FIPT working groups, and various IPTs as necessary (e.g., competency development IPT, SME learning asset development and coordination, issue teams, etc.).

(2) Manages baseline competency model(s), if so assigned, for supported career field(s) and functional area(s); and, performing competency traceability analyses to ensure appropriate coverage by DAU learning assets.

(3) Makes recommendations regarding the structure and framework for their portfolio to respective FIPT and DACM representatives.

(4) Performs competency model gap analysis against existing learning assets in their portfolio, and identifying learning assets needed to resolve identified gaps.

(5) Identifies resourcing and budget estimates needed for course development and revision/maintenance efforts, to include pilot efforts and other learning assets as applicable.

(6) TLOs and ELOs, and controlling their portfolio allocation to learning assets, consistent

with baseline competency models.

(7) Prepares relevant portions of CMP or work packages for smaller efforts to support learning asset IPTs. Providing periodic status against plans for all efforts.

(8) Coordinates assessments of the quality, currency, and consistency used for Defense Acquisition Workforce certification purposes.

(9) Analyzes curriculum and program evaluation metrics to determine possible deficiencies, and developing and implementing corrective action plans to address them as necessary.

(10) Coordinates CM curriculum development activities and integrating their efforts with LAMs and other learning asset IPTs.

(11) Coordinates student and faculty pilots as needed.

(12) Reviews, approves and supports instructional course documentation to include the plan of instruction (POI), instructor support packages (ISP), course syllabus, and any other required course-specific DAU documentation.

(13) Identifies opportunities to integrate, and optimize cost-effective reuse of learning assets across other portfolios (e.g., multiple uses of learning assets based on common competencies, such as Risk Management or the Acquisition Life cycle).

(14) Provide recommendations for updates of the “Topics and Competency” portions of the DAU Taxonomy in their areas of functional responsibility.

(15) For new courses, recommends predecessor courses and their retirement date to CD for approval.

(16) Performs duties as a DAU functional SME and LAM when necessary.

(17) Workswith the LAM and other assigned SMEs to develop and deploy content to meet FIPT-approved, and FL directed, competency-based learning asset requirements.

j. Learning Asset Program Manager: Serves as LCIC’s Program Manager on all curriculum development, revision, and maintenance projects. Specifically:

(1) Reports directly to the Director and Deputies on status of all curriculum development projects, including cost, schedule, performance, funding and overall budget development and execution.

(2) Reviews CDs budget submittals and manages funding and budget execution.

(3) Serves as LCIC’s representative to coordinate program level learning asset management within LCIC and other DAU entities.

(4) Consults and advises Director, Deputies, CDs and PLDs on projects related, but not limited to, requirements generation, performance work statements, funding, budget, and projects execution.

(5) Serves as LCIC's representative on the Requirements Review Board.

k. **Learning Asset Manager (LAM):** A SME responsible for the development and/or the revision and/or the maintenance of one or more DAU Learning Assets.

- In the case where DAU learning assets are developed and/or integrated into a course, LAMs work in a matrix support arrangement as part of the learning asset IPT effort. Learning asset IPTs initially are under the leadership of the PLD. When learning assets become a Defense Acquisition Workforce Improvement Act (DAWIA) course, LAMs are known as "CM".

- In these cited roles, a LAM may be responsible for content in multiple learning assets, and may be assigned to a variety of Learning Asset IPTs. Specifically:

(1) Ensures the quality and currency of assigned learning asset content.

(2) Performs maintenance on assigned learning assets.

(3) Prepares supporting documentation, such as ISPs, for developed learning assets as appropriate.

(4) Communicates when learning asset revisions are needed, or learning assets become obsolete, to the appropriate PLD and other stakeholders.

(5) Maintains cognizant of state-of-the-art practices in their area of expertise via such efforts as partnering and networking with DAU peers, professional associations, industry, educational institutions, and Office of the Secretary of Defense policy owners to identify cutting edge content and best practices.

(6) Works with the PLD and other subject matter experts to develop and deploy content to meet FIPT-approved, and FL-directed, competency-based learning assets.

(7) Contributes to the DAU Topics Taxonomy for their areas of responsibility, through the appropriate PLD.

(a) **Learning Asset IPT:** An IPT composed of SMEs, LAMs, ISDs, Knowledge Project Officers (KPOs), PLDs, contractors, FIPT members, etc. used to design, develop, deploy, revise, and maintain a learning asset.

Learning asset development, revision, and maintenance efforts will be identified and planned for as part of the DAU budget and IMP process by the PLD and Center Director. While a CM will typically be a key member of any Learning Asset IPT and is the first choice to lead or participate in it, regional resourcing constraints may preclude this assignment in some cases.

(b) **Course Manager (CM):** A LAM for one or more learning products aggregated at the DAWIA course level. Serves as the leader of the Learning Asset IPT for the daily administration and maintenance of these products. When so designated by the PLD, and consistent with Dean-approved regional resourcing constraints, the CM also leads learning asset IPTs for revision and new course development.

The CM is part of the teaching faculty (typically a member of a regional Dean's organization). Responsibilities include course maintenance duties performed via a matrixed relationship under the guidance of the PLD as well as administrative duties performed under the purview of their Dean. These responsibilities include:

(1) **CM Course Maintenance/Revision Responsibilities:**

- Develop a charter for and coordinating efforts of learning asset IPTs to accomplish revisions/course maintenance.
- Maintains a version control document, when appropriate, that summarizes disseminating to CMRRs and affected faculty.
- Maintains configuration control of fielded course product baselined, and notifying CMRRs (and others as appropriate) of pending version updates, facility requirements changes, and other changes in a timely manner.
- Identifies data rights issues and obtaining necessary clearances from copyright holders prior to incorporation into course materials. Supporting and participating in student and faculty pilots.
- In coordination with LCIC ISDs and PLDs, developing and maintaining supporting course documentation, such as the POI, ISP, course syllabus, and any other required course-specific DAU documentation.
- Assists the PLD in estimating budget and other resource requirements for needed course development and revision/maintenance efforts.
- Contributing to the Topics portion of the DAU Taxonomy for their areas of responsibility, through recommended changes to the PLD.

(2) **CM Course Administration Responsibilities:**

- Prepares and submits course delivery resource requirements for considerations as part of regional annual budgets to support delivery of fielded courses
- Overall course administration to include the timely coordination of proposed schedules for the fielding of new course releases with CMRRs, academic schedulers, and other DAU organizations as needed.
- Coordinates appropriate course requirements requests with sufficient lead-times with supporting DAU organizations for printing support, reproduction, handouts, etc., needed for course delivery.
- Monitors consistency of course execution in accordance with the course product baseline
- Participates, under the direction of the Deans, in the faculty training and certification process.

- Ensures student course assessments are in compliance with DAU Directive 704 (Student Academic and Administrative Policies and Procedures)

(c) **Course Manager's Regional Representative (CMRR):** CMRRs are appointed by the respective regional Dean and support the CM. CMRRs are responsible to the respective CM for the field-level administration of assigned courses and other assigned learning assets to include:

1. Ensures consistency of course execution in accordance with the course product baseline.
2. Participates, under the direction of the Deans, in the training and certification process.
3. Advises their Regional Dean/Department Chair and CM on any issues related to the capacity and readiness to execute scheduled course offerings.
4. Provides the version change package provided by the CM to affected faculty.
5. Provides the most recent course materials to the teaching faculty and support Personnel in their region.

1. **Faculty:** Serve as LAMs and/or members of a learning asset IPT.

m. **Associate Dean for Academic Affairs (ADAA):** Responsible for delivering quality learning products for assigned efforts in accordance with agreed-upon validated requirements, schedules, work plans and this directive; and working with the appropriate LCIC/DSMC CD and PLD to resolve any issues.

n. **Executive Director of Mission Assistance and Knowledge Repository (MAKR):** Responsible for collaboration and coordination in support of DAU mission assistance (MA), Integrated Knowledge Support (IKS), and Knowledge Repository (KR) efforts under the purview of the President, DAU. Specifically:

- (1) Interface directly with Senior Defense Acquisition stakeholders (e.g., senior acquisition executives and Director of Strategic and Tactical Systems, on MA requirements.
- (2) In collaboration with the Regions, develop policies, processes, methods, and priorities to enable delivery of products and services needed by MA leaders and teams.
- (3) Develop and mature an integrated top-level strategy for DAU Enterprise Mission Assistance, and the tools used by that initiative.
- (4) Responsible for all systems and assets that make up the AT&L Knowledge Management System (AKMS), leads DAU's Knowledge Management government and contractor support team, supervises DAU's KPOs, works to maximize the use and integration of CoPs, ACQuipedia Articles, PLTs, and media throughout all DAU products and services, provides access to all DAU learning assets, as appropriate, through the systems of the AKMS and Community of

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(5) Responsible for the management and operation of the DAU Knowledge Repository and Acker Archives.

(6) Reports to the Office of the President.

o. **Associate Dean for Outreach and Mission Assistance (ADOMA)**: Responsible for planning, coordinating, and controlling MA projects under the purview of the respective Dean or Director. Specifically:

(1) Ensure their faculty and staff has the requisite skills and experience to plan implement, and execute the MA project.

(2) Responsible for outreach to the AT&L community, as well as any appropriate organizations outside the AT&L community on DAU learning assets and capabilities.

p. **Instructional Systems Designers (ISDs)**: Support faculty with learning asset development in accordance with DAU policies and processes. Specifically:

(1) Support CDs, PLDs, LAMs, CMs and serve as core members of learning asset IPTs with analysis planning, TLO/ELO development, design, development, production, student assessment and evaluation, piloting, implementation, revision, and maintenance of learning assets.

(2) Facilitate the integration of learning assets with other PLM elements, working closely with CDs, PLDs, KPOs, and faculty in general.

(3) Ensure course documentation, to include ISPs, are developed and maintained for currency with CMs.

q. **LCIC Production Managers**:

(1) Provide project management support for all course and CL projects, irrespective of whether contracted out or done with in-house DAU resources.

(2) For contracted out efforts, ensures contracts are in place, coordinates all subject matter experts and contractors through the development effort, approves deliverables, and instigates go live process.

r. **Knowledge Project Officer (KPO)**: Typically works for MAKR (exception is KPO assigned to DSMC) in support of DAU leadership, Center Directors, PLDs, and CMs; with respect to their roles and responsibilities regarding the development, integration, revision, and maintenance of learning assets residing on AKMS. Responsibilities of KPOs include:

(1) Participate on curriculum development/Learning Asset IPTs, facilitating the integration of learning assets and advocating Knowledge Sharing Learning Asset use and reuse.

(2) Serve as a member of Learning Asset IPTs regarding the management of assigned portfolio of Knowledge Sharing Learning Assets.

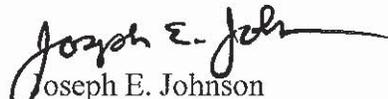
(3) Advocate and support the seamless integration and access to Knowledge Sharing Learning Assets; establish new CoPs/Special Interest Areas (SIA), and other knowledge sharing gateways, as required to support the LAMP.

s. **Chief Education Advisor (CEA)**: Supports leadership, curriculum stakeholders and faculty through a variety of means:

(1) Serves as the Center Director for the FPD program ensuring faculty receive instructional and training support as needed to develop and deliver quality courseware. Publish and maintain DAU Directive 725, Faculty Performance Development Program.

(2) Guides learning and strategies and approaches.

(3) Supports institutional benchmarking in the identification of excellence in learning services.


Joseph E. Johnson
Chief of Staff

Attachment: As stated

Definition of Key Terms

AT&L Knowledge Management System (AKMS): An umbrella term that encompasses the various elements making up the totality of various DAU Knowledge Sharing Learning Assets, to include Acquisition Community Connection (ACC), Defense Acquisition Portal (DAP), Ask a Professor (AAP), ACQuipedia, performance learning tools, and other job aids and guidebooks.

Competency: An observable, measurable pattern of skills, knowledge, abilities, behaviors and other characteristics that an individual needs to perform work roles or occupational functions successfully. Competencies are developed and attained through education, training, rotational assignments, experience, professional development, and self-development (OPM definition).

Competency Model: A hierarchal, structured listing of competencies applicable to a specific domain or career field. The DAU Competency Model is a three level model that is structured into (1) Topics, (2) Elements or Competencies and (3) Knowledge Areas or Sub- Competencies.

Continuous Learning (CL) Module: A collection of unified Learning Assets at the product level that may be associated with acquisition workforce certification, smaller in scope than a course, delivered by distance learning and not supported by an instructor.

Course: A collection of unified Learning Assets at the product level normally associated with acquisition workforce certification. Mode of delivery may be via distance learning or classroom or a combination of approaches.

Course Design Document (CDD): The CDD describes the detailed design aspects of a course or course component. Typical CDD contents include course architecture, interface descriptions, and other details.

Course Management Plan (CMP): The CMP sets direction and provides the details for development of a major learning asset such as a new or significantly-revised certification course; or overall career field re-engineering effort; or new CL module development. The CMP minimally describes that work to be done, the resource requirements, methodology and lifecycle to be used, procedures to be followed, schedules and the way that the work effort will be organized. The CMP is coordinated among all affected parties.

Course Syllabus: A summary of key aspects of a course that includes course characteristics, description and objectives, target audience, pre-requisites, media and instructional methods, and assessment strategy.

Course Student Assessment Plan (CSAP): A plan that documents performance criterion/criteria for each learning outcome or goal and appropriately designed criterion-referenced methods for those goals.

Curriculum: A set of courses constituting an area of specialization or making up a specified learning program.

Development: Encompasses all those activities to create DAU Learning Assets, and Products that are not revision or maintenance.

Definition of Key Terms

Director, Acquisition Career Management (DACM): Provide workforce management and comprehensive career management and development programs for the various services and DoD components outside the military departments.

DAU Taxonomy: A multi-leveled structure of terms broken out into sections consisting of topics, roles, certifications, competencies, events, locations, organizations and resources that is used as the controlled vocabulary to organize and classify all of the DAU's learning assets.

Defense Acquisition Workforce (DAW): Also referred to as the "AT&L workforce", is the entire community for which DAU Learning Assets are created.

Framework: An over-arching learning architecture used for the Defense Acquisition Workforce. The framework is structured into a set of common core, functional core and assignment-specific courses, CL modules and other learning assets. Currently implemented by the "core plus" model.

Functional Integrated Product Teams (FIPTs): Composed of Subject Matter Experts (SMEs) and acquisition career management representatives from the DoD Services and other DoD agencies. FIPTs are run by functional leaders and develop career field competencies required for learning asset development.

Functional Leader (FL): A key DAU stakeholder designated by the Under Secretary of Defense (USD) (AT&L), and other DoD organizations, as the principal leader for the DAW career field(s) to which they are assigned. LAMP-relevant responsibilities include:

1. Providing functional advice and recommendations to support implementation of the AT&L Workforce Education, Training, and Career Development Program.
2. Establishing, overseeing and maintaining relevant DAW career field competency models; certification standards and frameworks; and Position Category Description(s).
3. Formally certifying, on an annual basis, that certification course content is current, technically accurate, and consistent with DoD acquisition policies.

These duties are typically discharged via FIPTs.

Human Capital Initiatives (HCD): Assist USD(AT&L) with the execution of all 10 U.S.C. 1702 Department-wide acquisition workforce responsibilities to include workforce strategic planning, policy, and programs

IPT: A team composed of representatives from appropriate functional disciplines working together to build successful products, identify and resolve issues, and make sound and timely recommendations to facilitate decision-making.

Integrated Management Plan (IMP): An annual plan that forecasts DAU-wide faculty and faculty resources needed for course delivery and as well as course development, revision and maintenance activities for future FYs. The plan is prepared approximately 12-18 months prior to the forecasted FY start. It includes sections with faculty regional work loading for anticipated

Attachment 1

Definition of Key Terms

learning asset development, revision and maintenance.

Instructor Support Package (ISP): A set of detailed supporting materials and explanatory documentation associated with a classroom or other learning asset for instructor use in preparation and delivery. The package is prepared by the LAM.

Knowledge Sharing Learning Asset: Learning assets that make up the AKMS and represent diverse types of learning and job support aids, such as Acquisition Community Connection, Defense Acquisition Portal, Ask-A-Professor (AAP) questions and answers, \ACQuipedia articles, performance learning tools and various guidebooks/handbooks.

Learning Asset: A Learning Asset is any item with learning content that is useful and contributes to the success of learning. These include but are not limited to courseware, lessons, videos, documents or part of a document regardless of format) or that can be used to cause learning and result in an acceptable performance. Learning assets are in deliverable learning products.

Learning Asset IPT: An Integrated Product Team (IPT) composed of SMEs, LAMs, ISDs, KPOs, PLDs, contractors, FIPT members, etc. used to design, develop, deploy, revise and maintain a learning asset.

Learning Assets Digital Repositories (LADR): An umbrella term used to refer to a set of physical repositories and content management systems (e.g., ATLAS LMS, Blackboard, ACC, DAP, etc.) that are used by DAU faculty and staff to manage assets.

Learning Asset Portfolio: A collection of DAU Learning Assets, to include Knowledge Sharing Learning Assets, that supports a defined segment of the DAW. LCIC/DSMC/CCM Centers are organized around Learning Asset Portfolios primarily related to DAWIA certification.

Learning Management System (LMS): A software system that provides a delivery mechanism for on-line, distance learning courses and other learning assets.

Maintenance: Involves cosmetic updates to courseware documentation to correct typographical errors, grammar, or invalid hyperlinks. Cosmetic updates may include edits to graphic displays, teaching points, sequence of teaching points, and content provided to the student as long as the edits are not alterations to policies, authoritative guidance, or the material that is associated with the learning outcomes.

Mission Assistance: Customized support designed to rapidly deliver program, technical, and business solutions to the defense Acquisition Workforce. Mission Assistance includes the following three components consulting, targeted training and rapid deployment training.

Plan of Instruction (POI): A five part document that includes a cover/signature page. The POI provides all the essential information regarding a deployed course as follows: Part 1 Course Overview; Part 2 Course Outline; Part 3 Needs Analysis; Part 4 Course Student Assessment Plan; and Part 5 Time Tracker.

Performance Learning Model (PLM): An overarching learning model, that focuses on the

Definition of Key Terms

totality of the range of DAU learning assets available to the DAW. Legs of the PLM include DAWIA training courses, mission assistance activities, continuous learning and knowledge sharing.

Position Category Description (PCD): A formal description, by DAWIA career field, that includes typical workforce member duties. Prepared and validated annually by the FL and DACMs, a PCD is used by position classifiers in the service and agencies to determine if a given workforce position is an acquisition position.

Predecessor Course: A course that has been retired and replaced by one or more courses. DAU predecessor courses are allowable substitute courses that are permitted to be substituted for current course prerequisite and certification requirements for a specific time period, minimally 24 months or as designed by the PLD.

Prerequisite Courses: A course/set of courses where learning objectives, knowledge and skill were attained through successful completion/graduation.

Requirements Review Board: Consists of representatives from LCIC and DSMC in the implementation of the formalized process establishing a valid learning asset requirement. Provides traceability and justification of a competency and/or learning gap or need; and then applies resources against that validated requirement.

Revision: Involves updating courseware documentation to accommodate changes in outcomes (objectives), content to support outcomes (course improvements/enhancements to clarify topics), or course design.

Version Control Document: A document provided as part of the release of a new or revised learning asset, that lists its current version number, the various components making up that new or revised course, and summarizes changes from the previous baseline to the current one.