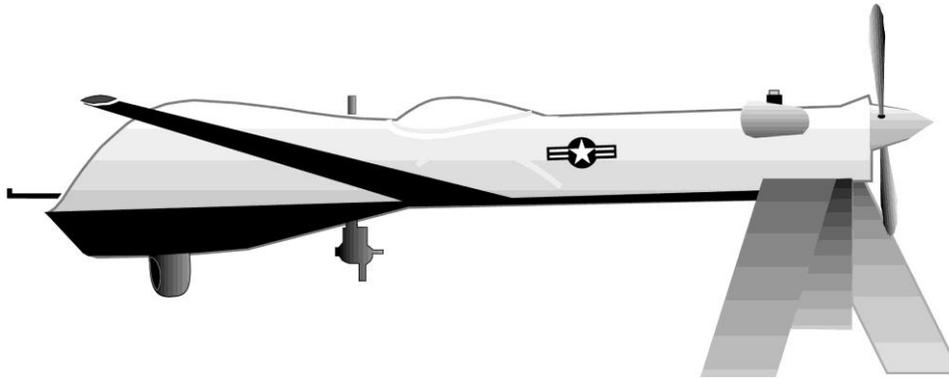


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Parts I-II
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AFSC 1U0X1

Remotely Piloted Aircraft Sensor Operator (RPA SO)



CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP)

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CAREER FIELD EDUCATION AND TRAINING PLAN
RPA SENSOR OPERATOR
AFSC 1U0X1

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PART I

Preface

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education/training requirements, training support resources, and minimum core task requirements for this specialty. The CFETP will provide personnel a clear career path to success and instill rigor in all aspects of career field training.

2. The CFETP consists of two parts; both of which are used by management to plan, manage, and control training within the career field.

2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan; Section B identifies career progression information, duties and responsibilities, training strategies, and career field path; Section C associates each level with specialty qualifications (knowledge, education, training, and other); Section D indicates resource constraints. Some examples are funds, manpower, equipment, and facilities. Section E identifies transitional training guide requirements for SSgt through MSgt. Note: *Air Force Enlisted Classification Directory (AFECD)*, and *AFI 36-2101, Classifying Military Personnel (Officer and Enlisted)*, contain the specialty descriptions.

2.2. Part II includes the following: Section A identifies the Specialty Training Standard (STS) and includes duties, tasks, and technical references to support training, Air Education and Training Command (AETC) conducted training, and correspondence course requirements. Section B contains the course objective list and training standards supervisors will use to determine if airmen satisfied training requirements. Section C identifies available training support materials. Section D identifies a training course index that is used to determine resources available to support training. Included here are both mandatory and optional courses. Section E identifies MAJCOM unique training requirements.

3. This CFETP is designed to ensure individuals in AFSC 1U0X1 receive comprehensive and effective training at the appropriate phases of their career. At unit level, supervisors and trainers use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

ABBREVIATIONS/TERMS EXPLAINED

Advanced Training (AT). Formal course which provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills/knowledge to enhance their expertise in the career field. Training is for selected career airmen at the advanced level of the AFS.

Aircrew Fundamentals Course (AFC). A course designed to screen candidates for the rigors of enlisted crewmember duties prior to spending expensive follow-on training resources.

Aircrew Training System (ATS). A comprehensive listing of tasks and objectives to be trained during formal training.

Air Force Career Field Manager (AFCFM). Individual appointed by Air Staff Deputy Chief of Staff to manage education, training, and resources for a specific career field(s).

Air Reserve Component (ARC). Air National Guard and Air Force Reserve units.

Basic Aircraft Qualification (BAQ). A crewmember who has satisfactorily completed initial qualification training and is qualified to perform aircrew duties in the unit aircraft.

Basic Mission Capable (BMC). A crewmember who has satisfactorily completed mission qualification training, does not maintain MR/CMR status, but maintains familiarization in the command or unit operational mission.

Basic Qualification (BQ). A status of a crewmember who has satisfactorily completed the basic training prescribed to maintain the skills necessary to operate the unit aircraft. The member must perform at the minimum frequency necessary to meet the most recent sortie and flight standards set for that weapons system.

Career Field Education and Training Plan (CFETP). A CFETP is a comprehensive, multipurpose document encapsulating the entire spectrum of training for a specialty. It outlines a logical growth path, including training resources, and is designed to eliminate duplication and make training identifiable and budget defensible.

Center of Excellence (CoE). The cornerstone of all career enlisted aviator training, conducted at Lackland AFB, TX. Provides undergraduate, initial skills training through award of the 3-skill level.

Combat Mission Ready (CMR). A crewmember who has satisfactorily completed mission qualification training and maintains qualification and proficiency in the command or unit combat mission.

Continuation Training (CT). Training for crewmembers already qualified in their respective crew position to maintain their assigned level of proficiency. CT is designed to progressively improve basic qualification, combat mission ready, basic mission capable, and crewmember's ability to perform the unit's mission.

Core Task. A task AFCFMs identify as a minimum qualification requirement within an Air Force specialty or duty position. Core Tasks for the AFS can be either task or knowledge based and are the STS line items fundamental to meeting these core competencies. Each MAJCOM is responsible for developing the minimum standard to which each core task will be trained. Core skills (or knowledge) must be trained, maintained, and certified, regardless of duty position/location and are based upon skill level.

Core Competencies. The mission of the U.S. Air Force is to defend the United States and protect its interests through air and space power. To achieve that mission, the Air Force has a vision of Global Vigilance, Reach and Power. That vision orbits around three core competencies: *Developing Airmen, Technology-to-Warfighting and Integrating Operations*. These core competencies make our six distinctive capabilities possible:

Aerospace Superiority: With it, joint forces can dominate enemy operations in all dimensions – land, sea, air and space.

Global Attack: Because of technological advances, the Air Force can attack anywhere, anytime – and do so quickly and with greater precision than ever before.

Rapid Global Mobility: Being able to respond quickly and decisively anywhere we're needed is key to maintaining rapid global mobility.

Precision Engagement: The essence lies in the ability to apply selective force against specific targets because of the nature and variety of future contingencies demand both precise and reliable use of military power with minimal risk and collateral damage.

Information Superiority: The ability of joint force commanders to keep pace with information and incorporate it into a campaign plan is crucial.

Agile Combat Support: Deployment and sustainment are keys to successful operations and cannot be separated. Agile combat support applies to all forces, from those permanently based to contingency build-ups to expeditionary forces.

The Air Force bases these core competencies and distinctive capabilities on a shared commitment to three core values – *integrity first, service before self and excellence in all we do*.

Course Objective Lists (COL). A publication, derived from the initial skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3-skill level in this career field. Supervisors use the COL to conduct graduate evaluations in accordance with AFI 36-2201, Volume 3, Air Force Training Program On-the-Job Training Administration.

Crew Resource Management (CRM). The effective use of all available resources, people, weapon systems, facilities and equipment, and environment - by individuals or crews to safely and efficiently accomplish an assigned mission or task. The term "CRM" is used to refer to the training program, objectives, and key skills directed to this end.

Enlisted Specialty Training (EST). A mix of formal training (technical school) and informal training (on-the-job) to qualify and upgrade airmen in each skill-level of a specialty.

Exportable Training. Additional training via computer, paper, interactive video, or other necessary means to supplement training.

Field Evaluation Questionnaire (FEQ). An extensive survey based on the CFETP to determine how well the formal training met the apprentice levels outlined in the CFETP. This survey is sent approximately 6 months after graduation to the Base Education and Training Manager, if unclassified, or direct to the unit training manager, if classified.

Field Technical Training. Special or regular on-site training conducted by a field training detachment (FTD), Formal Training Unit (FTU) or by a mobile training team (MTT).

Formal Training Unit (FTU). Name given to an AETC, Air Combat Command (ACC) or Air Mobility Command (AMC) school conducting formal training.

Functional Manager. Individuals appointed by MAJCOMs to manage education, training, and resources for an Air Force Specialty (MAJCOM Functional Manager or MFM).

Global Mobility Readiness Squadron (GMRS). An in-garrison organization which houses the Force Protection, Intel, Air Traffic Control (ATC), Supply, Vehicle Maintenance, Contracting and Finance UTC that when combined with GMS resources comprise the Contingency Response Group (CRG). GMRS forces are primarily responsible for executing the Open the Airbase Force Module by shaping the airbase environment to support air operations of any type.

Global Mobility Squadron (GMS). An in-garrison organization which houses the C2, Aerial Port, MX, and Weather UTCs that when combined with the GMRS resources, comprise the CRG. GMS forces are primarily responsible for executing the Open the Airbase Force Module by planning, coordinating, and conducting initial airfield/air mobility support operations. The GMS may also provide the core C2, Aerial Port, and MX capabilities for Contingency Response Element (CRE) operations in support of Global Mobility.

Graduate Assessment Survey (GAS). Survey conducted in accordance with AFI 36-2201. Used by recent graduates to evaluate the quality of formal training received and its applicability to their job. The data is used to determine the effectiveness of, and need for changes in training.

Initial Qualification Training (IQT). Training necessary to initially qualify a crewmember in a basic crew position and flying duties without regard to the unit's operational mission. This is the minimum requirement for BAQ.

Initial Skills Training. A formal school course that results in the award of a 3-skill level AFSC.

Instructional System Development (ISD). A deliberate and orderly, but flexible process for planning, developing, validating, implementing, and reviewing instructional programs. It ensures personnel are taught, in a cost efficient way, the knowledge and skills for successful job performance.

Lead Command. The lead command for this specialty is ACC. They establish standards, tasks, and formal training requirements for both operations and maintenance, and are responsible for updating training requirements and coordinating changes to the CFETP.

MAJCOM Functional Manager (MFM). Primary focal point and liaison between the MAJCOM and HQ USAF on all matters relating to the career fields and aviation resource management within the command. This includes, but is not limited to, responsibility for the aircrew training programs, coordination on aircrew resource allocations, and managing education, training, and resources for a specific career field(s) for that MAJCOM.

Major Weapons Systems (MWS). For the purpose of this CFETP, MWS consists of all applicable Remotely Piloted Aircrafts (RPA) platform with a crew complement including at least one 1UOX1.

Mission Capable (MC). Status of a crewmember who has satisfactorily completed mission qualification training but who does not maintain mission ready status.

Mission Design Series (MDS). A term used to identify a specific aircraft designation (e.g., MQ-1, RQ-9).

Mission Ready (MR). A crewmember who has satisfactorily completed mission qualification training and maintains qualification and proficiency in the command or unit operational mission.

Mission Qualification Training (MQT). Training necessary to qualify a crewmember in a specific crew position to perform the commands or units operational mission. MQT completion is a prerequisite for mission ready status.

On-the-Job Training (OJT). A delivery method used to certify personnel in both upgrade (skill level award) and job qualification (duty position certification) training. It is hands-on, over-the-shoulder training conducted at the duty location.

Practicum. A means of receiving college credits through Community College of the Air Force (CCAF) Teaching Technology Associates Degree Program for formal schoolhouse instructors. It covers a wide variety of subjects beyond initial instructor qualification.

Qualification Training (QT). Actual hands-on task performance training designed to qualify a crewmember in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skill/knowledge training required to do a job.

Resource Constraints. Resource deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being accomplished.

Retraining. An Air Force objective to balance the career force of each AFSC as needed. The retraining program allows individual Airmen a choice of career fields from which to pursue an Air Force career and provides a method to return Airmen disqualified from their current AFSC to a productive status.

Specialty Training Standard (STS). An Air Force publication that describes an Air Force Specialty in terms of tasks and knowledge, which an airman in that specialty may be expected to perform or to know on the job. It further serves as a contract between AETC and the functional user. It shows which of the overall training requirements for an AFSC are taught in formal schools and exportable courses.

Standard. An exact value, a physical entity, or an abstract concept, established and defined by authority, custom, or common consent to serve as a reference, model, or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. A fixed quantity or quality.

Subject Matter Expert (SME). An individual qualified in a particular specialty and who is consulted with for his or her subject matter expertise or knowledge of the specialty.

Syllabus. Published outline of training required to achieve the proficiency specified in the course training standards for a specific course. It prescribes the course content, instructions to conduct the training, and the approximate time necessary to successfully complete all requirements. A formal syllabus may be published to include IQT, MQT, CT, and other crew training as determined by the training command, MAJCOM, or unit. (Formal and standardized syllabus are used primarily in AETC formal or developed courses.)

Total Force. All collective Air Force components (active duty, reserve, guard, and civilian elements) of the United States Air Force.

Unit Type Code (UTC). A UTC is a potential unit of capability focused on accomplishment of a specific Air Force mission. It can consist of manpower (MFE) only, equipment (LOGDET) only, or both.

Upgrade Training (UGT). Training that leads to the award of a higher skill level in an Air Force Specialty.

Utilization and Training Workshop (U&TW). A forum consisting of the AFCFM, MAJCOM functional managers (MFM), Subject Matter Experts (SME), and AETC training personnel who determines career field training requirements.

Weapons System Training Package (WSTP). An instructional course which includes IQT, MQT, and CT designed for use at the unit to qualify or aid qualification in a duty position, program, or on a piece of equipment. The WSTP may be printed, computer based, flying, simulator, or other audiovisual material.

Section A - General Information

1. Purpose. This CFETP provides information necessary for the Air Force Career Field Manager (AFCFM), MAJCOM functional managers (MFMs), commanders, training managers, supervisors, and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training that individuals must receive in order to develop and progress throughout their career. For the purpose of this plan, training is divided into four areas: initial skills, upgrade training (UGT), qualification training (QT), and continuation training (CT). Initial skills training is the Air Force Specialty specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3-skill level. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion required for award of the 5-, 7-, and 9-skill levels. Qualification training is actual hands-on task performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills/knowledge training required for the job. Continuation training is additional training either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to maintain their skills and knowledge beyond the minimum required. The CFETP has several purposes, some are:

1.1. Serves as a management tool to plan, manage, conduct, and evaluate a career field training program. Also, it is used to help supervisors identify training at the appropriate point in an individual's career.

1.2. Identifies task and knowledge training requirements for each skill level in this specialty and recommends training and education throughout each phase of an individual's career.

1.3. Lists courses available in the specialty, identifies sources of training, and the training medium.

1.4. Identifies major resource constraints that impact full implementation of the desired specialty training program.

2. Uses. The CFETP will be used by MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available and/or instituted for each individual in the specialty.

2.1. Training personnel will develop and revise formal resident, non-resident, and exportable training based on requirements established by the user and documented in Part II of the CFETP. The lead command MFM will work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

2.2. MFMs will ensure their training programs complement the CFETP mandatory initial and upgrade skills requirements. Identified requirements can be satisfied by OJT, resident training, contract training, or exportable courses. MAJCOM-developed training to support this AFSC must be identified for inclusion in this plan and must not duplicate available training resources.

2.3. Each individual will complete the mandatory training requirements specified in this plan. The list of courses in Part II will be used as a reference to support training.

2.4. Personnel in AFSC 1U0X1 are exempt from maintaining OJT Training Folders (AF Form 623). All training is certified via AF Form 8 by trained evaluators. Certification of the AF Form 8 eliminates the requirement to document STS items in this CFETP.

3. Coordination and Approval. The AFCFM is approval authority. Also, the AFCFM will initiate an annual review of this document to ensure currency and accuracy. MAJCOM functional managers and AETC training managers will identify and coordinate on the career field training requirements. Using the list of courses in Part II, they will eliminate duplicate training. Send any applicable inputs/changes to this CFETP through MAJCOM the appropriate functional managers to the following: HQ USAF/A3O-AT, 1480 Air Force Pentagon, Washington D.C. 20330-1480.

Section B - Career Progression and Information

4. Specialty Description

4.1. Specialty Summary. Operates RPA operations mission equipment, systems, electro-optical sensor systems, and electronic protection (EP) equipment. Gathers, records, displays, and distributes mission information. Interprets computer-generated displays and alarms. Performs and assists in mission planning. Maintains publications and currency items. Maintains communications nets with ground, air, and maritime units. Performs airborne operations functions under training and operational conditions. Manages, supervises, trains, provides expertise, and evaluates activities. Performs staff functions. Promotes and instills situational awareness in all aspects of airborne operations.

4.2. Duties and Responsibilities.

4.2.1. Performs Intelligence, Surveillance and Reconnaissance (ISR), Basic Surface Attack (BSA) using the precision guided munitions, and Close Air Support (CAS) using RPA operations mission equipment. Performs mission planning, preflight, in-flight, and post flight duties according to aircraft technical orders and applicable Air Force Instructions (AFIs). Identifies and maintains surveillance of air, ground, and maritime objects. Performs pre-mission Ground Control Station (GCS) Rack Configuration checklist, Gaining/Losing Handover checklists, and post-mission inspections. Accomplishes pre-mission and post-mission records and reports. Performs operational checks of sensor systems. Maintains status of air and ground activity. Coordinates with and supports other airborne and ground platforms in distributing and relaying operational target and identification data. Monitors radio communications. Coordinates mission profile requirements with internal and external agencies.

4.2.2. Conducts unconventional/conventional warfare and special operations missions to include CAS, interdiction, armed reconnaissance, combat search and rescue, and limited forward air control. Monitors radio communications. Determines disposition and locations of hostile and/or friendly forces by studying available intelligence data. Coordinates aircraft positioning to obtain optimal performance of sensor systems to find, fix, track, target, engage, & assess (F2T2EA) enemy and/or friendly forces. Fires RPA weapon systems during combat missions to ensure desired level of target destruction. Performs real-time battle damage assessment and operates all mission video/audio recording equipment.

4.2.3. Instructs, evaluates, and supervises RPA operations system activities. Conducts training for RPA operations systems personnel. Develops and reviews instructional methods and procedures used in IQT, UGT, and CT. Reviews training status and recommends remedial training. Evaluates aircrew academic, simulation, and in-flight performances. Reviews trend analysis of flight evaluations to identify training deficiencies. Supervises subordinates during the performance of their duties. Reviews training status and arranges additional, remedial, and continuation training. Conducts periodic inspections of aircrew operations and unit activities.

4.2.4. Performs staff functions. Performs staff duties at squadron level and above where RPA sensor operator expertise is required.

4.2.5. Plans and organizes RPA sensor operator airborne command and control systems apprentice/journeyman/craftsman activities. Develops and improves methods of personnel utilization and aircrew operations economy. Advises commanders and staff officers of important changes and developments in the mission operations area. Identifies problems affecting the capability and efficiency of unit operations. Facilitates planning, organizing, and executing operational and training missions. Revises personnel distribution within assigned mission functions. Determines mission requirements and recommends operational procedures to meet worldwide contingency and operational tasking. Reviews trend analysis of flight evaluations to identify training deficiencies. Identifies and corrects faulty operational techniques.

5. Skill/Career Progression. Adequate training and timely progression from the apprentice to the superintendent skill level play an extremely important role in the Air Force's ability to accomplish its mission. Therefore, it is essential that everyone involved in training do their part to plan, develop, manage, conduct, and evaluate an effective and efficient training program. The guidance provided in this part of the CFETP will ensure individuals receive viable training at the appropriate points in their career. The following narrative and the AFSC 1U0X1 career field flow charts identify the training career path. They define the training required in an individual's career.

5.1. Apprentice 3-Level. Completion of the Aircrew Fundamentals Course (L3AQR1A411) at Lackland AFB, TX is mandatory for non-prior service (NPS) and non-aviation service cross training students. Completion of Basic Sensor Operator Course (BSOC) located at Randolph AFB, TX is mandatory for award of the 3-skill level AFSC. Initial skills training requirements are identified and revised (if necessary) annually during the 1U0X1 Utilization and Training Workshop (U&TW). Task and knowledge requirements are identified in the STS, Part II, Sections A and B. Individuals must complete an initial skills course to be awarded AFSC 1U0X1. Meeting mandatory requirements listed in Air Force Enlisted Classification Directory (Formally known as AFMAN 36-2108) specialty description, completion of the Aircrew Fundamentals Course at Lackland AFB, TX and BSOC at Randolph AFB, TX. Initial skills training in this specialty consists of the tasks and knowledge training provided in the resident apprentice course located at either the MQ-1/9 Predator/Reaper Sensor Operator FTU Initial Qualification Course at Creech AFB, NV, Holloman AFB, NM, and March AFB, CA. Task and knowledge training requirements are identified in the specialty training standard, Part II, sections A and B. After weapon systems qualification training is complete, the trainee will work with the trainer to enhance their knowledge and skill. They will utilize the Career Development Course (CDC) and Task Qualification Training and other exportable courses to progress in the career field. Once evaluated, a trainee may perform the task unsupervised.

5.2. Journeyman 5-Level. Upgrade training to the 5-skill level in this specialty consists of: (1) completing the Career Development Course 1U0X1 (when available); (2) completing duty position tasks identified by the supervisor, and all core tasks in the STS through MQT/CT; (3) completing a minimum of 12 months in 5-level OJT, (minimum of 9 months for re-trainees); (4) meet mandatory requirements listed under the Air Force Enlisted Classification Directory (Formally known as AFMAN 36-2108); and (5) be recommended by their supervisor. SrA with 48 months in the Air Force and SSgt selects will attend the Airman Leadership School (ALS) to prepare for supervisory duties (AFRC: 42 months required for ALS in correspondence course). A Journeyman can expect to fill various positions within and outside the unit. If they are instructor qualified, they may be used in training flight, certified as an evaluator. For career broadening, individuals are encouraged to apply for a Formal Training Unit (FTU) instructor position. Individuals will use CDC and other materials to prepare for testing under WAPS. They should continue their education toward a CCAF degree (CCAF/Associates degree or higher is required for all CCAF affiliated positions).

5.3. Craftsman 7-Level. Upgrade training to the 7-skill level consists of: (1) completing all 5/7-skill level training requirements identified in the STS through MQT/CT; (2) be a SSgt select or above; and (3) completing a minimum of 12 months in 7-level OJT (minimum of 6 months for re-trainees). A craftsman can expect to fill various supervisory and management positions such as flight chief and section chief. Individuals should take courses or obtain added knowledge on management of resources and personnel. They are encouraged to continue academic education through the CCAF and completing higher degree programs that complement the career field and enhance their ability to do their jobs. In addition, TSgts and TSgt selects can attend the Noncommissioned Officer Academy in residence course to broaden their leadership and supervisory skills; in-resident completion is mandatory to assume the rank of MSgt. MSgt selects should accomplish the USAF Senior NCO Academy Correspondence Course to prepare for increased responsibility. Active duty MSgts who fail to obtain their CCAF associates degree, and fail to complete the USAF Senior NCO Academy Correspondence Course severely hamper their prospects for further promotion, thus are strongly encouraged to pursue these endeavors. ARC has the option to accomplish these through in-residence or correspondence.

5.4. Superintendent 9-Level. Upgrade training to the 9-skill level in this specialty consists of holding the grade of SMSgt, meeting mandatory requirements listed in Air Force Enlisted Classification Direction (Formally known as AFMAN 36-2108), AFI 36-2101 specialty description, and having supervisor's recommendation. (ARC are required to complete SNCOA to be promoted to SMSgt). Superintendent can be expected to fill positions such as flight chief, operations superintendent, and various staff positions through the MAJCOM level. Additional training areas should include budget, manpower, resources and personnel management. Also, personal/professional growth and development should be pursued through a variety of means, such as books, voluntary career development courses, lectures, off-duty education, leadership seminars, etc. Completion of professional courses aligned with the career field is strongly recommended.

5.5. Chief Enlisted Manager (CEM). CEM code is awarded when selected for promotion to Chief Master Sergeant. In addition to performing duties normally associated with the operational aspects of the AFSC, the CEM is directly responsible for: (1) management and supervision of all enlisted personnel training and utilization within their specialty code and/or directorate of responsibility; (2) directing performance standardization, qualification, skills training, professional development, and enrichment, mentoring, and utilization of enlisted personnel; (3) performing evaluations of individual and group performance in terms of effectiveness/efficiency in accordance with Air Force, MAJCOM, and unit instructions/mission requirements; (4) interprets and discusses findings with senior staff and recommends action to correct deficiencies; (5) directing day-to-day operations and activities of personnel within their directorate; (6) resolving technical problems encountered during mission operations; and (7) advising organizational senior leadership and staff agencies on issues affecting mission accomplishment. Additionally, CEMs perform staff functions where aircrew operational expertise is required. Additional education and completion of professional development courses is also recommended and encouraged. CEMs can be expected to fill positions such as squadron superintendent, operations group superintendent, section chief, detachment chief, PME school commandant, functional manager, and various senior staff positions.

6. Training Decisions. The CFETP uses a building block approach (simple-to-complex) to encompass the entire spectrum of training requirements for the Sensor Operator career field. This CFETP was developed to include life-cycle (day one through retirement) training requirements for this specialty. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. The following training decisions were made at the 1U0X1 RPA Sensor Operator Career Field Stand-Up Working Group, held at Randolph AFB, Texas in June 2009.

6.1. Initial Skills Training. Significant changes were made in initial skills training. The STS was changed to include Aircrew Fundamentals Course and define common core training required for the 1U0X1 AFSC.

6.2. Five Level Upgrade Training. The Aircrew Fundamentals, 1U051 CDC was added as a pre-requisite volume prior to starting the AFSC 1U051 CDC. Completion of all CDC sets provides required training for upgrade in the RPA Sensor Operator related positions.

6.3. Seven Level Upgrade Training. The CSAF has approved a variance, eliminating the requirement for in-residence 7-level training for all 1U0X1 (Aircrew Operations Career Field) personnel.

7. Community College of the Air Force (CCAF). CCAF provides the opportunity to obtain an Associate in Applied Sciences (AAS) Degree. Enrollment in CCAF occurs upon completion of basic military training. Off-duty education is a personal choice but is highly encouraged. In order to receive Senior Rater Endorsement on the SNCO EPR, individuals will obtain a CCAF degree and complete requisite Professional Military Education (PME). See the CCAF website for program details regarding the AAS degree at: <http://www.au.af.mil/au/ccaf>. Additionally, see the Air Force Virtual Education Center website regarding AAS degree progress at: <https://my.af.mil.afvecprod/>. In addition to its associate degree program, CCAF offers the following:

7.1. Occupational Instructor Certification. CCAF offers the Occupational Instructor Certification to instructors teaching full time in a CCAF affiliated school. To qualify, instructors must complete an instructor course, a Teaching Practicum, have two years teaching experience, hold an associate or higher degree, and be recommended by their commander/commandant.

7.2. Instructor of Technology & Military Science Degree. This program is offered to enlisted members who are assigned to CCAF affiliated schools teaching CCAF degree-applicable courses. Applicants must complete three semester hours of CCAF-approved instructor methodology coursework and hold their career-field-related CCAF degree or equivalent civilian college degree before registration.

7.3. Trade Skill Certification. When a CCAF student separates or retires, a trade skill certification is awarded for the primary occupational specialty. The College uses a competency based assessment process for trade skill certification at one of four proficiency levels: Apprentice, Journeyman, Craftsman/Supervisor, or Master Craftsman/Manager. All are transcribed on the CCAF transcript.

7.4. Degree Requirements. All airmen are automatically entered into the CCAF program. The current program associates degree available from the CCAF for AFSC 1U0X1 is Air and Space Operations Technology Degree. Prior to completing an associate degree, the 5-skill level must be awarded and the following requirements must be met:

Subject Area	Semester Hrs
Technical Education	24
Leadership, Management, and Military Studies	6
Physical Education	4
General Education	15
Program Elective	15
Total	64

7.4.1. Technical Education (24 Semester Hours): A minimum of 12 semester hours of Technical Core subjects/courses must be applied and the remaining semester hours applied from Technical Core/Technical Elective subjects/courses. Requests to substitute subjects/courses must be approved in advance by the Technical Branch at CCAF. Refer to the CCAF Catalog for a current listing of Technical Core and Elective Subjects/Courses.

7.4.1.1. Technical Core (12-24 Semester Hours):

Subject/Course	Max Semester Hrs
Aerospace Control and Warning Systems	24
CCAF Internship	18
Computer Networking	6
Radio Communications	16
Space Systems Operations	24

7.4.1.2. Technical Electives (0-12 Semester Hours):

Subject/Course	Max Semester Hrs
Astronautics	3
Astronomy	3
Aviation/Flight Safety	3
Basic Electronics Theory/Application	6
Computer Science	6

Management Information Systems	3
Programming Languages	6
Solid-State Theory/Application	3
Space Propulsion	3
Technical Writing	3

7.4.2. **Leadership, Management, and Military Studies (6 Semester Hours):** Professional Military Education and/or civilian management courses accepted in transfer and/or by testing credit. See *CCAF General Catalog* for application of civilian management courses.

7.4.3. **Physical Education (4 Semester Hours):** This requirement is satisfied by completion of Basic Military Training.

7.4.4. **General Education (15 Semester Hours):** Applicable courses must meet the criteria for application of courses to the General Education Requirement (GER) and agree with the definitions of applicable General Education subject/courses as provided in the *CCAF General Catalog*.

Subject/Course	Semester Hrs
Oral Communication (speech)	3
Written Communication (English composition)	3
Mathematics (intermediate algebra or college-level mathematics)	3
Social Science (anthropology, archaeology, economics, geography, government, history, political science, psychology, sociology)	3
Humanities [courses in fine arts (criticism, appreciation, historical significance), foreign language, literature, philosophy, religion]	3

7.4.5. **Program Elective (15 Semester Hours):** Satisfied with applicable Technical Education, Leadership, Management, and Military Studies or General Education subjects/courses.

7.5. Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become an FTU Instructor should be actively pursuing an associate's degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

8. Career Field Flow Charts.

Figure 1 - Enlisted Education and Training Path

Figure 2 – Career Path #1

Figure 3 – Career Path #2

Figure 4 – 1U0X1 Assignment Locations

NOTES:

- The courses outlined in figure 2 represent the formal training required for personnel entering and becoming fully qualified in the RPA Sensor Operator Specialty. The locations, course lengths, and titles are subject to change. Changes will be updated in the Education Training Course Announcement (ETCA) by the course owner.

- Personnel graduating from the BSOC are awarded AFSC 1U031 and are authorized to wear the RPA Sensor Operator Wings. Wear and permanent awarding requirements of the RPA Sensor Operator Wings will be IAW AFI 11-402 and MAJCOM supplements. Failure to complete IQT is authority for supervisors to recommend revocation of wear of the RPA SO wings.

Enlisted Education and Training Path					
	GRADE REQUIREMENTS				
Education and Training Requirements	Rank	Earliest Sew-on	Air Force Average	1U0X1 Average	High Year of Tenure (HYT)
Basic Military Training School (BMTS)	AB				
Apprentice Technical School (3-Skill Level)	Amn	6 months			
Upgrade To Journeyman (5-Skill Level) - Minimum 12 months on-the-job training - Minimum 9 months on-the-job training for retrainees - Complete appropriate CDC	A1C SrA	16 months 28 months	3 years	3 years	12 years
Airman Leadership School (ALS) - Must be a SrA with 48 months time in service or be a SSgt selectee (ARC: Must be a SrA with 42 months time in service to accomplish ALS by correspondence) - Resident graduation is a prerequisite for SSgt sew-on (Active Duty Only)					
Upgrade To Craftsman (7-Skill Level) - Minimum rank of SSgt - 12 months OJT - 6 months OJT for retrainees	SSgt	3 years	4.6 years	4.2 years	20 years
Noncommissioned Officer Academy (NCOA) - Must be a TSgt or TSgt selectee - Resident graduation is a prerequisite for MSgt sew-on (Active Duty Only) - Resident or correspondence graduation is a prerequisite for MSgt sew-on (ARC Only)	TSgt	5 years	10.8 years	10.3 years	24 years
USAF Senior NCO Academy (SNCOA) - Must be a SMSgt, SMSgt selectee, or a selected MSgt to attend - Resident graduation is a prerequisite for SMSgt sew-on (Active Duty Only) - Resident or correspondence graduation is a prerequisite for SMSgt sew-on (ARC Only)	MSgt	8 years	17 years	17 years	26 years
Upgrade to Superintendent (9-Skill level) - Minimum rank of SMSgt	SMSgt	11 years	20.5 years	18.4 years	28 years
Chief Enlisted Manager (CEM) - Minimum rank of CMSgt - Completed SNCO Academy (Active Duty Only) - Chief Leadership Course (CLC)	CMSgt	14 years	22.8 years	22.3 years	30 years
Data current as of August 2009					

Figure 1

1U0X1 Career Path 1 of 2

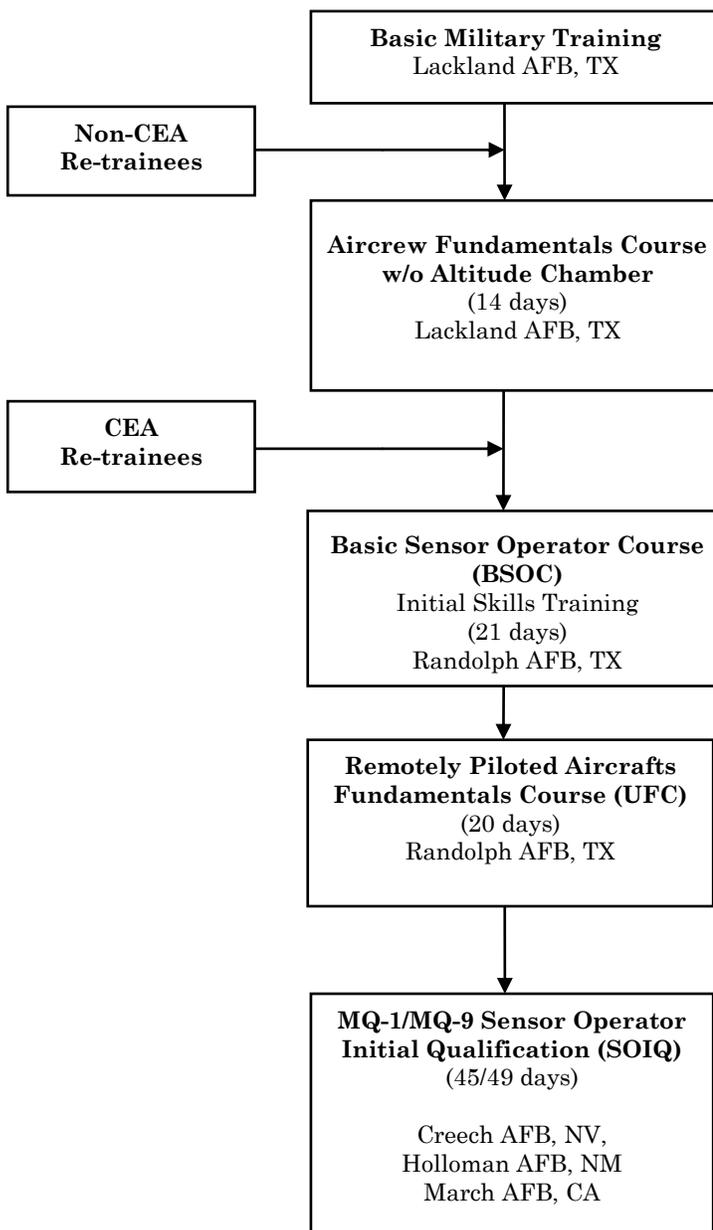
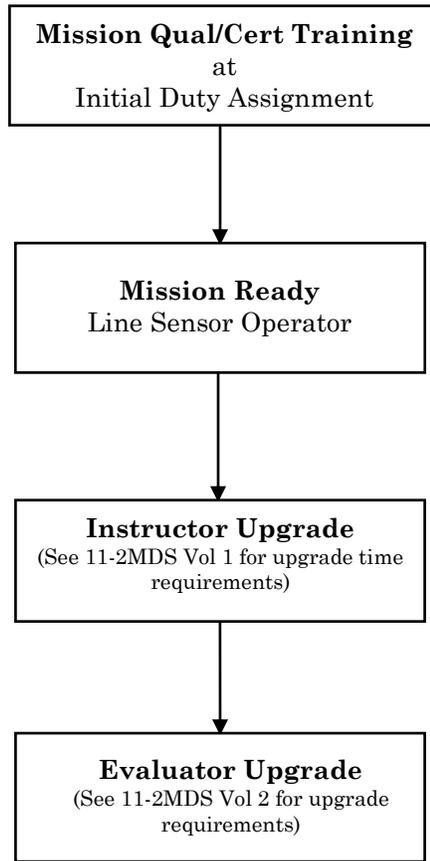


Figure 2

1U0X1 Career Path 2 of 2



<u>Career Broadening and Special Duty Jobs for 1U0X1:</u>		
Section Chief	Flight Chief	Squadron Evaluator
Squadron Superintendent	Squadron Instructor	FTU Evaluator
Squadron Program Manager	Squadron Training Flight	Ops Group Stan/Eval
Ops Group Functional Manager		FTU Instructor
NAF Stan/Eval	MAJCOM Functional Manager	
Wing Training	MAJCOM Stan/Eval	AFCFM
Air Force Expeditionary Center		CoE Instructor
First Sergeant	Military Training Instructor	Recruiter
Group Superintendent	PME Instructor	
Command Chief		

Figure 3

***1U0X1 Assignment Locations**

Location	CMS	SMS	MSG	TSG	SSG	SRA	A1C	Student
Cannon AFB, NM	X	X	X	X	X	X	X	
Creech AFB, NV	X	X	X	X	X	X	X	X
Holloman AFB, NM	X	X	X	X	X	X	X	X
Hurlburt Field, FL	X	X	X	X	X	X		
Lackland AFB, TX								X
Langley AFB, VA	X	X	X					
March AFB, CA		X	X	X	X	X		X
Nellis AFB, NV		X	X	X	X	X	X	
<i>Data Current as of: August 2009</i>								

* NOTE - The authorizations listed above are subject to change without notice. Sensor Operators interested in assignments to locations listed should consult their MAJCOM functional manager or the Air Force Personnel Center (AFPC) resource manager for more detailed information about requirements for a specific location.

Figure 4

Section C - Skill Level Training Requirements

9. Purpose. Skill level training requirements in this career field are defined in terms of task and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad, general terms and establishes the mandatory requirements for entry, award, and retention of each skill level. The specific task and knowledge training requirements are identified in the STS and the Course Objective List at Part II, Section A and B of this CFETP.

10. Specialty Description:

10.1. Apprentice 3-Level Training:

10.1.1. Specialty Qualification.

10.1.1.1. **Knowledge.** Knowledge is mandatory of sensor fundamentals and the operational characteristics of surveillance and mission systems; target detection and tracking functions; interpreting computer-generated console situation, electronically generated data, using identification procedures, passing, receiving and interpreting data link information; using air-to-air and air-to-ground communications systems; emergency procedures and equipment; maintenance of standard and technical publications; performing emergency action procedures and conducting theater air activities.

10.1.1.2. **Education.** For entry into this specialty, completion of high school with courses in physics and mathematics are desirable.

10.1.1.2.1. Minimum ASVAB score of 64 (Mechanical) or 54 (Electrical) is mandatory.

10.1.1.3. **Training.** For award of AFSC 1U031, individuals must meet mandatory requirements listed in specialty description in Air Force Enlisted Classification Directory (Formally known as AFMAN 36-2108). Completion of the Aircrew Fundamentals Course is mandatory for NPS and non-aviation service cross training students. Completion of the Basic Sensor Operator Course is mandatory for award of the 3-skill level AFSC.

10.1.1.4. **Other.** The following are mandatory as indicated:

10.1.1.4.1. For entry, award, and retention of this AFSC:

10.1.1.4.1.1. Normal color vision as defined in AFI 48-123, *Medical Examination and Standard*.

10.1.1.4.1.2. Physical qualification for ground based controller duty according to AFI 48-123, *Medical Examination and Standards*, Volume 3, Chapter 1, Paragraph 1.1 and Attachment 2. NOTE: A Flying Class III physical is not required.

10.1.1.4.1.3. Qualification for aviation service according to AFI 11-402, *Aviation and Parachutist Service, Aeronautical Ratings and Badges*.

10.1.1.4.1.4. Eligibility for a Top Secret security clearance according to AFI 31-501, *Personnel Security Management Program*.

10.1.1.4.1.5. Must maintain eligibility to deploy and mobilize worldwide.

10.1.2. **Training Sources.** Completion of the BSOC satisfies the knowledge and training requirements specified in the specialty qualification section (above) for award of the 3-skill level. Completion of the Aircrew Fundamentals Course is mandatory.

10.1.3. **Implementation.** Entry into training is accomplished by initial accessions from BMTS or approved retraining from any AFSC. After graduation from BSOC, IQT starts when an individual is assigned to their first duty position. Thereafter, upgrade training is initiated anytime an individual is assigned duties they are not qualified to perform.

10.2. Journeyman 5-Level Training:

10.2.1. **Specialty Qualification.** All qualifications for AFSC 1U031 apply to the 1U051 requirements.

10.2.1.1. **Knowledge.** In addition to knowledge required for the 3-Level and other qualifications as listed above, an individual must possess the knowledge and skills necessary to operate and maintain RPA Sensor Operator systems. Knowledge is mandatory of air tasking orders; receiving, recording, and relaying operational threat data. Completion of qualification criteria in current assigned aircraft is mandatory.

10.2.1.2. **Education.** To assume the rank of SSgt, individual must be a graduate of the ALS.

10.2.1.3. **Training.** Completion of 1U0X1 CDCs, 12 months in UGT (initiated when the individual starts IQT, provided there is no more than 30 days break-in-training. If a break-in-training exceeds 30 days, upgrade training will be terminated and will restart at the discretion of the unit/base training manager) (9 months for retrainees), and recommendation by their supervisor is mandatory for award of the journeyman AFSC.

10.2.1.3.1. Accomplishment of core task requirements established in the STS through MQT, and CT.

10.2.1.4. **Experience.** Qualification in and possession of AFSC 1U031. Also, experience performing functions in RPA surveillance systems and/or mission equipment functions is desired. For upgrade to AFSC 1U051, experience is mandatory in functions such as: target detection, tracking, and reporting; receiving, displaying, recording and relaying threat data and BSA using the precision guided munitions during combat missions to ensure desired level of target destruction, and CAS.

10.2.1.5. **Other.** See paragraph 10.1.1.4

10.2.2. **Training Sources.** Completion of CDC 1U051, RPA Sensor Operator Journeyman, OJT, MQT, and CT satisfies the knowledge and training requirements specified (above). Upgrade and qualification training are provided by qualified trainers using current Air Force Instructions for the duty position, program to be managed, or equipment to be used. Current training courses are listed in Part II, Section D of this CFETP. Requests for qualified trainers should be directed to your unit training manager.

10.2.3. **Implementation.** Entry into 5 skill level upgrade training is initiated when the individual starts in-unit MQT and possesses the 3-skill level. Qualification training is initiated anytime an individual is assigned duties they are not qualified to perform. Enrollment into 5-level CDCs is accomplished once the Airman has completed IQT at their first duty location.

10.3. Craftsman 7-Level Training:

10.3.1. Specialty Qualification.

10.3.1.1. **Knowledge.** In addition to knowledge required for the 5-skill level and other qualifications as listed above, an individual must possess the aircrew management principles, knowledge, and supervisory skills necessary to supervise personnel, and operate and maintain RPA SO Operations Systems.

10.3.1.2. **Education.** To assume the grades of SSgt through MSgt, individuals must be graduates of the ALS and the NCO Academy (NCOA), respectively.

10.3.1.3. **Training.** Complete a minimum of 12 months in 7-level OJT. The CSAF has approved a variance eliminating the requirement for in-residence, 7-skill level, training for all 1U0X1 (Air Operations career field personnel).

10.3.1.4. **Experience.** Qualification in and possession of AFSC 1U051 qualification is mandatory as an RPA Sensor Operator Systems Journeyman. Also, experience is mandatory in perform ISR, BSA, using the precision guided munitions and CAS.

10.3.1.5. **Other.** See paragraph 10.1.1.4.

10.3.2. **Training Sources.** The STS identifies all tasks required for qualification. Upgrade and qualification and certification training are provided by qualified trainers using current Air Force Instructions for the duty position, program to be managed, or equipment to be used. Current training courses are listed in Part II, Section D of this CFETP.

10.3.3. **Implementation.** Entry into 7-level upgrade is effective upon selection for promotion to SSgt. The only exception is STEP. The 7-level is awarded after completion of the OJT time requirement.

10.4. **Superintendent 9-Level Training:**

10.4.1. **Specialty Qualification.**

10.4.1.1. **Knowledge.** In addition to knowledge required for the 7-skill level qualification, an individual must possess advanced skills and knowledge of concepts and principles in the effective leadership and management of assigned personnel and resources.

10.4.1.2. **Education.** Completion of the USAF Senior NCO Academy (or sister service equivalent) in-residence (or by correspondence for ARC). Completion of a (CCAF) Associate of Applied Science degree in this field is highly encouraged and is the new AF standard.

10.4.1.3. **Training.** Must hold the rank of SMSgt and have supervisor's recommendation for award of the 9-skill level (active duty only).

10.4.1.4. **Experience.** Qualification in and possession of AFSC 1U071. Also, experience in directing functions pertaining to Sensor Operator activities. Experience in the management of aircrew operations and aircraft systems is mandatory. Additionally, experience is mandatory in the performance of supervisory and management functions.

10.4.1.5. **Other.** See paragraph 10.1.1.4.

10.4.2. **Training Sources.** USAF Senior NCO Academy (or sister service equivalent).

10.4.3. **Implementation.** Individual attains the rank of SMSgt and possesses the 7-skill level. Qualification training is initiated anytime an individual is assigned duties they are not qualified to perform.

Section D - Resource Constraints

11. **Purpose.** This section identifies known resource constraints that preclude optimal/desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be reviewed and updated at least annually.

12. **Apprentice Level Training.** None Identified.

13. **Journeyman Level Training.** None Identified.

14. **Craftsman Level.** None Identified.

PART II

Section A - Specialty Training Standard (STS)

1. Implementation. This STS will be used for technical training provided by AETC for classes beginning September 2009

2. Purpose. As prescribed in AFI 36-2201, Volume 5, this STS:

2.1. Lists in column 1 of attachment 2, the tasks, knowledge, and technical references (TR) necessary for airmen to perform in the 3- and 5-skill level AFSC in the Remotely Piloted Aircraft Sensor Operator Career Field. These are based on an analysis of the duties listed in Air Force Enlisted Classification Directory.

2.2. Column 2 (3-skill level and 5-skill level) shows formal training and correspondence course requirements as described in ETCA at web site <https://etca.randolph.af.mil/> and the career knowledge provided by the correspondence course. There is no advanced course. See AFIADL/AFSC/CDC listing maintained by the unit OJT manager for current CDC listings.

2.3. **Qualitative Requirements.** Attachment 1 contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

2.4. Is a guide for development of promotion tests used in the Weighted Airmen Promotion System (WAPS). Specialty Knowledge Tests (SKTs) are developed at the Air Force Occupational Measurement Squadron (AFOMS) by senior NCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members to be most appropriate for promotion to higher grades. Questions are based on study references listed in the WAPS study catalog. Individual responsibilities are in AFI 36-2605, *Air Force Military Personnel Testing System*.

3. Recommendations. Report unsatisfactory performance of individual course graduates to 37 TRG/DOS, 1220 Truemper Street, Suite 1, Lackland AFB, TX 78236-5568. Please reference specific STS paragraphs when submitting recommendations.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

PHILIP M. BREEDLOVE, Lt Gen, USAF
Operations, Plans & Requirements (A3/5)

2 Attachments:

1. Qualitative Requirements
2. STS: Remotely Piloted Aircraft Sensor Operator Specialty (1U0X1)

<i>THIS BLOCK FOR IDENTIFICATION PURPOSES ONLY</i>		
NAME OF TRAINEE		
PRINTED NAME (<i>Last, First Middle Initial</i>)	INITIALS (<i>Written</i>)	Last 4 of SSAN
PRINTED NAME OF CERTIFYING OFFICIAL AND WRITTEN INITIALS		
N/I	N/I	

QUALITATIVE REQUIREMENTS

PROFICIENCY CODE KEY		
	SCALE VALUE	DEFINITION: The Individual
TASK PERFORMANCE LEVELS	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (EXTREMELY LIMITED)
	2	Can do most parts of the task. Needs help only on hardest parts. (PARTIALLY PROFICIENT)
	3	Can do all parts of the task. Needs only a spot check of completed work. (COMPETENT)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (HIGHLY PROFICIENT)
**TASK KNOWLEDGE LEVELS	a	Can name parts, tools, and simple facts about the task. (NOMENCLATURE)
	b	Can determine step by step procedures for doing the task. (PROCEDURES)
	c	Can identify why and when the task must be done and why each step is needed. (OPERATING PRINCIPLES)
	d	Can predict, isolate, and resolve problems about the task. (ADVANCED THEORY)
***SUBJECT KNOWLEDGE LEVELS	A	Can identify basic facts and terms about the subject. (FACTS)
	B	Can identify relationship of basic facts and state general principles about the subject. (PRINCIPLES)
	C	Can analyze facts and principles and draw conclusions about the subject. (ANALYSIS)
	D	Can evaluate conditions and make proper decisions about the subject. (EVALUATION)
EXPLANATIONS		
**	A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Examples: b and 1b)	
***	A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.	
-	This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.	
x	This mark is used alone in course columns to show that training is required but not given due to limitations in resources.	
@@	This mark is used to show the five general education requirements by CLEP/DANTES (pass or fail) towards CCAF degree.	

Attachment 1

1.	2.			
	Proficiency codes are used to indicate training /information provided			
TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	A 3-Skill Level		B 5-Skill Level	
	Aircrew Fundamentals	AFSC Technical Principles	Aircrew Fundamentals CDC	AFSC Technical Principles CDC
1. Career Ladder Progression TR: AFI 36-2101, DODR 5210.42 AFMAN 10-3902, AFI 11-401, AF Mission Directives				
1.1. Progression within 1U0XX AFSC's	-	A	-	B
1.2. Duties within 1U0XX AFSC's	-	A	-	B
1.3. Total Force	A	-	B	-
1.3.1. MAJCOM Missions	A	-	B	-
1.3.2. Specific RPA MAJCOM Missions	-	A	-	B
1.4. Joint / Combined Service	A	-	B	-
2. Security TR: DODR 5200.1, AFI 10-701, 31-201v2, 31-401, 10-701				
2.1. COMSEC relating to aircrew	A	-	B	-
2.2. OPSEC relating to aircrew	A	-	B	-
2.3. Perform Anti-Hijacking / Anti-Terrorism procedures	1a	-	-	-
2.3.1. Identify facts related to anti-hijacking	1a	-	-	-
2.3.2. Identify facts related to anti-terrorism	1a	-	-	-
2.4. Information Security relating to aircrew	A	-	B	-
2.5. Physical Security relating to aircrew	A	-	B	-
2.5.1. Perform flight line security procedures	1a	-	-	-
3. Crew Resource Management (CRM) TR: AFI 11-290				
3.1. Fundamentals	A	-	B	-

1.	2.			
	Proficiency codes are used to indicate training /information provided			
TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	A 3-Skill Level		B 5-Skill Level	
	Aircrew Fundamentals	AFSC Technical Principles	Aircrew Fundamentals CDC	AFSC Technical Principles CDC
3.2. Communication				
3.2.1. Terms and definitions	B	-	-	-
3.2.2. Radio discipline	A	-	-	-
3.3. Checklist Usage				
3.3.1. Boldface Items	-	A	-	-
3.3.2. Critical Action Procedures	-	A	-	-
3.3.3. Emergency Procedures	-	A	-	-
4. Aviation Safety / AF Occupational Safety and Health (AFOSH) Program TR: AFI 32-7086, 91-201, 91-202, 91-301, 91-302, 91-303, AFMAN 24-204, AFOSH Std 91-25, 91-66, 91-100, AFPAM 91-121				
4.1. Aviator hazards				
4.1.1. Engine air intake and exhaust	A	-	B	-
4.1.1.1. Apply appropriate safety measures	1a	-	-	-
4.1.2. High intensity sound	A	-	B	-
4.1.2.1. Apply appropriate safety measures	1a	-	-	-
4.1.3. Rotor / propeller planes of rotation	A	-	B	-
4.1.3.1. Apply appropriate safety measures	1a	-	-	-
4.1.4. Antenna radiation	A	-	B	-
4.1.4.1. Apply appropriate safety measures	1a	-	-	-
4.1.5. Aircraft electrical system	A	-	-	-
4.1.5.1. Apply appropriate safety measures	1a	-	-	-
4.1.6. Ground support equipment	A	-	B	-
4.1.6.1. Apply appropriate safety measures	1a	-	-	-

1.	2.			
	Proficiency codes are used to indicate training /information provided			
TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	A 3-Skill Level		B 5-Skill Level	
	Aircrew Fundamentals	AFSC Technical Principles	Aircrew Fundamentals CDC	AFSC Technical Principles CDC
4.1.6.2. RPA Aviation Safety	-	A	-	B
4.2. Weather	A	-	-	-
4.2.1. Weather conditions	-	-	-	B
4.2.2. Reports	-	-	-	B
4.2.3. Effects on the weapons System	-	A	-	B
4.2.4. Mission impact	-	A	-	B
4.2.5. RPA Shift Fatigue	-	A	-	B
4.3. Bird Avoidance Strike Hazard (BASH) Program	A	-	B	-
4.4. Hazardous Materials (HAZMAT)	A	-	B	-
4.5. Foreign Object Damage (FOD) Hazards / Prevention	A	-	B	-
4.6. High intensity light (Strobes)	A	-	B	-
4.7. Occupational Hazards				
4.8. Laser Hazards	-	A	-	B
4.9. Weapons/Munitions Hazards	-	A	-	B
4.10. RPA Aviation Safety	-	A	-	B
5. Publications TR: AFI 11-215, 33-360, 37-160v1, T.O. 00-20, 00-5-1/2, DODR 4500-32v1, 11-202v2				
5.1. Air Force Technical Orders	B	-	B	-
5.1.1. Use T.O.s	2b	-	-	-
5.1.2. Post changes	2b	-	-	-
5.2. Publications	B	-	B	-
5.2.1. Use publications	2b	-	-	-
5.2.2. Post changes	2b	-	-	-
5.3. Flight Publication Improvement Reports	B	-	B	-
5.3.1. Complete Flight Publication Improvement Report (AF Form 847)	2b	-	-	-
5.4. AFTO IMT 781 series	B	-	B	-
5.4.1. Use AFTO IMT 781A	1a	-	-	-

1.	2.			
	Proficiency codes are used to indicate training /information provided			
TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	A 3-Skill Level		B 5-Skill Level	
	Aircrew Fundamentals	AFSC Technical Principles	Aircrew Fundamentals CDC	AFSC Technical Principles CDC
5.5. Flight Crew Information File	B	-	B	-
5.5.1. Use Flight Crew Information File	2b	-	-	-
6. Aircrew / Flight Management TR: AFPD 11-4, AFI 11-401, 11-402, 11-412, 11-202, 38-201, 48-123v3				
6.1. Responsibilities of HQ USAF and MAJCOM aircrew managers	-	-	A	-
6.2. Flight authorization	A	-	A	-
6.3. Aviation Resource Management (ARM)				
6.3.1. Host Aviation Resource Management (HARM)	A	-	A	-
6.3.2. Squadron Aviation Resource Management (SARM)	A	-	A	-
6.4. Flight Records Folder (FRF)	A	-	A	-
6.5. Aviation service, aeronautical ratings, badges	A	-	B	-
6.6 Incentive Pays	B	-	B	-
6.7. Flight medicine				
6.7.1. Flight surgeon functions	B	-	B	-
6.7.2. Grounding / Duties Not Including Flying (DNIF) status	B	-	B	-
6.8. Aircrew member responsibilities				
6.8.1. Crew rest	A	-	B	-
6.8.2. Restrictions	A	-	B	-
7. Aircrew Training / Supervision TR: AFI 11-2MDS V1, 11-202v1/2, 36-2101, 36-2201 series, Education & Training Course Announcements (ETCA)				
7.1. Line Item Not Used / Reserved	-	-	-	-
7.2. Line Item Not Used / Reserved	-	-	-	-
7.3. Initial qualification training	A	-	B	-

1.	2.			
	Proficiency codes are used to indicate training /information provided			
TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	A 3-Skill Level		B 5-Skill Level	
	Aircrew Fundamentals	AFSC Technical Principles	Aircrew Fundamentals CDC	AFSC Technical Principles CDC
7.4. Mission qualification training	A	-	B	-
7.5. Continuation training / maintaining currency	A	-	B	-
7.6. Requalification training	A	-	-	-
7.7. Flight Training Records	A	-	B	-
7.8. Standardization/Evaluation functions	A	-	B	-
7.9 Flight Evaluation Folder (FEF)	A	-	B	-
7.10. Life support equipment	A	-	-	-
8. Aerodynamics TR: -1 T.O., AFH 11-203v1, T.O. 1-1B-50				
8.1. Fixed wing	A	-	-	-
8.2. Rotary wing	A	-	-	-
8.3. Aircraft general (basic construction)	A	-	-	-
8.4. Flight controls	A	-	-	-
8.5. Instruments	A	-	-	-
8.6. Aircraft weight and balance				
8.6.1. Principles	A	-	-	-
8.6.2. Apply concepts	1a	-	-	-
8.6.3. Solve math problems	1a	-	-	-
9. Aircrew Activities TR: -1 T.O., -9 T.O, AFI 10-707, 11-202				
9.1. Mission briefings	A	-	-	-
9.1.1. Mission planning documents	A	-	-	-
9.2. Professional equipment	A	-	A	-
9.3. Perform egress procedures	1a	-	-	-
9.4. Identify aircraft emergency equipment	1a	-	-	-
9.5. Oxygen requirements	A	-	A	-
9.6. Joint Spectrum Interference Resolution (JSIR) / Air Force Spectrum Interference Resolution	A	-	B	-

1.	2.			
	Proficiency codes are used to indicate training /information provided			
TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	A 3-Skill Level		B 5-Skill Level	
	Aircrew Fundamentals	AFSC Technical Principles	Aircrew Fundamentals CDC	AFSC Technical Principles CDC
(AFSIR)				
10. Aircraft Systems / Equipment TR: -1 T.O., MAJCOM guidance and T.O. 00-25-172, AFI 11-202				
10.1. Electrical	A	-	-	-
10.2. Hydraulic	A	-	-	-
10.3. Environmental	A	-	-	-
10.4. Communications	A	-	-	-
10.5. Oxygen	A	-	-	-
10.6. Fuel	A	-	-	-
10.7. Concurrent servicing	A	-	-	-
10.8. Fleet Service equipment	A	-	-	-
10.9. Engines	A	-	-	-
10.10. Navigation lighting	A	-	-	-
11. RPA Platforms TR:				
11.1. MQ-1 – Predator				
11.1.1. Capabilities	-	A	-	B
11.1.2. Limitations	-	A	-	B
11.2. MQ-9 – Reaper				
11.2.1. Capabilities	-	A	-	B
11.2.2. Limitations	-	A	-	B
12. Sensors TR:				
12.1. Electromagnetic Spectrum	-	A	-	B
12.2. Radar				
12.2.1. Theory	-	A	-	B
12.2.2. Components	-	A	-	B
12.3. Infrared				
12.3.1. Theory	-	A	-	B
12.3.2. Components	-	A	-	B
12.4. Television / Optical				
12.4.1. Theory	-	A	-	B
12.4.2. Components	-	A	-	B
12.5. Fused Optics (MUX)				

1.	2.			
	Proficiency codes are used to indicate training /information provided			
TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	A 3-Skill Level		B 5-Skill Level	
	Aircrew Fundamentals	AFSC Technical Principles	Aircrew Fundamentals CDC	AFSC Technical Principles CDC
12.5.1. Theory	-	A	-	B
12.5.2. Components	-	A	-	B
12.5. RPA LASER				
12.5.1. Theory	-	A	-	B
12.5.2. Components	-	A	-	B
12.6. Marking Devices	-	A	-	B
12.7. RPA Sensor Limitations	-	A	-	B
13. Geospatial Reference Systems TR:				
13.1. Military Grid Reference System (MGRS) / Universal Transverse Mercator (UTM)	-	2b	-	B
13.2. Latitude / Longitude (Lat/Long)	-	2b	-	B
13.3. Bearing and Range	-	2b	-	B
13.4. Falcon View / TDF	-	2b	-	B
13.5. Keypad System	-	2b	-	B
14. Communication TR: AFIs 33-xxx Series; ACPs 121,125,165; AFI 11-214; AFKAG; AFTTP 3-1 Vol 1, Atch 1-1				
14.1. Voice communication				
14.1.1. Radio Telephone procedures (RPA) [VOIP & STE]	-	B	-	B
14.1.2. Methods of calls	-	2b	-	B
14.1.3. Types of calls	-	2b	-	B
14.1.4. UHF	-	A	-	B
14.1.5. VHF	-	A	-	B
14.1.6. HF	-	A	-	B
14.1.7. SATCOM	-	A	-	B
14.1.8. Secure Comm.	-	A	-	B
14.2. RPA Control Data links				
14.2.1. Satellite Operations	-	A	-	B
14.2.2. LOS Operations	-	A	-	B
14.3. Situational Awareness				

1.	2.			
	Proficiency codes are used to indicate training /information provided			
TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	A 3-Skill Level		B 5-Skill Level	
	Aircrew Fundamentals	AFSC Technical Principles	Aircrew Fundamentals CDC	AFSC Technical Principles CDC
Datalinks				
14.3.1. TADIL-J/LINK 16 [TDF/FV]	-	A	-	B
14.3.2. ROVER	-	A	-	B
14.3.3. MIRC Chat	-	A	-	-
14.3.4. Datalink Encryption	-	A	-	B
15. RPA Crew Activities TR:				
15.1. RPA briefings	-	A	-	B
15.1.1. RPA planning documents	-	A	-	B
15.2. RPA Equipment				
15.2.1. G.C.S.	-	A	-	B
15.2.2. Fixed/Mobile Ops	-	A	-	B
15.3. RPA Debriefings	-	A	-	B
15.4. MCE/LRE Operations	-	A	-	B
15.5. Handover Procedures & Gaining/Losing Procedures	-	A	-	B
16. Full Motion Video (FMV) & Heads Up Displays (HUD) TR:				
16.1. Aircraft Orientation	-	2b	-	B
16.1. Target Acquisition	-	2b	-	B
16.2. Target Orientation	-	2b	-	B
16.3. FMV Imagery Analysis	-	2b	-	-
16.4. Manipulate FMV	-	2b	-	-
16.5. HUD Interpretation	-	2b	-	-
17. Joint Operations / Theater Operations TR:				
17.1. Joint Force Doctrine	-	A	-	B
17.2. USAF Doctrine	-	A	-	B
17.3. Unified Command Structure	-	A	-	B
17.4. US, Allied and Commercial ISR, Strike and Multi-Role platforms and sources	-	A	-	B

1.	2.			
	Proficiency codes are used to indicate training /information provided			
TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	A 3-Skill Level		B 5-Skill Level	
	Aircrew Fundamentals	AFSC Technical Principles	Aircrew Fundamentals CDC	AFSC Technical Principles CDC
17.5. Multi-Role Agencies (DOD & Civilian)	-	A	-	B
17.5.1. ISR Planning (TPED)	-	A	-	B
17.5.2. Predictive Battlefield Awareness	-	A	-	B
17.6. RPA Tasking	-	A	-	B
17.6.1. Time Sensitive Targets	-	A	-	B
17.6.2. F2T2EA Kill Chain	-	A	-	B
17.7. Guided Munitions	-	A	-	B
17.7.1. AGM-114	-	A	-	B
17.7.2. (E)GBU / Future Weapons	-	A	-	B
17.8. Threat Systems				
17.8.1. Electronic	-	A	-	B
17.8.2. Mechanical	-	A	-	B
17.8.3. Adversary Air	-	A	-	B
17.8.4. Adversary Ground	-	A	-	B
17.8.5. Threat Reduction / Standoff Considerations	-	A	-	B

Attachment 2

Section B – Course Objective List

4. Measurement. Each objective is indicated as follows: **W** indicates task or subject knowledge which is measured using a written test, **PC** indicates required task performance which is measured with a performance progress check, and **PC/W** indicates separate measurement of both knowledge and performance elements using a written test and performance progress check. **P** indicates performance test only.

5. Standard. The standard is 85% on written examinations. Standards for performance measurement are indicated in the objective and delineated on the individual progress checklist. Instructor assistance is provided as needed during the progress check and students may be required to repeat all or part of the behavior until satisfactory performance is attained.

6. Proficiency Level. Most task performance is taught to the “2b” proficiency level which means the students can do most parts of the task, but does need assistance on the hardest parts of the task (partially proficient). The student can also determine step-by-step procedures for doing the task.

7. Course Objective. These objectives are listed in the sequence taught by Block of Instruction.

7.1. Initial Skills Course:

7.1.1. Block 1. Introduction to Unmanned Aviation

7.1.1.1. Orientation

7.1.1.2. 1U031 Career Field

7.1.1.3. Aviation Safety

7.1.2. Block 2. Sensors and Communications

7.1.2.1. Sensors

7.1.2.2. Communications

7.1.3. Block 3. Reference Systems

7.1.3.1. Introduction to Reference Systems

7.1.4. Block 4. Unmanned Aerial Systems

7.1.4.1. Aircraft

7.1.4.2. Control

7.1.4.3. Employment

7.1.5. Block 5. Full Motion Video (FMV)

7.1.5.1. Orientation

7.1.5.2. Heads-Ups Displays

7.1.6. Block 6. RPA Operational Interface

7.1.6.1. Commands

7.1.6.2. Interface

Section C – Support Materials

8. The following list of support materials is not all-inclusive; however, it covers the most frequently referenced areas.

NOTE: This area is reserved for future use.

Section D – Training Course Index

9. Purpose. This section of the CFETP identifies training course available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs. Course requirements and details can be found at <https://rso.my.af.mil/etcacourses/>.

10. Air Force In-Residence Courses.

COURSE NUMBER	COURSE TITLE	LOCATION
L3AQR1U0X1 01AA	Aircrew Fundamentals w/o Chamber Qualification	Lackland AFB, TX
RPA BSOC (B80)	Remotely Piloted Aircrafts (RPA) Basic Sensor Operator Course (BSOC)	Randolph AFB, TX
U-P4A-A	Remotely Piloted Aircrafts (RPA) Fundamentals Course (UFC)	Randolph AFB, TX

11. Air University AU/A4L Catalog.

COURSE NUMBER	COURSE TITLE
CDC 1UX5X	Aircrew Fundamentals
CDC 1U051 (Reserved for Future Use)	Remotely Piloted Aircrafts (RPA) Sensor Operator Journeyman

NOTE: CDC Volume(s) and content have not yet been established. Reserved for future use.

Section E – MAJCOM Unique Requirements

12. Air Combat Command Courses.

COURSE NUMBER	COURSE TITLE	LOCATION
MQ1IQR	MQ-1B Initial Qualification and Requalification Training Course	Creech AFB, NV Holloman AFB, NM March AFB, CA
MQ1IUT	MQ-1B Instructor Upgrade Training Course	Creech AFB, NV Holloman AFB, NM
MQ1LR	MQ-1B Launch and Recovery Training Course	Creech AFB, NV Holloman AFB, NM
MQ9PSOLRC	MQ-9 Launch/Recovery Training Course	Creech AFB, NV Holloman AFB, NM
MQ9PSOB	MQ-9 Basic Training Course	Holloman AFB, NM

13. Air Education and Training Command Courses.

COURSE NUMBER	COURSE TITLE	LOCATION
L3AIRTXXXX 0B1A	Basic Instructor Course (BIC)	Lackland AFB, TX
E6AZU3S200 015	CDC Writer	CBT Course
E6AILTXXXX 011A	Principles of Instructional System Development (ISD)	CBT Course

14. Air National Guard Courses.

COURSE NUMBER	COURSE TITLE	LOCATION

NOTE: Reserved for future use.