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SAFETY



CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP)

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**CAREER FIELD EDUCATION AND TRAINING PLAN
SAFETY SPECIALTY
AFSC 1S0X1**

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**SAFETY SPECIALTY
AFSC 1S0X1
CAREER FIELD EDUCATION AND TRAINING PLAN**

PART I

PREFACE

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

NOTE: Civilians occupying occupational safety (SEG) positions will use Part II to support duty position qualification training.

2. The CFETP consists of two parts; both are used by supervisors 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 the purpose of the CFETP and how everyone will use the plan.

Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path.

Section C associates each skill level with specialty qualifications (knowledge, training, education, and experience).

Section D indicates resource constraints associated with formal and on-the-job training (OJT). Some examples are funds, manpower, equipment, and facilities.

Section E identifies transition training guide requirements for the grades of E-5 through E-7.

NOTE: The Air Force Enlisted Classification Directory contains the job descriptions.

2.2. Part II includes the following:

Section A identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references (TRs) to support training, Air Education and Training Command (AETC) conducted training, core tasks, and correspondence course requirements.

Section B contains the course objective list (COL), and training standards supervisors will use to determine if Airmen satisfied training requirements.

Section C identifies available support materials. An example is a Qualification Training Package (QTP) which may be developed to support proficiency training. These packages are located at www.e-publishing.af.mil.

Section D identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses.

Section E identifies MAJCOM/FLDCOM formal schools. Supervisors can use to determine additional training required for the associated qualification needs.

3. Using guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate points in their career. This plan will enable us to train today's

work force for tomorrow's jobs. At the unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

ABBREVIATIONS/TERMS EXPLAINED

Air Education and Training Command (AETC). Conducts basic training for all Air Force enlisted personnel, produces skilled flying and ground personnel, and trains many of the world's military forces. Along with basic military, technical, and flying training, AETC provides other types of training, such as aircrew transitional, special, advanced, lateral, and survival training.

Air Force Career Field Manager (AFCFM). The Air Force focal point for designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy and guidance.

Air Force Job Qualification Standard/Command Job Qualification Standard (AFJQS/CJQS). A comprehensive task list which describes a particular job type or duty position. They are used by supervisors to document task qualifications. The tasks on AFJQS/CJQS are common to all persons serving in the described duty position.

Career Field Education and Training Plan (CFETP). A comprehensive core training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear path and instill a sense of industry in career field training.

Community College of the Air Force (CCAF). A federally chartered degree-granting institution that serves the United States Air Force's enlisted total force. We partner with over 108 affiliated Air Force schools, 82 Education Service Offices located worldwide, and more than 1,500 civilian academic institutions to serve approximately 300,000 active, guard, and reserve enlisted personnel, making CCAF the world's largest community college system. The college annually awards over 22,000 Associates in Applied Science degrees from 68 degree programs.

Continuation Training. Additional training exceeding requirements with emphasis on present or future duty assignments.

Core Task. Tasks the Air Force Career Field Manager (AFCFM) identifies as the minimum qualification requirements for everyone within an Air Force Specialty Code (AFSC), regardless of duty position. Core tasks may be specified for a particular skill level or in general across the AFSC. Guidance for using core tasks can be found in the applicable CFETP narrative.

Course Objective List (COL). A publication derived from initial/advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3- or 7-skill level in this career field. Supervisors use the continuum of learning to assist in conducting graduate evaluations.

Department of the Air Force Enlisted Classification Directory (DAFECD). The official directory for all military enlisted classification descriptions, codes, and identifiers. Establishes the occupational structure of the Air Force enlisted force. The occupational structure is flexible to permit enlisted personnel to specialize and develop their skills and abilities while allowing the Air Force to meet changing mission requirements. Individual enlisted personnel have a joint responsibility with commanders and supervisors at all levels to fully develop their abilities consistent with Air Force needs and within the established patterns of specialization.

Education and Training Course Announcement (ETCA). Contains specific MAJCOM procedures, fund cite instructions, reporting instructions, and listing for those formal courses conducted or managed by the MAJCOMs or Field operating agencies (FOAs). The ETCA contains courses conducted or administered by the Air Force and Reserve forces and serves as a reference for the Air Force, Department of Defense (DoD), other military services, government agencies, and security assistance programs. ETCA can be accessed through the Air Force Portal.

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 assisted, paper text, interactive video, or other necessary means to supplement training.

Go/No-Go. The “Go” is the stage at which a trainee has gained enough skill, knowledge, and experience to perform the tasks without supervision; meets the task standard. “No-Go” is the stage at which the trainee has not gained enough skill, knowledge, and experience to perform tasks without supervision; does not meet task standard.

Initial Skills Training. A formal school course that results in an AFSC 3-skill level award for enlisted personnel.

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

Learning Management System (LMS). A software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, materials, or learning and development programs.

MAJCOM Functional Manager (MFM). A person appointed as the senior representative for an Air Force Specialty (AFS) within a specific MAJCOM. Among other responsibilities, the MFMs work with AFCFM to develop, implement, and maintain the CFETP.

Master Task Listing (MTL). A comprehensive list (100%) of all tasks performed within a work center and consisting of the current CFETP or AFJQS/CJQS and myTraining. Should include tasks required for deployment and/or Unit Type Codes (UTC) requirements.

Master Training Plan (MTP). Employs a strategy for ensuring the completion of all work center job requirements by using an MTL and provides milestones for tasks, and prioritizes deployment/ UTC, upgrade, and qualification tasks.

Occupational Analysis Report (OAR). Collecting and analyzing factual data on tasks and/or knowledge performed by Air Force career fields. This data is used to provide personnel and training decision-makers with factual and objective job information, which enables them to justify and/or change personnel utilization policies and programs, refine and maintain occupational structures, and establish, validate, and adjust testing and training programs.

On-the-Job Training (OJT). Hands-on, “over-the-shoulder” conducted to certify personnel in both upgrade (skill level award) and job qualification (position certification training). OJT is signed off to a go/no-go level of training.

Qualification Training (QT). Hands-on performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training in order to maintain up-to-date qualifications.

Qualification Training Package (QTP). An instructional package of materials designed for use at the unit to qualify, and/or aid qualification, in a duty position or program, or on a piece of equipment. It may be printed, computer-based, or in some other type of audiovisual media.

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

Skills Training. A formal course which results in the award of a skill level.

Specialty Training. The total training process used to qualify airmen in their assigned specialty.

Specialty Training Requirements Team (STRT). A team comprised of the AFCFM and MAJCOM functional managers and SMEs who meet prior to a Utilization and Training Workshop. The primary purpose of the STRT is for the AFCFM and functional leaders to determine and present training requirements to AETC and to the Technical Training Schoolhouse.

Specialty Training Standard (STS). An Air Force publication that describes an Air Force specialty in terms of tasks and knowledge that an airman in that specialty is expected to perform or to know on the job. Also identifies the training provided to achieve a 3-, 5-, 7-, or 9-skill level within an enlisted AFS. It further serves as a contract between Air Education and Training Command (AETC) and the functional user to show which of the overall training requirements for an Air Force Specialty Code (AFSC) will be taught in formal schools.

Standard. An exact value, a physical entity, or an abstract concept, the appropriate authority, custom or common consent sets up and defines to serve as a reference, model, or rule in measuring quantities or qualities, developing practices or procedures, or evaluating results. A fixed quantity or quality.

Subject Matter Expert (SME). An individual appointed by the AFCFM who provides accurate and up-to-date information to enhance decisions made by the AFCFM. SMEs are focal points for providing guidance, information, and support on Air Force Specialty Code (AFSC) specific issues. Additionally, SMEs advise MFMs and other agencies on resource and personnel utilization within the AFSC.

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

Upgrade Training (UGT). Mandatory training that leads to attainment of a higher level of proficiency.

Utilization & Training Workshop (U&TW). A forum of MFM, AFCFM, SME, and AETC training personnel who determine career field training requirements.

SECTION A – GENERAL INFORMATION

1. **Purpose.** This CFETP provides information necessary for AFCFMs, MFMs, commanders, training managers, supervisors, and trainers to plan, develop, manage, and conduct an effective career field training program. This plan outlines the training that individuals must receive to develop and progress throughout their career. This plan identifies entry, initial skills, upgrade, qualification, advanced, and continuation training.

1.1. Initial skills training is the AFS-specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers.

1.2. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, and 9-skill levels.

1.3. 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 required to do the job.

1.4. Advanced training is formal specialty training used for selected Airmen.

1.5. Proficiency training is additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

1.6. The CFETP serves as a management tool to plan, manage, conduct, and evaluate a career field training program. It is used to help supervisors identify training at the appropriate points in an individual's career.

1.7. The CFETP identifies task and knowledge training requirements for each skill level in this specialty and recommends education/training throughout each phase of an individual's career.

1.8. The CFETP lists training courses available in the specialty and identifies sources of training.

1.9. The CFETP identifies major resource constraints that impact full implementation of the desired career field training program.

2. Uses. This plan will be used by MAJCOM/FLDCOMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

2.1. AETC training personnel will develop/revise formal resident, non-resident, field and exportable training based on requirements established by users and documented in Part II of the CFETP. They will also work with AFCFM to develop procurement and acquisition strategies for obtaining resources needed to provide the identified training.

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

2.3. Unit Education and Training Managers and supervisors must ensure each individual completes the mandatory training requirements (including MAJCOM supplemental requirements) for the upgrade training specified in this plan.

2.4. Each individual will complete the mandatory requirements specified in this plan and DAFI 91-202 and DAFI 91-204. The lists of courses in Part II will be used as a reference to support training.

3. Coordination and Approval of the CFETP. The AFCFM is the approval authority. MAJCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements. The AETC training manager for this specialty will initiate an annual review of this document by AETC and MFMs to ensure currency and accuracy. Use the list of courses in Part II to eliminate duplicate training.

SECTION B – CAREER PROGRESSION AND INFORMATION

4. Specialty Descriptions. See paragraphs 1 and 2 of the DAFECD for the official specialty descriptions. The DAFECD can be accessed by using the following instructions: Log in to the Air Force Portal, in the search bar at the top right of the page, enter “DAFECD” and click the search button. When the results are displayed, click on the “DAFECD-Air Force Enlisted Classification Directory” link and log into MyFSS.

4.1. Specialty Summary. Manages and conducts safety programs. Plans, organizes, directs, and controls safety activities. Analyzes mishap causes and trends. Evaluates, inspects, and surveys areas and activities to eliminate mishap potential. Conducts mishap investigations. Assesses risk and provides risk management consultation. Conducts safety education. Related DoD Occupational Subgroup: 149300.

4.2. Duties and Responsibilities: Refer to the DAFECD, page titled SAFETY, paragraph 2.

5. Competencies. The Air Force defines competencies as a combination of knowledge, skills, abilities and other characteristics that manifest in an observable and measurable pattern of behaviors required for mission success. The Safety community has rebuilt the entire training platform by using competencies to identify the behaviors that are needed to be successful on the job. This has been accomplished by identifying and integrating the 1S0X1, Safety, occupational competencies and leveraging the Air Force’s foundational competencies in a manner that provides all Airmen with transparent and unbiased pathways towards their own successful development.



Figure 1. Airmen’s Foundational Competencies

5.1. Airmen’s Foundational Competencies. The foundational competencies are a set of accepted and valued competencies, which enable success across a wide array of DAF missions, roles, functions, and duties. These competencies are the core of Airmen development and enable Airmen with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. The foundational competencies are grouped into different categories of Developing Self, Developing Others, Developing Ideas, and Developing Organization. Airmen can go to MyVector (accessible via the AF Portal) to complete a self-assessment, which will have them evaluate themselves on the 23 Airmen’s foundational competencies or a 360-degree assessment, where subordinates, peers, and leaders can also provide feedback. The assessment tools will provide Airmen with immediate feedback on personal strengths and areas for improvement. Additionally, a personal improvement plan with targeted resources (videos, reading content, developmental opportunities) are provided for continued self-development.

5.2. Occupational Competencies. Occupational competencies are a set of competencies required of all Airmen within a specific workforce category. These competencies provide a framework that describes the knowledge, skills, abilities, and other characteristics needed to perform that function’s mission successfully.

5.2.1. Occupational Competency Model. A career field’s competencies can be viewed in a competency model, which is an organized collection of competencies pertinent to the career field. The occupational competency model provides a framework to effectively assess, maintain, and monitor the competencies required for mission success for Airmen within the Safety community. The occupational competency modeling process follows a distinct process with continued involvement from the career field and allows Airmen to see how their task lists, OJT, formal courses, and other training, education, and experiences are aligned to the career field’s strategic objectives.

5.2.2. Career fields work with trained competency experts to identify and develop their competency model, which consists of the competencies, sub-competencies, and definitions. Occupational competency models will be different for each career field. The model focuses on integrating not just the technical components, but also leadership, management, combat, joint, all-domain, and social mastery competencies required for Airmen to succeed in their career field. Chart 1 provides an example of a competency model for the 1S0X1 career field.

Competency	Sub-Competency	Sub-Competency Description
Safety Assurance	Safety Inspections & Assessments	Examining facilities and reviewing safety programs for compliance with regulatory guidance (e.g., DoDI, DAFI, and OSHA), recommending solutions, and ensuring implementation of corrective actions.
	Data Analysis	Collecting, interpreting, and analyzing information to identify trends, ensure compliance, and prevent future mishaps.
	Mishap Response & Investigation	Researching and examining mishaps to discover root cause, provide recommendations, prevent reoccurrence, and affect change.
Promotion and Education	Promotion and Education	Educating and preparing all Airmen to operate within the construct of the Safety Management System in an effort to safeguard our people and our assets and to influence a positive safety culture.
Policy and Leadership	Personnel Management	Planning and organizing the integration, maintenance and development of personnel for the purpose of contributing to goals/mission.
	Resource Management	Committing and safeguarding resources to ensure mission accomplishment and personnel needs.
	Policy & Guidance	Guiding, advising, and developing directives and regulations based on laws.
	Collaboration & Coordination	Communicates safety priorities and influence internal and external functions to attain mission effectiveness.
Risk Management	Risk Management	Identifying and assessing hazards at all levels to mitigate threats, eliminate unnecessary risks, and accept risk at the appropriate levels.

Chart 1. 1S0X1, Safety, Occupational Competency Model

5.2.3. **Occupational Competency Rubric.** After a model is developed, a team of subject matter experts begin building competency rubrics, which consists of the competency, a description of the competency, proficiency levels, and measurable and observable behaviors. The competency rubrics will help Airmen learn which behaviors are aligned to the career field's strategic direction, the professional developmental expectations, and the criteria for success. Chart 2 provides an example of a competency rubric for 1S0X1 career field.

Competency	Proficiency Levels	Observable Behaviors
Risk Management	Expert Thinking Challenge Requires developing imaginative procedures	<ul style="list-style-type: none"> - Assists and advises CC (all levels) with development of risk management policy and guidance. - Develops RM based campaigns to influence culture. - Educates personnel on proper acceptance levels of risk in the absence of guidance. - Advocates leaders to implement RM into everyday task execution
Sub-Competency	Advanced Thinking Challenge Operates with no established procedures	<ul style="list-style-type: none"> - Applies 5-step RM model to complex and unplanned situations (e.g., natural disaster recovery, mishap response) - Advises leadership on appropriate RM courses of action for mission execution
Description	Intermediate Thinking Challenge Operates within a wide variety of situations	<ul style="list-style-type: none"> - Route deliberate RM worksheets (DD Form 2977, JHA) for review - Analyzes unit activities for inclusion of RM and areas of improvement
Identifying and assessing hazards at all levels to mitigate threats, eliminate unnecessary risks, and accept risk at the appropriate levels.		
Supporting Competencies	Basic Thinking Challenge Operates within established procedures or similar situations	<ul style="list-style-type: none"> - Incorporates RM concepts into safety outreach training opportunities. - Promotes the use of DD Form 2977 to units to execute deliberate RM. - Advises on risk level w/agencies for course of actions
Creative Thinking Decision Making Problem Solving Analytical Thinking		

Chart 2. 1S0X1, Safety, Occupational Competency Rubric for Quality Assurance

5.2.4. To better understand how to read and utilize the competency rubric, a breakdown of each component is explained below in Chart 3a-c.

Competency	←	The competency section states the competency group.
Risk Management		
Sub-Competency	←	The sub-competency section states the narrower category that forms part of the competency group.
Risk Management		

Note: Some models may only consist of a competency and not include a sub-competency.



Description Identifying and assessing hazards at all levels to mitigate threats, eliminate unnecessary risks, and accept risk at the appropriate levels.		The description section provides a statement that gives details about the sub-competency, enabling career field members to better understand how sub-competency relates to the AFS.
Supporting Competencies Creative Thinking Decision Making Problem Solving Analytical Thinking		The supporting competencies section are supported level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will attribute to higher successful performance within the sub-competency.

Chart 3a. Competency Rubric Section 1.

Proficiency Levels		<p>The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert.</p>
<p><i>Expert</i></p> <p>Thinking Challenge</p> <p>Requires developing imaginative procedures</p>		<p>Under each proficiency level are predetermined criteria selected by a group of SMEs from your career field and validated by the career field. The criteria were used as the basis to develop the observable behaviors. These criteria provide concrete parameters for the behaviors, which are consistent but progressive in nature as a member moves up the scale from basic to expert.</p>
<p><i>Advanced</i></p> <p>Thinking Challenge</p> <p>Operates with no established procedures</p>		
<p><i>Intermediate</i></p> <p>Thinking Challenge Operates within a wide variety of situations</p>		<p>Some of the criteria (e.g., depth of knowledge, consistency of application/complexity, and thinking challenge) allows an individual to become an expert through the experience gained in a particular job and over a period of time. For example, the person can quickly move up different proficiency levels while they are serving as a technician at a flight; they move quickly because they are exposed to a variety of situations.</p>

<p style="text-align: center;"><i>Basic</i></p> <p style="text-align: center;">Thinking Challenge</p> <p>Operates within establish procedures or similar situations</p>	<p>While other criteria (e.g., scope, impact, and reach of influence) requires more of a hierarchical approach to gain the experience needed to progress through the competency levels. Moving through the proficiency levels may be difficult to do in certain jobs. For example, if scope at the expert level requires job integration with the AF-level, then the individual may have to be in a position where they can gain that experience (i.e., at HHQ, Wing, or an organization with far reaching capabilities).</p>
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Chart 3b. Competency Rubric Section 2.


Observable Behaviors	 <p>The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.</p> <p>They provide objective evidence that the individual possesses the competency level, and shows what effective performance looks like.</p> <p>The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement.</p>
<ul style="list-style-type: none"> – Assists and advises CC (all levels) with development of risk management policy and guidance. – Develops RM based campaigns to influence culture. – Educates personnel on proper acceptance levels of risk in the absence of guidance. – Advocates leaders to implement RM into everyday task execution 	
<ul style="list-style-type: none"> – Applies 5-step RM model to complex and unplanned situations (e.g., natural disaster recovery, mishap response) – Advises leadership on appropriate RM courses of action for mission execution 	
<ul style="list-style-type: none"> – Route deliberate RM worksheets (DD Form 2977, JHA) for review – Analyzes unit activities for inclusion of RM and areas of improvement 	
<ul style="list-style-type: none"> – Incorporates RM concepts into safety outreach training opportunities. – Promotes the use of DD Form 2977 to units to execute deliberate RM. – Advises on risk level w/agencies for course of actions 	

Chart 3c. Competency Section 3.

5.2.5. Another key component within the rubric is the supporting competencies section at the bottom left-hand corner. These are the top four supporting competencies that can help members excel and be successful in that particular sub-competency. Some of these supporting competencies are tied directly to the Airmen's Foundational Competencies, while others may be unique to the career field. Having these supporting competencies identified and linked to a career field's competency model can cultivate those underlying characteristics needed to succeed on the job. Leaders, supervisors, trainers, instructors, or mentors can now set members up for greater success by building these supporting competencies and placing their Airmen in situations where they can apply those strategies. All of these elements come together to ensure we can develop Airmen who are better prepared, present and future mission focused, and ready to succeed in any situation. Additionally, DAFMAN 36-2643, *Air Force Coaching and Mentoring Program*, has information on how competencies can be used when an established mentoring strategy is put into effect to foster and develop Airmen.

5.2.6. Competency Development. The intent of moving towards a competency-based system is to sharpen our Airmen's tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of USAF missions. This occurs not in a classroom but on

the job by combining education, training, and experiences to provide Airmen with a better developmental pathway as they move along their careers. Airmen are still required to complete specific training courses, core tasks, and other training requirements in order to attain a 3-, 5-, and 7-skill levels. Competency development allows Airmen to move beyond the minimum career field requirements and begin addressing developmental gaps and strengthening their capabilities. The information included within the competency model will allow members within the Safety community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

6. Skill/Career Progression. Quality training and timely progression from the apprentice to the superintendent skill level plays an extremely important role in the Air Force's ability to accomplish its mission. Everyone involved in training must do their part to plan, develop, and manage an effective training program. This part of the CFETP provides guidance to ensure individuals receive viable training at appropriate points in their career. The following narrative identifies an individual's career training path and requirements.

6.1. Apprentice (3) Level. Initial skills training in this specialty consists of tasks and knowledge provided in the 3-skill level resident Occupational Safety Apprentice course (L3ALR1S031 0S2C) located at JBASA-Lackland. This is a 35-day course that provide students with the skills and knowledge to perform the duties as identified in the STS, Part II of this CFETP.

6.2. Journeyman (5) Level. Journeyman will attend ALS after 48 months in the Air Force, or sooner, if selected for promotion to Staff Sergeant. After Airman Leadership School (ALS), journeymen can perform duties as trainers and supervisors and be considered for appointment as unit trainers. To enhance their skills, they are highly encouraged to continue their education toward an Associate's degree and to take certification examinations (see Section D – Training Course Index, Section 5).

6.3. Craftsman (7) Level. A Safety craftsman can be expected to fill various supervisory and management positions such as Non-commissioned Officer-in-Charge (NCOIC). In addition, they may develop work and training schedules for subordinate personnel and ensure necessary manning levels are maintained at all times during hours of operation. Craftsman skills training in this specialty consist of tasks and knowledge provided in the 7-skill level resident Occupational Safety Apprentice course (L3ACR1S071 0S2C) located at JBASA-Lackland. This is an 11-day course that provides students with the skills and knowledge to perform the duties as identified in the STS, Part II of this CFETP. Members are highly encouraged to continue their education towards an Associate's degree.

6.4. Superintendent (9) Level. A 9-skill level can be expected to fill positions such as Superintendent or various staff positions. Superintendent skills training in this specialty consists of tasks and knowledge provided in the 9-skill level resident Occupational Safety Apprentice course (L3AZR1S091 0S2C) located at JBASA-Lackland. This is a 5-day course that provides students with the skills and knowledge to perform required duties. Additional training in the areas of budget, manpower, resources, and personnel management should be pursued through continuing education. Completion of an Associate's degree is mandatory. Completion of additional degrees or certifications in safety is also encouraged.

6.5. Occupational Badge Requirements.

Apprentice – Awarded as a 3-level

Senior (with star) – Awarded as a 7-skill level

Master (star with wreath) – Awarded as a MSgt (E-7) with at least five years' experience as a 1S0X1

7. Training Decisions. The CFETP has undergone a considerable revision towards building a competency- based training and development platform for the Safety career field. A significant change has been to shift the focus from task-based training to one that is more centered on outcomes-based learning. A task is a unit of work activity or operation which forms a significant part of a duty. These are singular in nature and are usually accomplished in one continuous action, which also can occur independently of other tasks. Conversely, outcomes are learning goals that typically consist of a multitude of tasks. These outcomes are actions and performances that embody and reflect the learner's competence in using content, information, ideas, and tools successfully. Focusing on learning outcomes allow organizations, leaders, supervisors, and trainers to incorporate foundational competencies and underlying characteristics (values, traits, attitudes) into learning, which is necessary for developing Airmen with the competencies needed for future challenges. The following decisions were made as a result of close coordination between HQ AETC, 2AF Technical Training, schoolhouse instructors and staff, field SMEs, functional managers, and the AFCFM. The final training requirements are then approved by the Career Field Manager.

7.1. A planning meeting was held from 16-20 May 2022 at JBSA-Lackland AFB, TX. Members of the planning meeting sought to develop the learning outcomes. This was accomplished by reverse engineering the behaviors found in the Safety occupational competency model and then by asking what does an Airman need to be able to know and do in order to master a specific behavior. The intent of the learning outcomes is to identify all factors needed to succeed in attaining the behavior. During the planning meeting, members made a decision (approved at STRT/U&TW) to remove the qualitative proficiency code key and use a behavioral statement coding system for the STS. As a result, each line item will consist of a verb and the coding system for formal training will only use P (performance), K (knowledge), and pk (performance-knowledge).

7.2. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Safety career field. 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 decisions were made by a career field STRT held at JBSA-Lackland AFB, TX on 12-16 Sep 2022.

7.3. Initials Skills Training: Based on the length of time since the last review of the 3-level course, modifications were made to every block with an increased emphasis on competency-based learning. The total number of 3-level STS line items changed from 131 tasks to 60 behaviors. Overall course length increased from 30 to 35 days.

7.4. Five Level Upgrade Training: Upgrade to the five-skill level requires completion of the core tasks and completion of the 39 behaviors identified in part two of this document. Three QTPs were developed for Confined Space, Hazardous Energy Control, and Fall Protection. There may be instances where an individual cannot be certified on a given task due to lack of resources. In this case, contact the Base Education and Training Office for guidance. Refer to DAFMAN 36-2689 for training guidance and proper documentation procedures. Trainee must complete a minimum of 12 months in 5 level upgrade training (UGT)/9 months for retrainees to be awarded their 5 level.

7.5. Seven Level Upgrade Training: Seven level upgrade will be accomplished through completion of core tasks and the completion of the 34 behaviors identified in part two of this document. There may be instances where an individual cannot be certified on a given task due to lack of resources. In

this case, contact the Base Education and Training Office for guidance. Trainee must complete the Mishap Investigation Non-Aviation (MINA) Course and complete a minimum of 12 months in 7- level UGT/6 months for retrainees to be awarded the 7-skill level.

7.6. Nine-Skill Level Training: Upgrade to 9-skill level consists of the following: (1) Must be a SMSgt, (2) Qualified in all 5-, 7-, and 9-skill level core tasks, and (3) complete Safety Manager Course (WCIP 05D).

7.7. Chief Enlisted Manager (CEM 1S000) Training Requirements. The individual will be awarded AFSC 1S000 when selected for Chief Master Sergeant.

7.8. Proficiency/Continuation Training. Proficiency training is critical to the development of the safety professional and the mission. The proficiency training program provides additional advanced training exceeding the minimum upgrade training requirements with the emphasis on present and future duty positions. Fulltime safety professionals must complete at least three safety-related continuing education units (CEU) per year. Refer to Part II, Section D, Training Course Index, of this CFETP for a listing of available supplementary training courses. Professional development does not cease once upgrade has been completed. Safety managers will ensure their OJT program complies with the requirements outlined in DAFMAN 36-2689, *Training Program*.

7.9. The CFETP Part II identifies seven (7) sub-competencies. Each competency is further broken down into the following proficiency levels; basic, intermediate, advanced, and expert. The proficiency levels are not tied to a specific rank or position. Additionally, each occupational competency has supporting competencies tied to them. The supporting competencies can allow Airmen to intentionally develop those transferrable underlying characteristics that will translate to mission capabilities, mission readiness, and mission success for the agile, future thinking Airman. Airmen, supervisors, trainers, mentors, and leaders should look for opportunities to integrate the supporting competencies into every facet of an Airman's development as they seek to gain and increase proficiency within the Safety competencies.

8. Community College of the Air Force.

8.1. **CCAF Academic Programs.** Enrollment in the CCAF occurs upon completion of Basic Military Training (BMT). CCAF provides the opportunity to obtain an Associate in Applied Sciences Degree.

8.1.1. **Degree Requirements.** Prior to completing an associate degree, the 5-level must be awarded, and the following requirements must be met:

Subject	Semester Hours
Technical Education	24
Leadership, Management, and Military Studies	6
General Education	15
Program Elective	15
Total	60

8.1.2. **Technical Education (24 Semester Hours):** A minimum of nine 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

exceed specified semester hour values in any subject or course must be approved in advance by Air University. Semester hours for skill level completion are applied as follows: 8 hours for 3-skill level, 8 hours for 5-skill level, and 2 hours for 7-skill level. The two remaining semester hours may be rolled over into program electives. Specific requirements can be found in the latest CCAF catalog located at <https://www.airuniversity.af.edu/Barnes/CCAF/>

8.1.3. Leadership, Management, and Military Studies (6 Semester Hours): Professional military education and/or civilian management courses.

8.1.4. General Education (15 Semester Hours): Applicable courses must meet the Criteria for Application of Courses to the General Education Requirement (GER) and be in agreement with the definitions of applicable General Education subjects/courses as provided in the *CCAF General Catalog*.

8.1.5. Program Elective (15 Semester Hours): Satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects/courses, including natural science courses meeting GER application criteria. Nine semester hours of CCAF degree applicable technical credit otherwise not applicable to this program may be applied.

8.2. See the *CCAF General Catalog* for details regarding the AAS degree program for this specialty.

8.3. Professional Certifications. Certifications assist the professional development of Airmen by broadening their knowledge and skills. Additionally, specific certifications may be awarded collegiate credit by CCAF and civilian colleges.

8.4. Air Force Credentialing Opportunities On-Line (AF COOL). AF COOL replaced the CCAF Credentialing and Education Research Tool (CERT). The AF COOL Program is managed by CCAF and provides a research tool designed to increase an Airman's awareness of national professional credentialing and funding opportunities available for all Air Force occupational specialties. AF COOL also provides information on specific occupational specialties, civilian occupational equivalencies, AFSC-related national professional credentials, credentialing agencies, and professional organizations. AF COOL contains a variety of information about credentialing and licensing and can be used to:

- Get background information about civilian licensure and certification in general and specific information on individual credentials including eligibility requirements and resources to prepare for an exam.
- Identify licenses and certifications relevant to an AFSC.
- Learn how to fill gaps between Air Force training and experience and civilian credentialing requirements.
- Get information on funding opportunities to pay for credentialing exams and associated fees.
- Learn about resources available to Airmen that can help them gain civilian job credentials.
- To learn more about AF COOL and funding processes, visit <https://afvec.us.af.mil/afvec/Public>

8.5. Air University Associate to Baccalaureate Cooperative Program (AU ABC Program). Directs Airmen with Associate in Applied Science degrees from the CCAF to a collection of accredited military friendly colleges and universities to consider when completing a four-year degree. The

program maximizes the application of military career education and training and provides a multitude of online academic and support services for the enlisted member.

8.6. Additional Off-Duty Education. Off-Duty education is a personal choice that is encouraged for all. Individuals desiring to become an Air Education and Training Command Instructor should be actively pursuing an associate degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

9. Career Field Path:

9.1. Enlisted Development Team. The Enlisted Development Team (EDT) is the deliberate development steering group for the Safety Career Field. The EDT outlines the training, education, and experience requirements for the critical Safety management duty positions and provides recommendations for the best qualified SNCOs into these key leadership and key development positions across the Air Force. The EDT also identifies other developmental opportunities for the 1S0X1 SNCOs to facilitate their development. These recommendations or vectors are the EDT's collective recommendations for the experience level, training and/or education opportunity, or position type that a member should be considered and seek out professional growth. Vectoring will consist of recommendations for identified positions (i.e., development and leadership positions) within Safety for which a member should be considered in subsequent assignments but will not identify a specific location of assignment.

9.2. Enlisted Career Path. The following chart depicts a complete picture of education, training, and assignment positions through all 1S0XX skill levels. Information outlined in each of these figures represents an optimal "snapshot" of the Safety career field as of the publication date of this CFETP. The Air Force Enlisted Classification Directory, Airman Classification, contains a specialty summary, duties and responsibilities, and specialty qualifications for all AFSCs. Figure 5 contains the 1S0 Enlisted Force Development Roadmap. Figures 6-9 identify career development flow charts for each skill level of the 1S0X1 Air Force specialty.



1S0 ENLISTED FORCE DEVELOPMENT ROADMAP



FUNCTIONAL DEVELOPMENT

Functional Area Experience up to E6:

- Develop core competencies and tactical experience
 - CFETP, CDCs, OJT, Safety Programs (DAF, DoD, DoL)
 - Functional Training Courses
 - Understand Wing & below mission priorities
- Roles:
 - SEG Technician, NCOIC, En route Safety, AFSEC

Formal Education/Training:

- 1S0 Apprentice Course
- 5/7-Level upgrade
- Mishap Investigation Non-Aviation Course (MINA)
- PME (ALS, NCOA)
- Associate's Degree

Experiences:

- Professional Certification (Functional)
- Undergraduate College Degree
- Risk Management A&I Course
- Cross-Discipline Training (e.g., BASH, Aircraft Mx Safety, SEW Programs, etc.)

Functional Area Experience E7:

- Develop effectiveness as a team leader with operational competence
 - Mishap QC Processes, Wing Program Management, Wing Deployment Processes, Resource Management
- Roles:
 - Wing OSM, NAF SEG, Command SEG, AFSEC SEGR Deputy Branch Chief

Formal Education/Training:

- Safety Manager's Course (SMC)
- PME (SNCOA)

Experiences:

- Professional Certification (Functional/Management)
- Undergraduate College Degree
- Aviation Safety Course (AMIC/ASPM)
- Weapons Safety Manager Course
- MAJCOM Evaluation Shadow
- SIB Member

Functional Area Experience E8 and up:

- Develop strategic leadership skills and grow organizational leadership experience
 - Senior Leader Communication, DAF & DoD Safety Councils, HHQ Manpower & Deployment Processes, Career Field Management Programs
- Roles:
 - Safety SEL, Command OSM, AFSEC SEGR Branch Chief

Formal Education/Training:

- Senior Leader Development Courses
- 9-Level upgrade

Experiences:

- Senior Leader Development/SEL Courses
- OSCC Involvement
- 1S0 EDT Involvement
- Advance College Degree

BROADENING/SPECIAL EXPERIENCES

Broadening Up to E6:

- Leadership development focus on people / small teams
- Develop soft skills (teamwork, problem solving, communication, critical thinking, time management, interpersonal skills, etc.)
- Develop expertise in AF Personnel Programs
- Develop initial knowledge in Joint Operations

Roles:

- Local Special Duty
- Developmental Special Duty
- Developmental Special Experiences (See MyVector)
- Professional Organization Involvement & Leadership

Experiences:

- Airmanship 400
- Additional Duty 1st Sgt Course
- Junior Enlisted Foundations Course 300
- NCO Foundations Course 500
- Other PME (SEJPME I)

Broadening E7:

- Further develop expertise in Joint Operations
- Understand A-Staff constructs
- Leadership development focus on large teams
- Develop strategic communication understanding and abilities
- Develop expertise in process analysis & improvement (CPI, Lean Six Sigma, etc.)

Roles:

- Local Special Roles
- Developmental Special Experiences (See MyVector)
- Developmental Special Duty
- Professional Organization Leadership
- Commander's Action Group

Experiences:

- Flight Chief Course
- Command Indoc Course or Staff Familiarization
- SNCO Foundations Course 700
- Other PME (SEJPME II, Sister Service PME)

Broadening E8 and up:

- Leadership development focus on large teams & organizations
- Develop expertise in Senior Leader Communications
- Understand HHQ priorities & missions
- Understand National Strategies

Roles:

- Non-Safety SEL
- Developmental Special Experiences (See MyVector)
- Professional Organization Leadership

Experiences:

- Non-functional Professional Certification
- Wing/Command Project Management

1S0 - SAFETY ENLISTED CAREER DEVELOPMENT GUIDANCE

Prior to MSgt: Safety Professionals are expected to develop core competencies in their primary AFSC. Expected areas for development are foundational DoL and DoD safety program execution requirements, Risk Management, investigation processes, safety education principles and an understanding of local DAF mission priorities. Additionally, once upgrade training is complete, Safety Professionals in these ranks should seek opportunities to prepare for SNCO ranks and positions by developing leadership abilities and soft skills through formal education, special duties, and involvement with professional organizations. Most Safety Professionals in these ranks will also have opportunities for deployments, TDYs, and overseas assignments.

Prior to SMSgt: Upon entry into the SNCO tier Safety Professionals should be operationally experienced and technical experts in the Safety career field. At this point Safety Professionals will begin to have opportunities to apply their experiences in leadership positions such as Occupational Safety Managers, Command SEG, or AFSEC SEG positions. While technical expertise is still important in these positions, staff experience is valued and opportunities should be sought to grow communication, both written and verbal, and executive support skills. Specific skills to focus on for development are critical thinking, formal communication, program management, personnel management, resource management, decision making, and operational planning as these are critical as personnel continue to move up in position and/or rank.

Prior to CMSgt: SNCO's will continue to develop as leaders, and work to become operational/strategic advisors to DAF and Command Senior Leaders on safety issues and programs. Additionally, SMSgts should seek HHQ or organizational leadership positions either within or outside Safety to gain further planning and strategic experience. Staff experience is critical, and opportunities should be sought to expand knowledge, skills, and abilities related to strategic-level communication, HHQ manpower and deployment processes, and career field management programs.

Specialty Summary: The Safety specialty manages and conducts safety programs, plans, organizes, directs, and controls safety activities, analyzes mishap causes and trends, and assesses risk. Additionally, they evaluate, inspect, and survey areas and activities to eliminate mishap potential, conduct mishap investigations, provide risk management consultation, and conduct safety education.

Specialty Qualifications: Knowledge is mandatory of fundamentals of safety education, public speaking, mishap prevention, human factors, industrial hygiene principles, industrial safety criteria, risk management, blueprint interpretation, mishap investigation techniques, methods of obtaining and distributing safety education materials, equipment maintenance and servicing techniques, and the application of data automation to Safety functions. Beyond the initial entry education and upgrade training requirements, Safety Professionals should constantly strive to further their knowledge and experience bases through education and training opportunities both in and outside DoD channels.

Career Broadening Guidance & Expectations:

- The Safety community values career knowledge depth followed by broadening roles or experiences, including Command SEG, AFSEC SEG, and other external broadening opportunities to develop strategic perspective, skills, and ability.
- Local Special Duties or DSDs, deployments, and overseas assignments are valued for personal development and enterprise/joint perspective growth.
- Due to the limited personnel leadership opportunities inherent in most Safety staffs, Safety Professionals are encouraged to seek outside opportunities for continued leadership growth such as professional organization leadership positions, organizational special positions or roles, and project management. Additionally, opportunities can also be sought in civilian safety organizations or community support.

Resources:

The Blueprint: Enlisted Force Development
Enlisted Force Development Action Plan
MyFSS: MyVector, My Education & Career Management

The Blue Book, The Brown Book & The Purple Book
CMSAF Reading List
CSAF Leadership Library

DAF Operational Imperatives
AFSEC Safety University
Air University

Figure 5. 1S0 Enlisted Force Development Roadmap.

CAREER DEVELOPMENT FLOW CHART

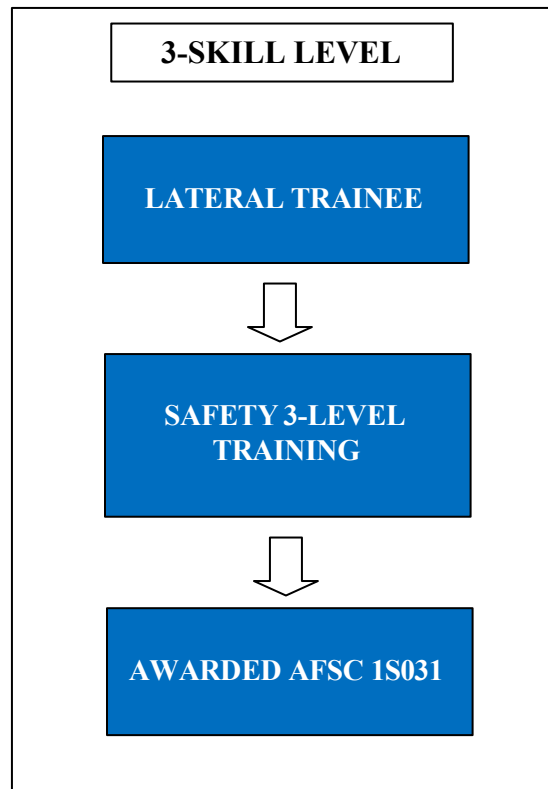


Figure 6. Career Development Flow Chart, 3-skill level.

CAREER DEVELOPMENT FLOW CHART

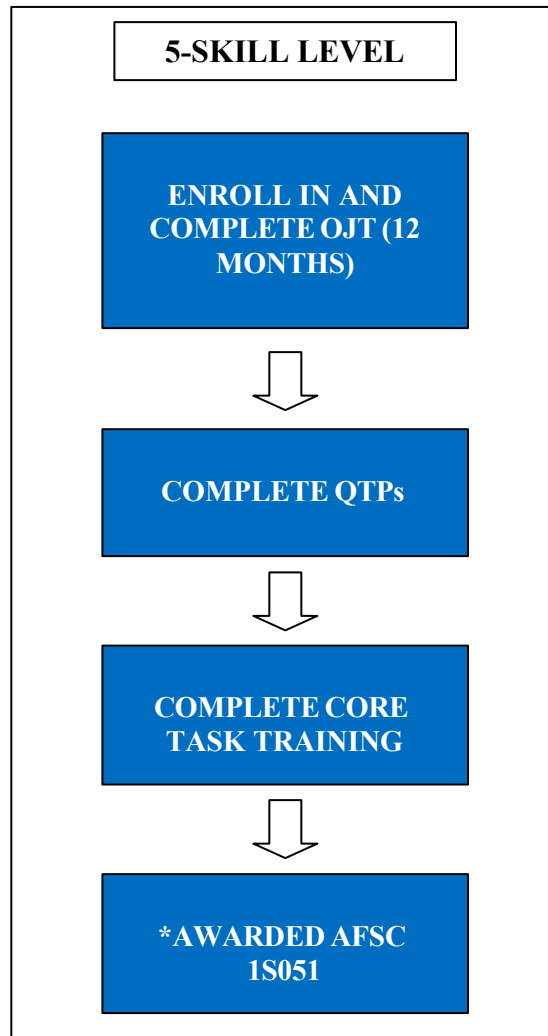


Figure 7. Career Development Flow Chart, 5-skill level.

***Requires completion of core tasks, minimum 12 months time in training (9 months for retrainees), all mandatory requirements listed in specialty description, DAFECD and CFETP, and supervisor recommendation.**

CAREER DEVELOPMENT FLOW CHART

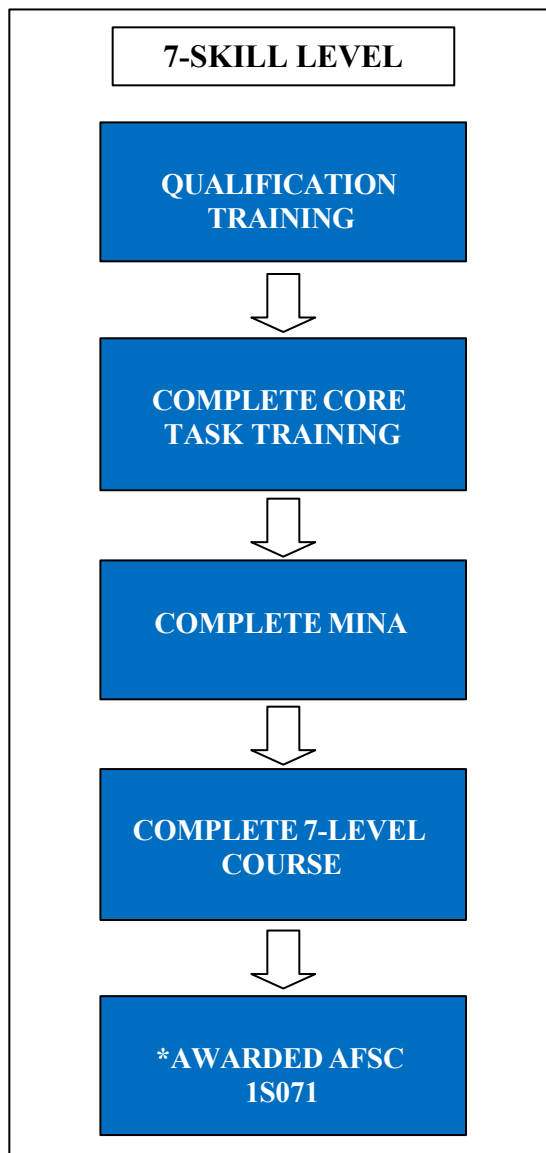


Figure 8. Career Development Flow Chart, 7-skill level.

***Requires completion of core tasks, MINA, minimum 12 months time in training (6 months if 7-level previously held), Craftsman Course (7-level), and supervisor recommendation.**

CAREER DEVELOPMENT FLOW CHART

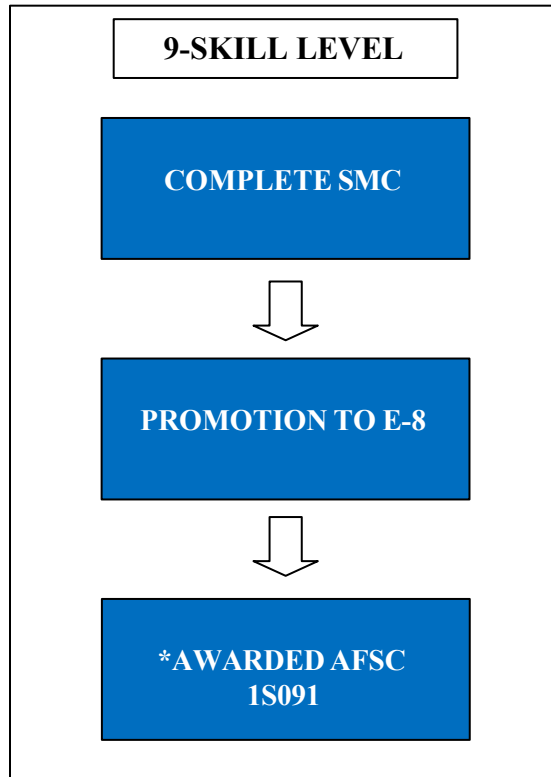


Figure 9. Career Development Flow Chart, 9-skill level.

***Requires completion of SMC and supervisor recommendation. No minimum time in training.**

SECTION C - SKILL-LEVEL TRAINING REQUIREMENTS

10. **Purpose.** Skill level training requirements in this career field are defined in terms of tasks 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 at Part II, Sections A, B, and D of this CFETP. Unit work centers must develop a structured training program to ensure all requirements are met.

11. Specialty Qualification requirements.

11.1. Apprentice Level Training (3-Skill Level):

11.1.1. Specialty Qualification.

11.1.1.1. **Knowledge.** Knowledge of the fundamentals of safety education, public speaking, mishap prevention, human factors, industrial hygiene principles, industrial safety criteria, risk management, blueprint interpretation, mishap investigation techniques, methods of obtaining and distributing safety education materials, explosives safety, and the application of data automation to the safety function is mandatory.

11.1.1.2. **Education.** For entry into this specialty completion of high school is mandatory. Completion of related courses is highly desirable.

11.1.1.3. **Training.** For award of AFSC 1S031, completion of the Safety Apprentice course (L3ALR1S031 0S2C) is required.

11.1.1.4. **Experience.** There is no experience necessary for entry into AFSC 1S031.

11.1.1.5. **Other.** See DAFECD for entry requirements.

11.1.2. Training Sources. Safety Apprentice course (L3ALR1S031 0S2C)

11.1.3. **Implementation.** Successful completion of formal technical training (listed above) results in the award of the 3-skill level.

11.2. Journeyman Level Training (5-Skill Level):

11.2.1. Specialty Qualification.

11.2.1.1. **Knowledge.** Knowledge of the fundamentals of safety education, public speaking, mishap prevention, human factors, industrial hygiene principles, industrial safety criteria, risk management, blueprint interpretation, mishap investigation techniques, methods of obtaining and distributing safety education materials, explosives safety, and the application of data automation to the safety function is mandatory.

11.2.1.2. **Education.** There are no additional education requirements beyond those defined for the apprentice level. However, progress toward an Associate's degree is highly encouraged.

11.2.1.3. **Training.** Completion of the core tasks specified in the STS is mandatory.

11.2.1.4. **Experience.** Qualification in and possession of AFSC 1S031 is required. Also, experience in functions such as investigations and inspections are required.

11.2.1.5. **Other.** See DAFECD for entry, award, and retention requirements.

11.2.2. **Training Sources.** Qualification training and OJT will provide training and qualification on the core tasks identified in the STS.

11.2.3. **Implementation.** The units utilizing this STS, exportable courses, and perform training to the 5-level. Upgrade to the 5-level requires completion of all 5-level core tasks as identified in the STS, and 12 months of upgrade training (9 months for all retrainees).

11.2.4. **Supervisor/Training Manager Input.** Utilize Figures 6-9 as applicable to facilitate upgrade actions.

11.3. **Craftsman Level Training (7-Skill Level):**

11.3.1. **Specialty Qualification.**

11.3.1.1. **Knowledge.** In addition to the 5-level qualifications, an individual must possess advanced skills and knowledge of theory, concepts and principles of safety management. The 7- level must be able to supervise and train personnel to manage safety programs. They must be able to plan, schedule, and organize a safety management system to ensure effective utilization of available resources.

11.3.1.2. **Education.** There are no additional educational requirements beyond those defined for the apprentice level. However, progress toward an Associate's degree is highly encouraged.

11.3.1.3. **Training.** Completion of Mishap Investigation Non-Aviation (MINA_WCIP 059, PDS Code I9Q), and Safety Craftsman (L3ACR1S071 0S2C) is required. MINA is scheduled through the MAJCOM Safety Training office and Safety Craftsman is through instructions on ETCA.

11.3.1.4. **Experience.** Completion of all required 7-level core tasks as identified in the STS, and qualification in and possession of AFSC 1S051, as well as duty position requirements identified by the supervisor.

11.3.1.5. **Other.** See DAFECD and Attachment 4 for entry, award, and retention requirements.

11.3.2. **Training Sources.** 7-level upgrade training will be completed and conducted by certified trainers using AF core tasks and unit/MAJCOM specific courses.

11.3.3. **Implementation.** Units utilizing the STS perform training to the 7-level. Upgrade to the 7-level requires completion of all core tasks as identified in the STS, MINA, Safety Craftsman course, 12 months upgrade training (6 months for retrainees who previously held a 7- level), and promotion to Staff Sergeant.

11.4. **Superintendent Level Training (9-Skill Level):**

11.4.1. **Specialty Qualification.** This information is located in the official specialty description in DAFECD, paragraph 3.

11.4.1.1. **Knowledge.** In addition to 7-level qualifications, an individual must possess advanced skills and knowledge of concepts and principles in the management of safety programs, risk management and investigations. The 9-level must be an effective leader with the ability to forecast, budget and manage funds.

11.4.1.2. **Education.** An Associate's degree is mandatory.

11.4.1.3. **Training.** Completion of the Safety Manager Course (SMC_ WCIP 05D, PDS Code EPF) is required. Completion of the Occupational Safety Superintendent Course (L3AZR1S091 0S2C, PDS Code 2YN) is required upon assignment selection to MAJCOMs/FLDCOMs/NAFs.

11.4.1.4. **Experience.** For the award of AFSC 1S091, qualification in and possession of AFSC 1S071 is mandatory.

11.4.1.5. **Other.** See DAFECD and Attachment 4 for entry, award, and retention requirements.

11.4.2. **Training Sources.** Qualification training and experience inherent in career specialty job performance are desired sources of training.

11.4.3. **Implementation.** Upgrade to the 9-level requires completion of SMC and promotion to SMSgt.

SECTION D – RESOURCE CONSTRAINTS

There are no resource constraints identified for training in this AFSC.

SECTION E – TRANSITIONAL TRAINING GUIDE.

There are currently no transition requirements. This area is reserved.

Part II

SECTION A – SPECIALTY TRAINING STANDARD

1. **Implementation.** These STS attachments will be used for technical training provided by Air Education and Training Command is with the 3-level Apprentice class beginning on or after 21 Sep 2023 and the 7-level craftsman class beginning on or after 21 Sep 2023.

2. **Purpose.** As prescribed in DAFMAN 36-2689 and this STS:

2.1. *Column 1 (Task, Knowledge, and Technical Reference)* lists the most common tasks, knowledge, and technical references (TR) necessary for Airmen to perform duties in the 3-, 5-, and 7-skill level.

2.2. *Column 2 (Core Tasks)* identifies, by an asterisk (*), specialty-wide training requirements (core tasks). Columns 2A and 2B identifies minimum core task training requirements for award of AFSCs 1S051 and 1S071 respectively. MAJCOM 1S0 functional managers have waiver authority for core tasks identified in this plan. The approved waiver will be maintained in the individual's training record.

2.3. *Column 3 (Certification for OJT)* records completion of tasks and knowledge training requirements.

MANDATORY: Use automated training management systems (i.e., myTraining) to document technician qualifications to a go/no-go level. Certifier initials are not required.

2.4. The following competencies (Deployment + / Chemical, Biological, Radiological, or Nuclear [CBRN] ~) will be identified in the next CFETP revision. Competencies identified with an (+) will require safety professionals to be qualified on the applicable competencies prior to deployment. Competencies identified with an (~) require CBRN TQT (Task Qualification Training) in the work center IAW DAFI 10-2503, *Chemical, Biological, Radiological, or Nuclear (CBRN) Defense Program*. Currently no competencies are identified with a (+) or (~).

2.5. *Column 4 (Behavioral Codes)* shows formal training and correspondence course requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task/ knowledge and the career knowledge provided by the correspondence course. Columns 4A and 4C show the level to which task/knowledge training has been accomplished by the Training Center for 1S031 and 1S071 courses respectively, as described in the Education & Training Course Announcement (ETCA). Column 4B indicates the career knowledge provided in CDC 1S051. See CDC listing maintained by the unit training manager for current CDCs. Column 4D identifies exportable/ supplemental courses, as applicable, that will be used to enhance student knowledge during 5-level continuation training and prior to attending the formal 7-level course and is reserved. Certification is not required.

3. **Qualitative Requirements.** Attachment 1 contains the Behavioral Statement STS Coding System used to indicate the level of training and knowledge provided by resident training and career development courses.

4. Job Qualification Standard. This STS becomes a job qualification standard (JQS) for on-the-job training when placed in AF Form 623, On-the-Job Training, and used according to DAFMAN 36-2689. For OJT, the tasks in column 1 are trained and qualified to the go/no-go level. “Go” means the individual can perform the task without assistance and meets local requirements for accuracy, timeless, and correctness. When used as a JQS, the following requirements apply:

4.1. Documentation. Document completion of training in accordance with DAFMAN 36-2689. myTraining will be used to document training. Identify duty position requirements in the automated training system. As a minimum, complete the equivalent of the following columns in Part II of the CFETP: Training Completed, Trainee Initials, and Trainer Initials. An AFJQS may be used in lieu of Part II of the CFETP only upon approval of the AFCFM. NOTE: The AFCFM may supplement these minimum documentation procedures as needed or deemed necessary for their Career Field.

4.1.1. Transcribing from Existing to New CFETP. All AFJQSs and previous CFETPs are replaced by this CFETP; therefore, transcribing of all training records to this CFETP STS is mandatory. Use this CFETP STS (or automated STS) to identify all past and current qualifications. Document all previous and current training IAW DAFMAN 36-2689.

5. Specialty Training Standard (STS). A guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS) and Enlisted Promotions Reference and Requirements Catalog (EPRRC). Specialty Knowledge Tests (SKTs) are developed at the AETC Airman Advancement Division, by senior NCOs with extensive practical experience in the career field. The tests sample knowledge of STS subject matters areas judged by test development team members as appropriate for promotion to higher grades. Questions are based upon study references listed in the EPRRC.

6. Recommendations. Comments and recommendations are invited concerning the quality of AETC training. Reference the STS and address correspondence requiring changes to the 37 TRG/DOS, 1220 Truemper Street, Suite 1, JBSA Lackland TX 78236-5724, DSN 473-2917.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

OTIS C. JONES
Brigadier General, USAF
Chief of Safety

Behavioral Statement STS Coding System	
Code	Definition
K	Subject Knowledge Training - The verb selection identifies the individual's ability to identify facts, state principles, analyze, or evaluate the subject
P	Performance Training - Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the filed requirements for speed and accuracy.
pk	Performance Knowledge Training - The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles, and operational theory for the task.
-	No training provided in the course.
X	Training is required but not provided due to limitations in resources.
*	Core tasks are identified with a (*) symbol in the corresponding 5/7 skill level column.
Each STS element is written as a behavioral statement. The detail of the statement and verb selection reflects the level of training provided by resident training and career development courses.	

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	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1 SAFETY ASSURANCE														
1.1 SAFETY INSPECTION & ASSESSMENTS Description: Examining facilities and reviewing safety programs for compliance with regulatory guidance (e.g. DoDI, DAFI, and OSHA), recommending solutions, and ensuring implementation of corrective actions. Supporting Competencies: Communication, Relationship Building, Problem Solving, Accountability														
1.1.1 SAFETY INSPECTION & ASSESSMENTS BASIC (Reach of Influence-Below Wing Level) DAFI 91-202														
1.1.1.1 Conduct inspections (e.g., annual and spot)									-	-	-	-	-	-
1.1.1.1.1 Develop, publish, and distribute inspection schedule									K	-	-	-	-	-
1.1.1.1.2 Identify report timelines									K	-	-	-	-	-
1.1.1.1.3 Identify high interest inspection areas and frequency of inspections									-	-	-	-	-	-
1.1.1.1.4 Review and reference Code of Federal Regulations (CFR), DAFIs, etc.		*							P	-	-	-	-	-
1.1.1.1.5 Develop inspection checklist		*							P	-	-	-	-	-
1.1.1.1.6 Locate applicable inspection checklist in file-share									P	-	-	-	-	-
1.1.1.1.7 Share inspection checklists in file-share and local units									-	-	-	-	-	-
1.1.1.1.8 Review other unit's inspections and previous inspection reports (e.g., IG, BEE, FES, Annual)		*							-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1.1.1.1.9 Pull applicable inspection data across multiple systems (e.g., AFSAS, MilPDS, RM Fundamentals, MHAP, facility listing)		*							-	-	-	-	-	-
1.1.1.1.10 Coordinate with Unit Safety Representatives									-	-	-	-	-	-
1.1.1.1.11 Coordinate with other organizations for specialized inspections									-	-	-	-	-	-
1.1.1.1.12 Create inspection report in AFSAS		*							P	-	-	-	-	-
1.1.1.1.13 Perform industrial area inspections (e.g., flightline, missile fields, SF operations, Mx backshop)		*							P	-	-	-	-	-
1.1.1.1.14 Perform administrative area inspection		*							P	-	-	-	-	-
1.1.1.1.15 Perform construction area inspections		*							pk	-	-	-	-	-
1.1.1.1.16 Perform out-brief with commanders		*							P	-	-	-	-	-
1.1.1.1.17 Finalize and submit inspection report in AFSAS									P	-	-	-	-	-
1.1.1.1.18 Route inspection reports									-	-	-	-	-	-
1.1.1.2 Perform safety program assessment (e.g., JSTO, Hazardous Energy Control, and fall protection)									-	-	-	-	-	-
1.1.1.2.1 Develop, publish, and distribute inspection schedule									-	-	-	-	-	-
1.1.1.2.2 Identify report timelines									K	-	-	-	-	-
1.1.1.2.3 Review and reference Code of Federal Regulations (CFR), DAFIs		*							P	-	-	-	-	-
1.1.1.2.4 Develop assessment checklist		*							P	-	-	-	-	-
1.1.1.2.5 Locate applicable assessment checklist in file-share									P	-	-	-	-	-
1.1.1.2.6 Review other unit's inspections and previous inspection reports (e.g., IG, BEE, FES, Annual)		*							-	-	-	-	-	-
1.1.1.2.7 Coordinate with Unit Safety Representative									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1.1.1.2.8 Create assessment report in AFSAS		*							P	-	-	-	-	-
1.1.1.2.9 Perform inbrief									-	-	-	-	-	-
1.1.1.2.10 Review JSTO and mandatory and job specific items		*							pk	-	-	-	-	-
1.1.1.2.11 Perform out-brief with commanders		*							P	-	-	-	-	-
1.1.1.2.12 Finalize and submit assessment report in AFSAS									P	-	-	-	-	-
Intentionally left blank									-	-	-	-	-	-
1.1.1.3 Provide Staff Assistance Visits									-	-	-	-	-	-
1.1.1.3.1 Review other unit's inspections and previous inspection reports (e.g., IG, BEE, FES, Annual)									-	-	-	-	-	-
1.1.1.3.2 Coordinate with Unit Safety Representatives									-	-	-	-	-	-
1.1.1.3.3 Perform out-brief with commanders									-	-	-	-	-	-
1.1.2 SAFETY INSPECTION & ASSESSMENTS INTERMEDIATE (Reach of Influence-Wing Level) DAFI 91-202														
1.1.2.1 Conduct self-inspections (e.g., OSM checklist, Management Internal Control Checklist)									-	-	-	-	-	-
1.1.2.1.1 Review applicable MAJCOM guidance									-	-	-	-	-	-
1.1.2.1.2 Perform Occupational Safety Program Self-Assessment									-	-	-	-	-	-
1.1.2.2 Facilitate internal and external inspections									-	-	-	-	-	-
1.1.2.2.1 Receive and facilitate site visit									-	-	-	-	-	-
1.1.2.2.2 Document OSHA site visit in AFSAS									-	-	-	-	-	-
1.1.2.2.3 Develop and implement OSHA reception and action plan			*						-	-	-	-	P	-
1.1.3 SAFETY INSPECTION & ASSESSMENTS ADVANCED (Reach of Influence-NAF) DAFI 91-202														

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1.1.3.1 Conduct semi-annual evaluations									-	-	-	-	-	-
1.1.3.1.1 Schedule and coordinate evaluations									-	-	-	-	-	-
1.1.3.2 Conduct SAVs on subordinate units									-	-	-	-	-	-
1.1.3.2.1 Coordinate SAVs upon requests									-	-	-	-	-	-
1.1.4 SAFETY INSPECTION & ASSESSMENTS EXPERT (Reach of Influence-HAF/MAJCOM-level) DAFI 91-202														
1.1.4.1 Conduct Safety program evaluations of wings (e.g., safety inspections, hazard abatement, and Annual Program Management Review)									-	-	-	-	-	-
1.1.4.1.1 Coordinate with subordinate units to schedule evaluation									-	-	-	-	-	-
1.2 DATA ANALYSIS Description: Collecting, interpreting, and analyzing information to identify trends, ensure compliance, and prevent future mishaps. Supporting Competencies: Information Seeking, Draw Conclusions, Knowledge Management, Technology Literacy														
1.2.1 DATA ANALYSIS BASIC (Sustained consistency of application over time) DAFI 91-202														
1.2.1.1 Utilizes various data sources, systems of record. (e.g., AFSAS and MUSTT)									-	-	-	-	-	-
1.2.1.1.1 Determine intent of data pull									K	-	-	-	-	-
1.2.1.1.2 Identify data sources. (OSHA site, AFSAS)									K	-	-	-	-	-
1.2.1.1.3 Perform a data query (data extraction tool, etc...)		*							P	-	-	-	-	-
1.2.1.1.4 Select appropriate platform to present data information									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1.2.1.1.5 File and document presentation or report									-	-	-	-	-	-
1.2.1.2 Audit collected data for accuracy, accountability, and usability in order to drive data driven decision									-	-	-	-	-	-
1.2.1.2.1 Perform a single-source trend analysis to verify accuracy and usability		*							-	-	-	-	-	-
1.2.1.2.2 Cross talk with internal agencies									-	-	-	-	-	-
1.2.1.2.3 Communicate to key decision makers. (Commanders, Functional Managers, etc.)		*							-	-	-	-	-	-
1.2.1.2.4 Complete OSHA 300 log process			*						-	-	-	-	P	-
1.2.2 DATA ANALYSIS INTERMEDIATE (Sustained consistency of application over time in variety of situations) DAFI 91-202														
1.2.2.1 Review data to identify trends and provide commanders with an overview of their safety culture (e.g., APMR, ESOHC, HAP) to ensure compliance									-	-	-	-	-	-
1.2.2.1.1 Perform multi-source trend analysis to support commander's decisions									-	-	-	-	-	-
1.2.2.1.2 Coordinate with next higher level for routing									-	-	-	-	-	-
1.2.2.1.3 Consolidate data and draft report or presentation									-	-	-	-	-	-
1.2.2.1.4 Route or present report or presentation									-	-	-	-	-	-
1.2.2.2 Reconcile open recommendations to ensure that identified hazards are progressing toward closure									-	-	-	-	-	-
1.2.2.2.1 Validate open hazard statuses									-	-	-	-	-	-
1.2.2.2.2 Coordinate with OPRs									-	-	-	-	-	-
1.2.2.2.3 Advocate for funding and corrective actions to stakeholders									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1.2.3 DATA ANALYSIS ADVANCED (Sustained consistency of application over time complex situations) DAFI 91-202														
1.2.3.1 Analyze and utilize data from multiple sources (e.g., AFSEC, OSHA, NSC, ASSP, and civilian industry) to drive future initiatives, campaigns, and policies									-	-	-	-	-	-
1.2.3.1.1 Perform data analysis to develop initiatives and campaigns									-	-	-	-	-	-
1.2.4 DATA ANALYSIS EXPERT (Able to innovate and formulate strategies; able to model/guide/teach others how to apply the competency) DAFI 91-202														
1.2.4.1 Utilize data to author/publish guidance to formulate strategies which captures skill sets needed to provide data analysis, along with the expected outcomes									-	-	-	-	-	-
1.2.4.1.1 Perform data analysis to focus on mishap prevention efforts									-	-	-	-	-	-
1.3 MISHAP RESPONSE & INVESTIGATION Description: Researching and examining mishaps to discover root cause, provide recommendations, prevent reoccurrence, and affect change. Supporting Competencies: Active listening, Communication, Information Seeking, Analytical Thinking														
1.3.1 MISHAP RESPONSE & INVESTIGATION BASIC (Reach of Influence Wing-level and below) DoDI 6055.07; DAFI 91-204; DAFI 91-202; DAFI 90-5001; DAFMAN 91-224														
1.3.1.1 Determine if an event meets the definition of an Air Force mishap									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1.3.1.1.1 Review initial mishap notification (e.g., 978, CCIR, Medical logs, SF blotter)									P	-	-	-	-	-
1.3.1.1.2 Determines mishap classification		*							P	-	-	-	-	-
1.3.1.2 Conduct mishap investigations									-	-	-	-	-	-
1.3.1.2.1 Notify OSHA of civilian mishap									-	-	-	-	-	-
1.3.1.2.2 Conduct interview with witnesses		*							P	-	-	-	-	-
1.3.1.2.3 Identify safety privileged information									pk	-	-	-	-	-
1.3.1.2.4 Coordinate with internal and external entities									-	-	-	-	-	-
1.3.1.2.5 Safeguard and gathers evidence									pk	-	-	-	-	-
1.3.1.3 Compose mishap reports									-	-	-	-	-	-
1.3.1.3.1 Identify causal factors and findings		*							P	-	-	-	P	-
1.3.1.3.2 Formulate recommendations		*							P	-	-	-	P	-
1.3.1.4 Recommend corrective actions and validates completion									-	-	-	-	-	-
1.3.1.4.1 Coordinate recommendations with OPR									-	-	-	-	-	-
1.3.1.4.2 Follow-up recommendations with OPR									-	-	-	-	-	-
1.3.1.5 Initiate Interim Safety Board									-	-	-	-	-	-
1.3.1.5.1 Review mishap response plan			*						-	-	-	-	-	-
1.3.1.5.2 Initiate initial notification procedures									-	-	-	-	-	-
1.3.1.5.3 Safeguard and gathers evidence									-	-	-	-	-	-
1.3.1.5.4 Coordinate ISB membership									-	-	-	-	-	-
1.3.1.6 Review mishap investigation reports to meet quality assurance standards									-	-	-	-	-	-
1.3.1.6.1 Run required checklists			*						-	-	-	-	-	-
1.3.1.6.2 Collaborate with convening authority to determine out-brief process									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1.3.1.6.3 Review and request release of report									P	-	-	-	P	-
1.3.1.6.4 Compare finalized mishap report against applicable guidance									-	-	-	-	P	-
1.3.1.6.5 Perform a mental health self-assessment									pk	-	-	-	-	-
1.3.2 MISHAP RESPONSE & INVESTIGATION INTERMEDIATE (Reach of Influence NAF) DAFI 91-204														
1.3.2.1 Complete formal quality review process on mishap investigation reports									-	-	-	-	-	-
1.3.2.1.1 Coordinate with MAJCOM for release of mishap report									-	-	-	-	pk	-
1.3.2.2 Assist with logistics in initiating the Safety Investigation Board									-	-	-	-	-	-
1.3.2.2.1 Send data call to wings to provide list of safety trained personnel									-	-	-	-	-	-
1.3.2.2.2 Monitor mishap report status of subordinate units									-	-	-	-	-	-
1.3.3 MISHAP RESPONSE & INVESTIGATION ADVANCED (Reach of Influence MAJCOM) DAFI 91-204														
1.3.3.1 Initiate Safety Investigation Board									-	-	-	-	-	-
1.3.3.1.1 Coordinate appointment of SIB nominees									-	-	-	-	-	-
1.3.3.1.2 Release reports to AFSEC									-	-	-	-	-	-
1.3.3.1.3 Request status updates									-	-	-	-	-	-
1.3.3.2 Coordinate with SIB president to receive out-brief									-	-	-	-	-	-
1.3.3.2.1 Coordinate with stakeholders to schedule briefings									-	-	-	-	-	-
1.3.4 MISHAP RESPONSE & INVESTIGATION EXPERT (Reach of Influence AF-Level/Industry) DAFI 91-204														
1.3.4.1 Initiate Memorandum of Final Evaluation on mishaps									-	-	-	-	-	-
1.3.4.1.1 Review final reports									-	-	-	-	P	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1.3.4.1.2 Consolidate reports and comments									-	-	-	-	P	-
1.3.4.1.3 Draft MOFE									-	-	-	-	-	-
1.3.4.1.4 Route report to Air Force/SE for approval									-	-	-	-	-	-
1.3.4.2 Participate in Safety Investigation Boards									-	-	-	-	-	-
1.3.4.2.1 Advise board president and investigating officer on SIB procedures									-	-	-	-	-	-
1.3.4.3 Conducts final review and closure of mishaps									-	-	-	-	-	-
1.3.4.3.1 Release final message in AFSAS									-	-	-	-	-	-
2. PROMOTION AND EDUCATION Description: Educating and preparing all Airmen to operate within the construct of the Safety Management System in an effort to safeguard our people and our assets and to influence a positive safety culture. Supporting Competencies: Communication, Public Speaking, Relationship Building, Develops People														
2.1 PROMOTION AND EDUCATION BASIC (Reach of Influence-Below Wing-level) DAFI 91-202; DAFI 21-101; AFH 36-2647														
2.1.1 Host local training events and briefings									-	-	-	-	-	-
2.1.1.1 Validate appointment letters									-	-	-	-	-	-
2.1.1.2 Validate prerequisite completion									-	-	-	-	-	-
2.1.1.3 Develop training materials									P	-	-	-	-	-
2.1.1.4 Track attendees and document training completion									-	-	-	-	-	-
2.1.1.5 Schedule training									-	-	-	-	-	-
2.1.1.6 Conduct training and briefings		*							P	-	-	-	-	-
2.1.2 Attend internal/external training opportunities (e.g., AFSEC, NSC, ASSP)									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
2.1.2.1 Attend a public speaking course, seminar or equivalent		*							-	-	-	-	-	-
2.1.2.2 Identify and request training opportunities									pk	-	-	-	-	-
2.1.2.3 Track CEUs									-	-	-	-	-	-
2.1.2.4 Applies information gained to current duties									-	-	-	-	-	-
2.1.2.5 Seek membership in external professional safety organizations									-	-	-	-	-	-
2.1.2.6 Attend MINA			*						-	-	-	-	-	-
2.1.2.7 Attend OSHA Confined Space course or equivalent			*						-	-	-	-	-	-
2.1.2.8 Attend OSHA Hazard Energy Control course or equivalent		*							-	-	-	-	-	-
2.1.2.9 Attend OSHA Fall Protection course or equivalent		*							-	-	-	-	-	-
2.1.2.10 Complete task certification on hot refueling operations			*						-	-	-	-	-	-
2.1.2.11 Attend OSHA Hazardous Materials Course		*							-	-	-	-	-	-
2.1.2.12 Attend professional development courses									-	-	-	-	-	-
2.2 PROMOTION AND EDUCATION INTERMEDIATE (Reach of Influence Wing-level) DAFI 91-202														
2.2.1 Develop local curriculum to supplement required training									-	-	-	-	-	-
2.2.1.1 Research local training needs of personnel									-	-	-	-	-	-
2.2.1.2 Identify unique hazards of local area									-	-	-	-	-	-
2.2.1.3 Distributes training materials									-	-	-	-	-	-
2.3 PROMOTION AND EDUCATION ADVANCED (Reach of Influence- MAJCOM/NAF) DAFI 91-202														
2.3.1 Share cross-tell information									-	-	-	-	-	-
2.3.1.1 Research and distribute product recall notifications									-	-	-	-	-	-
2.3.1.2 Disseminates cross-tell information across multiple MAJCOMs, gov't agencies, and civilian enterprises									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
2.3.1.3 Analyze mishap trends to provide recommendations for cross-tell									-	-	-	-	P	-
2.3.2 Supplement required training									-	-	-	-	-	-
2.3.2.1 Develop MAJCOM and NAF curriculum									-	-	-	-	-	-
2.4 PROMOTION AND EDUCATION EXPERT (Reach of Influence AF Wing-level/Industry) DAFI 91-202														
2.4.1 Initiate DAF-level campaigns									-	-	-	-	-	-
2.4.1.1 Identify a specific need based on statistics									-	-	-	-	-	-
2.4.1.2 Organize focus groups									-	-	-	-	-	-
2.4.1.3 Disseminate safety objectives									-	-	-	-	-	-
2.4.1.4 Analyze trend analysis data to initiate DAF level campaign									-	-	-	-	-	-
2.4.2 Develop baseline safety training for all DAF personnel									-	-	-	-	-	-
2.4.2.1 Identify a specific need based on statistics									-	-	-	-	-	-
2.4.2.2 Organize focus groups									-	-	-	-	-	-
2.4.2.3 Disseminate safety objectives									-	-	-	-	-	-
2.4.2.4 Create content and publish baseline safety training									-	-	-	-	-	-
2.4.2.5 Analyze trend analysis data to initiate DAF level campaign									-	-	-	-	-	-
3. POLICY AND LEADERSHIP														
3.1 PERSONNEL MANAGEMENT BASIC (Reach of Influence Individual-level) Enlisted Force Structure; DAFI 36-2670; DAFI 90-5001														
3.1.1 Develop personal and professional goals									-	-	-	-	-	-
3.1.1.1 Request feedback from supervisor									pk	-	-	-	-	-
3.1.1.2 Receives feedback									pk	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.1.1.3 Reflect on feedback to determine personal and professional goals									pk	-	-	-	-	-
3.1.1.4 Develop an action plan to meet personal and professional goals									P	-	-	-	P	-
3.1.1.5 Document progress									pk	-	-	-	pk	-
3.1.1.6 Attend professional development courses									pk	-	-	-	pk	-
3.1.1.7 Seek mentors outside the career field									pk	-	-	-	pk	-
3.1.1.8 Utilize the 1S0 road map to enhance professional development									P	-	-	-	P	-
3.1.2 Practice self and team care									-	-	-	-	-	-
3.1.2.1 Identify available helping agencies									K	-	-	-	K	-
3.1.2.2 Complete mental health pre-exposure preparation training									P	-	-	-	-	-
3.1.2.3 Practice mental readiness									-	-	-	-	-	-
3.1.2.4 Openly communicate about personal and team resilience									-	-	-	-	-	-
3.2 PERSONNEL MANAGEMENT INTERMEDIATE (Reach of Influence Supervisor-level) Enlisted Force Structure; DAFI 10-201; DAF 36-2608; DAFI 36-2670; DAFI 38-401; DAFI 90-5001														
3.2.1 Set performance expectations and defines duties									-	-	-	-	-	-
3.2.1.1 Provide continuous and timely feedback (formal and informal)									-	-	-	-	-	-
3.2.1.2 Identify individual's scope of responsibility									-	-	-	-	-	-
3.2.1.3 Clarify and document expectations and duties									-	-	-	-	-	-
3.2.2 Implement Master Training Plan using internal training, training development opportunities, and tools for subordinates									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.2.2.1 Identify training requirements of subordinates									-	-	-	-	-	-
3.2.2.2 Create a plan for deliberate development with milestones									-	-	-	-	-	-
3.2.2.3 Execute MTP with established timelines									-	-	-	-	-	-
3.2.2.4 Seek developmental and training opportunities and tools									-	-	-	-	-	-
3.2.3 Manage personnel readiness requirements/goals (e.g., AF Training, PT, Medical, Promotions and Testing, Awards, etc.)									-	-	-	-	-	-
3.2.3.1 Initiate in-processing actions for new subordinates (e.g., UPMR, DAF Form 2096)									-	-	-	-	-	-
3.2.3.2 Develop tools for continuous process improvement									-	-	-	-	P	-
3.2.3.3 Support opportunities to reach personal and professional goals									-	-	-	-	-	-
3.2.3.4 Develop shop policy to meet readiness requirements									-	-	-	-	-	-
3.2.3.5 Document progress									-	-	-	-	-	-
3.2.3.6 Completes AF Safety Leadership and Peer Engagement Mental Health training									-	-	-	-	P	-
3.2.4 Evaluate personnel (e.g., Performance Evaluations, Training Task Certifications, day to day operational tasks)									-	-	-	-	-	-
3.2.4.1 Identify strengths and areas for improvement									-	-	-	-	-	-
3.2.5 Review/Validate current status of manpower documents ensuring requirements are met (e.g., UMD, UMPR, DCAPES)									-	-	-	-	-	-
3.2.5.1 Perform follow-up in-processing actions and personnel records									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.2.5.2 Engage with UTM, UDM, and CSS for readiness responsibilities									-	-	-	-	-	-
3.3 PERSONNEL MANAGEMENT ADVANCED (Reach of Influence Wing-level) Enlisted Force Structure; DAFI 10-201; DAFI 36-2608; DAFI 36-2670; DAFI 38-101, DAFI 38-401; DAFI 90-5001, DAFI 91-202														
3.3.1 Managing manpower documents (e.g., UMD, UPMR, DCAPES)									-	-	-	-	-	-
3.3.1.1 Review manpower documents									-	-	-	-	-	-
3.3.1.2 Validate accuracy of manpower documents									-	-	-	-	-	-
3.3.1.3 Coordinate updates to manpower documents as required									-	-	-	-	-	-
3.3.1.4 Request and assist with Manpower Studies									-	-	-	-	-	-
3.3.2 Mentor and prepare supervisors to lead teams									-	-	-	-	-	-
3.3.2.1 Lead mentorship panels									-	-	-	-	-	-
3.3.2.2 Identify strengths and areas for improvement									-	-	-	-	-	-
3.3.3 Encourage collaboration by fostering a team environment to generate new ideas for programs/process improvement									-	-	-	-	-	-
3.3.3.1 Coordinate with internal and external agencies (AFRC, Ed Center, other units)									-	-	-	-	-	-
3.3.3.2 Identify strengths and areas for improvement									-	-	-	-	-	-
3.3.3.3 Create cross information flow with like missions									-	-	-	-	-	-
3.3.4 Provide educational/certification opportunities									-	-	-	-	-	-
3.3.4.1 Procure resources for education and certification opportunities									-	-	-	-	-	-
3.3.5 Develop and Evaluates the Training Plan									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.3.5.1 Develop and document training requirements (myTraining)									-	-	-	-	P	-
3.4 PERSONNEL MANAGEMENT EXPERT (Reach of Influence NAF/MAJCOM/AF-Level) DAFMAN36-269; DAFI 38-101, DAFI 91-202														
3.4.1 Develop/Set overall career field training standard (AMIC, MINA, SMC, DAF Risk Management, FSNCO, etc.)									-	-	-	-	-	-
3.4.1.1 Determine training requirements									-	-	-	-	-	-
3.4.1.2 Coordinate training opportunities									-	-	-	-	-	-
3.4.1.3 Allocate training quotas for subordinate units									-	-	-	-	-	-
3.4.2 Vector Personnel for Career Broadening Opportunities									-	-	-	-	-	-
3.4.2.1 Review records									-	-	-	-	-	-
3.4.2.2 Manage vectored positions									-	-	-	-	-	-
3.4.2.3 Determine vectored qualification standards									-	-	-	-	-	-
3.4.3 Establish manpower requirements with AF End strength (e.g., Retraining Quotas, Promotion Quotas, Retirements, Separations, Deployments)									-	-	-	-	-	-
3.4.3.1 Review career field authorizations									-	-	-	-	-	-
3.4.3.2 Provide numbers on members allowed to be released for DSD									-	-	-	-	-	-
3.4.3.3 Validate allocation requests from A1									-	-	-	-	-	-
3.4.3.4 Review health of the career field data from A1									-	-	-	-	-	-
3.5 RESOURCE MANAGEMENT Description: Committing and safeguarding resources to ensure mission accomplishment and personnel needs. Supporting Competencies: Strategic Thinking, Decision Making, Resource Management, Communication														

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.5.1 RESOURCE MANAGEMENT BASIC (Impact on specific workplace tasks) DAFI 91-202														
3.5.1.1 Determine specific materials and equipment needed to execute tasks									-	-	-	-	-	-
3.5.1.1.1 Identify available resources									-	-	-	-	-	-
3.5.1.1.2 Identify mission requirements in accordance with applicable guidance									-	-	-	-	-	-
3.5.1.1.3 Inventory equipment									-	-	-	-	-	-
3.5.1.2 Utilize resources appropriately by adhering to pre-established standards									-	-	-	-	-	-
3.5.1.2.1 Maintain equipment (e.g., mishap kits, PPE, computers, vehicles, office supplies)									-	-	-	-	-	-
3.5.2 RESOURCE MANAGEMENT INTERMEDIATE (Impact on specific workplace projects) DAFI 65-601V1; DAFI 91-202														
3.5.2.1 Manage available equipment, materials, and funding to accomplish projects									-	-	-	-	-	-
3.5.2.1.1 Determine roles and responsibilities for safety office contracts									-	-	-	-	-	-
3.5.2.1.2 Create an inspection schedule to ensure equipment is serviceable									-	-	-	-	-	-
3.5.2.1.3 Develop and maintain equipment inventory									-	-	-	-	-	-
3.5.2.1.4 Review progress or feedback for future adjustments									-	-	-	-	-	-
3.5.2.2 Prepare documents to justify requirements (e.g., spend plans)									-	-	-	-	-	-
3.5.2.2.1 Develop the spending plan									-	-	-	-	P	-
3.5.2.2.2 Establish relationship with RA									-	-	-	-	-	-
3.5.2.2.3 Evaluate unallocated funds to source unfunded requests									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.5.2.2.4 Executes aspects of the budget process to complete the mission									-	-	-	-	-	-
3.5.2.2.5 Monitor budget requirements									-	-	-	-	-	-
3.5.2.2.6 Prioritize funding needs based on future projections									-	-	-	-	-	-
3.5.2.2.7 Allocate budget to meet mission requirements									-	-	-	-	-	-
3.5.3 RESOURCE MANAGEMENT ADVANCED (Impact on Management Decisions) DAFI 65-601V1; DAFI 65-601V2, DAFI 91-202														
3.5.3.1 Forecast changes/funding and advocates for resources to accomplish the mission									-	-	-	-	-	-
3.5.3.1.1 Identify proposed mission changes for budgetary requirements									-	-	-	-	-	-
3.5.3.1.2 Assess upcoming Program Objective Memorandum (POM) to determine future funding outlook									-	-	-	-	-	-
3.5.3.2 Budgets and procures resources needed for operations									-	-	-	-	-	-
3.5.3.2.1 Validate funding increases and decreases to accomplish the mission									-	-	-	-	-	-
3.5.3.2.2 Coordinate purchases									-	-	-	-	-	-
3.5.3.2.3 Advocate for resources (Wing funding, MAJCOM funding, CPO, DoD Funding)									-	-	-	-	-	-
3.5.4 RESOURCE MANAGEMENT EXPERT (Impact on MAJCOM/AF-level practices/within industry) DAFI 65-601V1; DAFI 65-601V2, DAFI.91-202														
3.5.4.1 Review and validate budget requirements to administer and advocate materials, equipment, and funding									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.5.4.1.1 Coordinate with resource advisor to review and validate budget requirements									-	-	-	-	-	-
3.5.4.1.2 Maintain documentation									-	-	-	-	-	-
3.5.4.2 Program and assist in development of performance management tools to determine efficient use of resources (e.g., allowance standard)									-	-	-	-	-	-
3.5.4.2.1 Coordinate with units on funding requests									-	-	-	-	-	-
3.5.4.2.2 Engage with RA on resourcing spreadsheet and funding									-	-	-	-	-	-
3.6 POLICY & GUIDANCE Description: Guides, advises, develops directives and regulations bases on laws. Leadership, Communication, Develops People, Mentor Supporting Competencies: Strategic Thinking, Continuous Process Improvement, Communication, Writing														
3.6.1 POLICY & GUIDANCE BASIC (Reach of Influence Individual/Self) DAFI 91-202														
3.6.1.1 Utilize safety references (e.g., civ/mil standards)									-	-	-	-	-	-
3.6.1.1.1 Locate safety references		*							P	-	-	-	-	-
3.6.1.1.2 Interpret and applies DAF and DoD safety references		*							-	-	-	-	-	-
3.6.1.1.3 Coordinate access for outside references									-	-	-	-	-	-
3.6.1.1.4 Explain 29 CFR OSHA guidance (e.g., industrial, construction, maritime)		*							K	-	-	-	-	-
3.6.1.2 Provide input on changes to AF safety references and programs									-	-	-	-	-	-
3.6.1.2.1 Analyze safety references and provide input for changes									-	-	-	-	-	-
3.6.2 POLICY & GUIDANCE INTERMEDIATE (Reach of Influence Wing-level) DAFI 91-202; DAFI 91-207; DAFMAN 36-2806; DAFMAN 91-203														

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.6.2.1 Consolidate inputs and propose changes to AF safety references									-	-	-	-	-	-
3.6.2.1.1 Identify need for local directives									-	-	-	-	-	-
3.6.2.1.2 Up-channel proposed changes on safety guidance									-	-	-	-	-	-
3.6.2.1.3 Drafts changes for local directives									-	-	-	-	-	-
3.6.2.1.4 Coordinate with applicable stakeholders (e.g., TSCG, CE, SF)									-	-	-	-	-	-
3.6.2.1.5 Initiate and coordinate waiver requirements									-	-	-	-	-	-
3.6.2.2 Develop and implement local directives (e.g., installation traffic regulation and commander's safety policy)									-	-	-	-	-	-
3.6.2.2.1 Manage Traffic Safety Program			*						pk	-	-	-	pk	-
3.6.2.2.2 Manage Safety Awards Program			*						-	-	-	-	pk	-
3.6.2.2.3 Manage Hazardous Energy Control Program			*						pk	-	-	-	pk	-
3.6.2.2.4 Manage Confined Space Program			*						pk	-	-	-	pk	-
3.6.2.2.5 Manage Installation Master Hazard Abatement Program			*						-	-	-	-	pk	-
3.6.2.2.6 Manage Fall Protection Program			*						pk	-	-	-	pk	-
3.6.3 POLICY & GUIDANCE ADVANCED (Reach of Influence MAJCOM/Institutional) DAFI 91-202														
3.6.3.1 Establish regulations, and directives									-	-	-	-	-	-
3.6.3.1.1 Develop supplements									-	-	-	-	-	-
3.6.3.1.2 Collaborates with other MAJCOM/NAF mission partners to produce AF-level guidance and instructions									-	-	-	-	-	-
3.6.3.1.3 Identify need for higher level directives									-	-	-	-	-	-
3.6.3.1.4 Review and coordinate waivers									-	-	-	-	P	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.6.3.1.5 Coordinate applicable guidance to other MAJCOMs for review and input									-	-	-	-	-	-
3.6.3.1.6 Provide input to other MAJCOM guidance upon request									-	-	-	-	-	-
3.6.3.1.7 Approve MAJCOM level waivers									-	-	-	-	-	-
3.6.4 POLICY & GUIDANCE EXPERT (Reach of Influence AF-Level/Industry) DAFI 91-202														
3.6.4.1 Establish AF Policy									-	-	-	-	-	-
3.6.4.1.1 Coordinate AF-level waivers									-	-	-	-	-	-
3.6.4.1.2 Draft policy									-	-	-	-	-	-
3.6.4.1.3 Publish guidance									-	-	-	-	-	-
3.6.4.2 Collaborate with DoD, DoL, and other outside agencies (e.g., OSHA visits and gap analysis) to align standards									-	-	-	-	-	-
3.6.4.2.1 Coordinate with DoD and below agencies for responses									-	-	-	-	-	-
3.6.4.2.2 Consolidate and adjudicate responses									-	-	-	-	-	-
3.7 COLLABORATION & COORDINATION Description: Communicates safety priorities and influence internal and external functions to attain mission effectiveness. Supporting Competencies: Communication, flexibility, Teamwork, Relationship Building														
3.7.1 COLLABORATION & COORDINATION BASIC (Sustained consistency of application over time) DAFI 91-202														
3.7.1.1 Deliver safety messages (e.g., campaigns, seasonal, and Sports and Recreation) at venues (e.g., CC calls, wingman day, and town halls)									-	-	-	-	-	-
3.7.1.1.1 Research topics and develop safety messages									P	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.7.1.1.2 Coordinate with internal and external organizations (e.g., Sponsors, PA, Stakeholders)									-	-	-	-	-	-
3.7.1.1.3 Develop presentation materials									P	-	-	-	-	-
3.7.1.2 Lead working groups (e.g., unit safety rep and TSCG)									-	-	-	-	-	-
3.7.1.2.1 Gather data to prepare safety working groups									-	-	-	-	-	-
3.7.1.2.2 Participate in safety working groups									-	-	-	-	-	-
3.7.1.2.3 Coordinate and conduct safety working groups									-	-	-	-	-	-
3.7.1.2.4 Draft and distributes meeting minutes									-	-	-	-	-	-
3.7.2 COLLABORATION & COORDINATION INTERMEDIATE (Sustained consistency of application over time in variety of situations) DAFI 91-202; DAFMAN 91-203														
3.7.2.1 Organize teams and advise technical program reps (e.g., fall protection, confined spaces, and hazardous energy control)									-	-	-	-	-	-
3.7.2.1.1 Develop and publish meeting schedule									-	-	-	-	-	-
3.7.2.1.2 Validate training qualification for team members									-	-	-	-	-	-
3.7.2.1.3 Identify appropriate agencies									-	-	-	-	-	-
3.7.2.1.4 Appoint team members in writing for CSPT									-	-	-	-	-	-
3.7.2.1.5 Develop agenda									-	-	-	-	-	-
3.7.3 COLLABORATION & COORDINATION ADVANCED (Sustained consistency of application over time in complex situations) DAFI 63-138; DAFI 91-202; DAFMAN 91-203														
3.7.3.1 Facilitate and provide consultation for requirements (e.g., regulations, directives and wing supplements)									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.7.3.1.1 Participate in meetings (e.g., WRRB, FUB, HMMP)									-	-	-	-	-	-
3.7.3.1.2 Advise on potential safety hazards									-	-	-	-	-	-
3.7.3.1.3 Describe support agreement process									-	-	-	-	-	-
3.7.3.2 Execute review of installation plans and projects (HazCom, preconstruction)									-	-	-	-	-	-
3.7.3.2.1 Review documents for projects (e.g., blueprints, dig permits)		*							P	-	-	-	-	-
3.7.3.2.2 Review advanced documents for projects (e.g., ETL, contracts, PWS, SOW, support agreements)			*						-	-	-	-	P	-
3.7.3.2.3 Coordinate with associating installation contracting office/project manager to advise on safety regulations throughout the duration of the project									-	-	-	-	-	-
3.7.3.2.4 Perform pre-acceptance walkthrough									-	-	-	-	-	-
3.7.3.2.5 Conducts progress checks									-	-	-	-	-	-
3.7.4 COLLABORATION & COORDINATION EXPERT (Able to innovate and formulate strategies; able to model/guide/teach others how to apply the competency) DAFI 91-202														
3.7.4.1 Set the expectations for all collaborative efforts (e.g., internal/external)									-	-	-	-	-	-
3.7.4.1.1 Establish timelines									-	-	-	-	-	-
3.7.4.1.2 Communicate information									-	-	-	-	-	-
3.7.4.1.3 Coordinate with private sector (e.g., corporations, local business, community outreach coordinator)									-	-	-	-	-	-
3.7.4.2 Model and set briefing expectation									-	-	-	-	-	-
3.7.4.2.1 Select target audience for briefings									-	-	-	-	pk	-
3.7.4.2.2 Develop proposal plan to subordinate units									-	-	-	-	pk	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
4. RISK MANAGEMENT Description: Identifying and assessing hazards at all levels to mitigate threats, eliminate unnecessary risks, and accept risk at the appropriate levels. Supporting Competencies: Creative Thinking, Decision Making, Problem Solving, Analytical Thinking														
4.1 RISK MANAGEMENT BASIC (Thinking Challenge-Operates within established procedures or similar situations) DAFI 91-202; DAFI 90-802; DAFPAM 90-803														
4.1.1 Incorporate RM concepts into safety outreach training opportunities									-	-	-	-	-	-
4.1.1.1 Validate risk management training									-	-	-	-	-	-
4.1.1.2 Describe risk management principles		*							K	-	-	-	-	-
4.1.1.3 Offer training opportunities for unit personnel									-	-	-	-	-	-
4.1.2 Promote the use of DD Form 2977 to units to execute deliberate RM									-	-	-	-	-	-
4.1.2.1 Include DD Form 2977 in event planning									-	-	-	-	-	-
4.1.2.2 Review completed DD Form 2977		*							P	-	-	-	-	-
4.1.3 Advise on risk level w/agencies for course of actions									-	-	-	-	-	-
4.1.3.1 Provide feedback as necessary									-	-	-	-	-	-
4.1.3.2 Identify second and third order effects of event									-	-	-	-	-	-
4.1.3.3 Advise organizations on risk management practices		*							-	-	-	-	-	-
4.1.3.4 Complete Hazard Abatement Process (e.g., forms 3, 1118)		*							P	-	-	-	-	-
4.1.3.5 Complete JHA		*							P	-	-	-	-	-
4.1.3.6 Complete 457 process		*							P	-	-	-	-	-
4.2 RISK MANAGEMENT INTERMEDIATE (Thinking Challenge-Operates within a wide variety of situations) DAFI 91-202; DAFI 90-802; DAFPAM 90-803														
4.2.1 Route deliberate RM worksheets (DD Form 2977, JHA) for review									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
4.2.1.1 Develop internal routing procedures for leadership review									-	-	-	-	-	-
4.2.2 Analyze unit activities for inclusion of RM and areas of improvement									-	-	-	-	-	-
4.2.2.1 Review unit risk management program during assessments		*							-	-	-	-	-	-
4.2.2.2 Advise leadership on areas of improvement									-	-	-	-	-	-
4.3 RISK MANAGEMENT ADVANCED (Thinking Challenge-Operates with no established procedures) DAFI 91-202; DAFI 90-802; DAFPAM 90-803														
4.3.1 Apply 5-step RM model to complex and unplanned situations (e.g., natural disaster recovery, mishap response)									-	-	-	-	-	-
4.3.1.1 Applies risk management process for real world situations			*						-	-	-	-	P	-
4.3.2 Advise leadership on appropriate RM courses of action for mission execution									-	-	-	-	-	-
4.3.2.1 Represent the safety office in CAT/EOC									-	-	-	-	-	-
4.3.2.2 Develop recommended courses of action									-	-	-	-	-	-
4.4 RISK MANAGEMENT EXPERT (Thinking Challenge-Requires developing imaginative procedures) DAFI 91-202; DAFI 90-802; DAFPAM 90-803														
4.4.1 Assist and advise CC (all levels) with development of risk management policy and guidance									-	-	-	-	-	-
4.4.1.1 Draft local risk management policies									-	-	-	-	-	-
4.4.2 Develop RM based campaigns to influence culture									-	-	-	-	-	-
4.4.2.1 Develop tailored risk management messaging to key stakeholders									-	-	-	-	-	-
4.4.3 Educate personnel on proper acceptance levels of risk in the absence of guidance									-	-	-	-	-	-

	2. Core Tasks			3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided (See Note)					
1. Tasks, Knowledge, and Technical References	A	B	C	A	B	C	D	E	A		B		C	
	3 Level	5 Level	7 Level	Tmg Start	Tmg Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
4.4.3.1 Research event details to determine appropriate risk management protocols									-	-	-	-	-	-
4.4.4 Advocate leaders to implement RM into everyday task execution									-	-	-	-	-	-
4.4.4.1 Integrate risk management into commander's in-brief									-	-	-	-	-	-
4.4.4.2 Review unit risk management program during assessments									-	-	-	-	-	-

WARTIME TRAINING

- The tasks below have been identified as those that must be taught in the 3-level course when courses are accelerated in a wartime environment.

Task Number/Task	Proficiency Code
1.3.1.2. Conduct mishap investigation	
1.3.1.2.3. Protect safety privilege information	pk
1.3.1.2.5. 3.3.1.1. Utilize safety references	
3.3.1.1.1. Locate safety references	P
3.3.2.2. Develop and implement local directives	
3.3.2.2.1. Manage Traffic Safety program	Pk
3.3.2.2.3. Manage Hazardous Energy Control program	pk
3.3.2.2.4. Manage Confined Space Entry program	pk
3.3.2.2.6. Manage Fall Protection program	pk
4.1.1. Incorporate RM concepts into safety outreach training opportunities	
4.1.1.2. Describe Risk Management principles	K

SECTION B – COURSE TRAINING STANDARD (CTS)

1. Implementation of training in support of this CTS is estimated to start with class beginning 12 Feb 2024 and graduating 16 Feb 2024.

2. Purpose: This Course Training Standard:

a. Establishes the training requirements using task or knowledge statements for course L3AZR1S091 0S2C, OCCUPATIONAL SAFETY SUPERINTENDENT COURSE.

b. Provides the basis for the development of more detailed training materials, training objectives and training evaluation instruments for the course.

3. Course Description. This course provides training for Occupational Safety Superintendent in AFSC 1S091, in the competencies needed to perform the duties as an Occupational Safety Superintendent at the advanced and expert levels. The scope of training includes, Promotion and Education, Personnel Management, and Resource Management

4. Qualitative Requirements. Attachment 1 contains the task knowledge statements referenced in Paragraph 2.

5. Recommendations. Send comments and recommendations regarding AETC training quality to 37 TRG/DOS, 1220 Truemper Street, Ste 1, JBSA Lackland, TX 78236-5568. Reference this CTS in correspondence. A customer information line has been installed to enable supervisors to identify graduates who may have received over or under training on task/knowledge items listed in this training standard. For quick response, call the customer information line, day or night, at DSN 473-2917.

BRITE.STEVEN.

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LEE.1123646033

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Date: 2023.03.13 13:52:57 -05'00'

STEVEN L. BRITE, GS-13, DAF

Chief, Training Resources and Requirement Flight
344th Training Squadron

1 Attachment
Qualitative Requirements

Supersedes: New Course

Prepared by: 344 TRS/TRRM

Approved by and Date: 344 TRS/TRR, 1 Mar 2023

QUALITATIVE REQUIREMENTS

Behavioral Statement CTS Coding System	
Code	Definition
K	Subject Knowledge Training - The verb selection identifies the individual's ability to identify facts, state principles, analyze, or evaluate the subject
P	Performance Training - Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the filed requirements for speed and accuracy.
pk	Performance Knowledge Training - The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles, and operational theory for the task.
-	No training provided in the course.
X	Training is required but not provided due to limitations in resources.
Each CTS element is written as a behavioral statement. The detail of the statement and verb selection reflects the level of training provided by resident training and career development courses.	

Task, Knowledge, and Proficiency Level

1. Data Analysis	-
1.1. Perform Data Analysis to Create Policy	P
2. PROMOTION AND EDUCATION EXPERT (Reach of Influence AF Wing-level/Industry)	-
2.1. Initiates DAF-level campaigns	-
2.1.1. Identify a specific need based on statistics	P
2.1.2. Organize focus groups	pk
2.1.3. Disseminate safety objectives	pk
2.1.4. Analyze trend analysis data to initiate DAF level campaign	P
2.2. Develops baseline safety training for all DAF personnel	-
2.2.1. Identify a specific need based on statistics	P
2.2.2. Organize focus groups	pk
2.2.3. Disseminate safety objectives	pk
2.2.4. Create content and publish baseline safety training	P
2.2.5. Analyze Trend Analysis Data to Initiate DAF Leve Campaign	P
3. PERSONNEL MANAGEMENT ADVANCED (Reach of Influence Wing-level)	-
3.1. Managing manpower documents (e.g., UMD, UMPR, DCAPES)	-
3.1.1. Validate accuracy of manpower documents	P
3.1.2. Coordinate Updates To Manpower Documents As Required	P
3.1.3. Requests and assists with Manpower Studies	pk
4. PERSONNEL MANAGEMENT EXPERT (Reach of Influence NAF/MAJCOM/AF-Level)	-
4.1. Develops/Sets overall career field training standard (AMIC, MINA, SMC, AF Risk Mgt, FSNCO, etc.)	-
4.1.1. Determine training requirements	pk
4.1.2. Coordinate training opportunities	pk
4.1.3. Allocate training quotas for subordinate units	pk
4.2. Vectors Personnel for Career Broadening Opportunities	-
4.2.1. Review records	P
4.2.2. Manage vectored positions	pk
4.2.3. Determine vectored qualification standards	pk
5. RESOURCE MANAGEMENT ADVANCED (Impact on Management Decisions)	-
5.1. Forecasts changes/funding and advocates for resources to accomplish the mission	-
5.1.1. Identify proposed mission changes for budgetary requirements	pk
5.1.2. Assess upcoming Program Objective Memorandum (POM) to determine future funding outlook	P
5.2. Budgets and procures resources needed for operations	-
5.2.1. Validate funding increases and decreases to accomplish the mission	pk
5.2.2. Advocate for resources (Wing funding, MAJCOM funding, CPO, DoD Funding)	pk
6. RESOURCE MANAGEMENT EXPERT (Impact on MAJCOM/AF-level practices/within industry)	-
6.1. Reviews and validates budget requirements to administer and advocate materials, equipment, and funding	-
6.1.1. Coordinate with resource advisor to review and validate budget requirements	pk
6.1.2. Maintain documentation	pk
6.2. Programs and assists in development of performance management tools to determine efficient use of resources (e.g. allowance standard)	-
6.2.1. Coordinate with units on funding requests	pk
6.2.2. Engage with RA on resourcing spreadsheet and funding	pk

SECTION C – COURSE OBJECTIVE LIST (COL)

A detailed listing of AETC technical training course objectives may be obtained by written request to:
344 TRS/TRRP
1015 Femoyer St
Building 10900
Lackland AFB, TX 78236

SECTION D - SUPPORT MATERIAL

The Safety OJT Toolbox may be accessed at the following link or by contacting the 1S0 career field manager.

OJT Toolbox Link: <https://usaf.dps.mil/teams/AFSEC-SEG/SitePages/Department-of-the-Air-Force-Occupational-Safety.aspx>

SECTION E - TRAINING COURSE INDEX

1. **Purpose.** This section of the CFETP identifies training courses available for the 1S0X1 specialty and shows how the courses are used by each MAJCOM (as applicable) in their career field training programs. For further information on the following courses, contact the OPR as indicated:

OPR: 344 TRS/TRRP
Building 10900
Lackland AFB, TX 78236
DSN: 473-4731
Website: <https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx>

2. Air Force In-Residence Course.

Table 2.1. Enlisted Skill Courses				
	TITLE	LOCATION	OPR	USER
L3ALR1S031 0S2C	Safety Apprentice	JBSA Lackland TX	344 TRS	USAF
L3ACR1S071 0S2C	Safety Craftsman	JBSA Lackland TX	344 TRS	USAF
L3AZR1S091 0S2C	Safety Superintendent	JBSA Lackland TX	344 TRS	USAF
WCIP 05D, PDS Code EPF	Safety Manager	Kirtland AFB, NM	AFSEC	USAF
L3AZR2W071 0C2A	Weapons Safety	JBSA Lackland TX	344 TRS	USAF
WCIP 059, PDS Code	Mishap Investigation	Kirtland AFB, NM	AFSEC	USAF

OPR: 344 TRS/TRRP
1015 Femoyer St
Building 10900
Lackland AFB, TX 78236
DSN: 473-4731
Website: <https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx>

3. Exportable Courses:

None.

4. Courses Under Development/Revision.

Table 4.1 Course Under Revision				
COURSE NUMBER	TITLE	LOCATION	POC	USER
L3ALR1S031 0S2C	Occupational Safety Apprentice	JBSA Lackland TX	344 TRS	USAF
L3ACR1S071 0S2C	Occupational Safety Craftsman	JBSA Lackland TX	344 TRS	USAF
L3AZR1S091 0S2C	Occupational Safety Superintendent	JBSA Lackland TX	344 TRS	USAF

OPR: 344 TRS/TRRP
 1015 Femoyer St
 Building 10900
 Lackland AFB, TX 78236
 DSN: 473-4731

5. Continuing Professional Development

Table 5.1. Continuing Professional Development		
COURSE TITLE/NUMBER	LOCATION	Suggested Source
OSHA 2015: Hazardous Materials	Various	OTI and Education Centers
OSHA 2045: Machine/Machinery Guarding	Various	OTI and Education Centers
OSHA 2255: Principles of Ergonomics	Various	OTI and Education Centers
OSHA 2264: Permit-Required Confined Space	Various	OTI and Education Centers
OSHA 3015: Excavation, Trenching & Soil	Various	OTI and Education Centers
OSHA 3095: Electrical Standards	Various	OTI and Education Centers
OSHA 3115: Fall Protection	Various	OTI and Education Centers
OSHA 500: Trainer Course Construction	Various	OTI and Education Centers
OSHA 501: Trainer Course General Industry	Various	OTI and Education Centers
OSHA 510: OSHA Standards for Construction	Various	OTI and Education Centers
OSHA 521: OSHA Guide to Industrial Hygiene	Various	OTI and Education Centers
OSHA 6000: Course for Other Federal Agencies	Various	OTI and Education Centers
OSHA 7005: Public Warehousing and Storage	Various	OTI and Education Centers
OSHA 7115: Control of Hazardous Energy	Various	OTI and Education Centers
OSHA 7505: Introduction to Accident Investigation	Various	OTI and Education Centers
OSHA 7845: Recordkeeping Rule Seminar	Various	OTI and Education Centers
Risk Management (Various)	Kirtland AFB	AFSEC
NFPA Life Safety Code 101	Various	National Fire Protection Association
Certified Playground Safety Inspector	Various	National Recreation & Park Association
Ergonomics: Managing for Results	Various	National Safety Council
Fundamentals of Industrial Hygiene	Various	National Safety Council

Incident Investigation	Various	National Safety Council
Job Safety Analysis (JSA)	Various	National Safety Council
Principles of Occupational Safety and Health	Various	National Safety Council
Safety Inspections	Various	National Safety Council
Safety Management Techniques	Various	National Safety Council
Safety Training Methods	Various	National Safety Council
Advanced Safety Certificate	Various	National Safety Council

6. Safety Certifications

Table 6.1. Safety Certifications (NOT all inclusive)		
CERTIFICATIONS	SOURCE	User
CSP: Certified Safety Professional	www.bcsp.org	USAF
ASP: Associate Safety Professional	www.bcsp.org	USAF
SMS: Safety Management Specialist	www.bcsp.org	USAF
Risk Management Certificate	www.assp.org	USAF
Leadership in Safety Management Certificate	www.assp.org	USAF
MSP: Master Safety Professional	www.naspweb.com	USAF
CSD: Certified Safety Director	www.naspweb.com	USAF

SECTION F – MAJCOM/FLDCOM FORMAL SCHOOLS

MAJCOM	Course Title	Course Code	Location
ACC	Occupational Safety Program Management Course	3J5ACC1S0X1 000	Dyess AFB
AFRC	Occupational Safety Orientation Course (OSO)	TBD	Robins AFB
ANG	Comprehensive Occupational Safety Managers Orientation Seminar (COSMOS)	TBD	JB Andrews