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AIR FORCE TRAINING PROGRAM

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This instruction implements DoDD 1322.18, Military Training, 3 September 2004, DoDI 1322.20, Development and Management of Interactive Courseware (ICW) for Military Training, 14 March 1991, with change 1, 16 November 1994, DoDI 1322.26, Development, Management, and Delivery of Distributed Learning, 16 June 2006, and AFPD 36-22, 22 March 2004, Military

Training, for developing, managing, and conducting Air Force (AF) technical, ancillary, and recruit training. Force management policies, responsibilities, and procedures specific to AF-level quantitative recruit and technical training requirements are implemented in AFI 36-2616, Trained Personnel Requirements. This Air Force Instruction (AFI) applies to Total Force – Active Duty, Air Force Reserve, Air National Guard (ANG), and Department of Air Force Civilian. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with AFMAN 33-363, Management of Records, and disposed of in accordance with the Air Force Records Disposition Schedule (RDS) located at **https://www.my.af.mil/gcss-af61a/afrims/afrims**/." Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using the AF IMT 847, Recommendation for Change of Publication; route AF IMT 847s from the field through Major Commands (MAJCOMS) publications/forms managers.

(AFMC) This supplement implements and extends guidance of Air Force Instruction (AFI) 36-2201, *Air Force Training Program*. The AFI is published word-for-word without editorial review. This supplement describes AFMC's procedures for use in conjunction with the basic AFI. This supplement supersedes information originally contained in AFMCI 36-201 Chapter 11 and Attachment 2, dated 10 July 2003. The remainder of AFMCI 36-201 was superseded by AFI 36-401, AFMC Supplement 1. It applies to all units in AFMC that develop courses using the Air Force Instructional Systems Design process. It does not apply to the Air Force Reserve or Air National Guard (ANG). Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using Air Force (AF) Form 847, *Recommendation for Change of Publication*; route AF Forms 847 from the field through the appropriate functional's chain of command. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with AFMAN 33-363, *Management of Records*, and disposed of in accordance with the Air Force Records Disposition Schedule (RDS) located in Air Force Records Information Management System (AFRIMS) on the AF Portal: **https://www.my.af.mil/gcss-af61a/afrims/afrims/rims.cfm**.

SUMMARY OF CHANGES

Changed reference in **para 4.4.1.4.3** to AF/A1DL as the receiver of unfunded requirements to HQ AF/A1PT because these requirements go to the PEMs who are located in AF/A1PT.

Instances of "AF/A3O-A" as the authority for training exemptions for Tiers 2 and 3 training need to be replaced by "ACC/A3O" in order to fully comply with GFM responsibility realignment directed by PAD 07-13. Although PAD 07-13 directed this change, the governing document AFI 36-2201 needs to reflect this transfer of responsibility.

Increased requirement to have AF members trained on arrival to short tour overseas assignments in USAFE and PACAF theaters required changing existing funding policy for several categories of enroute training. The change to AFI 36-2201 places TD TDY responsibility under one umbrella (AETC's TD Student Travel Program) and creates a one-stop shop for TD training.

Delete inaccurate hyperlink references in **8.4.2** and **8.4.2.1** and add hands on training because CBT is not the only avenue for Tier 2A training.

Correct wording in **para 8.4.2.2**; change "waived" to "exempted" because the requirement is not actually waived.

Add a statement to clarify pre-deployment training management for general officers and civilian equivalent because these members do not attend CAST.

Correct wording "Waiver Applies" to "Exemption Applies" in **Attachment 15** and at the bottom of the page 192.

Correct paragraph reference to **A19.5**.

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Chapter 1

CONTINUUM OF LEARNING (CoL)

1.1. Description. Developing Airmen is a top Air Force (AF) priority and developmental efforts are key to the AF's ability to provide warfighting assets to combatant commanders. These Airmen must possess the right combinations of both occupational and institutional competencies. AF developmental efforts span a career and are referred to as a CoL. It applies to all Airmen–civilian and military, officer and enlisted, active duty, Guard, and reserve components.

1.2. Force Development (FD). Force Development is a function of education, training, and experience, which produces adaptive, creative, knowledge-enabled Airmen. Total FD is designed to be dynamic and deliberate. It depends on underlying processes that integrate and synchronize institutional requirements and senior leader perspectives. FD processes are facilitated by inputs from functional communities, commanders, and individual members, but must remain focused on delivering institutional AF requirements. The CoL allows the AF to synchronize force development using defined requirements.

1.3. Competencies. One key portion of the requirements, the part that touches all Airmen, is captured in the Institutional Competency List (ICL), found in AFPD 36-26, Total Force Development. The ICL serves to provide a common taxonomy underlying the CoL and to promote consistency AF-wide. All occupational models that include institutional competencies appearing on the ICL should use the labels and definitions contained in the ICL. Airmen increase their proficiency in all competencies through AF FD programs that include any combination of education, training and/or experience. These programs should build on each other throughout the course of a career. AF developmental activities provide an opportunity to serve and excel, maintain promotion opportunity, and balance depth and breadth of experiences to AF requirements.

1.4. Expected Benefits:

1.4.1. Aligns infrastructure investments that are replicated across the AF (i.e. systems, process definition, training, and maintenance).

1.4.2. Enables management to better assess, track, and defend development costs for the Total Force.

1.4.3. Enables the AF to transition to a smaller force, should that be required, that is able to expand its capabilities to better support the mission(s).

1.4.4. Enables an AF-wide strategic FD framework to determine workforce projections, current and future competency gaps, and emergent human capital needs.

1.4.5. Provides a common language and results in clearer understanding of AF FD programs and initiatives, resulting in greater management efficiencies.

1.4.6. Provides a standard foundation for determining requirements and standards for FD.

1.4.7. More clearly identifies career paths for all Airmen with defined attainable steps.

1.4.8. Provides Airmen a clearer vision of goals and expectations and an understanding of what their performance is measured against.

1.5. Impact of CoL on Continuum of Training. Based on the expected outcomes above, the CoL will standardize the requirements for FD. This will enable the AF structure to reduce unnecessary duplication within the training process, minimize ancillary training demands, clarify the requirements process, and establish a common training evaluation baseline.

Chapter 2

TRAINING DEVELOPMENT AND DELIVERY

2.1. AF Instructional Systems Design (ISD):

2.1.1. The ISD process provides a systematic approach to planning, developing, and implementing training and education. The goal of ISD is to increase the effectiveness and cost efficiency of training by: developing instruction based on job performance requirements; eliminating irrelevant skills and knowledge instruction from courses; and ensuring graduates acquire the necessary knowledge, skills, and abilities to do the job.

2.1.2. The product of the ISD process is an instructional system that is cost effective and produces personnel who can do the job.

2.1.3. ISD Source Documents. AFH 36-2235, Information for Designers of Instructional Systems, Volumes 1-13, outlines how AF personnel implement the ISD process. Related ISD publications are AFMAN 36-2234, Instructional System Development, AFMAN 36-2236, Guidebook for AF Instructors, and AFI 36-2251, Management of Air Force Training Systems. Each command provides additional guidance.

2.1.4. Responsibilities:

2.1.4.1. MAJCOM. ***NOTE:*** The term MAJCOM, when used in this publication, refers to all Major Commands (MAJCOM), Field Operating Agencies (FOA), DRU, ANG, and AFRC unless otherwise indicated. Additional MAJCOM responsibilities may exist within each functional area of this AFI.

2.1.4.1.1. Ensure subordinate organizations apply the ISD process to all types and phases of training, development and management.

2.1.4.1.1.1. Formal Technical Training Course Types. The 15 types of formal training described in **paragraphs 2.1.4.1.1.1.1** through **2.1.4.1.1.1.15** are used singly or in varying combinations to meet Air Force training needs.

2.1.4.1.1.1.1. Type 1, Special Contract Training. One-time or limited nature; contracted with civilian industrial or educational institutions; includes commercial off-the-shelf courses; normally used to train selected personnel to operate and maintain new systems. Often personnel in training are initial cadre and AETC instructors who, upon completion of Type 1 training, return to their technical training wing (TRW) or training group (TRG) to develop AETC courses. See AETCI 36-2219, Type 1 Training, for specific information.

2.1.4.1.1.1.2. Type 2, AETC Special Training. Formal training of a one-time or limited (1 year or less) nature; conducted by AETC instructors at an Air Force base, other military location, or contractor's location; normally used to train personnel to operate and maintain new weapons or systems. Type 2 courses require all course control documents (POI part I and II, Course Chart, Course Training Standards, measurement plan, and measurement devices). They do not require a CTP, and can be used to rapidly stand up a course when in house resources are available.

2.1.4.1.1.1.3. Type 3, Resident Regular Training. AFS-centered training of a continuing nature; conducted at an AETC base, location, or station. It includes courses designed for initial training, retraining from one AFS to another, training on special or new equipment and procedures, advancement within an AFS, and initial skill multi-phased AFSC awarding courses.

2.1.4.1.1.1.4. Type 4, Field Training. Technical training conducted at operational locations may be delivered by a field training detachment (FTD) or a field training team (FTT). The FTD mission is to qualify personnel on new equipment and in new techniques and procedures, increase personnel skill and knowledge, acquaint personnel with specific systems, keep personnel up to date on training concepts and requirements, and maintain individuals at given proficiency levels. An FTD may use the area concept to provide direct training support. This concept provides field training to more than one base, location or station using the capability of a single FTD. FTTs are teams of FTD instructors who conduct training at an operational base using that base's facilities. Mobile training sets may be used. Teams normally include trainers, training aids, and operational equipment designed for field use but used to support maintenance training.

2.1.4.1.1.1.5. Type 5, Training by Other U.S. Government Agencies (Excludes Interservice Training Review Organizations [ITRO]). Not consolidated, collocated or an executive agent; is conducted by an Army, Navy, Air Force agency or unit other than AETC, or other government agencies inside or outside of the Department of Defense (DoD).

2.1.4.1.1.1.6. Type 6, Distance Learning. Formal training developed by a TRW, TRG, or a contractor; for export to students at bases of assignment; designed for students to learn without AETC course-qualified instructor on-site expertise.

2.1.4.1.1.1.7. Type 7, Mobile Training Team (MTT). AETC instructors from organizations that typically provide Types 2, 3 and 7 training, who conduct training at an operational base using that base's facilities. Mobile training sets may be used, and usually consist of trainers, training aids, and operational equipment designed for field use but used to support training.

2.1.4.1.1.1.8. Type 8, ITRO. Consolidated course with the Air Force as lead service. Course faculty includes fair share instructor representation from participating services and the host service, and usually a mixture of service personnel who teach the course.

2.1.4.1.1.1.9. Type 9, ITRO. Consolidated course with another service as lead. Course faculty includes fair share instructor representation from participating services and the host service, and usually a mixture of service personnel who teach the course.

2.1.4.1.1.1.10. Type A. DoD executive agent course with the Air Force as lead.

2.1.4.1.1.1.11. Type B. DoD executive agent course with other than the Air

Force as lead. Air Force students attend these courses on a quota basis.

2.1.4.1.1.1.12. Type C, ITRO. Air Force collocated – an Air Force course on another service installation.

2.1.4.1.1.1.13. Type D, ITRO. Other service collocated – another service course on an Air Force installation.

2.1.4.1.1.1.14. Type W, Wartime Training Course. Course focus is on different tasks and/or equipment trained for a wartime scenario; the wartime version of a course will have a different course number and require a separate build in the course design and development database. The wartime course must flow to the student management database no later than (NLT) 30 days prior to the initial class start date.

2.1.4.1.1.1.15. Type M, Basic Military Training. Initial Air Force entry training The BMT mission is to transform civilian recruits into disciplined, dedicated, physically fit Airmen who have an expeditionary mind-set, foundational knowledge and skill in fundamental combat and mission related tasks required of all Airmen, and are committed to values required for success as Airmen warriors in the United States Air Force.

2.1.4.1.1.2. The ISD process consists of five phases. The analysis phase defines what needs to be trained. Next, an instructional design is crafted to meet this need. Only after the design is complete are the instructional materials developed. During development, individual and group tryouts of the materials are conducted. Results are iteratively fed back into design and development. Evaluation is a central feature of ISD and is performed in each phase. The phases are:

2.1.4.1.1.2.1. Phase 1: Analysis - Determine if training is the appropriate solution; if so, define training requirements.

2.1.4.1.1.2.2. Phase 2: Design - Define objectives, design the training program, and select training methods and media.

2.1.4.1.1.2.3. Phase 3: Development - Develop all training materials in accordance with design. Conduct pilot training classes. Refine course, as necessary.

2.1.4.1.1.2.4. Phase 4: Implementation - Implement training, evaluate, and refine.

2.1.4.1.1.2.5. Phase 5: Evaluation - Performed during development, during implementation, immediately after training, and six months or more after training.

2.1.4.1.2. Review proposed system acquisition or modification programs to ensure subordinate organizations use the ISD process (to include media and cost benefit analysis) to decide upon the mix, quantity, sophistication of training equipment, and use of technology to deliver efficient and cost effective courseware.

2.1.4.1.3. Use the Planning, Programming, Budgeting and Execution (PPBE) system to ensure subordinate organizations are funded to meet training requirements.

2.1.4.1.4. Define the proficiency level (education and training) qualifications for personnel selected to plan, develop, or manage instruction. Consider what continuous learning would be appropriate to maintain personnel qualifications.

2.1.4.1.5. Designate an Office of Primary Responsibility (OPR) for ISD and Advanced Distributed Learning (ADL) matters (to include Interactive Multimedia Instruction) and notify, by letter, Headquarters Air Education and Training Command, Directorate of Operations ADL Branch (AETC/A3IA).

2.1.4.1.6. Share experiences with advanced instructional technologies with other AF units.

2.1.4.1.7. Appoint appropriate representatives to serve on: Training Planning Teams (TPT), Utilization and Training Workshops (U&TW), Specialty Training Standard (STS) reviews, and Course Training Standard (CTS) reviews.

2.1.4.1.8. Ensure AETC is included early in proposed system acquisition or modification programs to ensure timely development of training.

2.1.4.2. HQ AETC Additional Responsibilities:

2.1.4.2.1. AETC/A3I is the OPR and focal point for USAF ISD and Interactive Multimedia Instruction, ADL policy and procedural guidance and prepares AF ISD publications directed by Headquarters United States AF, Deputy Chief of Staff, Manpower, Personnel and Services, Directorate of Force Development, Learning Division (HQ AF/A1DL).

2.1.4.2.2. Distribute ISD-related information as requested and assist other MAJCOMs and FOAs with ISD-related information.

2.1.4.2.3. Train personnel in the ISD process.

2.1.4.2.4. Evaluate new training technologies and determine their application to AF training programs.

2.1.4.2.5. Coordinate with AF Career Field Managers (AFCFM) and MAJCOMs to ensure the most cost-effective mix of resident, distributed learning (DL), correspondence, field, unit, contract, and other agency training across entire career pyramid.

2.1.4.2.6. Plan, program, and budget resources for training requirements in the system training plans for HQ AETC acquisitions.

2.1.4.2.7. Collect, analyze, and update job data concerning: AF specialties; civilian occupational series; and weapon systems.

2.1.4.2.8. Maintain a list of MAJCOM ADL POCs. The list should include: MAJCOM, address, POC, phone number, fax number and email.

2.1.4.2.9. Report Interactive Multimedia entries/records as they are developed to the Defense Instructional Technology Information System (DITIS). The report includes users of training, by AF Officer, AF Enlisted, AF Civilian, Air National Guard (ANG), AF Reserve (AFRES), Army, Navy, and Department of Defense (DoD).

2.1.4.3. Interactive Multimedia Instruction (IMI)/Advanced Distributed Learning (ADL) Developer Responsibilities:

2.1.4.3.1. When developing or managing IMI or ADL, refer to DODI 1322.26, Development, Management, and Delivery of Distributed Learning; DODI 1322.20, Development and Management of Interactive Courseware (IMI) for Military Training, refer and follow detailed responsibilities listed in AFH 36-2235, Information For Designers of Instructional Systems: Application to Acquisition (volume 3); Manager's Guide to New Education and Training Technologies (volume 4); Advanced Distributed Learning: Instructional Technology and Distance Learning (volume 5); and Guide to Needs Assessment (volume 6).

2.1.4.3.2. A training group or contractor may develop resident or non-resident IMI training to include IMI for Career Development Courses (CDCs). Use the ISD process to decide upon the mix, quantity, sophistication of training equipment, and use of technology to deliver efficient and cost effective IMI. Design this courseware so the learning experience is based on the interaction between the student and the computer system.

2.1.4.3.3. Conduct a front-end analysis (FEA) and document the work in accordance with DoDI 1322.26, Development, Management, and Delivery of Distributed Learning, and Institute of Electrical and Electronics Engineers (IEEE)/Electronics Industries Associates (EIA) 12207, Standard for Information – Technology Software Life Cycle Processes. ***NOTE:*** All acquired or developed DoD systems shall conform to the Sharable Content Object Reference Model (SCORM) (current version) to ensure accessibility, durability, reusability, maintainability, and interoperability. This includes DoD systems designed to: deliver, track, report on, and manage distributed learning content, learner progress, and learner interactions; and deliver, track, report on, and manage content and systems.

2.1.4.3.4. Provide media selection and guidance at U&TWs when requested.

2.1.4.3.5. Coordinate with HQ AU/A4L prior to start of a CDC development or redesign project and furnish master-quality copies of final product to HQ AU/A4L for duplication and distribution.

2.1.4.3.6. Develop courseware that meets applicable DoD and Air Force Advanced Distributed Learning Program (ADLP) standards and policies. Provide inputs from clearinghouse and repository courseware inventory of completed ADL products.

2.1.4.3.7. Before developing an IMI program, query DITIS and the ADL-Registry (ADL-R) to determine if existing products meet or can be modified to meet training requirements.

2.1.4.3.8. An instructional technology unit may develop Interactive Multimedia or monitor the contractor development of IMI. Use AFH 36-2235 to determine whether in-house development or contractor developed IMI is the most appropriate. All costs for courseware development, implementation and maintenance will be maintained in the ISD course documentation file.

2.1.4.3.9. Ensure all IMI information is added to the DITIS whether developed in-house or by a contractor. ADL-R information is automatically contributed from the AF Learning Content Management System (LCMS) managed by AETC/A3I.

2.1.4.3.10. Consider the procedures and technical requirements of MIL-PRF-29612B, Training Data Products Performance Specification.

2.1.4.3.11. Consider the procedures and requirements of IEEE/EIA 12207, when preparing lessons in a programming language.

2.1.4.3.12. Obtain unlimited or government purpose rights for developed courseware and associated presentation programs.

2.1.4.3.13. Follow the procedures of DoD Directive (DoDD) 5040.2, Visual Information (VI), when acquiring audiovisual or visual products for IMI development.

2.1.4.3.14. Develop or acquire logistics support packages, documentation, and source code to help operate and maintain all IMI programs in accordance with DoDD 5000.1, The Defense Acquisition System (includes DoDR 5000.2).

2.1.4.3.15. Conduct a training system requirement and media selection analysis and document the work in accordance with DoDD 1322.18, Military Training, and IEEE/EIA 12207.

2.1.4.3.16. Validate IMI in an actual training environment.

2.1.4.3.17. Conduct training effectiveness evaluations and document them in accordance with IEEE/EIA 12207 and MIL-PRF-29612B.

2.1.4.3.18. Identify the lessons learned and extents to which personnel have met training objectives and performance goals.

2.1.4.3.19. Establish procedure for periodic reviews based on user inputs.

2.1.4.3.20. CDC writers:

2.1.4.3.20.1. Coordinate with HQ AU/A4L prior to start of CDC development or conversion project and furnish master-quality copies of final product to HQ AU/A4L for duplication and distribution.

2.1.4.3.20.2. Coordinate with IMI development or Instructional Technology Units (ITU) prior to beginning development of projects using ADL concepts.

2.1.4.4. **(Added-AFMC)** All AFMC organizations developing formal courseware must ensure formal courses developed for use within their communities undergo a triennial review. The intent of the triennial review is to keep courseware content accurate and current.

2.1.4.4.1. **(Added-AFMC)** Formal courses developed within AFMC will follow the numbering format included in **Attachment 21**.

2.2. Advanced Distributed Learning (ADL):

2.2.1. Distance Learning is structured learning that does not require the physical presence of the instructor. Distributed Learning is distance learning mediated with technology.

Distributed learning models can be used in combination with other forms of instruction or can be used to create wholly virtual classrooms. Advanced Distributed Learning is an evolving, outcomes-focused approach to distributed learning that blends standards-based models emphasizing reusable content objects, content and learning management systems, performance support systems and devices, web applications services, and connectivity. Advanced Distributed Learning Service (ADLS) is the system that delivers ADL content and tracks student progress.

2.2.2. The AF emphasis is on converting courses to ADL instruction where appropriate, to deliver training anywhere, anytime. ADL is the evolution of DL and, although agencies may use different terms (e.g., exportable training, Type 6, AETC Distance Learning (DL), etc), all fall within the AF definition of ADL.

2.2.3. Responsibilities:

2.2.3.1. AF/A1.

2.2.3.1.1. Establishes policy, provides guidance and budget oversight, and advocates for program requirements during the various PPBE cycles.

2.2.3.1.2. Coordinates program requirements with DoD and other agencies.

2.2.3.2. HQ AETC.

2.2.3.2.1. The lead command for AF ADL.

2.2.3.2.2. Provides input to AF/A1DL to support development of AF ADL policy and guidelines to implement AF ADL policy.

2.2.3.2.3. Provides execution oversight, integration and management direction in support of ADL. Coordinates ADL functions and implementation actions for the Total Force in concert with the offices of corollary responsibility from the ANG and AFRC.

2.2.3.2.4. Executes ADL Program Management Office (PMO) function.

2.2.3.2.5. ADL PMO collects, prioritizes, and forwards programming and budget actions for ADL through command channels for AF ADL systems that cut across MAJCOMs.

2.2.3.2.6. ADL PMO plans, programs, and budgets resources for ADL implementation and sustainment requirements for education, flying and technical training courses and ADL training that has applicability across functional areas of responsibility.

2.2.3.2.7. ADL PMO provides oversight for ADL to increase readiness, reduce costs, and increase flexibility and application, when possible.

2.2.3.2.8. ADL PMO defines standards for AF ADL software, hardware, and courseware system specifications to ensure full compliance with OSD vision and direction in becoming SCORM conformant.

2.2.3.2.9. ADL PMO coordinates with OSD, Services, MAJCOMs, interservice and intraservice agencies/commands, as required to implement ADL standards and ensure interoperability.

2.2.3.2.10. ADL PMO ensures the identification of ADL course conversion candidates and assists with conversion efforts for AF courses, as requested.

2.2.3.2.11. ADL PMO assists with contract support to develop or redesign courseware for ADL.

2.2.3.2.12. ADL PMO coordinates issues with MAJCOMs, disseminates ADL information and implements technological advances.

2.2.3.2.13. Appoints an AF representative on the DoD ADL Co-lab.

2.2.3.3. HQ AU A4/6 Education Logistics and Communications. The executive agent for the AF Extension Course Program (ECP) and the Air Technology Network Program Management Office (ATN PMO). AU/A6 is responsible for:

2.2.3.3.1. Providing oversight of the ATN PMO, managed by HQ AU OL-A.

2.2.3.3.2. Maintaining the accreditation standards of HQ AU/A4L through the Distance Education and Training Council (DETC).

2.2.3.4. MAJCOMs will designate a command ADL Office of Primary Responsibility (OPR) for coordination and integration of ADL. The MAJCOM OPR will:

2.2.3.4.1. Identify funding used in support of ADL objectives using the appropriate ADL Program Element Code (PEC).

2.2.3.4.2. Submit ADL plans to ADL PMO for coordination prior to budget submissions to the Air Force. Ensure media and economic analyses are performed prior to course development or redesign.

2.2.3.4.3. Plan, program, and account for all ADL students and report as required by AETC. Use standardized course characters for ADL and post course descriptions as specified on the Education and Training Course Announcement (ETCA) website **https://etca.randolph.af.mil**/.

2.2.3.4.4. Provide funding for adequate infrastructure, facilities, equipment and manpower, for agency-specific ADL course creation, conversion and sustainment. Submit all plans in support of ADL implementation to AETC/A3IA to ensure compliance with policy, plans and standards. Each agency is responsible for their individual Program Objective Memorandum (POM) submissions.

2.2.3.4.5. Appoint DL POCs to perform duties described in **Attachment 17**.

2.2.3.4.6. Ensure courseware acquired or developed will comply with Section 508 of the Rehabilitation Act. Where undue burden can be shown, the MAJCOM OPR will work with the originating agency and coordinate with the MAJCOM Chief Information Officer to provide appropriate documentation.

2.2.4. Commanders/commandants of AF Schools:

2.2.4.1. Develop, maintain, and update internal ADL plans to execute ADL implementation responsibilities. Ensure classroom modernization is compatible with AETC-approved ADL standards. Train instructors and training developers to use ADL media. Produce ADL products in accordance with AETC approved standards.

2.2.4.2. Provide life cycle management and serve as OPR for both in-house and contractor-developed ADL.

2.2.4.3. Maintain record of labor hours and costs associated with ADL development and maintenance projects for in-house and contractor developed ADL.

2.2.4.4. Support assigned ADL facilities and functions with equipment maintenance, courseware management, and facility and test administration/ management.

2.2.4.5. Advertise information concerning ADL opportunities available at the base.

2.2.4.6. Develop courseware that meets applicable DoD, and AF ADL standards and policies. Provide inputs for clearinghouse and repository courseware inventory of completed ADL products.

2.3. ETCA. ETCA is an Internet information resource located at **https://etca.randolph.af.mil**/ or accessed via the Air Force Portal. ETCA contains procedures, course information, funding information, reporting instructions, and listings for formal and Air Force ancillary courses conducted or managed by the MAJCOMs or other agencies. ***NOTE:*** AETC TDY to School (TTS) funds must be obtained by processing orders thru **https://www-r.aetc.af.mil/fm/tools/ttsnet.2.0/login**/ ONLY.

2.3.1. ETCA serves as a reference for the AF, other military services, DoD government agencies, and security assistance programs.

2.3.2. ETCA is a restricted website with selective accessibility. All users originating from a .mil or .gov domain can access ETCA and users outside the .mil and .gov domain will be allowed access on a case-by-case basis. Use the Course Development Decision Logic Process to categorize formal courses (**Attachment 16**).

2.3.3. Contractor requests will be verified to determine contractor relationship with the government.

2.3.4. Organizational Responsibilities:

2.3.4.1. AF/A1DLT and AETC/A3PV will provide formal training policy and procedures, respectively, and coordinate changes through MAJCOM OPRs.

2.3.4.2. HQ AETC/A3P oversees program management of ETCA database administration, maintenance, common system upgrades, releases, or enhancements. Requestor's are responsible for funding all unique system changes.

2.3.4.3. Each MAJCOM and other agencies will designate a POC responsible for the courses being conducted or administered by the command/agency.

2.3.4.4. HQ AETC/A3PZ will perform quarterly course reviews within ETCA and forward to the functional POCS for updates or changes.

2.3.4.5. MAJCOM and other agencies maintaining courses in ETCA will coordinate with functional POCs for applicable ETCA content and establish procedures for monitoring and updating information.

2.3.4.6. Functional POC responsibilities:

2.3.4.6.1. Ensure course POC and information is current, correct, and complete on the ETCA web site. Contact AETC/A3PZ for changes or problem resolution.

2.3.4.6.2. Ensure AETC/FMAM has coordinated on all AETC formal training course changes impacting courses added/deleted, course length/location changes, excess baggage or travel directions. (Any change having a potential financial impact)

2.3.4.6.3. Complete all required coordination prior to updating course or general information.

2.3.4.6.4. Request ETCA access for course maintainers through HQ AETC/A3PZ. ***NOTE:*** All ETCA administrators require an Air Force Portal account prior to submitting a request. Conduct an annual review of all courses to ensure currency and accuracy of information on ETCA.

2.3.4.6.4.1. Suspense course owners no later than 1 Sep to conduct an annual review of all courses. Course owners will review all courses to ensure data is current, correct and complete. Accomplish any necessary updates. Once the information has been validated and/or updated, click the UPDATE button in ETCA. ***NOTE:*** You must click the UPDATE button for each course to indicate the review is complete.

2.3.4.6.4.2. Run ETCA Revision Report to verify all courses have been reviewed.

2.3.4.6.4.3. Submit annual review memorandum (**Attachment 18**) to HQ AETC/A3PZ by 30 Sep of each year. Extension to this deadline must be requested via email to HQ AETC/A3PZ, the Program Managers for ETCA.

Chapter 3

BASIC MILITARY TRAINING (BMT)

3.1. Scope. All recruits of the Regular AF, AF Reserve, and ANG with no previous military service will attend BMT. Recruits with prior, non-AF, military service will attend the Prior Service Sister Service Enlistee (PSSSE) Orientation Course (optional for AF Reserve and ANG). Both courses are conducted by AETC. AF activities desiring changes to BMT and/or PSSSE curriculum should submit requests, in writing, to AF/A1DLT. A1D will ensure all new requirements are reviewed/approved by the BMT Triennial Review Committee members and AETC/CC.

3.2. Objectives of BMT and the PSSSE Orientation Course.

3.2.1. BMT:

3.2.1.1. Provides an orderly transition from civilian to military life.

3.2.1.2. Builds all initial records.

3.2.1.3. Classifies and assigns personnel in accordance with AF/A1P policy, oversight and advocates for program requirements during the various PPBE cycles.

3.2.1.4. Discharges trainees who fail to meet AF minimum standards.

3.2.2. PSSSE Orientation Course:

3.2.2.1. Provides a general orientation for new enlistees to the AF from sister services who have already completed basic training with their prior service.

3.2.2.2. Provides initial medical, financial, clothing, and records processing support while en route to first duty station or technical training unit.

3.3. BMT Oversight. Oversight of BMT consists of a BMT Triennial Review.

3.3.1. BMT Triennial Review. The review is conducted at the direction of the BMT Steering Committee, but not less than once every three years. It will be conducted at Lackland AFB, TX to review AF requirements for:

3.3.1.1. BMT graduate performance.

3.3.1.2. Military training (i.e. physical fitness standards, bearing, discipline, etc).

3.3.1.3. Military studies (i.e. human relations, financial management, career progression, etc).

3.3.1.4. Field training (i.e. self-aid and buddy care, anti-terrorism measures, basic field tactics, security, etc).

3.3.1.5. Curriculum Course Training Standard (CTS).

3.3.1.6. Other items of special interest identified by the Steering Committee or other qualified sources.

3.3.2. BMT Triennial Review Steering Committee:

3.3.2.1. The Steering Committee consists of: AETC/CV, AETC/A2/3/10, AF/A1D, AF/CMSAF, 2AF/CC, and 37 TRW/CC. Others will be invited for subject matter expertise, as required.

3.3.2.2. The Steering Committee will meet at the discretion of any primary member and, if agreed to by AETC/CV and AF/A1D, prior to the BMT Review.

3.3.2.3. Primary responsibility of the Steering Committee is to review the proposed issues for the BMT Triennial Review and determine dates for the Review.

3.3.2.4. Upon completion of the Review, the Steering Committee will determine which items will be presented to the AETC/CC.

3.3.3. BMT Triennial Review Committee:

3.3.3.1. The Review Committee consists of: AF/A1D, AF/CMSAF, AETC/A2/3/10, AFRS/RSO, 737 TRG/CC (Executive Secretary, non-voting member), AF/A1DLT, MAJCOM/CCCs, Reserve Component CCCs. Others will be invited for subject matter expertise (non-voting), as required.

3.3.3.2. The BMT Triennial Review Committee reviews the agenda items; determines the nature of the problems; and identifies issues for further investigation/study. Based on their findings, identifies the appropriate OPR for further research and action.

3.3.3.3. The BMT Triennial Review Committee will outbrief the Steering Committee with their findings and recommendations.

3.3.4. Specific responsibilities include:

3.3.4.1. AF/A1D:

3.3.4.1.1. Chairs the BMT Triennial Review.

3.3.4.1.2. Approves the proposed BMT Triennial Review Agenda.

3.3.4.1.3. Signs the BMT Triennial Review Report.

3.3.4.1.4. Upon AETC/CC approval of the BMT Review Report, staffs applicable issues through the HQ USAF Deputy Chiefs of Staff (DCS) and the Chief Master Sergeant of the Air Force (CMSAF).

3.3.4.1.5. Closes HAF action items.

3.3.4.2. AETC/A2/3/10:

3.3.4.2.1. Staffs approved items from the BMT Triennial Review Report through AETC Directorates.

3.3.4.2.2. Distributes approved report to review participants.

3.3.4.2.3. Provides quarterly update to each member of the BMT Triennial Review Committee on action item status.

3.3.4.2.4. Closes non-HAF action items.

3.3.4.3. 737 TRG/CC:

3.3.4.3.1. Provides agenda for the BMT Triennial Review.

3.3.4.3.2. Prepares the BMT Triennial Review Report and coordinates the report through local level attendees.

3.3.4.3.3. Develops a "State of the AF BMT Report" for the BMT Triennial Review. At a minimum, the report will address:

3.3.4.3.3.1. Accession and production statistics.

3.3.4.3.3.2. Attrition by number, category (i.e., medical, prior conditions, fraud, etc) and percentage of each category.

3.3.4.3.3.3. Field survey and trainee critique summaries.

3.3.4.3.3.4. End-of-course performance statistics.

3.3.4.3.3.5. Any Higher Headquarters (HHQ) evaluation results.

3.3.4.3.3.6. An appendix depicting Initial Entry Training initiatives, incorporation of sister service best practices and near-term improvement plans.

Chapter 4

FORMAL TRAINING

4.1. Formal Training Management.

4.1.1. Personnel Skills Development. The purpose of AF training is to ensure each individual is prepared to meet AF mission requirements. Training programs for the Total Force are developed using the continuum of learning. ***NOTE:*** AETC TDY to School (TTS) Mission Readiness Training (MRT) guidance can be found in AFI 36-2616, Trained Personnel Requirements.

4.1.2. Enlisted Personnel Skill-Level Training Requirements. Enlisted personnel must complete all mandatory training requirements as outlined in this AF Instruction (AFI), the specialty description in the Air Force Enlisted Classification Directory (AFECD) on the Air Force Personnel Center (AFPC) web site, and the applicable Career Field Education and Training Plan (CFETP) for award of the 3-, 5-, 7-, and 9-skill levels. Unit Commander or designated representative is the approval authority for all upgrade training actions. The following outlines the minimum requirements for award of these skill levels:

4.1.2.1. Apprentice. Complete an initial skills training course for award of the 3-skill level. Retraining into an AF Specialty Code (AFSC) or shred may be accomplished via OJT alone only when specified in the retraining instructions and as approved by the Air Force Career Field Manager (AFCFM) or Air Reserve Component (ARC) Career Field Functional Manager. Personnel retraining via OJT may be awarded a 3-skill level when they complete knowledge training on all tasks taught in the initial skills course, other tasks and mandatory requirements identified by the AFCFM.

4.1.2.2. Journeyman. Complete mandatory CDC when available and applicable mandatory core tasks identified in the CFETP. Award of the 5-skill level also requires completion of a minimum of 12 months in upgrade training (UGT); mandatory requirements listed in the AFECD; and must be recommended by their supervisor and approved by their commander. Individuals in retraining status, Training Status Code (TSC) ‘F’, are subject to the same training requirements and must complete a minimum of 9 months in upgrade training (UGT). Wing Commanders may approve time-in-training waivers. Time-in-training waivers for ARC should be forwarded to HQ AFRC/ANG as applicable. ***NOTE:*** Supervisors may identify and standardize local tasks for upgrade with the AFCFM approval. Coordinate requests for AFCFM approval through the MAJCOM FM.

4.1.2.3. Craftsman. Be at least a staff sergeant (SSgt), complete mandatory CDCs when available and applicable mandatory core tasks identified in the CFETP (see part 1 of the CFETP). Supervisors may identify and standardize local tasks for upgrade with the AFCFM approval. Coordinate requests for AFCFM approval through the MAJCOM FM. Award of the 7-skill level also requires completion of a 7-skill level craftsman course (if required); mandatory requirements listed in ECD; complete a minimum of 12 months in training; recommendation by the supervisor and approval of the commander. Individuals in retraining status (TSC “G”) are subject to the same training requirements and must complete a minimum of 6 months in UGT. Wing Commanders may approve time-in-

training waivers. ***NOTE:*** Forward time-in-training waivers to HQ AFRC/ANG for ARC personnel as applicable.

4.1.2.4. Superintendent. Must be at least a Senior Master Sergeant (SMSgt) and meet mandatory requirements listed in the AFECD, be recommended by their supervisor and approved by their commander for award of the 9-skill level.

4.1.3. Officer Skills Training Requirements. All officers will:

4.1.3.1. Enter initial skills training (IST) as applicable. ***NOTE:*** Not Applicable for ANG and AFRC.

4.1.3.2. Complete all requirements (knowledge, education, experience, and training) listed in the specialty description in the Air Force Officer Classification Directory (AFOCD) on the AFPC web site and CFETP if applicable.

4.1.3.3. Complete advanced or supplemental education/training courses, as required by the AFCFM.

4.1.3.4. Waivers will be considered on a case-by-case basis. Submit requests to the AFCFM for review and approval/disapproval. Examples of waiver requests may include: prerequisite AFSCs, mandatory course attendance (if the individual has equivalent skills through civilian experience or education) and skills gained through duty assignments.

4.1.3.5. No shows will be charged to bases when insufficient time is allowed to obtain a backfill for officers who do not arrive for training.

4.1.3.6. Requests for release/reclama of training must be approved by the wing commander or equivalent command authority at FOAs and Air Staff. Requests to release officers from training based on a justification that the individual is indispensable to an Operational Readiness Inspection, mission, or special project will not be accepted. Requests to release members from training should only be used for exceptional circumstances such as placement on medical profile. AFPC/DPPAOS will backfill the training seat. Request for swaps will not be entertained.

4.1.4. Waiver Requests:

4.1.4.1. Waiving Specialty Qualification Requirements. Specialty qualification requirements are published in the Officer and Enlisted Classification Directories, and the CFETP. These requirements may be for entry, award, or retention of the AFS and respective skill level. However, special circumstances may warrant waiving these requisites. A waiver saves training resources without impacting career field progression or mission accomplishment when an individual possesses qualifications equivalent to the established requirements.

4.1.4.2. Evaluating Waiver Requests. Compare each waiver request against predetermined standards to maintain AFS integrity. Consider task knowledge and performance, ability to learn and transfer knowledge to performance, and future within the AFS in equal relation to peers. Requests must consider the following factors:

4.1.4.2.1. Education. Has the individual completed an equivalent education course or certificate program (or equivalency test), or performed duty in an exceptional manner

over an extended period of time in the actual or equivalent AFS or civilian occupation?

4.1.4.2.2. Training. Has the individual completed an equivalent technical training course or civilian vocational technical training course, certificate program (or equivalency test), or performed duty in an exceptional manner over an extended period of time in the actual or equivalent AFS or civilian occupation?

4.1.4.2.3. Knowledge. Does the individual possess the career knowledge equivalent to current requirements? Waiver requests must meet the mandatory career knowledge topics identified in the specialty description.

4.1.4.2.4. Experience. Has the individual performed duty over an extended period of time in the actual or equivalent AFS or civilian occupation? Supporting documentation must include proof of experience, such as performance reports, training records, state or federal operating licenses, certificates of affiliation, etc.

4.1.4.2.5. Other. Does the individual possess the physical ability, aptitude, or qualifications that are equivalent to, or commensurate with, the established requirement?

4.1.4.2.6. Individual Involvement. Does the individual acknowledge possessing the prescribed training requirements? Trainees must understand what their education and training requirements are; accept responsibility for training, and document task qualification.

4.1.4.2.7. Supervisory Involvement. Did the commander and supervisor fulfill their obligations to the trainee and the training program? Level of support or involvement is not, by itself, justification for approving waivers; it may indicate problems in training equity or other areas.

4.1.4.2.8. Training System Equity. This area relates to circumstances beyond a trainee's control such as the following. Were training or testing conditions abnormal? Did the training or testing system provide the best opportunity for successful completion of training requirements? Was the training or testing system flexible enough to allow for unexpected situations or conditions? Did those responsible for the training or testing program fulfill their obligations effectively? Depending on the facts, this area may warrant options other than approving a waiver.

4.1.4.3. Processing Waiver Requests. Process waiver requests according to AFI 36-2101, Classifying Military Personnel (Officer and Enlisted). Use the following criteria to evaluate waiver requests:

4.1.4.3.1. Manpower and Personnel Flight (FSM). Review the AFS description and determine whether experience factors, mandatory training requirements, and additional mandatory requirements not in the AFS description (i.e., aptitude scores) are satisfied. As appropriate, review other sources such as evaluation reports and duty history to validate experience.

4.1.4.3.2. Base Training Manager. Determine whether the trainee meets the experience and training requirements in the CFETP and AFS description. Also, assess

whether all practical training options, were exhausted before recommending approval or disapproval of the waiver request.

4.1.4.3.3. MPS Superintendent. Consider the recommendations from the FSM and Base Training Manager. Return waiver requests to the originator for more documentation, when necessary.

4.1.4.3.4. MAJCOM Training Manager. Determine whether the trainee meets or exceeds the experience and training requirements in the CFETP and specialty description. Also, assess whether all practical training options, were exhausted before recommending approval of the waiver request.

4.1.4.3.5. MAJCOM Classification Representative. Evaluate request and use AFI 36-2101 to determine appropriate routing for waiver requests.

4.1.4.3.6. MAJCOM Functional Manager. Ensure AFS concerns are assessed. Consider all recommendations before making a decision to recommend approval or disapproval.

4.1.4.3.7. AFCFM. Ensure AFS concerns are assessed and satisfied. Consider all recommendations before making a final decision or recommendation as applicable. Air Force Reserve Command (AFRC)/Air National Guard (ANG) Functional managers have waiver authority equivalent to AFCFMs. ***NOTE:*** Each recommendation must be supported by the evaluation criteria outlined in **paragraph 4.1.4.2**.

4.1.4.4. Processing Time-in-Training Waivers: The unit training manager (UTM) will assist the supervisor in preparing time in training waiver packages. The package will process through the unit commander, group commander, to the wing commander or designee for final approval/disapproval authority. (Does not apply to ARC). ***NOTE:*** Forward time-in-training waivers for ARC personnel to HQ AFRC/ANG as applicable.

4.1.4.4.1. Unit Commander. Use the criteria in **paragraph 4.1.4.2** of this instruction, the AFECD, and the CFETP, Part I, to evaluate trainee qualifications. Review the AFS description and determine whether experience factors, mandatory training requirements, and additional mandatory requirements not in the AFS description are satisfied. As appropriate, review other sources such as evaluation reports and duty history to validate experience. Determine whether the trainee meets the experience and training requirements in the CFETP and AFS description.

4.1.4.4.2. Group Commander. Use the criteria in **paragraph 4.1.4.2**, of this instruction, the AFECD, and the CFETP, Part I, to evaluate trainee qualifications to support recommendation. Determine whether the trainee meets or exceeds the experience and training requirements in the CFETP and specialty description.

4.1.4.4.3. Wing Commander or designee. Will approve or disapprove the waiver request.

4.1.4.5. Approved waivers are returned to the UTM to initiate upgrade action in the Personnel Data System.

4.1.4.6. Disapproved waivers are returned to the unit commander.

4.1.4.7. Waiver Packages. As a minimum, all waiver packages, regardless of reason, must include the following documentation:

4.1.4.7.1. Copy of the CFETP, Part II, with certification of all mandatory tasks as directed by the AFCFM.

4.1.4.7.2. Copy of all AU IMT 9 (Consolidate Student Report) and Field Scoring Answer Sheets.

4.1.4.7.3. Copy of all EPRs or LOEs, if applicable.

4.1.4.7.4. Copy of all AF Forms 623a or automated version.

4.1.4.7.5. Memorandum from the supervisor, endorsed by the unit commander, recommending waiver for airmen whose behavior, attitude, and record of performance show a high probability of success in the higher skill level.

4.1.5. Responsibilities for Managing Training.

4.1.5.1. AF Learning Division (AF/A1DL):

4.1.5.1.1. Develops and oversees training policy for the development and management of formal technical training (non-flying), ADL, On-the-job training (OJT), ancillary training, automated training record and learning management systems, and acts as AF liaison for BMT.

4.1.5.1.2. Advises AFCFMs on training processes and procedures for their assigned AF Specialty (AFS).

4.1.5.1.3. Directs, assists, and monitors Air Force formal schools.

4.1.5.1.4. Authorizes the establishment of schools and prescribes and approves school missions.

4.1.5.1.5. Approves prerequisites and procedures for selection of students to Air Force schools.

4.1.5.1.6. Approves procedures for processing individuals whose student status has been terminated.

4.1.5.2. Directorate of Force Management Policy (AF/A1P):

4.1.5.2.1. Establishes policy for the development, and publishing of Program Requirements Document (PRD) and Program Guidance Letter (PGL) specific to recruiting and technical training requirements. (Reference AFI 36-2616).

4.1.5.2.2. Establishes policy, advocates, and monitors resources utilized for recruiting activities and advertising, recruit training and technical and field training.

4.1.5.3. AFPC. AFPC/DPSIT will coordinate with the AFCFM on approvals for 3-skill level school waivers for individuals required to retrain under special circumstances when attendance would incur undue hardship on the retrainee and retraining the Airman is in the best interest of the AF, e.g., Exceptional Family Member Program, Humanitarian Assignment, or AFSC disqualification.

4.1.5.4. Associate Director for Intelligence, Surveillance and Reconnaissance, Force Management Division (AF/A2DF) establishes policies and programs resources for

intelligence training programs, ensures programs comply with AF training policy and DoD intelligence directives and serves as intelligence AFCFM between service training establishments, national and DoD intelligence organizations. This function represents AF interests on intelligence training councils and associated committees.

4.1.5.5. Air Force Career Field Manager (AFCFM):

4.1.5.5.1. Determine AFS training tasks, requirements and resources. The AFCFM is further tasked to determine the need for course development, to include advanced skills/seven-level courses.

4.1.5.5.2. Approve/disapprove individual requests for waiver of mandatory training requirements for their respective specialty. For ANG and AFRC components, waiver authority is HQ ANG and HQ AFRC FMs, respectively. Waiver package requirements include: prerequisite AFSC, initial skills courses, equivalent civilian skills, experience or education, upgrade time requirements for the 5- and 7-skill level, and 7skill level course attendance. ARC components provide metrics showing number of waivers processed, reason for waiver, and AFSC and skill level waived to AF/A1DLT in January and July of each calendar year. ***NOTE:*** Waiver authority for ANG and AFRC attendance at the entry level (3-skill level) Basic Firefighting Course taught at Goodfellow AFB, TX, will remain with AF/A7CX.

4.1.5.5.3. Conduct Utilization and Training Workshops (U&TW)/Specialty Training Requirements Team (STRT) meetings, in partnership with the AETC Training Pipeline Manager (TPM), to develop and review life-cycle AFS performance and training requirements. AETC TPM will attend the STRT in an advisory capacity. Refer to AETCI 362203, Technical and Basic Military Training Development, for course training manager (TM) responsibilities. Additional AFCFM U&TW/STRT responsibilities include:

4.1.5.5.3.1. In partnership with the Air Education and Training Command Training Pipeline Manager (AETC TPM), identify issues and establish the agenda, determine participants, time frame and location, determine additional staffing requirements, ensure minutes are prepared and distributed, and monitor status of action items. The AFCFM and AETC TPM will sign and publish the minutes before adjourning the U&TW/STRT. ***NOTE:*** If the STRT was held without a U&TW, only the CFM is required to sign the meeting minutes.

4.1.5.5.3.2. Develop a CFETP for life-cycle training at appropriate points throughout a career path. Ensure CFETPs conform to format, standardization and publication guidance. Ensure currency and accuracy of technical references (TR) cited in the CFETP. Ensure final version of the CFETP is coordinated with AFPC/DPSIT prior to publication through Air Force Departmental Publishing Office (AFDPO). Conduct annual review of CFETP and corresponding documents such as AF Job Qualification Standard (AFJQS).

4.1.5.5.3.3. Determine distribution of training documents such as CFETPs, AFJQSs, etc.

4.1.5.5.4. Ensure formal training requests are processed according to the ETCA web site **https://etca.randolph.af.mil**.

4.1.5.5.5. Establish and maintain regular coordination with appropriate MAJCOMs, HQ USAFSOC, ANG and AFRC FMs to ensure training consistency and quality.

4.1.5.5.6. Approve specialized procedures for training to include identification of core tasks, coordinating with Functional Area Manager (FAM) to identify deployment/UTC task requirements, special certification, and frequency of recurring certification requirements, SEI review, and training record maintenance.

4.1.5.5.7. Ensure Operational Risk Management (ORM) processes are incorporated in all applicable areas of training in concert with the U&TW process. It is the AFCFM's responsibility to specify the exact ORM-related tasks, and identify offsets or additional resources for this training.

4.1.5.6. AETC will:

4.1.5.6.1. The AETC TPM, in partnership with the AFCFM will establish U&TW time, location and agenda; host U&TWs convened at AETC installations; provide U&TW participants information concerning training policy guidance and resource impact recommendations; and maintain and manage future U&TW schedules to include a corresponding Occupational Survey Report (OSR) schedule.

4.1.5.6.2. Ensure OSR, Graduate Assessment Survey (GAS) Data, Field Evaluation Questionnaire Summaries (FEQS), trend analyses, etc. are prepared, distributed and briefed.

4.1.5.6.3. Support AFCFM to ensure training meets AFS requirements.

4.1.5.6.4. Ensure all initial skills training requirements are documented through development of the CFETP. New or revised CFETP changes are based on internal or external training evaluation and feedback.

4.1.5.6.5. Provide AFCFMs with information to identify and justify unfunded training resource requirements such as: resource impact statements, U&TW minutes and other applicable meeting minutes. Produce standardized meeting minutes in partnership with the AFCFM to accurately reflect training decisions.

4.1.5.7. AFPC/DPSIT will develop guidance to implement AF training policy, manage operations necessary to support training programs, coordinate policy changes through appropriate MAJCOMs, and review and coordinate CFETPs prior to publication.

4.1.5.8. HQ AETC, HQ AFMC, HQ ACC, Air Force Legal Operations Agency, HQ AFSOC and the AF Special Investigation Academy will program, manage, develop, conduct, and evaluate training to support applicable AFS qualification requirements for initial skills, advanced and supplemental technical training. HQ AU/A4L provides the same for Career Development Courses and Specialized Courses.

4.1.5.9. MAJCOM:

4.1.5.9.1. Manage training programs for applicable AF specialties, provide guidance and policy interpretation to subordinate units, serve as the command representative at the U&TW, and provide the command position on training issues.

4.1.5.9.2. Review draft CFETPs to ensure coverage of mission, peacetime, readiness and contingency requirements and add command-unique requirements to an AFJQS, if required.

4.1.5.9.3. Conduct annual review of CFETP. Report CFETP deficiencies to the AFCFM at least 45 days before the anniversary date of the CFETP date. Deficiencies that may adversely impact the AFS or mission should be identified immediately.

4.1.5.9.4. Develop training and education programs and operate schools under their jurisdiction. Use the Course Development Decision Logic Process to categorize formal courses at **Attachment 16**.

4.1.5.9.5. Appoint a commander or commandant for each school within the command. (Authority to appoint a commandant may be delegated to a subordinate commander having jurisdiction over the school).

4.1.5.9.6. Appoints a faculty board for each school in the command and determines board procedures within the scope of applicable Air Force instructions. Authority to appoint a board and to determine its procedures may be delegated to a commissioned officer at any level of command.

4.1.6. Policy and responsibilities for administering an effective formal training management program are outlined in AFCSM 36-699, Volume 1, Military Personnel Flight (MPF) Management and Military Personnel Data System (MilPDS) User Guidelines.

4.2. Special Training.

4.2.1. Background. The AF uses special training, which is normally Type 1 (Contract) training, when regular training programs cannot satisfy the unique training requirements of a new system.

4.2.2. Identifying, Managing, and Funding Special Training. As the AF single manager for all special training programs, AETC determines whether government agency or contractor conducted training best serves the needs of the AF (refer to **Table 4.1**).

4.2.2.1. Funds to procure special training may be Procurement (3010, 3020, 3080), Operations and Maintenance (O&M) (3400), or Resources, Development, Test and Evaluation (RDT&E) for Type 1 training only. The using command and the acquisition agency fund special training and the travel and daily costs required in support of a system-specific program.

4.2.2.2. The using command funds special training to support non-system specific programs.

4.2.2.3. The respective government funds security assistance training via a separate training line in the Letter of Offer and Acceptance (LOA).

4.2.3. Responsibilities:

4.2.3.1. Chief of Learning Division (AF/A1DL) oversees policy and planning for special training.

4.2.3.2. The Deputy Assistant Secretary for Budget, Office of the Assistant Secretary of the Air Force for Financial Management and Comptroller, Headquarters U.S. Air Force

(SAF/FMB) supervises special training funds, to include budgeting, allocating, and accounting tasks, according to AFPD 65-6, Budget.

4.2.3.3. AETC will:

4.2.3.3.1. Assist using MAJCOMs, other services, joint or combined commands, and foreign governments with identifying special training needs when the AF authorizes such action under the Security Assistance Program.

4.2.3.3.2. Validate requests for special training (except for recurring enroute training or operational flying training); determine the most economical and efficient methods to meet needs and requirements; provide or contract for special training, review the necessity of training; and determine whether sufficient funds are available to support the training if contracting is required.

4.2.3.3.3. Assist survey users obtain future requirements forecasts; validate and process out-of-cycle and emergency requests; and assist using MAJCOMs develop and validate non system-specific special training requirements.

4.2.3.3.4. Assist the Training Planning Teams (TPT) develop the System Training Plan (STP) and set allocations to support system-specific training requirements.

4.2.3.3.5. Negotiate, write and implement contracts for special training or prepare and approve training Statements of Work (SOW)/Performance Work Statements (PWS) and contract line items for inclusion in defense system acquisition requests for proposal. Approve contractors' proposals for preparing and conducting special training and provide technical surveillance of contractor performance.

4.2.3.3.6. Determine the entry requirements for special training and, if necessary, coordinate the preparation of an entrance examination.

4.2.3.3.7. Issue reporting instructions and allocations through the MilPDS/OTA.

4.2.3.3.8. Manage information to include: cost, student production, and training quality.

4.2.3.3.9. Maintain an audit trail of contracted security assistance training and all USAF-funded training in support of DoDD 5000.1, Defense Acquisition; operations and maintenance training; International Military Education and Training (IMET); and grants-in-aid.

4.2.3.3.10. Plan, program, fund, and control special training requirements and assist the acquisition agencies develop training requirements for new systems and programs in which MAJCOMs participate.

4.2.3.4. The using unit receives special training allocations and reporting instructions, fills allocations, prepares orders, and administers training according to ETCA.

4.2.4. Waivers:

4.2.4.1. A waiver is not required to embed training in an initial acquisition contract.

4.2.4.2. Waivers are required to embed training in follow-on acquisition contracts. The waiver will include: name and total cost of acquisition contract; estimated cost of the training portion of the contract by fiscal year, course cost, TDY costs; and number of

personnel to be trained by fiscal year, by category (i.e. DoD Military, DoD Civilian, and others). Include a MAJCOM statement of availability of O&M funds to pay for requested contract training and associated travel/Per Diem costs. If waiver is approved, MAJCOMs will finance related contract training, travel, and per diem.

4.2.4.3. The requester will forward the waiver request to their respective MAJCOM.

4.2.4.4. The MAJCOM will forward the waiver request to AETC/A5T for approval.

Table 4.1. Organizations Responsible for Funding, Managing, and Administering Special Training

	A	B	C	D	E	F	G
LINE	If Training Supports:	Acquisition Agency	RTO	User	US Govt	Foreign Country	AETC See Note 3
1	Research, Development, Test & Evaluation	X					
2	Initial Operational Test & Evaluation		X				
3	Follow-on Test & Evaluation and Qualification Operational Test & Evaluation	X					
4	Operations & Maintenance	X		X			X
5	Follow-on Aircrew			X			
6	International Military Education Training and Grants-in-Aid				X		
7	Security Assistance Training Program Sales					X	
8	Follow-on Tech Training						X
9	System Specific Training	See Note 1		X			X
10	System Specific Training-Unique to MAJCOM				X		
11	Non-System Specific Training Command Unique See Note 2			X			

Notes:
1. The acquisition agency funds procurement of training supporting system-specific special training.
2. The requesting MAJCOM funds travel and per diem supporting non system-specific special training using O&M funds.
3. AETC does not fund or manage contractor personnel attending special training. Contractors process requests for special training through the Defense Logistics Agency to the Acquisition Agency.

4.3. Managing, Administering, and Conducting AETC Type 6 Distance Learning (DL):

4.3.1. AETC DL is technical training delivered to students at their base of assignment without an AETC instructor physically present. AETC DL is also known as Type 6 formal technical training, exportable training, and advanced distributed learning (ADL). AETC DL extends the training capabilities of AETC Schools to meet specific job and equipment training needs in place of resident training. AETC DL media can take the form of interactive multimedia instruction (IMI), interactive television (ITV), DVD, CD-ROM, Internet based instruction (IBI), paper, or some combination of these. AETC DL does not include CDCs.

4.3.1.1. HQ AETC instructors are not required at receiving sites (base level), although students may interact with instructors by phone, fax, e-mail, etc. Receive sites will have a POC available for AETC DL administration and to perform duties described in this chapter.

4.3.1.2. Final approval authority for cancellation and discontinuation of AETC DL courses is HQ AETC/A3T.

4.3.1.3. When ITV is used, follow ATN PMO procedures and guidance for scheduling, delivery and administration of ITV programs, satellite distribution of prerecorded video, or large-file transfer.

4.3.2. DL Points of Contact (POC). Each MAJCOM will appoint a command focal point for coordination of AETC DL.

4.3.2.1. MAJCOM POCs will appoint, by letter, a primary and alternate DL POC for each base in the command and provide the name, complete mailing address, DSN and commercial phone number, DSN and commercial fax number, and E-mail address for both primary and alternate DL POCs to 2 AF. ***NOTE:*** Base DL POCs may be the same personnel used to support training delivered via the Air Technology Network.) MAJCOM DL POCs will notify 2 AF, in writing, of any changes to DL POC appointments using the DL POC worksheet accessible on the 2 AF DL site on the AF Portal.

4.3.2. 2. Only MAJCOM appointed DL POCs are authorized to request AETC DL training products (e.g., course materials, tests, broadcasts). Base DL POC is to inform UTMs of upcoming AETC DL presentations. 2 AF maintains a current listing of authorized DL POCs on the 2 AF DL site on the AF Portal.

4.3.2.3. MAJCOM DL POCs ensure all base DL POCs receive training to perform specific duties and responsibilities to administer AETC DL. Provide newly assigned base DL POCs training within 90 days of POC assignment to include AETC DL POC training conducted by 2 AF.

4.3.2.4. Base DL POC personnel will develop training and establish procedures to provide base Unit Training Managers (UTM) orientation and/or training regarding AETC DL procedures.

4.3.3. Course Announcement. All formal AETC DL courses will be assigned a course identifier and title as specified in AETCI 36-2203, Technical and Basic Military Training Development. AETC Training Managers (AETC course TM) publicize courses through the ETCA. The course announcement will specify course delivery requirements including customer responsibilities at user sites. In addition, the AETC TM coordinates with the HQ AETC TPM and the AFCFM on a message to the field announcing course releases.

4.3.4. UTM Responsibilities for Administering AETC DL Courses:

4.3.4.1. Forward monthly projected training requirements and proposed schedules to the base DL POC, who publishes a monthly training schedule, as required. ***EXCEPTION:*** AFPC identifies active duty students, and AFRC and ANG identifies Reserve and Guard students in MilPDS/OTA for mandatory, 7-level training.

4.3.4.2. Submit student rosters to the base DL POC and notify supervisors of scheduled date, time, and location of training, as required. UTMs will receive notification of enrollment in mandatory 7-level training through the Report on Individual Personnel (RIP).

4.4. Field Training. Field training provides hands-on maintenance training at operational locations. Training can include: specific systems and associated support equipment and systems; aircraft/systems; engines; Aerospace Ground Equipment; Communications-Electronics equipment; certification training; partial courses; and training sessions. Training Detachments (TD) or Mobile Training Teams (MTT) are responsible for conducting field training.

4.4.1. Field Training Responsibilities:

4.4.1.1. HQ AF/A1D develops field-training program policy.

4.4.1.2. HQ AF/A4L develops training requirements and training equipment maintenance policy.

4.4.1.3. Air Force Career Field Managers (AFCFM) coordinate and validate training requirements with the MAJCOM Functional Managers (MFM) and identify TD-provided training in the Career Field Education and Training Plan (CFETP).

4.4.1.4. HQ AETC/A3T:

4.4.1.4.1. Coordinates with AETC/A3PV to establish command policy and guidance.

4.4.1.4.2. Provides oversight for the TD program and ensures training requirements are met; see **Attachment 19**.

4.4.1.4.3. Submits resource requirements to support the Field Training Program through the Program Objective Memorandum (POM). Ensures HQ AF/A1PT is informed of all unfunded requirements.

4.4.1.4.4. Exercises approval authority for activation, deactivation, relocation, and discontinuance of training support in response to programmed requirements.

4.4.1.4.5. Announces TD locations, reporting instructions, courses, and course completion criteria in ETCA at **https://etca.randolph.af.mil**/.

4.4.1.4.6. Ensures instructor selection and qualification criteria outlined in AFI 36-2110, Assignments, reflects the most current command requirements.

4.4.1.4.7. Coordinates with HQ AETC/A5 to ensure new facilities, modifications to existing facilities or changes in facility support are identified and validated by site surveys.

4.4.2. Training Standards. TDs will provide the training necessary for a student to achieve the task performance, task knowledge, and subject knowledge levels specified by the Course Chart and Training Standard (CC/TS). The CC/TS specifies the user-furnished equipment, facilities, and maintenance instructor (MI) augmentees required by the course. When approved by the using MAJCOM and HQ AETC, the CC/TS constitutes a contract to provide required equipment, facilities, and MI augmentees as necessary.

4.4.3. Use of Instructors for Non-Training Purposes. Training instructors may be used in their primary Air Force Specialty Code (AFSC) for direct maintenance production in host unit work centers upon approval of the TD commander or TD chief.

4.4.4. Funding for 982 TRG Instructor TDY to support Field Training Teams (all TD courses at active duty locations except enroute training). Courses where TD instructors cannot obtain on-base billeting, TM is responsible for coordination with host unit to resolve on-base billeting non-availability. If on-base billeting cannot be arranged, the course must be rescheduled at a time when on-base billeting is available or the requesting unit will be responsible to fund the differential cost of on-base billeting and meal rate versus off-base billeting and meal rate.

4. 5. Initial Skill AFSC Multi-Phased Training. Initial skill level AFSC awarding courses may consist of two or more phases. Phase I involves fundamental training in a preparatory course conducted at an AETC resident training center or other approved location. The 3-skill level is awarded upon completion of Phase II. Guidance for Initial Skill AFSC Multi-phased Training is contained in **Attachment 20**.

Chapter 5

AIR FORCE CAREER FIELD MANAGEMENT

5.1. Scope. Air Force Career Field Managers (AFCFM) are appointed by their respective HQ USAF Deputy Chief of Staff or director to ensure development, implementation, and maintenance of Career Field Education and Training Plans (CFETP) for their assigned AF specialties. AFCFMs communicate directly with Major Command (MAJCOM) Functional Manager (MFM), ARC, and AETC TPM to disseminate AF and career field policies and program requirements.

5.2. Air Force Career Field Manager (AFCFM) Responsibilities:

5.2.1. Use the Utilization and Training Workshop (U&TW)/Specialty Training Requirements Team (STRT) meeting as forums and quality control tools to determine and manage career field E&T requirements.

5.2.2. Chair the portion of the STRT/U&TW for utilization, authorization, and general career field mission issues, and partner with the AETC TPM throughout the STRT/U&TW.

5.2.3. Ensure the direct involvement and participation of Subject Matter Experts (SMEs) from the field.

5.2.4. Develop the CFETP as the core document for E&T requirements (CFETPs are optional for officer specialties).

5.2.5. Establish the framework for managing career field E&T by specifying career field progress.

5.2.6. Develop criteria to accelerate individual training when it is in the best interest of the AF.

5.2.7. Oversee the Career Development Course (CDC) program for assigned AF Specialties. AFCFMs also review CDCs for accuracy and initiate actions to develop new or revised CDCs to meet new requirements.

5.2.8. Ensure when feasible, the direct involvement and participation of HQ AU/A4L Extension Course Program personnel in U&TW proceedings impacting development, revision, or deletion of Career Development Courses or Specialized Courses used for career field upgrade training.

5.3. MAJCOM Functional Managers (MFM). The MFM is responsible for the E&T activities of their respective specialties.

5.4. AETC Training Pipeline Managers:

5.4.1. Personnel assigned to HQ AETC/A2/3/10 are responsible for life-cycle management (planning, directing, implementing, and overseeing) AETC formal training courses. This process begins with basic military training and extends through advanced skills courses. Personnel administer and execute MAJCOM level training management to include prioritizing and advocating training resource requirements to the Air Staff.

5.4.2. Ensure training programs support AFS requirements.

5.4.3. Ensure course-training plans and new course developments are in compliance with AF policy.

5.4.4. Work in partnership with the AFCFM throughout the STRT/U&TW.

5.4.5. Chair the portion of the STRT/U&TW addressing training and training resourcing issues.

5.5. AETC Training Managers (AETC TM). AETC TMs are responsible for training development, implementation, and management.

5.6. Subject Matter Expert (SME). SMEs are individuals qualified to perform in a specialty. In most instances, SMEs are Noncommissioned Officers (NCO) with extensive training and background in their AFS.

5.7. Career Field Education and Training Plan (CFETP):

5.7.1. The CFETP is the primary document used to identify life-cycle education and training requirements. It serves as a road map for career progression and outlines requirements that must be satisfied at appropriate points throughout the career path. The CFETP also specifies the mandatory task qualification requirements for award and maintenance of an AFSC. Deployment/UTC task requirements can be identified with a symbol to assist commanders in prioritizing training. Use the CFETP to plan, conduct, evaluate, and document training.

5.7.2. Officer CFETPs are used only when the AFCFM determines the need.

5.7.3. Civilian CFETPs must meet all development requirements as enlisted or officer.

5.7.4. Special Duty Identifier (SDI) and Reporting Identifier (RI) CFETPs are developed, if required, by the AFCFM.

5.7.5. Forward recommended changes, additions, or deletions to a published CFETP to the MAJCOM FM of the AFS.

5.7.6. Air Force Job Qualification Standard (AFJQS). AFCFMs issue AFJQSs for unique duty positions, weapons systems or equipment. The AFJQS supplements the CFETP, Part II, by outlining specific skill and task requirements. AFCFM must review and approve any MAJCOM JQS. ***NOTE:*** Limit use of AFJQSs to the absolute minimum to reduce duplicate documentation.

5.8. CFETP Format:

5.8.1. The CFETP has two main parts which must be designed to meet AF and AFS needs. Construct and publish CFETPs using the following format, guidance, and information in **Attachment 2**. Officer and Enlisted CFETP examples are contained in **Attachment 3** and **Attachment 4** respectively. Arrange the document in the following manner:

5.8.2. Enlisted CFETP Requirements:

5.8.2.1. Part I. Provides AFS information in five sections: General Information; AFSC Progression and Information; Skill Level Training Requirements; Resource Constraints; and Transition Training Guide.

5.8.2.1.1. Create a Preface describing the contents. Tailor it to provide information unique to the AFS. Include a list of abbreviations and Terms Explained. Other terms may be added as needed for subject clarification or enhancement.

5.8.2.1.2. Section A, General Information. State CFETP purpose, use, and procedures for coordinating and obtaining approval for update and publication.

5.8.2.1.3. Section B, AFS Progression and Information. Provide AFS duties and job progression information within five paragraphs:

5.8.2.1.3.1. Paragraph 1, Specialty Description. This information can be found in paragraphs 1 and 2 of the official specialty description in the AFECD and may include more detailed narrative of the duties and responsibilities.

5.8.2.1.3.2. Paragraph 2, Skill and Career Progression. Create a separate subparagraph for each skill level of the specialty (e.g., apprentice, journeyman, craftsman, superintendent). Outline each skill level accomplishment, positions assigned, training and Professional Military Education (PME) courses, and education. Do not state mandatory requirements for upgrade to the next higher skill level; this information is covered in Section C.

5.8.2.1.3.3. Paragraph 3, Training Decisions. Prepare an outline of key U&TW training decisions. Subparagraphs should address 3-skill level course changes and reasons; 5-skill level upgrade requirement changes and reasons; 7-skill level upgrade training requirement changes, and 7-skill level in-residence school or ADL/DL development. Also, define 5- and 7-skill levels proficiency training to include any courses being developed. AFCFMs may list waiver procedures and establish maximum training periods (if applicable) in this section.

5.8.2.1.3.4. Paragraph 4, Community College of the Air Force (CCAF). Provide detailed information on the CCAF programs that apply. Refer to the CCAF catalog for specific programs. Ensure the following is included: "Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become an AETC Instructor must possess as a minimum an associate degree or should be actively pursuing an associate degree. Special Duty Assignment (SDA) requires an AETC instructor candidate to have a CCAF degree or be within one year of completion (45 semester hours). A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools."

5.8.2.1.3.5. Paragraph 5, Career Path. Create a chart depicting all skill levels Education and Training (E&T). Outline mandatory requirements, optional training, and other recommended items.

5.8.2.1.4. Section C, Skill Level Training Requirements. List all mandatory training requirements. Specify the requirements for each skill level within a similar specialty.

5.8.2.1.4.1. Paragraph 1, Purpose. State the purpose.

5.8.2.1.4.2. Paragraph 2, Specialty Qualification Requirements. List all AFS qualification requirements identical to the specialty description in the AFECD. Use a separate paragraph to address the following areas:

5.8.2.1.4.2.1. Knowledge. State the required understanding and practical skills for award of an AFSC at any skill level.

5.8.2.1.4.2.2. Education. Identify academic study areas that are mandatory or desirable requirements for entering the specialty.

5.8.2.1.4.2.3. Training. Identify the mandatory formal training leading to the award of a skill level.

5.8.2.1.4.2.4. Experience. Describe mandatory military or civilian work experience for entry or award of a skill level including CFETP/Specialty Training Standard (STS) core tasks, qualification training packages, CDCs, and duty position requirements identified by the supervisor.

5.8.2.1.4.2.5. Other. List measurable qualifications such as physical standards, eligibility for security clearances, certifications, and licenses.

5.8.2.1.4.2.6. Training Sources. Identify general sources for training to meet mandatory knowledge and qualification requirements, including skill level Technical Schools, awarding, and supplemental courses.

5.8.2.1.4.2.7. Implementation. Describe how and when each skill level is awarded, including courses and course numbers.

5.8.2.1.5. Section D, Resource Constraints. Identify all resource constraints that will impact the execution of E&T such as funds, equipment, and manpower. Include specific constraints for skills training, exportable training, and proficiency training.

5.8.2.1.6. Section E, Transition Training Guide. Use only if two or more specialties are merging. Outline the specialty requirements to satisfy transition training needs. If Section E, is not used, indicate: “There is currently no transition training requirement. This area is reserved.”

5.8.2.2. Part II. Provide a comprehensive listing of training courses and standards available to support AFS training requirements. There are five sections to Part II: Specialty Training Standard (STS); Course Objective List (COL); On-the-Job Training (OJT) Support Material; Training Course Index; and MAJCOM Unique Requirements.

5.8.2.2.1. Section A, STS. Identify the job performance requirements; core tasks; wartime requirements; 3-, 5-, and 7-skill level formal or CDC requirements; and the proficiency levels. Ensure the STS provide guidance on training implementation procedures, purpose, proficiency code key explanations, and recommendations for feedback on the product or process. Consider the arrangement of tasks and use of multiple attachments during the construction of the STS. Separate attachments can be used to organize tasks by duty positions, weapon systems, equipment requirements, or geographic locations.

5.8.2.2.2. Section B, COL (Optional). Develop the objective list and training standards for supervisors to use as an evaluation tool for course graduates. If section B is not used, indicate “This area is reserved.”

5.8.2.2.3. Section C, Support Material. List available support materials such as Qualification Training Package (QTP), computer based instruction (CBI), computer

based training (CBT), computer assisted instruction (CAI), and correspondence courses. If Section C is not used, indicate: "There are currently no support material requirements. This area is reserved."

5.8.2.2.4. Section D, Training Course Index. List all mandatory AF in-residence, field, HQ AU/A4L, and exportable courses used to support. Courses under revision or development may also be listed.

5.8.2.2.5. Section E, MAJCOM Unique Requirements. Identify E&T requirements applicable to specific MAJCOM. If Section E is not used, indicate: "There are currently no MAJCOM unique requirements. This area is reserved."

5.8.3. Officer CFETP Requirements:

5.8.3.1. Part I. Provide AFS information in four sections: General Information; AFS Progression and Information; Proficiency Training Requirements; and Resource Constraints.

5.8.3.1.1. Create a preface describing the contents of the CFETP. Tailor it to provide personnel with information unique to the AFS. Include a list of abbreviations and Terms Explained. Other terms may be added as needed for subject clarification or enhancement.

5.8.3.1.2. Section A, General Information. Furnish general information on CFETP purpose and use, and procedures for coordinating and obtaining approval for updating and publication.

5.8.3.1.3. Section B, AFS Progression and Information. Provide AFS duties and job progression information within four paragraphs:

5.8.3.1.3.1. Paragraph 1, Specialty Description. This information can be found in Paragraphs 1 and 2 of the official specialty description in the AFOCD and may include a more detailed narrative of the duties/responsibilities.

5.8.3.1.3.2. Paragraph 2, Skill and Career Progression. Create a separate subparagraph for each specialty level (e.g., entry, intermediate, qualified, staff) and explain progression for award of each level. Outline each level accomplishment, assigned positions, training and Professional Military Education (PME) courses, and education consideration. Do not state mandatory requirements for next level upgrade; this information is covered in Section C.

5.8.3.1.3.3. Paragraph 3, Training Decisions. Prepare an outline of key U&TW training decisions. Subparagraphs should address entry-level course changes and reasons supporting the change; upgrade requirement changes for progressing to higher levels and reasons for changes; and proficiency training impacts to include any courses being developed.

5.8.3.1.3.4. Paragraph 4, Career Path. Create an all-level E&T chart. Outline mandatory requirements, optional training, and other recommended items.

5.8.3.1.4. Section C, Proficiency Training Requirements. List all mandatory training requirements for the specialty. Specify the requirements for each level within the specialty.

5.8.3.1.4.1. Paragraph 1, Purpose. State the purpose.

5.8.3.1.4.2. Paragraph 2, Specialty Qualification Requirements. List all specialty qualification requirements from the official specialty description in the AFOCD. Use a separate paragraph to address the following areas:

5.8.3.1.4.2.1. Knowledge. State the required understanding and practical skills for award of an AFS. Emphasize significant knowledge needed at specific levels.

5.8.3.1.4.2.2. Education. Identify academic subject areas that are mandatory or desirable for entering the specialty.

5.8.3.1.4.2.3. Training. Identify the mandatory formal training leading to AFS award. PME is not listed in the specialty description.

5.8.3.1.4.2.4. Experience. Describe mandatory military or civilian work experience for AFS upgrade. Specify CFETP or STS core tasks, qualification training packages, development courses, and duty position requirements identified by the supervisor.

5.8.3.1.4.2.5. Other. List measurable qualifications such as physical standards, eligibility for security clearances, certifications, and licenses .

5.8.3.1.4.2.6. Training Sources. Identify general sources for training to meet mandatory knowledge and qualification requirements. This should include initial skills programs.

5.8.3.1.4.2.7. Implementation. Describe how and when each training level is awarded. Include all courses and course numbers that must be completed.

5.8.3.1.5. Section D, Resource Constraints. Identify resource constraints that impact E&T execution such as funds, equipment, and manpower. Include specific constraints for skills training, exportable training, and proficiency training.

5.8.3.2. Part II. Provide a comprehensive listing of training courses and standards available to support AFS training requirements. Part II contains four sections: CTS; Training Course Index; Support Material; and MAJCOM Unique Requirements.

5.8.3.2.1. Section A, Course Training Standard (CTS). Identify qualitative and qualification training requirements, available formal or correspondence courses, and AFS proficiency levels. Ensure the CTS provide the purpose, proficiency designator table explanations, and recommendations for feedback on the product and/or process.

5.8.3.2.2. Section B, Training Course Index. List all mandatory AF in-residence, field, HQ AU/A4L, and exportable courses used to support training. Courses under revision or development may also be listed.

5.8.3.2.3. Section C, Support Material. List available support materials such as: QTP, CBI, CAI, and correspondence courses. If Section C is not applicable, indicate: "There are currently no support material requirements. This area is reserved."

5.8.3.2.4. Section D, MAJCOM Unique Requirements. Identify E&T requirements applicable to specific MAJCOMs. If Section D is not used, indicate: "There are currently no MAJCOM unique requirements. This area is reserved."

5.8.4. Annual Review of CFETP. AFCFMs will review the CFETP annually to ensure it is accurate and current. Assess whether the AFS has undergone any mission or role related changes, and as a result, if a U&TW is necessary. The review will also satisfy the annual certification requirements of AFI 33-360, Volume 1, Publications and Forms Management.

5.9. Utilization & Training Workshop (U&TW)/Specialty Training Requirements Team (STRT) Procedures:

5.9.1. Phase I. Determine Need. The AFCFM in partnership with AETC TPMs will determine the need for a STRT/U&TW and decide on the objectives. As a minimum, the STRT/U&TW will lead to better training quality through a review and evaluation of training methods. The STRT/U&TW will serve as training forums and quality control tools.

5.9.1.1. Use the STRT/U&TW as forums to determine E&T requirements, by bringing together the expertise to establish the most effective mix of formal and on-the-job training for each AFS skill level. Also use the forums to create or revise training standards, and set responsibilities for providing training.

5.9.1.2. As a quality control tool, use the STRT/U&TW to ensure the validity and viability of the AFS training. Also use the STRT/U&TW to determine AFS merger training requirements and formal course constraints.

5.9.1.3. Use **Attachment 5** for planning, organizing, conducting, and completing all STRT/U&TW activities and follow-up actions.

5.9.1.4. Coordinate new or revised CDC/SC availability (Field Need) date and production timetable with HQ AU/A4L.

5.9.2. Pre-STRT/U&TW Coordination. Thorough coordination is essential to hosting and conducting an effective STRT/U&TW and preparing the draft CFETP. Coordination begins with the decision to conduct a STRT/U&TW, which includes the development phase of the draft CFETP. Coordination involves identifying points of contact (POC), gathering supporting documents, and acquiring information from each source.

5.9.2.1. Identify POCs. The primary participants include AFCFM, AETC TPM, AETC/TM, MAJCOM Functional Managers (MFM), ARC personnel, and AFS SMEs. Identify participants by name, rank, duty phone, fax number, e-mail address, MAJCOM, base, organization, and office symbol. Optional participants include:

5.9.2.1.1. HQ AU/A4L to address CDC related topics: proficiency codes, E-CDCs E-exam, and assist CDC writers develop 5 and/or 7 level organizational plan for developing CDCs.

5.9.2.1.2. AETC CDC writers.

5.9.2.1.3. AETC Occupational Analysis Division for Occupational Analysis Report (OAR) and briefings.

5.9.2.1.4. AFPC Education, Training, and Classification Representatives.

5.9.2.1.5. AETC Instructional Technological Unit (ITU) Representative (to address complex media selection decisions).

5.9.2.2. Conduct research. Begin this stage 6 months prior to STRT/U&TW.

5.9.2.2.1. Gather Supporting Documents. Gather any documents that drive new training requirements, specify responsibilities, policy or procedures for managing the AFS. Document examples include Air Force Policy Directives (AFPD) and Air Force Instructions (AFI). AETC Occupational Analysis Division will provide support data such as occupational analysis reports and special occupational data extracts to AFCFM, AETC TPM, and the AETC TM 3 months prior to STRT/U&TW. Use the Specialty Training Standard (STS) (Part II of the CFETP), to provide the previously designated tasks and TRs. The AETC TM will be the focal point for information relating to the development of training and will review/provide to AFCFMs:

5.9.2.2.1.1. The STS/CTS strawman.

5.9.2.2.1.2. Course Chart (CC).

5.9.2.2.1.3. Plan of Instruction (POI) for any technical training courses affecting the AFS.

5.9.2.2.1.4. Graduate Assessment Surveys (GAS)

5.9.2.2.1.5. Field Evaluation Questionnaires (FEQ).

5.9.2.2.1.6. Training deficiency reports.

5.9.2.3. Gather Information from MFM. AFCFM will use a message with questions to determine training requirements, standards, and resources needed to build draft CFETP. Include the following attachments:

5.9.2.3.1. Specialty Descriptions. AFOCD and AFECD, contain the official AFS descriptions that will be included in the CFETP. MFMs will review the existing specialty descriptions and provide recommendations for changes. Examine validity of all specialty requirement criteria (e.g., E&T, experience, etc). Changes to the specialty descriptions must be coordinated and approved by AFPC/ DPSIT.

5.9.2.3.2. Job Performance Requirements. Information is available in the STS, AFJQS, and AFS OSR. Also include the equipment and materials involved with work requirements.

5.9.2.3.3. Identify Skill Level Training Requirements. Annotate STS and CTS with the skill level of training required for each task or knowledge. Send copies of all documents to the MFMs.

5.9.2.3.4. CDC Requirements. Identify the tasks and/or subject knowledge covered in the formal CDC package. HQ AU/A4L Extension Course Program will provide information pertaining to CDC/SC Course material. Also, consider reviewing the compatibility critique generated by AETC Airman Advancement Division Specialty Knowledge Test (SKT) rewrite team.

5.9.2.3.5. Wartime Training Requirements. Identify tasks that must be taught when courses are accelerated in a wartime environment.

5.9.2.3.6. Core Tasks. Identify the minimum qualification requirement for all personnel within an AFS, regardless of duty position. MFMs provide a comprehensive list of minimum qualification task requirements, by skill level, or in general across the AFS to the AFCFM.

5.9.2.3.7. MAJCOM Unique Requirements. Identify MAJCOM unique training requirements and offer all available supporting resources.

5.9.2.3.8. Supporting Resources. AETC TPM (AFCFM and MFM, if necessary) should be aware of resources required to implement training. This includes instructor authorizations, prerequisite training, equipment, aircraft, associated logistics, support costs, maintenance, supplies, contracts, and personnel authorizations to increase student man years (for AFSC awarding courses) or Mission Readiness Training (MRT) funds (for supplemental courses) and the method by which to acquire them. Coordinate aircrew training with 19 AF – the focal point for all aircrew training. The TPM will provide information on resources to support existing courses and identify future needs.

5.9.2.3.9. AFS Conversion Requirements. Identify transitional training requirements from the losing to gaining AFS. Ensure training requirements provide a solid baseline and smooth transition to the new AFS. Refer to the AFECD, for instructions to initiate conversion or merger actions

5.9.2.3.10. Inter-service Training Review Organization (ITRO). The ITRO courses consolidate training personnel requirements from other armed services and government agencies. Review ITRO courses and training resources to eliminate duplication, reduce or avoid costs, standardize instruction and increase efficiency. Refer to AFI 36-2230, Inter-service Training for instructions.

5.9.2.3.11. AETC Occupational Analysis Division provided occupational analysis data.

5.9.2.3.12. Straw man STS/CTS/CFETP.

5.9.2.3.13. Applicable training concerns identified by AETC.

5.9.2.4. MAJCOM Functional Managers (MFM) will:

5.9.2.4.1. Review and provide input on the specialty description.

5.9.2.4.2. Identify job performance requirements.

5.9.2.4.3. Identify skill level training requirements.

5.9.2.4.4. Identify CDC requirements.

5.9.2.4.5. Identify wartime training requirements.

5.9.2.4.6. Identify core tasks by skill level (5 and 7 level).

5.9.2.4.7. Identify any MAJCOM unique training requirements.

5.9.3. Phase II. Specialty Training Requirements Team (STRT) meeting (hold 4 months prior to U&TW). The primary purpose of the STRT is for the AFCFM and functional leaders to determine and present training requirements to the AETC TPM and TM.

5.9.3.1. AFCFM and TPM schedule STRT.

5.9.3.2. Attendees:

5.9.3.2.1. AFCFM (Chair).

5.9.3.2.2. AETC/TPM (Advisor).

5.9.3.2.3. AETC/TM (Advisor).

5.9.3.2.4. MFMs.

5.9.3.2.5. SMEs.

5.9.3.2.6. AETC Occupational Analysis Division.

5.9.3.3. Finalize part 1 of the CFETP.

5.9.3.4. Finalize AFECD (or AFOCD) specialty description.

5.9.3.5. Develop draft STS/CTS for all courses.

5.9.3.6. Draft and sign minutes.

5.9.4. Training Options and Course Resource Estimate (CRE).

5.9.4.1. AETC/TPM tasks training group to develop training options and Course Resource Estimate (CRE) to meet career field needs.

5.9.4.2. AETC/TM will work with various agencies (ITU, Trainer development, etc) to determine various alternatives.

5.9.4.3. AETC/TM will provide training options and CRE to AETC/TPM within 8 weeks of the tasking to allow time for the AFCFM and MFMs to determine viability and strategy for resources.

5.9.4.4. AETC/TPM will determine and validate overall cost to implement training alternatives.

5.9.4.5. AETC/TPM forward completed CRE to AFCFM NLT 30 days prior to U&TW.

5.9.4.6. AFCFM forward CRE to MFMs.

5.9.4.7. AFCFM and MFMs staff resource strategy to implement training.

5.9.4.8. AFCFM in conjunction with AETC/TPM will determine need to hold U&TW.

5.9.5. Phase III. U&TW (this is an executive decision meeting).

5.9.5.1. Attendees:

5.9.5.1.1. AETC/TPM (Co-chair).

5.9.5.1.2. AFCFM (Co-chair).

5.9.5.1.3. Appropriate MAJCOM FMs as determined by the AFCFM.

5.9.5.1.4. AETC/TM.

5.9.5.1.5. AETC/Program Element Manager (PEM), as required.

5.9.5.2. Resolve resource issues:

5.9.5.2.1. MAJCOMs must be prepared to provide funding (instructor authorizations, equipment, and facilities) to support new or revised training.

5.9.5.2.2. Determine which organizations will furnish resources and establish commitment and delivery dates in writing.

5.9.5.2.3. Document equipment availability dates and any problems.

5.9.5.3. Participants need to be prepared to adjust training requirements, if shortfalls cannot be resolved.

5.9.5.4. Establish training delivery dates.

5.9.5.5. Finalize STS/CTS/CFETP.

5.9.5.6. Review and recommends changes to Resource Allocation Programming Information Decision System (RAPIDS) slide for long term resource requirements.

5.9.5.7. Draft and sign minutes.

5.9.6. Phase IV. Post U&TW.

5.9.6.1. AETC/TM begins course development.

5.9.6.2. If necessary, conduct follow-up video teleconference (VTC) NLT 30 days after U&TW to resolve outstanding issues.

5.9.6.3. Attendees:

5.9.6.3.1. AFCFM.

5.9.6.3.2. AETC/TPM.

5.9.6.3.3. AETC/TM.

5.9.6.3.4. AETC/PEM, if required.

5.9.6.3.5. MFM, if required.

5.9.6.4. Complete and publish new CFETP.

5.9.6.5. STRT/U&TW Planning. The following activities are coordinated between the AFCFM and TPM.

5.9.6.5.1. STRT/U&TW Date and Location. Consider preparation time, conference site availability, transportation, lodging, guest speakers, information management and equipment support before deciding on the STRT/U&TW date and location.

5.9.6.5.2. Preparation Time. Plan on a 4-month lead-time to manage the overall process of convening a STRT/U&TW and creating or reviewing a CFETP.

5.9.6.5.3. Conference Site. Conduct STRTs/U&TWs at the technical training location. The selection of alternate locations will be coordinated between the Training Group Commander, AFCFM, and TPM.

5.9.6.5.4. Monitoring Activities. Establish a paper or electronic record of actions and decisions to support planned activities and expected results.

5.9.6.5.5. STRT/U&TW Costs. STRTs/U&TWs are costly to prepare and conduct. Restrict attendance to essential participants. Essential participants should possess the appropriate level of commitment and experience to actively participate.

5.9.7. Prepare Draft CFETP. The AFCFM will gather CFETP input from MFMs and consolidate for review; see **Attachment 5**. If necessary, convene a working group (consisting of AETC TPMs, selected MFMs, AETC TMs and other SMEs) to assist with developing the draft CFETP.

5.9.7.1. Coordinate the draft CFETP with MFMs, TPM and TM.

5.9.7.2. Edit and prepare final draft CFETP prior to announcing the U&TW.

5.9.7.3. AETC TM should identify any constraints.

5.9.8. Prepare for the STRT/U&TW:

5.9.8.1. Send a message announcing the specifics of the STRT/U&TW to all MFMs and affected agencies (see **Attachment 6**, **Figure A6.2**). Include the location of the meeting, travel days, inclusive dates of the meeting, lodging arrangements and estimated cost, transportation requirements, training group and host site POC (if different). Also, provide information about the draft CFETP (see **Attachment 6**, **Figure A6.2**). Require confirmations to include attendee's name, grade, duty phone, fax number, e-mail address, MAJCOM, and whether attending as a voting member or SME. Specific funding arrangements may be required; in such cases, Temporary Duty (TDY) orders and copies of final travel voucher may need to be furnished to the funding agency. Request attending MFM's be given command authority so the CFETP can be finalized at the U&TW.

5.9.8.2. Draft Agenda. Draft the agenda to ensure all areas have been included in the STRT/U&TW.

5.9.8.3. Establish working groups that encompass a wide range of career field experience to address each STRT/U&TW issue. ***EXAMPLE:*** STS, 7-skill level training, resident or exportable supplemental training, or CDCs. Each group should review appropriate portions of the CFETP for continuity.

5.9.8.4. Prepare handbook and welcome package to provide attendees with a reference to smoothly transition from start through conclusion of the meeting.

5.9.8.5. Reserve Meeting Support Equipment. Develop and finalize materials to support the meeting. Acquire the necessary equipment prior to the meeting.

5.9.8.6. Consider Methods to Establish Rapport. Plan an "ice breaker" the evening before or actual start of the STRT/U&TW. Try to alleviate the unexpected.

5.9.9. Conduct the STRT/U&TW. The STRT is a requirements meeting chaired by the AFCFM. Training options and CREs are normally developed as a result of the new requirements. If it is obvious the new requirements do not drive additional resources the U&TW may be held in conjunction with the STRT. The STRT/U&TW process is divided into three segments. Segment one focuses on utilization issues and the specification of training task requirements. Segment two concentrates on training proficiency levels and training resourcing. Segment two typically follows immediately after segment one with the

same participants. The third segment is optional and convened if necessary to resolve resource or other outstanding issues.

5.9.9.1. Segment One. The AFCFM will chair this portion of the STRT/U&TW and provide identified customer requirements to the training community.

5.9.9.1.1. Identify training requirements using a logical sequence by first finalizing the job description, then 3-skill level technical school requirements, wartime course requirements, 5-skill level CDC, core task requirements, 7-skill level CDC, core tasks, and formal school requirements.

5.9.9.1.2. Ensure training references are current and valid. As needed, identify training requirements associated with the 9-skill level.

5.9.9.2. Segment Two. The AETC TPM will chair the training and training-resourcing portion of the STRT/U&TW and provide training and training management services. AETC will determine the procedures and the TPM is responsible for identifying and budgeting for resources needed to support new training programs. Decisions will be made (and identified in writing) as to which organizations and agencies will furnish equipment, other resources, and required funding for assets required for the first two yearly budget cycles following the STRT/U&TW. After which, AETC will provide any and all resources required to support the training changes if approved through the POM process. (***NOTE:*** Funding can be transferred to the AETC funding baseline via the annual O&M Budget. There is no guarantee that changes to training will be funded via the POM process). Establish delivery dates for critical resources.

5.9.9.2.1. Document equipment availability, dates, POCs, transfer dates, and transportation costs. Identify training constraints that may result due to equipment non-availability.

5.9.9.2.2. Determine if new or revised courses increase or decrease instructor and student man-year requirements. Work with the local manpower office to provide an estimate.

5.9.9.2.3. Classrooms. Determine availability to support training requirements.

5.9.9.2.4. Document long-range equipment and technology requirements for a training program. AETC/A2/3/10 will POM and budget for long-term support of training requirements. Include updates, if any, in the STRT/U&TW minutes.

5.9.9.2.5. Ensure alternate methods and blended ADL/traditional instructional approaches are considered for delivery (may include Interactive Television [ITV], CD-ROM, Internet, browser-based content, etc) of courses or portions of courses.

5.9.9.3. AFCFM, AETC TPM and AETC TM joint responsibilities:

5.9.9.3.1. Establish development schedule and proposed course implementation dates for resident and nonresident training courses and determine the resources required. Consider the following when establishing the course development schedule and implementation dates:

5.9.9.3.1.1. Consider factors affecting implementation dates for initial skill training such as: manpower, facilities, equipment, entry prerequisites,

corresponding supplemental (i.e., advanced) courses, and specialty description.

5.9.9.3.1.2. CDC development schedule (need date) is normally the first class graduation date in the new or revised basic course. Other factors are mission critical needs identified by the MFMs, Weighted Airman Promotion System (WAPS) testing cycle, resource availability, and predicted AU/A4L workload.

5.9.9.3.1.3. For planning purposes, CDC volume change/supplement change (minor revision) is 30 days; simple revision is 45 days; major revision (typical) is 60 days; and complicated revision is 75 days. ***NOTE:*** AU/A4L development time is 120 days. The AETC Form 469, Course Chart, is submitted a minimum of 30 days prior to the submission of either type revision.

5.9.9.3.1.4. Establish a customer delivery date, which is normally the date of the first class graduation date of the new or revised course. The AETC TM in consultation with HQ AU/A4L calculates projected delivery capability with the agreed upon date annotated in the STRT/U&TW meeting minutes.

5.9.9.3.2. Document this information in the CFETP and STRT/U&TW minutes.

5.9.9.4. Segment Three. Issue Resolution, is required only when unresolved issues remain. When required, a senior AETC official (normally AETC/A3T) chairs an issue resolution meeting. Participants, along with the AETC chair, are usually Air Staff and MAJCOM functional representatives with authority to transfer resources to the training community or accept a reduced level of training, i.e. AFCFMs, TPMs and TMs. Potential outcomes are reallocation of resources, reduction in training demands, or deferment of training changes until required resources can be provided through the corporate budgeting process. Defer areas needing additional research or coordination before a final decision can be made after the U&TW is completed. Incorporate these taskings and associated suspense dates within meeting minutes.

5.9.10. Workshop Follow-up Requirements:

5.9.10.1. The AFCFM and AETC TPM will prepare comprehensive minutes of the STRT/U&TW activities and decisions. The minutes will include attachments to validate/update customer requirements identified at the STRT/U&TW and provide greater detail including suspense dates for deferred action items. ***NOTE:*** Only the CFM is required to sign the meeting minutes if the STRT was held without a U&TW.

5.9.10.2. The AFCFM consolidates and publishes final CFETP (see **Attachment 2**, **Table A2.1** and **Table A2.2**). At the conclusion of the STRT/U&TW, participants may be tasked to coordinate the CFETP, conduct additional research, verify information, or validate training requirements within a specified period. All training requirements and resources should be included in the CFETP to support specialty training.

Chapter 6

AIR FORCE ON-THE-JOB TRAINING ADMINISTRATION

6.1. Structure of the Air Force On-The-Job Training Program:

6.1.1. Overview. Skilled and trained personnel are critical to the AF in providing a strong national defense capability. The AF On-the-Job Training (OJT) Program provides training for personnel to attain knowledge and skill qualifications required to perform duty in their specialty.

6.1.2. Strategy. Develop, manage, and execute training programs providing realistic and flexible training producing a highly skilled, motivated force capable of carrying out all tasks and functions in support of the AF mission. These programs should provide the foundation for AF readiness.

6.1.3. Training and Mission Accomplishment. Training is an integral part of the unit's mission. An effective training program requires commander and supervisory involvement at all levels.

6.1.4. Training and Airman Career Program. Supervisors must explain to trainees the relationship of training to career progression. While the supervisor's primary responsibility is to plan a program outlining specific short term mission related goals for the trainee, overall success depends on the supervisor's ability to advise and assist airmen to reach long range career objectives. Supervisors must take an active role in the trainee's career progression.

6.1.5. Training Components. The AF OJT program consists of three components. The first component, job knowledge, is satisfied through CDCs designed to provide basic knowledge across a wide spectrum of subjects pertaining to a career field. When CDCs are not available trainees study the applicable technical references identified by the supervisor and/or CFETP. The second component is job proficiency. This is the hands-on training provided on the job, allowing the trainee to gain proficiency in tasks performed in the work center. The third component is job experience, gained during and after upgrade training, to build confidence and competence. Career knowledge, general task, and deployment/unit type code (UTC) task knowledge, applicable to the AFSC, is gained through a planned program of study involving CDCs or TRs listed in the applicable CFETP.

6.1.6. Total Force Training. Upgrade, Job Proficiency, and Retraining:

6.1.6.1. Upgrade Training (UGT) is the key to the total training program. It leads to award of the higher skill level and is designed to increase skills and abilities.

6.1.6.2. As stated in **paragraph 6.1.5**, hands-on training provides job proficiency while experience increases skills and builds confidence in the trainees. AFSC UGT requirements for award of the 3/5/7 and 9-skill levels are outlined in **Chapter 4** of this instruction, AFI 36-2101 Classifying Military Personnel (Officer and Enlisted), the AFECD, and the applicable CFETP.

6.1.6.3. Retraining Program. The retraining program is designed to balance the numbers of personnel in specific grades and year groups of the Air Force Specialties (AFS). Once retraining is approved and the Airman has been assigned duty in the new specialty, UGT

begins. With minor exceptions, training requirements for retrainees and standard upgrade trainees are identical. The Chief's Group (HQ USAF/DPE) must coordinate and approve chief master sergeants (CMSgt) who cross flow, including those returning to active duty from ANG and AFRC assets.

6.2. Higher Headquarters USAF Training Responsibilities.

6.2.1. AF/A1DL:

6.2.1.1. Establish training policy in support of the Total Force mission.

6.2.1.2. Provide AFCFMs, and MAJCOM Functional Managers (FM) and Training Managers ™ with training program guidance and assistance as necessary.

6.2.1.3. Submit requirements for training technology requirements and provide implementation guidance as necessary.

6.2.1.4. Advise inspection agencies of current training policy.

6.2.2. AFCFM:

6.2.2.1. Determine training requirements, in coordination with MAJCOM FMs and ensure implementation of training programs for assigned AF specialties.

6.2.2.2. Identify core tasks, task qualification training, home station training (HST), deployment/UTC task requirements (coordinating with FAM), third-party certification, and other unique AF specialized certification requirements. This includes war skills tasks identified by the AFCFM, MAJCOM or local units to be performed in Mission-Oriented Protective Posture (MOPP) gear.

6.2.2.3. Monitor AFS evaluation activities to ensure airmen meet qualification requirements.

6.2.2.4. Coordinate training documentation deviations (such as AF Form 623, On-the-Job Training Record exceptions and documentation alternatives) with MAJCOMs and AFPC/DPSIT.

6.2.2.5. Notify AFPC/DPSIT, when activating and deactivating CDCs. Coordinate announcement via AFPC/DPSIT. Coordinate CFETPs with FAM to ensure deployment/UTC task requirements are identified and coordinated with AFPC/DPSIT prior to publication.

6.2.2.6. Waive mandatory training requirements on a case-by-case basis (see **paragraph 4.1.4**).

6.2.2.7. Conduct a Utilization and Training Workshop (U&TW).

6.2.2.8. Coordinate training changes, course resource estimates, and training change implementation plans with AETC Training Pipeline Managers and MAJCOM FMs.

6.2.2.9. Coordinate changes to the AFSC specialty description, to include entry or retention requirements (Officer and Enlisted Classification Directories) or deviations from classification procedures established in AFI 36-2101 with AFPC/DPSIT.

6.2.3. AFPC/DPSIT (Education & Training Branch):

6.2.3.1. Maintain historical training data to include AFSC U&TW results, training messages, AFIs, and Training Advisory Group minutes in accordance with (IAW) AFI 33-322, Records Management Program, and Air Force Records Disposition Schedule (RDS) at **https://webrims.amc.af.mil**.

6.2.3.2. Implement AF training program policy.

6.2.3.3. Develop, coordinate, and distribute instructions, procedures, training guides, and materials.

6.2.3.4. Coordinate with the MAJCOMs on matters relating to AF training policy and guidance.

6.2.3.5. Coordinate with MAJCOMs and HQ AU/A4L on CDC issues.

6.2.3.6. Monitor and evaluate training technology developments and advise HQ AF/A1DLT on training applications.

6.2.3.7. Assist AFCFMs and MAJCOM training managers in conducting training programs.

6.2.3.7.1. Review and coordinate draft CFETPs prior to publication.

6.2.3.7.2. Upon approval, forward electronic copy of CFETP to the AF Departmental Publishing Office (AFDPO) for web posting.

6.2.3.8. Advise inspection and evaluation agencies on training policies and procedures.

6.2.3.9. Forward draft AF training publications to appropriate agencies for review.

6.2.3.10. Review and recommend training policy, procedures, or instructions to the Office of Primary Responsibility (OPR) of draft AF and MAJCOM publications.

6.2.3.11. Review inspection reports to assess training program trends, deficiencies, and best practices.

6.2.3.12. Conduct meetings and visits to address program issues, requirements and corrective measures.

6.2.3.13. Serve as OPR for AF personnel systems associated with training. Develop, evaluate, and implement operational procedures.

6.2.3.14. Schedule and convene the AF Training Advisory Group at least annually. Minimum attendance will consist of MAJCOM FMs to determine implementation procedures for AF training policies and the 3S2X1 career field. AFPC/DPSIT will determine additional attendance.

6.2.4. HQ AETC. HQ AETC manages and provides formal training, including initial, advanced, and supplemental training, delivered in-residence and through DL.

6.2.5. Major Command (MAJCOM) Training Manager:

6.2.5.1. The MAJCOM training managers are the focal point for skills development and are responsible for overall management and effectiveness of the command's training program. The MAJCOM training manager, in conjunction with the MAJCOM FM, is responsible for the development, implementation, and assessment of training programs for personnel assigned within their functional areas.

6.2.5.2. Conduct conferences, workshops, and periodic staff assistance visits (SAV) IAW guidance in **Attachments 7** and **8**, and specific MAJCOM Compliance and Standardization Requirements List.

6.2.5.3. Perform as FM for all programs affecting E&T personnel.

6.2.5.4. Provide guidance to the Base Education and Training Office on managing and controlling CDC program administration IAW Extension Course Program catalog, and **paragraph 6.10**.

6.2.5.5. Review Base Training Office SAV reports and takes corrective action as necessary.

6.2.5.6. Provide guidance to Base 3S2X1 FM in developing a structured training program for all assigned training managers to include additional duty training managers.

6.2.5.7. Develop, implement and execute AF and MAJCOM training policy and procedures. Coordinate with appropriate agencies as required.

6.2.5.8. Recommend cost-effective training methods and procedures to meet AFS requirements.

6.2.5.9. Analyze and monitor training data and recommend corrective actions for training deficiencies.

6.2.5.10. Provide guidance to MAJCOM FMs to resolve problems with training capability. Conduct training meetings as needed.

6.2.5.11. Act as OPR for AETC external evaluation programs.

6.2.5.12. Review inspection results and coordinate corrective actions.

6.2.6. MAJCOM Functional Manager:

6.2.6.1. Develop, implement, and manage career field training programs for assigned AF specialties.

6.2.6.2. Provide or coordinate training as necessary to support ARC personnel.

6.2.6.3. Provide recommendations to the AFCFM and appropriate MAJCOM Education and Training managers on training policy and documentation requirements.

6.2.6.4. Coordinate training feedback from supported units with the appropriate MAJCOM Education and Training Manager, appropriate training agency, and AFCFM.

6.2.6.5. Monitor supported unit training programs to ensure qualification and skill level upgrade requirements meet appropriate MAJCOM priorities.

6.2.6.6. Establish additional quality controls, as necessary, and coordinate with the appropriate MAJCOM Education and Training Manager prior to implementation.

6.2.6.7. MAJCOM FMs respond to requests for training to the appropriate AFPC/DPSIT team

6.2.6.8. Assist appropriate MAJCOM inspection and evaluation activities and identify priority qualification requirements and standards.

6.2.6.9. Ensure deployment/UTC tasks are included in appropriate MAJCOM exercises.

6.2.6.10. Ensure Training Program Requirements (TPR), Mission Readiness Training Program (MRTP), Program Guidance Letter (PGL), and Mobile Training Team (MTT) resources for their respective specialty reflects appropriate MAJCOM mission priorities.

6.2.6.11. Review AFS retraining applications (as required) and make recommendations to the appropriate MAJCOM Classification and Retraining Office.

6.2.6.12. Coordinate on requests for withdrawal from training, AFSC downgrade or withdrawal, and training requirement waivers as required for approval.

6.2.6.13. ARC enlisted CFMs have waiver authority for mandatory training requirements equivalent to that of AFCFMs. Training/waiver guidance from the FM must be coordinated through NGB/A1FTor HQ AFRC/A1K prior to release to ensure compliance with AF and ARC training policy. ***EXCEPTION:*** AFSC 5J0X1 Paralegal must be approved by the AFCFM. ***NOTE:*** HQ AFRC has waiver authority for Individual Mobilization Augmentee (IMA) personnel.

6.2.6.14. Training waivers will be evaluated for approval/disapproval on a case-by-case basis to ensure all training requirements are met.

6.3. Base Training Manager Responsibilities.

6.3.1. Base Training Manager. The Base Training Office is the OPR for training programs for units serviced by the host Manpower and Personnel Flight (FSM) regardless of the functional area. The Base Training Manager will ensure programs are in place to manage upgrade, qualification, in-garrison, and expeditionary training. Base Training Manager duties will not include Unit Training Manager duties and additional duties detracting from their primary responsibilities. The Base Training Manager responsibilities include:

6.3.1.1. Implement and manage training programs, policies, and procedures as directed by higher headquarters.

6.3.1.2. Develop, implement, and manage base-level training policies and procedures.

6.3.1.3. Familiarize personnel at all levels with AF training concepts, scope, methods and procedures. Coordinate and disseminate training policy and program changes with installation commanders, supported units, and MAJCOM training managers.

6.3.1.4. Assist commanders, unit personnel, and training activities with developing training programs, and recommend cost-effective methods to meet AFS qualification and skill level upgrade requirements.

6.3.1.5. Review and coordinate wing and unit-level training publications, supplements, and operating instructions, and provide recommendations to the appropriate OPR.

6.3.1.6. Respond to requests for training support by identifying available training resources, and coordinating with other sources (e.g., local units, training providers, MAJCOM training managers, contingency program OPRs, etc).

6.3.1.7. Assist with developing training plans, schedules, documentation, and evaluation procedures supporting unit operations, mission priorities, and CFETP requirements.

6.3.1.8. Provide administrative support and guidance to UTMs for 7-level school program and attendance. Provide guidance and assistance on correct procedures for

replacements, swaps, cancellations and short notice volunteers as provided by AFPC/DPSIT. Submit requests via email to the AFPC/DPSIT craftsman course manager. Coordinate with Formal Training and UTM to ensure all eligible personnel attend Craftsman Course (when applicable) prior to upgrade to the 7-skill level. Follow guidance and procedures listed in **paragraph 6.11**.

6.3.1.9. Collect and analyze trend data, by unit and assigned AFSC, and provide recommendations to commanders. Brief the installation/wing commander/command chief master sergeant at least quarterly on the status of training (SOT) and maintain data for a minimum of 1 year, to include the following:

6.3.1.9.1. Number of personnel in training.

6.3.1.9.1.1. Number of personnel in UGT by skill level (3 level = Training Status Codes (TSC) A and E; 5 level = TSCs B and F; 7 level = TSCs C and G).

6.3.1.9.1.2. Number of personnel in requalification training by skill level (TSC I).

6.3.1.9.1.3. Number of personnel in performance-based training by skill level (TSC Q) if applicable.

6.3.1.9.2. CDC Pass Rates (including one and/or two time failures).

6.3.1.9.3. CDC reactivations and re-enrollments.

6.3.1.9.4. Base SAVs completed, scheduled, and overdue.

6.3.1.9.5. 7-Level School cancellations, reschedules, and no-shows.

6.3.1.9.6. Personnel withdrawn from training (TSC P and T).

6.3.1.9.7. Trainees in excessive training over 24 months (36 months for ARC).

6.3.1.9.8. Survey return rates, if applicable.

6.3.1.9.9. Forward a copy of training statistics to MAJCOM, DRU, FOA, or ARC functional manager.

6.3.1.10. Conduct SAVs every 24 months (36 months for ARC) on units serviced by the host FSM and located on station. For FSM serviced units located off station, SAVs will be accomplished as requested by parent MAJCOM. (***NOTE:*** Follow guidance in **Attachments 8**, **9** and **10** when conducting SAVs; waivers/extensions will be approved by MAJCOM Training Managers).

6.3.1.10.1. When conducting a SAV, Base Training must ensure task evaluations have been conducted during unit SAVs on a minimum of 10 percent of upgrade trainees for those AFSCs not under a Quality Assurance concept, using AF Form 803, Report of Task Evaluations. Base training managers may also perform task evaluations during their SAV if desired.

6.3.1.10.2. Submit a written report to the unit commander and group commander, with a copy to the parent MAJCOM not later than (NLT) 30 days after SAV completion (NLT 60 days for ARC). Units with IMAs assigned must also provide a courtesy copy to HQ ARPC.

6.3.1.10.3. Analyze the unit SAV reports and OJT rosters (quarterly) for trends. Provide recommendations to the UTM and commander.

6.3.1.11. Conduct training meetings at least quarterly, accomplishing the following:

6.3.1.11.1. Prepare and distribute an agenda.

6.3.1.11.2. Write and distribute meeting minutes within 10 duty days following the meeting (within 60 days for ARC).

6.3.1.11.3. Minutes will include personnel attended, those absent, and an in-depth description of items discussed to include any items requiring further actions.

6.3.1.11.4. Ensure training for 3S2X1 and additional duty training managers is conducted during each quarterly meeting. Additional training sessions are encouraged.

6.3.1.11.5. Forward a copy of meeting minutes to all supported units and MAJCOM Training Office.

6.3.1.11.6. Maintain copies of meeting minutes for one year.

6.3.1.12. Review and maintain at least the last four quarterly unit OJT rosters and make applicable recommendations to the UTM.

6.3.1.13. Instruct the AF Training Course (AFTC) and train personnel to teach the course. Update course completion in the Personnel Data System for all assigned units and maintain class rosters on file. Maintain class rosters until information is verified in the Personnel Data System. Provide AF Form 1256, Certificate of Training, to students. ***NOTE:*** Only AFSC 3S2X1 and Civilian Education and Training personnel who are assigned to 3S2X1 personnel positions and have completed the AFTC are authorized to teach the course.

6.3.1.14. Verify all newly assigned enlisted personnel TSCs are correct. If the TSC is incorrect, coordinate with UTM to update TSC information in MPS automated personnel system.

6.3.1.15. Coordinate with FSM personnel on matters relating to classifying, assigning, and utilizing personnel being trained via OJT. ***NOTE:*** For units without a Personnel Data System, provide OJT Rosters, coordinate AF Form 2096, Classification/On-The-Job Training Action, and update TSC changes. Order CDCs, Course Examinations (CE), process CDC extensions (accomplished by the losing base prior to permanent change of station (PCS) and change of address actions for incoming personnel. Cancel CDC enrollments for members being discharged during out processing.

6.3.1.16. Base-level OPR for the Occupational Survey Program, training feedback, and external training evaluations. Responsible for developing methods to track surveys, distribute surveys to appropriate UTMs and return surveys to OPR.

6.3.1.17. Test Control Office (TCO) and Test Control Facilities (TCF) will be established IAW AFI 36-2605, Air Force Military Personnel Testing System and Extension Course Program Catalog.

6.3.1.18. Provide guidance to commanders and UTMs on all CDC related matters.

6.3.1.19. Assist Distance Learning Site Coordinators in identifying annual training requirements for AETC Type-6 courses.

6.3.1.20. Ensure AETC Form 156, Student Training Report, is distributed to UTMs for distribution to supervisors when received.

6.3.1.21. The Base Training Manager responsibilities and guidance for E-Testing is provided in the Extension Course Program Catalog and the E-Exam Test Control Officer's Guide. To prevent testing errors, Base Training Manager must follow all TCO guidance provided by HQ AU/CFRR and HQ AU/A4L.

6.3.1.22. Provide guidance and assistance as needed to unit training personnel on managing ancillary training programs to include documenting and reporting training completion.

6.4. Base 3S2X1 FM Responsibilities:

6.4.1. The Base 3S2X1 FM will be the senior ranking enlisted member, possessing a 7-skill level or higher, assigned to the Base Training office. If no military are assigned to Base Training, FM responsibility defaults to the highest ranking 3S2X1 possessing a 7-skill level or higher on the base or host command if no 7-skill level is assigned.

6.4.2. The FM will develop a 3S2X1 training plan for all assigned training personnel and a rotation plan for their respective 3S2X1 wing resources based on mission requirements. (Not applicable to ARC).

6.4.3. Ensure UTMs/additional duty training managers are trained and qualified by establishing a structured training program. Ensure training sessions for 3S2X1 and additional duty training managers are conducted and documented during each quarterly meeting.

6.4.4. Determine utilization and assignment of installation AFSC 3S2X1 personnel. (Not applicable to ARC).

6.4.5. Use **Attachment 9** to interview prospective 3S2X1 retrainees and forward recommendations to the MAJCOM Training Manager. (Not applicable to the ARC).

6.4.6. Prepare 3S2X1 retraining recommendation letters and forward to the Military Personnel Section. (Not applicable for the ARC).

6.4.7. Manage 3S2X1 mission ready training requirements.

6.5. Commander Responsibilities:

6.5.1. General Scope. Commanders are responsible for ensuring effective training programs are established and executed. Commanders who are actively involved in training program management take an important step toward making sure personnel are qualified in their assigned jobs and capable of meeting mission requirements. Investing in training significantly increases mission capability and job satisfaction.

6.5.2. Training Program Requirements. Commanders at all levels are responsible for ensuring robust, mission-oriented training programs are established. Self-inspection programs and unit SAVs, conducted IAW **Attachments 7** and **8**, must be in-depth enough to identify outstanding work center training programs as well as any training shortfalls, to include in-garrison and expeditionary requirements.

6.5.2.1. Commanders direct the UTM to provide a monthly Status of Training (SOT) briefing to include, as a minimum:

6.5.2.1.1. Number of personnel in training.

6.5.2.1.1.1. Number of personnel in UGT by skill level (3 level = TSCs A and E; 5 level = TSCs B and F; 7 level = TSCs C and G).

6.5.2.1.1.2. Number of personnel in requalification training by skill level (TSC I).

6.5.2.1.1.3. Number of personnel in performance-based training by skill level (TSC Q) if applicable.

6.5.2.1.2. CDC Pass Rates (including one-/two-time failures).

6.5.2.1.3. CDC reactivations and re-enrollments.

6.5.2.1.4. 7-Level School cancellations, reschedules and no-shows.

6.5.2.1.5. Personnel withdrawn from training (TSC P and T).

6.5.2.1.6. Training Progress Review results (conducted within 24 months of training start date).

6.5.2.1.7. Trainees in excessive training beyond 24 months (36 months for ANG only).

6.5.2.1.8. Survey return rates.

6.5.2.1.9. Status of officers in training (as applicable).

6.5.2.1.10. Commanders direct UTMs to submit AFSC withdrawal & downgrade actions to AFPC/DPSIDC using CMS IAW PSD Guide. Ensure completed AF Form 2096s are processed and forwarded to AFPC for archiving.

6.5.3. Unit Training Program Responsibilities:

6.5.3.1. For units without a 3S2X1 assigned, commanders will appoint an additional duty UTM. Forward a copy of the appointment letter to the Base Training Office.

6.5.3.2. Ensure additional duties do not detract from primary duties. ***NOTE:*** This does not preclude UTMs from additional duties; additional duties are at the discretion of the unit commander.

6.5.3.3. Ensure training is planned and scheduled according to operational/deployment requirements, personnel assigned, and equipment availability.

6.5.3.4. Ensure the UTM identifies and schedules formal training requirements in support of mission accomplishment.

6.5.3.5. Budget and allocate resources to support training requirements, to include training and developing the UTM.

6.5.3.6. Withdraw airmen from training that fail to progress and take timely administrative action.

6.5.3.7. Ensure supervisors conduct and document initial evaluations within 60 days of assignment (120 days for ARC). Ensure the initial evaluation includes a review of

previously certified tasks to ensure the member can meet duty position requirements. Evaluations must include:

6.5.3.7.1. Current qualifications.

6.5.3.7.2. AFSC, duty position, wartime/UTC training requirements.

6.5.3.7.3. Training program responsibilities.

6.5.3.7.4. CDC requirements (if applicable).

6.5.3.7.5. A review of Part I and II of the CFETP (or electronic equivalent).

6.5.3.8. Ensure trainers (and certifiers if required by AFCFM) meet the following requirements:

6.5.3.8.1. Trainers must be recommended by their supervisor, qualified to perform the task being trained, and have completed the Air Force Training Course (AFTC).

6.5.3.8.2. Certifiers must be at least a SSgt (E-5) with a 5-skill level or civilian equivalent, capable of evaluating the task being certified, and have completed the AFTC.

6.5.4. Ensure supervisors, assisted by the UTM, develop a Master Training Plan (MTP) for each work center to ensure 100 percent task coverage. Additionally, identify duty position, Home-station Training tasks (HST), deployment/UTC, and skill level upgrade requirements for the work center. ***EXCEPTION:*** Work centers with only one person assigned, or with only fully qualified Senior Non-commissioned Officers (SNCOs) (skill level commensurate with grade), require only a Master Task List (MTL), unless otherwise directed by the AFCFM.

6.5.5. Ensure the CDC program is administered IAW HQ AU/A4L policies and establish local policies to maximize effectiveness.

6.5.6. Review and sign the unit training SAV report.

6.5.7. Establish a training recognition program to highlight outstanding trainee performance and supervisory involvement, as appropriate.

6.5.8. Ensure the UTM is on all unit in-/out-processing checklists to include deployment checklist.

6.6. Unit Training Manager Responsibilities:

6.6.1. The Unit Training Manager (UTM) is the commander's key staff member responsible for overall management of the training program. UTMs serve as training consultants to all unit members and determine if quality training programs are in effect within all sections. UTMs implement and manage training programs, policies, and procedures, as directed by higher headquarters, commanders, and Base Training.

6.6.2. Learn the mission of the unit and how each work center contributes to mission accomplishment.

6.6.3. Develop, manage, and conduct training in support of in-garrison and expeditionary mission requirements.

6.6.4. Advise and assist commanders and unit personnel in executing their training responsibilities.

6.6.5. Prepare a budget to support training requirements and submit to unit commander for approval.

6.6.6. Interview newly assigned personnel within 30 days (60 days for ARC) to determine training status and CDC enrollment/progression requirements. Document interview on AF Form 623a, OJT Record Continuation Sheet, or electronic equivalent.

6.6.7. Initiate AF Form 623, On-the-Job Training Record, six-part folders (when required by the AFCFM), or approved electronic equivalent, for all trainees entering UGT for the first time and provide to the supervisor.

6.6.8. Conduct a comprehensive trainee orientation IAW **Attachment 10** for trainees initially entering UGT within 60 days of assignment (90 days for ARC) and document completion on AF Form 623a, or approved automated system.

6.6.9. Ensure IMAs hand-carry training records to their unit of assignment. If training records are automated, ensure proper transfer procedures occur, hand-carrying is not necessary.

6.6.10. Develop and coordinate training policy and program changes (including publications, supplements, and operating instructions) with work centers, unit commander, base training manager, and other training managers, as appropriate.

6.6.11. Ensure all work centers have a MTP. Assist work centers in developing a MTP to plan, manage, and execute training activities.

6.6.12. Review the OJT records of trainees submitted for upgrade. The OJT record will be compared against the master task list and AFECD for additional requirements, such as CDC completion, or special certification. Ensure all applicable core task requirements have been trained and certified, if required.

6.6.13. Conduct a SAV of unit training programs every 24 months (36 months for ARC). Include deficient areas addressed in previous Base SAV reports to ensure corrective actions have been implemented. Conduct a 50% records review on all trainees in upgrade training and a 10% review of all other records. Documented record reviews conducted within the same quarter of the SAV may be included as part of the inspection. Submit a written report within 30 days of completion to the unit commander and the Base Training Office (ensure commander reviews and signs report prior to submission to Base Training), IAW **Attachments 7** and **8**. When conducting SAVs ensure task evaluations are conducted on a minimum of 10 percent of upgrade trainees for those AFSCs not under a Quality Assurance concept (using AF Form 803). ***NOTE:*** SAVs must not be conducted for at least 6 months after the Base Training SAV, but must be completed before 24 months from last SAV (36 months for ARC).

6.6.14. Identify training resources and coordinate training for supported work centers with other units, and training providers.

6.6.15. Screen annual and out-of-cycle training requests (both formal and advanced distributed learning) and prioritize requirements for all organizational training, to include those training items that are supplemental in nature.

6.6.16. As appropriate, coordinate requests for formal training with:

6.6.16.1.1. The Unit Commander.

6.6.16.1.2. The Military Personnel Section.

6.6.16.1.3. The Base Training Office.

6.6.16.1.4. The MAJCOM FM.

6.6.16.1.5. The MAJCOM TM.

6.6.16.1.6. Training agencies.

6.6.17. Provide current CFETPs, Specialty Training Standard (STS), and AFJQSs for assigned AFSCs, as required.

6.6.18. Instruct the AFTC. The Base Training Office will teach the course for units without assigned AFSC 3S2X1 or civilian equivalent personnel.

6.6.18.1. Provide AF Form 1256 to students.

6.6.18.2. Forward class roster to the Base Training Manager. The Base Training Manager will then update the class roster in the Personnel Data System.

6.6.19. As needed, assist with scheduling deployment/UTC and home-station training requirements for mission accomplishment.

6.6.20. Coordinate field evaluation surveys of formal training courses and occupational analysis surveys; develop a method to track evaluations and monitor occupational measurement surveys until completion; and explain the purpose and importance of surveys to unit personnel.

6.6.21. Conduct unit training meetings at least quarterly (every 90 days). Including the following processes:

6.6.21.1. Prepare and distribute an agenda.

6.6.21.2. Publish meeting minutes within 10 duty days following the meeting (within 60 days for ARC). Distribute copy of meeting minutes to unit commander, all supported work centers, and the Base Training Office.

6.6.21.3. Minutes will include personnel attended, absent, and an in-depth description of items discussed to include any items requiring further action.

6.6.21.4. Maintain copies of unit training meeting minutes for one year.

6.6.22. All UTMs/Additional Duty UTMs will attend base training meetings.

6.6.23. Use TSCs, in accordance with **Attachment 11**, to identify and manage Airman qualifications and skill level UGT. Coordinate changes and/or AF Form 2096 classification actions with supervisors, unit commanders, and Base Training, and send hard copy 2096 to AFPC for archiving. Review the training record to ensure all requirements are met prior to submitting an upgrade action. Prior to deploying personnel, review training records to ensure training continuum is not broken. Document any remaining UGT requirements and training remarks as appropriate on the 623a or automated version.

6.6.24. Manage OJT roster, including the following processes:

6.6.24.1. Generate OJT roster by the 5th duty day of each month or two weeks prior to Unit Training Assembly (UTA).

6.6.24.2. Annotate status of each trainee to include tasks qualification, CDC completion by volume, and Craftsman Course attendance/completion if applicable.

6.6.24.3. Brief the commander monthly on the status of each trainee.

6.6.24.4. Ensure the unit commander signs the OJT roster.

6.6.24.5. Forward an annotated and updated copy of the unit OJT roster signed by the Unit Commander to the Base Training Office by the 10th duty day of January, April, July, and October.

6.6.24.6. Maintain for one year.

6.6.25. Manage the UGT program, including the following processes:

6.6.25.1. Ensure 3-skill level is awarded as of Technical School graduation date.

6.6.25.2. Enter personnel into 5-skill level upgrade training as of the date arrived station (DAS).

6.6.25.3. Enter Stripes for Exceptional Personnel (STEP) promotes and ARC personnel into 7-skill level UGT upon the date of promotion to SSgt.

6.6.25.4. Retrainees, SSgt and above, are entered into 7-skill level UGT upon award of the 5-skill level. For AFSCs without a 5-skill level, enter trainees into 7-skill level UGT upon award of the 3-skill level.

6.6.25.5. Personnel selected for promotion to SSgt will enter 7-level upgrade training the first day of the promotion cycle (1 September each year) except for STEP promotes and retrainees.

6.6.25.6. ARC personnel are entered into 7-level upgrade training upon promotion to SSgt.

6.6.25.7. Personnel selected for “out-of-cycle” promotion to SSgt will enter 7-level upgrade training the first day of the following month that AFPC announces the promotions.

6.6.25.8. Establish a Course Development Student Administration/Registrar (CDSAR) account through HQ AU/A4L.

6.6.25.9. Schedule course exam testing upon supervisor’s request and verification of review training.

6.6.25.10. At least monthly, review AF publication website and inform supervisors of CFETP, Specialty Training Standard (STS), and AFJQS changes.

6.6.25.11. Conduct informal work center visits and maintain documentation until the unit SAV is completed.

6.6.25.12. Conduct unit in and out-processing of Temporary Duty (TDY), Permanent Change of Station (PCS), and/or Permanent Change of Assignment (PCA) personnel. Ensure personnel hand-carry their training records when going TDY IAW applicable deployment reporting instructions. If AFS has electronic records, ensure proper system

transfer procedures have occurred prior to deployment. Personnel deploying over 30 days will either hand carry AF Form 623 or have access to automated training records.

6.6.25.13. Manage applicable training systems to ensure information is accurate.

6.6.25.14. Compile/analyze training statistical data by the 10th duty day and provide SOT briefing to the commander monthly. By the 10th duty day of January, April, July, and October, forward this data to the base training manager. ***NOTE:*** 2 UTAs for ARC for input into wing SOT briefings as outlined in **paragraph 6.5.2.1**.

6.6.25.15. Conduct a training progress review at the 24th month of UGT (36th month for ARC) and at least every 90 days thereafter until the trainee is upgraded or withdrawn from training, in accordance with **Attachment 12**. The review will consist of a one-on-one interview with the supervisor and trainee to evaluate the status of UGT for the trainee.

6.6.25.16. Record and file the progress review in the AF Form 623 (or automated training records) until the member is upgraded. Commander will review documentation.

6.7. Supervisor, Trainer, Task Certifier, and Trainee Responsibilities.

6.7.1. Supervisor Responsibilities. Supervisors have the single greatest impact on mission accomplishment. They must share their experiences and expertise to meet mission requirements and provide a quality training program to the trainee. Supervisors must plan, conduct, and evaluate training.

6.7.1.1. Use CFETPs to manage work center and individual training.

6.7.1.2. Develop Master Training Plan (MTP). Develop Master Training Plan (MTP) or electronic equivalent to ensure completion of all work center duty position requirements (e.g. 100 percent task coverage). For guidance on developing a MTP, refer to **Attachment 13**. As a minimum the training plan must include:

6.7.1.2.1. Master Task List (MTL). The MTL identifies all day-to-day mission (duty position) requirements, core tasks, in-garrison and contingency tasks, and additional duties performed by work center personnel.

6.7.1.2.2. Current CFETP or AFJQS.

6.7.1.2.3. Locally developed or electronic equivalent AF Form 797, Job Qualification Standard (JQS) Continuation Sheet (if applicable).

6.7.1.2.4. Milestones for tasks and CDC completion (identify the projected timeframe the trainee will complete all required tasks, HST, deployment/UTC tasks, and each set of CDCs as required).

6.7.1.3. Work centers with one person assigned only require a master task list, unless otherwise directed by the AFCFM. Positions such as First Sergeant and Group/Unit Superintendents, Career Assistance Advisors, etc. do not require a MTL and are exempt from this requirement. Additionally, MTLs are not required for SNCOs working in staff functions above wing level i.e. NAF, MAJCOM, and HAF. This does not apply to SNCOs in retraining status.

6.7.1.4. For further guidance in developing a master training plan, refer to **Attachment 13** of this AFI, AFMAN 36-2234, Instructional Systems Development and AFH 36-2235 Vol 11, Information for Designers of Instructional Systems, Application to Unit Training and the UTM.

6.7.1.5. Use the AFJQS (when directed by the AFCFM) in place of the CFETP only when the AFJQS reflects all mandatory core tasks as identified in the current CFETP, Part II.

NOTE: If using an AFJQS, maintain current (printed or electronic) copy of CFETP in a central location within the work center for reference.

6.7.1.6. Integrate training with day-to-day work center operations and consider trainer and equipment availability, training opportunities, schedules, etc.

6.7.1.7. Maintain AF Form 623, six-part folder, or other approved training record for: Airmen in the grades of Airman Basic through Technical Sergeant (or personnel in combat ready duty positions, if required by the AFCFM) and SNCOs in retraining status, or as directed by the AFCFM. SNCOs who hold a skill level commensurate with their grade and Duty Air Force Specialty Code are considered qualified and do not require training records unless directed by the AFCFM.

6.7.1.8. Prior to submission for upgrade, ensure the trainee, as a minimum, meets all mandatory requirements as defined in the AFECD, applicable CFETP, and AFJQS.

6.7.1.9. Recommend the UTM initiate personnel action on trainees entering, completing, or withdrawn from training.

6.7.1.10. Enter personnel into 5-skill level upgrade training as of the date arrived station.

6.7.1.11. Attend quarterly training meetings conducted by the UTM.

6.7.1.12. Conduct and document work center orientations within 60 days of assignment (120 days for ARC). As a minimum, the orientation should include the following information:

6.7.1.12.1. What the trainee will be doing.

6.7.1.12.2. Duty hours and shifts, including periods of rest (non-duty time).

6.7.1.12.3. Safety requirements found on the AF Form 55, Employee Safety and Health Record.

6.7.1.12.4. All time and training requirements for upgrade and/or qualification training.

6.7.1.12.5. Responsibilities of trainee, trainer, task certifier, and supervisor.

6.7.1.13. Document the orientation on the AF Form 623a or automated version and file in the AF Form 623, or other AFCFM approved training folder. This AF Form 623a or automated version will remain in the training record until the trainee moves to a new duty section or base.

6.7.1.14. Conduct and document an initial evaluation of trainee qualifications within 60 days of initial assignment (120 days for ARC), either PCS or PCA. Document the

evaluation on AF Form 623a or automated version and file in the OJT record. As a minimum the evaluation should include:

6.7.1.14.1. AFSC, duty position, core and HST, and deployment/UTC requirements.

6.7.1.14.2. CDC requirements. ***NOTE:*** 30 days per volume.

6.7.1.14.3. Formal/informal training requirements, such as skills, knowledge, or classroom instruction. Supervisors must evaluate technical school graduates on all tasks taught in the initial skills course as identified in the STS portion of the CFETP.

6.7.1.14.4. Other local or unique training requirements.

6.7.1.14.5. Supervisor and trainee responsibilities as outlined in this AFI and other governing directives, such as AFI 36-2101 and the CFETP.

6.7.1.14.6. Supervisors are encouraged to allow trainees to complete course work during normal duty hours, if mission requirements allow. Supervisors will monitor trainee progress to ensure timely completion of CDCs or ADL course work.

6.7.1.15. Schedule and conduct supervised training sessions when a trainee has difficulty with upgrade training, CDC progression, or task certification, as evidenced by unsatisfactory scores, task decertification, etc., and document on the AF Form 623a, or other AFCFM approved record.

6.7.1.16. Document on AF Form 623a or automated version all interruptions to training affecting a trainee's progress (e.g., leave, hospitalization, TDYs, etc).

6.7.1.17. Identify and conduct training on additional tasks required in the duty position.

6.7.1.18. Select trainers (and certifiers as required by AFCFM) based on skill qualifications with the assistance of the UTM.

6.7.1.19. Ensure trainers (and certifiers as required) are scheduled through the UTM to attend the AFTC.

6.7.1.20. Participate in field evaluation surveys, questionnaires, and visits requested by training providers.

6.7.1.21. Administer the CDC program for assigned trainees IAW **paragraph 6.10**.

6.7.1.22. Use Part II of the current CFETP or AFJQS (if directed by the AFCFM), or electronic equivalent to identify and certify position qualification and skill level UGT requirements.

6.7.1.23. Conduct annual screening of formal training and DL requirements based on:

6.7.1.23.1. Work center mission requirements.

6.7.1.23.2. Trainee qualifications.

6.7.1.23.3. Lack of training capability.

6.7.1.23.4. New equipment.

6.7.1.23.5. Trainee/personnel turnover.

6.7.1.24. Provide training updates and recommend training improvements to the UTM and commander.

6.7.1.25. Document training progression on AF Form 623a, automated version or AFCFM approved form. As a minimum, training progress must include:

6.7.1.25.1. CDC and task progression.

6.7.1.25.2. Task certification and recertification.

6.7.1.25.3. Trainee strengths, weaknesses, attitude and corrective action (if required).

6.7.1.26. Initiate AF Form 2096 when trainees have completed all upgrade training requirements.

6.7.2. Trainer Responsibilities:

6.7.2.1. The trainer and supervisor may be the same individual. If necessary, the supervisor may assign someone else to provide the training. Trainers are selected based on their experience and ability to provide instruction to trainees.

6.7.2.2. Attend the AFTC.

6.7.2.3. Maintain required task qualifications.

6.7.2.4. Record task qualification according to prescribed instructions when a trainee performs a task to required standards.

6.7.2.5. Plan, conduct, and document training.

6.7.2.6. Develop evaluation tools. Evaluation responsibilities may be assigned to an equally qualified third party.

6.7.2.7. Prepare and use teaching outlines or task breakdowns, as necessary.

6.7.2.8. Brief the trainee and supervisor on the training evaluation results.

NOTE: To ensure effective and efficient execution of training programs, the trainer and trainee should be placed on the same work crew or shift unless the mission dictates otherwise.

6.7.3. Task Certifier Qualifications and Responsibilities. Certifiers will provide third-party certification and evaluation on tasks identified by the AFCFM (if applicable). The responsibility of the certifier is to conduct additional evaluations and certify qualification on those designated tasks. Certifiers must:

6.7.3.1. Be at least a SSgt (E-5) with a 5-skill level or civilian equivalent.

6.7.3.2. Attend the AFTC.

6.7.3.3. Be capable of evaluating the task being certified.

6.7.3.4. Evaluate training and certify qualifications.

6.7.3.5. Use established training evaluation tools and methods to determine the trainee's ability and training program effectiveness.

6.7.3.6. Develop evaluation tools.

6.7.3.7. Brief the trainee, supervisor, and trainer on the training evaluation results. Identify the trainee's strengths and areas needing improvement.

6.7.3.8. When necessary, request assistance from the supervisor and UTM.

6.7.3.9. The certifier must be someone other than the trainer with the following exceptions:

6.7.3.9.1. For AFSCs, duty positions, units, and/or work centers with specialized training standardization and certification requirements (e.g., space ops/missile maintenance shops, Maintenance Training Flight and/or HQ AETC instructors, air traffic controllers, aircrew standardization flight examiners, load masters, fire fighters, radiology, etc) the trainer/instructor is authorized to train and certify task qualification. Third-party certification is not required unless otherwise directed.

6.7.3.9.2. If trainee task qualification occurs through Type-1, contractor-provided training without supporting documentation, supervisors/trainers who have attended the AFTC may document task qualifications as applicable. MAJCOM FMs in coordination with MAJCOM Training Managers may authorize exceptions when no one assigned locally meets the requirements.

6.7.3.9.3. For those AFSCs with special requirements or needs, such as 3P0XX, 1C1X1, senior airmen may perform this function, with approval from AFCFM.

6.7.4. Trainee Responsibilities. The trainee is the focal point of the AF training program. Trainees must make every effort to become qualified to perform in their AFS. The success and quality of trainee training greatly depends on the relationship between the supervisor, trainer, and trainee. Trainees must:

6.7.4.1. Actively participate in all opportunities for upgrade and qualification training.

6.7.4.2. Comprehend the applicable CFETP requirements and career path.

6.7.4.3. Obtain and maintain knowledge, qualifications, certifications, and appropriate skill level within the assigned specialty.

6.7.4.4. Budget on- and off-duty time to complete assigned training tasks, particularly CDC and self-study training requirements, within established time limits.

6.7.4.5. Request assistance from the supervisor, trainer, and UTM when having difficulty with any part of training.

6.7.4.6. Acknowledge and document task qualification upon completion of training. Documenting task qualification serves as an official certification of proficiency, certifying the individual is accountable for task performance IAW the governing instructions.

6.7.4.7. Understand their deployment/UTC, and home station requirements.

6.8. Training Forms and Documentation.

6.8.1. Introduction. The purpose of this section is to provide guidance and examples for proper training documentation. Training documentation is important to personnel at all levels because it validates the status of training and task qualification. Documentation also helps management assess mission capability and readiness, and it defines requirements for

individual career progression. The AF Form 623 (or electronic equivalent) is the standard folder used as a training record. The AFCFM, with AFPC/DPSIT coordination, may approve the use of AF Form 623b, Individual Training Record, throughout the career field. AFCFMs in conjunction with AFPC/DPSIT will provide specific implementation guidance for the AF Form 623b.

6.8.1.1. Using AF Form 623, AF Form 623b, or other approved records. The AF Form 623 reflects past and current qualifications, and is used to determine training requirements. Supervisors will ensure all documentation is accurate and comprehensive. All forms contained in the AF Form 623 may be automated using AF approved systems. However, if forms and the CFETP are automated they must meet the same documentation requirements (dates and initials of trainee, trainer, and/or task certifier) as hard copy forms. Automated training records may be placed on a disk for mobility purposes.

6.8.1.2. CFMs are encouraged to use automated CFETPs. Minimize the use of the paper-based record if training records and CFETP are automated. Advise A1DLT as records are automated.

6.8.1.3. The AF Form 623 must contain the following documents, in addition to any locally determined requirements. All other forms contained in the AF Form 623 may also be automated with the approval of the AFCFM.

6.8.1.3.1. CFETP.

6.8.1.3.2. AFJQS (if applicable).

6.8.1.3.3. AF Form 797 (if applicable).

6.8.1.3.4. AF Form 623a or automated version.

6.8.1.3.5. CDC enrollment card, answer score sheets and scorecards (if enrolled in CDCs). (Maintain until completion of UGT or qualification training).

6.8.1.3.6. AETC Form 156 or electronic equivalent (maintain until completion of 5 skill level UGT).

6.8.1.3.7. AF Form 2096.

6.8.2. Maintaining AF Form 623. Supervisors maintain the AF Form 623 for all assigned personnel IAW **paragraph 6.7.1** of this instruction, when required. AF Form 623 will be available to all personnel in the chain of command to include the UTM upon request. Replace unusable AF Forms 623, as required; ensuring all pertinent information is transferred to the new record.

6.8.3. Disposition of AF Form 623. Upon separation, retirement, commissioning, or promotion to master sergeant, unless otherwise directed by the AFCFM, returns to the individual. Do not give AF Forms 623 containing classified information to the individual.

NOTE: AFCFMs may request exception to policy of documentation rules from AF/A1DLT. An example of this would be the use of six-part folders or electronic records by some AFCFMs.

6.9. CFETP (or Electronic Equivalent). A comprehensive core training document identifying life cycle education and training requirements, training support resources, core and HST, and

deployment/UTC task requirements for a specialty. Supervisors use the CFETP to plan, prioritize, manage, and execute training within the career field. CFETPs are used to identify and certify all past and current qualifications.

6.9.1. In an effort to reduce local CFETP printing costs, the following options are authorized:

6.9.1.1. Keep at least one copy of the entire CFETP (part 1 and 2) in the work center for general access and master training plan development.

6.9.1.2. Unless otherwise directed by the AFCFM, work center supervisors may file only part 2 of the CFETP, with the cover page and ID page, in the AF Form 623, or equivalent form.

6.9.1.3. Additionally, if the CFETP is divided into distinct sections (by aircraft, duty position, mission, etc) then file only the sections applicable to the individual, such as current/past qualifications, and current upgrade/ duty position training requirements.

6.9.1.4. Keep used sections intact, regardless of the degree of use.

6.9.1.5. As duty/training requirements change, insert applicable CFETP sections in the prescribed numerical order.

6.9.2. Part I. Provides information necessary for overall management of the specialty and will be maintained as part of the work center MTP.

6.9.2.1. Section A—explains how everyone will use the plan.

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

6.9.2.3. Section C—associates each level with specialty qualifications (knowledge, education, training, and other).

6.9.2.4. Section D—indicates resource constraints (some examples are funds, manpower, equipment, facilities).

6.9.2.5. Section E—identifies transition training guide requirements for SSgt through MSgt and other SNCOs as required by the AFCFM.

6.9.3. Part II. Includes the following:

6.9.3.1. Section A—contains the STS identifying the duties, tasks, and TRs to support training, AETC conducted training, core and HST tasks, deployment/UTC tasks, and correspondence course requirements.

6.9.3.2. Section B—contains the COL and training standards to determine airmen training requirements.

6.9.3.3. Section C—identifies available support materials. When developed, use a Qualification Training Plan to support proficiency training.

6.9.3.4. Section D—identifies a training course index.

6.9.3.5. Section E—identifies MAJCOM unique training requirements.

6.9.4. AFJQS. Training documents approved by the AFCFM for a particular job type or duty position within an AFS

6.9.5. Performance Standard. Tasks are trained and qualified to the "Go" level. "Go" means the individual can perform the task without assistance and meets local demands for accuracy, timeliness, and correct use of procedures ("Go" level equates to 3c in the STS proficiency code key).

6.9.6. CFETP/AFJQS Documentation. All personnel authorized to sign off tasks in Part II of the CFETP must be listed on the Identification Block of the CFETP, Part II, including automated CFETPs. Supervisors must not change or re-accomplish any documentation completed before the release of the current AFI. The AF training record documentation is intended to be a complete history of qualifications and training completed. The AFCFM must follow current guidance in **Chapter 5** of this instruction when developing new CFETPs.

6.9.6.1. Documentation. Using the MTL, identify all duty position requirements, including those core tasks associated with the current duty position as directed by the AFCFM or MFM, by circling the sub-paragraph number next to the task statement.

NOTE: Training on all applicable core tasks is still required for upgrade unless otherwise stated by the AFCFM (see paragraphs 4.1.2.2 and 6.9.6.1.2). Deviations in documentation of the MTL may be necessary when using electronic records as long as all required tasked are recorded on the document.

6.9.6.1.1. When completing the identification page, enter only the last 4 digits of the SSN.

6.9.6.1.2. Once initially certified, individuals are not required to maintain core task qualifications unless the task is part of the current duty position. (If task is part of the current duty position, it will remain circled. If not part of the current duty position, the circle may be removed). Core task training is not required if the training capability does not exist at the assigned base, or another base within the local area. Conversely, core task training is required if the training capability resides in another unit at the same base (unless otherwise directed by the AFCFM). Annotate on the AF Form 623a or automated version the reason core task training was not conducted. There is no requirement to send personnel TDY for core task training.

6.9.6.1.3. As a minimum for initial certification complete the following columns in Part II of the CFETP:

6.9.6.1.3.1. Training start date (day, month, year).

6.9.6.1.3.2. Training complete date (day, month, year).

6.9.6.1.3.3. Trainee Initials (upon completion of training).

6.9.6.1.3.4. Trainer Initials (upon completion of training).

6.9.6.1.3.5. Certifier initials when required by AFCFM (for tasks requiring third-party certification).

NOTE: All entries on documents contained in or on the AF Form 623, to include the CFETP, AFJQS, AF Form 797, AF Form 1098, Special Task Certification and Recurring Training, AF Form 803, and any additional training documents as

determined by local requirements, will be documented in pencil, unless forms are automated and tracked in an approved electronic system. Entries on forms that are not subject to change, such as the front cover of the AF Form 623, signatures and AF Form 623a entries will be made in black or blue ink. However, if these publications/forms make up an automated training documentation package, pencil entries are not required.

6.9.6.1.4. Knowledge training. Knowledge training is required if no CDC is available for the AFS or training must be documented for a CDC waiver. Define and develop, if necessary, evaluation criteria for career knowledge items to ensure comprehension. Document knowledge training IAW **paragraph 6.9.6.1**.

6.9.6.1.5. Each time an Airman changes duty positions (transfers from another base or work center), the supervisor must perform an initial evaluation that includes a review of all previously certified tasks. These tasks are compared against the master task list and will determine the extent of training required for the new duty position. The supervisor will identify all new tasks applicable to the new duty position and erase all circles that do not apply to the current duty position. Do not erase the initials and certification dates of previously certified tasks. If the Airman was previously qualified on the task, the supervisor determines if he/she is still qualified. If the Airman is found to be qualified, no further action is required. If the Airman is found to be unqualified on a previously certified task, the supervisor must ensure the task is trained on and recertified. Record the initial evaluation on AF Form 623a or automated version and retain in the training record until PCS/PCA.

NOTE: Supervisors in units using approved automated systems must remember to code and/or transcribe all tasks previously certified but not required in the current duty section.

6.9.6.2. Transcribing. Transcribing documentation to a new CFETP is an administrative function, not a re-evaluation of training. Therefore, supervisor and trainer are considered synonymous for the purpose of documentation. Transcribe within 120 days (240 days for ARC) of CFETP revision date or from date revision is posted to automated training records system. Upon publication of a new CFETP, use the following procedures to transcribe:

6.9.6.2.1. Use the new CFETP to identify past and current training requirements and to transcribe qualifications from the previous CFETP.

6.9.6.2.2. For tasks previously qualified/certified and required in the current duty position, circle the subparagraph number next to the task statement and enter the current date in the completion column. Trainee initials in the trainee column and the current task certifier or supervisor/trainer initials in the trainer column.

6.9.6.2.3. For tasks previously certified but not required in the current duty position (do not circle), transcribe only the previous certification date (no initials). If the task later becomes required in the duty position, recertify using current dates and initials.

6.9.6.2.4. Annotate the AF Form 623a or automated version, (for example, “I certify the information contained in the CFETP dated XX was transcribed to the CFETP

dated XX, and the trainee was given the superseded CFETP." Signed and dated by supervisor and trainee).

6.9.6.3. Maintenance of CFETPs for personnel in retraining status. Maintain CFETP from previous AFSC until commensurate skill level is achieved, then give the obsolete field CFETP to the individual.

6.9.6.4. Decertification and Recertification. When a supervisor determines an Airman is unqualified on a task previously certified for their duty position, the supervisor erases the previous certification, or deletes certification when using automated system. Appropriate remarks pertaining to the reason for decertification are entered on the AF Form 623a or automated version. Begin recertification (if required) following procedures in **paragraph 6.9.6.1.3**.

6.9.7. AF Form 623a or automated version. The AF Form 623a or automated version will be used to document an individual's training progression. This form will be used to reflect training status, counseling, and breaks in training. The supervisor and/or trainer and the trainee must sign and date all entries. All entries should be made in black or blue ink and include the date the counseling/entry is made, the statement or entry, and the trainee and supervisor signature. These requirements apply to all AFCFM approved training forms, regardless of format.

6.9.7.1. Examples of AF Form 623a or automated version entries include initial CDC issue, CDC completion schedule, explanation of delays in CDC completion and/or training requirements, problems encountered with task certification (if any), and any training related counseling statements.

6.9.7.2. When used for training-related counseling, include strengths, weaknesses, areas to improve, and means to improve.

6.9.7.3. Maintain the AF Form 623a or automated version as long as it pertains to the current training objective (i.e., award of the skill level or completion of qualification training). The supervisor will determine if any additional AF Forms 623a or automated version will remain in the training record.

6.9.8. AF Form 797, Job Qualification Standard (JQS) Continuation Sheet. The AF Form 797 is a continuation of the CFETP, Part II, or AFJQS. It defines locally assigned duty position, HST, and deployment/UTC requirements not included in the CFETP, Part II. It is also used to develop the AFJQS and the command job qualification standard if deemed necessary by the AFCFM. The AF Form 797 disposition is the same as the CFETP and AFJQS. When used to expand a section of the CFETP or to add duties not listed in other documents, a master copy should be placed in the section master training plan. The AF Form(s) 797 would then be placed in the training records of the person(s) performing that duty. If the work center supervisor develops an all-inclusive AF Form 797 for the work center, circle only those tasks that pertain to the individual performing the task or duty. Documentation of the electronic form is as follows:

6.9.8.1. Column a, Critical Tasks, will place a symbol in the square automatically when you click on the box next to the task statement. This will identify tasks you have determined to be a critical or AFJQS core task, or a task requiring third party certification.

6.9.8.2. Enter the task number in the task number column. Numbering is done in the same manner as an AFI or CFETP.

6.9.8.3. Tasks, Knowledge and Technical References. Enter the task statement. A task will have an action verb describing the task, such as remove, install, select, choose, etc. If the task statement is a list of specific equipment, it may be stated as: "1.1. Operate the following equipment:" with each piece of equipment listed. The TR is where the training information is found such as technical manual, AFI, or manufacturer's manuals.

6.9.8.4. Enter the date training is initiated.

6.9.8.5. Enter the date training is completed or the date transcribed (if transcribed from a previous AF Form 797).

6.9.8.6. Trainee, trainer, and task certifier certifies each task completed in the same manner as on the CFETP.

6.9.8.7. Enter trainee name and page number on the bottom of the form.

6.9.9. AF Form 803, Report of Task Evaluation. Evaluators use the AF Form 803 to conduct and document completion of task evaluations during training SAVs, when directed by the commander, or when a task certification requires validation. Supervisors, trainers, task certifiers, and training managers can use this form to record up to 6 task evaluations per form. If evaluations are conducted on a single trainee by the supervisor/trainer, or task certifier, file completed evaluations in the AF Form 623 until upgraded or no longer applicable to current duty position. Training managers maintain task evaluations performed during SAVs with the completed report.

6.9.9.1. Enter trainee's name, grade, and AFSC in the applicable blocks. In the UGT block check either yes or no to indicate UGT status.

6.9.9.2. Job Task Item(s) Evaluated: Identify the task evaluated by using CFETP reference number if available, task title, and any other identifying information.

6.9.9.3. Indicate the results by placing a mark in the Satisfactory or Unsatisfactory block.

6.9.9.4. Enter the date the task evaluation was conducted, typed/printed name of evaluator, and signature of evaluator.

6.9.10. AF Form 1098, Special Task Certification and Recurring Training. Supervisors use the AF Form 1098 to document selected tasks requiring recurring training or evaluation. AF and MAJCOM directives may identify tasks contained in the CFETP requiring special certification, recurring training, or evaluation. This form may be overprinted and filed in the AF Form 623. For tasks requiring certification this form should remain in the training record until superseded or no longer required.

6.9.10.1. Column A: Enter the task title and training references.

6.9.10.2. Column B: Enter the date the training was completed.

6.9.10.3. Column C: The certifying official may be the person who conducted the training, supervisor, or trainer. A signature in this block indicates the individual signing the form is certifying the training has been accomplished.

6.9.10.4. Column D: The trainee enters his/her initials.

6.9.10.5. Column E: Enter the score (if written test was used) or the number of course hours.

6.9.10.6. Column F: Enter the type of training and/or evaluation conducted – P for practical; C for classroom; W for written. If more than one type was used, such as classroom and practical the block is split using a diagonal line, such as C/P.

6.9.10.7. Column G: Enter the frequency the training is required; Q for quarterly, A for annually, BA for biannually.

6.9.10.8. Column H Enter the date next due. If training is recurring the date due must not exceed the date completed. For example if the date completed was 15 Jan 03 the due date must be prior to 15 Jan 04 for training that is conducted annually.

6.9.11. AF Form 1320a, Training Chart. The chart provides a method for organizing, scheduling, and recording training goals and qualifications. The instructions for using this form are located on the back of the form.

6.9.12. Qualification Training Packages (QTP). AFCFMs develop, manage, and implement QTPs. They are used to assist task certification.

6.10. CDC Program Management.

6.10.1. Purpose and Scope. CDCs are published to provide the information necessary to satisfy the career knowledge component of OJT. These courses are developed from references identified in the CFETP correlating with mandatory knowledge items listed in Enlisted/Officer Classification Directory. CDCs must contain information on basic principles, techniques, and procedures common to an AFSC. They do not contain information on specific equipment or tasks unless best illustrating a procedure or technique having utility to the entire AFSC.

6.10.2. CDCs for UGT. HQ AU/A4L electronically publishes an AFSC listing of CDC Requirements, identifying all mandatory CDCs for skill level upgrade. The list is available on the HQ AU/A4L web site at **http://www.au.af.mil/au/afiadl**/.

6.10.2.1. If available, supervisors will use CDCs to satisfy career knowledge requirements for UGT.

6.10.2.2. If a CDC becomes available after entering UGT, the individual does not have to take the CDC, unless specified by the AFCFM.

6.10.2.3. An individual cannot be disenrolled from a current CDC enrollment unless specified by the AFCFM or member is being discharged. Airmen enrolled in 7-level courses upon receipt of a line number who subsequently lose their line number are reverted back to TSC R as a 5-level and must be disenrolled from the 7-level CDC.

6.10.2.4. Supervisors will conduct training to support specific required task knowledge using CFETP references.

6.10.2.5. If a trainee is at the 8th month of CDC enrollment and is within 60 days of PCS, the losing UTM will request an extension of the enrollment.

6.10.2.6. Upon a trainee's arrival at a new organization, the gaining UTM will process a change of address within 30 days of trainee's assignment.

6.10.2.7. The UTM will use the OJT roster to monitor the CDC program. The CDC program is managed to effectively minimize failures, extensions, non-completions, and reactivations.

6.10.2.8. The UTM will ensure trainees are enrolled in required CDCs within 45 days of in processing (within 60 days for overseas units). CDCs will not be ordered until the trainee has completed technical training and arrives at the first duty station. CDCs must be issued within 10 duty days of receipt.

6.10.2.9. For AFSCs that require additional training prior to entry into 5-level UGT CDCs will be ordered after completion of the required training and must be issued within 14 days of receipt (60 for ARC) IAW AFCFM directives. ***NOTE:*** Some AFSCs may require completion of Distance Learning Course prior to entering TSC B.

6.10.2.10. Commercially purchased/produced software and locally developed test-question generating software by using testable material for test preparation is not authorized for use on government computers. Refer to AFI 36-2605 for further guidance.

6.10.2.11. If the trainee has reached the 10th month of enrollment and has not taken the CE, the UTM will process a request for an extension.

6.10.2.12. If recommending an exemption/exception to policy for trainees to complete mandatory CDCs for upgrade or qualification training, the UTM will process the request IAW **paragraph 4.1.4.7**. AFCFM is the final authority for this request.

Table 6.1. CDC Administration

	A	B
LINE	Processing Stage	Action(s)
1	Airman Placed in Upgrade/Transition Training	The UTM determines CDC requirements by reviewing the HQ AU/A4L "list of AFSCs with CDCs." Trainee must complete the CDC available when entered into UGT. The AFCFM provides guidance for newly activated CDCs.
2	CDC is Unavailable	The supervisor identifies knowledge items in the CFETP, Part II, CDC column. Using TRs required for career knowledge training, the supervisor briefs Airman on their use. Airman completes study of references, is evaluated by the supervisor, and is certified in the CFETP.

	A	B
LINE	Processing Stage	Action(s)
3	CDC is available	The Base Training Manager (for non-PDS units), or UTM for units with PDS capability, requests enrollment in the applicable CDC. The training manager will check the transaction register or the HQ AU/A4L CDSAR system within 5 days to verify enrollment request. ARC will check the system during the following Unit Training Assembly (UTA). Do not enroll trainees in more than one CDC at a time unless specified by the AFCFM. For IMAs, contact HQ ARPC Education and Training Office. The supervisor notifies the IMA of the CDC enrollment and arranges for issue of CDC materials.
4	A CDC is received	Within 10 duty days of receipt the UTM issues CDC materials to the supervisor and trainee and briefs them on the proper use of the CDC and makes entry into the trainee's AF FM 623a or equivalent automated training record. The supervisor and trainee conduct an inventory of course material. Trainee will make pen and ink changes and post, if necessary.
5	Supervisor Issues CDC Volume	Supervisor determines volume sequence of study, sets overall course completion schedule and develops a tracking system to monitor progress. Issues initial volume. Each volume must be completed within 30 days. (Exception: The UTM may grant an extension due to mission requirements; ARC and IMAs 60 days). The supervisor will not issue more than one volume at a time to the trainee. The supervisor determines the reason for slow progress, counsels the trainee, documents the counseling on AF Form 623a or automated version, and places the trainee in supervised study.
6	Trainee Completes Unit Review Exercise	The trainee answers the unit review exercise (URE) questions. The URE is an "open book" teaching device. The trainee transfers answers to the Field Scoring Sheet. The supervisor scores the URE, conducts review training on the areas missed, fills in the bottom of the scoring sheet and places the Field Scoring Sheet in the AF Form 623 or automated training records, counsels trainee and documents AF Form 623a or automated version."
7	Trainee Completes Last Unit Review Exercise	Supervisor will conduct a comprehensive review of the entire CDC with the trainee in preparation for the CE and document the review on the 623a or automated version. Once the review is complete, the supervisor will notify the UTM to schedule/order the CE.

	A	B
LINE	Processing Stage	Action(s)
8	CE Arrival and Test Administration	For paper –based tests, Base Training Manager or test control officer notifies the supervisor through the UTM of the CE arrival and schedules CE within 30 days. The supervisor and trainee fill out CDC questionnaires and return to HQ AU/A4L. For E-Exams, Base Training Manager or test control officer must check student enrollment and test eligibility in CDSARs and schedules the CE within 30 days of the Supervisor/Trainee completing the course review. For IMAs, the supervisor contacts the IMA and arranges a CE date, with consideration for the IMA's duty schedule.
9	Receive Satisfactory Course Exam Results	The Base Training Manager sends the E-Exam test summary or hard copy AF IMT Form 9 (CE scorecard) to the unit and destroys the examination. The supervisor conducts and documents review training, signs and place the CE scorecard in the AF Form 623 or automated training records, until trainee completes UGT or qualification training.
10	Initial Unsatisfactory Course Exam Results are Received	The Base Training Manager: Forwards CE scorecard to unit for review and posting in AF Form 623 or automated training records The unit commander: - With help from UTM or Base Training Manager, interviews supervisor and trainee to determine reason for failure and corrective action required w/in 30 days from initial notification (90 days for ARC and IMAs). In addition, unit commander will evaluate: - Trainee's course progression. - Trainee's understanding of the course content. - Trainee's motivation, study habits, and preparation. - Supervisor's involvement. - Identifies need to assess trainee's reading abilities as required (contact the Education Services Office for assistance). - Counsels the trainee, documents the counseling on AF Form 623a or automated version, and places the trainee in supervised review training and forwards a copy of the evaluation to the Base Training Office. The supervisor: Conducts review training, signs and places CE scorecard in AF Form 623 or automated training records, until trainee is upgraded to next skill level." Notify the UTM to schedule retake examination within 90 days

	A	B
LINE	Processing Stage	Action(s)
11	Second Unsatisfactory Course Exam Results are Received	The Base Training Manager: - Enters score in control log for mandatory CDC exams. - Sends scorecard to unit for inclusion in training record. - Destroys exam. The unit commander: - With assistance from UTM or Base Training Manager, interviews supervisor and trainee to determine reason for failure within 30 days from initial notification (90 days for ARC and IMAs). - After reviewing facts, decides on one of these options: 1) Evaluate for possible CDC waiver (do not place trainee into TSC T). 2) Withdraw Airman for failing to progress, place into TSC T and pursue separation. 3) Withdraw Airman for failing to progress, place into TSC T, request AFSC withdrawal and recommend retraining or return to previously awarded AFSC (see Notes 2 and 3 at the end of this table). 4) Withdraw Airman for failing to progress, place into TSC T, reevaluate at 90 days and pursue either option 1, 2, or 3 as appropriate. – Informs trainee and supervisor of action to be taken and initiates appropriate actions (see Notes 1 2, and 3 at end of this table). See Attachment 11 for instructions on placing trainee in TSC T.
12	Reactivation Procedures for Expired Enrollments	Squadron commanders or equivalent may approve reactivations if the period of disenrollment is 90 days or less. Reactivations beyond 90 days must be processed for group commander approval (approval authority for ANG is NGB/A1FT). There can only be one reactivation granted. Courses deactivated by the AFCFM are not included. Trainee must complete the new course. (See Note 4).If no course is available, follow waiver instructions. If reactivation is approved, Base Training will forward package to HQ AU/CFRR.
13	Reenrollment procedures	Approval authority is MAJCOM Training Manager ™ for active duty, HQ AFRC/DPTS for reserve personnel, and NGB/A1FT for ANG personnel. Reenrollments are not authorized for members failing their CDC CE twice. (see Note 5)

Note 1: The UTM will assist the supervisor in preparing two-time CDC failure waivers. Single course waivers for CDC series (A-B-C-etc) can only be processed if there are no prerequisite

requirements. When completion of prerequisites is required for follow-on enrollments, waivers must be processed for the entire CDC requirement (A-B-C, etc). The package will process through the unit commander, Base Training Office, to the wing commander or equivalent for approval/disapproval. (***EXCEPTION:*** AFSC 3E7X1 Firefighters and 4N0X1X, Aerospace Medical Service must be approved by the AFCFM). As a minimum the package will include:
a. Copy of CFETP Part II with completion of CDC knowledge training
b. Copy of both failure evaluations.
c. Copy of AU IMT 9s and E-Exam Summary Sheet.
d. Copy of Field Scoring Answer Sheet.
e. Copy of AF Form 623a or automated version.
f. Copy of all applicable Enlisted Performance Reports (EPR).
g. Memorandum from trainee, supervisor, and commander.
h. Memorandum from the Base Training Manager.

Note 2: Two-Time CDC Failure (AFSC Withdrawal): The MPS submits disqualification packages to AFPC/DPSIDC Case Management System (CMS). As a minimum, the package will include:
a.Copy of CFETP Part II.
b. Copy of both failure evaluations.
c. Copy of AU IMT 9s and E-Exam Summary Sheet.
d. Copy of Field Scoring Answer Sheet.
e. Copy of AF Form 623a or automated version.
f. Memorandum from trainee, supervisor, and commander.
g. Memorandum from the Base Training Manager.
h. Copy of all EPRs.

Note 3: Separation and retraining packages (AFSC withdrawal) will require additional information as outlined in AFIs 36-2101, 36-2201, 36-2626, and 36-3208. (For retention/versus separation packages, refer to AFI 36-2626, Airman Retraining Program, Attachment 10, for procedures and package requirements).

Note 4: Reactivations will be processed IAW line 12 through the Base Training Office. The Base Training Office will forward request to HQ AU/A4L. The request must include:
a.Trainee name, rank, and social security number (SSN).
b. Complete unit address.
c. MAJCOM.
d. Complete Test Control Facility (TCF) and Identification Zip/Shred.
e. Course to be reactivated.
f. Identify CE requirement (yes/no).
g. Original date of enrollment.
h. Justification.

Note 5: Reenrollments. (This process is for those individuals whose initial enrollment has expired prior to completion and a new CDC version has replaced their original version. This does not apply to two-time failures). The UTM will process reenrollment requests, signed by the Unit

Commander, through the Base Training Office. The Base Training Office reviews and forwards the following information to the unit's parent MAJCOM for approval. Request must include:
a. Name, rank, and SSN.
b. Course.
c. Complete Unit Address.
d. Complete TCF and Identification Zip/Shred.
e. Original Enrollment Date from Course Development & Student Administration/Registrar System.
f. Justification.
If approved at the MAJCOM, the MAJCOM will forward to HQ AU/CFRR for processing.

6.11. Mandatory Craftsman Course Policies and Procedures:

6.11.1. Introduction. This section addresses eligibility, selection and cancellation procedures for 7-skill level in-residence/DL craftsman courses.

6.11.2. Eligibility. Trainees must be a SSgt, SSgt selectee or above.

6.11.2.1. Trainees must meet the following criteria prior to attending a 7-skill level craftsman course:

6.11.2.1.1. In UGT to the 7-skill level.

6.11.2.1.2. Satisfy all prerequisites for attendance as outlined in the applicable CFETP, Personnel Data System (PDS) course reporting instructions, or ETCA website. Waivers for course prerequisites will be processed through the unit commander and submitted to Base Training. Base Training will submit waiver request to the unit's parent MAJCOM A1 training office. MAJCOM A1 training will coordinate with appropriate MAJCOM functional manager for approval.

6.11.2.1.3. Trainees serving short tours (12-15 months) are not eligible to attend until arriving at new duty location (or scheduled en route).

6.11.2.1.3.1. Wing commanders may submit waivers for exceptional circumstances, with full justification.

6.11.2.1.3.2. Submit waiver request to the unit's parent MAJCOM A1 training office for coordination through the appropriate MAJCOM functional manager and the MAJCOM A1. The MAJCOM training office will then forward the waiver request to AFPC/DPS for approval/disapproval.

6.11.2.1.4. Trainees serving long tours, who are within 4 months of their Date Eligible for Return from Overseas (DEROS), will not be eligible to attend until arriving at new duty location (or scheduled en route).

6.11.2.1.5. Trainees who are PCSing may attend the course en route during their DEROS month or prior to their RNLTD. Attendance must be coordinated by the Base Training Office and documented on the PCS orders.

6.11.2.2. The Assignment Availability Code (AAC) table below identifies AACs that render members ineligible for attendance:

Table 6.2. Assignment Availability Codes

Line	Assignment Availability Code	Definition
1	09	Member declined to extend/reenlist for retainability for PCS/TDY
2	12	Action under Article 15, Uniform Code of Military Justice (UCMJ)
3	13	International Hold
4	14	Member identified by base Staff Judge Advocate as material witness
5	15	Military/civilian court action
6	16	On Control Roster
7	17	Pending SF/AFOSI investigation
8	19	Referral EPR
9	21	Commander hold option
10	31	Medical deferment
11	37	Medical Evaluation Board and/or Physical Evaluation Board (MEB/PEB)
12	52	Member enrolled in Operation Bootstrap or Voluntary Education programs

6.11.2.3. Personnel considering Special Duty Assignment (SDA) or Reporting Identifier (RI) assignments should attend 7-skill level craftsman course prior to entering the SDA or RI. Three months after award of the SDA/RI Control AF Specialty Code (CAFSC), members will not be considered for attendance until completion of SDA/RI assignment.

6.11.3. The following actions will result in a no-show being charged to the Base:

6.11.3.1. Requesting cancellation within 30 days of Class Start Date (CSD) without the requesting Base providing a replacement.

6.11.3.2. Trainee is not present on CSD.

6.11.4. Selection Process. AFPC/DPSIT produces a quarterly list of eligible personnel.

6.11.4.1. Eligible personnel are prioritized by:

6.11.4.1.1. Date Entered Training.

6.11.4.1.2. Date of Rank.

6.11.4.1.3. Total Active Federal Military Service Date (TAFMSD).

6.11.4.2. For distance learning and residence courses, AFPC/DPSIT sub-allocates names in Oracle Training Administration (OTA), which produces a document at base level. The FSM Formal Training section is responsible for notifying the UTM with the projected training. The UTM verifies completion of all prerequisites prior to attendance/enrollment. Trainees are ultimately responsible for ensuring the accuracy of their personal data. Report applicable information changes to the UTM.

6.11.4.3. Members requesting cancellation will not be considered for a new class date until the following quarter.

6.11.4.4. If a trainee is not scheduled during the following quarter, a Short Notice Volunteer Letter may be submitted.

6.11.4.5. Trainees may request cancellation if an approved separation, Record Status Code 20, is reflected in OTA.

6.11.4.6. Process 7-skill level course waivers IAW **paragraph 4.1.4**.

6.11.5. Base Training Responsibilities. The Base Training Office is the OPR for requesting cancellations, replacements, and short-notice volunteers. Forward requests to the Craftsman Course Organizational e-mail account. Only duty-related requests will be considered. The Base Training Office will advise AFPC/DPSIT to cancel the allocation.

6.11.5.1. The following are not acceptable reasons for canceling personnel from 7-skill level training:

6.11.5.1.1. Enrollment in voluntary education during the course period.

6.11.5.1.2. Considering separation without an approved date.

6.11.5.1.3. Considering applying for Officer Training School (OTS)/Bootstrap (AAC 05 not posted against record).

6.11.5.1.4. Considering joining the Guard/Reserves (Approved/applied separation not posted against record).

6.11.5.1.5. Non-duty related absence.

6.11.5.2. The Base Training Office will determine the availability of a replacement, verify training status codes, CAFSC, Assignment Availability Codes, projected assignments, conflicting scheduled training and notify AFPC/DPSIT.

6.11.6. Distance Learning (DL). For AFSCs using DL craftsman courses, the trainee will receive notification of training, course materials, and specific guidance from the schoolhouse via electronic message.

6.11.7. Failure Policy.

6.11.7.1. In-Residence 7-Level Courses. Personnel who fail to successfully complete in-residence 7-level courses will be returned to their parent unit. The supervisor will evaluate the trainee to determine the reason for failure and counsel the trainee. Counseling should cover strengths, weaknesses, areas requiring improvement, and the means to improve. Counseling should be documented on AF Form 623a or automated version and placed in the OJT record. The commander, with the assistance of the unit training manager and the individual's supervisor, conducts an assessment of the trainee within 30 days of notification of course failure (90 days for ARC). After reviewing the facts the commander decides on one of the following options:

6.11.7.1.1. Evaluate for possible course waiver (for waiver packages see **paragraph 4.1.4**).

6.11.7.1.2. Withdraw the Airman for failing to progress, place in TSC T, and pursue separation.

6.11.7.1.3. Withdraw the Airman for failing to progress, request AFSC withdrawal and recommend retraining or return to previously awarded AFSC.

NOTE: The commander will decide what option to take and process one of the options listed above NLT 30 days after the date of the commander's evaluation. Re-enrollment in an in-residence 7-level course is prohibited.

6.11.7.2. DL Craftsman Courses. The supervisor will evaluate the trainee to determine the reason for failure and counsel the trainee. Counseling should cover strengths, weaknesses, area needing improvement, and the means to improve. The counseling will be documented on AF Form 623a or automated version and filed in the OJT record. The commander, with assistance from the unit training manager and the individual's supervisor, will conduct a commander's assessment of the trainee within 30 days of notification of course failure (90 days for ARC).

6.11.7.3. After review, the commander will submit a memorandum to AFPC/DPSIT Charlie Team through the BTM or Formal Training office requesting to re-enroll the trainee (one-time) after 6 months from course failure date. If the member fails the distributed learning craftsman course a second time, the commander will pursue and request one of the following three options:

6.11.7.3.1. Evaluate for possible course waiver (for waiver packages see **paragraph 4.1.4**).

6.11.7.3.2. Withdraw Airman for failing to progress (TSC "T") and pursue separation.

6.11.7.3.3. Withdraw the Airman for failing to progress, request AFSC withdrawal and recommend retraining or return to previously awarded AFSC.

Chapter 7

ANCILLARY TRAINING

7.1. Program Description. Ancillary Training is universal training, guidance or instruction, regardless of AFSC, that contributes to mission accomplishment. It does not include functional, occupational or additional duty training.

7.2. Requirements. Ancillary training courses are established IAW international treaties, law, DoD directives, and AFIs. The approved list of ancillary training is posted on the ETCA website **https://etca.randolph.af.mil**/.

7.2.1. Every effort must be made to ensure ancillary training is targeted carefully to the audience who needs the training, at the minimum frequency required to ensure retention, and that course lengths are no longer than necessary to adequately convey the information.

7.2.2. While the effort to reduce requirements is intended to maximize unit effectiveness, commanders are reminded intelligent, sensible training remains an indispensable responsibility of the USAF. When local conditions or mission requirements demand additional or enhanced training, commanders have the discretion to train their Airmen as they deem necessary.

7.3. Ancillary Training Categories. Ancillary training may be accomplished through a variety of methods including formal courses, mass briefings, advanced distributed learning, credit for civilian equivalent experience, and one-on-one instruction. Ancillary training can be a one-time event or recurring requirement and is divided into the following four categories:

7.3.1. Annual Total Force Awareness Training (TFAT). General awareness-level training for the "Total Force" mandated by Congress, DoD or USAF combined into concise, Computer Based Training (CBT). Training in these courses is required annually for all Airmen (Regular AF, Civilian, Guard and Reserve).

7.3.1.1. In some cases, contracted employees and foreign national employees are not required to accomplish certain TFAT courses. Exceptions are listed in the ETCA descriptions for each TFAT course.

7.3.1.2. Except where noted, TFAT training is accessed through the Advanced Distributed Learning Service (ADLS) at **https://golearn.csd.disa.mil**. AF members who do not have an ADLS account can establish one by visiting the web site. ADLS can also be accessed from the Air Force Portal home page under "Top Links and Applications: Training Links."

7.3.1.3. Whenever possible, ADLS is the preferred method for completing TFAT. Airmen who complete their training on ADLS will have their records updated automatically. However, units have the option to download TFAT computer-based training to a local server and deliver the courses "off-line" to individuals as needed.

7.3.1.3.1. TFAT can also be accomplished in a mass briefing format by using the ADLS presentation. Mass training must be led by a unit "functional expert" or commander (to include civilian equivalent) approved instructor.

7.3.1.3.2. Downloaded training or mass briefing options should only be used by units with limited computer access or availability.

7.3.1.3.3. For either downloaded CBTs or instructor-led briefings, ancillary training monitors or unit training managers must certify completion and update ADLS for members to ensure full credit. Instructions for downloading and tracking "off-line" accomplishment of TFAT courses are provided in the "UTM/UDM portal" from the Administration link on ADLS. ***NOTE:*** AF Reserve units are authorized to report member completion through ARCNet.

7.3.1.3.4. Commanders should use care in determining whether to use any "off-line" training options giving full consideration to the resulting increased workload.

7.3.2. Selected Force Training. Ancillary training targeted to specific groups or populations (e.g. Commanders, Supervisors, Civilians) versus the Total Force. For example, commanders and other select Air Force members are required to accomplish Survivor Assistance Awareness Training annually.

7.3.2.1. This training is usually accomplished locally, and taught by unit experts who receive curriculum and other training related guidance from AF-level Course Owner/Sponsors (see **paragraph 7.2.2**).

7.3.2.2. In most cases, this is recurring training, but some courses are one-time only events.

7.3.2.3. Designated unit training personnel and Wing/Unit Level Training Agencies share responsibility for tracking accomplishment of this training and will ensure established measures are used for managing accountability.

7.3.3. Event Driven Training. Ancillary training triggered by an event (e.g. inprocessing) and can be a one-time occurrence (e.g. Motorcycle Operator Training) or recurring (e.g. Equal Opportunity Human Relations Orientation).

7.3.3.1. These courses are accomplished at the local level either by unit or base level training agencies.

7.3.3.2. As with Selected Force Training, designated unit training personnel and the unit/base training agencies share responsibility for tracking this training.

7.3.4. Expeditionary Skills Training (EST). Training directly related to an Airman's ability to survive and operate in a contingency environment.

7.3.4.1. Due to the critical nature of EST, this category is managed separately from other ancillary training categories, and should be perceived at all levels as the most important training priority. See **Chapter 8** of this instruction for specific guidance on EST.

7.3.4.2. EST has also been referred to as Expeditionary Airmen Training, Deployment Training, and Readiness Training. Courses referred to by these terms are included in this training category.

7.3.4.3. Provisions in **paragraph 7.3.1.3** also apply to EST accomplished by CBT (as designated in Tier 2 course lists available at AEF Online **paragraph 8.4.2**).

7.4. Program Responsibilities:

7.4.1. HQ AF/A1DLT. Serves as OPR for ancillary training policy and monitors overall footprint to minimize training burden on the Total Force.

7.4.1.1. Manages the AF Ancillary Training Community of Practice (CoP) to provide periodic updates to MAJCOMs and wings as necessary. This CoP can be accessed either through the AF Portal or the AFKN site (**https://wwwd.my.af.mil/afknprod/ASPs/CoP/OpenCoP.asp?Filter=OO-ED-AF-39**).

7.4.1.2. Approves Course Owner/Sponsor updates to ancillary training entries in ETCA and periodically reviews for accuracy and currency.

7.4.2. Course Owner/Sponsors. OPR for applicable ancillary training requirements.

7.4.2.1. Develop and manage ancillary training courses and determine how proposed requirements will impact manpower, mission completion, and available resources. Establish training frequencies to coincide with AEF rotations, when possible.

7.4.2.2. Provide HQ AF/A1DLT the following information to update approved ancillary training course entries on the ETCA website: Course Owner/Sponsor's name, rank, office symbol, duty phone and justification, course title, objective, target group, method of instruction, proposed training agency, duration, frequency, documentation/reporting requirements, exemption policy and procedures.

7.4.2.3. Develop and manage supporting lesson materials and presentation media. Use ADL to the fullest extent possible. If training is to be delivered via ADLS, AETC will advise Course Owner/Sponsors as needed in developing or redesigning courseware as well as provide technical assistance to ensure system configuration standards are factored into the development process (see **paragraph 2.2.3.2**). Disseminate current lesson materials to field Training Agencies for use.

7.4.2.4. Review training curriculum at least once per training cycle to ensure currency.

7.4.2.5. Ensure availability of all required tools and guidance for Wing/Unit Level Training Agencies to accomplish training at local level.

7.4.2.6. Submit proposals for new requirements or changes to curriculum, frequency, duration, or target group to AF/A1DLT for review by the Air Force Learning Committee (AFLC) (see **paragraph 7.5**).

7.4.3. AFPC/DPSIT will manage ETCA ancillary training information. Upon approval of AF/A1DLT, adds or edits information in ETCA as requested by Course Managers.

7.4.4. MAJCOM Training Managers:

7.4.4.1. Encouraged to become members of the AF Ancillary Training Community of Practice (CoP) to remain up-to-date on ancillary training programs and guidance.

7.4.4.2. Ensure MAJCOM ancillary training programs are executed IAW this instruction and all applicable directives from AF/A1.

7.4.4.3. Provide training to Base Education and Training Office personnel as needed and ensure compliance with all directives.

7.4.4.4. Provide statistical data to MAJCOM leadership as needed.

7.4.5. MSS/FSS Commanders have overall responsibility for base/wing ancillary training programs and will ensure compliance with all ancillary training directives from AF/A1.

7.4.6. Base Education and Training Office:

7.4.6.1. Encouraged to become members of the AF Ancillary Training CoP to remain up-to-date on ancillary training policy and guidance.

7.4.6.2. Manage base/wing ancillary training programs IAW this instruction and all applicable ancillary training directives from AF/A1.

7.4.6.3. Provide training to Unit Training Managers and/or Unit Ancillary Training Monitors as required to ensure compliance with all directives.

7.4.6.4. Communicate with wing agencies responsible for providing ancillary training to ensure program quality and compliance with all applicable directives.

7.4.7. Unit Commanders:

7.4.7.1. Responsible for ensuring unit members are adequately trained IAW all AFIs and other governing directives.

7.4.7.2. When local conditions or mission requirements demand additional or different training, retain discretion to enhance or add to training as necessary.

7.4.7.3. In all cases where commanders determine a need to alter civilian training requirements, they must ensure local contracts and bargaining unit agreements reflect appropriate local requirements before training begins.

7.4.7.4. Appoint a unit member to manage the ancillary training program.

7.4.7.5. Ensure any unit-conducted ancillary training is performed by appropriately trained individuals with required level of expertise to provide effective instruction.

7.4.8. Unit Training Managers and/or Unit Ancillary Training Monitors:

7.4.8.1. Encouraged to become members of the AF Ancillary Training CoP to remain up-to-date on ancillary training programs and guidance.

7.4.8.2. Manage the unit ancillary training program IAW this instruction and all applicable ancillary training directives from AF/A1.

7.4.8.3. Track all ancillary training using established procedures and ensure unit members are accomplishing recurring training IAW established timelines.

7.4.9. Wing / Unit Level Training Agencies:

7.4.9.1. Conduct ancillary training, maintain lesson materials, and review lesson materials for currency once per training cycle.

7.4.9.2. Establish training schedules, as needed.

7.4.9.3. Document and report completion of ancillary training as appropriate and IAW established tracking procedures.

7.4.10. AF Members:

7.4.10.1. All AF members, active duty military, reserve component, and civil service, are responsible for accomplishing ancillary training IAW established timelines and event triggers.

7.4.10.2. Contractors and employees of organizations who have contracted with the AF are responsible for completing any training required by their specific service contract.

7.5. Air Force Learning Committee (AFLC). The Air Force Learning Committee (AFLC) provides senior leader guidance regarding the focus and subject matter of Air Force programs designed to develop institutional competencies through AF education and ancillary training. The AFLC is the "gatekeeper" process to vet new ancillary training requirements, establish priorities, and determine efficient delivery options for the Total Force. The strategic goal of the AFLC is to provide broad guidance for institutional competency development to improve the focus, currency and relevancy of Air Force curricula and training through a corporate view of AF priorities.

7.5.1. The AFLC is a general officer level body chaired by the Air Force Director for Force Development (AF/A1D) and supported by a Working Group. The Working Group will thoroughly study inputs and provide their recommendations to the Committee. The AFLC will forward recommendations to the Force Management and Development Council (FMDC) for final disposition. These successive levels of review provide a "holistic" approach to managing ancillary training requirements for the Total Force.

7.5.2. The AFLC will be the AF governing body for adding, deleting or modifying existing ancillary training requirements to include "Total Force Awareness," "Selected Force," and "Event Driven" categories and establishes the process to:

7.5.2.1. Review and validate new ancillary training requirements.

7.5.2.2. Modify or increase existing ancillary training requirements.

7.5.3. New requirements or changes to frequency, duration, or target groups for AF-level ancillary training may come from Air Staff functional 2-digits, MAJCOM/A1s, or Reserve Components ('upward suggestive') and must flow through AF/A1DL to initiate review and action by the AFLC. External agencies or sources such as Congress, the Office of Personnel Management, or the Office of the Secretary of Defense can also direct the AF to provide ancillary training ('downward directive').

7.5.3.1. Designated AF Course Owner/Sponsors for upward-suggestive or downward-directed ancillary training requirements must flow proposals through AF/A1DL for review by the AFLC to minimize impact on the Total Force and ensure efficient delivery methods are considered in complying with the mandate.

7.5.3.2. No ancillary training requirement will be funded, developed or fielded without approval from the AFLC. ***NOTE:*** Functional, additional duty and expeditionary skills training requirements are managed by other processes.

7.5.4. Air Force Learning Committee Operational Process:

7.5.4.1. Changes to baseline requirements shall flow through the Air Force Directorate for Force Development's Learning Division (AF/A1DL). AF/A1DL shall forward all ancillary training proposals to appropriate Working Group members as soon as possible for an initial review and collaboration with the requestor prior to engaging the AFLC.

The Working Group will then convene to review requesting Course Owner/Sponsor proposals, make recommendations and forward to the AFLC for action.

7.5.4.2. In the case of a proposal to add new ancillary training requirement affecting the Total Force, the requesting Course Owner/Sponsor will submit a proposal (see **Attachment 14**) to A1DL for initial review. The proposal provides standardized, detailed information on objectives, targeted audience, frequency and proposed delivery methods allowing AFLC WG members to evaluate essential elements of each proposal. As part of the initial review, A1DL will ensure these essential questions are addressed:

7.5.4.2.1. What is driving the requirement?

7.5.4.2.2. Is requested training already available?

7.5.4.2.3. Is the content/duration/audience/frequency/requested media proposed by the requesting Course Owner/Sponsor appropriate for the requirement?

7.5.4.3. A1DL will serve as the liaison between Working Group members and requesting Course Owner/Sponsors to consolidate questions, resolve open issues, and prepare final proposals with recommendations for AFLC action.

7.5.5. The AFLC will vet ancillary training proposals to ensure:

7.5.5.1. The proposals are targeted to the correct audience via the appropriate delivery method.

7.5.5.2. The proposals are properly defined and clearly identify the training objectives.

7.5.5.3. There is an implementation/replacement strategy for existing requirements.

7.5.5.4. There is an understanding of the “cost” to accommodate the new requirement.

7.5.5.5. The AFLC also recommends the length of time each adjustment will last. Based on the cases laid out and the views of AFLC Working Group members, the AFLC will vote on which proposals to recommend for approval, modification or disapproval. AFLC recommendations are then forwarded to the FMDC for final disposition.

7.5.5.6. If approved by the FMDC, the requesting Course Owner/Sponsor will develop the initiative, in accordance with applicable directives and the FMDC’s recommendation.

7.5.5.7. If the course is to be hosted on ADLS, the Requestor/Course Owner will coordinate with AETC/A3IA on technical aspects of developing the on-line module.

7.5.5.8. A1DL will coordinate with Course Owner/Sponsors and AFPC/DPSIT to ensure ETCA is updated to reflect the new course and that an announcement is released to the field.

7.5.6. AFLC Roles and Responsibilities:

7.5.6.1. AF Deputy Chief of Staff for Manpower, Personnel, and Services (AF/A1). The SECAF-designated "Gatekeeper" for all ancillary training. The AF/A1 owns the AFLC process.

7.5.6.2. AF Director for Force Development (AF/A1D). As the authority responsible for Force Development, A1D oversees management and synchronization of the AFLC process and chairs the Committee. A1D convenes the AFLC to vet new requirements.

7.5.6.3. AF Learning Division (AF/A1DL). Maintains the master listing of ancillary training and monitors overall ancillary training footprint to minimize the burden on the Total Force.

7.5.6.3.1. AF/A1DL is responsible for all issues related to learning in the development of institutional competencies for Airmen, including developmental education, ancillary training and BMT policy.

7.5.6.3.2. AF/A1DL serves as the executive secretary for the AFLC process. They receive and task out all proposals to change ancillary training, institutional competency development curricula and AF Special Areas of Emphasis (SAE) that impact DE and BMT and facilitate collaboration between the submission Requestor and the institutional programs. A1DL also reviews submissions to ensure they are complete and meet established criteria. AF/A1DL provides guidance regarding format and content to assist process owners in developing submissions for consideration by the AFLC.

7.5.6.3.3. AF/A1DL chairs the AFLC Working Group. Finally, AF/A1DL coordinates the agenda for the AFLC and prepares and disseminates the meeting minutes.

7.5.6.3.4. If additional members or experts are needed for the Working Group based on the type and level of ancillary training proposals submitted, will identify and invite representatives to participate in Working Group meetings.

7.5.6.4. MAJCOM/A1s. As the focal point for Airmen development in the field, MAJCOM/A1s submit requests to change ancillary training, the institutional competency development program baseline/ or AF Special Areas of Emphasis (SAEs). They serve as the OPR for identifying requirements in their respective areas. MAJCOM/A1s forward recommendations for change at least 30 to 90 days prior to the AFLC meeting and serve as voting members of the AFLC.

7.5.6.5. Functional Authority Force Development (FAFD) Lead. As the focal point for Airmen development within their functional areas, FAFD leads are O-6 level POCs who submit requests to change ancillary training, the institutional competencies or AF SAEs. They serve as the OPR for identifying requirements in their respective areas. FAFD Leads forward recommendations for changes at least 30 to 90 days prior to the AFLC meeting and serve as voting members of the AFLC.

7.5.6.6. Requesting Course Owner/Sponsor. As the OPR for applicable ancillary training requirements, or expert from the MAJCOM or FAFD, these are individuals who will submit requests to change ancillary training, institutional competencies or AF SAEs. They coordinate with A1DL to validate need and relevancy on proposals prior to AFLC Working Group sessions. Once the requirement has been validated, the Course Owner/Sponsor will present a briefing (or proposal) at the AFLC Working Group for a determination and consensus on the proposed way ahead.

7.5.6.6.1. Ensure Total Force perspective is considered during development or revision of all ancillary training requirements to include delivery and tracking options.

7.5.6.6.2. When requesting new ancillary training courses or revisions to existing courses, Course Owner/Sponsors will obtain approval through their chain of command and submit proposals to A1DL.

7.5.6.6.3. Review their existing training courses and ETCA at least once per training cycle to ensure material complies with governing directives, and remains current and targeted to the right audience.

7.5.6.7. Air Education and Training Command, Advanced Distributed Learning Branch (AETC/A3IA). Provides technical guidance to the AFLC Working Group, A1DL and Requestor/Course Owners for developing, hosting and tracking computer-based training on ADLS.

7.5.6.8. AFLC Working Group. A body composed of representatives at the O-5/O-6 level for each AFLC member as well as representatives from AU/CF, Holm Center/CR, AMS, PME schools, USAFA and BMT as appropriate. This body may meet virtually. The primary responsibility of this group will be to study new requests for completeness and viability and aid in the development process. The Working Group will not act as an approval body, but will make recommendations to the AFLC regarding implementation and/or replacement of ancillary training and institutional competency development curriculum.

7.5.6.9. Force Management and Development Council (FMDC). The FMDC is the final decision-making authority for the AFLC process. Chaired by the AF/CV, the FMDC is composed of MAJCOM/CVs, Functional Authorities, Chief Master Sergeant of the Air Force, and the Chair of the Executive Resources Board; the AU/CC and USAFA/CC act as advisors.

Chapter 8

EXPEDITIONARY SKILLS TRAINING

8.1. Program Description. Expeditionary Skills (ES) are defined as the knowledge, skills and abilities (KSA) required of a deployment-ready Airman essential to prepare Airmen to survive, operate, and succeed in a deployed environment, while reinforcing a strong warrior ethos. These skills are obtained through a tiered training approach and target KSAs not routinely acquired during occupational and/or other Ancillary Training venues. ES must be relevant, synchronized, standardized and integrated across the AF to provide Combatant Commanders (CCDR) with Airmen trained to support that theater's requirements, while maximizing resources. ES training is optimized when incorporated as a continuum across an Airman's career and aligned with mission tasking and deployments.

8.2. Requirements. ES are established IAW international treaties, law, DoD requirements, Combatant Command (COCOM) requirements, and Headquarters Air Force policy. These requirements are vetted and validated by the Headquarters Air Force Expeditionary Skills Senior Review Group (ESSRG). An enduring element of our National Security Strategy is to engage forward in peace, crisis and war. However, not all ES requirements are enduring and skills must be reassessed and modified to adapt to current threats, environments, and missions. The Air Force must train like it fights and continually assess ES across the Continuum of Learning to eliminate unwanted duplication.

8.3. Responsibilities. Each responsible agency will execute roles and responsibilities as listed to satisfy ES requirements.

8.3.1. AF/A3O. Serves as the overall HAF focal point for Expeditionary Skills Training (EST).

8.3.2. AF/A1D. Serves as HAF OPR for EST construct/policy and alignment of Expeditionary Skills within the Continuum of Learning (CoL).

8.3.3. AF/A4/7Z. Integrates oversight of Expeditionary Combat Support (ECS) and is the focal point for all cross-functional ECS-related issues. Creates and maintains the ESSRG Charter which defines the membership and responsibilities of the supporting bodies, as well as criteria for evaluating and validating new and existing requirements. AF/A4/A7Z will also provide administrative support to the ESSRG as Secretariat and serve as Chair and Secretariat of the Expeditionary Skills Working Group (ESWG).

8.3.4. Expeditionary Skills Senior Review Group (ESSRG). Establishes a corporate level systematic process through which Expeditionary Skills training requirements are identified and validated, and the actual training will be synchronized and efficiently administered. As a subordinate body to the Force Management and Development Council (FMDC), the ESSRG will make recommendations to the FMDC on ES-related issues requiring senior level Air Force oversight. The ESSRG also provides guidance and direction to its subordinate ES Working Group and approves or disapproves ES training recommendations submitted by the ES Working Group. The ESSRG will meet quarterly, or as necessary. The ESSRG will maintain a holistic perspective of expeditionary skills development for Airmen and vet all new ES training requirements prior to implementation. The ESSRG formally establishes HAF advocacy of ES initiatives as required, matching resources with validated requirements.

The formal review and approval process will serve to ensure validated Air Force ES requirements are met and approved with resourced training programs.

8.3.5. Expeditionary Skills Working Group (ESWG). The ESWG is the Air Force focal point for EST related injects, changes, or modifications, and will serve as "gatekeeper" for the ES training process. The ESWG is empowered to study ES related issues, validate and determine the resource estimates of new requirements, explore potential offsets for new requirements, explore potential venues for new requirements, and develop recommendations on ES-related injects, changes, or modifications to the ESSRG. The ESWG will assign new validated requirements to Lead-MAJCOM (L-MAJCOM) to determine the best Tier placement and owning agency of new/revised EST requirements/courses. If a potential new ES requirement is determined to be MAJCOM or functionally specific, the ESWG will identify the appropriate HAF OPR or champion. The Chair may also begin discussion on ES-related topics via an ad hoc gathering of the ESWG. The ESWG is empowered to approve any ES-related recommendations for further development and close any issues presented if policies are already in place. This group will meet quarterly, or as needed.

8.3.6. Air Education and Training Command (AETC). L-MAJCOM for EST. Responsible for executing HAF policy and guidance to standardize and synchronize Expeditionary Skills Training across all Tiers. The L-MAJCOM will use current processes and mechanisms established by the HAF to manage EST in the same manner as other USAF training. Where required, AETC will coordinate with HAF and MAJCOMs to create needed processes for planning, programming, and budgeting IAW HAF policy and guidance. AETC will implement HAF-directed policy and guidance to provide L-MAJCOM support for ES related training issues to USAF regional training centers and owning MAJCOMs that conduct EST. HQ AETC, as L-MAJCOM, will work through the ESSRG as a voting member, and HAF A3O as the USAF training advocate, to ensure ES training requirements are validated, programmed (as applicable), and resourced. AETC will accept new EST validated requirements from the ESSRG/ESWG and will determine the best Tier placement and owning agency. Once Tier placement/owning agency has been determined, AETC will work with the agency of the new/revised EST requirement/course. Additionally, HQ AETC will execute Tier 1 (and where applicable for AETC, Tier 2 and Tier 3 training).

8.3.7. USAF Expeditionary Center (USAF EC). As the USAF Center of Excellence for expeditionary combat support education, training and exercises, the USAF EC plays a central role in USAF expeditionary skills training (EST). The USAF EC will work through the ESSRG as a voting member and AF/A3O (as the USAF training advocate) to ensure expeditionary training requirements are validated, programmed (as applicable), and resourced. The USAF EC is assigned, and is the primary agency for, advanced EST (Tier 4). The USAF EC/EOS will develop Tier 4 courses in coordination with the Combatant Commander/requesting agency, AETC (as L-MAJCOM) and the ESSRG (IAW ESSRG approved processes located on the ESSRG CoP). If the USAF EC cannot meet the requirement, they will forward recommendations/needs for additional resources to the ESSRG, in coordination with AETC and the requesting agency. In this role, the L-MAJCOM will support the USAF EC in rapidly meeting requirements. The USAF EC will be responsible for gathering, refining, and being the repository for ES Lessons Learned and Tactics, Techniques, and Procedures (TTP). The USAF EC will make these TTPs available to the entire Air Force and in particular will enable the inclusion of new and rapidly

emerging TTPs (as applicable) in all EST. The USAF EC will provide the L-MAJCOM with expert advice on the proper development and implementation of EST (to include TTPs). The USAF EC will further develop concepts and TTPs which support USAF forward operations in the spectrum from permissive through uncertain/hostile operating environments. The USAF EC will continue to develop and execute AMC-unique EST programs. To execute these responsibilities, the USAF EC will have the authority to coordinate with all relevant organizations, MAJCOM and/or agencies, and initiate the necessary dialogue to enhance collaboration and gain synergies across affected organizations as described in the USAF EC Charter.

8.4. Expeditionary Skills Training Tiers:

8.4.1. Tier 1, Foundational Expeditionary Skills Training. ES for all Airmen delivered through accessions and initial occupational training, and sustained through developmental education. Primary focus is to help our Airmen establish a "Strong Warrior Ethos" while also providing them a solid foundation for the KSA to prepare to survive, operate, and succeed in a deployed environment. Airmen gain skills through Basic Military Training, Officer Accession venues, the Air and Space Basic Course, and, to some degree, Initial Skills Training. Completion of this training alone does not produce a deployable Airman.

8.4.2. Tier 2, Deployment-Ready Expeditionary Skills Training. ES for all Airmen delivered at the wing level in alignment with assigned AEF band. Completion of this training is a requirement to maintain mission-ready status to produce a deployment-ready Airman, up to and including a Major Combat Operation (MCO). Tier 2 is designed to ensure every Airman maintains proficiency and sustain readiness currency for deployment. Local commanders have maximum flexibility to efficiently execute Tier 2 training; however, they must execute Tier 2B training IAW the HQ AETC curriculum and HAF guidance. Tier 2 EST curriculum is centrally maintained, but executed at the local level to afford commanders maximum flexibility. A current list of Tier 2 training is available at AEF Online. Tier 2 is divided into A and B categories. Refer to AEF Online for Tier 2 training categories, requirements, and frequencies.

8.4.2.1. Tier 2A, ES Proficiency Training. All Airmen will maintain ES proficiency by completing Tier 2A training as they prepare for their postured AEF vulnerability period (reference AFPD 10-4, Operations Planning: Air and Space Expeditionary Forces). These requirements are fulfilled by completing the requisite computer-based training (CBT) on the Advanced Distributed Learning Service (ADLS) and hands-on training. These training requirements must be accomplished by all members in preparation for their assigned AEF vulnerability period, irrespective of actual deployment taskings. ***NOTE:*** ARC members not assigned to an AEF Band will accomplish Tier 2A training in accordance with the requirements available at AEF Online.

8.4.2.1.1. Additionally, some Air Force units maintain a high state of readiness with regard to Tier 2A skills. Members of these units may be exempt from Tier 2A training for the duration of their assignment or attachment to these units; however, HAF Career Field or Functional Area Managers must request certification of these training programs from AETC/A3Q. Documentation must explain how unit training meets or exceeds Tier 2A training standards. Once AETC/A3Q certifies the curriculum meets

Tier 2A requirements, exemption requests must be coordinated through the owning MAJCOM/directorate and submitted to ACC/A3O for decision.

8.4.2.2. Tier 2B, Home Station Pre-Deployment Training. Commanders will provide Tier 2B training to those members tasked to deploy or to maintain mission-ready status to support and including an MCO. Tier 2B Home Station Pre-Deployment Training is a combination of ADLS, standardized classroom, and standardized hands-on instruction. Tier 2B will meet AF entry requirements for a standard AEF deployment to a permissive environment. Tier 2B will also serve as the prerequisite for Airmen to attend Tier 3 or Tier 4 training unless exempted by the MAJCOM or functional directing the training. Tier 2A ES proficiency items that are accomplished within the currency for Tier 2B will satisfy both requirements. ***NOTE:*** If directed response times in MISCAP or DOC statements preclude units from completing Tier 2B training requirements on a "just in time" basis, the owning MAJCOM/Directorate may direct this training to be completed on a recurring basis (i.e. annually).

8.4.2.2.1. Battlefield Airmen (BA), as defined by AFPD 10-35, are organized, trained, and equipped to deliver distinctive expertise in a ground combat environment with unequaled accuracy, responsiveness, flexibility and persistence. ES mastery is inherent in BA-specific training. Therefore, Battlefield Airmen are exempt from Tier 2B ES training when attached or assigned to units that provide Battlefield Airmen-capabilities.

8.4.2.2.2. Some career fields/Air Force units maintain a high state of readiness and conduct training that meets or exceeds Tier 2B training requirements. While they are encouraged to incorporate approved syllabi for individual Tier 2B events into their training, AETC/A3Q will provide support and guidance to any career field/unit requesting use of an alternate syllabus. AETC/A3Q will ensure these training venues meet COCOM intent for standard presentation of forces with regard to institutional ES training. If the HAF CFM or MAJCOM FAM believes their curriculum meets or exceeds Tier 2B training requirements, they can request exemption through the owning MAJCOM/directorate and submit to ACC/A3O for decision after AETC/A3Q certifies the curriculum meets Tier 2B requirements.

8.4.2.2.3. **(DELETED)**

8.4.3. Tier 3, Advanced Expeditionary Skills Training (Mission Specific). Enhanced ES for select Airmen as determined by factors including: deployment location, threat assessment, specific mission, duty assignment, role, operation, or special requirement. Tier 3 training is focused on pre-deployment training that supports both traditional AEF taskings and non-traditional USAF missions that support other CCDR taskings. Completion of this advanced training prepares an Airman for a specific deployment tasking. Tier 3 training provides mission specific, expeditionary skills for the individual Airman and/or team, and often includes timely updates on the latest enemy TTPs, use of ranges for field training scenarios, and small team leadership opportunities that are not available at home station. Tier 3 training includes courses designed in response to organic Air Force need or CCDR-directed theater-specific requirements. Typically, Tier 3 training is directed and identified in the force generation process and will be defined in appropriate line remarks/reporting instructions. ***NOTE:*** Training defined in appropriate line remarks and reporting instructions determines

the Tier 3 training requirements for General Officers (GO) and Senior Executive Service (SES) members.

8.4.3.1. Some career fields conduct training that meets or exceeds Tier 3 training requirements. While they are encouraged to incorporate approved curriculum for individual Tier 3 events into their training, AETC/A3Q will provide support and guidance to any career field requesting use of an alternate curriculum. AETC/A3Q will ensure these training venues meet the COCOM's intent for standard presentation of forces with regard to ES training. If a HAF CFM or MAJCOM FAM believes their ES training meets or exceeds Tier 3 training requirements, they can have their course certified as meeting Tier 3 training requirements. Managers must request certification of these training programs from AETC/A3Q. Documentation must clearly explain how unit training meets or exceeds Tier 3 training standards. Once AETC/A3Q certifies the curriculum meets Tier 3 requirements, exemption requests must be coordinated through the owning MAJCOM/directorate and submitted to ACC/A3O for decision.

8.4.3.2. Pre-deployment CST is not waiverable and will only be exempted in cases where an individual has previously completed required training within 12 months of current deployment required delivery date for combat airman skills training (CAST). An exemption may be requested through AETC/A3Q as lead MAJCOM for EST and ACC/A3O as the exemption approval authority. These guidelines are in accordance with Joint Sourcing Training & Oversight (JSTO). Joint Expeditionary Tasking /Individual Augmentee Airmen who require Army CST must attend prior to each deployment to ensure currency of training. Once a member redeploys they must attend Army CST again, if ULN required, prior to their next deployment.

8.4.4. Tier 4, Advanced Expeditionary Skills Training (USAF EC Assigned). ES courses that are rapidly developed and fielded to train Airmen on skill sets needed to meet critical/emerging requirements. These courses are often not initially well defined and are subject to rapid curriculum change. Additionally, Tier 4 courses include those advanced training programs that are unique to a specific MAJCOM and/or functionally specific, such as HQ AMC's PHOENIX Raven course. These courses are taught and/or assigned to the USAF EC and other venues.

8.5. Pre-Deployment Training Determination. The model depicted in **Attachment 15** determines which individuals will attend what courses prior to deployment. All Airmen will receive Tier 1 training. All Airmen will receive Tier 2A training as they prepare for their postured AEF vulnerability period. Only Airmen tasked to deploy (or who maintain MR status for an MCO) will receive Tier 2B training. Airmen tasked to deploy to an uncertain/hostile environment will receive Tier 3 training. Airmen who require advanced skill sets to meet critical or emerging requirements will receive Tier 4 training.

Chapter 9

TRAINING EVALUATION

9.1. Scope. Training providers evaluate formal courses, CDCs, and other training, as applicable, to ensure currency and effectiveness.

9.2. Evaluation Responsibilities:

9.2.1. HQ AF/A1DLT monitors the evaluation of recruit, formal, and Ancillary Training.

9.2.2. HQ AU/A4L will develop and implement an evaluation program for CDCs. HQ AU/A4L will summarize evaluation data and ensure the information is available to the training activity responsible for preparing the course.

9.2.3. MAJCOM organizations that operate formal courses and prepare CDCs will develop procedures to evaluate their education and training programs.

9.2.4. Supervisors and Trainers:

9.2.4.1. Evaluate formal course graduates to ensure training effectiveness. During the first 90 days following assignment, evaluate as a minimum:

9.2.4.1.1. Military bearing.

9.2.4.1.2. Technical ability. Using the Specialty Training Standard (STS) contained in the CFETP, evaluate the graduate's ability to perform tasks taught in the formal course at the specified training level.

9.2.4.2. Use the Customer Service Information Line listed in the CFETP to report training deficiencies identified during the initial evaluation. Document the deficiencies in the graduates' AF Form 623a or automated version.

9.2.4.3. When requested, use evaluation results to complete the AETC Graduate Assessment Survey (GAS) or Field Evaluation Questionnaire (FEQ) to provide feedback on the quality of formal course graduates. The GAS is sent to supervisors of graduates approximately 90 days after graduation. FEQs are conducted every 2 years (initial skill, AFSC awarding and mandatory 7-level courses) and are sent to supervisors of graduates 4 to 6 months following graduation.

9.2.4.4. Participate in field interviews conducted by formal course OPRs. Interviews are conducted 4 to 6 months after graduation.

9.2.5. MAJCOM customers of training systems initiate requests for special evaluation projects by justifying and routing the request through the using command headquarters to the headquarters of the MAJCOM conducting the education or training.

9.3. Prescribed Forms:

AETC Form 156, *Student Training Report*

AF Form 55, *Employee Safety and Health Record*

AF Form 623, *On-the-Job Training Record*

AF Form 623a, *On-the-Job Training Record Continuation Sheet*

AF Form 623b, *Individual Training Record*

AF Form 797, *Job Qualification Standard Continuation/Command JQS*

AF Form 803, *Report of Task Evaluations*

AF Form 898, *Field Training Requirements Scheduling Document*

AF Form 1098, *Special Task Certification and Recurring Training*

AF Form 1256, *Certificate of Training*

AF Form 1320a, *Training Chart*

AF Form 2096, *Classification / On-The-Job Training Action*

AF IMT 3933, *MAJCOM Mission Training Request*

AU IMT 9, *Consolidated Student Reports*

AF IMT 847, *Recommendation for Change of Publication*

Field Scoring Answer Sheet

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Attachment 1

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Abbreviations and Acronyms

AAC—Assignment Availability Code

ADAF—Active Duty Air Force

ADL—Advanced Distributed Learning

ADLS—Advanced Distributed Learning Service

AETC—Air Education and Training Command

AETC DL—Air Education and Training Command Distance Learning

AETC DL POC—Air Education and Training Command Distance Learning Point of Contact

AETC TM—Air Education and Training Command Training Manager

AETC TPM—Air Education and Training Command Training Pipeline Manager

AF—Air Force

AFADLP—Air Force Advanced Distributed Learning Program

AFCFM—Air Force Career Field Manager

AFCS—Air Force Corporate Structure

AFD—Air Force Directed

AFDPO—Air Force Departmental Publishing Office

AFECD—AF Enlisted Classification Directory

AFH—Air Force Handbook

AFI—Air Force Instruction

AFIT—Air Force Institute of Technology

AFJQS—Air Force Job Qualification Standard

AF LCMS—Air Force Learning Content Management System

AFMAN—Air Force Manual

AFMC—Air Force Material Command

AFOCD—AF Officer Classification Directory

AFOMS—Air Force Occupational Measurement Squadron

AFPAM—Air Force Pamphlet

AFPC—Air Force Personnel Center

AFPD—Air Force Policy Directive

AFRC—Air Force Reserve Command

AFS—Air Force Specialty

AFSC—Air Force Specialty Code

AFTC—Air Force training course

ANG—Air National Guard

ARC—Air Reserve Component

ARPC—Air Reserve Personnel Center

ART—Air Reserve Technician

ATI—Automated Training Indicator

ATN—Air Technology Network

AU—Air University

BMT—Basic Military Training

BMTS—Basic Military Training School

BTM—Base Training Manager

CAI—Computer Assisted Instruction

CAFSC—Control Air Force Specialty Code

CBI—Computer Based Instruction

CBT—Computer Based Training

CC—Course Chart

CCAF—Community College of the Air Force

CCD—Course Control Document

CCDR—Combatant Commanders

CDC—Career Development Course

CDSAR—Career Development/Student Assistance/Registrar

CE—Course Examination

CFETP—Career Field Education and Training Plan

CMSAF—Chief Master Sergeant of the Air Force

CMSGT—Chief Master Sergeant

CoL—Continuum of Learning

COL—Course Objective List

CoP—Community of Practice

CONOPS—Concept of Operations

COCOM—Combatant Command

CRE—Course Resource Estimate

CSAF—Chief of Staff, United States Air Force

CSD—Class Start Date

CTS—Course Training Standard

DET—Date Entered Training

DETC—Distance Education and Training Council

DEROS—date eligible for return from overseas

DITIS—Defense Instructional Technology Information System

DITY—Do IT Yourself

DL—Distributed Learning

DL POC—Distance Learning Point of Contact

DoD—Department of Defense

DoDD—Department of Defense Directive

DoDI—Department of Defense Instruction

DRU—direct reporting unit

DSN—Defense Switched Network

E&T—Education and Training

E-CDC—Electronic-Career Development Course

ECP—Extension Course Program

EIA—Electronics Industries Associates

EIS—Enlisted Initial Skills

EPR—enlisted performance report

ES—expeditionary skills

EST—expeditionary skills training

ETCA—Education and Training Course Announcements

E-EXAM—Electronic-Exam

FAA—Federal Aviation Administration

FAM—Functional Area Manager

FEA—Front-end Analysis

FEQ—Field Evaluation Questionnaire

FEQS—Field Evaluation Questionnaire Summary

FIN—Financial

FM—Functional Manager

FOA—Field Operating Agency

FSM—Manpower and Personnel Flight

FSS—Force Support Squadron

FTAC—First Term Airman center

FTD—Field Training Detachment

FY—Fiscal Year

FYDP—Future Years Defense Program

GAS—Graduate Assessment Survey

GER—General Education Requirements

GETN—Government Education and Training Network

GSA—General Services Administration

HAF—Headquarters Air Force

HQ—Headquarters

HST—Home Station Training

HYT—High Year of Tenure

IAW—In Accordance With

IEEE—Institute of Electrical and Electronics Engineers

IMA—Individual Mobilization Augmentee

IMET—International Military Education and Training

IMI—Interactive Multimedia Instruction

IPE—Individual Protective Equipment

IPT—Integrated Process Team

ISD—Instructional System Development

ITRO—Interservice Training Review Organization

ITU—Instructional Technology Unit

ITV—Interactive Television

JAG—Judge Advocate General

JPR—Job Performance Requirements

JQS—Job Qualification Standard

LCMS—Learning Content Management System

LOA—Letter of Offer and Acceptance

LOE—Letter of Evaluation

LTF—Logistics Training Flight

MAJCOM—Major Command

MFM—Major Command Functional Manager

MFP—Major Force Program

MFR—Memorandum for Record

MI—Maintenance Instructor

MilPDS—Military Personnel Data System

MPS—Military Personnel Section

MRT—Mission Readiness Training

MRTP—Mission Readiness Training Program

MSGT—Master Sergeant

MSS—Mission Support Squadron

MTL—Master Task List

MTP—Master Training Plan

MTS—Mobile Training Sets

MTT—Mobile Training Team

NAF—Non-Appropriated Fund

NBCC—Nuclear, Biological, Chemical, and Conventional

NCO—Noncommissioned Officer

NGB—National Guard Bureau

NLT—No Later Than

NPS—Non-prior Service

O&M—Operations and Maintenance

OCR—Office of Collateral Responsibility

OIS—Officer Initial Skills

OJT—On-the-Job Training

OL—Operating Location

OPR—Office of Primary Responsibility

OSD—Office of the Secretary of Defense

OSR—Occupational Survey Report

OTA—Oracle Training Administration

OTS—Officer Training School

PA—Preparing Agency

PBR—Program Budget Review

PCA—Permanent Change of Assignment

PCS—Permanent Change of Station

PDO—Publishing Distribution Office

PDS—Personnel Data System

PEC—Program Element Code

PEM—Program Element Monitor

PGL—Program Guidance Letter

PME—Professional Military Education

POC—Point of Contact

POI—Plan of Instruction

POM—Program Objective Memorandum

POV—Privately Owned Vehicle

PPBE—Planning, Programming, Budgeting, and Execution

PRD—Program Requirements Document

PRP—Personnel Reliability Program

PS—Prior Service

PSSSE—Prior Service Sister Service Enlistee

QT—Qualification Training

QTP—Qualification Training Package

RDT&E—Resources, Development, Test, and Evaluation

RAPIDS—Resource Allocation Programming Information Decision System

RDS—Records Distribution Schedule

RI—Reporting Identifier

ROTC—Reserve Officer Training Corps

RTO—Recruit Training Office

SAR—Special Access Requirement

SAR—Special Access Required

SAV—Staff Assistance Visit

SC—Specialized Courses

SCORM—Shareable Content Object Reference Model

SDA—Special Duty Assignment

SDI—Special Duty Identifier

SECAF—Secretary of the Air Force

SECDEF—Secretary of Defense

SEI—Special Experience Identifier

SES—Senior Executive Service

SKT—Specialty Knowledge Test

SME—Subject Matter Expert

SMSGT—Senior Master Sergeant

SNCO—Senior Noncommissioned Officer

SOT—Status of Training

SOW—Statements of Work

SSGT—Staff Sergeant

SSN—Social Security Number

STEP—Stripes for Exceptional Performer

STP—System Training Plan

STRT—Specialty Training Requirements Team

STS—Specialty Training Standard

SUPT—Specialized Undergraduate Pilot Training

TAFMSD—Total Active Federal Military Service Date

TCF—Test Control Facility

TCO—Test Control Office

TD—Training Detachment

TDY—Temporary Duty

TFM—Training Flow Management

TIDES—Training Impact Decision System

TLN—Training Line Number

TM—AETC Course Training Manager

TOT—Task-Oriented Training

TPM—Training Pipeline Manager

TPR—Trained Personnel Requirements

TPS—Training Planning System

TPT—Training Planning Team

TR—Technical Reference

TRAP—Training Requirement Arbitration Panel

TRQI—Training Requester Quota Identifiers

TRW—Training Wing

TSC—Technical Site Coordinator

TSC—Training Status Code

TSGT—Technical Sergeant

TT—Technical Training

TTP—Transition Training Plan

U&TW—Utilization and Training Workshop

UCMJ—Uniform Code of Military Justice

UGT—Upgrade Training

UIF—Unfavorable Information File

URE—Unit Review Exercise

USAFA—United States Air Force Academy

UTA—Unit Training Assembly

UTC—Unit Type Code

UTM—Unit Training Manager

VTC—Video Teleconference

WAPS—Weighted Airman Promotion System

Terms

Advanced Distributed Learning (ADL)—An evolving, outcomes-focused approach to education, training, and performance aiding that blends standards-based distributed learning models emphasizing reusable content objects, content and learning management systems, performance support systems/devices, web applications services, and connectivity. ADL is an evolution of distributed learning (distance learning) that emphasizes collaboration on standards-based versions of reusable objects, networks, and learning management systems, yet may include some legacy methods and media. ADL is structured learning that takes place without requiring the physical presence of an instructor. Although the AF uses the term advanced distributed learning, some federal agencies and DoD components may use the term distance learning. These terms refer to the same basic concept.

Advanced Distributed Learning Service (ADLS)—ADLS is the system that delivers ADL content and tracks & reports student progress.

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

Air Education and Training Command (AETC) Distance Learning (DL)—Formal courses developed for export to a field location (in place of resident training) for trainees to complete without the on-site support of the formal school instructor.

Air Education and Training Command (AETC) Course Control Documents (CCDs)—AETC CCDs prescribe the training to be provided in AETC formal courses. These include but are not limited to CC, CTS, plan of instruction, and specialty training standard.

Air Force Career Field Manager (AFCFM)—Representative appointed by the respective HQ USAF Deputy Chief of Staff or Under Secretariat, to ensure assigned AF specialties are trained and utilized to support AF mission requirements. AFCFM is the OPR; however, works in concert with MAJCOM Functional Managers (FMs) as required.

Air Force Corporate Structure—Embodies the corporate review process for HQ USAF. The primary groups of the Corporate Structure are the AF Council, the AF Board, the AF Group, the fourteen Mission and Mission Support Panels, and Integrated Process Teams. This structure increases management effectiveness and improves cross-functional decision-making by providing a forum in which senior AF leadership can apply their collective judgment and experience to major programs, objectives, and issues. This process balances programs among mission areas, between force structure and support, and between readiness and modernization. Only military or Department of Defense civilian personnel assigned to the Air Staff or Office of the Secretary of the AF may serve as members of the corporate structure.

Air Force Learning Content Management System (AF LCMS)—AF LCMS is a content development service for AF content developers tools and a repository of previously developed SCORM-base content. AF LCMS automatically contributes content information to the ADL-Registry.

Air Force Specialty—A group of positions (with the same title and code) that require common qualifications.

Air Reserve Component (ARC)—An overarching term used when referring to both the Air National Guard and Air Force Reserve.

Allocation—A class seat reserved for a specific program user at their request.

Area Support—Field training a designated training detachment (TD) provides to a unit not receiving support from an on-site field training detachment. The designated TD supports more than one AF installation under this arrangement.

Bridge Course—A formal or informal course of training that allows the individual to expand his/her knowledge in another area of expertise.

Career Field Education and Training Plan (CFETP)—A CFETP is 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.

Certification—A formal indication of an individual's ability to perform a task to required standards.

Certification Official—A person whom the commander assigns to determine an individual's ability to perform a task to required standards.

Combat ready duty position—A combat ready duty position is a position such as Red Horse, Pararescue, Security Forces, Medical Readiness, etc that will deploy on a regular basis in support of combat operations, combat ready Airman perform combat duties on a daily basis.

Continuation Training—Additional advanced training exceeding the minimum upgrade training requirements with emphasis on present or future duty assignments.

Continuum of Learning (CoL)—Designed to deliberately integrate developmental opportunities through a common taxonomy to produce adaptable, knowledge-enabled Airmen for today and tomorrow.

Contract Training—Type 1 training that receives the same priority funding as AF-directed training. It supports initial groups of instructors and operators the AF requires for new or modified weapon systems.

Core Task—Tasks the AFCFM identify as minimum qualification requirements for everyone within an 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 and advanced skills CTS, 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 CoL to assist in conducting graduate evaluations.

Course Training Standard (CTS)—Training standard that identifies the training members will receive in a specific course.

Critical Resource—A host-unit provided item taken from its operational role to support field training. Generally refers to an airframe, engine or other equipment item.

Critical Task—Training standard that identifies the training members will receive in a specific course.

Deployment Task—Deployment tasks are any tasks identified by higher headquarters for personnel to perform during deployments, contingencies, or wartime. Deployment tasks may be specified for a particular skill level or in general across the AFSC. Guidance for using deployment tasks can be found in the applicable CFETP narrative.

Distance Education and Training Council—A voluntary, non-governmental, educational organization that operates a nationally recognized accrediting association, the DETC Accrediting Commission.

Distance Learning— Structured learning that does not require the physical presence of the instructor.

Distributed Learning— Structured learning mediated with technology that does not require the physical presence of the instructor. Distributed learning models can be used in combination with other forms of instruction or it can be used to create wholly virtual classrooms.

Duty Position Tasks—Tasks assigned to an individual to be qualified for the position currently held. These include as a minimum all core tasks that correspond to the duty position as directed by the AFCFM or MFM, and tasks assigned by the supervisor.

Education and Training Course Announcement (ETCA)—Contains specific MAJCOM procedures, fund cite instructions, reporting instructions, and listings for those formal courses conducted or managed by the MAJCOMs or field operating agencies (FOAs). The ETCA contains courses conducted or administered by the AF and reserve forces and serves as a reference for the AF, DoD, other military services, government agencies, and security assistance programs.

Electronic Career Development Course—Enhances the availability of CDCs and promotes utilization of advanced distance learning (ADL) concepts resulting in an educationally sound product for all Airmen within their Air Force specialties.

Electronic-Exam—Administers Air Force Career Development Course (CDC), enlisted and officer Professional Military Education (PME), and Special Course (SC) tests.

En Route PCS Associated Training—The training of students undergoing a permanent change of station (PCS) while in temporary duty (TDY) status.

Enlisted Initial Skills Training—A formal school course that results in an AFSC 3-skill level award for enlisted or mandatory training for upgrade to qualified for officers.

Expeditionary Training—Training for tasks identified by higher headquarters for personnel to perform during contingencies or wartime. Training for these tasks may be provided through formal or on-the-job training.

Exportable Course—Instructional packages that personnel design for use in the field. The course may include printed, computer-based, or other audiovisual materials.

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

External Evaluation—Acquisition and analysis of data from outside the training environment to evaluate the training product in the operating environment.

Extension Course Program—Provides career-broadening courses throughout the Department of Defense to include civil service employees in all federal agencies.

Field Training—Technical, operator, and other training either a TD or field training team conducts at operational locations on specific systems and associated direct-support equipment for maintenance and aircrew personnel.

Follow on Tech Training—Courses within the technical training pipeline required for personnel to complete their initial skills training.

Front End Analysis (FEA)—A structured process used to examine training requirements and identify alternative approaches to training job tasks. The process identifies job tasks to be performed, analyzes the skills and knowledge needed to perform them, assesses the technologies

available for training the skills and knowledge, performs a media analysis to recommend the best mix of delivery media, and provides cost and lead-time comparisons for the feasible alternatives.

Functional Area Managers (FAM)—The individual accountable for the management and oversight of all personnel and equipment within a specific functional area to support the operational planning and execution. Responsibilities include, but are not limited to, developing and reviewing policy; developing, managing, and maintaining UTCs; developing criteria for and monitoring readiness reporting; force posturing; and analysis. At each level of responsibility (HAF, MAJCOM, Air Component, FOA, DRU, and Unit), the FAM should be the most highly knowledgeable and experienced person within the functional area and have the widest range of visibility over the functional area readiness and capability issues.

Functional Manager—Senior leaders, designated by the appropriate functional authority who provide day-to-day management responsibility over specific functional communities at the MAJCOM, FOA, DRU, or ARC level. While they should maintain an institutional focus in regards to resource development and distribution, FMs are responsible for ensuring their specialties are equipped, developed, and sustained to meet the functional community's mission as well as encourage force development opportunities in order to meet future needs of the total AF mission.

Future Years Defense Program (FYDP)—The official service plan, effective with the submission of the annual Biennial PPBE cycle, that summarizes SECDEF-approved programs for DoD. The FYDP projects detailed resource requirements. During the PPBE process, the FYDP goes through two refinements until the DoD budget is submitted as the President's Budget. Those refinements are the Service's POM and the Service's Budget Estimate Submission (BES). The FYDP consists of the budget years plus the next four programming years for the DoD. In even years there are a total of six years in the FYDP; in odd years there are a total of five years in the FYDP. The last year of the FYDP is always an odd year.

Go—The stage at which an individual has gained enough skill, knowledge, and experience to perform the tasks without supervision.

Home Station Training (HST)—Training required to perform in the current duty position to include duty position tasks, core tasks, READY program tasks, contingency tasks, and additional duty tasks.

Initial Skills Training—A formal school course that results in an AFSC 3-skill level award for enlisted or mandatory training for upgrade to qualified officers.

Initial Evaluation—An evaluation to review an individual's training qualifications. Supervisors must conduct an initial training evaluation to determine if the individual requires additional training to meet duty position requirements.

Interactive Media—Computer-controlled courseware that relies on trainee input to determine the pace, sequence, and content of training delivery using more than one type of medium to convey the content of instruction. Interactive Multimedia can link a combination of media to include, but not be limited to, programmed instruction, videotapes, slides, film, television, text, graphics, digital audio, animation, and up to full-motion video to enhance the learning process.

Internal Evaluation—Collection of data from within the training environment.

Job Site Training—Formal courses developed for export to a field location (in place of resident training) for trainees to complete without the on-site support of the formal school instructor.

Knowledge Training—Training used to provide a base of knowledge for task performance. It may also be used in lieu of task performance when the training capability does not exist. Learning gained through knowledge rather than hands-on experience.

Major Command (MAJCOM)—Usage of this term refers to all Major Commands (MAJCOM), Forward Operating Agencies (FOA), DRU, Air National Guard (ANG), and Air Force Reserve Command (AFRC) unless otherwise indicated.

Master Task List (MTL)—A comprehensive list (100%) of all tasks performed within a work center and consisting of the current CFETP or AFJQS and locally developed AF Forms 797 (as a minimum). Should include tasks required for deployment and/or UTC requirements.

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

Mission- Ready Airman—A technical training graduate certified on AFCFM-defined tasks that are required to be performed at the next duty station, following course completion.

No Go—Trainee has not gained enough skill, knowledge, and experience to perform task without supervision.

Non On-line Users—Organizations that do not have an OTA capability.

Occupational Analysis (OA)—Collecting and analyzing factual data on the tasks and/or knowledge's 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.

Officer Initial Skills Training—Provides skill sets required to be successful in awarded AFSC. Skill sets range from technical skills, as in pilot and navigator, to managerial skills. Officer initial skills training is not AFSC awarding, but is used in conjunction with experience, OJT, and other supplemental training to provide required skill sets.

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).

Out-of-Cycle Training Request—A new requirement or a change to a Funded MRTP PGL.

Planning, Programming, Budgeting and Execution (PPBE)—Secretary of Defense's resource management system that is the primary means to control allocation of resources. Identified mission needs (planning), match them with resource requirements (programming), and translate them into budget proposals (budgeting).

Position Qualification Training—Training designed to qualify an Airman in a specific position that occurs after upgrade training.

Proficiency Training—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.

Program Guidance Letter (PGL)—The Mission Readiness Training Program (MRTP) Program Guidance Letter (PGL) identifies the post-pipeline technical training requirements submitted by the MAJCOMs, FOAs, DRUs, and non-AF Training Requester Quota Identifiers (TRQIs). It serves as the official tasking document enabling AETC planners and resource programmers to acquire the necessary resources for accomplishment of the tasking. The MRTP PGL is a process that aligns the AF requirements with the Planning, Programming, Budgeting and Execution (PPBE).

Program Objective Memorandum (POM)—OSD directed, service developed document identifying money, people and equipment requirements and allocations over a specified period of time (example FY03-07). POM funding baselines are used to develop budget level detail for distribution of resources during budget execution years. The POM is developed by individual services to set objectives for their forces, weapon systems and logistical support within the fiscal limits assigned to them by the Secretary of Defense. Covers a six-year period.

Program Requirements Document (PRD)—Reflects the "unconstrained" production requirements (Formerly the Draft PGL). This name change creates a clearer distinction between documents containing "unconstrained"/total requirements (the PRD) verses documents containing requirements that have survived a corporate funding process (the PGL). The PRD serves as a planning and programming document supporting POM/APOM submissions, while PGLs serve as the training execution tasking. Revised or Planning PRDs may be used to reflect vectors or re-vectors by the AF Corporate Structure.

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

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

Quality Assurance Concept (QA)—The Quality Assurance staff evaluates the quality of maintenance accomplished in the maintenance organization and performs necessary functions to manage the organization's Maintenance Standardization and Evaluation Program, which provides an objective sampling of both the quality of equipment and the proficiency of maintenance personnel.

RAPIDS—Resource Allocation Programming Information Decision System is software that allows data entry, provides capability to create presentations or customize reports, and tracks decisions made during PPBE process. RAPIDS is an AF/A8P system that serves two primary purposes, developing the "perfect slide" to brief program options to the Air Force Corporate Structure, and creating funding change documents that are passed to the Air Force budget database.

RECLAMA—The process to "request to duly constituted authority to reconsider its decision or its proposed action" (JP 1-02).

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

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

Specialty Training Standard (STS)—An AF publication that describes an AFS in terms of tasks and knowledge an Airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve a 3-, 5-, or 7-skill level within an enlisted AFS. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an AFSC are taught in formal schools and correspondence courses.

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.

Store-and-Forward Video—Storing video on a server for later viewing.

Student Training Requirements (STR)—Other training users (excluding active AF users, NPS, PS and retrainees) that attend enlisted initial skills training which include, but are not limited to: Guard, Reserve, Army, Navy, Marines, internationals, and civilians.

Sub-allocation—Allocation a program user has actually programmed a name against.

Supplemental Training—Training toward a portion of an AFS without change by AFSC. Formal training on new equipment, methods and technology that are not suited for on-the-job training.

Task Certifier—See Certification Official.

Task Qualification Training (TQT)—Training conducted after Nuclear, Biological, Chemical and Conventional (NBCC) defense classroom training in which individuals perform wartime mission essential tasks in a simulated wartime environment while wearing full ground crew individual protective equipment (IPE) or aircrew IPE. HAF, MAJCOM and local FAMs identify wartime mission essential tasks. See AFI 10-2501 and AFMAN 10-2602 for additional information/ requirements.

Third Party Certification—An evaluation of completed training conducted by the task certifier and is only required when directed by the AFCFM.

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

Trainer—A trained and qualified person who teaches personnel to perform specific tasks through OJT methods. Also, equipment that the trainer uses to teach personnel specified tasks.

Training Capability—The ability of a unit or base to provide training. Authorities consider the availability of equipment, qualified trainers, and study reference materials, and so on in determining a unit's training capability.

Training Completion Date—Date trainer or task certifier completes task evaluations and determines trainee is qualified to perform the task.

Training Detachment (TD)—An AETC detachment that provides technical training, at an operational location, on specific systems, and their aerospace ground equipment. A TD aims to:

Qualify personnel on new equipment or in new techniques and procedures, maintain proficiency and to increase skill and knowledge, acquaint personnel with specific systems, and keep personnel aware of changing concepts and requirements.

Training Equipment—The generic term for items trainers use to train aircrew, missile, maintenance, support, or operator personnel. Trainers teach with these items by picturing, simulating or otherwise demonstrating the characteristics of a system, facility or piece of equipment.

Training Provider—An organization that develops or conducts training.

Training Requester Quota Identifier (TRQI)—The TRQI is a four-character communication code within OTA used to convey annual or supplemental training requirements, allocations, allocation confirmations, and student tracking information between a user of training and the provider (owner) of training. TRQIs are assigned to MAJCOMs, FOAs, and DRUs responsible for training accountability of personnel. Only one TRQI is assigned to a functional entity for MRTP.

Training Session—Training conducted based on technical data for a task that existing courses cannot support.

Training Start Date—Date training begins.

Type 6 Training—Formal courses a training wing or a contractor develops for export to a field location (in place of resident training) for trainees to complete without the on-site support of the formal school instructor.

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

Wartime Course—Comprised of those tasks that must be taught when courses are accelerated in a wartime environment. Wartime tasks are the tasks to be taught in the 3-level course when the wartime courses have been activated. In response to a wartime scenario, these tasks will be taught in the 3-level course in a streamlined training environment. These tasks are only for those career fields that still need them applied to their schoolhouse tasks.

Wartime Tasks—Those tasks that must be taught when courses are accelerated in a wartime environment. In response to a wartime scenario, these tasks will be taught in the 3 level course in a streamlined training environment. These tasks are only for those career fields that still need them applied to their schoolhouse tasks.

Attachment 2

PREPARING AND PUBLISHING A CFETP

A2.1. Contents.

A2.1.1. Career Field Information.

A2.1.1.1. Preface. Identifies the CFETP purpose and explains parts 1 and 2 in detail. Lists and explains abbreviations and terms relating to the specialty.

A2.1.1.2. Section A. Introduces part 1 and explains how to use the plan.

A2.1.1.3. Section B. Includes:

A2.1.1.3.1. Career progression information.

A2.1.1.3.2. Duties and responsibilities.

A2.1.1.3.3. Training decisions.

A2.1.1.3.4. Career field education and training flowcharts or tables showing both mandatory and optional requirements.

A2.1.1.3.5. CCAF degree requirements.

NOTE: Pursuing a degree is not mandatory for career progression.

A2.1.1.4. Section C. Provides a general sense of each skill level with specific specialty knowledge and skills and mandatory requirements for entry, award, and retention of each skill level.

A2.1.1.5. Section D. Indicates resource constraints such as funds, manpower, equipment, and facilities.

NOTE: The CFETP doesn't include this section if no resource constraints exist.

A2.1.2. Training Standards.

A2.1.2.1. Section A—Specialty Training Standard (STS). Includes the entire STS.

A2.1.2.2. Section B—COL (Optional). Contains a list of the training objectives to be trained in the formal school.

A2.1.2.3. Section C—OJT Support Materials (Optional). Provides an OJT support package list.

A2.1.2.4. Section D—Training Course Index. Lists courses that are mandatory to career progression. May include optional courses.

A2.1.2.5. Section E—MAJCOM Unique Requirements (Optional). Includes requirements unique to specific MAJCOMs. Each MAJCOM may attach its requirements.

Table A2.1. How to Prepare a CFETP.

	A	B	C	D	E	F	G	H
LINE	Required Action	AF/A1 DLT	AF/ CFM	MAJCOM /FM	AETC /TPM	AETC /TM	AFPC/ DPSIT DPSID C	SAF/ AADP
1	Recommend requirement for new or revised CFETP.		X	X	X	X		
2	Coordinate and validate requirement.		X					
3	Assign draft CFETP and STS preparation.		X					
4	Prepare and coordinate draft CFETP and STS.		X			X		
5	Ensure TRs are current and correct		X	X		X		
6	Develop and include a cross reference listing/ change sheet in revised CFETP		X			X		
7	Review and coordinate draft CFETP and STS.		X	X		X		
8	Provide rationale to AFCFM if you can't use MAJCOM input in formal training.					X		
9	Inform HQ AF/A1DLT of acceptance or disagreement with AETC rationale.		X					

	A	B	C	D	E	F	G	H
LINE	Required Action	AF/A1 DLT	AF/ CFM	MAJCOM /FM	AETC /TPM	AETC /TM	AFPC/ DPSIT DPSID C	SAF/ AADP
10	Resolve differences between AFCFM, AETC, and AFPC.	X						
11	Provide MAJCOM FMs with rationale for not including their input in CFETP and STS.		X					
12	Prepare final CFETP and STS.					X		
13	Coordinate final CFETP with AFPC/DPPAT and DPPAC.		X			X		
14	Certify final CFETP.		X					
15	Issue through publishing distribution office (PDO) website.							X
16	Review CFETP Annually		X					

Follow each step for preparing, coordinating, approving, publishing, issuing, announcing, and indexing an AFJQS.

Table A2.2. Steps for Publishing an AFJQS.

	A	B	C	D
LINE	Required Action	AFCFM	MAJCOM/ FM	SAF/AADP
1	Identify requirement for new or revised AFJQS	X	X	

	A	B	C	D
LINE	Required Action	AFCFM	MAJCOM/ FM	SAF/AADP
2	Prepare, approve, and begin AF-wide coordination of a draft AFJQS	X	X*	
3	Review and coordinate draft AFJQS		X	
4	Coordinate AFJQS with AFPC/DPPAT and DPPAC	X		
5	Prepare final AFJQS	X	X*	
6	Approve final AFJQS	X		
7	Issue through PDO website			X
8	Review annually	X	X*	

*When assigned as AFJQS OPR by AFCFM

Attachment 3

OFFICER CFETP TEMPLATE

A3.1. Part I.

Figure A3.1. Contents.

(Name of AFSC) SPECIALTY

AFSC (Numerical Code)

Part I

Preface X

Abbreviations and Terms Explained__X

Section A—General Information_X Purpose of the CFETP Use of the CFETP Coordination and Approval of the CFETP

Section B—Career Field Progression and Information_X Specialty Descriptions Skill/Career Progression

Entry Level (1) Intermediate Level (2) Qualified Level (3) Staff Level (4) Training Decisions Career Field Path

Section C—Proficiency Training Requirements_XX Purpose Training Requirements

Entry Level (1) Intermediate Level (2) Qualified Level (3) Staff Level (4) Section D—Resource Constraints_XX

Part II

Section A—Course Training Standards_XX

Section B—Training Course Index__XX

Section C—Support Materials_XX

Section D—MAJCOM Unique Requirements XX

OPR: Approved By:

A3.1.1. Preface.

A3.1.1.1. This CFETP is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum requirements for this specialty. The CFETP will provide personnel a clear career path to success and will instill rigor in all aspects of career field training. ***NOTE:*** Civilians occupying associated positions will use Part II to support duty position qualification training.

A3.1.1.2. The CFETP consists of two parts; supervisors plan, manage, and control training within the specialty using both parts of the plan.

A3.1.1.2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan; Section B identifies career field progression information, duties and responsibilities, training strategies,

and career path; Section C associates each level with specialty qualifications (knowledge, education, training, experience, and other mandatory requirements); and Section D indicates resource constraints. Some examples are funds, manpower, equipment, and facilities.

A3.1.1.2.2. Part II includes the following: Section A identifies the CTS, TRs to support training, AETC conducted training, and correspondence course requirements. Section B identifies training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses; Section C identifies available support materials. An example is a Qualification Training Package (QTP), which may be developed to support proficiency training. Section D identified MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

A3.1.1.3. 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.

A3.1.2. General Information.

A3.1.2.1. Purpose. This CFETP provides the information necessary for AFCFMs, MAJCOM functional managers (MFM), training management, supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training individuals in this AFS should receive in order to develop and progress throughout their career. For purposes of this plan, training is divided into entry level, upgrade, and proficiency training. Initial skills training is mandatory training for upgrade to qualified for officers. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training identifies the mandatory courses, qualification requirements, and educational requirements for award of the intermediate (2), qualified (3) or staff (4) level. Proficiency training is additional training provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

A3.1.2.2. Uses. The plan will be used by MFM and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

A3.1.2.2.1. AETC training personnel will develop and revise formal resident, nonresident, field and exportable training based upon requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

A3.1.2.2.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. OJT, resident training, and contract training or exportable courses can satisfy identified requirements. MAJCOM-developed training to support this AFSC must be identified for inclusion into the plan.

A3.1.2.2.3. Each individual will complete the mandatory training requirements specified in this plan. The list of courses in Part II will be used as a reference to support training.

A3.1.2.3. Coordination and Approval. The AFCFM is the approval authority. Also, the AFCFM will initiate an annual review of this document to ensure currency and accuracy. MAJCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements. Using the list of courses in Part II, they will eliminate duplicate training.

A3.1.3. Section B—Career Progression and Information.

A3.1.3.1. Specialty Description.

A3.1.3.1.1. Specialty Summary. Refer to the Air Force Officer Classification Directory, (AFOCD), paragraph 1.

A3.1.3.1.2. Duties and Responsibilities. Refer to AFOCD, paragraph 2. List duties and responsibilities individually and describe.

A3.1.3.2. Skill and Career Progression. Adequate training and timely progression from the entry to the intermediate or qualified level play an important role in the AF's ability to accomplish its mission. It is essential everyone involved in training must do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP would ensure each individual receives viable training at appropriate points in their career.

A3.1.3.2.1. Entry (1) Level. (Provide an outline of activities for award of this level and to progress to the next level. Activities may consist of academic or experience requirements).

A3.1.3.2.2. Intermediate (2) Level. (Provide an outline of activities for award of this level and to progress to the next level. Activities may consist of academic or experience requirements).

A3.1.3.2.3. Qualified (3) Level. (Provide an outline of activities for award of this level and to progress to the next level. Activities may consist of academic or experience requirements).

A3.1.3.2.4. Staff (4) Level. (Provide an outline of activities for award of this level. Activities may consist of academic or experience requirements).

A3.1.3.3. Training Decisions. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the (identify name of AFS) career field. The spectrum includes a strategy of training requirements for when, where, and how to meet the training requirements in a specific time period (if applicable). The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. (Place a comment identifying where the training decisions were made).

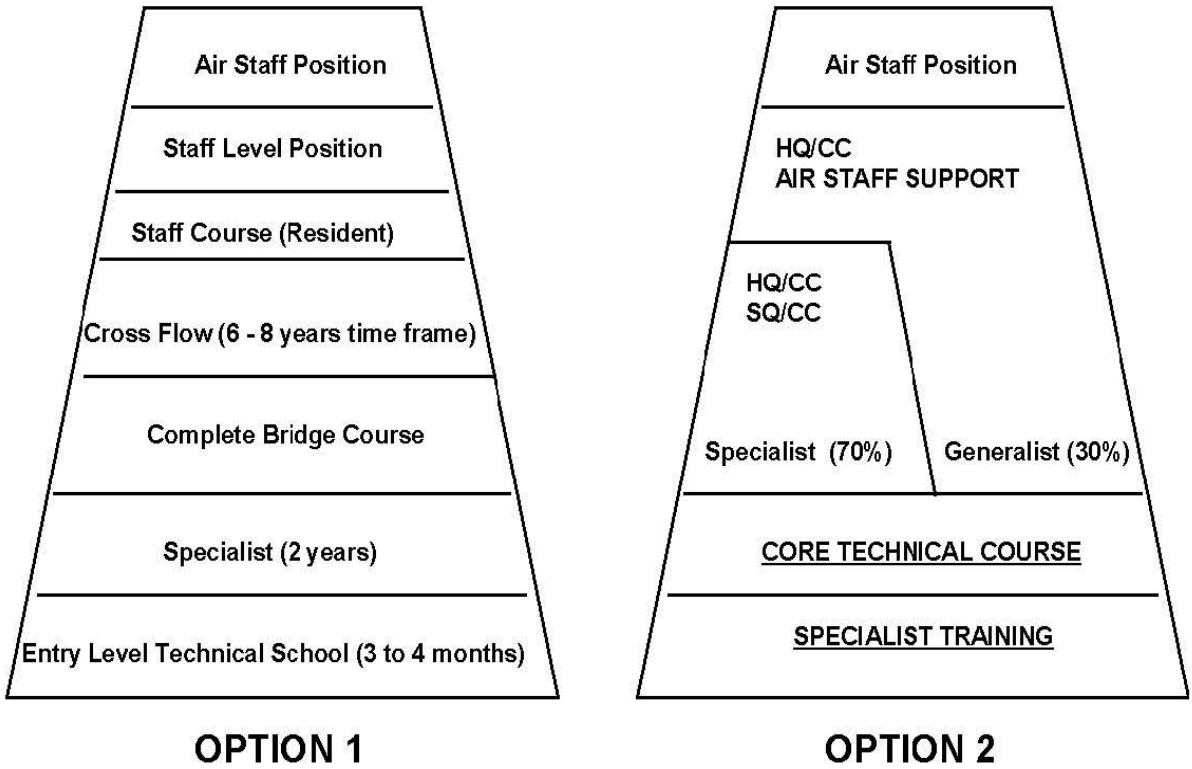
A3.1.3.3.1. Initial Skills. (Initial and Entry level training will usually be developed and taught by AETC).

A3.1.3.3.2. Upgrade Requirements. (Provide a sequence of events to meet requirements (may include maximum training periods, if applicable) to obtain intermediate, qualified, or staff level AFS).

A3.1.3.3.3. Proficiency Training. (Discuss follow-on training available to provide career broadening).

A3.2. Career Field Path.

Figure A3.2. Sample Career Field Path Options.



A3.2.1. Section C—Proficiency Training Requirements.

A3.2.1.1. Purpose. Proficiency training requirements in this career field are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for entry, award, and retention of each AFS level. The specific task and knowledge training requirements are identified in the CTS and Training Course Index at Part II, Section A and B of this CFETP.

A3.2.1.2. Specialty Qualification.

A3.2.1.2.1. Entry Level Training Specialty Qualification. This information will be located in the official specialty description in the AFOCD, paragraph 3.

A3.2.1.2.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area).

A3.2.1.2.1.2. Education. (Identify these as mandatory or desirable for award of the AFS. Text must be identical to that contained in AFOCD).

A3.2.1.2.1.3. Training. (List the formal military training required for award of the AFS. Text must be identical to that contained in AFOCD).

A3.2.1.2.1.4. Experience. (List mandatory experience requirements for award of the AFS. The addition of other information, such as CFETP and (or) STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area).

A3.2.1.2.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFOCD).

A3.2.1.2.1.6. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements).

A3.2.1.2.1.7. Implementation. (Explain how each level is awarded and when).

A3.2.1.2.2. Intermediate Level Training Specialty Qualification. This information will be identical to the text in the respective specialty description in AFOCD, paragraph 3.

A3.2.1.2.2.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area).

A3.2.1.2.2.2. Education. (Identify these as mandatory or desirable for award of the AFS. Text must be identical to that contained in AFOCD).

A3.2.1.2.2.3. Training. (List the formal military training required for award of the AFS. Text must be identical to that contained in AFOCD).

A3.2.1.2.2.4. Experience. (List mandatory experience requirements for award of the AFS. The addition of other information, such as CFETP and (or) STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area).

A3.2.1.2.2.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFOCD).

A3.2.1.2.2.6. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements).

A3.2.1.2.2.7. Implementation. (Explain how each level is awarded and when).

A3.2.1.2.3. Qualified Level Training Specialty Qualification. This information will be identical to the text in the respective specialty description in AFOCD, paragraph 3.

A3.2.1.2.3.1. Knowledge. (Reflect the required understanding and practical skills

for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area).

A3.2.1.2.3.2. Education. (Identify these as mandatory or desirable for award of the AFS. Text must be identical to that contained in AFOCD).

A3.2.1.2.3.3. Training. (List the formal military training required for award of the AFS. Text must be identical to that contained in AFOCD).

A3.2.1.2.3.4. Experience. (List mandatory experience requirements for award of the AFS. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area).

A3.2.1.2.3.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFOCD).

A3.2.1.2.3.6. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements).

A3.2.1.2.3.7. Implementation. (Explain how each level is awarded and when).

A3.2.1.2.4. Staff Level Training Specialty Qualification. This information will be identical to the text in the respective specialty description in AFOCD, paragraph 3.

A3.2.1.2.4.1. Education. (Identify these as mandatory or desirable for award of the AFS. Text must be identical to that contained in AFOCD).

A3.2.1.2.4.2. Training. (List the formal military training required for award of the AFS. Text must be identical to that contained in AFOCD).

A3.2.1.2.4.3. Experience. (List mandatory experience requirements for award of the AFS. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area).

A3.2.1.2.4.4. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFOCD).

A3.2.1.2.4.5. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements).

A3.2.1.2.4.6. Implementation. (Explain how each level is awarded and when).

A3.2.2. Section D—Resource Constraints.

A3.2.2.1. Purpose. This section identifies known resource constraints that preclude optimal and desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also

included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

A3.2.2.2. Training.

A3.2.2.2.1. Entry Level Training.

A3.2.2.2.1.1. Constraints. List the specific constraints.

A3.2.2.2.1.1.1. Impact. (Describe what effect each constraint has on training).

A3.2.2.2.1.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements).

A3.2.2.2.1.1.3. Action Required. (Explicit methods to meet conditions).

A3.2.2.2.1.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes).

A3.2.2.2.2. Intermediate Level Training.

A3.2.2.2.2.1. Constraints. List the specific constraints.

A3.2.2.2.2.1.1. Impact. (Describe what effect each constraint has on training).

A3.2.2.2.2.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements).

A3.2.2.2.2.1.3. Action Required. (Explicit methods to meet conditions).

A3.2.2.2.2.2. OPR/Target Completion Date. (Provide a focal point and a target date for planning purposes).

A3.2.2.2.3. Qualified Level Training.

A3.2.2.2.3.1. Constraints. List the specific constraints.

A3.2.2.2.3.1.1. Impact. (Describe what effect each constraint has on training).

A3.2.2.2.3.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements).

A3.2.2.2.3.1.3. Action Required. (Explicit methods to meet conditions).

A3.2.2.2.3.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes).

A3.2.2.2.4. Staff Level Training.

A3.2.2.2.4.1. Constraints. List the specific constraints.

A3.2.2.2.4.1.1. Impact. (Describe what effect each constraint has on training).

A3.2.2.2.4.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements).

A3.2.2.2.4.1.3. Action Required. (Explicit methods to meet conditions).

A3.2.2.2.4.2. OPR and Target Completion Date. (Provide a focal point and a

target date for planning purposes).

A3.3. Part II.

A3.3.1. Section A—Course Training Standard.

A3.3.1.1. Purpose:

A3.3.1.1.1. The students will demonstrate the desired learning outcomes contained in this CTS.

A3.3.1.1.2. Completion of this course is required for attaining the entry level AFS.

A3.3.1.2. Documentation. Document and certify completion of training. (Develop a method for certifying the task knowledge items).

A3.3.1.3. Qualitative Requirements. **Attachment 1** contains the behavioral statement, which makes up the entry level course.

A3.3.1.4. Qualification Training Requirements. (Identify methods, which will be used to provide the desired training).

A3.3.1.5. Proficiency Designator Table (Refer to **Table A3.3**). (This table provides course requirements and experience requirements necessary for each AFS level).

Table A3.3. Proficiency Designator.

Proficiency Designator	Title	Course Requirements	Experience Requirements
XXX1	Entry Level	Basic Course	Refer to Officer Classification Directory for Experience Requirements specific to the AFS
XXX2	Intermediate (used only for pilots, bomber navigators, and missile launch officers)	Basic and Bridge courses completed	Refer to Officer Classification Directory for Experience Requirements specific to the AFS
XXX3	Qualified	Basic, Bridge courses completed, plus all training modules	Refer to Officer Classification Directory for Experience Requirements specific to the AFS
XXX4	Staff Officer	See Note	See Note

NOTE: Designation of staff level relates only to the level of functional responsibility and is restricted to positions above wing level. It does not denote additional specialty qualifications.

A3.3.1.6. Recommendations. Report unsatisfactory performance of individual course graduates to identify technical school responsible for the training. Reference specific CTS paragraphs.

A3.3.2. Section B—Training Course Index.

A3.3.2.1. Purpose. This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs.

A3.3.2.2. AF In-Residence Courses.

A3.3.2.2.1. Entry Level Awarding Courses.

Course Number	Title	Location	User
XXXXXXXXX-000	Undergraduate	Randolph AFB	AF

A3.3.2.2.2. Advanced Skills Course. (May use rank designators)

Course Number	Title	Location	User
XXXXXXXXX-000	Staff/Operations	Randolph AFB	AF

A3.3.2.2.3. AF Institute of Technology Courses:

Course Number	Title	Location	User

A3.3.2.2.4. HQ AU/A4L Courses.

Course Number	Title	Location	User

A3.3.2.2.5. Exportable Courses.

Course Number	Title	Location	User

A3.3.2.2.6. Courses Under Development and Revision.

Course Number	Title	Location	User

A3.3.3. Section C—Support Material.

A3.3.3.1. The following list of support materials is not all-inclusive; however, it covers the most frequently referenced areas.

Course Number	Course Title	Developer

A3.3.3.2. If there are no support materials use the following note.

NOTE: There are currently no support material requirements. This area is reserved.

A3.3.4. Section D—MAJCOM Unique Requirements.

A3.3.4.1. The following list of MAJCOM unique responses is not all-inclusive; however, it covers the most frequently referenced areas.

Course Number	Course Title	Developer

A3.3.4.2. If there are no support materials use the following note.

NOTE: There are currently no MAJCOM unique requirements. This area is reserved.

Attachment 4

ENLISTED CFETP TEMPLATE

A4.1. Part I. The Training Impact Decision System (TIDES) template is a tool that provides a standardized CFETP format, which should be followed.

Figure A4.1. Contents.

(Name of AFSC) SPECIALTY

AFSC (Numerical Code)

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Supersedes: OPR: Approved By:

A4.1.1. Preface.

A4.1.1.1. This CFETP is a comprehensive education and training document that identifies life cycle education and training requirements, training support resources, and minimum core task requirements for this specialty. The CFETP will provide personnel a clear career path to success and will instill rigor in all aspects of career field training. NOTE: Civilians occupying associated positions will use Part II to support duty position qualification training.

A4.1.1.2. The CFETP consists of two parts; supervisors plan, manage, and control training within the specialty using both parts of the plan.

A4.1.1.2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan; Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path; Section C associates each level with specialty qualifications (knowledge, education, experience, training, and other); and Section D indicates resource constraints. Some examples are funds, manpower, equipment, facilities; Section E identifies transition training guide requirements for SSgt through MSgt.

A4.1.1.2.2. Part II includes the following: Section A: identifies the Specialty Training Standard (STS) and includes duties, tasks, TRs to support training, AETC conducted training, wartime course and core task and correspondence course requirements. Section B: contains the 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, which may be developed to support proficiency training; 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 unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

A4.1.1.3. 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.

A4.1.2. General Information.

A4.1.2.1. Purpose. This CFETP provides the information necessary for AFCFMs, MAJCOM Functional Managers (MFM), commanders, training managers, supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training individuals in this AFS should receive in order to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced and proficiency training. Initial skills training is the AFS

specific training an individual receives upon entry into the AF 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. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, 9-skill level. 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 and knowledge required to do the job. Advanced training is formal specialty training used for selected airmen. 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. The CFETP has several purposes—some are:

A4.1.2.1.1. Serves as a management tool to plan, manage, conduct, and evaluate a career field-training program. Also, it is used to help supervisors identify training at the appropriate point in an individual's career.

A4.1.2.1.2. Identifies task and knowledge training requirements for each skill level in the specialty and recommends education and training throughout each phase of an individual's career.

A4.1.2.1.3. Lists training courses available in the specialty identifies sources of training, and the training delivery method.

A4.1.2.1.4. Identifies major resource constraints that impact full implementation of the desired career field training process.

A4.1.2.2. Uses. The plan will be used by MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

A4.1.2.2.1. AETC training personnel will develop or revise formal resident, nonresident, field and exportable training based upon requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

A4.1.2.2.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. OJT, resident training, and contract training or exportable courses can satisfy identified requirements. MAJCOM-developed training to support this AFSC must be identified for inclusion into the plan.

A4.1.2.2.3. Each individual will complete the mandatory training requirements specified in this plan. The list of courses in Part II will be used as a reference to support training.

A4.1.2.3. Coordination and Approval. The AFCFM is the approval authority. Also, the AFCFM will initiate an annual review of this document to ensure currency and accuracy. MAJCOM representatives and AETC training personnel will identify and coordinate on

the career field training requirements. Using the list of courses in Part II, they will eliminate duplicate training.

A4.1.3. Section B—Career Progression and Information.

A4.1.3.1. Specialty Description.

A4.1.3.1.1. Specialty Summary. Refer to AFECD, paragraph 1.

A4.1.3.1.2. Duties and Responsibilities. Refer to AFECD, paragraph 2. List duties and responsibilities individually and describe.

A4.1.3.2. Skill and Career Progression. Adequate training and timely progression from the apprentice to the superintendent level play an important role in the AF's ability to accomplish its mission. It is essential that everyone involved in training must do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career.

A4.1.3.2.1. Apprentice (3) Level. (Provide an outline of activities for award of this level and to progress to the next skill level. Activities may consist of academic, PME, or experience requirements).

A4.1.3.2.2. Journeyman (5) Level. (Provide an outline of activities for award of this level and to progress to the next skill level. Activities may consist of academic, PME, or experience requirements).

A4.1.3.2.3. Craftsman (7) Level. (Provide an outline of activities for award of this level and to progress to the next skill level. Activities may consist of academic, PME, or experience requirements).

A4.1.3.2.4. Superintendent (9) Level. (Provide an outline of activities for award of this level. Activities may consist of academic, PME, or experience requirements).

A4.1.3.3. Training Decisions. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the (identify name of AFS) 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. (Place a comment identifying where the training decisions were made).

A4.1.3.3.1. Initial Skills. (Initial and Entry level training will usually be developed and taught by AETC).

A4.1.3.3.2. Five-Level Upgrade Requirements. (Provide a sequence of events to meet requirements to obtain the skill level AFS).

A4.1.3.3.3. Seven-Level Upgrade Training Requirements. (Provide a sequence of events to meet requirements to obtain the skill level AFS).

A4.1.3.3.4. Proficiency Training. (Discuss follow-on training available to provide career broadening).

A4.1.3.4. CCAF. Enrollment in CCAF occurs upon completion of BMT. CCAF provides the opportunity to obtain an Associate of Applied Sciences Degree. In addition to its associate degree program, CCAF offers the following:

A4.1.3.4.1. Occupational Instructor Certification. Upon completion of instructor qualification training, consisting of the instructor methods course and supervised practice teaching, CCAF instructors who possess an associate degree or higher may be nominated by their school commander and commandant for certification as an occupational instructor.

A4.1.3.4.2. Trade Skill Certification. When a CCAF student separates or retires, a trade skill certification is awarded for the primary occupational specialty. The College uses a competency based assessment process for trade skill certification at one of four proficiency levels: Apprentice, Journeyman, Craftsman (Supervisor), or Master Craftsman (Manager). All are transcribed on the CCAF transcript.

A4.1.3.4.3. Degree Requirements. All airmen are automatically entered into the CCAF program. Prior to completing an associate degree, the 5 level must be awarded and the following requirements must be met:

Semester Hours	
Technical Education	24
Leadership, Management, and Military Studies	6
Physical Education	4
General Education	15
Program Elective	15
Technical Education; Leadership, Management, and Military Studies; or	
General Education	
Total	64

A4.1.3.4.3.1. Technical Education (24 semester hours). A minimum of 12 semester hours of Technical Core subjects and courses must be applied and the remaining semester hours applied from Technical Core or Technical Elective subjects and courses. (Identify any additional areas).

A4.1.3.4.3.2. Leadership, Management, and Military Studies (6 semester hours). Professional military education and/or civilian management courses.

A4.1.3.4.3.3. Physical Education (4 semester hours). This requirement is satisfied by completion of BMT.

A4.1.3.4.3.4. General Education (15 semester hours). Applicable courses must meet the criteria for application of courses to the General Education Requirements (GER) and be in agreement with the definitions of applicable General Education subject/courses as provided in the CCAF General Catalog.

A4.1.3.4.3.5. Program Elective (15 Semester Hours). Satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General

Education subjects and courses, including natural science courses meeting GER application criteria. Six semester hours of CCAF degree applicable technical credit otherwise not applicable to this program may be applied. See the CCAF General Catalog for details regarding the Associates of Applied Sciences degree for this specialty.

A4.1.3.4.4. Additional off-duty education is a personal choice encouraged for all. Individuals desiring to become an AETC Instructor should be actively pursuing an associate degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

A4.1.3.5. Career Field Path. (Must be simple enough for everyone in the career field to understand).

A4.1.3.5.1. Manning Table (refer to **Table A4.1**). (Method available to display resources).

Table A4.1. Manning Table.

Base Level	CMSgt	SMSgt	MSgt	TSgt	SSgt	SrA	A1C	Amn	AB
	X	X	X	X	X	X	X	X	X
MAJCOM Staff	X	X	X	X	X	X	X	X	X
HQ USAF Staff	X	X	X	X	X	X	X	X	X
FOA/DRU	X	X	X	X	X	X	X	X	X
Total	XX	XX	XX	XX	XX	XX	XX	XX	XX

Table A4.2. Enlisted Career Path.

	GRADE REQUIREMENTS			
Education and Training Requirements	Rank	Average Sew- On	Earliest Sew-On	High Year Of Tenure (HYT)
BMTS				
Apprentice Technical School (3-Skill Level)	Amn AIC	6 months 10 months		
Upgrade To Journeyman (5-Skill Level) - Minimum 12 months on-the-job training. - Minimum 9 months on-the-job training for retrainees. - Complete appropriate CDC if	Amn A1C SrA	10 months 3 years	28 months	10 Years

	GRADE REQUIREMENTS			
Education and Training Requirements	Rank	Average Sew- On	Earliest Sew-On	High Year Of Tenure (HYT)
and when available.				
Airman Leadership School - Must be a SrA with 48 months time in service or be a SSgt Selectee. - Resident graduation is a prerequisite for SSgt sew-on (Active Duty Only).	Trainer - Qualified and certified to perform the task to be trained. - Must attend formal AF Training Course. - Recommended by the supervisor.			
	Certifier - Possess at least a SSgt with a 5-skill level or civilian equivalent. - Must attend AF Training Course. - Be a person other than the trainer except for AFSCs, duty positions, units, and/or work centers with specialized training standardization and certification requirements.			
Upgrade To Craftsman (7-Skill Level) - Minimum rank of SSgt. - 12 months OJT. - 6 months OJT for retrainees. -Complete appropriate CDC if/when available. - Attend Craftsman course, if applicable.	SSgt	7.5 years	3 years	20 Years
Noncommissioned Officer Academy - Must be a TSgt or TSgt Selectee. - Resident graduation is a prerequisite for MSgt sew-on (Active Duty Only).	TSgt MSgt	12.5 years 16 years	5 years 8 years	22 years 24 years
USAF Senior NCO Academy - Must be a SMSgt or SMSgt Selectee. - Resident graduation is a prerequisite for SMSgt sew-on (Active Duty Only).	SMSgt	19.2 years	11 years	26 Years
Upgrade To Superintendent	CMSgt	21.5 years	14 years	30 years

	GRADE REQUIREMENTS			
Education and Training Requirements	Rank	Average Sew- On	Earliest Sew-On	High Year Of Tenure (HYT)
(9-Skill Level) - Minimum rank of SMSgt.				

A4.1.4. Section C—Skill Level Training Requirements.

A4.1.4.1. Purpose. Skill level training requirements in this specialty 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, Section A and B of this CFETP.

A4.1.4.2. Specialty Qualification.

A4.1.4.2.1. Apprentice Level Training.

A4.1.4.2.1.1. Specialty Qualification. This information will be located in the official specialty description in AFECD, paragraph 3.

A4.1.4.2.1.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area).

A4.1.4.2.1.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Text must be identical to that contained in AFECD).

A4.1.4.2.1.1.3. Training. (List the formal military training that is required for award of the AFSC. Text must be identical to that contained in AFECD).

A4.1.4.2.1.1.4. Experience. (List mandatory experience requirements for award of the 3-skill level. The addition of other information, such as CFETP and (or) STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area).

A4.1.4.2.1.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFECD).

A4.1.4.2.1.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements).

A4.1.4.2.1.3. Implementation. (Explain how /when each skill level is awarded).

A4.1.4.2.2. Journeyman Level Training:

A4.1.4.2.2.1. Specialty Qualification. This information will be located in the official specialty description in AFECD, paragraph 3.

A4.1.4.2.2.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area).

A4.1.4.2.2.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Text must be identical to that contained in AFECD).

A4.1.4.2.2.1.3. Training. (List the formal military training that is required for award of the AFSC. Text must be identical to that contained in AFECD).

A4.1.4.2.2.1.4. Experience. (List mandatory experience requirements for award of the 5-skill level. The addition of other information, such as CFETP and (or) STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area).

A4.1.4.2.2.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFECD).

A4.1.4.2.2.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements).

A4.1.4.2.2.3. Implementation (Explain how / when each skill level is awarded).

A4.1.4.3. Craftsman Level Training.

A4.1.4.3.1. Specialty Qualification. This information will be located in the official specialty description in AFECD, paragraph 3.

A4.1.4.3.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area).

A4.1.4.3.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Text must be identical to that contained in AFECD).

A4.1.4.3.1.3. Training. (List the formal military training required for award of the AFSC. Text must be identical to that contained in AFECD).

A4.1.4.3.1.4. Experience. (List mandatory experience requirements for award of the 7-skill level. The addition of other information, such as CFETP/STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area).

A4.1.4.3.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFECD).

A4.1.4.3.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements).

A4.1.4.3.3. Implementation. (Explain how each skill level is awarded and when).

A4.1.4.4. Superintendent Level Training:

A4.1.4.4.1. Specialty Qualification. This information will be located in the official specialty description in AFECD, paragraph 3.

A4.1.4.4.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area).

A4.1.4.4.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Text must be identical to that contained in AFECD).

A4.1.4.4.1.3. Training. (List the formal military training required for award of the AFSC. Text must be identical to that contained in AFECD).

A4.1.4.4.1.4. Experience. (List mandatory experience requirements for award of the 9-skill level. The addition of other information, such as CFETP and (or) STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area).

A4.1.4.4.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Text must be identical to that contained in AFECD).

A4.1.4.4.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements).

A4.1.4.4.3. Implementation. (Explain how each skill level is awarded and when).

A4.1.5. Section D—Resource Constraints.

A4.1.5.1. Purpose. This section identifies known resource constraints that preclude optimal and desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, OPR, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

A4.1.5.2. Apprentice Level Training.

A4.1.5.2.1. Constraints.

A4.1.5.2.1.1. Impact. (Describe what effect each constraint has on training).

A4.1.5.2.1.2. Resources Required. Indicate manpower, funds, equipment, and other resources needed to meet requirements.

A4.1.5.2.1.3. Action Required. (Explicit methods to meet conditions).

A4.1.5.2.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes).

A4.1.5.3. Five Level Training.

A4.1.5.3.1. Constraints.

A4.1.5.3.1.1. Impact. (Describe what effect each constraint has on training).

A4.1.5.3.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements).

A4.1.5.3.1.3. Action Required. (Explicit methods to meet conditions).

A4.1.5.3.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes).

A4.1.5.4. Seven-Level Training.

A4.1.5.4.1. Constraints.

A4.1.5.4.1.1. Impact. (Describe what effect each constraint has on training).

A4.1.5.4.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements).

A4.1.5.4.1.3. Action Required. (Explicit methods to meet conditions).

A4.1.5.4.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes).

A4.1.6. Section E—Transitional Training Guide.

A4.1.6.1. Purpose. This transition guide will lay the direction and control to prepare our personnel for the 21st century. Also, tomorrow's challenges will be measured by how well we plan today, and our strength and direction are assured only through proper training. Only your genuine commitment to meeting this challenge head on will ensure the AF and our specialty benefit fully.

A4.1.6.2. Conditions.

A4.1.6.2.1. Duration. (Identify length of the program and, if appropriate, inclusive dates).

A4.1.6.2.2. Target Group. (Identify range of grades affected. Discuss how the following phases of training will be effected: 3-, 5-, and 7-skill level trainees, upgrade, and proficiency training requirements).

A4.1.6.3. Transition Training Plan (TTP) Administration. (Explain how to implement, manage, and control the overall program).

A4.1.6.3.1. Requirements. (Use CFETP Part II, Section A to identify requirements).

A4.1.6.3.2. Training Methods. (Explain the method used for training (i.e., coach-pupil and classroom) and any limitations on group composition).

A4.1.6.3.3. Certification Requirements. (Specify criteria for the trainer and certifier to properly administer the program).

A4.1.6.3.4. Program Management. (Consider how the training will be accomplished, i.e., special experience identifiers).

A4.1.6.3.5. Status Reporting. Base functional managers will report TTP status to their MFM quarterly by the 5th duty day of February, May, August, and November, for the entire transition training period. MFMs will report TTP status to AFCFM semiannually by the 15th of May and November for the entire transition training period. When reporting, use the following format: (Design format for the report).

A4.2. Part II.

A4.2.1. Section A—Specialty Training Standard (STS).

A4.2.1.1. Implementation. This STS will be used for technical training provided by AETC for classes beginning (date) and graduating (date).

A4.2.1.2. Purpose. As prescribed, this STS (refer to **Figure A4.2** through **Figure A4.5**):

A4.2.1.2.1. Lists in the column 1 (Task, Knowledge, and Technical Reference) the most common tasks, knowledge, and Technical References (TR) necessary for Airmen to perform duties in the 3-, 5-, and 7-skill level. Number task statements sequentially i.e., 1.1, 1.2, and 2.1 Column 2 (Core Tasks) identifies, by asterisk (*), specialty-wide training requirements.

A4.2.1.2.2. Provides certification for OJT. Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available. Task certification must show a certification or completed date. (As a minimum, use the following column designators: Training Complete, Certifier Initials)

A4.2.1.2.3. 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 and knowledge and the career knowledge provided by the correspondence course.

A4.2.1.2.4. Qualitative Requirements. **Figure A4.3** contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and CDCs. (For this template, refer to **Figure A4.3**).

A4.2.1.2.5. Use to document task when placed in AF Form 623, On-The-Job Training Record, and according to **Chapter 6** of this instruction.

A4.2.1.2.6. Is a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). Specialty Knowledge Tests (SKTs) are developed at the AETC Airman Advancement Division, by senior NCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the WAPS catalog. Individual responsibilities are in Chapter 1 of AFI 36-2605, AF Military Personnel Testing System. WAPS is not applicable to the ANG.

A4.2.1.3. Recommendations. Report unsatisfactory performance of individual course graduates (identify complete AETC technical school's mailing address). Reference specific STS paragraphs.

Figure A4.2. Sample Heading for STSs.

This Block Is For Identification Purposes Only.		
Name Of Trainee		
Printed Name (Last, First, Middle Initial)	Initials (Written)	SSN (Last four)
Printed Name Of Trainer, Certifying Official And Written Initials		
N/I	N/I	
N/I	N/I	
N/I	N/I	

Figure A4.3. Sample Qualitative Requirements.

Proficiency Code Key		
	Scale Value	Definition: The individual
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (extremely limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (partially proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (highly proficient)
*Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (nomenclature)
	b	Can determine step-by-step procedures for doing the task. (procedures)
	c	Can identify why and when the task must be done and why each step is needed. (operating principles)
	d	Can predict, isolate, and resolve problems about the task. (advanced theory)
**Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (analysis)

Proficiency Code Key		
	Scale Value	Definition: The individual
	D	Can evaluate conditions and make proper decisions about the subject. (evaluation)
Explanations * A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: b and 1b) ** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks. This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC. X This mark is used alone in course columns to show that training is required but not given due to limitations in resources. Note: All tasks and knowledge items shown with a proficiency code are trained during wartime.		

Figure A4.4. 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 field 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 or CDC.
X	Training is required but not provided due to limitations in resources.
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 CDCs.	

Figure A4.5. STS Worksheet (Template).

1. Tasks	2. Core/ Wartime Tasks	3. Certification For OJT				4. Proficiency Codes Used To Indicate Training/ Information Provided							
Knowledge And Technical References													
		A	B	C	D	E	A 3-Skill Level		B 5-Skill Level			C 7-Skill Level	
		Tng Start	Tng Done	Trainee Initials	Trainer Initials	Certifier Initials	(1) CRS	(2) CDC	(1) CRS	(2) CDC	(3) QTP	(1) CRS	(2) CDC

1. Tasks	2. Core/ Wartime Tasks	3. Certification For OJT				4. Proficiency Codes Used To Indicate Training/ Information Provided							
1. Ed &Tng Career Field													
1.1. Career Field Structure													
1.2. Duties of AFSC 3S2XX													

NOTE: When developing your STS only identify applicable columns. For example, if you do not have a QTP for your AFS then you do not need to develop a column as identified above. Also, if you do not have a course or CDC for a particular skill level then you would not need to develop a column for course or CDC.

A4.2.2. Section B—COL.

A4.2.2.1. Measurement. Each objective is indicated as follows: W indicates task or subject knowledge, which is measured using a written test. PC indicates required task performance, which is measured with a performance progress check. P indicates required task performance, which is measured with a performance test. PC/W indicates separate measurement of both knowledge and performance elements using a written test and a performance progress check.

A4.2.2.2. Standard. The standard is 70% on written examinations. Standards for performance measurement are indicated in the objective and delineated on the individual progress checklist. Instructor assistance is provided as needed during the progress check, and students may be required to repeat all or part of the behavior until satisfactory performance is attained.

A4.2.2.3. Proficiency Level. Most task performance is taught to the “2b” proficiency level, which means the student can do most parts of the task but does need assistance on the hardest parts of the task (partially proficient). The student can also determine step-by-step procedures for doing the task.

A4.2.2.4. Course Objective. These objectives are listed in the sequence taught by Block of Instruction.

A4.2.2.4.1. Initial Skills Course.

A4.2.2.4.1.1. Block I. (Title).

(Section number, objective and behavioral statement, STS references, and type of measurement)

A4.2.2.4.1.2. Block II. (Title).

(Section number, objective and behavioral statement, STS references, and type of measurement).

A4.2.2.4.2. Advanced Skills Course.

A4.2.2.4.2.1. Block I. (Title). (Section number, objective and behavioral statement, STS references, and type of measurement)

A4.2.2.4.2.2. Block II. (Title). (Section number, objective and behavioral statement, STS references, and type of measurement)

A4.2.2.4.2.3. If there is no advanced course use the following note.

NOTE: There is currently no advanced course. This area is reserved.

A4.2.3. Section C—Support Material.

A4.2.3.1. The following list of support materials is not all-inclusive; however, it covers the most frequently referenced areas.

Course Number Course Title Developer

A4.2.3.2. If there are no support materials use the following note. ***NOTE:*** There are currently no support material requirements. This area is reserved.

A4.2.4. Section D—Training Course Index.

A4.2.4.1. Purpose. This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs.

A4.2.4.2. AF In-Residence Courses.

Course Number	Title	Location	User
XXXXXXXXX-000	Undergraduate	Randolph AFB	AF

A4.2.4.3. Extension Course Programs.

Course Number	Title	Location	User

A4.2.4.4. Exportable Courses.

Course Number	Title	Location	User

A4.2.4.5. Courses Under Development/Revision.

Course Number	Title	Location	User

A4.2.5. Section E—MAJCOM Unique Requirements.

A4.2.5.1. The following list of MAJCOM unique responses is not all-inclusive; however, it covers the most frequently referenced areas.

Course Number	Title	Location	User

A4.2.5.2. If there are no MAJCOM unique requirements, use the following note. ***NOTE:*** There are currently no MAJCOM unique requirements. This area is reserved.

Attachment 5

CHECKLIST FOR STRT/U&TW

SPECIALTY TRAINING REQUIREMENTS TEAM/UTILIZATION AND TRAINING WORKSHOP (U&TW) CHECKLIST			
OPR: Air Force Career Field Manager (AFCFM) AETC Training Pipeline Manager (AETC TPM) OCR: AETC Training Manager (TM) MAJCOM Functional Manager (MFM)			
Note: Early in the process, a decision must be made to determine whether to conduct the STRT/U&TW via a TDY meeting or through a video teleconference (VTC). There are actually two checklists contained herein. The first three paragraphs contain guidance for STRT/U&TWs via a TDY meeting or a VTC. Numbers 4 through 9 are used when a TDY meeting is conducted and numbers 10 through 16 are used for a VTC.			
	YES	NO	N/A
1. All participants review existing policy/guidance:			
a. AFI 36-2201, AF Training Program			
b. AETCI 36-2203, Technical and Basic Military Training Development			
2. Determine the need for a U&TW:			
a. Management directed.			
b. Establish a new AFS.			
c. Major modification to existing AFS.			
d. Merge two or more AFSs.			
e. Graduate Assessment Survey (GAS) input from AETC TM			
f. Field Evaluation Questionnaire Summary (FEQS) input from AETC TM			
3. Conduct Research:			
a. Identify points of contact (these are not necessarily attendees or participants)			
(1) MFMs			
(2) AETC CDC Writer			
(3) AETC Occupational Analysis Division			
(4) AFPC/DPPAC & DPPAT (Classification Analysis - AFS mergers, changes in specialties, or SEIs/SDIs).			
(5) AETC Instructional Technology Unit Representative - When complex media selection decisions are anticipated for resident or nonresident training, the supporting AETC Instructional Technology unit can perform a media and cost benefit analysis and provide media selection guidance.			
(6) Any other known sources:			
(a) First line supervisors			
(b) Representatives from other services (ITRO courses)			
b. Gather supporting documents:			
(7) Any policy, procedure, information that assists in managing the AFSC:			

(a) AFPDs, AFIs, AFMANs, or AFPAMs			
(b) Occupational survey reports and training extracts			
(c) Existing STS			
(d) Course training standard, CC, and plan of instruction. Note: AETC TM is training POC.			
(e) FEQS			
(f) GAS responses - consistent issue or trend			
(g) Specialty descriptions:			
(1) AFOCD, Officer Classification			
(2) AFECD, Airman Classification			
c. Gather information from MFMs:			
(1) Use message with questions to determine training requirements, standards, and resources needed to build draft CFETP. Consider providing a document template for ease in receipt and organization of the information.			
(2) Ask MFMs to review specialty descriptions, identify job performance requirements, identify skill level training requirements, CDC requirements, wartime requirements, core tasks, and MAJCOM unique requirements.			
(3) Identify supporting resources:			
(a) Know the resources available to support any expanded training.			
(b) AETC TPM can identify existing resources.			
(c) Have essential documents like POM packages and other strategic plans available at U&TW.			
At this point the decision to conduct the STRT/U&TW using a TDY meeting or by means of a VTC must be made by the AFCFM and the AETC TPM. Is this a new AFS or a merger of two or more AFSs? If yes, consider a TDY meeting. Proceed to number 4. If no, then consider conducting the U&TW by VTC.			
4. Organize the STRT/U&TW—using TDY meeting:			
(a) Use 4-month lead time to prepare for meeting.			
(b) Complete all research actions before the meeting.			
(1) Identify points of contact, gathering supporting documents, and collect TM and MFM inputs.			
(2) Include everything listed in paragraph 3.			
(c) Hold meeting at training squadron, if possible.			
(d) Schedule wing commander or group commander to open the STRT/U&TW.			
(e) Confirm billeting for attendees.			
(f) Confirm transportation mode.			
(g) Have TM brief on training standards and codes.			
(h) Confirm administrative support at meeting site.			
(i) Consider cost of STRT/U&TW—have only number of people needed.			

(j) Announce time and place if not included in earlier message.			
(k) Keep documented trail of the actions and decisions.			
5. Prepare Draft CFETP Document:			
(a) Receive input from field and MFMs:			
(1) Consolidate/arrange information for easy use.			
(2) Send follow-up message if necessary.			
(b) Draft the CFETP:			
(1) AETC TM prepares the draft CFETP.			
(2) Use appropriate format.			
(c) Begin draft CFETP coordination process:			
(1) Forward to MFMs to validate requirements.			
(2) Draft into final after all MAJCOMs have responded.			
(d) Receive return messages from MFMs identifying attendees.			
6. Prepare for STRT/U&TW:			
(a) Draft and forward message announcing specifics to all attendees.			
(b) Draft meeting agenda.			
(c) Draft seating arrangement.			
(d) Organize working groups.			
(e) Prepare draft STRT/U&TW handbook.			
(f) Reserve any support equipment needed.			
(g) Consider method to establish rapport.			
(h) Finalize the agenda.			
7. Conduct the STRT/U&TW:			
(a) Have wing CC or group CC open the STRT/U&TW.			
(1) Emphasize importance of the meeting.			
(2) Stress funding responsibility - equipment, manpower, facilities.			
(b) AFCFM chairs STRT/U&TW for utilization, and career field mission issues and works in partnership with the AETC TPM throughout the STRT/U&TW.			
(c) Resolve any outstanding issues (review, edit, and revise final draft CFETP):			
(1) Finalize job description, 3-skill level school requirements, wartime requirements, 5-skill level CDC and 7-skill level, core tasks, and formal school requirements.			
(d) Discuss resource issues: AETC TPM chairs the portion of the U&TW covering training and training resourcing and works in partnership with the AFCFM throughout the U&TW.			
(1) MAJCOMs must be prepared to provide funding (instructor authorizations, equipment, and facilities) to support any new or revised training.			
(2) Determine which organizations will furnish resources and establish commitment and delivery dates in writing.			
(3) Document equipment availability dates and any problems.			

(e) Identify any instructor authorizations.			
(f) Discuss classroom availability.			
(g) Establish training delivery dates.			
(h) Consider manpower, facilities, CDCs, money, etc.			
(i) Defer only those needing additional staffing – annotate in the STRT/U&TW minutes. Issue Resolution is required for issues that normal staff procedures will not resolve.			
(j) The deliverable product of the U&TW should be a CFETP ready for final coordination by the AFCFM.			
(4) Review training front-end analysis (FEA) to include media and cost benefit analysis. Decide upon the mix, quantity and sophistication of training equipment and use of technology to deliver effective and cost effective courseware.			
8. Meeting follow-up requirements:			
(a) Develop meeting minutes.			
Include all steps involved in decision making, taskings, and deferred items.			
(b) AETC TM briefs and provides the group CC written list of action items and taskings within a week of the conclusion of the U&TW. If there are any unresolved resource issues, then the AETC TPM and AFCFM will elevate the action through their respective organizations. Request assistance in obtaining needed resources through HQ AETC/A2/3/10 or XP.			
(c) Receive coordination and completed tasking input.			
(d) AFCFM coordinates the final CFETP.			
(e) Publish the CFETP.			
(f) Monitor and track all taskings identified in the minutes.			
9. Organize the STRT/U&TW using the VTC:			
(a) Use 4-month lead-time to prepare for meeting.			
(b) Complete all research actions before the meeting.			
(1) Include identifying points of contact, gathering supporting documents, and receiving TM and MFM inputs.			
(2) Include all of item 3.			
(c) Determine date and time (AFCFM, AETC TPM, and TM):			
(1) AETC TM schedule VTC with local VTC studio.			
(2) Local VTC studio coordinates studio availability with other sites.			
(d) Schedule wing CC or group CC to open the STRT/U&TW.			
10. Prepare draft CFETP Document:			
(a) Receive input from field and MFMs:			
(1) Consolidate and arrange for easy use.			
(2) Send follow-up message if necessary.			
(b) Draft the CFETP:			
(1) AETC TM prepares the draft CFETP.			
(2) Use the appropriate format.			

(c) Begin strawman CFETP coordination process:			
(1) Forward to MFMs to validate field requirements.			
(2) Draft into final draft after all MAJCOMs have responded.			
11. Prepare for STRT/U&TW:			
(a) Draft and forward message announcing specifics to all participants.			
(b) Receive return messages from MFMs confirming participants.			
(c) Draft meeting agenda.			
(d) Organize working groups.			
(1) Use a kick-off VTC and have groups conduct separate VTCs to address specific issues.			
(2) Use a follow-up VTC as the forum/decision portion of STRT/U&TW.			
(e) Prepare draft STRT/U&TW handbook.			
(f) Confirm and finalize the agenda.			
(g) Distribute STRT/U&TW handbook to all participants.			
12. Conduct the STRT/U&TW:			
(a) Have wing CC or group CC open the STRT/U&TW.			
(1) Emphasize importance of the meeting.			
(2) Stress funding responsibilities (equipment, manpower, facilities, etc).			
(b) The AFCFM chairs the STRT/U&TW for utilization, career field mission issues and works in partnership with the AETC TPM throughout the STRT/U&TW.			
(c) Resolve any outstanding issues:			
(1) Review, edit, and revise final draft CFETP.			
(2) Finalize job description, 3-skill level school requirements, wartime requirements, 5-skill level CDC, 7-skill level CDC, core tasks and formal school requirements.			
(d) Discuss resource issues: AETC TPM chairs the portion of the STRT/U&TW covering training and training resourcing and works in partnership with the AFCFM throughout the STRT/U&TW.			
(1) MAJCOMs must provide funding (instructor authorizations, equipment, and facilities) to support any new or revised training.			
(2) Determine which organizations will furnish resources and establish commitments and delivery dates in writing.			
(3) Document equipment availability dates and any problems.			
(e) Identify any instructor authorizations.			
(f) Establish training delivery dates.			
(g) Consider manpower, money, facilities, and CDCs, etc.			
(h) Defer actions needing additional staffing (annotate in the STRT/U&TW minutes) for issues that normal staff procedures will not resolve.			
(i) The deliverable product of the U&TW should be a CFETP ready			

for final coordination by the AFCFM.			
(4) Review training front-end analysis (FEA) to include media and cost benefit analysis. Decide upon the mix, quantity and sophistication of training equipment and use of technology to deliver effective and cost effective courseware.			
13. Meeting follow-up requirements:			
(a) Develop meeting minutes.			
Include all steps involved in decision making, all taskings and their OPRs, and all deferred items and their suspense dates.			
(b) AETC TM briefs and provides the group CC written list of action items and taskings within a week of the conclusion of the STRT/U&TW. If there are any unresolved resource issues, and then the AETC TPM and AFCFM will elevate the action through their respective organizations. Request assistance in obtaining needed resources through HQ AETC/A2/3/10 or XP.			
(c) Receive coordination and completed tasking inputs.			
(d) AFCFM coordinates final CFETP.			
(e) CFETP is published.			
(f) Monitor and track all taskings identified in the minutes.			

Attachment 6

ASSOCIATED U&TW CORRESPONDENCE

Figure A6.1. **Example Memorandum for Announcing STRT/U&TW and Gathering Information**

SUBJECT: 3S2X1 UTILIZATION AND TRAINING WORKSHOP (U&TW) (TENTATIVELY SCHEDULED BETWEEN 14-27 MAY 2002)

1. A U&TW IS TENTATIVELY SCHEDULED TO CONVENE EITHER THE WEEK OF 14-20 OR 21-27 MAY 2009 AT SHEPPARD AIR FORCE BASE TEXAS. THE PURPOSE OF THE U&TW IS TO IDENTIFY TRAINING (BOTH ON-THE-JOB (OJT) AND FORMAL) TO SUPPORT 3S2X1 CAREER FIELD TASK PERFORMANCE REQUIREMENTS. PLEASE DISTRIBUTE THIS MESSAGE THROUGHOUT THE 3S2X1 COMMUNITY.

2. THE AGENDA WILL INCLUDE DISCUSSION ITEMS SUBMITTED FROM THE FIELD AND THE FOLLOWING TOPICS:

A. DETERMINE AFSC 3S2X1 UTILIZATION, QUALIFICATION, AND TRAINING REQUIREMENTS FOR MAJCOM, BASE, UNIT, MAINTENANCE, EDUCATION SERVICES, AND TRAINING DEVELOPMENT POSITIONS.

B. REVIEW AND REVISE (IF NECESSARY) J3ALR3S231-001, EDUCATION AND TRAINING APPRENTICE COURSE; J3ACR3S271-000, EDUCATION AND TRAINING CRAFTSMAN COURSE; 3S200 SPECIALIZED COURSE (SC); AND 3S2X1 QUALIFICATION TRAINING PACKAGE (QTP) REQUIREMENTS.

C. REVISE AFSC 3S2X1 SPECIALTY TRAINING STANDARD (STS) REQUIREMENTS AND 3S2X1 CLASSIFICATION DESCRIPTIONS AS NECESSARY.

D. ADDRESS CHANGING ROLE OF 3S2X1 PERSONNEL PERFORMING EDUCATION SERVICES AND BASE TRAINING OFFICE DUTIES AS A RESULT OF COMPETITIVE SOURCING AND PRIVATIZATION INITIATIVES.

3. REQUEST ATTENDANCE OF NO MORE THAN TWO REPRESENTATIVES (WITH VOTING AUTHORITY) FROM EACH MAJCOM, DRU, FOA. ADDITIONALLY, WE WILL CONVENE A 3S2 ADVISORY PANEL CONSISTING OF ACTIVE, GUARD, AND RESERVE 3S2 CMSGTS; THEREFORE, ALL 3S2 CMSGTS ARE INVITED TO ATTEND AND PARTICIPATE. PROVIDE THE FOLLOWING INFORMATION TO MSGT SMITH, **JIM.SMITH@AFPC.RANDOLPH.AF.MIL**, NLT 15 MAR 2009.

A. ATTENDEE'S GRADE, NAME, SSN, ORGANIZATION ADDRESS, PHONE NUMBER AND EMAIL ADDRESS.

B. THE CONSOLIDATED LIST OF FIELD DISCUSSION TOPICS/RECOMMENDATIONS. SUBMISSIONS ARE NOT LIMITED TO THE ABOVE AGENDA ITEMS. MAJCOM, FOA, AND DRU POINTS OF CONTACT: PLEASE MAKE A CONCERTED EFFORT TO COLLECT, CONSOLIDATE, AND SUBMIT ALL FIELD SUBMISSIONS TO MSGT SMITH (SEE ABOVE EMAIL ADDRESS OR FAX TO DSN 665-2328) BY THE SUSPENSE DATE.

C. LET US KNOW ASAP IF THE TENTATIVE U&TW DATES CONFLICT WITH PREVIOUSLY SCHEDULED EVENTS SO WE MAY ENSURE MAXIMUM PARTICIPATION.

4. WITH YOUR COLLECTIVE PARTICIPATION, THIS WILL BE A PRODUCTIVE AND SUCCESSFUL 3S2X1 U&TW. POINTS OF CONTACT ARE SMSGT CAROL JOHNSON AT 82TRSS/TTF, DSN 736-7098, MSGT SMITH AT AFPC/DPPAT, DSN 665-2534, AND CMSGT JONES AT AF/A1DLT, DSN 227-9489.

Figure A6.2. **Example Memorandum for Announcing STRT/U&TW and Gathering Information**

SUBJECT: EDUCATION AND TRAINING (3S2X1) UTILIZATION AND TRAINING WORKSHOP (U&TW)

1. HQ AF/A1DL, AFCM FOR AFSC 3S2X1, HAS DECIDED TO INCLUDE A 5-SKILL (JOURNEYMAN) LEVEL WITHIN THE EDUCATION AND TRAINING (E&T) CAREER FIELD STRUCTURE ON 30 APR 09. THE DECISION GROWS OUT OF CHANGES TO AIR FORCE TRAINING POLICIES AND A NEED TO ENSURE E&T PERSONNEL CAN PERFORM FUNCTIONS EVOLVING FROM THESE CHANGES AND OUR RECENT AFS MERGER. AS A RESULT, WE HAVE TENTATIVELY SCHEDULED A U&TW FOR 22-26 FEB 09 AT SHEPPARD AFB TX TO REFINE/ALIGN E&T REQUIREMENTS ACCORDINGLY.

2. OUR TENTATIVE AGENDA FOCUSES ON REDEFINING 3-SKILL LEVEL AND TECHNICAL TRAINING REQUIREMENTS, ALSO IDENTIFYING 5-AND 7-SKILL LEVEL SPECIALTY QUALIFICATIONS CORE TASKS, AND CORRESPONDENCE COURSE REQUIREMENTS. MAXIMUM INVOLVEMENT FROM THE 3S2X1 COMMUNITY IS NEEDED TO ENSURE THE E&T REQUIREMENTS FOR THE NEW SKILL LEVEL STRUCTURE REQUIREMENTS REFLECT ACTUAL NEEDS. THEREFORE, WE ASK MAJCOM E&T MANAGERS TO SURVEY ALL 3S2X1 PERSONNEL REGARDING THE TENTATIVE AGENDA ITEMS AND PROVIDE OUR OFFICE A CONSOLIDATED LIST OF RECOMMENDATIONS TO THE 3S2X1 CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP) BY (SUSPENSE: 30 JAN 09). WE WILL DEVELOP A STRAWMAN CFETP AND PROVIDE IT FOR REVIEW SHORTLY THEREAFTER.

3. YOU ARE WELCOME TO PROVIDE OTHER TOPICS FOR CONSIDERATION. FURTHER CONFIRMATION AND DETAILS OF THE U&TW WILL BE PROVIDED AT A LATER DATE.

4. POC: MSGT WHITE, AFPC/DPSIT, DSN 665-2534.

Figure A6.3. **Example Memorandum for Record on Occupational Analysis Report (OAR) Development**

MEMORANDUM FOR RECORD SUBJECT: 3S2X1 Occupational Analysis Report Development

1. On 11 January 2009 at 1330, I met with Mr. Bill Jones, AETC/A3-OA, in his office to discuss the details of AETC/A3-OA providing an OAR for AFSC 3S2X1 (Education and Training). At his request, I briefed him on the rationale for the OAR. Our meeting results are as follows:

a. Current data for an OAR for AFSC 3S2X1 exists and an OAR can be produced when needed. Data received from the recent survey of AFSC 3S2X1 is being compiled, but time is needed to reconcile against the current OAR.

2. The 3S2X1 OAR will include the following five reports:

(1) A task listing with data reflecting percentile of personnel performing, task difficulty, task emphasis, and Automated Training Indicator (ATI).

(2) A task emphasis report rating tasks in descending order of emphasis (most to least emphasized). This report will also reflect data illustrating percentile of personnel performing, task difficulty, and ATI.

(3) A task difficulty report rating tasks in descending order of difficulty (most to least difficult). This report will also include data reflecting percentile of personnel performing, task emphasis, and ATI.

(4) An ATI report rating tasks in descending order of plausibility for training in an initial skills (3-skill level) course (most to least plausible). This report will also reflect data illustrating percentile of personnel performing, task difficulty, and task emphasis.

(5) An STS matching report listing all tasks as they line up on the STS. This report will also reflect data illustrating percentile of personnel performing, task emphasis, and ATI. To produce this report, the training manager at the technical training center will assist AETC/A3-OA by arranging for Subject Matter Experts (SME) to align the tasks under the appropriate STS line entries. SMEs can come from our office or the technical school.

3. The meeting concluded at 1400.

SAM SNEAD, CMSgt, USAF

Education and Training AF Career Field Manager

Figure A6.4. **Example Memorandum to request feedback from STRT/U&TW**

SUBJECT: MAJCOM INPUT FOR THE EDUCATION (3S2X0) AND TRAINING SYSTEMS (3S2X1) UTILIZATION AND TRAINING WORKSHOP (U&TW) (SUSPENSE: 20 Jan 02)

1. SUSPENSE DATE FOR PROVIDING FEEDBACK IS FRIDAY, 20 JAN 02. WE HAVE SET ASIDE THE WEEK OF 4-8 FEB 02 FOR CONSOLIDATING YOUR INPUT INTO DOCUMENTS; THEREFORE, INPUT NOT RECEIVED BY 20 JAN 02 MAY NOT BE INCLUDED.

2. WE WILL USE THE DOCUMENTS FOR A PLANNING MEETING TO BE HELD 11-15 FEB 02 AT SHEPPARD AFB (82 TRG). THIS MEETING WILL HELP DETERMINE TECHNICAL AND CORRESPONDENCE COURSE REQUIREMENTS. WE NEED TO PROVIDE A COPY OF THE DOCUMENTS IN ADVANCE OF THE U&TW TO FACILITATE PREPARATION. WE EXPECT TO FORWARD THE FINAL DOCUMENTS BY 5 MAR 02. WE APPRECIATE YOUR COOPERATION. POC: AFPC/DPPAT, DSN 665-2534.

Figure A6.5. **Example Memorandum for STRT/U&TW Reporting Instructions**

SUBJECT: REPORTING INSTRUCTIONS FOR AFSC 3S2X1 UTILIZATION AND TRAINING WORKSHOP (U&TW), 11-15 FEB 02.

1. INDIVIDUALS SCHEDULED TO ATTEND SUBJECT WORKSHOP SHOULD REPORT NLT 0730, 11 FEB 09 TO AFPC, BLDG 499, CONFERENCE CENTER, ROOM 113. PARKING IS LIMITED, STRONGLY SUGGEST THOSE WITH RENTAL CARS ARRIVE AT 0715. THERE WILL BE A REGISTRATION FEE OF $15 TO BE PAID IN CASH 15 FEB 02 (RECEIPTS WILL BE PROVIDED). ALSO, BY NOW HQ AETC/A3P (REF OUR MSG, 101700Z DEC 01, SUBJECT: AFSC 3S2X1 UTILIZATION AND TRAINING WORKSHOP (U&TW) LODGING AND TRANSPORTATION ARRANGEMENTS) SHOULD HAVE RECEIVED YOUR TRAVEL ITINERARY. IF YOU HAVEN'T REPLIED, PLEASE DO SO ASAP.

2. THE AGENDA IS AS FOLLOWS: 11 FEB, DEVELOP 3S2X1 SPECIALTY DESCRIPTION; 12 FEB, FINALIZE SPECIALTY DESCRIPTION AND BEGIN IDENTIFYING DUTY POSITION JOB PERFORMANCE REQUIREMENTS (JPR); 13 FEB, CONTINUE IDENTIFYING AND FINALIZE DUTY POSITION JPRS; 14 FEB, IDENTIFY AND FINALIZE 3-SKILL LEVEL TECH SCHOOL AND CDC REQUIREMENTS; AND 15 FEB, FINALIZE LIFE-CYCLE DOCUMENT. ***NOTE:*** MUCH OF THIS WILL BE GROUP WORK.

3. AS YOU CAN SEE, WE'VE GOT A FULL SLATE SO PLEASE COME PREPARED. WITH YOUR HELP, WE CAN ESTABLISH THE FOUNDATION TO SUPPORT THE NEW TRAINING AFS.

Figure A6.6. **Example Cover Letter to Draft CFETP**

SUBJECT: 3S2X1 Career Field Education and Training Plan (CFETP), Draft

TO: See Distribution

1. The attached CFETP was developed from your input. Please complete the following actions prior to the Specialty Training Requirements Team (STRT)/Utilization and Training Workshop (U&TW):

a. Identify the core tasks required for 7-and 9-skill level upgrade, and each of the six basic duty positions (i.e., unit, base, and maintenance positions, education services, curriculum developer,

and MAJCOM manager). The goal is to define minimum tasks the individual must be qualified to perform.

b. Identify the tasks required as wartime training requirements, to include the 3-skill level wartime course. The training specialty has a wartime and (or) contingency commitment in two areas of operation (non-combat ports, FSMs and communication zones).

2. The STRT/U&TW will be held in the AFPC Conference Center, Bldg 499A (A-wing), 20-24 May 02. Conference hours will be 0730-1630 each day. Due to the anticipated work schedule, please arrive prepared and bring the CFETP with you. Completing the requested actions will help expedite the process and ensure we create a quality product.

3. We appreciate your cooperation. Please direct any questions to TSgt Jones, AFPC/DPPAT, DSN 665-2534.

Attachment 7

CONDUCTING TRAINING STAFF ASSISTANCE VISITS (SAV)

A7.1. Purpose. The purpose of this attachment is to provide guidance for preparing, conducting, and documenting SAVs. The objective of a SAV is to determine the effectiveness of the unit training program. When conducting SAVs, use the applicable sections of this attachment and any MAJCOM directives.

A7.2. Overview. Conduct the visit in the following sequence:

A7.2.1. Make pre-visit preparations.

A7.2.2. Visit the unit/work centers.

A7.2.3. Post visit procedures.

A7.3. Pre-Visit Preparation. Thorough planning will ensure the success of the SAV.

A7.3.1. Scheduling. A flexible schedule is necessary to meet each work center's daily operations. Contingencies, exercises, or peak workloads may cause temporary interruptions to the SAV schedule. Conduct the visit by notifying the UTM of the tentative dates and times for visiting the work centers.

A7.3.2. Research. Use all available resources such as OJT rosters, quarterly meeting minutes, status of training information, previous SAV reports, wing safety reports, AFTC usage data, and task evaluations or quality assurance (QA) reports.

A7.3.3. Know the unit's mission.

A7.3.4. Review policy letters to ensure compliance with governing training directives.

A7.3.5. Know the unit's contingency or wartime training requirements.

A7.4. Visiting the Unit.

A7.4.1. Protocol During Visits. Always begin and end the visit by briefing the commander and additional unit leaders, as required.

A7.4.2. Briefing Requirements. As a minimum, brief the following areas:

A7.4.2.1. State the purpose of the SAV (e.g., to assess the effectiveness and quality of training, and to provide assistance and recommendations).

A7.4.2.2. Outline assessment areas.

A7.4.2.3. State the approximate duration of the visit.

A7.4.2.4. Review any special interest items.

A7.4.2.5. Schedule an outbrief.

A7.5. Post Visit Procedures.

A7.5.1. Writing the SAV Report. Clearly and concisely document the health of the unit's training program, specific areas needing improvement, and an outline of required actions. Refer to AFH 37-337, The Tongue and Quill, for additional writing suggestions. The report will include the following:

A7.5.1.1. Base or Unit TM Unit Designation, Office Symbol, and Phone Extension.

A7.5.1.2. Routing Procedures. Forward the report to the squadron commander.

A7.5.1.3. Timeliness of Report. Send reports NLT 30 days after the SAV is conducted. (60 days for ARC).

A7.5.1.4. Summary of SAV Report Key Areas (see figure A7.2, SAV Assessment Areas). The assessment areas identified in figure A7.2. with a single * are for the UTM's visits and the double ** areas identify the Base TM's area. Items identified by single or double asterisks are minimum assessment areas and will be addressed in appropriate SAV Reports. Address all other areas if applicable to the unit.

A7.5.1.4.1. Assessment. Provide specific findings by summarizing what or who was seen, how many, etc., and emphasizing positive results. However, identify problems, because the commander needs to know.

A7.5.1.4.2. Specific Assistance Provided. Give specific base or unit TM assistance.

A7.5.1.4.3. Recommendations. State specific recommendations on corrective actions for deficiencies noted during the SAV.

A7.5.2. Follow-up Visits. If there are significant findings in a work center a follow-up visit is required. Indicate on the report the date the follow-up is due, not to exceed 60 duty days after the SAV (90 Days for ARC). A memorandum for record will be required for the follow-up visit indicating long-term corrective actions.

Figure A7.1. Training SAV Report Sample

The formal SAV report must include the memorandum and assessment, specific assistance provided, recommendations, and follow-up if necessary. Reports must be comprehensive enough for a unit or section to know what must be changed or improved upon in order to be in compliance with the spirit and intent of this AFI. Prepare a memorandum identifying the purpose, visit dates, and a reply to the report, if necessary. An example of a memorandum is as follows:

MEMORANDUM FOR UNIT COMMANDER

FROM: BASE OR UNIT TM

SUBJECT: Training Staff Assistance Visit, Dates of SAV

1. The purpose of the SAV was to assess the effectiveness of the unit's training program and to provide guidance, assistance, and specific recommendations for correcting training deficiencies.

2. The visit was conducted by: Rank, name and title, from (inclusive dates), IAW AFI 36-2201.

3. Summarize assessment, specific assistance provided, recommendations, and follow-up. Put task evaluation results in **Attachment 1**, and identify key personnel contacted in **Attachment 2**.

4. Identify any work centers or personnel who contributed outstanding training service to the unit.

5. A reply to specific deficiencies in this report is/is not required. Identify significant problems within **Attachment 1** and require a corrective action response NLT 60 days after the SAV completion.

Base/Unit TM Signature Block

Attachments:

Assessment

Task Evaluations

Key Personnel Contacted

1st Ind; Unit Commander

MEMORANDUM FOR Base or Unit Training Manager

Commander's Comments.

Commander's Signature Block

Figure A7.1.2 SAV Assessment Areas

The SAV report must include, as a minimum the assessment (be specific, tell what you saw, emphasize the positive when possible); specific assistance provided during the visit (explain what you did as the training manager to assist); and recommendations for correcting any discrepancies noted (state your recommended management-oriented ideas as to what action or actions are necessary to correct discrepancies and prevent future occurrences).

1. (*) (**) Training Program Effectiveness. The UTM will assess the overall effectiveness of a section's training program. The Base Training Manager (BTM) will assess the effectiveness of the unit training program from a management point of view. How effective are management tools developed by the commander and UTM in success of the training program.

a. Assessment

b. Specific assistance provided

c. Recommendations

2. (**) UTM Effectiveness in Performing Duties and Support. The BTM should interview selected supervisors in a sampling of sections within a unit. Statistical analyses of products and suspenses since the last visit, CDC management, unit assessments, and AFTC participation should be evaluated throughout the year.

a. Assessment

b. Specific assistance provided

c. Recommendations

3. (**) Quality and Timeliness of Training Meeting and Minutes. Are unit training meetings meaningful? Do they address current training issues and deficiencies? Does the UTM present information from Base Training meetings? Are procedural changes addressed? Is training

conducted during the meetings? Are guest speakers invited to speak at the meetings? Are meetings conducted IAW **paragraph 6.3.1.11**?

a. Assessment.

b. Specific assistance provided.

c. Recommendations.

4. (**) Quality and Timeliness of Unit Staff Assistance Visits. The Base Training Manager will evaluate formal visits, SAV reports, and informal SAVs. Are reports comprehensive? Does the UTM offer assistance and advice for training improvements in sections visited? Are Memorandums for Record (MFR) prepared when informal visits are conducted?

a. Assessment.

b. Specific assistance provided.

c. Recommendations.

5. (*) Supervisory Performance of Training Duties. The UTM evaluates how well supervisors are performing their duties and meeting the training responsibilities for the trainee.

a. Assessment.

b. Specific assistance provided.

c. Recommendations.

6. (*) Supervisor, Trainer, and Trainee Knowledge of Training. Have supervisors, trainers, and task certifiers attended the AFTC? Have they reviewed their responsibilities in AFI 36-2201? Do trainees understand their responsibilities in the OJT program?

a. Assessment.

b. Specific assistance provided.

c. Recommendations.

7. (*) (**) Currency and Usage of MTLs and MTPs. The UTM evaluates MTLs and MTPs during visits to individual work centers. The MTL should include all information required in **paragraph 6.7** to include day-to-day mission requirements, duty position requirements, contingency/ wartime requirements, and additional duties tasked to the work center. MTPs include milestones for completion of upgrade and qualification training and serve as a guide to completion of upgrade training.

a. Assessment.

b. Specific assistance provided.

c. Recommendations.

8. (*)(**) Quality of Training. Is training scheduled as much as the mission will allow? Are trainers and task certifiers using training tools and/or checklists to ensure all trainees are receiving proper and adequate training and are evaluated against a predetermined standard?

a. Assessment.

b. Specific assistance provided.

c. Recommendations.

9. (*)(**) CDC Program Administration. Are programs in place to ensure CDCs are managed IAW **paragraph 6.10**? Does the unit have an incentive program? How successful is the unit/section CDC program? Are supervisors involved with the trainee in preparing for course exams?

a. Assessment.

b. Specific assistance provided.

c. Recommendations.

10. (*)(**) Training Record Documentation. Are training records documented IAW **paragraph 6.8** and AFCFM guidance? Are they maintained IAW other agency guidance, such as the Federal Aviation Administration, Joint Commission on Accreditation of Healthcare Organizations, Heath Services Inspection, etc?

11. (*)(**) Individual Mobilization Augmentee (IMA) Program (if applicable). If the unit has no IMAs this program is not evaluated. However, UTMs and BTMs must evaluate this program if there are enlisted IMAs assigned/attached.

a. Assessment.

b. Specific assistance provided.

c. Recommendations.

12. (*)(**) AFTC Scheduling and Backlog. Does the UTM conduct the AFTC IAW the minimum guidelines? Are classes of sufficient length to ensure trainers and task certifiers are taught specific concepts of their responsibilities? Is the course taught often enough to prevent a large backlog? Is the Base Training office supporting units with non 3S2X1 personnel assigned?

a. Assessment.

b. Specific assistance provided.

c. Recommendations.

13. (*)(**) Trainees In Nonproductive Training Status. Are these trainees evaluated as directed in **paragraphs 6.8, 6.10** and **Attachment 7**? Are counseling statements documented on AF Forms 623a or suitable substitute and filed in the individual training records? Are trainees evaluated for improvement? Are commanders briefed on the status of these trainees at least monthly?

a. Assessment.

b. Specific assistance provided.

c. Recommendation.

14. Programs Required by Other Directives.

a. Assessment.

b. Specific assistance provided.

c. Recommendations.

15. (**) Technical Training Graduate Surveys. Does the UTM have a process in place to track GAS surveys?

a. Assessment.

b. Specific assistance provided.

c. Recommendations.

16. (**) Annual Formal Training Course Screening Procedures. Are UTMs involved in the Annual Screening Process?

a. Assessment.

b. Specific assistance provided.

c. Recommendations.

17. (*)(**) Training Statistics By Skill Level.

18. Resource Augmentation Duty (READY) Program. Does the unit/section have personnel involved in/assigned to the READY Program? Are these additional duties listed in the MTL and MTP? Does the MTL identify personnel assigned to these programs?

19. Summary. Close with a brief overall status of the unit's training program.

Attachment 8

STAFF ASSISTANCE VISIT CHECKLIST

Table A8.1. Staff Assistance Visit Checklist

Commander's Responsibilities				
No.	Item	Yes	No	N/A
	Does/has the Commander:			
1.	Ensure the UTM provides a comprehensive monthly status of training (SOT) briefing? (see **paragraph 6.5.2.1**)			
2.	For units without a 3S2X1 assigned, appoint an individual to perform UTM duties as an additional duty training manager and forwarded a copy of the official appointment letter to the Base Training Office? (see **paragraph 6.5.3.1**)			
3.	Assigned additional duties to the UTM that negatively impacts his/her ability to accomplish unit training responsibilities? (see **paragraph 6.5.3.2**)			
4.	Ensure sufficient funding is included in the unit training budget to support training requirements? (see paragraphs 6.5.3.4 and 6.5.3.5)			
5.	Ensure supervisors conduct and document initial training evaluations within 60 days of assignment (within 120 days for ARC) (see **paragraph 6.5.3.7**)			
6.	Ensure trainers and certifiers meet minimum qualifications required to conduct/certify training? (see **paragraph 6.5.3.8**)			
7.	Ensure all work centers develop and use a MTP? (see **paragraph 6.5.4**)			
8.	Implemented an effective training recognition program to acknowledge outstanding performance? (see paragraph 6.5.7)			
9.	Evaluate the training progress of all personnel in training status code (TSC) "T" at the end of 90 days, take appropriate administrative action as required, and documented evaluations in the training records? (see **Table 6.1**., Line 11 and **Attachment 11**, Line 15)			
	Does/has the supervisor:			
1.	Administer the CDC program IAW paragraph 6.10?			
2	Conduct and document a comprehensive review of the entire CDC prior to requesting the course exam? (see **Table 6.1**., Line 7)			

Commander's Responsibilities				
No.	Item	Yes	No	N/A
3.	Request extensions, if required, through the UTM after the trainee has been enrolled in the CDC for 8 months and/or the trainee is scheduled for a PCS within the next 60 days? (see **paragraph 6.10.2.5**)			
4.	Ensure one volume of the CDC is completed every 30 days? (see **Table 6.1**., Line 5)			
5.	During unit review exercises, conduct and document volume review training on missed areas? (see **Table 6.1**, Line 6)			
6.	Conduct CDC review training and document the training on the course exam scorecard for trainees who fail the CDC the first time? (see **Table 6.1**, Line 10)			
7.	Have a tracking system to monitor CDC progress and volume completion? (see **Table 6.**1, Line 5)			
8.	Schedule, conduct and document supervised training sessions when the trainee has difficulty with CDC progression or task certification? (see **paragraphs 6.7.1.15** and **6.7.1.16**)			
Master Training Plan (MTP) (see **paragraphs 6.7.1.2** and **6.8**)				
1.	Have all work center supervisors developed a MTP that covers 100 percent of the tasks for the work center, including contingency and deployment requirements? (see **paragraphs 6.7** and **6.8**)			
2.	Does the MTP include adequate milestones for CDC and task completion? (see **paragraph 6.7.1.2.4**)			
3.	Does the MTP include the most current CFETP or automated training product? (see **paragraph 6.7.1.2.2**)			
4.	Does the MTP include an AF Form 797 that identifies locally assigned tasks, if required? (see **paragraph 6.7.1.2.3**)			
5.	Does the MTP include other products needed to meet the needs of the specific work center (e.g., AF Form 1098, AF Form 1320a?) (see **paragraphs 6.7.1.2** and **6.7.1.3**)			
Supervisor/Trainer Knowledge, Guidance, and Support				

Commander's Responsibilities				
No.	Item	Yes	No	N/A
	Does/has the supervisor:			
1.	Integrate training with the day-to-day work center operations and consider equipment availability, training opportunities, etc? (see **paragraph 6.7.1.6**)			
2.	Maintain AF Form 623 or other approved training record for applicable personnel? (see **paragraph 6.7.1.7**)			
3.	Ensure trainees meets all mandatory requirements as defined in AFECD, CFETP, AFJQS, and duty position requirements prior to recommending upgrade actions? (see **paragraph 6.7.1.8**)			
4.	Recommend the UTM initiate personnel action on trainees entering, completing, or withdrawn from training? (see **paragraph 6.7.1.9**)			
4.1.	Are STEP promotees entered into upgrade training upon the date of promotion to SSgt? (see **paragraph 6.6.25.3**)			
4.2	Are retrainees, SSgt and above, entered into upgrade training upon award of the 5-skill level? (see **paragraph 6. 6.25.4**)			
4.3	Are personnel entering 7-level upgrade training entered into training on the first day of the promotion cycle, i.e., 1 Sep (AD only)? (see **paragraph 6.6.25.5**)			
5.	Does the supervisor attend quarterly training meetings conducted by the unit training manager or appoint a representative to attend? (see **paragraph 6.7.1.10**)			
6.	Does the supervisor conduct and document work center training orientation within 60 days of assignment (120 days for ARC)? (see **paragraph 6.7.1.12**) As a minimum does the orientation include:			
6.1.	What the trainee will be doing? (see **paragraph 6.7.1.12.1**)			
6.2.	Duty hours and shifts, including periods of rest (non-duty hours) time? (see **paragraph 6.7.1.12.2**)			
6.3.	Safety requirements found on the AF Form 55, Employee Safety and Health Record? (see **paragraph 6.7.1.12.3**)			
6.4.	Time and training requirements for upgrade and qualification training? (see **paragraph 6.7.1.12.4**)			
6.5.	Responsibilities of the trainee, trainer, task certifier, and supervisor? (see **paragraph 6.7.1.12.5**)			
7.	Does the supervisor document training progression on the AF Form 623a or automated version? (see **paragraph 6.7.1.25**) As a minimum, does the documentation include the following, as applicable:			

Commander's Responsibilities				
No.	Item	Yes	No	N/A
7.1	CDC and task progression? (see **paragraph 6.7.1.25.1**)			
7.2	Task certification/recertification? (see **paragraph 6.7.1.25.2**)			
7.3	Training strengths, weaknesses, attitude and corrective action implemented? (see **paragraph 6.7.1.25.3**)			
8.	Conduct and document an initial evaluation within 60 days of initial assignment (120 for ARC), either PCS or PCA? (see **paragraph 6.7.1.14**)			
9.	Does the evaluation include, as a minimum:			
9.1	AFSC, duty position (including core and HST tasks), and deployment/UTC, requirements? (see paragraph 6.7.1.14.1)			
9.2	CDC requirements? (see **paragraph 6.7.1.14.2**)			
9.3	Formal and informal training requirements, such as skills, knowledge, or classroom instruction? (see **paragraph 6.7.1.14.3**)			
9.4	Other local or unique training requirements? (see **paragraph 6.7.1.14.4**)			
9.5	Supervisor and trainee responsibilities as outlined in governing directives, such as AFIs 36-2101, 36-2201, and the CFETP? (see **paragraph 6.7.1.14.5**)			
10.	Schedule and conduct supervised training sessions when a trainee has difficulty with CDC progression or task certification? (see **paragraph 6.7.1.15**)			
11.	Document all interruptions to training affecting a trainee's progress (leave, TDY, hospitalization, etc) (see **paragraph 6.7.1.16**)			
12.	Select trainers and certifiers based on skill qualifications? (see **paragraph 6.7.1.18**)			
13.	Administer the CDC program IAW paragraph 6.10? (see **paragraph 6.7.1.21**)			
14.	Conduct annual screening of formal training requirements based on work center mission requirements, trainee qualifications, lack of training capability, or new equipment? (see **paragraph 6.7.1.23**)			
Unit Training Manager Responsibilities				

Commander's Responsibilities				
No.	Item	Yes	No	N/A
	Does/has the UTM:			
1.	Manage and conduct training in support of unit mission requirements, both home station training (HST), and deployment/UTC requirements? (see **paragraph 6.6.3**)			
2.	Advise and assist the commanders and unit personnel in executing their training responsibilities? (see **paragraph 6.6.4**)			
3.	Prepare a budget to support training requirements and submit to unit commander for approval? (see **paragraph 6.6.5**)			
4.	Interview newly assigned personnel within 30 days (60 days for ARC) to determine training status and CDC progression? (see **paragraph 6.6.6**)			
5.	Initiate AF Form 623 (or approved electronic equivalent) for all trainees entering UGT for the first time and provide to the supervisor? (see **paragraph 6.6.7**)			
6.	Conduct a comprehensive trainee orientation IAW **Attachment 10** for trainees initially entering UGT within 60 days of assignment (90 days for ARC) and document completion on AF Form 623a or approved automated system? (see p**aragraph 6.6.8**)			
7.	Ensure IMAs hand-carry training records to unit of assignment? (see **paragraph 6.6.9**)			
8.	Develop and coordinate training policy and program changes (including publications, supplements, and operating instructions) with work centers, unit commander, and other training managers, as appropriate? (see **paragraph 6.6.10**)			
9.	Ensure all work centers have a MTP IAW paragraph 6.8? (see **paragraph 6.6.11**)			
10.	Assist work centers in developing a MTP to plan, manage and execute training activities? (see **paragraph 6.6.11**)			
11.	Conduct a SAV of unit training programs every 24 months (36 months for ARC)? (see **paragraph 6.6.13**)			
12.	Screen annual and out-of-cycle requests (both formal and advanced distributed learning) and prioritize requirements. (see **paragraph 6.6.15**)			
13.	Process formal training requests? (see **paragraph 6.6.16**)			
14.	Provide current CFETPs, STSs, and AFJQS for assigned AFSCs as required? (see **paragraph 6.6.17**)			
15.	Instruct and administer the AFTC (AFTC)? (see p**aragraph 6.6.18**)			

Commander's Responsibilities				
No.	Item	Yes	No	N/A
16.	As needed, assist with scheduling HST and deployment/UTC training requirements to meet mission accomplishment? (see **paragraph 6.6.19**)			
17.	Coordinate field evaluation surveys of formal training course and occupational surveys? (see **paragraph 6.6.20**)			
17.1.	Develop a method to track evaluations/surveys? (see **paragraph 6.6.20**)			
17.2.	Explain the purpose and importance of surveys to unit personnel? (see **paragraph 6.6.20**)			
18.	Conduct unit training meetings at least quarterly? (see **paragraph 6.6.21**)			
18.1.	Prepare and distribute meeting agenda? (see **paragraph 6.6.21.1**)			
18.2.	Write and distribute meeting minutes within 10 days after holding the meeting (within 60 days for ARC)? (see **paragraph 6.6.21.2**)			
18.3.	Do minutes include personnel attended/absent, and an in-depth description of items discussed? (see **paragraph 6.6.21.3**)			
18.4.	Forward a copy of meeting minutes to all work centers, unit commander, and Base Training? (see **paragraph 6.6.21.2**)			
19.	Attend Base Training meetings? (see paragraph 6.6.22)			
20.	Generate a OJT roster by the 5th of each month? (see **paragraph 6.6.24.1**)			
20.1.	Annotate status of each trainee to include task and CDC completion? (see **paragraph 6.6.24.2**)			
20.2	Brief the commander monthly on the status of each trainee? (see **paragraph 6.6.24.3**)			
20.3	Ensure the unit commander signs the OJT roster and forward copy to Base Training? (see **paragraphs 6.6.24.4**. and **6.6.24.5**)			
20.4	Maintain copies for one year? (see **paragraph 6.6.24.6**)			
21.	Manage the CDC program IAW with paragraph 6.10? (see **paragraph 6.6.25**)			
21.1	Establish a CDSAR account? (see paragraph 6.6.25.8)			
21.2	Schedule course exam testing upon supervisor's request and verification of review training? (see **paragraph 6.6.25.9**)			

Commander's Responsibilities				
No.	Item	Yes	No	N/A
22.	Review AF publication website at least monthly and inform supervisors of CFETP, STS, and AFJQS changes? (see **paragraph 6.6.25.10**)			
23.	Conduct informal work center visits and maintain memos for record until the unit SAV is completed? (see **paragraph 6.6.25.11**)			
23.	Conduct informal work center visits and maintain memos for record until the unit SAV is completed? (see **paragraph 6.6.25.11**)			
24.	Conduct unit in- and out-processing of TDY and PCS and/or PCA personnel? (see **paragraph 6.6.25.12**.)			
25.	Ensure personnel hand-carry their training records when going TDY IAW applicable deployment reporting instructions? (see **paragraph 6.6.25.12**.)			
26.	Consolidate and forward unit statistical data by the 10th duty day of the month for input into status of training briefings? (see **paragraph 6.6.25.14**.)			
27.	Conduct a training progress review at the 24th month of UGT, consisting of one-on-one interviews with the supervisor and trainee to evaluate the status of UGT for the trainee? (see **paragraph 6.6.25.15**.)			

Attachment 9

GUIDE FOR INTERVIEWING PROSPECTIVE 3S2X1 RETRAINEES

A9.1. Purpose. The purpose of this guide is to provide additional information for interviewers of personnel interested in retraining into AFSC 3S2X1 (Education and Training). This information goes beyond the AF classification system of requirements and procedures for retraining. Use this guide to provide an overview of the various jobs within the AFSC and entry requirements.

A9.2. Introduction. Being a training manager in today's AF is a very demanding, yet rewarding job, if approached with a positive attitude and a willingness to serve. Anyone desiring to become a training manager must understand what the AFSC encompasses and requires.

A9.3. Information. As with any major decision in life, gain as much information as possible before making a final decision. Gather information from the following sources:

A9.3.1. Review AFECD, specialty description outlining 3S2X1 AFSC duties and responsibilities.

A9.3.2. Review the current 3S2X1 Part II of the CFETP for general task requirements of the AFSC. Technical references and functional publications relating to the duty position, i.e., AFI 36-2201, provide specific guidance.

A9.3.3. Consider the need to work with people and communicate effectively both orally and in writing.

A9.3.4. Consider the need to deal effectively with personnel at all levels, especially commanders and supervisors.

A9.3.5. Techniques for skills such as guiding, persuading, counseling, advising, assisting, educating, and instructing are essential for success.

A9.3.6. The initial mandatory AFS training is Education and Training Apprentice Course (E3ALR3S231-0A1A, PDS Code 472). Additionally, technical or academic instructor courses are helpful.

A9.4. Different Jobs. Next, a review of the different positions is in order. There are basically three distinguishable areas in the AFSC; training and related training program development and management, formal instructing and related training activities, and support of voluntary education policy and programs. Within these three areas exist at least seven common variations of jobs:

A9.4.1. Unit Training Manager (UTM).

A9.4.2. Aircraft or Missile Maintenance Training Manager.

A9.4.3. Base Training Manager.

A9.4.4. MAJCOM TM.

A9.4.5. Instructor.

A9.4.6. Education Services Manager.

A9.4.7. ISD/Curriculum Development.

A9.5. Unit Training Manager (UTM). Being assigned as a UTM is one of the most challenging places to begin in the AFSC. This is the grass roots level of the training environment and a great place to learn the basics of the AFS. AFI 36-2201 outlines the many duties associated with this important position. In this job, you interact daily with personnel at all levels. Your position in the unit is extremely vital to the mission. The way you do business and conduct yourself greatly impacts the effectiveness of the training program. Being a leader and a professional is a necessity.

A9.6. Aircraft or Missile Maintenance Training Manager. There are at least two variations of unit training management, working solely in a unit situation or at group level in a centralized or consolidated aircraft maintenance or missile maintenance training activity. Most often they are responsible for both unit and group training programs. You must accomplish the basic unit training management requirements, as outlined by this AFI, and other related duties through the use of automated training management systems and appropriate maintenance training directives.

A9.7. Base Training Manager. Working in the FSM Base Training Office as a Base Training Manager is definitely in the mainstream of the AFSC. Interaction takes place with all serviced units, directly with the personnel community, and up the chain with higher headquarters. Previous unit level experience of at least one to two years is preferable before working in this capacity. It's important to be knowledgeable concerning personnel policies and procedures relating to manning, promotion, classification, and retraining. Duties also include using the automated Personnel Data System.

A9.8. MAJCOM TM. Working at a MAJCOM requires extensive experience and a broad view; a person new to the AFSC should not work there. Duties include interaction with staff functions as well as the technical aspects of managing training programs on a command-wide basis.

A9.9. Instructor. A different and significant duty available is instructing in a formal technical or academic environment. Most positions are available in AETC and require submission of a special duty application. Before beginning teaching duties, instructors must attend either a Basic Instructor Course or Academic Instructor School.

A9.10. Education Services Manager. Duties in an Education Services Center as an Education Services Manager are challenging and rewarding. Your exposure to a myriad of tasks will require flexibility to successfully accomplish them. Good communication and customer service skills are important characteristics to possess. You will assume responsibilities including working with tuition assistance, obligating and recouping funds, scheduling education and training activities, testing and counseling appointments, and equipment and classroom use.

A9.11. ISD/Curriculum Development. The duties associated with ISD/Curriculum Development are the most technically challenging within the AFSC. The majority of positions are in AETC or in organizations with training or education as its primary mission. Duties include conducting job skill assessments, developing lesson plans and tests, and evaluating existing courses through the instructional systems review process.

A9.12. Interview Checklist. This checklist highlights key areas to address when conducting an interview and preparing the recommendation for retraining and reclassification.

A9.12.1. The following areas are of interest to the interviewer:

A9.12.1.1. Appearance/military image.

A9.12.1.2. Prior educational background relating to communication skills.

A9.12.1.3. General attitude toward the AF.

A9.12.1.4. AF career goals.

A9.12.1.5. Prior experience in managing an Education and Training program or involvement as a trainer or supervisor.

A9.12.2. Assess by available means (records, supervisor and commander interviews, etc) the ability to interact with people of varied grades and positions and to perform duties with little or no supervision.

A9.12.3. Review EPRs for remarks concerning:

A9.12.3.1. Duty Performance.

A9.12.3.2. Human relations.

A9.12.3.3. Learning ability.

A9.12.3.4. Self-improvement efforts.

A9.12.3.5. Adaptability to military life.

A9.12.3.6. Bearing and behavior.

A9.12.3.7. Training experience (if applicable).

A9.12.3.8. Supervisory experience (if applicable).

A9.12.3.9. Acceptance of NCO responsibility (if applicable).

A9.13. Additional Considerations. The potential retrainee must possess qualification in any AFSC at the 5-skill level or higher (or 3-skill level if no 5-skill level exists), and the ability to speak clearly and distinctly. As a final check, the interviewer must review the following areas:

A9.13.1. Potential retrainee's ability to communicate through writing.

A9.13.2. Status of Unfavorable Information File (UIF) or Fitness Program participation, if applicable.

Figure A9.1. Sample Questions to Ask During the Retrainee Interview.

Why do you want to be a TM?

Have you ever given a speech in public or to a large number of people?

How would you describe your writing ability? Do you have any recent examples?

Do you consider yourself a decisive person? If so, why?

Have you become familiar with the duties and responsibilities of a TM?

Have you ever supervised/trained anyone and documented training records?

What are your career goals?

Do you feel capable of making decisions affecting other people?

Have you read AFI 36-2201?

Have you ever counseled anyone?

Do you feel capable of interacting with commanders and other senior personnel privately and publicly?

Attachment 10

GUIDE FOR CONDUCTING THE UNIT TRAINING MANAGER'S (UTM) TRAINEE ORIENTATION

A10.1. Trainee Orientation. The UTM will conduct a comprehensive trainee orientation for individuals entering UGT, covering the concept, scope, and objectives of the AF Training Program. Trainees must understand the training plan, how the plan affects them, and what their individual responsibilities are towards training. Training not only affects the unit mission, but impacts promotion, assignment selection, and re-enlistment.

A10.1.1. Initial UTM Trainee Orientation. Use AFI 36-2201, AFECD, and the applicable CFETP.

A10.1.1.1. Training is all training received while performing in a specialty.

A10.1.1.2. Upgrade Training (UGT). Training to qualify airmen for the award of a skill level. UGT increases skills and knowledge beyond the levels previously acquired.

A10.1.1.3. Qualification Training (QT). Hands-on performance training designed to qualify a trainee in a specific duty position. This can be training in conjunction with UGT, it can occur after UGT completion, or at any other time training is necessary.

A10.1.2. Duties of the Commander:

A10.1.2.1. Responsible for overall unit mission accomplishment through the training program.

A10.1.2.2. Establish controls to ensure training meets mission requirements.

A10.1.2.3. Evaluates a trainee's potential to progress in UGT.

A10.1.3. Duties of the Base Training Office:

A10.1.3.1. Establishes policy and procedures for training.

A10.1.3.2. Focal point for all training matters on base.

A10.1.3.3. Assists commanders, UTMs, and supervisors in developing training programs.

A10.1.3.4. Conducts formal staff assistance visits on UTMs.

A10.1.4. Duties of the Unit Training Manager:

A10.1.4.1. Appointed by the unit commander to oversee all unit training issues.

A10.1.4.2. Serves as the focal point for all training within the unit.

A10.1.4.3. Indoctrinates all unit personnel on the concepts, scope, and objectives of training.

A10.1.4.4. Assists in scheduling training.

A10.1.4.5. Initiates AF Form 623 and provides to supervisor.

A10.1.4.6. Conducts formal and informal assistance visits to sections and work centers.

A10.1.5. Duties of the Supervisor:

A10.1.5.1. Develops a master training plan.

A10.1.5.2. Performs an initial evaluation of the trainee's qualifications/needs within 60 days of assignment (120 days for ARC) to a duty position.

A10.1.5.3. Maintains the AF Form 623.

A10.1.5.4. Counsels the trainee when problems occur.

A10.1.5.5. Ensures the trainee meets all mandatory qualification requirements outlined in AFECD to include the duty position, HST, and deployment/UTC requirements.

A10.1.5.6. Initiates upgrade action when trainee meets all requirements.

A10.1.6. Duties of the Trainer/Certifier:

A10.1.6.1. Plans and conducts training.

A10.1.6.2. Teaches on actual equipment or training aids.

A10.1.6.3. Evaluates training and certifies qualifications.

A10.1.6.4. Provides training feedback to the trainee and supervisor.

A10.1.6.5. Uses established training evaluation tools and methods.

A10.1.6.6. Determines trainee abilities and training program effectiveness.

A10.1.6.7. Develops evaluation tools.

A10.1.6.8. Identifies the trainee's strengths and areas needing improvement.

A10.1.7. Duties of the Trainee:

A10.1.7.1. Actively participates in the training process.

A10.1.7.2. Understands the applicable CFETP and career path.

A10.1.7.3. Maintains knowledge, qualifications, and the appropriate skill level.

A10.1.7.4. Becomes a productive member of the unit and work center through task certification.

A10.1.7.5. Budget on- and off-duty time to complete training tasks, particularly for CDC and other self-study requirements.

A10.1.7.6. Request help from your supervisor, trainer, or UTM when having training difficulties.

A10.1.7.7. Task knowledge is needed to perform specific tasks and is gained by studying TRs.

A10.1.7.8. Career knowledge is gained through a planned program of self-study involving CDCs or TRs listed in the CFETP.

A10.1.8. Criteria for award of a skill level:

A10.1.8.1. Minimum time requirements.

A10.1.8.2. Knowledge (CDC or study references from the CFETP Part II).

A10.1.8.3. Job qualification (satisfies training requirements for the duty position).

A10.1.8.4. Mandatory requirements (minimum requirements listed in paragraph 3 of the AFS description AFECD).

A10.1.8.5. Supervisor's recommendation.

A10.1.9. CDC Administration:

A10.1.9.1. Supervisor and trainee briefed on use of material.

A10.1.9.2. Supervisor and trainee inventory the material.

A10.1.9.3. Supervisor and trainee make corrections.

A10.1.9.4. Supervisor and UTM establish volume sequence to achieve logical flow based on duty position requirements.

A10.1.9.5. Supervisor issues first volume and sets a schedule of 30 days per volume (60 days for ARC and IMAs).

A10.1.9.6. Supervisor documents any deviations from schedule on AF Form 623a or automated version, and notifies UTM of schedule deviations.

A10.1.9.7. Trainee studies volume chapter by chapter and answers all exercise questions.

A10.1.9.8. Supervisor counsels trainee and documents counseling on AF Form 623a or automated version.

A10.1.9.9. Supervisor reviews answers using the answer key.

A10.1.9.10. Supervisor and trainee correct all questions to 100 percent.

A10.1.9.11. The supervisor retains all URE answer keys.

A10.1.9.12. Ensure exercises are complete and check for accuracy

A10.1.9.13. Provide review training for incorrect answers on the URE.

A10.1.9.14. File answer sheet in the training record and maintain until CDC is complete.

A10.1.9.15. Supervisor issues next volume and follows preceding steps to completion.

A10.1.10. When CE arrives, Base Training Office notifies the supervisor through the UTM.

A10.1.10.1. Supervisor completes a comprehensive review of all course materials in preparation for CE.

A10.1.10.2. UTM schedules trainee for testing within 30 days of notification of test arrival.

A10.1.10.3. Trainee takes CE.

A10.1.10.4. Unit TM receives scorecard and forwards to supervisor.

A10.1.10.5. Supervisor completes review training and annotates the scorecard.

Attachment 11

TRAINING STATUS CODES AND DEFINITIONS TABLE

A11.1. Training Status Codes and Definitions.

	A	B
L I N E	Training Status Code	Definition
1	A	The Airman is in UGT for the initial award of a 3-skill level AFSC.
2	B	The Airman is in UGT for the initial award of a 5-skill level AFSC.
3	C	The Airman is in UGT for the initial award of a 7-skill level AFSC. The Airman must be a SSgt-select or above.
4	D	AFRC member awaiting reassignment to the Inactive Ready Reserve. Use only when member is within 6 months of the reassignment to IRR. Not to be used for discharge.
5	E	The Airman is retraining from an AFSC awarded at the 3 or higher skill level and is in UGT for subsequent award of a 3-skill level AFSC
6	F	The Airman is retraining from an AFSC awarded at the 5 or higher skill level and is in UGT for subsequent award of a 5-skill level AFSC. This includes 3-skill level AFSCs having no 5-skill level (see AFI 36-2101).
7	G	The Airman is retraining from an AFSC awarded at the 7 or higher skill level and is in UGT for subsequent award of a 7-skill level AFSC. The Airman must be a SSgt or above.
8	I	The Airman is in re-qualification training and meets the following criteria: Is a SrA, SSgt, or TSgt; is returned to an AFSC at the highest skill level for their current grade from an AFSC, reporting identifier, or special duty identifier; and has not performed in the AFSC for at least the past 6 months. Do not use this code for prior service Airmen or former officers.
9	K	The Airman is attending BMT or a skill level awarding technical school. This code also applies to those in follow-on training.
10	M	The Airman has approved retraining via a formal school, the CAFSC has changed to the retraining AFSC, and the Airman is waiting to attend class. For ANG/AFRC personnel with a CAFSC of a 1-skill level awaiting entry into a formal school, not to exceed 12 months.

	A	B
L I N E	Training Status Code	Definition
11	P	The Airman cannot enter or continue in UGT due to the lack of a training capability at the assigned or TDY installation or because of duty status (for example, AFSC withdrawn, in confinement, Absent Without Leave (AWOL), hospitalized, officer trainee or selectee, assigned out of the control AFSC, decertified from the Personnel Reliability Program (temporary and permanent), and pregnancy). Use this code when a training capability is not available for upgrade or qualification training. Submit an explanation of circumstances surrounding a lack of UGT capability through the unit, wing, MAJCOM, FOA, or ARC training managers to the MAJCOM FM for action. Use this code when an individual has been eliminated from a formal training course pending reclassification/separation. This TSC does not permit waiving the dislocation allowance or other PCS restrictions (see AFI 36-2110). This code also applies to Airmen attending the Defense Language Institute, awaiting security clearance when no specialty training is available, or unable to enroll in a classified CDC. Return Airmen out of their control AFSC for more than 130 days (270 days for temporary PRP decertification) to duty immediately and reenter them into training in the control AFSC or recommend for retraining according to AFI 36-2626, Airman Retraining Program, whichever is appropriate (see AFI 36-2101).
12	Q	The Airman has received the highest skill level possible at the current grade and is in qualification training for a specific position. Airmen remain in this TSC until qualified in the new duty position. Progress evaluation for Airmen in this TSC will be conducted between 12 and 24 months time in training. This TSC is optional for active duty.
13	R	The Airman is fully qualified. Use this code when personnel complete UGT.
14	S	The Airman is directly or indirectly changing to another AFSC at the same skill level of their previous AFSC. Only AFPC will update this code.
15	T	The commander is not recommending the Airman for entry into training or withdraws the Airman from training for failure to progress. This code includes personnel who fail to complete formal training mandatory for award of a skill level. This code also applies to personnel who fail to complete qualification training/UGT requirements levied by AFCFMs (e.g., CDCs, transition and multi-skills training). The commander notifies the individual of the reason for entry in this TSC and advises them of the action required to qualify for training at a later date (see Notes for processing instructions at the

	A	B
L I N E	Training Status Code	Definition
		end of this attachment) Individuals in this code are ineligible for reassignment, promotion or reenlistment. The commander will evaluate members at 90 days and recommend action. For two-time CDC failures refer to **Table 6.1**., Line 11. Document the evaluation in writing, place a copy in the AF Form 623, and forward a copy to base training. Keep Airmen in this TSC until reinstated, reclassified, or separated. Note: Do not use this TSC instead of necessary administrative or disciplinary action. Process case files for an Airman recommended for withdrawal from training for failing to progress (TSC T) according to option A, B, or C (see below). When processing an AF Form 2096 placing a trainee in TSC T, a hard copy must be forwarded to the FSM with the member's signature.
16	Y	The applicable TSC has not been assigned or the gaining FSM has not processed the Airman. Use this code for ANG personnel awaiting the start of Basic Military Training School (BMTS).

OPTION A. If the commander and supervisor recommend withdrawal from UGT or mandatory qualification training identified by the AFCFM, and justify the recommendation on AF Form 2096 with agreement from the base training office and the trainee, and base training approves:

(1) The commander enters the following statement in the remarks section of the AF Form 2096 and signs it along with the trainee: "I have been briefed on my ineligibility for promotion, reenlistment, and reassignment while withdrawn from training and understand removal from UGT may result in separation under the provisions of AFI 36-3208, Administrative Separation of Airmen." File one copy of the AF Form 2096 in the AF Form 623.

(2) The commander evaluates the individual to determine eligibility to reenter training at 90 days for further action.

OPTION B. If the commander and supervisor recommend withdrawal from UGT, the AFSC, or from mandatory qualification training identified by the AFCFM; and either the base training office or trainee do not agree with the withdrawal:

(1) The Manpower Personnel Flight (FSM) chief (or designee) submits documents (last three performance reports, training documentation, and medical evaluations, if appropriate) to the parent MAJCOM with a cover letter recommending the course of action.

(2) The MAJCOM training manager coordinates with the MAJCOM FM to initiate one of the following actions:

(a) Continue the Airman in training.

(b) Withdraw the Airman from UGT and continue in the present AFSC. If the MAJCOM determines the trainee can progress in the AFSC, the commander (after evaluation) may allow the Airman to reenter training at any time.

(c) Disqualify the Airman from the AFSC (see AFIs 36-2101 and 36-2626) and return to a previously awarded AFS, if applicable, or recommend the Airman for retraining.

OPTION C. The commander evaluates the Airman for separation from the AF IAW AFI 36-3208.

Attachment 12

GUIDE FOR CONDUCTING THE UTM TRAINING PROGRESS REVIEW

A12.1. UGT Review. The UTM will conduct a comprehensive training review for trainees reaching the 24th month of UGT. The separate one-on-one interview with the trainee and supervisor is designed to review the trainee's progress and to identify the remaining resources needed to complete UGT. The training progress review should be handled in a positive manner.

A12.2. Interviews. Interview the following personnel separately.

A12.2.1. Trainee:

A12.2.1.1. Are you satisfied with the progress of your training?

A12.2.1.2. Has your supervisor/trainer provided adequate training?

A12.2.1.3. Are you familiar with the contents of your AF Form 623?

A12.2.1.4. Do you have access to your AF Form 623?

A12.2.1.5. Do you work on the same shift as your supervisor/trainer?

A12.2.1.6. What can your unit do to get you upgraded?

A12.2.1.7. Have you experienced any learning difficulty? If so, please describe.

A12.2.1.8. Did you have any medical or personal problems that prevented you from completing UGT?

A12.2.2. Supervisor/Trainer:

A12.2.2.1. Did you establish a schedule with milestones for completing UGT requirements?

A12.2.2.2. Has the trainee experienced any learning difficulty? If so, please describe.

A12.2.2.3. Did the trainee have any medical or personal problems?

A12.2.2.4. Did you provide adequate hands-on training for CFETP task requirements?

A12.2.2.5. What percentage of CFETP task requirements are accomplished?

A12.2.2.6. Were your training resources limited?

A12.2.2.7. Have you documented the trainee's progression on the AF Form 623a or automated version?

A12.3. Document Inerviews. Document the results of the separate interviews on an AF Form 623a or automated version and have each individual sign and date the form.

A12.4. Assessment of Training. The UTM will include an assessment of the quality and quantity of training, and specific recommendations to complete UGT. Include an estimated completion date and a follow-up review date, if necessary, within 90 days.

A12.5. Results of the Review. The UTM will brief the unit commander on the results of the review. If necessary, the commander will include comments on the AF Form 623a or automated version.

Attachment 13

MASTER TRAINING PLAN DEVELOPMENT GUIDE USING INSTRUCTIONAL SYSTEMS DESIGN (ISD) PRINCIPLES

A13.1. Master Training Plan (MTP). This attachment provides guidance for developing a work center Master Training Plan (MTP). When developing your training plan make sure it includes requirements identified in **paragraph 6.7.1.2**.

A13.2. Unit Training Program As applied to the unit training program, ISD consists of five basic steps; analysis, design (master task list (MTL)), development (determining training needs and capability), implementation (select training strategies and schedule training), and evaluation.

A13.3. Develop the Master Task List (MTL). The MTL is an integral part of your training plan. It is a list of all required tasks in a work center and is a source from which you select tasks for training and is a source from which you select tasks for developing individual CFETPs. When developing the MTL identify all task requirements within your duty section or work center to ensure 100 percent task coverage. This means identifying all tasks to include contingency/wartime tasks, additional duties identified by the supervisor as a certifiable task, and any mandatory core tasks required by the AFCFM. Documents used to develop the MTL include, but are not limited to, the CFETP for all AFSCs within the work center; AF Forms 797 and 1098 (if applicable), automated forms, or forms required/approved by your MAJCOM.

A13.3.1. Identifying Tasks. The following information provides guidance to assist in identifying tasks for your MTL.

A13.3.2. Identify all normal day-to-day mission requirements. These are the tasks performed by personnel in your work center, to include required core tasks as defined by the AFCFM.

A13.3.3. Identify Special Work Requirements. Some career fields have tasks that are not performed on a regular basis. This could encompass tasks performed infrequently, additional duty tasks, contingency tasks, Reserve Augmentation Duty (READY) Program, etc. Training references for these tasks include special operating instructions, local contingency plans, or the AF instructions governing the additional duty.

A13.3.4. Determine Mandatory Qualifications. The CFETP and the Enlisted Classification Directory, may list additional requirements that must be met before an Airman is qualified to be upgraded. Refer to these for other mandatory tasks.

A13.3.5. Recurring Training Requirements. Many AFSCs have tasks that require annual certification or recertification. Refer to the CFETP, governing directives, training manuals, etc. to determine recertification requirements for your AFSC.

A13.3.6. Documenting the MTL. You may document the MTL in one of the following ways:

A13.3.7. Coding. You may use color-coding, symbols, or other means to identify individual duty position requirements, core tasks, qualification tasks, additional duties, and so forth. It is advisable to also develop a legend to aid understanding when outside agencies, newly assigned personnel, or other supervisors in the work center are using or are initially exposed to the MTL. Be very careful when developing a coding system so you do not develop a rigid or inflexible training plan. Training plans must be flexible in order to meet manning,

equipment, or TDY fluctuations. Care should be taken to ensure all supervisors, trainers, and task certifiers can define and use the MTL.

NOTE: It is advisable to identify tasks required for duty position rather than skill level task requirements.

A13.3.8. Locally Developed Products. Unless otherwise directed by the AFCFM, any number of computer programs, such as Word, Excel, etc. may be used to develop your MTL. However, the CFETP must be used as the core document; other forms used to expand or list tasks not found in the CFETP are considered supplemental. These forms might include the AF Forms 797 and 1098.

A13.4. Determine Training Needs. Once the MTL has been developed you must determine the training needs within your work center. To determine your training needs, you must:

A13.4.1. Use the MTL to develop a Master Training Plan (MTP) as directed in **paragraph 6.5.4**. An MTP is a guide for supervisors, trainers, and certifiers to ensure that personnel are trained in an effective and efficient manner to meet training and mission requirements. Considerations for MTP development will include; when tasks should be trained (priority/milestones), how they should be trained (resources/method), and approximately how long it should take to train on individual tasks or set of tasks.

A13.4.2. Identify Requirements From Initial Evaluations. Once your MTL has been developed for your work center or section you will need to determine individual training requirements. Compare what the trainee knows or can perform against the tasks in the MTL. The difference between what the trainee can perform and the work center requirements is the individual's training requirements. Determine individual requirements in one of the following methods.

A13.4.3. Initial evaluations. Using the MTL, identify what the trainee knows or can perform. If the trainee is a recent graduate from technical school compare the tasks in 3-level course column to his/ her level of expertise. Match the qualification of the trainee to the requirements of the duty position. This will help identify what training is needed and how long it will take to upgrade the trainee. If the trainee can perform the task, without assistance, to 100 percent accuracy, nothing more needs to be done. If the trainee cannot perform the task to the current standards, circle the task as a training requirement and open training when training begins.

A13.4.4. Review training previously received. If the Airman is assigned from another base or work center you will need to review the CFETP and verify trainee's ability to perform the tasks (if required in the new work center). Match the qualifications of the trainee against the predetermined standard in your MTP. If the trainee can perform the task, no further action is required. If the trainee cannot perform the task (or the standard/method of performance changed) and the task is required in the new work center, decertify the tasks IAW paragraph 6.8.8.4 and look to evaluate trainee's future training progress. It the trainee can perform the task, but the task is no longer required in the new duty position, erase the corresponding circles (but not the previous certification dates or initials).

A13.4.5. Set Training Priorities. When setting training priorities, keep in mind some tasks require training before others. Other tasks may have a prerequisite task or knowledge requirements. For example, if the task is to measure electrical output of a socket, the trainer

might need to teach use of the multi-meter first. Deployment requirements, AEF tasks, and other factors driving the training need must also be considered when determining training requirements.

A13.4.6. Plan for concurrent knowledge training. Most tasks require some type of background knowledge or skill. You may use the CDCs, AFIs, manufacturer's manuals, training references, or other materials to ensure the trainee has the knowledge base to perform the task.

A13.5. Training Capabilities and Resources. Determine Training Capabilities and Resources. If you or others in your work center can perform the task, are certified in the applicable CFETP, and have attended the AFTC, there is a training capability. However, if you feel there is no method to provide the training, contact your unit training manager for assistance. The UTM will contact Base Training to determine if the training can be provided within the base. If this is not possible, Base Training will contact the MAJCOM for assistance.

A13.5.1. Identify the most qualified trainers. In most cases, the trainer and supervisor are the same person. If this is not possible trainers may be appointed IAW guidance in **paragraph 6.7.2**. Trainers may provide training to one trainee or small groups of trainees, depending on the task. The trainer must work the same shift as the trainee, must be given time to train, and must meet the requirements of **paragraph 6.7.2**.

A13.5.2. If there is a training requirement for which you have no trainer or certifier, contact the Base Training Office. If the base training office cannot find a trainer/certifier locally, the MAJCOM training manager will be contacted for assistance.

A13.6. Select Training Strategies. The next step in the process is to decide how and where to provide the training. What is the training objective? What is the best method for conducting training? Is there a distance learning tool that can be utilized to assist in the training process? The following questions may be used to assist in determining the best training method.

Table A13.1. Determining Training Strategy.

Step	Yes	No	N/A
(1) Do you need classroom time?			
(2) Does the knowledge in the CDC meet some of your training requirements?			
(3) Can the trainer train more than one trainee at a time?			
(4) Can training be conducted without equipment downtime?			
(5) Is related background training available from another source?			
(6) Can regularly scheduled work be conducted at the same time as the training?			
(7) Can the training be conducted in one session?			
(8) Are special training aids required?			
(9) Will special training sessions be required?			
(10) Do all trainees need to be trained on the same task?			

Step	Yes	No	N/A
(11) When must training be completed to assure work center continuity and mission effectiveness?			
(12) Can the training be accomplished through distance learning or web-based training?			

A13.7. Develop training objectives. What must the trainee do or know in order to be considered qualified? A training objective must define the resultant behavior (what the trainee must do or know), the standard (how well the task must be performed), and the condition (what will be given or denied during the final evaluation).

A13.8. Develop Lesson guides and task breakdowns. Some tasks are complicated, extremely large, or confusing. Some tasks are so simple that no further training need be conducted.

A13.8.1. When planning training for a large task, you need to break the task down into smaller, teachable units that will provide for a number of successes for the trainee and is short enough to complete in one session.

A13.8.2. Some tasks take several days or weeks to complete; therefore you will need to be able to teach it in several sessions. Not all tasks require a breakdown. If there is a regulation or manual that provides step-by-step procedures, evaluation steps, checklists, etc, no task breakdown is required.

A13.8.3. However, reference your training source in the MTL. If the task is covered under several regulations or manuals, is not covered under any regulations or manuals, is lengthy or complicated, a task breakdown or lesson guide is advisable.

A13.8.4. A well-designed task breakdown can also serve as an evaluation tool during the evaluation phase.

A13.9. Schedule Training. Scheduled training gets priority attention. To the greatest extent possible training should coincide with work schedules. However, when this is not possible, schedule training far enough in advance that supervisors have enough time to schedule their trainees to attend. To the greatest extent possible training should be scheduled in writing.

A13.10. Evaluate Training. After training has been conducted allow trainees time to practice what has been learned. The trainer will determine when the trainee is ready to be certified on the task. If no third party certification is required, training is certified complete by the trainer. If the task requires third party certification, the training is certified complete after the task certifier conducts the task evaluation.

Attachment 14

PROPOSAL FOR ANCILLARY TRAINING REQUIREMENT

Requirement Validation by Requestor:

1. Identify authority, doctrine, or policy that mandates/recommends inclusion of this requirement into AF institutional ancillary training and why.

Justification for Change:

2. What category of training does this apply to (Total Force Awareness Training, Event Driven Training or Selected Force Training; see AFI 36-2201, Air Force Training Program).

3. Provide a detailed discussion regarding this training to include the desired delivery method of instruction, frequency of training, and duration.

4. Identify whether this is a new training requirement or revision to an existing training course.

5. Desired learning objectives or learning outcomes of revised/added training.

6. Identify targeted audience (i.e., all Airmen or officer, enlisted, civilian, contractor or a subset).

7. Identify whether this is a one-time or recurring training requirement.

8. Is this training taught/addressed anywhere else (i.e., BMT, Tech Training, Base-level, etc)? If so, where?

9. Identify the resources available to assist in developing the proposed training to include the funding source (i.e., funding, personnel, or SMEs).

10. How will training completion be documented, tracked, or reported (i.e., sign-in roster, personnel database, training record)? Is there a reporting requirement to a higher-level authority? If so, who and how often?

11. Are any career fields/specialties exempt from the training requirement due to advanced professional knowledge or skills?

12. Are there any civilian certifications or licenses that will satisfy the training requirement?

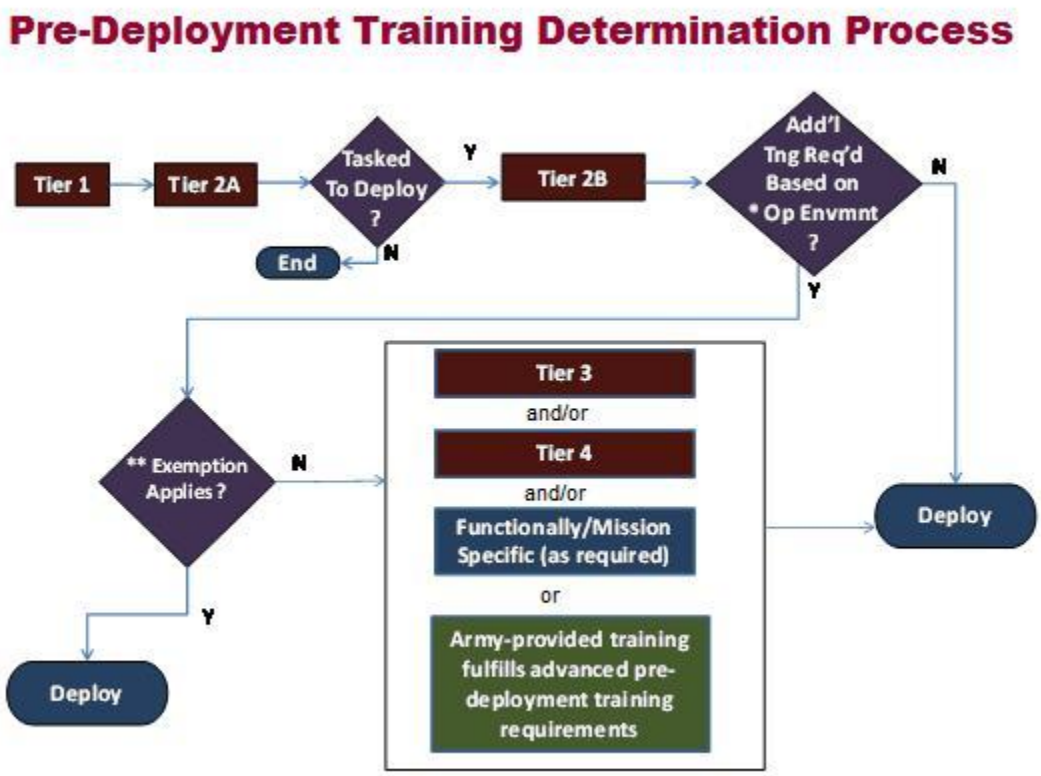
13. Explain mission impact if training is not accomplished and/or risks of noncompliance.

14. All submissions must include an Action Officer with contact information (phone, e-mail, office symbol).

Attachment 15

PRE-DEPLOYMENT TRAINING DETERMINATION PROCESS

Figure A15.1. Pre-Deployment Training Determination Process.



NOTES:

* Operational environment is a composite of the conditions, circumstances, and influences that affect the employment of military forces and bear on the decisions of the unit commander. Permissive environment, uncertain environment, and hostile environment are examples of operational environment.

Permissive environment: Operational environment in which host country military and law enforcement agencies have control as well as the intent and capability to assist operations that a unit intends to conduct.

Uncertain environment: Operational environment in which host government forces, whether opposed to or receptive to operations that a unit intends to conduct, do not have totally effective control of the territory and population in the intended operational area.

Hostile environment: Operational environment in which hostile forces have control as well as the intent and capability to effectively oppose or react to the operations a unit intends to conduct.

- Definitions extracted from Irregular Warfare Joint Operating Concept (JOC) and Joint Pub 3-0, Joint Operations.

*** Exemption Process: Refer to **chapter 8** for specific requirements.

Attachment 16

COURSE DEVELOPMENT DECISION LOGIC PROCESS

A16.1. Purpose. The Course Development Decision Logic Process is used to select and categorize formal courses. Courses are assigned as either training or education, depending on the desired outcome. Use **Table A16.1**, Course Categories and **Table A16.2**, Course Development Matrix, to select and categorize formal courses.

A16.2. Definitions:

A16.2.1. Training. A set of events or activities presented in a structured manner, for the attainment of skills, knowledge, and attitudes required to meet job performance requirements.

A16.2.2. Education. The formal academic instruction offered by institutions of higher learning that focuses on the study of the nature and principles of a given discipline.

Table A16.1. Course Categories.

FLYING TRAINING	TECHNICAL TRAINING	EDUCATION
Undergraduate Flying Training	Initial Skills (3-skill level)	Pre-commissioning Programs
Near Mission Ready Air Crew	Mission Readiness Training	Professional Military Education (PME)
	Craftsman (Mandatory 7-skill level)	
Supplemental Skills	AETC DL	Professional Continuing Education
	Supplemental Skills	

Table A16.2. Course Development Matrix.

Rule	If the Objective is:	Then Use	
		Training Methodology	Education Methodology
A	Attainment of job qualifications (Prepare personnel to apply specific skills in a defined job)	Yes	
B	Professional Development (Prepare personnel to deal with future problems requiring originality and creativity)		Yes
C	Determine instructor prerequisites to meet the training need	Specific Technical Qualifications in AFS	Broad Experience in Career Field

Rule	If the Objective is:	Then Use	
D	Determine appropriate curriculum method to meet training requirements.	Use structured Lesson Plans	Use flexible Lesson Plans
E	Determine appropriate Instructional Methodology to meet training needs	Demonstration and Performance Criterion Testing	Seminars, and studies, Conceptual Evaluation

Attachment 17

DL POC RESPONSIBILITIES FOR MANAGING, ADMINISTERING, AND CONDUCTING DL

A17.1. Managing and Controlling DL Materials.

A17.1.1. Base DL POCs. MAJCOM appointed individuals who serve as the central point of contact at the local level to manage DL. Recommend the POC be within the mission support squadron, education services function. Particular tasks may be delegated by the DL POC, as appropriate. However, the base DL POC is responsible for ensuring that all tasks are accomplished.

A17.1.2. Inventory shipments and verify the amount matches the annual screening request. Course materials for out-of-cycle requirements are received on a continuing basis and will be inventoried using the same procedures.

A17.1.3. Verify required contents (correct version of handout materials, written exercises, answer keys, and final examinations) were received and undamaged. Notify the appropriate distribution function of any damaged or missing material.

A17.1.4. Establish a base DL library for high-flow courses. Determine the need for a high-flow course library by analyzing historical enrollment trend data.

A17.2. Managing Controlled Examination Material.

A17.2.1. The Mission Support Squadron Commander will appoint, by letter, a primary and alternate Base DL Test Control Officer (TCO). DL POCs may also be designated as TCOs.

A17.2.2. Base DL TCOs will inventory all incoming examination material, sign and return confirmation of receipt.

A17.2.3. Note any discrepancies on the packing slip.

A17.2.4. Maintain and inventory monthly all controlled exam materials in secure containers (safe or locked filing cabinet).

A17.3. DL Scheduling and Administration Procedures. The majority of DL courses are designed to be self-paced, asynchronous and do not require scheduling. Other DL courses such as those delivered via webinar and ITV are synchronous, designed to include interactivity with other students and may be group-paced. The AETC TM validates and schedules synchronous courses as applicable. (***NOTE:*** Refer to the course announcement in ETCA and the Technical Training Distance Learning Course Guide (Live Guide) at the 2 AF site on the AF Portal for information on specific courses.)

A17.3.1. Based on monthly projected training requirements forwarded by the UTM, the Base DL POC verifies availability of course material to support student enrollment and coordinates a scheduled date of enrollment in approved training, as required. UTMs direct students to the base DL POC for issue of student course materials.

A17.3.2. Prior to student enrollment in a DL course, UTMs ensure students meet course prerequisites and that students are informed of unfurnished course materials (e.g., Technical data, etc.) as outlined in ETCA.

A17.3.3. Self-paced DL Courses. Self-paced DL courses are delivered via IBI, CD-ROM, paper or a combination of media.

A17.3.3.1. Internet Based Courses. Internet DL courses are available on the AETC Advanced Distributed Learning Service (ADLS). Students may self-enroll in IBI courses via ADLS IAW ETCA, notify the DL POC if they need additional materials and when ready to test, as applicable. ***EXCEPTION:*** For 7-Level Craftsman IBI courses, the student will be directly notified by the appropriate agency and self-enroll via ADLS, as directed.

A17.3.3.2. CD-ROM and Paper-based Courses. UTMs direct students to the DL POC for enrollment in these courses. If the DL POC maintains a Base DL Library, materials for these courses may be used as requested by students. Upon course completion, if students are required to complete a test, they must contact the DL POC. The DL POC will administer the test and the feedback questionnaire, maintain test security and complete final administrative details IAW course instructions. (Similar to procedures for CBT and ITV described in the next paragraphs.)

A17.3.3.3. Computer-based Training (CBT). The base DL POC ensures availability and operability of computer laboratory, issues course materials, and explains course completion requirements. DL POC will:

A17.3.3.3.1. Prepare a preliminary course enrollment by completing appropriate form and forward (via fax or other approved encrypted electronic transfer procedures) to the appropriate training group OPR.

A17.3.3.3.2. Monitor use of computer laboratory equipment, and student progress during course. Use appropriate form to report changes of student status and class changes to the appropriate training group OPR. For example, if a student does not complete the course or does not complete it within the allotted time, complete appropriate form to report requests or recommendations for student withdrawals or extensions to the appropriate AETC training group OPR. The training group makes the final decision on student status. (Additional documentation may be required by the training group for eliminations, withdrawals of other student status changes.) Gather student elimination and withdrawal information by assisting students who do not complete a course or do not complete it within the allotted time in completing the Elimination Survey. Send the completed survey to the appropriate training group OPR.

A17.3.3.3.3. Issue the final examination, monitor student during testing, and record final results on appropriate form. If the student completes the final examination through the computer, and the computer program automatically calculates the test score, the Base DL POC must verify results.

A17.3.3.3.4. Administer course feedback questionnaires by directing students to the applicable online survey website. Conduct follow-up on any discrepancies identified falling within the receive site's purview and provide status to appropriate AETC OPR.

A17.3.3.3.5. Maintain security of test materials IAW course instructions.

A17.3.3.3.6. Complete appropriate form, sign and forward along with appropriate course material, IAW course instructions.

A17.3.3.4. The appropriate OPR in the training group verifies student course completion and provides graduation certificates to the DL POC for distribution to UTMs. UTMs update course completion to CAMS and/or TEMs, if appropriate.

Attachment 18

FORMAT FOR MEMORANDUM TO AETC/A3PZ UPON COMPLETION OF ANNUAL COURSE REVIEW

(Date)

MEMORANDUM FOR HQ AETC/A3PZ

FROM: Functional POC and Mailing Address

SUBJECT: Annual Review of Courses Maintained on Education and Training

Course Announcement (ETCA) Website

1. An annual review of courses maintained on ETCA website has been completed as of (date all actions were completed).

2. If you have any questions, please feel free to contact me at (list DSN or Commercial number and email address).

(Signature of Functional POC)

Attachment 19

TRAINING DETACHMENT (TD) POLICY AND PROCEDURES

A19.1. The 982 Training Group (TRG). The 982 Training Group manages TD resource requirements.

A19.1.1. In coordination with the supported MAJCOMs, acts as approval authority for activation, deactivation, relocation and discontinuance of field training support unit requests.

A19.1.2. Ensures instructor staffing and facilities are available/identified and notifies supported MAJCOM and functional training managers when training cannot be completed.

A19.1.3. Sets up class schedules for training in accordance with the **Table A19.1**.

Table A19.1. TD Scheduling Priorities.

PRIORITY	TYPE OF TRAINING SUPPORTED
1	Activations and conversions
2	En route-short tour
3	Initial skills
4	En route-long tour
5	MAJCOM priority Note: Host training to support AEF deployment schedules is Priority 5 training requirements.
6	Security Assistance Training Program (SATP)
7	Unit priority
8	Other

A19.1.3.1. Schedules personnel for en route training before overseas assignments when requested by the gaining MAJCOM.

A19.1.3.2. Validates en route training requirements to overseas commands no later than 6 months before the quarter it provides training.

A19.1.4. Send class rosters for en route courses no later than 45 days before the class start date.

A19.1.5. Cancel unfilled en route training allocations, after coordinating with the affected MAJCOM training office, 45 days before the class start date.

A19.1.6. Determine distribution and provide transport of mobile training sets.

A19.1.7. Provide maintenance for TD training equipment not covered by host unit.

A19.1.8. Provide a statement of facility requirements (coordinated through the host civil engineer and OG/MXG commanders) to the host MAJCOM.

A19.1.8.1. Uses the following criteria to determine TD facility requirements:

A19.1.8.1.1. Satisfy peculiar training requirements by providing varied trainer configurations, radiation transmission, electromagnetic hazard containments, and electrical, pneudraulic, and environmental control requirements.

A19.1.8.1.2. For TDs using Mobile Training Sets (MTS), provide class and trainer rooms on the ground floor of the building. Consider unique door and access limitations.

A19.1.8.1.3. Collocate TDs with the maintenance organization supported and next to the training management office. Avoid placing TD classrooms close to runways, taxiways, engine test and run facilities, or power generation plants, as they do not provide a proper learning environment.

A19.1.8.1.4. Provide each TD and OL, depending on its size and equipment, sanitary facilities, environmental control, and space for offices, technical order library, instructor training room, storage room, and student break room.

A19.1.8.1.5. Determine space requirements for TDs without MTSs by considering the requirement for trained personnel.

A19.1.8.1.6. See ETCA for classroom and power requirements for TDs with assigned MTSs.

A19.1.8.1.7. Obtain power and facility requirements for Space Support Program from the training group administering the programs.

A19.1.8.1.8. Use secure classrooms where required for classified subjects.

A19.1.9. Course Development and Use.

A19.1.9.1. Develops course as described in this AFI.

A19.1.9.2. Sends CC/TS to MAJCOM functional managers through MAJCOM DPAT for coordination before final approval.

A19.1.10. Training Equipment.

A19.1.10.1. Manages and controls training equipment as specified in AFPAM 36-2211.

A19.1.10.2. Establishes responsibility and provides guidance for performing organizational and intermediate maintenance of possessed training equipment.

A19.2. MAJCOMs, FOAs, and DRUs:

A19.2.1. Ensure that career field managers coordinate with field units to determine training requirements for the TD to support and notify the AFCFM of TD requirements.

A19.2.2. Submit requirements for TD support and keep the servicing TD informed of changes in scheduled requirements.

A19.2.3. Ensure that personnel identify student names, course numbers, and gaining TDs en route to the 373 TRS/TXFR. The 373 TRS/TXFR will send the data to the gaining TD 45 or more days before the class start date.

A19.2.4. Ensure that personnel selected for attendance at TD courses for which authorities have issued AF forms 1256 have a minimum of 6 months retention from the date of graduation. (See AFI 36-2107, Active duty Service Commitments)

A19.2.5. Identify priority courses (see **Table A19.1**).

A19.2.6. Ensure the host unit conducts a monthly maintenance-scheduling meeting to verify backlogs and provide training requirements to TD for scheduling.

A19.2.6.1. The host unit initiates AF Form 898, Field Training Requirements Scheduling Document, or electronic equivalent, and coordinates through the TD.

A19.2.6.2. Provide administrative and logistics support for the TDs.

A19.2.6.3. Assign students in TDY status to the host unit for administrative support.

A19.2.7. Provide data automation services to support the Maintenance Data Collection (MDC) System (see 00-20 series of tech orders) and training equipment reporting according to AFI 21-103, Equipment Inventory, Status, and Utilization.

A19.2.8. Maintain the accountability of TD-assigned equipment on the Equipment inventory Data Report in the host unit's equipment management office.

A19.2.9. Maintain a local list of TD instructors certified to clear "red-X" conditions.

A19.2.10. Budget funds for student intra-command TDYs.

A19.2.11. Notify the appropriate training squadron (TRS) of TDY requests for instructors.

A19.2.11.1. Coordinate overseas instructor movements with the affected MAJCOM training office and the appropriate training squadron.

A19.2.12. Annually review and evaluate AETC course documents and MAJCOM AFS-related courses.

A19.2.12.1. Evaluate the effectiveness of TD graduates through direct observation of performance and formal task evaluation.

A19.2.13. Provide TD-supported units with resources according to the course chart.

A19.2.13.1. Provide facilities for TDs to support the training mission that are suitable to a proper learning environment. This instruction and AFI 32-1024 are guides for satisfying training facility requirements.

A19.2.14. Schedule technical school graduates for follow-on training and support officers for en route training.

A19.2.14.1. Schedule TD follow-on training for airmen technical school graduates as directed by the gaining MAJCOM. Assignment Instruction Code (AIC) "9NT" is input into OTA for airmen when additional TD training is required immediately on completing the AFSC awarding course and before arrival at the first permanent duty station.

A19.3. Requesting Field Training Instructor Support. When requesting field training instructor support:

A19.3.1. Host units coordinate their requirements through the local TD before sending them to the owning MAJCOM for approval.

A19.3.2. MAJCOMs send the request to the applicable TRS to determine instructor availability.

A19.3.3. The TRS publishes TDY orders if it can support the request.

A19.4. Prioritizing Field Training Scheduling. When prioritizing field training scheduling:

A19.4.1. TD personnel use **Table A19.1**. As a guide for validated training requirements that exceed TD capabilities and treat requests for training on short notice as one-time needs.

A19.4.1.1. MAJCOM career field managers will send requests to waive scheduling priorities to HQ AF/A4L for approval and priority waivers for STP requirements through HQ USAF/PRIM to HQ AF/A4L for approval.

A19.4.2. Personnel raise host-unit backlogs in courses identified as "MAJCOM Priority" to Priority 5 after 2 consecutive months and certify the new priority via AF Form 898, or locally developed facsimile.

A19.4.2.1. The training provider sets aside a minimum of one host seat in each "MAJCOM Priority" course until it extinguishes the host backlog.

A19.4.3. Personnel resolve conflicting schedules that affect multiple host units at monthly TD-host scheduling meetings.

A19.4.3.1. MAJCOMs apply the priority ratings of AFI 16-301, US Air Force Priority System for Resources Management, to resolve disagreements.

A19.5. Funding for 982 TRG TD Courses to include enroute training. Travel and per diem cost for students travel to off station TD courses is submitted to 982 TRG, Sheppard AFB, TX for funding approval. The system of record for all funding requests is the Defense Travel System (DTS). The required actions for scheduling a class and obtaining funding are listed in A19.5.1.

A19.5.1. Procedures for Obtaining Funding from 982 TRG for TD Courses are as follows.

A19.5.1.1. The Logistics Training Flight (LTF) scheduler will schedule a class to meet Unit personnel requirements by contacting a teaching FTD. ***NOTE:*** Teaching FTD information for each course can be obtained using **https://etca.randolph.af.mil**.

A19.5.1.2. LTF will forward course name, course number, and course PDS (course information) to scheduled student to use when entering request into DTS.

A19.5.1.3. Scheduled student should enter request for travel orders into DTS NLT 10 duty days prior to Class Start Date (CSD). Requests submitted less than 10 duty days prior to CSD will be worked as time permits, timely approval will be attempted by 982 TRG but orders cannot be guaranteed.

A19.5.1.4. Traveler must enter course information into the "comments to approving official" section to enable 982 TRG/TXTGA to process funding eligibility.

A19.5.1.5. If funding request includes items that are not payable by 982 TRG lines of accounting (LOA) the traveler must include a unit LOA to enable these items to be charged to the applicable source. Items not covered by 982 TRG are listed in A5.5.3.

A19.5.1.6. Student will select 982TRG TDY Training routing list in DTS to ensure request is sent to 982 TRG/TXTGA for approval. ***NOTE:*** If 982TRG TDY Training routing list is not a traveler option, 982 TRG/RA must be contacted at DSN 736-4729 to have this option added to their organizational account.

A19.5.1.7. 982 TRG/TXTGA will review request for student eligibility. If Student is eligible the request will be stamped "reviewed" and sent to 982 TRG/RA. If the request is

disapproved the request will be stamped "returned" and applicable notes will be included to indicate next course of action for scheduled student.

A19.5.1.8. 982 TRG/RA will review request forwarded by 982 TRG/TXTGA for funding eligibility. If request meets all funding requirements the request will be stamped "approved" and DTS will notify the traveler that request is complete. If the request does not meet funding requirements the request will be stamped "returned" and applicable notes will be included to indicate next course of action for scheduled student.

A19.5.2. If an individual cannot attend the TD course after the request is submitted through DTS, the LTF Scheduler must notify teaching DET and 982 TRG/RA as soon as possible so appropriate action can take place.

A19.5.3. Items not covered by 982 TRG/CCR approved fund cite include, but are not limited to the following and are requesting unit responsibility at the discretion of 982 TRG/CC:

Authorization for a special conveyance (i.e., rental car)

Vicinity mileage for POV and/or rental vehicles at TDY location

Off-base lodging differential, regardless of on base availability, 982 TRG will cover up to the authorized on base amount only. Non-availability letters issued by lodging office will result in the requesting unit being liable for off base differential.

A19.6. Types of training not covered by 982 TRG:

A19.6.1. All partial courses or training sessions. ***NOTE:*** Partial/incomplete courses resulting from unscheduled events, i.e. emergency leave will be covered by 982 TRG.

A19.6.2. Courses where on-base billeting cannot be obtained and requesting unit does not supply a line of accounting to cover the off base differential. ***NOTE:*** If on-base billeting cannot be arranged, the requesting unit will be asked to fund the differential cost of on-base versus off-base billeting.

A19.6.3. Courses required for Air Force Repair Enhancement Program (AFREP) duties. For funding of these training requirements, refer to AFI-21-123, paragraph 4.12.3.

A19.6.4. Training outside of traveler's AFSC, unless required to perform primary duties. LTF scheduler must submit a waiver letter signed by requesting traveler's Commander, and applicable Training Detachment commander along with training request for classes were this does not meet course prerequisites.

A19.6.5. Courses previously attended and successfully completed by the individual.

Attachment 20

INITIAL SKILL AFSC MULTI-PHASED TRAINING PROCEDURES

A20.1. HQ USAF.

A20.1.1. HQ AF/A1PT will furnish program guidance and planning data develop enlisted Trained Personnel Requirements (TPR) by AFSC, and coordinate actions with HQ AF/A4M AETC/A3 and monitor program effectiveness production. HQ AF/A1PT also provides trainee data for designated multi-phased courses..

A20.1.2. HQ AF/A1PT will advocate for program multi-phased training resources within Major Force Program VIII (MFP 78) (Training, Medical, and other General Personnel Activities).

A20.1.3. HQ AF/A4L:

A20.1.3.1. Coordinate MAJCOM resource requirements.

A20.1.3.2. Provide MAJCOMs with guidance to meet training objective.

A20.1.3.3. Provide guidance on the quality assurance programs for multi-phased training graduates.

A20.1.3.4. Monitors program effectiveness in conjunction with HQ AF/A1PT.

A20.2. AFPC:

A20.2.1. Provide MAJCOMs a weekly no-name allocation list.

A20.2.2. Provide multi-phased training assignment policy guidance.

A20.2.3. Approve reassignment of multi-phased training students from gaining MAJCOMs.

A20.2.4. Provide base level personnel processing procedures.

A20.2.5. Assists AETC and MAJCOMs in minimizing fluctuations in assignments of graduates.

A20.2.6. Provides percentages of trainees, by shred, for designated multiphase courses that are consolidated into AFSC TPR by HQ AF/A1PT.

A20.2.7. Administers the Air Force retraining program to meet TPR objectives.

A20.3. HQ AETC.

A20.3.1. HQ AETC/A3 (Except Medical Courses):

A20.3.1.1. Exercise operational and organizational control of multi-phased training programs (2AF).

A20.3.1.2. Identify and program HQ AETC resources (manpower, equipment, funding, facilities, etc.) to implement multi-phased training programs.

A20.3.1.3. Is the OPR for multiphase training programs and provides policy, guidance, and assistance to the training wings.

A20.3.1.4. Ensures responsible HQ AETC agencies develop STSs for affected AFSCs.

A20.3.1.5. Develops alternative training strategies to use when training deficiencies are projected or identified, such as rerouting students to where capabilities exist.

A20.3.1.6. Monitors implementation and operation of approved multiphase training programs (2 AF).

A20.3.1.7. Provides policy guidance and assistance to the 982 TRG.

A20.3.1.8. Ensures student progress data are exchanged between phases of instruction to facilitate student administration.

A20.3.2. AF (AETC/A3R for aircrew members).

A20.3.2.1. Responsible for student pipeline flow procedures.

A20.3.2.2. Develops multiphase student pipeline flow management procedures with the Air Force Personnel Center, appropriate training wings, 982 Training Group (TRG) and MAJCOMs.

A20.3.2.3. Coordinates reclassification actions with AFPC/DPSI (or AFPC/DPAO for aircrew members).

A20.3.3. TRWs:

A20.3.3.1. Manage the resident courses of multiphase training programs.

A20.3.3.2. Exercise operational and administrative control over students enrolled in resident courses.

A20.3.3.3. Conduct assigned training courses according to established multiphase training policy and directives.

A20.3.3.4. Update MilPDS with student status changes (for example, washback, elimination, or administrative hold) to allow 982 TRG to reschedule Phase II training.

A20.3.3.5. Resolve student end-assignment discrepancies through coordination with AFPC and MAJCOMs.

A20.3.3.6. Develop procedures to ensure the exchange of student progress documentation between Phase I and Phase II OPRs for those students who experience difficulty in meeting the objectives of the Phase I course (as demonstrated by washback, repeat, etc.)

A20.3.4. 982 TRG:

A20.3.4.1. Manages the TD portion of multiphase training programs.

A20.3.4.2. Schedules training programs involving TD training.

A20.3.4.3. Identifies and resolves problems caused by the short-term limitation of training capability and resources. Notifies HQ AETC/A3T and requests assistance, as necessary.

A20.3.4.4. Establishes specific Phase II TD class entry procedures, schedules, and dates based upon projected TPR requirements. Provides class schedules to affected TD.

A20.3.4.5. Establishes student elimination standard based on a percentage of the total course duration spent remedial training during Phase II. Monitors student elimination trends for further actions, as necessary.

A20.3.4.6. Coordinates with MAJCOMs on the distribution of weapon system training for students being assigned to multiple weapon system locations.

A20.3.4.7. Ensures assigned students complete Phase II training before overseas movement.

A20.3.4.8. Coordinates with gaining units to identify specific Phase II course (s) of training required for AFSCs having more than one entry level Phase II course.

A20.3.4.9. Resolves discrepancies in student end-assignment through coordination with AFPC and MAJCOMs for Phase II training.

A20.3.4.10. Identifies resources (equipment and facilities) needed to support projected Phase II TPR requirements to HQ AETC/A3T.

A20.3.4.11. Establishes procedures to ensure that host bases involved in multiphase training are provided lists of personal retention items and organizational equipment needed to support all (including en route) Phase II students. List must be provided in sufficient time to allow for PPBE actions.

A20.3.4.12. Develops procedures to ensure the exchange of periodic evaluation trend data between Phase II and Phase I course of instructions.

A20.3.4.13. Establish student production procedures.

A20.3.4.14. Coordinate reclassification actions with AFPC/DPPA.

A20.4. MAJCOMs:

A20.4.1. MAJCOM/A1. Review and make appropriate changes to student no-name allocations.

A20.4.2. MAJCOM/A4:

A20.4.2.1. Establish procedures to provide for the supervision and employment of trainees before they enter Phase II training and for all available time beyond the normal TD training day during Phase II training.

A20.4.2.2. Establish procedures to ensure aircraft/equipment in support of Phase II Task Oriented Training (TOT). ***NOTE:*** Not applicable to the Air National Guard.

A20.4.2.3. Coordinate alternate training methods to accommodate temporary surges or non-availability of aircraft and support equipment.

A20.4.2.4. Designate a functional training manager to coordinate with the 982 TRG in determining short-term management actions to train Phase II backlogs.

A20.4.2.5. Establish procedures to ensure that bases involved in multiphase training programs provide the personal retention items and organizational equipment needed for Phase II training.

A20.4.2.6. Establishes procedures to ensure that units involved in multiphase training programs provide TOT augmentees as agreed upon between HQ AETC and MAJCOMs.

A20.4.2.7. Identifies requirements for facilities that are above command approval authority, through civil engineering channels to HQ USAF/A7.

A20.5. Servicing Military Personnel Section (MPS). The Formal Training unit will coordinate with HQ AETC/FMAM changes (i.e., washback, reclassification, medical hold, elimination, etc.) which result in a training delay or change in stay longer than 7 days. The student's orders will be amended by the servicing MPS prior to implementing the actions above. Students are to report no sooner than 4 days prior to the class start date.)

A20.5.1. TRW Servicing MPS:

A20.5.1.1. Publishes and amends student orders to show TD class dates and temporary duty (TDY) en route information for active force personnel, and furnishes copies of the orders to the end-assignment unit.

A20.5.1.2. Notifies the 982 TRG of student diversions and assignment swaps.

A20.5.1.3. Provides support in processing student elimination from Phase I training.

A20.5.1.4. Ensures that all relocation processing incident to permanent change of station (PCS), as explained in AFI 36-2102, Base Level Relocation Procedures, is completed before a student's departure from the resident training wing. Passports and visas that cannot be finalized before departure, will be sent to the Airman's TDY location. Personnel records will be hand-carried by all students according to AFI 36-2608, Military Personnel Records System, and turned in to the end assignment MPS during in processing.

A20.5.1.5. Ensures that students with end assignments overseas arrive at continental United States (CONUS) training locations before oversea movement.

A20.5.2. Phase II Servicing MPS:

A20.5.2.1. Servicing MPS/DPMUOS at Phase II training locations. Advises end-assignment training management office (MAT) and AFPC/DPAAS2 of delays of TDY students.

A20.5.2.2. Servicing MPS/DPMUM at end-assignment. Gains members to its files.

A20.5.2.3. Servicing MPS/DPMPC at end-assignment. Ensures the three-skill level is awarded on the initial duty assignment.

A20.5.3. ARF MPS:

A20.5.3.1. Publish orders for ARF personnel covering the entire period to TDY to include total training itinerary.

A20.5.3.2. Publish all amendments to ARF students' orders. In case of limited time, amendments may be made by message to the appropriate AETC training wing servicing MPS.

A20.6. Multi-phase Training Procedures:

A20.6.1. Student Management—PCS to End-Assignment. The gaining squadron commanders will have morale, welfare, UCMJ, billeting, and all other normal reporting responsibilities. Refer to the ETCA web **https://etca.randolph.af.mil**/ for further guidance

on administrative and reporting instructions. Phase II training has priority over all base incoming newcomers treatment and orientation (INTRO), First Term Airman Center (FTAC), and ancillary training. ***NOTE:*** Not applicable to Air Reserve Component (ARC) personnel.

A20.6.2. TDY En route to End-Assignment. Students will be assigned to the host unit for administrative support and for duty with TD. En route bases will schedule departures (port call) for TDY airmen in excess of 30 days.

A20.6.3. Billet TDY multiphase trainees IAW AFI 32-6005, Unaccompanied Housing Management.

A20.6.4. Students will hand carry personnel records. PCS end-assignment students will turn in records to the servicing MPS upon in processing. TDY students will retain records until reporting to final end-assignment. ***EXCEPTION:*** students eliminated from courses for cause will turn records into the servicing MPS.

A20.6.5. Ordinary leave between phases of training will not normally be granted. Exceptions to this policy are at the discretion of the training squadron commander after coordination with 373 TRS/TXFR and 82 MSS/DPMAA. Leave authorization after arrival at the gaining base will be at the discretion of the gaining squadron commander. Ordinary leave should not delay entry into training and therefore will not normally be granted until completion of the TD training. Leave between completion of TD training at an en route base and proceeding to gaining base will be coordinated between the TDY host unit and gaining squadron commander.

A20.6.6. Trainee Skill-Level Upgrade:

A20.6.6.1. End-Assignment. Upon completion of Phase II training, the TD will prepare AF Form 1256, Certificate of Training, and the appropriate record of student accounting and attendance. The host unit will submit the classification action for the award of 3-skill level and entry into 5-skill level upgrade training.

A20.6.6.2. Personnel bound for overseas will be awarded the 3-skill level before departing the CONUS. The gaining MPS will enter airmen into upgrade training to the 5-skill level.

A20.6.7. Personnel Strength Accounting Procedures. HQ USAF and base level military personnel systems account for individuals by skill level (one- or three-level) currently held. Procedures will vary depending on where an Airman completed Phase II training—either at the gaining base or TDY en route. Using the personnel transaction identifier PTI 517, the technical training graduate match program calculates a report-not-later-than-date that is equal to the graduation date from the basic technical training course, plus travel time, plus leave, plus the course length for TD training. It is essential that airmen be gained in the proper control Air Force specialty code (CAFSC) (one-or three-level) to ensure accurate classification and statistical accountability.

A20.6.8. PCS to End-Assignment. Airmen will be gained (PTI 201/204) in the one-skill level primary Air Force specialty code and CAFSC; functional category will be “L”. Upon completion of TD, the above applies. Airmen’s PAFSC and CAFSC will be upgraded to the three-skill level. Update functional category to “A”.

A20.6.9. TDY En Route to End-Assignment. Airmen who have completed TD before arrival at their end-assignment (for example, all oversea bound airmen) will be awarded the three-skill level in their appropriate AFSCs (see above).

A20.6.10. Student Elimination Management Quality Control. Airmen who fail to complete any portion of initial skill multiphase training will be evaluated for either separation or retention. Non-prior service (NPS) students, eliminated from Phase I courses, reporting instructions are covered in AFI 36-2110, Assignments. Process retraining students according to HQ AETCI 36-2215, Training Administration or AETCI 36-2205 Volume 1, Formal Flying Training Administration and Management t, and AFI 36-2626, Airman Retraining Program. When a student is eliminated from Phase II training, the TD commander will notify the unit commander by letter. If the student is from the Air National Guard, provide an information copy to NGB/TE, Wash DC 20330. If an AF Reserve Airman is eliminated, return the student to the unit of assignment for disposition.

A20.6.10.1. When an active duty NPS student is eliminated from the TD phase of training and retention is recommended, the following procedures apply: ***NOTE:*** Retrainee eliminees are processed as explained in AFI 36-2626.

A20.6.10.2. When training is conducted at the end-assignment, the MPS, in conjunction with the TD, initiates the message required by AFI 36-2110, and sends it to 2 AF Det 1, with information copies To AFPC/DPAAS2, and MAJCOM/DPRA. 2 AF Det 1 will provide reclassification instructions. AFPC/DPAAS2 will provide assignment information.

A20.6.10.3. When training is conducted in a TDY en route status, the servicing MPS, in coordination with the TD, initiates the message required by AFI 36-2110 and sends information copies to 2 AF Det 1, AFPC/DPAAS2 MAJCOM/DPPA or MPRA, gaining and losing MPSs. 2 AF Det 1 will provide reclassification instructions to the losing MPS, with information copies to the TDY MPS and gaining MPS. AFPC/DPAAS2 will provide assignment instructions to the following:

A20.6.10.4. When an active duty student is eliminated from Phase II training and discharge is recommended, normal AFI 36-3208, Administrative Separation of Airmen, procedures apply, in addition to the following:

A20.6.10.5. For airmen at their permanent end-assignment, the TD will initiate the paperwork to advise the unit commander that discharge is recommended. The unit commander will then contact the appropriate training wing (TRW) registrar to determine if any information exists which would sup-port retention or have a bearing on the proposed discharge processing. If the Airman's commander concurs, a discharge case will be initiated by that organization.

A20.6.10.6. For an Airman at a TDY en route base, the commander of the unit to which the Airman is attached will be advised by the TD that discharge is recommended. The commander will then contact the appropriate TRW training wing registrar to determine if any information exists that would support retention or have bearing on the proposed discharge processing. Providing no such information exists, the commander will contact the appropriate the servicing MPS to initiate a request for PCS to the en route base for the

purpose of discharge processing. Requests for PCS of eliminees to an AETC base will be addressed to AFPC/DPAAS2.

A20.6.10.7. For recruits or initial skill trainees, separation may be initiated for failure to make satisfactory progress in the required training program (see AFI 36-3208).

A20.6.10.8. If discharge processing results in retention, see applicable information in AFI 36-3208.

A20.6.10.9. Should circumstances occur during TDY en route Phase II training that raise quality control questions that are not training related, the servicing MPS at the TDY location will dispatch a message to AFPC/DPAP with an information copy to AFPC/DPAAS2 for assignment determination.

A20.6.10.10. Local conditions may occasionally require a change in the weapon system shred (and corresponding Phase II course). If TD training capability exists, the MPS can submit the formal request to AFPC/DPAAS2 with information copies to the 982 TRG, HQ AETC/A3T, and the MAJCOM. Upon AFPC/DPAAS2 message approval, document the AFSC shred change.

A20.7. Student Pipeline Flow. See responsibilities for HQ AETC/A3T and 982 TRG.

A20.8. Training Support:

A20.8.1. Training Deficiencies. Should an STS training deficiency occur (or graduation date extend in excess of one week due to remedial training in Phase II), the unit conducting the training will report the deficiency according to AETCI 36-2203.

A20.8.2. Support for Command Lacking Specific Training Capabilities. Some MAJCOMs may not have TD capability to support weapon system TOT due to small numbers of command gains. Gains to such commands will be trained at bases having TOT capability, as coordinated with the appropriate MAJCOM, and scheduled by 982 TRG.

A20.8.3. Alternate Training Methods:

A20.8.3.1. Key to the TOT concept is the availability of operational equipment for TOT purposes. The host will ensure that aircraft and support equipment are provided. These arrangements will be closely coordinated between the TD and the host maintenance organization.

A20.8.3.2. Alternate training methods to accommodate temporary surges or non-availability to training support equipment are vital to the success of multiphase training. Rather than develop alternate training courses to support such situations, existing courses will be used with STS tasks taught to lower proficiency levels. In each instance, a training deficiency report is required as out-lined in A4.8.1 above. When students are taught to proficiency levels lower than required by the STS, diplomas may still be provided.

A20.9. Student Scheduling:

A20.9.1. Students whose Phase II training will be done at a TDY en route base will normally be held at the resident wing. Ordinary leave will not normally be granted. Exceptions to this policy will be at the discretion of the training squadron commander after coordination with 373 TRS/TXFR and 82 MSS/DPMAA. In any case, students will report to the TDY en route

base no earlier than 14 calendar days and no later than 4 calendar days before TD class start date.

A20.9.2. Students whose Phase II training will be accomplished at their base of end assignment should be scheduled to report to their gaining unit of assignment no earlier than 30 calendar days, and no later than 4 calendar days before Phase II TD class start date. End assignment active duty students may complete the INTRO program, First Term Airman Center (FTAC), and all in-processing before the TD class start date if possible, provided it does not interfere with scheduled TD training. Students will not be removed from Phase II classes to attend in-processing or base INTRO programs or FTAC. ***NOTE:*** The INTRO program does not apply to ARC personnel.

A20.9.3. TDs will promptly notify the following offices of no-shows.

A20.9.3.1. TDY En Route Students. Notify 373 TRS/TXFR, AFPC/DPAAS2, losing and gaining MPSs.

A20.9.3.2. End Assignment Students. Notify 373 TRS/TXFR, AFPC/DPAAS2, local unit commander and MPS.

A20.10. Operational Procedures:

A20.10.1. The Initial Skill AFSC Multiphase Training Program for aircraft maintenance personnel is an alternative approach to training that developed during a period of constrained resources.

A20.10.2. The ISD process will be used to determine the mix of training divided between phases of instruction and to develop and manage resulting training programs.

A20.10.3. Total instructor and student authorizations (resident, TD, and task oriented training (TOT) augmentees) must be identified annually to support multiphase training. As training needs change, requests for adjustment of resources should be submitted through proper manpower channels. If an out-of-cycle request is submitted, the using command or agency will be asked to provide manpower until resources can be programmed and budgeted through the Planning, Programming, Budgeting, and Execution system.

A20.10.4. Selective by-pass of Phase I may be authorized for the ARC prior service personnel based upon standards established by the National Guard Bureau (NBG) and HQ AFRC. Requests for waiver of Phase I training for active duty retrainees will be sent through the MAJCOM functional manager and the MAJCOM DPAT to AFPC/DPSFM for action with information copy to AETC/A3T.

A20.10.5. Phase II for ARC personnel may be waived when specific weapon system and equipment required for TOT is expected to be unavailable. The ARC will develop and publish procedures that ensure personnel are given on-the-job training and upgraded to the 3-level within a stipulated time period after completing Phase I.

A20.10.6. Specialty Training Standards (STS) will be used as the overall course content specification documents for multiphase AFSC awarding courses.

A20.10.7. A relatively even flow of students between the phases of training is desirable to alleviate peak demands for equipment and instructors and to reduce pipeline inefficiencies and backlogs.

A20.10.8. Students will report to the TDY en route base no earlier than 14 calendar days and no later than 1 calendar day before TD class start date.

A20.10.9. Students should be scheduled to report to their gaining unit of assignment no earlier than 30 calendar days, and no later than 4 calendar days before Phase II training class start date. Students requiring Special Access Requirement (SAR) coding in support of classified weapon systems should report no later than 25 calendar days prior to detachment class start date in order to complete security requirements.

Attachment 21 (Added-AFMC)

COMMAND NUMBER COURSE NUMBER FORMAT

AFMC's 15 digit numbering scheme is as follows: (EXAMPLE = CHPMAS0000100SU)

1 M = AFMC Local Courses or C = AFMC Command Courses

2-3 Owner Location

AFGLSC = GC	AMARG = AM	ARNOLD = 8B	EDWARDS = EB
EGLIN = ED	HANSCOM = LK	HQ AFMC = HQ	HILL = HP
KIRTLAND = KV	ROBINS = RX	TINKER = TE	WRIGHT PATT = WE

4-6 Discipline Code

Administrative / Clerical = ADM	Air & Space Engineering = ASE
Communications = COM	Contracting = CON
Continuous Process Improvement = CPI	Computer Systems = CPS
Engineering = ENG	Environment Management = ENV
Facilities Management = FAC	Financial Management = FIN
Human Resource Management = HRM	Inspections = INS
Intelligence = INT	Information Resource Management = IRM
Legal Services = LEG	Logistics = LOG
Maintenance (Other than Aircraft) = MAO	Maintenance (Aircraft) = MAS
Medical = MED	Management/Leadership/Supervision = MGT
Nuclear = NUC	Operations = OPS
Personal Development = PDV	Program Management = PGM
Safety = SAF	Science and Technology = SCI
Security Forces = SEC	Supply Management = SUP
Test and Evaluation = TST	

7-11 Sequence Number: Used to identify the sequence number of the course within the supplied discipline. (00001-99999)

12-13 Module Number: Applies to stand alone course portions. (00-99) 00 indicates the entire course.

14-15 Method of Delivery:

BL	Blended Learning - An instructional design approach that combines several different instructional delivery methods such as; live events, self-paced learning, collaboration, assessment, and performance support materials.
BR	Briefing – This method of delivery is used to distinguish informal training events from formal courses.
CO	Correspondence - non-resident instruction; normally self-pace courses comprised of workbooks and study-guides with testing.

DL	Distributed Learning - Includes both Computer-Based Instruction and Web-Based Training.
JT	Structured On-the-job Training – Instructor lead OJT with structured guidance
SU	Standup - training provided by an instructor in a traditional classroom setting.
VS	Vendor Source - Private/commercially owned company delivers training.