

**BY ORDER OF THE COMMANDER
AIR FORCE SPECIAL OPERATIONS
COMMAND**

**AIR FORCE SPECIAL OPERATIONS
COMMAND INSTRUCTION 36-2202**

26 JANUARY 2016



Personnel

**FORMAL AIRCREW TRAINING
MANAGEMENT**

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

ACCESSIBILITY: Publications and forms are available for downloading or ordering on the e-Publishing website at www.e-publishing.af.mil.

RELEASABILITY: There are no releasability restrictions on this publication.

OPR: AFSOC/A3TA

Certified by: HQ AFSOC/A3T
(Col Peter P. McDonough, Jr.)

Supersedes: AFSOCI36-2202, 27 June 2009

Pages: 58

This instruction implements Air Force Policy Directive (AFPD) 36-22, *Air Force Military Training*; Air Force Instruction (AFI) 36-2201, *Air Force Training Program*; AFI 11-401, *Aviation Management*, and AFI 11-202, Volume 1, *Aircrew Training*. It contains administrative instructions for conducting formal aircrew training within Air Force Special Operations Command (AFSOC). It applies to all personnel who conduct, develop, and/or manage formal aircrew training. This instruction applies to the Air National Guard (ANG). This instruction, in conjunction with the AFSOC/Air Force Reserve Command (AFRC) Memorandum of Agreement, also provides guidance for conduct of aircrew training for and by AFRC personnel. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with (IAW) Air Force Manual (AFMAN) 33-363, *Management of Records*, and disposed of in accordance with Air Force Records Information Management System (AFRIMS) Records Disposition Schedule (RDS). Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using the Air Force (AF) Form 847, *Recommendation for Change of Publication*; route AF Form 847 from the field through the appropriate functional's chain of command. This publication may be supplemented at any level, but all direct supplements must be routed to the OPR of this publication for coordination prior to certification and approval. Requests for waivers must be submitted to the OPR listed above for consideration and approval. The authorities to waive wing/unit level requirement in this publication are identified with a Tier ("T-0, T-1, T-2, T-3") number following the compliance statement. Requests for waivers must be submitted through the chain of command to the appropriate Tier waiver approval authority IAW AFI 33-360, *Publications and Forms Management*, Table 1.1. Requests for waivers of non-tiered items must be processed through command channels to the publication OPR for consideration.

SUMMARY OF CHANGES

This Instruction has been revised in its entirety from AFSOCI 36-2202, 27 June 2009, *Formal Aircrew Training Management*. It incorporates the formation of the Air Force Special Operations Air Warfare Center (AFSOAWC). Chapters have been re-ordered and re-numbered. This publication has been revised to incorporate AFI 33-360, *Publications and Forms Management*, Tier Waiver Authorities for compliance items. This revision changes the command policy and no longer requires host operational squadrons to provide additional evaluators, instructors, and crewmembers (when necessary) to fulfill AFSOAWC training mission requirements.

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Chapter 1

GENERAL INFORMATION

1.1. Introduction. This instruction outlines the processes for AFSOC units conducting formal flying training. Each unit must institute procedures to ensure training documentation, practices, and procedures are accomplished in accordance with (IAW) this instruction. (T-2).

1.1.1. The Air Force Special Operations Air Warfare Center (AFSOAWC), conducts formal flying training courses. These courses produce aircrew with basic qualifications, mission qualifications, and/or instructor qualifications. Additionally, AFSOAWC provides simulator, systems refresher, and continuation training applicable to each aircraft and mission.

1.1.2. Each flying training course syllabus provides and outlines graduation requirements, training location, course entry prerequisites and provides a summary of training. The Education and Training Course Announcements (ETCA) Web site, <https://etca.randolph.af.mil/>, also provides student administration and processing guidance.

1.1.3. Use AFSOC-approved electronic grading systems in-lieu-of AFSOC paper forms when available. Apply the same grading criteria as prescribed in this document and AFI 11-202V1, AFSOCSUP, Chapter 10.

1.2. Applicability. This instruction applies to AFSOC-managed formal flying training including in-unit conducted training, e.g., secondary method training (SMT). This instruction is not applicable to commercially contracted aircrew training courses conducted at the contractor's facility or small unmanned aerial systems training conducted by the 371 SOCTS.

1.3. Contractor Support. Contractor support will be accomplished IAW the applicable contract, which may take precedence over specific requirements of this instruction, but should be concurrent with this instruction. Information concerning contractor duties is subject to the terms of the applicable contract. No government employee other than a warranted contracting officer shall authorize, direct, or obligate the government to services or products unless such a contract modification is issued by the contract program management office. Requests for contract modifications or relief from contractor instructor qualifications required in a performance work statement/statement of work shall be routed to AFSOC/A3TS for coordination. The POC for contracting policy is AFSOC/A3TS, Branch Chief, DSN 579-5773.

1.4. Waivers and Changes. Waivers and changes should be addressed to AFSOC/A3T, 100 Bartley Street, Suite 160W, Hurlburt Field FL 32544. Email requests are preferred. For AFRC students, submit waivers to AFRC/A3T. This publication incorporates the AFI 33-360, *Publications and Forms Management*, Tier Waiver Authorities for compliance items. Refer to AFI 33-360 for further guidance.

1.4.1. Waiver. Waivers to deviate from this instruction must be approved in advance by AFSOC/A3. If compliance to guidance from another publication is specified, refer to that publication for waiver guidance. Submit waiver requests to AFSOC/A3T for coordination. Allow sufficient time for review and approval/disapproval. Include the following information for all waiver requests:

1.4.1.1. Identification of the requirement for which a waiver is requested.

1.4.1.2. Duration of the waiver period requested.

1.4.1.3. Impacts to training and alternative training methodology.

1.4.1.4. Unit POC, telephone number, and email to whom questions may be addressed.

1.4.2. Changes. Submit recommendations for changes using AF Form 847 to AFSOC/A3T. Instructions for filling out the AF Form 847 are detailed in AFI 33-360, Attachment 6.

Chapter 2

RESPONSIBILITIES

2.1. General. This chapter outlines responsibilities and procedures for support of formal training by AFSOC, AFSAWC, host Special Operations Wing (SOW), Special Operations Group (SOG), and other base supporting agencies.

2.2. AFSOC Responsibilities. AFSOC/A3/9 is responsible for overall management of Air Force Special Operations flying training. Resources to support PFT, required instructor manpower, and the associated Flying Hour Program (FHP) are programmed through the Program Objective Memorandum (POM) process with primary inputs from AFSOC/A1/A3/A4/A5 and under the POM strategy approved by the AFSOC Board/Council. In execution year, AFSOC/A3 is responsible for identifying funding issues to AFSOC/FM for resolution during budgetary drills.

2.2.1. The primary vehicle for determining and coordinating requirements, resources and solutions is the MDS-specific Training Planning Team (TPT). AFI 36-2251, *Management of Air Force Training Systems*, provides TPT guidance.

2.2.1.1. The TPT should include: AFSOC/A3TA/A3TR/A3TS, the Functional Area Manager, AFSOC/A3V, AFSOC/A5R, AFSAWC/TE/TE/TEC/DA, AFSOC/A4M, the System Program Office (SPO), the Training SPO Program Manager, and the Formal Training Unit (FTU).

2.2.1.2. Other offices that may be involved in the TPT include: AFSOC/A1M, AFSOC/FM, AFSOC/SE, and AFSOC/IG. AFRC/A1, A3, A4, and A5/8 should be included when applicable.

2.2.2. AFSOC/A3/9 responsibilities include:

2.2.2.1. Provide formal aircrew training guidance, management, and oversight. **(T-2)**

2.2.2.2. Support training resource requirements in the command's requirements process. **(T-2)**

2.2.2.3. Define mission task lists that are the basis for the training programs. **(T-2)**

2.2.3. AFSOC/A3T is the AFSOC/A3/9 OPR for formal training. AFSOC/A3T will:

2.2.3.1. Validate existing training requirements and identify new training requirements. AFSOC/A3T, or designated representative, is the MDS TPT Chair. **(T-2)**

2.2.3.2. Approve aircrew training syllabi of instruction and subsequent changes (including in-unit syllabi that result in an evaluation or certification). Publish and maintain Education Training Course Announcements. **(T-2)**

2.2.3.3. Develop, coordinate, and report aircrew training requirements. Coordinate training capacity analysis, report training capacity shortfalls, publish Programmed Flight Training (PFT) Document, and manage execution year aircrew training quotas. **(T-2)**

2.2.3.4. AFSOC/A3TR duties include:

- 2.2.3.4.1. Program graduate flight training, upgrade, and refresher training requirements IAW AFI 11-412, *Aircrew Management*. (T-2)
- 2.2.3.4.2. Coordinate training capacity analysis and update the Graduate Program Requirements document IAW AFI 11-412. Report training capacity short falls. (T-2)
- 2.2.3.4.3. Coordinate PFT document development IAW approved Graduate Program Guidance Letter (GPL) and approved syllabi of instruction. (T-2)
- 2.2.3.4.4. Perform Course Owner functions to build, maintain, and allocate formal training course in MILPDS. (T-2)
- 2.2.3.4.5. Perform Training Requirements Quota Indicator (TRQI) functions to manage execution year aircrew formal training quotas. (T-2)
- 2.2.3.4.6. Develop, maintain, and implement aircrew training quota management processes. (T-2)
- 2.2.3.4.7. Manage out of cycle training requests and coordinate execution year PFT adjustments. (T-2)
- 2.2.3.4.8. Analyze PFT execution and coordinate to ensure maximum quota utilization. Report deviations. (T-2)

2.2.3.5. AFSOC/A3TS is the Command OPR for:

- 2.2.3.5.1. Aircrew training devices duties to include the Program Element Manager (PEM); the Centralized Asset Management (CAM) for AFSOC's Live Virtual Constructive-Operational Training (LVC-OT) training devices; and distributive mission operations (DMO) capabilities. (T-2)
- 2.2.3.5.2. Managing AFSOC's simulator/training device test, certification, and validation program (SIMCERT & SIMVAL). (T-2)
- 2.2.3.5.3. Managing command simulators/training devices, LVC-OT requirements, and sustainment planning, programing, and funding management of contracted training support, including training device contract logistics support (CLS) and training services. (T-2)
- 2.2.3.5.4. AFSOC training device and support requirements. (T-2)
- 2.2.3.5.5. Developing and coordinating AFSOC training system and training device requirements for all weapons systems and provide documentation to AFSOC/A5 for inclusion with aircraft acquisition programs or AF Form 1067, *Modification Proposal*, modifications. (T-2)
- 2.2.3.5.6. Analyzing, developing, and providing programmatic funding input during POM cycles for the AFSOC/A3, subordinate organizations, and command contracted training support (services & CLS). (T-2)
- 2.2.3.5.7. Coordinating with AETC, AFSAWC, and 193 SOW for FTU contracted resources needed to execute programmed flying training. (T-2)

2.2.3.5.8. Coordinating with AFSOC wings, groups, and squadrons for contracted resources needed for operational unit simulators and training devices supporting continuation training and virtual exercises. **(T-2)**

2.2.3.5.9. Managing AFSOC training systems in accordance with AFI 36-2251, *Management of Air Force Training Systems*. **(T-2)**

2.3. AFSOAWC Responsibilities. AFSOAWC has the overall responsibility for the execution of AFSOC-managed, formal flight training. AFSOAWC manages, oversees, and supervises its subordinate units to ensure compliance and adherence with AFSOC policy and guidance and ensures effective and efficient training. AFSOAWC responsibilities include:

2.3.1. Manage the development, control, conduct, and quality management of assigned AFSOC formal and recurring aircrew training courses and systems. **(T-2)**

2.3.1.1. Produce, control, monitor, modify, and distribute initial/mission qualification, refresher, and upgrade SOIs in coordination with the appropriate squadrons, as applicable. **(T-3)**

2.3.1.2. Produce, monitor, revise, and distribute formal courseware including lesson plans, guides, and materials in coordination with the appropriate squadrons. This includes management of the overall training program, including course development and configuration management. **(T-2)**

2.3.2. Coordinate with the operational squadrons, to assist in MAJCOM development, maintenance, revision, and management of PFT. **(T-2)**

2.3.2.1. Provide a capacity analysis and shortfall report to the AFSOC rated manager every fiscal year for submission into the AF/Aircrew Distribution and Training Requirements Document. **(T-2)**

2.3.2.2. Review and monitor AFSOC quota allocations. **(T-2)**

2.3.3. Coordinate host wing aircraft assets to meet published PFT. **(T-2)**

2.3.4. Apply the Instructional System Development (ISD) process to all curriculum and courseware IAW AFI 36-2201, *Air Force Training Program*, AFMAN 36-2234, *Instructional System Development*, Air Force Handbook (AFH) 36-2235, Volumes 1-12, *Information For Designers of Instructional Systems*, and AFMAN 36-2236, *Guidebook For Air Force Instructors*. **(T-3)**

2.3.4.1. Conduct syllabus and courseware evaluations IAW the ISD process. **(T-3)**

2.3.4.2. Manage the development and maintenance of aircrew course documents. **(T-2)**

2.3.5. Manage Defense Instructional Technology Information System (DITIS) reporting. **(T-2)**

2.3.6. Monitor the status of Progress Review Boards (PRB) and Faculty Boards. **(T-2)**

2.3.7. Coordinate Flying Evaluation Boards (FEB), IAW AFI 11-402, *Aviation and Parachutist Service, Aeronautical Ratings and Badges*. **(T-1)**

- 2.3.8. Execute the formal aircrew training quality evaluation (Grad/Eval) program for its graduates and participate in the program for students it receives from other formal training. **(T-2)**
- 2.3.9. Provide aircrew subject matter experts, when requested, to assist AFSOC/A3T in simulator certification. **(T-2)**
- 2.3.10. Plan for and coordinate, with the flying squadrons, training system changes/impacts based on aircraft modification. **(T-3)**
- 2.3.11. Identify concurrency issues or problems to AFSOC/A3T in coordination with the operational flying squadrons. **(T-3)**
- 2.3.12. Participate in Training Planning Team (TPT) and System Training Plan activities for the weapon systems in which they have training responsibilities. **(T-2)**
- 2.3.12.1. Advise appropriate personnel of the effects of program changes on aircrew training programs. **(T-2)**
- 2.3.12.2. Develop both short and long range plans to support these programs. **(T-2)**
- 2.3.13. Manage and coordinate support to participate in the Formal Course Review process. **(T-2)**
- 2.3.14. Coordinate requests for student class overages with the appropriate squadrons and the AFSOAWC/CC for MAJCOM approval using AFSOC Form 42 (Attachment 4) or other approved method. **(T-2)**
- 2.3.15. Provide a monthly MILPDS student status report to AFSOC/A3T. **(T-2)**
- 2.3.16. Ensure the ETCA database course data entries are correct. Provide any changes or updates to AFSOC/A3T. **(T-2)**
- 2.3.17. In conjunction with AFSOC/A1MR, identify FTU and AFSOAWC training manpower requirements and submit deficiencies to AFSOC/A3T to enter into the requirements process. **(T-2)**
- 2.3.18. Manage AFSOC's Community College of the Air Force (CCAF) affiliation in accordance with the CCAF Policies, Procedures and Guidelines. **(T-2)**
- 2.3.19. Maintain Stan/Eval Trend Analysis on all students, including AFRC/ANG students. AFSOAWC STAN/EVAL Board minutes will be forwarded to AFSOC/A3V IAW AFI 11-202V2, AFSOCSUP, *Aircrew Standardization/Evaluation Program*. **(T-2)**
- 2.3.20. Manage the production and control of flying training curriculum using the ISD process. **(T-2)**
- 2.3.20.1. Oversee the development and maintenance of formal training Syllabi of Instruction (SOI). **(T-2)**
- 2.3.20.2. Coordinate development and configuration management of aircrew course documents. **(T-2)**
- 2.3.21. Provide AF Contracting Officer's Representative (COR) and Contracting Officer's Technical Representative (COTR) to monitor contractor performance. **(T-1)**

2.3.22. Coordinate with HQ AFSOC/A3T and the FTUs for the development of the formal Grad/Eval program. **(T-2)**

2.4. AFSOAWC Formal Training Units will:

2.4.1. Conduct training in accordance with the approved SOL. **(T-2)**

2.4.2. Build class schedules. **(T-3)**

2.4.3. Ensure all qualified instructors have approved configuration-managed Instructor Guides (IG). **(T-3)**

2.4.4. Supervise academic instructor training/evaluation and classroom and learning center instruction. **(T-3)** **Note:** AFSOC/A3 authorizes inter-fly, instruction, and evaluation between the AFSOAWC training unit and the host SOS aircrew.

2.4.5. Oversee, control, monitor, and modify academic training systems. **(T-3)**

2.4.6. Attend scheduling meetings, safety meetings, and other SOW meetings related to flying operations as required. **(T-3)**

2.4.7. Load AFSOAWC training missions and schedule crewmembers into the local scheduling program. **(T-3)**

2.4.8. Perform Squadron Aviation Resource Management System (SARMS) checks on all crewmembers scheduled on AFSOAWC missions. **(T-3)**

2.4.9. Notify all crewmembers scheduled for AFSOAWC sorties. **(T-3)**

2.4.10. Create flight authorizations and mission folders for AFSOAWC sorties IAW AFI 11-401, *Aviation Management*. Training unit commanders or individuals designated by the AFSOAWC/CC will sign flight authorizations for AFSOAWC sorties IAW AFI 11-401, *Aviation Management*. **(T-3)**

2.4.11. Training unit Stan/Eval shops will work in conjunction with AFSOAWC Stan/Eval to ensure AFSOAWC/CC is fully informed on necessary details and trend data for AFSOAWC units. **(T-3)**

2.4.12. Coordinate inputs for Defense Instructional Technology Information System (DITIS) reporting. **(T-2)**

2.4.13. Monitor the academic progress of each student to ensure that individual lesson prerequisites are complete. Ensure that students are not scheduled for flying or ATD training events prior to completing academic requisites. **(T-3)**

2.4.14. Maintain a process for SMEs to provide change requests to revise instructor and student guides. **(T-3)**

2.4.15. Designate a custodian and an alternate to maintain secure storage of all examinations that will be stored in the courseware library. **(T-3)**

2.4.16. Conduct Progress Review Boards (PRB) and Faculty Boards, and coordinate for Flying Evaluation Boards (FEB), using other wing support as required IAW this instruction and AFI 11-402, *Aviation and Parachutist Service, Aeronautical Ratings and Badges*. **(T-1)**

- 2.4.17. Identify and request repairs and schedule maintenance of the training devices, academic equipment and all squadron equipment used for training in support of the curriculum. **(T-3)**
- 2.4.18. Initiate any required revisions, to include future electronic versions, to AF-series training forms in coordination with the flying squadrons. **(T-2)**
- 2.4.19. Coordinate the development of AF Form 4111, *SOF/CSAR Training Record*, overprints with the applicable operations squadron, and submit to AFSOAWC for coordination. **(T-3)**
- 2.4.20. Coordinate, and administer the formal Grad/Eval program IAW Chapter 13 of this instruction. **(T-2)**
- 2.4.21. Provide the student registrar function with access to required personnel and scheduling data systems. **(T-3)**
- 2.4.22. Provide administrative services for assigned students including line badges, mail/phone messages, etc. Process leave forms for all assigned formal school students. **(T-3)**
- 2.4.23. Manage students removed from or awaiting training. **(T-3)**
- 2.4.24. Conduct student and instructor stan/eval aircrew testing. **(T-2)**
- 2.4.25. Provide CORs and COTRs to monitor contractor performance. **(T-2)**
- 2.4.26. Assign primary and alternate Government Flight Representatives (GFR) to monitor contractor performance, as required. **(T-2)**
- 2.4.27. Track overall progress and maintain training folders of assigned students. **(T-3)**
- 2.4.27.1. Student training records (AF Forms 4109, *Comments – SOF/CSAR Training Record*; 4110, *Comments – SOF/CSAR Training Record*, and 4111) will be assembled by the FTU Registrar, distributed to instructors prior to the class start date (CSD), and maintained in the training unit until graduation. **(T-3)**
- 2.4.27.2. Ensure student training folders are maintained IAW this instruction and the applicable Air Force and AFSOC instructions and ensure standardized procedures are implemented across the MDS's. **(T-3)**
- 2.4.27.3. Ensure student training records are received by the Registrar within five working days of graduation or elimination or disenrollment from a course. The Registrar will graduate the students, complete student out-processing actions, and forward a copy of the student's training record to the gaining unit. **(T-3)**
- 2.4.27.4. Conduct periodic (monthly and quarterly) reviews of student training records IAW AFI 11-202V1, AFSOCSUP and annotate the review on AF Form 4110. **(T-2)**
- 2.4.27.5. Accomplish an operations review of student training records prior to flight evaluations to include evaluations conducted after the completion of remedial training following a failed evaluation. **(T-3)**

2.4.27.6. Maintain a central filing point for all student hard copy training records. The FTU will maintain student Training Information Files for students who are disqualified from flying duties IAW AF Records Disposition Schedule (RDS), T13-10, R37.00. (T-2)

2.4.27.7. Review all student critiques and incorporate appropriate changes into the appropriate syllabus. Compile and submit through AFSOAWC to AFSOC/A3T each month. (T-2)

2.4.27.8. Maintain student critiques for two years to provide trend analysis data. (T-3)

2.5. SOWs/SOGs will:

2.5.1. Apportion and allocate aircraft assets to the FTU to accomplish published PFT while retaining command and control of aircraft assets. (T-1)

2.5.2. Support AFSOAWC FTUs as coordinated through scheduling and execution procedures. (T-3)

2.5.3. Provide maintenance support, aircrew flight equipment, aircrew resource management, and other necessary items identified in this instruction to support the AFSOAWC FTU's execution of published PFT. (T-3)

2.5.4. Convene a Flight Evaluation Board (FEB) IAW AFI 11-402, *Aviation and Parachutist Service, Aeronautical Ratings and Badges*, when requested by AFSOAWC. (T-1)

2.5.5. Coordinate with subordinate organizations to:

2.5.5.1. Assist in syllabus and courseware evaluations. (T-3)

2.5.5.2. Monitor for non-concurrency among: aircraft; tactics, techniques, and procedures (TTP); and the training system. (T-3)

2.5.5.3. Provide Master Question File (MQF) and Secure Question Bank (SQB) to AFSOAWC for aircrew testing. AFSOAWC may develop and administer tests from OGV SQBs, but is restricted from altering existing test questions. (T-3)

2.5.5.4. Coordinate and schedule live fire range, air refueling, drop zone (DZ), Electronic Counter Measures (ECM), and other range or resource requirements to accomplish AFSOAWC training missions. (T-3)

2.6. Operational Flying Squadrons will:

2.6.1. Coordinate support for AFSOAWC FTUs through local scheduling procedures. (T-3)

2.6.2. Coordinate with the appropriate AFSOAWC FTU prior to making changes to AFSOAWC training sorties. Changes include, but are not limited to, takeoff/land time, range time, crew complement, and aircraft configuration. Refer to local scheduling procedures for more details. (T-3)

2.6.3. Process required waivers to the approved SOI IAW AFI 11-2 (MDS), Volume 1, or governing directive. (T-2)

2.6.4. Nominate military instructors for assignment to AFSOAWC. (T-3)

2.6.5. Comply with the Grad/Eval program outlined in Chapter 12 of this instruction. (T-2)

2.6.6. Coordinate requests for student class overages using an AFSOC Form 42, *Program Flying Training Request*. (T-2)

2.6.7. Coordinate requests for secondary method training (SMT) using the AFSOC Aircrew Training Waiver. (T-2)

2.6.8. Support FTUs for ATD modification and testing as requested by AFSAOAWC. (T-3)

2.6.9. Participate in PRBs and conduct FEBs IAW AFI 11-402, as required. (T-2)

2.6.10. Provide names of students for upgrade and recurring training courses to appropriate AFSAOAWC registrar or scheduler through the SOGs (SOSS/OSTs). (T-3)

2.6.11. Provide aircrew flight equipment to complete flight training (helmet, AERPS, NVGs, etc.). (T-2)

2.7. Special Operations Support Squadron (SOSS) will:

2.7.1. Support the Wing Grad/Eval program as applicable to these assigned responsibilities. (T-3)

2.7.2. Participate in and conduct FEBs IAW AFI 11-402, as required. (T-1)

2.7.3. Schedule and coordinate student input for recurring training courses. Provide lists of student names to the applicable AFSAOAWC registrar at least 2 weeks in advance of class start date. (T-2)

2.7.4. Provide personnel and materiel support for aircrew training as required by directives, or as directed by the SOG/CC. (T-2)

2.7.5. In coordination with AFSAOAWC, support the MAJCOM development and management of the Programmed Flying Training (PFT). (T-3)

2.8. Maintenance Groups/Squadrons will:

2.8.1. Provide aircraft maintenance support/coordination for the AFSAOAWC training schedule. (T-3)

2.8.2. Provide aircraft/maintenance personnel as necessary to support AFSAOAWC courseware development process when scheduled (e.g., photo shoots). (T-3)

2.8.3. Provide maintenance support for weapons utilized in the Weapons Training Room. (T-3)

2.9. Logistics Readiness Squadrons will:

2.9.1. Provide airdrop rigging and loading support via its Aerial Delivery Facility to include class room training area. If mission operations override requests, Aerial Delivery will notify requester of cancellation and coordinate new arrangements. (T-3)

2.9.2. Provide/maintain aerial delivery equipment, aerial delivery loads, and static training loads, including classroom area, to support formal training requirements. (T-3)

2.9.3. Provide airdrop equipment upload/download support, to include classroom area, for scheduled courses. (T-3)

2.9.4. Provide personnel and equipment to support scheduled Hot Refueling/Forward Area Refueling Procedures (FARP) training. (T-3.)

- 2.9.5. Provide instructors for required academic and hands-on FARP training. **(T-3)**
- 2.9.6. Provide subject matter experts to assist AFSOAWC in review/update of Hot Refueling course lesson materials when required. **(T-3)**
- 2.9.7. Ensure AFSOAWC registrar is provided required information on students attending Hot Refueling training. **(T-3)**
- 2.9.8. Ensure fuel students have completed prerequisite training prior to class start date. **(T-3)**

Chapter 3

STUDENT ADMINISTRATION

3.1. General. This chapter outlines administrative procedures to effectively manage students during their training.

3.2. Active Duty Service Commitment (ADSC) Management (N/A for ANG/AFRC).

3.2.1. For aircrew personnel enrolled in an aircrew FTU course, registrars will verify students have been counseled and have signed their ADSC letter during in-processing IAW AFI 36-2107, *Active Duty Service Commitments (ADSC)*. **(T-1)**

3.2.2. For formal flying training conducted in unit (e.g., Secondary Method Training), Squadron Commanders will ensure all personnel scheduled for in-unit training, initial instructor, special mission upgrade, have been to the military personnel flight (MPF) for official counseling and to sign their ADSC letter or direct them to do so. The supporting MPF will issue a duplicate ADSC letter to the individual and the individual will return it to their appropriate Squadron Commander. **(T-1)**

3.3. Student In-Processing. The FTU registrar is the OPR for in-processing procedures. A representative from Flight Records will check the accuracy of student records. The Registrar will check student prerequisite completion, conduct student in-processing, complete required forms, and provide assistance to students as required. **(T-2)** The registrar will:

3.3.1. Ensure the Flight Surgeon's Office has completed the student's physical and issuing initial medical clearance for the base. **(T-3)**

3.3.2. Ensure all flight record actions are complete and entered into ARMS, if required. **(T-3)**

3.3.3. Forward a complete class roster for each course to the appropriate flying squadron as soon as it is developed. **(T-3)**

3.3.4. Complete In-Processing for all students whose scheduled formal training exceeds 15 days. **(T-3)**

3.3.5. Ensure that students, including permanent party personnel, are enrolled in the appropriate course. **(T-3)**

3.4. Student Out-Processing. Complete an AF Form 1256, *Certificate of Training*, and provide to the individual upon completion of training. Registrars will graduate the students in MILPDS. **(T-3)**

3.4.1. The Registrar will ensure that students have completed all out-processing actions before issuing an AF Form 1256. **(T-3)**

3.4.2. Ensure out-processing prerequisites of academic/flying training, written tests, and flight examinations are complete. Verify the student has a Temporary Form 8 or flight evaluation worksheet signed by the evaluator. **(T-3)**

3.4.3. Failure to complete operational mobility requirements will not delay graduation. **(T-3)**

3.5. Student Training Progress Report. AFSOAWC will provide AFSOC/A3T a monthly report for students enrolled in formal training who are more than 30 calendar days late or who are entered into the second-level Progress Review Board process. (T-2)

3.5.1. The student status report will include: class number, student name, number of training days deviation from programmed graduation date, and remarks. (T-2)

3.5.2. AFSOAWC will include a justification of training delays in excess of 30 calendar days, impacts the delays may have on future PFT, and if the training delay will result in the student being removed from scheduled training. (T-2)

3.6. Student Training Administration.

3.6.1. Student Class Changes. Students who require a break in training of more than 30 calendar days, due to illness, injury, or other circumstances, should be considered for a move to a following class with a realistic projected graduation date.

3.6.1.1. The FTU will request approval of the class change, by memorandum, through the AFSOAWC/CC and AFSOC/A3T (AFRC/A3T for AFRC students), stating the reasons for the proposed change and the training remaining. (T-3)

3.6.1.2. The FTU registrar will perform a class transfer function in MILPDS and document the applicable student status code. (T-2)

3.6.2. Students will not be recalled from formal training unless requested by the student's operational unit commander and coordinated IAW AFI 11-202V1, recall guidance.

3.7. Student Counseling.

3.7.1. Flight commanders (or higher authority) will provide and document formal counseling of students for other than academic or flying deficiency on AF Form 174, *Record of Individual Counseling*, or other unit approved form. The counselor will maintain a copy, give the individual a copy, and send the original to the FTU First Sergeant (for enlisted personnel) or the Commander (for officers). (T-2)

3.7.2. Document counseling associated with academic, ATD, or flying deficiencies on an AF Form 4110 in the student's training record. (T-2)

3.8. Student Absentee Reporting. Instructors will initiate a Student Absentee Report on all students who are late or absent for any reason from any scheduled training. These reports will be filed in the student's administrative folder. A copy of the absentee report will be sent to the appropriate flight commander. (T-2)

3.9. Student Eliminations.

3.9.1. Student Disenrollment or Elimination. Rated officer or Career Enlisted Aviator student disenrollment or elimination from formal flying courses will be accomplished IAW AFI 11-402, *Aviation and Parachutist Service, Aeronautical Ratings and Badges*, and applicable supplements. (T-1)

3.9.2. Refer to Chapter 8, Faculty Board Procedures, for enlisted students who have never accomplished an initial Mission Qualification evaluation (no AF Form 8, *Certificate of Aircrew Qualification*, mission check). These students are eligible for a Faculty Board if they do not meet training standards and have been deemed unfit to continue in training.

3.9.2.1. Students may be administratively disenrolled for failure to maintain administrative requisites, failure to maintain medical qualification, or failure to maintain professional standards. The disenrollment should be documented using the AFSOC Form 391, *Record of Administrative Action*. After all actions are complete, one copy of this form will be filed with the student's training records and out-processing actions from formal training will begin. **(T-2)**

3.9.2.2. Voluntary disenrollment will be IAW AFI 11-402. **(T-1)**

3.9.2.3. Students may be eliminated by a faculty board if they:

3.9.2.3.1. Exhibit lack of adaptability (LOA), which is the inability to complete the course because of physical, psychological, or personality factors. These members require an evaluation from both medical and rated personnel. This category includes airsickness and manifestation of apprehension (MOA).

3.9.2.3.2. Fail to demonstrate the potential to complete the course within syllabus constraints.

3.9.2.3.3. Engage in misconduct punishable under the articles of the Uniform Code of Military Justice.

3.9.2.3.4. Demonstrate improper conduct, attitude, or lack of responsibility toward assigned duties or obligations. This may include character disorders that raise doubt about the student's fitness for continued service. Units should contact the AFISOAWC/CV for guidance in specific situations.

3.9.2.3.5. Become medically disqualified (refer to Chapter 6).

3.9.3. Students may be disenrolled if they:

3.9.3.1. Are recalled by the parent unit or higher headquarters. **Note:** Units will not allow students to be recalled without prior coordination with AFISOAWC. Units will not recall a student due to lack of performance or failure to achieve/maintain academic standards.

3.9.3.2. Are hospitalized for an extended period (as determined by the AFISOAWC/CC). The student may be considered for reinstatement at a later date.

3.9.3.3. Have not met course entry prerequisites and have not received an approved entry waiver.

3.10. Student Dispositions. Students failing to complete the course of training will be processed according to AFI 11-402, AFISOCSUP. **(T-2)**

3.11. Student Performance Reports. The FTU will accomplish AF Form 475, *Education Training Report*, for eligible students in accordance with AFI 36-2406, *Officer and Enlisted Evaluation Systems*. **(T-2)**

Chapter 4

STUDENT RECORDS AND GRADING PROCEDURES

4.1. General. This chapter outlines procedures for AFSOAWC FTU student training records and supplements the guidance found in AFI 11-202V1, AFSOCSUP, Chapter 10.

4.2. AF Form 4109, *SOF/CSAR Aircrew Training Record*.

4.2.1. In addition to the status codes outlined in AFI 11-202V1, AFSOCSUP, Chapter 10 [Satisfactory (S); Training Record (T); Unsatisfactory (U); Incomplete (I)], the following student status codes should be used when necessary:

4.2.1.1. Proficiency Advancement (P). Proficiency advancement is awarded in lieu of actual job element accomplishment when warranted by student's previous performance and knowledge. The student advances to the next programmed lesson or training period. See Chapter 7 for detailed procedures.

4.2.1.2. Exceptional (E). The student exceeded all required proficiency levels (RPL) and tasks in an exceptional manner.

4.2.1.3. Other (X). Flight commanders may authorize additional flights to allow students to regain proficiency following extended breaks in training continuity or to allow a student to fly on sorties where syllabus job elements will not be performed. If complete, these sorties will be graded "X." Also, during remedial training, if subsequent remedial sorties are required, the grade for the initial complete sortie(s) would be "X," and the final sortie would be graded using normal grading procedures.

4.2.2. Unusual Circumstances. In some instances, there may be conflicting guidance on what a student's status should be after a training sortie due to various grading scenarios. Use the following guidance for such situations. In instances that are not covered below or elsewhere within this instruction, consult with the course manager, student's flight commander, ADO, or DO for guidance. Document on AF Form 4110, *Comments–SOF/CSAR Training Record*, the prescribed course of action for grading.

4.2.2.1. Training Record (T) or Unsatisfactory (U) on an Incomplete (I) sortie. Because a student may accomplish gradable tasks on an otherwise incomplete sortie, the student may receive a "T" or a "U" status on an incomplete sortie given the following conditions:

4.2.2.1.1. The student fell below previously attained RPL for one or more job elements, the job element was not graded below standard the last time it was graded, and the student would otherwise receive an "I" for other missed job element(s). In this case the student would receive a "T/I" followed by the reason for the incomplete sortie (MX, WX, OPS, IN, PHY, OTH, or SYM). For example, the student may receive a "T/I-WX." The student will repeat the lesson or training period.

4.2.2.1.2. The student fell below a previously attained RPL on the same job element for two consecutive training periods, did not meet end-of-phase RPL for an event observed during an end-of-phase sortie, or if dangerous tendencies are noted, and the student would otherwise receive an "I" for other missed job element(s). In this case the student would receive a "U/I" followed by the reason for the incomplete sortie

(MX, WX, OPS, IN, PHY, OTH, or SYM). For example, the student may receive a “U/I-WX.” The student requires a progress review before scheduling any additional training. If remedial training is prescribed and successfully accomplished, the student will then repeat the lesson or training period. **(T-2)**

4.2.2.2. In the event a student is graded “U,” but the student fell below a previously attained RPL for other job elements that would otherwise require a “T” status, the student is graded “U” and will be allowed until the end of prescribed remedial training (if any is given) to bring that additional downgraded task back up to the previously attained RPL. Failure to do so will result in another “U.” Should remedial sorties be prescribed, then the student will still be graded “X” as necessary on the initial remedial sorties. **(T-2)**

4.2.2.3. If a student should fall below a previously attained RPL during any remedial training, the student will be allowed until the end of remedial training to bring the grade for that task back up to the previously attained RPL (Refer to paragraph 4.2.2.5.4 if this should happen on the last remedial training sortie or event). The student is graded “T/X” for that mission to indicate that he or she fell below a previously attained RPL for one or more job elements not associated with the original unsatisfactory grade, and the student moves on to the next remedial training sortie. Failure to bring that additional downgraded task back up to the previously attained RPL by the end of prescribed remedial training will result in an unsatisfactory “U” grade. **(T-2)**

4.2.2.4. If a student should fall below a previously attained RPL on the final remedial training sortie on a job element not associated with the original unsatisfactory grade, and the student performs satisfactorily on deficient tasks that triggered the original unsatisfactory grade, and regular training flights remain before the end of the phase, the student is then graded “T” and moves on to the next programmed lesson or training period. **Note:** Remedial training will be annotated the same as the deficient academic, simulator, or flying lesson followed by an “R” (**Example:** T4-R-1, T4-R-2, etc.). **(T-2)**

4.3. AF Form 4110, *Comments–SOF/CSAR Training Record.*

4.3.1. Instructors or flight examiners will make comments for all training sessions or flights. Generalized comments, such as, “Student made several minor errors on preflight that were corrected by the instructor,” are not acceptable. Specific errors must be documented. The format for comments is outlined in AFI 11-202V1, AFSOCSUP, Chapter 10.

4.3.2. Each scheduled training session involving either a simulator or aircraft that is canceled after student and instructor have arrived, will be documented in the AF Form 4110 and AF Form 4109, (no entry is required in the AF Form 4111, *SOF/CSAR Training Record*, unless training was accomplished).

4.4. AF Form 4111, *SOF/CSAR Training Record.*

4.4.1. The AF Form 4111 overprints will be published to define performance task listings, training profiles, and RPLs in accordance with the respective SOI Document. HQ AFSOC/A3T approves AF Form 4111 overprints.

4.4.2. Minimum Events.

4.4.2.1. Minimum events can be proficiency advanced with appropriate approval, if the required RPL has been met (see Chapter 7).

4.4.2.2. If the minimum number of events has not been completed by the last scheduled training flight for that mission profile, then the student is "Incomplete" and another flight must be scheduled to complete that event. **(T-2)**

4.4.3. Programmed/Actual Training Profile Time.

4.4.3.1. Programmed training profile time will be annotated in hours for the scheduled duration of any training mission or event. **(T-2)**

4.4.3.2. Actual training profile time will be logged in hours for the actual duration of that training mission or event. **(T-2) Example:** If the training mission was scheduled for 5.0 hours, and the actual flight time only lasted 4.7 hours, 5.0 would be the programmed training profile time and 4.7 would be the actual training profile time.

4.5. RPL Grading Standards.

4.5.1. Task performance codes (Table 4.1) are used when a detailed observable activity or behavior is associated with the execution or completion of a required function or unit of work.

Table 4.1. Task Performance Codes.

CODE	TASK PERFORMANCE	DEFINITION – Individual:
1	Extremely Limited	Can do most activities only after being told or shown how.
2	Partially Proficient	Can do most of the behaviors in the activity, but not necessarily to the desired levels of speed, accuracy and safety.
3	Competent	Can do and show others how to do the behavior in activity at the minimum acceptable levels of speed, accuracy and safety.
4	Highly Proficient	Can do all behaviors in activity at the highest level of speed, accuracy and safety.

4.5.2. Task/subject knowledge codes (Table 4.2) are used when determining a basic level of knowledge or understanding about a given subject or task at hand.

Table 4.2. Task/Subject Knowledge Codes.

CODE	TASK/SUBJECT KNOWLEDGE	DEFINITION - Individual
A	Facts/Nomenclature	Can identify basic facts and terms about the subject or when used with a performance code, can state nomenclature, simple facts or procedures involved in an activity.
B	Principles/Procedures	Can explain relationship of basic facts and state general principles about the subject or when used with a performance code, can determine step-by-step procedures for set activities.
C	Analysis/Operating Principles	Can analyze facts and principles and draw conclusions about the subject or when used with a performance code, can describe why and when each activity must be done and tell others how to accomplish activities.
D	Evaluation/Complete Theory	Can evaluate conditions and create new rules or concepts about the subject when used with a performance code, can inspect, weigh and design solutions related to theory involved with activities.

Chapter 5

ADDITIONAL TRAINING SORTIES

5.1. Extra Sorties to Regain Proficiency (X-Rides).

5.1.1. The student's flight commander may authorize additional flights to regain proficiency following extended breaks in training or to allow a student to fly on sorties where syllabus job elements will not be performed.

5.1.2. Squadron Commanders and operations officers have the authority to grant X-rides as circumstances warrant outside of the criteria listed in this chapter.

5.2. X-Ride Conditions. Normally, a break of 14 calendar days since completing a training sortie in an individual phase of training is considered an extended break. However, if during a 14 day period since a complete sortie, a student receives other training in an ATD, or flew sorties that were graded as Incomplete (I) and typical mission events were accomplished, then an X-Ride may not be necessary. Also, students early in a phase of training or those who have performed at a high level of proficiency during training may not need X-Rides. A student will receive an X-Ride if they exceed 30 days since completing a training sortie during an individual phase of training, unless waived by the FTU commander or operations officer. **(T-3)**

5.3. X-Ride Procedures.

5.3.1. The student's flight commander will make an entry on AF Form 4110 stating that the student is granted an X-Ride(s). **(T-2)** The comments will include the reasons for needing the X-Ride. **(T-2)** The student's instructor may make the entry on AF Form 4110 with reasons stated and the flight commander will note concurrence or non-concurrence. The student's flight commander may authorize up to two consecutive X-Rides. The FTU operations officer may grant additional consecutive X-Rides.

5.3.2. The X-Ride(s) will consist of typical mission events consistent with the student's phase of training. If primary job elements were missed, the student's status will be "I." **(T-3)**

5.3.3. X-Rides will be referred to on the Flying Training Summary of the Aircrew Training Record (AF Form 4109) as "X" followed by the number of which X-Ride it is for the student. For example, a student's first X-Ride will be X-1, the second X-Ride will be X-2, and so on. A complete X-Ride will be graded as complete (X) or incomplete (I) followed by the student status or reason for incomplete (MX, WX, etc.). **(T-2)**

5.3.4. Instructors will make comments for all X-Rides on the AF Form 4110. **(T-2)** Instructors will thoroughly document all phases of the mission.

5.3.5. Events accomplished by the student on an X-Ride will be documented on the AF Form 4111, for the student's phase of training. Instructors will grade the student's proficiency on tasks (for example: 1A, 2B, etc.). This indicates to future instructors what tasks the student accomplished on the X-Ride(s). If a student regresses in proficiency for a task on an X-Ride, this does not warrant a "T" status—the student is still graded "X." Some regression in proficiency may be normal on an X-Ride, but this does not mean the student is entitled to an additional X-Ride for proficiency. The student will be graded normally on the

next programmed training mission after completion of the X-Ride(s). **Note:** X-rides will be graded “U” only if the student’s performance compromises safety to the extent that further flights are not recommended. **(T-2)**

5.3.6. If in the opinion of the student’s instructor administering the X-Ride, the student is not at a proficiency level consistent with the level the student achieved prior to the break in training, additional X-Rides may be authorized by the student’s flight commander (or the operations officer, if it would be more than two consecutive X-Rides). An entry on an AF Form 4110 indicating the approval of this request will be signed by the flight commander or operations officer as appropriate. **(T-2)**

Chapter 6

MEDICAL MANAGEMENT

6.1. Medical Management Requirements.

6.1.1. General. The student or the student's instructor will ensure squadron leadership is informed when students exhibit episodes of abnormal physical, mental, or behavioral conditions or symptoms for referral to the Flight Surgeon Office. Students that experience any physiological event should be referred to the Flight Surgeon Office for evaluation. Additionally, students must inform their flight commander or primary instructor if they go on DNIF status for any reason. **(T-2)**

6.1.2. airsickness.

6.1.2.1. If a student should experience incapacitating airsickness during a training sortie, the instructor will document the event on the AF Form 4110 for that sortie and refer the student to the Flight Surgeon at the next opportunity in coordination with that student's flight commander or primary instructor. **(T-2)** Incapacitating airsickness includes "active airsickness," in which the student experiences vomiting and "incapacitating passive airsickness," in which the student does not vomit, but may experience nausea or disorientation to the point that he or she is not capable of performing his or her duties during the sortie.

6.1.2.2. The Flight Surgeon will apply internal airsickness protocol to proactively treat the source of the student's airsickness. **(T-2)** In the extremely rare instance where airsickness problems persist after following the Flight Surgeon's airsickness protocol, a Second Level Progress Review will be held to determine if the student's case will be forwarded to an FEB or faculty board for removal from training. **(T-2)**

6.1.3. Manifestation of Apprehension (MOA).

6.1.3.1. Definition. MOA is a state of psychological anxiety, apprehension, or physical impairment a student exhibits toward their training environment.

6.1.3.2. Symptoms. MOA symptoms may include passive or active airsickness, insomnia, appetite loss, anxiety, or tension related to the flying or controlling environment. Students may try to mask MOA symptoms with frequent vague medical problems, frequent visits to the Flight Surgeon, lack of preparation, or day dreaming. Performance deterioration or airsickness is more common and occurs over a long period.

6.1.3.3. Identification. At times, the best possible identification of MOA is an instructor's subjective evaluation. A student's sudden lack of motivation, negative attitude toward learning, loss of sense of humor, or other personality changes may indicate MOA. The instructor informs the flight commander (FLT/CC) when a student's performance is impaired because of actual or suspected MOA.

6.1.4. Management Procedures. The SQ/CC or FLT/CC requests a Flight Surgeon examination for a student with MOA symptoms. If no psychological or physical problems are present, the student is medically qualified for flying and controlling duties. The decision to eliminate a student for MOA reasons is an operational decision based on mission

impairment and operational risk management. The SQ/CC reviews the student's training record and enters justification for recommending elimination for MOA. For rated crewmembers, refer to AFI 11-402, as supplemented.

6.2. Administrative Requirements for Flying Training Supervisors and Flight Surgeons.

6.2.1. An instructor or squadron supervisor may direct a student to visit the Flight Surgeon, or a student may self-initiate the visit.

6.2.2. Every visit to the Flight Surgeon or Aerospace Physiology Officer (APO) will be documented. For directed visits, the student hand-carries the documentation to the Flight Surgeon or APO. The Flight Surgeon reviews documentation, annotates any recommended flying restrictions, and dates and signs the documentation. The student will return the documentation to the student's flight commander for inclusion in the training folder. If the student initiates the visit, the Flight Surgeon or APO will provide the documentation to the student, who will return it to the student's flight commander. **(T-2)**

6.2.3. If a student's DNIF status changes, the Flight Surgeon's office will inform the student's flying squadron of this via a copy of DD Form 2992, *Medical Recommendation for Flying or Special Operational Duty*. **(T-1)**

6.2.4. When a student is DNIF, simulator training can be performed unless otherwise stated on the DD Form 2992.

6.2.5. The appropriate supervisor will approve dental and flight surgeon examinations (other than sick call and emergencies) before scheduling a dental or Flight Surgeon appointment. **(T-2)**

Chapter 7

PROFICIENCY ADVANCEMENT AND PROGRESS REVIEWS

7.1. General. This chapter describes proficiency advancement and progress review procedures for students who either are progressing ahead of schedule or who are not meeting or maintaining standards.

7.2. Proficiency Advancement. Students may proficiency advance on aircraft flights, ground training sessions, or simulator flights on a case-by-case basis if the proper RPL has been attained in that task.

7.2.1. The student's flight commander, based on recommendations of the student's instructor, can approve proficiency advancement for a total of two training events (ground training sessions, simulator flights, or aircraft flights) during an individual phase of training.

7.2.2. Proficiency advancements beyond a total of two training events during an individual phase of training requires training squadron operations officer or commander approval. Document proficiency advancement as follows:

7.2.2.1. The student's instructor completes and signs an AF Form 4110, *Comments – SOF/CSAR Training Record*, including a recommendation for proficiency advancement.

7.2.2.2. The flight commander will enter a separate write-up in the AF Form 4110, documenting concurrence or non-concurrence. **(T-2)** If applicable, the flight commander or instructor will grade the proficiency advanced events "P" on the AF Form 4111, *SOF/CSAR Training Record*. **(T-2)**

7.2.2.3. For proficiency advancements requiring training squadron operations officer or CC approval, the operations officer or CC will review the recommendations and note concurrence or non-concurrence on the AF Form 4110. **(T-2)**

7.2.2.4. The student will initial below the concurring official's remarks on the AF Form 4110 to indicate acknowledgment of the proficiency advancement. **(T-2)**

7.3. Failure to Meet or Maintain Standards.

7.3.1. Considerations for Poor Progress. Although students normally have only temporary difficulty requiring extra training and monitoring, a situation could continue to the point requiring a Faculty Board or FEB. For this reason, it is important to accurately record the relevant information and ensure the documentation does not exaggerate, understate, or exceed the scope, extent, or severity of the deficiency.

7.3.2. First-Level Progress Review. A First-Level Progress Review is a detailed assessment by the appropriate flight commander of a student's training progress to determine the effectiveness of training and the student's ability and desire to attain the RPLs prior to remedial training or a Second-Level Progress Review. The flight commander or designated representative will conduct a First-Level Progress Review whenever a student does one of the following:

7.3.2.1. Fails a practical exercise. **(T-3)**

7.3.2.2. Fails an end-of-block (EOB), EOP, EOC, or STAN/EVAL examination. **(T-3)**

- 7.3.2.3. Fails to show progress during a training phase. **(T-3)**
- 7.3.2.4. Receives an overall unsatisfactory grade on a ground training mission, simulator or flying training mission. **(T-3)**
- 7.3.2.5. Falls below the same task element RPL on two consecutive flights for which the student had previously acquired a satisfactory proficiency. **(T-3)**
- 7.3.2.6. Fails to meet all RPLs on the last flight of the syllabus, prior to a scheduled evaluation. **(T-3)**
- 7.3.2.7. Receives a Q-2 or Q-3 on an evaluation. **(T-3)**
- 7.3.2.8. Exhibits safety of flight violations. **(T-3)**
- 7.3.2.9. Fails to meet end of phase RPLs. **(T-3)**
- 7.3.2.10. Requests to self-eliminate. **(T-3)**

7.4. First-Level Progress Review Documentation. When any of the items listed in paragraph 7.3.2 occur, the instructor will make an entry on the AF Form 4110 to include a statement of failure (include relevant conditions), any associated problems, and any additional training recommendations. This entry may be part of the AF Form 4110 comments for the associated flight, simulator mission, or ground training session that triggered the First Level Progress Review. The instructor will debrief the student's status to the student's primary instructor or flight commander. **(T-2)**

7.5. First-Level Progress Review Procedures.

7.5.1. The flight commander meets with the student and instructor or examiner to review the student's progress. Document observations and recommendations on AF Form 4110. Advise the training squadron ADO and/or operations officer of recommendations. **(T-2)**

7.5.1.1. Multiple First-Level Progress Reviews may be accomplished for a student. Typically, a student will be allowed one First-Level Progress Review for each phase of training. However, if a student has received a First-Level Progress Review in an earlier phase of training and repeats that deficiency in a later phase of training, the student will receive a Second-Level Progress Review. **(T-2)**

7.5.1.2. In the event of unusual circumstances in training, such as an extended break for medical reasons, or restarting training altogether, the training squadron operations officer may approve another First-Level Progress Review if needed. Approval for an additional First Level Progress Review will be documented on the AF Form 4110 for that review. **(T-2)**

7.5.2. The training squadron operations officer or designated representative will review the documentation/recommendations annotated by the flight commander or designated representative who conducted the progress review and note concurrence or non-concurrence on the AF Form 4110. **(T-2)**

7.5.3. The flight commander actions include:

7.5.3.1. Coordinate and oversee follow-on actions (for example, remedial training, proficiency flights, Second Level Progress Review, and so forth). Document the actions

on an AF Form 4110 and ensure the appropriate scheduler is notified of required follow-on actions. **(T-2)**

7.5.3.2. Ensure any remedial training is accomplished before the student continues with the course. This training must be documented in accordance with paragraph 7.11. of this instruction. If the student satisfactorily completes remedial training and has attained the required level of performance, continue the student in the normal course of instruction. If the student has not attained the prescribed standards upon completion of any remedial training, conduct a Second-Level Progress Review. **(T-2)**

7.6. Second-Level Progress Review. A Second Level Progress Review is a detailed assessment, by the operations officer, of a student's training progress to ensure that training provided to the student has been effective and the student has the desire and ability to attain the RPLs. Failure to meet RPLs during remedial training directed as a result of a Second Level Progress Review can result in the recommendation for a Faculty Board or a FEB. The training squadron operations officer (or designated representative) will conduct a Second Level Progress Review when a student:

- 7.6.1. Fails a second time to attain a satisfactory grade on a practical exercise. **(T-2)**
- 7.6.2. Continues to make unsatisfactory progress following a previous Progress Review for the same or associated deficiencies. **(T-2)**
- 7.6.3. Fails to attain a satisfactory grade on a remedial simulator or flying lesson. **(T-2)**
- 7.6.4. Receives an overall unsatisfactory grade on a second ground training mission, simulator or flying training mission. **(T-2)**
- 7.6.5. Fails remedial academic training. **(T-2)**
- 7.6.6. Fails an EOB, EOP, EOC, or STAN/EVAL examination for a second time. **(T-2)**
- 7.6.7. Requests to self-eliminate following a First-Level Progress Review. **(T-2)**
- 7.6.8. Is recommended by their course manager or flight commander for a Second-Level Progress Review for any other reason not previously mentioned. **(T-2)**

7.7. Second-Level Progress Review Documentation. When any of the items listed in paragraph 7.6 occur, the instructor or flight examiner will make an entry on AF Form 4110 to include a statement of failure (include relevant conditions), any associated problems, and any additional training recommendations, if deemed necessary. This entry may be part of the AF Form 4110 comments for the associated flight, simulator mission, or ground training session that triggered the Second Level Progress Review. **(T-2)**

- 7.7.1. The instructor will debrief the student's status to student's primary instructor and flight commander, or their designated representative. **(T-2)**
- 7.7.2. The student's flight commander or primary instructor will notify the training squadron commander and operations officer of the student's status. **(T-2)**

7.8. Second-Level Progress Review Procedures.

7.8.1. The training squadron operations officer will:

7.8.1.1. Meet with the student, instructor(s) or examiner involved, and flight commander to review the student's progress. **(T-2)**

7.8.1.2. Interview the student. Questions about the following, or other suspected areas, can be used to determine cause: **(T-2)**

7.8.1.2.1. Medical problems.

7.8.1.2.2. Personal problems.

7.8.1.2.3. Sleeping problems.

7.8.1.2.4. Education level.

7.8.1.2.5. Study habits.

7.8.1.2.6. Testing problems.

7.8.1.2.7. Problems in reading or math comprehension.

7.8.1.2.8. Student's evaluation of instruction and instructors.

7.8.1.2.9. Amount of remedial training requested and received.

7.8.1.2.10. Student's evaluation of his/her performance during training.

7.8.1.3. Provide an opportunity for Progress Review members to interview the student. **(T-2)**

7.8.1.4. Allow the student to respond to questions. **(T-2)**

7.8.1.5. Provide the student an opportunity to speak openly about his/her training. **(T-2)**

7.8.1.6. Document observations and recommendations on AF Form 4110. Prescribed remedial training will not normally exceed two aircraft flights or two simulator flights. Brief the student on his/her status using the table in Attachment 2. **(T-2)**

7.8.1.7. Notify training squadron operations officer (or designated representative), training squadron commander, appropriate scheduler (if required), and the training squadron registrar (if appropriate) of recommendations and actions. **(T-2)**

7.8.1.8. Coordinate with the student's flight commander and/or course director to coordinate/oversee additional follow-on actions (remedial training, training date limits, Faculty Board). **(T-2)**

7.8.2. The training squadron commander will review the operations officer's recommendations following the conclusion of the Second-Level Progress Review and note concurrence or non-concurrence on the same AF Form 4110. **(T-2)**

7.8.3. If elimination is recommended following the Second-Level Progress Review, a Faculty Board, or an FEB will be convened. Squadron Commanders should use the findings in the progress review and the information in AFI 11-402, Chapter 4, to determine if an FEB is appropriate. **(T-2)**

7.9. Final Progress Review. If a Second-Level Progress Review has been conducted and the student has not attained the prescribed standards upon completion of remedial training, a Final Progress Review will be conducted to review the student's training. All progress reviews beyond a Second Level Progress Review within an individual phase of training will be referred to as a Final Progress Review. They will be conducted and documented in same manner as a Second Level Progress Review. Typically, elimination is recommended at the Final Progress Review. Further remedial training past the Final Progress Review must be approved by the school commandant (AFSOAWC/CC). If elimination is recommended following the Second Level Progress Review or subsequent Final Progress Review, a Faculty Board or an FEB will be convened. **(T-2)**

7.9.1. The student's flight commander will:

7.9.1.1. Notify Flight Management as soon as a student is suspended from flying or the student requests self-elimination from training. **(T-2)**

7.9.1.2. Forward the student's grade book to the Student Management Flight when progress review board minutes, training summary report, and AF Form 4110 entry are signed and in the training folder. **(T-2)**

7.9.2. Training squadron Student Management Flight will:

7.9.2.1. Coordinate for a Faculty Board IAW this instruction, or an FEB (IAW AFI 11-402). **(T-2)**

7.9.2.2. Manage students during casual status. **(T-2)**

7.9.2.3. Coordinate for retraining as required. **(T-2)**

7.9.2.4. Build elimination folder for coordination IAW AFI 11-402. **(T-2)**

7.10. Quality Assurance. During any progress review, if any contractual issues (contract instructors, courseware, scheduling, etc.) are judged to be a contributing factor, contact the squadron project officer (PO)/QAR to coordinate corrective actions. **(T-2)**

7.11. Remedial Training. This is additional training given after a student fails a measurement or does not attain an RPL. The instructor or flight commander recommends the type and amount of training, during a Progress Review. The training squadron commander or operations officer approves the training. Remedial training will be completed prior to changing phases or proceeding in the course. **(T-2)**.

7.11.1. Academic Training. Additional instructor led classroom/computer-based training required to help the student attain an RPL will be documented in the training records to include the amount of time involved. Additional training will be coordinated through the primary instructor and applicable flight commander. **(T-2)**

7.11.2. ATD/Aircraft Training. Remedial training required to improve a student's performance following an Unsatisfactory (U) grade, to include ground training, will be documented in the training records. ATD or academic training will be used whenever possible prior to remedial aircraft flights. **(T-2)** The following procedures apply to remedial training aircraft flights:

7.11.2.1. The appropriate flight commander will coordinate the highest priority possible commensurate with other training requirements. **(T-2)**

7.11.2.2. Satisfactory student performance on remedial training sorties satisfies the original substandard training elements. All remedial training aircraft flight job elements will be graded. Usually, a maximum of two remedial training aircraft flights should be scheduled for any specific student deficiency. **(T-2)**

7.11.2.3. On the first remedial aircraft flight, if the student performs satisfactorily in those previously identified deficiencies, the overall grade should be “S” and further remedial sorties are not required.

7.11.2.4. If subsequent remedial aircraft flights are required, the grade for the initial sorties would be “X”, and the final sortie will be graded using normal grading procedures.

7.11.2.5. If any sorties are graded “U”, the student will be scheduled for a second level progress review. **Note:** The first remedial training aircraft flight will be graded “U” only if the student’s performance compromises safety to the extent that further flights are not recommended. **(T-2)**

7.11.2.6. Deficient job elements will be focused on during remedial aircraft flights. However, a student will still be graded on all performed tasks throughout the mission. During a remedial aircraft flight, a student may fall below a previously attained RPL on tasks not associated with the Unsatisfactory (U) grade that triggered the remedial training. In such cases, a student may receive a “T” grade. **(T-2)**

7.11.3. If the student satisfactorily completes remedial training and has attained the required proficiency level of performance, continue the student with the next syllabus event. **(T-2)**

Chapter 8

FACULTY BOARDS

8.1. General. This chapter outlines the procedures for a Faculty Board. Enlisted students who have never accomplished a formal Mission Qualification evaluation (no AF Form 8, *Certificate of Aircrew Qualification*, mission check) are eligible for a Faculty Board if they do not meet training standards and have been deemed unfit to continue in training. The AFSOAWC/CC is final approval authority for a Faculty Board.

8.2. Procedures When the Student Waives the Faculty Board. When a student is recommended for elimination and chooses to voluntarily waive the Faculty Board, the following procedures apply. Waiving the Faculty Board constitutes that the student agrees with the Second Level or Final Level Progress Review Board decision. See Attachment 5 for a sample letter.

8.2.1. The training squadron commander will notify the gaining Squadron Commander and AFSOAWC/CC. **(T-2)**

8.2.2. Student Management Flight will:

8.2.2.1. Obtain the student's training folder and ensure all documents are signed. **(T-2)**

8.2.2.2. Prepare an AFSOC Form 391, *Record of Administrative Action*, to include: **(T-2)**

8.2.2.2.1. Statement of failure.

8.2.2.2.2. Associated training problems.

8.2.2.2.3. Statement of student's decision to waive a Faculty Board.

8.2.2.3. Forward AFSOC Form 391 to the training squadron commander for his/her signature. **(T-2)**

8.2.2.4. Forward completed AFSOC Form 391 to AFSOAWC/CC. **(T-2)**

8.2.3. The AFSOAWC/CC will approve or disapprove the administrative action recommended on the AFSOC Form 391 and return it to training squadron for processing IAW AFI 11-402. **(T-2)**

8.3. Faculty Board Procedures.

8.3.1. When Faculty Board action is required, the training squadron commander will assign personnel to the Board. **(T-2)** Board members include, but are not limited to:

8.3.1.1. Training squadron commander.

8.3.1.2. Training squadron operations officer.

8.3.1.3. The appropriate training flight commander.

8.3.1.4. The training squadron senior aircrew member.

8.3.1.5. Senior aircrew member for the appropriate crew position.

8.3.2. The board will review the training records and ensure the student has been given sufficient opportunity to remediate and/or attain all necessary training to reach the required level of proficiency as determined by the AFSOC approved SOI. **(T-2)**

8.3.2.1. As soon as possible, after the Faculty Board, the training squadron flight commander will schedule a meeting with the training squadron commander. The training squadron commander will brief the student on the findings/recommendations of the Faculty Board. **(T-2)**

8.3.2.2. If student wishes to appeal the finding/recommendations, a meeting will be scheduled with the AFSAWC/CC. Ensure the student is aware of the availability of referral assistance to help solve personal problems. **(T-2)**

8.3.2.3. Instruct the student to report to the Student Management Flight or equivalent flight. **(T-2)**

8.3.3. The training squadron Student Management Flight or equivalent flight will:

8.3.3.1. Receive the student's training folder and ensure all documents are signed. **(T-2)**

8.3.3.2. Prepare an AFSOC Form 391, *Record of Administrative Action*, to include statement of failure, associated training problems, and Faculty Board findings/recommendations. **(T-2)** The recommendations should include whether to retain and re-enroll in training, retrain, or to separate, whichever is in the best interest of the Air Force.

8.3.3.3. Forward AFSOC Form 391 and any other supporting documents to the FTU commander for signature. **(T-2)**

8.3.3.4. Forward the signed AFSOC Form 391 and supporting documents to AFSAWC/CC. **(T-2)**

8.3.4. The AFSAWC/CC will:

8.3.4.1. Meet with the student to discuss appeal considerations, if requested. **(T-2)**

8.3.4.2. Approve or disapprove the finding/recommendations on the AFSOC Form 391 and return it to FTU for processing IAW AFI 11-402. **(T-2)**

8.3.4.3. Advise the student's gaining organization, through the appropriate AFSOC crew position functional manager, of the Commander's decision. **(T-2)**

8.3.5. Upon receipt of the approved AFSOC Form 391, the student management flight will:

8.3.5.1. Forward MFR to the HARM office to assign appropriate Aviation Service Code (ASC) IAW 11-402. **(T-2)**

8.3.5.2. The following procedures will be followed when a Faculty Board does not recommend a student be eliminated from training. The FTU/CC will:

8.3.5.3. Recommend the amount and type of remedial training. **(T-2)**

8.3.5.4. Determine the student's status upon satisfactory or unsatisfactory completion of training. **(T-2)**

8.3.5.5. Forward these recommendations via memorandum format to the school Commandant for approval. **(T-2)**

8.3.5.6. Return the student's records to the appropriate flight commander for continuation in training. (T-2)

Chapter 9

SYLLABUS DEVELOPMENT, REVISION, AND MAINTENANCE

9.1. General. This chapter outlines the process, procedures and responsibilities for training program development, revision, maintenance, and control, to include Syllabi of Instruction (SOI) and course lesson map (CLM) development. Refer to AFSOAWCI 36-1, *Curriculum Development and Management*, for detailed information on curriculum development and management.

9.2. Syllabus of Instruction (SOI). SOI configuration management is a systematic approach to identify and control courses in development and existing courses with baselined SOIs. The SOI describes a training course from prerequisite entry requirements through award of the certificate of course completion and Air Force Specialty Code (AFSC).

9.2.1. AFSOAWC is the focal point for formal training aircrew SOI development, updates, and configuration management in AFSOC.

9.2.2. There will be AFSOAWC-developed, configuration-managed, and AFSOC/A3T approved SOIs for aircrew courses (including mission qualification, upgrade training, continuation training, and refresher training). The syllabus is the command approved training plan. It is directive in nature and should be followed precisely, unless waived by the appropriate approval authority. **(T-2)**

9.2.3. The SOI contains an organized listing of the tasks, conditions, and standards required to meet the student training objectives. It describes all training events and clearly delineates the length of training, the training systems used, and all other pertinent requirements. A numbering system is used to identify information throughout all other instructional documents and courseware.

9.2.4. The Course Lesson Map, contained within the SOI, provides the required lesson sequence in the proper learning hierarchy.

9.2.5. Secondary Method Training (SMT). Conduct SMT IAW AFI 11-202V1, AFSOCSUP.

9.3. Syllabus Waivers and Deviations. AFSOC/A3T is the syllabus waiver authority. AFSOAWC/CC is the syllabus deviation authority. Unless a waiver request is approved, the syllabus will be followed precisely as written.

9.3.1. Syllabus Deviations. A syllabus deviation is a variation from the syllabus such as the sequence of events, prerequisite flow, turn times, landing currency, minimum number of events, and so on. Document all training deviations in the student's training folder. Waivers are not required for syllabus deviations.

9.3.2. Syllabus Waivers. A syllabus waiver is a planned one-time exception to the syllabus used to enhance or accommodate student training in special or unusual circumstances (e.g., Not completing all training or using a different type of training device than specified).

9.3.2.1. AFSOC/A3T is the course prerequisite waiver authority.

9.3.2.2. AFRC/A3T is the SOI experience prerequisite waiver authority for AFRC students.

9.3.2.3. Submit syllabus waiver requests in writing, using the A3T Waiver Letter Form/Template available on the AFSOC Aircrew Training team site.

9.3.2.4. AFSOC/A3T maintains a record of all requested waivers for three years. Training requested in a syllabus waiver will not be accomplished until waiver approval is obtained. **(T-2)**

9.3.2.5. The approved waiver will be entered in the student's training folder and the original requester will notify the appropriate flight commander. **(T-2)** Waivers should not be granted routinely.

9.3.3. Inability of the FTU to Complete the Syllabus. When training cannot be completed at the FTU due to lack of resources, the AFSOAWC/CC can release students from training prior to achieving course RPLs after coordinating with and getting approval of the gaining unit commander and notification to AFSOC/A3T (AFRC/A3T for AFRC students). If the gaining unit desires to complete the training, a SMT waiver is required.

9.4. Course Readiness Review (CRR). The CRR is a review of all aspects that make up a course of instruction. A CRR should be conducted on new weapon systems to ensure that the SOI training task requirements are accomplished at the knowledge and skill level required and to ensure the hierarchy of objectives is satisfied. While the small group tryout (SGTO) assesses the individual lessons, the CRR assesses the entire course. If SGTOs are accomplished on each lesson in the course, a CRR is not required. Appropriate AFSOAWC, AFSOC, and AFRC representatives should be included in the CRR.

9.5. Formal Course Review (FCR). Guidance on Formal Course reviews is found in AFI 11-202V1. The purpose of the FCR is to review training programs and SOI for currency, applicability, compliance, and effectiveness. Appropriate AFSOAWC, AFSOC, and AFRC representatives should be included in the FCR.

9.6. SOI Update Procedures. SOIs in the development process require careful configuration management to ensure that a systematic and well-organized approach is used to define, develop, and maintain all curricula changes to previously developed SOIs. Reviews are required annually to maintain the relevancy of instruction and to meet changing mission requirements. All SOI reviews will include a review of the Training Task List (TTL) to ensure currency and accuracy of tasks in the training material. TTLs should be reviewed and validated by the appropriate training unit Courseware Lead (active duty or Reserve Air Force instructor) prior to new SOI development. **(T-3)**

9.6.1. SOI Reviews. The SOI will be reviewed per Attachment 3. **(T-3)**

9.6.2. AFSOC will provide AFSOAWC with the command approved TTL. The SOI should support the TTL. Evaluation is a central function and will take place in every phase of the SOI development and revision process. **(T-3)**

9.6.3. SOIs not yet approved/baselined by AFSOC/A3T will be labeled as "DRAFT." **(T-3)**

9.6.4. SOI Baseline. After the SOI is approved by AFSOC/A3T, a course baseline is established. Configuration management procedures will ensure that no unauthorized changes to the baseline SOI can be made. The baselined SOI are posted on the AFSOC Bookstore.

9.6.5. SOI Change Proposal Process. Send proposed SOI changes through AFSOAWC, using an AF Form 847, to AFSOC/A3T for approval. If approved, changes will be made to the SOI during the next SOI review or through an interim change if AFSOC/A3T determines the change is urgent enough to incorporate immediately. **(T-2)**

9.7. Quality Assurance. QARs monitor the effectiveness and overall quality of the curriculum, courseware, and training during scheduled classroom, aircraft static, and device-based training to ensure that the most current courseware version is being used and that the configuration management system is being used properly.

9.8. Configuration Management (CM). CM will be used to maintain all delivered and baselined SOIs. **(T-3)** This process is designed to ensure that SOI configuration is maintained as changes to aircraft, guidance instructions, and procedures occur.

Chapter 10

FLYING TRAINING COURSEWARE DEVELOPMENT, REVISION, AND MAINTENANCE

10.1. General. Courseware will be developed using Shareable Content Object Reference Model (SCORM) with all templates, tools, and processes following AFH 36-2235, Volumes 1 through 12, *Information For Designers of Instructional Systems*; AFMAN 36-2234, *Instructional System Development*; AFMAN 36-2236, *Guide For Air Force Instructors*; DODI 1322.26, 16 June 2006, *Development, Management and Delivery of Distributed Learning*; and AFSOAWCI 36-1, *Curriculum Development and Management*. (T-3)

10.1.1. Courseware will be developed to provide effective training to students. The key to providing effective training is defining and developing comprehensive lesson objectives, which are based on identified tasks, skills, and knowledge requiring training. All Student/Instructor Guides and media will be developed in support of learning objectives, which are traceable back to the pertinent SOI and Master Training Task List. (T-3)

10.1.2. The SCORM format is not required for rapid development courseware. An AFSOAWC waiver is required for exemption.

10.1.3. Flying Training courseware materials include but are not limited to the IG, supporting media, Student Study Guides (SSG), interactive courseware and test questions.

10.2. Flight Safety Changes. Flight safety-related SOI or courseware changes will be resolved within 48-duty hours of notification of change. Courseware Lead is responsible for incorporating all safety-related time compliance technical orders (TCTO) and their impact immediately upon receipt of the TCTO or message. Updates to courseware are required prior to the next time the affected lessons are taught. (T-2)

10.3. Student Study Guides (SSG). All SSGs will be configuration-managed. The courseware lead SME is responsible for ensuring the most current and technically accurate information is contained in SSGs, to include reading assignments. Other SMEs are required to submit changes to the SSG through the normal change process to insure the baseline is maintained. The SSG will be created IAW AFH 36-2235V8, *Application to Aircrew Training*, and maintained through CM. (T-2)

10.4. Training Change Proposal (TCP) Process. The TCP process will be handled in accordance with the latest guidance in AFSOAWC policies and procedures. (T-3)

10.5. Small Group Tryout (SGTO). The purpose of conducting SGTOs is to determine if the instruction and materials work under actual conditions. The first time a new or highly revised lesson is taught, an SGTO will be accomplished. The SGTO verifies that the lesson flows smoothly and that the time allotted is appropriate. (T-2)

10.6. Quality Assurance. COTRs will monitor the effectiveness and overall quality of the curriculum, courseware, and training during scheduled classroom, aircraft static, and device-based training to ensure that the most current courseware version is being used and that the intent of the configuration management system is being implemented. (T-2)

10.6.1. Courseware quality control is built into the courseware development process from the beginning; not inspected at the end.

10.6.2. AFSAWC government COTR personnel will sample, at their discretion, processes, procedures, and products to determine if all required elements of the lesson are accounted for (e.g., SOI Task-Lesson Objectives Linking Document, Instructor/Student Guide, and Media).
(T-2)

10.7. Configuration Management (CM). CM will be used to maintain all delivered and baselined courseware and curriculum materials. This process is designed to ensure that courseware configuration is maintained as changes to aircraft, guidance instructions, and procedures occur. (T-3)

10.7.1. CM will be used to store the delivered lessons on electronic media in the configuration management system. (T-3)

10.7.2. Request for Courseware. Contact AFSAWC/TEC for copies of approved courseware.

Chapter 11

CONTENT AND TRAINING MANAGEMENT SYSTEMS

11.1. General. Training managers will use the AFSOC approved Learning Content Management System (LCMS), Learning Management System (LMS), and Training Management System (TMS) as courseware development and tracking tools. **(T-3)**

11.2. LCMS. The LCMS is a repository that assists with rapid lesson development by reusing stored material. Courseware material includes but is not limited to text, graphics, pictures, videos, and any other media used in the delivery of formal training.

11.3. LCMS Configuration Management. AFSAWC will follow strict configuration management principles to: **(T-2)**

11.3.1. Maintain and update the LCMS, to include: **(T-2)**

11.3.1.1. Monitor and help maintain databases established by AFSAWC to support SOIs, courses, and courseware. **(T-2)**

11.3.1.2. All curriculum including classroom, learning center, student study guides, and instructor guides is available in the AFSAWC master library. **(T-3)**

11.3.2. Alternate storage methods are authorized if the LCMS is not available.

11.4. Learning Management System (LMS). The LMS is a software program that provides a distributed learning capability for student learning. The LMS delivers lessons and tracks activity for student management. The LMS provides students with an integrated view of active courseware, assignments, and progress in a syllabus. The LMS assists administrators and managers in tracking student completion of training events. It may be used to launch instructor led training in a traditional classroom or for self-paced training by the student in a learning center or online via distributed learning.

11.4.1. All completed lessons will be capable of launching from the approved LMS. **(T-3)**

11.4.2. Alternate delivery methods are authorized if the LMS is not available.

11.5. Training Management System.

11.5.1. The government approved TMS is used to manage formal student training.

11.5.2. The current SOIs are loaded into the TMS to allow students and management to track student progress through the course.

11.5.3. The TMS provides management with student status reports.

11.5.4. The TMS is used to schedule all classrooms and ATD equipment available in the academic and simulator campus for scheduling use by the squadrons.

Chapter 12

AIRCREW TRAINING QUALITY EVALUATION (GRAD/EVAL) AND CUSTOMER FEEDBACK PROGRAM

12.1. Purpose. The purpose of this chapter is to define the process and procedures for collecting, managing, reporting, and maintaining the Aircrew Training Quality Evaluation Program data. The data obtained through this process provides the tools necessary to accurately assess, improve, and monitor training courses and respond to student assessment ratings.

12.2. Scope. Evaluations are performed on all aspects of aircrew training to ensure adequate content and Instructional Systems Development (ISD) effectiveness.

12.3. Use. Training programs use graduate and customer evaluations to ensure training courses meet established AFSOC and customer requirements IAW instructional systems development processes. This data provides the basis for changing and improving the training system. Each student attending an AFSAWC formal training course is required to complete an End-of-Phase (EOP) and End-of-Course (EOC) critique. **(T-2)**

12.4. Procedures.

12.4.1. Internal Evaluations.

12.4.1.1. Upon completion of each phase of training (including simulator refresher), instructors will collect critiques from the students and forward them to the Registrar. If available online, the instructor will direct the students to take the survey and verify their completion or compliance. The Registrar will compile and forward original EOP and EOC critiques for review. If available online, the Registrar will download the report and send notification of where to view the results. **(T-2)**

12.4.1.2. Results from student examinations will be collected and entered into the approved Evaluation and Feedback database tracking tool. **(T-2)**

12.4.1.3. Results from student flight evaluations will be collected and reviewed for input into the Evaluation and Feedback database. The appropriate supervisor, Stan/Eval, or Air Force SME crew member will supply the data necessary to tie flight evaluation items to course objectives for the Courseware Lead to input into the Evaluation and Feedback database. This allows AFSAWC personnel to view data to ensure that all course objectives are being tested. **(T-3)**

12.4.2. External Evaluations.

12.4.2.1. External evaluations are designed to obtain feedback from field units on the effectiveness of aircrew related training conducted by the FTUs. External evaluations are accomplished through:

12.4.2.1.1. Graduate Evaluation Questionnaires. Training Effectiveness Questionnaires will be completed by Mission Qualification graduates and their supervisors 180 days following completion of a graduate training course. This delay allows graduates and their supervisors sufficient time to evaluate the graduates' skills and knowledge to perform the mission. The FTU will track graduates to ensure

appropriate and timely distribution of questionnaires, and monitor return rates for questionnaires. **(T-2)**

12.4.2.1.2. Questionnaires will assess tasks specific to aircraft and (or) mission requirements generated from the SOI. Questionnaires will be reviewed annually by the Grad Eval program monitor to ensure validity. Questionnaires are updated, as required, to reflect changes in training tasks or mission objectives. **(T-2)**

12.4.2.1.3. A trend analysis will be performed on the data received from these questionnaires. The contractor or unit training manager will provide quarterly feedback to the FTU/CC, the AFSOAWC/CC, HQ AFSOC/A3T, and the appropriate flight commanders within two weeks of the end of each quarter. **(T-2)**

12.4.2.1.4. The FTU's active duty SMEs will analyze questionnaire data and develop proposed training modifications to improve graduate quality. **(T-3)**

12.4.3. Training Quality Evaluation Reports. FTU/CC will ensure these reports are produced with data received from questionnaires, field visits, and internal evaluation program analysis. The reports will be produced on an annual basis. **(T-3)**

12.4.3.1. Reports will contain an analysis of data received during the previous 12 months of training. Include all pertinent comments received on questionnaires, during field visits, or from other sources. **(T-2)**

12.4.3.2. Reports will highlight potential problem areas, special interest items, corrective actions/revisions to training courses, and programmed changes to training programs. **(T-2)**

12.4.3.3. FTUs will coordinate reports through AFSOAWC and then distribute to all customer units and HQ AFSOC/A3T. **(T-2)**

Chapter 13

FLYING TRAINING STUDENT EXAMINATION PROCEDURES

13.1. General. IAW AFH 36-2235, Volume 12, *Test and Measurement*, the primary purpose of testing is to assess the student's attainment of the behaviors specified in the terminal and enabling objectives. The secondary purpose of testing is to identify problems or weaknesses in the instruction. This could be an indication of whether a class is performing up to standards on the specific objectives or indicating the capability of the instructor and the instructional media to facilitate learning.

13.1.1. For academic tests, the minimum passing score is 85 percent, unless noted otherwise. A course-qualified instructor or proctor will administer all examinations. **(T-2)**

13.1.2. During examinations, instructors will only answer questions to clarify the meaning of questions or answers. Instructors will avoid answering in a manner that changes students' confidence in an answer or directs a path for problem resolution. Anything said to one student should be shared with the entire class. **(T-2)**

13.2. Preparation of Examinations. AFSOAWC courseware developers prepare student examinations IAW AFH 36-2235V12. Instructors or other designated learning center personnel administer student examinations. Ensure that all course tasks, and objectives, are tested. Student Form 8 examinations will be prepared and administered by FTU Stan/Eval personnel. **(T-2)**

13.2.1. The cover page will list equipment (maps, supplementary documents, or computer-aided podium, etc.) required for the examination and the time allowed for completion of the examination. **(T-2)**

13.2.2. On the examination instruction sheet cover page, identify the examination booklet. **(T-2)**

13.2.2.1. The first line of this identification gives the examination form number. **(T-2)**

13.2.2.2. For paper tests there will be an A and B version for all examinations. This procedure will produce two exams with different questions and will provide for remedial examinations when required. **(T-2)**

13.2.2.3. There will be sufficient copies of each version of each examination so each student has a copy. **(T-2)**

13.2.3. Computer-Generated Examinations. There will be an A and B version for all computer generated tests. This will produce two possible exams with different questions and will provide for remedial examination when required. **(T-2)**

13.2.4. For Computer-Based Instruction (CBI) there will be an end of lesson test for all lessons. The end of lesson test requires a passing score of 85% and will be remediated to 100%. There will be an A and B version of the end of lesson test with sufficient questions to test the students' knowledge. **(T-2)**

13.3. Examination Evaluation Procedures. New examinations or test items will be evaluated IAW the ISD process and the following: **(T-2)**

13.3.1. Prior to administering the examination to students, administer the examination to qualified SMEs who have not participated in its development. This is the minimum level of validation required prior to administering the examination to students. **(T-2)**

13.3.2. The FTU should analyze test results quarterly and use the results to adjust the test as required. The intent is to identify trend information in order to revise tests or curriculum to ensure the tests cover stated objectives. Test items determined to be invalid will be replaced by new test items. **(T-2)**

13.4. Security of Examinations.

13.4.1. Written/Printed Examinations. The following procedures apply if/when written or printed examinations are used in lieu of computer based tests.

13.4.1.1. The FTU will ensure the security of examinations during preparation and review. **(T-3)**

13.4.1.2. The FTU will ensure that the master copy of each examination and a separate answer key, with references marked, is available. The answer key will be provided by the curriculum development team. **(T-3)**

13.4.1.3. The FTU will store examinations and answer keys in a suitable locked cabinet or file. A list of personnel who require access to the examinations to perform their duties will be maintained. **(T-3)**

13.4.1.4. The FTU will maintain control logs in each storage drawer. **(T-3)**

13.4.1.5. The FTU will inventory examinations semi-annually, or whenever a compromise is suspected. Maintain an inventory sheet for each drawer. **(T-3)**

13.4.1.6. Instructors who administer an examination are responsible for ensuring that each booklet is collected and cleaned after each examination. **(T-3)**

13.4.2. Computer Generated Examinations.

13.4.2.1. Secure any electronic storage devices (i.e., CDs, USB drives, etc.) that contain examinations in the same manner as for written examinations. **(T-3)**

13.4.2.2. Instructors will not allow students to print examination files or specific examinations. **(T-3)**

13.4.3. Formal school student tests such as End-of-Module, EOB, EOP, and EOC summative exams will be maintained and secured in the courseware library. Examinations will not be forwarded to units for in-unit upgrade/qualification. **(T-3)**

13.5. Scoring.

13.5.1. Written Examinations. Answer sheets must be scored by the instructor and should receive the same security as the examination. **(T-3)**

13.5.2. Computer Generated Examinations. Scoring will be completed by the computer. Authoring software will allow for computer record keeping, test item analysis, and feedback to the student on areas of weakness. **(T-3)**

13.6. Post Examination Critiques. Verbal critiques will be conducted after administering each written examination. This critique should focus attention on the objectives of the course and should re-emphasize areas of weakness revealed by the examination. Provide correct answers and references to missed questions during the critique. **(T-3)**

13.7. Aircrew Stan/Eval Testing. AFSAWC personnel will use the appropriate AFSAWC aircrew testing facility to accomplish their required Stan/Eval testing. AFSAWC will administer the same aircrew tests as the host SOG/OGV. For the sake of continuity, and to reduce duplication of effort, the host SOG/OGV will maintain the test banks. EOC academic testing is unaffected by this and may still be used as a pre-requisite for initial flight evaluations. **(T-2)**

SCOTT A. HOWELL
Brig Gen, USAF
Director of Operations

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

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DODI 1322.26, *Development, Management, and Delivery of Distributed Learning*,
16 June 2006

MIL-HDBK 29612-3, *Development of Interactive Multimedia Instruction (IMI)*, 30 July 1999

AFH 36-2235V1-12, *Information For Designers of Instructional Systems*, 02 September 2002

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AFI 11-202V2, *Aircrew Standardization/Evaluation Program*, 13 September 2010

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AFI 11-401, *Aviation Management*, 10 December 2010

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21 June 2012

AFI 11-412, *Aircrew Management*, 10 December 2009

AFI 33-360, *Publications and Forms Management*, 25 September 2013

AFI 36-2107, *Active Duty Service Commitments (ADSC)*, 30 April 2012

AFI 36-2201, *Air Force Training Program* 15 September 2010

AFI 36-2251, *Management of Air Force Training Systems*, 05 June 2009

AFI 36-2909, *Professional and Unprofessional Relationships*, 01 May 1999

AFI 63-501, *Air Force Acquisition Quality Program*, 31 May 1994

AFMAN 33-363, *Management of Records*, 01 March 2008

AFMAN 36-2234, *Instructional System Development*, 01 November 1993

AFMAN 36-2236, *Guide For Air Force Instructors*, 12 November 2003

Prescribed Forms

AFSOC Form 42, *Program Flying Training Request*

AFSOC Form 391, *Record of Administrative Action*

Adopted Forms

AF Form 8, *Certificate of Aircrew Qualification*

AF Form 174, *Record of Individual Counseling*

AF Form 475, *Education Training Report*

AF Form 847, *Recommendation for Change of Publication*

DD Form 2992, *Medical Recommendations for Flying or Special Operational Duty*

AF Form 1256, (LRA), *Certificate of Training*

AF Form 4109, *SOF/CSAR Aircrew Training Record*

AF Form 4110, *Comments – SOF/CSAR Training Record*

AF Form 4111, *SOF/CSAR Training Record*

Abbreviations and Acronyms

AETC—Air Education and Training Command

AFH—Air Force Handbook

AFI—Air Force Instruction

AFMAN—Air Force Manual

AFPD—Air Force Policy Directive

AFRC—Air Force Reserve Command

AFSC—Air Force Specialty Code

AFSOC—Air Force Special Operations Command

ANG—Air National Guard

APO—Aerospace Physiology Officer

ATD—Aircrew Training Device

ATS—Aircrew Training System

CLM—Course Lesson Map

CM—Configuration Management

COR—Contracting Officer's Representative

COTR—Contracting Officer's Technical Representative

DNIF—Duties Not Involving Flying

EOB—End of Block

EOC—End of Course

EOP—End of Phase

FARP—Forward Area Refueling Point

FEB—Flying Evaluation Board
FTU—Formal Training Unit
HDBK—Handbook
IAW—In Accordance With
IG—Instructor Guide
IPT—Integrated Product Team
ISD—Instructional Systems Development
LCMS—Learning Content Management System
LMS—Learning Management System
MDS—Mission Design Series
MER—Maintenance Engine Run
METL—Mission Essential Task List
MIL—Military
MILPDS—Military Personnel Data System
MOA—Manifestation of Apprehension
PFT—Program Flying Training
PMO—Program Management Office
PO—Project Officer
POC—Point of Contact
POM—Program Objective Memorandum
PRB—Progress Review Board
QA—Quality Assurance
QAR—Quality Assurance Representative
RPL—Required Proficiency Level
SCORM—Shareable Content Object Reference Model
SGTO—Small Group Tryout
SME—Subject Matter Expert
SOF—Special Operations Forces
SOI—Syllabi of Instruction
SSG—Student Study Guide
STP—System Training Plan
TCP—Training Change Proposal

TMS—Training Management System

TPT—Training Planning Team

TTL—Training Task List

WST—Weapons System Trainer

Terms

Aircrew—The total complement of rated (pilots, navigators, observers, and flight surgeons) and non-rated personnel (1AXXX and 1UXXX AFSCs) responsible for the safe ground and flight operation of the aircraft and onboard systems. Individuals must be on aeronautical orders and assigned to an authorized aircrew position according to AFI 65-503, *USAF Cost and Planning Factors*. Aircrew members perform their principal duties inflight. Duties must be essential to operating the aircraft/mission systems and associated equipment used for completing a mission.

Aircrew Training Device (ATD)—A training device used to prepare aircrew members for the actual performance of flight duties. The official categories for ATDs are Flight Simulators, Flight Training Devices, Aircraft System Trainers, and Other (for those that do not fall into the first three categories). ATDs can be described as: cockpit familiarization trainer, cockpit procedures trainer, operational flight trainer, part task trainer, and weapon system trainer to name a few.

Aircrew Training System (ATS)—The instructional system used to train aircrew members. It includes training equipment, software, firmware, hardware, devices, courseware, training system support, logistics support, ground-based instruction, media, and facilities.

Capacity Analysis—Analysis of existing resources to determine maximum student training throughput; student capacity. The following resources are some of the main variables considered in the capacity analysis: facilities, faculty, funding, total student load, training devices, and aircraft availability for training.

Computer Based Instruction (CBI)—Training in which computers are used for both training delivery and training management. The management functions often include scheduling, lesson selection, score keeping, and quality of student responses.

Concurrency—The condition of ready for training being achieved on the training need date, and the functions and operation of the training system and its supporting equipment and materials must match the supported defense system.

Course—Logically grouped instruction on a subject, designed to achieve defined learning objectives. A complete series of instructional units identified by a common title or number. An ordered arrangement of subject matter designed to instruct personnel in the knowledge, skills, or techniques required in the performance of tasks in a designated area of specialization.

Courseware—All instructional material including technical data, textual materials, and audiotapes, slides, movies, video tapes, video discs, tests and assessments, and other audiovisual materials.

Course Readiness Review (CRR)—An Air Force review on a course-by-course basis for the purpose of checking whether the course is ready for use in training. Following successful CRR, the course is approved for use either by a training contractor or by the Government training

organization. CRR commences after completion of small-group tryouts. Successful completion of CRR marks the beginning of system-level formative evaluation. (AFH 36-2235V3)

Evaluation—A judgment expressed as a measure or ranking of trainee achievement, instructor performance, process, application, training material, and other factors.

Front-End Analysis (FEA)—A process that evaluates requirements for manpower, personnel, and training (MPT) during the early stages of the military system acquisition cycle. Its purpose is to determine manpower, personnel, training, and safety requirements under alternative system concepts and designs and to estimate the impact of these MPT requirements on system effectiveness and life-cycle costs.

Instructional System Development (ISD)—A deliberate and orderly process for planning and developing instructional programs that make sure personnel are taught the knowledge, skills, and attitudes essential for successful job performance. Depends on a description and analysis of the tasks necessary for performing the job, objectives, and tests clearly stated before instruction begins, evaluation procedures to determine whether or not the objectives have been reached, and methods for revising the process based on empirical data. (AFMAN 36-2234)

Media—The delivery vehicle for presenting instructional material or the basic communication stimuli presented to a student to induce learning.

Project Officer (PO)—The operating command coordinator at a site assigned to make sure Air Force activities and the contractor have a central point of contact for contract administration, logistic support, and security support as determined from the contract. PO duties can be assigned to personnel within the organization or to the Quality Assurance Representative.

Quality Assurance (QA)—Those actions taken by the government to assure that services meet the requirements in the statement of work.

Quality Assurance Representative (QAR)—The person responsible for checking and evaluating contractor compliance with contract requirements.

Simulation—A method for implementing a model over time. Also, techniques for testing, analysis, or training in which real-world systems are used, or where a model prepares real-world and conceptual systems. (DODD 5000.59)

Simulator—A training device that permits development and practice of the necessary skills for accomplishing flight operational tasks, to a prescribed standard of airman competency, in a specific aircraft and duty position.

System Training Plan (STP)—An iterative planning document that defines the justification, design, development, funding, resources, support, modification, operation, and management of a training system. The STP is designed to provide for planning and implementation of training and to make sure all resources and supporting actions required for establishment and support are considered.

Training—Instruction and applied exercises for the acquisition and retention of skills, knowledge, and attitudes required to accomplish military tasks.

Training Management System (TMS)—A set of operational tools to help training system managers in controlling and enhancing the evolution of a training system during the life cycle. Modules consist of administration, curriculum management, resource management, schedule

management, performance measurement, configuration management, logistics management, and reports.

Training Planning Team (TPT)—An action group composed of representatives from all pertinent functional areas, disciplines, and interests involved in the life cycle design, development, acquisition, support, modification, funding, and management of a specific defense training system. The TPT uses the system training plan to ensure training considerations are adequately addressed in the defense system acquisition and modification processes.

Training Requirement—The skills and knowledge that are required for satisfying the job performance requirement not already in the students' incoming repertoire for which a training solution was deemed appropriate during the ISD process

Training System—A systematically developed curriculum including, but not necessarily limited to, courseware, classroom aids, training simulators and devices, operational equipment, embedded training capability, and personnel to operate, maintain, or employ a system. The training system includes all necessary elements of logistic support.

Training Task List (TTL)—Documentation of total training tasks developed for a defense system and its respective mission. It includes the entire spectrum of tasks in each functional area (operations, maintenance, and support) that requires training. The TTL provides the training task baseline for all acquisition, modification, support, management, and funding actions through comparison with predecessor or future weapon systems.

Weapon System—A combination of one or more weapons with all related equipment, materials, services, personnel, and means of delivery and deployment (if applicable) required for self-sufficiency.

Weapon System Trainer (WST)—A device that provides an artificial training or tactics environment in which operators learn, develop, improve, and integrate mission skills associated with their crew position in a specific defense system.

Attachment 2**PROCESS FOR ADDING A NEW SYLLABUS OF INSTRUCTION (SOI)**

A2.1. AFSOC will validate new training requirements and resource those requirements. AFSOC may request input for the Training Task List (TTL) from the unit that will be tasked to provide the training. AFSOC will approve the TTL and task AFSAWC to create the new SOI. **(T-2)**

A2.2. Units requesting a new SOI for Secondary Method Training (SMT), or additional standardized training taught outside the formal training unit should submit a draft CLM and TTL to assist in the validation process.

A2.3. Placing new content in existing SOIs should be considered prior to creating a new SOI. Existing SOIs are reviewed biennially in the FCR process; however an out of cycle revision is possible using the change update process.

A2.4. AFSAWC will forward SOIs to AFSOC/A3T for final approval, signature, and publishing. **(T-2)**

Attachment 3

AFSOC FLYING TRAINING SOI REVIEW PROCEDURES

A3.1. General. Each flying training course syllabus provides a usable and documented plan for training, and meet the needs of the training organization and operational units (IAW Air Force Handbook 36-2235V8, 01 Nov 2002). A thorough review is required to ensure effective and efficient training and that syllabi remain concurrent with missions/employment and emerging training methods and media. Changes reflected in updated SOIs should be the result of identification, assessment, determination/approval of a deliberate process such as the FCR or training conference. The SOI review should determine the SOI complies with desired format, contains appropriate standardization with other AFSOC SOIs, meets but does not exceed the requirements, and contains mission and training technology driven changes. (Although not included as part of the SOI review, training system changes generate resource requirements that need a plan, staffing, and funding to implement.)

A3.2. Changes. Changes that affect the SOIs may be identified during the events listed below. Check the source documents or OPRs to identify applicable changes:

A3.2.1. Safety Investigation Boards.

A3.2.2. Configuration Review Board/AF Form 1067.

A3.2.3. Mission Essential Task Lists.

A3.2.4. MDS specific training conference.

A3.2.5. AFTTP rewrite conference results.

A3.2.6. FCR.

A3.2.7. Graduate Evaluation Program results.

A3.2.8. Weapons and Tactics Conference/Tactics Review Boards.

A3.2.9. United States Special Operations Command (USSOCOM) and USAF mission and training regulations.

A3.2.10. Technical Orders.

A3.2.11. New and/or modified training devices, methods, and media.

A3.2.12. Concurrency issues among devices, media, methods, and courseware.

A3.2.13. Changed throughput.

A3.2.14. Changed knowledge/skill levels.

A3.2.15. Changes to experience/knowledge/skills of entering students.

A3.3. Format. Ensure the format follows the current standardized syllabus format (when published). Master templates for the flying training syllabi are located on the AFSOC/A3TA SharePoint in the AFSOC Bookstore and in the AFSAWC Training Operations section, on the Syllabus in Coordination Page in the template file.

A3.4. Standardization. Standardization within and between weapons systems is the desired end state. Compare SOIs to other weapon systems, similar or dissimilar, to make sure the

content of the SOI is standardized in breadth, depth, number of events, number of hours, etc. For example, the differences and similarities among weapon system prerequisites should make sense, i.e., the same where appropriate and different where necessary. Training and knowledge/skills for weapon systems with the same requirement should be similar. Training tasks should be consistent across weapon systems with the same mission requirements.

A3.5. SOI Review checklist. The current SOI review checklist is located on the AFSOC/A3TA SharePoint in the AFSOC Bookstore.

Attachment 4**AFSOC FORM 42, PROGRAM FLYING TRAINING REQUEST, PROCESS**

A4.1. FTUs conduct training as directed by the PFT documents and MILPDS. Entry requirements are stated in each SOI and the ETCA. Use the AFSOC Form 42, *Program Flying Training Request*, to coordinate changes. This form is used to amend the PFT document and MILPDS schedule to include, but not limited to, the following.

A4.1.1. ETCA waiver requests.

A4.1.2. Request changes to PFT, (e.g., overages, class date changes, etc.).

A4.1.3. Build new courses/classes.

A4.1.4. Class swaps/other actions.

A4.2. Justification. Justifications should clearly state the need for the change and the impact if the change is not granted.

A4.3. Routing. AFSOC units route requests from SQ/CC through OG/CC to AFSOC/A3T. AFRC units route requests through AFRC/A3TR to AFSOC/A3T. Formal Training Units route requests through AFSOAWC to AFSOC/A3T. AFSOC/A1K or AFPC submit requests directly to AFSOC/A3T.

A4.3.1. **Coordination Process.** AFSOC/A3T will route requests to AFSOAWC for coordination. AFSOAWC will conduct a training capacity analysis and provide a PFT impact and training quality assessment. AFSOAWC will return the requests to AFSOC/A3T for approval/disapproval. **(T-2)**

A4.3.2. **Coordination Process Time.** The coordination process can take up to 21 days. Requested action with less than 21 days coordination time may be delayed.

A4.4. Capacity Analysis. A training capacity analysis consists of measuring available training resources to determine if training can be accomplished with available resources or identifying any limiting factors that require additional resources to accomplish training.

A4.5. PFT Impact Statement. A PFT impact statement will include additional Contract Instructor support requirements that result in additional costs beyond the scope of the existing contract. It will also include impacts to PFT due to a lack of training device availability (such as schedule changes or course graduation date extensions). **(T-2)**

A4.6. Class date change request. Formal Training Units (FTU) will conduct training as directed by the PFT document. In the event that unforeseen training capacity issues affect PFT execution, the FTU will request the PFT document be amended using an AFSOC Form 42. Requests will be routed through AFSOAWC to AFSOC/A3TA. AFSOC/A3T will coordinate the PFT document, MILPDS, and PFT management tool adjustments. **(T-2)**

Attachment 5**SAMPLE STUDENT STATEMENT ON INTENT**

MEMORANDUM FOR FTU/CC

FROM: (Student's Name)

SUBJECT: Faculty Board

I, (student's name), have read the Faculty Board Notification Letter, and I (have, have not) discussed my situation with other crewmembers. I request to have the following action take place.

I, (student's name), wish to self-eliminate from the (name of course). I understand that this action will disqualify me from future aviation service and could result in my discharge.

I, (student's name), will appear before a Faculty Board and discuss my training problems. I fully understand that the Faculty Board can either recommend I be eliminated or retained in training. I also understand that if I am retained in training and receive another (U) grade, I may be eliminated from training for failure to meet aircrew standards.

Student's Signature Block