COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

This publication implements Department of the Air Force Policy Directive (DAFPD) 36-26, *Total Force Development and Management*. It provides guidance and procedures for implementing new/emerging foundational and occupational training, and total force awareness training requirements throughout the Department of the Air Force (DAF). This manual has been developed in collaboration with the Chief of Air Force Reserve (AF/RE), the Director of the Air National Guard (NGB/CF), the Deputy Chief of Space Operations for Human Capital (SF/S1), and the Deputy Chief of Staff for Manpower, Personnel and Services (AF/A1). This manual applies to all DAF civilian employees and uniformed members of the, the Regular Air Force (RegAF), the Air Force Reserve (AFR), and the Air National Guard (ANG), United States Space Force (USSF), and those with a contractual obligation to abide by the terms of DAF issuances. This manual requires the collection and or maintenance of information protected by the Privacy Act of 1974 authorized by Department of Defense Instruction (DoDI) 5400.11, *DoD Privacy and Civil Liberties Programs*. The applicable System of Record Notices (SORNs) F036 AF PC C, *Military Personnel Records System*; DoD-0017, *Privacy and Civil Liberties Complaints and Correspondence Records*; F036 AF PC Q, *Personnel Data System (PDS)*; F036 AF A1 A, *Air Force Automated Education Management System (AFAEMS)*, and F036 AETC L, *Community College of the Air Force Student Transcript, Administration, and Records System*; DoD 0005, *Defense Training Records* are available at **https://dpcld.defense.gov/Privacy/SORNs.aspx**. This publication may be supplemented at any level, but all supplements must be routed to the OPR listed above for coordination prior to certification and approval. Refer recommended changes and questions about this publication to the office of primary responsibility (OPR) using the DAF Form 847, *Recommendation for Change of Publication*; route DAF Forms 847 from the field through the

appropriate functional chain of command. The authorities to waive wing/unit level requirements in this publication are identified with a tier ("T-0, T-1, T-2, T-3") number following the compliance statement. See DAF manual (DAFMAN) 90-161, *Publishing Processes and Procedures*, Table A10.1, for a description of the authorities associated with the tier numbers. Submit requests for waivers through the chain of command to the appropriate tier waiver approval authority, or alternately, to the publication OPR for non-tiered compliance items. Ensure all records generated as a result of processes prescribed in this publication adhere to Air Force Instruction 33-322, *Records Management and Information Governance Program*, and are disposed in accordance with the Air Force Records Disposition Schedule, which is located in the Air Force Records Information Management System. The use of the name or mark of any specific manufacturer, commercial product, commodity, or service in this publication does not imply endorsement by the Department of the Air Force.

SUMMARY OF CHANGES

This document has been substantially revised and needs to be completely reviewed. Major changes include staff assistance visits (SAV) requirements, inclusion of staff selects for craftsman skill-level, and an update to quarterly training meetings. A margin bar (|) indicates newly revised material.

Chapter 1

OVERVIEW

1.1. Overview. The full spectrum of air and space force capabilities stem from the collective efforts and expeditionary mindset of the Total Force. At the core of this spectrum, is a superior training regimen that prepares service members with the right skill sets and capabilities to be flexible and responsive to changing mission requirements and world events. The enterprise military training system ensures accurate, timely, relevant, affordable, and appropriate training is available for the Total Force, including the RegAF, the ANG, the USSF, and civilians of the DAF, anywhere, anytime.

1.2. Vision. Education and training are the foundation of our air and space advantage. Education is the formal academic instruction offered by institutions of higher learning in each discipline. Training is a set of events or activities presented in a structured manner for the attainment of skills, knowledge, and aptitude required to meet job performance requirements. All Airmen and Guardians, whether instructor or student, have a role in ensuring the enterprise remains the most technically proficient, well-educated, and best-trained Air and Space Force in the world.

1.3. Accession Training. Regular Air Force, USSF, Air Force Reserve, Air National Guard, and Department of the Air Force civilians attend employee-type specific accession training. Enlisted recruits with no previous military service attend Basic Military Training (BMT) while recruits with prior non-Department of the Air Force military service attend the Enlisted Airman Orientation Course (EAOC) (optional for reserve or guard personnel) or the Guardian Orientation Course. These courses are conducted by Air Education and Training Command (AETC) for United States Air Force (USAF) recruits and by Space Training and Readiness Command (STARCOM) for Guardians. Enterprise agencies desiring changes to USAF BMT, or EAOC curriculum should submit requests, in writing, to the Second Air Force chief training office (2 AF/CTO); change requests for USSF BMT or Guardian Orientation Course curriculum should be submitted in writing to STARCOM/S2/3 for approval and coordination. Training for officer accessions is conducted by the source of commission.

1.4. Training in Support of Force Development. Training Airmen and Guardians is a top enterprise priority and key to developmental efforts in providing warfighting assets to combatant commanders. Total force development includes dynamic and deliberate training to ensure service members possess the right expertise and competencies to meet operational needs. The enterprise is committed to a career-long, deliberate process to integrate individual training with developmental opportunities to produce adaptable, knowledge-enabled Airmen and Guardians for today and tomorrow.

Chapter 2

ROLES AND RESPONSIBILITIES

2.1. Headquarters Air Force (HAF).

2.1.1. AF/A1 is the lead for training policy with Air Force/Development Learning Division (AF/A1DL) as the OPR. Within the USSF, SF/S1 acts as the lead for training policy with Chief Human Capital Office Force Development (SF/S1D) as the OPR.

2.1.2. AF/A1DL provides budget oversight and advocates for program requirements during the various planning, programming, budgeting, and execution cycles. Additionally, AF/A1DL develops and oversees training policy for upgrade training and Total Force awareness training (TFAT) in support of the Total Force mission. SF/S1D executes these functions for the USSF.

2.1.2.1. Advises service level career field managers (CFM) on training policy.

2.1.2.2. Advises inspection agencies of current upgrade and ancillary training policy.

2.1.2.3. Coordinates on enterprise training program requirements with Department of Defense (DoD) and other agencies.

2.1.3. Service level CFMs ensure assigned DAF specialties are trained and utilized to support DAF mission requirements by determining specialty training tasks, requirements, and resources. The CFM also determines the need for course development including advanced and 7-level courses. **Chapter 3** details responsibilities relating to career field training management.

2.2. Air Force Personnel Center Work Force Development (AFPC/DP3D):

2.2.1. Develops guidance to implement training policy, manages operations necessary to support training programs, coordinates policy changes through appropriate major command (MAJCOM)/field command (FLDCOM), and reviews and coordinates on career field education and training plans (CFETP) prior to publication. Air Force Personnel Center Talent Management Division (AFPC/DPCZ) is the point of contact (POC) for civilian CFETPs.

2.2.2. Coordinates with CFMs on approvals for 3-skill level school waivers as described in Air Force manual (AFMAN) 36-2100, *Military Utilization and Classification.*

2.3. Air Education and Training Command (AETC):

2.3.1. Directs, assists, and monitors AF AETC formal schools. Authorizes the establishment of AETC schools and prescribes and approves their missions.

2.3.2. Manages and provides formal training, including initial, advanced, and supplemental training, delivered in-residence and through distance learning.

2.3.3. Implements approaches to learning that are learner-focused, modular, accessible, and competency-based. Captures, analyzes, validates, and catalogs the foundational and occupational competencies and credentials required to meet the strategic, operational, and tactical mission requirements of the enterprise and its functional communities.

2.3.4. Serves as the Force Development Registrar. Provides functional lead representation for DAF stakeholders for current and future Force Development learning services and oversees program management of the Education and Training Course Announcements (ETCA) database administration, maintenance, common system upgrades, releases, or enhancements.

2.3.5. Serves as the OPR and focal point for DAF instructional system development (ISD) procedural guidance, planning and programs for training requirements in system training plans, and prepares DAF ISD publications.

2.3.6. Develops, delivers, and manages all career development courses (CDC) and specialized courses in support of the enterprise upgrade training program.

2.3.7. Serves as the lead command for enterprise advanced distributed learning (ADL).

2.3.8. Serves as the DAF single manager for all special training programs and determines whether government agency or contractor conducted training best serves the needs of the DAF.

2.3.9. Conducts a triannual review of TFAT courses.

2.3.10. Co-chairs the DAF Learning Committee (DAFLC) and acts as the secretariat.

2.3.11. Collects, analyzes, and updates job data concerning: AF specialties, civilian occupational series, and weapon systems.

2.3.12. Propagates advances in learning and learning technologies and seeks efficiencies to create a learning framework that sustains diverse learning operations.

2.3.13. Builds formal and informal delivery options that universally develop Airmen and Guardians while providing a strong foundation of learning capabilities, processes, and analytics that will guide and define the structure and operations of integrated learning systems.

2.3.14. Guides the transition from episodic learning events to a model supporting anytime/anywhere learning.

2.3.15. Air Education and Training Command, Directorate of Force Development (AETC/A3) serves as a Senior Readiness Advisor and the Secretariat for the Ready Airman Training Council for all cross functional (Non-Air Force Specialty Code specific) training, from basic to advanced, required for worldwide contingencies.

2.4. AETC Training Pipeline Managers (AETC/TPM):

2.4.1. Direct training groups to develop course training plans, course resource estimates, and service-test plans to identify resource impacts.

2.4.2. Advise DAF CFMs on the health of training pipelines, coordinates course revisions, directs resources and logistics, and monitors student man-year utilization to ensure effective execution of Air Force resources.

2.4.3. Collaborate with DAF CFMs to determine utilization criteria in analyzing feedback.

2.4.4. Collaborate with stakeholders to identify resources needed to resolve training deficiencies.

2.4.5. Coordinate with MAJCOM/FLDCOM functional managers on training activities.

2.4.6. Manage process to certify training plans and CREs.

2.4.7. Assist Second Air Force, Strategic Plans, Programs, and Requirements (2 AF/A5/8/9) in developing and coordinating the program objective memorandum (POM) for funding of basic and technical training by validating, prioritizing, and advocating for resources (manpower and funds) in accomplishing program objectives for training life cycle management.

2.4.8. Coordinate on AETC Form 1, *Course Cancellation/Discontinuation Request.*

2.5. MAJCOM Functional Managers (MFMs)/MAJCOM Functional Advisors, National Guard Bureau Career Field Managers (NGB CFM) and USSF equivalents:

2.5.1. Determine education and training activities for their respective specialties.

2.5.2. Manage training programs for applicable Air Force specialties, provide guidance and policy interpretation to subordinate units, serve as the command representative at the specialty training requirements team (STRT), utilization and training workshop (U&TW), and provide the command position on training issues.

2.5.3. Review draft CFETPs to ensure coverage of mission, peacetime, readiness, and contingency requirements and add command-unique requirements to an AF job qualification standard (JQS), if required. **Note**: Responsibility accomplished by Space Force CFMs for Space Force CFETPs.

2.5.4. Approve the course chart training standard (CCTS) for Type 4 field training. The CCTS constitutes a contract to provide equipment, facilities, and maintenances instructor augmentees, as necessary.

2.5.5. Approve or disapprove any waiver request of mandatory training requirements for individuals identified to attend field training advanced and supplemental courses that are not specified in the respective specialty CFETP.

Chapter 3

CAREER FIELD FUNCTIONAL TRAINING MANAGEMENT

3.1. Overview.

3.1.1. Service level CFMs are appointed by their Deputy Chief of Staff or director to ensure development, implementation, and maintenance of CFETP for their assigned specialties. CFMs communicate directly with MFMs, NGB CFMs, and AETC training pipeline manager to disseminate career field functional training policy and program requirements.

3.1.2. CFMs' Functional Training Management Responsibilities:

3.1.2.1. Approve or disapprove individual waiver requests of mandatory training requirements identified in their respective specialty CFETP. ARC waiver authority is the respective ARC functional managers. **Note:** Entry level waiver requirements remain with the USAF or USSF CFM.

3.1.2.2. Develop criteria to accelerate individual training when it is in the best interest of the enterprise.

3.1.2.3. Conduct the STRT/U&TW meetings, in partnership with the AETC/TPM, to develop and review life-cycle DAF specialty performance and training requirements. Additional CFM STRT/U&TW responsibilities include:

3.1.2.3.1. In partnership with the AETC/TPM, identify issues; establish the agenda; determine participants, time frame, location, and additional staffing requirements; ensure minutes are prepared and distributed; and monitor the status of action items. The CFM and AETC/TPM signs and publishes the minutes before adjourning the STRT and U&TW. **Note**: If the STRT was held without a U&TW, only the CFM signs the meeting minutes.

3.1.2.3.2. Chair the portion of the STRT and U&TW for utilization, authorization, and general career field mission issues.

3.1.2.3.3. Ensure direct involvement and participation of subject-matter experts from the field.

3.1.2.3.4. Ensure, where applicable, the direct involvement and participation of the AF Career Development Academy (AFCDA) personnel in STRT/U&TW proceedings impacting development, revision, or deletion of CDCs or specialized courses used for career field upgrade training.

3.1.2.3.5. Develop a CFETP for life-cycle training at appropriate points throughout a career path.

3.1.2.3.5.1. Ensure conformity with formatting, standardization, and publication guidance along with currency and accuracy of technical references cited in the CFETP.

3.1.2.3.5.2. Ensure risk management processes are incorporated in all applicable areas of training in concert with the U&TW process. It is the CFM's responsibility to specify the exact risk management-related tasks and identify offsets or additional resources for this training.

3.1.2.3.5.3. Establish the career field progression within the CFETP. AF CFMs must ensure their respective CFETP embodies Airmanship and incorporates the following competencies that align with the Air Force foundational competencies: communication, accountability, teamwork, analytical thinking, and resource management. **(T-1)** This foundational competency requirement should be accomplished through attrition and during respective STRTs with support from Air Education and Training Command, Occupational Competencies Branch (AETC/A3J), SF CFMs must ensure their respective CFETP embodies the Guardian Ideal with support from Space Delta 13 (STARCOM).

3.1.2.3.5.4. Validate training requirements in coordination with the MFMs and NGB CFMs and identify training detachment-provided training in CFETP.

3.1.2.3.5.5. Ensure final version of the CFETP is coordinated with AFPC/DP3D and AETC/TPM using DAF Form 673, *Department of the Air Force Publication/Form Action Request,* prior to publication through AF Departmental Publishing Office.

3.1.2.3.5.6. Conduct annual review of the CFETP and corresponding documents such as Air Force Job Qualification Standard (AFJQS). Notify Air Force Personnel Center/Workforce Development (AFPC/DP3DW) with date of review and if applicable: identified discrepancies, and action plan.

3.1.2.3.6. Determine distribution of training documents such as CFETPs, AFJQS, etc.

3.1.2.3.7. Develop competency models for career field education and training requirements. Guidance for competency models can be found in AFH 36-2647, *Competency Modeling.*

3.1.2.3.8. Ensure, where applicable, the direct involvement and participation of AFCDA personnel in STRT/U&TW proceedings impacting development, revision, or deletion of CDCs or specialized courses used for career field upgrade training.

3.1.2.4. Ensure formal training requests are processed according to the ETCA SharePoint site. The link is found on the AF Portal.

3.1.2.5. Establish and maintain regular coordination with appropriate MAJCOM/FLDCOMs, ARC functional managers to ensure training consistency and quality.

3.1.2.6. Approve specialized procedures for training to include identification of core tasks, coordinating with the functional area manager (FAM) to identify deployment unit type code (UTC) task requirements, special certification, and frequency of recurring certification requirements, special experience identifier review, and training record maintenance.

3.1.2.7. Oversee the CDC program for assigned enterprise specialties. CFMs also review CDCs for accuracy and initiate actions to develop new or revised CDCs to meet new requirements.

3.2. Career Field Education and Training Plan.

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

3.2.1.1. Officer CFETPs are used only when the CFM determines there is a need.

3.2.1.2. Civilian CFETPs meet all the same development requirements as enlisted or officer. Air Force Personnel Center/Assignment & Workforce Development (AFPC/DPML) coordinates and publishes.

3.2.1.3. Special duty identifier and reporting identifier CFETPs are developed, if required, by the CFM.

3.2.1.4. Forward recommended changes, additions, or deletions to a published military CFETP to the MFM and NGB CFM of the AF specialty. Civilian CFETP change requests are forwarded to AFPC/DPML.

3.2.1.5. AFJQS. CFMs issue AFJQS for unique duty positions, weapons systems, or equipment. The AFJQS supplements the CFETP, Part 2, by outlining specific skill and task requirements. AFJQS publication must follow the same process as a CFETP. CFMs must review and approve any MAJCOM/FLDCOM JQS. **(T-2) Note**: Limit use of AFJQS to the absolute minimum to reduce duplicate documentation.

3.2.2. CFETP Format. The CFETP is designed to meet enterprise specialty needs. For guidance on preparing and publishing a CFETP refer to **Attachment 4.**

3.2.3. STRT and U&TW Procedures. Use the STRT and U&TW as forums to determine education and training requirements, by bringing together the expertise to establish the most effective mix of formal and on-the-job (OJT) training for each enterprise specialty skill-level. Also, use the forums to create or revise training standards and set responsibilities for providing training. For guidance on preparing and publishing a CFETP refer to **Attachment 4.**

3.3. Personnel Skills Development.

3.3.1. Overview. The purpose of functional training is to ensure everyone is prepared to meet mission requirements. Training programs for the Total Force are developed using the continuum principle.

3.3.2. Enlisted personnel skill-level training requirements. Enlisted personnel must complete all mandatory training requirements as outlined in this DAFMAN, the specialty description in the AF Enlisted Classification Directory (AFECD), and the applicable CFETP for award of the 3-, 5-, 7-, and 9-skill levels. **(T-1)** Unit commander or designated representative (must be appointed in writing by Unit commander) is the approval authority for all upgrade training actions. **(T-2)** The following outlines the minimum requirements for award of these skill-levels:

3.3.2.1. Apprentice. Complete an initial skills training course(s) for award of the 3-skill level. Retraining into an AFSC may be accomplished via OJT training alone only when specified in the retraining instructions and as approved by the CFM, Reserve MFM, or NGB CFM. Personnel retraining via OJT training may be awarded a 3-skill level when they complete knowledge training on all tasks taught in the initial skills course, other tasks, and mandatory requirements identified by the CFM.

3.3.2.2. Journeyman. Complete mandatory CDCs (if applicable), time in training (if applicable as determined by the CFM), and mandatory core tasks as needed for upgrade in the CFETP (see **Part 1** and **Part 2**). Supervisors may identify and standardize local tasks for upgrade. Core tasks not applicable or available at home station are not required for upgrade, unless specified by the CFM. Units are not required to send personnel temporary duty (TDY) for core task training. Document core tasks not required, with justification, in the service members' DAF Form 623A, *On-the-Job Training (OJT) Record Continuation Sheet*, or approved electronic equivalent. Award of the 5-skill level requires completion of mandatory requirements listed in the AFECD, supervisor recommendation and commander approval. **(T-1)** Minimum time in training required for the award of 5-skill level is determined by the CFM. Individuals in retraining status, training status code (TSC) "F" are subject to the same training requirements.

3.3.2.3. Craftsman. Be at least a Staff Sergeant/Sergeant (E-5) select, complete mandatory CDCs (if applicable), time in training (if applicable), complete 7-skill level craftsman course (if applicable), and mandatory core tasks needed for upgrade in the CFETP (see Part 1 and Part 2 of the CFETP). Supervisors and commanders may identify and standardize local tasks for upgrade. Core tasks not applicable or available at home station are not required for upgrade unless specified by the CFM (units are not required to send personnel TDY for core task training). Document core tasks not required, with justification, in the Airman's DAF Form 623A, or approved electronic equivalent. Award of the 7-skill level also requires completion of a 7-skill level craftsman course (if applicable) along with mandatory requirements listed in the AFECD, supervisor recommendation and commander approval and required minimum time in training (if any) determined by the CFM. Individuals in retraining status (TSC G) are subject to the same training requirements.

3.3.2.4. Superintendent. Must be at least a Senior Master Sergeant (E-8), meet mandatory requirements listed in the AFECD and CFETP, recommended by their supervisor and approved by their commander for award of the 9-skill level. **(T-2)**

3.3.3. Officer Skills Training Requirements.

3.3.3.1. Enter initial skills training as applicable and complete all requirements (knowledge, education, experience, and training) listed in the specialty description in the AF officer classification directory (AFOCD) and CFETP, if applicable.

3.3.3.2. Complete advanced or supplemental education and training courses, as required by the CFM.

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

3.3.4. Waiving specialty qualification requirements. Specialty qualification requirements are published in the AFOCD and AFECD, and the CFETP. These requirements may be for entry, award, or retention of the enterprise specialty and respective skill-level. However, special circumstances may warrant waiving these requisites. A waiver saves training resources without impacting career field progression or mission accomplishment when an individual possesses qualifications equivalent to the established requirements. Comply with procedures for processing waiving of mandatory training requirements outlined in AFMAN 36-2100, paragraph 2.3.7.

Chapter 4

FORMAL TRAINING

4.1. Overview. Formal training is a key part of the enterprise training resource and plays a vital role in maintaining readiness and a quality force. The objectives are to develop and maintain professional and technical skills, knowledge, and abilities to meet enterprise needs. It provides advanced and supplemental training courses for officers, enlisted, and civilian personnel when other types of training such as OJT, unit training, or exportable training will not satisfy the need.

4.2. Roles and Responsibilities.

4.2.1. AFPC/DP3D is the OPR for the formal training program. Personnel assigned to AETC are responsible for life-cycle management (planning, directing, implementing, and overseeing) of AETC formal training pipelines. This process begins with BMT and extends through advanced skills courses. Personnel administer and execute MAJCOM/FLDCOM level training management to include prioritizing and advocating training resource requirements to the Air Staff.

4.2.2. AETC Training Pipeline Managers (AETC/TPM).

4.2.2.1. In partnership with the CFM, acts as an advisor during the STRT process and serves as co-chair for the U&TW meetings; provide meeting participants information concerning training policy guidance and resource impact recommendations.

4.2.2.2. Advises CFM on timelines to request occupational analysis data, Field evaluation questionnaire summaries, trend analyses, etc. for use during the STRT. Uses feedback data to recommend efficient and effective training delivery methods. In coordination with the DAF CFM, determines if proficiency levels for AETC courses require adjustment based on feedback data and available resources.

4.2.2.3. Supports the CFM to ensure training meets AF specialty requirements.

4.2.2.4. Coordinates all initial skills training requirements are documented through development of the CFETP. List all advanced/supplemental courses in the CFETP and explains what drives the requirement for the course (certification, upgrade training, equipment, assignment, etc.). New or revised CFETP changes are based on internal or external training evaluation and feedback. Reviews and coordinates (include ARC CFMs on coordination) on CFETPs prior to publication.

4.2.2.5. Provides CFM with information to identify and justify unfunded training resource requirements such as: resource impact statements, STRT/U&TW minutes, and other applicable meeting minutes. Produces standardized meeting minutes in partnership with the CFM to accurately reflect training decisions and maintain UT&W results.

4.2.3. MAJCOM/FLDCOMs.

4.2.3.1. Develop training and education programs and provide guidance to schools under their jurisdiction. Use the course development decision logic process to categorize formal courses in **Attachment 3**. All charts are used singularly or in varying combinations to meet DAF training needs.

4.2.3.2. Appoint a commander or commandant and a faculty board for each school in the command and determine board procedures within the scope of applicable DAF instructions. The authority to appoint a commandant may be delegated to a subordinate commander having jurisdiction over the school. Authority to appoint a board and to determine its procedures may be delegated to a commissioned officer at any level of command.

4.2.3.3. Request force development command assistance, as needed, to identify and adopt emerging technologies, processes, and best practices to continually advance education and training programs under the jurisdiction of the given MAJCOM or FLDCOM. When assistance is needed, contact force development (FD) command through the FD gateway at Air Education and Training Command /Programs Compliance and Support Branch (AETC/A3G). As the AETC designated entry-point for FD support, the FD gateway will receive and validate FD mission requests, coordinate with appropriate authorities to prioritize requests, and route to appropriate office or agency for action. **(T-1)**

4.3. Education and Training Course Announcement (ETCA).

4.3.1. ETCA serves as a reference for the USAF, USSF, other military services, DoD government agencies, and security assistance programs. ETCA is an internet information resource located in the AETC SharePoint environment. ETCA can be accessed through the AF Portal and contains procedures, reporting instructions, course information, funding information, and listings for formal and AF ancillary courses conducted or managed by the MAJCOM/FLDCOMs or other agencies. **Note**: For RegAF, AETC TDY-to-school funds are obtained by processing orders through the TDY-to-school site.

4.3.2. All users with an active Air Force network (AFNET) account and originating from a .mil or .gov domain can access ETCA. Users outside the .mil and .gov domain are allowed access on a case-by-case basis. Contractor requests are verified to determine the contractor's relationship with the government.

4.3.3. Organizational Responsibilities.

4.3.3.1. Air Education and Training Command/Learning Professionals and Force Development Credentials (AETC/A3B):

4.3.3.1.1. Serves as ETCA program manager and oversees ETCA database administration, maintenance, common system upgrades, releases, and enhancements. Requestors are responsible for funding all unique system changes.

4.3.3.1.2. Grants organizational administrative access to functional POCs and course maintainers.

4.3.3.1.3. Performs quarterly course reviews within the ETCA and informs functional POCs and ETCA course maintainers of course announcements that are overdue for annual review.

4.3.3.2. MAJCOM/FLDCOMs and other agencies designate a POC responsible for the courses being conducted or administered by the command/agency. Any MAJCOM/FLDCOM or other agency courses in the ETCA will coordinate with ETCA course maintainers for applicable ETCA content and establish procedures for monitoring and updating information. **(T-2)**

4.3.3.3. Functional POCs and ETCA Course Maintainers:

4.3.3.3.1. Request ETCA course maintainer access through the ETCA site or via email to the Air Education and Training Command/Force Development Registrar (AETC/A3BL ETCA) Inbox (**AETC.A3PZ.ETCAinbox@us.af.mil**).

4.3.3.3.2. Conduct an annual review of ETCA course announcements to ensure all course information is current, correct, and complete on the ETCA site. Contact the ETCA program manager for problem resolutions via the AETC/A3BL ETCA inbox (**AETC.A3PZ.ETCAinbox@us.af.mil**).

4.3.3.3.3. Coordinate with AETC/FMAM on all AETC formal training course changes impacting funding such as courses added or deleted, course length and location changes, excess baggage, or travel directions.

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

4.3.3.3.5. Functional POCs task ETCA course maintainers to conduct an annual review of their respective course announcements. Accomplish necessary updates to ensure data is current, correct, and complete. AETC/A3B is the waiver authority for these requirements.

4.4. DAF Instructional Systems Development (ISD).

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

4.4.2. AETC Force Development Policy Branch (AETC/A3KP) is the OPR for Department of the Air Force handbook (DAFH) 36-2675, *Information for Designers of Instructional Systems*, which outlines the ISD implementation process. Each command provides additional guidance as required.

4.4.3. AETC ISD Responsibilities.

4.4.3.1. Distribute ISD-related information as requested and assists other MAJCOM/FLDCOMs and FOAs with ISD-related information.

4.4.3.2. Develop and manage ISD training courses.

4.4.3.3. Coordinate with CFMs and MAJCOM/FLDCOMs to ensure the most cost-effective mix of resident, advanced distributed learning (ADL), correspondence, field, unit, contract, and other agency training across the entire career pyramid.

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

4.4.3.5. Collect, analyze, and update job data concerning: DAF specialties; civilian occupational series; and weapon systems. AETC will continue to provide field training support to ARC when a weapon system is no longer maintained by the AF and only operated by ARC. **(T-2)**

4.4.3.6. Use the ISD process to determine if training is the best solution to resolve skills, knowledge, and attitude gaps.

4.4.4. MAJCOM/FLDCOM ISD Responsibilities.

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

4.4.4.2. Review proposed system acquisition or modification programs to ensure subordinate organizations use the ISD process (to include media and cost benefit analysis) to decide upon the mix, quantity, sophistication of training equipment, and use of technology to deliver efficient and cost-effective courseware. **Note**: Refer to AFI 65-501, *Economic Analysis*, for specific information on cost analysis.

4.4.4.3. Use the planning, programming, budgeting, and execution system to ensure subordinate organizations are funded to meet training requirements.

4.4.4.4. Define the proficiency level (education and training) qualifications for personnel selected to plan, develop, or manage instruction. Consider continuous needs appropriate to maintain personnel qualifications.

4.4.4.5. Appoint appropriate representatives to serve on training planning teams, STRT, U&TW, and specialty training standard (STS) and course training standard reviews.

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

4.5. AF Career Development Academy (AFCDA)(2 AF/A3A). Authority and responsibility to develop, deliver, and manage all Total Force CDCs and specialized courses in support of the enterprise upgrade training program. AFCDA responsibilities include:

4.5.1. Submit current and future year resource requests to 2 AF staff directorates for manpower, facilities, support services, budget and financial plans, policy guidance, staff oversight, and required support to meet AFCDA mission needs.

4.5.2. Establish policy and guidance for the development, delivery, enrollment, and completion of CDCs in coordination with AF/A1DL (and SF/S1D for the USSF).

4.5.3. Develop, revise, deliver, or delete unclassified CDCs as required by the CFM.

4.5.4. Coordinates with CFM and supervises learning engineer to develop content of CDCs ensuring CDCs meet or exceed specialty training standard (STS) criteria.

4.5.5. Advise CFMs of CDC development issues. Informs CFMs and learning engineers when CDCs are deactivated and activated.

4.5.6. Conduct reviews of CDCs and specialized courses to validate the requirements for the courses and currency of their content.

4.5.7. Prescribe educational and interactive multimedia instructional development publishing standards for all media and ensure instructional soundness of CDCs and specialized courses.

4.5.8. Provide course examination results data and other pertinent course content data to CFMs and learning engineers.

4.5.9. Provide AFSC listings and CDC information, ensuring updates are reflected within 5 duty days of CDC activations and deactivations.

4.5.10. Develop and manage CDC end-of-course surveys for students and supervisors.

4.5.11. Compile responses and provide course analyses to CFMs and learning engineers.

4.5.12. Develop and administer CDC writer course to train learning engineers on curriculum development methodology.

4.5.13. Ensure CDCs are available to AETC Innovation and Analysis (AETC/A9/SAS) for use in preparing and providing references for specialty knowledge tests in support of the weighted airman promotion system (WAPS).

4.6. CDC Creation.

4.6.1. Learning engineers serve as subject-matter experts, complete course outlines and task analysis worksheets, assist AFCDA in the development of CDCs and associated assessments, review course development artifacts, and conduct CDC beta tests along with ensuring copyright permissions are obtained from the author or copyright holder, as required.

4.6.2. The CFM defines who enrolls and completes new CDCs and specialized courses after CDC or course activation to include whether the CDC or course is applicable to individuals in other training situations. As a minimum, CFMs consider the following factors:

4.6.2.1. If the new CDC or specialized course replaces another course currently being used to meet the career knowledge requirement, determine if trainees currently in the original course should finish or disenroll immediately, and under what conditions.

4.6.2.2. If the new CDC or specialized course does not replace another CDC or course, establish the conditions of enrollment to include the target population. If a target population does not enroll in the new course, identify interim career knowledge training requirements.

4.6.2.3. Determines CDC or specialized course requirements resulting from STRT and U&TW, AF specialty mergers, weapons system conversions, or force structure changes. Consider trainees already in transition training and future trainees.

4.6.3. The CFM will approve the CDC or specialized course content, in coordination with the learning engineer, before activation. **(T-1)** The CFM coordinates with AFPC Workforce Development to announce the course target group, activation date, and enrollment or disenrollment instructions. (See **Figure 4.1**.).

4.6.4. Once approved, AFCDA updates the AFSC listing and CDC catalog as necessary.

Figure 4.1. Sample Career Development Course Activation Message.

SUBJECT: ACTIVATION OF CAREER DEVELOPMENT COURSE (CDC) XXXXX EDIT CODE 01

1. This message provides guidance to all Base UTMs and supervisors for personnel in 5-skill level upgrade training

in AFSC XXXXX. The following instructions are provided by the XXXXX AF CFM.

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2. CDC XXXXX EC 01 was activated effective 14 February 2017. All personnel entering upgrade training on or after 14 February 2017 must complete CDC XXXXX EC 01 as part of the 5-skill level upgrade training requirements. All personnel must complete the requirements outlined in Department of the Air Force manual 36-2689, unless specified by the AF CFM.

3. This is an AF/A1DL and AFPC/DP3D coordinated message, ensure widest dissemination and compliance. The POC for this message: AF/A1DL. Subordinate units and supervisors coordinate your questions through your unit or base training manager (BTM).

4.7. Managing CDCs.

4.7.1. AFCDA publishes, via MyLearning, an AFSC listing to reflect all AFSCs with CDC requirements.

4.7.2. Unit and BTMs use the listing to determine course enrollment requirements.

4.7.3. The CFM must notify, as a minimum, AFCDA and AFPC Workforce Development (AFPC/DP3D) whenever activating, revising, or deactivating CDCs to ensure the action is publicized. **(T-2)**

4.7.4. The CFM approves CDCs and specialized courses for activation, initiate actions to develop new or revised CDCs and specialized courses, and review CDCs and specialized courses for accuracy.

4.7.5. The CFM has the authority to waive CDC requirements when it is in the best interest of the AF. (See **Figure 4.2**.).

Figure 4.2. Sample Career Development Course Deactivation Message.

SUBJECT: DEACTIVATION OF CAREER DEVELOPMENT COURSES XXXXX EDIT CODE 01 AND ACTIVATION OF CAREER DEVELOPMENT COURSE (CDC) XXXXX EDIT CODE 02

1. This message provides guidance to all Base, UTMs and supervisors for personnel in 5-skill level upgrade training in AFSC XXXXX. The following instructions are provided by the XXXXX AF CFM.

2. CDC XXXXX Edit Code (EC) 01 was deactivated effective 14 February 2017 and CDC XXXXX EC 02 was activated effective 14 February 2017. All personnel entering upgrade training on or after 14 February 2017 must complete CDC XXXXX EC 02 as part of the 5-skill level upgrade training requirements. Personnel enrolled in CDC XXXXX EC 01 prior to 14 February 2017 must complete the course as part of the 5-skill level upgrade training requirements and are not required to complete the new version. All personnel must complete the requirements outlined in DAFMAN 36-2689, unless specified by the AF CFM.

3. This is an AF/A1DL and AFPC/DP3D coordinated message, ensure widest dissemination and compliance. The POC for this message: AF/A1DL. Subordinate units and supervisors coordinate your questions through your unit or BTM.

4.8. Advanced Distributed Learning (ADL).

4.8.1. ADL models can be used in combination with other forms of instruction or can be used to create wholly virtual classrooms. ADL is an evolving, outcomes-focused approach to distributed learning that blends standards-based models emphasizing reusable content objects, content and learning management systems, performance support systems and devices, web applications services, and connectivity. Air Force myLearning is a system that delivers ADL content, tracks student progress, and provides a variety of reporting capabilities.

4.8.2. The DAF emphasis is on converting courses to ADL instruction, where appropriate, to deliver training anywhere, anytime. ADL is the evolution of distributed learning (DL) and, although agencies may use different terms (i.e., exportable training, Type 6), all fall within the enterprise definition of ADL.

4.8.3. Organizational Responsibilities.

4.8.3.1. AETC is the lead command for enterprise ADL with AETC/A3G as the OPR. HQ AETC's responsibilities include:

4.8.3.1.1. Provide input to AF/A1DL and SF/S1D to support development of AF ADL policy and guidelines to implement AF ADL policy. In coordination with AF/A1DL, recommend training solutions to the Office of the Deputy Assistant Secretary of Defense (Readiness) Training Readiness and Strategy Directorate and J7 staff.

4.8.3.1.2. Provide execution oversight, integration, and management direction in support of ADL and coordinate ADL functions and implementation actions for the Total Force in concert with the offices of corollary responsibility from the ARC.

4.8.3.1.3. Execute ADL program management office function. AETC/A3G is the designated enterprise representative to serve on the Defense Advanced Distributed Learning Action Committee. As the enterprise representative, AETC:

4.8.3.1.3.1. Collects, prioritizes, and forwards programming and budget actions for ADL through command channels for DAF ADL systems that cut across MAJCOM/FLDCOMs. Participates in forums to develop, review, and approve policy and practical issues related to DoD ADL research and development and combatant command training requirements.

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

4.8.3.1.3.3. Provides oversight for ADL to increase readiness, reduce costs, and increase flexibility and application, when possible.

4.8.3.1.3.4. Evaluates new training technologies and determines their application to AF training programs.

4.8.3.1.3.5. Defines standards for DAF ADL software, hardware, and courseware system specifications.

4.8.3.1.3.6. Coordinates with Office of the Secretary of Defense, MAJCOM/FLDCOMs, and intra-service agencies or commands, as required, to implement ADL standards and ensure interoperability.

4.8.3.1.3.7. Ensures the identification of ADL course conversion candidates and assists with conversion efforts for AF courses, as requested.

4.8.3.1.3.8. Assists with contract support to develop or redesign courseware for ADL.

4.8.3.1.3.9. Coordinates ADL issues with MAJCOM/FLDCOMs, disseminates ADL information and implements technological advances.

4.8.3.1.3.10. AETC/A3G maintains a list of MAJCOM/FLDCOM ADL OPRs for coordinating cross-MAJCOM/FLDCOM ADL capability issues and inputs. Submit ADL OPR updates to AETC/A3G.

4.8.3.1.4. Assists using MAJCOM/FLDCOMs, other services, joint or combined commands, and foreign governments when AF authorizes such actions under the security assistance program, with identifying special training needs.

4.8.3.1.5. Validates requests for special training (except for recurring en route training or operational flying training); determines the most economical and efficient methods to meet needs and requirements; provides or contracts for special training, reviews the necessity of training; and determines whether sufficient funds are available to support the training if contracting is necessary.

4.8.3.1.6. Assists survey users in obtaining future requirements forecasts; validates and processes out-of-cycle and emergency requests; and assists using MAJCOM/FLDCOMs in developing and validating non-system-specific special training requirements.

4.8.3.1.7. Assists the training planning teams in developing the system training plan and set allocations to support system-specific training requirements.

4.8.3.1.8. Negotiates, writes, and implements contracts for special training or prepares and approves training statements of work or performance work statements and contract line items for inclusion in defense system acquisition requests for proposal. Approves contractors' proposals for preparing and conducting special training and provides technical surveillance of contractor performance.

4.8.3.1.9. Determines the entry requirements for special training and, if necessary, coordinates the preparation of an entrance examination.

4.8.3.1.10. Issues reporting instructions and allocations through the military personnel data system (MilPDS) and oracle training administration.

4.8.3.1.11. Manages information to include cost, student production, and training quality.

4.8.3.1.12. Maintains an audit trail of contracted security assistance training and all USAF-funded training in support of Department of Defense directive (DoDD) 5000.01, *The Defense Acquisition System* operations and maintenance training; international military education and training; and grants-in-aid.

4.8.3.1.13. Plans, programs, funds, and controls special training requirements and assists the acquisition agencies in developing training requirements for new systems and programs in which MAJCOM/FLDCOMs participate.

4.8.3.2. MAJCOM/FLDCOMs.

4.8.3.2.1. Designate a command ADL OPR for coordination and integration of ADL, and notify, by letter, AETC, Directorate of Operations and Communication (AETC/A3/6), Learning Services Operation Division (AETC/A3G), Directorate of Plans, Programs, and Requirements (AETC/A5/8), and Acquisition Division (AETC/A5Q).

4.8.3.2.2. Identify funding used in support of ADL objectives using the appropriate ADL program element code.

4.8.3.2.3. Submit all plans in support of ADL implementation to AETC/A3G to ensure compliance with policy, plans, and standards.

4.8.3.2.4. Plan, program, and account for all ADL students and report, as required, by AETC. Use standardized course characters for ADL and post course descriptions as specified on the ETCA SharePoint site.

4.8.3.2.5. Provide funding for adequate infrastructure, facilities, equipment, and manpower for agency-specific ADL course creation, conversion, and sustainment. Ensure media and economic analyses are performed prior to all ADL and non-ADL course development or redesign. Each agency is responsible for their individual program objective memorandum submissions.

4.8.3.2.6. Ensure courseware acquired or developed complies with Section 508 of the Rehabilitation Act of 1973: (29 United States Code (USC) § 794 (d), *Nondiscrimination Under Federal Grants and Programs*) to require federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. Where undue burden can be shown, the MAJCOM/FLDCOM OPR works with the originating agency and coordinates with the MAJCOM/FLDCOM chief information officer to provide appropriate documentation.

4.8.3.2.7. Appoint a primary and alternate DAF distance learning POC for each base in the command to perform duties. MAJCOM/FLDCOM/A1 ADL OPR will notify 2 AF of any changes to base distance learning POC appointments using the distance learning POC worksheet accessible on the Air Force distance learning point of contact (DL POC) listing MilSuite site. **(T-1)** 2 AF contact information is found in worksheet instructions.

4.8.3.2.7.1. Only MAJCOM/FLDCOM-appointed base distance learning OPRs are authorized to request AETC distance learning training products (i.e., course materials, tests, and broadcasts). Base distance learning POC informs unit training managers (UTM) of upcoming AETC presentations.

4.8.3.2.7.2. MAJCOM/FLDCOM distance learning POCs ensure all base distance learning POCs receive training to perform specific duties and responsibilities to administer AETC distance learning found in **Attachment 8**. Provide newly assigned base distance learning POCs training within 90 calendar days of POC assignment.

4.8.3.3. Commanders and commandants of enterprise schools.

4.8.3.3.1. Develop, maintain, and update internal ADL plans to execute ADL implementation responsibilities. Ensure classroom modernization is compatible with AETC-approved ADL standards. Train instructors and training developers to use ADL media. Produce ADL products in accordance with AETC-approved standards. **(T-2)**

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

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

4.8.3.3.4. Support assigned ADL facilities and functions with equipment maintenance, courseware management, and test administration and management.

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

4.8.3.3.6. Develop courseware that meets applicable DoD and enterprise ADL standards and policies. Provide inputs for clearinghouse and repository courseware inventory of completed ADL products. Maintains course versions to reference.

4.9. Interactive Multimedia Instruction and Advanced Distributed Learning Developer Responsibilities.

4.9.1. Develop or manage ADL or interactive multimedia instruction (IMI) as prescribed within DoDI 1322.26, *Distributed Learning (DL),* and DAFH 36-2675.

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

4.9.3. Conduct a front-end analysis and document the work as prescribed with DoDI 1322.26, and International Organization for Standardization/International Electro Technical Commission/Institute of Electrical and Electronics Engineers/Electronics Industries Associates 12207, Standard for Systems and Software Engineering Software Life Cycle Processes. Ensure all acquired or developed DoD systems conform to the sharable content object reference model (current version) to ensure accessibility, durability, reusability, maintainability, and interoperability. This includes DoD systems designed to: deliver, track, report on, and manage advanced distributed learning content, learner progress, and learner interactions; and deliver, track, report on, and manage content and systems.

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

4.9.5. Coordinate with the AFCDA prior to the start of a CDC development or redesign project and furnish master-quality copies of final product to the AFCDA for duplication and distribution.

4.9.6. Develop courseware that meets applicable DoD and AF ADL Program standards and policies. Provide inputs from clearinghouse and repository courseware inventory of completed ADL products.

4.9.7. Before developing an IMI program, query defense visual information distribution service to determine if existing products meet or can be modified to meet training requirements.

4.9.8. An instructional technology unit may develop interactive multimedia or monitor the contractor development of IMI. Use ISD to determine whether in-house development or contractor developed IMI is the most appropriate. Maintain all costs for courseware development, implementation, and maintenance in the ISD course documentation file.

4.9.9. Consider the procedures and technical requirements of the military performance specification (MIL-PRF)-29612B, *Training Data Products Performance Specification*.

4.9.10. Consider the procedures and requirements of International Organization for Standardization/International Electro Technical Commission/Institute of Electrical and Electronics Engineers 12207, when preparing lessons in a programming language.

4.9.11. In conjunction with contracting specialists, ensure unlimited or government purpose rights are included when procuring contractor-developed courseware and associated presentation programs.

4.9.12. Follow the procedures of DoDI 5040.02, *Visual Information (VI)*, when acquiring audiovisual or visual products for IMI development.

4.9.13. Develop or acquire logistics support packages, documentation, and source code to help operate and maintain all IMI programs as prescribed with DoDD 5000.01.

4.9.14. Conduct a training system requirement and media selection analysis and document the work as prescribed with DoDI 1322.26, and International Organization for Standardization/International Electro Technical Commission/Institute of Electrical and Electronics Engineers 1484.11.

4.9.15. Validate IMI in an actual training environment.

4.9.16. Conduct training effectiveness evaluations and document them as prescribed within International Organization for Standardization/International Electro Technical Commission/Institute of Electrical and Electronics Engineers 12207 and MIL-PRF-29612B.

4.9.17. Establish procedures for periodic reviews based on user inputs.

4.10. AETC Technical Training Distance Learning (DL). Formal training created by a training wing (TRW), a training group (TRG), USSF equivalents, or a contractor for export to students that doesn't include an on-site AETC instructor.

4.10.1. AETC technical training DL is also known as "Type 6" formal technical training, exportable training, and ADL. AETC DL extends the training capabilities of AETC schools to meet specific job and equipment training needs in place of resident training. AETC DL media includes but is not limited to: IMI, internet-based instruction, synchronous web conference, or a combination of these. AETC DL does not include CDCs. Depending on the delivery mode, receiving sites require a POC available for AETC DL administration and to perform duties described in this chapter.

4.10.2. Final approval authority for cancellation and discontinuation of AETC DL courses is the AETC/TPM.

4.11. Special Training. The DAF uses special training when regular training programs cannot satisfy the unique training requirements of a new system. It is normally used to train selected personnel to operate and maintain new systems and may include a contract with civilian industrial or educational institutions or commercial off-the-shelf courses. Often personnel in training are initial cadre and AETC instructors who, upon completion of the special training, return to their technical TRW or TRG to develop AETC courses.

4.11.1. Identifying, Managing, and Funding Special Training.

4.11.1.1. As the DAF single manager for all special training programs, AETC determines whether government agency or contractor conducted training best serves the needs of the AF.

4.11.1.2. Funds to procure special training may be procurement (3010, 3020, and 3080), operations and maintenance (3400), or research, development, test, and evaluation for contract only (3600). The using command and the acquisition agency fund special training and travel, along with daily costs required in support of a system-specific program.

4.11.1.3. The using command funds special training to support non-system specific programs. Refer to **Table 4.1**.

4.11.1.4. The respective foreign government funds security assistance training via a separate training line in the letter of offer and acceptance.

4.11.2. Waivers for Special Training.

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

4.11.2.2. When/if waivers are needed to embed training in follow-on acquisition contracts the waiver will include: name and total cost of acquisition contract; estimated cost of the training portion of the contract by fiscal year, course cost, TDY costs; and number of personnel to be trained by fiscal year, by category (i.e., DoD military, DoD civilian). **(T-2)** Include a MAJCOM/FLDCOM statement of availability of operations and management (O&M) funds to pay for requested contract training and associated travel/er diem costs. If waiver is approved, MAJCOM/FLDCOMs will finance related contract training, travel and per diem. **(T-2)**

4.11.2.3. The requester will forward the waiver request to their respective MAJCOM/FLDCOM. **(T-2)**

4.11.2.4. The MAJCOM/FLDCOM will forward the waiver request to the AETC/TPM for approval. **(T-2)**

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

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

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

4.12. Student Prioritization.

4.12.1. Ensure students awaiting class seats are entered using student entry priorities detailed below.

4.12.1.1. When schoolhouses have multiple students awaiting entry into available class seats, ensure students with the higher priorities enter ahead of those with lower priorities. The intent of prioritizing ARC students is to minimize the impact to citizen Service members returning to civilian employment after training. Students arriving without training line numbers (TLN) normally do not enter into class ahead of students who arrive with a TLN for specific class start date.

4.12.1.2. Schoolhouses should consider returning ARC students in a TDY status only when no other alternative is available. Schoolhouses will coordinate the return of ARC students with their Numbered Air Force, reserve advisor, training squadron commander, the member's home unit, the training requirement quota identifier manager, and the ARC liaisons as appropriate **(T-2)**

4.12.1.3. Refer to **Table 4.2** to determine priorities and authorities to approve placing students in higher-numbered priorities ahead of a member's assigned priorities.

Table 4.2. Student Entry Priorities.

Priority	Rule	Approval Authority
1	International students with a TLN.	Numbered Air Force (NAF)/A3
2	ARC late arrivals (students arriving late for class due to delayed BMT graduation). Enter any ANG or AFR students in the next available class on a priority basis.	NAF/RF
3	TDY ARC students with a TLN.	NAF/RF
4	Active duty students with a TLN for specific class start date.	TRG/CC
5	Active duty AF non-prior service (NPS) late arrivals.	TRG/CC
6	International students without a TLN.	NAF/A3
7	TDY ARC students without a TLN.	TRG/CC
8	TDY Active duty students without a TLN.	TRS/CC
9	NPS students without a TLN.	TRS/CC

Chapter 5

TOTAL FORCE UPGRADE TRAINING PROGRAM

5.1. Training Program Administration.

5.1.1. Overview. The Total Force upgrade training program enables personnel to attain knowledge, skill qualifications, and proficiency required to perform duties within their specialty through OJT training and experience.

5.1.2. Strategy. Develop, manage, and execute training programs providing realistic and flexible training producing a highly skilled, motivated force capable of carrying out all tasks and functions in support of the USAF and USSF missions. These programs provide the foundation for DAF readiness.

5.1.3. Training and career progression. Supervisors are responsible for explaining to trainees the relationship of training to career progression. While the supervisor's primary responsibility is to plan a program outlining specific short term mission related goals for the trainee, overall success depends on the supervisor's ability to advise and assist service members to reach long range career objectives. The supervisor is actively involved in guiding the trainee's career progression and force development.

5.1.4. Training Components.

5.1.4.1. The first component, job knowledge, is satisfied through CDCs designed to provide basic knowledge across a wide spectrum of subjects pertaining to a career field. When CDCs are not available, trainees study the applicable technical references identified by the supervisor and the CFETP.

5.1.4.2. The second component is job proficiency. This is the hands-on training provided on the job, allowing the trainee to gain proficiency in tasks performed in the work center.

5.1.4.3. The third component is job experience, gained during and after upgrade training, to build confidence and competence. Career knowledge, general task, and deployment UTC task knowledge, applicable to the AFSC, is gained through a planned program of study involving CDCs or training requirements listed in the applicable CFETP.

5.1.5. Upgrade Training. Upgrade is the key to the total training program. It leads to the award of higher skill-levels and is designed to increase skills and abilities. AFSC upgrade training requirements for the award of 3-, 5-, 7-, and 9-skill levels are outlined in AFMAN 36-2100, AFECD and the applicable CFETP.

5.1.6. Job Proficiency. Qualification in and possession of skill-level commensurate with grade or retraining status timeline. Experience hands-on task training via OJT training.

5.1.7. Retraining Program. The retraining program is designed to balance the numbers of personnel in specific grades and year groups of the enterprise specialty. Upgrade training begins when retraining is approved, and the Airman has been assigned duty in the new specialty. (For ARC, upgrade training begins after completion of technical training or waiver approval). With minor exceptions, training requirements for retrainees and standard upgrade trainees are identical. The Chief Master Sergeant (CMSgt) Management Office (AF/A1LE) coordinates and approve CMSgt crossflows, including those returning to active duty from ARC assets.

5.2. Training Program Responsibilities.

5.2.1. Career Field Managers (CFM):

5.2.1.1. Determine training requirements, in coordination with MFM or MAJCOM Functional Advisors (and USSF equivalents) and NGB CFMs to ensure implementation of training programs for assigned DAF specialties. Notify AFPC/DP3D of method of training documentation (e.g., automated system, paper, etc.) and any subsequent changes.

5.2.1.2. Identify core tasks, task qualification training, deployment UTC task requirements (coordinating with functional area manager), third-party certification, and other unique USAF and USSF specialized certification requirements. These also include war skills tasks identified by the USAF and USSF CFM, MAJCOM or FLDCOM or local units to be performed in mission-oriented protective posture gear.

5.2.1.3. Monitor AF specialty evaluation activities to ensure service members meet qualification requirements.

5.2.1.4. Coordinate training documentation deviations (such as DAF Form 623, *Individual Training Record Folder*, exceptions, and documentation alternatives) with MAJCOMs and FLDCOMs and AFPC/DP3D.

5.2.1.5. Notify AFPC/DP3D when activating and deactivating CDCs. Coordinate the announcement with AFPC/DP3D.

5.2.1.6. Coordinate CFETPs with functional area managers to ensure deployment unit type- code task requirements are identified and coordinated with AFPC/DP3DW prior to publication.

5.2.1.7. Provide guidance for distance learning courses used for skill-level upgrade training. Refer to the distance learning for skill-level upgrade training administration Personnel Services Delivery (PSD) guide.

5.2.1.8. Coordinate with AFPC/DP3D, AETC/TPM and the applicable schoolhouse training manager on the development, implementation, and management of the distance learning for skill-level upgrade course. Refer to the distance learning for skill-level upgrade training administration PSD guide.

5.2.1.9. Waive mandatory training requirements on a case-by-case basis (see **paragraph 3.3.4**.).

5.2.1.10. Coordinate training changes, course resource estimates, and training change implementation plans with AETC/TPM and MAJCOM/FLDCOM/ARC functional managers.

5.2.1.11. Coordinate changes to the AFSC specialty description, to include entry or retention requirements (officer and enlisted classification directories) or deviations from classification procedures established in AFMAN 36-2100 with AFPC/DP3D.

5.2.2. AFPC/DP3D:

5.2.2.1. Maintains historical training data to include training messages, instructions (i.e., AFI, DAFI), and training advisory group minutes in accordance with the Air Force Records Disposition Schedule.

5.2.2.2. Implements AF training program policy.

5.2.2.3. Develops, coordinates, and distributes instructions, procedures, training guides, and materials.

5.2.2.4. Coordinates with the MAJCOM/STARCOM/Del 13 on matters relating to USAF and USSF training policy and guidance.

5.2.2.5. Coordinates with MAJCOM/FLDCOMs and the AF Career Development Academy on CDC issues.

5.2.2.6. Monitors and evaluates training technology developments and advise AF/A1DL and SF/S1D on training applications.

5.2.2.7. Assists USAF and USSF CFMs and MAJCOM/FLDCOM training managers in conducting training programs.

5.2.2.7.1. Reviews and coordinates draft CFETP/AFJQS prior to publication.

5.2.2.7.2. Upon review, forwards electronic copy of CFETP/AFJQS back to USAF and USSF CFM or designated POC for publication processing.

5.2.2.7.3. Maintains annual review dates of CFETPs and distributes a 90-day forecast to CFMs monthly.

5.2.2.8. Advises inspection and evaluation agencies on training policies and procedures.

5.2.2.9. Forwards draft DAF training publications to appropriate agencies for review.

5.2.2.10. Reviews and recommends training policy, procedures, or instructions to the OPR of draft DAF and MAJCOM/FLDCOM publications.

5.2.2.11. Reviews inspection reports to assess training program trends, deficiencies, and best practices.

5.2.2.12. Conducts meetings and visits to address program issues, requirements, and corrective measures.

5.2.2.13. Serves as OPR for DAF personnel systems associated with training and develops, evaluates, and implements operational procedures.

5.2.2.14. Schedules and convenes the AF Training Advisory Group at least biennially. Minimum attendance will consist of; 3F2X1 (AF CFM, SF/S1D Chief of Enlisted Training, A1 & A4 MAJCOM/FLDCOM functional managers/representatives to determine implementation procedures for enterprise training policies and the 3F2X1, Education and Training career field. **(T-1)** AFPC/DP3DW determines additional attendance.

5.2.3. MAJCOM Functional Manager, NGB CFMs, and USSF equivalents:

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

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

5.2.3.3. Provide recommendations to the CFM and appropriate MAJCOM/FLDCOM training managers on training policy and documentation requirements.

5.2.3.4. Coordinate training feedback from supported units with the appropriate MAJCOM/FLDCOM training manager, appropriate training agency, and CFM.

5.2.3.5. Monitor supported unit training programs to ensure qualification and skill-level upgrade requirements meet appropriate MAJCOM/FLDCOM priorities.

5.2.3.6. Ensure Base 3F2 (education and training) functional managers implement a consistent training program for UTM and additional duty unit training managers (ADUTM) to include system use and program monitoring. Ensure Base 3F2 functional managers are consistently executing guidance in **paragraph 5.2.6**.

5.2.3.7. Respond to requests for training to the appropriate, Assignments & Workforce Development Branch (AFPC/DPMLW) and SF/Enterprise Talent Management Office (ETMO), Talent Operations Division, Assignments.

5.2.3.8. Assist appropriate MAJCOM/FLDCOM inspection and evaluation activities and identify priority qualification requirements and standards.

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

5.2.3.10. Ensure trained personnel requirements, mission readiness training program, Program Guidance Letter, and mobile training teams resources for their respective specialty reflects appropriate MAJCOM and FLDCOM mission priorities. Training requester quota identifiers are assigned to MAJCOM/FLDCOMs, FOA, and DRUs responsible for training accountability of personnel. Only one training requester quota identifier is assigned to a functional entity for mission readiness training program.

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

5.2.4. MAJCOM/FLDCOM Training Managers:

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

5.2.4.2. Conduct conferences, workshops, and periodic staff assistance visits (SAV), if requested and funded by requesting organization.

5.2.4.3. Provide guidance to the base education and training office, force development office (FDO) for ANG, on managing and controlling CDC program administration according to AF policy, and **paragraph 5.4.1**.

5.2.4.4. Review base training office staff assistance visit reports and takes corrective action as necessary.

5.2.4.5. Assist base 3F2X1 functional managers, if needed, in developing a structured training program for all assigned unit training managers to include ADUTMs.

5.2.4.6. Develop, implement, and execute MAJCOM/FLDCOM training policy and procedures. Coordinate with appropriate agencies as required.

5.2.4.7. Recommend cost-effective training methods and procedures to meet AF specialty requirements.

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

5.2.4.9. Provide guidance to MAJCOM/FLDCOM functional managers to resolve problems with training capability. Conduct training meetings as needed.

5.2.4.10. Act as OPR for AETC external evaluation programs.

5.2.4.11. Review inspection results and coordinate corrective actions.

5.2.4.12. Conduct periodic reviews of wing upgrade training programs to verify accurate records and proper upgrade certification.

5.2.5. Base Training Managers (BTM):

5.2.5.1. Ensure programs are in place to manage upgrade, qualification, and ancillary training. The BTM duties will not include UTM duties, maintenance training superintendent duties, or any other significant additional duties detracting from their primary responsibilities. **(T-2)** The base training office, FDO for ANG, is the OPR for training programs for units serviced by the host military personnel flight regardless of the functional area to include tenant units (including MAJCOM/FLDCOM staff and NAF staff). **Note**: The 3F2 functional manager will serve as the BTM or will appoint BTM responsibilities to any fully qualified 3F2 at locations without a BTM. **(T-2)** The functional will ensure member has no other duties that detract from BTM responsibilities in support of the installation training programs. **(T-2) Note**: AFR see **paragraph 5.2.6.1**.

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

5.2.5.3. Develop, implement, and manage base-level training policies and procedures as necessary. Conduct training meetings at least quarterly.

5.2.5.4. Coordinate and disseminate training policy and program changes with installation commanders, supported units, and MAJCOM/FLDCOM training managers.

5.2.5.5. Base-level OPR for the AETC field evaluation questionnaire (FEQ) and interview survey program.

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

5.2.5.7. Respond to requests for training support by identifying available training resources, and coordinating with other sources (i.e., local units, training providers, MAJCOM/FLDCOM training managers, contingency program OPR).

5.2.5.8. Assist with developing task lists, schedules, documentation, and evaluation procedures supporting unit operations, mission priorities, and CFETP requirements.

5.2.5.9. Collect and analyze trend data, by unit and assigned specialty, and provide recommendations to commanders. Provide training performance metrics (TPM), formerly status of training report, to the wing commander and command CMSgt (or equivalent) at least quarterly and maintain data for a minimum of 1 year. When BTMs service multiple

wing commanders (or equivalent), TPM report may be consolidated jointly, if all wing commanders concur. If TPMs are reported separately, BTMs must provide report to and advise all wing commanders. **(T-2)** The BTMs TPM report must be forwarded to MAJCOM/FLDCOM, direct reporting unit, and field operating agencies by the last duty day of January, April, July, and October **(T-2)** and will include (if applicable):

5.2.5.9.1. Number of personnel in training. **(T-2)**

5.2.5.9.2. Number of personnel in upgrade training by skill-level (3 level = TSCs A and E; 5 level = TSCs B and F; 7 level = TSCs C and G). **(T-2)**

5.2.5.9.3. Number of personnel in requalification training by skill-level (TSC I). **(T-2)**

5.2.5.9.4. Number of personnel in qualification training by skill-level (T TSC Q) if applicable. **(T-2)**

5.2.5.9.5. **(ARC only)** Number of personnel awaiting BMT or technical training (TSCs Y or M) and must separately identify those personnel awaiting technical training over 6 months. **(T-2)** (*For ANG only*) Additionally, identify NPS over 360 without BMT attendance and NPS members with a scheduled break in training between BMT and initial TTS. **(T-2)**

5.2.5.9.6. **(ARC only)** Number of personnel enrolled in CDCs for 15 months or more (at a minimum). **(T-2)**

5.2.5.9.7. CDC pass rates (including one and/or two-time failures). **(T-2)**

5.2.5.9.8. Base staff assistance visits scheduled and completed. **(T-2)**

5.2.5.9.9. 7-Level school cancellations, reschedules, and no-shows. **(T-2)**

5.2.5.9.10. Personnel withdrawn from training (TSCs P, T, and D). **(T-2)**

5.2.5.9.11. Trainees in excessive training over 24 months (36 months for ANG). **(T-2)**

5.2.5.10. Conduct unit SAV as requested by commanders or 3F2 MFMs or NGB 3F2 CFM. **Note**: For AFR only, the BTM will conduct a SAV on the UTM every three years. **(T-2)**

5.2.5.10.1. Refer to the training management staff assistance visit PSD guide. **Note**: Training inspections conducted by the BTM (or 3F2), and documented, with the wing inspection team may be used to satisfy this requirement.

5.2.5.10.2. Submit a written report to the unit commander and group commander, with a copy to the parent MAJCOM/FLDCOM no later than 30 calendar days after SAV completion *(no later than 60 calendar days for ARC).* Units with individual mobilization augmentees assigned also provide a courtesy copy to HQ Air Reserve Personnel Center, Education & Incentives Division (ARPC/DPAT). **(T-2)**

5.2.5.11. Analyze the unit SAV reports (if available), training performance metrics, and OJT rosters quarterly for trends. Provide recommendations to the UTM and commander.

5.2.5.12. DELETED

5.2.5.13. Train authorized personnel to teach the AF Training Course (AFTC). Instruct AFTC for any unit without an assigned and trained 3F2X1 or civilian equivalent. Update

course completion in MilPDS for all assigned units (if applicable) and maintain class rosters on file. Maintain class rosters for 12 months. Provide DAF Form 1256, *Certificate of Training* to students. **Note**: Only AFSC 3F2X1 and civilian education and training personnel are authorized to teach the course. **(T-2)**

5.2.5.14. **(ARC only)** Verify all newly assigned enlisted personnel TSCs are correct. If the TSC is incorrect, coordinate with UTM to update the TSC information in military personnel section automated personnel system.

5.2.5.15. Coordinate with military personnel flight personnel on matters relating to classifying, assigning, and utilizing personnel being trained via OJT training. **Note**: For units without MilPDS, provide OJT training rosters, coordinate DAF Form 2096, *Classification/On-The-Job Training Action*, and update TSC changes.

5.2.5.16. Establish test control office and test control facility duties in accordance with DAFMAN 36-2664, *Personnel Assessment Program*, and test control facility guide. **(T-1)** For installations without a BTM, the Force Support Squadron education and training (FSS/FSDE) will be the OPR for test control office/test control facility duties. **(T-1)**

5.2.5.17. Assist DL site coordinators in identifying annual training requirements for AETC Type-6 courses.

5.2.6. Base 3F2X1 functional manager:

5.2.6.1. Must be the senior ranking enlisted member, possessing a 7-skill level or higher, assigned to the host MAJCOM/FLDCOM of the installation. **(T-3) Note**: The force development flight chief/superintendent serves as the base 3F2X1 functional manager for the ARC. MAJCOM/FLDCOM personnel should not fill this position.

5.2.6.2. Ensure UTMs and ADUTMs, to include tenant units (MAJCOM, FLDCOM, and NAF staff), are trained.

5.2.6.3. Ensure training sessions for UTMs and ADUTMs are conducted and documented during each quarterly meeting. Maintain training session documentation to include attendance logs for at least one year.

5.2.6.4. **(Not applicable to ARC)** Determine utilization and assignment of installation 3F2X1 personnel.

5.2.6.5. Interview prospective 3F2X1 retrainees and prepare retraining recommendation letters. Refer to the 3F2 base functional manager PSD guide for sample and template.

5.2.6.6. Manage 3F2X1 mission ready training requirements.

5.2.7. Unit commanders:

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

5.2.7.2. Ensure service members attend unit commander-approved training courses without interruption to include in-residence, distance learning, and blended learning courses at their duty location via on-line capability.

5.2.7.3. While members are attending unit commander-approved in-resident courses (TDY-to-school) or blended and distance learning courses at home station (TDY-in-place), they are under the operational direction of the assigned training agency or schoolhouse for the primary purpose of completing all course-related tasks, activities, and events. Commanders will take measures to ensure their members attending TDY-in-place training are permitted uninterrupted participation as students when engaged in coursework. **(T-3)** Recall of students should be reserved for extenuating mission, emergency, or administrative circumstances. In situations where a member needs to be recalled, the commander or first sergeant must first coordinate with the TDY commander, before initiating the recall. **(T-2) (ANG only)** For ANG unit recalls, follow the current FY workday guidance. **(T-1)**

5.2.7.4. Ensure self-inspection programs and unit SAVs are in-depth enough to identify outstanding work center training programs as well as any training shortfalls to include duty position, task qualification training (TQT) and expeditionary requirements.

5.2.7.5. Direct the UTM to provide a monthly training performance metrics briefing. Develop training specific key performance indicators (KPI) with assistance from the UTM to include in the monthly training performance metrics briefing. These indicators can help provide measurements of success or areas for improvement within the unit's training program to support the overall mission.

5.2.7.6. Review and sign the monthly OJT roster indicating awareness of unit's overall training program health by the end of each month and ensure the UTM forwards to the BTM for the Months of January, April, July, and October.

5.2.7.7. Direct UTMs to submit AFSC withdrawal & downgrade actions to AFPC Workforce Development (Classifications) via military personnel section. **(ANG only)** For ANG UTMs, send to the FDO for processing. Refer to the classification enlisted Air Force specialty code disqualification PSD guide.

5.2.7.8. (*Not applicable to ANG*) Support the rotation plan established by the base 3F2 functional manager for units with a 3F2X1 assigned.

5.2.7.9. (*Not applicable to AFR*) Will appoint an ADUTM from within the unit for units without a 3F2X1 and ensure the member completes ADUTM training within 60 calendar days of appointment (120 calendar days for ANG). **(T-2)** ADUTMs will remain in the position for no less than 12 months (ANG: 24 months) to ensure continuity and success of the program. **(T-2)** Forward a copy of the appointment letter to the base training office and base 3F2 functional manager. (*For ANG only*) FDO will forward a consolidated ADUTM base list to NGB/A1D quarterly with the TPM, letter will include original appointment dates. **(T-2)**

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

5.2.7.11. Units receiving SAV will support and facilitate as much as needed (i.e., making related documentation and personnel readily available). **(T-1)**

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

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

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

5.2.7.15. Withdraw service members from training who fail to progress. Take appropriate administrative actions within 3 months (6 months for ANG).

5.2.7.16. Ensure supervisors conduct and document initial evaluations within 60 calendar days of assignment, to include permanent change of assignment and duty position change *(120 calendar days for ARC).* Ensure the initial evaluation includes a review of previously certified tasks to ensure the member can meet duty position requirements.

5.2.7.17. Ensure trainers and certifiers (if required by CFM) meet the following requirements:

    5.2.7.17.1. Are recommended by their supervisor, are qualified to perform the task being trained, and have completed the AFTC.

    5.2.7.17.2. Ensure certifiers are at least an E-5 with a 5-skill level, or civilian equivalent, can evaluate the task being certified, and have completed the AFTC. CFM may direct variations to this via part I of CFETP if AFSC mission calls for lower ranks to be able to be a certifier. **Note**: Members of sister services that are trainers of personnel are not required to complete the AFTC.

5.2.7.18. Ensure work center supervisors, assisted by the UTM, develop a master task list for each work center to ensure 100 percent task coverage and conduct a review annually. Additionally, identify duty position qualification training tasks, deployment UTC, and skill-level upgrade requirements for the work center. **Note**: Work centers comprised only of Senior Noncommissioned Officers (SNCO) and officers do not require a Master Task List (MTL) unless the CFM mandates training records for those ranks.

5.2.7.19. Ensure the CDC program is administered in accordance with the AFCDA policies and establish local policies to maximize effectiveness. **(T-1)** Refer to the UTM career development course administration PSD guide.

5.2.7.20. Ensure the UTM is on all unit in and out-processing checklists to include TDY and deployment checklists.

5.2.8. UTMs and ADUTMs:

5.2.8.1. The UTM is the commander's key staff member responsible for overall management of the training program. A UTM serves as training consultants to all unit members and determines if quality training programs are effective within all sections. UTMs implement and manage training programs, policies, and procedures, as directed by higher headquarters, commanders, and base training. Responsibilities include:

5.2.8.2. Learn the mission of the unit and how each work center contributes to mission accomplishment. Assist the commander in developing training specific KPIs.

5.2.8.3. Utilize applicable PSD guides, in conjunction with this publication, to manage the unit training program.

5.2.8.4. Develop, manage, and conduct training in support of home station and expeditionary mission requirements.

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

5.2.8.6. Establish MilPDS account through personnel systems manager.

5.2.8.7. Prepare a budget to support training requirements and submits to unit commander for approval, if applicable.

5.2.8.8. Interview newly assigned personnel within 30 calendar days *(60 calendar days for ARC)* to determine training status, CDC enrollment, and any other upgrade/qualification training requirements. Document interview on DAF Form 623A or electronic equivalent.

5.2.8.9. Initiate DAF Form 623, six-part folders (when required by the AF CFM), or approved electronic equivalent, for all trainees entering upgrade training for the first time and provide to the supervisor.

5.2.8.10. Conduct a comprehensive trainee orientation. Refer to the UTM Procedures PSD Guide for trainees initially entering upgrade training within 60 calendar days of assignment *(90 calendar days for ARC)* and document completion on DAF Form 623A or approved electronic equivalent.

5.2.8.11. Ensure individual mobilization augmentees training records are properly transported to their unit of assignment.

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

5.2.8.13. Ensure all work centers have a master task list.

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

5.2.8.15. Conduct a SAV of unit training programs to include geographically separated units, every two years (**ARC three years**), or sooner, if requested by the unit commander. Refer to the training management SAV PSD guide.

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

5.2.8.17. Assist supervisors with screening annual and out-of-cycle training requests (both formal and ADL) and prioritize requirements for all organizational training, to include those training items that are supplemental in nature.

5.2.8.18. As appropriate, coordinate requests for formal training with the unit commander, the military personnel flight, the base training office *(ARC only),* the MAJCOM functional manager, training request quota identifier, the MAJCOM/FLDCOM training manager, and training agencies.

5.2.8.19. AFSC 3F2X1 and education and training civilian personnel only instruct the AF training course. Updates course completion in MilPDS for all assigned personnel. Send roster to BTM to maintain for 12 months. **Note:** BTMs will only make updates for 3F2s who are not trained or granted access to MilPDS and provide trainee with completion certificate.

5.2.8.20. Coordinate formal training course field evaluation questionnaires (FEQ) and field interviews as notified from base training office.

5.2.8.21. Conduct unit training meetings at least quarterly. Write and distribute meeting minutes and maintain copy for one year.

5.2.8.22. Attend base training meetings.

5.2.8.23. Use TSCs, in accordance with **Attachment 2,** to identify and manage qualifications and skill-level upgrade training. **(T-1)** Coordinate changes on the DAF Form 2096 with supervisors, unit commanders (or commander's designated representative) for signature, and base training (only TSCs P and T) for signature. If no BTM is assigned, Base 3F2 functional manager will perform this task. **(T-2)** Send DAF Form 2096 to AFPC for archiving. Refer to the UTM procedures PSD guide.

5.2.8.24. Prior to deploying personnel, review training records to ensure training continuum is not broken. Document any remaining upgrade training requirements and training remarks as appropriate on the DAF Form 623A or electronic equivalent.

5.2.8.25. Manage the upgrade training program:

5.2.8.25.1. Manage OJT roster and have the commander sign by the end of each month. Maintain for 12 months and forward to the BTM for the months of January, April, July, and October. **(T-2) Note**: ARC uses next regularly scheduled drill if unit does not drill monthly. Reference the UTM procedures PSD guide for OJT roster guidance. The OJT roster will include at a minimum: date initial entered retraining (DIERT), date entered training, Primary Air Force Specialty Code (PAFSC), Control Air Force Specialty Code (CAFSC), Duty Air Force Specialty Code (DAFSC), TSC, Secondary Air Force Specialty Code (2AFSC), 7-level school information (e.g., start date, completion date, status), CDC enrollment date, CDC progression and completion, and core task progression. **(T-2) Note**: include USSF designation as equivalent as needed.

5.2.8.25.2. Ensure 3-skill level is awarded as of technical school graduation date unless the CFETP mandates otherwise.

5.2.8.25.3. Enter personnel into 5-skill level upgrade training as of the date arrived station *(ARC*: upon return from technical training) unless the CFETP mandates otherwise.

5.2.8.25.4. Enter stripes for exceptional personnel (STEP) promotees and ARC personnel into 7-skill level upgrade training upon the date of promotion to E-5.

5.2.8.25.5. Ensure retrainees, E-5 and above, are entered into 7-skill level upgrade training upon award of the 5-skill level. For DAF specialty codes without a 5-skill level, enter trainees into 7-skill level upgrade training upon award of the 3-skill level.

5.2.8.25.6. Ensure personnel selected for promotion to E-5 enter 7-level upgrade training the first day of the promotion cycle (1 September each year) except for STEP promotes and retrainees.

5.2.8.25.7. Ensure personnel selected for "out-of-cycle" promotion to E-5 will enter 7-level upgrade training the first day of the following month that AFPC announces the promotions. **(T-1)**

5.2.8.25.8. Request access to the AFCDA SharePoint site by sending an email to **2AF.AFCDA.supportservices@us.af.mil** org box. This grants UTMs access to required CDC materials.

5.2.8.26. At least quarterly, review the DAF publication website and informs supervisors of CFETP, STS, and Air Force JQS changes.

5.2.8.27. Conduct unit in and out-processing of TDY, permanent change of station, and/or permanent change of assignment personnel. Ensure personnel hand-carry their training records when going TDY if required by deployment reporting instructions. If the DAF specialty has electronic records, ensure proper system transfer procedures have occurred prior to deployment. Personnel deploying over 30 calendar days either hand carry DAF Form 623 or have access to automated training records.

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

5.2.8.29. Compile and analyze training statistical data and forwards to the BTM for the months of January, April, July, and October. Provide TPM briefing to the commander monthly. **(T-2)**

Note: ARC use regularly scheduled drill for input into wing TPM briefing as outlined in **paragraph 5.2.8.32**.

5.2.8.30. Conduct a training progress review at the 24th month of upgrade training (**36th month for ANG**) and at least every 90 calendar days thereafter until the trainee is upgraded or withdrawn from training. The review consists of a one-on-one interview with the supervisor and trainee to evaluate the status of upgrade training for the trainee. Record and file the progress review in the DAF Form 623 (or automated training records) until the member is upgraded.

5.2.8.31. Provide administrative support and guidance to unit for 5- and 7-level school programs (in-residence and distance learning) and attendance. Provide guidance and assistance on correct procedures for replacements, swaps, cancellations, and short notice volunteers. Refer to **paragraph 5.4.13**, craftsman course scheduling procedures PSD guide and the distance learning for skill-level upgrade training administration PSD guide and appropriate ANG PSD Guide. **Note**: ARC will follow their respective procedures and guidance. **(T-1)**

5.2.8.32. Will conduct TPM briefing monthly with the unit commander. **(T-2)** TPMs measure how well organizational goals are met, assess progress, and project future outcomes. The goal is to provide commanders with indicators to diagnose where to adjust

training processes to satisfy both quality of learning outcomes and production objectives. Refer to the training performance metrics PSD guide for further guidance. The briefing will include as a minimum:

5.2.8.32.1. Number of personnel in training broken down by TSC and skill-level (all TSCs applicable to unit, other than R). **(T-2)**

5.2.8.32.2. Formal school training, required for upgrade, cancellations, reschedules, and no-shows. This includes both in-residence and DL courses. **(T-2)**

5.2.8.32.3. **(*ARC only)*** Number of personnel enrolled in CDCs for 15 months or more. **(T-2)**

5.2.8.32.4. CDC Pass Rates (including one and two-time failures). **(T-2)**

5.2.8.32.5. Personnel withdrawn from training (TSC P and T). **(T-2)**

5.2.8.32.6. Trainees in excessive training beyond 24 months. **(T-2)**

5.2.8.32.7. Training progress review results (conducted within 24 months of training start date). **(T-2)**

5.2.8.32.8. Training capability or capacity issues (i.e., trainers vs trainee ratio imbalance, equipment shortage). **(T-2)**

5.2.8.32.9. Will include these additional metrics **(T-2)**:

5.2.8.32.9.1. Number of personnel awaiting BMT or technical training (TSC M and Y) beyond 6 months.

5.2.8.32.9.2. **(*ANG only)*** Number of personnel actively participating in the mission essential skills training (MEST).

5.2.8.32.9.3. **(*AFR only)*** Number of personnel actively participating in the accelerated mission readiness training program (AMRT).

5.2.8.32.10. Units will establish their own additional key training performance metrics to determine the effectiveness and efficiency of their unit training program in support of specific mission (examples include certifications, special qualifications, etc.). **(T-2)**

5.2.9. Supervisor responsibilities:

5.2.9.1. Supervisors meet mission requirements and provide a quality training program for the trainee. Supervisors plan, conduct, and evaluate training using the following guidelines:

5.2.9.2. Will use current CFETP and supplemental publications to manage work center and individual training. **(T-2)**

5.2.9.3. Develop one work center master task list (MTL) that ensures completion of all duty position requirements (i.e., 100 percent task coverage) and conducts a review annually. **Note**: Work centers comprised only of SNCOs and officers do not require an MTL unless the CFM mandates training records for those ranks. As a minimum, ensure the task list includes:

5.2.9.3.1. All CFETP, AFJQS, or CJQS day-to-day mission (duty position) requirements, core tasks and contingency tasks, Cross Utilization Training (CUT) tasks, and additional duties performed by the work center personnel. Core tasks not

applicable or available at home station are not required for upgrade (units are not required to send personnel TDY for core task training).

5.2.9.3.2. Locally developed tasks via DAF Form 797, *Job Qualification Standard Continuation/Command JQS,* (if applicable).

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

5.2.9.5. Use DAF Form 1098, *Special Task Certification and Recurring Training* and Qualification Training Packages (if applicable).

5.2.9.6. Maintain approved training records for E1 through E6 or personnel in combat ready duty positions, and senior noncommissioned officers in retraining status if required or directed by the USAF or USSF CFM. Senior noncommissioned officers who hold a skill-level commensurate with their grade and duty AFSC are considered qualified and do not require training records unless directed by the CFM.

5.2.9.7. Prior to submission for upgrade, ensure the trainee, as a minimum, meets all mandatory requirements as defined in the AFECD, applicable CFETP, AF JQS and CDCs. Coordinate with UTM to initiate DAF Form 2096 when trainees complete all upgrade training requirements.

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

5.2.9.9. Coordinate with the UTM on entering personnel into 5-skill level upgrade training as of the date arrived station.

5.2.9.10. At a minimum, at least one representative from each work center attends quarterly training meetings conducted by the UTM. Representative will be a work center supervisor or any assigned work center training monitor. **(T-2)**

5.2.9.11. Conduct and document initial evaluation of trainee qualifications within 60 calendar days of assignment (**120 calendar days for ARC**) to determine previously certified tasks to ensure member can meet duty position requirements. Evaluate formal course graduates to ensure training effectiveness. Use the customer service information line listed in the CFETP to report training deficiencies identified during the initial evaluation. Document the deficiencies in the graduates' DAF Form 623A or automated version.

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

5.2.9.13. Document on DAF Form 623A or automated version all interruptions to training affecting a trainee's progress (i.e., leave, hospitalization, TDY, etc.).

5.2.9.14. Appoint trainers and certifiers, as required by CFM, based on skill qualifications with the assistance of the UTM and ensure trainers and certifiers meet all requirements listed in **paragraph 5.2.7.17.1**.

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

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

5.2.9.17. Administer the CDC program for assigned trainees in accordance with **paragraph 5.4.1**. **(T-1)**

5.2.9.18. Use **Part 2** of the current CFETP or AF JQS if directed by the CFM or electronic equivalent to identify and certify position qualification and skill-level upgrade training requirements.

5.2.9.19. Conduct annual screening of formal training and distance learning requirements based on work center mission requirements, trainee qualifications, lack of training capability, new equipment, and trainee/personnel turnover.

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

5.2.9.21. Document upgrade training progression on DAF Form 623A, automated version or AF CFM approved form. Supervisors must document at least monthly for service members in upgrade training *(every regularly scheduled drill for ARC)*. **(T-2)** As a minimum, ensure training progress includes:

5.2.9.21.1. CDC and task progression to include volume issuance and completion, comprehensive review, and end-of-course score.

5.2.9.21.2. Task certification, decertification, and recertification.

5.2.9.21.3. Training-related counseling, strengths, weaknesses, attitude, areas to improve, means to improve, and corrective action (if required). Chain of command will not document disciplinary actions or behavioral counseling in the training record. **(T-1)**

5.2.9.21.4. Mandatory distance learning and formal training as applicable.

5.2.9.22. When requested, by the training unit, use initial evaluation results and observations of graduate's initial performance to complete the AETC field evaluation questionnaires to provide feedback on the quality of formal course graduates. When applicable, consult with trainers on graduate initial performance. Field evaluation questionnaires are conducted after implementation of new or updated courses (minimum initial skill, AFSC awarding and mandatory 7-level courses), periodically to maintain course currency, and are sent to supervisors of graduates 4 to 6 months following graduation. Additionally, participates in field interviews conducted by formal course OPR.

5.2.10. Trainer qualifications and responsibilities:

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

5.2.10.2. Meet trainer qualifications listed in **paragraph 5.2.7.17.1**.

5.2.10.3. Plan, conduct, and document training. Record task qualification according to prescribed instructions when a trainee performs a task to required standards.

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

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

5.2.10.6. Brief the trainee and supervisor on the training evaluation results. Document in DAF Form 623A or electronic equivalent when trainee performance is substandard. **Note**: To ensure effective and efficient execution of training programs, the trainer and trainee should be placed on the same work crew or shift unless the mission dictates otherwise.

5.2.10.7. Use the customer service information line listed in the CFETP to report CFETP training deficiencies identified during the initial evaluation. Document deficiencies in the graduates' DAF Form 623A or automated version. Training deficiencies may include substandard knowledge or task performance of a trainee after the graduating from a skill-level awarding school. When requested, assist supervisors in responding to formal school surveys for initial task performance observed and part of OJT.

5.2.11. Task certifier qualifications and responsibilities: Certifiers provide third-party certification and evaluation on tasks identified by the CFM (if applicable). The responsibility of the certifier is to conduct additional evaluations and certify qualification on those designated tasks. Task certifiers must be at least an E-5, must be capable of evaluating the task being certified and meet all requirements listed in **paragraph 5.2.7.17.1**. **(T-1)** Responsibilities include:

5.2.11.1. Evaluate training and certify qualifications.

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

5.2.11.3. Develop evaluation tools.

5.2.11.4. Brief the trainee, supervisor, and trainer on the training evaluation results. Identify the trainee's strengths and areas needing improvement. Results need to be documented on DAF Form 623A, automated version or CFM approved form.

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

5.2.11.6. Ensure the certifier is someone other than the trainer with the following **exceptions**:

5.2.11.6.1. For AFSCs, duty positions, units, or work centers with specialized training standardization and certification requirements (i.e., space ops, missile maintenance shops, maintenance training section, AETC instructors, K-Prefix instructors, air traffic controllers, aircrew standardization flight examiners, load masters, fire fighters, radiology, etc.) the trainer and instructor are authorized to train and certify task qualification. Third-party certification is not required unless otherwise directed. Reference CFETP for further guidance.

5.2.11.6.2. If trainee task qualification occurs through Type-1, contractor-provided training without supporting documentation, supervisors or trainers who have attended the AFTC and meet all other requirements may document task qualifications as

applicable. MAJCOM functional managers and USSF equivalents in coordination with MAJCOM/FLDCOM training managers may authorize exceptions when no one assigned locally meets the requirements.

5.2.11.6.3. For those AFSCs with special requirements or needs, such as 3P0XX, E4s may perform the function of a task certifier, with approval from CFM.

5.2.11.6.4. Use the customer service information line listed in the CFETP to report CFETP training deficiencies identified during the initial evaluation. Document the deficiencies in the graduates' DAF Form 623A or automated version.

5.2.12. Trainee responsibilities. The trainee is the focal point of the DAF training program and is responsible for making every effort to become qualified to perform in their DAF Specialty. Responsibilities include:

5.2.12.1. When requested, complete the AETC field evaluation questionnaires to provide feedback on the quality of formal courses and participate in field interviews conducted by formal course OPR.

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

5.2.12.3. Comprehend the applicable CFETP requirements and career path.

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

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

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

5.2.12.7. Acknowledge and document task qualification upon completion of training. Documenting task qualification serves as an official certification of proficiency, certifying the individual is accountable for task performance in accordance with the governing instructions. **(T-1)**

5.2.12.8. Understand deployment UTC and home station requirements.

5.3. Training Forms and Documentation.

5.3.1. Training documentation is important to personnel at all levels because it validates the TPMs and task qualification. Documentation also helps management assess mission capability and readiness, and it defines requirements for individual career progression. The DAF Form 623 (or electronic equivalent) is the standard used as a training record. The DAF CFM, with AF/A1DL approval and AFPC/DP3D coordination, may choose the use of DAF Form 623B, *Individual Training Record Label*, throughout the career field. DAF CFMs in conjunction with AFPC/DP3D will provide specific implementation guidance for the DAF Form 623B. **(T-1)**

5.3.2. Using DAF Form 623, DAF Form 623B, or other approved records. The DAF Form 623 reflects past and current qualifications and is used to determine training requirements. Supervisors will ensure all documentation is accurate and comprehensive. **(T-1)** All forms contained in the DAF Form 623 may be automated using AF-approved systems. However, if forms and the CFETP are automated, ensure they meet the same documentation requirements

(dates and initials of trainee, trainer, and task certifier) as hard copy forms. Automated training records may be placed on a disk for mobility purposes.

5.3.2.1. CFMs are encouraged to use automated CFETPs. Minimize the use of the paper-based record if training records and CFETP are automated. Advise AF/A1DL as records are automated.

5.3.2.2. The DAF Form 623 contains the CFETP, AF JQS, DAF Form 797, or work center JQS (if applicable), DAF Form 623A or electronic equivalent, and CDC answer score sheets (if enrolled in CDCs, maintain CDC scoresheets until completion of upgrade training) along with any locally determined requirements. All other forms contained in the DAF Form 623 may also be automated with the approval of the CFM. If automated system does not allow upload capability, then supervisors maintain externally.

5.3.2.3. Maintaining DAF Form 623. Supervisors ensure the DAF Form 623 is available to all personnel in the chain of command to include the UTM upon request. Replace unusable DAF Forms 623, as required; ensuring all pertinent information is transferred to the new record.

5.3.2.4. Disposition of DAF Form 623. Upon separation, retirement, commission, or promotion to E-7, unless otherwise directed by the DAF CFM, returns the training record to the individual. Do not give DAF Forms 623 containing classified information to the individual. **Note**: DAF CFMs may request exception to policy of documentation rules from AF/A1DL. An example of this would be the use of six-part folders or electronic records by some DAF CFMs.

5.3.2.5. Disposition of automated training records. Upon separation, retirement, or commission, a copy of the automated training record is provided to the individual prior to archiving. AETC will ensure the automated training record remains in the system of record for three years. **(T-1)** Records are purged based on the date the record was placed in an archive or inactive status, unless otherwise directed by the AF CFM. Do not give automated DAF Forms 623 containing classified information to the individual.

5.3.2.6. Automated training records must comply with Air Force manual 17-1301, *Computer Security (COMPUSEC).* **(T-1)** System managers implement account management procedures for monitoring roles assigned to individual system users. For further clarification refer to specific system's handbook.

5.3.3. Career field education training plan (CFETP) or electronic equivalent. Supervisors use the CFETP to plan, prioritize, manage, and execute training within the career field. CFETPs are used to identify and certify all past and current qualifications. For more information on how to build and publish a CFETPs see **Attachment 4.**

5.3.3.1. To reduce local CFETP printing costs, the following options are authorized:

5.3.3.1.1. Keep at least one copy of the entire CFETP (part 1 and 2) in the work center for general access. Electronic copy is authorized if CFETP is in automated system.

5.3.3.1.2. Unless otherwise directed by the DAF CFM, work center supervisors may file only Part 2 of the CFETP with the cover page and Identification (ID) page in the DAF Form 623 or equivalent training record.

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

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

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

5.3.3.2. Training standard. Training standards will include a proficiency or behavioral code for each line item to be trained. **(T-1)** Proficiency tasks are trained and qualified to the "Go" level. "Go" means the individual can perform the task without assistance and meets local demands for accuracy, timeliness, and correct use of procedures ("Go" level equates to 3c in the specialty training standard (STS) proficiency code key). **See Table 5.1**. *Proficiency Code Key* and **See Table 5.2**. *Behavioral Statement Code Key.*

Table 5.1. Proficiency Code Key.

	SCALE VALUE	DEFINITION: The Individual
TASK PERFORMANCE LEVELS	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (EXTREMELY LIMITED)
	2	Can do most parts of the task. Needs help only on hardest parts. (PARTIALLY PROFICIENT)
	3	Can do all parts of the task. Needs only a spot check of completed work. (COMPETENT)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (HIGHLY PROFICIENT)
*TASK KNOWLEDGE LEVELS	a	Can name parts, tools, and simple facts about the task. (NOMENCLATURE)
	b	Can determine step-by-step procedures for doing the task. (PROCEDURES)
	c	Can identify why and when the task must be done and why each step is needed. (OPERATING PRINCIPLES)
	d	Can predict, isolate, and resolve problems about the task. (ADVANCED THEORY)
**SUBJECT KNOWLEDGE LEVELS	A	Can identify basic facts and terms about the subject. (FACTS)
	B	Can identify relationship of basic facts and state general principles about the subject. (PRINCIPLES)
	C	Can analyze facts and principles and draw conclusions about the subject. (ANALYSIS)

	SCALE VALUE	DEFINITION: The Individual
	D	Can evaluate conditions and make proper decisions about the subject. (EVALUATION)

EXPLANATIONS

*A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Examples: b and 1b)

** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.

(-) This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.

(X) This mark is used alone in course columns to show that training is required but not given due to limitations in resources.

Table 5.2. Behavioral Statement Code Key.

Behavioral Statement STS Coding System	
Definition	
K	Subject Knowledge Training - The verb selection identifies the individual's ability to identify facts, state principles, analyze or evaluate the subject.
P	Performance Training - Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the field requirements for speed and accuracy.
pk	Performance Knowledge Training - The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles, and operational theory for the task.

5.3.3.3. CFETP and AFJQS Documentation. Ensure all personnel authorized to sign off tasks in Part 2 of the CFETP are listed on the identification block of the CFETP, Part 2, including automated CFETPs. Supervisors may not change or re-accomplish any documentation completed before the release of the current AFI. The AF training record documentation is intended to be a complete history of qualifications and training completed.

5.3.3.3.1. Knowledge training. Knowledge training is mandatory if no CDC is available for the AF specialty or for a CDC waiver. Define and develop evaluation criteria for career knowledge items to ensure comprehension and document training in the DAF Form 623A journal entry.

5.3.3.3.2. Each time an Airman or Guardian changes duty positions (transfers from another base or work center), the supervisor performs an initial evaluation that includes a review of all previously certified tasks.

5.3.3.3.2.1. This determines if the member requires qualification training. These tasks are compared against the master task list and determine the extent of training required for the new duty position. The supervisor identifies all tasks applicable to the new duty position and removes those that do not apply to the current duty position. Do not remove the initials and certification dates of previously certified tasks.

5.3.3.3.2.2. The supervisor determines if the member is still qualified for tasks previously certified. If the Airman or Guardian is qualified, no further action is necessary. If the Airman or Guardian is found to be unqualified on a previously certified task, the supervisor ensures the task is trained on and recertified. Record the initial evaluation on DAF Form 623A or automated version and retain in the training record until permanent change of station or permanent change of assignment. **Note**: Supervisors in units using approved automated systems should remember to code and transcribe all tasks previously certified but not required in the current duty section.

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

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

5.3.3.3.2.5. Decertification and Recertification. When a supervisor determines an Airman or Guardian is unqualified on a task previously certified for their duty position, the supervisor erases the previous certification, or deletes certification when using automated system. Appropriate remarks pertaining to the reason for decertification are entered on the DAF Form 623A or automated version.

5.3.3.4. DAF Form 623A or automated version. The DAF Form 623A or automated version is used to document an individual's training progression as journal entries. This form is used to reflect training status, counseling, and breaks in training. Ensure the supervisor or trainer and the trainee sign and date all journal entries. Make all entries in black or blue ink if using paper records and include the date the entry is made, the statement or entry, and the trainee and supervisor signature. These requirements apply to all AF CFM approved training forms, regardless of format. Maintain the DAF Form 623A or automated version if pertains to the current training objective (i.e., award of the skill-level or completion of qualification training). The supervisor determines if any additional DAF Forms 623A or automated version remains in the training record.

5.3.3.5. DAF Form 797. The DAF Form 797 is a continuation of the CFETP, Part 2, or AF JQS. It defines locally assigned duty position, and deployment UTC requirements not

included in the CFETP, Part 2. It is also used to develop the AF JQS and the command JQS if deemed necessary by the DAF CFM. The DAF Form 797 disposition is the same as the CFETP and AF JQS. When used to expand a section of the CFETP or to add duties not listed in other documents, place a master copy with the work center master task list. The DAF Form(s) 797 would then be placed in the training records of the person(s) performing that duty. If the work center supervisor develops an all-inclusive DAF Form 797 for the work center, circle only those tasks that pertain to the individual performing the task or duty.

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

5.3.3.7. DAF Form 1098. Supervisors use the DAF Form 1098 to document selected tasks requiring recurring training or evaluation. AF and MAJCOM/FLDCOM directives may identify tasks contained in the CFETP requiring special certification, recurring training, or evaluation. This form may be overprinted and filed in the DAF Form 623. For tasks requiring certification this form will remain in the training record until superseded or no longer required. **(T-1)**

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

5.3.3.9. Qualification training packages. AF CFMs develop, manage, and implement qualification training packages. They are used to assist task certification.

5.3.3.10. Archiving tasks in electronic records. Archived tasks in electronic records are considered inactive. Archived tasks are those tasks an individual was formerly qualified to perform but are no longer required in the current duty position. If the task is necessary, or could be required in the current duty position, ensure it is on the electronic record's master training list & individual training plan as active. Otherwise, archive the task for to maintain historical data for future reference. Tasks do not have to be unarchived for the qualified member to conduct training on that task.

5.3.3.11. Active tasks in electronic records are those tasks that are necessary as part of the Airmen or Guardian's duty position. Active tasks are responsibilities that have been trained and signed off in the electronic record and are expected to be performed by the Airman or Guardian.

5.4. Career Development Course (CDC) Program Management.

5.4.1. Purpose and Scope. CDCs are published to provide the information necessary to satisfy the career knowledge component of OJT training. These courses are developed from references identified in the CFETP correlating with mandatory knowledge items listed in enlisted or officer classification directory. CDCs contain information on basic principles, techniques, and

procedures common to an AFSC. They do not contain information on specific equipment or tasks unless best illustrating a procedure or technique having utility to the entire AFSC. Members will adhere to all procedures for CDC administration that are outlined in the UTM CDC administration PSD guide. **(T-1)**

5.4.2. If available, supervisors use CDCs to satisfy career knowledge requirements for upgrade training. Refer to the UTM CDC administration PSD guide.

5.4.3. The UTM ensures trainees are enrolled in required CDC within 45 calendar days of in-processing (within 60 calendar days for overseas units). CDCs may not be ordered until the trainee has completed technical training and arrives at the first duty station.

5.4.4. For AFSCs that require additional training prior to entry into 5-level upgrade training CDCs are ordered after completion of the required training and issued immediately upon enrollment confirmation in accordance with AF CFM directives. **(T-1) Note**: Some AFSCs may require completion of distance learning course prior to entering TSC B/F.

5.4.5. Supervisors conduct training to support CDC-specific required task knowledge using CFETP references.

5.4.6. The UTM uses the OJT training roster to monitor the CDC program. The CDC program is effectively managed to minimize failures, non-completions. Refer to the UTM career development administration PSD guide.

5.4.7. If a CDC becomes available after entering upgrade training, the individual does not have to enroll in the CDC, unless specified by the DAF CFM.

5.4.8. Schedule course exam testing upon supervisor's request and verification of comprehensive review training.

5.4.9. An individual cannot be disenrolled from a current CDC enrollment without approved AF CFM approval unless the member is being discharged. Service members enrolled in 7-level courses upon receipt of a line number who subsequently lose their line number are reverted to TSC R as a 5-level and are disenrolled from the 7-level career development course.

5.4.10. If recommending an exception to policy for trainees to complete mandatory CDC for upgrade or qualification training, the UTM processes the request in accordance with **paragraph 3.3.4**., DAF CFM or ARC CFM/MFM is the final authority for this request. **(T-1)**

5.4.11. Commercially purchased or produced software and locally developed test-question generating software by using testable material for test preparation is not authorized for use on government computers. Refer to DAFMAN 36-2664 for further guidance.

5.4.12. UTMs will not issue CDC materials or answer keys for promotion testing purposes. **(T-1)**

5.4.13. For two-time CDC failures the unit commander, with assistance from UTM/ADUTM or BTM, will interview the supervisor and trainee to determine reason for failure within 30 days of initial notification (90 days for ARC) and take one of the following actions: 1) evaluate for possible CDC waiver (do not place trainee into Training Status Code T), 2) withdraw Airman/Guardian for failing to progress, place into Training Status Code T and pursue separation, 3) withdraw Airman/Guardian for failing to progress, place into Training Status

Code T, request AFSC or Space Force equivalent withdrawal and recommend retraining or return to previously awarded AFSC or Space Force equivalent. **(T-1)**

5.5. Mandatory Craftsman Course Policies and Procedures. This section addresses eligibility, selection, and cancellation procedures for 7-skill level in-residence and DL craftsman courses. Refer to the craftsman course scheduling PSD guide and appropriate ANG PSD guide.

5.5.1. Eligibility. Trainees must be a E-5 selectee or above. **(T-1)**

5.5.2. Trainees serving short tours (12-15 months) are not eligible to attend until arriving at new duty location (or scheduled en route). Unit commanders may submit waivers for exceptional circumstances, with full justification. Submit waiver request to the unit's parent MAJCOM/FLDCOM A1/S1 training office for coordination through the appropriate MAJCOM/FLDCOM functional manager and the MAJCOM/FLDCOM A1/S1. The MAJCOM/FLDCOM training office forwards the waiver request to Air Force Personnel Center Personnel Operations (AFPC/DPM) or Space Force ETMO for approval or disapproval. **Note**: Does not apply to ANG.

5.5.3. Trainees serving long tours, who are within 4 months of their date eligible for return from overseas (DEROS) are not eligible to attend until arriving at new duty location (or scheduled en route). **Note**: Does not apply to ANG.

5.5.4. Criteria for attending a 7-skill level craftsman course:

5.5.4.1. In upgrade training to the 7-skill level **(T-1)**

5.5.4.2. Satisfy all prerequisites for attendance as outlined in the applicable CFETP, MilPDS course reporting instructions, and ETCA course announcement. Waivers for course prerequisites are processed through the unit commander and submitted to Base Training, or Base 3F2 Functional Manager at locations without a Base Training Office. Base Training, or Base 3F2 Functional Manager at locations without a Base Training Office submit waiver request to the unit's parent MAJCOM/FLDCOM A1/S1 training office. MAJCOM/FLDCOM A1/S1 training coordinates with appropriate MAJCOM Functional Manager (or USSF equivalent) for approval. **(T-2)**

5.5.4.3. Refer to DAFI 36-2110, *Total Force Assignments*, Table 3.1, for the assignment availability code table that identifies assignment availability codes that render service members ineligible for attendance**.**

5.5.4.4. Personnel considering special duty assignment or reporting identifier assignments should attend 7-skill level craftsman course prior to entering the special duty assignment or reporting identifier. Members are not considered for attendance until completion of special duty assignment or reporting identifier assignment.

5.5.5. A no-show will be charged to the base when requesting cancellation within 30 calendar days of class start date (without the requesting base providing a replacement) and/or if the trainee is not present on class start date. **(T-1)**

5.5.6. The UTM determines the availability of a replacement, verifies TSC, Control AFSC, assignment availability codes, projected assignments, conflicting scheduled training and notifies the AFPC craftsman course manager. **Note**: For ARC, these are BTM responsibilities.

5.5.7. Distance learning. For AFSCs using distance learning craftsman courses, the trainee receives notification of training, course materials, and specific guidance from the schoolhouse via electronic message.

Chapter 6

TOTAL FORCE AWARENESS TRAINING (TFAT)

6.1. Program Description. TFAT is universal training, guidance, or instruction, regardless of AFSC, that contributes to mission accomplishment. It does not include functional, occupational, or additional duty training. Training can be executed upon entry into military service, or after initial entry training, and in response to events throughout an Airman's career to introduce and strengthen core values, foundational knowledge, and behavior standards needed to perform assigned duties and responsibilities. This training is designated as annual TFAT, selected force training or event-driven training and is typically directed by higher-level authorities such as Congress, Department of Defense, or the Office of Personnel Management. Some training is also directed by DAF.

6.2. TFAT Categories.

6.2.1. Annual TFAT General awareness-level training for the Total Force is mandated by Congress, DoD or DAF combined, consolidated, or bundled into concise computer-based training or delivered in a face-to-face format. The training in these courses is a requirement for all DAF members (RegAF, ARC, ANG, USSF, and DAF civilians). An example is cyber awareness challenge training.

6.2.2. Selected force awareness training. Targeted to specific groups or populations (i.e., commanders) versus the Total Force. An example is substance abuse training geared towards commanders.

6.2.3. Event-driven training. Is triggered by a particular event (e.g., in-processing, promotion, re-enlistment, assignment to service school, or permanent change of station) and can be a one-time occurrence. An example is financial readiness training executed at certain times within an Airmen and Guardian's career or during life changes.

6.2.4. Readiness training. Air Force/Operations Deputy (AF/A3) sets policies for training that focuses on the knowledge, skills and abilities required of an Airman to survive, operate, and succeed across the full range of military operations, either at home station or deployed, while reinforcing a strong warrior ethos. Due to the critical nature of readiness training, this category is managed separately from other TFAT categories and should be perceived at all levels as the most important training priority per AFI 10-405, *Ready Airman Training*.

6.3. Training Delivery and Tracking.

6.3.1. Except where noted, annual TFAT is accessed through the Air Force myLearning platform. myLearning provides guidance to establish accounts via their website or the AF Portal.

6.3.2. The majority of annual TFAT is available on myLearning. Service members who complete their training on myLearning have their records updated automatically. Commanders and supervisors ensure members complete mandatory training through this method at the time required by law/policy, and completion is uploaded in myLearning. The use of "off-line" en masse briefing option is also permitted for foreign nationals. Units must ensure adequate translation is available. **(T-2)** ARC members primarily accomplish training through en masse sessions conducted locally during regularly scheduled drill periods.

6.3.3. Training is authorized to be accomplished in a mass briefing format only if the course owner provided the content for download within the specific myLearning course. Ensure mass training is led by a unit "functional expert" or instructor approved by the commander (civilian equivalent).

6.3.4. Downloaded training or mass briefing options should be used by units with limited computer access or availability. ARC will use MAJCOM/FLDCOM approved en masse facilitated learning modules. **(T-2)**

6.3.5. For users who accomplish training offline, UTMs or TFAT monitors will certify completion and update training completion in myLearning. Instructions for downloading, delivering, and tracking "off-line" accomplishment of TFAT courses are provided directly within the specific course hosted in myLearning. ARC members will have their training documented in a MAJCOM/FLDCOM approved tracking system and have records updated by the UTM. **(T-2)**

6.3.6. Commanders should use care in determining whether to use any "off-line" training options giving full consideration to the resulting increased workload. Off-line training is usually accomplished locally and taught by unit experts who receive curriculum and other training related guidance from AF-level course owner or sponsors.

6.3.7. Designated unit training personnel and wing and unit level training agencies share responsibility for tracking accomplishment of off-line training, ensuring established measures are used for managing accountability.

6.4. Requirements.

6.4.1. TFAT course baselines are established in accordance with Title 10 USC requirements, Executive orders, DoD policy via various DoD instructions and directives DoDI 1400.25, Volume 410, *DoD Civilian Personnel Management System: Training, Education, and Professional Development, Enclosure 3, Chapter 6, Academic Degrees,* that establishes requirements for all military services and their components. **Attachment 6** lists the required TFAT as of the publication date of this instruction.

6.4.1.1. TFAT is targeted carefully to the audience who needs the training, at the minimum frequency required to ensure retention, and that course lengths are no longer than necessary to adequately convey the information.

6.4.1.2. While the reduction of requirements is intended to maximize the effectiveness of the unit, commanders are responsible for exercising good judgment and making sensible training decisions. When local conditions or mission requirements demand additional or enhanced training, commanders have the discretion to train their members as they deem necessary.

6.4.2. In accordance with DoDI 1322.31, *Common Military Training (CMT)*, a service member's current common military training record of completion will be recognized as satisfying common military training, i.e., TFAT, requirements across all military services, joint staff, defense agencies, and DoD field activities. **(T-1)**

6.4.3. While service members are deployed, their TFAT remains current for the duration of that deployment. However, their commander or supervisor may conduct training at the required frequency as the mission permits.

6.5. Program Responsibilities.

6.5.1. AF/A1DL serves as OPR for TFAT policy and monitors overall footprint to minimize training burden on the Total Force. AF/A1DL:

6.5.1.1. Manages the DAF Total Force awareness training SharePoint site that provides periodic updates to MAJCOM/FLDCOM and wings as necessary. This SharePoint site is only accessible to UTMs and ADUTMs.

6.5.1.2. Approves course owner or sponsor updates to TFAT entries in ETCA and conducts an annual review in coordination with AETC for the following: accuracy, currency, relevance, usefulness, prior year trends, and policy updates in addition to duration, frequency, target audience, and method of delivery to commence no later than the second quarter of the calendar year. **Note**: selected force awareness training and event-driven training categories are periodically reviewed.

6.5.1.3. Conducts a triannual review, no later than the second quarter of the calendar year, of TFAT courses in coordination with AETC and the course owner or sponsor as outlined in **Attachment 6, Table A6.1**.

6.5.1.4. Coordinates TFAT implementation message with AETC, ARC and applicable course owners or sponsors announcing all new and updated training no later than the first quarter of the calendar year. Once all coordination is completed, forward the implementation message to the field no later than the first quarter of the calendar year.

6.5.2. AETC:

6.5.2.1. Conducts a triannual review of TFAT courses in coordination with AF/A1DL and the course owner or sponsor as outlined in **Attachment 6, Table A6.1**. **(T-1)**

6.5.2.2. Coordinates on the AF/A1DL TFAT implementation message prior to the TFAT launch. **(T-1)**

6.5.2.3. Develops a myLearning tracking capability for documenting AF approved face to face training completions. **(T-1**)

6.5.2.4. Hosts functionally specific TFAT courses in myLearning in accordance with AF/A1DL approval. **(T-1) Note**: Course owners or sponsors are responsible for all courseware development in addition to ensuring courseware meets the myLearning system requirements. AETC/A3G supports annual TFAT course owners with review of training courses to ensure compatibility with myLearning, when requested by AF/A1DL and course owners.

6.5.3. Course owner or sponsors for TFAT as designated in **Attachment 6, Table A6.1** will: **(T-1)**

6.5.3.1. Provide downloadable course material via myLearning. **(T-1)** This is to ensure our commanders are provided tools for conducting training via preferred method of face-to-face; it is also mission critical to ARC training compliance capabilities. AETC/A3G will not publish course without this resource available. **(T-1)**

6.5.3.2. Develop and manage TFAT courses and determine how proposed requirements impact manpower, mission completion, and available resources. **(T-1)**

6.5.3.3. Provide AF/A1DL the following information to update approved TFAT course entries on the ETCA website: course owner or sponsor's name, rank, office symbol, duty phone and justification, course title, objective, target group, method of instruction, proposed training agency, duration, frequency, documentation and reporting requirements, exemption policy and procedures. **(T-1**)

6.5.3.4. If training is to be delivered via myLearning, course owners/sponsors will accomplish required myLearning familiarization training, request appropriate roles/permissions, and adhere to myLearning course hosting requirements. AETC/A3G will advise course owners/sponsors, as needed, in developing or re-designing courseware and provide technical assistance to ensure system configuration standards are factored into the development process. If training is to be delivered via myLearning, course owners/sponsors will accomplish required myLearning familiarization training, request appropriate roles/permissions, and adhere to myLearning course hosting requirements. AETC/A3G will advise course owners/sponsors, as needed, in developing or re-designing courseware and provide technical assistance to ensure system configuration standards are factored into the development process. **(T-1)**

6.5.3.5. Review training curriculum at least once annually to include the following**: (T-1**)

6.5.3.5.1. Ensure each course is delivered within the established, i.e., DAFLC approved, timeframe.

6.5.3.5.2. The material addresses prior year trends, areas of concern, and incident reports to help alleviate repeat incidents.

6.5.3.5.3. Updated media, images, examples, scenarios, audio, and data points; narrator scripts; references from AFI or other governing directives; actual slide content; and test questions.

6.5.3.6. Ensure availability of all required tools and guidance for wing and unit level training agencies to accomplish training at local level. **(T-1**)

6.5.3.7. Submit proposals for new requirements or changes to curriculum, frequency, duration, or target group to AETC Force Development Policy and Integration Division (A3K) for review by the DAFLC. **(T-1**)

6.5.3.8. Coordinate all policy and guidance that affects training and education programs in accordance with DAFMAN 90-161 through AF/A1DL and the DAFLC prior to publication and implementation. **(T-1**) **Note**: TFAT levied without proper coordination is not AF approved and therefore cannot be levied on the Total Force.

6.5.3.9. Develop all courseware in addition to ensuring the courseware meets the myLearning system requirements. **(T-1**)

6.5.3.10. Submit requests to AF/A1DL to add and update TFAT information in ETCA. **(T-1**)

6.5.4. MAJCOM/FLDCOM training managers:

6.5.4.1. Ensure MAJCOM/FLDCOM TFAT programs are executed in accordance with this instruction and all applicable directives such as Department of Defense instructions or

other higher-level guidance. **(T-1) Note**: Report all taskings that do not comply with **paragraph 6.3**. to AF/A1DL.

6.5.4.2. Provide training to base education and training office personnel as needed and ensure compliance with all directives.

6.5.4.3. Provide statistical data to MAJCOM/FLDCOM leadership as needed.

6.5.4.4. Commanders have overall responsibility for TFAT programs and ensure compliance with all TFAT directives from AF/A1.

6.5.5. Base education and training offices:

6.5.5.1. Provide training to UTM or unit TFAT monitors as required to ensure compliance with all directives. **(T-1)**

6.5.5.2. Communicate with wing agencies responsible for providing TFAT to ensure program quality and compliance with all applicable directives. **(T-2)**

6.5.6. Unit commanders have overall responsibility for ensuring unit members are adequately trained in accordance with all AFIs and other governing directives. Unit commanders:

6.5.6.1. Retain discretion to enhance or add to training as necessary when local conditions or mission requirements demand additional or different training.

6.5.6.2. Ensure local contracts and bargaining unit agreements reflect appropriate local requirements before training begins in all cases where commanders determine a need to alter civilian training requirements.

6.5.6.3. Appoint a unit member to manage the TFAT program.

6.5.6.4. Must ensure any unit-conducted TFAT is delivered by appropriately trained individuals, with required level of expertise, to provide effective instruction. **(T-1)**

6.5.7. UTMs or unit TFAT monitors:

6.5.7.1. Manage and advise unit POCs regarding ADL portion of the base or wing TFAT programs. **Note**: Report all taskings that do not comply with **paragraph 6.3** to the base education and training office.

6.5.7.2. Track all DAF approved TFAT using established procedures and ensure unit members are accomplishing recurring training in accordance with established timelines. **(T-1)**

6.5.7.3. When using downloaded computer-based trainings or instructor-led briefings, document training completions in myLearning (offline) using sign-in rosters provided by the "functional expert" or commander. If available and authorized by course owner, the instructions for downloading and tracking "off-line" accomplishment of TFAT courses are provided within each course's content hosted on myLearning.

6.5.8. Wing, installation, or unit OPR, as identified in **Attachment 6**, will: **(T-2)**

6.5.8.1. Manage respective TFAT program, conduct TFAT, maintain lesson materials, and review lesson materials for currency once per training cycle. **(T-2)**

6.5.8.2. Document and report completion of TFAT as appropriate and in accordance with course requirements and local procedures as applicable. **(T-1)**

6.6. Total Force Airmen and Guardian responsibilities:

6.6.1. TFAT must be completed by all DAF members according to established timelines and event triggers. **(T-1)**

6.6.2. Contractors and employees of organizations which have contracted with the DAF are responsible for completing any training required by their specific service contract.

6.6.3. In some cases, contracted employees and foreign national employees are not required to accomplish certain TFAT courses. Exceptions are listed in the ETCA descriptions for each TFAT course via AF Portal.

6.7. DAF Learning Committee (DAFLC).

6.7.1. The DAFLC provides senior leader guidance regarding the focus and subject matter of programs designed to develop foundational competencies through DAF education and TFAT. The DAFLC is the "gatekeeper" process to vet new TFAT requirements, establish priorities, and determine efficient delivery options for the Total Force. The strategic goal of the DAFLC is to provide broad guidance for competency development to improve the focus, currency and relevancy of DAF curricula and training through a corporate view of DAF priorities. **Note**: Functional authorities are permitted to levy training requirements for their specialty outside the DAFLC process.

6.7.1.1. The DAFLC is Co-Chaired by AF/A1D, Deputy Director, Force Development; AETC/A3/6 Deputy Director, Force Development; SF/S1D, Director, Force Development; and the STARCOM/S3, Director of Space Operations. DAFLC members consist of an O-6 representative or civilian equivalent from Assistant Secretary of the Air Force for Manpower and Reserve Affairs (SAF/MR), MAJCOM (appointed by MAJCOM/CD)/A1D/FLDCOM/S1 or Deputy A1/S1 or equivalent representative, and ARC. DAFLC advisors and guests are stakeholders within their respective area of expertise that represent their organization, agency, or functional area. Advisors may include Assistant Secretary of the Air Force for Financial Management and Comptroller (SAF/FM), The Air Force Judge Advocate General (AF/JA), Air Force/Strategic Plans and Programs (AF/A8), Functional Authorities, Air University (AETC/AU), Air Force Institute of Technology (AFIT), BMT, United States Air Force Academy (USAFA), Academy of Military Science (AMS) and other subject matter experts as needed.

6.7.1.2. The DAFLC will be the governing body for adding, deleting, or modifying existing TFAT requirements to include "Total Force Awareness," "Selected Force," and "Event-Driven" categories. **(T-1)** The DAFLC review provides a formalized process for evaluating new requirements for TFAT. The DAFLC establishes the process to:

6.7.1.2.1. Review and validate new TFAT requirements.

6.7.1.2.2. Modify or increase existing TFAT requirements.

6.7.1.2.3. Ensure annual training requirements are balanced with respect to member's time and the mandate for training to eliminate arbitrary timelines and ensure the training is "right-sized" and "tailored."

6.7.1.2.4. Assess risk of possible deviation in coordination with AF/JA and Secretary of the AF/General Counsel (SAF/GC).

6.7.1.3. New requirements or changes to frequency, duration, or target groups for AF-level TFAT may come from air staff functional 2-digits and must flow through AF/A1DL to initiate review and action by the DAFLC. **(T-1)** External agencies or sources such as Congress, the Office of Personnel Management, or the Office of the Secretary of Defense can also direct the AF to provide TFAT. **Note**: MAJCOM/FLDCOM or reserve component recommendations require coordination through the applicable air staff functional, course owner, or sponsor.

6.7.1.4. Course owners or sponsors for upward-suggestive or downward-directed TFAT requirements must flow proposals through AF/A1DL for review by the DAFLC to minimize impact on the Total Force and ensure efficient delivery methods are considered in complying with the mandate. **(T-1**)

6.7.1.5. No TFAT requirement will be funded, developed, or fielded without approval from the DAFLC. **(T-1) Note**: Functional, additional duty and ready airman training requirements are managed by other processes.

6.7.2. DAFLC roles and responsibilities:

6.7.2.1. Deputy Director for Air Force Force Development (AF/A1D) oversees management and synchronization of the DAFLC process on behalf of the Deputy Chief of Staff for Manpower, Personnel, and Services (AF/A1). The SECAF-designated "Gatekeeper" for all TFAT.

6.7.2.2. AF Learning Division (AF/A1DL):

6.7.2.2.1. Maintains the master listing of TFAT and monitors overall TFAT footprint to minimize the burden on the Total Force.

6.7.2.2.2. AF/A1DL serves as the executive advisor for the DAFLC process, maintains responsibility for policy and has delegated administration and execution duties to AETC/A3K who is responsible for all issues related to learning in the development of foundational competencies for service members, including developmental education, TFAT and BMT policy.

6.7.2.3. AETC/A3K:

6.7.2.3.1. Serves as the secretariat and is the execution arm and central focal point for DAFLC administration.

6.7.2.3.2. Establishes and oversees implementation of a formalized process for new requirement proposals, changes, and reviews.

6.7.2.3.3. Creates and updates the DAFLC Charter, DAFLC process guide, and schedules DAFLC meetings.

6.7.2.3.4. Receives all proposals to change TFAT, foundational competency development curricula, AF special areas of emphasis that impact developmental education and BMT.

6.7.2.4. AF/A1DL and AETC/A3K work together to:

6.7.2.4.1. Provide guidance regarding format and content to assist process owners in developing submissions for consideration by the DAFLC. Coordinates the agenda for the DAFLC and prepares and disseminates the meeting minutes.

6.7.2.4.2. Study new requests for completeness and viability and aid in the development process. Neither acts as an approval body but does make recommendations to the DAFLC regarding implementation and/or replacement of TFAT and foundational competency development curriculum.

6.7.2.5. MAJCOM A1s/FLDCOM S1s are the focal point for service member development in the field; MAJCOM A1s/FLDCOM S1s may submit requests to change TFAT, the foundational competency development program baseline, or DAF special areas of emphasis. They serve as the OPR for identifying requirements in their respective areas. MAJCOM A1s/FLDCOM S1s forward recommendations for change at least 30 to 90 calendar days prior to DAFLC meetings.

6.7.2.6. "Requesting course owners/sponsors seeking changes to TFAT, foundational competencies, or DAF special areas of emphasis will coordinate with AF/A1DL to validate need and relevancy of change proposals prior to DAFLC meetings. Once the requirement has been validated, the course owner/sponsor presents a briefing (or proposal) at the DAFLC for a determination and consensus on the proposed way ahead that includes the following:

6.7.2.6.1. Ensure Total Force perspective is considered during development or revision of all TFAT requirements to include delivery and tracking options.

6.7.2.6.2. When requesting new TFAT courses or revisions to existing courses, course owners/sponsors obtain approval through their chain of command and submit proposals to AF/A1DL.

6.7.2.6.3. Review their existing training courses and ECTA at least once per training cycle to ensure material complies with governing directives and remains current and targeted to the right audience as outlined in **paragraph 6.5.3.5**.

6.7.2.7. AETC/A3G provides technical guidance to the DAFLC, A1DL and requestor/course owners for developing hosting and tracking computer-based training in myLearning.

6.7.2.8. Force Development Council (FDC). When the co-chairs call for a vote on a learning issue, the members vote with the Co-Chairs adjudicating the results. The DAFLC only sends "appropriate" issues to the FDC as determined by the DAFLC Co Chairs.

ALEX WAGNER
Assistant Secretary
(Manpower and Reserve Affairs)

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

5 USC § 552a, *Records maintained on individuals (Privacy Act of 1974)*

29 USC § 794, *Nondiscrimination under Federal grants and programs*

5 CFR 724.201, 202, 203, *Notification of Rights and Protections and Training*

5 CFR 412.202, *Systematic Training and Development of Supervisors, Managers, and Executives*

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SORN F036 AETC L, *Community College of the Air Force Student Transcript, Administration, and Records System*

SORN F036 AF A1 A, *Air Force Automated Education Management System*

SORN F036 AF PC C, *Military Personnel Records System*

SORN F036 AF PC Q, *Personnel Data System*

MIL-PRF-29612B, *Training Data Products Performance Specification*, 31 August 2001

Prescribed Forms

DAF Form 623, *Individual Training Record Folder*

DAF Form 623A, *On-the-Job Training Record Continuation Sheet*

DAF Form 623B, *Individual Training Record Label*

DAF Form 797, *Job Qualification Standard Continuation/Command JQS*

DAF Form 803, *Report of Task Evaluations*

DAF Form 898, *Field Training Requirements Scheduling Document*

DAF Form 1098, *Special Task Certification and Recurring Training*

DAF Form 1256, *Certificate of Training*

DAF Form 1320a, *Training Chart*

DAF Form 2096, *Classification/On-The-Job Training Action*

Adopted Forms

AETC Form 1, *Course Cancellation/Discontinuation Request*

DAF Form 847, *Recommendation for Change of Publication*

DAF Form 673, *Department of the Air Force Publication/Form Action Request*

Abbreviations and Acronyms

2 AF—Second Air Force

2AFSC—Secondary Air Force Specialty Code

3F2—Education and Training

ADL—Advanced Distributed Learning

ADUTM—Additional Duty Unit Training Manager

AETC—Air Education and Training Command

AETC/TPM—Air Education and Training Command Training Pipeline Manager

AF—Air Force

AFCDA—AF Career Development Academy

AFDPO—Air Force Distribution and Publishing Office

AFECD—Air Force Enlisted Classification Directory

AFI—Air Force Instruction

AFAEMS—Air Force Automated Education Management System

AFH—Air Force Handbook

AFIMPT—Air Force Information and Publishing Tool

AFIT—Air Force Institute of Technology

AFJQS—Air Force Job Qualification Standard

AFMAN—Air Force Manual

AFNET—Air Force Network

AFOCD—Air Force Officer Classification Directory

AFPC—Air Force Personnel Center

AFPD—Air Force Policy Directive

AFR—Air Force Reserve

AFSC—Air Force Specialty Code

AFTC—Air Force Training Course

AMRT—Accelerated Mission Readiness Training

AMS—Academy of Military Science

ANG—Air National Guard

ARC—Air Reserve Component (Air National Guard and Air Force Reserve)

ARCNet—Air Reserve Component Network

BMT—Basic Military Training

BTM—Base Training Manager

CAFSC—Control Air Force Specialty Code

CCAF—Community College of the Air Force

CCTS—Course Chart Training Standards

CDC—Career Development Course

CFETP—Career Field Education and Training Plan

CFM—Career Field Manager

CLDS—Civilian Leadership Development School

CMSgt—Chief Master Sergeant

COMPUSEC—Computer Security

CRE—Course Resource Estimate

CTO—Chief Training Officer

CUI—Controlled Unclassified Information

CUT—Cross Utilization Training

DAF—Department of the Air Force (Air Force and Space Force)

DAFH—Department of the Air Force Handbook

DAFI—Department of the Air Force Instruction

DAFLC—Department of the Air Force Learning Committee

DAFMAN—Department of the Air Force Manual

DAFSC—Duty Air Force Specialty Code

DIERT—Date Initial Entered Retraining

DL—Distance Learning

DLI—Defense Language Institute

DoD—Department of Defense

DoDD—Department of Defense Directive

DoDI—Department of Defense Instruction

DRU—Direct Reporting Unit

DSN—Defense Switch Network

E-4—Enlisted Grade Four (USAF: Senior Airman; USSF: Specialist 4)

E-5—Enlisted Grade Five (USAF: Staff Sergeant; USSF: Sergeant)

E-6—Enlisted Grade Six (USAF: Technical Sergeant; USSF: Technical Sergeant)

E-7—Enlisted Grade Seven (USAF: Master Sergeant; USSF: Master Sergeant)

E-8—Enlisted Grade Eight (USAF: Senior Master Sergeant; USSF: Senior Master Sergeant)

EAOC—Enlisted Airman Orientation Course

EIT—Electronic and Information Technology

ETMO—Enterprise Talent Management Office

ETCA—Education and Training Course Announcements

FAM—Functional Area Manager

FD—Force Development

FDC—Force Development Council

FDO—Force Development Office

FEQ—Field Evaluation Questionnaire

FLDCOM—Field Command

FOA—Field Operating Agencies

FSS—Force Support Squadron

FTD—Field Training Detachment

FY—Fiscal Year

HAF—Headquarters Air Force

ID—Identification

IMI—Interactive Multimedia Instruction

ISD—Instructional System Development

JQS—Job Qualification Standard

KPI—Key Performance Indicators

MAJCOM—Major Command

MEST—Mission Essential Skills Training

MFM—MAJCOM Functional Manager

MilPDS—Military Personnel Data System

MIL-PRF—Military Performance Specification

MTL—Master Task List

NAF—Numbered Air Force

NCO—Non-Commissioned Officer

NGB—National Guard Bureau

NLT—No Later Than

NPS—Non-prior Service

O&M—Operations and Management

OJT—On-the-job Training

OPR—Office of Primary Responsibility

OPSEC—Operational Security

OSI—Office of Special Investigations

OSM—OPSEC Signature Manager

PAFSC—Primary Air Force Specialty Code

POC—Point of Contact

POM—Program Objective Memorandum

PRF—Personnel Resource File

PSD—Personnel Services Delivery

RegAF—Regular Air Force

RTO—Responsible Training Organization

SAV—Staff Assistance Visit

SETA—Security Education Training Awareness

SF—Space Force

SNCO—Senior Noncommissioned Officer

SORN—System of Record Notices

STEP—Stripes for Exceptional Personnel

STRT—Specialty Training requirements team

STS—Specialty Training Standard

TCCC—Tactical Combat Casualty Care

TDY—Temporary Duty

TFAT—Total Force Awareness Training

TLN—Training Line Number

TPM—Training Performance Metrics

TQT—Task Qualification Training

TRG—Training Group

TRS—Training Squadron

TRW—Training Wing

TSC—Training Status Code

U&TW—Utilization and Training Workshop

USAFA—United States Air Force Academy

USC—United States Code

USAF—United States Air Force

USSF—United States Space Force

UTC—Unit Type Code

UTM—Unit Training Manager

WAPS—Weighted Airman Promotion System

Office Symbols

2 AF/CTO—Second Air Force Chief Training Officer

2 AF/A5/8/9—Second Air Force, Strategic Plans, Programs, and Requirements

AETC/A3—Air Education and Training Command, Directorate of Force Development

AETC/A3B—Air Education and Training Command/Learning Professionals and FD Credentialing

AETC/A3/6—Air Education and Training Command, Operations and Communication

AETC/A3BL—Air Education and Training Command/Force Development Registrar

AETC/A3G—Air Education and Training Command /Programs Compliance and Support Branch

AETC/A3J—Air Education and Training Command, Occupational Competencies Branch

AETC/A3K—Air Education and Training Command/ Force Development Policy and Integration Division

AETC/A3KP—Air Education and Training Command/ Force Development Policy Branch

AETC/A5Q—Air Education and Training Command/Acquisition Division

AETC/A9/SAS—Air Education and Training Command/Innovation and Analysis

AETC/AU—Air Education and Training Command/Air University

AETC/FMAM—Air Education and Training Command/ Financial Management Branch

AF/A1—Air Force/ Deputy Chief of Staff, Manpower, Personnel & Services

AF/A1D—Air Force/Development Division

AF/A1DL—Air Force/Development Learning Division

AF/A3—Air Force/Operations Deputy

AF/A8—Air Force/Strategic Plans and Programs

AF/JA—Air Force/Judge Advocate General

AF/RE—Air Force/Chief of Air Force Reserve

AFPC/DPCZ—Air Force Personnel Center Talent Management Division

AFPC/DP3D—Air Force Personnel Center/Military Classification

AFPC/DP3DW—Air Force Personnel Center/Workforce Development

AFPC/DPMLW—Air Force Personnel Center/Assignment & Workforce Development

ARPC/DPAT—HQ Air Reserve Personnel Center/Education and Incentives Division

FSS/FSDE—Force Support Squadron/Education and Training

MAJCOM/A1—MAJCOM/Manpower, Personnel and Services

MAJCOM/CD—MAJCOM/Deputy Commander

NAF/A3—Numbered Air Force/Air, Space, and Information Operations

NGB/CF—Air National Guard/Office of Director

SAF/FM—Secretary of the AF/Financial Management and Comptroller

SAF/GC—Secretary of the AF/General Counsel

SAF/MR—Assistant Secretary of the Air Force for Manpower and Reserve Affairs

SF/S1—Secretary of the AF/Deputy Chief of Space Operations for Human Capital

SF/S1D—Chief Human Capital Office/Force Development

STARCOM—Space Training and Readiness Command

STARCOM/Del 13—Space Training and Readiness Command, Space Delta 13 – Education

STARCOM/S2/3—Space Training and Readiness Command-Intelligence and Operations

STARCOM/S3—Space Training and Readiness Command-Operations

TRG/CC—Training Group Commander

TRS/CC—Training Squadron Commander

Terms

Advanced Distributed Learning (ADL)—An evolving, outcomes-focused approach to education, training, and performance aiding that blends standards-based distributed learning models emphasizing reusable content objects, content and learning management systems, performance support systems/devices, web applications services, and connectivity. ADL is an evolution of distributed learning that emphasizes collaboration on standards- based versions of reusable objects, networks, and learning management systems, yet may include some legacy methods and media. ADL is structured learning that takes place without requiring the physical presence of an instructor. Although the AF uses the term ADL, some federal agencies and DoD components may use the term DL. These terms refer to the same basic concept.

Air Force Job Qualification Standard (AFJQS)—Training documents approved by the AF Career Field Manager for a particular job type or duty position within an AF Specialty.

Air Force Specialty—A group of positions (with the same title and code) that require common qualifications.

Air Reserve Component (ARC)—An overarching term used when referring to both the Air National Guard and AF Reserve.

Allocation—A class seat reserved for a specific program user at their request.

Approval Authority—Senior leader responsible for contributing to and implementing policies and guidance/procedures pertaining to his/her functional area(s) (i.e., heads of functional two-letter offices).

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

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

Certification—A formal indication of an individual's ability to perform a task to required standards.

Combat Ready Duty Position—A combat ready duty position is a position such as Red Horse, Pararescue, Security Forces, Medical Readiness, etc., that deploys on a regular basis in support of combat operations, combat ready Airman perform combat duties on a daily basis.

Contract Training—Type 1 training that receives the same priority funding as AF-directed training. It supports initial groups of instructors and operators the AF requires for new or modified weapon systems.

Core Task—Tasks the AF CFM identify as minimum qualification requirements for everyone within an AFSC, regardless of duty position. Core tasks may be specified for a particular skill-level or in general across the AFSC. Guidance for using core tasks can be found in the applicable CFETP narrative.

Course Objective List—A publication derived from initial and advanced skills Course Training Standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3- or 7-skill level in this career field. Supervisors use the continuum of learning to assist in conducting graduate evaluations. – this is not mentioned anywhere in the Pub

Course Training Standard—Training standard that identifies the training members receive in a specific course. – this is not mentioned anywhere in the Pub

Cross Utilization Training (CUT)—Specific functional training provided for Airmen and Guardians to perform tasks outside of their primary AFSC to enhance mission readiness and increase unit capability.

Distributed Learning (DL)—Structured learning mediated with technology that does not require the physical presence of the instructor. DL learning models can be used in combination with other forms of instruction, or it can be used to create wholly virtual classrooms.

Education and Training Course Announcement (ETCA)—Contains specific MAJCOM procedures, fund cite instructions, reporting instructions, and listings for those formal courses conducted or managed by the MAJCOMs or FOA. The education and training course announcement contains courses conducted or administered by the DAF and reserve forces and serves as a reference for the AF, DoD, other military services, government agencies, and security assistance programs.

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

Extension Course Program—Provides career-broadening courses throughout the Department of Defense to include civil service employees in all federal agencies.

External Evaluation—Acquisition and analysis of data from outside the training environment to evaluate the training product in the operating environment.

Field Training—Technical, operator, and other training either a training detachment or field training team conducts at operational locations on specific systems and associated direct-support equipment for maintenance and aircrew personnel.

Foundational Competencies—A set of accepted and valued competencies (e.g., Airman's Foundational Competencies), which enable success across a wide-array of Department of the Air Force missions, roles, functions, and duties.

Functional Area Manager—The individual accountable for the management and oversight of all personnel and equipment within a specific functional area to support the operational planning and execution. Responsibilities include, but are not limited to, developing, and reviewing policy; developing, managing, and maintaining UTCs; developing criteria for and monitoring readiness reporting; force posturing; and analysis. At each level of responsibility (HAF, MAJCOM, Air Component, FOA, DRU, and Unit), the FAM should be the most highly knowledgeable and experienced person within the functional area and have the widest range of visibility over the functional area readiness and capability issues.

Functional Manager—Senior leaders, designated by the appropriate functional authorities, who provide day-to-day management responsibility over specific functional communities. While they should maintain an institutional focus regarding resource development and distribution, functional managers are responsible for ensuring their specialties are equipped, developed, and sustained to provide Department of the Air Force capabilities.

Initial Evaluation—An evaluation to review an individual's training qualifications. Supervisors conduct an initial training evaluation to determine if the individual requires additional training to meet duty position requirements.

Initial Skills Training—A formal school course that results in an AFSC 3-skill level award for enlisted or mandatory training for upgrade to qualified officers.

Knowledge Training—Training used to provide a base of knowledge for task performance. It may also be used in lieu of task performance when the training capability does not exist. Learning gained through knowledge rather than hands-on experience.

Major Command—Usage of this term refers to all major commands (MAJCOM), Field Operating Agencies (FOA), Direct Reporting Units (DRU), Air National Guard (ANG), and Air

Force Reserve Command (AFRC) unless otherwise indicated. Field command (FLDCOM) is the USSF's equivalent to a MAJCOM.

MilSuite—User-centric platform that provides a collection of tools for Department of Defense personnel that facilitates professional networking, learning, and innovation through knowledge sharing and collaboration.

MyLearning—A cloud-based learning management system and application stack that enables enterprise-side learning, management, automation, and reporting for Air Force education and training capabilities.

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

Occupational Competencies—Required by an individual to successfully execute a mission, role, function, job, task, or duty within a designated or specified workforce category or group of functions requiring similar work (e.g., aircraft maintenance, civil engineering, and nursing).

On-the-Job Training (OJT)—Hands-on, "over-the-shoulder" training or evaluation conducted to certify personnel in both upgrade (skill-level award) and job qualification (position certification training).

Out-of-Cycle Training Request—A new requirement or a change to a funded mission readiness training program guidance letter.

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

Program Guidance Letter—Establishes training requirements for AETC execution. Program guidance letters are the official tasking document enabling AETC planners and resource programmers to acquire the necessary resources for accomplishment of the tasking. The Program guidance letters align the AF requirements with the planning, programming, budgeting, and execution process.

Program Objective Memorandum (POM)—Office of the Secretary of Defense directed, service developed document identifying money, people and equipment requirements and allocations over a specified period (example FY13-17). Program objective memorandum funding baselines are used to develop budget level detail for distribution of resources during budget execution years. The program objective memorandum is developed by individual services to set objectives for their forces, weapon systems and logistical support within the fiscal limits assigned to them by the Secretary of Defense.

Ready Airman Training—Training that prepares an Airman to survive, operate and succeed in a deployed environment, while reinforcing Airman's foundational competencies. Ready Airman Training provides Airmen the knowledge, skills, and abilities to survive, operate and succeed across the full range of military operations in support of the Combatant Command. These knowledge, skills and abilities are not routinely acquired during initial occupational, mission oriented or ancillary training venues.

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

Specialty Training—The total training process used to qualify Airmen and Guardians in their assigned specialty.

Specialty Training Standard (STS)—An AF publication that describes an AF specialty in terms of tasks and knowledge an Airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve a 3-, 5-, or 7-skill level within an enlisted AF specialty. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an AFSC are taught in formal schools and correspondence courses.

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

Subject-Matter Expert—Are individuals who are qualified to perform in a specialty. In most instances, subject-matter experts are noncommissioned officers (NCO) with extensive training and background in their AF specialty.

Supplemental Training—Training toward a portion of an AF specialty without change by AFSC. Formal training on new equipment, methods and technology that are not suited for on-the-job training.

Task Certifier—A person whom the commander assigns to determine an individual's ability to perform a task to required standards.

Task Qualification Training (TQT)—Training conducted after chemical, biological, radiological, nuclear, and high-yield explosive defense classroom training in which individuals perform wartime mission essential tasks in a simulated wartime environment while wearing full ground crew individual protective equipment or aircrew individual protective equipment. Headquarters AF, MAJCOM and local functional area managers identify wartime mission essential tasks. See DAFI 10-2501, *Emergency Management Program* for additional information/ requirements.

Total Force—Includes all Airmen and Guardians (Regular Air Force, Air Force Reserve, Air National Guard, Regular Space Force, and Department of the Air Force civilians)

Training Capability—The ability of a unit or base to provide training. Authorities consider the availability of equipment, qualified trainers, and study reference materials, and so on in determining a unit's training capability.

Training Detachment—An AETC detachment that provides technical training, at an operational location, on specific systems, and their aerospace ground equipment. A training detachment aims to: qualify personnel on new equipment or in new techniques and procedures, maintain proficiency and to increase skill and knowledge, acquaint personnel with specific systems, and keep personnel aware of changing concepts and requirements.

Training Equipment—The generic term for items trainers use to train aircrew, missile, maintenance, support, or operator personnel. Trainers teach with these items by picturing,

simulating or otherwise demonstrating the characteristics of a system, facility, or piece of equipment.

Training Requester Quota Identifier—The training requester quota identifier is a four-character communication code within oracle training administration used to convey annual or supplemental training requirements, allocations, allocation confirmations, and student tracking information between a user of training and the provider (owner) of training. Training requester quota identifiers are assigned to MAJCOMs, FOA, and DRUs responsible for training accountability of personnel. Only one training requester quota identifier is assigned to a functional entity for mission readiness training program.

Training Session—Training conducted based on technical data for a task that existing courses cannot support.

Upgrade Training—Mandatory training that leads to attainment of higher level of proficiency.

Wartime Course—Comprised of those tasks that must be taught when courses are accelerated in a wartime environment. Wartime tasks are the tasks to be taught in the 3-level course when the wartime courses have been activated. In response to a wartime scenario, these tasks are taught in the 3-level course in a streamlined training environment. These tasks are only for those career fields that still need them applied to their schoolhouse tasks.

Attachment 2

TRAINING STATUS CODES AND DEFINITIONS

Table A2.1. Training Status Codes and Definitions.

LINE	Training Status Code	Definition
1	A	The service member is in upgrade training for the initial award of a 3-skill level AFSC.
2	B	The service member is in upgrade training for the initial award of a 5-skill level AFSC.
3	C	The service member is in upgrade training for the initial award of a 7-skill level AFSC. The member must be an E-5 select or above. **(T-1)**
4	D	AFR member awaiting reassignment to the Inactive Ready Reserve. Use only when member is within 6 months of the reassignment to the Inactive Ready Reserve. Not to be used for discharge.
5	E	The service member is retraining from an AFSC awarded at the 3- or higher skill level and is in upgrade training for subsequent award of a 3-skill level AFSC.
6	F	The service member is retraining from an AFSC awarded at the 5- or higher skill-level and is in upgrade training for subsequent award of a 5-skill level AFSC. This includes 3-skill level AFSCs having no 5-skill level (see AFMAN 36-2100).
7	G	The service member is retraining from an AFSC awarded at the 7- or higher skill level and is in upgrade training for subsequent award of a 7-skill level AFSC. The service member must be a E-5 select or above. **(T-1)**
8	I	The service member is in re-qualification training and meets the following criteria: Is a E-4 (Senior Airman/Specialist 4), E-5 (Staff Sergeant/Sergeant), or E-6 (Technical Sergeant) and is returned to an AFSC at the highest skill level for their current grade from an AFSC, reporting identifier, or special duty identifier; and has not performed in the AFSC for at least the past 6 months. Do not use this code for prior service members or former officers.
9	K	The service member is attending Basic Military Training or a skill-level awarding technical school. This code also applies to those in follow-on training.
10	M	The service member has approved retraining via a formal school, the control AFSC has changed to the retraining AFSC, and the member is waiting to attend class. ANG personnel with a control AFSC of a 1-skill level awaiting entry into a formal school, not to exceed 12 months if there are dates of availability for scheduling. If there are no dates available for scheduling out of cycle request will be placed in the training system. **(T-2)** Documentation will be completed every 90 calendar days. **(T-2)** Refer to ANG supplement for further guidance.
11	P	The service member cannot enter or continue in upgrade training due to the lack of a training capability or because of duty status (Examples: AFSC withdrawn, in confinement, absent without leave, hospitalized, officer trainee or selectee, assigned out of the control AFSC, decertified from the

		personnel reliability program, pregnancy, and elimination from formal training course pending reclassification or separation, attending DLI, and awaiting security clearance when no unclassified upgrade training is available). Submit an explanation of circumstances surrounding a lack of upgrade training capability through applicable channels to the MAJCOM functional manager for action. This TSC does not permit waiving the dislocation allowance or other permanent change of station restrictions (see DAFI 36-2110). Return service members out of their control AFSC for more than 130 calendar days (270 calendar days for temporary PRP decertification) to duty immediately and reenter them into training in the control AFSC or recommend for retraining according to AFMAN 36-2100, whichever is appropriate.
12	Q	The service member is not in upgrade training, has received the highest skill-level possible at the current grade, and is in qualification training for an assigned duty position. Supervisors evaluate enlisted members in this TSC monthly until fully qualified in the duty position. This TSC is optional for active duty unless directed by another regulation or authoritative guidance.
13	R	The service member is fully qualified. Use this code when personnel complete upgrade training.
14	S	The service member is directly or indirectly changing to another AFSC at the same skill-level of their previous AFSC. Only AFPC will update this code. **(T-1)**
15	T	The commander is not recommending the service member for entry into training or withdraws the member from training for failure to progress. This code includes personnel who fail to complete formal training mandatory for award of a skill-level. This code also applies to personnel who fail to complete qualification training and/or upgrade training requirements levied by the CFMs (i.e., CDCs, transition, and multi-skills training). See the TSC P and T management procedures PSD guide.
16	Y	The applicable TSC has not been assigned or the gaining Personnel Flight has not processed the member. Use this code for ARC personnel awaiting the start of BMT.

Attachment 3

FORMAL COURSE DEVELOPMENT DECISION LOGIC PROCESS

A3.1. Purpose. The formal course development decision logic process is used to select and categorize formal courses. Courses are assigned as either training or education, depending on the desired outcome. Use **Table A3.1.**, **Table A3.2**, and **Table A3.3,** to select and categorize formal courses.

A3.2. Definitions:

A3.2.1. Training. A set of events or activities presented in a structured manner, for the attainment of skills, knowledge, and attitudes required to meet job performance requirements.

A3.2.2. Education. The formal academic instruction offered by institutions of higher learning that focuses on the study of the nature and principles of a given discipline.

Table A3.1. Course Categories.

FLYING TRAINING	TECHNICAL TRAINING	EDUCATION
Undergraduate Flying Training	Initial Skills (3-skill level)	Pre-commissioning Programs
Graduate Flying Training	Mission Readiness Training & Craftsman (Mandatory 7-skill level)	Professional Military Education
	AETC DL	Professional Continuing Education

Table A3.2. Course Development Matrix.

Rule	If the Objective is:	Then Use	
		Training Methodology	Education Methodology
A	Attainment of job qualifications (Prepare personnel to apply specific skills in a defined job)	Yes	
B	Professional Development (Prepare personnel to deal with future problems requiring originality and creativity)		Yes
C	Determine instructor prerequisites to meet the training need	Specific Technical Qualifications in AF Specialty	Broad Experience in Career Field
D	Determine appropriate curriculum method to meet training requirements.	Use Structured Lesson Plans	Use Flexible Lesson Plans
E	Determine appropriate instructional methodology to meet training needs	Demonstration and Performance Criterion Testing	Seminars, and studies, and Conceptual Evaluation

Table A3.3. AETC Formal Technical Training Course Types.

Type	Title	Description
Type 1	Special Contract Training	Formal training of a one-time or limited nature contracted with civilian industrial or educational institutions; includes commercial off-the-shelf courses; normally used to train selected personnel to operate and maintain new systems. Personnel in training are often initial cadre and AETC instructors who, upon completion of Type 1 training, return to their technical training wing (TRW) or training group (TRG) to develop AETC courses.
Type 2	AETC Special Training	Formal training of a one-time or limited (one year or less) nature; conducted by AETC instructors at a DAF base, other military location, or contractor's location; normally used to train personnel to operate and maintain new weapons or systems. Type 2 courses require all course control documents (plan of instruction part 1 and II, course chart, course training standards, measurement plan, and measurement devices). They do not require a course training plan and can be used to rapidly stand up a course when in house resources are available.
Type 3	Resident Regular Training	AF specialty-centered training of a continuing nature; conducted at an AETC base, location, or station. It includes courses designed for initial training, retraining from one AF specialty to another, training on special or new equipment and procedures, advancement within an AF specialty, and initial skill multi-phased AFSC awarding courses.
Type 4	Field Training	Technical training conducted at operational locations may be delivered by a field training detachment (FTD) or a mobile training team (MTT). The FTD mission is to provide advanced and supplemental training (qualify personnel on new equipment, techniques, or procedures, increase personnel skill and knowledge, acquaint personnel with specific systems, keep personnel up to date on training concepts and requirements, and maintain individuals at given proficiency levels. An FTD may use the area concept to provide direct training support. This concept provides field training to more than one base, location or station using the capability of a single field training detachment. MTTs are field training detachment instructors who conduct training at an operational base using that base's facilities and equipment. Mobile training sets may be used and may include trainers, training aids, and operational equipment designed for field use but used to support maintenance training. **Note:** A FTD may conduct portions of initial skills multiphase

Type	Title	Description
		AFSC awarding courses for the ARC and therefore award the skill-level certificate upon completion.
Type 5	Training by other Government Agencies (Excludes Interservice Training Review Organizations)	Not consolidated, collocated or an executive agent; is conducted by an Army, Navy, DAF agency or unit other than AETC, or other government agencies inside or outside of the DoD.
Type 6	Distance Learning	Formal training developed by a TRW, TRG, or a contractor; for export to students at bases of assignment; designed for students to learn without AETC course-qualified instructor on-site expertise.
Type 7	Mobile Training Team	AETC instructors from organizations who conduct training at an operational base using that base's facilities. Mobile training sets may be used, and usually consist of trainers, training aids, and operational equipment designed for field use but used to support training.
Type 8	Intraservice Training Review Organizations	Consolidated course with the DAF as lead service. Course faculty includes fair share instructor representation from participating services and the host service, and usually a mixture of service personnel who teach the course.
Type 9	Interservice Training Review Organizations	Consolidated course with another service as lead. Course faculty includes fair share instructor representation from participating services and the host service, and usually a mixture of service personnel who teach the course.
Type A	DoD Executive Agent Course	DAF Lead.
Type B	DoD Executive Agent Course	Other than the DAF as lead. DAF students attend these courses on a quota basis.
Type C	Interservice Training Review Organizations	A DAF course on another service installation.
Type D	Interservice Training Review Organizations	Another service course on a DAF installation.

Type	Title	Description
Type W	Wartime Training Course	Course focus is on different tasks and/or equipment trained for a wartime scenario; the wartime version of a course will have a different course number and require a separate build in the course design and development database. **(T-2)** The wartime course must flow to the student management database no later than (NLT) 30 calendar days prior to the initial class start date, when possible. **(T-2)**
Type M	Basic Military Training	Initial DAF entry training. The BMT mission is to transform civilian recruits into disciplined, dedicated, physically fit Airmen and Guardians who have an expeditionary mind-set, foundational knowledge and skill in fundamental combat and mission related tasks required of all service members, and are committed to values required for success as service members' warriors in the United States DAF.

Attachment 4

CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP) REQUIREMENTS FOR PUBLISHING

A4.1. CFETP Requirements. This attachment provides the standardized CFETP format, which should be followed.

A4.2. Part 1.

A4.2.1. Preface. The CFETP is a comprehensive education and training document that identifies life cycle education and training requirements, training support resources, and minimum core task requirements for this specialty. The CFETP provides personnel a clear career path to success and instills rigor in all aspects of career field training. **Note**: Civilians occupying associated positions use **Part 2** to support duty position qualification training.

A4.2.1.1. The CFETP consists of two parts; supervisors plan, manage, and control training within the specialty using both parts of the plan.

A4.2.1.1.1. **Part 1** provides information necessary for overall management of the specialty. Section A explains how individuals will use the plan; section B identifies career field progression information, duties and responsibilities, training strategies, and career field path; section C associates each level with specialty qualifications (knowledge, education, experience, training, and other); and section D indicates resource constraints. Some examples are funds, manpower, equipment, facilities; section E identifies transition training guide requirements for E-5 through E-7.

A4.2.1.1.2. **Part 2** includes the following: Section A: identifies the STS and includes duties, tasks, Technical References to support training, AETC conducted training, wartime course and core task and correspondence course requirements. Section B: contains the course objective list and training standards supervisors use to determine if service members satisfied training requirements. Section C: identifies available support materials. An example is a qualification training package, which may be developed to support proficiency training; section D identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses; section E identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors and trainers use **Part 2** to identify, plan, and conduct training commensurate with the overall goals of this plan.

A4.2.1.2. Using CFETP guidance ensures individuals in this specialty receive effective and efficient training at the appropriate points in their career. This plan enables us to train today's work force for tomorrow's jobs.

A4.2.2. General Information.

A4.2.2.1. Purpose. This CFETP provides the information necessary for CFMs, MFMs, commanders, UTMs, supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training individuals in this Air Force specialty should receive to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced and

proficiency training. Initial skills training is the Air Force specialty specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, 9-skill level. Qualification training is actual hands-on task performance training designed to qualify a member in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills and knowledge required to do the job. Advanced training is formal specialty training used for selected service members. Proficiency training is additional training, either in-residence or exportable advanced training courses, or OJT provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes—some are:

A4.2.2.1.1. Serves as a management tool to plan, manage, conduct, and evaluate a career field's training program. Also, it is used to help supervisors identify training at the appropriate point in an individual's career.

A4.2.2.1.2. Identifies task and knowledge training requirements for each skill-level in the specialty and recommends education and training throughout each phase of an individual's career.

A4.2.2.1.3. Lists training courses available in the specialty, identifies sources of training, and the training delivery method.

A4.2.2.1.4. Identifies major resource constraints that impact full implementation of the desired career field training process.

A4.2.2.2. Uses. The plan is used by MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for everyone in the specialty.

A4.2.2.2.1. AETC training personnel develop or revise formal resident, nonresident, field, and exportable training based upon requirements established by the users and documented in **Part 2** of the CFETP. They also work with the CFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

A4.2.2.2.2. MFMs ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. OJT Training, resident training, and contract training or exportable courses can satisfy identified requirements. Ensure MAJCOM-developed training to support this AFSC is identified for inclusion into the plan.

A4.2.2.2.3. Each individual completes the mandatory training requirements specified in this plan. The list of courses in **Part 2** is used as a reference to support training.

A4.2.2.3. Coordination and Approval. The CFM is the approval authority. Also, the CFM will initiate an annual review of this document to ensure currency and accuracy. **(T-1)** MAJCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements. **(T-2)** Using the list of courses in **Part 2**, ensures elimination of duplicate training.

A4.2.3. Section B – Career Progression and Information.

A4.2.3.1. Specialty Description.

A4.2.3.1.1. Specialty summary. Refer to the AFECD.

A4.2.3.1.2. Duties and Responsibilities. Refer to the AFECD. List duties and responsibilities individually and describe.

A4.2.3.2. Skill and Career Progression. Adequate training and timely progression from the apprentice to the superintendent level play an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP ensures each individual receives viable training at appropriate points in their career.

A4.2.3.2.1. Apprentice (3) Level. (Provide an outline of activities for award of this level and to progress to the next skill-level. Activities may consist of academic, professional military education, or experience requirements).

A4.2.3.2.2. Journeyman (5) Level. (Provide an outline of activities for award of this level and to progress to the next skill-level. Activities may consist of academic, professional military education, or experience requirements).

A4.2.3.2.3. Craftsman (7) Level. (Provide an outline of activities for award of this level and to progress to the next skill-level. Activities may consist of academic, professional military education, or experience requirements).

A4.2.3.2.4. Superintendent (9) Level. (Provide an outline of activities for award of this level. Activities may consist of academic, professional military education, or experience requirements).

A4.2.3.3. Training Decisions. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the (identify name of Air Force specialty) career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy should be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. (Place a comment identifying where the training decisions were made).

A4.2.3.3.1. Initial Skills. (Initial and entry level training is usually be developed and taught by AETC).

A4.2.3.3.2. Five-Level Upgrade Requirements. (Provide a sequence of events to meet requirements to obtain the skill-level Air Force specialty).

A4.2.3.3.3. Seven-Level Upgrade Training Requirements. (Provide a sequence of events to meet requirements to obtain the skill-level Air Force specialty).

A4.2.3.3.4. Proficiency Training. (Discuss follow-on training available to provide career broadening).

A4.2.3.4. CCAF. Enrollment in the CCAF of the Air Force occurs upon completion of BMT. CCAF provides the opportunity to obtain an associate of applied sciences degree. In addition to its associate degree program, CCAF offers a number of certifications that can be found in their CCAF general catalog.

A4.2.3.4.1. Degree Requirements. All service members are automatically entered into the CCAF program. Prior to completing an associate degree, the 5 level must be awarded and the following requirements must be met: **(T-1) Note**: Refer to the CCAF general catalog for a listing of all degree requirements as they are subject to change and some AFSCs may fall under additional degree programs.

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

A4.2.3.4.1.1. Technical Education (24 semester hours). A minimum of 12 semester hours of technical Core subjects and courses must be applied, and the remaining semester hours applied from technical core or technical elective subjects and courses. **(T-1)** (Identify any additional areas).

A4.2.3.4.1.2. Leadership, Management, and Military Studies (6 semester hours). Professional military education and/or civilian management courses.

A4.2.3.4.1.3. General Education (15 semester hours). Applicable courses must meet the criteria for application of courses to the general education requirements and agree with the definitions of applicable general education subject and/or courses as provided in the CCAF general catalog. **(T-1)**

A4.2.3.4.1.4. Program Elective (15 Semester Hours). Satisfied with applicable technical education; leadership, management, and military studies; or general education subjects and courses, including natural science courses meeting general education requirements application criteria. Six semester hours of CCAF degree applicable technical credit otherwise not applicable to this program may be applied. See the CCAF general catalog for details regarding the associates of applied sciences degree for this specialty.

A4.2.3.5. Additional off-duty education is a personal choice encouraged for all. Individuals desiring to become an AETC instructor should be actively pursuing an associate degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and schools Commission on Colleges.

A4.2.3.6. Career Field Path and Manning Table. Ensure career field path is simple enough for everyone in the career field to understand.

A4.2.4. Section C – Skill-Level Training Requirements.

A4.2.4.1. Purpose. Skill-level training requirements in this specialty are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill-level in broad, general terms and establishes the mandatory requirements for entry, award, and retention of each skill-level. The specific task and knowledge training requirements are identified in the STS at **Part 2**, Section A and B of this CFETP.

A4.2.4.2. Apprentice Level Training.

A4.2.4.2.1. Specialty Qualification. This information will be in the official specialty description in the AFECD, paragraph 3.

A4.2.4.2.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill-level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area).

A4.2.4.2.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Ensure text is identical to that contained in the AFECD).

A4.2.4.2.1.3. Training. (List the formal military training that is required for award of the AFSC. Ensure text is identical to that contained in the AFECD).

A4.2.4.2.1.4. Experience. (List mandatory experience requirements for award of the 3-skill level. The addition of other information, such as CFETP and (or) STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area).

A4.2.4.2.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Ensure text is identical to that contained in the AFECD).

A4.2.4.2.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements).

A4.2.4.2.3. Implementation. (Explain how and/or when each skill-level is awarded).

A4.2.4.2.4. Journeyman Level Training:

A4.2.4.2.4.1. Specialty Qualification. This information will be in the official specialty description in the AFECD, paragraph 3.

A4.2.4.2.4.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill-level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area).

A4.2.4.2.4.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Ensure text is identical to that contained in the AFECD).

A4.2.4.2.4.1.3. Training. (List the formal military training that is required for award of the AFSC. Ensure text is identical to that contained in the AFECD).

A4.2.4.2.4.1.4. Experience. (List mandatory experience requirements for award of the 5-skill level. The addition of other information, such as CFETP and (or) STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area).

A4.2.4.2.4.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Ensure text is identical to that contained in the AFECD).

A4.2.4.2.4.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements).

A4.2.4.2.4.3. Implementation (Explain how and/or when each skill-level is awarded).

A4.2.4.3. Craftsman Level Training.

A4.2.4.3.1. Specialty Qualification. This information will be in the official specialty description in the AFECD, paragraph 3.

A4.2.4.3.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill-level. In addition to the knowledge requirements listed in the official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area).

A4.2.4.3.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Ensure text is identical to that contained in the AFECD).

A4.2.4.3.1.3. Training. (List the formal military training required for award of the AFSC. Ensure text is identical to that contained in the AFECD).

A4.2.4.3.1.4. Experience. (List mandatory experience requirements for award of the 7-skill level. The addition of other information, such as CFETP and/or STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area).

A4.2.4.3.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Ensure text is identical to that contained in the AFECD).

A4.2.4.3.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements).

A4.2.4.3.3. Implementation. (Explain how each skill-level is awarded and when).

A4.2.4.4. Superintendent Level Training:

A4.2.4.4.1. Specialty Qualification. This information is in the official specialty description in the AFECD, paragraph 3.

A4.2.4.4.1.1. Knowledge. (Reflect the required understanding and practical skills for award of any skill-level. In addition to the knowledge requirements listed in the

official specialty description, adding more detail to emphasize significant knowledge needed is applicable in this area).

A4.2.4.4.1.2. Education. (Identify these as mandatory or desirable for award of the AFSC. Ensure text is identical to that contained in the AFECD).

A4.2.4.4.1.3. Training. (List the formal military training is mandatory for award of the AFSC. Ensure text is identical to that contained in the AFECD).

A4.2.4.4.1.4. Experience. (List mandatory experience requirements for award of the 9-skill level. The addition of other information, such as CFETP and (or) STS core tasks, qualification training packages, specialized courses, and duty position requirements identified by the supervisor, is authorized in this area).

A4.2.4.4.1.5. Other. (List other measurable mandatory qualification standards, such as color vision, eligibility for security clearance, or certifications. Ensure text is identical to that contained in the AFECD).

A4.2.4.4.2. Training Sources and Resources. (Explain all the different sources where individuals can obtain training to meet mandatory knowledge and proficiency requirements).

A4.2.4.4.3. Implementation. (Explain how each skill-level is awarded and when).

A4.2.5. Section D – Resource Constraints.

A4.2.5.1. Purpose. This section identifies known resource constraints that preclude optimal and desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, OPR, and target completion dates. As a minimum, review, and update resource constraints annually.

A4.2.5.2. Apprentice Level Training.

A4.2.5.2.1. Constraints.

A4.2.5.2.1.1. Impact. (Describe what effect each constraint has on training).

A4.2.5.2.1.2. Resources Required. Indicate manpower, funds, equipment, and other resources needed to meet requirements.

A4.2.5.2.1.3. Action Required. (Explicit methods to meet conditions).

A4.2.5.2.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes).

A4.2.5.3. Journeyman Level Training.

A4.2.5.3.1. Constraints.

A4.2.5.3.1.1. Impact. (Describe what effect each constraint has on training).

A4.2.5.3.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements).

A4.2.5.3.1.3. Action Required. (Explicit methods to meet conditions).

A4.2.5.3.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes).

A4.2.5.4. Craftsman Level Training.

A4.2.5.4.1. Constraints.

A4.2.5.4.1.1. Impact. (Describe what effect each constraint has on training).

A4.2.5.4.1.2. Resources Required. (Indicate manpower, funds, equipment, and other resources needed to meet requirements).

A4.2.5.4.1.3. Action Required. (Explicit methods to meet conditions).

A4.2.5.4.2. OPR and Target Completion Date. (Provide a focal point and a target date for planning purposes).

A4.2.6. Section E – Transitional Training Guide.

A4.2.6.1. Purpose. This transition guide will lay the direction and control to prepare our personnel for the 21st century. Our strength and direction are assured only through proper training, and how well we plan today will impact our success tomorrow.

A4.2.6.2. Conditions.

A4.2.6.2.1. Duration. (Identify length of the program and, if appropriate, inclusive dates).

A4.2.6.2.2. Target Group. (Identify range of grades affected. Discuss how the following phases of training are affected: 3-, 5-, and 7-skill level trainees, upgrade, and proficiency training requirements).

A4.2.6.3. Transition Training Plan Administration. (Explain how to implement, manage, and control the overall program).

A4.2.6.3.1. Requirements. (Use CFETP Part 2, Section A to identify requirements).

A4.2.6.3.2. Training Methods. (Explain the method used for training (i.e., coach-pupil and classroom) and any limitations on group composition).

A4.2.6.3.3. Certification Requirements. (Specify criteria for the trainer and certifier to properly administer the program).

A4.2.6.3.4. Program Management. (Consider how the training is accomplished, i.e., special experience identifiers).

A4.2.6.3.5. Status Reporting. Base functional managers' report transition training plan status to their MFM quarterly by the 5th duty day of February, May, August, and November, for the entire transition training period. MFMs will report transition training plan status to CFM semiannually by the 15th of May and November for the entire transition training period. **(T-2)**

A4.2.6.3.6. Recommendations. Report unsatisfactory performance of individual course graduates or issues with technical training to the respective TRG DSN and /or email identified in the AFSC's CFETP Part 1. Reference specific STS paragraph(s) and detailed performance issue(s).

A4.3. Part 2 Contents.

A4.3.1. Section A – Specialty Training Standard (STS).

A4.3.1.1. Implementation. This specialty training standard is used for technical training provided by AETC for classes beginning (date) and graduating (date).

A4.3.1.2. Purpose. As prescribed, this STS (refer to **figure A10.2**. to **figure A10.5**.):

A4.3.1.2.1. Lists in the column 1 (task, knowledge, and technical reference) the most common tasks, knowledge, and technical references necessary for service members to perform duties in the 3-, 5-, and 7-skill level. Number task statements sequentially i.e., 1.1, 1.2, and 2.1 column 2 (core tasks) identifies, by asterisk (*), specialty-wide training requirements.

A4.3.1.2.2. Provides certification for OJT. Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available. Task certification requires a certification or completed date. (As a minimum, use the following column designators: training complete, certifier initials).

A4.3.1.2.3. Shows formal training and correspondence course requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task and knowledge and the career knowledge provided by the correspondence course.

A4.3.1.2.4. Qualitative requirements. Use **Table 5.1**, proficiency code key and/or **Table 5.2**, behavioral statement code key. Proficiency code key indicates the level of training and knowledge provided by resident and non-resident training and CDCs. The behavioral statement code key identifies the type of behavior outcome.

A4.3.1.2.5. Use to document task when placed in DAF Form 623, and according to **Chapter 5** of this instruction.

A4.3.1.2.6. Is a guide for development of promotion tests used in WAPS. Specialty Knowledge Tests are developed at the AETC Airman Advancement Division, by senior noncommissioned officers with extensive practical experience in their career fields. Specialty knowledge tests are developed by subject matter experts who authenticate WAPS material and reference AF specialty-specific occupational analysis data. Questions are based upon study references listed in the Enlisted Promotions References and Requirements Catalog. Individual responsibilities are in Chapter 4, paragraph 4.2.11 of DAFMAN 36-2664. WAPS is not applicable to the ANG.

A4.3.1.2.7. Recommendations. Report unsatisfactory performance of individual course graduates (identify complete AETC technical school's mailing address). Reference specific STS paragraphs.

A4.4. Routing CFETP for Publication. Once a CFTEP or AFJQS is written by CFM for the specialty, use **Table A4.1** below to complete the following tasks:

A4.4.1. Follow each step for preparing, coordinating, approving, publishing, issuing, announcing, and indexing an Air Force CFTEP or AFJQS.

Table A4.1. How to Prepare a Career Field Education Training Plan.

LINE	Required Action	AF/ AF/A1DL	AF/ CFM	MAJCOM/ Functional Manager	AETC/Training Pipeline Manager	AETC/Training Manager
1	Recommend requirement for new or revised CFETP.		X	X	X	X
2	Coordinate and validate requirement.		X			
3	Assign draft CFETP and STS preparation.		X			
4	Prepare and coordinate draft CFETP and STS.		X			X
5	Ensure Technical References are current and correct.		X	X		X
6	Develop and include a cross reference listing and/ or change sheet in revised CFETP		X			X
7	Review and coordinate draft CFETP and STS.		X	X		X
8	Provide rationale to Air Force CFM if you can't use MAJCOM input in formal training.					X
9	Inform AF/A1DL of acceptance or disagreement with AETC rationale.		X			
10	Resolve differences between Air Force CFM, AETC, and AFPC.	X				
11	Provide MAJCOM functional managers with rationale for not including their input in CFETP and STS.		X			
12	Prepare final CFETP and STS.					X
13	Coordinate final CFETP with AFPC Workforce Development (classifications & OJT teams)		X			X

L I N E	Required Action	AF/ AF/A1D L	AF/ CFM	MAJCOM/ Functional Manager	AETC/Training Pipeline Manager	AETC/Training Manager
14	Certify final CFETP and review annually.		X			

A4.4.2. The CFM certifies in block 21 and 22 of the DAF Form 673.

A4.4.3. Once approved and/or certified, the CFETP is uploaded via the Air Force Information and Publishing Tool (AFIMPT) to the Air Force Distribution and Publishing Office (AFDPO) who issues through e-publishing website.

Attachment 5

PROPOSAL FOR TOTAL FORCE AWARENESS TRAINING REQUIREMENT

A5.1. Course Owner Responsibility. Identify authority, doctrine, or policy that mandates and/or recommends inclusion of this requirement into DAF total force awareness training and why; provide justification for change:

A5.1.1. What category of training does this apply to (TFAT, event-driven training or selected force training; see **Chapter 6**).

A5.1.2. Provide a detailed discussion regarding this training to include the desired delivery method of instruction, frequency of training, and duration.

A5.1.3. Identify whether this is a new training requirement or revision to an existing training course.

A5.1.4. Explain desired learning objectives or learning outcomes of revised and/or added training and why; provide justification for change including the following information:

A5.1.5. Identify whether this is a one-time or recurring training requirement.

A5.1.6. Is this training taught and/or addressed anywhere else (i.e., BMT, tech training, base-level, etc.)? If so, where?

A5.1.7. Identify the resources available to assist in developing the proposed training to include the funding source (i.e., funding, personnel, or subject matter experts).

A5.1.8. How will training completion be documented, tracked, or reported (i.e., sign-in roster, personnel database, training record)? Is there a reporting requirement to a higher-level authority? If so, who and how often?

A5.1.9. Are any career fields and/or specialties exempt from the training requirement due to advanced professional knowledge or skills?

A5.1.10. Are there any civilian certifications or licenses that will satisfy the training requirement?

A5.1.11. Explain mission impact if training is not accomplished and/or risks of noncompliance.

A5.1.12. All submissions must include an action officer with contact information (phone, e-mail, office symbol). **(T-2)**

Attachment 6

TOTAL FORCE AWARENESS TRAINING

Table A6.1. Annual Total Force Awareness Training Requirements.

Training Requirement	Higher Level Authority Requiring Training	Frequency	Learning Management System	Air Force OPR	Wing-Level OPR
Force Protection (Counterintelligence /Antiterrorism / Level 1 Active shooter)	**DoDD5240.06 DoDI 2000.12**	Annual	Face-to-face myLearning	AF/OSI AF/SF	Security Forces Office of Special Investigation
Sexual Assault Prevention and Response/Suicide	**DoDI 6495.02 Vol 3 DoDI 6490.16**	Annual	Face-to-face	AF/A1Z AF/SG	Sexual Assault Prevention Response
Cyber Awareness Challenge (Privacy Act)	**DoD 8570.01M DoDI 5015.02 DoDI 5400.11**	Annual	myLearning (**See Note**)	SAF/CN	Communication
Operational Security (OPSEC)	**DoDD 5205.02E**	Annual	Face-to-face, myLearning	AF/A3	OPSEC Signature Manager (OSM)
Controlled Unclassified Information (CUI)	**DoDI 5200.48**	Annual	Face-to-face, myLearning	SAF/AAZ	Security Education Training Awareness (SETA) POC
Religious Freedom	**DoDI 1300.17**	Triennial	Face-to-face, myLearning	AF/HC	Chaplain Corps
Note: Cyber Awareness Challenge must be documented in myLearning. **(T-1)**					

Table A6.2. Event-Driven Total Force Awareness Training Requirements.

Training Requirement	Higher Level Authority Requiring Training	Frequency	Learning Management System	Air Force OPR	Wing-Level OPR
Equal Opportunity Newcomers Human Relations	**DoDI 1350.02 DAFI 36-2710**	New Duty Station	Face-to-face	SAF/ MRQ	Equal Employment
Combating Trafficking in Persons General Awareness	**DoDI 2200.01**	Accessions/ One Time	Accessions Curriculum only	AF/A1S	Wing/Delta CTIP Manager
Equal Employment First Duty Station	**DoDI 1350.02**	One Time	Face-to-face	SAF/ MRQ	Equal Employment
DTS Basic 1 and 2	**DoDI 5154.31, Volume 3**	One Time	TraX Training	SAF/FM	Financial Management
DTS Policy	**DoDI 5154.31, Volume 3**	Triennial	TraX Training	SAF/FM	Financial Management
Experience Supervisor Experience Manager Experience Executive	**5 CFR 412.202, 2019 DoD Managerial & Supervisory Framework**	Every 3 years after receiving initial training for military and civilians supervising the civilian workforce	Civilian Leadership Development School (CLDS)	AF/ A1C	Civilian Personnel

Table A6.3. Selected Force Total Force Awareness Training Requirements.

Training Requirement	Higher Level Authority Requiring Training	Frequency	Learning Management System	Air Force OPR	Wing-Level OPR
Substance Abuse	**DoDI 1010.04**	Annual	Face-to-face	AF/ SG	Medical
No Fear Act	**5 CFR Part 724.201, 202, 203**	Biennial	Face-to-face, myLearning	SAF/ MRQ	Equal Employment
Financial Readiness	**Directive Type Memorandum 19-009**	Specific Touchpoints by law	MyVector	AF/ A1S	Family Readiness
Tactical Combat Casualty Care (TCCC) Tier One	**DoDI 1322.24**	One time and within 1 year of Deployment	Face-to-face	AF/ SG	Medical
New Supervisor New Manager Executive Supervisory	**5 CFR 412.202**	Within 1 year of supervisory appointment for military and civilians supervising civilian workforce	Civilian Leadership Development School (CLDS)	AF/ A1C	Civilian Personnel
Military Personnel Management	**AF Policy letter dated 8 Mar 2018**	One-time for civilians supervising military members	Civilian Leadership Development School (CLDS)	AF/ A1P	Military Personnel

Attachment 7

TRAINING DETACHMENT POLICY AND PROCEDURES.

A7.1. The 982 Training Group (TRG). The 982 Training Group manages training detachment resource requirements.

A7.1.1. Ensures instructor staffing and facilities are available/identified and notifies supported MAJCOM and functional training managers when training cannot be completed.

A7.1.2. Sets up class schedules for training in accordance with the **Table A7.1**. **(T-1)**

A7.1.3. Provide maintenance for field training detachment equipment not covered by host unit.

A7.1.4. Send CCTS to MAJCOM functional managers for coordination before final approval.

Table A7.1. Training Detachment Scheduling Priorities.

PRIORITY	TYPE OF TRAINING SUPPORTED
1	Activations and conversions
2	En route-short tour
3	Initial skills
4	En route-long tour
5	MAJCOM priority **Note**: Host training to support AEF deployment schedules is Priority 5 training requirements.
6	Security Assistance Training Program
7	Unit priority
8	Other

A7.2. MAJCOMs, FOAs, and DRUs:

A7.2.1. Submit applicable information for enroute students to the 982 TRG. The 982 TRG sends the data to the training detachment 45 or more days before the class start date.

A7.2.2. Maintain a local list of training detachment instructors certified to clear "red-X" conditions.

A7.2.3. AETC does not fund rental (or other local transportation) for individuals attending field training detachment courses. Refer to DAFMAN 65-605 Volume 1, *Budget Guidance and Technical Procedures*, for guidance on funding temporary duty for AETC field and mobile training.

A7.2.4. Review and evaluate courses during AETC PCR to include effectiveness of training detachment graduates through direct observation of performance and formal task evaluation.

A7.2.5. Provide training detachment-supported units with resources according to the CCTS. Provide facilities for training detachments to support the training mission that are suitable to a proper learning environment. This instruction and DAFMAN 32-1084, *Standard Facility Requirements,* are guides for satisfying training facility requirements.

A7.3. Requesting Field Training Instructor Support.

A7.3.1. Host units coordinate their requirements through the local training detachment before sending them to the owning MAJCOM for approval.

A7.3.2. MAJCOMs send the request to the applicable training squadron to determine instructor availability.

A7.3.3. The training squadron publishes temporary duty orders if it can support the request.

A7.3.4. For courses where field training instructors cannot obtain on-base billeting, the requesting unit's training manager is responsible for coordination with host unit to resolve on-base billeting non-availability. If on-base billeting cannot be arranged, reschedule the course for a time when on-base billeting is available, or the requesting unit is responsible for funding the differential cost of on-base billeting and meal rate versus off-base billeting and meal rate.

Attachment 8

**DISTANCE LEARNING POC RESPONSIBILITIES FOR MANAGING,
ADMINISTERING, AND CONDUCTING DISTANCE LEARNING**

A8.1. Managing and Controlling Distance Learning Materials.

A8.1.1. Base distance learning POCs. MAJCOM appointed individuals who serve as the central POC at the local level to manage distance learning. Recommend the POC be within the Force Support Squadron, education services function. Particular tasks may be delegated by the distance learning POC, as appropriate. However, the base distance learning POC is responsible for ensuring that all tasks are accomplished.

A8.1.2. Inventory shipments and verify the amount matches the annual screening request. Course materials for out-of-cycle requirements are received on a continuing basis and will be inventoried using the same procedures.

A8.1.3. Verify required contents (correct version of handout materials, written exercises, answer keys, and final examinations) were received and undamaged. Notify the appropriate distribution function of any damaged or missing material.

A8.1.4. Establish a base distance learning library for high-flow courses. Determine the need for a high-flow course library by analyzing historical enrollment trend data.

A8.2. Managing Controlled Examination Material.

A8.2.1. The Force Support Squadron commander will appoint, by letter, a primary and alternate base distance learning test control officer. distance learning POCs may also be designated as test control offices.

A8.2.2. Base distance learning test control offices will inventory all incoming examination material, sign, and return confirmation of receipt.

A8.2.3. Note any discrepancies on the packing slip.

A8.2.4. Maintain and inventory monthly all controlled exam materials in secure containers (safe or locked filing cabinet).

A8.3. Distance Learning Scheduling and Administration Procedures. Most distance learning courses are designed to be self-paced, asynchronous and do not require scheduling. Other distributed learning courses such as those delivered via webinar are synchronous, designed to include interactivity with other students and may be group-paced. The AETC training manager validates and schedules synchronous courses as applicable. **Note**: Refer to the course announcement in ETCA on the AF Portal for information on specific courses.

A8.3.1. Based on monthly projected training requirements forwarded by the unit training manager, the base distance learning POC verifies availability of course material to support student enrollment and coordinates a scheduled date of enrollment in approved training, as required. Unit training managers direct students to the base distance learning POC for issue of student course materials.

A8.3.2. Prior to student enrollment in a distance learning course, unit training managers ensure students meet course prerequisites and are informed of unfurnished course materials they must bring (e.g., technical data, etc.) as outlined in ETCA.

A8.3.3. Self-paced distributed learning courses. Self-paced distributed learning courses are delivered via internet-based instruction, paper, or a combination of media.

A8.3.3.1. Internet-Based Courses. Internet distributed learning courses are available on the myLearning. Students may self-enroll in internet-based instruction courses via myLearning as instructed in ETCA; notify the distance learning POC if they need additional materials and when ready to test, as applicable. **Exceptions**: For 7-Level craftsman internet-based instruction courses, the student will be directly notified by the appropriate agency and self-enroll via myLearning, as directed.

A8.3.3.2. Paper-based courses. UTMs direct students to the distance learning POC for enrollment in these courses. If the distance learning POC maintains a base distance learning library, materials for these courses may be used as requested by students. Upon course completion, if students are required to complete a test, they must contact the distance learning POC. The distance learning POC will administer the test and the feedback questionnaire, maintain test security and complete final administrative details following course instructions (like procedures for computer-based training and interactive television described in the next paragraphs).

A8.3.3.3. Computer-based training. The base distance learning POC ensures availability and operability of computer laboratory, issues course materials, and explains course completion requirements. distance learning POC will:

A8.3.3.3.1. Prepare a preliminary course enrollment by completing appropriate form and forward (via fax or other approved encrypted electronic transfer procedures) to the appropriate training group OPR.

A8.3.3.3.2. Monitor use of computer laboratory equipment and student progress during course. Use appropriate form to report changes of student status and class changes to the appropriate training group OPR. For example, if a student does not complete the course or does not complete it within the allotted time, complete appropriate form to report requests or recommendations for student withdrawals or extensions to the appropriate AETC training group OPR. The training group makes the final decision on student status. (Additional documentation may be required by the training group for eliminations, withdrawals of other student status changes.) Gather student elimination and withdrawal information by assisting students who do not complete a course or do not complete it within the allotted time in completing the elimination survey. Send the completed survey to the appropriate training group OPR.

A8.3.3.3.3. Issue the final examination, monitor student during testing, and record results on appropriate form. If the student completes the final examination through the computer, and the computer program automatically calculates the test score, the base distance learning POC must verify results.

A8.3.3.3.4. Administer course feedback questionnaires by directing students to the applicable online survey website. Conduct follow-up on any discrepancies identified falling within the receive site's purview and provide status to appropriate AETC OPR.

A8.3.3.3.5. Maintain security of test materials in accordance with course instructions. **(T-1)**

A8.3.3.3.6. Complete appropriate form, sign and forward along with appropriate course material, in accordance with course instructions. **(T-1)**

A8.3.3.4. The appropriate OPR in the training group verifies student course completion and provides graduation certificates to the distance learning POC for distribution to unit training managers for updating course completion, as appropriate.