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CFETP 2A3X5
Part I & Part II
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AFSC 2A3X5
ADVANCED FIGHTER AIRCRAFT INTEGRATED AVIONICS SPECIALTY

CAREER FIELD EDUCATION AND TRAINING PLAN

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ADVANCED FIGHTER AIRCRAFT INTEGRATED AVIONICS
AFSC 2A3X5
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CAREER FIELD EDUCATION AND TRAINING PLAN
ADVANCED FIGHTER AIRCRAFT INTEGRATED AVIONICS
AFSC 2A3X5

PART I

PREFACE

1. This Career Field Education and Training Plan (CFETP), directed by DAFMAN 36-2689, *Training Program*, paragraph 3.1.2.3.5, is a comprehensive education and training document that identifies life-cycle education/training requirements, training support resources, and minimum core task requirements for 2A3X5, Advanced Fighter Aircraft Integrated Avionics specialty. The CFETP will provide personnel a clear career path to success and instills rigor in all aspects of career field training. This CFETP was developed by the avionics Air Force Career Field Manager (AFCFM), Training Pipeline Manager (TPM), 365 TRS/TRR, MAJCOM Functional Managers (MFMs) and career field Subject Matter Experts (SMEs). This CFETP supersedes the 2A3X5 CFETP, dated 20 June 2023. To read, review, or print a copy of the current CFETP, go to the Air Force e-Publishing Website at: http://www.e-publishing.af.mil/ and search for 2A3X5.

NOTE: Civilians occupying associated positions will use Part II to support duty position qualification training.

2. The CFETP consists of two parts. Supervisors will use both parts to plan, manage, and control training.

2.1. Part I provides information necessary for overall management of the specialty.

- Section A explains how supervisors, trainers, and trainees will use this plan.
- Section B identifies Air Force Specialty (AFS) progression information, duties and responsibilities, training and education strategies, and career path.
- Section C associates each skill-level with specialty qualifications (knowledge, education, training, and other).
- Section D indicates resource constraints to accomplishing this plan, such as funds, manpower, equipment, and facilities.

2.2. Part II includes the following:

- Section A identifies the Specialty Training Standard (STS) and includes duties, outcomes and technical references to support training; Air Education and Training Command (AETC) conducted training, wartime course/core task and correspondence course requirements.
- Section B contains the course objective list and training standards supervisors will use to determine if airmen have satisfied training requirements.
- Section C identifies available support materials, such as Qualification Training Package (QTP) which may be developed to support proficiency training.
- Section D identifies a training course index that supervisors can use to determine if resources are available to support training. Included here are both mandatory and optional courses.
- Section E identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

3. The guidance provided in this CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate point in their career. This plan will enable us to train today's work force for tomorrow's jobs.

TERMS EXPLAINED

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

Air Force Job Qualification Standard (AFJQS)- A comprehensive task list describing a particular job type or duty position. Supervisors use the AFJQS to document task qualifications. The tasks of AFJQS are common to all individuals serving in the described duty position.

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.

Continuation Training- Additional advanced training exceeding the minimum upgrade training requirements with emphasis on present or future duty assignments.

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

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

Course Training Standard (CTS)- Training standard that identifies the training members will receive in a specific course.

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

Exportable Course- Instructional packages that personnel design for use in the field. The course may include printed, computer-based, or other audiovisual materials.

Field Training (Type 4)- Technical, operator, and other training either a TD or field training team conducts at operational locations on specific systems and associated direct-support equipment for maintenance and aircrew personnel.

Field Training (Type 7)- Field training conducted by mobile training team (MTT).

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

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

MAJCOM Mandatory Course List (MMCL)- Courses that the Major Command of assignment identifies as mandatory requirements for an Air Force Specialty while assigned.

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

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

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

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

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

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

Type Make Series Modification (TMSM)- Standard nomenclature for engines according to MIL- HDBK-1812 (formerly MIL-STD-879).

Training Setting- The type of forum in which training is provided (formal resident school, on-the- job, field training, mobile training team, self-study, etc.).

Upgrade Training- A mixture of mandatory courses, task qualification, QTPs, and CDCs required for award of the 3, 5, 7, or 9 skill-levels.

Utilization and Training Workshop (U&TW)- A forum, co-chaired by the AFCFM and Training Pipeline Manager, of MAJCOM Air Force Specialty Code (AFSC) functional managers, Subject Matter Experts (SMEs), and AETC training personnel that determines career ladder training requirements.

ABBREVIATIONS USED

A&P – Airframe and Powerplant

AFCDA – Air Force Career Development Academy

AFCFM – Air Force Career Field Manager

AF-COOL – Air Force Credentialing Opportunities On-Line

AFJQS – Air Force Job Qualification Standard

AFS – Air Force Specialty

AFSC – Air Force Specialty Code

ALS – Airman Leadership School

AMT – Aviation Maintenance Technician

BMT – Basic Military Training

CBRN – Chemical, Biological, Radiological, and Nuclear

CCAF – Community College of the Air Force

CDP – Career Development Plan

CEM – Chief Enlisted Manager

CFETP – Career Field Education and Training Plan

CSIL – Customer Service Information Line

CTS – Course Training Standard

DAFECD – Department of the Air Force Enlisted Classification Directory

EPME – Enlisted Professional Military Education

FTD – Field Training Detachment

ICW – Interactive Courseware

ISD – Instructional System Development

ITP – Individual Training Plan

JQS – Job Qualification Standard

JSAMTCC – Joint Service Aviation Maintenance Technician Certification Council

MDS – Mission Design Series

MFM – MAJCOM Functional Manager

MMCL – MAJCOM Mandatory Course List

MTP – Master Training Plan

NCOA – Noncommissioned Officer Academy

OAR – Occupational Analysis Report

OJT – On-the-Job Training

QT – Qualification Training

QTP – Qualification Training Package

RTT – Right Time Training

SEI – Special Equipment Identifier

SKT – Specialty Knowledge Tests

SME – Subject Matter Expert

SNCOA – Senior Noncommissioned Officer Academy

STRT – Specialty Training Requirements Team

STS – Specialty Training Standard

TD – Training Detachment

TFI – Total Force Integration

TPM – Training Pipeline Manager

TR – Training Resource

UGT – Upgrade Training

WAPS – Weighted Airman Promotion System

SECTION A - GENERAL INFORMATION

4. Purpose. This CFETP provides the information necessary for Air Force Career Field Manager (AFCFM), MAJCOM functional managers (MFMs), commanders, training managers, supervisors, and trainers to plan, develop, manage, and conduct an effective career field training program. This plan outlines the training that individuals in AFSC 2A3X5 should receive to develop and progress throughout their career. This CFETP identifies initial skill, upgrade, qualification, advanced, and proficiency training. Initial skills training is the AFS specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3 skill-level. This training is conducted by AETC at Sheppard AFB, TX. Upgrade training identifies the mandatory courses, qualification requirements, and correspondence course completion requirements for award of the 3, 5, 7, 9 skill-levels. Qualification training is actual hands-on performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills/knowledge required to do the job. Advanced training is formal specialty training used for selected airmen. Proficiency training is additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes, some are:

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

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

4.3. Lists training courses that are available in the specialty and identifies sources of training, and the training delivery method.

4.4. Identifies major resource constraints which impact full implementation of the desired career field training process.

5. Use of the CFETP. This plan will be used by MAJCOM Functional Managers (MFMs), Base Training Managers (BTMs), Base Functional Managers (BFMs), and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each member in the specialty.

5.1. AETC training personnel will develop or revise formal resident, non-resident, Training Detachment (TD), and exportable training based upon requirements established by the users and documented in **Part II** of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining the resources needed to provide the identified training.

5.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. On-the-Job Training (OJT), resident training, contract training, or exportable courses can satisfy these identified requirements. MAJCOM developed training, to support this AFSC, must be identified for inclusion in this plan, and must not duplicate other available training resources.

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

6. Coordination and Approval. The Air Force Career Field Manager (AFCFM) is the approval authority. Also, the AFCFM will initiate an annual review of this document to ensure currency and accuracy. Major Command representatives and AETC training personnel will identify and coordinate on the career field training requirements. The AFCFM can implement out-of-cycle changes whenever necessary to address the addition of new platforms, systems, changes to test equipment, etc. Career field members may provide inputs on content or change request to the AFCFM at any time via their MFM. The AFCFM will evaluate the information and (1) provide feedback on why the suggestion will not be incorporated, (2) initiate an out of cycle change, or (3) incorporate the suggestion during the next scheduled review, whichever is appropriate.

SECTION B - AFS PROGRESSION AND INFORMATION

7. Specialty Description.

7.1. Specialty Summary. Refer to the Department of the Air Force Enlisted Classification Directory (DAFECD), accessible via myFSS at https://myfss.us.af.mil/USAFCommunity/ search for "Department of the Air Force Enlisted Classification Directory".

7.2. Duties and Responsibilities.

7.2.1. Helper, Apprentice, Journeyman, Craftsman. Refer to "AFSC 2A375, Craftsman / AFSC 2A355*, Journeyman / AFSC 2A335*, Apprentice / AFSC 2A315*, Helper," titled "Advanced Fighter Aircraft Integrated Avionics" in DAFECD Section II, for specialty summary, duties and responsibilities, and specialty shred out.

7.2.2. Chief Enlisted Manager (CEM) and Superintendent. Refer to "CEM Code 2A300/AFSC 2A390, Superintendent," titled "Fighter Aircraft Maintenance" in DAFECD Section II, for specialty summary, and duties and responsibilities for 9 skill-level and CEM personnel.

8. Skill/Career Progression. Adequate training and timely progression from the apprentice to the superintendent skill-level play an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training do their part to plan, develop, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each member receives viable training at appropriate points in their career.

8.1. Apprentice (3 skill-level). Upon completion of initial skills training (technical school), a trainee will work with a trainer to enhance their knowledge and skills. They will utilize the Task Qualification Training and available exportable courses for continued advancement. Once task qualified, a trainee may perform the task unsupervised. Apprentices can be considered for appointment as unit trainers after completion of a formal trainer course.

8.1.1. Wear of the Basic Maintenance Badge is authorized on award of the 3 skill-level.

8.2. Journeyman (5 skill-level). Once upgraded to the 5 skill-level, the journeyman will enter continuation training to broaden their experience base by increasing their knowledge and skill in troubleshooting and solving more complex problems. 5 skill-levels may be assigned to various staff positions. After having 36 months in the Air Force, 5 skill-levels will attend Airman Leadership School (ALS) to enhance their Professional Military Education (PME). 5 skill-levels will be considered for appointment as unit trainers. Individuals will use documents listed in the Enlisted Promotions References and Requirements Catalog (EPRRC) on https://www.studyguides.af.mil to prepare for Weighted Airman Promotion testing. They should also consider continuing their education toward a Community College of the Air Force (CCAF) degree.

8.3. Craftsman (7 skill-level). Once selected for promotion to Staff Sergeant, individuals begin formal 7 skill-level OJT training requirements as defined in this CFETP, DAFMAN 36-2689, the DAFECD, and MAJCOM or work-center-identified upgrade competencies. Once upgraded to the 7 skill-level, the craftsman will also train on any qualification or duty specific competencies identified by the work center supervisor. Available proficiency and/or supplementary training should be completed as early as duty permits. Members should enroll and complete the 9 skill-level course (when available) soon after being selected for promotion to MSgt.

8.3.1. Wear of the Senior Maintenance Badge (star) is authorized on award of the 7 skill-level.

8.3.2. MSgt Selects should attend the Combat Air Force (CAF) Maintenance Supervision and Production Course (MSPC).

8.4. Superintendent (9 skill-level). The 9 skill-level is awarded upon promotion to Senior Master Sergeant. When necessary, unit OJT is used for training. In addition to *full* 7 skill-level qualifications, an individual must possess advanced skills and knowledge of concepts and principles in the management of aircraft maintenance. The 9 skill-level needs to be an effective leader; must be able to forecast, budget, and manage funds and other resources to include manning; must be knowledgeable of federal and local environmental standards; and must ensure adherence to the proper handling and disposal of hazardous materials. 2A3X5 will merge into 2A390 at the SMSgt/9 skill-level. Any aircraft specific qualifications required are identified by Special Experience Identifier (SEI) codes.

8.4.1. Wear of the Master Maintenance Badge (wreath and star) is authorized on award of the 9 skill-level.

9. Training Decisions. The CFETP has undergone a considerable revision towards building a competency-based training and development platform for the Advanced Fighter Aircraft Integrated Avionics career field. A significant change is shifting the focus from task-based training to an approach more centered on outcome-based learning. A task is a unit of work activity or operation which forms a significant part of a duty. These are singular in nature and are usually accomplished in one continuous action, which also can occur independently of other tasks. Conversely, outcomes are learning goals that typically consist of a multitude of tasks. These outcomes are actions and performances that embody and reflect the learner's competence in using content, information, ideas, and tools successfully. Focusing on

learning outcomes allow organizations, leaders, supervisors, and trainers to incorporate foundational competencies and underlying characteristics (values, traits, attitudes) into learning, which is necessary for developing Airmen with the competencies needed for future challenges. The following decisions resulted from close coordination between HQ AETC, 2AF Technical Training, schoolhouse instructors and staff, field SMEs, functional managers and the AFCFM. The final training requirements are then approved by the AFCFM.

9.1. A Specialty Training Requirements Team (STRT) was held from 1-5 April 2024 at Eglin AFB, FL. Members of the STRT meeting sought to develop the learning outcomes. This was accomplished by reverse engineering the behaviors found in the Advanced Fighter Aircraft Integrated Avionics occupational competency model and then by asking "What does an Airman need to know/do in order to master a specific behavior?". The intent of the learning outcomes is to identify all factors needed to succeed in attaining the behavior. During the planning meeting, members decided (approved at STRT/U&TW) to remove the qualitative proficiency code key and use a behavioral statement coding system for the STS. As a result, each line item will consist of a verb and the coding system for formal training will only use P (performance), K (knowledge), and pk (performance-knowledge).

9.2. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Advanced Fighter Aircraft Integrated Avionics career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. The following decisions were made by the career field STRT.

9.3. Core/Cert Tasks/Competencies. Tasks/competencies identified with the corresponding skill-level (5/7) are specialty-wide training requirements. Certification on all shop/flight line core tasks/competencies must be completed for skill-level upgrade.

9.4. Initial Skills Training.

9.4.1. Initial skills training is provided by AETC through the Fundamentals of Aircraft Maintenance Course and applicable Advanced Fighter Aircraft Integrated Avionics Apprentice Courses as identified in STS attachments 4 through 5.

9.5. 5 skill-level Upgrade Training. The STRT members voted to implement 5 skill-level Career Development Programs (CDPs). Upgrade requirements include completion of core competencies and identified work center requirements for their assigned weapons system and completion of MAJCOM Mandatory Course List (MMCL) requirements as necessary based on assignment. Once CDPs are available they should be used to augment learning at the 5 skill-level.

9.6. 7 skill-level Upgrade Training. The STRT members voted to implement 7 skill-level CDPs. Upgrade requirements include completion of core competencies and identified work center requirements for their assigned weapons system, and completion of MAJCOM Mandatory Course List (MMCL) requirements as necessary based on assignment. Once CDPs are available they should be used to augment learning at the 7 skill-level.

9.7. 9 skill-level Upgrade Training. The STRT members voted to develop future 9 skill-level school requirements.

10. Higher Education and Advanced Certification Opportunities.

10.1. Community College of the Air Force (CCAF). CCAF is one of several federally chartered degree-granting institutions. However, it is the only 2-year institution exclusively serving military enlisted personnel. The college is regionally accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award AAS degrees designed for specific Air Force occupational specialties and is the largest multi-campus community college in the world. Upon completion of basic military training and assignment to an AF career field, all enlisted personnel are registered in a CCAF degree program and are afforded the opportunity to obtain an associate in applied science degree. To be awarded, degree requirements must be successfully completed before the student separates from the Air Force, retires, or is commissioned as an officer. See the CCAF website for details regarding the AAS degree programs at **http://www.airuniversity.af.mil/Barnes/CCAF/.**

10.2. CCAF Degree Requirements. All enlisted airmen are automatically entered into the CCAF program. Prior to completing an associate degree, the 5 skill-level must be awarded, and the following requirements must be met:

Topic	Semester Hours
Technical Education	24
Leadership, Management & Military Studies	6
General Education (written communication, oral communication, mathematics, social science, humanities)	15
Program Elective	15

10.3. CCAF Academic Programs. In addition to its associate degree program, CCAF offers other credentialing programs (licensure and certification). Licensure is normally issued by federal, state, or local governmental agencies and is issued to individuals to practice in a specific occupation. Certification is normally issued by non-governmental agencies, associations, schools, or industry-supported companies and are typically an optional credential. Air Force Credentialing Opportunities On-Line (AF COOL) supports programs like CCAF Instructor Certification; CCAF Instructional Systems Development (ISD) Certification; and Joint Service Aviation Maintenance Technician Certification Council (JSAMTCC). Information on current programs is available via the Air Force Portal CCAF site at http://www.airuniversity.af.mil/Barnes/CCAF/.

10.4. Professional Certifications. Certifications assist the professional development of our Airmen by broadening their knowledge and skills. Additionally, specific certifications may be awarding collegiate credit by CCAF and civilian colleges, saving time and Air Force tuition assistance funds. It also helps airmen to be better prepared for transition to civilian life. To learn more about professional certifications and certification programs offered by CCAF, visit https://airuniversity.af.edu/Barnes/CCAF. In addition to its associate degree program, CCAF offers the following certification programs and resources.

10.4.1. CCAF Instructor Certification (CIC) Program. CCAF offers the three-tiered CIC Program for qualified instructors teaching at CCAF affiliated schools who have demonstrated a high level of professional accomplishment. The CIC is a professional credential that recognizes the instructor's extensive faculty development training, education and qualification required to teach a CCAF course and formally acknowledges the instructor's practical teaching experience.

10.4.2. CCAF Instructional Systems Development (ISD) Certification Program. CCAF offers the ISD Certification Program for qualified curriculum developers and managers who are formally assigned at CCAF affiliated schools to develop and manage CCAF collegiate courses. The ISD Certification is a professional credential that recognizes the curriculum developer's or manager's extensive training, education, qualifications and experience required to develop and manage CCAF courses. The certification also recognizes the individual's ISD qualifications and experience in planning, developing, implementing, and managing instructional systems.

10.4.3. FAA Airframe and Powerplant (A&P) Certification. The FAA A&P Mechanic rating provides Airmen highly transferable skills that can be used in daily aircraft maintenance settings, in addition to providing a certification utilized throughout a broad range of industries upon separation or retirement. Future career opportunities in the aviation sector include employment at airlines, fixed-base operators, manufacturers, repair stations, aviation maintenance schools and in business or general aviation. Upon issuance of an A&P Mechanic rating, the mechanic is a maintenance technician certificated by the FAA on personal knowledge gained through training and experience, which is demonstrated via successful completion of written, oral, and practical tests. Air Force aircraft maintenance personnel are eligible to pursue FAA A&P certification based on training and experience in accordance with Title 14, Code of Federal Regulations (CFR), Part 65. Technicians may enroll in the program once they have been awarded the 5-skill-level. CCAF awards 30 semester hours for FAA A&P certification and 18 semester hours for either FAA Airframe or Powerplant certifications individually.

10.4.4. Joint Service Aviation Maintenance Technician Certification Council (JSAMTCC). The DoD established the JSAMTCC to allow military Aviation Maintenance Technicians (AMT) to earn their FAA A&P certificate. Military members must be or have been in one of the military occupational classifications (e.g. AFSCs) listed in FAA Order 8900.1, *Flight Standards Information Management Systems (FSIMS)* (i.e., any 2AXXX other than 2A6X2, Aerospace Ground Equipment) and have at least 18 months of full-time experience to pursue the Airframe or Powerplant certificate individually. Pursuance of the Airframe & Powerplant certificate requires 30 months full-time experience prior to enrollment in the JSAMTCC program. As approved by an MOU with the FAA, the JSAMTCC program allows individual military AMTs to participate in an online self-paced CCAF-hosted program that permits them to take their written exams (general, airframe, and/or powerplant) at no cost to the member. Upon successful written test completion, the military AMT can schedule/complete the required Oral and Practical examinations. Enrollment may be initiated by contacting the FAA service liaison via email requesting enrollment at ccaf.faa@us.af.mil. Further information on program requirements may be found online via the following locations:

- https://www.airuniversity.af.edu/Portals/10/CCAF/documents/AP_%20Program_Process_Letter_2019_Canvas.pdf
- https://www.airuniversity.af.edu/Portals/10/CCAF/documents/certifications/Setting_Up_Local_A-P_Program.pdf
- https://www.faa.gov/training_testing/testing/jsamtcc_faqs.pdf

10.4.5. Federal Communications Commission (FCC) General Radiotelephone Operator License (GROL). FCC licensure through the form of a General Radiotelephone Operator License is available to Airmen in the aircraft maintenance career fields. Similar to the FAA A&P, this lifetime license is not required for USAF aircraft maintenance but bolsters the Airman's existing skillset to best prepare them for eventual transition to the civilian sector where the GROL is required to adjust, maintain, or internally repair FCC licensed radiotelephone transmitters in the aviation, maritime, and international fixed public radio services. Airmen may obtain licensure through various programs offered through AFCOOL.

10.4.6. CompTIA Security+. CompTIA Security+ certification is a global certification exam that validates the baseline skills you need to perform core security functions, emphasizing hands-on practical skills and ensuring the IT professional is better prepared to problem solve a wider variety of issues. This certification ensures Airmen have the knowledge and skills required to assess the security posture of an enterprise environment and recommend and implement appropriate security solutions, monitor and secure hybrid environments including cloud, mobile, Internet of Things (IoT), and operational technology. Additionally, Airmen will obtain skills necessary to operate with an awareness of applicable regulations and policies, including principles of governance, risk management, and compliance while identifying, analyzing, and responding to security events and incidents. CompTIA Security+ is approved by the U.S. DoD to meet DoD Directive (DoDD) 8140.01 *Cyberspace Workforce Management* requirements. Airmen may obtain certification through various programs offered through AFCOOL.

10.4.7. National Center for Aerospace & Transportation Technologies (NCATT) Certifications. Air Force aircraft maintenance technicians are eligible to pursue multiple NCATT certifications based on aviation avionics and electronics training and experience. NCATT certifications are endorsed by the aviation avionics industry. CCAF awards 5 semester hours for the NCATT Aircraft Electronics Technician (AET) certification. To learn more, visit NCATT at https://www.astm.org/products-services/certification.html.

10.5. Air Force Credentialing Opportunities On-Line (AF COOL) Program. AF COOL replaced the CCAF Credentialing and Education Research Tool (CERT). The AF COOL Program can be accessed at https://afvec.us.af.mil/afvec/af-cool/welcome. The site provides a research tool designed to increase an Airman's awareness of national professional credentialing and CCAF education opportunities available for all Air Force occupational specialties. The AF COOL Program also provides information on specific occupational specialties, civilian occupational equivalencies, CCAF degree programs, and AFSC-related national professional credentials available to enlisted members through credentialing agencies and professional organizations. The AF COOL Program contains a variety of information about credentialing and licensing and can be used to:

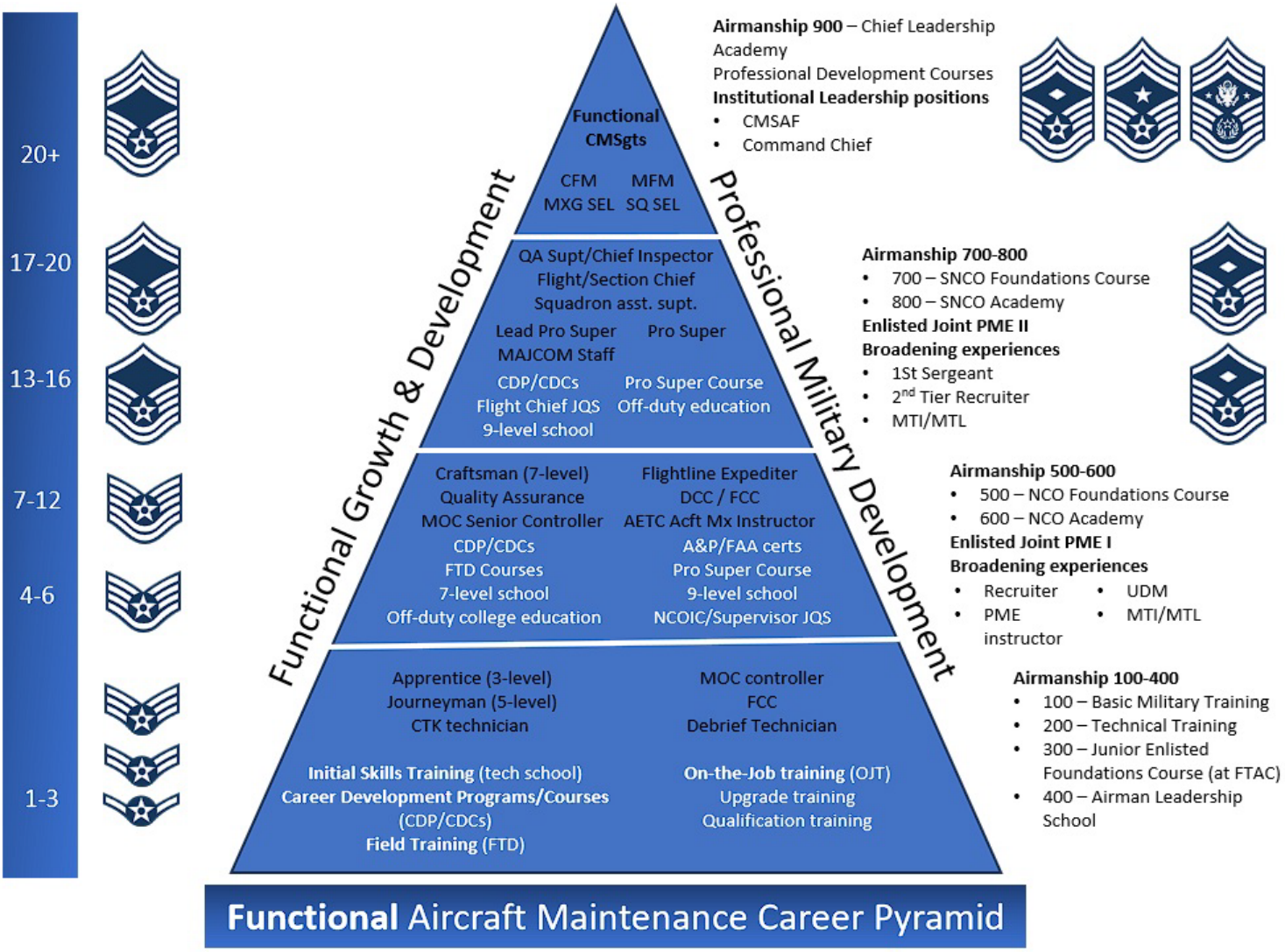
10.5.1. Get background information about civilian licensure and certification in general and specific information on individual credentials including eligibility requirements and resources to prepare for an examination.

10.5.2. Identify licenses and certifications relevant to an AFSC & learn how to fill gaps between Air Force training, operational experience, and civilian credentialing requirements.

10.5.3. Get information on Tuition Assistance and GI Bill eligible funding opportunities to pay for credentialing examinations and associated fees.

10.5.4. Learn about resources available to Airmen that can help them gain civilian job credentials.

11. Career Field Path.



SECTION C – SKILL-LEVEL TRAINING REQUIREMENTS

12. Purpose. Skill-level training requirements in this career field are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill-level in broad, general terms and establishes the mandatory requirements for entry, award, and retention of each skill-level. The specific competency and knowledge training requirements are identified in the Specialty Training Standard of this CFETP.

13. Specialty Qualification Requirements.

13.1. Knowledge, Education, Training, and Experience. Refer to the Department of the Air Force Enlisted Classification Directory (DAFECD), accessible via myFSS at https://myfss.us.af.mil/USAFCommunity/, search for "DAFECD".

13.2. Helper, Apprentice, Journeyman, Craftsman. Refer to "AFSC 2A3X5, Craftsman / AFSC 2A355* Journeyman / AFSC 2A335*, Apprentice /AFSC 2A315*, Helper," titled "Advanced Fighter Aircraft Integrated Avionics" in DAFECD Section II, for specialty qualification information for 1, 3, 5, and 7-skill level personnel.

13.3. CEM and Superintendent. Refer to "CEM Code 2A300/AFSC 2A390, Superintendent," titled "Fighter Aircraft Maintenance" in DAFECD Section II, for specialty qualification information for 9-skill level and CEM personnel.

SECTION D - RESOURCE CONSTRAINTS

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

15. Apprentice Level Training. No resource constraints identified.

16. Journeyman Level Training. No resource constraints identified.

17. Craftsman Level Training. No resource constraints identified.

PART II

SECTION A- SPECIALTY TRAINING STANDARD (STS)

18. Implementation. The June 2023 task-based STS will be used for technical training provided by Air Education and Training Command for the following classes: Course J3AQR2A335A027E, J3ABR2A335A027D, J3ABR2A335A027C, J3ABP2A335B-0XXX until the competency-based training expected initiation on/or about 29 May 2025.

18.1. Wartime Requirements. When necessary, the AFCFM can direct expedited training to support wartime requirements. If implemented, all task and knowledge taught in the initial skills courses will continue to be taught in the wartime initial skills courses, the training timeline will just be compressed as able. For example, if a course was currently being taught 5 days a week on dayshift, the wartime course would provide the same training to trainees but might be taught 6 days a week on day-, swing-, and mid-shift.

19. Purpose. As prescribed in DAFMAN 36-2689, *Training Program*, the STS-

19.1. Column A lists (Competencies, Required Behaviors, Knowledge, and Technical References (TR)) the most common competency, knowledge, and technical references necessary for Airmen to perform duties in the 3, 5, and 7 skill-levels. The number in parenthesis following the competency description correlates to the required behavior listed in the competency heading. Competencies marked with /R are deferrable for ANG /AFRC until training capability becomes available. MAJCOM Functional Managers, commanders, and supervisors may designate additional tasks as necessary for upgrade.

19.2. Column C (Deployment */SEI +/CBRN ~ Competencies) competencies identified with an (*) are Aircraft Maintenance Functional MRA competencies. Maintenance technicians should be qualified on all these competencies (as applicable per airframe) prior to deployment. Competencies identified with a (+) are required prior to award of the aircraft or system SEI. Currently no competencies are identified with a (+). Competencies identified with an (~) require CBRN TQT (Training Task Qualification) training in the work center IAW DAFI10-2503. CBRN Defense TQT is defined as a hands-on event in MOPP gear performing regular duties. At a minimum, individuals will be evaluated on their ability to accomplish AFSC-specific competencies while wearing CBRN defense IPE in MOPP Four for identified competencies. Refer to DAFI10-2503 for most up-to-date guidance. Document training on an DAF 797 or local equivalent until myTraining has capability.

19.2.1. For units with more than one mission design (e.g. A-10) aircraft, upgrade trainees need only complete core tasks on a single mission design/TMSM. If some of these core tasks involve training in another unit on base, trainees must still complete all core tasks relevant to at least one mission design aircraft. Flightline-assigned personnel must complete backshop core tasks and vice versa. All units are bound by the requirements in this CFETP and will accommodate core competency trainees from other units.

19.2.2. Trainees are only required to qualify on core tasks applicable to their assigned aircraft or systems, i.e. if the STS lists two separate Heads-Up Display (HUD) systems, and the operational check for both is identified as a core task, the trainee must only qualify on the HUD system installed on the aircraft assigned at the trainee's location.

19.3. Column D to H provides certification for OJT and is used to record completion of tasks/competencies and knowledge training requirements. Use Maintenance Information System to document technician qualifications if available.

19.4. Column I to L/M show formal training and correspondence course requirements. These are the proficiencies to be demonstrated on the job by the graduate as result of training on the competency/knowledge and the career knowledge provided by the correspondence course.

19.4.1. Qualitative Requirements. Attachment 2 contains the behavioral statement key used to indicate the level of training and knowledge provided by resident training and career development courses.

19.4.2. Job Qualification Standard. Becomes a job qualification standard (JQS) for on-the-job training when placed in myTraining and used in accordance with DAFMAN 36-2689. For OJT, the tasks in column 1 are trained and qualified to the go/no go level. "Go" means the individual can perform the task without assistance and meets local requirements for accuracy, timeliness, and correct procedures. When used as a JQS, the following requirements apply:

19.4.3. Documentation. Document and certify completion of training IAW DAFMAN 36-2689. Use of Part II and attachments two and three in conjunction with this CFETP are mandatory in individual training records. Identify duty position requirements by entering into automated training management systems. As a minimum, complete the following columns in Part II of the CFETP: date training started, date training completed, trainee initials, and trainer initials. It is the work center supervisor's responsibility to identify work center requirements and build a Master Training Plan (MTP) to train assigned trainees to the requirements. Individual JQS' should be tailored to the trainees' skill-level and duty position.

19.4.4. Transcribing from Old CFETP to New CFETP. All AFJQSs and previous CFETPs are replaced by this CFETP; therefore, transcribing of all training records to this CFETP STS is mandatory. Use this CFETP STS (or automated STS) to identify and certify all past and current qualifications. Document and certify all previous and current training IAW DAFMAN 36-2689 and DAFI 36-2650.

19.4.5. STS. Is a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). Specialty Knowledge Tests (SKTs) are developed at the USAF Occupational Analysis Division, by Senior NCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members to be most appropriate for promotion to higher grades. Questions are based on study references listed in the Enlisted Promotions References and Requirements Catalog (EPRRC). Individual responsibilities are in DAFI 36-2502, *Airman Promotion/Demotion Programs*. WAPS is not applicable to the Air National Guard or Air Force Reserve.

21. Recommendations. Comments and recommendations are invited concerning the quality of training AETC graduates received. To contact current 365 TRS Course Training Managers, search the course in ETCA: https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx. The 82 TRG Customer Service Information Line (CSIL) is available for supervisors to identify training concerns on competency/behavior items listed in this STS. Please reference specific STS line items and address your comments to: 82TRGCSIL@us.af.mil or call the CSIL at DSN 736-5236 anytime.

SECTION B - COURSE OBJECTIVE LIST - A detailed listing of initial skills course objectives is available upon request; contact the OPR.

SECTION C - SUPPORT MATERIAL - There are currently no support material requirements. This area is reserved for future operational utilization as necessary.

SECTION D - TRAINING COURSE INDEX

22. Purpose. This section identifies training courses available for the 2A3X5 specialty. Refer to the Air Force Education and Training Course Announcements (ETCA) for information on AETC formal courses listed below https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx.

22.1. Air Force In-Resident Courses.

Course No.	Course Title	Location	User
J3ABR2A335A-027X	Avionics Follow-on	Sheppard AFB, TX	Active Duty/ ANG AFRC
J3ABR2A335A-027X	Advanced Fighter Aircraft Integrated Avionics, F-22	Sheppard AFB, TX	Active Duty/ ANG AFRC
J3ABP2A335B-027X	Advanced Fighter Aircraft Integrated Avionics F-35	Eglin AFB, FL	Active Duty ANG AFRC

22.1.1. NOTE 1: The course numbers listed above end in "X" which is a revision place holder.

22.5. Air Force Career Development Academy (AFCDA) Courses. AU/A4L is responsible for managing the CDC program. At CFETP publication, the 2A3X5 AFSCs do not have CDCs, although work is in progress on continuing education-type modules. Once available, the Career Development Programs (CDPs) will be utilized to augment learning throughout skill-level progression.

22.6. Interactive Courseware and distance learning courses. Many digital courses are available via the myLearning website (https://lms-jets.cce.af.mil/moodle/), via the Percipio platform (https://usaf.percipio.com/) and from Digital University (https://digitalu.af.mil/). For further information on the FTD courses, contact the OPR.

22.7. Virtual Reality (VR) Learning Modules. VR learning modules may become available to supplement comprehension. Please contact the Integrated Technology Platform, (AETC/A3GT) at DSN 487-6473 or visit https://daflearning.af.mil/ for additional details on hardware requirements, available learning modules, system access, and new requests.

SECTION E – MAJCOM-UNIQUE REQUIREMENTS –

23. Purpose. Combat Air Force and Mobility Air Force Mandatory Course Listing (CAF&MAF/MCL) applies to ACC, AETC, AFGSC, AFMC, AFSOC, AMC, PACAF, and USAFE personnel/units as applicable. The CAF&MAF/MCL does not apply to Air National Guard (ANG) or Air Force Reserve Command (AFRC) members and units. **However**, it does apply to Active-Duty personnel assigned to Total Force Integrated units (Active-Duty personnel assigned to ANG and/or AFRC bases). MAJCOMs change mandatory course requirements occasionally. Up-to-date CAF&MAF/MCL requirements can be obtained at your local Military Training Flight and/or Unit Training Manager.

24. MAJCOM Course List. Contact the course OPRs at:

HQ AMC/A4MMT	HQ ACC LSG / OL-CA
402 Scott Drive Unit 2A2	6058 Aspen
Scott AFB, IL 62225-5308	Hill AFB, UT 84056-5805
DSN 779-4787	DSN 777-4278

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

KENYON K. BELL
Lieutenant General, USAF
DCS/Logistics, Engineering & Force Protection

3 Attachments
1. Airmen's Foundational Competencies
2. Qualitative Requirements Code Key
3. Specialty Training Standard- Fundamentals

Attachment 1.

1. Airmen's Foundational Competencies. The foundational competencies are a set of accepted and valued competencies, which enable success across a wide array of DAF missions, roles, functions, and duties. These competencies are the core of Airmen development and enable Airmen with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. The foundational competencies are grouped into different categories of Developing Self, Developing Others, Developing Ideas, and Developing Organization. Airmen can go to MyVector (accessible via AF Portal) to complete a self-assessment, which will have them evaluate themselves on the 23 Airmen's foundational competencies. The assessment tools will provide Airmen with immediate feedback on personal strengths and areas for improvement. Additionally, a Personal Improvement Plan with targeted resources (videos, reading content, developmental opportunities) for continued development. See Figure 1.1.

Figure 1.1. Foundational Competencies

1.1. Occupational Competencies. A set of competencies required of all Airmen within a specific workforce category (a group of functions requiring similar work, i.e., Engineering). They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to perform that function's mission successfully.

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

1.3. Career fields work with trained competency experts to identify and develop their competency model, which consists of the competencies, sub-competencies, and definitions. Occupational competency models will be different for each career field. The model focuses on integrating not just the technical components, but also leadership, management, combat, joint, all-domain, and social mastery competencies required for Airmen to succeed in their career field. Figure 1.2 provides an example of a competency model for the 2A3X5 career field.

Figure 1.2. 2A3X5, Advanced Fighter Aircraft Integrated Avionics, Occupational Competency Model

Competency	Sub-Competency	Sub-Competency Description
Maintenance	General Maintenance	The ability to perform maintenance actions to ensure serviceability of aircraft and equipment.
	Maintenance Resource Management	The ability to monitor and control maintenance resources to generate aircraft.
	Maintenance Compliance	Adhering to methods, procedures, and practices IAW applicable guidance.
	Wire Maintenance	The installation, removal, repair, and troubleshooting of aircraft wiring and fiber optic cabling.
Organizational Management	Personnel Management	The deliberate planning, development, organization, and utilization of human resources.
	Education & Training	The development and tailoring of skillsets to meet the need of current and future mission requirements.
	Programs	To assess, control, sustain, and develop functions that support legal and environmental compliance, safety, and efficacy of maintenance activities.
Security	Security	The protection of assets and maintenance activities from unauthorized access or disclosure.
Safety	Safety	Implementing risk management practices to mitigate occupational hazards.

1.4. Occupational Competency Rubric. After a model is developed, a team of subject matter experts begin building competency rubrics, which consists of the competency, a description of the competency, proficiency levels, and measurable and observable behaviors. The competency rubrics will help Airmen learn which behaviors are aligned to the career field's strategic direction, the professional developmental expectations, and the criteria for success. Figure 1.3 provides an example of a competency rubric for the 2A3X5 career field.

Figure 1.3. 2A3X5, Advanced Fighter Aircraft Integrated Avionics, Occupational Competency Rubric for Communication

Competency	Proficiency Levels	Observable Behaviors
Maintenance	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Coordinates with internal/external agencies to solicit engineering assistance and to update technical guidance (e.g. schematics, T.O.'s, flowcharts) - Establishes and implements training procedures for the maintenance of wiring and fiber optic components
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Overhauls and modifies wiring and fiber optic components to upgrade system capability - Utilizes sophisticated wire and fiber optic component repair techniques to fulfill mission objectives
Wire Maintenance		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Interprets technical guidance (e.g., schematics, T.O.s, flowcharts) to facilitate fault isolation - Performs repair actions and replacement on wiring and fiber optic components to maintain system integrity
The installation, removal, repair, and troubleshooting of aircraft wiring and fiber optic cabling.		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Utilizes common wire and fiber optic components/equipment to complete maintenance actions - Assists with wire and fiber optic cable repair processes to maintain system integrity - Navigates technical guidance (e.g., schematics, T.O.s, flowcharts) to aid in wire and fiber optic cable inspections
Analytical Thinking Digital Literacy Precision Self-Efficacy		

1.4.1. To better understand how to read and utilize the competency rubric, a breakdown of each component is explained below in figure 1.4a-c.

Figure 1.4a. Competency Rubric Section 1.

Competency Maintenance	←	The competency section states the competency group.
Sub-Competency Wire Maintenance	←	The sub-competency section states the narrower category that forms part of the competency group. **Note:** Some models may only consist of a competency and not include a sub-competency.
Description The installation, removal, repair, and troubleshooting of aircraft wiring and fiber optic cabling.	←	The description section provides a statement that gives details about the sub-competency, enabling career field members to better understand how sub-competency relates to the AFS.
Supporting Competencies Analytical Thinking Digital Literacy Precision Self-Efficacy	←	The supporting competencies section are supported-level competencies that are linked to the success of the sub- competency. These competencies lend themselves more toward areas like values, traits, and attitudes. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will attribute to higher successful performance within the sub-competency.

Figure 1.4b. Competency Rubric Section 2.

Proficiency Levels	←	The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert. Under each proficiency level are predetermined criteria selected by a group of SMEs from your career field and validated by the career field. The criteria were used as the basis to develop the observable behaviors. These criteria provide concrete parameters for the behaviors, which are consistent but progressive in nature as a member moves up the scale from basic to expert. Some of the criteria (e.g. depth of knowledge, consistency of application/complexity, and thinking challenge) allows an individual to become an expert through the experience gained in a particular job and over a period of time. For example, the person can quickly move up different proficiency levels while they are serving as a technician at a flight; they move quickly because they are exposed to a variety of situations. While other criteria (e.g. scope, impact, and reach of influence) requires more of a hierarchical approach to gain the experience needed to progress through the competency levels. Moving through the proficiency levels may be difficult to do in certain jobs. For example, if scope at the expert level requires job integration with the AF-level, then the individual may have to be in a position where they can gain that experience (i.e. at HHQ, Wing, or an organization with far reaching capabilities).
Expert ***Consistency of Application:*** Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency		
Advanced **Consistency of Application:** Sustained application of competency over time in complex situations		
Intermediate **Consistency of Application:** Sustained application of competency over time in a variety of situations		
Basic **Consistency of Application:** Sustained application of competency over time		

Figure 1.4c. Competency Section 3.

Observable Behaviors		
- Translates intent into operational guidance for application by the enterprise - Coaches, mentors, and guides others on communication techniques for mission execution - Delivers communication to produce a desired effect and foster relationships with mission partners	←	The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level. They provide objective evidence that the individual possesses the competency level, and shows what effective performance looks like. The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement.
- Conveys complex messaging concisely to ensure information integrity - Adjusts presentation to address audience reactions and/or concerns		
- Utilizes communication skills to integrate and foster information sharing - Tailors messaging and briefings to inform audience - Coordinates and facilitates meetings to communicate information		
-Recognizes and employs communication tools (e.g., Word, Power Point, Email, Teams, etc.) - Utilizes all five types of communication (e.g., Written, Visual, Verbal, Non-verbal, & Active Listening)		

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

1.6. Competency Development. The intent of moving towards a competency-based system is to sharpen our Airmen's tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of USAF missions. This occurs not in a classroom but on the job by combining education, training, and experiences to provide Airmen with a better developmental pathway as they move along their careers. Airmen are still required to complete specific training courses, core tasks, and other training requirements to attain a 3, 5, and 7 skill-levels. Competency development allows

Airmen to move beyond the minimum career field requirements and begin addressing developmental gaps and strengthening their capabilities. The information included within the competency model will allow members within the Aircraft Maintenance community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

2. 2A3X5 Competency Rubrics. Below are the competency rubrics for the 2A3X5, Advanced Fighter Aircraft Integrated Avionics, career field.

Figure 2. 2A3X5 Competency Rubric

Competency	Sub-Competency	Sub-Competency Description
Maintenance	General Maintenance	The ability to perform maintenance actions to ensure serviceability of aircraft and equipment.
	Maintenance Resource Management	The ability to monitor and control maintenance resources to generate aircraft.
	Maintenance Compliance	Adhering to methods, procedures, and practices IAW applicable guidance.
	Wire Maintenance	The installation, removal, repair, and troubleshooting of aircraft wiring and fiber optic cabling.
Organizational Management	Personnel Management	The deliberate planning, development, organization, and utilization of human resources.
	Education & Training	The development and tailoring of skillsets to meet the need of current and future mission requirements.
	Programs	To assess, control, sustain, and develop functions that support legal and environmental compliance, safety, and efficacy of maintenance activities.
Security	Security	The protection of assets and maintenance activities from unauthorized access or disclosure.
Safety	Safety	Implementing risk management practices to mitigate occupational hazards.

Figure 2.1. Maintenance, General Maintenance

Competency	Proficiency Levels	Observable Behaviors
Maintenance	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	- Organizes workflow to increase maintenance efficiency/efficacy - Advises decision makers on courses of action to streamline maintenance and inspection processes - Develops new maintenance practices, system theories, and troubleshooting techniques to maintain/improve fleet lethality
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	- Oversees maintenance processes to validate quality and compliance - Generates or advises on engineer support requests (e.g., Ars, ETARs, -107s) to establish new troubleshooting solutions
General Maintenance		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	- Leads maintenance activities to ensure aircraft serviceability - Utilizes applicable guidance to troubleshoot avionics systems - Performs maintenance activities to ensure aircraft serviceability - Collaborates with higher-level SMEs to resolve complex issues on maintenance and inspection outcome
The ability to perform maintenance actions to ensure serviceability of aircraft and equipment.		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	- Identifies system and sub-system components and functions of assigned MDS by utilizing technical guidance - Utilizes support equipment required to maintain aircraft systems - Assists in maintenance activities (e.g., remove/replace, ops check) to ensure aircraft serviceability
Accountability Communication Decision-Making Analytical Thinking		

Figure 2.2. Maintenance, Maintenance Resource Management

Competency	Proficiency Levels	Observable Behaviors
Maintenance	Expert Scope: Integration with MAJCOM/Industry	- Oversees and develops contingency/readiness requirements to meet national security objectives - Establishes priorities for fleet sustainment and modernization to meet mission requirements - Appropriates resources to alleviate asset shortfalls
Sub-Competency	Advanced Scope: Integration with organizational areas	- Coordinates with outside agencies to accomplish advanced organizational and depot-level maintenance - Tracks and develops scheduled and unscheduled maintenance activities for multiple workcenters - Determines aircraft availability to meet mission needs (e.g., flying-hour programs, OT&E/DT&E, PMP)
Maintenance Resource Management		
Description	Intermediate Scope: Integration with concerned areas	- Relays aircraft conditions to production to update aircraft status - Collaborates with local workcenters to accomplish maintenance tasks - Delegates scheduled/unscheduled maintenance priorities to meet mission requirements.
The ability to monitor and control maintenance resources to generate aircraft.		
Supporting Competencies	Basic Scope: Specific Area	- Reports and documents maintenance activities to complete mission requirements - Utilizes supply systems to acquire parts and equipment - Debriefs aircrew on aircraft discrepancies to document maintenance requirements - Follows maintenance priorities to perform assignments
Accountability Communication Decision-Making Resource Management		

Figure 2.3. Maintenance, Maintenance Compliance

Competency	Proficiency Levels	Observable Behaviors
Maintenance	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	- Utilizes analytical tools to develop courses of action required to maximize quality control - Ensures risk assessments are provided to applicable levels of leadership before execution of the mission
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	- Identifies root causes of poor quality practices to implement corrective action - Reviews supplements, operating instructions, and forms to recommend corrective actions
Maintenance Compliance		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	- Validates quality, proficiency, and compliance to resolve issues impacting mission execution - Enforces standards to ensure quality maintenance and equipment reliability - Executes data collection to include reports, visual inspections, and audits to support quality control measures
Adhering to methods, procedures, and practices IAW applicable guidance.		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	- Utilizes established guidance specific to applicable equipment and programs to ensure workplace efficiency - Documents and reports findings on job-specific requirements to develop corrective strategies
Analytical Thinking Communication Information Seeking Precision		

Figure 2.4. Maintenance, Wire Maintenance

Competency	Proficiency Levels	Observable Behaviors
Maintenance	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Coordinates with internal/external agencies to solicit engineering assistance and to update technical guidance (e.g. schematics, T.O.'s, flowcharts) - Establishes and implements training procedures for the maintenance of wiring and fiber optic components
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Overhauls and modifies wiring and fiber optic components to upgrade system capability - Utilizes sophisticated wire and fiber optic component repair techniques to fulfill mission objectives
Wire Maintenance		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Interprets technical guidance (e.g., schematics, T.O.s, flowcharts) to facilitate fault isolation - Performs repair actions and replacement on wiring and fiber optic components to maintain system integrity
The installation, removal, repair, and troubleshooting of aircraft wiring and fiber optic cabling.		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Utilizes common wire and fiber optic components/equipment to complete maintenance actions - Assists with wire and fiber optic cable repair processes to maintain system integrity - Navigates technical guidance (e.g., schematics, T.O.s, flowcharts) to aid in wire and fiber optic cable inspections
Analytical Thinking Digital Literacy Precision Self-Efficacy		

Figure 2.5. Organizational Management, Personnel Management

Competency	Proficiency Levels	Observable Behaviors
Organizational Management	Expert Reach of Influence: MAJCOM/AF-Level/Industry	- Initiates/performs manpower/manning studies to address future-year and strategic concerns - Engages with AFPC to address personnel and operational issues (e.g., AFSC leveling, humanitarian, assignment allocations, and Equal Plus advertisements) - Forecasts accession goals to meet force structure projections within end-strength limitations - Develops retention strategies to meet force development and experience goals
Sub-Competency	Advanced Reach of Influence: Group/Wing	- Utilizes manpower and personnel tools to forecast vacancies and fill requirements - Utilizes Designed Organizational Capability (DOC) statements to evaluate readiness - Communicates operational risks to wing leadership and HHQ to obtain the appropriate level of risk acceptance - Implements organizational design strategies to ensure effective utilization of resources
Personnel Management		
Description	Intermediate Reach of Influence: Unit/Squadron	- Manages team composition to execute mission requirements (e.g., shift breakdown, leave, TDYs, and duty limitations) - Identifies eligible personnel for special and additional duty positions to advance professional development - Utilizes/manages evaluation systems to accomplish appraisals and performance feedbacks for personnel development
The deliberate planning, development, organization, and utilization of human resources.		
Supporting Competencies	Basic Reach of Influence: Individuals/Work Center	- Establishes expectations according to the commander's intent to enforce accountability - Addresses personal concerns (e.g., medical, financial, good order and conduct, quality of life issues) to ensure readiness - Identifies and recommends candidates deserving of personal recognition to award superior performance
Communication Develops People Leadership Teamwork		

Figure 2.6. Organizational Management, Education & Training

Competency	Proficiency Levels	Observable Behaviors
Organizational Management	Expert Reach of Influence: MAJCOM/AF-Level/Industry	- Develops training strategy to align with strategic posture - Establishes life-cycle training requirements for career field development and enlisted career path - Forecasts/advocates for funding to ensure training resource allocations
Sub-Competency	Advanced Reach of Influence: Group/Wing	- Assesses unit training programs to determine proficiency - Develops course of action to prevent/resolve shortfalls - Identifies Professional Military Education (PME) milestones to develop future leaders - Maintains special certification roster(s) to meet critical skill needs (e.g., engine run, hot pits)
Education & Training		
Description	Intermediate Reach of Influence: Unit/Squadron	- Tracks, projects, and schedules training needs to prevent shortfalls - Develops and maintains training program to meet mission needs - Provides feedback and makes recommendations based on metrics to inform leadership
The development and tailoring of skillsets to meet the need of current and future mission requirements.		
Supporting Competencies	Basic Reach of Influence: Individuals/Work Center	- Maintains qualifications by accomplishing training requirements (e.g., upgrade training, CBTs) - Trains and evaluates task proficiency of personnel to meet training objectives - Tailors training methods to meet individual needs - Reviews and documents individual training records to determine progress
Accountability Communication Develops People Information Seeking		

Figure 2.7. Organizational Management, Programs

Competency	Proficiency Levels	Observable Behaviors
Organizational Management	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Serves as the focal point for organizational program review to ensure continuity, compliance, and standardization - Establishes Plan of Actions & Milestones (POAM) to manage timelines, advocate for resources, and mitigate program shortfalls - Develops and executes inspection plan(s) to enable reliable assessments and standardization (e.g., continuous evaluation program, IG)
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Analyzes strategic intent and advocates for program requirements to achieve mission objectives - Creates and publishes program guidance and directives for subordinate units - Develops Tactics, Techniques, and Procedures (TTP) to mitigate program shortfalls
Programs		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Oversees management of programs to support mission objectives - Identifies trends and recommends a course of action to improve performance (e.g., CCIP) - Develops local checklists and guidance to streamline program processes or procedures - Implements program policy and guidance to ensure compliance
To assess, control, sustain, and develop functions that support legal and environmental compliance, safety, and efficacy of maintenance activities.		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Reviews program policy and guidance to ensure compliance - Executes roles and responsibilities of assigned program(s) to support mission objectives - Tracks, distributes, and documents various program inputs and outputs to ensure compliance in support of mission needs - Identifies and resolves challenges or discrepancies within assigned program(s)
Accountability Communication Information Seeking Initiative		

Figure 2.8. Security, Security

Competency	Proficiency Levels	Observable Behaviors
Security	Expert Reach of Influence: Wing/MAJCOM	- Analyze trends, mishaps, and violations to establish preventative measures - Implements plans, policies, and procedures to prevent security violations/mishaps - Inspects security programs to ensure compliance
Sub-Competency	Advanced Reach of Influence: Squadron/Group	- Manages assets and information to maintain positive control - Provides training to prevent security violations/mishaps - Initiates and verifies security clearances to sponsor program access
Security		
Description	Intermediate Reach of Influence: Workcenter/Unit	- Identifies and reports security violations to prevent mishaps - Utilizes controlled equipment (e.g., CCI, DTC) to perform secure operations - Monitors workplace operations to safeguard controlled assets and information
The protection of assets and maintenance activities from unauthorized access or disclosure.		
Supporting Competencies	Basic Reach of Influence: Individuals	- Applies security principles and practices to safeguard controlled assets and information - Performs inventory of controlled assets to ensure accountability
Accountability Communication Organizational Awareness Precision		

Figure 2.9. Safety, Safety

Competency	Proficiency Levels	Observable Behaviors
Safety	Expert Scope: Integration with AF-level/within industry	- Surveys and refines risk assessment processes across the Total Force Enterprise (TFE) to meet evolving safety risks - Develops new protocols and procedures for emerging operations and capabilities.
Sub-Competency	Advanced Scope: Integration with organizational strategies	- Implements new safety guidance or programs to prevent future mishaps or loss of assets - Evaluates the application of safety training to ensure compliance with standards - Analyzes and elevates trends to alleviate future mishaps
Safety		
Description	Intermediate Scope: Integration with concerned areas	- Oversees procedures and maintains equipment to ensure maintenance task safety - Enforces safety guidance and risk management procedures to maintain safe conditions - Reports mishaps and safety concerns to address operational risk management
Implementing risk management practices to mitigate occupational hazards.		
Supporting Competencies	Basic Scope: Specific Area	- Complies with guidance to prevent unnecessary risks and mishaps - Utilizes personal protective equipment to adhere to safety practices - Applies risk management procedures to ensure a safe work environment (e.g., housekeeping practices, identifing hazard zones, and adhering to cautions/warnings/notes)
Accountability Communication Decision-Making Precision		

Attachment 2

QUALITATIVE REQUIREMENTS

Behavioral Statement STS Coding System	
Code	**Definition**
K	Subject Knowledge Training – The verb selection identifies the individual's ability to identify facts, state principles, analyze, or evaluate the subject.
P	Performance Training – Identifies that the individual has performed the task/competency 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/competency.
-	This mark is used alone instead of a scale value to show no proficiency training is provided in the course or CDP.
X	This mark is used alone in the course columns to show that training is required but not given due to limitation in resources.

Explanations

NOTES:

- Behavioral Code Breakdowns are listed in Column 1. Individual codes for each task/competency are listed immediately following task narrative.
  Example: "1.1.1.4 - Compare and contrast total force integration roles (1)"
  The "Required Behavior" for Task 1.1.1.4 states the Airman "(1) Displays initiative toward organizational accomplishment to foster warrior ethos."

- All learning outcome items shown with a behavioral code are trained during war time.

- Column 2 lists Core tasks, when this includes the numbers 5 or 7, this task/competency is a requirement for 5-skill-level or 7 skill-level upgrades, respectively.