

AFSC 2A3X5X

ADVANCED FIGHTER AIRCRAFT INTEGRATED AVIONICS F-22 / F-35 / MQ-1 / MQ-9 / RQ-4



CAREER FIELD EDUCATION AND TRAINING PLAN

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PART I

PREFACE

1. This Career Field Education and Training Plan (CFETP), directed by DAFI 36-2670, *Total Force Development*, paragraph 4.1.4.5.3.2, is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for 2A3X5X, the Advanced Fighter Aircraft Integrated Avionics F-22/F-35/MQ-1/MQ-9/RQ-4 specialty. The CFETP will provide personnel a clear career path to success and instill rigor in all aspects of career field training. This CFETP supersedes the 2A3X5 CFETP (5 Oct 17). The official CFETP can be found at the Air Force E-Publishing website: <http://www.e-publishing.af.mil/>. 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 everyone will use the plan. Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path. Section C associates each level with specialty qualifications (knowledge, education, training, and other). Section D indicates resource constraints to accomplishing this plan, such as funds, manpower, equipment, and facilities. Section E identifies transition training guide requirements for SSgt through MSgt and other SNCOs as required by the Air Force Career Field Manager (AFCFM).

2.2. Part II includes the following: Section A contains the Specialty Training Standard (STS) and includes duties, tasks, and technical references to support training including AETC conducted training, core and Home Station Training (HST) tasks, deployment/UTC tasks, and correspondence course requirements. Section B contains the Course Objective List (COL) and training standards to determine Airman training requirements. Section C identifies available support materials and (when developed) a Qualification Training Plan (QTP) to support proficiency training. Section D identifies a course training index. Section E identifies MAJCOM unique training requirements. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

ABBREVIATIONS/TERMS EXPLAINED

Advanced Training: Formal course, which provides individuals who are qualified in their Air Force Specialty (AFS) with additional skills and/or knowledge to enhance their expertise in the career field. Training is for selected career airmen at the advanced level of an AFS.

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

Bridge Course: A formal or informal course which allows the individual to expand his/her knowledge in another area of expertise.

Career Development Course (CDC): Self-study correspondence course to provide Airmen with fundamental knowledge of their Air Force Specialty (AFS).

Career Field Education and Training Plan (CFETP): A CFETP is a comprehensive, multipurpose document covering the entire spectrum of education and training for a career field. It outlines a logical growth plan that includes training resources and is designed to make career field training identifiable, eliminate duplication, and ensure this training is budget defensible.

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

Certification Official: A person authorized by appropriate commander to determine an individual's ability to perform a task to required standards.

Continuation Training: Additional training that exceeds minimum upgrade requirements and has an emphasis on present or future duty assignments.

Core Task: Tasks that the Air Force Career Field Manager (AFCFM) identifies as minimum qualification requirements within an Air Force Specialty (AFS).

Course Training Standard (CTS): A formal course document that identifies in broad terms the training individuals will receive in a specific course.

Enlisted Specialty Training (EST): A mix of formal AETC training and On-the-Job Training (OJT) designed to qualify and upgrade Airmen in each skill level of a specialty.

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

Field Technical Training (Type 4): Special or regular on-site training conducted by a Training Detachment (TD) or by a Mobile Training Team (MTT).

Go/No Go Level: In On-the-Job Training (OJT), the stage at which individual has gained enough skill, knowledge, and experience to either be qualified to perform identified task without assistance or cannot perform task without assistance.

Initial Skills Training: A formal school course that results in the award of a 3-skill level Air Force Specialty Code (AFSC).

Instructional System Development (ISD): A deliberate and orderly process for developing, validating, and reviewing instructional programs that ensures personnel are taught the knowledge and skills essential for successful job performance.

Maintenance Information System (MIS): Systems and applications that support and enable maintenance business processes. Used to document maintenance actions. Provides maintenance supervisors with products to evaluate organizational effectiveness and aid in decision-making processes at all levels.

Master Task Listing (MTL): Document maintained within the work-center that identifies all tasks performed in a work-center. This includes core, critical position qualification, and wartime tasks. This document can be electronic.

Master Training Plan (MTP): A comprehensive work-center training plan that may include the Master Task Listings (MTL), Qualification Training Packages (QTP), the Air Force Job Qualification Standard (AFJQS), the Career Field Education and Training Plan (CFETP), task breakdowns, commercial publications, and any other document that supports training.

Mobile Training Team (MTT): Instructors, trainers, training aids, and operational equipment that formal schools send to bases or operating locations used to perform formal training.

Occupational Analysis Report (OAR): A detailed report showing the results of an occupational survey of tasks performed within a particular Air Force Specialty (AFS).

On-the-Job Training (OJT): Hands-on, over-the-shoulder training at the duty location used to certify personnel for both skill level upgrade and duty position qualification.

Plan of Instruction (POI): An AETC course document used for course planning, organization, operation, and validation. It provides course objectives, level of training provided, planned times, sequence of instruction, required resources, and specifies how course objectives are measured.

Position Qualification Training: Training designed to qualify an Airman in a specific position and is accomplished after upgrade training.

Proficiency Training: Additional training provided via in-residence courses, exportable advanced training courses, or On-the-Job Training (OJT) training to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

Qualification Training (QT): Actual hands-on task performance training designed to qualify an Airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skill/knowledge training required to do the job.

Qualification Training Package (QTP): An instructional course 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, or equipment that preclude desired training from being accomplished.

Specialty Training Standard (STS): An Air Force document that is published as an attachment to the appropriate Career Field Education and Training Plan (CFETP) that describes an Air Force Specialty (AFS) in terms of tasks and knowledge an Airman may be expected to perform or to know on the job. It serves as a contract between AETC and the functional user to show which of the overall training requirements for an Air Force Specialty Codes (AFSC) are taught in formal schools, in job knowledge courses, and exportable courses.

Specialty Training Requirements Team (STRT): Primary purpose of the STRT is for the Air Force Career Field Manager (AFCFM) and MAJCOM Functional Managers (MFM) to determine and present training requirements to AETC. Attendees include the AFCFM, AETC Training Pipeline Manager (TPM), AETC Training Managers (TM), MFMs, Subject Matter Experts (SME), and AETC Occupational Analysis Division. The AFCFM chairs the STRT. The AETC TPM and TMs attend as advisors.

Supplemental Training: Formal, standardized training within an Air Force Specialty (AFS) that is in addition to required initial skills training and skill level upgrade training. It may support new and/or newly assigned equipment, methods, and/or technology.

Task Certifier: See Certification Official

Training Business Area (TBA): Net-Centric, GCSS-AF IF Web-Based application providing Air Force War fighters with global, real-time visibility into the technical qualifications, certifications, and training status of logistics, communications, and information professionals Air Force wide. TBA supports base, wing, and work center level training management activities by automating training management business processes. The primary users of TBA will be any personnel directly involved in base level training management and certification activities. TBA is being developed and maintained by 754th Electronic Systems Group, Installation and Logistics, Maintenance Flight (754 ELSG/ILM) at Maxwell-Gunter AFB.

Training Database: An Air Force approved system used to manage OJT (e.g. TFTR, TBA, AFTR, MyTraining)

Training Detachment (TD): An AETC detachment that provides maintenance oriented technical training at an operational location. Training can address specific systems, including aerospace ground equipment, or cover new equipment techniques and procedures. A TD qualifies personnel to maintain proficiency, increase skill and knowledge, acquaint personnel with specific systems, and keep personnel aware of changing concepts and requirements.

Training Setting: The type of forum in which training is provided (formal in-residence school, On-the-Job Training (OJT), field training, Mobile Training Team (MTT), self-study, etc.).

Upgrade Training (UGT): A mixture of mandatory courses, task qualification, Qualification Training Packages (QTP), and job knowledges courses required for award of a 3-, 5-, 7-, or 9-skill level.

Utilization and Training Workshop (U&TW): A forum convened and chaired on a recurring basis by the AF Career Field Manager (AFCFM), designed to review the appropriate Career Field Education and Training Plan (CFETP) and its attachments. The purpose is to ensure currency, accuracy, and completeness of content, to include specific formal career ladder training requirements. Workshops are co-chaired by AETC Training Pipeline Manager (TPM) and include MAJCOM Functional Managers (MFM), AETC training personnel, and Subject Matter Experts (SMEs).

ACRONYMS USED

A&P – Airframe and Power
ADL – Advance Distribution Learning
AFCFM – Air Force Career Field Manager
AF-COOL – Air Force Credentialing Opportunities On-Line
AFECD – Air Force Enlisted Classification Directory
AFJQS – Air Force Job Qualification Standard
AFRC – Air Force Reserve Command
AFS – Air Force Specialty
AFSC – Air Force Specialty Code
AFTC – Air Force Training Course
AFVEC – Air Force Virtual Education Center
ALS – Airman Leadership School
ANG – Air National Guard
ARC – Air Reserve Component
AU – Air University
AvF – Avionics Fundamentals
BMT – Basic Military Training
CCAF – Community College of the Air Force
CDC – Career Development Course
CEM – Chief Enlisted Manager
CFETP – Career Field Education and Training Plan
COL – Course Objective List
CSIL – Customer Service Information Line
CTS – Course Training Standard
DL – Distributed Learning
DLC – Distance Learning Course
EPME – Enlisted Professional Military Education
EST – Enlisted Specialty Training
HST – Home Station Training
HUD – Heads Up Display
HYT – High Year Tenure
ICW – Interactive Courseware
ISD – Instructional System Development
ITP – Individual Training Plan
ITU – Instructional Technology Unit
JQS – Job Qualification Standard

JSAMTCC – Joint Service Aviation Maintenance Technician Certification Council
MDS – Mission Design Series
MFM – MAJCOM Functional Manager
MIS – Maintenance Information System
MMCL – MAJCOM Mandatory Course List
MTL – Master Task Listing
MTP – Master Training Plan
MTT – Mobile Training Team
NCOA – Noncommissioned Officer Academy
NCOIC – Noncommissioned Officer in Charge
OAR – Occupational Analysis Report
OJT – On-the-Job Training
PMC – Professional Manager Certification
POI – Plan of Instruction
QA – Quality Assurance
QT – Qualification Training
QTP – Qualification Training Package
SDI – Special Duty Assignment
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
TBA – Training Business Area
TD – Training Detachment
TIS – Time in Service
TM – Training Manager
TO – Technical Order
TPM – Training Pipeline Manager
TR – Training Resource
U&TW – Utilization and Training Workshop
UGT – Upgrade Training
UTC – Unit Type Code
UTM – Unit Training Manager
WAPS – Weighted Airman Promotion System

SECTION A - GENERAL INFORMATION

3. Purpose: This CFETP provides the information necessary for the AFCFM, MAJCOM Functional Managers (MFM), commanders, training managers, supervisors, and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training that individuals in this Air Force Specialty (AFS) should receive in order to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced, and proficiency training. The CFETP also:

3.1. Lists training courses available in the AFS and identifies sources of training and the training delivery method.

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

4. Use of the CFETP: This plan will be used by MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

4.1. AETC training personnel will develop and/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.

4.2. 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 the identified requirements. MAJCOM developed training to support this AFS must be identified for inclusion in this plan and must not duplicate other available training resources.

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

5. Coordination and Approval of the CFETP: The AFCFM is the approval authority for the CFETP.

5.1. Scheduled Reviews: The AFCFM will initiate an annual review of this document to ensure currency and accuracy. Typically, this review is accomplished via correspondence and is accomplished by the AFCFM and using MFMs. Approximately every three years Specialty Training Requirements Teams (STRT) are held for functional areas (e.g. Backshop Avionics, Legacy Fighters, etc.). During STRTs the AFCFM, MFMs, AETC representatives, and Subject Matter Experts (SME) accomplish an in-depth review of the material to determine and present training requirements to AETC. STRTs are normally face-to-face meetings.

5.2. Out-of-Cycle Review: The AFCFM can implement out-of-cycle changes whenever necessary to address the addition of new platform, systems, changes to test equipment, etc. Career field members can 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 - CAREER PROGRESSION AND INFORMATION**6. Specialty Descriptions:****6.1. Specialty Shreds:**

Suffix	Portion of the AFS to which it Relates
A.....	F-22
B.....	F-35
C.....	MQ-1, MQ-9, RQ-4

NOTE: Suffixes A, B, and C are applicable to the 1-, 3-, and 5-skill levels only.

6.2. Specialty Summary and Duties and Responsibilities: Refer to the Air Force Enlisted Classification Directory (AFECD), accessible via myFSS at <https://myfss.us.af.mil>, search for “AFECD”.

6.2.1. Helper, Apprentice, Journeyman, and Craftsman: Refer to “AFSC 2A375, Craftsman/AFSC 2A355*, Journeyman/AFSC 2A335*, Apprentice/AFSC 2A315*, Helper,” titled “Advanced FIGHTER AIRCRAFT INTEGRATED AVIONICS,” in AFECD Section II, for specialty summary, and duties and responsibilities.

6.2.2. Chief Enlisted Manager (CEM) and Superintendent: Refer to “CEM Code 2A300/AFSC 2A390, Superintendent,” titled “FIGHTER/REMOTELY PILOTED AIRCRAFT MAINTENANCE,” in AFECD Section II, for specialty summary and duties and responsibilities for 9-skill level and CEM personnel.

7. Skill/Career Progression: Adequate training and timely progression from the apprentice to the superintendent skill level plays 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 individual receives viable training at appropriate points in their career. Use table 10.1, **Enlisted Career Path**, in conjunction with the information below to manage career skill progression.

7.1. Apprentice (3-skill level): Individuals are awarded their 3-skill level upon completion of initial skills training (technical school). At their first duty station a trainee will work with a trainer to enhance their knowledge and skills. Individuals are assigned shred identifiers for initial-skills course scheduling and assignment purposes; shred identifiers are provided in the AFECD.

7.2. Journeyman (5-skill level): Upon arrival at their first duty location, individuals must complete formal 5-level OJT training requirements as defined in this CFETP, AFI 36-2201, and the AFECD. This training involves completion of all identified core tasks. Once upgraded to the 5-skill level, the journeyman will enter into qualification training to broaden their experience base by increasing their knowledge and skill in troubleshooting and solving more complex problems. This includes qualification on duty specific tasks identified by the work center supervisor. Available proficiency and/or supplementary training should be completed as early as duty permits. Journeymen may be appointed as unit trainers and considered for job positions such as Quality Assurance (QA) inspector. Individuals will use Career Development Courses (CDC) to prepare for Weighted Airman Promotion System (WAPS) testing. Air Force Enlisted Professional Military Education (EPME) is a rank-based model that ensures targeted delivery of institutional competencies across an enlisted Airman's career. Resident Airman Leadership School (ALS) meets Basic and

Comprehensive Phase 1 requirements and is required to assume the rank of Staff Sergeant. In addition to completing EPME requirements, individuals should also consider continuing their education toward a Community College of the Air Force (CCAF) degree.

7.3. 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, DAFI 36-2670, and the AFECD. This training involves completion of all identified core tasks. Once upgraded to the 7-skill level, the craftsman will also train on any qualification or duty specific tasks identified by the work center supervisor. Available proficiency and/or supplementary training should be completed as early as duty permits. The Air Force Specialty Code (AFSC) shred is removed at the 7-skill level, at which point airframe qualifications are identified by Special Equipment Identifier (SEI) codes. SEI codes are provided in the AFECD. A craftsman can expect to fill various supervisory and management positions such as task certifier, element Noncommissioned Officer in Charge (NCOIC), flight or section chief, flightline expediter, production superintendent, and avionics manager, and can also be assigned to work in staff positions. NCOA is required to assume the rank of Master Sergeant. In addition to completing EPME requirements, craftsmen should take courses to obtain added knowledge on management of resources and personnel whenever available and continued academic education through CCAF and higher degree programs.

7.4. Superintendent (9-skill level): Formal 9-skill level OJT training requirements are defined in DAFI 36-2670 and the AFECD. A 9-skill level can be expected to fill positions such as flight chief, production supervisor, and various staff positions. SNCOA is required to assume the rank of Senior Master Sergeant. In addition to EPME requirements, superintendents are expected to take advantage of additional training in the areas of budget, manpower, resources, and personnel management and higher education, including advanced certification, is encouraged for professional development.

8. Training Decisions: The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Advanced Aircraft Integrated Avionics career field. The spectrum includes a strategy for when, where, and how to meet these training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. The following training decisions were made by MFMs and Subject Matter Experts (SME) at the career field Specialty Training Requirements Team (STRT) 22-26 Feb 16.

8.1. Initial Skills: The STRT was tasked with reviewing the entire 2A3X5X STS. Each STS line item was evaluated based on capability and method of training, redundancy of documentation, and applicability. Occupational Analysis Report (OAR) data was used to scrub requirements to determine whether items were suited for formal training.

8.2. Five-Skill Level Upgrade Training: Upgrade requirements include completion of core tasks and identified work center requirements for their assigned weapons system and completion of MAJCOM Mandatory Course List (MMCL) requirements as necessary based on assignment. Task qualification is all that is required for upgrade; there is no career field standard for proficiency.

8.3. Seven-Skill Level Upgrade Training: Upgrade requirements include completion of core tasks and identified work center requirements for their assigned weapons system and completion of MAJCOM Mandatory Course List (MMCL) requirements as necessary based on assignment. Task qualification is all that is required for upgrade; there is no career field standard for proficiency. In-residence school is not required for upgrade and there is no Advanced Distributed Learning (ADL)/Distributed Learning (DL) in development.

9. Higher Education and Advanced Certification Opportunities: Advanced certifications and other additional off-duty education is a personal choice encouraged for the professional development of the entire enlisted force.

9.1. Community College of the Air Force (CCAF) Degree Program: Enrollment in CCAF occurs automatically upon completion of Basic Military Training (BMT). Degree completion; technical education; leadership, management and military studies; physical education; general education; and program elective requirements are identified in the CCAF Catalog which can be found on the Air University (AU) site at <http://www.airuniversity.af.mil/Barnes/CCAF/>.

9.2. 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 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 Air Force Airframe and Power plant (A&P) Certification; CCAF Instructor Certification; CCAF Instructional Systems Development (ISD) Certification; Joint Service Aviation Maintenance Technician Certification Council (JSAMTCC); and Professional Manager Certification (PMC). Information on current programs is available via the Air Force Virtual Education Center (AFVEC) site at <https://afvec.us.af.mil/afvec/public/welcome>.

9.3. AETC Instructor Requirements: AETC Instructors must possess, at a minimum, an associate degree or should be actively pursuing an associate degree. AETC requires instructor candidates to have a CCAF degree or be within one year of completion (45 semester hours). A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

10. Career Field Path: Table 10.1 identifies career milestones for the 2A3X5X Air Force Specialty.

Table 10.1 Enlisted Career Path				
Education and Training Requirements	Grade Requirements			
	Rank	Earliest Sew-On NOTE 1	Average Sew-On NOTE 2	High Year Of Tenure (HYT) NOTE 3
Basic Military Training School				
Apprentice Initial Skills (Technical School) (3-Skill Level)	Amn	6 months	6 months	
	A1C	10 months	10 months	
Upgrade To Journeyman (5-Skill Level) NOTE 4 <ul style="list-style-type: none"> • Complete all mandatory core tasks • RegAF: no minimum/15 month maximum. ARC: no minimum/no maximum • Mandatory requirements listed in the AFECD • Recommended by supervisor and approved by commander 	SrA	36 mo. TIS & 20 mo. TIG or 28 mo. TIG	2.5 years	8 years
Airman Leadership School (ALS) NOTE 5 <ul style="list-style-type: none"> • Phase 1 Basic and Comprehensive PME • Resident ALS required for promotion to SSgt 				

Trainer NOTE 4 <ul style="list-style-type: none"> ▪ Attend formal OJT trainer course (AFTC) ▪ Maintain required task qualifications 	Certifier NOTE 4 <ul style="list-style-type: none"> ▪ Be at least a SSgt (E-5) with a 5-skill level ▪ Attend formal Air Force Training Course (AFTC) ▪ Be capable of evaluating the task being certified ▪ Be a person other than the trainer except for certain situations defined in DAFI 36-2201 			
Upgrade To Craftsman (7-Skill Level) NOTE 4 <ul style="list-style-type: none"> ▪ Minimum rank of SSgt ▪ Compete all mandatory core tasks ▪ Attend 7-skill level craftsman course (if required) ▪ Mandatory requirements listed in the AFECD ▪ RegAF: no minimum/8 month maximum. ARC: no minimum/no maximum ▪ Recommended by supervisor and approved by commander 	SSgt	3 years TIS & 6 mo. TIG	5.0 years	15 years
Noncommissioned Officer Academy (NCOA) <ul style="list-style-type: none"> ▪ Phase 2 Comprehensive EPME ▪ Complete and pass resident ALS (or DL for ARC) ▪ Resident NCOA required for promotion to MSgt NOTE 5	TSgt	5 years TIS & 23 mo. TIG	10.9 years	20 years
USAF Senior NCO Academy (SNCOA) <ul style="list-style-type: none"> ▪ Phase 3 Comprehensive EPME ▪ Complete and pass NCOA ▪ Resident SNCOA required for promotion to SMSgt NOTE 5	MSgt SMSgt	8 years TIS & 24 mo. TIG 11 years TIS & 20 mo. TIG	15.5 years 19.0 years	24 years 26 years
Upgrade To Superintendent (9-Skill Level) NOTE 4 <ul style="list-style-type: none"> ▪ Minimum rank of SMSgt ▪ Mandatory requirements listed in the AFECD ▪ Recommended by supervisor and approved by commander 	CMSgt	14 years TIS & 21 mo. TIG	22.5 years	30 years
<p>Table data current as of April-2017.</p> <p>NOTE 1: Average sew-on time is determined by the 2A3X5 AF CFM.</p> <p>NOTE 2: Earliest sew-on information is available in the Professional Development Guide (PDG) at http://www.studyguides.af.mil/.</p> <p>NOTE 3: HYT information is on the myPers site at https://mypers.af.mil/app/home, search “High Year of Tenure”.</p> <p>NOTE 4: Upgrade and trainer/certifier requirements are detailed in DAFI 36-2201, <i>Air Force Training Program</i>, available on the Air Force e-Publishing site at http://www.e-publishing.af.mil/.</p> <p>NOTE 5: EPME information is explained on the myPers site at https://mypers.af.mil/app/home, search “EPME”. The policy detailed becomes effective with the 2018 promotion cycle.</p>				

SECTION C - SKILL LEVEL TRAINING REQUIREMENTS

11. 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 tasks and knowledge training requirements are identified in the attached STS.

11.1. Time in Training Requirements: USAF policy has changed to allow Air Force Career Field Managers to set time in training requirements. Aggregate data for the 2AXXX AFSCs shows the average of all upgrade core tasks completion at 8 months for 5-level and 3 months for 7-level. Therefore, Time in Training requirements (upgrade and retraining) are as below:

5 level - RegAF: no minimum/15 month maximum. ARC: no minimum/no maximum

7 level - RegAF: no minimum/8 month maximum. ARC: no minimum/no maximum

When training exceeds the maximum time, commanders, UTMs, supervisors, will conduct a training progress review with the trainee to determine the root cause. This training progress review is in addition to the review required IAW DAFI 36-2670 at 24 months. In the 2AXXX AFSCs, it is imperative training progress is evaluated early on as it leads to key decisions impacting people and mission. UTMs with commander's approval will place members in Training Status Code T (failure to progress) for a period of 90 days, then accomplish a re-evaluation. If members are not complete with training required after 90 days, commanders will determine whether to: 1. Waive maximum time in training and return the member to duty, 2. Retrain member into another AFSC, or 3. Separate the member for failure to progress. UTMs guide commanders with the appropriate use of training status codes when there are any training progression concerns.

11.2 Maintenance Badge: The maintenance badge will be awarded in conjunction with skill-level upgrade. Maintainers currently wearing the badge that do not meet this new criteria may continue to wear the badge, essentially grandfathered-in, but all future award or upgrade of the badge will be at the prescribed skill-level:

Basic: Wear the basic badge after award of the 5-skill-level

Senior: Wear the senior badge after award of the 7-skill-level

Master: Wear the master badge after award of the 9-skill-level

See DAFI 36-2903, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel* for guidance on the wearing of occupational badges.

12. Specialty Qualification Requirements:

12.1. Knowledge, Education, Training, and Experience: Refer to the AFECD, accessible via myFSS at <https://myfss.af.mil/>, search for "AFECD".

12.1.1. Helper, Apprentice, Journeyman, and Craftsman: Refer to "AFSC 2A375, Craftsman/AFSC 2A355*, Journeyman/AFSC 2A335*, Apprentice/AFSC 2A315*, Helper," titled "ADVANCED FIGHTER AIRCRAFT INTEGRATED AVIONICS," in AFECD Section II, for specialty qualification information for 1-, 3-, 5-, and 7-skill level personnel.

12.1.2. CEM and Superintendent: Refer to “CEM Code 2A300/AFSC 2A390, Superintendent,” titled “FIGHTER/REMOTELY PILOTED AIRCRAFT MAINTENANCE,” in AFECD Section II, for specialty qualification information for 9-skill level and CEM personnel.⁷

12.2. Training Sources and Implementation:

12.2.1 Apprentice Level Training: The initial skills courses J3AQR2A335X-0XXX Avionics Fundamentals and J3ABR2A335X-0XXX follow-on courses are held at Sheppard AFB and attended by the 2A335A (F-22) and 2A335C (RPA) shreds. The 2A335B (F-35) shred only attend the J3ABP2A335B-0XXX Advanced Fighter Integrated Avionics course held at Eglin AFB. These courses will provide the required knowledge the trainee needs at their first duty location. The training encompasses basic electronic principles, system theory and operation, system components, and component removal and installation. Trainees will use representative aircraft and/or trainers to accomplish the system specific training requirements. Additionally, the trainee will be introduced to maintenance concepts, practices and documentation, the use of technical publications, and support equipment. Unless waived by the AFCFM, the initial skills course is a requirement upon entry into the career field. Trainees are awarded a 3-skill level upon completion of the initial skills course.

12.2.2. Journeyman Level Training: Trainees enter into 5-skill level Up-Grade Training (UGT) upon arrival at their first duty station. Core and work center tasks in the trainee’s Job Qualification Standard (JQS) are trained via OJT and, when mandated, MAJCOM specific courses. Weapon system specific job knowledge courses are in development. Until they field, the trainer will provide the trainee the required job knowledge training using technical orders.

12.2.3. Craftsman Level Training: Trainees enter into 7-skill level UGT when selected for promotion to Staff Sergeant. Core and work center tasks in the trainee’s JQS are trained via OJT and, when mandated, MAJCOM specific courses.

12.2.4. Superintendent Level Training: The 9-skill level is awarded upon promotion to Senior Master Sergeant. When necessary, unit OJT is used for training. In addition to 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.

SECTION D - RESOURCE CONSTRAINTS

13. 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.

14. Apprentice Level Training: The following training constraints exist.

14.1. Students attend the F-35 Avionics Fundamentals apprentice course (J3ABP2A335-028B) managed by Lockheed-Martin at Eglin AFB, FL. OPR (359 TRS, Eglin AFB). F-35 training was discontinued at Sheppard AFB and the Eglin ATC is now the Course of Initial Entry. 359 TRS acquired 17 STS items to add to the Eglin course and working with Lockheed-Martin to identify the resources need to execute training with projected implementation of CY24. Training deficiencies will exist until the added training is resourced and implemented.

15. Journeyman Level Training: No resource constraints identified.

16. Craftsman Level Training: No resource constraints identified.

SECTION E – TRANSITIONAL TRAINING GUIDE

17. There are currently no transitional training requirements. This area is reserved.

PART II

SECTION A - SPECIALTY TRAINING STANDARD (STS)

1. Implementation: The STS will be used for technical training provided by AETC for classes starting in FY23. The STS is organized in attachments to this document as follows: Avionics Fundamentals Training Requirements, General Training Requirements (applicable to all systems) and Mission Design Series (MDS) and off equipment systems.

1.1. 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 day-shift,

the wartime course would provide the same training to trainees, but might be taught 6 days a week on day-, swing-, and mid-shift.

2. Documentation: As prescribed in DAFI 36-2670, *Total Force Development*, (refer to applicable attachments):

2.1. Column 1 (Task, Knowledge, and Technical References): The most common tasks, knowledge, and Technical References (TR) necessary for Airmen to perform duties in the 3-, 5-, and 7-skill level. Not all tasks apply to every work center.

2.1.1. It is the work center supervisor's job 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.

2.1.2. For OJT, the tasks in column 1 are trained and qualified to the go/no go level (3c). "Go" means the individual can perform the task without assistance and meets local requirements for accuracy, timeliness, and correct procedures.

2.1.3. Unless mandated by another source (e.g. engine run currency requirements in DAFI 21-101), there is no career field standard for proficiency. Once a trainee is qualified on a task, she or he remains qualified unless de-certified IAW DAFI 36-2670.

2.2. Column 2 (Core Tasks): Tasks identified with an asterisk (*) are specialty-wide training requirements. Certification on all shop/flight line core tasks must be completed for skill level upgrade.

2.2.1. 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 only has to qualify on the HUD system installed on the aircraft assigned at the trainees locations.

2.2.2. When a base has multiple MDS or EW systems assigned, trainees are only required to complete core task training on the MDS or EW systems assigned to their unit.

2.2.3. Core tasks that are not applicable to base assigned aircraft or equipment are not required for upgrade (units are not required to send personnel TDY for core task training.)

2.2.4. Core tasks identified with *R are optional for Air Force Reserve Command (AFRC) and Air National Guard (ANG) traditional personnel. Full time personnel are required to qualify on all identified core tasks.

2.3. Column 3 (Certification for OJT): Used to record completion of tasks and knowledge training requirements. If available, use an automated training management systems to document technician qualifications. Task certification must show a certification/completion date.

2.4. Column 4 (Proficiency Codes Used To Indicate Training/Information Provided): Identifies the proficiency a trainee should be able to demonstrate on the job after completing formal training or a CDC. Attachment 1 contains the proficiency code key.

2.4.1. In the STS excel document items identified on the 2A3X5A/C Fundamentals tab will be taught as a part of the Avionics Fundamentals course at Sheppard AFB. F-35 Avionics Fundamentals are identified on the General/2A3X5B Fundamentals tab in Column 4A and marked with both a proficiency code and a caret (Ex: A^) and taught at Eglin AFB.

2.4.2. Column 4A identifies the established task and/or knowledge requirement for in-residence training. When two codes are used in column 4A (e.g., 2b/b), the second code indicates the level of training provided in the course due to equipment shortages or other resource constraints.

2.4.3. Columns 4B and 4C identify the established knowledge requirement for CDCs. See the Unit Training Manager (UTM) for current CDC listing.

2.5. Behavioral Training Requirements: 3-skill level initial skills training (Avionics Fundamentals and follow-on courses) use behavioral statement coding, instead of proficiency codes; column 1 is the line item number, column 2 is the behavioral statement, and column 3 identifies the behavior a trainee should demonstrate after completing initial skills training. Attachment 2 contains the behavioral code key.

3. Job Qualification Standard (JQS): The STS becomes a JQS for OJT when placed in Training Business Area (TBA) or DAF Form 623, *On-The-Job Training Record*. When used as a JQS, the following requirements apply:

3.1. Document and certify completion of training IAW DAFI 36-2670. Load the tasks into the Training Database as a JQS and add them to the applicable Individual Training Plan (ITP).

3.2. All AFJQSs and previous CFETPs are replaced by this CFETP; therefore, transcribing of all training records to this CFETP STS is mandatory. Use the CFETP STS (or automated STS) to identify and certify all past and current qualifications. Document and certify all previous and current training IAW DAFI 36-2670.

4. Specialty Knowledge Tests (SKT): The STS serves as a guide for development of promotion tests used in WAPS. SKTs are developed at the USAF Occupational Measurement Squadron, by SNCOs with extensive practical experience in their career field. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the WAPS catalog. Individual responsibilities are in DAFI 36-2502, *Enlisted Airman Promotion and Demotion Programs*. WAPS is not applicable to the AFRC or ANG.

SECTION B – COURSE OBJECTIVE LIST (COL)

5. Initial skills training is not designed to result in a mission ready technician. When evaluating course graduates, supervisors should use column 4A of the STS as a guide. Review column 4A to determine the proficiency level of a particular task or knowledge item. Review attachment 1 of this CFETP for an explanation of the proficiency codes. Then compare the proficiency of the trainee to the proficiency expected upon completion of the course. NOTE: Most task performance is taught to the “2b” proficiency level which means the students can do most parts of the task, but does need assistance on the hardest parts of the task (partially proficient). The student can also determine step-by-step procedures for doing the task.

6. Recommendations: Comments and recommendations are invited concerning the quality of training AETC graduates received. The 782 TRG Customer Service Information Line (CSIL) is available for supervisors to identify training concerns on tasks/knowledge items listed in this STS. Please reference specific STS line items and address your comments to: 782CSIL@us.af.mil or call the CSIL at DSN 736-2574 anytime.

SECTION C - SUPPORT MATERIAL

7. There are currently no support material requirements. This area is reserved.

SECTION D - TRAINING COURSE INDEX

8. Purpose: This index lists mandatory and recommended formal training including Air Force in-residence, field, Air Force Career Development Academy (AFCDA), Defense Acquisition University, (DAU), and exportable courses used to support training for this specialty.

9. Air Force In-Resident Courses:

COURSE NO. NOTE 1	COURSE TITLE	LOCATION	USER
J3AQR2A335X-0XXB NOTE 2	Avionics Fundamentals (AvF) NOTE 3	Sheppard AFB	AF
J3ABR2A335A-027C	F-22 Integrated Avionic Systems	Sheppard AFB	AF
J3ABP2A335B-028B	F-35 Advanced Fighter Integrated Avionics	Eglin AFB	AF
J3ABR2A335C-051D	RPA Integrated Avionic Systems	Sheppard AFB	AF

NOTE 1: For information on the AETC formal courses listed, refer to Education and Training Course Announcements at <https://app10-eis.aetc.af.mil/etca/SitePages/Home.aspx>

NOTE 2: In the course announcement, the course number listed above are followed by the current revision number, e.g. the most current Avionics Fundamentals course at the time the CFETP was published was J3AQR2A335X-0XXB; a year from now the most current revision might be J3AQR2A335X-0XXD

NOTE 3: All shreds except for 2A335B attend the Sheppard AvF course. The course number is different depending on the shred; e.g. for 2A335A Airmen the AvF course number is J3AQR2A335A-027C; for 2A335C Airmen the AvF course number is J3AQR2A335C-051C. 2A335B shred only attend course J3ABP2A335B-028B.

10. Air Force Career Development Academy (AFCDA) Courses: AU/A4L is responsible for managing the CDC program when used. Current CDCs, and AFCDA contact info may be found in the My Learning website under the AFCDA tab.

11. Interactive Courseware (ICW): Interactive courses (not always applicable) are available via “The Griffin” website at <https://367trss.hill.af.mil/>. OPR contact information is as follows:

367 TRSS
6058 Aspen Avenue
Hill AFB, UT 84056-5805
DSN 777-7830/8741

982 MXS/LGMS
Instructional Technology Unit
912 I Avenue, Suite 4
Sheppard AFB, TX 76311-2334
DSN 736-3834

12. Defense Acquisition University (DAU) Courses. The DAU mission is to provide a global learning environment to develop qualified acquisition, requirements and contingency professionals who deliver and sustain effective and affordable war fighting capabilities. The following courses, available at <https://www.dau.edu>, are recommended for 2A3X5 personnel once they have achieved a 7-skill level: ACQ 101, Fundamentals of Systems Acquisition Management; LOG 100, Life Cycle Logistics Fundamentals; and LOG 102, Fundamentals of System Sustainment Management.

SECTION E - MAJCOM UNIQUE REQUIREMENTS

13. The MMCLs identify mandatory maintenance training requirements for initial skills (technical school) graduates, retrainees, and personnel with no experience on assigned MDS or EW systems. They also ensure maintenance personnel receive training commensurate to their current duty position. The AFRC and ANG do not publish MMCLs and their personnel are not subject to their requirements. All other commands publish an MMCL as appropriate and have decision authority with regard to which MAJCOM personnel the MMCL applies to; e.g., whether AMC personnel assigned to a Total Force Squadron in New Hampshire are subject to AMC's MMCL is up to AMC. All MMCL courses will be identified as a priority on the DAF Form 898. Contact your UTM for the most current version of your MAJCOM's MMCL.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

TOM D. MILLER
Lieutenant General, USAF
DCS/Logistics, Engineering & Force Protection

3 Attachments

1. Proficiency Code Key
2. Behavioral Requirements Key
3. Specialty Training Standard (STS) (See Excel spreadsheet in left menu)

NOTE: Use of at least one of tab in the attached STS is required.

Attachment 1

<i>This Block Is For Identification Purposes Only</i>		
Name Of Trainee:		
Printed Name (Last, First, Middle Initial)	Initials (Written)	
Printed Name Of Training/Certifying Official And Written Initials		
<i>N/I</i>	<i>N/I</i>	
<i>N/I</i>	<i>N/I</i>	
<i>N/I</i>	<i>N/I</i>	
<i>N/I</i>	<i>N/I</i>	
<i>N/I</i>	<i>N/I</i>	
<i>N/I</i>	<i>N/I</i>	
<i>N/I</i>	<i>N/I</i>	

QUALITATIVE REQUIREMENTS

Proficiency Code Key

	Scale Value	Definition: The individual
Task Performance Levels	1	IS EXTREMELY LIMITED (Can do simple parts of the task. Needs to be told or shown how to do most of the task.)
	2	IS PARTIALLY PROFICIENT (Can do most parts of the task. Needs only help on hardest parts.)
	3	IS COMPETENT (Can do all parts of the task. Needs only a spot check of completed work.)
	4	IS HIGHLY PROFICIENT (Can do the complete task quickly and accurately. Can tell or show others how to do the task.)
*Task Knowledge Levels	a	KNOWS NOMENCLATURE (Can name parts, tools, and simple facts about the task.)
	b	KNOWS PROCEDURES (Can determine step by step procedures for doing the task.)
	c	KNOWS OPERATING PRINCIPLES (Can identify why and when the task must be done and why each step is needed.)
	d	KNOWS ADVANCED THEORY (Can predict, isolate, and resolve problems about the task.)
**Subject Knowledge Levels	A	KNOWS FACTS (Can identify basic facts and terms about the subject.)
	B	KNOWS PRINCIPLES (Can identify relationship of basic facts and state general principles about the subject.)
	C	KNOWS ANALYSIS (Can analyze facts and principles and draw conclusions about the subject.)
	D	KNOWS EVALUATION (Can evaluate conditions and make proper decisions about the subject.)

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 (ex. 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.

^ This mark is used in course columns to identify F-35 fundamental training at the Eglin ATC course J3ABP2A334B028B (ex. A^).

/ This mark is used in course columns to show training requirements not met due to limitations in resources (3c/b, 2/b/b, 3c/-, etc.). The first code is the training requirement and the second code indicates the level of training provided due to equipment shortages or other resource constraints.

NOTE: All tasks and knowledge items shown with a proficiency or knowledge code are trained during wartime.

NOTE: Proficiency codes in columns 4B and 4C (5- and 7-Skill Level CDCs) are being used to develop weapon system specific job knowledge courses, so they will remain in the CFETP even though CDCs are no longer required for skill level upgrade.

Attachment 2

BEHAVIORAL REQUIREMENTS	
Behavioral Statement Code Key	
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 Testing - Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the field requirements for speed and accuracy
pk	Performance Knowledge Training - The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles, and operational theory for the task
-	No training provided in the course or CDC
X	Training is required but not provided due to limitations in resources
<i>Each behavioral STS element is written as a behavioral statement. The detail of the statement and verb selection reflects the level of training provided by resident training</i>	