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AFSC 2A6X1 AEROSPACE PROPULSION

CAREER FIELD EDUCATION AND TRAINING PLAN

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CAREER FIELD EDUCATION AND TRAINING PLAN
AEROSPACE PROPULSION
AFSC 2A6X1

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PART I

PREFACE

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education/training requirements, training support resources, and minimum core task requirements for 2A6X1, Aerospace Propulsion 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 aircraft systems AFCFM, TPM, 361 TRS/TRR, MAJCOM propulsion functional managers and career field SMEs. This CFETP supersedes the 2A6X1 CFETP, dated 21 July 2019. 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 2A6X1.

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- 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 knowledges 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.

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 2A6X1 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 task performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills/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 MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual 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. 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 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.

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/ 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 2A671, Craftsman / AFSC 2A651, Journeyman / AFSC 2A631, Apprentice / AFSC 2A611, Helper," titled "AEROSPACE PROPULSION" in DAFECD Section II, for specialty summary, duties and responsibilities, and specialty shred out if applicable.

7.2.2. Chief Enlisted Manager (CEM) and Superintendent. Refer to "CEM Code 2A600 titled "AIRCRAFT SYSTEMS/CEM Code 2A500 titled "AIRLIFT/SPECIAL MISSION AIRCRAFT MAINTENANCE, & AFSC 2A691, Superintendent," titled "AEROSPACE PROPULSION," 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 individual receives viable training at appropriate points in their career.

8.1. Apprentice (3-level). Upon completion of initial skills training, 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-level). Once upgraded to the 5-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. Five-levels may be assigned to various staff positions. After having 48 months in the Air Force, 5-levels will attend Airman Leadership School (ALS) to enhance their Professional Military Education (PME). 5-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-level). Once selected for promotion to Staff Sergeant, individuals begin formal 7-skill level OJT training requirements as defined in this CFETP, AFI 36-2650, 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 Production Superintendent course.

8.4. Superintendent (9-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. 2A6X1H & 2A6X1C will merge into 2A590 at the SMSgt/9-skill level. 2A6X1F will merge into 2A691 at the SMSgt/9-skill level. This career field merges into the 2A500 or 2A600 career field at the CMSgt/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 Aerospace Propulsion 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 planning meeting was held from 4-8 December 2023 at Sheppard AFB, TX. Members of the planning meeting sought to develop the learning outcomes. This was accomplished by reverse engineering the behaviors found in the Aerospace Propulsion 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 Aerospace Propulsion 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 a career field STRT held at Sheppard AFB, TX between 8-12 Apr 2024.

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. The **J3ABR2A631C048D** (High Bypass) course length was reduced from 40 to 36 days due to course validation. There were several modifications to the initial skills course including multiple changes in levels of training.

Additions/Increased Training included: N/A

Deletions/Decreases included: N/A

9.4.2. The **J3ABR2A631D049D** (F100) course length remained at 64 days.

Additions/Increased Training included: N/A

Deletions/Decreases included: N/A

9.4.3. The **J3ABR2A631E050D** (F110) course length remained at 62 days.

Additions/Increased Training included: N/A

Deletions/Decreases included: N/A

9.4.4. The **J3ABR2A631H048C** (T56/T108) course length remained at 73 days.

Additions/Increased Training included: N/A

Deletions/Decreases included: N/A

9.5. 5-Level Upgrade Training. The STRT members voted to bring back the 5-lvl CDCs. 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 5-level CDC replacements are available, they will be mandatory for upgrade and sustainment of the 5-skill level.

9.6. 7-Level Upgrade Training. The STRT members voted to bring back the 7-lvl CDCs. 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.

9.7. 9-Level Upgrade Training. The STRT members voted and coded CFETP Part II to develop future 9-lvl school requirements.

10. Competencies.

10.1. The CFETP Part II identifies ten (10) sub-competencies. Each competency is further broken down into the following proficiency levels; basic, intermediate, advanced, and expert. The proficiency levels are not tied to a specific rank or position. Additionally, each occupational competency has supporting competencies tied to them. The supporting competencies can allow Airmen to intentionally develop those transferrable underlying characteristics that will translate to mission capabilities, mission readiness, and mission success for the agile, future thinking Airman. Airmen, supervisors, trainers, mentors, and leaders should look for opportunities to integrate the supporting competencies into every facet of an Airman's development as they seek to gain and increase proficiency within the Aerospace Propulsion competencies.

10.2. 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. See Figure 10.1. For further clarification, see Attachment 1.

Figure 10.1. Foundational Competencies.

10.3. 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. 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. For further clarification, see Attachment 1.

10.4. Intent. 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. For further clarification, see Attachment 1.

11. Higher Education and Advanced Certification Opportunities.

11.1. 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/.**

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

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

11.3. 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/.**

11.4. 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.

11.4.1. 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.

11.4.2. 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.

11.4.3. Federal Aviation Administration (FAA) Airframe and Powerplant (A&P) Certification. Air Force aircraft maintenance technicians 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. The DoD established the Joint Service Aviation Maintenance Technician Certification Council (JSAMTCC) to standardize the eligibility and certification process for the military and provide direction and resources necessary to fill the gaps within military training and experience. Completing the Air Force A&P Certification Program, managed by CCAF, will fill training and experience gaps, ensuring FAA eligibility. The program consists of three Air University Online A&P Specialized Courses, OJT and experience requirements contained in a Qualification Training Package (QTP). Technicians may enroll in the program once they have been awarded the 5-skill level. To learn more, visit CCAF at https://www.airuniversity.af.edu/Barnes/CCAF. CCAF awards 30 semester hours for FAA A&P certification and 18 semester hours for either FAA Airframe or Powerplant certifications individually.

11.4.4. SpaceTEC Aerospace Technician Certification. Air Force aircraft maintenance technicians are eligible to pursue SpaceTEC Aerospace Technician certification based on aviation training and experience. SpaceTEC certification is endorsed by NASA and the Aerospace industry. Air University Online offers a Specialized Course to assist technicians prepare for the Aerospace Technician certification exams. CCAF awards 25 semester hours for the SpaceTEC Aerospace Technician certification. To learn more, visit SpaceTEC at https://www.spacetec.us.

11.4.5. 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 certification. To learn more, visit NCATT at https://www.astm.org/products-services/certification.html

11.5. 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/welcomeThe 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:

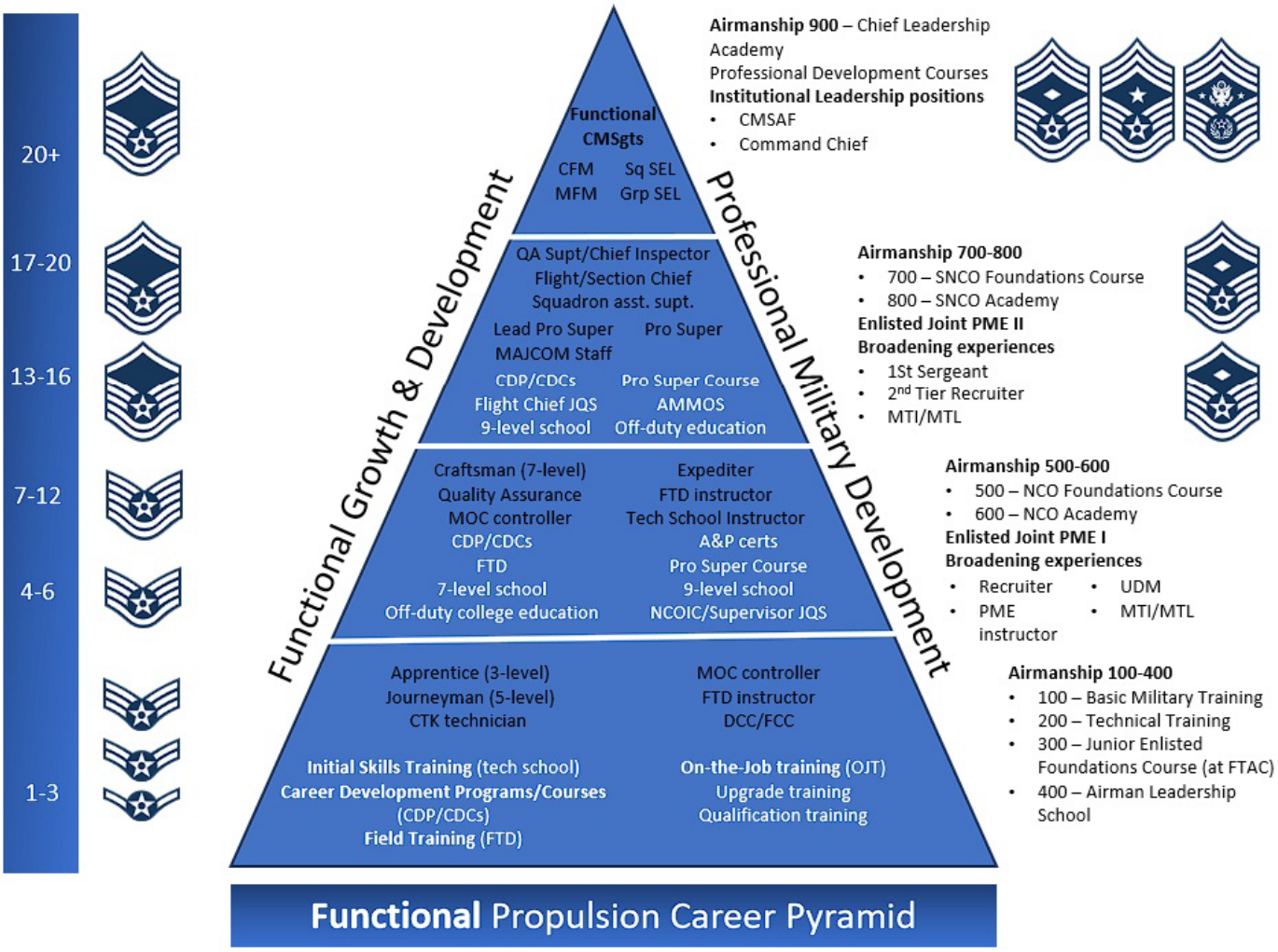
11.5.1. Get background information about civilian licensure and certification in general and specific information on individual credentials including eligibility requirements and resources to prepare for an examination.

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

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

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

12. Career Field Path.



SECTION C – SKILL LEVEL TRAINING REQUIREMENTS

13. 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.

14. Specialty Qualification Requirements

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

14.2. Helper, Apprentice, Journeyman, Craftsman. Refer to "AFSC 2A671, Craftsman / AFSC 2A651, Journeyman / AFSC 2A631, Apprentice / AFSC 2A611, Helper," titled "AEROSPACE PROPULSION" in DAFECD Section II, for specialty summary, duties and responsibilities, and specialty shred out if applicable.

14.3. CEM and Superintendent. Refer to "CEM Code 2A600 titled "AIRCRAFT SYSTEMS/CEM Code 2A500 titled "AIRLIFT/SPECIAL MISSION AIRCRAFT MAINTENANCE, & AFSC 2A691, Superintendent," titled "AEROSPACE PROPULSION," in DAFECD Section II, for specialty summary, and duties and responsibilities for 9-skill level and CEM personnel.

SECTION D - RESOURCE CONSTRAINTS

15. 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.

16. Apprentice Level Training. No resource constraints identified.

17. Journeyman Level Training. No resource constraints identified.

18. Craftsman Level Training. No resource constraints identified.

PART II

SECTION A- SPECIALTY TRAINING STANDARD (STS)

19. Implementation. The July 2019 task-based STS will be used for technical training provided by Air Education and Training Command for the following classes: Course J3ABR2A631C048D (High Bypass), J3ABR2A631D049D (F100), J3ABR2A631E050D (F110), J3ABR2A631H048C until the competency-based training expected initiation on/or about 1 October 2025.

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

20.1. Column 1 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.

20.2. Column 2 (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 annual CBRN (Training Task Qualification) training in the work center. Per DAFI10-2503, para 6.5.1.1., CBRN Defense TQT is defined as a hands-on event with a minimum of two (2) hours 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 (4) for a minimum of two hours per identified competency. In addition to AFSC-specific competencies, individuals must be evaluated on their ability to hydrate while wearing CBRN defense IPE in MOPP 4 at the beginning and completion of each identified competency. Document training on an DAF 797 or local equivalent until myTraining has capability.

20.2.1. 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. 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 must qualify on the HUD system installed on the aircraft assigned at the trainee's location.

20.3. Column 3 provides certification for OJT and is used to record completion of tasks/competencies and knowledge training requirements. Use MIS to document technician qualifications if available.

20.4. Column 4 shows 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.

20.4.1. Qualitative Requirements. Attachment 2 contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

20.4.2. 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:

20.4.3. 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 in to 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.

20.4.4. 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.

20.4.5. 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. Report unsatisfactory performance of individual course graduates to the AETC Training Manager at 361 TRS/TRR, 501 MISSILE RD, SHEPPARD AFB TX, 76311-2233 (DSN: 736-7492); reference specific STS paragraphs. For a quick response to problems, call the customer service information line (DSN: 736-5236) or e-mail at 82TRGCSIL@sheppard.af.mil

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 2A6X1 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
J3ABR2A631C048D	Aerospace Propulsion Apprentice (High Bypass)	Sheppard AFB	AF, ANG, AFRC
J3ABR2A631D049D	Aerospace Propulsion Apprentice (F100)	Sheppard AFB	AF, ANG, AFRC
J3ABR2A631E050D	Aerospace Propulsion Apprentice (F110)	Sheppard AFB	AF, ANG, AFRC
J3ABR2A631H048C	Aerospace Propulsion Apprentice (T56/T108)	Sheppard AFB	AF, ANG, AFRC
J3AZR2A671A0M1A	Jet Engine Mishap Investigation	Sheppard AFB	AF, ANG, AFRC

22.2. Exportable Courses. Interactive Courseware (ICW) is available from 367 TRS/TRSS at Hill AFB, Utah, and 982 MXS/LGMS at Sheppard AFB, Texas.

For further information on ICW, contact the OPRs:

367 TRS/TRSS
6058 ASPEN AVE
Hill AFB UT 84056-5805
DSN: 777-7830/8741

982 MXS/LGMS
620 AVE J STE 1
SHEPPARD AFB TX 76311
DSN: 736-4992/6224

22.3. Training Detachment Courses. The most up to date courses can be found by searching the Education & Training Course Announcements (ETCA) website at this link https://usaf.dps.mil/teams/app10-etca/SitePages/Home.aspx or by searching ETCA in the AF Portal.

For further information on the FTD courses, contact the OPR:
372 TRS
912 I AVE STE 3
SHEPPARD AFB TX 76311-2328
DSN: 736-4801

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

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

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

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 24 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 2A6X1 career field.

Figure 1.2. 2A6X1, Aerospace Propulsion, Occupational Competency Model.

Competency	Sub-Competency	Sub-Competency Description
Organizational Management	Personnel Management	Development and employment of personnel to maximize performance and achieve objectives.
	Resource Management	Forecast, advocate, and leverage resources to meet mission requirements and support organizational vision.
	Program Management	Utilizing the knowledge, skills, tools, and techniques required to manage programs IAW applicable policies.
	Training Management	Development of the skills and behaviors needed to meet mission requirements and manage training programs.
Operations Management	On-Equipment Maintenance	The ability to service, inspect, test, maintain, troubleshoot, document and perform scheduled and unscheduled maintenance actions to meet mission requirements.
	Off-Equipment Maintenance	Performance and management of backshop maintenance actions to meet engine production requirements.
	Documentation	Development, annotation, and management of applicable forms, systems, and historical records.
Quality Management	Inspections	The process of systematically examining components, processes, or systems to detect actual or potential deficiencies or defects utilizing accepted processes and standards.
	Compliance	Operating in accordance with established guidelines or specifications.
	Safety	Applying a continuous process of hazard identification and risk management.

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 2A6X1 career field.

Figure 1.3. 2A6X1, Aerospace Propulsion, Occupational Competency Rubric for On-Equipment Maintenance.

Competency	Proficiency Levels	Observable Behaviors
Operations Management	*Expert* Impact on… AF-level practices/within industry	- Evaluates reports and articulates pertinent data to Program Managers or Integration teams for production improvement initiative - Develops logistical and maintenance plans, policies, and procedures pertaining to the respective aircraft
Sub-Competency	*Advanced* Impact on… Management decisions	- Drives sortie production to support mission generation and requirements - Coordinates, directs, and oversees outside agencies to support mission objectives - Utilizes Maintenance Information Systems to prioritize workflow to meet mission requirements - Communicates production status to appropriate levels of authority for aircraft readiness reporting
On-Equipment Maintenance		
Description	*Intermediate* Impact on… Specific workplace projects	- Manages, controls, and directs maintenance teams to support sortie production - Applies system knowledge, operating principles, or procedures to isolate and repair component failures - Plans, monitors, and reports workplace production efforts to higher level authorities - Ensures work center maintains appropriate flightline certification requirement levels
The ability to service, inspect, test, maintain, troubleshoot, document and perform scheduled and unscheduled maintenance actions to meet mission requirements.		
Supporting Competencies	*Basic* Impact on… Specific workplace tasks	- Performs maintenance practices to accomplish inspections, maintain equipment, and generate operational systems - Utilizes appropriate guidance, equipment, and tools to perform assigned tasks - Employs safe maintenance practices (e.g. good housekeeping, tool accountability, FOD prevention) to minimize hazards in the work environment - Assists with the system maintenance operational and functional checks to maintain propulsion systems
Communication Develops People Flexibility Self Control		

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 Operations Management	←	The competency section states the competency group.
Sub-Competency On-Equipment 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 ability to service, inspect, test, maintain, troubleshoot, document and perform scheduled and unscheduled maintenance actions to meet mission requirements.	←	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 Communication Develops People Flexibility Self Control	←	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		
Expert **Impact on…** AF-level practices/within industry	←	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).
Advanced **Impact on…** Management decisions		
Intermediate **Impact on…** Specific work center projects		
Basic **Impact on…** Specific work center tasks		

Figure 1.4c. Competency Section 3.

Observable Behaviors		
– Analyzes mission demands to posture modernization plans and budget request for infrastructure and equipment in support of mission generation and mission execution requirements	←	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.
– Enables development of journeymen and craftsman technicians to supporting agile growth and development of organizational structure – Coordinates with outside agencies to support repairs and inspections – Utilizes maintenance information systems to prioritize workflow to meet mission requirements		
– Monitors maintenance information systems and documentation as it relates to tracking equipment inspections, maintenance accountability and serviceability – Employs technical ability to utilize trouble shooting, theory of operations, methods, and procedure to isolate and repair component failures – Reinforces proper usage and accountability of digital technical orders, hand tools, special tools, and torquing devices as it relates to maintenance operations		
– Performs fundamentals of maintenance practices as it relates to serviceability, scheduled and unscheduled inspections and maintenance actions across the equipment portfolio – Utilizes maintenance information systems as it relates to track equipment inspections and serviceability – Assists with the system maintenance operational and function checks to maintain equipment serviceability		

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 Aerospace Propulsion community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

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 CDC.
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.