

DEPARTMENT OF THE AIR FORCE
Headquarters, U.S. Air Force
Washington, DC

CFETP 2A6X2
Part I
9 JULY 2024



Air Force Specialty Code 2A6X2
AEROSPACE GROUND EQUIPMENT
CAREER FIELD EDUCATION AND TRAINING PLAN



ACCESSIBILITY: Publications and forms are available on the e-publishing website.
RELEASABILITY: There are no releasability restrictions on this publication.

This Page Intentionally Blank

**CAREER FIELD EDUCATION AND TRAINING PLAN
AEROSPACE GROUND EQUIPMENT
SPECIALTY AFSC 2A6X2**

Table of Contents

PART 1	Page
Preface	5
Abbreviations/Terms Explained	6
Section A - General Information	10
4. Purpose of the Career Field Education and Training Plan (CFETP)	
5. Use of the CFETP	
6. Coordination and Approval of the CFETP	
Section B - Career Progression and Information	11
7. Specialty Description	
8. Skill/Career Progression	
9. Training Decisions	
10. Competencies	
11. Community College of the Air Force (CCAF)	
12. Career Field Path	
Section C - Skill Level Training Requirements	17
13. Purpose	
14. Specialty Requirements	
Section D - Resource Constraints	18
15. Purpose	
16. Apprentice Training	
17. Journeyman Training	
18. Craftsman Training	
Section E - Transitional Training Guide (reserved)	18
19. Section Reserved	
PART 2	
Section A – Specialty Training Standard	19
20. Implementation	
21. Purpose	
22. Objective Measurement	
23. Objective Standard	
24. Proficiency Level	
25. Course Objective Listing	

Section B – Course Objective List	20
Section C – Support Material (reserved)	20
Section D – Training Course Index	20
Section E – MAJCOM-Unique Requirements (reserved)	21
Attachment 1 Airmen’s Foundational Competencies	23
Attachment 2 Qualitative Requirements Code Key	29
Attachment 3 Specialty Training Standard- General	

OPR: 361 TRS/TRR
Certified by: HQ USAF/A4LM (CMSgt Mary
Ryan) Supersedes: CFETP 2A6X2, 19 July 2019
Pages: 30

**CAREER FIELD EDUCATION AND TRAINING PLAN
AEROSPACE GROUND EQUIPMENT
SPECIALTY AFSC 2A6X2**

PART I

PREFACE

1. This Career Field Education and Training Plan (CFETP) is an education and training document that identifies life-cycle education/training requirements, training support resources, and minimum core competency requirements for the 2A6X2, Aerospace Ground Equipment (AGE), career field. The CFETP provides personnel a clear path to career success and instills rigor in all aspects of career field training. This CFETP supersedes 2A6X2 CFETP dated 19 July 2019. NOTE: Civilians occupying associated positions (Air Reserve & Air National Guard Technicians) will use Part 2 to support duty position qualification training.

2. The CFETP consists of two parts. Supervisors will use both parts to plan, manage, and control training. Using guidance provided in the CFETP ensures that individuals in this specialty receive effective and efficient training at the appropriate point in their career. This plan enables us to train today's workforce for tomorrow's jobs.

2.1. Part 1 provides information necessary for overall management of the specialty.

- Section A explains the purpose and use of the plan.
- Section B identifies career field progression information.
- Section C associates each skill level with training/specialty requirements (knowledge, education, training, etc.).
- Section D indicates resource constraints to accomplishing this plan, such as funding, manpower, equipment, and facilities. Section E identifies transitional training guide requirements (reserved).

2.2. Part 2 includes the following:

- Section A concerns course objectives.
- Section B identifies available support material (reserved).
- Section C 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 D identifies MAJCOM-unique training requirements (reserved).
- Section E covers the Specialty Training Standard that identifies duties, competencies, and technical references to support training; Air Education and Training Command (AETC)-conducted training; and wartime course/core competencies. At the unit level, supervisors and trainers use Part 2 to identify, plan, and conduct training commensurate with the overall goals of this plan.

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

TERMS

Air Force Career Field Manager (AFCFM) – Representative appointed by the respective HQ USAF Deputy Chief of Staff or Under Secretariat, to ensure assigned AF specialties are trained and utilized to support AF mission requirements. AF Career Field Manager is the OPR; however, works in concert with MAJCOM Functional Managers as required.

Air Force Job Qualification Standard (AFJQS) – A comprehensive task/competency list which describes a particular job type or duty position. Supervisors use the AFJQS to document task/competency qualifications. The tasks/competencies on AFJQS are common to all personnel serving in the described duty position.

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 to eliminate duplication and to ensure training is budget defensible.

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

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

Competencies - Observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform institutional or occupational functions successfully.

Core Competency - A competency that identifies, as a minimum, qualification requirement within an Air Force Specialty. Only a percentage of critical competency for each system are listed as mandatory core competency. This gives units the needed flexibility to manage their workforce training.

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

Course Objective Listing - A list of the competencies and knowledge requirements and respective objectives provided to achieve a 3-level in this career field. Supervisors may use the listing to assist in conducting graduate evaluations in accordance with DAFI 36-2689, *Training Program*.

Distance Learning – Structured learning that does not require the physical presence of the instructor.

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

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

Home Station Training (HST) – Training required to perform in the current duty position to include duty position competencies, core competencies, Resource Augmentation Duty program competencies, contingency competencies, and additional duty competencies.

Initial Skills Training - A formal in-resident course that results in award of a 3-level 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 to aid in decision-making processes at all levels.

Master Task List (MTL) – A comprehensive list (100%) of all tasks/competencies performed within a work center which consists of the current CFETP or AF Job Qualification Standard and locally developed DAF Forms 797 (at a minimum). Should include tasks/competencies required for deployment and/or unit type code requirements.

Master Training Plan (MTP) – Employs a strategy for ensuring the completion of all work center job requirements by using a Master Task Listing and provides milestones for tasks/competencies and Career Development Course completion, prioritizing deployment/unit type code, home station training tasks/competencies, upgrade, and qualification competencies.

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

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

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

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

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

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 Requirements Team (STRT) – A forum made up of the Air Force Career Field Manager (AFCFM), AETC Training Pipeline Manager, career field MAJCOM Functional Managers (MFMs), Subject Matter Experts (SMEs), and AETC personnel who determine career path training requirements.

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

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/newly assigned equipment, methods, and/or technology.

Task/Competency Certifier – See Certification Official.

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

Upgrade Training (UGT) - A mixture of mandatory courses, competency qualifications, and QTPs that are required for award of the 5-, 7-, or 9-skill levels.

Utilization and Training Workshop – Air Force Career Field Managers (AFCFM) use the utilization and training workshop process to develop and review training programs within an Air Force Specialty or civilian occupational series. The goal of the utilization and training workshop process is to develop the architecture for effective life-cycle training to be provided at appropriate points throughout a career path and to ensure that personnel within the specialty or series are properly employed.

ABBREVIATIONS and ACRONYMS

AETC – Air Education and Training Command
AFCFM – Air Force Career Field Manager
AF COOL – Air Force Credentialing Opportunities On-Line
AFJQS – Air Force Job Qualification Standard
AFRC – Air Force Reserve Command
AFS – Air Force Specialty
AFSC – Air Force Specialty Code
ALS – Airman Leadership School
ANG – Air National Guard
BMT – Basic Military Training
CBRN – Chemical, Biological, Radiological, and Nuclear
CCAF – Community College of the Air Force
CEM – Chief Enlisted Manager
CFETP – Career Field Education and Training Plan
COL – Course Objective List
CTS – Course Training Standard
DAFECD – Department of the Air Force Enlisted Classification Directory
EPME – Enlisted Professional Military Education
FTD – Field Training Detachment
HST – Home Station Training
ICW – Interactive Courseware
ISD – Instructional System Development
ITP – Individual Training Plan
JQS – Job Qualification Standard
JSAMTCC – Joint Service Aviation Maintenance Technician Certification Council
MDS – Mission Design Series
MFM – MAJCOM Functional Manager
MMCL – MAJCOM Mandatory Course List
MTP – Master Training Plan
NCOA – Noncommissioned Officer Academy
OAR – Occupational Analysis Report
OJT – On-the-Job Training
QT – Qualification Training
QTP – Qualification Training Package
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
TIS – Time in Service
TIG – Time in Grade
WAPS – Weighted Airman Promotion System

SECTION A – GENERAL INFORMATION

4. Purpose. This CFETP provides information necessary for the AFCFM, 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 2A6X2 should receive to develop and progress throughout their career. This CFETP identifies initial skills, upgrade, and qualification training. Initial skills training is the Air Force Specialty-specific training that an individual receives upon entry into the Air Force or upon retraining into AFSC 2A6X2 for award of the 3-skill level. Upgrade training identifies the mandatory courses, competency qualification requirements, and correspondence course completion requirements for award of the 3, 5, 7, or 9-skill levels. Qualification training is actual hands-on competency 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's designed to provide the performance skills/knowledge required to do the job. Proficiency training is additional training, either in-resident 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 of which are to:

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

4.2. Identify competency and knowledge training requirements for each skill level in the specialty and recommend education/training throughout each phase of an individual's career.

4.3. List training courses available in the specialty, identify sources of training, and identify the training delivery method.

4.4. Identify resource constraints that impact full implementation of the desired career field training process.

5. Usage: The plan will be used by MAJCOM FMs, Base Training Managers (BTMs), Base Functional Managers (BFMs), 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 in-resident, non-resident, FTD, and exportable training based on requirements established by the users and documented in **Part 2** of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

5.2. MAJCOM FMs ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. On-the-job Training, resident training, and contract training or exportable courses can satisfy identified requirements. Ensure Major Command-developed training to support this Air Force Specialty Code is identified for inclusion into the plan.

5.3. Each individual will complete the mandatory training requirements specified in this plan. The list of courses in Part 2 is 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 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

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. Specialty Shred. None

7.3. Duties and Responsibilities.

7.3.1. Helper, Apprentice, Journeyman, Craftsman. Refer to “AFSC 2A672, Craftsman / AFSC 2A652, Journeyman / AFSC 2A632, Apprentice / AFSC 2A612, Helper,” titled “AEROSPACE GROUND EQUIPMENT” in DAFECD Section II, for specialty summary, duties and responsibilities, and specialty shred out if applicable.

7.3.2. Chief Enlisted Manager (CEM) and Superintendent. Refer to “CEM Code 2A600/AFSC 2A692, Superintendent,” titled “AIRCRAFT SYSTEMS,” 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, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives necessary training at appropriate points in their career.

8.1. Apprentice (3-skill level)

8.1.1. 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.

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



8.2. Journeyman (5-skill level)

8.2.1. Upon arrival at their first duty location, individuals must complete formal 5-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 5-skill level, the Journeyman will enter 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 competency identified by the work center supervisor. Available proficiency and/or supplementary training should be completed as early as duty permits.

8.2.2. Minimum time in upgrade training: None

8.2.3. Maximum time in upgrade training: none. However, promotion to Staff Sergeant requires a member to achieve and maintain at least a 5-skill level.

8.3. Craftsman (7-skill level)

8.3.1. 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.



8.3.2. Minimum time in upgrade training: None

8.3.3. Maximum time in upgrade training: None

8.3.4. Completion of the Supervisor AFJQS is mandatory for upgrade to 7-level. See <https://www.airuniversity.af.edu/Foundational-Resources/>

8.3.5. Completion of the NCOIC/Section Chief AFJQS is mandatory on promotion to MSgt.

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

8.3.7. MSgt selects should attend the Production Superintendent course.

8.3.8 AGE Production Superintendent: An AGE Production Superintendent is a key position within an AGE flight. This position is tasked to monitor AGE Flight production, distribution, control, and condition of assets while simultaneously demonstrating extensive knowledge and strict adherence to AGE Flight safety, training and CTK programs. Additionally, the AGE Production Superintendent should be able to interpret commanders' vision, identify negative performance trends, and perform root cause analysis for presentation to various organizations on or off installation. Positional requirements related to becoming an AGE Production

Superintendent are annotated in the CFETP Part 2.

8.4. Superintendent (9-skill level)

8.4.1. 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. This career field merges into the 2A600 career field at the CMSgt/9-skill level. Any aircraft specific qualifications required are identified by Special Experience Identifier (SEI) codes.



8.4.2. Completion of the AFJQS for Flight Chiefs is mandatory prior to award of the 9-skill level. See <https://www.airuniversity.af.edu/Foundational-Resources/>

8.4.3. 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 AGE 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 11-14 July 2022 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 AGE 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 AGE 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 on 12-16 Sep 2022.

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. Initials Skills Training: Initial skills training is provided by AETC through the AGE Course.

9.5. 5-Level Upgrade Training. 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 Requirements. 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.

10. Competencies.

10.1. The CFETP Part 2 identifies fifteen (15) 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 AGE 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.

10.2. 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.

10.3. 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.

10.4. The CFETP Part 2 identifies fifteen (15) 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 Airmen's development as they seek to gain and increase proficiency within the AGE competencies.

11. 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.

11.1. 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; 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/>.

11.2. CCAF Degree Requirements:

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. 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.langley.af.mil/afvec/Public/COOL/Default.aspx>. The site provides a research tool designed to increase an Airman's awareness of national professional credentialing and CCAF education opportunities available for all Air Force occupational specialties. The AF COOL Program also provides information on specific occupational specialties, civilian occupational equivalencies, CCAF degree programs, and AFSC-related national professional credentials available to enlisted members through credentialing agencies and professional organizations. The AF COOL Program contains a variety of information about credentialing and licensing and can be used to:

11.4.1. 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.

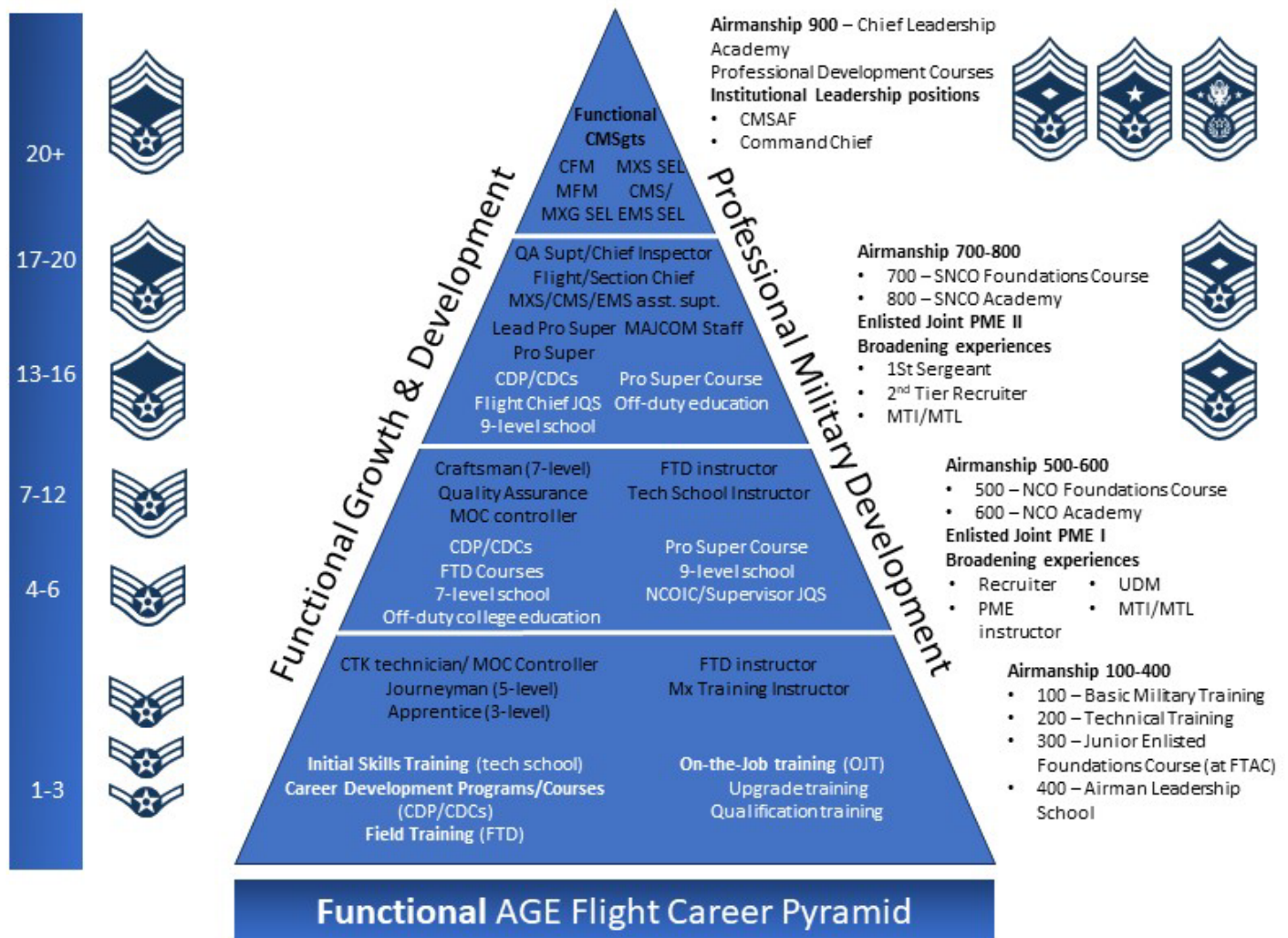
11.4.1.1. Identify licenses and certifications relevant to an AFSC.

11.4.1.2. Learn how to fill gaps between Air Force training and experience and civilian credentialing requirements.

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

11.4.1.4. 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 specialty are defined in terms of competencies 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://myfss.us.af.mil/USAFCommunity>, search for “DAFECD”.

14.2. Helper, Apprentice, Journeyman, Craftsman. Refer to “AFSC 2A672, Craftsman/AFSC 2A652, Journeyman/AFSC 2A632, Apprentice/AFSC 2A612, Helper,” titled “AEROSPACE GROUND EQUIPMENT,” in DAFECD Section II, for specialty qualification information for 1-, 3-, 5-, and 7-skill level personnel.

14.3. CEM and Superintendent. Refer to “CEM Code 2A600/AFSC 2A692, Superintendent,” titled “AIRCRAFT SYSTEMS,” in DAFECD Section II, for specialty qualification information for 9-skill level and CEM personnel.

14.4. Other. For entry into this specialty, normal color vision as defined in DAFMAN 48-123, *Medical Examination and Standards*, is mandatory. Additionally, possession of a valid state driver’s license is required for entry into this career field.

SECTION D - RESOURCE CONSTRAINTS

15. Purpose. This section of the CFETP identifies known resource constraints that 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. As a minimum, resource constraints are reviewed and updated annually.

16. Apprentice Training. No resource constraints identified.

17. Journeyman Training. No resource constraints identified.

18. Craftsman Training. No resource constraints identified.

SECTION E - TRANSITIONAL TRAINING GUIDE –

19. There are no transitional training requirements. This area is reserved.

PART 2

SECTION A - SPECIALTY TRAINING STANDARD

20. Implementation. The STS - General (Attachment 2) will be used for initial skills training provided by AETC for classes beginning 01 October 2024.

20. Purpose. As prescribed in DAFMAN 36-2689 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.

20.2 Column 2 (Deployment */SEI +/CBRN ~ Competencies) competencies identified with an (*) are Aircraft Maintenance Functional MCA 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. Core tasks/competencies which aren't applicable to base-assigned aircraft or equipment aren't required for upgrade (units are not required to send personnel TDY for core task/competency training).

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.

20.5 Qualitative Requirements. Attachment 1 contains the proficiency code key used to indicate the level of training and knowledge provided by in-resident training.

20.6. Job Qualification Standard. This STS becomes a job qualification standard (JQS) for OJT when placed in AF Form 623, *On-The-Job Training Record*, and used IAW DAFI 36-2670. For OJT, the tasks/competencies in column 1 are trained and qualified to the go/no-go level. 'Go' means the individual can perform the task/competency without assistance and meets local requirements for accuracy, timeliness, and correct procedures. When used as a JQS, the following requirements apply:

20.6.1. Documentation. Document and certify completion of training IAW DAFI 36-2670. Use of Part 2 and attachments one and two in conjunction with attachments 4 through 16 (as applicable to assigned MDS) of this CFETP are mandatory in individual training records. Identify duty position requirements by entering into automated training management systems. As a minimum, complete the following columns in Part 2 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.

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

20.7. STS. These STSs are used as guides for the development of promotion tests used in the WAPS. Specialty Knowledge Tests (SKTs) are developed at the AETC A2/9 SAS-OA (Airman Advancement Division) by Senior NCOs with extensive practical experience in the career field. 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 AFI 36-2502, *Airman Promotion/Demotion Programs*. WAPS isn't applicable to the ANG or AFRC.

20.8. 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

21. Purpose. This section identifies training courses available for the 2A6X2 specialty. Refer to the Air Force Education and Training Course Announcements (ETCA) for information on AETC formal courses listed below (<https://etca.randolph.af.mil>).

21.1. Air Force In-Resident Course.

COURSE NUMBER	COURSE TITLE	LOCATION	USER
J3ABR2A632 046D	Aerospace Ground Equipment Apprentice	361 TRS	AF/ANG/AFRC

For further information on the AGE Apprentice course, contact the OPR:

361 TRS/TRR

501 MISSILE RD

SHEPPARD AFB TX 76311-2233

DSN: 736-7492

21.2. 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

982 MXS/LGMS

6058 ASPEN AVE

620 AVE J STE 1

Hill AFB UT 84056-5805

SHEPPARD AFB TX 76311

DSN: 777-7830/8741 DSN:

736-4992/6224

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

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 2A6X2 career field.

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 2A6X2 career field.

Figure 1.2. 2A6X2, AGE, Occupational Competency Model.

Competency	Sub-Competency	Sub-Competency Description
Organizational Management	Leadership	The art and science of leading , mentoring, coaching and directing personnel in the accomplishment of mission objectives
	Personnel Management	Develop and retain quality personnel through a deliberate, career-long process including appraisals, feedback, high performance recognition, career-broadening and enhancing opportunities
	Training	Instilling and increasing knowledge, skills, and behaviors to develop performance
Mission Generation	Equipment Maintenance	The ability to service, inspect, test, maintain, troubleshoot, document and perform scheduled and unscheduled maintenance actions to meet mission requirements
	Flightline Operations	Supporting aircraft mission generation through timely service, pickup and delivery operations
	Readiness and Mobility	Train, prepare and equip personnel and mobilize resources for full-spectrum military operations
Mission Support	Analytics	The process of discovering trends, and interpreting data for the purpose of informed decision making
	Occupational Safety	The process of maximizing work center efficiency by preventing safety mishaps, through training, equipping and managerial oversight
	Quality Control	Promote a culture that minimizes product deficiencies by adherence to a defined set of quality criteria and standards that meet mission requirements
Acquisition and Sustainment	Supply Management and Discipline	Identify, acquire, possess, document, and demonstrate competence managing resources required for operations
	Equipment Management	Process to requisition, receive, control, manage, and document equipment assets
Communication	Communication	Clearly and effectively articulate, present, and promote ideas and information utilizing various modes of interpersonal and electronic communication to reach organizational goals, improve processes, and reduce errors
Programs	WRM Management	The management of strategically positioned service-owned equipment and source documents to provide timely response in support of combatant commander requirements
	NCE Management	The program to ensure all procedures, equipment and organizations maintain nuclear surety
	Program Management	The successful navigation of applicable guidance to achieve all directed program objectives within a predetermined timeframe, based on funding and manpower constraints by utilizing time phased milestones and action items to monitor and control program execution

Figure 1.3. 2A6X2, AGE, Occupational Competency Rubric for Equipment Maintenance.

Competency	Proficiency Levels	Observable Behaviors
Mission Generation	<i>Expert</i> Impact on... AF-level practices/within industry	- Analyzes mission demands to posture modernization plans and budget request for infrastructure and equipment in support of mission generation and mission execution requirements
Sub-Competency	<i>Advanced</i> Impact on... Management decisions	<ul style="list-style-type: none"> - 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 work flow to meet mission requirements
Equipment Maintenance		
Description	<i>Intermediate</i> Impact on... Specific workplace projects	<ul style="list-style-type: none"> - 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
The ability to service, inspect, test, maintain, troubleshoot, document and perform scheduled and unscheduled maintenance actions to meet mission requirements		
Supporting Competencies	<i>Basic</i> Impact on... Specific workplace tasks	<ul style="list-style-type: none"> - 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

1.4.1. 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	←	The competency section states the competency group.
Mission Generation		
Sub-Competency	←	The sub-competency section states the narrower category that forms part of the competency group.
Equipment Maintenance		<p>Note: Some models may only consist of a competency and not include a sub-competency.</p>

Description	←	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.
The ability to service, inspect, test, maintain, troubleshoot, document and perform scheduled and unscheduled maintenance actions to meet mission requirements		
Supporting Competencies	←	The supporting competencies section are supported-level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will attribute to higher successful performance within the sub-competency.

Figure 1.4b. Competency Rubric Section 2.

Proficiency Levels	←	The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert.
<i>Expert</i> Impact on... AF-level practices/within industry		
<i>Advanced</i> Impact on... Management decisions		

<p><i>Intermediate</i> Impact on... Specific work center projects</p>		<p>member moves up the scale from basic to expert.</p>
<p><i>Basic</i> Impact on... Specific work center tasks</p>		<p>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.</p> <p>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).</p>

Figure 1.4c. Competency Section 3.

Observable Behaviors	←	<p>The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.</p> <p>They provide</p>
– Analyzes mission demands to posture modernization plans and budget request for infrastructure and equipment in support of mission generation and mission execution requirements		
– 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		objective evidence that the individual possesses the competency level and shows what effective performance looks like.
<ul style="list-style-type: none"> – 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 		The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement.
<ul style="list-style-type: none"> – 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 AGE 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.
<p style="text-align: center;">Explanations</p> <p>♦ The diamond symbol ♦ is used in column 2 to indicate the task/competency must be completed prior to assuming AGE Pro Super duties.</p> <p>NOTES:</p> <ul style="list-style-type: none"> - 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. 	