DEPARTMENT OF THE AIR FORCE
Headquarters US Air Force
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AFSC 2A7X2

NONDESTRUCTIVE INSPECTION

CAREER FIELD EDUCATION AND TRAINING PLAN

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CAREER FIELD EDUCATION AND TRAINING PLAN
NONDESTRUCTIVE INSPECTION SPECIALTY
AFSC 2A7X2

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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 the 2A7X2, Nondestructive Inspection (NDI) specialty. The CFETP will provide personnel a clear career path to success and instill rigor in all aspects of career field training. To read, review, or print a copy of the current CFETP, go to the Air Force E-Publishing website.

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

2. The CFETP consists of two parts; both parts are used by supervisors to plan, manage, and control training within the career field.

2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan. Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path. Section C associates each level with specialty qualifications (knowledge, education, training, and other). Section D indicates resource constraints to accomplishing this plan, such as funds, manpower, equipment, and facilities. Section E identifies transition training guide requirements to support career field restructures.

2.2. Part II includes the following: Section A contains the course objective list and training standards supervisors will use to determine if Airmen have satisfied training requirements. Section B identifies available support materials, such as Qualification Training Package (QTP) which may be developed to support proficiency training. 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 major command (MAJCOM) unique training requirements supervisors can use to determine additional training required for the associated qualification needs. Section E identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references to support training; Air Education and Training Command (AETC) conducted training, wartime course/core task and correspondence course requirements. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

3. Using guidance provided in the 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.

ABBREVIATIONS/TERMS EXPLAINED

Air Force Job Qualification Standard (AFJQS). A comprehensive task list that describes a particular job type or duty position. They are used by supervisors to document task qualifications. The tasks on an AFJQS are common to all persons 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 this training is budget defensible.

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

Certification Official. A person the commander assigns to determine an individual's ability to perform a task to required standards.

Continuation Training. Additional training that exceeds requirements with emphasis on present or future duty assignments.

Contract Training. Training that receives the same priority funding as Air Force directed training. It supports initial groups of instructors, operators, etc., that the Air Force requires for new or modified weapon systems.

Core Task. Tasks that the Air Force Career Field Manager (AFCFM) identifies as minimum qualification requirements within an Air Force Specialty. This gives units needed flexibility to manage their workforce training.

Course Objective List (COL). A publication identifying the tasks and knowledge requirements and respective standards provided to achieve a 3-/7-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations in accordance with DAFMAN 36-2689, *Training Program*.

Course Training Standard (CTS). Training standard that identifies the training members will receive in a specific course not covered in the CFETP.

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

Field or Mobile Technical Training. Special or regular on-site training conducted by a training detachment (TD) or by a mobile training team (MTT).

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

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

MAJCOM Mandatory Course Listing (MMCL). Identifies mandatory maintenance training requirements for initial technical school graduates, retrainees, and personnel with no experience on assigned mission design series (MDS) aircraft. It also ensures maintenance personnel receive training commensurate to their current duty position.

Mission Design Series (MDS). Aircraft (i.e., A-10, F-16, C-130).

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

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

Qualification Training (QT). Actual hands-on task performance training designed to qualify an Airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills/knowledge 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). Air Force Career Field Managers use this forum and quality control tool to determine and manage career field education and training requirements.

Specialty Training Standard (STS). An Air Force publication that describes an Air Force Specialty in terms of tasks and knowledge an Airman may be expected to perform or to know on the job. It serves as a contract between Air Education and Training Command and the functional user to show which of the overall training requirements for an Air Force Specialty are taught in formal schools, career development courses, and exportable courses.

Supplemental Training. A formal course which provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills/knowledge to enhance their expertise in the career field. Training is for selected career airmen at the advanced level of the AFS.

Task Qualification Training (TQT). Training conducted after Chemical, Biological, Radiological, and Nuclear defense classroom training in which individuals perform wartime mission essential tasks in a simulated wartime environment while wearing full (PL4) ground crew individual protective equipment or aircrew individual protective equipment.

Training by Other Government Agencies. This training includes training conducted by the Army, Navy, Air Force agency or unit other than AETC, and other government agencies inside or outside of the Department of Defense (DoD).

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 (UGT). A mixture of mandatory courses, task qualification, QTPs, and CDCs required for award of the 3-, 5-, 7-, or 9-skill level.

Utilization and Training Workshop (U&TW). Career Field Managers 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.

Section A - General Information

1. Purpose of the CFETP. This CFETP provides information necessary for Air Force Career Field Managers (AFCFMs), 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 2A7X2 should receive to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, supplemental, 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 Pensacola NAS, FL. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, and 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. Proficiency training is additional training either in-residence or exportable training courses, or on-the-job training (OJT), provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes; some are:

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

1.2. To identify task and knowledge training requirements for each skill level in the specialty and recommends education/training throughout each phase of an individual's career.

1.3. To list training courses that are available in the specialty and identifies sources of training and the training delivery method.

1.4. To identify major resource constraints that impact full implementation of the desired career field training process.

2. Uses of the CFETP. The 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.

2.1. AETC training personnel will develop/revise formal resident, non-resident, Field Training Detachment (FTD), and exportable training based on 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 resources needed to provide the identified training.

2.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. Identified requirements can be satisfied by OJT, resident training, contract training, or exportable courses. MAJCOM-developed mandatory training to support this AFS must be identified for inclusion into the plan and must not duplicate other available training resources.

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

3. Coordination and Approval of the CFETP. The AFCFM is the approval authority. The AETC training manager for AFSC 2A7X2 will initiate an annual review of this document by AETC and MFMs to ensure currency and accuracy. The using MAJCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements. Using the list of courses in Part II, they will eliminate duplicate training.

Section B - Career Progression and Information

4. Specialty Description.

4.1. Specialty Summary. Refer to Air Force Enlisted Classification Directory (AFECD), paragraph 1, on the myFSS website. Nondestructive inspection is a process technique used to evaluate the integrity of a material component or structure without damaging or impairing its serviceability. Inspects aircraft components and support equipment for structural integrity using nondestructive inspection methods and analyzes engine oil for wear metal debris. Related DoD Occupational Subgroup: 176000

4.2. Duties and Responsibilities. Refer to AFECD on the myFSS website.

4.2.1. Determines NDI test methods using applicable technical orders; prepares parts for inspection; interprets and evaluates indications on aircraft and support equipment using magnetic particle, ultrasonic, eddy current, radiographic, liquid penetrant, and other emerging technologies. Prepares engine samples for wear metal analysis and evaluates test results. Handles, labels, and disposes of hazardous materials and waste according to federal, state, and local environmental standards.

4.2.2. Plans and schedules NDI activities. Interprets technical publications and inspection results to resolve problems on aircraft systems and support equipment. Establishes priorities for completion of maintenance tasks and provides assistance in solving maintenance, supply, and personnel issues. Provides training, feedback, and task qualification for skill level advancement. Establishes performance standards and improves work methods. Supervises and evaluates job performance and maintenance techniques. Ensures maintenance and safety policy compliance for all NDI activities. Maintains and documents equipment, supply, certification, training, and aircraft forms. Evaluates requirements and prepares quality deficiency reports.

4.2.3. Plans, organizes, and directs aircraft fabrication maintenance activities. Manages maintenance and staff functions for NDI, aircraft metals technology, and aircraft structural maintenance. Establishes production controls. Interprets directives and publications pertaining to fabrication maintenance. Analyzes maintenance management reports. Interprets and evaluates directives and publications, inspection findings, records, and reports to recommend corrective actions. Establishes safety and training guidelines. Plans, organizes, directs, and controls troubleshooting and repair activities of

fabrication personnel. Manages and controls fabrication flight resources including personnel facilities, funds, supplies, and equipment.

5. 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. The following narrative and AFSC 2A7X2 career field path identifies the skill/career progression.

5.1. Apprentice (3) Level. Training for the AFSC awarding course will be provided in residence at Detachment 1, 359th Training Squadron, Naval Air Station, Pensacola, Florida. The course will lay the foundation for additional training at the graduate's next duty assignment. Trainees will utilize the Career Development Course (CDC), task qualification training, and other exportable courses to progress in their career field. Once the trainer task certifies the trainee, the trainee may perform the task unsupervised.

5.2. Journeyman (5) Level. Upgrade training to the 5-skill level includes task and knowledge training. After award of the 3-skill level, trainees are enrolled in 5-level CDC. Additionally, trainees must complete 5-skill level, upgrade training requirements (core tasks) identified in the STS. Once upgraded to the 5-level, the journeyman will enter into continuation training to broaden their experience base by increasing their knowledge and skill in troubleshooting and solving more complex problems. Five-levels will be considered for appointment as unit trainers. Individuals will use their CDCs to prepare for Weighted Airman Promotion System (WAPS) testing. They should also consider continuing their education toward a Community College of the Air Force (CCAF) degree.

5.3. Craftsman (7) Level. A craftsman can expect to fill various supervisory and management positions such as shift leader, element chief, shop chief, task certifier, and various staff positions. Exportable MDS specific courses and MAJCOM/unit directed courses are also available. A 7-level should take courses or obtain added knowledge in management of resources and personnel. Continued academic education through CCAF and higher degree programs is encouraged in their respective career field.

5.4. Superintendent (9) Level. A 9-level can be expected to fill positions such as flight chief, production supervisor, and various staff NCOIC jobs. Additional training in the areas of budget, manpower, resources, and personnel management should be pursued through continuing education. Additional higher education and completion of courses outside their career AFS is also recommended.

6. Training Decisions. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Nondestructive Inspection career field. The spectrum includes a strategy for when, where, and how to meet these training requirements. The strategy must ensure we develop affordable training, eliminate duplication, and prevent a fragmented approach to training.

6.1. Core Tasks. Core tasks are identified in the STS.

6.2. Initial Skills. Multiple changes were made to the STS during the March 2022 STRT.

6.3. Supplemental Course. During the March 2022 STRT, participants agreed to discontinue course JCAZP2A752 0U1A, Ultrasonic Inspection and Impedance Plane Analysis.

6.4. Five-Level Upgrade Requirements. Multiple changes were made to the STS during the March 2022 STRT.

6.5. Seven-Level Upgrade Requirements. Multiple changes were made to the STS during the March 2022 STRT.

6.6. Continuation Training. Any additional knowledge and skill requirements which were not taught through initial, or upgrade training are assigned to unit training or Field Training Detachments. The purpose of the continuation training program is to provide additional training exceeding minimum upgrade training requirements with emphasis on present and future duty positions. MAJCOMs may develop a proficiency training program that ensures individuals in the Nondestructive Inspection career field receive the necessary training at the appropriate point in their career. The program identifies both mandatory and optional training requirements.

7. Community College of the Air Force (CCAF). CCAF is one of several federally chartered degree-granting institutions and the only 2-year institution serving only military enlisted personnel. The college is a multi-campus institution and 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. Enrollment in CCAF occurs upon completion of basic military training. CCAF provides the opportunity to obtain an Associate in Applied Sciences technical degree.

7.1. 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:

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

7.1.1. Technical Education (24 Semester Hours). Completion of the career field apprentice course satisfies some semester hours of the technical education requirements. A minimum of 24

semester hours of Technical Core subjects/courses must be applied, and the remaining semester hours applied from Technical Core/Technical Elective courses.

7.1.2. Leadership, Management, and Military Studies (6 Semester Hours). Enlisted Professional Military Education (EPME) and/or civilian management courses.

7.1.3. Physical Education (4 Semester Hours). This requirement is satisfied by completion of Basic Military Training.

7.1.4. General Education (15 Semester Hours). Applicable courses must meet the criteria for application of courses to the General Education Requirements (GER) and be in agreement with the definitions of applicable General Education subjects/courses as provided in the CCAF General Catalog.

7.1.5. Program Elective (15 Semester Hours). Satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects/courses, including natural science courses meeting GER application criteria. Six semester hours of CCAF degree applicable technical credit otherwise not applicable to this program may be applied. See the CCAF General Catalog for details regarding the Associates of Applied Science for this specialty.

7.2. Professional Certifications. Certifications assist the professional development of our Airmen by broadening their knowledge and skills. Additionally, specific certifications may award 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. In addition to its associate degree program, CCAF offers the following certification programs and resources:

7.2.1. 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 Federal Aviation Regulation 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. CCAF awards 30 semester hours for FAA A&P certification and 18 semester hours for FAA Airframe or Powerplant certification.

7.2.2. 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.

7.2.3. 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.

7.2.4. 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.

7.2.5. CCAF Credentialing and Education Research Tool (CERT). CCAF implemented CERT to increase awareness of professional development opportunities applicable to Air Force occupational specialties. It is a valuable resource for Air Force enlisted personnel and provides information related to specific AFSCs, such as: AFSC description; civilian occupation equivalencies (US Department of Labor); CCAF degree programs; national professional certifications; certifying agencies; and professional organizations.

7.2.6. Air Education and Training Command (AETC) Instructor Requirements. Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become an AETC instructor should be actively pursuing an associate degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

8. Career Field Path

8.1. Enlisted Career Path. *Reference DAFI36-2502, Enlisted Airman Promotion and Demotion Programs*, Table 2.1. Minimum Eligibility Requirements for Promotion, to identify career milestones for the 2A7X2 Air Force Specialty.

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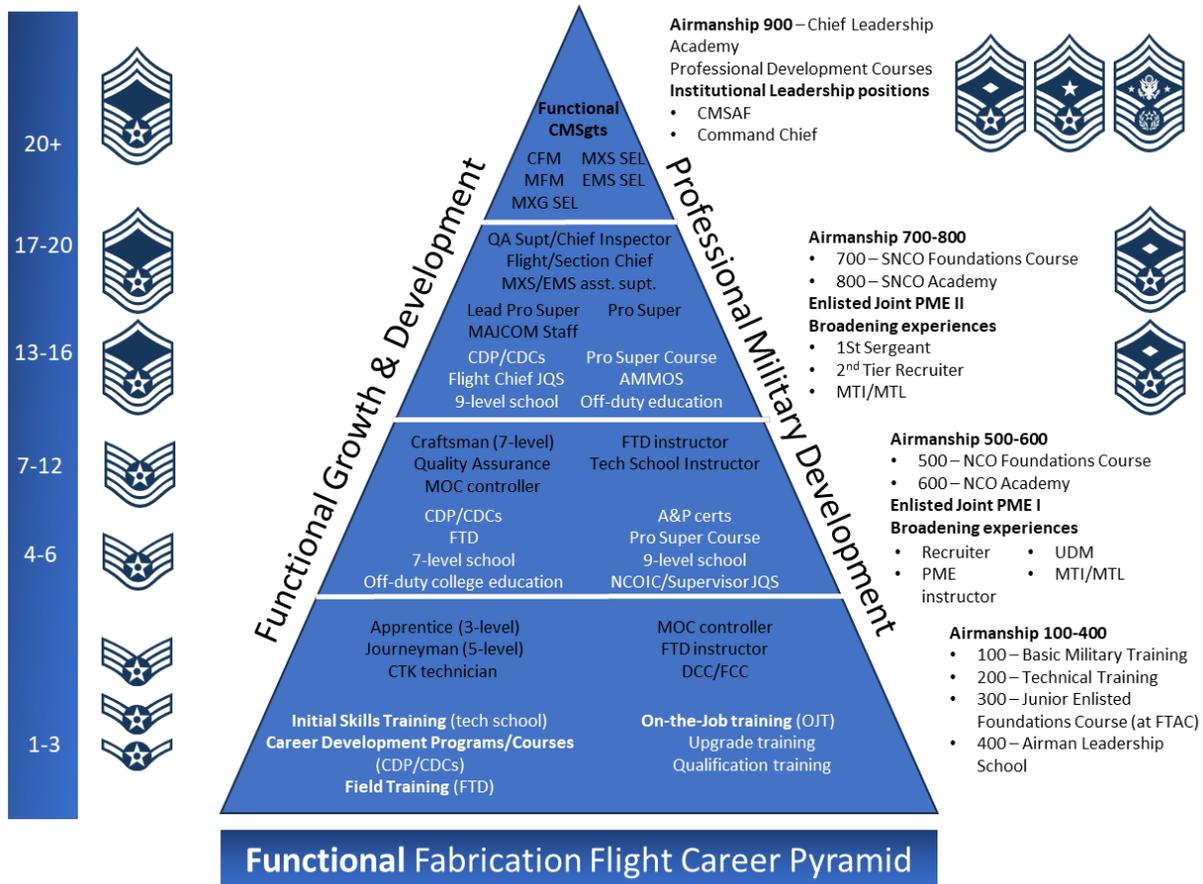
8.2. Maintenance Badge. The maintenance badge will be awarded in conjunction with skill-level upgrade. Maintainers currently wearing the badge that do not meet this new criterion may continue to wear the badge, essentially grandfathered-in, but all future award or upgrade of the badge will be at the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

- Basic: Wear the basic badge after award of the 5-skill-level
- Senior: Wear the senior badge after award of the 7-skill-level
- Master: Wear the master badge after award of the 9-skill-level

Section C – Skill Level Training Requirements

9. Purpose. Skill level training requirements in the 2A7X2 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 task and knowledge training requirements are identified in the STS at Part II, Sections A and E of this CFETP.

10. Specialty Qualification Requirements. The various skill levels in this career field are defined in terms of tasks and knowledge proficiency requirements for each skill level. They are stated in broad general terms and establish the standards of performance. Unit work centers must develop a structured training program to ensure the following requirements are met.

10.1. Apprentice Level Training (3-Level)

10.1.1. Specialty Qualification. This information is located in the official specialty description in the AFECD.

10.1.1.1. Knowledge. To perform duties at the 3-skill level, an individual must possess basic knowledge of the following: characteristics of metal identification; wear metals identification and content; metal discontinuity and flaw detection; operation and maintenance of nondestructive test and oil analysis equipment; safety directives and practices; radiological safety and radiation monitoring procedures; technical orders and directives; and proper handling, use, and disposal of hazardous waste and materials IAW applicable federal, state, and local directives.

10.1.1.2. Education. Entry into this specialty is outlined in the AFECD.

10.1.1.3. Training. For award of AFSC 2A732, completion of the Nondestructive Inspection Apprentice course is mandatory.

10.1.1.4. Experience. This information is located in the AFECD.

10.1.2. Training Sources and Resources. The initial skills course will provide the required knowledge, qualification, and, if applicable, certification.

10.1.3. Implementation. Upon graduation from Basic Military Training (BMT), completion of the Nondestructive Inspection Apprentice course is mandatory. This course satisfies the knowledge and training resource requirements for award of the 3-skill level.

10.2. Journeyman Level Training (5-Level).

10.2.1. Specialty Qualification. This information is located in the official specialty description in AFECD.

10.2.1.1. Knowledge. In addition to the 3-level qualifications, a 5-skill level must be able to understand and apply knowledge of the following: characteristics of metals identification; wear metals identification and content; metal discontinuity and flaw detection; operation and maintenance of nondestructive test and oil analysis equipment; safety directives and practices; radiological safety and radiation monitoring procedures; technical orders and directives; and proper handling, use, and disposal of hazardous waste and materials IAW applicable federal, state and local directives.

10.2.1.2. Education. There are no additional education requirements beyond those defined for the apprentice level. However, completion of a CCAF degree is desirable.

10.2.1.3. Training. For award of AFSC 2A752, the 5-level CDC provides the career knowledge training required. Qualification training and OJT will provide training and qualification on the core tasks identified in the STS. The CDC is written to build from the trainee's current knowledge base and provides more in-depth knowledge to support OJT requirements.

10.2.1.4. Experience. Qualification in and possession of AFSC 2A732. Also, experience in flaw detection process controls, equipment calibration and maintenance, safety directives, and hazardous waste and materials. Completion of all 5-level core tasks identified in the STS is mandatory.

10.2.2. Training Sources and Resources. Completion of the 2A752 CDC and completion of the 5-level core tasks represent the resources needed for award of the 5-skill level.

10.2.3. Implementation. Training to the 5-level is performed by the units utilizing this STS, exportable courses, and CDCs. Upgrade to the 5-level requires completion of CDC 2A752. Upgrade to the 5-level requires no minimum but a 15-month maximum time requirement for upgrade and retrainees (ADAF). There is no minimum/maximum time requirement for Air Reserve Component (ARC).

10.3. Craftsman Level Training (7-Level).

10.3.1. Specialty Qualification. This information is located in the official specialty description in the AFECD.

10.3.1.1. Knowledge. A 7-level must possess advanced skills and knowledge of the following: characteristics of metals identification; wear metals identification and content; metal discontinuity and flaw detection; operation and maintenance of nondestructive test and oil analysis equipment; safety directives and practices; radiological safety and radiation monitoring procedures; technical orders and directives; and proper handling, use, and disposal of hazardous waste and materials IAW applicable federal, state and local directives.

10.3.1.2. Education. There are no additional education requirements beyond those defined for the apprentice level. However, completion of a CCAF degree is desirable.

10.3.1.3. Training. Completion of 7-level core tasks is mandatory for upgrade to 2A772.

10.3.1.4. Experience. Qualification in and possession of AFSC 2A752. Completion of all 5- and 7-level core tasks identified in the STS is mandatory.

10.3.2. Training Sources and Resources. Completion of 5- and 7-level core tasks represent the resources required for award of the 7-skill level.

10.3.3. Implementation. Upgrade to the 7-level will require completion of all core tasks. Upgrade to the 7-level requires no minimum but an 8-month maximum time requirement for upgrade and retrainees (ADAF). There is no minimum/maximum time requirement for Air Reserve Component (ARC).

10.4. Superintendent Level Training (9-Level).

10.4.1. Specialty Qualification. This information is located in the official specialty description in the AFECD.

10.4.1.1. Knowledge. Knowledge of the following is mandatory: aircraft structural maintenance, metals technology, and nondestructive inspection methods; maintenance data reporting; and proper handling, storage, use, and disposal of hazardous waste and materials IAW applicable federal, state, and local directives.

10.4.1.2. Education. There are no additional education requirements beyond those defined for the apprentice level. However, completion of a CCAF degree is desirable.

10.4.1.3. Training. For award of AFSC 2A790, promotion to SMSgt is mandatory.

10.4.1.4. Experience. For award of AFSC 2A790, qualification in and possession of AFSC 2A771, 2A772, or 2A773, is mandatory. Also, experience in managing or directing repair activities for aircraft structural maintenance, metals technology, or nondestructive inspection specialties and functions.

10.4.2. Training Sources and Resources. None.

10.4.3. Implementation. The 9-level will be awarded after promotion to SMSgt.

Section D - Resource Constraints

10.5.   Purpose. This section identifies known resource constraints that preclude optimal/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.

10.6.   Three-Level Training. There are no manpower/man-year or equipment/resource constraints.

10.7. Five-Level Training. Production, development, and deployment of the modernized, interactive 5 Level CDCs is currently limited by AFCDA production timelines.

10.8. Seven-Level Training. There are no constraints.

Section E. - Transitional Training Guide.

11. There are no transition training requirements. This area is reserved.

PART II

Section A - Course Objective List

1. Measurement. Each proficiency coded STS task or knowledge item taught at the technical school is measured through the use of an objective. An objective is a written instruction for the student so he or she knows what is expected of them to successfully complete training on each

task. Each objective is comprised of a condition, behavior, and standard which states what is expected of the student for each task. The condition is the setting in which the training takes place. The behavior is the action a student must demonstrate to accomplish a task (i.e., remove and install wheel and tire assembly). The standard is the level of performance that is measured to ensure the STS proficiency code level is attained. Each objective uses letter code(s) to identify how it is measured. All objectives use the **PC** code which indicates a progress check is used to measure subject or task knowledge. Progress checks are also used to measure student accomplishment of performance objectives. **W** indicates a comprehensive written test and is used to measure the subject and/or task knowledge at the end of a block of instruction. **PC/W** indicates separate measurement of both knowledge and performance elements using a written test and a performance progress check.

2. Standard. The minimum standard is 70% on written examinations. Standards for performance measurement are indicated in the objective and delineated on the individual progress checklist. The checklist is used by the instructor to document each student's progress on each task. Instructor assistance is provided as needed during the progress check, and students may be required to repeat all or part of the behavior until satisfactory performance is attained. Students must satisfactorily complete all PCs prior to taking the written test.

3. Proficiency Level. Review column 4 of the STS to determine the proficiency level of a particular task or knowledge item. Review the course objective list to determine which STS item the objective supports. Review the proficiency code key in Part II, Section E of this CFETP for an explanation of the proficiency codes. Task performance items that are taught to the "2b" proficiency level means the students can do most parts of the task but does need assistance on the hardest parts of the task (partially proficient). The student can also determine step-by-step procedures for doing the task.

4. Course Objectives. A detailed listing of initial skills course objectives may be obtained by submitting a written request to the AETC Training Manager, 359 TRS Det 1/TRR, 230 Chevalier Field Avenue, Suite A, NAS Pensacola FL 32508.

Section B - Support Material

5. The following list of support material is not all inclusive; however, it covers the most frequently referenced areas. Support material is any training package designed to enhance the learning process at any level of training. Refer to the Air Force Education and Training Course Announcements (ETCA) for information on AETC formal courses.

5.1. Interactive Courseware (ICW) courses are available from (or under development by) 367 TRS/TRSS, Hill AFB, Utah. Questions should be referred to the customer service number at DSN 586-4014.

5.2. The Air Force NDI Office is the central point of contact for the NDI community.

Section C - Training Course Index

6. Purpose. This index lists Air Force In-Resident/Mobile Courses, Air Force Career Development Academy (AFCDA), and Exportable Courses used to support this specialty.

6.1. Air Force In-Resident/Mobile Courses.

Course Number	Title	OPR
JCABP2A732 048D	Nondestructive Inspection (NDI) Apprentice	359 TRS DET 1

6.2. Air Force Career Development Academy (AFCDA) Courses.

Course Number	Title	OPR
CDC 2A752	Nondestructive Inspection (NDI) Journeyman	359 TRS DET 1

6.3. Exportable Courses.

Course Number	Title	OPR
J4AMP2AXXX E02A	Aircraft Quality Assurance (QA) Inspector (2A)	372 TRS

6.4. Training Points of Contact.

6.4.1. For additional information regarding Air Force In-Resident/Mobile Courses:

359 TRS Det 1
230 Chevalier Field Ave
NAS Pensacola, FL 32580
DSN 459-7491

6.4.2. For additional information regarding AFCDA Courses:

359 TRS Det 1
230 Chevalier Field Ave
NAS Pensacola, FL 32580
DSN 459-9152

6.4.3. For additional information regarding Exportable Courses

367 TRS/TRSS
6058 Aspen Ave
Hill AFB, UT 84056
DSN 586-4014

982 MXS/LGMS
912 I Ave Ste 4
Sheppard AFB, TX 76311
DSN 736-3834

6.4.4. For additional information regarding FTD Courses

372 TRS/TXB
1917 Missile Rd
Sheppard AFB, TX 76311
DSN 736-4443

Section D – MAJCOM-Unique Requirements.

7. For MAJCOM-unique requirements contact the local Unit Training Manager (UTM).

Section E - Specialty Training Standard

8. Implementation. This STS will be used for technical training provided by Air Education and Training Command for the apprentice class beginning in March 2023.

9. Purpose. As prescribed in DAFMAN 36-2689, this STS:

9.1. Lists in column 1 (Tasks, Knowledge, and Technical References) the most common tasks, knowledge, and technical references necessary for airmen to perform duties in the 3-, 5-, and 7-skill level.

9.2. Identifies in column 2 (Core Tasks) by a 5 or 7, specialty-wide training requirements. MAJCOM Functional Managers, commanders, and supervisors may designate additional critical tasks as necessary. When designated, certify these core tasks using normal core task certification procedures. Tasks that require third-party certification are identified with a bold border around the core task.

9.2.1. Core tasks which are not applicable to base assigned aircraft or equipment are not required for upgrade (units are not required to send personnel TDY for core task training). Note: 5-levels can be qualified on 7-level core tasks at any point in the career ladder.

9.2.2. For units with more than one mission design series (MDS) (e.g., A-10, C-130) aircraft, upgrade trainees need only complete core tasks on a single MDS. MFMs, unit commanders, and/or supervisors may require trainees to complete core task training on additional mission design aircraft, if desired. 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. All units are bound by the requirements in this CFETP and will accommodate core task trainees from other units on base.

9.3. Provides certification for OJT. Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems Training Business Area (TBA) to document technician qualifications, if available. Task certification must show a certification completed date.

9.4. Shows formal training and career development course requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task/knowledge and the career knowledge provided by the career development course. When two codes are used in columns 4A and 4C (e.g., 2b/b), the first code is the established requirement for resident training on the task/knowledge, and the second code indicates the level of training provided in the course due to equipment shortages or other resource constraints. See AFCDA/AFSC/CDC listing maintained by the unit training manager for current CDC listing.

9.5. Guides development of promotion tests used in the Weighted Airman Promotion System (WAPS). Specialty Knowledge Tests (SKTs) are developed at the Airman Advancement Division by SNCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the WAPS catalog. Individual responsibilities are outlined in DAFI 36-2502, *Enlisted Airman Promotion and Demotion Programs*. WAPS is not applicable to the Air National Guard or Air Force Reserve.

10. Qualitative Requirements. Attachment 1 contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

11. Job Qualification Standard. The STS becomes a job qualification standard (JQS) for on-the-job training when placed in automated training management systems and used according to 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:

11.1. Documentation. Document and certify completion of training IAW DAFMAN 36-2689. Automated records, utilizing TBA reflecting this STS, is mandatory. Use of Part II and attachments one and two of this CFETP are mandatory in individual training records. Use of Part I of this CFETP and attachment three is optional. As a minimum, complete the following in Part II of this CFETP: date training started, date training completed, trainee initials, and trainer initials.

11.1.1. Transcribing From Old CFETP to New CFETP. All AFJQSs and previous CFETPs are replaced by this CFETP; therefore, conversion 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.

11.1.2. Documenting Career Knowledge. When a CDC is not available, the supervisor identifies CFETP Part II training references that the trainee requires for career knowledge and ensures, as a minimum, that trainees cover the mandatory items in Air Force Enlisted Classification Directory (AFECD). For two-time CDC course exam failures, supervisors identify all Part II items corresponding to the areas covered by the CDC. The trainee completes a study of references, undergoes evaluation by the trainer, and receives certification on the CFETP Part II. ***Supervisors must document successful completion of career knowledge prior to submission of***

a CDC waiver.

11.2. Work center Job Qualification Standard (WJQS). When additional items not listed in the CFETP Part II are necessary in the current duty assignment, enter them on the WJQS.

12. Recommendations. Report unsatisfactory performance of individual course graduates to the AETC training manager at 359 TRS Det 1/TRR, 230 Chevalier Field Ave, Suite A, NAS Pensacola, FL 32508, DSN 459-7491. Reference specific STS paragraphs. A customer service information line has been installed for the supervisor's convenience to identify graduates who may have received over or under training on task/knowledge items listed in this training standard. For a quick response to problems, call our customer service information line, DSN 736-5236.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

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

2 Attachments:
1. Qualitative Requirements
2. Specialty Training Standard (STS) (See Excel spreadsheet in left menu)

	Scale Value	Definition: The individual
		Proficiency Code Key
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely Limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly Proficient)
*Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step by step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating Principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced Theory)
**Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)

Explanations

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

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

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

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

/ This mark is used in course columns to show that training is required but not given due to limitations in resources (2b/b)

■ This mark is used to indicate third party certification requirements identified by the Career Field manager

~ This mark is used to indicate task qualification training requirements.

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