

**BY ORDER OF THE COMMANDER
AIR FORCE SPECIAL OPERATIONS
COMMAND**

**AIR FORCE SPECIAL OPERATIONS
COMMAND INSTRUCTION 36-2602**

3 APRIL 2025

Personnel

AIRCREW TRAINING MANAGEMENT



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This instruction implements Department of the Air Force Policy Directive (DAFPD) 36-26, *Total Force Development and Management*. It contains administrative instructions for conducting formal aircrew training within AFSOC. It applies to all personnel who conduct, develop, and/or manage aircrew training. This instruction applies to the Air National Guard (ANG) and Air Force Reserve Command (AFRC). This instruction does not apply to the United States Space Force. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with (IAW) Air Force Instruction (AFI) 33-322, *Records Management and Information Governance Program*, and disposed of IAW Air Force Records Information Management System Records Disposition Schedule. Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using the Department of the Air Force (DAF) Form 847, *Recommendation for Change of Publication*; route DAF Forms 847 from the field through the appropriate functional's chain of command. The authorities to waive wing, and unit level requirements in this publication are identified with a tier number ("T-0, T-2 or T-3") following the compliance statement. Submit requests for waivers in accordance with [paragraph 1.4](#). This publication may be supplemented at any level, but all supplements must be routed to the OPR of this publication for coordination prior to certification and approval. The use of the name or mark of any specific manufacturer, commercial product, commodity, or service in this publication does not imply endorsement by the Air Force.

SUMMARY OF CHANGES

This revision includes significant changes to AFSOCI 36-2602. Changed the title from *Formal Aircrew Training Management* to *Aircrew Training Management*. Added the requirement to conduct Combat Mission Ready (CMR) training. Updated waiver and deviation instructions. Added new Prescribed Form: AFSOC Form 2602, *AFSOC Aircrew Training Waiver*. Paragraph 2.5.24., AFSOC MDSs may also use other MAJCOM forms or other modified forms. Added **paragraph 2.12**, in-unit training and CMR training instructions. **Note:** ACBC is no longer required for CMR graduation. Deploying new accession aircrew members prior to CMR completion is changed to a T-3 waiver. In **Chapter 4**, updated grading guidelines in Tables **4.3** through **4.6**. **Added Attachment 8**, providing a template “Training Plan Memorandum for Instructor Certified Events.” Organizational and administrative updates throughout the publication.

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Chapter 1

GENERAL GUIDANCE

1.1. Introduction. This instruction outlines AFSOC processes to conduct flying training. Each unit must institute procedures to ensure training documentation, practices, and procedures are accomplished IAW this instruction. In this publication, the term “training wing” refers to the wing conducting the training. The wing commander may delegate responsibilities as appropriate. **Note:** CMR Training is required for all aircrew members. **(T-2)**

1.2. Applicability. This instruction applies to AFSOC-managed flying training. AFSOC-managed flying training includes: flying training conducted in a formal training unit (FTU); flying training conducted in-unit by an operations squadron (including Combat Mission Ready (CMR) training); or training normally conducted by a FTU that is conducted in-unit, e.g., secondary method training (SMT). For this publication, formal training is conducting a formal course, whether it is accomplished by the designated FTU or accomplished in-unit. Per AFMAN 11-202, Volume 1, *Aircrew Training*, a formal course is a course of instruction listed in the Air Force Education and Training Course Announcement (ETCA).

1.2.1. When conducting SMT, the wing and squadron responsible for the training will perform the functions found in [paragraph 2.11](#) and its subparagraphs. **(T-2)**

1.2.2. This instruction is not applicable to commercially contracted aircrew training courses conducted at the contractor’s facility or small unmanned aerial systems training conducted by the 371st Special Operations Combat Training Squadron.

1.2.3. In-Unit and CMR Training. Reference [paragraph 2.12](#) for In-Unit training and CMR training instructions.

1.3. Contractor Support. Contractor support will be accomplished IAW the applicable contract, which may take precedence over the specific requirements of this instruction but should be concurrent with this instruction. Information concerning contractor duties is subject to the terms of the applicable contract. No government employee other than a warranted contracting officer shall authorize, direct, or obligate the government to services or products unless such a contract modification is issued by the contract program management office. Requests for contract modifications or relief from contractor instructor qualifications required in a performance work statement/statement of work shall be routed to AFSOC/A3TS (AFSOC Training Systems) for coordination. The Point of Contact (POC) for contracting policy is AFSOC/A3TS.

1.4. Waivers and Changes. Address waivers and changes to this publication to AFSOC/A3T (AFSOC Operations Training). For AFRC, submit waivers to AFRC/A3D, Combat Operations Division, for Remotely Piloted Aircraft waivers and to A3J SOF/PR Division for all others. For ANG, coordinate with the appropriate National Guard Bureau (NGB) division depending on the Mission Design Series (MDS). This publication incorporates the DAFMAN 90-161, *Publishing Processes and Procedures*, Tier Waiver Authorities for compliance items. Refer to DAFMAN 90-161 for further guidance.

1.5. Submitting Waivers.

1.5.1. AFSOC/A3T is the waiver authority for wing and below compliance items in this instruction unless otherwise noted.

1.5.1.1. Submit waiver requests for this publication to AFSOC/A3T using AF Form 679, *Air Force Publication Compliance Item Waiver Request/Approval*. Allow sufficient time for review and approval/disapproval. Refer to the instructions in paragraphs 1.5.2 through 1.5.6 for submitting syllabus, prerequisite, and SMT waivers.

1.5.1.2. If compliance with guidance from another publication is specified, refer to that publication for waiver guidance.

1.5.2. Syllabus Waivers and Deviations. Unless a waiver request is approved, the syllabus will be followed as written.

1.5.3. Syllabus Waivers.

1.5.3.1. AFSOC/A3T is the syllabus waiver authority. (MQ-9 units follow AFMAN 11-2MQ-9V1 guidance.)

1.5.3.2. A syllabus waiver is a planned, one-time, exception to the syllabus used to enhance or accommodate student training in special or unusual circumstances (e.g., not completing all training, using a different type of training device than specified, or not meeting the minimum number of events).

1.5.4. Pre-Requisite Waiver. Use a pre-requisite waiver to request a waiver to the pre-requisites listed in the syllabus. When the pre-requisites listed in the syllabus are repeated from an AFI, AFMAN, AFSOCI, or AFSOC supplement, then those publications override the syllabus of instruction (SOI) and the appropriate waiver request must be accomplished according to the instruction.

1.5.4.1. If an oversight occurs and a student is entered into training without completing prerequisites, that student's training will be placed on hold until the prerequisite has been completed or waived. **(T-2)**

1.5.4.2. The wing providing the training will contact the Major Command (MAJCOM) training office immediately to determine corrective actions. **(T-2)**

1.5.5. SMT Waivers. AFSOC/A3T is the SMT waiver authority. SMT waivers for ANG require coordination with NGB, IAW **paragraph 1.4** of this publication.

1.5.6. Submit syllabus, prerequisite, SMT waiver, and SMT extension requests in writing, using AFSOC Form 2602, *AFSOC Aircrew Training Waiver*.

1.5.6.1. AFSOC/A3T maintains a record of all requested waivers for three years.

1.5.6.2. The approved waiver, whether syllabus, SMT, prerequisite, or otherwise, will be entered in the student's training folder and the original requester will notify the appropriate flight commander. **(T-2)**

1.5.7. Syllabus Deviations.

1.5.7.1. The wing commander, or delegate, is the syllabus deviation authority. **Note:** For in-unit training, the squadron commander is the syllabus deviation authority. (MQ-9 units follow AFMAN 11-2MQ-9, Volume 1, *MQ-9 Aircrew Training*, guidance.)

1.5.7.2. A syllabus deviation is a variation from the syllabus which includes but is not limited to: the sequence of events; turn times; and landing currency. Document all training deviations in the student's training folder. Waivers are not required for syllabus deviations.

Chapter 2

RESPONSIBILITIES

2.1. General. This chapter outlines the responsibilities and procedures to support training conducted by AFSOC's FTUs.

2.2. AFSOC Responsibilities. AFSOC/A3/9 is responsible for overall management of Air Force Special Operations flying training. Resources to support Programmed Flying Training (PFT), required instructor manpower, and the associated Flying Hour Program are programmed through the Program Objective Memorandum (POM) process with primary inputs from AFSOC/A1/A3/A4/A5 and under the POM strategy approved by the AFSOC Board/Council. In execution year, AFSOC/A3 is responsible for identifying funding issues to AFSOC/FM for resolution during budgetary drills.

2.2.1. AFSOC/A3/9.

2.2.1.1. Provides formal aircrew training guidance and management.

2.2.1.2. Supports training resource requirements in the command's requirements process.

2.2.1.3. Defines mission task lists that are the basis for the training programs.

2.2.2. AFSOC/A3T.

2.2.2.1. AFSOC/A3T is the AFSOC/A3/9 OPR for formal and in-unit aircrew training. AFSOC/A3T approves aircrew training SOIs (including in-unit syllabi that result in an evaluation or certification). See AFMAN 11-202V1_AFSOCSUP, *Aircrew Training*, for additional guidance.

2.2.2.2. AFSOC/A3TA (AFSOC Aircrew Training).

2.2.2.2.1. Coordinates syllabi for A3T approval.

2.2.2.2.2. Coordinates aircrew training waivers.

2.2.2.2.3. Publishes and maintains ETCA.

2.2.2.2.4. Coordinates formal course reviews, training planning teams, and system training plans.

2.2.2.3. AFSOC/A3TD (AFSOC Distributed Training).

2.2.2.3.1. Plans and coordinates AFSOC internal and external distributed training activities including, but not limited to: support for PFT; continuation training; mission rehearsal; distributed mission operations (DMO); and live, virtual, constructive exercise participation.

2.2.2.3.2. Plans, coordinates, and operates the AFSOC DMO Enterprise which includes: the Mission Rehearsal Operations Center, Distributed Training Support Centers, or similar AFSOC operation or training support capability to conduct distributed training activities.

2.2.2.3.3. Identifies and documents material requirements and deficiencies related to the resources needed to perform AFSOC distributed training activities.

- 2.2.2.3.4. Coordinates support of wing level and below distributed training events through Distributed Training Support Centers or geographically separated distributed training network nodes/facilities.
- 2.2.2.3.5. Coordinates integration of AFSOC distributed training assets with United States Air Force (USAF), Joint and partner nation distributed training infrastructure as required to ensure AFSOC readiness.
- 2.2.2.3.6. Develops the annual distributed training plan in coordination with AFSOC training organizations. Coordinates the annual distributed training plan with AFSOC/A3TS for funding and contracted training resources.
- 2.2.2.4. AFSOC/A3TR (AFSOC Training Resources).
- 2.2.2.4.1. Develops, coordinates, and reports aircrew training requirements. Coordinates training capacity analysis, reports training capacity shortfalls, publishes PFT document, and manages execution year aircrew training quotas. **Note:** ANG units will follow NGB processes.
- 2.2.2.4.2. Programs graduate flight training, upgrades, and refresher training requirements IAW DAFI 11-412, *Aircrew Management*.
- 2.2.2.4.3. Coordinates training capacity analysis and updates the Graduate Program Requirements document IAW DAFI 11-412. Reports training capacity short falls.
- 2.2.2.4.4. Coordinates PFT document development IAW approved Graduate Program Guidance Letter and approved SOI.
- 2.2.2.4.5. Performs course owner functions to build, maintain, and allocate formal training courses in Military Personnel Data System (MilPDS) Oracle Training Administration (OTA).
- 2.2.2.4.6. Performs Training Requirements Quota Indicator (TRQI) functions to manage execution year aircrew formal training quotas.
- 2.2.2.4.7. Develops, maintains, and implements aircrew training quota management processes.
- 2.2.2.4.8. Manages out of cycle training requests and coordinate execution year PFT adjustments.
- 2.2.2.4.9. Analyzes PFT execution and coordinates to ensure maximum quota utilization. Report deviations.
- 2.2.2.4.10. Coordinates TRQI, PFT, AFSOC Form 42, *Program Flying Training Request*, and Air Education and Training Command (AETC) Form 6, *Waiver Request*, requirements with AFSOC/A3TS for available contract funding.
- 2.2.2.4.11. Programs and manages all PFT flying hours for FTUs which produce AFSOC aircrew personnel.
- 2.2.2.5. AFSOC/A3TS.
- 2.2.2.5.1. Manages all AFSOC aircrew training devices and requirements for procurement, modification, and sustainment. This includes documenting, planning,

programming, budgeting and coordinating with USAF, United States Special Operations Command (USSOCOM), joint service or other Program Management Office as necessary.

2.2.2.5.2. Manages Modeling & Simulation training technology for MAJCOM air and ground operational training capability requirements.

2.2.2.5.3. Manages procurement, sustainment and support of MAJCOM Live, Virtual, Constructive - Operational Training Infrastructure training devices, internal networks, and DMO resources and capabilities. This includes all requirements, procurements, Contractor Logistics Support (CLS) and similar or related activities.

2.2.2.5.4. Performs the Program Element Manager and Centralized Asset Management functions and activities for training device and contracted training services.

2.2.2.5.5. Manages the MAJCOM simulator/training device test, evaluation, certification, and validation program. This includes simulator certification, simulator validation and training device assessment and accreditation programs. Evaluations and reports support maximizing the use of simulation under PFT, use of simulation under Ready Aircrew Program tasking/continuation training and, training device fidelity upgrade requirements under A3T. Reports can also support A3V decisions for training determination/check rides in simulators.

2.2.2.5.6. Analyzes, develops, and provides programmatic funding input during POM cycles for the AFSOC/A3, subordinate organizations, and command contracted training support (services and CLS).

2.2.2.5.7. Coordinates with FTUs for contracted resources (training devices, CLS and training services) as needed to execute PFT. This includes, but is not limited to, AETC/58 SOW, 492 SOW, Guard and Reserve FTUs.

2.2.2.5.8. Coordinates with wings, and squadrons for operational simulator use for continuation training. This includes flying currency, refresher training, upgrades, check rides, virtual full-mission profiles, virtual exercises, overseas area orientations, re-currency, attached aircrews and safety investigation.

2.2.2.5.9. Manages AFSOC air/ground training systems in accordance with AFI 10-217, *Management of Air Force Operational Training and Undergraduate Aircrew Training Systems*, various Department of Defense, USAF, USSOCOM, cyber-security guidance, Federal Acquisition Regulations, Federal Aviation Administration, etc.

2.2.2.5.10. Manages CLS, Training Systems Support Center, and cyber sustainment of AFSOC program for record augmented, virtual, mixed, and extended reality training devices. Sustainment of peripherals (goggles/gloves/etc.) remains at the wing (or wing designated) level.

2.3. Responsibilities at the Wing. The functions described below are generally performed by the wing providing the training. The wing commander, or delegate, may designate the training squadron to perform some or all of these functions. The wing has the overall responsibility for the execution of AFSOC-managed, flight training. The wing manages, oversees, and supervises its subordinate units to ensure compliance and adherence with AFSOC policy and guidance and ensures effective and efficient training. The wing responsibilities include:

2.3.1. Manage the development, control, conduct, and quality management of assigned AFSOC formal and recurring aircrew training courses and systems. **(T-2)**

2.3.1.1. Provide a capacity analysis and shortfall report to the AFSOC/A3TR rated manager every fiscal year for submission into the AF/Aircrew Distribution and Training Requirements Document. **(T-2)**

2.3.1.2. Review and monitor AFSOC quota allocations.

2.3.2. Monitor the status of Progress Review Boards (PRB) and Faculty Boards. **(T-2)**

2.3.3. Coordinate Flying Evaluation Boards (FEB), IAW DAFMAN 11-402, *Aviation, Missile, and Parachutist Service*. **(T-2)**

2.3.4. Execute the formal aircrew training quality evaluation (Grad/Eval) program for its graduates and participate in the program for students it receives from other formal training. Coordinate with AFSOC/A3T and the FTUs for the development of the formal Grad/Eval program. **(T-2)**

2.3.5. Provide aircrew subject matter experts, when requested, to assist AFSOC/A3T in simulator certification.

2.3.6. Plan for and coordinate, with the flying squadrons, training system changes/impacts based on aircraft modification. **(T-3)**

2.3.7. Identify concurrency issues or problems to AFSOC/A3T in coordination with the operational flying squadrons. **(T-3)**

2.3.8. Participate in Training Planning Team (TPT) and System Training Plan activities for the weapon systems in which they have training responsibilities.

2.3.9. Develop and coordinate both short- and long-range plans to support aircrew training programs. **(T-3)**

2.3.10. Manage and coordinate support to participate in the Formal Course Review (FCR) process.

2.3.11. Coordinate requests for student class overages with the appropriate squadrons, wing A3T, and the wing commander, or designee, for MAJCOM approval using AFSOC Form 42 (Attachment 4) or other approved method.

2.3.12. Provide an executive summary of FTU Health as determined by AFSOC/A3T and coordinated with the wing commander or designee.

2.3.13. Ensure the ETCA database course data entries are correct. Provide any changes or updates to AFSOC/A3T.

2.3.14. In conjunction with AFSOC/A1, identify FTU and training wing manpower requirements and submit deficiencies to AFSOC/A3T to enter into the requirements process.

2.3.15. Maintain Stan/Eval trend analysis on all students, including AFRC/ANG students. Stan/Eval board minutes will be forwarded to AFSOC/A3V IAW AFMAN 11-202V2_AFSOCSUP, Aircrew Standardization and Evaluation Program. **(T-2)**

2.3.16. Provide AF Contracting Officer's Representative (COR) and Contracting Officer's Technical Representative (COR) to monitor contractor performance. Submit COR /

information to the appropriate Contracting Office for appointment and Letter of Delegation. **(T-2)**

2.3.17. Manage AFSOC's Community College of the Air Force (CCAF) affiliation in accordance with the CCAF Policies, Procedures and Guidelines (N/A NGB). **(T-2)**

2.4. Special Operations Training Support Squadron (SOTRSS). The functions described below are generally performed by the special operations training support squadron. The wing commander may designate the training squadron to perform some or all of these functions.

2.4.1. Apply the Instructional System Development (ISD) process to all curriculum and courseware IAW DAFI 36-2670, *Total Force Development*, and DAFH 36-2675, *Information for Designers of Instructional Systems*. **(T-3)**

2.4.2. Conduct syllabus and courseware evaluations IAW the ISD process. **(T-3)**

2.4.3. Manage the development and maintenance of aircrew course documents. **(T-2)**

2.4.4. Manage the production and control of flying training curriculum using the ISD process. **(T-2)**

2.4.4.1. Oversee the development and maintenance of formal training SOI. **(T-2)**

2.4.4.2. Coordinate development and configuration management of aircrew course documents.

2.4.5. Plan for and coordinate training system changes/impacts based on aircraft modification. **(T-3)**

2.4.6. Attend scheduling meetings, safety meetings, and other SOW meetings related to flying operations, as required. **(T-3)**

2.4.7. Maintain a process for Subject Matter Experts (SMEs) to provide change requests to revise instructor and student guides. **(T-3)**

2.4.8. Identify and request repairs and schedule maintenance of the training devices, academic equipment and all squadron equipment used for training in support of the curriculum. **(T-3)**

2.4.9. Provide aircrew subject matter experts, when requested, to assist AFSOC/A3T in simulator certification.

2.4.10. Provide administrative services for assigned students including line badges, mail/phone messages, etc. Process Leave Forms for all assigned formal school students. **(T-3)**

2.4.11. Manage students removed from or awaiting training. **(T-3)**

2.4.12. Review student critiques and incorporate appropriate changes into the appropriate syllabus. **(T-2)**

2.4.13. Maintain student critiques for two years to provide trend analysis data. **(T-3)**

2.5. FTU Functions at the Training Squadron. The functions described below are generally performed by the training squadron. The wing commander may designate the wing to perform some or all of these functions.

2.5.1. Conduct training in accordance with the approved SOI.

- 2.5.2. Ensure instructors obtain and maintain instructor qualifications. Conduct continuation training to allow instructors to remain proficient in events they are teaching.
- 2.5.3. Build class schedules. **(T-3)**
- 2.5.4. Ensure all qualified instructors have approved configuration-managed instructor guides (IG). Note IGs are synonymous with lesson plans. **(T-3)**
- 2.5.5. Supervise academic instructor training/evaluation and classroom and learning center instruction. **(T-3)** **Note:** AFSOC/A3 authorizes inter-fly, instruction, and evaluation between the 492 SOW training units and the host Special Operations Squadron (SOS) aircrew.
- 2.5.6. Oversee, control, monitor, and modify academic training systems. **(T-3)**
- 2.5.7. Attend scheduling meetings, safety meetings, and other SOW meetings related to flying operations as required. **(T-3)**
- 2.5.8. Load FTU training missions and schedule crewmembers into the local scheduling program. **(T-3)**
- 2.5.9. Coordinate host wing aircraft assets to meet published PFT. **(T-3)**
- 2.5.10. Ensure crewmembers understand how to view/acknowledge scheduled flights utilizing scheduling systems/processes. **(T-3)**
- 2.5.11. FTU Stan/Eval shops will work in conjunction with wing Stan/Eval to ensure the wing commander or equivalent is fully informed on necessary details and trend data for FTU units. **(T-3)**
- 2.5.12. Monitor the academic progress of each student to ensure that individual lesson prerequisites are complete. Ensure that students are not scheduled for flying or Aircrew Training Device (ATD) training events prior to completing academic requisites. **(T-3)**
- 2.5.13. Maintain a process for SMEs to provide change requests to revise instructor and student guides. **(T-3)**
- 2.5.14. Designate a custodian and an alternate to maintain secure storage of all examinations that will be stored in the courseware library. **(T-3)**
- 2.5.15. Conduct PRB, and coordinate for FEB, using other wing support as required IAW this instruction and DAFMAN 11-402. **(T-2)**
- 2.5.16. Initiate any required revisions, to include future electronic versions, to AF-series training forms in coordination with the flying squadrons.
- 2.5.17. Ensure student training records are submitted to the Registrar within five working days of graduation or elimination or disenrollment from a course. **(T-3)**
- 2.5.18. Coordinate and administer the formal Grad/Eval program IAW **Chapter 12** of this instruction. **(T-2)**
- 2.5.19. Review student critiques and submit recommendations for change to the appropriate syllabus as required. **(T-3)**
- 2.5.20. Maintain student critiques for at least two years to provide trend analysis data and aid in formal course reviews. **(T-3)**

2.5.21. Provide the Registrar with access to required personnel and scheduling data systems. The SARM function will provide the Registrar with the appropriate ARMS products to validate student prerequisites. **(T-3)**

2.5.22. Conduct student and instructor Stan/Eval aircrew testing. **(T-3)**

2.5.23. Assign primary and alternate Government Flight Representatives to manage flying contractor/civilian duties and monitor contractor performance, per Defense Federal Acquisition Regulations Supplement. **(T-2)**

2.5.24. Track overall progress and maintain training folders of assigned students. **(T-3)** Use AFSOC-approved electronic grading systems in-lieu-of AFSOC paper training folders and forms when available.

2.5.24.1. Student training records (AF Forms 4109, *SOF/CSAR Aircrew Training Record*; 4110, *Comments – SOF/CSAR Training Record*, and 4111, *SOF/CSAR Training Record*, or electronic equivalent form) will be assembled by the FTU Registrar, distributed to instructors prior to the class start date, and maintained in the training unit until graduation. **(T-3)**

2.5.24.1.1. AFSOC MDSs (not individual units) may also use other MAJCOM forms or other modified forms (coordinated across the MDS via AFSOC MDS FAM with approval by AFSOC/A3T) provided they will: **(T-2)**

2.5.24.1.1.1. Track student trends via RPLs from the applicable graded items in the MTTL (on one form or across the collective of forms)

2.5.24.1.1.2. Provide narrative comments for the sortie (either within a single block and/or individual RPLs)

2.5.24.1.1.3. Identify strengths/weaknesses and recommendations for the next instructor/sortie

2.5.24.1.1.4. Blocks for instructor signatures and student initials

2.5.24.1.1.5. Blocks to track other data such as profile type, crew compliment, time, device, etc.

2.5.24.1.2. Use of forms other than AF Form 4110 and AF Form 4111 still require AF Form 4109 be utilized for cumulative hours tracking for academic, simulator, and flight hours. **(T-2)**

2.5.24.1.3. Subsequent references to AF Form 4110 electronic equivalent forms will refer to **paragraph 2.5.24.1.1** for definition/allowance. **(T-2)**

2.5.24.1.4. Example: A modified ACC Form 206 meets all of the above requirements (modified to update grading criteria differences between AFSOC and ACC)

2.5.24.2. Ensure student training folders are maintained IAW this instruction and the applicable Air Force and AFSOC instructions and ensure standardized procedures are implemented across the MDS. **(T-3)**

2.5.24.3. The DO or ADO will accomplish an operations review of student training records prior to flight evaluations to include evaluations conducted after the completion of remedial training following a failed evaluation. **(T-3)**

2.5.24.4. If student hard copy training records are used, maintain a central filing point. The FTU will maintain student Training Information Files for students who are disqualified from flying duties IAW AF Records Disposition Schedule, T13-10, R37.00. **(T-2)**

2.5.25. Ensure instructors teaching credit awarding courses meet CCAF instructor guidelines. **(T-3)**

2.5.25.1. Appoint a primary and alternate Affiliated School Liaison. Additional personnel may be appointed as instructor supervisors. **(T-3)**

2.5.25.2. Maintain instructor records. **Note:** For CCAF instructors, the Student Transcript, Administration, and Records System (STARS) database must be updated. (Non CCAF instructors may be tracked in STARS or a local system). **(T-3)**

2.5.26. Perform squadron aviation resource management (SARM) functions. **(T-3)**

2.5.26.1. The SARM office will verify aviation service status, aircrew qualification and Go/No Go checks on all crewmembers scheduled on FTU missions. **(T-3)**

2.5.26.2. The SARM office will add new crewmembers (including their aircraft and crew position) into the local scheduling program. **(T-3)**

2.5.26.3. IAW AFMAN 11-421, *Aviation Resource Management*, the SARM office will assign the appropriate Aviation Resource Management System (ARMS) training profiles to students as soon as possible and update requisite training NLT their class start date.

2.5.26.4. Class entry letters and/or student rosters may be used to validate aircraft assignments/crew position designations. The SARM office will ensure students are assigned the correct aircraft and crew position assignment in ARMS upon class start date. **(T-3)**

2.5.27. Create flight authorizations and mission folders for FTU sorties IAW DAFMAN 11-401, *Aviation Management*. Training unit commanders or individuals designated by the FTU/CC will sign flight authorizations for FTU sorties IAW DAFMAN 11-401. **(T-3)**

2.6. Wings will: (**Note:** When an operational flying squadron in the wing is accomplishing SMT, the operations wing will perform the applicable duties found in [paragraph 2.11.](#))

2.6.1. Apportion and allocate aircraft assets to the FTU to accomplish published PFT while retaining command and control of aircraft assets. **(T-2)**

2.6.2. Support FTUs as coordinated through scheduling and execution procedures. **(T-3)**

2.6.3. Provide maintenance support, aircrew flight equipment, aircrew resource management, and other necessary items identified in this instruction to support the FTU's execution of published PFT. **(T-3)**

2.6.4. Convene a FEB IAW DAFMAN 11-402 when requested by FTU. **(T-2)**

2.6.5. Coordinate with subordinate organizations to:

2.6.5.1. Assist in syllabus and courseware evaluations. **(T-3)**

2.6.5.2. Monitor for non-concurrency among: aircraft; tactics, techniques, and procedures (TTP); and the training system. **(T-3)**

2.6.5.3. Provide Master Question File and Secure Question Bank (SQB) to the FTU for aircrew testing. The FTU may develop and administer tests from Wing Stan/Eval (SOW/A3V) SQBs. But is restricted from altering existing test questions. **(T-3)**

2.6.5.4. Coordinate and schedule live fire range, air refueling, drop zone, Electronic Counter Measures, and other range or resource requirements to accomplish FTU training missions. **(T-3)**

2.6.5.5. Monitor operational flying squadrons to ensure that six-month graduate evaluations are completed. **(T-2)**

2.7. Operational Flying Squadrons will: **(Note:** When an operational flying squadron is accomplishing SMT, the squadron will perform the applicable duties found in [paragraph 2.11.](#))

2.7.1. Coordinate support for FTUs through local scheduling procedures. **(T-3)**

2.7.2. Coordinate with the appropriate FTU prior to making changes to FTU training sorties. Changes include, but are not limited to, takeoff/land time, range time, crew complement, and aircraft configuration. Refer to local scheduling procedures for more details. **(T-3)**

2.7.3. Nominate military instructors for assignment to FTU. **(T-3).**

2.7.4. Comply with the Six-month Grad/Eval program outlined in [Chapter 12](#) of this instruction. **(T-2)**

2.7.5. Coordinate requests for student class overages using an AFSOC Form 42.

2.7.6. Coordinate requests for SMT using the AFSOC Aircrew Training Waiver.

2.7.7. Support FTUs for ATD modification and government acceptance testing as requested by FTU, operations tempo permitting. **(T-3)**

2.7.8. Participate in PRBs and conduct FEBs IAW DAFMAN 11-402, as required. **(T-2)**

2.7.9. Provide names of students for upgrade and recurring training courses to appropriate FTU registrar or scheduler through the SOW/A3T. **(T-3)** Ensure students are available for the entire duration of the course with no interruptions for leave (except emergency leave) or TDY. **(T-2)** When scheduling upgrade training that has an AFMAN 11-2MDS Volume 1 flying hour prerequisites signed nomination letter is required to be attached at the time of scheduling on the quota management worksheet (QMW). Reference [Attachment 7](#).

2.7.10. Provide aircrew flight equipment to complete flight training (helmet, Aircrew Eye and Respiratory Protection, Night Vision Goggles, etc.). **(T-3)**

2.7.11. Manage AFSOC formal training quota allocations published on the PFT document.

2.7.11.1. Turn in unused quotas as early as possible. However, exclusive possession of unfilled quota allocations is forfeited 30 days prior to the class start date (CSD). Between 30 and 15 days prior to the CSD, other units with valid requirements can submit a request to AFSOC/A3TR to reallocate unfilled quotas. Unfilled quotas will be turned in and cancelled 14 days prior to the CSD.

2.7.11.2. Identify and schedule individuals to attend training as early as possible, but NLT 30 days prior to the class start date for fiscal year allocations and NLT 14 days for approved

FY reallocations. Enter the individual's information on the appropriate AFSOC QMW maintained on AFSOC/A3TR's SharePoint site.

2.8. Special Operations Support Squadron (SOSS) will:

- 2.8.1. Support the Wing Grad/Eval program as applicable to these assigned responsibilities. **(T-3)**
- 2.8.2. Participate in and conduct FEBs IAW DAFMAN 11-402, as required. **(T-2)**
- 2.8.3. Schedule and coordinate student input for recurring training courses. Provide lists of student names to the applicable FTU registrar at least 2 weeks in advance of class start date. **(T-3)**
- 2.8.4. Provide personnel and materiel support for aircrew training as required by directives, or as directed by the SOW/CC. **(T-3)**
- 2.8.5. In coordination with the FTU, support the MAJCOM development and management of the PFT. **(T-3)**

2.9. Maintenance Squadrons will:

- 2.9.1. Provide aircraft maintenance support/coordination for the FTU training schedule. **(T-3)**
- 2.9.2. Provide aircraft/maintenance personnel as necessary to support FTU courseware development process when scheduled (e.g., photo shoots). **(T-3)**
- 2.9.3. Provide maintenance support for weapons utilized in the Weapons Training Room. (N/A for NGB). **(T-3)**

2.10. Logistics Readiness Squadrons will:

- 2.10.1. Provide airdrop rigging and loading support via its Aerial Delivery Facility to include classroom training area. If mission operations override requests, Aerial Delivery will notify requester of cancellation and coordinate new arrangements. **(T-3)**
- 2.10.2. Provide/maintain aerial delivery equipment, aerial delivery loads, and static training loads, including classroom area, to support formal training requirements. **(T-3)**
- 2.10.3. Provide airdrop equipment upload/download support, to include classroom area, for scheduled courses. **(T-3)**
- 2.10.4. Provide personnel and equipment to support scheduled Hot Refueling/Forward Area Refueling Procedures (FARP) training. **(T-3)**
- 2.10.5. Provide instructors for required academic and hands-on FARP training. **(T-3)**
- 2.10.6. Provide subject matter experts to assist FTU in review/update of Hot Refueling course lesson materials when required. **(T-3)**
- 2.10.7. Ensure FTU registrar is provided required information on students attending Hot Refueling training. **(T-3)**
- 2.10.8. Ensure Fuels students (2F0X1) have completed prerequisite training prior to class start date. **(T-3)**

2.11. Secondary Method Training.

2.11.1. Functions at the Wing. The wing will oversee and supervise its subordinate units to ensure compliance and adherence with AFSOC policy and guidance and ensures effective and efficient training. Wing responsibilities include:

2.11.1.1. Manage the conduct and quality of the SMT.

2.11.1.1.1. Ensure units accomplishing SMT are using approved FTU SOIs. **(T-3)**

2.11.1.1.2. Ensure units are conducting SMT exactly as prescribed by the SOI. Refer to [paragraph 1.4](#) for waiver authorities.

2.11.1.1.3. Assist squadrons in requesting formal courseware from the FTU. **(T-3)**

2.11.1.2. Monitor the status of PRB.

2.11.1.3. Coordinate FEB, IAW DAFMAN 11-402. **(T-2)**

2.11.2. SMT for Enlisted Students. If teaching a Community College of the Air Force credit awarding course refer to DAFI 36-2670 and DAFI 36-2688, *Community College of the Air Force* for instructor qualifications. **(T-2)**

2.11.3. Functions at the Squadron or Equivalent.

2.11.3.1. Conduct training in accordance with the approved SOI, or SOI as waived by AFSOC/A3T. Refer to [paragraph 1.4](#) for waiver authorities.

2.11.3.2. Ensure all qualified instructors have approved configuration-managed instructor guides. **(T-3)**

2.11.3.3. Supervise academic instructor training/evaluation and classroom and learning center instruction. **(T-3)**

2.11.3.4. Monitor the academic progress of each student to ensure that individual lesson prerequisites are complete. Ensure that students are not scheduled for flying or ATD training events prior to completing academic requisites. **(T-3)**

2.11.3.5. Designate a custodian and an alternate to maintain secure storage of all examinations that will be stored in the courseware library. **(T-3)**

2.11.3.6. Conduct Progress Review Boards (PRB) and coordinate for FEB IAW DAFMAN 11-402. **(T-2)**

2.11.3.7. Manage students removed from or awaiting training. **(T-3)**

2.11.3.8. Conduct student and instructor Stan/Eval aircrew testing. **(T-3)**

2.11.3.9. Track overall progress and maintain training folders of assigned students. Ensure student training folders are maintained IAW this instruction and the applicable Air Force and AFSOC instructions. **(T-2)**

2.11.3.10. Conduct reviews of student training records IAW [paragraph 4.5](#).

2.11.3.11. The DO or ADO will accomplish an operations review of student training records prior to flight evaluations to include evaluations conducted after the completion of remedial training following a failed evaluation. **(T-2)**

2.11.3.12. Maintain a central filing point for all student hard copy training records.

2.12. In-Unit Training.

2.12.1. In-Unit Training Development. In-unit training is qualification or certification training accomplished in the unit and is not provided by the FTU (i.e., not SMT).

2.12.1.1. This training is generally provided by squadron instructors.

2.12.1.2. The training may result in a qualification or certification (reference AFMAN 11-202V2_AFSOCSUP, *Aircrew Standardization and Evaluation Program*).

2.12.1.3. Determine whether or not an initial cadre is appropriate. Reference AFMAN 11-202V1_AFSOCSUP for initial cadre training duties.

2.12.1.4. If an initial cadre is not appropriate and the training results in an instructor certification, then determine who, what, where, when, and how the first instructor crewmembers will be trained. Submit the training plan to AFSOC/A3T for coordination and final approval by AFSOC/A3. A sample training plan memorandum is at [Attachment 8](#).

2.12.1.5. Unless an exception is specifically authorized by AFSOC/A3T, an SOI is required for aircrew training. Follow the guidance in Chapters 9 and 10 for developing new training. **(T-3)**

2.12.2. Combat Mission Ready (CMR) Training. CMR is designed to provide the deployment skill requirements for AFSOC aircrew members. The program is tailored to MDS and crew position. A building block approach is used which begins with SOF-wide topics, followed by weapon system specific topics.

2.12.2.1. New accession aircrew members will not deploy in a flying capacity until they complete CMR. **(T-3)**

2.12.2.2. MQ-9 Crews are Combat Mission Ready IAW AFMAN11-202V1, para 3.1.2., upon graduating MQT and are authorized 90 days from MQT graduation date to complete CMR Workbook.

2.12.2.3. Cross-flow Training.

2.12.2.3.1. Cross-flows from AFSOC and non-AFSOC weapons systems must complete CMR. **(T-2)**

2.12.2.3.2. The Squadron Commander may tailor CMR for experienced aircrew members (AFSOC and non-AFSOC weapons system experience) cross-flowing into the Mission Design Series (MDS).

2.12.3. CMR Requirements. The course consists of blocks of instruction as listed below. The minimum requirements for each crew position by MDS include (squadrons may add additional material):

2.12.3.1. CMR will be accomplished according to the applicable MDS, crew position workbook and/or SOI.

- 2.12.3.1.1. CMR workbooks should include: SOF Components; MDS Employment and Tactics, Techniques, and Procedures; Operational Knowledge; and a Capstone Event.
- 2.12.3.1.2. AFSOC/A3T will coordinate CMR training workbook updates biennially.
- 2.12.3.2. Introduction to Special Operations Course (ISOC), or equivalent. (Contact the U.S. Airforce Special Operations School to schedule the course.) If a member previously completed, with documentation, ACINDOC/ISOC or a like USAFSOS course, they are not required to take the introduction courses again.
- 2.12.3.3. Air Commando Basic Qualification Course (ACBQC) is no longer a prerequisite for CMR initiation or graduation. ACBQC has been renamed to SOTU 192 and is only required IAW Air Force Force Generation (AFFORGEN) pre-deployment requirements. **(T-2)**.

Chapter 3

STUDENT ADMINISTRATION

3.1. General. This chapter outlines administrative procedures to effectively manage students during their training.

3.2. Active Duty Service Commitment (ADSC) Management.

3.2.1. If applicable, for aircrew personnel enrolled in an aircrew FTU course, CSS will verify students have been counseled and have signed their ADSC letter during in-processing IAW AFMAN 36-2100, *Military Utilization and Classification*. ANG will continue to follow NGB and established local processes. **(T-2)** Verify AFRC students have been counseled and have signed and submitted their Reserve Service Commitment (RSC) letter to their unit commander IAW AFRCI 36-2102, *Air Force Reserve Service Commitment Date Program*. **(T-2)**

3.2.2. If applicable, for formal flying training conducted in unit (e.g., SMT), Squadron Commanders will verify students have been counseled and have signed their ADSC letter during in-processing IAW AFMAN 36-2100. **(T-2)**

3.3. Student In-Processing. The FTU registrar is the OPR for in-processing procedures. A representative from the SARM office will check the accuracy of student records. The Registrar will facilitate student in-processing, complete required forms, input required student data into AFSOC-approved electronic grading system being used, and provide assistance to students as required. ANG will continue to follow NGB and established local processes.

3.3.1. The Host Aviation Resource Management (HARM) will ensure the Flight and Operational Medicine Office has completed the student's physical and issued initial medical clearance for the base. **(T-3)**

3.3.2. The Registrar will coordinate with the servicing SARM offices to ensure the appropriate aviation management actions are complete and processed in ARMS, if required. **(T-3)**

3.3.3. The Registrar will forward a complete class roster and commander's class entry letter for each course to the servicing HARM office and applicable SARM office as soon as they are published. **(T-3)**

3.3.4. The Registrar will complete in-processing for all students whose scheduled formal training exceeds 15 days. **(T-3)**

3.3.5. The Registrar will ensure that students, including permanent party personnel, are enrolled in the appropriate course and entered into training in MilPDS OTA. **Note:** Do not enter students into formal training (to include "force gaining" students in MilPDS) who do not have a valid TLN without prior coordination and approval from AFSOC/A3TR. **(T-3)**

3.3.6. In coordination with SARM office, the Registrar will validate student prerequisites IAW applicable ETCA and SOI are completed prior to the students' class start date. As a minimum, the following aircrew training prerequisites will be checked:

3.3.6.1. Qualified for flying duty and on active aeronautical orders.

3.3.6.2. Current flight physical to include medically available (not in Duties Not Involving Flying (DNIF)/DOWN status) for flying.

3.3.6.3. Current physiological (chamber) training. Students crossflowing from remotely piloted aircraft flying duties may be required to attend refresher training.

3.3.6.4. Completed the appropriate initial water survival training course. Coordinate with FTU UTM.

3.3.7. The Registrar will coordinate with the unit Command Support Staff (CSS) or local Military Personnel Section (MPS) to confirm students have met retainability requirements (when applicable) IAW AFMAN 36-2100.

3.4. Student Out-Processing.

3.4.1. The Registrar will prepare an DAF Form 1256, *Certificate of Training (LRA)*, for students who complete training. Students will receive their DAF Form 1256 upon completion of all out-processing actions. **(T-3)**

3.4.2. The FTU Stan/Eval office will ensure written tests and flight examinations are complete and the student has a Temporary Form 8 or flight evaluation worksheet signed by the evaluator. **(T-3)**

3.4.3. Failure to complete operational mobility requirements will not delay graduation. **(T-3)**

3.4.4. The UTM or Student Flight Commander will confirm ACI has been completed (as required). Coordinate attendance with AFSOC/A3T for students who have not completed ACI.

3.4.5. The Registrar will take the appropriate action in MilPDS OTA to graduate or remove (i.e., elimination/disenrollment) students from their formal training course. **(T-3)**

3.4.6. The Registrar will forward students' training records to the gaining unit within five duty days after out-processing the FTU. **(T-2)**

3.5. Student Training Progress Report. FTU will provide AFSOC/A3T a monthly report for students enrolled in formal training who are more than 30 calendar days late or who are entered into the second-level PRB process.

3.5.1. The student status report will include: class number, student name, number of training days deviation from programmed graduation date, and remarks.

3.5.2. FTU will include a justification of training delays in excess of 30 calendar days, impacts the delays may have on future PFT, and if the training delay will result in the student being removed from scheduled training.

3.6. Student Training Administration.

3.6.1. Student Class Changes. Students who require a break in training of more than 30 calendar days, due to illness, injury, or other circumstances, should be considered for a move to a following class with a realistic projected graduation date.

3.6.1.1. The FTU will notify AFSOC/A3T of student class changes and the reasons for the change (AFRC/A3D or AFRC/A3J as appropriate per [paragraph 1.4.](#), NGB/A3/10TR for ANG students). **(T-3)**

3.6.1.2. The FTU registrar will perform a class transfer function in MilPDS OTA and document the applicable student status code.

3.6.2. Students may be recalled by the student's unit commander. Students will not be recalled without prior coordination with AFSOC/A3T and the FTU.

3.6.2.1. Units will not recall a student due to lack of performance or failure to achieve/maintain academic standards. **(T-2)**

3.6.2.2. Once a recall has been coordinated with AFSOC/A3T, the student will immediately cease training. **(T-2)**

3.6.2.3. Once a recall has been initiated, existing SOI waivers and SOI waiver requests are no longer valid and will need to be resubmitted to AFSOC/A3T. **(T-2)**.

3.6.3. For cases involving ANG students, notify NGB Rated Management (NGB/A3/10TR), prior to any final determination.

3.6.3.1. For ANG Students Experiencing Difficulty: Units will notify NGB/A3/10TR via electronic mail (E-mail) when an ANG student requires additional training, is placed on administrative Hold Other (Admin Hold – Other) or Training Delay – Medical (TDM) status, or is eliminated from or reinstated in training. In addition, notify NGB/A3/10TR when a student washes back a class or there is reasonable doubt about a student's potential to complete a training syllabus. Include the student's home unit and NGB/A3TR as addressees on the emails.

3.6.3.2. Graduation Notification. If an ANG student's graduation date changes, units will notify the student's home unit and NGB/A3/10TR of the student's new graduation date by email. When it appears that a student may graduate late, notify the student's home unit as soon as possible. Send informational copy to NGB/A3/10TR.

3.7. Student Counseling.

3.7.1. Flight commanders (or higher authority) will provide and document formal counseling of students for other than academic or flying deficiency on DAF Form 174, *Record of Individual Counseling*, or other unit approved form. The counselor will maintain a copy, give the individual a copy, and send the original to the FTU First Sergeant (for enlisted personnel) or the Commander (for officers). **(T-2)**

3.7.2. Document counseling associated with academic, ATD, or flying deficiencies on an AF Form 4110 or electronic equivalent form in the student's training record. **(T-2)**

3.8. Student Absentee Reporting. Instructors will document student absences according to squadron policy. These reports will be filed in the student's administrative folder. A copy of the absentee report will be sent to the appropriate flight commander. **(T-3)**

3.9. Student Eliminations.

3.9.1. Student Disenrollment or Elimination. Rated officer or Career Enlisted Aviator student disenrollment or elimination from formal flying courses will be accomplished IAW DAFMAN 11-402, and applicable supplements. **(T-2)**

3.9.2. Students may be administratively disenrolled for failure to maintain administrative requisites, failure to maintain medical qualification, or failure to maintain professional standards.

3.9.2.1. The disenrollment should be documented using the AFSOC Form 391, *Record of Administrative Action*. After all actions are complete, one copy of this form will be filed with the student's training records and out-processing actions from formal training will begin. (T-2)

3.9.2.2. Students may be eliminated by a faculty board if they:

3.9.2.2.1. Exhibit lack of adaptability, which is the inability to complete the course because of physical, psychological, or personality factors. These members require an evaluation from both medical and rated personnel. This category includes airsickness and Manifestation of Apprehension (MOA).

3.9.2.2.2. Fail to demonstrate the potential to complete the course within syllabus constraints.

3.9.2.2.3. Engage in misconduct punishable under the articles of the Uniform Code of Military Justice.

3.9.2.2.4. Demonstrate improper conduct, attitude, or lack of responsibility toward assigned duties or obligations. This may include character disorders that raise doubt about the student's fitness for continued service. Units should contact the FTU director of operations for guidance in specific situations.

3.9.3. Students may be disenrolled prior to course completion if they:

3.9.3.1. Are recalled by the parent unit or higher headquarters in accordance with [paragraph 3.6.2](#).

3.9.3.2. Are hospitalized for 30 calendar days or more. The student may be considered for reinstatement at a later date.

3.9.3.3. Students who are unable to progress in training for 30 calendar days or more, or as determined by the FTU/CC, the FTU/CC must determine if the student should remain or be removed from training. If removed, MilPDS will be updated with the appropriate student status code.

3.10. Inability of the FTU to Complete the Syllabus. When training cannot be completed at the FTU due to lack of resources, the training wing commander may release students from training prior to achieving course Required Proficiency Levels (RPLs) after coordinating with and getting approval of the gaining unit commander.

3.10.1. Notify AFSOC/A3T. (AFRC/A3D or AFRC/A3J as appropriate per [paragraph 1.4](#). NGB/A3TR for ANG students).

3.10.2. If the student is released from training on a restricted AF Form 8 and the gaining operations unit intends to complete the training, the operations unit is not required to receive an SMT waiver. The operations unit can accomplish the requisite in-unit training in order to remove restrictions from the member's AF Form 8.

3.10.3. If the student is released from training and is not on a restricted AF Form 8 (e.g., a special mission qualification or evaluation is not complete) a SMT waiver is required, if the gaining unit intends to complete the training. If SOI changes are requested, include an SOI waiver on the same letter.

3.10.4. If released early from training, a student's formal training status will not be changed to "graduated" unless an approved SOI waiver exists.

3.11. Student Performance Reports. The FTU will accomplish DAF Form 475, *Education/Training Report*, for eligible students in accordance with AFI 36-2406, *Officer and Enlisted Evaluation Systems*.

3.12. FTU Training Day. Students in formal flying training programs do not perform duties in excess of 12 hours per day unless authorized in the applicable syllabus. **(T-3)**

3.12.1. Scheduling Training. The actual duration limit for student academic training will not exceed eight hours for new, testable material during each training day unless authorized in the applicable syllabus. **(T-2)** Examinations or formal testing time shall count toward the eight-hour academic day duration limitation computation. **(T-3)**

Chapter 4

AIRCREW TRAINING RECORDS

4.1. Training Documentation. Unless otherwise noted, AFSOC/A3T is the waiver authority for training documentation.

4.1.1. Training Folders. Use AFSOC-approved electronic grading systems in-lieu-of AFSOC paper training folders and forms when available.

4.1.2. AFSOC Aircrew Training Grading and Documentation Procedures provides detailed documentation guidance and samples. This document describes how to complete aircrew training records (paper and electronic) and will be followed when documenting training. The document is located on the AFSOC Aircrew Training Site.

4.2. Aircrew Training Grading and Documentation Procedures. Instructors will grade mission tasks and provide a detailed training summary for:

4.2.1. Each training event.

4.2.2. Unusual occurrences that could affect the student's progress.

4.2.3. Syllabus deviations.

4.2.4. Additional training sorties (i.e. "X" rides).

4.2.5. Training folder reviews.

4.2.6. Removal or reinstatement into training.

4.2.7. Syllabus waivers.

4.2.8. Failure of any test or evaluation.

4.2.9. Administrative hold.

4.3. Proficiency Level Grading Standards. Use the **Table 4.1.**, Task Performance Codes, and **Table 4.2.**, Task/Subject Knowledge Codes, when grading using: AF Form 4109, *SOF/CSAR Aircrew Training Record*, AF Form 4110, *Comments – SOF/CSAR Training Record*, AF Form 4111, *SOF/CSAR Training Record*, Patriot Excalibur (PEX), or electronic equivalent form.

4.3.1. Task Performance Codes. Task Performance Codes (**Table 4.1**) are used when a detailed observable activity or behavior is associated with the execution or completion of a required function or unit of work.

Table 4.1. Task Performance Codes.

CODE	TASK PERFORMANCE	DEFINITION—Individual
1	Extremely Limited	Can do most activities only after being told or shown how.
2	Partially Proficient	Can do most of the behaviors in the activity, but not necessarily to the desired levels of speed, accuracy and safety.
3	Competent	Can do and show others how to do the behavior in activity at the minimum acceptable levels of speed, accuracy and safety.
4	Highly Proficient	Can do all behaviors in activity at the highest level of speed, accuracy and safety.

4.3.2. Task/Subject Knowledge Codes. Task/Subject Knowledge Codes (**Table 4.2**) are used when determining a basic level of knowledge or understanding about a given subject or task at hand. Additionally, code “R” (Reviewed) may be entered when previously evaluated material is reviewed to ensure a desired level of proficiency is maintained.

Table 4.2. Task/Subject Knowledge Codes.

CODE	TASK/SUBJECT KNOWLEDGE	DEFINITION—Individual
A	Facts/Nomenclature	Can identify basic facts and terms about the subject or when used with a performance code, can state nomenclature, simple facts or procedures involved in an activity.
B	Principles/Procedures	Can explain relationship of basic facts and state general principles about the subject or when used with performance code, can determine step-by-step procedures for set activities.
C	Analysis/Operating Principles	Can analyze facts and principles and draw conclusions about the subject or when used with a performance code, can describe why and when each activity must be done and tell others how to accomplish activities.
D	Evaluation/Complete Theory	Can evaluate conditions and create new rules or concepts about the subject when used with a performance code, can inspect, weigh and design solutions related to theory involved with activities.

4.3.3. GTIMS Task Proficiency Levels. **Table 4.3** prescribes the proficiency levels for assigning grades to specific training tasks. Definitions for knowledge are underlined, while **definitions for performance are in bold**. Instructors assign grades on the student’s

proficiency without regard to the student's type and amount of training. When assessing between grades 0 through 3, instructors will assign grades based off the lowest knowledge or performance definition assessed. For example, a student who can state or discuss facts, nomenclature, terms, procedures, or techniques involved in an activity with an instructor, but can only **perform basic procedures involved in an activity with significant assistance from an instructor**, would receive a grade of 1.

Table 4.3. GTIMS Task Proficiency Levels.

Event Grade	Definition
- (No Grade)	Performance was not observed or element was not performed.
I (Introduction)	Introduction or familiarization training was conducted, but the individual is not held responsible for task performance or knowledge in this phase of training.
0 (1A Equivalent)	Can do tasks/understands topics only after being introduced, told or shown.
1 (2B Equivalent)	<u>Can identify basic facts and state nomenclature/terms</u> and/or perform basic procedures involved in an activity with significant assistance from an instructor.
2 (2B/2C Equivalent)	<u>Can state/discuss facts and nomenclature/terms/procedures/techniques involved in an activity with some assistance from an instructor.</u> Can do tasks, but not to the desired levels of speed, accuracy and safety.
3 (3C Equivalent)	<u>Can analyze/state/describe facts/principles/nomenclature/terms/procedure/techniques involved in an activity with no assistance from an instructor.</u> Can do tasks at the acceptable levels of speed, accuracy, and safety.
4 (3C equivalent with distinction for DG purposes.)	<u>Can evaluate/explain/describe facts/principles and nomenclature/terms</u> and/or perform procedures and create new concepts/techniques involved in an activity. When assigning a grade of 4, either the knowledge or the performance may match the description, but the knowledge and performance must meet criteria to award a grade of 3

4.3.4. **Overall Status and Description.** Use [Table 4.4.](#), [Table 4.5.](#) and [Table 4.6](#) to assign an overall status for each event.

Table 4.4. Overall Status and Definition.

Overall Status	Code	Definition
Complete	C	The student completed the event and there are no RPLs required for this event. Note: Exceptions for “X” rides and Remedial Training as defined in Chapter 5 and paragraph 7.12.
Satisfactory	S	The student met or exceeded the RPLs for the training event as defined by the SOI. The student advances to the next programmed lesson or training event.
Training Required	T	The student fell below a previously attained proficiency level for one or more training tasks and additional training events that include that training task remain in that phase. The student advances to the next programmed lesson or training event. One instance of regression ¹ in one or more training tasks and additional training events that include that task remain in that phase. The student advances to the next programmed lesson or training event.
Unsatisfactory	U	The student fell below a previously attained proficiency level on the same training task for two consecutive training periods or fell below the end of phase RPL with no training events remaining in that phase or if dangerous tendencies are noted. A second consecutive instance of regression ¹ in the same training task, or failure to meet the end of phase RPL with no training events remaining in that phase, or if dangerous and/or unprofessional tendencies are noted
Incomplete	I	For any training period graded as incomplete, the student will repeat the lesson or training period. All incomplete entries will be fully explained on the AF Form 4110, or electronic equivalent form.”.
Proficiency Advancement	P	Proficiency advancement is awarded in lieu of actual job element accomplishment when warranted by student’s previous performance and knowledge. The student advances to the next programmed lesson or training period.
<p>Note 1: Regression is defined as either of the below circumstances:</p> <p>a. If an entry/min RPL exists for that task and the student is graded below the entry/min RPL.</p> <p>b. If an entry/min RPL does <u>not</u> exist and the student falls below a previously attained proficiency level – that is regression, as long as the previously attained proficiency level is not above the Required Proficiency Level for that phase.</p>		

4.3.5. Incomplete Status. The overall grade will be an incomplete under one of the following conditions:

4.3.5.1. Required training period training tasks were not graded and:

4.3.5.1.1. The student has not previously attained the RPL of the missed training task.

4.3.5.1.2. The RPL changes to a higher level on the next training period or it is the last training period in a block or phase.

4.3.5.1.3. The student was graded "I" on the previous training period and the missed training task(s) could not be accomplished during the current training period.

4.3.5.2. If "I" is used, it will be followed by the reason (e.g. I-WX). Use the reasons listed in [Table 4.5](#).

Table 4.5. Incomplete Status.

Reason	Code	Definition
Maintenance	MX	Maintenance abort or delay
Operations	OPS	Operations abort or delay
Sympathetic	SYM	Sympathetic abort or delay, which is used when training with another asset or aircraft is required
Weather	WX	Weather abort or delay
Incompatible	IN	Student requirements being incompatible with the sortie being flown
Physiological	PHY	Physiological event
Other	OTH	Reasons other than those stated here

4.3.5.3. Training Mission Codes and Grading Situations that are Unique to FTU and SMT Formal Training. For students enrolled in a formal training course (FTU or SMT), the status codes in [Table 4.6](#) may be used.

Table 4.6. Status Codes Unique to Formal Training Units.

Reason	Code	Definition
Exceptional	E	The student exceeded all required proficiency levels and tasks in an exceptional manner.
Direct Support	DS	This is a sortie flown by the student that is in Direct Support to other student training or a follow-on mission. The sortie is either graded complete (C) or (U) unsatisfactory if dangerous tendencies are witnessed.

4.3.6. Narrative Entries.

4.3.6.1. The first entry will be the “entry into training” write-up unless substituted with a locally produced form or TRB minutes.

4.3.6.2. Each scheduled training session involving either a simulator or aircraft that is cancelled after student and instructor have arrived, will be documented. Instructors or flight examiners will make comments for all training sessions or flights.

4.3.6.3. Generalized comments, such as, "Student made several minor errors on preflight that were corrected by the instructor," are not acceptable. Specific errors must be documented.

4.3.6.4. Entries will document the mission profile, student strengths, student weaknesses, and recommendations.

4.3.6.4.1. Profile. This section should start by listing the sortie or event completed and the grade earned; or indicate why the sortie was incomplete, if it was not finished for any reason, and what items yet remain to complete it. A brief description of weather and other related factors (i.e., EMI levels for an NVG sortie or sea state for a water ops sortie) should be the next item. The rest of the section should be a brief summary of training completed, to include specific events and number of iterations where relevant. It should be written so that the next instructor has no doubts where to pick up the training. Detailed comments will be entered whenever the performance level attained is below the printed RPL.

4.3.6.4.2. Strengths. This section should be a brief summary of the student's strengths. Make every effort to identify useable, relevant strengths to further build a picture of student progression for the next instructor. There should always be some strength or strengths to emphasize but if the sortie does not lend itself to identifying any or none are noted, state "none noted."

4.3.6.4.3. Weaknesses. This section should be a detailed summary of the student's weaknesses. A summary of weaknesses is recommended, but specific task name or ID number must be utilized to provide concise feedback to the student in regards to specific areas needing improvement. It should contribute to the next instructor's ability to understand the proficiency level the student has attained. It should also give the student areas in which to strive for improvement. An honest assessment is critical but avoid being overly harsh or judgmental. There should always be some weakness or weaknesses to emphasize but if the sortie does not lend itself to identifying any or none are noted, state "none noted."

4.3.6.4.4. Recommendations. This section is written primarily for the next instructor but should also include recommendations for the student where applicable. List items the next trainer should emphasize or other suggestions to maximize the student's next training event. Enter the next recommended step for the student (i.e., continue with training, proceed to evaluation, proficiency advance, etc.).

4.3.6.4.5. Signature. The individual making the entry will sign after each write-up, and print his/her name and crew/supervisory position. The student will initial next to the trainer's signature. This only indicates that he/she has read and understands the entry. It does not necessarily indicate agreement/concurrence. If the electronic grading system digitally tracks who submitted the write-up, their signature is not required. The student still needs to review and sign the entry using equivalent electronic means.

4.4. Unusual Circumstances. In some instances, there may be conflicting guidance on what a student's status should be after a training sortie due to various grading scenarios. Use the following guidance for such situations. In instances that are not covered below or elsewhere within this instruction, consult with the program manager, student's flight commander, ADO, or DO for guidance. Document on AF Form 4110, or electronic equivalent form, the prescribed course of action for grading.

4.4.1. Training Required (T) or Unsatisfactory (U) on an Incomplete (I) Sortie. Because a student may accomplish gradable tasks on an otherwise incomplete sortie, the student may receive a "T" or a "U" status on an incomplete sortie given the following conditions.

4.4.1.1. The student received a "T" per **Table 4.4** and the student would otherwise receive an "I" for other missed job element(s). In this case the student would receive a "T/I" followed by the reason for the incomplete sortie (MX, WX, OPS, IN, PHY, OTH, or SYM). For example, the student may receive a "T/I-WX." The student will repeat the lesson or training period.

4.4.1.2. The student received a "U" per **Table 4.4**, and the student would otherwise receive an "I" for other missed job element(s). In this case the student would receive a "U/I" followed by the reason for the incomplete sortie (MX, WX, OPS, IN, PHY, OTH, or SYM). For example, the student may receive a "U/I-WX." The student requires a progress review before scheduling any additional training. If remedial training is prescribed and successfully accomplished, the student will then repeat the lesson or training period. **(T-2)**

4.4.2. In the event a student is graded "U," but the student fell below a previously attained proficiency level for other job elements that would otherwise require a "T" status, the student is graded "U" and will be allowed until the end of prescribed remedial training (if any is given) to bring that additional downgraded task back up to the previously attained proficiency level. Failure to do so will result in another "U." Should remedial sorties be prescribed, see **paragraph 7.12** for grading procedures. **(T-2)**

4.4.2.1. If a student should fall below a previously attained proficiency level during any remedial training, the student will be allowed until the end of remedial training to bring the grade for that task back up to the previously attained proficiency level. The student is graded "T/X" for that mission to indicate that he or she fell below a previously attained proficiency level for one or more job elements not associated with the original unsatisfactory grade, and the student moves on to the next remedial training sortie. Failure to bring that additional downgraded task back up to the previously attained proficiency level by the end of prescribed remedial training will result in an unsatisfactory "U" grade. **(T-2)**

4.4.2.2. If a student should fall below a previously attained proficiency level on the final remedial training sortie on a job element not associated with the original unsatisfactory grade, and the student performs satisfactorily on deficient tasks that triggered the original unsatisfactory grade, and regular training flights remain before the end of the phase, the student is then graded "T" and moves on to the next programmed lesson or training period. **Note:** Remedial training will be annotated the same as the deficient academic, simulator, or flying lesson followed by an "R" (Example: T4-R-1, T4-R-2, etc.). **(T-2)**

4.5. Training Folder Reviews. Training units (to include squadrons conducting SMT and in-unit training) will conduct training folder reviews on all open training records (i.e., training is not complete) as outlined below. **(T-2)**

4.5.1. Review Documentation. For paper training records, annotate on the AF Form 4110 or unit developed worksheet maintained in student training records. **(T-2)** For PEX, annotate using the PEX periodic review function or by using a 'Course MFR' within the PEX training folder. **(T-2)** For GTIMS, annotate using the GTIMS 4293-writeups or GTIMS grade sheet review function. **(T-2)**

4.5.2. Periodic Review. The training folder will be reviewed every two months. **(T-2)**

4.5.2.1. This review will be accomplished by the flight commander, ADO, or the unit training office when conducting SMT. **(T-2)**

4.5.2.2. A review is required when the training is complete. **(T-2)**

4.5.3. Training Less Than 30 Training Days. If the SOI does not have specific training phases and is scheduled to be completed in less than 30 training days (based on the SOI), no periodic review is required.

4.5.3.1. When a student's training duration exceeds the duration of the training (based on the SOI), then a periodic review is required. **(T-2)**

4.5.3.2. Additional reviews will be accomplished at one-month intervals until the training is complete. **(T-2)**

4.5.3.3. A review is required when the training is complete. **(T-2)**

4.5.4. In-Unit Training (not SMT). Units will review training folders using the same guidance as training conducted in a FTU or training conducted via SMT. **(T-2)** Reference the previous guidance provided for end-of-phase reviews and periodic reviews, paragraphs [4.5.1](#) through [4.5.3](#). **(T-2)**

4.5.5. Conducting Training Folder Reviews. The review will ensure all training is correctly documented and that instructor write-ups adequately document student performance. **(T-2)**

4.5.5.1. If errors are discovered, take immediate action to correct them or document reasons the errors could not be corrected (e.g., instructor not available for signature). **(T-2)**

4.5.5.2. Ensure the trainee is progressing in a satisfactory manner, identify any significant problems encountered, and recommend any adjustments to training. **(T-2)**

4.5.5.3. Review the time elapsed between training flights. **(T-2)** Ensure that X-Ride conditions and procedures were followed in accordance with paragraphs [5.2](#) and [5.3](#). **(T-2)**

4.5.6. Operations Officer Review. The unit operations officer will review the student's training folder prior to a flight evaluation. **(T-2)** Annotate the review on the AF Form 4109 or equivalent electronic means. Use an AF Form 4110 or equivalent electronic means for any comments. **(T-2)** **Note:** May delegate this responsibility to an ADO.

4.5.6.1. The operations officer review will focus on trainee progression. **(T-2)** Ensure the student's training is complete and the student has met applicable RPLs. **(T-2)**

4.5.6.2. Conduct a training folder review prior to the operations officer review.

4.6. Instructions for Closing Out Training Records. Whether a training program is successfully completed or terminated for other reasons (failure to progress, extended DNIF, etc.); the training record must be closed out. This is accomplished by a final entry in the trainee's last narrative entry. Units may substitute an MFR, or locally produced form. The final entry or form must be reviewed and signed by the unit operations officer.

4.6.1. Successful Completion of Training. For successful completion of training, the entry should indicate that all training has been satisfactorily completed, the new qualification or certification is awarded, and all records have been updated (to include the AF Form 4348, *USAF Aircrew Certifications*, letter of Xs, FEF, and ARMS database as required). It should also include any restrictions (if applicable).

4.6.2. Termination of Training. For termination of training (for cause or unrelated factors), the entry should indicate the reasons for termination of the upgrade and plans to re-enter the trainee into the program again at a later date (if any).

Chapter 5

ADDITIONAL TRAINING SORTIES

5.1. Extra Sorties to Regain Proficiency (X-Rides).

5.1.1. The student's flight commander may authorize additional flights to regain proficiency following extended breaks in training or to allow a student to fly on sorties where syllabus job elements will not be performed.

5.1.2. Squadron Commanders and operations officers have the authority to grant X-rides as circumstances warrant outside of the criteria listed in this chapter.

5.2. X-Ride Conditions.

5.2.1. Normally, a break of 14 calendar days since completing a training sortie in an individual phase of training is considered an extended break in training.

5.2.1.1. If during a 14-day period since a complete sortie, a student receives other training in an ATD, or flew sorties that were graded as Incomplete (I) and typical mission events were accomplished, then an X-Ride may not be necessary.

5.2.1.2. Students early in a phase of training or those who have performed at a high level of proficiency during training may not need X-Rides.

5.2.2. A student will receive an X-Ride if they exceed 30 days since completing a training sortie during an individual phase of training, unless waived by the FTU commander or operations officer.

5.2.3. Sortie Type will be determined prior to the sortie and will not be changed after the sortie commences.

5.2.4. An X-Ride will not be used as a recommendation ride prior to a checkride. This does not preclude the use of an X-ride after the recommend ride due to a break in training.

5.3. X-Ride Procedures.

5.3.1. The student's flight commander will make an entry on AF Form 4110, or electronic equivalent form, stating that the student is granted an X-Ride(s). **(T-2)** The comments will include the reasons for needing the X-Ride. **(T-2)** The student's instructor may make the entry on AF Form 4110, or electronic equivalent form, with reasons stated and the flight commander will note concurrence or non-concurrence. The student's flight commander may authorize up to two consecutive X-Rides. The FTU operations officer may grant additional consecutive X-Rides.

5.3.2. The X-Ride(s) will consist of typical mission events consistent with the student's phase of training. If primary job elements were missed, the student's status will be "I." **(T-3)**

5.3.3. X-Rides will be referred to on the Flying Training Summary of the Aircrew Training Record (AF Form 4109) as "X" followed by the number of which X-Ride it is for the student. For example, a student's first X-Ride will be X-1, the second X-Ride will be X-2, and so on. A complete X-Ride will be graded as complete (C) or incomplete (I) followed by the student status or reason for incomplete (MX, WX, etc.).

5.3.4. Instructors will make comments for all X-Rides on the AF Form 4110, or electronic equivalent form. Instructors will thoroughly document all phases of the mission.

5.3.5. Events accomplished by the student on an X-Ride will be documented on the AF Form 4111, or electronic equivalent form, for the student's phase of training. Instructors will grade the student's proficiency on tasks (for example: 1A, 2B, etc.). This indicates to future instructors what tasks the student accomplished on the X-Ride(s). If a student regresses in proficiency for a task on an X-Ride, this does not warrant a "T" status—the student is still graded "C." Some regression in proficiency may be normal on an X-Ride, but this does not mean the student is entitled to an additional X-Ride for proficiency. The student will be graded normally on the next programmed training mission after completion of the X-Ride(s). **Note:** X-rides will be graded "U" only if the student's performance compromises safety to the extent that further flights are not recommended.

5.3.6. If the student is not at a proficiency level consistent with the level the student achieved prior to the break in training, one additional X-Ride may be authorized by the student's flight commander. The operations officer may approve more than two consecutive X-Rides. An entry on an AF Form 4110, or electronic equivalent form, indicating the approval of this request will be signed by the flight commander or operations officer as appropriate.

Chapter 6

MEDICAL MANAGEMENT

6.1. Medical Management Requirements.

6.1.1. General. The student or the student's instructor will ensure squadron leadership is informed when students exhibit episodes of abnormal physical, mental, or behavioral conditions or symptoms for referral to the Flight and Operational Medicine Office. **(T-3)** Students that experience any physiological event should be referred to the Flight and Operational Medicine Office for evaluation. Additionally, students must inform their flight commander or primary instructor if they go on DNIF status for any reason.

6.1.2. Airsickness.

6.1.2.1. If a student experiences incapacitating airsickness during a training sortie, the instructor will document the event on the AF Form 4110, or electronic equivalent form, for that sortie and refer the student to the Aerospace Medicine Provider at the next opportunity in coordination with that student's flight commander or primary instructor. **(T-2)** Incapacitating airsickness includes "active airsickness," in which the student experiences vomiting and "incapacitating passive airsickness," in which the student does not vomit, but may experience nausea or disorientation to the point that he or she is not capable of performing his or her duties during the sortie.

6.1.2.2. The Flight Surgeon will apply internal airsickness protocol (detailed below) to proactively treat the source of the student's airsickness. **(T-3)** In the extremely rare instance where airsickness problems persist after following the Aerospace Medicine Provider airsickness protocol, a Second Level Progress Review will be held to determine if the student's case will be forwarded to an FEB or for removal from training. **(T-3)**

6.1.2.2.1. The Airsickness Management Program provides Team Aerospace with the necessary tools to aggressively manage airsickness in FTU students. Timely, coordinated efforts between the Aerospace Medicine Provider, aerospace physiologist, and flying supervisors are vital to the success of this program. The goal is to restore the student's confidence and thereby his/her ability to continue training, using any or all methods at the team's disposal. Reference **Attachment 6** for a communication tool between the FTU, flight medicine and Aerospace Physiology.

6.1.2.2.1.1. During the academic phase of training, an Aerospace Medicine Provider, aerospace physiologist, or an aerospace physiology technician (under the supervision of an Aerospace Medicine Provider or aerospace physiologist), will brief FTU students on airsickness before they participate in flight or simulator training. **(T-3)**

6.1.2.2.1.2. At the first episode of airsickness, the Aerospace Medicine Provider should perform a thorough medical evaluation. If no underlying medical cause is found, determine if the proper preventive measures learned in the academic phase were followed. Review all academic phase resources, if necessary. Consider early pharmacological intervention in situations where a student's prior history of air or motion sickness is identified, or where he or she manifests unusually high anxiety levels not believed to be associated with MOA. Refer to the most recent Official

Air Force Aerospace Medicine Approved Medications guide for approved treatment options. Pharmacological therapy is given one to two hours prior to flight for three consecutive flights.

6.1.2.2.1.3. FTU students who continue to be airsick will receive progressive relaxation training and may continue or begin pharmacologic therapy at the discretion of the Aerospace Medicine Provider Office. For members identified to begin pharmacologic therapy, recommend ground testing prior to first flight rather than waiting after manifestation of medication-induced nausea. If a student gets airsick while on medication, Aerospace Medicine will ground-test the student with the medication prior to the next flight to rule out the potential for medication-induced nausea. At each base, available qualified personnel will teach relaxation training by demonstrating breathing techniques, providing biofeedback, and using imagery skills. **(T-3)** Personnel may use personal instruction and/or audiovisual media to accomplish this training.

6.1.2.2.1.4. After three or more airsickness episodes, students should receive physiologic adaptation with the Barany chair IAW AFPAM 11-406, Aerospace Physiology Program Guidance, and any local operating instructions. A refresher spin in the Barany chair is recommended with any additional airsickness episode. If for any reason a student has missed several days of flying, a refresher spin should be given prior to flying. Concurrently, Aerospace Medicine Provider should begin to examine the student's motivation to continue training. This may require frank discussions with instructors and squadron leadership. Individuals who maintain safe aircraft control during active or passive episodes of airsickness without the need for instructor pilot intervention should be assessed as having high motivation and generally encouraged to continue in training. Consider involving mental health to evaluate for MOA as indicated.

6.1.2.2.1.5. For FTU students, close collaboration between the Aerospace Medicine Provider and the student's instructors/supervisors will determine a course of action and what constitutes a reasonable trial of interventions and failure of the program.

6.1.2.2.1.6. Student aviators who relapse after successful adaptation due to a period away from flying (DNIF, emergency leave, etc.), should continue in training with the expectation that re-adaptation will occur more rapidly.

6.1.2.2.1.7. Students with refractory airsickness should be eliminated from flying training administratively for lack of adaptability, unless an organic or psychiatric etiology requires medical disqualification. Student aviators with persistent airsickness need not be eliminated for airsickness alone unless it prevents the aviator from satisfactorily accomplishing his or her duties, or is associated with an MOA or some organic or psychiatric cause.

6.1.3. Fear of Flying. FTU students with a stated fear of flying must meet Diagnostic and Statistical Manual of Mental Disorders criteria for phobia to be medically disqualified. Fear of flying is considered a lack of adaptability, unless an organic or psychiatric etiology requires a medical disqualification action.

6.1.4. Manifestation of Apprehension.

6.1.4.1. Definition. MOA is a state of psychological anxiety, apprehension, or physical impairment a student exhibits toward the training environment.

6.1.4.2. Symptoms. MOA symptoms may include passive or active airsickness, insomnia, appetite loss, anxiety, or tension related to the flying or controlling environment. Students may try to mask MOA symptoms with frequent vague medical problems, frequent visits to the Aerospace Medicine Provider, lack of preparation, or day dreaming. Performance deterioration or airsickness is more common and occurs over a long period.

6.1.4.3. Identification. At times, the best possible identification of MOA is an instructor's subjective evaluation. A student's sudden lack of motivation, negative attitude toward learning, loss of sense of humor, or other personality changes may indicate MOA. The instructor informs the flight commander (FLT/CC) when a student's performance is impaired because of actual or suspected MOA.

6.1.5. Management Procedures. The SQ/CC or FLT/CC requests an Aerospace Medicine Provider examination for a student with MOA symptoms. If no psychological or physical problems are present, the student is medically qualified for flying and controlling duties. The decision to eliminate a student for MOA reasons is an operational decision based on mission impairment and operational risk management. The SQ/CC reviews the student's training record and enters justification for recommending elimination for MOA. For rated crewmembers, refer to DAFMAN 11-402, as supplemented.

6.2. Administrative Requirements for Flying Training Supervisors and Aerospace Medicine Providers.

6.2.1. An instructor or squadron supervisor may direct a student to visit the Aerospace Medicine Provider, or a student may self-initiate the visit.

6.2.2. If a student's DNIF status changes, Aerospace Medicine Provider Offices communicate DNIF status (2992) utilizing ASIMS.

6.2.3. The appropriate supervisor will approve dental and flight surgeon examinations (other than sick call and emergencies) before scheduling a dental or Aerospace Medicine Provider appointment.

Chapter 7

PROFICIENCY ADVANCEMENT AND PROGRESS REVIEWS

7.1. General. This chapter describes proficiency advancement and progress review procedures for students who either are progressing ahead of schedule or who are not meeting or maintaining standards.

7.2. Proficiency Advancement. Students may proficiency advance on aircraft flights, ground training sessions, or simulator flights on a case-by-case basis if the proper RPL has been attained in that task.

7.2.1. The student's flight commander, based on recommendations of the student's instructor, can approve proficiency advancement for a total of two training events (ground training sessions, simulator flights, or aircraft flights) during an individual phase of training.

7.2.2. Proficiency advancements beyond a total of two training events during an individual phase of training requires training squadron operations officer or commander approval. Document proficiency advancement as follows:

7.2.2.1. The student's instructor completes and signs an AF Form 4110, or electronic equivalent form, including a recommendation for proficiency advancement.

7.2.2.2. The flight commander will enter a separate write-up in the AF Form 4110, or electronic equivalent form, documenting concurrence or non-concurrence. If applicable, the flight commander or instructor will grade the proficiency advanced events "P" on the AF Form 4111 or electronic equivalent form.

7.2.2.3. For proficiency advancements requiring training squadron operations officer or commander approval, the operations officer or commander will review the recommendations and note concurrence or non-concurrence on the AF Form 4110 or electronic equivalent form.

7.2.2.4. The student will initial below the concurring official's remarks on the AF Form 4110, or electronic equivalent form, to indicate acknowledgment of the proficiency advancement.

7.3. Failure to Meet or Maintain Standards. Considerations for Poor Progress. Although students normally have only temporary difficulty requiring extra training and monitoring, a situation could continue to the point requiring a FEB. For this reason, it is important to accurately record the relevant information and ensure the documentation does not exaggerate, understate, or exceed the scope, extent, or severity of the deficiency.

7.4. Progress Reviews.

7.4.1. Progress Reviews are conducted as First, Second, or Third level (Final). Circumstances that drive a given level of review and procedures for each level are detailed below. Regardless of level, personnel conducting progress reviews will:

7.4.1.1. Meet with the student, instructor(s) or examiner involved, and flight commander to review the student's progress.

7.4.1.2. Interview the student. Questions about the following, or other suspected areas, can be used to determine cause:

7.4.1.2.1. Medical problems.

7.4.1.2.2. Personal problems.

7.4.1.2.3. Sleeping problems.

7.4.1.2.4. Education level.

7.4.1.2.5. Study habits.

7.4.1.2.6. Testing problems.

7.4.1.2.7. Problems in reading or math comprehension.

7.4.1.2.8. Student's evaluation of instruction and instructors.

7.4.1.2.9. Amount of remedial training requested and received.

7.4.1.2.10. Student's evaluation of his/her performance during training.

7.4.1.3. Provide an opportunity for Progress Review members to further interview the student.

7.4.1.4. Allow the student to respond to questions.

7.4.1.5. Provide the student an opportunity to speak openly about his/her training.

7.4.1.6. Document observations and recommendations on AF Form 4110 or electronic equivalent form. Prescribed remedial training will not normally exceed two aircraft flights or two simulator flights. Brief the student on his/her status using the table in [Attachment 2](#).

7.4.1.7. Notify training squadron operations officer (or designated representative), training squadron commander, appropriate scheduler (if required), and the training squadron registrar (if appropriate) of recommendations and actions.

7.4.1.8. Coordinate with the student's flight commander and/or course director to coordinate/oversee additional follow-on actions (remedial training, training date limits, Faculty Board).

7.4.2. First-Level Progress Review. A First-Level Progress Review is a detailed assessment by the appropriate flight commander of a student's training progress to determine the effectiveness of training and the student's ability and desire to attain the RPLs prior to remedial training or a Second-Level Progress Review. The flight commander or designated representative will conduct a First-Level Progress Review whenever a student does one of the following:

7.4.2.1. Fails a practical exercise. **(T-3)**.

7.4.2.2. Fails an End-of-Block (EOB), End-of-Phase (EOP), End-of-Course (EOC), or Stan/Eval examination. **(T-3)**

7.4.2.3. Fails to show progress during a training phase. **(T-3)**

7.4.2.4. Receives an overall unsatisfactory grade on a ground training mission, simulator or flying training mission. **(T-3)**

7.4.2.5. Falls below the same task element proficiency level on two consecutive flights for which the student had previously acquired a satisfactory proficiency. **(T-3)**

7.4.2.6. Fails to meet all RPLs on the last flight of the syllabus, prior to a scheduled evaluation. **(T-3)**

7.4.2.7. Receives a Q-3 on an evaluation. **(T-3)**

7.4.2.8. Exhibits safety of flight violations. **(T-3)**

7.4.2.9. Fails to meet end of phase RPLs. **(T-3)**

7.4.2.10. Requests to self-eliminate. **(T-3)**

7.5. First-Level Progress Review Documentation. When any of the items listed in [paragraph 7.4.2](#) occur, the instructor will make an entry on the AF Form 4110, or electronic equivalent form, to include a statement of failure (include relevant conditions), any associated problems, and any additional training recommendations. This entry may be part of the AF Form 4110, or electronic equivalent form, comments for the associated flight, simulator mission, or ground training session that triggered the First Level Progress Review. The instructor will debrief the student's status to the student's primary instructor or flight commander.

7.6. First-Level Progress Review Procedures.

7.6.1. The flight commander, or designated representative, meets with the student and instructor or examiner to review the student's progress. Document observations and recommendations on AF Form 4110 or electronic equivalent form. Advise the training squadron ADO and/or operations officer of recommendations.

7.6.1.1. Multiple First-Level Progress Reviews may be accomplished for a student. Typically, a student will be allowed one First-Level Progress Review for each phase of training. However, if a student has received a First-Level Progress Review in an earlier phase of training and repeats that deficiency in a later phase of training, the student will receive a Second-Level Progress Review.

7.6.1.2. In the event of unusual circumstances in training, such as an extended break for medical reasons, or restarting training altogether, the training squadron operations officer may approve another First-Level Progress Review if needed. Approval for an additional First Level Progress Review will be documented on the AF Form 4110 or electronic equivalent form for that review.

7.6.2. The training squadron operations officer or designated representative will review the documentation/recommendations annotated by the flight commander or designated representative who conducted the progress review and note concurrence or non-concurrence on the AF Form 4110 or electronic equivalent form.

7.6.3. The flight commander actions include:

7.6.3.1. Coordinate and oversee follow-on actions (for example, remedial training, proficiency flights, Second Level Progress Review, and so forth). Document the actions

on an AF Form 4110, or electronic equivalent form, and ensure the appropriate scheduler is notified of required follow-on actions.

7.6.3.2. Ensure any remedial training is accomplished before the student continues with the course. This training must be documented in accordance with [paragraph 7.11](#) of this instruction. If the student satisfactorily completes remedial training and has attained the required level of performance, continue the student in the normal course of instruction. If the student has not attained the prescribed standards upon completion of any remedial training, conduct a Second-Level Progress Review.

7.7. Second-Level Progress Review. A Second Level Progress Review is a detailed assessment, by the operations officer, of a student's training progress to ensure that training provided to the student has been effective and the student has the desire and ability to attain the RPLs. Failure to meet previously attained proficiency levels during remedial training directed as a result of a Second Level Progress Review can result in the recommendation for a FEB. The training squadron operations officer (or designated representative) will conduct a Second Level Progress Review when a student:

7.7.1. Fails a second time to attain a satisfactory grade on a practical exercise.

7.7.2. Continues to make unsatisfactory progress following a previous Progress Review for the same or associated deficiencies.

7.7.3. Fails to attain a satisfactory grade on a remedial simulator or flying lesson.

7.7.4. Receives an overall unsatisfactory grade on a second ground training mission, simulator or flying training mission in the phase

7.7.5. Fails remedial academic training.

7.7.6. Fails an EOB, EOP, EOC, or Stan/Eval examination for a second time.

7.7.7. Requests to self-eliminate following a First-Level Progress Review.

7.7.8. Is recommended by their course manager or flight commander for a Second-Level Progress Review for any other reason not previously mentioned.

7.8. Second-Level Progress Review Documentation. When any of the items listed in [paragraph 7.7](#) occur, the instructor or flight examiner will make an entry on AF Form 4110, or electronic equivalent form, to include a statement of failure (include relevant conditions), any associated problems, and any additional training recommendations, if deemed necessary. This entry may be part of the AF Form 4110, or electronic equivalent form, comments for the associated flight, simulator mission, or ground training session that triggered the Second Level Progress Review.

7.8.1. The instructor will debrief the student's status to student's primary instructor and flight commander, or their designated representative.

7.8.2. The student's flight commander or primary instructor will notify the training squadron commander and operations officer of the student's status.

7.9. Second-Level Progress Review Procedures.

7.9.1. The training squadron operations officer will perform the procedures outlined in [paragraph 7.4.1](#).

7.9.2. The training squadron commander will review the operations officer's recommendations following the conclusion of the Second-Level Progress Review and note concurrence or non-concurrence on the same AF Form 4110 or electronic equivalent form.

7.9.3. If elimination is recommended following the Second-Level Progress Review, a FEB will be convened. Squadron Commanders should use the findings in the progress review and the information in DAFMAN 11-402, Chapter 4, to determine if an FEB is appropriate.

7.10. Third Level (Final) Progress Review. If a Second-Level Progress Review has been conducted and the student has not attained the prescribed standards upon completion of remedial training, a Final Progress Review will be conducted by the squadron or FTU commander to review the student's training. All progress reviews beyond a Second Level Progress Review within an individual phase of training will be referred to as a Final Progress Review. They will be conducted and documented in same manner as a Second Level Progress Review. Typically, elimination is recommended at the Final Progress Review. Further remedial training past the Final Progress Review must be approved by the FTU commander (FTU/CC). If elimination is recommended following the Second Level Progress Review or subsequent Final Progress Review, a FEB will be convened.

7.10.1. The student's flight commander will:

7.10.1.1. Notify the FTU SARM office as soon as a student is suspended from flying or the student requests self-elimination from training.

7.10.1.2. Forward the student's grade book to the Student Management Flight when progress review board minutes, training summary report, and AF Form 4110, or electronic equivalent form, entry are signed and in the training folder.

7.10.2. Training squadron or training support squadron Student Management Flight will:

7.10.2.1. Coordinate for a FEB (IAW DAFMAN 11-402).

7.10.2.2. Manage students during casual status.

7.10.2.3. Coordinate for retraining as required.

7.10.2.4. Build elimination folder for coordination IAW DAFMAN 11-402.

7.11. Quality Assurance. During any progress review, if any contractual issues (contract instructors, courseware, scheduling, etc.) are judged to be a contributing factor, contact the squadron Project Officer (PO)/COR to coordinate corrective actions.

7.12. Remedial Training. This is additional training given after a student fails a measurement or does not attain an RPL. The instructor or flight commander recommends the type and amount of training, during a Progress Review. The training squadron commander or operations officer approves the training. Remedial training will be completed prior to changing phases or proceeding in the course.

7.12.1. Academic Training. Additional instructor led classroom/computer-based training required to help the student attain an RPL will be documented in the training records to include the amount of time involved. Additional training will be coordinated through the primary instructor and applicable flight commander.

7.12.2. ATD/Aircraft Training. Remedial training required to improve a student's performance following an Unsatisfactory (U) grade, to include ground training, will be documented in the training records. ATD or academic training will be used whenever possible, prior to remedial aircraft flights. The following procedures apply to remedial training aircraft flights:

7.12.2.1. The appropriate flight commander will coordinate the highest priority possible commensurate with other training requirements.

7.12.2.2. Satisfactory student performance on remedial training sorties satisfies the original substandard training elements. All remedial training aircraft flight job elements will be graded. Usually, a maximum of two remedial training aircraft flights should be scheduled for any specific student deficiency.

7.12.2.3. On the first remedial aircraft flight, if the student performs satisfactorily in those previously identified deficiencies, the overall grade should be "S" and further remedial sorties are not required.

7.12.2.4. If subsequent remedial aircraft flights are required, the grade for the initial sorties would be "C", and the final sortie will be graded using normal grading procedures.

7.12.2.5. If any sorties are graded "U", the student will be scheduled for a second level progress review. **Note:** The first remedial training aircraft flight will be graded "U" only if the student's performance compromises safety to the extent that further flights are not recommended.

7.12.2.6. Deficient job elements will be focused on during remedial aircraft flights. However, a student will still be graded on all performed tasks throughout the mission. During a remedial aircraft flight, a student may fall below a minimum required proficiency level on tasks not associated with the Unsatisfactory (U) grade that triggered the remedial training. In such cases, a student may receive a "T" grade.

7.12.3. If the student satisfactorily completes remedial training and has attained the required proficiency level of performance, continue the student with the next syllabus event.

Chapter 8

FACULTY BOARDS

8.1. General. This chapter outlines the procedures for a Faculty Board. Enlisted students who have never accomplished a formal Mission Qualification evaluation (i.e. no AF Form 8, Certificate of Aircrew Qualification, mission check) are eligible for a Faculty Board if they do not meet training standards and have been deemed unfit to continue in training. The training wing commander or designee is the final approval authority for a Faculty Board.

8.2. Student's Right to Waive the Faculty Board. When a student is recommended for elimination and chooses to voluntarily waive the Faculty Board, the following procedures apply. Waiving the Faculty Board constitutes that the student agrees with the Second Level or Final Level Progress Review Board decision. See [Attachment 5](#) for a sample letter.

8.2.1. The training squadron commander will notify the gaining squadron commander and training wing commander.

8.2.2. Student Management Flight will:

8.2.2.1. Obtain the student's training folder and ensure all documents are signed.

8.2.2.2. Prepare an AFSOC Form 391, to include:

8.2.2.2.1. Statement of failure.

8.2.2.2.2. Associated training problems.

8.2.2.2.3. Statement of student's decision to waive a Faculty Board.

8.2.2.3. Forward AFSOC Form 391 to the training squadron commander for his/her signature.

8.2.2.4. Forward completed AFSOC Form 391 to the training wing commander.

8.2.3. The training wing commander, or designee, will approve or disapprove the administrative action recommended on the AFSOC Form 391 and return it to training squadron for processing IAW DAFMAN 11-402.

8.3. Faculty Board Procedures.

8.3.1. When Faculty Board action is required, the training squadron commander will assign personnel to the Board. Board members include, but are not limited to:

8.3.1.1. Training squadron commander.

8.3.1.2. Training squadron operations officer.

8.3.1.3. Appropriate training flight commander.

8.3.1.4. Training squadron senior aircrew member.

8.3.1.5. Senior aircrew member for the appropriate crew position.

8.3.2. The board will review the training records and ensure the student has been given sufficient opportunity to remediate and/or attain all necessary training to reach the required level of proficiency as determined by the AFSOC approved SOI.

8.3.2.1. As soon as possible, after the Faculty Board, the training squadron flight commander will schedule a meeting with the training squadron commander. The training squadron commander will brief the student on the findings/recommendations of the Faculty Board.

8.3.2.2. If student wishes to appeal the finding/recommendations, a meeting will be scheduled with the training wing commander. Ensure the student is aware of the availability of referral assistance to help solve personal problems.

8.3.2.3. Instruct the student to report to the Student Management Flight or equivalent flight.

8.3.3. The training squadron Student Management Flight or equivalent flight will:

8.3.3.1. Receive the student's training folder and ensure all documents are signed.

8.3.3.2. Prepare an AFSOC Form 391 to include statement of failure, associated training problems, and Faculty Board findings/recommendations. The recommendations should include whether to retain and re-enroll in training, retrain, or to separate, whichever is in the best interest of the Air Force.

8.3.3.3. Forward AFSOC Form 391 and any other supporting documents to the FTU commander for signature.

8.3.3.4. Forward the signed AFSOC Form 391 and supporting documents to training wing commander or designee.

8.3.4. The training wing commander will:

8.3.4.1. Meet with the student to discuss appeal considerations, if requested.

8.3.4.2. Approve or disapprove the finding/recommendations on the AFSOC Form 391 and return it to FTU for processing IAW DAFMAN 11-402.

8.3.4.3. Advise the student's gaining organization, through the appropriate AFSOC crew position functional manager, of the Commander's decision.

8.3.5. Upon receipt of the approved AFSOC Form 391, the student management flight will:

8.3.5.1. Forward Memorandum for Record to the Host Aviation Resource Management office to assign appropriate Aviation Service Code IAW DAFMAN 11-402.

8.3.5.2. The following procedures will be followed when a Faculty Board does not recommend a student be eliminated from training. The FTU/CC will:

8.3.5.2.1. Recommend the amount and type of remedial training.

8.3.5.2.2. Determine the student's status upon satisfactory or unsatisfactory completion of training.

8.3.5.2.3. Forward these recommendations via memorandum format to the training wing commander for final approval.

8.3.5.2.4. Return the student's records to the appropriate flight commander for continuation in training.

Chapter 9

SYLLABUS DEVELOPMENT, REVISION, AND MAINTENANCE

9.1. General. This chapter outlines the process, procedures and responsibilities for training program development, revision, maintenance, and control, to include SOI and course lesson map (CLM) development.

9.2. Process for Adding New Training. When adding a new course, follow the steps in the Air Force Instructional Systems Development Process as defined in DAFH 36-2675.

9.2.1. DAFH 36-2675, applies to new aircrew training programs.

9.2.2. Refer to AFI 10-217, to develop a training systems requirements analysis or a system training plan.

9.2.3. AFSOC/A3 will validate new training requirements and resource those requirements.

9.2.4. AFSOC/A3T will approve the Training Task List (TTL) and task the FTU to create the new SOI. AFSOC/A3T may request input for the TTL from the unit that will be tasked to provide the training.

9.2.5. Units requesting a new SOI for in-unit training or additional standardized training not taught by a formal training unit should submit a draft CLM and TTL to assist in the validation process.

9.2.6. Placing new content in existing SOIs should be considered prior to creating a new SOI.

9.2.7. Existing SOIs are reviewed biennially in the FCR process; however, an out of cycle revision is possible using the change update process.

9.2.8. The training wing will forward SOIs to AFSOC/A3T for final approval, signature, and publishing. **(T-2)**

9.2.9. The following provides general steps to follow in developing new training. It does not replace the procedures outlined in DAFH 36-2675.

9.2.9.1. Receive training tasking.

9.2.9.2. Identify the deficiency between current and desired performance.

9.2.9.3. Establish Training system concept.

9.2.9.4. Conduct task/job analysis.

9.2.9.5. Identify resources.

9.2.9.6. Document resource needs.

9.2.9.7. Document training plan.

9.2.9.8. Develop training materials.

9.2.9.9. Conduct training.

9.2.9.10. Evaluate training.

9.3. Syllabus of Instruction. SOI configuration management is a systematic approach to identify and control courses in development and existing courses with baselined SOIs. The SOI describes a training course from prerequisite entry requirements through award of the certificate of course completion and Air Force Specialty Code (AFSC).

9.3.1. The training wing curriculum function is the focal point for formal training aircrew SOI development, updates, and configuration management. AFSOC/A3T is responsible for coordinating and maintaining a standardized aircrew SOI template.

9.3.2. There will be FTU-developed, configuration-managed, and AFSOC/A3T approved SOIs for aircrew courses (including initial and mission qualification, upgrade training, continuation training, and refresher training). The syllabus is the command approved training plan.

9.3.3. The SOI contains an organized listing of the tasks, conditions, and standards required to meet the student training objectives. It describes all training events and clearly delineates the length of training, the training systems used, and all other pertinent requirements. A numbering system is used to identify information throughout all other instructional documents and courseware.

9.3.4. The CLM, contained within the SOI, provides the required lesson sequence in the proper learning hierarchy.

9.3.5. The CLM will identify the lessons to be accomplished on each training day. Training days will be numbered sequentially beginning with Day 1.

9.4. Course Readiness Review (CRR). The CRR is a review of all aspects that make up a course of instruction. A CRR should be conducted on new weapon systems to ensure that the SOI training task requirements are accomplished at the knowledge and skill level required and to ensure the hierarchy of objectives is satisfied. While the Small Group Tryout (SGTO) assesses the individual lessons, the CRR assesses the entire course. If SGTOs are accomplished on each lesson in the course, a CRR is not required. Appropriate FTU, AFSOC, NGB, and AFRC representatives should be included in the CRR.

9.5. Formal Course Review. Guidance on FCR reviews is found in AFMAN 11-202V1. The purpose of the FCR is to review training programs and SOI for currency, applicability, compliance, and effectiveness. Appropriate FTU, AFSOC, NGB, and AFRC representatives should be included in the FCR. Refer to [Attachment 2](#) for a suggested FCR process.

9.6. SOI Update Procedures. SOIs in the development process require careful configuration management to ensure that a systematic and well-organized approach is used to define, develop, and maintain all curricula changes to previously developed SOIs. All SOI reviews will include a review of the TTL to ensure currency and accuracy of tasks in the training material. **(T-3)** TTLs should be reviewed and validated by the appropriate training unit Courseware Lead prior to new SOI development.

9.6.1. SOI Reviews. The SOI will be reviewed per [Attachment 3](#). **(T-3)**

9.6.2. AFSOC/A3T SMEs, in coordination with the FTUs, will develop a command approved TTL. **(T-2)** The SOI will support the TTL. **(T-2)** Evaluation is a central function and will take place in every phase of the SOI development and revision process. **(T-3)**

9.6.3. SOIs not yet approved (or not approved for SGTO) by AFSOC/A3T will be labeled as “DRAFT.” After the SOI is approved by AFSOC/A3T, a course baseline is established. Configuration management procedures will ensure that no unauthorized changes to the baseline SOI can be made. The baselined SOI is posted on the AFSOC Bookstore. Once a baselined SOI is approved and posted to the AFSOC Bookstore, AFSOC/A3T and the FTU will determine the appropriate class to begin training using the new SOI. Consider the size and scope of the SOI to allow the FTU sufficient preparation time.

9.6.4. Small Group Tryout SOIs. SGTO will only be used for SOIs that are developed for a new course or for a course, MDS, or training system that has extensive revisions. AFSOC/A3T makes the final determination of when SGTO is used. (MQ-9 units follow AFMAN 11-2MQ-9V1 guidance.)

9.6.4.1. The duration of the SGTO will be designated by identifying a small number of consecutive student classes, no more than three, to test the SOI.

9.6.4.1.1. The SGTO duration will not be based on calendar days. **(T-3)**

9.6.4.1.2. Once the SGTO is completed, the final SOI or SOI changes will be submitted to AFSOC/A3T for approval to begin using the SOI with a specified future student class. **(T-3)**

9.6.4.2. For SOIs with multiple courses, the initial and mission qualification courses will determine the status of SGTO for the entire SOI.

9.6.4.3. During SGTO, minor changes may be made by the training wing as approved by the training wing commander. Minor changes are limited to:

9.6.4.3.1. Changes in the duration of a lesson with notification to A3TA.

9.6.4.3.2. Addition or deletion of a lesson with notification to A3TA.

9.6.4.3.3. Sequence of training events that do not change the training event contents.

9.6.4.4. Changes in requirements must be approved by AFSOC/A3T. Changes that require AFSOC/A3T approval include but are not limited to:

9.6.4.4.1. Number of instructor hours.

9.6.4.4.2. Number of training days.

9.6.4.4.3. Changes to the number of aircrew training device hours.

9.6.4.4.4. Number of flights or flying hours.

9.6.5. SOIs pertaining to enlisted crew position SOIs in SGTO or final must be sent to CCAF a minimum of 14 days prior to the first class start date. Coordinate with the affiliated school liaison for the training wing or the AFSOC Chief Learning Officer.

9.6.6. SOI Change Proposal Process. Send proposed SOI changes through the training wing, using an DAF Form 847, to AFSOC/A3T for approval. If approved, changes will be made to the SOI during the next SOI review or through an interim change if AFSOC/A3T determines the change is urgent enough to incorporate immediately.

9.7. Quality Assurance. CORs monitor the effectiveness and overall quality of the curriculum, courseware, and training during scheduled classroom, aircraft static, and device-based training to

ensure that the most current courseware version is being used and that the configuration management system is being used properly.

9.8. Configuration Management (CM). CM will be used to maintain all delivered and baselined SOIs. **(T-3)** This process is designed to ensure that SOI configuration is maintained as changes to aircraft, guidance instructions, and procedures occur.

Chapter 10

FLYING TRAINING COURSEWARE DEVELOPMENT, REVISION, AND MAINTENANCE

10.1. General. Courseware will be developed using Shareable Content Object Reference Model (SCORM) with all templates, tools, and processes following DAFH 36-2675 and training wing publications.

10.1.1. Courseware will be developed to provide effective training to students. The key to providing effective training is defining and developing comprehensive lesson objectives, which are based on identified tasks, skills, and knowledge requiring training. All Student/Instructor Guides and media will be developed in support of learning objectives, which are traceable back to the pertinent SOI and Master Training Task List. **(T-3)**

10.1.2. The SCORM format is not required for rapid development courseware. An FTU waiver is required for exemption.

10.1.3. Flying Training courseware materials include but are not limited to the instructor guide, supporting media, Student Study Guides (SSG), interactive courseware and test questions.

10.2. Flight Safety Changes. Flight safety-related SOI or courseware changes will be resolved within 48-duty hours of notification of change. Courseware Lead is responsible for incorporating all safety-related Time Compliance Technical Orders (TCTO) and their impact immediately upon receipt of the TCTO or message. Updates to courseware are required prior to the next time the affected lessons are taught.

10.3. Student Study Guides. All SSGs will be configuration-managed. The courseware lead subject matter expert (SME) is responsible for ensuring the most current and technically accurate information is contained in SSGs, to include reading assignments. Other SMEs are required to submit changes to the SSG through the normal change process to ensure the baseline is maintained. The SSG will be created IAW DAFH 36-2675, and maintained through CM.

10.4. Small Group Tryout. The purpose of conducting SGTOs is to determine if the instruction and materials work under actual conditions. The first time a new or highly revised lesson/course is taught, an SGTO will be accomplished. The SGTO verifies that the lesson/course flows smoothly and that the time allotted is appropriate.

10.5. Quality Assurance. CORs will monitor the effectiveness and overall quality of the curriculum, courseware, and training during scheduled classroom, aircraft static, and device-based training to ensure that the most current courseware version is being used and that the intent of the configuration management system is being implemented.

10.5.1. Courseware quality control is built into the courseware development process from the beginning; not inspected at the end.

10.5.2. FTU government COR personnel will sample, at their discretion, processes, procedures, and products to determine if all required elements of the lesson are accounted for (e.g., SOI Task-Lesson Objectives Linking Document, Instructor/Student Guide, and Media).

10.6. Configuration Management (CM). CM will be conducted using DAFI 63-101/20-101, *Integrated Life Cycle Management*, DoD 5000 series, and Military Handbook (MIL HDBK)-61B as guides.

10.6.1. CM will be used to maintain all delivered and baselined courseware and curriculum materials. This process is designed to ensure that courseware configuration is maintained as changes to aircraft, guidance instructions, and procedures occur. **(T-3)**

10.6.2. CM will be used to store the delivered lessons on electronic media in the configuration management system. **(T-3)**

10.7. Request for Courseware. Contact the training wing courseware POC for copies of approved courseware.

Chapter 11

CONTENT AND TRAINING MANAGEMENT SYSTEMS

11.1. General. Training managers will use the AFSOC approved Learning Content Management System (LCMS), Learning Management System (LMS), and Training Management System as courseware development and tracking tools. **(T-3)**

11.2. LCMS. The LCMS is a repository that assists with rapid lesson development by reusing stored material. Courseware material includes but is not limited to text, graphics, pictures, videos, and any other media used in the delivery of formal training.

11.3. LCMS Configuration Management. FTU will follow strict configuration management principles to:

11.3.1. Maintain and update the LCMS, to include:

11.3.1.1. Monitor and help maintain databases established by FTU to support SOIs, courses, and courseware.

11.3.1.2. All curricula including classroom, learning center, student study guides, and instructor guides is available in the FTU master library. **(T-3)**

11.3.2. Alternate storage methods are authorized if the LCMS is not available.

11.4. Learning Management System. The LMS is a software program that provides a distributed learning capability for student learning. The LMS delivers lessons and tracks activity for student management. The LMS provides students with an integrated view of active courseware, assignments, and progress in a syllabus. The LMS assists administrators and managers in tracking student completion of training events. It may be used to launch instructor led training in a traditional classroom or for self-paced training by the student in a learning center or online via distributed learning.

11.4.1. All completed lessons will be capable of launching from the approved LMS. **(T-3)**

11.4.2. Alternate delivery methods are authorized if the LMS is not available.

Chapter 12

AIRCREW TRAINING QUALITY EVALUATION (GRAD/EVAL) AND CUSTOMER FEEDBACK PROGRAM

12.1. Purpose. The purpose of this chapter is to define the process and procedures for collecting, managing, reporting, and maintaining the Aircrew Training Quality Evaluation Program data. The data obtained through this process provides the tools necessary to accurately assess, improve, and monitor training courses and respond to student assessment ratings. Each student attending an FTU formal training course is required to complete an EOP and EOC critique.

12.2. Internal Evaluations.

12.2.1. Upon completion of each phase of training (including simulator refresher), instructors will collect critiques from the students and forward them to the Registrar. If available online, the instructor (or Registrar) will direct the students to take the survey and verify their completion or compliance. The Registrar will compile and forward original EOP and EOC critiques to FTU leadership for review. If available online, the Registrar will download the report and send notification of where to view the results.

12.2.2. Results from student examinations will be collected and entered into the approved Evaluation and Feedback database tracking tool.

12.2.3. Results from student flight evaluations will be collected and reviewed for input into the Evaluation and Feedback database. The appropriate supervisor, Stan/Eval, or Air Force SME crew member will supply the data necessary to tie flight evaluation items to course objectives for the Courseware Lead to input into the Evaluation and Feedback database. **(T-3)** This allows FTU personnel to view data to ensure that all course objectives are being tested.

12.3. External Evaluations.

12.3.1. External evaluations are designed to obtain feedback from field units on the effectiveness of aircrew related training conducted by the FTUs. External evaluations are accomplished through Graduate Evaluation Questionnaires.

12.3.2. Six-month Graduate Evaluation (Grad Eval) Questionnaires. Training Effectiveness Questionnaires will be completed by mission qualification graduates and their supervisors six months following completion of a graduate training course. **(T-2)** This delay allows graduates and their supervisors sufficient time to evaluate the graduates' skills and knowledge to perform the mission. The FTU will track graduates to ensure appropriate and timely distribution of questionnaires, and monitor return rates for questionnaires. **(T-2)**

12.3.2.1. On a monthly basis, the training wing will create a list of graduates due for their six-month Grad Eval. **(T-3)** The list will also include a list of graduates with overdue surveys. **(T-3)**

12.3.2.2. The training wing will forward the list with instructions on completing the Grad Eval surveys to the gaining squadrons. Two requests for feedback are made for each former student: one to the former student and one to the former student's supervisor.

12.3.3. Both the graduate and the graduate's supervisor are required to complete a survey. **(T-2)**

12.3.4. Questionnaires will assess tasks specific to aircraft and (or) mission requirements generated from the SOI. Questionnaires will be reviewed annually by the training wing to ensure validity. Questionnaires are updated, as required, to reflect changes in training tasks or mission objectives.

Chapter 13

FLYING TRAINING STUDENT EXAMINATION PROCEDURES

13.1. General. IAW DAFH 36-2675, the primary purpose of testing is to assess the student's attainment of the behaviors specified in the terminal and enabling objectives. The secondary purpose of testing is to identify problems or weaknesses in the instruction.

13.1.1. For academic tests, the minimum passing score is 85 percent, unless noted otherwise. A course-qualified instructor or proctor will administer all examinations.

13.1.2. During examinations, instructors will only answer questions to clarify the meaning of questions or answers. Instructors will avoid answering in a manner that changes students' confidence in an answer or directs a path for problem resolution. Anything said to one student should be shared with the entire class.

13.2. Preparation of Examinations. FTU courseware developers prepare student examinations IAW DAFH 36-2675. Instructors or other designated learning center personnel administer student examinations. Ensure that all course tasks, and objectives, are tested. Student Form 8 examinations will be prepared and administered by FTU Stan/Eval personnel.

13.2.1. The cover page will list equipment (maps, supplementary documents, or computer-aided podium, etc.) required for the examination and the time allowed for completion of the examination.

13.2.2. On the examination instruction sheet cover page, identify the examination booklet.

13.2.2.1. The first line of this identification gives the examination form number.

13.2.2.2. For paper tests there will be an A and B version for all examinations. This procedure will produce two exams with different questions and will provide for remedial examinations when required.

13.2.2.3. There will be sufficient copies of each version of each examination, so each student has a copy.

13.2.3. Computer-Generated Examinations. There will be an A and B version for all computer-generated tests. This will produce two possible exams with different questions and will provide for remedial examination when required.

13.2.4. For Computer-Based Instruction (CBI) there will be an end of lesson test for all lessons. The end of lesson test requires a passing score of 85% and will be remediated to 100%. There will be an A and B version of the end of lesson test with sufficient questions to test the students' knowledge.

13.3. Examination Evaluation Procedures. New examinations or test items will be evaluated IAW the ISD process and the following:

13.3.1. Prior to administering the examination to students, administer the examination to qualified SMEs who have not participated in its development. This is the minimum level of validation required prior to administering the examination to students.

13.3.2. The FTU should analyze test results quarterly and use the results to adjust the test as required. The intent is to identify trend information in order to revise tests or curriculum to

ensure the tests cover stated objectives. Test items determined to be invalid will be replaced by new test items.

13.4. Security of Examinations.

13.4.1. Written/Printed Examinations. The following procedures apply if/when written or printed examinations are used in lieu of computer based tests.

13.4.1.1. The FTU will ensure the security of examinations during preparation and review **(T-3)**.

13.4.1.2. The FTU will ensure that the master copy of each examination and a separate answer key, with references marked, is available. **(T-2)** The answer key will be provided by the curriculum development team. **(T-3)**

13.4.1.3. The FTU will store examinations and answer keys in a suitable locked cabinet or file. **(T-2)** A list of personnel who require access to the examinations to perform their duties will be maintained. **(T-3)**

13.4.1.4. The FTU will maintain control logs in each storage drawer. **(T-3)**

13.4.1.5. The FTU will inventory examinations semi-annually, or whenever a compromise is suspected. **(T-2)** Maintain an inventory sheet for each drawer. **(T-3)**

13.4.1.6. Instructors who administer an examination are responsible for ensuring that each booklet is collected and cleaned after each examination. **(T-3)**

13.4.2. Computer Generated Examinations.

13.4.2.1. Secure any electronic storage devices (i.e., CDs, USB drives, etc.) that contain examinations in the same manner as for written examinations. **(T-3)**

13.4.2.2. Instructors will not allow students to print examination files or specific examinations. **(T-3)**

13.4.3. Formal school student tests such as End-of-Module, EOB, EOP, and EOC summative exams will be maintained and secured in the courseware library. **(T-2)** Examinations will not be forwarded to units for in-unit upgrade/qualification. **(T-3)**

13.5. Scoring.

13.5.1. Written Examinations. Answer sheets must be scored by the instructor and should receive the same security as the examination. **(T-3)**

13.5.2. Computer Generated Examinations. Scoring will be completed by the computer. Authoring software will allow for computer record keeping, test item analysis, and feedback to the student on areas of weakness. **(T-3)**

13.6. Post Examination Critiques. Verbal critiques will be conducted after administering each written examination. This critique should focus attention on the objectives of the course and should re-emphasize areas of weakness revealed by the examination. Provide correct answers and references to missed questions during the critique. **(T-3)**

13.7. Aircrew Stan/Eval Testing. FTU personnel will use the appropriate FTU aircrew testing facility to accomplish their required Stan/Eval testing. FTU will administer the same aircrew tests as the host SOW/. For the sake of continuity, and to reduce duplication of effort, the host SOW/ will maintain the test banks. EOC academic testing is unaffected by this and may still be used as a pre-requisite for initial flight evaluations.

K. JASON DANIELS, Colonel, USAF
Director of Operations

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

AFI 10-217, *Management of Air Force Operational Training and Undergraduate Aircrew Training Systems*, 22 December 2023

AFI 33-322, *Records Management and Information Governance Program*, 23 March 2020

AFI 36-2406, *Officer and Enlisted Evaluation Systems*, 6 August 2024

AFMAN 11-2MQ-9V1, *MQ-9 Aircrew Training*, 12 January 2023

AFMAN 11-202V1, *Aircrew Training*, 27 September 2019

AFMAN 11-202V1_AFSOCSUP, *Aircrew Training*, 18 July 2022

AFMAN 36-2100, *Military Utilization and Classification*, 7 April 2021

AFMAN11-202V2_AFSOCSUP, *Aircrew Standardization and Evaluation Program*, 5 August 2022

DAFH 36-2675, *Information for Designers of Instructional Systems*, 15 April 2022

DAFI 11-412, *Aircrew Management*, 9 April 2024

DAFI 36-2670, *Total Force Development*, 25 June 2020

DAFI 63-101/20-101, *Integrated Life Cycle Management*, 16 February 2024

DAFMAN 11-401, *Aviation Management*, 27 October 2020

DAFMAN 11-402, *Aviation, Missile, and Parachutist Service*, 24 January 2025

DAFMAN 90-161, *Publishing Processes and Procedures*, 18 October 2023

DAFPD 36-26, *Total Force Development and Management*, 18 January 2024

Prescribed Forms

AFSOC Form 42, *Program Flying Training Request*

AFSOC Form 391, *Record of Administrative Action*

AFSOC Form 2602, *AFSOC Aircrew Training Waiver*

Adopted Forms

AETC Form 6, *Waiver Request*

AF Form 1067, *Modification Proposal*

AF Form 4109, *SOF/CSAR Aircrew Training Record*

AF Form 4110, *Comments – SOF/CSAR Training Record*

AF Form 4111, *SOF/CSAR Training Record*

AF Form 8, *Certificate of Aircrew Qualification*

DAF Form 1256, *Certificate of Training (LRA)*

DAF Form 174, *Record of Individual Counseling*

DAF Form 475, *Education/Training Report*

DAF Form 847, *Recommendation for Change of Publication*

DD Form 2992, *Medical Recommendations for Flying or Special Operational Duty*

Abbreviations and Acronyms

ADSC—Active Duty Service Commitment

AETC—Air Education and Training Command

AFH—Air Force Handbook

AFI—Air Force Instruction

AFMAN—Air Force Manual

AFPD—Air Force Policy Directive

AFRC—Air Force Reserve Command

AFSC—Air Force Specialty Code

AFSOC—Air Force Special Operations Command

AFSOCSUP—Air Force Special Operations Command Supplement

ACI—Air Commando Indoctrination

ANG—Air National Guard

ATD—Aircrew Training Device

CCAF—Community College of the Air Force

CLM—Course Lesson Map

CLS—Contracting Logistics Support

CM—Configuration Management

CMR—Combat Mission Ready

COR—Contracting Officer's Representative

CRR—Course Readiness Review

CSD—Class Start Date

CSAR—Combat Search and Rescue

DNIF—Duties Not Involving Flying

DMO—Distributive Mission Operations

EOB—End of Block

EOC—End of Course

EOP—End of Phase
ETCA—Education and Training Course Announcements
FARP—Forward Area Refueling Point
FCR—Formal Course Review
FEB—Flying Evaluation Board
FTU—Formal Training Unit
IAW—In Accordance With
IG—Instructor Guide
ISD—Instructional Systems Development
LCMS—Learning Content Management System
LMS—Learning Management System
MAJCOM—Major Command
MDS—Mission Design Series
MilPDS—Military Personnel Data System
MOA—Manifestation of Apprehension
NGB—National Guard Bureau
OPR—Office of Primary Responsibility
OTA—Oracle Training Administration
PCS—Permanent Change of Station
PFT—Programmed Flying Training
PO—Project Officer
POC—Point of Contact
POM—Program Objective Memorandum
PRB—Progress Review Board
RPL—Required Proficiency Level
SCORM—Shareable Content Object Reference Model
SGTO—Small Group Tryout
SME—Subject Matter Expert
SMT—Secondary Method Training
SOF—Special Operations Forces
SOI—Syllabus of Instruction
SOS—Special Operations Squadron

SOTRSS—Special Operations Training Support Squadron
SOW—Special Operations Wing
SSG—Student Study Guide
STP—System Training Plan
STARS—Student Transcript, Administration, and Records System
TCTO—Time Compliance Technical Order
TPT—Training Planning Team
TRQI—Training Requirements Quota Indicator
TTL—Training Task List
USAF—United States Air Force
USSOCOM—United States Special Operations Command

Office Symbols

AFRC/A3D—Air Force Reserve Command, Combat Operations Division
AFRC/A3J—Air Force Reserve Command, Special Operations Forces/Personnel Recovery Division
AFSOC/A3T—Air Force Special Operations Command, Operations Training
AFSOC/A3TA—Air Force Special Operations Command, Aircrew Training
AFSOC/A3TD—Air Force Special Operations Command, Distributed Training
AFSOC/A3TR—Air Force Special Operations Command, Training Resources
AFSOC/A3TS—Air Force Special Operations Command, Training Systems
NGB/A3/10TR—National Guard Bureau, Rated Management

Terms

Aircrew—The total complement of rated (pilots, navigators, observers, and Aerospace Medicine Providers) and non-rated personnel (1AXXX and 1UXXX AFSCs) responsible for the safe ground and flight operation of the aircraft and onboard systems. Individuals must be on aeronautical orders and assigned to an authorized aircrew position according to AFI 65-503, USAF Cost and Planning Factors. Aircrew members perform their principal duties inflight. Duties must be essential to operating the aircraft/mission systems and associated equipment used for completing a mission.

Aircrew Training Device (ATD)—A training device used to prepare aircrew members for the actual performance of flight duties. The official categories for ATDs are Flight Simulators, Flight Training Devices, Aircraft System Trainers, and Other (for those that do not fall into the first three categories). ATDs can be described as: cockpit familiarization trainer, cockpit procedures trainer, operational flight trainer, part task trainer, and weapon system trainer to name a few.

Aircrew Training System (ATS)—The instructional system used to train aircrew members. It includes training equipment, software, firmware, hardware, devices, courseware, training system support, logistics support, ground-based instruction, media, and facilities.

Capacity Analysis—Analysis of existing resources to determine maximum student training throughput and student capacity. The following resources are some of the main variables considered in the capacity analysis: facilities, faculty, funding, total student load, training devices, and aircraft availability for training.

Computer Based Instruction (CBI)—Training in which computers are used for both training delivery and training management. The management functions often include scheduling, lesson selection, score keeping, and quality of student responses.

Concurrency—The condition of ready for training being achieved on the training need date, and the functions and operation of the training system and its supporting equipment and materials must match the supported defense system.

Course—Logically grouped instruction on a subject, designed to achieve defined learning objectives. A complete series of instructional units identified by a common title or number. An ordered arrangement of subject matter designed to instruct personnel in the knowledge, skills, or techniques required in the performance of tasks in a designated area of specialization.

Courseware—All instructional material including technical data, textual materials, and audiotapes, slides, movies, video tapes, video discs, tests and assessments, and other audiovisual materials.

Course Readiness Review (CRR)—An Air Force review on a course-by-course basis for the purpose of checking whether the course is ready for use in training. Following successful CRR, the course is approved for use either by a training contractor or by the Government training organization. CRR commences after completion of small-group tryouts. Successful completion of CRR marks the beginning of system-level formative evaluation.

Evaluation—A judgment expressed as a measure or ranking of trainee achievement, instructor performance, process, application, training material, and other factors.

Instructional System Development (ISD)—A deliberate and orderly process for planning and developing instructional programs that make sure personnel are taught the knowledge, skills, and attitudes essential for successful job performance. Depends on a description and analysis of the tasks necessary for performing the job, objectives, and tests clearly stated before instruction begins, evaluation procedures to determine whether or not the objectives have been reached, and methods for revising the process based on empirical data.

Media—The delivery vehicle for presenting instructional material or the basic communication stimuli presented to a student to induce learning.

Project Officer (PO)—The operating command coordinator at a site assigned to make sure Air Force activities and the contractor have a central point of contact for contract administration, logistic support, and security support as determined from the contract. PO duties can be assigned to personnel within the organization or to the Quality Assurance Representative.

Simulation—A method for implementing a model over time. Also, techniques for testing, analysis, or training in which real-world systems are used, or where a model prepares real-world and conceptual systems.

Simulator—A training device that permits development and practice of the necessary skills for accomplishing flight operational tasks, to a prescribed standard of airman competency, in a specific aircraft and duty position.

System Training Plan (STP)—An iterative planning document that defines the justification, design, development, funding, resources, support, modification, operation, and management of a training system. The STP is designed to provide for planning and implementation of training and to make sure all resources and supporting actions required for establishment and support are considered.

Training—Instruction and applied exercises for the acquisition and retention of skills, knowledge, and attitudes required to accomplish military tasks.

Training Event (or Training Period)—A specific and measurable period of instruction listed in a syllabus of instruction. Training Events include Ground Training and Flying Training.

Training Management System—A set of operational tools to help training system managers in controlling and enhancing the evolution of a training system during the life cycle. Modules consist of administration, curriculum management, resource management, schedule management, performance measurement, configuration management, logistics management, and reports.

Training Planning Team (TPT)—An action group composed of representatives from all pertinent functional areas, disciplines, and interests involved in the life cycle design, development, acquisition, support, modification, funding, and management of a specific defense training system. The TPT uses the system training plan to ensure training considerations are adequately addressed in the defense system acquisition and modification processes.

Training Requirement—The skills and knowledge that are required for satisfying the job performance requirement not already in the students' incoming repertoire for which a training solution was deemed appropriate during the ISD process

Training System—A systematically developed curriculum including, but not necessarily limited to, courseware, classroom aids, training simulators and devices, operational equipment, embedded training capability, and personnel to operate, maintain, or employ a system. The training system includes all necessary elements of logistic support.

Training Task List (TTL)—Documentation of total training tasks developed for a defense system and its respective mission. It includes the entire spectrum of tasks in each functional area (operations, maintenance, and support) that requires training. The TTL provides the training task baseline for all acquisition, modification, support, management, and funding actions through comparison with predecessor or future weapon systems.

Weapon System—A combination of one or more weapons with all related equipment, materials, services, personnel, and means of delivery and deployment (if applicable) required for self-sufficiency.

Attachment 2

FORMAL COURSE REVIEW PROCESS

A2.1. Conduct formal course reviews: in accordance with AFMAN 11-202, Volume 1, Aircrew Training.

A2.2. For each training program: the FCR should review:

A2.2.1. Training Resource Requirements.

A2.2.2. Facilities.

A2.2.3. Aircrew Training Devices.

A2.2.4. Master Training Task List.

A2.2.5. Programmed Flying Training.

A2.2.6. Syllabi. **Note:** Participants must review SOIs prior to the FCR and forward recommended changes to the FCR's point of contact. Time limitations do not allow for a comprehensive review during the FCR.

A2.2.6.1. Review existing qualification and upgrade courses.

A2.2.6.2. Identify required updates to the syllabi or in-unit required training.

A2.2.6.3. Review syllabi prior to the formal course review. If no major changes are required, review proposed syllabus changes for implementation.

A2.3. Apply the formal course review procedures to course readiness reviews.

A2.4. Refer to [Table A2.1](#) for a suggested FCR plan and sequence of events.

Table A2.1. FCR Plan and Sequence of Events.

Number of Days Prior to FCR	OPR	Event	Task/Deliverables
90	AFSOC/A3T	FCR Announcement	Request: - POCs - Agenda Items
75	Training Wing and Operations Units	ID POCs	- Send POCs and Issues to A3T Action Officer
60	AFSOC/A3T Action Officer	FCR Information	Send to POCs: - Meeting Location - FCR Agenda
45	Training Wing	Conduct working groups with unit POCs	
30	Operations Units		Inputs received by Training Wing
20	As Required		Develop projected changes in costs - Manpower

Number of Days Prior to FCR	OPR	Event	Task/Deliverables
			<ul style="list-style-type: none">- Aircrew Training Devices- Flights- Courseware
15	Training Wing		<ul style="list-style-type: none">Develop- Draft Course Lesson Map- Draft SOI- Draft MTTL

Attachment 3

AFSOC FLYING TRAINING SOI REVIEW PROCEDURES

A3.1. General. Each flying training course syllabus provides a usable and documented plan for training, and meets the needs of the training organization and operational units (IAW DAFH 36-2675).

A3.1.1. Changes reflected in updated SOIs should be the result of identification, assessment, determination/approval of a deliberate process such as the FCR or training conference.

A3.1.2. The SOI review should determine that the SOI complies with desired format, contains appropriate standardization with other AFSOC SOIs, meets but does not exceed the requirements, and contains mission and training technology driven changes. (Although not included as part of the SOI review, training system changes generate resource requirements that need a plan, staffing, and funding to implement.)

A3.2. Changing an SOI. Changes that affect the SOIs may be identified during the events listed below. Check the source documents or OPRs to identify applicable changes:

A3.2.1. Safety Investigation Boards.

A3.2.2. Configuration Review Board/AF Form 1067.

A3.2.3. Mission Essential Task Lists.

A3.2.4. MDS specific training conference.

A3.2.5. AFTTP rewrite conference results.

A3.2.6. FCR.

A3.2.7. Graduate Evaluation Program results.

A3.2.8. Weapons and Tactics Conference/Tactics Review Boards.

A3.2.9. USSOCOM and USAF mission and training regulations.

A3.2.10. Technical Orders.

A3.2.11. New and/or modified training devices, methods, and media.

A3.2.12. Concurrency issues among devices, media, methods, and courseware.

A3.2.13. Changed throughput.

A3.2.14. Changed knowledge/skill levels.

A3.2.15. Changes to experience/knowledge/skills of entering students.

A3.3. Format. Ensure the format follows the current standardized syllabus format (when published). Master templates for the flying training syllabi are located in the AFSOC Bookstore and in the FTU Training Operations section, on the Syllabus in Coordination Page in the template file.

A3.4. Standardization. Standardization within and between weapons systems is the desired end state. Compare SOIs to other weapon systems, similar or dissimilar, to make sure the content of the SOI is standardized in breadth, depth, number of events, number of hours, etc. For example,

the differences and similarities among weapon system prerequisites should make sense, i.e., the same where appropriate and different where necessary. Training and knowledge/skills for weapon systems with the same requirement should be similar. Training tasks should be consistent across weapon systems with the same mission requirements.

Attachment 4

AFSOC FORM 42 AND AETC FORM 6

A4.1. AFSOC Form 42, Program Flying Training Request, Process.

A4.1.1. FTUs conduct training as directed by the PFT documents and MilPDS. Entry requirements are stated in each SOI and the ETCA. Use the AFSOC Form 42 to coordinate changes. This form is used to amend the PFT document and MilPDS schedule to include, but not limited to, the following.

A4.1.1.1. ETCA waiver requests.

A4.1.1.2. Request changes to PFT, (e.g., overages, class date changes, etc.).

A4.1.1.3. Build new courses/classes.

A4.1.1.4. Class swaps/other actions.

A4.1.2. Justification. Justifications should clearly state the need for the change and the impact if the change is not granted.

A4.1.3. Routing. AFSOC units route requests from SQ/CC through SOW/A3T to AFSOC/A3T. AFRC units route requests through AFRC/A3D or AFRC/A3J as appropriate per [paragraph 1.4](#) to AFRC/A3R to AFSOC/A3TR. FTUs route requests through FTU to AFSOC/A3TR. AFSOC/A1K or AFPC submit requests directly to AFSOC/A3T.

A4.1.3.1. Coordination Process. AFSOC/A3TR will route requests to the SOW/A3T for coordination. FTU will conduct a training capacity analysis and provide a PFT impact and training quality assessment. The training wing will return the requests to AFSOC/A3T for approval/disapproval.

A4.1.3.2. Coordination Process Time. The coordination process can take up to 21 days. Requested action with less than 21 days coordination time may be delayed.

A4.1.4. Capacity Analysis. A training capacity analysis consists of measuring available training resources to determine if training can be accomplished with available resources or identifying any limiting factors that require additional resources to accomplish training.

A4.1.5. PFT Impact Statement. A PFT impact statement will include additional Contract Instructor support requirements that result in additional costs beyond the scope of the existing contract. It will also include impacts to PFT due to a lack of training device availability (such as schedule changes or course graduation date extensions).

A4.1.6. Class date change request. FTUs will conduct training as directed by the PFT document. In the event that unforeseen training capacity issues affect PFT execution, the FTU will request the PFT document be amended using an AFSOC Form 42. Requests will be routed through FTU to AFSOC/A3TR. AFSOC/A3TR will coordinate the PFT document, MilPDS, and PFT management tool adjustments.

A4.2. AETC FORM 6, WAIVER REQUEST, PROCESS.

A4.2.1. FTUs conduct training as directed by the PFT documents and MilPDS in accordance with the Graduate Programmed Guidance Letter. Entry requirements are stated in each SOI and the ETCA. Use the AETC Form 6 to coordinate changes with 19 AF Formal Training

Units. This form is used to amend the PFT document and MilPDS schedule to include, but not limited to, the following:

A4.2.1.1. ETCA waiver requests.

A4.2.1.2. Request changes to PFT, (e.g., overages, class date changes, etc.).

A4.2.1.3. Build new courses/classes.

A4.2.1.4. Class swaps/other actions.

A4.2.1.5. Prerequisite waivers.

A4.2.2. Justification. Justifications should clearly state the need for the change and the impact if the change is not granted. Because changes affect other FTU concurrent classes, requesters must be aware negative impacts to other training may cause Form 6 disapproval.

A4.2.3. Routing. AFSOC units route requests from SQ/CC through SOW/A3T to AFSOC/A3T. AFRC units route requests through AFRC/A3D or AFRC/A3J as appropriate per [paragraph 1.4](#). to AFRC/A3R to AFSOC/A3TR. NGB units route requests through NGB/A3/10TR to AFSOC/A3TR. FTUs route requests through FTU to AFSOC/A3TR for coordination prior to 19 AF for final approval. AFSOC/A1K submit requests directly to AFSOC/A3TR. AFPC will coord with AFSOC/A3TR prior to submitting to 19 AF.

A4.2.3.1. Coordination Process. AFSOC/A3TR will route requests to 19 AF for coordination. The Form 6 will be submitted to the appropriate FTU to conduct a training capacity analysis, verify funding, and provide a PFT impact and training quality assessment. The FTU will return the requests to 19 AF for final approval/disapproval. A Form 6 will not be submitted AFTER class start date of the affected class.

A4.2.3.2. Coordination Process Time. The coordination process can take up to 21 days. Requested action with less than 21 days coordination time may be delayed.

A4.2.4. Capacity Analysis. A training capacity analysis consists of measuring available training resources to determine if training can be accomplished with available resources or identifying any limiting factors that require additional resources to accomplish training.

A4.2.5. PFT Impact Statement. A PFT impact statement will include additional Contract Instructor support requirements that result in additional costs beyond the scope of the existing contract. It will also include impacts to PFT due to a lack of training device availability (such as schedule changes or course graduation date extensions).

A4.2.6. Class date change request. FTUs will conduct training as directed by the PFT document. If unforeseen training capacity issues affect PFT execution, the FTU will request the PFT document be amended using an AETC Form 6. Requests will be routed through the FTU and AFSOC/A3TR for coordination. 19 AF will approve/disapprove the request and adjust the PFT document, MilPDS, and PFT management tool as appropriate.

A4.2.7. Funding. Form 6 coordination will include verification of funds to pay for overages or other adjustments to the PFT which may incur a contract cost. Requesters must be aware funding deficiencies may disapprove the Form 6 request. Additional funding may require A3T approval.

Attachment 5**SAMPLE STUDENT STATEMENT ON INTENT****Table A5.1. Sample Student Statement on Intent.**

<p>MEMORANDUM FOR FTU/CC</p> <p>FROM: (Student's Name)</p> <p>SUBJECT: Faculty Board</p> <p>I, (student's name), have read the Faculty Board Notification Letter, and I (have, have not) discussed my situation with other crewmembers. I request to have the following action take place.</p> <p>I, (student's name), wish to self-eliminate from the (name of course). I understand that this action will disqualify me from future aviation service and could result in my discharge.</p> <p>or</p> <p>I, (student's name), will appear before a Faculty Board and discuss my training problems. I fully understand that the Faculty Board can either recommend I be eliminated or retained in training. I also understand that if I am retained in training and receive another (U) grade, I may be eliminated from training for failure to meet aircrew standards.</p> <p>Student's Signature Block</p>

Attachment 6

SAMPLE (UNIT) AIR SICKNESS MANAGEMENT TRACKER

Table A6.1. Sample (Unit) Air Sickness Management Tracker.

Name: _____
Unit: _____
<u>Status Update</u>
Date: _____
From: _____
Update Narrative: _____ _____
Next Required Actions: _____ _____
Handoff to: _____
<u>Status Update:</u>
Date: _____
From: _____
Update Narrative: _____ _____
Next Required Actions: _____ _____
Handoff to: _____

Attachment 7

SAMPLE UPGRADE NOMINATION LETTER

Table A7.1. Sample Upgrade Nomination Letter.

(USE CORRECT LETTERHEAD)

16 February 22

MEMORANDUM FOR HQ AFSOC/A3TR

FROM: XX SOS/DOT

SUBJECT: Nomination for Mission Aircraft Commander Qualification

1. The XX SOS nominates Capt (Fill in Name) for Mission Aircraft Commander. His personal information is as follows:

1. Full Name and Grade:
2. Unit of Assignment:
3. Security Clearance:
4. Current Crew Qualification: Total Flying Time/PMAI Time/Instructor/Evaluator:
1285.3/985.9/45.1/0
5. Qualifying to:
6. Upgrade Course:
7. Class Start Date/Location:

2. For instructor qualification courses a Flight Instructor Preparatory (FIP), AITC, or equivalent course requirement statement is required. It must state if the nominee requires the training, has completed it, or was a prior qualified flight instructor.

4. Any questions may be directed to (unit training officer) at DSN XXX-XXXX.

Squadron DO or CC signature block

Attachment 8

SAMPLE TRAINING PLAN MEMORANDUM FOR INSTRUCTOR CERTIFIED EVENTS

Table A8.1. Sample Training Plan Memorandum for Instructor Certified Events.

MEMORANDUM FOR (Insert Organization)				
FROM: (Insert Organization)				
SUBJECT: (Insert Title) Training Plan				
<p>1. The following individuals are designated as instructors to instruct aircrew members in (Insert Training). Since (Insert Training) does not result in a qualification evaluation, an initial cadre is not required.</p>				
Name	Rank	Crew Position	Total Flight Time/PAA Time	Instructor/Eval Time
Doe, John	Capt	IP	1234.5/678.9	67.8/0.0
<p>2. These members are (Insert MDS) mission qualified and will hold the (Insert Training) and Instructor certification in their respective crew position. This letter serves as their initial certification for this event.</p>				
<p>3. (Describe, in bullet format, the training these individuals will receive.)</p>				
<p>4. (Describe, in bullet format, the tasks, methods, and systems to develop and conduct this training.)</p>				
(Insert Signature Block)				
X Attachments:				
1.				
2.				
cc:				
(Insert Office Symbol)				