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Personnel

AIR FORCE TRAINING PROGRAM ON THE
JOB TRAINING ADMINISTRATION



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This instruction implements DODD 1322.18, *Military Training*, September 3, 2004; DODI 1322.20, *Development and Management of Interactive Courseware (ICW) for Military Training*, 14 March 1991, and AFD 36-22, *Military Training*, for developing, managing, and conducting Air Force technical, ancillary, and recruit training. Maintain and dispose of records created as a result of prescribed processes in accordance with AFI 33-322, Records Management Program and AF RDS located on-line at <https://webrims.amc.af.mil>. This instruction requires collecting and maintaining information protected by the Privacy Act of 1974 authorized by 10 USC 8013. Privacy Act system notice number F036 AFPC C, Military Personnel Records System, applies. This Air Force Instruction applies to all Air Force, Air Force Reserve (AFR) and Air National Guard (ANG) units. Ensure all records created as a result of processes prescribed in this publication are maintained in accordance with AFMAN 37-123, Management of Records Disposition Schedule (RDS) located at <https://webrims.amc.af.mil>.

SUMMARY OF CHANGES

This change updates AFI 36-2201, Volume 3, **Chapter 5**, **Chapter 6**, **Chapter 7**, and **Chapter 8**. It adds a paragraph requiring the unit training manager (UTM) to review training records and master task lists (MTLs) before submitting upgrade actions; corrects data concerning the monthly OJT roster; clarifies information and requirements for the MTL; clarifies paragraph 7.8.; clarifies documentation of initial evaluation and identification of duty position tasks; corrects instructions for career development course (CDC) management; and adds a master training plan guide. A bar (|) indicates a revision from the previous edition.

Chapter 1— STRUCTURE OF THE AIR FORCE ON-THE-JOB TRAINING PROGRAM	5
1.1. Overview.	5
1.2. Strategy.	5

- 1.3. Training and Mission Accomplishment. 5
- 1.4. Training and Airman Career Program. 5
- 1.5. Training Components. 5
- 1.6. Total Force Training. 5

- Chapter 2— HIGHER HEADQUARTERS USAF TRAINING RESPONSIBILITIES 7**

 - 2.1. HQ USAF/DPLT. 7
 - 2.2. Air Force Career Field Manager (AFCFM). 7
 - 2.3. HQ AFPC/DPPAT (Education & Training). 8
 - 2.4. HQ AETC. 8
 - 2.5. Major Command (MAJCOM), Field Operating Agency (FOA), Direct Reporting Unit (DRU), and Air Reserve Component (ARC) Training Manager. 8
 - 2.6. MAJCOM, FOA, DRU, and ARC Functional Manager. 9

- Chapter 3— BASE TRAINING MANAGER RESPONSIBILITIES 11**

 - 3.1. Base Training Manager. 11
 - 3.2. Base 3S2X1 FM Responsibilities. 13

- Chapter 4— COMMANDER RESPONSIBILITIES 14**

 - 4.1. General Scope. 14
 - 4.2. Training Program Requirements. 14
 - 4.3. Unit Training Program Responsibilities. 14

- Chapter 5— UNIT TRAINING MANAGER RESPONSIBILITIES 16**

 - 5.1. General Scope. 16
 - 5.2. Evaluating Education and Training. 16

- Chapter 6— SUPERVISOR, TRAINER, TASK CERTIFIER, AND TRAINEE RESPONSIBILITIES 20**

 - 6.1. Supervisor Responsibilities. 20
 - 6.2. Trainer Responsibilities. 23
 - 6.3. Task Certifier Qualifications and Responsibilities. 23
 - 6.4. Trainee Responsibilities. 24

- Chapter 7— TRAINING FORMS AND DOCUMENTATION 25**

 - 7.1. Introduction. 25

7.2.	Using AF Form 623, On-the-Job Training Record/AF Form 623B, Or Other Approved Records.	25
7.3.	Maintaining AF Form 623.	25
7.4.	Disposition of AF Form 623.	25
7.5.	Career Field Education and Training Plan (CFETP or Electronic Equivalent).	26
7.6.	Air Force Job Qualification Standard (AFJQS).	26
7.7.	Performance Standard.	27
7.8.	CFETP/AFJQS Documentation.	27
7.9.	AF Form 623a, On-the-Job Training Record Continuation Sheet.	28
7.10.	AF Form 797, Job Qualification Standard Continuation/Command JQS.	29
7.11.	AF Form 803, Report of Task Evaluation.	29
7.12.	AF Form 1098, Special Task Certification and Recurring Training.	30
7.13.	AF Form 1320a, Training Chart.	30
7.14.	Qualification Training Packages (QTP).	30
Chapter 8— CAREER DEVELOPMENT COURSE (CDC) PROGRAM MANAGEMENT		31
8.1.	Purpose and Scope.	31
8.2.	CDCs for UGT.	31
Table 8.1.	Career Development Course Administration.	32
Chapter 9— MANDATORY CRAFTSMAN COURSE POLICIES AND PROCEDURES		38
9.1.	Introduction.	38
9.2.	Eligibility.	38
Table 9.1.	Assignment Availability Codes.	39
9.3.	The following actions will result in a no-show being charged to the Base:	39
9.4.	Selection Process.	39
9.5.	MAJCOM Responsibilities.	40
9.6.	Distance Learning.	40
9.7.	Failure Policy.	40
Chapter 10— FORMS PRESCRIBED		42
10.1.	Forms Prescribed.	42
Attachment 1— GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION		43

Attachment 2— CONDUCTING TRAINING STAFF ASSISTANCE VISITS (SAV)	55
Attachment 3— STAFF ASSISTANCE VISIT CHECKLIST	61
Attachment 4— TRAINING STATUS CODES AND DEFINITIONS	72
Attachment 5— GUIDE FOR CONDUCTING THE UNIT TRAINING MANAGER’S (UTM) TRAINEE ORIENTATION	76
Attachment 6— GUIDE FOR INTERVIEWING PROSPECTIVE 3S2X1 RETRAINEES	79
Attachment 7— GUIDE FOR CONDUCTING THE UTM TRAINING PROGRESS REVIEW	83
Attachment 8— MASTER TRAINING PLAN DEVELOPMENT GUIDE USING INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) PRINCIPLES	84

Chapter 1

STRUCTURE OF THE AIR FORCE ON-THE-JOB TRAINING PROGRAM

1.1. Overview. Skilled and trained personnel are critical to the Air Force (AF) in providing a strong national defense capability. The AF On-the-Job Training (OJT) Program provides training for personnel to attain knowledge and skill qualifications required to perform duty in their specialty.

1.2. Strategy. Develop, manage, and execute training programs providing realistic and flexible training producing a highly skilled, motivated force capable of carrying out all tasks and functions in support of the AF mission. These programs should provide the foundation for AF readiness.

1.3. Training and Mission Accomplishment. Training is an integral part of the unit's mission. An effective training program requires commander and supervisory involvement at all levels.

1.4. Training and Airman Career Program. Supervisors must explain to trainees the relationship of training to career progression. While the supervisor's primary responsibility is to plan a program outlining specific short term mission related goals for the trainee, overall success depends on the supervisor's ability to advise and assist airmen to reach long range career objectives. Supervisors must take an active role in the trainee's career progression.

1.5. Training Components. The AF OJT program consists of three components. The first component, job knowledge, is satisfied through career development courses (CDCs) designed to provide basic knowledge across a wide spectrum of subjects pertaining to a career field. When CDCs are not available trainees study the applicable technical references identified by the supervisor and/or Career Field Education and Training Plan (CFETP). The second component is job proficiency. This is the hands-on training provided on the job, allowing the trainee to gain proficiency in tasks performed in the work center. The third component is job experience, gained during and after upgrade training, to build confidence and competence. Career knowledge, general task, and deployment/unit type code (UTC) task knowledge, applicable to the Air Force Specialty Code (AFSC), is gained through a planned program of study involving CDCs or technical references listed in the applicable CFETP.

1.6. Total Force Training. Upgrade and Job Proficiency and Retraining. Upgrade Training (UGT) is the key to the total training program. It leads to award of the higher skill level and is designed to increase skills and abilities. As stated in paragraph 1.5., hands-on training provided on the job (job proficiency) and experience increases skills and builds confidence in the trainees. This process was formerly known as qualification training. AFSC UGT requirements for award of the 3/5/7, and 9-skill levels are outlined in this AFI, AFI 36-2101, *Classifying Military Personnel*, AFMAN 36-2108, Enlisted Classification, and the applicable CFETP. The following are the minimum requirements for award of these skill levels:

1.6.1. Apprentice. Complete an initial skills training course for award of the 3-skill level. Retraining into an AFSC or shred may be accomplished via OJT alone only when specified in the retraining instructions and as approved by the Air Force Career Field Manager (AFCFM) or Air Reserve Component (ARC) Career Field Functional Manager. Personnel retraining via OJT may be awarded 3-skill level when the following are met: complete knowledge training on all tasks taught in the initial skills course, complete duty position requirements identified by the supervisor and all other mandatory requirements.

1.6.2. Journeyman. Complete mandatory CDC, if available, all core tasks identified in the CFETP, and other duty position tasks identified by the supervisor. Award of the 5-skill level also requires completion of a minimum of 15 months in upgrade training (UGT); all mandatory requirements listed in AFMAN 36-2108 and CFETP, and recommendation by their supervisor and approval by their commander. Individuals in retraining status, Training Status Code (TSC) 'F', are subject to the same training requirements and must complete a minimum of 9 months in UGT.

1.6.3. Craftsman. Be at least a staff sergeant (SSgt), complete mandatory CDCs, if available, core tasks identified in the CFETP and other duty position tasks identified by the supervisor, complete 7-skill level craftsman course (if required), meet mandatory requirements listed in the specialty description in AFMAN 36-2108, complete a minimum of 12 months in training, recommendation by their supervisor and approval by their commander for award of the 7- skill level. Individuals in retraining status (TSC "G") are subject to the same training requirements and a minimum 6 months in UGT.

1.6.4. Superintendent. Be at least a senior master sergeant (SMSgt) or chief master sergeant (CMSgt) and meet mandatory requirements listed in specialty description in AFMAN 36-2108, must be recommended by their supervisor and approved by their commander for award of the 9-skill level.

1.6.5. Retraining Program. The retraining program is a program designed to balance the numbers of personnel in specific grades and year groups of the Air Force Specialties (AFS). Once retraining is approved and the airman has been assigned duty in the new specialty, UGT begins. With minor exceptions, training requirements for retrainees and normal upgrade trainees are identical.

1.6.6. Air Force Senior Leader Management Office Chief's Group (AFSLMO/CG). AFSLMO must coordinate and approve chief master sergeants who cross-flow, including those returning to active duty from ANG and AFRES assets.

Chapter 2

HIGHER HEADQUARTERS USAF TRAINING RESPONSIBILITIES

2.1. HQ USAF/DPLT.

- 2.1.1. Establish training policy in support of the Total Force mission.
- 2.1.2. Provide AFCFMs, MAJCOM, FOA, DRU, and ARC CFMs training managers with training program guidance and assistance as necessary.
- 2.1.3. Submit requirements for training technology requirements and provide implementation guidance as necessary.
- 2.1.4. Advise inspection agencies of current training policy.

2.2. Air Force Career Field Manager (AFCFM).

- 2.2.1. Determine training requirements, in coordination with MAJCOM Functional Managers (FMs), and ensure implementation of training programs for assigned AF specialties.
- 2.2.2. Identify core tasks, task qualification training, home station training, deployment/UTC task requirements (coordinating with Functional Area Manager (FAM)), third-party certification, and other unique AF specialized certification requirements. This includes war skills tasks identified by the AFCFM, MAJCOM or local units to be performed in MOPP gear.
- 2.2.3. Collaborate with AF/DPLT to develop the Technical Training Program Guidance Letters (PGLs).
- 2.2.4. Monitor AF specialty evaluation activities to ensure airmen meet qualification requirements.
- 2.2.5. Coordinate training documentation deviations (such as AF Form 623, On-the-Job Training Record exceptions and documentation alternatives) with MAJCOMs, FOAs, DRUs, and HQ AFPC/DPPAT and ARC CFMs.
- 2.2.6. Notify Air Force Institute for Advanced Distributed Learning (AFIADL) and HQ AFPC/DPPAT, when activating and deactivating CDCs. Coordinate announcement via HQ AFPC/DPPAT. Coordinate CFETPs with FAM to ensure deployment/UTC requirements are identified and with HQ AFPC/DPPAT prior to publication.
- 2.2.7. Waive mandatory training requirements on a case-by-case basis (AFI 36-2201, Vol 5).
- 2.2.8. Conduct a Utilization and Training Workshop (U&TW) IAW AFI 36-2201, Vol 5.
- 2.2.9. Coordinates training changes, course resource estimates, and training change implementation plans with AETC Training Pipeline Managers, MAJCOMs, FOAs, and ARC CFMs.
- 2.2.10. Coordinate changes to the AFSC specialty description, to include entry or retention requirements (AFMAN 36-2105/2108) or deviations from classification procedures established in AFI 36-2101 with AFPC/DPPAC.

2.3. HQ AFPC/DPPAT (Education & Training).

- 2.3.1. Maintain historical training data to include AFSC U&TW results, training messages, AFIs, and Training Advisory Group minutes (AFI 33-322, *Records Management Program*), and Air Force Records Disposition Schedule (RDS) at <https://webrims.amc.af.mil>.
- 2.3.2. Implement AF training program policy.
- 2.3.3. Develop, coordinate, and distribute instructions, procedures, training guides, and materials.
- 2.3.4. Coordinate with the MAJCOMs on matters relating to AF training policy and guidance.
- 2.3.5. Coordinate with MAJCOMs and AFIADL on CDC issues.
- 2.3.6. Monitor and evaluate training technology developments and advise HQ USAF/DPLT on training applications.
- 2.3.7. Assist AFCFMs, MAJCOM, ARC CFM, and FOA training managers in conducting training programs.
 - 2.3.7.1. Review and coordinate draft CFETPs prior to publication.
 - 2.3.7.2. Upon approval, forward electronic copy of CFETP to Air Force Departmental Publishing Office (AFDPO) for web posting.
- 2.3.8. Advise inspection and evaluation agencies on training policies and procedures.
- 2.3.9. Forward draft AF training publications to appropriate agencies for review.
- 2.3.10. Review and recommend training policy, procedures, or instructions to the Office of Primary Responsibility (OPR) of draft AF, MAJCOM, FOA, and DRU publications.
- 2.3.11. Review inspection reports to assess training program trends, deficiencies, and best practices.
- 2.3.12. Conduct meetings and visits to address program issues, requirements and corrective measures.
- 2.3.13. Serve as OPR for AF personnel systems associated with training. Develop, evaluate, and implement operational procedures.
- 2.3.14. Schedule and convene the Air Force Training Advisory Group at least annually. Minimum attendance will consist of MAJCOM Functional Managers (FM) to determine implementation procedures for AF training policies and the 3S2X1 career field. HQ AFPC/DPPAT will determine additional attendance.

2.4. HQ AETC. HQ AETC manages and provides formal training, including initial, advanced, and supplemental training, delivered in-residence and through distance learning.

2.5. Major Command (MAJCOM), Field Operating Agency (FOA), Direct Reporting Unit (DRU), and Air Reserve Component (ARC) Training Manager.

- 2.5.1. The MAJCOM, FOA, DRU, and ARC training manager is the focal point for skills development and is responsible for the overall management and effectiveness of the command's training program. The MAJCOM training manager, in conjunction with the MAJCOM FM, is responsible for the development, implementation, and assessment of training programs for personnel assigned within their functional areas.

- 2.5.2. Conduct conferences, workshops, and periodic staff assistance visits (SAV).
- 2.5.3. Perform as MAJCOM FM for all programs affecting education and training personnel.
- 2.5.4. Provide guidance to the Base Education and Training Office on managing and controlling CDC program administration in accordance with (IAW) AFIADL catalog, and **Chapter 8** – CDC Program Management.
- 2.5.5. Review Base Training Office SAV reports and take corrective action as necessary.
- 2.5.6. Provide guidance to Base 3S2X1 FM in developing a structured training program for all assigned training managers to include additional duty training managers.
- 2.5.7. Develop, implement and execute AF and MAJCOM training policy and procedures. Coordinate with appropriate agencies as required.
 - 2.5.7.1. Recommend cost-effective training methods and procedures to meet AF specialty requirements.
 - 2.5.7.2. Analyze and monitor training data and recommend corrective actions for training deficiencies.
- 2.5.8. Provide guidance to MAJCOM FMs to resolve problems with training capability Conduct training meeting as needed.
- 2.5.9. Act as OPR for AETC external evaluation programs.
- 2.5.10. Review inspection results and coordinate corrective actions.
- 2.5.11. Review requests for withdrawal from training, AFSC downgrade or withdrawal, and waivers with the MAJCOM FM. Refer to AFI 36-2201, Vol 5, *Career Field Education and Training* and AFI 36-2101, *Classifying Military Personnel (Officer And Enlisted)*.
- 2.5.12. Review 3S2X1 retraining applications and make appropriate recommendations to the MAJCOM retraining office (not applicable to Air Reserve Component (ARC) personnel).

2.6. MAJCOM, FOA, DRU, and ARC Functional Manager.

- 2.6.1. Develop, implement, and manage career field training programs for assigned AF specialties.
- 2.6.2. Provide or coordinate training as necessary to support ARC personnel.
- 2.6.3. Provide recommendations to the AFCFM and MAJCOM Education and Training managers on training policy and documentation requirements.
- 2.6.4. Coordinate training feedback from supported units with the MAJCOM Education and Training Manager, appropriate training agency, and AFCFM.
- 2.6.5. Monitor supported unit training programs to ensure qualification and skill level upgrade requirements meet MAJCOM priorities.
- 2.6.6. Establish additional quality controls, as necessary, and coordinate with the MAJCOM Education and Training Manager prior to implementation.
- 2.6.7. Respond to unit requests for training through the MAJCOM DPP.

- 2.6.8. Assist MAJCOM inspection and evaluation activities and identify priority qualification requirements and standards.
- 2.6.9. Ensure deployment/UTC tasks are included in MAJCOM exercises.
- 2.6.10. Ensure Training Program Requirements (TPR), Mission Readiness Training Program (MRTP), Program Guidance Letter (PGL), and Mobile Training Team (MTT) resources for their respective specialty reflects MAJCOM mission priorities.
- 2.6.11. Review AFS retraining applications (as required) and make recommendations to the MAJCOM Classification and Retraining Office.
- 2.6.12. Coordinate on requests for withdrawal from training, AFSC downgrade or withdrawal, and training requirement waivers as required for approval. Refer to AFI 36-2201, Vol 5, *Career Field Education and Training* and AFI 36-2101, *Classifying Military Personnel (Officer and Enlisted)*.
- 2.6.13. ARC enlisted CFMs have waiver authority for mandatory training requirements equivalent to that of AFCFMs. Training/waiver guidance from the FM must be coordinated through ANG/DPDT or HQ AFRC/DPTS prior to release to ensure compliance with AF and ARC training policy. Exception: AFSC 5J0X1 Paralegal must be approved by the AFCFM. NOTE: HQ AFRC has waiver authority for Individual Mobilization Augmentee (IMA) personnel.
- 2.6.14. Training waivers will be evaluated for approval/disapproval on a case-by-case basis IAW AFI 36-2201, Vol. 5, to ensure all training requirements are met.

Chapter 3

BASE TRAINING MANAGER RESPONSIBILITIES

3.1. Base Training Manager. The Base Training Office is the OPR for training programs for units serviced by the host Military Personnel Flight (MPF) regardless of the functional area. The base training manager will ensure programs are in place to manage upgrade, qualification, in garrison, and expeditionary training. Base Training Manager duties will not include Unit Training Manager (UTM) duties and additional duties detracting from their primary responsibilities. The Base Training Manager responsibilities include:

- 3.1.1. Implement and manage training programs, policies, and procedures as directed by higher headquarters.
- 3.1.2. Base OPR for developing, implementing, and managing training policies and procedures.
- 3.1.3. Familiarize personnel at all levels with AF training concepts, scope, methods and procedures. Coordinate and disseminate training policy and program changes with installation commanders, supported units, and MAJCOM training managers.
- 3.1.4. Assist commanders, unit personnel, and training activities with developing training programs, and recommend cost-effective methods to meet AF specialty qualification and skill level upgrade requirements.
- 3.1.5. Review and coordinate wing and unit-level training publications, supplements, and operating instructions, and provide recommendations to the appropriate OPR.
- 3.1.6. Respond to requests for training support by identifying available training resources, and coordinating with other sources (e.g., local units, training providers, MAJCOM training managers, contingency program OPRs, etc.).
- 3.1.7. Assist with developing training plans, schedules, documentation, and evaluation procedures supporting unit operations, mission priorities, and CFETP requirements.
- 3.1.8. OPR for 7-Level School quota management, to include establishing local procedures in conjunction with formal training and unit training to ensure all eligible personnel attend 7-level school prior to upgrade to the 7 skill level.
- 3.1.9. Collect and analyze trend data, by unit and assigned AFSC, and provide recommendations to commanders. Brief the installation/wing commander at least quarterly on the status of training (SOT) and maintain data for a minimum of 1 year, to include the following:
 - 3.1.9.1. Number of personnel in UGT by skill level.
 - 3.1.9.2. CDC pass rates (including one and/or two time failures).
 - 3.1.9.3. CDC reactivations and re-enrollments.
 - 3.1.9.4. Base Staff Assistance Visit (SAV) completed, scheduled, and overdue unit SAVs.
 - 3.1.9.5. 7-Level School cancellations, reschedules, and no-shows.
 - 3.1.9.6. Personnel withdrawn from training (Training Status Codes (TSCs) P and T).
 - 3.1.9.7. Trainees in excessive training over 24 months (36 months for ARC).

3.1.9.8. Survey return rates, if applicable.

3.1.9.9. Officers in training status, as applicable.

Forward a copy of training statistics to MAJCOM, DRU, FOA, or ARC functional manager.

3.1.10. Conduct staff assistance visits every 18 months on assigned unit training programs IAW guidance in [Attachment 2](#) and [Attachment 3](#). (Note: Waivers/extensions will be approved by MAJCOM, DRU, FOA, or ARC Training Manager):

3.1.11. When conducting a SAV, Base Training must ensure task evaluations have been conducted during unit SAVs on a minimum of 10 percent of upgrade trainees for those AFSCs not under a Quality Assurance concept, using AF Form 803, Report of Task Evaluation. Base training managers may also perform task evaluations during their SAV if desired.

3.1.11.1. Submit a written report to the unit commander and group commander, with a copy to the parent MAJCOM not later than (NLT) 30 days after SAV completion (NLT 60 days for ARC). Units with IMAs assigned must also provide a courtesy copy to HQ ARPC.

3.1.11.2. Analyze the unit SAV reports and OJT rosters (quarterly) for trends. Provide recommendations to the UTM and commander.

3.1.12. Conduct training meetings at least quarterly.

3.1.12.1. Prepare and distribute an agenda.

3.1.12.2. Write and distribute meeting minutes within 10 duty days following the meeting (within 60 days for ARC).

3.1.12.3. Minutes will include personnel attended, those absent, and an in-depth description of items discussed to include any items requiring further actions.

3.1.12.4. Ensure training for 3S2X1 and additional duty training managers is conducted during each quarterly meeting. Additional training sessions are encouraged.

3.1.12.5. Forward a copy of meeting minutes to all supported units and MAJCOM Training Office.

3.1.12.6. Maintain copies of meeting minutes for one year.

3.1.13. Review and maintain a minimum of 4 quarterly unit OJT rosters (printed from PC- III by the unit training managers) and make applicable recommendations to the UTM.

3.1.14. Instruct the Air Force Training Course (AFTC) and train personnel to teach the course. Update course completion in MilPDS for all assigned units and maintain class rosters on file. Maintain class rosters until information is verified in MilPDS. Provide AF Form 1256 to students.

NOTE: AFSC 3S2X1 and Civilian Education and Training personnel who are assigned to 3S2X1 personnel positions and have completed the Air Force Training Course are authorized to teach the course.

3.1.15. Verify all newly assigned enlisted personnel TSCs are correct. If the TSC is incorrect, update TSC information.

3.1.16. Coordinate with MPF personnel on matters relating to classifying, assigning, and utilizing personnel being trained via OJT.

NOTE: For units without Personnel Concept III (PC-III), provide OJT Rosters, coordinate AF Form 2096, Classification/On-The-Job Training Action, and update TSC changes in the Military Personnel Data System (MilPDS). Order CDCs, Course Examinations, process CDC extensions (accomplished by the losing base prior to permanent change of station (PCS)) and change of address actions for incoming personnel. Cancel CDC enrollments for members being discharged during out processing.

3.1.17. Base-level OPR for the Occupational Survey Program, training feedback, and external training evaluations

3.1.17.1. Develop methods to track surveys, distribute surveys to appropriate UTMs, and return surveys to OPR.

3.1.18. Test Control Office (TCO) and Test Control Facilities (TCF) will be established IAW AFI 36-2605 and AFIADL Catalog.

3.1.19. Provide guidance to commanders and UTMs on all CDC related matters.

3.1.20. Assist Distance Learning Site Coordinators in identifying annual training requirements for AETC Type-6 courses.

3.1.21. Ensure AETC Form 156, Student Training Report, is distributed to supervisors. Base Training will identify the FM to the MAJCOM.

3.1.22. The Base Training Manager responsibilities and guidance for E-Testing is provided in the *AFIADL Catalog* and the *E-Exam Test Control Officer's Guide*. To prevent testing errors Base Training Manager must follow all TCO guidance provided by AFIADL.

3.2. Base 3S2X1 FM Responsibilities.

3.2.1. The Base 3S2X1 FM will be the senior ranking enlisted member, possessing a 7-skill level, assigned to the Base Training office. If no military are assigned to Base Training, FM responsibility defaults to the highest-ranking 3S2X1 possessing a 7-skill level on the base (host command).

3.2.2. The FM will develop a 3S2X1 training plan for all assigned training personnel and a rotation plan for their respective 3S2X1 wing resources based on mission requirements. (Not applicable to ARC.)

3.2.3. Ensure unit training managers (UTMs)/additional duty training managers are trained and qualified by establishing a structured training program. Ensure training sessions for 3S2X1 and additional duty training managers are conducted during each quarterly meeting

3.2.4. Determine utilization and assignment of installation AFSC 3S2X1 personnel (Not applicable to ARC).

3.2.5. Use [Attachment 6](#) to interview prospective 3S2X1 retrainees and forward recommendations to the MAJCOM Training Manager (Not Applicable to ARC).

3.2.6. Prepare 3S2X1 retraining recommendation letters and forward to Personnel Employment (Not applicable for ARC).

3.2.7. Manage 3S2X1 mission ready training requirements.

Chapter 4

COMMANDER RESPONSIBILITIES

4.1. General Scope. Commanders are responsible for ensuring effective training programs are established and executed. Commanders who are actively involved in training program management take an important step toward making sure personnel are qualified in their assigned jobs and capable of meeting mission requirements. Training is an investment yielding rich rewards in increased mission capability and job satisfaction.

4.2. Training Program Requirements. Commanders at all levels are responsible for ensuring aggressive, mission-oriented training programs are established. Self-inspection programs and unit SAVs, conducted IAW [Attachment 3](#), Staff Assistance Visit Checklist, must be in-depth enough to identify outstanding work center training programs as well as any training shortfalls, to include in-garrison and expeditionary requirements.

4.2.1. Commanders direct the UTM to provide a monthly Status of Training (SOT) briefing to include, as a minimum:

4.2.1.1. Number of personnel in UGT, by skill level.

4.2.1.2. CDC Pass Rates (including one-/two-time failures).

4.2.1.3. CDC reactivations and re-enrollments.

4.2.1.4. 7-Level School cancellations, reschedules and no-shows.

4.2.1.5. Personnel withdrawn from training (Training Status Code (TSC) P and T).

4.2.1.6. Training Progress Review results (conducted within 24 months of training start date results).

4.2.1.7. Trainees in excessive training beyond 24 months (36 months for ANG only).

4.2.1.8. Informal work center visit results.

4.2.1.9. Survey return rates.

4.3. Unit Training Program Responsibilities.

4.3.1. For units without a 3S2X1 assigned, appoint an additional duty UTM. Forward a copy of the appointment letter to the Base Training Office.

4.3.2. If the unit training manager is a 3S2, ensure additional duties do not detract from primary duties.

4.3.3. Ensure training is planned and scheduled according to operational/deployment requirements, personnel assigned, and equipment availability.

4.3.4. Ensure the UTM identifies and schedules formal training requirements in support of mission accomplishment.

4.3.5. Budget and allocate resources to support training requirements, to include training and development of the UTM.

- 4.3.6. Withdraw airmen from training that fail to progress and take timely administrative action.
- 4.3.7. Ensure supervisors conduct and document initial evaluations within 60 days of assignment (120 days for ARC). Ensure the initial evaluation includes a review of previously certified tasks to ensure the member can meet duty position requirements. Evaluations must include:
- 4.3.7.1. Current qualifications.
 - 4.3.7.2. AFSC, duty position, wartime/UTC training requirements.
 - 4.3.7.3. Training program responsibilities.
 - 4.3.7.4. CDC requirements (if applicable).
 - 4.3.7.5. A review of Part I and II of the CFETP (or electronic equivalent).
- 4.3.8. Ensure trainers (and certifiers if AFCFM required) meet the following requirements:
- 4.3.8.1. Trainers must be recommended by their supervisor, qualified to perform the task being trained, and have completed the Air Force Training Course AFTC.
 - 4.3.8.2. Certifiers must be at least a SSgt (E-5) with a 5-skill level or civilian equivalent, capable of evaluating the task being certified, and have completed the AFTC.
- 4.3.9. Ensure supervisors, assisted by the UTM, develop a Master Training Plan (MTP) for each work center to ensure 100 percent task coverage. Additionally, identify duty position, home station training, deployment/UTC, and skill level upgrade requirements for the work center.
- EXCEPTION:** Work center with only one person assigned, or with only fully qualified Senior Non-commissioned Officers (SNCOs) (skill level commensurate with grade), require only a Master Task List (MTL), unless otherwise directed by the AFCFM.
- 4.3.10. Ensure the CDC program is administered IAW AFIADL policies and establish local policies to maximize effectiveness.
- 4.3.11. Review and sign the unit training SAV report.
- 4.3.12. Establish a training recognition program to highlight outstanding trainee performance and supervisory involvement, as appropriate.
- 4.3.13. Ensure unit training manager is on the unit in/out processing checklist.

Chapter 5

UNIT TRAINING MANAGER RESPONSIBILITIES

5.1. General Scope. The Unit Training Manager (UTM) is the commander's key staff member responsible for overall management of the training program. This person serves as a training consultant to all unit members and determines if quality training programs are in effect within all sections.

5.2. Evaluating Education and Training. UTM's implement and manage training programs, policies, and procedures, as directed by higher headquarters, commanders, and Base Training.

5.2.1. Learn the mission of the unit and how each work center contributes to mission accomplishment.

5.2.1.1. Develop, manage, and conduct training in support of in-garrison and expeditionary mission requirements.

5.2.1.2. Advise and assist commanders and unit personnel in executing their training responsibilities.

5.2.1.3. Prepare a budget to support training requirements and submit to unit commander for approval.

5.2.1.4. Interview newly assigned personnel within 30 days (60 days for ARC) to determine training status and CDC enrollment/progression requirements. Document interview on AF Form 623a or electronic equivalent.

5.2.1.5. Initiate AF Form 623, On-the-Job Training Record, six-part folders (when required by the AFCFM), or approved electronic equivalent, for all trainees entering UGT for the first time and provide to the supervisor.

5.2.1.6. Conduct a comprehensive trainee orientation (IAW [Attachment 5](#)) for trainees initially entering UGT within 60 days of assignment (90 days for ARC) and document completion on AF Form 623a, OJT Record Continuation Sheet, or approved automated system.

5.2.1.7. Ensure IMAs hand-carry training records to their unit of assignment.

5.2.1.8. Develop and coordinate training policy and program changes (including publications, supplements, and operating instructions) with work centers, unit commander, and other training managers, as appropriate.

5.2.1.9. Ensure all work centers have a MTP. Assist work centers in developing a MTP to plan, manage, and execute training activities.

5.2.1.10. Review the OJT records of trainees submitted for upgrade. The OJT record will be compared against the master task list for additional requirements, such as CDC completion, or special certification. Ensure all duty position requirements (circled items) and applicable core task requirements have been trained and certified, if required.

5.2.2. Conduct a SAV of unit training programs every 18 months (24 months for ARC). Include deficient areas addressed in previous Base SAV reports to ensure corrective actions have been implemented. Conduct a 50% records review on all trainees in upgrade training and a 10% review of all other records. Documented record reviews conducted within the same quarter of the SAV may be

included as part of the inspection. Submit a written report within 30 days of completion to the unit commander and the Base Training Office, IAW **Attachment 2**. When conducting SAVs ensure task evaluations are conducted on a minimum of 10 percent of upgrade trainees for those AFSCs not under a Quality Assurance concept (using AF Form 803, Report of Task Evaluation).

NOTE: SAVs must not be conducted for at least 6 months after the Base Training SAV, but must be completed before 18 month from last SAV.

5.2.3. Identify training resources and coordinate training for supported work centers with other units, and training providers.

5.2.4. Screen annual and out-of-cycle training requests (both formal and advanced distributed learning) and prioritize requirements for all organizational training, to include those training items that are supplemental in nature.

5.2.5. As appropriate, coordinate requests for formal training with:

5.2.5.1. The Unit Commander.

5.2.5.2. The MPF Employment section.

5.2.5.3. The Base Training Office.

5.2.5.4. The MAJCOM FM.

5.2.5.5. The MAJCOM Training Manager.

5.2.5.6. Training agencies.

5.2.6. Provide current CFETPs, Specialty Training Standard (STS), and Air Force Job Qualification Standard (AFJQS) for assigned AFSCs, as required.

5.2.7. Instruct the AFTC. The Base Training Office will teach the course in units without assigned AFSC 3S2X1 or civilian equivalent personnel.

5.2.7.1. Provide AF Form 1256 to students.

5.2.7.2. Forward the class roster to the Base Training office.

5.2.8. As needed, assist with scheduling deployment/UTC and home station training to meet mission accomplishment.

5.2.9. Coordinate field evaluation surveys of formal training course and occupational measurement surveys.

5.2.9.1. Develop a method to track evaluations/surveys.

5.2.9.2. Explain the purpose and importance of surveys to unit personnel.

5.2.10. Conduct unit training meetings at least quarterly.

5.2.10.1. Prepare and distribute an agenda.

5.2.10.2. Publish meeting minutes within 10 duty days following the meeting (within 60 days for ARC). Distribute copy of meeting minutes to unit commander, all supported work centers, and the Base Training Office.

5.2.10.3. Minutes will include personnel attended, absent, and an in-depth description of items discussed to include any items requiring further action.

- 5.2.10.4. Maintain copies of unit training meeting minutes for one year.
- 5.2.11. All 3S2X1 and additional duty managers will attend base training meetings.
- 5.2.12. Use TSCs, in accordance with **Attachment 4**, to identify and manage airman qualification and skill level UGT. Coordinate changes and/or AF Form 2096 classification actions with supervisors, the unit commander, and Base Training Office. Review the training record to ensure all requirements are met prior to submitting an upgrade action. Prior to deploying personnel, review training records to ensure training continuum is not broken.
- 5.2.13. OJT roster management.
 - 5.2.13.1. Generate a PC-III roster by the 5th of each month.
 - 5.2.13.2. Annotate status of each trainee to include task and CDC completion.
 - 5.2.13.3. Brief the commander monthly on the status of each trainee.
 - 5.2.13.4. Ensure the unit commander signs the OJT roster.
 - 5.2.13.5. Forward annotated copy to the Base Training Office (quarterly, by the 10th of Jan, Apr, Jul, and Oct).
- 5.2.14. Maintain copies of the roster for three previous months.
- 5.2.15. Manage the unit CDC program IAW **Chapter 8**, CDC Program Management.
 - 5.2.15.1. Establish a Career Development/Student Assistance/Registrar (CDSAR) account through AFIADL.
 - 5.2.15.2. Schedule course exam testing upon supervisor's request and verification of review training.
- 5.2.16. Review AF publication website at least monthly and inform supervisors of CFETP, Specialty Training Standard (STS), and AFJQS changes.
- 5.2.17. Conduct informal work center visits and maintain memos for record until the unit SAV is completed.
- 5.2.18. Conduct unit in- and out-processing of Temporary Duty (TDY), Permanent Change of Station (PCS), and/or Permanent Change of Assignment (PCA) personnel. Ensure personnel hand-carry their training records when going TDY IAW applicable deployment reporting instructions.
- 5.2.19. Manage applicable training systems, to include transaction registers (TR), and ensure information is accurate.
- 5.2.20. The unit training manager will download and print the unit OJT roster by the 10th duty day of each month (2 unit training assemblies (UTAs) for the ARC), and brief the unit commander on the following:
 - 5.2.20.1. Number of personnel in UGT by skill level.
 - 5.2.20.2. CDC Pass Rates (including one-/two-time failures).
 - 5.2.20.3. CDC reactivations and re-enrollments.
 - 5.2.20.4. 7-Level School cancellations, reschedules, and no-shows.
 - 5.2.20.5. Personnel withdrawn from training (TSC P and T).

5.2.20.6. Training Progress Review (24 months in upgrade training).

5.2.20.7. Trainees in excessive training beyond 24 months in training (36 months for ARC) and action taken as necessary.

5.2.20.8. Informal work center visit results (not required for SOT).

5.2.20.9. Survey return rates as required.

5.2.20.10. Status of officers in training (as applicable).

5.2.21. Consolidate and forward an annotated and updated copy of the unit OJT roster to Base Training quarterly (January/April/July/October). The unit commander must sign roster.

5.2.22. Conduct a training progress review at the 24th month of UGT (36th month for ARC), in accordance with [Attachment 7](#). The review will consist of a one-on-one interview with the supervisor and trainee to evaluate the status of UGT for the trainee. Record and file the progress review in the AF Form 623 until the member is upgraded. Take appropriate action as necessary.

5.2.23. Ensure the unit training manager is on the unit in-/out-processing checklist.

Chapter 6

SUPERVISOR, TRAINER, TASK CERTIFIER, AND TRAINEE RESPONSIBILITIES

6.1. Supervisor Responsibilities. Supervisors have the single greatest impact on mission accomplishment. They must share their experiences and expertise to meet mission requirements and provide a quality training program to the trainee. Supervisors must plan, conduct, and evaluate training.

6.1.1. Use CFETPs (or approved electronic equivalent) to manage work center and individual training.

6.1.2. Develop Master Training Plan (MTP). Develop Master Training Plan (MTP) to ensure completion of all work center duty position requirements (e.g. 100 percent task coverage). For guidance on developing a MTP, refer to **Attachment 8** of AFI 36-2201, Vol 3. As a minimum the training plan must include:

6.1.2.1. Master Task List (MTL). The MTL identifies all day-to-day mission (duty position) requirements, core tasks, in-garrison and contingency tasks, and additional duties performed by work center personnel.

6.1.2.2. Current CFETP or AFJQS.

6.1.2.3. Locally developed AF Form 797, Job Qualification Standard (JQS) Continuation Sheet (if applicable).

6.1.2.4. Milestones for tasks and CDC completion (identify the projected timeframe the trainee will complete all required tasks, home station training, deployment/UTC tasks, and each set of CDCs as required).

NOTES:

Work centers with only one person assigned only require a master task list, unless otherwise directed by the AFCFM. Positions such as First Sergeant and Group/Unit Superintendents, Career Assistance Advisors, etc. do not require a MTL and are exempt from this requirement. Additionally, MTLs are not required for SNCOs working in staff functions above wing level i.e. NAF, MAJCOM, and HAF. This does not apply to SNCOs in retraining status.

For further guidance in developing a master training plan, refer to **Attachment 8** of this AFI, AFMAN 36-2234, Instructional Systems Development and AFH 36-2235 Vol 11, Information for Designers of Instructional Systems, Application to Unit Training and your unit training manager.

6.1.3. Use the AFJQS (when directed by the AFCFM) in place of the CFETP only when the AFJQS reflects all mandatory core tasks as identified in the current CFETP, Part II.

NOTE: If using an AFJQS, maintain current (printed or electronic) copy of CFETP in a central location within the work center for reference.

6.1.4. Integrate training with day-to-day work center operations and consider trainer and equipment availability, training opportunities, schedules, etc.

6.1.5. Maintain AF Form 623, six-part folder, or other approved training record for:

- 6.1.5.1. Airmen in the grades of Airman Basic through Technical Sergeant (or personnel in combat ready duty positions, if required by the AFCFM).
- 6.1.5.2. SNCOs in retraining status, or as directed by the AFCFM. SNCOs who hold skill level commensurate with their grade and Duty Air Force Specialty Code (DAFSC) are considered qualified and do not require training records unless directed by the AFCFM.
- 6.1.6. Prior to submission for upgrade, ensure the trainee, as a minimum, meets all mandatory requirements as defined in AFMAN 36-2108, applicable CFETP, AFJQS, and duty position requirements.
- 6.1.7. Recommend the UTM initiate personnel action on trainees entering, completing, or withdrawn from training.
 - 6.1.7.1. Enter Stripes for Exceptional Personnel (STEP) promotees and ARC personnel into 7-skill level UGT upon the date of promotion to SSgt.
 - 6.1.7.2. Retrainees, SSgt and above, are entered into 7-skill level UGT upon award of the 5-skill level. For AFSCs without a 5-skill level, enter trainees into 7-skill level UGT upon award of the 3-skill level.
 - 6.1.7.3. Personnel selected for promotion to SSgt will enter 7-level upgrade training the first day of the promotion cycle (1 September each year) except for STEP promotees and retrainees
 - 6.1.7.4. ARC personnel are entered into 7-level upgrade training upon promotion to SSgt.
- 6.1.8. Attend quarterly training meetings conducted by the UTM.
- 6.1.9. Supervisor will conduct and document work center orientations within 60 days of assignment (120 days for ARC). As a minimum, the orientation should include the following information:
 - 6.1.9.1. What the trainee will be doing.
 - 6.1.9.2. Duty hours and shifts, including periods of rest (non-duty time).
 - 6.1.9.3. Safety requirements found on the AF Form 55, Employee Safety and Health Record.
 - 6.1.9.4. All time and training requirements for upgrade and/or qualification training.
 - 6.1.9.5. Responsibilities of trainee, trainer, task certifier, and supervisor.
- 6.1.10. Document the orientation on the AF Form 623a and file in the AF Form 623, or other AFCFM approved training folder. This AF Form 623a will remain in the training record until the trainee moves to a new duty section or base.
- 6.1.11. Conduct and document an initial evaluation of trainee qualifications within 60 days of initial assignment (120 days for ARC), either PCS or PCA. Document the evaluation on AF Form 623a and file in the OJT record. As a minimum the evaluation should include:
 - 6.1.11.1. AFSC, duty position (including core and home station training tasks), deployment/UTC, requirements.
 - 6.1.11.2. CDC requirements.
 - 6.1.11.3. Formal/informal training requirements, such as skills, knowledge, or classroom instruction. Supervisors must evaluate technical school graduates on all tasks taught in the initial skills course as identified in the STS portion of the CFETP

- 6.1.11.4. Other local or unique training requirements.
- 6.1.11.5. Supervisor and trainee responsibilities as outlined in governing directives, such as AFIs 36-2101, 36-2201 Vols 1-5, and the CFETP.
- 6.1.11.6. Supervisors are encouraged to allow trainees to complete course work during normal duty hours, if mission requirements allow. Supervisors will monitor trainee progress to ensure timely completion of CDCs or ADL course work.
- 6.1.12. Schedule and conduct supervised training sessions when a trainee has difficulty with upgrade training, CDC progression, or task certification, as evidenced by unsatisfactory scores, task decertification, etc., and document on the AF Form 623a, or other AFCFM approved record.
- 6.1.13. Document on AF Form 623a all interruptions to training affecting a trainee's progress (e.g., leave, hospitalization, TDYs, etc.).
- 6.1.14. Identify and conduct training on additional tasks required in the duty position.
- 6.1.15. Select trainers (and certifiers as required by AFCFM) based on skill qualifications with the assistance of the UTM.
- 6.1.16. Ensure trainers (and certifiers as required) are scheduled through the UTM to attend the Air Force Training Course.
- 6.1.17. Participate in field evaluation surveys, questionnaires, and visits requested by training providers.
- 6.1.18. Administer the CDC program for assigned trainees IAW **Chapter 8**, CDC Program Management.
- 6.1.19. Use Part II of the current CFETP or AFJQS (if directed by the AFCFM), or electronic equivalent to identify and certify position qualification and skill level UGT requirements.
- 6.1.20. Conduct annual screening of formal training and distance learning requirements based on:
 - 6.1.20.1. Work center mission requirements.
 - 6.1.20.2. Trainee qualifications.
 - 6.1.20.3. Lack of training capability.
 - 6.1.20.4. New equipment.
 - 6.1.20.5. Trainee/personnel turnover.
- 6.1.21. Provide training updates and recommend training improvements to the UTM and commander.
- 6.1.22. Document training progress on AF Form 623a, or AFCFM approved form. As a minimum, training progress must include:
 - 6.1.22.1. CDC and task progression.
 - 6.1.22.2. Task certification and recertification.
 - 6.1.22.3. Trainee strengths, weaknesses, attitude and corrective action (if required).
- 6.1.23. Initiate AF Form 2096 when trainees have completed all upgrade training requirements.

6.2. Trainer Responsibilities.

- 6.2.1. The trainer and supervisor may be the same individual. If necessary, the supervisor may assign someone else to provide the training. Trainers are selected based on their experience and ability to provide instruction to trainees.
- 6.2.2. Attend the Air Force Training Course.
- 6.2.3. Maintain required task qualifications.
- 6.2.4. Record task qualification according to prescribed instructions when a trainee performs a task to required standards.
- 6.2.5. Plan, conduct, and document training.
- 6.2.6. Develop evaluation tools. Evaluation responsibilities may be assigned to an equally qualified third party.
- 6.2.7. Prepare and use teaching outlines or task breakdowns, as necessary.
- 6.2.8. Brief the trainee and supervisor on the training evaluation results.

NOTE: To ensure effective and efficient execution of training programs, the trainer and trainee should be placed on the same work crew or shift unless the mission dictates otherwise.

6.3. Task Certifier Qualifications and Responsibilities.

- 6.3.1. Certifiers will provide third-party certification and evaluation on tasks identified by the AFCFM (if applicable). The responsibility of the certifier is to conduct additional evaluations and certify qualification on those designated tasks. Certifiers must:
 - 6.3.1.1. Be at least a SSgt (E-5) with a 5-skill level or civilian equivalent.
 - 6.3.1.2. Attend the Air Force Training Course.
 - 6.3.1.3. Be capable of evaluating the task being certified.
 - 6.3.1.4. Evaluate training and certify qualifications.
 - 6.3.1.5. Use established training evaluation tools and methods to determine the trainee's ability and training program effectiveness.
 - 6.3.1.6. Develop evaluation tools.
 - 6.3.1.7. Brief the trainee, supervisor, and trainer on the training evaluation results.
Identify the trainee's strengths and areas needing improvement.
 - 6.3.1.8. When necessary, request assistance from the supervisor and UTM.
 - 6.3.1.9. The certifier must be someone other than the trainer.

6.3.2. Exceptions.

- 6.3.2.1. For AFSCs, duty positions, units, and/or work centers with specialized training standardization and certification requirements (e.g., space ops/missile maintenance shops, Maintenance Training Flight and/or HQ AETC instructors, air traffic controllers, aircrew standardization flight examiners, load masters, fire fighters, radiology, etc.) the trainer/instructor is authorized to train and certify task qualification. Third-party certification is not required unless otherwise directed.

6.3.2.2. If trainee task qualification occurs through Type-1, contractor-provided training without supporting documentation, supervisors/trainers who have attended the AFTC may document task qualifications as applicable. MAJCOM FMs in coordination with MAJCOM Training Managers may authorize exceptions when no one assigned locally meets the requirements.

6.3.2.3. For those AFSCs with special requirements or needs, such as 3P0XX, 1C1X1, senior airmen may perform this function, with approval from AFCFM.

6.4. Trainee Responsibilities. The trainee is the focal point of the AF training program. Trainees must make every effort to become qualified to perform in their AFS. The success and quality of trainee training greatly depends on the relationship between the supervisor, trainer, and trainee. Trainees must:

6.4.1. Actively participate in all opportunities for upgrade and qualification training.

6.4.2. Comprehend the applicable CFETP requirements and career path.

6.4.3. Obtain and maintain knowledge, qualifications, certifications, and appropriate skill level within the assigned specialty.

6.4.4. Budget on- and off-duty time to complete assigned training tasks, particularly CDC and self-study training requirements, within established time limits.

6.4.5. Request assistance from the supervisor, trainer, and UTM when having difficulty with any part of training.

6.4.6. Acknowledge and document task qualification upon completion of training. Documenting task qualification serves as an official certification of proficiency, certifying the individual is accountable for task performance IAW the governing instructions.

6.4.7. Understand their deployment/UTC, and home station requirements.

Chapter 7

TRAINING FORMS AND DOCUMENTATION

7.1. Introduction. The purpose of this chapter is to provide guidance and examples for proper training documentation. Training documentation is important to personnel at all levels because it validates the status of training and task qualification. Documentation also helps management assess mission capability and readiness, and it defines requirements for individual career progression. The AF Form 623, On-the-Job Training Record (or electronic equivalent) is the standard folder used as a training record. The Air Force Career Field Manager (AFCFM), with AFPC/DPPAT coordination, may approve the use of AF Form 623b, Individual Training Record, throughout the career field. AFCFMs in conjunction with AFPC/DPPAT will provide specific implementation guidance for the AF Form 623b.

7.2. Using AF Form 623, On-the-Job Training Record/AF Form 623B, Or Other Approved Records. The AF Form 623 reflects past and current qualifications, and is used to determine training requirements. It is intended to be a complete history of past training and current qualifications. Supervisors will ensure all documentation is accurate and comprehensive. The AF Form 623 may contain the following documents, in addition to any locally determined requirements. All other forms contained in the AF Form 623 may be automated with the approval of the AFCFM.

NOTE: If training records and CFETP are automated, AFCFMs are encouraged to eliminate the paper-based record. Double-documentation is a burden and requires constant updating, therefore defeating the purpose of automation. Advise AIDLT as records are automated.

7.2.1. CFETP.

7.2.2. AFJQS.

7.2.3. AF Form 797.

7.2.4. AF Form 623a.

7.2.5. CDC enrollment card, answer score sheets and scorecards (if enrolled in CDCs).

7.2.6. AETC Form 156 (maintain until completion of 5 skill level UGT).

7.2.7. AF Forms 2096 or automated product.

NOTE: All forms contained in the AF Form 623 may be automated with the approval of the AFCFM. However, if forms and the CFETP are automated they must meet the same documentation requirements (dates and initials of trainee, trainer, and/or task certifier) as hard copy forms. Automated training records, such as Cover Train, may be placed on a disk for mobility purposes.

7.3. Maintaining AF Form 623. Supervisors maintain the AF Form 623 for all assigned personnel IAW paragraph 6.1.5., when required. AF Form 623 will be available to all personnel in the chain of command to include the UTM upon request. Replace unusable AF Forms 623, as required, ensuring all pertinent information is transferred to the new record.

7.4. Disposition of AF Form 623. Upon separation, retirement, commissioning, or promotion to master sergeant, unless otherwise directed by the AFCFM, return to the individual. Do not give AF Forms 623 containing classified information to the individual.

NOTE: AFCFMs may request exception to policy of documentation rules from HAF/DPLT. An example of this would be the use of six-part folders or electronic records by some AFCFMs.

7.5. Career Field Education and Training Plan (CFETP or Electronic Equivalent). A comprehensive core training document identifying life cycle education and training requirements, training support resources, core and home station training, and deployment/UTC task requirements for a specialty. Supervisors use the CFETP to plan, prioritize, manage, and execute training within the career field. CFETPs are used to identify and certify all past and current qualifications.

NOTE: In an effort to reduce local CFETP printing costs, the following options are authorized: Keep at least one copy of the entire CFETP (part 1 and 2) in the work center for general access and master training plan development. Unless otherwise directed by the AFCFM, work center supervisors may file only part 2 of the CFETP, with the cover page and ID page, in the AF Form 623, OJT Record, or equivalent form. Additionally, if the CFETP is divided into distinct sections (by aircraft, duty position, mission, etc.) then file only the sections applicable to the individual, such as current/past qualifications, and current upgrade/duty position training requirements. Keep used sections intact, regardless of the degree of use. As duty/training requirements change, insert applicable CFETP sections in the prescribed numerical order.

7.5.1. Part I. Provides information necessary for overall management of the specialty and will be maintained as part of the work center MTP.

7.5.1.1. Section A--explains how everyone will use the plan.

7.5.1.2. Section B--identifies career field progression information, duties and responsibilities, training strategies, and career field path.

7.5.1.3. Section C--associates each level with specialty qualifications (knowledge, education, training, and other).

7.5.1.4. Section D--indicates resource constraints (some examples are funds, manpower, equipment, facilities).

7.5.1.5. Section E--identifies transition training guide requirements for SSgt through MSgt and other SNCOs as required by the AFCFM.

7.5.2. Part II. Includes the following:

7.5.2.1. Section A--contains the STS identifying the duties, tasks, and technical references to support training, AETC conducted training, core and home station training tasks, deployment/UTC tasks, and correspondence course requirements.

7.5.2.2. Section B--contains the course objective list and training standards to determine airmen training requirements.

7.5.2.3. Section C--identifies available support materials. When developed, use a Qualification Training Plan to support proficiency training.

7.5.2.4. Section D--identifies a training course index.

7.5.2.5. Section E--identifies MAJCOM unique training requirements.

7.6. Air Force Job Qualification Standard (AFJQS). AFJQSs are training documents approved by the AFCFM for a particular job type or duty position within an AFS

7.7. Performance Standard. Tasks are trained and qualified to the “Go” level. “Go” means the individual can perform the task without assistance and meets local demands for accuracy, timeliness, and correct use of procedures (“Go” level equates to 3c in the STS proficiency code key).

7.8. CFETP/AFJQS Documentation. All personnel authorized to sign off tasks in Part II of the CFETP must be listed on the Identification Block of the CFETP, Part II, including automated CFETPs. Supervisors must not change or reaccomplish any documentation completed before the release of the current AFI. The AF training record documentation is intended to be a complete history of qualifications and training completed. The AFCFM must follow current guidance in AFI 36-2201, Vol 3 when developing new CFETPs.

7.8.1. Documentation. Using the MTL. Identify all duty position requirements, including those core tasks associated with the current duty position, by circling the sub-paragraph number next to the task statement.

NOTE: Training on all core tasks is still required for upgrade unless otherwise stated by the AFCFM.

7.8.1.1. When completing the identification page, only the last 4 digits of the SSN are required.

7.8.1.2. Once initially certified, individuals are not required to maintain core task qualifications unless the task is part of the current duty position. (If task is part of the current duty position, it will remain circled. If not part of the current duty position, the circle may be removed.) Core task training is not required if the training capability does not exist at the assigned base, or another base within the local area. Conversely, core task training is required if the training capability resides in another unit at the same base (unless otherwise directed by the AFCFM). Annotate on the AF Form 623a the reason core task training was not conducted. There is no requirement to send personnel TDY for core task training.

7.8.1.3. As a minimum for initial certification, complete the following columns in Part II of the CFETP:

7.8.1.3.1. Training start date (day, month, year).

7.8.1.3.2. Training complete date (day, month, year).

7.8.1.3.3. Trainee Initials.

7.8.1.3.4. Trainer Initials.

7.8.1.3.5. Certifier initials when required by AFCFM (for tasks requiring third-party certification).

NOTE: All entries on documents contained in or on the AF Form 623, to include the CFETP, AFJQS, AF Form 797, AF Form 1098, Special Task Certification and Recurring Training, AF Form 803, and any additional training documents as determined by local requirements, will be documented in pencil. Entries on forms that are not subject to change, such as the front cover of the AF Form 623, signatures and AF Form 623a entries may be made in black, blue, or blue-black ink. However, if these publications/forms make up an automated training documentation package, pencil entries are not required.

7.8.1.4. Knowledge training. Knowledge training is required if no CDC is available for the AFS or training must be documented for a CDC waiver. Define (and develop, if necessary) evaluation criteria for career knowledge items to ensure comprehension. Document knowledge training IAW paragraph **7.8.1.**

7.8.1.5. Each time an Airman changes duty positions (transfers from another base or work center), the supervisor performs an initial evaluation that includes a review of all previously certified tasks. These tasks are compared against the master task list and will determine the extent of training required for the new duty position. The supervisor will identify all new tasks applicable to the new duty position and erase all circles that do not apply to the current duty position. Do not erase the initials and certification dates of previously certified tasks. If the Airman was previously qualified on the task, the supervisor determines if he/she is still qualified. If the Airman is found to be qualified, no further action is required. If the Airman is found to be unqualified on a previously certified task, the supervisor must ensure the task is trained on and recertified. Record the initial evaluation on AF Form 623a and retain in the training record until PCS/PCA.

NOTE: Supervisors in units using CAMS, IMDS, or other approved automated systems must remember to code and/or transcribe all tasks previously certified but not required in the current duty section.

7.8.2. Transcribing. Transcribing documentation to a new CFETP is an administrative function, not a re-evaluation of training. Therefore, supervisor and trainer are considered synonymous for the purpose of documentation. Transcribe within 120 days (240 days for ARC) of published date of revised CFETP. Upon publication of a new CFETP, use the following procedures to transcribe:

7.8.2.1. Use the new CFETP to identify past and current training requirements and to transcribe qualifications from the previous CFETP.

7.8.2.2. For tasks previously certified and required in the current duty position, circle the subparagraph number next to the task statement and enter the current date in the completion column. Trainee initials in the trainee column and the current task certifier or supervisor/trainer initials in the trainer column.

7.8.2.3. For tasks previously certified but not required in the current duty position (do not circle), transcribe only the previous certification date (no initials). If the task later becomes required in the duty position, recertify using current dates and initials.

7.8.2.4. Annotate the AF Form 623a, (for example, "I certify the information contained in the CFETP dated XX was transcribed to the CFETP dated XX, and the trainee was given the superseded CFETP." Signed and dated by supervisor and trainee).

7.8.3. Maintenance of CFETPs for personnel in retraining status. Maintain CFETP from previous AFSC until commensurate skill level is achieved, then give the obsolete field CFETP to the individual.

7.8.4. Decertification and Recertification. When a supervisor determines an airman is unqualified on a task previously certified for their duty position, the supervisor erases the previous certification, or deletes certification when using automated system. Appropriate remarks pertaining to the reason for decertification are entered on the AF Form 623a. Begin recertification (if required) following procedures in paragraph [7.8.1.3](#).

7.9. AF Form 623a, On-the-Job Training Record Continuation Sheet. The AF Form 623a will be used to document an individual's training progression. This form will be used to reflect training status, counseling, and breaks in training. The supervisor and/or trainer and the trainee must sign and date all entries. Enter the date the counseling/entry is made, the statement or entry, and the trainee and supervisor signature. These requirements apply to all AFCFM approved training forms, regardless of format.

7.9.1. Examples of AF Form 623a entries include initial CDC issue, CDC completion schedule, explanation of delays in CDC completion and/or training requirements, problems encountered with task certification (if any), and any training related counseling statements.

7.9.2. When used for training-related counseling, include strengths, weaknesses, areas to improve, and means to improve.

7.9.3. Maintain the AF Form 623a as long as it pertains to the current training objective (i.e., award of the skill level or completion of qualification training). The supervisor will determine if any additional AF Forms 623a will remain in the training record.

7.10. AF Form 797, Job Qualification Standard Continuation/Command JQS. The AF Form 797 is a continuation of the CFETP, Part II, or AFJQS. It defines locally assigned duty position, home station training, and deployment/UTC requirements not included in the CFETP, Part II. It is also used to develop the Air Force job qualification standard (AFJQS) and the command job qualification standard (CJQS) if deemed necessary by the AFCFM. The AF Form 797 disposition is the same as the CFETP and AFJQS. When used to expand a section of the CFETP or to add duties not listed in other documents, a master copy should be placed in the section master training plan. The AF Form(s) 797 would then be placed in the training records of the person(s) performing that duty. If the work center supervisor develops an all-inclusive AF Form 797 for the work center, circle only those tasks that pertain to the individual performing the task or duty. Documentation of the electronic form is as follows:

7.10.1. Column a, Critical Tasks, will place a symbol in the square automatically when you click on the box next to the task statement. This will identify tasks you have determined to be a critical or core task, or a task requiring third party certification.

7.10.2. Enter the task number in the task number column. Numbering is done in the same manner as an AFI or CFETP.

7.10.3. Tasks, Knowledge and Technical References. Enter the task statement. A task should have an action verb describing the task, such as remove, install, select, choose, etc. If the task statement is a list of specific equipment, it may be stated as: "1.1. Operate the following equipment:" with each piece of equipment listed. The technical reference is where the training information is found such as technical manual, AFI, or manufacturer's manuals. The technical reference is abbreviated TR.

7.10.4. Enter the date training is initiated.

7.10.5. Enter the date training is completed or the date transcribed (if transcribed from a previous AF Form 797).

7.10.6. Trainee, trainer, and task certifier certifies each task completed in the same manner as on the CFETP.

7.10.7. Enter trainee name and page number on the bottom of the form.

7.11. AF Form 803, Report of Task Evaluation. Evaluators use the AF Form 803 to conduct and document completion of task evaluations during training SAVs, when directed by the commander, or when a task certification requires validation. Supervisors, trainers, task certifiers, and training managers can use this form to record up to 6 task evaluations per form. If evaluations are conducted on a single trainee by the supervisor/trainer, or task certifier, file completed evaluations in the AF Form 623 until upgraded or

no longer applicable to current duty position. Training managers maintain task evaluations performed during SAVs with the completed report.

- 7.11.1. Enter trainee's name, grade, and AFSC in the applicable blocks. In the UGT block check either yes or no to indicate UGT status.
- 7.11.2. Job Task Item(s) Evaluated: Identify the task evaluated by using CFETP reference number if available, task title, and any other identifying information.
- 7.11.3. Indicate the results by placing a mark in the Satisfactory or Unsatisfactory block.
- 7.11.4. Enter the date the task evaluation was conducted, typed/printed name of evaluator, and signature of evaluator.

7.12. AF Form 1098, Special Task Certification and Recurring Training. Supervisors use the AF Form 1098 to document selected tasks requiring recurring training or evaluation. AF and MAJCOM directives may identify tasks contained in the CFETP requiring special certification, recurring training, or evaluation. This form may be overprinted and filed in the AF Form 623. For tasks requiring certification this form should remain in the training record until superseded or no longer required.

- 7.12.1. Column A: Enter the task title and training references.
- 7.12.2. Column B: Enter the date the training was completed.
- 7.12.3. Column C: The certifying official may be the person who conducted the training, supervisor, or trainer. A signature in this block indicates that the individual signing the form is certifying that the training has been accomplished.
- 7.12.4. Column D: The trainee enters his/her initials.
- 7.12.5. Column E: Enter the score (if written test was used or the number of course hours).
- 7.12.6. Column F: Enter the type of training and/or evaluation conducted - P for practical; C for classroom; W for written. If more than one type was used, such as classroom and practical the block is split using a diagonal line, such as C/P.
- 7.12.7. Column G: Enter the frequency the training is required; Q for quarterly, A for annually, BA for biannually.
- 7.12.8. Column H Enter the date next due. If training is recurring the date due must not exceed the date completed. For example if the date completed was 15 Jan 03 the due date must be prior to 15 Jan 04 for training that is conducted annually.

7.13. AF Form 1320a, Training Chart. The chart provides a method for organizing, scheduling, and recording training goals and qualifications. The instructions for using this form are located on the back of the form.

7.14. Qualification Training Packages (QTP). AFCFMs develop, manage, and implement QTPs. They are used to assist task certification.

Chapter 8

CAREER DEVELOPMENT COURSE (CDC) PROGRAM MANAGEMENT

8.1. Purpose and Scope. CDCs are published to provide the information necessary to satisfy the career knowledge component of OJT. These courses are developed from references identified in the CFETP correlating with mandatory knowledge items listed in AFMAN 36-2108. CDCs must contain information on basic principles, techniques, and procedures common to an AFSC. They do not contain information on specific equipment or tasks unless best illustrating a procedure or technique having utility to the entire AFSC.

8.2. CDCs for UGT. Air Force Institute for Advanced Distributed Learning (AFIADL) electronically publishes an “AFSC listing of CDC Requirements, identifying all mandatory CDCs for skill level upgrade. The list is available on the AFIADL web site at www.maxwell.af.mil/au/afiadl/.

- 8.2.1. If available, supervisors will use CDCs to satisfy career knowledge requirements for UGT.
- 8.2.2. If a CDC becomes available after entering UGT, the individual does not have to take the CDC, unless specified by the AFCFM.
- 8.2.3. An individual cannot be disenrolled from a current CDC enrollment unless specified by the AFCFM or member is being discharged.
- 8.2.4. Supervisors will conduct training to support specific required task knowledge using CFETP references.
- 8.2.5. If a trainee is at the 8th month of CDC enrollment and is within 60 days of PCS, the losing UTM will request an extension of the enrollment through PC-III.
- 8.2.6. Upon a trainee’s arrival at a new organization, the gaining UTM will process a change of address through PC-III within 30 days of trainee’s assignment.
- 8.2.7. The UTM will use the PC III OJT roster to monitor the CDC program. The CDC program is managed to effectively minimize failures, extensions, non-completions, and reactivations.
- 8.2.8. The UTM will ensure trainees are enrolled in required CDCs within 45 days of in processing (within 60 days for overseas units). CDCs will not be ordered until the trainee has completed technical training and arrives at the first duty station.
- 8.2.9. For AFSCs that require additional training prior to entry into 5 level UGT (example: 3P0X1 requires completion of Security Forces Distance Learning Course prior to entering TSC B), CDCs will be ordered after completion of the required training and must be issued within 14 days of receipt (60 for ARC) IAW AFCFM directives.
- 8.2.10. Commercially purchased/produced software developed for test preparation is not authorized for use on government computers. Refer to AFI 36-2605 for further guidance.

Table 8.1. Career Development Course Administration.

	A	B
L I N E	Processing Stage	Action(s)
1	Airman Placed in Upgrade/Transition Training	The UTM determines CDC requirements by reviewing the AFIADL “list of AFSCs with CDC.” Trainee must complete the CDC available when entered into UGT. The AFCFM provides guidance for newly activated CDCs.
2	CDC is Unavailable	The supervisor identifies knowledge items in the CFETP, Part II, CDC column. Using technical references required for career knowledge training, the supervisor briefs Airman on their use. Airman completes study of references, is evaluated by the supervisor, and is certified in the CFETP.
3	CDC is available	The Base Training Manager (for non-PC-III units), or UTM for units with PC-III capability, requests enrollment in the applicable CDC. The training manager will check the transaction register or the AFIADL CDSAR system within 5 days to verify enrollment request. [ARC will check the system during the following Unit Training Assembly (UTA)]. Do not enroll trainees in more than one CDC at a time unless specified by the AFCFM. For IMAs, contact HQ ARPC Education and Training Office. The supervisor notifies the IMA of the CDC enrollment and arranges for issue of CDC materials.
4	A CDC is received	The UTM issues CDC materials to the supervisor and trainee and briefs them on the proper use of the CDC. The supervisor and trainee conduct an inventory of course material. Trainee will make pen and ink changes and post, if necessary.
5	Supervisor Issues CDC Volume	Supervisor determines volume sequence of study, sets overall course completion schedule and develops a tracking system to monitor progress. Issues initial volume. Each volume must be completed within 30 days. (Exception: The UTM may grant an extension due to mission requirements; ARC and IMAs 60 days). The supervisor will not issue more than one volume at a time to the trainee. The supervisor determines the reason for slow progress, counsels the trainee, documents the counseling on AF Form 623a, and places the trainee in supervised study.
6	Trainee Completes Unit Review Exercise	The trainee answers the unit review exercise (URE) questions. The URE is an “open book” teaching device. The trainee transfers answers to the Field Scoring Sheet. The supervisor scores the URE, conducts review training on the areas missed, fills in the bottom of the scoring sheet and places the Field Scoring Sheet in the AF Form 623 Counsels trainee and documents AF Form 623a. Issues the next volume and notifies UTM.

	A	B
L I N E	Processing Stage	Action(s)
7	Trainee Completes Last Unit Review Exercise	Supervisor will conduct a comprehensive review of the entire CDC with the trainee in preparation for the Course Examination (CE) and document the review on the 623a. Once the review is complete, the supervisor will notify the UTM to order the course examination. Contact the IMA and arrange for a comprehensive review.
8	Course Examination Arrival and Test Administration	The Base Training Manager notifies the supervisor through the UTM. The supervisor ensures the trainee is ready to test, and then notifies the UTM to schedule the trainee. The UTM schedules the trainee for the examination within 30 days of notification of test arrival. For IMAs, the supervisor contacts the IMA and arranges a CE date, with consideration for the IMA's duty schedule. The supervisor and trainee fill out CDC questionnaires and return to AFIADL. For E-testing, Base training manager or test control officer must check student enrollment and test eligibility in CDSAR.
9	Receive Satisfactory Course Exam Results	The Base Training Manager enters the score into the control log for mandatory CDC exams. Sends the CE scorecard to the unit and destroys the examination. The supervisor conducts and documents review training, signs and places the CE scorecard in the AF Form 623 until trainee completes UGT or qualification training.

	A	B
LINE	Processing Stage	Action(s)
10	Initial Unsatisfactory Course Exam Results are Received	<p>The Base Training Manager:</p> <ul style="list-style-type: none"> -- Enters score in the control log. -- Forwards CE scorecard to the unit for review and filing in the AF Form 623. -- Destroys the examination. For E-Testing Base training manager or test control officer must access CDSAR prior to unlocking a test to identify correct E-Test number and edit code. Ensure trainee does not complete a course exam edit code previously administered. <p>The unit commander:</p> <ul style="list-style-type: none"> -- With help from the UTM or Base Training Manager, interviews the supervisor and trainee to determine the reason for the failure and corrective action required within 30 days from initial notification (90 days for ARC and IMAs). In addition, the unit commander will evaluate: <ul style="list-style-type: none"> --- Trainee's course progression. --- Trainee's understanding of the course content. --- Trainee's motivation, study habits, and preparation. --- Supervisor's involvement. <ul style="list-style-type: none"> -- Identifies need to assess trainee's reading abilities as required (contact the Education Services Office for assistance). -- Counsels the trainee, documents the counseling on AF Form 623a, and places the trainee in supervised review training and forwards a copy of the evaluation to the Base Training Office. <p>The supervisor will:</p> <ul style="list-style-type: none"> -- Conduct and document supervised study sessions on the AF Form 623a. -- Conduct review training, sign and place the CE scorecard in the AF Form 623, until the trainee is upgraded to the next skill level. -- Notify the UTM to schedule retake examination within 90 days

	A	B
LINE	Processing Stage	Action(s)
11	Second Unsatisfactory Course Exam Results are Received	<p>The Base Training Manager:</p> <ul style="list-style-type: none"> -- Enters score in the control log for mandatory CDC exams. -- Sends scorecard to the unit for inclusion in the training record. -- Destroys the exam. <p>The unit commander:</p> <ul style="list-style-type: none"> -- With assistance from the UTM or Base Training Manager, interviews the supervisor and trainee to determine the reason for the failure within 30 days from initial notification (90 days for ARC and IMAs). -- After reviewing the facts, decides on one of these options: <ol style="list-style-type: none"> 1) Evaluate for possible CDC waiver (do not place the trainee into TSC T). 2) Withdraw the Airman for failing to progress, place into TSC T and pursue separation. 3) Withdraw the Airman for failing to progress, place into TSC T, request AFSC withdrawal and recommend retraining or return to previously awarded AFSC. 4) Withdraw the Airman for failing to progress, place into TSC T, re-evaluate at 90 days and pursue either option 1, 2, or 3 as appropriate. -- Informs the trainee and supervisor of the option to be taken and initiates the appropriate actions (see Notes 1, and 2, at the end of this attachment). See Attachment 4 for instructions on placing trainee in TSC T.
12	Reactivation Procedures for Expired Enrollments	<p>Squadron commanders or equivalent may approve reactivations if the period of disenrollment is 90 days or less. Reactivations beyond 90 days must be processed for group commander approval (approval authority for ANG is ANG/DPD). There can only be one reactivation granted. Courses deactivated by the AFCFM are not included. Trainee must complete the new course. If no course is available, follow waiver instructions. (See Note 4). If reactivation is approved, Base Training will forward package to HQ AU/CFRR.</p>

	A	B
L I N E	Processing Stage	Action(s)
13	Reenrollment procedures	Approval authority is MAJCOM Training Manager (TM) for active duty, HQ AFRC/DPTS for reserve personnel, and HQ ANG/DPDT for ANG personnel. Reenrollments are not authorized for members failing their CDC CE twice. (see Note 5)

NOTE 1: The UTM will assist the supervisor in preparing two-time CDC failure waivers. Single course waivers for CDC series (A-B-C-etc.) can only be processed if there are no prerequisite requirements. When completion of prerequisites is required for follow-on enrollments, waivers must be processed for the entire CDC requirement (A-B-C, etc.). The package will process through the unit commander, Base Training Office, to the Wing CC or equivalent for approval/disapproval. (Exception: AFSC 3E7X1 Firefighters and 4N0X1X, Aerospace Medical Service must be approved by the AFCFM). As a minimum the package will include:

- Copy of CFETP Part II with completion of CDC knowledge training documented IAW Para **7.8.1.4**.
- Copy of both failure evaluations.
- Copy of both CE scorecards.
- Copy of URE Score Sheets.
- Copy of AF Form 623a entries.
- Copy of all applicable EPRs.
- Memorandum from trainee, supervisor, and commander.
- Memorandum from the Base Training Manager.

NOTE 2: Two-Time CDC Failure, Separation or Retraining Packages (AFSC withdrawal). (For retention/versus separation packages, refer to AFI 36-2626, *Airman Retraining Program*, Attachment 10, for procedures and package requirements.) The Base Training Manager must review the package and submit a letter of recommendation outlining the appropriate course of action to the parent MAJCOM. As a minimum, the package will include:

- Copy of CFETP Part II .
- Copy of both failure evaluations.
- Copy of both CE scorecards.
- Copy of URE Score Sheets.
- Copy of AF Form 623a.
- Memorandum from trainee, supervisor, and commander.

- Memorandum from Base Training Office.
- Copy of all Enlisted Performance Reports (EPRs).

NOTE 3: Separation and retraining packages will require additional information as outlined in AFIs 36-2101, 36-2201, and 36-2626, and 36-3208 governing directives.

NOTE 4: Reactivations will be processed IAW line 12 through the Base Training Office. The Base Training Office will forward request to AFIADL/DOI. The request must include:

- Trainee name, rank, and social security number (SSN).
- Complete unit address.
- MAJCOM.
- Complete Test Control Facility (TCF) and Identification Zip/Shred.
- Course to be reactivated.
- Identify course examination requirement (yes/no).
- Original date of enrollment
- Justification.

NOTE 5: Reenrollments. (This process is for those individuals whose initial enrollment has expired prior to completion and a new CDC version has replaced their original version. This does not apply to two-time failures). The UTM will process reenrollment requests, signed by the Unit Commander, through the Base Training Office. The Base Training Office reviews and forwards the following information to the parent MAJCOM for approval. Request must include:

- Name, rank, and SSN.
- Course.
- Complete Unit Address.
- Complete TCF and Identification Zip/Shred.
- Original Enrollment Date from Course Development & Student Administration/Registrar System (CDSAR).
- Justification.

If approved at the MAJCOM, the MAJCOM will forward to HQ AU/CFRR for processing.

8.2.11. If the trainee has reached the 10th month of enrollment and has not taken the course examination, the UTM will process a request for an extension.

8.2.12. If recommending an exemption/exception to policy for trainees to complete mandatory CDCs for upgrade or qualification training, the UTM will process the request IAW instructions in AFI 36-2201, volume 5, chapter, 4, paragraph 4.3. AFCFM is the final authority for this request.

Chapter 9

MANDATORY CRAFTSMAN COURSE POLICIES AND PROCEDURES

9.1. Introduction. This chapter addresses eligibility, selection and cancellation procedures for 7-skill level in-residence/distance learning craftsman courses.

9.2. Eligibility. Trainees must be a SSgt, SSgt selectee or above.

9.2.1. Trainees must meet the following criteria prior to attending a 7-skill level craftsman course:

9.2.1.1. In UGT to the 7-skill level.

9.2.1.2. Satisfy all prerequisites for attendance as outlined in the applicable CFETP or Military Personnel Data System (MILPDS) course reporting instructions. Waivers for course prerequisites will be processed through squadron commander and submitted to Base Training. Base Training will submit waiver request to MAJCOM DP training office. MAJCOM DP training will coordinate with appropriate MAJCOM functional manager for approval.

9.2.1.3. Trainees serving short tours (12-15 months) are not eligible to attend until arriving at new duty location (or scheduled enroute).

9.2.1.3.1. Wing commanders may submit waivers for exceptional circumstances, with full justification.

9.2.1.3.2. Submit waiver request to MAJCOM DP training office for coordination through the appropriate MAJCOM functional manager and the MAJCOM DP. The MAJCOM training office will then forward the waiver request to HQ AFPC/DPP for approval/disapproval.

9.2.1.4. Trainees serving long tours, who are within 4 months of their Date Eligible for Return from Overseas (DEROS), will not be eligible to attend until arriving at new duty location (or scheduled enroute).

9.2.1.5. Trainees returning from overseas may attend the course en route during their DEROS month. Attendance must be coordinated by the MAJCOM Training Office and documented on the PCS orders.

9.2.2. The Assignment Availability Code (AAC) table below identifies AACs that render members ineligible for attendance:

Table 9.1. Assignment Availability Codes.

Line	Assignment Availability Code	Definition
1	09	Member declined to extend/reenlist for retainability for PCS/TDY
2	12	Action under Article 15, Uniform Code of Military Justice (UCMJ)
3	13	International Hold
4	14	Member identified by base Staff Judge Advocate as material witness
5	15	Military/civilian court action
6	16	On Control Roster
7	17	Pending SF/AFOSI investigation
8	19	Referral EPR
9	21	Commander hold option
10	31	Medical deferment
11	37	Medical Evaluation Board and/or Physical Evaluation Board (MEB/PEB)
12	52	Member enrolled in Operation Bootstrap or Voluntary Education programs

9.2.3. Personnel considering Special Duty Assignment (SDA) or Reporting Identifier (RI) assignments should attend 7-skill level craftsman course prior to entering the SDA or RI. Three months after award of the SDA/RI CAFSC, members will not be considered for attendance until completion of SDA/RI assignment.

9.3. The following actions will result in a no-show being charged to the Base:

9.3.1. Requesting cancellation within 30 days of class start date (CSD) without the requesting MAJ-COM providing a replacement.

9.3.2. Trainee is not present on CSD.

9.4. Selection Process. HQ AFPC/DPPAT produces a quarterly list of eligible personnel.

9.4.1. Eligible personnel are prioritized by:

9.4.1.1. Date Entered Training (DET).

9.4.1.2. Date of Rank (DOR).

9.4.1.3. Total Active Federal Military Service Date (TAFMSD).

9.4.2. HQ AFPC/DPPAT sub-allocates names in Oracle Training Administration (OTA), which produces a document at base level. The MPF Formal Training section is responsible for notifying the

trainee with the projected training. The UTM verifies completion of all prerequisites prior to attendance. Trainees are ultimately responsible for ensuring the accuracy of their personal data. Report applicable information changes to the UTM.

9.4.3. Members requesting cancellation will not be considered for a new class date until the following quarter.

9.4.4. If a trainee is not scheduled during the following quarter, a Short Notice Volunteer Letter may be submitted.

9.4.5. Trainees may request cancellation if an approved separation, Record Status Code 20, is reflected in OTA.

9.4.6. Process 7-skill level course waivers IAW AFI 36-2201, Volume 5.

9.5. MAJCOM Responsibilities. The MAJCOM Training Office is the OPR for requesting cancellations, replacements, and short-notice volunteers. Only duty-related requests will be considered (Obtain sample letters from the HQ AFPC/DPPAT web site at www.afpc.randolph.af.mil on the Training Page). The MAJCOM Training Office will advise HQ AFPC/DPPAT to cancel the allocation.

9.5.1. The following are not acceptable reasons for canceling personnel from 7-skill level training:

9.5.1.1. Enrollment in voluntary education during the course period.

9.5.1.2. Considering separation without an approved date.

9.5.1.3. Contemplating applying for Officer Training School (OTS)/Bootstrap (AAC 05 not posted against record).

9.5.1.4. Considering joining the Guard/Reserves (Approved/applied separation not posted against record).

9.5.1.5. Non-duty related absence.

9.5.2. MAJCOM Training Offices will determine the availability of a replacement, verify applicable data and notify HQ AFPC/DPPAT.

9.6. Distance Learning. For AFSCs using Distributed Learning craftsman courses, the trainee will receive notification of training, course materials, and specific guidance from the base JST POC.

9.7. Failure Policy.

9.7.1. In-Residence 7-Level Courses. Personnel who fail to successfully complete in-residence 7-level courses will be returned to their parent unit. The supervisor will evaluate the trainee to determine the reason for failure and counsel the trainee. Counseling should cover strengths, weaknesses, areas requiring improvement, and the means to improve. Counseling should be documented on AF Form 623a and placed in the OJT record. The commander, with the assistance of the unit training manager and the individual's supervisor, conducts an assessment of the trainee within 30 days of notification of course failure (90 days for ARC). After reviewing the facts the commander decides on one of the following options:

9.7.1.1. Evaluate for possible course waiver (for waiver packages see AFI 36-2101 and AFI 36-2201, Vol 5)

9.7.1.2. Withdraw the airman for failing to progress, place in TSC T, and pursue separation.

9.7.1.3. Withdraw the airman for failing to progress, request AFSC withdrawal and recommend retraining or return to previously awarded AFSC.

NOTE: The commander will decide what option to take and process one of the options listed above NLT 30 days after the date of the commander's evaluation. Re-enrollment in an in-residence 7-level course is prohibited.

9.7.2. Distributed Learning Craftsman Courses: The supervisor will evaluate the trainee to determine the reason for failure and counsel the trainee. Counseling should cover strengths, weaknesses, area needing improvement, and the means to improve. The counseling will be documented on AF Form 623a and filed in the OJT record. The commander, with assistance from the unit training manager and the individual's supervisor, will conduct a commander's assessment of the trainee within 30 days of notification of course failure (90 days for ARC). After reviewing the facts the commander will decide and request one of the following options:

9.7.3. Re-enroll the trainee (one-time) after 6 months from course failure date. If the member fails the second distributed learning craftsman course the commander will pursue and request option 1, 2, or 3 below.

9.7.3.1. Evaluate for possible course waiver (for waiver packages see AFI 36-2101 and AFI 36-2201, Vol 5).

9.7.3.2. Withdraw the airman for failing to progress (TSC "T" and pursue separation.

9.7.3.3. Withdraw the airman for failing to progress, request AFSC withdrawal and recommend retraining or return to previously awarded AFSC.

Chapter 10

FORMS PRESCRIBED

10.1. Forms Prescribed. AF Form 55, Employee Safety and Health Record, AF Form 623, On-the-Job Training Record; AF Form 623a, On-the-Job Training Record Continuation Sheet, AF Form 623b, Individual Training Record; AF Form 797, Job Qualification Standard Continuation/Command JQS; AF Form 803, Report of Task Evaluations; AF Form 1098, Special Task Certification and Recurring Training, AF Form 1256, Certificate of Training, AF Form 1320a, Training Chart; and AF Form 2096, Classification/On-The-Job Training Action.

ROGER A. BRADY, Lt General, USAF
DCS/Manpower and Personnel

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

AFI 16-301, *US Air Force Priority System for Resources Management*

AFI 21-103, *Equipment Inventory, Status, and Utilization Reporting*

AFI 33-324, *The Information Collections and Reports (ICR) Management Program; Controlling Internal, Public and Interagency Air Force Information Collections*

AFI 33-322, *Records Management Program*

AFI 33-360, Vol. 1, *AF Content Management Program Publications*

AFI 36-401, *Employee Training and Development*

AFI 36-2101, *Classifying Military Personnel (Officer And Enlisted)*

AFI 36-2102, *Base-Level Relocation Procedures*

AFI 36-2110, *Assignments*

AFI 36-2201, *Air Force Training Program Vol 1 - 6*

AFI 36-2230 (I), *Interservice Training*

AFI 36-2251, *Management of Air Force Training Systems*

AFI 36-2601, *Air Force Personnel Survey Program*

AFI 36-2605, *Air Force Military Personnel Testing System*

AFI 36-2606, *Reenlistment In The United States Air Force*

AFI 36-2608, *Military Personnel Records Systems*

AFI 36-2616, *Trained Personnel Requirements*

AFI 36-2618, *The Enlisted Force Structure*

AFI 36-2626, *Airman Retraining Program*

AFI 36-3208, *Administrative Separation of Airmen*

AFH 36-2235, Vol 1-13, *Information for Designers of Instructional System*

AFH 33-337, *Tongue and Quill*

AFMAN 37-123, *Management of Records*

AFMAN 36-2105, *Officer Classification*

AFMAN 36-2107, *Active-Duty Service Commitments (ADSC)*

AFMAN 36-2108, *Enlisted Classification*

AFMAN 36-2234, *Instructional System Development*

AFMAN 36-2236, *Guidebook for Air Force Instructors*

AFPD 36-22, *Air Force Military Training*

AFPD 65-6, *Budget*

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AETCI 36-2203, *Technical Training Development*

AETCI 36-2225, *Training Administration*

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Abbreviations and Acronyms

AAC—assignment availability code

ADL—advanced distributed learning

ADSC—active duty service commitment

AETC—Air Education and Training Command

AF—Air Force

AFCFM—Air Force career field manager

AFDPO—Air Force Departmental Publishing Office

AFH—Air Force Handbook

AFI—Air Force instruction

AFIADL—Air Force Institute of Advanced Distributed Learning

AFJQS—Air Force job qualification standard

AFMAN—Air Force manual

AFMC—Air Force Material Command

AFOMS—Air Force Occupational Measurement Squadron

AFPAM—Air Force pamphlet

AFPC—Air Force personnel center

AFPD—Air Force policy directive
AFRC—Air Force Reserve Command
AFRES—Air Force Reserve
AFS—Air Force specialty
AFSC—Air Force specialty code
AFTC—Air Force training course
ANG—National Guard
APDS—automated personnel data system
ARC—Air Reserve component
ARPC—Air Reserve Personnel Center
BMT—basic military training
CAFSC—control Air Force specialty code
CDC—career development course
CDSAR—career development/student assistance/registrar
CE—course examination
CFETP—career field and education and training plan
CJQS—command job qualification training
CSD—class start date
CUT—cross utilization training
DAFSC—duty Air Force specialty code
DEROS—date eligible for return from overseas
DET—date entered training
DIERT—date initially entered retraining
DL—distance learning
DODD—Department of Defense directive
DODI—Department of Defense instruction
DOR—date of rank
DP—director of personnel
DRU—direct reporting unit
EPR—enlisted performance report
EST—enlisted specialty training
E&T—education and training

ETCA—Education and Training Course Announcements

FA—Functional Authority

FAM—functional area manager

FM—functional manager

FOA—field operating agency

FTAC—first term airman center

FTD— field training detachment

FY—fiscal year

GAS—graduate assessment survey

HAF—Headquarters Air Force

HQ— Headquarters

HST—home station training

IAW—in accordance with

ICW—interactive courseware

IMA—individual mobilization augmentee

IPT—integrated process team

ISD—instructional system development

JAG—Judge Advocate General

JQS—job qualification standard

JST POC—job site training point of contact

JST—job site training

MAJCOM—major command

MFM—major command functional manager

MILPDS—military personnel data system

MRA—mission-ready airmen

MRT—mission readiness training

M RTP—mission readiness training program

MSGT—master sergeant

MTL—master task list

MTP—master training plan

MTT—mobile training team

NCO—noncommissioned officer

NPS—non-prior service
OCR—office of collateral responsibility
OJT—on-the-job training
OPR—office of primary responsibility
OSD—Office of the Secretary of Defense
OSR—occupational survey report
OTS—officer training school
PB—President’s budget
PCA—permanent change of assignment
PCS— permanent change of station
PC III—Personnel Concept III
PDO—publishing distribution office
PDS—personnel data system
PGL—program guidance letter
POC—point of contact
POM—program objective memorandum
PPBE—planning, programming, budgeting, and execution
P&T—personnel and training
QT—qualification training
QTP—qualification training package
RCS—report control symbol
RDS—records distribution schedule
RI—reporting identifier
SAR—special access required
SAV—staff assistance visit
SDA—Special duty assignment
SDI—special duty identifier
SEI—special experience identifier
SMSGT—senior master sergeant
SNCO—senior noncommissioned officer
SOT—status of training
SOW—statement of work

SSGT—staff sergeant
SSN—social security number
STEP—stripes for exceptional performer
STS—specialty training standard
TAFMSD—total active federal military service date
TCF—test control facility
TCO—test control office
TD—training detachment
TDY—temporary duty
TPR—training program requirements
TR—technical reference
TRs—transaction registers
TRQI—training requester quota identifier
TSC—training status code
TSGT—technical sergeant
U&TW—utilization and training workshop
UCMJ—Uniform Code of Military Justice
UGT—upgrade training
URE—unit review exercise
UTA—unit training assembly
UTC—unit type code
UTM—unit training manager
WSC—weight status code

Terms

Advanced Training (AT)— Formal course that provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills and knowledge to enhance their expertise in the career field. Training is for selected career airmen at the advanced level of the AFS.

Air Force Career Field Manager (AFCFM)—The Air Force focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy and guidance.

Air Force Specialty (AFS)—A group of positions with the same title and code that require common qualifications.

Allocation—A class seat reserved for a specific program user at their request.

Amended Programmed Guidance Letter (PGL)—An amendment to the Funded PGL and reflects changes in the AF tasking to AETC resulting in a change to the AETC resource baseline. To arrive at the Amended Funded PGL, the same basic process is followed as with Draft and Approved PGLs.

Approved PGL—Reflects the corporate AF approved training requirements and resources to support execution of the training as reflected in the POM submission to DoD. HQ AETC/DO directs and coordinates actions with HQ staff, 2AF, AU, and HQ AETC/DOR to assess if the Draft PGL is executable within current command baseline. Based on POM inputs, HQ USAF/DPLT submits the Draft PGL with the resource requirements that will make it executable through the E&T IPT, P&T Panel, and corporate board structure. If approved for the POM submission, it is identified as the “Approved PGL”.

Air Reserve Component (ARC)— This term is used as an overarching term when referring to both the Air National Guard and Air Force Reserve Component together.

Area Support—Field training that a designated training detachment (TD) provides to a unit not receiving support from an on-site field training detachment. The designated TD supports more than one US Air Force installation under this arrangement.

Career Field Education and Training Plan (CFETP)—CFETP is a comprehensive core training document that identifies: life-cycle education and training requirements; training support resources, and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear path and instill a sense of industry in career field training. It is the formal training contract between the AFCFM and AETC for formal accession and life-cycle skills training.

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

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

Combat ready duty position – A combat ready duty position is a position such as Red Horse, PJs, Security Forces, Medical Readiness, etc that will deploy on a regular basis in support of combat operations, combat ready Airman perform combat duties on a daily basis.

Continuation Training—Additional advanced training exceeding the minimum upgrade training requirements with emphasis on present or future duty assignments.

Contract Training—Type 1 training that receives the same priority funding as Air Force-directed training. It supports initial groups of instructors and operators the Air Force requires for new or modified weapon systems.

Core Task—Tasks the AFCFM identify as minimum qualifications for everyone within an AFSC. Core tasks may be adjusted for duty position requirements or deployment training, as determined by the AFCFM.

Course Objective List (COL)—A publication derived from initial and advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3- or 7-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations in accordance with AFI 36-2201, *Developing, Managing, and Conducting Military Training Programs*.

Course Training Standard (CTS)—A task that requires specific training and certification prioritized above other tasks. Tasks may be defined as critical either through AFI, Technical Orders, higher headquarters, or at any level in the unit.

Critical Task—Training standard that identifies the training members will receive in a specific course.

Cross Utilization Training (CUT)—Training designed to qualify personnel to perform tasks that are not established requirements in their awarded AFSC.

Date Initially Entered Retraining (DIERT)—Equal to the class start date or OJT effective date. If no technical training is required the DIERT will be awarded the date the member is assigned duty. The gaining Base Training Office will ensure DIERT accuracy.

Deployment Task— Deployment tasks are any tasks identified by higher headquarters for personnel to perform during deployments, contingencies, or wartime. Deployment tasks may be specified for a particular skill level or in general across the AFSC. Guidance for using core tasks can be found in the applicable CFETP narrative.

Distributed Training—Formal courses that a training wing or a contractor develops for export to a field location (in place of resident training for trainees to complete without the on-site support of the formal school instructor).

Draft PGL—Reflects the initial AF training requirements as validated by the Education and Training Integrated Process Team (IPT). HQ USAF/DPLT develops this document and submits it to HQ AETC/DO.

Duty Position Tasks—The tasks assigned to an individual for the position currently held. These include as a minimum all core tasks that correspond to the duty position, and tasks assigned by the supervisor.

Education and Training Course Announcement (ETCA)—Located at <https://etca.randolph.af.mil> contains specific MAJCOM procedures, fund cite instructions, reporting instructions, and listings for those formal courses conducted or managed by the MAJCOMs or field operating agencies (FOAs). The ETCA contains courses conducted or administered by the AF and reserve forces and serves as a reference for the AF, DoD, other military services, government agencies, and security assistance programs. The ETCA has replaced the course announcements found in AFCAT 36-2233, *USAF Formal Schools Catalog*.

Enroute PCS-Associated Training—The training of students undergoing a permanent change of station (PCS) while in temporary duty (TDY) status.

Expeditionary Training—Training for tasks identified by higher headquarters for personnel to perform during contingencies or wartime. Training for these tasks may be provided through formal or on-the-job training.

Exportable Course—Instructional packages that personnel design for use in the field. The course may include printed, computer-based, or other audiovisual materials.

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

External Evaluation—Acquisition and analysis of data from outside the training environment to evaluate the training product in the operating environment.

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

Functional Area Managers (FAM)—The individual accountable for the management and oversight of all personnel and equipment within a specific functional area to support the operational planning and execution. Responsibilities include, but are not limited to, developing and reviewing policy; developing, managing, and maintaining UTCs; developing criteria for and monitoring readiness reporting; force posturing; and analysis. At each level of responsibility (Headquarters Air Force, MAJCOM, Air Component, FOA, DRU, and Unit), the FAM should be the most highly knowledgeable and experienced person within the functional area and have the widest range of visibility over the functional area readiness and capability issues.

Functional Manager—Senior leaders, designated by the appropriate functional authority (FA) who provide day-to-day management responsibility over specific functional communities at the MAJCOM, FOA, DRU, or ARC level. While they should maintain an institutional focus in regards to resource development and distribution, FMs are responsible for ensuring their specialties are equipped, developed, and sustained to meet the functional community's mission as well as encourage force development opportunities in order to meet future needs of the total Air Force mission.

Funded PGL—Reflects DoD support for the AF approved training requirements and resources to support execution of the training. The AF POM, reflecting the resources needed to execute the Approved PGL, is submitted to DoD/OSD. Upon review and reconciliation with national defense objectives and preliminary budget, the resource baseline to support execution of the PGL is approved or adjusted accordingly. Air Staff, if necessary, adjusts or directs schools to adjust training requirements in the PGL to a level that is executable and matches the resource level. This final PGL is the "Funded PGL" as tasking and resources are reconciled thus allowing for the training to be fiscally executable. Note: Funded PGL baseline numbers may be amended based on AETC initial distribution.

Go—The stage at which a trainee has gained enough skill, knowledge, and experience to perform the tasks without supervision. Meeting the task standard.

Home Station Training—Includes all training required to perform in the current duty position to include duty position tasks, core tasks, READY program tasks, contingency tasks, and additional duty tasks.

Initial Skills Training—A formal school course that results in an AFSC 3-skill level award for enlisted or mandatory training for upgrade to qualified for officers.

Initial Training Evaluation—An evaluation to review an individual's training qualifications. Supervisors must conduct an initial training evaluation to determine if the individual requires additional training to meet duty position requirements.

Internal Evaluation—Collection of data from within the training environment.

Knowledge Training—Training used to provide a base of knowledge for task performance. It may also be used in lieu of task performance when the training capability does not exist. Learning gained through knowledge rather than hands-on experience.

Level 1 (Mission Accomplishment) Requirement—[Priority Ranking System Level of Urgency] Training necessary to accomplish the day-to-day mission. In using this rating, commanders are validating training as mission essential. Centrally funded by Air Force. If Air Force cannot support the need, then unit funds will be used.

Level 2 (Mission Enhancement) Requirement—[Priority Ranking System Level of Urgency] Training required to improve mission capability. Funded by agency (MAJCOM, FOA, DRU, ANG, AFRC, and non-AF users) requesting training.

Master Task List (MTL)—A comprehensive list (100%) of all tasks performed within a work center and consisting of the current CFETP or AFJQS and locally developed AF Forms 797 (as a minimum). Should include tasks required for deployment and/or UTC requirements.

Master Training Plan (MTP)—Employs a strategy for ensuring the completion of all work center job requirements by using a Master task Listing and provides milestones for task, CDC completion, and prioritizes deployment/UTC, home station training tasks, upgrade, and qualification tasks.

Mission-Ready Airman—A technical training graduate certified on AFCFM-defined tasks that are required to be performed at the next duty station, following course completion.

No Go—Trainee has not gained enough skill, knowledge, and experience to perform task without supervision. Does not meet task standard.

On-the-Job Training (OJT)—A new requirement or a change to a Funded MRTP PGL.

Out-of-Cycle Training Request—Hands-on, “over-the-shoulder” conducted to certify personnel in both upgrade (skill level award and job qualification (position certification training.

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

Program Guidance Letter (PGL)—The Mission Readiness Training Program (MRTP) Program Guidance Letter (PGL) identifies the post-pipeline technical training requirements submitted by the MAJCOMs, FOAs, DRUs, and non-AF Training Requester Quota Identifiers (TRQIs) and costs, for both manpower and funding, by AETC. It serves as the official tasking document enabling AETC planners and resource programmers to acquire the necessary resources for accomplishment of the tasking. The MRTP PGL is a process that aligns the Air Force requirements with the Planning, Programming, and Budgeting System (PPBS).

Program Objective Memorandum (POM)—Developed by individual services to set objectives for their forces, weapon systems and logistical support within the fiscal limits assigned to them by the Secretary of Defense. Covers a six-year period.

Qualification Training (QT)—Hands-on performance training designed to qualify personnel in a specific position. This training occurs both during and after upgrade training to maintain up-to-date qualifications.

Qualification Training Package (QTP)—An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position or program, or on a piece of equipment. It may be printed, computer-based, or in other audiovisual media.

Quota Type—A two-character code within AFTMS used to indicate the student's active duty status (i.e., airman, officer, or civilian) and the travel funding status (i.e., AETC-funded, unit-funded, or non-TDY). The particular codes are as follows:

1st Digit (Active Duty Status)	2nd Digit (Travel Funding Status)
A (airman)	T (AETC-funded)
O (officer)	P (unit-funded)
C (civilian)	N (non-TDY)

(**NOTE:** The "N" funding status is usually used for NPS pipeline students, PCS-length schools 20 weeks or longer, or non-active duty Air Force users).

Resource Constraints—Resource deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being delivered.

Specialty Training—The total training process used to qualify airmen in their assigned specialty.

Specialty Training Standard (STS)—An Air Force publication (typically inserted as Part 2 of the CFETP) that describes an Air Force specialty in terms of tasks and knowledge that an airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve a 3-, 5-, or 7-skill level within an enlisted AFS. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an Air Force Specialty Code (AFSC) are taught in formal schools and correspondence courses.

Standard—A predetermined quality or quantity, against which performance skills and knowledge is measured. An exact value, a physical entity, or an abstract concept, the appropriate authority, custom, or common consent sets up and defines to serve as a reference, model, or rule in measuring quantities or qualities, developing practices or procedures, or evaluating results. A fixed quantity or quality.

Sub-allocation—Allocation that a program user has actually programmed a name against.

Task Certifier—See Certification Official.

Task Qualification Training (TQT)—Training conducted after Nuclear, Biological, Chemical and Conventional (NBCC) defense classroom training in which individuals perform wartime mission essential tasks in a simulated wartime environment while wearing full ground crew individual protective equipment (IPE) or aircrew IPE. HAF, MAJCOM and local functional area managers (FAMs) identify wartime mission essential tasks. See AFI 10-2501 and AFMAN 10-2602 for additional information/requirements.

Third Party Certification—Is an evaluation of completed training conducted by the task certifier and is only required when directed by the AFCFM.

Total Force— All collective Air Force components (active, reserve, guard, and civilian elements) of the United States Air Force.

Trainer—A trained and qualified person who teaches personnel to perform specific tasks through OJT methods. Also, equipment that the trainer uses to teach personnel specified tasks.

Training Capability—The ability of a unit or base to provide training. Authorities consider the availability of equipment, qualified trainers, study reference materials, and so on in determining a unit's training capability.

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

Training Requester Quota Identifier (TRQI)— The TRQI is a four-character communication code within OTA used to convey annual or supplemental training requirements, quota allocations, quota confirmations, and student tracking information between a user of training and the provider (owner) of

training. TRQIs are assigned to MAJCOMs, FOAs, and DRUs responsible for training accountability of personnel. Only one TRQI is assigned to a functional entity for MRTP.

Training Session—Training that trainers conduct based on technical data for a maintenance task that existing courses could not support.

Training Start Date—Date training begins.

Training Completion Date—Date trainer or task certifier completes task evaluations and determines trainee is qualified to perform the task.

Upgrade Training (UGT)—Mandatory training which leads to attainment of a higher level of proficiency.

Wartime Course—Comprised of those tasks that must be taught when courses are accelerated in a wartime environment. **Wartime tasks** are the tasks to be taught in the 3-level course when the wartime courses have been activated. In response to a wartime scenario, these tasks will be taught in the 3-level course in a streamlined training environment. These tasks are only for those career fields that still need them applied to their schoolhouse tasks.

Attachment 2

CONDUCTING TRAINING STAFF ASSISTANCE VISITS (SAV)

A2.1. Purpose. The purpose of the attachment is to provide guidance for preparing, conducting, and documenting SAVs. The objective of a SAV is to determine the effectiveness of the unit training program. When conducting SAVs, use the applicable sections of this attachment and any MAJCOM directives.

A2.2. Overview. Conduct the visit in the following sequence:

A2.2.1. Make pre-visit preparations.

A2.2.2. Visit the unit/work centers.

A2.2.3. Post visit procedures.

A2.3. Pre-Visit Preparation. Thorough planning will ensure the success of the SAV.

A2.3.1. Scheduling. A flexible schedule is necessary to meet each work center's daily operations. Contingencies, exercises, or peak workloads may cause temporary interruptions to the SAV schedule. Conduct the visit by notifying the UTM of the tentative dates and times for visiting the work centers.

A2.3.2. Research. Use all available resources such as OJT rosters, quarterly meeting minutes, status of training information, previous SAV reports, wing safety reports, AFTC usage data, and task evaluations or quality assurance (QA) reports.

A2.3.3. Know the unit's mission.

A2.3.4. Review policy letters to ensure compliance with governing training directives.

A2.3.5. Know the unit's contingency or wartime training requirements.

A2.4. Visiting the Unit.

A2.4.1. Protocol During Visits. Always begin and end the visit by briefing the commander and additional unit leaders, as required.

A2.4.2. Briefing Requirements. As a minimum, brief the following areas:

A2.4.2.1. State the purpose of the SAV (e.g., to assess the effectiveness and quality of training, and to provide assistance and recommendations).

A2.4.2.2. Outline assessment areas.

A2.4.2.3. State the approximate duration of the visit.

A2.4.2.4. Review any special interest items.

A2.4.2.5. Schedule an out-brief.

A2.5. Post Visit Procedures.

A2.5.1. Writing the SAV Report. Clearly and concisely document the health of the unit's training program, specific areas needing improvement, and an outline of required actions. Refer to AFH 37-337, *The Tongue and Quill*, for additional writing suggestions. The report will include the following:

A2.5.1.1. Base or Unit TM Unit Designation, Office Symbol, and Phone Extension.

A2.5.1.2. Routing Procedures. Forward the report to the squadron commander.

A2.5.1.3. Timeliness of Report. Send reports NLT 30 days after the SAV is conducted. (60 days for ARC.)

A2.5.1.4. Summary of SAV Report Key Areas (see **Figure A2.2.**, SAV Assessment Areas). **The assessment areas identified in the Figure A2.2. with a single * are for the UTM's visits and the double ** areas identify the Base TM's area.** Items identified by single or double asterisks are minimum assessment areas and will be addressed in appropriate SAV Reports. Address all other areas if applicable to the unit.

A2.5.1.4.1. Assessment. Provide specific findings by summarizing what or who was seen, how many, etc., and emphasizing positive results. However, identify problems, because the commander needs to know.

A2.5.1.4.2. Specific Assistance Provided. Give specific base or unit TM assistance.

A2.5.1.4.3. Recommendations. State specific recommendations on corrective actions for deficiencies noted during the SAV.

A2.5.2. Follow-Up Visits. If there are significant findings in a work center a follow-up visit is required. Indicate on the report the date the follow-up is due, not to exceed 60 duty days after the SAV (90 Days for ARC). A memorandum for record will be required for the follow-up visit indicating long-term corrective actions.

Figure A2.1. Training SAV Report Sample.

The formal SAV report must include the memorandum and assessment, specific assistance provided, recommendations, and follow-up if necessary. Reports must be comprehensive enough for a unit or section to know what must be changed or improved upon in order to be in compliance with the spirit and intent of this AFI. Prepare a memorandum identifying the purpose, visit dates, and a reply to the report, if necessary. An example of a memorandum is as follows:

MEMORANDUM FOR UNIT COMMANDER

FROM: BASE OR UNIT TM

SUBJECT: Training Staff Assistance Visit, Dates of SAV

1. The purpose of the SAV was to assess the effectiveness of the unit's training program and to provide guidance, assistance, and specific recommendations for correcting training deficiencies.
2. The visit was conducted by: Rank, name and title, from (inclusive dates), IAW AFI 36-2201.
3. Summarize assessment, specific assistance provided, recommendations, and follow-up. Put task evaluation results in attachment 1, and identify key personnel contacted in attachment 2.
4. Identify any work centers or personnel who contributed outstanding training service to the unit.
5. A reply to specific deficiencies in this report is/is not required. Identify significant problems within attachment 1 and require a corrective action response NLT 60 days after the SAV completion.

Base/Unit TM Signature Block

Attachments:

1. Assessment
2. Task Evaluations
3. Key Personnel Contacted

1st Ind; Unit Commander

MEMORANDUM FOR Base or Unit Training Manager

Commander's Comments.

Commander's Signature Block

Figure A2.2. SAV Assessment Areas.

The SAV report must include, as a minimum the assessment (be specific, tell what you saw, emphasize the positive when possible); specific assistance provided during the visit (explain what you did as the training manager to assist); and recommendations for correcting any discrepancies noted (state your recommended management-oriented ideas as to what action or actions are necessary to correct discrepancies and prevent future occurrences).

1. (*) (**) Training Program Effectiveness. The UTM will assess the overall effectiveness of a section's training program. The BTM will assess the effectiveness of the unit training program from a management point of view. How effective are management tools developed by the commander and UTM in success of the training program.

- a. Assessment
- b. Specific assistance provided
- c. Recommendations

2. (**) UTM Effectiveness in Performing Duties and Support. The BTM should interview selected supervisors in a sampling of sections within a unit. Statistical analyses of products and suspenses since the last visit, CDC management, unit assessments, and AFTC participation should be evaluated throughout the year.

- a. Assessment
- b. Specific assistance provided
- c. Recommendations

3. (**) Quality and Timeliness of Training Meeting and Minutes. Are unit training meetings meaningful? Do they address current training issues and deficiencies? Does the UTM present information from Base Training meetings? Are procedural changes addressed? Is training conducted during the meetings? Are guest speakers invited to speak at the meetings? Are meetings conducted IAW para **5.2.10.**?

- a. Assessment
- b. Specific assistance provided
- c. Recommendations

4. (**) Quality and Timeliness of Unit Staff Assistance Visits. The Base Training Manager will evaluate formal visits, SAV reports, and informal SAVs. Are reports comprehensive? Does the UTM offer assistance and advice for training improvements in sections visited? Are MFRs prepared when informal visits are conducted?

- a. Assessment
- b. Specific assistance provided
- c. Recommendations

5. (*) Supervisory Performance of Training Duties. The UTM evaluates how well supervisors are performing their duties and meeting the training responsibilities for the trainee.

- a. Assessment

- b. Specific assistance provided
 - c. Recommendations
6. (*) Supervisor, Trainer, and Trainee Knowledge of Training. Have supervisors, trainers, and task certifiers attended the AFTC? Have they reviewed their responsibilities in AFI 36-2201? Do trainees understand their responsibilities in the OJT program?
- a. Assessment
 - b. Specific assistance provided
 - c. Recommendations
7. (*) (**) Currency and Usage of MTLs and MTPs. The UTM evaluates MTLs and MTPs during visits to individual work centers. The MTL should include all information required in **Chapter 6** of this instruction to include day-to-day mission requirements, duty position requirements, contingency/wartime requirements, and additional duties tasked to the work center. MTPs includes milestones for completion of upgrade and qualification training and serves as a guide to completion of upgrade training.
- a. Assessment
 - b. Specific assistance provided
 - c. Recommendations
8. (*) (**) Quality of Training. Is training scheduled as much as the mission will allow? Are trainers and task certifiers using training tools and/or checklists to ensure all trainees are receiving proper and adequate training and are evaluated against a predetermined standard?
- a. Assessment
 - b. Specific assistance provided
 - c. Recommendations
9. (*) (**) CDC Program Administration. Are programs in place to ensure CDCs are managed IAW **Chapter 8**? Does the unit have an incentive program? How successful is the unit/section CDC program? Are supervisors involved with the trainee in preparing for course exams?
- a. Assessment
 - b. Specific assistance provided
 - c. Recommendations
10. (*) (**) Training Record Documentation. Are training records documented IAW **Chapter 7** and AFCFM guidance? Are they maintained IAW other agency guidance, such as FAA, JHACO, HSI, etc?
11. (*) (**) Individual Mobilization Augmentee (IMA) Program (if applicable). If the unit has no IMAs this program is not evaluated. However, UTMs and BTMs must evaluate this program if there are enlisted IMAs assigned/attached.
- a. Assessment
 - b. Specific assistance provided
 - c. Recommendations

12. (*)(**) Air Force Training Course Scheduling and Backlog. Does the UTM conduct the AFTC IAW the minimum guidelines? Are classes of sufficient length to ensure trainers and task certifiers are taught specific concepts of their responsibilities? Is the course taught often enough to prevent a large backlog? Is the Base Training office supporting units with non 3S2X1 personnel assigned?

- a. Assessment
- b. Specific assistance provided
- c. Recommendations

13. (*)(**) Trainees In Nonproductive Training Status. Are these trainees evaluated as directed in **Chapter 7, Chapter 8**, and **Attachment 4**? Are counseling statements documented on AF Forms 623a or suitable substitute and filed in the individual training records? Are trainees evaluated for improvement? Are commanders briefed on the status of these trainees at least monthly?

- a. Assessment
- b. Specific assistance provided
- c. Recommendation

14. Programs Required by Other Directives.

- a. Assessment
- b. Specific assistance provided
- c. Recommendations

15. (**) Technical Training Graduate Surveys. Does the UTM have a process in place to track GAS surveys?

- a. Assessment
- b. Specific assistance provided
- c. Recommendations

16. (**) Annual Formal Training Course Screening Procedures. Are UTMs involved in the Annual Screening Process?

- a. Assessment
- b. Specific assistance provided
- c. Recommendations

17. (*)(**) Training Statistics By Skill Level.

18. Resource Augmentation Duty (READY) Program. Does the unit/section have personnel involved in/assigned to the READY Program? Are these additional duties listed in the MTL and MTP? Does the MTL identify personnel assigned to these programs?

19. Summary. Close with a brief overall status of the unit's training program.

Attachment 3

STAFF ASSISTANCE VISIT CHECKLIST

Table A3.1. Staff Assistance Visit Checklist

Commander's Responsibilities				
No.	Item	Yes	No	N/A
	Does/has the Commander:			
1.	Ensure the UTM provides a comprehensive monthly status of training (SOT) briefing? (AFI 36-2201, Vol 3, Par 4.2.)			
2.	For units without a 3S2X1 assigned, appoint an individual to perform UTM duties as an additional duty training manager and forwarded a copy of the official appointment letter to the Base Training Office? (AFI 36-2201, Vol 3, Par 4.3.1.)			
3.	Assigned additional duties to the UTM that negatively impact his/her ability to accomplish unit training responsibilities? (AFI 36-2201, Vol 3, Par 4.3.2.)			
4.	Ensure that sufficient funding is included in the unit training budget to support training requirements? (AFI 36-2201, Vol 3, Par 4.3.4. and 4.3.5.)			
5.	Ensure supervisors conduct and document initial training evaluations within 60 days of assignment (within 120 days for ANG/ARC)? (AFI 36-2201, Vol 3, Par 4.3.7.)			
6.	Ensure trainers and certifiers meet minimum qualifications required to conduct/certify training? (AFI 36-2201, Vol 3, Par 4.3.8.)			
7.	Ensure all work centers develop and use a MTP? (AFI 36-2201, Vol 3, Par 4.3.9.)			
9.	Implemented an effective training recognition program to acknowledge outstanding performance? (AFI 36-2201, Vol 3, Par 4.3.12.)			
10.	Evaluate the training progress of all personnel in training status code (TSC) "T" at the end of 90 days, take appropriate administrative action as required, and documented evaluations in the training records? (AFI 36-2201, Vol 3, Table 8.1., Line 11 and Attachment 4, Line 15)			

CDC Administration				
No.	Item	Yes	No	N/A
	Does/has the supervisor:			
1.	Administer the CDC program IAW AFI 36-2201, Vol 3, Chapter 8 ?			
2.	Conduct and document a comprehensive review of the entire CDC prior to requesting the course exam? (AFI 36-2201, Vol 3, Table 8.1. , Line 7)			
3.	Request extensions, if required, through the UTM after the trainee has been enrolled in the CDC for 8 months and/or the trainee is scheduled for a PCS within the next 60 days? (AFI 36-2201, Vol 3, Par 8.2.5.)			
4.	Ensure one volume of the CDC is completed every 30 days? (AFI 36-2201, Vol 3, Table 8.1. , Line 5)			
5.	During unit review exercises, conduct and document volume review training on missed areas? (AFI 36-2201, Vol 3, Table 8.1. , Line 6)			
6.	Conduct CDC review training and document the training on the course exam scorecard for trainees who fail the CDC the first time? AFI 36-2201, Vol 3, Table 8.1. , Line 10)			
7.	Have a tracking system to monitor CDC progress and volume completion? AFI 36-2201, Vol 3, Table 8.1. , Line 5)			
8.	Schedule, conduct and document supervised training sessions when the trainee has difficulty with CDC progression or task certification? (AFI 36-2201, Vol 3, Par 6.1.12.)			

Master Training Plan (MTP) (AFI 36-2201, Vol 3, Par 6.1.2. and Chapter 7)				
No.	Item	Yes	No	N/A
1.	Have all work center supervisors developed a MTP that covers 100 percent of the tasks for the work center, including contingency and deployment requirements? AFI 36-2201, Vol 3, Chapter 6 and Chapter 7)			
2.	Does the MTP include adequate milestones for CDC and task completion ? (AFI 36-2201, Vol 3, Par 6.1.2.4.)			
3.	Does the MTP include the most current Career Field Education and Training Plan (CFETP) or automated training product? (AFI 36-2201, Vol 3 Par 6.1.2.2.)			
4.	Does the MTP include an AF Form 797 that identifies locally assigned tasks, if required? (AFI 36-2201, Vol 3, Par 6.1.2.3.)			
5.	Does the MTP include other products needed to meet the needs of the specific work center (e.g., AF Form 1098, AF Form 1320a?) (AFI 36-2201, Vol 3, Par 6.1.2. and 6.2.3.)			

Supervisor/Trainer Knowledge, Guidance, and Support				
No.	Item	Yes	No	N/A
Does/has the supervisor:				
1.	Integrate training with the day-to-day work center operations and consider equipment availability, training opportunities, etc? (AFI 36-2201, Vol 3, Par 6.1.4.)			
2.	Maintain AF Form 623 or other approved training record for applicable personnel? (AFI 36-2201, Vol 3, Par 6.1.5.)			
3.	Ensure trainees meets all mandatory requirements as defined in AFMAN 36-2108, CFETP, AFJQS, and duty position requirements prior to recommending upgrade actions? (AFI 36-2201, Vol 3, Par 6.1.6.)			
4.	Recommend the UTM initiate personnel action on trainees entering, completing, or withdrawn from training? (AFI 36-2201, Vol 3, Par 6.1.7.)			
4.1.	Are STEP promotees entered into upgrade training upon the date of promotion to SSgt? (AFI 36-2201, Vol 3 Para 6.1.7.1.)			
4.2.	Are retrainees, SSgt and above, entered into upgrade training upon award of the 5-skill level? (AFI 36-2201, Vol 3, Para 6.1.7.2.)?			
4.3.	Are personnel entering 7-level upgrade training entered into training on the first day of the promotion cycle, i.e., 1 Sep (AD only)? (AFI 36-2201, Vol 3, Para 6.1.7.3.)			
5.	Does the supervisor attend quarterly training meetings conducted by the unit training manager or appoint a representative to attend? AFI 36-2201, Vol 3, Para 6.1.8.)			
6.	Does the supervisor conduct and document work center training orientation within 60 days of assignment (120 days for ARC)? (AFI 36-2201. Vol 3, Para 6.1.9.) As a minimum does the orientation include:			

Supervisor/Trainer Knowledge, Guidance, and Support (Cont)				
No.	Item	Yes	No	N/A
6.1.	What the trainee will be doing? (AFI 36-2201, Vol 3, Para 6.1.9.1.)			
6.2.	Duty hours and shifts, including periods of rest (non-duty hours) time? (AFI 36-2201, Vol 3, Para 6.1.9.2.)			
6.3.	Safety requirements found on the AF Form 55, Employee Safety and Health Record? (AFI 36-2201, Vol 3, Para 6.1.9.3.)			
6.4.	Time and training requirements for upgrade and qualification training? (AFI 36-2201, Vol 3, Para 6.1.9.4.)			
6.5.	Local area access for dining facilities, parking, shopping, etc? (AFI 36-2201, Vol 3, Para 6.1.9.5.)			
6.6.	Responsibilities of the trainee, trainer, task certifier, and supervisor? (AFI 36-2201, Vol 3, Para 6.1.9.6.)			
7.	Does the supervisor document training progression on the AF Form 623a? (AFI 36-2201, Vol 3, Para 6.1.22.) As a minimum, does the documentation include the following, as applicable:			
7.1	CDC and task progression? (AFI 36-2201, Vol 3, Para 6.1.22.1.)			
7.2	Task certification/recertification? (AFI 36-2201, Vol 3 Para 6.1.22.2.)			
7.3	Training strengths, weaknesses, attitude and corrective action implemented? (AFI 36-2201, Vol 3, Para 6.1.22.3.)			
8.	Conduct and document an initial evaluation within 60 days of initial assignment (120 for ARC), either PCS or PCA? (AFI 36-2201, Vol 3, Para 6.1.11.)			
9.	Does the evaluation include, as a minimum:			
9.1	AFSC, duty position (including core and home station training tasks), and deployment/UTC, requirements? (AFI 36-2201, Vol 3, Para 6.1.11.1.)			
9.2	CDC requirements? (AFI 36-2201, Vol 3, Para 6.1.11.2.)			
9.3	Formal and informal training requirements, such as skills, knowledge, or classroom instruction? (AFI 36-2201, Vol 3, Para 6.1.11.3.)			
9.4	Other local or unique training requirements? (AFI 36-2201, Vol 3, Para 6.1.11.4.)			

Supervisor/Trainer Knowledge, Guidance, and Support (Cont)				
No.	Item	Yes	No	N/A
9.5	Supervisor and trainee responsibilities as outlined in governing directives, such as AFIs 36-2101, 36-2201, and the CFETP? (AFI 36-2201, Vol 3, Para 6.1.11.5.)			
10.	Schedule and conduct supervised training sessions when a trainee has difficulty with CDC progression or task certification? (AFI 36-2201, Vol 3, Para 6.1.12.)			
11.	Document all interruptions to training affecting a trainee's progress (leave, TDY, hospitalization, etc) (AFI 36-2201, Vol 3, Para 6.1.13.)			
12.	Select trainers and certifiers based on skill qualifications? (AFI 36-2201, Vol 3, Para 6.1.15.)			
13.	Administer the CDC program IAW Chapter 8 ? (AFI 36-2201, Vol 3, Para 6.1.18.)			
14.	Conduct annual screening of formal training requirements based on work center mission requirements, trainee qualifications, lack of training capability, or new equipment? (AFI 36-2201, Vol 3, Para 6.1.20.)			

Unit Training Manager Responsibilities				
No.	Item	Yes	No	N/A
	Does/has the UTM:			
1.	Manage and conduct training in support of unit mission requirements, both home station training, and deployment/UTC requirements? (AFI 36-2201, Vol 3, Par 5.2.1.1.)			
2.	Advise and assist the commanders and unit personnel in executing their training responsibilities? (AFI 36-2201, Vol 3, Par 5.2.1.2.)			
3.	Prepare a budget to support training requirements and submit to unit commander for approval? (AFI 36-2201, Vol 3, Par 5.2.1.3.)			
4.	Interview newly assigned personnel within 30 days (60 days for ARC) to determine training status and CDC progression? (AFI 36-2201, Vol 3, Par 5.2.1.4.)			
5.	Initiate AF form 623, On-the-Job Training Record, (or approved electronic equivalent) for all trainees entering UGT for the first time and provide to the supervisor? (AFI 36-22-1, Vol 3, Par 5.2.1.5.)			
6.	Conduct a comprehensive trainee orientation (IAW Attachment 5) for trainees initially entering UGT within 60 days of assignment (90 days for ARC) and document completion on AF Form 623a, OJT Record Continuation Sheet, or approved automated system? (AFI 36-2201, Vol 3, Par 5.2.1.6.)			
7.	Ensure IMAs hand-carry training records to unit of assignment? (AFI 36-2201, Vol 3, Par 5.2.1.7.)			
8.	Develop and coordinate training policy and program changes (including publications, supplements, and operating instructions) with work centers, unit commander, and other training managers, as appropriate? (AFI 36-2201, Vol 3, Par 5.2.1.9.)			

Unit Training Manager Responsibilities (Continued)				
No.	Item	Yes	No	N/A
9.	Ensure all work centers have a MTP IAW Chapter 7 ? (AFI 36-2201, Vol 3, Par 5.2.1.9 .)			
10.	Assist work centers in developing a MTP to plan, manage and execute training activities? AFI 36-2201, Vol 3, Par 5.2.1.9 .)			
11.	Conduct a SAV of unit training programs every 18 months (24 months for ARC)? (AFI 36-2201, Vol 3, Par 5.2.2 .)			
12.	Screen annual and out-of-cycle requests (both formal and advanced distributed learning) and prioritize requirements. (AFI 36-2201, Vol 3, Par 5.2.4 .)			
13.	Process formal training requests? (AFI 36-2201, Vol 3, Par 5.2.4 .)			
14.	Provide current CFETPs, STSs, and Air Force Job Qualification Standard (AFJQS) for assigned AFSCs as required? (AFI 36-2201, Vol 3, Par 5.2.6 .)			
15.	Instruct and administer the Air Force Training Course (AFTC)? (AFI 36-2201, Vol 3, Par 5.2.7 .)			
16.	As needed, assist with scheduling home station training and deployment/UTC training requirements to meet mission accomplishment? (AFI 36-2201, Vol 3, Par 5.2.8 .)			
17.	Coordinate field evaluation surveys of formal training course and occupational measurement surveys? (AFI 36-2201, Vol 3, Par 5.2.9 .)			
17.1.	Develop a method to track evaluations/surveys? (AFI 36-2201, Vol 3, Par 5.2.9.1 .)			
17.2.	Explain the purpose and importance of surveys to unit personnel? (AFI 36-2201, Vol 3, Par 5.2.9.2 .)			

Unit Training Manager Responsibilities (Continued)				
No.	Item	Yes	No	N/A
18.	Conduct unit training meetings at least quarterly? (AFI 36-2201, Vol 3 Par 5.2.10.)			
18.1.	Prepare and distribute meeting agenda? (AFI 36-2201, Vol 3, Par 5.2.10.1.)			
18.2.	Write and distribute meeting minutes within 10 days after holding the meeting (within 60 days for ARC)? (AFI 36-2201, Vol 3, Par 5.2.10.2.)			
18.3.	Do minutes include personnel attended/absent, and an in-depth description of items discussed? (AFI 36-2201, Vol 3, Par 5.2.10.3.)			
18.4.	Forward a copy of meeting minutes to all work centers, unit commander, and Base Training? (AFI 36-2201, Vol 3, Par 5.2.10.2.)			
19.	Attend Base Training meetings? (AFI 36-2201, Vol 3, Par 5.2.11.)			
20.	Generate a PC-III roster by the 5 th of each month? (AFI 36-2201, Vol 3, Par 5.2.13.1.)			
20.1.	Annotate status of each trainee to include task and CDC completion? (AFI 36-2201, Par 3, 5.2.13.2.)			
20.2	Brief the commander monthly on the status of each trainee? (AFI 36-2201, Vol 3, Par 5.2.13.3.)			
20.3	Ensure the unit commander signs the OJT roster and forward copy to Base Training? (AFI 36-2201, Vol 3, Par 5.2.13.4. and 5.2.13.4.)			
20.4	Maintain copies of the roster for three previous months? (AFI 36-2201, Vol 3, Par 5.2.14.)			
21.	Manage the CDC program IAW with Chapter 8 ? (AFI 36-2201, Vol 3, Par 5.2.15.)			
21.1	Establish a CDSAR account? (AFI 36-2201, Vol 3, Par 5.2.15.1.)			

Unit Training Manager Responsibilities (Continued)				
No.	Item	Yes	No	N/A
21.2	Schedule course exam testing upon supervisor's request and verification of review training? (AFI 36-2201, Vol 3, Par 5.2.15.2.)			
22.	Review AF publication website at least monthly and inform supervisors of CFETP, STS, and AFJQS changes? (AFI 36-2201, Vol 3, Par 5.2.16.)			
23.	Conduct informal work center visits and maintain memos for record until the unit SAV is completed? (AFI 36-2201, Vol 3, Par 5.2.17.)			
24.	Conduct unit in- and out-processing of TDY and PCS and/or PCA personnel? (AFI 36-2201, Vol 3, Par 5.2.18.)			
25.	Ensure personnel hand-carry their training records when going TDY IAW applicable deployment reporting instructions? (AFI 36-2201, Vol 3, Par 5.2.18.)			
26.	Consolidate and forward unit statistical data by the 10 th duty day of the month for input into status of training briefings? (AFI 36-2201, Vol 3, Par 5.2.20.)			
27.	As a minimum, does the UTM brief the commander at least monthly on the following: (AFI 36-2201. Vol 3, Par 5.2.20.1.-5.2.20.11)			
27.1	Number of people in UGT by skill level?			
27.2.	CDC pass rates, including one- and two- time failures?			
27.3.	CDC reactivations and re-enrollments?			
27.4.	7-Level School cancellations, reschedules, and no-shows?			
27.5	Personnel withdrawn from training (TSC P and T)			
27.6.	Training Progress Reviews (24 months)?			
27.7.	Trainees in excessive training beyond 24 months (36 months for ARC)?			
27.8	Informal work center visits results?			

Unit Training Manager Responsibilities (Continued)				
No.	Item	Yes	No	N/A
27.9.	Ensure unit training manager is on the in- an out-processing checklist?			
27.10.	Survey return rates, as required?			
28.	Conduct a training progress review at the 24 th month of UGT, consisting of one-on-one interviews with the supervisor and trainee to evaluate the status of UGT for the trainee? (AFI 36-2201, Vol 3, Par 5.2.21.)			

Attachment 4

TRAINING STATUS CODES AND DEFINITIONS

Table A4.1. Training Status Codes and Definitions.

	A	B
L I N E	Training Status Code	Definition
1	A	The Airman is in UGT for the initial award of a 3-skill level AFSC.
2	B	The Airman is in UGT for the initial award of a 5-skill level AFSC.
3	C	The Airman is in UGT for the initial award of a 7-skill level AFSC. The Airman must be a SSgt-select or above.
4	D	AFRC member awaiting reassignment to the Inactive Ready Reserve.
5	E	The Airman is retraining from an AFSC awarded at the 3 or higher skill level and is in UGT for subsequent award of a 3-skill level AFSC.
6	F	The Airman is retraining from an AFSC awarded at the 5 or higher skill level and is in UGT for subsequent award of a 5-skill level AFSC. This includes 3-skill level AFSCs having no 5-skill level (see AFI 36-2101).
7	G	The Airman is retraining from an AFSC awarded at the 7 or higher skill level and is in UGT for subsequent award of a 7-skill level AFSC. The Airman must be a SSgt or above.
8	I	The Airman is in re-qualification training and meets the following criteria: Is a SrA, SSgt, or TSgt; is returned to an AFSC at the highest skill level for their current grade from an AFSC, reporting identifier, or special duty identifier; and has not performed in the AFSC for at least the past 6 months. Do not use this code for prior service Airmen or former officers.
9	K	The Airman is attending basic military training or a skill level awarding technical school. This code also applies to those in follow-on training.
10	M	The Airman has approved retraining via a formal school, the CAFSC has changed to the retraining AFSC, and the Airman is awaiting to attend class. For ANG/AFRC personnel with a CAFSC of a 1-skill level awaiting entry into a formal school, not to exceed 12 months.

	A	B
L I N E	Training Status Code	Definition
11	P	The Airman cannot enter or continue in UGT due to the lack of a training capability at the assigned or TDY installation or because of duty status (for example, AFSC withdrawn, in confinement, Absent Without Leave (AWOL), hospitalized, officer trainee or selectee, assigned out of the control AFSC, decertified from the Personnel Reliability Program (temporary and permanent), and pregnancy). Use this code when a training capability is not available for upgrade or qualification training. Submit an explanation of circumstances surrounding a lack of UGT capability through the unit, wing, MAJCOM, FOA, or ARC training managers to the MAJCOM FM for action. Use this code when an individual has been eliminated from a formal training course pending reclassification/separation. This TSC does not permit waiving the dislocation allowance or other PCS restrictions (see AFI 36-2110). This code also applies to Airmen attending the Defense Language Institute, awaiting security clearance when no specialty training is available, or unable to enroll in a classified CDC. Return Airmen out of their control AFSC for more than 130 days (270 days for temporary PRP decertification) to duty immediately and reenter them into training in the control AFSC or recommend for retraining according to AFI 36-2626, Airman Retraining Program, whichever is appropriate (see AFI 36-2101).
12	Q	The Airman has received the highest skill level possible at the current grade and is receiving performance-based training to qualify in a specific position. Airmen remain in this TSC until qualified in the new duty position. Progress evaluation for Airmen in this TSC will be conducted between 12 and 24 months time in training. This code also includes personnel who fail to complete transition training (hands-on or CDCs) as mandated by the AFCFM.
13	R	The Airman is fully qualified. Use this code when personnel complete UGT.
14	S	The Airman is directly or indirectly changing to another AFSC at the same skill level of their previous AFSC. Only AFPC will update this code.

	A	B
L I N E	Training Status Code	Definition
15	T	<p>The commander is not recommending the Airman for entry into training or withdraws the Airman from training for failure to progress. This code includes personnel who fail to complete formal training mandatory for award of a skill level. This code also applies to personnel who fail to complete qualification training/UGT requirements levied by AFCFMs (e.g., CDCs, transition and multi-skills training). The commander notifies the individual of the reason for entry in this TSC and advises them of the action required to qualify for training at a later date (see Notes for processing instructions at the end of this attachment.) Individuals in this code are ineligible for reassignment, promotion or reenlistment. The commander will evaluate members at 90 days and recommend action. For two-time CDC failures refer to Table 8.1., Line 11. Document the evaluation in writing, place a copy in the AF Form 623, and forward a copy to base training. Keep Airmen in this TSC until reinstated, reclassified, or separated.</p> <p>NOTE: Do not use this TSC instead of necessary administrative or disciplinary action. Process case files for an Airman recommended for withdrawal from training for failing to progress (TSC T) according to option A, B, or C (see below). When processing an AF Form 2096 placing a trainee in TSC T, a hard copy must be forwarded to the MPF with the member's signature.</p>
16	Y	The applicable TSC has not been assigned or the gaining MPF has not processed the Airman. Use this code for ARC personnel awaiting the start of BMTS.

OPTION A. If the commander and supervisor recommend withdrawal from UGT or mandatory qualification training identified by the AFCFM, and justify the recommendation on AF Form 2096, with agreement from the base training office and the trainee, and base training approves:

(1) The commander enters the following statement in the remarks section of the AF Form 2096 and signs it along with the trainee: "I have been briefed on my ineligibility for promotion, reenlistment, and reassignment while withdrawn from training and understand that removal from UGT may result in separation under the provisions of AFI 36-3208, Administrative Separation of Airmen." File one copy of the AF Form 2096 in the AF Form 623.

(2) The commander evaluates the individual to determine eligibility to reenter training at 90 days for further action.

OPTION B. If the commander and supervisor recommend withdrawal from UGT, the AFSC, or from mandatory qualification training identified by the AFCFM; and either the base training office or trainee do not agree with the withdrawal:

(1) The Military Personnel Flight (MPF) chief (or designee) submits documents (last three performance reports, training documentation, and medical evaluations, if appropriate) to the parent MAJCOM with a cover letter recommending the course of action.

(2) The MAJCOM training manager coordinates with the MAJCOM FM to initiate one of the following actions:

(a) Continue the Airman in training.

(b) Withdraw the Airman from UGT and continue in the present AFSC. If the MAJCOM determines the trainee can progress in the AFSC, the commander (after evaluation) may allow the Airman to reenter training at any time.

(c) Disqualify the Airman from the AFSC (see AFIs 36-2101 and 36-2626) and return to a previously awarded AFS, if applicable, or recommend the Airman for retraining.

OPTION C. The commander evaluates the Airman for separation from the Air Force IAW AFI 36-3208.

Attachment 5

GUIDE FOR CONDUCTING THE UNIT TRAINING MANAGER'S (UTM) TRAINEE ORIENTATION

A5.1. The UTM will conduct a comprehensive trainee orientation for individuals entering UGT, covering the concept, scope, and objectives of the Air Force Training Program. Trainees must understand the training plan, how the plan affects them, and what their individual responsibilities are towards training. Training not only affects the unit mission, but impacts promotion, assignment selection, and re-enlistment.

A5.1.1. Initial UTM Trainee Orientation. Use AFI 36-2201, AFMAN 36-2108, and the applicable CFETP.

A5.1.1.1. Training is all training received while performing in a specialty.

A5.1.1.2. Upgrade Training (UGT). Training to qualify airmen for the award of a skill level. UGT increases skills and knowledge beyond the levels previously acquired.

A5.1.1.3. Qualification Training (QT). Hands-on performance training designed to qualify a trainee in a specific duty position. This can be training in conjunction with UGT, it can occur after UGT completion, or at any other time training is necessary.

A5.1.2. Duties of the Commander.

A5.1.2.1. Responsible for overall unit mission accomplishment through the training program.

A5.1.2.2. Establish controls to ensure training meets mission requirements.

A5.1.2.3. Evaluates a trainee's potential to progress in UGT.

A5.1.3. Duties of the Base Training Office:

A5.1.3.1. Establishes policy and procedures for training.

A5.1.3.2. Focal point for all training matters on base.

A5.1.3.3. Assists commanders, UTM's, and supervisors in developing training programs.

A5.1.3.4. Conducts formal staff assistance visits on UTM's.

A5.1.4. Duties of the Unit Training Manager,

A5.1.4.1. Appointed by the unit commander to oversee all unit training issues.

A5.1.4.2. Serves as the focal point for all training within the unit.

A5.1.4.3. Indoctrinates all unit personnel on the concepts, scope, and objectives of training.

A5.1.4.4. Assists in scheduling training.

A5.1.4.5. Initiates AF Form 623 and provides to supervisor.

A5.1.4.6. Conducts formal and informal assistance visits to sections and work centers.

A5.1.5. Duties of the Supervisor.

A5.1.5.1. Develops a master training plan.

A5.1.5.2. Performs an initial evaluation of the trainee's qualifications/needs within 60 days of assignment (120 days for ARC) to a duty position.

A5.1.5.3. Maintains the AF Form 623.

A5.1.5.4. Counsels the trainee when problems occur.

A5.1.5.5. Ensures the trainee meets all mandatory qualification requirements outlined in AFI 36-2108, *Enlisted Classification*, to include the duty position, home station training, and deployment/UTC requirements,

A5.1.5.6. Initiates upgrade action when trainee meets all requirements.

A5.1.6. Duties of the Trainer/Certifier:

A5.1.6.1. Plans and conducts training.

A5.1.6.2. Teaches on actual equipment or training aids.

A5.1.6.3. Evaluates training and certifies qualifications.

A5.1.6.4. Provides training feedback to the trainee and supervisor.

A5.1.6.5. Uses established training evaluation tools and methods.

A5.1.6.6. Determines trainee abilities and training program effectiveness.

A5.1.6.7. Develops evaluation tools.

A5.1.6.8. Identifies the trainee's strengths and areas needing improvement.

A5.1.7. Duties of the Trainee:

A5.1.7.1. Actively participates in the training process.

A5.1.7.2. Understands the applicable CFETP and career path.

A5.1.7.3. Maintains knowledge, qualifications, and the appropriate skill level.

A5.1.7.4. Becomes a productive member of the unit and work center through task certification.

A5.1.7.5. Budget on- and off-duty time to complete training tasks, particularly for CDC and other self-study requirements.

A5.1.7.6. Request help from your supervisor, trainer, or UTM when having training difficulties.

A5.1.7.7. Task knowledge is needed to perform specific tasks and is gained by studying technical references.

A5.1.7.8. Career knowledge is gained through a planned program of self-study involving CDCs or technical references listed in the CFETP.

A5.1.8. Criteria for award of a skill level:

A5.1.8.1. Minimum time requirements.

A5.1.8.2. Knowledge (CDC or study references from the CFETP Part II).

A5.1.8.3. Job qualification (satisfies training requirements for the duty position).

A5.1.8.4. Mandatory requirements (minimum requirements listed in paragraph 3 of the AFS description AFMAN 36-2108).

A5.1.8.5. Supervisor's recommendation.

A5.1.9. CDC Administration:

A5.1.9.1. Supervisor and trainee briefed on use of material.

A5.1.9.2. Supervisor and trainee inventory the material.

A5.1.9.3. Supervisor and trainee make corrections.

A5.1.9.4. Supervisor and UTM establishes volume sequence to achieve logical flow based on duty position requirements.

A5.1.9.5. Supervisor issues first volume and sets a schedule of 30 days per volume (60 days for ARC and IMAs).

A5.1.9.6. Supervisor documents any deviations from schedule on AF Form 623a, and notifies UTM of schedule deviations.

A5.1.9.7. Trainee studies volume chapter by chapter and answers all exercise questions.

A5.1.9.8. Supervisor counsels trainee and documents counseling on AF Form 623a.

A5.1.9.9. Supervisor reviews answers using the answer key.

A5.1.9.10. Supervisor and trainee correct all questions to 100 percent.

A5.1.9.11. The supervisor retains all URE answer keys.

A5.1.9.12. Ensure exercises are complete and check for accuracy

A5.1.9.13. Provide review training for incorrect answers on the URE.

A5.1.9.14. File answer sheet in the training record and maintain until CDC is complete.

A5.1.9.15. Supervisor issues next volume and follows preceding steps to completion.

A5.1.10. When Course Examination (CE) arrives, Base Training Office notifies the supervisor through the UTM.

A5.1.10.1. Supervisor completes a comprehensive review of all course materials in preparation for CE.

A5.1.10.2. UTM schedules trainee for testing within 30 days of notification of test arrival.

A5.1.10.3. Trainee takes CE.

A5.1.10.4. Unit TM receives scorecard and forwards to supervisor.

A5.1.10.5. Supervisor completes review training and annotates the AFIADL scorecard.

Attachment 6

GUIDE FOR INTERVIEWING PROSPECTIVE 3S2X1 RETRAINEES

A6.1. Purpose. The purpose of this guide is to provide additional information for interviewers of personnel interested in retraining into AFSC 3S2X1 (Education and Training). This information goes beyond the AF classification system of requirements and procedures for retraining. Use this guide to provide an overview of the various jobs within the AFSC and entry requirements.

A6.2. Introduction. Being a training manager in today's AF is a very demanding, yet rewarding job, if approached with a positive attitude and a willingness to serve. Anyone desiring to become a training manager must understand what the AFSC encompasses and requires.

A6.3. Information. As with any major decision in life, gain as much information as possible before making a final decision. Gather information from the following sources:

A6.3.1. Review AFMAN 36-2108, specialty description outlining 3S2X1 AFSC duties and responsibilities.

A6.3.2. Review the current 3S2X1 Part II of the CFETP for general task requirements of the AFSC. Technical references and functional publications relating to the duty position, i.e., AFI 36-2201, provides specific guidance.

A6.3.3. Consider the need to work with people and communicate effectively both orally and in writing.

A6.3.4. Consider the need to deal effectively with personnel at all levels, especially commanders and supervisors.

A6.3.5. Techniques for skills such as guiding, persuading, counseling, advising, assisting, educating, and instructing are essential for success.

A6.3.6. The initial mandatory AFS training is Education and Training Apprentice Course (J3ALR3S231-001, PDS Code XOR). Additionally, technical or academic instructor courses are helpful.

A6.4. Different Jobs. Next, a review of the different positions is in order. There are basically three distinguishable areas in the AFSC; training and related training program development and management, formal instructing and related training activities, and support of voluntary education policy and programs. Within these three areas exist at least seven common variations of jobs:

A6.4.1. Unit Training Manager (UTM).

A6.4.2. Aircraft or Missile Maintenance Training Manager.

A6.4.3. Base Training Manager.

A6.4.4. MAJCOM TM.

A6.4.5. Instructor.

A6.4.6. Education Services Manager.

A6.4.7. ISD/Curriculum Development.

A6.5. Unit Training Manager (UTM). Being assigned as a UTM is one of the most challenging places to begin in the AFSC. This is the grass roots level of the training environment and a great place to learn the basics of the AFS. AFI 36-2201 outlines the many duties associated with this important position. In this job, you interact daily with personnel at all levels. Your position in the unit is extremely vital to the mission. The way you do business and conduct yourself greatly impacts the effectiveness of the training program. Being a leader and a professional is a necessity.

A6.6. Aircraft or Missile Maintenance Training Manager. There are at least two variations of unit training management, working solely in a unit situation or at group level in a centralized or consolidated aircraft maintenance or missile maintenance training activity. Most often they are responsible for both unit and group training programs. You must accomplish the basic unit training management requirements, as outlined by this AFI, and other related duties through the use of automated training management systems and appropriate maintenance training directives.

A6.7. Base Training Manager. Working in the MPF Base Training Office as a Base Training Manager is definitely in the mainstream of the AFSC. Interaction takes place with all serviced units, directly with the personnel community, and up the chain with higher headquarters. Previous unit level experience of at least one to two years is preferable before working in this capacity. Being thrust into this position as a first job is very challenging, but in some instances necessary. It's important to be knowledgeable concerning personnel policies and procedures relating to manning, promotion, classification, and retraining. Duties also include using the automated personnel data system.

A6.8. MAJCOM TM. Working at a MAJCOM requires extensive experience and a broad view; a person new to the AFSC should not work there. Duties include interaction with staff functions as well as the technical aspects of managing training programs on a command-wide basis.

A6.9. Instructor. A different and significant duty available is instructing in a formal technical or academic environment. Most positions are available in Air Education and Training Command (AETC) and require submission of a special duty application. Before beginning teaching duties, instructors must attend either a Basic Instructor Course or Academic Instructor School.

A6.10. Education Services Manager. Duties in an Education Services Center as an Education Services Manager are challenging and rewarding. Your exposure to a myriad of tasks will require flexibility to successfully accomplish them. Good communication and customer service skills are important characteristics to possess. You will assume responsibilities including working with tuition assistance, obligating and recouping funds, scheduling education and training activities, testing and counseling appointments, and equipment and classroom use.

A6.11. ISD/Curriculum Development. The duties associated with ISD/Curriculum Development are the most technically challenging within the AFSC. The majority of positions are in AETC or in organizations with training or education as its primary mission. Duties include conducting job skill assessments, developing lesson plans and tests, and evaluating existing courses through the instructional systems review process.

A6.12. Interview Checklist. This checklist highlights key areas to address when conducting an interview and preparing the recommendation for retraining and reclassification.

A6.12.1. The following areas are of interest to the interviewer:

A6.12.1.1. Appearance/military image.

A6.12.1.2. Prior educational background relating to communication skills.

A6.12.1.3. General attitude toward the AF.

A6.12.1.4. AF career goals.

A6.12.1.5. Prior experience in managing an Education and Training program or involvement as a trainer or supervisor.

A6.12.2. Assess by available means (records, supervisor and commander interviews, etc.) the ability to interact with people of varied grades and positions and to perform duties with little or no supervision.

A6.12.3. Review EPRs for remarks concerning:

A6.12.3.1. Duty Performance.

A6.12.3.2. Human relations.

A6.12.3.3. Learning ability.

A6.12.3.4. Self-improvement efforts.

A6.12.3.5. Adaptability to military life.

A6.12.3.6. Bearing and behavior.

A6.12.3.7. Training experience (if applicable).

A6.12.3.8. Supervisory experience (if applicable).

A6.12.3.9. Acceptance of NCO responsibility (if applicable).

A6.13. Additional Considerations. The potential retrainee must possess qualification in any AFSC at the 5-skill level or higher (or 3-skill level if no 5-skill level exists), and the ability to speak clearly and distinctly. As a final check, the interviewer must review the following areas:

A6.13.1. Potential retrainee's ability to communicate through writing.

A6.13.2. Status of UIF file or Weight and Body Fat Management Program participation, if applicable.

Figure A6.1. Sample Questions to Ask During the Retrainee Interview.

1. Why do you want to be an TM?
2. Have you ever given a speech in public or to a large number of people?
3. How would you describe your writing ability? Do you have any recent examples?
4. Do you consider yourself a decisive person? If so, why?
5. Have you become familiar with the duties and responsibilities of a TM?
6. Have you ever supervised/trained anyone and documented training records?
7. What are your career goals?
8. Do you feel capable of making decisions affecting other people?
9. Have you read AFI 36-2201?
10. Have you ever counseled anyone?
11. Do you feel capable of interacting with commanders and other senior personnel privately and publicly?

Attachment 7**GUIDE FOR CONDUCTING THE UTM TRAINING PROGRESS REVIEW**

A7.1. The UTM will conduct a comprehensive training review for trainees reaching the 24th month of UGT. The separate one-on-one interview with the trainee and supervisor is designed to review the trainee's progress and to identify the remaining resources needed to complete UGT. The training progress review should be handled in a positive manner.

A7.2. Interview the following personnel separately.

A7.2.1. Trainee.

A7.2.1.1. Are you satisfied with the progress of your training?

A7.2.1.2. Has your supervisor/trainer provided adequate training?

A7.2.1.3. Are you familiar with the contents of your AF Form 623?

A7.2.1.4. Do you have access to your AF Form 623?

A7.2.1.5. Do you work on the same shift as your supervisor/trainer?

A7.2.1.6. What can your unit do to get you upgraded?

A7.2.1.7. Have you experienced any learning difficulty? If so, please describe.

A7.2.1.8. Did you have any medical or personal problems that prevented you from completing UGT?

A7.2.2. Supervisor/Trainer.

A7.2.2.1. Did you establish a schedule with milestones for completing UGT requirements?

A7.2.2.2. Has the trainee experienced any learning difficulty? If so, please describe.

A7.2.2.3. Did the trainee have any medical or personal problems?

A7.2.2.4. Did you provide adequate hands-on training for CFETP task requirements?

A7.2.2.5. What percentage of CFETP task requirements are accomplished?

A7.2.2.6. Were your training resources limited?

A7.2.2.7. Have you documented the trainee's progression on the AF Form 623a?

A7.3. Document the results of the separate interviews on an AF Form 623a and have each individual sign and date the form.

A7.4. The UTM will include an assessment of the quality and quantity of training, and specific recommendations to complete UGT. Include an estimated completion date and a follow-up review date, if necessary, within 90 days.

A7.5. The UTM will brief the unit commander on the results of the review. If necessary, the commander will include comments on the AF Form 623a.

Attachment 8

MASTER TRAINING PLAN DEVELOPMENT GUIDE USING INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) PRINCIPLES

A8.1. Using ISD. This attachment provides guidance for developing a work center Master Training Plan (MTP). When developing your training plan make sure it includes the tasks to be trained; how, where and when training will be conducted; estimated duration of training; how and at what periods trainees' knowledge and performance will be evaluated.

A8.1.1. As applied to the unit training program, ISD consists of five basic steps-developing a master task list (MTL), determining training needs, determining training capability, selecting training strategies, and scheduling training.

A8.2. Develop the Master Task List (MTL). The MTL is an integral part of your training plan. It is a list of all required tasks in a work center and is a source from which you select tasks for training and is a source from which you select tasks for developing individual CFETPs. When developing the MTL identify all task requirements within your duty section or work center to ensure 100 percent task coverage. This means identifying all tasks to include contingency/wartime tasks, additional duties identified by the supervisor as a certifiable task, and any mandatory core tasks required by the AFCFM. Documents used to develop the MTL include, but are not limited to, the CFETP for all AFSCs within the work center; AF Forms 797 and 1098 (if applicable), automated forms, or forms required/approved by your MAJCOM.

A8.2.1. Identifying Tasks. The following information provides guidance to assist in identifying tasks for your MTL.

A8.2.2. Identify all normal day-to-day mission requirements. These are the tasks performed by personnel in your work center, to include required core tasks as defined by the AFCFM.

A8.2.3. Identify Special Work Requirements. Some career fields have tasks that are not performed on a regular basis. This could encompass tasks performed infrequently, additional duty tasks, contingency tasks, Reserve Augmentation Duty (READY) Program, etc. Training references for these tasks include special operating instructions, local contingency plans, or the AF instructions governing the additional duty.

A8.2.4. Determine Mandatory Qualifications. The CFETP and 36-2108, Enlisted Classification, may list additional requirements that must be met before an Airman is qualified to be upgraded. Refer to these for other mandatory tasks.

A8.2.5. Recurring Training Requirements. Many AFSCs have tasks that require annual certification or recertification. Refer to the CFETP, governing directives, training manuals, etc. to determine recertification requirements for your AFSC.

A8.2.6. Documenting the MTL. You may document the MTL in one of the following ways:

A8.2.7. Coding. You may use color-coding, symbols, or other means to identify individual duty position requirements, core tasks, qualification tasks, additional duties, and so forth. It is advisable to also develop a legend to aid understanding when outside agencies, newly assigned personnel, or other supervisors in the workcenter are using or are initially exposed to the MTL. Be very careful when developing a coding system so that you do not develop a rigid or inflexible training plan. Training

plans must be flexible in order to meet manning, equipment, or TDY fluctuations. Care should be taken to ensure all supervisors, trainers, and task certifiers can define and use the MTL.

NOTE: It is advisable to identify tasks required for duty position rather than skill level task requirements.

A8.2.8. Locally Developed Products. Unless otherwise directed by the AFCFM, any number of computer programs, such as Word, Excel, etc. may be used to develop your MTL. However, the CFETP must be used as the core document; other forms used to expand or list tasks not found in the CFETP are considered supplemental. These forms might include the AF Forms 797 and 1098.

A8.3. Determine Training Needs. Once the MTL has been developed you must determine the training needs within your work center. To determine your training needs, you must:

A8.3.1. Identify duty position requirements for the trainee from the MTL. Determine the training objectives and assigned requirements by circling the sub paragraph numbers in the CFETP that relate to that training objective. If the trainee is in 5-skill level upgrade training, circle tasks (identified by the goals and milestones set listed in the MTP) that are required to complete that objective in a timely manner. These are generally completed within 12-18 months. Be careful not to overload the trainee with tasks that do not relate to the objective. For instance, a 5-level upgrade trainee's objective is to become an entry-level journeyman—not a seasoned journeyman. Care must be taken to ensure tasks not required for the duty position are not assigned to the trainee.

A8.3.2. Identify Requirements From Initial Evaluations. Once your MTL has been developed for your work center or section you will need to determine individual training requirements. Compare what the trainee knows or can perform against the tasks in the MTL. The difference between what the trainee can perform and the work center requirements is the individual's training requirements. Determine individual requirements in one of the following methods.

A8.3.3. Initial evaluations. Using the MTL, identify what the trainee knows or can perform. If the trainee is a recent graduate from technical school compare the tasks in 3-level course column to his/her level of expertise. Match the qualification of the trainee to the requirements of the duty position. This will help identify what training is needed and how long it will take to upgrade the trainee. If the trainee can perform the task, without assistance, to 100 percent accuracy, nothing more needs to be done. If the trainee cannot perform the task to the current standards, circle the task as a training requirement and open training when training begins.

A8.3.4. Review training previously received. If the Airman is assigned from another base or work center you will need to review the CFETP and verify trainee's ability to perform the tasks (if required in the new work center). Match the qualifications of the trainee against the predetermined standard in your MTP. If the trainee can perform the task, no further action is required. If the trainee cannot perform the task (or the standard/method of performance changed) and the task is required in the new work center, decertify the tasks IAW paragraph 7.8.4. and look to evaluate trainee's future training progress. If the trainee can perform the task, but the task is no longer required in the new duty position, erase the corresponding circles (but not the previous certification dates or initials).

A8.3.5. Set Training Priorities. When setting training priorities, keep in mind that some tasks require training before others. Other tasks may have a prerequisite task or knowledge requirements. For example, if the task is to measure electrical output of a socket, the trainer might need to teach use of the multi-meter first. Deployment requirements, AEF tasks, and other factors driving the training need must also be considered when determining training requirements.

A8.3.6. Plan for concurrent knowledge training. Most tasks require some type of background knowledge or skill. You may use the CDCs, Air Force instructions, manufacturer's manuals, training references, or other materials to ensure the trainee has the knowledge base to perform the task.

A8.4. Determine Training Capabilities and Resources. If you or others in your work center can perform the task, are certified in the applicable CFETP, and have attended the AF Training Course, there is a training capability. However, if you feel there is no method to provide the training, contact your unit training manager for assistance. The UTM will contact Base Training to determine if the training can be provided within the base. If this is not possible, Base Training will contact the MAJCOM for assistance.

A8.4.1. Identify the most qualified trainers. In most cases, the trainer and supervisor are the same person. If this is not possible trainers may be appointed IAW guidance in paragraph 6.2. Trainers may provide training to one trainee or small groups of trainees, depending on the task. The trainer must work the same shift as the trainee, must be given time to train, and must meet the requirements of paragraph 6.2.

A8.4.2. If there is a training requirement for which you have no trainer or certifier, contact the Base Training Office. If the base training office cannot find a trainer/certifier locally, the MAJCOM training manager will be contacted for assistance.

A8.5. Select Training Strategies. The next step in the process is to decide how and where to provide the training. What is the training objective? What is the best method for conducting training? Is there a distance learning tool that can be utilized to assist in the training process? The following questions may be used to assist in determining the best training method.

Table A8.1. Determining Training Strategy.

Step	Yes	No	N/A
(1) Do you need classroom time?			
(2) Does the knowledge in the CDC meet some of your training requirements?			
(3) Can the trainer train more than one trainee at a time?			
(4) Can training be conducted without equipment downtime?			
(5) Is related background training available from another source?			
(6) Can regularly scheduled work be conducted at the same time as the training?			
(7) Can the training be conducted in one session?			
(8) Are special training aids required?			
(9) Will special training sessions be required?			
(10) Do all trainees need to be trained on the same task?			
(11) When must training be completed to assure work center continuity and mission effectiveness?			
(12) Can the training be accomplished through distance learning or web-based training?			

A8.5.1. Develop training objectives. What must the trainee do or know in order to be considered qualified? A training objective must define the resultant behavior (what the trainee must do or know), the standard (how well the task must be performed), and the condition (what will be given or denied during the final evaluation).

A8.5.2. Develop Lesson guides and task breakdowns. Some tasks are complicated, extremely large, or confusing. Some tasks are so simple that no further training need be conducted. When planning training for a large task, you need to break the task down into smaller, teachable units that will provide for a number of successes for the trainee and is short enough to complete in one session. Some tasks take several days or weeks to complete; therefore you will need to be able to teach it in several sessions. Not all tasks require a breakdown. If there is a regulation or manual that provides step-by-step procedures, evaluation steps, checklists, etc, no task breakdown is required. However, reference your training source in the MTL. If the task is covered under several regulations or manuals, is not covered under any regulations or manuals, is lengthy or complicated, a task breakdown or lesson guide is advisable. A well-designed task breakdown can also serve as an evaluation tool during the evaluation phase.

A8.6. Schedule Training. Scheduled training gets priority attention. To the greatest extent possible training should coincide with work schedules. However, when this is not possible, schedule training far enough in advance that supervisors have enough time to schedule their trainees to attend. To the greatest extent possible training should be scheduled in writing.

A8.7. Evaluate Training. After training has been conducted allow trainees time to practice what has been learned. The trainer will determine when the trainee is ready to be certified on the task. If no third party certification is required, training is certified complete by the trainer. If the task requires third party certification, the training is certified complete after the task certifier conducts the task evaluation.