

# Position Classification Flysheet for Education and Training Series, GS-1702

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## SERIES DEFINITION

This series includes positions that involve nonprofessional work of a technical, specialized, or support nature in the field of education and training when the work is properly classified in this group and is not covered by a more appropriate series. The work characteristically requires knowledge of program objectives, policies, procedures, or pertinent regulatory requirements affecting the particular education or training activity. Employees apply a practical understanding or specialized skills and knowledge of the particular education or training activities involved, but the work does not require full professional knowledge of education concepts, principles, techniques, and practices.

This series coverage standard supersedes the standard for this series issued in June 1967.

## EXCLUSIONS

1. Classify in the appropriate clerical or administrative support series positions that involve primarily clerical and general office support duties. Consider, for example, the [Secretary Series, GS-0318](#); the [Office Automation Clerical and Assistance Series, GS-0326](#); a specialized subject matter clerical support series; or the [Miscellaneous Clerk and Assistant Series, GS-0303](#).
2. Classify in the [Training Instruction Series, GS-1712](#), positions that involve training instruction when the work requires a practical, but less than full professional, knowledge of the methods of instruction, and a practical knowledge of the subject matter being taught. These positions include classroom instructors, supervisors, and managers in Government-operated training programs. They may also include nonprofessional training and program staff specialists engaged in course development, test development, or similar staff work.
3. Classify in the [Vocational Rehabilitation Series, GS-1715](#), positions that have as their paramount requirement knowledge of training programs and occupational information designed to help handicapped or underskilled individuals find employment. These positions do not require full professional counseling knowledge and skill.

## OCCUPATIONAL INFORMATION

Positions in this series involve nonprofessional education or training work not covered by another established series in the [Education Group, GS-1700](#). The series covers primarily one grade interval aid and technician positions, but it may also cover a few two grade interval positions involved in quasi-professional work.

### *One Grade Interval Positions*

Most positions covered by this series involve one grade interval aid and technician work in the field of education and training. Employees in these positions perform support duties that facilitate the work of professional education personnel in education and training activities. The duties of the positions vary with the kind of program, the specific type of assignment, and the grade level of the position.

Education Aids support education programs. They apply a practical understanding of program objectives and the particular procedures and requirements involved in the activity. The most familiar example is that of the teacher's aid whose supportive role is to relieve the classroom teacher of nonprofessional, routine duties. This enables the teacher to give more time and attention to professional responsibilities.

Education Technicians also work in education programs. They differ from education aids in that they additionally must have specialized knowledge of and skill in particular aspects of an educational activity or program. For example, an education technician may develop supportive background information for use by professional educators in making program decisions. This type of position may require skill in conducting surveys and analyzing data on education needs.

Training Technicians work in training programs and apply a practical understanding of the training program and its objectives, policies, procedures, and requirements. They also apply a specialized knowledge of and skill in particular aspects of the program. For example, a training technician may be responsible for the planning, direction, and administration of the testing program for a training center. The work does not require full professional knowledge of educational tests and measurements.

NOTE: This series does not provide specific coverage for aid positions in training activities. Typically, such positions would primarily involve clerical duties and therefore should be classified in the appropriate clerical series.

### *Two Grade Interval Positions*

There are some positions at GS-5 and above that are exceptions to the general grade pattern for this series. They include specialized positions involving work of a quasi-professional nature and require specialized background training or experience in a particular field of work. For example, a Community Health Educator plans and conducts community health education programs to improve health practices and the understanding of health and disease within the community. Such a position would be covered by this series if it does not require full professional knowledge of education programs and is not covered by a more specialized subject matter series.

## TITLES

*Educational Aid* is the title for nonsupervisory positions at grades GS-4 and below that meet the description for this kind of work.

*Educational Technician and Training Technician* are the titles for nonsupervisory positions at grades GS-4 and above that meet the description for these kinds of work.

*Supervisory Educational Technician and Supervisory Training Technician* are the titles for supervisory positions.

Agencies may construct an appropriate official title for two grade interval positions classified in this series.

Parenthetical titles, such as Typing, Office Automation, or Stenography, must be added to the official title when the position requires competitive level skill in either of these areas. Agencies may select and add other parenthetical titles to the official titles to more carefully identify the work for recruitment and other personnel purposes.

See the [Introduction to the Position Classification Standards](#) for more guidance on constructing official titles and on using parenthetical titles.

## EVALUATING POSITIONS

Evaluate nonsupervisory positions in this series by the criteria in standards or guides for work most closely related to that of the position being classified.

Evaluate supervisory positions by the criteria in the appropriate [general schedule supervisory guide](#).