

# AIR FORCE QUALIFICATION TRAINING PACKAGE (AFQTP)



for  
READINESS  
(3E9X1)

**MODULE 31**

**READINESS FLIGHT TRAINING PROGRAMS**

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**READINESS FLIGHT TRAINING PROGRAMS**

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Career Field Education and Training Plan (CFETP) references from 1 Apr 97 version.

OPR: HQ AFCEA/CEOT

Certified by: HQ AFCEA/CEO  
 (Colonel William R. Pearson)

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**INTRODUCTION**

*Air Force Qualification Training Packages (AFQTPs)* are step-by-step procedural guides describing how to perform a certain task identified in the Specialty Training Standard (STS) portion of the Career Field Education and Training Plan (CFETP). The procedures represent the Air Force's standardized method of accomplishment for personnel in the Readiness specialty. In addition, the authors of these AFQTPs have included hints and personal expertise to aid the trainee in perfecting their skills on the task or the piece of equipment associated with the task.

***AFQTPs do not take the place of on-the-job training. An AFQTP is intended to:***

- Standardize the training procedure for a task/piece of equipment.
- Enhance the On-the-Job (OJT) Training Process.
- Provide "just in time" training for a task/piece of equipment.
- Provide the minimum knowledge on a task/piece of equipment when a unit does not have the equipment.

***Put this package to use.*** We hope you'll find it a valuable tool, which aids you in becoming a competent Readiness journeyman/craftsman. These AFQTPs were written by TSgt Ron Childs, and revised and edited by MSgt Tracy L. Thorpe and MSgt Lorenzo Bower under the direction and guidance of HQ AFCESA/CEX. If you have any recommendations for improvement or change, please contact the Readiness Career Field Manager at the address below.

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*This AFQTP Book Contents.* This AFQTP book contains the following sections:

- **Introduction.** This section gives an overview on the purpose of AFQTPs and their use.
- **Trainer's Guide.** The guide contains information the trainer needs to know in order to manage the trainee's completion of AFQTPs.
- **Trainee's Guide.** The guide contains information the trainee needs to know about completing AFQTPs.
- **Improvements/Correction Letter.** This section contains an *Improvement/Corrections Letter* to make recommendations concerning this training product.
- **AFQTP Completion Verification.** Page for trainee and trainer to verify completion of the AFQTPs for the Readiness AFS.
- **AFQTPs.** This section contains the *Task Training Guide* (step-by-step instructions), background information, review questions, confirmation key, and performance checklist for each Readiness AFQTP. The performance checklists are used by the trainer to verify a trainee has learned the objectives for each AFQTP. (These are not the final tests.)
- **AFQTP Tests.** Element Tests are not included in this book. Initial Element Tests will be sent out on disks to all Unit Training Managers who will manage and control these tests. Upgrade versions of these tests will be made available on future revisions of CerTests. Failure to manage the tests compromises the integrity of the AFQTP evaluation process and the overall training program. Exact testing procedures will be left to the discretion of the individual units. (**Note:** Unit Training Managers should refer to AFI 36-2301, *Professional Military Education*, for specific responsibilities of a Test Control Office.)

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**TRAINER'S GUIDE**

*These Air Force Qualification Training Packages (AFQTPs)* were developed to enhance on-the-job (OJT) training for Readiness personnel. This guide will help you lead the trainee to gain enough knowledge to perform the specified tasks. It will also aid task certifiers to evaluate trainees for task certification.

*It is important for you and your trainee to know* that an AFQTP does not replace hands-on-training, nor will successful completion of an AFQTP meet the requirement for task certification. AFQTPs' intentions are listed in the Introduction Section of this guidebook.

AFQTPs were written for a trainee to satisfy one or more tasks identified in the Readiness Specialty Training Standard (STS). To best instruct the trainee on the tasks, they were divided into numerous AFQTPs. Each AFQTP has a *Task Training Guide* explaining what the trainee must learn (learning objectives), training references, and most importantly, step-by-step instructions the trainee must follow to accomplish the task.

*As the trainer, you play a vital role* in the training process. It is important that you understand and perform your responsibilities and duties in administering the AFQTPs. Your responsibilities are:

- Review the AFQTP with the trainee. You have the flexibility to arrange training for each module, unit, and AFQTP in the order you decide, based on your schedule and local conditions.
- Review the AFQTP with the trainee and:
  - a. Ensure the trainee meets the prerequisites for taking the AFQTP.
  - b. Review the training references with the trainee to better understand each learning objective.
  - c. Ensure the trainee understands the learning objectives. If the trainee has any questions, clarify the AFQTP objective expectations.
  - d. Go over the AFQTP process with the trainee and ensure they understand the requirements for successful completion.
  - e. Establish a time schedule for the trainee to complete the entire AFQTP module.

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*The AFQTP Process is as follows:*

- Unit Training Manager will issue each trainee copies of the AFQTPs applying to their AFS. Each shop will maintain a binder with all the AFQTPs, without the answer keys.
- Trainer reviews the AFQTP list with the trainee going over the different modules, units, and AFQTPs.
- Trainer and trainee determine a time schedule for the trainee to complete the entire AFQTP module. Do not leave it open-ended. Remember, the objective of the AFQTP program is for the trainee to gain knowledge, so allow sufficient time for the trainee to learn each task thoroughly.
- Included as part of the trainee's AFQTP package are review questions and a confirmation key. Trainees will answer the review questions upon completion of the learning objectives. The trainee can use the *Task Training Guide* and additional technical references in order to answer the questions. The trainee will then verify their answers using the confirmation key. It is highly recommended that the trainer remove this confirmation key from the back of the module prior to administering the QTP to the trainee.
- Upon notification from the trainee that they are ready to test, the trainer will first evaluate the trainee's readiness using the AFQTP's performance checklist. Once you are satisfied the trainee understands the learning objective, arrange with the Unit Training Manager for the trainee to take the AFQTP test. To pass, The trainee must score a minimum of 80%. The trainer will review any missed questions with the trainee to ensure understanding of the material.
- If the trainee does not meet the learning objective, the trainer and the trainee need to review the missed areas until the trainee meets the objective. Conduct feedback sessions with the trainee on each AFQTP as often as you feel is necessary.
- After the trainee successfully completes an AFQTP, the trainee may proceed onto the next AFQTP within the module/unit. Upon the trainee's successful completion of an entire AFQTP, the trainer and trainee will sign the AFQTP Completion Verification page. The trainer will enter a completion notification on an AF Form 623a, *On-the-Job Training Record Continuation Sheet*, in the trainee's training record.

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**TRAINEE'S GUIDE**

*These Air Force Qualification Training Packages (AFQTPs)* were developed to enhance your on-the-job (OJT) training. They provide you with the standardized steps necessary to complete the mandatory tasks identified in the Specialty Training Standard (STS) section in your Career Field Education and Training Plan (CFETP). AFQTPs are not intended to replace hands-on training or substitute for task certification.

Subject matter experts (the authors) have made the learning process more effective by subdividing the training material into teachable modules, units, and AFQTPs. Your trainer has the flexibility to arrange training for each module/unit/AFQTP in the order that best meets your schedule and local conditions. Each AFQTP has a *Task Training Guide* which identifies the training references, prerequisites, tools, learning objectives, and the step-by-step procedures for accomplishing the task.

*Prior to beginning an AFQTP* there are a number of things you should do:

- Ensure your trainer explains the AFQTP process and your responsibilities in that process.
- Review the module/unit/AFQTPs and the *Task Training Guide* with your trainer.
- Review the training references to better understand the objective of each module and to ensure you meet all the prerequisites. If you have any questions about the objective or learning expectations, ask your trainer. Ask early on so that you do not flounder through an AFQTP only to learn that you misunderstood the learning objective.

***AFQTP Testing***

Each AFQTP has review questions to help determine if you achieved the learning objectives. You can use the *Task Training Guides* or technical references when completing the review questions. A review question confirmation key is also included with each AFQTP. The review questions provide immediate feedback, thereby reinforcing learning. Ask your trainer to explain any questions you don't understand. Refer to applicable references for more detailed information.

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When you feel you are ready to test on an AFQTP, inform your trainer. The trainer will use the performance checklist to evaluate your mastery of the learning objectives. If your trainer determines you are ready, you will be scheduled to take the AFQTP test. Your Unit Training Manager will administer the test. You must score a minimum of 80% to successfully pass an AFQTP test. After you successfully pass the AFQTP test, you and your trainer will sign the AFQTP Completion Verification page. In addition, the trainer will enter the completion on an AF Form 623a, *On-the-Job Training Record Continuation Sheet*, in your training records.

***Keep in mind, passing an AFQTP does not relieve you of the responsibility to become hands-on certified, if required.*** If you do not successfully accomplish an objective, your trainer will review the missed areas with you. You will be given additional time to learn the material until the objective is successfully met.

**HINT:**

Within normal workload constraints, set aside sufficient time to work on the package. Studies into effective training programs indicate that the best trainees reserve the same time each day to complete their study. Pace yourself, establish a schedule, and stick to it. Give yourself top priority to become qualified.

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**IMPROVEMENTS/CORRECTIONS LETTER**

MEMORANDUM FOR HQ AFCESA/CEOT

FROM:

SUBJECT: Improvement/Correction to AFQTP 3E9X1-XX.XX

1. *List any improvements/corrections you may have about this AFQTP. Please be specific as to the page, reference, and element.*
2. *Please include your name, organization, address, DSN and fax so we can contact you if we have any questions or need some clarification with your recommendations.*

(Send your comments to the address listed in the *Introduction* section of this guidebook.)

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# MODULE 31

## READINESS FLIGHT TRAINING PROGRAMS

### *AFQTP Completion Verification*

AFQTP	Trainer's Signature	Trainee's Signature	Date Completed
31.1.1. Determine installation training requirements			
31.1.2. Prepare schedule			
31.1.3 Maintaining Training documentation			
31.4. Establish an installation disaster preparedness / airbase operability information program			

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**MODULE 31**

**AFQTP UNIT 1**

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**DETERMINE INSTALLATION TRAINING REQUIREMENTS**

**(31.1.1.)**

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## DETERMINE THE INSTALLATION TRAINING REQUIREMENTS

### *Task Training Guide*

<b>STS Reference Number/Title:</b>	31.1.1. Determine installation training requirements.
<b>Training References:</b>	<ul style="list-style-type: none"><li>• Career Development Course 3E951, Volume 1.</li></ul>
<b>Prerequisites</b>	<ul style="list-style-type: none"><li>• Possess as a minimum, a 3E931 AFSC.</li></ul>
<b>Equipment/Tools Required:</b>	<ul style="list-style-type: none"><li>• N/A.</li></ul>
<b>Learning Objective:</b>	<ul style="list-style-type: none"><li>• Trainee should be able to determine installation training requirements by analyzing mission requirements, command requirements, and location of base.</li></ul>
<b>Samples of Behavior:</b>	<ul style="list-style-type: none"><li>• Trainee should determine installation training requirements.</li></ul>

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## DETERMINE THE INSTALLATION TRAINING REQUIREMENTS

**Background:** Installation-level training helps develop the knowledge and proficiency of nearly every individual on your installation in one way or another, from the Disaster Response Force (DRF) to each individual that attends Base Populace and NBCC Defense Training. The training that the Readiness Flight conducts covers command and control; survival in an NBCC environment; shelter operations in peace and war; major accident, hazardous material and natural disaster responses; camouflage, concealment, and deception; and more. Your target audience includes everyone from the wing commander and staff to military dependents and civilian contractors. The training program also provides the courses to allow personnel to maintain currency, revisit deficient subject areas, and familiarize them with procedural changes and new equipment.

Readiness Flights are required to establish and manage a training program for the installation. Additionally they schedule, conduct, and maintain documentation for Civil Engineer Squadron's mobility teams, reference STS (31.2.) and trainer for specific instructions on managing Prime BEEF team training. The Readiness Flight probably already has a training program established, but you must know how to ensure the base has a sufficient program. It is important to understand how to add new or revised courses or establish a new training program if your unit deploys or no program exists.

To establish a training program you must determine the installation's training requirements, prepare a schedule for the students, and document training completion. This QTP will take you through the process of identifying the installation's training requirements, preparing a schedule, and documenting the training.

### *To Perform the task follow these steps*

**STEP 1: Make a list of required training.** What training needs to be conducted? Make a list of training that must be established at the installation by determining what training the Readiness Flight is responsible to conduct. To accomplish this, look at published policies and guidance in the following:

- AFI 10-212, Air Base Operability
- AFI 32-4001, Disaster Preparedness Planning and Operations.
- AFI 32-4002, Hazardous Material Emergency Planning and Response Program
- AFMAN 32-4004, Emergency Response Operations
- AFMAN 32-4005, Personnel Protection And Attack Actions
- AFMAN 32-4006, Manual For Mask Confidence And Liquid Hazard Simulant Training

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- AFI 32-4007, Camouflage, Concealment, and Deception
- The Prime BEEF Wartime Task Standard, (may be replaced by AFPAM 10-219, Vol 10)
- AFPAM 10-219, Volume I, Contingency and Disaster Planning, Chapter 6.
- MAJCOM and Base Supplements to these AFIs.
- MAJCOM and Base Operation Plans (OPlans).
- Installation DP OPlan 32-1.
- Any installation host nation, interservice, or host tenant support agreements.

**NOTE:**

The main training source document will be AFI 32-4001, table 6.3 and any MAJCOM supplements.

**From this researched information, make a list of required courses.** Finish table 1, Typical Readiness Courses to start the process of determining installation's requirements.

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**Table 1, Typical Readiness Courses**

<b>COURSE</b>	<b>REQUIRED FREQUENCY</b>	<b>DURATION</b>	<b>AUDIENCE</b>	<b>REMARKS</b>
Disaster Preparedness Support Team	Once Assigned	12 hrs- Initial	Members Assigned by the READY Board	
	Quarterly	4 hrs-Refresher		
Shelter Management Team				
Contamination Control Team				
NBC Defense				
Disaster Control Group				
Unit disaster Preparedness Representative				
Exercise Evaluation Team				
Base Emergency Preparedness Orientation				
Control Center Training				
Explosive ordnance reconnaissance				
HAZMAT Level 1				
Write in additional courses.				

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**STEP 2: Match required training with the mission and threat.** To establish which courses apply at a given installation, researching the installation's specific mission and threat is a must. Determine your installation's mission/threat by researching the following areas:

- Logistics Plans Office (mobility taskings, deployment locations, base/joint support plans).
- Intelligence Office (local and deployed threat).
- AFI 32-4001, Disaster Preparedness Planning and Operations, Chapter 2.
- MAJCOM and wing supplements, and existing flight Operational Instructions (outlines more specific MAJCOM and wing mission requirements).
- Worldwide Chemical and Biological Threat.
- Worldwide Threat to Airbases.

**NOTE:**

While doing this research, ensure to address the installation's assigned or attached geographically separated units and/or predetermined deployed locations. Also, determine if the installation has unique situations that could guide the type of training. For example, if the installation is located near the Gulf of Mexico, hurricanes would be a major concern. MAJCOM Supplements will often specify what threats must be included as a minimum.

**Using the list of classes and the requirements gathered from researching the mission and threat, create a list of the specific classes the flight is required to conduct.**

**STEP 3: List all affected units.**

- Using the list of required training for the installation, identify all affected units beside each type of training, complete table 2, Annual Projection.
- Contact listed units and get a point of contact. These POCs will coordinate training scheduling and documentation with readiness on a daily basis (traditionally these individuals are the unit disaster preparedness representatives or unit schedulers).
- List and schedule special training requested by the units. Some units, such as security forces, may request NBC defense training for all personnel even though all are not on mobility. Your job is to provide the training. The unit commander determines what is necessary to the unit's mission.

**NOTE:**

It is a good practice to maintain a good working relationship with the Disaster Preparedness Representatives and Unit Training Schedulers. These individuals will make or break your training program.

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**Table 2, Annual Projection.**

COURSE		OG	LG	SPTG	MED			TOTAL
NBC DEFENSE INITIAL								
NBC DEFENSE REFRESHER								
DCG	Initial							
	Ref							
BEPO								

**NOTE:**  
Write in additional courses and units as required.

**Review Questions**

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**for**  
**Determine Installation Training Requirements**

Question	Answer
1. It is not important to know the mission of your deployed location when determining the installation's training requirements.	a. True. b. False.
2. To determine your bases mission consult with, all of the following except _____.	a. Base Emergency Management. b. War Mobility Plan 1 (WMP-1). c. AFI 32-4001. d. Senior Leadership.
3. While researching your training requirements, the two main documents you should refer to is AFI 32-4001, and _____.	a. AFMAN 32-4005. b. AFMAN 32-4003. c. AFMAN 10-210. d. AFPAM 10-219.
4. The size and scope of the training load at your installation will depend on _____.	a. Mission only. b. Mission. c. Location of your base. d. Both b and c.
5. You are only required to provide training for the target audience in AFI 32-4001?	a. True. b. False.

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## Determine Installation Training Requirements

Performance Checklist		
Step	Yes	No
1. Can trainee explain the installation mission?		
2. Can trainee list all required training?		
3. Can trainee identify how to determine numbers of personnel who require training?		

**FEEDBACK:** Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.

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**MODULE 31**

**AFQTP UNIT 1**

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**PREPARE SCHEDULE**

**(31.1.2.)**

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## PREPARE SCHEDULE

### *Task Training Guide*

<b>STS Reference Number/Title:</b>	31.1.2., Prepare schedule.
<b>Training References:</b>	<ul style="list-style-type: none"><li>• CDC 3E951, Volume 1, Readiness Planning and Management.</li><li>• AFI 32-4001, Disaster Preparedness Planning and Operations.</li></ul>
<b>Prerequisites</b>	<ul style="list-style-type: none"><li>• Possess as a minimum, a 3E931 AFSC.</li></ul>
<b>Equipment/Tools Required:</b>	<ul style="list-style-type: none"><li>• None.</li></ul>
<b>Learning Objective:</b>	<ul style="list-style-type: none"><li>• Trainee should prepare an installation training schedule.</li></ul>
<b>Samples of Behavior:</b>	<ul style="list-style-type: none"><li>• Trainee should develop a training schedule that includes all training conducted by the readiness flight and projects annual training requirements for all assigned and attached installation units and personnel.</li></ul>

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## PREPARE SCHEDULE

**Background:** In the previous module, you learned how to determine what type of training the installation and each individual unit requires. The next logical step is to develop a schedule for the training conducted by the Readiness Flight.

**NOTE:**

This QTP explains base wide training and setting up a schedule. Prime BEEF training and Readiness Flight Enlisted Specialty Training (EST) are not part of this core item. However, because of the impact of Prime BEEF training and Readiness EST, it is imperative that these be incorporated into the flight's annual and quarterly schedules to ensure the most efficient use of personnel and training resources.

A training schedule is basically a planning calendar that contains the following information:

- Type of training.
- Date and time of training.
- Location of training.
- Instructor (optional).
- Unit that training is being conducted for (if applicable).

The flight has a responsibility to assist unit DP Representatives, staff agency chiefs, unit training managers, INTRO manager, CE shop NCOICs, and the EET chief to identify and forecast their training needs, establish a suitable scheduling system, and provide them with a training schedule.

**NOTE:**

Many uncontrollable variables have to be considered when preparing schedules such as holidays, squadron down days and the availability of instructors.

Training schedule development is a constantly evolving process that generally takes place in two stages over the course of a calendar year.

- **First a general, or “big picture” annual schedule** for the calendar (Jan-Dec) year is normally accomplished around mid to late November.
  - This schedule provides the installation with a broad look of the Readiness Flight's training for the upcoming calendar year and should include known installation events that prevent training during certain periods (i.e. inspections, deployments, etc.).
  - It should be used as a forecasting tool to guide a more specific quarterly training schedule.

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**NOTE:**

Some Readiness Flights limit the distribution of the annual schedule to limit confusion. Others post it on the web page or periodically email or fax updated schedules to training POCs.

- **The second part of this process is the more specific quarterly schedule** which is used to schedule the flight's workload. It is more of a "true picture" than the annual calendar.
  - Using the annual forecast, divide into quarters based on the calendar year (Jan-Mar, April-Jun, July-Sep, and Oct-Dec).
  - Fine-tune the quarterly calendar a month prior to each quarter. This allows for flexibility for the constantly changing training requirements of your installation.

**NOTE:**

Two schedules will have to be developed in preparation for the first quarter of each new year, the annual and the quarterly will be necessary.

The following steps walks sequentially through the scheduling process. It is based on a new calendar year (January through December). First it steps through the development of a general forecast for the year, then the development of a more precise quarterly schedule for the months of January through March, which will lend itself to development of a schedule for the following three quarters of the year.

*To Perform the task, follow these steps*

**STEP 1: Determine the method to create the training schedule.**

- Decide whether method to use a manually or an automated product.

**NOTE:**

For obvious reasons, it is highly recommended to select an automated method for developing schedules, and it should be compatible with all computer systems used by your customers. One such product is Microsoft Schedule +, it comes with the Microsoft Office for Windows, and is easy to use. Microsoft Schedule+ has an excellent tutorial built in, and most Air Force installations offer courses on the Microsoft Office software package.

- Consider incorporating part of the training schedule with other agencies. For instance, if the wings plans (LG or XP) office tracks all training that is required for personnel on mobility, this may be advantageous to incorporate parts of the training schedule into theirs.

**STEP 2: List how many personnel must be trained for the next year.**

- Determine how many personnel need training over the next year, in each type of class. Contact the POC (unit rep or scheduler) from each unit and address the following areas:
  - Who needs trained and how many personnel need trained?

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- How many times in the year is the training needed?
- How many personnel are rotating in and out?
- Are there any personnel overdue training from the previous year?
- Is the unit scheduled for a deployment tasking, exercises, or inspections that will impact the units training?
- Does the unit have a large amount of shift workers that will need nighttime or weekend training to support their mission?

**HINT:**

Unless the readiness flight has the specific responsibility of tracking a particular type of training (like the DPST), use numbers (or quotas) for the unit that needs training, and not the names of each individual that needs training. This will reduce the training section's workload significantly.

- When projecting the amount of students use the total number of students and add 25 percent. This “fudge factor” of 25 percent helps schedule enough classes to allow for no-shows, weather, exercises, and the mission.

**NOTE:**

Consider instituting automated forms of assessing, scheduling, and tracking basewide training. Many units use the Personnel Data System to track this training. If set up properly this is a valuable training management tool, because it automatically updates when people arrive and depart the installation. Keep in mind that if you use this method it doesn't mean the readiness flight does all of the work. Contact the base Military Personnel Flight for more information.

**STEP 3: Determine class size.**

- When determining optimum class size for each scheduled class consider:
  - Instructor availability/ability.
  - Minimum class size (go/no-go number of students).
  - Classroom size (normal class size for CWDT is 20 to 25 students).
  - Time of year (if it's around any holidays).
  - Availability of instructional material.

**STEP 4: Determine how many classes must be conducted.**

- To determine the exact number of each type of class divide the number of targeted students by the optimum class size.

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- **EXAMPLE:** 1500 personnel are due NBC Defense Refresher training, and the readiness flight has determined that 30 students is the optimum class size. Simply divide the 1500 (# of personnel) by 30 (optimum # students in each class) which equates to 50 NBC Defense Refresher classes are needed.

**STEP 5: Draft the schedule.**

- Apply all the gathered information to this point.
- Work closely with the unit schedulers and representatives while placing the classes on the schedule.
- Consider high turnover times of year, i.e. summer pcs, leaves, holidays, etc.
- Consider training "spikes" right before scheduled unit contingency deployments.
- Schedule recurring classes such as NBC Defense classes or Disaster Control Group on the same day of the week and time throughout the year, if possible.
- Don't forget to include in-house training and squadron Prime BEEF training to the schedule.

**HINT:**

Rely on the experience of others that have been around the career field or the flight longer. Locate previous schedules and look for previous scheduling trends that work and use them.

**STEP 6: Gain management approval.**

- Coordinate the draft schedule within the flight and get the approval of management, (determined locally).

**STEP 7: Distribute the annual schedule.**

- If this step applies to your unit, send the annual schedule out to affected units. If not, skip to step 8.

**NOTE:**

As stated before, management makes a local determination on the distribution of the Readiness Flights Annual Training Schedule. Most Readiness Flights use the annual schedule strictly as a forecasting tool for the quarterly schedule and restrict its distribution.

**STEP 8: Draft the quarterly schedule.**

- The Target audience for the quarterly schedule is the unit DP Reps and schedulers.

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**NOTE:**

For the first quarter of each year, most of the remaining steps will be accomplished in conjunction with your annual scheduling process. This ensures unit schedulers forecast their requirements and have the quarterly schedule in time to schedule unit personnel.

- Divide annual schedule up into the calendar year quarters, Jan-Mar, Apr-May, etc.
- Analyze the data collected and fine-tune it to ensure it reflects the needed training.
- Ensure forecasted data/numbers are accurate.
- Consult with Unit Schedulers and DP Representatives to ensure their needs are met.
- Determine if special classes are needed to meet the needs of units.

**NOTE:**

If possible, try to incorporate some training into installation and squadron level exercises, annual bivouacs, or Prime BEEF training days. Work with the squadron and base EET to make it happen.

**STEP 9: Coordinate the draft.**

- Coordinate a draft copy of the schedule with all affected units to ensure there are no conflicts.

**NOTE:**

At this stage the true value of using an electronic based scheduling process is realized. Coordinating and making changes electronically can be as simple as posting the schedule on the unit web page and sending out and collecting a few e-mails, as opposed to the old time consuming manual methods.

**STEP 10: Finalize the draft.**

- Place draft into final format, if it's electronic print it out.
- Develop a cover letter with the proper level of approval on it.
- Double-check everything from the format to class start times.
- Send it up the chain for approval (locally determined).

**NOTE:**

It's always a good idea to have a second set of eyes look at the cover letter and schedule to ensure there are no mistakes.

**STEP 11: Distribute quarterly schedule.**

- Distribute the schedule to the unit commanders, training managers, and unit DP Representatives.
- Post on electronic bulletin boards, if available.

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- Post schedule in readiness flight and assign instructors.
- Consider posting the next month's schedule in the base newspaper along with student reporting instructions and equipment requirements.

**NOTE:**

In most cases it is desirable to have higher ranking or skilled instructors teach EET and DCG Courses, due to the rank and skill of the targeted audience

## PRACTICAL APPLICATION EXERCISE

Develop a Readiness Flight Training Schedule for a one-month period. Make a copy of the calendar on the next page, and use it to complete the exercise. When you are completed give the schedule to your trainer for evaluation.

### SCENARIO

- Month-July 1998
- Holiday - 4 July (all Federal Employees have 3 July off as well)

### SCHEDULED EXERCISES:

- 15-18 July ORE

### PERSONNEL NEEDING TRAINING:

- 110 personnel on mobility, deployable to high threat area (15 just arrived from Tech School, they need initial training)
- Unit DP Rep's requested training for 12 new DCG members.
- Maintenance needs a refresher CCT for 18 personnel, preferably on the flight line with their decon apparatus and they requested 20 July.
- Wing Inspection Division (CVI) wants a 1 hour EET initial Class in their classroom on the 24 July at 0900.
- Four DP Rep's requested a HAZMAT Level I for 14 people. They request the class be scheduled toward the end of the month due to the MARE.

### CONSTRAINTS:

- First Thursday of every month is Prime BEEF training day.
- Second Monday of every month is In-House training for Readiness.
- Maximum class size for NBC Defense Initial is 15 (Mask Confidence Chamber constraints) and the minimum size is 8.
- Maximum class size for NBC Defense Refresher is 30 (Max Classroom size) and the minimum size is 15.
- Maximum class size for EET is 18 (Wing CVI's classroom constraints) and the minimum size is 8..
- Maximum class size for all others is 20 and the minimum size is 8.

### AVAILABLE INSTRUCTORS AND THEIR QUALIFICATIONS:

<b>SRA Jones</b>	<b>NBC Defense, HAZMAT T-t-T, CCT, SMT , BEPO.</b>
<b>SSgt Smith</b>	<b>NBC Defense, HAZMAT T-t-T, CCT, SMT, DPST, Unit REP.</b>
<b>SSgt Franklin</b>	<b>NBC Defense, HAZMAT T-t-T, CCT, SMT, EET, DPST, Unit REP, Control Center, OJT Trainer.</b>
<b>TSgt Murdock</b>	<b>NBC Defense, HAZMAT T-t-T, CCT, SMT, EET, DPST, Unit REP, Control Center, DCG, OJT Trainer.</b>
<b>MSgt Jack</b>	<b>NBC Defense, CCT, SMT, EET, DPST, Unit REP, Control Center, DCG, OJT Trainer.</b>

**Caution.** This QTP is NOT intended to replace the applicable technical references nor is it intended to replace hands-on training if equipment is available. It is to be used in conjunction with these for training purposes only.

<i>JULY 1998</i>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
		1	2	3
6	7	8	9	10
12	13	14	15	16
20	21	22	23	24
27	28	29	30	31

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**Review Questions  
for  
Prepare Schedule**

<b>Question</b>	<b>Answer</b>
1. The method you use to establish a training schedule <u>should</u> be _____?	a. Manually constructed. b. Automated. c. Developed by a contractor. d. Maintained for a period of 5 years.
2. Recurring classes such as NBC Defense classes should be taught on the same day of the week and at the same time throughout the year.	a. True. b. False.
3. To determine the number of each type of class you must have. You will divide the number of _____ by the optimum class size.	a. Chairs. b. Instructors. c. Classrooms. d. Students.
4. An optimal training schedule is a _____ schedule.	a. 6 month. b. 3 month. c. 1 year. d. Monthly.

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**PREPARE SCHEDULE**

<b>Performance Checklist</b>		
<b>Step</b>	<b>Yes</b>	<b>No</b>
1. Can the trainee list types of classes to include on schedule?		
2. Can the trainee determine proper number of each type of class for schedule?		
3. Can the trainee develop a training schedule?		

**FEEDBACK:** Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.

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**MODULE 31**

**AFQTP UNIT 1**

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**MAINTAIN TRAINING DOCUMENTATION**

**(31.1.3.)**

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**Caution.** This QTP is NOT intended to replace the applicable technical references nor is it intended to replace hands-on training if equipment is available. It is to be used in conjunction with these for training purposes only.

**MAINTAIN TRAINING DOCUMENTATION**

*Task Training Guide*

<b>CFETP Reference Number:</b>	31.1.3 Maintain training documentation
<b>Training References:</b>	<ul style="list-style-type: none"> <li>• CDC 3E951, Volume 1, Readiness Planning and Management.</li> <li>• AFI 32-4001, Disaster Preparedness Planning and Operations.</li> </ul>
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>• Possess as a minimum, a 3E931 AFSC.</li> </ul>
<b>Equipment/Tools Required:</b>	N/A
<b>Learning Objective:</b>	<ul style="list-style-type: none"> <li>• Trainee should properly document and maintain documentation for classes provided by the readiness flight.</li> </ul>
<b>Samples of Behavior:</b>	<ul style="list-style-type: none"> <li>• Trainee should document and maintain class training records.</li> <li>• Trainee should describe the process to distribute training completion/non-completion notice to the units.</li> </ul>

**Caution.** This QTP is *NOT* intended to replace the applicable technical references nor is it intended to replace hands-on training if equipment is available. It is to be used in conjunction with these for training purposes only.

## MAINTAIN TRAINING DOCUMENTATION

**Background:** Just as important as determining requirements and setting up a training schedule is organizing a method of documenting student attendance and notifying units of training completion/non-completion. This is proof that the student attended valuable training, and that the Readiness Flight conducted the training. The Readiness flight is required to document numerous training courses at various levels such as:

- SMT, CCT, EET, and DPST courses using locally developed procedures.
- Base Emergency Preparedness Orientation (BEPO, formerly Base Populace course) according to the installation ancillary training program.
- HAZMAT Level 1 training IAW AFMAN 32-2003, The Fire Fighter Certification Program
- Civil Engineer mobility training which is not specially covered in this QTP, (see CFETP, STS item number 31.2.).

**The following is an excerpt from the Readiness CDC's, 3E951:**

The readiness flight handles much of the training aspects of the readiness training program; however, they do not work alone. Generally, the flight has the following training responsibilities:

- Work with unit commanders, staff agency chiefs, unit training managers, INTRO Manager, and the EET chief to establish a suitable scheduling system.
- Provides training schedules.
- Provides training certification data to commanders, training managers, the READY Review Board, and the EET chief as required. Accomplishes this using AF Form 2426, Training Request and Completion Notification, AF Form 1098, Specific Task Certification and Recurring Training or other suitable system.
- Schedules, documents, and maintains training records for all training conducted by the Base readiness flight.

*To Perform the task, follow these steps*

### **STEP 1. Know what units have quotas in the class.**

- Prior to a class, unit training managers or DPR's will schedule personnel for readiness training by a method best suited for their unit. They should schedule their personnel to fill the quotas they requested and are shown on the training schedule.
- Maintain the quotas allocation for the each class to verify whether or not units are utilizing the requested amount. If not, maybe a cut back on quotas to that unit is warranted.

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**STEP 2. Establish sign-in roster.**

- As students enter the class, a sign-in roster should be used to document attendance. As a minimum, the sign-in roster should have
  - The type of class.
  - Date, time, and duration of the class.
  - Instructor's name, rank, and duty phone.
  - Students name, rank, organization, and duty phone.
  - Indication of completion or non-completion of training (pass/fail).

**NOTE:**

Before the end of the class, announce at least one more time that individuals need to sign in if they haven't already done so. Then do a head count to see if it matches the roster.

**STEP 3. Verify sign-in roster.**

- At the end of each class, ensure that the sign in roster is properly filled out and indicate completion or non-completion.

**STEP 4. Send attendance data to schedulers or Disaster Preparedness Representatives.**

- Provide class attendance data to the units. There are many different ways to ensure the units receive attendance data, some methods are:
  - Manually copy then disseminate.
  - Type the names and send by email to all units.
  - Scan the roster and send by email to all units.
  - File the roster in a central location and require them to come and get it.
  - Update a spreadsheet or database that is shared by all effected units through e-mail or other automated systems (most efficient method).

**NOTE:**

Many Air Force units are starting to use a product called the Deployment Management System (DeMS). This database is the unit-level component of the Air Force's Integrated Deployment System (IDS). DeMS is a highly effective database that the readiness flight can use for tracking mobility requirements to include training for all Prime BEEF teams. For more information or to obtain the program access web site <http://www.il.hq.af.mil/aflma/lgt/dems/dems.html> on the Internet.

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**NOTE:**

**SPECIAL PROCEDURES FOR HAZMAT TRAINING CONDUCTED BY THE READINESS FLIGHT:** AFMAN 32-2003, The Fire Fighter Certification Program, dated 1 April 1996, details specific requirements when documenting HAZMAT Emergency Response training (CerTest) Computer-Based Testing Procedural Guide and Hazardous Material Emergency Response Training Program Policy Guidance, dated June 1997, paragraphs 21.3. and 22. These guidelines must be followed for HAZMAT training.

**STEP 5. Maintain a copy of the sign-in roster for 2 years.**

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**Review Questions  
for  
Maintain Training Documentation**

<b>Question</b>	<b>Answer</b>
1. Your role in the scheduling portion of the training process is basically one of properly documentation and _____.	a. Development. b. Procurement. c. Record keeping. d. Tracking.
2. As a minimum, the sign-in roster should have _____.	a. Name. b. Rank. c. Organization. d. All the above.
3. Maintaining a copy of the classes sign-in roster is not important.	a. True. b. False.
4. How long should class rosters be maintained _____?	a. 6 months. b. 4 years. c. 18 months. d. 2 years.

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**Maintain Training Documentation**

<b>Performance Checklist</b>		
<b>Step</b>	<b>Yes</b>	<b>No</b>
<b>Documentation</b>		
1. Can trainee prepare a class sign-in roster.		
2. Can trainee ensure class sign-in roster is properly filled out.		
3. Can trainee properly file class rosters after a class has been completed.		
4. Can trainee properly distribute attendance data to unit training managers or Disaster Preparedness Representatives?		

**FEEDBACK:** Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.

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**MODULE 31**

**AFQTP UNIT 4**

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**ESTABLISH AN INSTALLATION DISASTER PREPAREDNESS  
/AIR BASE OPERABILITY INFORMATION PROGRAM**

**(31.4.)**

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**Caution.** This QTP is *NOT* intended to replace the applicable technical references nor is it intended to replace hands-on training if equipment is available. It is to be used in conjunction with these for training purposes only.

**ESTABLISH AN INSTALLATION DISASTER PREPAREDNESS /AIR  
BASE OPERABILITY INFORMATION PROGRAM**

***Task Training Guide***

<b>STS Reference Number/Title:</b>	31.4., Establish an installation Disaster Preparedness /Air Base Operability information program.
<b>Training References:</b>	<ul style="list-style-type: none"> <li>• AFI 32-4001, Disaster Preparedness Planning and Operations.</li> <li>• Readiness CDC, Volume 1, Readiness Planning and Management</li> </ul>
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>• Possess as a minimum, a 3E931.</li> </ul>
<b>Equipment/Tools Required:</b>	<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Learning Objective:</b>	<ul style="list-style-type: none"> <li>• The trainee should be able to identify the need for, and develop, an installation Disaster Preparedness/Air Base Operability Information Program.</li> </ul>
<b>Samples of Behavior:</b>	<ul style="list-style-type: none"> <li>• Trainee should identify the need for, and develop, an installation Disaster Preparedness /Air Base Operability Information Program.</li> </ul>

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## ESTABLISH AN INSTALLATION DISASTER PREPAREDNESS/ AIR BASE OPERABILITY INFORMATION PROGRAM

**Background:** The information program is a key element of the overall disaster preparedness program at your base. It allows for a very wide dissemination of information to the general base populace of hazards associated with natural disasters, major accidents and enemy attacks. It is very important to have a current and active information program.

The installation information program consists of initial orientation and recurring education. It emphasizes applicable hazards and protective actions and is targeted at the entire population of the base, including civilians and dependents. This program can also include the subjects specified as ABO information IAW AFI 10-212, Air Base Operability. If not jointly covered in the information program, the ABO information must be covered elsewhere.

**Initial orientation is provided by the Readiness Flight in the form of initial Base Emergency Preparedness Orientation (BEPO).** Normally, the presentation includes handouts about local threats, natural disasters, and response instructions.

- Topical information provided during initial orientation must consider the threat, mission, assigned weapon systems, and seasons for natural disasters. Use film, slides, or a briefing to present the information to newly assigned military, civilians, and dependents. The formats for the information program include:
  - Handouts.
  - Fliers.
  - E-mails.
  - Web-pages or internet sites.
  - Videos or power point presentations that include examples of local threats or disasters. .
  - Or other training aids.
- Readiness also provides pamphlets or brochures to inform the base populace and temporary duty personnel of local disaster threats and protective measures. This brochure is the first of several program materials personnel receive while assigned to the base.

**NOTE:**

The pamphlet or brochure should concentrate on situations likely to occur locally and be available through the base housing and billeting offices, as well as initial orientation.

- Recurring education (including dependent brochure) serves to get readiness information to all personnel including dependents. If personnel do not receive recurring training, they quickly forget the difference between a tornado watch and a tornado warning, or it becomes difficult to remember the difference between a wavering tone and a steady tone.

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- In addition to the initial orientation, readiness provides material for recurring indoctrination. Use posters, visual aids, printed handouts, computers, and similar media to circulate information. Also, use the base newspaper, bulletin, and Armed Forces Radio and Television Network broadcasts, if available, to disseminate information. Time the handouts and or briefings to coincide with seasonal threats, such as winter storms, hurricanes, unit exercises or contingency deployments.

**NOTE:**

Some Readiness Flight Training Managers attach new training materials to the training schedule, and send both to the unit representatives and schedulers.

Commanders and staff agency chiefs are responsible for several specific functions of the information program. These tasks include displaying posters and visual aids in work areas, providing recurring indoctrination within the unit, and using materials provided by the readiness flight. Each unit commander or representative should maintain a file of material used for recurring training.

***To Perform the tasks follow these steps*****STEP 1: DETERMINE MISSION, THREAT, AND HAZARDS**

- When starting up an information program ask yourself these questions.
  - What is my base's mission? Include ALL types of weapon systems at your installation.
  - Because of my geographic location, what type of natural disasters are possible? Some examples would be earthquakes, hurricanes, or tornadoes.
  - Is there any type of local hazards that could effect the base? This could be a petroleum refinery just out side the main gate or a nuclear power plant ten miles down the road.

**STEP 2: DEVELOP BEPO MATERIAL.**

- After compiling the types of hazards at your location, develop an initial orientation for newcomers and a recurring indoctrination for all base personnel. The newcomer's briefing should be included in the overall base INTRO program. The recurring training can take many forms such as videos,base newspaper articles, fliers, booklets, or any other format that gets the message across.

**NOTE:**

Whatever is use, make sure it's current, correct and meaningful to the audience.

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**STEP 3. ESTABLISH METHODS FOR DESSIMINATING INFORMATION.**

- Establish methods of getting the developed products to the units. Use commander's calls, quarterly information fliers, email, and/or computer bulletin boards to get the message out.

**NOTE:**

Ensure the Disaster Preparedness Representatives have an effective method of getting this information to the personnel in their units. Assist them if necessary and if you're having trouble helping a unit, look to other unit's that have an established reliable program for guidance.

**STEP 4. DOCUMENTATION FOR BEPO.**

- Documenting the training required. Maintain a copy of the sign-in rosters from the INTRO office (MPF) for verification that the training took place.

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**Review Questions  
for  
Establish an Installation Disaster Preparedness /Airbase Operability  
Information Program.**

Question	Answer
1. Which of these should be considered when developing an information program?	<ul style="list-style-type: none"> <li>a. The unit mission.</li> <li>b. Natural disaster threats.</li> <li>c. Off base hazards.</li> <li>d. All of the above.</li> </ul>
2. Which unit provides material for recurring indoctrination?	<ul style="list-style-type: none"> <li>a. Military Personnel Flight.</li> <li>b. Readiness Flight.</li> <li>c. Security Forces.</li> <li>d. Staff Judge Advocate.</li> </ul>
3. The newcomer's briefing should be included in the overall base _____ program.	<ul style="list-style-type: none"> <li>a. OPLAN.</li> <li>b. Substance Abuse.</li> <li>c. INTRO.</li> <li>d. HAZMAT.</li> </ul>
4. Who maintains a file of material used for recurring training?	<ul style="list-style-type: none"> <li>a. Disaster Preparedness.</li> <li>b. Readiness Flight Officer.</li> <li>c. Unit commander or representative.</li> <li>d. Base Environmental Management.</li> </ul>

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**ESTABLISH AN INSTALLATION DISASTER PREPAREDNESS / AIR BASE  
OPERABILITY INFORMATION PROGRAM.**

<b>Performance Checklist</b>		
<b>Step</b>	<b>Yes</b>	<b>No</b>
1. Can Trainee list all topics to be covered in the Base Disaster Preparedness Information Program?		
2. Can Trainee compile a list of the types of hazards that affect your base?		
3. Can Trainee develop an initial orientation for newcomers?		
4. Can Trainee state types of material used during recurring indoctrination for base personnel?		

**FEEDBACK:** Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.

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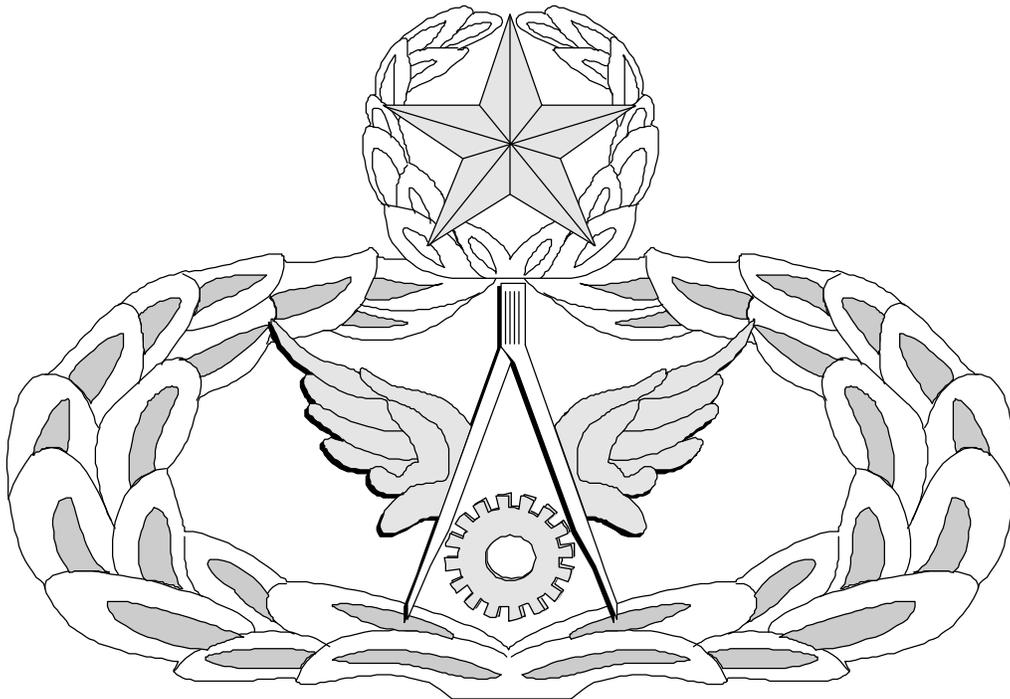
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# Air Force Civil Engineer

## QUALIFICATION TRAINING PACKAGE (QTP)

### REVIEW ANSWER KEY



For  
READINESS

(3E9X1)

MODULE 31

READINESS FLIGHT TRAINING PROGRAMS

**Caution.** This QTP is *NOT* intended to replace the applicable technical references nor is it intended to replace hands-on training if equipment is available. It is to be used in conjunction with these for training purposes only.

**Key-1**

DETERMINE INSTALLATION TRAINING REQUIREMENTS

(3E9X1-31.1.1.)

Question	Answer
1. It is not important to know the mission of your deployed location when determining Installation training requirements.	b. False.
2. To determine your bases mission consult with, all of the following except _____.	a. Base Emergency Management.
3. While researching your training requirements, the two main documents you should refer to is AFI 32-4001, and _____.	d. AFPAM 10-219.
4. The size and scope of the training load at your installation will depend on _____.	d. Both b and c.
5. You are only required to provide training for the target audience in AFI 32-4001?	b. False.

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PREPARE SCHEDULE

(3E9X1-31.1.2.)

Question	Answer
1. The method you use to establish a training schedule <u>should</u> be _____?	b. Automated.
2. Recurring classes such as NBC Defense classes should be taught on the same day of the week and at the same time throughout the year.	a. True.
3. To determine the number of each type of class you must have. You will divide the number of _____ by the optimum class size.	d. Students.
4. An optimal training schedule is a _____ schedule.	c. 1 year.

**Caution.** This QTP is NOT intended to replace the applicable technical references nor is it intended to replace hands-on training if equipment is available. It is to be used in conjunction with these for training purposes only.

TRAINERS NOTES FOR ANSWERING PRACTICAL EXERCISE:

The trainee does not have to precisely replicate the following example, but based on the inputs and constraints, they should have analyzed and provided the following data for the schedule:

There must be the following numbers of classes on the schedule

NBC Defense Initial.....1  
NBC Defense Refresher.....4  
DCG Initial.....1  
CCT Refresher.....1  
EET Initial.....1  
HAZMAT Level I.....1

The trainee should try to schedule the NBC Defense classes on the same day and time throughout the month.

The trainee should try rotate the instructors, possibly having the higher grades teach the DCG and EET courses, due to the higher grade and skill level of the audience.

There shouldn't be any classes scheduled on the 2<sup>nd</sup> of July due to PB training day.

There shouldn't be any classes scheduled on the 3<sup>rd</sup> of July due to the holiday.

There shouldn't be any classes scheduled on the 9<sup>th</sup> due to the MARE.

There shouldn't be any classes scheduled on the 12<sup>th</sup> of July due to In-House training.

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<i><b>JULY 1998</b></i>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
		1 NBC Defense Initial 0800-1500 SSgt Smith	2 PB Training Day	3  Govt. Holiday for Independence Day
6	7 DCG Initial MSgt Jack 0800-1200	8 NBC Defense Refresher 0800-1200 SrA Jones	9 <b>**EXERCISE**</b>  MARE	10
12  In-House Training for Readiness	13	14 NBC Defense Refresher 0800-1200 SSgt Franklin	15	16
20 CCT Refresher Maintenance 0800-1200 SrA Jones	21	22 NBC Defense Refresher 0800-1200 TSgt Murdock	23	24 EET Initial MSgt Jack 0900-1100
27	28 HAZMAT Level I 0800-1200 SSgt Franklin	29 NBC Defense Refresher 0800-1200 SSgt Smith	30	31

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**Maintain Training Documentation**

**(3E9X1-31.1.3.)**

<b>Question</b>	<b>Answer</b>
1. Your role in the scheduling portion of the training process is basically one of properly documentation and _____.	c. Record keeping.
2. As a minimum, the sign-in roster should have _____.	d. All the above.
3. Maintaining a copy of the classes sign-in roster is not important.	b. False.
4. How long should class rosters be maintained _____?	d. 2 years.

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**ESTABLISH AN INSTALLATION DISASTER PREPAREDNESS /AIRBASE  
OPERABILITY INFORMATION PROGRAM.**

**(3E9X1-31.4.)**

<b>Question</b>	<b>Answer</b>
1. Which of these should be considered when developing an information program?	d. All of the above.
2. Which unit provides material for recurring indoctrination?	c. Readiness Flight.
3. The newcomer's briefing should be included in the overall base _____ program.	c. INTRO.
4. Who maintains a file of material used for recurring training?	c. Unit commander or representative.

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