

# **The Civil Engineer Supervisor/Trainer's Guide For Conducting OJT**



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# Supervisor/Trainer's Guide for Conducting OJT Overview

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**Purpose** The purpose of this training guide is to provide a guide for managing, developing, and conducting enlisted on-the-job training. It includes an overview of training and responsibilities. It is meant to supplement mandatory guidance and requirements that govern Air Force enlisted on-the-job training. Elements of this process include:

- Identifying Training Requirements
  - Conducting Training
  - Evaluating Training
  - Documenting Training
- 

**Who Should use this Guide** This guide is should be used by individuals who work and are involved with, conducting day-to-day enlisted training activities. This includes:

- Supervisors
  - Trainers
  - Certifiers
- 

**How to use this Document** This document is designed as a “how-to” guide and should assist you in managing, developing, conducting, evaluating, and documenting training.

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**The Format of this Document** This document is written in the Information Mapping® format. This method of writing allows the document to be easily read and is user friendly, and makes it convenient to find key information.

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**Additional Notes on Sections** At the end of every section, there is a page to write additional notes. Use this area for unit specific items or additional information on the section topics.

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*Continued on next page*

**In this Guide** This guide contains five areas.

Topic	See Page
Training Responsibilities and Guidance	3
Documents for Training	10
Identifying Training Requirements	31
Conducting Training	47
Evaluating Training	56

**References** The following references were used in development.

- Education/Training. AF Handbook 36-2235, Volume 11, *Information for Designers of Instructional Systems: Application to Unit Training*. Department of the Air Force: Author.
- Education/Training. AF Manual 36-2234, *Instructional System Development*. Department of the Air Force: Author.
- Electrical Systems (AFSC 3E0X1). *Career Field Education and Training Plan*. Department of the Air Force: Author.
- Personnel. AF Instruction 36-2101, *Classifying Military Personnel (Officers and Airmen)*. Department of the Air Force: Author.
- Personnel. AF Instruction 36-2201 Vol 1-6. Department of the Air Force: Author.
- Personnel. AF Instruction 36-2502, *Airman Promotion Program*. Department of the Air Force: Author.
- Personnel. AF Manual 36-2236, *Guidebook for Air Force Instructors*. Department of the Air Force: Author.
- Training. *Air Force Training Course: Study Guide/Workbook*. Department of the Air Force: Author.

# Training Responsibilities and Guidance Overview

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**Introduction** On-the-job training is the foundation for qualifying enlisted personnel to perform their jobs. To accomplish this, specific people within the unit are involved with the training process. They include the following:

- Air Force Career Field Manager (AFCFM)
- MAJCOM Functional Manager
- Base Education & Training Manager
- Commander
- Unit Education and Training Manager (UETM)
- Supervisor
- Trainer
- Certifier
- Trainee

All these individuals must come together to accomplish the requirements of the training program.

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**In this Section** This section contains five areas.

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# On-the-Job Training

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## **Introduction to On-the-Job Training**

Training is provided to enlisted personnel to qualify them for their jobs. This is accomplished through formal training and on-the-job training. Formal training includes attending courses through Air Education and Training Command (AETC), Air Force Institute of Technology (AFIT), and commercial sources. On-the-job training consists of:

- Upgrade training (UGT)
  - Qualification training (QT)
- 

## **Upgrade Training**

Upgrade training is designed to increase knowledge and skills via CDCs, formal courses, and task performance. Successful completion leads to the award of a higher skill level.

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## **Qualification Training**

Qualification training applies to those involved with learning new tasks or in a conversion Air Force specialty (specialties that have merged together). It is actual hands-on training that allows an individual to become qualified in new requirements or a specific duty position. (No longer requires a TSC change to D. TSC D is AFRC only.)

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## **Elements of Training**

Training in the Air Force includes three distinct elements:

- Classroom experiences—informal lecture and discussion for knowledge
  - Hands-on training—demonstration and performance of tasks
  - Performance assessment—evaluation to validate that the trainee has learned the skills necessary to perform the tasks
- 

## **Skill Levels**

There are five skill levels individuals can achieve. They are:

- Helper--1-skill level
  - Apprentice--3-skill level
  - Journeyman--5-skill level
  - Craftsman--7-skill level
  - Superintendent--9-skill level
-

# Responsibilities for On-the-Job Training

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## Introduction

Personnel must be trained and qualified to carry out their responsibilities. Everything must focus on these individuals, from identifying training requirements, to conducting, evaluating, and documenting training and progression. There are specific individuals involved with the unit-training program. They include:

- Air Force Career Field Manager (AFCFM)
- MAJCOM Functional Manager
- Base Education & Training Manager
- Unit Commander
- Unit Education and Training Manager
- Supervisor
- Trainer
- Certifier
- Trainee

All of these individuals come together to support the mission of the unit.

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## Air Force Career Field Manager (AFCFM)

The Air Force Career Field Manager (AFCFM) determines and ensures implementation of training programs for assigned AF specialties. This includes:

- Identifying core task, third-party certification, and other unique AF specialized certification requirements
- Establish requirements, through AETC/DO, to provide mandatory 3/5/7-skill level in resident and distance learning courses and materials
- Coordinate training documentation deviations (such as AF Form 623, *On-the-Job-Training Record* exception and documentation alternatives) with MAJCOMS, FOAs, DRU, and HQ AFPC/DPPAT
- 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 HQ AFPC/DPPAT prior to publication.
- Conduct U&TW IAW AFI 36-2201 Vol 5

# Responsibilities for On-the-Job Training

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## **The Base Training Manager**

The Base Training Manager is the OPR for supervision of all training programs for units serviced by the host Military Personnel Flight (MPF) regardless of the functional area. This includes:

- Implementing and manage training programs, policies, and procedures as directed by higher headquarters
- Base OPR for developing, implementing, and managing training policies and procedures
- 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
- Respond to requests for training support by identifying available training resources, and coordinating with other resources. (e.g. local units, training providers, MAJCOM training managers, contingency training program OPRs, etc.)
- Conduct Staff assistance visits every 18 months on assigned unit training programs
- Instruct the Air Force Training Course and train personnel to teach the course

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## **The Unit Commander**

The unit commander has the overall responsibility for the unit education and training program. The commander does this by ensuring:

- Training satisfies mission needs
- Trainers and certifiers are identified and he/she appoints them writing

As the leader and the manager of the organization, the commander must rely on other individuals to carry out the training process. The Unit Education and Training Manager is focal point in this process.

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# Responsibilities for On-the-Job Training

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## **The Unit Education and Training Manager**

The Unit Education and Training Manager is responsible to carry out the commander's education and training program. This includes:

- Teaching individuals how to train personnel, manage the training process, and complete training documentation
- Providing assistance by performing work center training assessments, conducting training meetings, and Unit Staff Assistance Visits
- Teaching the Air Force Training Course
- Developing and implementing policies and procedures
- Advising the commander and personnel on the unit's training program

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## **The Supervisor**

The supervisor has the overall responsibility for the trainee, ensuring the individual is trained and qualified. Specific items include:

- Planning and scheduling training
- Conducting initial evaluations
- Managing the career development course program
- Conducting and evaluating training
- Managing training documentation

This is accomplished through the assistance of the trainer and certifier.

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## **The Trainer**

The trainer is the instructor or the teacher, the individual who trains the trainee. The trainer is also a coach and a mentor who may or may not be the Supervisor. Their responsibilities include:

- Maintaining qualifications on tasks they train
- Planning, conducting, and documenting training
- Using the Air Force Qualification Training Package (AFQTP) to teach core and diamond tasks
- Developing task breakdowns to teach any additional tasks
- Providing knowledge and background information
- Providing feedback to the trainee and supervisor

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**The Certifier** The certifier is someone other than the trainer who evaluates the trainee's performance on any core or critical tasks. Their duties include:

- Maintaining qualifications on tasks they evaluate
- Evaluating and documenting training
- Using the AFQTP performance checklist to certify core and diamond tasks
- Developing evaluation tools when necessary
- Identifying the trainee's strengths and weaknesses
- Providing feedback to the trainee, trainer, and supervisor
- Cannot sign as certifier if signed as trainer on same task.

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**The Trainee** The trainee is the individual in training who learns the tasks to perform the job: the most important person in the training process. The trainee must:

- Understand the requirements of the training program
- Actively participate in the training process
- Budget their on-duty and off-duty time to complete assignments (e.g., CDC and AFQTP assignments)
- Maintain appropriate progress in the training program
- Become a productive member of the unit

Once the trainee is duty position qualified, the end result is a trained, qualified, and confident unit member.

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**Qualifications of Trainers and Certifiers**

All trainers and certifiers must be appointed in writing by the unit commander and be certified on the tasks they train. They must also attend the Air Force Training Course taught by the unit or Base Education and Training Manager, or have attended a formal trainer and/or certifier's course. Additionally,

- trainers may be any rank
- certifiers must be a staff sergeant or above, or civilian equivalent GS-5 or higher.

**Note:** In the event of one-deep position work centers, the certifier may be a different specialty. If a person with the same specialty is in another work center in the unit, every effort should be made to utilize that person as the certifier.

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**Appointment of Trainers and Certifiers**

The work center prepares the trainer and certifier appointment letter for the commander's approval. In the letter:

- the work center supervisor recommends appointment of trainers and certifiers
- designates if individuals are the trainers, certifiers, or both

After the commander approves the appointments, the letter is routed through the Unit Education and Training Manager for coordination.

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Reference: AFI 36-2201 Volume 3, Chapters, 2-6

# Guidance for Training and Development

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**Introduction** The Air Force is governed by specific policy directives, instructions, manuals, pamphlets, and handbooks. These documents provide basic information on what personnel need to accomplish.

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**Guidance for Training Management** The primary guidance for administering the enlisted on-the-job training program is Air Force Instruction 36-2201, Vol 3, *Air Force Training Program On The Job Training Administration*.

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**Developing Programs using Instructional System Development** The Air Force also mandates the use of a specific procedure to develop education and training programs, called Instructional System Development. Anyone who develops education or training programs in the unit or formal training environment is required to use this process. Instructional System Development is divided into four phases:

- Analysis Phase
- Design Phase
- Development Phase
- Implementation Phase

**Note:** Evaluation is included throughout each phase.

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**Analysis Phase** Analysis is the process of collecting information on job performance requirements of Air Force missions, jobs, tasks, and duties. Determining the necessary qualifications of the job performers. Initial skills interviews and duty position certification are examples of the analysis performed at the unit level.

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**Why to do it** Analysis is conducted to ensure that the right training is designed and developed for the identified tasks needing training. Conduct analysis before beginning to design and develop a new training system, updating or revising an existing system, or starting OJT. If the analysis has been properly conducted, valid training requirements will be identified and normally an accurate projection of required training resources can be made.

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<b>What you need</b>	<p>To conduct analysis, the following items should be assessed:</p> <ul style="list-style-type: none"> <li>Personnel and equipment             <ul style="list-style-type: none"> <li>Subject matter experts (SMEs)</li> <li>Defense systems</li> <li>Equipment</li> <li>Similar systems or programs</li> </ul> </li> <li>Documentation             <ul style="list-style-type: none"> <li>Existing training materials</li> <li>Training standards</li> <li>Technical data</li> <li>Engineering data</li> <li>Occupational Survey Reports (OSRs)</li> <li>Job Performance Guides (JPGs)</li> <li>Career Field Education and Training Plans (CFETPs)</li> </ul> </li> </ul>
<b>Design Phase</b>	<p>Training design is like architectural design. You figure out what you want the training to look like and how you want it to work before you build it. The previously performed analysis will help determine the basic structure of the training in the design phase.</p>
<b>Why to do it</b>	<p>You use training design to ensure training quality, save money, and get needed training done on time. One does not just start developing training, just as one does not start building a classroom facility without analyzing the needs, and planning and designing it first. Training design begins after completing the necessary analysis and before training development begins.</p> <p>Proper design will result in:</p> <ul style="list-style-type: none"> <li>Instructional objectives (what to teach).</li> <li>Performance and knowledge tests that measure the objectives (how well the trainee can do the job).</li> <li>Methods, media, and necessary strategies to deliver the training.</li> <li>Training information management system (training documentation), if applicable.</li> <li>Review of existing instructional materials.</li> </ul>
<b>When to do it</b>	
<b>What you get</b>	
<b>What you need</b>	<p>All of the products developed during initial planning and the analysis phase are required to design an effective, cost-efficient instructional system.</p>

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**Development Phase** During the ISD development phase training is developed, validated, and revised, as appropriate. Training development includes activities such as:

- Writing (print; e.g., training guide)
- Producing/procuring (video or audiovisual materials)
- Installing (information management systems; e.g., training documentation)
- Building (training devices/simulators)
- Validating (formative, summative, and operational evaluation) training
- Revising (training materials)

**Why to do it** Training development activities are undertaken in order to have a valid training program or product ready for the implementation phase.

**When to do it** Development begins after the design is complete and before the training is implemented (conducted). Adequately developed training

**What you get** results in training products that meet the design specifications and, more important, the users' needs.

**What you need** For the development phase, the following are needed:

- Planning, analysis, and design documents and products
- Students and equipment for validation.

**Implement Phase** In the implementation phase, the training system is implemented and the training or course becomes operational and you start conducting the training.

**Why to do it** Training is implemented and conducted to meet the specified or stated training needs of the users. For example, trainees are upgraded when the training provided enables them to perform to the standards specified in the training standard, thus meeting the users' needs. The implementation phase of ISD is entered once the training has been adequately validated and everyone agrees the training meets the unit's training needs. Successfully implemented training results in trainees who can meet the established job performance requirements and standards; that is, are certified to perform the required tasks.

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**What you need** To enter the implementation phase, the following are needed:

- A finished training product such as training guides and visual aids
- All training system functions in place.

**Evaluation Phase** Evaluation measures the quality, effectiveness, and cost efficiency of the training system. Evaluation answers the questions:

- Is the process effective and cost-efficient?
- Are quality products being developed?
- How well are the trainees performing on the job?
- How can the system be improved?

**Why to do it** Evaluation improves the quality of the ISD process and products while producing trainees who can meet job performance requirements and standards. Evaluation begins in the initial planning stages of the ISD process and continues throughout the life cycle of the training system. Evaluation provides data on the quality of the ISD process and products and determines whether trainees are meeting job performance requirements and standards.

**When to do it**

**What you get**

**What you need** To properly perform evaluation, the following are needed:

- An operational training plan
- Completed ISD activities
- ISD products
- An operational training system
- Graduates of the training
- An evaluator (e.g., task certifier)

**Guidance for Developing Programs** There are three primary sources for developing education and training programs in the unit. Refer to these documents for more information:

- Air Force Manual 36-2234, *Instructional System Development*
- Air Force Handbook 36-2235, Volume 11, *Information for Designers of Instructional Systems: Application to Unit Training*
- Air Force Manual 36-2236, *Guidebook for Air Force Instructors*

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# Publications/Documents for Training Overview

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**Introduction** Training documents are the tools that bind the training program together. They provide standardization in tracking progression and qualifications, and furnish a means for maintaining official records. The training documents discussed in this area are:

- Air Force Form 623, Individual Training Record
  - The Career Field Education and Training Plans (CFETP)
  - Civil Engineer AFQTP Documentation Record.
  - The Career Development Courses (CDCs)
- 

**In this Section** This section contains seven areas.

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# Air Force Form 623, Individual Training Record

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**Purpose** The purpose of the Air Force Form 623, Individual Training Record, is to provide a current history of an individual's training progression. It must be kept up-to-date and reflect accurate qualifications of the individual.

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**Who Must Have One** The supervisor must maintain the training record for the following:

- Individuals in ranks airman basic through technical sergeant
- Senior noncommissioned officers in retraining or when directed by the Air Force Career Field Manager, commander, or supervisor
- Officers designated by the Air Force Career Field Manager.

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**Documents Included in the Training Record** Some publications/documents that can be contained in the training record include:

- Career Field Education and Training Plan
- Air Force Form 797, Job Qualification Standard Continuation Sheet
- Air Force Form 623a, On-the-Job Training Record Continuation Sheet
- Air Force Form 803, Report of Task Evaluations
- Air Force Form 1098, Special Task Certification and Recurring Training
- AFQTP Documentation Record

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**Who Maintains the Training Record** The supervisor maintains the Air Force Form 623 in a secure area. However, it must be accessible to the Unit Education and Training Manager, trainer, certifier, trainee, and other individuals who have a need.

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**How to Document** All entries are made in pencil, entries in the training records need to be neat and legible.

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**What to Document**

Document the following information on the Air Force Form 623:

- Section I – Identification Data
- Section II – AFIADL/CDC Participation
- Section III – Formal Training.

**Format of the Training Record**

The Training Record is available in three formats:

- Air Force Form 623: this is the standard file folder style.
- Air Force Form 623B: this format consists of peel off labels that are applied to a six-part folder.
- Electronically e.g. Core Automated Maintenance (CAMS), or Civil Engineer’s Cover Train

**Section I**

Document the identification data. This information can be found on the unit manning document (UMD), unit personnel manning roster (UPMR), alpha roster, or OJT roster.

- Name: enter the individual’s name
- Grade/Rank: update this information when the individual is promoted
- DAFSC (duty Air Force specialty code)/Job Series: the individual is performing duty in this AFSC
- Individual’s Signature: the individual signs this block
- Date: enter the date here

**NOTE: The trainee signs only after receiving a training briefing.**

I. IDENTIFICATION DATA		
Last Name, First Name, Middle Initial	Grade/Rank	DAFSC/Job Series
SMITH, JAMES, M	SrA	3E051
Individual’s Signature <i>James M. Smith</i>		Date <b>1 Apr 01</b>

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**Section I,  
Continued**

In addition to the DAFSC, there are other Air Force specialty codes used to manage personnel:

- PAFSC (primary Air Force specialty code): the individual is best qualified to perform duty in this awarded AFSC
- CAFSC (control Air Force specialty code): this code is a management tool used to:
  - Make airmen assignments
  - Assist in determining training requirements
  - Consider airmen for promotion

**Section II**

Enter information for successfully completed career development courses and other Air Force Institute for Advanced Distributed Learning (AFIADL) courses. Include the:

- Course number and title
- Number of volumes
- Month and year completed

<b>II. ECI/CDC Participation</b>		
<b>Course NUMBER AND TITLE A</b>	<b>NO. OF VOLUMES B</b>	<b>DATE COMP (Mo. &amp; Yr.) C</b>
CDC 3E051A, Electrical Systems Journeyman	3	Oct 96
CDC 3E051B, Electrical Systems Journeyman		

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**Section III** Document successful completion of all formal technical courses and other specialty related courses. Also include:

- Training management courses (e.g., Air Force Training Course)
- Professional Military Education (e.g., Airman Leadership School)
- Commercial courses (e.g., contractor, college)

<b>III. Formal Training</b>	
<b>COURSE NUMBER AND TITLE</b>	<b>DATE COMPL</b>
J3AZR3E051 003, Cathodic Protection Maintenance	11 Mar 95
J6AJI3S251 000, Air Force Training Course	12 May 96
J3ACR3E070 000, Civil Engineer Management Craftsman Course	8 Jun 97

**Re-accomplishing the Training Record**

The previous edition of the Air Force Form 623 will not be used. The AF Form 623, Oct 96 or later editions will be used in lieu of this is due to the individuals SSN displayed on the previous editions. Re-accomplish the training record only when it is mutilated, dirty, or illegible. When this is done, transfer all applicable information and documents to the new form.

# The Career Field Education and Training Plan

**Purpose** The Career Field Education and Training Plan (CFETP) is the primary document for:

- Developing
- Conducting
- Evaluating training

It is a cradle-to-grave document that encompasses the education and training requirements for a specialty. It is also the core document used to identify, conduct, evaluate, and document training.

**Information Included in the CFETP** The CFETP is in two parts. Part I includes information on:

- Skill level requirements and descriptions
- Career progression
- Formal education available
- Degree completion requirements for the Community College of the Air Force

Part II contains the Specialty Training Standard, which identifies the most common knowledge items and tasks for the specialty, formal course training, and career development course requirements.

**Certifying Officials** All individuals who are trainers or certifiers must print their names and sign their initials on the Certifying Officials' page in the Specialty Training Standard.

This block is for identification purposes only.		
<b>Name of Trainee</b>		
<b>Printed Name (Last, First, Middle)</b> Smith, James M.	<b>Initials (Written)</b> JMS	<b>SSAN</b> 123-45-6789
<b>Printed Names and Written Initials of Training and Certifying Officials</b>		
N/I Steven M. Randolph <i>SMR</i>	N/I	
N/I Laura T. Kramer <i>LTK</i>	N/I	

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**Core Tasks** Core tasks are the minimum requirements identified for a skill level for upgrade and certification. These requirements are established by the Air Force Career Field Manager, and, by subject matter experts during the Utilization and Training Workshops (U&TW).

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**Diamond Tasks** Diamond tasks are the same as core tasks. The only difference between diamond tasks (found in the Specific Contingency module of the STS) and core tasks is that equipment shortage throughout the Air Force making hands-on training difficult to obtain. The Trainee ***is not*** certified on diamond tasks until hands-on training has been accomplished.

---

**“Go/No Go” Standard** Tasks are trained and certified to the “**go/no go**” standard. “Go” means the individual can perform the task without assistance and meets local requirements for accuracy, timeliness, and correct use of procedures. The “**go/no go**” standard equates to a “3c,” as identified in the proficiency code key (Figure 1).

---

**Documenting the Specialty Training Standard** Identify the current duty position requirements by circling the subparagraph number next to the task statement.

- The trainer adds the start date when training begins.

**Note:** The date format is: the date, the month spelled out by three alpha letters and the year as two digits. Example: 23 Mar 99

- When training is finished and certified--add the completion date, and the trainer, certifier, and trainee initials.

**Note:** For non-core or non-critical tasks, only the trainer and trainee initials are required. (A certifier evaluation is ***not*** required. See example on the following page)

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# The Career Field Education and Training Plan

Continued

Task Knowledge And Technical References	Core Tasks	Certification for OJT				
		A	B	C	D	E
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials
<b>12. PLANNING AND LAYING OUTWORK TR: AFM's 91-3,</b>						
12.1. Reading wiring diagrams, schematics, specifications, drawings, staking sheets, and one line diagram	*12b	19 Sep 96	28 Jan 97	JMS	LTK	SMR
12.2. Plan sequence and production priorities for work operation		3 May 96	9 Sep 96	JMS	LTK	
12.3. Inspection and maintenance						

Reference: AFI 36-2201 Vol 5

# Proficiency Code Key

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## **Purpose of the Proficiency Code Key**

The purpose of the proficiency code key is to provide the qualitative requirements using principles of the classification process (Figure 1). It includes the:

- Task performance levels
  - Task knowledge levels
  - Subject knowledge levels
- 

## **What is the Code Key used for**

The proficiency code key is used for developing resident training and nonresident courses. This includes:

- Resident training
    - Initial skills 3-level course
    - Formal in-resident 7-level course
  - Non-resident training
    - Career development courses
    - Specialized courses.
- 

## **How the Code is used**

The proficiency code key shows the level of training provided in formal courses. It also indicates the proficiency to be demonstrated on the job by graduates as a result of the training provided in the courses. It is used by:

- Curriculum developers
  - Supervisors
  - Trainers
  - Certifiers
- 

## **Additional uses**

Supervisors use the proficiency code key during the initial evaluation of a recent graduate of resident training.

- Locate the proficiency codes in the 3- or 7-level residence column that applies to the course the individual just graduated.
  - Evaluate the trainee on the items based on the specified codes.
- 

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## Qualitative Requirements

Proficiency Code Key		
	Scale Value	Definition: The individual
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly proficient)
Task Knowledge Levels <b>* (see note below)</b>	a	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step by step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced theory)
Subject Knowledge Levels <b>** (see note below)</b>	A	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)
<p><b>Explanations</b></p> <p>* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: "b" and "1b")</p> <p>** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.</p> <p>- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.</p> <p>X This mark is used alone in course columns to show that training is required but not given due to limitations in resources.</p>		

**Figure 1, Proficiency Code Key Qualitative Requirements**

# Transcribing Procedures

---

**Introduction** When a new training standard is published, the supervisor must transcribe current and previous qualifications to the new document.

---

**Core and Critical Tasks** For core and/or critical tasks previously certified:

- Circle the tasks in pencil, then evaluate airman's current qualifications and validate airman's ability to complete the task
- Next, enter current date (third party certification required)
- And finally, enter the certifier's and trainee's initials

---

**Non-Core Non-Critical Tasks** For tasks previously qualified and required in current duty position.

- Circle the task in pencil, then evaluate current qualifications and validate airman's ability to complete the task
- Next, enter current date (third party certification not required)
- And finally, enter the trainer's and trainee's initials

---

**Previous Certifications of Non-Core Tasks** To transcribe previous certifications for tasks **not** required in the current duty position:

- Carry forward only the previous completion dates
- Do not write the initials of the trainee or of another person

---

**Previously Certified Tasks Not Required** For tasks that were previously certified and not required in the current duty position (as shown before), but are now required:

- Circle the tasks in pencil, then evaluate current qualifications and verify
- Recertify by erasing the old completion or deleting date for Cover Train date and adding the current date as the completion date (as in the current qualifications)
- Enter the certifier's and trainee's initials only

**Note:** If the individual can no longer perform the task, erase the old completion date and add the new start date when you begin training the task.

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*Continued on next page*

# Transcribing Procedures

Continued

**Core Tasks** Any new core tasks not currently certified must be completed unless otherwise identified.

**Additional Information** Always refer to the transcribing procedures listed in Part II of the CFETP, Section A, the Specialty Training Standard. These are written by the Air Force Career Field Manager, and will provide any other specific requirements. Check with the UETM to ensure you are following the most current guidance directed.

Task Knowledge And Technical References	Core Tasks	Certification for OJT				
		A	B	C	D	E
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials
<b>12. PLANNING AND LAYING OUTWORK TR: AFM's 91-3,</b>						
12.1. Reading wiring diagrams, schematics, specifications, drawings, staking sheets, and one line diagram	*12b		1Apr 01	JMS		SMR
12.2. Plan sequence and production priorities for work operation			1Apr 01	JMS	LTK	
12.3. Inspection and maintenance			1 Sep 97			

## AF Qualification Training Packages (AFQTP)

---

**Purpose** AFQTPs are lesson plans used by the Trainer / Certifier / Trainee to aid in the training process. They standardize training across the AF and prevent the unintentional bypassing of key steps of a task. They provide additional task knowledge in preparation for hands-on OJT.

---

**Policy** Completion of AFQTPs is mandatory for all Core and Diamond tasks. All **core** tasks must be certified through **hands-on** training for upgrade. Diamond tasks are the same as core tasks. The only difference between diamond tasks and core tasks is that equipment shortage throughout the Air Force making hands-on training difficult to obtain. The Trainee ***is not*** certified on diamond tasks until hands-on training has been accomplished.

---

**AFQTP Deliverables** AFQTPs come as:

- Paper-based (***all*** AFQTPs have a paper element)
- Multi-Media Products
  - CD-ROMs
  - Videos

---

**Maintenance and Disposition** The UETM is responsible for maintaining a complete library of the multi-media AFQTPs (e.g. CD-ROMs and videos). The UETM must maintain positive control of these products. He/she may hand receipt the AFQTPs to shop supervisors. It is not necessary, nor recommended, to maintain a copy of the paper AFQTPs.

**Note:** The supervisor must ensure trainee is issued most current AFQTP (downloaded from the web).

---

**CerTest** Completion of the corresponding CerTest is **required** for all **diamond** tasks (♦). A minimum passing score of 80% is required. CerTests for all **core** tasks (\*) are optional. Schedule CerTests through the UETM. Completion of the CerTest does not eliminate the need for hands-on certification on **diamond** tasks.

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*Continued on next page*

## Recording Completion of AFQTPs

The completion of AFQTPs is documented using the **CE AFQTP Documentation Record** (available on the AFCESA web site). This record contains all core/diamond tasks identified for each AFSC and will be maintained in the AF Form 623 until member is upgraded to a 7-skill level.

Upon successful completion of a unit within the AFQTP, the Trainer and the Trainee (no certifier initials; certification **does not** take place on this form) will:

- Enter the completion date on the **AFQTP Documentation Record**
- Initial the **AFQTP Documentation Record** (figure 2)
- If performance feedback is needed, use an AF Form 623a, *On-the-Job Training Record Continuation Sheet*.

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*Continued on next page*

# AF Qualification Training Packages (AFQTP)

Continued

**NOTE 1:** ♦Diamond tasks are extremely important to the career field. Diamond tasks are the same as core tasks with one exception--equipment shortfalls at most locations have created problems with the actual hands-on certification of these tasks. In instances where required equipment is not available for instruction, completion of the task's AFQTP and passing the corresponding CerTest is all that is required for upgrade and qualification training. Hands-on certification should be accomplished at the first opportunity when equipment is available. In locations where the equipment is available for hands-on certification, CerTest completion is still a mandatory requirement.

1 TASK NUMBER	2 TASKS, KNOWLEDGE, AND TECHNICAL REFERENCES	3 ♦ * * * 7 LEVEL SEE NOTE 1	4 START DATE	5 COMPLETE DATE	6 TRAINEE'S INITIALS	7 TRAINER'S INITIALS
28.	<b>AFSC SPECIFIC CONTINGENCY RESPONSIBILITIES</b> Ref: AFQTP Module 28 – AFSC SPECIFIC CONTINGENCY RESPONSIBILITIES					
28.1.1.1.2.	Install ground (200 KW or less))	*				
28.1.1.1.4.	Configure for proper voltage (200 KW or less))	*				
28.1.1.1.5.3	Connect (Cables (200KW or less))	*				
28.1.1.1.6.	Check phase rotation (200KW or less))	*				
28.1.1.2.1.	Pre-operational inspection (Perform (200KW or less))	*				
28.1.1.2.2.	During operation inspection (Perform (200KW or less))	*				
28.1.1.2.3.	Post-operational inspection (Perform (200KW or less))	*				
28.1.1.2.5.	Single unit operation (Perform (200KW or less))	*				
28.1.1.2.6.	Parallel unit operation (Perform (200KW or less))	*				

Figure 2

CE AFQTP Documentation Record (Portion of 3E0X2)

## Career Development Courses (CDCs)

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<b>Purpose</b>	<p>CDCs provide information on facts and principles for a specialty they:</p> <ul style="list-style-type: none"><li>• Are the foundation for specialties</li><li>• Include background data on subject and task knowledge</li></ul>
<b>Who Must Enroll</b>	<p>If a CDC is required when an individual enters upgrade training, the trainee must be enrolled. The unit training manager maintains a list of CDCs required for each specialty published by the Air Force Institute of Advanced Distance Learning (AFIADL)</p> <ul style="list-style-type: none"><li>• The supervisor requests enrollment in the CDC</li><li>• The UETM orders the CDCs through Personal Concept III.</li></ul>
<b>Receiving the CDC</b>	<p>Once the CDCs are received, the UETM issues the materials to the supervisor and trainee, and briefs them on their proper use.</p> <ul style="list-style-type: none"><li>• The supervisor and trainee conduct an inventory of the materials</li></ul> <p>The trainee makes all the necessary course corrections, then the supervisor verifies them for accuracy</p>
<b>Issuing the CDC Volumes</b>	<p>The supervisor maintains the CDC package and issues the volumes one at a time, in any order. The sequence of issue is based on the requirements for training. The supervisor should:</p> <ul style="list-style-type: none"><li>• Establish a completion time of normally no more than 30 days per volume</li><li>• Establish the overall course completion schedule and forward a copy to the Unit Education and Training Manager</li><li>• Plan for concurrent knowledge and task training</li><li>• Use a CDC status worksheet to track the progression (Figure 3)</li><li>• Document the Air Force Form 623a</li></ul> <p><b>Note:</b> If the trainee exceeds the time limits, the supervisor should counsel the individual, place him/her in a supervised study, and document this on the AF Form 623a. If an extension for the CDC enrollment is required (e.g. individual was TDY, hospitalized, or otherwise legitimately unable to complete the CDCs within the allotted time.), the supervisor must coordinate and request it through the UETM. This request is done at the 10-month mark for a 4-month extension.</p>

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*Continued on next page*

**Completing the Unit Review Exercises**

The trainee completes the unit review exercises (URE). The URE is completed “open book”-- it is not a “test.” Once completed, the trainee annotates the information at the top of the AFIADL Form 34, AFADL Field-Scoring Answer Sheet, then transcribes the answers.

Afterwards, the supervisor scores the answer sheet and places it in the training record, then conducts review training for any items missed. The following items on the answer sheet should also be completed:

<b>Review Training Not Required</b>	<b>Date Started</b>	<b>Date Due Completion</b>	<b>Date Completed</b>
<b>Supervisor’s Signature</b>		<b>Trainee’s Signature</b>	

**Preparing for the Course Exam**

When all the volumes are completed, the supervisor completes the request for the course examination. This should be done two weeks before the last volume is complete.

- The supervisor starts reviewing the entire CDC package with the trainee to prepare for exam.
- This must be a comprehensive review of all the CDC materials, not just the UREs.
- The use of the CDC course exam (CE) assessment tools (tests) located in the CerTest program is **highly** recommended.

**Taking the Course Exam**

**Once the course exam arrives at Base Training, the trainee must be ready to take the test immediately!** Base Training sends the unit training manager a CDC Examination Notification Letter. The UETM:

- Notifies the work center the test has arrived
- Schedules the test with the supervisor and trainee
- Completes the test notification letter and returns it to Base Training

The trainee must report for testing on the designated date in uniform, on time, and with a valid military identification card. The minimum passing score is 65%. The results may take two to three weeks to receive back from AFIADL. Although your UETM maybe able to check CDSAR for a score earlier. Reference: AFI 36-2201, Vol 3, Table 9.1

*Continued on next page*

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**Electronic Testing** Electronic CDC course exam testing is currently available at some installations, with more coming on-line everyday. The testing procedures are identical to those in the prior section. Instead of using a pencil and “bubble” test sheet, the trainee will answer the questions on a computer. One major benefit to electronic testing is the immediate feedback of test results. The trainee will know the results of the CE before leaving the test facility. This means the next set of CDCs can be issued right away versus waiting up to 2 weeks for results. This equates to quicker upgrade. Ask you UETM if your base has the ability for electronic testing.

---

**Satisfactory Completion** When Base Training receives notification of satisfactory course completion on AFADL Form 9, they forward the card to the unit for inclusion in the training record. The supervisor must conduct review training on any items missed and document it on the AFADL Form 9 and the AF Form 623a. If there are any more required CDCs, the CDC process will continue until all CDCs are completed.

---

**First Unsatisfactory Completion** If the trainee fails the course exam on the first attempt, they will automatically be allowed to retake the exam. The trainee must be placed in supervised study. The commander, with the assistance of the UETM:

- Conducts an interview with the trainee and supervisor
- Determines the reason for failure and corrective action required within 30 days of initial notification

In addition, the unit Commander will evaluate, with the assistance of the UETM:

- Trainee’s course progression
- Trainee’s understanding of the course content
- Trainee’s motivation, study habits, and preparation
- Supervisors involvement
- Identifies need to assess trainee’s reading abilities as required (request the UETM contact the Education Services Office for assistance).

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*Continued on next page*

## Career Development Courses (CDCs)

Continued

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### First Unsatisfactory Completion (continued)

- 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 through the UETM.

The supervisor will:

- Conduct and document supervised study sessions on the AF Form 623a.
- Conduct review training, sign and place the CE scorecard in the AF Form 623a, until the trainee is upgraded to the next skill level.
- **Notify the UETM to schedule retake examination within 90 days.**

---

### Second Unsatisfactory Completion

If the trainee fails the course exam on the second attempt, the commander, with the assistance of the training manager, interviews the supervisor and trainee to determine the reason for failure. After reviewing the facts, the commander decides on one of four options:

1. Keep the airman in training; provide, evaluate, and certify career knowledge training for the CDC; and upon successful completion, request a waiver for the CDC requirement.
2. Withdraw the airman for failure to progress, and pursue separation.
3. Withdraw the airman for failing to progress, request AFSC withdrawal, and recommend retraining or return to a previously awarded AFSC.
4. Withdraw the airman from training for failure to progress to the next higher skill level (training status code "T"), and re-evaluate at 90 days for future possible reentry into training, and pursue either option 1,2, or 3 as appropriate.

The commander informs the trainee and supervisor of the option chosen and initiates the appropriate actions. The trainee **may not** re-enroll in the CDC after the second failure.

**Note:** If the trainees CDC is waived all other CDCs sets not taken will subsequently be waived.

## CDC Status Worksheet

<b>Trainee Name</b>	<b>Grade</b>	<b>Workcenter/Phone</b>
<b>Social Security Number</b>	<b>CDC</b>	<b>Enrollment Date</b>
<b>Supervisor/Trainer</b>		<b>Cancellation Date</b>

Volume	Date Issued	Estimated Completion Date	Date Completed	URE Score	Date Completed CerTest VRE	Score

Date Completed CerTest End of Course Review Exercises:		Score:	
--	--	--------	--

Supervisor, trainee, and trainer (if applicable) briefed and materials issued on: \_\_\_\_\_

\_\_\_\_\_  
 Unit Training Manager                      Supervisor                      Trainee

**Request for Course Exam**                      **Date:** \_\_\_\_\_

Please order the course exam. I certify that the trainee has completed the CDC and volume review exercises, and is prepared to take the course exam. I (or the trainer) will conduct a comprehensive review of the entire CDC prior to allowing the trainee to test.

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Trainee's Signature

Figure 3, CDC Status Worksheet



# Identifying Training Requirements Overview

---

**Introduction** The supervisor must identify the training requirements for the trainee. This is done by:

- Reviewing the work center requirements indicated on the Master Task Listing (MTL)
- Identifying and assigning duty position requirements.

Any tasks not completed and certified become the basis and requirements for training, otherwise known as the individual training requirements.

---

**In this Section** This section contains eight areas.

<b>Topic</b>	<b>See Page</b>
Developing a Master Task Listing (MTL)	32
The Initial Orientation	34
The Initial Evaluation	35
Formal Training	36
Distance Learning	39
Requirements for Skill Level Upgrade and Award	40
Requirements for Qualification Training Completion	44
Additional Notes	46

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## Developing a Master Task Listing (MTL)

---

**What is the MTL** It is a document maintained within the work center that identifies all peacetime and wartime tasks performed by the work center.

---

**Who develops the MTL** The work center supervisor, with the assistance of the UETM, is responsible for developing a Master Task Listing (MTL).

---

**Items to include on the MTL** Use the CFETP, AF Form 797, AF Form 1098, or automated products to develop the MTL. Items (tasks to identify) to include are:

- Core tasks
  - Normal day-to-day taskings
  - Wartime/Contingency tasks
  - Special Certification(s) and recurring requirements
    - Local taskings (e.g., additional duties) the work center / individual performs
- 

**Coding the MTL** Use some type of coding system to identify “who does what” in the work center. Codes may consist of symbols and/or colors. Some examples include identifying:

- 3-level duty position tasks
- Upgrade requirements
  - 5-level tasks
  - 7-level tasks
- Qualification training requirements
- Supervisor responsibilities
- Management responsibilities

**Note:** All work center personnel must be able to interpret the coding system.

---

*Continued on next page*

### Training Charts

If desired, use a training chart (AF Form 1320, 1320a, or automated spreadsheet) to document and track training.

- When properly prepared and used, the training chart will assist in:
  - Determining individual and group needs
  - Planning and scheduling training
  - Determining the extent to which there is a trained staff as needed to perform the mission
  - Determining the progress of training
  - Making work assignments

**Note:** The training chart does not replace the training record as the source document for training. If a training chart is used it must accurately reflect the information contained in the AF Form 623.

---

# The Initial Orientation

---

**Purpose** The purpose of the initial orientation is to acquaint the new individual with the work center and explain their responsibilities and requirements. The supervisor will also discuss the roles and responsibilities of other individuals involved with the training process.

---

**The Initial Orientation** It is the supervisor's responsibility to conduct the initial orientation. This should include, as a minimum:

- What the trainee will be doing
  - What is expected of the trainee
  - Supervisor's responsibilities to the trainee
  - Trainer's responsibilities to the trainee
  - Trainee's responsibilities to the supervisor, trainer, and training program
  - Time lines and mandatory requirements which must be met for position qualification and certification
  - CDC and AFQTP requirements
- 

**Providing the Orientation** The supervisor should provide the initial orientation to the individual as soon as possible after they arrive in the work center. Other specific items to include are:

- Duty hours and shifts
  - Uniform requirements (e.g., blues, battle dress uniforms)
  - Parking locations
  - Dining facilities
-

# The Initial Evaluation

---

**Purpose** The purpose of the initial evaluation is to assess an individual's present qualifications and compare with the requirements of the job. Whatever qualifications/certifications the individual is lacking, as compared to the MTL, becomes their training requirements. This is also known as the individuals training requirements.

---

**Conducting the Initial Evaluation** The supervisor conducts and documents the initial evaluation within 60 days of assignment. This includes:

- Reviewing past training
- Identifying duty position requirements
- Validating previously certified tasks
- Determining individual training requirements

---

**Reviewing Past Training** Review the individual's AF Form 623, Training Record and conduct an interview with the trainee. This will indicate the past training and experience.

---

**Identifying Duty Position Requirements** Use the Master Task Listing to identify the individual's duty position requirements. This should include core tasks, wartime requirements, and any additional duties required of that position. Determine which tasks are completed or in need of completion.

---

**Validating Previously Certified Tasks** Validate those tasks previously certified and required for the job. This includes:

- Performance evaluations
- Oral evaluations
- Written evaluations (CerTest contains numerous evaluation tools)

**Note:** If an individual was qualified on a task but can no longer perform it, simply delete the previous certification, and begin training when required.

---

**Determining Training Requirements** To determine the training requirements, identify the tasks that are not completed but needed for the job. This will indicate:

- What tasks need to be trained
- How much training the individual will need

# Formal Training

---

**Introduction** Formal Training is training provided by Air Education and Training Command (AETC) and the Air Force Institute of Technology (AFIT). It is administered at locations throughout the world.

Other sources include inter-service and commercial, non-government, courses available through:

- Colleges
  - Vocational schools
  - Vendors
- 

**Air Education and Training Command Courses** The purpose of AETC courses is to provide structured formal courses to support basic, advanced, and supplemental training.

- Military and civilian personnel are eligible to attend
  - Refer to Air Force Education and Training Course Announcements (ETCA) for prerequisites and course descriptions.
- 

**Air Force Institute of Technology Courses** The purpose of AFIT courses is to provide defense-focused graduate and continuing education, research, and consultation to improve Air Force and joint operational capability.

- Military and civilian personnel are eligible to attend
  - Refer to the AFIT web site for prerequisites and course descriptions
- 

**Forecasting Requirements** The work center forecasts the requirements. This is accomplished by identifying annual formal training and professional continuing education requirements for two fiscal years out. Determine training requirements by reviewing:

- Losses and replacement of personnel
  - New equipment and changes in mission requirements
  - Other factors that may affect training requirements
  - Core tasks
  - Work center task lists to ensure 100% task coverage
- 

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**Levels of Urgency**

Levels of urgency indicate the impact of the mission if training is not obtained.

- Level 1--Mission Accomplishment: Accomplishment of the Air Force mission objective will not occur if training requirements are not satisfied. Units will fund if not supported by Air Force funding.
- Level 2--Mission Sustainment: Training required to maintain the Air Force’s readiness posture.

**Completing the AF Form 3933**

Submit one AF Form 3933, MAJCOM Mission Training Request, for each course required. Work centers will identify their requirements for military and civilian personnel and consolidate their requests on the forms. Additional information for completing the form includes:

Block	Description
8	Brief Course Description: This block includes the timeframe or quarter, and number of people you are requesting slots for (e.g., Qtr 1 - 2, Qtr 2 - 1, Qtr 3 - 1, Qtr 4 - 0).
10	All Level 1 requests must include a <u>justification</u> in this area. Level 2 does not require justification. However, for all levels, the applicable commander must concur the course is a valid requirement. (Section III must be completed for level 1 requests.)
12	Requestor. Must be the unit-training manager.
15	Certifier. This block must include the commander’s information: commander’s name, rank, and phone number. The commander must approve all Level 1 requests.

**Allocating Slots**

Once the unit receives the allocations for the upcoming fiscal year, they must be verified as valid requirements (e.g., the courses are still needed to train unit personnel). After that, work centers must:

- Coordinate who needs to attend
- Provide names and social security numbers to the training manager

*Continued on next page*

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**Out-of-Cycle Requests**

A work center may request out-of-cycle training within the same fiscal year if it is a valid requirement for an individual. Examples of this include:

- Immediate changes in mission requirements
- New individual arrives in the work center without the required training

The work center provides the request and justification to the commander through the UETM, IAW local or command policies. Funds must be available prior to request.

---

**Requesting a Waiver to Prerequisites**

You may request waiving prerequisites for attending a course. The technical school is the final waiver authority. This letter is prepared by the work center for the Commander's approval prior to submitting to the Command Functional or Training Manager for his/her signature.

- Provide the name of the individual the waiver is for
  - Fully explain the request for the waiver
  - Include enough justification to support the request
  - State the course number, name, and course date
  - Route through the training manager for processing
- 

**Commercial Training**

A critical element of identifying available training includes researching what the Air Force cannot train, then obtaining the training through commercial, and non-government sources. This involves knowing what equipment and material is not available at the duty location or through the formal training environment. Sources include:

- Colleges
- Vocational schools
- Vendors

The requestor must coordinate this requirement through the commander for approval. After that, contact the source to schedule the training and complete a DD Form 1556, Request, Authorization, Agreement, and Certification of Training and Reimbursement.

---

# Distance Learning

---

**Introduction** AETC provides distance learning through the Air Technology Network, a satellite-based educational network providing distance learning capabilities for:

- AFIT
- Air University
- Technical Training
- The Air National Guard

---

**How Distance Learning Operates** Distance Learning operates by computer down-link to a specific classroom on an installation. Several bases can “attend” the class, and the system is designed to be interactive. Personnel attending the training can speak to both the instructor and to other bases.

---

**Obtaining Classes** Review the schedule of classes in the Distance Learning Guide and Annual Broadcast Schedule. To obtain classes, complete the “Broadcast Request/ Cancellation Worksheet” in the Distance Learning Guide.

- Submit the request to the unit-training manager no later than 60 days prior to the class start date for processing.
- The requestor must identify a facilitator for the course who will also act as the point of contact.
- Refer to the Distance Learning Guide and Annual Broadcast Schedule for class descriptions and dates.
- All personnel identified in the class descriptions are eligible to attend.

---

**The Role of the Facilitator** The class facilitator will act as the point of contact for the class. They will:

- Receive class materials
- Facilitate the class while in progress
- Take care of administrative tasks associated with the class

---

**Cancellation of Classes** The facilitator/point of contact must request class cancellation using the “Broadcast Request/Cancellation Worksheet.”

---

# Requirements for Skill Level Upgrade and Award

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## Introduction

The supervisor initially identifies duty position requirements, then the trainee begins upgrade training. This includes hands-on training and completion of career development courses, if required. The trainee:

- continues with on-the-job training.
- is trained and certified on the core and diamond tasks and work center requirements.

Individuals must complete all the requirements identified for their skill levels.

---

## The Training Status Codes

Training status codes are used to identify and manage airmen qualification and skill-level upgrade training. The most commonly used training status codes are:

- B: The airman is receiving 3-skill-level experience or is in upgrade training for the initial award of the 5-skill-level AFSC.
- C: The airman is in upgrade training for the initial award of the 7-skill-level AFSC (staff sergeant selects and above).
- R: The airman is fully qualified. Use this code when personnel complete upgrade training and qualification training.
- I: The commander is not recommending the airman for entry into upgrade training or withdraws the airman from upgrade training for failure to progress to the next higher skill level.

**Note:** A complete list of training status codes can be found in AFI 36-2201, Vol 3 Table A.3.1

---

## 3-Level Requirements

Once an individual graduates from technical school, they are awarded a 3 skill level after inprocessing through the Unit Education & Training Manager. During this time, they should:

- Begin to learn the unit mission
- Start training on duty position requirements

Note: Bonuses are not paid until 3 skill level is awarded, and Training Status Code is updated to TSC B to reflect upgrade to the 5 skill level.

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# Requirements for Skill Level Upgrade and Award

Continued

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## 5-Level Upgrade Requirements

The 5-level requirements include:

- A minimum of 15 months in upgrade training (9 months for retrainees)
- Completion of all core tasks and duty position requirements
- CDCs if required
- Meeting mandatory requirements in the CFETP and specialty description (AFQTPs and appropriate CerTests)

Once these items are completed, the airman is eligible for award of the 5-level if recommended by the supervisor. However, if the individual has not completed the training requirements, they must continue in training until they are qualified.

---

## Eligibility for Staff Sergeant Promotion Cycle

At 36 months time in service, the trainee is normally promoted to the rank of senior airman unless prohibited due to an administrative action. They are eligible to test for promotion if their date of rank is 1 February or earlier. Individuals without a 5-level must have a skill level waiver (for a valid reason) authorized by the commander. If an individual is selected for promotion, they must be awarded their 5-level prior to sew on.

---

## 7-Level Upgrade Requirements

When an individual is selected for promotion to staff sergeant, they begin upgrade training on the first day of the promotion cycle, 1 September.

The 7-level upgrade requirements include:

- A minimum of 12 months in upgrade training (6 Months for Retrainees)
- Completion of all core tasks and duty position requirements
- CDCs (if required)
- Exportable courseware (if required)
- Attending the formal 7-level course in residence (exception – 3E7X1)

Meeting mandatory requirements in the CFETP and specialty description (AFQTPs and appropriate CerTests)

---

*Continued on next page*

# Requirements for Skill Level Upgrade and Award

Continued

---

**Awarding the Skill Level**

When an individual has completed all the mandatory requirements, the supervisor recommends and requests award of the skill level through the unit training manager. The supervisor:

- Submits the documented AF Form 623 to the training manager

The commander or designated representative (e.g., training manager) approves this action and processes it through PC-III.

---

*Continued on next page*

# Upgrade Training Request Worksheet for PC-III

Please print the following information legibly.

Name: \_\_\_\_\_ Rank: \_\_\_\_\_

Social Security Number: \_\_\_\_\_ AFSC: \_\_\_\_\_

Unit: \_\_\_\_\_ Office Symbol: \_\_\_\_\_

Date Entered Training: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Effective Date of Upgrade Action (if different): \_\_\_\_\_

Course number of mandatory CDCs and completion dates: \_\_\_\_\_

\_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Duty Title: \_\_\_\_\_ Phone: \_\_\_\_\_

For 7-level upgrade, date graduated the in-residence 7-level course: \_\_\_\_\_

## **Recommendation for Upgrade**

I certify the above individual has completed all mandatory requirements for award of the \_\_\_\_\_ skill level and recommend upgrade.

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Trainee's Signature

Note for Supervisor: Please include the individual's AF Form 623 with this request.

**Figure 4, Upgrade Training Request Worksheet**

# Requirements for Qualification Training Completion

---

**Introduction** Qualification training takes place when an individual is learning new tasks for their position. It is designed to provide the performance skills required to accomplish the job.

---

**When is Qualification Training Required** Qualification training is required when new training requirements are added to the CFETP. Other times it may be required are:

- Unit mission changes
- Job rotations
- An individual comes from another base
- New equipment becomes available

---

**What Must be Completed** Individuals must complete all 5-level or 7-level required tasks not already certified, but now required. This includes any item identified as a core task and/or necessary for the duty position.

---

**How Qualification Training is Managed** Qualification training is managed in the same way as upgrade training. Supervisors are responsible for:

- Planning, conducting, and evaluating training
- Documenting training and training progression

This is done with the assistance of the trainer and the certifier.

---



# Conducting Training Overview

---

**Introduction** Conducting training is the heart of the training process. This is where individuals:

- Plan
- Develop
- Schedule training

All three come together so the trainer can instruct the trainee. The Air Force Training Course teaches you how to accomplish these items.

---

**In this Section** This section contains five areas.

<b>Topic</b>	<b>See Page</b>
Planning and Developing Training	47
Scheduling Training	52
Instructing the Trainees	54
The Air Force Training Course	55
Additional Notes on this Section	56

---

# Planning and Developing Training

---

## Introduction

In order to have a sound foundation for training, effective planning must take place. The tasks on the training standards are the specific items trainees must learn. When a task is difficult and there is no written guidance, it is advisable to write an objective and develop a task breakdown. Planning and developing training includes:

- Developing objectives
  - Identifying methods
  - Developing a task breakdown
  - Identifying media
- 

## Criterion Objectives

A criterion objective is a statement of exactly what action the trainee must demonstrate during the final evaluation. It includes three parts:

- Behavior: what the trainee needs to know or perform at the end of training (this is the actual task).
- Condition: identifies the situation the trainee must perform under; what is given or denied (e.g., equipment, supplies, and references).
- Standard: defines the criteria for acceptable performance; how well or accurately the trainee must perform (e.g., qualitative or quantitative).

It can also include the supporting knowledge and skills. A well written objective lets everyone know what is expected and required, and has the same meaning to all.

---

## Methods of Instruction

After deciding what needs to be taught, the trainer must decide on the best method(s) to use. Methods of instruction are ways the trainer instructs the trainee. They include:

- Informal lecture
  - Discussion
  - Demonstration
  - Performance
  - Coach/Pupil
- 

*Continued on next page*

# Planning and Developing Training

Continued

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## **Task Breakdown**

Another component of planning and developing training is creating a task breakdown. A task breakdown is a list of step-by-step procedures for performing a specific task. It includes important steps, key points, and stresses safety throughout. A task breakdown should be developed only when necessary. Documents that may already be available are:

- Technical orders (TOs)
  - Owner's manuals
  - Manufacturer's guides
  - Air Force directives
  - AFQTPs
- 

## **Lesson Plan/ Teaching Guide**

Once the task breakdown is written, the next step is to develop a lesson plan or teaching guide, if desired. Sections of the lesson plan include:

- Introduction: This contains an attention, motivation, overview, and transition.
  - Body or development: This is the actual information taught--the task breakdown.
  - Conclusion: This area uses a summary, motivation, and closure.
- 

## **Training Media**

Training media is the different ways used to present instruction. There are various types available to supplement the lesson. Examples of media are:

- Study guides/Workbooks
  - Career development courses (CDC)
  - Qualification training packages (QTP)
  - Computer-based instruction (CBI)
  - Actual equipment
  - Mockups
  - Simulators and trainers
  - Distance learning
- 

## **To Learn More About this**

This information is discussed more in-depth in the Air Force Training Course. Contact the Unit Education and Training Manager for future scheduling.

**Lesson Title**

---

**Introduction**

---

**Attention:**

**Motivation:**

**Overview:** In this session, I'll discuss:

- 1.
- 2.
- 3.

**Transition:** Let's begin by....

---

**Body**

---

**Section I.**

**1.**

- a.
- b.

- 1
- 2

**2.**

- a.
- b.

**Figure 6, Lesson Plan Format**

**Transition:** Now, let's look at....

**Section II.**

**1.**

a.

b.

**2.**

a.

b.

---

**Conclusion**

---

**Summary:** Today, I've shared with you:

1.

2.

3.

**Remotivation:**

**Closure:**

Are there any questions?

This concludes the presentation.

**Figure 6, Lesson Plan Format (Cont)**

# Scheduling Training

---

**Introduction** Scheduling is a very important aspect of training. Supervisors need to be aware of the training individuals need and plan for providing the training. This should also be done based on mission requirements and availability of equipment and personnel. This includes:

- Preparing and coordinating a schedule
- Coordinating the training area and equipment
- Assigning trainees to a session

---

**Preparing and Coordinating a Schedule** After supervisors have identified training requirements and developed training, they need to prepare and coordinate a schedule for training. Contact the other work centers that require the training to ensure personnel (to include trainers) will be available. A schedule that is written down and planned in advance will receive more attention than something that is not well thought out.

---

**Coordinating the Training Area and Equipment** Next, the supervisor must ensure the training area and equipment is coordinated and reserved. This includes making sure the room or location is available when needed, and the information concerning this is publicized.

---

**Assigning Trainees to a Session** Once the training is planned and scheduled, trainees should be assigned to a session.

- It is very important for them to be allowed to attend the training sessions.
- Supervisors should make every attempt to not cancel the individuals out of the class.

---

**Finalizing and Distributing the Schedule** After the arrangements have been finalized, distribute the approved schedule to all applicable work centers. Remind supervisors and trainers of the training sessions at staff meetings and informal gatherings.

---

**Be Flexible for Training** Sometimes unplanned training opportunities come up with no notice. Be flexible and take advantage of such occasions. These are great opportunities for the trainee to see real world situations and learn from them.

---

# Instructing the Trainees

---

**Introduction** Instructing the trainees and conducting training is the heart of the training process. It is where the trainer conveys their expertise to the trainee.

---

**The Role of the Trainer** The role of the trainer is one of the most important responsibilities an individual may have. Trainers must:

- Demonstrate proper procedures emphasizing safety throughout
- Display a positive attitude
- Provide encouragement and reinforcement

---

**Providing Instruction** Trainers may instruct one individual or many. The training may be conducted in a training room or out at a job site. Providing instruction includes:

- Preparing for training
- Conducting training
- Providing adequate practice time

---

**Preparing for Training** The trainer must ensure the class materials are available, the room is acceptable to teach in, and the equipment required is in good working order.

---

**Conducting Training** Now the focus is on the trainee. The trainer must prepare the trainee for instruction--mentally and physically. This is accomplished by:

- Creating an atmosphere conducive for learning
- Allowing for a free flow of communication
- Demonstrating the task using the proper procedures

Start with the easier tasks, then progress to the more difficult ones in a logical sequence. Also reference the CDCs and AFQTPs for knowledge requirements.

---

**Providing Adequate Practice Time** After demonstrating the task, the trainer allows the trainee to practice. This takes time and patience on the part of the trainer. Expect some mistakes from the trainee, but remain close by to help them out.

---

# The Air Force Training Course

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**Purpose** The Air Force requires all personnel who train or certify enlisted personnel to attend the Air Force Training Course, or have attended a formal trainer and/or certifier's course. This course identifies responsibilities and procedures for planning, developing, conducting, and evaluating training. It is:

- Designed in modules
  - Students learn the information in applicable modules
- 

**Who Must Attend** Anyone who trains or certifies enlisted personnel must attend this course according to AFI 36-2201, *Developing, Managing, and Conducting Training*.

---

**Who Doesn't Attend** Individuals who have completed a previous version of this course do not need to attend the current course.

---

**Class Schedules** The point of contact will publicize class schedules in advance.

- Identify personnel to attend
- Submit names by the suspense date

---

**Class Information** The unit or base education and training manager teaches the class. The class size can range from one to 20.

---

**Class Materials** Students will receive a Study Guide/Workbook. They should bring these items with them for class:

- Paper for note-taking
  - Pencil or pen, etc.
  - Highlighter (if desired) for Study Guide/Workbook
  - AF Form 623, with the CFETP
-



# Evaluating Training Overview

---

**Introduction** The final element in the training process is evaluating training. This is the responsibility of the certifier. It includes:

- Performance evaluations
- Oral evaluations
- Written evaluations (optional CerTests may also be used)

Finally, training is not complete until it is documented. Documenting training is a key factor in ensuring training records are kept up-to-date and accurate.

---

**In this Section** This section contains four areas.

<b>Topic</b>	<b>See Page</b>
Conducting the Evaluation	58
Documenting Training	62
Formal Training Feedback	63
Additional Notes on this Section	64

---

# Conducting the Evaluation

---

**Introduction** Conducting the evaluation--certification--is the final step in the actual training process. The evaluation will focus on the trainee's ability to perform the task as required.

---

**The Role of the Certifier** The role of the certifier is to evaluate the performance of the trainee on the core and diamond tasks. The certifier observes the trainee's performance of the task, then determines if the requirements for satisfactory completion were met. The certifier can use the Evaluator Checklist (Figure 8) to guide them through the steps of the evaluation.

**Note:** AFQTP Performance Checklists (located in AFQTPs) must be used for core and diamond tasks.

---

**Preparing for the Evaluation** Like the trainer, the certifier must prepare for the evaluation: This includes:

- Planning and scheduling the evaluation
  - Coordinating the requirements
  - Developing the evaluation tool(s)
- 

**Developing the Evaluation Tool(s)** The evaluation may consist of one or all of the following items:

- Performance evaluation
  - Oral evaluation
  - Written evaluation
- 

*Continued on next page*

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**Performance Evaluations**

The performance evaluation is an assessment of an individual's ability to perform a task to the required standards. For purposes of consistency in ratings, is it desirable to develop a written checklist. The checklist should include the following as a minimum:

- Background information (e.g., trainee's name, AFSC, date, and training location)
- Task and objective
- Instructions for the evaluator and trainee
- Training references and equipment required
- Steps of the task
- Safety requirements
- Rating criteria

---

**Oral Evaluations**

An oral evaluation is a way of assessing the trainee's understanding of the task. When asking questions:

- Limit them to one idea.
- Make the questions clear and to the point.
- Ask "how" or "why" questions to avoid receiving a "yes" or "no" from the trainee.
- Allow a reasonable amount of time for the trainee to answer.

---

**Written Evaluations**

Another way to evaluate the trainee is through the use of written evaluations. When designing written evaluations:

- Keep the wording simple and direct
- Avoid using tricky or leading questions
- Keep all items independent of other items on the evaluation

---

*continued on next page*

**Conducting the Evaluation** Conduct the evaluation in the actual work environment, if possible. If unable to, create a climate that closely resembles the job setting. The evaluation includes:

- Explaining the certifier's role
  - Providing the trainee instructions
  - Observing the task performance, then providing feedback.
- 

**Providing Feedback** Once the evaluation is complete, the certifier must determine if the trainee met the overall standard for satisfactory completion, and determine the strengths and weaknesses. Afterwards, the certifier briefs the trainee, trainer, and supervisor on the results. In the event of a failure:

- Review the results with all individuals
- Explain what the trainee failed to do or performed incorrectly
- Provide recommendations for improvement

Finally, document the results of the evaluation on the STS and the AF Form 623a

---

# Evaluator Checklist

Name: \_\_\_\_\_ WC: \_\_\_\_\_ Date: \_\_\_\_\_

Task: \_\_\_\_\_ Location: \_\_\_\_\_

**Instructions for the evaluator:** Use this checklist to guide you through the steps of an evaluation when evaluating the trainee. This checklist may also be used to assess the evaluator.

Describe Instructions for the Performance Evaluation	Yes	No
<ol style="list-style-type: none"> <li>1. State the purpose of the evaluation and the objective.</li> <li>2. Explain your role and the trainee's role.</li> <li>3. Provide instructions for the evaluation.               <ol style="list-style-type: none"> <li>a. Identify any automatic failure items                   <ol style="list-style-type: none"> <li><u>1</u> Time limits (if applicable)</li> <li><u>2</u> Safety</li> <li><u>3</u> Step sequence (if steps must be completed in a specific order)</li> </ol> </li> <li>b. Miscellaneous information.</li> </ol> </li> </ol>		
Observe Task Performance	Yes	No
<ol style="list-style-type: none"> <li>1. Annotate start time, if necessary.</li> <li>2. Position yourself to see everything, yet remain out of the way.</li> <li>3. Using a performance checklist (of the task breakdown or other document), mark each step off as it is completed using an S for satisfactory or a U for unsatisfactory.</li> <li>4. Document strengths and weaknesses.</li> <li>5. Identify safety violations, as applicable.               <ol style="list-style-type: none"> <li>a. Stop the evaluation <u>immediately</u> if the trainee violates any automatic failure items.</li> <li>b. After correcting mistakes, continue the evaluation to get a total picture for remedial training purposes.</li> </ol> </li> <li>6. Annotate completion time, if necessary.</li> </ol>		
Provide Trainee Feedback	Yes	No
<ol style="list-style-type: none"> <li>1. Review the performance checklist to determine pass or fail.</li> <li>2. Provide details on strengths and weaknesses.</li> <li>3. Give suggestions for improvements on any weak areas.</li> </ol>		

Figure 8, Evaluator Checklist

# Documenting Training

---

**Introduction** Documenting training and training progression is a key factor in managing the training program. As previously stated, the supervisor is responsible for maintaining training documentation with the assistance of the trainer and certifier.

---

**When to Document** Training should be documented as it is started and completed on the training standard and AF Form 623a. This must be kept up-to-date and current to ensure the training record reflects accurate and current qualifications.

---

**Why it is Important to Document** Documentation is also extremely important because it shows:

- Training progression
- Strong points
- Problems encountered
- Attitudes of the trainee
- Interruptions in training

Failure to document could lead to a lack of support for future actions, both positive and negative.

---

**Entries on the AF Form 632a** Entries on the AF Form 623a should be made to show additional information and training progression. The entries should be dated, and include the signature of the trainer, certifier, or supervisor (whoever is documenting the training record), and the trainee. It is important to have the trainee sign the AF Form 623a to acknowledge the statement.

---

**Items to Document on the AF Form 623a** Since the AF Form 623a is used to track training and progression, there are certain times to annotate items. These include:

- Initial orientation and evaluation
- Training breaks (e.g. TDYs, leaves, hospitalization)
- Decertification and recertification of tasks
- Training counseling sessions (e.g. strengths, attitude, areas to improve, and means to improve)
- Continuing from other training forms
- Training progression and feedback
- Change of reporting official

---

# Formal Training Feedback

---

**Purpose** The formal training feedback system provides a means of obtaining feedback from formal course graduates and their supervisors or trainers on the quality of training. The results are compiled and analyzed, then improvements are made to the courses. This is done through the use of:

- 60 Day Initial Evaluation/Revalidation
  - Graduate Assessment Surveys (GAS)
  - Field Evaluation Questionnaires
- 

**Who Completes the 60 Day Initial Evaluation/Revalidation** The supervisor or the supervisors supervisor may fill out the 60 day initial Evaluation/Revalidation if the supervisor is not available. This information is vital when the Graduate Assessment Surveys arrives.

---

**Who Completes the Graduate Assessment Surveys** Graduate Assessment Surveys are sent to the supervisor or the supervisors supervisor. This survey is an important tool for technical training to assess the quality of training provided. This is where you document your findings/discrepancies from the 60 day Initial Evaluation concerning your newly assigned trainee.

---

**Who Completes the Field Evaluation Questionnaire** Field Evaluation Questionnaires are sent to the trainer/supervisor of the graduate, and to the graduate. The questionnaire is to evaluate the quality of training received and its applicability to the trainee's job. The information will be used in evaluating the training the graduate received at the schoolhouse. The information obtained is used to objectively determine if the course is meeting field requirements.

---

**What is in the Documents** The documents are usually one page in length and easy to complete. The content includes statements and questions on:

- Training quality
- Currency of information, materials, and equipment.

A remarks section is also included for additional opinions or other comments.

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