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AIR FORCE TRAINING PROGRAM

**TRAINING DEVELOPMENT, DELIVERY, AND
EVALUATION**

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

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This instruction implements DODD 1322.18, *Military Training*, 9 January 1987, with change 1, DODI 1322.20, *Development and Management of Interactive Courseware (ICW) for Military Training*, 14 March 1991, with change 1, and AFD 36-22, *Military Training*, for developing, managing, and conducting Air Force technical, ancillary, and recruit training. Maintain and dispose of records created as a result of prescribed processes in accordance with AFMAN 37-139, *Records Disposition Schedule* (will become AFMAN 33-322, Volume 4). This Air Force Instruction applies to Air Force Reserve Command (AFRC) and Air National Guard units.

SUMMARY OF REVISIONS

This document is substantially revised and must be completely reviewed.

Chapter 1— INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD)	3
1.1. Air Force ISD.	3
1.2. ISD Source Documents.	3
1.3. MAJCOM, Field Operating Agency (FOA), and Direct Reporting Unit (DRU) Responsibilities.	3
1.4. HQ AETC Additional Responsibilities.	4
1.5. ICW Developer Responsibilities.	4
Chapter 2— RECRUIT TRAINING	7
2.1. Scope.	7

- 2.2. Objectives of BMT and the PSSSE Orientation Course. 7
- 2.3. BMT Oversight. 7
- 2.4. BMT Triennial Review. 7
- 2.5. BMT Triennial Review Steering Committee. 8
- 2.6. BMT Triennial Review Committee. 8
- Chapter 3— FORMAL TRAINING** **10**
- 3.1. Program Description. 10
- 3.2. Program Management. 10
- 3.3. Education and Training Course Announcements (ETCA). 11
- 3.4. Job Site Training (JST). 12
- 3.5. Field Training. 12
- 3.6. Initial Skill AFSC Multi-Phased Training. 13
- 3.7. Constrained Course Review. 13
- 3.8. Technical Training Surge Plan. 14
- Chapter 4— ANCILLARY TRAINING** **16**
- 4.1. Program Description. 16
- 4.2. Program Requirements. 16
- 4.3. Program Responsibilities: 16
- Chapter 5— TRAINING EVALUATION** **18**
- 5.1. Scope. 18
- 5.2. Evaluation Responsibilities. 18
- Chapter 6— FORMS PRESCRIBED** **19**
- 6.1. Forms Prescribed. 19
- Attachment 1— GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION** **20**
- Attachment 2— MANAGING, ADMINISTERING, AND CONDUCTING JOB SITE TRAINING (JST)** **27**
- Attachment 3— COURSE DEVELOPMENT DECISION LOGIC PROCESS** **32**
- Attachment 4— INITIAL SKILL AFSC MULTI-PHASED TRAINING PROCEDURES** **34**
- Attachment 5— TRAINING DETACHMENT (TD) POLICY AND PROCEDURES** **42**

Chapter 1

INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD)

1.1. Air Force ISD. The Air Force (AF) ISD process provides a systematic approach to planning, developing, and implementing training and education. The goal of ISD is to increase the effectiveness and cost-efficiency of training by: developing instruction based on job performance requirements; eliminating irrelevant skills and knowledge instruction from courses; and ensuring that graduates acquire the necessary skills, knowledge, and attitudes to do the job. The product of the ISD process is an instructional system that is cost-effective and produces personnel who can do the job.

1.2. ISD Source Documents. AFH 36-2235, *Information for Designers of Instructional Systems*, Volumes 1-12, outlines how Air Force personnel implement the ISD process. Related ISD publications are AFMAN 36-2234, *Instruction System Development*, AFMAN 36-2236, *Guidebook for Air Force Instructors*, and AFPAM 36-2211, *Guide for Management of Air Force Training Systems*. Each command provides additional guidance.

1.3. MAJCOM, Field Operating Agency (FOA), and Direct Reporting Unit (DRU) Responsibilities.

1.3.1. Ensure that personnel apply the ISD process to all types and phases of training, development and management.

1.3.2. Review proposed system acquisition or modification programs to ensure that personnel use the ISD process (to include media and cost benefit analysis) to decide upon the mix, quantity, and sophistication of training equipment, and use of technology to deliver effective and cost effective courseware.

1.3.3. Use the Planning, Programming, and Budgeting System (PPBS) to ensure that personnel properly set aside resources to ensure training funds are identified.

1.3.4. Define the proficiency level (education and training) qualifications for personnel selected to plan, develop, or manage instruction. Consider what continuous education would be appropriate to maintain personnel qualifications.

1.3.5. Designate an Office of Primary Responsibility (OPR) for ISD and Advanced Distributed Learning (ADL) matters (to include ICW) and notify, by letter, Headquarters Air Education and Training Command, Directorate of Operations ADL Branch (HQ AETC/DOZA).

1.3.6. Share experiences with advanced instructional technologies with other Air Force units.

1.3.7. Appoint appropriate representatives to serve on: Training Planning Teams (TPT), Utilization and Training Workshops (U&TW), Specialty Training Standard (STS) reviews, and Course Training Standard (CTS) reviews.

1.3.8. Ensure AETC is included early in proposed system acquisition or modification programs to ensure timely development of training.

1.4. HQ AETC Additional Responsibilities.

1.4.1. HQ AETC/DOZA is the OPR and focal point for USAF ISD and ICW ADL policy and procedural guidance and prepares Air Force ISD publications directed by Headquarters United States Air Force, Deputy Chief of Staff, Personnel, Directorate of Learning and Force Development, Training and Requirements, and Education Divisions (HQ USAF/DPLT and DPLE).

1.4.2. Distribute ISD-related information as requested and assists other MAJCOMs and FOAs with ISD-related information.

1.4.3. Train personnel in the ISD process.

1.4.4. Evaluate new training technologies and determine their application to Air Force training programs.

1.4.5. Coordinate with Air Force Career Field Manager (AFCFM), MAJCOM, and FOAs to ensure the most cost-effective mix of resident, distance learning, correspondence, field, unit, contract, and other agency training across entire career ladders.

1.4.6. Plan, program, and budget resources for training requirements in the system training plans for HQ AETC acquisitions.

1.4.7. Collect, analyze, and update job data concerning: Air Force specialties; civilian occupational series; and weapon systems.

1.4.8. Collect and disseminate information on the uses of and experiences with training technologies to all MAJCOMs.

1.4.9. HQ AETC/DOZA is responsible for maintaining a list of organizations that develop ADL products for each MAJCOM. ADL products include resident or nonresident ICW, web delivered material, or new development that is Shareable Content Object Reference Model (SCORM) compliant. HQ AETC/DOZA submits an annual report on ICW entries/records into the Defense Instructional Technology Information System (DITIS), RCS: HAF-DPL (A) 9703. *“This report is designated emergency status code C3. Continue reporting during emergency conditions, delayed precedence. Submit data requirements as prescribed, but they may be delayed to allow the submission of higher precedence reports. Submit by non-electronic means, if possible, to Defense Training and Performance Data Center in accordance with the DITIS user’s guide.”* Submit a copy of the report to HQ USAF/DPLE each October. The report should include: list of organizations that develop ICW by base, address, Point of Contact (POC), phone number, fax number, course number, title, course length and type software and hardware in use. Report will include users of training, by AF Officer, AF Enlisted, AF Civilian, Air National Guard (ANG), Air Force Reserve, Army, Navy, and Department of Defense (DOD).

1.5. ICW Developer Responsibilities. A training group or contractor may develop resident or non-resident ICW training to include ICW for Career Development Courses (CDC). Use the ISD process to decide upon the mix, quantity, and sophistication of training equipment and use of technology, to deliver effective and cost effective ICW courseware. Design this courseware so that the learning experience is based on the interaction between the student and the computer system. Ensure all ICW CDC development efforts are coordinated in advance with the Air Force Institute for Advanced Distributed Learning (AFI-ADL).

1.5.1. Use DODI 1322.20, *Development and Management of Interactive Courseware (ICW) for Military Training*, March 14, 1991, with change 1, for developing and managing ICW.

NOTE: Examine all ICW development, new or revised, with future SCORM conformance in mind whenever it is economically feasible to do so. In Executive Order 13111, Using Technology to Improve Training Opportunities for Federal Government Employees, January 12, 1999, as amended by Executive Order 13188, Extension of the Advisory Committee on Expanding Training Opportunities, January 12, 2001, and by Executive Order 13218, 21st Century Workforce Initiative, June 20, 2001, the President directed the DOD to work with other government agencies, academia, and private industry to develop a common specification for instructional software that would make possible interoperability and reuse across federal agencies. This new common specification, called the SCORM, provides the foundation for how the DOD will use learning and communications technologies to build, and operate in, the learning environment of the future. For further guidance, refer to AFH 36-2235, Volume 5. The SCORM is still evolving; therefore, visit <http://www.adlnet.org> , <http://www.imsproject.org> ,and consult the AFIADL website (<http://www.maxwell.af.mil/au/afiadl/>) for the latest Air Force guidance on developing and implementing SCORM-based products and services.

- 1.5.2. Before developing an ICW program, query DITIS to determine if existing products meet or can be modified to meet training requirements.
- 1.5.3. An instructional technology unit may develop ICW or monitor the contractor development of ICW. Use AFH 36-2235 to determine whether in-house development or contractor developed ICW is the most appropriate. All costs for courseware development, implementation and maintenance will be maintained in the ISD course documentation file.
- 1.5.4. Ensure all ICW information is added to the DITIS whether developed in-house or by a contractor.
- 1.5.5. Consider the procedures and technical requirements of MIL-PRF-29612, *Training Data Products Performance Specification*.
- 1.5.6. Consider the procedures and requirements of Institute of Electrical and Electronics Engineers (IEEE)/Electronics Industries Associates (EIA) 12207, *Standard for Information Technology - Software Life Cycle Processes*, when preparing lessons in a programming language.
- 1.5.7. Obtain unlimited or government purpose rights for developed courseware and associated presentation programs.
- 1.5.8. Follow the procedures of DOD Directive (DODD) 5040.2, *Visual Information (VI)*, for ICW development where 50 percent or more of acquisition cost is for audiovisual or visual information production.
- 1.5.9. Develop or acquire logistics support packages and documentation to help operate and maintain all ICW programs in accordance with DODD 5000.1, *The Defense Acquisition System* (includes DODR 5000.2).
- 1.5.10. Conduct a training system requirement and media selection analysis and document the work in accordance with DODD 1322.18, *Military Training*, and IEEE/EIA 12207.
- 1.5.11. Validate ICW in an actual training environment.
- 1.5.12. Conduct training effectiveness evaluations and document them in accordance with IEEE/EIA 12207 and MIL-PRF-29612.

1.5.13. Identify the lessons learned and the extent to which personnel have met training objectives and performance goals.

1.5.14. Establish procedure for periodic reviews based on user inputs.

Chapter 2

RECRUIT TRAINING

2.1. Scope. All recruits of the Regular Air Force, Air Force Reserve, and Air National Guard with no previous military service, attend Basic Military Training (BMT). Recruits with prior, non-Air Force, military service attend the Prior Service Sister Service Enlistee (PSSSE) Orientation Course (optional for Air Force Reserve and Air National Guard). Both courses are conducted by Air Education and Training Command (AETC). Air Force activities desiring changes to BMT and/or PSSSE curriculum should submit requests, in writing, to AF/DPLT.

2.2. Objectives of BMT and the PSSSE Orientation Course.

2.2.1. BMT.

2.2.1.1. Provides an orderly transition from civilian to military life.

2.2.1.2. Builds all initial records.

2.2.1.3. Classifies and assign personnel according to the Trained Personnel Requirements (TPR).

2.2.1.4. Discharges trainees who fail to meet Air Force minimum standards.

2.2.2. PSSSE Orientation Course

2.2.2.1. Provides a general orientation for new enlistees to the Air Force from sister services who have already completed basic training with their prior service.

2.2.2.2. Provides initial medical, financial, clothing, and records processing support while en route to first duty station or technical training unit.

2.3. BMT Oversight. Oversight of BMT consists of a BMT Triennial Review and an annual "State of the Air Force BMT Report."

2.4. BMT Triennial Review. The review is conducted at the direction of the BMT Steering Committee, but not less than once every three years. It will be conducted at Lackland AFB, TX.

2.4.1. BMT Triennial Review Objectives.

2.4.1.1. Review Air Force requirements for:

2.4.1.1.1. BMT graduate performance.

2.4.1.1.2. Military training (i.e. physical fitness standards, bearing, discipline, etc.)

2.4.1.1.3. Military studies (i.e. human relations, financial management, career progression, etc.).

2.4.1.1.4. Field training requirements (i.e. self-aid and buddy care, anti-terrorism measures, basic field tactics, security, etc.).

2.4.1.1.5. Curriculum course training standard.

2.4.1.1.6. Other items of special interest identified by the Steering Committee or other qualified sources.

2.5. BMT Triennial Review Steering Committee.

2.5.1. The Steering Committee consists of:

AETC/CV

AETC/DO

AF/DPL

AF/CCC

2AF/CC

37th TRW/CC

Others will be invited for subject matter expertise, as required.

2.5.2. The Steering Committee will meet at the discretion of any primary member and, if agreed to by AETC/CV and AF/DPL, prior to the BMT Review.

2.5.3. Primary Responsibility of the Steering Committee is to review the proposed issues for the BMT Triennial Review and determine dates for the Review.

2.5.4. Upon completion of the Review, the Steering Committee will determine which items will be presented to the AETC/CC.

2.6. BMT Triennial Review Committee.

2.6.1. The Review Committee consists of:

AF/DPL, chair

AF/CCC

AETC/DO

AFRS/RSO

737 TRG/CC (Executive Secretary, non-voting member)

AF/DPLT

MAJCOM/CCCs

Reserve Component CCCs

Others will be invited for subject matter expertise (Non-voting)

2.6.2. The BMT Triennial Review Committee reviews the agenda items; determines the nature of the problems; and identifies problems for further investigation/study. Based on their findings, they will identify the appropriate OPR for further research and resolution of the problem.

2.6.3. The BMT Triennial Review Committee will out-brief the Steering Committee with their findings and recommendations.

2.6.4. Specific responsibilities include:

2.6.4.1. AF/DPL:

2.6.4.1.1. Chairs the BMT Triennial Review.

2.6.4.1.2. Approves proposed BMT Review Agenda.

2.6.4.1.3. Signs BMT Review Report.

2.6.4.1.4. Upon AETC/CC approval of the BMT Review Report, staff applicable issues through HQ USAF DCSs and CMSAF.

2.6.4.1.5. Closes HAF action items.

2.6.4.2. AETC/DO:

2.6.4.2.1. Staffs approved items from the BMT Triennial Review Report through AETC Directorates.

2.6.4.2.2. Distributes approved report to review participants.

2.6.4.2.3. Provides quarterly update to each member of the BMT Triennial Review Committee on action item status.

2.6.4.2.4. Closes non-HAF action items.

2.6.4.3. 737 TRG/CC:

2.6.4.3.1. Provides agenda for the BMT Triennial Review.

2.6.4.3.2. Prepares the BMT Triennial Review Report and coordinates the report through local level attendees.

2.6.4.3.3. Develops an annual "State of the Air Force BMT Report". As a minimum, the report will address:

- Accession and production statistics.
- Attrition by number, category (i.e. medical, prior conditions, fraud, etc.) and percentage of each category.
- Field survey and trainee critique summaries.
- End-of-course performance statistics.
- Any Higher Headquarters (HHQ) evaluation results.
- An appendix depicting Initial Entry Training initiatives, incorporation of sister service best practices and near-term improvement plans.

2.6.4.3.4. Notify AETC/DOO if additional resources are required.

2.6.4.4. The 37 TRW/CC will forward the final report to AF/DPL for coordination. The report will then go thru AETC/CV to AETC/CC who is the final approval authority. Following AETC/CC's approval, the report will be forwarded to AF/DPL for staffing to CSAF.

Chapter 3

FORMAL TRAINING

3.1. Program Description. Air Force training programs provide individual service members with the skills and knowledge to perform effectively in their duty assignments. The responsibility for educating and training officers, enlisted, and civilians rests with many agencies across the Air Force. Education is defined as the formal academic instruction offered by institutions of higher learning that focuses on the study of the nature and principles of a given discipline. Training is defined as a set of events or activities presented in a structured manner, for the attainment of skills, knowledge, and attitudes required to meet job performance requirements. Collectively, each agency must review the continuum of education and training to ensure requirements are defined and met. HQ AETC provides the expertise on how to educate and train by determining how to deliver required knowledge. AETC, the Human Systems Center School of Aerospace Medicine (Air Force Materiel Command), and (when HQ USAF/DP authorizes) other MAJCOM and FOAs, will provide USAF formal training to conduct total force individual training.

3.2. Program Management. The above organizations offer skill development through a set of career patterns that involve various combinations of formal training (in-residence and distributed learning). Air Force formal courses sometimes differ significantly in funding, management, and relationship to other Air Force requirements:

3.2.1. Category 1 formal courses are conducted by organizations whose primary mission is training or education. Funding for Category 1 programs is carried in Major Force Program Eight (MFP 8).

3.2.2. MAJCOMs and their operational units conduct Category 2 formal courses. These include Combat Crew Training Squadrons, aircrew transition training, weapons controller training, and certain types of specialized technical qualification training. Category 2 formal courses are funded with the internal resources of each MAJCOM and its corresponding MFP.

3.2.3. Except for unique requirements, formal-training activities must be funded and operated within the framework of MFP 8. Operational MAJCOMs and FOAs will not duplicate existing Category 1 formal courses. Similarly, all new education and training requirements must be closely examined for suitability as a Category 1 program before committing non-MFP 8.

3.2.4. HQ AETC is the responsible Air Force agency to arrange for formal courses or training required from DOD, other services, and governmental agencies.

3.2.5. AFD 36-22, *Military Training*, prescribes overall training requirements, including the responsibilities of HQ USAF and MAJCOMs for conducting formal training and courses. Air Force organizational responsibilities include:

3.2.5.1. HQ USAF/DP.

3.2.5.1.1. Directs, assists, and monitors Air Force formal schools.

3.2.5.1.2. Authorizes the establishment of schools and prescribes and approves school missions.

3.2.5.1.3. Approves prerequisites and procedures for selection of students to Air Force schools.

3.2.5.1.4. Approves procedure for processing individuals whose student status has been terminated.

3.2.5.2. MAJCOMs.

3.2.5.2.1. Develop training and education programs and operate schools under their jurisdiction. Use the Course Development Decision Logic Process to categorize formal courses (**Attachment 4**).

3.2.5.2.2. Appoint a commander or commandant for each school within the command. (Authority to appoint a commandant may be delegated to a subordinate commander having jurisdiction over the school).

3.2.5.2.3. Appoints a faculty board for each school in the command and determines board procedures within the scope of applicable Air Force regulations. Authority to appoint a board and to determine its procedures may be delegated to a commissioned officer at any level of command.

3.2.5.2.4. Uses a System Training Plan (STP) containing information and data on the system or equipment program, event, or situation that originated the training requirement, the training required, and the training programs to satisfy the requirement.

3.2.5.2.5. Designs the STP to provide for planning and implementation of training and to make sure all resources and support actions required for establishment and support are considered.

3.2.5.2.6. Uses the STP to support acquisition and modification processes, requirements, documents, and milestone decisions. It will serve as a planning document that justifies the design, development, funding, and management of a training system.

3.2.5.2.7. Establishes a Training Planning Team (TPT) to identify training requirements for new weapon systems and for major modifications to existing weapons systems. The TPT will be composed of representatives from all functional areas. Lead MAJCOM will chair and AETC will co-chair team.

3.2.5.3. Host Unit.

3.2.5.3.1. Coordinates training schedules and changes with TDs to ensure effective use of instructors.

3.2.5.3.2. Provides maintenance support of equipment that is not supported by CLS beyond the TDs repair capability.

3.3. Education and Training Course Announcements (ETCA). ETCA is an Internet information resource located at <https://etca.randolph.af.mil/> that contains specific MAJCOM procedures, fund citations, reporting instructions, and listings for formal courses conducted or managed by the MAJCOMs or FOAs. The ETCA serves as a reference for the Air Force, other military services, DOD government agencies, and security assistance programs. The ETCA is a restricted web site with selective accessibility. All users originating from a .mil or .gov domain can access ETCA and users outside the .mil and .gov domain will be allowed access on a case-by-case basis. Contractor requests will be verified to determine contractor relationship with the government.

3.3.1. Organizational Responsibilities:

3.3.1.1. HQ USAF/DPLT and HQ AETC/DOO will provide formal training policy and procedures, respectively, and coordinate changes through MAJCOM OPRs.

3.3.1.2. AETC/DOO provides ETCA operational oversight and maintenance.

3.3.1.3. HQ AETC/DOOV will fund ETCA database administration, maintenance, common system upgrades, releases, or enhancements. Requestor's are responsible for funding all unique system changes.

3.3.1.4. MAJCOM, FOA, DRU, and ANG education and training managers coordinate with functional OPRs for applicable ETCA content and establish procedures for monitoring and updating information.

3.3.1.5. Each MAJCOM designates a command OPR responsible for the courses being conducted or administered by the command.

3.3.2. Functional OPR responsibilities:

3.3.2.1. Keep course POC and general information current, correct, and complete on the ETCA web site. Contact AETC/DOOZ for problem resolution.

NOTE: Ensure AETC/FMAT has coordinated on all AETC formal training course changes impacting courses added/deleted, course length/location changes, excess baggage or travel directions. (Any change having a potential financial impact.)

3.3.2.2. Complete all required coordination prior to updating course or general information.

3.3.2.3. Request ETCA access through functional POCs.

3.3.2.4. Will ensure prompt removal of discontinued or duplicated courses from ETCA.

3.4. Job Site Training (JST). JST is technical training delivered to students at their base of assignment without a HQ AETC instructor physically present. JST is also known as Type 6 formal technical training, exportable training, and Advanced Distributed Learning (ADL). JST extends the training capabilities of HQ AETC Schools to meet specific job and equipment training needs in place of resident training. JST media can take the form of interactive multimedia instruction (IMI), interactive television (ITV), videotape, Internet based instruction (IBI), paper, or some combination of these. JST does not include CDCs. (**NOTE:** Refer to AFI 36-2201, Volume 4, for additional information on ADL.)

3.4.1. HQ AETC instructors are not required at receiving sites (base level), although students may interact with instructors by phone, fax, e-mail, etc. Receiving sites will have a POC available for JST administration and to perform duties described in **Attachment 2**.

3.4.2. Final approval authority for cancellation and discontinuation of JST courses is HQ AETC/DOO in coordination with HQ AETC/DOZ.

3.5. Field Training. Field training provides hands-on maintenance training at operational locations. Training can include: specific systems and associated support equipment and systems; aircraft/systems; engines; Aerospace Ground Equipment; Communications-Electronics equipment; certification training; partial courses; and training sessions. Training Detachments (TD) or Mobile Training Teams (MTT) are responsible for conducting field training.

3.5.1. Field Training Responsibilities:

3.5.1.1. HQ USAF/DPL develops field-training program policy.

3.5.1.2. HQ USAF/ILM develops training requirements and training equipment maintenance policy.

3.5.1.3. Air Force Career Field Managers (AFCFM) coordinate and validate training requirements with the MAJCOM Functional Managers (MFM) and identify TD-provided training in the Career Field Education and Training Plan (CFETP).

3.5.1.4. HQ AETC/DOO.

3.5.1.4.1. Establishes command policy and guidance.

3.5.1.4.2. Provides oversight for the TD program and ensures training requirements are met. (*See Attachment 6 for specific procedures.*)

3.5.1.4.3. Submits resource requirements to support the Field Training Program through the Program Objective Memorandum (POM). Ensures HQ USAF/DPLT is informed of all unfunded requirements.

3.5.1.4.4. Exercises approval authority for activation, deactivation, relocation, and discontinuance of training support in response to programmed requirements.

3.5.1.4.5. Announces TD locations, reporting instructions, courses, and course completion criteria in ETCA at <https://etca.randolph.af.mil/>.

3.5.1.4.6. Ensures instructor selection and qualification criteria outlined in AFI 36-2110, *Assignments*, reflects the most current command requirements.

3.5.1.4.7. Will coordinate with AETC/XP to ensure new facilities, modifications to existing facilities, or changes in facility support are identified and validated by site surveys.

3.5.2. Training Standards. TDs will provide the training necessary for a student to achieve the task performance, task knowledge, and subject knowledge levels specified by the Course Chart and Training Standard (CC/TS). The CC/TS specifies the user-furnished equipment, facilities, and maintenance instructor (MI) augmentees required by the course. When approved by the using MAJCOM and HQ AETC, the CC/TS constitutes a contract to provide required equipment, facilities, and MI augmentees as necessary.

3.5.3. Use of Instructors for Non-Training Purposes. Training instructors may be used in their primary Air Force Specialty Code (AFSC) for direct maintenance production in host unit work centers upon approval of the TD commander or TD chief.

3.6. Initial Skill AFSC Multi-Phased Training. Initial skill level AFSC awarding courses may consist of two or more phases. Phase I involves fundamental training in a preparatory course conducted at a HQ AETC resident training center or other approved location. The 3-skill level is awarded upon completion of Phase II. Guidance for Initial Skill AFSC Multi-phased Training is contained in [Attachment 5](#).

3.7. Constrained Course Review. A Constrained Course is the result of deficiencies in equipment, facilities, training devices, or increased student production requirements.

3.7.1. Forty-five days prior to the annual Training Flow Management Conference and TPR review, HQ USAF/DPLT develops a draft Enlisted Initial Skills (EIS) Program Guidance Letter (PGL) and sends to all Air Force Formal Schools with a copy to AFCFMs.

3.7.2. Formal Schools will send the Inter-Service Training Review Organization (ITRO) corporate structure information on any interservice Constrained Course.

3.7.3. Formal Schools will send data on unresolved Constrained Courses to AF/DPLT with a recommendation for action. The draft EIS PGL will be revised to reflect unresolved Constrained Courses prior to the Training Flow Management Conference and TPR review.

3.8. Technical Training Surge Plan. A technical training surge plan will be used as the primary operational document providing for optimum capability in the technical training environment for satisfying unscheduled increases to specific mission-generated training requirements during the year of execution in the identified AFSC.

NOTE: Use AETC War and Mobilization Plan (WMP), Volume II, Annex T, Basic Military, Technical and Space Training, for specific surge guidance during war.

3.8.1. This plan will enable HQ AETC to leverage training dollars for facilities, manpower, equipment, and other resources against current and available resources, maximize training facilities and equipment to accommodate the sudden increase in identified training requirements, and to operate at maximum capacity. It will also integrate guard, reserve, and other service-specific AFSC requirements that are directly effected.

3.8.2. HQ AETC/DOO will develop a standardized technical training surge template for use by the impacted enlisted AFSC pipeline courses, including information on all family grouped courses upon surge notification by HQ USAF/DP of the disaggregate AFSC surge numbers.

3.8.2.1. Surge plan parameters are based on the following assumptions:

3.8.2.1.1. Required when additional requirements are scheduled during execution year.

3.8.2.1.2. Active Duty, Guard, and Reserve Accessions enter BMT no sooner than 1 April. All other students enter the first course of the production pipeline no sooner than 1 June and no later than 31 September.

3.8.2.1.3. Current instructor manpower.

3.8.2.1.4. Base Operating Support.

3.8.2.1.5. Requirement increase received by AETC/DOO two weeks prior to Budget Execution Review (number 1) submission by AETC.

3.8.2.2. The technical training surge plan should include the following information:

3.8.2.2.1. Number of additional bed spaces.

3.8.2.2.2. Number of additional classroom/labs (size, seating capacity).

3.8.2.2.3. Special instructional areas (ramp space, pole climbing area).

3.8.2.2.4. Additional dining facilities.

3.8.2.2.5. Additional training equipment, simulators, trainers (provide AETC Form 120).

- 3.8.2.2.6. Additional O&M Dollars.
- 3.8.2.2.7. Additional student man-years.
- 3.8.2.2.8. Course scheduling parameters for each initial skills course (pipeline mapping).
- 3.8.2.2.9. List all courses in family group.
- 3.8.2.2.10. Instructor authorizations and assigned for initial skills and family group).
- 3.8.2.2.11. Current facilities utilization for initial skills and family group.
- 3.8.2.2.12. Current budget for initial skills and family group.

Chapter 4

ANCILLARY TRAINING

4.1. Program Description. Ancillary Training is guidance or instruction that contributes to mission accomplishment, but is separate from an Air Force Specialty or occupational series. Ancillary Training may be accomplished through a variety of methods including formal courses, mass briefings, advanced distributed learning, credit for civilian equivalent experience, and one-on-one instruction. Ancillary Training can be a one-time or recurring requirement and is assigned to the following categories:

- 4.1.1. Functional: training for a specific group of persons in subjects with a direct mission impact. Example: Small Arms Qualification Course.
- 4.1.2. General: training for military and civilian personnel in subjects with an indirect mission impact. Example: Initial Security Orientation.
- 4.1.3. Additional Duty: training in subjects relating to additional duty. Example: Unit Resource Advisor.
- 4.1.4. Awareness: training in subjects supporting general advisory notices. Example: Commander's Safety Briefing.

4.2. Program Requirements.

- 4.2.1. The approved list of Ancillary Training is posted on the ETCA website <https://etca.randolph.af.mil/>. Only ancillary training requirements listed in the ETCA are mandatory.
- 4.2.2. New requirements or changes to frequency, duration, or target group must be processed through, and approved by, the Total Force Training and Education Review Process (TFTERP) (see Volume 6 of this instruction).
- 4.2.3. Ancillary training requirements may be tasked from outside the Air Force; however, this higher level tasking does not relieve the Air Force OPR from processing the training requirement through TFTERP or from the requirement to have the training listed on the ETCA website.

4.3. Program Responsibilities:

- 4.3.1. HQ USAF/DPLT.
 - 4.3.1.1. Serves as OPR for Ancillary Training policy.
 - 4.3.1.2. Chairs the TFTERP Issues Team and Decision Panel.
 - 4.3.1.3. Approves proposals for new ancillary training to be presented to the Issues Team.
 - 4.3.1.4. Maintains a master listing of all approved ancillary training requirements and ensures approved ancillary training is published on the ETCA website.
 - 4.3.1.5. Monitors the overall ancillary training footprint to minimize the burden of these programs on the Total Force.
- 4.3.2. Course Managers. The OPR for applicable Ancillary Training requirements will serve as, or appoint a course manager.

- 4.3.2.1. Develop and manage ancillary training courses and determine how proposed requirements will impact manpower, mission completion, and available resources. Establish frequency of training on 15-30 month cycles to coincide with AEF rotations, when possible.
- 4.3.2.2. Provide HQ USAF/DPLT the following information on all approved Ancillary Training: Course Manager's name, rank, office symbol, duty phone and justification, course title, objective, target group, method of instruction, proposed training agency, duration, frequency, documentation/reporting requirements, exemption policy and procedures.
- 4.3.2.3. Include equivalent credit parameters for civilian acquired skills, licenses, certifications, former AFSCs or deployment experience in AFI exemption policy guidance.
- 4.3.2.4. Develop and manage supporting lesson materials and presentation media. Use Advanced Distributed Learning (ADL) to the fullest extent possible.
- 4.3.3. AFPC/DPPAT will manage ETCA ancillary training information.
- 4.3.4. Training Agencies.
 - 4.3.4.1. Conduct ancillary training, maintain lesson materials, and review lesson materials for currency every 15 months or training cycle, whichever is sooner.
 - 4.3.4.2. Establish training schedules, as needed.
 - 4.3.4.3. Document and report completion of ancillary training as appropriate.

Chapter 5

TRAINING EVALUATION

5.1. Scope. Training providers evaluate formal courses, CDCs, and other training, as applicable, to ensure currency and effectiveness.

5.2. Evaluation Responsibilities.

5.2.1. HQ USAF/DPLT monitors the evaluation of recruit, formal, and Ancillary Training.

5.2.2. AFIADL will develop and implement an evaluation program for CDCs. AFIADL will summarize evaluation data and ensure the information is available to the training activity responsible for preparing the course.

5.2.3. MAJCOM and FOA, DRU, AFRC and ANG organizations who operate formal courses and prepare CDCs will develop the procedures to evaluate their education and training programs.

5.2.4. Supervisors and Trainers:

5.2.4.1. Evaluate formal course graduates to ensure training effectiveness. During the first 90 days following assignment, evaluate as a minimum:

5.2.4.1.1. Military bearing.

5.2.4.1.2. Technical ability. Using the Specialty Training Standard (STS) contained in the CFETP, evaluate the graduate's ability to perform tasks taught in the formal course at the specified training level.

5.2.4.2. Use the Customer Service Information Line (CSIL) listed in the CFETP to report training deficiencies identified during the initial evaluation. Document the deficiencies in the graduates' AF Form 623a.

5.2.4.3. When requested, use evaluation results to complete the AETC Graduate Assessment Survey (GAS) or Field Evaluation Questionnaire (FEQ) to provide feedback on the quality of formal course graduates. The GAS is sent to supervisors of graduates approximately 90 days after graduation. FEQs are conducted every 2 years (initial skill, AFSC awarding and mandatory 7-level courses) and are sent to supervisors of graduates 4 to 6 months following graduation.

5.2.4.4. Participate in field interviews conducted by formal course OPRs. Interviews are conducted 4 to 6 months after graduation.

5.2.5. MAJCOM, FOA, DRU, AFRC, and ANG customers of training systems initiate requests for special evaluation projects by justifying and routing the request through the using command headquarters to the headquarters of the MAJCOM conducting the education or training.

5.2.6. Customers of AETC graduates can view AETC graduate evaluation data via the 2 AF homepage at <https://hq2af.keesler.af.mil> or the HQ AETC/DO homepage at <https://www.aetc.af.mil/do>. Additional information on the AETC Training Evaluation Program can be found in AETCI 36-2201, *Training Evaluation*.

Chapter 6

FORMS PRESCRIBED

6.1. Forms Prescribed. AF Form 898, Field Training Requirements Scheduling Document; AF Form 1256, Certificate of Training; Live Guide Worksheet and Attrition Survey

RICHARD E. BROWN III, Lt General, USAF
DCS/Personnel

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

Executive Order 13111, *Using Technology to Improve Training Opportunities for Federal Government Employees, 15 January 1999 (amended by Executive Order 13188, Extension of the Advisory Committee on Expanding Training Opportunities, 12 January 2001 and by Executive Order 13218, 21st Century Workforce Initiative, June 20, 2001)*

DODD 1322.18, *Military Training, January 9, 1987, with change 1*

DODD 5000.1, *The Defense Acquisition System, October 23, 2000*

DODD 5040.2, *Visual Information (VI), December 7, 1987*

DODI 1322.20, *Development and Management of Interactive Courseware (ICW) for Military Training, March 14, 1991, with change 1*

MIL-PRF-29612, *Training Data Products Performance Specification*

IEEE/EIA 12207, *Standard for Information Technology - Software Life Cycle Processes*

AFPD 36-22, *Military Training*

ETCA, *Education and Training Course Announcements*

AFI 32-6005, *Unaccompanied Housing Management*

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

AFI 36-2110, *Assignments*

AFI 36-2201, *Air Force Training Program*

AFI 36-2626, *Airman Retraining Program*

AFMAN 36-2234, *Instructional System Development*

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

AFMAN 37-139, *Records Disposition Schedule*

AFH 36-2235, Volumes 1-12, *Information for Designers of Instructional System*

AFPAM 36-2211, *Guide for Management of Air Force Training Systems*

AETCI 36-2201, *Training Evaluation*

AETCI 36-2203, *Technical and Basic Military Training Development*

AETCI 36-2205, *Formal Aircrew Training Administration and Management*

AETCI 36-2215, *Training Administration*

Abbreviations and Acronyms

ADL—Advanced Distributed Learning

AETC—Air Education and Training Command
AF—Air Force
AFCFM—Air Force Career Field Manager
AFH—Air Force Handbook
AFI—Air Force Instruction
AFIADL—Air Force Institute for Advanced Distributed Learning
AFMAN—Air Force Manual
AFPAM—Air Force Pamphlet
AFPC—Air Force Personnel Center
AFPD—Air Force Policy Directive
AFRC—Air Force Reserve Command
AFSC—Air Force Specialty Code
ANG—Air National Guard
ARC—Air Reserve Component
BMT—Basic Military Training
BOS—Base Operating Support
CBT—Computer Based Training
CC/TS—Course Chart and Training Standard
CDC—Career Development Course
CFETP—Career Field Education and Training Plan
CLS—Contract Logistics Support
CSIL—Customer Service Information Line
CTS—Course Training Standard
DAF—Department of the Air Force
DITIS—Defense Instructional Technology Information System
DL—Distance Learning
DOD—Department of Defense
DODD—Department of Defense Directive
DODI—Department of Defense Instruction
DRU—Direct Reporting Unit
EIA—Electronics Industries Associates
EIS—Enlisted Initial Skills

ETCA—Education and Training Course Announcements

FEQ—Field Evaluation Questionnaire

FOA—Field Operating Agency

GAS—Graduate Assessment Survey

HAF—Headquarters Air Force

HQ—Headquarters

IAW—In Accordance With

IBI—Internet Based Instruction

ICW—Interactive Courseware

IEEE—Institute of Electrical and Electronics Engineers

IET—Initial Entry Training

IMI—Interactive Multimedia Instruction

ISD—Instructional System Development

ITRO—Interservice Training Review Organization

ITV—Interactive Television

JST POC—Job Site Training Point of Contact

JST—Job Site Training

MAJCOM—Major Command

MFM—Major Command Functional Manager

MFP—Major Force Program

MI—Maintenance Instructor

MILPDS—Military Personnel Data System

MPF—Military Personnel Flight

M RTP—Mission Readiness Training Program

MTT—Mobile Training Team

NLT—No Later Than

NPS—Non-prior Service

OPR—Office of Primary Responsibility

PDP—Program Decision Package

PDS—Personnel Data System

PGL—Program Guidance Letter

POC—Point of Contact

POM—Program Objective Memorandum
POV—Privately Owned Vehicle
PPBS—Planning, Programming, and Budgeting System
PSSS—Prior Service Sister Service
RI—Reporting Identifier
SAR—Special Access Requirement
SATP—Security Assistance Training Program
SCORM—Shareable Content Object Reference Model
STP—System Training Plan
STS—Specialty Training Standard
TCO—Test Control Officer
TD—Training Detachment
TDY—Temporary Duty
TFTERP—Total Force Training and Education Review Panel
TOT—Task-Oriented Training
TPM—Training Pipeline Manager
TPR—Trained Personnel Requirements
TPS—Training Planning System
TPT—Training Planning Team
TRQI—Training Requester Quota Identifiers
TSC—Technical Site Coordinator
U&TW—Utilization and Training Workshop
UTM—Unit Training Manager

Terms

Advanced Distributed Learning (ADL)—ADL is an evolution of distributed learning (distance learning) that emphasizes collaboration on standards-based versions of reusable objects, networks, and learning management systems, yet may include some legacy methods and media.

ADL is structured learning that takes place without requiring the physical presence of an instructor. Although the Air Force uses the term advanced distributed learning, some federal agencies and DOD components may use the term distance learning. These terms refer to the same basic concept.

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

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

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

Bridge Course—A formal or informal course of training which allows the individual to expand his/her knowledge in another area of expertise.

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

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

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

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

Core Task—Tasks the AFCFM identify as minimum qualification requirements for everyone within an AFSC, regardless of duty position. Core tasks may be specified for a particular skill level or in general across the AFSC. Guidance for using core tasks can be found in the applicable CFETP narrative.

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

Course Training Standard (CTS)—Training standard that identifies the training members will receive in a specific course.

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

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

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

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

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

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

Go/No Go—The stage at which an individual has gained enough skill, knowledge, and experience to perform the tasks without supervision. Meeting the task standard.

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

Interactive Courseware (ICW)—ICW is computer-controlled courseware that relies on trainee input to determine the pace, sequence, and content of training delivery using more than one type of medium to convey the content of instruction. ICW can link a combination of media to include, but not be limited to, programmed instruction, videotapes, slides, film, television, text, graphics, digital audio, animation, and up to full-motion video to enhance the learning process.

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

On-the-Job Training (OJT)—Hands-on, “over-the-shoulder” conducted to certify personnel in both upgrade (skill level award) and job qualification (position certification training).

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

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

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

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

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

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

Task Certifier—See Certification Official.

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

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

Training Detachment (TD)—An AETC detachment that provides maintenance-oriented technical training, at an operational location, on specific systems, and their aerospace ground equipment. A TD

aims to: Qualify personnel on new equipment or in new techniques and procedures, maintain proficiency and to increase skill and knowledge, acquaint personnel with specific systems, and keep personnel aware of changing concepts and requirements.

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

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

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

Attachment 2

MANAGING, ADMINISTERING, AND CONDUCTING JOB SITE TRAINING (JST)

A2.1. JST Points of Contact (POC). MAJCOM will appoint a command focal point for coordination of JST. (NOTE: The MAJCOM JST POC may be the same as the ADL POC responsible for coordination and integration of ADL) (NOTE: Refer to AFI 36-2201, Volume 4, for additional information on ADL.)

A2.1.1. MAJCOM JST POCs will appoint, by letter, a primary and alternate JST POC for each base in the command and provide the name, complete mailing address, DSN and commercial phone number, DSN and commercial fax number, and E-mail address for both primary and alternate JST POCs to 2 AF/DOIT. (NOTE: Base JST POCs may be the same personnel used to support training delivered via the Air Technology Network). MAJCOM JST POCs will notify 2 AF/DOIT, in writing, of any changes to JST POC appointments using the JST POC worksheet located on the 2 AF website at <https://hq2af.keesler.af.mil/DstLearn/dl.htm>.

A2.1.2. Only MAJCOM appointed JST POCs are authorized to request job site training products (e.g., course materials, tests, broadcasts). 2 AF/DOIT maintains a current listing of authorized JST POCs on the 2 AF website.

A2.1.3. MAJCOM JST POCs ensure all base JST POCs receive training to perform specific duties and responsibilities. Provide newly assigned base JST POCs training within 90 days of POC assignment to include AETC JST POC training conducted by 2 AF/DOIT.

A2.1.4. Base JST POC personnel will develop training and establish procedures to provide base Unit Training Managers (UTM) orientation and/or training regarding JST procedures.

A2.2. Course Announcement. All formal JST courses must be assigned a course identifier and title as specified in AETCI 36-2203, *Technical and Basic Military Training Development*. AETC Training Managers (AETC course TM) publicize courses through the ETCA and the Military Personnel Data System (MILPDS). The course announcement will specify course delivery requirements including customer responsibilities at user sites. In addition, the AETC TM coordinates with the AETC TPM and the AFCFM on a message to the field announcing course releases.

A2.3. Annual Screening. Air Staff initiates the JST (Type 6) annual screening concurrently with the Mission Readiness Training Program (MRTP) screening. 2 AF provides an electronic spreadsheet to solicit JST requirements to facilitate training delivery. Identify unit, base and designated screening POC. Include the number of students to be trained each quarter and the number of resources (materials) required. The JST POC will assist with the annual screening. Follow the same review, validation and submission process as those used for the MRTP annual screening. MAJCOM/DPP ensures requirements are entered into MILPDS/OTA. MILPDS/OTA must reflect at least the minimum number of students to be trained. The AETC TM validates training requirements entered into MILPDS/OTA.

A2.4. Out-of-Cycle Training Requests . All JST training requests submitted after the annual screening (out-of-cycle) are addressed based on availability of HQ AETC resources. JST out-of-cycle training requests are sent to 2 AF/DOIT. Use the following procedures for submitting out-of-cycle training requests:

A2.4.1. UTMs submit “initial” JST out-of-cycle requirements (e.g., newly released courses or requirements not identified during the annual screening) to the base JST POC. The JST POC forwards requirements to MAJCOM JST POC, who coordinates requirements with the appropriate MAJCOM functional managers. **NOTE:** If UTM support is unavailable, the request may originate with the base JST POC.

A2.4.2. MAJCOM/DPP ensures data for initial out-of-cycle requirements is entered into MILPDS/OTA. MILPDS/OTA must reflect at least the minimum number of students to be trained.

A2.4.3. UTMs identify to the base JST POC JST out-of-cycle “adjustments” to requirements submitted during annual screening. (Use *Live Guide* worksheet).

A2.4.4. The Base JST POC uses procedures on the 2 AF web site to forward out-of-cycle adjustments directly to 2 AF/DOIT. The JST POC provides an information copy to the MAJCOM JST POC. The MAJCOM JST POC provides an information copy to the appropriate MAJCOM functional managers.

A2.4.5. MAJCOM/DPP ensures additional requirements are reflected in MILPDS/OTA.

A2.5. Managing and Controlling JST Materials.

A2.5.1. Base JST POC. MAJCOM appointed individuals serve as the central point of contact at the local level to manage JST. Recommend the POC be within the mission support squadron, education services function. Particular tasks may be delegated by the JST POC, as appropriate. However, the base JST POC is responsible for ensuring that all tasks are accomplished.

A2.5.1.1. Inventory shipments and verify the amount matches the annual screening request. Course materials for out-of-cycle requirements are received on a continuing basis and will be inventoried using the same procedures.

A2.5.1.2. Verify required contents (correct version of handout materials, written exercises, answer keys, and final examinations) were received and undamaged. Notify the appropriate distribution function of any damaged or missing material.

A2.5.1.3. Establish a base JST library for high-flow courses.

A2.5.1.3.1. Determine the need for a high-flow course library by analyzing historical enrollment trend data.

A2.6. Managing Controlled Examination Material.

A2.6.1. The Mission Support Squadron Commander will appoint, by letter, a primary and alternate Base JST Test Control Officer (TCO). JST POCs may also be designated as TCOs.

A2.6.2. Base JST TCOs will inventory all incoming examination material, sign and return confirmation of receipt.

A2.6.3. Note any discrepancies on the packing slip.

A2.6.4. Maintain and inventory monthly all controlled exam materials in secure containers (safe or locked filing cabinet).

A2.7. UTM Responsibilities for Administering JST Courses.

A2.7.1. Forward monthly projected training requirements and proposed schedules to the base JST POC, who publishes a monthly training schedule. **EXCEPTION:** AFPC identifies active duty students, and AFRC and ANG identifies Reserve and Guard students in MILPDS/OTA for mandatory, 7-level training.

A2.7.2. Submit student rosters to the base JST POC and notify supervisors of scheduled date, time, and location of training. UTMs will receive notification of enrollment in mandatory 7-level training through the Report on Individual Personnel (RIP).

A2.8. Scheduling Self-paced, CBT Courses.

A2.8.1. UTMs forward monthly projected training requirements for self-paced JST courses to the base JST POC, who verifies availability of course material to support student enrollment and coordinates a scheduled date of enrollment in approved training. UTMs direct students to the base JST POC for issue of student course materials.

A2.8.1.1. Prior to student enrollment in a group-paced JST course, UTMs ensure students meet course prerequisites and that students are informed of unfurnished course materials (e.g., Technical data, etc.) as outlined in ETCA.

A2.8.2. The base JST POC ensures availability and operability of computer laboratory, issues course materials, and explains course completion requirements.

A2.8.2.1. Prepare a preliminary course enrollment by completing appropriate form, and forward (via fax or other approved encrypted electronic transfer procedures) to the appropriate training group OPR.

A2.8.2.2. Monitor use of computer laboratory equipment, and student progress during course. Use appropriate form to report changes of student status and class changes to the appropriate training group OPR. For example, if a student does not complete the course or does not complete it within the allotted time, complete appropriate form to report requests or recommendations for student withdrawals or extensions to the appropriate AETC training group OPR. The training group makes the final decision on student status. (Additional documentation may be required by the training group for eliminations, withdrawals of other student status changes.) Gather student elimination and withdrawal information by assisting students who do not complete a course or do not complete it within the allotted time in completing the Attrition Survey (See [Attachment 3](#)). Send the completed survey to the appropriate training group OPR.

A2.8.2.3. Issue the final examination, monitor student during testing, and record final results on appropriate form. If the student completes the final examination through the computer, and the computer program automatically calculates the test score, the Base JST POC must verify results.

A2.8.2.4. Administer course feedback questionnaires. Conduct follow-up on any discrepancies identified falling within the receive site's purview and provide status to appropriate AETC OPR.

A2.8.2.5. Maintain security of test materials and send feedback questionnaires IAW course instructions.

A2.8.2.6. Complete appropriate form, sign and forward along with appropriate course material, IAW course instructions.

A2.8.3. The appropriate OPR in the training group verifies student course completion and provides graduation certificates to the JST POC for distribution to UTMs. UTMs update course completion to CAMS and/or TEMs, if appropriate.

A2.9. Scheduling and Conducting JST Broadcasts.

A2.9.1. Base JST POC will frequently (at least monthly) review the 2 AF *Live Guide* and Government Education and Training Network (GETN) broadcast schedules to prevent scheduling conflicts with classrooms and equipment.

A2.9.1.1. Add site to receive the broadcast by registering at the Air Technology Network (ATN)/GETN website no later than 45 days prior to the broadcast. Site code and commercial audio bridge number must be provided to receive the broadcast. **NOTE:** If your site is identified on the *Live Guide*, you must submit an ATN registration form to either confirm or cancel student participation.

A2.9.1.2. Report ITV class cancellations not less than 35 calendar days prior to the scheduled broadcast using the ATN registration form. **NOTE:** Individual site cancellations will not necessarily result in cancellation of the broadcast unless that site is the only location for which airtime is scheduled.

A2.9.1.3. Reserve the classroom for scheduled broadcasts dates and times, and ensure a technical site coordinator (TSC) is present during the broadcast. **NOTE:** TSC and JST POC may be the same person.

A2.9.1.4. Forward the *Live Guide* and suspense UTMs to provide names of students scheduled to attend the broadcast. UTMs ensure students meet course prerequisites and that students are informed of unfurnished course materials (e.g., Technical data, etc.).

A2.9.1.5. Send appropriate form with student names and broadcast worksheet NLT 45 days prior to scheduled broadcast date. This will allow time required for shipping course materials and coordinating activation of the IRD.

A2.9.1.6. Ensure ITV course materials are received NLT 15 days prior to scheduled broadcast. If course materials are not received within 15 days of the start of the broadcast, contact the appropriate training group OPR.

A2.9.1.7. Ensure the classroom equipment is fully operational on the day of the broadcast.

A2.9.1.8. Distribute student materials and provide an orientation to include both classroom requirements and equipment operation. Provide the final class roster to the uplink/broadcast facility prior to the beginning of the class, if possible, but NLT the end of the first hour of the broadcast.

A2.9.1.9. During the broadcast, periodically monitor the classroom.

A2.9.1.9.1. Monitor broadcast signals (video and audio) for clarity and reception; notify broadcast personnel of any problems.

A2.9.1.9.2. Videotape each broadcast and retain the most current videotape broadcast for each course in the base JST library for remediation or in the event of technical difficulties during the next broadcast.

A2.9.1.10. Administer final course examination or exercise and monitor student(s) during testing. If a student does not achieve a satisfactory score, advise the student and immediately contact the instructor. Student withdrawals or eliminations from training are processed on a case-by-case basis as determined by the training group OPR.

A2.9.1.11. Administer course feedback questionnaires. Conduct follow-up on any discrepancies identified falling within the receive site's purview and provide status to appropriate training group OPR.

A2.9.1.12. Maintain security of test materials IAW course instructions. Return test materials, as required, to appropriate AETC OPR via certified mail.

A2.9.1.13. Complete appropriate form, sign and forward along with appropriate course materials and feedback questionnaires IAW course instructions. Fax (or provide using other approved encrypted electronic transfer procedures) a copy of the completed, signed appropriate form immediately after the broadcast to the appropriate training group OPR.

A2.9.1.14. The appropriate OPR in the training group verifies student course completion and provides graduation certificates to the JST POC for distribution to UTMs. UTMs update course completion in CAMS and/or TEMs, if appropriate.

Attachment 3

COURSE DEVELOPMENT DECISION LOGIC PROCESS

A3.1. Purpose. The Course Development Decision Logic Process is used to select and categorize formal courses. Courses are assigned as either training or education, depending on the desired outcome. Use **Table A3.1.**, Course Categories and **Table A3.2.**, Course Development Matrix, to select and categorize formal courses.

A3.2. Definitions.

A3.2.1. Training. A set of events or activities presented in a structured manner, for the attainment of skills, knowledge, and attitudes required to meet job performance requirements.

A3.2.2. Education. The formal academic instruction offered by institutions of higher learning that focuses on the study of the nature and principles of a given discipline.

Table A3.1. Course Categories.

FLYING TRAINING	TECHNICAL TRAINING	EDUCATION
Undergraduate Flying Training	Initial Skills (3-skill level)	Pre-commissioning Programs
Near Mission Ready Air Crew	Mission Readiness Training	Professional Military Education (PME)
	Craftsman (Mandatory 7-skill level)	
Supplemental Skills	JST	Professional Continuing Education (PCE)
	Supplemental Skills	

Table A3.2. Course Development Matrix.

Rule	If the Objective is to	Then Use	
		Training Methodology	Education Methodology
A	Attainment of job qualifications (Prepare personnel to apply specific skills in a defined job.)	Yes	
B	Professional Development (Prepare personnel to deal with future problems requiring originality and creativity.)		Yes
C	Determine instructor prerequisites to meet the training need	Specific Technical Qualifications in AF Specialty	Broad Experience in Career Field
D	Determine appropriate curriculum method to meet training requirements.	Use structured Lesson Plans	Use flexible Lesson Plans
E	Determine appropriate Instructional Methodology to meet training needs	Demonstration and Performance Criterion Testing	Seminars, and studies, Conceptual Evaluation

Attachment 4

INITIAL SKILL AFSC MULTI-PHASED TRAINING PROCEDURES

A4.1. HQ USAF.

A4.1.1. HQ USAF/DPLT will furnish program guidance and planning data, develop enlisted Trained Personnel Requirements (TPR) by AFSC, and coordinate actions with HQ USAF/ILM and monitor program effectiveness. DPLT also provides trainee data for designated multi-phased courses.

A4.1.2. HQ USAF/DPLT will program multi-phased training resources within Major Force Program VII (MFP 7) (Training, Medical, and other General Personnel Activities).

A4.1.3. HQ USAF/ILMM.

A4.1.3.1. Coordinate MAJCOM resource requirements.

A4.1.3.2. Provide MAJCOMs with guidance to meet training objective.

A4.1.3.3. Provide guidance on the quality assurance programs for multi-phased training graduates.

A4.1.3.4. Monitors program effectiveness in conjunction with HQ USAF/DPLT.

A4.2. HQ AFPC.

A4.2.1. Provide MAJCOMs a weekly no-name allocation list.

A4.2.2. Provide multi-phased training assignment policy guidance.

A4.2.3. Approve reassignment of multi-phased training students from gaining MAJCOMs.

A4.2.4. Provide base level personnel processing procedures.

A4.2.5. Assists AETC and MAJCOMs in minimizing fluctuations in assignments of graduates.

A4.2.6. Provides percentages of trainees, by shred, for designated multiphase courses that are consolidated into AFSC TPR by USAF/DPLT.

A4.2.7. Administers the Air Force retraining program to meet TPR objectives.

A4.3. HQ AETC.

A4.3.1. HQ AETC/DO (Except Medical Courses):

A4.3.1.1. Exercise operational and organizational control of multi-phased training programs.

A4.3.1.2. Identify and program HQ AETC resources (manpower, equipment, funding, facilities, etc.) to implement multi-phased training programs.

A4.3.1.3. Is the OPR for multiphase training programs and provides policy, guidance, and assistance to the training wings.

A4.3.1.4. Ensures responsible HQ AETC agencies develop STSs for affected AFSCs.

A4.3.1.5. Develops alternative training strategies to use when training deficiencies are projected or identified, such as rerouting students to where capabilities exist.

A4.3.1.6. Monitors implementation and operation of approved multiphase training programs.

A4.3.1.7. Provides policy guidance and assistance to the 982 TRG.

A4.3.1.8. Ensures student progress data are exchanged between phases of instruction to facilitate student administration.

A4.3.2. AETC/DOO (AETC/DOR for aircrew members).

A4.3.2.1. Responsible for student pipeline flow procedures.

A4.3.2.2. Develops multiphase student pipeline flow management procedures with the Air Force Personnel Center, appropriate training wings, 982 Training Group (TRG) and MAJCOMs.

A4.3.2.3. Coordinates reclassification actions with AFPC/DPPA (or AFPC/DPAO for aircrew members).

A4.3.3. TRWs

A4.3.3.1. Manage the resident courses of multiphase training programs.

A4.3.3.2. Exercise operational and administrative control over students enrolled in resident courses.

A4.3.3.3. Conduct assigned training courses according to established multiphase training policy and directives.

A4.3.3.4. Update MILPDS with student status changes (for example, washback, elimination, or administrative hold) to allow 982 TRG to reschedule Phase II training.

A4.3.3.5. Resolve student end-assignment discrepancies through coordination with HQ AFPC and MAJCOMs.

A4.3.3.6. Develop procedures to ensure the exchange of student progress documentation between Phase I and Phase II OPRs for those students who experience difficulty in meeting the objectives of the Phase I course (as demonstrated by washback, repeat, etc.)

A4.3.4. 982 TRG

A4.3.4.1. Manages the TD portion of multiphase training programs.

A4.3.4.2. Schedules training programs involving TD training.

A4.3.4.3. Identifies and resolves problems caused by the short-term limitation of training capability and resources. Notifies HQ AETC/DOO and requests assistance, as necessary.

A4.3.4.4. Establishes specific Phase II TD class entry procedures, schedules, and dates based upon projected TPR requirements. Provides class schedules to affected TD.

A4.3.4.5. Establishes student elimination standard based on a percentage of the total course duration spent remedial training during Phase II. Monitors student elimination trends for further actions, as necessary.

A4.3.4.6. Coordinates with MAJCOMs on the distribution of weapon system training for students being assigned to multiple weapon system locations.

A4.3.4.7. Ensures assigned students complete Phase II training before overseas movement.

A4.3.4.8. Coordinates with gaining units to identify specific Phase II course (s) of training required for AFSCs having more than one entry level Phase II course.

A4.3.4.9. Resolves discrepancies in student end-assignment through coordination with HQ AFPC and MAJCOMs for Phase II training.

A4.3.4.10. Identifies resources (equipment and facilities) needed to support projected Phase II TPR requirements to HQ AETC/DOO.

A4.3.4.11. Establishes procedures to ensure that host bases involved in multiphase training are provided lists of personal retention items and organizational equipment needed to support all (including en route) Phase II students. List must be provided in sufficient time to allow for PPBS actions.

A4.3.4.12. Develops procedures to ensure the exchange of periodic evaluation trend data between Phase II and Phase I course of instructions.

A4.3.4.13. Establish student production procedures.

A4.3.4.14. Coordinate reclassification actions with AFPC/DPPA.

A4.4. MAJCOMs.

A4.4.1. MAJCOM/DP. Review and make appropriate changes to student no-name allocations.

A4.4.2. MAJCOM/LG.

A4.4.2.1. Establish procedures to provide for the supervision and employment of trainees before they enter Phase II training and for all available time beyond the normal TD training day during Phase II training.

A4.4.2.2. Establish procedures to ensure aircraft/equipment in support of Phase II Task Oriented Training (TOT). **NOTE: Not applicable to the Air National Guard.**

A4.4.2.3. Coordinate alternate training methods to accommodate temporary surges or non-availability of aircraft and support equipment.

A4.4.2.4. Designate a functional training manager to coordinate with the 982 TRG in determining short-term management actions to train Phase II backlogs.

A4.4.2.5. Establish procedures to ensure that bases involved in multiphase training programs provide the personal retention items and organizational equipment needed for Phase II training.

A4.4.2.6. Establishes procedures to ensure that units involved in multiphase training programs provide TOT augmentees as agreed upon between HQ AETC and MAJCOMs.

A4.4.2.7. Identifies requirements for facilities that are above command approval authority, through civil engineering channels to HQ USAF/LG.

A4.5. Servicing Military Personnel Flight (MPF). The Formal Training unit will coordinate with HQ AETC/FMAT (DSN 487-2622) changes (i.e, washback, reclassification, medical hold, elimination, etc.) which result in a training delay or change in stay longer than 7 days. The student's orders will be amended by the servicing MPF prior to implementing the actions above. Students are to report no sooner than 4 days prior to the class start date.)

A4.5.1. TRW Servicing MPF.

A4.5.1.1. Publishes and amends student orders to show TD class dates and temporary duty (TDY) en route information for active force personnel, and furnishes copies of the orders to the end-assignment unit.

A4.5.1.2. Notifies the 982 TRG of student diversions and assignment swaps.

A4.5.1.3. Provides support in processing student elimination from Phase I training.

A4.5.1.4. Ensures that all relocation processing incident to permanent change of station (PCS), as explained in AFI 36-2102, *Base Level Relocation Procedures*, is completed before a student's departure from the resident training wing. Passports and visas that cannot be finalized before departure, will be sent to the airman's TDY location. Personnel records will be hand-carried by all students according to AFI 36-2608, *Military Personnel Records System*, and turned in to the end assignment MPF during in processing.

A4.5.1.5. Ensures that students with end assignments overseas arrive at continental United States (CONUS) training locations before oversea movement.

A4.5.2. Phase II Servicing MPF.

A4.5.2.1. Servicing MPF/DPMUOS at Phase II training locations. Advises end-assignment training management office (MAT) and HQ AFPC/DPAAS2 of delays of TDY students.

A4.5.2.2. Servicing MPF/DPMUM at end-assignment. Gains members to its files.

A4.5.2.3. Servicing MPF/DPMPC at end-assignment. Ensures the three-skill level is awarded on the initial duty assignment.

A4.5.3. ARF MPF.

A4.5.3.1. Publish orders for ARF personnel covering the entire period to TDY to include total training itinerary.

A4.5.3.2. Publish all amendments to ARF students' orders. In case of limited time, amendments may be made by message to the appropriate AETC training wing servicing MPF.

A4.6. Multi-phase Training Procedures.

A4.6.1. Student Management—PCS to End-Assignment. The gaining squadron commanders will have morale, welfare, UCMJ, billeting, and all other normal reporting responsibilities. Refer to the ETCA web <https://etca.randolph.af.mil/> for further guidance on administrative and reporting instructions. Phase II training has priority over all base incoming newcomers treatment and orientation (INTRO), First Term Airman Center (FTAC), and ancillary training. **NOTE: Not applicable to Air Reserve Component (ARC) personnel.**

A4.6.2. TDY En route to End-Assignment. Students will be assigned to the host unit for administrative support and for duty with TD. En route bases will schedule departures (port call) for TDY airmen in excess of 30 days.

A4.6.3. Billet TDY multiphase trainees IAW AFI 32-6005, *Unaccompanied Housing Management*.

A4.6.4. Students will hand carry personnel records. PCS end-assignment students will turn in records to the servicing MPF upon in processing. TDY students will retain records until reporting to final

end-assignment. **Exception:** students eliminated from courses for cause will turn records into the servicing MPF.

A4.6.5. Ordinary leave between phases of training will not normally be granted. Exceptions to this policy are at the discretion of the training squadron commander after coordination with 373 TRS/TXFR and 82 MSS/DPMAA. Leave authorization after arrival at the gaining base will be at the discretion of the gaining squadron commander. Ordinary leave should not delay entry into training and therefore will not normally be granted until completion of the TD training. Leave between completion of TD training at an en route base and proceeding to gaining base will be coordinated between the TDY host unit and gaining squadron commander.

A4.6.6. Trainee Skill-Level Upgrade.

A4.6.6.1. End-Assignment. Upon completion of Phase II training, the TD will prepare AF Form 1256, Certificate of Training, and the appropriate record of student accounting and attendance. The host unit will submit the classification action for the award of 3-skill level and entry into 5-skill level upgrade training.

A4.6.6.2. Personnel bound for overseas will be awarded the 3-skill level before departing the CONUS. The gaining MPF will enter airmen into upgrade training to the 5-skill level.

A4.6.7. Personnel Strength Accounting Procedures. HQ USAF and base level military personnel systems account for individuals by skill level (one- or three-level) currently held. Procedures will vary depending on where an airman completed Phase II training—either at the gaining base or TDY en route. Using the personnel transaction identifier PTI 517, the technical training graduate match program calculates a report-not-later-than-date that is equal to the graduation date from the basic technical training course, plus travel time, plus leave, plus the course length for TD training. It is essential that airmen be gained in the proper control Air Force specialty code (CAFSC) (one-or three-level) to ensure accurate classification and statistical accountability.

A4.6.8. PCS to End-Assignment. Airmen will be gained (PTI 201/204) in the one-skill level primary Air Force specialty code and CAFSC; functional category will be “L”. Upon completion of TD, the above applies. Airmen’s PAFSC and CAFSC will be upgraded to the three-skill level. Update functional category to “A”.

A4.6.9. TDY En Route to End-Assignment. Airmen who have completed TD before arrival at their end-assignment (for example, all overseas bound airmen) will be awarded the three-skill level in their appropriate AFSCs (see above).

A4.6.10. Student Elimination Management Quality Control. Airmen who fail to complete any portion of initial skill multiphase training will be evaluated for either separation or retention. Non-prior service (NPS) students, eliminated from Phase I courses, reporting instructions are covered in AFI 36-2110, *Assignments*. Process retraining students according to HQ AETCI 36-2215, *Training Administration* or AETCI 36-2205, *Formal Aircrew Training Administration and Management*, and AFI 36-2626, *Airman Retraining Program*. When a student is eliminated from Phase II training, the TD commander will notify the unit commander by letter. If the student is from the Air National Guard, provide an information copy to NGB/TE, Wash DC 20330. If an AF Reserve airman is eliminated, return the student to the unit of assignment for disposition.

A4.6.10.1. When an active duty NPS student is eliminated from the TD phase of training and retention is recommended, the following procedures apply: *Note: Retrainee eliminees are processed as explained in AFI 36-2626.*

A4.6.10.2. When training is conducted at the end-assignment, the MPF, in conjunction with the TD, initiates the message required by AFI 36-2110, and sends it to AETC/DOO, with information copies To AFPC/DPAAS2, and MAJCOM/DPRA. AETC/DOO will provide reclassification instructions. AFPC/DPAAS2 will provide assignment information.

A4.6.10.3. When training is conducted in a TDY en route status, the servicing MPF, in coordination with the TD, initiates the message required by AFI 36-2110 and sends information copies to HQ AETC/DOO, AFPC/DPAAS2 MAJCOM/DPPA or MPRA, gaining and losing MPFs. HQ AETC/DOO will provide reclassification instructions to the losing MPF, with information copies to the TDY MPF and gaining MPF. AFPC/DPAAS2 will provide assignment instructions to the following:

A4.6.10.4. When an active duty student is eliminated from Phase II training and discharge is recommended, normal AFI 36-3208, Administrative Separation of Airmen, procedures apply, in addition to the following:

A4.6.10.5. For airmen at their permanent end-assignment, the TD will initiate the paperwork to advise the unit commander that discharge is recommended. The unit commander will then contact the appropriate training wing (TRW) registrar to determine if any information exists which would support retention or have a bearing on the proposed discharge processing. If the airman's commander concurs, a discharge case will be initiated by that organization.

A4.6.10.6. For an airman at a TDY en route base, the commander of the unit to which the airman is attached will be advised by the TD that discharge is recommended. The commander will then contact the appropriate TRW training wing registrar to determine if any information exists that would support retention or have bearing on the proposed discharge processing. Providing no such information exists, the commander will contact the appropriate the servicing MPF to initiate a request for PCS to the en route base for the purpose of discharge processing. Requests for PCS of eliminees to an AETC base will be addressed to AFPC/DPAAS2 .

A4.6.10.7. For recruits or initial skill trainees, separation may be initiated for failure to make satisfactory progress in the required training program (see AFI 36-3208).

A4.6.10.8. If discharge processing results in retention, see applicable information in AFI 36-3208.

A4.6.10.9. Should circumstances occur during TDY en route Phase II training that raise quality control questions that are not training related, the servicing MPF at the TDY location will dispatch a message to AFPC/DPAP with an information copy to AFPC/DPAAS2 for assignment determination.

A4.6.10.10. Local conditions may occasionally require a change in the weapon system shred (and corresponding Phase II course). If TD training capability exists, the MPF can submit the formal request to AFPC/DPAAS2 with information copies to the 982 TRG, HQ AETC/DOO, and the MAJCOM. Upon AFPC/DPAAS2 message approval, document the AFSC shred change.

A4.7. Student Pipeline Flow. See responsibilities for HQ AETC/DOO and 982 TRG.

A4.8. Training Support.

A4.8.1. Training Deficiencies. Should an STS training deficiency occur (or graduation date extend in excess of one week due to remedial training in Phase II), the unit conducting the training will report the deficiency according to AETCI 36-2203.

A4.8.2. Support for Command Lacking Specific Training Capabilities. Some MAJCOMs may not have TD capability to support weapon system TOT due to small numbers of command gains. Gains to such commands will be trained at bases having TOT capability, as coordinated with the appropriate MAJCOM, and scheduled by 982 TRG.

A4.8.3. Alternate Training Methods.

A4.8.3.1. Key to the TOT concept is the availability of operational equipment for TOT purposes. The host will ensure that aircraft and support equipment are provided. These arrangements will be closely coordinated between the TD and the host maintenance organization.

A4.8.3.2. Alternate training methods to accommodate temporary surges or non-availability to training support equipment are vital to the success of multiphase training. Rather than develop alternate training courses to support such situations, existing courses will be used with STS tasks taught to lower proficiency levels. In each instance, a training deficiency report is required as out-lined in A8.8.1 above. When students are taught to proficiency levels lower than required by the STS, diplomas may still be provided.

A4.9. Student Scheduling.

A4.9.1. Students whose Phase II training will be done at a TDY en route base will normally be held at the resident wing. Ordinary leave will not normally be granted. Exceptions to this policy will be at the discretion of the training squadron commander after coordination with 373 TRS/TXFR and 82 MSS/DPMAA. In any case, students will report to the TDY en route base no earlier than 14 calendar days and no later than 4 calendar days before TD class start date.

A4.9.2. Students whose Phase II training will be accomplished at their base of end assignment should be scheduled to report to their gaining unit of assignment no earlier than 30 calendar days, and no later than 4 calendar days before Phase II TD class start date. End assignment active duty students may complete the INTRO program, First Term Airman Center (FTAC), and all in-processing before the TD class start date if possible, provided it does not interfere with scheduled TD training. Students will not be removed from Phase II classes to attend in-processing or base INTRO programs or FTAC.

NOTE: The INTRO program does not apply to ARC personnel.

A4.9.3. TDs will promptly notify the following offices of no-shows.

A4.9.3.1. For TDY En Route Students. Notify 373 TRS/TXFR, AFPC/DPAAS2, losing and gaining MPFs.

A4.9.3.2. For End Assignment Students. Notify 373 TRS/TXFR, AFPC/DPAAS2, local unit commander and MPF/DPMUM.

A4.10. Operational Procedures.

A4.10.1. The Initial Skill AFSC Multiphase Training Program for aircraft maintenance personnel is an alternative approach to training that developed during a period of constrained resources.

A4.10.2. The ISD process will be used to determine the mix of training divided between phases of instruction and to develop and manage resulting training programs.

A4.10.3. Total instructor and student authorizations (resident, TD, and task oriented training (TOT) augmentees) must be identified annually to support multiphase training. As training needs change, requests for adjustment of resources should be submitted through proper manpower channels. If an out-of-cycle request is submitted, the using command or agency will be asked to provide manpower until resources can be programmed and budgeted through the Planning, Programming, Budgeting System.

A4.10.4. Selective by-pass of Phase I may be authorized for the ARC prior service personnel based upon standards established by the National Guard Bureau (NBG) and HQ AFRC. Requests for waiver of Phase I training for active duty retrainees will be sent through the MAJCOM functional manager and the MAJCOM DPAT to HQ AFPC/DPSFM for action with information copy to AETC/DOO.

A4.10.5. Phase II for ARC personnel may be waived when specific weapon system and equipment required for TOT is expected to be unavailable. The ARC will develop and publish procedures that ensure personnel are given on-the-job training and upgraded to the three level within a stipulated time period after completing Phase I.

A4.10.6. Specialty Training Standards (STS) will be used as the overall course content specification documents for multiphase AFSC awarding courses.

A4.10.7. A relatively even flow of students between the phases of training is desirable to alleviate peak demands for equipment and instructors and to reduce pipeline inefficiencies and backlogs.

A4.10.8. Students will report to the TDY en route base no earlier than 14 calendar days and no later than 4 calendar days before TD class start date.

A4.10.9. Students should be scheduled to report to their gaining unit of assignment no earlier than 30 calendar days, and no later than 4 calendar days before Phase II training class start date. Students requiring Special Access Requirement (SAR) coding in support of classified weapon systems should report no later than 25 calendar days prior to detachment class start date in order to complete security requirements.

Attachment 5

TRAINING DETACHMENT (TD) POLICY AND PROCEDURES

A5.1. The 982 Training Group (TRG). The 982 Training Group manages TD resource requirements.

A5.1.1. In coordination with the supported MAJCOMs, acts as approval authority for activation, deactivation, relocation and discontinuance of field training support unit requests.

A5.1.2. Ensures instructor staffing and facilities are available/identified and notifies supported MAJCOM and functional training managers when training cannot be completed.

A5.1.3. Sets up class schedules for training in accordance with the [Table A5.1](#).

Table A5.1. TD Scheduling Priorities.

PRIORITY	TYPE OF TRAINING SUPPORTED
1	Activations and conversions
2	En route-short tour
3	Initial skills
4	En route-long tour
5	MAJCOM priority <i>NOTE: Host training to support AEF deployment schedules is Priority 5 training requirements.</i>
6	Security Assistance Training Program (SATP)
7	Unit priority
8	Other

A5.1.3.1. Schedules personnel for en route training before overseas assignments when requested by the gaining MAJCOM.

A5.1.3.2. Validates en route training requirements to overseas commands no later than 6 months before the quarter it provides training.

A5.1.4. Send class rosters for en route courses no later than 45 days before the class start date.

A5.1.5. Cancel unfilled en route training allocations, after coordinating with the affected MAJCOM training office, 45 days before the class start date.

A5.1.6. Determine distribution and provide transport of mobile training sets.

A5.1.7. Provide maintenance for TD training equipment not covered by host unit.

A5.1.8. Provide a statement of facility requirements (coordinated through the host civil engineer and OG/LG commanders) to the host MAJCOM.

A5.1.8.1. Uses the following criteria to determine TD facility requirements:

A5.1.8.1.1. Satisfy peculiar training requirements by providing varied trainer configurations, radiation transmission, electromagnetic hazard containments, and electrical, pneudraulic, and environmental control requirements.

A5.1.8.1.2. For TDs using Mobile Training Sets (MTS), provide class and trainer rooms on the ground floor of the building. Consider unique door and access limitations.

A5.1.8.1.3. Collocate TDs with the maintenance organization supported and next to the training management office. Avoid placing TD classrooms close to runways, taxiways, engine test and run facilities, or power generation plants, as they do not provide a proper learning environment.

A5.1.8.1.4. Provide each TD and OL, depending on its size and equipment, sanitary facilities, environmental control, and space for offices, technical order library, instructor training room, storage room, and student break room.

A5.1.8.1.5. Determine space requirements for TDs without MTSs by considering the requirement for trained personnel.

A5.1.8.1.6. See ETCA for classroom and power requirements for TDs with assigned MTSs.

A5.1.8.1.7. Obtain power and facility requirements for Space Support Program from the training group administering the programs.

A5.1.8.1.8. Use secure classrooms where required for classified subjects.

A5.1.9. Course Development and Use.

A5.1.9.1. Develops course as described in this AFI.

A5.1.9.2. Sends CC/TS to MAJCOM functional managers through MAJCOM DPAT for coordination before final approval.

A5.1.10. Training Equipment.

A5.1.10.1. Manages and controls training equipment as specified in AFPAM 36-2211.

A5.1.10.2. Establishes responsibility and provides guidance for performing organizational and intermediate maintenance of possessed training equipment.

A5.2. MAJCOMs, FOAs, and DRUs.

A5.2.1. Ensure that career field managers coordinate with field units to determine training requirements for the TD to support and notify the AFCFM of TD requirements.

A5.2.2. Submit requirements for TD support and keep the servicing TD informed of changes in scheduled requirements.

A5.2.3. Ensure that personnel identify student names, course numbers, and gaining TDs en route to the 373 TRS/TXFR. The 373 TRS/TXFR will send the data to the gaining TD 45 or more days before the class start date.

A5.2.4. Ensure that personnel selected for attendance at TD courses for which authorities have issued AF forms 1256 have a minimum of 6 months retention from the date of graduation. (See AFI 36-2107, Active duty Service Commitments)

A5.2.5. Identify priority courses (see [Table A5.1.](#)).

A5.2.6. Ensure the host unit conducts a monthly maintenance-scheduling meeting to verify backlogs and provide training requirements to TD for scheduling.

A5.2.6.1. The host unit initiates AF Form 898, Field Training Requirements Scheduling Document, or electronic equivalent, and coordinates through the TD.

A5.2.6.2. Provide administrative and logistics support for the TDs.

A5.2.6.3. Assign students in TDY status to the host unit for administrative support.

A5.2.7. Provide data automation services to support the Maintenance Data Collection (MDC) System (see 00-20 series of tech orders) and training equipment reporting according to AFI 21-103, Equipment Inventory, Status, and Utilization.

A5.2.8. Maintain the accountability of TD-assigned equipment on the Equipment inventory Data Report in the host unit's equipment management office.

A5.2.9. Maintain a local list of TD instructors certified to clear "red-X" conditions.

A5.2.10. Budget funds for student intra-command TDYs.

A5.2.11. Notify the appropriate training squadron (TRS) of TDY requests for instructors.

A5.2.11.1. Coordinate overseas instructor movements with the affected MAJCOM training office and the appropriate training squadron.

A5.2.12. Annually review and evaluate AETC course **documents and MAJCOM AFS-related** courses.

A5.2.12.1. Evaluate the effectiveness of TD graduates through direct observation of performance and formal task evaluation.

A5.2.13. Provide TD-supported units with resources according to the course chart.

A5.2.13.1. Provide facilities for TDs to support the training mission that are suitable to a proper learning environment. This instruction and AFI 32-1024 are guides for satisfying training facility requirements.

A5.2.14. Schedule technical school graduates for follow-on training and support officers for en route training.

A5.2.14.1. Schedule TD follow-on training for airmen technical school graduates as directed by the gaining MAJCOM. Assignment Instruction Code (AIC) "9NT" is input into OTA for airmen when additional TD training is required immediately on completing the AFSC awarding course and before arrival at the first permanent duty station.

A5.3. Requesting Field Training Instructor Support. When requesting field training instructor support:

A5.3.1. Host units coordinate their requirements through the local TD before sending them to the owning MAJCOM for approval.

A5.3.2. MAJCOMs send the request to the applicable TRS to determine instructor availability.

A5.3.3. The TRS publishes TDY orders if it can support the request.

A5.4. Prioritizing Field Training Scheduling. When prioritizing field training scheduling:

A5.4.1. TD personnel use **Table A5.1**. As a guide for validated training requirements that exceed TD capabilities and treat requests for training on short notice as one-time needs.

A5.4.1.1. MAJCOM career field managers will send requests to waive scheduling priorities to HQ USAF/LGMM for approval and priority waivers for STP requirements through HQ USAF/PRIM to HQ USAF/LGMM for approval.

A5.4.2. Personnel raise host-unit backlogs in courses identified as “MAJCOM Priority” to Priority 5 after 2 consecutive months and certify the new priority via AF Form 898, or locally developed facsimile.

A5.4.2.1. The training provider sets aside a minimum of one host seat in each “MAJCOM Priority” course until it extinguishes the host backlog.

A5.4.3. Personnel resolve conflicting schedules that affect multiple host units at monthly TD-host scheduling meetings.

A5.4.3.1. MAJCOMs apply the priority ratings of AFI 16-301, *US Air Force Priority System for Resources Management*, to resolve disagreements.

A5.5. Funding for 982TRG TD Courses (All TD Courses Except Enroute Training): Travel and per diem cost for students travel to off station TD courses, except en route training is submitted to 982 TRG, Sheppard AFB, TX for funding approval. The Logistics Training Flight (LTF) scheduler sends a request for funding by e-mail to 373 TRS/TXFR, NLT 30 days prior to class start date with the following information:

Name and rank of traveler:

SSAN of traveler:

Duty phone, assigned base, and squadron of traveler:

TDY location:

Course number(s), PDS code, and course title(s) individual is attending:

Class start date:

Class completion date:

Mode of travel, (commercial air or POV):

Estimated Travel Cost (from authorized source):

Confirmed Billeting Accommodations (on/off base) and reservation number:

Training Priority (described as follows):

Mission Critical—Accomplishment of the Air Force mission objective will not occur if the training requirement is not satisfied. These training requirements take priority over all other MAJCOM training requirements.

Mission Impacting—Training required to maintain the Air Force's readiness posture. This training is needed to minimize the effects of skill erosion due to personnel losses/shortages.

Non-Mission Impacting—Training that fosters the effective use of resource to improve Air Force's mission capability.

Justification (include all pertinent information):

Government travel card (yes/no):

Leave information (if applicable):

Name, rank, duty phone, and fax number of LTF scheduler:

Name, rank, duty phone, and fax number of the TDY Order POC:

A5.5.1. 982TRG/CCR will provide funding authorization NLT 14 days prior to class start date. If fund cite is not received within 14 days of the class start date, contact 373 TRS/TXFR to expedite funding authorization. The LTF scheduler will fax a copy of the orders to the 982TRG/CCR prior to the individual's TDY. Upon return from the TDY, the LTF scheduler will fax a copy of the paid voucher to the 982TRG/CCR NLT 14 days of return.

A5.5.2. If an individual cannot attend the TD course after the name(s) are submitted and a fund cite has been provided, notify 373 TRS/TXFR as soon as possible so appropriate action can take place.

A5.5.3. Authorization for a special conveyance (i.e., rental car) is a requesting unit responsibility.

A5.6. Types of training not covered by 982 TRG:

A5.6.1. Partial courses, or training sessions.

A5.6.2. Courses where on-base billeting cannot be obtained. 373 TRS/TXFR will attempt to reschedule the course at a different training location or assist in obtaining on-base billeting. If on-base billeting cannot be arranged, the requesting unit will be asked to fund the differential cost of on-base versus off-base billeting.

A5.6.3. Courses required for Gold Flag duties.

A5.6.4. Training outside of traveler's AFSC, unless required to perform primary duties.

A5.6.5. Courses previously attended and successfully completed by the individual.