

Munitions Systems Specialist

This change supercedes interim change 1 (14 March 2002) and interim change 2 (31 May 2002) is effective immediately and changes CFETP 2W0X1 (1 December 2001) as follows:

1. Write-in changes. Make the following pen & ink changes in each member's CFETP:

Page	Paragraph	Action
Part I		
9	5.1	Change “two functional areas” to “one functional area.”
9-10	5.2	Change “four functional areas” to “two functional areas.”
10	5.3	Change “six functional areas” to “four functional areas.”
14	Table 8.1. Column 1, Upgrade to Journeyman.	Change “two functional areas” to “one functional area.”
14	Table 8.1. Column 1, Upgrade to Craftsman.	Change “four functional areas” to “two functional areas.”
14	Table 8.1. Column 1, Upgrade to Superintendent.	Change “six functional areas” to “four functional areas.”
16	Table 10.1. Row 4 (Experience), Column 3 (Journeyman)	Change “two functional areas” to “one functional area.”
16	Table 10.1. Row 7 (Implementation), Column 3 (Journeyman)	Delete “Note: The core task requirements are a career total...in two functional areas.”
17	Table 10.2. Row 5 (Experience), Column 2 (Craftsman)	Change “four functional areas” to “two functional areas.”
17	Table 10.2. Row 5 (Experience), Column 3 (Superintendent)	Change “six functional areas” to “four functional areas.”
17	Table 10.2. Row 8 (Implementation), Column 1 (Craftsman)	Change “four functional areas” to “two functional areas.”
17	Table 10.2. Row 8 (Implementation), Column 1 (Superintendent)	Change “six functional areas” to “four functional areas.”

Part II		
26	STS Par. 3.2.5.5	Add “(To include Counter Chemical Warfare (CCW) operations).”
32	STS Par. 12.2.9, Column 2 (Core Task)	Add “7.”
33	STS Par. 12.2.11, Column 2 (Core Task)	Change “7” to “5.”
42	STS Par. 21.7.2	Disregard shading. Use as a normal task.
57	Core Task Table.	Add to Munitions Operations, 5 Level column, par. 12.2.13.

2. Page replacements. Replace the following pages with new pages.

<i>Remove</i>	<i>Replace</i>
23 & 24	23 & 24

3. Final action. After necessary action, file this change in back of the entire CFETP.

4. Point of Contacts. HQ USAF/ILMW CMSgt John Ray, DSN 227-4270, john.ray@pentagon.af.mil.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

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2 attachments

1. Replacement page 23
2. Replacement page 24

6. Transcribing the CFETP.

6.1. Transcribing from old to new CFETP. . The person whose initials appear in the trainer or certifier block during the transcription process must meet the requirements of their respective roles as trainer or certifier. **NOTE:** These procedures are taken from MSG DTG 181322Z DEC 98, From HQ AFPC/DPPAT, Subject: CFETP Transcribing Procedures.

6.1.1. For those core and critical tasks previously certified and required in the current duty position, evaluate current qualifications and when verified, recertify using current date as completion date, enter trainee initials, and certifiers initials. The supervisor fulfills the role of the certifier and may place their initials in the certifier column.

6.1.2. For non-core and non-critical tasks previously qualified and required in the duty position evaluate current qualifications and when verified, recertify using current date, as completion date and enter trainees initials and trainers initials.

6.1.3. When transcribing previous certification for tasks not required in the current duty position, carry forward only the previous completion date of certification. If and when the task becomes a duty position requirement, recertify using standard certification procedures.

6.1.4. Upon completion of the transcription process, give the old CFETP to the member.

6.2. Recertifying tasks when moving to a new duty position. For those core and critical tasks previously certified and required in the current duty position, evaluate current qualifications and, when verified, recertify using current date as completion date, and enter trainee's and certifier's initials. For non-core and non-critical tasks previously certified and required in the current duty position, evaluate current qualifications and when verified, recertify using current date as completion date, and enters trainee's and trainer's initials.

7. Decertification and Recertification. When an airman is found to be unqualified on a previously certified task, the supervisor lines through the previous certification. The specific reason for decertification (i.e. demonstrated lack of proficiency) is entered on the AF Form 623a, On-The-Job Training Record Continuation Sheet. The individual is recertified (if required) either by erasing the old entries or writing in the new or by using correction fluid (if the entries were made in ink) over the previously certified entry.

8. Recommendations. Report unsatisfactory performance of individual apprentice course graduates to AETC on a Graduate Assessment Survey (GAS), through the customer service information line (CSIL) at DSN 736-5236, or directly to the schoolhouse at DSN 736-3706/3277. The purpose of the GAS is to identify inadequate training. For advance courses call the schoolhouse directly. All questions or change recommendations regarding the CFETP will be routed through the respective MAJCOM Functional Manager (MFM). MFMs report inadequacies and suggested corrections for this STS through the OPR 363 TRS/TRRM, 520 Missile Road, Bldg. 1025, Sheppard AFB, TX, 76311-2261, DSN 736-1828.

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THIS BLOCK IS FOR IDENTIFICATION PURPOSES ONLY

NAME OF TRAINEE		
PRINTED NAME <i>(Last, First, MI)</i>	INITIAL <i>(Written)</i>	SSAN <i>(Last Four Only)</i>
PRINTED NAME OF TRAINER/CERTIFYING OFFICIAL AND WRITTEN INITIALS		
N/I	N/I	

QUALITATIVE REQUIREMENTS

PROFICIENCY CODE KEY		
	SCALE VALUE	DEFINITION: The Individual
TASK PERFORMANCE LEVELS	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (EXTREMELY LIMITED)
	2	Can do most parts of the task. Needs help only on hardest parts. (PARTIALLY PROFICIENT)
	3	Can do all parts of the task. Needs only a spot check of completed work. (COMPETENT)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (HIGHLY PROFICIENT)
*TASK KNOWLEDGE LEVELS	a	Can name parts, tools, and simple facts about the task. (NOMENCLATURE)
	b	Can determine step by step procedures for doing the task. (PROCEDURES)
	c	Can identify why and when the task must be done and why each step is needed. (OPERATING PRINCIPLES)
	d	Can predict, isolate, and resolve problems about the task. (ADVANCED THEORY)
**SUBJECT KNOWLEDGE LEVELS	A	Can identify basic facts and terms about the subject. (FACTS)
	B	Can identify relationship of basic facts and state general principles about the subject. (PRINCIPLES)
	C	Can analyze facts and principles and draw conclusions about the subject. (ANALYSIS)
	D	Can evaluate conditions and make proper decisions about the subject. (EVALUATION)
EXPLANATIONS		
* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Examples: b and 1b)		
** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.		
- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.		
X This mark is used alone in course columns to show that training is required but not given due to limitations in resources.		
5 or 7 is used in the core task column to indicate 5- or 7-skill level.		