

3 FEBRUARY 2003



Personnel

**MISSION READY TRAINING, EVALUATION  
AND STANDARDIZATION PROGRAMS**

---

**NOTICE:** This publication is available digitally on the AFDPO WWW site at:  
<http://www.e-publishing.af.mil>.

---

OPR: DOTT (Maj Harvey)  
Supersedes AFSPCI36-2202, 2 Aug 99.

Certified by: DOT (Col Robert C. Keyser)  
Pages: 40  
Distribution: F

---

This instruction implements AFD 36-22, *Military Training*, and AFI 36-2201, *Developing, Managing, and Conducting Training*. AFMAN 36-2234, *Instructional System Development*, AFH 36-2235 Vol 1, *Information for Designers of Instructional Systems*, and AFMAN 36-2236, *Guide Book for Air Force Instructors*, are used to develop training and evaluation programs for mission ready duties. It defines roles, responsibilities, and minimum requirements for Combat Mission Ready (CMR) and Basic Mission Ready (BMR) training, evaluation and standardization programs. It applies to most 13SXX, 1C6XX, Department of Defense (DOD) civilian personnel, foreign nationals (as applicable be international agreement) and selected 1NXXX personnel assigned to Air Force Space Command operations duties (see **Attachment 2**, AFSPCI 10-1202, *Crew Force Management* for duty positions). This instruction also applies to Air Force Reserve and Air National Guard units performing AFSPC operations missions. Units/programs are not governed by this instruction until declaration of Initial Operational Capability. This instruction may be supplemented. All supplements to this instruction will be coordinated with and approved by HQ AFSPC/DOT before being published. Waivers and requests for clarification and guidance for this instruction should be forwarded through appropriate channels to HQ AFSPC/DOT. See **Attachment 1** for Terms, Definitions and Acronyms.

**SUMMARY OF REVISIONS**

This publication incorporates changes to error assessment listings, Monthly Recurring Training and certification requirements, Initial Qualification Training waivers, Subject Matter Expert (SME) guidance, and previously disseminated changes to current policy and guidance information. Additionally, this publication clarifies Training and Evaluation Performance Standards program guidance. A bar ( | ) indicates a paragraph revision from the previous edition. These changes require a review of this instruction in its entirety.

<b>Chapter 1— REQUIREMENTS AND RESPONSIBILITIES</b>	<b>3</b>
1.1. Requirements: .....	3
1.2. Responsibilities: .....	4

<b>Chapter 2— TRAINING AND EVALUATION REQUIREMENTS</b>	<b>9</b>
2.1. individual Qualification Folders. ....	9
2.2. Deficiency Codes. ....	9
2.3. Scenario Support Personnel. ....	9
2.4. Documentation. ....	10
2.5. Stimuli List. ....	10
<b>Chapter 3— TRAINING</b>	<b>11</b>
3.1. Training Program Requirements: ....	11
3.2. Plan of Instruction (POI). ....	11
3.3. Qualification Training (QT). ....	11
3.4. Proficiency Training. ....	13
3.5. Instructor Training and Certification Program. ....	15
3.6. Knowledge Tests (KT). ....	17
3.7. Training Scenarios. ....	17
3.8. Training Scripts. ....	17
3.9. Training Scenario Conduct: ....	18
3.10. Training Scenario Termination. ....	19
3.11. Post-Training Scenario Actions: ....	19
3.12. Training Documentation: ....	20
<b>Chapter 4— EVALUATION</b>	<b>21</b>
4.1. Evaluation Program Requirements. ....	21
<b>Chapter 5— NEW OR UPGRADE SYSTEM REQUIREMENTS</b>	<b>35</b>
5.1. Requirements. ....	35
<b>Chapter 6— COMMAND CHANGE PROCESS TO AETC COURSE CURRICULA</b>	<b>36</b>
6.1. Change Process: ....	36
<b>Chapter 7— PRESCRIBED FORMS</b>	<b>37</b>
7.1. Forms Prescribed. ....	37
<b>Attachment 1— GLOSSARY OF TERMS, ABBREVIATIONS AND ACRONYMS</b>	<b>38</b>

## CHAPTER 1

### REQUIREMENTS AND RESPONSIBILITIES

#### 1.1. Requirements:

1.1.1. General. All personnel who perform CMR or BMR duties as prescribed in AFSPCI10-1202, *Crew Force Management*, must have the required skills and knowledge to perform these duties. These skills and knowledge are obtained through a structured training program. The required skills and knowledge are measured by an evaluation, which is used to judge the effectiveness of training.

1.1.1.1. Individuals who are not certified CMR/BMR or are on restricted status will not perform duties involving operation of defense/weapon system hardware unless under supervision of a CMR instructor or evaluator who is proficient in the same applicable tasks.

1.1.1.2. Individuals who are BMR will not perform duties involving operation of weapon system hardware unless under supervision of a CMR crew member, who is proficient in the same tasks.

1.1.1.3. Units will ensure that at no time an individual, supervised or unsupervised, who does not have a medical clearance be allowed to interact with real world systems.

#### 1.1.2. Certifications:

1.1.2.1. CMR Certification. Personnel assigned to CMR positions will become CMR and maintain proficiency IAQ AFSPCI10-1202. Personnel, who support the mission but who do not exercise command and control of an operational system, shall be governed by guidance in AFPD36-22, AFI36-2201, and the applicable Career Field Education and Training Plans (CFETP).

1.1.2.2. BMR Certification. Personnel assigned to BMR positions will become BMR and maintain proficiency IAW AFSPCI10-1202.

1.1.3. Standardization Requirements. Standardization across units, missions, and functional areas is done to gain efficiencies in processes, to increase combat capability, and to provide common products where possible.

1.1.3.1. AFSPCI36-2203 Vol I and II, *Training and Evaluation Performance Standards (TEPS)*, and *METER – Missile Emergency War Order (EWO) Training and Evaluation Requirements* establish the minimum training and evaluation task performance standards and provide constraints for all performance scenarios.

1.1.3.2. As much as practical, design and implement programs to ensure procedures contained in technical orders, checklists, and operations manuals are standardized, accurate, and effective to fulfill mission accomplishment.

1.1.4. Standardization/Evaluation Team (SET) Visits. The Numbered Air Force (NAF) will conduct these visits. Coordinate visits with HQ AFSPC/IG to deconflict schedules.

1.1.4.1. NAF visits have an operational focus for mission capability, mission accomplishment and support for war-fighting missions. Ensure wings/groups standardization programs meet requirements of this instruction and NAF supplement.

1.1.4.2. Standardization visits conducted by groups focus on standardization among squadrons (and detachments) and, for geographically separated units (GSUs), 21 SW/DOC, and SPACEAF AOC, unit assigned instructors and evaluators. These visits assess the standardization and effectiveness of operations training and standardization/evaluation programs toward meeting operational mission goals.

1.1.5. Real World Performance. When a crew is performing crew duty (e.g., not under formal evaluation) and substandard performance is either observed or determined, the unit commander or operations officer shall determine corrective action(s), any follow-on training/evaluation requirements and any crew force management actions as required (see AFSPCI10-1202).

1.1.5.1. TEPS/METER and error definitions serve as tools or guides when determining corrective action and the individual's CMR, BMR or restricted status.

1.1.5.2. Do not document substandard real world performance (i.e. a deviation from established procedures) as an evaluation or an evaluation error. Instead document the action in a memorandum to the unit commander and place a copy in the member's Individual Qualification Folder. Do not assign a criticality to the deficiency; criticalities are used only for evaluation purposes.

1.1.5.3. If a certified evaluator determines the substandard performance would have resulted in an "Unqualified" rating during an evaluation, the crew member must be immediately relieved from operational duty, or supervised by a CMR instructor or evaluator who is proficient in the same task(s). The instructor/evaluator providing supervision will not be a member of the on-duty crew.

## 1.2. Responsibilities:

1.2.1. HQ AFSPC Directorate of Operations (DO):

1.2.1.1. Oversees management of MAJCOM training, evaluation, and standardization programs.

1.2.1.2. Establishes a MAJCOM office of primary responsibility to implement the programs outlined in this publication.

1.2.1.3. Establishes and implements policy, basic requirements, and guidance for operations training, evaluation, and standardization programs across all command mission areas.

1.2.1.4. Appoints a Training Plan Team (TPT) representative for all systems in acquisition or undergoing major modifications IAW AFPAM 36-2211, *Guide for Management of Air Force Training Systems*. Ensures operations training requirements are provided to the TPT for inclusion in the applicable System Training Plan (STP).

1.2.1.5. Chairs TPTs for all operational systems and other systems as agreed to by HQ AFSPC/DO and HQ AFSPC Directorate of Requirements.

1.2.1.6. Provides training inputs to requirements documents for all acquisition programs and major system modifications.

1.2.1.7. Advocates operational requirements in command and industry standards working groups.

1.2.1.8. Determines equipment, manning and facilities required to support operations training and evaluation.

1.2.1.9. Ensures training systems are maintained concurrently with the system they support.

- 1.2.1.10. Participates in Utilization and Training Workshops to establish and maintain training requirements with Air Education and Training Command (AETC) IAW AFMAN 36-2245, *Managing Career Field Education and Training*.
  - 1.2.1.11. Reviews CFETP for space and missile operations Air Force Specialty Codes.
  - 1.2.1.12. Determines fiscal year (FY) trained personnel requirements for formal AETC training courses and submits requirements to HQ USAF/XOSO.
  - 1.2.1.13. Coordinates waiver requests for attendance at applicable AETC Initial Qualification Training (IQT) courses and forwards the request to HQ USAF/XOSO for approval/denial.
  - 1.2.1.14. Coordinates and establishes formal change policy for IQT courses between AETC and AFSPC.
  - 1.2.1.15. Monitors AETC training and evaluation programs that support the NAF's mission.
  - 1.2.1.16. Ensures availability of funds for proper sustainment.
- 1.2.2. HQ AFSPC Directorate of Requirements (DR).
- 1.2.2.1. Ensures operations training, training systems and training funding requirements are incorporated into planning for and acquisition of new systems or major modifications.
  - 1.2.2.2. Incorporates operations training requirements into requirements documents, STPs, TPT meetings, and other contract documents and reviews.
  - 1.2.2.3. Ensures procedures to maintain training system currency are included in the planning process for new systems or major modifications.
  - 1.2.2.4. Acts as command liaison between AFSPC and the system program office to ensure training requirements are adequately addressed.
  - 1.2.2.5. Chairs TPTs for all systems in acquisition or undergoing major modification.
- 1.2.3. HQ AFSPC Directorate of Safety (SE):
- 1.2.3.1. Performs as a TPT member for all systems in acquisition or undergoing major modification that affect mission flight control operations.
  - 1.2.3.2. Coordinates on waiver requests to this instruction which affect mission flight control operations.
- 1.2.4. HQ AFSPC Directorate of Plans (XP). Establishes operations training, and standardization and evaluation manpower authorizations in accordance with AFI 38-101, *Air Force Organization*, and its supplements.
- 1.2.5. HQ AFSPC Inspector General (IG):
- 1.2.5.1. Assesses operational readiness and mission effectiveness of NAF and wings through Operational Readiness Inspections and Nuclear Surety Inspections.
  - 1.2.5.2. Coordinates on all inspection schedules.
- 1.2.6. Numbered Air Force:
- 1.2.6.1. Ensures operational readiness of subordinate wings/Space Groups.
  - 1.2.6.2. Recommends policy changes to HQ AFSPC/DOT.

1.2.6.3. Defines specific roles and responsibilities for wings, groups, squadrons, and detachments to implement the requirements of this instruction.

1.2.7. NAF Standardization and Evaluation Office:

1.2.7.1. Establishes requirements for a standardized instructor and evaluator training program and ensures wings/groups implement the program.

1.2.7.2. Conducts visits to assess wing ability to meet mission requirements. NAF/CC or requesting Wing Commander will determine visit content.

1.2.7.3. Is the waiver authority for delinquency dates for CMR crew members within the wing. Delinquency dates exceeding 18 months require HQ AFSPC/DOT approval.

1.2.7.4. Ensures standardization of operations among wings where practical.

1.2.7.5. Monitors wing or group standardization and evaluation programs.

1.2.7.6. Provides guidance to subordinate units for error determination when the wing is unable to make a determination. Coordinates with HQ AFSPC/DOTT when assistance with error determination is needed. Provides HQ AFSPC/DOTT a copy of the question and guidance given to units within 30 working days.

1.2.7.7. Establishes Individual Qualification Folder (IQF) requirements.

1.2.7.8. Publishes initial, upgrade, and recurring evaluation task requirements for each type of evaluation for each applicable mission area in the NAF supplement to this instruction.

1.2.7.9. Publishes NAF specific error assessment examples for each applicable mission area in the NAF supplement to this instruction.

1.2.7.10. Provides assistance on problems affecting compliance with this instruction when resolution is beyond the scope of subordinate unit resources. Requests assistance or waivers from HQ AFSPC/DOT if the problem cannot be resolved. Coordinates guidance issues with HQ AFSPC/DOT on this instruction prior to providing clarification to the units.

1.2.8. Space Wing (SW), Space Group (SG), Operations Group (OG), Space Operations Group (SOPG), and Operations Support Squadron (OSS):

1.2.8.1. Ensures standardization of operations procedures, training, and evaluation programs, wherever feasible, among subordinate groups/units. Training and evaluation responsibilities may be delegated to subordinate units. (This delegation will be documented in a supplement to this instruction).

1.2.8.2. Reviews all new or changed publications for impacts on operations procedures, training and evaluation programs.

1.2.8.3. Ensures operational units establish an IQT graduate verification process (where applicable) and provide feedback to the appropriate NAF (20 AF) or 381 TRG training squadron within 60 days of arrival at the unit. Unit shall courtesy copy feedback to HQ AFSPC/DOTT.

1.2.8.4. Ensures units support periodic AETC instructor orientation visits to enhance instructor proficiency and facilitate instructor cross-flow.

1.2.8.5. Sends requests for assistance or waiver requests for this instruction through their parent NAF.

1.2.8.6. Ensures evaluation and training materials comply with Instructional System Development (ISD) requirements and higher headquarters directives.

1.2.8.7. Assigns OSS/OSOT and unit training responsibilities. (Responsibilities will be documented in a supplement or Operating Instruction to this instruction.)

1.2.8.8. Maintains and documents IQF information. Groups may delegate IQF management responsibilities to subordinate units. (Responsibilities will be documented in a supplement or Operating Instruction to this instruction.)

1.2.9. Group Standardization and Evaluation Office (OGV):

1.2.9.1. Develops or ensures development of evaluation materials for CMR and BMR programs.

1.2.9.2. Administers the initial and recurring evaluator training and certification programs for operational evaluators. (Unit Stan/Eval performs this function at GSUs and SPACEAF AOC.)

1.2.9.3. Conducts visits to operational organizations for the purpose of evaluation program and operations standardization.

1.2.9.4. Ensures standardization of evaluation practices among group/squadron CMR evaluators.

1.2.9.5. Conducts evaluations required by this instruction. (Unit Stan/Eval performs this function at GSUs, 21 SW/DOC, and SPACEAF AOC.)

1.2.9.6. Ensures standardization of operations procedures and evaluation programs, wherever practical, among group units.

1.2.9.7. Reviews all new or changed publications for impacts on standardization and evaluation programs.

1.2.10. OSS Operations Training Office (OSOT):

1.2.10.1. Develops or ensures development of training materials for CMR or BMR programs. (614 SOPS performs this function for the SPACEAF AOC.)

1.2.10.2. Administers the initial and recurring instructor training and certification programs for all operational instructors. (Unit Training performs this function at GSUs, 21 SW/DOC, and SPACEAF AOC.) Recommends certification, decertification, restriction and removal from restriction for operational instructors and recommend appointment to unit commander. (Unit Training performs this function at GSUs, 21 SW/DOC, and SPACEAF AOC.)

1.2.10.3. Conducts visits to operational squadrons and detachments for the purpose of training program standardization.

1.2.10.4. Ensures standardization of training practices and instructor proficiency among group/squadron CMR instructors.

1.2.10.5. Conducts or ensures unit DOUTs conduct training required by this instruction. (Unit Training performs this function at GSUs, 21 SW/DOC, and SPACEAF AOC.)

1.2.10.6. Ensures standardization of training wherever practical, among group units.

1.2.10.7. Reviews all new or changed publications for impacts on operations training programs. Ensures appropriate change request are submitted to update Initial Qualification Training courses.

1.2.10.8. Develops wing mission ready training policies/guidelines and ensures compliance.

1.2.11. Operational Squadron/Detachment:

1.2.11.1. Implements standardization of operations procedures and evaluation/training programs where practical.

1.2.11.2. Conducts training and evaluations required by this instruction and as directed by the NAF, SW, SG, OG, SOPG, or OSS.

1.2.11.3. Commander or Operations Officer Responsibilities:

1.2.11.3.1. Directs or requests recurring or special evaluations to check individual or crew proficiency.

1.2.11.3.2. Determines corrective action or training, and any follow-on evaluation requirements for each evaluation.

1.2.11.3.3. Determines corrective action or training, any follow-on evaluation requirements, and any crew force management actions for substandard performance while not under evaluation.

## CHAPTER 2

### TRAINING AND EVALUATION REQUIREMENTS

**2.1. individual Qualification Folders.** Maintain an IQF for all CMR and BMR personnel. At a minimum, this folder will include individual training and evaluation documentation. IQFs for 1C6XX personnel may include other information as prescribed in AFI36-2201 and AFI13-109 Vol 1.

**2.2. Deficiency Codes.** Use the following Deficiency Codes to describe why a trainee/evaluatee committed a deviation/error.

2.2.1. DC01-Lack of Knowledge. Did not know or unable to discern requirement. May be indicated by failure to accomplish a required task/subtask or accomplishing an incorrect task/subtask.

2.2.2. DC02-Lack of Proficiency. Knew the requirement, but experienced difficulty because of a skill, ability, or expertise deficiency. May be indicated by failure to meet Level A time standards.

2.2.3. DC03-Lack of Association. Did not associate the impact of various status. Could not correlate information.

2.2.4. DC04-Lack of Discipline. Inattention to detail, for example, skipped steps, misread clock, or did not detect status. May be indicated by poor checklist discipline.

2.2.5. DC05-Other. Any identifiable deficiency not otherwise listed. If this code is used, a complete description of the cause of the deficiency must be included in the remarks.

2.2.6. DC06-Faulty Prioritization. Accomplished task/subtask, but unnecessarily delayed a relatively more urgent task/subtask.

2.2.7. DC07-Inadequate Crew Coordination. May be indicated when one crew member had incomplete status, or when the error was attributed to inadequate use of demand-response techniques.

**2.3. Scenario Support Personnel.** In addition to instructors and evaluators, those who participate in presenting a training scenario or evaluation are considered scenario support personnel. These may include the following sim switch, missile procedures trainer operator, trusted agents and other personnel necessary to ensure proper scenario presentation.

2.3.1. Use scenario support personnel to simulate external and internal agencies, and receive and pass event responses, as required.

2.3.2. Scenario Support Personnel Pre-Brief. Instructors/Evaluators will conduct a pre-brief to ensure scenario support personnel clearly understand the rules of engagement. Include the following items in the pre-brief.

2.3.2.1. Script inputs and expected responses. These responses should be realistic and follow the responses expected from actual agencies.

2.3.2.2. Avoid prompting. Do not provide more information than what normally would be available. This information will always be consistent with technical orders, operations manuals, HHQ instructions, and the information specified by the script.

2.3.2.3. Coordinate inputs and expected responses with instructors/evaluators.

2.3.2.4. If during the scenario, support personnel are not sure what response is needed, refer the trainee/evaluatee to the instructor/evaluator or ask the instructor/evaluator for guidance.

2.3.2.5. Comply with local safety policy.

**2.4. Documentation.** Use of the AFSPC Form 91, *Individual's Record of Duties and Qualification*, and AFSPC Form 91A, *Record of Signatures*, are mandatory. Use the AFSPC Form 91 to document the individual's entire history while assigned to a CMR or BMR duty position (can be electronic). The AFSPC Form 91A will be used to record all required signatures. The AFSPC Form 91A will relate signatures back to entries on the AFSPC Form 91. No other form will be used to record duty history items listed below or required signatures. Provide AFSPC Form 91 and Form 91A to individuals upon permanent change of station (PCS). As a minimum, document the following information:

2.4.1. Arrival/Departure from unit.

2.4.2. Entry into CMR or BMR Unit Qualification Training (UQT).

2.4.3. Certification(s) with required signature(s) (e.g. CMR, BMR, instructor, evaluator, EWO, PRP, codes, etc.) and decertifications. Include reason for decertification entries.

2.4.4. Placement in and removal from restricted status (CMR or BMR and instructor/evaluator).

2.4.5. Evaluation/Observation results.

2.4.6. Instructor/Evaluator annual observation.

**2.5. Stimuli List.** For units that do not have approved Technical Orders (T.O.s), the training/evaluation sections will develop and maintain a stimuli list to document entering arguments, called stimuli, for each task/subtask. These stimuli are agreed upon by the training and evaluation offices to assist in standardization of performance scenario presentation.

## CHAPTER 3

### TRAINING

**3.1. Training Program Requirements:** Training programs, practices, and operations procedures (for example: training scenarios, operating instructions, procedure techniques, etc., this list is not all-inclusive) will be standardized with evaluation programs as much as practical.

3.1.1. General:

3.1.1.1. Training programs must be designed and implemented using performance standards to:

3.1.1.1.1. Provide and maintain the essential skills, knowledge, and motivation required for mission accomplishment.

3.1.1.1.2. Instruct personnel on new or revised procedures and equipment.

3.1.1.1.3. Provide feedback for improvement.

3.1.1.1.4. Correct identified deficiencies.

3.1.2. Only certified instructors or instructor trainees under direct supervision of a certified instructor may conduct operations training. Certified instructors will document operations training.

3.1.3. Instructors must be trained, evaluated, and maintain currency in the task(s)/subtasks(s) they instruct.

**3.2. Plan of Instruction (POI).** Units will design a POI to guide training. POIs can be as simple as a syllabus of day-to-day events or as complex as using Lesson Plans and Student Study Guides. The POI is a training guide outlining how the training program is applied and administered. Units will develop a local method that provides verification from both instructors and students that training has been completed. For examples of training ideas and forms, reference AETCI 36-2203, *Technical and Basic Military Training Development* and AFH 36-2235, Vol 11, *Information for Designers of Instructional Systems*.

**3.3. Qualification Training (QT).** QT includes IQT, UQT, and Requalification Training (RQT).

3.3.1. Initial Qualification Training (IQT). Normally, AETC provides system specific and position specific training as a prerequisite to UQT.

3.3.1.1. HQ AFSPC/DOT may waive IQT for personnel with previous experience in like weapons systems. Waivers will be granted on a case-by-case basis. Forward waiver requests through wings and NAF Stan/Eval office to HQ AFSPC/DOTT.

3.3.1.1.1. Criteria used for granting waivers will include but not be limited to the following. Length of time since previous experience (standard is no greater than 4 years), magnitude of system modifications, and individual's proficiency record in previous system.

3.3.1.2. Units may request additional IQT billets through their parent wing to HQ AFSPC/DOT to fulfill formal training requirements not met through the normal Trained Personnel Requirements process. HQ AFSPC and HQ AETC will coordinate changes to the Program Guidance Letter (PGL) with HQ USAF/XOSO ensure scheduling is efficient and classes are not overloaded as a result of such requests.

3.3.2. Unit Qualification Training. UQT prepares an individual for CMR or BMR status. It includes all crew duty position tasks identified in the appropriate TEPS/METER.

3.3.2.1. If a trainee is not making satisfactory progress to qualify within the maximum training time, the Chief of Training notifies the individual's supervisor.

3.3.2.2. Training organizations will determine UQT training requirements for each CMR or BMR position by using a POI and the appropriate TEPS/METER instructions. It contains the knowledge, tasks, and total training time. The method, time spent, and types of training are optional. Schedule, conduct, and document UQT in accordance with the POI.

3.3.2.3. Ensure individuals enter (should not exceed 30 calendar days) and complete UQT as soon as practical after arriving at the unit from IQT (if available).

3.3.2.4. Individuals who can not be entered into UQT pending security or medical clearance or other long-term reasons, may be assigned additional duties. Once the individual begins UQT, the unit commander or operations officer will ensure the additional duty does not interfere with training.

3.3.2.5. For crew positions that have an IQT course, UQT focuses on providing further training in areas not trained to the desired proficiency level in IQT. It also focuses on local procedures and orientation to ensure a smooth transition from IQT to CMR or BMR status.

3.3.2.6. For CMR or BMR crew positions that are not supported with an IQT course, UQT provides full training on all TEPS/METER tasks.

3.3.2.7. Upgrade Training. Use UQT to train an individual in another duty position within the unit (e.g., Air Force Launch Crew Commander to Air Force Launch Director, Deputy Missile Combat Crew Commander to Missile Combat Crew Commander, Space Console Operator to Crew Chief). Tasks common to both positions do not need to be retrained if the knowledge and skills are duplicated. Individuals are not eligible to complete upgrade training unless they have completed UQT and are certified mission-ready in another crew position (squadron CC/DO can be initially trained directly into a senior crew position).

3.3.2.8. For personnel assigned to a unit with previous position experience, but did not attend IQT for the present assignment, unit training will assess the individual's knowledge and proficiency on the required CMR or BMR tasks. QT will be adjusted to reflect the necessary training.

3.3.2.9. IQT Graduate Training Verification Process. The purpose of this process is to verify AETC training and the graduate's knowledge and skill through a combination of interviews, knowledge tests, individual tasks/subtask checkout and/or training scenarios. The goal is to reduce and/or eliminate the duplication of training between IQT and UQT.

3.3.2.9.1. This process is intended to provide feedback to AETC, to determine if a graduate needs additional training on any IQT-taught task(s)/subtask(s), and to assist the unit in estimating the time required to bring the trainee to the CMR or BMR level. Individuals who did not attend IQT are exempt from IQT verification process.

3.3.2.9.2. Training will conduct the same process for each graduate. Standardization of the process will identify AETC trends and assist in unit training requirements. The only exception to this is if a graduate arrives with an AETC deficiency notification. The verification process is adjusted to account for the deficiency.

3.3.2.9.3. Operational units will provide verification process feedback as directed by their NAF, Wing, Group, and OSS upon UQT completion.

3.3.3. Requalification Training. RQT is given to qualify individuals who have been CMR or BMR decertified, who have previous experience in a similar weapon system, or following a major weapon system modification.

3.3.3.1. Tailor RQT to meet the training needs of the individual and adequately cover the reason the individual was decertified.

3.3.3.2. For individuals with experience in like weapon system(s), RQT is tailored to meet the training needs of the individual and the squadron.

3.3.3.3. Following a major weapon system modification, RQT is designed to qualify individuals on the new or modified system. Tasks unchanged from the previous system do not need to be trained.

**3.4. Proficiency Training.** Proficiency Training includes recurring training (RT), individual training (IT), and supplemental training (ST). Proficiency training applies to all CMR and BMR personnel.

3.4.1. Recurring Training. RT emphasizes knowledge and skills not used on a routine basis, knowledge and skill deficiencies identified through feedback, and provides the medium for knowledge enhancement training. RT goes beyond training required for qualification. It increases a person's knowledge of job related tasks, other duty positions, and the work environment. RT requirements are as follows:

3.4.1.1. Train all CMR or BMR proficiency and knowledge level tasks/subtasks at least annually, to include knowledge-only and train-only tasks/subtasks.

3.4.1.2. Conduct RT monthly. RT may include self-study guides, individual task presentation, classroom presentations, knowledge testing, and/or training scenarios. (BMR certified personnel must have RT at least quarterly).

3.4.1.2.1. Persons will begin receiving RT the first month following successful completion of their initial evaluation.

3.4.1.2.2. Persons receiving multiple-phase evaluations scheduled in separate months will begin receiving RT the first month following successful completion of the simulator portion(s) of their initial evaluations.

3.4.1.3. Present a training scenario at least once per quarter and do not exceed 120 days between scenarios.

3.4.1.3.1. At the discretion of the NAF, persons successfully completing an initial, upgrade or recurring evaluation (evaluation must meet POI RT scenario requirements) are exempt from the RT scenario requirement for the quarter in which the evaluation is performed. However, the next RT scenario must be accomplished within 120 days from the evaluation.

3.4.1.3.2. Certification briefing dates do not impact the dates for RT.

3.4.1.4. Use a POI to identify training task/subtask coverage for each training session.

3.4.1.5. Retrain and retest (significant) deficiencies noted by the instructor during training scenarios until corrected or the instructor terminates the session. If deficiencies remain at the end of the session, enter the trainee into IT and identify the RT as unsuccessfully completed.

3.4.1.6. Personnel who develop the RT knowledge test are exempt from taking the RT knowledge test for that month. Personnel will not develop successive RT knowledge tests. If tests are constructed via test generation software/tools which permit test construction without knowledge of the actual questions contained in the test, personnel who develop the test are not exempt from the test. Personnel are not exempt from taking a quarterly training scenario of which they authored. Knowledge test are not required monthly and will be given IAW a unit's POI.

3.4.2. Individual Training. Use IT when an individual is placed in restricted status as a result of evaluation deficiencies/recommendation or unsuccessful completion of RT. The unit commander or operations officer may direct IT for substandard mission performance or other situations (e.g., upon return from extended TDY or to correct deficiencies identified during a successful evaluation).

3.4.2.1. Give IT as soon as practical after the need for the training is identified.

3.4.2.2. When applicable, tailor IT to meet the needs of the individual. In addition to training the stimuli that the deficiency was assessed, ensure adequate coverage of the root cause of a deficiency.

3.4.3. Supplemental Training. ST trains new or changed procedures, hardware, or software when RQT is not warranted. The unit commander or operations officer may direct ST.

3.4.3.1. Tailor ST based on the operational impact(s) of the new or changed procedure(s), hardware, or software.

3.4.3.2. When developing or changing training materials, add the changes to QT and proficiency training programs.

3.4.3.3. For changes directly affecting mission accomplishment or safety, administer supplemental training to all personnel before they perform crew duty (e.g., new task, upgraded proficiency level).

3.4.4. (Mobile/Deployable Units) Requirements for training in the deployed environment will apply to crew members deployed from their home main operating base for periods in excess of thirty days. Crews will conduct on-going operations on a normalized crew schedule.

3.4.4.1. Pre-Deployment Requirements. Prior to deploying operators the squadron commander or operations officer will certify all crew members are current on training and evaluation requirements. Additionally, a deployment commander will be appointed. If possible, the deployment commander should be instructor qualified.

3.4.4.2. Deployment Requirements. While operating in the deployed environment the following training requirements will apply.

3.4.4.2.1. Recurring Training. Training requirements for deployed operators will be altered to meet the realities of the environment. Deployed operators should tailor quarterly recurring training through task coverage observations. The deployment commander or an instructor will document task coverage to ensure quarterly recurring training requirements are met, as practical. Tasks unable to be observed in the deployed environment will be documented and trained on return to the home unit.

3.4.4.2.2. Supplemental Training. For changes directly affecting mission accomplishment, deployed operators may receive the training while on crew. Training will be annotated in the crew log by the deployment commander as completed.

3.4.4.2.3. Individual Training. For deficiencies noted during deployed operations individual training will be required. The deployment commander will document the deficiency and the recommended corrective action. The deployment commander, or a deployed instructor, will then conduct the necessary training and document successful completion.

3.4.4.3. Post-Deployment Requirements. Following return from deployment, operators will be placed in restricted status until all missed training requirements are satisfied. Additionally, any training conducted while deployed will be annotated in the individual's IQF.

**3.5. Instructor Training and Certification Program.** OSS/OSOT develops and administers the training and certification program to ensure instructors can conduct standardized, objective training. CMR instructors will maintain currency in their weapon system. All instructors will complete the appropriate training program before certification. 614 SOPS performs this function for the SPACEAF AOC. Units may certify instructors in the environment they are to be used in (i.e. classroom, simulator, Missile Procedures Trainer, Classroom, etc.). If certification is for a particular environment, then only the applicable portions of para 3.5.1.5. are required (i.e. lesson plan construction/administration are not required for training scenario only instructors).

3.5.1. Instructor Training Requirements. Instructor trainees will be observed and supervised by a certified instructor. Trainees will:

3.5.1.1. Observe a certified instructor conduct a training session for each applicable method of instruction (e.g., classroom, knowledge test administration, training scenario, pre- and post-training scenario actions, simulator operations). Requirements are for both line and staff instructors.

3.5.1.2. Properly perform positional instruction.

3.5.1.3. Identify deficiencies.

3.5.1.4. Demonstrate training presentation techniques.

3.5.1.5. Receive instruction on the following items:

3.5.1.5.1. Applicable equipment configuration and scheduling procedures (e.g., simulator and on-line equipment configuration, test control procedures).

3.5.1.5.2. Pre- and post-training scenario activities.

3.5.1.5.3. Local requirements.

3.5.1.5.4. Documentation requirements.

3.5.1.5.5. ISD process and procedures.

3.5.1.5.6. Construction and administration of knowledge tests.

3.5.1.5.7. Construction and administration of training scenarios.

3.5.1.5.8. Construction and administration of lesson plans.

3.5.2. Instructor Recurring Training Requirements. Instructors receive recurring training to ensure standardization and to maintain instructor proficiency.

3.5.2.1. Conduct instructor recurring training at least quarterly and ensure all instructor training tasks are covered at least annually.

3.5.2.2. The OSS/OSOT Chief of Training will observe each certified instructor conduct a training scenario/session at least annually (once every 365 days).

3.5.2.2.1. The OSS/OSOT Chief of Training must conduct annual observations on all section chiefs/senior crew/GSU NCOICs and will remain responsible for the overall conduct of their group's annual observation requirement. (Unit Chief of Training performs this function for 614 SOPG's SPACEAF AOC, GSUs, 21 SW/DOC.)

3.5.2.2.2. The Chief of Training may delegate annual observation requirements to his/her section chiefs/senior crew/GSU NCOIC/SPACEAF AOC NCOICs.

3.5.2.2.2.1. Section chiefs/senior crew/GSU NCOICs/SPACEAF AOC NCOICs will observe only those instructors working within their area of expertise.

3.5.2.2.2.2. When section chiefs/senior crew/GSU NCOICs/SPACEAF AOC NCOICs conduct annual observations, they will brief the Chief of Training and document the annual observation on the AFSPC Form 91.

3.5.3. Instructor Certification Requirements. The Chief of Training or designated representative recommends instructor certification to the OSS commander. The OSS commander will certify instructors in writing. The Squadron Commander will certify instructor for GSUs.

3.5.4. Instructor Restricted Status Requirements. An individual may be prohibited from performing instructor duties without being decertified.

3.5.4.1. Place an individual in instructor restricted status for the following reasons:

3.5.4.1.1. The individual is placed in CMR restricted status in his/her crew duty position(s).

3.5.4.1.1.1. When placed in CMR restricted status for proficiency reasons, the instructor may not administer instruction.

3.5.4.1.1.2. When placed in CMR restricted status in his/her duty position for medical or Personnel Reliability Program reasons, the individual may conduct classroom or off-line training if he/she has maintained currency (received RT) in the weapon system.

3.5.4.1.1.3. When an individual is in CMR restricted status for non-performance of alert duties or shifts IAW AFSPCI10-1202, the individual may conduct classroom or simulator training if he/she has maintained currency (received RT) in the weapon system.

3.5.4.1.2. When an individual does not receive quarterly recurring instructor training (instructor restriction is required if an instructor fails to receive an annual observation. Do not restrict an instructor if delinquency occurs while deployed (restrict upon return to the home base until training is received).

3.5.4.1.3. At the direction of the Commander, Operations Officer, or OSS/OSOT Chief of Training.

3.5.4.2. Remove an individual from instructor restricted status when the reason for the restriction is resolved. Recertification is not required.

3.5.5. Instructor Decertification/Recertification Requirements.

3.5.5.1. Commanders will decertify instructors in writing when:

3.5.5.1.1. Individual is no longer needed as an instructor.

3.5.5.1.2. Individual no longer possesses the degree of proficiency or professionalism to be an effective instructor.

3.5.5.1.3. Individual departs unit due to a permanent change of station (PCS).

3.5.5.1.4. Individual is decertified from CMR crew duty position(s).

3.5.5.2. When decertified, the individual will not perform instructor duties.

3.5.5.3. Accomplish instructor recertification by completing tasks as directed by the certifying official.

3.5.6. Instructor Personnel Transfer. Once an individual has been certified as an instructor, it is not necessary to reaccomplish an entire training program at each new assignment. Training offices must assess the individual's previous instructor experience to ascertain whether an individual requires further training to meet the unit's needs. At a minimum, provide training on local procedures and equipment before certifying the individual.

**3.6. Knowledge Tests (KT).** Knowledge tests are used to ensure the effectiveness of the training conducted. KTs must comply with AFMAN 36-2236, *Guidebook for Air Force Instructors*.

3.6.1. Test train/knowledge only tasks identified in the TEPS instructions through KTs.

3.6.2. Individuals failing a KT will be re-tested on the same material using a different version of the test.

3.6.3. Questions asked during a training scenario to clarify a crew member's actions are not considered a knowledge test.

**3.7. Training Scenarios.** The primary purposes of a training scenario are to support classroom training and individual self-study, and to enhance an individual's or crew's proficiency. Crew members should be trained in a realistic crew environment to the maximum extent possible. Maximum emphasis should be placed on crew training.

3.7.1. Base training scenario results on successfully meeting each task/subtask performance standard.

3.7.2. A training scenario should be conducted in an off-line environment (off-line training system, part task trainer). Training will only be conducted on real world operational equipment as a last resort when no other training capability exists.

3.7.3. Individual tasks may be trained provided the instructor is proficient in the task, and the knowledge and skill level of the task is common to both the instructor's and trainee's duty position.

**3.8. Training Scripts.** Design and use scripts to conduct training scenarios. Include instructions for instructors, scenario support personnel, simulated inputs, and problem card inputs. All simulation materials will be marked as such.

3.8.1. Scripts will contain valid peacetime and wartime stimuli. Stimuli will be identified by area/task/subtask, estimated scenario run times, task description, scenario support personnel initiation/response agency, and notes/expected responses (e.g., TEPS notes, trainer notes, and expected trainee

response). Estimated scenario run times are for script presentation only and do not establish a time standard for completing actions. Level A time standards must be annotated within the script. Scenarios shall have a minimum of three Level A performance events.

3.8.2. Use problem cards to introduce stimuli that cannot be presented in a more realistic manner. They must have enough information for the trainee to clearly understand the input, without prompting. Make cards as realistic as possible, especially if used to present message traffic or changes in console displays.

3.8.3. Do not create actual conditions that could jeopardize personnel safety or cause damage to equipment. Coordinate any planned actions that could result in mission degradation, loss of mission data, the release of simulation information, or conflict with on-going operations.

3.8.4. Script design may temporarily remove a crew member to allow for the training of another crew member. Do this only when the trainee is required to be proficient in a task associated with the vacated position. Make this presentation technique as realistic as possible. Instructors must ensure adequate task coverage for the trainee.

3.8.5. Scripts may also identify observation of real world tasks.

3.8.6. Create realistic scenarios requiring the trainee to prioritize actions.

3.8.7. Do not use the current duress words (primary or alternate) or exercise duress word in the training script.

### **3.9. Training Scenario Conduct:**

3.9.1. Safety and real world operational requirements take priority over simulated activities.

3.9.2. Pre-brief for Trainee. Instructors will conduct a pre-brief to ensure the trainee clearly understands the rules of engagement. The pre-brief sets the environment of the scenario. This briefing is given before the scenario and includes the following:

3.9.2.1. Instructor-trainee relationship.

3.9.2.2. Methods used to initiate events (e.g., problem cards, telephone calls, simulation, real world activity, equipment indications). All script inputs must be clearly identified as simulated inputs.

3.9.2.3. Responsibilities during equipment operations.

3.9.2.4. Responsibilities during actual emergencies, malfunctions, or real world events.

3.9.2.5. External agencies, internal agencies, and crew support agencies; to include whether their role is actual or simulated.

3.9.2.6. Procedures and equipment peculiar to the scenario.

3.9.2.7. Operations security (OPSEC), communications security (COMSEC) and computer security (COMPUSEC).

3.9.2.8. Comply with local safety policy.

3.9.2.9. Starting status, if not included in the script.

3.9.3. Give the trainee the opportunity to correctly perform the action or to take an incorrect action.

3.9.3.1. Instructors will intervene to prevent a safety hazard, damage to equipment, mission failure or degradation, or to prevent the introduction of uncoordinated simulation media into the real world operational environment.

3.9.3.2. Provide training to correct deficiencies and reinforce the proper actions for task accomplishment as soon as practical after a trainee takes an incorrect action.

3.9.4. Ensure script presentation is properly coordinated with the scenario support personnel and all other participating and approval agencies. All simulator activities, including EWO scenarios, should approximate the actual weapon system environment as closely as possible.

3.9.5. Instructor and scenario support personnel will ensure all stimuli are presented as written in the script.

3.9.6. Scripts may require clock advancement. Advance the clock only after the trainee is ready for the clock advancement. Before clock advancement, crews must have an opportunity to complete required actions.

3.9.7. Timing Constraints. TEPS/METER provides a detailed listing of each Job Performance Requirement (JPR). Where applicable, TEPS/METER provides the timing constraints necessary for task accomplishment. (TEPS/METER does not describe the only correct response. They are intended for a controlled scenario environment and are used to improve proficiency.) TEPS/METER does not replace operational technical data or instructions.

**3.10. Training Scenario Termination.** Normally, once a training scenario is started, all efforts will be made to complete the training scenario.

3.10.1. Early Scenario Termination. Scenarios terminated before the scripted end may be completed from the point activity was stopped or completely re-accomplished. Terminate a training scenario when:

3.10.1.1. A trainee or instructor becomes injured or ill.

3.10.1.2. Operational or maintenance activity unduly interferes with the scenario.

3.10.1.3. Higher headquarters actions prevent completion of the scenario.

3.10.1.4. Trainee actions prevent completion of scripted events.

3.10.2. Normal Scenario Termination. Reconfigure equipment used in support of the scenario and notify participating agencies.

**3.11. Post-Training Scenario Actions:**

3.11.1. Instructors will identify, correct, and document incorrect actions and responses as deficiencies. Base deficiency identification on task/subtask performance.

3.11.1.1. When the trainee causes a script deviation and an incorrect action results, assess the deficiency.

3.11.1.2. Do not assess a deficiency when the trainee incorrectly responds to erroneous status due to equipment failure or instructor error. However, instructors may recommend or provide training to remedy identified deficiencies.

3.11.2. Debrief the trainee. Include discussion of positive performance, strengths, any noted deficiencies, probable causes and direct/indirect impacts to the mission, personnel, and other organizations.

### **3.12. Training Documentation:**

3.12.1. Training documentation provides a means to track individual performance or progression, and contributes to internal and external feedback on training program effectiveness.

3.12.2. Document all deficiencies IAW **paragraph 2.2.** on NAF developed/approved forms. Document the deficiency against the JPR to which the deficiency is attributed. Use the following guidance:

3.12.2.1. If a crew member recognizes the status change but fails to perform a required task/subtask, document the deviation against the task/subtask that should have been performed.

3.12.2.2. If a crew member recognizes the status change but performs the wrong task/subtask, document the deviation against the task/subtask that should have been performed. However, give task/subtask credit for the task/subtask that was performed.

3.12.2.3. If a crew member does not recognize a status change and a resulting task/subtask requirement, document the deviation against the required task/subtask.

3.12.2.4. When the task/subtask being performed directs transition to another task/subtask, and the trainee fails to perform the subsequent task/subtask (or fails to identify the requirement to transition), document the deviation against the task/subtask that directed the transition.

3.12.2.5. If a crew member performs an unnecessary action which causes or results in a deviation, document the deviation against the task/subtask being performed when the unnecessary action was taken.

## CHAPTER 4

### EVALUATION

**4.1. Evaluation Program Requirements.** Evaluation programs, practices and operations procedures (for example: checklists, operating instructions, etc., this list is not all-inclusive) should be standardized with training programs.

#### 4.1.1. General:

4.1.1.1. Evaluation programs must be designed and implemented using performance standards to:

4.1.1.1.1. Measure crew member proficiency on existing, new, or revised procedures and equipment.

4.1.1.1.2. Ensure operational procedures are being trained properly to support mission accomplishment.

4.1.1.1.3. Provide feedback on training programs.

4.1.1.2. Only certified evaluators or evaluator trainees under direct supervision of a certified evaluator may conduct operations evaluations. Certified evaluators will document operations evaluations. (Except 381 TRG Instructors and HHQ/NAF Evaluators.)

4.1.1.3. Evaluators must be trained, evaluated, and maintain currency in the task(s) they evaluate.

4.1.2. Types of Evaluations. There are five types of evaluations: Initial, Upgrade, Recurring, Special, and Observation. Each type will consist of an evaluation scenario. **Table 4.1.** identifies minimum requirements and frequency of occurrence for each type of evaluation.

4.1.2.1. Initial Evaluation. Given upon completion of UQT for 14 AF and IQT for 20 AF.

4.1.2.2. Upgrade Evaluation. Given to an individual who has successfully completed RQT or successfully completed UQT for another duty position. For second (third, fourth, etc.) duty position evaluations, evaluation must include any position unique tasks.

4.1.2.3. Recurring Evaluation. Given to individuals who are CMR in an assigned crew duty position as a check on proficiency and to provide feedback to the training program.

4.1.2.3.1. They are scheduled or no-notice.

4.1.2.3.1.1. Units will maintain a no-notice evaluation program. At least ten percent of recurring evaluations will be conducted as no-notice annually. (20 AF Only) The first evaluation at a unit will not be no-notice.

4.1.2.3.2. (20 AF Only) First recurring evaluations must be two-phase except when the individual's upgrade evaluation was two-phase.

4.1.2.3.3. The Commander or Operations Officer may direct/request a recurring evaluation as a check in proficiency.

4.1.2.3.4. Evaluate all tasks and subtasks each calendar year.

4.1.2.4. Special Evaluations:

4.1.2.4.1. Special evaluations do not meet the requirements for upgrade or recurring evaluations. The only ratings possible for a special evaluation are qualified or unqualified.

4.1.2.4.2. The Commander or Operations Officer may direct/request special evaluations on an as needed basis for other circumstances. A special evaluation may be directed/requested when a check in proficiency is deemed appropriate but a full recurring evaluation is inappropriate.

4.1.2.4.3. A special evaluation is required upon completion of individual training resulting from a unqualified (UQ) rating on an initial, upgrade, recurring, or special evaluation. As a minimum, the evaluation contains those tasks and subtasks in which all major and critical errors were committed.

4.1.2.4.4. A special evaluation may be directed/requested to verify training and proficiency following supplemental training. A special evaluation conducted for this reason does not establish a new delinquency date.

4.1.2.5. Deployed Evaluations. Prior to deployment operators who will become delinquent over the next 90 days will receive a recurring or upgrade evaluation, as required. If an operator goes delinquent while on deployment after 90 days, the recurring evaluation requirement will be waived. Upon return to the home base the operator will be placed in restricted status until an evaluation is completed.

4.1.2.6. BMR Observations:

4.1.2.6.1. BMR qualification requires a one-time observation at the completion of qualification training. Conduct these observations like a CMR evaluation using the applicable NAF upgrade evaluation requirements.

4.1.2.6.2. Observation development and presentation will be the same as that used for an upgrade evaluation. BMR observations are rated qualified or unqualified.

4.1.2.6.3. Any tasks/subtasks in which a critical error or enough major errors were assessed to result in a UQ rating must be retrained and observed a second time.

4.1.2.7. (20 AF/392 TRS) Upon completion of IQT, if a student must take two evaluations due to an odd number of students, the first evaluation for the student will be classified as a special evaluation, while the second evaluation will be the initial evaluation for the student.

**Table 4.1. Evaluation Requirements Matrix.**

RULE	A(n) _____ evaluation is required	Upon completion of	Or	and, as a minimum the evaluation must cover these tasks/subtasks
A	Initial	Qualification Training (14 AF) or IQT (20 AF)		Identified in the JPRL and appropriate NAF supplement
B	Upgrade	UQT for additional duty position(s)		
C		RQT		

D	Recurring		Commander or Operations Officer direction/request	
E			By the delinquency date established by an initial, recurring or upgrade evaluation (See paragraphs 4.1.6.1. and 4.1.6.2.)	
F	Special	IT which resulted from a UQ rating		Tasks or subtasks which had errors which resulted in the UQ rating
G			Commander or Operations Officer direction/request	Tasks or subtasks identified by Commander or Operations Officer
H	Observation	Qualification Training		Identified in the JPRL and appropriate NAF supplement
I*	Recurring	Within 60 calendar days of removal from SME status or within 90 calendar days from system IOC (whichever is sooner)		Identified in the JPRL and appropriate NAF supplement

\*Rule applies to SMEs appointed for new or upgrade system requirements only.

4.1.3. Evaluator Training and Certification Program. The evaluator training and certification program is designed to instruct and evaluate wing evaluators on the proper manner by which to correctly assess crew proficiency as part of their role in the ISD process. Certified evaluators will maintain currency in their respective weapon system. All evaluators will complete the appropriate training program before certification. Although BMR personnel cannot be certified evaluators, they should be familiar with the evaluation process.

4.1.3.1. Evaluator Training Requirements. Evaluator trainees will be observed and supervised by a certified evaluator. Evaluator trainees will:

- 4.1.3.1.1. Observe a certified evaluator conducting an evaluation.
- 4.1.3.1.2. Demonstrate evaluation presentation techniques.
- 4.1.3.1.3. Identify errors, and determine error assessment and evaluation ratings.
- 4.1.3.1.4. Administer an evaluation scenario.
- 4.1.3.1.5. Receive instruction on the following items:

- 4.1.3.1.5.1. Applicable equipment configuration and scheduling procedures (e.g., simulator and on-line equipment configuration, evaluation material control procedures).
  - 4.1.3.1.5.2. Pre- and post-evaluation activities.
  - 4.1.3.1.5.3. Local requirements.
  - 4.1.3.1.5.4. Documentation requirements.
  - 4.1.3.1.5.5. ISD process and procedures.
  - 4.1.3.1.5.6. Evaluation scenario construction.
- 4.1.3.2. Evaluator Recurring Training Requirements. Evaluators receive recurring training to ensure standardization and to maintain evaluator proficiency.
- 4.1.3.2.1. Conduct evaluator recurring training at least quarterly and ensure all evaluator training tasks are covered at least annually.
  - 4.1.3.2.2. The Chief of Stan/Eval will observe each certified evaluator conduct an evaluation at least annually (once every 365 days).
    - 4.1.3.2.2.1. The Chief of Stan/Eval must conduct annual observations on all section chiefs/senior crew/GSU NCOICs and will remain responsible for the overall conduct of their group's annual observation requirement. Unit Chief of Stan/Eval performs this function for 614 SOPG's SPACEAF AOC, GSUs, 21 SW/DOC.
    - 4.1.3.2.2.2. The Chief of Stan/Eval may delegate annual observation requirements to his/her section chiefs/senior crew/GSU NCOICs/SPACEAF AOC NCOICs.
      - 4.1.3.2.2.2.1. Section chiefs/senior crew/GSU NCOICs/SPACEAF AOC NCOIC will observe only those evaluators working within their area of expertise.
      - 4.1.3.2.2.2.2. When section chiefs/senior crew/GSU NCOICs/SPACEAF AOC NCOIC conduct annual observations, they will brief the Chief of Stan/Eval and document the annual observation on the AFSPC Form 91.
- 4.1.3.3. Evaluator Certification Requirements. The Chief of Stan/Eval or designated representative recommends evaluator certification to the OG Commander. The OG Commander certifies evaluators in writing. The Squadron Commander will certify evaluators for GSUs.
- 4.1.3.4. Evaluator Restricted Status Requirements. An individual may be prohibited from performing evaluator duties without being decertified.
- 4.1.3.4.1. Place an individual in evaluator restricted status for the following reasons:
    - 4.1.3.4.1.1. The individual is placed in restricted CMR status.
      - 4.1.3.4.1.1.1. When an individual is placed in CMR restricted status for proficiency reasons, the evaluator may not administer evaluations.
      - 4.1.3.4.1.1.2. When placed in restricted status for medical or Personnel Reliability Program reasons, the individual may conduct simulator evaluations if he/she has maintained currency (received RT).

4.1.3.4.1.1.3. When an individual is in CMR restricted status for non-performance of alert duties or shifts IAW AFSPCI10-1202, the individual may conduct simulator evaluations if he/she has maintained currency in the (received RT).

4.1.3.4.1.2. When an individual does not receive quarterly recurring evaluator training (evaluator restriction is required if an evaluator fails to receive an annual observation). Do not restrict an evaluator if delinquency occurs while deployed (restrict upon return to the home base until training is received).

4.1.3.4.1.3. At the direction of the Commander, Operations Officer, or Chief of Stan/Eval.

4.1.3.4.2. Remove an individual from evaluator restricted status when the reason for the restriction is resolved. Recertification is not required.

4.1.3.5. Evaluator Decertification/Recertification Requirements:

4.1.3.5.1. Commanders will decertify evaluators in writing when:

4.1.3.5.1.1. Individual is no longer needed as an evaluator.

4.1.3.5.1.2. Individual no longer possesses the degree of proficiency or professionalism to be an effective evaluator.

4.1.3.5.1.3. Individual departs unit due to a permanent change of station (PCS).

4.1.3.5.1.4. Individual is decertified from CMR crew duty position(s).

4.1.3.5.2. When decertified, the individual will not perform evaluator duties.

4.1.3.5.3. Accomplish evaluator recertification by completing tasks as directed by the certifying official.

4.1.3.6. Evaluator Personnel Transfer. Once an individual has been certified as an evaluator, it is not necessary to reaccomplish an entire training program at each new assignment. Stan/Eval offices must assess the individual's previous evaluator experience to ascertain whether an individual requires further training to meet the unit's needs. At a minimum, provide training on local procedures and equipment before certifying the individual.

4.1.4. Evaluation Requirements. All evaluations will be proficiency based (no train-only or knowledge level tasks/subtasks will be evaluated). Conduct evaluations in a crew environment when practical. Schedule and conduct initial and upgrade evaluations as soon as possible after training completion.

4.1.5. Evaluation Ratings. There are three possible evaluation ratings, highly qualified (HQ), qualified (Q) and unqualified (UQ). Evaluations are not given a numerical score.

4.1.5.1. Highly Qualified. The evaluatee committed no critical/major errors and four or fewer minor errors.

4.1.5.2. Qualified. The evaluatee committed errors but does not meet the criteria for HQ or UQ.

4.1.5.3. Unqualified. The evaluatee committed at least one critical error or three major errors. Crew member may not perform unsupervised operations duty until successful completion of an evaluation.

4.1.6. Delinquency Dates. All CMR crew members must receive recurring evaluations as a periodic check on proficiency. The delinquency date establishes the maximum time until the individual must receive a recurring evaluation. Failure to receive a recurring evaluation before this date causes the individual to be placed in restricted status. For a two phase evaluation, calculate the delinquency date from completion of the second phase. BMR individuals do not receive a delinquency date.

4.1.6.1. Initial Evaluation. Establish the delinquency date by calculating the first day of the 7<sup>th</sup> month following successful completion of an initial evaluation. If the initial evaluation is rated UQ, establish the delinquency date by calculating the 1<sup>st</sup> day of the 7<sup>th</sup> month following successful completion of the resulting special evaluation.

4.1.6.2. Upgrade or Recurring Evaluation. Establish the delinquency date by calculating the first day of the 13<sup>th</sup> month following successful completion of an upgrade or recurring evaluation. If the upgrade or recurring evaluation is rated UQ, establish the delinquency date by calculating the 1<sup>st</sup> day of the 13<sup>th</sup> month following successful completion of the resulting special evaluation.

4.1.6.3. (20 AF) 20 AF/DOMV will evaluate senior instructor/evaluator crew members in conjunction with the unit's Combat Capability Assessment. The incumbent senior crew will be required to evaluate crew members prior (up to 90 days) to senior crew appointment. If the incumbent senior crew's delinquency date occurs prior to the 20 AF visit, the delinquency date is automatically waived up to 18 months. Delinquencies beyond 18 months require HQ AFSPC/DOTT approval. Submit waiver request to 20 AF/DOMV. In the event the senior crew is removed from senior crew duties, and the delinquency has expired, an evaluation must be performed before performing unsupervised alert duties.

4.1.7. Evaluation Scenarios. The primary purpose of the evaluation is to provide the ISD feedback loop to training. It also provides feedback to the individual and squadron on a crew member's demonstrated performance during a specific scenario on a specific set of tasks. Crew members should be evaluated in a realistic crew environment to the maximum extent possible. Maximum emphasis should be placed on crew evaluations.

4.1.7.1. Test performance tasks identified in the TEPS instructions using evaluation scenarios.

4.1.7.2. Base evaluation scenario results on successfully meeting each task/subtask performance standard.

4.1.7.3. An evaluation scenario should be conducted in an off-line environment (off-line simulator, part task trainer). Evaluations will only be conducted on real world operational equipment as a last resort when no other evaluation capability exists unless accomplished as part of a two-phase evaluation.

4.1.8. Evaluation Scripts. Design and use scripts to conduct evaluation scenarios. Include instructions for evaluators, scenario support personnel, simulated inputs, and problem card inputs. All simulation materials will be marked as such.

4.1.8.1. Scripts will contain valid peacetime and wartime stimuli. Stimuli will be identified by area/task/subtask, estimated scenario run times, task description, scenario support personnel initiation/response agency, and notes/expected responses (e.g., TEPS/METER notes, evaluator notes, and expected evaluatee response). Estimated scenario run times are for script presentation only, and do not establish a time standard for completing actions. Level A time standards must be annotated within the script.

- 4.1.8.2. Problem presentation and equipment response must comply with TEPS/METER constraints.
- 4.1.8.3. Use problem cards to introduce stimuli that cannot be presented in a more realistic manner. They must have enough information for the evaluatee to clearly understand the input, without prompting. Make cards as realistic as possible, especially if used to present message traffic or changes in console displays.
- 4.1.8.4. Do not create actual conditions that could jeopardize personnel safety or cause damage to equipment. Coordinate any planned actions that could have a remote possibility of resulting in mission degradation, loss of mission data, the release of simulation information, or conflict with on going operations.
- 4.1.8.5. Script design may temporarily remove a crew member to allow for the evaluation of another crew member. Do this only when the evaluatee is required to be proficient in a task associated with the vacated position. Make this presentation technique as realistic as possible. Evaluators must ensure adequate task coverage for the evaluatee.
- 4.1.8.6. Scripts will not be written to drive a crew to perform train-only tasks.
- 4.1.8.7. Scripts may also identify observation of real world tasks.
- 4.1.8.8. Create realistic operational environments requiring the evaluatee to prioritize actions.
- 4.1.8.9. Multiple inputs will be introduced to determine a crew's capability to establish priorities. Do not inject unrelated tasks/status (i.e., two events occurring simultaneously where one task does not logically lead to another) while the crew is accomplishing critical (or "timed") phases of Level A TEPS/METER performances. This does not preclude the presentation of expected follow-on weapon system indications related to previous inputs, provided those indications do not directly interfere with the crew's ability to execute its critical actions. In short, the scenario must be scripted so that crews can prioritize these follow-on indications below the immediate Level A actions.
- 4.1.8.9.1. If unrelated status is presented during a Level A TEPS/METER as the result of equipment malfunction or evaluator/sim-switch action or inaction, but the status does not have an impact on the crew's ability to effectively execute its critical actions, the scenario event is considered valid. However, the evaluator should adjust the Level A TEPS/METER to give the crew credit for time spent reacting to the unrelated task.
- 4.1.8.9.2. If unrelated status is presented during a Level A TEPS/METER as the result of equipment malfunction or evaluator/sim-switch action or inaction, and the status has an impact upon the crew's ability to effectively execute its critical actions, the scenario event is invalid.
- 4.1.8.9.3. Scenarios should be designed to evaluate concepts and avoid presentation of excessive weapon system status. As a result, no more than three simultaneous problems may be included in any evaluation script.
- 4.1.8.10. Do not use the current real-world/exercise duress words (primary or alternate) in the evaluation scenarios.
- 4.1.8.11. All initial/upgrade/recurring evaluation scripts shall contain a minimum of three Level A performance events. All Level A performance standards that were scripted must be accom-

plished. For non Level A events, it is left up to the sound judgment of the evaluator on how much of a task must be performed for task credit.

#### 4.1.9. Evaluation Scenario Conduct.

4.1.9.1. Safety and real world operational requirements take priority over simulated activities.

4.1.9.2. If during the course of an evaluation, an individual's incorrect actions lead into Train/Knowledge Only tasks, then evaluate those tasks accordingly.

#### 4.1.9.3. Phase Evaluations:

4.1.9.3.1. An evaluation conducted in only one environment (off-line or real world) is a one-phase evaluation. A two-phase evaluation is conducted in both an off-line and real world environment, but not simultaneously. The order of administration of a two-phase evaluation is optional; however, complete the second phase no later than 30 calendar days following completion of the first phase. Normally, the same evaluator will administer both phases of an evaluation. If not accomplished within 30 days, reaccomplish the first phase evaluation.

4.1.9.3.2. The only reasons for training between phases are to remove a crew member from restricted status, provide required supplemental training, or attend normally scheduled classroom recurring training. When conducting individual training between phases, limit the training to the tasks in which errors were committed.

4.1.9.4. Pre-brief for Evaluatee. Evaluators will conduct a pre-brief to ensure the evaluatee clearly understands the rules of engagement. The pre-brief sets the environment of the evaluation. This briefing is given before the scenario and includes the following:

4.1.9.4.1. Evaluator-evaluatee relationship.

4.1.9.4.2. Methods used to initiate events (e.g., problem cards, telephone calls, simulation, real world activity, equipment indications). All script inputs must be clearly identified as simulated inputs.

4.1.9.4.3. Responsibilities during equipment operations.

4.1.9.4.4. Responsibilities during actual emergencies, malfunctions, or real world events.

4.1.9.4.5. External agencies, internal agencies, and crew support agencies to include whether their role is actual or simulated.

4.1.9.4.6. Procedures and equipment peculiar to the scenario.

4.1.9.4.7. OPSEC, COMSEC, COMPUSEC.

4.1.9.4.8. Local safety policy.

4.1.9.4.9. Starting status, if not included in the script.

#### 4.1.9.5. Evaluator Responsibilities.

4.1.9.5.1. Do not allow evaluatees to use training materials, such as study guides, during evaluations.

4.1.9.5.2. Allow the evaluatee to only ask questions to clarify a stimulus. Do not give the evaluatee more information than would normally be available, or prompt a response.

4.1.9.5.3. Give the evaluatee the opportunity to correctly perform the action or to take an incorrect action.

4.1.9.5.4. Evaluators will intervene to prevent a safety hazard, damage to equipment, mission failure or degradation, or to prevent the introduction of uncoordinated simulation media into the real world operational environment.

4.1.9.5.5. Evaluator and scenario support personnel will ensure all scenario stimuli are presented as written in the script.

4.1.9.5.6. During evaluations, evaluators and scenario support personnel will not challenge, correct, or prompt the evaluatee as to the validity of the evaluatee's actions unless required to provide proper weapon system status.

4.1.9.5.7. During evaluations, the evaluator can only ask questions to clarify the evaluatee's response to a performance task. Ensure questions do not interfere with or interrupt crew actions or prompt the evaluatee.

4.1.9.6. Scripts may require clock advancement. Advance the clock only after the evaluatee is ready for the clock advancement. Before clock advancement, crews must have an opportunity to complete required actions.

4.1.9.7. Timing Constraints. TEPS/METER provides a detailed listing of each JPR. Where applicable, TEPS/METER provides the timing constraints necessary for task accomplishment. (TEPS/METER does not describe the only correct response. They are intended for a controlled scenario environment and are used to improve proficiency.) TEPS/METER does not replace operational technical data or instructions. Additional Level A guidance:

4.1.9.7.1. When an event has an associated Level A time standard, do not present new unrelated status until the Level A time standard has expired or has been fulfilled. Before the expiration of a time standard, if the crew takes an incorrect action or positively indicates they intend to take no action, a subsequent script event may be presented. The crew will still have the balance of the original time standard to recover. If the subsequent event has a Level A time standard, time it normally, without adjustment for the "pending" original time standard.

4.1.9.7.2. When more than one Level A time standard is running at the same time, time concurrently only if specifically written for concurrent timing, otherwise, time separately and sequentially. The only time this should occur is when there are multiple Level A time standards associated with a task (e.g., anomalous site reporting and data line grounding or launch facility status out and sortie safing requirements).

4.1.9.7.3. During a Level A TEPS timing standard event, as long as an evaluatee completes the task within the allotted TEPS time period, the only deficiencies awarded during this period should be attributed to incorrect actions or a lack of proficiency.

4.1.9.8. During the evaluation, if a crew transitions to a task/sub-task identified as "TRAINING" in the JPRL and is not intended for evaluation, the evaluator may brief the task/subtask accomplished when the crew member identifies the requirement to transition.

4.1.9.9. An evaluator only observes one evaluatee when administering an initial or upgrade evaluation.

4.1.10. Real World Evaluations:

4.1.10.1. If the evaluatee does not react to situations requiring immediate crew response to prevent personnel injury, damage to equipment, or continue the mission without degradation, the following will apply:

4.1.10.1.1. If the evaluatee is not in position to note a real world status change, the evaluator will immediately bring it to their attention. Do not assess a deficiency for bringing the status change to the evaluatee's attention.

4.1.10.1.2. If the evaluatee is in position to note a real world status change, but does not act, the evaluator will immediately bring it to his/her attention. If in the opinion of the evaluator, the individual had sufficient time to observe the status change and failed to recognize or take appropriate action, assess the appropriate deficiency.

4.1.10.2. For real world evaluation situations not covered by paragraph 4.1.10.1 and the evaluatee doesn't react, apply the following:

4.1.10.2.1. If the evaluatee is in position to note a real world status change, and if the response has an associated time standard, bring the status change to their attention after the time standard has elapsed and assess the appropriate deficiency.

4.1.10.2.2. If the evaluatee is in position to note a real world status change, and if the response has no associated time standard, bring the status change to their attention after evaluation phase termination and assess the appropriate deficiency.

4.1.11. Evaluation Scenario Termination. Normally, once an evaluation is started, all efforts will be made to complete the evaluation.

4.1.11.1. Early Evaluation Termination. Evaluations terminated before the scripted end may be completed from the point activity was stopped or completely reaccomplished. Terminate an evaluation when:

4.1.11.1.1. An evaluatee or evaluator becomes injured or ill.

4.1.11.1.2. Operational or maintenance activity unduly interferes with the evaluation.

4.1.11.1.3. Higher headquarters actions prevent completion of the evaluation.

4.1.11.1.4. Evaluatee actions prevent completion of scripted events.

4.1.11.2. Normal Evaluation Termination:

4.1.11.2.1. Do not terminate the evaluation of a crew member receiving a qualified rating, but placed on restricted status after completion of the first phase of a two-phase evaluation (by Squadron CC or Operations Officer).

4.1.11.2.2. Evaluators may terminate two-phase evaluations after completing the first phase and the evaluatee committed enough errors to be rated unqualified.

4.1.11.2.3. Reconfigure equipment used in support of the scenario and notify participating agencies.

4.1.11.2.4. If potential exists for the crew member in an operational environment to be rated UQ or placed in restricted status, the evaluator must ensure the evaluatee is supervised by an instructor or evaluator certified in the same task(s) until the evaluatee's qualification status is

determined or a CMR crew member relieves the evaluatee. The instructor/evaluator providing supervision may not be a member of the on-duty crew.

#### 4.1.12. Post-Evaluation Actions:

4.1.12.1. Upon completion of an evaluation, evaluators will determine what, if any, errors were committed, resolve any evaluation issues, document evaluation results, debrief the evaluation, then recommend training and/or certification for the evaluatee, as required.

4.1.12.2. Deviations from proper procedures fall into one of three error categories: critical, major or minor. Assess errors (regardless of impact) IAW the following definitions/examples, the METER and NAF supplements. Momentary mistakes due to status monitoring, inadvertent actions, or miscalculations that are immediately corrected, and do not result in system degradation, may be recoverable to a lesser severity of error. If an error is not listed, or a situation exists that may require an exception to the error, contact the appropriate NAF for guidance.

4.1.12.2.1. Critical Error. A mission-critical error determines the crew member is rated UQ and may not perform unsupervised operations duty until successful completion of a subsequent evaluation. Assess a critical error when evaluatee actions result or would reasonably be expected to result, in operational mission failure, endangerment of human life, serious injury or death. Critical error examples for all missions are as follows:

4.1.12.2.1.1. Failure to comply with warnings, or T.O. safety precautions that could reasonably be expected to result in endangerment of human life, serious injury or death. (EXCEPTION: 20 AF Only. When accomplishing assigned operational wartime mission or after receipt of an execution message, assess a major error for deviations that would endanger human life or result in death).

4.1.12.2.1.2. Allowing or requesting the weapon system to be taken off-line, when not required.

4.1.12.2.1.3. Failure to initiate, direct or coordinate corrective actions to restore a system outage to perform the assigned mission. This includes failure to note or report indications of a system becoming non-operational. A system is defined as a launch control center, satellite operations center, ground station, launch vehicle, ICBM sortie, satellite, etc. (EXCEPTION: 20 AF only. For ICBM sortie, after receipt of an execution message, assess a major error).

4.1.12.2.1.4. Unnecessary shutdown of an operations/launch control center (20 AF only: with or without launch capability). (EXCEPTIONS: Spacelift only. Following launch scrub, assess a major error. 20 AF only. Following execution of all squadron ICBMs assess a major error.)

4.1.12.2.1.5. Violation of two person concept or no-lone zone requirements. This includes failure to report violations of two person concept or no-lone zone requirements.

4.1.12.2.2. Major Error. Assess a major error when evaluatee actions result, or would reasonably be expected to result, in degradation to the operational mission or personnel injury. Major error examples for all missions are as follows:

4.1.12.2.2.1. Exceeding an asterisked level A time standard, unless listed under para 4.1.12.2.1.

- 4.1.12.2.2.2. Failure to comply with cautions or T.O. safety precautions not covered by para 4.1.12.2.1.1.
  - 4.1.12.2.2.3. Failure to maintain optimum or established system configuration resulting in a mission degradation or degradation to a redundant system.
  - 4.1.12.2.2.4. Failure to verify equipment configuration and/or operability upon return from maintenance or testing.
  - 4.1.12.2.2.5. Failure to report a change in system status or correct change in system status, systems capability, or operations capability.
  - 4.1.12.2.2.6. Failure to ensure adequate security measures:
    - 4.1.12.2.2.6.1. Physical Security. Example includes improper handling of a duress situation.
    - 4.1.12.2.2.6.2. Communications Security. Examples include: Losing control of COMSEC materials, compromise or possible compromise of COMSEC materials, and failure to report compromise to a responsible agency.
    - 4.1.12.2.2.6.3. Information and Operations Security. Examples include: loss of control of classified and passing classified information over an unsecure line. (EXCEPTION: 20 AF only. After SIOP execution, passing classified over an unsecure line will be assessed a minor error.)
  - 4.1.12.2.2.7. Failure to process emergency action messages as follows:
    - 4.1.12.2.2.7.1. Failure to react, properly copy, decode, validate, or authenticate an emergency action message.
    - 4.1.12.2.2.7.2. Relaying an incorrect item from an emergency action message.
  - 4.1.12.2.2.8. Failure to accomplish an operational report within established time limits, submitting an incorrect operations report (minor typographical errors do not warrant a major error), or incorrect sortie status in a launch report. Only reports related to mission accomplishment are included (for example, Special Track Report, Early Orbit Determination).
  - 4.1.12.2.2.9. Failure to pass an attainment report or exception report, when required.
  - 4.1.12.2.2.10. Failure to note indications of mission degradation. This includes taking necessary corrective actions to restore system capabilities to perform assigned mission. A system is defined as a launch control center, satellite operations center, ground station, launch vehicle, ICBM sortie, satellite, etc.
  - 4.1.12.2.2.11. Significant lack of proficiency in a task
  - 4.1.12.2.2.12. Any action that results in damage to equipment which does not meet the criteria of a critical error.
- 4.1.12.2.3. Minor Error. All other incorrect actions fall into this category. Minor error examples for all missions are as follows:
- 4.1.12.2.3.1. Any procedural error, omission, or deficiency which is not significant enough to meet critical or major error criteria.

4.1.12.2.3.2. Lack of proficiency which is not significant enough to meet critical or major error criteria.

4.1.12.2.3.3. Lack of knowledge. Use this when evaluatees display a lack of knowledge on a procedural task that is not significant enough to meet critical or major error criteria.

4.1.12.3. Identify, assess, and document errors upon completion of each phase of an evaluation.

4.1.12.3.1. Error determination must be based upon the actions/inactions of the evaluatee. Script scenario and sequence will not affect the correctness of an evaluatee's performance.

4.1.12.3.2. When the evaluatee causes a script deviation and an error results, assess the error.

4.1.12.3.3. Do not assess an error when the evaluatee incorrectly responds to erroneous status due to equipment failure or evaluator error. However, there may be reasons for recommending training and/or restricted status to ensure identified deficiencies are remedied.

4.1.12.4. Use the Deficiency Codes in paragraph 2.2. to describe why an evaluatee committed an error.

4.1.12.5. Determine and document the overall evaluation rating.

4.1.12.6. Debrief. The debrief provides feedback to the evaluatee and training program.

4.1.12.6.1. Evaluation results are briefed to the supervisor, Commander or Operations Officer, and the Chief of Stan/Eval as soon as practical after each phase.

4.1.12.6.1.1. The Commander or Operations Officer determines corrective action (e.g., self-study, individual training) and any follow-on evaluation requirements for errors which do not result in a UQ rating. As a minimum, individual training and a special evaluation are required for evaluations rated UQ; however, the Commander or Operations Officer may direct/request additional training and evaluation regardless of rating.

4.1.12.6.1.2. Debrief the evaluatee on performance results after debriefing the supervisor, Commander or Operations Officer, and Chief of Stan/Eval. During extended absences, these individuals may appoint designated representatives to perform this responsibility. Brief overall evaluation rating upon completion of all phases of an evaluation.

4.1.12.6.1.3. Debrief the evaluatee. Include discussion of positive performance, strengths, any noted deficiencies, probable causes and direct/indirect impacts to the mission, personnel and other organizations.

4.1.12.6.1.4. Within 3 duty days of completion of an evaluation phase, provide written deficiency reporting to the training section.

4.1.13. Evaluation Documentation.

4.1.13.1. Evaluation Documentation. Evaluation documentation is required for each CMR or BMR individual. Evaluation documentation provides a means to identify trends, to track individual performance, and serves as a key feedback and training program tool. It provides performance feedback to the individual's supervisor.

4.1.13.2. Use a Corrective Action Worksheet (CAW)/evaluation report to document details of administered evaluations/observations. The design of the CAW/evaluation report may be stan-

standardized at the NAF or wing level. The following information will be included on the CAW/evaluation report:

4.1.13.2.1. Document all errors. It is important to credit errors against the appropriate JPR. Document the error against the JPR to which the error is attributed. Use the following guidance:

4.1.13.2.1.1. If a crew member recognizes the status change but fails to perform a required task/subtask, document the error against the task/subtask that should have been performed.

4.1.13.2.1.2. If a crew member recognizes the status change but performs the wrong task/subtask, document the error against the task/subtask that should have been performed. However, give task/subtask credit for the task/subtask that was performed.

4.1.13.2.1.3. If a crew member does not recognize a status change and a resulting task/subtask requirement, document the error against the required task/subtask.

4.1.13.2.1.4. When the task/subtask being performed directs transition to another task/subtask, and the evaluatee fails to perform the subsequent task/subtask (or fails to identify the requirement to transition), document the error against the task/subtask that directed the transition.

4.1.13.2.1.5. If a crew member performs an unnecessary task/subtask, which causes or results in an error, document the error against the task/subtask being performed when the unnecessary action was taken.

4.1.13.2.2. List all (scenario and real world) tasks and subtasks exposed during the conduct of each evaluation. If the evaluatee performs any portion of a task (scripted or not) and could be assessed an error, document task credit for that task or subtask. Technical data, MAJCOM and Air Force directives identify the performances associated with specific tasks and subtasks.

4.1.13.2.3. Delinquency date (when applicable).

4.1.13.2.4. Provide a place for the Commander or Operations Officer to document his/her decisions about corrective action, restricted status or subsequent evaluations as a result of the evaluation.

4.1.13.2.5. Document evaluation errors where the cause is readily apparent. Identify the cause of the errors rather than just the result. Attempt to make all error descriptions unclassified. Accurate error documentation helps determine the deficient task or subtask and provides instructors enough information to effectively correct the deficiency.

4.1.13.2.6. During higher headquarters administered evaluations, the administering headquarters will identify errors in writing to the unit.

## CHAPTER 5

### NEW OR UPGRADE SYSTEM REQUIREMENTS

**5.1. Requirements.** For non-existent or upgraded space and missile systems, the unit training office and standardization and evaluation office will develop programs as described in AFH36-2235, Vol. 11, AFSPCI10-1202, and within this instruction. The following activities must be accomplished by the responsible AFSPC organization to insure a smooth transition from program development to the Initial Operational Capability (IOC) of new or upgraded space and missile systems.

5.1.1. The unit training office will coordinate with the appropriate OSS (training office) for specific requirements for planning a new training program to include a validation plan and program approval strategy.

5.1.2. The unit standardization and evaluation office will coordinate with the OGV for specific requirements for planning a new evaluation program to include a validation plan and program approval strategy.

5.1.3. The unit commander or Operations Officer will appoint a limited number of Subject Matter Experts (SMEs) in writing to develop technical documentation, training and evaluation materials, and to conduct CMR training and evaluations. Document SME appointment on the individual's AFSPC Form 91. Forward memorandum designating individual SMEs directly to HQ AFSPC/DOTT.

5.1.3.1. SMEs appointed for new or upgrade systems are not required to accomplish the UQT they developed; however, they must accomplish contractor provided Type 1 training if available.

5.1.3.2. SMEs who conduct CMR training/evaluations or initial (post Initial Operational Capability (IOC)) system operations are temporarily designated CMR. To maintain CMR status they must complete a recurring evaluation within 60 calendar days from removal from SME status or 90 calendar days after system is declared IOC (whichever is sooner).

5.1.4. All items pertaining to training/evaluation programs will be tracked until completed as required by the validation and/or program approval strategy plan.

5.1.5. Both training and evaluation offices must follow guidance or be in compliance with AFSPCI10-601, *Declaration of IOC and Full Operational Capability (FOC)*.

## CHAPTER 6

### COMMAND CHANGE PROCESS TO AETC COURSE CURRICULA

#### 6.1. Change Process:

6.1.1. All change requests originating from AFSPC units which are of a major nature (a request which drives changes in resources such as manpower, facilities, costing, etc) will be routed through the appropriate OSS or OG, then to HQ AFSPC/DOTT for coordination. No official direct communication with AETC training units is permitted except in gathering information necessary to properly staff the request. This does not preclude official feedback channels such as Graduate Assessment Survey, field evaluation questionnaires or field visits.

6.1.1.1. New training requirements/courses need to be submitted as major changes. HQ AFSPC/DOTT will request/convene an appropriate conference/workshop to develop new/revised course requirements (such as Course Training Standards). Do not conduct a conference/workshop without HQ USAF/XOSO and HQ AETC presence. The affected unit should also attend. Training standards/requirements will provide the basis for determining the resources (equipment, manpower, facilities, funding) required to support the change.

6.1.1.2. AFSPC/DOTT will coordinate with AFSPC/DR and AFSPC/DOO Program Element monitors (PEM) for funding and budget inputs.

6.1.2. Upon approval of a major change request by the headquarters, HQ AFSPC/DOTT will route the change to HQ USAF/XOSO. HQ USAF/XOSO will review and approve prior to routing to HQ AETC/DOO who will in-turn forward it to the appropriate 381 TRG training manager for action, with a courtesy copy to 2 AF/DO and the 381TRG/CC. The 381 TRG will analyze the request to determine the impact on manpower and training time and will return their recommendations to HQ AFSPC/DOTT for proper staffing (i.e., funding personnel, concurrence). HQ AFSPC/DOTT will notify the originating agency of the results of their request.

6.1.3. Changes to existing Specialty Training Standards and/or Course Training Standards require review and approval by the affected unit commander, through the appropriate OSS or group, for final review and approval by HQ AFSPC/DOTT prior to 381 TRG/CC approval, signature and publication.

6.1.4. AFSPC units (through their appropriate OSS or group to obtain a tracking number) may coordinate minor change requests directly with the 381 TRG, but only with the training manager of the appropriate training squadron. Minor changes are interpreted to mean those of an administrative nature or those which do not have significant impact on training curricula or resources. In each case, the 381 TRG will determine if the request is of a minor nature or needs to be elevated to either the major or significant category (see para 6.1.1. above). If the request is minor, the 381 TRG will implement the change at the earliest opportunity.

6.1.5. Changes originating from the 381 TRG training managers will be forwarded to the affected OSS or group for action, with a courtesy copy to HQ AFSPC/DOTT. Once the review is complete and OSS or group concurrence has been given, the change will be routed back through HQ AFSPC/DOTT for approval IAW **paras 6.1.2. and 6.1.3.**

6.1.6. Deletions of 381 TRG courses are reviewed, approved, and forwarded by HQ AFSPC/DOT to HQ USAF/XOSO for review and approval prior to routing to HQ AETC/DOO. Request for course deletions must be forwarded from the appropriate group commander.

## CHAPTER 7

### PRESCRIBED FORMS

**7.1.** Forms Prescribed. AFSPC Form 91, **Individual's Record of Duties and Qualification.** AFSPC Form 91A, **Record of Signatures.**

WILLIAM L. SHELTON, Brig Gen, USAF  
Director of Operations

## ATTACHMENT 1

## GLOSSARY OF TERMS, ABBREVIATIONS AND ACRONYMS

*Acronyms*

**AETC**—Air Education and Training Command

**BMR**—Basic Mission Ready

**CAW**—Corrective Action Worksheet

**CFETP**—Career Field Education and Training Plan

**CMR**—Combat Mission Ready

**COMSEC**—Communications Security

**EWO**—Emergency War Order

**FY**—Fiscal Year

**GSU**—Geographically Separated Unit

**HQ**—Highly Qualified

**IQF**—Individual Qualifications Folder

**IQT**—Initial Qualification Training

**ISD**—Instructional Systems Development

**IT**—Individual Training

**JPR**—Job Performance Requirements

**KT**—Knowledge Tests

**METER**—Missile Emergency War Order (EWO) Training and Evaluation Requirements

**MPT**—Missile Procedures Trainer

**NAF**—Numbered Air Force

**OPSEC**—Operations Security

**OSS**—Operations Support Squadron

**OGV**—Group Standardization and Evaluation Office

**PCS**—Permanent Change of Station

**POI**—Plan of Instruction

**Q**—Qualified

**QT**—Qualification Training

**RQT**—Requalification Training

**RT**—Recurring Training

**SME**—Subject Matter Expert

**SOPG**—Space Operations Group  
**ST**—Supplemental Training  
**STP**—System Training Plan  
**TEPS**—Training and Evaluation Performance Standards  
**T.O.**—Technical Orders  
**TPT**—Training Planning Team  
**UQ**—Unqualified  
**UQT**—Unit Qualification Training

### *Terms*

- | **Annual Plan of Instruction/Annual Training and Evaluation Plan**—A guide to the minimum recurring training conducted for the entire crew force (by crew duty position) during a 12-month period.
- | **Chief of Training**—Refers to Commander of Operations Support Squadron, or Unit Chief of Training. NAF and/or wings will determine association and application of this term for their respective units.
- | **Currency**—A measure of how frequently and/or recently a task is completed. Currency requirements (TEPS) ensure the average crew member maintains a minimum level of proficiency in a given event. To maintain currency a crew member must receive RT and be trained on all proficiency and knowledge level tasks/subtasks annually.
- | **Deficiency**—Inability of a trainee to meet the standard associated with the objective or subobjective.
- | **Evaluator Certification**—The process by which individuals become trained and certified to evaluate an operational crew duty position.
- | **Evaluator Decertification**—The status of an evaluator when his or her evaluator certification is withdrawn. Decertified evaluators may not perform evaluator duties.
- | **Evaluator Recertification**—The process by which evaluators regain their evaluator certification. After recertification, a recertified evaluator may once again perform evaluator duties.
- | **Evaluator Restriction**—The status of an evaluator who may not perform evaluator duties but is not decertified as an evaluator. Once the restricted status is removed the individual may once again perform evaluator duties.
- | **Initial Qualification Training (IQT)**—Formal courses conducted by AETC as listed in AFCAT36-2223, *USAF Formal Schools*. These courses provide system specific and positional specific training as a prerequisite to unit qualification training.
- | **Instructor Certification**—The process by which individuals become trained and certified to instruct an operational crew duty position.
- | **Instructor Decertification**—The status of an instructor when his or her instructor certification is withdrawn. Decertified instructors may not perform instructor duties.
- | **Instructor Recertification**—The process by which instructors regain their instructor certification. After recertification, the instructor may once again perform instructor duties.

- | **Instructor Restriction**---The status of an instructor who may not perform instructor duties but is not decertified as an instructor. Once the restricted status is removed the individual may once again perform instructor duties
- | **Like Systems**---Multiple systems with similar JPRs and equipment used to perform operations.
- | **Maximum Training Time**---The number of days in which a trainee must complete qualification training. The date is computed by extending the original established training time by 50 percent.
- | **Multiple Input**---When presentation of unrelated stimuli/tasks requires determining priorities and overlapping actions by the trainee or evaluatee. The presentation may be simultaneous or staggered.
- | **Plan of Instruction (POI)**---A training guide outlining how the training program is applied and administered. It specifies what is taught or covered during each day of training for a crew position as well as the normal training time required for UQT completion.
- | **Proficiency**---Demonstrated ability to perform a task to the Training and Evaluation Performance Standard.
- | **Related Tasks**---Events attributed to the same root cause, and occurring simultaneously where one task logically leads to another.
- | **Sim Switch**---A support function comprised of personnel with mission or system expertise, who interact in a realistic manner with trainees or evaluatees during a performance test. Sim Switch is used to simulate internal and external agencies, and pass and receive event responses, as required.
- | **Subject Matter Expert (SME)**---A person who has thorough knowledge of the material being analyzed. He or she acts as an advisor and critic concerning subject matter during the production and validation of training and evaluation material. An SME will be qualified in the respective position or another closely related position, or for newly established units, appropriate training such as contractor-provided Type 1 training must be accomplished.
- | **Space Operations**---The mission area encompassing ICBM operations, space surveillance, missile warning, satellite operations, and spacelift.
- | **Standardization**---Interrelated efforts conducted at the MAJCOM, NAF, Wing, Group, and unit levels to develop, adopt, use, and maintain policy, procedures, or equipment that are similar in philosophy and/or specifics where possible. The central goal is to streamline training, evaluating and operating procedures to maximize mission effectiveness.
- | **Trainee**---An individual who is not certified IAW **AFSPCI10-1202**.
- | **Weapon System**---A combination of one or more weapons with all related equipment, materials, services, personnel, training, and means of delivery and deployment (if applicable) required for self-sufficiency. For the purpose of this directive, a weapon system is that portion of the system that conducts the mission. AFSPC missions include Force Application, Space Forces Support, and Space Control.