



37th Training Wing



World Class Professionalism



CFETP to Curriculum Process

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37 TRG/TA
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This Briefing is: **Unclassified**
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CFETP PURPOSE




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- Career Field Enlisted Training Plan
- Lists Career Field Progression Requirements:
 - 3-9 Level
 - 3 Level Technical Training awards Air Force Specialty Code (AFSC) upon graduation from training
 - 5 Level training normally upgrade or career development courses
 - 7 Level training advanced/supplemental training commensurate with grade/rank
 - 9 Level training SNCO training focused on leadership and management within AFSC


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CFETP PROCESS


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- Career Field Managers (CFMs) determine what needs to be taught/trained at each level within their career field
- Specialty Training Requirements Team:
 - CFM
 - MAJCOM CMSgts
 - 2AF Training Pipeline Manager PM,
 - Schoolhouse Training Manager (TM) and Training Development Chief (TDE)
- Determine training line items and proficiency levels for each level
- Training Managers work with TDE Chief and Course Managers to develop training that meets the CFMs vision


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CFETP EXAMPLE

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DEPARTMENT OF THE AIR FORCE
Headquarters US Air Force
Washington, DC 20330-1100

CFETP 3P0X1A/B
Part I and II
23 JANUARY 2023

- Security Forces CFETP

AFSC: 3P0X1A/B
SECURITY FORCES SPECIALTY
MILITARY WORKING DOG/HANDLER SPECIALTY
COMBAT ARMS SPECIALTY





CAREER FIELD EDUCATION AND TRAINING PLAN

ACCESSIBILITY: Publications and forms are available on the e-publishing website at www.e-publishing.af.mil for downloading or ordering.

RELEASABILITY: There are no releasability restrictions on this publication.

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CFETP PROFICIENCY CODE KEY

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Subject Knowledge:

- A: Can identify basic facts and terms about the subject. (Facts) Facts think nomenclature
- B: Can identify relationship of basic facts and state general principles about the subject. (Principles)
- C: Can analyze facts and principles and draw conclusions about the subject. (Analysis)
- D: Can evaluate conditions and make proper decisions about the subject. (Evaluation)

Task Knowledge:



- a: Can name parts, tools, and simple facts about the task. (Nomenclature)
- b: Can determine step by step procedures for doing the task. (Procedures)
- c: Can identify why and when the task must be done and why each step is needed. (Operating Principles)
- d: Can predict, isolate, and resolve problems about the task. (Advanced Theory)

Performance Level:

- 1: Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely Limited)
- 2 Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient)
- 3 Can do all parts of the task. Needs only a spot check of completed work. (Competent)
- 4: Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly Proficient)

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COURSE DEVELOPMENT

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- **ADDIE Instructional System Development Methodology**
 - Analysis: Done by CFM at STRT and CFETP creation
 - Design: Accomplished by TDE personnel
 - Develop: Accomplished by TDE personnel
 - Implement: Accomplished by Instructor Cadre
 - Evaluate: Accomplished thru internal and external feedback processes
 - Most important piece of the ADDIE mode
 - Provides feedback from students to instructors and TDE while students are in the course
 - External feedback provides feedback from students/supervisors at 6 months on the job

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COURSE ENTERS CCAF PROCESS



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- When the course is completed the course is sent to CCAF to determine the amount of credits a student will earn upon successful completion
- After students graduate from the class the schoolhouse notifies CCAF the student graduated; CCAF updates transcript entry for that student and awards credit
- As student progresses thru their career CCAF captures students information and tracks it to completion of their AAS degree

RELATIONSHIP BETWEEN SCHOOLHOUSE AND CCAF CRITICAL FOR STUDENT DEGREE COMPLETION

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Commander's Comments



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