

TC 1-210

**AIRCREW TRAINING PROGRAM
COMMANDER'S GUIDE
TO INDIVIDUAL, CREW, AND
COLLECTIVE TRAINING**

JUNE 2006

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Aircrew Training Program Commander’s Guide to Individual, Crew, and Collective Training

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Preface

Training for warfighting is our number one priority in peace and in war. Warfighting readiness is derived from tactical and technical competence and from confidence in individual and unit skills. Competence relates to the ability to fight our doctrine through tactical and technical execution. Confidence is the individual and collective belief that we can do all things better than our adversary and the unit possesses the trust and will to accomplish the mission.

This training circular (TC) is the keystone publication for the Army aircrew training manual (ATM) series of publications and establishes the requirements for a unit aircrew training program (ATP). Based on the battle-focused training principles outlined in FM 7-0, FM 7-1, and the Combined Arms Training Strategies (CATS), this TC will help commanders at all levels develop, manage, and administer a comprehensive ATP. The ATP is an assembly of training requirements organized to fulfill the broad, overall training goals of aviation commanders supervising rated, nonrated, and noncrewmember Soldiers on their staff. Rated crewmembers (RCMs) are defined in Army regulation (AR) 600-105; nonrated crewmembers (NCMs) and noncrewmembers are defined in AR 600-106.

This TC eliminates flight activity category (FAC) 3 authorization in modification table of organization and equipment (MTOE) battalions and below for RCMs and prescribes the responsibilities of those tasked with implementing individual, crew, and collective training. While acknowledging the required involvement of commanders during all phases of training and evaluation; it emphasizes proficiency and pilot in command (PC) requirements for all aviators but particularly company commanders, tracked aviation warrant officers, and junior officers.

The proponent for this publication is United States Army Training and Doctrine Command (TRADOC). Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) through the aviation unit commander to Commander, U.S. Army Aviation Warfighting Center and Fort Rucker, ATTN: ATZQ-TDD, Fort Rucker, Alabama 36362-5000, or direct e-mail questions to the following address: av.doctrine@us.army.mil

If a conflict exists between this publication and the individual aircraft ATMs, this publication takes precedence. As applicable, all personnel are reminded to refer to other applicable regulations, supplements, circulars, and so forth for guidance designed specifically for a particular unit, region, or service.

As appropriate, all personnel are reminded to further refer to appropriate Army command supplements to regulations, circulars, and manuals (for example, with respect to AR 95-1, ARNG personnel would refer to NGR 95-1; USAEUR personnel would refer to USAEUR Supplement to AR 95-1).

This TC applies to the Active Army, the Army National Guard (ARNG)/Army National Guard of the United States (ARNGUS), and the United States Army Reserve (USAR) unless otherwise stated.

This publication has been reviewed for operations security considerations.

PART ONE

Aircrew Training

Chapter 1

Introduction

BATTLE-FOCUSED TRAINING

1-1. Battle focus, as described in FM 7-1, is a concept used to derive peacetime training requirements from wartime missions. Battle focus guides the planning, execution, and assessment of each organization's training program to ensure its members train as they are going to fight. Commanders must integrate realistic conditions such as imperfect intelligence; reduced communications; smoke; noise; rules of engagement (ROE); simulated chemical, biological, radiological, and nuclear (CBRN) environments; battlefield debris; loss of key leaders; civilians on the battlefield; joint, Interagency, Intergovernmental, and Multiagency (JIIM) requirements; and varying extremes in weather into their training.

1-2. It is critical throughout the entire training process for commanders to maintain battle focus when allocating resources for training based on wartime mission requirements. Its implementation enables commanders to structure a training program that copes with nonmission related requirements while focusing on mission-essential training activities. Commanders can achieve a successful training program by narrowing the training focus to a reduced number of METL tasks that are essential to mission accomplishment.

1-3. Standardization personnel and other personnel who implement the ATP must provide their input to help the commander guide the planning, execution, assessment, and feedback phases of battle-focused training. "Train as You Fight" methodology must be implemented whenever possible. Implementers must assist in the planning of required training based on their assessment of prior training. Implementers are the primary trainers for individual and crew training and provide major support and program input for all collective training. During training, implementers will assess progress and provide critical feedback through formal or informal after-action reviews (AARs). Without the implementers relevant feedback, which includes solutions to training deficiencies, commanders cannot efficiently adjust future training to meet and exceed requirements.

AVIATION BATTLE-FOCUSED TRAINING

1-4. Aviation commanders and their subordinate leadership must be well versed in the battle tasks across the warfighting functions for the specific task force. In addition, the fielding of state-of-the-art aircraft and equipment creates operational and training scenarios which require aircrews to operate in flight environments that are very demanding and sometimes unfamiliar.

1-5. Leaders must make conditions in training as close to wartime conditions as possible. Innovative leaders seize every opportunity to increase training challenges for Soldiers, leaders, and units. Successful completion of each training event increases the capability and motivation of individuals and units for more

sophisticated and advanced training. This is the commanders' continuous quest. Aviation training principles are not very different from other combat arms branches; however, the impact of operating in the third dimension with complex systems requires that unique considerations be given to developing and maintaining proficiency at the individual, crew, and collective levels. The key to fighting and winning is an understanding of "how we train to fight" at every echelon. Training programs must result in demonstrated tactical and technical competence, confidence, and initiative in our Soldiers and their leaders. Every commander must know, understand, and apply the battle-focused concepts found in FM 7-0.

FM 7-0 AND FM 7-1 IMPLICATIONS FOR AVIATION UNITS

1-6. The "Principles of Training" established in FM 7-0 apply to all units, including aviation units.

1-7. "Train to sustain proficiency," or in other words, sustain proficiency within the "band of excellence" applies to all units. Aviation commanders must include aircraft maintenance in their band of excellence. The commander's challenge comes with the often-competing demands of keeping maintenance within the band—while sustaining training excellence. Individual, crew, and collective proficiency increases during surges of aviation training, such as field training exercises (FTXs), Army Training and Evaluation Program (ARTEP) assessments, and combat training center (CTC) rotations. However, during these same periods of high training intensity, aircraft maintenance operational readiness (OR) rate will gradually decrease. Conversely, as training intensity slows, aircraft maintenance OR rate should increase.

1-8. Well trained units—with well maintained equipment—are safe units. One way to ensure that both training and aircraft maintenance remain within the band of excellence is to ensure that aviation units properly plan, resource, and execute necessary recovery periods. This recovery period must be captured on the short- and near-term training plans. It is time during which flight operations will focus on attaining needed proficiency in individual and crew skills, while simultaneously concentrating on aircraft maintenance. During periods of intense training, aircraft accumulate deferred maintenance deficiencies. Therefore, the maintenance posture may be low within the band of excellence—if not below the band of excellence—at the conclusion of a major training exercise or period of sustained gunnery training. The commander's goal is to coordinate training and maintenance so that both remain within the band of excellence. If one or the other dips below the band, commanders must adjust their training/maintenance program to ensure the low component quickly returns to within the band of excellence.

1-9. Another implication of FM 7-0 and FM 7-1 that challenges aviation commanders is implementing the three-cycle time management system while aviation units simultaneously support the division through full spectrum of operations.

1-10. Most divisional ground brigades plan their training using the green-amber-red time management system described in FM 7-0—green (prime training time), amber (mission), and red (administrative support). However, most combat aviation brigades (CABs) only have one battalion of each type of aircraft. Aviation resources are normally not enough to support all three periods of the system sufficiently to maintain a continuous tempo. Since aviation is intricately woven into the fabric of the combined arms team, ground brigades will always require the integration of aviation units into their green cycles in order to "train as they fight." It is often difficult to have the entire aviation battalion following the green-amber-red time management cycle since each of the division's ground brigades will rotate through the green-amber-red cycle. Therefore, there will always be a brigade in the green cycle. Consequently, within a division with more ground brigades than assault companies, time management is difficult for aviation units to apply. Aviation commanders may have to modify this time management system to find a way to implement their training plans.

1-11. For units with two same-type companies, it may be possible for aviation units to operate internally on a two-period system—green (prime training time) and red (administrative support) cycles. This allows the battalion commander to protect one company's green training cycle. The other company performs the functions of the mission and administrative support cycles. For units with three or more of the same-type companies, individual companies can rotate through the three period (green-amber-red) time management system.

1-12. In either case, rotating individual companies through the green-amber-red cycle poses a challenge for the battalion staff and support elements within the battalion, as those one-of-a-kind planning and support functions are required to support the company that is in the green cycle. Obviously, these staff and support personnel cannot be in green cycle perpetually. However, this also provides an opportunity for the development of various second in commands and junior leaders as they take charge in the absence of their superiors. For example, the assistant S3, the staff “night crew,” junior section and platoon officers and noncommissioned officers (NCOs), and others, may act as primary leaders during given green cycles.

1-13. Aviation units must have a green training cycle to sustain proficiency. Additionally, during their green cycles, aviation units will need external resources from other divisional units to train. Aviation units require combined arms training with elements such as an infantry platoon or artillery section. This should be a training event resource and not part of a separate tasking for mission support from the infantry or artillery. Division training cycles should be used in conjunction with supported and supporting units to accomplish collective training of their METL.

STANDARDIZATION PROGRAM

1-14. The aviation commander is responsible for the unit's standardization program. The aviation commander must include standardization throughout the overall training strategy. The objectives of standardization are the improvement and sustainment of proficiency and readiness among Soldiers and units throughout the Army. Standardization is accomplished by applying approved practices and procedures. The commander's primary standardization staff members include subordinate commanders, unit standardization officers, and NCOs. Standardization must be implemented in all training tasks. Implementers must remember that standardization is not an end in itself. Standardization enables units of any size—crews, multiple-aircraft formations, teams, squads, companies, or brigades—to readily function together to accomplish the warfighting combined arms mission. (AR 34-4 describes the Army standardization program in further detail.)

COMBINED ARMS TRAINING STRATEGY

1-15. CATS is the Army's training architecture. It provides doctrine-based training strategies including training events, gates, and training resource options for the institution and the unit. It integrates training horizontally among the same levels of a specific type of unit and vertically across the combined arms and joint services team. Once individuals, crews, and units have trained to a required level of proficiency, leaders must structure individual and collective training plans to repeat critical task training at the minimum frequency necessary for sustained proficiency. Sustainment training enables crews and individuals to operate in the band of excellence described in FM 7-0 by appropriate repetitions of critical task training. Mission training plans (MTPs), ATMs, and the individual training evaluation process (ITEP) are tools to help achieve and sustain individual, crew, and collective proficiency.

RESPONSIBILITIES

BRIGADE COMMANDER

1-16. The brigade commander—

- Is the senior trainer in the brigade and sets the standard personally and professionally—in and out of the cockpit.
- Plans, integrates, and provides guidance and resources for battalion training.
- Is responsible for training battalion commanders and evaluating companies.
- Is responsible for the brigade safety and standardization programs and the ATP.
- Is also the division or corps aviation officer by supporting the division or corps commander's combined arms training goals and wartime mission-essential tasks.
- Integrates aviation into the full spectrum of operations in the division or corps battlespace.

- Have subordinate leaders such as operation officers/S3, standardization pilot (SP), instructor pilots (IPs), instrument examiners (IEs), maintenance examiners (MEs), standardization flight engineer instructors (SIs), flight instructors (FIs), unit trainers (UTs), and so forth that are specifically trained to implement the ATP.

BATTALION COMMANDERS

1-17. Battalion commanders—

- Normally fight and lead from their designated aircraft.
- Must maintain the highest level of proficiency in the aircraft and should be a PC.
- Execute the ATP as the primary training manager for the battalion and have administrative authority per AR 95-1.
- Are responsible for training company commanders and evaluating platoons.
- Focus company training and integrate the company into combined arms training.

Note. Battalion commanders must understand and use subordinate leaders to support the execution of the standardization program—in synchronization with the ATP.

OPERATIONS OFFICER/S3

1-18. The operations officer—

- Is the commander's principal staff officer on matters of operations and training.
- Determines and allocates training resources, plans and conducts training inspections, and compiles training records.
- Will maintain a high level of proficiency in the aircraft and should be a PC.

1-19. The operations officer/S3—

- Identifies training requirements and prepares and carries out training programs.
- Is the primary assistant to the commander in executing the ATP.

COMPANY COMMANDER

1-20. The company commander—

- Is a warfighter responsible for integrating the company/troop into the combined arms fight.
- Will be highly proficient as an aviation leader and will be a PC.
- Is the commander of the ATP and has administrative authority per AR 95-1, AR 600-105, and AR 600-106.
- Integrates the platoons and executes company training.
- Is responsible for training platoon leaders and evaluating crews and individuals.

Note. The platoon leaders, IPs, UTs, and PCs assist the commander in ensuring crews are properly trained.

PLATOON LEADER

1-21. The platoon leaders—

- Are responsible for crew training, the basic building block for collective training. Unit IPs assist platoon leaders in ensuring crews are properly trained.
- Are expected to develop proficiency in the aircraft and to attain the designation as a PC.

Note. Platoon leaders are at a critical point in their aviation careers. Their challenge is to become proficient aviators, technically and tactically proficient aviation leaders, and ensure crews are proficient in tactics, techniques, and procedures outlined in the appropriate manuals.

STANDARDIZATION OFFICERS

1-22. The standardization instructor pilots (SPs), instructor pilots (IPs), and standardization instructors (SIs) will—

- Assist the commander in developing and implementing the unit ATP.
- Have a major responsibility to provide quality control for the ATP via the commander's standardization program.
- Are technical and tactical experts for the standardization program. As such, they are expected to train Soldiers at every level within the command, and they are responsible for the mentoring and professional education of all unit crewmembers.
- Are tasked to provide expertise on unit individual, crew, and collective training to the commander.
- SPs and IPs at all levels will be a PC.

TACTICAL OPERATIONS (TACOPS) OFFICERS

1-23. TACOPS officers—

- Assist the commander as the primary advisor on aircraft survivability equipment (ASE), electronic warfare (EW), and maneuver.
- Are technical and tactical experts, expected to train Soldiers at every level within the command. The assigned TACOPS officer will be school trained and qualified.
- Major responsibilities are to train and integrate ASE programs and reprogramming. They are responsible for integrating threat versus aircraft survivability mission planning and personnel recovery (PR) procedures as part of the commander's ATP and unit mission.
- Are tasked to provide expertise on the unit's individual, crew, and collective training to the commander.
- At all levels will be a PC.

MAINTENANCE OFFICERS

1-24. Maintenance officers—

- Assist the commander as the primary advisor for all maintenance programs.
- Assist the commander in developing and managing the unit's maintenance program and maintaining a high level of aircraft proficiency.
- Have a major responsibility to schedule aircraft using the maintenance flow chart to ensure mission completion and the most efficient use of maintenance assets.
- Will be a PC.

SAFETY OFFICERS

1-25. Safety officers—

- Assist the commander in developing and implementing all unit safety programs.
- Are tactically and technically proficient aviators and active participants in the ATP.
- Will be a PC.

Note. Commanders rely on their safety officers to monitor all safety aspects of the unit and to provide feedback and advice from a different perspective than that of the commander.

FLIGHT SURGEON

1-26. The flight surgeon—

- Is the commander's primary advisor on the health and welfare of unit members and their families.
- Monitors the training environment to ensure the mental and physical well being of unit crewmembers. The advent of highly sophisticated aircraft and the ever-increasing demands of accomplishing difficult missions have produced a highly stressful environment. The flight surgeon provides medical training, support, and advice to crewmembers and commanders on the physiological implications of operating in these environments.
- Should have direct access to commanders at all levels.

UNIT TRAINERS

1-27. The UTs—

- Are PCs or NCMs designated to instruct in areas of specialized training.
- Assist in unit training programs and in achieving established training goals.

MASTER GUNNERS

1-28. The master gunners are designated by the commander to help with administering the attack/reconnaissance unit helicopter gunnery program. For CH-47/UH-60 equipped units, the commander designates a NCM SI to help administer the door gunnery program. (The master gunner and the door gunnery NCM SI duties are described in FM 3-04.140.)

PILOTS IN COMMAND

1-29. The PCs—

- Are critical members of the unit ATP and are the unit's first level trainers.
- Will be proficient in the aircraft and all aspects of the unit ATP.
- Are responsible for the safe operation of the aircraft, the safety of all occupants, and the conduct of all operational and training aspects of a specific mission to a known standard.

Note. The skills required to train fellow aviators and to be an effective PC are gained by actively participating in training events, mentoring by aviation leaders, and seeking professional development. A critical aspect of a unit's PC program is to ensure that PCs are chosen—regardless of rank or position—that have the maturity required to execute PC duties. (See appendix E for recommended PC selection and designation program.)

INDIVIDUAL AVIATORS

1-30. Individual aviators have the ultimate responsibility of ensuring that they remain technically and tactically proficient at all assigned tasks, and they must remain current. Proficiency requires more than just participating in scheduled training events. They strive to become a PC at their earliest opportunity.

NONRATED CREWMEMBERS

1-31. NCMs are individuals (other than aviators who perform duties aboard an aircraft) who are essential to the operation of the aircraft. They work with aviators when in flight using the team concept, and their duties are included in the corresponding ATM.

NONCREWMEMBERS

1-32. Noncrewmembers are Soldiers (technical inspectors, avionics technicians, platoon sergeants, and so forth) who perform duties that directly relate to the in-flight mission of the aircraft but are not essential to the operation of the aircraft. Noncrewmembers do not perform crewmember duties except according to AR 600-106. If the noncrewmembers are not performing crew duties, the ATP does not apply to them. If the noncrewmembers are performing crew duties according to AR 600-106, then they will be fully integrated into the ATP and must meet all training requirements applicable to NCMs.

INTEGRATING INDIVIDUAL, CREW, AND COLLECTIVE TRAINING

1-33. A critical aspect of the battle-focused concept is to understand the link between collective mission essential tasks and those individual and crew tasks which support them. Collective tasks are derived from an analysis of an organization's missions. Individual and crew training requirements are derived from an analysis of the collective tasks they support. Individual training prepares Soldiers to perform specified tasks related to their duty position. Individuals train together to form cohesive and proficient crews. In turn, these crews then train in teams and units in order to accomplish the full continuum of their unit's missions. Therefore, shortcomings in individual and crew training will invariably affect collective training and unit readiness. Thus, individual and crew training will form the foundation upon which all other unit training is built.

1-34. As a team, the commander, operations officer, command sergeant major, SO, and TACOPS officer, jointly coordinate the collective mission essential tasks and the individual and crew training tasks on which the unit will concentrate its efforts during a given period. Aviation warrant officers and NCOs have the primary role in the actual conduct of training and evaluating individuals, crews, and teams. However, leaders at every level remain responsible for training to standard during individual, crew, and collective training. Commanders, with help from these evaluators/trainers, integrate realistic conditions—such as imperfect intelligence, reduced communications, smoke, noise, ROE, simulated CBRN environments, battlefield debris, loss of key leaders, civilians on the battlefield, JIIM requirements, and varying weather conditions into their training. Aviation standardization warrant officers and NCOs are highly specialized experts and trainers/evaluators who, because of their technical and tactical expertise, provide implementation advice and assistance to the commander to train and evaluate the unit.

READINESS

1-35. Unit commanders will maintain the highest unit status level possible with given resources. Although AR 220-1 provides aviation commanders with guidance on readiness reporting, this TC includes major changes in its guidance for readiness reporting. This TC will assist commanders in determining the "T" (trained) portion of the unit's "C" (category) rating. Emphasis must be placed on proficiency rather than currency for individuals, crews, and units.

TRAINING TO SUSTAIN PROFICIENCY

1-36. Sustaining individual and crew proficiency is required before executing collective training. If crewmembers do not attain and sustain individual and crew proficiency, collective training cannot be accomplished to standard. Once individuals and units have trained to proficiency, leaders must structure individual and collective training plans at the frequency necessary for sustainment. Army units prepare to accomplish wartime missions by frequent sustainment training of critical tasks rather than by infrequent "peaking" to the appropriate level of wartime proficiency. Sustainment training enables crews and individuals to operate in the band of excellence described in FM 7-0 by performing the appropriate number of repetitions of critical task training in a realistic and challenging environment. Implementers at all levels should recognize when a unit's individual, crew, and especially collective task proficiency begins to decline and then determine the cause. A decline in collective proficiency may be caused by an obvious factor, such as a lack of collective training opportunities. However, commanders must also ensure that training resources are allocated to maintain individual crewmember proficiency. Once individuals and units

have trained to proficiency, leaders must structure collective and individual training plans to sustain that proficiency.

PROTECTING THE FORCE

1-37. Force protection is vital to unit effectiveness, training, and surviving on and off the battlefield. An aviation safety program in conjunction with an effective ATP is arguably the most critical factor in any unit's training program. Flying "by the book" does not hinder a unit's battle focus and will actually enhance it.

LEADER DEVELOPMENT

1-38. Aviation leaders must be proficient aviators and capable of performing individual and crew duties as pilots to ensure that they are capable of fighting their systems and units. A fundamental step in the leader development process, for aviators, is achieving PC. An ATP must provide for leader development and collective training. Special attention should be given to providing opportunities for developing and sustaining junior commissioned and warrant officer aviation skills and knowledge. A major change in this TC is the requirement for all MTOE battalion level and lower aviators to be placed into FAC 1 or FAC 2 flying positions. Additionally, upon completing flight school, all new aviators are required to be assigned to FAC 1 positions for a period of at least two years in a unit that has the appropriate aircraft to support flight training. Battalion commanders are required to have a comprehensive PC program that entails much more than establishing a PC evaluation. This PC program should ensure that the task/condition/standards for PC selection and designation remain as high as possible, effectively ensuring the tactical and technical proficiency of all PC-designated aviators. PCs are required to demonstrate maturity in all circumstances, to be leaders in the cockpit, and to be capable of making sound technical and tactical decisions while executing the unit's METL. Commanders must ensure that their PC program is designed to develop their aviators into mature leaders, decision makers, and proficient pilots.

COMMANDERS AS PCS AND EVALUATORS

1-39. One of the principal tenets of this manual is to involve commanders in the ATP. Central to this tenet are the following:

- Commanders must have the skill sets necessary to know what right looks like.
- Commanders who have the skill sets necessary to know when an aviator should or should not be advanced in the RL progression program.
- Commanders who fully understand that the ATP is their program.

PC REQUIREMENTS FOR COMPANY COMMANDERS

1-40. The following directives are time-sensitive training requirements intended to strengthen the technical and tactical warfighting skills of aviation company commanders, allowing them to truly lead and fight from the front.

1-41. For commanders not in an RL 1 status upon assumption of command, PC status **MUST** be achieved not later than 180 days after progression to RL 1 day/night status. Commanders that are RL 1 upon assumption of command **MUST** achieve PC status within 180 days from the date of command. Mobilized Reserve Component commanders have 180 days from mobilization and aircraft availability to achieve PC status. All provisions of this TC and the appropriate ATM apply to readiness level progression.

1-42. All Active Army and mobilized Reserve Component company commanders with aircraft assigned to their company that have been in command for at least 180 days and have been RL 1 for at least 180 days **MUST** be a PC in their primary aircraft. Thereafter, company commanders assuming command **MUST** progress to PC in their primary aircraft not later than 180 days after they progress to RL 1, assume command, or mobilize with aircraft available, whichever occurs first.

1-43. This requirement only applies to Active Army aviation company commanders and mobilized Reserve Component aviation company commanders with organic aircraft assigned and available. Nonmobilized Reserve Component commanders should set this requirement as a goal.

1-44. Extensions to the 180-day requirement may be granted by colonel (O-6) for days lost due to—

- TDY or deployment to a location where the crewmember is unable to fly.
- Medical or nonmedical suspension from flight.
- Grounding of aircraft by Headquarters, Department of the Army.
- Leave approved by the unit commander.
- Aircraft nonavailability due to movement to deployment, movement to redeployment, and aircraft reset.

1-45. These extensions will not exceed the amount of time of the days lost and will be entered on the DA Form 7122-R (Crewmember Training Record) per appendix C of this TC and on the DA Form 759 (Individual Flight Record and Flight Certificate–Army), becoming a part of the aviators permanent aviation record.

1-46. Brigade commanders can waive this requirement for company commanders who will be in command less than 12 months or will not have aircraft available for at least 12 months. This waiver can be in a memorandum format and given to the individual upon change of command.

1-47. In the event the above requirements are not met, the immediate commander will suspend the aviator per AR 95-1 and AR 600-105 and investigate. Upon completing the investigation, the suspending commander will—

- Request a 30-day extension from the first general officer (O-7) in the chain of command.
- If an extension is not granted or the requirement is not met at the end of the extension, place the officer before a flight evaluation board per AR 600-105 (paragraph 6-1a) or request a waiver from this requirement from HQDA, G-3/5/7 (DAMO-AV), 400 Army Pentagon, 3A474, Washington, DC, 20310. (Extensions and/or waivers will be entered on DA Form 7122-R and DA Form 759.)

Note. This will require that battalion and brigade commanders screen potential aviation company commanders for units with assigned aircraft to ensure that the potential company commanders have the ability to progress to PC status. Potential company commanders that do not possess the ability to meet these requirements should be assigned to positions that will allow them to develop additional aviation experience.

PC REQUIREMENTS FOR AVIATION WARRANT OFFICERS WITH SKILL QUALIFICATION IDENTIFIERS

1-48. The following directives are time-sensitive training requirements intended to strengthen the technical and tactical warfighting skills of aviation warrant officers with DA-awarded skill qualification identifier (SQI).

1-49. All Active Army aviation warrant officers with a SQI, filling valid SQI MTOE positions at the company and battalion level with aircraft available, that have been in that position for at least 180 days and have been RL 1 for at least 180 days, MUST be in a PC status in their primary aircraft. All warrant officers with a SQI, assuming a valid MTOE positions at the company and battalion level with aircraft available MUST progress to PC in their primary aircraft not later than 180 days after they progress to RL 1 or are assigned to a valid position, whichever occurs latest.

1-50. All Active Army and mobilized Reserve Component aviation warrant officers holding a SQI with aircraft assigned to their company or battalion that have been assigned to that unit for at least 180 days and have been RL 1 for at least 180 days MUST be a PC in their primary aircraft. Thereafter, aviation warrant

officers holding a SQI MUST progress to PC in their primary aircraft not later than 180 days after they progress to RL 1, after assignment to the unit, or mobilize with aircraft available, whichever occurs first.

1-51. This requirement only applies to Active Army aviation warrant officers and mobilized Reserve Component aviation warrant officers assigned to units with organic aircraft assigned and available. Nonmobilized Reserve Component warrant officers should set this requirement as a goal.

1-52. Extensions to the 180 day PC requirement may be granted by colonel (O-6) for days lost to—

- TDY or deployment to a location where the crewmember is unable to fly.
- Medical or nonmedical suspension from flight.
- Grounding of aircraft by Headquarters, Department of the Army.
- Leave approved by the unit commander.
- Aircraft nonavailability due to movement to deployment, movement to redeployment, and aircraft reset.

1-53. These extensions will not exceed the amount of time of the days lost and will be entered on the DA Form 7122-R per appendix C of this TC and on the DA Form 759, becoming a part of the aviators permanent aviation record.

1-54. Brigade commanders can waive this requirement for warrant officers being assigned to units for less than 12 months or for units that will not have aircraft available for at least 12 months. This waiver can be in a memorandum format and given to the individual upon reassignment.

1-55. In the event the above requirements are not met, the immediate commander will suspend the aviator per AR 95-1 and AR 600-105 and investigate. Upon completing the investigation, the suspending commander will—

- Request a 30-day extension from the first colonel (O-6) in the chain of command.
- If an extension is not granted or the requirement is not met at the end of the extension, place the officer before a flight evaluation board per AR 600-105 (paragraph 6-1a) or request a waiver from this requirement from HQDA, G-3/5/7 (DAMO-AV), 400 Army Pentagon, 3A474, Washington, DC, 20310. (Extensions and/or waivers will be entered on DA Form 7122-R and DA Form 759.)

TRAINING MANAGEMENT

1-56. Aviation commanders should become familiar with FM 7-0 and FM 7-1. These publications are the training foundations for the Army to format training plans, quarterly training briefs (QTBs), and resourcing documents within the divisions and corps. However, these field manuals do not consider some unique challenges of aviation training; thus, this TC provides that additional guidance. The commander's challenge is to develop a battle-focused ATP in concert with the battle-focused plans of the other members of the combined arms team, and to integrate it into appropriate QTBs as a vehicle to educate nonaviators.

TRAINING PLANNING PROCESS

1-57. The training planning process (as outlined in FM 7-0) links unit METL and the execution of battle-focused training. Commanders initiate the process by tasking primary staff members, subordinate commanders, warrant officers, and NCO leaders to assess the training level of mission-essential tasks. The process includes long-range, short-range, and near-term planning. The ATP is an integral component of the long- and short-range training calendars. Long-range and short-range planning must be specifically addressed in the commander's quarterly training guidance and must be an integral part of QTBs at all levels of command.

RESOURCING

1-58. Resourcing is a challenge for all commanders. Chapter 9, of this TC, provides guidance on preparing the unit's flying-hour program. Most importantly, aviation commanders must understand and work the

resourcing processes. The division commander's QTB is an effective medium for educating higher-level commanders and staffs on the aviation resourcing challenges.

TRAINING AIDS, DEVICES, SIMULATORS, AND SIMULATIONS

1-59. It is difficult in today's world to train and maintain a modern aviation battalion at an acceptable level of proficiency without using training aids, devices, simulators, and simulations (TADSS). Resources, environmental restrictions, personnel turbulence, and peacetime safety constraints put serious limitations on the dictum to "train as we fight." ATPs must reflect structured training programs that maximize the use of available TADSS for individual, crew, and collective training. Structured training programs, both technical and tactical, with supervision and after-action reviews (AARs) are necessary for individual, crew, and collective simulation training periods.

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Chapter 2

Implementation Guidance

SYMBOL USAGE AND WORD DISTINCTIONS

SYMBOL USAGE

2-1. The diagonal (/) indicates three options—for example, IP/SP means either one (IP) or the other (SP) or both (IP and SP).

WORD DISTINCTIONS

2-2. Will, must, should, and may.

- Will or must indicates a mandatory method of accomplishment.
- Should indicates a preferred, but not mandatory, method of accomplishment.
- May indicates an acceptable method of accomplishment.

2-3. NVS, NVG, and NVD definitions.

- Night vision system (NVS) refers to the NVS that is attached to the aircraft; for example, the TADS/PNVS on an AH-64.
- Night vision goggle (NVG) refers to any NVG image intensifier system; for example, the AN/AVS-6 (ANVIS).
- Night vision device (NVD) refers to NVS, NVG, or NVS and NVG.

USING THIS TC

2-4. This TC contains three parts:

- Part One introduces this TC. It discusses roles and responsibilities and presents a broad overview of individual and collective training integration. Part One also defines symbol usage and word distinctions.
- Part Two addresses individual and crew training responsibilities, requirements, and procedures. It establishes the requirements for the unit ATP. This section is proscriptive in nature and requirements must be completed, at a minimum, as outlined. Where applicable, reference may be made to appendixes contained in this training circular. When Part Two references an appendix, procedures or requirements in the referenced appendix become mandatory. Failure to comply with directives and requirements must be processed per AR 95-1.
- Part Three addresses unit collective training. There are no mandatory training requirements established in Part Three although commanders must ensure compliance with applicable Army regulations where referenced; for example, AR 220-1. The guidance contained in Part Three is to assist implementers and commanders to determine collective training requirements, structure the training, and implement collective METL battle-focused training. Complying with the procedures in Part Three is strongly encouraged.

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PART TWO

Individual and Crew Training

Chapter 3

Aircrew Training Program

INTRODUCTION

3-1. The ATP is the commander's program for training combat-ready rated and nonrated crewmembers. This training covers the full spectrum from task proficiency at the individual level, to crew proficiency, and finally to unit proficiency in executing mission-essential tasks necessary to accomplish successful joint and combined operations as defined in the Army universal task list (AUTL). As a minimum, all ATPs will include—

- A description of the benefits to be gained through standardization.
- Objectives to be achieved.
- The procedures or actions to be standardized described in detail.
- A specific plan for implementation.
- An effective procedure for enforcement.
- Delineated responsibilities.

3-2. The ATP applies to all Army aviators in operational flying positions per AR 600-105 and nonrated crewmembers in designated flying positions. It also applies to noncrewmembers that perform crewmember duties per AR 600-106. Other individuals authorized to perform crewmember duties in Army aircraft will comply with AR 95-1 or NGR (AR) 95-210, as applicable.

3-3. Commanders use publications such as ATMs, ARTEP/MTP publications, FM 3-04.series; FM 7-0, FM 7-1, and the CATS to develop the unit's ATP. The first step in this process is an evaluation of the unit's METL to determine training requirements.

3-4. Warrant officer and NCO trainers and leaders' (implementers) role in ATP development:

- The ATP is the commander's training program. However, warrant officer and NCO leaders and trainers are the primary unit personnel tasked with implementing the ATP, especially at the individual and crew training levels.
- As the commander develops the ATP, input from the unit's implementers is vital. Figure 3-1 shows the METL to ATP relationship. As the figure illustrates, individual and crew tasks are the foundation on which the ATP is built. Warrant officer and NCO implementers advise the commander on required tasks, applicability of crew tasks to unit roles and METL-based missions, geographical factors which affect training and operational employment, training assets, and recurring training issues.
- After analysis of unit METL, implementer input, and higher commander's guidance, commanders develop a supporting individual commander's task list (CTL) for each

crewmember. (Part Two, chapter 4 of this TC contains more detailed guidance on the CTL.) Commanders will then establish a short-range, long-range, and near-term training plan to ensure crews gain and maintain proficiency in unit collective tasks. Implementers must be familiar with the commander’s training intent and with the three training plans to successfully implement the ATP.

- 3-5. The ATP appendix to the unit’s SOP will address specific requirements for—
- The conduct of training.
 - Crewmember and crew evaluation.
 - PC training, assessment, and evaluation.
 - Assessment of the ATP effectiveness.
 - Revision of the ATP.

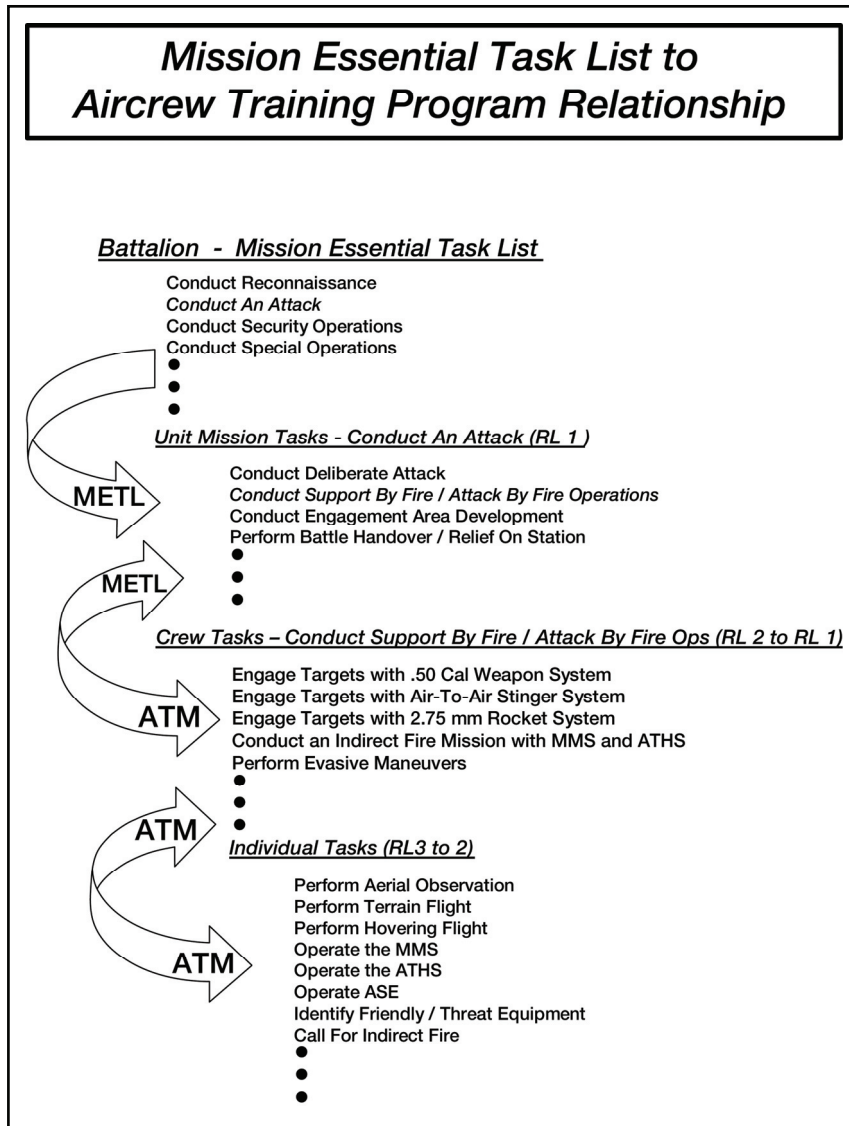


Figure 3-1. METL to ATP relationship

ATP PROGRESSION

3-6. AR 95-1 establishes procedures, policy, and responsibilities for crewmember training, and standardization requirements, management of aviation resources, and the ATP. Implementers follow the “crawl-walk-run” process described in FM 7-0. Leader supervision and participation at all levels is essential to the successful execution of the ATP. Part Two of this TC provides specific guidance on implementing the commander’s ATP. Figure 3-2 provides an example of the hierarchy of readiness level (RL) progression. Individual crewmembers, crews, and units are trained to proficiency via passage through a series of “training gates” which are determined by the training analysis process outlined in FM 7-1. A major challenge and command decision is the determination of the readiness level which is attainable and sustainable with available resources. In training the crawl-walk-run process, commanders cannot sacrifice proficiency at a lower level in an attempt to “walk” or “run” at a higher level.

RL 1

3-7. Proficiency sustainment/collective training and sustainment–RL 1. A crewmember is fully qualified and proficient in all the ATP-required individual and crew tasks. RL 1 crewmembers are undergoing collective task training. An individual crewmember designated RL 1 is in crew and individual proficiency sustainment training and participates in collective proficiency and sustainment training (see Part Three). These crewmembers must complete annual and semiannual requirements established in the applicable aircraft ATM.

RL 2

3-8. Crew training–RL 2. A crewmember is fully qualified and proficient at all individual tasks undergoing training in crew tasks. Crew training tasks are designated 2000-series tasks.

RL 3

3-9. Individual training–RL 3. A crewmember is undergoing individual task training. Individual tasks are designated 1000-series tasks.

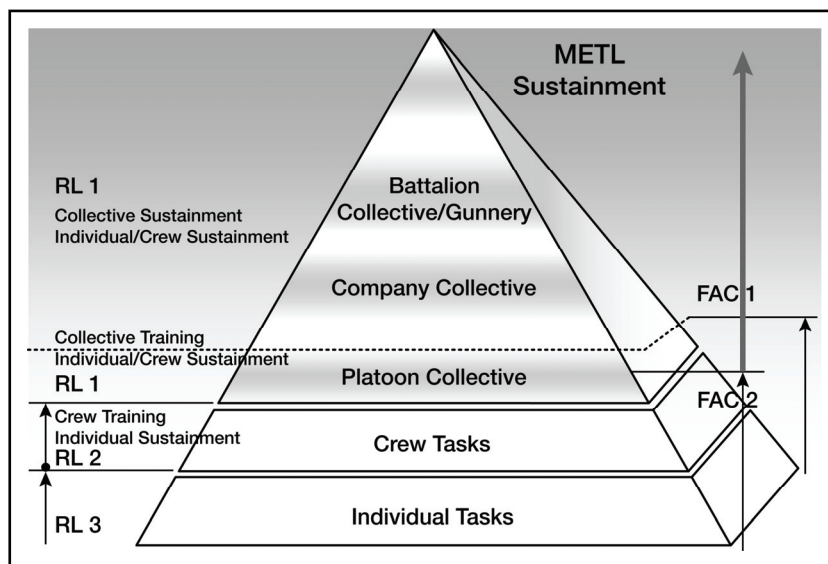


Figure 3-2. Hierarchy of RL progression

FLIGHT ACTIVITY CATEGORIES

3-10. All operational flying positions will be designated by the commander as one of three flight activity categories: FAC 1, FAC 2, or FAC 3. The commander notes the FAC level, based on their organizational position, on each individual crewmember's CTL. Flight task requirements for each table of organization and equipment (TOE) or table of distribution and allowance (TDA) position determine FAC designation. Flight activity categories do not apply to Department of the Army civilians (DACs), or NCMs. Commanders will not change a FAC designation merely to reduce the individual or unit flying-hour requirements, proficiency requirements, or to accommodate an individual's preference. FAC designations are for positions, not individual aviators.

FAC 1

3-11. These duty positions require a high degree of proficiency in the tactical employment of the assigned aircraft. The higher semiannual flying hour requirements of FAC 1 crewmembers reflect the requirement for proficiency in all METL/ATM tasks. All operational flying positions at company/troop level with assigned aircraft are designated FAC 1 positions (see exception under FAC 3). All aviators with less than two years of aviation service must be assigned to FAC 1 designated duty positions. Commanders may designate any operational flying position FAC 1 consistent with mission requirements and resource constraints.

FAC 2

3-12. These duty positions require the same level of individual and crew proficiency as FAC 1 duty positions, but less in company and battalion collective mission tasks. FAC 2 crewmembers' collective proficiency should be at a level sufficient to minimize training up to the FAC 1 level. Commanders must judiciously select FAC 2 crew tasks to ensure maximum readiness within resource constraints. Commanders will not expect FAC 2 crewmembers to be immediately available to perform crew tasks that are not part of their training program. Gunnery continuation requirements do not apply to FAC 2 crewmembers; however, they are not prohibited from participating in live-fire gunnery training when resources permit.

FAC 3

3-13. The original intent in creating a FAC 3 duty position was to conserve flying hours for combat crews. The unexpected impact of this policy has been to create serious leader development challenges within the aviation force structure. FAC 3 designation may only be applied in TDA units and to positions in TOE brigades and above. Designation of a position as FAC 3 is not authorized in a TOE battalion or lower organization. RCMs in FAC 3 positions are prohibited from performing crewmember duties in Army aircraft. To designate a position as FAC 3, a simulator must be available for the crewmember's use. A rated crewmember in a FAC 3 position must be qualified in the aircraft as appropriate, for which the simulator was developed. The RCM must meet all flying-hour, task iteration, and evaluation requirements specified in the applicable ATM. All RCMs in FAC 3 positions must complete an annual flight physical, instrument evaluation, and operator's manual written exam. Waivers to FAC 3 RCM requirements must be approved per AR 95-1. Aviators in the first three years of their initial operational assignments after graduation from flight school, except those granted an exception to policy by the Army command, will not be designated FAC 3.

RL PROGRESSION

GENERAL

3-14. Readiness level training begins with the development of proficiency at the individual level and progresses through crew to collective proficiency. This process follows the crawl-walk-run model of training. Readiness levels identify the training phase in which crewmembers participate and indicate crewmember readiness. Tasks required for crewmembers to progress from RL 3 to RL 1 are listed on the

individual's CTL. The CTL requirements are battle-focused, task-based requirements derived from the unit's METL and the appropriate ATM. In some cases, crewmembers may have more than one readiness level. For example, crewmembers who are RL 1 in their primary aircraft may be RL 3 or RL 2 in their alternate or additional aircraft while undergoing training in that aircraft. The commander will designate FIs/SIs to conduct NCM qualification, refresher, and crew training. The commander may also designate IPs/SPs to conduct NCM qualification, refresher, and crew training. NVG RL progression will be per appendix B of this TC.

TIME FRAMES

3-15. Crewmembers must progress from one RL to the next within the specified period.

3-16. Crewmembers removed from RL 1 for a training deficiency and reclassified RL 2 or RL 3 must still meet all ATP requirements for RL 1.

3-17. Active Army crewmembers have 90 consecutive days to progress from one RL to the next. Reserve Component crewmembers have one year to progress from one RL to the next. This progression requirement excludes days lost because of—

- TDY or deployment to a location where the crewmember is unable to fly.
- Medical or nonmedical suspension from flight.
- Grounding of aircraft by Headquarters, Department of the Army.
- Leave approved by the unit commander.
- Aircraft nonavailability due to movement to deployment, movement to redeployment, and aircraft reset.

Note. If the exclusion period exceeds 45 days, Active Army crewmembers restart their current phase of RL progression. They then have 90 consecutive days to progress to the next RL.

3-18. When a crewmember has not progressed to the next RL within the time specified, the unit commander will take action per AR 95-1.

Note. Readiness levels do not apply to DACs or FAC 3 RCMs.

3-19. Crewmembers must demonstrate proficiency in each mode of flight (day, night, NVD, or NBC) as required by the ATM and the CTL for each task they are be required to perform. Performing the task at night or while using NVDs may not be substituted for performing the task during the day during RL progression.

3-20. The RL progression evaluation may be continuous or it may be administered after the crewmember has completed training.

RL 3 INDIVIDUAL TRAINING

3-21. The platoon leader centralizes planning to provide a consistent training focus for the platoon. However, executing individual training is primarily conducted by the unit standardization personnel. They do the detailed planning and execution to ensure that the conduct of individual and crew training sustains strengths and overcomes the weaknesses unique to each aviator. This capitalizes on the experience and expertise of the unit's standardization trainers, but this does not mean that the platoon leader gives up the responsibility to supervise training, develop leaders, and provide feedback. RL3 crewmembers are only authorized to fly with IP/SP/IE/FI/SI as appropriate.

3-22. Crewmembers are designated RL 3 when they are required to regain proficiency in all individual tasks as outlined in the appropriate ATM. RL 3 designation includes crewmembers who—

- Are reporting to their first assignment after graduation from flight school.
- Are in an aircraft qualification course.

- Are reporting to a flying assignment following a nonflying assignment.
- Have been subject to non-temporary grounding (in excess of 180 days).

3-23. Soldiers progress from RL 3 by demonstrating proficiency in all ATM individual tasks to an IP/SP/IE/FI/SI as appropriate. Commanders may regress a crewmember to RL 3 status for mitigating circumstances such as a lengthy illness, TDY, or failure to maintain proficiency. Commanders should consider flight evaluation board (FEB) proceedings for crewmembers who demonstrate a pattern of failure to maintain currency or proficiency. During RL 3 progression—

- The IP/SP/IE/FI/SI who conducted/completed the training, will enter name, rank, and duty position for any RL progression training entries on the DA Form 7122-R.
- Crewmembers must have a current DA Form 4186 (Medical Recommendation for Flying Duty) signed by the commander before starting flight training.
- Specific requirements for aircraft qualification and mission equipment training in the appropriate ATM must be accomplished.
- Maximum use of simulators is encouraged.
- Crewmembers progress from RL 3 to RL 2 by demonstrating proficiency in all selected individual tasks to an IP/SP/IE/ME/FI/SI as appropriate.
- When crewmembers fail to progress to RL 2, commanders must determine why and take appropriate action per AR 95-1.
- RCMs, if required, must complete tables III/IV per FM 3-04.140. If tables III/IV are a live-fire event and resources are not available during the RL progression period, then completing these tables is waived until the unit's next live-fire gunnery. RCMs who do not complete this requirement will be processed per AR 95-1. Newly assigned RCMs are not required to fire tables III/IV if during the records check it is determined that the crewmember has qualified table VIII within the preceding 12 months.

3-24. Unit Aircraft Qualification. During the performance of unit aircraft qualification training, a United States Army Aviation Warfighting Center (USAAWC) program of instruction (POI) and flight training guide (FTG) will be used for the conduct of any in-unit qualifications. The total course time—in days—and the total flight time—in hours and tenths of hours—will not vary from the published POI/FTG days/hours by more than 10 percent.

RL 2 CREW TRAINING

3-25. Crewmembers designated RL 2 train in the crew/additional tasks selected by the commander to support the unit's METL. Crew task training is a transition stage in that it provides individuals with the opportunity to perform as part of a crew to mesh their individual skills with other crewmembers, and to gain an initial level of proficiency in the unit's missions. Crew task training is primarily conducted by the unit standardization personnel and PCs, but it is still the responsibility of the platoon leader to manage and oversee this training. This training level prepares individual crewmembers to become members of battle-rostered crews ready to conduct collective training. The ATM designates those minimum crew tasks that must be trained and evaluated by an instructor. Part II, chapter 5, contains details of the grading system. During RL 2 progression—

- The IP/SP/IE/ME/UT/FI/SI who conducted/completed the training, will enter their name, rank and duty position for any RL progression training entries on the DA Form 7122-R.
- Crewmembers progress from RL 2 to RL 1 by demonstrating proficiency in all selected crew/additional tasks to an IP/SP/IE/ME/FI/SI as appropriate.
- Local directives and SOPs may add tasks to be trained in addition to ATM flight tasks. Any additional training and/or evaluation tasks must be annotated on the crewmembers DA Form 7120-1-R (Crewmember Task Performance and Evaluation Requirements) or DA Form 7120-2-R (Crewmember Task Performance and Evaluation Requirements Continuation Sheet), if applicable.
- Aviators designated as MP or ME in a valid TOE/TDA position on their DA Form 7122-R and are graduates of phase two of the maintenance test pilot course must demonstrate proficiency in

the ATM required maintenance tasks before advancing to RL 1. Based upon nonavailability of an ME to conduct the required training and evaluation on a designated MP/ME, this requirement may be waived by the ATP commander for a maximum of 180 calendar days.

- All crewmembers must complete a local area flight orientation before progressing to RL 1.
- Crewmembers designated RL 2 may fly with a PC and perform all tasks previously evaluated as “S” (satisfactory) by an IP or SP.
- RL 2 crewmembers may train with a UT for crew training but must be evaluated by an IP/SP or SI/FI, as appropriate, before designation to RL 1.
- Maximum use of simulators is encouraged.
- Battle-rostering crews is encouraged.

RL 1 INDIVIDUAL TRAINING—CREW PROFICIENCY SUSTAINMENT/COLLECTIVE TRAINING

3-26. RL 1 crewmembers have completed RL 2 training, demonstrating proficiency in all tasks and modes of flight listed on the CTL to an IP/SP/IE/ME/FI/SI as appropriate. These aviation Soldiers are trained to the proficiency level necessary to conduct collective training as a member of an aircrew. Aircrews train to collective proficiency on unit collective mission tasks that support the unit’s METL. (Crewmembers are responsible for maintaining proficiency in individual and crew tasks.) Procedures required for RL 1 crewmember sustainment include battle rostering. When battle-rostering crews, commanders should—

- Consider the individual aviator’s total aviation experience, flight, and unit experience.
- Evaluate the individual’s personality and maturity.
- Understand the implications of prolonged battle rostering. Without consistent evaluation, battle-rostering may lead to crew complacency, overconfidence, implicit coordination behaviors, and nonstandard procedures.
- Understand that battle rostering is most beneficial when used for short periods, such as operational deployments (including combat), during training exercises, and gunnery training.

Note. Crewmembers regressed from RL 1 for a training deficiency must still meet all ATP requirements. They must demonstrate proficiency in only those tasks that were graded as unsatisfactory to an IP/SP/IE/ME/FI/SI as appropriate.

NONSTANDARD AIRCRAFT AS PER AR 95-1

3-27. Commanders must develop a training program for those crewmembers that fly nonstandard aircraft.

- This training program will follow the guidelines and training concepts outlined in this publication and AR 95-1.
- The training program must be approved by the appropriate Army command and the training syllabus must be approved by USAAWC.
- The task list developed for each duty position must establish minimum task iteration requirements. Crewmembers flying such aircraft are not covered by a CATS. Implementers will advise the commander on frequency and number of task iterations required to maintain crewmember proficiency.

ENGINEERING FLIGHT TEST PILOTS

3-28. Engineering flight test pilots perform duties in research and development aircraft or projects as directed by their commander. They must meet all annual proficiency and readiness test (APART) requirements and will receive continuation training as outlined in the appropriate ATM.

3-29. Engineering flight test pilots also must satisfactorily complete tasks contained in a unit-developed, Army command approved task list, and the annual hands-on performance test component of the APART. The commander will develop task lists for each aircraft category. Tasks accomplished in any aircraft within

a category will count toward completion of the task list. As a minimum, the task list will include all base tasks (currently 1000 series) listed in the appropriate ATM.

3-30. In addition, engineering flight test pilots will fly 48 hours annually in their primary aircraft and 24 hours in their alternate aircraft. They must complete half of each requirement from the designated pilot station of the applicable aircraft.

DEPARTMENT OF THE ARMY CIVILIANS, USAR MILITARY TECHNICIANS, AND ARMY NATIONAL GUARD TECHNICIANS

3-31. DACs, USAR military technicians, and ARNG technicians must comply with the appropriate ATM for the initial aircraft qualification and annual standardization flight evaluation. ARNG technicians will comply with NGR (AR) 95-210. The flight evaluation is conducted during a designated quarter and includes only those tasks necessary to meet the requirements in the individual's job description. The flight evaluation for alternate or additional aircraft need not be conducted during the same quarter as that for the primary aircraft. In addition, USAR military technicians and ARNG technicians must—

- Satisfactorily complete the annual hands-on performance test components of the APART and the operator's manual examination by the end of the designated quarter of the APART period.
- Comply with all ATM requirements for aircraft designated by their military commander or technician supervisor.

COMMANDER'S CERTIFICATION

3-32. The commander's certification is the final cross check to ensure that an individual's ATP requirements have been met. ATP commanders must annually certify each crewmember's DA Form 759. The commander will annotate whether the crewmember has or has not completed individual ATP requirements or qualifications. If a crewmember did not complete the requirements, the commander must include the reason. (The appropriate remarks are in FM 3-04.300, chapter 6, table 6-14.)

ATP FORMS AND RECORDS

3-33. The ATP records system provides commanders with a comprehensive performance record on each crewmember in their unit. Examples of completed ATP forms with instructions are provided in appendix C.

INDIVIDUAL AIRCREW TRAINING FOLDER (IATF)

3-34. Commanders will ensure that an IATF is prepared and maintained for each RCM and NCM in an operational flying position, whether assigned or attached to their unit.

DA FORM 7120-R SERIES

3-35. Commanders use DA Form 7120-R (Commander's Task List) and DA Form 7120-1-R, DA Form 7120-2-R, DA Form 7120-3-R (Crewmember Task Performance and Evaluation Requirements Remarks and Certification) to inform crewmembers of their ATP requirements. DA Form 7120-R is also used to designate authorized flight duties and stations. A separate DA Form 7120-R series is required for each aircraft series/group, as defined in the appropriate ATM, in which the crewmember performs duties. Aviators are prohibited from performing maneuvers not listed on their CTL until trained and evaluated in that task by an SP/IP/SI/FI as appropriate. The commander can waive that requirement but must—

- Consider crew qualifications and experience.
- Perform a risk assessment.
- Weigh the risk versus the reward.
- Decide if other support is required.
- Brief crew on a DA Form 5484 (Mission Schedule/Brief).

DA FORM 7120-1-R AND DA FORM 7120-2-R

3-36. Commanders use DA Form 7120-1-R to list all the crewmember's evaluation requirements. DA Form 7120-2-R is a continuation of 7120-1-R if additional space is required. Commanders must ensure that all mandatory evaluation requirements for the crewmember are included.

DA FORM 7120-3-R

3-37. Use this form to record additional information relating to the crewmember's ATP and certify completion of ATP requirements.

DA FORM 7122-R

3-38. DA Form 7122-R is a permanent record of significant events in an individual crewmember's aviation career. Because of the permanent nature of this document, exercise care when making entries. When the crewmember leaves the unit, forward all DA Forms 7122-R with the IATF. The losing unit will retain a photocopy of the DA Forms 7122-R for a period of one year after the crewmember departs. During RL progression, an IP/SP/IE/ME/UT/FI/SI who conducts the training, will record name, rank and duty position for any RL progression training entries.

DA FORM 4507-R

3-39. This edition of DA Form 4507-R (Crewmember Grade Slip) replaces all previous editions in individual ATMs. Use this form, along with DA Form 4507-1-R (Maneuver/Procedure Grade Slip) and DA Form 4507-2-R (Continuation Comment Slip) for training programs that require an evaluation or a series of flights. These training programs include, but are not limited to qualification, refresher, and RL progression training. DA Form 4507-R series forms will be retained until the completion of the training conducted.

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Chapter 4

Training Requirements

COMMANDER'S TASK LIST

4-1. Commanders evaluate each duty position to determine how it can best support the unit's METL. After designating each position FAC 1, FAC 2, or FAC 3, the commander develops a task list to support the duty position. This CTL is established whenever a crewmember is integrated into a unit's ATP. The commander's task list is a written agreement between the commander and the crewmember. The requirements established by the CTL are tailored to the proficiency training needs of the individual crewmember. It specifies the hours, tasks, iterations, and responsibilities the crewmember must accomplish during the training year. Crewmembers are authorized to perform only those tasks listed on the CTL. Tasks not on the CTL will not be performed unless the commander has performed a risk analysis and briefed the crewmember on the specific task(s) to be performed per chapter 3, DA Form 7120-R Series. A separate DA Form 7120-R is required for each aircraft group in which the crewmember performs duties per AR 95-1 and the appropriate ATM.

MULTIPLE AIRCRAFT DESIGNATIONS

4-2. Commanders designate primary, similar, additional, and/or alternate aircraft for crewmembers. Crewmembers must perform the appropriate task iteration, fly the appropriate flying hours, and complete APART requirements in the primary, and, if applicable, any additional or alternate aircraft per AR 95-1.

- Primary aircraft. A primary aircraft is the aircraft designated by the commander or required by the TOE or TDA position.
- Similar aircraft. Series aircraft with similar operating and handling characteristics (for example, CH-47D, MH-47D, and MH-47E). Similar aircraft are aircraft within the same group per AR 95-1 and the applicable ATM. Similar aircraft may be included on the CTL per appendix C.
- Additional aircraft. An additional aircraft is one in the same category (fixed or rotary-wing) as the primary aircraft.
- Alternate aircraft. An alternate aircraft is one in the category opposite the primary aircraft.

4-3. Commanders should consider risk versus reward when assigning additional/alternate aircraft to RCMs flying highly complex, advanced aircraft such as the AH-64A and D, OH-58D, CH-47D, UH-60, UC-35, and so forth.

ATM TASKS

4-4. All tasks in the ATMs have a ten-digit TRADOC number. For ease of identification, the last four digits of this number are 1000-, 2000-, 3000-, or 4000-series indicating they are individual, crew, additional, or maintenance personnel tasks, respectively.

4-5. All 1000-series individual tasks in an ATM have been selected and approved as individual (base) tasks for all crewmembers who operate that aircraft. An individual task is defined as a task primarily performed by the individual crewmember, although assistance may be sought from any crewmember. Individual tasks cover those baseline skills, knowledge, and procedures necessary to operate the aircraft and selected installed equipment.

4-6. The 2000-series crew (mission) tasks are selected by the commander to support the unit METL. A crew task is a task that is primarily performed by multiple crewmembers while performing a mission-oriented flight. It requires a combination of specific actions by the various crewmembers to perform the

task to standard. The individual crewmembers are responsible for performing specific task roles (P* or P, or as appropriate, NCM) during performance of the task by the crew. These tasks cover those skills, knowledge, and procedures to operate the aircraft while performing tactical or special missions.

4-7. Commanders may develop additional tasks for inclusion on the CTL, as needed, to accomplish the unit's mission. The commander assigns these tasks a 3000-series number and lists them separately on the CTL. When an additional task is developed by the unit, the commander must perform a risk analysis for performance of the task, and determine training required for standardization personnel to attain proficiency in the task. The additional tasks must include—

- Task number.
- Title of the task.
- Conditions under which the task is performed.
- Standards for performance of the task.
- Description of how the task is performed.
- Considerations for performance of the task (such as environmental and safety).
- Training/evaluation requirements.

Note. An ATM task development model is included in appendix D.

4-8. All 4000-series tasks are MP/ME specific tasks. These maintenance tasks cover those procedures, knowledge, and skills required to perform maintenance test flights.

TASK AND ITERATION REQUIREMENTS

4-9. Crewmembers must meet the task and iteration requirements listed on the CTL. The commander determines any additional iteration needed based on crewmember proficiency. Commanders must include on the individual's CTL the night flight tasks that are required to accomplish the unit's mission. They also will specify annual NVD training, CBRN tasks, and flying-hour and simulation device requirements per the appropriate ATM and AR 95-1.

PRIMARY AIRCRAFT

4-10. During the training year, each RL 1 crewmember must complete all iteration requirements on the CTL. The commander may increase these requirements as training and proficiency dictate.

MP/ME Duties

4-11. If a RCM performs MP/ME duties, the maintenance test pilot tasks will be included in the CTL and iterations performed according to the appropriate ATM. Maintenance test flight tasks are listed in the appropriate ATM. Prior to performing MP/ME duties, the RCM will pass a maintenance test flight evaluation. Commanders are not authorized to delete any maintenance tasks. Commanders have the authority to increase but not decrease MP/ME annual task iterations listed the ATM. A RCM designated as MP or ME in an alternate or additional aircraft must meet the annual maintenance test flight task iteration and evaluation requirements per the appropriate ATM for each alternate and additional aircraft in which the MP/ME performs duties.

Prorating

4-12. Crewmembers sustainment training requirements begin upon designation as RL1. Prorate crewmembers individual and crew sustainment training task iteration requirements when crewmembers are initially designated RL 1 in their primary aircraft.

- Semiannual. Base semiannual prorating on the number of whole months remaining in the semiannual training period. Divide the number of whole months remaining by six and multiply

that number times the iteration requirement. Round the result to the nearest whole number to get the crewmembers semiannual iteration requirement.

- Annual. Base annual prorating on the number of whole months remaining in the annual training period. Divide the number of whole months remaining by 12 and multiply that number times the iteration requirement. Round the result to the nearest whole number to get the crewmembers annual iteration requirement.

Training Deficiencies

4-13. Crewmembers removed from RL 1 for a training deficiency must still meet all of their task iteration requirements.

ADDITIONAL/ALTERNATE AIRCRAFT

4-14. Commanders will require crewmembers to perform one iteration of each day and night individual task as listed in the appropriate ATM. Commanders will select the crew and additional tasks that they require the crewmember to perform. Commanders also designate each mode of flight (day, night, NVG, NBC, and so forth) for the selected tasks. If MP/ME duties are performed in the additional or alternate aircraft, all maintenance test flight tasks will be included on the CTL and the iterations performed per the appropriate ATM.

FLYING-HOUR REQUIREMENTS

MINIMUM HOURS

4-15. The minimum hours required for a crewmember's primary aircraft requirements are in the appropriate ATM. Do not confuse the hours indicated in the ATM as the definitive factor for determining aircrew proficiency. They are the minimum hours a crewmember will fly during proficiency sustainment training. Prolonged periods of flight inactivity may reduce a crewmember's proficiency, even if the total minimum hour requirement is met.

FLYING-HOUR/SIMULATOR REPROGRAMMING

4-16. Commanders may adjust FAC 1 or FAC 2 crewmember semiannual ATM flying-hour requirements either before or during the first semiannual training period. They may authorize RCMs to fly up to 65 percent of their annual requirements in one semiannual period but not less than 35 percent in the other semiannual period. This will not change the unit's annual flying-hour program (FHP) or reduce a crewmember's annual flying-hour requirements. For example, if the minimums for the first semiannual period were designated as 35 percent and the flying hours exceeded 35 percent, the commander may reduce the second period by the excess amount so that the annual flying-hour requirement is not greater than shown in the appropriate ATM. However, the minimums for the second period may not be less than 35 percent of the annual requirement.

4-17. A crewmember removed from RL 1 for a training deficiency must still meet all flying-hour requirements.

4-18. A crewmember has until the end of the semiannual training period to complete flying-hour requirements.

4-19. When a crewmember has completed the first semiannual training period, the commander cannot change the second semiannual training period flying-hour requirements.

Note. When commanders adjust the flying hours of NCMs, the requirements of AR 600-106 apply.

FLYING HOUR/SIMULATOR PRORATING

4-20. Prorated minimums will be one-sixth of the semiannual requirements and/or one-twelfth of the annual requirements for each full month remaining in the training period. Any previous flying hour/simulator requirements no longer apply. Flying hours/simulator minimums for a crew's primary aircraft may be prorated when they are—

- Newly designated RL 1 or FAC 3.
- Having the primary aircraft redesignated.
- Changing duty position, which involves a change in FAC level.

OTHER PRORATING ADJUSTMENTS

4-21. Reduce flying-hour minimums by one month for each 30-day period that the crewmember was unable to fly. Days unable to fly, in different absence categories, may be added together for 30-day totals. Concurrent days will not be added together. An example of concurrent days would be if a crewmember, medically grounded for 30 days is sent TDY for 20 of those 30 days. Only 30 days could be prorated. At the end of the training period, add the total number of days the crewmember was unable to fly the aircraft/simulator because of—

- TDY or deployment to a location where the crewmember is unable to fly.
- Medical or nonmedical suspension from flight.
- Grounding of aircraft by Headquarters, Department of the Army.
- Leave approved by the commander.
- Aircraft nonavailability due to movement to deployment, movement to redeployment, or aircraft reset.

FLYING-HOUR REDUCTIONS

4-22. A highly proficient FAC 1 crewmember may require fewer hours of training to sustain RL 1 proficiency than an average rated crewmember. Considering this, commanders may reduce the semiannual flying-hour requirements for a highly proficient FAC 1 crewmember up to 25 percent. They can then reprogram these extra hours to support other training requirements. Reprogramming does not affect the unit's annual flying-hour program.

FLYING-HOUR REQUIREMENTS FOR ADDITIONAL/ALTERNATE AIRCRAFT

4-23. There are no minimum flying-hour requirements for additional or alternate aircraft. Commanders may designate a minimum flying-hour requirement to include simulator, if available. The crewmember must maintain currency per AR 95-1.

AIRCRAFT QUALIFICATION

AIRCRAFT QUALIFICATION AND MISSION EQUIPMENT TRAINING

4-24. Prerequisites and training requirements for qualification of rated and nonrated crewmembers are in AR 95-1, NGR (AR) 95-210. The flight and academic instruction described in the appropriate USAAWC POI are the minimum training requirements. Units conducting series qualifications will do so per the appropriate ATM.

4-25. The commander will establish hour, task, and iteration requirements for the RCM to maintain basic skills when the time between aircraft qualification training and mission training exceeds 30 consecutive days. The RCM may log pilot time if an entry is made to DA Form 759 to indicate such authority pending completion of mission equipment training.

4-26. Total aircraft qualification will not be awarded until the RCM successfully completes the flight and academic training. If the RCM does not complete the mission equipment training within the 180

consecutive days, the commander will take appropriate action according to AR 95-1. IP/SP/IE/SI/FI/MP/MEs who are qualified in similar aircraft defined in AR 95-1 are exempt from mission equipment training except when their job descriptions require knowledge of specific mission equipment. (DACs are exempt from mission equipment training except when their job descriptions require knowledge of specific mission equipment).

RCM PREREQUISITES AND QUALIFICATION REQUIREMENTS

4-27. During qualification training, an IP, or SP as appropriate, will occupy a crew position with immediate access to the aircraft flight controls at all times. This requirement does not apply to RC-12 mission equipment qualification conducted at the U.S. Army Intelligence Center when the RCM being qualified on the mission equipment is qualified and current in that particular aircraft.

Prerequisites

4-28. The RCM must meet the requirements of AR 95-1.

Qualification Requirements

4-29. Individuals are qualified in an aircraft when they satisfactorily complete the specific aircraft qualification course conducted by USAAWC or—

- Complete the academic and flight instruction for the specific aircraft outlined in the appropriate USAAWC POI.
- Successfully complete a RCM flight evaluation, given by an SP/IP, as outlined in the appropriate USAAWC POI.
- Successfully complete an aircraft operator's manual examination with a minimum grade of 90 percent.

Note. RC RCMs must complete the basic qualification training within 90 consecutive days or the training day requirements of the appropriate USAAWC POI—whichever is longer. Commanders must establish hour, task, and iteration requirements for the RCM to maintain basic skills when the time between aircraft qualification training and instrument training exceeds 30 consecutive days.

4-30. UTs, IPs, SPs, and IEs in qualification training must meet the requirements of AR 95-1. RCMs receiving qualification and instructor training simultaneously must be trained and evaluated by an SP/IE as appropriate.

4-31. Maintenance test pilot and maintenance test flight examiner in qualification training must meet the requirements of AR 95-1 and the appropriate ATM. Maintenance tasks required for qualification as an MP/ME will be trained and evaluated by an ME. This requirement does not apply to fixed-wing MP/ME who are trained and evaluated by designated IPs or SPs.

NONRATED CREWMEMBER PREREQUISITES AND QUALIFICATION REQUIREMENTS

Flight Engineer/Crew Chief

4-32. An FE or a CE performs duties essential to the operation of cargo, utility, or observation helicopters or fixed-wing aircraft.

Prerequisites

4-33. Individuals must be MOS-qualified in the aircraft mission, type, and design.

Qualification Requirements

4-34. Individuals must be selected by the commander for duty as a flight engineer or crew chief and placed on flight status. In addition, they must first satisfactorily complete all qualification requirement stated in the appropriate POI or ATM, or, in the absence of a POI or ATM, a unit-developed training program.

Other Nonrated Crewmembers

4-35. Other NCMs perform crew duties essential to the mission; for example, a medic is essential to the medical evacuation (MEDEVAC) mission.

Prerequisites

4-36. Individuals must be MOS-qualified for the duties to be performed.

Qualification Requirements

4-37. Individuals must be selected by the commander for the duties to be performed and placed on flight status. In addition, they must first satisfactorily complete all qualification requirements stated in the appropriate ATM, or, in the absence of an ATM, a unit-developed training program.

NCM Instructor and NCM Standardization Instructor

4-38. The FI or SI must meet the requirements stated in AR 95-1.

ATTACK/RECONNAISSANCE HELICOPTER GUNNERY

4-39. The helicopter gunnery program begins with individual qualification and progresses through crew qualification to unit collective training. Commanders will use FM 3-04.140 and DA Pam 350-38 to develop a progressive and continuous helicopter gunnery program. The following guidelines do not imply that the commander should only conduct live-fire gunnery training once a year. Live-fire gunnery training should be conducted as often as aircraft, ammunition, and range resources will allow.

APPLICABILITY

4-40. Helicopter gunnery applies to all units that operate aircraft with weapons systems.

COMMANDER'S EVALUATION TABLES

4-41. Table III and table IV are designed to evaluate the RCM's individual gunnery skills. Newly assigned RCMs are not required to fire these tables if, upon a records check, it can be determined that the RCM has fired table VIII within the last 12 months.

GUNNERY CONTINUATION TRAINING

FAC 1

4-42. All FAC 1 RL 1 crews must successfully complete annual gunnery requirements per FM 3-04.140 and DA Pam 350-38.

FAC 2

4-43. FAC 2 RL1 RCMs must successfully complete live-fire gunnery per FM 3-04.140 and DA Pam 350-38. If the RCMs cannot meet this requirement because of insufficient resources (as determined by the unit commander), they must satisfactorily complete gunnery exercises similar to table VII and table VIII in a compatible simulator. OH-58D/OH-58D(R) RCMs are currently exempt from this requirement (except table V) pending fielding of a compatible simulator.

FAC 3

4-44. There are no gunnery requirements for FAC 3 RCMs.

GUNNERY QUALIFICATION

4-45. The Army standard for gunnery is 85 percent of a company's assigned aircrews must be qualified on table VIII. (They must also complete table X or XII every 12 months.) The training program outlined in FM 3-04.140 will assist in attaining this standard. This training program matches the ammunition requirements in DA Pam 350-38. The focus of training at the company/troop echelon is successful qualification of live-fire table VIII. Table VIII qualification is based on the requirement for the crew to have certified the aircraft weapons on table VI, received the correct type and amount of ammunition, and fired the table to standard on an objectively scored range. Deviations from the program as described in FM 3-04.140 may result in a crew that is unable to successfully integrate into the collective gunnery training provided in table IX through table XII. Unit commanders may approve deviations from published tables when range or ammunition resources cannot support gunnery-training requirements. Specific guidance is contained in FM 3-04.140. Commanders must ensure deviations are reported on the unit status report (USR).

4-46. A crewmember qualified on table VIII during the preceding 12 months may validate qualification on table VII according to the standards in FM 3-04.140.

4-47. After qualification, an individual and crew are considered gunnery qualified for 12 months (until the end of the following training year for RC). To retain gunnery qualification, the individual must satisfactorily complete gunnery crew qualification annually.

4-48. The commander will certify an individual's gunnery qualification on DA Form 7122-R after qualifying on table VIII.

DOOR GUNNERY

4-49. Door gunners are an essential element in maintaining self-protection for utility and cargo helicopters and must be able to acquire and engage a variety of targets from varied flight profiles. The UH-60 and CH-47 aircraft are configured to be equipped with door gunners. Helicopter door gunnery will be accomplished per FM 3-04.140, FM 23-67, and DA Pam 350-38 (STRAC). Deficiencies will be reported on the USR. DA Pam 350-38 mandates that 90 percent of the designated M60D/M240H gunners must have completed qualification according to FM 3-04.140 and table X within the past 12 months. An effective door gunnery program is progressive and consists of 10 training tables that progress in numerical order from individual marksmanship training to multiship live fire.

AIRCRAFT SURVIVABILITY EQUIPMENT AND ELECTRONIC WARFARE

4-50. An ASE/EW training program will be established in writing by commanders in order to train flight crewmembers ASE operation and employment. ASE programs at a minimum will include ASE annual flight/academic training for each ASE system installed on the unit organic aircraft and area of responsibility (AOR) threat identification training. Written ASE programs will include at a minimum, RCM/NCM ASE annual flight/academic requirements, AOR threat identification training, and physical security procedures of assigned ASE. Commanders will designate appropriate ASE tasks to be evaluated annually. The training will be administered annually and evaluated per the appropriate ATM. Units without assigned ASE and Army special operations aviation units may use alternate ASE training programs and devices approved by their Army command.

4-51. Commanders will establish in the ATP an ASE/EW training program that reinforces the skills of the individual, crew, and unit. The program must provide training that realistically reflects the full spectrum of electronic warfare, based on applicable equipment and expected areas of deployment. Maximum use of

existing EW ranges per the Army Force Generation (ARFORGEN) model is recommended. Individual crew, and collective ASE training requirements are outlined below:

RCM ANNUAL COMPUTER-BASED ASE TRAINING (CBAT)

4-52. Commanders will specify CBAT requirements for RCMs for each ASE system that is installed or commonly used on the units assigned aircraft—for example, AN/APR-39A(V)1, AN/ALQ-144A/C, the Common Missile Warning System (CMWS). The commander may also specify additional ASE training requirements for NCMs. CBAT annual requirements will be annotated on the DA Form 7120-3-R. Completion of CBAT annual requirements will be annotated on the DA Form 7122-R.

NCM ANNUAL CBAT

4-53. Commanders will specify CBAT requirements for SIs, FIs, and CEs for each installed ASE system that they participate in operating such as the Common Missile Warning System (CMWS). The commander may also specify additional ASE training requirements for NCMs. CBAT annual requirements will be annotated on the DA Form 7120-3-R. Completion of CBAT annual requirements will be annotated on the DA Form 7122-R.

AIRCRAFT, CREW, AND COLLECTIVE SIMULATOR ASE REQUIREMENTS

4-54. Commanders with aircraft crew and collective aircraft trainers (to include classified mission load capable simulators) at their installation will develop and establish simulator training scenarios to be used that incorporate radar and infrared (IR) threats. Scenarios will be developed in standard operations order format that contain and trains to the ASE tasks and actions on contact that develop and instill instinctive crew reaction and confidence. Commanders will determine annual collective trainer scenario requirements if any. Annual scenario requirements for aircraft crew trainers are two scenarios (iterations) annually per crewmember. Commanders may determine day/night conditions and additional annual scenario requirements based on crewmember experience and proficiency.

AIRCREW TRAINING PROGRAM REQUIREMENTS

4-55. The commander's ATP establishes minimum flying-hour requirements, individual and collective tasks, and academic training to develop crews proficient in accomplishing the unit's METL. Crewmembers have 90 days to progress from one RL level to the next higher RL level. This requirement excludes days lost because of—

- TDY or deployment to a location where the crewmember is unable to fly.
- Medical or nonmedical suspension from flight.
- Grounding of aircraft by Headquarters, Department of the Army.
- Leave approved by the commander.
- Aircraft nonavailability due to movement to deployment, movement to redeployment, or aircraft reset.

4-56. Crewmembers who fail to meet the minimum requirements in their primary, additional, or alternate aircraft will be processed per AR 95-1 (ARNG see NGR 95-1).

RATED CREWMEMBERS (FAC 1 AND FAC 2)

RL 3 Qualification/Individual/Refresher Training

4-57. Unless otherwise designated by the unit commander, RCMs must—

- Complete an annual flight physical by the end of the crewmember's birth month.
- Not have an annual flying-hour requirement unless designated by the commander.
- Not have task iteration requirements.

Note. To minimize training distracters during qualification/individual/refresher training, RCMs designated RL 3 should not have additional unit duties during this phase of training. This provision does not apply to RCMs regressed from RL 1.

RL 2 Crew Training

4-58. RCMs designated RL 2 are training in those tasks selected by the commander to support the unit METL. These RCMs must—

- Complete an annual flight physical by the end of the crewmember's birth month.
 - Not have a minimum annual flying-hour requirement unless designated by the commander.
 - Not have an individual or crew task iteration requirement.
 - Have completed unit-developed ASE simulator training scenario.
-

Note. To minimize training distracters, RCM designated RL2 should not have additional duties during this phase of training.

RL 1 Individual—Crew Proficiency/Collective Training

4-59. Crewmembers designated RL 1 must complete the following ATP requirements established by the commander:

- Requirements designated by the commander on the CTL.
 - Semiannual and annual individual and crew task iterations in all modes of flight designated by the commander on the CTL.
 - Annual flight physical completed by the end of the crewmember's birth month.
 - Annual standardization flight evaluation.
 - Annual instrument flight evaluation.
 - Annual MP/ME flight evaluation if required.
 - Gunnery table VIII per FM 3-04.140 if required.
 - Annual NVG flight evaluation.
 - Annual operator's manual examination.
 - All other commander-designated requirements such as CBRN, CBAT, and so forth.
 - ASE simulator training scenario.
-

Note. RCMs will be processed per AR 95-1 for failure to meet any of the above requirements.

RATED CREWMEMBERS (FAC 3)

4-60. RCMs designated FAC 3 perform all of their training in the simulator designated by the commander. FAC 3 RCMs must complete the following requirements:

- Annual flight physical by the end of the crewmember's birth month.
- Annually, one iteration of each instrument task on the CTL as designated by the commander.
- Annual instrument flight evaluation.
- Annual operator's manual examination.

RL 3 Qualification/Individual/Refresher Training

4-61. Unless otherwise designated by the unit commander, NCMs must complete the following requirements:

- Annual flight physical by the end of the crewmember's birth month.
- Minimum monthly flying-hour requirements per AR 600-106 and FM 3-04.300.

Note. To minimize training distracters, NCMs designated RL3 should not have additional duties during this phase of training. This provision does not apply to NCMs regressed from RL 1.

RL 2 Crew Training

4-62. Unless otherwise designated by the unit commander, NCMs must complete the following requirements:

- Annual flight physical by the end of the crewmember's birth month.
- Minimum monthly flying-hour requirements per AR 600-106 and FM 1-300.

RL 1 Individual—Crew Proficiency/Collective Training

4-63. NCMs designated RL 1 must complete the following ATP requirements established by the commander.

- Semiannual and annual individual and crew task iterations in all modes of flight designated by the commander on the CTL.
- Annual flight physical by the end of the crewmember's birth month.
- Standardization flight evaluation.
- Annual operator's manual examination.
- Annual NVG flight evaluation.
- All other commander-designated requirements such as CBRN, CBAT, and so forth.
- Minimum monthly flying-hour requirements of AR 600-106.

Note. Failure to complete the above requirements may result in regression in RL status and/or loss of flight pay. NCMs will be processed per AR 95-1 for failure to meet the requirements.

COMBAT IDENTIFICATION PROGRAM TRAINING REQUIREMENTS

4-64. Combat identification is an essential part of all rotary wing actions on the battlefield. Joint combat identification (JCID) is the process of attaining an accurate characterization of detected objects in the joint battlespace to the extent that high confidence, timely application of military options and weapons resources can occur. This encompasses the full spectrum of operations on the battlefield from attack/reconnaissance to lift/cargo missions, force protection, and fratricide prevention. As airborne platforms and a major contributor to situational awareness on the battlefield, aircrews must be capable of making an accurate combat identification of friendly, threat, and relevant civilian vehicles.

4-65. All rotary wing units will use the recognition of combat vehicle (ROC-V) software (available through https://roc.v.army.mil/roc.v/ROCV_desc.php) to train combat identification. Commanders will establish in the ATP section of the unit SOP—

- ROC-V as the minimum training standard for visual and thermal imagery.
- Any additional threat, friendly, and civilian vehicles relevant to the current theater.

- The minimum standard for evaluation.
- Annual training requirements as a minimum. Consideration should be given to additional training for attack/reconnaissance platforms.

LOCAL AREA ORIENTATION

4-66. Local area orientation is an important part of the training program for newly assigned crewmembers. It is divided into four general areas: aircrew information reading files (AIRF), airfield operations and procedures, airfield layout and facilities, and a local area orientation flight.

Note. Each commander will ensure that crewmembers complete local area orientation before they progress to RL 1.

AIRCREW INFORMATION READING FILES

4-67. Aviation units will establish an AIRF. The AIRF should be divided into general and specific functional areas. It should contain reference material on aviation standardization, safety, and armament as well as regulations, directives, SOPs, and other appropriate publications. Units will post information as it is received. Pertinent new information should be maintained in the front section of each general and specific file area until the information expires or is permanently incorporated into the AIRF or the SOP. Crewmembers must read the AIRF upon initial assignment to the unit and quarterly thereafter.

AIRFIELD OPERATIONS AND PROCEDURES

4-68. The commander will ensure that crewmembers are given a briefing and tour of all airfield operations facilities. The tour will include the flight planning room (location of maps, DOD Flight Information Publications [FLIPs], flight plans, and other flight planning aids), the airfield operations office, and the flight dispatch office. If the weather facility is located on the airfield, it also should be part of the orientation. The briefing will include the items listed below.

- Procedures for—
 - Obtaining notices to airmen (NOTAMs).
 - Obtaining maps, charts, and DOD FLIPs.
 - Filing local and cross-country flight plans.
 - Ensuring operations security of the airfield.
 - Obtaining and servicing ALSE.
 - Obtaining weather information.
 - Obtaining aeromedical evacuation assistance.
 - Authorizing flights outside the local flying area.
 - Obtaining range and restricted area information.
- Information on local medical facilities, frequencies, and access phone numbers.
- A review of visual flight rules (VFR) and special VFR requirements for the airfield and local area.
- A review of instrument flight rules (IFR)/instrument recovery procedures.
- A review of local airspace.
- A review of the local area map, to include—
 - Navigational aids (NAVAIDs).
 - Boundaries.
 - Flight corridors.
 - Reporting points.
 - Airfield security.

- Noise abatement procedures.
- Prominent terrain features.
- Maintenance test flight areas.
- Obstacles or hazards to flight.
- Tactical training and range areas.
- Restricted areas and no-fly areas.
- Airfields, helipads, and frequently used landing zones (LZs).

AIRFIELD LAYOUT AND FACILITIES

4-69. The commander will ensure that crewmembers are given a tour of the airfield area. This tour should include—

- POL facilities.
- Aircraft parking areas.
- Crash rescue facilities.
- Obstacles or hazards to flight.
- NAVAIDs and control facilities.
- Simulation and procedural training devices.
- Organizational and support maintenance areas.

LOCAL AREA ORIENTATION FLIGHT

4-70. Before progressing to RL 1, crewmembers must receive a local area day, night, and if appropriate, NVD orientation flight. At the discretion of the commander, the most demanding mode (NVG/NVS) may be substituted for the day orientation. Units may conduct this flight during other training. The commander will determine which orientation items are required for the flight. Items of the orientation, peculiar to the local area, or those that cannot be adequately covered during the ground portion of the orientation, will be pointed out, demonstrated, and/or discussed during the flight. Additionally, deployments by the unit may require local orientations for all crewmembers in the new theater. The orientation flight should include familiarization with local—

- NAVAIDs.
- Boundaries.
- Flight corridors.
- Reporting points.
- Prominent terrain features.
- Noise abatement procedures.
- Maintenance test flight areas.
- Instrument recovery procedures.
- Restricted areas and no-fly areas.
- Tactical training and range areas.
- Airfields, helipads, and frequently used LZs.
- Obstacles or hazards to flight high intensity radio traffic area (HIRTA) briefing.

Note. Crewmembers should receive a separate orientation flight of aerial gunnery ranges and gunnery procedures before participating in aerial gunnery training. Army commands, particularly those operating near sensitive borders, may establish additional requirements or restrictions for local area orientations.

AIRCREW COORDINATION TRAINING—ENHANCED

4-71. See appendix A for information on aircrew coordination.

NVG TRAINING

4-72. NVG training is vital to the success and survival of aviation units on the battlefield. All NVG qualification, refresher, RL progression, and proficiency training will be conducted per provisions of appendix B of this TC and the appropriate ATM.

AIR MISSION COMMANDER TRAINING

4-73. When two or more aircraft are operating as one flight, the unit commander will designate an air mission commander (AMC). The AMC is a leadership position and is not a crew duty assignment. The AMC serves as the overall mission leader and is delegated the authority by the commander to make all decisions during multi-aircraft operations. AMCs must be prepared to make critical decisions throughout mission planning, GO/NO-GO decision briefings, and mission execution. The AMC must possess a thorough understanding of aircraft capabilities, mission flow, and execution. The AMC must also know the ground tactical plan and possible mission contingencies. Rank and position alone do not qualify a person to serve as an AMC. The AMC is selected to lead an assigned mission based on the appropriate level of aviation proficiency, experience, and leadership. These qualities are the best indicator to determine which aviators are the most capable of executing the unit's mission.

4-74. Each unit commander will establish an AMC training and certification program. The training program will select individuals based on experience and who have demonstrated the proficiency and tactical decisionmaking skills required to fill the AMC role. A guide for developing a comprehensive AMC training program is in appendix E of this TC.

ADDITIONAL TRAINING REQUIREMENTS

4-75. Commanders will list any additional aviation training requirements in the ATP portion of the unit SOP and include the conduct of this training in the unit's short- and long-term training plans. A continuing program of academic training is required to ensure RCM and NCM are up to date on new equipment, concepts, tactics, and regulations. Commanders must use every resource available to support this ongoing education. The USAAWC has implemented a strategy of lifelong learning and access to training material is available through the following address: <http://rucker-dtac.army.mil> (must have an AKO account to access this site).

Note. The site listed above currently does not contain all of the training materials that support the training an aviation unit should complete. Unless marked "DRAFT NOT FOR IMPLEMENTATION," all training materials on the Digital Training Access Center (DTAC) are approved for use. Commanders are encouraged to use all Army and military internet resources to support academic training (for example, AKO).

AVIATION LIFE SUPPORT EQUIPMENT (ALSE) TRAINING

4-76. Commanders will establish an ALSE training program in the ATP section of the unit SOP. At least once annually, commanders will ensure that all crewmembers receive training in the operation, use, and operator maintenance of ALSE per AR 95-1. Proper ALSE assets are critical factors in the crewmember's ability to maintain battlefield mobility and survivability.

FRATRICIDE PREVENTION TRAINING

4-77. Fratricide is the destruction of friendly personnel and/or equipment by friendly weapon systems. Contributing factors include but are not limited to—

- Poor land navigation.
- Loss of communications.
- Position-reporting errors.
- Incorrect target identification.
- Incomplete planning and coordination.
- Equipment failure or improper procedures.

4-78. The emergence of weapons that permit engagement of targets at extended distances and the increasing use of common equipment by allied and hostile nations increase the probability of fratricide. Units must conduct training on preventing fratricide along with other applicable training. This training should address the contributing factors listed above.

Note. Fratricide prevention training is required for all units with a tactical mission.

AEROMEDICAL TRAINING

4-79. The commander will develop an aeromedical sustainment training program that meets the unit's specific needs. Considerations will be given to the unit's mission, area of operations, and environments that the unit may operate in. Because of the medical and technical nature of the aeromedical training program, commanders should involve their supporting flight surgeon in developing the program. Commanders can obtain further assistance in developing a unit aeromedical sustainment training program from the Dean, U.S. Army School of Aviation Medicine, ATTN: HSHA-AVN, Fort Rucker, AL. 36362. The aeromedical sustainment training program will be conducted according to FM 3-04.301. The following Web site contains lesson plans and student handouts for required annual training that are available for downloading at http://usasam.amedd.army.mil/RT/req_training.htm.

LOW-PRESSURE, HIGH-ALTITUDE TRAINING

4-80. Low-pressure, high-altitude training will be per appendix A, FM 3-04.301.

ANNUAL CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR (CBRN) TRAINING

4-81. Commanders will establish a CBRN training program in the ATP portion of the unit SOP. CBRN flight training is the employment of aircraft under simulated CBRN conditions. For additional information, see FM 3-05.105.

MISSION-ORIENTED PROTECTIVE POSTURE

4-82. Conducting aviation operations while in mission-oriented protective posture 4 (MOPP 4) presents special problems. The protective overgarment and gloves restrict movement, and the protective mask restricts vision. The Army is continuously upgrading MOPP gear for aircrews to alleviate these problems. Crewmembers can overcome these restrictions by training as often as possible while wearing MOPP 4 gear. The level of proficiency training will be based on the commander's assessment of the unit's METL.

4-83. CBRN Training. CBRN training is mandatory for all FAC 1 positions and those FAC 2 positions designated by the commander in units with TOE allocation of equipment. This training increases crewmembers' confidence in their ability to successfully accomplish their mission. It also enables commanders to see how CBRN operations affect their unit's ability to accomplish specific missions and how these operations impact on time and personnel requirements.

4-84. While conducting CBRN training wearing MOPP (non-Air Warrior ensembles), the commander will ensure that—

- Aircrews use extra care when performing flight duties when the wet bulb globe temperature is above 75 degrees Fahrenheit. Ideally, this training should be conducted during the cooler months of the year.

Note. When conducting CBRN training wearing Air Warrior MOPP ensemble, there are no temperature restrictions when a functional cooling undergarment is worn by all crewmembers. Otherwise guidance below applies.

- Emergency procedure training is not performed in flight while aircrews are wearing the protective mask. Emergency procedure training may be performed in the flight simulator or a static aircraft.
- The CBRN flight training outlined below may be conducted by a qualified crew, unless stated otherwise, meeting the minimum crew requirements per the operator’s manual. At the commander’s discretion, all training may be trained by an approved instructor per AR 95-1.
 - Task Requirements. The appropriate ATM outlines tasks that the commander must select for training. The commander also may select tasks associated with the unit’s mission. The tasks listed in the ATM should be performed in the day, NVG, or both and outlined in the CTL.
 - Training Proficiency. The CBRN annual requirements listed in the ATM will provide aircrews with an individual familiarity of flight operations under a simulated CBRN environment. This training can be expanded beyond the minimums outlined in the ATM as commanders desire to bring aircrews from a level of familiarity to a level of crew proficiency. The number of hours and iterations required to train each crewmember depends on the unit’s mission and the commander’s assessment of the unit’s needs for proficiency. The commander must decide how much training is needed (beyond the minimums outlined in the ATM) for proficiency in unit CBRN operations. Once crewmembers are trained, they can maintain proficiency through collective CBRN flight training.
 - Training. Crewmembers will receive CBRN training in the tasks listed in the ATM and any additional CBRN tasks on the CTL.
 - Evaluations. The CBRN tasks outlined in the ATM are the minimum required tasks for annual CBRN evaluations. The evaluation will be conducted per the ATM. This evaluation will be documented in the crewmember’s IATF. The evaluation will be conducted at any time during the ATP year and may be aligned with the APART. Units may conduct CBRN evaluations as part of the commander’s no-notice program, in conjunction with the APART, or during a STX. The CBRN flight evaluation will be conducted in the aircraft for NCM and RCM.

ENVIRONMENTAL TRAINING

4-85. In their SOP, aviation unit’s will—

- Explain the effects of the environment on the unit’s flight operations.
- Establish a comprehensive academic and flight training program that develops and sustains crewmember proficiency in that environment.
- Ensure that the training has been satisfactorily completed before the crewmember performs flight operations in the unique environment. This will include an evaluation by an IP, SP, FI, or SI, as appropriate.

Note. Examples of unique environmental conditions are not limited to those described in FM 1-202.

DECK LANDING OPERATIONS TRAINING

4-86. Flight crewmembers must complete deck landing qualification before they conduct naval deck landing missions. They also must be current according to the most recent Army/Navy deck landing operations memorandum of understanding.

4-87. The following references are used with deck landing operations:

- FM 3-04.564.
- NWP 42 (rev F).
- NAEC-ENG-7576.
- JP 3-04.1.

4-88. A unit's operational requirements may generate a need for unique and special interest training. Commanders may direct the inclusion of these unique training requirements on the DA Form 7120-3-R. Iterations and frequency established by the commander are mandatory.

Chapter 5

Evaluations and Tests

EVALUATIONS

GENERAL

5-1. Evaluations are a tool for ensuring crewmembers attain and maintain individual and crew task proficiency to established standards. An individual's lack of proficiency may indicate a need for increased task iterations and/or frequency for that particular crewmember. While evaluations are primarily a method to assess individual proficiency, an adjustment in the ATP may be required if a sufficient number of crewmembers of a unit fail to demonstrate proficiency in a specific task or tasks.

GRADING EVALUATIONS

5-2. Grading evaluations will be per AR 95-1 and the appropriate aircraft ATM. Evaluators will adhere to published standards. However, if other than ideal conditions exist, the evaluator must make allowances for those conditions during the grading of each maneuver (for example, gusty winds near the limit of aircraft operational limitations).

CONDUCTING EVALUATIONS

5-3. Prior to conducting flight evaluations—

- Evaluators will brief those specific individual tasks which the crewmember being evaluated must perform without assistance.

5-4. While conducting flight evaluations—

- Evaluators will perform the crew duties normally assigned to other crewmembers performing the tasks and missions that are being evaluated.
- Evaluators will perform aircrew coordination actions consistent with the aircrew coordination (appendix A) of this TC.

5-5. When a crewmember is being evaluated as an instructor/evaluator (for example, SP/IP/ME/UT/SI/FI) the instructor/evaluator must include role reversal as a part of the evaluation. Role reversal is a planned situation when the instructor/evaluator assumes the role of the crewmember being evaluated and the evaluated crewmember assumes the role of the evaluator.

Note. Role reversal may be accomplished during the oral and/or flight portion of the evaluation.

5-6. The evaluator must clearly announce when role reversal is initiated and announce when it is concluded to prevent confusion and crew coordination errors in the aircraft. The PC or mission commander designation does not change. This situation allows the evaluated crewmembers to demonstrate their proficiency in training and in evaluating crewmembers.

Note. Evaluators will brief the use of role reversal during the crew brief to alert all crewmembers of the intent.

HANDS-ON PERFORMANCE EVALUATIONS

STANDARDIZATION FLIGHT EVALUATION

5-7. This is an evaluation consisting of flight tasks and/or procedures conducted in each aircraft mission, type, design, and series group in which a crewmember is required to perform duties. Standardization flight evaluations determine the crewmember's ability to perform assigned flight duties. The evaluation will—

- Be performed per AR 95-1.
- Consist of the flight evaluation described in the appropriate ATM.
- Be conducted by a designated IP, SP, FI, or SI.
- Be conducted when appropriate.
- Be per the CTL or as briefed by the commander.

INSTRUMENT FLIGHT EVALUATION

5-8. This evaluation is an examination consisting of flight tasks and/or procedures conducted in actual or simulated instrument meteorological conditions in each aircraft category in which a RCM is required to perform duties.

5-9. The evaluation will be performed per AR 95-1 and will—

- Consist of the flight evaluation described in the appropriate ATM.
- Be conducted by a designated IE, or, in AH-64 and OH-58 aircraft, by an IP/SP qualified per AR 95-1 and designated by the commander.
- Be conducted once each year during a RCM's APART.
- Be per the CTL or as briefed by the commander.

5-10. Two RCMs may be evaluated at the same time. However, both crewmembers must have access to the flight controls and must perform all required instrument tasks as designated on the CTL or as briefed by the commander. One of the rated crewmembers being evaluated must be designated PC for the flight.

MP/ME FLIGHT EVALUATION

5-11. An examination consisting of visual flight maneuvers and/or procedures conducted in each aircraft mission, type, design, and series group in which MP duties are performed. RCMs designated as an MP or ME in a valid TOE/TDA position and are phase two graduates of the maintenance test pilot course must complete this evaluation—

- Per AR 95-1.
- As described in the appropriate ATM.
- And be evaluated by a designated ME for rotary wing MP/ME evaluations or by a designated SP/IP for fixed wing MP evaluations.
- Once each year during a RCM's APART period in each aircraft for which they are designated MP/ME.
- Per the CTL or as briefed by the commander.
- Prior to designation as RL 1.

PROFICIENCY FLIGHT EVALUATION

5-12. These evaluations will be conducted per AR 95-1 and the appropriate ATM. NVD currency evaluation tasks will be per the appropriate ATM. A proficiency flight evaluation may be administered as part of a commander's evaluation, to reestablish currency, or when an individual's proficiency is questioned by the commander. To reestablish NVD currency, an IP may evaluate an IP or SP and an FI may evaluate an FI or SI.

POSTACCIDENT FLIGHT EVALUATION

5-13. This evaluation is conducted per AR 95-1. The type and nature of the evaluation will depend on the crew duties the RCM was performing at the time of the accident. Special emphasis will be placed on evaluating the task which was being performed at the time of the accident under similar conditions, if possible. After the evaluation, the SP/IP/FI/SI, as appropriate, will debrief the examinee and make the appropriate entries on DA Form 7122-R.

MEDICAL FLIGHT EVALUATION

5-14. This evaluation is conducted per AR 95-1. The SP/IP/FI/SI, as appropriate, on the recommendation of the flight surgeon and the commander's direction, will require the examinee to perform a series of tasks most affected by the examinee's disability. The evaluation should measure the examinee's potential to perform ATM tasks despite the disability. It should not be based on current proficiency.

5-15. After the examinee has completed the medical flight evaluation, the evaluator will document the evaluation on DA Form 7122-R and provide the results to the commander and flight surgeon for appropriate disposition.

5-16. The flight surgeon will document the recommendation to the commander on DA Form 4186.

5-17. The unit commander will make appropriate decisions concerning the examinee's flight duties and document them on DA Form 7122-R and DA Form 4186.

ANNUAL PROFICIENCY AND READINESS TEST

REQUIREMENTS

5-18. The APART measures a crewmember's individual and crew proficiency and readiness. It consists of a written examination and a hands-on performance test. RL 1 crewmembers must pass each component of the test during their APART period. The APART period is the three-month period ending on the last day of the crewmember's birth month. DACs and ARNG technicians must comply with the appropriate ATM for the initial aircraft qualification and annual standardization flight evaluation.

Note. The commander will designate a specific quarter for each DAC's APART requirement.

5-19. A crewmember designated RL 1 during the three-month APART period must complete all APART requirements.

- Crewmembers receive credit for the aircraft operator's manual written examination and hands-on performance tasks performed during RL progression training if they demonstrate proficiency on the tasks within the three-month APART period.
- Those crewmembers participating in RL 3 or RL 2 training programs are not subject to the APART evaluations unless they were removed from RL 1 because of a training deficiency.

5-20. At the end of the training year, the commander must certify that each crewmember has completed all APART requirements:

- Aircraft Operator's Manual Written Examination. This open book examination is prepared at the local level and consists of 50 objective questions on the information indicated below. The minimum passing score is 90 percent.
 - Rated crewmembers. For RCMs, the examination covers the entire operator's manual. RCMs must complete this examination for each aircraft group they are required to operate. (AR 95-1 defines aircraft groups.)
 - Nonrated crewmembers. For NCMs, the examination focuses on information the crewmember needs to know to perform crew duties. It covers aircraft systems and the operation and servicing of the aircraft and mission equipment.

- Hands-on Performance Evaluation. This component consists of oral and flight evaluations as outlined in the appropriate ATM. The hands-on performance tests require evaluation of proficiency in several areas and may be separated into different flight periods. However, crewmembers must successfully complete all requirements during their APART period.
 - Standardization Flight Evaluation. This evaluation is conducted per AR 95-1 (paragraph 4-9 a). RCMs who complete a graduate program of instruction (POI) at or approved by the USAAWC during their APART period may credit those tasks that were evaluated during the end-of-stage, phase, or course evaluation toward the completion of this requirement.

Note. The standardization flight evaluation applies to RCMs only.

- Instrument Flight Evaluation. An IE—or IP/SP designated per AR 95-1, paragraph 4-9 b(1)(d)—conducts this evaluation per AR 95-1 (paragraph 4-9 b) in the RCM's primary aircraft or in a compatible flight simulator. Instrument flight examiners must be evaluated annually by another IE in at least one category of aircraft in which they perform IE duties.

Note. The instrument flight evaluation applies to RCMs only.

- MP/ME Flight Evaluation. An ME conducts this evaluation per AR 95-1 (paragraph 4-9 f). A maintenance designated IP/SP will conduct this evaluation for fixed-wing maintenance pilots.

FAILURES

5-21. Commanders will process crewmembers who fail to meet APART requirements according to AR 95-1.

COMMANDER'S EVALUATION

5-22. The purpose of the commander's evaluation is to determine a crewmember's proficiency and corresponding readiness level. This evaluation consists of a flight records review and, if directed by the commander, a proficiency flight evaluation (PFE). The evaluation results in an initial readiness level designation. The commander and/or designated representatives will complete the evaluation within 45 calendar days after the crewmember signs into the unit. The Reserve Component commander or designated representative must complete the evaluation within 45 calendar days after the effective date of the crewmember's operational flying status orders or the effective date of transfer (conditional release).

RECORDS REVIEW

5-23. Per AR 95-1, the crewmember is required to turn in the IATF and the individual flight records folder (IFRF) within 14 calendar days after the crewmember reports to the unit. Within 45 calendar days of receipt of the crewmember records, the commander—assisted by the unit SP/IP/SI/FI—will review the crewmember's IATF and the IFRF. The commander will assess the individual's qualifications and tasks performed in crewmember's previous assignment with the tasks required by the assigned duty position. Based on this review, the commander may designate an appropriate RL for the crewmember and document that RL on the individual's DA Form 7120-R.

CONSIDERATIONS

- 5-24. To be designated RL 1, based solely on a records check, a crewmember must have—
- Completed all APART requirements within the current ATP period.
 - A current DA Form 4186.
 - Completed a local area orientation per chapter 4 of this TC.

5-25. RCMs on their first assignment following the initial entry rotary wing (IERW) course, Flight School XXI (FSXXI), or aircraft qualification course (AQC) will not be designated RL 2 or RL 1 based solely on a records review. These crewmembers must receive a PFE for initial designations other than RL 3.

5-26. A crewmember having not flown within the previous 180 days must be designated RL 3 for individual/refreshers training.

5-27. A crewmember, previously designated as an RL 1 crewmember may be designated RL 1 based solely on a records check when reassigned to a similar type battalion or brigade (METL, CTL, or ATP) upon completing the local area orientation (LAO).

PROFICIENCY FLIGHT EVALUATION

5-28. If the initial RL cannot be determined by the records review or if the commander desires, the crewmember will undergo a PFE. At a minimum, the PFE will consist of individual and crew tasks designated by the commander in the unit ATP SOP. The results of the PFE will determine the crewmember's RL designation, which will be documented on the individual's DA Form 7122-R. The LAO flights may be completed during the PFE.

NO-NOTICE EVALUATIONS

5-29. A comprehensive no-notice evaluation program is a valuable tool that allows commanders to monitor training effectiveness at all levels. Each commander must establish, in writing, in the ATP portion of the unit SOP, a no-notice proficiency evaluation program. No-notice evaluations may be written, oral, hands on in an aircraft/compatible simulator flight evaluation, or a combination thereof. This program measures the effectiveness of individual, crew, and collective training. Commanders use the results of no-notice evaluations to ensure unit standardization and readiness and to tailor the unit's individual, crew, and collective training programs.

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Chapter 6

Composite Risk Management

GENERAL

6-1. Tough, realistic training, conducted to standard, is the cornerstone of Army warfighting skills. The battle-focused training environment places stress on both Soldiers and their equipment, creating a high potential for loss. As training realism increases, so does the potential for loss. If risk is not reduced, personnel and equipment losses, caused by training mishaps, pose a serious drain on warfighting assets. Accidental losses in training are no different from combat losses—the assets are gone. Commanders must find ways to protect individuals and equipment from accidents during realistic training to prepare for war. How well commanders manage risk could be the decisive factor between winning and losing. Guidance on risk management is contained in FM 5-0, FM 5-19, and AR 385-10.

CRM CONCEPT

6-2. Composite risk management (CRM) is the decisionmaking process for identifying hazards and mitigating risks across the full spectrum of Army missions, functions, operations, and activities. It is a holistic assessment blending tactical and threat-based risk management with accidental, hazards-based risk management. CRM is not a stand-alone process, a paper work drill, or an add-on feature to planning. Rather, it is used as a fully integrated element of planning and decisionmaking. It may also be executed intuitively in situations that require hasty planning or immediate action. CRM should be viewed as part of the military art interwoven throughout the Army's military decisionmaking and training management cycles. CRM follows a process which personnel of all ranks must continually use. The CRM steps are shown in figure 6-1.

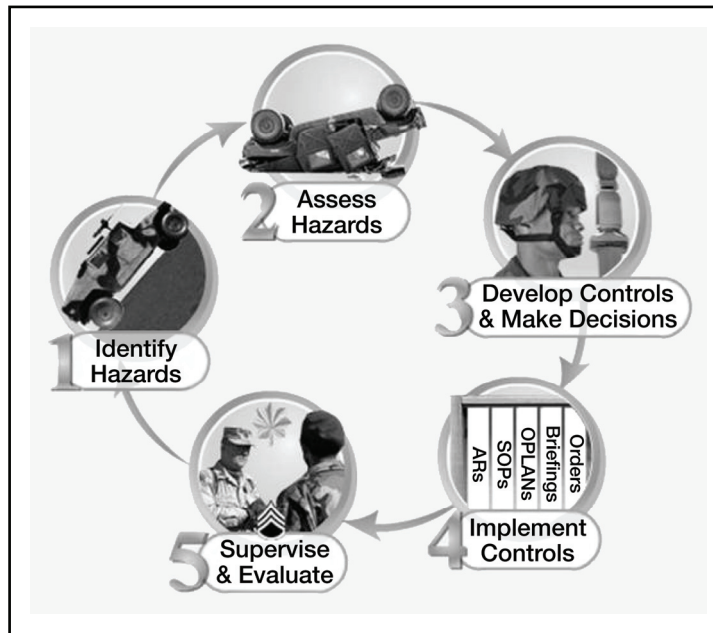


Figure 6-1. CRM steps

6-3. Using the CRM process, leaders identify the hazards that may cause mission degradation and loss of unit combat readiness and effectiveness. These include those hazards that may cause injury and/or death to personnel or damage and/or destruction of equipment. A commander should then determine the possible impact of each hazard on the mission, take action to minimize or eliminate the hazards, then execute the mission or modify the mission to reduce risk further.

6-4. CRM is not a restrictive measure. It is a conscious analysis of the mission itself, possible courses of action, and the implementation of appropriate controls to ensure any risk is reduced or eliminated.

6-5. The CRM process includes several terms all leaders should know. These terms are—

- CRM process—The process of identifying and controlling hazards to protect the force.
- Control—Any action taken to eliminate hazards or reduce their risk.
- Hazard—Any real or potential condition that can cause the loss of an asset. These losses include—
 - Injury, illness, and death of personnel.
 - Damage to or loss of equipment or property.
 - Mission degradation.
- Risk—The chance of hazard or bad consequences. Exposure to a chance of injury or loss. Risk level is expressed in terms of hazard probability and severity.
- Exposure—The frequency and length of time subjected to a hazard.
- Probability—The likelihood that an event will occur.
- Severity—The expected consequence of an event in terms of the degree of injury, property damage, or other mission impairing factors that could occur.
- Risk Assessment—The identification and assessment of hazards.
- Residual Risk—Any anticipated level of risk remaining after controls have been identified and selected for hazards that may result in loss of combat power.
- Risk Decision—Accept or not accept the risk(s) associated with an action; made by the commander, leader, manager, or individual responsible for performing that action.

6-6. The standard for CRM is leadership at the appropriate level of authority making informed decisions to control hazards or accept risks. Leaders are responsible and accountable for assessing their operation as a total system.

6-7. The degree of risk determines the level of decision authority. When resources to reduce risk to an acceptable level are not available, the risk issue must be elevated to the next higher command. This process continues until the information is presented to the level of command that has the resources and authority to eliminate the hazard or control the risk to an acceptable level. In this manner, a conscious and informed decision is made to either commit the resources to control the hazards or to accept the risk.

RESPONSIBILITIES

6-8. CRM is not complex, technical, or difficult and is not limited to the brigade and battalion commanders. It is a simple decisionmaking process and a way of “thinking through a mission” to balance mission demands against known risks. Trainers/evaluators can maintain realism in training accomplishment thorough CRM. In peacetime, the process must be deliberate, continuous, and must become second nature to those responsible for planning, approving, or leading activities. In combat, the process is no less deliberate, though risks may be accepted as dictated by the mission priority.

LEADERS

6-9. Managing risks is a leadership responsibility. At the crewmember level, PCs and instructors/evaluators are the principal risk managers. Planning must incorporate consideration for known hazards and must address appropriate control measures to minimize exposure to these hazards. While CRM is introduced in the planning phase of a mission, for PCs, CRM responsibilities are not complete until the mission debriefing is complete. To meet these responsibilities, leaders—

- Do not accept unnecessary risk. If the risk can be eliminated or reduced and the mission can still be accomplished, the risk is mitigated and acceptable. Find ways to mitigate the risk (that is, change the crew mix, change the mission execution time, provide additional preparation and training, add additional supervision, and so forth) which will still allow completion of the mission. Once hazards are identified and controls recommended, compare and balance the residual risk against the mission expectation.
 - Pre-mission. The commander, or other designated risk approval authority, decides if the controls are sufficient to accept the risk. If the risk is excessive, the commander can direct additional control measures, modify controls, request the next higher commander’s involvement, or reject the mission.
 - During mission execution. The commander cannot always be available to make every risk decision. In the aircraft—when the situation, time, or other factors do not allow for the commander’s decision—the AMC, PC, instructors/evaluators, or other unit leaders become the primary risk managers. In such cases, they should use the commander’s guidance, their professional experience, unit SOP, ATM, regulations, current situation, developing conditions, and so forth as the basis on which they formulate control measures. They should evaluate unexpected hazards that are encountered during the course of the mission and apply the appropriate control measures.
- Make risk decisions at the proper level. Decisions made at the proper level eliminate the involvement of commanders not normally involved in the mission or commanders not authorized to accept the level of risk. PCs must know the appropriate level of approval authority based on the level of risk. The risk approval authority will vary between units and risk approval authority must at all levels be capable of mitigating risk or accepting that level of risk.
- Weigh the risks versus the benefits. The benefits gained by accepting a residual risk must clearly outweigh the potential cost in terms of life, limb, or equipment loss should an incident occur.
- Identify controls. The commander will issue guidance regarding the appropriate control measures. Once the controls are identified, PCs must ensure these controls are understood and implemented during the mission.

- The crew mission briefing is where the PC presents these controls to the crew. The delineation of duties, such as airspace surveillance responsibilities, is an example of a hazard control established before flight.
- The unit SOP is a formal document of CRM controls. These controls are only effective when followed. “Per the SOP” is a valid control measure only when all crewmembers are knowledgeable of the unit SOP’s contents. Flight weather minimums are a good example. If the SOP requires 500-2 for a night training flight, the commander must reinforce and support the PC’s decision to abort a mission, divert, or land the aircraft when conditions fall below these standards. Pre-mission planning should include options/controls for this example.
- Crew coordination is a method of “on-the-fly” CRM by identifying unexpected hazards, establishing control measures, and evaluating these hazard controls continuously during the conduct of a mission.
- Integrate CRM into all stages of all operations. Integration begins with the pre-mission planning and continues through the completion of the mission debriefing. Consider CRM as contingency planning. The commander and staff should look at factors that could cause the mission to fail (cause loss of life, limb, or equipment) and implement controls to minimize that probability. During the debriefing, unexpected hazards for a completed mission then become expected hazards for follow-on missions.

STAFF

6-10. While crewmembers are not specifically members of the unit staff, they normally provide input to the battalion staff through their company commander. During operations, the staff normally does not occupy a crew station, but through their work, a significant portion of CRM does occur before any start switch is pressed. Some functions that the staff performs, relative to CRM, are as follows:

- Assist in the planning and identification of hazards for operations.
- Integrate CRM into operations plans and orders. In developing plans, the staff evaluates the risks, recommends controls to minimize the risks, and provides the commander with an assessment of the effectiveness of the imposed controls. In training situations, the staff:
 - Advises the commander of the controls that impact on training realism so the commander can make the risk acceptance decision.
 - Evaluates imposed safety restrictions to ensure optimal training benefit is achieved without unnecessary restrictive measures applied.
- Assess the operational risk. Using mission, enemy, terrain, troops, time, and civilians factors (METT-TC) to identify the risk to mission accomplishment, the staff begins to assess operational risks. The most important consideration is the outcome of the operation for the unit, higher headquarters, and adjacent units. Risk analysis is formulated using a course of action that is developed along the spectrum of frequent to seldom event occurrence. The staff reviews and expands or refines the list throughout the planning and execution of the exercise. The staff then evaluates the possible consequences of those risks from catastrophic to marginal. For example, the staff plans a multi-aircraft mission to airlift personnel or supplies. If the weather forecast is for marginal conditions, part of the planning should include the possibility of weather conditions degrading during the mission. Controls the staff might propose are—
 - Reinforcing those sections of the SOP pertaining to adverse weather.
 - Briefing crews regarding the current and forecast adverse weather and the possible courses of action selected by the commander.
 - Planning alternate transportation.
 - Designating recovery airfields.
 - Practicing inadvertent instrument meteorological condition (IIMC) recovery.

6-11. The staff should also consider the possibility of additional personnel or equipment showing up for transport than were expected. How will the crews accommodate this change? What impact will the

additional payload have on the aircraft performance? Controls could include maximums on payload, additional sorties, backup aircraft, or other controls that would ensure mission accomplishment with minimum risks. There are additional hazards that could be identified in this example.

SAFETY OFFICER

6-12. The safety officer—

- Is an integral part of the CRM planning process.
- Is a special staff officer who advises the commander and staff on safety requirements and recommends controls to minimize risks.
- Participates in all phases of the military decisionmaking process to ensure CRM follows the commander's intent.
- Assists all staffs in integrating the CRM process into other staff functions.
- Assists the command in supervising operations to ensure application and adherence to imposed controls and provides feedback on the effectiveness of the program.

CREWS

6-13. Crewmembers are a critical part of the CRM process. They perform the mission, and their involvement in the planning phase is crucial to identification of hazards and controls. Crewmembers must clearly understand the controls implemented to mitigate risks. During mission execution, crewmembers must perform tasks and implement control measures to standard. The employment of good crew coordination is paramount to identifying unexpected hazards (enemy situation, wires, weather, and so forth) and to continuously refine controls during the mission.

INDIVIDUALS

6-14. Self-discipline is critical to mission accomplishment and to an effective CRM program. The best CRM plan is worthless if the individuals performing the mission do not adhere to established controls or do not perform the tasks to standard. Individuals performing a mission are also responsible for performing CRM. While performing the mission, conditions change, therefore, hazards change, risks change and, by necessity, CRM controls may change. The individual must constantly assess the conditions and must continuously apply the principles of CRM to ensure minimum risk to themselves, fellow Soldiers, the aircraft, and the mission.

CRM TRAINING

6-15. Commanders must conduct CRM training for their unit. Training should emphasize the process and must reinforce the philosophy that Soldiers—crewmembers and ground personnel—are responsible for performing CRM; without a full range of participation, commanders may not make an informed decision.

CRM PROCESS

STEP 1 – IDENTIFY HAZARDS

6-16. Identify the major events in the mission and list chronologically. This will help identify all hazards associated with the specified as well as implied tasks.

6-17. Complete a preliminary hazard analysis of operational events. This identifies, as early as possible, the obvious hazards expected during the mission. Early identification provides more flexibility in addressing the hazards and allows more options for controls, which maximizes a leader's ability to complete the mission.

STEP 2 – ASSESS RISKS

6-18. Determine the level of risk associated with each hazard. Commanders should ask, “Can the hazard result in a fatality, damage to equipment, or mission failure?” The degree of risk associated with each particular hazard will help define the level of controls necessary. For example, risks associated with a single ship, NVD, tactical flight might include wire strikes, inadvertent weather, tree strikes, and spatial disorientation while risks associated with a multiship mission in the same environment would include mid air collision as well. (These are usually contained in the unit SOP or designated by the command.) An example of some controls for the previous example may include a day route reconnaissance to establish minimum weather requirements, change the crew mix, adjust the mission execution time, conduct crew awareness briefings on recovery procedures, and conduct spatial disorientation (recognizing and countering) training. For multiship operations, controls might also include a rehearsal to practice formation breakup procedures and to specify separation distances and altitudes.

STEP 3 – DEVELOP CONTROLS AND MAKE RISK DECISION

6-19. All hazards cannot be eliminated; therefore, there is a point at which the command must accept the risks and direct the mission to continue, modify the mission, or abort the mission. This is not to say that the CRM process stops. The CRM process is a continual process. There may come a time during a mission, when an opportunity exists to eliminate a particular risk. That opportunity might not be apparent if the CRM process is not continual. The intent is to mitigate the probability of an accident or the severity of the consequences with prudent controls whenever the risk is evident. For example, an experienced crew on a NVD mission with the routes reconnoitered and good illumination still has the possibility of a maintenance malfunction, a human error occurring, or an obstacle strike. The command has identified the controls but cannot eliminate all the risks; therefore, it accepts the residual risks, in this case, as necessary and unavoidable.

6-20. In identifying and implementing controls, commanders should—

- Eliminate the hazard. This may include changing the crew, mission time (day versus NVD), route, or aircraft type.
- Guard or control the hazard. For flight operations, this might include routine radio calls to operations, crew mix, safety aircraft, emergency locator transmitter (ELTs), and minimum flight altitudes.
- Change operational procedures to limit exposure to hazards. For example, minimize the number of systems or personnel or limit exposure to a particular hazard.
- Train and educate personnel in hazard recognition and avoidance. Some good examples include the limitations of the NVDs and the known performance and operational limits of the aircraft.
- Enforce the use of protective clothing or equipment which will minimize injury and damage potential. Examples include the flight helmet (crash protection and hearing conservation), flight suit (fire protection), and AIRSAVE/SARVIP/AIRWARRIOR (ballistic protection).
- Use color coding and signs to alert personnel of hazards—safety lanes in hangers, stairs, curbs, marking on aircraft for tail rotors, FARP markings, and so forth are included here.

STEP 4 – IMPLEMENT CONTROLS

6-21. Integrate controls into the planning. Ensure awareness of the hazards and controls, from the commander through the individual(s) performing the task, is essential to success.

STEP 5 – SUPERVISE AND EVALUATE

6-22. Leaders must enforce the controls and standards. The best CRM program is ineffective if the command does not enforce the controls. Pilots-in-command are leaders on every aircraft on a mission; therefore, upholding standards must be a high priority. The most common cause of accidents is the failure of an individual to adhere to standards or a failure of the command to enforce a known standard.

6-23. Leaders must supervise activities of subordinate units. Battalion will supervise company operations, the company will supervise platoon operations, and so forth. Supervising a subordinate unit does not imply interference. Only by seeing the character of operations will leaders fully appreciate risk implications or the effectiveness of the CRM program.

6-24. Leaders at all levels are responsible for supervising operations. From private to general, all Soldiers can, and must, share in the responsibility for supervising. The purpose of this supervision is to ensure that the identification of hazards and that the controls are followed. Additionally, as conditions change, the supervisor continually evaluates the effectiveness of established controls to ensure successful completion of the mission.

RISK ASSESSMENT TOOLS

6-25. Using risk assessment tools—such as matrixes and diagrams—are valuable during the planning stage of a mission. These tools do not internalize the entire CRM process, but they do provide a systematic approach to identifying and reducing risk. However, do not allow the risk assessment tools to become the overriding concern of the CRM process. Tools merely provide a measurement for leaders to gauge risk and control effectiveness.

Note. Risk assessment tools do not make decisions. Leaders make decisions.

6-26. Probability is the likelihood of an event. This is your estimate, given what information you know and what others have experienced. The probability levels estimated for each hazard are based on the mission, course of action (COA), or frequency of a similar event. For the purpose of CRM, there are four levels of probability—frequent, likely, occasional, and seldom. See figure 6-2 and figure 6-3.

<i>PROBABILITY – FREQUENT</i>
Occurs very often (known to happen regularly). Given 500 or so exposures to the hazard, expect that it will definitely happen to someone. Two examples of frequent occurrences are rollovers and rear ending a vehicle.
<i>PROBABILITY – LIKELY</i>
Occurs several times (a common occurrence). Happens every 1,000 or so exposures. Examples are IEDs, wire strikes for aircraft, controlled flight into terrain, and accidental discharges.
<i>PROBABILITY – OCCASIONAL</i>
Occurs sporadically (but is not uncommon). You may or may not get through your deployment without it happening. Two examples are UXO and fratricide.
<i>PROBABILITY – SELDOM</i>
Remotely possible (could occur at some time). Usually several things must go wrong for it to happen. Two examples are heat-related death or electrocution.

Figure 6-2. Probability chart

Risk Assessment Matrix				
SEVERITY \ PROBABILITY	Frequent	Likely	Occasional	Seldom
Catastrophic	E	E	H	M
Critical	E	H	H	L
Marginal	H	M	L	L

E - Extremely High.....Loss of ability to accomplish the mission.
H - High.....Significant degradation of mission capabilities.
M - Moderate.....Expected degraded mission capabilities.
L - Low.....Little or no impact on accomplishing the mission.

Figure 6-3. Risk assessment matrix

6-27. Catastrophic.

- Loss of the ability to accomplish the mission or mission failure.
- Death or permanent total disability (accident risk) of personnel.
- Loss of major or mission-critical system or equipment.
- Major property (facility) damage.
- Severe environmental damage.
- Mission-critical security failure.
- Unacceptable collateral damage.

6-28. Critical.

- Significantly (severely) degraded mission capability or unit readiness.
- Permanent partial disability, temporary total disability exceeding three months time (accident risk).
- Extensive (major) damage to equipment or systems.
- Significant damage to property or the environment.
- Security failure.
- Significant collateral damage.

6-29. Marginal.

- Degraded mission capability or unit readiness.
- Minor damage to equipment or systems, property, or the environment.
- Lost day due to injury or illness not exceeding three months (accident risk).
- Minor damage to property or the environment.

6-30. One matrix cannot include all of the hazards of every mission nor can one matrix apply to all units. Commanders must determine the usefulness and content of any risk assessment tool. Commanders must consider a number of basic principles when they use these tools.

6-31. Commanders must remember that—

- Simply adding the numbers up and finding the right level of command to accept the risk is not CRM.
- The risk assessment matrix is most valuable during mission planning.
- Each element of the matrix represents a specific hazard, which, in the risk assessment process, translates into risk.

6-32. Commanders should review the unit METL as they develop their risk assessment matrixes. They should assess each METL task from the highest risk to the lowest risk. Commanders should then select the task(s) or task elements on which they personally want to initiate risk reduction action and approval. Their risk assessment matrixes should clearly show these critical elements.

6-33. Commanders should include additional items when developing the risk assessment matrix, when applicable. An example of a high-risk mission is a tactical nap-of-the-earth mission flown at night using the NVG with less than 23 percent illumination and restricted visibility caused by fog. If the mission results in an accident, the probable cause could be an en-route scan error due to aviator overconfidence. The factors that play the biggest role in this example could be lack of illumination and the restriction of visibility. Commanders may wish to refer these types of mission elements to the next higher commander for risk reduction or acceptance because the effect of these factors greatly increases mission risk.

Note. Additional risk management tools can be found at: <https://crc.army.mil/home>

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PART THREE

Collective Training

Chapter 7

Training the Unit

ATP AND COLLECTIVE TRAINING

7-1. Part Two of this TC discusses in detail individual crewmember and initial crew training in the ATP which is the foundation for unit collective training. This part of the TC addresses those procedures and techniques commanders use to accomplish the next higher level of training—collective proficiency in all assigned METL tasks.

7-2. Part Three of this TC establishes no collective unit requirements. While the information and procedures contained herein are not regulatory, their use by commanders and staffs is strongly encouraged.

7-3. Collective training must follow the same crawl-walk-run process used in individual training:

- Commanders must ensure that their ATP develops RCMs and NCMs to be proficient in individual and crew tasks.
- Commanders then establish short-range, long-range, and near-term training plans to ensure that crews maintain proficiency in individual and crew tasks, as they train to proficiency in unit collective tasks.

7-4. PCs and junior leaders are keys to successfully implementing a collective training program. PCs supplement instructor pilots and NCM trainers during collective training of rated and nonrated unit personnel. Company commanders and platoon leaders schedule, conduct, and evaluate collective training. Commanders at every level must develop subordinates that can conduct and evaluate training. Mentoring of junior leaders must occur both from their leaders and from those technically proficient instructor personnel they lead.

TRAINING PLANS

GENERAL

7-5. This section describes the training management cycle and training plan development. The training management cycle is METL-based and depends on continuous feedback. This feedback is a common thread throughout the planning process. FM 7-0, FM 7-1, FM 3.04-100, and the MTP provide detailed information on training management.

DEVELOPING THE UNIT METL

7-6. This is the initial process for developing a battle-focused, long-range training plan. The METL is an unconstrained statement of tasks required to accomplish wartime missions. It must be continuously reviewed and cross walked with the unit MTOE, CATS, and MTP. A unit's METL must support and complement the METL of the next higher headquarters and be based on the wartime mission. A generic mission statement for the battalion is in the MTOE. With this information and the commander's guidance, the S3 can prepare a proposed METL for discussion with company commanders. After incorporating results from these discussions and examining implied battle tasks, informal coordination can be made with the brigade S3. The battalion commander then approves the unit's proposed METL and sends it to the brigade commander for approval. The battalion's METL is approved by the brigade commander or sent back for revision. (Figure 3-1 in Part Two illustrates the relationship between the METL and the ATP.)

TRAINING PLANNING PROCESS

7-7. The following is a sample checklist for developing a battalion-level METL:

- The brigade commander provides a restated wartime mission statement and approved METL to the battalion commander.
- The battalion commander identifies specified and implied tasks.
 - MTP mission-to-collective task matrixes identify collective tasks that support critical wartime missions and other tasks required to execute war plans.
 - All collective tasks are listed in the sequence in which they are expected to occur during the wartime mission.
- Subordinate commanders, their staffs, key warrant officers, and key NCOs analyze the restated wartime mission. Then from the task list, they select only those tasks essential to accomplishing the restated wartime mission. These tasks are submitted to the brigade commander for approval.
- Upon the brigade commander's approval, these mission-essential tasks become the battalion's METL and battle tasks. (These tasks should not be confused with the all-inclusive collective task list found in the MTP.)

Note. A unit's METL is stabilized when approved. Normally, the METL is modified only if changes occur in wartime missions.

- From the approved METL, the battalion commander establishes training objectives. These are based on the battalion commander's own vision, guidance from higher commanders, and guidance in doctrinal manuals.
 - An initial METL assessment sets the starting point for developing the battalion's training strategy. An ongoing evaluation process ensures that the battalion continues to focus on preparing for its wartime missions.
 - The training assessment is the battalion commander's continuous comparison of the battalion's current proficiency with the proficiency required to fight and win on the battlefield. The battalion commander, staff, and subordinate commanders assess the battalion's current proficiency of mission-essential tasks against the required standard. The company commander then indicates the current proficiency by rating each task as "T" (trained), "P" (needs practice), or "U" (untrained). The outcome of the training assessment identifies the company's future training requirements. (FM 7-1 contains guidelines and suggestions on how to conduct training assessments.)
 - Coordinating with the CSM, company commanders, senior warrant officers, ISGs, senior NCOs, and the staff, the battalion commander updates the commander's training assessment based on the new METL, any training evaluations available, and the personal observations of team of leaders. From these, the battalion commander develops the training vision, goals, and priorities that will be published as the battalion commander's guidance. (Face-to-face coordination occurs throughout this process.)

7-8. The MTP training and evaluation outlines are objective conditions and standards that describe the situation or environment and outcome criteria that the unit must meet to perform the collective tasks. Every task must have a condition and a standard so that all training can be evaluated against the standard.

7-9. Future training should be planned, sufficiently resourced, and conducted to achieve and/or maintain a level of proficiency within the “Band of Excellence.”

Note. More information on the training planning process can be found in FM 7-0, FM 7-1, and the appropriate MTP.

TRAINING STRATEGY

7-10. The training strategy is developed using the outcome of the training assessment. This training strategy is then issued to subordinate commanders through the commander’s training guidance (CTG).

NEAR-TERM PLANNING

7-11. For the monthly training schedule, the S3—

- Reviews TADSS and allocates training resources to specific trainers.
- Ensures that training events are well structured, efficient, realistic, safe, and effective.
- Must ensure that informal evaluation and feedback by trainers and senior leaders are continuous and that formal evaluations are included in training plans. (Evaluation documentation can range from annotated T&EOs to CTC take-home packages.)

LONG-RANGE PLANNING

7-12. For the new annual training calendar, the S3—

- Carefully studies the brigade CTG and key training events in which the unit will participate.
- Selects appropriate training scenarios with supporting operations plans (OPLANs) from the training support packages.
- Coordinating with the brigade, division, and the military community, chooses training event dates that do not conflict with other key calendar events.

7-13. The tools used to develop a long-range training plan are the battalion training strategy, the brigade and division’s CTG, and the brigade and division long-range training calendar—12 to 18 months out. These calendars may be viewed by subordinate commanders during their unit training planning.

QUARTERLY TRAINING CALENDAR

7-14. When preparing the quarterly training calendar, the S3—

- Studies the brigade CTG and the battalion annual training calendar.
- Identifies, allocates, and coordinates short lead-time resources such as local training facilities.
- Pays particular attention to CTC lessons learned when developing training objectives and tasks to include in an FTX OPORD.
- Allocates time on the Aviation Combined Arms Tactical Trainer (AVCATT) and other critical training resources.
- Cross-references each event with specific training objectives and coordinates with all supporting agencies, the battalion staff, and unit commanders.

AIRCREW TRAINING PROGRAM

7-15. The ATP—along with the factors that affect it—is a major consideration in developing the long-range training plan. Consideration must be given to—

- Individual pilot proficiency.
- Aircrew proficiency (battle-rostered crews).
- The unit maintenance program.
- Flight-hour allocation to supported units when aviation training is conducted during supported unit missions.
- Individual and aircrew training that is usually accomplished while not in a support role; for example, emergency procedure training, flight evaluations, and instrument proficiency training.
- Pilot training accomplished in crew and collective simulators/simulations.
- Training accomplished with the CBAT system.

7-16. Units are required to have an ATP addressing specific requirements for conducting training, evaluation, assessment, and program revision. Commanders should use multiechelon training objectives, scenarios and situational training exercises (STXs) to facilitate the development, execution, and continual assessment of their training program. Scenarios and STXs for individual, crew, and collective training must be mutually supportive and progressive in intensity and complexity. Effective individual and crew training programs form the foundation for an aviation battle-focused training program. These programs produce combat ready crews and are the basis for the unit's collective training program. Collective training must focus on combined arms/joint operations across the spectrum of the unit's METL. Limited resources, environmental restrictions, new and sophisticated aircraft mission equipment packages, and myriad contingency operations will all impact on the commander's ability to train and maintain proficiency at all levels.

METL TASK SUSTAINMENT

7-17. At the brigade level, the final assessment of the requirements for a unit to be a "T", "P," or "U" for a specific METL task must be agreed upon and once completed, becomes a contract between the aviation brigade commander and the division commander. Commanders should review the collective training sustainment requirements as outlined in the specific CATS for their type of unit. Crewmember sustainment training requirements are met by completing the required number of iterations for each mission as listed in the CATS for that type of unit. The CATS is designed to produce trained "T" companies, which will result in "P" battalions, as a minimum.

PLATOON COLLECTIVE TRAINING

7-18. A battle task is a staff or subordinate organization mission-essential task that is so critical that its accomplishment determines the success of the next higher organization's mission-essential task. Although platoons do not have METLs, the platoon leader plans, executes, and assesses platoon collective training. Crews that are trained in the unit's missions train together to form proficient platoons.

COMPANY COLLECTIVE TRAINING

7-19. The company commander plans, executes, and assesses company collective training. Platoons that are trained in the unit's missions train together to form proficient companies. Company commanders train platoon leaders and assess company and platoon collective training.

BATTALION COLLECTIVE TRAINING

7-20. The battalion commander plans, executes, and assesses battalion collective training. Companies that are trained in the unit's missions train together to form proficient battalions. Battalion commanders issue guidance and assess company and platoon level collective training.

BRIGADE COLLECTIVE TRAINING

7-21. The brigade commander plans, executes, and assesses brigade joint and combined arms training. The brigade commander issues guidance and assesses battalion and company level collective training.

GUNNERY TRAINING

7-22. Because of the resources required, gunnery training is usually planned and executed at the battalion level. However, the focus of the training—from individual through crew and collective—is based on the aggregate level of gunnery proficiency for the battalion. In other words, if the assessment of the battalion indicates that individual proficiency is lacking, that will be the focus of the battalion's gunnery training until assessments indicate that a sufficient number of individuals have attained the required levels of proficiency.

INDIVIDUAL THROUGH COLLECTIVE TRAINING INTEGRATION

7-23. While ATP progression is not part of collective training, it is the base on which collective training is built. Crewmembers who are designated RL 1 are in collective proficiency training and individual proficiency sustainment training. (Specific guidance on ATP progression is in Part Two of this TC. See figure 3-2 for an illustration on the relationship of individual and crew training to unit collective training.)

7-24. To achieve maximum training results from limited resources, planning must be detailed and flying hours must be dedicated to maintaining individual and crew proficiency. Though detailed, this training must be flexible allowing the commander to take advantage of unplanned and unforeseen training opportunities. Integrating individual continuation training into collective training events makes maximum use of every hour of flight time. Commanders must ensure incorporation of collective training into every element of the ATP. Battalion commanders must instill this principle in their company commanders and they in turn to their platoon leaders.

7-25. The link between the collective mission-essential tasks and the individual tasks that support them is critical to the battle-focused training concept. The commander plans, prepares, executes, and evaluates training using mission-related scenarios based on the unit's METL. The commander selects critical battle tasks from the subordinate unit's METL and emphasizes the execution of these tasks during training and evaluation. Implementers can assist the commander's effort at every step and level of this process. Input from the bottom up is essential because it identifies training needs to achieve task proficiency on identified supporting collective and individual tasks that can be integrated into training events. After-action reviews and critiques are useful tools which guide the commander in assessing the unit's METL proficiency and tailoring future training to meet these proficiency requirements.

7-26. A reduction in the flying-hour program will result in a decrement of a unit's METL proficiency with a corresponding impact on readiness. Training an aviation unit is expensive; however, it is more expensive if not managed properly. Dollars expended on a poorly resourced ATP provide a very low return on investment. Potentially, aviation units will operate in an environment of enemy radar and air defense artillery (ADA). It takes time to develop the skills associated with nap of the earth (NOE)/terrain flight. In preparation for an encounter with a technologically advanced enemy, aviation units must have maximized every flight training hour beforehand. For example, if during collective training, an attack helicopter unit flies along a route at altitude with no threat radar to contend with, to an objective without any enemy threat, to engage simulated targets in the objective area, great training opportunities are missed—both individual and collective.

AVIATOR PROFESSIONAL DEVELOPMENT

7-27. The junior aviators of today are the commanders, maintenance, TACOPS, safety, and standardization officers of the future. Commanders must encourage and support the establishment of personal goals by aviators in their command that foster developing skills and knowledge required to successfully move Army aviation forward. The ultimate objective of aviator professional development beyond the level of individual aviator and crewmember is to produce highly skilled aviation leaders and

combined arms officers and Soldiers. To this end, aviation commanders and aviators must look at intermediate skill positions as stepping-stones to higher responsibility.

7-28. The goal of every professional aviator is a logical parallel progression of abilities and responsibilities. As the aviator's tactical and technical skills evolve, so should the assigned levels of responsibilities. The professional aviator's first targeted level of achievement should be selection and designation as a PC. With this in mind, commanders from platoon leader through battalion commander, must strive to gain the knowledge and expertise to achieve RL 1 PC in order to "set the example" for subordinates. The professional aviator should then continue to develop tactical and technical skills with the intent of designation as flight lead. Continued professional development of aviation skills should lead to selection as an AMC. These are not easy tasks. Many responsibilities accompany these designations which require study, practice, and training to achieve. Only by developing skilled aviation professionals, who understand the capabilities and the risks of Army Aviation operations, can we train leaders and trainers that our demanding profession requires.

ATP FORMS AND RECORDS

7-29. The ATP records system provides commanders with a comprehensive performance record on each crewmember in their unit. Having accurate and up-to-date records cannot be over emphasized. It ensures that crewmembers are properly trained. ATP records are a tool which serves several functions:

- They document individual and crew training and collectively they are a continuity file used by the commander to determine the unit's overall level of training.
- ATP forms and records are maintained for each rated and nonrated crewmember and noncrewmembers performing crew duties. This is the principle means by which individual training information is transferred from the losing unit commander to the gaining unit commander when an individual is transferred.

7-30. ATP records are not the exclusive domain of the trainers that maintain them and should be used by commanders as a first step in a unit's bottom-up assessment of training. These records must also be used to document milestone and achievement awards accumulated by the aviator. (For example, the safety officer should annotate when an individual receives the "Broken Wing" award, a flying-hour award for safety, and so forth.)

Chapter 8

Collective Training Factors

COLLECTIVE TRAINING AND UNIT READINESS

C-LEVEL RATING

8-1. Every month, commanders are required to report their assessment of how well their unit meets the prescribed levels of personnel strength, equipment availability, and unit training to conduct their wartime or primary missions. Although this is an intricate process as detailed in AR 220-1, the resulting readiness designation is the unit's C-level. The five C-levels are as follows:

- C-1: Indicates that the unit possesses the required resources and is trained to undertake the full wartime mission for which it is organized or designed.
- C-2: Indicates that the unit possesses the required resources and is trained to undertake most of its wartime mission for which it is organized or designed.
- C-3: Indicates that the unit possesses the required resources and is trained to undertake many, but not all, portions of the wartime mission for which it is organized or designed.
- C-4: Indicates that the unit requires additional resources or training to undertake its wartime mission, but it may be directed to undertake portions of its wartime mission with resources on hand.
- C-5: Indicates that the unit is undergoing a service-directed resource action and is not prepared, at this time, to undertake the wartime mission for which it is organized or designed.

Note. Regardless of the C-level of the unit, it generally indicates the unit's training requirements. That is, commanders constantly ask themselves what training is required for the unit to achieve and sustain the highest C-level possible with the available resources.

TRAINING READINESS STATUS

8-2. As stated above, the unit's C-level is based on personnel, equipment availability, and training. The unit's level of training (T-level) is based on the commander's evaluation of the current ability of the unit to employ effectively its systems and equipment to perform those critical tasks required by its wartime missions. Thus, given sufficient personnel and equipment, the ATP has a pivotal impact on the unit's ability to conduct its wartime mission. The T-level is determined by applying two separate training metrics:

- T-Level: The unit training status level that reflects the percentage of the METL for which unit personnel are trained (calculated per instructions in AR 220-1).
- T-Days: The unit training status level that reflects the number of training days estimated by the commander that are needed by the unit to reach full METL proficiency (as determined per instructions in AR 220-1).

Note. The T-level is a measure of how well the unit can perform its METL and how long it would take the unit to be proficient in its entire METL.

METL PROFICIENCY'S IMPACT ON TRAINING REQUIREMENTS

8-3. Commanders use the applicable MTP standards of proficiency to evaluate platoons, company-sized units, and battalion-sized units. The commander's assessment of the unit's METL proficiency is in terms of trained (T), needs practice (P), or untrained (U). Each METL task is separately assessed. If the assessment is P or U, then the commander must develop a training plan to raise the current training level to a fully trained (T) status. If the assessment is T, then the commander must develop a training plan to sustain that level of training. As dictated in AR 220-1, paragraph 7-1 d (3), commanders will use the Department of the Army approved CATS, in conjunction with the appropriate MTP, to develop their training plans. While the MTP establishes the collective task performance conditions, standards, and performance measures, the CATS establishes the training conditions and performance intervals required for each collective task in order to gain and maintain task proficiency.

8-4. As detailed in FM 7-0 and FM 7-1, a top-down process is used to develop the unit's METL, while a bottom-up process is used to evaluate the unit's METL proficiency. During this bottom-up assessment, at some level (generally the platoon), basic aircraft skills and knowledge by individuals and crews are translated into unit proficiency. Aggregating individual training proficiency to determine unit training proficiency is part objective and part subjective, based on several factors. To do this, the commander must ask and answer many questions, including—

- How many fully manned and qualified crews are available (per AR 220-1)?
- Although qualified crewmembers may be RL 1 and fully trained in their aircraft, are they proficient in conducting the unit's collective/METL tasks?
- Although the unit may have been evaluated as proficient in a collective/METL task, how has personnel turbulence affected unit proficiency in this task since this evaluation?
- What is my plan and the resources required for the formal assessment of my METL tasks?
- If I am forming an aviation task force, how do I determine its METL and what is my plan to assess its METL proficiency?

INDIVIDUAL PROFICIENCY IN COLLECTIVE TASKS

8-5. One of the key issues that the commander must address is how to determine the collective training requirements of crewmembers that have attained RL 1. This is an acknowledgment of the fact that a group of individuals and crews, proficient in their respective tasks, is not synonymous with a unit proficient in its collective/METL tasks. Newly designated RL 1 crewmembers, and those with little or no experience in any of the unit's collective tasks, must gain proficiency in those collective tasks. To do this, they must function as a member of the unit while executing these collective tasks. (An example method of tracking this training requirement is detailed in appendix G of this TC.)

EVALUATION OF COLLECTIVE TRAINING

8-6. The commander states what tasks the unit must be able to accomplish through the unit METL and the MTP provides the standards that must be achieved when performing collective METL tasks. SPs/IEs/IPs and enlisted standardization personnel evaluate individual and crew training and assist the commander in evaluating collective training. Commanders must train platoon leaders to evaluate collective training at the platoon level; battalion and squadron commanders must train company and troop commanders to evaluate collective training at the platoon and company/troop level. The unit SOP, the CATS, and the MTPs are resources that commanders can use to assist this leader training process. Commanders and leaders who cannot evaluate collective training cannot accurately assess the readiness of their unit to accomplish its METL.

COLLECTIVE TRAINING EXERCISES

8-7. During the training year, commanders will schedule exercises based on the type of collective training their unit requires as prior assessments dictate. As outlined in FM 7-0, the crawl-walk-run method of training fits well into collective training exercises also. Individual and crew tasks are the crawl stage of

training. The STX and other small exercises, which focus on one battle task or a single METL task, are the walk stage. The FTX, CTC, and so forth are the run stage of training. Again, commanders cannot skip stages. STXs are mission-related, limited exercises designed to train one collective task or a group of related tasks and drills through practice. Often synonymously used are the terms “situational exercise” and “scenario.” Based on the unit’s METL, commanders may modify or expand existing STXs to meet special mission requirements. These exercises aid in transitioning from individual and crew task proficiency to collective task proficiency.

8-8. The following training exercise benefits uses a STX as a model but these benefits apply to all levels of training exercises (STX, FTX, CTC, and so forth). STXs will—

- Focus training on weaknesses identified in previous training and evaluations through the critique and after-action-review.
- Provide repetitive training on parts of missions.
- Save time by providing information needed to develop training.
- Allow the aviator, crew, or unit to practice selected critical parts of the mission before rehearsing the entire mission.

8-9. Commanders should develop STXs as a training and ATP management tool. Preconstructed STXs, based on a thorough training needs analysis, provide limited scope, short-term exercises that are central to sustainment training. STXs should permit simultaneous accomplishment of individual, crew, and collective tasks.

8-10. Input from the unit’s implementers allows the commander to structure collective training that includes individual and crew proficiency training. Performing collective training tasks will then enhance and sustain individual task proficiency. Guidance for proficiency sustainment for individual and crew training:

- Implementers are not required to develop the unit collective scenarios and STXs but are critical to their successful development.
- Rated and nonrated implementers should review all individual and crew training scenarios and STXs to verify that all tasks on the CTL are included for performance by crewmembers in sustainment training.
- Scheduling of CTL or METL iterations should be monitored to ensure that task iterations are performed at a pace that maintains proficiency and does not peak or wane.

8-11. The following steps will help the commander develop STXs that support METL requirements:

- Select the battle task(s) to be performed. A battle task is a task that must be accomplished by a subordinate unit organization if the next higher headquarters is to accomplish a mission-essential task.
- Establish the conditions and standards for the selected battle task. Use the appropriate ATM/MTP.
- Develop a mission statement to support the battle task.
- Identify the company battle task that supports the battalion METL task. For example—
 - Supported battalion METL task: Conduct combat operations.
 - Company battle task: Conduct a deliberate attack.
- Identify collective supporting tasks. Use MTP tasks.
- Apply time standards.
- Identify required references/resources.

8-12. All training exercises should have realistic training objectives. Any training exercise, which focuses on bringing up the proficiency level of a unit and which replicates actual combat conditions, as nearly as possible, will have a beneficial effect on training. This is especially true at battalion level and below. Virtual and constructive simulation training cannot replace live training. However, they can supplement, enhance, and complement live training to sustain unit proficiency within the “Band of Excellence.” Based on resources available (such as time, ammunition, simulations, and range availability), commanders determine the right mix and frequency of live, virtual, and constructive training to ensure efficient use of

allocated training resources. The commander must ensure that the STXs do not become “routine” training flights. The commander will clearly define the exercise goal and all participants must understand the objectives in their role(s).

8-13. The ARTEP/MTP gives units a clear description of “what” and “how” to train to achieve wartime mission proficiency. They elaborate on wartime missions in terms of comprehensive training and evaluation outlines. They also provide exercise concepts and related training management aids to help field commanders plan and execute effective unit training. The applicable ARTEP/MTP gives examples for developing and using STXs.

COMBAT TRAINING CENTER PREPARATION

8-14. CTC rotations are valuable training tools when units have the opportunity to plan, prepare, execute, and assess/recover. Units must plan far enough in advance and use the ARTEP/MTP, CATS, unit METL, and ATP when planning a CTC rotation to maximize the benefit from the resources allotted.

8-15. Environmental training for CTC rotations is critical. Home station training should replicate as closely as possible the actual CTC conditions. It is not possible to replicate the exact conditions of the CTC at home station; therefore, unit commanders should plan time for flight crews to spend time during force buildup at the CTC to become proficient in the new environment. Additionally, commanders should take full advantage of flight simulator training to replicate the CTC conditions during their preparation.

8-16. Commanders must be cautious since some aviation units that deploy to a CTC too often during the same training year may actually experience a drop in overall training and equipment readiness. This “law of diminishing returns” is most prevalent in assault and general support battalions. For example, as a unit returns from a CTC rotation and prepares to move into the assessment and recovery phase of the training cycle, another brigade task force in the division is preparing for its CTC train up and requires support from the aviation community. A unit may skip, or severely curtail, the assessment, recovery, and planning phases of the training cycle and move directly back into the preparation and execution phases. For these reasons, a unit might actually find itself at a lower state of training and overall readiness at the conclusion of a subsequent CTC rotation than it was after the completion of the first.

8-17. AH-64s should have the Multiple Integrated Laser Engagement System/Air-Ground Engagement System (MILES/AGES) II installed prior to departure from the home station. Once installed, the attack battalion should conduct a MILES/AGES gunnery to ensure that the systems are operational and the crews are proficient in operating the MILES/AGES system.

TRAINING SIMULATIONS

8-18. Simulation systems make staff and unit training easier to plan and execute and less expensive. Brigade and battalion simulation (BBS), JANUS, AVCATT, and the aviation training exercise (ATX) are all examples of the simulation systems and exercises available for collective training. Simulations greatly decrease the cost of training while allowing the staff and unit to train on tasks too expensive and possibly too dangerous to perform on a routine basis during a field exercise. As with all training, whether live, virtual, or constructive, leaders must be actively involved during all stages of planning and execution. Some of the benefits commanders and other leaders will gain through simulation are listed below.

- Simulation is a low-distraction and low-risk environment. Training takes place without the added attention commanders must give to nonmission essential tasks. Leaders can focus on the battle skills pertinent to the particular simulation.
- Leaders go through all of the planning, rehearsal, and execution steps necessary for actual missions. However, when discrepancies arise, the leadership can stop the planning, rehearsal, or execution and guide subordinates to accomplish a particular step correctly.
- A simulation provides a chance for leaders to assess, validate, and change SOPs, TTPs, and so forth.
- Many simulations have a “playback” capability. Commanders can start the simulation over at any moment within the battle to retrain a deficient task.

- Leaders can “freeze” the battle, conduct an AAR on recently simulated events, and return to the battle at the instant it was stopped. This affords the commander the ability to change the course of the battle to accomplish those collective tasks which the simulation was designed to train or reinforce.
- Often commander’s can observe the unit through a “stealth” mode. Commanders can see and hear what the crew sees and hears. Commanders can then correctly assess their actions and may discover tasks which may require additional training.
- Collective simulation training is a chance to train task force staffs or unit’s which have previously not operated together. Commanders and staffs can work as a cohesive unit on the battlefield only after having performed collective tasks together prior to actual combat.
- Ground units, ranges, training centers, and so forth may not be available when the commander schedules the unit for training. Through simulation, the commander can have all of those assets required to properly conduct beneficial training at the time the unit requires that training.
- The commander and other leaders can focus on weaknesses which need improvement and identify strengths which may not have been readily visible through live training events.
- Simulation can also provide an ASE environment beneficial to both aircrews and the staff. Leaders may also have to adjust the battle plan according to previously unknown ADA threats.
- There is also a reinforcing benefit to many individual and crew tasks.

BATTLE ROSTERING

8-19. Battle rostering is designating two or more individuals to perform as a crew for a limited period. Commanders may battle roster crews at their discretion. Although battle rostering is not mandatory, its tangible benefits cannot be overlooked. Battle rostering increases combat readiness and performance by creating a stable atmosphere, where individual strengths are complemented, weaknesses are minimized, and crew coordination is enhanced. Battle rostering takes the above considerations and creates a team that maximizes the combat performance characteristics of that crew and aircraft. Therefore, battle rostering is most beneficial when used in coordination with a solid aircrew coordination program.

8-20. Commanders should consider the individual’s aviation, flight, and unit experience during the battle-rostering process. They also should consider individual personalities and maturity. For example, a WO1 PC, experienced in the unit’s mission, could be battle rostered with a newly assigned CW4. When there is a change in crew personnel, the commander must determine the proficiency of the newly constituted crew and understand that additional training may be required.

8-21. Although beneficial, commanders must be aware that prolonged battle rostering of the same crewmembers may produce crew complacency, overconfidence, implicit coordination behavior, and nonstandard procedures, which result in a degradation of crew proficiency. Thus, battle rostering is beneficial but only when used for short periods—such as training exercises, STXs, operational deployments, and gunnery training.

ATTACK/RECONNAISSANCE HELICOPTER COLLECTIVE GUNNERY

8-22. The helicopter gunnery program begins with individual qualification and progresses through crew qualification to unit collective training. Commanders will use FM 3-04.140 and DA Pam 350-38 to develop a progressive and continuous helicopter gunnery program. While table VIII is the highest level of individual/crew qualification, the advanced gunnery tables (table X through table XII) are the capstone of any unit’s gunnery training program. The advanced tables provide the commander with a tool to train and assess the unit’s collective gunnery skill. These tables emphasize—

- Command and control.
- Situational awareness.
- Tactical placement/movement within the battle area.
- Communications flow of tactical information.

- Target acquisition.
- Engagement priorities.
- Fire distribution.
- Discipline of fires.

8-23. Commanders must consider the following factors when developing collective gunnery training programs:

- The unit master gunner is the primary special staff officer for all gunnery-related matters.
- Ammunition is resourced using DA Pam 350-38 (STRAC) only through qualification table VIII.
- Ammunition used for combined live fire exercises (CALFEXs), STXs, and other training events or demonstrations must not be drawn against STRAC allocations but must be resourced separately. Failure to do so will result in insufficient ammunition to qualify crews annually as required by TC 3-04.140.
- Simulators and simulations are used to enhance and maintain gunnery proficiency at crew level skills.
- The unit METL and MTP must dictate the tactical scenarios, weapons mix, and task organizations used when conducting advanced gunnery tables.
- CALFEXs are not advanced gunnery tables.

DOOR GUNNERY COLLECTIVE TRAINING

8-24. Collective training should occur during the conduct of gunnery, whenever possible, by developing tactical scenarios or training support packages (TSPs) for use during each gunnery or CALFEX. To make crews and units work together as a team, the commander must execute a well-planned, realistic, and consistent training program. The commander's training assessment and planning are essential to the success of a gunnery-training program that will maximize combat ready crews. Door gunnery collective training tables should emphasize—

- Command and control.
- Situational awareness.
- Communications flow of tactical information.
- Target acquisition.
- Engagement priorities.
- Fire distribution.
- Discipline of fires.

INTEGRATION OF ADDITIONAL TRAINING REQUIREMENTS

8-25. All aviation training requirements should be listed in the ATP and documented in the unit short-term and long-term training plans. There are also areas of special interest, which have unique requirements and directly affect the unit's ability to perform its METL missions. Whenever possible, commanders must integrate these additional training requirements into collective training. While some of these requirements focus on individual skills and knowledge, others (such as environmental training) have a large collective component—formation landings in a sand/dust environment versus single aircraft approach to the same conditions.

8-26. Additional training requirements which should be specifically integrated into collective training include but are not limited to—

- CBRN training.
- Environmental training.
- Deck landing operations training.

NIGHT VISION DEVICE TRAINING

8-27. NVD training is essential to survival on the battlefield. This required training will instill crewmember confidence and build proficiency in all individual, crew, and collective tasks. Risk factors increase during this training; however, commanders should not reduce training in an effort to reduce risk. Proper, supervised, effective NVD training will itself reduce risk. Commanders must ensure they incorporate NVD training in all crew and collective task training. Collective NVD training presents many challenges to the unit, not the least of which can be administrative in nature. Dining facilities, installation offices and organizations, and support units are not structured to support around-the-clock operations when training in garrison. Commanders should coordinate outside support when possible and ensure NVD collective training is clearly established on the training calendar so that Soldiers can schedule those necessary appointments and training detractors outside of the collective NVD training periods.

AIRCREW COORDINATION TRAINING

8-28. Due to a significant increase in aviation accidents and the major role played by aircrew coordination failures, CDR, USAAWC, directed the development and fielding of the aircrew coordination training-enhanced (ACT-E) program. While this training is directed at intercockpit coordination, commanders must also foster aircrew coordination within tactical formations during collective training.

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Chapter 9

Flying-Hour Program

COMMANDER RESPONSIBILITIES

- 9-1. Commanders should—
- Base their flying-hour program on the number of hours required to achieve and maintain proficiency at the individual, crew, and collective levels.
 - Use the Combined Arms Training Strategy (CATS) which describes the unit's collective task iteration and frequency required to sustain unit proficiency. (The specific aircraft ATM describes the crewmember's training-hour requirements.)
 - When resources are insufficient to maintain proficiency of all METL tasks, consult with the higher chain of command and prioritize the METL tasks. It is only possible to maintain proficiency of those tasks for which the commander is resourced.
- 9-2. To correctly develop a flying-hour program, the commander should consider—
- CATS.
 - The unit's crewmember density.
 - Crewmembers not assigned to the unit who also must be trained (for example, brigade staff).
 - Annual crewmember turnover.
 - The FAC of each position.
 - RL progression.
 - The number of aircraft assigned.
 - Mission support requirements.
 - Flying hours for aircraft maintenance.
 - Current status of unit training.
 - Directed training such as CTC rotations.
 - TADSS available.

FORMULATING A UNIT FLYING-HOUR PROGRAM

9-3. Step 1 – Determining unit crewmember status. Determine manning level, the personnel turnover rate, and individual level of training. This will be the foundation for determining readiness level progression, sustainment, and APART requirements.

9-4. Step 2 – Determine RL progression and evaluation requirements. The commander may obtain aircraft flying hours required for each level of RL progression/APART from field data, prior FHP documentation, subject matter experts, unit SOPs, in addition to the aircraft ATM.

- RL progression.
 - RL 3 to RL 1. Determine the flight hours required for an aviator designated RL 3 to progress to RL 1. Multiply this by the number of aviators forecasted to be designated RL 3 during the training year to determine RL 3 progression hours.
 - RL 2 to RL 1. Determine the flight hours required for an aviator initially designated RL 2 to progress to RL 1. Multiply this by the number of aviators forecasted to be designated RL 2 during the training year to determine RL 2 progression hours.

- Evaluation requirements.
 - Commander's evaluation. In some cases aviators will arrive to a unit with sufficient experience requiring only a records check and a commander's evaluation in order to be designated RL 1. Multiply the number of personnel forecasted to be designated RL 1 by the hours allocated for a commander's evaluation
 - APART. Multiply the number of aviators forecasted to take an APART during the training year by the average number of hours required to complete an APART evaluation.
- Total.
 - RL progression and evaluation total. The unit's flying-hour requirement for RL progression training and evaluations is the sum of the estimated progression, commander's evaluations, and APART hours for the year.

9-5. Step 3 – Sustainment flying-hour requirements. Calculating sustainment requirements depends on the number of crews in sustainment throughout the unit training year and those designated RL 1 during some fraction of the training year. Multiply the number of FAC 1 and FAC 2 RL 1 aviators by their respective FAC level ATM requirements. Take into consideration the number of days remaining in the training year for those aviators who progress to RL 1 (step 2). The final number should reflect total crew, not individual hours.

9-6. Step 4 – Proficiency training hours. Determine the number of hours required to achieve and maintain proficiency in the unit's METL tasks at the individual, crew, and collective level. This is in addition to those hours required for progression and sustainment training. In addition to METL tasks, commanders should consider some requirements not figured into the flying-hour budget. Additional hours may be incurred for some of the following:

- Self-deployment to CTC, deck landing operations, and bambi-bucket.
- Travel time to gunnery ranges.
- Environmental training—desert, mountain, overwater, cold weather, hot weather, high altitude, and so forth.

9-7. Step 5 – Support hours. Determine mission support requirements such as CTC rotations, FTXs, and so forth. This can be a block hour commitment or the number of aircraft required by hours per aircraft. Determine the number of training hours required by steps 2 through 4 that can be done using support hours and subtract this number from the total support hours required. The result will be the additional hours that should be added by this step to the total unit flying-hour requirement.

9-8. Step 6 – Maintenance hours. Multiply the unit cumulative amount (sum of steps 2 through step 5) by 5 percent to determine the estimated maintenance-hour requirements. The 5 percent figure is a general guideline and units should determine their own multiplier based on previous experience and forecasted maintenance.

9-9. Step 7 – Total flying-hour requirement. Take the sum of step 2 through step 6 to determine the overall unit flying-hour requirement.

MANAGING RESOURCES

REDUCED FUNDING

9-10. Flying hours, ammunition, and repair parts allotted to a unit-training program may be removed suddenly because of budget constraints. If the flying-hour program funding is reduced, the commander must prioritize tasks and missions in conjunction with the higher chain of command to determine which tasks or missions will be deleted.

9-11. Following any reduction in funding, commanders should never sacrifice proficiency of individuals and crews but must apply cuts to the collective task list. As an example, if a 10 percent reduction of the flying-hour program is mandated, the commander should identify the appropriate collective tasks and discontinue training those tasks that equal 10 percent of the FHP. A battalion commander may determine

that this reduction will be the discontinuance of air assault security, route reconnaissance, or area reconnaissance. All other collective tasks as well as all individual and crew tasks will continue to be performed at the frequency required to maintain proficiency. The tasks reduced by the commander cannot be trained or performed in support of other units until the flying hours are reestablished. Certainly the inability to perform all required iterations of METL tasks will influence readiness. Therefore, readiness reporting must be adjusted on the USR.

Note. Commanders will not reduce flying hours dedicated to individual and crew proficiency. Commanders must ensure that the least experienced crewmembers have the opportunity to continue to build their skills.

TRAINING TOOLS

9-12. TADSS are training tools to offset the financial, safety, environmental, and technological constraints associated with training, as well as provide enhanced realism by synthetically applying all battlefield operating systems (BOSs), related units, and diverse training environments. Proper use of training devices such as computer-based ASE trainer (CBAT) is crucial to the affordable maintenance of proficient aircrews. A well-structured training program will specify which tasks are to be trained on which device, the frequency of training, and a progressive linkage from one training device to another. The trainers must also consider various TADSS when planning training. The training strategy must progressively increase the intensity of training using the crawl-walk-run method. The FHP includes minimum simulator hours per aviator when simulators are available. (AR 95-1 stipulates the minimum simulator requirements.) Collective simulations will be suitable for the collective tasks that the CATS recommend during an FTX. It is imperative to develop the TSP for training with collective simulators. TSPs will save the unit planning time while allowing focused training on the METL.

CONTINUOUS ASSESSMENTS

9-13. The commander's responsibilities do not end with the initial computation of required flying hours. Continuous assessment of the unit's proficiency through internal and external evaluations must be conducted and flying hours adjusted as necessary to maintain the unit's METL.

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Chapter 10

Aviation Training Guidelines for Unit Status Reporting

GENERAL

10-1. The two primary Army regulations governing readiness reporting are AR 220-1 and AR 700-138. Although this guide deals primarily with training, a commander must be intimately familiar with both of these regulations. The USR gives the commander a snapshot of the unit's overall training and equipment status. Aviation logistical readiness directly impacts the unit's ability to conduct aviation training.

10-2. The commander determines the unit's overall status based on an assessment of the unit's capability to accomplish its assigned mission. The commander's responsibilities listed in AR 220-1 include—

- Maintaining the highest unit status level possible with given resources.
- Reviewing subordinate unit reports for accuracy and compliance with applicable requirements.
- Distributing unit equipment and resources against mission essential requirements on a priority basis.
- Training to the highest level possible with the resources that are available.
- Submitting the unit's status between regular reports, as required.
- Ensuring the unit has computer hardware/software to process and submit the USR and related ASORTS reports.

10-3. A unit's C-level indicates the degree to which the unit has achieved prescribed levels of fill for personnel and equipment, the training status of those personnel, and the maintenance status of the unit's equipment. AR 220-1 C-level definitions include—

- C-1. The unit possesses the required resources and is trained to undertake the full wartime mission(s) for which it is organized or designed.
- C-2. The unit possesses the required resources and is trained to undertake most of its wartime mission(s) for which it is organized or designed.
- C-3. The unit possesses the required resources and is trained to undertake many, but not all, portions of the wartime mission(s) for which it is organized or designed.
- C-4. The unit requires additional resources or training to undertake its wartime mission(s), but it may be directed to undertake portions of its wartime mission(s) with resources on hand.
- C-5. The unit is undergoing a service-directed resource action and is not prepared, at this time, to undertake the wartime mission(s) for which it is organized or designed.

10-4. Resourcing factors for commanders to consider include the availability of flying hours, training ammunition, fuel, and TADSS.

10-5. In addition to measured resources, commanders must consider other factors such as morale, discipline, availability of critical equipment, and availability of qualified key person.

ASSESSING AND REPORTING UNIT PROFICIENCY IN MISSION ESSENTIAL TASKS

10-6. A unit's METL is derived from an analysis of the assigned wartime missions and is approved by the next higher headquarters in the unit's reporting chain of command. The commander, at all levels, assesses the unit's ability to execute mission essential tasks to standard. Commanders consider the unit's ability to perform in unique operational environments as required by the unit's METL. When assessing unit

proficiency, commanders use personal observations, records, reports, and the assessments of others (internal and external to the unit).

10-7. The commander considers the demonstrated proficiency of subordinate units, leaders, Soldiers, and the availability of critical resources required to support METL training as follows:

- The unit and organic subelements demonstrate proficiency during external evaluations of ARTEP MTP standards, deployments at CTCs, emergency deployment readiness exercises, FTXs, command post exercises, combined arms live-fire exercises, operational readiness exercises, and other training events described in the unit's CATS. Proficiency is measured in terms of the unit's demonstrated ability to perform the tasks as stated in the approved METL, including supporting tasks not specified in the METL but necessary for performing METL tasks. Proficiency is judged based on performing the tasks to standard. Full METL proficiency is achieved when a unit has attained a trained (T) level of proficiency in all METL tasks as defined in FM 7-1. Sustaining proficiency then becomes the commander's challenge.
- Leader qualification includes not only those areas of training required by the base branch of the officer/warrant officer/NCO but may also include those areas required by professional leadership development programs that support the unit's mission.

10-8. In addition to maintaining a minimum number of qualified individuals (minimum fill described below) to perform most of the critical warfighting tasks to standard, commanders must satisfactorily accomplish collective training events as defined in the appropriate CATS.

10-9. Commanders perform a TEER per AR 220-1 to review and confirm the results of their T-level determinations in light of their units' accomplishing critical training events.

- The events to be reviewed come directly from the training plan the unit presented at the QTB. This training plan is a direct product of the commander's assessment of those METL tasks in which the unit must attain and sustain proficiency.
- Using unit training records, the commander compares executed training events with planned training events for the previous quarter's QTB and the current month. When scheduled training events were not completed to standard, the commander assesses the impact on the T rating.
- Specific guidance is provided in AR 220-1 on when remarks are necessary on the USR or when commanders should downgrade T ratings because of training that was not performed.

10-10. Figure 10-1 breaks down METL task assessment requirements for each T level.

T1 — 85 percent or greater of a unit's METL tasks must have been assessed as "T" during the last 180 days.
T2 — 75 to 84 percent assessed as "T" during the last 180 days.
T3 — 65 to 74 percent assessed as "T" during the last 180 days.
T4 — Less than 65 percent of the unit's METL tasks assessed as "T" during the last 180 days.

Figure 10-1. Collective training T-level ratings

CREWMEMBER STATUS AND UNIT STATUS RELATIONSHIP

10-11. The status of aviation unit training depends on the status of individual/crew/collective training. Individual, crew, and collective proficiency must be balanced by ensuring training resources are used to train at both the individual and collective proficiency level. Per AR 220-1, units with aircraft pacing items enter the crewmember training T level on the USR. The T-level rating provides meaningful information for the entire chain of command. The unit training T level is a major factor in determining how many days the unit needs to train to standard on METL tasks. Commanders use the number of days the unit needs to train

to standard on METL tasks, along with the information in AR 220-1 to determine the overall training T level. Figure 10-2 explains the T-level requirements.

T1	— At least 85 percent of the minimum fill-required crewmembers are RL 1 in their primary aircraft. Additionally, at least 85 percent of the minimum fill-required attack/reconnaissance crewmembers have successfully completed all required gunnery qualifications as outlined in FM 3-04.140 and the appropriate ATM within the last 180 days.
T2	— At least 75 percent of the minimum fill-required crewmembers are RL 1 in their primary aircraft. Additionally, at least 75 percent of the minimum fill-required attack/reconnaissance crewmembers have successfully completed all required gunnery qualifications as outlined in FM 3-04.140 and the appropriate ATM within the last 180 days.
T3	— At least 65 percent of the minimum fill-required crewmembers are RL 1 in their primary aircraft. Additionally, at least 65 percent of the minimum fill-required attack/reconnaissance crewmembers have successfully completed all required gunnery qualifications as outlined in FM 3-04.140 and the appropriate ATM within the last 180 days.
T4	— Does not meet minimum criteria for T3.

Figure 10-2. Crewmember training T-level ratings

10-12. All FAC 1, and those FAC 2 crewmembers selected by the commander, will be NVG/NVS proficient. The only exception to this requirement: positions designated by the commander as not having METL NVG/NVS proficiency requirements.

10-13. Per AR 220-1, the minimum manning level of fill is defined as the minimum number of Soldiers, including a minimum number of qualified individuals, required to perform most of the critical warfighting tasks to standard for that system within a continuous (24 hour) environment, while accepting some risk in sustained mission accomplishment and/or force protection. The minimum manning level is not the minimum crew for aircraft operation as stated in aircraft operator’s manuals. Minimum manning level aviation reporting criteria are included in figure 10-3.

<i>Aircraft</i>	<i>PC</i>	<i>PI</i>	<i>CE</i>	<i>Qualified NCM(s)</i>	<i>Minimum Fill</i>
OH-58D	1	1			2
AH-64 A/D	1	1			2
UH-60 A/L	1	1	1	1	4
OH-58 A/C	1	1			2
CH-47	1	1	1	1	4

Figure 10-3. Minimum fill requirements per aircraft

ADDITIONAL TRAINING CONSIDERATIONS

10-14. For USR reporting purposes, commanders of aviation units may only subjectively downgrade the overall unit T level as determined in Figure 10-2. Commanders may never subjectively upgrade their unit’s T level.

10-15. TADSS are powerful tools to offset live training resources. Commanders are encouraged to maximize the use of TADSS.

10-16. Most aviation units equipped with attack and reconnaissance helicopters (AH-64A/D and OH-58D) are resourced at a C2 level of operating tempo (OPTEMPO). Under current ammunition resourcing, unit commanders have two options:

- Gunnery qualify all assigned aircrews annually and report T1 for crewmember training for 180 days. After 180 days without additional resources, the commander would have to report T3 or, possibly, T4 until the next annual gunnery.
- Gunnery qualify 50 percent of all assigned aircrews semiannually and report T2 for crewmember training. Maintaining a constant 50 percent gunnery-qualified aircrew base will significantly reduce the resource requirements for train up to the next readiness level when required.

Appendix A

Aircrew Coordination

INTRODUCTION

A-1. Aircrew coordination is defined as the interaction between crewmembers (communication) and actions (sequence and timing) necessary for tasks to be performed efficiently, effectively, and safely. It involves the effective use of all available resources—hardware, software, and liveware. Aircrew coordination training is a force multiplier. It reduces losses through crew-error induced aircraft mishaps and increases mission effectiveness of aircrews. The Army has established aircrew coordination training-enhanced (ACT-E) as the standard for all crewmembers. The ACT-E courseware includes an ACT-E qualification core course, ACT-E aircrew course, ACT-E instructor course, ACT-E NCM qualification course, ACT-E train-the-trainer course along with the necessary video/CD segments. This program uses both in-unit facilitated and interactive multimedia instruction (IMI) to train crewmembers

PREVIOUS AIRCREW COORDINATION TRAINING QUALIFICATION

A-2. Crewmembers that completed previously approved ACT are considered ACT-E qualified until a future date that is yet to be determined. Until the date has been determined, commanders may continue to use the ACT TSP dated March 2003 for those crewmembers that have not transitioned to ACT-E. Once a future ACT-E transition date is established, commanders must transition all crewmembers to ACT-E by that date. Commanders are encouraged to complete ACT-E transition of all crewmembers at the earliest opportunity.

ACT-E TRAINING

A-3. All Active Army and RC, Department of the Army civilian, and contractor RCMs and NCMs to include all FAC 1, 2, and 3 will receive ACT and will transition from ACT to ACT-E training.

A-4. ACT-E Qualification. Crewmembers, who are neither ACT nor ACT-E qualified, must complete the ACT-E qualification course to become qualified except as provided in paragraph A-2 above. Crewmembers qualified in ACT are required to complete the ACT-E Aircrew course to transition to ACT-E. Crewmembers may not progress to RL 1 until ACT/ACT-E qualification is accomplished.

A-5. ACT-E Sustainment. The ACT-E sustainment course provides periodic refresher training for crewmembers that have transitioned to ACT-E. Crewmembers will complete the ACT-E sustainment course annually. There is not a flight requirement for ACT-E refresher training. Commanders may administer the training on a 365-day cycle or align the training to the crewmember's next APART period. If alignment during the APART is chosen, commanders must complete the alignment within a 12 consecutive month period. Crewmembers undergoing RL progression training will not progress to RL 1 until the ACT-E sustainment course has been completed if it has been more than 12 months since the aviator last completed annual ACT-E refresher/qualification training. Crewmembers that do not complete annual ACT-E refresher training will be placed in RL 2 status until ACT-E refresher requirements have been met.

- Unit standardization personnel will train or evaluate, as appropriate, aircrew coordination elements during the performance or evaluation of every task. ACT-E training must be conducted using USAAWC-approved training materials and courseware.
- ACT-E will be included in the unit's ATP no-notice evaluation program.

ACT-E QUALIFIED INSTRUCTORS

A-6. Only standardization personnel (SP/IE/IP/ME/SI/FI, or ACT-E UT) designated by the commander may perform as ACT-E instructors and administer training to crewmembers using ACT-E courseware. Crewmembers qualified as ACT instructors are not “grandfathered” as ACT-E instructors. ACT-E instructors must complete the ACT-E train-the-trainer course or the ACT-E instructor course before administering ACT-E training. Additionally, crewmembers designated as an ACT-E UT must also receive fundamentals of instruction training from a SP/SI or ME as appropriate. ACT-E UTs will not evaluate ACT-E.

A-7. Evaluators qualified as ACT-E train-the-trainer evaluators may conduct ACT-E qualification academic training for RCM and NCM standardization personnel.

A-8. Evaluators/trainers qualified as ACT-E instructors may conduct ACT-E qualification academic training for RCM and NCM that are not evaluators/trainers.

- SP/IP can conduct academic training for RCM and NCM.
- SI/FI can conduct academic training for NCM.

A-9. Flight Training (aircraft/simulator). For ACT-E qualification, crewmembers are required to undergo a 1-hour ACT-E training/evaluation flight in either the crewmembers primary aircraft flight simulator (if available) or the aircraft. ACT-E qualified IPs and SPs may conduct all RCM and NCM flight training. FIs and SIs may conduct all NCM flight training.

ANNUAL ACT-E EVALUATION REQUIREMENTS

A-10. Crewmembers will be evaluated on ACT-E during RL progression. Aircrew coordination will be evaluated during the conduct of every standardization evaluation to include the APART. Crew coordination is a component of every individual, crew, maintenance, standardization, and special task.

ACT-E DOCUMENTATION

A-11. “ACT-E train the trainer complete,” will be annotated on the individual's DA Form 7122-R and in the remarks section of the individual's DA Form 759 on close out.

A-12. “ACT-E qualification complete,” will be annotated on the individual's DA Form 7122-R and in the remarks section of the individual's DA Form 759 on close out.

A-13. “ACT-E refresher complete,” will be annotated on the individual's DA Form 7122-R and in the remarks section of the individual's DA Form 759 on close out.

A-14. “ACT-E instructor qualification complete,” will be annotated on the individual's DA Form 7122-R and in the remarks section of the individual's DA Form 759 on close out.

ACT-E REFERENCE

A-15. ACT-E courseware may be accessed via USAAWC DTAC at <https://rucker-dtac.army.mil/course>. Access to AKO is required to access this site.

WAIVERS

A-16. Waivers may be granted only for those individuals/units that are in a deployment status and cannot accomplish the ACT-E training. Waiver authority will be the first O-6 in the chain of command and will be annotated in the crewmember's IATF on DA Form 7122-R, DA Form 7120-3-R, and DA Form 759. Individuals/units that are granted waivers because of deployments must complete the ACT-E qualification/refresher training requirements within 180 days of arrival to home station.

Appendix B

Night Vision Goggle Training Program

DEPARTMENT OF THE ARMY IMPERATIVES

B-1. The Department of the Army requires that all Active Army and Reserve Component rotary-wing aviators in TOE and TDA positions be NVG qualified. Waiver authority for this requirement will not be delegated below the Army command level.

CREWMEMBER NVG QUALIFICATION

NVG QUALIFICATION

B-2. Units will conduct initial NVG qualification training according to this chapter and the appropriate ATM. All of a crewmember's NVG training must be conducted in the same aircraft mission, type, and design. RCMs must occupy a crew position with access to the flight controls.

NVG AIRCRAFT QUALIFICATION

B-3. Units will conduct initial NVG aircraft qualification training according to this chapter and the appropriate ATM. Crewmembers must be NVG qualified in each mission, type, and design aircraft in which they perform NVG duties. RCMs must occupy a crew position with access to the flight controls in the aircraft while wearing NVGs and demonstrate proficiency in the NVG tasks to an NVG SP or IP. NCMs must demonstrate proficiency in NVG tasks in the aircraft while wearing NVGs to an NVG IP, SP, FI, or SI. The evaluation may be continual. The NVG column in the appropriate ATM task list identifies the mandatory tasks for evaluation.

Note. Aviators who are not NVG qualified or current may perform NVG pilot duties provided they are current in the aircraft and are undergoing NVG RL training or evaluation per their ATP. However, a qualified and current NVG IP or SP wearing NVG must occupy a crew position with access to the flight controls. A current NVG IP or SP using NVS or NVG is required to occupy the opposite crew station while conducting training or evaluations in the AH-64.

CREWMEMBER NVG TRAINING

B-4. The commander determines the crewmember's NVG semiannual training period. It continues for six months. The second period begins the first day of the seventh month and continues through the end of the twelfth month.

B-5. Units will use the USAAWC NVG exportable training package (ETP) to conduct NVG training at other than centralized training bases. They may obtain this ETP by writing to the Commander, US Army Aviation Warfighting Center, ATTN: ATZQ-TDS-O, Fort Rucker, Alabama 36362-5000 or by downloading from <ftp://155.147.190.23/>.

B-6. Before conducting NVG training, units must have a written NVG SOP addressing specific requirements as outlined in TC 1-204. Units also must document aircrew NVG training per chapter 3 of this publication.

B-7. Commanders must establish, in writing, an NVG training program for NCMs when flight missions include using NCMs. (See paragraph B-9.) The program will include NVG qualification, refresher,

mission, and continuation training. An IP or SP should supervise NCM training and evaluations. SPs, IPs, UTs, SIs, and FIs, as appropriate, will conduct the flight training. Units must document nonrated crewmember NVG training per chapter 3 of this publication.

Note. The trainer or evaluator will occupy a crew position without access to the flight controls while conducting NCM training or evaluations.

B-8. Proficiency flight evaluations to reestablish NVG currency or to determine NVG RL will be conducted at night in the aircraft using NVGs.

NVG REFRESHER TRAINING

B-9. Crewmembers must undergo NVG refresher training in only those aircraft in which they have not completed a one-hour NVG flight during the previous 180 consecutive days. They must have completed the one-hour NVG flight in an aircraft of the same mission, type, and design. This requirement applies to primary, alternate, or additional aircraft. Crewmembers undergoing refresher training are designated NVG RL 3.

NVG READINESS LEVELS

B-10. NVG readiness levels are the training status classification of individual crewmembers for NVG purposes. Some crewmembers may have more than one RL. For example, a crewmember may be RL 1 and RL 3 in the same aircraft: RL1 for aircraft continuation training and RL 3 for NVG refresher training. Except in cases of refresher training, the commander may designate a crewmember's NVG readiness level based on a records check or proficiency flight evaluation. (NG personnel refer to NGR 95-210. The criteria specified in NGR 95-210, paragraph 2-5 apply also to NVG RL progression.)

NVG RL 3

B-11. Before beginning NVG RL 3 training, aviators must be qualified in the aircraft. A crewmember is designated RL 3 for NVG purposes while undergoing initial NVG qualification, NVG aircraft qualification, or NVG refresher training. Crewmembers progress from NVG RL 3 by demonstrating proficiency in NVG base task as determined in the applicable ATM to a NVG SP, IP, FI, or SI as appropriate. Crewmembers will complete this training in their primary, alternate, or additional aircraft. Commanders may determine an aviator's NVG proficiency based on a single flight evaluation after training or continual evaluation. The task list in the appropriate ATM identifies mandatory tasks for evaluation. Crewmembers must progress from NVG RL 3 to NVG RL 2 within 90 days of being designated NVG RL 3.

Note. Previous requirements and references to NVG mission training are deleted. To progress from NVG RL 2 to NVG RL 1, the crewmember must demonstrate proficiency in all mission/additional tasks designated to be performed under the NVG mode of flight as designated by the commander on the crewmembers CTL.

NVG RL 2

B-12. Crewmembers who have completed NVG RL 3 training or have been designated NVG RL 2 initially based on a commander's evaluation will begin training in the NVG mission/additional task designated by the unit commander. They will complete this training in their primary, alternate, or additional aircraft.

B-13. NVG mission training programs help RL 2 crewmembers develop the ability to perform specific tasks in NVG conditions in support of the unit's METL. Because the goal is NVG proficiency in mission-related tasks, commanders should tailor their task list to meet specific unit needs.

B-14. During NVG mission training, crewmembers do not have minimum NVG hour, task iterations, or APART requirements. (NG personnel refer to NGR 95-210.)

B-15. NVG RL 2 crewmembers may not perform tasks under NVG conditions in which they have not demonstrated proficiency unless they are performing duties with a SP, IP, UT, SI, or FI as appropriate.

NVG RL 1

B-16. Crewmembers who have completed NVG RL 2 training or have been designated NVG RL 1 initially based on a commander's evaluation are considered mission ready. They are designated NVG RL 1 while undergoing NVG continuation training in their primary, alternate, or additional aircraft. Once designated NVG RL 1, crewmembers must maintain NVG training minimums and iteration requirements as shown on the CTL.

NVG CONTINUATION TRAINING

B-17. Crewmembers begin NVG continuation training after completing qualification or refresher training and any required mission training. Minimum NVG semiannual flying-hour requirements and annual task and iteration requirements are outlined in the appropriate ATM. Commanders should consider increasing the number of flight hours and NVG task iterations flights for less experienced crewmembers or reducing the time between NVG flights for less experienced or less proficient crewmembers.

B-18. Aviators who maintain NVG PC status in an additional or alternate aircraft must meet the NVG semiannual flying-hour and sustainment requirements in the appropriate ATM.

NVG CURRENCY

B-19. The purpose of NVG currency is to maintain the necessary proficiency level to accomplish individual, crew, and mission tasks. The hour and currency requirements for individuals indicated in the appropriate ATM are minimum requirements. A crewmember whose currency has lapsed must complete a one-hour NVG proficiency evaluation at night in the aircraft given by a NVG IP, SP, FI, or SI, as appropriate. Commanders should consider reducing the time between NVG flights for less experienced or less proficient crewmembers.

B-20. Aircraft flight hours completed for currency must be in the same aircraft mission, type, and design per AR 95-1.

B-21. The minimum tasks to be evaluated are in the appropriate ATM. The purpose of this flight evaluation is to determine the crewmember's flight proficiency using NVG. To reestablish currency, a NVG IP may evaluate a NVG IP or SP and a NVG FI may evaluate a NVG SI. An IP may not evaluate an IP or SP for NVG annual evaluation purposes, nor will a FI evaluate a SI for NVG annual evaluation purposes. Commanders will determine the crewmember's NVG RL on completion of the evaluation.

ANNUAL NVG EVALUATION

B-22. The NVG evaluation period is a three-month period designated by the commander. All crewmembers who maintain currency must undergo an annual NVG evaluation. For RCMs, a NVG IP or SP conducts the evaluation at night in the aircraft. The NVG IP, SP, SI, or FI conducts the evaluation for NCMs. (An NVG-designated FI or SI, if available, must evaluate an NVG-designated FE. If a NVG-designated FI or SI is not available, a NVG IP or SP may conduct the evaluation.)

B-23. Crewmembers designated NVG RL 1 any time within their designated three-month NVG evaluation period must complete all requirements of the annual NVG evaluation.

B-24. The NVG evaluation is required for each aircraft mission type and design in which the crewmember performs duties. All tasks identified by a "NG" in the Eval column of the task list in the appropriate ATM must be evaluated. Any NVG mission task designated by the commander also must be evaluated. All evaluations will be performed at night in the aircraft using NVG.

B-25. Crewmembers undergoing RL 3 or RL 2 training are not subject to the NVG evaluation unless they were removed from RL 1 status because of a training deficiency.

B-26. Crewmembers completing the hands-on performance tests during RL progression in the commander-designated three-month annual evaluation period may receive credit for those tasks.

CREWMEMBER REQUIREMENTS

SINGLE-SHIP OPERATIONS

B-27. UH-1, UH-60, and CH-47 single-ship operations involving the use of NVG require at least three crewmembers who are NVG current and qualified in the aircraft. Exceptions are operations conducted at USAAWC or National Guard Bureau (NGB) centralized training bases (Western ARNG Aviation Training Site [WAATS] and Eastern ARNG Aviation Training Site [EAATS]) according to or in support of USAAWC-approved POIs.

B-28. Excluded are air ambulance operational missions that require NCMs to perform medical duties. The aircrew in such cases still must be NVG qualified and current. The third crewmember clears the aircraft, maintains aircraft separation, and performs other NCM duties until an onboard medical emergency requires reassignment of priorities.

Note. Rated aviators occupying crew positions without access to the flight controls and undergoing RL training with an IP, SP, or a UT satisfy the three-crewmember requirement.

MULTIAIRCRAFT OPERATIONS

B-29. The two aviators flying UH-1, UH-60, and CH-47 aircraft during aided multi-aircraft operations will be supplemented with additional crewmembers as indicated below.

- UH-1 and UH-60 series. These aircraft require one additional crewmember wearing NVG (for a minimum crew of three). If both sides of the aircraft cannot be observed, a fourth crewmember wearing NVG must be added if necessary.
- CH-47 series. These aircraft require two qualified and current NCMs wearing NVG (for a minimum crew of four). The PC will brief all crewmembers on crew duties and assign each crewmember a sector for visual observation.

GENERAL NVG REQUIREMENTS

B-30. To be considered AN/AVS-7 (ANVIS HUD) qualified, a crewmember qualified in the AN/AVS-6 series NVG must receive additional academic and flight instruction on the AN/AVS-7. As a minimum, the qualification should include ground instruction on the AN/AVS-7 operator's manual, programming, and flight training. The USAAWC AN/AVS-7 ANVIS HUD TSP will be used for qualification. Once qualified in the AN/AVS-7, crewmembers have no additional currency requirements.

Note. After crewmembers complete AN/AVS-7 initial qualification, units will ensure that an entry is made on the crewmember's DA Form 7122-R and transcribed to the DA Form 759 on close out.

B-31. All crewmembers with access to the flight controls in helicopters in the same formation must wear the same type of NVG as discussed in paragraph B-30.

Note. A formation is a flight in which two or more aircraft are in such proximity to each other that any movement by the lead aircraft must be duplicated by the others.

B-32. The NVG restriction in paragraph B-31 does not apply to scout and/or attack team operations. However, crewmembers with access to the flight controls in individual aircraft must wear the same type of NVG. Crewmembers operating aircraft with the pilot's night vision system (PNVS) as the primary sensor (AH-64) or using different types of NVG (GM-6 versus AN/AVS-6) will maintain a minimum horizontal separation between the aircraft of five rotor diameters. They may reduce this five-rotor separation to no less than one disk during takeoffs and landings.

B-33. Single-pilot NVG flight is generally prohibited. If the crew experiences an NVG failure that cannot be corrected, the PC will determine the best recovery option based on a safety assessment and execute that option. Possible solutions include but are not limited to—

- De-goggle, climb to altitude, and if the mission cannot be continued unaided, return to base unaided.
- Redistribute the NVGs in the aircraft to have both pilots equipped and return to base.
- Return to base single-pilot NVG if so dictated by the safety assessment.

Note. The PC may consider landing the aircraft if the PC feels continued flight is unsafe.

B-34. For NVG training, NVG terrain flight is defined as flight at 200 feet or less above the highest obstacle. Definitions are outlined below.

- NOE flight—when operating with the skids or wheels up to 25 feet above trees and vegetation in the flight path. (For training, a safe airspeed is used based on ambient light, flight visibility, terrain, winds, turbulence, obstacles, and crew proficiency.)
- Contour flight—when operating with the skids or wheels between 25 and 80 feet AHO. (For training, a safe airspeed is used based on ambient light, flight visibility, terrain, winds, turbulence, obstacles, and crew proficiency.)
- Low-level flight—when operating with the skids or wheels between 80 and 200 feet above highest obstacle (AHO).

B-35. Authorized formations for NVG or night multi-aircraft operations are outlined below.

- More than 80 feet AHO—straight trail, free cruise, staggered, and echelon formations.
- At 80 feet AHO and below—free cruise formations in conjunction with techniques of movement.

B-36. At no time in flight formation will a lead change be initiated by executing an acceleration to overtake the lead aircraft; only the lead aircraft will give the signal to initiate lead changes. Lead changes will be conducted as prescribed in the prebrief (see figure B-1).

- Chalk 2 will acknowledge the lead's signal.
- The lead will make a heading change of 30 to 90 degrees and depart the formation.
- The lead then will maneuver the aircraft a minimum of eight rotor disks to the cleared side.
- Chalk 2, who becomes the new lead, determines and announces that the former lead is clear of the formation.
- The former lead will visually confirm the passing of each aircraft.
- After the last aircraft in formation has passed, the former lead will assume the trail position with the appropriate rotor separation and aircraft lighting configuration.

Figure B-1. Sample lead change prebrief

B-37. During NVG or night multi-aircraft operations, aircraft will maintain a minimum separation of three rotor disks. Crewmembers may reduce this separation to no less than one disk during takeoffs and landings.

Note. The simultaneous use of NVGs (both crewmembers) in the AH-64D is not authorized unless one of the crewmembers is using an operational symbology display unit (SDU).

Appendix C

Aircrew Training Records

INDIVIDUAL AIRCREW TRAINING FOLDER

C-1. The ATP records system provides commanders with a comprehensive performance record on each crewmember in their units. The required forms can be completed by hand using dark blue or black ink, by typewriter, or by computer. The forms are available in FormFlow. (Reserve Component Automation System [RCAS] in JetForm format). Aircrew training records are important quality control and standardization tools. Fill out forms carefully, completely, and legibly. The examples of completed DA forms in this TC illustrate the intent of the written instructions; however, they cannot cover every possible situation. Use the Remarks section of the forms and/or the comment slips to explain situations not clearly covered by the written guidelines.

C-2. Commanders must ensure that an IATF is prepared and maintained for each rated and nonrated crewmember in an operational/designated flying position—assigned or attached to their unit. Commanders must also establish and maintain an IATF for each noncrewmember performing crew duties. Figure C-1 shows the required layout and contents for the IATF. Use DA Form 3513 (Individual Flight Records Folder, United States Army). Prepare it by changing the words “flight records” on the front cover to “aircrew training.”

C-3. At the completion of the training year, forward the DA Form 7120-R to flight operations for DA Form 759 closeout. Flight operations will return the DA Form 7120-R for filing in the crewmember’s IATF. The DA Form 7122-R will remain in the crewmember’s IATF.

Note. After an individual’s release from active duty, retirement, discharge, resignation, assignment to the USAR control group, or death, process the IATF according to AR 95-1.

Left Side of Folder (File items in the order listed.)	Right Side of Folder (File items in the order listed.)
<ol style="list-style-type: none"> 1. Current DA Form 7120-R (Commander’s Task List) 2. Current DA Form 7120-1-R (Crewmember Task Performance and Evaluation Requirements). 3. Current DA Form 7120-2-R (7120-1-R Continuation Sheet) <i>(only if required)</i>. 4. Current DA Form 7120-3-R (Crewmember Task Performance and Evaluation Requirements Remarks and Certification). 5. The previous training year’s DA forms: <ul style="list-style-type: none"> ▪ 7120-R ▪ 7120-1-R ▪ 7120-2-R ▪ 7120-3-R 	<ol style="list-style-type: none"> 1. DA Form 7122-R (Crewmember Training Record). 2. Grade slips (DA Form 4507-R through DA Form 4507-2-R) for qualification, individual, crew, and refresher training, and so forth. Maintain in the IATF until completion of the first APART/year. Note: Incomplete grade slips can be maintained on top of the DA Form 7122-R until training is completed and a summary is posted to the DA Form 7122-R. 3. Miscellaneous.

Figure C-1. Individual aircrew training folder contents

DA FORM 7120-R

C-4. The CTL consists of DA Form 7120-R and all enclosures. Commanders use DA Form 7120-R, DA Form 7120-1-R, DA Form 7120-2-R, and DA Form 7120-3-R to inform crewmembers of their ATP requirements and to designate authorized flight duties, stations, and tasks. A separate DA Form 7120-R series is required for each primary, additional, and alternate aircraft in which the crewmember performs duties. Crewmembers performing crew duties in aircraft not defined as being in a series/group by the appropriate ATMs must maintain a DA Form 7120 series for each aircraft.

Note. The unit commander may authorize crewmembers to perform tasks and/or missions not indicated on the CTL by following the guidance in chapter 3 of this TC.

C-5. The DA 7120-R is an active document. As such, commanders may amend the DA Form 7120-R and associated enclosures throughout the crewmember's ATP training year. They must, however, initial and date all changes to the form and its enclosures to certify their approval. Place initials and date next to the change. Units will initiate a new DA Form 7120-R when—

- The crewmember is integrated into the unit's ATP.
- The crewmember begins a new ATP training year.
- Amending the existing DA Form 7120-R is impractical. Clearly mark the amended copy on the top of the form as "Amended Copy." Retain the unusable DA Form 7120-R as the last item in the left side of the IATF.

Note. If a change in unit command occurs during the ATP year, the existing DA Form 7120-R and all enclosures remain in effect until the new form is initiated for one of the three reasons above. These events will be annotated by stating the date, event, and ATP commander's initials. Some events require several individual changes to the CTL; do not initial each change, only the entry in the Remarks section.

C-6. If the crewmembers authorized flight duties/stations, flying-hour requirements, or evaluation requirements change during the ATP training year, enter the change in Part II, III, or IV of the DA Form 7120-R as appropriate. The commander must initial and date the change and explain it in the Remarks column. Use the Remarks section of DA Form 7120-3-R as required for additional comment space.

DA FORM 7120-R INSTRUCTIONS

C-7. Instructions for completing DA Form 7120-R are shown in the following paragraphs. See figure C-2 for an example.

COMMANDER'S TASK LIST																			
For use of this form, see TC 1-2.10; the proponent agency is TRADOC.																			
USE A SEPARATE FORM FOR EACH TYPE OF AIRCRAFT.																			
PART I. BIOGRAPHICAL																			
Name: Brown, James T.						Rank: CW3						SSN: 123-45-6789							
Birth Month: July						FAC: 1						Duty Title: UH-60 Instructor Pilot							
NVG Position: <input type="checkbox"/> Yes <input type="checkbox"/> No						Aircraft Type: UH-60A						<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Additional <input type="checkbox"/> Alternate							
PART II. AUTHORIZED FLIGHT DUTIES/STATIONS																			
	PI	PC	UT	IP	SP	IE	MP	ME	XP	CE	FE	FI	SI	AO	MO	TO	OR	Remarks	
Right/Back Seat	X	X		X															
Left/Front Seat	X	X		X															
Other Station																			
NVD	X	X		X															
PART III. FLYING-HOUR REQUIREMENTS																			
	Annual				First Period				Second Period				Remarks/Adjustment						
Dates	AUG 06 - JUL 07				AUG 06 - JAN 07				JAN 07 - JUL 07										
Total Aircraft Hours					48				48										
Total Simulator Hours	20																		
Night Unaided Hours					5				5										
NVD Hours					9				9										
Hood/Weather Hours					3				3										
Emergency Handling Hours																			
Other Hours (Specify)																			
PART IV. EVALUATION REQUIREMENTS																			
	Designated Period (AC/USAR) or Qtr (ARNG)										Remarks/Date Completed								
Standardization Flight Evaluation	MAY 07 - JUL 07																		
Instrument Flight Evaluation	MAY 07 - JUL 07																		
Operator's Manual Written Examination	MAY 07 - JUL 07																		
NVD Flight Evaluation	MAY 07 - JUL 07																		
Maintenance Test Flight Evaluation																			
Other (Specify)																			
Other (Specify)																			
PART V. ENCLOSURES																			
1. DA Form 7120-1-R (Crew Member Task Performance and Evaluation Requirements) 2. DA Form 7120-2-R (Crew Member Task Performance and Evaluation Requirements Continuation Sheet) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 3. DA Form 7120-3-R (Crew Member Task Performance and Evaluation Requirements Remarks and Certification) 4. Other (Specify) 5. Other (Specify)																			
PART VI. CERTIFICATION																			
This form, its enclosure(s), and the aircrew training manual establish your Aircrew Training Program requirements.																			
Commander: JOHN T. BASS, CPT AV						Signature:						Date:							
I certify that I have read and understand my ATP requirements contained on this form, its enclosure(s), and the aircrew training manual.																			
Crew Member's Signature:												Date:							

DA FORM 7120-R, AUG 95

EDITION OF MAR 92 IS OBSOLETE

USAPPC V2.10

Figure C-2. Sample DA Form 7120-R

C-8. **Part I. Biographical.**

- **Name.** Enter the crewmember's name (last, first, middle initial).
- **Rank.** Enter the crewmember's rank (WO1, CW2, CPT, and so forth).
- **SSN.** Enter crewmember's social security number.
- **Birth Month.** Enter the crewmember's birth month.
- **FAC.** Enter the flight activity category for the position the crewmember is assigned.
- **Duty Title.** Enter the crewmember's primary duty title per MTOE or TDA (for example, company aviation safety officer).
- **NVG Position.** Place an "X" in the appropriate box to show whether the crewmember is in a designated NVG position. Leave blank for those units without NVG-designated positions.
- **Aircraft Type.** Enter the aircraft designation to which the DA Form 7120-R applies. Place an "X" in the appropriate box to show that this is the crewmember's primary, additional, or alternate aircraft.

C-9. **Part II. Authorized Flight Duties/Stations.** Place an "X" in the appropriate blocks to show the authorized crewmember duties. Explain any authorization to perform observer duties in the Remarks column per AR 600-106.

- **Right/Back Seat.** Place an "X" in the authorized crew duty for that position.
- **Left/Front Seat.** Place an "X" in the authorized crew duty for that position.
- **Other Station.** List other/additional authorized duties or duty stations in the aircraft cabin or other appropriate crewmember station. Place an "X" in the authorized crew duty for that position. The unit commander must initial and date changes made after initial designations. Flight duty stations will not be checked solely for the purpose of required familiarization flights. Familiarization flights will be briefed on the DA Form 5484 (Mission Schedule/Brief).
- **NVD.** Mark the duties authorized using night vision devices.
- **Remarks.** Enter sufficient remarks to explain changes made to designated crew duties and or duty stations after this forms initiation.

Note. The ATP commander and crewmember will sign and date the CTL prior to the crewmember's first flight. The crewmember will sign and date the CTL when the crewmember is briefed on and understands the ATP requirements.

C-10. **Part III. Flying-Hour Requirements.** Individual flying hour requirements are derived from the ATM and broken down into three segments—Annual, First Period, and Second Period. Compute training period inclusive dates for two conditions—initial designation and annual designation. (See the following examples.)

- **Initial Designation.** Enter the date a crewmember is first designated RL 1 or FAC 3 after integration into the unit's ATP under the appropriate columns as follows.
 - **Annual.** The normal annual training period goes from the first day of the month following an individual's birth month through the last day of the next birth month. However, when initially designated RL 1 or FAC 3, the annual training period will be from that day, month, and year until the last day of the birth month and the year of the crewmember's next birthday.

Note. Only the month and year are required for all training period end dates; the last day of the month is assumed.

Example	
Crewmember birth month	July
Designated RL 1	17 October 05
Annual training period	17 October 05 to July 06

- **First Period.** The first training period is normally the first six months of an individual's annual training period. If initial designation occurs during the normal first period, the first training period will be from that date through the end of the normal training period. If the crewmember is designated RL 1 during the second training period, leave the date blocks blank in the first training period.

Example	
Crewmember birth month	July
Designated RL 1	17 October 05
Annual training period	17 October 05 to January 06

- **Second Period.** The second training period is normally the last six months of an individual's annual training period. Since initial designation in this case was during the normal first period, the individual will have a complete second training period.

Example	
Crewmember birth month	July
Designated RL 1	17 October 05
Second training period	February 06 to July 06

- **Annual Designation.** Annual designation is the initiation of a new DA Form 7120-R after the crewmember's annual closeout. Under this condition, the normal training period dates are used.
 - **Annual.** The first day of the month following the individual's birth month through the end of the crewmember's next birth month and year.

Example	
Crewmember birth month	July
Annual closeout	31 July 05
Next annual training period	August 05 to July 06

- **First Period.** The first day of the month following the individual's birth month, through the end of the sixth month following the birth month.

Example	
Crewmember birth month	July
Annual closeout	31 July 05
First training period	August 05 to January 06

- Second Period. The first day of the seventh month following the individual's birth month, through the end of the next birth month and year.

Example	
Crewmember birth month	July
Annual closeout	31 July 06
Second training period	February 06 to July 06

- **Total Aircraft Hours.** Determine the number of **whole** months remaining in the semiannual period in which designated RL 1. Multiply the number of whole months in the training period times one-sixth of the semiannual requirement. The examples shown are an UH-60A pilot. Annual requirements are the total of the first and second training periods.

Example	
UH-60A Aviator	
Birth Month	July
Designated RL 1 FAC 1	17 October 05
First period	3 months = $3 (1/6 \times 48) = 24$ hrs
Second period	6 months (48 hrs)
Annual training period	$24.0 + 48.0 = 72$ hrs

- 25 Percent Reduction. If reducing an individual's flying hours by 25 percent (per paragraph 4-22) to give to another crewmember requiring more training, so indicate in the remarks section. Factor each training period separately. Multiply the crewmember's standard FAC 1 flying hours by 0.75 and round up: the result is the reprogrammed flying hours. Transfer the difference between the standard and the reprogrammed hours to another crewmember.
- Conditional Hours. Enter the flying hours required under specific conditions as required by the ATM or Army command/local directives. The commander may also enter similar aircraft flying hour requirements in the "other hours" block if applicable. When prorating, do not reduce requirements below 1 hour.
- Simulator (includes AVCATT) Hours. Determine the number of whole months remaining in the semiannual period in which designated RL 1. Multiply the number of whole months in the training period times one-sixth of the semiannual requirement. Annual requirements are the total of the first and second training periods. Anytime the commander designates, AVCATT would be added to the ATM required simulator minimum. For example, an attack aviator flying an AH-64D has a semiannual requirement of 15 hours of simulator time and a commander-designated requirement of 4 hours AVCATT.

Example	
AH-64D Aviator	
Birth month	May
Designated RL 1 FAC 1	5 December 05
First period simulator	5 months = 5 (1/6 x 15) = 12.5 hrs
First period AVCATT	5 months = 5 (1/6 x 4) = 3.3 hrs
Simulator requirement entered in simulation block	12.5 + 3.3 = 15.8 hrs
Second period simulator	6 months (15 hrs)
Second period AVCATT	6 months (4 hrs)
Second period simulator requirement entered in simulation block	15.0 + 4.0 = 19.0 hrs
Annual training period	15.8 + 19.0 hrs = 34.8 hrs

C-11. **Part IV. Evaluation Requirements.** For each appropriate duty in the left column, in the corresponding Designated Period column, enter the designated three-month period in which the crewmember must complete the evaluation.

C-12. **Part V. Enclosures.** DA Form 7120-1-R, DA Form 7120-2-R, and DA Form 7120-3-R will be enclosure 1, 2, and 3, respectively. Commanders may add additional enclosures to this block but must specify the form number or title of the enclosure.

C-13. **Part VI. Certification.** Enter the commander's first name, MI, last name, rank, and branch. Have the commander sign and date the form authorizing the crewmember to perform assigned duties at the authorized crew stations. After the commander signs and dates the form, have the crewmember sign and date the form. When the crewmember is a company commander (ATP commander), the battalion commander will sign the certification block. When the crewmember is a battalion or brigade commander, the ATP commander will sign the certification block. On initial RL 1 or FAC 3 designation forms that date is also the certification date. The certification date on the CTL is the first day of the annual training period.

DA FORM 7120-1-R

C-14. DA Form 7120-1-R (figure C-3) details the individual, crew, and additional task performance and evaluation requirements for each crewmember.

- **Name, Rank, SSN:** Enter the crewmember's name (last, first, middle initial), rank, and social security number.
- **Aircraft Type:** Enter the aircraft designation for which the DA Form 7120-1-R applies.
- **Base Task Requirements Per ATM.** Place an "X" in this box to show that the crewmember must comply with the minimum applicable individual task performance and evaluation requirements specified in the appropriate ATM. If the block is marked, it is not necessary to list individual tasks or iteration requirements on the form.
- **Base Task Requirements Detailed Below.** Place an "X" in this box if individual task requirements are listed on the form. When using this method, you have two options for listing individual task requirements:
 - You may list all individual tasks along with the appropriate iteration and evaluation requirements.
 - You may list only those individual tasks for which additional iteration or evaluation requirements have been established. In this case, you must include a statement in the

Remarks section that the remaining individual task requirements are as specified in the appropriate ATM.

- **Instrument Base Tasks for Additional Aircraft.** Place an "X" in the appropriate box to show whether the crewmember must perform the instrument individual tasks specified in the appropriate ATM. (This requirement is optional for a crewmember's additional aircraft if primary and additional aircraft are rotary wing.)
- **NBC Tasks Per ATM.** Place an "X" in the appropriate box to show whether the crewmember must comply with the NBC task performance requirements specified in the appropriate ATM. If you mark "No," you may use the options outlined in paragraph C-14, fourth bullet above to list NBC task requirements.
- **NVD Tasks Per ATM.** Place an "X" in the appropriate box to show whether the crewmember must comply with the NVD task performance and evaluation requirements specified in the appropriate ATM. If you mark "No", you may use the options outlined in paragraph C-14, fourth bullet above to list NVD task requirements. The Standardization Flight Evaluation includes the modes of flight: Day, Night, and NVS. The NVG-designated period (when applicable) will be entered in NVD Flight Evaluation field.
- **MTF Tasks Per ATM.** Place an "X" in the appropriate box to show whether the crewmember must comply with the MTF task performance and evaluation requirements specified in the appropriate ATM. If you mark "No", you may use the options outlined in paragraph C-14, fourth bullet above to list MTF task requirements.
- **Tasks.**
 - Enter individual, crew, and additional tasks on the blank lines provided, if applicable.
 - Enter unit-specific requirements such as STXs after the last task. If more space is needed, use DA Form 7120-2-R. Attach the sheet as an enclosure.
- **Day, Night, NVD, NBC, and Sim.**
 - If you elect to list task requirements, enter the number of times the crewmember must perform the task in the appropriate flight mode/condition column.
 - Place an "E" next to the number (for example, 3E) in the appropriate column if the task is mandatory for annual evaluations. The commander may elect to require evaluation of a minimum number of crew/additional tasks and delegate the authority for selecting specific tasks to the evaluator. This requirement and authority must be annotated in the Remarks section.

Note. If the crewmember's task performance or evaluation requirements change during the ATP training year, enter the change on DA Form 7120-1-R and explain it in the Remarks column. If more space is needed, use the Remarks section on DA Form 7120-3-R.

- **Remarks.** Use as required to fully explain changes, remarks, and or adjustments.

CREW MEMBER TASK PERFORMANCE AND EVALUATION REQUIREMENTS For use of this form, see TC 1-210; the proponent agency is TRADOC.						
Name: Brown, James T.		Rank: CW3	SSN: 123-45-6789		Aircraft Type: UH-60A	
Base Task Requirements Per ATM <input type="checkbox"/>			Base Task Requirements Detailed Below <input checked="" type="checkbox"/>			
Instrument Base Tasks <input type="checkbox"/> Yes for Additional Aircraft <input type="checkbox"/> No		NBC Tasks Per ATM <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		NVD Tasks Per ATM <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		MTF Tasks Per ATM <input type="checkbox"/> Yes <input type="checkbox"/> No
Tasks	Day	Night	NVD	NBC	Sim	Remarks
PERFORM A ROLL-ON LANDING	4 E	1	4 E			
PERFORM A ROLLING TAKEOFF	3 E	1	2			
Perform instrument maneuvers	3 E				2	
Perform CIS procedures	3 E				2	
Perform instrument takeoff	3 E				2	
Perform holding procedures	3 E				2	
Perform nonprecision approach	2 E				2	
Perform precision approach	2 E				2	
RESPOND TO IIMC	2 E		3 E		2	
MISSION TASKS						
PERFORM MULTIAIRCRAFT OPS	4		4			
PERF TACT FLT MSN PLNG	2		4 E			
PERFORM TERRAIN FLT NAV	2		4 E			
PERFORM TERRAIN FLIGHT	4		4 E			
PERF MASKING AND UNMASKING	2		2			
PERFORM TERRAIN FLT DECEL	4		4 E			
Perform actions on contact	2		3			
PERFORM SLING LOAD OPS	5		5			
Perform ERFIS operations	2	1	1			
OPERATE NVGs			4 E			
OPERATE ANVIS HEADS-UP DISP			4			
RESPOND TO NVG FAILURE			4 E			

DA FORM 7120-1-R, AUG 95

USAPPC V 1.00

Figure C-3. Sample DA Form 7120-1-R

DA FORM 7120-3-R

C-16. DA Form 7120-3-R (figure C-5) is normally the last page of the CTL. It is used to document the completion of required training not otherwise shown on previous forms.

- **Remarks.** Add the title of any periodic training task required but not listed previously on any other forms.
- **Certification.** Upon closeout of the DA Form 7120 series, the crewmember signs and dates the DA Form 7120-3-R CERTIFICATION block. The crewmember circles the “have” or “have not” portion of the statement as appropriate. Crewmembers who circle the “have not” portion of the statement must be processed per AR 95-1 if applicable and an appropriate comment will be entered in the Remarks section explaining why the requirements were not met and when they will be completed.

CREW MEMBER TASK PERFORMANCE AND EVALUATION REQUIREMENTS REMARKS AND CERTIFICATION	
<p>For use of this form, see TC 1-2.10; the proponent agency is TRADOC.</p>	
REMARKS:	
Brown, James T. CW3	1 AUG 06
<p>1. All remaining base task requirements are as specified in the TC 1-237 (or appropriate ATM)</p> <p>2. All remaining NVD task requirements are as specified in the TC 1-237 (or appropriate ATM)</p>	
<p>(Enter any other pertinent remarks or additional commanders requirements on this sheet)</p>	
CERTIFICATION:	
I have/have not completed my ATP flying-hour, task performance, and evaluation requirements.	
Crew Member's Signature:	Date:

Figure C-5. Sample DA Form 7120-3-R

DA FORM 7122-R

C-17. DA Form 7122-R (figure C-6 through C-15) is used to permanently record crewmember evaluations and summaries of DA Form 4507-R. It also is used to record any CHANGE in the crewmember's status or other significant events. The DA Form 7122-R will be used to collect data during the year for input to the DA Form 759.

CREW MEMBER TRAINING RECORD																
For use of this form, see TC 1-210; the proponent agency is TRADOC.																
Sheet No: 1																
Name: ROBERTS, JAMES D.			SSN: 123-45-6789			Rank: CWO3			Birth Month: SEPTEMBER							
Date	Actt	Event	Duty	D	N	NG	NS	W	H	Sim	Seal	Recorded By		GR	CM Init	Rank
4 JAN 92	OH-SEC	ASSIGNMENT	-	-	-	-	-	-	-	-	-	F. FRANKS, CPT, OPS OFF		/	SR	2nd
7 JAN	OH-SEC	CORS EVAL/LOCAL AREA	PE	1.4	0.3	-	-	-	0.3	-	R	S. SMITH, CW4, SP/EE		S	SR	2nd
17 FEB	OH-SEC	RL2 PROGRESSION	PE	11.4	4.2	-	-	-	2.1	-	R	S. SMITH, CW4, SP/EE		S	SR	2nd
21 MAR	OH-SEC	RL1 PROGRESSION	PE	6.1	1.0	-	-	-	-	-	L/R	S. SMITH, CW4, SP/EE		S	SR	2nd
24 MAR	OH-SEC	CORS EVAL/NVG/RL2	PE	-	0.2	1.7	-	-	-	-	L/R	B. BOLLER, CW2, IP		S	SR	2nd
4 APR	OH-SEC	NVG MSN TNG COMPLETE	PE	-	1.2	1.5	-	-	-	-	L/R	B. BOLLER, CW2, IP		S	SR	2nd
7 JUL	OH-SEC	APART-DAY FOREIGN	PE	1.7	-	-	-	-	-	-	L	S. SMITH, CW4, SP/EE		S	SR	2nd
11 JUL	OH-SEC	APART-NVG/INSTRUMENT	PE	-	0.2	1.1	-	-	1.4	-	R	S. SMITH, CW4, SP/EE		S	SR	2nd
1 AUG	OH-SEC	-10 EXAM	PE	-	-	-	-	-	-	-	-	B. BOLLER, CW2, IP		S	SR	2nd
3 SEP	NA	FLT PHYS COMP-FFD	-	-	-	-	-	-	-	-	-	G. FRANKS, SFC, OPNS		/	SR	2nd
6 SEP	OH-SEC	93 APART COMPLETE	PE	-	-	-	-	-	-	-	L/R	B. BOLLER, CW2, IP		/	SR	2nd
3 OCT	NA	EVENTS POSTED TO AFKS	-	-	-	-	-	-	-	-	-	T. CARROLL, CW4, SP		/	SR	2nd
17 NOV	OH-SEC	PC EVAL (3 FLTS)	PC	3.1	1.0	2.5	-	-	1.3	-	L/R	S. SMITH, CW4, SP		S	SR	2nd
14 JAN 93	OH-SEC	NO-NOTICE EVAL	PC	-	.3	1.7	-	-	-	-	R	M. BECK, SFC, OPNS		U	SR	2nd
19 JAN	OH-SEC	NVG REEVAL CAMP	PC	-	.5	4.7	-	-	-	-	L/R	M. BECK, SFC, OPNS		S	SR	2nd
14 MAR	NA	MEDICAL SUSPENSION	-	-	-	-	-	-	-	-	-	S. SMITH, CW4, SP/EE		/	SR	2nd
12 MAY	NA	4186 RECEIVED, FFD	-	-	-	-	-	-	-	-	-	S. PAGE, CW4, SP/EE		/	SR	2nd
22 MAY	OH-SEC	AOST & NVG CURR (2 FLTS)	PC	1.4	.3	1.7	-	-	.5	-	BOTH	S. PAGE, CW4, SP/EE		S	SR	2nd
12 JUL	OH-SEC	APART EVAL & -10 EXAM	PC	0.7	0.3	1.2	-	-	1.1	-	L/R	S. PAGE, CW4, SP/EE		S	SR	2nd
12 JUL	OH-SEC	94 APART COMPLETE	PC	-	-	-	-	-	-	-	L/R	S. PAGE, CW4, SP/EE		S	SR	2nd
8 SEP	NA	4186 RCDD, PHYS COMP	-	-	-	-	-	-	-	-	-	M. BECK, SFC, OPNS		/	SR	2nd
3 OCT	NA	EVENTS POSTED TO 717	-	-	-	-	-	-	-	-	-	M. BECK, SFC, OPNS		/	SR	2nd
18 FEB 93	NA	FC2 TO USAFANG	-	-	-	-	-	-	-	-	-	S. PAGE, CW4, SP/EE		/	SR	2nd

Figure C-6. Sample DA Form 7122-R (sheet no. 1)

C-18. General instructions.

- Type or clearly print all entries in black or dark blue ink.
- For blocks that do not require an entry, enter any commonly understood letters or symbols; for example, NA for not applicable or a dash (—).
- To make minor corrections, use correction fluid or neatly line through the incorrect information and add the correct information. Use the procedures in paragraph 0 below to make major corrections.
- Keep entries to the form as clear and concise as possible. Use standard abbreviations and acronyms.
- Significant events that occur (for example, aircraft transition, IFE course, and so forth) during the time a crewmember departs the previous duty station and is integrated into a new ATP will be entered on the 7122-R prior to assignment.
- Not every possible event or occurrence can be anticipated. If situations arise that are not covered by these instructions, use sound judgment, and enter the event in the most logical manner.

- DA Form 7122-R is a two-page form; however, it is likely that one page will fill before the other. If the remarks page (page 2) fills first, add an additional remarks page directly behind the first one. Add as many additional remarks pages as needed. When page 1 is filled up, close out the remarks page by drawing a diagonal line from the first unused remarks block to the last signature block. Then place a new DA Form 7122-R (both pages) on top of the old one.

C-19. Administrative and demographic data.

- Sheet number. Number each sheet in numerical order.
- Name. Enter the crewmember's full name (last, first, and middle initial). If reproducing the form as two separate sheets, enter the crewmember's name on the first line of each additional sheet).
- SSN. Enter the crewmember's social security number.
- Rank. Enter the crewmember's rank.
- Birth month. Enter the crewmember's birth month.

C-20. Training event data.

- Date. Enter the day, month, and year of the event. After the first entry, it is acceptable to omit the year until entry of the first event of the following year. If the entry is made in red, the year must be included.
- Acft. Enter the alphanumeric designation of the aircraft or simulator; for example, UH-60L, OH-58A, CH-47D, C12. If the event was performed solely in a flight simulator, enter the simulator designation; for example: 2B24, 2B33.
- Event. Enter a short description of the event. Record events listed below.
 - Unit assignments and reassignments, to include NVG-designated status (aviators). Reassignment within the unit that does not require a DA 759 closeout will be treated as a change of duty.
 - Completion of significant training programs; for example, aircrew coordination training, environmental training. Summarize the event on one line. Start and completion of time-limited training programs such as RL progressions, PC progressions, refresher training, and aircraft qualification.
 - Placement on or removal from flight status, to include NVG-designated status (nonrated crewmembers).
 - Change of duty position, FAC, NVG designation or primary, alternate, or additional aircraft.
 - Completion of Department of the Army aviation-related qualification courses, both flying and nonflying.
 - All flight, oral and written evaluations. Specify the type of evaluation; for example, no-notice evaluation, APART instrument evaluation, proficiency flight evaluation, or aircraft operator's manual examination.
 - Completion of all ATP requirements.
 - Any nonmedical suspensions and their disposition.
 - All waivers/extensions and their disposition. Extensions will include the defined extension period. Crewmembers will be suspended from flight duties until completion of the commander's investigation and the extension or waiver is granted.
 - Involvement in any Class A, B, C, or D accident or incident and the results of any postaccident evaluation (if given).
 - Medical suspensions (30 days or longer) and the return to full flying duty. Completion of annual flying duty medical evaluation (DA Form 4186).
 - Record the following additional events on the 7122-R:
 - Completion of gunnery requirements.
 - Completion of annual CBAT requirements.
 - Receipt of safety and Broken Wing awards.
 - Transcription of data from the DA Form 7122-R to the DA Form 759.

- Do **not** record the following events:
 - Flights conducted solely to accomplish task iteration, flying-hour, or MOPP requirements.
 - Attendance at recurring briefings (for example, safety meetings and weather briefings).
 - Participation in ARTEP exercises or other unit-level exercises.
- Duty. If applicable, enter the appropriate duty symbol. This duty symbol reflects the purpose of the flight or event, not necessarily the DA Form 2408-12 (Army Aviator's Flight Record) duty. For example, a pilot in command flight evaluation requires entry of the duty symbol "PI" on DA Form 2408-12 but on the DA Form 7122-R, the duty symbol entered would be "PC." The entries on the DA Form 7120-R, Part II with the commander's initials and date and on the DA Form 7122-R with the commander's signature will suffice for orders authorizing duty positions.
- D, N, NG, NS, W, H, and Sim. Enter the time flown, in hours and tenths of hours, under the appropriate flight modes/conditions. Enter the time flown on any single flight event or the total hours flown in multiflight training programs. The flight modes/conditions indicated normally will agree with the DA Form 2408-12 entry.
- Seat. Enter the crewmember's seat position, if appropriate, for the event (front, back, left, right, both, or cabin).
- Recorded By. Evaluators, trainers, operations personnel and others when authorized by the commander will enter their first initial, last name, rank and duty position. If the event was an evaluation and someone is recording it other than the evaluator, record the evaluator's name in the remarks section.
- GR. If the event was graded, enter an "S" (satisfactory) or a "U" (unsatisfactory).
- CM Init. Brief the crewmember on the entry and ensure that the crewmember understands any change in status. Crewmembers will then initial this block. The crewmember's initials show that the crewmember is aware of the entry on the form and any remarks and understands any change in status. The crewmembers will immediately initial any entry resulting in a change of status such as an unsatisfactory evaluation or a suspension. The crewmember will initial routine entries, such as assignment to a unit or satisfactory evaluations, as soon as practical.
- Rmk. Enter "Yes," "Y," "No," or "N" in this column to show whether comments are entered in the Remarks section regarding the entry. Do not enter "NA" in this column or leave it blank.
- Remarks. Record pertinent information not shown on the front of the form in this section. Do not restate information entered on the front of the form; for example, "This was a satisfactory PC evaluation." There is no single correct way of entering remarks as long as they are clear, concise, and specific. When entering remarks, use standard abbreviations and acronyms or logical shortened word.
- Enter the date in the same format as on the front of the form. After the date, enter pertinent remarks. If the remarks require more than one line, do not repeat the date on the second or subsequent lines. Remarks include description of unsatisfactory tasks on an evaluation or an explanation of nonmedical suspensions from flight.
- Certain events recorded on the DA Form 7122-R require the commander's signature. These are—
 - Nonmedical suspension.
 - RL designation after failure of a hands-on performance test or a training deficiency.
 - Extensions.
 - Waivers.
 - Return to previous duties after nonmedical suspension or RL designation after failure of a hands-on performance test or a training deficiency.

Note. The commander, for the purposes of the individual aircrew training flight records, is defined as the commander responsible for the Aircrew Training Program. Waiver and extension authority is according to AR 95-1, local regulations, and SOPs. The appropriate commander will sign the DA Form 7122-R, page 2, when required. The commander's signature is not required if the commander has certified another document for the event and the entry on DA Form 7122-R is a summary of the event. Memorandum for records granting extensions or waivers signed by the commander will be retained in the MISC section in the IATF.

C-21. Corrections. Corrections to DA Form 7122-R may be needed for several reasons. Careful and timely entering of events as they occur will eliminate the need for corrections.

- Out of sequence events. If an event is not entered at the proper time and one or more events have been recorded, enter the event as you would any other event on the next available point, except, use red ink when entering the date of the out-of-sequence event.
- Unusable form. If enough mistakes accrue to make the form unusable, transcribe the data to a new form. Place a diagonal line across the front of the unusable form, label it "transcribed," and retain this copy of the form under the current form. *DO NOT DESTROY OR DISCARD ANY DA FORM 7122-R THAT CONTAINS AN ENTRY.*

CREW MEMBER TRAINING RECORD																
For use of this form, see TC 1-210; the proponent agency is TRADOC.																
Name: <i>ROBERTS, JAMES D.</i>				SSN: <i>123-45-6789</i>				Rank: <i>CWO3</i>		Birth Month: <i>SEPTEMBER</i>						
Sheet No: <i>2</i>																
Date	Act	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk	
<i>18 FLYS</i>	<i>NA</i>	<i>EXERCISE POSTED TO 739</i>										<i>M. BLICK, SFC, OPS</i>		<i>JR</i>	<i>low</i>	
<i>17 MAR</i>	<i>OH-30C</i>	<i>ASSIGNMENT</i>										<i>W. PATTON, CW4, SP</i>		<i>JR</i>	<i>low</i>	
<i>24 MAY</i>	<i>OH-30A</i>	<i>TAC & CTS MDE COMP</i>	<i>DEPT</i>	<i>22.8</i>	<i>1.2</i>						<i>BATH</i>	<i>W. PATTON, CW4, SP</i>	<i>3</i>	<i>JR</i>	<i>No</i>	
<i>4 JUN</i>	<i>OH-30A</i>	<i>RL PROGRAMMAN</i>	<i>DEPT</i>	<i>1.6</i>	<i>1.0</i>				<i>1.5</i>		<i>BATH</i>	<i>W. PATTON, CW4, SP</i>	<i>5</i>	<i>JR</i>	<i>low</i>	
<i>1 APR</i>	<i>OH-30C</i>	<i>CLASS C ACCIDENT</i>	<i>EP</i>									<i>LEFT</i>	<i>J. JONES, CWB, ASD</i>	<i>3</i>	<i>JR</i>	<i>low</i>
<i>10 AUG</i>	<i>OH-30C</i>	<i>POSTACCIDENT EVAL (OLE)</i>	<i>EP</i>	<i>1.2</i>								<i>LEFT</i>	<i>C. WICKLEY, CW4, SP</i>	<i>5</i>	<i>JR</i>	<i>low</i>

DA FORM 7122-R, AUG 95 EDITION OF MAR 92 IS OBSOLETE

Figure C-7. Sample DA Form 7122-R (sheet no. 2)

Date	Remarks	Commander's Signature
30 4 JAN 05	ASSIGNED TO 2/222 CAV, APO AE 09952, PARA ---, LINE ---, OH-580 PILOT, FAC 1 NVG DESIGNATED POSITION	
31 7 JAN 05	QUALIFIED RL3, AVERAGE FLT. NEEDS 3-4 HRS FOR RL2	
32 18 FEB 05	QUALIFIED RL2 (NO NVG) - GOOD PROGRESS	
33 21 MAR 05	QUALIFIED RL1, LNR SEATS, FB DUTY D/N/VMC	
34 24 MAR 05	QUALIFIED RL2 (NVG) START OF MISSION TRAINING	
35 14 APR 05	QUALIFIED RL1 (NVG) WITH 11.5 HRS DUE TO EXCELLENT PROFICIENCY	
36 12 NOV 05	QUALIFIED PC, DAY, N, NVG LNR SEATS	
37 14 JAN 06	TOTALLY LOST WHEN OFF RESERVATION. RECOMMEND SUSPEND AND RETRAIN	Approved 2. Chance, CPT
38 19 JAN 06	EXCELLENT NVG NAV - RECOMMEND RESTORATION TO RL1, PC (DAY, N, NVG) FOR BOTH SEATS	Approved 2. Chance, CPT
39 17 MAR 06	ASSIGNED TO B Co 1/212 AVN, PARA --- LINE ---, OH-580 A/C INSTRUCTOR PILOT, FAC 2, NOT NVG DESIGNATED, M&F SCHEDULED 4 APR 95	
40 4 JUN 06	QUALIFIED RL1, PC, IP FOR OH-580 D, N, VMC TO INCLUDE EPTS	
41 8 AUG 06	INVOLVED IN TREE STRIKE, MAIN ROTOR BLADES, ON ACFT CONTROLS	
42 10 AUG 06	NO DEFICIENCIES NOTED, NO APPREHENSION OR NERVOUSNESS, RECOMMEND RETURN TO FULL PREOP STATUS AND DUTIES AS PC/IP	

Page 2, DA FORM 7122-R.

Figure C-8. Sample DA Form 7122-R (page 2)

EXAMPLE 1. NONMEDICAL SUSPENSION

CREW MEMBER TRAINING RECORD															
For use of this form, see TC 1-210; the proponent agency is TRADOC.															
												Sheet No:			
Name:			SSN:					Rank:			Birth Month:				
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk
16 JUN 05	UH-60A	NONMEDICAL SUSPENSION	PC	-	-	-	-	-	-	-	-	S. SMITH, CPT, CDR	/	JJ	Yea
25 JUN 05	UH-60A	INVESTIGATION COMPLETED	-	-	-	-	-	-	-	-	-	S. SMITH, CPT, CDR	/	JJ	Yea
Date	Remarks											Commander's Signature			
16 JUN 05	SUSPENDED FROM ALL UH-60A AVIATOR DUTIES PENDING INVESTIGATION OF FAA VIOLATION, 12 JUN 05.											D. Smith, CPT, CDR			
25 JUN 05	INVESTIGATION OF 12 JUN 05 INCIDENT COMPLETE. RECOMMENDATION THAT FEA BE CONVENED.											D. Smith, CPT, CDR			

EXAMPLE 2. SAFETY AND BROKEN WING AWARDS

CREW MEMBER TRAINING RECORD															
For use of this form, see TC 1-210; the proponent agency is TRADOC.															
												Sheet No:			
Name:			SSN:					Rank:			Birth Month:				
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk
17 JAN 05	OH-58	BROKEN WING AWARD	PC	-	-	-	-	-	-	-	-	S. JONES, CW4, ASO	/	JJ	Yea
19 FEB 05	NA	SAFETY AWARD	-	-	-	-	-	-	-	-	-	S. JONES, CW4, ASO	/	JJ	Yea
Date	Remarks											Commander's Signature			
17 JAN 05	RECEIVED AWARD FOR ACTIONS AFTER ENGINE FAILURE ON 6 JUN 04														
19 FEB 05	RECEIVED AWARD FOR 3,000 HRS ACCIDENT AND INCIDENT FREE.														

Figure C-9. Sample entries—nonmedical suspension and awards

EXAMPLE 3. PCS

CREW MEMBER TRAINING RECORD															
For use of this form, see TC 1-210; the proponent agency is TRADOC.															
Name:												Sheet No:			
SSN:			Rank:				Birth Month:								
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk
18 JAN 05	NA	PCS TO 8 th ARMY - KOREA	-	-	-	-	-	-	-	-	-	S. SMITH, SGT, OPS NCO	/	JJ	Flt
14 MAR 05	OH-58D	ASSIGNMENT	-	-	-	-	-	-	-	-	-	J. JONES, 1LT, PVT LDR	/	JJ	Equal
Date		Remarks										Commander's Signature			
14 MAR 05		ASSIGNED TO 4 th BVT CAV. CAMP HUMPHRIES, KOREA PARA _____ LENE _____ FAC 1 NVG DESIGNATED SCOUT HELICOPTER PILOT													

EXAMPLE 4. TDY TO IP COURSE AND RETURN

CREW MEMBER TRAINING RECORD															
For use of this form, see TC 1-210; the proponent agency is TRADOC.															
Name:												Sheet No:			
SSN:			Rank:				Birth Month:								
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk
15 JAN 05	NA	TDY OH-58D IP COURSE	-	-	-	-	-	-	-	-	-	S. SMITH, SGT, OPS NCO	-	JJ	Flt
20 APR 05	OH-58D	COMPLETED OH-58D IPC	-	37.0	7.0	9.4	-	-	-	-	1.5	BOTH S. SMITH, SGT, OPS NCO	S	JJ	Flt
25 APR 05	OH-58D	CDR'S EVAL AS IP	IP	6.0	1.0	3.1	-	-	-	-	BOTH	M. BAKER, CW3, SP	S	JJ	Equal
Date		Remarks										Commander's Signature			
25 APR 05		QUALIFIED RLI AS OH-58D IPC, N, NVG. BOTH SEATS													

Figure C-10. Sample entries—PCS and TDY to IP course and return

EXAMPLE 5. ACCIDENT INVOLVEMENT WITH POSTACCIDENT EVALUATION																
CREW MEMBER TRAINING RECORD																
For use of this form, see TC 1-210; the proponent agency is TRADOC.																
Sheet No: _____																
Name:			SSN:					Rank:			Birth Month:					
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk	
17 JAN 05	UH-60A	CLASS B ACCIDENT	PI	-	-	-	-	-	-	-	-	LEFT	J. HODGE, CW3, ASO	-	JJ	Good
19 JAN 05	UH-60A	POSTACCIDENT EVAL	PI	-	.3	1.7	-	-	-	-	-	LEFT	T. THOMPSON, CW4, SP	5	JJ	Good
Date	Remarks											Commander's Signature				
17 JAN 93 05	PILOT IN UH-60A DURING HARD LANDING, NYC, NOT ON CONTROLS															
19 JAN 93 05	GOOD FLT, RECOMMEND RETURN TO FULL PRIOR DUTIES											A. BUNDY, CPT, CDR				
EXAMPLE 6. ACCIDENT INVOLVEMENT WITH POST ACCIDENT EVALUATION																
CREW MEMBER TRAINING RECORD																
For use of this form, see TC 1-210; the proponent agency is TRADOC.																
Sheet No: _____																
Name:			SSN:					Rank:			Birth Month:					
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk	
17 JAN 05	UH-60A	CLASS A ACCIDENT	PI	-	-	-	-	-	-	-	-	LEFT	J. JONES, CW3, ASO	-	JJ	Good
19 JAN 05	UH-60A	POSTACCIDENT EVAL	PI	-	.3	1.7	-	-	-	-	-	LEFT	C. SMITH, CW4, SP	11	JJ	Good
26 JAN 05	UH-60A	POSTACCIDENT RETRAINING	PI	-	.7	3.2	-	-	-	-	-	LEFT	R. WASTE, CW3, IP	5	JJ	Good
Date	Remarks											Commander's Signature				
17 JAN 05	PILOT IN UH-60A DURING HARD LANDING, NYC, NOT ON CONTROLS															
19 JAN 05	TECHNICALLY PROFICIENT BUT VERY APPREHENSIVE. RECOMMEND 3-5 HOURS WITH AN IP TO BECOME MORE COMFORTABLE IN NYC ENVIRONMENT.											Approved D. Simpson, CPT, CDR				
26 JAN 05	VERY COMFORTABLE AND PROFICIENT IN NYC ENVIRONMENT. RECOMMEND RETURN TO DUTIES AS PI, RLI (DAY, N, NYC) BOTH SEATS											Approved D. Simpson, CPT, CDR				

Figure C-11. Sample entries—accident involvement with postaccident evaluation

EXAMPLE 7. REQUEST FOR WAIVER (ANNUAL FLYING HOURS)

CREW MEMBER TRAINING RECORD															
For use of this form, see TC 1-210; the proponent agency is TRADOC.															
												Sheet No:			
Name:				SSN:				Rank:				Birth Month:			
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk
21 MAR 05	AH-64D	REQUEST FOR WAIVER	PI	-	-	-	-	-	-	-	-	J. FULLER, CPT, BN XO	-	JJ	Yes
Date		Remarks										Commander's Signature			
21 MAR 05		WAIVER REQUESTED FOR 50% (70 HRS) BECAUSE OF DUTIES DURING PERIOD 1 FEB 05 TO 28 FEB 05. WAIVER GRANTED BY BOI CDR 25 MAR 05													

EXAMPLE 8. REQUEST FOR EXTENTION (APART REQUIREMENTS)

CREW MEMBER TRAINING RECORD															
For use of this form, see TC 1-210; the proponent agency is TRADOC.															
												Sheet No:			
Name:				SSN:				Rank:				Birth Month:			
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk
4 APR 05	OH-58D	REQUEST FOR EXTENSION	PC	-	-	-	-	-	-	-	-	J. JONES, CW3, OPNS	-	JJ	Yes
Date		Remarks										Commander's Signature			
4 APR 05		REQUEST 30-DAY EXTENSION FOR STDN EVAL (TACTICS & NVG) BECAUSE OF MEDICAL GROUNDS 4 JAN - 6 FEB. Approved										J. Jones, CPT, CDR			

Figure C-12. Sample entries—request for waiver and request for extension

EXAMPLE 9. COMPLETION OF ENVIRONMENTAL AND SIMILAR TRAINING PROGRAMS

CREW MEMBER TRAINING RECORD
For use of this form, see TC 1-210; the proponent agency is TRADOC.

Sheet No: _____

Name:			SSN:							Rank:			Birth Month:		
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk
15 JAN 05	OH-58D	MOUNTAIN EXERCISE QUAL	PC	7.1	1.0	6.0	-	-	-	-	BOTH	P. MARR, CW3, SP	S	JJ	Yes
27 MAR 05	OH-58D	AIR CBT MANEUVER QUAL	SP	22.7	-	-	-	-	-	-	BOTH	P. MARR, CW3, SP	S	JJ	Yes

Date	Remarks	Commander's Signature
15 JAN 05	MOUNTAIN QUAL - OH-58D (DAY, N, NVG) PC BOTH SEATS TO 12,500' PA	
27 MAR 05	ACM QUAL COMPLETED IAW EXPORTABLE TNG PKG. QUALIFIED AS ACM SP BOTH SEATS	

EXAMPLE 10. DESIGNATION OF ADDITIONAL AIRCRAFT

CREW MEMBER TRAINING RECORD
For use of this form, see TC 1-210; the proponent agency is TRADOC.

Sheet No: _____

Name:			SSN:							Rank:			Birth Month:		
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk
5 MAR 05	AH-44A	ASIGN ADDITIONAL ACFT	PI	-	-	-	-	-	-	-	-	B. THOMAS, CW3, SP	-	JJ	Yes
6 JUL 05	AH-44A	RL2 PROGRESSION	PI	9.4	1.6	-	-	-	2.1	6.5	BOTH	B. THOMAS, CW3, SP	S	JJ	Yes
21 JUL 05	AH-44A	RL1 AND PC	PI	2.3	1.0	-	-	-	-	4.1	BOTH	B. THOMAS, CW3, SP	S	JJ	Yes

Date	Remarks	Commander's Signature
5 MAR 05	ASSIGNED AH44A AS ADDITIONAL AIRCRAFT RL3	
6 JUL 05	QUALIFIED RL2 DAY, N, VMC, BOTH SEATS	
21 JUL 05	QUALIFIED RL1 DAY, N, VMC, BOTH SEATS	

Figure C-13. Sample entries—completion of environmental and similar training programs/designation of additional aircraft

EXAMPLE 11. INITIAL AIRCRAFT QUALIFICATION (NCM)

CREW MEMBER TRAINING RECORD
For use of this form, see TC 1-210; the proponent agency is TRADOC.

Sheet No: _____

Name:			SSN:							Rank:				Birth Month:			
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk		
1 Oct 05	CH-47D	STARTED ACFT QUAL	-	-	-	-	-	-	-	-	-	R. HAGAN, SFC, SI	/	RL	No		
14 Oct 05	CH-47D	ACADEMICS COMPLETED	-	-	-	-	-	-	-	-	-	R. HAGAN, SFC, SI	S	RL	No		
1 Dec 05	CH-47D	ACFT QUAL COMPLETE	CE	120	10	-	-	-	-	-	-	CABO R. HAGAN, SFC, SI	S	RL	Yes		

Date	Remarks	Commander's Signature
1 Dec 05	QUALIFIED RL2	

EXAMPLE 12. INITIAL NVG QUALIFICATION (NCM)

CREW MEMBER TRAINING RECORD
For use of this form, see TC 1-210; the proponent agency is TRADOC.

Sheet No: _____

Name:			SSN:							Rank:				Birth Month:			
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk		
1 Oct 05	CH-47D	STARTED NVG QUAL	CE	-	-	-	-	-	-	-	-	R. HAGAN, SFC, SI	/	RL	No		
14 Oct 05	CH-47D	NVG ACADEMICS COMPLETED	CE	-	-	-	-	-	-	-	-	R. HAGAN, SFC, SI	S	RL	No		
1 Dec 05	CH-47D	NVG QUAL COMPLETED	CE	-	-	5.5	-	-	-	-	-	CABO R. HAGAN, SFC, SI	S	RL	Yes		

Date	Remarks	Commander's Signature
1 Dec 05	QUALIFIED RL2 FOR NVG DUTIES	

Figure C-14. Sample entries—initial aircraft and NVG qualification (NCM)

EXAMPLE 13. CHANGE OF DUTY POSITION OR FAC

CREW MEMBER TRAINING RECORD
For use of this form, see TC 1-210; the proponent agency is TRADOC.

Sheet No: _____

Name:			SSN:							Rank:				Birth Month:			
Date	Acft	Event	Duty	D	N	NG	NS	W	H	Sim	Seat	Recorded By	GR	CM Init	Rmk		
17 Aug 05	CH-47D	CHANGE OF DUTY	PI	-	-	-	-	-	-	-	-	G. SCOTT, CW4, SP	-	JT	Yes		

Date	Remarks	Commander's Signature
17 Aug 05	NEW DUTY POSITION IS PARA _____, LEAD _____, BN SI, FAC 3, PRIMARY ACFT CH-47D NOT NVG DESIGNATED	

Figure C-15. Sample entries—change of duty position or FAC

DA FORM 4507-R

C-22. See figure C-16 for a sample DA Form 4507-R. Instructions for completing the form are as follows:

- **Name, Rank, and SSN.** Enter the crewmember's name (last, first, middle initial), rank, and social security number.
- **Unit.** Enter the unit to which the crewmember is assigned.

- **Purpose.** Enter the purpose of the training program using standard phraseology; for example, refresher training or crew training.
- **Aircraft Type.** Enter the alphanumeric designation of the aircraft or simulator; for example, UH-60L, OH-58A, UH-1FS, AH-64CMS or UH-60FS. Use of the flight simulator designation is acceptable; for example, 2B24 or 2B33.
- **Date Started.** Enter the date on which the flight training program starts.
- **Must Complete By.** If the training program is time limited, enter the date on which the crewmember must complete it. If the date changes, line through the original date and enter the new date above it. Explain the change in the Comments section.
- **Date.** Enter the day, month, and year of the flight.
- **Flight Data.** This form provides a cumulative record of the time flown under those flight modes/conditions normally requiring minimum amounts. Record all flight time in hours and tenths of hours.
- **Time Today.** Enter the total time flown today.
- **Cumulative Time.** Record the total flight time accrued to date.
- **Day Flight–Today.** Enter the time flown today under day flight conditions. For flights conducted under other than day flight conditions, enter the applicable flight mode or condition in the space provided. Then record the time flown today for that flight mode or condition.
- **Day Flight–Cumulative.** Record the total time accrued under day flight conditions. For flights conducted under other than day flight conditions, enter the applicable flight mode or condition in the space provided. Then record the total flight time accrued to date for that flight mode or condition.
- **Duty Position.** Enter the crewmember's duty position for the flight.
- **Seat Position.** Enter the crewmember's seat position for the flight.
- **Overall Grade.** Enter either S or U in the overall grade block after the crewmember completes the flight. This grade reflects the evaluator/trainer's overall assessment of the flight.
- **Crewmember Initials.** Have the crewmember initial the grade slip to certify that the crewmember has been debriefed. The initials do not mean that the crewmember agrees with the results.
- **Trainer or Evaluator Name, Rank, and Duty Position.** Enter the trainer's or the evaluator's last name and first initial, rank, and duty position.
- **Comments.** If desired, enter pertinent comments on DA Form 4507-R or, if more space is required, on DA Form 4507-2-R. Enter the date of the flight and sound, objective comments. If the overall flight, or any individual task is graded U, a comment is required. For unsatisfactory tasks, indicate which standards were not met and any other appropriate remarks. These comments are important for reference by other trainers or evaluators during future training or evaluation.

CREW MEMBER GRADE SLIP				
For use of this form, see TC 1-210; the proponent agency is TRADOC.				
Name: <i>Jones, Jimmy J.</i>		Rank: <i>CW2</i>	SSN: <i>123-45-6789</i>	
Unit: <i>2/228 CAV</i>		Purpose: <i>NVG REFRESHER TNG</i>		
Aircraft Type: <i>UH-60</i>	Date Started: <i>10 JAN 05</i>	Must Complete By: <i>10 APR 05</i>		
Flight Data	Date			
	<i>10 JAN 05</i>	<i>13 JAN 05</i>	<i>18 JAN 05</i>	<i>19 JAN 05</i>
Time Today	<i>2.2</i>	<i>1.7</i>	<i>2.0</i>	<i>2.5</i>
Cumulative Time	<i>2.2</i>	<i>3.9</i>	<i>5.9</i>	<i>8.4</i>
Day Flight--Today				
Day Flight--Cumulative				
<i>NV</i> Flight--Today	<i>1.5</i>	<i>1.2</i>	<i>1.5</i>	<i>2.0</i>
<i>NV</i> Flight--Cumulative	<i>1.5</i>	<i>2.7</i>	<i>4.2</i>	<i>6.2</i>
<i>N</i> Flight--Today	<i>.7</i>	<i>.5</i>	<i>.5</i>	<i>.5</i>
<i>N</i> Flight--Cumulative	<i>.7</i>	<i>1.2</i>	<i>1.7</i>	<i>2.2</i>
Flight--Today				
Flight--Cumulative				
Duty Position	<i>PI</i>	<i>PI</i>	<i>PI</i>	<i>PI</i>
Seat Position	<i>R</i>	<i>L</i>	<i>R</i>	<i>L</i>
Overall Grade	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>
Crew Member Initials	<i>JJ</i>	<i>JJ</i>	<i>JJ</i>	<i>JJ</i>
Trainer or Evaluator Name, Rank, and Duty Position	<i>WALKER, J., CW4, SP</i>	<i>WALKER, J., CW4, SP</i>	<i>WALKER, J., CW4, SP</i>	<i>WALKER, J., CW4, SP</i>

DA FORM 4507-R, AUG 95

EDITION OF AUG 94 IS OBSOLETE

Figure C-16. Sample DA Form 4507-R

DA FORM 4507-1-R

C-23. See figure C-17 and figure C-18 for samples of DA Form 4507-1-R. Instructions for completing the form are as follows:

- **Examinee's Name.** Enter the examinee's name (last, first, middle initial).
- **Page No.** Enter the number of this page.
- **No. Pages.** Enter the total number of DA Forms 4507-1-R used.
- **Date.** Enter the day, month, and year of the flight.
 - **Grades.** In the blocks under the date, the evaluator/trainer or unit trainer grades each task performed. An unsatisfactory grade "U" requires a brief description of the deficiency in the comments section of DA Form 4507-R. Use DA Form 4507-2-R, if additional space is required. Place a diagonal (/) in the grade blocks for all maneuvers or procedures not performed. When three or more consecutive tasks are not graded, place a diagonal line in the first and last task and connect the two with a straight vertical line.
- **Maneuver/Procedure.** Enter the tasks required by the unit's aircrew training program. Units may list all tasks required by the commander's task list. Another option is to develop separate forms for each training program; for example, NVG refresher training, RL progression, and mission training. Units may also use a highlighter pen or any other suitable method to track completion of tasks in different modes.
- **Select.** Based on the guidance in the applicable ATM, this training circular, the commander's task list, the unit SOP, and other documents, place an "X" in the selection column by each task that is mandatory for the training program underway.

<p align="center">MANEUVER/PROCEDURE GRADE SLIP</p> <p align="center">For use of this form, see TC 1-210; the proponent agency is TRADOC.</p> <p>Trainee's/Examinee's Name: <u>Jones, Jimmy J.</u></p>									
S E L E C T	Page No. 1	No. Pages 2	DATE						
	MANEUVER/PROCEDURE		10 JAN 94	13 JAN 94	18 JAN 94	19 JAN 94			
	BASE TASKS								
X	CREW MISSION BRIEFING		S	/	S	S			
	VFR FLIGHT PLANNING		/	/	/	/			
	IFR FLIGHT PLANNING		/	/	/	/			
	DD FORM 365-4		/	/	/	/			
	PERFORMANCE PLANNING CARD		S	/	S	S			
	PREFLIGHT INSPECTION		S	S	S	S			
X	ENGINE START THROUGH SHUTDOWN		S	/	S	S			
	ALSE OPERATION		/	/	/	/			
X	GROUND TAXI		S	S	S	S			
X	HOVER POWER CHECK		S	S	S	S			
Y	HOVERING FLIGHT		S	S	S	S			
X	VMC TAKEOFF		S	S	S	S			
X	TRAFFIC PATTERN FLIGHT		U	S	/	S			
Y	FUEL MANAGEMENT PROCEDURES		S	U	S	S			
Y	PILOTAGE/DEAD RECKONING		/	/	S	/			
X	ELECTRONIC AIDED NAVIGATION		Dm	S	S	S			
X	VMC APPROACH		S	S	/	S			
X	ROLL-ON LANDING		/	S	/	S			
X	SLOPE OPERATIONS		S	S	/	S			
	POSTFLIGHT INSPECTION		S	/	S	S			
	SIMULATED ENGINE FAILURE/HOVER		/	/	/	/			
	SIMULATED ENGINE FAILURE/ALTITUDE		/	/	/	/			
	DEGRADED AFCS OPERATIONS		/	/	/	/			
	ECU/DEC LOCKOUT PROCEDURES		/	/	/	/			
	STABILATOR MALFUNCTION		/	/	/	/			
	EMERGENCY EGRESS		/	/	/	/			

DA FORM 4507-1-R, AUG 95

Figure C-17. Sample DA Form 4507-1-R, page 1

<p align="center">MANEUVER/PROCEDURE GRADE SLIP</p> <p align="center">For use of this form, see TC 1-210; the proponent agency is TRADOC.</p>										
<p>Trainee's/Examinee's Name: <u>Jones, Jimmy J.</u></p>										
S E L E C T	Page No. 2	No. Pages 2	DATE							
			10 JAN 94	13 JAN 94	18 JAN 94	19 JAN 94				
	MANEUVER/PROCEDURE									
X	EMERGENCY PROCEDURES		/	S	S	S				
	HAND AND ARM SIGNALS		/	/	/	/				
	PASSENGER BRIEFING									
	INSTRUMENT TAKEOFF									
	RADIO NAVIGATION									
	HOLDING PROCEDURES									
	UNUSUAL ATTITUDE PROCEDURES									
	RADIO COMMUNICATION PROCEDURES									
	TWO-WAY RADIO FAILURE PROCEDURES									
	NONPRECISION APPROACH									
	PRECISION APPROACH				/	/				
X	INADVERTENT IMC PROCEDURES				S	S				
	CIS OPERATIONS				/	/				
	ASE OPERATIONS				/	/				
	MARK XII IFF OPERATIONS		/	/	/	/				
	MISSION TASKS									
X	CONFINED AREA OPERATIONS		/	S	U	S				
X	MULTIAIRCRAFT OPERATIONS			S	S	S				
X	EXTERNAL LOAD OPERATIONS		/	/	/	S				
X	TERRAIN FLIGHT MISSION PLANNING			S	S	S				
X	TERRAIN FLIGHT NAVIGATION			U	S	S				
X	TERRAIN FLIGHT			S	S	S				
X	WIRE OBSTACLES			S	/	S				
X	TERRAIN FLIGHT DECELERATION		/	/	S	S				

DA FORM 4507-1-R , AUG 95

Figure C-18. Sample DA Form 4507-1-R, page 2

DA FORM 4507-2-R

C-24. The DA Form 4507-2-R (figure C-19) is used to record comments and explain DA Form 4507-R and DA Form 4507-1-R entries, as appropriate.

- **Examinee's Name.** Enter the examinee's name (last, first, middle initial).
- **Date.** Enter date of entry.
- **Comments.** Enter comments as necessary. Comments should be clear and concise and must be accurate.

CONTINUATION COMMENT SLIP	
For use of this form, see TC 1-210; the proponent agency is TRADOC.	
Examinee's/Trainee's Name: <u>JONES, JEMMY J.</u>	
Date	Comments
19 JAN 94	This form is used to continue comments from DA Form 4507-E.

DA FORM 4507-2-R, AUG 95 EDITION OF AUG 94 IS OBSOLETE

Figure C-19. Sample DA Form 4507-2

Appendix D

Task Development

ATM TASK MODEL DEVELOPMENT

D-1. Chapter 4 of this TC authorizes the commander to develop additional tasks if the appropriate ATM does not adequately cover a maneuver or mission that is required to support the unit's METL. The requirements in paragraph 4-7 are mandatory when developing additional tasks. To develop an additional task, the commander will create the task in the format described in paragraph D-2, assign a 3000-series number to the task, and add it to the individual CTL along with iteration and mode requirements. The commander will ensure that Soldiers receive the necessary academic and flight training for this new task during RL progression and will determine if there is a requirement for an annual evaluation of the task. Commanders will submit a copy of all 3000-series tasks to Commander, U.S. Army Aviation Warfighting Center, ATTN: ATZQ-TDT-F, Fort Rucker, Alabama 36362-5000.

FORMAT

D-2. The following format will be used to develop 3000-series tasks.

TASK NUMBER

D-3. Task numbers start with 3000 and run sequentially (for example, task 3000, task 3001, and so forth).

TASK TITLE

D-4. The task title describes the performance required of the Soldier on the job. It is frequently referred to as the task. It has one action verb and one object and may have a qualifier that describes the required action. Using standard, well-defined verbs aids in providing quality training by—

- Providing/promoting clarity.
- Allowing analysts, task selection boards, trainers, and Soldiers to understand what the task title means.
- Helping to prevent duplication. Using standard verbs makes it simple to group tasks by verbs to avoid duplication.
- Promoting application of sound training principles.

D-5. An example of a task title: Perform Visual Meteorological Conditions Approach. (Do not use acronyms in the title.)

D-6. Warnings, cautions, and notes. See examples below.

WARNING

All WARNINGS associated with the task will follow the task title.

CAUTION

All CAUTIONS associated with the task will follow the task title or any WARNINGS.

Note. Notes may be added throughout the text of the task as appropriate.

CONDITIONS

D-7. TRADOC Pam 350-70 states that task conditions specify the common wartime or training conditions under which the task will be performed. If the new task must be performed in the aircraft, as opposed to the simulator, ensure that “aircraft only” is specified as a condition. (Using the simulator can be explained in the training and evaluation requirements.) Conditions include—

- Whether the task can be accomplished in a simulator, the aircraft, academically, or a combination of these.
- The publications and materials required to perform the task.
- Any special equipment required for the task.
- The flight conditions under which the task will be performed; for example, “VMC” or “with reference to instruments only.”
- Any special conditions or tasks that must be accomplished prior to performing the task; for example, in an AH-64D helicopter under VMC.

STANDARDS

D-8. Each task defines all the standards that must be met. Task standards describe the minimum degree of proficiency or standard of performance to which the task must be accomplished. For aviation flight tasks, standards are based on ideal conditions. Standards must be observable and measurable.

D-9. Examples of standards include—

- Select a suitable landing area per the task description.
- Maintain a constant approach angle, clear of obstacles, to desired point of termination (hover or touch down).
- Maintain closure rate of an apparent brisk walk.
- Maintain ground track alignment with the landing direction above 50 feet above ground level (AGL) and aircraft in trim \pm half of a ball width.
- Align aircraft with landing direction below 50 feet AGL.
- Perform a smooth and controlled termination to a hover or to the ground.
- Perform crew coordination actions per chapter 6 and the task description.

DESCRIPTION

D-10. Task descriptions are the “how to” portion of the task. Descriptions will normally be divided into two sections: 1. Crew actions, and 2. Procedures. Ensure that the correct designation for the crewmember is used in the description to avoid confusion. Procedures identify the preferred method of accomplishing the task. Make sure the standards for the task are clearly defined in the STANDARDS section; however, it may be necessary to refer the reader to the description section for specific requirements. Using the words will, should, and may (when writing the task description) must be per the definitions in chapter 1. Deviations are authorized from task procedures—but not crew actions—as long as task standards and safety are not compromised. An example of a task description is shown in figure D-1.

1. Crew actions.
 - a. The P* will announce, when beginning the approach, whether the approach will terminate to a hover or to the ground, the intended point of landing, and any deviation to the approach, to include performing a go-around. The PC will announce the use of the manual stabilator before the master caution light illuminates.
 - b. The P will confirm the suitability of the area, acknowledge the use of the manual stabilator, and acknowledge any deviation during the approach, to include advising the P* to perform a go-around.
 2. Procedures. Selection of a touchdown area depends on suitability of the area, winds, barriers, approach path, and a planned termination point.
 - a. Select an approach angle that allows obstacle clearance while descending to the desired point of termination.
 - b. Once the termination point is sighted and the approach angle is intercepted, adjust the collective as necessary to establish and maintain a constant angle.
 - c. Maintain entry airspeed until the rate of closure appears to be increasing.
 - d. Above the obstacles or 50-feet AGL, maintain ground track alignment with the landing direction and the aircraft in trim.
 - e. When clear of obstacles and below 50-feet AGL, align the aircraft with the landing direction. Progressively decrease the rate of descent and rate of closure until reaching the termination point (hover, touchdown). Perform a go-around anytime conditions preclude safely completing the approach.
 - (1) Termination at a hover. The approach to a hover may terminate with a full stop over the planned termination point or arrival at the planned termination point and transition to forward hovering flight.
 - (2) Termination to the surface. If uneven surface conditions are suspected, set the parking brake before initiating the approach. Terminate with minimum lateral movement and zero ground speed unless power is limited by gross weight or DA. After surface contact, ensure that the aircraft remains stable until all movement stops. Smoothly lower the collective to the full down position, neutralize the pedals and cyclic.
- Note.** Go-around. The P* should perform a go-around if a successful landing is doubtful or if visual reference with the intended termination point is lost.
- Note.** Settling with power may be induced by steep approaches.
- Note.** Hover OGE power may be required in certain situations. Evaluate power required versus power available.

Figure D-1. Example of a task description

CONSIDERATIONS (NOT MANDATORY FOR ALL TASKS)

D-11. Task considerations define the different requirements for performing the task under different flight modes (night, NVS, or NVG) or under adverse environmental conditions. They must address the unique requirements of performing the task under those conditions.

D-12. An example of night or NVD considerations is shown in figure D-2. An example of NVS considerations is shown in figure D-3.

NIGHT OR NVG CONSIDERATIONS:

1. Altitude, apparent ground speed, and rate of closure are difficult to estimate at night. The rate of descent during the final 100 feet should be slightly less than during the day to avoid abrupt attitude changes at low altitudes. After establishing the descent during unaided flights, airspeed may be reduced to approximately 50 knots until apparent ground speed and rate of closure appear to be increasing. Progressively decrease the rate of descent and forward speed until termination.
2. Surrounding terrain or vegetation may decrease contrast and degrade depth perception during the approach. Before descending below obstacles, determine the need for artificial lighting.
3. Use proper scanning techniques to avoid spatial disorientation.

Figure D-2. An example of night or NVG considerations

NVS CONSIDERATIONS:

1. Obtain the rate of descent during the approach from the vertical speed and radar altitude analog scale symbologies.
2. Symbology enhances approach angle determination and maintenance. When the aircraft is aligned with the intended landing area, position the line of sight (LOS) reticule on the intended landing point. The separation between the LOS reticule and the head tracker will provide an approximate angle to touchdown when correlated to aircraft attitude. The attitude of the aircraft varies as a function of the stabilator mode that is selected.
3. The location and gimbal limits of the FLIR sensor prevent the P* from seeing the actual touchdown point. To avoid overshooting, establish a new reference point beyond the intended touchdown point.

Figure D-3. An example of NVS considerations

REFERENCES

D-13. References list sources of information relating to the task. List only unique references; for example, FM 1-202, FM 1-203, and TC 1-204. See figure D-4.

TASK 3000**Perform Visual Meteorological Conditions Approach****WARNING**

All WARNINGS associated with the task will follow the task title.

CONDITIONS: TRADOC Pam 350-70 states that task conditions specify the common wartime or training conditions under which the task will be performed. If the new task must be performed in the aircraft, as opposed to the simulator, ensure that “aircraft only” is specified as a condition. Using the simulator can be explained in the training and evaluation requirements.

STANDARDS: Each task defines all the standards that must be met. Task standards describe the minimum degree of proficiency or standard of performance to which the task must be accomplished. For aviation flight tasks, standards are based on ideal conditions. Standards must be observable and measurable.

DESCRIPTION:

1. Crew actions
 - a. Ensure that the correct designation for the crewmember is used in the description to avoid confusion.
 - b.
2. Procedures
 - a. Procedures identify the preferred method of accomplishing the task.
 - b.

NIGHT OR NVG CONSIDERATIONS:

1. Task considerations define the different requirements for performing the task under different flight modes (night, NVS, or NVG) or under adverse environmental conditions.
2. They must address the unique requirements of performing the task under those conditions.

TRAINING AND EVALUATION REQUIREMENTS:

1. Training. Training may be conducted in the aircraft or simulator.
2. Evaluation. The evaluation will be conducted in the aircraft.

REFERENCES: FM 1-202, FM 1-203, and TC 1-204.

Figure D-4. Format for a task

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Appendix E

Aircrew Training Program Sample SOP

INTRODUCTION

E-1. The sample ATP SOP is intended as a guide to what should, at the very minimum, be in a unit's ATP SOP. This sample is not intended to be prescriptive in nature.

E-2. Text in italics is commentary. It explains the section in which the text is found. Where a brief explanation may be insufficient to explain an SOP section, a sample section is included.

E-3. Where appropriate, information references are included and should be consulted to clarify any material not in this sample.

SOP SECTIONS

INTRODUCTION

E-4. The introduction is normally a short section explaining the following items:

- 1. General: The general section introduces the training SOP.
- 2. Suggested improvements: State the unit's procedures for suggesting changes to the SOP.

TABLE OF CONTENTS

E-5. Self-explanatory. Figure E-1 shows a table of contents that an ATP SOP should, at a minimum, contain.

Chapter	Subject
1	Commander's Delegation of Authority
2	Aircrew Training Program
3	Crew Qualification and Selection
4	Standardization Committee
5	Aircrew Information Reading File
6	Aviator Orientation Training
7	Pilot-in-Command Selection, Evaluation, and Designation
8	No-Notice Evaluation Program
9	ASE / CBAT / Threat Training Program
10	Simulator Training
11	Night / NVS / NVG Training
12	Aerial Gunnery Training
13	Environmental Training
14	AMC Training Program
15	Multiship Operations Training
16	Fratricide Training
17	Academic Training
18	CBRN Training and Evaluation
19	Aviation Life Support Equipment Training
20	Instrument Flight Training

Figure E-1. ATP SOP requirements

COMMANDER'S DELEGATION OF AUTHORITY

E-6. An ATP may be implemented at a level higher than the level at which it is administered; for example, an ATP implemented at brigade level but managed at the battalion and company level. To clarify responsibility and clearly delineate authority, the ATP should have a section that defines the roles of subordinate commanders in managing the ATP (figure E-2).

1. **References:**
 - a. AR 95-1, Flight Regulations.
 - b. AR 95-2, Air Traffic Control, Airspace, Airfields, Flight Activities, and Navigation Aids.
 - c. AR 95-3, General Provisions, Training, Standardization, and Resource Management.
 - d. Local command supplements to AR 95 series.
 - e. TM 55-1500-328-25, Aeronautical Equipment Maintenance Management Policies and Procedures.
 - f. DA Pam 738-750, Functional Users Manual for the Army Maintenance Management System (TAMMS).
 - g. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
 - h. Appropriate local regulations and polices.
2. **Purpose.** If the commander chooses to delegate or otherwise define authority in the unit Aircrew Training Program (ATP), it should be described in the SOP.
3. **Responsibilities.** This section defines delegation authority.
4. **General.** Due to organizational differences, and those situations which might arise through deployments and temporary attachments/assignments, it may be necessary to define 'commander' for purposes of ATP implementation.
5. **AR 95-1 Flight Regulations.** Specific authority is defined and described. This section states the respective authorization as established by the commander who has overall responsibility for the ATP.

Figure E-2. SOP example—role of subordinate commanders

AIRCREW TRAINING PROGRAM

E-7. This section is the heart of the ATP SOP. It outlines the commander's intent for training and sustaining proficiency for all assigned and attached crewmembers (figure E-3).

1. **References:**
 - a. AR 95-1, Flight Regulations.
 - b. Local command supplements to 95-1 as appropriate.
 - c. AR 600-105, Aviation Service of Rated Army Officers.
 - d. AR 600-106, Flight Status of Nonrated Army Aviation Personnel.
 - e. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
 - f. Appropriate local regulations and policies.
2. **Purpose:** The purpose states the commander's intentions for the aircrew training program. It should also establish who is covered by the unit's policy.
3. **Responsibilities:** The ATP chapter identifies key personnel and briefly states their responsibilities in the aircrew training program.
4. **The Aircrew Training Program:** This section of the chapter outlines specific procedures for managing the unit's aircrew training program. At a minimum it should address—
 - FAC designation (and specifically identify those MTOE positions which are FAC 1, 2, and 3).
 - The process for incorporating a newly assigned crewmember into the ATP.
 - The readiness level (RL) progression process and any local documentation requirements. This section should also state those requirements that are unit mandated in excess of TC 1-210 requirements.
 - Continuation training requirements for crewmembers that have completed RL progression. Evaluations, local requirements, and documenting training in excess of TC 1-210 requirements should be stated.

- Required evaluations and any command guidance on more demanding modes of flight; for example, NVG versus Day.
 - Use of simulators for evaluations.
 - Procedures for processing crewmembers who have failed an evaluation.
 - Commander's required tasks for currency proficiency flight evaluations. Include all modes of flight applicable to the unit; for example, day, night vision goggles, night vision system.
 - Procedures for crewmembers that have not completed requirements established by TC 1-210 or the ATP chapter.
5. **Situational Training Exercises (STXs):** The chapter addresses the commander's guidance on using STXs to enhance training. Tracking the performance of STXs at the individual level is not required; however, it is recommended. The unit policy on tracking STX performance should be established in this section.
6. **Aircrew Coordination Training–Enhanced (ACT-E):** This section contains the commander's guidance on initial, refresher, and continuation ACT-E training. It also contains any evaluation requirements established by the commander in excess of those established by TC 1-210.
7. **Individual Aircrew Training Folders (IATFs).** While the requirements of TC 1-210 are mandatory for maintenance of IATFs, units may direct additional procedures or policies for maintaining these important training records; for example, establish a requirement for company SP/IPs to review each IATF.
8. **Unit Forms:** If a commander determines that specific unit-unique forms or formats are required to efficiently maintain the unit's ATP, this chapter must contain examples of those blank forms or formats.
9. **Additional Tasks:** The unit's ATP chapter must specify those tasks the commander has determined are necessary to accomplish the unit's METL missions but for which no task is published in the applicable aircraft's ATM. These tasks are developed by the unit as necessary. See chapter D of TC 1-210 for guidance in developing 3000-series tasks. Once developed, these tasks must be included in the unit ATP.

Figure E-3. SOP example—commander's intent

CREW QUALIFICATION AND SELECTION

E-8. Crew qualification and selection are the bedrock of an ATP. Procedures and responsibilities for key unit personnel should be identified and explained (figure E-4).

1. **Reference:** AR 95-1, Flight Regulations.
2. **Purpose:** To establish the commander's flight crew qualification and selection program.
3. **Responsibilities:** Briefly describes the responsibilities of key unit personnel in the crew qualification and selection process.
4. **Qualification Requirements:** If unit requirements are more stringent than TC 1-210 or AR 95-1, or, if the unit has unique requirements for duty positions, they should be stated. At a minimum, this section should address the following crewmember duty positions:
 - a. Co Pilot (CP):
 - b. Pilot (PI):
 - c. Pilot in Command (PC):
 - d. Unit Trainer (UT):
 - e. Standardization Instructor Pilot (SP)/Instructor Pilot (IP):
 - f. Instrument Flight Examiner (IE):
 - g. Maintenance Test Pilots (MP)/Maintenance Test Pilot Evaluator (ME):
 - h. Crew Engineer (CE):
 - i. Flight Engineer (FE)
 - j. Nonrated Crewmember Instructor (FI)
 - k. Nonrated Crewmember Standardization Instructor (SI)
5. **Evaluation Requirements:** This section establishes the commander's requirements for conducting standardization evaluations used to establish a duty position. Any requirement that exceeds TC 1-210 or AR 95-1 should be stated.

Figure E-4. SOP example—crew qualification and selection program

STANDARDIZATION COMMITTEE

E-9. Responsibilities of the unit standardization committee are to coordinate, disseminate, and administer flight standardization procedures and assure that all flight maneuvers and written flight examinations are conducted according to the operator's manual, the ATM, and the unit's SOP. This portion of the ATP SOP addresses every aspect of these committees (figure E-5).

1. **Reference:** AR 95-1, Flight Regulations.
2. **Purpose:** A brief statement of the commander's intent for the composition and conduct of the standardization committee.
3. **Responsibilities:** Identifies key standardization committee members and briefly outlines their responsibilities. Include NCM flight standardization instructors and NCM flight instructors in these committees.
4. **General:** Defines the general organization of members for the specific unit. Also establishes the frequency of standardization committee meetings and how meeting minutes are disseminated.

Figure E-5. SOP example—standardization committee responsibilities

AIRCREW INFORMATION READING FILE

E-10. Information constantly changes in the aviation area. To ensure aircrews have access to the most current information in a timely manner, each unit will establish an AIRF. In this section of the SOP, the unit addresses how the AIRF is maintained. This section will also establish the frequency at which crewmembers must read the AIRF (figure E-6).

1. **References:**
 - a. AR 95-1, Flight Regulations.
 - b. AR 385-95, Army Aviation Accident Prevention.
 - c. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
2. **Purpose:** Briefly states the purpose of the aircrew information reading file.
3. **Responsibilities:** Briefly states the responsibilities of key unit training personnel that maintain the unit reading file and monitor its use by unit crewmembers.
4. **General:** Outlines requirements and contents of the AIRF. Establishes the frequency with which crewmembers must review the AIRF. States the minimum publications or documents contents that are maintained in the AIRF.
5. **Crewmember Compliance Monitoring:** Establishes and describes the methods or techniques the unit uses to ensure that crewmembers read the monthly (optional) or quarterly AIRF. This portion of the SOP should also state what actions occur should a crewmember fail to read the AIRF as required by the SOP.
6. **Validity of Material in AIRF:** Establishes the time frames during which information in the AIRF is considered current. Should also establish how temporary information is incorporated into the unit SOP, policy memorandums, or discarded when no longer applicable.

Figure E-6. SOP example—AIRF

AVIATOR ORIENTATION TRAINING

E-11. Aviator orientation training (local area orientation) is an important part of the ATP. It is required to be accomplished prior to a crewmember being designated RL 1. This ATP section should establish those specific procedures necessary to comply with AR 95-1 and the TC 1-210. Documentation aides—for example, checklists, or other local forms or records used to document local area orientations—must be addressed in this portion of the ATP SOP (figure E-7).

1. **References:**
 - a. AR 95-1, Flight Regulations.
 - b. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
2. **Purpose:** States the purpose for the local area orientation as required by TC 1-210 before progression to RL 1.
3. **General:** Establishes any unit requirements for conducting and documenting the local area orientation that are more restrictive than published guidance—for example, use of unit checklists, location of unit checklist in individual aircrew training folder (IATF), how long the information is maintained in the IATF, and so forth.

Figure E-7. SOP example—aviator orientation training.

PILOT-IN-COMMAND SELECTION, EVALUATION, AND DESIGNATION

E-12. The unit's process for electing, evaluating, and designating crewmembers to perform PC duties must be addressed in the ATP SOP (figure E-8).

1. **References:**
 - a. AR 95-1, Flight Regulations.
 - b. VCSA message dated 20 DEC 04, Aviation Safety Directive/Guidance.
 - c. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
2. **Purpose:** Clearly and briefly state the commander's intent for the unit's pilot in command (PC) policy. A sample purpose statement follows:
3. **Responsibilities:** Establishes responsibilities for key personnel in the PC selection and assessment process.
4. **General:** A PC is an aviator that has demonstrated the judgment and ability to perform all of the mission requirements for the assigned aircraft; uses proper procedures and operates the aircraft safely and maturely. The PC is proficient and knowledgeable in all aspects of the unit's mission and is capable of executing all appropriate mission tasks. Not all aviators possess the skills required for this designation. Experience, knowledge, and maturity are the requirements of a PC.
5. **Prerequisites:**
 - Must be qualified, current, and RL 1 in the mission, type, design, and series aircraft for which being designated PC.
 - Must have demonstrated sound judgment and maturity in daily work/flight activities.
 - Must be technically and tactically proficient in the unit's mission.
 - Must have flown 300 hours as an aviator in aircraft type and series.
 - Must be recommended by a PC selection board prior to the PC evaluation.
 - Must have successfully completed at least one APART.
 - Must have successfully completed one table VIII gunnery for scout and attack aircraft.
 - Must have successfully completed a simulator emergency procedure evaluation. This requirement is waived for aviators without a visual flight simulator.
 - Must have satisfactorily completed an oral examination and a flight evaluation conducted by an IP/SP in the mission, type, design, and series aircraft.

Note. Maintenance test pilots (MP and ME) in an authorized maintenance test pilot position must complete the prerequisites as outlined above before designation of RL 1 status.

6. **Selection Board/Committee:** Each unit commander will establish a selection board. This board should consist of, but not be limited to, the following personnel:
 - Commander.
 - Platoon leader.
 - SP or IP.
 - Safety officer.
 - Pilot in command making recommendations based on firsthand flight experience of the nominee's capabilities and judgment while performing flight duties.
7. **Training and Evaluation Requirements:**
 - Commanders may tailor the PC training requirements for aviators with significant experience in the type aircraft and unit mission.
 - PC candidates will be trained and evaluated on all required tasks designated in the unit's SOP. Much of the training may be conducted by a PC or UT.

- The PC flight evaluation will be conducted per the ATM and include all oral and flight tasks required for a standardization/NVD APART evaluation including required special/mission tasks. The nominee will be evaluated in all flight conditions (D/N/NVD/Hood or WX) and from each crew station that the aviator will perform PC duties. IIMC recovery procedures will be included as part of that evaluation. Additionally, the aviator must demonstrate proficiency in combat maneuvering flight if this task is listed on the individual's commander's task list. First time PCs must demonstrate proficiency in using civil-controlled and uncontrolled airfields, civil flight following procedures, and flight plan filing procedures.
8. **Administrative Considerations:** How the PC process—candidate selection through designation in writing by the commander—is conducted should be logically and concisely stated. Include guidance on who may administer the evaluation. If locally produced forms are used, instructions for completing all entries should be addressed.

Figure E-8. SOP example—PC selection and designation

NO-NOTICE EVALUATION PROGRAM

E-13. A comprehensive no-notice program ensures high standards of proficiency are maintained in the unit. The commander must state the no-notice policy for the unit (figure E-9).

1. **References:**
 - a. AR 95-1, Flight Regulations.
 - b. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
 - c. Appropriate aircraft aircrew training manual (ATM).
2. **Purpose:** A brief statement of the commander's intent for the unit's no-notice program.
3. **Responsibilities:** This section identifies the key unit personnel involved in the no-notice program and briefly states their respective responsibilities.
4. **No-notice Program Procedures:** This section of the annex establishes the procedures for how no-notice evaluations are conducted, their frequency, and how the unit documents them.

Figure E-9. SOP example—no-notice evaluation program

ASE/CBAT/THREAT TRAINING PROGRAM

E-14. The ability to fully use all ASE when performing METL missions is important. A comprehensive ASE/CBAT threat training program improves crewmember survivability and assists in preventing fratricide (figure E-9).

1. **References:**
 - a. AR 95-1, Flight Regulations.
 - b. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
 - c. AR 190-51, Security of Unclassified Army Property (Sensitive and Nonsensitive).
 - d. AR 385-95, Army Aviation Accident Prevention.
2. **Purpose:** A brief statement describing the commander's intent for the ASE/CBAT/threat training program—for example: To establish policies and procedures for standardizing tactical operations (TACOPS), aircraft survivability equipment (ASE), electronic warfare (EW), combat vehicle identification, computer based aircraft survivability equipment training (CBAT), and the aviation electronic warfare training (AEWT). In addition, enhance the ASE operability, EW capability, and threat identification of the aircrews.
3. **Responsibilities:** Identifies and states the responsibilities of key unit personnel in administering the unit's ASE/CBAT/threat training program.
4. **ASE/EW/Threat Training Program:** This portion of the SOP describes in detail who, what, when, and where the training is conducted. It should contain sufficient detail so that the training program is understood by the unit's ASE/EW/threat officers and trainers. The use of training aids, devices, simulations, and simulators (TADSS) should be addressed and include flight operations against threat simulators at home station and at Army training centers.
5. **Tactical Employment of ASE.** (See TACSOP). Commanders should not place real-world combat procedural policies in the aircrew training SOP.

Figure E-10. SOP example—ASE/CBAT/threat training program

SIMULATOR TRAINING

E-15. Simulation is an important part of any aircrew training program. The commander's intent should be stated on using simulators as tools to attain and sustain proficiency (figure E-11).

1. **References:**
 - a. AR 95-1, Flight Regulations.
 - b. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
 - c. Appropriate aircraft ATM.
2. **Purpose:** State the commander's intent for the conduct of training using simulation devices.
3. **Responsibilities:** This section identifies key personnel involved in simulator training and their specific responsibilities. An important point to address is scheduling meetings at which the organization responsible for the simulators coordinates the distribution of simulation training periods. Likewise, responsibility for scheduling and distributing simulation training periods—to include in-unit simulation devices; for example, the AH-64 TADS selected task trainer (TSTT)—should be addressed in this section.
4. **General:** This portion of the chapter concerns the specific use of simulation devices by the unit aircrews. Modes of flight, use of scenarios or situational training exercises, and report times to simulation facilities would be some of the items addressed here.

Figure E-11. SOP example—simulator training

NIGHT/NVG/NVS TRAINING

E-16. This section establishes the commander's policy on all aspects of night and night vision device training in the unit. It also establishes requirements for individual and crew training (figure E-12).

1. **References:**
 - a. AR 95-1, Flight Regulations.
 - b. AR 95-2, Air Traffic Control, Airspace, Airfields, Flight Activities, and Navigation Aids.
 - c. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
 - d. TC 1-201, Tactical Flight Procedures.
 - e. TC 1-202, Environmental Flight.
 - f. TC 1-204, Night Flight Techniques and Procedures.
 - g. NVG and ISAQ messages and memorandums.
2. **Purpose:** This section should state the commander's intent for the night/NVD training.
3. **Responsibilities:** Key personnel and their specific responsibilities should be identified.
4. **General:** The general section should address, at a minimum, these specific areas—crew endurance, weather requirements, and aided and unaided aircraft in the same flight.
5. **Night Unaided Semiannual Minimums:** Units should establish a requirement to maintain unaided night flying proficiency.
6. **NVS:** In this chapter, units which have aircraft with night visions systems must address any unit-specific requirements which exceed TC 1-210 and individual ATM requirements. Proficiency, currency, and evaluation requirements, and commander-selected tasks to be performed during proficiency flight evaluations are some items that should be addressed in this section.
7. **NVG:** Units that perform flight with NVGs must address those unit-specific requirements that exceed TC 1-210 and individual ATM requirements. NVG training support packages (TSPs), training weather minimums, or other local policies and procedures would be placed in this section. This section would also include those crew tasks that the commander selects for NVG crew and continuation training. Any unique unit requirements or procedures for documenting NVG training must also be placed into this section.

Figure E-12. SOP example—night/NVG/NVS training

AERIAL GUNNERY TRAINING

E-17. A gunnery annex to the unit ATP SOP should be established by all units—attack/reconnaissance and utility/cargo. The commander establishes the requirements and standards for the unit's gunnery training and qualification program. A gunnery training program based on academic training conducted throughout the training year and hands-on qualification will result in proficient crewmembers (figure E-13).

1. **References:**
 - a. AR 350-1, Army Training and Leadership Development, and corps and installation regulation (as appropriate).
 - b. AR 350-3, Tactical Intelligence Readiness Training (REDTRAIN) and corps and installation regulation (as appropriate).
 - c. DA Pam 350-38, Standards in Weapons Training (STRAC).
 - d. FM 3-04.140, Helicopter Gunnery.
 - e. Aircraft Operator's Manual.
 - f. AR 385-63, Range Safety.
 - g. TB MED 524, Control of Hazards to Health from Laser Radiation.

2. **Purpose:** A clear and concise statement of the commander's intent for the unit gunnery training program.
3. **Responsibilities:** Identifies key unit gunnery training personnel and their specific responsibilities in the gunnery training program. This section will vary between the type of units with master gunners having prominent duties in attack/reconnaissance unit SOPs and NCM standardization instructors likewise prominent in utility/cargo units.
4. **General:** The general section should clearly state unit requirements and procedures for gunnery training to include annual and pre-gunnery requirements. This section applies to both reconnaissance/attack and cargo/utility units.
5. **Training and Execution:** This section should outline the specific processes and procedures the unit uses to conduct gunnery training. Using standard Army regulations and publications through reference is strongly recommended. Where unit procedures or requirements are more stringent than published guidance, the unit procedure or requirement must be stated.
6. **Training and Qualification Requirements:** This section explains training and qualification requirements. Unless a unit has received a waiver to requirements, the references in the following example will apply: DA Pam 350-38 and FM 3-04.140 outline training and qualification requirements. Training readiness condition (TRC) is a training readiness level with prescribed standards and resources. HQDA determines TRC assignments required by units to attain and sustain gunnery standards.
7. **Out-front Boresight Target (APACHE ONLY):** This section should address the location of authorized out-front boresight targets and their use before firing live ordinance.
8. **Range Requirements:** Range and ammunition supply point (ASP) requirements are a function of both Army and local regulations. This section should identify applicable regulations and identify key personnel required to be trained or certified for range operations.
9. **Aircraft Emergencies.** For all range operations, a clear and concise emergency plan is required. This section should state the unit's plan and identify emergency landing areas.
10. **Required Documentation/Record keeping:** Identify those unit requirements to document training that are more stringent than required by regulation or field manual. The responsible party for maintaining attendance rosters, evaluations, and reports not otherwise covered by TC 1-210 or FM 3-04.140 should be established in this section.
11. **Tabs/Enclosures:** Additional, detailed requirements, checklists, or qualifications should be added as enclosures or tabs to this chapter.

Figure E-13. SOP example—aerial gunnery training

ENVIRONMENTAL TRAINING

E-18. This section establishes the commander's policy on environmental training. It also establishes requirements for individual and crew training (figure E-14).

1. **References:**
 - a. AR 350-1, Army Training and Education and local command supplements to AR 350-1.
 - b. AR 385-95, Army Aviation Accident Prevention.
 - c. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
 - d. Appropriate aircraft operator's manual.
 - e. FM 3-01.201, Fundamentals of Flight.
 - f. Local policies and regulations.

2. **Purpose:** A brief statement of the commander's intent for the unit's environmental flight training program to standardize planning, training, and evaluation requirements for operations in areas where terrain and/or environmentally diverse conditions exist that are other than the normal conditions encountered in the home station local flying area.
3. **Responsibilities:** This section identifies the key personnel and briefly states their responsibilities for environmental training.
4. **General:** This section establishes overall policies and procedures used to train environmental flight. When guidance is more restrictive than TC 1-210 or other regulations, the guidance should be stated.
5. **Environment Specific Requirements:** When specific procedures and policies are required for unique environments, the procedures or policies must be stated.

Figure E-14. SOP example—environmental training

AMC TRAINING PROGRAM

E-19. This section will establish minimum training requirements for the commander's designation as an AMC for all multiship flight operations (figure E-15).

1. **References:**
 - a. AR 95-1, Flight Regulations.
 - b. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
 - c. FM 3-04.100, FM 3-04.111, FM 1-112, FM 1-113, FM 1-114.
 - d. Unit TACSOP.
2. **AMC / Flight Lead Team.** The commander will assign an AMC and a flight lead team for all multi-aircraft missions upon receipt of a warning order (WARNORD). Based on the complexity of the mission, the battalion commander may elevate the selection of this team to the appropriate level to ensure mission success. The recommended flow of air mission planning and briefing is outlined below.
 - The commander and/or S3 should provide the AMC and flight lead with the draft mission statement and intent early in the planning process. The AMC and flight lead will incorporate these directives and guidance into the planning process. The AMC will ensure the plan accounts for all key tasks and mission contingencies.
 - During the planning process, the AMC and flight lead should conduct a map rehearsal to develop and refine the plan and any contingencies. It is recommended that the S2, S3, and aviation safety officer attend this rehearsal. The map rehearsal allows the AMC to ensure that the commander's intent is accomplished and to identify friction points in the mission.
 - Once the map rehearsal is complete, the AMC and flight lead will develop the aircrew briefing. At this time, the commander will provide the final mission statement, key tasks, and end state.
 - Upon completion of all mission planning, the AMC and flight lead coordinate with the battalion S3 to execute the air mission brief (AMB) for the key leaders, supported unit, and all aviation elements involved in the mission. Large-scale missions may require the supported unit liaison officer, brigade aviation element (BAE), or S3 to brief the AMB, augmented by the AMC and/or flight lead.
 - The AMC and flight lead will provide the aircrew brief (AB) to all crewmembers and key aviation personnel assigned to execute the mission. The AMC must execute a rock drill, map rehearsal, or detailed back brief to ensure understanding of the mission by all elements.
3. **Prerequisites.** Commanders should select AMC candidates based on the following qualifications:
 - a. Selected by the unit commander to serve as an AMC based on proficiency, experience, and leadership. AMC candidates should be pilots in command (PC).
 - b. Technically and tactically proficient in the unit mission.

- c. Candidates must receive formal training on the unit risk assessment and approval process.
4. **Training and Evaluation Procedures.** Commanders may tailor AMC training requirements for aviators with significant experience in the type of aircraft and unit mission.
- a. AMC candidates will receive training and evaluation on all collective training required in the unit SOP. This training will be executed by a current and qualified AMC.
- b. Understanding mission flow and reacting to contingency operations is the primary focus of AMC training. Units may choose to conduct this training in conjunction with other unit training events or while executing real-world missions where the candidate serves as an observer with an experienced AMC. The size and scope of the mission may require the AMCs to execute their duties from a nonflying position, such as a C2 platform or a cargo aircraft jump seat.
- c. AMC training programs will include participation in mission briefings and rock drills for all AMC candidates. These briefings will cover contingency operations to assist in developing skills that broaden the experience of the candidate. Examples of these contingencies include—
- Ground Tactical Plan (GTP). What is the minimum force to accomplish the mission? Does the plan comply with ROE, regulations, and SOP procedures? Does the GTP expose any of the aircrews to unnecessary risks or hazards?
 - Downed Aircraft Procedures. What is the plan for a downed aircraft? Does this become the main effort? How does the location of the downed aircraft affect the recovery procedures? What personnel recovery assets are available? Are ground security force assets available?
 - Fuel and Ammunition. What is the fuel required for the mission for all airframes? What is the refuel and rearm plan? What is the backup plan for refuel? Will the attack assets provide continuous coverage on the objective? What munitions are required for the mission and are they available at the forward arming and refueling point (FARP)?
 - Weather. What is the minimum weather condition required to accomplish the mission? How will weather and illumination impact the mission? What is the maximum illumination? Does the mission time line maximize the effects of illumination, moon angle, and lunar data?
 - Crew Management. Can the mission be accomplished within duty day and warfighter management requirements? Can the time flow be altered or compressed or eliminate unnecessary events or delays?
 - Communications. Has the mission been planned and rehearsed to maximize communications discipline? Can the mission be accomplished if communications systems fail at a critical moment in the mission? Is there communications redundancy? Can the mission go with a complete loss of communications? What over the horizon (OTH) communication assets are available and what is the communications status of each aircraft?
 - Fratricide. How will friendly troops be marked/identified?
 - Fires. What are the fire control measures? How are friendly troops on the ground identified? Who has priority of fires? What assets are available for fires?
 - Maintenance. What is the aircraft bump plan? Does the maintenance posture meet mission requirements to successfully execute the GTP? What is the downed aircraft recovery team (DART) plan? What is the maintenance recovery plan to meet follow-on mission requirements?
 - Medical Plan. What medical assets are available in the ground force? What is the ground medical evacuation plan? What is the casualty evacuation (CASEVAC) plan? Where is the nearest medical facility and how long does it take to fly there from the objective? Are MEDEVAC assets available and incorporated into the mission?
 - Miscellaneous. How does aircraft performance limit the ability to accomplish the mission? Will environmental factors limit aircraft capability to accomplish the assigned mission? Have the serials been designed to maximize use of ASE, weapons systems, special missions systems, and so forth? What special mission equipment is required and is it available and full mission capable (FMC)?

5. **AMC Designation.** Aviators who complete a formal AMC training program will receive an entry in the DA Form 7122-R stating completion of the training. Commanders may designate personnel to perform AMC duties without formal training who meet the experience and maturity qualifications outlined above.

Figure E-15. SOP example—AMC training program

MULTISHIP OPERATIONS TRAINING

E-20. In this, the commander establishes unit policy on multi-aircraft training. It also establishes requirements for individual and crew training (figure E-16).

1. **References:**
 - a. AR 350-1, Army Training and Education and local command supplements to AR 350-1.
 - b. AR 385-95, Army Aviation Accident Prevention.
 - c. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
 - d. FM 1-201, Fundamentals of Flight.
 - e. The unit TACSOP.
2. **Purpose:** A brief statement of the commander's intent for the unit's formation flight training policy.
3. **Responsibilities:** Identifies key personnel and states their responsibilities for formation flight training.
4. **General:** This section states the unit's policies and procedures for formation flights that are more restrictive than TC 1-210 or regulations. When more restrictive measures are used, they must be stated here.
5. **Formation Flight Checklist:** Commander's may direct that local checklists or forms be used during formation flight briefings and operations. These items must be published in the chapter if so used.
6. **Lost or Disoriented:** The unit should establish a lost/disoriented policy that complies with local regulations.
7. **IIMC:** Establishes any requirements unique to low visibility environments such as standard inadvertent instrument meteorological conditions breakup.
8. **Emergencies:** Establishes procedures to deal with emergencies during formation flights. These may also include procedures for dealing with blowing dust/sand/snow during formation takeoffs and landings.

Figure E-16. SOP example—multiship operations training

FRATRICIDE TRAINING

E-21. Commanders must establish a fratricide training program to avoid friendly-fire casualties on the battlefield (figure E-17).

1. **References:**
 - a. Fratricide: Reducing Self-inflicted Losses. No 92-4, April 1992. Center for Army Lessons Learned (CALL).
 - b. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
 - c. FM 3-04.104, Helicopter Gunnery.
2. **Purpose:** States the commander's intent for unit fratricide training program that concentrates on positive target identification and situational awareness.
3. **Responsibilities:** A brief statement of the responsibilities of the commander for administering this fratricide program.
4. **General:** This section establishes the overall academic and hands-on training requirements and establishes those subjects mandatory for crewmembers covered by the SOP. Any requirements that are more restrictive than TC 1-210, aircraft ATMs, or regulation must be stated.

Figure E-17. SOP example—fratricide training

ACADEMIC TRAINING

E-22. To ensure proficient crewmembers, commanders will establish a cyclic and comprehensive academic program to be administered throughout the training year (figure E-18).

1. **References:**
 - a. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
 - b. AR 350-1, Army Training and Leadership Development and local command supplements to AR 350-1.
 - c. AR 385-95, Army Aviation Accident Prevention.
 - d. Local policies and regulations.
 - e. Additional references for academic subjects required by AR 95-1, this TC, and aircraft ATMs.
2. **Purpose:** A brief statement of the commander's intent for unit academic training that is conducted during the training year.
3. **Responsibilities:** Identifies the key personnel and their responsibilities for annual academic training.
4. **Annual Academics Training Program:** This section establishes the procedures to be used to accomplish a schedule of continuing academic training for unit members. It should outline those procedures and policies that unit members must perform to accomplish the training. This section should also establish the procedure for documenting attendance and performing make-up training.

Figure E-18. SOP example—academic training

CBRN TRAINING AND EVALUATION

E-23. Crewmembers must be proficient in operating in CBRN battlefield environments. In this section, the commander establishes the unit training program that trains crewmembers to standard and maintains proficiency in CBRN operations (figure E-19).

1. **References:**
 - a. TC 1-210, Aircrew Training Program Commander's Guide to Individual, Crew, and Collective Training.
 - b. Aircraft operator's manual (aircraft equipped with CBRN-related equipment).
 - c. Unit TACSOP.
2. **Purpose:** A statement of the commander's intent for unit CBRN flight training and evaluation program.
3. **Academic Training:** This section establishes the lessons and frequency of academic training for CBRN flight training. It should also address documentation of crewmember training on CBRN subjects.
4. **Flight Training:** This section establishes the flight training requirements procedures used during CBRN training. Where the unit's requirements or procedures are more restrictive than TC 1-210 or the aircraft ATMs, the requirements and procedures must be stated. This section should address initial and continuation training. It should also address evaluations.

Figure E-19. SOP example—CBRN training and evaluation

AVIATION LIFE SUPPORT EQUIPMENT TRAINING

E-24. ALSE is a vital part of every crewmember's equipment. Training in the use and function of ALSE could prove critical should a crewmember be forced into a survival situation (figure E-20).

1. **References:** Refer to the unit safety SOP (identify specific chapter).
2. **Purpose:** A brief statement of the commander's intent for the unit's ALSE training program.
3. **Responsibilities:** Identifies key personnel and their responsibilities for ALSE training.
4. **General:** Establishes the unit policies and procedures for conducting ALSE training. When policies and procedures are more restrictive than outlined in AR 95-1 or TC 1-210, the policies or procedures must be stated.

Figure E-20. SOP example—ALSE training

INSTRUMENT FLIGHT TRAINING

E-25. The ability to conduct operations in instrument flight conditions requires constant training to maintain proficiency. In some units—for example, attack and reconnaissance—instrument flight is not normally considered a top priority. To ensure that crewmembers maintain proficiency in instrument operations, commanders may choose to emphasize instrument flight training in the ATP (figure E-21).

1. **References:**
 - a. AR 95-1, Flight Regulations.
 - b. FM 3-04.240, Instrument Flying and Navigation for Army Aviators.
 - c. Airman's Information Manual.
 - d. Federal Aviation Regulations.
 - e. Appropriate local regulations and publications.
2. **Purpose:** A brief statement of the commander's intent for the unit's instrument flight training chapter.
3. **Responsibilities:** Identifies the responsibilities of unit members for instrument flight training.
4. **Training:** Establishes the unit policy on instrument flight training. Where more restrictive than regulations, TC 1-210, or aircraft ATMs, the policy and requirements must be stated. This section should address individual, crew, and continuation training.

Figure E-21. SOP example—instrument flight training

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Appendix F

Aircrew Training Program Process Flow Charts

F-1. The unit ATP is not a simple or intuitive process. There are numerous requirements and often qualifying conditions on which additional requirements are based. To assist the unit ATP implementers, this appendix contains process flow charts to help aviation Soldiers and their commanders understand the flow of decisions and actions for specific instances. These flow charts are not directive in nature. The flow charts are intended as a guide to using TC 1-210 to conduct certain processes that arise while implementing a unit ATP (figure F-1 through figure F-6).

F-2. These flow charts are not inclusive of all situations that might arise while managing an aircrew training program. ATP implementers must read the applicable sections of the training circulars.

Note. Waivers are not addressed in the flow charts. Waiver requests for TC 1-210 requirements must be evaluated on the facts unique to each circumstance.

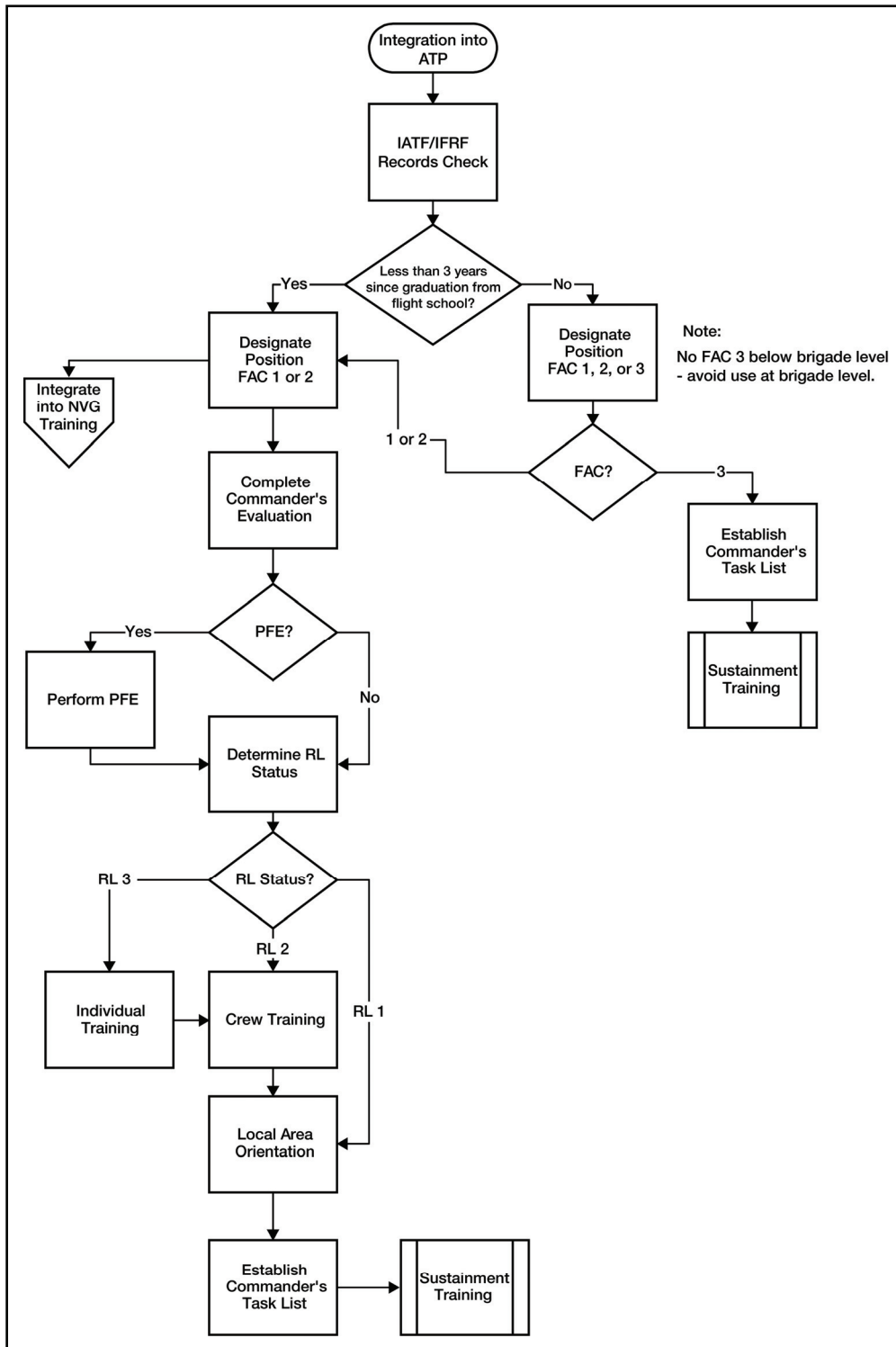


Figure F-1. Integration into unit

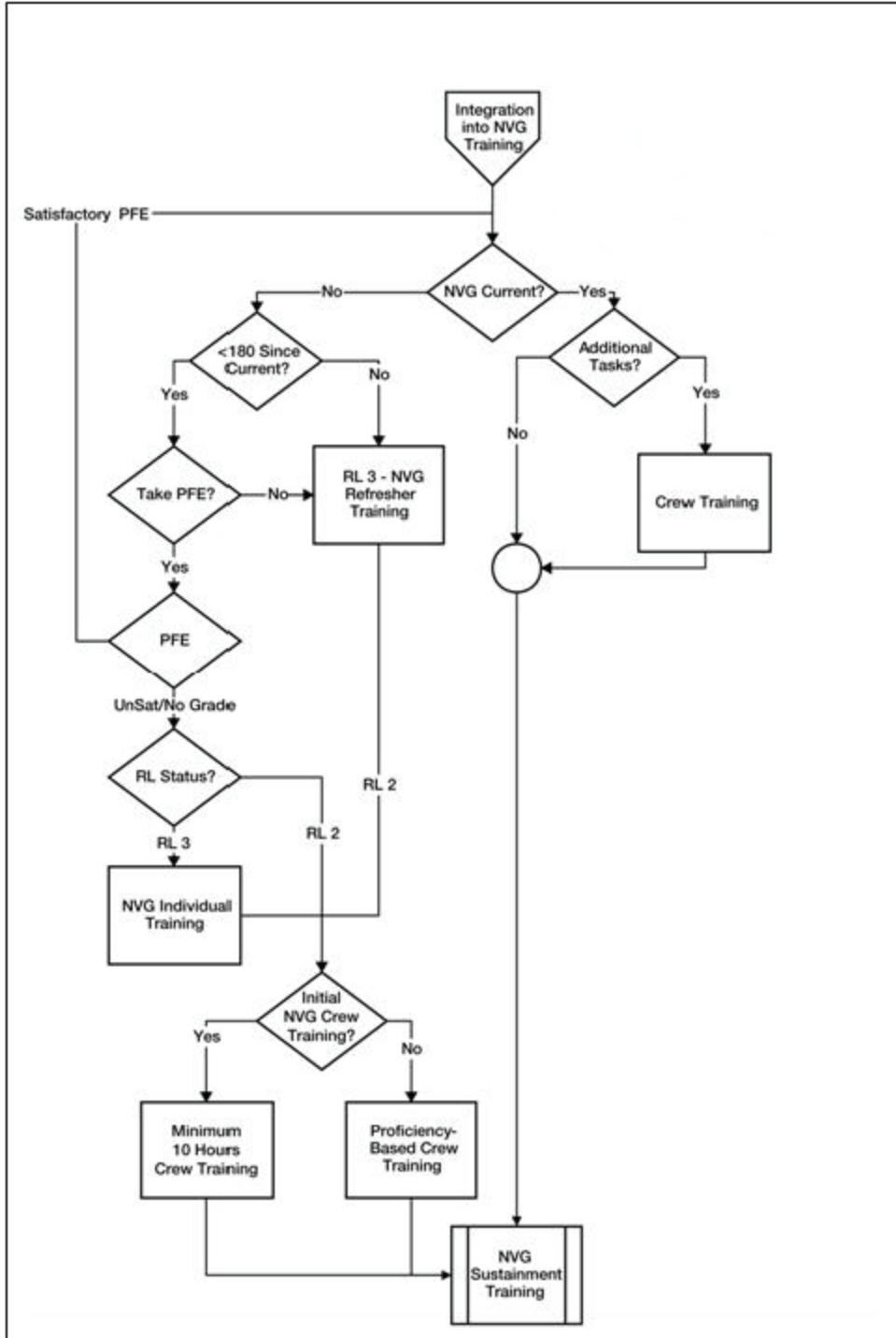


Figure F-2. NVG integration/training

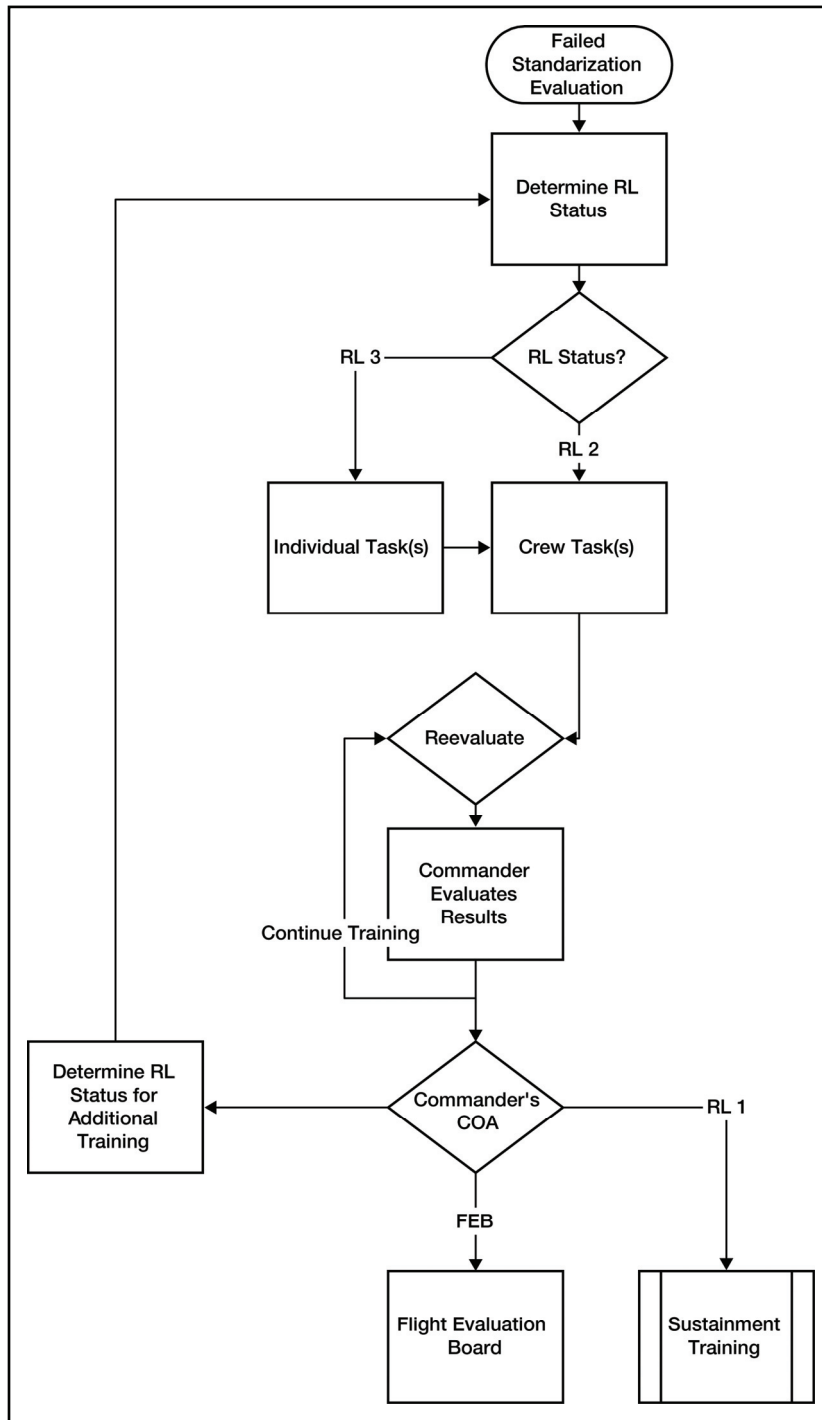


Figure F-3. Failed standardization evaluation

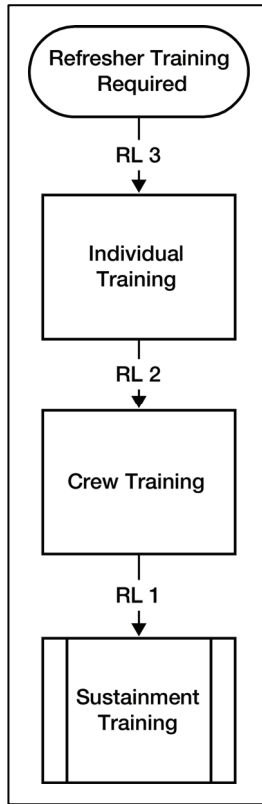


Figure F-4. Refresher training

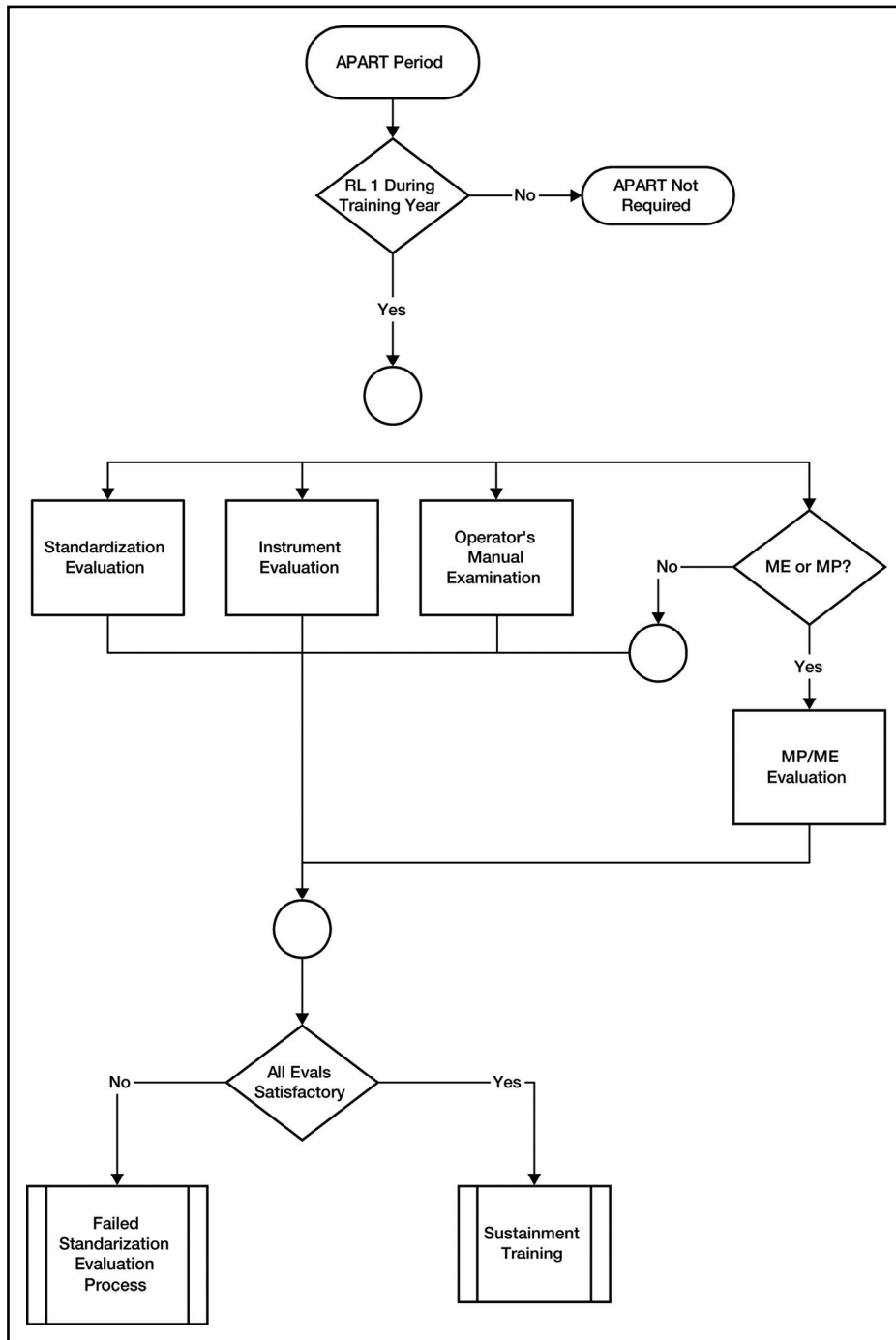


Figure F-5. APART period

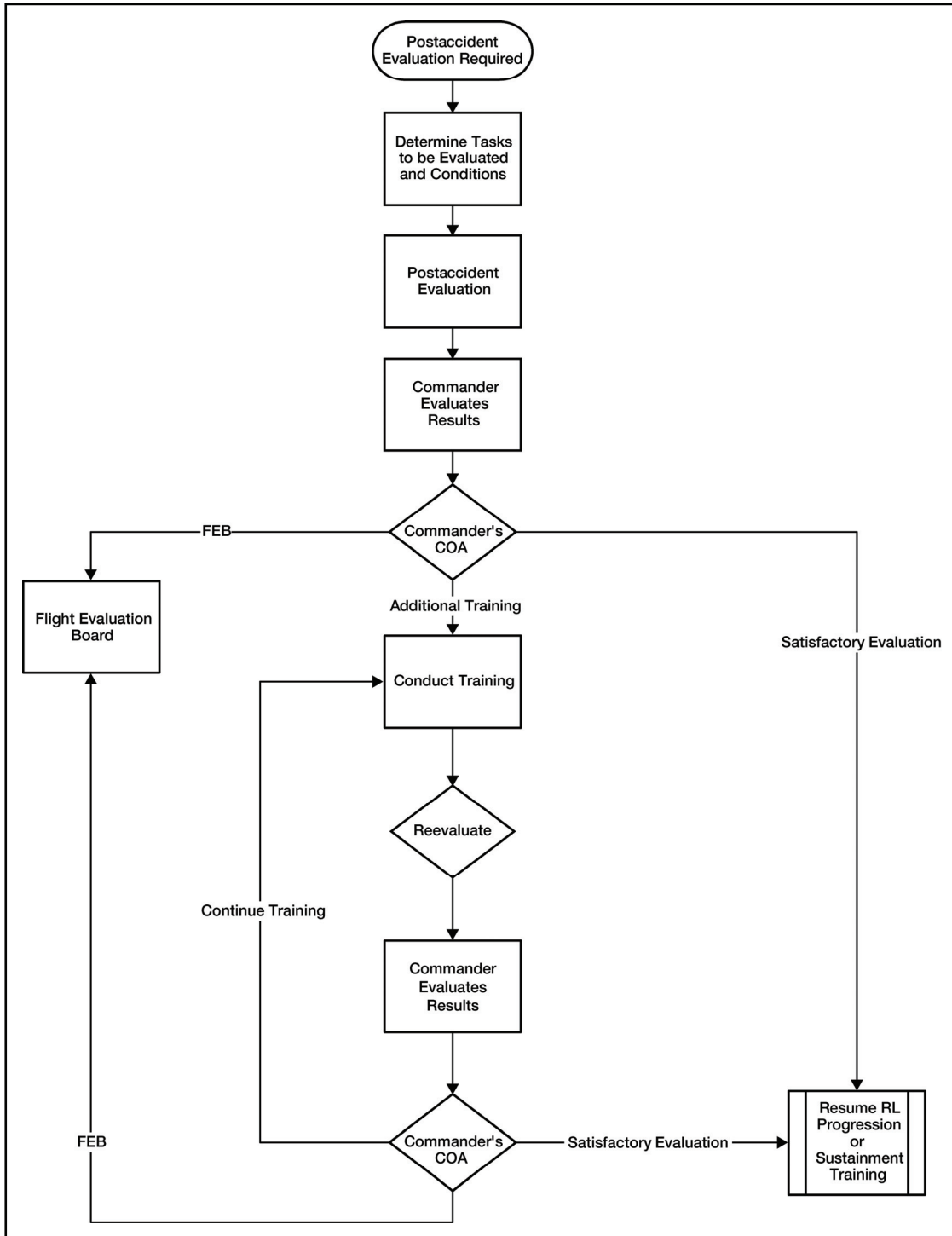


Figure F-6. Postaccident evaluation

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Glossary

Acronym	Definition
1SG	first sergeant
AAR	after-action review
AB	aircrew brief
ACT	aircrew coordination training
ACT-E	aircrew coordination training-enhanced
ADA	air defense artillery
AGES	Air-Ground Engagement System
AGL	above ground level
AH	attack helicopter
AHO	above highest obstacle
AIRF	aircrew information reading files
AKO	Army Knowledge Online
ALSE	aviation life support equipment
AMB	air mission brief
AMC	air mission commander
ANVIS HUD	aviator's night vision imaging system heads-up display
AOR	area of responsibility
APART	annual proficiency and readiness test
AQC	aircraft qualification course
AR	Army regulation
ARFORGEN	Army Force Generation
ARNG	Army National Guard
ARNGUS	Army National Guard of the United States
ARTEP	Army Training and Evaluation Program
ASAT	Automated Systems Approach to Training
ASE	aircraft survivability equipment
ASET	aircraft survivability equipment trainer
ASORTS	Army Status of Resources and Training System
ASP	ammunition supply point
AT XXI	Army Training Strategy Twenty One
ATHS	Automated Target Handover System
ATM	aircrew training manual
ATP	aircrew training program
ATX	aviation training exercise
AUTL	Army universal task list
AVCATT	Aviation Combined Arms Tactical Trainer
AVIM	aviation intermediate maintenance

BAE	brigade aviation element
BBS	brigade and battalion simulation
BN	battalion
BOS	battlefield operating system
CAB	combat aviation brigade
CALFEX	combined live fire exercise
CALL	Center for Army Lessons Learned
CASEVAC	casualty evacuation
CATS	Combined Arms Training Strategy
CBAT	computer-based aircraft survivability equipment training
CBRN	chemical, biological, radiological, and nuclear
CBTL	commander's base task list
CCTL	commander's collective task list
CCTL-B	commander's collective task list–battalion
CCTL-C	commander's collective task list–company
CDR	commander
CE	crew chief
CH	cargo helicopter
CM	crewmember
CMS	combat mission simulator
CMWS	Common Missile Warning System
COA	course of action
CRM	composite risk management
CSM	command sergeant major
CTC	Combat Training Center
CTG	commander's training guidance
CTL	commander's task list
CWEPT	crew and weapons emergency procedure trainer
DA	Department of the Army
DAC	Department of the Army civilian
DART	downed aircraft recovery team
DOD	Department of Defense
DTAC	Digital Training Access Center
DTV	day television
EAAT	Eastern ARNG Aviation Training Site
ECTL	essential collective task list
ELPRS	enhanced position location reporting system
ELT	emergency locator transmitter
ERFS	Extended Range Fuel System
ETP	exportable training package

EW	electronic warfare
FAC	flight activity category
FARP	forward arming and refueling point
FE	flight engineer
FEB	flight evaluation board
FHP	flying-hour program
FI	flight instructor
FLIP	Flight Information Publication
FM	field manual
FMC	full mission-capable
FS XXI	Flight School twenty one
FTG	flight training guide
FTX	field training exercise
GSAB	general support aviation battalion
GTP	ground tactical plan
HIRTA	high intensity radio traffic area
HQ	headquarters
HQDA	Headquarters Department of the Army
HUD	heads-up display
IATF	individual aircrew training folder
IE	instrument examiner
IED	improvised explosive device
IERW	initial entry rotary wing
IFR	instrument flight rules
IFRF	individual flight records folder
IIMC	inadvertent instrument meteorological condition
IMI	interactive multimedia instruction
INC	Internet controller
IP	instructor pilot
IPC	instructor pilot's course
IR	infrared
ITEP	individual training evaluation process
JANUS	Joint Army Navy Uniform Simulation
JCID	joint combat identification
JIIM	Joint, Interagency, Intergovernmental, and Multiagency
LAN	local area network
LAO	local area orientation
LOS	line of sight
LZ	landing zone
ME	maintenance examiner

MEDEVAC	medical evacuation
METL	mission-essential task list
METT-TC	mission, enemy, terrain and weather, troops and support available, time available, civil considerations
MI	middle initial
MILES	Multiple Integrated Laser Engagement System
MMS	mast-mounted sight
MO	maintenance officer
MOPP	mission-oriented protective posture
MOS	military occupational specialty
MP	maintenance test pilot
MTOE	modification table of organization and equipment
MTP	mission training plan
NAVAID	navigational aids
NBC	nuclear, biological and chemical
NCM	nonrated crewmember
NCO	noncommissioned officer
NG	National Guard
NGB	National Guard Bureau
NGR	National Guard regulation
NOE	nap of the earth
NTC	National Training Center
NVD	night vision device
NVG	night vision goggle
NVS	night vision system
OH	observation helicopter
OPLAN	operations plan
OPORD	operations order
OPTEMPO	operating tempo
OR	operational readiness
OTH	over the horizon
PC	pilot in command
PFE	proficiency flight evaluation
PI	pilot
PLGR	precision lightweight global positioning system receiver
PNVS	pilot's night vision system
POI	program of instruction
POL	petroleum, oils and lubrication
PR	personnel recovery
QTB	quarterly training brief

RC	Reserve Component
RCAS	Reserve Component Automation System
RCM	rated crewmembers
RDL	Reimer Digital Library
RF	radio frequency
RL	readiness level
ROC-V	recognition of combat vehicles
ROE	rules of engagement
SARVIP	survival armor recovery vest, insert and packets
SDU	symbology display unit
SI	standardization flight engineer instructor
SO	standardization officer
SOP	standing operating procedure
SP	standardization instructor pilot
SQI	skill qualification identifiers
STRAC	Standards in Training Commission
STX	situational training exercise
TACOPS	tactical operations
TACSOP	tactical standard operating procedure
TADS	Target Acquisition/Designation System
TADSS	training aids, devices, simulators, and simulations
TC	training circular
TDA	table of distribution and allowance
TDY	temporary duty
TEER	training events execution review
TOE	table of organization and equipment
TRADOC	Training and Doctrine Command
TRC	training readiness condition
TSP	training support plan
TSTT	TADS selected task trainer
TTP	tactics, techniques, and procedures
UH	utility helicopter
USAAWC	United States Army Aviation Warfighting Center
USAEUR	United States Army Europe
USAR	United States Army Reserve
USR	unit status report
UT	unit trainer
UXO	unexploded ordnance
VCSA	Vice Chief of Staff of the Army
VFR	visual flight rules
WAATS	Western ARNG Aviation Training Site

WARNORD	warning order
WO	warrant officer

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DOCUMENTS NEEDED

These documents must be available to the intended users of this publication.

None

READINGS RECOMMENDED

These readings contain relevant supplemental information.

None

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