



Federal Acquisition Institute

Federal Acquisition Institute Student Training Guidebook

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TABLE OF CONTENTS

<i>FAI Mission</i>	1
<i>FAI Vision</i>	1
<i>Introduction</i>	1
<i>Purpose of Guidebook</i>	1
<i>Student Dress Code</i>	2
<i>Academic Freedom and Non-Attribution</i>	2
<i>Academic Integrity & Standards of Conduct</i>	2
<i>Travel</i>	4
<i>Special Accommodations</i>	5
<i>Training Registration</i>	5
<i>Attendance Policy</i>	6
<i>Course Prerequisites</i>	7
<i>Course Assignments</i>	8
<i>Course Completion</i>	8
<i>Continuous Learning</i>	9
<i>Inclement Weather & Emergency Situations</i>	11
<i>Care of Facilities</i>	12
<i>Virtual Instructor-Led Training</i>	12
<i>Training Requirements Identification</i>	12
<i>Contact Information</i>	12
<i>Summary</i>	13

FAI Mission

Foster a high-performing, qualified civilian acquisition workforce.

FAI Vision

Be the premier institution of acquisition workforce excellence.

Introduction

FAI is taking all measures to maximize taxpayer dollars, optimize training opportunities for acquisition workforce members, and leverage resources to increase efficiencies for Federal acquisition workforce career development opportunities. This is achieved through collaborating across agency boundaries and partnering with stakeholders to reduce duplicative development efforts. Attendees of FAI-sponsored instructor-led training - classroom and virtual - shall be civilian agency career or career conditional employees. Federal contractors are not authorized to attend FAI training.

The [Acquisition Workforce Training Fund \(AWTF\)](#) was established by the Services Acquisition Reform Act of 2003 (SARA, Public Law 108-136), Section 1412 (41 U.S.C. 1703 (h)(3)(i)), and FAI uses the fund to develop and deliver training resources to *federal acquisition professionals*. The AWTF is not used for training individuals who are not Federal employees. That individual or that individual's employer should be providing the necessary training.

Purpose of Guidebook

This guidebook serves as a resource to Federal civilian agency acquisition workforce students, acquisition career and training managers, training and development vendors, and others who participate in FAI-provided instructor-led training. The goal is to ensure all parties are fully cognizant of the policies and expectations FAI has established for their training.

Students are expected to prepare for, enroll in, and attend instructor-led training in accordance with FAI's training enrollment requirements. All students shall conduct themselves and treat others in a professional and courteous manner at all times during the training event. Students should also consult with their agency's Acquisition Career Manager (ACM) who is accountable for the training, certification, and continuous learning of an agency's acquisition workforce to ensure agency-specific requirements are being considered and met. ACMs should refer to the FAI [ACM Guidebook](#) on FAI.gov for more specific details.

Student Dress Code

When attending training in the classroom, attire is business casual and students are expected to dress appropriately. Examples of inappropriate attire include: jeans, shorts, flip-flops, tank tops, strapless tops, excessively short or sheer garments, exposed midriffs, athletic wear, sweat suits, sports team or clothing displaying sports logos, or any garment displaying inappropriate, abusive or vulgar language or graphics, etc. Students who dress inappropriately for a training session will be asked to leave the session.

Appropriate cleanliness and grooming is expected of all students. Students should avoid the heavy use of colognes and perfumes that can be a distraction in a training session and cause allergic reactions in other students.

Virtual instructor-led training (vILT) is a training delivered in which a virtual environment. In this environment, instructors facilitate and explain course content materials while ensuring all students are engaged. In a vILT session, student attire and background should be appropriate for display on camera.

Academic Freedom and Non-Attribution

Effective learning requires full and open exchanges of information to include experiences, perspectives, and ideas in a spirit of collaboration among students, instructors, and guest speakers. This policy on academic freedom and non-attribution creates learning environments where students and instructors are able to openly engage in meaningful dialogue without fear of retribution. When involved in the delivery of FAI-sponsored instructor-led training, the following non-attribution policy applies to all individuals involved in attending, delivering, facilitating or involved in the learning event in any other way.

- Students may respectfully express their opinions and experiences concerning current or proposed policies, regulations, and procedures openly and honestly without fear of repercussion.
- Personal attacks on others' character, opinions or comments, personality or other personal attributes shall be avoided and WILL NOT be tolerated at any level.
- Students shall not repeat or associate an individual with any remark or comment that is made during the course of instruction. Each student is responsible for treating sensitive points or privileged information with discretion and shall refrain from repeating such information and content, or connecting the speaker with the views expressed outside the classroom group, with anyone to whom the speaker has not entrusted this information.
- Students shall not create audio or video recordings on any devices except on an approved case-by-case basis, and as pre-authorized by the FAI Training Operations Officer (TOO) to accommodate students with special needs.

Academic Integrity and Standards of Conduct

All students shall accept full responsibility and credit for their opinions whether expressed orally or in writing. At the same time, all students are expected to fully acknowledge those ideas, words, and information obtained from other sources. It is not anticipated that students would deliberately plagiarize material.

Absolute integrity is expected of every individual in all academic undertakings. Integrity entails a firm adherence to a set of values. The values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal learning and coursework situations, but in all FAI relationships and interactions connected to the educational process, including the use of any academic resources provided for student use.

A student's submission of work for academic credit indicates that the work was developed by the student. All outside assistance and citations should be acknowledged and the student's academic position truthfully reported at all times. In addition, FAI students have a right to expect academic integrity from each of their peers. Students shall not:

- Misrepresent their work
- Fraudulently or unfairly advance their academic position
- Be party to another student's failure in an attempt to maintain academic integrity
- Violate the principle of academic integrity in any other manner

Academic Integrity and Standard of Conduct violations include, but are not limited to:

- Knowingly representing the work of others (from any source) as one's own
- Using, obtaining, or providing unauthorized assistance on examinations, papers, or any other academic work
- Fabricating data in support of research or field work
- Forging a signature to certify completion of a course assignment or a recommendation
- Misrepresenting one's academic accomplishments
- Viewing, removing, or copying any examination materials or any portions thereof by any means, including electronically
- The inappropriate or unauthorized use of any and all electronic devices to access information during examinations or assessments

In the event a civilian agency student is enrolled in and attends a Defense Acquisition University course, the student is responsible for adhering to [DAU Directive 704, Student Academic and Administrative Policies and Procedures](#).

Student Submissions

All submitted work shall be the result of a student's individual effort unless otherwise directed. Representing another's work as one's own is plagiarism and a violation of academic integrity. If materials are taken from published sources, the student must clearly and completely cite the source of such materials.

Examinations

No FAI student may take an examination for another student or provide assistance to another student during an examination.

Course Assignments

Students are encouraged to discuss the content of a course in an effort to help each other to master it, but no student should receive help in completing a course assignment unless specifically provided guidance indicates the assignment is a group exercise.

Multiple Courses

If a student submits all or part of the same work, simultaneously, for the determination of a grade in two or more different courses, the student must notify their representative instructors in the courses involved for approval of such submissions.

Principles for Computer Use and Network Systems

The use of computers and network systems does not exempt students from the normal requirements of ethical behavior. Use of computers and network systems shared by many users imposes certain additional obligations. While rules are built into computer and network systems, such restrictions cannot eliminate the opportunity for perusal of the work or resources of others.

Student Behavior

Students shall be respectful and conduct themselves in a professional manner at all times. This includes but is not limited to:

- Being attentive and participating in all training session activities
- Abiding by professional standards and courtesy when interacting with faculty, guest lecturers, and other students
- Arriving on time, returning promptly from breaks, and staying until the training session day ends (*Reference Student Attendance Policy - Page 10*)
- Being respectful of the facilities and leaving student areas in the same condition found upon arrival
- Ensuring cell phones and other communicative or electronic devices not used in support of the instruction or for note-taking are either turned off or set to silent

All learning environments shall be free from any type of behavior which threatens morale, or is rude or intimidating. Leadership at all levels will ensure strict enforcement of this goal. Every instructor and student is personally responsible, through his or her own actions, for full implementation of equal opportunity principles.

All individuals shall comply with the letter and spirit of Federal Government policies governing equal opportunity. These policies prohibit discrimination for reasons of race, color, religion, gender, national origin, age, and physical or mental disability, or in retaliation for having participated in activity protected by the various civil rights laws.

The first step in most cases involving behavior contrary to these principles is to tell someone his or her behavior is offensive or discriminatory and to give the person a chance to correct the behavior. The chain of authority should be used to raise subsequent or serious incidents of abusive or discriminatory behavior. Any individual involved in an FAI learning event engaging in inappropriate or offensive behavior will be promptly addressed. Students and instructors discovering an apparent violation of academic integrity or standards of conduct should report the matter to FAI's TOO as soon as possible.

Violations of Academic Integrity & Standards of Conduct

Students that appear to have violated academic integrity or standards of conduct at any level may be subject to penalties outlined in this document and any other related document addressing this topic (i.e., [DAU Directive 704, Student Academic and Administrative Policies and Procedures](#)).

The decision authority to determine whether a specific action shall be treated as a violation lies with the FAI Director and a decision letter will be provided to the student, the student's supervisor of record, and the agency Acquisition Career Manager.

Students who violate academic integrity or standards of conduct shall be removed from the training session and given a failing grade. The student will also be removed from any future sessions for which he or she has confirmed reservations and barred from enrolling in FAI-sponsored instructor-led training for a period of one year.

Travel

FAI does not pay any travel or per diem costs (TDY or local travel), or make any associated travel/lodging arrangements for students. Students are responsible for making, canceling, and reconciling all activities and expenses associated with their training. Students are expected to follow specific agency travel and training policies. Please keep this in mind when searching for and enrolling in classroom training.

Special Accommodations

Any students requiring special accommodations must contact their [agency ACM](#) and FAI at least 45 days prior to the training session start date. Every reasonable effort to accommodate students with special needs will be made when the need is identified within the required time frame.

FAI training vendors provide:

- Training facilities to accommodate special needs
- Large-print materials are available as needed
- Course materials prior to a training session as needed

The student's agency* is responsible for funding the reasonable accommodations for all services and items such as:

- Assistive technology
- Assistive furniture
- Sign language interpreters

* The U.S. Equal Employment Opportunity Commission issued Enforcement Guidance on Reasonable Accommodation and Undue Hardship Under the Americans with Disabilities Act on October 17, 2002. Question 15 under the section Reasonable Accommodation Related to the Benefits and Privileges of Employment indicates it is the employer's responsibility to provide the reasonable accommodation for both in-house training and that provided by outside entities. (<http://www.eeoc.gov/policy/docs/accommodation.html>.)

Training Registration

The Federal Acquisition Institute Cornerstone onDemand (FAI CSOD) is the recognized civilian agency training enrollment and acquisition workforce management system. To register for training within FAI CSOD, students must establish a profile completing all required information to include Federal organization and supervisor.

Guides for creating profiles and using FAI CSOD are available at <https://www.fai.gov/training/frequently-asked-questions-faqs> under the heading **FAI Cornerstone OnDemand (CSOD) FAQs**. Further FAI CSOD user task aids are under the subheading **Training and help desk support**.

The **Employee Task Aids** document further explains how to search for and enroll in instructor-led training and online training, request training credit for equivalent training, request and manage certifications and warrants, and more.

Training Requests

Requests for online training require no approval. When students find the desired course, select the **Request** button. Then, select the **Open Curriculum** button to start the course. Finally, select the **Launch** button to begin the module(s) to complete.

Requests for FAI's instructor-led training sessions - in the classroom or delivered virtually - also have a low barrier to entry. When students find the desired session, select the blue **View Details** button to the right of the Session to open the *Session Detail* box which includes how many seats are available - in real time - along with other session information. Select the blue **Request** button at the bottom of the Session Details box to register for the training. If the **View Details** button is gray, confirmed seats are no longer available but students can join the waitlist for the session.

Requests are approved immediately, and students are notified with one of the following automated messages:

- they have a reserved seat in the training session
- they are being placed on a waitlist (because all seats are filled)

Course Cancellation

FAI makes every effort to avoid canceling training sessions because of the impact on the acquisition workforce. Unfortunately at times, cancellations are necessary. Students should enroll in FAI training sessions as soon as possible because FAI must ensure a session is 75% full at least 30 days before it begins. Should a session not reach this minimum level of registration, FAI makes a decision to postpone or cancel the session.

Student Waitlist

If there are no vacant seats in a given training session, students may still register for that session, but they will be placed on a waitlist. Students will be notified if a seat becomes available no less than 5 calendar days prior to the session start date at which time the status will change to "Registered." Students will then receive an email indicating their status has changed.

Attendance Policy

Students shall attend all instructor-led training during the normally designated training session delivery hours. These are typically 9:30 am - 5:30 pm (Eastern Time). Times may vary for virtual instructor-led training. In order for the instructor to complete administrative tasks such as attendance, validating no-show students, and accepting walk-in students all students must arrive on time for the first day of a training session. Students arriving 30 minutes or more late to the first day of a training session will not be admitted and will be designated as no-shows incurring the penalty described below. This requirement applies to both classroom and virtual instructor-led training. This requirement does not apply to self-paced, online training.

Student welcome letters are sent to each registered student approximately 30 days before the training session start date by FAI's commercial training provider. These letters contain detailed information such as session dates, agenda, training facility information, local amenities, connectivity requirements, etc., as they relate to a particular session. Additionally:

- Instructors may provide a further overview of the schedule on the first day of a session
- Students must adhere to the time and attendance rules and are expected to be punctual arriving for a session and when returning from all breaks or exercises
- Student travel arrangements must be made to allow for completing all course requirements and in accordance with start and finish times of the session

Excused Absence

On an exception basis, instructors may grant students up to 5% of the total course hours as an excused absence under mitigating circumstances. If students miss more than 5% of the entire course time, they will not receive *any* credit and must retake the entire course to be credited with successful completion of the specific course. Students shall request permission from FAI and the instructor in advance of absences which must be for valid reasons beyond a student's control and shall not exceed 5% of the training session time. Requesting an exception for an absence greater than 5% must be coordinated through the student's ACM and the FAI TOO.

Canceling a Reservation

To ensure career development opportunities are optimized for all students, it is imperative that students, whether with confirmed reservations or on the waitlist, submit timely cancellation requests as soon as they are aware they are unable to attend scheduled training. Cancellations must be processed in [FAI CSOD](#) ten or more calendar days prior to the start date for any instructor-led training, classroom or virtual.

Note: Students on the waitlist should also cancel their requests when they find they are unable to attend a training session. As long as students remain on a waitlist, those students are affirming that they are committed to the training session if a seat becomes available even if a confirmed reservation is received only ten days before the session begins. If students are unwilling to keep that commitment, they should cancel their training requests as soon as possible. When students on the waitlist cancel their requests, students with a lower priority setting on the waitlist are elevated.

No-Show Penalty

The No-Show Penalty is suspended at this time.

Drop-outs

Students who drop out of an FAI instructor-led training session prior to the session being completed may receive a penalty which will be assessed on a case-by-case basis. While training provided by FAI has no cost to students or their agencies, it is not without cost to FAI. FAI attempts to maximize training opportunities for Federal acquisition workforce members, and an empty seat is a lost training opportunity. While there are extenuating circumstances for students to drop-out of a session, maximum effort should be made to make that decision at least ten days prior to the first day of the session which will allow another individual an opportunity to participate in it.

Dispute a Penalty

To dispute a No-Show or Drop-out penalty, which prevents enrollment in any FAI instructor-led training, students must contact their [agency's ACM](#) so they may determine eligibility for a penalty waiver. If deemed appropriate, waiver requests may be escalated by the ACM to the FAI TOO for consideration and request for approval. The TOO will inform FAI registrars of instances where the penalty should be lifted from an individual [FAI CSOD](#) account.

To find the appropriate ACM, visit <https://www.fai.gov/humancapital/acm>. Clicking the email address will automatically open an email to the proper authority.

Please note that FAI's excusable absences do not include professional schedule changes or job-related occurrences that prevent participation in reserved training opportunities, and should not be presented for waiver consideration.

Course Prerequisites

Prerequisites must be successfully completed before students are allowed to enroll in a given course. Prerequisite course requirements are deemed essential for successful completion in a higher-level course.

Course prerequisites are listed in the [FAI CSOD](#) training catalog along with a course's description, objectives, and other information. In the event a student requests to enroll in a DAU-sponsored instructor-led course, all DAU course prerequisites must be successfully completed **prior to enrolling** in the specific course.

Meeting Course Prerequisite Requirements

Prerequisites may take different forms such as; specified coursework or certification, individual grade/position requirements, or specific experience requirements. All students must demonstrate they have met course prerequisites prior to enrolling in the course in [FAI CSOD](#). Students failing to demonstrate they have met the prerequisites will be disapproved of for training.

Prerequisites are met by completing designated course(s) or approved equivalent course(s), or by any other means approved by the student's ACM and the FAI TOO.

Prerequisites may also be met if students have completed the predecessor course, as long as the predecessor has not expired at the time of application.

Students who do not have a training request approval in [FAI CSOD](#) (i.e., those with either Reservation or Wait status) but attempt to "walk in" to a training session, must provide documentation citing successful completion of any and all prerequisites for the course. Walk-in students who do not provide appropriate documentation will be refused entry to a session. Examples of appropriate documentation include the student's training transcript or an equivalent course completion certificate.

Course Assignments

Many courses have assignments that must be completed prior to attending training sessions, and during the session itself. Such assignments facilitate the effective delivery of the course material. These requirements will be articulated to the student 30 days prior to the session start date unless a registration is not secured until after that time. Welcome letters containing pre-coursework requirements are sent 30, 15, and 5 days before a session start-date to ensure any new enrollees are notified of these requirements before attending a training session.

FAI courses may also require homework assignments that must be completed outside of a training session to successfully master the course material.

Assignments are assessed activities that will impact the student's ability to achieve mastery criteria for a course. Assignments may account for as much as 20% of the overall completion requirements. Students who fail to complete the assignments may find it difficult to successfully complete a course if and when the assignments account for such a large portion of the final assessment. Students shall complete ALL requirements to receive a training completion certificate.

Course Completion

Instructor-led Courses

Students must achieve a cumulative average minimum score of **80% across all course work and assessments** (e.g., examinations, quizzes, and participation in case studies and other course exercises) to successfully complete an instructor-led course whether in the classroom or delivered virtually.

If a student achieves a score of less than 80%, those students must retake the entire course. No partial credit will be given for participation in a course that was not successfully completed.

Note: Instructors are not authorized to provide remediation or re-test opportunities.

Online Courses

Students taking FAI or DAU self-paced, online courses/modules must achieve a cumulative score of **80% on the final assessment**.

End of Course Surveys

Once a course has been completed, students will have access to an end of course survey in their [FAI CSOD](#) accounts. The purpose of these surveys is to provide FAI with information on the overall course

delivery, quality of the instructor, quality of training facilities, etc. Students are asked to identify successes as well as areas needing improvement.

Course Completion Certificates

Course completion certificates are issued through [FAI CSOD](#) once the status reflects “Completed”.

Continuous Learning

Continuous learning is a critical element of a professional certification program. The purpose is to ensure the professional stays current in their field and enhances their skills and awareness in order to successfully perform their roles and responsibilities.

To maintain a Federal Acquisition Certification (FAC), workforce professionals are required to earn continuous learning points (CLPs) every two years, beginning with the date of their certification. Each FAC career field has a minimum number of CLPs a workforce member must earn within a two-year period. The CLP requirements for each Federal Acquisition Certification (FAC) area can be found on the Certification pages and are also included in the FAC Policy for each career field.

[FAI CSOD](#) tracks an individual’s continuous learning status. It is the workforce member’s responsibility to ensure that his/her continuous learning requirements are met within the specific time requirements.

Hours in excess of the minimum requirements *may not* be carried forward for credit into the next calendar year. In general, no single activity should be used to accumulate all CLPs required for maintenance of their certification. Acquisition professionals should make an effort to participate in a variety of acquisition-related activities designed to give the member a well-rounded perspective of the acquisition function.

Continuous learning can also be used to strengthen an individual’s skills and capabilities in the specialized areas in which they work. An example would be taking basic information technology (IT) training for those buying or supporting an IT program. Taking courses within other areas of acquisition helps broaden a workforce member’s understanding of their role in the acquisition process.

Continuous learning is more than just taking instructor-led or online training. For example, CLPs can be awarded for participation in professional organizations, publishing acquisition, contracting, program/project management and contracting officer’s representative articles, speaking at acquisition events, and completing developmental assignments.

When using these types of activities for CLP purposes, the workforce member and their supervisor should pre-define the number of CLPs recommended for the activity. Below are sample activities and the number of CLPs recommended for completing them. This is a sample list and is not intended to be all-inclusive.

Note: Agencies can establish different CLP values for the listed activities or require certain activities or courses to be used for CLP purposes. Therefore, workforce members should seek agency guidance and consider the advice of their ACM in the assignment of CLP values for activities listed and those being contemplated.

Recommended Continuous Learning Points (CLPs)	
Sample Activity	CLPs
Formal and informal training (such as FAI and DAU instructor-led or online courses)	1 CLP per hour of instruction. This would equate to the following:
<u>Length of Course</u>	<u>CLPs</u>
One-day	8
Two-day	16
Three-day	24
Four-day	32
Five-day	40
Ten-day	80
Awareness Briefing/Training (no test/assessment)	0.5 CLP per instruction hour
Continuing Learning Modules (with test/assessment)	1 CLP per instruction hour
Learning events such as YouTube and Acquisition Seminars, that are less than 1 hour	The minimum number of points requested is 0.5. CLPs may be awarded in increments of 0.25 after the initial 0.5.
Accredited higher education courses (from a college or university)	10 CLPs per semester or quarter hour (generally)
Continuing Education Unit (CEU)	10 CLPs per CEU
Equivalency Exam for a course, i.e. "testing out"	Same points as awarded for the course
A learning event such as a seminar, brown bag, or presentation	1 CLP per hour if attending the learning event 1 CLP per hour for preparation if leading the learning event A maximum of 20 CLPs per year for this type of activity
Attendance at professional association meetings	1 CLP per meeting hour with a maximum of 20 CLPs per year
Participation in intra- or interagency groups where the topic is some element of acquisition	1 CLP per meeting hour with a maximum of 20 CLPs per year
Association leadership role	1 CLP per meeting hour with a maximum of 20 CLPs per year
Professional license or certification	20 to 40 CLPs
Publication of an article or articles on an element of acquisition	1 CLP per preparation hour with a maximum of 20 CLPs per year
On-the-job experiential learning	1 CLP per hour of activity with a maximum of 20 CLPs per year
Mentoring	1 CLP per hour of activity with a maximum of 20 CLPs per year
Rotational, developmental or detail assignments	Based on learning achieved and length of assignment or detail. CLP Recommendation:
12 months	80
9 months	64
6 months	45
3 months	35
2 months	30
1 month	20

The number of CLPs for a specific learning event will depend on the amount of time required to complete it. For FAC purposes, the smallest increment allowed for a learning event is 0.5 hours.

For instructor-led training, FAI considers a standard training session day to be 8.0-8.5 hours in length. For virtual instructor-led training, the length of a training day will vary. Training completion certificates issued through [FAI CSOD](#) will reflect the CLP credit noted in the above table.

For online courses, continuous learning modules, and virtual instructor-led training courses, the number of CLPs to be awarded is available in the [FAI CSOD](#) catalog or in a student's training history once they have enrolled in the course.

Students should make every effort to identify alternative CLP activities before re-taking an instructor-led course previously completed for initial certification purposes. Students may not repeat an instructor-led course more than once every two year.

Inclement Weather & Emergency Situations

In the event of inclement weather or emergency situations, FAI-sponsored classroom instructor-led training follows the operating status provided by the U.S. Office of Personnel Management (OPM). The operating status of Federal agencies in the Washington, D.C., metropolitan area is posted at <http://www.opm.gov/status>. Students are responsible for knowing the operating status of Federal agencies outside of the Washington, D.C. metropolitan area.

- **Open or Open with option for unscheduled leave or unscheduled telework** - All students are expected to report at the assigned course start time.
- **Federal Offices are Closed - Emergency and Telework-ready Employees Must Follow Their Agency's Policies** - Training sessions will be canceled for the day if the U.S. Office of Personnel Management or local FEB closes Federal offices.
- **Open - 2 hours Delayed Arrival - With Option for Unscheduled Leave or Unscheduled Telework** - Training sessions will begin at 11:00 AM if the U.S. Office of Personnel Management or local FEB allows for a 2-hour delayed arrival.

Students shall adhere to the applicable OPM operating status, as described above, in addition to the following:

During the course introduction and student welcoming process, the instructor will provide a contact number for emergency situations. In the event of a prolonged shutdown due to inclement weather or hazardous conditions, disruption of public services, or other emergency situations, employees shall comply with the instructor's direction. If the instructor cannot be contacted, the student will contact the Help Desk through the [FAI Online Help Desk Ticket](#) system.

All FAI-sponsored training providers will make decisions about arrival, dismissal and closure based on the principle of student safety. When weather-related and emergency absences affect significant segments of the course, FAI will determine how the affected course completion requirements will be satisfied and communicate any changes through the appropriate and available channels.

FAI's virtual instructor-led training (vILT) sessions are not subject to the same constraints. In the event of inclement weather, vILT sessions will be conducted as scheduled regardless of Federal agencies' operating status. vILT sessions will only be canceled when the entirety of the Federal Government is closed through executive order, a lapse in funding, or other such reason.

Care of Facilities

Students attending training sessions are responsible for the care and preservation of government and/or vendor-provided property and facilities. All classrooms must be free of distractions, clutter and litter to promote an effective learning environment. The following guidance applies to FAI-provided classroom training:

- Instructors will inform students whether or not food and drink is allowed in the classroom.
- All trash must be placed in appropriate containers.
- Instructors will inform the students whether or not any or all course materials should be removed at the end of the day.
- Students are responsible for their personal possessions at all times.
- Other related housekeeping rules and policies will be provided by the instructor.

Virtual Instructor-Led Training

Virtual instructor-led training (vILT) is a training delivered in which a virtual environment. In this environment, instructors facilitate and explain course content materials while ensuring all students are engaged. Students are expected to follow the same standards as in the classroom and will be credited the same number of CLPs.

Training Requirements Identification

Agency ACMs are tasked with overseeing the development of the acquisition workforce, which includes identifying training requirements, assessing learning needs, and developing strategies. ACMs are responsible for ensuring the training received for Federal Acquisition Certifications (FACs) meets the requirements as stated in the various FAC policies.

FAI, in collaboration with the ACMs, conducts an annual training needs assessment to determine agency specific training needs. FAI-sponsored training is not intended to meet all of an agency's FAC training requirements; FAI-sponsored training supplements agency-provided training.

FAI uses information gathered from the Annual Acquisition Human Capital Plan (AHCP) and the biannual Acquisition Workforce Competency Survey (AWCS) to identify skills gaps in certification requirements or continuous learning modules. This information is used to prepare a proposed list of courses and training activities to be scheduled for the following fiscal year. ACMs are solicited for additional course considerations and training locations where sessions should be held. ACMs also report the number of people needing training at given locations. FAI's goal is to host training in locations where acquisition workforce members are located. However, FAI-sponsored training is not able to be conducted in all geographic areas due to lack of student enrollments.

In the event an individual is interested in bringing training to a specific location, they should work with their agency's ACM. A list of ACMs can be found at <https://www.fai.gov/humancapital/acm>.

Contact Information

Students may [contact a help desk agent](#) - though the best option may be to submit a ticket through the [Public Service Portal](#) - for help with logging into [FAI CSOD](#), registering for training & certifications, and other issues they may encounter.

Summary

FAI's goal is to ensure each student has a pleasant, informative, and thought-provoking training experience. Each student, instructor, and representative of FAI plays a vital role in successfully achieving this goal. FAI will continue to identify and evaluate additional learning modalities to ensure effective learning spans the reach to acquisition workforce members while maximizing available resources.