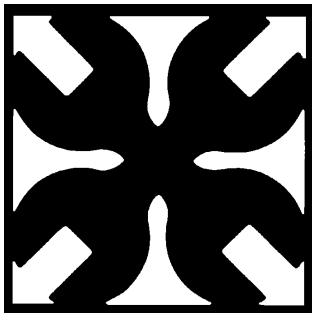




**International Association of
Bridge, Structural,
Ornamental and Reinforcing
Ironworkers**

Ironworker Apprenticeship Certification Program

Evaluation Guide



**National Ironworkers and
Employers Apprenticeship
Training and Journeyman
Upgrading Fund**

Local Union No. _____ Apprenticeship Coordinator: _____

Date: _____

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INTRODUCTION

The Apprenticeship and Training Department of the International Association of Bridge, Structural, Ornamental and Reinforcing Ironworkers is the body responsible for the Ironworker Apprenticeship Certification Program (IACP). The purpose of the IACP is to improve and standardize the quality of apprenticeship training offered at local unions to help ensure that graduates are skilled Ironworkers able to meet the needs of our employers and contractors. The Apprenticeship and Training Department will grant certification to all local union apprenticeship programs that comply with the evaluation procedure, meet established standards, and meet the standards presented in this evaluation guide.

The certification process begins with a comprehensive **internal evaluation** performed by the local union (Joint Apprenticeship Training Committee or Trade Improvement Committee [JATC/TIC]). The internal evaluation process using this guide may involve apprentices, instructors, contractors and the coordinator, all of whom contribute to the creation of a report detailing their findings. The reasons for conducting the internal evaluation are to:

- Determine compliance with established certification standards.
- Evaluate apprentice outcomes and overall effectiveness.
- Make recommendations for improvement.

After the internal evaluation, an **external evaluation** visit will be conducted to assess the strengths and limitations of the program. The external evaluation team will use this same guide during their site visit. This evaluation team (Apprenticeship and Training Department staff members, Apprenticeship Coordinators and Directors from certified programs) examines data and conducts interviews to determine if the program is in compliance with established standards.

Placing documentation for the eight standards in a notebook prior to the external evaluation helps the team to move through the evaluation process more efficiently.

DIRECTIONS

This guide was developed to assist in evaluating an Ironworker apprenticeship program. It is designed for use by those at the local union conducting an internal evaluation as well as by an external evaluation team. The guide is divided into eight sections, corresponding to the eight standards of quality apprenticeship programs.

Each standard is followed by a series of questions which serve as **Quality Indicators**. These Quality Indicators (questions) help determine if the standard has been adequately met. Some questions address **Critical Areas** that **must** be met in order to meet or approve the standard. Additional **Quality Questions** focus on aspects of the apprenticeship program that **should** be met.

To complete the evaluation, carefully read each standard and the Quality Indicators which

follow. All Critical Area questions are grouped at the beginning of each standard. For each Critical Area question, the evaluation team should indicate if it is **met** or **not met** by marking the appropriate area on the right.

Met

Not Met

All other Quality Indicators are assessed by circling the appropriate rating in the area on the right. The numbers on the rating scale indicate the following:

5 = Outstanding (Greatly Exceeds Standard)

4 = Exceeds Standard

3 = Meets Standard

2 = Minimally Acceptable, (Requires immediate attention before certification is approved)

1 = Not Acceptable (Failed to meet standard, requires immediate attention before certification is approved)

For each standard, there is a suggested list of documents to review or activities to perform as the evaluation team rates the standard. The evaluation team should use these suggestions as a guide but not as a limitation in the evaluation process.

The Comments Section should be used to note specific areas which are strong or for which recommendations are made. **Items rated 1 (Not Acceptable) or 2 (Minimally Acceptable), require immediate attention and must be corrected within 60 days before certification is approved.**

To determine if a standard is met, the evaluation team should:

1. Determine if all Critical Areas are met. If one or more of the Critical Areas are not met, then the standard is not met.
2. Review the Quality Indicators for the remaining questions and determine whether any items need immediate attention before certification is approved.

Example

An evaluation team looks at a standard that contains 10 questions – two **Critical Area** questions followed by eight additional **Quality Indicator** questions. In order to meet (or pass) the standard, both Critical Area questions must be met. The remaining eight questions are then rated on the 1-5 scale.

If either of the Critical Area questions is not met, or if any of the Quality Indicator questions receive a score of 1 (Not Acceptable) or a 2 (Minimally Acceptable), the standard is not met. The JATC/TIC or the Apprenticeship Coordinator or Director will then have 60 days to correct the problems area(s) and submit appropriate documentation before the program will be considered for certification.

PROGRAM STANDARDS

The program standards are listed here and explained in more detail in the **Ironworker Apprenticeship Certification Program** policies and procedures.

STANDARD 1 – PURPOSE AND ADMINISTRATION

The apprenticeship program should have approved standards in place with clearly stated goals related to the needs of the apprentices and the contractors served and the JATC/TIC program administration should ensure that training activities support and promote these goals.

STANDARD 2 – LEARNING RESOURCES

Learning and training materials, consistent with program goals, knowledge and skill objectives, and the core curriculum should be available to instructors and apprentices.

STANDARD 3 – APPRENTICE SERVICES

Systematic selection and record keeping procedures should be used.

STANDARD 4 – INSTRUCTION

Classroom and shop instruction should be systematic and reflect program goals. Course syllabi that include knowledge and skill objectives should be used to implement the core curriculum.

STANDARD 5 – SAFETY AND EQUIPMENT

Safety is an integral part of the apprenticeship program and as such, evidence of a safety program must be in place. In addition, equipment and tools used should be of the type and quality found in the ironworking trade and should also be the type needed to provide training to meet the program goals and knowledge and skill objectives.

STANDARD 6 – FACILITIES

The physical facilities at the training center should be adequate to permit achievement of the program goals and knowledge and skill objectives.

STANDARD 7 – INSTRUCTIONAL STAFF

The instructional staff should have the required technical and training skills competency and meet all state and local requirements for certification.

STANDARD 8 – JOB TRAINING

Written policies and procedures should be in place to provide guidance for the job training component of the apprenticeship program.

STANDARD 1 – PURPOSE AND ADMINISTRATION

Evaluators: _____

Date: _____

Essential for the success of an Ironworker apprenticeship program are clearly stated goals related to the needs of the apprentices and the contractors served. There should be evidence that information about the apprenticeship program is shared with potential apprentices (and contractors) including admission requirements, employment potential, the cost of books and shop fees, possibility for college credit, etc. In addition, a copy of the local union’s approved apprenticeship standards consistent with the model standards provided by the Apprenticeship and Training Department should be implemented and available to the coordinator and instructors. There should also be an organizational chart identifying those involved in the apprenticeship program. There should be evidence of positive administrative support for the program. There should also be a plan in place for making potential apprentices as well as contractors aware of the program.

QUALITY INDICATORS

Rating scale:

- 5 = Outstanding (Greatly Exceeds Standard)
- 4 = Exceeds Standard
- 3 = Meets Standard
- 2 = Minimally Acceptable, (Requires immediate attention before certification is approved)
- 1 = Not Acceptable (Failed to meet standard, requires immediate attention before certification is approved)

Question Areas	Suggested Activities	Rating
Critical Areas		
1. Is apprenticeship program information available to share with potential apprentices? Comments:	Review information used for recruiting new apprentices and for promoting the program. Determine whether under-represented groups have been included. Determine if essential information is included in print/electronic materials. Information may include but is not limited to admission requirements, employment potential, book & shop fees, possibility for college credit, etc.	__ Met __ Not met

Question Areas	Suggested Activities	Rating
<p>2. Are up-to-date apprenticeship standards based on the International's model standards available and have they been approved by the state or provincial registering agency?</p> <p>Comments:</p>	<p>Review a copy of the apprenticeship standards and compare them with the model standards provided by the Apprenticeship and Training Department. Ensure that the standards have been approved by the registering agency.</p>	<p>___ Met ___ Not met</p>
<p>3. Is there positive administrative support in place for the program?</p> <p>Comments:</p>	<p>Look for indicators of administrative support including selection of qualified instructors, support for instructor training, provision of appropriate facilities, and up-to-date classroom materials, tools, equipment, and training materials.</p>	<p>___ Met ___ Not met</p>
Additional Quality Questions		
<p>4. Is information about the apprenticeship program clear, are the materials professional in appearance, and do the materials contain the essential information?</p> <p>Comments:</p>	<p>Review print (e.g., apprentice agreement, rules and regulations, promotional and marketing information) and electronic (e.g., website) materials. Make sure that the materials are up-to-date, easy to read, professional in appearance, etc.</p> <p>Does the information in the print and electronic materials match the process as stated in the apprenticeship standards?</p> <p>Look for information on admission requirements, employment potential, the cost of books and shop fees, possibility for college credit, etc.</p>	<p>1 2 3 4 5</p>

Question Areas	Suggested Activities	Rating
<p>5. Is a copy of the local union's approved apprenticeship standards available for use by the coordinator and instructors?</p> <p>Comments:</p>	<p>Ask the coordinator and instructors if they have access to a copy of the apprenticeship standards.</p> <p>Ask if the standards have been reviewed as part of recent compliance reviews.</p>	<p>1 2 3 4 5</p>
<p>6. Is there a signed apprentice agreement on file for each apprentice in the program?</p> <p>Comments:</p>	<p>Review signed copies of apprentice agreements in various apprentice files.</p>	<p>1 2 3 4 5</p>
<p>7. Are public or community relations activities being conducted?</p> <p>Comments:</p>	<p>Look for evidence of public or community relations activities being conducted. These could be for community service and/or to promote the program, union and construction industry.</p> <p>Determine whether there is a policy in place to promote community relations activities.</p>	<p>1 2 3 4 5</p>
<p>8. Does the apprentice receive a certificate at graduation indicating successful completion of the program?</p> <p>Comments:</p>	<p>Review all documents the apprentice is given at graduation.</p>	<p>1 2 3 4 5</p>

Question Areas	Suggested Activities	Rating
<p>9. Is there an organizational chart in place?</p> <p>Comments:</p>	<p>Ask to review an organizational chart of the local and/or apprenticeship program. The chart should indicate the responsibilities for instruction, administration (i.e., JATC/TIC), and support services.</p>	<p>1 2 3 4 5</p>

STANDARD 2 – LEARNING RESOURCES

Evaluators: _____

Date: _____

In order for learning to occur, learning and training materials, consistent with program goals, knowledge and skill objectives, and the core curriculum should be available to instructors and apprentices. There should be evidence that apprentice learning materials, multimedia and periodicals are available for use by the apprentices, instructors and the coordinator.

QUALITY INDICATORS

Rating scale:

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- 4 = Exceeds Standard
- 3 = Meets Standard
- 2 = Minimally Acceptable, (Requires immediate attention before certification is approved)
- 1 = Not Acceptable (Failed to meet standard, requires immediate attention before certification is approved)

Question Areas	Suggested Activities	Rating
Critical Areas		
1. Are the necessary training materials available for each apprentice for each course in the local union's curriculum? Comments:	Compare the local union's curriculum outline and documentation (submitted as part of the evaluation process) with the training materials being used at the local union. Ensure that apprentices have the required materials for each course. Ask to review the materials for several of the courses in the local curriculum.	__ Met __ Not met

Question Areas	Suggested Activities	Rating
<p>2. Are up-to-date multimedia materials (e.g., materials using video, computer CD-ROMs, DVDs, flipcharts) being used in the program?</p> <p>Comments:</p>	<p>Review the multimedia materials and equipment being used in the program and ensure they support the courses being taught in the curriculum.</p>	<p>___ Met ___ Not met</p>
Additional Quality Questions		
<p>3. Are current general and technical Ironworker and construction magazines and other publications available for apprentice and instructor use?</p> <p>Comments:</p>	<p>Determine if appropriate publications are available for apprentice and instructor use.</p> <p>Ask to review copies of magazines and other publications that are available for apprentice and instructor use.</p>	<p>1 2 3 4 5</p>
<p>4. Is the required multimedia equipment available in the classroom for instruction?</p> <p>Comments:</p>	<p>Ensure that the required multimedia equipment is functioning and available for use.</p>	<p>1 2 3 4 5</p>

Question Areas	Suggested Activities	Rating
<p>5. Are the training materials being used the most current versions available from the Apprenticeship and Training Department?</p> <p>Comments:</p>	<p>Compare the training materials being used in several of the courses to the most current materials available from the Apprenticeship and Training Department through the online bookstore.</p>	<p>1 2 3 4 5</p>

STANDARD 3 – APPRENTICE SERVICES

Evaluators: _____

Date: _____

Effective apprentice services include systematic selection and effective record keeping. There should be evidence of a systematic and fair selection process, accurate record keeping and access to journeyman upgrading training after completion of the program.

QUALITY INDICATORS

Rating scale:

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- 4 = Exceeds Standard
- 3 = Meets Standard
- 2 = Minimally Acceptable, (Requires immediate attention before certification is approved)
- 1 = Not Acceptable (Failed to meet standard, requires immediate attention before certification is approved)

Question Areas	Suggested Activities	Rating
Critical Areas		
1. Is there a systematic and fair selection and interview process in place to help assure the apprentice a reasonable probability of success as an Ironworker? Comments:	Review the apprentice selection and interview process to determine if it is systematic and fair. Ensure that the process being followed is described in the local's approved apprenticeship standards.	___ Met ___ Not met

Question Areas	Suggested Activities	Rating
<p>2. Are there permanent and confidential print and/or electronic records maintained for all apprentices?</p> <p>Comments:</p>	<p>Review the print and electronic record-keeping system. Ask to review the records for several randomly selected apprentices. Determine if the local is using the Apprentice Tracking System (ATS) from the International. If not, the local must be using an electronic tracking system that will communicate with the ATS.</p>	<p>___ Met ___ Not met</p>
<p>Additional Quality Questions</p>		
<p>3. Do apprentice records indicate courses completed by each apprentice?</p> <p>Comments:</p>	<p>Review the record-keeping system and ensure that there is a record (or transcript) showing each course completed by each apprentice.</p>	<p>1 2 3 4 5</p>
<p>4. Are opportunities for journeyman upgrading courses available to apprentices after they graduate?</p> <p>Comments:</p>	<p>Determine if there are journeyman upgrading courses available for apprentices once they graduate. Determine if there are incentives for journeyman to attend these courses.</p>	<p>1 2 3 4 5</p>

STANDARD 4 – INSTRUCTION

Evaluators: _____

Date: _____

For an apprenticeship program to be effective, classroom and shop instruction should be systematic and reflect program goals. There should be evidence that instructors are given preparation time and an appropriate teaching load and that course syllabi that include knowledge and skill objectives are being used to implement the core curriculum. In addition, there should be evidence that safety standards are in place, appropriate work habits and ethics are emphasized and provisions are made for apprentices with special learning needs. There should also be evidence that both written and performance tests are being used to validate apprentice competency and that all instruction is evaluated in a systematic manner.

QUALITY INDICATORS

Rating scale:

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- 4 = Exceeds Standard
- 3 = Meets Standard
- 2 = Minimally Acceptable, (Requires immediate attention before certification is approved)
- 1 = Not Acceptable (Failed to meet standard, requires immediate attention before certification is approved)

Question Areas	Suggested Activities	Rating
Critical Areas		
1. Does the local's curriculum include the recommended core courses? Comments:	Compare the local's curriculum to the recommended core curriculum established by the Apprenticeship and Training Department. Ensure that the recommended core courses are included in the local's curriculum. Review the schedule of courses for the apprentice program	___ Met ___ Not met

Question Areas	Suggested Activities	Rating
<p>2. Is there a course syllabus (including a course schedule) available for each course in the curriculum?</p> <p>Comments:</p>	<p>Review the course syllabus for each course and ensure that they are developed in a standard format consistent with the model syllabi provided by the Apprenticeship and Training Department.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not met</p>
<p>3. Is safety instruction given prior to lab or shop work and is safety instruction an integral part of the program?</p> <p>Comments:</p>	<p>Review all components of safety instruction including reviewing course syllabi and materials, safety tests, compliance with safety practices, etc.</p> <p>Review apprenticeship files to determine whether there is documentation of safety instruction (copies of tests, etc).</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not met</p>
<p>4. Are written (knowledge) and performance (skill) tests administered to validate apprentice competency?</p> <p>Comments:</p>	<p>Review written and performance tests for selected courses, identify tests in the course syllabi and schedules, and ensure that results of tests are documented in each apprentice's record.</p> <p>Review selected apprentice records to ensure that test results are being recorded.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not met</p>

Question Areas	Suggested Activities	Rating
Additional Quality Questions		
<p>5. Are instructors provided preparation time?</p> <p>Comments:</p>	<p>Determine the extent to which instructors are provided preparation time. Interview one or more of the instructors and ask about preparation time.</p>	<p>1 2 3 4 5</p>
<p>6. Does the instructor/apprentice ratio allow the instructor to interact, lead discussions, facilitate classroom activities, etc.?</p> <p>Comments:</p>	<p>Determine the average instructor to apprentice ratio and determine if this allows the instructor to use a variety of training methods.</p> <p>Interview one or more instructors and ask about instructor to apprentice ratios in classroom and shop sessions.</p>	<p>1 2 3 4 5</p>
<p>7. Do instructors emphasize the importance of work habits and ethics as part of the instructional process?</p> <p>Comments:</p>	<p>Determine the extent to which instructors emphasize the importance of work habits and ethics as part of the instructional process.</p> <p>Interview one or more instructors and ask about how they emphasize the importance of work habits and ethics during classroom and shop sessions.</p>	<p>1 2 3 4 5</p>

Question Areas	Suggested Activities	Rating
<p>8. Does the apprenticeship coordinator ensure that instruction is evaluated and that instructors are given feedback in a systematic manner?</p> <p>Comments:</p>	<p>Determine the extent to which instruction is evaluated. This evaluation could be through regular reviews by apprentices and the apprenticeship coordinator.</p> <p>Self-evaluation of instruction could also be used on a systematic and regular basis.</p> <p>Review any evaluation forms.</p> <p>Determine how instructors are given feedback on their performance.</p>	<p>1 2 3 4 5</p>

STANDARD 5 – SAFETY AND EQUIPMENT

Evaluators: _____

Date: _____

Safety is an integral part of the apprenticeship program. Evidence of a safety program must be in place. Equipment and tools used at local union apprenticeship programs should be of the type and quality found in the ironworking trade and should also be the type needed to provide training to meet the program goals and knowledge and skill objectives. In order for graduates of the apprenticeship program to be successful on the job, they must learn to use the basic tools and equipment during their apprenticeship program.

QUALITY INDICATORS

Rating scale:

- 5 = Outstanding (Greatly Exceeds Standard)
- 4 = Exceeds Standard
- 3 = Meets Standard
- 2 = Minimally Acceptable, (Requires immediate attention before certification is approved)
- 1 = Not Acceptable (Failed to meet standard, requires immediate attention before certification is approved)

Question Areas	Suggested Activities	Rating
Critical Areas		
1. Do the equipment and tools used in the training program have all shields, guards, and other safety devices in place, operable, and used, and are tools and equipment inspected before each use? Comments:	Inspect the equipment and tools to ensure that all shields, guards, and other safety devices in place, operable, and used. Ask about procedures to inspect tools and equipment before each use.	___ Met ___ Not met

Question Areas	Suggested Activities	Rating
<p>2. Are safety glasses worn by all apprentices, instructors, and visitors at all times in the lab/shop area?</p> <p>Comments:</p>	<p>Ask about the policy related to safety glasses.</p> <p>Interview one or more instructors and ask how apprentices are made aware of the safety glasses policy and how this policy is enforced.</p> <p>Observe people in the shop area to ensure that they are wearing safety glasses.</p> <p>Ensure that other appropriate safety personal protective equipment is used (e.g., welding attire).</p>	<p>__ Met</p> <p>__ Not met</p>
<p>3. Does the program have the basic tools and equipment identified in these certification standards?</p> <p>Comments:</p>	<p>Compare the equipment and tools listed in the standards to the local's inventory.</p>	<p>__ Met</p> <p>__ Not met</p>
Additional Quality Questions		
<p>4. Are sufficient consumable supplies readily available to assure continuous instruction?</p> <p>Comments:</p>	<p>Inspect consumable supplies.</p>	<p>1 2 3 4 5</p>

Question Areas	Suggested Activities	Rating
<p>5. Is there a system for tool and equipment replacement in place to maintain up-to-date tools and equipment at industry and safety standards?</p> <p>Comments:</p>	<p>Ask about how tools and equipment are replaced to stay up to date with industry and safety standards.</p>	<p>1 2 3 4 5</p>
<p>6. Is there an inventory system in place to account for tools, equipment, parts, and supplies?</p> <p>Comments:</p>	<p>Ask about the inventory system and review any documents related to maintaining an inventory.</p>	<p>1 2 3 4 5</p>
<p>7. Does each apprentice have access to basic hand tools required on the job and (where applicable) are apprentices encouraged to purchase hand tools for use during training and on the job after training?</p> <p>Comments:</p>	<p>Determine how apprentices access basic hand tools. Determine how they acquire their own tools for use on the job.</p> <p>Interview several apprentices and ask how they acquire tools and how they are held accountable for having their tools available at school and on the job.</p>	<p>1 2 3 4 5</p>

STANDARD 6 – FACILITIES

Evaluators: _____

Date: _____

The apprenticeship training program is considered an education and training institution. As such, the physical facilities at the training center should be adequate to permit achievement of the program goals and knowledge and skill objectives.

QUALITY INDICATORS

Rating scale:

5 = Outstanding (Greatly Exceeds Standard)

4 = Exceeds Standard

3 = Meets Standard

2 = Minimally Acceptable, (Requires immediate attention before certification is approved)

1 = Not Acceptable (Failed to meet standard, requires immediate attention before certification is approved)

Question Areas	Suggested Activities	Rating
Critical Areas		
1. Are training stations and mock-ups available in the type and number required for the performance of tasks outlined in the core curriculum? Comments:	Examine the training stations and mockups and ensure they are sufficient in order to achieve the program goals and performance objectives.	<input type="checkbox"/> Met <input type="checkbox"/> Not met

Question Areas	Suggested Activities	Rating
<p>2. Does the coordinator, JATC/TIC and staff make every effort to meet applicable safety standards and is there an emergency plan in place and posted in all classrooms and lab/shop areas?</p> <p>Comments:</p>	<p>Ask for details regarding how the local ensures that the facility meets safety standards.</p> <p>Ask about emergency plans. Inspect the facility to ensure safety standards are being met and that emergency plan information is posted.</p>	<p>___ Met ___ Not met</p>
Additional Quality Questions		
<p>3. Is there a regular facilities maintenance program in place to ensure facilities are suitable when required for instruction?</p> <p>Comments:</p>	<p>Ask for information on the facilities maintenance program. Who is responsible for maintaining the facility? Inspect the facility.</p>	<p>1 2 3 4 5</p>
<p>4. Are the classroom(s), lab/shop, and support area(s) kept clean and orderly?</p> <p>Comments:</p>	<p>Inspect the facility to ensure that it is clean and suitable for learning in both the classroom and shop.</p>	<p>1 2 3 4 5</p>

Question Areas	Suggested Activities	Rating
<p>5. Are instructors provided space to use as an office?</p> <p>Comments:</p>	<p>Inspect the office or area used by the instructors. Interview one or more instructors and ask about their access to office space plus support (e.g., copy machine, computer with Internet access, support staff to assist with logistics, etc.)</p>	<p>1 2 3 4 5</p>
<p>6. Are one or more classrooms convenient to, but separate from, the lab/shop area available for instruction?</p> <p>Comments:</p>	<p>Inspect the classrooms. Look that the layout of the classroom, size for the number of apprentices, location of media equipment, etc.</p>	<p>1 2 3 4 5</p>
<p>7. Are the storage areas for tools, parts, and supplies sufficient to support the activities outlined in the core curriculum and are security measures provided to prevent theft and vandalism?</p> <p>Comments:</p>	<p>Inspect the storage areas and inquire about security. Ensure that storage areas are organized, easy to access, and secure when not in use.</p>	<p>1 2 3 4 5</p>

Question Areas	Suggested Activities	Rating
<p>8. Are restrooms, clean-up areas and lockers (where needed) provided and are they convenient to the instructional area for both male and female apprentices?</p> <p>Comments:</p>	<p>Inspect the restrooms, clean-up areas and lockers (if applicable).</p>	<p>1 2 3 4 5</p>
<p>9. Is there an exhaust fume removal system in place and operational, especially in the welding area? When appropriate, are heating and cooling systems used to provide sufficient comfort for learning?</p> <p>Comments:</p>	<p>Inspect the exhaust removal system and (when appropriate) ask about the heating and cooling systems.</p>	<p>1 2 3 4 5</p>
<p>10. Is there a first aid policy in place and is there at least one first aid kit in place that complies with local regulations?</p> <p>Comments:</p>	<p>Review the first aid policy and inspect the first aid kit(s). Is the policy made available to apprentices? Is the policy posted?</p> <p>Are all of the instructors trained in first aid?</p>	<p>1 2 3 4 5</p>
<p>11. Does the JATC/TIC, in cooperation with the apprenticeship coordinator, conduct a periodic evaluation of the facilities to assure adequacy to meet program goals?</p> <p>Comments:</p>	<p>Ask about and review any evaluation reports of the facility by the JATC/TIC and/or others.</p>	<p>1 2 3 4 5</p>

Question Areas	Suggested Activities	Rating

STANDARD 7 – INSTRUCTIONAL STAFF

Evaluators: _____

Date: _____

The heart of an effective apprenticeship program is the qualified instructor conducting the training. The instructional staff should have the required technical and training skills competency and meet all state and local requirements for certification.

QUALITY INDICATORS

Rating scale:

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- 4 = Exceeds Standard
- 3 = Meets Standard
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- 1 = Not Acceptable (Failed to meet standard, requires immediate attention before certification is approved)

Question Areas	Suggested Activities	Rating
Critical Areas		
1. Are the instructors subject matter experts in the areas they teach? Comments:	Inquire about the technical background of the instructors to ensure they have the subject matter expertise to teach their assigned courses. Review all instructor resumes and also interview one or more of the instructors.	<input type="checkbox"/> Met <input type="checkbox"/> Not met
2. Do the instructors meet all local, state or provincial certifying requirements? Comments:	Inquire about any local, state or provincial certification standards. Inquire about the credentials of each of the instructors. Look at copies of teaching certificates or other records related to certification requirements (if required).	<input type="checkbox"/> Met <input type="checkbox"/> Not met

Question Areas	Suggested Activities	Rating
Additional Quality Questions		
<p>3. Do instructors attend instructor training courses available through the annual Ironworker Instructor Training Program or through other approved sources?</p> <p>Comments:</p>	<p>Inquire about how instructors improve their teaching and training skills through instructor training programs. Is there documentation to support instructor training?</p> <p>Observe one or more instructors teaching in both the classroom and shop. Use the observation form found in the IACP Policies and Procedures as an observation guide.</p> <p>Meet with the instructors following observations to provide feedback.</p>	<p>1 2 3 4 5</p>
<p>4. Are instructors provided opportunities to maintain their technical competency?</p> <p>Comments:</p>	<p>Inquire about how instructors maintain their technical competency. Is there documentation to support how instructors maintain their technical competency?</p>	<p>1 2 3 4 5</p>
<p>5. Is there a systematic method of obtaining substitute instructors who are also Ironworkers to assure instructional continuity?</p> <p>Comments:</p>	<p>Inquire about how substitute instructors are provided. Ask if there is an orientation session for substitutes held on a regular basis.</p>	<p>1 2 3 4 5</p>

STANDARD 8 – JOB TRAINING

Evaluators: _____

Date: _____

Written policies and procedures should be in place to provide guidance for the job training component of the apprenticeship program.

QUALITY INDICATORS

Rating scale:

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- 3 = Meets Standard
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Question Areas	Suggested Activities	Rating
Critical Areas		
<p>1. Does each apprentice have a logbook of all job training experiences in order to document that specific skills have been developed during the job training component of the apprenticeship program?</p> <p>Comments:</p>	<p>Examine logbooks (or record books) maintained by apprentices on the job.</p> <p>Talk with instructors and apprentices about how the logbooks are used on the job.</p> <p>Ask about the apprenticeship coordinator's role in job site rotation to ensure that apprentices are receiving on the job training in all aspects of the trade.</p>	<p>__ Met</p> <p>__ Not met</p>

Question Areas	Suggested Activities	Rating
Additional Quality Questions		
<p>2. Are apprentices, journeymen and foremen aware of the expectations for apprentices during the job training or field experience component of the program?</p> <p>Comments:</p>	<p>Talk with the coordinator and instructors regarding how apprentices, journeymen and foremen are oriented to expectations during job training.</p>	<p>1 2 3 4 5</p>

EVALUATION SUMMARY

Local Union: _____ Date: _____

Apprenticeship Coordinator: _____

Standards	Standard Met	Standard Not Met
Standard 1: Purpose and Administration		
Standard 2: Learning Resources		
Standard 3: Apprentice Services		
Standard 4: Instruction		
Standard 5: Safety and Equipment		
Standard 6: Facilities		
Standard 7: Instructional Staff		
Standard 8: Job training		

Refer to the Commendations or Strengths Section and the Specific Recommendations for Improvement Section for more information on each standard.

COMMENDATIONS OR STRENGTHS

Summarize the major strengths of the apprenticeship program below.

RECOMMENDATIONS FOR IMPROVEMENT

Outline specific recommendations for improvement that should be implemented in order for the apprenticeship program to meet the minimum standards. Each standard that was found to be deficient (any question within a standard rated as 1- Not Acceptable or 2- Minimally Acceptable) must be identified and recommendations for improvement must be made.
