

## APPENDIX Z

### Job Aids for Training Management

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## **JA – Z.1.A-D: How to Evaluate Training System Functions**

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<b>Purpose</b>	<p>This job aid provides assistance to training managers on how to evaluate the courses and schools they manage. The purpose of this job aid and the standards within are to enhance the quality of training in the Coast Guard and promote excellence within the Coast Guard training system.</p> <hr/>
<b>Who should use this JA</b>	<p>School chiefs, course chiefs, branch chiefs, training officers, etc. should use this job aid to periodically review the effectiveness of the course under their control. Master Training Specialists, course developers, and instructors may also find value in using this job aid to assist in assessing the readiness of their respective schoolhouses.</p> <hr/>
<b>When you should use this JA</b>	<p>Use this job aid after a course has been piloted and implemented and periodically thereafter. Upon taking over a new billet, training managers should use this job aid as a self-assessment early in their tour to determine where to focus improvement efforts during their tenure.</p> <hr/>
<b>How to use this JA</b>	<p>Follow the list item by item; determining if there is supporting evidence to support each standard. If there it is found that the school/course doesn't meet Coast Guard training standards, training managers should identify the discrepancy. One checklist for each course may be necessary, or discrepancies may be consolidated onto one master list. Then training managers should list:</p> <ul style="list-style-type: none"><li>• The standard number of each non-compliant standard</li><li>• The nature of the problem</li><li>• The proposed corrective action</li><li>• An assignment for completion</li><li>• An estimated completion date</li></ul> <hr/>

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## JA – Z.1.A: How to Evaluate Training System Functions: Administration

### TRAINING STANDARDS

#### Section 1: Administration

These standards are intended to ensure the schoolhouse organizes, staffs, and manages the training process.

Section 1 – Administration				
Item	Standard	Y	N	Notes
1.1	The school assesses risks and prescribes the use of safety equipment and procedures to mitigate those risks when conducting inherently dangerous training.	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	Training equipment is properly maintained in accordance with COMDT standards or manufacturer's guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	The school suspends or discontinues training activities that become hazardous due to exigent circumstances. (The intent of this standard is to address such things as inclement or adverse weather conditions, accidents, equipment failure, power outage, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	The school's courses comply with applicable licensing and copyright laws	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	The school maintains records for each offering of the training program. At a minimum each record will include: .01 - Curriculum content (syllabus, instructor guide, curriculum outline, and other training materials); .02 - A listing of all instructors and other instructional personnel indicating the actual class in which each presented or participated; .03 - Inclusive dates the program is conducted and actual dates and times when each segment of training occurs; .04 - Roster of students in each convening; and .05 – Performance Tests and answer keys.	<input type="checkbox"/>	<input type="checkbox"/>	

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## JA – Z.1.A: How to Evaluate Training System Functions: Administration, Continued

Section 1 – Administration				
Item	Standard	Y	N	Notes
1.6	<p>The school maintains records for each student attending the program. At a minimum each record will include:</p> <p>.01- Documentation that verifies the student met all prerequisites for attending the training course;</p> <p>.02 - A complete record of the students' training evaluations (grades, scores, final results);</p> <p>.03 - Documentation of any exceptions or waivers requested or granted to the student; and</p> <p>.04 - Documentation that verifies the student successfully completes the training course.</p> <p>.05 - If electronic records are maintained, there are procedures for security, including access, storage of files, backup, and equipment.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	The school follows procedures for the physical security, management, retention, release, and destruction of training-related records.	<input type="checkbox"/>	<input type="checkbox"/>	
1.8	The school projects and tracks expenditures for the training program.	<input type="checkbox"/>	<input type="checkbox"/>	
1.9	If physical activity is a part of the curriculum, a health screening process is used to ensure students are capable of participating as determined by the schoolhouse.	<input type="checkbox"/>	<input type="checkbox"/>	
1.10	The school provides notification, adjudication, and redress for allegations of student misconduct.	<input type="checkbox"/>	<input type="checkbox"/>	

**JA – Z.1.B: How to Evaluate Training System Functions: Staff****TRAINING STANDARDS (CONTINUED)**

## Section 2: Staff

These standards are intended to ensure training staff receive the training and management oversight necessary to provide effective training.

Section 2 – Staff				
Item	Standard	Y	N	Notes
2.1	The schoolhouse provides an orientation to training staff that include:  .01 – Training center mission and vision .02 - Course goals and objectives .03 - Code of conduct .04 - Violations and consequences of prohibited conduct .05 - Organizational Structure .06 - Safety rules/regulations and procedures	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	The schoolhouse monitors and mentors newly assigned instructors and shepherds them through the PERJC qualification process.	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	Instructors have attended the Coast Guard's Instructor Development Course and have received their PERJC competency code.	<input type="checkbox"/>	<input type="checkbox"/>	
2.4	The school provides and documents specialized training related to the program.	<input type="checkbox"/>	<input type="checkbox"/>	
2.5	The school ensures instructors maintain current expertise in the subject matter through operational participation, field observation, or specialized training.	<input type="checkbox"/>	<input type="checkbox"/>	
2.6	The school mandates and documents professional development of its instructor staff, either formal or informal, that provides instruction/training in specialty areas in instruction and advanced instructional competencies such as PERJD and PERJI.	<input type="checkbox"/>	<input type="checkbox"/>	

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**JA – Z.1.B: How to Evaluate Training System Functions: Staff,  
Continued**

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Section 2 – Staff				
Item	Standard	Y	N	Notes
2.7	The school uses classroom observations and Instructor Feedback Forms (IFF) as part of supervisory quality checks of instructor preparations, class preparations, and performance.	<input type="checkbox"/>	<input type="checkbox"/>	
2.8	The schoolhouse ensures there is a qualified instructor in the classroom or lab when instructors have not yet attained the PERJC or instruct only occasionally.	<input type="checkbox"/>	<input type="checkbox"/>	

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**JA – Z.1.C: How to Evaluate Training System Functions: Development****TRAINING STANDARDS (CONTINUED)**

## Section 3: Development

These standards are standards are intended to ensure training programs are developed, implemented, and reviewed using the Coast Guard Instructional Design Model (or similar industry-recognized systematic approach to training.)

Section 3 – Training development				
Item	Standard	Y	N	Notes
3.1	The school's courses were created using the Coast Guard Instructional Design Model or similar industry-recognized, systematic approach to training (includes at least the following concepts: Analysis, Design, Development, Implementation, and Evaluation) such as ABCD.	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	The school uses an archiving system to store and retrieve program and curriculum development documents. The documents associated with each phase of the course development process are maintained with archived course development materials.	<input type="checkbox"/>	<input type="checkbox"/>	
3.3	The school has completed, signed, and current Curriculum Outlines for each of its courses.	<input type="checkbox"/>	<input type="checkbox"/>	
3.4	The school has completed, signed, and current Programs of Instruction (POI) for ACE accreditation for each of its courses.	<input type="checkbox"/>	<input type="checkbox"/>	
3.5	The school has current analysis documents (FEA, OA, JTA, etc.) or tasking memo for each of its courses	<input type="checkbox"/>	<input type="checkbox"/>	
3.6	Students are evaluated on each learning objective. All performance test criteria is referenced to one or more performance objective.	<input type="checkbox"/>	<input type="checkbox"/>	

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## JA – Z.1.C: How to Evaluate Training System Functions: Development, Continued

Section 3 – Training development				
Item	Standard	Y	N	Notes
3.7	The school uses a Course Assessment Process (CAP) to ensure instructor guides describe learning activities in sufficient detail to ensure consistent delivery of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	
3.8	The school conducts, compiles, and reviews student reaction surveys (Level 1 of the Kirkpatrick model) to identify opportunities to improve the program, instruction, support and administrative elements of the training received.	<input type="checkbox"/>	<input type="checkbox"/>	
3.9	The schoolhouse reviews the results of the program's student assessments (Level 2 of the Kirkpatrick model) to identify gaps in instruction, student materials or deficiencies in performance test construction.	<input type="checkbox"/>	<input type="checkbox"/>	
3.10	The schoolhouse gathers and reviews feedback (Level 3 of the Kirkpatrick model) from graduates and their supervisors to evaluate the effectiveness of the courses.	<input type="checkbox"/>	<input type="checkbox"/>	

**JA – Z.1.D: How to Evaluate Training System Functions: Delivery****TRAINING STANDARDS (CONTINUED)**

## Section 4: Delivery

These standards are standards are intended to ensure processes are established and used to for effective delivery of training.

Section 4 – Training delivery				
Item	Standard	Y	N	Notes
4.1	Instructor guides are followed for all instruction conducted in the school.	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	Instructors have access to instructional materials and program-training equipment. Instructors are properly trained in the use of that equipment.	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	Students have access to learning resource materials and program-related equipment and receive training in its proper use.	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	The school has suitable classroom space, labs, simulators, equipment, and materials identified in the curriculum outlines to support its courses.	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	The each of the school's courses provides an orientation to students that include:  .01 - Course goals and objectives .02 - Training schedules .03 - Performance test expectations .04 - Fire and emergency procedures .05 - Safety rules and regulations .06 - Code of conduct rules and requirements .07 - Disciplinary procedures	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	The school remediates missed objectives after a student fails a performance test (Except in cases where the student is disenrolled for academic reasons from the training program).	<input type="checkbox"/>	<input type="checkbox"/>	

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