

The University of the West Indies
OPEN CAMPUS
EDID 6502: Analysing Human Performance

COURSE GUIDE

Summer 2020

Welcome to EDID6502 – Analysing Human Performance.

In this course, you are introduced to the processes and competencies used in performance analyses and training. On completion of the course you should gain knowledge and experience into the role of human performance analysts and develop skills and competencies necessary in analysing performance. You will also identify and suggest strategies for improving human performance as well as create appropriate intervention plans for gaps in performance. I recommend that all students get a copy of the 3rd edition of the text as you would be required to do quite a bit of reading. Each unit you will be required to participate in forum (shared activities) designed to facilitate your understanding of Human Performance issues while stimulating group cognition about ideas and how they can be applied to practical problem. The course syllabus, course assessment document and course schedule are presented for your review.

In this course I would like to value collaborative knowledge-building and have established some guidelines to assist with the discussions in your shared activities.

I can be reached via Skype (Hillleroy) and email (leroy.hill@open.uwi.edu)

LeRoy Hill, PhD

May 29, 2020

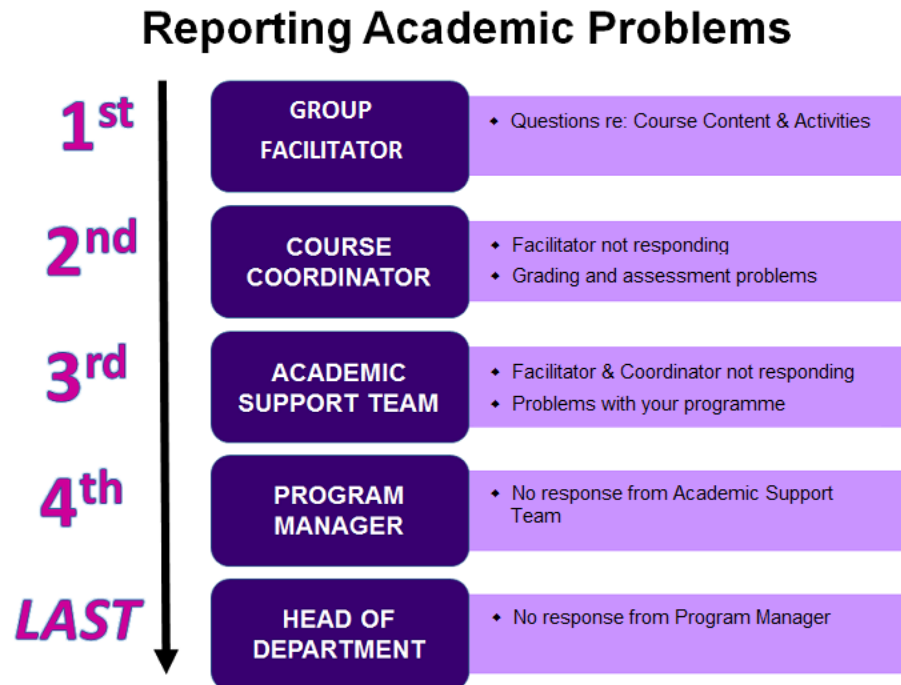
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REPORTING ACADEMIC PROBLEMS

If you encounter academic problems use this chart to guide you in reporting them:



UWI REGULATIONS REGARDING DISSATISFACTION WITH EXAMINATION RESULTS

A student who is dissatisfied with the results of his/ her examination should report his/ her dissatisfaction in writing to the **Assistant Registrar, Assessment, Awards and Records**. **Students should** read the *Regulations for Graduate Diplomas and Degrees* on the procedure related to requesting (a) Remark; or (b) Review/Go Through.

Note that for a 'Review', **only students who have failed** a course may request to go through his/ her script with the Examiner.

A 'Remark' shall **not** apply to coursework which counts for **60% or less** of the total assessment of the course and when such coursework consists of more than one piece, none of which individually exceeds 40% of the total assessment provided; that where a single piece of coursework counts for more than 40%, re-marking shall be allowed for that piece.

GENERAL INFORMATION

Course Code:	EDID 6502
Course Title:	Analysing Human Performance
Programme:	Graduate Diploma in Instructional Design
Credits:	Three (3)
Prerequisite:	none
Co-requisite:	None
Academic Year:	2020 (Summer)
Course Coordinator:	Dr. LeRoy Hill

Some important information to keep in mind:

1. Your picture uploaded on the Learning Exchange must conform to the following – a profile of just your face; a close-up image that allows you to be recognized
2. The Department in the Open Campus (OC) ultimately responsible for the delivery of this course is: **The Programme Delivery Department**. View the OC Web Site for information on your Programme: <http://www.open.uwi.edu/>
3. There are different avenues available to you as a student to receive support. The avenue you take is dependent on your particular need. View the QUICKLINKs in your course for *Frequently Asked Questions (FAQs)*

INTRODUCTION

This Course Guide provides you with an overview and useful information and guidelines about the course **Analyzing Human Performance**. The guide will assist you in the preparation of your course of study for the entire semester. Unit outlines for each area is provided to guide you with regard to the material that needs to be covered and the timeframe within which it must be done. A detailed delivery schedule will also be provided so that you may keep abreast of all readings and tutorial activities supplemented by your reading list. Furthermore, you are provided with a breakdown of the assessment components that will contribute towards your final grade. The design of the overall assessment of the course is clearly presented to assist you in understanding the expectations and also to enable you to establish a plan of action to successfully manage the course. The assignments in each unit are described, accompanied by the marks awarded, a rubric detailing how the marks are allocated and the expected date of submission. This course guide then, is the

document which serves as your reference, detailing all you need to know regarding the structure of the course.

Course Coordinator's Role:

The Course Coordinator provides academic leadership for a particular course. As the academic leader the Course Coordinator is accountable for maintaining the quality assurance and academic standards in the course according to University guidelines. Working with the respective specialists available in the Programme Delivery Department of the Open Campus, the Course Coordinator is responsible for interpreting and implementing the curriculum of a course as determined by an approved Course Outline. During the academic term, the Course Coordinator supervises the Group Facilitators during the implementation of the course delivery, and serves as an Examiner for the course.

Group Facilitator's Role:

The Group Facilitator is the primary academic interface with the learners and is ultimately responsible for delivering our programmes to Open Campus students. A Group Facilitator is assigned a group of students within a course and is supervised by the Course Coordinator. The Group Facilitator has the responsibility of ensuring a student is aware of the requirements of the course and must be responsive to student queries for clarification. The successful facilitator approaches the responsibility with a learner centered attitude, openly engaging participation in course activities and promoting engagement with the group to create a community of learning. The Group Facilitator is not a lecturer, but rather someone who collaboratively builds learning, inspires curiosity, respects student input, fairly evaluates learners and provides meaningful feedback that leads to growth.

Course Coordinator's Expectations

Students are expected to provide feedback to peers in group and general forums. This is an important aspect of the collaborative learning approach that I recommend. You will expect that I will provide feedback on your formative work in a timely manner.

Plagiarism Policy

The practice of plagiarism is prohibited and attracts a penalty. The Open Campus has a stated policy related to plagiarism which it expects students to understand and comply with. The Open Campus utilizes the ***Turn It In*** software capability to recognize potential abuses of plagiarism. Please view the details concerning plagiarism on the QuickLink in the left hand column of the course page for the Graduate Student Anti-Plagiarism Policy. Turnitin will be used for all assignments. Students will also be allowed to submit work for formative feedback before final assignment. These formal checkpoints will also be submitted in Turnitin.

Citation Requirements for this Course

APA Style, Version 6

Netiquette and Course Behaviour:

The usual courtesies that we expect in face to face encounters will be the norm in our online classroom. We must honour the feelings of others and the differences in opinions that will emerge. In this course we will, to the best of our abilities, model online the best kinds of interpersonal behaviour that we would like to see displayed by our peers. As you interact within the online environment there are university standards that you must adhere to when you communicate with peers, tutors and Open Campus staff. You are expected to become familiar with these standards in an effort to maintain respectful and cordial environment. Please view the University Guidelines on Netiquette on the QuickLink in the left hand column of the course page for additional information.

Course Orientation:

Please make sure you spend sufficient time during the first two days updating yourself with important course information on the course site. This will help you to orient yourself and become more comfortable in the online environment. If you are not familiar with the Learning Exchange, take this time to learn to navigate within it and use the various tools available to you. Most of all, take this time to get to know your peers, Group Facilitator and Course Coordinator.

COURSE OUTLINE

Course Overview

EDID6502: Analysing Human Performance is a key requirement toward the completion of the Graduate Diploma Programme in Instructional Design. It builds on EDID6501: Learning Theory and Instructional Design, EDID6503: Instructional Design Theories, Models and Strategies, and EDID 6505: Systems Approach to Designing Instructional Materials and will require you to utilise most of the information gained from these latter courses. However, while these courses focused on theory, and enable you to develop key skills and competencies in instructional design, EDID 6502 will provide you with the needed nexus in synergising the various aspects of organizational management and the most important aspect—human performance and performance models and training analyses.

The purpose of the Analysing Human Performance course is to introduce you to the processes and techniques used in performance analyses and training. You will understand the role of human performance analysts and develop skills and competencies necessary in analysing performance and you will identify and suggest strategies for improving human performance and create appropriate intervention plans for gaps in performance. You will also choose the appropriate method and data collection techniques in analysing and developing an analysis plan for training. You will conduct the performance and cause analyses in a selected organization and generate a set of solutions to a performance need, thereby matching correct causes to specific drivers/barriers associated with a performance problem.

During the course, you will be guided through in detail, the various phases of performance and training models as you work towards providing a solution to a performance and/or training need in your work environment.

Course Competencies

Competency Domain	Sub-Competency
Reflective Self-Awareness	<ul style="list-style-type: none"> • Asking Questions Soliciting Feedback • Accuracy and honesty in self-assessment • Continuous quality improvement • Strategy, motivation, and initiative
Critical Thinking	<ul style="list-style-type: none"> • Explanation of Issues • Analysis of Evidence • Influence of Context and Assumptions • Student's Position (Perspective/ thesis/ hypothesis) • Conclusions and Related Outcomes

Course Rationale

The purpose of the entire diploma programme is to prepare educators, trainers, curriculum development professionals, instructional designers, multimedia specialists and other education professionals to systematically analyze the requirements for, and design, develop and evaluate educational, instructional and professional development courses that employ the best practices of learning theory, instructional theory, instructional strategies and assessment and evaluation.

Analysing Human Performance is necessary since it enables participants to understand the importance of human capital and its contribution to organizational climate. The ability to determine performance gaps and propose appropriate training with a view to forecasting and succession planning are necessary elements of an organisations' human resource management and is just as important as fiscal infrastructure.

Course Topics

The units to be covered in this course are as follows:

Unit #	Session #	Topics Covered
Unit 1	Week 1: June 15 – June 20	Orientation – (Only 1 day); Laying the Foundation
Unit 2	Week 2: June 21 – June 27	Types of Analysis
Unit 3	Weeks 3 & 4: June 28 – July 11	Conducting Analyses
Unit 4	Week 5 & 6: July 12 – July 25	Intervention Selection and Design
Unit 5	Week 7: July 26 – July 31	Training Analyses

Course Goals

The goals of this course are to enable students to:

1. Apply theoretical underpinnings of performance and training analyses empirically and heuristically.
2. Provide anecdotal evidence to substantiate such applications.
3. Develop a level of awareness of the processes involved in performance and training analyses.

Course Objectives

Upon completion of this course, you should be able to:

2. Describe the role and major responsibilities of the human performance analyst.
3. Describe the theoretical underpinnings of performance, performance analysis, and training

- analysis.
4. Identify the appropriate type of analysis to complete in a given situation
 5. Apply a typical performance analysis model to identify and meet an organizational need and associated performance needs in a cost effective and efficient manner. (Final Project Objective)
 6. Create an analysis plan for conducting performance, gap, root cause and training analyses
 7. Select appropriate data collection tools and methods
 8. Choose a strategy for analyzing a performance problem including appropriate techniques and tools for data collection and analysis. (Case Study)
 9. Conduct the performance and cause analyses in their selected organization (Final Project)
 10. Apply a typical model of human performance improvement to identify appropriate interventions for a performance gap
 11. Match correct causes to specific drivers/barriers associated with a performance problem.
 12. Generate a set of solutions to a performance need in a case study.
 13. Generate a set of solutions to the learners own identified performance gap (Final Project)
 14. Describe the purpose, scope and information required to complete a training analysis
 15. Generate an analysis plan for conducting a training analysis including information requirements, sources of information, analysis tools and methods and presentation of results.
 16. Apply a training analysis plan to the Island Bank Case Study.
 17. Evaluate personal leadership and teamwork skills while working collaboratively in team project.
 18. Assess personal and group participation against established criteria

Course Units

The course consists of seven units. Each unit has a specified number of sessions. These units and their session topics are listed below.

1. Unit 1 – Laying the Foundation (1 week)

Unit 1 Objectives

At the end of this unit you should be able to:

1. Describe the role of analysis in a performance improvement model.
2. List the major responsibilities, duties, tasks, education and experience required of a human performance consultant/analyst
3. Identify theoretical origins upon which human performance improvement is founded.
4. Identify the current work, workplace, or market environment elements that affect organizational and group performance.
5. Identify the environment and culture of the work and workplace and how they affect organizational and group performance.
6. Describe the total performance system

Unit 1 Sessions

Session 1 – Introduction to Human Performance Improvement

Session 2 – Analysis and the analyst's role

Session 2 – The theoretical framework of analyzing human performance

2. Unit 2 – Types of Analysis (1 week)

Unit 2 Objectives

At the end of this module you should be able to:

1. List the three areas of focus for performance analysis
2. Define performance analysis as organizational analysis, environmental and gap analysis
3. Identify the information required and sources of data to complete a performance analysis
4. Choose appropriate issues to review for each of the four levels of environmental analysis
5. List the areas of focus for gap and cause analysis
6. Identify cause examples for each performance problem and rationale for selecting the most likely cause(s)
7. Match appropriate cause examples with specific drivers related to a performance problem
8. Define training analysis
9. Identify the information required and sources of information for training analysis needs data
10. Explain the relationship of training analysis to performance analysis, cause analysis and intervention selection
11. Identify the information required and sources of information for training analysis needs data
12. Explain the relationship of training analysis to performance analysis, cause analysis and intervention selection

Unit 2 Sessions

Session One – Performance Analysis

Session Two – Gap and Cause Analysis

Session Three – Training Analysis

3. Unit 3 – Conducting Analyses (2 weeks)

Unit 3 Objectives

At the end of this unit you should be able to:

1. Create an analysis plan for a performance analysis.
2. Select appropriate data collection tools and methods
3. Create an analysis plan for conducting performance, gap, root cause and training analyses

Unit 3 Sessions

Session 1– Data Collection for Performance Analysis

Session 2 – Data Collection Method

4. Unit 4 – Intervention Selection and Design (2 weeks)

Unit 4 Objectives

At the end of this unit you should be able to:

1. Identify appropriate interventions for a performance gap
2. Generate a set of solutions to a performance need in a case study
3. Generate a set of solutions to the learners own identified performance gap (Final Project)
4. Propose recommended solutions to close the performance gap identified in final project.

Unit 4 Sessions

Session 1 – Introduction to Intervention Selection and Design

Session 2 – Selecting the Best Intervention

5. Unit 5 – Training Analyses (1 week)

Unit 5 Objectives

At the end of this unit you should be able to:

1. Identify critical success factors for conducting a training analysis
2. Create an analysis plan for conducting a training analysis
3. Select appropriate data collection tools and methods (Refer to Unit 3)
4. Select appropriate data presentation methods and tools (Refer to Unit 3)

Unit 5 Sessions

Session 1: Review: Training Analysis

Session 2: Conducting a Training Analysis

Final Group presentations

Course Delivery Method and Schedule

This online course is tutor supported and is scheduled to be delivered over a twelve (9) week teaching period. The main course materials which are available on your course site, comprise unit content, additional readings and other online resources.

You will be required to log into the course site frequently, ideally once a day, but if not at least three to four times a week. Each week you will be expected to participate in online group activities as well as interact with your peers and group facilitator or e-tutor. Your group facilitator or e-tutor will help you to understand and explore the course materials by providing guidance and clarification. However, you must be prepared to work through all of your course materials independently.

There is also provision within your course site for you to interact with your peers socially. Tools such as Group Lounge, Group Chat Room and Graduate Programmes Network are all provided to ease your stress levels.

Course Assessment

This course will be assessed using three categories of activities/assignments: participation, project development, and project implementation. The course assessment comprises 100% course work. There are no examinations. Note, every assignment is important and the course builds on the knowledge and experience gained from each activity. You will be assessed on the basis of the quantity, quality, and timeliness of your efforts.

The weighting for the assessments in this course is as follows:

Assessment Item	Weight (%)
Component A - Individual Project 1. Project Development [Individual] <ul style="list-style-type: none"> • Background, Purpose, and Gaps 2. Project Implementation [individual] <ul style="list-style-type: none"> • Performance Analysis <ul style="list-style-type: none"> ○ Organizational analysis ○ Environment analysis ○ Gap analysis ○ Cause analysis • Intervention Selection <ul style="list-style-type: none"> ○ Performance support ○ Job analysis/ work Design ○ Intervention listing & prioritization ○ Personal / human resource development ○ Organisation communication • Final Report and Reflection 	40
Component B- Group project & Presentation Group consultancy project <ol style="list-style-type: none"> 1. Intervention design 2. Intervention Development 3. Evaluation Framework 4. Presentation & Final Group Report 	40
Component C - Participation <ol style="list-style-type: none"> 5. Forums 6. Online Sessions, 7. Shared group activities Group project shared activities	20
Total	100

Details of each assessment category will be provided in supporting documents in the Learning Exchange.

Requirement: Students will be required to submit a Coursework Accountability Statement, which will be

automatically appended to each assignment in Moodle.

Assessment Design

Rubrics – will be provided in Learning exchange in detailed assignment document.

Teaching Methods:

This online course will be delivered asynchronously and synchronously, using the following online tools:

- **Synchronous:**
 - a. the use of Blackboard Collaborate for scheduled sessions,
 - b. the use of Skype or other tools for individual sessions or meetings
 - c. Group sessions via Blackboard Collaborate
- **Asynchronous:-**
 - a. discussion forums,
 - b. blogs and/or other online course activities
 - c. Course materials available online
 - d. Supplementary online readings
 - e. Online discussions and presentations
 - f. Case Studies and Projects - Group Work
 - g. Project Work

The following teaching strategies will be employed to promote individual and group-based learning:

- Group-based online discussions
- Tutor-led tutorials
- Collaborative learning activities
- Individual assignments
- Project-based group assignments

The main course material will be delivered from an online course package comprising Units and Readings. Learners will refer to the course Units and readings before engaging in online group discussions, as these will help students to further understand and interrogate the issues raised within the units of instruction.

Course Delivery

This course will be delivered over 8 weeks using the following strategies:

The main course material will be delivered in a course package comprising Units and Readings.

Each week you will be provided with guidance on particular topics to focus on, but you must also be prepared to independently work through all the of your course material.

- You will be expected to participate in your online groups with your Group Facilitator.
[Say how you want them to participate. Suggest that they log in frequently e.g (as good practice log in daily and for more extended hours at least 4 times per week) and interact with their peers and e-tutor.][If your course has problem sets or tutorial questions to work through please indicate this and refer students to the delivery schedule for relevant dates. Also indicate, in the case of problem sets, how feedback will be provided (e.g. will be available on the course site at(indicate a given time)]
- There will be 2 BBC Sessions scheduled for this course. During the first session, the Course

Coordinator will address any queries on course assessment or any other issues pertaining to the schedule of the course.

Marking Scheme for Graduate Programmes:

The marking scheme for graduate degrees and diplomas is as follows:

Passing Grades:		Percentage Range
	A	70 - 100
	B+	60 - 69
	B	50 - 59
Failing Grade:		
	F	0 - 49

The pass mark is 50%. For the purpose of the overall examination of a course, the individual assessment items are re-configured as follows:

Component A – Individual assignment

Component B – Group assignment

Component C – Participation Report

To pass the course a student must:

Obtain 50% or above as the average of Assignment 1 (Component A)

Obtain 50% or above for Assignment 2 (Component B)

Obtain 50% or above for Participation (Component C)

NOTE: GRADED PARTICIPATION ACTIVITIES. Students are expected to be active learners throughout the entire course. Participation in **WEEKLY** discussions online is required because this is where students interact with their with their peers to share their experience.

ACADEMIC CALENDAR

Important dates to keep in mind:

ACTIVITY	DATES
SUMMER	June 15 – JULY 31, 2010
Registration	May 04 – June 14
Semester Begins	May 20
Late Registration (ADD/DROP) (with penalty)	June 15 - 19
Teaching Begins	June 15
Teaching Ends	July 31

Reading schedule

TOPIC	TEXT/ ASSIGNMENT
Introductions; Definition and Basic Principles; Case Study	
Definition and Basic Principles; Domain of HPI; Analysis of Performance Problems; HPI models	1,2
Analysis of Performance Problems; The Business of HPI	3
Understanding the Behaviours of Employees in Organizations; Organizational Culture; Organizational Communication;	Case Study 1.1 thru 1.5
Models; Performance Analysis; Cause Analysis; Case Study	4,5,6,7
Models; Performance Analysis; Cause Analysis; Think Tank	8; Case Study 2.1 and 2.2
Intervention Selection and Design	9,18
Intervention Selection; Learning Interventions; Skill Sets; Think Tank	10,11
The Business of HPI; Planning and Managing HPI Projects; Demonstrating Return on Investment in Performance Improvement	19,20
Job Analysis/Work Design/ Personal Development Intervention	12,13
HRD/Organizational Communication/ Organizational Design and Development Interventions, Financial Interventions Group	14,15,16,17
Implementation	21 Case Study 4.1
Implementation and Maintenance Group	22 Case Study 4.2
Evaluation	23,24

RESOURCES

REQUIRED

Van Tiem, D.M., Moseley, J.L. and Dessinger, J.C. (2012). **Fundamentals of Performance Improvement: A Guide to Optimizing Results Through People, Process, and Organizations**, 3rd ed. San Francisco: Pfeiffer/Wiley/ISPI. (ISBN: 978-1-118-02524-6)

Recommended:

Pershing, J.A., Ed. (2006). **Handbook of Human Performance Technology, Third Edition**. San Francisco, CA: Jossey-Bass. (ISBN:0-7879-6530-8)

Biech, E., Ed. (2008). **ASTD Handbook for Working Learning Professionals**. Alexandria, VA: American Society for Training & Development. (ISBN: 10:1-56286-512-9).

Rothwell, W.J. (2005). *Beyond Training and Development: State-of-the-Art Strategies for Enhancing Human Performance*, Second Edition New York: N.Y.: American Management

Other online reading materials and resources which will be available for each unit either on your course site or through the UWI databases.

Extended Reading List

Clark., R. & Estes, F. (2002). *Turning research into results A guide to selecting the right performance solutions*. Washington, DC: ISPI Press.

Dean, P. (1995). Examining the practice of human performance technology, *Performance Improvement Quarterly*, 8 (2), 68-94.

Dickelman, G.J. (2000). EDIT 797: Performance-based design [Online], http://pcd-innovations.com/EDIT797/id98_m.htm

Ellsworth, James B. (2000). [A survey of educational change models](#). ERIC Digest: Clearinghouse on Information & Technology, Sept. 2000. EDO-IR-2000-07.

Esque, T. (2001). *Making an Impact*. Washington, DC: ISPI Press.

Gayeski, D. (1999). *Frontiers in human performance technology in contemporary organizations*. In H.D.

Stolovich & E.J. Keeps (Eds.), *Handbook of human performance technology* (pp.936-949). San Francisco: Jossey-Bass Publishers.

Gery, G. (1991). *Electronic performance support systems: How and why to remake the workplace through the strategic application of technology*. Boston: Weingarten Publications.

Kirkpatrick, D. L. (1994). *Evaluating training programs: The 4 levels*. San Francisco: Berrett-Kohler.

Raybould, B. (2001). *Performance support engineering: building performance-centered web-based systems, information a systems, and knowledge management systems in the 21st century*. *Performance Improvement*, 39(6).

Robinson, D. & Robinson, J. (1995). *Performance Consulting: Moving beyond training*. Berrett-Kohler.

Rogers, E. (1995). *Diffusion of innovations* (4th ed.). New York: The Free Press.

Schaffer, S.P. & Keller, J. (2003). Measuring the impact of performance interventions. *Performance Improvement Quarterly*, 16(1), 73-92.

Schaffer, S.P. (1999). *A review of organizational and human performance frameworks*. *Performance Improvement Quarterly*, 13(3) pp 220-243.

Senge, P.M. (1990). *The Fifth Discipline: The Art & Practice of the Learning Organization*. New York: Doubleday-Currency.

Stolovich, H.D. & Keeps, E.J. (1999). *Handbook of human performance technology*. San Francisco: Jossey-Bass Publishers.

STUDENT RESOURCES: USING THE TECHNOLOGY

Need assistance with the technology –for example, you cannot access your email account, or you cannot access the Learning Exchange, you cannot get into a BBC session, etc. Send an email to the UWI Open Campus Helpdesk – at helpdesk@open.uwi.edu

New to Online Environment: You can get information on the online tools used in your courses by accessing the Self Orientation on LE. Get information on how to upload your file, access your emails, etc.

Learning more about the conferencing tool Blackboard Collaboration. Learn how to check your system, download the launcher, how to use the tool to do a presentation, etc.

BBC Resource Space -

Need to check your document for plagiarism – learn how to use the TURNITIN tool, how to upload an assignment, download the similarity report, how to read the report and make adjustments to your document.

Turn-it-In Resource Space -

STUDENT RESOURCES: For Graduate Students

REGULATIONS FOR GRADUATE DIPLOMAS AND DEGREES

<http://www.uwi.edu/Libraries/Grip/RegulationsforGraduateDiplomasandDegrees2.sflb.ashx>

GRADUATE HANDBOOKS AND DOCUMENTS:

<http://www.uwi.edu/grip/handbooks.aspx>

PLAGIARISM - HOW TO CHECK FOR PLAGIARISM

<http://www.uwi.edu/grip/didyouknow.aspx#pt5>

UWI Policy on Graduate Students Plagiarism

<http://www.uwi.edu/Libraries/Grip/RegulationsforGraduateDiplomasandDegrees2.sflb.ashx>

UWI Regulations on Plagiarism -Graduate Diplomas and Degrees

<http://myspot.mona.uwi.edu/postgrad/sites/default/files/postgrad/uploads/University%20Regulations%20on%20Plagiarism%20Graduate%20Diplomas%20and%20Degrees.pdf>

STUDENT RESOURCES: Referencing with APA

The Basics of APA.

Interactive slideshow presentation concerning the basics of formatting your paper in the APA format.

<http://flash1r.apa.org/apastyle/basics/index.htm>

Basics of Setting up an APA Style paper in Microsoft Word

YouTube video playlist presentation concerning the basics of formatting your papers in Microsoft Word, in the APA format

<https://www.youtube.com/playlist?list=PL8F43A67F38DE3D5D>

APA Reference List Helper

This little online resource will help you create proper references, in APA style, for the various types of works you will cite in your papers.

<https://www.citethisforme.com/>

Online APA Guide

This link takes you to the online Owl Purdue APA Guide. Here you can get all APA information related to tasks such as doing up a proper reference sheet, formatting your papers and so on. For those who like reading online, as opposed to from a downloaded or physical style manual, this is the link for you.

<https://owl.english.purdue.edu/owl/resource/560/01/>

COURSE TOPICS & DELIVERY SCHEDULE

UNIT	1- Laying the Foundation	2- Types of Analysis		3- Conducting Analyses	
Duration	Week 1: June 15 – June 20	Week 2: June 21 – June 27		Week 3: June 28 – July 4	Week 4: July 5 – July 11
Topics	<ul style="list-style-type: none"> Introducing HPI Analysis and the Analyst's Role Theoretical Framework of Analysing Human Performance 	<ul style="list-style-type: none"> Performance Analysis 	<ul style="list-style-type: none"> Gap and Cause Analysis Training Analysis 	<ul style="list-style-type: none"> Performance analysis plan Data Collection for Performance Analysis 	<ul style="list-style-type: none"> Data Collection Method Data Collection for Performance Analysis
Participation	<ul style="list-style-type: none"> Reading Forum (Shared Activity) 	<ul style="list-style-type: none"> Reading Forum (Shared Activity) BBC Session 	<ul style="list-style-type: none"> Reading Forum (Shared Activity) 	<ul style="list-style-type: none"> Reading Forum (Shared Activity) 	<ul style="list-style-type: none"> Reading Forum (Shared Activity) BBC Session
Project Development		Case Analysis	Background	Purpose	Case Analysis 2
Chapters	1, 2 - 3	4-5	6	7-8	

		4 - Intervention Selection, Design and Development		5 - Training Analyses
Duration		Week 5: June 12 – July 18	Week 6: July 19 – July 25	Week 7: July 26 – July 31
Topics		<ul style="list-style-type: none"> Intervention Selection & Design 	<ul style="list-style-type: none"> Selecting the Best Intervention 	<ul style="list-style-type: none"> Training Analysis Conducting a Training Analysis Project Implementation/ Execution
Participation		<ul style="list-style-type: none"> Reading Forum (Shared Activity) 	<ul style="list-style-type: none"> Reading Forum (Shared Activity) Group formation & confirmation of roles BBC Session	<ul style="list-style-type: none"> Reading Forum (Shared Activity) Project DUE July 31
Project Development		Intervention		
Chapters		9-12	13	21-22