



**PRESENTATION GUIDES**

WED 460 - Occupational Analysis and  
Curriculum Development

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# Presentation Guide

Orientation

WED 460

Visuals

A. Name and title of course

**0.1**

B. Administrative Considerations

1. Roll

2. Location of class meetings

3. Days of meetings/holidays

4. Timekeeper

5. Student information cards

6. Course product/appearance/  
academic portfolio

7. Grading

**Grade  
sheet**

C. Class Introductions

D. Learner's and Instructor's Guide

1. Organization

a. Syllabus

b. HPI Program Development Guide

1) Title page

2) Table of Contents

- 3) Foreword
- c. Assignment sheets
  - 1) Delivery Schedule
  - 2) Dates
  - 3) Reading assignments completed **before** coming to class
  - 4) Discussion topics parallel objectives
- 2. Organization of “Unit”
  - a. Introduction - Unit Two
  - b. RPO/LOLA
  - c. LOLA #3
    - 1) Learning objective
    - 2) Learning activities
      - a) Reading assignments
      - b) Illustrated Presentation-discussion
      - c) Assignment
        - (1) Written assignment-  
last learning activity
        - (2) **Bold print**
        - (3) Corresponds with  
entries in syllabus  
and course product
- 3. Glossary (Pp 162-182)

## E. Focus

1. Organizational logic;
2. Analytical technique;
3. Systems theory;
4. Deductive reasoning;
5. Philosophic thought and, perhaps,
6. Concepts regarding curriculum

## F. Miscellaneous

1. “Try” doesn’t count
2. “Monkey business”
3. Starkweather
4. Language Skills
  - a. Reading
  - b. Writing
  - c. Listening
  - d. Speaking
4. Retention curve
5. Grade received = grade earned
6. 90% don’t come by
7. It is a business

## Presentation Guide

### Unit One - Workplace Education

#### Visuals

#### Objective #1 - Review the Workplace Education Curriculum Model

##### A. Review LOLA

**p 19**

##### B. Workplace Education

###### 1. Interesting Statistics

**1.1**

a. 31,000

b. 96%

c. 24% occupations/BS preparation

d. High school drop-out rates

###### 2. 24 hour clock

**1.2**

###### 3. Definition

**1.3**

###### 4. WE - AEOP

**1.4**

###### 5. Progression: 11 and beyond

**1.5**

a. Spiral Concept

b. Characteristics

**1.6-7**

## Presentation Guide

### Unit Two - Development Process

#### Visuals

Objective #2 - Review the HPI Program  
Development Process

A. Review LOLA

**p 23**

B. Workplace-Learningplace Concept

**Two  
circles**

C. “Blackbox”

**Drwng**

1. Components

a. “Blackbox” (central component)

1) “Entrance” and “Exit”

2) Names

a) “Blackbox”

b) Treatment

c) Change agent

(1) David Williams

d) Behavior modification  
unit

e) Performance improvement  
element

f) The curriculum in its  
various forms

- g) “Means”
- h) Learningplace
- b. “Student”
  - 1) Adult learner
  - 2) “KASH” formula
- c. Prerequisites
- d. “Graduate”
  - 1) “KASH +”
  - 2) “+” / “ends”/HPI
- e. ROI/“Performance transfer”
  - 1) Retrospect of HPI from the workplace

## D. Three Phases

## 2.1

### 1. Analysis

- a. Workplace words
- b. Occupational **structure**?
- c. Worker **do**?
- d. Need to **know**?
- e. “Establish the basis for. . .”

### 2. Conversion

- a. Word transition
- b. Structure transition
- c. Activity transition
- d. Knowledge transition

### 3. Implementation/Development

- a. Learningplace words
- b. Programmatic materials

## E. HPI Program Development Process

**p 24-5**

### 1. Comparison with general model

#### a. Phases

- 1) Analysis
- 2) Conversion
- 3) Implementation/development

#### b. Recipe

#### c. Purpose

- 1) Articulated, modularized  
competency-based
- 2) Focus of purpose: learningplace,
  - a) Instructor-led
  - b) Individualized
    - (1) Print-based
    - (2) Computer-based
      - (a) CD-ROM
      - (b) Web-based
  - c) Hybrid
  - d) Other
    - (1) Simulation

## F. Preparation of Worksheets

**Presentation Guide**  
Unit Three - Analysis

Visuals

Objective #3 - Prepare an Occupational Classification and List of Primary Occupations

A. Review RPO/LOLA

**p 29-30**

B. Purpose - **Establish the basis for a**  
*vertically articulated* HPI curriculum

C. Components of Worksheet

**3.1-2**

1. Title
2. Occupational Area of Interest
3. Category
4. Divisions
5. Groups
6. Sub-groups
7. Primary Occupations
8. Tracking

D. Configuration of Sheet

1. “•”

2. Deductive
  - a. General to specific; known to unknown
  - b. Convergent
3. Inductive
  - a. Specific to general; unknown to known
  - b. Divergent
4. Electronics/Paul Lyons
5. Occupational hierarchy
6. Relationship of A of I/“niche” to “Group”

E. Relationship to Organization Chart/ **Drawings**  
Outline Format/Industries

- F. Occupational Area of Interest
1. Niche
  2. Corner of the world
  3. Small
  4. Relationship to smallest grouping

- G. Categories
1. 31,000 occupations
  2. Understand/manage
  3. Occupational categories
  4. “Red Square” analogy

**3.3-4**

## 5. Goods and Services example

### H. Functional Divisions

1. Components of category
2. Summative relationship to category

### I. Functional Groups

1. Components of division
2. Summative relationship to division

### J. Functional Sub-groups

1. Components of group
2. Summative relationship to group
3. Sub<sup>x</sup>-groups

### K. Primary Occupations

**3.5**

1. Three
2. Definitions
3. Defined years of HPI
4. Magnitude of hierarchy
5. “Not under one roof”

### L. Illustrate spiral concept development

**Presentation Guide**  
Unit Three - Analysis

Visuals

Objective #4 - Determine Occupational Specialties and Sub-specialties of the Primary Occupation

A. Review RPO/LOLA

**pp 38-9**

B. Purpose - **Establish the basis for a** *horizontally articulated* and *modularized* HPI program

C. Components of Worksheet

**4.1**

1. Title

2. Primary Occupation

a. Same as. . .

3. Occupational specialties

4. Occupational sub-specialties

5. Occupational sub<sup>x</sup>-specialties

6. Tracking

D. Advantage - Provides for en route employment options

E. Points of passage

F. Illustrate spiral concept development

**Presentation Guide**  
Unit Three - Analysis

Visuals

Objective #5 - Determine Areas and Sub-areas of Responsibility of the Primary Occupation

A. Review RPO/LOLA

**pp 43-4**

B. Purpose - Accommodate the analysis of a primary occupation which cannot be sub-divided into occupational specialties and sub-specialties

C. Components of Worksheet

**5.1**

1. Title

2. Primary Occupation

a) Same as . . .

3. Areas of Responsibility

4. Sub-areas

5. Tracking

D. Contrast to OS/OSS worksheet

a. Disadvantage - No en route employment options

**Presentation Guide**  
Unit Three - Analysis

Visuals

Objective #6 - Write a Task Listing Sheet

A. Review RPO/LOLA

**pp 47-8**

B. Purpose - **Establish the basis for**  
developing a *competency-based*  
HPI program

C. Definition of a competency-based  
HPI program

D. Components of Worksheet

**6.1**

1. Title
2. Heading
3. Body
4. **Four** tasks

E. TLS - Areas of Responsibility

**6.2**

F. Extension of OS/OSS or AR worksheet

G. Definition/Characteristics

**6.3**

## H. Sample Tasks

**6.4**

### I. Illustrate spiral concept development

**Presentation Guide**  
Unit Three - Analysis

Visuals

Objective #7 - Write Task Analysis Sheets

A. Review RPO/LOLA

**pp 54-5**

B. Purpose - **Establish the basis for** developing *knowledge and performance-related* learning activities of a learning objective.

C. Components of Worksheet

**7.1-2**

1. Title

2. Heading

3. Body

a. Performance steps

b. Standards of performance

c. Technical information topics

d. Tools/equipment

e. Materials/supplies

f. Computer software

g. Technical references

## D. Performance Steps

1. Definition **7.3**
2. Content of performance-related learning activities, i.e., *demonstration, practice, performance test*
3. Verb-noun
4. Performance steps - upper and lower case letters
5. Summative
6. Sequential vs mutually exclusive
7. Begin at beginning; bring closure at end
8. Examples

## E. Standards of Performance

1. Definition **7.4**
2. **Response to the question**, “when is the performance step done correctly?”
3. 1:1 ratio; PS/SofP
4. “Bullet” statements
5. One or more phrases/statements
6. **Do NOT** begin statement with verb.
7. Not “how to”

## F. Technical Information

1. See “Informational Analysis”  
portion of TPDP

## G. Tools/Equipment

**7.2**

1. “Hardware” worker has to  
perform task
2. Differentiate tools/equipment
3. Capital, 3 years, non-expendable
4. Mowing example

## H. Materials/Supplies

**7.2**

1. Materials/supplies worker has to  
perform task
2. Commodities/consumables
3. Mowing example

## I. Computer Software

**7.2**

1. Computer software needed by the  
worker to perform the task

## J. Technical References

**7.2**

1. Informational sources worker has  
available for reference
2. Books, reference manuals, charts,  
microfiche, websites

**Presentation Guide**  
Unit Three - Analysis

Visuals

Objective #8 - Write a Performance Step Analysis Sheet

A. Review RPO/LOLA

**pp 60-1**

B. Purpose - **Establish the basis for** continuing development of the *performance-related* learning activities of a learning objective.

C. Components of Worksheet

**8.1**

1. Title

2. Heading

3. Body

a. Performance step details

b. Standards of performance

D. Performance Step Details

1. Definition

**8.2**

2. Source of content of **performance-related** learning activities, i.e., *demonstration, practice, performance test*

3. Steps of a step
4. Verb-noun
5. Sequential
6. Summative
7. Examples

#### E. Standards of Performance

1. Definition
2. Logically, same as S of P for performance steps, but more specific
3. Do **NOT** introduce with verb; not “how to”
4. **Answer to question**, “when is the performance step detail done correctly?”
5. 1:1 ratio; PS/SofP
6. “Bullet” statements
7. One or more phrases/statement

**Presentation Guide**  
Unit Three - Analysis

Visuals

Objective #9 - Write Technical Information Topics

A. Review RPO/LOLA

**pp 65-6**

B. Purpose - **Establish the basis for** developing the *knowledge-related* learning activities of a learning objective.

C. Review Task Analysis Sheet

**9.1-2**

D. Technical Information Topics

1. Definition

**9.3**

2. Source of content for **knowledge-related** learning activities, i.e., *knowledge acquisition, knowledge review, knowledge test*

3. Relationship to task

4. Judgment-forming, decision-making ability; informed decision

## 5. Categories of Human Behavior

- a. Cognitive, Motor
- b. Head-Hand Theory
- c. “Psycho-motor”

## E. Types of Technical Information

1. “Task specific” technical information
  - a. **“MUST KNOW”** to do
  - b. Directly related to task
  - c. If appropriate, always considered technical:
    - 1) Terminology
    - 2) Safety
    - 3) Legal
  - d. Examples other types technical information
    - 1) Pump wiring anecdote
2. “General” technical information
  - a. **“MUST KNOW”** to do
  - b. Generalizable to more than one task
  - c. Examples

**9.4**

## F. Illustrate spiral concept development

**Presentation Guide**  
Unit Three - Analysis

Visuals

Objective #10 - Write Career and Occupational Guidance Information Topics

A. Review RPO/LOLA

**pp 68-9**

B. Purpose - **Establish the basis for** developing *career and occupational guidance information materials*

C. Career and Occupational Guidance Information Topics

**10.1**

1. Related to occupation rather than tasks
2. “Must know” from an employee point of view
3. Organizational policy
4. Content of policy manuals
5. Course/Unit Syllabi

D. Copy example or make any desired changes

**Presentation Guide**  
Unit Four - Conversion

Visuals

Objective #11 - Determine Program, Course and Unit Titles

A. Review RPO/LOLA

**pp 74-5**

1. Transition
2. Workplace words-learningplace words
3. Transition of structure

B. Purpose - Establish the *organizational structure* of the HPI program

C. Curriculum Organization Chart

**11.1**

D. Components of Worksheet

**11.2**

1. Title
2. "Occupational Titles" column
3. "Programmatic Titles" column

E. Rationale

1. Occupational hierarchy
  - a. Workplace
  - b. Organizational analysis

- c. Occupational structure
  - d. Titles of primary occupation, occupational specialties, sub-specialties
  - e. Basis for naming programmatic components
2. Programmatic hierarchy
- a. Learningplace structure
  - b. Programmatic titles derived from workplace titles
  - c. Program, courses, units
  - d. Not “hokey”
- F. Illustrate spiral concept development

**Presentation Guide**  
Unit Four - Conversion

Visuals

Objective #12 - Write Learning Objective Sheets

A. Review RPO/LOLA

**pp 80-1**

B. Purpose - Continue the process of establishing a *competency-based* HPI program

C. Components of Worksheet

**p 84**

1. Title

2. Heading

3. Body

a. Learning objective

b. Learning activities

D. Synonyms

1. Behavioral objective

2. Instructional objective

3. Performance objective

4. Learning objective

## E. Four Steps to Creating Objective 12.1

1. *Identify* an activity
2. *Establish* the performance conditions
3. *Cast* the activity into the future  
(desired behavior)
4. *Establish* the evaluation criteria

## F. Types of Learning Objectives

1. Continuum
2. Expanded version
  - a. *More* complex
3. Basic version
  - a. *Less* complex
4. Hybrid

## G. Expanded Learning Objective p 84

1. Title
  - a. Mirrors task title
2. Performance Conditions
  - a. Environment Statement
    - 1) Optional
    - 2) Workplace/Learningplace
  - b. Hardware
    - 1) Required
    - 2) Tools/equipment/materials/  
supplies

- 3) Common basic/expanded
- 4) Task Analysis Sheet
- 5) Workplace/Learningplace

c. Software

- 1) Optional
- 2) Technical references
- 3) Learning aids
- 4) Task Analysis Sheet
- 5) Workplace/Learningplace

d. Miscellaneous

- 1) Optional
- 2) “. . .in the presence of the instructor”
- 3) “. . . with a partner”

3. Desired Behavior

- a. First appearance of the learner in the HPI program development process
- b. “Cast the activity into the future”
- c. “The learner will. . .”

- 1) Phrase establishes basic paradigm

**12.2**

- a) Point “A” ~ Point “B”

(1) Point “A” - Learner  
in the *present*

(2) Point “B” - Learning  
objective in the *future*

- (3) Relationship of learner to learning objective defined in terms of *time* and *space* with writing of desired behavior component of learning objective; that is, the “casting of the activity into the future.”
- (4) Symbiotic Relationship
  - (a) Concept of “learner” becomes a reality with creation of learning objective; that is, learner defined by existence of learning objective. Conversely, learning objective defined by presence of learner. One does not exist without the other.

2) Personalize

3) Integrate

- d. *Interesting question*: Do you have another learning objective if the *desired behavior* statement remains the same, but the *performance conditions* change?

#### 4. Evaluation Criteria

##### a. Product Statement

- 1) **WHEN** objective **DONE**  
**CORRECTLY?**
- 2) Common basic/expanded
- 3) Synergistic effect
- 4) Present tense

##### b. Process Statement

- 1) Past tense

##### c. Oral Quiz

- 1) Knowledge test
- 2) Past tense

##### d. Time

- 1) Basis - experienced practitioner
- 2) Quantitative
  - a) Absolute #
  - b) Range
- 3) Qualitative
  - a) Reasonable time
- 4) Past tense

##### e) Repetitions-over-time

- 1) Retention curve

- 2) Confidence
- 3) Past tense
- 2. Basic Objective **p 100**
  - a. Less complex
  - b. Common elements
    - 1) Performance conditions
      - a) Hardware statement
    - 2) Evaluation Criteria
      - a) Product statement
- 3. Hybrid Objective **p 102**

H. Illustrate spiral concept development

**Presentation Guide**  
Unit Four - Conversion

Visuals

Objective #13 - Write a Competency-based Program Outline

A. Review RPO/LOLA

**p 106-7**

B. Purpose - Continue the process of establishing a *competency-based* HPI program

C. Components of Worksheet

1. Occupational Specialties/  
Sub-specialties

**13.1**

2. Areas/Sub-areas of Responsibility

**13.2**

D. Reflects organization/content of task listing sheet

**Presentation Guide**  
Unit Four - Conversion

**Visuals**

**Objective #14** - Write Learning Modules

A. Review RPO/LOLA

**p 111-2**

B. Two-fold purpose - To identify and organize *knowledge and performance-related learning activities* for a given learning objective and to *establish a basis for developing instructor-led, individualized or hybrid learning materials*

C. Components of the Worksheet

**p 115**

1. Title

2. Heading

a. Components

b. Programmatic

c. Derived from . . .

3. Body

a. Learning objective

b. Learning activities

## D. Basic Paradigm (See Objective #12)

1. Point “A” ~ Point “B” **14.1**
  - a. Point “A” - Learner in *present*
  - b. Point “B” - Learning objective in *future*
  - c. Symbiotic relationship
2. Components
  - a. Learner
    - 1) “•”
    - 2) Learner defined by objective
    - 3) Located in “present”
    - 4) Definition: *Can’t do*, but *wants to*
  - b. Learning Objective
    - 1) Derived from task
    - 2) Located in “future”
3. Challenge **14.2**

## E. Basic Organizational Model

1. Learning Activities
  - a. Definition **14.3**
  - b. Order **14.4**
    - 1) Defined order or random?
      - a) TAS/technical information

- 2) Overall sequence
  - a) *Knowledge-related* learning activities **precede** *performance-related* learning activities
- 3) Within sequences
  - a) *Knowledge acquisition* learning activities **precede** *knowledge review* which **precedes** *knowledge test*
  - b) *Demonstration* **precedes** *practice* which **precedes** *performance test*

c. Phrasing **14.5**

- 1) Number of activity
- 2) Verb/noun phrase
  - a) Learner-oriented verb
- 3) Estimated Time
  - a) Individual learning activities
  - b) Total

d. Knowledge-related Learning Activities

- 1) Philosophic consideration
  - a) “Information” vs “knowledge”
    - (1) Information
      - (a) Environmental stimuli
      - (b) “Out there”

- (2) Knowledge
  - (a) Information “assimilated”, “internalized”, “processed”
  - (b) “Inside”
- 2) Emphasis on knowledge
- 3) Derived from Technical Information
  - Topics section, TAS
- 4) Head-Hand Theory (review)
  - a) Cognitive-motor
  - b) “Control towers”
- 5) Types
  - a) Knowledge *acquisition*
    - (1) Activities in which learner acquires requisite information
    - (2) Examples
      - (a) Read. . . .
      - (b) Take fieldtrip. . . .
      - (c) Listen to guest presenter. . .
      - (d) View videotape/DVD. . . .
  - b) Knowledge *review*
    - (1) Illustrated presentation-discussion
    - (2) Source of content
  - c) Knowledge *test*
    - (1) “Pass”?

- (2) Where academia stops!!!
    - (a) Faulty assumption: if you know, you can do
  - (3) HPI: must address performance
- e. Performance-related Learning Activities
- 1) Derived from performance steps, standards of performance sections, TAS
  - 2) Head-Hand Theory (review)
    - a) Cognitive-motor
    - b) Control towers
  - 3) Emphasis on performance
  - 4) Types
    - a) Demonstration
      - (1) “Gather around, boys. . . .”
      - (2) Focus on “how to do . . . .”
    - b) Practice
      - (1) *Marriage, wedding, union* of knowledge and performance
      - (2) Timeline
        - (a) Performance early in practice
        - (b) Performance near end of practice
    - c) Performance test
      - (1) Emphasis on performance

(2) Process, product

(3) “Pass?”: “Under these conditions, the learner did this activity, this well”

|  |             |
|--|-------------|
| f. Summary question                            | <b>14.6</b> |
| g. Sequence of Learning Activities             | <b>14.7</b> |
| h. Learning Objective with Learning Activities | <b>14.8</b> |

## F. Adaptations of Basic Organizational Logic

1. Knowledge-related learning activities
  - a. “Pretest”
  - b. “post-test” review
  - c. KA+KA+KR+KT; ~ KA+KA+KR. . . .
2. Performance-related learning activities
  - a. Nurses/orange example
  - b.  $D_{1-4}$ ,  $P_{1-4}$ ,  $PT_{1-4}$ ; ~  $D_{5-11}$ . . .
3. Multiple sequence approach
  - a. Adapting to needs of special populations

## G. Instructional Delivery Mediums

1. *Instructor-led*
2. Individualized
  - a. *Print-based*

- b. Computer-based
  - 1) *Instructional CD-ROMs*
  - 2) *Instructional websites*
- 3. *Hybrid*
- 4. Other
  - a. Simulation
  - b. Virtual reality

## H. Completion of Spiral Concept

**Presentation Guide**  
Unit Five - Implementation

Visuals

Objective #15 - Write a Course/Unit  
Syllabus

- |   |                |
|---|----------------|
| A. Review RPO/LOLA  | <b>p 138-9</b> |
| B. Purpose - Familiarize learner with conditions that affect conduct of the course/unit |                |
| C. Components of Syllabus (Abbreviated)   | <b>15.1</b>    |
| D. Purpose  |                |
| 1. Concept of “system”  |                |
| a. Relative term  |                |
| b. Serves a larger entity. . .  |                |
| c. Made up of smaller entities. . .   |                |
| d. Input from, output to. . .   |                |
| 2. Course/unit as system  |                |
| a. System - Input/Output  | <b>15.1</b>    |
| 3. Purpose  |                |
| a. Definition and Characteristics   | <b>15.2</b>    |
| 4. Components   | <b>15.3</b>    |
| 5. Purpose statements   | <b>15.4</b>    |

## E. Goals

1. Concept of “goals”
2. Definition
3. Examples

**15.6**

## F. Prerequisites

1. Need *to have* to “get in”
2. Types
  - a. Work experience
  - b. Prior HPI
  - c. Discriminatory

## G. Learning Objectives

1. Origin
2. Transition
  - a. Task listing sheet (workplace)
  - b. Learning objective sheet
  - c. Competency-based program outline
  - d. Course/Unit Syllabus (learningplace)

## H. Learning Modules

1. A part of syllabus
2. Total of four

## I. Adaptation of Course Syllabus

**Presentation Guide**  
Unit Five - Implementation

Visuals

Objective #16 - Review Development of Performance Records and Achievement Awards

A. Review RPO/LOLA

**pp147-8**

B. Purpose - Provide a means to *record* and *recognize* learner achievement

C. Performance Records

1. Program Transcript

**16.1**

a. Components

b. Official record, institution

c. Reflects organization/content defined in process

d. Activity and subject matter courses

2. Course Achievement Record

**16.2**

a. Components

b. Official record, instructor

c. Reflects TLS, CBPO

d. Verification

1) Instructor's signature

|   |               |
|---|---------------|
| 2) Repetitions-over-time                            |               |
| 3) Confidence                                       |               |
| 3. Learner's Record Booklet                         | <b>Sample</b> |
| a. Components                                       |               |
| b. Unofficial record, learner                       |               |
| c. Reflects organization/content defined in process |               |
| <b>D. Achievement Awards</b>                        |               |
| 1. Program diploma                                  | <b>16.3</b>   |
| 2. Course certificate                               | <b>16.4</b>   |
| 3. Competency attainment card                       | <b>16.5</b>   |
| a. Components                                       |               |
| b. Certification of. . .                            |               |
| c. Dated signature                                  |               |
| d. Organizational seal                              |               |
| e. Competencies                                     |               |

## Presentation Guide

Closure  
WED 460

## Visuals

### A. Preparation of Guide

1. Cover
2. Binding
3. Heading pages/leaders
4. Pagination
5. Copyright
  - a. Copyright statement
  - b. Commonlaw/Statutory

### B. Articulation of WED 460-462-474

### C. Review for Examination

- |  |            |
|--|------------|
| 1. WE - AEOP   | <b>1.4</b> |
| 2. WE - Progression: 11 and Beyond<br>with Workplace ~ Learningplace<br>Spiral | <b>1.5</b> |
| 3. Three Phases  | <b>2.1</b> |
| 4. DWFC  |            |

### D. Instructor-Course Evaluation