ANALYSIS PHASE

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Determining the Learning Needs

Conducting Task analysis

Developing Performance Objectives

DETERMINING LEARNING NEEDS

LEARNING NEEDS VS. NON-LEARNING NEEDS

WHAT IS LEARNING NEED?

Where you want to be

Where you are

WHAT IS LEARNING NEED?

Is the gap between the specified competencies required and the current competencies of the learner

WHAT IS LEARNING NEED?

Four categories of needs

Felt needs	• what learners say they need
Expressed needs	• what the learner demonstrates by their actions
Normative needs	• needs which are defined by an expert
Comparative needs	• needs of differing groups

WHY ASSESSING LEARNING NEEDS?

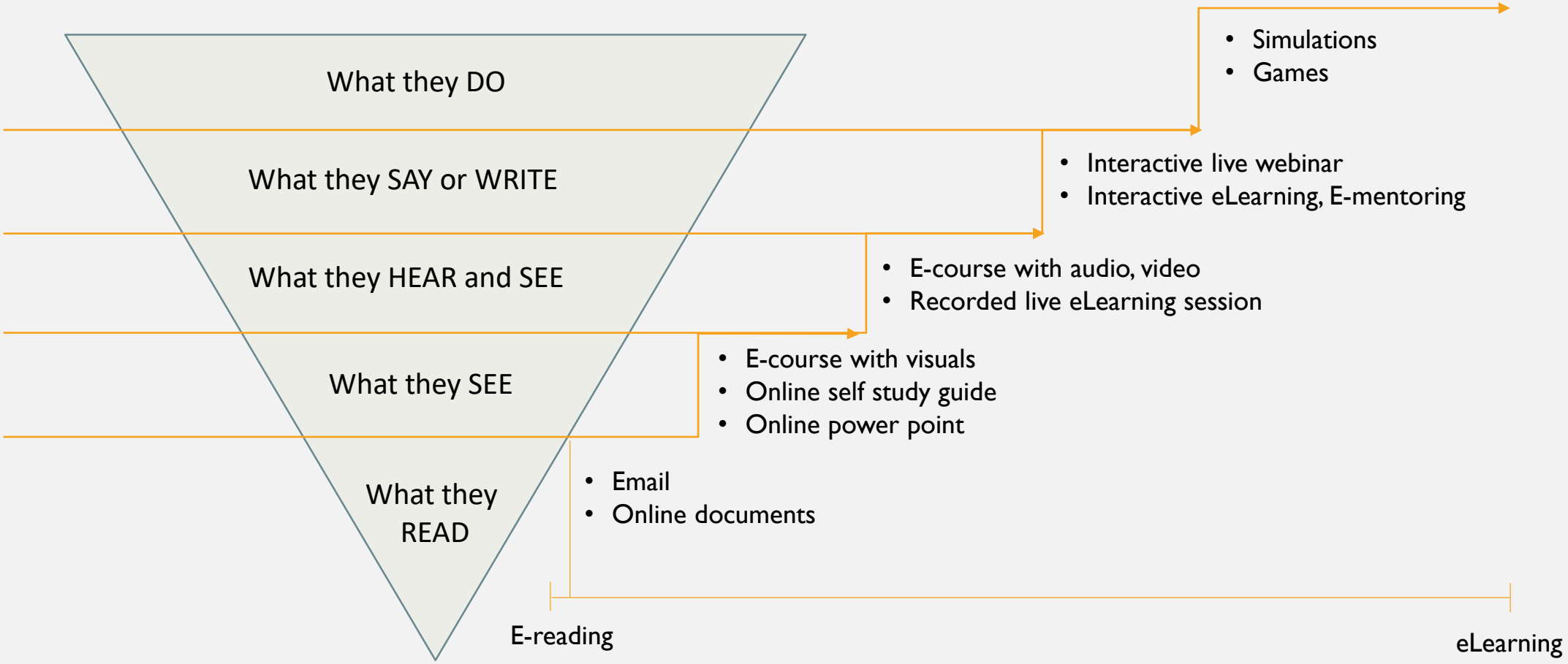
To meet SAI work requirement

To meet new or existing role requirement

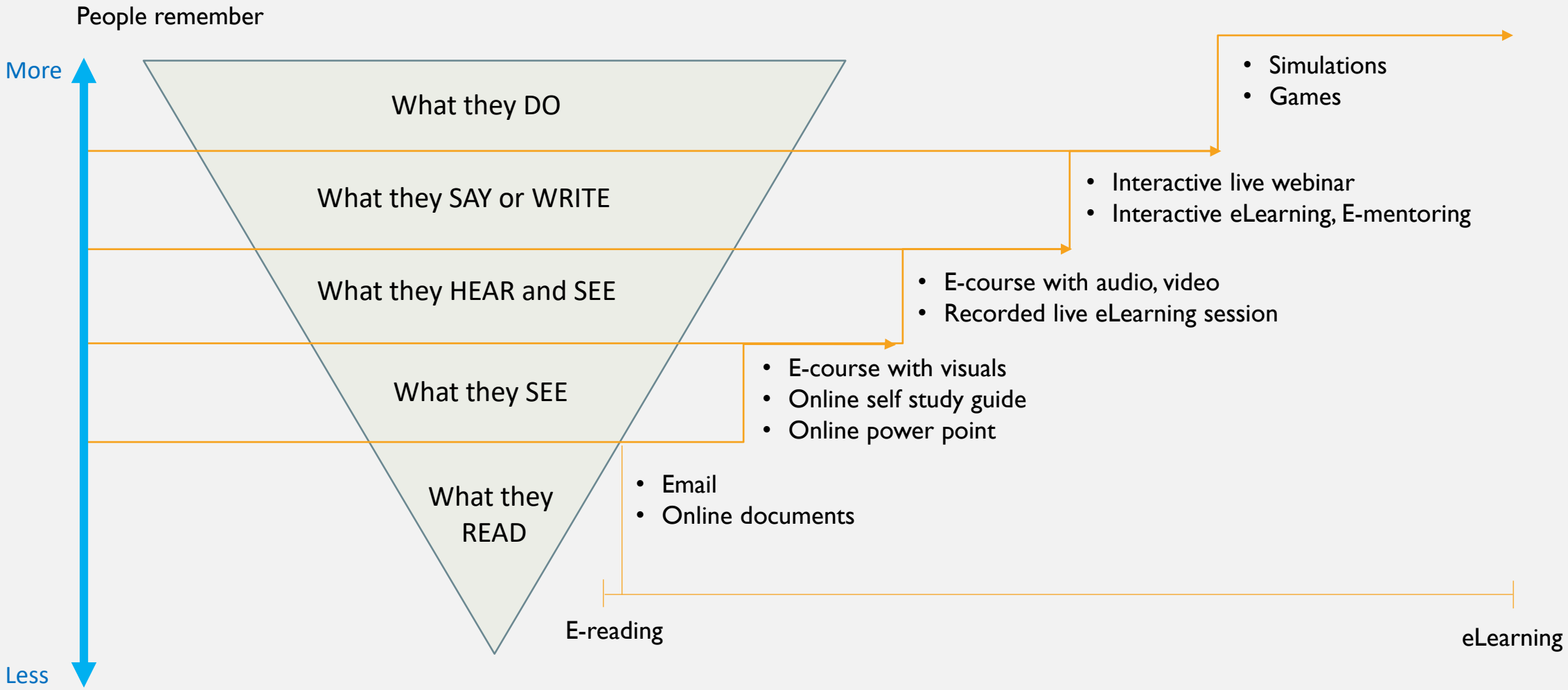
To address personal development needs

- Purpose of training is to develop specific skills to deal with specific tasks
- Performance is improved when learning needs are identified

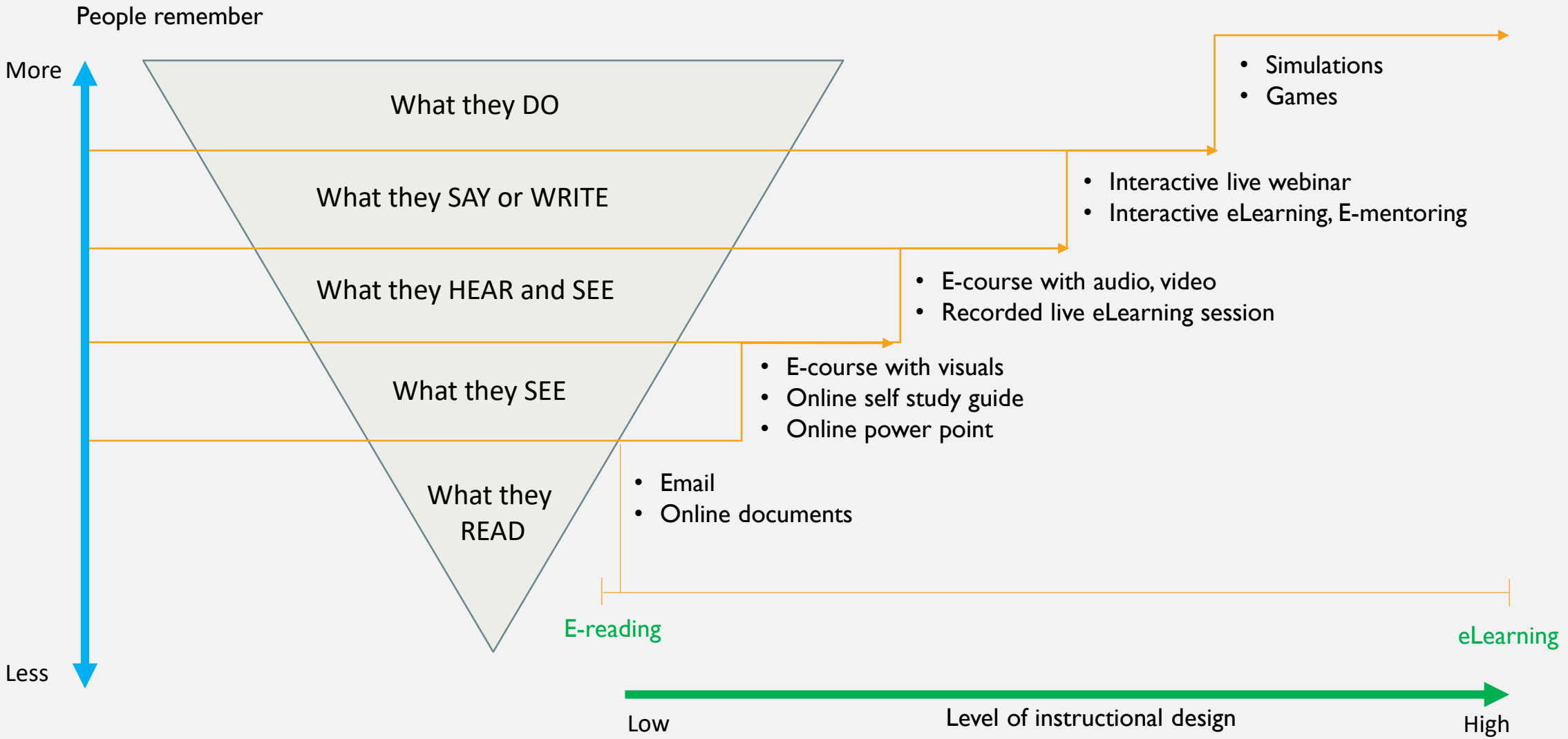
ADDRESSING LEARNING NEEDS



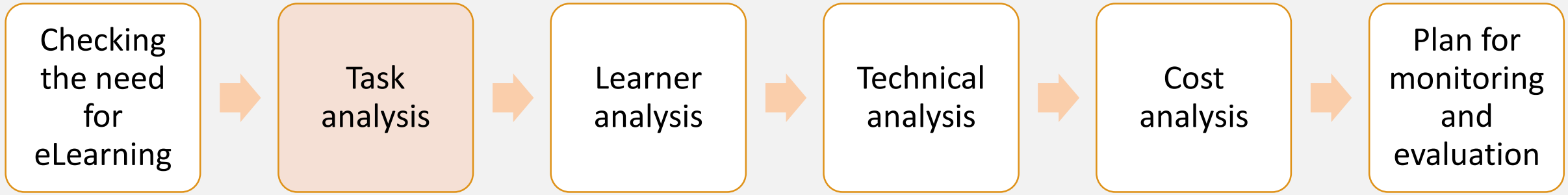
ADDRESSING LEARNING NEEDS



ADDRESSING LEARNING NEEDS - BLEND



ANALYSIS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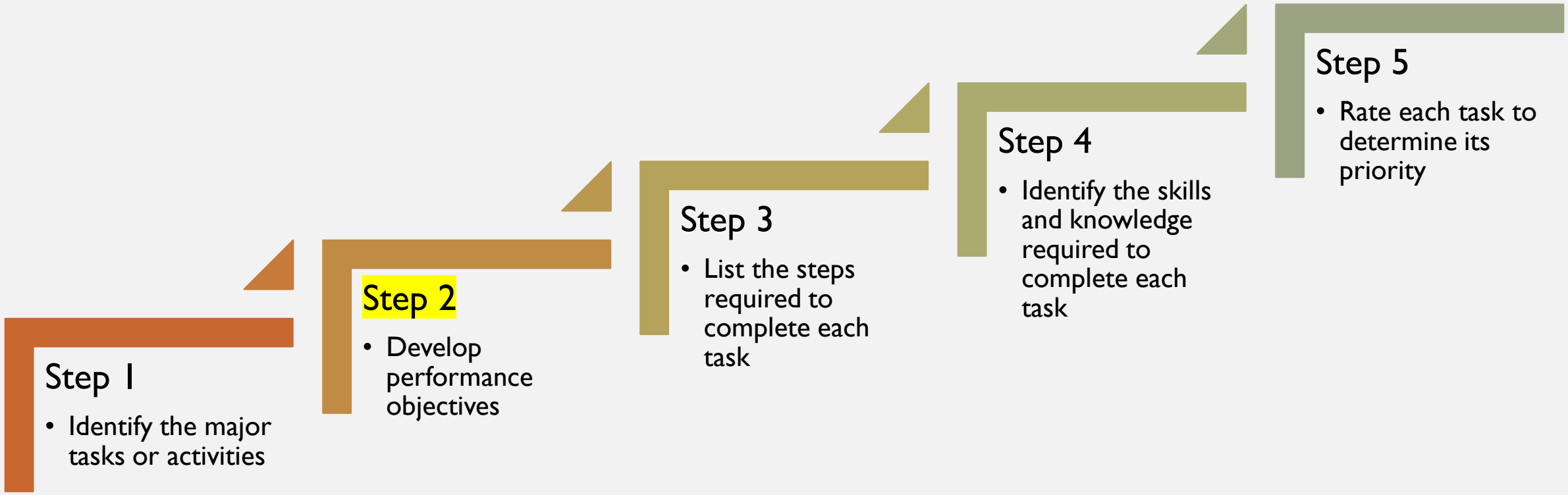
CONDUCTING TASK ANALYSIS

STEPS OF TASK ANALYSIS



1. IDENTIFY MAJOR TASKS

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Major Tasks in Performance Audit process	1.	Identify performance audit topic
	2.	Describe the audit entity
	3.	Select key areas/formulate lines of enquiry
	4.	Define audit objectives and scope
	5.	Derive audit criteria
	6.	Determine audit approach
	7.	Develop detailed audit programme
	8.	Gather audit evidence
	9.	Analyse evidence
	10.	Derive preliminary audit conclusions
	11.	Discuss with entity management
	12.	Prepare audit report
	13.	Conduct audit follow up

3. SEQUENTIAL STEPS TO COMPLETE A TASK

Major Tasks in the Performance Audit

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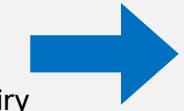

Describe the audit entity	2.1	Review previous years' files/reports
	2.2	Review documents (legislation, budgets, ministry instructions
	2.3	Interview key personnel (lines of responsibilities)
	2.4	Prepare notes, flowcharts and organisational charts
	2.5	Prepare entity description report

4. IDENTIFY K & S TO COMPLETE THE TASK

Major Tasks in the Performance Audit

1. Identify performance audit topic
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K & S

- Analytical skills
- Interview skills
- Knowledge of organizational structure
- Writing skills

5. PRIORITY IN MAJOR TASKS

Gap	Importance	Frequency
5 Wide gap in knowledge and skills	5 Critically important, job success depends on effective performance of the task	**5 Daily**
4	4	**4 Weekly**
3 Moderate gap	3 Moderate importance	**3 Monthly**
2	2	**2 Annually**
1 Little or no gap	1 Little importance for job effectiveness	**1 Rarely**

2. DEVELOPING PERFORMANCE OBJECTIVE

PERFORMANCE OBJECTIVE

- A statement describing what management expects an employee to perform when doing each task on the job.
- Developed for each major task identified from task analysis

PERFORMANCE OBJECTIVE

PO statement consists of three components:

Condition component	Task component	Standard component

PERFORMANCE OBJECTIVE

Condition

- Reference document (audit manual, guidelines)
- Supporting materials (job aids, forms, ledger sheets)
- Other tools or equipment (computers, GPS, phone)
- Subject Matter Experts.

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Task/Performance

- A brief, clear, action-oriented description of the task to be accomplished
- Contains a single verb describing an action
- Observable and measurable.

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Task/Performance

- A brief, clear, action-oriented description of the task to be accomplished
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Standard

- Rules and regulations;
- Acceptable process or format;
- Quality requirement
- Completeness requirements;
- Time and cost requirements

EXAMPLE

TASK	PERFORMANCE OBJECTIVE		
	Conditions	Task/Performance	Standards
Describing the audit entity	Given permanent file, previous year's working papers, and other specific documents,	the auditor will describe the audit entity,	to the extent that it will include entity's mandate, organizational structure, policies and rules and regulations guiding its operations.

EXAMPLE

TASK	PERFORMANCE OBJECTIVE		
	Conditions	Task/Performance	Standards
Describing the audit entity	Given permanent file, previous year's working papers, and other specific documents,	the auditor will describe the audit entity,	to the extent that it will include entity's mandate, organizational structure, policies and rules and regulations guiding its operations.

Task: *Describe audit entity.*

Performance objective:

Given permanent file, previous year's working papers, and other specific documents, the auditor will describe the audit entity, to the extent that it will include entity's mandate, organizational structure, policies and rules and regulations guiding its operations.

RESULTS OF TASK ANALYSIS

Completed tasks list

Performance objectives

TASK ANALYSIS AND COURSE DESIGN

Elements of task analysis	The job which is required
	Priority major tasks in the job
	Performance objective for each major task
	Sequenced steps in performing each major task

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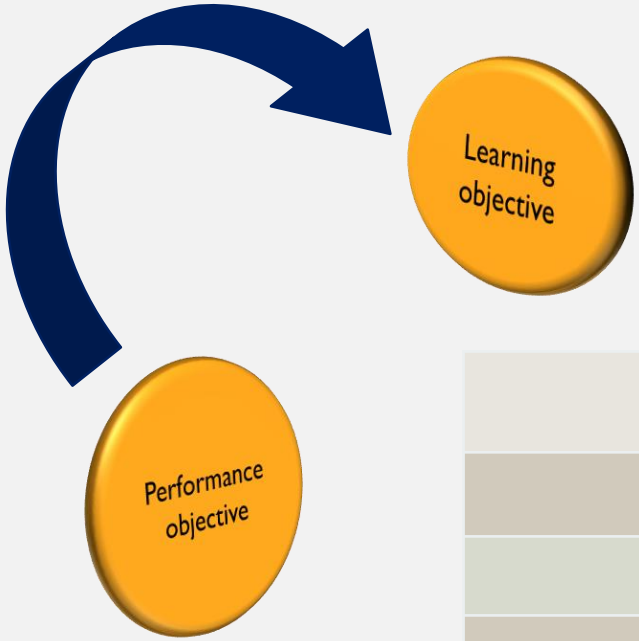
Elements of a course design:	Name of the eLearning course
	Title of each session/module
	Learning objective of each session/module
	Key Learning Points in each session/module

RELATIONSHIOP TASK ANALYSIS AND COURSE DESIGN



Element of task analysis		Element of course design
Job	→	Name of the course
Prioritized major tasks	→	Module title
Performance Objective	→	Module Learning Objective
Sequenced steps in each major task	→	Key Learning Points in a module

TRANSFERRING TO A LEARNING ENVIRONMENT

Performance Objectives

Work Environment

TRANSFERRING TO A LEARNING ENVIRONMENT

Performance Objectives

Work Environment

Learning Objectives

Learning Environment

EXAMPLE

Task	Performance objective	Learning objective
Describing the audit entity	*Given (condition)* permanent file, previous year's working papers, and other documents, *the auditor will (performance)* describe the audit entity *to the extent that (standard)* it will include entity's mandate, organizational structure, policies and rules and regulations guiding its operations.	*Given (condition)* a webinar, exercises, and video *the participant will (performance)* describe the audit entity *to the extent that (standard)* the description will include entity's mandate, organizational structure, policies and rules and regulations guiding its operations, *as evaluated by the mentors.*

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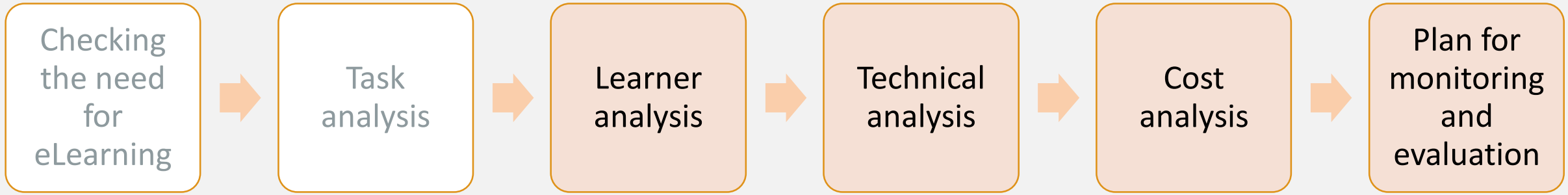
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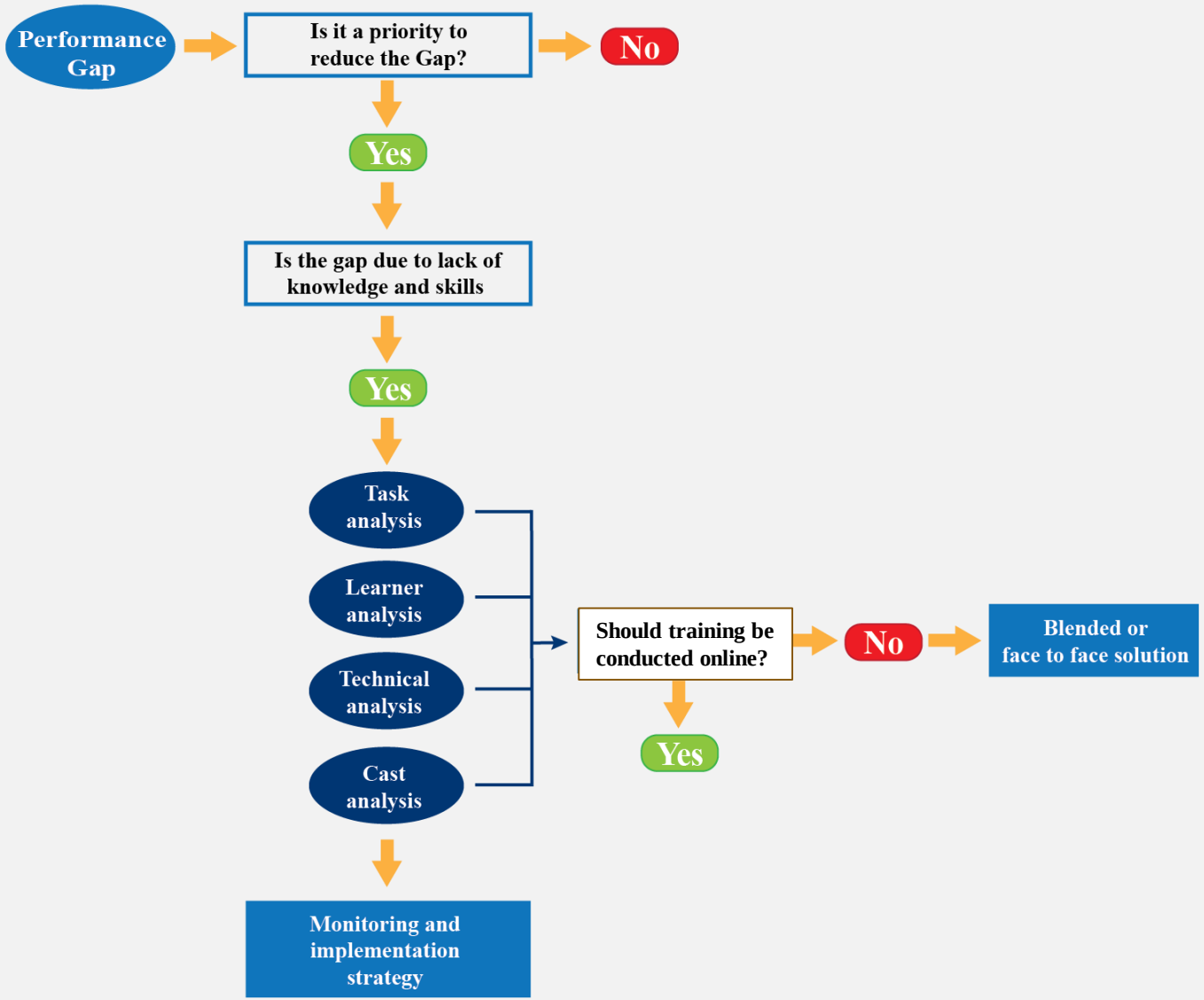
ANALYSE E-LEARNING



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