1. Conduct design analysis

Importance

The impact of mastering these competencies is that you:

- Create learning solutions that address performance gaps.
- Design the learning based on desired performance outcomes.
- Design a learning experience suited to the participants and their work and regional environment.
- Have a realistic, manageable plan for the development of the learning experience.

Supporting competencies and tasks

These tasks contribute to mastery of the supporting competencies (in bold). Put a check mark next to each task or subtask within the supporting competency as you complete it:

1a	**Confirm that the learning solution will address the identified performance gap(s)**
▶	Align content with identified performance gaps
▶	Review job, competency, or goal analysis, if available, to clarify desired performance
▶	Confirm that learning and related transfer activities address performance gap(s)
▶	Confirm priority competencies or tasks required to close performance gaps
▶	Confirm whether the program is mandatory for all participants
▶	Confirm and dentify the target audience for the program

1b	**Determine context requirements for learning solutions**
▶	Gather information about participants (for example, their perspective, education, technological literacy) 🌐 ◎
▶	Identify design constraints (for example, scheduling, location of participants, components of corporate culture, brand standards, style guidelines, cost, equipment)
▶	Identify accessibility requirements (for example, accessibility for e-learning, classroom, websites, job aids)
▶	Identify technical constraints (for example, preferred software or authoring tools, network limitations)
▶	Consider how current and future availability of technology might affect the design (for example, reporting and tracking capabilities, social media)
▶	Advise how technology and tools can support the learning experience (see *Designing Curricula 2e*)

1c Research subject matter

▶ Identify potential sources of subject matter expertise (for example, subject matter experts, job documentation, learning materials, books, websites, social media, research reports)

▶ Review existing job-related subject matter resources and learning materials

▶ Interview subject matter experts to gather initial information

1d Conduct task analysis

▶ Work with subject matter experts to:
  - Determine whether each task is a procedure, process, set of principles, or a combination
  - Break tasks into component parts
  - Identify relationships among tasks and sub-tasks
  - Identify all skills and knowledge required for successfully mastering the task

▶ Present results of task analysis in a way that is easy to understand

▶ Validate task analysis for accuracy and completeness

1e Plan for designing and developing learning solutions

▶ Define project deliverables (for example, pre-work, case handouts, job aids, participant workbook)

▶ Determine roles and responsibilities, time, budget, software, and other technology required to design and develop the learning experience

▶ Develop an efficient and effective project plan for designing and developing the learning experience

▶ Prepare a preliminary plan for validating and maintaining the learning experience

▶ Update plans as information and requirements evolve during the design and development process

1. Conduct design analysis
2. Establish learning objectives and evaluation
3. Create detailed design
4. Develop materials
5. Support implementation

Key outputs and assessment criteria

Mastering these competencies typically involves the following outputs. The assessment criteria indicate what would make the output appear to be high in quality.

KEY OUTPUTS	ASSESSMENT CRITERIA
Desired performance outcome(s) and performance gap(s)	Analysis acknowledges any assessment of performance needs already conducted
	Gap between current and desired performance outcomes is clear
	Gap is stated in terms of specific performance outcomes
	Analysis confirms that the learning solution and related transfer activities address performance gap(s)
Context requirements for learning	Context requirements are documented, feasible, accurate
	Context requirements include relevant information about the participant, design constraints, and technical constraints
	Impact of context requirements on design is identified
Task analysis	Task analysis is documented and comprehensive
	Task analysis is based on first-hand knowledge of job responsibilities
	Task analysis identifies sub-tasks, skills, and knowledge required to achieve desired performance outcomes
	Task analysis uses active and appropriate verbs
Plan for design and development of learning	Plan includes specifications for deliverables, roles and responsibilities, costs, timing, and software and technology requirements
	Plan identifies detailed review and approval process and responsibilities
	Plan includes initial plans for pilot, translation, printing and distribution, web hosting, and maintenance
	Plan is documented and communicated