

Learning Outline

Client Health & Safety eLearning Courses

Scope Details

Release: Final

Date: 11 July 2007

Author: Jocelyn Spence

Client: Joe Bloggs

Document History

Document Location

This document is only valid on the day it was printed.
The source of the document will be found in the Quality File.

Revision History

Date of next revision:

| Revision date | Previous revision date | Summary of Changes | Changes marked |
|---------------|------------------------|----------------------------|----------------|
| 03/07/07 | 11-06-07 | Initial Review | Tracked |
| 10/07/07 | 03/07/07 | Integrated client comments | Not tracked |
| | | | |

Approvals

This document requires the following approvals.
Signed approval forms are filed in the project files.

| Name | Signature | Title | Date of Issue | Version |
|----------------|-----------|------------------------|---------------|---------|
| Jocelyn Spence | | Instructional Designer | 11 July 2007 | Final |
| | | | | |

Distribution

This document has been distributed to:

| Name | Title | Date of Issue | Version |
|------------|-------------------|---------------|---------|
| Joe Bloggs | Project Executive | 11 July 2007 | Final |

Overview

Overview The Agency Learning Outline document enables all project members to clearly understand the scope of development for the identified deliverable(s). It is a clear, concise and agreed to description of the content to be covered and the treatment to be applied by the Instructional Design effort.

The document, by definition, also acts as an indicator to the whole team as to what will not be covered. Any requests for additional content post acceptance by the client will be subject to standard Agency management controls with regard to change control.

Intention It is the intention of this document to accurately describe:

- the aims and objectives of the stated deliverable(s)
- the approach the Agency Instructional Design team will apply to the approved content
- the main content headings that the deliverable(s) will contain
- the audience for whom the training will be prepared
- the duration of the course
- the use and treatment of audio (if relevant)
- the use and treatment of assessments (if relevant)
- any other relevant description of the content to be delivered

Outline Detail

Aim

The aim of this project is to deliver two separate, modular eLearning courses covering Health & Safety, one for Client News staff and one for Client Production staff. Each course will provide the full range of health & safety learning for two work areas: location and studio. Users will have access to sections on both areas but will be able to skip over the section that is of less relevance at the time of training.

The eLearning will provide learners with engaging, relevant, real-world scenarios containing questions that encourage reflection and responsibility. Feedback to these questions will deliver the required learning outcomes regarding risk assessment, hazards, documentation and the like without encouraging overly risk averse behaviour. The effect will be to increase the users' readiness to make confident and reasonable decisions in line with the laws and policies that Client is committed to uphold.

There will be a total of four self-study eLearning modules within each course.

Objectives

Upon completing the eLearning, users will have achieved the outcomes listed in the Learning Outcomes documents (for News and for Production) provided by the client. These outcomes are listed in the Topics table below. More importantly, users will have a new understanding of the positive support that Health & Safety provides them in all phases of the program lifecycle.

Approach

The course will be entirely structured around the lifecycle of a program delivered via one or more scenarios to be provided by the client that will prompt users to imagine the results of their possible courses of action. The feedback to the questions in these scenarios will weave explanations of their responsibilities under Health & Safety laws and policies regarding personal conduct and presentation, reporting and recording, hazard identification, risk evaluation and implementing control measures.

Topics

The following table describes the learning outcomes specified by Client. The locations of each within the two courses will be marked when all scenario content has been received and processed.

| | Module 1 | Module 2 | Module 3 |
|--|----------|----------|----------|
| Legal duties - Ensure personal conduct does not endanger the health and safety of selves or others | | | |
| Legal duties - Work in accordance with legal requirements | | | |
| Legal duties - Follow workplace policies and procedures | | | |

Outline Detail

| | | | |
|---|--|--|--|
| Legal duties - Follow suppliers' and manufacturers' instructions as appropriate | | | |
| Legal duties - Wear clothing required to meet legal requirements/local safety procedures | | | |
| Responsibilities for H&S - Who is responsible for H&S? | | | |
| Reporting shortcomings - Report concerns to immediate supervisor | | | |
| Reporting shortcomings - Pass on suggestions for reducing risks to relevant person | | | |
| Reporting shortcomings - Report differences between workplace procedures and suppliers'/manufacturers' instructions | | | |
| Reporting accidents/incidents - Why report accidents/near misses | | | |
| Reporting accidents/incidents - How to report | | | |
| Hazard identification - Identify those aspects of the workplace which are potentially harmful | | | |
| Hazard identification - Identify working practices which could harm | | | |
| Evaluating risk - Evaluate risk levels for hazards/practices in the workplace | | | |
| Evaluating risk - Recognise differing perceptions of risk | | | |
| Evaluating risk - Inherent production risk | | | |
| Implementing control measures - Identify which procedures are relevant to working practices | | | |
| Implementing control measures - Choose suitable control measures to reduce risk to an acceptable level | | | |
| Implementing control measures - Rectify health and safety issues within your capability and scope of role | | | |
| Implementing control measures - Know where to source H&S support and advice | | | |
| Recording risk assessment - Only significant risks to be recorded | | | |
| Recording risk assessment - Risk assessments to be distributed to all affected | | | |

Outline Detail

Main Content

Both courses will be structured in essentially the same way with different design, content details and examples to suit each audience. Both courses will offer both 'location' and 'studio' options, each of which will also offer different content details and examples to suit the audience. Each eLearning course will include the following modules, though the content will not necessarily be structured in this way:

1. Module 1: Introduction

- a. How to use this course
- b. Video: montage of past successful events, both location and studio
- c. You're the one who makes these successes happen
- d. Video: short clip of the conclusion of the location shoot used in the eLearning scenario(s)
- e. Question: what is the first thing you should do to get from here to there?
 - i. Follow orders – it's the producer's responsibility
 - ii. Live dangerously – you can't manage your way to a great shot
 - iii. Use your brain and the tools we give you
- f. Yours could be the critical comment in the fast changing course of events
- g. This course shows you the tools you need to act with confidence

2. Module 2: Location

- a. **Lesson 1 – Planning and Preproduction** (or however it is best to break down the steps of the process)
 - i. Video: a sliver of the original clip orienting the user to the goal at this stage
 - ii. Context: you're in the planning meeting – how can you make success happen from where you are now?
 - iii. Question: what do you do?
 1. Option 1 leads to feedback that invites user to try the other option
 2. Option 2 leads to feedback that allows user to move forward
 - iv. Question: what do you do based on the current status of the situation?
 1. Option 1 leads to feedback that invites user to try the other option
 2. Option 2 leads to feedback that allows user to move forward
 - v. Questioning continues in this vein until the end of this stage
 - vi. Description of the situation the user is in now vs. where they could have been
 - vii. Recap: moving on to next stage

Outline Detail

- b. **Lesson 2 – Production Meetings & Documentation** (or however it is best to break down the steps of the process)
 - i. Video: a sliver of the original clip orienting the user to the goal at this stage
 - ii. Context: you're in meetings and the paperwork is starting to fly – what good is any of it to you?
 - iii. Question: what do you do?
 - 1. Option 1 leads to feedback that invites user to try the other option
 - 2. Option 2 leads to feedback that allows user to move forward
 - iv. Question: what do you do based on the current status of the situation?
 - 1. Option 1 leads to feedback that invites user to try the other option
 - 2. Option 2 leads to feedback that allows user to move forward
 - v. Questioning continues in this vein until the end of this stage
 - vi. Description of the situation the user is in now vs. where they could have been
 - vii. Recap: moving on to next stage
- c. **Lesson 3 – Set Build/Dress & Technical Rig** (or however it is best to break down the steps of the process)
 - i. Video: a sliver of the original clip orienting the user to the goal at this stage
 - ii. Context: time to put the plans in place, but sometimes they just won't go – show the elements that have changed
 - iii. Question: what do you do?
 - 1. Option 1 leads to feedback that invites user to try the other option
 - 2. Option 2 leads to feedback that allows user to move forward
 - iv. Question: what do you do based on the current status of the situation?
 - 1. Option 1 leads to feedback that invites user to try the other option
 - 2. Option 2 leads to feedback that allows user to move forward
 - v. Questioning continues in this vein until the end of this stage
 - vi. Who takes responsibility for these changes?
 - vii. Recap: moving on to next stage
- d. **Lesson 4 – Filming** (or however it is best to break down the steps of the process)
 - i. Video: a sliver of the original clip orienting the user to the goal at this stage
 - ii. Context: you've got everything planned, assessed, built and ready, and at the last minute – show the elements that have

Outline Detail

changed

- iii. Question: what do you do?
 - 1. Option 1 leads to feedback that invites user to try the other option
 - 2. Option 2 leads to feedback that allows user to move forward
- iv. Question: what do you do based on the current status of the situation?
 - 1. Option 1 leads to feedback that invites user to try the other option
 - 2. Option 2 leads to feedback that allows user to move forward
- v. Questioning continues in this vein until the end of this stage
- vi. You were not lost in a sea of faces – yours were the critical comments and actions
- vii. Recap: moving on to next stage
- e. **Lesson 5 – Technical Derig and Strike Set** (or however it is best to break down the steps of the process)
 - i. Video: a sliver of the original clip orienting the user to the goal at this stage
 - ii. Context: don't give up now – show the elements that can still go wrong
 - iii. Question: what do you do?
 - 1. Option 1 leads to feedback that invites user to try the other option
 - 2. Option 2 leads to feedback that allows user to move forward
 - iv. Question: what do you do based on the current status of the situation?
 - 1. Option 1 leads to feedback that invites user to try the other option
 - 2. Option 2 leads to feedback that allows user to move forward
 - v. Questioning continues in this vein until the end of this stage
 - vi. It wasn't all ruined at the last moment
 - vii. Recap: how risk assessment folded into this process

3. Module 3: Studio

- i. Structured as Module 2 – any changes to be noted upon receipt of the actual scenarios and content to be used

Outline Detail

4. Module 4: Assessment

- a. Game-like assessment, an extended scenario touching on:
 - i. User's responsibilities
 - ii. Hazard identification
 - iii. Evaluating risk
 - iv. Reporting shortcomings
 - v. Implementing control measures
 - vi. Reporting accidents/incidents
- b. Recap: What Health & Safety actually is
 - i. Find out the best way to get that fabulous but risky shot – maximise your possibilities while minimising your risks
 - ii. Guidance for what to do when you arrive on set and the situation has changed
 - iii. Know how to protect yourself and what's around you (news: reporters/crew/vehicle operators, production: environment/audience/contributors/performative action)
 - iv. Find out how to name and escalate issues that make you uncomfortable without jeopardising the shot – or your job
 - v. Benefit from Client's priorities: your safety is worth more than the story or shot
- c. Mark complete

Audience

The target audience is junior News production staff, both in the studio and in the field, and junior Production staff, both in the studio and in the field. This includes a number of transient/freelance/temporary workers as well as permanent staff. The most common job titles are production executives, researchers and runners, and the most common age range is mid-twenties to thirties. New hires at more senior levels may take this course to tide them over until the next delivery of a role-appropriate course.

Duration

The total combined duration of the eLearning modules will be no longer than two hours, one hour per course, which equates to approximately 20 to 25 minutes per section (News Location, News Studio, Production Location, and Production Studio).

Audio

The eLearning will include appropriate audio throughout. Audio will be added where narrative text is used. Audio is expected to account for no more than two hours of the total learner experience.

Outline Detail

Design

The modules will include elements from the following multimedia types:

- Animation
- Graphics
- Audio
- Video supplied by client
- Simulations
- Instructional text

Additional Elements for Inclusion as needed:

- Lesson/ module assessments/questioning techniques
- Knowledge Check assessment mechanism
- Glossary
- Bookmarking (enabling the learner to resume the course where he/she left off)
- Module progress indicators

Scoring

The Learning Management System will record user completion. Users will also complete an assessment – resembling a game rather than an exam – to demonstrate their understanding of the course material. Users who do not score at least 75% on the assessment will be asked to retake it, and their final score after that attempt will be recorded (given sufficient functionality in the Learning Management System to be used).