

Online work-related learning - A toolkit



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1. Purpose of the toolkit

This toolkit provides you with a step-by-step process for developing, delivering and evaluating online work-related learning.

It is for NHS trusts and secondary care healthcare organisations that wish to establish or improve their online offer to aspiring clinical and non-clinical staff in health and social care.

1.1. How to use the toolkit

Within this toolkit you will find links to:

- Forms and templates that you can use for your programme. We encourage you to adapt and change them for use in your own context.
- Supplementary information that provides more detailed guidance on key areas.

This toolkit follows a linear structure but your development of online work-related learning will happen in a more organic way to suit your organisation. This toolkit will help you to ensure that nothing is forgotten and that all key areas are considered.

Health Education England support the development of online work-related learning and the work is constantly evolving. Here is the [latest information about online work-related learning](#).

“The NHS Constitution states that everyone counts, therefore it is right that we maximise our resources for the benefit of the whole community, and make sure nobody is excluded, discriminated against or left behind. Good quality work experience has a vital role in connecting the potential that exists in all corners of our society with organisations that will benefit from having wider diversity of perspectives and background a part of their workforce.

“Health Education England’s toolkit provides you with everything you need to support participants on their work experience journey in your setting – including resources, templates and information that you can implement, use and adapt appropriately for your scale and context.

“Thank you for making a vital contribution to a new era in healthcare, growing a diverse and flexible workforce that is representative of the community the NHS serves.”

Dr Navina Evans CBE, Chief Executive, Health Education England.

1.2. Definitions

This toolkit is for online work-related learning.

Work-related learning is activities, in-person or online, which provide a deeper understanding of the skills and knowledge required in the workplace through curated educational content.

Examples of work-related learning include simulation, demonstrations, scenario-based learning, explaining concepts and processes and interaction with other learners. In-person activities can include learning first aid and clinical skills. Online can include films and demonstrations of situations that are explained in detail to further learning.

Online work-related learning is different from work experience.

Work experience is an opportunity for direct experience of work within an organisational setting. Work experience is any activity or life experience that helps people prepare for professional study and their future career. Work experience includes some direct work for the organisation, alongside shadowing, which involves the observation of employees. It allows those on placement to see what the job is really like, understand the demands of the career and find out if it is suited to them. For more information about developing your work experience provision refer to our **Work Experience Toolkit**.

2. Before you start

Before you begin, consider the benefits and challenges to your organisation in developing online work-related learning.

2.1. Benefits

Online work-related learning can offer many benefits to you as an organisation and individuals who are considering a career in healthcare.

The benefits to your organisation are that you are able to:

- Offer a consistent experience to participants
- Extend your offer to a greater number of participants
- Collect more user data, including interests
- Gather feedback and evaluation throughout the experience
- Design your programme so that it contributes to other qualifications
- Open up opportunities to a more diverse range of participants who might otherwise struggle to access face-to-face provision.

The benefits to the participants are:

- They are able to do it in their own time
- It is easier to interact and ask questions, particularly if you are shy or unconfident
- It offers a different experience and learning style
- Provides insights into areas difficult to access
- It is often easier to access the opportunity, than finding face to face experiences, for example no travel or expenses
- It can provide checkpoints for learning and signpost to further information.

2.2. Challenges

As with any provision there are challenges.

Do not under-estimate the time to develop and create online work-related learning. To offer a high-quality valuable experience you need to be able to invest in the development and materials.

Once developed you will need to ensure that your organisation builds in updates, review and maintenance.

Designing an online offer that is engaging whilst also accessible means you should consider:

- The broadband available in your target area(s) and how this impacts on the content you are able to offer
- The type of experience. For example, virtual reality offers some exciting opportunities but users will need specialist equipment
- The equipment needed by the participant and whether your target audience has access to it.

As with any online activity the type of engagement with the participants will be different. You may not get to know the participants as well and there may be less verbal interaction and more written comment.

3. What do you want to achieve?

Spend time considering what online work-related learning can offer:

- **Your organisation**
How will it support your organisation's strategic objectives and role in the wider community?
- **The participants**
How will it support a participant to achieve their goals?

3.1. Purpose

For your organisation online work-related learning can help you to:

Develop your future workforce by providing a route to opportunities and showcasing shortage areas

- Create further relationships with your local community, providing an opportunity for you to engage, inspire and inform people
- Widen access to opportunities in healthcare and support greater diversity and inclusion
- Provide realistic and accurate information and insights that are not always possible in-person - aligning expectations with reality
- Increase reach, providing insight into your organisation to more people

Think about how online resources will relate to your organisation and how it aligns to your strategic objectives.

For participants it may mean they:

- Feel more likely to pursue a career in health or social care
- Feel better able to make an informed choice about a career in health or social care
- Gain new insights into what it is like to work in health or social care
- Gain a positive impression of working in health or social care
- Increase their understanding of the skills and attributes required to work in health or social care
- Gain transferable skills that can be used in other roles.

Think about what is important for your organisation and establish your own purpose and aims.

3.2. Engagement with other programmes

As part of your initial planning consider how your offer will sit alongside both your locally organised provision and any national programmes organised by Health Education England or other providers.

Online work-related learning is not a replacement for work experience. It can add value and breadth to your existing programmes. Ensuring it has a clear place in your wider activity will ensure that it does not duplicate or become siloed.

Locally, think about:

- How will it complement and support work experience opportunities
- Does it enhance your work-related opportunities, for example careers fairs or visits to the trust
- Will it support any training programme(s)
- Will it support any recruitment shortage areas?

Health Careers is the information service about the range of 350 or so careers available in health. Their aim is to support people in education and at all stages of their career discover more about the health roles that are available and how to get in and get on.

Nationally, Health Education England is supporting a range of work-related online programmes. Ensure you are aware of the latest developments and future plans through the Work Experience Network. To join email workexperiencetfc@hee.nhs.uk. You may be able to work with other providers to develop your offer, or use some of the material within your programme from the **National Work Experience Catalogue**.

A list of the current online work-related programmes is available [here](#).

3.3. Outcomes for participants

Consider what you want the participants to achieve when they undertake your online work-related programme. Do not try to replicate work experience. Online provision should be used to enhance learning not emulate what is learnt in person.

Participants may be interested in the online work-related experience as they:

- Want to understand more about working in healthcare as part of school or college related careers guidance
- Are looking for a job, and want to take the first step towards employment
- Are considering applying to a healthcare course in a university or college and want to gain further understanding.

Schools and colleges will be looking to ensure any provision meets the Gatsby benchmarks (which are the standard for good careers advice and guidance). To meet the benchmarks:

1. There must be extensive two-way interaction between the student and employees (this does not have to be in real time)
2. The student must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer
3. There is evidence that the student actively participated.

Understand how your activity can support the benchmarks, it can meet them or form part of a portfolio. Certificates and proof of completion are usually important so build them into your programme.

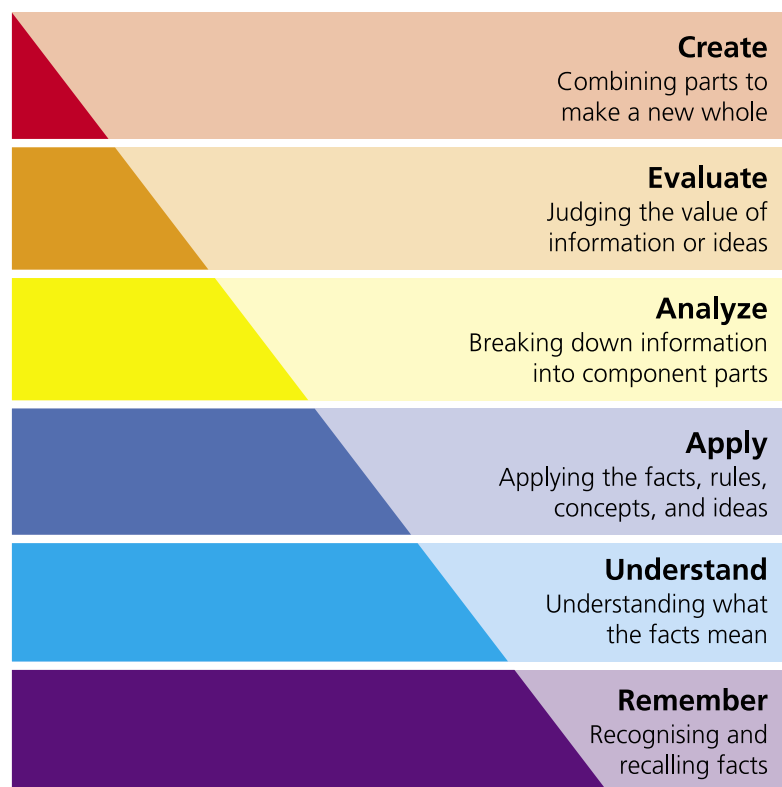
Understand how your activity can support the benchmarks, it can meet them or form part of a portfolio. Certificates and proof of completion are usually important so build them into your programme.

Understanding the learners' motivations will help you consider the learning outcomes – what learners are expected to achieve as a result of having successfully completed the course. Learning outcomes describe the knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning. Establishing the learning outcomes will give you the framework from which you can develop your programme. Continually refer to your learning outcomes so that you remain on track and true to your original intention. It is important to spend time on the learning outcomes, testing them with colleagues and potential users.

Good learning outcomes:

- Represent the learning goals by starting with an action verb, for example, investigate, explore and outline
- Are expressed clearly and easily understood
- Indicate the kind of performance expected
- Should be aligned to a level of learning
- Should be limited in number (around five).

Bloom's Taxonomy is a useful tool that can be used to structure learning objectives. Recently revised it has six levels to represent the thinking behaviours associated with learning.



Some examples of good learning outcomes are below.

Learners will:

- Demonstrate a good comprehension of the values and attributes for working in the health services
- Be able to identify how role(s) observed impacted on patients

- Identify problems, evaluate problem-solving strategies, and consider different solutions
- Be able to demonstrate the ability to assess and evaluate what they have observed to create appropriate arguments as to why they would be suitable for a role in healthcare.

When designing your learning outcomes check that they are expressed in a way that does not introduce unnecessary or unintended barriers. Ensure that they are sufficiently flexible to permit reasonable adjustments to meet specific needs if necessary.

3.4. Equality and diversity

It is important to consider how you will reduce and remove potential barriers to learners from all backgrounds in your programme. Online provision can offer an opportunity for increased accessibility as long as it is planned carefully and then promoted widely.

The programme should ensure that:

- All learners regardless of their background and circumstances can access the resources
- The content reflects our diverse population

Learners may have variable access to the internet or Wi-Fi. They may rely on data plans that run low or run out before they have completed a session, and they may lack access to physical devices like laptops, tablets, printers, webcams or other equipment. They may not have access to specialised software or they may not be able to run certain apps or software on their devices (particularly if they are using public computers). As such, learning should be designed to work across a variety of devices including mobile phones, and be able to be saved to come back to at any point.

Online work-related learning can provide personalised, flexible opportunities that can be more easily balanced and combined with studies, work, social life and family responsibilities. They can reach more people, providing access to new, non-traditional age groups and remote audiences who might not usually participate in work experience. If created and targeted with consideration, it can provide equal opportunities for all, to democratise learning and enlarge the recruiting base.

Make sure the platform you're using is accessible. Provide transcriptions and captions of audio and video. This benefits any students who are deaf or hard of hearing but also those who are participating in classrooms in noisy locations, those who do not have headphones, and those who might have English as their second language. For example, you could use screen readers or subtitling. If you are using live events many platforms offer real-time captions.

It is important to ensure that your content is representative of the communities you serve for example ethnic minorities, people with disabilities and a mix of gender identities. For example in:

- **General course content**
Including a variety of perspectives from different groups
- **Signposting**
Any further reading should feature authors from a wide variety of backgrounds. Alternative perspectives to the mainstream narrative should also be considered
- **Case studies and profiles**
This should include a variety of different people and experiences that are relevant to them.

Continually monitor the experiences of your learners, and check to see if there are any differences in the experience between different learners.

4. Set up

4.1. Level of interaction

Interaction can take many forms including discussion, critique, debate, sharing of project work, peer review, simulation, and demonstration and practising skills.

The level of interaction will depend on:

- How many people you wish to reach
- Whether you want synchronous (in real time) or asynchronous (not in real time) activities.

Live sessions can ensure greater engagement, and an opportunity for learners to engage directly with NHS staff.

Pre-recorded content means that learners can complete activities in their own time.

Consider how a learner can ask questions. Offering the opportunity for learners to ask questions can increase their confidence, develop their communication skills and allows for clarification of understanding. For live activity there will be an assumption that questions can be asked and responded to live during an event. For pre-recorded activity will you enable learners to ask questions? If so, a member of staff will be required to monitor chat functionality and answer questions within a given timeframe. An ability to ask questions will ensure that the activity counts towards two-way interaction as part of the Gatsby Benchmarks.

Live sessions provide the opportunity for verbal interaction between peers and staff members, which can increase engagement and support learning outcomes. Consider what you want the learners to achieve from the session as that will determine numbers attending and the team you need to facilitate. Allow time for learners to ask a question and encourage engagement. In a live online setting, for example a workshop, when young people are asked a question, it is best practice to allow longer than usual for them to answer.

Virtual Reality offers exciting new opportunities but can be expensive and requires headsets. You would need to consider any return on investment, the broadband requirements, infection control of equipment and the environmental impact of buying technology.

| | Pre-recorded | Live |
|-------------------------------|---|--|
| Time to do activity | Learners are able to pick up in their own time. Need to be clear how long the activities will take. | Activity to be held at a time that learners are available to access the content. |
| Technical difficulties | Need support to pick up queries within a given timeframe. | Need support on hand during activities to support learners |
| Safeguarding | Content needs to be considered. | Will need to consider online safeguarding issues for delivery |
| Accessibility | Enables greater accessibility to content for learners who may not have easy access to internet connection or computer. Allows learners to return to content. | Will need to ensure that the method of delivery is accessible to those using smartphone or limited connectivity. Best practice would be to record live sessions. |
| Workshops | Not available | Allow for increased interaction but are best delivered with small groups. Include 'getting to know you' sessions to ensure learners are comfortable within the group. |
| Interaction | Can build off-line interaction to answer questions and respond to comment. This is less immediate. However, can build discussion threads to engage a range of people in the conversation. | Interaction between peers and staff, leading to a greater understanding and a richer learning environment. Need to consider how to engage learners for it to be meaningful for the individual. |

Always let participants know in advance the type of delivery and the level of interaction each part of the programme will involve.

4.2. Accessibility

Everyone should be able to see and interact with content on your platform. This means making sure it can be used by people with a wide range of abilities. This is a legal requirement. There are four principles:

- **Perceivable**
Users must be able to perceive the content on the page, by seeing it, hearing it, or another method
- **Operable**
Users must be able to use the content on the page, like forms, even if they do not have a mouse or a screen (for example relying on text-to-speech or braille output)
- **Understandable**
Users must be able to understand the content and tools
- **Robust**
The content is compatible with the widest possible range of technologies and future technologies.

NHS Digital and the Web Content Accessibility Guidelines outline the accessibility standards that all online work-related learning should adhere to.

Consider accessibility for people from lower socio-economic backgrounds. Not every learner will have access to a computer, have high quality broadband or quiet places for study. Think about:

- Can your programme be accessible on a range of devices, including smartphone
- Do participants need to be able to pause training, if their time is limited?

Think about the use of live events and, if this is included, how you will ensure it is accessible and you maximise attendance and engagement. Consider not only the device they may be using but also timings.

You need to ensure that your platform is available on a range of internet browsers and will function on a range of devices. User testing will be important.

Undertake an equality impact assessment to provide insight to the requirements of your platform. Consider if you will need subtitles and alternative text.

NHS Digital provides more detailed information including standards for web products.

4.3. IT support

Be clear with learners about the technical support you offer.

In the technical world, every user matters. If you are using a platform or piece of software and an error occurs it may prevent the learner continuing to engage, they may never return to the site again and word will spread. Even if 10,000 people complete your resource, if five young people faced problems, those five young people matter.

For any online resource you will need a way for users to highlight issues, and get a response. This could include:

- An email address with an automated response
- Frequently asked questions on a webpage
- A help area on the platform with clear instructions.

Prepare for your site going offline. Have a statement ready for emails and on your website explaining what has happened and when it will be rectified.

If you are running live events speakers and organisers must be familiar with the online tools or software being utilised to swiftly trouble-shoot and support anyone that is struggling. This could include having a test run, to identify any potential issues that may occur.

4.4. Longevity

Valuable resources can be lost or fall into neglect if longevity is not built into the initial plan. Who will maintain, evaluate, improve, promote, prioritise and fund the continued hosting of the online alternative?

Create content which can be future-proofed, that is easily adaptable as change occurs. One of easiest ways to build in longevity is to establish a modular approach, with blocks of content. This means that individual blocks can be easily updated without a total rebuild of the resource.

4.5. Safeguarding

Ensure you have robust privacy and security settings.

Behavioural standards

Set out the behavioural standards you expect from those working on the platform and the learners.

Your code of conduct for those working on the platform can include to:

- Use accounts that have been authorised by your organisation to communicate with learners and never use personal accounts
- Use an organisational device to communicate with learners
- Ensure all communications are relevant to the work of the project and organisation
- Use age-appropriate language
- Not accept friend requests on their personal accounts from any of the learners.

Establish a behaviour code for those using the resource. This could include:

- Principles
- Dos and don'ts
- What happens if you do not follow the code
- The role of parents (for children and young people).

The NSPCC have an **example behaviour code** for children and young people. You may wish to use this and extend it to all your audiences.

Consents

If you are planning any direct interaction with learners, you will need written consent for young people to be involved. You should get this from parents, carers and the children themselves, as appropriate. Explain exactly what the activity is, why it needs to happen online and what the benefits and risks are.

We have a **template consent form** you may wish to adapt.

Try and limit any interaction to chat. If young people share videos or pictures then you will need further consents.

Raising concerns

Your organisational policies and procedures should set out what to do if there are any concerns about a child's safety online, or if a child says anything online that raises concerns about their wellbeing. Make sure you know who the safeguarding lead is with any partner you work with.

Monitoring interaction

If you allow posting or communications on the site you will need to regularly check them. Ensure that no personal information is included and they are not identifiable (for example the location of events they are taking part in or visual clues in photographs).

Consider whether learners can interact with each other. This is an online community and you have a responsibility to take steps to keep everyone who uses it safe. It will need regular review and you will need to ensure your organisation has the capacity to maintain it properly. Do be aware that fake profiles may be established. We recommend that you consider ready-made platforms if you wish to include this that comes with built-in monitoring. Ensure that your platform does not allow learners to contact each other directly through the platform.

Live events

For live events you need to:

- Ensure you are aware of the content and that it is appropriate and relevant to the learners
- Be clear whether it will be recorded
- Consider how comments are seen and recorded, for example will it be to all attendees or just the panellists
- Make sure appropriate adults observe the activity if children are involved
- Ensure that there is no identifying information for the learners such as a full name, email address or a link to their social media account, both at the event and in any communications
- Consider how to make sure your live stream only includes the people you have invited. For example, ask your audience to register to watch the stream and issue a log in and password. Or you could look into using a custom platform if you regularly live stream
- Consider which platform to use. Some free platforms such as YouTube or Facebook Live do not allow you to restrict the audience
- Be sensitive to the needs of individual children, for example those who may be sensitive to particular topics or issues that may arise during the live stream
- If you are appearing in the live stream, make sure your surroundings and environment are appropriate.

Remind learners:

- Any comments will be seen, and may become part of their digital footprint
- Not to share any personal information
- Who to tell if they see or hear anything upsetting or inappropriate.

Familiarise yourself with the privacy settings of the platform you are using and how to report any offensive or abusive content.

For more information refer to the **NSPCC** for useful guidance.

4.6. Health and safety

You will need to complete a risk assessment for your online resource. There are several things to think about, including:

Who can attend?

You do not want unknown or uninvited people attending your event or using the resource, particularly if young people are present or there is chat or interaction. For any online activity you need to have registration processes. This will help you gain information about the learners, but also you can add passwords and other security measures.

Deter and manage disruptive activity

Consider how attendees can disrupt the engagement of other learners. This is more likely to be for a live event but can also happen on pre-recorded delivery. You can minimise any disruption by:

- Ensuring your platform has appropriate security features
- Disabling any features that allow learners to present their desktops or speak without being called upon.

Establish behaviour expectations

Be clear about the terms of engagement on the platform, and any consequences for anyone who does not meet these standards. We suggest you have guidelines for behaviour that learners are expected to demonstrate.

Protect your staff

Ensure you protect the personal information of your team. Be careful to:

- Not share sensitive personal information about the team or contributors
- Promote your platform appropriately and to the right target audience
- Consider the background so that no information can be collected about their location (if not filming from a work environment).

A **template risk assessment** is included.

4.7. Insurance and indemnity

Your existing insurance policies should cover your online work-related programme and all eventualities, but we would encourage you to check with your insurer. For example, does it cover:

- The equipment you are using, which may be high specification
- Cancellation liability if for any reason your event cannot go ahead
- Any accidental damage or injury that could occur from your online activities?

Indemnity is not a barrier to providing or participating in online programmes. Most indemnity organisations view taking part in these activities as part of your healthcare role.

4.8. Data protection

The requirements for data protection under the General Data Protection Regulation (GDPR) remain for online delivery. Take steps to ensure that your online learning platform complies with UK privacy laws and consider how you collect and store personal and sensitive information about your learners.

Online platform providers are considered 'third-party processors' under data-protection law because they will be processing personal and possibly special category data on your behalf. Check that your processor meets the requirements of data protection law in the UK. The processor's terms and condition of use and privacy policies will help you do this.

Recording live events require particular consideration. It is suggested that you only record live events if it does not feature the learners. Otherwise you will need to consider the permissions, storage, access, control and retention of the recording. Further information is available on the [NSPCC website](#).

Make sure you update any current privacy notice to include the online platform.

Finally ensure that your team with access to learners' details are using IT that has the appropriate level of security to minimise any hacking risks.

We have a [template data protection policy](#) for you to adapt for your our circumstances and practice.

4.9. Budget

Developing a realistic budget allows you to ensure that you have all the essential elements in place. You need to understand the purpose now and in the future, as well as consider the needs and goals of your online learners. It is also important to understand the tasks involved in the process and which tools are required for their undertaking. Ensure there is contingency for unexpected surprises. Finally, remember that the programme will need updates and on-going maintenance.

Our top five tips are:

1. Be realistic with your goals and outcomes

Consider what the most important components of your online programme will be. Keep this list down to just a few items. These will be what you absolutely must have in the final programme. Keep your expectations reasonable and achievable.

2. Create a comprehensive price breakdown

You should consider how much you want to spend on certain aspects such as learner research, needs analysis, subject matter experts, authoring tools, the platform and the team. How much do you need to outsource, and how much are you doing as a team?

3. Know the potential risks

Unexpected things do happen that will cause the project to cost more than you originally anticipated. For example, you may have to do further iterations than initially envisaged. Take note of these possible risks and work them into your budget.

4. Consider maintenance costs

Once launched there may be tweaks that you have to do and updates will be necessary after a certain period of time. Neglecting to allocate resources for updates can lead to you being unable to update and it becoming dated. Assess how often you think your programme will need to be changed and budget in money for revisions, as they are needed.

5. Inventory of your assets

You may already have learning materials available, or be able to access materials from elsewhere (such as through the **National Work Experience Catalogue**). Take stock of the resources you have and decide what can be reused or repurposed. You may already have recorded material that you can use in modules, online training tutorials, or demonstration videos.

5. Design

As you design the programme, consider the use of user focus groups. Testing your thoughts and ideas can give you insight. You may also wish to include user testing. Surveys will help you identify what learners already know, need to know, and how you should deliver the information..

5.1. Content

Begin with idea generation, what you wish to include, and map out an outline of how this might be delivered. At every stage ask yourself 'Why am I including this content?'. Your learning objectives will underpin your content development. Keep the learning objectives in mind throughout the development to ensure you and your team remain on track.

Know the learners that will be using the platform. It will be a diverse group, remember:

- Not all learners start from the same place
- Not all learners will acquire information the same way
- Learners will have different life experiences and perceptions (ensure that it reflects them).

To begin, create a list of significant topics and sub-points. Think about:

- A list of '**must know**' content (critical to achieve the learning outcomes)
- '**Should know**' content that is areas that the learner should understand as a core part of the programme
- A list of '**nice to know**' content which adds value to the understanding of the subject, but the learner can do without these points.

Listing out topics is an essential way to help your team visualise and scope the content. Be as detailed as possible about your main ideas when creating this list of topics so that it highlights all of the key aspects of your programme. Be sure to include a note of interactive elements you would like to incorporate into the programme.

Here are some tips on how to draft your programme outline:

- Think about the subject and all it conveys
- Break your subject down into smaller topics
- Decide how you will present your content. Will you have filmed content or will it be text? Will you include scenarios? Will patient voices be heard?
- Plan your introduction carefully. The first few minutes of your programme are key to grabbing and maintaining attention
- Plan out activities and assessments. Do you want activities completed at the end of the section before they can move on?

When designing your programme you may already have existing content you can reuse or repurpose. Review the material you already have (it can be worksheets, film, slides or any other material available) and identify what needs to be created.

Storyboarding

To avoid overloading your learners with irrelevant content, it is important to organise your content. Use storyboarding to determine the direction of content, without trying to add too many concepts. With a storyboard, you can maintain an outline while you create your programme. This level of organisation ensures you include all main points without venturing into less important topics.

Storyboarding brings all the elements that will make up the programme together. Much like a story, each element contributes to the understanding of the next, creating a narration or feeling of resolve in the end.

To storyboard:

- Write your title - make this brief, descriptive and clear to the potential learner
- Write your course overview - here you list key points from your learning outcomes
- Make sure that each sequence is clear and provides additional resources for the learner if they are interested in reading more
- Consider the level of interaction you will have with the learners. Include activities that prompt and provide practice of reflection. Systems, which allow learners to record their learning, capture results of assessments, provide a record of their achievement and allow for feedback, are favourable
- Use real life scenarios and brief examples to illustrate the application of the skills being learned.

When building your storyboard, always think about the application. How will learners apply what they have learned from your design?

Consider the time it will take to undertake the programme and each section. Include this information at the start of the programme, and at the beginning of each section.

Assessment

Think about how you are going to provide feedback on a learner's progress through the programme. Consider if you are providing:

- An assessment at the end of each topic
- Scores
- Links to further learning linked to their progress
- Proof of completion, either for sections or for the entire programme.

5.2. Subject matter

Engage subject matter experts. This may include:

- Clinicians for content
- e-learning experts for design and structure
- Inclusion and diversity staff to review the accessibility of the material and the content.

The subject matter expert will help you design the course that has accurate content that learners can identify and engage with.

Be clear on your expectations from the start. Think about how much time your expert will need to contribute to this project and list the duties. You will need them engaged throughout the programme development. Your subject matter expert will be needed to, for example:

- Consider the initial storyboard and course content providing input and feedback
- Provide accurate and detailed information on the content that will assist in meeting the learning objectives
- Review the learning resources.

Remember that the subject matter expert will not know how to create effective e-learning. However, it would be helpful to talk them through the process, and if possible show them an example of what good e-learning looks like. It will make life much easier for both of you have the same vision in mind.

Ensure as you develop the subject matter you include only what the learner needs to know, not what would be nice to know.

6. Platform and providers

If you are contracting out the work, remember to follow your organisation's procurement processes. Work with your procurement team to ensure all initial conversations, meetings and agreements fulfil best practice, legal and organisational requirements.

When considering your platform and provider:

1. Ask yourself, 'What do I need from provider?'

Before you meet providers write down the specification of what you need. Think about the entire programme and all the elements, including safeguarding, insurance as well as the content. For example, with safeguarding be clear on who will take action in all possible circumstances (and how that aligns with your policies and procedures). Be clear on how much you want from the provider and where you would like responsibilities to lie.

Most providers will have features that are not useful for what you want to achieve. It helps if you identify how you envisage the programme being used, how will learners interact with the system, and how you want to monitor learner engagement.

Have a set of questions in order to ensure that the provider you choose is the one that offers the best solution to fit your needs.

2. Investigate your provider

Invest time in researching different providers. Look at who have they worked with in the past, find out what other clients say about them and the other products they offer. Ensure any provider would meet your trust's ethical standards.

Large providers can seem more credible and reliable. A small provider, on the other hand, can offer an individual flexible approach to you as a customer.

Always consider the provider's main clients and ask for references.

3. Check for compatibility

Consider how the provider will be compatible with your organisation and its systems. Does the platform need to be compatible with any other system that you run, for example learner management? How will technical issues be dealt with? Does it need to complement other learning offers?

Ensuring that your platform either incorporates learner management, or works with your current system is essential.

How will the provider's logo be displayed if at all? Be clear on how prominent a provider expects their branding to be on the site or in any associated materials.

4. Check who owns what

Who owns the intellectual property of the content? Be clear who owns what, and what that means.

Who has access to the learner information? Check how much access, if any, your provider will have to the information.

Consider if you want to be able to track participants on the programme and use their data afterwards. Ensure as part of your agreement that you will have access.

Check on what a learner's experience will be. Will the provider try to promote their products to the learners, either directly or indirectly? Ensure you are not indirectly endorsing a product for sale.

We would suggest you avoid any per user licence model as this reduces your ability to scale.

5. Choose a provider that offers the technology you need

Your learner should be able to engage with your programme using any device. Learners may not have easy access to computers. Ensure that your provider can make the programme easy to use via smartphones, tablets, laptops and computers.

Consider the technical support. Will the provider be responsible for solving any technical problems? What will their timescale be for resolution of any problems?

Do you want access to statistics dashboards to analyse learners' engagement?

Pay attention to the interactivity and engagement the provider can offer. The right tasks and tests after each module can make learning more effective.

6. Look for a user-friendly interface

Learners find interfaces user-friendly when it is easy to access the course and engage in the content.

7. Partner with others

There may be economies of scale if you partner with others to identify a platform and a provider.

7. Promotion

Equity of access relies upon sufficient and on-going marketing of the resource to schools, colleges and other partners nationwide.

There are a lot of existing materials and online resources, but many do not get used to their full potential.

During the planning stages work with other organisations, for example other trusts, medical schools and royal colleges to endorse and support your resource. Consider how young people will find out about the resource before creating it – what methods are available, will there be a ‘launch’?

7.1. Working with schools and colleges

Schools and colleges will welcome your programme, particularly if it:

- Provides an insight into working in the health sector
- Supports a student’s application to further or higher study.

Schools and colleges will be using the **Gatsby Benchmarks** to ensure they fulfil their legal duty to provide independent careers guidance. The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Online learning will support the benchmarks and will support ‘encounters with employers and employees’. You can have your resources promoted in the Careers and Enterprise Company’s Resource Directory. Visit their [website](#) for more information on how to be involved.

“The Gatsby Benchmarks, which are based on international best practice, strongly advocate employer engagement as a key part of career guidance. They use the terms ‘encounters with employers and employees’ and ‘experiences of workplaces’ to reflect the full breadth of what employers can offer young people – everything from a careers fair or a site visit to a period of work shadowing. For clarity, we avoid the terms ‘work experience’ or ‘work placement’ as these can be confused with more specific terms such as ‘industry placement’, which is a part of the T-level study programme.”

Professor Sir John Holman, Senior Adviser to The Gatsby Foundation.

Promote your programme to your local schools that are representative of the communities you are looking to reach. You can get a sense of the schools to target in your promotion by looking at their school data (for example, the percentage of students eligible for free school meals) available at the [Department for Education](#).

7.2. Working with other partners

Alongside schools and colleges there are other organisations you may wish to work with to use and promote the resource.

Universities will be running outreach programmes to raise aspirations and increase access to higher education. Your programme could be a useful addition to their work.

Jobcentre Plus and the Prince's Trust will be able to promote your programme to their clients.

Consider other charities that support people to move into education or employment. They will be able to use your resource in a targeted way to support people to consider healthcare.

Working with other organisations can help in many ways in which they can:

- Identify individuals who are interested, highly motivated and would value the experience
- Prepare individuals for the experience
- Provide support.

Movement to Work is a charity coalition of the UK's leading employers who are working together to provide work placement opportunities and employment to unemployed young people.

8. Evaluation

Evaluation helps you to ensure you are meeting your objectives for the programme. It helps you learn from mistakes, build on successes, identify any inequalities, make modifications as needed, monitor your progress towards your objectives and judge the success in achieving your outcomes. The findings can help in enhancing your programme, new policy development and securing further support and funding.

As part of your monitoring and continuous improvement you could consider the following:

- **Monitor the participant demographics**
Do the participants reflect the communities you serve?
- **Monitor the usage and take up across the resource.**
Consider looking at usage of different parts of the resource, do they complete all elements, at what point is there any drop off?
- **Track and record assessment results.**
How are users performing on the assessments or activities? Are there any common patterns?
- **The completion rates.**
Are learners completing the programme? If not, at what point do they leave? Can you build greater retention?
- **Longer-term destinations**
Consider tracking the course or career destination of your participants.

Review if usage, take-up, assessment and completion are different for different cohorts.

Think about how your evaluation can be built throughout resource:

- Thumbs up and down on sections or after blocks of activity
- Asking if it was useful
- Regular polling during the programme
- Allowing opportunities for feedback on improvements

Include a questionnaire at the end of the programme. We have a **template** available.

Do also seek the views and feedback of schools, colleges or other partners that are using the resource. Ask them:

- How they use it
- What are the most or least popular elements
- What areas there are for further development?

9. Glossary of terms

Below are definitions of some of the most common technology enhanced learning methods. As with any sector, some of these terms are used differently and are evolving.

| Term | Definition |
|--------------------------|--|
| Digital Literacy | Digital literacies are the capabilities which fit someone for living, learning, working, participating and thriving in a digital society. The six domains of digital literacy, defined by the Technology Enhanced Learning team at HEE, provide areas to consider when creating digital content for the future workforce of the NHS. |
| Digital learning | Is the most encompassing term. It can take place in a classroom or elsewhere. It is the use of technology or software to enhance a learning experience. This can include watching an educational video, using an online platform or apps, or a teacher using a smartboard. |
| Asynchronous | Interaction between participants occurs in their own time (chat functions for example) thus there can be a delay between responses. |
| Synchronous | Interaction between participants takes place at the same time. |
| Podcast | Is an audio file similar to a radio broadcast, that can be downloaded from the internet. |
| Remote learning | Holding a session or completing an activity online away from a classroom or academic setting. |
| Blended learning | Blended learning is the combination of face-to-face or standard 'classroom' learning and virtual learning/online learning. |
| Distance learning | Studying away from your academic institution, usually from the comfort of your home. |
| Online learning | Training, learning and education provided to a device via the internet. |

Below are terms specifically provided by the Technology Enhanced Learning (TEL) team, at HEE.

| Term | Definition |
|---|---|
| Technology enhanced learning (TEL) | Technology Enhanced Learning (TEL) is a term used to describe technologies and techniques that can enhance the delivery of education and training. |
| E-learning | E-Learning is a collective term used to describe a wide range of different learning technologies but is most typically applied to short courses delivered online through a web browser. Examples include modular learning content delivered through a virtual learning environment (VLE). |
| Mobile learning and apps | Mobile learning and apps are learning designed specifically for delivery through a mobile device and includes mobile applications. Examples include podcasts and performance support apps. |
| Virtual workshop/ classroom | Synchronous learning is typically delivered in real-time using video conferencing tools or sophisticated virtual classrooms that supplement didactic delivery with polling, chat and other audience participation tools. Recordings of sessions may be made to deliver the learning asynchronously if a participant is unable to attend live. |
| Simulation-Based Education (SBE) | Simulation-Based Education (SBE) is a technique to replace or amplify real experiences with guided experiences, often immersive in nature, that evoke or replicate substantial aspects of the real world in a fully safe, instructive and interactive fashion. |
| Immersive technology | Immersive technology is a type of SBE and a collective term used to describe virtual reality (VR), augmented reality (AR) and mixed reality (XR). |
| Virtual reality (VR) | Virtual Reality (VR) is a computer simulation of a real or imaginary world or scenario, in which a user may interact with simulated objects or living things in real time. Examples include fully immersive scenarios and 360 videos. |

| Term | Definition |
|-----------------------------------|---|
| Video and 360 video | Video/360 video is media in digital format, displayed on a screen. Typically, this is filmed with a standard single-lens camera but can be filmed on a stereoscopic camera to provide the illusion of depth and 3 dimensions when played back through a virtual reality headset. 360-degree video is captured using a special camera that contains an array of lenses that capture all angles of a scene. Examples include screen captures of software or scenarios involving actors. |
| Augmented Reality (AR) | Augmented Reality (AR) is an enhanced version of reality created using technology to overlay digital information on an image of something being viewed through a device. An example of augmented reality is for use in anatomy teaching where labels or graphics of the human body are overlaid on top of the real world. |
| Mixed Reality (MR) | Mixed Reality (XR) incorporates both virtual and augmented reality, supported using haptics and even smell. |
| Volumetric content | Volumetric content is a type of video that captures three-dimensional space and presents the content as a graphical model. This is typically a three-dimensional graphical representation but with specialist recording equipment which can capture real-life people or objects. |
| Gamification | Gamification is the application of game-design elements and game principles in an educational context. Examples include leader boards and motivational techniques based on audience participation. |
| Machine Learning (ML) | Machine Learning (ML) is a type of Artificial Intelligence (AI) that uses data to make decisions. In education, this typically involves using learner data to provide adaptive and personalised learning. |
| Social learning/discussion | Social learning/discussion is typically delivered asynchronously where participants take part at a time convenient to them, using discussion forums and social media to interact with other participants. Examples include MOOCs and Twitter chats. |
| Informal learning | Informal learning is learning that takes place independently and typically outside of any formal learning environment or curriculum. This may incorporate elements of social learning where participants share resources or learning with others. Examples include YouTube video, journal articles and other resources not explicitly delivered by a VLE. |

| Term | Definition |
|--|--|
| Learning management systems (LMS) | Learning Management Systems (LMS) also called a Virtual Learning Environment are the systems that students interact with to access their learning materials. Learning is tracked through the LMS and a tutor or administrator can manage courses through a content management system, and manage participants as required. |
| E-portfolio | Are systems used to capture details of activities completed and competence against those activities, often against a framework. An e-portfolio system is often independent of the LMS but may interact with it by capturing completion data. |

Acknowledgements

Our thanks must go to all the organisations across the UK that support online work-related learning and make a real difference to people's lives.

Disclaimer

The information contained in this toolkit is for general guidance purposes only. We do not accept and, to the extent permitted by law, exclude liability to any person for any loss that may arise from relying upon or otherwise using the information contained in the toolkit. Whilst every effort has been made when producing this toolkit to help the user in planning and support work experience, no liability is accepted for any error or omission. Should you have a particular query or issue which is not covered in the toolkit then we would strongly advise you to seek legal or other professional advice, rather than relying on the information in this toolkit.

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