

# Guidelines on videoconferencing for the delivery of IOSH products

All virtual learning should be constructed to be as beneficial, advantageous and effective to learners as a classroom-based learning intervention.

Videoconferencing participants will benefit from the learning experience if a course is presented in an engaging way. To allow learners to gain maximum benefit from the experience, the following standards must be met:

Criterion	Standard
<b>1 Virtual platform</b>	<ul style="list-style-type: none"><li><b>a</b> Two-way videoconferencing systems should be used, eg Zoom, to allow eye contact between learners and trainers. This allows learners to feel they are participating in the course, rather than just watching it</li><li><b>b</b> Trainers must be competent in delivering virtual training and be familiar with the system used, so they can concentrate on providing an engaging learning experience</li><li><b>c</b> There should be a facility for participants to ask questions and clarify information</li><li><b>d</b> Online 'polling' facilities will enable 'real time' feedback from participants to gauge, for example, understanding of the subject or enjoyment of the session</li></ul>
<b>2 Duration</b>	<ul style="list-style-type: none"><li><b>a</b> The virtual course should be a simulation of the equivalent classroom-based course, so the overall course duration should be the same. The recommended learning hours are stated on the applicable IOSH syllabus</li><li><b>b</b> The overall course timing must be broken down into suitably-sized chunks – a typical virtual session should be around 60–75 minutes in length</li></ul>
<b>3 Syllabus</b>	<ul style="list-style-type: none"><li><b>a</b> All syllabus content must be delivered to make sure that participants are able to complete the end-of-course assessment process</li></ul>

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4 Planning	<ul style="list-style-type: none"><li>a The course content for each module should be carefully planned to make sure that each session is delivered in a suitable timeframe for the type of intervention</li><li>b All learners must be given joining instructions for the training and notified of dates and times of each module</li><li>c All learners must be given instructions about system requirements and equipment needed for the training, eg internet connection speed, browsers, headset, microphones</li><li>d All learners must be given instructions relating to what to do in the event of a lost connection</li><li>e All learners must be notified of the groundrules for the training, eg how to ask questions, how to enter virtual break-out rooms (if applicable) and how to participate in activities</li><li>f The training provider should have sufficient support mechanisms in place during all sessions to make sure that learners' questions can be intercepted and answered in a timely fashion</li></ul>
5 Training delivery	<ul style="list-style-type: none"><li>a Facilitated learning techniques should be used. These should be varied to maintain learner interest and give a similar level of interactivity as in the equivalent classroom-based course. Where possible, activities in the IOSH products should be used in a similar way</li><li>b All learners must feel included, so eye contact during delivery should be maintained by the trainer, eg by looking directly at the camera, unless showing visuals</li><li>c Trainers must be mindful of the mood of the whole audience during delivery and be prepared to change delivery methods if the group moves from an active learning mode to a passive viewing mode</li><li>d When a learner asks a question, the trainer should make sure that all participants have heard it before looking into the camera to answer the person asking the question. Depending on the question, the trainer should consider seeking answers from others in the group to generate a group discussion</li><li>e Trainers must make sure that their movements and gestures do not cause unnecessary distraction during delivery</li><li>f Trainers must ensure that they maintain a group dynamic during training delivery and encourage discussion from learners, in the same way that they would in a classroom-based session</li></ul>

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6 Assessment	<p>The training provider must use robust assessment procedures and controls that meet the requirements of the IOSH terms and conditions. This includes making sure that:</p> <ul style="list-style-type: none"><li><b>a</b> the assessment is taken in a timely way to avoid learners being disadvantaged by a long wait between the end of the course and the start of the assessment process</li><li><b>b</b> only learners who have attended all course modules can sit the assessment</li><li><b>c</b> the identity of the learner is verified. Where an assessment centre is not the learner's own workplace, formal identification should be seen (eg showing a passport or ID card)</li><li><b>d</b> the assessment is carried out in exam conditions with an invigilator present (virtual or physical)</li><li><b>e</b> the assessment centre is free from malpractice, ie the invigilator should not have a vested interest in the learner passing the assessment and suitable checks should be carried out to ensure the exam room does not contain information that would be construed as malpractice</li><li><b>f</b> the assessment paper given must be the relevant IOSH-approved paper for the course attended</li><li><b>g</b> assessment papers are not distributed to or seen by learners prior to the start of the assessment, or kept by them after it</li><li><b>h</b> any learner failing the assessment can re-sit, using an alternative paper in accordance with the IOSH administration of the assessment procedures for the relevant IOSH course.</li></ul> <p>For online assessments, additional rules are applicable.</p> <ul style="list-style-type: none"><li><b>i</b> An online assessment process must have been tested and approved by the IOSH tailored course approval team before use (costs may apply).</li><li><b>j</b> The training provider must replicate classroom-based exam conditions, ie learners must not have access to course materials or notes during the assessment.</li></ul>