FINAL REPORT

Redeveloping the core unit CDs into online resources for meat processors

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1.0   EXECUTIVE SUMMARY

The project replaced the outdated Core Unit CDs with a series of short online films which can be used by processing companies to support induction, careers promotion, commencement of training and refresher training. As well as providing current, relevant and easily accessible films to the industry the objectives of the project were to also create foreign language versions of the films to address induction requirements for people of non-English speaking backgrounds and replace the old technology underpinning a valuable resource with up-to-date and easily accessible online resources.

The project was monitored by an Industry Reference Group (IRG) made up of representatives identified by and approved by AMPC. A survey was sent out to industry asking for topics for the films and preferred languages for the foreign language version. Once the results were discussed by the IRG, ten topics were chosen, and five languages identified.

A film company was appointed, and filming locations identified. Storyboards and then scripts were developed, and filming completed. Worksheets were developed to accompany each film.

Translators were contracted, and the film scripts and worksheets were translated into the five languages. Recordings were done in each of the languages and then edited to fit the English version of the film. The foreign language versions of the films were sent out to the industry for validation.

A communication plan was developed with AMPC and will be implemented as soon as all the films have been uploaded to the AMPC and MINTRAC websites.

The development process for the films worked quiet well. It would have been beneficial to work closer with the film company earlier on in the project to establish the process and help stakeholders understand the limitations as well as the benefits of film as a training tool. This may have prevented some of the delays experienced around the approval of the scripts. These delays affected the completion of the project as the filming, editing and translation are all dependent on the previous processes being completed before they can start.

There has been a lot of interest in the films, even though their availability has not been formally communicated to the industry. There are very high quality and will be a valuable resource for the industry. There are also several opportunities to develop them further for example as fully online training resources for individual use.

2.0   INTRODUCTION

The project replaced the outdated Core Unit CDs with a series of short online films which can be used by processing companies to support induction, careers promotion, commencement of training and refresher training. This was a two-year project, requiring extensive filming, editing, translating and validation. The project delivered ten, two to three-minute films translated into five different languages and accompanied by downloadable worksheets.

3.0   PROJECT OBJECTIVES

The objectives of the project are to:

- Provide current, relevant and easily accessible short films to support induction, careers

promotion, commencement of training, contractor information and refresher training by processors

- Address induction requirements for people of non-English speaking background through the provision of foreign language materials

- Replace the old technology underpinning a valuable resource with up-to-date and easily downloadable resources.

4.0 METHODOLOGY

This project involved the following stages. All stages were monitored by an Industry Reference Group (IRG). All IRG participants were identified in consultation with AMPC and approved by AMPC.

Stage 1

- Identification of at least 10 topics to be covered. The various segments of the current CDs were listed, topics from the revised new units added, and the list circulated to processing companies to be prioritized. They also had opportunity to identify further topics if required. Consultation with the regulators will also undertaken to identify areas of key non-compliance during audits.

- The list of current languages was provided to processors. They were asked to identify their top five foreign language requirements, and to indicate whether their preference is for voice over, print or both.

- The results of both of the above were collated and refined to identify:
    o at least ten short film topics for development
    o top five languages for translation.

- Stage 1 results were presented to and confirmed by the Industry Reference Group.

Stage 2

- Story boards for all films were developed and validated by the Industry Reference Group.
- Filming requirements were identified and an AMPC-approved contractor engaged.
- Filming locations were identified and agreed.
- Branding and appearance was waagreed with AMPC.
- The process for translation and recording of English and foreign-language voice-overs was agreed with the IRG and AMPC.
- Written English text for all films was agreed with the IRG and AMPC.
- Quizzes and worksheets to accompany each film were developed.

Stage 3

- Filming and editing of all films was undertaken.
- Script for voice overs were developed.
- Once edited films and voice-over scripts were approved by AMPC and the IRG, translations of voice over text and quizzes and worksheetse occurred.

- All translations were validated and confirmed.
- Voice-overs were recorded.

Stage 4
- Final sign-off and approval of all films was gained from the IRG.
- Completed films were loaded to the AMPC website, with links from the MINTRAC website also created.
- A communication and promotion strategy was agreed with AMPC and implementated.
- A complete review and evaluation of the development process was undertaken.
- Opportunities for future development were identified and provided to AMPC.

5.0 PROJECT OUTCOMES

Ten short films were developed covering the topics identified by and industry survey and approved by the IRG. The film topics are:

- Animal welfare
- Careers in the meat industry
- Good hygiene
- Cleaning and sanitising
- Food quality and safety
- Manual handling
- Knife sharpening
- Workplace documents
- Workplace behaviors
- Workplace health and safety

Each of the films, and the accompanying worksheets, have been translated into the following languages:

- Korean
- Chinese
- Vietnamese
- Filipino
- Portuguese

The films and worksheets are available for downloading on the AMPC and MINTRAC websites.

6.0 DISCUSSION

The development process for the project basically worked quite well. There was some misunderstanding initially about how much could be conveyed in a short film without it becoming ineffective as a training tool. Also, the expectations around what could be covered in the scripts as opposed to written training material was not always clear to everyone. These issues should have been discussed with the IRG and AMPC earlier in the process alongside input from the film company. A pilot film was developed to show what the films would eventually look like and help with understanding the filming process however this did significantly delay the start of filming for the other nine films.

Due to this delay the remaining nine films were filmed over two weeks in the one location. This put a lot of strain on the producers, presenter and supporting staff as well as the plant where the films were shot. It also meant that the films couldn't always show the diversity within the industry, for example the difference between export and domestic plants. However, the films do try to convey best practice within the industry regardless of the type of plant and trainers will be encouraged to use the comparisons as part of the training.

The filming process dictated the way the project progressed. For example, the translation of the worksheets and the scripts for the voice over couldn't be finalized until the films had been edited and the final versions approved. Although the scripts had been approved before the filming began there were changes that had to be made to the films following feedback from the industry, the IRG and AMPC. This meant that the recording of the voice overs and the translations of the worksheets couldn't be done until the final versions of the films were approved. Although most of these changes were easily fixed, one of the films had to be reshot as the content was not appropriate and this delayed the project significantly as all the following steps depended on all the films being completed.

Although the project's aim was to replace the outdated Core Unit CDs with online films, this lead to some confusion earlier on in the project as people assumed the films would replicate what was in the Core Units. However, the topics chosen by the IRG and industry went beyond what was covered in the Core Units so to help clarify what the purpose of the films was they began to be referred to as the 'online training films'. The films are also being described as tools to support training as opposed to standalone training resources for the Core Units.

Despite the delays the final films are well put together and will meet the objectives of the project. Although the formal communication and marketing of the films hasn't started there is already a lot of interest in the films due to them being discussed at network meetings and by members of the IRG.

The films have been used in a training situation by an RTO and the feedback was positive with the trainer saying he thought they "were very well put together and will be a great tool for future reference. I will be definitely using them in my class."

It is anticipated that once the films are formally promoted to the industry there will be a high demand and they will be a useful training resource. There are also opportunities for further development of the films including being translated into other languages. As the films are already complete this would not be a difficult thing to do.

There are also opportunities to improve the worksheets and make them more interactive. This could be done by developing further training materials which includes group or individual activities linking

to points covered in the films. Alternatively, a general induction guide could be developed based on the films. The guide could be made adaptable so that plants could change it to suit their company's requirements.

Each of the films has the potential to become an online resource incorporating quiz questions and more details for example case studies or scenarios. This would make them more suitable for individual induction or refresher training rather than for use in a classroom situation.

7.0   CONCLUSIONS/RECOMMENDATIONS

For future projects using films as a training resource it is recommended that the advantages and the limitations are clearly discussed with stakeholders early on in the process. Films are very good at visually demonstrating examples of processes and procedures but can't be too long otherwise they become ineffective. Having a good understanding of the way scripts are developed as well as the filming process also needs to be clearly outlined before filming starts.