

## **Learner Analysis**

### General Characteristics

With the help of Human Resources (HR), I was able to identify the following demographic information pertaining to my target audience. The age of the target audience ranges from 40 – 63. The gender breakdown is 70% Men 30% Women. Education in the group ranges from, a high school diploma through four-year degree. The work experience in the group ranges from 12 to 25 plus years' experience. Lastly none of the currently target audience has any physical restrictions that would prevent them from traversing any areas of the plant.

### Specific Characteristics

Through one-on-one meetings with the target audience, I was able to ascertain the prerequisite skills and knowledge they possessed. All were very familiar with procedural requirements for posting of areas and correct signage to be used. All understand the importance of having zones and areas setup correctly, and in accordance with regulations. All recognize the dangers the workers can be placed in when areas are not posted and roped off as requires. Some of the supervisors feel that as long as they are meeting the requirement by documenting an observation they are doing enough. Most are engaged and want to perform the observations in the correct way. All are aware of the importance of ensuring contamination is controlled and of the consequences that can result if it is not.

### Prior Experience

All of the supervisors were field technicians with 10 – 15 years' experience in the field. However, some of them have not worked as a technician in 15+ years, so while they had field experience at one time for some it was quite a while ago.

### **Contextual Analysis**

#### Instructional Context

The formal training should be presented in a group setting with a combination of classroom instruction to teach what is expected followed up with a practical lab exercise that will reinforce the classroom training.

#### Orienting Context

The students should come out of this training with a clearer understanding of what is expected of them when they are in the field performing observations. They will know the management expectations, as well as the difference between a critical and noncritical observation.

#### Transfer Context

In addition to providing the skills and knowledge needed to perform the types of observations that management expects the students will have a new observation form for use in the field. The form will assist them while they are in the field performing observations.

## Task Analysis

For my task analysis I will be using the topic analysis format. Topic analysis is a task analysis procedure used to identify and then describe the topics related to the goal or need. This type of analysis allows me to define facts, concepts, principles, and rules that will make up my final document.

### 1. Noncritical Observations

- a. Posting crooked on pole.
  - i. Meets regulatory requirement cosmetic only.
- b. Tools not stored in proper manner.
  - i. Housekeeping item does not directly affect Radiation Protection.
- c. Workers not “immediately” frisking hands and feet upon exit from contaminated area.
  - i. Personal preference.

### 2. Critical Observation

- a. No step-off pad or step-off pad clearly worn and needs replacing.
  - i. Could cause a worker to inadvertently enter or exit a contaminated area without knowing it.
- b. Hoses not secured when crossing into contaminated areas.
  - i. Could cause contamination from a contaminated area to be spread outside of the setup zone for the area.
- c. Posting missing or not clearly visible.

- i. Not warning the workers of the hazards in the area, regulatory violation.
- d. Material crossing a contaminated area boundary
  - i. Could spread contamination leading to a worker outside the area becoming contaminated.