

Online Induction Module Checklist

A practical planning and review tool for workplace, contractor and staff induction modules

Use this resource to:

plan a new online induction, review an existing module, identify gaps before launch, and prepare content for LMS-ready online delivery.

Prepared for	
Organisation / project	
Prepared by	
Date / version	

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Introduction

An online induction module is often the first formal learning experience a person has with an organisation. It can shape how they understand expectations, safety responsibilities, workplace conduct, systems, reporting processes and where to get help.

A strong induction should do more than present rules and policies. It should help learners understand where they fit, what they need to do, what matters from day one, and how to act safely, appropriately and confidently.

This checklist is designed as a practical working tool. It can be used before development begins, during content review, as part of a course refresh, or as a final quality check before launching an induction through an LMS.

Important note

This resource is a practical development checklist, not legal, WHS, HR or compliance advice. Your organisation remains responsible for confirming the content, obligations, approval process and final sign-off for any induction module.

How to use this checklist

Use the checklist section by section. You do not need every item to apply to every induction. A short office induction, a contractor site induction and a high-risk workplace induction will all need different levels of detail.

For each section, tick the items that are already in place, write notes where action is needed, and give the section a readiness rating from 0 to 3. The rating helps you see where your current induction module is strong and where more planning, content review or testing may be needed.

If you are planning a new induction, start with the planning worksheet. If you are reviewing an existing induction, move through the checklist and record gaps. If you are preparing for launch, pay close attention to LMS tracking, review, approval and testing.

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Readiness rating guide

Use the rating column at the end of each checklist section to judge how ready that part of the induction is. The score is not a formal audit result. It is a quick planning tool to help you see where attention is needed before development, launch or review.

Score	Meaning	Use when...
0	Not yet considered	The item has not been planned, developed or reviewed.
1	Needs work	There are gaps, unclear decisions or material that needs rewriting.
2	Mostly in place	The section is broadly workable but would benefit from refinement or testing.
3	Ready / low-risk	The section is clear, practical, reviewed and ready to proceed.

Online induction planning worksheet

Complete this page before building or refreshing the module. It helps clarify scope before effort is spent rewriting content, building screens or configuring LMS tracking.

Planning question	Notes
Who is the induction for?	
When must the learner complete it?	
What must the learner know, do or acknowledge by the end?	
What content already exists?	
Are images, videos, logos or other assets available?	
What content needs to be rewritten or created?	
What policies, procedures or documents must be referenced?	
Will the module include a quiz, acknowledgement or declaration?	
What pass mark or completion rule is required?	
What LMS or platform will host the module?	
What must be tracked or reported?	
Who needs to review and approve the module?	
Who will manage the module after launch?	
What is the required launch date?	

1. Purpose and audience

Before building screens or importing content, clarify what the induction is meant to achieve and who it is for. This prevents the module from becoming a storage place for every policy, form and “nice to know” detail.

Good practice note

Common issue: The module tries to cover every possible topic for every possible learner group.

Better approach: Define the audience first, then include only the content they need at that stage.

Planning prompt: What does the learner need to know, do or acknowledge before they can safely and appropriately begin?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	The purpose of the induction is clear.	
<input type="checkbox"/>	The target audience is defined.	
<input type="checkbox"/>	The module is suitable for the specific learner group.	
<input type="checkbox"/>	The expected completion point is clear.	
<input type="checkbox"/>	The module focuses on what learners need at the start.	
<input type="checkbox"/>	The module does not try to cover too many unrelated topics.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

2. Scope and structure

A clear structure helps learners move through the induction without feeling lost. It also helps reviewers see what is included, what is excluded and where supporting resources sit.

Good practice note

Common issue: The induction follows the order of existing documents rather than the learner journey.

Better approach: Group content around what the learner needs to understand and do.

Planning prompt: Would a new person understand why each section appears where it does?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	The module has a logical beginning, middle and end.	
<input type="checkbox"/>	Topics are grouped into manageable sections.	
<input type="checkbox"/>	Each section has a clear heading.	
<input type="checkbox"/>	Essential information is separated from reference material.	
<input type="checkbox"/>	Long topics are split into smaller modules where appropriate.	
<input type="checkbox"/>	The estimated completion time is realistic.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

3. Welcome and context

The opening sets the tone. It should make the module feel purposeful and human, not like a compliance hurdle. Learners should know why they are there, what they will cover and how completion works.

Good practice note

Common issue: The module begins with a long warning or policy extract before explaining the purpose.

Better approach: Start with a short welcome, a clear purpose and a simple completion explanation.

Planning prompt: What should the learner understand in the first 60 seconds?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	The module welcomes the learner clearly.	
<input type="checkbox"/>	It explains why the induction matters.	
<input type="checkbox"/>	It tells learners what they will cover.	
<input type="checkbox"/>	It explains the expected duration.	
<input type="checkbox"/>	It explains quiz, acknowledgement or completion requirements.	
<input type="checkbox"/>	The tone is professional, clear and human.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

4. Essential organisational information

Organisational information should give learners useful context. It does not need to include a long corporate history unless that history affects how people work, behave or make decisions.

Good practice note

Common issue: The module includes pages of background information that learners cannot use.

Better approach: Keep organisational information brief and connect it to practical expectations.

Planning prompt: Will this help the learner start well, or is it just nice to know?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	The organisation is introduced briefly.	
<input type="checkbox"/>	The learner understands relevant values or operating context.	
<input type="checkbox"/>	Key teams, sites or contacts are included where necessary.	
<input type="checkbox"/>	The content avoids unnecessary corporate history.	
<input type="checkbox"/>	Brand or culture content links to practical expectations.	
<input type="checkbox"/>	The information supports early confidence and orientation.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

5. Policies, procedures and expectations

Induction modules often become difficult when policy content is copied directly into the course. Learners need plain-English explanations of what the policy means in practice.

Good practice note

Common issue: Policy text is pasted into the module without explanation.

Better approach: Explain the practical behaviour expected, then link to the full policy as a reference.

Planning prompt: What does this policy require the learner to do differently?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	Policies are explained in plain English.	
<input type="checkbox"/>	The module focuses on what the learner must do.	
<input type="checkbox"/>	Key expectations are clear and specific.	
<input type="checkbox"/>	Examples are used where helpful.	
<input type="checkbox"/>	Full policy documents are linked separately where needed.	
<input type="checkbox"/>	Acknowledgement statements are clearly worded.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

6. Safety and risk information

Safety content must be practical, visible and easy to act on. High-risk information should not be buried in dense text or left to a PDF attachment that learners may not open.

Good practice note

Common issue: Safety content lists rules but does not explain what to do in a real situation.

Better approach: Use realistic examples, decision points and clear reporting steps.

Planning prompt: If something goes wrong on day one, would the learner know what to do?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	Key hazards are identified.	
<input type="checkbox"/>	Required safety behaviours are explained.	
<input type="checkbox"/>	PPE or site access requirements are clear.	
<input type="checkbox"/>	Emergency procedures are covered.	
<input type="checkbox"/>	Reporting processes are explained.	
<input type="checkbox"/>	Learners know who to contact if unsure.	
<input type="checkbox"/>	Safety information includes realistic examples where useful.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

7. Systems, access and practical next steps

A useful induction should help learners get started. It should explain where to find resources, how to access systems, who to contact and what happens after completion.

Good practice note

Common issue: The module tells learners what systems exist but not how they access them or get help.

Better approach: Include simple next steps and contact points.

Planning prompt: What would a learner need to do immediately after completing the module?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	Required systems or platforms are introduced.	
<input type="checkbox"/>	Login or access requirements are explained.	
<input type="checkbox"/>	Key documents or resources are easy to find.	
<input type="checkbox"/>	Important contacts are provided.	
<input type="checkbox"/>	Offline or supervisor-led steps are listed.	
<input type="checkbox"/>	Learners know what to do if access fails.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

8. Learner interaction and engagement

Interaction should not be added just to create clicks. It should help learners think, choose, apply or check their understanding.

Good practice note

Common issue: The course relies on click-to-reveal blocks that only reveal more text.

Better approach: Use scenarios, decision points and practical questions where they support the content.

Planning prompt: Where would a trainer normally ask a question or check understanding?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	The module includes meaningful interaction where useful.	
<input type="checkbox"/>	Interactions ask learners to think, choose or apply.	
<input type="checkbox"/>	Click-to-reveal is used to organise information, not hide ordinary text.	
<input type="checkbox"/>	Scenarios reflect realistic workplace situations.	
<input type="checkbox"/>	Feedback explains why an answer is correct or incorrect.	
<input type="checkbox"/>	Learners are not forced through unnecessary clicks.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

9. Knowledge checks and acknowledgements

Knowledge checks should support learning. If an induction requires a formal acknowledgement, learners should understand exactly what they are acknowledging.

Good practice note

Common issue: Questions only test memory or use obviously wrong answer options.

Better approach: Ask learners to apply key expectations to realistic situations.

Planning prompt: Does each question check something that genuinely matters?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	Knowledge checks focus on important information.	
<input type="checkbox"/>	Questions are clear and unambiguous.	
<input type="checkbox"/>	Answer options are plausible.	
<input type="checkbox"/>	Feedback is useful.	
<input type="checkbox"/>	Pass mark and retry rules are appropriate.	
<input type="checkbox"/>	Acknowledgement statements are written plainly.	
<input type="checkbox"/>	Completion requirements are clear.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

10. Accessibility and readability

An induction is often completed by a broad audience. Clear writing, readable layouts and basic accessibility practices make the module easier for more people to use.

Good practice note

Common issue: Important instructions are embedded in images, small screenshots or dense PDFs.

Better approach: Use real text, plain English and accessible media practices.

Planning prompt: Could a learner complete this comfortably on the device they are expected to use?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	Content is written in plain English.	
<input type="checkbox"/>	Sentences and paragraphs are not too long.	
<input type="checkbox"/>	Headings are clear.	
<input type="checkbox"/>	Text is large enough to read comfortably.	
<input type="checkbox"/>	Colour contrast is sufficient.	
<input type="checkbox"/>	Images have meaningful alt text where needed.	
<input type="checkbox"/>	Important information is not presented only in an image.	
<input type="checkbox"/>	Videos have captions or transcripts where practical.	
<input type="checkbox"/>	The module works on expected devices.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

11. Visual design and consistency

Visual design should support the learning. The aim is not decoration. The aim is clarity, flow, emphasis and a professional experience that reflects the organisation.

Good practice note

Common issue: Slides look polished but the design does not help the learner understand the content.

Better approach: Use visuals to organise, explain or reinforce the message.

Planning prompt: Does each visual help the learner understand, navigate or remember something?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	Layouts are clean and consistent.	
<input type="checkbox"/>	Branding is used appropriately.	
<input type="checkbox"/>	Images support the content.	
<input type="checkbox"/>	Icons are used consistently.	
<input type="checkbox"/>	Screens are not overcrowded.	
<input type="checkbox"/>	Important points are visually emphasised.	
<input type="checkbox"/>	Generic stock images are avoided unless useful.	
<input type="checkbox"/>	Visuals are sized appropriately.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

12. LMS and completion tracking

If the induction is delivered through an LMS, tracking should be planned before launch. Completion rules, quiz results and reporting requirements must be tested from both learner and administrator views.

Good practice note

Common issue: The course is uploaded before completion rules and reporting have been tested.

Better approach: Test the module in the actual LMS before launch, not only in preview mode.

Planning prompt: What evidence does the organisation need to show completion?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	The required completion rule is defined.	
<input type="checkbox"/>	The module is published in the correct format, such as SCORM.	
<input type="checkbox"/>	Completion status reports correctly.	
<input type="checkbox"/>	Quiz score reports correctly, if used.	
<input type="checkbox"/>	Pass/fail status behaves as expected.	
<input type="checkbox"/>	Resume behaviour works properly.	
<input type="checkbox"/>	The module launches correctly on expected devices.	
<input type="checkbox"/>	Administrator reports show the information needed.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

13. Review and approval

A module should be reviewed by people who understand the content, the audience, the platform and the organisation's obligations. Reviewers should know what they are approving.

Good practice note

Common issue: Reviewers comment on wording but do not check whether the learner experience works.

Better approach: Review the module as a learner and as an administrator.

Planning prompt: Who has authority to approve content, tracking and launch?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	Relevant subject matter experts have reviewed the content.	
<input type="checkbox"/>	Safety, HR or compliance content has been reviewed where required.	
<input type="checkbox"/>	Policy references are current.	
<input type="checkbox"/>	Contact details and links are correct.	
<input type="checkbox"/>	Spelling and grammar have been checked.	
<input type="checkbox"/>	The learner view has been tested.	
<input type="checkbox"/>	The module has been tested in the LMS.	
<input type="checkbox"/>	Version control is recorded.	
<input type="checkbox"/>	A review date is identified.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

14. Launch and maintenance

An induction module needs an owner after launch. Without maintenance, links break, policies change, screenshots become outdated and completion data may no longer match the organisation's needs.

Good practice note

Common issue: The module goes live but no one is responsible for keeping it current.

Better approach: Assign an owner and review cycle before launch.

Planning prompt: Who will update the module when something changes?

Done	Checklist item	Notes / action required
<input type="checkbox"/>	The launch process is clear.	
<input type="checkbox"/>	Learners know how to access the module.	
<input type="checkbox"/>	Managers or supervisors know what to expect.	
<input type="checkbox"/>	Support contacts are available.	
<input type="checkbox"/>	Completion is monitored after launch.	
<input type="checkbox"/>	Feedback is collected where practical.	
<input type="checkbox"/>	Issues are recorded and resolved.	
<input type="checkbox"/>	The module has an owner.	

Done	Checklist item	Notes / action required
<input type="checkbox"/>	A review date is scheduled.	
<input type="checkbox"/>	Updates occur when policies, systems or procedures change.	

Section rating (circle one): 0 Not yet considered 1 Needs work 2 Mostly in place 3 Ready / low-risk

Readiness score summary

Add the section ratings together to get a quick view of overall readiness. This score is not a substitute for organisational review or approval. It is a practical indicator of where the induction may need more work.

Total score	Interpretation	Suggested next step
0-15	Early planning stage	Clarify purpose, audience, scope and source content before development.
16-28	Developing foundation	Proceed carefully. Resolve content, structure and tracking gaps before launch.
29-38	Mostly ready	Good basis for development or final review. Focus on testing and refinements.
39-42	Launch-ready / low-risk	Likely ready for final approval, LMS testing and release planning.

Pre-launch LMS test record

Test item	Pass / issue	Notes
Course opens correctly in the LMS		
Course displays correctly on desktop		
Course displays correctly on expected mobile devices		
Completion records correctly		
Quiz score reports correctly, if used		
Pass/fail status behaves as expected		
Resume behaviour works as intended		
Final completion screen works		
Learner can exit without breaking completion		
Administrator report shows required evidence		

Action plan

Priority	Action	Owner	Due date

Quick readiness check

Before launching an online induction, confirm these five essentials:

Done	Checklist item	Notes / action required
<input type="checkbox"/>	Learners know why they are completing it.	
<input type="checkbox"/>	The content is clear, practical and not overloaded.	
<input type="checkbox"/>	Key risks, responsibilities and next steps are covered.	
<input type="checkbox"/>	Completion and reporting work correctly in the LMS.	
<input type="checkbox"/>	Someone owns the module after launch.	

Need help turning induction content into online learning?

If your induction is still sitting in PowerPoint, Word, PDF or a collection of policy documents, PeppercornMedia can help reshape it into a clear, structured online module ready for LMS delivery.

PeppercornMedia supports organisations with practical eLearning development, SCORM-ready course packaging, learner-friendly content design and online resource refresh projects.

Start with what you have

Send through your existing induction material, the learner group, the platform it needs to run in and any completion or reporting requirements. A practical next step or quote can then be prepared.

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