# Considerations before setting up a programme or course

The following is a checklist designed to help you think about the different things involved in setting up a programme. There may be other things you need to consider that are not on this checklist. Feel free to add to or change this document and make it your own.

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| **Operational requirements** |
| Systems that need to be in place before enrolments* Reporting systems – credit reporting
* Administration systems – enrolment, withdrawals, completions
* ICT systems
* Financial systems
* Communication systems – how will information be communicated
* Quality assurance systems – tutors, assessments (moderation)
* Tutors - availability and capacity, vetted
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| Financial information – What is the return on investment?* Number of students each year who will begin programme
* Number of students who will complete programme
* Number of students who will withdraw
* Cost of delivering the programme (buildings, tutors, learning and assessment time and materials)
* Cost to students to enter the programme
* How will the programme be funded
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| **Programme development** |
| Rationale for the programme* Why create this programme
* What need/opportunity does it fulfil (industry or trainee need) currently and in the future
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| Industry needs* Does your programme meet industry needs
* Is there a way for industry to engage / collaborate in the programme design

Resource https://www.vettoolbox.eu/en/resources/guide-developing-and-implementing-qualifications-meet-industry-needs |
| Pre-requisites* What qualifications or other programmes learners must have completed first
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| Labour market assessment* What is happening in your labour market currently and will happen in the future

Resource https://www.vettoolbox.eu/index.php/en/resources/compendium-tools-labour-market-assessment |
| Type of programme* Is it national qualification based / local course
* Is the delivery – off-job / on-job / online / face to face / self-directed / blended
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| Content * What will the content cover (what are the high levels outcomes and what is the flow / sequence)
* Who will write the content (subject matter experts)
* How long will the programme take (duration)
* Map the learning outcomes, sequencing and standards to the graduate profile
* Learner manual (information for learners to know where to go and how to get what they need for their programme)
* Learner resources as well as tutor resources
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| Assessment* How will it be assessed (theory, practical)
* Who will assess it (assessors, verifiers)
* When and where will it be assessed
* Is it nationally / internationally recognised
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| Delivery * Skilled and qualified tutors (including professional development)
* Pastoral care – enrolment and course advice, study groups, mentoring, language / disability support, health and counselling support
* Resources (classroom space, learning materials and equipment, library access)
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| Competition * Who else has a similar programme
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| Legislation / licencing requirements |
| Location* Where will the learning happen
* Is it easily accessible
* Timetable for classroom availability
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| Induction * How will their programme work
* Who are the key people and resources
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| Flexibility* Is your programme flexible enough to meet a range of needs
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| Exiting the programme* Qualification – certificate or award, how and when is certificate awarded
* Graduation ceremony
* Job availability
* Learning pathway – what next, does it cross-credit to other awards
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| **Quality assurance – how will standards be checked and maintained across the following:** |
| * Programme registration and maintenance
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| * Moderation
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| * Teaching staff
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| * Facilities
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| * Learning and assessment materials
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| * Accreditation
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