# 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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) |
| Competition   * Who else has a similar programme |
| Legislation / licencing requirements |
| Location   * Where will the learning happen * Is it easily accessible * Timetable for classroom availability |
| Induction   * How will their programme work * Who are the key people and resources |
| 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 |
| * Moderation |
| * Teaching staff |
| * Facilities |
| * Learning and assessment materials |
| * Accreditation |