Set up a program or course - CHECKLIST

This resource supports the development of level 2, leadership capabilities.

This checklist is designed to help you think about the different things involved in setting up a programme.

There may be other things 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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| Logo for Commonwealth of Learning (image including a book and a globe) | This resource was created by Commonwealth of Learning for the TVET Professional Development Toolkit for the Pacific |

# Operational requirements

## Systems

Reporting systems – credit reporting

Administration systems – enrolment, withdrawals, completions

ICT systems

Financial systems

Communication systems – how will information be communicated?

Quality assurance systems – trainers, assessments (validation)

Trainers – availability of qualified trainers who have been vetted

## Financial information – what is the return on investment?

Estimated number of students each year who will begin program

Estimated number of students who will complete program

Estimated number of students who will withdraw

Cost of delivering the program, e.g. buildings, tutors, learning and assessment time, and materials

Cost to students to enter the program

How will the program be funded?

# Program development

### Rationale for the program

Why create this program?

What need/opportunity does it fulfil (industry or trainee need) currently and in the future?

### Industry needs

Does your program meet an industry need?

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 must learners have completed first?

### Labour market assessment

What is happening in your labour market currently and will happen in the future?

Resource <https://vettoolbox.eu/publications/compendium-of-tools-for-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?

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

Create a learner manual (information for learners to know where to go and how to get what they need for their program)

Learner resources and 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 program?

### Legal responsibilities

Legislation / licencing requirements

### Location

Where will the learning happen?

Is it easily accessible?

Timetable for classroom availability

### Induction

How will the programme work?

Who are the key people and resources?

### Flexibility

Is your programme flexible enough to meet a range of needs?

### 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?

# 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