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