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.

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