New Program/Course Development Process

Disclaimer:

The following is designed to assist you with requests for new programs: response, investigation and development.

As you progress through these steps, you will likely encounter additional questions and processes that must be addressed to inform your decisions throughout.

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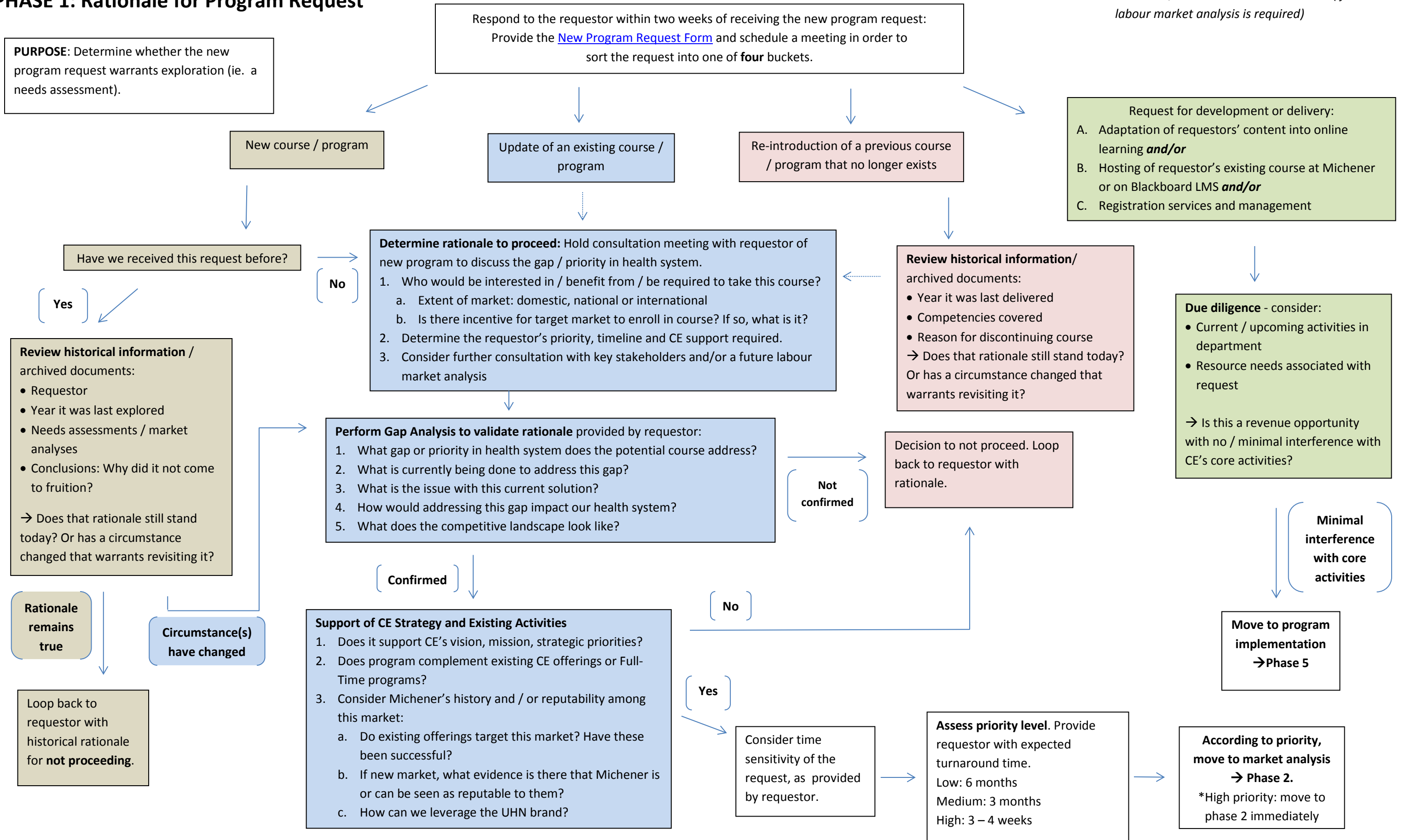Carolyn Menezes (*Manager, International Education & Bridging Programs*)

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PHASE 1: Rationale for Program Request

PURPOSE: Determine whether the new program request warrants exploration (ie. a needs assessment).

Respond to the requestor within two weeks of receiving the new program request: Provide the New Program Request Form and schedule a meeting in order to sort the request into one of **four** buckets.

New course / program

Update of an existing course / program

Re-introduction of a previous course / program that no longer exists

Request for development or delivery:
A. Adaptation of requestors' content into online learning **and/or**
B. Hosting of requestor's existing course at Michener or on Blackboard LMS **and/or**
C. Registration services and management

Have we received this request before?

No

Yes

Determine rationale to proceed: Hold consultation meeting with requestor of new program to discuss the gap / priority in health system.
1. Who would be interested in / benefit from / be required to take this course?
   a. Extent of market: domestic, national or international
   b. Is there incentive for target market to enroll in course? If so, what is it?
2. Determine the requestor's priority, timeline and CE support required.
3. Consider further consultation with key stakeholders and/or a future labour market analysis

Review historical information/ archived documents:
- Year it was last delivered
- Competencies covered
- Reason for discontinuing course
→ Does that rationale still stand today? Or has a circumstance changed that warrants revisiting it?

Due diligence - consider:
- Current / upcoming activities in department
- Resource needs associated with request

→ Is this a revenue opportunity with no / minimal interference with CE's core activities?

Review historical information / archived documents:
- Requestor
- Year it was last explored
- Needs assessments / market analyses
- Conclusions: Why did it not come to fruition?

→ Does that rationale still stand today? Or has a circumstance changed that warrants revisiting it?

Perform Gap Analysis to validate rationale provided by requestor:
1. What gap or priority in health system does the potential course address?
2. What is currently being done to address this gap?
3. What is the issue with this current solution?
4. How would addressing this gap impact our health system?
5. What does the competitive landscape look like?

Decision to not proceed. Loop back to requestor with rationale.

Not confirmed

Rationale remains true

Circumstance(s) have changed

Confirmed

No

Minimal interference with core activities

Move to program implementation →Phase 5

Loop back to requestor with historical rationale for **not proceeding**.

Support of CE Strategy and Existing Activities
1. Does it support CE's vision, mission, strategic priorities?
2. Does program complement existing CE offerings or Full-Time programs?
3. Consider Michener's history and / or reputability among this market:
   a. Do existing offerings target this market? Have these been successful?
   b. If new market, what evidence is there that Michener is or can be seen as reputable to them?
   c. How can we leverage the UHN brand?

Yes

Consider time sensitivity of the request, as provided by requestor.

Assess priority level. Provide requestor with expected turnaround time.
Low: 6 months
Medium: 3 months
High: 3 – 4 weeks

According to priority, move to market analysis → Phase 2.
*High priority: move to phase 2 immediately

PHASE 2: Market Analysis

PURPOSE: Build on initial findings from Phase 1 to strengthen sense of need for the potential program and potential for revenue.

A. Elaborate on Target Market:

- Size of market?

- Indication of growth?

- Different customer segments?

- What trends will affect the market?
  PESTEL (Political, economic, social, technological, environmental, legal)
  ie. legal – changes in scope of practice, regulation of profession, etc.
  ie. technological – is a new technology emerging? Will current technology become obsolete? Is technology forecasted to replace the profession's role?

- What are the opportunities / threats associated with these trends?

B. Elaborate on Competitive Landscape:

  Based on the competition identified in Phase 2…

- Determine details of each existing offering identified:
  a. Delivery format, duration, cost
  b. Target market
  c. Credential awarded (if any)

- Are these meeting the:
  a. Needs of the entire market, *or* are there customer segments that are not having their needs met?
  b. Preferences of the entire market, *or* are there customer segments that are not having their preferences met?

- Is capacity of existing offerings limited? For instance, are there waitlists?

- How would we (Michener) differentiate our course (ie. different format / length, more competitive pricing, higher quality)?

Decision to not proceed. Loop back to requestor with rationale for not proceeding.

Reopen program investigation should circumstances change, ie. competitor leaves market, etc.

Move to program development → Phase 3.
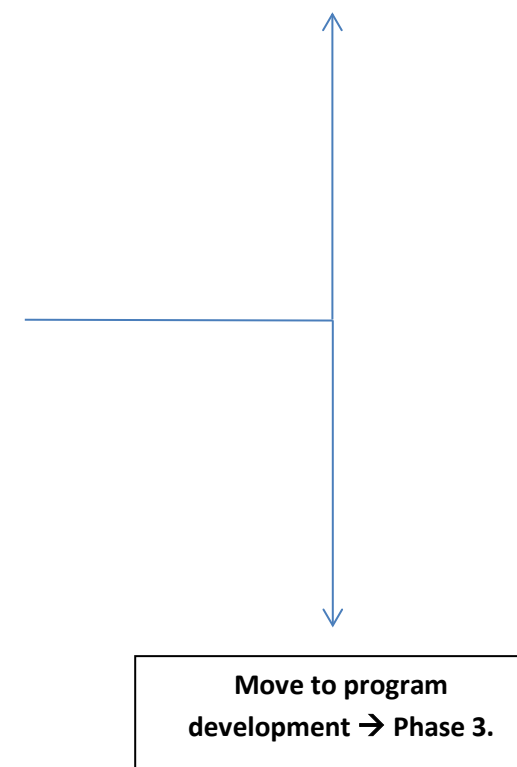
PHASE 3: Program Development

PURPOSE: Make key decisions required for creation and implementation of the new program.

Consider the following:

- Guiding course competencies and learning objectives
  *Source: regulatory framework, advisory committee, needs assessment, MAESD Provincial Program Standard or Program Description?
  *Recruitment of subject matter experts

- Course title
  *Consider Credentials Validation Service Titling Protocols if granting an Ontario College Credential

- Course format
  *Online, hybrid or live? Continuous enrolment or fixed enrolment? Clinical component, simulation component, both or neither?
  *Course length, time needed for development and anticipated start date

- Consult Registrar's Office: ensure that admission requirements respect student rights and establish a feasible launch date

- Resource requirements and sourcing
  *Recruitment of faculty
  *CASE space
  *Note: Focus on reducing costs and increasing quality / buyer value simultaneously. Think critically about which high-cost components are critical.

- Formation of an advisory group. Ensure that you capture what current clinicians / employers want students to enter their units / organizations with

- Business model development
  *Breakeven and 3-year budget (include start up and delivery costs)

- Evaluation plan
  *Identify priority areas for assessment of learners
  *Identify priority areas for program evaluation, such as: learning outcomes, processes, instructors, etc.

Move to program implementation → Phase 4.

PHASE 4: Program Implementation

PURPOSE: Market and deliver the course

Develop and implement the following:

A. Marketing Strategy
   Note: Consider where else healthcare organizations / providers might put their money aside from education. Compete with those, rather than competing with other education providers.

B. Program Launch

C. Feedback and Evaluation

D. Accreditation / Recognition from Regulatory and Government Bodies
   - Do we have to pursue accreditation? Would we benefit from accreditation?
     *Is incentive for target market to enroll in course contingent on accreditation?
   - Another alternative is recognition from or affiliation with an organization
     *Is there a need or benefit in this? If so, from which associations? Consider:
         Internal UHN bodies
         External leading organizations in the related field
     *Also consider informal partnerships: including 'approval' of course

$\longrightarrow$ **Program is delivered and evaluated.**

Response to New Program Requests Appendices: Additional Details and Resources, Sorted By Phase

Phase		Additional Considerations	Resources
Phase 1: Rationale for Program Request	**Determine rationale to proceed**	When considering incentive for target market to enroll in course: • Would it be a requirement? (eg. to fulfill their CPD requirements? If so, is accreditation required (and from whom)? • Is formal recognition / certification required? Are there other potential target markets that could benefit from this course? • What are common / overlapping needs? And how can we make the offering beneficial to different target markets? • How can different target markets benefit from learning together (integration of different professions)? Pre-circulate New Program Request Form to requestor prior to consultation meeting.	[Guide to Using Labour Market Information (Ontario Ministry of Training, Colleges and Universities, 2005)](#) [New Program Request Form](#)

	Gap analysis to validate rationale	What is currently being done to address this gap: on-the-job training, cross-training of another HCP, other or nothing?
		• And what is the issue with this current solution? (eg. why it is insufficient or not optimal)
		
		How would addressing this gap impact our health system?
		• What transformative impact would it have? eg. improvement in patient outcomes, patient experience, patient safety?
		• Consider the following (3) pillars:
		   I. Integration:
		   -Bringing different professions (patient and caregiver included) together
		   -Bridging research / innovation into practice
		   II. Life-long learning and upgrading of skills
		   III. Disruption of the health system / health models
		• Has a similar profession / change / course been introduced in another province or country? If so, what has been the system impact there?
		   -Refer to top-performing health systems around the world when investigating the new course (eg. UK and so forth).
		
		When assessing the competitive landscape, identify and list existing competition sorted by region:
		Local (GTA) vs Ontario vs Nationally vs Globally
			[Three key questions to ask before launching a new program (Academica, 2016)](#)
			
			[MOHLTC News Releases](#)

Phase				
Phase 1: **Rationale for Program Request**	**Support of CE strategy and existing activities**	Does course complement existing CE offerings or Full-Time programs? In other words, would someone enrolled in an existing offering benefit from taking the present course being explored?	
	Decision to not proceed: Loop back to requestor with rationale	If rationale is no incentive for target market to enroll and no opportunity to create incentive: Reopen program investigation should circumstances change, eg. incentive is created or opportunity to create incentive arises. If the rationale is lack of fit with CE strategy and existing activities, but there is in fact a need / gap to be addressed: Connect request with another department at UHN that may want to pursue this, if possible.	
	Assess priority level	If ranked as low priority, open program investigation sooner should circumstances change that impact time sensitivity. Ranking labels are for departmental purpose only. Provide timeline only to requestor (not the ranking label).	Prioritization Criteria
Phase 2: **Market Analysis**	**Elaborate on target market, Identify funding sources**	If revenue potential is limited, consider alternative funding sources such as Full-Time Academic Program Departments.	Horizon Scanning (Canadian Agency for Drugs and Technologies in Health, 2016) MOHLTC Job Trends and Outlook
Phase 3: **Program Development**	**Guiding course competencies and learning objectives**	The process of developing course competencies and learning objectives will vary and is open to adaptation. Often, competencies come first and are then broken down into 2 – 10 learning objectives. However, there are also times when learning objectives may instead be identified first and then grouped into broader competencies. These may be guided by Provincial Program Standards, which exist for many programs in Ontario's publicly-funded colleges, and/or Provincial Program Descriptions, for programs which have not been standardized. Provincial Program Descriptions are obtained by contacting the Ontario College Quality Assurance Service (OCQAS).	Continuing Education Quick Information Sheet Developing Effective Learning Outcomes: A Practical Guide (Kolomitro K. & Gee K., 2015) Social Enterprise Business Models (MaRS, 2009) Provincial Program Standards Provincial Program Descriptions
	Course format and course title	Consider strategies for streamlining timeline and reducing costs involved in online development. If granting an Ontario College Credential, consider Titling Protocols outlined by the Credentials Validation Service.	WICHE Cooperative for Educational Technologies Distance Education Price and Cost Report CVS Titling Protocols

Additional Resources

1. [Blue Ocean Strategy: How to create uncontested market space and make the competition irrelevant (Kim, C.W. & Mauborgne, R., 2005)](#)
2. [Beyond the Horizon: The Near Future of International Education (ICEF & Carlyle, B., 2016)](#)