

New Program SOP

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.

Developed by:

Audrey Gottlieb (*Coordinator, Continuing Education New Programs, Markets and Partnerships*)

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

© 2017 by THE MICHENER INSTITUTE OF EDUCATION AT UHN

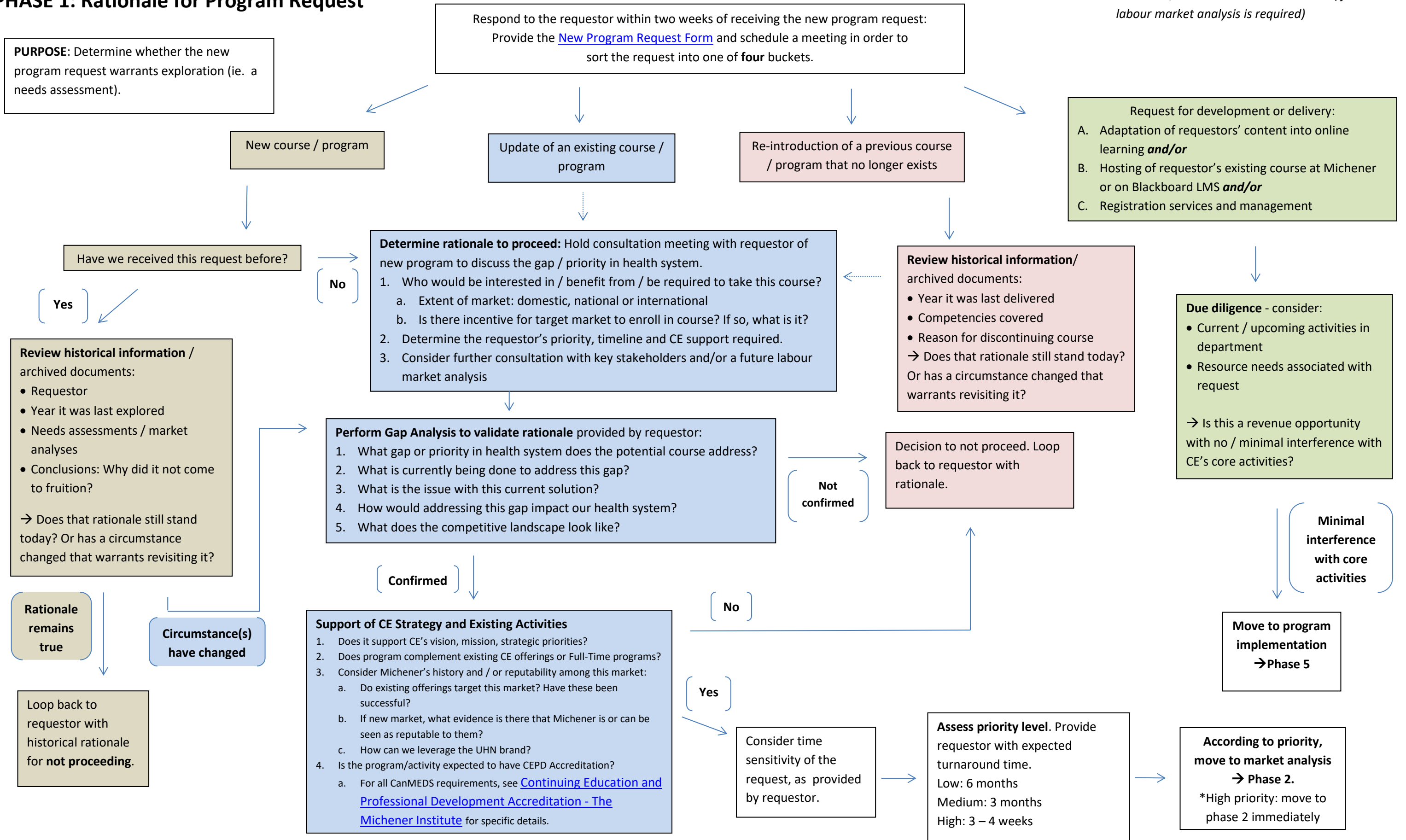
Last revised [January 21, 2021]

Developed and presented to the Michener Institute of Education at UHN Program Planning Committee [January 11, 2017]

Presented to CE Department [April 12, 2017]

PHASE 1: Rationale for Program Request

TIME REQUIRED: 3 weeks – 1.5 months (if labour market analysis is required)



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:

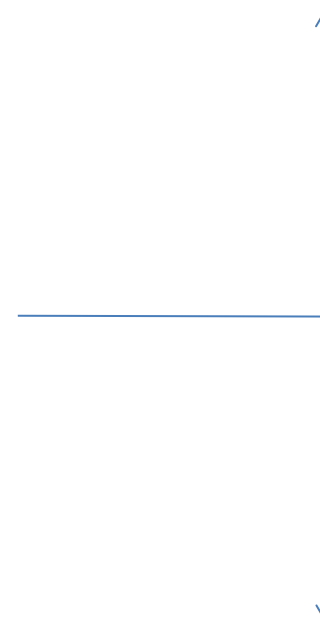
Based on the competition identified in Phase 2...

- 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)?
- Will this program/activity be accredited? All CanMEDS must be addressed.

C. Identify funding sources

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

*TIME REQUIRED: Determined
by Managers*

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?
Are all CanMEDS addressed in activity/program?
- 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



**Program is delivered
and evaluated.**