

# 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.

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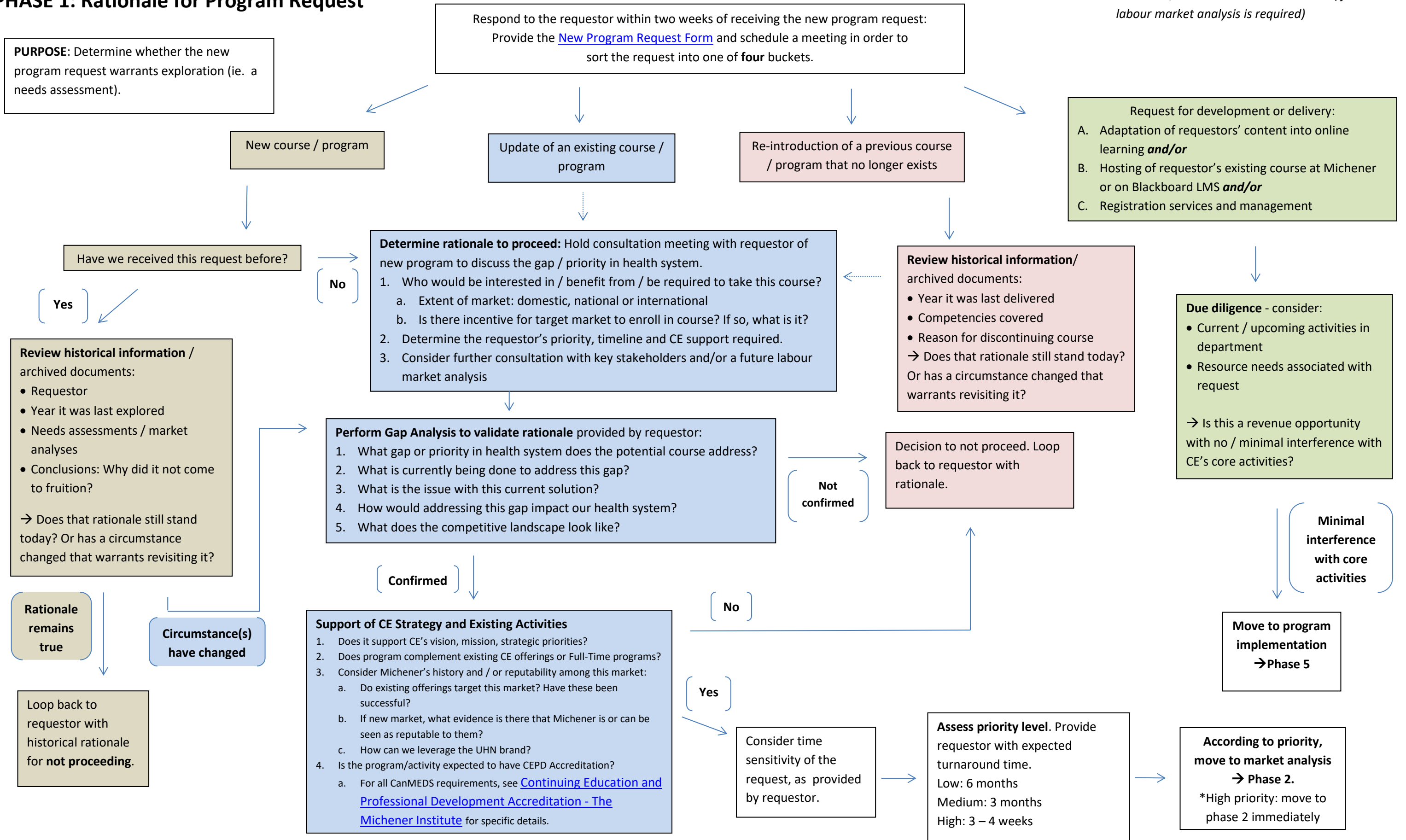
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# PHASE 1: Rationale for Program Request

**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.**