

7

ASSESSING FEASIBILITY AND DESIGNING YOUR SHORT COURSE PROGRAMME

CHECKLISTS

This chapter presents tools for you to assess the feasibility of offering a programme of professional development short courses at your institution – and also summarises things to think about when designing courses for adults. Working through these sets of questions will give you a good idea of your department's/institution's capacity and constraints – which will also contribute to framing the design of your short course programme.

Included in the list of questions are all the 'issues to consider' identified in the previous chapters. If you have already answered them, you will be well on the way to assessing your situation and designing your short course programme.

Overview of the checklists

There are five sets of questions which will test both the hard resource issues (time, money, people) as well as the match between your expertise and various interests.

The first list is about **feasibility** – and helps answer the question “Does your unit have the basic resources in place to run a professional development short course programme?”

The second list is about **stakeholders** – and addresses the question “Who are the stakeholders who may have an interest in your professional development short course programme – and how might they help or hinder you?”

The third list is about your **contexts** – and asks “What are the main issues and who are the main actors in your context regarding public health and professional development? How will you relate to and engage with them?”

The fourth list is about **your interests and those of your learners** – and checks “Is there enough of a match between your expertise, the contextual issues and the learners' interests?”

The fifth list is about **learning design** – and addresses the question “How do you design the course to optimise learning?”

This is followed by more detailed lists that may be useful regarding some of the **logistical details** of your programme, if you decide to go ahead.

Feasibility

The questions in this section address the issue “Does your unit have the basic resources in place to run a professional development short course programme?”

1 FUNDING

How much money will be needed to set up a programme of short courses – and how much to implement it regularly? Is this feasible?

1.1 How much money might you need:

- ▶ to set up the infrastructure for the programme (once-off costs like equipment, logo design, banners etc)?
- ▶ to run it regularly?

(Draft a budget outline, using the detailed budget items listed under point 20 below.)

1.2 What are your sources of income:

- ▶ does your university have funding for continuing education?
- ▶ what is your participants' ability to pay fees? How might you structure payments to ensure equitable access?
- ▶ are there any likely funders?

UNIVERSITY AND YOUR UNIT

1.3 If your university is interested in making its intellectual resources available to the public, does it have a budget that you might access? What are the conditions of this support? Might they include pressures to generate surplus income through running a short course programme?

1.4 What can you get 'for free' from your department/institution? Are there any existing budgets you can draw on, given common interests (like using equipment that another project is buying)? Are there any constraints on this (e.g. the short course programme work gets the 'leftovers' of staff's time as it is not a priority and quality suffers)?

PARTICIPANTS

1.5 What is your policy on how to decide on course fees, bearing in mind issues of access?

1.6 Will you charge applicants an extra fee (a late application fee) if they apply after the deadline?

1.7 What will your cancellation policy be? What circumstances are permissible and what proportion of fees might be refundable?

1.8 On what basis will you decide if a course is feasible - the numbers of participants? Income?

1.9 Would you consider cancelling courses altogether following continuous insufficient numbers?



DONORS AND CONSULTANCY

1.10 Would you consider raising funding from donors? Does this conflict with your unit/ university's fundraising priorities?

1.11 Would you consider offering in-house staff training in an institution (like a state health department) to earn income? Would this erode your participant pool for your short course programme?

1.12 In summary:

Question: Given your estimates of how much it might cost to set up the programme and then how much to run it, is your proposed short course programme financially feasible?

Answer: Yes/ Partly / No?

1.12.1 If 'partly' – is this because

- ▶ in order to be sure you need to get more information about costs and/or sources of funding? If so, who will you get this information from? and/or
- ▶ you cannot be sure, given that income from fees cannot be known and is an important source of income. Is it worth taking a calculated risk?

1.12.2 If 'no',

- ▶ would it help to delay while you raised funding?
- ▶ could you consider offering something less expensive – like occasional public seminars?

1.12.3 If 'no' and you want to proceed anyway, what kind of risk can you afford to take and how might this affect your reputation if it fails?

2

STAFFING

Do you currently have the academic and administrative staff with the necessary experience and time to participate in offering a programme of short courses?

2.1 Staffing: academic

2.1.1 What are your academic staff's strengths regarding their areas of expertise in certain topics, teaching skills etc?

2.1.2 How many of your staff are likely to be suited to working with mature practitioners?

2.1.3 Are (suitable) staff members likely to have time to do this extra work? If not

- ▶ are there ways of making their schedule more manageable? (Is this programme enough of a priority to do this?); and/or
- ▶ who else might you work with to offer the courses?

2.2 Staffing: administrative

2.2.1 What is the role of course convenors before, during, and after the programme?

2.2.2 Do your admin staff have any experience in course administration – including interfacing with the public? (What are the tasks that need doing before, during, and after the programme e.g. compiling the programme, handling registrations, collecting course fees etc?)

2.2.3 How much support staff time would you need to administer your short course programme?

2.2.4 Which administrative support staff are available to administer the programme?

2.3 In summary:

Question: Do you currently have the academic and administrative staff with the necessary experience and time to participate in offering a programme of short courses?

Answer: Yes/ Partly / No?

2.3.1 If 'partly' – how will you overcome the aspects which are not in place? Is this feasible? Will it cost money?

2.3.2 If 'no':

- ▶ would it help to postpone your plans till the weakness(es) are resolved? and/or

- ▶ could you consider offering something more manageable – like fewer courses or occasional public seminars?

2.3.3 If 'no' and you want to proceed anyway,

- ▶ are you thinking of contracting expertise as needed?
- ▶ Is this really feasible?
- ▶ Who will manage this? And how will you 'quality control' what is offered?

3

TIMING AND DURATION

When should you run the programme, and how long should it? What internal organisational factors and external factors do you need to take into account?

- 3.1 Notionally how many courses would you start by offering and over what period of time (e.g. six courses over two weeks)?
- 3.2 Is there any time of year that is best for you? What internal organisational factors do you need to take into account – e.g. in university calendar? What external factors do you need to take into account – e.g. busy work times, school holidays, bad weather?
- 3.3 Does your proposed time of year match your participants' calendars and availability? If these are different from one another, what will you do?
- 3.4 What time of day would you run courses? Daytimes? Evenings? On weekdays? Or on weekends? How might this affect who can teach and who attends?
- 3.5 How long could each course be (e.g. five days? four evenings?) – in terms of
 - ▶ what is likely to be possible for the proposed participants?
 - ▶ what you need to offer?

If what is possible for your participants and what you can do are different from one another, what will you do?

- 3.6 In summary:

Question: Have you identified a time and duration that will optimise staff's availability and participants' attendance?

Answer: Yes/ Partly / No?

- 3.6.1 If 'partly' –

- ▶ Is this because you need to get more information to be sure? If so, from who?
- ▶ Or is this because you cannot be sure, so you may need to take a calculated risk. Is that worth doing?

3.6.2 If 'no',

- ▶ and the problem is about the lack of availability of academic staff at the ideal time, is there a way around this?
- ▶ could you consider offering something that is less time-sensitive – like occasional public seminars?

3.6.3 If 'no' and you want to proceed anyway,

- ▶ what kind of risk can you afford to take in terms of possible poor returns on the resources and energy invested?
- ▶ And the risk to your reputation?

4

VENUES AND ACCOMMODATION

Do you have access to suitable venues to run a short course professional development programme? What will you do about accommodation for participants (if needs be)?



- 4.1 Do you have access to suitable venues within your own department – or the institution more broadly - to run a short course programme?
- 4.2 Are these venues accessible to potential participants? Are there any safety related issues you need to consider in relation to the participants when deciding when and where to hold the programme?
- 4.3 Are there times of the week - and times of the year - that the venues are less / more accessible? Does this match the times that would suit you/ participants?
- 4.4 Are there public transport routes nearby? If not, how will people get to your course? What impact will transport have on the programme (e.g. will participants cancel if their organisation cannot afford to pay for their transport)?
- 4.5 What parking arrangements could you make for participants to park their cars on campus? Are there any safety related issues in relation to the protection of participants' vehicles?
- 4.6 Might you need to run some courses in satellite or specialist venues? Do you have the infrastructure and staff to manage this?
- 4.7 Will any participants need accommodation? If so, are there suitable affordable places for them to stay nearby?
- 4.8 In summary:

Question: Do you have access to suitable venues to run a short course professional development programme - and accommodation for participants (if needs be)?

Answer: Yes/ Partly / No?

4.8.1 If 'partly', is this because you need to find out about other venues – or need to find out the conditions of, access to, the ones you know about?

4.8.2 If 'no', would you consider

- ▶ using the premises of a partner institution?
- ▶ operating in a different location altogether – including in another city/ town?

Would this be logistically and financially feasible?

5

FEASIBLE?

You will now have an idea of whether your programme is feasible – and can answer the question “Does your department/institution have the basic resources in place to run a professional development short course programme?”

If the answer to one or more of the four factors was 'no', think carefully about the risks and the effort entailed. Perhaps a delay while some issues are resolved will make it more feasible in the future.

Stakeholders

The second set of questions are about “Who are the stakeholders who may have an interest in your professional development short course programme – and how might they help or hinder you?” This will clarify if there are important actors whose support may help and/or whose lack of support or opposition may cause difficulties.

6

YOUR DEPARTMENT OR UNIVERSITY

Will your short course programme comply with and/or receive sufficient support from various parties within the university? Which stakeholders do you need to consider e.g. senior staff / management; other faculties or departments; people with overlapping interests; educational specialists?

6.1 Does your university or faculty have a policy about offering courses to the public? If so, what is it and what does it specify about

- ▶ the need for permissions / consultation regarding content etc?
- ▶ assessment and/ or accreditation?
- ▶ the level at which the courses could/should be offered?

Are these feasible for you? Do you have scope to negotiate where this does not suit you?

6.2 Whose support do you need – and on what issues? How will you get this? (Which stakeholders inside your institution must you bring on board, e.g. from highest level, staff, professional interests, other faculties, departments, experts, educational specialists?) What are the challenges you are likely to face with bringing stakeholders on board?



6.3 Is there anyone or any department who might consider this their 'territory'? Can they become an ally? If not what could you do about this? What will you do about a lack of support or differences in approach – if these should arise?

6.4 What opportunities exist within the institution that might support the establishment of a professional development short course programme (e.g. a lifelong learning unit and /or a renewed interest in vocational training)?

6.5 What is your university's or faculty's policy about income generation from short courses? What will you do if your policy on fees differs from the university or faculty's need to generate surplus income?

6.6 In summary:

Question: Will your short course programme comply and/or receive sufficient support from various parties within the university?

Answer: Yes/ Partly / No?

6.6.1 If 'partly', is this because there are some people or policies that will not approve of, or support, your programme? Does this matter? If yes, what can you do about this? Is it possible/ worth going ahead without their approval/support?

6.6.2 If 'no', would you consider delaying and working on complying with their requirements or winning their support?

6.6.3 If 'no', would you go ahead anyway, understanding there may well be negative consequences? Is it worth the risk?

7

PROFESSIONAL REGULATIONS

Do you need permission or accreditation from any professional or government agencies/departments?

7.1 What regulatory bodies exist in your country that may need to be consulted or who may need to support or accredit a professional development programme?

7.2 What is your current relationship with them?

7.3 What will you need to do to ensure that you have the necessary approvals?

7.4 In summary:

Question: Will you be able to meet any regulatory requirements stipulated?

Answer: Yes/ Partly / No?

7.4.1 If 'partly', is this because there are some aspects that you might need to change in order to comply? Does this matter? If yes,

- ▶ what can you do about this?
- ▶ is it possible/ worth going ahead without their approval/support? What are the consequences of doing so?

7.4.2 If 'no', would you consider delaying and working on aspects of compliance?

7.4.3 If 'no', would you go ahead anyway, understanding there may be negative consequences? Is it worth the risk?

8

SUPPORTED AND COMPLIANT?

Overall – do you have the support of key stakeholders? Are you aware of the various interests and requirements of those in authority or who are influential and have an interest in this kind of programme - and are you compliant / accommodating enough? Are there any negative consequences of not being so - partly or fully?

Contexts

The third set address the question “What are the main issues and who are the main actors in your context - regarding public health and professional development? How will you relate to them?”

9

HEALTH CONTEXT

What are the main issues and who are the main actors in your context regarding public health - and how will you relate to them?

- 9.1 What are the public health issues in your context - like the burdens of disease, systems/ service issues as well as factors relating to staffing and management of the health services?
- 9.2 How is your state health system responding to the population's health needs – including prevention and promotion?
- 9.3 What do civil society organisations/communities say is needed /could be improved in the state's delivery of health services?

9.4 Do you want to respond to current public health needs or do you want to offer new ways of thinking about them – or both? How does the expertise in your department/university (from the feasibility question above) help you to do this?

9.5 In summary:

Question: Are you clear about the main health-related issues and how you will address them in your short course programme, given your resources and interests?

Answer: Yes/ Partly / No?

9.5.1 If 'partly' – is this because

- ▶ there are some health factors that you think are important to respond to but you do not have the expertise to do so; and/or
- ▶ your department wants to offer various or alternative views about how to respond to known needs/ factors?

9.5.2 If 'no' – is this because your resources and interests have very little to offer the main health-related issues?

10 PROFESSIONAL DEVELOPMENT CONTEXT

Are you clear about the drivers and requirements of professional development for health practitioners?

10.1 Are there factors that currently drive an interest in continuing professional development in your country? If so, what are they?

10.2 What are the professional requirements for health practitioners to undertake continuing professional development?

10.3 Are there other organisations offering professional development short courses on the topics you are wanting to offer? Are they interested in the same potential participants as you? If yes, is their space in the marketplace for you both? If not, are you prepared to be in competition with them? If you would prefer not to be in competition with them, do you want to collaborate with them? If not, how will you differentiate what you are offering?

10.4 In summary:

Question: Are you clear about the drivers and requirements of professional development for health practitioners?

Answer: Yes/ Partly / No?

10.4.1 If 'partly', is this because you need to clarify some factors?

10.4.2 If 'partly', is this because there is no policy on professional development – which might make it risky for your programme to succeed?

10.4.3 If 'no', is this because

- ▶ you need to find out; or
- ▶ you are not going to take them into account?

Interests

The fourth set of questions address the issue of whether there is 'enough of a match between the contextual issues, the learners' interests and your expertise'.

The contextual issues have been addressed above – and will inform some of the content issues in which the participants may be interested. The next set of questions requires that you develop a profile of who your participants may be.

11 THE PARTICIPANTS

Who are your primary audiences? And the secondary ones? What do they want to learn?

11.1 What kinds of organisations / institutions do your primary audiences typically work for or volunteer for – and what kinds of occupations are they involved in? And the secondary audiences?

11.2 What do you know about your primary audiences' professional priorities, interests and concerns? What health issues might they be particularly interested in? And the secondary audiences?

11.3 What are they likely to be most interested in? Are you interested in this too? If not is there a way of bridging this gap?

11.4 What connections do you already have with these audiences?

11.5 What would your unit have to do to have them attend a short course programme?

11.6 What might undermine their attending, despite their need and interest? Might any of these be obstacles for them / their employers:

- ▶ funding to pay fees, travel and accommodation, leave replacements?
- ▶ timing of when it is held – and for how long?
- ▶ capacity in the system i.e. whether there are enough staff to cover for them in their absence.



11.7 In summary:

Question: Do you have an idea of the participants' interests and priorities – and the extent to which they overlap with contextual issues – and with your expertise and interests?

Answer: Yes/ Partly / No?

11.7.1 If 'partly', is this because

- ▶ they are all slightly different with only some areas of overlap? or
- ▶ they overlap with the context but not your interests /expertise?

1.7.2 If 'no', is this because you are not interested in addressing their profile/ interests as you are focussing on introducing new ideas? (Can you manage the risks of doing so?)

12 YOUR INTERESTS

What are your interests and the short courses you want to / can present based on your expertise and interests and how might these relate to those of the participants and context?

- 12.1 What is the 'style' of your department or university? What are you known for? Can you run a short course continuing professional development programme based on this style? If not, what would need to change?
- 12.2 Given the identity and interests of your university unit, are you wanting to offer a set of courses that have social influence? And /or are you wanting to support the current system to do its job better? And/or are you wanting to be seen as a centre of technical excellence?
- 12.3 What are the main points you as convenors want the participants to learn (what are your aims)? How might this affect what you offer, in the curriculum – and how you offer it?

Relationship between interests

- 12.4 How does your unit want to relate to the 'needs ' of the participants and those suggested by the public health issues? Are your aims and your participants' aims the same? If not, is this a problem? If so, what do you want to do to address this difference?
- 12.5 If you want to meet some of these needs, does this match your expertise? If not what will you do?
- 12.6 If you want to addresses the issues but not meet the needs per se, how will you market it so that people come nonetheless?
- 12.7 If you want to present new ideas that are not necessarily part of contextual or participants' 'needs' - can you manage the risk of doing so?

12.8 In summary:

Question: Are you clear about the relationship between the short courses you want to / can present (based on your expertise and interests) and how this might or might not relate to those of the participants and context – and the viability of this?

Answer: Yes/ Partly / No?

12.8.1 If 'partly', is this because

- ▶ you have not yet decided; or
- ▶ you might do both – meet some needs as well as initiate some courses that are not so closely linked? or
- ▶ they overlap with the context but not your interests /expertise?

12.8.2 If 'no', would you consider

- ▶ the feasibility of running a programme whose application/ relevance is not immediately obvious?
- ▶ whether there might there be an appetite for learning something entirely new?

In summary

On balance, is your professional development short course programme feasible – and will it serve your interests well enough for the effort and resources to be worthwhile?

It would be unusual if you had clear and positive responses to all the questions above. There are invariably factors that are not clear or are simply not helpful. We certainly took risks and encourage you to do so too - as we would all get very little done if we waited for circumstances to be ideal! So while some staff were very overworked and we ultimately decided to reduce our offering from two programmes a year to only one, we were able to make changes as we went along. You will be able to do this too - and you too may run a programme successfully for 25 years!

What we hope is that by doing this thinking before you start, you do not get a fright because of something you could have foreseen.

Learning design

The fifth set of questions addresses how you might design the course to optimise learning.

13 LEARNING APPROACH

What methods will you choose to structure the learning experience to facilitate adult learning?

- 13.1 What principles of design will you use to ensure you facilitate adult learning?
- 13.2 Might there be any opportunities that would allow students to make choices and direct their own learning?
- 13.3 How will you encourage students to move beyond what they know? How will you include opportunities for students to reflect on their prior knowledge and experiences and to compare it with what they are learning?
- 13.4 How can you provide students with maximum opportunity to put new knowledge and skill into practice?
- 13.5 Will there be a central project that runs across the whole course?
- 13.6 Will you use group work for activities and exercises?
- 13.7 How will you offer new information – through presentations?/ printed material? / audio-visual material?
- 13.8 In what format will you offer course materials, given your participant profiles? How can this be done most efficiently and cost-effectively?
- 13.9 Will they do written work? If yes, will this be alone or in groups?
- 13.10 Will you send out pre-reading?
- 13.11 In summary:

Question: Are you clear about the methods you will use to ensure adult learning – and do you have the resources to deliver this?

Answer: Yes/ Partly / No?

13.11.1 If 'partly', is this because

- ▶ you have some ideas but are not confident of working with mature adult learners; or



- ▶ you are confident of how you need to work with mature adult learners but do not have enough resources to do so?
- 13.11.2 If 'no', is this because your current practice is so different to the one proposed that it will not be within your unit's capacity to do so. If so would you consider working with methodology specialists in order to introduce these skills/ competences to your unit?

Detailed logistical factors

If you have passed the feasibility hurdles and you want to go ahead with the planning and design of a professional development short course programme, here are a few more detailed considerations regarding the infrastructure and logistics.

14 ROLES AND TIMELINES

- 14.1 Develop a timeline for making sure things are done in good time. What are the tasks that need doing before, during, and after the programme e.g. compiling the programme, handling registrations, collecting course fees etc?
- 14.2 What is the role of course convenors before, during, and after the programme?
- 14.3 What are the threats that might undermine the delivery against this timeline?

15 VENUES

- 15.1 Given the venue you have chosen, what spaces (teaching rooms, small rooms, open spaces for meals and exhibitions) are available to you? What are the implications of this for the programme design?
 - 15.2 Do you may have specific requirements – like access for people with disabilities?
 - 15.3 Can you make extensive provisional venue and equipment bookings that you can then cancel nearer the time?
 - 15.4 What kind of equipment is easily available to you? What else might you need?
 - 15.5 What furniture and equipment can you book early and then adjust the booking once your needs are known?
- If you are dependent on other venues:
- 15.6 Are there constraints on availability / when your courses can take place? Are there periods which are completely no-go?



- 15.7 Are there closing times of buildings which determine the time of day that you may use the venues? Are there any other rules that need to be followed?
- 15.8 What are the implications of the course starting time, given that support staff must set up venues on the day the courses are held (and not the night before)?

16 BRANDING, ADVERTISING AND SIGNAGE

- 16.1 What branding do you have that can be used? Do you want/need to brand the short course programme separately?
- 16.2 What mailing lists can you use? Which ones do you need to develop?
- 16.3 Will you send out a 'keep-the date' notice?
- 16.4 Will you print a brochure / info sheets – or only send it out electronically? What are the implications of who you might then attract?
- 16.5 Are there any events that offer a good marketing opportunity?
- 16.6 How will you do signage
- ▶ on the campus so people can find the venue?
 - ▶ inside the building to assist people to help themselves?



17 REGISTRATION AND ADMINISTRATION SYSTEMS

- 17.1 What kind of application system will work best for your target audience?
- 17.2 How will your application and payment system work? What problems might arise – and what can you do to pre-empt them?
- 17.3 Might your registration system be part of your unit's / institution's student administration system? What would be the pros and cons of this? Would it be feasible?
- 17.4 If online registration is an option for your audience, do you have the capacity to manage this?
- 17.5 Do you have database design/website expertise available to you?
- 17.6 What communication systems will you set up to communicate with applicants regarding their applications?



- 17.7 What standard messages/ letters would standardise and ease the communication with applicants?
- 17.8 What forms will you need? How will they be filled in – by hand or electronically?
- 17.9 What lists will you need to compile? Which do you already have?
- 17.10 Are there any issues of personal liability that you need to insure yourself against by having participants sign waivers?

18 TRANSPORT AND ACCOMMODATION

- 18.1 Will any participants who have travelled from elsewhere need to be transported from their arrival point to their accommodation when they arrive? If so, to what extent will you get involved in this?
- 18.2 Will any participants need accommodation? If so to what extent will you get involved in making accommodation arrangements?
- 18.3 Will any participants need transport on a daily basis? If so, to what extent will you get involved in making transport arrangements?

19 CATERING

- 19.1 Will you provide refreshments and meals or will participants have to buy their own at a nearby canteen?
- 19.2 If you are providing refreshments and meals
 - ▶ what budget do you have for this?
 - ▶ what considerations are there regarding the type of food served?
 - ▶ how will you control who accesses the refreshments provided?
 - ▶ Who will you contract to provide this service?



20 BUDGET

20.1 What resources are available to you free of charge - and what will you have to pay for?

- ▶ venues?
- ▶ equipment
- ▶ staffing - academic?
- ▶ external experts?
- ▶ staffing - administrative?
- ▶ staffing – security/parking etc?
- ▶ etc

20.2 What are the unit costs of

- ▶ venues?
- ▶ equipment
- ▶ staffing - academic?
- ▶ External experts?
- ▶ staffing - administrative?
- ▶ staffing – security/parking etc?
- ▶ etc

20.3 Will there be any gifts given/ stipends payable to participants?

20.4 Some costs may be once-offs (like buying equipment, making an organisational banner) while others are repeated every time courses are run. It is obviously important to know what both of these costs are. What will the establishment of the infrastructure cost? What will regular running costs entail? (The following are some items that may be included in a budget. Mark those that are once-off costs.)

Depending on the choices you have made above, possible budget items include:

Venues

- ▶ Booking fees if you are not using your own venues

Branding

- ▶ Banners/ posters etc that put your unit's 'stamp' on the programme

Printing and stationery

- ▶ Advertisements (particularly if you print brochures / posters / flyers etc)
- ▶ Registration paperwork /systems (even if registration is online)
- ▶ Handouts – educational materials / readers etc (files/ photocopying/ CDs/ USB sticks)

- ▶ Name tags
- ▶ Stationery (flipchart paper and pens, paper and pens for delegates, etc)
- ▶ Evaluation forms
- ▶ Catering
- ▶ Teas and lunches for participants and facilitators
- ▶ Refreshments at graduation ceremony and/or public lectures associated with the programme

Transport and accommodation

- ▶ Transport and accommodation of participants (if transport and/or accommodation is included in the fee)
- ▶ Transport and accommodation of guest lecturers /facilitators

Staffing

- ▶ Fees for lecturers /facilitators – commissioned from beyond your school
- ▶ Salaries of administration - an extra person or part-time assistance
- ▶ Fees for web / database expert (to upload new info set up registration system)
- ▶ Salaries / overtime for security / cleaning staff (extra staff or overtime)

Additional equipment

- ▶ Office equipment – like an extra printer
- ▶ Flipchart stands and/or noticeboards
- ▶ Audio-visual projection – for teaching rooms

(You will not be able to finalise the budget until you engage in some of the programme design, however, as how many people are to be paid, what materials are to be printed etc will depend on what you decide to offer.)

21

HOW WILL YOU MONITOR AND EVALUATE YOUR COURSE

How will you regularly review the content and topics being taught as well as how they are taught?

- 21.1 How will you access the participants' views of the courses they have attended?
- 21.2 What will the criteria be for your considering a course a success or otherwise?
- 21.3 How will you feed back participants' views to the presenters/ facilitators?
- 21.4 How will you keep academics and lecturers accountable?