

Health Leadership & Learning Network Non-Degree Studies Processes

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APPROVAL BY FACULTY COUNCIL : []

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INTRODUCTION

Purpose:

The following sections are provided in response to the memo dated October 24th, 2019 from Vice Provost Academic, re: Non-degree Studies Approval Process

Scope of the sections in this document:

Non-degree/non-credit education offered through Health Leadership & Learning Network, Faculty of Health

Descriptions of processes used by Health Leadership & Learning Network (HLLN), Faculty of Health

- Approving new programs
- Assuring quality
- Closing programs
- Making decisions about the frequency of offerings

Also included –

- Hiring and vetting instructors
- How we revise programs

i. APPROVING NEW PROGRAMS

HLLN has an approval process for new programs. The process is currently documented in HLLN's process documents referenced by staff

New program approval is a function of a larger process used in HLLN, which is multifaceted and assesses the sustainability and scalability, shows clear market value proposition, now and in the future, is in line with the mission, vision and strategy Faculty of Health, as well as offering high quality course content and instruction. It is also an iterative process and purposely designed this way, in order to revisit programs/courses as needed.

"Approval" means that the program has passed successfully through *sections* in the HLLN process

The Sections are:

- Program idea, course content, course structure and instruction which includes
 - Completing and submitting the New Program Proposal Guideline, to the Manager, Programs and Development in HLLN
 - HLLN Model, which follows the Structural Elements of a Course/Certificate (cross-walks to the program Budget – see Budget bullet listed here)
 - Program Review (*See section i (a) below*)
- The Target Learner (segmentation, value proposition, etc.). Approved by HLLN Manager, Marketing and Strategic Enrolment with Manager Programs and Development, and course instructor/Program Director as is applicable
- Evaluation/Assessment (used when licensing body CEU's or external accreditation by an association are involved, uses their process)
- Development (limited to custom programs and programs funded by grants)
- Partnership/Consortia option (only for Partnerships/consortia)
- Marketing Analysis – mapping to either A or B in the Program Rationalization Framework, with
 - Customer discovery process
 - Competitor scan and projections
 - Porters Analysis as required
 - Market size and projections
 - Market segmentation and persona development
 - Note: Marketing is approved by HLLN leadership team
- Budget development and approval, contracts, based on HLLN budget model for programs – approved by HLLN Director
- Assuming all steps are completed and approved, program promotion occurs over 6-8 months, prior to course dates being offered.

Program/Course Review

(Adapted from UPCEA White Paper Dec 2016, *One Model for New Program Development*)

1. *Is a Program review required/not required?*

A. If No – These Programs are acquired through consortia or partnerships and are already reviewed; Programs acquired through professional associations or professional colleges that are already reviewed

B. If Yes – determine review elements on a case by case basis

Select from the following based on topic focus of the program content – select in discussion with course instructor/author and Program Director (if applicable). Review elements can be used individually or in combination

○ For all current areas:

- Review by committee/panel (optional)
- Review by the Program Director (required if there is a Program Director)
- Review by selected independent professional working experts (optional)
- Review through customer feedback and discovery (required)
- Review through an accreditation process with an external professional body or association (Optional/or as required by Continuing Professional education credits or similar)

2. *The Review and Role of the Reviewer*

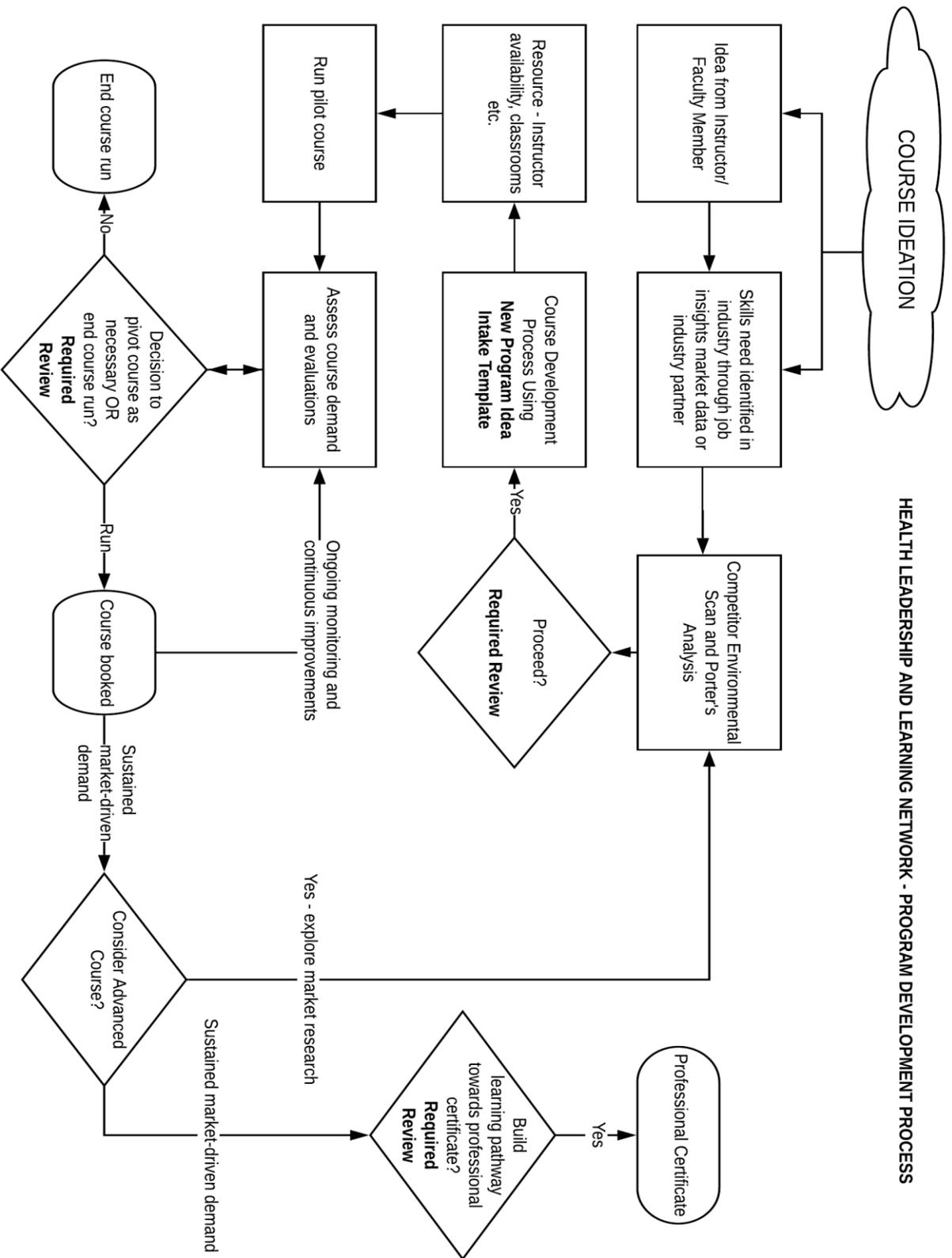
- Establish the review committee; and or liaise with Program Director; liaise with professional licencing body or association as determined to be needed by the Program Director and/or the review committee; committees and market feedback are voluntary roles;
- Customer Feedback/Discovery is coordinated through Manager Marketing and Strategic Enrolment
- Definition of the Reviewer
 - A person/group/organization who has working/professional/research or academic experience and expertise in the specific industry (may be a licensed health professional, staff, manager, leadership)
 - The reviewer(s) selected is dependent on the program topic and should be selected with the input of the program author/instructor and/or Program Director

Criteria for program review

- These criteria shall be developed in consultation with the course author/instructor or Program Director
- The scope of the review is the program content, learning objectives, learning format, learner profile, knowledge/skills marketplace for the learning and scalability, although it can add value to decisions for logistics and budget

- Committee/Program Director/customer feedback should report/comment on the criteria
- Criteria can be a combination of or all of the following, and is not an exhaustive list:
 - Modifications/changes based on criteria requirements, marketing, budget,
 - Comment on specific criteria requirements in the following areas:
 - The targeted skills, competency, knowledge and alignment with targeted job skills and job categories
 - Industry needs/gaps that this program/course fills
 - Targeted segments and their personas
 - Benefits to the target segments/the learner
 - Learning design and format, learning objectives
 - Course content based on targeted learners and skillsets/knowledge/competencies
 - Scalability and sustainability
 - Committee/Program Director makes recommendations to proceed, revise and proceed, or hold on the program content
- If by Committee or Program Director - Establish strict timelines for the committee to complete their review
- Consider a scoring system as volume of applications increases

SEE DECISION TREE on next page



ii. REVISING PROGRAMS

HLLN always strives to offer the best quality of education and be responsive to the needs of learners, while at the same time differentiating our brand. As a result, revising a program is a way to improve a program, and is usually based on the shifting needs of the industry and marketplace demands while remaining within our brand identity. Ongoing improvement is seen as a necessary and important factor of our programs and as a result, programs follow an ongoing iterative improvement process based on using an overarching approach of Design Thinking with the iterative product development process proposed by Eric Ries in his “The Lean Startup” methodology.

The process to improve programs is built into several HLLN systems and has an underlying connection to quality assurance. This means that program improvement is on a sliding scale from subtle changes, to major revisions. Along this scale, a program could pivot (a pivot is specifically a marketplace driven change). Improvement is usually driven by the following, usually in combination:

- Marketplace data and demand
- Shifting industry needs
- Geographic location and system of the targeted segments (e.g. urban, rural, remote)
- Quality assurance
- Logistics and delivery formats, cost
- When applicable, competitor analysis

Program Revisions can mean revising any of the following areas

- Course content and learning objectives
- Logistics and delivery formats
- Instruction arrangements

Decisions about improvements, whether subtle and small or major, are based on combining data and feedback from all of the following areas:

1. Course delivery

- instructors use their own materials with the expectation that they are keeping them updated with the latest evidence, best practices, etc., for each course session.
- HLLN does not re-use instructor materials per course offering. An updated version is expected from the instructor where they indicate which slides have been updated and why
- Instructors are encouraged to provide additional reading materials, citation lists, etc., per course offering, to support providing the most up-to-date knowledge and education.

- HLLN maintains a copy of course materials from every course offering
2. Course feedback/data collection
 - Instructors are directed to
 - i. Observe, listen and connect with learners, accommodating the material to the learners in the moment if possible (e.g. if learners are from more rural and remote areas, switch in case studies or discussion contexts to better suit them)
 - ii. ensure that the student feedback and rating forms are completed; review them before leaving the class and report back to HLLN on insight into course improvements
 - HLLN uses student feedback and rating forms to inform course modifications per course run, and assess if major revisions are needed
 - HLLN quantitative surveys collected per student looks for an average score of 4 to 5 on the surveys. Dipping below this average is used as an indication to assess the course with the instructor
 - All course feedback is reviewed per course run with the instructor and/or Program Director by the Manager, Programs and Development HLLN, and during post course de-brief sessions with the instructor, plans are made for any improvements or pivoting
 3. HLLN benchmark performance
 - HLLN uses industry benchmarks comparing them to historical HLLN data and industry data. Benchmarks are reviewed quarterly and include course cancellation, enrolment rates and satisfaction survey summaries
 - Benchmarks can indicate which courses are dipping below industry and HLLN performance metrics, highlighting the need for possible improvements or pivoting based on marketing data
 - Benchmark performance is reviewed monthly by the HLLN team. When needed, the Manager, Programs and Development will de-brief with the program instructor and review the benchmark feedback and plans are made for any improvements or pivoting
 4. Marketing data and customer discovery
 - Marketing data is collected generally on all course promotional activities, course development and revision
 - Marketing data may illuminate the need for improvement through industry trends that may be driven by the following:
 - Marketplace data and demand
 - Shifting industry needs
 - Geographic location and system of the targeted segments (e.g. urban, rural, remote)
 - Quality assurance

- Plus, competitor analysis when applicable
- The Manager, Marketing and Strategic Enrolment reports on marketplace data weekly at HLLN staff meetings and makes recommendations. These are discussed with the instructor and/or Program Director for input and plans are made for any additional marketing data and customer discovery, possibly improvements or pivoting.

iii. QUALITY ASSURANCE IN HLLN

HLLN has long standing Quality Assurance processes built into its program development and approval, operations, course logistics and delivery, instruction and engagement of instructors, finance and budgetary accountability, the education framework.

Quality is embedded in every activity and communication, from the paper selected for certificates, to ensuring the proper backup is collected and submitted to finance, that learners receive knowledge that matches with their expectations and that of their employer, to ensuring we compensate our instructors in a timely manner and have fair contracts, etc.

Definition of “Quality Assurance” in HLLN: targets delivery of an education product/learning experience that meets or exceeds the expectations and needs of the customer/learner/organization. The measure of quality refers to the perception of the degree to which the education product/service meets the needs of the customer/stakeholder. The following four Quality areas are used:

Planning: Developing education products to meet or exceed customer/learner expectations. This includes defining who the customers are, determining their needs, and developing tools (systems, processes, etc. needed to meet those needs

Assurance: Providing enough confidence that quality targets/benchmarks for an education product and/or service will be fulfilled. This can be done through measurement, comparison with a standard, and monitoring of processes

Control: Fulfilling the quality level or requirements, or policy, reviewing all factors during production. Confirming that the education product or service meets organization requirements around look, feel, experience in a consistent way

Improvement: A means of providing mechanisms for assessing and improving, in light of efficiency, effectiveness and flexibility.

iv. **CLOSING PROGRAMS**

HLLN has long established data, benchmarks, processes and systems to assess if programs need to be closed.

Closing/Canceling a program considers multiple factors before a decision is made that involve

- assessing the sustainability of offering quality course content and instruction
- current and future market value proposition
- is in line with the mission, vision and strategy.

HLLN recognizes that marketplaces evolve and closing a program is not necessarily an end but an opportunity to pivot and improve our relationship with the marketplace, and that some programs may be loss-leader i.e. that serve the Faculty of Health in other valuable ways

During Roster Planning (July – November of each year), each course is assessed to

1. Cancel and archive
2. Cancel and pivot
3. Continue

Annually, the following are assessed in combination or selected factors only, depending on the program

- Rating on the HLLN Rationalization Framework (an A or B rating, or determined to be an asset but a loss leader, therefore a rating of C)
- Cancellation rate of the program – using year over year course-run-data tracking
- Enrolment per course run – below, at, or above plan
- Pipeline is too small to meet enrolment plan, year over year (e.g. if we need 10 leads to recruit 1 person)
- Marketing analytics
 - # times pivoted in the last 3-5 years
 - determine signs of segmentation changes, unclear segmentation, overall that the segments targeted by the course are no longer in effect
 - Can we still reach the segments. Can we still reach the marketplace
 - If marketing and course value proposition change is needed, assess budget changes
- Is the program still a match with what HLLN offers/focus areas
- Evaluation data – below standard, at standard, above standard

v. FREQUENCY OF OFFERINGS

Determined by a combination of the following

- Marketplace demand e.g.
 - Over enrolment
 - Waiting lists
- Instructor availability
- Consistent good to high course survey scores
- Teaching space is available – special consideration is needed for some clinical skills courses that need the use of the Nursing Simulation Centre or similar
- The course can be resourced with high quality delivery from HLLN logistics
- Pipeline size
 - Consistently seeing growth each month

vi. **SCREENING AND HIRING INSTRUCTORS**

Options:

- A. HLLN recruiting referred or scouted instructors
- B. PD (Program Director) recommending instructor for a program based on expertise needed for a program section

For Option A:

Required skills, qualifications and documents

- A CV with expertise in area they propose to teach
- Health professionals – proof of good standing confirmed by licensing body
- For non-licensed health professionals – search of professional licensing database for any disciplinary action
- For non-health professionals – vulnerable sector screen
- Referees– at least two trusted referees (e.g. University or College, Organization senior management, and similar)
- Area of interest is within HLLN scope
- Has experience teaching in Adult Learning and Continuing Education (CE), at least > 5years;
- Can provide examples of at least 2-3 previous courses they have instructed for CE

Preferred additional qualifications and information

- If available, Survey scores for CE courses – are in the good to excellent range consistently; can provide testimonials
- Experience teaching a professional learner audience for a University or College based CE program preferred

Interviews:

1. With HLLN
 - a. Review CV and expertise, verify
2. With Program Director (PD) if applicable
 - a. PD advises HLLN if the candidate is suitable or not
 - b. PD advises area of expertise specific to their program

Hiring:

1. HLLN reviews York University (YorkU)/HLLN contractor policy and YorkU/HLLN contractual process and documents
2. Instructor Orientation (in development)
 - a. Review of best practices and methods for teaching in Adult learning
 - b. Development process for courses in HLLN
 - c. Student code of conduct YorkU policy

- d. YorkU policies while on campus
- e. Instructor is setup with finance/accounts payable and issued their contracts as required

Assuring Quality

1. Program/Course they propose is reviewed as per process
2. Each program/course run collects data on performance that support overall “quality” about:
 - a. The instructor
 - b. The learner comfort and experience
 - c. The course return on value to the learner

For Option B:

Required skills, qualifications and documents

- A CV with expertise in area they propose to teach
- Health professionals – proof of good standing confirmed by licensing body
- For non-licensed health professionals – search of professional licensing database for any disciplinary action
- For non-health professionals – vulnerable sector screen
- References – at least 2, one must be the Program Director
- Area of interest is within HLLN scope
- Has experience teaching in Adult learning, at least > 5years,
- Can provide examples of at least 2-3 previous courses they have instructed for CE

Preferred additional qualifications and information

- If available, Survey scores for CE – are in the good to excellent range consistently, can provide testimonials
- Experience teaching a professional learner audience for a University or College based CE program preferred

Interviews:

1. With HLLN
 - a. Review CV and expertise, verify

Hiring:

1. HLLN reviews YorkU/HLLN contractor policy and YorkU/HLLN contractual process and documents
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Assuring Quality

1. Program/Course they propose is reviewed as per process
3. Each program/course run collects data of performance that support overall “quality”
 - a. The instructor
 - b. The learner comfort and experience
 - c. The course return on value to the learner