**Planning a Continuing Education Course: Key Questions**

**Are you teaching at UNIL or EPFL and interested in launching a continuing education course? The following questionnaire will help you design your program.**

This form was built to help you navigate the framework and consider the different steps when planning a continuing education course at UNIL or EPFL.

At this stage, you might not be able to answer all the upcoming questions and that’s fine: our role is to guide you through that process. Your preliminary answers will serve as a starting point for our discussions.

**Project description submitted by:**

**Date:**

**1. THE COURSE**

**1.1. TITLE:** what title would you like to give your course?

* *Is it easily understandable to the audience you’re targeting?*

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**1.2. Themes:** what are the main themes you’re planning to address during the course?

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**1.3. Context: why would you like to plan this course today? Where does it stem from?**

* *For example: you have identified a need within your target audience; recent research has given light to new applied practices; tools, approaches and/or technologies have evolved and modify the way you work; law changes require an adaptation of work practices, etc.*

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**1.4. Target audience:** what professionals would benefit from taking your course?

* *What role or function are they in?*
* *What’s their field of interest or activity?*
* *What prerequisites should they hold? E.g., min. level of education, knowledge in a specific domain of interest, amount of professional experience, etc.*

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**1.5. Course objectives (learning objectives):** what skills and knowledge will participants get out of your course?

* *I.e., how is what you’re teaching going to help them in or improve their professional practices?*

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**1.6. Pedagogical scenario:** how would you describe the pedagogical scenario of your training?

* *Does your scenario imply more than mere knowledge transmission? Does it favor links between theory and professional practice(s)?*
* *Particularly, what pedagogical approaches are you planning to use? E.g., case studies, practical exercises, situation simulation techniques, group/individual assessments, presentations?*

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**1.7. Duration:** what would be the duration of the course?

* *Short courses can last between 1 to 5 days and lead to a certificate of attendance*
* *There are 3 levels of certifying training in the Swiss continuing education*
  + *MAS: Master of Advanced Studies (Training of min. 1 year)*
  + *DAS: Diploma of Advanced Studies (between 250 et 300 contact hours)*
  + *CAS: Certificate of Advanced Studies (between 120 et 150 contact hours)*

*More information on our training courses:*[*https://www.formation-continue-unil-epfl.ch/en/mas-das-cas-fco/*](https://www.formation-continue-unil-epfl.ch/en/mas-das-cas-fco/)

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**1.8. Course language:**

* In what language would the course be taught?
* Would participants have to read course material in a different language than that of the course? If so, in which language?

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**1.9. Number of participants:**

* What would your ideal number of participants be? This number should allow you to reach your course objectives easily and to deploy the planned pedagogical scenario.
* Is there a max. number of participants after which you couldn’t ensure smooth and quality teaching? If so, what number?

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**1.10. What period of the academic year would you consider holding your course in?**

*Please note, that it takes about 18 months to prepare a certifying course (CAS, DAS, MAS) and about 9-12 months for a short course. More information on timings:* [*https://www.formation-continue-unil-epfl.ch/en/for-teachers/*](https://www.formation-continue-unil-epfl.ch/en/for-teachers/)

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**2. RESOURCES**

**2.1. Program director:** who will oversee the continuing education course?

* *Please indicate their last name; first name; function/role; faculty/department*

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**2.2. Organizational team/steering committee:** are other people involved/enrolled in the project already?

* *Please indicate their last name; first name; function/role; faculty/department*

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**2.3. Instructors:** who’s going to teach the course? Are they an internal or external resource?

* *Do they have experience teaching adults?*

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**2.4. Faculty support:** is this continuing education program supported by the faculty’s deanship (UNIL)/vice-presidencies (EPFL)? If so, what does this support look like (e.g., discharge, calendar inclusion, administrative/financial help, etc.)?

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**2.5. Budget:** what does your project look like financially?

* *The program must be self-financing: that is, the charges generated by the program organization (payment and charges of instructors and coordinators, promotion charges, food, course material, institutional overhead, etc.) must be entirely covered by revenues generated by the program (registration fee, sponsoring, etc.). The FCUE is available to help you build this budget.*

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**3. PROMOTION**

**3.1. Promotion channels:** which channels would be more appropriate to reach your audience?

* *For example: e-mailing, postal mailing, specialized media ads, web advertising (specialized sites, Google AdWords), professional associations, conferences or meetings you attend regularly, social media, etc.*

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**3.2. Networks:** are there any specific networks among your target audience that we could activate during the promotion?

* *For example: contacts among associations of professionals, prospects or key opinion leaders, media relations, specialized websites linked to the target audience or the course theme, social media, etc.*

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**3.3. Competition:**

* Is there a similar course on the market already? In terms of themes, target audience, learning objectives, etc.? If so, please list them below.
* If similar courses exist already, how does your course distinguish itself? What added value does it bring?

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