Developing Sector-Specific Courses
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Ask for Input
For all courses, you need to ensure they are relevant and accurate for your sector. How do you do that? Invite input from sector-specific partners, such as:

- Governing / Licensing Bodies
- Professional Associations
- Apprenticeship Agencies
- Multi-Stakeholder Working Groups
- Employment Counsellors
- Sector Council
- Community Colleges
- Non-Sector Partners, such as NSRAP

Have an idea of what input you’d like and at what stage(s) of the development process you’d like it to tailor the input you receive to what you need.

Revise or Update
For some courses, you might revise or update existing curriculum. When you do, how do you proceed? Review the existing course, asking these three questions:

1. What do you keep?
2. What do you omit?
3. What do you revise?
4. What do you add?

Part of your decision should be based on whether or not the material is:

- In another non-profession-specific language course
- Easily accessible to these participants
- Clearly recommended as a follow-up to this course

Use Essential Skills
For all courses, you will need to include or reference Essential Skills to some degree. So, first identify if Essential Skills Profiles exist for the profession you’re developing a course for. If so, use this profile to help plan your course.

1. How do you sort the skills into groups for a Table of Contents?
   Consider dividing Essential Skills into groups according to communicative function (who participants will use the skills with)

2. What do you do with language skills that are above the level of participants?
   Provide coping methods for highly-demanding contexts

3. How do you include non-language skills into the course?
   Introduce language needed for non-language tasks and include “non-language” skills, as many are language-based