01 / CLARITY

Make the programme understandable.

Before promotion, make sure someone can tell what the programme is, who it suits and what committing to it involves.

- [ ] **Define the intended learner.**

  Describe starting knowledge, prerequisites, language, delivery mode and the type of learning need. Keep the audience specific.

- [ ] **Describe what is actually included.**

  List learning topics, duration, timetable, access period, practice, assessment and support. Distinguish learning outcomes from employment promises.

- [ ] **Make the institution information verifiable.**

  Check faculty particulars, recognition and any stated affiliations against authorised source material. Name the person who approves publication.

- [ ] **Explain the commercial terms.**

  Check fees, inclusions, instalments, cancellation/refund terms and application requirements. Do not leave important conditions only in a sales conversation.

- [ ] **Keep the same facts across touchpoints.**

  Review the programme page, brochure, social posts, demo invitation and counselling notes against one approved information source.

REVIEW NOTE A new visual identity is not always the first requirement. Keep useful assets and correct the specific information or journey gap.

02 / EXPERIENCE

Offer a useful next step.

A sample lesson, demo, webinar or open day should help a prospective learner evaluate fit, not simply create another form submission.

- [ ] **Choose an appropriate introductory experience.**

  Explain the audience, agenda, format, host and what the experience will and will not cover. Use actual available sessions only.

- [ ] **Publish accurate practical details.**

  Confirm the date, time zone, location or access route, accessibility arrangements where known, and the contact responsible for changes.

- [ ] **Ask only for necessary registration information.**

  Collect the details needed for the event and follow-up. Avoid sensitive personal histories in a general marketing form.

- [ ] **Agree permission and follow-up boundaries.**

  Clearly explain the intended communication. Do not silently combine an event enquiry with an ongoing promotional subscription.

- [ ] **Prepare a reliable handoff.**

  Test registration confirmation, reminders, attendance recording and the route to a fit discussion. An unconfirmed request is not an attended session.

REVIEW NOTE Do not publish invented urgency, seat counts, attendance, faculty endorsements or learner feedback as part of a visual design.

03 / HANDOFF

Make counselling and follow-up useful.

The agency can design the communication and routing. The institution remains responsible for fit discussions, service delivery and admission decisions.

- [ ] **Assign the enquiry to a named team owner.**

  Record the programme of interest, source, preferred contact route and the agreed next action. Keep operational access limited to the relevant team.

- [ ] **Separate different stages.**

  Distinguish a submitted enquiry, contacted enquiry, attended demo, completed counselling and paid admission. Define duplicate and irrelevant entries.

- [ ] **Use a fit-focused conversation.**

  Discuss starting level, learning needs, timetable, fees, support and realistic commitments. Do not treat every enquiry as an admission-ready learner.

- [ ] **Record what was agreed.**

  Maintain an accurate status and next follow-up action. Provide useful information rather than repetitive generic pressure messages.

- [ ] **Explain the application and onboarding process.**

  Show the real next steps and terms. Record cancellations and refunds where applicable so reporting does not overstate the outcome.

REVIEW NOTE Do not infer admissions from ad clicks or website visits. Use institution records and clearly label attribution that is incomplete.

04 / EVIDENCE

Build trust with evidence and ownership.

Use accurate information, appropriate permissions and a clear response process. The final section turns the review into a small, prioritised action plan.

- [ ] **Check the source behind each public outcome claim.**

  Document the period, scope, source and reviewer. Keep rankings, selections, placements and success rates unpublished when evidence is unavailable.

- [ ] **Use real stories with the right permissions.**

  Confirm the actual quotation, image, role and publication approval. Consider any relevant learner or guardian permissions. Never invent a reviewer.

- [ ] **Make feedback handling accountable.**

  Agree who reviews a concern, who replies and who resolves the underlying issue. Keep private information out of public responses.

Choose your first three priorities.

Priority	Owner	Due date
1.		
2.		
3.		

REVIEW NOTE This is a working communication checklist, not legal advice or an enrolment guarantee. Apply the appropriate institutional and professional review before publishing.