# [Please fill in here: Title course / Programme]

## General course Information

For more information, please read the [guidelines](https://www.tudelft.nl/extension-school/collaborate/call-for-proposals) for the tender process on the website of the TU Delft Extension School.

***In order to include your pre-proposal to the agenda of the EMT, please submit your proposal before the 2nd Tuesday of the month.***

|  |  |  |
| --- | --- | --- |
| Is this a programme or a single course? | Programme  Single course | |
| Course type/s | Choose an item. | If Other, please fill in here |
| Programme name | If applicable | |
| Course name/s & Course level/s | Course 1: preliminary course name | Course Level: Choose an item. |
| *please add row for additional courses* | Course 2: preliminary course name | Course Level: Choose an item. |
| Project period | From the moment you want to start designing a course, to the date when the course is ready to run | |
| Academic lead | First name and last name | |
| Faculty and Faculty Coordinator | Choose an item. | If Other, please ask |
| ES portfolio theme | Choose an item. |  |
| ES Academic Portfolio Director | Choose an item. |  |
| ES Portfolio & Product Manager | Choose an item. | If another portfolio theme, please ask the Product Portfolio Manager, varies per faculty |

## Product Portfolio Information

|  |  |  |
| --- | --- | --- |
| Factor | Score *(to be completed by PPM, please select from dropdown)* | Market Conform Price *(calculated and to be completed by PPM)* |
| Management level (not calculated) | Choose an item. |  |
| Knowledge level | Choose an item. |  |
| Market saturation | Choose an item. |  |
| Knowledge uniqueness | Choose an item. |  |
| Reputation aka ranking | Choose an item. |  |
| Instructor involvement | Choose an item. |  |
| Target region | Choose an item. |  |

## Pre-proposal: Programme outline

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| --- | --- |
| Pitch your proposed program or course (minimum 100 - 200words). | *Include who the course is for, what they will learn, why the course is relevant and why you and your team want to create it.* |
| *Estimated study load: on average a course in continuing education takes about 20-30 hrs to complete.* | *# course(s)* |
| *# weeks per course (average for the courses, if it is a program)* |
| *# hrs/week (average for the courses, if it is a program)* |
| *Describe the coherence (relation) between the courses and whether they can also be studied separately.* |  |

## Course team

|  |  |
| --- | --- |
| *We encourage course teams to have a mixed composition of lecturers to increase learners’ representation.* | |
| Academic staff members and their roles | Merle Janssen – Primary lecturer and course owner course 1  John Adams - Lecturer and course development, course 1  Adam Johnson – lecturer and course development, course 1  .... – Primary lecturer and course owner 2  .... – Lecturer and course development, course 2 [If needed, add for additional courses] |
| External collaborators and their contributory roles |  |
| Teaching Assistants (if already known) |  |

## Non-proliferation rules

|  |  |
| --- | --- |
| *Please confirm that the proposed course or program meets the non-proliferation rules (compulsory)* | |
| Choose an item. | The proposed course or program is **not about one of these topics**: Experimental and theoretical research in hypersonic aerodynamics, Re-entry technology, Control systems for guidance navigation, Launching and payload structures, Physics of nuclear reactors, Specialised knowledge about the design and operation of the reactor hall of the HOR research reactor, Microturbine technology, Use of materials at extreme high temperatures, Radar-based missile guidance, Rocket technology. |
| Choose an item. | The proposed course or program is about one of the topics listed above, but I can confirm that course content taught, and materials explored are already available (either in the form of printed or digital material). Please note that if this is not the case and where learners will be acquiring specialised (new) knowledge, this will require an exemption by the OCW-loket kennis embargo. More information can be found on the relevant governmental website. |
| *Feedback EMT* |  |

### ***Please submit your preproposal before you continue with the full-proposal part of this document.***

## Full- Proposal

***In order to include your full proposal to the agenda of the EMT, please submit your proposal before the 2nd Tuesday of the month.***

## Checklist

|  |  |
| --- | --- |
| Support letter included |  |
| Support letter external partners if applicable |  |
| Is external funding available? | Yes  No |
| ES LET team to be involved for course moderation? | Yes  No |

## Proposal rationale and course structure

|  |
| --- |
| Describe the program logic, and the coherence (relation) between the courses*Include program goal and what applicable skills learners will take away from the program, and from the individual courses* |
|  |

## Course structure

|  |  |
| --- | --- |
| Describe the (preliminary) learning objectives and learning outcomes per course  *The overall learning objectives of the tender proposal are broader course-level statements; they express what a learner should be better able to do by the end of the entire course and are relatively broad.* | |
| Course 1: preliminary course name | **Course 2: preliminary course name** |
| Course 1: Learning objectives  • LO1  • LO2  … | Course 2: Learning objectives  • LO1  • LO2  … |

***\*For more than 2 courses please copy the tables below.***

|  |  |
| --- | --- |
| Course Structure | |
| Course 1  Week 1: introduction  Week 2:  Week 3:  Week 4:  Week 5: wrap up and final assignment | **Course 2**  Week 1: introduction  Week 2:  Week 3:  Week 4:  Week 5: wrap up and final assignment |

***\*For more than 2 courses please copy the tables below.***

|  |  |  |
| --- | --- | --- |
| Faculty Objectives, SDG’s, Study Load | | |
|  | **Course 1 – [add title]** | **Course 2 – [add title]** |
| Main Objective for Faculty *(please select from dropdown)* | Choose an item. | Choose an item. |
| Most important SDG *(please select from dropdown)* | Choose an item. | Choose an item. |
| *# weeks per course* |  |  |
| *# hours per week* |  |  |

***\*For more than 2 courses please copy the tables below.***

## Proposal Potential

|  |  |
| --- | --- |
| TUD expertise level  *(please select from dropdown)* | Choose an item. |
| Potential use and/or relevance to campus activities |  |
| Target audience specification  *(please select from dropdown)* | Choose an item. |
| Course uniqueness - Why would learners take a course on this topic from TUD? |  |
| How does the proposed course/programme fit in the ES portfolio and the faculty portfolio?  with regard to:   * *ES and faculty strategic themes (strategy, profile)* * *Related courses (content wise)* * *Potential learners (audience wise)* * *with regard to:* * *ES and faculty strategic themes (strategy, profile)* * *Related courses (content wise)* * *Potential learners (audience wise)* |  |

## Project Planning

|  |  |  |
| --- | --- | --- |
| Draft planning milestones towards the launch of the course(s) | Click or tap to enter a date.  (indicative) | 1. Ready to kick start the programme development, course design and production. |
| Click or tap to enter a date. | 2. Send the first draft About Page of each individual course, and the programme page to marketing. Programme and course details, and USPs are determined. |
| Click or tap to enter a date.  *Approx. 3 months before the start date* | 3. 70% of the course is prepared, and a feasible planning towards the start date is agreed. Publishing the About Pages starts promotion efforts and enrolments. |
| Click or tap to enter a date.  *At the latest 1 year after the proposal has been granted* | 4. Start of the first run of the first course of the approved programme. |

## Appendix

### Glossary

|  |  |
| --- | --- |
| LET | Learning Experience Team: a dedicated Teaching Assistant can help the course team with the moderation of the course. This is a service of ES and optional. |
| SDG | Sustainable Development Goals as identified by the United Nations. |
| APD | Academic Portfolio Director is the owner of a specific portfolio theme.  [For more information about the different themes please click here.](https://www.tudelft.nl/extension-school/portfolio) |
| EMT | Education Management Team consists of the ES Management Team, APD's and Product Portfolio Managers. The EMT meets monthly to discuss the full proposals, give their recommendations and approval or disapproval |
| PPM | Product Portfolio Manager |

### Target Audience

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| --- | --- |
| Target Audience | Description |
| Professionals in a technology context | Professionals who work in a technological context, but do not have a scientific, technical, engineering, or design background or degree. These might be people who work for or with designers, engineers, and technologists and want to gain a better understanding of their expertise or of emerging technologies. They either need that knowledge or skills to directly apply them in their work or want to update their knowledge to advance their careers. |
| Science, engineering and design professionals | Professionals who are active in the science, engineering and design sectors and want or need to expand their (technological) knowledge. They might want to keep up to date or build a stronger skill set. Often, they are motivated to do so because they want to apply this directly to a project or in their daily work. These are people who want to deliver high-quality work and solve problems. |