

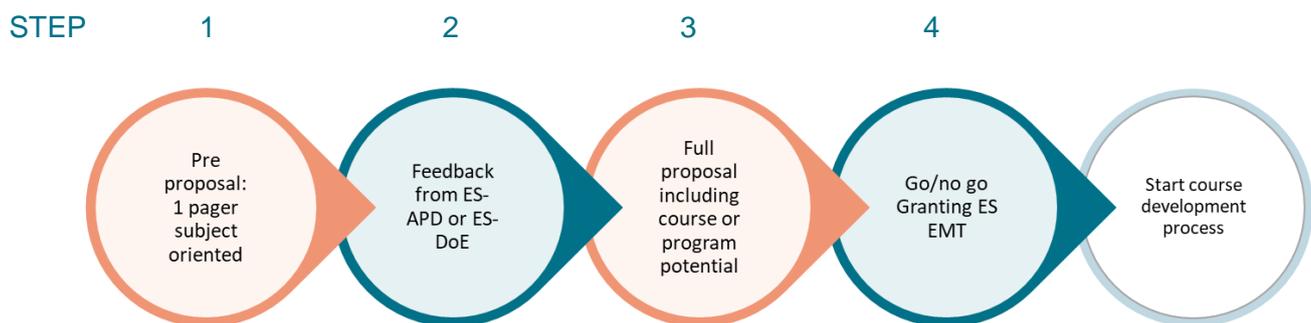
# Call for proposals – Guidance

This document will guide you through the course and program proposal process.

## Start

The faculty coordinator (FaCo) at your faculty and the ES portfolio & product manager (PPM) are your sparring partners during the whole process. Please contact them at an early stage to discuss with them how to frame and present your idea for a new course or program to the ES-Education Management Team (ES-EMT). If applicable, they may also invite the ES Academic Portfolio Director (APD).

The ES portfolio & product manager and the faculty coordinator will work with you to start and compile information in the living document (aka proposal submission form) in four steps. Starting with the creation of a channel in MS Teams, to work from pre-proposal to full proposal.



## STEP 1: pre-proposal

The pre-proposal covers the preliminary titles of the program and its courses, their outline and their teachers. Complete the form's first sheet in close consideration with your faculty coordinator and the ES portfolio & product manager.

Describe the topic of your course using a minimum of a 100 words. 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. You can also pitch your course in a video or another format of your choice.

If you propose to develop a course or short program to complement one of the portfolio themes, the ES Academic Portfolio Director is to be involved. They will review the draft pre-proposal and, after revisions, give decisive advice to the ES Education Management Team (ES-EMT).

Your faculty coordinator will check the alignment of the course with the faculty strategy and will submit this STEP 1 of your course proposal to the Extension School.

## STEP 2: feedback

The ES Education Management Team meets every four weeks and will periodically discuss the incoming proposals. The ES Academic Portfolio Director (for proposals in a portfolio theme) or the ES Director of Education (for other proposals) will contribute advice for the ES-EMT decision. You will receive feedback on your STEP 1 proposal no later than one week after their meeting.

## STEP 3: complete the full proposal

In STEP 3, preliminary learning objectives and learning outcomes will be articulated, together with reasons for launching. Your faculty coordinator and ES portfolio & product manager will collaborate to find the preliminary answers to the following questions:

- Do learners confirm the need for the knowledge and skills associated with the proposed course/program?
- How can these potential learners be characterized? (i.e. learning persona)
- How does the proposed course(s) relate to other courses in the ES portfolio?
- Which comparable courses are offered elsewhere?

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In this, they may need your help, for example in distributing a survey through your LinkedIn groups or other networks. They will browse multiple learning platforms to identify courses with similar learning objectives, position the proposed course(s) amongst others in the ES portfolio, and compare targeted learners. This analysis will result in:

- A first indication if and how the learning objectives as you proposed in STEP 1 will meet the learners' needs.
- One or more 'draft' persona of typical learners for your course/program.
- An overview of continuing education as offered by others on the topic.
- An overview of existing ES education that is related content-wise, and/or addresses similar learners.

Once they have completed the analysis, they will contact you for a review meeting to discuss the implications of their findings for the proposed course(s). That may lead to a 'learner-centered' rephrasing of the information given in STEP 1 for the final proposal submission.

They will ask you if and how the proposed continuing education may contribute to improving the quality and efficiency of campus teaching, and/or contribute to research, branding, and forging new collaborations.

The STEP 3 final proposal will focus on how the proposed course(s) distinguishes itself (USPs) and fulfills particular learners' needs for continuing education, including considering its impact on other TU Delft activities.

Your faculty coordinator submits the full course proposal to the ES Education Management Team before the deadline, including a Letter of Support by the Dean and/or Director of Education of your faculty.

### STEP 4: go/no go

The ES Education Management Team meets every four weeks. You will receive feedback on STEP 3 no later than one week after their meeting. This is a go/no go decision.

If some questions arise needing clarification, the proposal may be improved and resubmitted.

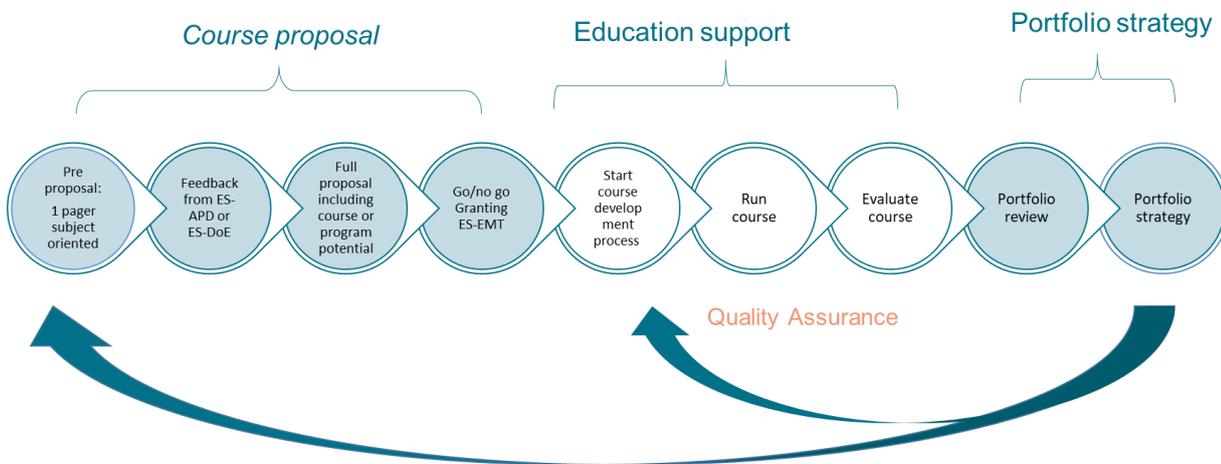
If the proposal is granted, a granting letter by the ES Education Management Team will be sent to the dean and academic staff involved.

### After the final GO!

1. The granting letter will be sent and received.
2. You join the on-boarding day/meeting and meet the learning developer.
3. You will select TAs to work with you on the course/program development, build and run. They will complete the course team.
4. The portfolio & product manager will invite the full course team to the kick-off meeting to start and plan the course/program development process.
5. For the course development process and relevant tools have a look at [the Hub site](#).

# Call for proposals, Autumn 2021– Guidance

## ES portfolio development and management process



Extension School (ES) Portfolio Management