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## Quality Assurance Summary (July 2018)

The SSVc Course pilots are well underway in Vietnam and quality of delivery is key to their success and eventual embedding into university provision. Partner Universities Hochschule Fuer Angewandte Wissenschaften (HAW) in Hamburg, Germany and Danang University of Science and Technology (DUT) in Vietnam have compiled a Quality Assurance report outlining the overall quality of the course pilots and providing comments and recommendations for each course.

Key areas assessed include the following: quality of the content; slide design; and overall assessment of the presentation, with the key assessment criteria outlined below:

Content	Slide design	Overall assessment
Presentation clear and logical	Clear design & layout	Time spent presenting each slide in line with information per slide
Information correct and complete	Legible text in a uniform font & size	Length of presentation meets time limit
Clear layout	Complementary graphics, pictures and tables	Comments on the presentation
Complementary graphics, pictures & tables	Carefully constructed and positioned	
Overview page & references included		

### **General feedback:**

General feedback from the Quality Assurance report states that the Moodle portal should be improved so that each course is numbered and in order. Furthermore, it calls for any material translated to Vietnamese to be done so using the standard format and common slide design to ensure uniformity. Finally, the report states that the KPRA (Know, Review, Practice, Act) diagram should be used to display activities within the courses.

### **Course 1: Introduction and Methodology**

The majority of the deliverables were met, with the exception of 'time spent presenting each slide in line with information per slide', however this has now been amended.

### **Course 2: Design for social sustainability**

The majority of the deliverables were met, with the exception of 'common slide design'.

### **Course 3: Sustainable Entrepreneurship**

Detailed feedback was provided for each topic in this course. The report notes that the course includes many videos, group exercises and case studies; clarity is good under a number of the topics; and that the motivation and learning goals are well presented. Some key factors to be improved include: provide a course overview with a detailed timeline; include clear instructions for students regarding course tasks; and improve clarity in some areas. The report also recommends that case

studies used in Topic 1 be used across all other topics for consistency, rather than defining new case studies in each topic.

#### **Course 4: Engineering Smart Sustainable Cities**

Detailed feedback was provided for each topic in this course. The report notes that course assessments are well structured into project/final assessment and that authentic tasks are well described and clearly structured, with presentations provided for each topic.

Overall, it recommends that the clarity of the course plan be improved. In *Topic 1*, KPIs need to be explained further, illustrations should be explained, and further material must be provided to allow the outcomes to be met. In *Topic 2*, the report suggests that there is an extension of the proposed concepts to Asian example scenarios. *Topic 3* received positive feedback, with the recommendation that challenges addressed should refer to problems in Vietnam as well as other countries. *Topic 4* had an excellent presentation, however it is recommended that more technical descriptions be provided. In *Topic 5*, the report notes that the slide content, although well-tailored to the learning outcomes, may not be sufficient to cover the time period, and the inclusion of some Vietnamese examples would be beneficial. *Topic 6* and *7* received positive feedback, and in *Topic 9*, it is recommended that an example be provided for the requested action plan.

#### **Course 5: The Urban Sustainability Challenge**

The report makes a number of recommendations for Course 5, including: add and rearrange lecture content (before lecture, during lecture, after lecture); amend the duration of the tasks; and divide course materials into their respective topics for clarity.

Partners will now use this feedback to enhance provision for future delivery.

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