



# **UK TNE Development in Vietnam**

# Enhancing Quality Assurance in UK - Vietnam TNE: Building Sustainable Curricula with Al-Driven Innovation

# Building a Sustainable Curriculum: Embedding Sustainability into Curriculum Development

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### **Learning Outcomes:**

- Embed sustainable development goals (SDGs) into learning outcomes.
- Identify sustainability as a core competency in all subject areas.
- Design curriculum content that promotes sustainable practices.
- Apply assessment strategy to measure sustainability-related learning outcomes





### What is Sustainable development? What is Education for sustainable development?

<u>Sustainable development</u> is development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (defined by the Brundtland Commission and multilaterally agreed by the UN Conference on Environment and Development – Rio 1992). Source(s): http://whc.unesco.org/document/139747

*Education for Sustainability* empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. *UNESCO*, 2019







### ESD intersections across stragegic priorities for student success



Source: Education for Sustainable Development Guidance, AdvaceHE & QAA





# An overview of univesity contributions to the SDGs

## RESEARCH

- Research on the SDGs
- Interdisciplinary and transdisciplinary research
- Innovation and solutions
- National and local implementation
  - Capacity building for research

### EDUCATION

- Education for sustainable development
- Jobs for implementting the SDGs
- Capacity building
- Mobilising young people

## OPERATION AND GOVERNANCE

- Governance and operation alligned with the SDGs
- Corporate into univeristy reporting

## **EXTERNAL LEADERSHIP**

- Public engagement
- Corss-sectoral dialogue and action
- Policy development and advocate
- Advocacy for sector role
- Demonstrate sector commitment













### Mapping excercises



A desktop review of data resources, manual assessment and assignment of activities to the SDGs Asking people to self-identity which SDGs their activities allign with

SDG-specific keywords to search activites related to SDGs









Source: Issues and trends in Education for Sustainable Development, UNESCO

### Learning outcomes aligned with key competencies for SD

(informed by UNESCO (2017), ESDG Guidelines (2014), and Giangrande et al (2019))

Learning outcomes											
Knowledge	Skills	Attributes and values									
A student with systems thinking competency can:											
<ul> <li>Describe the relationships between environmental, social and economic systems, at scales from local to global level</li> <li>Identify the tensions between the 17 SDGs and recognise their interconnections</li> <li>Recognise that a collective effort is not necessarily just a simple sum of each individual's effort, but is likely to be more complex and have multiple drivers that may be personal, political or communal</li> <li>Identify that positive or negative environmental change may arise from economic growth</li> </ul>	<ul> <li>Recognise and understand relationships</li> <li>Analyse complex systems</li> <li>Consider how a system's constituent parts interact and operate at different scales and across time</li> <li>Work with interconnectedness and complexity in a systemic context, synthesising diverse information and data to offer a range of potential solutions</li> <li>Identify the interactions between social, economic and environmental systems</li> <li>Assess a problem from different scales and perspectives</li> </ul>	<ul> <li>Think systemically, in terms of recognising connections and interactions between factors, and understand that actions often have multiple consequences</li> <li>Deal with and manage uncertainty</li> <li>Appreciate the root causes of unsustainable development including environmental, social and economic actions, and their links to cultural considerations</li> <li>Identify the factors that have the biggest potential for driving constructive change</li> </ul>									
<ul> <li>Describe how power structures and political systems influence SD</li> </ul>											

Learning outcomes										
Knowledge	Skills	Attributes and values								
A student with anticipatory thinking competency can:										
<ul> <li>Identify the risks associated with complex systems that can lead to unintended consequences or negative cumulative effects</li> <li>Evaluate the impacts and interconnections between the activities of different generations, demographic groups and cultures, recognising that there may be tensions and competing factors between them</li> <li>Identify the causes and possible solutions to inequity at intragenerational and intergenerational global levels</li> <li>Identify that natural systems have non-negotiable limits and may become unstable or collapse if subjected to excessive pressures or changes</li> <li>Identify the need for decisions about natural resources to involve judgements, not just about economic viability but about risks to future ecological, social or cultural wellbeing</li> </ul>	<ul> <li>Generate and evaluate different approaches to SD and assess their likely impact, within the context of their own discipline/subject</li> <li>Use historical knowledge and an understanding of the consequences of past actions to envision how futures may be shaped</li> <li>Develop, understand and evaluate multiple outcomes</li> <li>Create their own visions for the future</li> <li>Apply the precautionary principle</li> <li>Assess the consequences of actions</li> <li>Evaluate risks and their potential impacts</li> <li>Identify future scenarios and use them to inform decision making</li> <li>Use backcasting skills - starting with defining a desirable future and working backwards to identify policies and programmes that will connect that to the present</li> <li>Use forecasting skills - looking at past trends and present conditions to</li> </ul>	<ul> <li>Be flexible, resourceful and adaptable to fit changing and/or unforeseen circumstances if it is likely to have a positive outcome for SD</li> <li>Imagine and envision sustainable futures</li> <li>Consider the impacts, both positive and negative, of heritage and cultures when planning for the future</li> <li>Apply an awareness of intergenerational fairness to decisions and planning</li> <li>Be prepared to learn from others and consider their perspectives</li> <li>Learn to unlearn when situations and contexts demand alternative solutions</li> <li>Demonstrate an open mindset to new approaches to problem solving</li> </ul>								

More information can be found at https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advancehe/education-for-sustainable-development-guidance\_1616774629.pdf: Education for Sustainable Development Guidance, AdvaceHE & QAA Source: Education for Sustainable Development Guidance, AdvaceHE & QAA





### **SDGs Self-assessments**

### AboutSET4HEI

SET4HEI (Sustainability Evaluation Tool for Higher Education Institutions) is a free, online and open resource that help you, as a leader of a higher education institution (HEI), identify areas where your institution is contributing or could contribute to the Sustainable Development Goals (SDGs) of the United Nations.

### Quick step-by-step guide to the self-assessments

- 1. Access the SET4HEI website in www.set4hei.org
- 2. Click on the assessments catalogue, you will be redirected to Campus IESALC, the platform hosting the SET4HEI assessments.
- 3. Select the contribution to which of the 17 SDGs you want to assess, or the basic practices assessment.
- 4. Answer each of the questions (they are all compulsory) for each of the 4 areas (Teaching and Learning, Research, Engagement, Governance and administration).
- 5. Submit your results.
- 6. Check your (immediately available) results.
- 7. Download your results as PDF.















### SUSTAINABLE CONSTRUCTIVE ALIGNMENT



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HUTECH'S ECOSYTEM FOR GREEN TRANSITION				Environmental sustainability competence				
CURRICULUM				Digital competence				
Environment	Introduction to IT			Problem-solving s			skill	
				Innovation				
KIT Kanazawa Institute	<b>JTECH</b>	of Technology			Entrepreneurial thinking Interdisciplinary			
University of the second secon	rsity of Technology							
Project design thinking Inno	vation and ent	repreneurial	thinking	Сар	stone project			•
SDGs-oriented project	SDGs-oriented	d innovatio	n project	Majo	or-based pro	oject		
Kn	es				<ul><li>Inter-pers</li><li>Academic</li></ul>	onal skills knowledge		
Syllabus	Yea	Year 1		Year 2 Year 3		3	Year 4	
Project design thinking	Course	Course	Course	Course	Course	Course	Course	Course
Innovation and entrepreneurial thinking	Course	Course	Course	Course	Course	Course	Course	Course
Environment	Course	Course	Course	Course	Course	Course	Course	Course
Introduction to information technology	Course	Course	Course	Course	Course	Course	Course	Course

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#### 25 scopus.com/pages/organization/60071399#tab=sdgs

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#### Ho Chi Minh City University of Technology - HUTECH

475A Dien Bien Phu, Ward 25, Binh Thanh District, Ho Chi Minh City, Viet Nam 60 60071399

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Sustainable Development Goals 2023 Documents Structure Collaborators

New: See at one glance Sustainable Development Goals mapped to this organisation

Sustainable Development Goals (SDGs) are specific research areas that are helping to solve real-world problems. Elsevier data science teams have built extensive keyword queries, supplemented with machine learning, to map documents to SDGs with very high precision. Times Higher Education (THE) is using Elsevier SDG data mapping as part of its Impact Rankings. More about SDGs 7

New

#### SDG contributions

Good health and No poverty Zero hunger Goal 2 Goal 1 well-being Goal 4 Goal 3 View 7 documents View 27 documents View 231 documents Gender equality Clean water and Affordable and clean Goal 5 sanitation energy Goal 6 Goal 7 Goal 8 View 6 documents View 130 documents View 366 documents Industry, innovation Reduced Sustainable cities Responsible and infrastructure inequalities and communities Goal 9 Goal 10 Goal 11 production Goal 12 View 168 documents View 26 documents View 117 documents Climate action Life below water Life on land Goal 13 Goal 14 Goal 15 Goal 16 View 150 documents View 106 documents

Partnership for the goals Goal 17 View 388 documents

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View 44 documents

**Ouality** education

View 19 documents

Decent work and economic growth View 101 documents

consumption and View 100 documents

Peace, justice and strong institutions View 10 documents

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20 scopus.com/pages/organization/60118377#tab=sdgs

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#### University of Economics and Finance, Ho Chi Minh City

276 Dien Bien Phu Street, Ward 17, Binh Thanh District, Ho Chi Minh City, Viet Nam 💿 60118377

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New: See at one glance Sustainable Development Goals mapped to this organisation

UEF SDG related Research Sustainable Development Goals (SDGs) are specific research areas that are helping to solve real-world problems. Elsevier data science teams have built extensive keyword queries, supplemented with machine learning, to map documents to SDGs with very high precision. Times Higher Education (THE) is using Elsevier SDG data mapping as part of its Impact Rankings. More about SDGs 7/

#### SDG contributions

No poverty Goal 1

View 4 documents

Gender equality Goal 5

View 1 document

Reduced inequalities Goal 10

#### View 9 documents

Life below water Goal 14

View 1 document

#### Zero hunger Goal 2

#### View 4 documents

Affordable and clean energy Goal 7 View 8 documents

Sustainable cities and communities Goal 11

#### View 1 document

Peace, justice and strong institutions Goal 16 View 6 documents

Good health and well-being Goal 3 View 13 documents

Decent work and economic growth Goal 8 View 29 documents

Responsible consumption and production Goal 12 View 28 documents

Partnership for the goals Goal 17 View 88 documents

Quality education Goal 4

#### View 13 documents

Industry, innovation and infrastructure Goal 9 View 35 documents

Climate action Goal 13

View 7 documents

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**UNIVERSITY OF ECONOMICS & FINANCE** 

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Work-Based Learning: a series of company visits, internships, talk shows around the year, 6-7 Job Fairs per year

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# **For Offline Participants – Discuss in your group**

# Discuss what you have done with the SDGs in Operation - Governance, Education and Research?

# **For Online Participants - Self-assessment (individually)**

Assess what you have done with the SDGs in Operation - Governance, Education and Research?

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