With the support of the
Erasmus+ Programme
of the European Union

Capacity Building
in the field of
higher education

Erasmus+ - Key Action 2
Capacity Building within the Field of Higher Education

eACCESS Project

Project number: 610041-EPP-1-2019-1-PL-EPPKA2-CBHE-JP

EU-Asia Collaboration for accessible Education in Smart Power Systems

WP 1	PREPARATION
TASK	Development of the first version of the platfom
LEAD PARTNER	UWS
PARTICIPATING PARTNERS	All

With the support of the
Erasmus+ Programme
of the European Union

Capacity Building
in the field of
higher education

Document Status

Date of Issue				
Contributors	Santiago Matalonga, Bikrant Koirala			
Contact person	Santiago Matalonga			
E-mail address	Santiago.matalonga@uws.ac.uk			
Organisation	University of the West of Scotland			
Approval Status	Draft	☐	Final	☒
Number of pages	13			
Keyword list				
Recipients	Only Partners	☒	Public	☐
Method of Distribution	Email	☒	Internet	☒
Confidentiality Status	Confidential	☐	Public	☐
Copyrights				

Disclaimer

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

DOCUMENT HISTORY

VERSION NO	DATE	Approved By	Revised By
1	10/08/2020		
3.1	24/10/2020	QAC	Parag Vichare
ETC			

With the support of the
Erasmus+ Programme
of the European Union

Capacity Building
in the field of
higher education

Table of Contents

With the support of the
Erasmus+ Programme
of the European Union

Capacity Building
in the field of
higher education

Executive Summary

In Delivery T1.3 Technical Specification, all partners have agreed to use Moodle as the standard platform for supporting the delivery of eACCESS project. As stated in D1.3 all partners have an independent deployment environment for Moodle.

This document includes the guidelines that convey the minimum expectations for all course modules within the scope of the eACCESS project across all partners. It includes a set of guidelines and recommendations for a standardised use of the Moodle platform.

With the support of the
Erasmus+ Programme
of the European Union

Capacity Building
in the field of
higher education

Introduction

This document presents the guidelines that must be followed to enable effective delivery of the modules that are included within the scope of eACCESS.

Guidelines language

Guidelines in this document have been written to provide directives for the module coordinator. The following words have a specific meaning in this document:

- **Must**: Statements that use **must,** are compulsory. All modules within the scope of eACCESS are required to implement the guidelines.
- **Should**: Statements that use **should** are optional, they represent best-practices but are not required. Partners are strongly advised to follow **should** guidelines as they will help in delivering better quality modules.
- **Can:** Statements that use **can** are mostly informative, they typically complement **must** and **should** statements with suggestions that are based on Moodle's best practices. **Can** statements be included to guide partners to achieve these guidelines using Moodle.

Throughout this guideline, these words have been highlighted in **bold**.

Related documents

Section 3 of Deliverable 1.3 Technical Specification details Moodle features. **Can** statements usually refer to these features.

With the support of the
Erasmus+ Programme
of the European Union

Capacity Building
in the field of
higher education

Structure of an eACCESS Module

This section conveys the guidelines that must be followed for the module to be compliant with eACCESS quality standard. These guidelines are based on teaching and learning best practice and have been adapted to the project selected platform.

Structure

Courses will be structured clearly so that students can find their way around the course site and navigate quickly. Upon entering the module, students should be able to understand and navigate the sequence of activities, access information, and easily understand the layout of the module.

When organising the resources and materials of the module you:

- **Must** use Moodle sections to represent each topic.
  - A topic **can** cover one or more weeks of study. When a topic covers more than one week of studies then:
    - The module **must** use section headings for each topic area. You **should** use Moodle Labels and your institution's standardised styles to create the section headings.
      - Section headings **can** provide an area topic overview.
  - **Must** provide a topic overview. A topic overview is a short description of the contents of the topic.
  - **Should** strive to minimize cognitive load.
    - To achieve this, you **should:**
      - Hide/or delete old and unused content.
      - Guide students as to which task to complete next.
    - Furthermore, you **can** reduce cognitive load by:
      - Avoiding overlong modules.
      - Using collapsed topics as the default view.
      - Using pages, books and folders to group deliverable content.
      - Indenting elements to create a hierarchy.

Orientation

Orientation is about nudging learners into following the correct path within your module. You must orient your learners so that they are able to progress and engage with the contents of your module.

When organising the resources and materials of the module you:

- **Must** include an outline that describes how students are expected to use the module in the first topic of your module.
  - You **must** include staff contact details.
  - You **should** include how assessment and feedback will be carried out in your module.

Project: **eACCESS**	Author: Santiago Matalonga			
DOCUMENT CODE:		VERSION: 3.1	SUBMISSION DATE: 05.03.2020	PAGE: 6

With the support of the
Erasmus+ Programme
of the European Union

Capacity Building
in the field of
higher education

- o You **should** include information about deadlines and events that the students will need to complete to achieve the modules objectives.
- o You **should** explain if any external tools or resources are needed and how the students can access those.

Communication

You **must** ensure that effective and consistent communication is maintained with and between the students.

To achieve effective communication, you:

- **Must** include a communication statement that describes how students and staff will communicate for different purposes. To achieve this, you:
  - o **Can** direct students to supporting platforms like BigBlueButton, or other teleconference software available in each partners´ institution.
  - o **Can** make use of Moodle forums. Both to provide a channel for important module news (announcements), or to enable discussion boards in Moodle forums.

Assessments

Assessments criteria, mechanisms and schedule **must** be clearly conveyed to students.

If allowed by your institution guidelines, you **can** use Moodle's assessments' features to facilitate your delivery and marking of the assessments.

To effectively use Moodle's assessments' features you:

- **Must** provide well-labelled submission points. You **should** use separate topics to achieve this.

Progression and feedback

Students **must** have a clear mechanism for assessing their progress thorough the module. In blended and fully online deliveries you **must** provide the mechanisms for students to receive early feedback about their progression and understanding of the contents of your module.

- You **must** make sure that there is a clear distinction between knowledge feedback activities and graded activities (see Assessments).
- You **should** use Moodle´s assessment mechanisms to provide early feedback to your students.

Maintaining your module

After every delivery, or at regular interval, you **must** review the elements published in your module to assure that the information is up-to-date, consistent, and relevant.

To achieve this, you **must**:

- Review and update links to external documents and sites.

With the support of the
Erasmus+ Programme
of the European Union

Capacity Building
in the field of
higher education

- Review and update information conveying elements that you have used to achieve effective Orientation, Communication and Assessments.
- Hide (or delete) previous assessments points.
- Reset progression and feedback points.

To facilitate this task, you **can** define Moodle groups for the different cohorts that attend your module and set up different visibility rights for each of the elements in your module.

With the support of the
Erasmus+ Programme
of the European Union

Capacity Building
in the field of
higher education

Appendix Example implementation of the Guidelines

This appendix exemplifies the implementation of the guidelines in a Moodle Module. Only the **must** directives have been explicitly presented in this appendix.

Structure

Must use Moodle sections to represent each topic.

Must provide a topic overview. A topic overview is a short description of the contents of the topic.
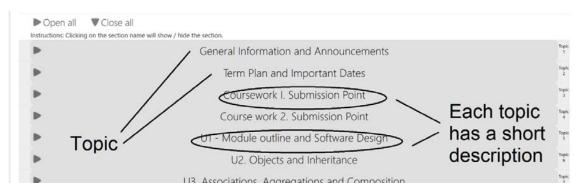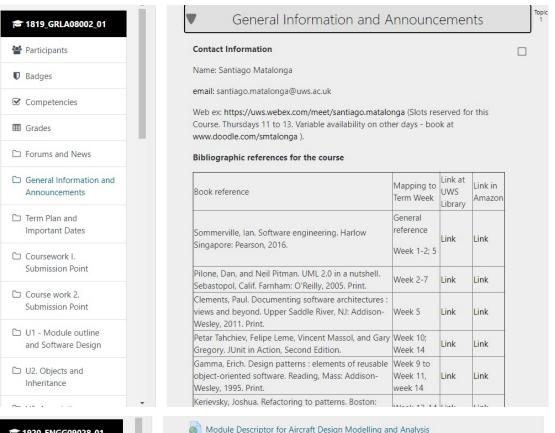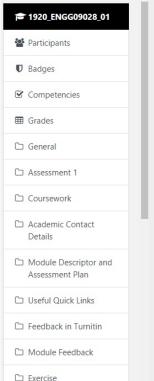

Figure 1: Topic configuration with description

Orientation

- Participants
- Badges
- Competencies
- Grades
- Forums and News
- General Information and Announcements
- Term Plan and Important Dates
- Coursework I. Submission Point
- Course work 2. Submission Point
- U1 - Module outline and Software Design
- U2. Objects and Inheritance

General Information and Announcements

Topic 1

Contact Information

Name: Santiago Matalonga

email: santiago.matalonga@uws.ac.uk

Web ex: https://uws.webex.com/meet/santiago.matalonga (Slots reserved for this Course. Thursdays 11 to 13. Variable availability on other days - book at www.doodle.com/smtalonga).

Bibliographic references for the course

Book reference	Mapping to Term Week	Link at UWS Library	Link in Amazon
Sommerville, Ian. Software engineering. Harlow Singapore: Pearson, 2016.	General reference Week 1-2; 5	Link	Link
Pilone, Dan, and Neil Pitman. UML 2.0 in a nutshell. Sebastopol, Calif. Farnham: O'Reilly, 2005. Print.	Week 2-7	Link	Link
Clements, Paul. Documenting software architectures : views and beyond. Upper Saddle River, NJ: Addison-Wesley, 2011. Print.	Week 5	Link	Link
Petar Tahchiev, Felipe Leme, Vincent Massol, and Gary Gregory. JUnit in Action, Second Edition.	Week 10; Week 14	Link	Link
Gamma, Erich. Design patterns : elements of reusable object-oriented software. Reading, Mass: Addison-Wesley, 1995. Print.	Week 9 to Week 11, week 14	Link	Link
Kerievsky, Joshua. Refactoring to patterns. Boston:	Week 13-14	Link	Link

- Participants
- Badges
- Competencies
- Grades
- General
- Assessment 1
- Coursework
- Academic Contact Details
- Module Descriptor and Assessment Plan
- Useful Quick Links
- Feedback in Turnitin
- Module Feedback
- Exercise

Module Descriptor for Aircraft Design Modelling and Analysis

Basic_Weekly_OverviewPV

Basic Overview ADMA_ENGG09028

Week	Topic
1	Introduction to module and CATIA interface
2	Sketcher tools: Component 1
3	Solid modelling: 3DFeature
4	Solid modelling: Multibody feature and Universal joint Assembly
5	Kinematic Design and simulation: Engine model
6	Class test
7	Drafting
8	Kinematic Design and simulation: Engine model
9	Generative Shape Design
10	Generative Shape Design: Wing example
11	Generative Shape Design: Aircraft components / Coursework 2
12	Revision / Coursework 2 review and formative feedback for CW2

Figure 2: Orientation example

With the support of the
Erasmus+ Programme
of the European Union

Capacity Building
in the field of
higher education

Figure 3: Communication Example

Figure 4: Assessments Example

With the support of the
Erasmus+ Programme
of the European Union

Capacity Building
in the field of
higher education

Figure 5: Progression and Feedback Example

With the support of the
Erasmus+ Programme
of the European Union

Capacity Building
in the field of
higher education

Appendix – Deployment Status of the platform at partner institutions.

Millstone measurement definition

We have defined the following three milestones to determine that a partner has successfully achieved the deployment of the eACCESS platform.

- Milestone 1. Platform installed. To achieve this milestone, a partner has to have Moodle installed in their environment following the Plan detailed in D1.3 Technical Specification.
- Milestone 2. Exemplary module stun created. To achieve this milestone, a partner has to have created a course in their module platform, and has the main topics from that course created.
- Milestone 3. Evidence Shared with consortium. To achieve this milestone, a partner has to provide evidence of milestone 2 to the consortium (in the form of access credentials or screen captures).

Status as of 1/10/2020

The following table presents the status as of 1/10/2020:

Partner	Platform installed	Exemplary module stun created	Evidence shared with consortium
Atma Jaya Catholic University of Indonesia	Yes	No	No
College of Science and Technology, Royal University of Bhutan	Yes	Yes	Yes
Kantipur Engineering College	Yes	Yes	Yes
Pokhara University.	Yes	No	No
Soegijapranata Catholic University	Yes	No	No