



ACPUA CERTIFICATION PROGRAMME 2030 FOR UNIVERSITIES AND FACULTIES

Framework Document (v 2.0)

Approved by the Commission for Evaluation, Certification and Accreditation (CECA)
of the Aragon Agency for Quality Assurance and Strategic Foresight in Higher
Education (ACPUA) in a session held on 17th July 2020.

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1. INTRODUCTION

On 25 September 2015 at the United Nations headquarters in New York, 193 countries adopted a multilateral and global agreement, called Agenda 2030. This agreement was born of the will of all countries to move towards sustainable and inclusive development.

The Agenda 2030 includes a new vision of development that integrates economic, social and environmental issues through 17 objectives and 169 goals with an established duration of 15 years, until 2030.

One of the most significant characteristics of this Agenda 2030 is the participation of all actors in its configuration and the need to generate alliances to advance prosperity. A long-term vision is more necessary than ever, placing people at the centre of actions and decisions.

The European Commission in its Reflection Paper (30th January 2019) under the title "Towards a Sustainable Europe by 2030" publishes, among other issues, the Horizontal Instruments of the transition towards sustainability.

This paper sets out the following issues, among others, as mandatory for all members of the Commission in the field of education: "Educational institutions at all levels should be encouraged to take up the Sustainable Development Goals (SDGs) as a guideline for their activities and supported to become places where sustainability skills are not only taught but also actively practised. Reform and modernisation of education systems, green schools and universities to develop new skills for the digital economy must be undertaken".

1.1. Legal Framework

Title VI of Law 5/2005, of June 14, on the Regulation of the University System of Aragon, referring to the Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education (ACPUA), includes the following, among others, as the Agency's objectives (article 84):

1. The Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education (ACPUA) is an instrument of the region of Aragon to promote the improvement of the quality of the university system of Aragon, favouring its relationship with the business and labour world and society as a whole.
2. Through its activity, the Agency should promote and disseminate a culture of quality in the university and higher education sector in general in Aragon, which will make it possible to enrich reflection on the role of the university in relation to society and to encourage exchanges of experience in this field with other university systems.

The Statutes of the Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education include the following functions of the ACPUA Commission for Evaluation, Certification and Accreditation (CECA), among others

1. To draw up proposals for protocols of general methodologies for assessment, certification and accreditation and the modifications that are progressively

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considered appropriate to incorporate, for approval by the Board of Directors. These proposals will determine the criteria or elements of technical judgement on which the decisions on assessment, certification and accreditation that are made in the framework of national and regional legislation will be based.

1.2. Objective of the document

The purpose of this document is to present to agents involved in the process (universities, students, teaching staff, evaluation committees, educational administrations, employers and other stakeholders), both the procedure to be followed for the 2030 certification of universities and university teaching or research centres, and the aspects that will be subject to assessment.

2. ACPUA CERTIFICATION PROGRAMME 2030: ALCAEUS

2.1. Objectives

The ACPUA ALCAEUS programme provides an evaluation framework to assess the degree of commitment of universities and university teaching or research centres at national and international level to the Sustainable Development Goals (SDGs).

The 2030 certification of universities and university teaching or research centres granted by the ALCAEUS programme has the main objective of giving visibility to the effort that institutions are making to comply with the SDGs set out in the United Nations' Agenda 2030. The process involves the delivery of a seal that establishes four levels of certification based on the score obtained in the assessment.

2.2. Periodicity, scope and follow-up.

The framework for the 2030 certification of universities and university teaching or research centres will be agreed between the ACPUA and the university institution and must detail its scope and the centres it covers. Following the assessment of the centre or institution, the ACPUA will issue a certificate detailing this certification framework, including the scope, date of issue, score achieved and, therefore, the level of the seal achieved and the term of validity of the certificate.

The 2030 certification will have a duration of 5 years and will be renewable for successive periods of the same duration. The ACPUA will keep a constantly updated register of 2030 certified centres which will be public and accessible through its website.

The ALCAEUS programme provides for follow-up in the period between certifications, which will consist of the submission by the centres of a self-report (ANNEX I) containing the modifications, progress, improvements or changes related to the evaluation of the seal, which will be reviewed by the ACPUA Institutions Evaluation Committee (SEC). This review may lead to the modification of the level of the seal.

2.3. Evaluation bodies

The ACPUA will evaluate the application for certification through the SEC and an evaluation panel of experts in the field proposed by the ACPUA Commission of Evaluation, Certification and Accreditation (CECA) and appointed by the Director of the Agency.

The panel will consist of Agenda 2030/sustainability experts, among whom there must be at least one academic/researcher, one national or international sustainability expert, one external *stakeholder* and one student/researcher in training. One member of the panel will act as chairperson and an ACPUA technician will act as secretary with voice but without vote.

All members of the panel will work outside the region or country where the evaluation is carried out and will comply with the requirements defined in the "ACPUA Reviewers Selection Procedure" published on the Agency's website.

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The operating regulations and the composition of the SEC are published on the ACPUA website. Both the members of the SEC and the panel of reviewers will sign the Agency's Code of Ethics.

2.4. Fees of the assessment.

For the teaching and research centres and universities of the Aragon Higher Education System, the cost of the programme will be assumed by the Government of Aragon.

The cost of the assessment per centre will be subject to the current ACPUA rates and pricing document approved by its Board of Directors.

In any case, when the obligatory agreement is signed, the detailed cost of the process will be established. The assessed centre will be responsible for the travel and accommodation expenses of the experts on the visiting panel.

3. EVALUATION PROTOCOL

3.1. Evaluation criteria

Dimension 1: Strategy, partnerships and recognition

Criterion 1.1: Commitment and strategy of the centre

Standard:

"The centre is committed to the SDGs. The centre defines actions, which it reviews periodically, for the incorporation of the SDGs in its governance, involving the different stakeholders".

Guidelines:

- The centre's commitment to SDGs is set out in the centre's strategic documents.
- The centre's management team defines the actions to develop the strategy (action plan) ensuring the participation of the different stakeholders, including the student body.
- The management team and the different stakeholders of the centre periodically review the fulfilment of the defined actions.

Evidence:

- Strategic documents of the centre (strategic plan, quality policy, specific document of commitment to the SDGs, etc.)
- Action plan of the centre.
- Evidence of involvement of all stakeholders.
- Evidence from the review of the action plan.
- Commitment to the SDGs on the university website, in the footer of the email, in the international profiles, in promotional material.

Visit:

- Check with the centre's management team on the commitment to SDGs.
- Check with the different stakeholders the participation in the definition of the strategy and the degree of knowledge of it.

Criterion 1.2: Partnerships

Standard:

"The centre establishes strategic alliances with external actors (higher education bodies, research institutions, non-profit organisations, companies, etc.) at local, regional, national or international level that are useful and effective in supporting the integration of SDGs into the centre".

Guidelines:

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- The centre's commitment to establishing strategic alliances is set out in the centre's strategic documents.
- The centre, through its strategic alliances, has established specific actions. For example:
 - A joint funded project.
 - A working or expert group.
 - Organisation of a local, regional, national or international meeting on SDGs.
 - Voluntary opportunities for staff (teaching and non-teaching).
 - Voluntary opportunities for students.
 - Others.
- The centre monitors specific actions and evaluates their impact.

Evidence:

- Strategic documents of the centre (strategic plan, quality policy, specific document of commitment to the SDGs, etc.)
- Documentation relating to specific actions.
- Evidence of follow-up and evaluation of the impact of specific actions.

Visit:

- To check with the management team of the centre and the associated entities the commitment to strategic alliances, their follow-up and impact.
- Ask all groups and stakeholders (internal and external) about the existence of the specific actions.
- Check with the participants in the specific impact of these actions.

Criterion 1.3: Internal and external recognition

Standard:

"The practices carried out in the implementation of the SDGs are distinguished through internal and external recognition".

Guidelines:

- Staff, students and/or the centre (or university) have obtained internal recognition through a good practice recognition procedure, implemented by the centre (or university) related to the implementation of the SDGs.
- The staff, the student body and/or the centre have obtained external recognition through a certificate/award/project, distinction or accreditation.

Evidence:

- Internal recognition procedure and certificates.
- External recognition procedure and certificates.
- External evaluation reports.

Visit:

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- If the certificates exist, check the visibility and degree of dissemination among the educational community.
- Check the knowledge that exists in the different stakeholders with regard to the acknowledgements.

Dimension 2: Transparency and accountability

Criterion 2.1: Public information

Standard:

"The centre publishes all information concerning the implementation of the SDGs".

Guidelines:

- The centre is concerned with disseminating information on SDGs.
- The centre incorporates into its public information, through the usual channels (social media, website, advertising material, etc.), information on the various actions implemented in relation to the SDGs.

Evidence:

- Different documents / materials published through the different channels.

Visit:

- Check with the different stakeholders the knowledge of public information regarding SDGs and its usefulness.

Dimension 3: Internal Quality Assurance System

Criterion 3.1: Processes and quality strategy

Standard:

"The centre's Internal Quality Assurance System (IQAS) integrates the SDGs vision as a central commitment".

Guidelines:

- The quality policy reflects the commitment to the SDGs.
- The objectives of the IQAS linked to the SDGs are established.
- The IQAS collects and analyses data to establish the degree of compliance with goals and the establishment of improvement plans, as well as accountability.
- The IQAS collects and analyses data on the satisfaction of the different stakeholders (students, teaching staff, graduates, employers, administration and services staff, society, etc.) with the degree of compliance with the SDGs set out in the centre's strategic plan.

Evidence:

- Documentation and evidence generated by the IQAS.
- Results of satisfaction surveys.
- Programmes follow-up reports.
- Follow-up reports of the action plans.

Visit:

- Check the commitment to the SDGs in the different groups and stakeholders involved in the IQAS.
- Follow-up of objectives and establishment of improvement plans.

Criterion 3.2: Staff responsible for the Internal Quality Assurance System

Standard:

"The staff responsible for the Internal Quality Assurance System are trained to integrate SDGs into their work development".

Guidelines:

- Knowledge of SDGs is valued in the job descriptions (in the CVs of the responsible persons) and in the selection processes of the staff responsible for the IQAS.
- There is a training and development plan, a training offer or actions identified in SDGs for the staff responsible for the IQAS.
- Competencies related to SDGs are taken into account in the professional evaluation processes (performance follow-up).

Evidence:

- The curricula vitae of the staff.
- Documents related to the staff selection processes.
- List of jobs.
- Staff development plan including training opportunities in SDGs for the staff.
- Professional evaluation procedures (Performance follow-up reports).

Visit:

- Check with those responsible for the IQAS on the development of SDGs skills within them workplace.

Dimension 4a: Programmes¹ (for faculties, schools and educational establishments)

Criterion 4a.1: Development of policy frameworks

Standard:

"The centre or university has developed guidance documents and/or frameworks for the development of good practice in the training and guidance of students, teaching and research staff and administration and service staff in relation to SDGs".

Guidelines:

- The guidance documents and/or frameworks for the development of good practice of the centre or university include specific training and guidance actions aimed at students.
- The guidance documents and/or frameworks for the development of good practice of the centre or university include specific training and guidance actions aimed at teaching and research staff.
- The guidance documents and/or frameworks for the development of good practice of the centre or university include specific training and guidance actions aimed at administration and service staff.

Evidence:

- Guidance documents and/or frameworks.

Visit:

- Check with the different groups the degree of knowledge and implementation of these frameworks.

Criterion 4a.2: Student-centred learning. Competences

Standard:

"Student-centred learning" programmes allow students to acquire global knowledge and develop skills in relation to SDGs".

Guidelines:

- Cross-cutting competences related to SDGs are included in the programme description documents.
- Specific competences related to SDGs are included in the programme description documents.
- Evaluation systems are included in the descriptive documents of the programmes to check the acquisition by the student of the competences related to the SDGs.

¹ Programme design should adhere to Criterion 1.3 "Student-centred learning, teaching and assessment" of the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

Evidence:

- Study plans of the programmes (Bachelor's degree, Master's degree and PhD programmes).
- Teaching guides.
- Assessments and outcomes.

Visit:

- Documentary check.
- Check with the student body the knowledge of the skills and the degree of acquisition.

Criterion 4a.3: Student-centred learning theoretical learning opportunities

Standard:

"The programmes provide students with theoretical learning opportunities about SDGs.

Guidelines:

- SDGs content is included in the programme description documents.
- Activities related to SDGs are included in the programme description documents.
- Evaluation systems are included in the programme descriptive documents that will enable the theoretical learning relating to SDGs to be checked.

Evidence:

- Study plans of Bachelor's degree, Master's degree and doctorate.
- Teaching guides.
- Assessments and outcomes.

Visit:

- Documentary check.
- Check learning opportunities on SDGs with the students.

Criterion 4a.4: Student-centred learning practical learning opportunities

Standard:

"The programmes provide students with opportunities to apply SDGs in a practical way.

Guidelines:

- Practical activities related to SDGs are included in the programme description documents.
- (External) practices related to SDGs are included in the programme description documents.
- Assessment systems are included in the programme descriptive documents that will enable the testing of learning-by-doing related to SDGs.

Evidence:

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- Study plans of Bachelor's degree, Master's degree and doctorate.
- Teaching guides.
- Assessments and outcomes.

Visit:

- Documentary check.
- Check with the students, employers and internship tutors for opportunities for hands-on learning about SDGs.

Dimension 4b: Research projects (for research centres)

Criterion 4b.1: Objectives

Standard:

"Research projects enable researchers to acquire global knowledge in relation to SDGs and set objectives related to them".

Guidelines:

- Objectives related to SDGs are included in the descriptive documents of the research projects.
- Systems for assessing the degree to which SDGs objectives have been met are included in the descriptive documents of the research projects.

Evidence:

- Descriptive documents of the project.

Visit:

- Check with the research community the general knowledge about the SDGs and the objectives that have been defined in the project.

Criterion 4b.2: Planning of activities

"Research projects include activities related to SDGs".

Guidelines:

- SDGs related activities are included in the descriptive documents of the research projects.

Evidence:

- Descriptive documents of the project.

Visit:

- Check with the research community on the knowledge of SDGs related activities included in research projects.

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Criterion 4b.3: Outcomes

"The research projects show the impact of the results in terms of SDGs".

Guidelines:

- A reflection on how the results relate to the SDGs is included in the descriptive documents of the research projects.

Evidence:

- Descriptive documents of the project.
- Project reports, publications, knowledge transfer, etc.

Visit:

- Check with the research community the impact of the results obtained in relation to SDGs.

Dimension 5: Staff

Criterion 5.1: Heads of teaching provision / research activity

Standard:

"Those responsible for the centre's teaching provision/research activity are trained to integrate SDGS into their work development".

Guidelines:

- Knowledge of SDGs is required in the job descriptions of those responsible for the centre's training provision / research activity.
- There is a staff development plan for those responsible for the teaching provision / research activity of the centre, including training opportunities in the SDGs.
- Competencies related to SDGs are taken into account in the performance evaluation processes (performance follow-up).

Evidence:

- List of jobs.
- Staff CVs.
- Documents related to staff recruitment processes.
- Staff development plans and training programmes in the SDGs.
- Professional evaluation procedures (Performance follow-up reports).

Visit:

- Check with those responsible for the centre's training offer / research activity to ensure that SDGs skills are developed within their workplace.

Criterion 5.2: Teaching and research staff

Standard:

"The centre's teaching and research staff are trained to integrate SDGs into their work development".

Guidelines:

- Knowledge of SDGs is required in job descriptions and selection processes for teaching and research staff.
- There is a staff development plan for teaching and research staff, including training opportunities in the SDGs.
- Competencies related to SDGs are taken into account in the performance evaluation processes (performance follow-up).

Evidence:

- List of jobs.
- Staff CVs.
- Documents related to staff recruitment processes.
- Staff development plans and training programmes in the SDGs.
- Professional evaluation procedures (Performance follow-up reports).

Visit:

- Check with teaching and research staff on the development of SDGs skills within their job.

Criterion 5.3: Administrative and support staff

Standard:

"The centre's administrative and support staff are trained to integrate SDGs into their work development".

Guidelines:

- Knowledge of SDGs is required in job descriptions and recruitment processes for administrative and support staff.
- There is a staff development plan for administrative and support staff, including training opportunities in the SDGs.
- Competencies related to SDGs are taken into account in the performance evaluation processes (performance follow-up).

Evidence:

- List of jobs.
- Staff CVs.
- Documents related to staff recruitment processes.
- Staff development plans and training programmes in the SDGs.
- Professional evaluation procedures (performance follow-up reports).

Visit:

- Check with the administrative and support staff the development of SDGs competences within their job.

Dimension 6: Funding and Resources

Criterion 6.1: Internal and/or external funding

Standard:

"The centre has internal or external funding and is allocated to SDGs related initiatives".

Guidelines:

- The centre receives external funding which it allocates to SDGs -related initiatives.
- The centre has a specific budget (outside of external funding) for SDG-related initiatives.

Evidence:

- The budget of the centre.
- Agreements, arrangements, contracts involving external funding.

Visit:

- Documentary check.
- Discussion with those responsible for the centre about sources of funding.

Criterion 6.2: Resources

Standard:

"A capable and qualified team has been set up at the centre to plan, implement and evaluate the initiatives set out in the SDGs action plan.

Guidelines:

- The centre has set up a working group with the necessary powers to plan, implement and evaluate the initiatives set out in the SDGs action plan.
- The staff who are part of the working group have the necessary dedication to attend to their functions.
- The staff who are part of the working group have the necessary qualifications to carry out their duties.
- The centre provides continued training for the staff working on these functions.

Evidence:

- The organic regulations of the working group.
- The functions and powers of the working group.
- The CVs of the team members.
- The plans, courses or strategies for training/updating such staff.

- Agreements, arrangements, contracts involving external funding.

Visit:

- Documentary check.
- Check with the working group how they work, the recognition of their work, their training, their training plan, etc.

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3.2. Certification scorecard (evaluation criteria).

DIMENSION	PERCENTAGE	CRITERIA	PERCENTAGE	GUIDELINES	PERCENTAGE	SUB-GUIDELINES	PERCENTAGE
Dimension 1: Strategy, partnerships and recognition	20%	Criterion 1.1: Commitment and strategy of the centre	40%	The centre's commitment to the SDGs is set out in the centre's strategic documents.	20%		
				The centre's governing team defines the actions to develop the strategy (action plan) ensuring the participation of the different stakeholders, including the students.	40%		
				The governing team and the different stakeholders of the centre periodically review the fulfilment of the defined actions.	40%		
		Criterion 1.2: Partnerships	40%	The centre's commitment to establishing strategic alliances is set out in the centre's strategic documents.	20%		
				The centre has established specific actions through its strategic partnerships.	40%	A joint funded project.	10%
						A working or expert group.	10%
Organisation of a local, regional, national or international meeting on SDGs.	25%						

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DIMENSION	PERCENTAGE	CRITERIA	PERCENTAGE	GUIDELINES	PERCENTAGE	SUB-GUIDELINES	PERCENTAGE		
						Volunteer opportunities for staff (teaching and non-teaching).	25%		
						Volunteer opportunities for students.	25%		
						Others.	5%		
						The centre monitors specific actions and evaluates their impact.	40%		
						Criterion 1.3: Internal and external recognition	20%	Staff, students and/or the centre have obtained internal recognition through a good practice recognition procedure, implemented by the centre related to the implementation of the SDGs.	50%
				The staff, the student body and/or the centre have obtained external recognition through a certificate/award/project, promotion or accreditation.	50%				
Dimension 2: Transparency and accountability	10%	Criterion 2.1: Public information	100%			The centre adequately disseminates information on the SDGs.	50%		
						The centre includes information on the various actions implemented in relation to the SDGs in its established communication channels (social media, website, advertising material, etc.).	50%		

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DIMENSION	PERCENTAGE	CRITERIA	PERCENTAGE	GUIDELINES	PERCENTAGE	SUB-GUIDELINES	PERCENTAGE
Dimension 3: Internal Quality Assurance System	15%	Criterion 3.1: Processes and quality strategy	50%	The quality policy reflects the commitment to the SDGs.	10%		
				The objectives of the IQAS linked to the SDGs are established.	10%		
				The IQAS collects and analyses data that allow the degree of fulfilment of objectives and the establishment of improvement plans, as well as accountability.	40%		
				The IQAS collects and analyses data on the satisfaction of the different stakeholders (students, teaching staff, graduates, employers, administration and services staff, society, etc.) with the degree of compliance with the SDGs set out in the centre's strategic plan.	40%		
		Criterion 3.2: Staff responsible for the Internal Quality Assurance System	50%	Knowledge of SDGs is valued in the job descriptions (in the CVs of QA staff) and in the selection processes of QA staff.	40%		
				There is a staff development plan for QA staff including training opportunities in SDGs.	40%		
Competencies related to the SDGs are taken into account in the performance evaluation processes (performance follow-up).	20%						
Dimension 4a: Programmes (for faculties, schools and	25%	Criterion 4a.1: Development of policy frameworks	10%	The guidance documents and/or frameworks for the development of good practice of the centre or university include specific training and guidance actions aimed at students.	34%		

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DIMENSION	PERCENTAGE	CRITERIA	PERCENTAGE	GUIDELINES	PERCENTAGE	SUB-GUIDELINES	PERCENTAGE
educational establishments)				The guidance documents and/or frameworks for the development of good practice of the centre or university include specific training and guidance actions aimed at teaching and research staff.	33%		
				The guidance documents and/or frameworks for the development of good practice of the centre or university include specific training and guidance actions aimed at administration and support staff.	33%		
		Criterion 4a.2: Student-centred learning. Competencies	30%	Transversal competencies related to SDGs are included in the programme description documents.	33%		
				Specific competencies related to SDGs are included in the programme description documents.	33%		
				Assessment systems are included in the descriptive documents of the programmes to check the acquisition by the student of the competencies related to the SDGs.	34%		
		Criterion 4a.3: Student-centred learning Theoretical learning opportunities	30%	SDG related content is included in the programme description documents.	33%		
				Activities related to SDGs are included in the programme description documents.	33%		
				Assessment systems are included in the programme descriptive documents that will enable the theoretical learning relating to SDGs to be checked.	34%		
			30%	Practical activities related to SDGs are included in the programme description documents.	33%		

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DIMENSION	PERCENTAGE	CRITERIA	PERCENTAGE	GUIDELINES	PERCENTAGE	SUB-GUIDELINES	PERCENTAGE
		Criterion 4a.4: Student-centred learning Practical learning opportunities		Work placements related to SDGs are included in the programme description documents.	33%		
				Assessment systems are included in the programme descriptive documents that will enable the testing of learning-by-doing related to SDGs.	34%		
Dimension 4b: Research projects	25%	Criterion 4b.1: Objectives	40%	Objectives related to the SDGs are included in the descriptive documents of the research projects.	50%		
				Systems for assessing the degree to which the SDGs objectives have been met are included in the descriptive documents of the research projects.	50%		
		Criterion 4b.2: Planning of activities	30%	SDGs related activities are included in the descriptive documents of the research projects.	100%		
		Criterion 4b.3: Outcomes	30%	A reflection on how the outcomes relate to the SDGs is included in the descriptive documents of the research projects.	100%		
Dimension 5: Staff	15%	Criterion 5.1: Heads of teaching provision / research activity	34%	Knowledge of the SDGs is required in the job descriptions of those responsible for the centre's training provision / research activity.	40%		
				There is a staff development plan for those responsible for the training offer / research activity of the centre, including training opportunities in the SDGs.	20%		
				Competencies related to the SDGs are taken into account in the performance evaluation processes (performance follow-up).	40%		

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DIMENSION	PERCENTAGE	CRITERIA	PERCENTAGE	GUIDELINES	PERCENTAGE	SUB-GUIDELINES	PERCENTAGE
		Criterion 5.2: Teaching and research staff	33%	Knowledge of the SDGs is required in job descriptions and recruitment processes for teaching and research staff.	40%		
				There is a staff development plan for teaching and research staff including a training opportunities in the SDGs.	40%		
				Competencies related to the SDGs are taken into account in the performance evaluation processes (performance follow-up).	20%		
		Criterion 5.3: Administrative and support staff	33%	Knowledge of the SDGs is required in job descriptions and recruitment processes for administration and support staff.	40%		
				There is a staff development plan for administration and support staff including training opportunities in the SDGs.	40%		
				Competencies related to the SDGs are taken into account in the performance evaluation processes (performance follow-up).	20%		
Dimension 6: Funding and Resources	15%	Criterion 6.1: Internal and/or external funding	60%	The centre receives external funding which it allocates to SDG-related initiatives.	60%		
				The centre has a specific budget line (outside of external funding) for SDG-related initiatives.	40%		
		Criterion 6.2: Resources	40%	The centre has set up a working group with the necessary powers to plan, implement and evaluate the initiatives set out in the SDGs action plan.	25%		
				The staff who are part of the working group have the necessary dedication to attend to their functions.	25%		

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DIMENSION	PERCENTAGE	CRITERIA	PERCENTAGE	GUIDELINES	PERCENTAGE	SUB-GUIDELINES	PERCENTAGE
				<i>The staff who are part of the working group have the necessary qualifications to carry out their duties.</i>	25%		
				<i>The centre provides continued training for the staff working on these functions.</i>	25%		

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3.3. Certification levels for teaching or research centres

LEVEL 0	No certificate	Score: 0-24%	Emerging commitment to Agenda 2030
LEVEL 1	BRONZE	Score: 25-49	On route to Agenda 2030
LEVEL 2	SILVER	Score: 50-74	Strong commitment to Agenda 2030
LEVEL 3	GOLD	Score: 75-100	Flagship and international reference centre

3.4. Certification levels for universities

Once a teaching or research centre has been certified, the university will obtain its corresponding certificate by calculating the level of the certificate from the arithmetic mean of the scores obtained by the centres (sum of the scores of the certified centres divided by the total number of centres with the possibility of applying to the programme at the university).

LEVEL 0	No certificate	Score: 0-24%	Emerging commitment to Agenda 2030
LEVEL 1	BRONZE	Score: 25-49	En route to Agenda 2030
LEVEL 2	SILVER	Score: 50-74	Strong commitment to Agenda 2030
LEVEL 3	GOLD	Score: 75-100	Flagship and international reference centre

Every time a new teaching or research centre is certified, renews its certification or loses it, a new certificate will be sent to the university with the new score and level obtained.

4. ASSESSMENT PROCESS

4.1. Requirements for certification

Centres wishing to obtain the "2030 Centre" certificate must have an Internal Quality Assurance System implemented and certified with any recognised system (ACPUAs PACE-SGIC programme, ANECA's AUDIT programme, ISO 9001:2015 standard, EFQM model, etc.).

In the case of universities, the certificate will be awarded when one of their teaching or research centres has been certified in accordance with section 3.4 of this framework document.

4.2. Application for certification.

The centre that wishes to obtain its "2030 Centre" certificate and meets the requirements set out in the previous section must send a written request (in accordance with Annex II of this document), after approval from the legal representative of the institution, addressed to the management of the Agency, which includes the self-assessment report in accordance with Annexe I and the current certificate for the implementation of its IQAS.

The university will automatically receive the corresponding certificate in accordance with sections 3.4 and 4.1 of this framework document.

4.3. Documentation on which the assessment is based.

The ACPUA will use the following documentation to carry out the evaluation:

- Certificate of the implementation of the IQAS.
- IQAS documentation.
- Evidence collected in the protocol for each of the criteria.
- The self-report in accordance with Annex I.

4.4. Appointment and disqualification of the panel of reviewers

The ACPUA Commission of Evaluation, Certification and Accreditation Commission (CECA) will propose the members of the panel who will be appointed by the Agency. The centre will be informed of this appointment and will have ten days to reject the panel, giving reasons.

After the period, the composition of the panel will be made public through the Agency's website.

If the reviewers do not have experience in the evaluation of "2030 Centre", either with the ACPUA or with other evaluation agencies, they will be provided with the necessary theoretical and practical training.

4.5. Assessment

The panel of reviewers will study the documentation presented by the centre, checking its effectiveness through two channels:

- a) Analysis and evaluation of the documentation provided by the university (self-report and evidence).
- b) A visit to the centre by the panel which, in agreement with the Agency, will propose the stakeholders it wishes to meet and, together with the centre, will design the specific agenda for the visit. The ACPUA will make available to them an evaluation template that will allow them to organise the information gathered during the visit. The chair of the panel will draw up a report on the visit which will be agreed by all the members of the panel of experts.

4.6. Proposed report

The visit report, together with all available background information, will be submitted to the ACPUA Sub-Committee for the Evaluation of Centres (SEC), which will prepare the proposed report to be sent to the university.

This proposal for a report will include a quantitative and qualitative assessment of each of the criteria and also a proposal for a final score and, therefore, for the level of certification.

This proposed report may include recommendations for the improvement of the score obtained. It may also identify good practice.

4.7. Appeals

The proposed report will be sent to the university so that it can make appeals within 10 days.

4.8. Final report

The appeals will be considered by the ACPUA Institutions Evaluation Committee (SEC) which may ask the panel to review them before issuing the final report. This report will contain an overall score that will determine the level of certification of the centre.

4.9. Resolution period

The Agency will have a maximum of 9 months to issue the corresponding certification.

4.10. Meta-evaluation of the process

The ACPUA will close the assessment process by collecting information on the satisfaction of those involved in the process.

The information collected and the results of the panel of experts' assessment will be forwarded to the CECA to complete the meta-evaluation process by proposing, if necessary, improvements to the assessment procedure.

4.11. Claims and appeals

Any complaint or appeal associated with this assessment process shall be referred by the management to the Agency's Appeals Committee for information and action.

Information related to the ACPUA Committee on Guarantees and the Procedure for Processing Appeals, Complaints and Claims is available on the ACPUA website.

5. FOLLOW-UP

The centres will send an annual self-report in accordance with Annex I on which an assessment of the certification follow-up will be made.

This self-report will include the modifications, progress, improvements or changes that have taken place during the year and will be evaluated by the Agency's Follow-up Committee and by the ACPUA's SEC, which will issue the required report.

The three reports generated during the 5 years of certification together with the final certification report will be incorporated into the dossier for the evaluation of the renewal of certification.

The follow-up reports may lead to a new certification and a change in the level of certification achieved (new seal) and in any case will reflect the trend of the centre in relation to the score obtained in the certification.

The reports may include guidelines for improvement as well as new strengths found.

6. CERTIFICATION RENEWAL PROCESS

Nine months before the end of the certification period, the centre can request the assessment for the renewal of the certification.

The new request for assessment will be made in accordance with Annex III.

This further assessment will be carried out in accordance with paragraph 4 of this framework document.

The new certificate will include the new score obtained and the new level of certification of the centre.

Document revision history

Revision number	Date	Comments
V_0.0	15/10/2019	Sending to external experts and universities
V_1.0	11/03/2020	CECA approval
V_2.0	17/07/2020	General revision and insertion of the new ENQA logo.

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