

ACPUA Training Webinar

ALCAEUS PROGRAMME

15 December 2020

14:00 - 15:30 CET

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ACPUA's reviewer





PRESENTATION - STRUCTURE

1. ACPUA AND ALCAEUS
IN CONTEXT
(ANTONIO SERRANO)

2. PROCEDURES
ASSOCIATED WITH THE
ALCAEUS PROGRAMME
(EVA SANCHEZ)

STRUCTURE OF
THE SEMINAR

3. CRITERIA AND
EVALUATION SYSTEM
(ANDY TUNNICLIFFE)

QUESTIONS



1. ACPUA AND ALCAEUS IN CONTEXT (ANTONIO SERRANO)

STRUCTURE
OF THE
SEMINAR



Law 5/2005, of June 14th, on the Regulation of the Higher Education System of Aragon

SECTION VI: Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education

Article 84.- Purposes.

1. The Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education is an **instrument of** the region of Aragon **to promote quality improvement** within the Aragon Higher Education System, favouring its relationship with industry, the employment market and society as a whole.
2. Through its activity, the Agency should **promote and disseminate quality culture**.

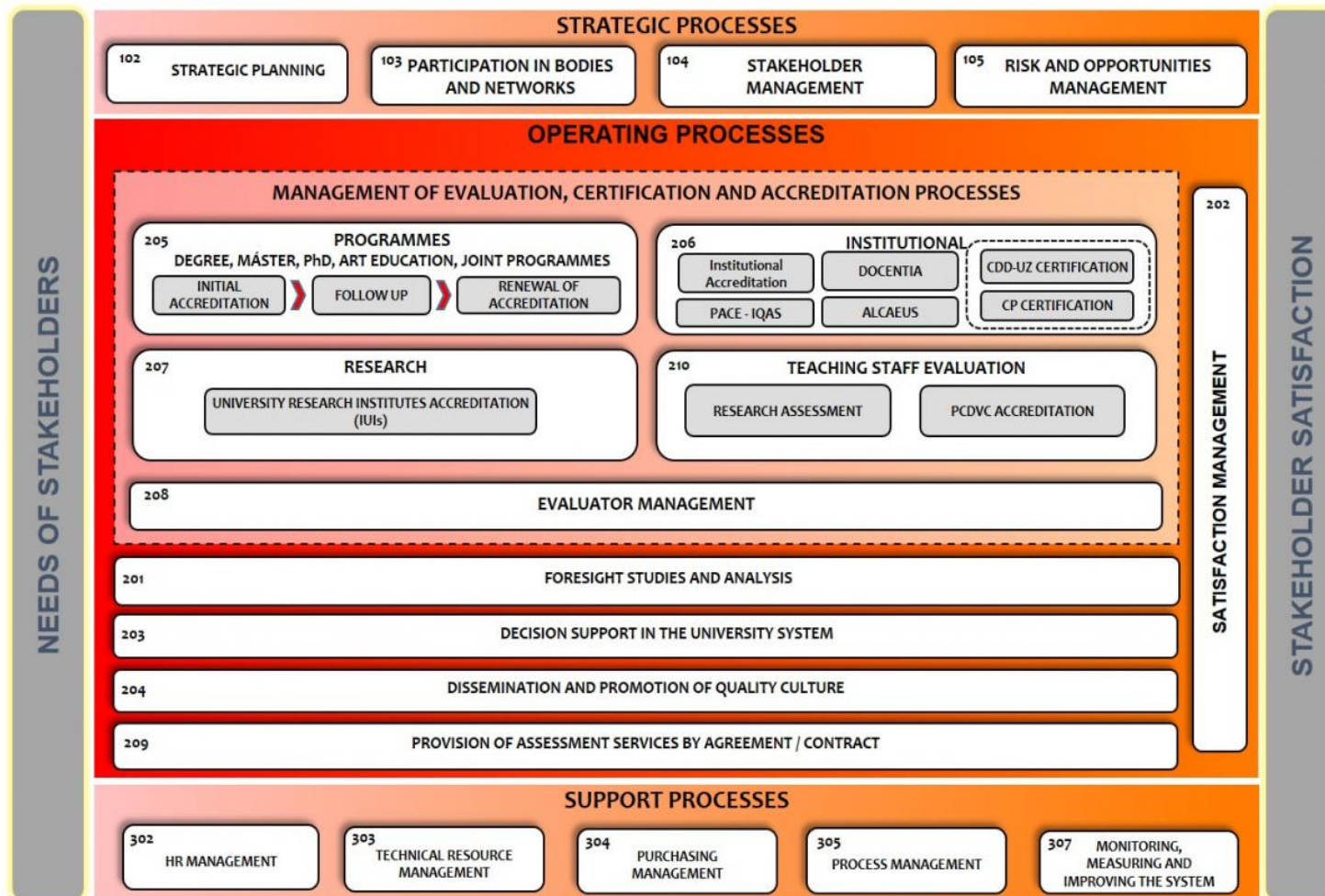




ACPUA

AGENCIA DE CALIDAD Y PROSPECTIVA
UNIVERSITARIA DE ARAGÓN

ACPUA Processes Map



Reactivate
ACPUA + Estudiantes



STUDENT AS PARTNERS

New
ACPUA + Sociedad



EXTERNAL STAKEHOLDERS

ACPUA +
programmes

Forward
ACPUA + Internacional



**PROJECTS &
NETWORKING**

5 PROGRAMMES

3 +

↓
ACPUA + ESTUDIANTES
ACPUA + SOCIEDAD
ACPUA + INTERNACIONAL

2 x

↓
ACPUA x EXCELLENCE
ACPUA x EQUALITY AND DIVERSITY



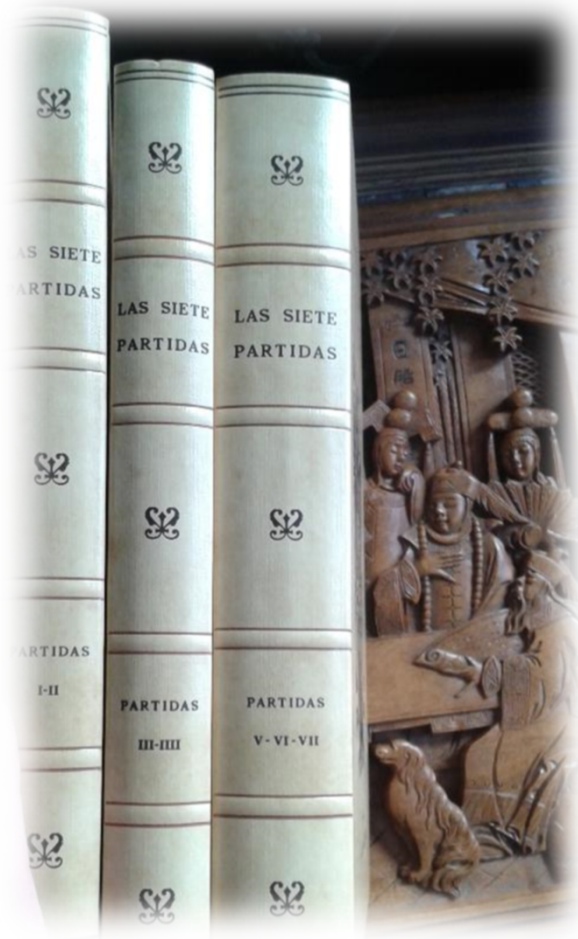
INSTITUTIONAL ACCREDITATION

WHAT IS THE ADDED VALUE FOR FACULTIES AND INSTITUTIONS?

FACULTIES

INSTITUTIONS





1. INSTITUTIONAL ACCREDITATION AND ITS IMPACT ON QUALITY ASSURANCE IN HIGHER EDUCATION
2. CONTINUOUS IMPROVEMENT IN THE EVALUATION OF TEACHING & LEARNING
3. QUALITY IMPROVEMENT IN RESEARCH, DEVELOPMENT AND INNOVATION
4. STRATEGIC VISION: PROMOTING EXCELLENCE, STRATEGIC EVALUATION AND THEMATIC ANALYSIS
5. **DEVELOPMENT OF THE SOCIAL DIMENSION OF QUALITY (SDGs, AGENDA 2030 and GENDER PERSPECTIVE)**
6. DIALOGUE WITH STAKEHOLDERS
7. INTERNATIONALISATION OF THE AGENCY AND OPENING UP TO OTHER UNIVERSITY SYSTEMS



OPPORTUNITY

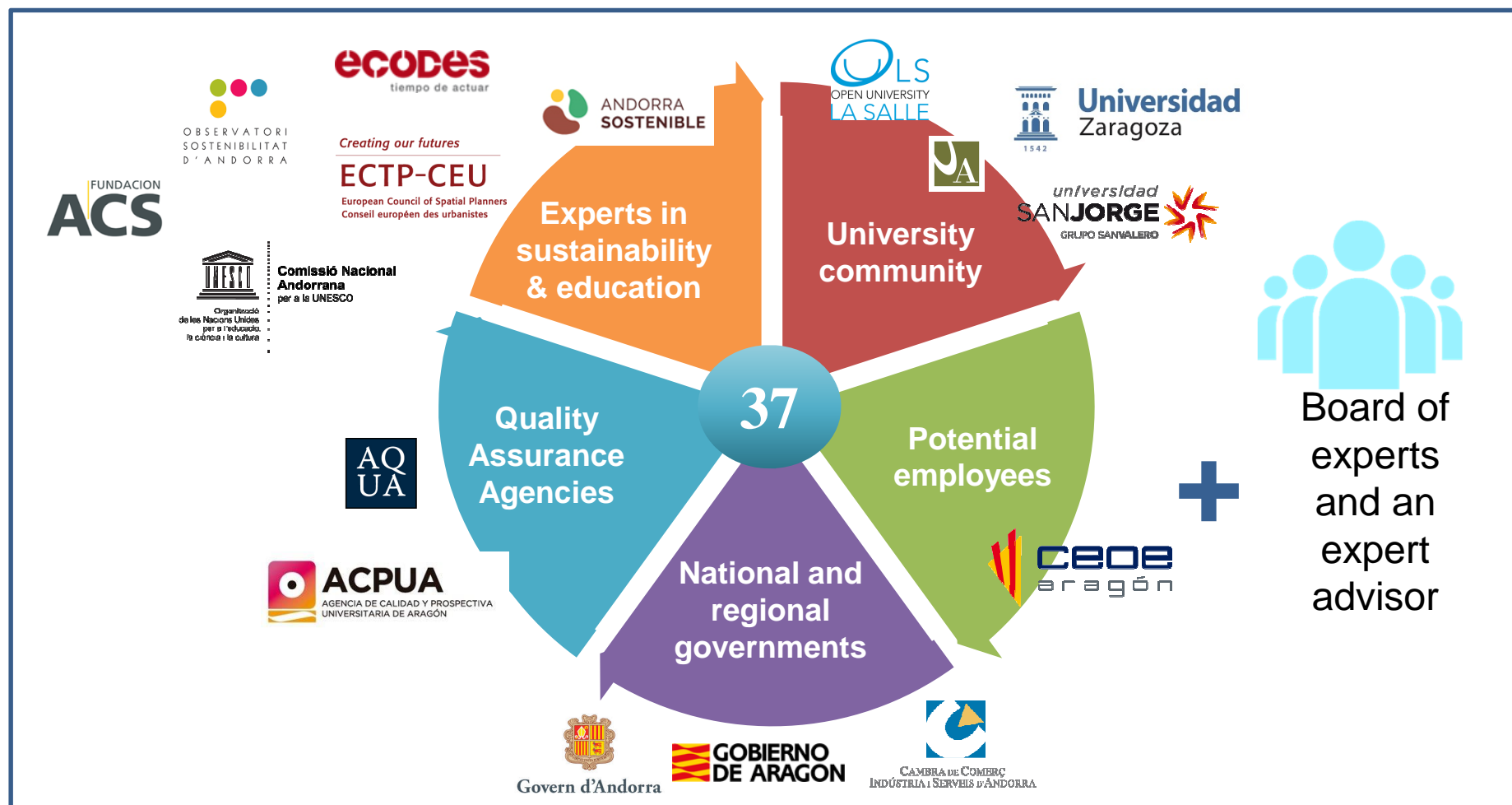
MAKING CONNECTIONS BETWEEN THE INSTITUTIONAL EVALUATION AND THE SUSTAINABLE
DEVELOPMENT GOALS. EMPOWERING STAKEHOLDERS FOR QUALITY ENHANCEMENT



OPPORTUNITY

*Making connections between
institutional evaluation and the
Sustainable Development Goals:
empowering stakeholders for
Quality enhancement*





I Forum: Quality and Sustainability in Higher Education


I Fòrum Andorra - Aragó sobre qualitat i sostenibilitat en l'educació superior: Empowering stakeholders for quality enhancement
I Foro Andorra - Aragón sobre calidad y sostenibilidad en la educación superior: Empowering stakeholders for quality enhancement

02/10/2018
De 18.00 a 20.00
Centre Cultural La Tlacuna - Andorra la Vella
03/10/2018
De 09.00 a 17.00
Centre de Congressos - Andorra la Vella

Interforums Work

Training session
on SDGs (USJ) -

Juan José Cubero
Marín, expert in
Quality and
Sustainability.

II Forum: Quality and Sustainability in Higher Education



Validation Session

3. Preguntas que nos hace el Board

¿Una visión holística de la institución? En
¿Compatibles con los procesos y actividades
¿Oportunidades para mejorar el proceso
institucional?
¿Para recoger y almacenar/guardar la in
¿Qué apoyo necesitas a nivel institucional?



A large number of initiatives in the Aragon Higher Education System that can be grouped into:

- **Living the SDGs** (implementation of green campus initiatives, carbon footprint, attention to diversity, accessible campus...)
- **Training in SDGs** (final projects oriented towards the SDGs, voluntary projects etc.)

STRONG POINT => COMMITTED to ...

- Universities
- Students
- Teaching and non-teaching staff
- Social stakeholders





<https://youtu.be/oeQp9LX1XKA>



<https://youtu.be/wGW7bTTuyEE>



https://youtu.be/_u68DIE3RR8

BIRTH OF ALCAEUS



Proposta d'indicadors per integrar
els Objectius de Desenvolupament
Sostenible en l'avaluació
institucional de la qualitat

CO - FUNDED BY:



Two major tributaries
give rise to this
little river

ALCAEUS

https://www.aqua.ad/es/system/files/sites/private/files/7_17-016_estudi_q_ods_maquetat_paper_ang_2_compressed.pdf



Towards a Sustainable Europe by 2030

Reflection Paper European Commission (30/01/2019)

Educational institutions at all levels should be encouraged to **take the SDGs as a guideline for their** activities and become places where sustainability skills are not only taught but also actively practiced.



Are the quality agencies in a position to implement and include actions inspiring the Sustainable Development Goals (SDGs) in a transversal way today?



We are not starting from scratch!

YES

REACU
Red Española de Agencias
de Calidad Universitaria



Working group



ESG meet SDGs in the Pyrenees...

May 2019

International Meeting

Place: Canfranc Underground Laboratory (LSC)

Canfranc-Station (Huesca-Aragon-Spain)



**Agenda 2030: adding values to the quality of higher education /
the 2030 Agenda: unlocking the full potential of QA in Higher Education**

Presentation of the **Indicators Document**

ACPUA invites REACU members to participate in
this event



Presentation of the ALCAEUS Programme in Canfranc

The 2030 Agenda: Embarking QA agencies and HEIs on this collective journey

The LSC, Canfranc-Estación (Aragon, Spain)

28th – 29th May 2019



Schedule

- Pilot assessment (a this very moment)
- End of pilot (march 2021)
- Meta-evaluation (april 2021)
- Open Webinar whit other QA agencies (may 2021)
- Results (june 2021)

Launch of the programme (2021-2022 academic year)



2. PROCEDURES ASSOCIATED WITH THE ALCAEUS PROGRAMME (EVA SANCHEZ)

STRUCTURE
OF THE
SEMINAR



Development of ALCAEUS based on the INQAAHE indicators document

ALCAEUS Programme

Evaluation protocol:

1. Dimensions
2. Criteria: Criterion of compliance
3. Evidence or **indicators**
4. **Assessment of the Criterion**
5. **Certification levels**

INQAAHE “ Making conections between the institutional evaluation and the **SDG**”:

Indicators document

1. Dimensions
1. Indicators
2. **Assessment of indicators**
3. **Certification levels**



Evaluation framework to **assess the degree of COMMITMENT** to **Sustainable Development Goals** (SDGs) in teaching and research centres and universities

The 2030 certification of faculties and universities within the programme has the **main objective of giving visibility to the effort** that institutions are making to comply with the SDGs as set out in the United Nations Agenda 2030.



See you...
every 5 years
we'll keep in touch!



The panel will consist of Agenda 2030/sustainability experts (from outside the corresponding local university system)

- an academic/researcher,
- a national or international expert,
- an external stakeholder and
- a student or researcher-in-training
- an ACPUA officer as secretary (with voice but no vote)

One member of the panel will act as chairperson



SEC

Subcomisión de Evaluación de
Centros de la ACPUA



Cost of evaluation



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



Who can apply for ALCAEUS certification?

ONE SINGLE REQUIREMENT:

HAVE AN
INTERNAL QUALITY ASSURANCE SYSTEM
IMPLEMENTED AND CERTIFIED:



- HE Quality Agency
- ISO 9001:2015
- EFQM
- Etc...



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

- Certificate of the implementation of the QA system.
- QA documentation.
- Evidence collected in the protocol for each of the criteria.
- Self-evaluation report in accordance with Annex I.



Proposed by:



Commission of Evaluation, Certification and Accreditation

FUNDAMENTAL REQUIREMENT:

BE REGISTERED IN OUR POOL OF REVIEWERS:

<http://servicios.aragon.es/baev/>



ACPUA MODEL

- 1. Initial evaluation:** Analysis and evaluation of the documentation provided by the university (self-evaluation report and evidence).
- 2. Visit:** A visit to the centre by the assessment panel.
- 3. Proposed report:** The visit report, together with all available background information, will be submitted to the ACPUA Institutions Evaluation Committee (SEC) which will issue the draft report.
- 4. Allegations Phase:** The draft report will be sent to the university so that it can appeal within 20 days.
- 5. Final report:** The appeal will be considered by the ACPUA Institutions Evaluation Committee (SEC) which may ask the evaluation panel to revise the report before issuing the final version. This report will contain an overall score that will determine the level of certification of the centre.



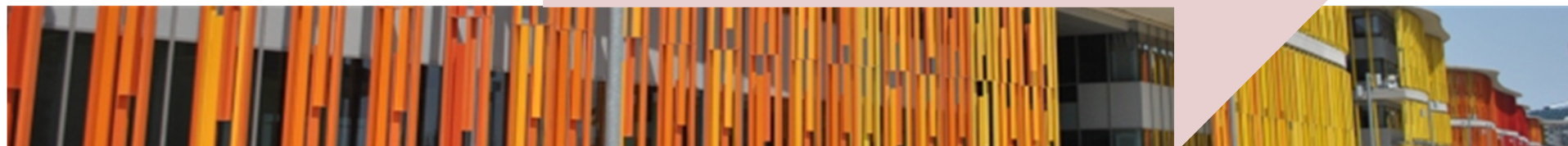


CECA
(revision of the
proposal)

**University
Consultation**

CECA (pilot and
protocol approval)

SUA launch



The PILOT evaluation is already ongoing!

Centres in the Aragon Higher Education System
With Institutional Accreditation:

Escuela Politécnica Superior de Huesca – EPSH – U. Zaragoza

(Higher Polytechnic School of Huesca)

Escuela de Ingeniería y Arquitectura – EINA – U. Zaragoza

(School of Engineering and Architecture)



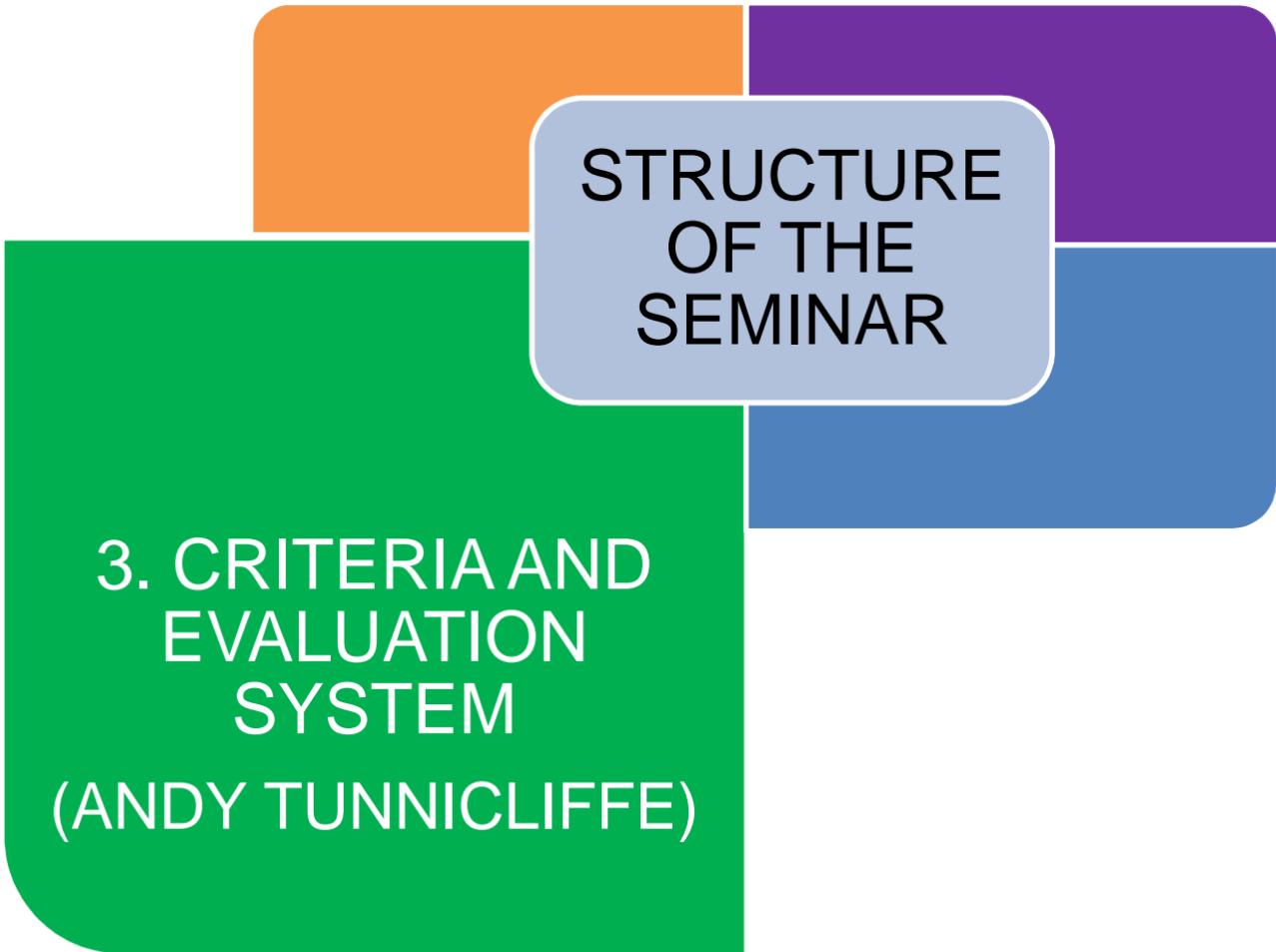
The university and the ALCAEUS programme:

- It provides a framework for integrating Agenda 2030 into its strategy.
- It collects and orders the actions it takes in relation to the SDGs.
- It opens up a space for reflection and debate within the institution for the purpose of self-evaluation.
- It stimulates the community to achieve a common quantifiable objective: external recognition.
- The institution can obtain ALCAEUS+



THE UNIVERSITY
ALSO OBTAINS ITS
CERTIFICATE
FROM THE FIRST
CERTIFICATION OF
A FACULTY



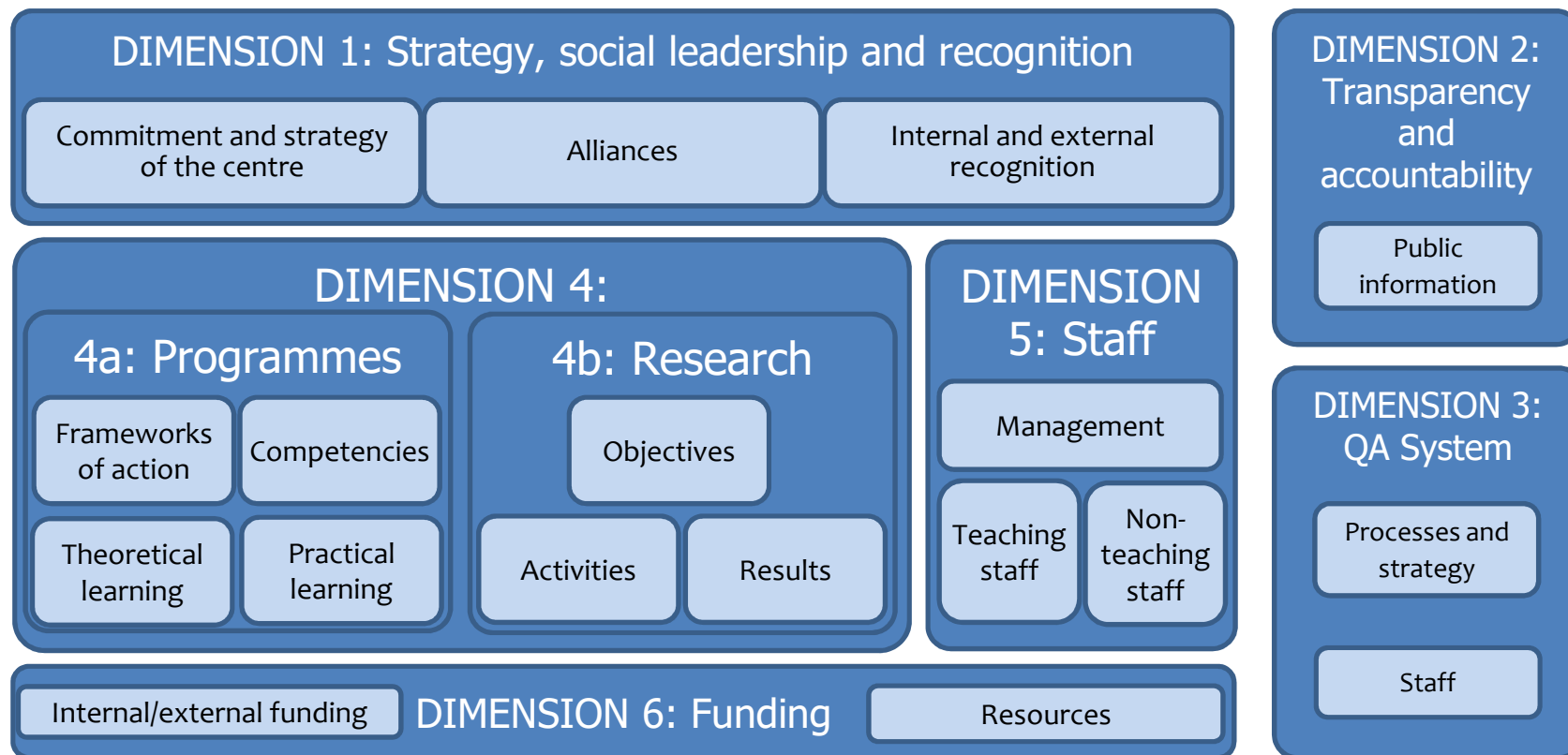


STRUCTURE
OF THE
SEMINAR

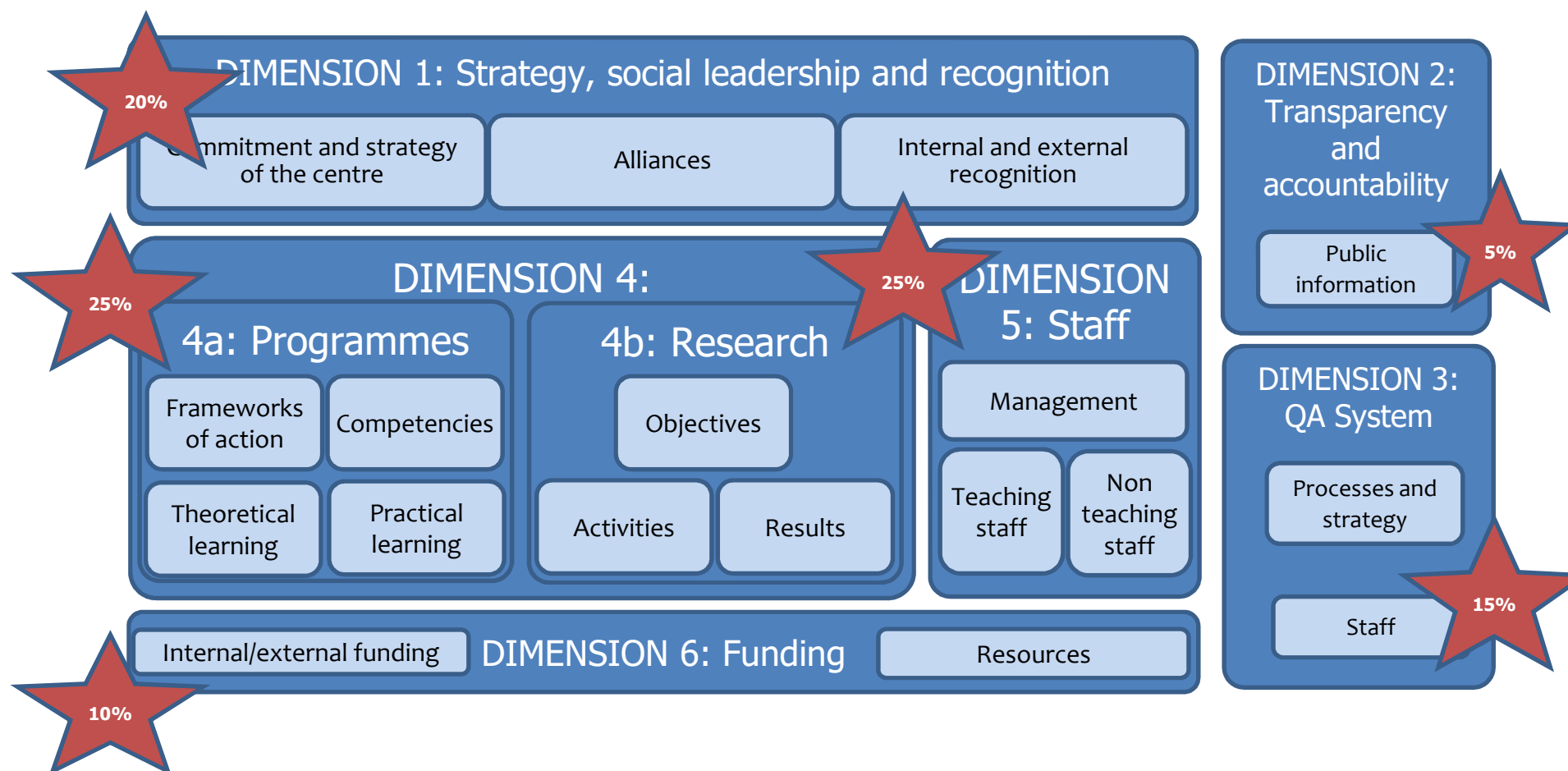
3. CRITERIA AND
EVALUATION
SYSTEM
(ANDY TUNNICLIFFE)



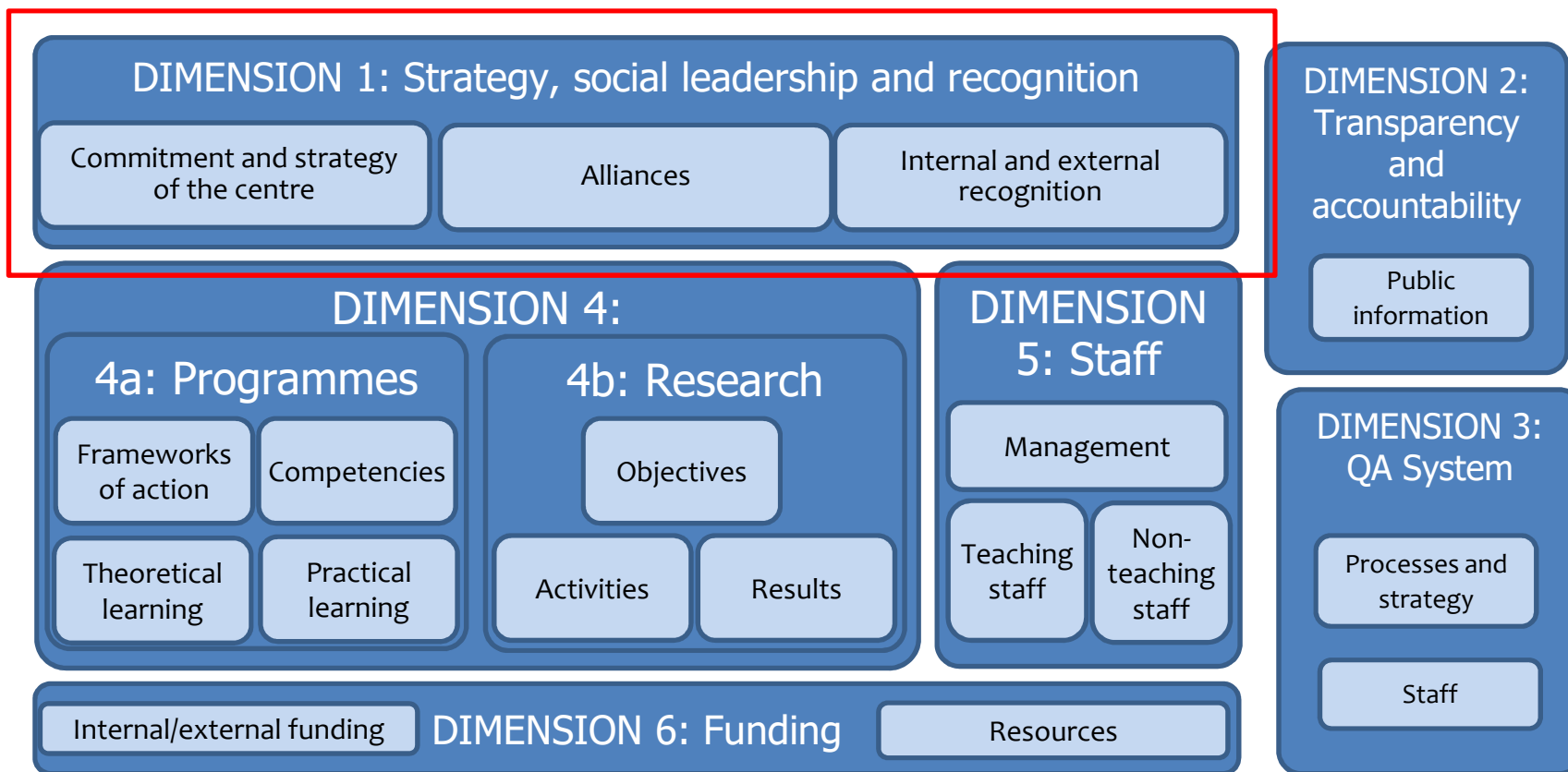
Dimensions and evaluation criteria ALCAEUS Programme



Dimensions and evaluation criteria ALCAEUS Programme



Dimensions and evaluation criteria ALCAEUS Programme



Dimension 1: Strategy, partnerships and recognition

Criterion 1.1: Commitment and strategy of the centre

"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 governing team defines the actions to develop the strategy (action plan) ensuring the participation of the different stakeholders, including the student body.
- The governing team and the different interest groups 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, email footer, international profiles, promotional material etc.

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.



Dimension 1: Strategy, partnerships and recognition

Criterion 1.2: Partnerships

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

Guidelines:

- 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 administrative staff).
 - 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.)
- 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, email footer, international profiles, promotional material.

Visit:

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

Dimension 1: Strategy, partnerships and recognition

Criterion 1.3: Internal and external recognition

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

Guidelines:

- 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.
- Staff, students and/or 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:

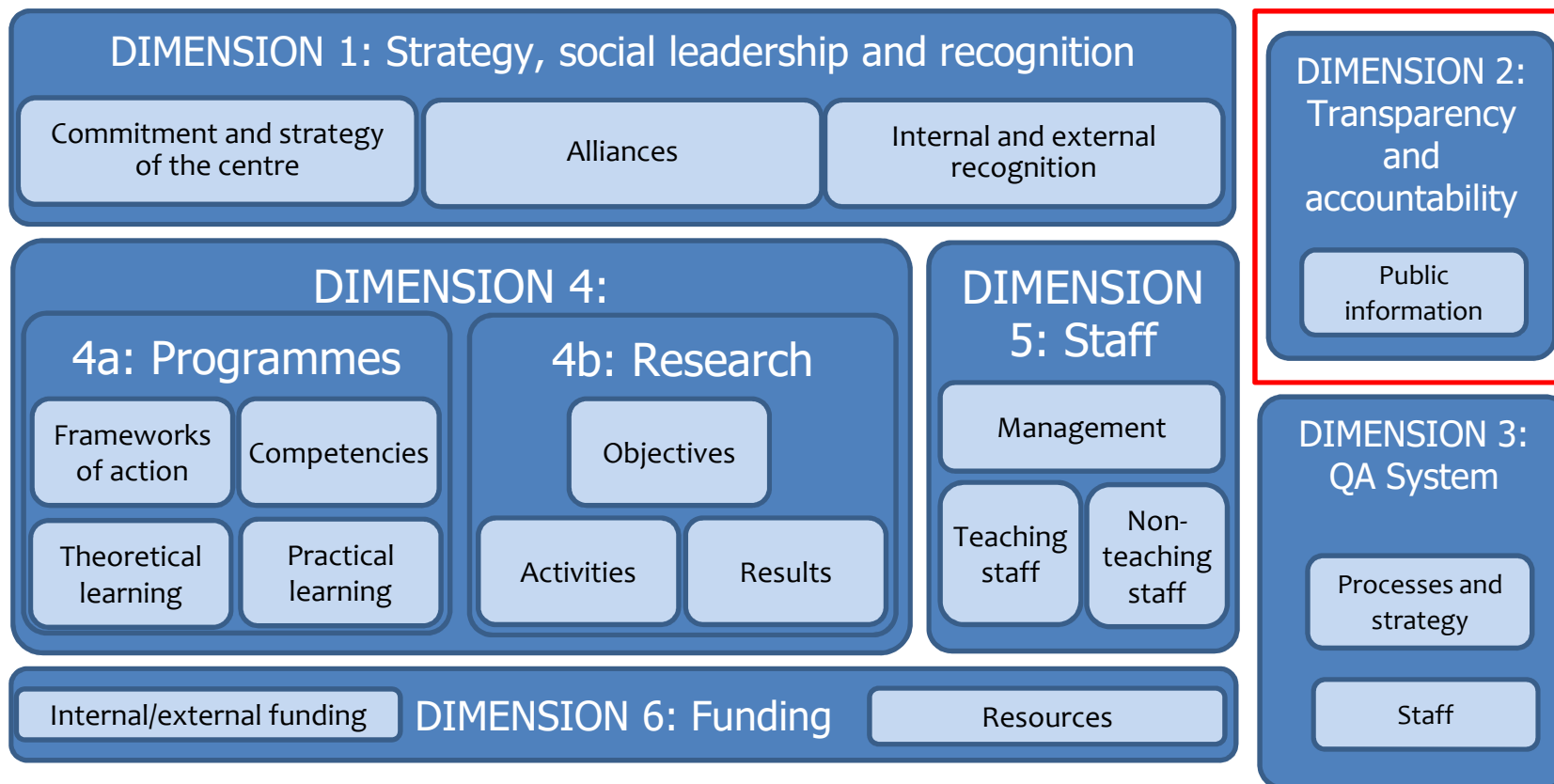
- In the case of certificates, check the visibility and degree of dissemination among the university community.
- Check the knowledge that exists in the different stakeholders regard to the recognitions.



DIMENSION	%	CRITERION	%	GUIDELINES	%
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 interest groups, including the student body.	40%
				The governing team and the different interest groups 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 alliances.	40%
				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%



Dimensions and evaluation criteria ALCAEUS Programme



Dimension 2: Transparency and accountability

Criterion 2.1: Public information

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

Guidelines:

- The centre makes adequate dissemination of information on SDGs.
- 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.).

Evidence:

- Different documents / materials published through the different channels.

Visit:

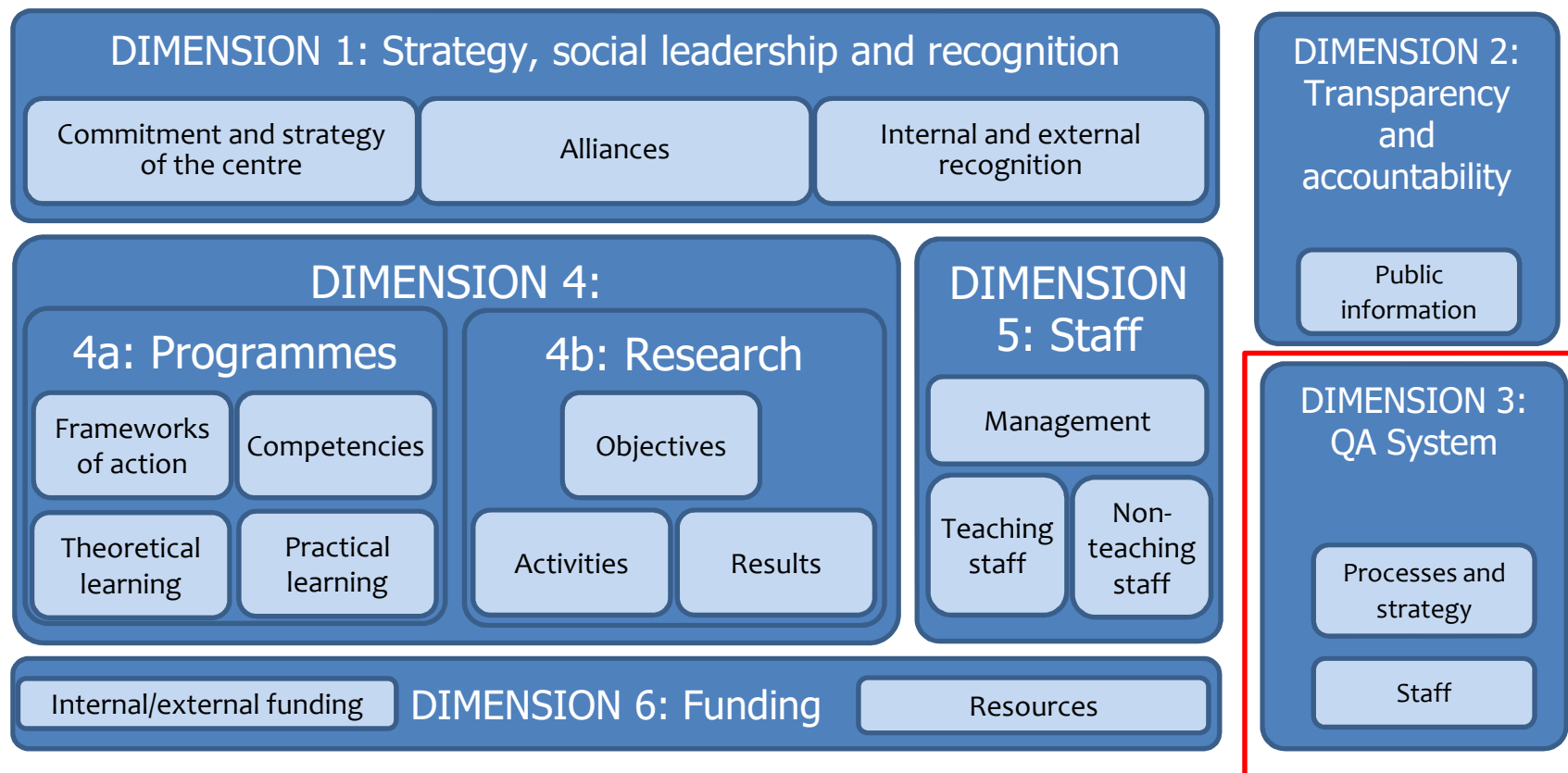
- Check with the different interest groups the knowledge of public information regarding the SDGs and its degree of usefulness.



DIMENSION	%	CRITERION	%	GUIDELINES	%
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%



Dimensions and evaluation criteria ALCAEUS Programme



Dimension 3: Quality Assurance system

Criterion 3.1: Processes and quality strategy

"The centre's Quality Assurance system integrates the SDGs vision as a central commitment".

Guidelines:

- The quality policy reflects the commitment to the SDGs.
- The objectives of the QA system linked to the SDGs are established.
- The QA system collects and analyses data to establish the degree of compliance with objectives and the establishment of improvement plans, as well as accountability.
- The QA system collects and analyses data on the satisfaction of the different interest groups (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 QA system.
- Results of satisfaction surveys.
- Programme monitoring reports .
- Monitoring reports of the action plans.

Visit:

- Check the commitment to the SDGs in the different groups and stakeholders involved in the QA system.
- Monitoring of objectives and definition of improvement plans.



Dimension 3: Quality Assurance system

Criterion 3.2: Staff responsible for the Quality Assurance system

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

Guidelines:

- Knowledge of the SDGs is valued in the job descriptions (in the CVs of the QA staff) and in the selection processes of QA staff.
- There is a staff development plan including training opportunities in SDGs for QA staff.
- Performance evaluation processes (performance monitoring) take into account the competencies related to the SDGs

Evidence:

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

Visit:

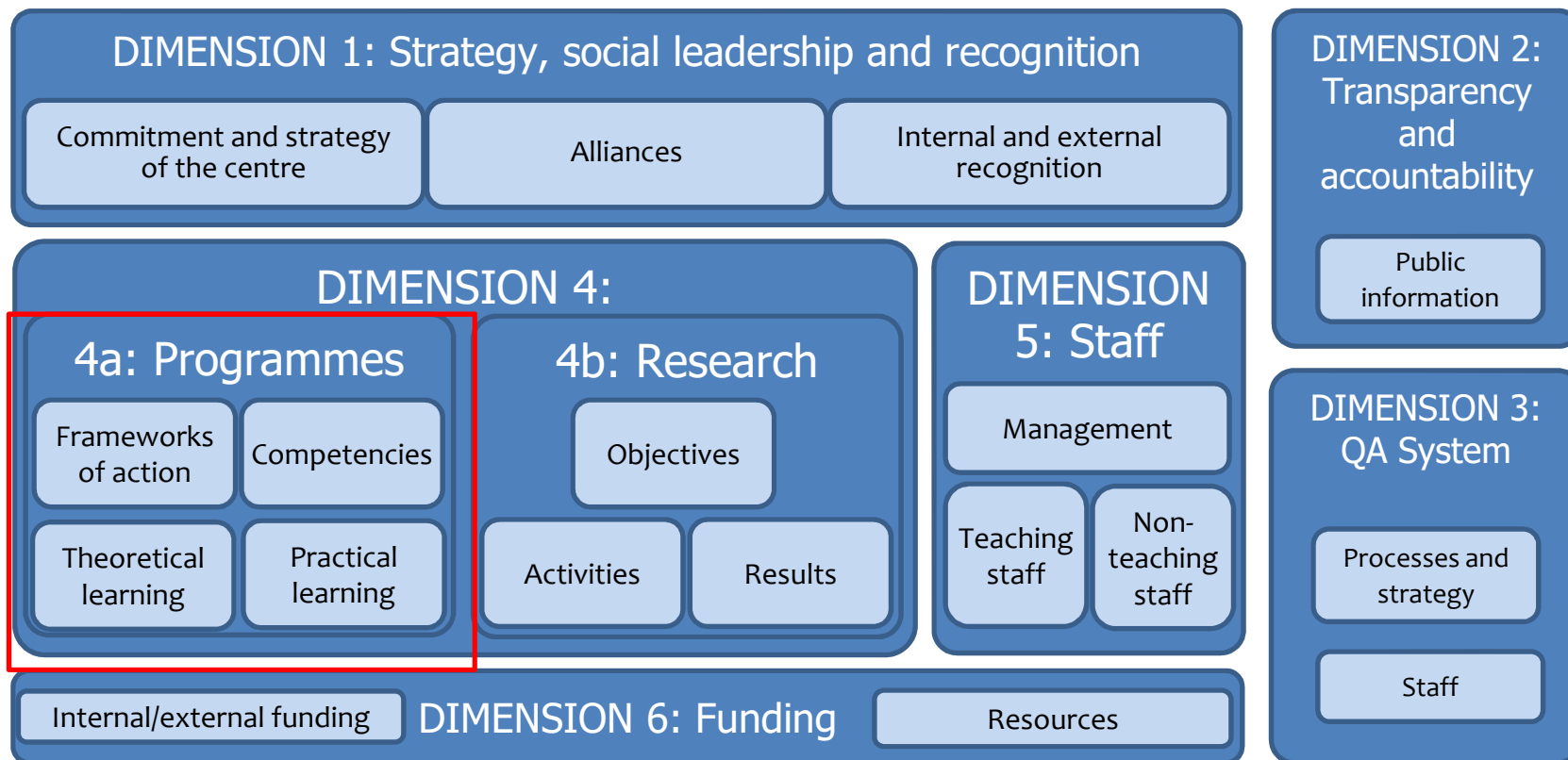
- Check with QA staff on the development of SDG skills within the workplace.



DIMENSION	%	CRITERION	%	GUIDELINES	%
Dimension 3: 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 QA system linked to the SDGs are established.	10%
				The QA system collects and analyses data that allow the degree of fulfilment of objectives and the establishment of improvement plans, as well as accountability.	40%
				The QA system collects and analyses data on the satisfaction of the different interest groups (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 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 monitoring).	20%



Dimensions and evaluation criteria ALCAEUS Programme



Dimension 4a: Programmes (for faculties and institutions)

Criterion 4a.1: Development of policy frameworks

"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 support staff.

Evidence:

- Guidance documents and/or frameworks.

Visit:

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



Dimension 4a: Programmes (for faculties and institutions)

Criterio 4a.2: Student-centred learning. Competencies

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

Guidelines:

- Transversal competencies related to SDGs are included in the programme description documents.
- Specific competencies related to SDGs are included in the programme description documents.
- 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.

Evidence:

- Reports of verification of degree, master and doctorate.
- Teaching guides.
- Assessments and results.

Visit:

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



Dimension 4a: Programmes (for faculties and institutions)

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

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

Guidelines:

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

Evidence:

- Reports of verification of degree, master and doctorate programmes.
- Teaching guides.
- Assessments and results.

Visit:

- Documentary check.
- Check learning opportunities on the SDGs with the student body.



Dimension 4a: Programmes (for faculties and institutions)

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

"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.
- Work placement 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:

- Reports of verification of degree, master and doctorate.
- Teaching guides.
- Assessments and results.

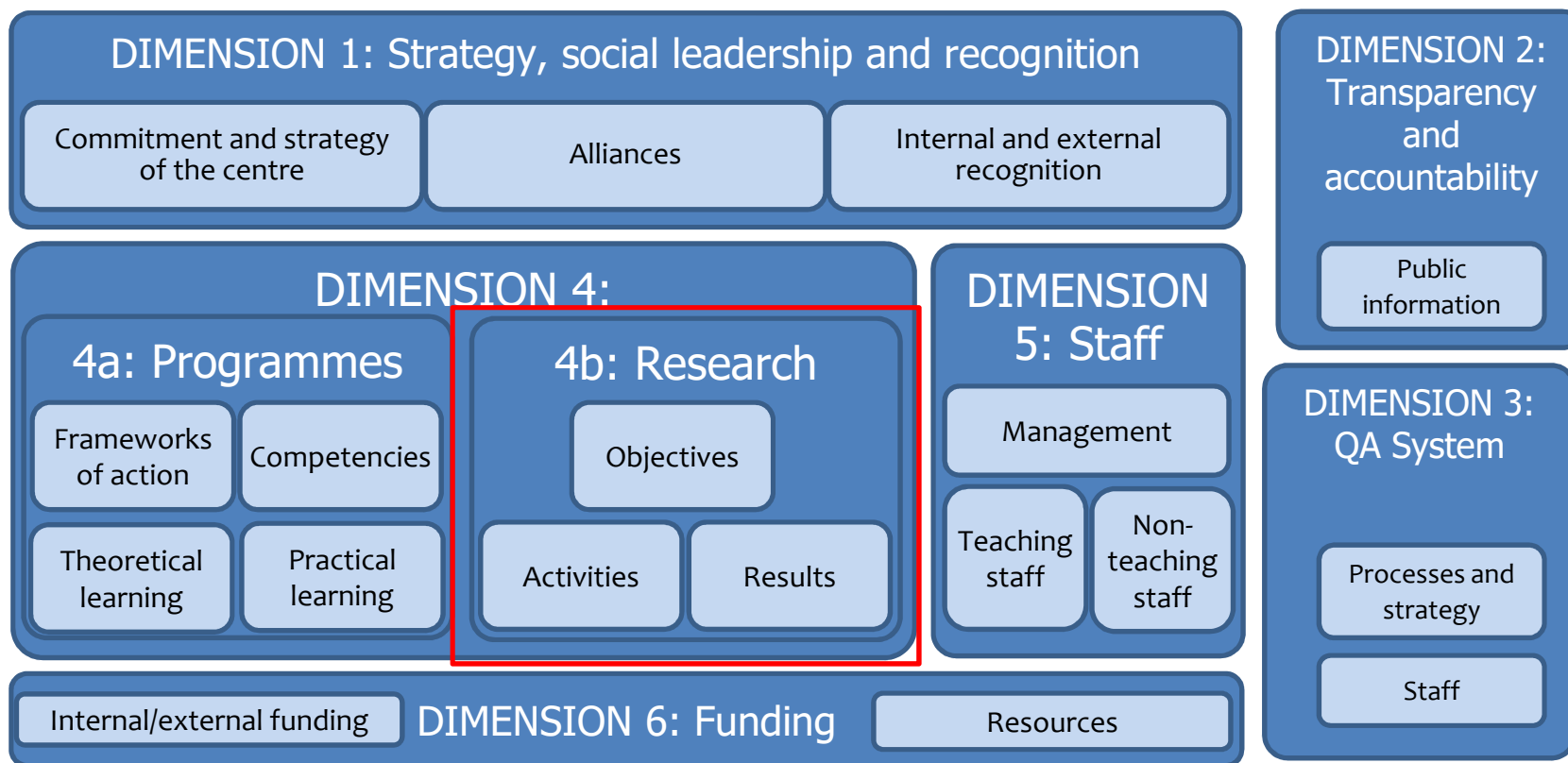
Visit:

- Documentary check.
- Check with the student body, employers and placement tutors for opportunities for practical learning about SDGs.



DIMENSION	%	CRITERION	%	GUIDELINES	%
Dimension 4a: Programmes (for faculties, schools and educational establishments)	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%
				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%
		Criterio 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%
		Criterion 4a.4: Student-centred learning Practical learning opportunities	30%	Practical activities related to SDGs are included in the programme description documents.	33%
				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%

Dimensions and evaluation criteria ALCAEUS Programme



Dimension 4b: Research projects (for research centres)

Criterion 4b.1: Objectives.

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

Guidelines:

- Objectives related to the SDGs are included in the descriptive documents of the research projects.
- Systems for assessing the degree to which SDG 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 the SDGs and the objectives that have been defined in the project.



Dimension 4b: Research projects (for research centres)

Criterion 4b.2: Planning of activities

"Research projects include activities related to SDGs".

Guidelines:

- SDG-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 SDG-related activities included in research projects.



Dimension 4b: Research projects (for research centres)

Criterion 4b.3: Results.

"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:

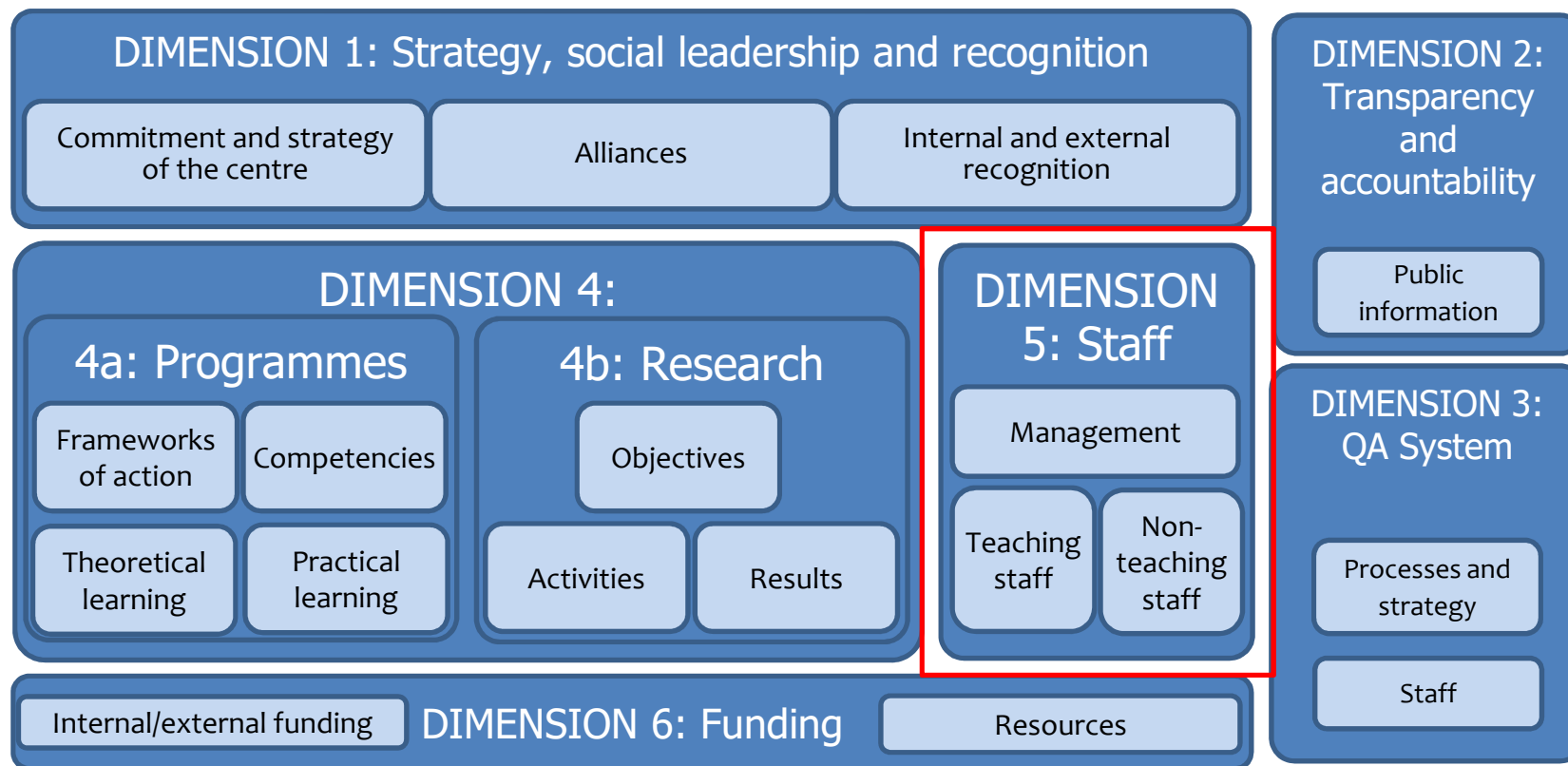
- Check with the research community the impact of the results obtained in relation to SDGs.



DIMENSION	%	CRITERION	%	GUIDELINES	%
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 SDG objectives have been met are included in the descriptive documents of the research projects.	50%
		Criterion 4b.2: Planning of activities	30%	SDG related activities are included in the descriptive documents of the research projects.	100%
		Criterion 4b.3: Results	30%	A reflection on how the results relate to the SDGs is included in the descriptive documents of the research projects.	100%



Dimensions and evaluation criteria ALCAEUS Programme



Criterion 5.1: Heads of teaching provision / research activity

“Those responsible for the centre’s teaching provision/research activity are trained to integrate SDG into their work development”.

Guidelines:

- Knowledge of the 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 monitoring).

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 monitoring reports).

Visit:

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



Criterion 5.2: Teaching and research staff

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

Guidelines:

- Knowledge of the 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 the SDGs are taken into account in the performance evaluation processes (performance monitoring).

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 monitoring reports).

Visit:

- Check with teaching and research staff on the development of SDG skills within their work.



Criterion 5.3: Administrative and support staff

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

Guidelines:

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

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 monitoring reports).

Visit:

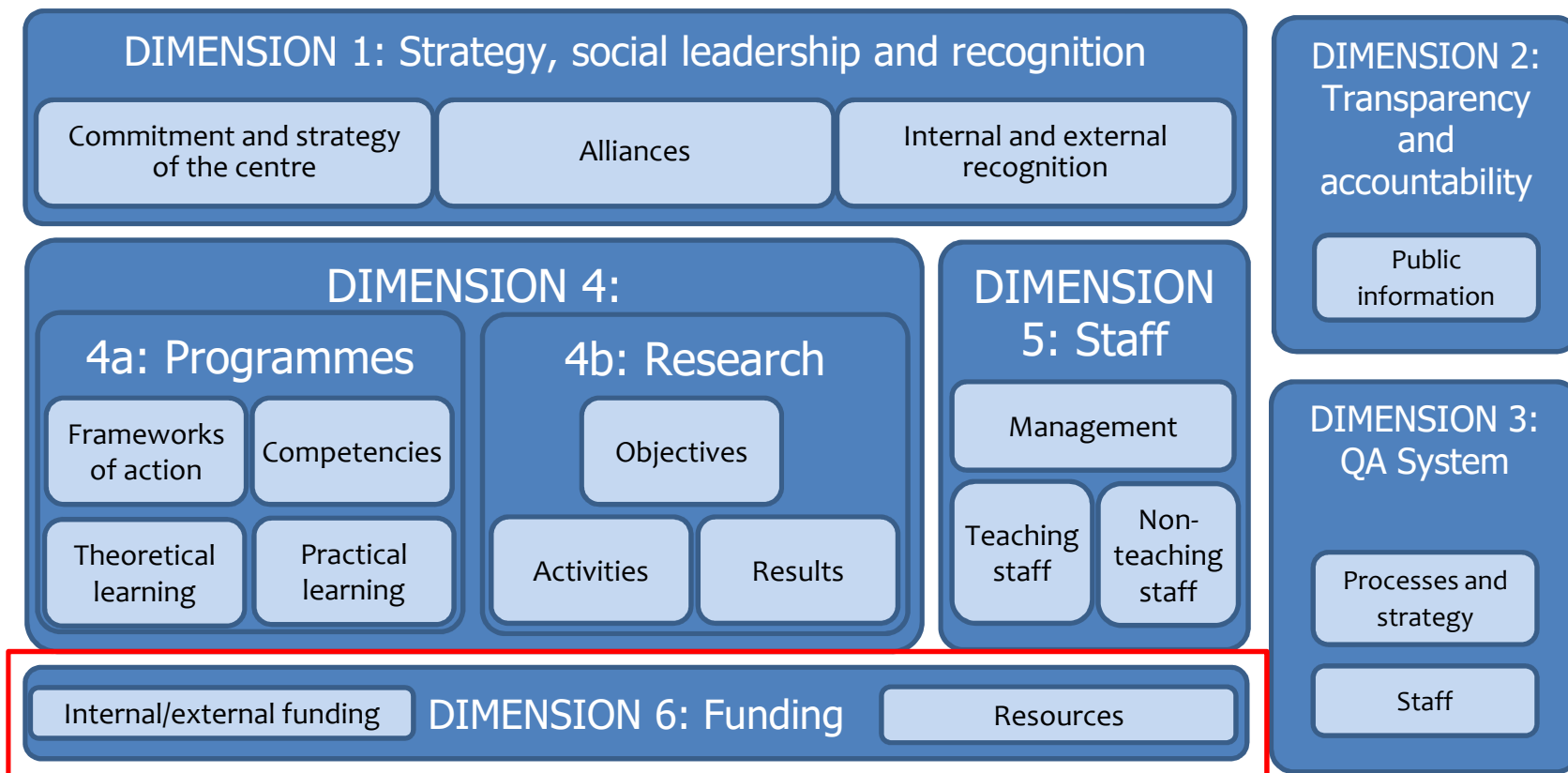
- Check with the administration and support staff the development of SDG competencies within their work.



DIMENSION	%	CRITERION	%	GUIDELINES	%
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 teaching provision / research activity.	40%
				There is a staff development plan for those responsible for the teaching provision / 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 monitoring).	40%
		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 training opportunities in the SDGs.	40%
				Competencies related to the SDGs are taken into account in the performance evaluation processes (performance monitoring).	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 monitoring).	20%



Dimensions and evaluation criteria ALCAEUS Programme



Dimension 6: Funding and resources

Criterion 6.1: Internal and/or external funding

"The centre has internal or external funding that is allocated to SDG-related initiatives".

Guidelines:

- The centre receives external funding which it allocates to SDG-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:

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



Dimension 6: Funding and resources

Criterion 6.2: Resources

"A capable and qualified team has been set up at the centre to plan, implement and evaluate the initiatives set out in the SDG 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 SDG action plan.
- The people who are part of the working group have the necessary time to attend to their functions.
- The people who are part of the working group have the necessary qualifications to carry out their duties.
- The centre provides continuous training and updating for the staff working on these functions.

Evidence:

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

Visit:

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



DIMENSION	%	CRITERION	%	GUIDELINES	%
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 SDG action plan.	25%
				The staff who are part of the working group have the necessary dedication to attend to their functions.	25%
				The staff who are part of the working group have the necessary qualifications to carry out their duties.	25%
				The centre provides continued training for the staff working on these functions.	25%



Certification levels for centres

For teaching and research centres:

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



Certification levels for universities

For the university

Mean of the scores obtained by the teaching and research centres (sum of the scores of the certified centres divided by the total number of centres susceptible to taking part in the programme).

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 university

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

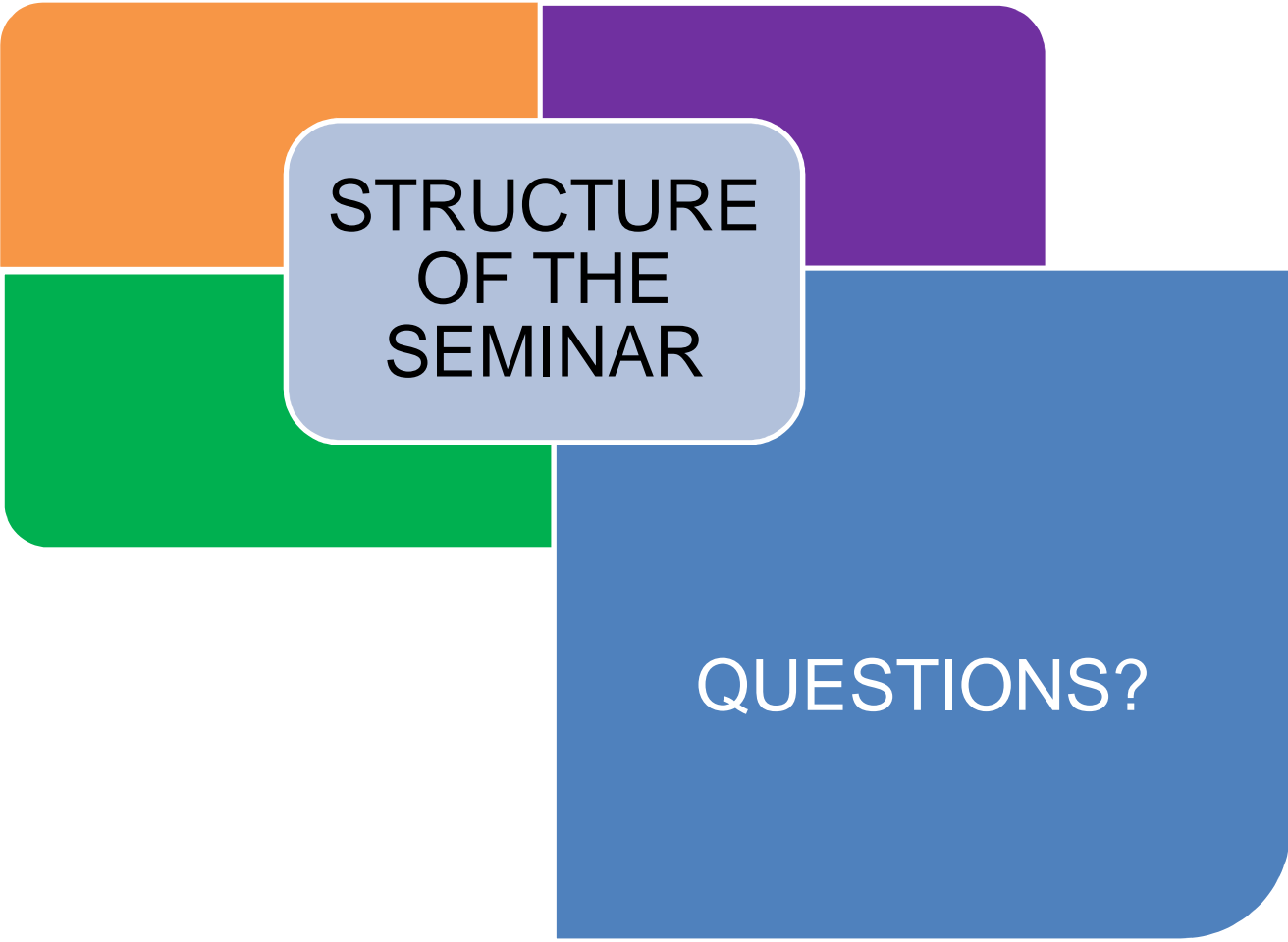


Certification levels



The 2030 certification will have a duration of **5 years** and will be **renewable** for successive periods of the same duration (includes follow-up and certification renewal processes).



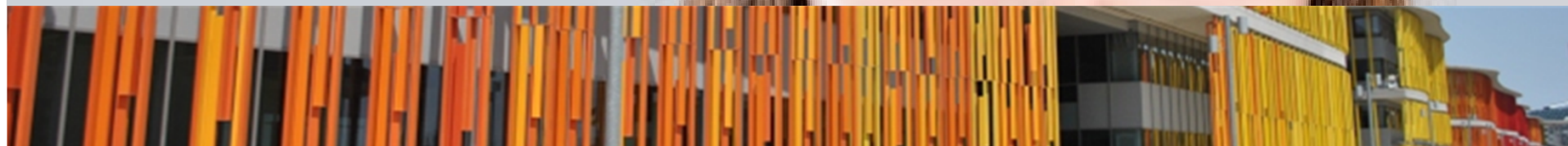


STRUCTURE
OF THE
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QUESTIONS?



ANY QUESTIONS?



Thank you very much

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