ALCAEUS

ACPUA 2030 CERTIFICATION PROGRAMME FOR UNIVERSITIES AND CENTRES

Framework Document (v 3.0)

Approved by the Evaluation, Certification and Accreditation Commission (CECA) of the Agency for Quality and University Prospects of Aragon (ACPUA) in session of 24 June 2022.

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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 stems from the will of all countries to move towards sustainable and inclusive development.

The 2030 Agenda sets out a new vision of development that integrates economic, social and environmental concerns through 17 goals and 169 targets with a set duration of 15 years, until 2030.

One of the most significant features of this 2030 Agenda is the participation of all actors in shaping it and the need to generate partnerships 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 (30 January 2019) under the title "Towards a Sustainable Europe by 2030" publishes, among other things, the horizontal instruments of the transition to sustainability.

The paper sets out as a mandate for all members of the Commission on education, among other issues, the following: "Educational institutions at all levels should be encouraged to embrace the SDGs as an orientation for their activities and should be 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 must be undertaken to develop new skills for the digital economy.

1.1. Legal framework

Title VI of Law 5/2005, of 14 June, on the Organisation of the University System of Aragon, referring to the Agency for University Quality and Prospective Studies of Aragon, includes in its articles (article 84) the following, among others, as aims of the Agency:

1. The University Quality and Prospective Agency of Aragon is an instrument of the Autonomous Community 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 shall promote and disseminate a culture of quality in the university sphere and in higher education in general in Aragon, which will enrich reflection on the role of the university in relation to society and encourage exchanges of experiences in this field with other university systems.

The Statutes of the University Quality and Foresight Agency of Aragon include as functions of the Commission for Evaluation, Certification and Accreditation (CECA) of the ACPUA, among others: "To draw up the proposals for protocols of general evaluation, certification and accreditation methodologies and the modifications that are progressively considered convenient to incorporate, for their approval by the Governing Council. These proposals will determine the criteria or elements of technical judgement on which the evaluation, certification and accreditation decisions made within the framework of national and regional

legislation will be based".

The development of this protocol has taken into account the assessments contained in the "ENQA Agency Review" report corresponding to the second evaluation of ACPUA, dated 24 June 2021, specifically those relating to ESG 3.1, in which the panel congratulates ACPUA for developing ALCAEUS as a pioneering evaluation scheme focused on the Sustainable Development Goals (SDGs).

At the level of national regulations, reference is made to Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance, in which the SDGs are included as guiding principles in the design of the curricula of official university degrees, in article 4.2.

1.2. Modifications made after the pilot experience

The ALCAEUS Programme was launched during the academic year 2020/21 on a pilot basis and was open to voluntary application by those centres of the University System of Aragon that had obtained institutional accreditation during the academic year 2018/2019.

To this end, the announcement of 9 October 2020 was published by the Director of the Agency for Quality and University Foresight of Aragon, by which the centres of the Aragonese University System were called to participate in the pilot evaluation for the certification of their degree of commitment to the Sustainable Development Goals 2030 (ALCAEUS programme).

The pilot experience was carried out with two centres, and after the certification of both, a meta-evaluation process was carried out through consultation with the experts who formed part of the panels, the Subcommittee for the Evaluation of Centres, the management teams of the certified centres and the Vice-rectorate for Academic Policy of the University.

As a result of this meta-evaluation, some modifications have been made to the evaluation protocol, which in any case take into account the results of the initial experience and the opinion of the participants in the process (evaluated and evaluators).

The following points have been modified from the initial version of the ALCAEUS protocol.

1.- A general consideration, for the development of the protocol, is based on the assessments that appear in the "ENQA Agency Review" report corresponding to the second evaluation of ACPUA, dated 24 June 2021, specifically those relating to ESG 3.1, in which the panel congratulates ACPUA for developing ALCAEUS as a pioneering evaluation scheme focused on the Sustainable Development Goals (SDGs).

2.- In view of the most recent national regulatory changes, mention is made of Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance. It should be noted that Article 4 includes the SDGs as guiding principles in the design of curricula for official university degrees.

3.- A complement to the certification is added, allowing the centre to indicate, in the self-report, its special commitment to a maximum of three SDGs that will be verified by ACPUA.

4.- The ALCAEUS programme includes voluntary monitoring in the period between

certifications, which will consist of the submission by the centres of a self-report that includes the progress, improvements or changes introduced in the centre that could mean a change in the level of certification. This report will be reviewed by the ACPUA evaluation commission which, in the event of detecting significant changes, may suggest that the centre submit a new application for certification in order to raise the level of the certificate.

5.- The composition of the evaluation panel is as follows: at least one academic profile, one student, one professional profile or stakeholder. A member of the panel will act as chairman and a technician from the ACPUA will act as secretary with voice but without vote. The selection will be based on the requirements defined in the "ACPUA Evaluator Selection Procedure" published on the Agency's website, taking into account the specialisation in SDGs and always having an international profile.

6. The protocol focuses on the certification of faculties and schools (research centres are not covered by this protocol).

7. Dimension 4 has been completely rethought and simplified. Both experts and institutions pointed out the difficulty of assessing the dimension due to the level of detail proposed in the assessment guidelines. In the current approach, the existence of a teaching strategy designed to focus the learning process on the student ("student centred learning") in a way that ensures that the learning outcomes (knowledge, skills and competences) related to the SDGs defined by the school are achieved.

8. The percentages assigned to some criteria/guidelines have been modified to adapt their weights to the reality of the centres.

Finally, it includes the condition for applying for the programme that institutions must be accredited by an EQAR-registered Quality Assurance Agency through a procedure aligned with the ESG (European Standards and Guidelines). This condition has been checked with the European EQAR (European Quality Assurance Register for Higher Education) which gave its approval to this requirement on 30 September 2022 in the process of substantial modification carried out by ACPUA to include the ALCAEUS programme as an evaluation activity under the ESG.

1.3. Aim of the document

The purpose of this document is to present to the agents involved in the process (universities, students, teachers, assessment committees, educational administrations, employers and other interested groups), both the procedure to be followed for the 2030 certification of centres and/or universities, as well as the aspects that will be subject to assessment.

2. ACPUA CERTIFICATION PROGRAMME 2030: ALCAEUS

2.1. Objectives

The ACPUA's ALCAEUS programme provides an evaluation framework to assess the degree of commitment of centres and/or universities at national and international level to the SDGs.

The main objective of the 2030 certification of centres and/or universities awarded by the ALCAEUS programme is to give visibility, by obtaining certification, to the efforts that institutions are making to comply with the SDGs set out in the United Nations 2030 Agenda. The process involves the award of a seal that establishes four levels of certification based on the score obtained in the evaluation.

In addition, if requested by the institution, the certificate will include a reference to the SDGs to which the institution is particularly committed.

2.2. Periodicity, scope and follow-up.

The 2030 certification framework for centres and/or universities shall be agreed between the ACPUA and the assessed entity and shall detail its scope and the centres it covers. Following the assessment of the centre or institution, the ACPUA will issue a certificate detailing the certification framework, including the scope, the date of issue, the score obtained and, therefore, the level of the seal achieved and the period of validity of the certificate, and, where appropriate, the corresponding mention of the SDGs to which the centre is particularly committed.

The 2030 certification will last for 6 years and will be renewable for successive periods of the same duration. The ACPUA will keep a constantly updated register of the centres certified with the 2030 seal, which will be public and accessible through its website.

The ALCAEUS programme includes voluntary monitoring in the period between certifications, consisting of the submission by the centres of a self-report (APPENDIX I) that includes the modifications, progress, improvements or changes related to the evaluation of the seal, which will be reviewed by the ACPUA's Subcommittee for the Evaluation of Centres (SEC). This review may lead to the modification of the level of the seal.

2.3. Evaluation bodies

The ACPUA will carry out the evaluation of the application for certification through the ACPUA SEC and an evaluation panel of experts in the field proposed by the Evaluation, Certification and

Accreditation Commission (ECAC) and appointed by the Director of the Agency.

The panel will be made up of experts in Agenda 2030/sustainability, including at least: an academic profile, a student profile, a professional profile or *stakeholder*. From among the members of the panel, CECA will select the person who will chair the panel and the secretary of the panel will be a person from the technical area of the ACPUA, who will have a voice but no vote in the deliberations of the panel.

The requirements defined in the "ACPUA Evaluator Selection Procedure" published on the Agency's website will be followed, taking into account the specialisation in SDGs and having an international profile in every panel.

The rules of procedure and the composition of the Evaluation Panel will be published on the ACPUA website. Both the members of the SEC and the panel of evaluators shall sign the Agency's code of ethics.

2.4. Cost of evaluation.

For the centres and universities of the Aragonese University 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 fees and charges document approved by the ACPUA Governing Board.

In any case, the detailed cost of the process will be established in the signature of the compulsory agreement. The centre shall be responsible for the travel and living 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 institution is committed to the SDGs. The school defines actions, which it reviews periodically, for the incorporation of the SDGs in its governance, involving the different stakeholders".

Guidelines:

- The school's commitment to the SDGs is reflected in the school's strategic documents.
- The school's governance 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 centre's different stakeholders periodically review compliance with the actions defined.

Evidence:

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

Visit:

- Confirm commitment to the SDGs with the school's management team.
- Check with the different stakeholders the participation in the definition of the strategy and the degree of awareness of it.
- To verify the assessment of the different stakeholders on the level of effective compliance with the SDG engagement strategy.

Criterion 1.2: Partnerships

Standard:

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

Guidelines:

- The establishment of strategic alliances is a commitment in the centre's strategic documents.
- The centre, through its consolidated partnerships, has established concrete actions. For example:
    - Joint projects funded,
    - Working groups or expert groups,
    - Organisation of local, regional, national or international meetings on SDGs,
    - Volunteering opportunities for teachers and administrative and service staff,
    - Volunteering opportunities for students,
    - Others.
- The centre monitors the concrete actions and evaluates their impact.

Evidence:

- Strategic documents of the institution (strategic plan, quality policy, specific document of commitment to the SDGs, etc.).
- Documentation relating to the establishment and development of the concrete actions.
- Evidence of monitoring and evaluation of the impact of concrete actions.

Visit:

- Confirm with the centre's management team and partner entities the commitment to strategic alliances, their monitoring and impact.
- Check with all groups and stakeholders (internal and external) the knowledge they have about the existence of the actions carried out through the alliance.
- To verify the impact of these actions with the participants.

Criterion 1.3: Internal and external recognition

Standard:

"The actions carried out in the implementation of the SDGs are distinguished through internal and external recognition (programmes, specific actions, certifications, awards, projects, accreditations, distinctions, etc.) internal and/or external".

Guidelines:

- Staff, students and/or the institution (or university) have obtained internal recognition through an SDG-related good practice recognition programme or action implemented by the institution (or university).
- Staff, students and/or institution have obtained external recognition through a certificate/award/project, distinction or accreditation.

Evidence:

- Documentary accreditation of internal recognition programmes or actions and certificates.
- Accreditation of participation in externally recognised programmes or actions and certificates.
- External evaluation reports.

Visit:

- If awards exist, check their visibility and degree of dissemination among the educational community.

Dimension 2: Transparency and accountability

Criterion 2.1: Public information

Standard:

"The centre publishes accurate, comprehensive, up-to-date and accessible information on the implementation of the SDGs.

Guidelines:

- The school is concerned about disseminating information related to the SDGs using the usual channels of information dissemination (PR, website, publicity material, etc.).
- Information on the implementation of the SDGs is easily accessible.

Evidence:

- Different documents/materials published through different channels.

Visit:

- Check with different stakeholders on the awareness and usefulness of public information related to the SDGs.

Dimension 3: Internal Quality Assurance System

Criterion 3.1: Quality processes and strategy

Standard:

"The school's Internal Quality Assurance System integrates the vision of the SDGs as a central commitment".

Guidelines:

- The quality policy includes the commitment to the SDGs.
- Internal Quality Assurance System objectives linked to the SDGs are established.
- The IACS collects and analyses data to establish the degree of compliance with objectives 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, administrative and service 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 IACS.
- Results of satisfaction surveys.
- Programme monitoring reports.
- Action plan monitoring reports.

Visit:

- Check the commitment to the SDGs among the different groups and stakeholders involved in the IACS.
- Monitoring 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 is trained in the integration of the SDGs in their work development".

Guidelines:

- Knowledge of the SDGs is valued in job descriptions (in the curricula vitae of the persons responsible) and in the selection processes of the staff responsible for the IACS.
- There is a training and development plan, a training offer or specific training actions on SDGs for the staff responsible for the IACS.
- Professional appraisal processes (performance monitoring) take into account SDG competencies.

Evidence:

- The curricula vitae of staff.
- Documents relating to recruitment processes.
- List of posts.
- Training and development plans, training offer and specific training actions on SDGs.
- Performance appraisal procedures (Performance monitoring reports).

Visit:

- Check with IACS managers on the development of ODS competencies within their workplace.
- Collect the IQAS managers' assessment of the importance given by the institution to the SDG competences associated with their position.
- Collect feedback from IQAS managers on the SDG competence development opportunities offered by the school.

Dimension 4: Teaching

Criterion 4.1: Teaching strategy

Standard:

The school has implemented a teaching strategy aimed at equipping students with the knowledge, skills and competences to understand and address the SDGs.

Guidelines:

- The teaching strategy defined by the school is set out in a public document.
- The school has established concrete actions (aligned with the teaching strategy).
- The centre monitors the actions defined, analysing their impact.

Evidence:

- Document(s) where the teaching strategy and/or the concrete actions established are stated.
- Document(s) containing the monitoring of the actions and the assessment of their impact.

Visit:

- Check the degree of implementation of the actions defined with the different interest groups (teaching staff/students/graduates).

Criterion 4.2: Student centred learning. Learning outcomes

Standard:

Curricula integrate learning outcomes (knowledge, competences and skills) related to the SDGs into their design by ensuring that teaching methodologies enable student-centred learning.

Guidelines:

- Curricula incorporate learning outcomes related to the SDGs.
- The teaching methodologies used to achieve SDG-related learning outcomes ensure student-centred learning.
- Degrees develop assessment activities that allow students to provide *feedback* on their learning process in relation to the SDGs.

Evidence:

- Public information on the degrees offered by the centre (website, social media, promotional information on degrees, etc.).
- Evidence relating to the teaching methodologies used.
- Evidence relating to evaluation activities.

Visit:

- Check with faculty and students the relative knowledge of learning outcomes related to the SDGs within their degree programme.
- Confirm with teaching staff and students the use of active teaching methodologies and assessment systems that allow feedback and make students the protagonist of their learning ("student centred learning").

Dimension 5: Personnel

Criterion 5.1: Responsible for training provision

Standard:

"Those responsible for the centre's training offer are trained in the integration of the SDGs in their professional development".

Guidelines:

- In the job description of the job requirements for those responsible for the centre's training provision, knowledge of the SDGs is required.
- There is a training and development plan, a training offer or specific training actions identified in the SDGs for those responsible for the school's training offer.
- Professional appraisal processes (performance monitoring) take into account SDG competencies.

Evidence:

- List of posts.
- The curricula vitae of staff.
- Documents relating to recruitment processes.
- Training and development plans, training offer and specific training actions on SDGs.
- Performance appraisal procedures (Performance monitoring reports).

Visit:

- Check the development of SDG competences with those responsible for training provision.
- Collect the assessment of those responsible for the training offer on the importance given by the centre to the SDG competences associated with their position.
- Collect the assessment of those responsible for the training offer on the SDG competence development opportunities offered by the centre.

Criterion 5.2: Teachers

Standard:

"The school's teaching staff is trained in the integration of the SDGs in the development of teaching activities".

Guidelines:

- Knowledge of the SDGs is valued in job descriptions and teacher selection processes.
- There is a training and development plan, a training offer or specific training actions on SDGs for teachers.
- Professional appraisal processes (performance monitoring) take into account SDG competencies.

Evidence:

- List of posts.
- CVs of staff.

- Documents relating to recruitment processes.
- Training and development plans, training offer and specific training actions on SDGs.
- Performance appraisal procedures (Performance monitoring reports).

Visit:

- Check with teachers on the development of SDG competences.
- Collect teachers' assessment of the importance given by the school to SDG competences in their profiles.
- Collect teachers' assessment of the SDG competence development opportunities offered by the school.
- Collect feedback from students and graduates on teachers' SDG competences.

Criterion 5.3: Administration and services staff

Standard:

"The centre's administrative and service staff are trained in the integration of the SDGs in their work development".

Guidelines:

- Knowledge of the SDGs is required in job descriptions and selection processes for administrative and service staff.
- There is a training and development plan, a training offer or specific training actions on SDGs for administration and services staff.
- Professional appraisal processes (performance monitoring) take into account SDG competencies.

Evidence:

- List of posts.
- CVs of staff.
- Documents relating to recruitment processes.
- Training and development plans, training offer and specific training actions on SDGs.
- Performance appraisal procedures (Performance monitoring reports).

Visit:

- Check with administrative and service staff on the development of SDG competencies.
- Collect the assessment of administrative and service staff on the importance given by the school to SDG competences in their profiles.
- Collect feedback from administrative and service staff on the SDG competence development opportunities offered by the school.

Dimension 6: Funding and Resources

Criterion 6.1: Internal and/or external funding

Standard:

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

Guidelines:

- The centre receives external funding for SDG-related initiatives.
- The centre has funding, other than external funding, earmarked for SDG-related initiatives.

Evidence:

- The budget of the centre.
- Conventions, agreements, contracts involving external financing.
- Documentary evidence of having allocated funds to SDG-related initiatives.

Visit:

- Check with the centre's management on the existence of sources of funding.
- To verify the use of funds in actions related to the SDGs.

Criterion 6.2: Resources

Standard:

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

Guidelines:

- The centre has set up a team with the necessary powers for the planning, implementation and evaluation of the initiatives included in the SDG action plan.
- The people who form part of the team have the necessary dedication to attend to their functions.
- The people who form part of the team have the necessary qualifications to carry out their duties.
- The centre provides continuous training and updating for staff dedicated to these functions.

Evidence:

- The organic rules of the constituted team.
- The roles and responsibilities of the team formed.
- The curricula vitae of the team members.
- Training/refresher training plans, courses or strategies for such staff.

- Conventions, agreements, contracts involving external financing.

Visit:

- Check with the team in charge about their functioning, recognition of their work, training, training plan, etc.

3.2. Qualitative assessment of the criteria

The evaluation panels will assess the school's level of commitment to each of the guidelines on a four-level scale.

- LEVEL OF EXCEPTIONAL COMMITMENT TO THE GUIDELINE (A): The documentation provides evidence related to all the aspects included in the guideline that allow the centre's commitment to compliance with the guideline to be assessed as exceptional. In this guideline, the centre can be considered a reference centre.
- FIRM COMMITMENT TO THE GUIDELINE (B): The documentation provides evidence related to the aspects included in the guideline that allow us to assess the centre's firm commitment to complying with the guideline.
- INITIATIVE COMMITMENT TO THE GUIDELINE (C): The documentation provides specific evidence related to some aspects included in the guideline that allow us to assess the centre's commitment to complying with the guideline in an initial state.
- NO EVIDENCE OF COMMITMENT TO THE GUIDELINE (D): There is no or inadequate evidence of the centre's commitment to comply with the guideline.

In order to transform the qualitative assessment into a numerical one and to be able to apply the weights indicated in the table above, the following numerical value will be given to each of the assessment levels.

- EXCEPTIONAL LEVEL OF COMMITMENT TO THE GUIDELINE (A)➔ 100 points
- FIRM COMMITMENT TO THE GUIDELINE (B)➔ 74 points
- INITIATIVE COMMITMENT TO THE GUIDELINE (C)➔ 49 points
- NO EVIDENCE OF COMMITMENT TO THE GUIDELINE (D)➔ 0 points

3.3. Certification Scorecard

Based on the qualitative scores awarded to each guideline by the assessment panel, and applying the percentage system indicated in the table below, the final percentage will be calculated to determine the centre's level of certification.

DIMENSION	%	CRITERIA	%	GUIDELINES	%	SUB-GUIDELINES	%
Dimension 1: Strategy, partnerships and recognition	30%	*Criterion 1.1: Commitment and strategy of the centre*	40%	*The school's commitment to the SDGs is reflected in the school's strategic documents.*	20%		
				The school's governance team defines the actions to develop the strategy (action plan) ensuring the participation of the different stakeholders, including the student body.	40%		
				The governing team and the centre's different stakeholders periodically review compliance with the actions defined.	40%		
		Criterion 1.2: Partnerships	40%	*The establishment of strategic alliances is a commitment in the centre's strategic documents.*	20%		
				The centre, through its strategic alliances, has established concrete actions, for example:	40%	*Joint projects funded*	10%
						Working groups or expert groups	10%
						Organisation of local, regional, national or international meetings on SDGs	25%
						Volunteering opportunities for teachers and administrative and service staff	25%
						Volunteer opportunities for the student body	25%
						Other	5%
				The centre monitors the concrete actions and evaluates their impact.	40%		
		Criterion 1.3: Internal and external recognition	20%	*Staff, students and/or the institution (or university) have obtained internal recognition through an SDG-related good practice recognition programme or action implemented by the institution (or university).*	50%		
				Staff, students and/or the institution have obtained external recognition through a certificate/award/project, distinction or accreditation.	50%		
Dimension 2: Transparency and accountability	15%	*Criterion 2.1: Public information*	100%	*The school is concerned about disseminating information related to the SDGs using the usual channels of information dissemination (PR, website, publicity material, etc.).*	50%		
				Information on the implementation of the SDGs is easily accessible.	50%		
	10%		80%	*The quality policy includes the commitment to the SDGs.*	20%		
				Internal Quality Assurance System objectives linked to the SDGs are established.	20%		

DIMENSION	%	CRITERIA	%	GUIDELINES	%	SUB-GUIDELINES	%
Dimension 3: Internal Quality Assurance System		Criterion 3.1: Quality processes and strategy		The IACS collects and analyses data to establish the degree of compliance with 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, administrative and services staff, society, etc.) with the degree of compliance with the SDGs set out in the centre's strategic plan.	20%		
		Criterion 3.2: Personnel responsible for the Internal Quality Assurance System	20%	Knowledge of the SDGs is valued in job descriptions (in the curricula vitae of the persons responsible) and in the selection processes of the staff responsible for the IACS.	20%		
				There is a training and development plan, a training offer or specific training actions on SDGs for the staff responsible for the IACS.	60%		
				Professional appraisal processes (performance monitoring) take into account SDG competencies.	20%		
Dimension 4: Teaching	25%	Criterion 4.1: Teaching strategy	20%	The teaching strategy defined by the school is set out in a public document.	60%		
				The school has established concrete actions (aligned with the teaching strategy).	20%		
				The centre monitors the actions defined, analysing their impact.	20%		
		Criterion 4.2: Studen centred learning. Learning outcomes	80%	Curricula incorporate learning outcomes related to the SDGs.	60%		
				The teaching methodologies used to achieve SDG-related learning outcomes ensure student-centred learning.	20%		
				Degrees develop assessment activities that allow students to provide feedback on their learning process in relation to the SDGs.	20%		
Dimension 5: Personnel	10%	Criterion 5.1: Responsible for training provision	50%	In the job description of the job requirements for those responsible for the centre's training provision, knowledge of the SDGs is required.	20%		
				There is a training and development plan, a training offer or specific training actions identified in the SDGs for those responsible for the school's training offer.	60%		

DIMENSION	%	CRITERIA	%	GUIDELINES	%	SUB-GUIDELINES	%
				Professional appraisal processes (performance monitoring) take into account SDG competencies.	20%		
		Criterion 5.2: Teachers	30%	*Knowledge of the SDGs is valued in job descriptions and teacher selection processes.*	20%		
				There is a training and development plan, a training offer or specific training actions on SDGs for teachers.	60%		
				Professional appraisal processes (performance monitoring) take into account SDG competencies.	20%		
		Criterion 5.3: Administration and services staff	20%	*Knowledge of the SDGs is required in job descriptions and selection processes for administrative and service staff.*	20%		
				There is a training and development plan, a training offer or specific training actions on SDGs for administration and services staff.	60%		
				Professional appraisal processes (performance monitoring) take into account SDG competencies.	20%		
Dimension 6: Funding and Resources	10%	*Criterion 6.1: Internal and/or external funding*	50%	*The centre receives external funding for SDG-related initiatives.*	70%		
				The centre has funding, other than external funding, earmarked for SDG-related initiatives.	30%		
		Criterion 6.2: Resources	50%	*The centre has set up a team with the necessary powers for the planning, implementation and evaluation of the initiatives included in the SDG action plan.*	25%		
				The people who form part of the team have the necessary dedication to attend to their functions.	25%		
				The people who form part of the team have the necessary qualifications to carry out their duties.	25%		
				The centre provides continuous training and updating for staff dedicated to these functions.	25%		

3.4. Certification levels for centres

LEVEL 0	Without certificate	Scoring: 0-24% Score: 0-24	Incipient commitment to Agenda 2030
LEVEL 1	BRONZE	Score: 25-49% Score: 25-49% Score: 25-49	On the road to the 2030 Agenda
LEVEL 2	SILVER	Score: 50-74%.	Commitment to to the 2030 Agenda
LEVEL 3	GOLD	Score: 75-100%.	Flagship and international reference centre

3.5. Complement to certification: SDGs with special commitment

In its application, the school may identify up to 3 SDGs to which the school is particularly committed.

The panel will check, with the evidence provided, the effective commitment of the institution to the SDGs stated in the self-report. These SDGs will be reflected in the final certificate.

4. EVALUATION PROCESS

4.1. Requirements for certification

The condition for applying for this programme is that higher education institutions are accredited by an EQAR-registered Quality Assurance Agency through an ESG (European Standards and Guidelines) alignment procedure.

Centres or universities wishing to apply for this programme must have an Internal Quality Assurance System in place, certified with any recognised system (PACE-SIGC programme of the ACPUA, AUDIT programme of ANECA, ISO 9001:2015 standard, EFQM model, etc.) or have an Institutional Accreditation granted by an Agency registered in EQAR.

4.2. Application for certification.

The institution that wishes to obtain its "Centre 2030" certificate and fulfils the requirements set out in the previous section must send a written application, with the prior approval of the legal representative, addressed to the Agency's management. Bº. of the legal representative of the institution, addressed to the Agency's management, including the Self-Assessment Report in accordance with Annex I and the current certificate of the implementation of its IACS or certificate of institutional accreditation.

4.3. Documentation on which the assessment is based.

The ACPUA will base its assessment on the following documentation:

- IACS implementation certificate / institutional accreditation certificate.

- IACS documentation.
- Evidence supporting the assessment made in the self-report on each of the criteria.
- The self-report according to Annex I.

4.4. Appointment and challenge of the panel of evaluators

The ACPUA's Evaluation, Certification and Accreditation Commission (CECA) shall propose the members of the evaluation panel, who shall be appointed by the Agency's Management. This appointment shall be communicated to the centre, which shall have ten days to make a reasoned objection to the panel.

At the end of the objection period, the composition of the panel shall be made public on the Agency's website.

In case the evaluators do not have experience in the evaluation of "Centres 2030", neither with the ACPUA nor with other evaluation agencies, they will be provided with the necessary theoretical and practical training.

4.5. Evaluation

The panel of evaluators will examine the documentation submitted by the centre by checking its effectiveness in two ways:

- Analysis and evaluation of the documentation provided by the university (self-report and evidence).
- A visit to the centre by the evaluation panel which, in agreement with the Agency, will propose the stakeholders to be interviewed and, together with the centre, will design the specific agenda for the visit. The ACPUA will provide them with an evaluation template that will allow them to organise the information gathered during the visit. The chairperson of the panel will prepare a report of the visit which will be agreed by all the members of the panel of experts.

4.6. Proposal for a report

The visit report, together with all the previous information available, will be submitted to the corresponding ACPUA Evaluation Commission, which will draw up the report proposal to be sent to the university.

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

This proposed report may include recommendations for improvement of the score obtained. It may also point out good practices.

4.7. Allegations phase

The proposed report shall be sent to the university so that it may submit its observations within 10 days.

4.8. Final report

The allegations will be studied by the ACPUA Evaluation Commission, which may ask the evaluation 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 shall have a maximum period of 9 months to issue the corresponding certification.

4.10. Publication of reports

The corresponding evaluation reports issued will be published on the ACPUA website and in the European DEQAR Register database.

4.11. Meta-evaluation of the process

The ACPUA will close the evaluation process by collecting information about the satisfaction of those involved in the process.

The information gathered and the results of the evaluation will be sent to the CECA (Evaluation, Certification and Accreditation Commission) to close the Meta-evaluation process, proposing, if necessary, improvements to the ALCAEUS Programme, which will be duly included in this document and published on the website.

4.12. Complaints and appeals

Of any complaint or appeal associated with this evaluation process that ACPUA becomes aware of, the management will refer it to the Agency's Guarantee Committee for its knowledge and effects.

Information related to the Guarantees Committee and the Procedure for handling appeals, complaints and claims is available on the ACPUA website.

5. FOLLOW-UP OF THE CERTIFICATION

The centres will send a follow-up report on the recommendations made in the report that awarded the label.

This report will include any modifications, progress, improvements or changes and will be assessed by the Agency's Monitoring Committee and the relevant Evaluation Commission.

The evaluation of the monitoring report will reflect the centre's trend in relation to the score obtained in the certification, and may include recommendations for improvement.

Such a review, if it detects significant changes, may lead to an invitation to the institution to submit a new application.

6. RENEWAL OF CERTIFICATION

The certification will be valid for six years.

Nine months before the end of the certification period, the institution may apply for assessment for the renewal of the certification.

This re-evaluation will be carried out in accordance with section 4 of this framework document, and will be based on the progress made by the institution in relation to each of the evaluation criteria.

The new certificate will reflect the new score obtained and, consequently, the new certification level of the centre.

Document revision history

Revision No.	Date	Remarks
V_0.0	15/10/2019	Referral to external experts and universities
V_1.0	11/03/2020	Approval by ECSC
V_2.0	17/07/2020	General overhaul and insertion of the new ENQA logo.
V_3.0	24/06/2022	After the pilot programme: • The programme is defined for schools only • Addendum to certification (SDGs of particular commitment) is added • Criteria weights are adjusted • Dimension 4 is simplified • Simplification of documentation, new self-reporting model.

ANNEX I: Self-report on the implementation of the IACS.

Instructions for preparing the self-assessment report

The institution shall prepare a document in which for each criterion the quantitative (A/B/C/D - section 3.2. Qualitative assessment of criteria in this document) and qualitative self-assessment of each guideline shall be included.

The qualitative assessment should be a critical evaluation of the degree of compliance with the guideline, supported by documentary evidence (which may include those identified in the protocol or others, specific to the centre, that serve to corroborate the centre's self-assessment).

The evidence to be included must be accessible to the panel, either through links to public documents (e.g. information available on websites), access to private repositories of documentation (in this case the necessary access details should be provided) or annexes to the self-report.

Self-report

Dimension 1: Strategy, partnerships and recognition

Criterion 1.1: Commitment and strategy of the centre

Standard:

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

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

The school's commitment to the SDGs is reflected in the school's strategic documents.	
The school's governance 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 centre's different stakeholders periodically review compliance with the actions defined.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].

Criterion 1.2: Partnerships

Standard:

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

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

The establishment of strategic alliances is a commitment in the centre's strategic documents.	
The centre, through its consolidated partnerships, has established concrete actions.	
The establishment of strategic alliances is a commitment in the centre's strategic documents.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].

Criterion 1.3: Internal and external recognition

Standard:

"The actions carried out in the implementation of the SDGs are distinguished through internal and external recognition (programmes, specific actions, certifications, awards, projects, accreditations, distinctions, etc.) internal and/or external".

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

Staff, students and/or the institution (or university) have obtained internal recognition through an SDG-related good practice recognition programme or action implemented by the institution (or university).	
Staff, students and/or institution have obtained external recognition through a certificate/award/project, distinction or accreditation.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].

Dimension 2: Transparency and accountability

Criterion 2.1: Public information

Standard:

"The centre publishes accurate, comprehensive, up-to-date and accessible information on the implementation of the SDGs.

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

The school is concerned about disseminating information related to the SDGs using the usual channels of information dissemination (PR, website, publicity material, etc.).	
Information on the implementation of the SDGs is easily accessible.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].

Dimension 3: Internal Quality Assurance System

Criterion 3.1: Quality processes and strategy

Standard:

"The school's Internal Quality Assurance System integrates the vision of the SDGs as a central commitment".

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

The quality policy includes the commitment to the SDGs.	
Internal Quality Assurance System objectives linked to the SDGs are established.	
The IACS collects and analyses data to establish the degree of compliance with objectives 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, administrative and services staff, society, etc.) with the degree of compliance with the SDGs set out in the centre's strategic plan.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].

Criterion 3.2: Personnel responsible for the Internal Quality Assurance System

Standard:

"The staff responsible for the Internal Quality Assurance System is trained in the integration of the SDGs in their work development".

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

Knowledge of the SDGs is valued in job descriptions (in the curricula vitae of the persons responsible) and in the selection processes of the staff responsible for the IACS.	
There is a training and development plan, a training offer or specific training actions on SDGs for the staff responsible for the IACS.	
Professional appraisal processes (performance monitoring) take into account SDG competencies.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].

Dimension 4: Teaching

Criterion 4.1: Teaching strategy

Standard:

The school has implemented a teaching strategy aimed at equipping students with the knowledge, skills and competences to understand and address the SDGs.

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

The teaching strategy defined by the school is set out in a public document.	
The school has established concrete actions (aligned with the teaching strategy).	
The centre monitors the actions defined, analysing their impact.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].

Criterion 4.2: Student centred learning. Learning outcomes

Standard:

Curricula integrate learning outcomes (knowledge, competences and skills) related to the SDGs into their design by ensuring that teaching methodologies enable student-centred learning.

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

Curricula incorporate learning outcomes related to the SDGs.	
The teaching methodologies used to achieve SDG-related learning outcomes ensure student-centred learning.	
Degrees develop assessment activities that allow students to provide feedback on their learning process in relation to the SDGs.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].

Dimension 5: Personnel

Criterion 5.1: Responsible for training provision

Standard:

"Those responsible for the centre's training offer are trained in the integration of the SDGs in their professional development".

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

In the job description of the job requirements for those responsible for the centre's training provision, knowledge of the SDGs is required.	
There is a training and development plan, a training offer or specific training actions identified in the SDGs for those responsible for the school's training offer.	
Professional appraisal processes (performance monitoring) take into account SDG competencies.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].

Criterion 5.2: Teachers

Standard:

"The school's teaching staff is trained in the integration of the SDGs in the development of teaching activities".

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

Knowledge of the SDGs is valued in job descriptions and teacher selection processes.	
There is a training and development plan, a training offer or specific training actions on SDGs for teachers.	
Professional appraisal processes (performance monitoring) take into account SDG competencies.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].

Criterion 5.3: Administrative and service staff

Standard:

"The centre's administrative and service staff are trained in the integration of the SDGs in their work development".

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

Knowledge of the SDGs is required in job descriptions and selection processes for administrative and service staff.	
There is a training and development plan, a training offer or specific training actions on SDGs for administration and services staff.	
Professional appraisal processes (performance monitoring) take into account SDG competencies.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].

Dimension 6: Funding and Resources

Criterion 6.1: Internal and/or external funding

Standard:

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

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

The centre receives external funding for SDG-related initiatives.	
The centre has funding, other than external funding, earmarked for SDG-related initiatives.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].

Criterion 6.2: Resources

Standard:

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

Assessment by guideline:

Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D] [Value A/B/C/D

The centre has set up a team with the necessary powers for the planning, implementation and evaluation of the initiatives included in the SDG action plan.	
The people who form part of the team have the necessary dedication to attend to their functions.	
The people who form part of the team have the necessary qualifications to carry out their duties.	
The centre provides continuous training and updating for staff dedicated to these functions.	

Qualitative evidence-based **assessment**

[Write a separate paragraph for each of the guidelines below, indicating the evidence on which the assessment is based].