



ACPUA

AGENCIA DE CALIDAD Y PROSPECTIVA
UNIVERSITARIA DE ARAGÓN

PLAN OF
ACTIVITIES

2022

Approved by the ACPUA's Governing Board
(meeting of 21 February 2022)

MISSION, VISION AND VALUES

Mission, Vision and Values

It is a priority for ACPUA to ensure compliance with the Quality Policy incorporated in the Agency's Mission, Vision and Values as a guarantee of the quality of the activities carried out by the Agency. The Quality Policy is reviewed annually to maintain its validity and the Agency's Objectives and Annual Activity Plans are defined on the basis of this policy. [Mission](#)

ACPUA's mission is to guarantee and promote the quality of the university system in Aragon. This mission includes the development of useful links between the university, the socio-productive fabric, the institutional decision-making bodies and Aragonese society as a whole, as well as the promotion of the exchange of experiences, not only with other national and international university systems but also with other educational levels (secondary education, vocational training, etc.).

In order to achieve this mission, ACPUA mainly carries out technical tasks of evaluation, certification and accreditation. This public service activity is complemented by research and foresight work and activities to promote a culture of quality in higher education in the region.

Vision

ACPUA aims to be an agile and efficient agency; one that will become essential in the territory due to the seriousness and operability of its service activity. By providing the added value of quality assurance, we will be an indispensable point of reference for all institutions and agents with educational responsibilities in the region.

We aspire to become, outside Aragon, a qualified agency and a recognised interlocutor in the European area of university quality and evaluation.

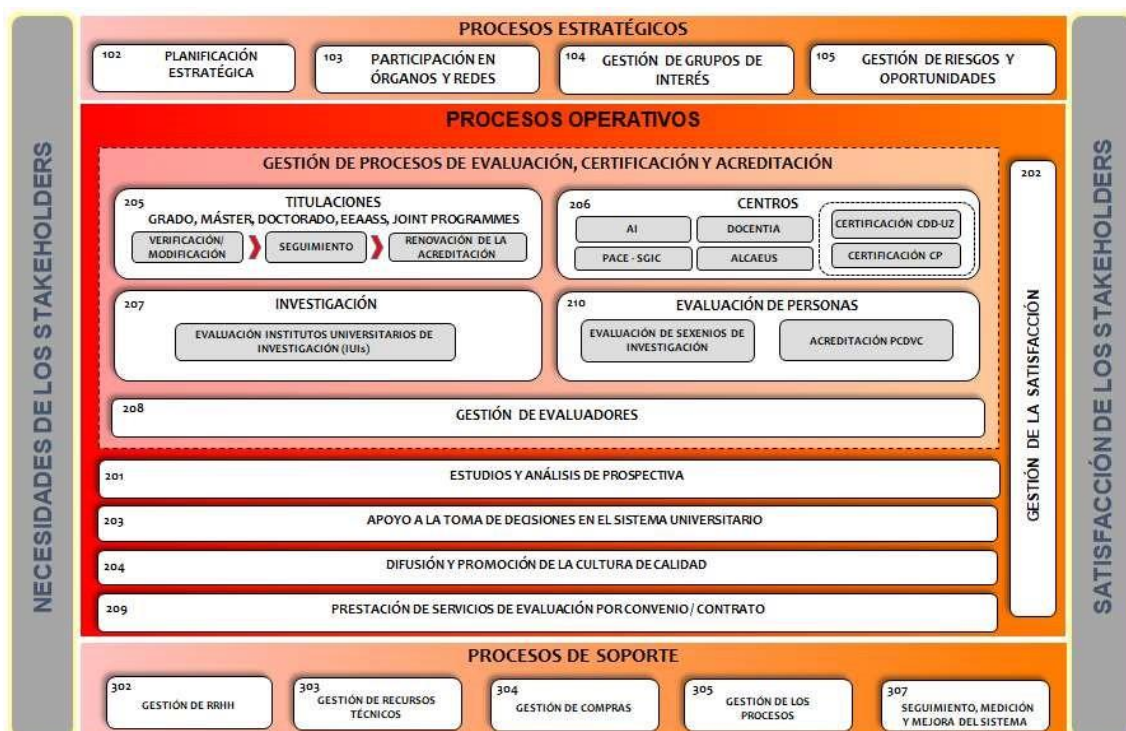
To achieve this vision, ACPUA must be governed in all its procedures and actions by European standards and guidelines (ESG). With transparency, independence of judgement and commitment to accountability, we support reflection, continuous improvement and creativity.

Values

- Independence, autonomy and objectivity.
- Social responsibility and transparency by ensuring public access to reliable, timely, clear and accurate information.
- The establishment of internal and external quality assurance mechanisms for the continuous improvement of processes to ensure their effectiveness and efficiency.

- The development of relations with all stakeholders (university, administration, business world, Aragonese society) through the promotion of dialogue to ensure their satisfaction.
- The promotion of student participation in the Agency's activities and quality assurance processes.
- Cooperation with national and international higher education agencies and networks.
- Commitment to a job well done by the Agency's staff and its collaborators, associated with professionalism and honesty.
- Teamwork, based on respect and collaboration to achieve the best working environment.

MAP OF PROCESSES



STRATEGIC PLAN 2019-2022:

STRATEGIC LINES

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LINE 1. INSTITUTIONAL ACCREDITATION AND ITS IMPACT ON QUALITY ASSURANCE

LINE 2. CONTINUOUS IMPROVEMENT OF TEACHING EVALUATION PROCESSES

LINE 3. SYSTEMISATION OF R&D&I ASSESSMENT ACTIVITIES

LINE 4. PROSPECTIVE VISION: PROMOTION OF EXCELLENCE, STRATEGIC EVALUATIONS AND THEMATIC ANALYSES

LINE 5. DEVELOPMENT OF THE SOCIAL DIMENSION OF QUALITY

LINE 6. OPENNESS TO STAKEHOLDERS

LINE 7. INTERNATIONALISATION OF THE AGENCY AND OPENING UP TO OTHER UNIVERSITY SYSTEMS

LINE 7+1. ADAPTING THE AGENCY'S STRUCTURE TO THE NEW TRENDS OF THE EUROPEAN HIGHER EDUCATION AREA

ANNUAL OBJECTIVES

No. of Line	Strategic Line	Annual target 2019	Annual target 2020	Annual target 2021	Annual target 2022
L1	INSTITUTIONAL ACCREDITATION AND ITS IMPACT ON QUALITY ASSURANCE	Promoting Accreditation Accreditation in the Aragonese Universities	Promoting Accreditation Institutional Accreditation in Aragonese Universities	Advancing in the Accreditation Accreditation of the Aragon University System	Advancing in the Accreditation Accreditation of the University System of Aragon
		Promote teaching evaluation programmes	Promote teaching evaluation programmes	Consolidate teaching assessment programmes	Consolidate teaching evaluation programmes
		Develop institutional reaccreditation protocol	Develop institutional monitoring and re-accreditation protocols	Approve institutional monitoring and reaccreditation protocols	Adapt monitoring and reaccreditation protocols to the new legislation legislation
L2	CONTINUOUS IMPROVEMENT OF THE TEACHING ASSESSMENT PROCESSES	Complying with the degree programme assessment processes	Complying with the degree programme assessment processes	To comply with the degree programme assessment processes.	Complying with the degree programme assessment processes
				Update the protocols for assessment protocols, adapting them to the new transformations (COVID-19 impact)	Adapt assessment protocols to new legislation
					Have an action plan in place to deal with ENQA recommendations

Line No.	Strategic Line	Annual target 2019	Annual target 2020	Annual target 2021	Annual target 2022
L3	SYSTEMATISATION OF R&D&I EVALUATION ACTIVITY	Reflect on those aspects of the Science Act that can be developed by the Agency	Reflect on those aspects of the Science Law that may be developed by the Agency	Reflect on the evaluative challenges of R&D&I in Aragon	Reflecting on challenges and improvements in the evaluation of the Humanities
		Comply with assigned evaluation processes	Comply with assigned evaluation processes	Comply with assigned evaluation processes	Comply with assigned evaluation processes
		Develop the PCDVC accreditation protocol	Develop and validate the PCDVC accreditation protocol PCDVC accreditation protocol	Launch PCDVC accreditation assessment	Consolidate the PCDVC accreditation assessment
L4	FORWARD-LOOKING VISION: IMPROVING EXCELLENCE, OF THE EVALUATIONS	Developing graduate integration studies	To develop graduate integration studies	Systematising and disseminating thematic analyses on quality and employability in the SUA	Systematise and disseminate thematic analyses on quality and employability in the SUA quality and employability in the SUA
		Promote thematic analysis on the SUA	Promoting thematic analysis on the ODS		

	STRATEGIC EVALUATIONS AND THEMATIC ANALYSES		Promoting excellence and strategic evaluations	Visibilise the excellence of the SUA and its comparability with other systems	Visibilise the excellence of the SUA and its comparability with other systems
No. of Line	Strategic Line	Annual target 2019	Annual target 2020	Annual target 2021	Annual target 2022
L5	DEVELOPMENT OF THE SOCIAL DIMENSION OF QUALITY	Define indicators for the assessment of sustainability in HEIs	Development of a programme for evaluation of the implementation of the 2030 agenda in the SUA	Implement the ALCAEUS Programme	Consolidate the ALCAEUS Programme
		Incorporate equality criteria in the evaluation processes	Promote the principle of equality and respect for sexual diversity	Apply transversally the principle of real equality real (effective, material) (effective, material) equality of opportunity between women and men	Apply transversally in evaluation guides the principle of real equality real (effective, material) (effective, material) equality of opportunity between women and men
				Contribute to the effective respect for the sexual diversity of all people in the centres people in the SUA's	Launch an ACPUA label of respect for diversity.

				of the SUA	
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Line No.	Strategic Line	Annual target 2019	Annual target 2020	Annual target 2021	Annual target 2022
L6	OPENNESS TO STAKEHOLDERS	Increase the participation of stakeholders in all Stakeholders in all Agency processes Agency	Increase stakeholder involvement in all Agency stakeholders in all Agency Agency committees and processes	Strengthening stakeholder participation in all Agency committees and processes	Ensure the active participation of stakeholders in all Agency committees and processes.
			Providing information and responding to the expectations of Aragonese society	Providing information and responding to the expectations of Aragonese society	Providing information and responding to the expectations of Aragonese society
				Establish a stable channel of communication with the	Consolidate communication with the SUA student body.

				SUA students to know their needs and expectations. expectations (impact COVID-19)	Analyse teaching needs and expectations (Impact COVID)
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No. of Line	Strategic Line	Annual target 2019	Annual target 2020	Annual target 2021	Annual target 2022
L7	INTERNATIONALISATION OF THE AGENCY AND OPENING UP TO OTHER SPACES AND CENTRES	Increase the participation of the ACPUA in the international arena	Increase the participation of the ACPUA in the international arena	Strengthen the ACPUA's participation in European and international projects	Develop the ACPUA's international international participation of the ACPUA by strengthening its involvement and prestige in the EHEA and in other regions and global networks.
		To increase the participation of the ACPUA outside the EHEA	To increase the projection of ACPUA at national level	To strengthen the ACPUA's projection and exchanges at national level	To persevere in collaboration and increase the ACPUA exchanges at

				ACPUA at the national level	ACPUA at the national level
L7 + 1	ADAPTATION OF THE STRUCTURE OF THE AGENCY'S STRUCTURE TO THE NEW TRENDS IN THE EUROPEAN EUROPEAN HIGHER EDUCATION AREA	<p>Strengthening the Agency's structure</p> <p>Adapt the agency's management system to the new quality standards the new quality standards</p>	Strengthening the Agency's structure	Strengthening the Agency's structure	Strengthen the structure of the Agency, based on the recommendations of ENQA recommendations on ESG 3.5/ 3.6

STRATEGIC LINE 1 - INSTITUTIONAL ACCREDITATION AND ITS IMPACT ON QUALITY ASSURANCE

A1.1. Developing the monitoring and renewal of institutional accreditation

In developing and improving its evaluation protocols and activities, the ACPUA always seeks effective interaction with national and international networks committed to new trends in the quality assurance of university education. In this sense, the ACPUA actively participates in the activities, meetings, work and projects of the Spanish network of quality agencies REACU in order to improve and perfect, among other models and procedures, those related to institutional accreditation. Specifically, last year the agencies drafted a protocol for the renewal of accreditation of university centres, in which the evaluation criteria for the renewal of accreditation were aligned in a clearer and more functional way with European standards (part I of the ESG). At the same time, the legal framework for institutional accreditation was also modified in 2021 with the enactment of the new Royal Decree 640/2021, of 27 July, on the creation, recognition and authorisation of universities and university centres, and institutional accreditation of university centres. This new regulation brings new features to these processes, which logically have to be incorporated into the REACU protocol; in turn, the Ministry will develop these new legal provisions in 2022 by issuing the appropriate instructions on the institutional accreditation procedure.

Consequently, and on the basis of these developments at national level, the development of its own protocol for the monitoring and renewal of institutional accreditation is a key activity for the ACPUA in this area in 2022.

The establishment of this protocol should also benefit from the results of the meta-evaluation that we will undertake during the first half of 2022 following the evaluations carried out during 2021.

In addition, during 2022, the specific monitoring of the improvement plans included in the certification reports of the following centres of the University of Zaragoza will be carried out:

- Faculty of Philosophy and Arts
- Polytechnic University School of La Almunia (EUPLA)
- Faculty of Health and Sport Sciences
- Teruel Polytechnic University School (EUPLA)
- Faculty of Science

Finally, in order to report on these institutional accreditation developments, prepare the follow-up and receive updated information from the centres, the programme of meetings between the Agency's management and the Aragonese universities, known as Dialog Meetings, will be intensified in 2022.

A1.2. Centre certification

In 2018, the ACPUA approved its PACE - SGIC Programme for the certification of the implementation of the internal quality assurance systems of the university centres. This programme includes the general criteria proposed by the Spanish agencies (REACU protocol), subsequently adopted by the General Conference on University Policy and finally incorporated as an annex to the Resolution of 7 March 2018 of the General Secretariat for Universities, which issued instructions on the procedure for the institutional accreditation of public and private university centres. By virtue of the provisions of Royal Decree 640/2021, of 27 July, the certification of a centre through this PACE Programme is an essential requirement to be eligible for institutional accreditation in Aragon.

Once the current protocol has been revised (see A1.1) and given that the PACE - IQAS Programme can be applied at any time of the year, at the request of the universities in Aragon, the assessment for the certification of the Internal Quality Assurance System of the centres that request it will be carried out. With the new legislation, this evaluation for certification is also open to Doctoral Schools.

A1.3. Institutional accreditation

In 2015, institutional accreditation was formally introduced in Spain (R.D. 420/2015). The aforementioned new Royal Decree 640/2021, of 27 July, now provides for the institutional accreditation process. In application of the same, the ACPUA will issue the corresponding evaluation report when requested by the university for a Faculty or School that has already obtained PACE certification of its IQAS.

A1.4. Certification of merits of dedication and teaching (University of Zaragoza)

The ACPUA will continue with the process of certification of merits of dedication and teaching at the University of Zaragoza as established in the programme contract signed by the Government of Aragon and the University of Zaragoza for the payment of additional allowances for teaching staff (ORDER IIU/2095/2018, of 27 December, publishing the Agreement of 3 December 2018, of the Government of Aragon, establishing the additional salary complements linked to individual merits of the teaching and research staff of the University of Zaragoza for the period 2019-2023 and approving the conclusion of the Contract-Programme between the Government of Aragon

and the University of Zaragoza for the allocation and financing of the aforementioned salary complements).

A1.5. DOCENTIA Programme

The DOCENTIA Programme is a programme developed by ANECA in collaboration with the other Spanish quality agencies, the aim of which is to support universities in designing their own mechanisms for evaluating the quality of the teaching activity of their teaching staff.

The ACPUA's participation in the programme is twofold:

On the one hand, the ACPUA is part of the DOCENTIA Commission in charge of the development and monitoring of the programme. This commission is made up of technicians from the agencies in charge of the programme and meets several times a year.

On the other hand, the ACPUA evaluates the implementation of DOCENTIA in the universities of the Aragonese university system.

During the year 2021, and at the initiative of ANECA, the programme was updated. The ACPUA participated in this task from the technical commission, which includes technicians from the different agencies. Subsequently, a new model of collaboration agreement between ANECA and each regional agency was discussed within REACU.

In 2022 the ACPUA plans to sign this new agreement with ANECA for the management of the programme in our community, as well as to carry out the evaluations that may be requested by both universities.

A1.6. Assessment of the teaching merits of the teaching staff of the San Jorge University

Inspired by the state regulations on the remuneration of university teaching staff, the San Jorge University has for some years now had a procedure for the teaching recognition of its teaching staff by means of the evaluation of teaching merits for 5-year periods (five-year periods of teaching excellence). At the university's request, this evaluation is carried out by a technical committee of experts appointed by the ACPUA.

In 2022, a new specific agreement will be signed with San Jorge University in order to continue with this activity of evaluation of the five-year teaching period of its teaching staff.

A1.7. Collaboration with the University of Zaragoza in teaching innovation

The ACPUA has been collaborating with the University of Zaragoza (Secretariat for Teaching Quality and Innovation, Vice-rectorate for Academic Policy) in the promotion of teaching innovation among its teaching staff, normally through the assignment to the University of Zaragoza of experts in the field registered in our Bank of Evaluators for the evaluation of teaching innovation projects. This activity will continue in 2022.

STRATEGIC LINE 2 - CONTINUOUS IMPROVEMENT OF EVALUATION PROCESSES OF TEACHING

A2.1. Verification and modification of syllabuses

The verification of a study plan is the process of ex ante evaluation of official teaching in Spain. The ACPUA has been acting as a verifying agency since July 2017 (after being registered in the European Register of EQAR Agencies at the end of 2016). This process is the first evaluative step in the creation of a new degree, and requires universities to draft a verification report setting out the project for a degree programme.

The ex ante evaluation of the degree programmes assesses the suitability of the degree project, the coherence of the syllabus and the adequacy of the resources with which the degree programme will be equipped. Once the verification report has been approved by the competent agency (and the implementation of the degree has been authorised by the regional government), this document becomes the "contract" that the universities sign with society and becomes the reference document for subsequent evaluations.

It is in this process that the justification, the appropriateness of the degree, the syllabus, the learning outcomes to be achieved and the material and human resources to be made available for the degree are approved. It had been governed by a Royal Decree (R.D. 1393/2007), which had been subject to numerous modifications.

Last year, a new Royal Decree, 822/2021 of 28 September, which establishes the organisation of university education and the procedure for quality assurance, has considerably modified the legal framework for the verification and modification of degrees, bringing important new features. A large part of the new regulations on the quality of teaching has to be developed this year by the quality agencies through the approval by consensus of various protocols or general assessment criteria.

Therefore, the first activity of the ACPUA during 2022 consists of participating in the working groups, presentations and meetings of REACU aimed at the approval of the new protocols for the

verification and modification of teaching according to the new Royal Decree. Once these protocols have been approved by REACU, the Agency will proceed to the corresponding adaptation of its own protocols and guides, collaborating closely with the universities in their design and paying special attention to the simplification of the processes and documentation to be provided in the new verification reports.

The ACPUA's verification and modification assessment activity is open throughout the year and responds to requests from both universities that come from the Council of Universities and comply with the requirements, deadlines and procedures established by the Directorate General for Universities of the Government of Aragon.

As a guide to the number of study plans that will foreseeably have to be assessed for verification or modification in 2022, it should be noted that in 2019, 50 requests for verification or modification were received by the Aragonese universities (twice as many as in 2018). In 2020, the figures fell to 29 and 20, respectively.

A2.2. Monitoring and renewal of degree accreditation

Following the entry into force of the new R.D. 822/2021 (see A2.1), the degree monitoring process will be subject to a national review within REACU in 2022.

The ACPUA will therefore closely follow the progress made within REACU in designing an efficient, user-friendly but effective model for post-accreditation monitoring of degrees, and these criteria will inspire the ACPUA in 2022 when it adapts its own protocol to the new requirements of R.D. 822. Throughout this process of revision and improvement of the procedure, the Agency will connect, for reasons of coherence and efficiency in evaluation, the monitoring of degrees with the monitoring of institutional accreditation.

This general task of updating protocols logically also affects the accreditation renewal process. In any case, two accreditation renewal campaigns will be carried out in 2022, according to the following distribution:

FIRST SEMESTER 2022

INSTITUTION	CENTRE	LEVEL	DEGREE
University of Zaragoza	Doctoral School	PhD	Doctoral Programme in Logistics and Supply Chain Management from the University of Zaragoza
San Jorge University	Higher School of Business Management (ESIC)	Degree	Graduate in Marketing from the San Jorge University

SECOND SEMESTER 2022

INSTITUTION	CENTRE	LEVEL	DEGREE
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University of Zaragoza	Faculty of Education / Faculty of Humanities Humanities and Education / Faculty of Social and Human Sciences	Degree	Graduate in Early Childhood Education Teaching from the University of Saragossa
University of Zaragoza	Faculty of Education / Faculty of Humanities Humanities and Education / Faculty of Social and Human Sciences	Degree	Graduate in Teaching in Primary Education from the University of Saragossa

DEGREES IN TOTAL (4)

A2.3. Recognition and Monitoring of Artistic Studies

The regulations currently governing the provision of Arts Education in Spain make the authorisation of Master's degrees in this field conditional upon the successful completion of an ex-ante evaluation process, known as "accreditation" and carried out by the university quality agencies.

The ACPUA carries out the evaluation of official artistic Master's degree courses in parallel to official university courses, within the degree evaluation programmes, applying the same evaluation protocols (taking into account the specificities of this type of degree). The documentation is published on the Agency's website.

The ACPUA will keep this evaluation programme for the accreditation of Master's degrees in arts education open throughout the year 2022. Given the idiosyncrasies of this type of studies and centres, the ACPUA accompanies the centres that intend to launch new master's degrees.

With regard to the monitoring of this type of studies, in 2022 it is planned to develop the monitoring activity of the three Masters in Higher Artistic Education already in place:

- Official Master's Degree in Artistic Teaching in Contemporary Music by the CSMA (date of approval 2 June 2017).
- Official Master's Degree in Artistic Education in Ensemble Music by the CSMA (validation date 2 June 2017).
- Master's Degree in Artistic Education in Illustration and Editorial Production in Illustrated Books from the Escuela Superior de Diseño de Aragón (date of approval 24 June 2019).

In addition, this year 2022, the Official Master's Degree in Artistic Education in Spatial and Graphic Creativity Strategies in Ephemeral Installations by the ESDA must renew its accreditation (date of accreditation 7 April 2016).

A2.4. Follow-up of ENQA recommendations (action plan)

The ACPUA Strategic Plan (L2) talks about the continuous improvement of evaluation processes. The best way to advance along this strategic line is to follow up on the recommendations and suggestions for further development formulated in the report of the ENQA panel of experts that evaluated our Agency in 2021. Therefore, in 2022, a strategic reflection will begin with the aim of having an action plan with specific objectives to follow up on ENQA's recommendations and suggestions.

This reflection on evaluation processes should run parallel to the updating of the ACPUA protocols and their adaptation to the new legal framework (RR.DD. 640 and 822, see A1.1 and A2.1) and should lead, in the last quarter of the year, to the opening of the work on the elaboration of the Agency's new Strategic Plan. The first two preparatory documents for the new Plan should be the above-mentioned action plan for the follow-up of ENQA recommendations and a SWOT after stakeholder consultation.

STRATEGIC LINE 3 - SYSTEMATISATION OF R&D&I EVALUATION ACTIVITY R&D&I evaluation

A3.1. Evaluation of research activity (six-year periods)

By virtue of the aforementioned Agreement and contract-programme between the Government of Aragon and the University of Zaragoza (see A1.4), the ACPUA carries out the evaluation of the research activity of the contracted teaching staff of the University of Zaragoza aimed at obtaining the research merit complement.

Gradually, in previous years, this evaluation process was opened up to other groups of researchers working in other centres: CUD Zaragoza, CITA, EUPLA, IACS, ETUZ (in a different call than the one addressed to contracted teaching staff at the University of Zaragoza to obtain the aforementioned allowance).

This is an individualised evaluation of the research activity carried out by the aforementioned teaching and research staff over a period of six years of their research activity (six-year periods), applying the same criteria as those used at national level for civil servant staff by the CNEAI and by means of an annual call for applications.

In 2022 this activity is maintained.

A3.2. Evaluation of University Research Institutes

Evaluation for the creation

According to art. 15 of the LOSUA, the Government of Aragon is responsible for the creation, suppression and assignment of University Research Institutes, following a report by the ACPUA. Consequently, in 2022 the Agency would launch this evaluation procedure in the case of a proposal for the creation of a new Institute.

Periodic evaluation every 5 years

The ACPUA evaluates the existing University Research Institutes in Aragon every 5 years. The second periodic evaluation of these Institutes having been carried out in the previous two years, no activity in this area is foreseen in 2022.

A3.3. Evaluation for the accreditation of contracted teaching staff with clinical links

Decree 206/2018, of 21 November, legally introduced in Aragon the figure of the Doctorate Professor with Clinical Attachment (PCDVC) to the Aragonese Public Health System (SALUD) was legally introduced in Aragon. This new type of contract establishes, among other prerequisites, a positive accreditation by the ACPUA.

In February 2021, the ACPUA Programme was approved for the accreditation of this type of teaching staff and a few months later, on 16 June, the first call for evaluation was published in the BOA. With around ninety applications having been submitted, this first assessment process is expected to be completed by the end of January 2022. Once the results have been notified and any possible appeals have been resolved, the meta-evaluation of this first ACPUA experience in the field of teaching staff accreditation will be undertaken.

The Programme stipulates that the call for applications is annual, so the activity will continue in 2022.

A3.4. The evaluation of the Humanities (study day)

The evaluation of teaching, centres and research activity within the branch of Arts and Humanities poses specific challenges for evaluation agencies. For example, in the evaluation of six-year periods, which has been carried out by the ACPUA, this branch has a clearly lower success rate than the other branches, which invites reflection. On the other hand, the irruption of the fields of knowledge (R.D. 822/2021) and the digitisation of the Humanities make the organisation of a study day on quality and evaluation in the Humanities in 2022, in collaboration with the University of Zaragoza, timely. The contributions and conclusions of the conference, together

with the analysis of the general results of the different external evaluations carried out (see A4.2 here), should lead to the drafting of an ACPUA document for improvement and progress in the Humanities.

STRATEGIC LINE 4 - FORESIGHT: FOSTERING EXCELLENCE, STRATEGIC EVALUATIONS AND THEMATIC ANALYSIS

STRATEGIC EVALUATIONS AND THEMATIC ANALYSES

A4.1. Labour market insertion studies: graduate follow-up project

Among the functions of the ACPUA entrusted by Law 5/2005, of 14 June, on the Organisation of the University System of Aragon, is that of "monitoring the labour market insertion of graduates". With this objective, in 2015 a Framework Agreement was signed between the Government of Aragon (ACPUA and the Aragonese Institute of Statistics, IAEST), the Social Council of the University of Zaragoza, the University of Zaragoza and the University of San Jorge, in order to promote a periodic survey aimed at the assessment and analysis of the labour market insertion of graduates of the University System of Aragon (SUA).

For the development of this project, a working group has been set up, led by the Social Council of the University of Zaragoza and in which all the signatories of the Agreement are represented: the General Directorate of Universities of the Government of Aragon, ACPUA, IAEST, UZ, USJ and the Social Council of the UZ itself. Its work resulted in the first Survey on labour market insertion of graduates of the University System of Aragon (cohort 2013/2014). This survey was exploited by the Aragonese Institute of Statistics (IAEST) and subsequently allowed the study of the main variables to be analysed by each of the participating institutions. In 2021, the Social Council, the ACPUA and the rest of the entities completed the preparation work for the second survey (on the 2016/2017 cohort). From here, the Agency tendered the fieldwork, which will materialise at the beginning of 2022. The rest of the year will therefore be devoted to the study, exploitation and presentation of data from the new survey.

On the occasion of the publication of the results of this survey, it is the intention of the agency to hold an "Insertion Data Day" with students and graduates in 2022. In order for the information to contribute not only to provide evidence to the system, but also to promote its knowledge and use among students and graduates, it is necessary to establish bridges (through focus groups or workshops) that allow to know the usability of this information and to broaden the knowledge of the needs of students in the transition to the labour market.

A4.2. Thematic analysis

According to the European ESG 3.4. standard, agencies "shall publish reports describing and analysing the overall results of their external quality assessment activities". Since the approval of the current Strategic Plan, the ACPUA has been consolidating this activity, publishing periodically on its website various studies of this type (cross-cutting competences on SDGs, results of evaluations of similar degrees within the SUA, identification of good practices, etc.). In 2022, this activity will continue with the publication of new studies in the series "The ACPUA learns", one of which will describe the results obtained in the renewal of the accreditation of the University of Zaragoza's doctoral programmes and another will focus on the analysis of double degrees.

In addition, in 2022 the ACPUA will continue to actively participate in the organisation of regular webinars on the challenges facing degree programmes today, especially from the employers' perspective. In these webinars, the agencies AQU, Unibasq, DEVA-AAC, ACSUCYL, ACSUG, ACCUEE and ACPUA share the results of the different evaluations they carry out on degree programmes and then make them available to the public in the form of a thematic analysis. The next degree programmes to be studied in this webinar are the Master's Degree in Teaching, the Master's Degree in Business Administration and Management and some degrees in the Arts and Humanities.

Finally, the announced follow-up plan of the ENQA recommendations (see A2.4) is to include an action to develop "a more systematic and deeper approach to the analysis of findings from its evaluation processes, and expand its research activities to provide reports that discuss trends and developments at the level of the Aragon higher education system".

A4.3. ACPUA University Quality Seminars

This important activity of the ACPUA, an interdisciplinary meeting place for the exchange of knowledge, methods and experiences on the major issue of quality in higher education in Aragon, is an open forum for communication with society and the participation of the university community. It will continue in 2022, in the hope that the pandemic will allow between two and five seminars to be held throughout the year, of which one of an international nature is planned to be held in person in Teruel.

Along with this cycle of university quality seminars in 2022, the ACPUA 2022 Conference, a face-to-face meeting (for fraternisation, briefing and communication of news) with the Agency's main collaborators (members of the different committees, including students), which could not be held in 2021 due to the pandemic, stands out as a novelty.

A4.4. Developing indicators of excellence

The ACPUA Strategic Plan encourages the exploration of ways of measuring excellence, such as the inclusion of additional distinctive criteria not covered by the ordinary teaching accreditation processes (such as, for example, internationalisation, entrepreneurship, student satisfaction and care, etc.).

In 2021, the Agency has created the Subcommittee for Thematic Evaluations (SETE) and one of its functions is to take concrete steps in this direction, in such a way that criteria and tools are designed to make visible, highlight and contrast internationally the dimensions of excellence of the system. Specifically, in 2022 a study will be completed in which: 1) the rankings in which the degrees offered by Aragonese universities appear are analysed and the results obtained are understood and explained; 2) indicators proposed and used in these rankings to analyse degrees are proposed and their current availability for Aragonese universities is verified and, in the case of absence, their possible construction and use in the future.

A4.5. Employability for decent work

As an additional activity to A4.1, and aimed at the continuous improvement of the Aragonese University System, in 2020 the Agency will organise an Employability Day for Decent Work, based on the sharing of good practices in graduate follow-up and employability.

This day is addressed to students and will have a double focus: a) learning from good practices within the SUA itself, sharing experiences within the UZ and the USJ, as well as within other Aragonese institutions related to higher education; b) learning from good practices outside the SUA, sharing experiences from other bodies related to higher education, but outside Aragon (other universities, other quality agencies, employers' centres, etc.). The aim is, in a very simple way, to establish synergies between all stakeholders around a common theme (employability) which, in addition, allows working with students around two sustainable development goals: quality education (SDG 4) and decent work and economic development (SDG 8).

The approach is linked to target 8.5: "By 2030, achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value". In other words: to go beyond graduate follow-up and employability itself, and to reflect on whether the employment of SUA graduates is appropriate to their studies, not only in terms of their position (working with something related or not), but also in terms of their working conditions.

STRATEGIC LINE 5 - DEVELOPING THE SOCIAL DIMENSION OF QUALITY

A5.1. Agenda 2030: the ALCAEUS programme

During the previous two years, and in collaboration with the Andorran agency AQUA, the ACPUA actively participated in the international project S&QSHE (Sustainability & Quality in Higher Education). This was a pioneering initiative that received support and funding from the global network of university quality assurance agencies INQAAHE (International Network for Quality Assurance Agencies in Higher Education). This project ended in the third quarter of 2019 and its main result was the development of a proposal for indicators that would help universities to introduce sustainability criteria, connecting this proposal with institutional evaluation processes.

Participation in this international project not only allowed Aragonese universities to work hand in hand with the agency to boost the university's commitment to the SDGs. It also encouraged the agency to develop its own programme, also unprecedented and pioneering both nationally and internationally, for the monitoring and certification of university centres according to their level of commitment to the Sustainable Development Goals and the 2030 Agenda. This programme, which was presented to REACU agencies at a conference organised by the ACPUA and to foreign agencies through the European Consortium for Accreditation (ECA), is called ALCAEUS. To the best of the ACPUA's knowledge, it is the first concrete contribution to the ODS in Europe from the external university quality assurance sector.

Last year, the pilot evaluation according to the ALCAEUS protocol was carried out. The first institutionally accredited university centres in Aragon took part in this voluntary evaluation:

- School of Engineering and Architecture (U. of Zaragoza).
- Higher Polytechnic School (U. of Zaragoza).

In 2022, the ALCAEUS meta-evaluation will be carried out, which is of great importance for this programme, especially in terms of the usefulness of this tool in promoting sustainability in higher education.

It is desired that the general results of this meta-evaluation and the subsequent improvements in the ALCAEUS Programme will be the subject of an international webinar with the participation of all the parties involved in the programme and especially addressed to the quality agencies members of REACU, ENQA and INQAAHE.

A5.2. Gender mainstreaming and respect for sexual diversity

Within its field of action, the ACPUA has been working for some years now in favour of the opportunity for equality between men and women, the reduction of the gender gap in higher education and the introduction of the gender perspective. It has been maintaining dialogue with associations and groups such as AMIT-Aragon (Association of Women Researchers and Technologists of Aragon), EUFEM (University Platform for Feminist and Gender Studies) or the Chair on Equality and Gender of the University of Zaragoza, transgender groups, etc.

From the specific point of view of the introduction of the gender perspective, methodologies and information on diagnostic elements and evaluation indicators have also been exchanged with Spanish agencies that are particularly committed to equality issues, such as AQU Catalunya and Unibasq.

Since 2018, the Agency's activity reports have included a report on gender parity and equality in the composition of the Agency's committees and panels. In 2019, the evaluative perspective of this commitment to equality has been strengthened thanks to the aforementioned ALCAEUS Programme for the certification of centres in accordance with the 2030 Agenda. And in 2021, the new technical committee of the ACPUA (Subcommittee for Thematic Evaluations, SETE) was entrusted with the implementation of this strategic line. Therefore, in 2022 it is planned to

- Approve the ACPUA document of gender perspective indicators for evaluation guides.
- Launch the ACPUA diversity label, completing the design of the sub-dimensions (institutional strategy; transparency and communication; quality systems; training and research; university community; funding and resources) and carrying out a pilot evaluation at centre level for the gender and affective-sexual dimensions.

STRATEGIC LINE 6 - OPENNESS TO STAKEHOLDERS

A6.1. ACPUA + STUDENTS programme

This programme, launched at the end of 2014, seeks the active integration of students and their point of view in the daily work of the agency through three axes: their participation in the different bodies and panels, their training in quality assurance and active communication with the student body. Specifically, its objectives are:

- Integration of students in the ACPUA structure.
- Student participation in ACPUA evaluation activities.
- Cooperation and stable relations with the student councils and associations of the institutions of the University System of Aragon.
- Training of students in the main evaluation processes.
- Quality culture: student awareness of Quality Agencies.
- Common understanding of student needs (Student-centred learning, SCL).

In 2022, work will continue on the training of students, their collaboration with the ACPUA and their participation in activities related to evaluation and quality. Both the communicative impulses and the collaboration on quality of teaching with university student representatives, not only from Aragonese universities but also with state associations such as CREUP, will also be intensified.

Actions foreseen in the Programme:

- Training courses or webinars on quality processes, at least one organised in collaboration with the Student Council of the University of Zaragoza, another one aimed at the CREUP student pool and another one carried out jointly with another regional quality agency.
- Specific training action in quality and sustainability, which also enables students to be part of expert panels of the ALCAEUS Programme (Agenda 2030).
- Meeting of the transversal group of students, where student representatives from Aragonese universities share experiences and visions of quality processes with students from outside Aragon who are part of the panels and evaluation committees of the ACPUA.
- Training proposal for future university students, aimed not only at Baccalaureate students but also at guidance counsellors and management teams from secondary schools and centres. In addition to publicising the activities and functions of the ACPUA, the Agency wishes to report on student satisfaction, exit profiles and the employability of the different degrees of the Aragonese university system, extracted from our original source, which are the evaluation reports and prospective studies of the ACPUA.

- As a great novelty, and in view of the ACPUA's need to receive feedback from students on the impact of the changes in the teaching received as a result of the COVID-19 pandemic, an ACPUA + STUDENTS Strategic Forum has been set up, so that students can make contributions and receive answers on key and pressing issues for the quality of their university education.

Strategic Forum on the COVID impact

The situation arising from the emergency caused by the expansion of COVID-19 since March 2020 has led to a rapid adaptation of the Aragon University System (SUA) to the exceptional health conditions that are still in force today. Throughout this time, it has gone through different phases: (i) adaptation to 100% online mode (second semester 2019-2020, coinciding with the confinement of the first State of Alarm); (ii) blended learning with capacity restrictions (academic year 2020-2021); (iii) return to 100% face-to-face teaching, although with restrictions (first quarter of academic year 2021-2022); (iv) flexibility in the face of the increase in contagions (current situation). The ACPUA considers that it is very important to collect direct feedback from students on this experience and its subsequent evolution in relation to teaching. In addition to the aspects related to teaching, we are interested in knowing the emotional state experienced, as well as their recovery and current situation.

To this end, ACPUA is developing a project that consists of analysing the data collected in the Open Forum with students (comments on the pandemic and data from the survey generated ad hoc) as well as leading focus groups with university students as a way of completing the experiences and feelings of this group. With this type of actions, the Agency, following the indications of its Strategic Plan, is aligned with its ACPUA+Students Programme.

In 2021, responses were collected to a survey structured in two distinct sections: pandemic and post-pandemic. The first part asked about the students' personal experience as a recipient of teaching in an exceptional period, determining what was the best and what was the worst, as well as their level of emotional impact, on a scale of 0 to 10. The second part asked about their opinion on the impact on the future: which of the teaching adaptations they think should be maintained with the "return to normality"; also asking about the level of emotional well-being one year later, on a scale from 0 to 10.

With the exception of the emotional aspects, the rest of the questions are answered in an open-ended and therefore qualitative manner. In 2022, the responses collected in the Forum will be worked on in detail in the focus groups scheduled for the first months of the year.

Finally, in 2022 we will continue to host 3 students on work experience from the U. of Zaragoza and also 1 student from the Master's Degree in Quality Evaluation and Management in Higher Education at the Universitat Oberta de Catalunya (UOC).

A6.2. ACPUA + SOCIETY Programme

This programme was conceived in 2017 in response to the recommendations made in the 2016 ENQA evaluation report, as almost all of them converged on the need for ACPUA to increase the participation of external stakeholders (mainly in evaluation panels and committees and in the design of protocols and procedures). In the recent ENQA report of 2021, stakeholder participation and involvement in the Agency's activities is no longer the subject of both recommendations and commendations (Commendations ESG 3.6 and ESG 2.2.), which means that the programme is working.

In 2022, this programme will be further developed as follows:

- Integration of external stakeholders (professionals, industry, society) into the ACPUA structure.
- Involvement of external stakeholders (professionals, industry, society) in ACPUA's evaluation activities.
- Commitment to the social dimension of quality and sustainability (achievement of the SDGs).
- Cooperation and stable relations with business associations, trade unions, professional associations, associations, chambers of commerce and economic sectors of Aragon.
- Dissemination of the ACPUA's mission and actions to the Aragonese society.
- Common understanding of innovation in Higher Education, technological changes and the needs of the labour market.

In addition, and in view of the weight that the design of new protocols (see A1.1) and the prospective studies on labour market insertion and employability (see A4.1, A4.2 and A4.5) acquire this year:

- Consultation with external stakeholders in the design phase of protocols and assessment procedures related to degrees and centres.
- Generation of communicative spaces with representatives from the world of work and the labour market.

of the company in Aragon (regular management meetings with economic clusters in Aragon, social agents such as the Red Cross, etc.).

STRATEGIC LINE 7 - INTERNATIONALISATION OF THE AGENCY AND OPENING UP TO OTHER AREAS AND CENTRES OTHER SPACES AND CENTRES

A7.1. International evaluation of ACPUA

Following its reform in 2015, and in order to comply with current European standards (ESG), the LOSUA stipulates that the ACPUA must undergo an international evaluation every 5 years. This assessment requires accrediting compliance with each and every one of the ESG, is conducted by ENQA and only if the resulting report is favourable can it be registered in the official Register of EQAR Agencies, which certifies its status as an accredited European agency. In turn, being registered in EQAR is a prerequisite for exercising all the powers granted by Spanish legislation to the regional agencies in the field of university quality and evaluation.

ACPUA passed its first international evaluation by ENQA in 2016 and revalidated this success in 2021. ACPUA therefore remains a full member of ENQA and continues to be listed in the European Register of EQAR Agencies.

In 2022, the ACPUA wishes to undergo assessment by the INQAAHE Global Network of Agencies to certify the alignment of our assessment criteria and activities with the Guidelines of Good Practice (GGP).

A7.2. ACPUA + INTERNATIONAL

The ACPUA+INTERNATIONAL programme strategically brings together and systematises the Agency's internationalisation actions. The 2021 ENQA evaluation report commends the ACPUA "for involving international experts in all programme reaccreditation reviews" (ESG 2.4).

The following activities continue during 2022:

- Active participation of the Agency (attendance at forums and general assemblies plus involvement in projects) in the international university quality bodies and networks of which it is a member: ENQA, EQAR, INQAAHE and ECA.
- Active collaboration, as an associate partner, in the European University Alliance UNITA-universitas montium, of which the University of Zaragoza is a member.
- Active collaboration with Campus Iberus on quality issues related to its educational offer.
- Proactivity of the ACPUA to participate in relevant European projects.

- Training in international quality for the Agency's staff and exchanges with other foreign agencies.
- Participation of international evaluators in all the Agency's teaching and centre evaluation processes.

A7.3. DEQAR Project

In 2018 the ACPUA began to participate for the first time in a funded European project, being the second Spanish agency to do so and one of the first 14 in the entire EHEA. It is a project sponsored by the European Union (Erasmus+) that coordinates the European Register of University Quality Assurance Agencies EQAR. Its aim is to implement a European database on the quality of university education based on the results and content of the external evaluations conducted by the quality agencies registered in EQAR. In recent years, the DEQAR database has grown exponentially and is now a reference document repository on university quality for the European Union, which has gained particular relevance with the launch of the European Universities Initiative.

In 2022, all final degree and centre evaluation reports issued by the Agency will continue to be sent for publication in DEQAR, and this fact will be expressly stated in the text of our reports.

A7.4. Collaboration with the AKKORK agency (Russia) ¹

The ACPUA has been collaborating with the Russian agency AKKORK on international degree evaluations (provision of services with own income generation). Specifically, in 2021, 4 master's degrees of RUDN University, one of the most important universities in Moscow and recognised as a campus of excellence, were jointly evaluated. In 2022, this collaboration with AKKORK will continue, potentially extended to the evaluation of centres (institutional accreditation) and the eventual participation of Russian universities in the ALCAEUS programme.

A7.5. Collaboration with the ANVUR agency (Italy)

The ACPUA maintains special collaborative relations with the ANVUR agency, and in 2021 the two agencies agreed (Cooperation agreement / general protocol of action) to collaborate together

¹ **IMPORTANT NOTE:** In application of the ENQA Board Statement on the Invasion of Ukraine of 8 March 2022 (<https://www.enqa.eu/news/enqa-board-statement-on-invasion-of-ukraine/>) this activity A7.4 is suspended.

in evaluation activities and in the promotion and dissemination of quality. In 2022 it is proposed to intensify this collaboration with the Italian national agency for quality and evaluation.

A7.6. Certification of merits of the teaching staff of the University of Cantabria

At the request of the University of Cantabria and under contract, the ACPUA has been certifying the merits of the teaching staff of the University of Cantabria, for the purposes of the programme of salary complements for teaching and research staff of the University of Cantabria.

This activity will continue in 2022, as the University of Cantabria has requested it.

A7.7. Evaluation of projects for Euskampus Fundazioa (Euskampus Foundation)

Euskampus Fundazioa/Fundación Euskampus, which includes, among other institutions and organisations, the University of the Basque Country (UPV/EHU), the DIPC, Tecnalia, Ikerbasque and the University of Bordeaux, has entrusted the ACPUA with the evaluation of several corporate research and educational innovation projects within its Euskampus Missions 1.0 programme.

A7.8. Certification of work placements in schools

The powers attributed to the ACPUA in terms of monitoring and accreditation of official university education enable it to ensure that the placements offered in its syllabuses are carried out correctly.

In this sense, university teacher training includes in the different syllabuses the compulsory completion of curricular internships in educational centres. For this reason, the Government of Aragon is developing agreements with universities so that university students can carry out internships in the Bachelor's Degrees in Early Childhood Education and Primary Education and in the Master's Degree in Teaching.

In order to consolidate a stable network of educational centres in which students can carry out their placements, the ACPUA will continue in 2022 with the activity of certifying schools that successfully host university students on placements, which began in 2014.

During 2022, this activity is being redesigned in order to strengthen the seal and improve the scope and usefulness of this certification, especially for certified schools.

STRATEGIC LINE 7+1 - ADAPTATION OF THE AGENCY'S STRUCTURE TO THE NEW TRENDS IN THE NEW TRENDS IN THE EUROPEAN HIGHER EDUCATION AREA

A7+1.1. Adaptation of panels and committees to the new activity of the agency

The increasing activity - in terms of quantity, quality and diversity of processes and actions - obliges the ACPUA not only to renew the members of its committees but also to periodically reconsider their number and composition. This is to ensure that we are always in a position to deal more effectively and efficiently with our obligations. The actions planned for 2022 in this area are:

- Restructuring the composition and activities of the ACPUA Monitoring Committee.
- Assign new functions to the recently created Sub-Committee on Thematic Evaluations (SETE).

A7+1.2. Improved compliance with European standards

The Agency's internal quality system must be concerned in 2022 with improving feedback between evaluation committees and panels, in line with the ENQA evaluation report in relation to the European ESG 3.5 standard.

In relation now to the European ESG 2.7 standard, and also following the ENQA assessment report, in 2022 the ACPUA Assurance Committee will start to develop a specific procedure for cases of violation of the Agency's Code of Ethics.

GLOSSARY

ACSUCYL: Agency for the Quality of the University System of Castilla y León.

ACSUG: Agency for Quality Assurance in the Galician University System

AKKORK: Agency for Quality Assurance in Higher Education and Career Development

ANECA: Agencia Nacional de la Evaluación de la Calidad y Acreditación (National Agency for Quality Assessment and Accreditation)

ANVUR: Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca (National Agency for the Valuation of the University System and Research)

AQU: Agència per a la Qualitat del Sistema Universitari de Catalunya (Catalan University System Quality Agency)

ARAIID: Agencia Aragonesa para la Investigación y el Desarrollo (Aragonese Agency for Research and Development)

AVAP: Agència Valenciana d'Avaluació i Prospectiva (Valencian Assessment and Foresight Agency)

CECA: Commission of Evaluation, Certification and Accreditation of the ACPUA

CGPU: Conferencia General de Política Universitaria (General Conference on University Policy)

CNEAI: Comisión Nacional de Evaluación de la Actividad Investigadora (National Commission for the Evaluation of Research Activity).

CREUP: Coordinadora de Representantes de Estudiantes de Universidades Públicas (Coordinating Committee of Students' Representatives of Public Universities)

CUD: Centro Universitario de la Defensa

CURSA: University Commission for Monitoring and Accreditation CURSA: University Commission for Monitoring and Accreditation

DEQAR: The Database of External Quality Assurance Results

DEVA-AAC: Dirección de Evaluación y Acreditación - Agencia Andaluza del Conocimiento (Directorate of Evaluation and Accreditation - Andalusian Agency of Knowledge)

ECA: European Consortium for Accreditation in Higher Education

EHEA: EUROPEAN HIGHER EDUCATION AREA European Higher Education Area

EFQUEL: European Foundation for Quality in e-Learning

ENQA: European Association for Quality Assurance in Higher Education

EQAF: European Quality Assurance Forum

EQAR: The European Quality Assurance Register for Higher Education

ESG: European Standards and Guidelines for Quality Assurance in the Higher Education Area

ESU: European Student Union

EUA: European University Association

EURASHE: European Association of Institutions in Higher Education

FCM: Foundation for Knowledge madrimasd

IAEST: Aragonese Institute of Statistics

INQAAHE: International Network for Quality Assurance Agencies in Higher Education

LOSUA: Law 5/2005, of 14 June, on the Organisation of the University System of Aragon

PCDVC: Professor Contracted Doctor with Clinical Links

REACU: Spanish Network of University Quality Assurance Agencies

RRSS: Social Networks

RUCT: Register of Universities, Centres and Degrees

SEC: Subcommittee for the Evaluation of Centres

SEI: ACPUA Subcommittee on Research Evaluation SEP: ACPUA Subcommittee on Faculty Evaluation

SEP: ACPUA Subcommittee for the Evaluation of the Teaching Staff

SET: ACPUA Subcommittee for the Evaluation of Degrees SETE: ACPUA Subcommittee for Subject Evaluation

SETE: ACPUA Subcommittee for Thematic Evaluations IQAS:

ACPUA Internal Quality Management System

IUSUIS: Integrated University Information System

SUA: Aragon University System

UNIBASQ: Agency for the Evaluation of Quality and Accreditation of the Basque University System

USJ: San Jorge University

UZ: University of Zaragoza