

# Dimension 1: Strategy, social leadership and recognition

DIMENSION	%	CRITERION	%	GUIDELINES	%
<b>Dimension 1:</b> Strategy, social leadership and recognition	20%	<b>Criterion 1.1:</b> Commitment and strategy of the centre	40%	The centre's commitment to the SDGs is set out in its strategic documents.	20%
				The management team defines the actions to develop the strategy in an action plan, ensuring the participation of the different stakeholders, including the student body.	40%
				The management team and the different stakeholders periodically monitor the fulfilment of the defined actions.	40%
		<b>Criterion 1.2:</b> Partnerships	40%	The centre's commitment to establishing strategic partnerships and alliances is set out in its strategic documents.	20%
				The centre has established specific actions related to the SDGs through its strategic alliances.	40%
				The centre monitors specific actions related to the SDGs and evaluates their impact.	40%
		<b>Criterion 1.3:</b> Internal and external recognition	20%	Staff, students and/or the centre itself have obtained internal recognition through a formal procedure that recognises good practice related to the SDGs.	50%
				Staff, students and/or the centre itself have obtained external recognition through a certificate/award/project, promotion or accreditation related to the SDGs.	50%



## Dimension 2: Transparency and accountability

---

DIMENSION	%	CRITERION	%	GUIDELINES	%
<b>Dimension 2:</b> Transparency and accountability	10%	<b>Criterion 2.1:</b> Public information	100%	The centre adequately disseminates relevant information on policy and strategy related to the SDGs.	50%
				The centre includes information on the various actions implemented in relation to the SDGs in its established communication channels (social media, website, advertising material, etc.).	50%



DIMENSION	%	CRITERION	%	GUIDELINES	%
<b>Dimension 3:</b> Quality Assurance System	15%	<b>Criterion 3.1:</b> Processes and quality strategy	50%	The quality policy reflects the commitment to the SDGs.	10%
				The centre defines objectives related to the SDGs through the Quality Assurance system.	10%
				The QA system collects and analyses data that allow the degree of fulfilment of objectives and the establishment of improvement plans, as well as accountability.	40%
				The QA system collects and analyses data on the satisfaction of the different interest groups (students, teaching staff, graduates, employers, administration and services staff, society, etc.) with the degree of compliance with the SDGs set out in the centre's strategic plan.	40%
		<b>Criterion 3.2:</b> Personnel responsible for the Quality Assurance system	50%	Knowledge of SDGs is valued in the job descriptions (in the CVs of QA staff) and in the selection processes of QA staff.	40%
				There is a staff development plan for QA staff including specific training activities in SDGs.	40%
				Competencies related to the SDGs are taken into account in the performance evaluation processes (performance monitoring).	20%



## Dimension 4a: Programmes (faculties, schools, universities)

DIMENSION	%	CRITERION	%	GUIDELINES	%		
<b>Dimension 4a:</b> Programmes (for faculties, schools and universities)	25%	<b>Criterion 4a.1:</b> Development of policy frameworks	10%	The guidance documents and/or frameworks for the development of good practice of the centre or university include specific training and guidance actions aimed at students.	34%		
				The guidance documents and/or frameworks for the development of good practice of the centre or university include specific training and guidance actions aimed at teaching and research staff.	33%		
				The guidance documents and/or frameworks for the development of good practice of the centre or university include specific training and guidance actions aimed at administration and support staff.	33%		
		<b>Criterio 4a.2:</b> Student-centred learning: competencies	30%	Transversal competencies related to SDGs are included in the programme description documents.			33%
				Specific competencies related to SDGs are included in the programme description documents.			33%
				Assessment systems are included in the descriptive documents of the programmes to check the acquisition by the student of the competencies related to the SDGs.			34%
		<b>Criterion 4a.3:</b> Student-centred learning: theoretical learning opportunities	30%	SDG related content is included in the programme description documents.			33%
				Activities related to SDGs are included in the programme description documents.			33%
				Assessment systems are included in the programme descriptive documents that will enable the theoretical learning relating to SDGs to be checked.			34%
		<b>Criterion 4a.4:</b> Student-centred learning: practical learning opportunities	30%	Practical activities related to SDGs are included in the programme description documents.			33%
				Work placements related to SDGs are included in the programme description documents.			33%
				Assessment systems are included in the programme descriptive documents that will enable the testing of learning-by-doing related to SDGs.			34%

## Dimension 4b: Research projects (research centres)

---

DIMENSION	%	CRITERION	%	GUIDELINES	%
Dimension 4b: Research projects	25%	Criterion 4b.1: Objectives	40%	Objectives related to the SDGs are included in the descriptive documents of the research projects.	50%
				Systems for assessing the degree to which the SDG objectives have been met are included in the descriptive documents of the research projects.	50%
		Criterion 4b.2: Planning of activities	30%	SDG related activities are included in the descriptive documents of the research projects.	100%
		Criterion 4b.3: Results	30%	A reflection on how the results relate to the SDGs is included in the descriptive documents of the research projects.	100%



DIMENSION	%	CRITERION	%	GUIDELINES	%
Dimension 5: Staff	15%	<b>Criterion 5.1:</b> Heads of teaching provision / research activity	34%	Knowledge of the SDGs is required in the job descriptions of those responsible for the centre's teaching provision / research activity.	40%
				There is a staff development plan for those responsible for the teaching provision / research activity of the centre, including training opportunities in the SDGs.	20%
				Competencies related to the SDGs are taken into account in the performance evaluation processes (performance monitoring).	40%
		<b>Criterion 5.2:</b> Teaching and research staff	33%	Knowledge of the SDGs is required in job descriptions and recruitment processes for teaching and research staff.	40%
				There is a staff development plan for teaching and research staff including training opportunities in the SDGs.	40%
				Competencies related to the SDGs are taken into account in the performance evaluation processes (performance monitoring).	20%
		<b>Criterion 5.3:</b> Administrative and support staff	33%	Knowledge of the SDGs is required in job descriptions and recruitment processes for administration and support staff.	40%
				There is a staff development plan for administration and support staff including training opportunities in the SDGs.	40%
				Competencies related to the SDGs are taken into account in the performance evaluation processes (performance monitoring).	20%



## Dimension 6: Funding and resources

DIMENSION	%	CRITERION	%	GUIDELINES	%
Dimension 6: Funding and resources	15%	Criterion 6.1: Internal and/or external funding	60%	The centre receives external funding which it allocates to SDG-related initiatives.	60%
				The centre has a specific internal budget line for SDG-related initiatives and activities.	40%
		Criterion 6.2: Resources	40%	The centre has set up a working group with the necessary powers to plan, implement and evaluate the initiatives set out in the SDG action plan.	25%
				The staff who are part of the working group have the necessary dedication to attend to their functions.	25%
				The staff who are part of the working group have the necessary qualifications to carry out their duties.	25%
				The centre provides continued training for the staff working on these functions.	25%

