



ACPUA

Strategic Plan

2024 - 2028

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ACPUA

AGENCIA DE CALIDAD Y PROSPECTIVA
UNIVERSITARIA DE ARAGÓN



Presentation by the Director of University Quality and Prospective Agency of Aragon.

The University Quality Agency of Aragon is pleased to present its Strategic Plan 2024-2028, a document that reflects our firm commitment to educational excellence and the continuous improvement of the quality of the higher education institutions in our region, underpinned by regulations and compliance with European and international standards.

The Strategic Plan 2024-2028 sets out a clear and ambitious roadmap for the coming years. Through a detailed analysis of our environment and our internal capabilities, we have identified the key areas where we need to focus our efforts for continuous improvement.

At the ACPUA we believe that progress towards a better society requires innovation, investment and continuous improvement in educational models, implementing synergies between work and talent, between experience and creativity, allowing joint progress based on the creation of new formulas that generate an impact on the community.

Therefore, our new planning focuses on the following strategic lines: quality management in evaluation and certification processes, internationalisation, social dimension, excellence and foresight, and communication. Each of these axes contains specific objectives, concrete actions and evaluation indicators designed to strengthen the mission, vision and values of the agency at its best.

With this document, the ACPUA reaffirms its main objective, which is to be the guarantor quality in higher education, in collaboration with universities, students, administrations, as well as representatives of the business and social sector, with the aim of consolidating the quality of the university system in Aragon.

Cristina Rodríguez Coarasa.

The University Quality and Foresight Agency of Aragón

The Agencia de Calidad y Prospectiva Universitaria de Aragón (ACPUA) is the official higher education evaluation agency of the Autonomous Community of Aragón (Spain). ACPUA is a full member of ENQA and is registered in the European Register of EQAR Agencies.

It was created in 2005 by [Law 5/2005, of 14 June, on the Organisation of the University System of Aragón](#). Its aim is to promote the quality of the University System of Aragón, favouring its relationship with the business world, the world of work and society as a whole. Through its activity, it promotes and disseminates a culture of quality in the field of higher education in Aragón, encouraging exchanges of experiences with other university systems.

Its main purpose is to [guarantee and promote the quality of the university system in Aragón](#) by carrying out technical tasks of evaluation, certification and accreditation of the quality of higher education in Aragón.

The function of the ACPUA is to guarantee and promote the quality of the university system in Aragón. To this end, the agency carries out technical tasks of evaluation, certification and accreditation. This activity is complemented by study and foresight work and activities to [promote a quality educational culture in higher education](#) in Aragón.

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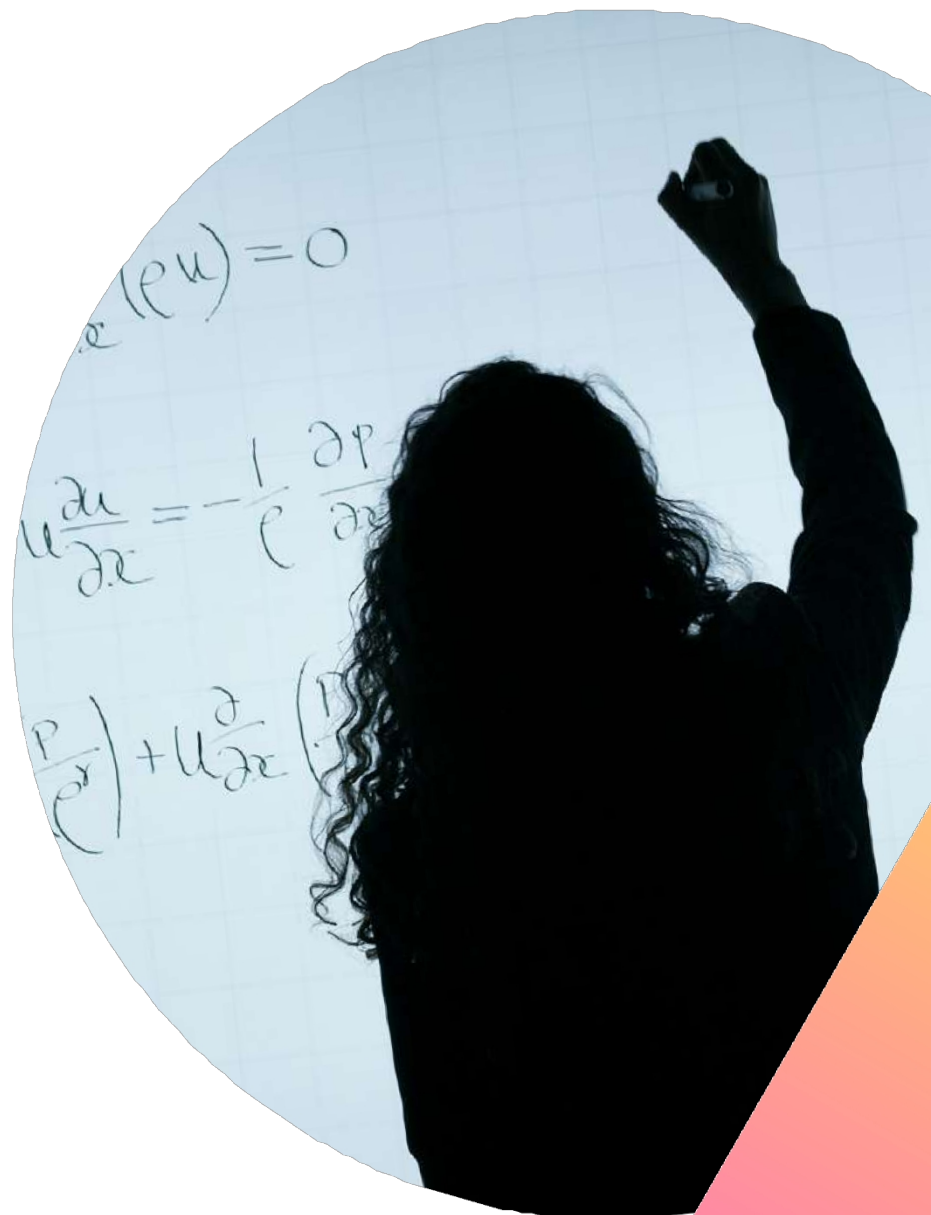
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Introduction



The ACPUA is committed to working in collaboration with all its stakeholders, fostering a culture of continuous improvement and self-evaluation. Taking as a starting point that educational quality is not only the fulfilment of normative criteria and procedures, but also implies the quality of adapting to the demands of the student body, the labour market and society as a whole.

The 2019 - 2022 Strategic Plan included 7 +1 strategic lines that marked the agency's activity during these four years, and was extended for two more years due to changes in the management area during 2023.

The Plan, which covers the period 2024-2028, has been designed for the year 2024, generated both with tools that capture the organisation's internal sentiment and through the invaluable participation of its target audience.

This is the 2nd Strategic Plan approved since the creation of the ACPUA, taking as its starting point the development of strategies that integrate innovation, inclusion, learning by doing, new European and international trends in educational quality and the development of the personal competences of university graduates demanded by the labour market.

It includes as essential objectives the revaluation of the student's relationship with the University through quality processes, as well as the consolidation of the Agency within the international quality bodies for higher education, recognising the new challenges posed by information and communication technologies in university studies, the certification of short-term training experiences or micro-credentials, the new trends in study and the importance of research for the whole of university society.

As could not otherwise, this II Plan is part of the ACPUA's commitment to European and international quality, hand in hand with the international quality reference bodies, which are moving towards innovation in university quality, taking into account the social dimension of quality, improving and building processes focused on quality assurance in higher education.

Similarly, the Agency's commitment to the 2030 Agenda and the Sustainable Development Goals (SDGs) is transversally linked throughout the strategic lines that will be implemented during the 2024-2028 period.

The ACPUA's Strategic Plan is the agency's quintessential planning tool that includes all the resources, plans, projects and equipment allocated by this public law entity to promote quality improvement in the University System of Aragon (SUA).

This Plan was approved by the ACPUA Governing Board in Zaragoza on **19 December 2024**.

Frame of reference



THE STATE OF HIGHER EDUCATION QUALITY IN A RAPIDLY CHANGING ENVIRONMENT



The state of higher education quality in a rapidly changing environment

In a world that is constantly evolving, education and training of the population is one of the main objectives for the sustainable development of societies, so that educational quality has become a fundamental pillar for the integral development of institutions linked to higher education.

Higher education faces the challenges of planarisation, not being able to establish systems based solely on teaching and learning in universities across the globe, but implying that higher education must contribute to global cooperation, sustainability, innovation and equity in a world where countries and societies are revealed as interdependent and interconnected with each other.

Universities not only train professionals for the labour market, but individually they are also agents for social change, innovation and the creation of knowledge. Thus, 21st century universities must foster spaces for global innovation (in crucial areas for the future of the planet, such as climate change, public health, technology and sustainability) and serve as a tool for training leaders and professionals who understand global challenges and are capable of generating sustainable solutions. Some of the new developments that universities will have to take on board in the future include the integration of international networking and collaboration, through mobility programmes and international academic alliances, the comprehensive training of global citizens with special emphasis on disseminating critical thinking, global ethics and respect for diversity; modifying education to make it more flexible and accessible, creating transnational and interdisciplinary curricula, establishing transversally the incorporation of new technologies to improve teaching and educational management, with the aim of improving teaching and research at a global level.

Higher education in Spain and Europe is framed within a context linked to a constant transformation, driven by revolutionary technological advances, specific demographic changes in part of the European and Spanish territory, new

labour market demands, social changes, globalisation, etc. In this context, educational quality is presented as a guarantee for the competitiveness and sustainability of educational institutions.

In Spain, the Bologna Process was a milestone in the standardisation of education systems, but it has also generated challenges that have had an impact on university systems. For this reason, universities must adapt, and are integrating, to a framework that not only demands academic excellence, but also the comprehensive training of students, as well as the training and further training of teachers throughout their working lives, preparing them for a world in constant evolution, especially associated with the needs demanded by society and the labour market. Currently, [Organic Law 2/2023, of 22 March, on the University System](#), in line with the above, does not imagine the articulation and orientation of the future of Spanish universities without incorporating the perspective, initiatives and regulations coming from the European Union, even going so far as to speak of the Europeanisation of the Spanish university system.

Particularly in Aragon, collaboration between universities and productive sectors is growing, as a result of initiatives that promote research and knowledge transfer, the establishment of new companies in the territory, the promotion of the culture of innovation in the productive sectors of the territory, the creation of exchange networks, etc. This means that collaboration between the universities of the SUA and the ACPUA is essential to ensure a high education system, in order to meet the demands of the environment in which both coexist.

In this context, the ACPUA is a fundamental body that helps the institutions that make up the SUA to guarantee academic excellence, continuous improvement and the promotion of self-evaluation processes, fostering a culture of quality that will enable them to identify areas for improvement, enhance their strengths and adapt to the European and national educational context.

The internationalisation of higher education

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) defines higher education as a cultural and scientific good that fosters personal development and economic, technological and social transformation. Higher education worldwide has changed dramatically over the last decades, especially through increased enrolments, student mobility, diversity of opportunities and dynamism in research and technology. Some 254 million students (according to UNESCO) are enrolled in universities worldwide, with large inequalities between countries and regions.

New global trends to which quality processes in higher education must adapt include equal access, mobility and inter-university cooperation, internationalisation, improvement of education policies, exchange of innovative practices and approaches, the digital revolution (e-learning and hybrid learning, ICT deployment, Big Data and higher education management information systems), multiple degree offerings, cross-border and overseas education, changing labour markets, and so on.

Since 2016, the ACPUA has been committed to inclusion in this area, becoming part of the international network of quality agencies called INQAAHE. From this platform it promoted, through its Capacity Building programme and with the help of the Andorra Agency, a powerful programme of measurement indicators for universities in relation to the 2030 Agenda.

In addition, to further advance in the line of commitment to compliance with international standards, the GGPs were presented, which are the guidelines and good practices that quality agencies must comply with when rigorously assessing their universities. This recognition is currently in force until 2026.

Joining the Global Compact: the 2030 Agenda and the Sustainable Development Goals (SDGs)

The 2030 Agenda as a global framework adopted by the United Nations (UN) establishes an action plan for sustainable development composed of 17 SDGs. Europe, as a key player in the implementation of this agenda, is committed to its integration into its political, economic and social agenda, which at national level each Member State has implemented in its national policies, thus ensuring cohesion between the local, national and European levels.

These goals underpin the pillar of the ACPUA's activity, focusing all attention on people and their needs, obtaining a quality network that encompasses the person as an individual, passing through the relationship of the student with his or her higher education institution and taking root in the SUA as a whole. The following goals have been considered essential for the development of the Agency's activity: SDG 4 (quality education), SDG 5 (gender equality) and SDG 17 (partnerships).



Progress towards quality education is a sine qua non for eliminating gender and wealth disparities as a key to achieving the Sustainable Development Goals. Education helps to reduce inequalities and to live healthier and more sustainable lives. It contributes to the progress of society and the development of tolerance between people.

It emphasises ensuring inclusive, equitable and quality education, without discrimination of any kind, to promote opportunities throughout people's lives. Some of its key aspects, which affect the Agency's activity, are the following:

Universal access to quality education, without discrimination based on gender, ethnicity, age, economic status or disability.



Establish mechanisms to evaluate and continuously improve the quality of education, ensuring that global standards are met.





learning.



Quality education through improved learning outcomes, development of personal and professional competences, teacher training and development, diversity and gender equity, empowering an education system that prepares students to face global challenges, among others.



Emphasis on the creation and improvement of adequate educational infrastructures, enabling the development of student, teaching and non-teaching staff to facilitate effective learning.



Not only is it a fundamental right, it is one of the essential foundations for building a peaceful, prosperous and sustainable world. On average, women earn 23% less than men in the global labour and spend three times as many hours on unpaid domestic and care work as men. Sexual violence and exploitation, unequal sharing of unpaid domestic work and discrimination in public leadership positions continue to pose huge obstacles for women.

Education, therefore, is the basic pillar on which gender equality must be built, especially for the protection and well-being of girls and boys who will become future adults.



Education fosters partnerships based on tolerance, equality, knowledge, cooperation and technological development, which are crucial for harnessing interrelationships between countries and accelerating sustainable global development.

Encouraging and promoting effective partnerships across all spheres of society, building on the synergies that education brings, is a key aspect of the intersectional development of the SDGs.

The European Commission and the importance of higher education

The European Union's role in this area is mainly one of support and coordination, the objectives of which include encouraging student and teacher mobility, fostering mutual recognition of diplomas and periods of study, and promoting cooperation between higher education institutions.

The higher education sector occupies a unique position at the confluence of education, research, innovation, service to society and the economy. It plays a key role in:

THE EUROPEAN HIGHER EDUCATION AREA (EHEA)

In the achievement of the European Higher Education Area (EHEA) and the European Research Area (ERA). The latter should be fully established by 2025, with the aim of raising the proportion of people holding higher education degrees, creating networks of European universities with legal personality, issuing European degrees and automating the mutual recognition of Member States' degrees and periods of learning on the basis of the Lisbon Recognition Convention.

THE EUROPEAN STRATEGY FOR UNIVERSITIES

Its mission is to strengthen the European dimension in higher education and research, to support universities as beacons of the European way of life, to empower universities as agents of change in the dual energy and digital transition, and finally to strengthen universities as drivers of the EU's global role and leadership.

BOLOGNA PROCESS

From 2024 the aim is to review and update the quality assurance systems of higher education, to respond to changes in the education system and to ensure high quality of teaching and education.

ERASMU+

Support education, training, youth and sport. Over the period 2021- 2027, and coinciding with the EU Multiannual Financial Framework, a minimum of 34. of the total Erasmus+ budget is dedicated to higher education. These programmes require the evaluation of projects and their impact, and institutions must meet the appropriate quality standards to participate in the programme, thus raising the level of educational programmes.

NEW EU STRATEGY FOR HIGHER EDUCATION

Created in the wake of the Commission's White Paper on the future of Europe and the European Commission's Communication on a renewed agenda for higher education, it seeks to strengthen the EHEA by promoting high quality and accessible education, through the integration of technology and digitisation in learning, sustainability, improved quality assurance systems, inclusion, diversity, international collaboration and an emphasis on the development of competences and skills that respond to the current and future labour market.



In the future, the EU is tasked to work towards the elaboration of a legal status for alliances of higher education institutions, to examine options and necessary steps towards a joint European degree based on common European criteria, to enable deeper transnational cooperation between higher education institutions, to address current challenges and to ensure more effective implementation of joint educational programmes and activities, pooling capacities and resources, leading to the awarding of joint degrees. Particularly important, too, are the objectives to be achieved by the Working Group on Higher Education, which will impact on the whole sector, in the context of the EHEA and ERA.

Within the Bologna process, the European Parliament underlines that the Bologna process contributes to the improvement of the quality of education systems, contributes to the comparison of higher education structures by creating quality assurance systems for the recognition of degrees, which contributes to enhancing the attractiveness higher education in Europe. Furthermore, it calls on the EU and Member States to progressively increase their education budgets in order to ensure free and quality public higher education for all.

Following these considerations, in recent years the ACPUA has strengthened its role in the international area through different activities: being part of the ENQA Committee, participating in forums and congresses of European organisations (as participants and speakers), evaluating university systems in other countries, being associate members of different European projects promoted by the European Commission, having international evaluators in all its panels and being part of the Alliance between Universities called UNITA, from within its Quality Committee, among others.

Quality in the EHEA and the guidelines of European bodies

The EHEA aims to promote a high quality and accessible higher education system throughout Europe, facilitating the mobility of students, teachers and researchers and ensuring that all participating institutions offer academic programmes that meet European and international standards.

The current criteria and guidelines for quality assurance in the European Higher Education Area (ESG) were adopted in Europe in 2005 following a proposal prepared by the European Association for Quality Assurance in Higher Education (ENQA) in cooperation with the European Student's Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA).

The ESG, currently in their 2015 version, are the framework that establishes the principles for quality assurance in higher education in terms of public policy, internal quality assurance, internal evaluation and transparency. In this way, emphasis is placed on creating and sustaining a culture of continuous improvement within institutions, promoting self-evaluation and constant feedback.

The guidelines underline the importance of the active involvement of students, academic staff, employers and quality agencies linked to the system in internal and external evaluation processes linked to the quality improvement culture.

One of the key objectives of the ESG is to contribute to a common understanding of higher quality assurance in any country. Commitment to quality assurance-related processes by quality agencies in European countries provides evidence of the quality of education and increases transparency, establishing synergies between all higher education systems in the adopting countries. These are criteria and guidelines adopted by the institutions and quality agencies working in the European system, especially integrated through ENQA and EQAR.



EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION

ENQA ensures that evaluation agencies comply with the ESG as fundamental principles for quality enhancement in higher education in the EHEA. ENQA membership and, therefore, the monitoring of these guidelines allows member agencies to collaborate in transnational networks and projects, to know and share processes, good practices and promote the coherence of European quality standards, contributing to the mobility of students and academics that feed back to the original system to which they belong and, in the same way, also to the destination system; favouring the creation and transfer of knowledge.

External quality assurance, which implies the duty of universities to undergo periodic external evaluations to verify compliance with quality standards, is carried out through national and regional quality agencies.



EUROPEAN QUALITY ASSURANCE REGISTER FOR HIGHER EDUCATION

EQAR) as an official register of quality agencies complying with the European standards set out in the ESG framework, facilitates mutual recognition between the assessments carried out, an essential principle of the EHEA. It enables collaboration between quality assurance agencies and institutions in Europe, enhances the credibility of assessments and contributes to ensuring accessible, equitable and high quality higher education in all member countries.

DATABASE OF EXTERNAL QUALITY RESULTS

a key tool for transparency and access to the results of external evaluations carried out by quality agencies belonging to EQAR, provides centralised and transparent access to quality assessment reports, reinforcing the EHEA's commitment to continuous improvement.

The renewal of ACPUA's membership of EQAR and ENQA

The commitment of the ACPUA since 2016, with the paradigm proposed by ENQA, is linked to the idea of the rapid evolution of higher education that blurs the boundaries traditionally associated with the University, modifying the curricula towards new forms of education, with special incidence of the current technological revolution, which marks new ways of teaching educational subjects and is already transforming the labour scenario. This will affect the personal competences of the student body in the higher education system, which is of utmost importance for the SUA and thus for the agency.

Since that same date, the ACPUA has been registered with EQAR, demonstrating its capacity to carry out external quality evaluations with high standards, facilitating the mutual recognition of accredited degrees and educational programmes in Aragon, reinforcing the credibility of the agency before Aragonese, national and international educational institutions, consolidating its position as a reference agency in quality assurance in higher education.

By participating in the DEQAR database, the ACPUA enables public and transparent consultation of its quality reports across Europe, which is essential to ensure the accountability and continuous improvement of the Aragonese University System, while contributing to European cooperation, allowing the identification of good practices and common areas for improvement.

Because of its willingness to maintain these commitments, during 2025 the Agency will be involved in the renewal procedure for full ENQA membership and EQAR registration, ensuring at all times that the standards required by the associations are maintained.

At the end of the 5-year period established for each renewal, the Aragonese agency will submit its applications to renew its membership. To this end, it will carry out a comprehensive self-assessment process this year, reviewing its functioning, good practices and procedures implemented in relation to ESG.

It will also be subject to an external evaluation organised by ENQA through a panel of independent experts, who will use the self-assessment report as a basis, carrying out interviews and on-site visits to the ACPUA in order to obtain a comprehensive view of its functioning.

This procedure will allow the ACPUA to maintain the high quality standard it has been developing in its practices and procedures, which will have an impact on the SUA and will also contribute to the confidence of the EHEA.



The new paradigm of the Spanish university system

Organic Law 2/2023, of 22 March, on the University System (hereinafter LOSU), responds to the need to update and modernise the Spanish university system in order to guarantee the quality of higher education, promote an autonomous university, strengthen university research and knowledge transfer, promote social inclusion and foster the internationalisation of the system and the mobility of students and teaching staff.

In line with global and European trends in higher education, the main structural developments of the law include the following:

- ◆ A university at the service of society, which contributes to sustainable social and economic development, promoting an inclusive and diverse society, committed to the rights of the most vulnerable groups and which constitutes a space for freedom, for debate between cultural perspectives, encouraging personal development.
- ◆ Providing instruments and enabling spaces and dynamics so that universities can continue to be a space for experimentation, innovation and participation, turning universities into tools at the service of society.
- ◆ To ensure an academic model that ensures comprehensive, advanced and broad training and the development of personal and professional skills, both teaching and research.
- ◆ To strengthen research and generate knowledge, converting this knowledge into socially useful knowledge, generating links with social actors, seeking interdisciplinarity and multidisciplinary to respond to the growing complexity of global challenges through a model of Open and Citizen Science.
- ◆ Strengthening the capacity to serve society as a whole in order to achieve a University for all ages, including lifelong learning as an essential dimension of the University's teaching function.

- ◆ In addition to full integration into the EHEA, it is considered necessary to encourage knowledge and shared training with the Ibero-American Higher Education and Knowledge Area, and to reinforce the dynamics of collaboration opened up in the Mediterranean basin or in the opening of new links with higher education centres in North America, Asia and Oceania. To this end, this Organic Law incorporates, for the first time, a title dedicated to internationalisation.
- ◆ The student body as the centre of the university system, through training and updating the skills of the teaching staff, the emotional health of the student body and promoting their participation in the governance of the university. Incorporate the statute of the student body, consolidating and extending a catalogue of rights and duties that until now have been included in the regulations, adding academic unemployment as a right of the student body.
- ◆ The construction of an equitable University, establishing requirements in terms equality between men and women, access for people with disabilities and the promotion of diversity as an instrument for improvement.

RADIOGRAPHY OF THE UNIVERSITY SYSTEM IN ARAGON



Radiography of the Aragonese University System

The Autonomous Community of Aragon has two leading universities: the University of Zaragoza and San Jorge University, as well as other higher education centres, research institutes and collaboration programmes with international universities. The academic offer of Aragonese universities is diverse, ranging from technical and scientific degrees to areas of the social sciences, humanities and arts.

Digitalisation and the use of information and communication technologies play a key role in improving the quality of education. The entities that make up the SUA have invested in online learning platforms and digital resources to complement face-to-face training, in accordance with the mandates of the LOSU.

It is characterised by a great diversity of academic offerings and a strong commitment research and technological development, which welcomes both the regional population and students from other autonomous communities and international students.

The University of Zaragoza, founded in 1542, is the oldest and largest university in the region, with its main campus in the city that gives it its name, it has branches in Huesca, Teruel and other Aragonese towns. It stands out for its multidisciplinary approach and its research areas in biomedicine, renewable energies and engineering.

San Jorge University, founded in 2005, is a private university that has experienced rapid growth. It offers undergraduate, postgraduate and lifelong learning programmes, with special emphasis on practical training and the relationship with the professional world. It stands out for its areas of communication, health, architecture and engineering.

The entities that make up the Aragonese university system (SUA) offer degrees, master's degrees and doctorates in the five branches of knowledge: Arts and Humanities, Sciences, Health Sciences, Social and Legal Sciences and Engineering and Architecture. There is a clear commitment to internationalisation which is implemented collaboration agreements, exchange programmes, research stays, and the

offer of foreign language programmes.

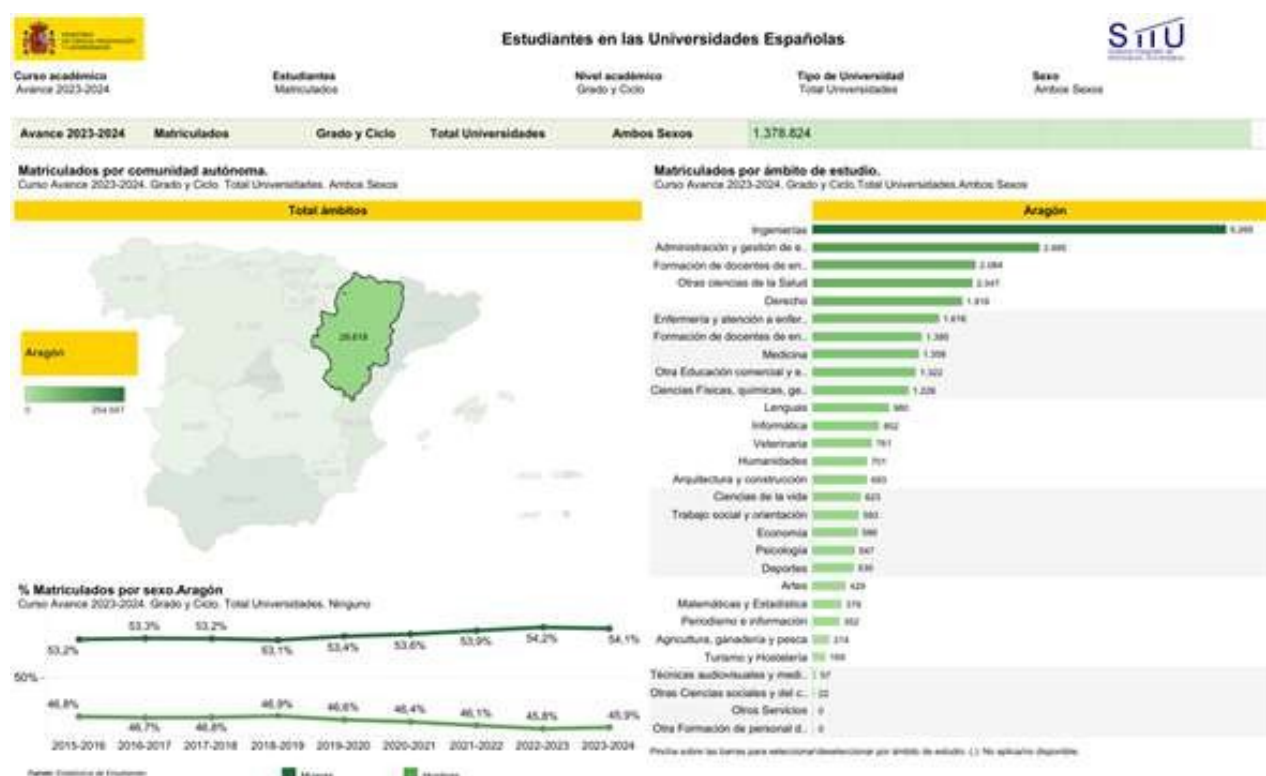
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Radiography of the Aragonese University System

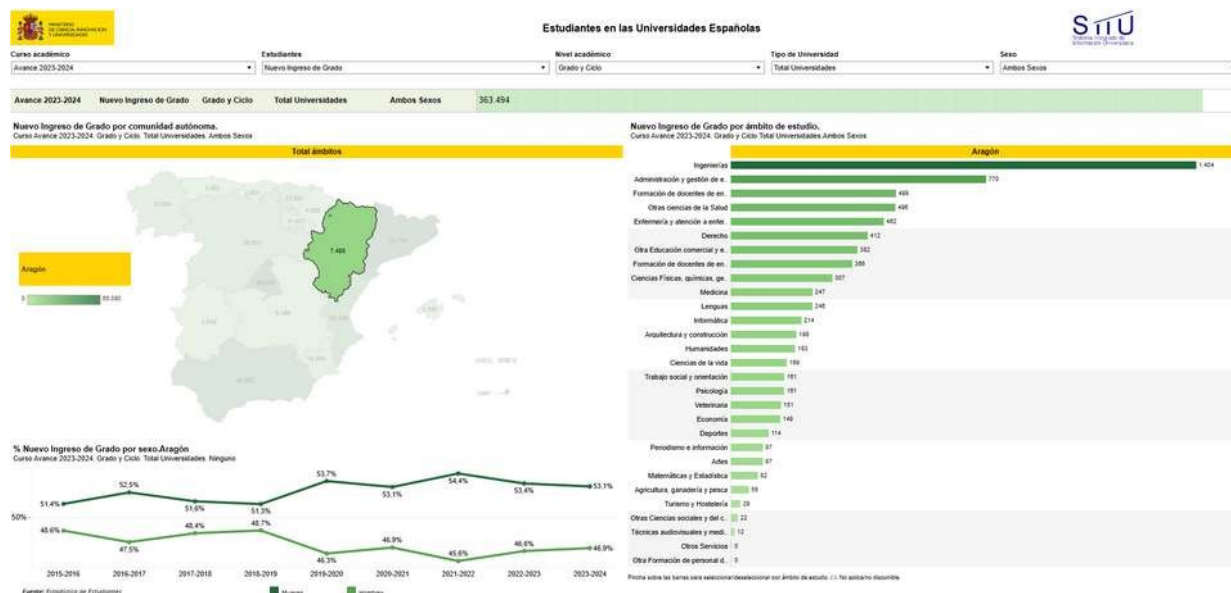
The data collected by the Ministry of Science, Innovation and Universities during the preview of the 2023-2024 academic year collected in the Integrated University Information System (SIU) indicate that 29,619 students are enrolled in Aragon, with a slightly higher rate of female enrolment (54.1 %) than male enrolment (54.1 %).

In general terms, over the last few years, the SUA has welcomed a fluctuating number of students over time, while maintaining a stable level of undergraduates.



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The largest proportion of students are enrolled in undergraduate programmes, followed by those enrolled in master's programmes and, to a lesser extent, in doctoral programmes. The trend towards specialisation and lifelong learning is reflected in the progressive increase of students in postgraduate programmes, especially in the areas of engineering, health and business administration and management.

The SIU also collects data on research activity and knowledge transfer in Aragonese universities, especially the University of Zaragoza has a wide and proven scientific production, in areas such basic sciences, engineering, biomedicine and agriculture. Furthermore, knowledge transfer and collaboration with companies and public administrations have grown in recent years, contributing to the economic development of the region, especially through applied research and new technologies, with an emphasis on strategic sectors such as biotechnology, renewable energies, logistics and artificial intelligence, which have increased both in terms of publications and funded projects.

Student mental health

A recent study by the Ministry of Universities found that more than 50% of university students in Spain perceived the need for psychological support during the last four-month period. Furthermore, the new LOSU states that students have the right to counselling for the care of their mental and emotional health.

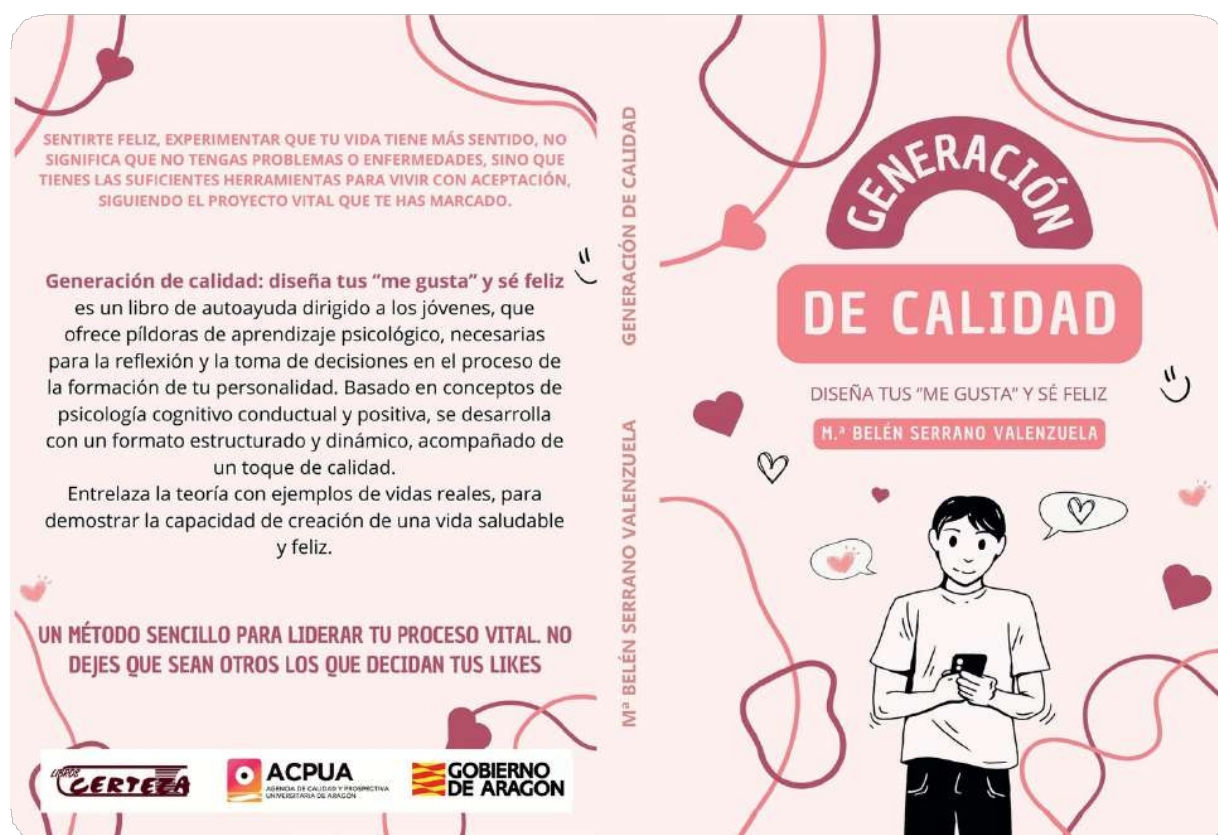
Therefore, already in 2022, the ACPUA got involved with students by listening to their difficulties during and after the pandemic. In this publication, The ACPUA Learns No. 10: Post-COVID Strategic Forum, which is part of its thematic analysis, it found that "the most common experiences include social disconnection, increased stress and anxiety, decreased concentration and reduced academic performance, combined with the loss of a sense of belonging to the university and the disappearance of university life.

One of the biggest fears of students is that this whole situation will affect their future employment: they are afraid of losing the quality of their studies. All these issues should be monitored in the future. The most important proposal, in this sense, is to expand the resources of the psychological care services of the universities, also disseminating their existence and offering training in mental health to the teaching staff so that they can better understand all these issues and know how to deal with their students if they are going through delicate situations".



Following this study, the ACPUA produced a publication to respond to this situation and to help young people to deal with some of these situations through psychological resources.

This is the origin of La ACPUA Aprende nº12: Quality generation. Design your likes and be happy. In it, the prologue writer Javier García Campayo, Professor of Psychiatry at the University of Zaragoza, points out that "one of the greatest contradictions we find in this 21st century is the fact that we live in the most developed and technological world in the history of mankind, therefore, the one in which we could have greater well-being and, nevertheless, the rates of psychological discomfort and psychiatric illnesses do not stop increasing continuously. This is true for the general population, but it is even more evident in university students, one of the sectors of the population with the highest levels of psychological stress and morbidity.



Student employability

The SIU data includes information on the employability of graduates. Although employability rates vary according to the areas of study, some sectors, such as health sciences and engineering, have a higher rate of labour market insertion. The final report on the labour market outcomes of undergraduate graduates of the University System of Aragon. Cohort 2016-2017, promoted by the ACPUA together with other institutions (La ACPUA Aprende nº10), incorporates data and analyses the employability and professional opportunities of graduates from Aragonese universities.

Among the most important conclusions of the report are the following:

- ◆ Regarding the employability rate: there is a clear and stable trend in recent years, with 70-80 % of graduates finding employment in the first year after completing their studies, although this percentage varies according to the type of degree. Among the degrees with the highest employability rates are engineering, health sciences and social sciences, with the majority of graduates finding employment in key sectors for Aragonese development, such as technology, health and public administration.
- ◆ Regarding the time to employment: Most graduates find employment within the first six months of completing their studies, especially those in high-demand areas such as engineering and health . Internships, scholarships and international mobility play a key role in the speed of job placement.
- ◆ Regarding the level of satisfaction of the graduates: most of them value positively the training received in their degree programmes, highlighting the quality of the teaching staff and the resources available in the Aragonese universities. However, some of them indicated that more practical training and professional guidance could be incorporated to employability. The need for greater collaboration between universities and companies to adapt programmes to the needs of the labour market was highlighted.

Development of the strategic plan

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METHODOLOGY



Methodology

This planning has been developed through a methodology based on the critical review of previous strategies, the active participation of stakeholders and the exhaustive analysis of data, with the aim of defining the new strategic lines for the future of the agency, which will allow it to lead the activity in quality assurance through clear, measurable and significant objectives for the mission that the ACPUA carries out in the Aragonese University System.

The preparation of the 2nd ACPUA Strategic Plan began during the first quarter of 2024, having been designed and coordinated internally as a process of planning and continuous evaluation, encouraging the participation of its stakeholders at all times.

As a first step and prior to the approach of the methodology to be followed, a documentary review and analysis of the ACPUA's first strategic plan and of all its annual activity plans was carried out. The purpose of this documentary review was to analyse the objectives established for previous periods, in order to analyse trends and common points that should be assessed to determine whether they had been met, and to consider whether it was necessary to go deeper into these objectives in the drafting of the new methodology that will give rise to the 2nd Strategic Plan of the ACPUA.

This review has provided a reference of previous experiences in order to establish a starting point, in particular by assessing the implementation and feedback obtained from previous strategic lines.

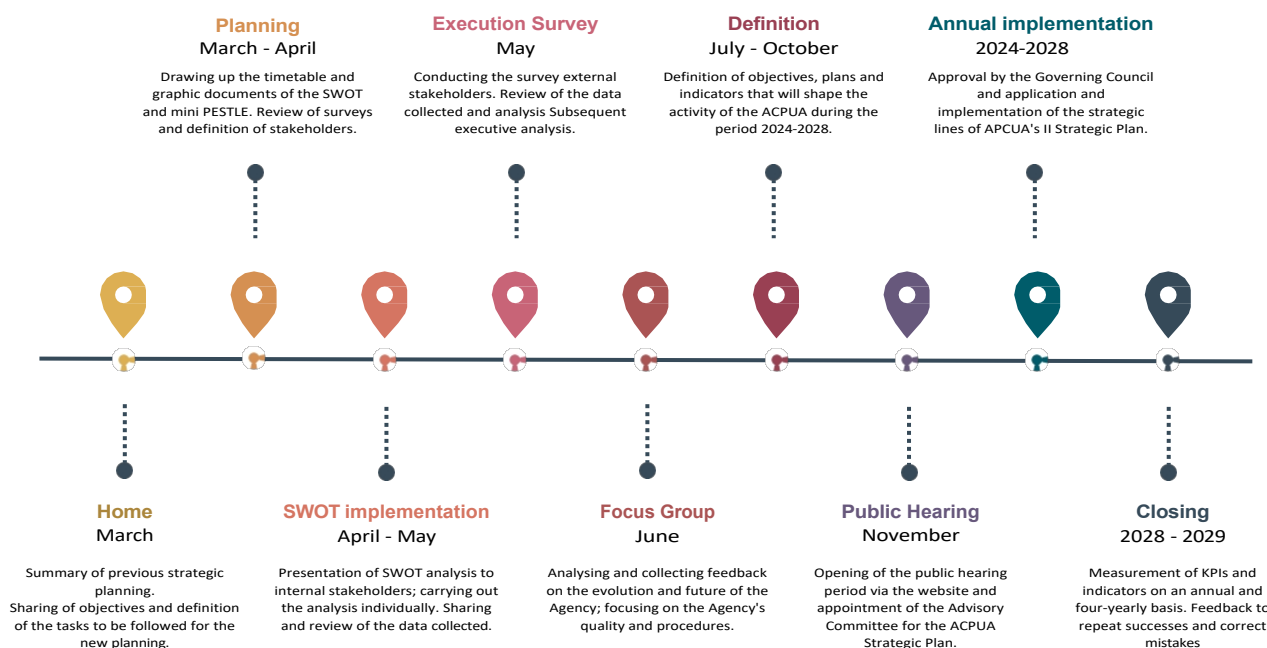
Timeline

Once the documentary review was completed, a detailed work schedule was drawn up that organised the different phases of the methodology to be used, defining the deadlines for each of the activities and the specific tasks to be carried out, which was published on the ACPUA website. This timetable has enabled the process to be managed efficiently, establishing realistic deadlines, allowing each stage to be carried out in accordance with the forecast, enabling this Strategic Plan 2024 -2028 to be approved and finalised, as planned, in December 2024.

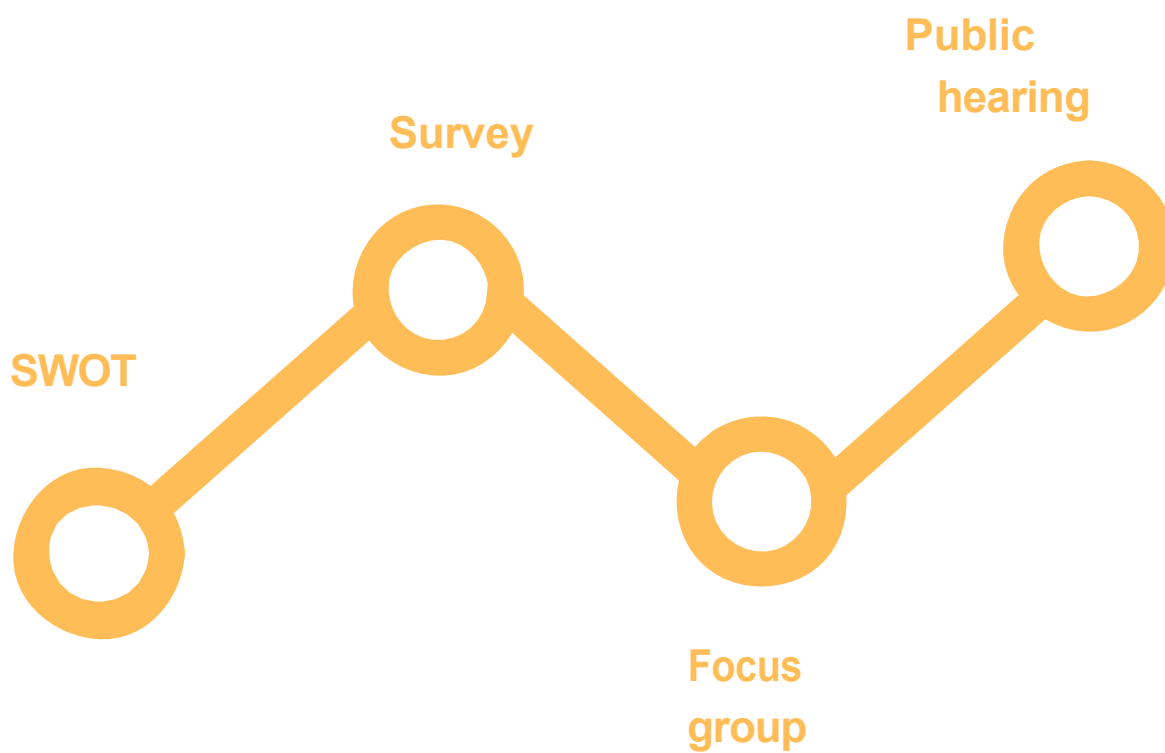
The development of this timetable has taken into account the execution of different activities: SWOT analysis, survey, focus group and public hearing.

STRATEGIC PLANNING

TIMETABLE



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First, a SWOT (Strengths, Weaknesses, Opportunities, Threats and Opportunities) analysis was carried out to identify the internal and external needs that the Agency will have to face.

The SWOT analysis, as a methodology for studying the situation of an organisation, allows, by analysing its internal and external characteristics, to identify its weaknesses, threats, strengths and opportunities. Its objective is, based on the information obtained about its situation, to adapt or make organisational changes that adapt to the internal requirements and those of its environment.

Secondly, to develop an effective strategic plan aligned with the needs of the ACPUA's immediate environment, in order to complement the data obtained through the SWOT, a survey was conducted among its target audience: members of the governing, advisory and technical bodies of the ACPUA, members of the Universities of Aragon, the Government of Aragon, other national Evaluation Agencies and international evaluation bodies, evaluators in the Agency's processes, students and social agents.

Thirdly and complementarily, in the third quarter of the year, a focus group was held with two representatives from each of the Agency's previously identified stakeholders, with the aim of deepening and complementing the quantitative data obtained from the survey and the SWOT analysis. This proved to be a fundamental milestone in ensuring that the strategic decisions to be implemented in the Agency through its 2nd Strategic Plan reflect the realities and expectations of the external public, enriching the planning process and strengthening the effectiveness of the Plan as a whole.

The choice of limiting the representatives of each stakeholder group to two facilitates the exploration of the motivations and perceptions of the responses obtained in the survey, collecting qualitative data through the voices of the real stakeholders in the Agency's activity. Furthermore, the broad representative group that has been chosen ensures that multiple perspectives and experiences in relation to university quality are addressed, complementing the dynamics that influence quality processes in secondary education from inception to implementation.

Finally, a public hearing was organised through the web, after sending mass emails to all , in to encourage an open, transparent and accessible participation for the whole community, allowing any interested person to ask questions, suggest improvements or contribute their ideas to the process of generating the planning process.

Once the data from the SWOT, the surveys, the focus group and the public hearing had been compiled, the information was collected, analysed and interpreted. These data were used to identify the main trends, priorities and needs to be covered by the 2024 - 2028 strategic plan, which make up the strategic lines presented in this document.

In summary, the methodology followed for ACPUA's strategic planning has been comprehensive, participatory and action-oriented. Through a process of critical review, qualitative and quantitative data collection, and active participation, clear strategies have been established and adjusted to the needs of the agency and the global challenges of higher education. This approach will enable the ACPUA to continue to play a key role in the continuous improvement of the quality of education in Aragon and its alignment with international best practice.



Diagnostic tools and sample data

SWOT analysis.

As part of the development of this strategic plan, a SWOT (Strengths, Weaknesses, Opportunities, Threats and Opportunities) analysis was carried out in order to identify the key factors influencing the agency's performance and growth. To this end, a total of 9 employees of the Agency were involved in the process, in addition to the person who was on an internship at the time of this analysis.

Using this tool, the main variables influencing the ACPUA have been analysed and used as a basis for creating the strategy that will shape Agency's projects and objectives over the next four years.

Internally, a meeting was held in which the diagnostic element to be used as the first tool to lay the foundations of the Strategic Plan, the SWOT, was presented. After this meeting, the ACPUA work team participated, individually and anonymously, by filling in the sections corresponding to the weaknesses, threats, strengths and opportunities that, in their opinion, affect the organisation.

This team has been key to providing a comprehensive and diverse view of the agency's current situation, as it is composed of people from different backgrounds and levels of experience, which has allowed for a more complete and representative analysis. The interaction between employees from different areas and the active participation of the 10 people in the sample has enriched the analysis, providing valuable information on internal strengths, weaknesses that need to be addressed, external threats and opportunities for improvement or expansion that the agency could take advantage of in the future.

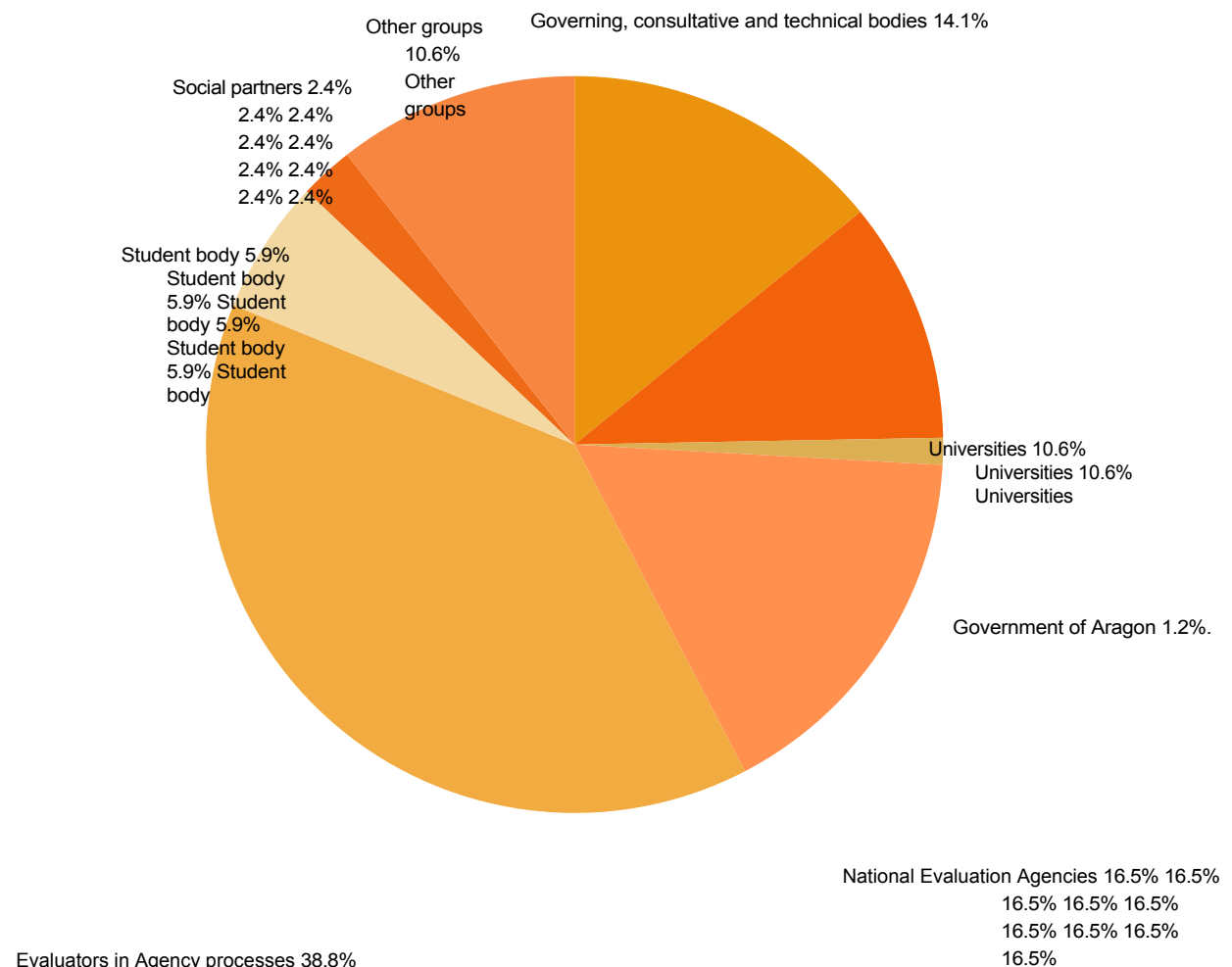
This collaborative approach has been essential to ensure that the findings of the SWOT analysis reflect a broad and realistic view of the organisation, and served as the basis for the formulation of strategies to optimise available resources and enhance the agency's performance in the short, medium and long .

Diagnostic tools and sample data

Survey.

Through this tool, data is collected that identifies the needs and expectations of all the Agency's stakeholders, making it possible to gather quantitative and qualitative information, fostering public transparency and citizen participation, a necessary condition for an open government, which promotes the general interest by integrating civil society, making it possible to join forces and favouring greater efficiency in administrative action.

Sample distribution:



This tool has proved to be of major importance in allowing the active participation of the different actors involved, administrative transparency and the implementation of internal quality procedures. In this spirit, the survey comprised four main groups of questions:

- ◆ **Management of evaluation, certification and accreditation processes:** it addresses questions on the evaluation of degrees, centres, research and staff. In particular, it emphasises the adequacy of the procedures currently carried out by the agency, assessing the satisfaction of all participants, depending on the group to which they belong, on the attention received during the duration of the procedures.
- ◆ **Agency programmes that promote the Social Dimension of Quality:** as an ex novo term coined by the ACPUA to reaffirm its commitment to a holistic approach to quality, which has an impact on the well-being and personal development of the agents receiving its action. It affects indicators that go beyond academics, in close relation to the SDGs and the social impact of higher education.
- ◆ **International ACPUA:** Given the importance of the Agency's participation in international quality networks, as well as the relationship of these networks with the EHEA and SUA universities, the relevance of the international dimension of the ACPUA and the role it assumes in promoting equality in the management of its activities is questioned. The proper management of these projects and activities is of vital importance for it to remain at the forefront of higher education evaluation, while identifying and anticipating new global and European trends in university quality, especially through INQAAHE, ENQA, EQAR, ECA and the Global Compact.
- ◆ **Training and communication:** we evaluate the quality of our seminars, publications and, in particular, our website as the primary means of communication with the outside world. In particular, we focus on the optimisation of our communication channels in order to align ourselves with the expectations of our stakeholders.

Diagnostic tools and sample data

Focus group

As part of the tools used to develop this strategic plan, a focus group was used as a key qualitative information gathering method. This technique was chosen for its ability to provide a deep and detailed insight into the perceptions, needs, expectations and concerns of the main groups with which the quality agency interacts, allowing direct and relevant insights to inform strategic decision-making.

Through open discussions, the aim is to validate the results of the survey, identify discrepancies, clarify ambiguous points, generate new ideas and create consensus on the priorities that the ACPUA should lead in the future. This is an approach that further deepens the principle of citizen participation and transparency as fundamental elements in public management, promoting a sense of permanence and collaboration, which will serve to increase the favourable results of the strategic lines and objectives to be implemented through the Strategic Plan.

The focus group was held on 29 August 2024, lasting approximately one and a half hours. The session was conducted online, using the format of an executive meeting or kick-off, which facilitated the participation of all key actors without the need for travel and in a collaborative and open environment.

Two representatives from each of the following target groups, essential for the work of the agency, were invited: Governing Board, Evaluation Committees, Universities, Network of University Quality Agencies (REACU), International, Evaluators, Students and Social Agents.

To facilitate the process and ensure efficient and clear data collection, the Mentimeter tool was used to conduct interactive surveys, set key questions and receive answers in an agile and dynamic way. This tool not only facilitated participation, but also made it possible to organise and visualise the responses immediately, which was crucial for structuring the analysis of the results in real time.

Diagnostic tools and sample data

Public hearing.

In line with the Agency's quest for transparency and active stakeholder participation, a public hearing was held to broaden the scope of the consultation process, facilitate ongoing feedback and strengthen the Agency's commitment to participatory governance. By adopting this strategy, it ensures that the strategic plan is built on a solid foundation, representative and aligned with the needs and expectations of all key stakeholders.

This hearing was held through the specific section for the Strategic Plan on Agency's own website <https://acpua.aragon.es/es/estrategia> by means of a summary document that included the results of the SWOT, the survey and the focus group, as well as a proposal for strategic lines to be included in the Strategic Plan.

This act of transparency not only reinforces the credibility of the agency, but also contributes to strengthening the trust of the actors involved in the strategic process. Furthermore, by providing a clear overview of the data and preliminary findings, it ensures that all stakeholders have access to the same information.



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On the other hand, the public hearing facilitates the inclusion of stakeholders in the validation and reflection phase of the strategic plan. By making this document publicly available, it is essential for stakeholders to express their views, concerns and suggestions, ensuring that the plan is not only the result of an internal analysis, but is aligned with the needs and expectations of all stakeholders.

In addition, online accessibility allows the scope of the consultation to be broadened beyond the direct participants in previous activities, making it possible for interested to access the information and contribute to the discussion.

The possibility of receiving additional feedback is another major benefit of conducting the public hearing online. The website not only serves as a means to present the results, but also enables interactive tools, such as forms, forums or surveys, which facilitate the collection of opinions and comments in a direct and continuous manner. In this way, it encourages dynamic feedback that enriches the planning process and helps to detect possible aspects not previously considered.

In addition, holding an online public hearing reinforces the agency's institutional commitment to continuous improvement and participatory governance. This type of action not only generates a higher level of legitimacy for the strategic process, but also demonstrates that the Agency is willing to listen to and act on demands and needs of the various stakeholders.

Diagnostic tools and sample data

Internal Advisory Committee.

As part of the process of drawing up the ACPUA's Strategic Plan 2024-2028, an Internal Advisory Committee has been set up with the main objective of providing expert guidance in the design and monitoring of strategic planning. This Committee is composed of experts in quality, planning, evaluation and university accreditation, together with internal advisors from different bodies of the agency. The integration of these diverse profiles ensures that strategic planning is based on a broad and multidisciplinary vision, which enriches decision-making and ensures the effectiveness of the plan throughout its implementation.

The members of the internal committee play a key role in the design of the strategy, providing their expertise to ensure that the process is appropriate and effective. Internal advisors include a student, an academic, a practitioner and an international representative, who bring their respective perspectives on educational quality, operational management, global accreditation standards and the expectations of the agency's key stakeholders.

Advisors provide critical and informed insight into both the design and monitoring phases of the plan. They are also responsible for monitoring the progress of plan's implementation, helping to make any necessary adjustments and ensuring that the results are as expected.

This integrative approach not only facilitates the design of robust and well-informed strategic planning, but also ensures that its monitoring is continuous and effective. The Internal Committee ensures that the strategic plan remains dynamic, flexible and aligned with the changing environment, which is essential for the long-term success of the ACPUA.

RESULTS



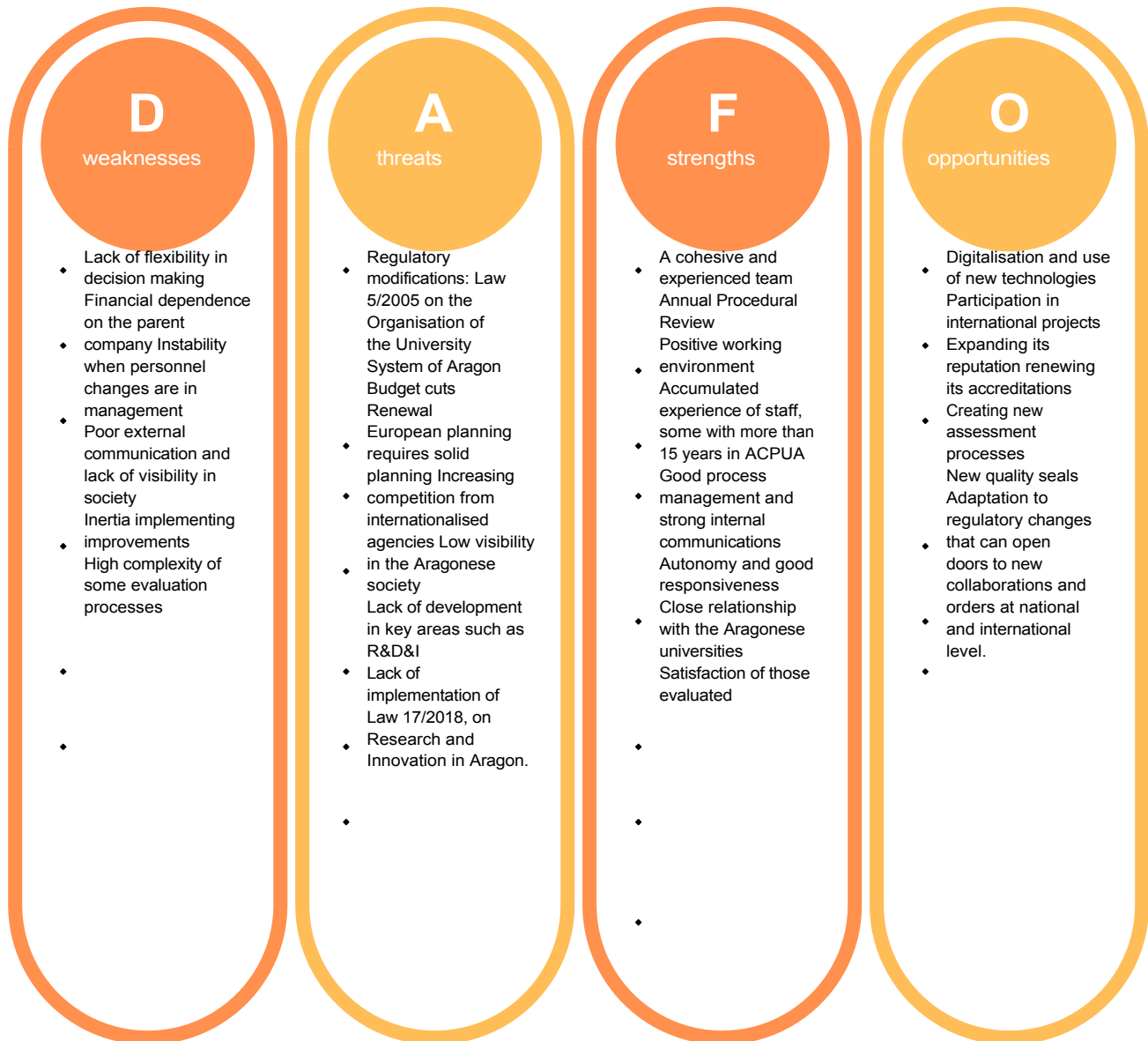
Results

The results obtained from the different tools used in the strategic diagnosis (SWOT analysis, the survey, the focus group and the public hearing) are key elements for the formulation of the strategies that will guide the agency's development during the period 2024 - 2028.

The presentation of these results aims to provide a solid and transparent basis for the Agency's future actions. These data will be analysed and used to define the strategic priorities and areas of intervention that will guide the agency's work in the coming years, ensuring that decisions are informed by a comprehensive and representative diagnosis of the needs and expectations of all stakeholders.

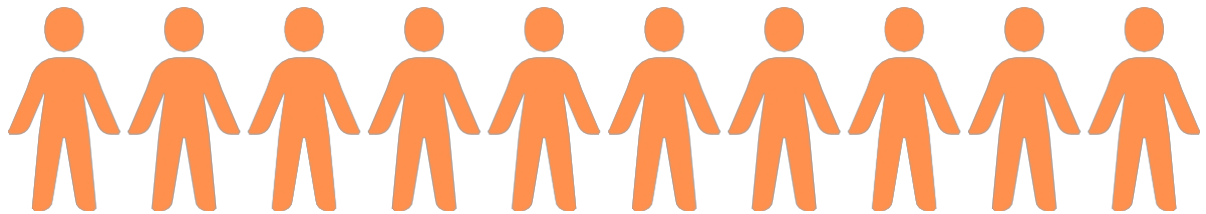
SWOT

The analysis of the organisation's weaknesses, threats, strengths and opportunities derived from the participation of ACPUA workers revealed the following data:

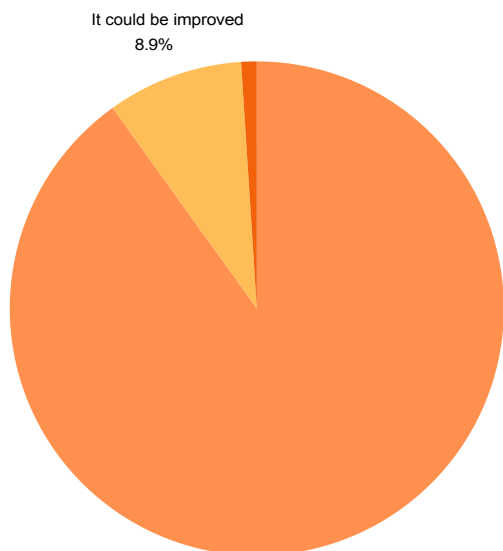


Survey

In terms of the results obtained, valuable insights have been gathered on perception and satisfaction with the four main blocks of questions. 99% respondents are aligned with the Agency's mission, vision and values, indicating strong support for the Agency's statutory and regulatory performance.



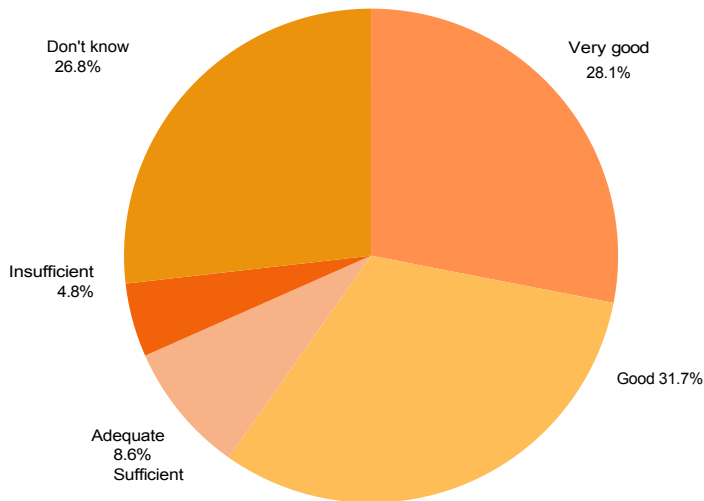
In terms of **process management** and its appropriateness and necessity:



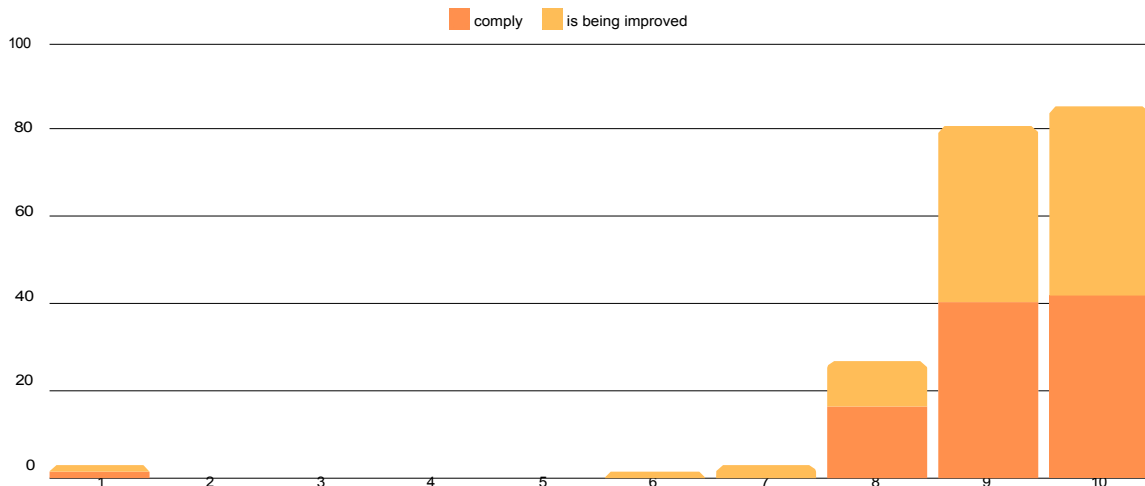
Perception of the usefulness of the Evaluators is predominantly positive, especially among evaluators and collaborators, who are also very satisfied with the training provided by the agency to participate in the processes, with a satisfaction rate of 100% of the sample surveyed. It underlines the adequate performance that until the moment se has come but does not close the door to introduce new developments or improvements in this regard.

Furthermore, 85% are satisfied with the attention received within the group to which they when participating in the procedures promoted by the ACPUA.

Programmes related to the **social dimension of quality** highlight the importance of the Alumni Report produced by the Agency, but consider that the Agency's foresight work could be improved.



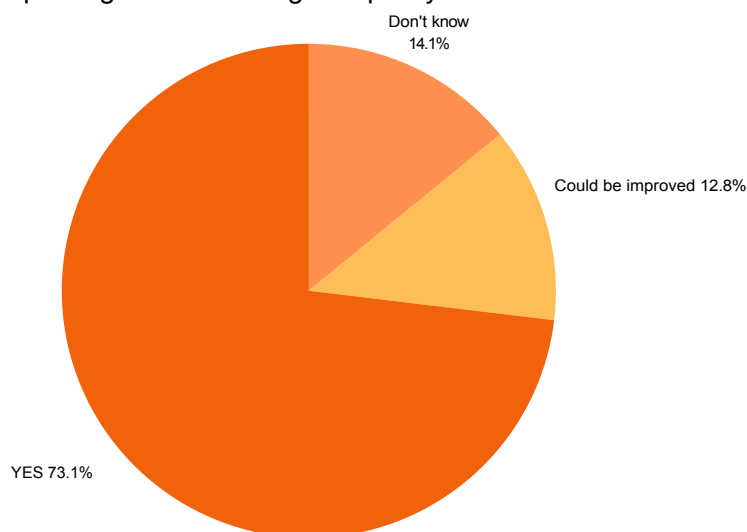
86% of the participants consider that the activities developed so far are closely linked to the needs and interests of the groups to which they belong, although the students confirm that improvements should be made to the programmes carried out for their group.



The **international dimension** of the ACPUA is rated positively, with 76.3% of respondents considering it to be very relevant. In relation whether respondents believe that ACPUA's protocols are ESG compliant and whether improvements are being made for the renewal of its ESG commitment, the results show the following data:

In terms of **training and communication**, 55% consider that the quality seminars promoted by the ACPUA are necessary and sufficient. However, 56% profess that the "ACPUA learns" programme does not meet their expectations in terms of improving their knowledge of quality.

To what extent do you consider the ACPUA website to be effective, complete, bilingual and transparent? As can be seen in the graph, the website is highly valued, thus fulfilling values with which it was born.



Respondents also emphasise the **quality and good work of the Agency's team**, with 58% of participants giving it a score of 10, with no marks below 7. Among the positive aspects of the Agency's good work and team, respondents mentioned: organisation, effectiveness, efficiency, involvement, professionalism, dynamism, proximity, speed, responsibility and quality.

In terms of the **areas of improvement** that respondents consider important for the future of the agency, they suggest carrying out face-to-face activities, implementing techniques or advice to address tensions between local and international practices on university quality, creating procedures or recommendations for transversal competence training for students and teaching staff, increasing student representation, and strengthening foresight work.

Focus Group

The participants urge to continue with the implementation of continuous improvement:

IMPROVEMENTS IN EVALUATION PROCESSES

Maintaining proven methods: they suggest continuing the practice of internal and external reviews of evaluation processes, considering that this should be an effective approach.

Simplification without sacrificing quality: responding to the growing demand for simplification in evaluation processes, while ensuring that quality is not compromised.

Monitoring and meta-evaluations: Participants agree on the importance of continuous monitoring of evaluation results, as well as conducting meta-evaluations of programmes involving all relevant stakeholders.

Harmonisation and adaptation: there is almost unanimous agreement on the need to simplify and harmonise evaluation processes, adapting criteria specific to the SUA context, avoiding replication of models or criteria from other quality agencies.

Optimisation and specialisation: by improving response times and establishing a periodicity in the review of processes.

IMPROVEMENTS IN FORESIGHT WORK

Systematisation of data collection: through a more systematised thematic analysis and greater coordination with social actors.

Involve stakeholders.

Use of Artificial Intelligence and webinars.

Visibility and communication: it is necessary to increase the visibility of actions and results, planning communication from the initial stages and selecting topics of common interest with universities and other stakeholders.

IMPROVEMENTS IN THE SOCIAL DIMENSION OF QUALITY

Collaboration with SUA universities: through the design of collaborative strategies to establish an effective connection with the student body.

Proactive communication: improving the communication of the activities and proposals developed by or from the agency, aligning messages with the interests of the stakeholders to whom the action is addressed.

All participants agreed on the good relationship they have with the agency, describing it, among others, as cordial, close and professional, based on mutual listening and effective collaboration.

Public hearing

After the deadline for the public hearing, a total of six responses were received, identifying several areas to which stakeholders drew the Agency's attention.

The first one suggests improving the clarity of the proposed strategic lines, highlighting the confusion around the internationalisation and communication lines. In relation to internationalisation, the stakeholder states that it should focus more explicitly on concrete actions to give international visibility and recognition to the Agency's activities. In the case of the communication line, it should be better differentiated from internal operational aspects, not being mixed with its external visibility and dissemination objectives. Each strategic line should be understandable and should have clear and differentiated objectives.

Another aspect to highlight is the visibility of the ACPUA in society. Several interventions pointed out that the agency's low visibility should be seen primarily as an internal weakness, stemming from its own actions, than as an external threat. This approach opens up the possibility of reinforcing the agency's external communication and increasing its presence in the public sphere, which would not only improve its positioning, but also strengthen the recognition of the importance of university quality in Aragonese society.

With regard to university assessment, significant concern was received in relation to the treatment that some students perceive by certain members of the teaching staff, as well as the high demands that are sometimes imposed in the degree programmes. This type of situation generates stress among students and fosters a climate of fear that prevents students from complaining or reporting situations of inappropriate treatment. Families, in particular, pointed out the need for a channel to provide feedback on the quality of education and the treatment of students, which could be useful to strengthen the perception of the agency and its role in improving educational standards. Similarly, the scarcity of counselling services in universities was highlighted, which could contribute to the rate.

In addition, concerns about student care and the possibility of strengthening psycho-emotional support services were recurrent. Waiting lists at university psychological services, coupled with high drop-out rates, highlight the need to incorporate measures to strengthen the holistic well-being of students.

Finally, a number of comments highlight the need to improve infrastructure and staffing conditions in schools, especially in early childhood education centres (ECCs) that manage multiple stages of education. Although this is not one of the ACPUA's competences, the observations made in this regard are evidence of the lack of awareness of the Agency among actors in the education sector.

In summary, the responses provided by the participants suggest that the ACPUA should reinforce its public presence and clarify its focus on internationalisation and continuous improvement of educational quality through specific actions such as international cooperation or the visibility of its activities at global level.

This type of feedback is essential for adjusting strategic lines related to the agency's visibility and role in the wider educational context. These observations underline the importance for the ACPUA, in addition to evaluating academic processes, to also consider aspects related to the well-being and quality of the university experience, highlighting the need to strengthen student support.

Strategic lines



Elaboration

The strategic lines of the 2nd ACPUA Strategic Plan 2024 - 2028 are developed using the SMART methodology (creation of specific, measurable, achievable, realistic and time-bound objectives), which will make it possible to establish clear, concrete and well-defined strategic lines and objectives.

Each objective will be quantified through KPIs or Key Performance Indicators, which will be relevant, measurable, actionable and specific, allowing precise monitoring of the progress of the plan and its results.

The strategic lines provide the general directions towards which the ACPUA's actions should be oriented, delimiting key areas of action, facilitating the focusing of efforts towards priority goals. Each of the strategic lines has long-term multi-year objectives, segmented through intermediate or annual milestones that will allow progress to be measured in a staggered manner.

Annually, an Annual Plan will be established in which the corresponding actions and goals for each period will be described, culminating in a measurement through KPI's, allowing an objective evaluation of the degree of compliance. Finally, an annual report will be drawn up reflecting the progress, results obtained and necessary adjustments, which will be presented to the Agency's Governing Board.

The strategic lines are aimed not only at optimising processes, but also at building a more complete and comprehensive Agency, which will enable it to continue to maintain the highest quality standards over time. For this reason, objectives are established that go beyond operational aspects, promoting continuous improvement and the search for excellence at all levels.

This comprehensive approach encompasses all the Agency's activities, which will enable it to move towards a more efficient and innovative management in line with the new trends in quality in Spanish and European higher education. This commitment to excellence is at the heart of the ACPUA.

MISSION, VISION AND VALUES





Mission

The new proposal includes the student body as a key player in the Agency's activities.

The ACPUA's mission is to guarantee and promote the quality of the university system in Aragon. This includes the development of useful links between the university (including the student body), 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.).

To achieve this mission, the 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

The new proposal includes the Agency as rigorous, professional, objective and independent.

The ACPUA aims to be an agile and efficient agency; one that will become indispensable in the territory due to the rigour, professionalism, objectivity, independence, seriousness and operability of its service activity. Providing the added value of quality assurance, we will be an indispensable 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.

In order to achieve this vision, the 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

The new proposal includes two new values to complete a decalogue: the social dimension of quality, the promotion of the 2030 Agenda and sustainability, as well as the use of innovative and technological tools.

1. Independence, autonomy and objectivity.
2. Social accountability and transparency by ensuring public access to reliable, timely, clear and accurate information.
3. The social dimension of quality, the promotion of the 2030 Agenda and sustainability, promoting and ensuring its fulfilment in higher education.
4. The establishment of internal and external quality assurance mechanisms for the continuous improvement of processes to ensure their effectiveness and efficiency.
5. The use of innovative tools and technology to facilitate and simplify evaluation and feedback in the Agency's processes.
6. The development of relations with all groups of interest (university, administration, the business world, Aragonese society) through the promotion of dialogue to ensure their satisfaction.
7. The promotion of student participation in the Agency's activity and quality assurance processes.
8. Cooperation with national and international higher education agencies and networks.
9. Commitment to a job well done by the Agency's staff and its collaborators, associated with professionalism and honesty.
10. Teamwork, based on respect and collaboration to achieve the best working environment.





L1. QUALITY MANAGEMENT IN ASSESSMENT AND CERTIFICATION PROCESSES

2. INTERNATIONALISATION

3. SOCIAL DIMENSION OF QUALITY

4. EXCELLENCE AND FORESIGHT

5. COMMUNICATION

5+1 CONTINUOUS IMPROVEMENT OF THE AGENCY'S PERFORMANCE

1. QUALITY MANAGEMENT IN ASSESSMENT AND CERTIFICATION PROCESSES

To promote the quality assurance processes of the entire Aragonese university system, in an agile, efficient, systematic and simplified manner, in compliance with the new European regulations and recommendations.

Evaluation of degrees, centres, people and research.

OBJECTIVES

1

Adapt and respond to regulatory changes by monitoring national and international higher education legislation, updating assessment protocols and submitting consultancy reports.



3

Promote the evaluation of research.



2

Maintain the Agency's activities in response to its competences and functions.



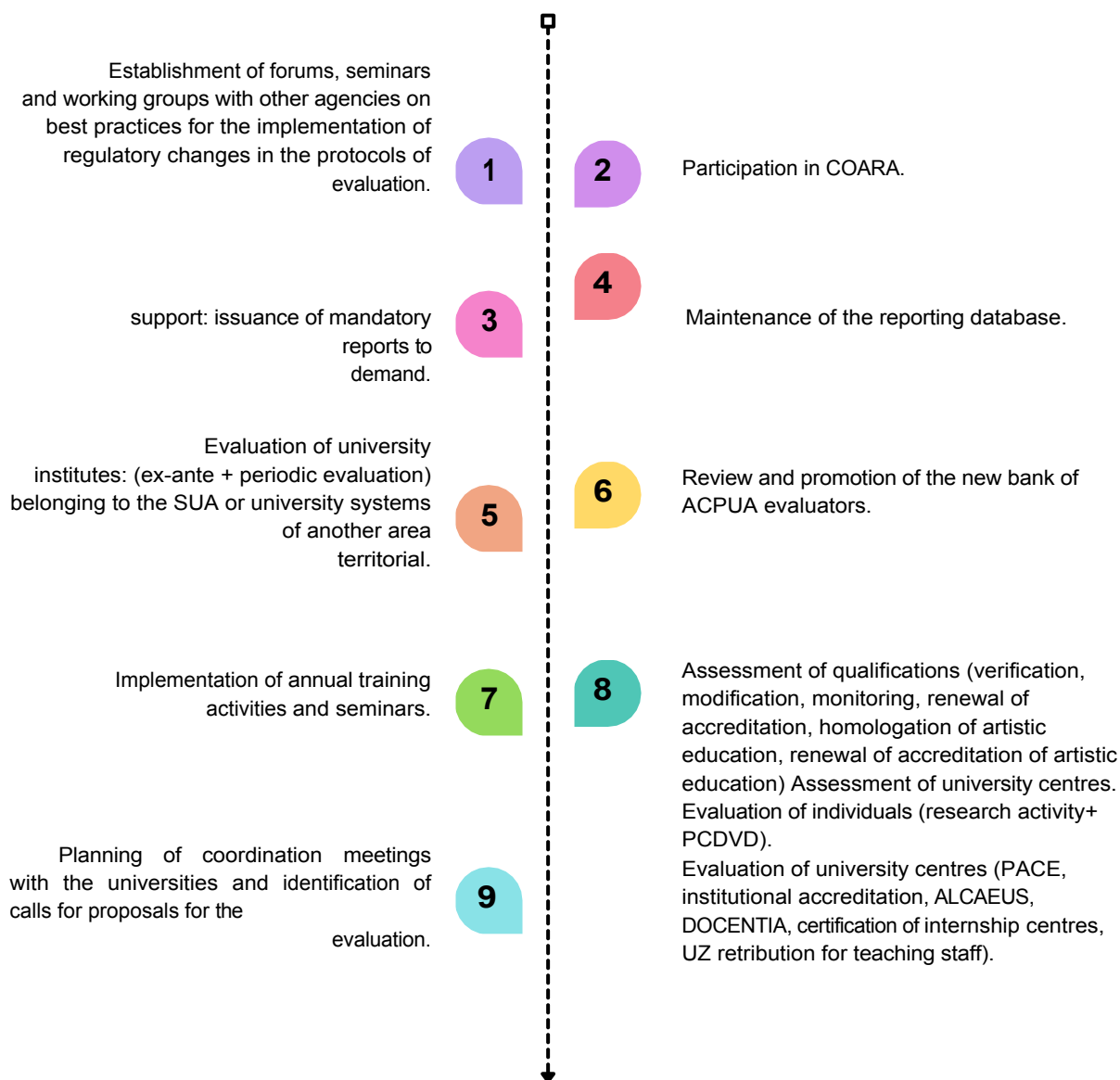
4

Upgrading the systems of evaluation to be agile, effective, systematic and simplified.



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MULTI-ANNUAL ACTIONS

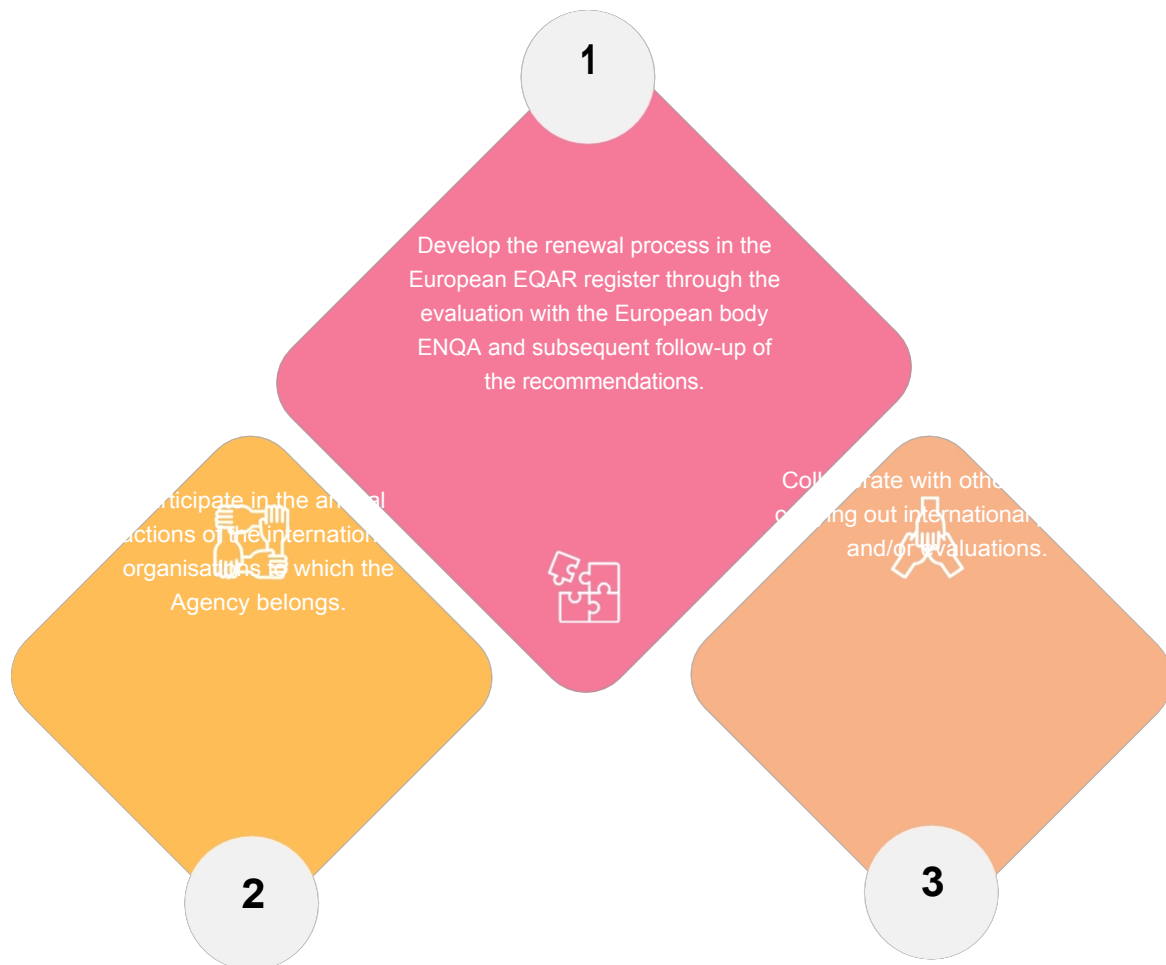


2. INTERNATIONALISATION

Develop strategic actions to improve the agency, taking into account the recommendations and compliance with the standards and guidelines for higher quality in Europe and fostering international cooperation.

Evaluation, agencies and projects.

OBJECTIVES



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MULTI-ANNUAL ACTIONS

Actions foreseen in the European evaluation: preparation of the application to EQAR, drafting of the Terms of Reference (TOR), preparation of the Self-Assessment Report (SAR), preparation and execution of the official expert visit, review of the documents and monitoring of the recommendations.

Maintenance of the European database (DEQAR) of the reports of evaluation of the agency.

1

2

Participation in face-to-face or online General Assemblies, seminars and trainings of international organisations: EQAR, ENQA, ECA, INQAAHE.

4

3

Collaboration and synergies with other organisations and projects to expand international collaboration: planned with the Organisation of Ibero-American States_OEI (Kalos Seal), with the Madri+d Foundation (Sofia Seal), with INTERREG- POCTEFA Dual projects.

Transversalis and Alianza UNITA of the University of Zaragoza and Erasmus+ projects, among others.

3. SOCIAL DIMENSION OF QUALITY

Promote social, flexible, inclusive and sustainable participation, supporting in a transversal way the social dimension of quality of the agency, in relation to the university system (especially its student body) and society in general.

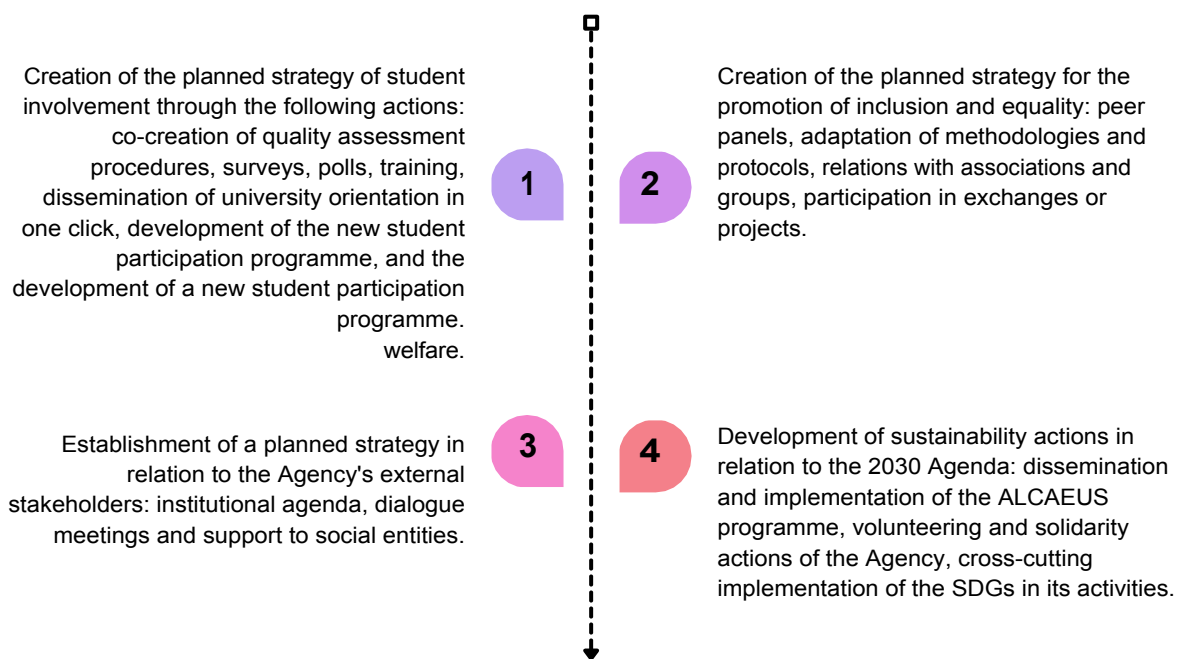
ACPUA+ Students,+ Society, x Equality and diversity.

OBJECTIVES



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MULTI-ANNUAL ACTIONS



4. EXCELLENCE AND FORESIGHT

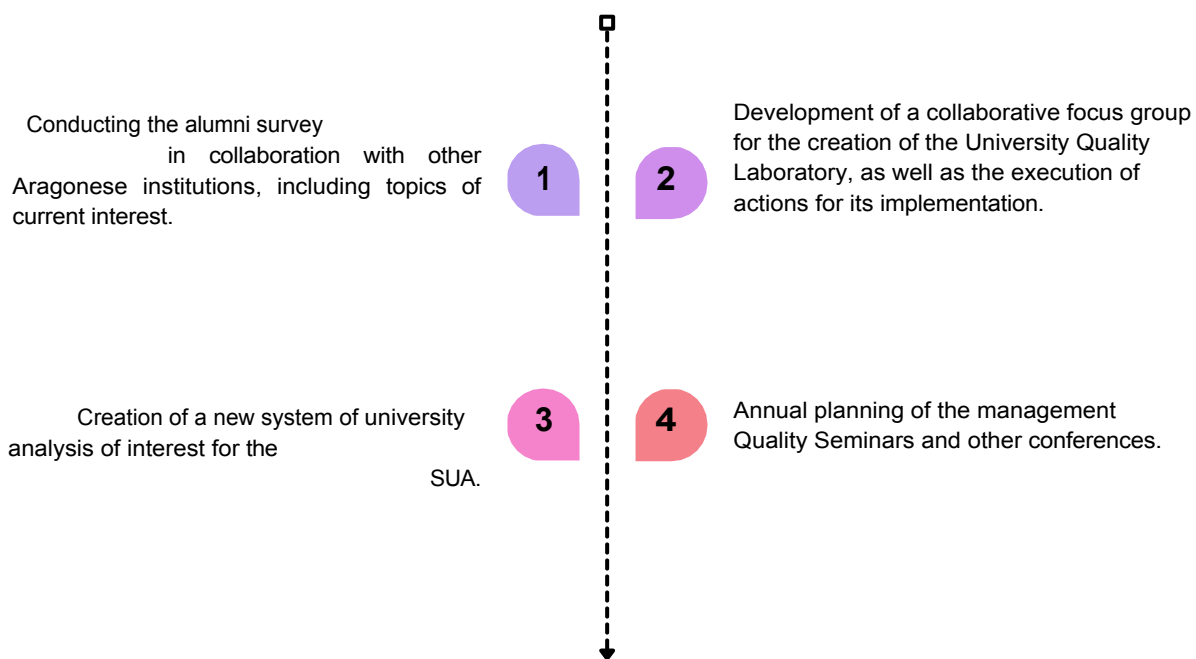
Promoting new methodologies, systematising the analysis of quality in the university system, while promoting excellence and disseminating results through seminars and publications.

Studies, seminars and conferences, publications.

OBJECTIVES



MULTI-ANNUAL ACTIONS

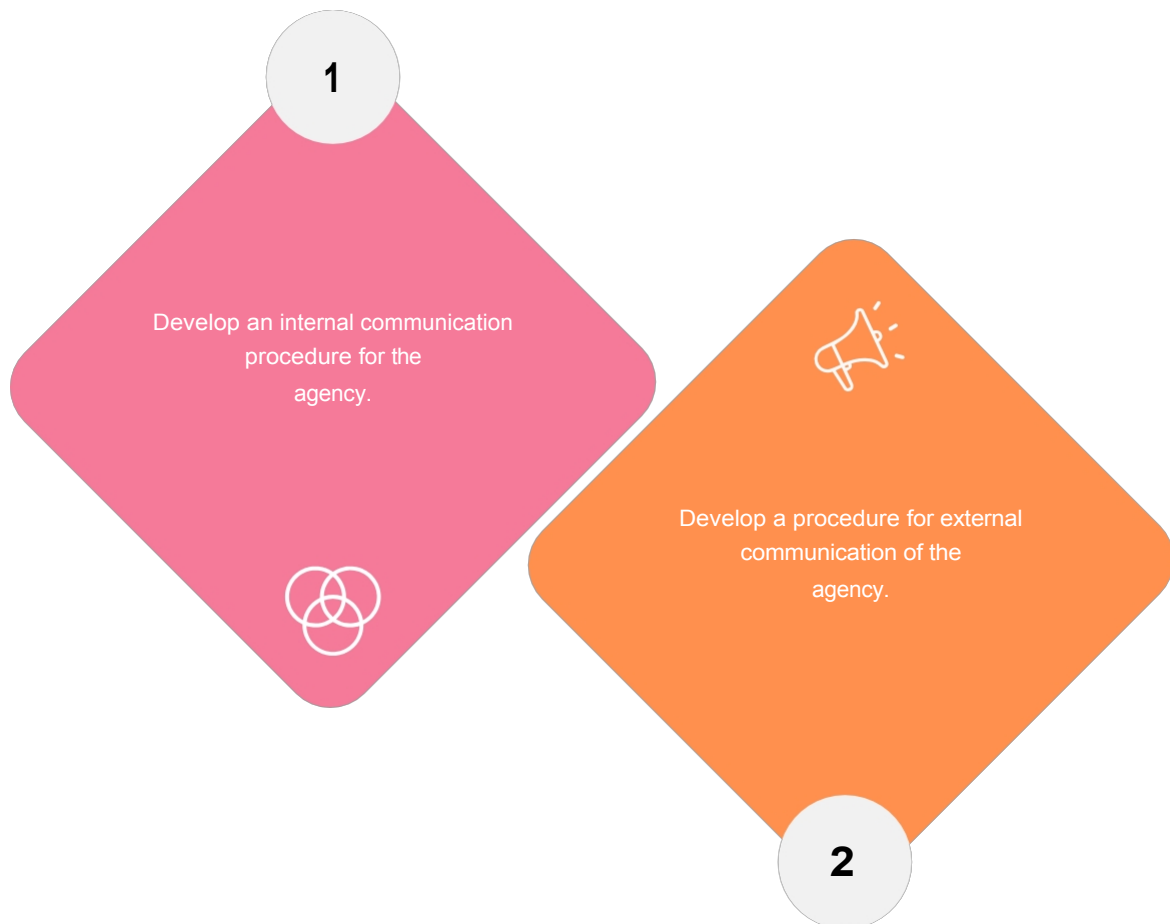


5. COMMUNICATION

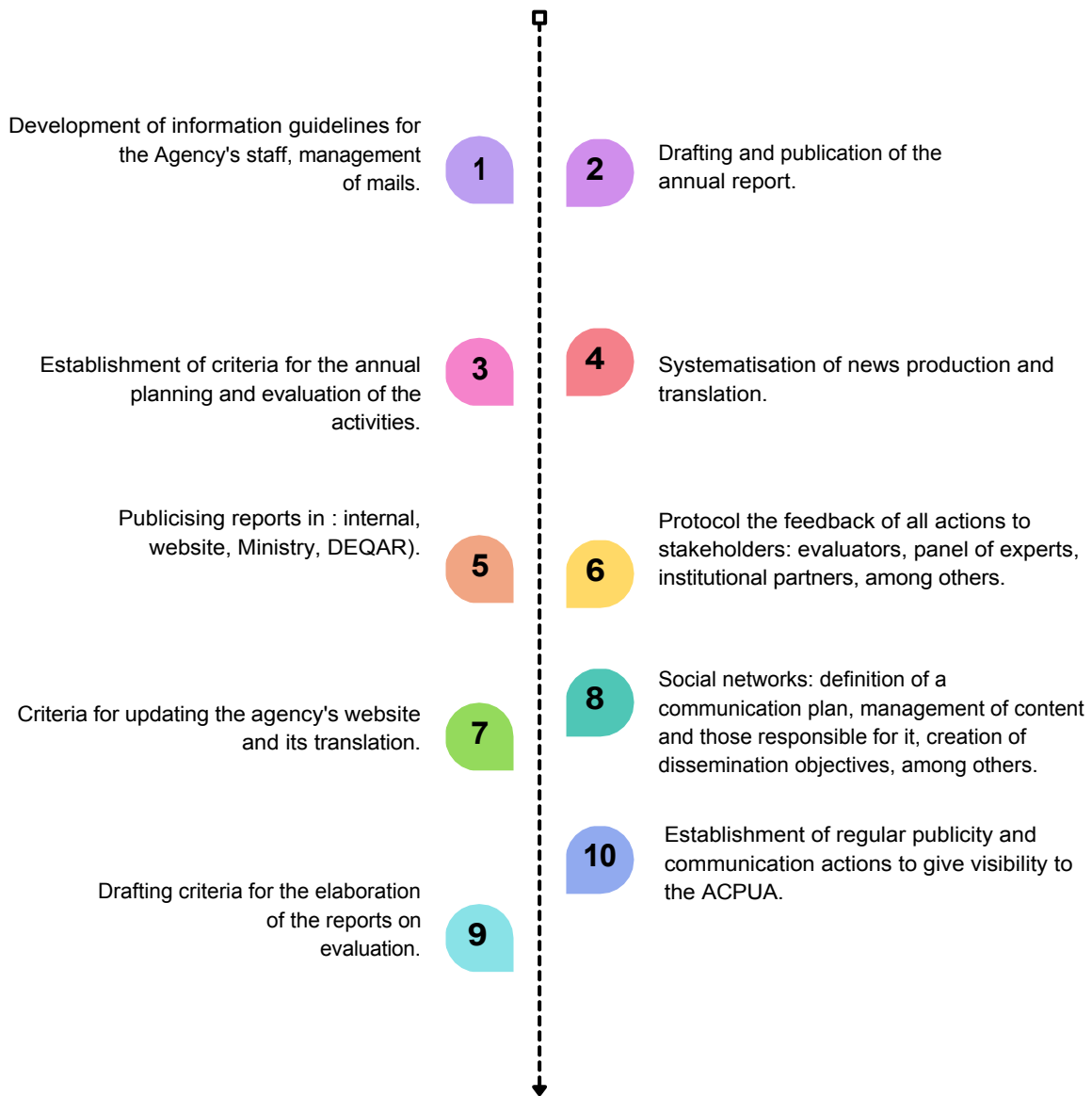
Designing the agency's institutional communication strategy, ensuring fluid and clear internal information, as well as with our target audience, through continuous, cyclical and specific actions.

Internal and external communication.

OBJECTIVES



MULTI-ANNUAL ACTIONS



5+1 CONTINUOUS IMPROVEMENT OF THE AGENCY'S PERFORMANCE

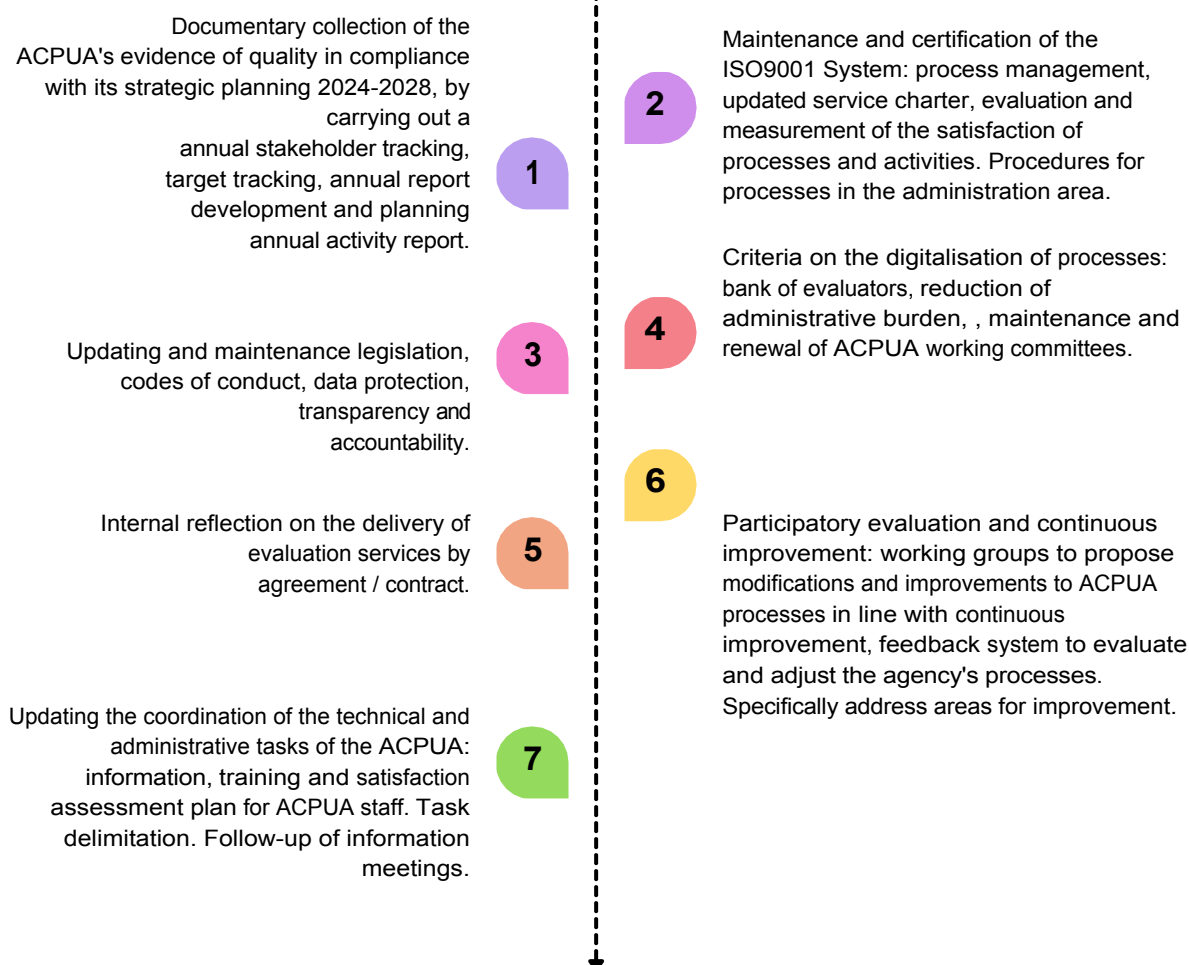
Ensure compliance with the Agency's quality strategy, updating and renewing, where necessary, the Agency's coordination processes in relation to its staff and the Committees with which it works.

Coordination and strategy, quality system improvement, accountability.

OBJECTIVES



MULTI-ANNUAL ACTIONS





Evaluation and monitoring system

This Strategic Plan will have a powerful evaluation system in which the strategic objectives achieved will be monitored on an annual basis. During this period of time, the appropriate measurement of Key Performance Indicators (KPI's) will be established.

These indicators will become fundamental tools for assessing progress towards established goals, providing quantifiable and qualitative data that facilitate decision making, effective resource management, as well as creating a feedback system in relation to annual expectations and their effective realisation. Through these indicators it will be possible to identify areas for improvement, adjust the timing and quantification of objectives, to ensure that the ACPUA is making effective progress towards its strategic vision. In addition, this approach ensures that the Agency's objectives are aligned and focused on the most relevant results, enabling proactive and results-oriented management.

A scorecard of indicators will be implemented based on the organisation's annual business plan. This scorecard will function as a structured monitoring tool, providing a clear and detailed view of the KPIs that will be evaluated annually. These indicators will allow a precise measurement of each of the objectives to be developed during the corresponding period.

This scorecard will include indicators that are consistent with the objective to be measured, such as financial, operational, customer, etc.

The Internal Advisory Committee for the Design and Monitoring of the ACPUA Strategic Planning 2024-2028 will be actively involved in the implementation of the plan's monitoring indicators. In addition, it will provide ongoing oversight of the indicators, providing recommendations for their adjustment as necessary and ensuring their effectiveness in monitoring strategic performance.

It is envisaged that the scorecard will be published on the ACPUA website, ensuring transparency and access for all stakeholders, reinforcing the Agency's commitment to accountability and continuous improvement.

This will be done through a standardised template that will allow the systematic tracking of KPIs throughout the year, ensuring that measurements are consistent and aligned with previously defined strategic objectives.

Feedback from the scorecards will be used to identify opportunities for improvement in the measurement process, as well as to establish year-to-year adjustments between targets, if necessary. As the implementation of the plan progresses, new KPIs may be identified or existing ones modified to ensure that the assessment of results is accurate and useful for .

In this way, feedback not only contributes to the fine-tuning of objectives, it improves the effectiveness of the measurement system and will contribute to the gestation of the Agency's future plans.

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- Edited and laid out in Canva (<https://www.canva.com/>)
- Pexels (<https://www.pexels.com/es-es/>)
 - Images by Ana Hidalgo Burgos, David Vives, Emilio Sánchez, Jonas Horsch, Marco, Olly, Sebastian, Nastyasensei, thisisengineering, kindelmedia.



