

ALCAEUS PROGRAMME

Webinar: TRAINING REVIEWERS CERTIFICATION AGENDA 2030 - SDG

15 December 2020

Answers to the questions asked after the seminar.

1. How can we determine if we are registered in the pool of reviewers? The link servicios.aragon.es/baev/ does not recognize my e-mail address and, when trying to create a new account, it requires me to input a Tax Identification Number (NIF), which I do not have since I am not a resident in Spain.

For international experts, use the form clicking here:

<https://docs.google.com/forms/d/e/1FAIpQLSf4rkq9Y8j1Xg1w4sxZCl6sbV-22yWz-VD6-SFd3THZMuoOOQ/viewform>

2. Do the centres need to pass every criteria and sub-criteria? Or will it be enough if the weighted average is above 6, for example?

It is not necessary since a 0 in one criterion can be obtained.

3. The programme is about judging "commitment". However, in item 4 you are really judging how SDG 4 is implemented. There are other SDGs that are "core" in the activities of universities, such as 5 (gender) or 10 (inequalities). It would be interesting maybe in the context of this programme to have some kind of specific look at how these issues are handled.

Thank you for your contribution. We will keep this idea in mind during the meta-evaluation process after the pilot evaluation.

4. The program seems really promising, congratulations! Especially your methodological work that goes from the 5 dimensions deep into the evaluation questions and criteria and weights in the scoreboards. Maybe your pilot will help you to refine the operationalization of the "commitment" that seems not to be plain everywhere in the scoreboards... by the way I have missed scoreboards no. 2 and 5. can you show them again please? Can we have slides after the seminar? Thanks!

The presentation is available on the website <https://acpua.aragon.es/en/acpua-certification-programme-2030-alcaeus>.

5. How does the ALCAEUS quality label builds on/is linked to other related EU strategies (i.e. EU Green Deal, EU Skills Agenda, DEAP, EEA, ERA...) and existing related quality frameworks of particular importance for HEIs and other education/training institutions (i.e. ECHE, HRS4R, Green Charter)? Any synergies foreseen with other similar quality brandings at the national and international level?

The program ALCAEUS arises from the participation of the ACPUA in the **Project Making connections between the Institutional Evaluation and the Sustainable Development Goals** (INQAAHE Capacity Building), developed with the quality agency AQUA as coordinator. Logically, the previous work carried out in preparation for the implementation of the project implies knowledge of European issues related to Agenda 2030. In addition, the forums subsequently held in Andorra and Aragon included the participation and advice of experts in the field of quality and sustainability, according to the UNECE Steering Committee on Education for Sustainable Development (ESD). On the other hand, the project has had the participation of our stakeholders, among those who develop initiatives such as Green Campus, has been presented to the Spanish Network of University Quality Agencies.

6. **Do you think that the ALCAEUS quality label may help institutions unlock/access financial resources (i.e. via ERDF, ESIF, national programmes) for implementation of SGDs-related actions at the regional level, contributing also to RIS3 implementation from an HEI/education institution perspective?**

The program is beginning to take shape. There is still a journey to be made before the design of the final programme once the pilot has been carried out and conclusions have been drawn and analysed as a result of the meta-evaluation. It is not up to us to ensure that our label can help to access the financial resources referred to, but these are firm steps towards the objectives of Agenda 2030, which help to make the actions already carried out visible by motivating new actions in the same direction.

7. **May we have access to the presentation? Is a very good summary.**

The presentation is available on the website <https://acpua.aragon.es/en/acpua-certification-programme-2030-alcaeus>.

8. **Is there a minimum value on one of the dimension for getting level 1 or 2?**

The model sets out a minimum level of score for awarding the certificate, but there is no minimum per dimension/criteria.

9. **Is it possible for a particular branch of a college to apply for ALCAEUS without the application of the main branch?**

The application form requires the sign of the Rector of the University.

10. **As the pilot program finish on June 2021, when the all-Spanish Higher Education Institutions can participate? And what will be the procedure be like?**

Once the pilot programme has been completed, the final programme will be approved in accordance with the results of the meta-evaluation. It will then be launched at national and international level.

11. **I'm from ANVUR (National Italian Agency for evaluation of universities and research centres) and I am sure our agency will be glad to participate into your meta-evaluation activity.**

Thank you very much for your offer! Once the pilot project has been completed, we will hold a conference which will be open to quality agencies and of which we will report later and in which we will be pleased to have your participation.

12. **Good to see that you are using the original rationale and frameworks (most indicators) for this ALCAEUS programme.**

The program ALCAEUS arises from the participation of the ACPUA in the **Project Making connections between the Institutional Evaluation and the Sustainable Development Goals**

(INQAAHE Capacity Building), developed with the quality agency AQUA as coordinator. More information https://acpua.aragon.es/sites/default/files/proposal_indicators_inqahe-acpua.pdf

23 June 2020

Answers to the questions asked after the seminar.

1. Just to confirm, also institutional accreditations from other Spanish agencies?

The requirement to access the ALCAEUS evaluation (once the pilot is completed) will be that the centre, research centre/institute has a certification of the implementation of its IQAS (e.g. ACPUA PACE Programme, AUDIT Programme, ISO 9001:2015, EFQM...). Spanish centres with institutional accreditation are certified for the implementation of their IQAS, as this is one of the requirements imposed by the regulations and therefore they can present themselves for assessment without any problem.

2. Is the activity of a reviewer remunerated?

As already stated, according to the tariff document approved by our Board of Directors.

3. I understand that in this project other Spanish universities from other regions can request the evaluation of the ALCAEUS programme, although perhaps in the pilot project it is only for the universities of Aragon.

Indeed, Spanish and foreign universities will be able to access them.

4. Why is research activity not evaluated in an educational institution?

The programme assesses the centre's commitment to Agenda 2030 and is supported by the existence of an IQAS in place. Therefore, if this system includes procedures related to research management in the centre, this activity will also be assessed, as well as the development of strategic lines and actions that support the development of SDG in the centre's research activity. However, normally the centres' IQAS are based on the management of the centre's training offer, leaving the management of research to other structures.

5. Will the visits be face-to-face or virtual, and will they be only in the Aragon area?

All evaluations will have a visit. In the current pandemic situation visits can be virtual if deemed necessary.

6. Modifying the transversal or specific competences to include SDG will involve modifying the verification report?

The modification to the programmes that require a modification application to the Agency are described in the following document. ([link to document on communication of changes](#)).

7. In the case of universities, will 4a and 4b be evaluated?

Universities are not subject to evaluation as such. The university's score is obtained from the assessment of its centres. Criterion 4b applies only to research centres.

8. **Would the hearings with students be open as in programme evaluations (where any programme student can participate) or should the student body be involved in the management of the centre (delegations, collegiate bodies, IQAS...)?**

The visit will give a voice to all students, both those involved in the management of the centre and those who are not.

9. **Are the criteria very intense, are there levels of achievement in the results of the process, according to the maturity of each centre?**

The panels evaluate the degree of compliance with each criterion according to maturity by awarding different scores.

10. **Without going into further detail, some criteria of dimension 5 seem to be similar to the criteria of dimension 4.a. Programmes. Could you explain the differences between the criteria of the two dimensions?**

Dimension 5 talks exclusively about people while Dimension 4 reviews how SDG are introduced into training programmes.

11. **Suggestion: call criterion 6.2. Human resources, to differentiate from economic ones.**

We refer the suggestion to our Commission of Evaluation, Certification and Accreditation.

12. **Are there minimum scores in each dimension?**

The model sets out a minimum level of score for awarding the certificate, but there is no minimum per dimension/criteria.

13. **So I understand that for the university the way to calculate the certificate is the arithmetic average. What happens when centres are not certified, they count zero?**

Indeed, centres that are not certified are considered to have a 0 score.

14. **Will attempts be made to coincide with accreditation renewal visits?**

The possibility of associating the ALCAEUS programme with the IQAS PACE certification programme is being considered so that the visit could be unique.

15. **Do you have your own teaching or research centres for the arithmetic average?**

Only teaching.

16. **What are the possibilities of participation in the programme for Centres Authorised by the Government of Aragon, belonging to Foreign University Systems of the EHEA?**

Any university centre that has a certification of its Internal Quality Assurance System.

17. **Is there any incompatibility between agencies? In my case I am a student member of ANECA.**

As far as we are concerned, there is no problem in having members participate in the panels they are evaluating for other agencies.

18. **Do the affiliated centres also count for the average university score?**

Of course.

19. **Do you plan to include in the evaluation criteria and systems, at this stage or in the future, the measurement of the impact of SDG on the use and characteristics of school buildings?**

It is recalled that the programme does not yet measure the degree of achievement of each of the SDGs. The model assesses the commitment of the centre to Agenda 2030.

20. Is there any kind of recognition of this certification by any European institution?

There is no similar programme in the European Higher Education Area. The European Association of Quality Assurance Agencies (ENQA) has shown interest in the programme as reflected in its social networks and website.

21. Perhaps the certification of research groups could also be included.

We refer the suggestion to our Commission of Evaluation, Certification and Accreditation.

22. Are the SDG objectives organized in 17 areas or not? How does the evaluation focus, if the centre is integrating all or part of the SDG?

It is recalled that the ALCAEUS programme does not yet measure the achievement of the implementation of the SDG but the commitment of the centres to Agenda 2030.

23. In relation to rating a university on the basis of the average of its centres, I don't think it's fair or significant that a university should be committed. A large university with many centres could be penalised compared to others with fewer centres. And there are very large centres where the effort is important. This is only a reflection.

We refer the suggestion to our Commission of Evaluation, Certification and Accreditation.

24. Although I haven't analysed the model in depth, I have the feeling that there are some subcriteria of personnel that are repeated in various dimensions.

Indeed, although it may seem that the staff subcriteria are repeated, the programme differentiates between levels and responsibilities within the institution. It is considered necessary to measure the degree of commitment to all staff.

25. Another aspect is in 6. RESOURCES would be better clarified as HUMAN RESOURCES. Suggestion.

We refer the suggestion to our Commission of Evaluation, Certification and Accreditation.

26. How has the project been received by the universities?

As stated in the presentation, this programme is the result of the work and collaboration of all our stakeholders, including in particular the universities in our system.

27. I have understood that the evaluation of a university is established by the average score of its accredited. Shouldn't the scope or extension of the implantation in the university also be evaluated?

As explained in the seminar, one of the objectives of the programme is to make the work carried out by the institutions visible, and in this sense this measurement system also guarantees this visibility.

28. Is there a good practice document (national, European) to take as a reference to get started on a centre's commitment to the SDG?

We began with the document "Proposal of indicators to embed the Sustainable Development Goals into Institutional Quality Assessment" that is the source of this programme ([link al documento](#)).

- 29. If the programme is called ALCAEUS it is because it is a project in which agencies from Latin America and the Caribbean also participate. If so, which countries from this region are participating and if they will also carry out their pilot projects, or will they only participate as possible universities to be assessed?**

Although we would have loved to have had institutions from Latin America and the Caribbean and although some of the stakeholders who participated in the origin of the project have these regions very much in mind in their lines of development, unfortunately we have not been able to materialize the participation of their universities.

- 30. You are in contact with other accreditation agencies, mainly because you do not have conflicts of competence. Thank you.**

As mentioned in the seminar, this programme was presented within the Spanish Network of University Quality Agencies (REACU) without any conflict of competences arising in the debate. In any case, it is a voluntary programme that issues a certification with a seal.