

ALCAEUS 2030 CERTIFICATION PROGRAMME FOR UNIVERSITIES AND COLLEGES

(Pilot evaluation)

EVALUATION REPORT OF THE SCHOOL OF ENGINEERING AND ARCHITECTURE OF THE UNIVERSITY OF ZARAGOZA (EINA).

The ACPUA ALCAEUS Programme contains an international assessment protocol that measures the degree of commitment to the Sustainable Development Goals, approved by the ACPUA Commission for Assessment, Certification and Accreditation (CECA) on 17 July 2020.

The main objective of the 2030 certification of centres and/or universities awarded through the ALCAEUS programme is to give visibility to the efforts that institutions are making to meet the Sustainable Development Goals (SDGs) set out in the United Nations 2030 Agenda. The process involves the award of a seal that establishes four levels of certification depending on the score obtained in the assessment.

The ALCAEUS Programme was launched during the academic year 2020/21 on a pilot basis. Those centres of the University System of Aragon that obtained institutional accreditation during the academic year 2018/2019 voluntarily applied for this programme. For this purpose, the ANNOUNCEMENT of 9 October 2020 was published by the Director of the University Quality and Prospective Agency of Aragon, which calls upon the centres of the Aragon University System to participate in the pilot assessment for the certification of their degree of commitment to the SDGs (ALCAEUS programme).

After the deadline for submission of applications, no further 2030 certification processes of centres and universities under the ALCAEUS programme have been allowed to be launched until this pilot evaluation has been completed and a meta-evaluation process of the pilot programme has been carried out, which will include the results of the evaluation, as well as the opinion of the participants in the process (evaluated and evaluators).

Following the ALCAEUS evaluation protocol, at the proposal of the CECA, the Director of the ACPUA appointed on 14 December 2020 the expert evaluators of the visiting panel for the evaluation of the 2030 certification programme for Universities and Centres who carried out the on-line visit (due to the situation created by the COVID 19 pandemic) to the School of Engineering and Architecture of the University of Zaragoza (EINA) on **11 and 12 March 2021** (ANNEX I: Agenda and visiting panel). This report is based on evidence provided by the centre up to that date.

The panel of experts issued the relevant visit report which, together with the evaluation documentation, was submitted to the ACPUA Subcommittee for Thematic Evaluations (SETE) and the ACPUA Subcommittee for the Evaluation of Centres (SEC). The latter committee issued the corresponding report proposal, which was sent to the centres so that they could make any allegations regarding the content of the report and any proposals for improvement of the programme that they considered appropriate.

In its letter of allegations, the centre, properly understanding the characteristics and objectives of a pilot programme such as this one, includes and integrates reasoned

contributions for the interpretation and improvement of the ALCAEUS programme. For this reason, the aforementioned letter was sent to the ECSC, which is the Agency's technical committee responsible for the ACPUA's evaluation methodologies and programmes.

This committee, at its meeting of 21 February 2022, in view of the pilot nature of this evaluation, and after reviewing the ACPUA report proposal in the light of the allegations and contributions in the aforementioned letter, unanimously approved this report, in which modifications are already applied to some of the percentages associated with the dimensions, criteria and guidelines of the programme.

REPORT

THE CENTRE DEMONSTRATES A STRONG COMMITMENT TO THE 2030 AGENDA

RECOMMENDATIONS

Criterion 1.1:

Incorporate the commitment to the 2030 Agenda in the School's next strategic plan so that it is included, explicitly and transversally, in the strategic lines that develop it.

Incorporate the specific impact of SDG engagement into the school's strategy, explaining the theory of change impact of SDG engagement into the school strategy, making explicit the theory of change that makes the difference between an SDG-aligned or SDG-engaged school.

Criterion 1.2:

Include strategic alliances in both the Strategic Plan and the School's Quality Policy.

Identify and frame the actions deriving from the strategic alliances in the lines of action associated with the Strategic Plan, so that they can be monitored, measuring the impact they generate through the School's Internal Quality Assurance System (hereinafter, IQAS).

Criterion 1.3:

Reinforce (at least on the part of the school) internal recognition of the commitment to the implementation and development of the SDGs aimed at the school's different stakeholders.

It is considered of interest to know and disseminate the "University, Knowledge and Agenda 2030 Awards" for Bachelor's and Master's Degree Final Projects organised by the Carolina Foundation, AECID and CRUE (<https://www.fundacioncarolina.es/premios-universidad-conocimiento-y-agenda-2030-ii-edicion/>).

Criterion 2.1:

Finalise the SDG communication plan by systematically integrating it into EINA's communication.

Criterion 3.1:

Collect and analyse data on the satisfaction of all stakeholders with the degree of compliance with the SDGs set out in the school's Strategic Plan.

Criterion 3.2:

Establish a training and development plan for the staff responsible for the IQAS that includes a training offer or a set of stable actions related to the SDGs.

The monitoring of professional performance is carried out through the DOCENTIA programme and the Teaching Activity Quality Commission of the University of Zaragoza. It would be interesting if the Procedure (Q511) for assessing the teaching activity of teaching and research staff (hereinafter, PDI) included some reference to the 2030 Agenda.

Criterion 4.a.1:

Organise specific training actions to reinforce students' knowledge of the SDGs and the different strategies or actions proposed by NAIA for their development.

Although some training and guidance actions have been organised for teaching and research staff, it would be desirable to increase them in order to achieve the objectives set by the EINA.

Criterion 5.1:

Include knowledge of the SDGs in the job descriptions of those responsible for the centre's training/research activities.

Establish a training and development plan for those responsible for training/research activities that includes a training offer or a set of stable actions related to the SDGs.

It is considered essential to take SDG competencies into account in performance appraisal processes (performance monitoring).

Criterion 5.2:

Establish a training and development plan for teaching and research staff that includes a training offer or a set of stable actions related to the SDGs.

It is considered essential to take SDG competencies into account in performance appraisal processes (performance monitoring).

Criterion 5.3:

Establish a training and development plan for administration and services staff that includes a training offer or a set of stable actions related to the SDGs.

It is considered essential to take SDG competencies into account in performance appraisal processes (performance monitoring).

SUGGESTIONS FOR IMPROVEMENT

Criterion 2.2:

Deepen the systematisation of SDG communication and dissemination. Improve web content on SDGs and work on content to intensify the presence in social networks (e.g. #Einasostenible).

Criterion 3.2:

Neither the University of Zaragoza nor the EINA have included the need for knowledge of the SDGs in the jobs and selection processes of the staff responsible for the IQAS.

Criterion 5.2:

The School can communicate and try to push with the University the need to include SDG knowledge in job descriptions and selection processes for teaching and research staff.

Criterion 5.3:

The School can communicate and try to push with the University the need to include SDG knowledge in job descriptions and selection processes for administrative and service staff.

GOOD PRACTICE

Criterion 1.1:

The visiting panel recognises the impetus and interest of the School's educational community in the 2030 Agenda. Likewise, it appreciates its efforts to equip itself with the necessary tools to define actions aimed at implementing the SDGs with the involvement of all stakeholders.

Criterion 1.2:

High number of concrete actions carried out by the School over time related to the SDGs.

Criterion 1.3:

EINA announces the award "Actions to transform the world from EINA" which seeks to recognise the contribution to the 2030 Agenda.

Criterion 4.a.1:

The teaching guides for Bachelor's and Master's degree final projects explicitly include the commitment to the SDGs and in external internships the direct relationship with the SDGs is indicated both by the students and the internship tutor.

EVALUATION OF THE DIMENSIONS

DIMENSION 1: STRATEGY, PARTNERSHIPS AND RECOGNITION

Criterion 1.1: Commitment and strategy of the centre

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

Guideline 1. - The school's commitment to the SDGs is reflected in the school's strategic documents.

The School of Engineering and Architecture of the University of Zaragoza (EINA) implicitly includes the commitment to the Sustainable Development Goals (SDGs) in the 2017-2020 strategic plan. Although it is not explicitly stated, it includes criteria related to environmental and social sustainability, which are specified in different strategic challenges.

A C is obtained in the guideline because the EINA's commitment to the SDGs is not explicitly stated in either the previous or the current Strategic Plan, but its commitment is implicit.

Guideline 2. - The school's governing body defines the actions to develop the strategy (action plan) ensuring the participation of the different stakeholders, including the student body.

The 2020-2021 Action Plan, in strategic challenge 2 "Teaching", incorporates actions directly related to the commitment to the SDGs, such as participation in the call for pilot assessment for the 2030 certification of universities and centres according to the ACPUA's ALCAEUS programme, the implementation of the SDGs in all degree programmes and the incorporation of the social, health and environmental safety implications of the practice of engineering in the degrees.

Strategic challenge 3, "Students", of this Action Plan also incorporates actions related to some SDGs, such as gender equality or reducing inequalities. And strategic challenge 6, "Infrastructures", specifies two actions related to the SDGs: clean and efficient energy and climate action. In the Annual Innovation and Improvement Plans of the last three years, actions for sustainability and equality have also been designed. The different stakeholders (teaching and research staff, administrative and service staff and students) have participated in the preparation of these plans, but it has not been possible to ascertain the participation of graduates and employers.

At the time of the evaluation, the Annual Innovation and Improvement Plans (PAIM) for the academic year were being drawn up. According to the self-report "The PAIMs for the academic year 2020-2021 are currently in the process of being drawn up". On Friday 22 January 2021, both the Quality Assurance Committee for Undergraduate and Master's Degrees of the School approved the inclusion of the following action in section 4 of the PAIMs of all EINA degrees: Action 1.- Advance in the implementation of the SDGs of the UN Agenda 2030.

It has not been possible to verify, neither in the information on the evaluation nor in the different interviews, the participation of graduates and employers in the definition of the actions that develop the strategy.

A C is obtained in the guideline because strategic actions related or unrelated to its Strategic Plan have been defined, but "all" stakeholders have not participated in the definition of these actions.

Guideline 3. - The governing body and the centre's different stakeholders periodically review compliance with the actions defined.

The governing team and the different stakeholders (teaching and research staff, administrative and service staff and student body) of the centre annually review the fulfilment of the actions defined in the Action Plan, which are included in the Management Report drawn up for this purpose. The 2020/21 Action Plan, which incorporates actions on SDGs, will be monitored following the procedure established in the IQAS, so it is not possible to find evidence of its periodic review at the time of the evaluation.

A C is obtained because the institution, which is institutionally accredited, has the necessary mechanisms within the IQAS for the periodic review of compliance with the actions defined in relation to the SDGs, although at the time of the visit there was no evidence of such a review.

Criterion 1.2: Partnerships

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

Guideline 1. - The centre's commitment to the establishment of strategic alliances is reflected in the centre's strategic documents.

In the 2017-2020 strategic plan, although not explicitly, the EINA includes its commitment to establish strategic alliances, specifically in the second general objective of the Quality Policy, which is then specified in strategic challenges 1, 7 and 8.

As indicated in the self-report, the development of the next strategic plan is pending, in which it will be reflected: "as a general strategy of the centre, in a transversal manner in different sections and actions, and will therefore also be introduced in some way in relation to strategic alliances".

A C is obtained because the following is true: there is no explicit commitment to partnerships in either the previous or the current Strategic Plan, but there is an implicit commitment to partnerships.

Guideline 2. - The centre, through its strategic alliances, has established concrete actions, for example:

- **A funded joint project.**
- **A working group or expert group.**
- **Organisation of a local, regional, national or international meeting on SDGs.**
- **Volunteering opportunities for staff (PDI and PAS).**
- **Volunteering opportunities for students.**
- **Others.**

The School has established specific actions for each of the sections of the ALCAEUS programme. However, it is not possible to establish the connection between these actions and the strategic alliances, as they do not stem from the Strategic Plan. It would be advisable to first establish those partnerships from which the high number of actions that the School has included in its self-report are derived. Even if some kind of partnership is implied prior to (or at the same time as) the implementation of actions, the establishment of such partnerships beforehand would demonstrate a strong commitment to strategic partnerships related to the SDGs.

In accordance with the specific actions set out in the programme, the following are given as examples of compliance in each of the sections:

- **A funded joint project:**

The Mobility Plan of the University of Zaragoza is drafted under the collaboration agreement: Zaragoza Metropolitan Transport Consortium + University of Zaragoza (Vice-rectorate for Prospects, Sustainability and Infrastructures) with the presence of Zaragoza City Council. The EINA, through several of its members and as a centre, is considered a fundamental stakeholder in this plan, having already participated in several meetings.

- A working group or expert group. Could not be identified among the actions presented:

Espacio FINSA: creation of a space outside one of the buildings as a recreational area for students in a natural environment called ODS 17. The same company FINSA has installed a travelling exhibition in the Betancourt Building since March 2020 and is still running to date on sustainability. The other garden, next to the Ada Byron building, is called SDG 13.

- Organisation of an international meeting on SDGs:

I Conference "The Circe Institute and the Ecological Transition" in 2019.

- Volunteering opportunities for staff (PDI and PAS) and volunteering opportunities for students:

Alliance with AMIT Aragón, Association of Women Researchers and Technologists, which started its activities in 2004 in collaboration with the members of MUCIT (Association of Scientific and Technical Women), and in 2006 was constituted as a local node of AMIT.

EINAmOtivaD@S student group/association.

- Other

Brial Chair in Renewable Energies, Company/funding entity: BR Grupo de Empresas (BRIAL).
Relevance to SDGs: Focused on renewable energies and the SDGs.

An A is obtained because at least one action is found to exist in each proposal (each of the sub-guidelines of the protocol).

Guideline 3. - The school monitors the concrete actions and evaluates their impact.

The School is an institutionally accredited centre and has an Internal Quality Assurance System certified under the AUDIT programme. This system is responsible for monitoring the activities carried out at the school. However, the actions evaluated in the previous guideline are not directly connected with the strategic alliances, so it is not possible to analyse whether the actions defined within each alliance are having the desired impact. Of particular interest would be the design of a system for evaluating the impact of the actions carried out, in order to be able to progressively implement improvements.

A C is obtained because in this institution with institutional accreditation there are mechanisms in place for the review of concrete actions and the evaluation of their impact, but there is still no evidence of periodic review of these actions.

Criterion 1.3: Internal and external recognition

Standard: "Practices carried out in the implementation of the SDGs are distinguished through internal and external recognition".

Guideline 1. - Staff, students and/or institution (or university) have obtained internal recognition through a good practice recognition procedure implemented by the institution (or university) related to the implementation of the SDGs.

There is no procedure for the recognition of good practices as such, related to the implementation of the SDGs by the University of Zaragoza, although different actions or initiatives have been carried out in this direction.

One of the recognition actions is the issuing of diplomas for the participation of the PDI, PAS, and/or Students in the different conferences held in relation to the SDGs.

EINA won the First Prize for Teaching Innovation Experience in its first edition, awarded by the Social Council of the University of Zaragoza and the Department of Innovation, Research and University of the Government of Aragon. The title of the project is "Challenges for sustainability. Students have something to tell you".

In addition, EINA has proposed an action in strategic challenge 6, namely to create an annual "Environment" award in which all stakeholders can participate. So far, only the call for the 2018-2019 academic year has been organised.

There are internal recognition initiatives for good practices in the implementation of the SDGs, having the centre itself, or the staff (PDI, PAS) or the student body received one of these recognitions.

Guideline 2 - Staff, students and/or institution have obtained external recognition through a certificate/award/project, distinction or accreditation.

Since 2006, the School and its departments have received numerous recognition awards in the university and research fields, related to the environment, responsible consumption, packaging design, etc.; there is also mention of awards related to volunteering. The large number of awards, and their clear relationship with different SDGs, means that they are considered sufficient to obtain the highest rating.

EINA students have also participated in some of these awards.

Some of these awards include the following:

- Regional:
 - Aragon Environment Award in the academic field, university category. Given to members of the university between 2006-2008, 2011 and 2014.
 - Aragon Environment Award in the academic field, university category.
 - Responsible consumption research project award: IoT for the Sustainable Development Goals.
- Nationals:
 - Packaging Innovation Cluster Awards.
- International:
 - Special Award for Sustainability at the World Star Student Awards.
 - Bee Breeders international competition on eco-accommodations

An A is achieved because the school, staff and students have received external recognition for their practices in implementing the SDGs.

DIMENSION 2: TRANSPARENCY AND ACCOUNTABILITY

Criterion 2.1: Public information

Standard: "The centre publishes all information related to the implementation of the SDGs".

Guideline 1: The centre is concerned about disseminating information related to the SDGs.

The School shows great concern for disseminating the work being done on SDGs. To this end, it has implemented, as well as is in the implementation phase, different mechanisms, including: website, communication plan, management report, etc., which demonstrates the school's involvement in this commitment to information.

EINA is developing a global communication plan that includes the internal and external dissemination of the SDGs. This commitment is explicitly stated in the school's strategic documents, specifically in strategic challenge 3 (promoting the academic, professional and personal development of our students) section j (raising awareness for the formation of citizens committed to society, equality, democratic values and respect for minorities and their diversity).

An A is achieved because the centre has written down the need to disseminate information on the SDGs. A is achieved because the centre has written down the need to disseminate information on the SDGs, because there is evidence that both staff (PDI-PAS) and students contribute to the dissemination of information on the SDGs.

Guideline 2: The centre includes in its public information, through the usual channels (PR, website, publicity material, etc.), information on the different actions implemented in relation to the SDGs.

There is some dissemination of the SDGs with its own space on the website. However, it is indicated that a communication plan is being developed, which is not 100% implemented. An image and communication campaign is also planned. Although the degree of development is at a very advanced level of implementation, it has not been completed, as indicated in the self-report. The diversity of activities is wide, which allows targeting different groups, thus improving dissemination.

A B is achieved because B because it is confirmed that the centre has a system that allows the incorporation of information on the different actions implemented in relation to the SDGs in all its public information, because there is evidence of the correct implementation of this system and because it can be used to collect impact indices of public information in this area.

DIMENSION 3: INTERNAL QUALITY ASSURANCE SYSTEM

Criterion 3.1: Quality processes and strategy

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

Guideline 1: The quality policy reflects the commitment to the SDGs.

The quality policy includes the explicit commitment of the EINA to the SDGs of the 2030 Agenda, as can be seen in the policy for the academic year 2020-2021, specifically in its general objective 1. In the self-report it has been indicated that in the 2020-2024 Strategic Plan, which is currently being drawn up, the commitment to the SDGs will be explicitly stated, and will also be strengthened in its strategic challenges and objectives.

A B is achieved because explicit commitment appears in the current quality policy.

Guideline 2: Internal Quality Assurance System objectives linked to the SDGs are established.

The objectives linked to the SDGs are most clearly found in the Strategic Plan 2017/2020, specifically in strategic challenges 1, 2, 3, 4, 5, 7 and 8.

The Action Plan for the academic year 2020-2021 includes actions directly related to the commitment to the SDGs, such as participation in the call for pilot assessment for the 2030 certification of universities and centres under the ACPUA ALCAEUS programme, the implementation of the SDGs in all degrees and the incorporation of the social, health and environmental safety implications of the practice of engineering in the degrees (strategic challenge 2 - Teaching).

While several goals are indeed aligned with the SDGs, this does not seem to be the result of a strategic choice to implement the SDGs, but rather the result of a rather holistic approach in general. There is no clear evidence that the commitment to the SDGs has led to additional efforts.

All university groups, students, PAS and PDI, are represented in the Internal Quality Assurance System, as well as in the various university commissions: Quality Assurance Commissions, Environmental Committee, Commission for Equality and Attention to Diversity.

An A is achieved because an A because the objectives of the quality IQAS linked to the SDGs have been established and all stakeholders have been involved in setting them.

Guideline 3: The IQAS collects and analyses data to establish the degree of fulfilment of objectives and the establishment of improvement plans, as well as accountability.

The IQAS collects and analyses data to establish the degree of fulfilment of the objectives through the University's Strategic Plan, including the action to be developed, the person responsible for its fulfilment and the degree to which it has been established.

There is no evidence that new quality objectives related to the SDGs have been established since the improvement plans were implemented. The only survey carried out to know, from a general perspective, the perception, priorities and willingness to actively contribute to the 17 SDGs to all students, PDI and PAS of the University of Zaragoza, was elaborated and

applied in 2019 by the Vice-rectorate for Prospective, Sustainability and Infrastructure of the University of Zaragoza.

A B is achieved because the IQAS collects and analyses data to establish the degree of compliance with the SDGs, because these data are analysed and improvement plans are established, and because these improvement plans are implemented and new data are collected and analysed to establish new quality objectives or modify existing ones.

Guideline 4: The IQAS collects and analyses data on the satisfaction of the different stakeholders (students, teaching staff, graduates, employers, administrative and service staff, society, etc.) with the degree of fulfilment of the SDGs set in the centre's strategic plan.

The IQAS has designed and implemented a system for evaluating the degree of satisfaction of the different stakeholders with the training programmes. However, no questions have been introduced to assess the degree of compliance with the SDGs set out in the centre's Strategic Plan.

In order to know, from a general perspective, the perception, priorities and willingness to actively contribute to the 17 SDGs to all students, PDI and PAS of the University of Zaragoza, a survey was developed and applied in 2019 by the Vice-rectorate for Prospective, Sustainability and Infrastructure of the University of Zaragoza.

A C is achieved because an instrument has been put in place to understand the perception, priorities and readiness to actively contribute to the SDGs.

Criterion 3.2: Staff responsible for the Internal Quality Assurance System

Standard: "Staff responsible for the Internal Quality Assurance System are trained in the integration of the SDGs in their work development".

Guideline 1: Job descriptions (in the curricula vitae of the responsible persons) and selection processes of the staff responsible for the IQAS assess knowledge of the SDGs.

The selection processes for staff involved in the various IQAS bodies and procedures do not formally assess their knowledge of the SDGs, but the composition of the related committees seems adequate for the purposes intended.

The EINA follows the regulations established by the University of Zaragoza regarding the procedure for the election of the members of the Quality Assurance and Evaluation Commissions. The functions they carry out are not described in the job descriptions.

A D is achieved because the need for knowledge of the SDGs is not included in either the job definition or the selection processes for staff responsible for the IQAS.

Guideline 2: There is a training and development plan, a training offer or actions identified in SDGs for the staff responsible for the IQAS.

There is no training and development plan, training offer or actions identified in ODS for the staff responsible for the IQAS. The Centre for Innovation, Training and Research in Educational Sciences (CIFICE) is responsible for organising the ongoing training plan for teaching and research staff. Two workshops related to the SDGs have been given there: "Initiation to the design of projects in the field of the Sustainable Development Goals (SDGs)"

and "Strategies for including the Sustainable Development Goals (SDGs) in university teaching", but they are not specific for the staff responsible for the IQAS.

A C is achieved because there are some actions identified in SDGs for staff responsible for the IQAS.

Guideline 3: Performance appraisal processes (performance monitoring) take into account SDG competencies.

The self-report shows that SDG competences are not taken into account in the performance appraisal process.

A D is achieved because SDG-related competences are not taken into account in professional evaluation processes.

DIMENSION 4A: PROGRAMMES

Criterion 4a.1: Development of policy frameworks

Standard: "The institution or university has developed guidance documents and/or frameworks for the development of good practice in the training and orientation of students, teaching and research staff and administrative and service staff in relation to the SDGs".

Guideline 1: Guidance documents and/or frameworks for the development of good practice of the institution or university include specific training and guidance actions for students.

Both the University of Zaragoza and the EINA have different documents that reflect their commitment to the development of the SDGs, as well as the strategies and actions that will be developed to achieve them, including those related to the student body. An example of this, at university level, is the document entitled "Adding value to achieve the Sustainable Development Goals 2011-2030", in which action line 7. Academic Action contemplates the integration of sustainability in the university teaching curriculum.

In 2019, EINA created an Environmental Committee made up of staff, administrative and service staff and students, with the Director of the Green Office as a permanent guest, whose main objective is to integrate the SDGs into the school's activities, especially in the areas of teaching, awareness-raising and environmental management. It also created the Commission for Equality and Attention to Diversity, whose action focuses on SDGs 5 and 10.

It is also developing the Centre Strategic Innovation Project (PIEC_19_429) entitled: "Implementing the SDGs in the School of Engineering and Architecture: First Steps", whose main purpose is to lay the foundations and begin the systematic implementation of the SDGs in the four areas of work for sustainability that the United Nations Global Compact Network assigns to universities and university centres: Education, Research, Management and Governance and Social Leadership.

In the Action Plan for the academic year 2020/2021, in the strategic challenge 2 - Teaching, the commitment to participate in this pilot evaluation is included, as well as the commitment to implement the 2030 Agenda and the SDGs in all the degrees of the centre.

A B is achieved because specific training and guidance actions for students in relation to the SDGs are included in guidance documents and/or frameworks for the development of good practices, because there is evidence of the implementation of these actions, and because data on student satisfaction with the implementation of these good practices are collected and analysed.

Guideline 2: Guidance documents and/or frameworks for the development of good practice of the institution or university include specific training and guidance actions for teaching and research staff.

The University of Zaragoza has the Agreement of 14 May 2019, of the Governing Council, by which it adheres to the 2030 Agenda and commits to working to achieve the Sustainable Development Goals.

At the University of Zaragoza, one of the actions developed has come from the Vice-Rectorate for Prospective, Sustainability and Infrastructures of the University of Zaragoza, generating a Network of SDG Collaborators with one or several professors from all the University's centres with a profile of commitment to the SDGs (mOtivaDoS Network).

On the other hand, the School organised a motivation and training session on the SDGs in which the PDI was represented among the speakers and the Deputy Director of Quality and Sustainability of the EINA presented, on 30 October 2019, the paper "The Sustainable Development Goals at the EINA" at the Conference "The Faculty of Economics and Business facing the Sustainable Development Goals".

A B is achieved because specific training and guidance actions for teaching and research staff in relation to the SDGs are included in guidance documents and/or frameworks for the development of good practices, because there is evidence of the implementation of these actions, and because data on student satisfaction with the implementation of these good practices are collected and analysed.

Guideline 3: The guidance documents and/or frameworks for the development of good practice of the institution or university include specific training and guidance actions for administrative and service staff.

The Agreement of 14 May 2019 of the University of Zaragoza also includes the commitment to strengthen competences related to sustainable and inclusive development.

The aforementioned mOtivaD@S NETWORK is also open to the participation of the administrative and service staff, whose training offer includes courses on the 2030 Agenda.

In the motivation and training session on the SDGs organised by EINA, there were also representatives of the administrative and service staff among the speakers. Another conference organised by the school and aimed at this group was held in December 2020 and its purpose is to provide training on the SDGs, to raise awareness of the centre's commitment to them, motivating them to develop good environmental practices. Two more workshops are planned for this academic year.

A B is achieved because specific training and guidance actions for administrative and service staff in relation to the SDGs are included in guidance documents and/or frameworks for the development of good practices, because there is evidence of the implementation of these actions, and because data on student satisfaction with the implementation of these good practices are collected and analysed.

Criterion 4a.2: Student-centred learning. Competences

Standard: "Student-centred learning programmes enable students to acquire global knowledge and develop competences in relation to the SDGs".

Guideline 1: Cross-cutting competences related to the SDGs are included in programme descriptive documents.

The verified reports of EINA's official degrees date from before 2015, prior to the implementation of the SDGs that define the 2030 Agenda, so the Millennium Development Goals (MDGs) were taken into account and, therefore, the competences for sustainability established by UNESCO.

The transversal competences are being standardised in the School's curricular activities, in order to establish a single list for all EINA degrees. It is also intended to include the competence: *Ability to analyse and assess the impact of solutions acting within the framework of the SDGs with ethics, responsibility and social commitment.*

At the same time, we offer to complete the training in transversal competences through extracurricular activities. These activities are organised every year throughout the academic year, and some of them are clearly related to the SDGs, such as the Environmental Days and events dedicated to society. The university sees these activities as a great opportunity for students to complete their "Complementary Curriculum" and not only their academic record.

A B is achieved because cross-cutting competences related to the SDGs are included in the descriptive documents of all programmes.

Guideline 2: Specific SDG-related competences are included in programme descriptive documents.

The curricula for bachelor's and master's degrees include specific competences that have been related to different SDG targets such as 9, 8, 11 or 12, among others.

In the case of the industrial branch, competence C27 refers to basic knowledge and its application of environmental technologies and sustainability, which is materialised in several subjects, but fundamentally in one of a compulsory nature present in the 5 degrees of this branch, Environmental Engineering. In Architecture studies, specific competences related to SDGs 11, 3, 10 and 7 are clearly identified. In addition, transversal degree electives with SDG focuses are offered, although the specific competences assigned to them are not included in the document. Specific competences related to different SDGs are also identified for master's degree courses.

It can therefore be concluded that the current competences included in the EINA degrees are generally identified with different SDGs, but this could be completed with the inclusion, in the mapping of the degrees that is being carried out, of their equivalence in terms of the SDGs involved; in fact, this is a task that could possibly be obtained from the mapping of activities, since they have been assigned an SDG in terms of their equivalence in terms of the SDGs.

set of competences. In this way, the subsequent assessment of the degree of acquisition of competences in this subject will be much simpler and clearer.

A B is achieved because specific competences related to the SDGs are included in the descriptive documents of all programmes. SDGS.

Guideline 3: Programme descriptive documents include assessment systems that will allow students' acquisition of SDG competences to be verified.

Analysing both the degree programmes' verification reports and the teaching guides, from a general perspective, the learning outcomes established in the subjects can be assessed with the assessment tools indicated in each of them. These learning outcomes are linked to the competences and objectives of the subjects, although no specific details related to the SDGs are given.

The main assessment tools used are: written/graphic tests, directed work, practical presentations, oral discussions and projects.

A B is achieved because assessment systems are included in the descriptive documents of all programmes to verify students' acquisition of SDG competences.

Criterion 4a.3: Student-centred learning. Theoretical learning opportunities

Standard: "Programmes provide students with theoretical learning opportunities on the SDGs".

Guideline 1: Programme narrative documents include content related to the SDGs.

The self-report refers again to the results obtained in the Strategic Innovation Project PIEC_17_114_Structuring for the systematic acquisition of transversal competences in the Bachelor's Degrees of the School of Engineering and Architecture.

The verified reports of the programmes do not include content related to the SDGs, except in the subjects whose themes are directly linked to these, but as a result of the aforementioned project, specific assessable content on the framework of the 2030 Agenda and the SDGs has been identified in all the teaching guides.

A B is achieved because content related to the SDGs is included in the descriptive documents of all programmes.

Guideline 2: Programme narrative documents include activities related to the SDGs.

SDG-related activities are detailed in the teaching guides of the programmes, although they are not specifically included in the design of all programmes in an explicit manner (i.e. they are not included in the programmes' verified reports because they predate the innovation project mentioned above).

A B is achieved because SDG-related activities are included in the programme narrative documents.

Guideline 3: Programme descriptions include assessment systems that will allow for the testing of theoretical learning related to the SDGs.

The descriptive documents of the programmes do not include the assessment systems that make it possible to specifically verify the acquisition by students of the theoretical learning of the SDGs, except in the subjects whose themes are directly linked to these because the verification reports are prior to the development of the aforementioned innovation project, although the teaching guides of the subjects do include specific assessment systems.

A B is achieved because assessment systems are included in the programme descriptive documents to test theoretical learning related to the SDGs.

Criterion 4a.4: Student-centred learning. Practical learning opportunities

Standard: "Programmes provide students with opportunities to practically apply the SDGs".

Guideline 1: Practical activities related to the SDGs are included in programme descriptive documents.

Analysing the different descriptive documents of the programmes of the subjects, most of them include practical activities related to the SDGs, especially in those subjects that are more closely linked to the SDGs due to their nature. It would be necessary to specify in greater detail these types of practical activities and their connection with the SDGs.

A B is achieved because practical activities related to the SDGs are included in the descriptive documents of all programmes.

Guideline 2: SDG-related (external) placements are included in programme descriptive documents.

In both the bachelor's and master's degrees offered by EINA, internships are extracurricular, i.e. they can be recognised as optional credits up to a maximum of 6 ECTS. From the current academic year, the Guidance and Employment Service (UNIVERSA) has included its commitment to the 2030 Agenda and SDGs in the "Internship Application" document, in which the student must indicate at least "1 Sustainable Development Goal to which the internship is linked" up to a total of 3 SDGs.

A B is achieved because SDG-related (external) placements are included in the descriptive documents of all possible programmes.

Guideline 3: Programme narrative documents include assessment systems that will allow for evidence of learning-by-doing related to the SDGs.

The main assessment tools used for practical activities include assignments, projects and reports, although these are also used for subjects whose characteristics are more closely linked to the SDGs.

UNIVERSA has also incorporated the need to specify the relationship with the SDGs in the final evaluation document of the internship, both those completed by the students and those corresponding to the tutors of the entities where the internships are carried out.

A B is achieved because assessment systems are included in the descriptive documents of all programmes that allow for the verification of learning-by-doing related to the SDGs.

DIMENSION 5: PERSONNEL

Criterion 5.1: Responsible for the training offer / research activity

Standard: "Those responsible for the training offer/research activity of the institution are trained in the integration of the SDGs in their professional development".

Guideline 1: In the job description of the job requirements for those responsible for the training offer/research activity of the centre, knowledge of the SDGs is required.

The description of the functions of those responsible for the educational and research offer of the faculty is included in the IQAS Manual, specifically in chapter 3, section 4. As indicated in the self-report, in the job descriptions of those responsible for the educational offer (members of the management team, the coordinators of Bachelor's and Master's degrees and the Quality Assurance Committees of Bachelor's and Master's degrees respectively) "the requirement for knowledge of SDGs is not explicitly reflected, but the need for the educational offer and the degrees to fit into the strategic framework of the University and, therefore, into the global social framework is clearly indicated for all of them".

A D is achieved because the need for knowledge of the SDGs is not included in the job description of the job requirements of those responsible for the training/research activity of the institute.

Guideline 2: There is a training and development plan, a training offer or actions identified in ODS for those responsible for the centre's training offer/research activity.

The training offer aimed at the people responsible for the training offer is offered by the Centre for Innovation, Training and Research in Education Sciences (CIFICE) in Zaragoza, but it is not specifically for them, but is aimed at the teaching and research staff in general. In relation to the SDGs, two workshops have been held, one related to the design of projects in this area and the other on the strategies to be followed to include these goals in university teaching.

The staff responsible for the centre's training offer is part of the Centre's Strategic Project for the implementation of the SDGs (PIEC_19_429), which includes training and informative actions on the SDGs and particularly their implementation in the centre's degrees and subjects.

It would be advisable to extend the training offer for this group through the channels established for this purpose.

A C is achieved because there are some actions identified in the SDGs for those responsible for training/research activity at the centre.

Guideline 3: Performance appraisal processes (performance monitoring) take into account SDG competencies.

There is no specific monitoring of the professional performance of those responsible for the faculty's training offer. The procedures for monitoring the performance of this group are the same as for the teaching and research staff and do not explicitly refer to the competences related to the SDGs.

A D is achieved because the professional evaluation processes (performance monitoring) do not take into account the SDG-related competences of those responsible for training/research activity.

Criterion 5.2: Teaching and Research Staff

Standard: "Teaching and research staff are trained in the integration of the SDGs in their professional development".

Guideline 1: Job descriptions and selection processes for teaching and research staff require knowledge of the SDGs.

In the competitions for access to teaching bodies, there are no explicit requirements for knowledge of the SDGs per se. Indirectly, however, they can be assessed, since at present, for participation in these selection processes, prior accreditation by the National Agency for Quality Assessment and Accreditation (ANECA) for the corresponding contractual figure is a requirement.

A D is achieved because the job descriptions and selection processes for teaching and research staff do not require knowledge of the SDGs.

Guideline 2: There is a training and development plan, a training offer or actions identified in SDGs for teaching and research staff.

There is no Training and Development Plan, nor is there a training offer for teaching and research staff. There are many academic actions related to the SDGs (both given and received) by the Centre's teaching and research staff.

A C is achieved because there are some actions identified in SDGs for teaching and research staff at the centre.

Guideline 3: Performance appraisal processes (performance monitoring) take into account SDG competencies.

The performance monitoring procedures for teaching and research staff at the institute do not explicitly include references to SDG-related competences of this group.

A D is achieved because performance appraisal processes (performance monitoring) do not take into account the SDG-related competences of teaching and research staff.

Criterion 5.3: Administrative and service staff

Standard: "The school's Administration and Services Staff are trained in the integration of the SDGs in their work development".

Guideline 1: Job descriptions and selection processes for Administrative and Services Staff require knowledge of the SDGs.

In the job descriptions and selection processes for administrative and service staff, there is no identification of SDG-related knowledge as a required criterion.

A D is achieved because the job descriptions and selection processes for administrative and service staff do not require knowledge of the SDGs.

Guideline 2: There is a training and development plan, a training offer or actions identified in SDGs for teaching and research staff.

The University of Zaragoza designs an annual training plan aimed at responding to the training and professional development needs of administration and services staff. Some of the training activities offered can be linked to certain SDGs, as shown in the self-report.

A C is achieved because there are some actions identified in the SDGs for the school's administration and services staff.

Guideline assessment 3: Performance appraisal processes (performance monitoring) take into account SDG competencies.

Administration and services staff have an individual right to career progression in accordance with the constitutional principles of equality, merit and ability, through the implementation of objective and transparent evaluation systems, as established in the Basic Statute of the Public Employee. The content of the horizontal career, regulated in letter a) of number 3 of the aforementioned article 16 of the Basic Statute of the Public Employee, consists of the progression of grade, category, step or other similar concepts, without the need to change job, with the career path and professional performance, the quality of the work performed, the knowledge acquired and the result of the performance evaluation being assessed, linked to the complementary remuneration that is determined by application of the provisions of article 24 of the aforementioned regulation. This is the only mention made in a performance appraisal document, with no reference to the SDGs.

A D is achieved because performance appraisal processes (performance monitoring) do not take into account the SDG-related competencies of administrative and service staff.

DIMENSION 6: FINANCING AND RESOURCES

Criterion 6.1: Internal and/or external funding

Standard: "Internal or external funding is available and allocated to SDG-related initiatives".

Guideline 1: The centre receives external funding for SDG-related initiatives.

The EINA's income comes mainly from renting out its facilities for holding events such as competitive examinations, conferences, congresses, etc. It also obtains economic income from the signing of agreements with external entities, such as the one signed with Caja de Ingenieros, which finances cultural activities and the dissemination of the centre's qualifications. Finally, income from donations for the achievement of the SDGs, such as the case of the company FINSA, is also worth mentioning.

According to the evaluation rubric, the visiting panel understands that the School receives external funding, although from the reading of the self-report it cannot determine what percentage of the total budget it represents.

A C is achieved because the institute receives external funding for SDG-related initiatives without being able to determine what percentage of the institute's budget this funding represents.

Guideline 2: The centre has a specific budget line (outside external funding) earmarked for SDG-related initiatives.

The centre does not have a specific budget line, other than external funding, earmarked for initiatives related to the SDGs. The self-report indicates that the budget allocated by the University of Zaragoza is dedicated to covering the running costs of the financial year. However, the centre allocates funds to the implementation of actions related to the SDGs through different initiatives assigned to existing budget items.

A C is achieved because, although the school allocates funds to SDG-related actions within other budget lines, it does not have a specific budget line (apart from external funding).

Criterion 6.2: Resources

Standard: "A capable and qualified team has been established at the school to plan, implement and evaluate the initiatives outlined in the SDG action plan".

Guideline 1: The school has established a team and empowered it to plan, implement and evaluate the initiatives outlined in the SDG action plan.

The EINA assumes its commitment to the implementation of the SDGs in all the centre's activity and develops a Strategic Plan for the years 2017-2020. In 2019 it created the EINA Environmental Committee, made up of teaching and research staff, administrative and service staff and students, with the Director of the UZ Green Office as a permanent guest. This Committee has the necessary authority and powers to implement the proposals planned in it.

For the development of this plan, it has a team of 31 people, including all the school's bachelor's and master's degree coordinators.

An A is achieved because the school has established a team that is empowered to plan, implement and evaluate the initiatives in the SDG action plan, because there is evidence that the team plans and implements the initiatives in the SDG action plan, because there is evidence that the team analyses and extracts data on the implementation of the initiatives in the SDG action plan and because as a result of the analysis of the above data, new initiatives are proposed for the SDG action plan.

Guideline 2: Team members have the necessary dedication to fulfil their duties.

On the basis that the work carried out in the different committees by the members of the groups involved does not have a specific dedication, but has to be shared with the work carried out at the university, the management report consulted shows that the number of activities carried out is sufficient and shows the high degree of involvement of the participants.

Without detriment to the above, the visit revealed a worrying overload of work among the team members, which could pose a risk to the continuity of the team's line of work.

A B is achieved because at least 75% of the people in the team have the necessary dedication to fulfil their duties.

Guideline 3: Team members have the necessary qualifications to fulfil their duties.

The structure and composition of the committees guarantees the participation of those members of the management team with the most appropriate qualifications to tackle the respective tasks and objectives, both in terms of their knowledge and experience in the management of the centre, as well as in terms of the subjects within their field of responsibility. A review of the curricula vitae of the members of this committee also demonstrates this.

Notwithstanding the above, the visiting panel does not have all the necessary information to be able to state that 100% of the people who make up the team have the necessary qualifications to carry out their duties.

A B is achieved because 75% of the people in the team are qualified to perform their duties.

Guideline 4: The centre provides continuous training and updating for staff engaged in these functions.

No updated and continuous training plan on SDGs for the staff of the Quality Committee is specified.

A C is achieved because the university or institution includes training actions on SDGs for staff dedicated to these functions.

Summary of total score and percentages by dimensions, criteria and guidelines¹.

DIMENSION	CRITERIA	GUIDELINES	A	B	C	D	NOTE	DIRECTRIZ	CRITERIA	DIMENSION	
Dimension 1: Governance, strategy and recognition	Criterion 1.1: Commitment and strategy of the centre	1	20%			1	4,9	9,8	19,6	19,428	
						1	4,9	19,6			
						1	4,9	19,6			
	Criterion 1.2: Strategic partnerships	1	20%			1	4,9	9,8	27,76		
						1	4,9	19,6			
						1	7,4	19,6			
Criterion 1.3: Internal and external recognition	20%	1	50%	1	7,4	50	17,4				
Dimension 2: Transparency and accountability	Criterion 2.1: Public information	100%	1	50%	1	7,4	50	87	13,05		
Dimension 3: Internal Quality Assurance System	Criterion 3.1: Quality processes and strategy	1	20%			1	7,4	14,8	59,36	6,524	
						1	7,4	29,6			
						1	4,9	9,8			
	Criterion 3.2: Staff responsible for the Internal Quality Assurance System	20%	1	20%			1	0	0		5,88
				60%			1	4,9	29,4		
				20%			1	0	0		
Dimension 4a: Programmes	Criterion 4a.1: Development of policy frameworks	10%	1	34%			1	7,4	25,2	7,4	
				33%			1	7,4	24,4		
				33%			1	7,4	24,4		
	Criterion 4a.2: Student-centred learning. Competences	30%	1	33%			1	7,4	24,4	22,2	
				34%			1	7,4	25,2		
		Criterion 4a.3: Student-centred learning. Theoretical learning opportunities	30%	1	33%			1	7,4		24,4
					34%			1	7,4		25,2
		30%	1	33%			1	7,4	24,4	22,2	
				33%			1	7,4	24,4		

¹ Percentages approved by the ECSC at its meeting of 22 February 2022.

DIMENSION	CRITERIA	GUIDELINES	A	B	C	D	NOTE	DIRECTRIZ	CRITERIA	DIMENSION										
	Criterion 4a.4: Student-centred learning. Practical learning opportunities																			
Dimension 5: Personnel	Criterion 5.1: Responsible for the training offer / research activity	50%	1	20%	60%	1	1	0	0	14,7										
											20%	1	0	0						
															20%	1	0	0		
	Criterion 5.2: Teaching and research staff	30%	1	20%	60%	1	1	0	0	8,82										
											20%	1	0	0						
															20%	1	0	0		
Criterion 5.3: Administration and Service Staff	20%	1	20%	60%	1	1	0	0	5,88											
										20%	1	0	0							
														20%	1	0	0			
Dimension 6: Funding and Resources	Criterion 6.1: Internal and/or external funding	50%	1	30%	1	1	4,9	34,3	4,9	14,7	24,5									
												25%	1	25%	1	1	7,4	18,5	7,4	18,5
	Criterion 6.2: Resources	50%	1	25%	60%	1	1	7,4	18,5	7,4	18,5	37,125								
													25%	1	25%	1	1	4,9	12,3	
																				25%
TOTAL SCORE										67 SILVER										

The Chairman of the Evaluation Commission,
ACPUA Certification and Accreditation

Antonio Serrano González

ANNEX I: Panel and visit agenda

	NAME	SURNAMES	INSTITUTION	EXPERIENCE
CHAIRPERSON	Monserrat	Zamorano Toro	University of Granada	Professor of Civil Engineering. Research in environmental technologies.
ACADEMIC SPOKESPERSON	Elvira	Congosto Luna	Complutense University of Madrid	Researcher in the evaluation of the quality of institutions. Assessor for ANECA and other agencies and bodies.
STUDENT MEMBER	Andrea	Fernández Gorgojo	Carlos III University of Madrid	PhD on Composite Materials Recycling. ACPUA Evaluator.
PROFESSIONAL VOWEL	Elena	De Mier Torrecilla	AECID - ACS Foundation (Madrid)	Evaluator of the ACPUA. Participant in the INQAAHE project on SDGs.
INTERNATIONAL SPOKESPERSON	Pieter-Jan	Van de Velde	Trividend (Belgium)	Quality Expert. ENQA Assessor.

FIRST DAY OF THE VIRTUAL TOUR					
DATE:	11 MARCH 2021				
SCHEDULE	CONTENTS	PERSONS FROM THE INSTITUTION INVOLVED	TOPICS TO BE DISCUSSED		
8.45-9.00	PREPARING THE CONNECTION	DEPUTY HEAD OF SCHOOL	CONNECTION CHECK, MEETING ROOMS, PLATFORM...		
9.00-9.30	PRIVATE MEETING OF THE VISITING PANEL				
9.15-9.30	PREPARING THE CONNECTION	DEPUTY HEAD OF SCHOOL	CONNECTION CHECK, MEETING ROOMS, PLATFORM...		



FIRST DAY OF THE VIRTUAL TOUR					
DATE:	11 MARCH 2021				
SCHEDULE	CONTENTS	PERSONS FROM THE INSTITUTION INVOLVED	TOPICS TO BE DISCUSSED		
9:30-9:45	PRESENTATION	<ul style="list-style-type: none"> RECTOR OF THE UNIVERSITY / VICE-CHANCELLOR JOSÉ ANTONIO YAGÜE. DIRECTOR OF THE SCHOOL MARI BENI MURILLO. DEPUTY DIRECTOR OF QUALITY AND SUSTAINABILITY OF THE SCHOOL 	WELCOME FROM THE UNIVERSITY OF ZARAGOZA, THE EINA AND THE ACPUA		
9:45-10:30	PRESENTATION	<ul style="list-style-type: none"> JOSÉ ANTONIO YAGÜE. DIRECTOR OF THE SCHOOL MARI BENI MURILLO. DEPUTY DIRECTOR OF QUALITY AND SUSTAINABILITY OF THE SCHOOL (RESPONSIBLE FOR THE ALCAEUS PROGRAMME). 	<ul style="list-style-type: none"> STRATEGIC PLANNING ASSESSMENT OF RELATIONS WITH THE BUSINESS COMMUNITY AND ITS COMMITMENT TO THE SDGS EVIDENCE OF PERIODIC REVIEW IMPACT ASSESSMENT RESOURCES 		
10:30-10:45	PRIVATE MEETING OF THE VISITING PANEL				
	PREPARING THE CONNECTION	DEPUTY HEADMISTRESS AND STUDENT BODY	CONNECTION CHECK, MEETING ROOMS, PLATFORM...		
10:45-11:30	INTERVIEW 1ST INTEREST GROUP STUDENT BODY	<ul style="list-style-type: none"> JAVIER FELIPE ANDREU (1ST MUEREE) JUAN CASADO MORENO (3RD GITST) MARIO CABALLERO YUS (1ST GIM) DIEGO MARZO GALVE (1ST MUIINND) LIDIA CARDONA CANO (4TH GEÁ, SUBDELEGATE OF THE YEAR) MONTSERRAT AZNAR RILLO (4TH GIQ GRADE DELEGATE) ÁLVARO ZORITA PAZ (MUIQ) JUNCAL AGUINAGA ALTUBE (4TH GIDIDP) 	<ul style="list-style-type: none"> STUDENT-CENTRED LEARNING SUBJECT CONTENT AND ITS ALIGNMENT WITH THE SDGS INTEGRATION OF SDGS IN THE EVALUATION OF SUBJECTS THE SDGS IN THE DEGREE PERCEPTION OF THE COMMITMENT OF THE DIFFERENT GROUPS OF THE EINA TO THE 2030 AGENDA AND SDGS: PDI, PAS, STUDENTS. TRAINING SESSIONS ON THE SDGS PERCEPTION OF THE BENEFITS OF SDG SKILLS ACQUISITION ON LABOUR MARKET INTEGRATION 		
11:30-11:45	REST / CONNECTION PREPARATION				
11:45-12:00	PRIVATE MEETING OF THE VISITING PANEL				
	PREPARING THE CONNECTION	DEPUTY HEAD OF SCHOOL AND AUDIENCE PARTICIPANTS	CONNECTION CHECK, MEETING ROOMS, PLATFORM...		
12:00-12:45	OPEN HEARING	<ul style="list-style-type: none"> GONZALO MARTÍNEZ DE MARCOS (STUDENT) JOSÉ IGNACIO HERNÁNDEZ GRACIA (STUDENT) IGNACIO MARTÍNEZ RUIZ (PDI) ALFREDO SORIA LARRAGA (PAS) ANA ISABEL MARTÍNEZ BENITO (PAS) ESTELA YUS SÁNCHEZ (PAS) PALOMA IBARRA BENLLOCH (PDI) ALEXANDRA GAVRILA (STUDENT) 			
12:45-13:00	PRIVATE MEETING OF THE VISITING PANEL				
	PREPARING THE CONNECTION	DEPUTY HEADMISTRESS OF THE SCHOOL AND TEACHING STAFF	CONNECTION CHECK, MEETING ROOMS, PLATFORM...		
13:00-13:45	INTERVIEW 2ND INTEREST GROUP TEACHING STAFF / TRAINING PROVIDERS	<ul style="list-style-type: none"> ESMERALDA MAINAR MAZA (DEPUTY HEAD TEACHER) VÍCTOR SEBASTIÁN (CHEMICAL ENGINEERING DEGREE COORDINATOR) IVÁN LIDÓN (PRODUCT DEVELOPMENT INDUSTRIAL DESIGN ENGINEERING DEGREE COORDINATOR) MARTA MONZÓN CHAVARRÍAS (LECTURER IN ARCHITECTURAL CONSTRUCTIONS) JAVIER RESANO (PROFESSOR OF THE DEPARTMENT OF COMPUTER SCIENCE AND SYSTEMS ENGINEERING) BELÉN ZALBA NONAY (LECTURER IN THERMAL ENGINES AND MACHINES) IGNACIO LÓPEZ FORNIÉS (PROFESSOR OF ENGINEERING GRAPHIC EXPRESSION). MANUELA PÉREZ (LECTURER IN BUSINESS ORGANISATION) 	<ul style="list-style-type: none"> PERCEPTION OF THE COMMITMENT OF THE EINA AND THE DIFFERENT GROUPS OF THE EINA TO THE 2030 AGENDA AND SDGS: PDI, PAS, STUDENTS. SDG IMPLEMENTATION GUIDELINES RECEIVED TRAINING RECEIVED ON THE SDGS INTEGRATION OF SDGS IN SUBJECTS (ASSESSMENT OF THE DEDICATION REQUIRED) DIFFICULTIES IDENTIFIED IN INTEGRATING THE SDGS INTO SUBJECTS ASSESSING THE SDGS IN SUBJECTS STUDENT-CENTRED LEARNING TRAINING OFFER ON SDGS MAINSTREAMING THE SDGS IN THE TFG/TFM IMPACT OF SDG TRAINING RECEIVED PERCEIVING THE BENEFITS OF SDG SKILLS ACQUISITION ON LABOUR MARKET INTEGRATION COMMITMENT TO THE SDGS IN HR POLICY. 		
13:45-14:00	PRIVATE MEETING OF THE VISITING PANEL				
	PREPARING THE CONNECTION	DEPUTY HEAD OF SCHOOL AND EMPLOYERS	CONNECTION CHECK, MEETING ROOMS, PLATFORM...		



FIRST DAY OF THE VIRTUAL TOUR					
DATE:		11 MARCH 2021			
SCHEDULE	CONTENTS	PERSONS FROM THE INSTITUTION INVOLVED	TOPICS TO BE DISCUSSED		
14.00-14.45	INTERVIEW 3RD EMPLOYERS' GROUP AND REPRESENTATIVES OF ESTABLISHED PARTNERSHIPS	<ul style="list-style-type: none"> JUAN ALCUBIERRE AUSENS (PEOPLE AREA MANAGER, HMY BUS) IRENE DE LA TORRE VILLAGRASA (BSH CORPORATE COMMUNICATIONS DEPT.). MIGUEL ÁNGEL JIMÉNEZ (DIRECTOR R&D&I SAICA). CECILIA FORONDA DIEZ (FUNDACIÓN ECOLOGÍA Y DESARROLLO. ECODES) EDUARDO FERNÁNDEZ GIMÉNEZ (INNOVATION DIRECTOR URBASER) ELVIRA LÓPEZ VALLÉS (SOCIEDAD MUNICIPAL ZARAGOZA VIVIENDA) FRANCISCO SERRANO LUIS (TECHNICAL SECRETARY OF THE COLLEGE OF INDUSTRIAL ENGINEERS OF ARAGÓN AND LA RIOJA) MARÍA VILLARROYA GAUDÓ. ASSOCIATION OF WOMEN ENGINEERS AND TECHNOLOGISTS. DIRECTOR OF THE UZ INTERNATIONALISATION SECRETARIAT 	<ul style="list-style-type: none"> PERCEPTION OF EINA'S COMMITMENT TO THE 2030 AGENDA AND SDGs INTEGRATING THE SDGs INTO EXTERNAL PLACEMENTS ASSESSMENT OF THE NEED TO INTEGRATE TRAINING IN SDGs PERCEPTION OF GRADUATES' COMPETENCES IN RELATION TO THE SDGs INTEREST IN EXPANDING AND STRENGTHENING / RE-ORIENTING EXISTING PARTNERSHIPS ASSESSMENT OF THE ACKNOWLEDGEMENTS RECEIVED BY EINA IN THE FIELD OF SDGs ASSESSMENT OF THE IMAGE AND VISIBILITY OF THE SDGs IN EINA 		
14.45-15.00	PRIVATE MEETING OF THE VISITING PANEL				



SECOND DAY OF THE VIRTUAL TOUR					
DATE:	12 MARCH 2021				
SCHEDULE	CONTENTS	PERSONS FROM THE INSTITUTION INVOLVED	TOPICS TO BE DISCUSSED		
PRIVATE MEETING OF THE VISITING PANEL					
9.00 -9.15	PREPARING THE CONNECTION	DEPUTY DIRECTOR OF THE SCHOOL AND GRADUATES	CONNECTION CHECK, MEETING ROOMS, PLATFORM...		
9.15-10.00	INTERVIEW 4TH INTEREST GROUP GRADUATES	<ul style="list-style-type: none"> • JOEL MENDES GONÇALVES (GRADUATE IN ELECTRICAL ENGINEERING) • JAVIER TIRADO GARÍN (GRADUATE IN INDUSTRIAL TECH. INDUSTRIAL ENGINEERING: I3A INTERNSHIP AND DOUBLE MASTER'S DEGREE: MU ELECTRONIC ENGINEERING / MU INDUSTRIAL ENGINEERING). • SERGIO PERDIGUER TORRALBA (MU ARCHITECTURE) • ESTHER SABATER BAILÓN (MU CHEMICAL ENGINEERING) • SOFÍA GARÍN MARTÍNEZ (GRADUATE IN INDUSTRIAL DESIGN ENGINEERING AND PRODUCT DEVELOPMENT) • JOSÉ MIGUEL BORDERAS ESTRADA. (GRADUATE IN MECHANICAL ENGINEERING) • ROCÍO CHUECA LASHERAS (MU TELECOMMUNICATIONS ENGINEERING) • MARÍA FARJAS LACASA (MU ARCHITECTURE) 	<ul style="list-style-type: none"> • STUDENT-CENTRED LEARNING • DEGREE OF RELATION / INTEGRATION OF THE SDGS IN YOUR DEGREE PROGRAMME • INTEGRATING THE SDGS INTO SUBJECT ASSESSMENT • PERCEPTION OF THE BENEFITS OF SDG SKILLS ACQUISITION ON LABOUR MARKET INTEGRATION • PERCEPTION OF THE COMMITMENT OF THE EINA AND OF THE DIFFERENT GROUPS TO THE 2030 AGENDA AND SDGS: TEACHING AND RESEARCH STAFF, ADMINISTRATIVE AND SERVICE STAFF, STUDENTS 		
PRIVATE MEETING OF THE VISITING PANEL					
10.00-10.15	PREPARING THE CONNECTION	DEPUTY HEAD OF SCHOOL AND ENVIRONMENTAL COMMITTEE, P.A.S, QUALITY UNIT	CONNECTION CHECK, MEETING ROOMS, PLATFORM...		
10.15-11.00	INTERVIEW 5TH INTEREST GROUP ENVIRONMENTAL COMMITTEE / ADMINISTRATION AND SERVICES STAFF / HEADS OF THE SCHOOL'S INTERNAL QUALITY ASSURANCE SYSTEM	<ul style="list-style-type: none"> • JORGE SIERRA. SECRETARY ENVIRONMENTAL COMMITTEE (PDI) • SOLEDAD PÉREZ PÉREZ. ADMINISTRATOR OF THE CENTRE (PAS) • EMILIANO BERNUÉS. (PDI) ENVIRONMENTAL COMMITTEE • MARIPAZ COMECH MORENO. (PDI) ENVIRONMENTAL COMMITTEE • CHEMA GUERRERO ROY. (PAS) ENVIRONMENTAL COMMITTEE • MARÍA CRISTINA VENTURA TOMÁS. STUDENT OF THE ENVIRONMENTAL COMMITTEE. • ENRIQUE CANO SUÑÉN. DEPUTY DIRECTOR OF INFRASTRUCTURES OF THE EINA. • ENRIQUE LUNA. HEAD OF THE ADMINISTRATIVE AND QUALITY UNIT OF THE EINA SECRETARIAT. 	<ul style="list-style-type: none"> • INTEGRATING THE SDGS INTO WORK PROCESSES • CHALLENGES IDENTIFIED FOR THE INTEGRATION OF THE SDGS • IMPACT OF TRAINING RECEIVED ON SDGS (SATISFACTION WITH THE INVOLVEMENT OF OTHER GROUPS) • TRAINING RECEIVED ON SDGS • PERCEPTION OF EINA'S COMMITMENT TO THE 2030 AGENDA AND THE SDGS • TIME COMMITMENT INVOLVED IN IMPLEMENTING THE SDGS IN THE SCHOOL • THE DESIRABILITY OF THE PAS HAVING ITS OWN TRAINING SYSTEM ON THE SDGS 		
11.00-11.15	REST				
11.15-11.45	EVIDENCE REVIEW (IF NECESSARY)				
PRIVATE MEETING OF THE VISITING PANEL					
11.45-12.00	PREPARING THE CONNECTION	DEPUTY HEAD OF SCHOOL	CONNECTION CHECK, MEETING ROOMS, PLATFORM...		
12.00-12.45	ISSUES RAISED DURING THE DIFFERENT INTERVIEWS	MARI BENI MURILLO ESTEBAN	SPACE FOR DISCUSSION OF POSSIBLE ISSUES RAISED DURING THE INTERVIEWS.		
12.45-13.30	PRIVATE MEETING OF THE VISITING PANEL				