The UPC Internationalisation Plan 2017-2021

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Introduction

In its Statutes (Article 4 - Objectives of the University, point 4.4.), the UPC establishes that its knowledge is universal and for universal dissemination in a world without borders. The fact that the international nature of the University and its desire to be proactively present in the world is laid down in the UPC's Statutes reflects the continued strategy of international promotion. This clear commitment began with the very creation of the University and has adapted to the needs and circumstances of each moment, favouring collaboration with universities and other cultural and scientific institutions of the European Union and the rest of the world.

The objectives of the successive international relations plans have been adapted to each particular time and situation. The first (1996-2001) focused on promoting mobility of students and teaching and research staff, while the second (2003-2006) focused on the implementation of the EHEA at our university. Both paved the way for a more comprehensive internationalisation that was further incorporated in the University's studies, research and development cooperation. This comprehensive and cohesive international policy became fully evident in the third plan (2008-2015), which focused on moving from international relations to internationalisation. The University was probably not ready at that time for some of the issues considered in this plan, and the outbreak of the financial crisis unfortunately prevented the full implementation of its measures.

The Government Plan of Rector Fossas included a specific section on international policy that dealt with studies, mobility, the alignment of the University's international policy with its units, and set out the general framework for participation and outreach in the international arena.

Internationalisation, the key to higher education

In order to achieve its objectives, the UPC's clear international orientation should be focused on analysing and understanding the constraints and needs of society today. Indeed, in recent years there have been drastic changes that have had, and will have, a great impact on Europe in general and on universities in particular. The report written by Sursock[1] for the European University Association (EUA), entitled 'Trends 2015: Learning and Teaching in European Universities' (http://www.eua.be), which compares the current situation with that of the 2010 report, lists the main reasons for the change of context: the financial crisis, demographic change, intensification of global competition, increased internationalisation at all levels of society and in institutions, and advances in information and communications technology.

In this situation, coinciding with the development of the knowledge society, universities must play a central role in the process of creating, shaping and applying knowledge in order to ensure a comprehensive, sustainable and more equitable social and economic development. This centrality raises new challenges. First, it is essential for universities to respond to the demand for internationally qualified staff who are able to work, innovate and take initiatives in a global environment: we must train *global citizens*. Second, this global situation opens up a huge range of possibilities for attracting talent and seizing opportunities for research and transfer in a context of intense competition. These challenges can only be met through internationalisation, which, cutting across all the University's missions, helps resolve the global problems of society. Internationalisation is an essential factor for excellence in higher education because it is a process through which universities improve their quality.

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[1] Sursock, A. (2015) *Trends 2015: Learning and teaching in European Universities*. European University Association, Belgium, ISBN: 9789078997542

The concept of internationalisation is not new. In fact, as Hudzik writes,[2] "The movement of people in search of new ideas and the movement of ideas to influence people in new places, as well as the blending of diverse cultures and epistemologies formed the inner core of early higher learning." The internationalisation of university higher education is defined as the process of incorporating an international, intercultural and/or global dimension in the objectives and functions of higher education (teaching, research, technology transfer and development cooperation).

The internationalisation strategy has thus become a central element in the positioning of higher education institutions, and the literature on the subject is extensive. In this process we have identified some risks that must be understood and controlled, such as the commercialisation of education, the loss or reduction of local character, language and culture (globalisation), the competition for talent from more powerful universities (the brain drain), and the discouragement of development in developing countries resulting from the creation of international campuses and franchises.

Local, national and international references

The following references were used to draw up the Plan:
- The Government Plan of Rector Fossas.
- The previous strategic international relations plans (1996-2001, 2003-2006 and 2008-2015) and their evaluations.
- The responsibilities of the Office of the Vice-Rector for International Relations.
- The mission, responsibilities and process map of the International and Corporate Relations Bureau (GRIE).

- Statistics and indicators of the UPC.
- The documents of the Interuniversity Council of Catalonia (CIC).
- The document *Estrategia para la internacionalización de las universidades españolas* (Strategy for the Internationalisation of Spanish Universities).
- The strategic plans of several prestigious foreign universities.
- The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. European Commission, 2005. https://www.euraxess.si/sites/default/files/am509774cee_en_e4.pdf
- The references included in this text.

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[2] Hudzik, J. K. (2015) *Comprehensive internationalization. Institutional pathways to success*. Routledge, USA and UK. 277 pp. ISBN: 978-1-138-77854-2

The methodology for drafting the Plan

The Plan is based on the diagnosis of the current situation as a result of the actions taken in the past. To achieve a comprehensive vision of internationalisation at the UPC and the perception that the university community has of it, we consulted the following groups:

1. The recipients of internationalisation processes: students and teaching, research and administrative staff.
2. The producers of internationalisation processes (those who make them possible), such as the teaching and research staff who organise international projects, the assistant directors for mobility of schools, and the administrative staff of the International and Corporate Relations Bureau and the Academic Management Service.
3. People who have or have had a specific role in internationalisation, inside and outside the UPC, who can provide deep insight into internationalisation processes and their development.

A total of 17 different groups were identified. To make a quantitative and qualitative diagnosis of each area, we used surveys and focus groups tailored to each type of respondent. A total of 806 survey responses were received, representing a participation rate of 11% to 100% depending on the group. In the surveys, the producers of internationalisation processes offered their views on awareness of actions in this field, the impact of these actions, the internationalisation strategy of the UPC and its units, prioritisation of resources, channelling of possible initiatives, development cooperation, and the results achieved. Recipients of internationalisation activities offered their views on the experience, the information received, the procedures, the advice they had been given, the offer and conditions of mobility, cooperation actions, the impact of the international experience on their generic competencies and career advancement, and how the UPC is seen from the outside. A total of 27 people took part in the focus groups, including 10 administrative and service staff assigned to management and support units and general services whose work is related to international aspects of the UPC

in some way or another, nine members of the teaching and research staff (coordinators of master's and doctoral degrees and organisers of internationalisation actions), five assistant directors for internationalisation of schools, and three former vice-rectors for internationalisation.

We must thank all the participants for their generous voluntary contribution to this diagnosis, without which it would have been impossible to draw up the UPC Internationalisation Plan.

The final document was submitted to the evaluation and judgement of two external experts in internationalisation and one internal expert. The external expert was Guy Haug, considered one of the fathers of the EHEA, who is an independent advisor to governments, international organisations, quality control agencies and higher education networks such as the EUA. At the European Commission, he was responsible for creating an agenda for modernising universities as part of the Lisbon strategy for the knowledge era. He has also written reports for the OECD on higher education systems worldwide. Guy Haug, who collaborated with the UPC in the drafting of the Third Plan and is therefore aware of its development, participated by energising a meeting of the advisory board of the current plan, at which he outlined the trends in internationalisation of universities today. Finally, the internal expert was Professor Lluís Torres, as the driver of the last UPC Internationalisation Plan (2008-2015).

Diagnosis of the UPC

We feel it is important to restate that the **high degree of voluntary participation** in the development of the Plan is a very important initial indicator of the importance of internationalisation for many members of the university community, and shows their commitment to the progress of the University.

The first thing that emerges from the initial diagnosis is a fairly widespread doubt about **which aspects or activities of the University fall within the scope of internationalisation**. Regarding **international reach**, the UPC's international identity was perceived as poorly consolidated because the main brand is diluted into the brands of its units, which are sometimes very powerful. The recognition and degree of internationalisation of the units varies greatly. The UPC was considered to have a very good international image in some research areas, but in teaching its image is not visible because it is not reflected in the rankings. It was stressed that complacency (focusing attention more inward than outward) should be avoided.

On the UPC's **internationalisation strategy**, the respondents generally did not perceive a well-established official strategy for either the UPC or its units. When they did perceive some form of strategy, they considered that it shows a lack of alignment between the UPC and its units: everyone acts according to their own criteria. It was also considered that the general international strategy focuses too much on mobility and is disconnected from research. Finally, the respondents mentioned the lack of support staff and funding, and the excessive bureaucracy in processes.

In the internal organisation of internationalisation at the UPC, the management of mobility and the high level of recruitment of students were highly valued. The respondents expressed concern that the mobility of teaching and research staff often takes place outside organised programmes and is not coordinated, so it is not recorded and lacks visibility. The number of administrative staff providing support to the international area of schools is insufficient and their ability to interact in English is poor. It was generally agreed that the most important driving force is volunteering and individualism, especially in research. It was also considered that the proactive attitude that is perceived especially among people who are promoting internationalisation could be taken advantage of.

The respondents showed a moderate-to-low knowledge of the **internationalisation actions** of the Office of the Rector and the university services but a high level of knowledge and a very positive perception of actions by the units in relation to mobility. They perceived a very great lack of knowledge of internationalisation actions carried out in research, and especially in doctoral studies and cooperation.

On the **results achieved in internationalisation** of the UPC, the respondents detected a lack of a consolidated international culture. The level of English is improving in general but is low in all groups (students, teaching and research staff and administrative staff) and there is little information in both English and Spanish. The administrative staff had a better opinion of the results than the teaching and research staff. It was generally agreed that contacts with universities of excellence should be sought and strengthened, and that the UPC's position in international rankings should be improved, taking advantage of the appeal of Barcelona.

On the **resources that should be prioritised for the internationalisation** of the UPC, the respondents mentioned promotion and the website, training in English (teaching, research and administrative staff), production of materials in English and Spanish, support for international mobility to increase the number of people involved, more flexible mobility processes for teaching, research and administrative staff, and promotion of double bachelor's and master's degrees.

On the **general information on internationalisation at the UPC**, many outgoing students and teaching and research staff and students and teaching and research staff participating in development cooperation projects, and an even higher proportion of outgoing administrative staff considered that it is not complete or easy to find, and that it is not useful for making decisions. The values were similar for the information received from the UPC's units. When asked specifically about the usefulness of the advice received on mobility for making decisions, the students had a better opinion than the teaching, research and administrative staff. The opinion on the simplicity of procedures was generally quite positive. On the offer of mobility, the opinions of the students were again very positive and those of administrative staff, and especially teaching and research staff, were less positive. The conditions of mobility (deadlines, amounts and recognition of credits) were generally valued positively.

Among respondents who had participated in **development cooperation projects**, many of the students and the teaching and research staff considered that they had received sufficient support, but a similar proportion of both groups highlighted the difficulty of achieving recognition for these actions. Two-thirds of the students at home recognise that they ignore opportunities to participate in these kinds of projects.

When asked whether **funding** was the greatest barrier to internationalisation, most responses were negative, although the proposals made by the respondents require funding. Funding was considered one of the essential aspects, but the respondents also saw a need for conviction, clear objectives, organisation and recognition of what is already being done. They thought that funding is needed to improve the low proficiency in English, which is the main limiting factor, so there is a need to train teaching and research staff and administrative and service staff.

Finally, the respondents mentioned the following **basic features** for the Internationalisation Plan: the excellence of the UPC in research as a force that drives everything else, the more local orientation of bachelor's degrees and the more international orientation of master's and doctoral degrees, the increase in teaching in English, the promotion of collaboration within the UPC, the need to recognise actions that are being carried out, the need to foster the ambassadorial role of teaching, research and administrative staff who have international activities, the interest in promoting international alumni, and the need to attract international teaching staff. With respect to areas of the world, special attention should be given to relations with Latin America, which often seem to be taken for granted. It is not necessary to establish specific territories but rather to seek or identify opportunities. The UPC could improve its global recognition and the units could do so more locally according to their speciality.

According to the diagnosis, what factors should drive internationalisation at the UPC?

Competition and collaboration

Today, an appropriate strategy for internationalisation positions a university in the global network of knowledge production within a framework of competition and collaboration. The increase in competition is highlighted by the growing attention received by rankings, which are being used as a tool for decision making by universities with an international orientation. They are also used by students in their choice of university, by accreditation agencies, and even by some governments in drawing up criteria for their immigration policies. Our own university has taken a step in this direction with the creation of the UPC Rankings Observatory. Furthermore, though some distortions need to be taken into account and avoided, it is clear that rankings are helping to structure and organise cooperation between universities. The need to improve rankings forces universities to work together not for their own status building but for mutual capacity building. Therefore, competition and collaboration must be used in conjunction to bring out the full advantages of each institution to the benefit of all. We must therefore devote attention to the rankings to find our position but we must continue to foster international collaboration at the highest level.

The local dimension and the global dimension

In society and in our relationships, the distinction between local and global issues is becoming blurred.[3] Everything that was local is now global, as local relationships have become international, intercultural and diverse. Therefore, internationalisation is also a response to local problems or, put another way, an essential tool for taking advantage of local opportunities. Certainly with regard to internationalisation, "even though we should be realistic that international cooperation and exchange are not guarantees for peace and mutual understanding, they continue to be essential mechanisms for keeping communication open and dialogue active" (Altbach & de Wit[4]). Today it is necessary to be a global citizen capable of understanding and contributing to the world. Global citizenship involves people who are more open, tolerant, empathetic and adaptable—people with the ability to contribute to society. All our graduates, and by extension the entire UPC community, must be people who can contribute globally from our position. In our particular context, we must emphasise that paying attention to the international dimension does not mean that we ignore the national or local dimension: the two can be complementary. In particular, we must identify and understand local strengths, highlighting the advantages of being a Catalan public university as an added value that differentiates the institution, enhancing its personality and its international attractiveness.

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[3] Jones, E., Coele, R., Beelen, J., de Wit, H. (eds) (2016) *Global and Local Internationalization*. 183 pp. Sense Publishers, The Netherlands. ISBN: 978-94-6300-299-8

[4] Altbach, P. and de Wit, H. (2015) *Internationalization and Global Tension: Lessons from History*. Journal of Studies in International Education, vol. 19 (1) 4-10.

Mobility and cross-disciplinarity

Internationalisation is not synonymous with mobility. It is not a question of doing more of the same but rather of introducing an international dimension in all the missions of the University and in its culture, objectives and functions. The new approach that has now emerged is *comprehensive internationalisation*. This approach involves an organisational change and a new system of values, which must be cross-disciplinary and affect all members of the University equally, whether or not they take part in mobility.[5] The analysis of the strategic plans of some of the most internationalised universities in the world shows the international trend. An example is the Royal Melbourne Institute of Technology (RMIT), a leading university in Australia, where international education has become the second most important economic sector in the country. RMIT's strategic plan does not include a section on internationalisation, and the word rarely appears in the text: the concept forms such an integral part of the university that it is transparent. RMIT's desire to make the world its stage is found in its objective: "to shape the world with the talent, knowledge and learning capability that we share". This is the change that requires most effort because it involves a cultural change that can only come through individual conviction. Though we are aware of the difficulty, we must take steps and offer the right environment for cultural change to be possible.

A geographic strategy based on activity

Maintaining an institutional presence throughout the world requires a large volume of personal and financial resources, so geographical priorities must be chosen. But today, in view of the changes that society has undergone globally in recent years, the areas of interest in countries and continents have multiplied to include both technologically and scientifically advanced areas and emerging areas. However, it must be remembered that each region or country offers different potential relationships: some countries are more interesting for teaching and others for research and transfer, while yet others need development cooperation. We must maintain a regional strategy, prioritising Europe as an area of broad interest, Latin America as an area with which we have natural ties, China as a country with which collaboration is already underway, and the industrialised countries, which offer many attractions (the USA, Canada, Japan, Australia, etc.). We must therefore be continually vigilant to detect new opportunities in emerging countries and in areas that receive specific support from Spain or Europe and offer a new area for establishing relationships. In short, taking into account the size and complexity of the global scenario, we must prioritise by activities rather than by geographic areas.

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[5] Leask, B. (2015) *Internationalization of the curriculum*. 198 pp. Sense Publishers, The Netherlands. ISBN: 978-0-415-72815-7

Different levels and tools of internationalisation for different educational levels

Bachelor's degrees, master's degrees and doctoral degrees do not need the same level of internationalisation or the same tools for achieving it. We must analyse the international goal that is pursued at each level of education and be flexible in order to achieve this goal. At an international scale, the growing trend (G. Haug, personal communication) is that bachelor's degrees are aimed more at local students, master's degrees more at international students and doctoral degrees at international students in pursuit of excellence. Aspects such as internationalisation at home (IAH), promoting mobility, double degrees with prestigious universities, drawing up a catalogue of international qualifications and attracting international talent are interesting for all levels of education but with different priorities. It is therefore necessary to analyse the strengths of each level of education and the objectives pursued with regard to its international dimension, to prepare differentiated strategies, and to provide the right tools for each case.

The aim of the Internationalisation Plan

… is to **draw up the strategy for a comprehensive internationalisation of the UPC** in the coming years, based on strategic challenges that will materialise into concrete actions set out in the annual action plan.

Strategic challenges

1. **To internationalise the institution:**

    To introduce the international dimension in the life and personality of the UPC as an institution, **in its missions** and **in its community**, so that in everyone's mind the world is the scenario for all activities. An international institution with an international community will increase the **presence of the UPC** in global spheres and therefore enhance its **international impact as a recognised, well-established brand.**

2. **To internationalise the people:**

    To promote international culture and skills in all groups of the UPC, whether they are mobile people or non-mobile people, through **mobility and IAH**. We need to improve the **visibility and recognition of mobility**. However, if we wish to be an **international community**, we must improve our **reception of people from abroad.**

3. **To internationalise teaching, research and technology transfer:**

    To increase the **internationalisation of teaching and technology transfer**, introducing and valorising **development cooperation** as a **new type of international activity**. On the understanding that **research activity is already highly internationalised,** we wish to use it **as an engine for internationalising the rest of the missions.**

4. **To intensify strategic partnerships and external alliances:**

   To foster **external alliances** that can **increase and improve the international activity of the UPC and the groups** that form part of it. Encouraging this search for and consolidation of strategic partnerships will be a two-way action that will allow us to **make visible and position our activity**, realise its potential, improve its results in the international sphere, and **attract talent and projects.**

5. **To develop the right tools and resources for implementing internationalisation activities:**

   Internationalisation requires **specific procedures** in some cases. In other cases, there are **more general and/or common processes** in other areas of activity that require **adaptation or flexibility to respond to the requirements** of international activity.

Objectives

1. **To internationalise the institution**
   1.1. To implement a system of governance of the Internationalisation Plan.
   1.2. To take action to improve the UPC's position in international rankings.
   1.3. To keep the UPC website updated and appropriate for internationalisation.
   1.4. To take advantage of the internationalisation of the UPC community to improve the University's recognition.
   1.5. To encourage the development and implementation of the internationalisation strategies of the UPC schools and of the departments and institutes that have a strategy.

2. **To internationalise the people**
   Mobility
   2.1. To increase the number of incoming students.
   2.2. To increase the number of outgoing students.
   2.3. To increase the mobility of outgoing teaching, research and administrative staff.
   2.4. To design strategies for attracting international talent (students and teaching and research staff).
   2.5. To improve the reception of incoming persons from abroad.

   Internalisation at home
   2.6. To promote the internationalisation of the academic curriculum.
   2.7 To introduce IAH in internal quality systems.
   2.8 To review and implement the current language policy plan for foreign languages.
   2.9 To encourage, strengthen and guarantee the quality of teaching in English.
   2.10 To organise events that promote cultural and linguistic exchange involving the presence of the international community at the UPC.
   2.11 To promote a culture of sharing international experiences.

3. **To internationalise teaching, research and technology transfer**

Teaching

3.1 To design an internationalisation strategy for each level of study (bachelor's and master's degrees).

3.2 To find means of increasing the international reach of master's degrees.

3.3 To promote innovative teaching in subjects related to internationalisation.

Doctoral degrees

3.4 To find means of increasing the international reach of doctoral programmes.

3.5 To set up an international Summer School for internal and external doctoral students.

3.6 To specifically organise doctoral mobility.

Research and technology transfer

3.7 To increase the presence and participation of the UPC in international forums on issues related to research and technology transfer policies.

3.8 To encourage collaboration between the UPC and foreign research groups.

3.9 To promote the organisation of activities to foster relations with strategic research and technology transfer partners.

Development cooperation

3.10 To adapt the rules governing development cooperation and the tools through which it is carried out at the UPC in this new framework.

3.11 To promote awareness and debate at the UPC on the Agenda 2030 adopted by the United Nations.

3.12 To promote the visibility and dissemination at the UPC of research related to sustainable human development.

4. **To intensify strategic partnerships and external alliances**

4.1 To increase the UPC's membership of strategic alliances through agreements with other universities.

4.2. To promote and/or consolidate strategic projects for international promotion of the UPC.

4.3. To implement and promote a network of international ambassadors of the UPC.

5. **To develop appropriate tools for carrying out internationalisation activities**

5.1. To analyse and carry out a new internal organisation of international relations at the UPC.

5.2. To update the processes and procedures associated with the internationalisation of the UPC.

Implementation of the Plan

The present UPC Internationalisation Plan will be updated regularly, taking into account that the context in which it is carried out is very dynamic and subject to global changes that will need to be understood and incorporated.

The first action of the Plan will be to set up a monitoring committee (in accordance with Objective 1.1), which will draft an annual action plan including details of the actions, the yearly targets and the indicators for evaluation.

Dissemination of the Plan

Throughout the implementation of the Plan, priority will be given to actions aimed at disseminating the Plan to the community, including the actions, the milestones and other related news using the communication channels available at the UPC.

PROPOSED ACTIONS FOR 2017: These must be agreed by the monitoring committee of the Plan

CHALLENGES	OBJECTIVES	ACTIONS
1. To internationalise the institution	**1.1.** To implement a system of governance of the Internationalisation Plan.	To set up a monitoring committee for the Plan to track the actions and indicators, and to decide on any corrective and/or complementary actions when necessary.
	1.2. To take action to improve the UPC's position in international rankings.	To improve the use of the affiliation in the publications and activities of all UPC entities (its own, associated entities and those of the UPC Group) in order to unify the international brand.
	1.3. To keep the UPC website updated and appropriate for internationalisation.	To ensure that the website maintains the necessary criteria for internationalisation (accessibility, languages, etc.).
	1.4. To take advantage of the internationalisation of the UPC community to improve its reach.	To design an institutional presentation kit for the UPC to be used by any member of the community when they travel to another institution for activities related to their field.
		To continue the policy of strengthening the UPC's relations with the consular corps based in Catalonia in order to seek good relations and help detect opportunities.
		To intensify international promotion individually for each area where strategic alliances are signed.
	1.5. To encourage the development and implementation of the internationalisation strategies of the UPC schools and of the departments and institutes that have a strategy.	To support the development and implementation of school strategies under the UPC Internationalisation Plan.
	Mobility	
	2.1. To increase the number of incoming students.	To actively harness the instruments and initiatives of other administrative bodies (Catalan Agency for the Management of University and Research Grants, Spanish Ministry of Education, European Union, etc.) to promote mobility among groups at the UPC.
	2.2. To increase the number of outgoing students.	To standardise academic and recognition criteria for mobility between schools.
		To increase international destinations through the promotion of relations with new partners.
		To increase the number of types of mobility action, with special emphasis on doctoral studies and work placement.

2. To internationalise the people	**2.3.**	To increase the mobility of outgoing teaching, research and administrative staff.	To promote mobility stays of teaching, research and administrative staff.
	2.4.	To design strategies for attracting international talent (students and teaching and research staff).	To establish partnerships with national grant-awarding agencies to encourage the recruitment of incoming students.
	2.5.	To improve the reception of incoming persons from abroad.	To encourage induction activities for incoming students, incorporating the activities carried out by student associations (Erasmus Student Network, Chinese Students Association, etc.).
			To design an app to improve the integration and induction of incoming students based on gamification and to extend it to other groups when this is appropriate.
	Internalisation at home		
	2.6.	To promote the internationalisation of the academic curriculum.	To organise training modules to provide teaching and research staff with tools for internationalising the curriculum in all subjects they teach.
			To draft a document on best practices in IAH within the IAH subgroup of the Internationalisation and Cooperation Group of the Conference of Rectors of Spanish Universities.
			To disseminate the concept of IAH: organisation of a session with the Telescopi network and participation in a session within the European Association for International Education.
	2.7.	To introduce IAH in internal quality systems.	
	2.8	To review and implement the current language policy plan for foreign languages.	To analyse the mechanisms of accreditation of English for UPC students according to changes in legislation in this area.
	2.9.	To encourage, strengthen and guarantee the quality of teaching in English.	To introduce an accreditation mechanism for teaching and research staff teaching in English, starting with a review of the mechanisms already established in other universities.
	2.10.	To organise events that promote cultural and linguistic exchange involving the presence of the international community at the UPC.	To identify and establish a structured relationship with student associations that receive and mentor international students (Erasmus Student Network, Chinese students, etc.).
	2.11	To promote a culture of sharing international experiences.	
XXX	**Teaching**		
	3.1.	To design an internationalisation strategy for each level of study (bachelor's and master's degrees).	To draw up the list of master's degrees suitable for international students.
			To foster the design of double and joint bachelor's and master's degrees.
	3.2.	To find means of increasing the international reach of master's degrees.	

3. To internationalise teaching, research and technology transfer	**3.3**	To promote innovative teaching in subjects related to internationalisation.	To facilitate the organisation of innovative teaching activities in collaboration with international institutions.
		Doctoral degrees	
	3.4.	To find means of increasing the international reach of doctoral programmes.	
	3.5.	To set up an international summer school for internal and external doctoral students.	To bring together the summer school-type activities that are already being done in schools and units.
	3.6.	To specifically organise mobility at doctoral and postdoctoral levels.	To encourage participation in and organisation of specific doctoral summer schools.
			To implement the welcome platform Landing at the UPC for doctoral students developed within the Nexus24 project.
			To determine the type of postdoc students who may be potential users of mobility and study possible specific forms of mobility.
		Research and technology transfer	
	3.7.	To increase the presence and participation of the UPC in international forums on issues related to research and technology transfer policies.	To facilitate the participation of significant people of the UPC in working groups of the networks of which the UPC is a member.
	3.8.	To encourage collaboration between the UPC and foreign research groups.	
	3.9.	To promote the organisation of activities to foster relations with strategic research and technology transfer partners.	
		Development cooperation	
	3.10.	To adapt the rules governing development cooperation and the tools through which it is carried out at the UPC in this new framework.	To revise the regulations of the Centre for Development Cooperation (CCD) in order to update them and adapt them to the criteria of the new Internationalisation Plan.
	3.11.	To promote awareness and debate at the UPC on the Agenda 2030 adopted by the United Nations.	To co-organise a seminar on the objectives of sustainable development organised by the Advisory Board for Sustainable Development (CADS), which is linked to the Generalitat of Catalonia.
	3.12.	To promote the visibility and dissemination at the UPC of research related to human development.	To organise conferences and activities to promote the detection, visibility and dissemination of research at the UPC on topics related to human development.

4. To intensify strategic partnerships and external alliances.	**4.1**	To increase the UPC's membership of strategic alliances through agreements with other universities.	To take advantage of the UPC's membership of networks by participating whenever possible in the activities and projects they carry out and in their governing bodies.
	4.2.	To promote and/or consolidate strategic projects to increase the UPC's international reach.	To participate in outstanding internationalisation projects of great visibility and medium- to long-term benefits, such as KIC InnoEnergy.
			To consolidate the Sino-Spanish Campus project as a self-funding pathway to relations with China.
	4.3.	To create and energise a network of international ambassadors of the UPC.	To locate UPC graduates located abroad who can help create a network of ambassadors, becoming UPC chapters when possible, starting with China, California, Mexico and the United Kingdom.
			To determine the functioning of the network of international ambassadors of the UPC.
5. To develop too	**5.1.**	To adapt the organisation of the area of international relations to the new Internationalisation Plan.	To analyse the internal organisation of the UPC's area of international relations.
	5.2.	To update the processes and procedures associated with the internationalisation of the UPC.	To review the procedure for signing mobility agreements in order to facilitate administration in the schools.