



**Aristos
Campus
Mundus
2015**

 **Deusto**
Universidad de Deusto
Deustuko Unibertsitatea

UNIVERSIDAD PONTIFICIA
ICA ICADE
COMILLAS
M A D R I D

**Universitat
Ramon
Llull**
Barcelona

***Area C. PEDAGOGICAL
IMPROVEMENT AND
ADAPTATION TO EHEA***





AREA C. PEDAGOGICAL IMPROVEMENT AND ADAPTATION TO EHEA

INTRODUCTION	105
I. THE JOINT COLLABORATION PLAN	
Summary	106
Objective C.1	106
Objective C.2	109
Objective C.3	111
II. LINK BETWEEN THE INDIVIDUAL STRATEGIC PLANS AND THE JOINT COLLABORATION PROJECT	
UNIVERSITAT RAMON LLULL	
1. Summary	113
Objective C.1	113
Objective C.2	113
Objective C.3	114
2. Universitat Ramon Llull actions linked to the Joint Collaboration Project	115
3. Brief description of the actions linked to the Joint Collaboration Project	116
UNIVERSIDAD DE DEUSTO	
1. Summary	121
Objective C.1	121
Objective C.2	122
Objective C.3	122
2. Universidad de Deusto actions linked to the Joint Collaboration Project	123
3. Brief description of the actions linked to the Joint Collaboration Project	124
UNIVERSIDAD PONTIFICIA COMILLAS	
1. Summary	128
Objective C.1	128
Objective C.2	128
Objective C.3	129
2. Universidad Pontificia Comillas actions linked to the Joint Collaboration Project	129
3. Brief description of the actions linked to the Joint Collaboration Project	130
III. GENERAL INDICATORS OF THE ACTIVITY	133

AREA C. PEDAGOGICAL IMPROVEMENT AND ADAPTATION TO EHEA

(This Area corresponds to Section 2.1 as suggested in the User's Guide)

INTRODUCTION

Area C within the Joint Collaboration Project addresses the pedagogical dimension of the aggregation and, in particular, the plan to move forward together in adapting our degrees to European Higher Education Area (EHEA) requirements. As such, it addresses Section 2.1 as suggested within the User's Guide. The three universities in this aggregation project wish to note that they have always demonstrated an essential concern for putting the most effective measures into practice to achieve students' integral education and to continuously reflect on how to improve existing procedures. Their success in the pedagogical field is universally recognised. The academic rigour of their programmes, the intellectual demands made, their pioneering character in orientating students at the practical level, the preferential attention given to internationalising their degrees, their anticipation and preparation for a pedagogical model based on competencies and values and their resulting leadership in adapting to EHEA requirements have led to Deusto, Comillas and Ramon Llull universities to be able to boast of enviable registration and graduation figures and very satisfactory performance, efficiency, graduation and job placement rates.

The aim of the project in this field is to integrate the competitive advantages of all three universities in a joint plan to ensure that they are positioned at the fore internationally due to the excellence of their pedagogical activity as well as their graduates' ability to face the new challenges posed by 21st century society with the greatest possible academic and professional competencies and the greatest ethical and social commitment.

I. THE JOINT COLLABORATION PLAN

Summary

In this Area the Joint Collaboration Plan contemplates diverse actions aimed at achieving three objectives. These, in turn, consist of five projects representing a total of 17 specific actions.

The three objectives proposed are related to pedagogical activities in which the three universities coincide to large measure and in which the possibility of achieving significant improvements is greater by combining and later integrating the different universities' respective strengths.

In this sense, the first two objectives with their respective projects represent, on the one hand, an intensified effort to implement a pedagogical model centred on developing competencies and acquiring values and, on the other, internationalising both their undergraduate and graduate degrees. As such, the three universities will act cooperatively on two of the facets of pedagogical activity in which they have stood out and in which they have had fruitful experiences prior to this collaboration.

The third objective in this area represents a paradigmatic example of the potential power of aggregation to create common structures with a significant impact on the *focus areas* selected.

Objective C.1: Consolidate and improve the pedagogical model based on competencies and values

The pedagogical model at our three universities is most likely a fundamental element on which our academic success has been based. This aggregation represents a unique opportunity to orientate what the three universities do best for the joint collaboration project to better adapt to the growing challenges of internationalising our educational offering. This objective is closely linked to one of the *focus areas* ("Education: Innovation, Competencies and Values") that make up the basis of the three universities' collaborative project. It will benefit from the world-wide leadership in competency training ("*skills for jobs*") provided by the *Proyecto Tuning* (coordinated by Deusto and Groningen universities) and consolidated in the new *Deusto International Tuning Academy* (DITA) summarised in the 2009 CIE viability plan. With the aim of appropriately structuring the joint development of this objective, the *Deusto International Tuning Academy*, the central driver of the two projects included within this objective, will coordinate all actions with delegations at the other two universities.

The expected impact and benefits of this objective are:

- ▶ 10,000 graduates annually, professionals in the short-term, trained within the framework of the European Higher Education Area, holding undergraduate and graduate degrees, participants in an evaluated and quality teaching-learning model based on values, competencies and knowledge.
- ▶ Transfer of developed experiences to the higher education area and, by extension, to the rest of the educational system.
- ▶ Training of skilled and competent professionals with a solid education in values.
- ▶ Employability of their graduates through job orientation and placement services as well as encouraging self-employment and entrepreneurship.

This objective consists of the following projects:

Project C.1.1. ACM GOOD PRACTICES

The three universities presenting this aggregated project share a teaching and learning model which has become the standard for success in terms of students' technical qualifications and their job placement rate upon graduating. This is no coincidence; rather, it is the consequence, on the one hand, of the detailed and sustained cultivation over the long term of the human, technical and organisational factors needed to reach this level and, on the other, of permanently listening to the needs of society to guarantee the maximum professional and social utility of their programmes, incorporating the opportune pedagogical improvements.

As an accumulated result of this experience, the three universities have developed a series of good practices for educational innovation, practices which not only aim to perfect the methodologies used but also all different areas of the students' educational process (academic classification, adapting infrastructures, faculty training, accompanying the student in their transition to the professional world, etc.).

This project pretends to extend and multiply the beneficial effects of these practices through a shared process which leads to identifying, formalising and enacting these practices. The ultimate aim is to prepare a manual of good practices, under the coordination of the *Deusto International Tuning Academy*, summarising the results of this process and publicly explaining the differential character of the three universities' aggregate project.

At the same time, this manual of good practices should serve as a document with which to reflect and debate on internally to propose and test additional pedagogical innovation efforts at the three universities.

Project C.1.2. ACM COMPETENCIES AND VALUES

Another important characteristic of the three universities is their commitment from the outset to a pedagogical model centred on student learning, fully in line with the European Higher Education Area objectives, and orientated to both competency development as well as the acquisition of certain values and attitudes by means of university students' integral education.

Naturally, the implementation of this model has unique traits within all three universities, leading to a certain degree of diversity. In this respect, the project foresees carrying out an exhaustive study of the different models implemented with a view to their progressive improvement and to position the three universities at the fore internationally in this respect. The *Deusto International Tuning Academy* will also be a fundamental pillar for this objective, in particular as regards contrasting the models with the primary international references in this area.

Key Indicators for Objective C.1

As commented previously, the Joint Collaboration Plan's objectives as well as their corresponding projects aim to essentially create a collaborative platform between the different aggregated universities. For this reason, in addition to the classic indicators which measure activity in each area, additional *ad hoc* indicators are necessary to correctly analyse that the Joint Collaboration Plan's objectives are met. It is clear that the combined efforts of the Joint Collaboration Plan's projects and the projects and actions linked to each area in the universities' Individual Strategic Projects will have an effect on the aggregation's activity which is measurable with traditional indicators. A selection of the latter can be found at the end of this chapter.

The proposed *ad hoc* indicators for this objective in the Joint Collaboration Plan are as follows:

Indicator Code	Description	Initial Value	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015
Ind C.1.1	Number of international events organised on pedagogical innovation, competencies and values	0	1	1	1	1	1
Ind C.1.2	Number of manuals of good practices regarding pedagogical innovation, competencies and values	0	1	2	3	4	5
Ind C.1.3	Number of projects developed by DITA (Deusto International Tuning Academy)	0	1	3	3	5	5

Objective C.2: Increase the Number of Joint Degrees and Educational Actions Serving as International References

There are already positive examples of joint graduate degrees such as the University Master in Business Law offered since the 2006/2007 academic year by the three universities' Schools of Law. Thus, the second objective within the area of pedagogical improvement aims to increase the number of shared academic programmes (with a special focus on their international projection and promotion) in the *focus areas* selected: a) Innovation and Social Change, b) Management and Social Responsibility, c) Education: Innovation, Competencies and Values, d) Health and Biosciences, and e) Energy and Sustainability. Similarly, we aim to extend this collaboration to on-going and permanent education programmes.

The expected impact and benefits of this objective are:

- ▶ Launch an international collaborative and cooperative space to build a Global Higher Education Area offering joint national and international degrees (in the latter case, by signing agreements with prestigious international universities).
- ▶ Position the three universities as preferential options internationally for quality education specialising in the *focus areas*.
- ▶ Produce 10.000 graduates annually trained to perform as global professionals.

This objective consists of the following projects:

Project C.2.1. ACM JOINT DEGREES

Within the aggregation context and after the opportune period of analysis, reflection and proposals, the three universities aim to create joint degrees and programmes which will guarantee their positioning as the preferred option for those seeking a quality education in the *focus areas*. The goal sought is to take the universities' status as institutions of reference at the national level and extend this reputation to the international sphere. For this we must ensure that the teaching within these programmes is global in orientation while consolidating the optimal integration of English in all university activities linked to the implementation of these programmes.

At the graduate level, an area in which various collaborative efforts have been carried out for numerous years, a preferential space for the establishment of these programmes has to be created. There are many possible and highly promising lines of development in this respect, including, amongst others, the following (i) preparing a catalogue of joint Master's programmes and (ii) the collaborative development of university programmes aimed at Life-Long Learning.

Project C.2.2. ACM INTERNATIONAL DEGREES

Increasing the international reach of the three universities' activities is a crucial ingredient in their respective projects as evidenced by the "Mundus" element within the aggregated project name. Naturally, this increase also has to be manifest in the pedagogical improvement and adaptation to the European Higher Education Area: as such, pedagogical excellence must be international excellence.

With this aim, we believe that a priority project is selectively extending this aggregation to other prestigious international universities (*international degrees*) under the aegis, whenever possible, of the *Erasmus Mundus* programme.

This project is based on two basic pillars: (i) concerted efforts in the selected *focus areas* and (ii) maximum diligence when choosing the international universities with which to establish cooperative agreements in order to guarantee both their academic recognition as well as strategic importance. In this sense, the aim is to establish priority lines of collaboration with those universities considered to be both excellent and international references. Partial collaboration agreements may also be established similar to the one currently being discussed with the Massachusetts Institute of Technology (MIT). These partial agreements may be entered into with a view to developing joint programmes later on.

Key Indicators for Objective C.2

The proposed *ad hoc* indicators for this objective in the Joint Collaboration Plan are as follows:

Indicator Code	Description	Initial Value	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015
Ind C.2.1	Number of official joint Master's degrees	1	2	2	4	4	5
Ind C.2.2	Number of joint Life-Long Learning or Executive Education programmes	2	3	4	5	7	10
Ind C.2.3	Number of joint international degrees	0	1	1	2	2	3

Objective C.3: Create an internationally relevant doctoral programme

Through the 2010 CIE Programme and the reform of the applicable Royal Decree to regulate doctoral studies, the participating universities propose creating an internationally significant doctoral programme in the *focus areas* identified. Based on this concept, an interuniversity Doctoral School will be created for these areas of thematic specialisation along with a talent recruitment programme for both faculty and students.

Impact:

- ▶ More than 100 PhDs annually, specially trained in the *focus areas* established and benefiting from an innovative, multidisciplinary and interuniversity experience.
- ▶ The establishment of an interuniversity Doctoral School which will serve as a means to attract international faculty and students.

This objective consists of the following project:

Project C.3.1. ACM DOCTORAL SCHOOL

This project proposes creating an interuniversity doctoral school with the aim of providing quality and excellence in the doctoral programmes. Based on existing joint doctoral and postdoctoral programmes between the three universities and internationally (an example would be the SETS, Sustainable Energy Technologies and Strategies PhD), Universidad de Deusto, Universitat Ramon Llull and Universidad Pontificia Comillas propose creating the Aristós Campus Mundus International Doctoral School (*Escuela Internacional de Doctorado Aristós Campus Mundus*). This School will coordinate PhD programme activities in the project's *focus areas* and strengthen these by means of actions to broaden their multidisciplinary character, increase collaboration with society and the business community, enhance programme internationalisation, and unify doctoral candidates' knowledge, interests and competencies and the latter's transversal nature, developing their communication and management competencies. All these factors will contribute positively to the School's PhDs in the job market, whether in private companies or the academic community.

Included amongst other actions are the following:

- Incorporating other R&D+I institutions and universities specialised in the different *focus areas* into the International Doctoral School, in particular, at the international level;
- Students' interuniversity mobility;
- Creating multidisciplinary workshops and seminars aimed at all students, regardless of their specific doctoral programme; the aim of these is to provide a transversal education and cultivate a multidisciplinary attitude amongst PhD candidates;

- And the development of specific activities to attract internationally renowned faculty to thus increase the pedagogical quality of the School. This entails developing a specific programme to orientate visiting professors, increase grants for visits by international scholars, prepare the necessary protocols for visiting faculty (in order for both students and professors to make the most of this experience) and the creation of administrative roles to help build loyalty amongst visiting professors and strengthen their bonds with the three universities.

The School will have a centralised management structure and receive support from the directors of the different doctoral programmes within the School.

Key Indicators for Objective C.3

The proposed *ad hoc* indicators for this objective in the Joint Collaboration Plan are as follows:

Indicator Code	Description	Initial Value	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015
Ind C.3.1	Create and launch the international Doctoral School	No	Yes	Yes	Yes	Yes	Yes
Ind C.3.2	Number of joint doctoral programmes in the thematic focus areas	0	1	2	3	4	5

II. LINK BETWEEN THE INDIVIDUAL STRATEGIC PLANS AND THE JOINT COLLABORATION PROJECT

UNIVERSITAT RAMON LLULL (URL)

1. Summary

In this section we analyse the links between the URL's revised Individual Strategic Plan (Ramon Llull Campus Mundus - RCM) and Area C in the Joint Collaboration Project (Aristós Campus Mundus – ACM 2015). For this we shall analyse the primary contributions of each of the objectives included in ACM 2015. As a general rule, we have applied broad criteria to determine this link, considering all actions which, one way or another, contribute to completing the ACM 2015's projects. As commented in the general introduction to this project, its strength lies in the different components within the Individual Strategic Plans which contribute to achieving the objectives of the Joint Plan.

Objective C.1: Consolidate and develop the current pedagogical model based on competencies and values

The RCM actions linked to this objective within the ACM 2015 project represent the bulk of the plan in terms of consolidating the pedagogical model and innovation processes in this area. Worth noting are the RCM actions aimed at revising our own methodology and those orientated towards customising the diverse educational actions. Also worth underscoring are efforts to improve job placement rates amongst graduates and those aimed at greater and more coordinated initiatives with secondary schools prior to students entering university.

Objective C.2: Increase the number of joint degrees and joint actions serving as international references

The RCM actions linked to this objective within the ACM 2015 centre their efforts on increasing the internationality of URL's programmes. Whether by converting existing programmes or creating new ones, these actions aim to increase the number of programmes taught in English. For this reason, a number of smaller, collateral though equally important actions are envisioned to face this challenge, for example, improving the faculty's linguistic skills. Also worth noting is that efforts to internationalise the degree programmes will concentrate on the URL's strategic *focus areas*. Lastly, we also aim to capitalise on the university networks to which URL already belongs, especially the Society of Jesus and La Salle networks.

Objective C.3: Create an internationally relevant doctoral programme

The RCM actions linked to this ACM 2015 objective are those aimed at reorganising doctoral programmes under the Doctoral School concept and those aimed at recruiting international talent for the doctoral programmes, always with a view to the strategic *focus areas* and the possibilities of our research groups. The idea of creating a joint doctoral school between the three participating universities fits perfectly with RCM's actions and provides them with greater projection.

2. Universitat Ramon Llull actions linked to the Joint Collaboration Project

In the following table we detail the actions included in Universitat Ramon Llull's Individual Strategic Plan directly linked to the Aristós Campus Mundus Project.

ARISTÓS CAMPUS MUNDUS		RAMON LLULL CAMPUS MUNDUS	
Objective C1: Consolidate and improve the pedagogical model based on competencies and values		Objective C1: Consolidate and improve the pedagogical model based on competencies and values	
Project Code	Name and/or Description	Action Code	Name and/or Description
C.1.1. ACM GOOD PRACTICES	Identification, formalisation and joint launch of good pedagogical innovation practices	A.1.1 RCM	Revise and further develop our own methodology based on seminars, cooperative work and simulations, adapting it to the students' increasing internationality.
		A.1.2 RCM	Design, develop and implement free online support platforms for partially <i>in situ</i> and long-distance learning
		A.3.1 RCM	Maintain and increase national and international accreditations
		A.6.1 RCM	Develop collaborative and informational educational programmes with secondary schools, especially for vocational/professional orientation
		C.1.1 RCM	Provide individual follow-up to students to adapt graduate programmes to their personal situation (place of residence, time available, online services, etc.)
C.1.2. ACM COMPETENCIES AND VALUES	Analyse and improve the competency and values-based models developed by the three universities	A.5.1 RCM	Further develop some elements of the internship programmes, adapting them constantly to students' educational needs, social demand and the job market
		A.5.2 RCM	Foment the Professional Guidance and Planning Services (SOPP) to continue improving students' job market insertion options (emphasis on the international job market)
Objective C2: Increase the number of joint degrees and educational actions serving as international references		Objective C2: Increase the number of joint degrees and educational actions serving as international references	
Project Code	Name and/or Description	Action Code	Name and/or Description
C.2.1 ACM JOINT DEGREES	Jointly develop new programmes and educational actions in the focus areas which have the necessary quality and projection to become international references	A.2.4 RCM	Progressively increase the number of programmes taught completely in English, especially graduate programmes featuring a global focus and content
C.2.2 INTERNATIONAL DEGREES	Develop joint programmes and educational actions with prestigious international universities (international degrees)	A.2.2 RCM	Gradually increase the offering of on-going education programmes in the URL's strategic focus areas with special emphasis given to programmes with a markedly international focus
		A.2.3 RCM	Foment the current programmes to improve our faculty's pedagogical, linguistic and technical skills
		A.2.5 RCM	Selectively increase the double-degree and joint teaching graduate programmes with well-known and prestigious international academic institutions
Objective C3: Create a Doctoral School		Objective C3: Create a Doctoral School	
Project Code	Name and/or Description	Action Code	Name and/or Description
C.3.1 ACM DOCTORAL SCHOOL	Create an inter-university Doctoral School in the pursuit of quality and excellence in the doctoral programmes	B.4.1 RCM	Reinforce the doctoral programme's organisational model through the Doctoral School concept
		B.4.2 RCM	Promote actions to attract students, especially international ones, to the doctoral programme by means of our own scholarships and others'

3. Brief description of the actions linked to the Joint Collaboration Project

For greater brevity and the clarity of this document, here we describe the linked actions by group of actions, following the same structure, in fact, as that used in URL's Individual Strategic Plan presented in the previous CIE call for proposal.

Linked objective	<p>A.1 RCM Further develop the excellence of our own pedagogical model, adapting it to the students' increasing internationality and to new technologies.</p>
Linked actions	<p>A.1.1 RCM Revise and further develop our own methodology based on seminars, cooperative work and simulations, adapting it to the students' increasing internationality.</p>
	<p>A.1.2 RCM Design, develop and implement free online support platforms for partially <i>in situ</i> and long-distance learning</p>
<p>Maintaining a policy of pedagogical innovation has been a part of URL's singularity since its inception, enabling very positive results since then. In this respect, the real time students need to complete their programmes, low academic failure rates, high satisfaction levels amongst students and their employers and the high rate of job placement are the result of an attractive, top-quality project.</p> <p>The challenge presented by this objective responds to our wish to revise and further develop our own methodology, adapting it to the students' growing internationality, offering competitive studies for the national and international job markets and focusing on the integral education of students and providing them customised attention. The challenge also includes consolidating the adaptation process for teaching-learning methodologies as well as furthering current programmes designed to improve our faculty's linguistic and technical capacities.</p>	



Linked objective	<p>A.2 RCM Successfully become one of the campuses in Southern Europe with the greatest ability to attract international students</p>
Linked actions	<p>A.2.2 RCM Gradually increase the offering of on-going education programmes in URL's strategic focus areas with special emphasis given to programmes with a markedly international focus.</p>
	<p>A.2.3 RCM Foment the current programmes to improve our faculty's pedagogical, linguistic and technical skills.</p>
	<p>A.2.4 RCM Progressively increase the number of programmes taught completely in English, especially graduate programmes with a global focus and content</p>
	<p>A.2.5 RCM Selectively increase double-degree and joint teaching graduate programmes with well-known and prestigious international academic institutions.</p>
<p>Currently, URL already boasts significant figures in terms of attracting international students. In this respect, some of our programmes are already a reference internationally, especially at the Master's level and in one of the strategic focus areas (Management).</p> <p>The aim of this objective is to have more programmes of international reference available (especially at the Master's level) for which we foresee increasing the number of programmes taught completely in English aimed at the international market as well as double-degree programmes and jointly-taught graduate programmes with prestigious international institutions. All this is complemented by our own scholarship programme described in other sections.</p>	
Linked objective	<p>A.3 RCM Transform the teaching innovation and quality assurances systems and processes to meet international levels of excellence</p>
Linked actions	<p>A.3.1 RCM Maintain and increase national and international accreditations</p>
<p>URL has a follow-up structure available for academic-teaching quality. It is structured as a network with a Central Unit and specific units dedicated to quality at the different university centres. This structure has enabled enacting and carrying out global evaluation and accreditation strategies and actions, including international ones, over these last few years.</p> <p>The aim of this objective is to maintain and increase international accreditations based on a philosophy of on-going improvement, integrated within the Quality Assurance Plan in the CIE Project.</p>	



<p>Linked objective</p>	<p>A.5 RCM Ensure that graduates are highly skilled at applying their knowledge in real, practical contexts. Also ensure that they are qualified to search for positions in international job markets as a result of an education based on organisational needs.</p>
<p>Linked actions</p>	<p>A.5.1 RCM Further develop some elements of the internship programmes, adapting them constantly to students' educational needs, social demand and the job market</p>
	<p>A.5.2 RCM Foment the Professional Guidance and Planning Services (SOPP) to continue improving students' job market insertion options (emphasis on the international job market)</p>
<p>One of the primary characteristics of URL's educational centres is the close ties they maintain with their environment and the different social agents. This facilitates participation by these agents in the different stages of students' educational-academic careers as well as the agents' direct involvement in educational processes. In fact, one of the primary axes of our educational offering is based on providing competitive studies for the job market, with employers especially valuing graduates from our university.</p> <p>In addition, URL educational centres have a specialised Professional Guidance and Planning Service with collaborative agreements with companies and/or organisations in their respective fields due to the close ties we maintain with said professional communities. Job placement rates amongst students and the very positive opinions employers have of our graduates guarantee the employability model. These employers particularly value the students' ability to work in teams, their adaptability to new situations and their ability to search for and analyse information, all of which they learned while studying at URL.</p> <p>The challenge raised by this objective is to improve graduates' job placement rates which also enables international job possibilities. Similarly, the aim is to consolidate and adapt the internship model to the changing needs of the global job market based on carefully tracking how the different professional profiles evolve as well as analysing ethical concerns.</p>	

Linked objective	A.6 RCM Broaden coordination activities with secondary schools
Linked action	A.6.1 RCM Develop collaborative and informational educational programmes with secondary schools, especially for vocational/professional orientation
<p>URL's founding institutions include several centres with ample experience in primary and secondary education, both within our community as well as globally. This has enabled coordination with secondary schools to be a fundamental pillar of informational campaigns and talent recruitment.</p> <p>The aim of this objective is to consolidate and broaden our current policy regarding coordination with secondary schools, creating new roles such as coordinator with secondary schools or preparing informational campaigns aimed directly at students, with special focus given to vocational and professional orientation.</p>	
Linked objective	B.4 RCM Reinforce the doctoral programme's organisational model through the Doctoral School concept with the ability to attract international talent and collaborate with the business community
Linked actions	B.4.1 RCM Reinforce the doctoral programme's organisational model through the Doctoral School concept
	B.4.2 RCM Promote actions to attract students, especially international ones, to the doctoral programme by means of our own scholarships and others'
<p>Though they depend officially on the university departments, the URL's doctoral programmes have been developed in collaboration with the research groups and the different educational centres. As a result, we have already moved forward in many of the concepts and objectives encompassed by this idea of a Doctoral School. The international component within our PhDs is already significant. For example, ESADE's doctoral programme consists primarily of international students (74%). Upon completing their PhDs, 83% are hired by universities and 17% by companies; only 10% of graduates remain in Spain, the rest working abroad (60% of these in the EU).</p> <p>Aware that the doctorate is one of the most important elements in talent recruitment, our aim is to consolidate this concept, strengthen and generalise it, creating doctoral programmes which maintain close ties with our research groups and their projects as well as with the university's other educational tasks. We aim for doctoral programmes to be attractive for students with different backgrounds (international and the business community), developing pre-doctoral scholarship programmes dedicated to excellence for our Doctoral School.</p>	

Linked objective	C.1 RCM Consolidate and develop the current continuing education model
Linked action	C.1.1 RCM Provide individual follow-up to students to adapt graduate programmes to their personal situation (place of residence, time available, online services, etc.)
<p>URL has a long tradition in continuing education as framed within the university's third mission. Special emphasis is given to the transferal of results and social contributions with the same level of demand and quality as that found in its two other missions. In this respect, worth noting is the existing offer of graduate programmes (official programmes: 28 with 1,585 students; own programmes: 110 with 2,302 students) and executive education programmes carried out internationally (available in more than 6 countries), the seminars and conferences to project the knowledge created at our schools and the expansion of our students' networking opportunities via our extensive alumni network present in more than 100 countries.</p> <p>The challenge of this objective is to raise the level of continuing education offered both in terms of quantity and quality and with a greater international focus, broadening the territorial area where classes are taught and the target audiences by means of collaborative agreements with other institutions. Similarly, we aim to increase the personal follow-up provided to students to adjust the programmes to their personal circumstances while also increasing their networking possibilities by participating in a greater number of events organised by URL, events which also serve to increase the university's social projection.</p>	

UNIVERSIDAD DE DEUSTO (UD)

1. Summary

In this section we analyse the links between the UD's revised Individual Strategic Plan (Deusto Campus Mundus - DCM) and Area C in the Joint Collaboration Project (Aristós Campus Mundus – ACM 2015). For this we shall analyse the primary contributions of each of the objectives included in ACM 2015. As a general rule, we have applied broad criteria for this link, considering all actions which, one way or another, contribute to completing the ACM's projects. As commented in the general introduction to this project, its strength lies in the different components within the Individual Strategic Plans which contribute to achieving the objectives of the Joint Plan.

Objective C.1: Consolidate and improve the pedagogical model based on competencies and values

The DCM's actions linked to this ACM objective are an important part of the plan in terms of consolidating UD's Educational Model (*Modelo de Formación de la Universidad de Deusto*, MFUD) based on competencies and values. Worth highlighting are the development and implementation of a map of 35 generic and transversal competencies included in the MFUD as well as the development of values in its curricular, extracurricular, institutional and research plans. In both cases, special importance is given to communicating and contrasting experiences and good practices, corroborated in the Joint Plan. In adapting to the new context, great importance is given to modifying academic, teaching and management structures both in terms of governance organisms and management as well as to schools and functional and service areas. Another fundamental element is providing faculty, administrative and service staff and students with training in values, competencies, and information and communications technologies. However, perhaps the most important component in this section is launching and developing the Deusto International Tuning Academy (DITA).

Objective C.2: Increase the Number of Joint Degrees and Educational Actions Serving as International References

The DCM actions linked to this objective within the ACM project concentrate the majority of the Universidad de Deusto's efforts: firstly, to consolidate the 62 official undergraduate, Master's and PhD degrees it offers and, secondly, increase the quality of its educational offering by improving its international profile. As such, the aim is to complete the organisational process currently underway and in full development to adapt its degrees to EHEA requirements and broaden the offer of new degrees with international projection, completing that already achieved in terms of excellence.

Objective C.3: Create an internationally relevant doctoral programme

The DCM action linked to this ACM objective aims to create and launch the Deusto International Research School (DIRS). DIRS is designed as an educational centre for pre-doctoral, postdoctoral and senior researchers. It is, as a result, the instrument through which the Universidad de Deusto will participate in the Joint Plan to create the Doctoral School.

2. Universidad de Deusto actions linked to the Joint Collaboration Project

The following table details the Universidad de Deusto actions included in its Individual Strategic Plan which are directly linked to the Aristós Campus Mundus Project.

ARISTÓS CAMPUS MUNDUS		DEUSTO CAMPUS MUNDUS	
Objective C1: Consolidate and improve the pedagogical model based on competencies and values		Objective C1: Consolidate and improve the pedagogical model based on competencies and values	
Project Code	Name and/or Description	Project Code	Name and/or Description
C.1.1. ACM GOOD PRACTICES	Identification, formalisation and joint launch of good pedagogical innovation practices	C.2.2 DCM	Actions to communicate the competencies model developed
		C.3.2 DCM	Assessment of the model across 4 dimensions
		C.4.1 DCM	Faculty, administrative and service staff and student training in: MFUD, values, competencies, methodologies, ICTs, evaluation and quality
		C.5.1 DCM	Apply the Verifica, Audit and Docentia programmes as the quality assurance systems
		C.6 DCM	Continue incorporating information and communications technology in the teaching-learning model: ALUD Platform, Virtual Campus, etc.
		C.7 DCM	Process to transform governance and management bodies, schools, institutes, departments, functional areas and services to the new context
C.1.2. ACM COMPETENCIES AND VALUES	Analyse and improve the competency and values-based models developed by the three universities	C.2.1 DCM	Develop the 35 generic or transversal competencies: reach, evaluation indicators and descriptors
		C.3.1 DCM	Develop the different curricular, extracurricular, institutional and research plans for the values models
		C.3.3 DCM	Experience of models applied at other universities
		C.8.1 DCM	Design the Deusto International Tuning Academy project (DITA): internal and external aggregation processes, structure design and preparing spaces, equipment and infrastructures
		C.8.2 DCM	Development of the action plan and activity programme
Objective C2: Increase the number of joint degrees and educational actions serving as international references		Objective C2: Increase the number of joint degrees and educational actions serving as international references	
Project Code	Name and/or Description	Action Code	Name and/or Description
C.2.1 ACM JOINT DEGREES	Jointly develop new programmes and educational actions in the focus areas which have the necessary quality and projection to become international references	C.1.1 DCM	Organisation of the 19 adapted undergraduate degrees, 33 official Master's and 10 doctoral programmes
C.2.2 INTERNATIONAL DEGREES	Develop joint programmes and educational actions with prestigious international universities (international degrees)	C.1.2 DCM	Proposal of new undergraduate and graduate degrees for their presentation to the verification process
Objective C.3: Create a Doctoral School		Objective C.3: Create a Doctoral School	
Project Code	Name and/or Description	Action Code	Name and/or Description
C.3.1 ACM DOCTORAL SCHOOL	Create an inter-university Doctoral School in the pursuit of quality and excellence in the doctoral programmes	B.6.1 DCM	Launch DIRS, Deusto International Research School: team, equipment and resources

3. Brief description of the actions linked to the Joint Collaboration Project

In the following tables we describe the linked actions, adapting the structure used in the UD's Individual Strategic Plan (Deusto Campus Mundus) presented in the previous CIE call for proposal.

Linked objective	C.1 DCM Apply the organisational processes stemming from the implementation of EHEA adapted undergraduate degrees, official Master's and PhD programmes
Linked actions	C.1.1 DCM Organisation of the 19 adapted undergraduate degrees, 33 official Master's and 10 doctoral programmes
	C.1.2 DCM Proposal of new undergraduate and graduate degrees for their presentation to the verification process
<p>For Universidad de Deusto, the process of adapting to the European Higher Education Area has implied the approval of 62 degrees (19 undergraduate, 33 Master's and 10 PhD programmes). The 2009/2010 academic year was the first to offer these adapted programmes. Full implementation of the approved degrees as well as the presentation of new degrees for verification will occur over the next few years.</p>	

Linked objective	C.2 DCM Develop the 35 generic or transversal competencies: reach, evaluation indicators and descriptors
Linked actions	C.2.1 DCM Develop the 35 generic or transversal competencies: reach, evaluation indicators and descriptors
	C.2.2 SCM Actions to communicate the competencies model developed
<p>Once the map of generic or transversal competencies (35) has been defined for all Universidad de Deusto degrees, the next step is their full development in terms of reach, evaluation indicators and descriptors to facilitate their handling and application by faculty. Similarly, communication and dissemination actions are also contemplated for the competencies model developed.</p>	

Linked objective	C.3 DCM Develop the different curricular, extracurricular, institutional and research plans for the values models
Linked actions	C.3.1 DCM Develop the different curricular, extracurricular, institutional and research plans for the values models
	C.3.2 DCM Assessment of the model across 4 dimensions
	C.3.3 DCM Experience of models applied at other universities
<p>This objective establishes the development of UD's values model across four dimensions: curricular, within the framework of its own degrees and study plans; extracurricular, for informal areas; institutional, affecting all the universities' structures and processes; and research, favouring study and reflection on the subject in question.</p>	

Linked objective	C.4 DCM Faculty, administrative and service staff and student training in: MFUD, values, competencies, methodologies, ICTs, evaluation and quality
Linked actions	C.4.1 DCM Faculty training in: MFUD, values, competencies, methodologies, ICTs, evaluation and quality
	C.4.1b DCM Administrative and service staff training in: MFUD, values, competencies, methodologies, ICTs, evaluation and quality
	C.4.1c DCM Student training in: MFUD, values, competencies, methodologies, ICTs, evaluation and quality
<p>A key element in the profound process of transforming the teaching-learning model is training members of the university community, including faculty, administrative and service staff and students. For all three groups it is important they be familiarised with the educational model (MFUD), values development, the map of generic and transversal competencies, teaching, research and management methodologies, as appropriate, information and communications technology and, lastly, in terms of faculty and administrative and service staff, evaluation and quality.</p>	



Linked objective	C.5 DCM Continue applying quality assurance programmes: Verifica, Audit and Docentia
Linked actions	C.5.1 DCM Implement the Docentia programme as the quality assurance system
	C.5.1b DCM Implement the Audit programme focused on processes
	C.5.1c DCM Implement the Docentia programme focused on competencies, accreditation and faculty evaluations
Designing and launching degrees implies implementing programmes to guarantee the quality of the academic activity carried out.	

Linked objective	C.6 DCM Continue incorporating information and communications technology in the teaching-learning model
Linked actions	C.6.1 DCM Development of the ALUD Platform and Virtual Campus
	C.6.2 DCM Full incorporation of laptops inside and outside the classroom
	C.6.3 DCM Development of software for programmes, learning guides, etc.
	C.6.4 DCM Production of multimedia and multilingual pedagogical material
The path to technology's incorporation in every facet of life is already a reality. Despite limited resources, the university wants to strengthen the development of the ALUD Platform, the Virtual Campus and Open Deusto and other mechanisms in favour of the teaching-learning model based on competencies and values.	



Linked objective	C.7 DCM Complete the process to transform governance and management bodies, schools, institutes, departments, functional areas and services to the new context
Linked actions	C.7.1 DCM Redefine the role of governance and management bodies according to the new academic structures
	C.7.2 DCM Finalise the transformation and adaptation of schools, institutes and departments to the new context
	C.7.3 DCM Adapt functional area and service management to the new scenario
	C.7.4 DCM Develop a new motivation, dedication, recognition and retribution system
<p>The entire process described above implies a complex transformation process of governance and management bodies, schools, institutes, departments, functional areas and services, adapting them to the new situation stemming from the implementation of the European Higher Education Area.</p>	

Linked objective	C.8 DCM Design, establish an aggregation process and launch the Deusto International Tuning Academy (DITA) as a centre of reference internationally in terms of competency, professional profile and employment-based learning
Linked actions	C.8.1 DCM Design the Deusto International Tuning Academy project (DITA): internal and external aggregation processes, structure design and preparing spaces, equipment and infrastructures
	C.8.1 DCM Develop an action plan and activity programme
<p>The Deusto International Tuning Academy (DITA) is one of the star projects included in the Deusto Campus Mundus project. UD's long history coordinating the Tuning network jointly with the University of Groningen, makes clear the strategic nature of a project such as this one. The actions considered define the path to follow after its design and presentation of the lines of action, structures and teams.</p>	

UNIVERSIDAD PONTIFICIA COMILLAS

1. Summary

In this section we examine the correlation between the specific actions foreseen in the Comillas Campus Mundus (CCM) project and the objectives and projects included within Area C in the Joint Collaboration Project (Aristós Campus Mundus – ACM 2015). As an introduction to this analysis, first we provide a brief summary of this correlation which is further expanded below.

Objective C.1: Consolidate and improve the pedagogical model based on competencies and values

The correlation in this case stems from the actions encompassed in *Inside Project*, incorporated within the first Comillas Campus Mundus axis and whose aim is to undertake an innovation process and experiment with the teaching-learning methods, thus further exploring the EHEA educational paradigm. These actions synthesise Universidad Pontificia Comillas' project for the future which strives to further develop its teaching excellence, consolidating the good practices in its pedagogical model founded on competencies and values and innovating based on these. These actions are perfectly aligned with the Joint Project's Objective C.1 and the two projects the latter includes. The Joint Project aims to orientate the best of each university's pedagogical innovation practices to adapt as optimally as possible to the internationalisation challenges found in education.

Objective C.2: Increase the Number of Joint Degrees and Educational Actions Serving as International References

The two projects this objective encompasses coincide substantially with the actions included in objectives 2 and 3 in the first Comillas Campus Mundus strategic axis.

On the one hand, the Universidad Pontificia Comillas' *Connection Project*, includes, amongst other actions, developing joint degrees with Universidad de Deusto and Universitat Ramon Llull, including the creation of the ICADE Business School and the joint reconsideration of executive education at the national and international levels.

On the other, CCM's objective of intensifying the international component in the university's undergraduate and graduate programmes encompasses consolidating the offer of international joint degrees, an action which fits perfectly with the International Degree project in ACM 2015.

Objective C.3: Create an internationally relevant doctoral programme

With respect to this last objective, the CCM's *Comillas Doctoral Project* ("Experiencia Doctoral Comillas") expressly contemplates the creation of a Doctoral School with the two other universities participating in the ACM 2015 project. While certainly highlighting its impact on research, the Doctoral School also aims to ensure continuity amongst doctoral programmes and contribute to the success of common efforts to attract international talent.

2. Universidad Pontificia Comillas actions linked to the Joint Collaboration Project

The following table details the actions in the Universidad Pontificia Comillas' Individual Strategic Plan which are directly linked to the Aristós Campus Mundus.

ARISTÓS CAMPUS MUNDUS		COMILLAS CAMPUS MUNDUS	
Objective C1: Consolidate and improve the pedagogical model based on competencies and values		Objective C1: Consolidate and improve the pedagogical model based on competencies and values	
Project Code	Name and/or Description	Project Code	Name and/or Description
C.1.1. ACM GOOD PRACTICES	Identification, formalisation and joint launch of good pedagogical innovation practices	A.1.2. CCM	Further develop Continuous Improvement quality and evaluation
C.1.2. ACM COMPETENCIES AND VALUES	Analyse and improve the competency and values-based models developed by the three universities	A.1.3. CCM	Further enhance the participatory and cooperative learning methodology
		A.1.4. CCM	Use of advanced ICTs in university pedagogical methodologies in all teaching and extension activity areas
		A.1.5. CCM	Further develop and broaden the pedagogy and internationalisation of professional internships
		A.1.3. CCM	Further develop a participatory and cooperative learning methodology
		A.1.5. CCM	Further develop and broaden the pedagogy and internationalisation of professional internships
Objective C2: Increase the number of joint degrees and educational actions serving as international references		Objective C2: Increase the number of joint degrees and educational actions serving as international references	
Project Code	Name and/or Description	Action Code	Name and/or Description
C.2.1 ACM JOINT DEGREES	Jointly develop new programmes and educational actions in the focus areas which have the necessary quality and projection to become international references	A.3.1 CCM	Create the ICADE Business School
C.2.2 INTERNATIONAL DEGREES	Create an inter-university Doctoral School in the pursuit of quality and excellence in the doctoral programmes	A.3.2. CCM	Foment graduate activities aimed at establishing a greater connection with prestigious and strategically important institutions
		A.3.3. CCM	Perfect graduate activities aimed at optimising the level and quality of graduates' insertion in the job market
		A.3.4. CCM	New dimension of activities in on-going executive education programmes
		A.2.2. CCM	Consolidate the offer of joint degrees with international reach
		A.2.3. CCM	Actions aimed at attracting international talent
Objective C.3: Create a Doctoral School		Objective C.3: Create a Doctoral School	
Project Code	Name and/or Description	Action Code	Name and/or Description
C.3.1 ACM DOCTORAL SCHOOL	Create an inter-university Doctoral School in the pursuit of quality and excellence in the doctoral programmes	B.3.1 CCM	Create the international Doctoral School together with Universidad de Deusto and Universidad Ramón Llull
		B.3.2. CCM	Improve the doctoral pedagogical-educational process
		B.3.3. CCM	Joint doctorates
		B.3.4. CCM	Multidisciplinary and on-going education seminars

3. Brief description of the actions linked to the Joint Collaboration Project

Here we describe the specific actions linked to the Joint Collaboration Project.

Linked objective	A.1. CCM INSIDE Project
Linked actions	A.1.2. CCM Further develop the on-going education improvement programme and the evaluation of teaching quality
	A.1.3. CCM Further develop a participatory and cooperative learning methodology
	A.1.4. CCM Use advanced ICTs as part of the university's pedagogical methodology in all areas of teaching and extension programmes
	A.1.5. CCM Further develop and broaden the pedagogy and internationalisation of professional university internships
<p>The Inside Project encompasses the actions being considered by Universidad Pontificia Comillas with a view to undertaking an innovation and experimentation process on learning-teaching methodologies to further develop the EHEA educational model. Worth noting amongst these actions are: (i) reinforcing the factors such as academic rigour and strengthening professional orientation which make the Comillas teaching and learning model a standard for success in terms of graduates' technical qualifications and job placement, (ii) on-going improvement of training and teaching quality assessment, (iii) greater development of a participatory and cooperative learning methodology through instruments such as the European university portfolio, vertical tutoring and inter-annual skills evaluations, (iv) improving the ICT infrastructure dedicated to teaching with tools such as digital blackboards, integrated E-Books and share points and (v) perfecting the university's professionalization practices, strengthening students' individual follow-up and developing international internship programmes and educational insertion experiences (such as the Inside Summer Camps and residence halls).</p> <p>These actions represent Universidad Pontificia Comillas' future project to further its educational excellence, consolidating the good practices in its pedagogical model based on competencies and values and innovating from these. Their perfect correlation with Objective C.1 in the Joint Project and the two projects it encompasses are clear. Through the Joint Project the aim is to orientate the best of each university's pedagogical innovation practices towards the optimal and common adaptation to the challenge of internationalising education.</p>	

Linked objective	A.2. CCM Intensify the undergraduate and graduate programmes' international
Linked actions	A.2.2. CCM Consolidate the offering of joint degrees with international reach
	A.2.3. CCM Actions aimed at attracting international talent
<p>The objective of intensifying the international connection of the undergraduate and graduate programmes (included within the Comillas Campus Mundus Project) includes the consolidation of joint international degrees, and initiatives to attract international talent, both of which obviously fit perfectly with the International Degree project in the Joint Collaboration Project.</p>	
Linked objective	A.3. CCM Connection Project: intensifying the professional connection in the university's graduate programmes
Linked actions	A.3.1. CCM Create the ICADE Business School
	A.3.2. CCM Encourage graduate activities aimed at fostering greater connections with prestigious and strategically important institutions
	A.3.3. CCM Perfect graduate activities aimed at optimising the level and quality of graduates' job placement
	A.3.4. CCM New dimension of on-going learning for professionals
<p>Universidad Pontificia Comillas' Connection Project encompasses a series of actions which, with the aim of broadening the professional connection between graduate university activities, includes developing joint degrees with Universidad de Deusto and Universidad Ramón Llull.</p> <p>The creation of the ICADE Business School constitutes, from the structural point of view, a fundamental milestone in this process since, on the one hand, it will enable the optimal organisation of teaching and organisational resources which will be needed in the area of graduate business programmes (something which is crucial given the identification of "Management and Social Responsibility" as one of the focus areas of the Joint Project), and, on the other, it will enable channelling the experience of pre-existing joint programmes within the <i>Instituto de Postgrado y Formación Continua</i> ("Institute of Postgraduate and On-going Education"), the precedent to the ICADE Business School.</p> <p>Similarly, we must also point out that the Comillas Campus Mundus project expressly foresees changing the breadth of the on-going executive education programmes, in particular, repositioning executive education at the national and international levels by establishing alliances with Universidad de Deusto and Universidad Ramón Llull. The correlation with the Joint Project is maximum in this respect.</p>	



Linked objective	B.3. CCM Comillas Doctoral Experience Project
Linked actions	B.3.1. CCM Creation of the International Doctoral School together with Universidad de Deusto and Universitat Ramon Llull
	B.3.2. CCM Improve the doctoral-educational process
	B.3.3. CCM Joint doctorates
	B.3.5. CCM Multidisciplinary and on-going seminars
<p>The high degree of material coincidence between the Joint Project's third objective in Field of Action C and the Comillas Doctoral Experience Project included within the Comillas Campus Mundus Project is worth noting. Even though greater emphasis is given to research-related elements in the latter (the reason it is included in the Project's second strategic axis), the fundamental action in the Comillas Doctoral Experience Project includes the creation of a Doctoral School with Universidad de Deusto and Universidad Ramón Llull to pursue the development of joint PhD programmes and actions to attract international talent, coinciding perfectly with objective C.3 in the Joint Project.</p>	

III. GENERAL ACTIVITY INDICATORS

Educational excellence is, without doubt, one of the fundamental pillars of the Universitat Ramon Llull, Universidad de Deusto and Universidad Pontificia Comillas identities. This educational excellence is based on our own teaching models, on our pioneering incorporation of a teaching-learning model based on competencies and values and on the integral education of students as a *sine qua non* for educational excellence.

The following table offers a general summary of the aggregation project in the educational area and its projection from 2010 to 2015.

Indicator		Initial value	2013	2015
Ind. C.1	Number of undergraduate students	26.542	27.072	27.732
Ind. C.2	Number of students in official university Master's programmes	3.097	3.522	3.842
Ind. C.3	Number of students in University Master's programmes	2.926	3.247	3.613
Ind. C.4	Number of life-long learning students	5.204	5.414	5.839
Ind. C.5	Number of PhD students	923	957	1.106
Ind. C.6	Number of accredited undergraduate degrees	68	68	68
Ind. C.7	Number of university Master's degrees (EHEA)	99	108	111
Ind. C.8	Number of faculty	4.057	4.114	4.173
Ind. C.9	Number of ETCS professors	1.305	1.348	1.408
Ind. C.10	Graduation rate	70,3%	72,3%	74,8%
Ind. C.11	Efficiency rate	80,6%	83,3%	85,8%
Ind. C.12	Drop-out rate	15,2%	14,5%	13,8%
Ind. C.13	Performance rate	79,3%	81,5%	83,8%
Ind. C.14	Job placement rate	91,0%	92,0%	94,0%
Ind. C.15	% of graduates finding their first job in their field of study	89%	91%	91%
Ind. C.16	% of programmes using innovative learning platforms	91%	98%	98%
Ind. C.17	Students satisfaction index (0-10)	7,2	7,9	8,1
Ind. C.18	Number of library-CRAI seating	4.314	4.386	4.536
Ind. C.19	Number of books	3.035.273	3.258.751	3.333.944
Ind. C.20	Number of periodical subscriptions	42.237	42.892	43.482
Ind. C.21	Annual investment in new bibliographic material	2.402.803	2.450.859	2.499.876

ACM 2015 is an aggregation project which currently consists of (in rounded numbers) 26,000 undergraduates, 12,000 graduate students (Master's, PhDs and postgraduates) and 4,000 faculty members. 100% of its degrees (66 undergraduate and 99 university Master's degrees) have been accredited and adapted to EHEA requirements. In addition, the three universities boast very high graduation, efficiency and performance rates as well as outstanding job placement, job fit and satisfaction levels.

AREA C. PEDAGOGICAL IMPROVEMENT AND ADAPTATION TO EHEA

In this area dedicated to education and adaptation to EHEA standards, the aggregation project aims to consolidate its offering of undergraduate programmes and levels of academic excellence, progressively incorporating the model into the second, third and fourth-year courses, and further developing the model based on competencies and values.

In addition to the above, the primary added value from this aggregation will be the joint Master's and graduate programmes developed and the creation of an International Doctoral School highly linked to R&D+I *focus areas*. As such, these *focus areas* are destined to become another distinctive trait of the universities' identity, offering specialised graduate programmes which also serve as an international reference.

Lastly, we should also underscore the importance of DITA as an international centre of excellence in developing global teaching-learning models and in adapting to the European Higher Education Area.