2. QUALITATIVE AND QUANTITATIVE DESCRIPTION WITH TABLES OF PROGRESS INDICATORS FOR THE PROJECT'S FOUR AREAS OF ACTION

This section provides a qualitative and quantitative description of the actions undertaken within the framework of the CEI UPF-Icària project. In keeping with the methodology proposed by the Spanish Secretary General for Universities, the document is divided into two distinct parts:

First, a descriptive section offers a brief overview of each area of action (teaching, research and knowledge transfer, comprehensive social model, and local and business community outreach), including a concise summary of all actions undertaken in the area and a selection of the main progress indicators for each line of action.

Second, a more detailed analysis is provided in the form of the five requested indicator tables (description, outcomes, progress, milestones, and resource allocation).

Improvements in teaching and adaptation to the European Higher Education Area (EHEA)

0. Introduction

The campus's designation as a CEI in 2010 and the participation of the university and its strategic aggregation in the call for applications for the Fortalecimiento (Strengthening) grant subprogramme contributed to the performance of several actions in the area of improvements in teaching and adaptation to the EHEA. In particular, attention should be drawn to those actions aimed at: increasing teaching quality and improving learning; promoting internationalization; promoting the postgraduate programme; and fostering teaching cooperation with other universities.

With regard to the first line of action, mention should be made of the CEI's positioning in what may be the new teaching paradigm, **MOOCs**; the initiatives aimed at achieving **comprehensive, proactive and responsible learning based on critical thinking** throughout students' studies (tutoring programme); the promotion and standardization of criteria for national and international internships at all levels (undergraduate, master's degree and doctoral); and the improvement of the library's resources and services. Under the second line of action, efforts have been made to strengthen the CEI's **international dimension** through a strategy centred on three areas: fostering mobility among the entire university community (this year, with a focus on teaching staff); forging new alliances with strategic partners to undertake joint projects (as with the CEI's membership in the Europaeum network or the holding of the second edition of the UPF-UCLA Summer School); and raising the CEI's international profile with a view to recruiting talent and generating new cooperation opportunities via a strategy aimed at the BRICS countries and coordinated by the Alliance 4 Universities (A-4U) partnership, a member of the CEI's strategic aggregation consisting of the Autonomous University of Madrid (UAM), the Autonomous University of Barcelona (UAB), Carlos III University of Madrid (UC3M), and UPF itself. The third line of action encompasses two areas aimed at establishing the CEI as a **project focused on the international postgraduate programme**: the founding of the Doctoral School, the director of which will be the professor and member of the European Research Council (ERC) Scientific Council, Núria Sebastián, and the joint marketing of the university master's programmes offered by all members of the aggregation. Finally, with regard to the fourth line of action, attention should be called to the promotion of **joint programmes with other universities**, such as UOC or the other members of the A-4U partnership. In the 2013/14 academic year, the latter group will launch a bachelor's degree programme in Philosophy, Politics and Economics, to be taught in Barcelona and Madrid and coordinated by UPF.

ACTIONS FOR IMPROVEMENTS IN TEACHING AND ADAPTATION TO THE EHEA

Action line 1: Teaching quality and improvements in learning
- A1: Teaching and learning support programme
- A2: Tutorial Plan of Action and continuous assessment
- A3: Promotion of external and internal internships
- A4: Modernization of the services and facilities of the Library/CRAI

Action line 2: Internationalization
- A5: Plan of Action for Multilingualism
- A6: UPF International Experience project
- A7: UPF Global Network Initiative
- A8: A-4U International project

Action line 3: Promotion of postgraduate studies
- A9: Promotion of postgraduate studies and creation of the Postgraduate and Doctoral Studies Office
- A10: Plan to promote the UPF Group's postgraduate programmes

Action line 4: Cooperation projects with other universities
- A11: Implementation of cross-disciplinary bachelor's programmes
- A12: Bimodal teaching cooperation projects (UPF-UOC)

1. Teaching quality and improvements in learning (A1, A2, A3 and A4)

Massive open online courses (MOOCs) are revolutionizing the world of education. Over the 2012/13 academic year, efforts were made to carve out a position for the CEI with regard to this type of educational offer, which may well emerge as the new educational paradigm. To this end, two MOOCs were implemented, one in collaboration with a member institution of the teaching aggregation. Likewise, in keeping with the CEI's student-centred educational model, a Tutorial Plan of Action was put into place for all first-year students, under which all students are assigned a tutor to monitor their progress over the course of the year. Additionally, a new system was established for managing external internships that combines centralized management (a one-stop shop for university-business relations) with decentralized management (autonomy for the university's faculties with regard to the academic certification of internships), and the number of internship agreements increased. Finally, the actions aimed at improving the Library/CRAI's facilities focused on enhancing the library's collections and improving the management thereof through key cooperation agreements with benchmark institutions, such as the Network of Spanish University Libraries (REBIUN).

❖ **Teaching and learning support programme (POESIA) (A1)**
Over the 2012/13 academic year, the POESIA programme placed special emphasis on teacher training and skill-building in the area of methodological innovation. To this end, a training needs analysis was conducted among the different categories of the campus's teaching staff, and specialized courses were offered accordingly (e.g., language courses or training in the use of new teaching methods). Additionally, work was done to carve out a position for the CEI in the sphere of MOOCs (a clearly ascendant teaching model in Spain and one that may ultimately emerge as the new paradigm) in the form of two proposals (one carried out jointly with another member institution of the strategic aggregation) and that were followed by 8,500 students. The courses were offered through the MiríadaX platform, a portal managed by the Universia network that brings together the offers of 18 different Spanish and South American universities.

❖ **Tutorial Plan of Action and continuous assessment (A2)**
The implementation of a universal tutoring programme (ACTE) centred on providing comprehensive assistance for students was one of the CEI's key actions in the area of teaching. Over the 2012/13 academic year, the Tutorial Plan of Action was implemented for all first-time students at UPF. Future actions in this area will be aimed at standardizing personalized tutorial activities at all levels and at improving and monitoring the tutorials and the quality thereof.

❖ **Promotion of external and internal internships (A3)**
The 2012/13 academic year saw a large increase in the number of extracurricular internships carried out at the university, as well as in the number of agreements signed with companies and institutions for curricular student internships. Among other reasons, this was due to the implementation of a new management system that unifies and standardizes how internships are managed. Specifically, a dual management model was put into place, including both centralized management (in the form of a one-stop shop for all university-business relations) and decentralized management (whereby faculties are granted autonomy with regard to the academic certification of the internships). This has improved communication with the host companies. Meanwhile, the assessment of these experiences (by both host companies and students) has also been improved by ensuring that surveys are mailed out regularly to both groups. With regard to international internships, the CEI participated for the first time in the biannual call for applications published by the Spanish Ministry of Foreign Affairs for internships at Spanish embassies and consulates. Of the 118 internships offered in the first call (summer 2013), 11% were awarded to undergraduate students at UPF.

❖ **Modernization of the services and facilities of the Library/CRAI (A4)**
The initial objectives in this area of action included investments in facilities and actions affecting the supply and provision of resources and services for users. However, due to the current recession, the first group of objectives (enlargement of the facilities and completion of the renovation works) had to be omitted from the plans. As a result of this omission, several other activities could be carried out over the 2012/13 academic year, aimed at: enriching the library's collections and furthering their specialization; improving the systems for accessing information resources; and including information and computer literacy training in a large share of the undergraduate study programmes and all postgraduate programmes, an action for which the cooperation and resource sharing with REBIUN played a pivotal role (A4).

2. Internationalization (A5, A6, A7, and A8)

In the area of internationalization, the CEI UPF-Icària's activities covered three of the campus's international dimensions: international mobility (UPF International Experience), strategic partnerships to promote transnational projects (UPF Global Network Initiative); and raising the campus's international profile to recruit talent and generate opportunities for cooperation (A-4U International). Ultimately, these actions are aimed at fully establishing the CEI UPF as a multilingual campus.

❖ Plan of Action for Multilingualism (PAM) (A5)

The CEI UPF-Icària campus stands out for its natural use of three different languages (Catalan as the institutional language, Spanish as a co-official language, and English as a working language). Over the 2012/13 academic year, efforts were made to fully implement the concept of 'linguistic security' (which provides that the language in which a subject will be taught must be publicly announced and binding on all parties and that it may not be changed under any circumstances) and to normalize the use of English as a working language (primarily at the postgraduate level).

Among other actions undertaken this academic year, attention should be drawn to the consolidation of the use of Language Diagnostic Tests (PDLs), for students seeking to determine their level of English, and Language Skills Certification Tests (PCCLs), a set of tests that have recently earned the Association of Spanish Language Academies (ACLES) quality seal, for students seeking to certify their level of English during their undergraduate studies. Additionally, regulations were approved to govern language training and certification for teaching staff.

As the first edition of the PAM spanned the 2007-13 period, deep consideration is currently being given to its future orientation and strategic lines.

❖ UPF International Experience Project (A6)

The project has three main objectives: to improve the quality of the reception of international students and staff; to promote different types of 'international experiences' among all member groups of the university community; and to attract the best international candidates.

Over the 2011/12 academic year, the CEI focused its efforts on improving the assistance and reception offered to incoming and outgoing students. Therefore, for the 2012/13 academic year, the programme shifted its focus to the reception of international lecturers and researchers. This group accounts for 17% of the research and teaching staff (2012) and also features prominently in the university's postgraduate programmes. Indeed, 52% of UPF doctoral students, who may go on to be contracted by the university, are international.

Separately, in order to showcase all exchange opportunities for the entire university community in a single place, a website was designed featuring a map of the university's international agreements and projects (as part of action A7). It is due to be launched in September 2013 and will help to publicize the campus's activities and raise its international profile.

❖ UPF Global Network Initiative project (A7)

In 2012, UPF expanded its network of strategic relations by joining Europaeum, a network of elite European universities (Oxford, Leiden, Bologna, Bonn, Paris 1 Panthéon-Sorbonne, Karlova (Prague), Helsinki, and Jagiellonski (Krakow)). As part of this initiative, the campus will host the Europaeum Summer School on Human Rights in September 2013. With regard to participation in European cooperation projects, 12 proposals were submitted in the 2013 call, with UPF acting as the coordinating university for 4 of them. In total, three European academic cooperation projects were awarded: a Jean Monnet chair ad personam and two Erasmus Mundus projects (one with universities in the US and Canada and another with South African universities). UPF is a partner university in the European consortium for the Erasmus Mundus projects, and the Jean Monnet ad personam chair was awarded to Prof. Fernando Guirao.

Outside Europe, efforts were also made over the academic year to deepen relationships with universities in the United States. To this end, mention should be made of the strengthening of the cooperation with Brown University and the promotion of a joint research centre on public policy with

Johns Hopkins (see action B1: UPF Research Park). Additionally, the second edition of the UCLA-UPF international summer school, one of the CEI UPF's flagship projects, was held. Lastly, in keeping with the line of action initiated in 2012, efforts were also made to deepen relations with Asia. In this context, the university participated in March 2013 in the Asia-Pacific Association for International Education (APAIE) conference in Hong Kong, which made it possible not only to establish new relationships, but also to promote an Erasmus Mundus proposal in the region with Japanese and Korean universities.

Finally, other projects of common interest were promoted through the A-4U partnership (see action A8), and through coordinated action between the universities of Barcelona and the Ivy League through the Consortium for Advanced Studies in Barcelona (CASB) network.

❖ **A-4U International project (A8)**
One of the CEI UPF-Icària project's strengths is the A-4U's participation as a member institution of the strategic aggregation. The partnership's participation in the project has, among other things, allowed the campus to make a strong entry into the markets of both the BRICS countries (Brazil, Russia, India, China and South Africa) and Turkey, which was added as a target in 2013.

The A-4U is currently laying the groundwork for the development of strategic relationships in these countries. The joint promotional work is also helping to increase knowledge of the Spanish university system and, among other things, has facilitated the signing of A-4U and UPF-specific framework agreements with various universities, including: the Indian Institute of Science (IISc), the Indian Institute of Foreign Trade (IIFT) New Delhi, and the Indian Institute of Technology (IIT) Madras, in India; the University of São Paulo (USP), the University of Campinas (Unicamp), and the Pontifical Catholic University of Rio de Janeiro (PUC Rio), in Brazil, which have joined the ranks of the Getulio Vargas Foundation, the Brazilian Institute of Education and Research (INSPER), and the University of Brasilia (UnB), with which the partnership already had agreements; and the Higher School of Economics (HSE) in the field of social sciences and the St. Petersburg State University of Information Technologies, Optics and Mechanics in the field of technology in Russia; as well as new agreements currently under negotiation with Hong Kong University (HKU) and the East China University of Political Science and Law (ECUPL) in China.

3. Promotion of postgraduate studies (A9 and A10)
Work in this area focused on two aspects: teaching, culminating in the creation of the Doctoral School over the 2012/13 academic year; and communications, to which end efforts were focused on enhancing the visibility of the entire aggregation's offer of university master's degree programmes.

❖ **Promotion of postgraduate studies and creation of the Postgraduate and Doctoral Studies Office (A9)**
The process of establishing the Doctoral School was completed on 20 June 2013 with the announcement of its creation in the Official Journal of the Catalan Government (DOGC). The process had been initiated two years earlier when the UPF Board of Governors approved the future school's regulations.

The school's organizational structure consists of its director, a steering committee, an advisory council, the coordinators of the nine doctoral programmes currently offered by UPF, and the academic committees for each of those programmes, all of which have been fully adapted to the requirements of the EHEA. The director, Dr Núria Sebastián, is a full professor in the Department of Information and Communication Technologies at UPF; she is also a member of the Scientific Council of the European Research Council (ERC).

❖ **Plan to promote the UPF Group's postgraduate programmes (A10)**
The plan to promote the postgraduate study programmes offered by the UPF Group (which includes all member institutions of the CEI UPF-Icària project's teaching aggregation) was launched in February 2012 with the organization of the 1st Meeting of UPF Group Postgraduate Programme Sponsors. Prior to this event, few meetings were held between the university and the other schools and centres, and virtually no joint efforts were made with regard to communication. The joint creation of the CEI UPF-Icària project thus helped to make these relationships more fluid, which, in turn, has given rise to new joint initiatives.

The actions undertaken during the 2012/13 academic year were focused on enhancing the visibility of the strategic aggregation's postgraduate study programmes through the university's main promotional channels: website, printed brochures, and mailing lists. To this end, the website showcasing UPF's postgraduate programmes has been reorganized to give greater visibility to the master's degree programmes offered by the aggregation as a whole. These programmes have also been included along with UPF's own in the brochure designed and published by the university each year. Finally, a mailing list was used to announce the aggregation's full offer of master's programmes to all universities with which UPF has an academic cooperation agreement.

4. Cooperation projects with other universities (A11 and A12)

The CEI UPF-Icària project also aims to undertake teaching cooperation projects with other universities, such as UOC – a strategic partner for the project, with which it is already conducting bimodal joint programmes – and the A-4U partnership, with which it will be launching a joint bachelor's degree programme in Philosophy, Politics and Economics in September 2013, to be coordinated by UPF and taught in both Barcelona and Madrid.

❖ Implementation of cross-disciplinary bachelor's programmes (A11)

Within the framework of the CEI UPF-Icària project, an ambitious programme is being carried out with a view to offering new, innovative, multidisciplinary curricula organized according to EHEA guidelines. Within this context, over the 2012/13 academic year, the A-4U member universities worked on the design and preparation of a bachelor's degree programme in Philosophy, Politics and Economics, to be coordinated by UPF. With the help of Obra Social "La Caixa" (which will fund between 10 and 20 mobility grants for a total sum of €60,000), it will be offered for the first time in the 2013/14 academic year.

The programme is based on the undergraduate programme in Philosophy, Politics and Economics at Oxford University and borrows from the Anglophone sphere, in which it has a long tradition, for example, at universities such as Yale, Richmond, Trinity College or Duke, all of which offer similar programmes. Based on clearly cross-disciplinary content, it aims to ensure that students achieve a high level of interrelated knowledge regarding political, economic, philosophical and social issues. In addition to the cross-disciplinary nature of the content, the fact that the programme is being jointly offered by four universities and will require mobility between Barcelona and Madrid (in addition to offering optional external mobility) further enriches it.

Separately, UPF has continued to expand its offer of special bachelor's degree programmes, which draw on existing programmes to create new interrelated, multidisciplinary ones. To this end, UPF currently offers two such programmes: Journalism, which includes content from the curricula of the Economics, Political Sciences, Law, and Humanities programmes; and Biomedical Engineering, which is offered jointly by the Faculty of Health and Life Sciences and the Polytechnic School. The latter programme was offered for the first time in the 2011/12 academic year and has met with a very high demand. The main outcomes of these programmes are their considerable popularity (far more people apply than can be accepted under current funding levels) and the high degree of applicability of their content to current societal demands.

❖ Bimodal teaching cooperation projects (UPF-UOC) (A12)

UOC is one of the CEI UPF-Icària project's priority partners. Among the actions carried out jointly with this institution at the teaching level, attention should be drawn to the project to develop joint programmes in a bimodal format that combines traditional educational activities (lectures, practicums, tutorials) with the possibilities afforded by information technology (face-to-face teaching/interactive classroom, video, virtual classrooms, etc.). In this area, the number of specializations offered by the UPF-UOC interuniversity master's degree programme in Teacher Training for Secondary Education has been increased and new methodological tools have been developed to improve the teaching.

Among the programme's main new features, mention should be made of the signing of different cooperation agreements with institutions and organizations related to its mission, such as the British Council, which will provide a lecturer for the English specialization, or the Catalan Ministry of Education, which will provide three lecturers from the public school system for the programme's Natural Sciences, English and Mathematics specializations. Likewise, the master's programme actively collaborates with

the Mathematics Museum of Catalonia (MMACA) Association, linked to the Specific Support Centres for Education Innovation and Research network's Resource Centre for Teaching and Learning Mathematics (CESIRE-CREAMAT) and the Catalan Ministry of Education, on efforts to popularize mathematics.

5. Progress indicators for the area: improvements in teaching and adaptation to the EHEA

Indicators of improvements in teaching and adaptation to the EHEA	Initial status (2009/10)	Outcomes in first report (2011/12)	Outcomes in second report (2012/13)
Number of undergraduate programmes offered	25	28	32
Number of undergraduate students	8,711	9,115	11,403
Applications received for undergraduate programmes ranked as students' first choice	4,156	4,936	4,462
Achievement rate for undergraduate programmes	84%	86%	88%
Number of graduates from undergraduate programmes	1.700	1.800	1.600
Number of official university master's programmes offered	26	41	53
Number of students enrolled on master's degree programmes	893	993	1639
Per cent new master's degree students who are international	34%[1]	40%	40%
Per cent international students enrolled on master's degree programmes	32%	37%	36%
Achievement rate for master's degree programmes	91%	91%	92%
Number of doctoral students	1,098	1,127	1,217
Per cent new doctoral students who are international	46[2]	55%	51%
Per cent international doctoral students	46%	49%	52%
Average number of doctoral theses in last 3 years	107	124[3]	140
Per cent theses defended in English	52%	65%	53%

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[1] Data for the 2010/11 academic year
[2] Data for the 2010/11 academic year
[3] Data for the 2010/11 academic year

Scientific improvement and knowledge transfer

0. Introduction

The CEI UPF-Icària is a specialized project that, in this area, aims to promote excellence in research, postgraduate education and knowledge transfer to society.

The campus's designation as a CEI in 2010 and the good outcomes obtained in the grant subprogrammes that followed (the various editions of the Fortalecimiento and Innocampus programmes) have contributed to the undertaking of key actions, such as: the progress made on the construction of the research park, with regard to both structures and content (with new partners joining and 70% of the spaces already assigned) (B1); the implementation of the UPFellows international talent recruitment programme (which also receives European funding under the FP7's Cofund programme) (B3); or the implementation of the UPF Business Shuttle Incubation Spaces, which are the result of active cooperation with the Barcelona City Council (B6).

Additionally, the project has played a key role in strengthening and reaffirming the ties between the coordinating university (UPF) and the member institutions of the aggregation. The CEI has thus helped to make these relationships more fluid, thereby accelerating the achievement of joint initiatives. Proof of this can be found in the fact that, in keeping with the recommendations of the international committee set out in the 2012 Progress Report, this report includes aggregate data for the project.

The six actions in this area are described below, grouped under three main action lines: the creation or consolidation of research infrastructure; initiatives aimed at recruiting and promoting talent; and the promotion of research and knowledge transfer support structures.

ACTIONS FOR SCIENTIFIC IMPROVEMENT AND KNOWLEDGE TRANSFER

Action line 1: Research infrastructure
B1: UPF Research Park
B2: Creation of a UPF-UOC interuniversity research centre on moral and political theory

Action line 2: Talent recruitment and promotion
B3: Talent recruitment and transnational mobility project
B4: Mobility programme for young postdoctoral students within the framework of the A-4U

Action line 3: Research and transfer support structures
B5: A-4U European Office in Brussels (OPERA)
B6: Strategic Knowledge Transfer Plan

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1. Research infrastructure (B1 and B2)

❖ UPF Research Park (B1)

The consolidation of the UPF Research Park is one of the CEI UPF-Icària project's priority actions. The initiative is coming along well, with the construction of two new research buildings (total surface area of 12,515 m^2) and the signing of new cooperation agreements (Johns Hopkins University and Casa de Velázquez). The first stage of the park's creation includes the construction of three buildings:

- **Mercè Rodoreda Building or Wellington I (built-up area of 3,550 m^2):** Brought online in July 2008, its construction was not related to the CEI project. However, it is home to several internationally acclaimed research centres that are part of the strategic aggregation.
- **Wellington II (built-up area of 8,685 m^2): Projected outlay of 15.2 million euros** (funding sources: Catalonia Competitiveness programme (FEDER 2007-2013) and ACTEPARQ and Innocampus grants from the former Spanish ministries of Science and Innovation and of Education). The campus's

designation as a CEI has accelerated work on the building, which will host the activities of various research groups from UPF and other member centres of the aggregation.

– **Wellington III (built-up area of 4,268 m^2):** This building will host the new head offices of the Pasqual Maragall Foundation for Research on Alzheimer's, a member institution of the strategic aggregation, as well as the future Barcelonaβeta Research Centre on neurodegenerative diseases. **Investment by the foundation: 14 million euros** (7.5 million for construction work and installations and 6.5 million for the purchase of scientific equipment). The building and its equipment will be funded with the university's own resources and a credit from the Spanish Ministry of Health, Social Services and Equality.

With regard to the **Wellington II and III buildings**, work began following the submission of the first progress report (June 2012), once the initial obstacles had been overcome. It has proceeded normally and on schedule ever since:
– Foundation and structure: Finished.
– Façade and civil works finishes: The contract has been awarded for this work, which is set to be finished by January 2014.
– Installations: The contract has been awarded for this work, which is set to be finished by March 2014.
– The building is expected to be finished by June 2014.

In addition to the construction work, intense efforts are being made to attract **key institutions in the fields of social sciences and humanities** to the Park. Thus, in addition to the agreements signed in the previous reporting period (i.e., those with the Barcelona Graduate School of Economics (Barcelona GSE), the Barcelona Institute for International Studies (IBEI), and the Institute of Political Economy and Governance (IPEG)), new agreements have been signed with:
– **Johns Hopkins University (March 2013): Memorandum of understanding for the creation of a public policy centre for the prestigious US university on campus**. The future centre will be located at the Park with a view to offering academic programmes (primarily in conjunction with UPF) and online programmes (to include a face-to-face portion, which will take place in Barcelona). The agreement likewise provides for the undertaking of joint research projects and the possibility of hosting international events.
– Casa de Velázquez (May 2013): Cooperation agreement to foster scientific cooperation and training for young researchers. Among the proposed activities, attention should be drawn to the holding of an annual doctoral seminar given by resident members of Casa de Velázquez at UPF; the organization of a biennial predoctoral training workshop (aimed especially at students of UPF's World History master's programme); and the promotion of multi-year research programmes.

❖ **Creation of a UPF-UOC interuniversity research centre on moral and political theory (B2)**
Over 2012, the centre's structure was defined (mission, objectives, main activities to be undertaken, governance bodies, management and administration) and senior-level institutional contacts were maintained between UPF and UOC to define a pre-agreement to enable the creation of the interuniversity centre. This agreement has not been signed due to changes in the governing teams of both universities. That, coupled with the lack of end-funding for the centre, has delayed its constitution. As for the future of this action, in the second semester of 2013, proactive actions will be taken to try to obtain end funding; depending on the outcome, a decision will be taken regarding whether or not to continue with it.

2. **Talent recruitment and promotion (B3 and B4)**
From the moment it was founded in 1990, UPF has stood out for its policy of engaging research and teaching staff with outstanding research profiles and international experience and for establishing partnerships with centres that apply similar standards. The results of this policy can be seen in the **excellent indicators for research** that the university and its partners have achieved, with regard to both **funding obtained under the EU's 7th Framework Programme (FP7)** (explained in the following point) and **scientific output** (when the output is weighted to reflect the university's size). It should also be noted that **15% of all centres to receive the prestigious 'Severo Ochoa' label from the Spanish Ministry of Economy and Competitiveness are member institutions of the CEI UPF-Icària project**.

In this sense, platforms such as IUNE (the Spanish University Research Observatory) have ranked UPF as the most competitive Spanish university in terms of, for example, the percentage of publications (out of all publications by teaching staff) published in top-quartile journals and the percentage of publications (again, out of all publications by teaching staff) published as part of international cooperation efforts. Likewise, UPF is first in several independent rankings assessing scientific productivity at Spanish universities. This is the case of the research output and productivity ranking of Spanish public universities prepared by researchers at the University of Granada, which has ranked UPF first since 2010, or the recent U-Ranking, a new classification system prepared by the BBVA Foundation and the Valencian Institute of Economic Research (IVIE). All this information is provided in greater detail in the 'Rankings' section of the CEI website.

The CEI UPF-Icària project has helped to strengthen this policy of recruiting and promoting talent through two concrete actions: a recruitment programme (including some initiatives funded by the FP7's Cofund programme) and a mobility programme for young postdoctoral students.

❖ **Project to recruit talent and encourage transnational mobility (B3)**
This project seeks to promote the recruitment of talent and transnational mobility in a highly competitive environment characterized by a shortfall in resources. The main milestones achieved under this action, in which the funding received under the 2011 CEI Fortalecimiento (Strengthening) programme played a decisive role, were as follows:

- **UPFellows programme for the recruitment of international talent:** With a budget of 5.4 million euros (of which 40% is covered by the FP7's Cofund Programme), this programme is expected to finance the selection and engagement of 24 outstanding postdoctoral fellows by means of two competitive calls for applications. The first call for applications was published on 1 June 2013.
- **Incorporation of researchers through competitive grant programmes (Ramon y Cajal, ICREA, Marie Curie, etc.):** In 2012, 53 postdoctoral researchers were incorporated at member institutions of the CEI UPF-Icària aggregation. To this end, special attention should be called to the strong results obtained under the EU's Marie Curie programme and the lack of calls for applications for the Ramón y Cajal and Juan de la Cierva programmes.
- **Human Resources Strategy for Researchers (HRS4R):** Participation of member institutions of the strategic aggregation in the third cohort of the Institutional Human Resources Strategy Group for the implementation of the Human Resources Strategy for Researchers and performance of a gap analysis as the first step in the design of the institutional HR strategy.

By way of summary, Table I shows the number of researchers engaged through competitive grant programmes since UPF's designation as a CEI.

Table I. Number of researchers engaged between 2010 and 2012

INSTITUTION	2010	2011	2012	TOTAL
Pompeu Fabra University	32	32	18	82
Strategic aggregation	57	36	35	128
TOTAL CEI UPF-Icària	**89**	**68**	**53**	**210**

Source: CEI UPF (annual data as of December 2012)

❖ **Mobility programme for young postdoctoral students within the framework of the A-4U (B4)**
The mobility programme for young postdoctoral students is one of the flagship actions at the level of the strategic aggregation. The member universities of the A-4U partnership (UAM, UAB, UC3M and UPF) have developed a joint postdoctoral student mobility programme aimed at fostering mobility among research and teaching staff and facilitating knowledge transfer between the universities of Madrid and Barcelona. Since the programme was launched, UPF has received a total of 27 postdoctoral students from the other universities in the partnership. (This figure does not include the data from the 2013 call for applications, published in July.)

3. Research and knowledge transfer support structures (B5 and B6)

Active participation in the European Union's Framework Programmes is one of the defining characteristics of the CEI UPF-Icària aggregation, due to both the quality of its researchers and the high percentage of international research conducted.

The report by the Spanish Centre for the Development of Industrial Technology (CDTI, June 2013) on the provisional results of Spanish participation in the first four years of the EU's 7th Framework Programme (2007-2012) ranks UPF **sixth in terms of Spanish institutions** in the system with regard to the amount of funding received for the period (up one spot from the ranking provided in the CDTI's report on the overall results of the 6th Framework Programme, which covered the 2003-2006 period). As for the member institutions of the aggregation, the Centre for Genomic Regulation (CRG) was ranked twelfth.

Table II shows the results achieved by the CEI UPF-Icària project under the EU's 7th Framework Programme. The table shows the cumulative data as of December 2012 with regard to the total number of projects approved and led (including projects for the Cooperation, Capacities and Ideas programmes, the latter related to the starting and advanced grants awarded by the ERC):

Table II. Results for the aggregation under the FP7 (December 2012)

INSTITUTION	Total No. projects	No. projects led		Total funding
		Coordinated (Coop + Capac)	Individual (Ideas-ERC)	
Pompeu Fabra University	97	11	13	49,087,272
Strategic aggregation	115	20	18	67,858,416
TOTAL CEI UPF-Icària	**212**	**31**	**31**	**116,945,688**

Source: CEI UPF-Icària (cumulative data as of December 2012)

Research and transfer support structures such as OPERA (the A-4U partnership's European office in Brussels) played an important role in the achievement of these results.

❖ **A-4U European Office in Brussels (OPERA) (B5)**

The creation of the Office for the Promotion of European Research Activities (OPERA) was a key action within the CEI UPF-Icària project and was carried out jointly by the four member universities of the A-4U partnership (UAM, UAB, UC3M, UPF).

The office, which is physically located in Brussels, is intended to provide key support to the partnership's member universities in positioning themselves within the European Research Area (ERA) within the framework of the EU's 2020 strategy and in enhancing the leadership and participation of their researchers in European programmes to promote R&D&I. To this end, over the course of the 2012/13 academic year, OPERA facilitated discussions with key actors from the European Commission for various purposes, such as the preparation of proposals, the submission of institutional initiatives, the drafting of lists of experts to participate in the advisory groups, etc.

As a result of OPERA's intense activity, on 5 November 2012, UPF, working in conjunction with the ERC, held the conference 'Enhancing the Attractiveness of European Universities as a Destination for World-Class Researchers', which aimed to foster debate and the exchange of ideas on strategies and good practices for retaining and attracting talent in a global world, encouraging competition, and rewarding excellence. The conference was held on UPF's Ciutadella campus and featured European authorities, such as **Dr Helga Nowotny, President of the ERC**, Spanish authorities, such as **Ms Carmen Vela, Secretary of State for Research, Development and Innovation of the Spanish Ministry of Economy and Competitiveness (MINECO)**, and regional authorities, such as **Dr Andreu Mas-Colell, Catalan Minister of Economy and Knowledge**. Nearly 300 people attended the event, which also featured staff from member institutions of the strategic aggregation such as the Centre for Genomic Regulation (CRG), the Research Centre for International Economics (CREI), and the Municipal Institute of Medical Research (IMIM). Specifically, acclaimed researchers from the aggregation's members participated as speakers in the discussions.

❖ **Strategic Knowledge Transfer Plan (B6)**

The Strategic Knowledge Transfer Plan aims to add value to the research conducted at the university and in its community, managing the transfer of knowledge as a strategic institutional resource. In fact, its design and implementation have fostered greater interaction between the university, its aggregation and the different agents from its local and business community. This has led to the creation of new patents and technologies.

Due to their impact on the campus environment, some of the activities carried out under this plan (e.g., the joint creation with the Barcelona City Council of the UPF Business Shuttle Incubation Spaces) are included in section 4 (Local and business community outreach). Other key activities carried out during the reporting period are described below.

In the **sphere of communication**, the campus is currently developing a Knowledge Portal. The new website will showcase the campus's commercially viable research results organized around the CEI's different knowledge areas. Initially, the website will feature marketable patents and technologies, as well as the project's research groups and spin-offs. Additionally, a new digital newsletter, *INNOInfo*, has been launched, targeting researchers and entrepreneurs. The newsletter regularly reports on the most important developments in the spheres of innovation, research and knowledge transfer at the CEI UPF-Icària's member institutions. To date, 250 people have signed up to receive it. Finally, the UPF press office has engaged another staff member to focus on joint and coordinated efforts with the Innovation Unit, thereby facilitating the dissemination of research and knowledge transfer results to society as effectively as possible.

Separately, efforts have been made to boost **collaborative work** and **networking**, key components of the knowledge transfer process. Over the reporting period, the CEI has collaborated with, among others:
- The Catalonia Network of Science and Technology Parks (XPCat): Efforts were made to boost the submission of joint proposals, and the CEI collaborated on the Open Innovation Market Place (OIMP) initiative within the framework of BizBarcelona.
- Marcelina Botín Foundation: The campus is cooperating with this private institution to monitor two biomedical research groups and has actively collaborated on the design and implementation of the 'Mind the Gap' programme to facilitate the commercialization of new technology.
- At the level of the research transfer offices of the Catalan universities, a working group was set up to draft documents and regulations to facilitate the knowledge transfer process.
- Barcelona Activa: The campus has been actively collaborating with this institution on the presentation of proposals at the annual BizBarcelona show, as well as on the coordination and planning of support activities for entrepreneurs in the Barcelona Business Factory business incubator (see item 1 on the *Local and business community outreach* section).
- Collaboration with various member institutions of the aggregation (Barcelona School of Management, IDEC) on the organization of the new lecture series 'Tardes de Emprendeduría UPF Business Shuttle' (**UPF Business Shuttle Entrepreneurship Evenings**). The lectures aim to promote an entrepreneurial spirit within the UPF community and to enable the sharing of experiences and content of great interest to entrepreneurs in the aggregation.
- Cooperation with other agents from the R&D&I system (technology centres, industrial property agents, commercialization units, etc.) on all dissemination and awareness-raising activities, placing special emphasis on agents with ties to start-up funding (business angels, venture capital firms, investor forums, etc.).

Table III shows the main outcomes achieved by the aggregation in the field of knowledge transfer since the campus's designation as a CEI.

Table III. Knowledge transfer: outcomes achieved by the aggregation

Indicators of knowledge transfer	2010	2011	2012
R&D&I contracts (€)	18,125,117	20,477,170	22,293,828
Number of patents and software copyrights	15	16	11
Number of licensing and transfer agreements	16	10	13
Number of spin-offs and start-ups (cumulative total)	4	8	10

Source: CEI UPF-Icària

4. Progress indicators for the area: research, knowledge transfer, and funding

The initial statuses and those from the first report refer to UPF alone. However, in keeping with the international committee's recommendations, the statuses included in the 2012/13 report refer to the aggregation as a whole. Unless otherwise indicated, all data in the tables is from the CEI UPF-Icària itself.

Research indicators	Initial status (2009/10)		Outcomes in first report (2011/12)		Outcomes in second report (2012/13)	
	Date	Value	Date	Value	Date	Value
Number of indexed publications (UPF)*	2009	605	2010	682	2011	858
Number of publications in top-quartile journals (CEI UPF-Icària)**	2009	304	2010	371	2011	842
Number of EU FP7 projects (cumulative total, CEI UPF-Icària)	December 2009	39	December 2011	94	December 2012	212
Number of EU FP7 projects coordinated (cumulative total, CEI UPF-Icària)	December 2009	5	December 2011	9	December 2012	31
Number of EU FP7 individual projects led (ERC) (cumulative total, CEI UPF-Icària)	December 2009	13	December 2011	26	December 2012	31
Total funding received for EU FP7 projects (cumulative total, CEI UPF-Icària)	December 2009	18,207,000	December 2011	47,150,000	December 2012	116,945,688
Number of postdoctoral fellows engaged (annual total, CEI UPF-Icària)	2009	26	2011	32	2012	53

*Source: IUNE. The published data refer to the previous year. Data available only for UPF.
**Source: For UPF, IUNE; for the aggregation, the data were provided by the member institutions CREI, BGSE, IBEI, CRG, CREAL, IMIM, Barcelona Media and UOC.

Knowledge transfer indicators	Initial status (2009/10)		Outcomes in first report (2011/12)		Outcomes in second report (2012/13)	
	Date	Value	Date	Value	Date	Value
Value of research contracts with businesses and institutions (annual total, CEI UPF-Icària)	2010	7,541,000	2011	9,702,000	2012	22,293,828
Number of new technologies identified (cumulative total, UPF)	June 2010	20	December 2011	46	December 2012	70
Number of patents and software copyrights (cumulative total, CEI UPF-Icària)	June 2010	6	December 2011	9	December 2012	45
Number of licensing agreements (annual total, CEI UPF-Icària)	2010	8	2011	11	2012	13
Number of tech spin-offs (cumulative total, CEI UPF-Icària)	June 2010	3	December 2011	4	December 2012	5
Total number of tech start-ups (cumulative total, CEI UPF-Icària)	June 2010	4	December 2011	6	December 2012	10

Research funding by funding body	2010	2011	2012
Catalan government	9,689,914	8,473,619	6,636,578
Spanish government	28,243,800	32,567,415	21,949,912
EU government	24,785,174	27,509,752	30,677,929
Companies and institutions	18,125,117	20,477,170	22,293,828
Total CEI UPF-Icària	**80,844,005**	**89,027,956**	**81,558,246**

Funding by recipient organization	2010	2011	2012
Pompeu Fabra University	32,894,800	33,014,046	28,190,884
Strategic aggregation	47,949,205	56,013,910	53,367,362
Total CEI UPF-Icària	**80,844,005**	**89,027,956**	**81,558,246**

Transformation of the campus for the development of a comprehensive social model

0. Introduction

The CEI UPF-Icària project has helped to increase the university's cooperation with the various groups with which it interacts. Over the 2012/13 academic year, ties were strengthened with the member institutions of its aggregation, such as the A-4U partnership (see actions A8, B4 and B5, among others); its partners at the teaching level (see actions A9, A10 and A11, among others); its aggregation for research and knowledge transfer activities (see actions B1, B4, B5 and B6, among others); and the companies and institutions from its community with whom it has generated significant synergies (see section 4. Local and business community outreach).

At the same time, the project submitted in 2010 also prioritized a series of actions aimed at strengthening the university's ties with the members of the university community itself, expanding and enhancing the catalogue of services and activities with the greatest impact on the community's members, including via contracts and agreements with local institutions (Vila-Casas Foundation, Mercat del Born, Spanish Association of Artists and Performers (AIE), Vives Network, Gran Teatre del Liceu, etc.). This chapter thus describes the three actions envisaged in the 2010 project, as well as other activities, such as the aforementioned, that are also aimed at fostering the development of a campus seamlessly integrated in its community.

ACTIONS FOR THE DEVELOPMENT OF A COMPREHENSIVE SOCIAL MODEL

- C1: UPF Alumni programme
- C2: E-administration implementation project
- C3: Plan of Action for a Comprehensive Model of Student Participation

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1. UPF Alumni programme (C1)

Since the Alumni programme was launched within the framework of the 2010 CEI project, several actions have been taken to enhance its visibility among both UPF students and alumni and the greater community. Over the 2012/13 academic year, membership in the programme grew 28% compared to the previous year, such that it now has more than 7,700 members. The actions undertaken this academic year were determined based on the analysis of the results of a survey of programme members.

The main problems detected were related to the programme's communication channels. They have been addressed by simplifying the digital communications sent to members; fostering participation in the relevant social networks; and publishing news and feature stories in a variety of formats (video tutorials, newsletter, print magazine, etc.). The aforementioned survey results moreover indicated that alumni were seeking more activities, workshops and seminars geared towards personal development to supplement the professional development offer. An activities agenda was thus drawn up that contributes to both alumni's professional and personal development. Separately, in order to enhance the programme's visibility, a new means of joining was launched, the 'Friend' plan, whereby students can join the programme upon their enrolment at the university. Likewise, efforts were made to increase alumni's participation in the social and cultural activities organized on campus with a view to better integrating them into current university life.

At the aggregation level, efforts were made to reach agreements with the postgraduate schools in order to offer programme members discounts on postgraduate and master's degree courses, thereby helping to encourage continuing education among alumni. Moreover, in the sphere of services, an online platform was developed to make a range of over 200 regularly updated discounts and additional benefits easily available to all members of the Alumni programme.

2. C2: E-administration implementation project

The implementation of e-administration is a major opportunity to improve administrative procedures, reducing processing times and associated costs and increasing the efficiency of internal management. This action moreover makes it possible to guarantee students' and lecturers' right to conduct their business with the university online.

Since being designated as a CEI, UPF has endeavoured to implement common e-administration modules, adapt its internal regulations, and roll out new services (2010/11 academic year). The first e-administration processes were launched in the 2011/12 year and can be used with the digital certificates integrated into the new ID cards. Over the 2012/13 academic year, new tools were developed and implemented (e.g., the tool for generating certified copies of documents, the secure digitization process, and the digital evidence platform) and additional processes and services were made available online (e.g., the request and issue of academic transcripts for bachelor's, master's degree and doctoral programmes, the issue of transcripts containing student's final class rank, the digital signature of transcripts, and the laptop and audiovisual equipment loan service).

The campus is currently working on additional processes and new tools, to be launched shortly, as well as other processes related to academic management and human resources.

3. Plan of Action for a Comprehensive Model of Student Participation (C3)

The activities carried out under this plan sought to encourage students to actively participate in university life. To this end, they were organized along two main lines of action: student representation and dialogue between the student and academic communities; and the implementation of cultural and sports activities (with emphasis on activities promoted by students themselves).

With regard to the first point, the mechanisms for student representation were strengthened considerably: support structures were put into place to assist registered student associations, student delegates were elected, and new regulations were approved to strengthen students' position from an institutional point of view. Likewise, student representation has been increased in the committees and governing bodies, and a working group has been set up and tasked with drafting new regulations for the Student Council for the reactivation thereof. Together these actions and regulations have enabled a qualitative and quantitative increase in the university's information systems, both horizontal (among students themselves) and vertical (between students and academic figures, bodies and authorities). Among the main milestones achieved, attention should be called to the fact that 90% of the positions reserved for students on specific, statutory and sectorial committees, as well as in the university's various governing bodies, have now been filled through participatory processes of discussion and subsequent consensus-based decisions

The university has also considerably expanded its cultural offer. To this end, it is collaborating with cultural organizations such as Mercat de les Flors, the Vila-Casa Foundation, Mercat del Born, the Spanish Association of Artists and Performers (AIE), the Vives University Network, and the Gran Teatre del Liceu, among others. In the area of sports, the university has increased the number of options to train in and play sports and has participated in Catalan and Spanish university championships for both individual and team sports. It has also signed agreements with additional sports facilities to obtain discounts for members of the university community.

Finally, the number of activities organized by students is on the rise, in direct relation to the increase in the number of registered associations and the greater efficiency of the resources and systems for communication and assistance. Two training courses were held under an agreement with the Catalan parliament, and efforts are being made to strengthen students' communication skills through activities and workshops focused on public speaking and debate. Lastly, with a view to fostering a comprehensive student participation model, the university published a study on student participation at UPF and set up a corporate responsibility programme encompassing the areas of solidarity, volunteer work and inclusion.

4. Progress indicators for the area: development of a comprehensive social model

Indicators of the development of a comprehensive social model	Initial status (2009/10)	Outcomes in first report (2011/12)	Outcomes in second report (2012/13)
Number of UPF Alumni programme members	No data available[4]	6,200	7,755
Number of alumni using personal guidance services	No data available[5]	120	200
Number of alumni participating in career guidance courses and activities	No data available[6]	51	59
Digital certificates distributed	250	5,256	11,351
Procedures available online	5	10	19
Number of places at university halls of residence	1,471	1,993	1,553
Number of sports facility users	1,085	1,287	1,484
Number of cultural activities	21	26	31
Funding for charity projects	€50,000	€50,000	€50,000 (fixed sum)
Number of volunteering, charity and cooperation programmes	15	17	22
Number of students, research and teaching staff, and administrative and service staff participating in volunteering programmes	770	925	495

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[4] The efforts to develop the UPF Alumni programme (design, structure, organization, etc.) began in July 2009. In October 2010, the preliminary work was still being completed to launch the programme.

[5] Id.

[6] Id.

Local and business community outreach

0. Introduction

The CEI UPF-Icària is a unique project built on the concept of an urban campus – spread throughout the city of Barcelona – intended to enhance teaching quality, promote excellence in research, and increase internationalization, above all in the area of postgraduate studies. To this end, since its designation as a CEI, UPF has sought to cultivate new synergies and cooperation arrangements with institutions from its community with a view to involving them in the project.

The guidelines for the 2013 Progress Report are the first to request the information contained in this chapter ('Local and business community outreach'). In both the 2010 Project Report and the 2012 Progress Report, the information on actions aimed at fostering community outreach was contained in the chapter 'Comprehensive social model'. Consequently, this chapter does not contain proposals for specific actions. Instead, it lists the initiatives undertaken by the CEI UPF-Icària project to strengthen the campus's ties with its community. Thus, the information on activities provided in the previous chapters (on teaching, research and knowledge transfer, and the comprehensive social model) is supplemented here with information on additional actions intended to provide support for entrepreneurship, labour market integration, and start-ups.

1. UPF Business Shuttle Incubation Spaces

Aware of the importance for new entrepreneurs of the physical location of their business, in early 2011, UPF reached an agreement with Barcelona Activa (an aggregation member) to participate in the Barcelona City Council's business incubator programme. The goal was to promote the establishment of a business incubator among universities, vocational schools, venture capital firms, and other organizations. Under a cooperation agreement signed on 16 May 2011, UPF manages a floor of the incubator known as the UPF Business Shuttle Incubation Spaces. The facilities, which are designed for co-working and span a total of 290 m^2, are located in 22@, Barcelona's innovation district.

As of June 2013, the spaces were wholly occupied by spin-offs and start-ups created as a result of research conducted at the university and the other members of the strategic aggregation (primarily, the CRG and the IMIM). Specifically, the companies currently at the incubator are: Voctrolabs SL, RoomTab SL, The Data Republic, HelloPlan, qGenomics, The Crowd of Monsters, LOGIM Solutions SL, MLAB, Chemotargets, vitacare, Mobile Media Content, and ASCIDEA.

By means of the UPF Business Shuttle Incubation Spaces, the CEI UPF-Icària project helps to develop and implement an innovative ecosystem in which incentives and facilities are offered for knowledge transfer and tech start-ups. The incubator helps to generate innovative business activity in the city of Barcelona, and the new companies, in addition to driving innovation and enhancing competitiveness in their industries, generate jobs and wealth for the local community

2. Barcelona Media technology centre

A strategic partner of the CEI UPF-Icària project, the Barcelona Media centre was created by joint initiative of UPF, the Catalan government, the Barcelona City Council and 14 private companies in 2005. A high-tech centre, it focuses on conducting applied research in the field of communication and media and promoting knowledge and technology transfer to the industry.

The centre's first spin-off, the tech company Imm Sound, was recently acquired by Dolby (July 2012). Imm Sound is the leader in immersive 3D sound. It leads the global market in terms of the number of cinemas in which it is used (screens in the US, Europe, Latin America and Asia) and has begun to increase its market share in China, Hong Kong, Indonesia, Japan, Malaysia, Philippines, South Korea, Singapore, and Taiwan.

3. Labour market integration

Among the different activities carried out within the framework of the CEI UPF-Icària project to promote the labour market integration of the university's graduates, attention should be called to the organization of the UPFeina job fair, a platform for current students and alumni to meet with talent recruiters from businesses and institutions. The fair also includes round tables (on relevant issues such as skill building) and presentations by companies. On average, the fair is attended by some 50 companies and more than 4,000 students and alumni. The most recent edition, held in the 2012/13 academic year, incorporated a new speed-networking event, an innovative recruitment format based on short interviews between the human resource directors of different companies and students and alumni who have been preselected to participate. In the inaugural edition of this event, 50% of the 201 candidates were preselected by the company conducting the interview. The fair is sponsored by Banco Santander, Janssen, KPMG and La Vanguardia, among others, and participants in the most recent editions have included businesses in the CEI's areas of expertise (Deloitte, Cuatrecasas, PwC, Seat, Lidl, Garrigues, Everis, Gómez-Acebo & Pombo, BBVA, Ernst&Young, Roca Junyent, etc.).

Additionally, within the framework of the agreement signed with the Conference of Rectors of Spanish Universities (CRUE), Banco Santander, and the Spanish Confederation of Small and Medium-sized Enterprises (CEPYME), 37 grants were awarded to students seeking to carry out paid internships at one of the project's participating companies. The goal of this programme is to supplement students' academic training, familiarizing them with the reality of the professional workplace, broadening their knowledge and skills, and fostering contact with companies that could facilitate their subsequent integration into the labour market. In all, 628 candidates applied, including students from member institutions of the aggregation (ESCI, IDEC).

4. Other activities related to the 22@ district

The 22@Barcelona project is the largest urban transformation project to be undertaken in Barcelona in recent years. Promoted by the Barcelona City Council, one of the CEI UPF-Icària project's strategic partners, the project aims to revitalize a former industrial district (Poblenou, a quintessential industrial neighbourhood and economic engine for Catalonia for more than 100 years) as part of an effort to design a new model of city that concentrates universities, businesses, public bodies, and leading scientific and technology centres in a single area

With a view to boosting economic activity and innovation in the area, three working and networking committees were set up last year with the direct involvement of aggregation members. These committees are coordinated through the 22@Network, an association of businesses and institutions and CEI member committed to the promotion and development of the district.

These committees seek to facilitate the integration of organizations and their staffs, while at the same time fostering interaction and networking among the district's various organizations.

❖ **Entrepreneurship Committee**:

Provides direct support for innovative and feasible business projects. The first action to be undertaken, slated to be implemented in early 2014, is the creation of a business accelerator programme, to support entrepreneurs in their efforts to become established business owners.

❖ **Universities and Technology Centres Committee:**

Its primary objective is to serve as a nexus for the universities, technology centres and businesses located in the 22@ district, strengthening the district's positioning as a knowledge cluster (geographical concentration of knowledge and information industry businesses and institutions) and raising awareness among target groups of companies and institutions (both internal and external) of the applied research and innovation projects being carried out in the district. One of the first initiatives has been the establishment of direct ties between businesses and universities for the creation of a 22@ volunteering programme, mainly aimed at master's degree students who can choose to complete work placements at companies in the district or the association itself for academic credit.

❖ **Talent and Human Resources Committee:**

The primary objective of this committee, which is chaired by UPF, is to boost talent recruitment efforts at businesses in the 22@ district and to highlight professional opportunities. Efforts are currently being made to develop an online platform to encompass all talent-related initiatives in the district: a joint job bank to tailor local supply to local demand, student internships at district companies, and a showcase for the final-year projects of graduates of the universities present in the district to allow companies to spot existing potential. Likewise, each year the face-to-face event Market Place is held to shine a spotlight on recent graduates' talent and help them present and bring off their projects. The initiative is carried out in close collaboration with the other universities present in the district and the companies from the industry featured at each edition.

5. **Progress indicators for the area: local and business community outreach**

Indicators of the CEI's local and business community outreach efforts	Initial status (2009/10)	Outcomes in first report (2011/12)	Outcomes in second report (2012/13)
Number of companies located in the UPF Business Shuttle Incubation Spaces	0	9	11
Number of committees set up in the 22@ district in collaboration with companies and institutions from the aggregation	0	0	3
Number of university-business framework agreements	No data available	No data available	1,053
Job offers processed on campus	No data available	659	681
UPFeina participating companies	50	53	53
Number of grants under the Santander-CRUE-CEPYME programme	Not held	18	37

Tables	

Table I. Description of project actions

Action	A1: Teaching and learning support programme
Objectives	• Develop a teaching staff training model geared towards internationalization and excellence in teaching using a platform that enables and facilitates the exchange of ideas, collaborative work, and the use of the latest technology for the provision of face-to-face training. • Increase participation in interuniversity innovation projects. • Implement a specific, cross-cutting protocol for the integration and training of research and teaching staff, including an intensive integration plan for new teaching staff and collaborating lecturers. • Provide the necessary support to undertake new teaching projects.

Progress on objectives

The programme is progressing in accordance with the proposed objectives. Among the most important actions taken in relation to the first and third objectives, the scheduled training offer for teaching staff has been increased and expanded to include both affiliated centres and the new position of collaborating lecturer. UPF has also participated in the joint project 'Common Skills Framework for the Design of Teacher Training Programmes for University Teaching Staff' being carried out by the eight member universities of the Catalan university system. With regard to the second objective, UPF has rolled out its first two MOOCs (one in conjunction with a member institution of the aggregation) and maintained its agreements with leading institutions, such as the European University Institute (EUI) in Florence, which, within the framework of the Max Weber programme, promotes the sharing of impressions among postdoctoral fellows within their research specialities. Finally, with regard to the fourth objective, participation in the QUID Plan (a grant programme for teaching staff) has increased. A total of 81 proposals were approved for the 2013/14 academic year, 13 of which are directly related to the design and use of audiovisual material in classrooms. As for external grant programmes, no national or regional bodies published any calls for applications over the academic year for grants to promote innovation in teaching or improve the educational quality of the university system; consequently, the actions envisaged in this area could not be implemented.

Description of the work performed and role of the participants

• Performance of a training needs analysis and design, implementation and evaluation of the actions carried out under the Initial Training in University Teaching (FIDU) programme for new and recently hired (less than 3 years of teaching experience) lecturers at UPF.

• Performance of a training needs analysis and design, implementation and evaluation of the actions carried out under the training plan for UPF teaching staff under contract with more than 3 years of teaching experience.

• Performance of a training needs analysis and design, implementation and evaluation of the actions carried out under the training plan for UPF teaching staff based on the detection of training needs specifically requested by university departments and centres. Targeted and tailored courses for specific groups of lecturers.

• Performance of a training needs analysis and design, implementation and evaluation of the actions carried out under the plan for language training for teaching staff.

• Assessment and evaluation of training proposals from external consulting firms.

- Assessment reports on the training actions and proposals to improve future editions.
- Organization and management of conferences and round tables on general, specific, and cross-disciplinary issues in teaching.
- Coordination of the collaborating teaching staff with a view to recognizing their contribution to students' education. The position of collaborating lecturer is an honorary one that does not involve any sort of contractual relationship with the university.
- Assessment and follow-up of the new computer application for managing training.
- CIDUI Symposium 2013: UPF participates in the organization, management, advisory work for and implementation of actions related to the International Congress on University Teaching and Innovation (CIDUI) held by the eight Catalan public universities. This academic year, the topic was related to students: 'Students and graduates today: The response of universities'.
- Optimization Action Plan: Identification of the cross-cutting and specific needs of UPF's affiliated centres and of any other institutions requesting an educational consulting programme.
- Design of the dissemination and management system for UPF's Erasmus mobility grants for teaching staff, shared by the Centre for Teaching Quality and Innovation (CQUID) and the International Relations Service (SRI).
- Educational assessment, economic analysis, support, and management processes for proposals for external grant programmes during the reporting period.
- Drafting of a plan to improve UPF's 'Introduction to the University' course, including suggestions based on the findings regarding those actions intended to improve its efficiency, effectiveness and efficacy.
- Design and implementation of the Observatory of Actions and Measures for the Introduction and Transition to University: **http://www.upf.edu/amitu/**
- Participation in regional and national interuniversity projects.
- Development of the MOOC 'Descodificando Algebra' (Decoding algebra) with lecturers from UPF's Polytechnic School.
- Development of the MOOC 'Innotools: transforma tu idea de negocio en una propuesta de valor única' (Innotools: transform your business idea into a unique value proposition) with lecturers from TecnoCampus Mataró and staff from the Learning Technology Unit.
- Facilitation of the Educational University Videos (VEU) project.
- Secretaryship of the Infrastructure and Resources Committee to implement the VEU project.
- 2012/13 and 2013/14 Teaching Quality and Innovation (QUID) Plans.
- Working group comprised of deans, the vice-rector for teaching, and administrative and service staff, tasked with designing the new learning assessment framework.
- Adaptation of the regulations to the new assessment framework.
- Meetings with centres to report on the new project.
- Training sessions for teaching staff.
- Monitoring of course plans and adaptation thereof to the new assessment framework.
- Assessment of anti-plagiarism software options, pilot tests, and selection and implementation of the chosen application. Holding of training sessions for teaching staff, including consideration of plagiarism prevention strategies.

Most significant outcomes
- Increase in and specialization of courses aimed at promoting the use and implementation of new teaching methods for UPF teaching staff.
- Specialization of the face-to-face sessions under the FIDU Programme to focus more on issues related to teaching skills.

- Increase in the number of specific and tailored training actions.
- Larger offer of courses in English within the continuing education programme.
- Implementation of the joint CQUID/SRI dissemination and management system for ERASMUS mobility grants for teaching staff, beginning with the 12 grants awarded.
- Website-observatory for the dissemination of good practices in the sphere of transition and adaptation to university.
- Creation of a comprehensive trilingual resource platform to support teaching staff in the preparation of their course plans (funded through an INTERLINGUA grant).
- Participation in a grant programme related to social responsibility and fostering of internal and external synergies to design and prepare the proposal.
- Entry into the world of MOOCs by means of two UPF proposals. Having designed, implemented and evaluated two courses in this format provides the university with a very helpful initial criterion in the field. Based on these MOOCs, UPF has participated in different publications related to e-learning.
- Monitoring of the 2012/13 and 2013/14 QUID Plans.
- Mass implementation of a new learning assessment framework that combines various assessment systems with a view to facilitating continuous assessment.
- Inclusion of the anti-plagiarism system in all virtual classrooms.
- Sustained increase in the publication of course plans using the new assessment framework.
- Increase in virtual classroom activity.

Explanation of the use of human, material and financial resources
- Expansion of the teacher training activities for UPF training staff to include new groups, such as the staff at UPF's affiliated centres and collaborating lecturers (teaching staff that offer teaching support to students but are not contractually bound to the university).
- External grant programmes in which UPF has participated: the MQD and DILL grant programmes managed by the Catalan Agency for Management of University and Research Grants (AGAUR) and the PEA and Empleabilidad programmes managed by the Spanish Ministry of Education, which had been pending completion, were completed between December 2012 and March 2013.
- Cross-cutting resources for the interuniversity projects in which the CQUID participates (the REDU and MQD interuniversity project led by the UAB).
- For the development of MOOCs at UPF: An agreement was signed with Grupo Universia to develop MOOCs. Under the agreement, the university received €6,400, which it used to pay interns to handle some of the technical operations (audiovisuals, IT work) required for the project.
- For the QUID Plan: The university allocated a budget of €100,000 to the 2012/13 QUID Plan and a budget of €90,400 to the 2013/14 QUID Plan.
- The CQUID staff provided technical support for the implementation of the new assessment framework, and the teaching coordinators for the undergraduate programmes and CQUID coordinators monitored the course plans.
- The copy detection software was implemented with the help of the Computing Unit, the La Factoria user support service, and the CQUID.

Most significant gaps in the progress on objectives
- Number of external grants obtained for projects to improve teaching quality and innovation. This gap is due to the lack of calls for applications in this area by official bodies during the reporting period.

Proposed corrective actions
- Revision of the quantitative indicators to reflect the current context and the actual number of external calls for applications published over each reporting period.
- Consolidation of networks and inter-institutional projects.
- Creation of a plan for the optimization of resources in light of the environment, expansion into other areas of action, and search for and use of resources.

Action	A2: Tutorial Plan of Action
Objectives	• Promote a coordinated and comprehensive student assistance and guidance system to support students throughout their studies and to ensure they make a smooth transition and adaptation to university life taking into account their origin and educational needs. • Integrate the university's various actions in this regard, placing particular emphasis on relations with secondary schools. • Identify any shortcomings in the actions taken to date and make the necessary improvements.

Progress on objectives

The Tutorial Plan of Action has already been implemented for all new students at UPF. Moreover, by June 2013, six of the university's (eight) faculties had completed the first half of the implementation period (i.e., students at those faculties have had a personal tutor from the start of their first year at the university two years ago). Henceforth, all actions carried out will be managed with a view to standardizing the personalized tutorial service across all the university's faculties and to improving and monitoring the tutorials and the quality thereof.

Description of the work performed and role of the participants

Several parties have participated in the programme:
- Research staff designed the assessment process for the tutorial action programme.
- Interns provided technical support for the project.
- External companies designed and developed the website for students.
- External trainers organized the workshops and tutor training sessions.
- Programmers developed the ACTE-PAT computer application to manage the tutorial action programme.

Most significant outcomes

- Creation of an informative website for students.
- Creation of a website with information and resources for tutorial activities for tutors and tutor coordinators.
- Provision of training for first-year tutors at four of the school's eight faculties.
- Holding of workshops for tutor coordinators from each faculty to improve the tutorial plan of action at their faculty.
- Performance of research and technical studies on the tutorial action.

Explanation of the use of human, material and financial resources

Resources were used to contract the aforementioned agents (research and teaching staff, interns, external companies, external trainers, programmers).

Proposed corrective actions/actions for improvement or continuation

Complete the studies at other faculties and teaching centres (CEI UPF teaching aggregations).

Action	A3: Promotion of internal and external internships
Objectives	• Design a methodology and specific system for providing support to the university community for the management, monitoring and assessment of external internships. • Develop a specific computer application for the management and tutoring of external internships. • Create a regulatory framework for international internships. • Increase the number of agreements signed and the number of internships in EHEA-adapted study programmes. • Define specific external internship models for postgraduate (master's degree and doctoral) study programmes.

Progress on objectives

A large number of actions were carried out over the 2012/13 academic year to encourage students to engage in external internships, including:

• Implementation of the results of the pilot test carried out in conjunction with the General Council of Catalan Chambers of Commerce and the Catalan government on external academic internships.
• Implementation of the new internship regulations adapted to Spanish Royal Decree 1707/2011 and the new management system.
• Improved communication with companies hosting student interns by means of centralized management based on a single computer program and greater internal coordination among the internship tutors, faculty secretaries, and internship management body.
• Awareness-raising and promotional campaign to recruit new companies and create more and better internship opportunities. Awareness-raising actions targeting companies regarding the importance of external academic internships, especially paid internships of an educational nature that are related to a student's studies.
• Adaptation of the internship management application to the new decentralized general management model. Creation of new user profiles and other features.
• Awareness-raising actions targeting students regarding the importance of internships through the participation of the Career Service in orientation and information sessions on compulsory and optional internships. Greater internal coordination to achieve better results.
• Promotion of international internships. Participation for the first time in the biannual call for applications for internships at Spanish embassies and consulates published by the Spanish Ministry of Foreign Affairs (three calls over the 2012/13 academic year).
• System for terminating agreements with internship and faculty tutors in order to achieve higher quality internships.
• Improved communication with companies/students. Greater visibility of the service through an enhanced website.
• At the qualitative level, regular surveys were sent out with a view to increasing the return on students'/companies' internship periods.

Description of the work performed and role of the participants

• At the internal level, a working group was set up with representatives from the Professional Career Service, faculties and departments in order to design a more flexible and efficient management system.
• Multiple training sessions have been scheduled for both the university's academic and administrative staff on the use of the internship application, the management system, and, in general, all other aspects of the new external academic internship environment.
• Regular work sessions were held among internship coordinators, the Professional Career Service, and the faculty and department secretary's offices to plan the calls for applications for compulsory internships.
• Work continued on the development of the internship management application with a view to adapting it to the specific needs of each faculty and department.

• Assessment surveys were sent out on a quarterly basis to students and host companies in order to obtain more feedback from the companies.
• Participation in the Spanish Ministry of Foreign Affairs and Cooperation (MAEC) internships at embassies and consulates. Pre-selection of students by UPF.

Most significant outcomes

- 1,249 internship agreements for undergraduate students (632 curricular; 617 extracurricular). Of the 1,249 specific undergraduate internship agreements, 1% were for international internships.
- 223 internship agreements for master's degree students (160 curricular; 63 extracurricular).
- 22 extracurricular internship agreements for doctoral students.

Additionally, some of the most notable outcomes of the campaign to raise awareness among and recruit new companies included the following:

- 2,200 internship offers published in the university's internship bank as of 31 May 2013.
- More than 3,000 companies active in the university's job and internship bank.
- 988 educational cooperation agreements signed with companies and other partner institutions (university-business framework agreements).
- Improved communication with companies (satisfaction score of 4 out of 5) and students.
- Improved internal communication, not only through the new university-wide management application, but also through regular meetings with the different agents involved in the internship process (academic internship coordinators, Career Service, faculty and department secretary's offices).
- The involvement of the faculties and departments in the entire academic internship management and monitoring process has been strengthened, thereby making the entire process more flexible and efficient, both for students and for the host companies and institutions.

Explanation of the use of human, material and financial resources

- Assistance was provided by all UPF centres and their respective secretary's offices, the Professional Career Service, the Legal Counselling Service, and the Computing Service.
- The development and adaptation of the management application required a significant financial outlay.

Most significant gaps in the progress on objectives

- No gaps have been detected.

Proposed corrective actions

- Improvement of the management and tutorial application for external internships with a view to increasing the number of company and student assessments returned. Process systematization.

Action	A4: Modernization of the services and facilities of the Library/CRAI
Objectives	• Enhance the library's collections and increase the specialization thereof.
	• Modernize the management of the collections by incorporating the necessary technology and equipment to improve the management and control processes.
	• Improve the systems for accessing information resources, especially digital ones, by incorporating the necessary tools and software to make it easier for users to retrieve information.
	• Include information and computer literacy training in the course plans for undergraduate and postgraduate study programmes.
	• Offer new research support services.

Progress on objectives

- **Enhance the library's collections and increase the specialization thereof**: Attention should be called to the purchase of e-books (with emphasis on titles from recommended reading lists and reference works) and the subscriptions to databases and e-journals for teachers and researchers. Also of note was the purchase of an archive of Spanish Civil War pamphlets to supplement the existing collections. Additionally, the donated specialized collections were catalogued. Finally, three digital collections were created in the Digital Memory of Catalonia (MDC) repository consisting of ancient and heritage works held by the Library.

- Less priority was given to fulfilling the objective of **modernizing the management of the library's collections by incorporating the necessary technology and equipment to improve the management and control processes**. Nevertheless, a request was submitted to allow the request of documents held at the low-use repository (GEPA) via interlibrary loan (through the automatic inclusion of the catalogue data in the interlibrary loan form).

- Two actions were undertaken in relation to the objective of **improving the systems for accessing information resources**. First, the new version of the software for accessing the catalogue from mobile devices was rolled out, allowing mobile users to search for, reserve, and renew documents on loan from their devices. Second, a new version of the link resolver was implemented, offering a new e-book search interface and more comprehensive search and retrieval options, thereby increasing the visibility of both purchased and free e-books (approximately 70,000). The implementation of the new e-book search function required the redesign of certain web pages (the home page and subject guide pages) and increases the visibility of books in this format. It is worth noting that the implementation of the intra-consortium borrowing service (PUC) between member institutions of the Consortium of Academic Libraries of Catalonia (CBUC) (which was mentioned in the previous report and was formalized in this reporting period) has been a model of efficiency in terms of both the shared use of information resources and user satisfaction.

- The inclusion of **information and computer literacy training in the course plans of undergraduate and graduate programmes** was consolidated, strengthened and expanded beyond the first year of undergraduate programmes to include other years in those programmes, as well as all postgraduate courses. Various tutorials were created over the reporting period to supplement and reinforce this training.

- A **new service catalogue** was created consisting of services related to academic publishing and assessment tools for measuring the impact of research. A website was developed to disseminate these services and to provide information to research and teaching staff (PDI) on how to manage their CVs, how to sign their scientific output, the main tools for evaluating and verifying research, etc.

Description of the work performed and role of the participants

The work methodology used was vital to meeting the stated objectives. To this end, attention should be drawn to three main aspects:

- Teamwork, especially in *ad hoc* working groups to implement new software and services.
- The joint and coordinated action of the Library and Computing Service, organizationally combined in a single management area.

- The cooperative context for work and resource-sharing offered by the CBUC, of which all Catalan public universities, along with other institutions, are members. Participation in the CBUC's working groups to promote new consortium services is especially important.
- The cooperative context for work and resource-sharing offered by the Network of Spanish University Libraries (REBIUN). Participation in REBIUN's working groups was critical to launching the programme for the certification of information and computer literacy training at the national level.

Most significant outcomes
- Implementation of the consortium-wide borrowing service (PUC) among CBUC member institutions.
- Redesigned and improved interface for the institutional repository (e-Repositori).
- New image for the subject guides on the Library & IT website.
- Implementation of a face-to-face user service for ICT issues.
- Redesigned management system for audiovisual equipment loans.
- Transfer of documents to the low-use cooperative repository (GEPA).
- Implementation of MetacercadorPlus, an information retrieval tool.
- New version of the Library & IT website for mobile devices.
- Purchase of e-documents (see Table II).
- Cataloguing of 3,305 documents of and about Hispanic literature. Cataloguing of 1,067 documents about public law and international relations.
- Creation of 3 new collections of historical pamphlets in the MDC repository.
- Implementation of a computer application to request documents from the cooperative low-use repository using the interlibrary loan form.
- Roll-out of a version of the catalogue for mobile devices (LibraryANYWHERE).
- Implementation of version 4.1 of the link resolver SFX, which enables e-book searches.
- Creation and adaptation of different tutorials.

Explanation of the use of human, material and financial resources
Various training actions were carried out, and the organization structure was reviewed to reassign tasks and responsibilities.

Most significant gaps in the progress on objectives
Trends in the field of library science in particular, and of service provision in general, have evolved quite quickly in recent years, as increasing importance has been given to aspects related to institutional support, promoting end-user services, and the need for 24/7 availability of all information. The Library has thus placed more emphasis on these action lines than on more internal aspects related to the management and control of the collections. To this end, some of the initially proposed objectives, while not entirely abandoned, have been relegated to lower-priority statuses. Additionally, in light of the current context of economic recession, the objectives related to enlarging the facilities and completing the restoration works have been dropped from the programming.

Proposed corrective actions
Objectives must be prioritized in keeping with the environment (economic restrictions, shrinking budgets, etc.). At present, emphasis should be placed on efficiency, effectiveness, and strict control with regard to adjusting the supply and provision of services.

Action	A5: Plan of Action for Multilingualism
Objectives	Consolidate a multilingual university model by fulfilling three objectives: • Establishing English as one of the university's working languages, especially for postgraduate studies. • Fostering the use of Catalan in all spheres of university life. • Ensuring linguistic security, i.e., that the language in which academic activities will be conducted is publicly announced and binding on all parties.

Progress on objectives

UPF has gradually implemented the strategy contained in the Plan of Action for Multilingualism (PAM) as an instrument for facilitating the internationalization of the university community and the management of multilingual classrooms. The most verifiable progress can be found in the fact that UPF now has three well-established working languages: Catalan, as the institutional language; Spanish as a co-official language; and English as a working language. Moreover, linguistic security is completely guaranteed, and the university's multilingual classroom management has emerged as a model and benchmark for EHEA institutions. Over the academic year, and as a result of the CEI project, the PAM was fully put into place. It moreover remained a benchmark for the design of language policies and continued to be presented and disseminated at various symposia at the national and European levels. As the first edition of the PAM spanned the 2007-2013 period, deep consideration is currently being given to its future orientation and strategic lines.

Description of the work performed and role of the participants

The CEI UPF-Icària project built on the foundations of the university government's already solid positioning with regard to university language policies; it has thus achieved an excellent positioning in this regard. It should be noted that various management positions have been created to ensure the project's proper implementation. The main technical units responsible for carrying out the actions outlined in the PAM are: the Centre for Teaching Quality and Innovation (CQUID), which coordinates the management of multilingualism on campus; the UPF Language Programme, which is responsible for giving the language courses; and the Language Office, which provides language assistance. The coordination unit works very closely with all three units and also collaborates with other units linked to teaching, such as the Academic Management Service (SGA), the International Relations Service (SRI), the University Community Assistance Service (SACU), and the Computing Service.

Most significant outcomes

• Among the proposed actions, the outcome with the largest impact on members of the university community was unquestionably the implementation of the concept of 'linguistic security', which provides that the language in which a subject will be taught must be publicly announced and binding on all parties and that it may not be changed under any circumstances. At present, this principle has been fully recognized and implemented in all undergraduate degree programs; consequently, 100% of the UPF's published subjects have a designated teaching language.

• This action was accompanied by others that have likewise had a strong qualitative and quantitative impact, such as: the consolidation of the Language Diagnostic Tests (PDLs), for students seeking to determine their level of English, and of the Language Skills Certification Tests (PCCLs), a set of tests that have recently earned the ACLES quality seal, for students seeking to certify their level of English during the course of their undergraduate studies; the Promotion of Multilingualism Award, which each year offers 15 students a free course in a second foreign language at the UPF language centre and is aimed at undergraduate students who have certified a level of English of B2 or higher through the PCCL; the multilingual classroom management system, which aims to safeguard students' rights regardless of the teaching language; and the drafting and approval of the regulations on language training and level certification for teaching staff.

Explanation of the use of human, material and financial resources

The university's language policy is directly overseen by the Office of the Vice-rector for Teaching and Academic Planning and the Delegation for Language Promotion. The

PAM's implementation and management is coordinated across the university by the CQUID, in collaboration with other UPF units. The actions taken under the PAM are funded through different sources. Although the brunt of the funding is allocated under the university's internal budget, some funding is also provided under a programme to support teaching (in English and Catalan) approved each year by the Board of Governors. Likewise, UPF receives an annual grant from INTERLINGUA for actions to promote and use languages in the university environment, as well as funds deriving from the CEI.

Most significant gaps in the progress on objectives

The project is highly specialized and based on the achievement of very specific and concrete goals. No significant gaps were detected over the period except for the inability to open the Pompeu Fabra Language Learning Centre due to the lack of funding. It is not yet clear whether it will be possible to open it in coming years either.

Proposed corrective actions

The data obtained over the period should be assessed taking into account any new academic and economic needs that may arise, as well as any guidelines the new governing team might lay down from here on.

Action	A6: 'UPF International Experience' project
Objectives	• Improve the quality of the international reception, enhancing the services to promote genuine integration and expanding them to include all profiles (students, as well as lecturers and researchers), thereby meeting new demands and expectations. • Promote different kinds of 'international experience' among all segments of the university community (students, alumni, doctoral students, postdoctoral fellows, lecturers, researchers, and administrative and service staff), thereby furthering the UPF community's internationalization. • Attract the best international candidates to incorporate them into academic programmes of excellence and promote strategic research projects.

Progress on objectives

- **International Helpdesk**: While the first stage of the CEI's efforts was focused on improving external coordination and reorganizing the Mobility and Reception Office, which offers services to the aggregation's international students and to students interested in studying abroad, the second stage has aimed to improve the reception of lecturers and international researchers. This group accounts for 17% of the teaching and research staff (PDI) (2012). Moreover, 52% of all doctoral students are international and are hired by UPF. The needs and expectations of this broad group of people must be addressed within the framework of the CEI. Thus, in 2012, UPF joined the Euraxess network, and a working group outlined the services to be provided, seeking complementarities between the concept of a one-stop shop for recruitment processes and the more personalized service provided by each centre, based on a basic protocol that assures a quality reception and facilitates integration. The two stages will culminate in the launching of a new international portal within the website. A direct result of the CEI, the portal is scheduled to go up in September and will contain a map of the university's international agreements and projects. It will thus reflect the work performed under action A7. It will also contain all the necessary information about studying abroad, studying at UPF and researching at UPF. The CEI will thus contribute to disseminating information about UPF and raising its international profile.

- **Reception plan**: Together with the provision of services through the International Helpdesk, UPF has enabled and coordinated actions with the Erasmus Student Network, which has firmly established its mentoring project as a stable offer open to the entire community and has involved the recipients of CEI-Passport to the World grants in the reception of international students. In autumn 2012, the first international mobility fair was held as part of the CEI project, with a large turnout of both local and international students. Plans exist to continue with this good practice, revising the format to foster increased contact between the two groups and to encourage UPF students to spend time abroad. To this end, additional impetus will be given to the informational campaign in the run-up to the event.

- **Mobility plan**: With 1,049 places offered, 960 applications received, and 817 grants awarded, the 2013/14 edition of the international mobility grants programme registered record numbers. At the same time, an additional 26 students received 2012/13 mobility grants for internships. Within the framework of the CEI, information and training sessions were held to help participants find internships and jobs abroad. The 2012/13 academic year also saw the first call for applications for academic mobility grants for postdoctoral students and junior teaching staff. Although conducted on a more modest scale, the programme follows the same international relations strategy, and 10 grants were awarded under it. In keeping with the CEI's objectives, the first call for applications for mobility grants for administrative and service personal (PAS) is scheduled to be published in September. The renewal of the Erasmus University Charter will ensure the future of these initiatives.

- **Talent programme**: In addition to participating as an aggregation in student fairs and incorporating client research management (CRM) systems into the postgraduate admission process, the university has launched specific programmes to recruit distinguished researchers. To this end, attention should be called to the UPFellows and Distinguished Visiting Professor programmes (see sections A9 and A10 for more information on postgraduate fellows and section B3 for information on the Talent and researcher mobility programmes).

Description of the work performed and role of the participants
A cross-cutting approach has been taken to the actions carried out under each programme, involving the different centres (faculties, departments and institutes), as well as the relevant functional services (human resources, teaching innovation, postgraduate, promotion, and research), in a coordinated management process. With regard to the strategic aggregation, the School of International Trade (ESCI), the Elisava School of Design, the Barcelona Institute for International Studies (IBEI), and the Continuing Education Institute (IDEC) have all endorsed the UPF's Erasmus University Charter with a view to promoting mobility in their programmes. The student and international research and assistance services will likewise benefit the postgraduate platforms and research centres in the CEI's strategic aggregation. Separately, joint participation in student fairs as an aggregation has been encouraged to expand the university's geographical scope. Attention should likewise be drawn to the coordination with other universities in the city of Barcelona and with the Barcelona City Council itself, not only through the Barcelona University Centre, but also with the working group on immigration issues and the Catalan government's Mobility Node.
Most significant outcomes
- Conclusions of the working group on the reception of teaching and research staff.   - University guides for students and international staff at UPF.   - New 'International' portal: www.upf.edu/international (scheduled to be launched in September 2013).   - Mentoring programme with the Erasmus Student Network (ESN).   1st International Mobility Fair at UPF (30 November 2012).   817 mobility grants awarded for the 2013/14 academic year.   26 mobility grants awarded to students for internships in the 2012/13 academic year.   - New call for applications for teaching mobility grants, with 10 grants awarded for the 2012/13 academic year.   - Grant programmes (Aurora Bertrana and Passport to the World, in addition to European funding).   - Talent recruitment (UPFellows) and Distinguished Visiting Scholars programmes.
Explanation of the use of human, material and financial resources
To achieve its objectives, in addition to allocating human resources (reorientation of assets, cross-cutting coordination, and training), the university commissioned technical studies (on computing and the website, languages, etc.) and mobilized funds for grants. Special emphasis was placed on ensuring a suitable use of the resources of the UPF and the aggregation in order to maximize the impact thereof by means of localized investments at strategic or critical points.
Most significant gaps in the progress on objectives
The actions were aimed at increasing the mobility of the different groups and at diversifying student mobility, although the initial objectives were undermined by the effects of the crisis on household economies. The number of people and queries attended is on the rise, as interest is growing; however, the number of outbound students has not increased at the same rate. The promotion of mobility among administrative and service staff has been delayed, as it has been tied to the design of professional development paths and the strategic plan, with a view of maximizing the impact.
Proposed corrective actions
A pilot PAS mobility grant programme is being prepared for the 2013/14 academic year. Moreover, work is underway to make it possible to offer mobility opportunities to PAS in coordination with the other Catalan universities, in recognition of the fact that PAS comprise a key group whose mobility needs have yet to be addressed.

Action	A7: UPF Global Network Initiative
Objectives	- Increase the quality and appeal of UPF study programmes by fostering a series of strategic relationships to provide impetus for joint programmes. - Seek out educational and research cooperation projects within the framework of international and European grant programmes to lend a seal of quality to the activities already being carried out with other universities around the world. - Foster the university's institutional cooperation in Asia.

Progress on objectives

- **Network of strategic relationships:** In 2012, UPF joined Europaeum, a network of elite European universities (Oxford, Leiden, Bologna, Bonn, Paris 1 Panthéon-Sorbonne, Karlova (Prague), Helsinki, and Jagiellonski (Krakow)), participating in its conferences and sending advanced master's degree and doctoral students to the research seminars held by its members. In September 2013, UPF will host the Europaeum Summer School on Human Rights as one of the CEI's most important actions in relation to the initial International Graduate Summer School project. At the bilateral level, double degree programmes have been undertaken with the universities of Stirling, Tilburg and Groningen. Outside of Europe, efforts have been made to deepen relations with US universities through a redoubled partnership with Brown University and the joint promotion of a Barcelona-based public policy research centre with Johns Hopkins University, as well as the organization of various tailored programmes with other US universities. Likewise, a special relationship is being cultivated with the Royal Melbourne Institute of Technology, which has set up its European office in Barcelona.

- **International projects:** In 2012, UPF was involved in 15 European academic cooperation projects (Lifelong Learning Programme, Erasmus Mundus, etc.). As for the 2013 calls, 12 proposals were submitted, including 4 for which UPF is the coordinating institution. In total, three European academic cooperation projects were awarded: a Jean Monnet chair ad personam and two Erasmus Mundus projects (one with universities in the US and Canada and another with South African universities). UPF is a partner university in the European consortium for the Erasmus Mundus projects, and the Jean Monnet ad personam chair was awarded to Prof. Fernando Guirao. The incorporation of an international project specialist with experience in research project and mobility management, along with the teaching staff's extensive network of academic and institutional contacts, enabled significant progress on this line of work. In addition to participating in competitive grant programmes, UPF promoted projects of common interest through the A-4U partnership (see section A8) and the coordinated activities of the different universities of Barcelona (via the Consortium for Advanced Studies in Barcelona or CASB).

- **'Global Cities': UCLA-UPF International Summer School 2013:** One of the CEI's flagship projects in this area of action. In summer 2013, the second edition of the summer school was held, registering twice as many participants as the first year. In total, 113 students, including 15 from UPF, signed up for the combined experience of studying in both Barcelona and Los Angeles. The academic offer was also expanded compared to the first edition, albeit always in keeping with a comparative perspective of different topics in the fields of humanities, political science and communication. In addition to being important fields at both universities, these knowledge areas reflect the creativity, industries, and social, political and cultural context of the programme's host cities, i.e., Barcelona and Los Angeles.

- **Positioning in Asia:** Within the context of the coordinated activities undertaken with other Catalan universities and the CEI's strategic aggregation, UPF participated in March 2013 in the Asia-Pacific Association for International Education (APAIE) conference held in Hong Kong, which allowed it not only to sound out new relations, but also to launch an Erasmus Mundus proposal in the region in conjunction with Japanese and Korean universities. Previously, in September 2012, a joint delegation from UPF and other universities had visited various Chinese universities at the invitation of the Confucius Institute. Since then, regular visits and contacts have been made, resulting in the signing of new agreements.

Description of the work performed and role of the participants

UPF has acted institutionally on behalf of the aggregation abroad, joining forces and sharing cooperation opportunities with all members of the aggregation, according to

their profiles and interests. This same work dynamic shaped the actions carried out jointly with the A-4U partnership in Brazil, India and Russia.

As for the partnership's relations in Europe, North America, and Latin America, the information resulting therefrom is shared among members with a view to developing a consistent partnership policy and a coordinated strategy. To this end, a model memorandum of understanding has been designed to serve as a catalyst.

Most significant outcomes
- Membership in Europaeum: www.europaeum.org.
- Europaeum Summer School in Barcelona (September 2013).
- 3 new double degree programmes and 6 proposed double degree programmes under study
- 15 active European projects (2012), 12 new submitted proposals (2013), two Erasmus Mundus and a Jean Monnet chair ad personam awarded (2013)
- New agreements in the US: Brown University, Johns Hopkins University, etc.
- New tailored programmes for the University of Chicago and Queens College, among others.
- New agreements in Asia-Pacific: Hong Kong University (under negotiation), East China University of Political Science and Law (under negotiation), Royal Melbourne Institute of Technology (Australia).
- Participation in the APAIE conference (March 2013).
- 2nd edition of the joint international summer school with UCLA: www.upf.edu/internationalsummerschool.

Explanation of the use of human, material and financial resources
Both to promote new initiatives and to deepen existing partnerships, the CEI has invested in trips to priority destinations and to prestigious conferences and forums in order to establish contacts and hold the necessary meetings to undertake new projects. Moreover, various meetings have been held with different university networks and associations in Barcelona, which is also where the formal obligations surrounding foreign visits are met.

With regard to human resources, in addition to the international project specialist, a dedicated position was created for the international summer school project, and the necessary material resources and funding were allocated for the implementation, establishment and promotion thereof. This notwithstanding, it should be noted that the project was designed based on an economic feasibility plan that goes beyond the scope of the CEI.

Most significant gaps in the progress on objectives
With regard to projects, the submission of proposals does not necessarily mean that they will be approved. In 2013, the number of proposals submitted was doubled, and efforts were made to improve the quality thereof, choosing only those with the best chances of success.

As for Asia, the agreements and projects are progressing more slowly than planned. However, they are being built on solid foundations of mutual knowledge at the institutional level, as well as between academics and scientists.

The preliminary work for the launching of double or joint degrees requires negotiation and considerable academic coordination, which, in turn, requires time and, sometimes, reorientation. Several master's and undergraduate programmes have tasked their academic teams with conducting this work.

Proposed corrective actions
Support was offered for the university's decision to promote double and joint degree programmes in the form of coordinated action and joint assessments by the different units involved (international relations, postgraduate studies, and academic planning). These units are responsible for assisting the different centres and programme directors.

Action	A8: A-4U International project
Objectives	• Forge collaborative relationships with institutions in emerging countries to take advantage of teaching and research opportunities. • Attract the best students to the postgraduate programmes offered by the partnership's member universities. • Strengthen the university's image and brand abroad through joint and coordinated action with other institutions.

Progress on objectives

The CEI has promoted and supported the international activities of the Alianza 4 Universidades (4 Universities Alliance, A-4U) project. The A-4U is the result of a partnership between the Autonomous University of Barcelona (UAB), the Autonomous University of Madrid (UAM), Carlos III University of Madrid (UC3M), and UPF. It thus brings together four CEIs in their efforts to raise their international profile in the emerging BRICS countries (Brazil, Russia, India, China and South Africa). Joint institutional missions have been conducted, resulting in the signing of several agreements, and the partnerships are being monitored through scientific visits. The project is thus progressing as planned, although not at the same pace in all countries. In 2013, following a strategic opportunity study, Turkey was included as an additional target country.

- **Brazil** (2011 target country): Following the signing of framework agreements with the visited universities, the CEI UPF-Icària signed its first specific cooperation and student exchange agreements with the University of São Paulo (USP), the University of Campinas (Unicamp), and the Pontifical Catholic University of Rio de Janeiro (PUC Rio). These were in addition to its existing agreements with the Getulio Vargas Foundation, the Brazilian Institute of Education and Research (INSPER), and the University of Brasilia (UnB). Mobility has been facilitated and strengthened through the Science Without Borders programme and CEI-Passport to the World grants, which have multiplied its impact.
- **Russia**: Building on the autumn 2011 mission, in which framework agreements were signed with a selection of Russian universities, the CEI UPF-Icària signed specific collaboration agreements with the Higher School of Economics (HSE) in the field of social sciences and the St. Petersburg National Research University of Information Technologies, Optics and Mechanics in the field of technology. Institutional and academic contacts followed. UPF also hosted the conference 'The challenge of building a broad Europe', which addressed the issue of Russia in Europe; likewise, the Russian State University for the Humanities is organizing a Hispanic Cultures Week in coordination with the A-4U. These actions are intended not only to foster academic cooperation, but also to promote greater mutual knowledge in general.
- **India**: Following the signing of A-4U framework agreements in 2010 with various universities, the CEI UPF-Icària has consolidated its bilateral cooperation with the Indian Institute of Science (IISc) and the Indian Institute of Foreign Trade (IIFT) New Delhi. In autumn 2012, a joint scientific mission with the four member universities in the field of technology enabled the identification of potential projects with the Indian Institutes of Technology.
- **China**: UPF pursued contacts in this country acting on its own behalf and with the CEI aggregation. To this end, it participated in the Asia-Pacific Association for International Education (APAIE) conference held in Hong Kong in March 2013 and conducted an institutional visit in September 2012 in collaboration with the Confucius Institute in Barcelona. In keeping with the CEI's objective of attracting talent from China, the aggregation will seek to sign an agreement with the China Scholarship Council in the 2013/14 academic year.
- **South Africa**: A new member of the group of emerging countries, South Africa was the target country in 2012. In addition to the signing of framework agreements with the universities of Cape Town, Pretoria, Wits and KwaZulu-Natal, a joint Edulink project was launched to be funded by the European Commission.
- **Turkey**: In February 2013, the four CEIs conducted a joint mission to Turkey to visit the main universities in Istanbul and Ankara and their respective technology parks.

Description of the work performed and role of the participants

The A-4U's secretariat is the body responsible for organizing the joint actions undertaken by the member universities through their respective CEIs and as a strategic partnership. UPF actively participates in defining the objectives and focus of the missions, thereby ensuring that they are aligned with the CEI UPF-Icària's own activities. It

likewise encourages the maximum involvement of its teaching staff in the academic-scientific missions and conducts follow-ups to reach specific bilateral agreements. Cooperation with institutions in the BRICS are conceived of at the group-wide level, and contacts and opportunities are shared among the members of the CEI aggregation.

Most significant outcomes

- A-4U and UPF-specific framework agreements in India (IISc, IIFT New Delhi, and the Indian Institute of Technology (IIT) Madras).
- A-4U and UPF-specific framework agreements in Brazil (USP, Unicamp, and PUC Rio, in addition to existing agreements with the Getulio Vargas Foundation, INSPER and UnB).
- A-4U and UPF-specific framework agreements in Russia (HSE in the field of social sciences and University ITMO in the field of technology).
- New agreements under negotiation in China: Hong Kong University (HKU) and East China University of Political Science and Law (ECUPL).
- Scientific mission to India in the field of technology (October 2012).
- Spanish Law Week in Russia (November 2012).
- Scientific mission from Russia in the field of technology (October 2012).
- Scientific mission from India (October 2012).
- Institutional mission to Turkey (February 2013).
- Hispanic Cultures Week in Russia (September 2013).
- Edulink 2012 project awarded for cooperation with South Africa.
- Submission of proposals for Erasmus Mundus 2013 projects in Brazil and South Africa.

Explanation of the use of human, material and financial resources

The possibility of acting jointly as a partnership enables cost-sharing within the framework of the different CEIs. Thus, in addition to funding for the secretariat, the travel expenses arising from the institutional and academic-scientific missions are covered through the CEI UPF-Icària.

The funding for the fellowship programmes for postgraduate students and researchers is partially allocated to this action insofar as some of the fellows are from BRICS countries. The selection of candidates from these countries is encouraged with a view to strengthening the institutional strategy.

Most significant gaps in the progress on objectives

As each member of the partnership already has its own strategy in place for China, joint efforts have not been made in that country.

Depending on the country, the achievement of specific agreements and projects is sometimes subject to different levels of funding pressure; likewise, the time taken to complete the process can vary as a result of the different organizational cultures. It should be noted that the lack of scholarships for students coming to Spain is an obstacle to enabling student mobility with India and South Africa.

Proposed corrective actions

The CEI UPF-Icària has chosen to foster its relations with China at the institutional and strategic aggregation level.

The A-4U is a member of the Spain-India Council Foundation's board of trustees. As such, it has sought to promote projects of academic interest and aims to launch a scholarship programme for students, taking advantage of the existence of major corporations with interests in India and Spain. To offset the lack of scholarships for South Africans, UPF participates in the Edulink programme and has applied for Erasmus Mundus funding.

Action	A9: Promotion of postgraduate studies and creation of the Postgraduate and Doctoral Studies Office
Objectives	• Benefit from a core management unit specialized in postgraduate and doctoral programmes. • Develop a specific learning and collaborative work environment (within the UPF's virtual campus) for master's degree and doctoral programmes. • Provide cross-disciplinary training for all doctoral students.

Progress on objectives

- The first two objectives were fully met in 2010 and 2011, respectively.
- In July 2011, the university's Board of Governors approved the creation of the Doctoral School and its governing rules. In June 2012, it approved the new regulations for doctoral studies at UPF.
- Over the 2012/13 academic year, all doctoral programmes were adapted to Spanish Royal Decree 99/2011. Special emphasis was placed on the definition of the mechanisms for supervising and monitoring doctoral theses, as well as on the logging of students' activities documents, which list all the training activities in which they participate over the course of their doctoral studies.

Description of the work performed and role of the participants

The Postgraduate and Doctoral Studies Office is the administrative management unit for the new Doctoral School. Over the period:

- A new computer application was developed for the management of doctoral theses, including management of the activities document and the research plan, both by the student and the thesis supervisor, tutor and members of the doctoral programme's academic committee. This software and its user manuals are available in their entirety in English, Spanish and Catalan.
- Additionally, various sessions were held to brief different groups on the academic and administrative changes entailed in the adaptation of the doctoral study programmes to Spanish Royal Decree 99/2011, including with: doctoral programme coordinators, doctoral students, thesis supervisors (to explain the changes at the academic level and how to use the software), and administrative staff from the departments responsible for managing the programmes. Briefings were also held for different university services and for teaching members of the strategic aggregation.

Most significant outcomes

- The new computer application for managing doctoral studies has been available since December 2012.
- The first assessment of doctoral students in programmes governed by Royal Decree 99/2011 will be conducted in July and September.
- New website for the Doctoral School and new enrolment website for master's degree and doctoral programmes.

Explanation of the use of human, material and financial resources

- The Postgraduate and Doctoral Studies Office, the Computing Service, and staff from the Academic Management Service collaborated on the development and implementation of the doctoral studies management software.
- The Postgraduate and Doctoral Studies Office and the Institutional Information and Promotion Unit (UIPI) collaborated on the development of the Doctoral School website. The Computing Service also collaborated on the development of the enrolment website for master's degree and doctoral programmes.

Most significant gaps in the progress on objectives

No gaps were detected.

Proposed corrective actions

None, for the time being.

Action	A10: Plan to promote the UPF Group's postgraduate programmes
Objectives	Enhance the national and international profile and visibility of the university master's degree programmes offered by the UPF Group.

Progress on objectives

The plan to promote the postgraduate programmes offered by the UPF Group (which includes all members of the CEI UPF-Icària's teaching aggregation) was launched in February 2012 with the organization of the 1st Meeting of UPF Group Postgraduate Promoters. Since then, several meetings have been held among the member institutions' marketing and/or recruitment heads, making it possible to pool the individual institutions' communication strategies and facilitate contact between the people in charge.

The actions undertaken during the 2012/13 academic year were focused on enhancing the visibility of the strategic aggregation's postgraduate programmes using the university's main marketing channels: website, brochures, and mailing lists. To this end, the website for UPF's postgraduate programmes has been reorganized to better showcase the master's degree programmes offered by the aggregation. These programmes have also been included along with UPF's own in the brochure designed and published by the university each year. Finally, a mailing list was used to announce the aggregation's full offer of master's programmes to all universities with which UPF has an academic cooperation agreement.

Description of the work performed and role of the participants

The university's Institutional Information and Promotion Unit (UIPI) was responsible for coordinating a joint communication and marketing campaign with all members of the CEI UPF-Icària's teaching aggregation: the Barcelona Graduate School of Economics (Barcelona GSE); the Barcelona Institute for International Studies (IBEI); the School of Higher Education (IDEC); the School of International Trade (ESCI); the Elisava School of Design; the University School of Business Studies of the Maresme (EUM); the Mar Nursing School; and the School of Health Sciences.

These actions were made possible, in part, by the contacts initiated between UPF and the respective heads of communication and marketing of the member institutions of the strategic aggregation over the 2011/12 academic year within the framework of this CEI action.

Most significant outcomes

- Publication of a brochure for the aggregation's university master's degree programmes in Spanish and English.
- Restructuring of the website for the university master's degree programmes in Catalan, Spanish and English.
- E-mail to UPF's partner universities to announce the university master's degree programmes to be offered by the aggregation as a whole.

Explanation of the use of human, material and financial resources

Material for the CEI-UPF Icària teaching aggregation's joint communication and promotional activities.

Most significant gaps in the progress on objectives

None are expected.

Proposed corrective actions

None have been planned.

Action	A11: Implementation of cross-disciplinary bachelor's degree programmes
Objectives	To assemble an offer of cross-disciplinary bachelor's degree programmes that are both attractive to prospective students and geared towards meeting society's needs, along the lines of those offered by the leading international universities.

Progress on objectives

In keeping with the CEI objective of establishing a leading campus with regard to innovative degree programmes, over the course of the 2012/13 academic year, UPF, working with UC3M, UAB, and UAM within the framework of the A-4U project, designed and prepared a bachelor's degree programme in Philosophy, Politics and Economics to be offered for the first time in the 2013/14 academic year. The programme is based on the Philosophy, Politics and Economics programme at Oxford University and borrows from the Anglophone sphere, in which it has a long tradition, for example, at universities such as Yale, Richmond, Trinity College or Duke, all of which offer similar programmes. Based on clearly cross-disciplinary content, it aims to ensure that students acquire a set of interdisciplinary skills that will prepare them to succeed and thrive in a variety of roles and, above all, allow them to obtain a high level of interrelated knowledge regarding political, economic, philosophical and social issues. In addition to its innovative content, the fact that it is being jointly offered by four universities and will be conducted at three of them, thereby ensuring student mobility between Barcelona and Madrid (in addition to offering students non-compulsory external mobility options), further enriches the programme, which places special emphasis on cross-disciplinary approaches and student mobility.

In addition to this programme, the new bachelor's degree in Biomedical Engineering was successfully rolled out in the 2012/13 academic year and met with high demand. UPF also continued to expand its offer of special bachelor's degree programmes, which draw on existing programmes to create new interrelated, multidisciplinary ones. This category includes cross-disciplinary programmes, which consist of a single curriculum leading to a single official degree based on a multidisciplinary selection of courses drawn from two or more bachelor's degree programmes at one or more universities.

Description of the work performed and role of the participants

All members of the A-4U project, but especially UPF – as the coordinating university – provided support for the design and planning of the bachelor's degree programme in Philosophy, Politics and Economics. This support included a series of meetings among the four universities, first at the political level to define the programme's strategy and objectives, and then at the technical level to establish the different aspects of the curriculum. Renowned academics from the three fields of knowledge covered by the programme participated in the preparation process. Additionally, a coordination committee was set up with members from the participating universities, and the necessary quality assurance mechanisms were put into place.

Most significant outcomes

- UPF currently offers two special bachelor's degree programmes: Journalism, which includes content from the curricula of the Economics, Political Sciences, Law, and Humanities programmes; and Biomedical Engineering, which is offered jointly by the Faculty of Health and Life Sciences and the Polytechnic School. The main achievements of these programmes are their considerable popularity (far more students apply than can be admitted under current resource levels) and the exceptional applicability of their content to current societal demands.
- The joint creation and implementation of the bachelor's degree programme in Philosophy, Politics and Economics with the other members of the A-4U partnership.
- Other double degree programmes: bachelor's degree programme in Business Management and Administration + Law, bachelor's degree programme in Law + Economics, and bachelor's degree programme in Business Administration and Innovation Management.
- Consolidation of the Journalism programme curriculum with four possible specializations (Politics, Economics, Law, and Humanities) and drafting of an inter-faculty protocol to facilitate the programme's monitoring and organization.

Explanation of the use of human, material and financial resources
As noted above, these special bachelor's degree programmes require a high level of administrative and technical support, for both their design and implementation and their maintenance. Likewise, they require more personalized assistance for students, both from the academic management services and from the respective secretary's offices of the centres where they are taught. At the teaching level, although they take advantage of existing resources, these programmes require a greater number of resources. That said, this increase in resources has a positive impact on both students and society at large.
Most significant gaps in the progress on objectives
The third degree programme currently being developed with UPF's A-4U partners has not yet been finished. The completion and planning for the programme has thus been pushed back to the 2013/14 academic year.
Proposed corrective actions
Increase the monitoring of the assessment and formalization of new proposals for cross-disciplinary degrees. Prepare an action protocol and reschedule the actions accordingly.

Action	A12: Teaching cooperation projects related to bimodal interuniversity undergraduate and postgraduate programmes (UPF-UOC)
Objectives	To establish a range of joint university degree programmes (undergraduate and postgraduate) with a bimodal format that can be adapted to suit different groups of students and their respective needs.

Progress on objectives

The UPF-UOC interuniversity master's degree programme in Teacher Training for Secondary Education has been consolidated.

Description of the work performed and role of the participants

Since the master's degree was launched, efforts have been made to deepen the cooperation between UPF - UOC. To this end, attention should be called to the following:

- The academic admission and coordination committee has met on several occasions to take decisions regarding students' continuation in the programme and other scheduling and coordination tasks.
- From the time the master's degree programme was launched, the standing seminar 'Los lunes del máster' (Master's Mondays) has been offered. Open to the entire educational community, it is intended to supplement training and encourage contact and the exchange of experiences between students from different specializations. For the last two years, in order to allow students enrolled on the online version of the Educational Orientation course to follow the sessions, they have been filmed and made freely available on YouTube.
- Efforts are made – for the most part, successfully – to ensure that one member of the assessment committee for the final projects for the master's degree is from a university other than the one responsible for the courses included in the student's specialization.
- The same criteria are used for the final projects for each of the programme's different specializations.

Additionally, the programme has been opened up to institutions and organizations related to its mission. To this end, the following actions deserve special mention:

- The organization of the 'TIC TAC TOC' seminar for the mathematics specialization in conjunction with the University of Barcelona (UB), the Autonomous University of Barcelona (UAB), and the Technical University of Catalonia-Barcelona Tech (UPC) for the immediate purpose of fostering the exchange of experiences among students of the programme from different universities.
- Organization of the aforementioned 'Master's Mondays' seminar. The seminar is intended to promote the participation of education professionals in the master's degree programme by inviting them to give talks on aspects of a teacher's job that may not always be addressed by the master's programme's curriculum.
- Collaboration on and provision of venues for the International GeoGebra Conference, a key ICT resource for students.
- Cooperation agreement between the master's degree programme and the British Council, under which the British Council will provide a lecturer for the English specialization.
- Cooperation agreement with the Catalan Ministry of Education, under which the ministry will provide three lecturers from the public school system for the programme's Natural Sciences, English and Mathematics specializations. These lecturers are excused from one third of their professional obligations at the secondary schools where they teach in order to dedicate themselves to their teaching duties in the master's programme.
- The master's programme actively collaborates with the Mathematics Museum of Catalonia (MMACA) Association, linked to the Specific Support Centres for Education Innovation and Research network's Resource Centre for Teaching and Learning Mathematics (CESIRE-CREAMAT) and the Catalan Ministry of Education, on efforts to popularize mathematics.
- Organization of the course 'Técnicas de Teatro para la Docencia' (Acting Techniques for Teaching) for the purpose of providing students of both UPF and other institutions with the tools they need to improve their communication techniques and ability to transfer knowledge to secondary school students.

Most significant outcomes
Secondary schools consider the programme to be prestigious and prefer it to those of other universities.
The master's programme views the practicum as the core pillar of students' training and, to this end, allocates the largest share of resources to it.
The UPF-UOC master's degree programme offers practicum guides for both mentors and students to facilitate interaction between them and ensure optimal fulfilment of the practicum objectives, as well as fluid communication with and appropriate supervision by the university tutors.
Explanation of the use of human, material and financial resources
The teaching staff for the master's programme consists largely of highly qualified, practicing secondary school teachers with extensive experience, which helps to emphasize the programme's vocational focus.
The administrative support, which is essential for the type of complex organization required for this programme (which involves coordinating teaching staff from different university departments and secondary school teachers, liaising with secondary schools, organizing assessment committees, technical coordination between UPF and UOC, etc.), is coordinated by UPF's Postgraduate Studies Office, thereby ensuring both multidepartmental and interuniversity management with regard to the budget and administrative procedures and centralized management of students' transcripts, regardless of their chosen specialization.
Likewise, teaching staff and students benefit from the infrastructure offered by both universities, including both physical infrastructure (UPF's library, laboratories, classrooms and special facilities) and virtual infrastructure (UOC's information and communication technology).
With regard to funding, the CEI has been awarded three external grants, which has allowed it to undertake the following improvement actions:
• Mentoring course: training for the secondary school teaching staff that mentor the students during the practicums for the master's programme throughout the academic year, laying down basic guidelines to ensure the use of a single teaching model and providing them with the necessary training to help students acquire practical knowledge and skills.
• Purchase of classroom material.
• Training in Drupal 7.x to create a web interface to improve the teaching in the Natural Sciences specialization.
Most significant gaps in the progress on objectives
The recession currently affecting the educational community has made it difficult for graduates to find jobs. To date, the programme had been oriented towards their possible entry into the public school system (which, for the time being, does not look like it will be able to absorb them) and had not given enough attention to career opportunities in partially subsidized schools ('centros concertados') and wholly private ones.
Proposed corrective actions
Provide information to partially subsidized and private schools regarding the unique training that students of the master's programme receive compared to graduates of the standard Teaching Aptitude Certification (CAP) programme and organize a job bank. Likewise, consider creating the necessary mechanisms to monitor programme alumni's careers.

Action	B1: UPF Research Park
Objectives	Serve as a benchmark institution in the field of research and knowledge transfer in the social sciences and humanities, bringing together in a single space university research groups, internationally renowned mixed centres, and prestigious institutions with a view to becoming a leading centre for social sciences and humanities in southern Europe. The action consists of implementing and consolidating the park, which will provide a common physical environment to achieve the necessary critical mass.

Progress on objectives

The park will be implemented in two stages. This action (B1) refers only to the first stage, which will end following the construction of two buildings (to span a total of 12,515 m^2). The park already has one finished building, the Mercè Rodoreda Building (Wellington I), with a built-up area of 3,550 m^2. The Wellington I building has been operational since July 2008 and houses several internationally renowned centres. The second building (Wellington II) will have a built-up area of 8,685 m^2. This building, along with Wellington I, will host the activities of the different research groups at UPF and the other members of the strategic aggregation. The third building (Wellington III) will have a built-up area of 4,268 m^2 and will host the Pasqual Maragall Foundation. Thus, when the first stage is complete, there will be three interconnected buildings that, together, will make up a scientific action unit insofar as they enable cooperation and exchange among the different research and knowledge transfer groups.

The second building is currently under construction, and the third is in the planning stages.

Description of the work performed and role of the participants

Following the submission of the first progress report (June 2012), and once the initial obstacles had been overcome (vacating of existing homes and possible discovery of archaeological remains in the subsoil), construction work began on the building. It has proceeded normally and on schedule ever since.

- Demolition of existing buildings: Completed.
- Foundation and structure: Completed.
- Façade and civil works finishes: The contract has been awarded for this work, which is scheduled to be completed in January 2014.
- Installations: The contract has been awarded for this work, which is scheduled to be completed in March 2014.

The building as a whole is scheduled to be completed in June 2014.

In addition to the construction work, intense efforts are being made to attract important institutions in the fields of social sciences and humanities in order to endow the future research infrastructure with content. To this end, in addition to the agreements signed in the previous reporting period to host the Barcelona Graduate School of Economics (Barcelona GSE), the Barcelona Institute for International Studies (IBEI), and the Institute for Political Economy and Governance (IPEG) in the complex, new agreements have been signed with two key institutions:

- **Johns Hopkins University**: A memorandum of understanding was signed in March 2013 to **establish a public policy centre pertaining to the American university** on UPF's Ciutadella campus. The future centre will be located in the Wellington II building with a view to offering academic programmes (primarily in conjunction with UPF) and online programmes (including a face-to-face portion, which will take place in Barcelona). The agreement likewise provides for the undertaking of joint research projects and the possibility of hosting international events.
- **Casa de Velázquez**: UPF signed a cooperation agreement with Casa de Velázquez in May 2013 to promote scientific cooperation between the two institutions and provide training for young researchers. Under the agreement, UPF undertakes to offer Casa de Velázquez five jobs, primarily for members of the institution who are permanent residents of Barcelona or are living in the city temporarily under specific grants, but also, occasionally, for study programme directors from its École des

Hautes Études Hispaniques et Ibériques (EHEHI). Other proposed activities include: an annual doctoral seminar given by the members of Casa de Velázquez who are resident at UPF in collaboration with the Jaume Vicens i Vives University Institute of History (IUHJVV), the Department of Humanities, and the University Institute of Culture (IUC); the organization of a biennial predoctoral training workshop by the same centres (aimed especially at students of UPF's World History master's programme), and the promotion of multi-year research programmes.

Most significant outcomes

At the building level:

- Award of the contract for the façade and building works.
- Award of the contract for the building's installations.

At the content level, agreements have been signed with:

- Casa de Velázquez.
- Johns Hopkins University.

Explanation of the use of human, material and financial resources

Over the current reporting period, a contract with a total value of €4,133,690 + VAT was awarded for the façade and civil works finishes, and a contract with a total value of €3,125,698 + VAT was awarded for the building's installations.

Most significant gaps in the progress on objectives

Once the problems explained in the previous report were addressed, the works were begun. They have proceeded normally ever since.

Proposed corrective actions

None

Action	B2: Creation of a UPF-UOC interuniversity research centre on moral and political theory
Objectives	Set up and consolidate a leading international centre in the field of global democracy and justice.

Progress on objectives

- The centre's structure has been defined, including its mission, objectives, main activities, governance bodies, management and administration.

Description of the work performed and role of the participants

- Senior-level institutional contacts have been maintained between UPF and UOC to define a pre-agreement to enable the creation of the interuniversity centre. The agreement has not been signed due to changes in the UPF and UOC governing teams.
- Additionally, the lack of end funding for the centre and the current complicated economic situation have conditioned the action, and the partner institutions have exercised a logical prudence and postponed any decisions regarding its future.

Most significant outcomes

Pre-agreement defining the centre's structure, objectives, organizational method and operations. Funding has not yet been secured.

Explanation of the use of human, material and financial resources

The work carried out to date has been funded with the institution's own resources.

Most significant gaps in the progress on objectives

Delay in the conclusion of the final agreements to establish the centre due to the lack of funding.

Proposed corrective actions

In the second semester of 2013, proactive actions will be taken to try to obtain end funding; depending on the results, a decision will be taken regarding whether or not to continue with this action.

Action	B3: Talent recruitment and transnational mobility project
Objectives	The primary mission of this action is to promote the recruitment of talent and transnational mobility in a highly competitive environment characterized by a shortfall in resources. The initiative is aimed at internationally prominent researchers with the potential to become global leaders in their fields who have outstanding scientific track records and a history of quality research and publications. The project's operational goals for the next five years are: • To promote the return and recruitment of researchers. • To encourage mobility among researchers to supplement their training and help them pursue an attractive career. • To help hone researchers' skills and abilities. • To enter into agreements and partnerships with other institutions to provide stable positions with internationally competitive salaries for researchers. • In the longer term (beginning five years from now), to increase the impact factors of the university's scientific output and improve its positioning, especially at the international level.

Progress on objectives

Highly satisfactory progress was made over the current reporting period on the stated objectives: promotion of the return, recruitment and mobility of researchers, as well as the creation of a suitable environment for them to pursue attractive research careers in Spain.

To this end, **the funding received under the 2011 Fortalecimiento (Strengthening) programme played a decisive role** in allowing the university to give impetus to the actions. For instance, the UPFellows programme received €240,000 in funding from the programme, allowing it to launch its first call for applications for international postdoctoral fellows in 2013. Given the current budget environment, were it not for the funding it would have been very difficult to launch such a programme.

Description of the work performed and role of the participants

1) HR programme for the UPFellows international talent recruitment programme.

UPFellows is an ambitious programme for recruiting talent and promoting transnational mobility. It was created with a view to facilitating the pursuit of attractive careers for the most competitive Spanish and European researchers.

• Over the reporting period, negotiations were concluded with the European Commission for funding under the **7th Framework Programme's (FP7's) COFUND programme** (40% of the overall cost, or €2,193,175 out of a **total budget of €5,482,937**). This funding will enable the selection and engagement of 24 outstanding postdoctoral fellows by means of two competitive calls for applications.

• The first call was published on 1 June 2013. A website and assorted advertising and dissemination material were created and announcements were placed in academic journals and on websites (e.g., the Euraxess portal) to raise awareness of the programme among potential candidates. www.upf.edu/upfellows.

2) Incorporation of researchers through HR calls (Ramon y Cajal, ICREA, Marie Curie, etc.) within the strategic aggregation.

The university continued to engage in intense efforts to promote the recruitment and return of talent taking advantage of the opportunities offered by the most important HR calls in the field: Marie Curie actions at the European level, Ramón y Cajal at the national level, and ICREA at the regional level.

The success with which these efforts met offers proof of the project's appeal and its prestige among the researchers who choose UPF as their preferred workplace. A total of 53 postdoctoral fellows were engaged at institutions from the strategic aggregation in 2012. Special attention should be called to the strong results obtained through the EU's Marie Curie programme, which helped to offset the fact that no Ramón y Cajal or Juan de la Cierva calls for applications were published in 2012.

3) Human Resources Strategy For Researchers (HRS4R)
In January 2011, UPF officially endorsed the principles of the European Charter for Researchers and the Code of Conduct for their Recruitment, thereby becoming the only Spanish university to date to publicly endorse the Charter and Code.   UPF and the Centre for Genomic Regulation (CRG) are members of the **third cohort of the Institutional Human Resources Strategy Group promoted by the EC for the purpose of implementing the Human Resources Strategy for Researchers** at the European level.   To date, both the university and the CRG have conducted the relevant gap analyses. They are currently working on the implementation plan, which is being designed based on the identified shortcomings as part of the process of the internal HR strategy. In so doing they aim to improve the conditions for the selection, professional development and career opportunities of researchers who are have already been contracted, or may in future be contracted, by member institutions of the strategic aggregation.   Several members of the UPF Research Service and the CRG attended the annual monitoring meeting in Leuven (Belgium) on 4 and 5 February 2013. The meeting enabled the sharing of experiences with other European universities and centres currently in the process of implementing the HRS4R.
Most significant outcomes
1. Implementation of the **UPFellows programme**, which awards postdoctoral contracts to young researchers of any nationality working outside Spain, and closing of the negotiations to fund the programme under the EU FP7's COFUND scheme. The programme will offer 12 competitive three-year contracts each year for two years with supplementary research grants (€3,000 a year) and travel allowances.   2. **Incorporation of 53 postdoctoral research fellows** at member institutions of the strategic aggregation.   3. Participation of member institutions of the strategic aggregation in the **third cohort of the Institutional Human Resources Strategy Group** for the implementation of the Human Resources Strategy for Researchers and performance of the relevant gap analyses required to design the institutional HR strategy.
Explanation of the use of human, material and financial resources
• The achievement of the objectives and implementation of the aforementioned actions required support from managerial, technical and administrative staff, including some new recruits.   • The holding and/or attendance of meetings (negotiations for the UPFellows programme held on 1 February 2013 in Brussels; annual HRS4R meeting in Leuven) entailed travel and transport expenses.   • With regard to the HR grant programmes, it should be noted that some, e.g. the Ramón y Cajal programme, require cofunding. Moreover, these programmes only cover the costs of engaging staff. Consequently, the university must assume any additional costs, such as computers, laboratory and office use, library use, training, and any other general indirect costs associated with the researcher's work.   • Finally, it should be noted that the implementation of the UPFellows programme will require a considerable economic outlay by the university, as the EC only covers 40% of the cost. The rest must be funded with the university's own resources and will account for a €3.289 million charge to the UPF budget.
Most significant gaps in the progress on objectives
The negotiations for the UPFellows programme were delayed due to a processing delay on the part of the Research Executive Agency (REA), the party responsible for the negotiations, for reasons unrelated to UPF. They were originally expected to be closed in late 2012, but they were not actually closed until April 2013. Consequently, the programme was not launched until the second quarter of 2013.
Proposed corrective actions
None

Action	B4: Mobility programme for young postdoctoral students within the framework of the A-4U
Objectives	The main mission of this action is to foster international academic excellence in the areas of academic career development and teaching and research staff mobility. The mobility programme for young postdoctoral students meets two objectives: • It promotes mobility among teaching staff by introducing selection methods more in keeping with those used at the most prestigious universities. • It promotes excellence in the university's Phd programmes, attracting students who choose mobility based on quality, regardless of future career options.

Progress on objectives

The efforts to meet the objectives of the youth mobility programme have proceeded according to schedule.

Description of the work performed and role of the participants

- The priority objectives of the A-4U include fostering mobility among lecturers and postdoctoral students between the member centres, promoting projects within the framework of the European Higher Education Area (EHEA) and the European Research Area (ERA), and raising the international profiles of the partnership's members.
- The A-4U is a member of the CEI UPF-Icària's strategic aggregation. Since 2008, it has managed a joint mobility programme aimed at promoting the exchange of young postdoctoral students among the partnership's four universities and facilitating the exchange and transfer of knowledge among the universities of Madrid and Barcelona.
- For the first joint call for applications, in 2008, each university offered three fellowships for young postdoctoral students from the other universities, for a total of 12 grants. For the subsequent calls, the number of fellowships was doubled, with each university offering six contracts to be awarded to two postdoctoral students from each of the other three universities.
- For the 2011 call, added emphasis was placed on fomenting exchanges between Madrid and Barcelona, with each university offering two grants to postdoctoral students from each of the universities in the other city and two grants for researchers from other countries, one of whom should preferably come from one of the A-4U's partner universities in India.
- For the 2012 call, the programme's international dimension was strengthened, and postdoctoral students from the A-4U's partner universities in India and Russia were given priority for the grants for foreign researchers.
- For the 2013 call, the mobility objective was maintained, but the number of contracts to be was reduced. Each university will offer two contracts for postdoctoral students from the universities of the other city and one for a young postdoctoral student from any other university.

Most significant outcomes

Within the framework of the programme for young postdoctoral students, UPF has hosted a total of 27 postdoctoral fellows, 25 from other universities from the A-4U partnership and 2 from foreign universities (USA and India). (These data do not include the 2013 call; as the candidates' selection process will be chosen in July.)

Explanation of the use of human, material and financial resources

The resources allocated to the programme's management are used, first, to publish the call for applications and select the successful candidates and, second, to contract and monitor the fellowship recipients. In short, the brunt of the costs stem from the employment contracts for the newly engaged research staff and indirect costs related to the internal staff required to manage the call for applications and the use of the necessary infrastructure.

Most significant gaps in the progress on objectives

No gaps have been detected.

Proposed corrective actions

None

Action	B5: A-4U European Office in Brussels (OPERA)
Objectives	The Office for the Promotion of European Research Activities (OPERA) aims to support the A-4U member universities, helping them to position themselves with the European Research Area (ERA) and the EU's 2020 strategy. The project's operational objectives are: • To further the interests of the A-4U member universities in the preparation and definition of EU R&D&I policy and EU working programmes to promote R&D&I. • To boost and enhance the leadership and participation of researchers from the A-4U member universities in European programmes to promote R&D&I.

Progress on objectives

The activities undertaken by the office have been completely satisfactory and in keeping with the planned objectives. The office, which is physically located in Brussels, has played a prominent role in anticipating opportunities for European funding, reporting on the new Horizon 2020 programme and the discussions that have taken place.

Description of the work performed and role of the participants

OPERA coordinates its activities with the UPF's office for European projects EUROCIENCIA on a permanent basis. It is through this latter office that OPERA's main activities in Brussels are channelled and implemented. In order to better focus its activities, a **2012-2013 Action Plan** was drafted and is regularly updated. The main actions undertaken in 2012 were as follows:

1) Liaising with the EC

Management of meetings and contacts with the EC for various purposes: preparation of proposals, submission of institutional initiatives, lists of experts, etc.

2) Advisory groups

A strategy was designed and implemented to identify and submit a prioritized list of experts to participate in the EC's advisory groups, which will play a key role in the Horizon 2020 strategy (design of the work programmes, advisory role, etc.). This involved an internal process to discuss and select the best candidates. The final list of candidates was submitted to different EC authorities with decision-taking powers. It has not yet been made public.

3) Participation in strategic European networks and networking initiatives

Ongoing participation of OPERA in the Informal Group of RTD Liaison Offices (IGLO) and the European Regions Research and Innovation Network (ERRIN). In IGLO, OPERA participates in the following working groups (WGs) under a cooperation agreement with the Spanish Centre for Technology and Industrial Development (CDTI): WG on Structural Funds, WG on FP7 Implementation, WG on Marie Curie Grants, WG on the European Research Council (ERC). OPERA moreover co-chairs the WG on Structural Funds.

4) Organization of the ERC's conference 'Enhancing the Attractiveness of European Universities as a Destination for World-Class Researchers'

The **conference 'Enhancing the Attractiveness of European Universities as a Destination for World-Class Researchers' was held on 5 November 2012. The conference was sponsored by UPF in conjunction with the ERC** within the framework of the standing cooperation with OPERA. The purpose of the event was to offer a platform for the discussion and exchange of ideas on strategies and good practices for retaining and attracting talent in a global world, encouraging competition and rewarding excellence. The conference, conducted entirely in English, was held in UPF's Ciutadella campus auditorium and featured European authorities, such as **Dr Helga Nowotny, President of**

the ERC, Spanish authorities, such as Ms Carmen Vela, Secretary of State for Research, Development and Innovation of the Spanish Ministry of Economy and Competitiveness (MINECO), and regional authorities, such as Dr Andreu Mas-Colell, Catalan Minister of Economy and Knowledge.

Nearly 300 people attended the event, which was organized with the support of all member institutions of the strategic aggregation, including the Centre for Genomic Regulation (CRG), the Research Centre for International Economics (CREI), and the Municipal Institute of Medical Research (IMIM), among others. Various researchers from the aggregation's member institutions also participated in the discussions.

More detailed information about the conference can be found at www.upf.edu/ercday.

5) Logistics for the development and generation of ideas

The office spaces in Brussels have been successfully used both to hold meetings among the research staff for different research projects and to fine-tune ideas for proposals to be submitted within the framework of a European consortium. They have also been used to host visits from EC project officers to pre-screen ideas, which, as noted, has helped to improve the final proposals.

Most significant outcomes
- Enhancement of the information on European funding for research and liaising with key actors in the EC.   2012-2013 Action Plan, including a road map and the strategy for the main actions to be carried out.   - Proposal of lists of experts from the research staff for the advisory groups.   - Substantial improvement in the rankings with regard to European funding.   UPF is ranked second among Spanish universities in terms of the absolute value of funding received within the FP7 (data from the CDTI, June 2013). It is also ranked third among Spanish institutions and first among Spanish universities in terms of the number of projects funded and funding specifically from the ERC's Ideas programme. **It is worth noting that UPF currently receives nearly as much funding from Europe as it does from Spain, and, moreover, that it is the only Spanish university to achieve this major milestone**. Additionally, the CRG tops the rankings of research centres with regard to European funding received for research.
Explanation of the use of human, material and financial resources
With regard to resources, OPERA's operating expenses are shared among the A-4U partnership's four member universities. UPF thus pays an annual fee for the overall cost of the office's operations, which include: the engagement of the office director, the leasing of premises in Brussels, and operating expenses (travel, per diems, computers, etc.).
Most significant gaps in the progress on objectives
No significant gaps were detected in the progress on the objectives.
Proposed corrective actions
None

Action	B6: Strategic Knowledge Transfer Plan
Objectives	- Make the aggregation's knowledge and scientific capacity available to its social and business community and increase funding for R&D&I activities. - Promote the commercialization of research results and foster an entrepreneurial spirit and the creation of technology and/or knowledge-intensive start-ups.

Progress on objectives

Progress on the activities envisaged for the project is proceeding according to plan. Specifically:

- **Identification and capitalization of results:** Following completion of the contract module for the management tool and the inclusion of the different kinds of transfer contracts (licences, marketing agreements, NDAs, etc.), the process of identifying and protecting research results was standardized, the software registration process was improved and systematized, and licensing models were developed to market the software that may be of great interest to all institutions in the aggregation.
- **Commercialization of research results:** Despite the current economic context and the overall decline in the value of the contracts signed with institutions and companies, neither the number nor the value of the contracts signed specifically with the latter group has fallen, but rather both have remained stable since 2010. Revenue from licences and royalties increased compared to previous years, and UPF launched its fifth spin-off in early 2013.
- **Promotion of knowledge transfer:** With the aim of making the research conducted by the aggregation more accessible to companies and society at large, technologies and projects have been presented at different forums and congresses (TRANSFIERE 2012, BIO BOSTON and the sixth edition of BIO SPAIN). Additionally, UPF organized a GRIB Expo in collaboration with the IMIM (a member institution of the aggregation) for researchers in the field of biocomputing to present their lines of research and the results thereof.
- **Networking:** Efforts have been made to promote networking and to establish lines of cooperation with external institutions/organizations in order to facilitate relations among entrepreneurs and between them and the institutions/organizations, all with a view to promoting and consolidating the assisted projects. Some of the actions carried out include: contact with institutions with their own established investor networks, contact with business angels, cooperation agreements with associations/organizations linked to the university to sponsor awards and/or joint activities, etc. Specifically, projects were presented at several funding forums (two IESE TechFairs, the ESADE-BAN Forum, the ACC1Ó Investment Forum, the BCN Business Angels Forum, the Keiretsu Forum, and the LinktoGrowth programme), and direct contact was established with the investors Crowds Angels, ESADE BAN, Ysios Capital Fondo Ingenieros, Keiretsu, and BCN Business Angels. Moreover, in early 2013, initial cooperation agreements were signed with the BANC network, Keiretsu and Secot.
- **Entrepreneurship.** A new lecture series was organized with various member institutions of the aggregation. Called 'Tardes de Emprendeduria UPF Business Shuttle' (UPF Business Shuttle Entrepreneurship Evenings), it aims to foster an enterprising spirit within the UPF community and the strategic aggregation by facilitating the sharing of experiences and content of great interest to entrepreneurs. The university has also made progress on the effort to improve communication for entrepreneurs from the aggregation, enhancing the website for entrepreneurs in the university community, launching a new monthly newsletter (*INNOinfo*), and setting up various groups on social media (Facebook, Twitter, LinkedIn).

Description of the work performed and role of the participants

In addition to the actions described above, the cooperation with various member institutions of the aggregation in the area of knowledge transfer and entrepreneurship was strengthened. Specifically, work is underway on the following:

- Implementation of a **UPF Knowledge Portal**, showcasing the campus's technology offer and spin-offs: the initiative will initially feature UPF's output and will gradually be expanded to include that of the other members of the aggregation.
- Project to improve the marketing of software-based technologies through the preparation of a set of software licensing models of great interest to most of the member

institutions of the aggregation due to their technological potential, e.g., in the open-source industry.
• **Close collaboration with the 22@ District** through the 22@Network business association, including the creation of two new committees on entrepreneurship and cooperation between universities, research centres and businesses, respectively (the latter coordinated by UPF).
Most significant outcomes
• The most significant outcomes achieved by the aggregation can be summarized as follows: the registration of a cumulative total of 45 patents and software copyrights, the signing of 13 licensing agreements, and the founding of 5 partially owned spin-offs and 5 start-ups.
• The most significant milestone was the **creation of the company Imm Sound**. A spin-off of the Barcelona Media Foundation, a member of the strategic aggregation, Imm Sound developed a technology for creating and playing immersive soundtracks in cinemas and marketed it around the world, emerging as a direct competitor of major multinationals in the cinema industry. **Imm Sound was sold to Dolby**, thereby culminating an exemplary process of technology transfer to the industry leader and succeeding in bringing Dolby to Barcelona, where the American company has recently opened an international R&D centre that will make it possible to offer world-class careers to local talent.
Explanation of the use of human, material and financial resources
To carry out the project, the Innovation-UPF Business Shuttle unit was strengthened with the incorporation of specialized legal staff. This was done to ensure better support in the negotiation of contracts and licences and the protection of research results. Moreover, efforts have been made to boost staff's professional development by having them attend specific training sessions to ensure continuous improvement in knowledge transfer and entrepreneurship issues.
Most significant gaps in the progress on objectives
None.
Proposed corrective actions
None.

Action	C1: UPF Alumni programme
Objectives	The main mission of this action is to strengthen the university's ties with the groups with which it interacts or has interacted, as well as to raise the institution's profile among different groups identified by the Alumni programme. The specific objectives are: ▪ To develop a network of contacts among alumni themselves and between alumni and the university. ▪ To keep members of the UPF alumni community apprised of the latest developments and projects at the university. ▪ To help promote alumni's careers, both in Spain and abroad, by offering the necessary tools (job bank, career guidance courses, mentoring, etc.). ▪ To promote continuing education among alumni, working with different faculties and centres from the UPF Group to offer suitable postgraduate courses. ▪ To transform the UPF alumni community into a leading group in the fields of social sciences, communication and biomedicine.

Progress on objectives

The programme's communication channels were redesigned based on the analysis of the results of a survey conducted among its 7,000-plus members. The most significant changes were the simplification of e-mails, the galvanization of the programme's social networks, and the publication of news and feature stories in a variety of formats (video tutorials, newsletter, print magazine, etc.), thereby creating an information repository for programme members. According to the results of the aforementioned survey, alumni were seeking more personal development activities, workshops and seminars to complement the existing offer geared more towards the development of professional skills. Thus, an activities agenda was developed to contribute not only to the professional development of our alumni, but to their personal development, too.

Separately, with a view to raising the profile of both the Alumni programme and the alumni community among the university community at large, the decision was taken to allow students to join the programme upon their initial enrolment at the university as 'Friends' of the programme, a status that is automatically updated to 'Alumnus/a' upon graduation. Likewise, efforts were made to increase alumni participation in the social and cultural activities organized by their alma mater in order to better integrate them into current university life.

At the aggregation level, efforts were made to reach agreements with the postgraduate schools in order to offer programme members discounts on postgraduate and master's degree courses and thereby help to encourage continuing education among alumni. Moreover, in the sphere of services, an online platform was developed to make a range of over 200 regularly updated discounts and additional benefits easily available to members of the UPF Alumni programme.

Description of the work performed and role of the participants

With the help of the university's design department, the different components of the institution's communication campaigns, which had hitherto been distributed separately, were brought together in one place. To this end, both the online alumni magazine and the discounts and benefits newsletter were integrated into the activity newsletter sent out to programme members each fortnight, making the revamped mailing an all-inclusive channel containing activity announcements, feature stories, discounts, information on grants, and the latest job offers.

A joint effort was made with the university's Academic Management Service to allow students to sign up for the programme their first year at university via the enrolment website. Likewise, work was carried out with the University Community Assistance Service to allow alumni to access all the same activities available to students, thereby helping to ensure that they remain active participants in the university community.

An online platform was designed and developed in conjunction with the Computing Service and an external company to afford the Alumni programme members access to more than 200 discounts and additional benefits.
Most significant outcomes   • Over the 2012/13 academic year, membership in the programme increased 28.2%. The programme now has more than 7,700 members, accounting for 25.4% of all UPF graduates.   • The number of people following the programme on social networks has grown considerably, as evidenced by the figures from Facebook, where the number of followers has trebled; Twitter, where it has increased more than 150%; and LinkedIn, where it has increased 48%.   • A new platform offers more than 200 discounts and other benefits to members of the UPF Alumni programme.   • Some 59 courses/workshops/career guidance sessions were organized over the 2012/13 academic, 41% more than the previous academic year.
Explanation of the use of human, material and financial resources   Alumni programme staff and staff from the university's other services and foundation.
Most significant gaps in the progress on objectives   No gaps have been detected.
Proposed corrective actions   Not applicable.

Action	C2: E-administration implementation project
Objectives	This action's mission is to ensure students' and lecturer's right to conduct their business with the university over the Internet: **Strategic objectives** - To promote and establish channels for interoperability between UPF, other universities, public authorities, and citizens in order to allow any citizen who so wishes to conduct his or her business with the university online. - Create a technologically and legally reliable environment that allows the different university groups to conduct their business with each other online. - Improve administrative management by automating the administrative procedures in all areas admissible by law. - Foster interuniversity cooperation on the joint development of an e-administration system. To this end, UPF is working with the Catalan Association of Public Universities (ACUP) to develop e-administration platforms, services and products, including: document management platforms, e-signatures, e-voting, online registration systems, etc. **Operational objectives** - Make 80% of all services offered to the university community available online. - Continue to make progress on the digitization of academic transcripts and administrative records. - Incorporate ICT into all administrative procedures. - Strengthen students' and lecturers' online relationship with the university. - Train the university community in the new online relationship paradigm. - Improve administrative processes by reducing processing times and costs.

Progress on objectives

Over the reporting period, highly satisfactory progress was made on all the proposed objectives. The entire organization actively contributed to this progress, as explained in the following sections.

Special mention should be made of the significant progress the university has made since earning CEI status, which has resulted in the offer of a range of e-administration services for all member groups of the university community, as well as for external third parties.

Description of the work performed and role of the participants.

In 2008, UPF embarked on a process of change aimed at modernizing management and ensuring regulatory compliance with Spanish Act 11/2007, on electronic access to public services by citizens (LAECSP). This project includes the implementation of e-administration at UPF. Over the 2010/11 academic year, the implementation of the first stage of e-administration was completed, and work began on the implementation of the second stage in 2011/12. Over the 2012/13 academic year, the university continued its efforts to consolidate the tools already in place, and progress was made on the digitization of the various processes.

Most significant outcomes

Over the 2010/11 academic year, efforts were made to deploy the common e-administration modules and to adapt the internal regulations. Over the 2011/12 academic year, new services were launched, and the first processes to be made available online were put into place. These processes can be completed with the digital certificates distributed with the new ID cards. Over the 2012/13 academic year, the following services and tools were rolled out:

1) **Development and implementation of tools**
   - Certified copy tool: Allows users to generate certified copies of documents, thereby facilitating the submission of paper copies to authorities outside UPF that do not yet accept digital documents.
   - Digital evidence platform: Enables the capture and storage of digital evidence generated in administrative processes, thereby ensuring integrity and authenticity with regard to when, how, and by whom the evidence was generated.
   - Secure digitization: Makes it possible to obtain digital copies of paper documents that offer the same assurance of integrity and authenticity as the original.

2) **Digitization of processes and services**
   - Request and issue of personal academic transcripts: The service enabling the online request of undergraduate and master's degrees, rolled out in the 2011/12 academic year, has now been expanded to include doctoral transcripts. The request can be made at any time of day and eliminates the need to go to the university in person. All that is needed to use it is a UPF ID or electronic Spanish national ID card (e-DNI).
   - Academic transcripts with class rank: Adaptation of the current process for issuing academic transcripts to students, underway since last year, used for undergraduate, master's degree and doctoral study programmes. The transcript now shows the class rank for students who have completed their studies.
   - Signing of transcripts: Service enabling the digital signature of transcripts by means of an electronic document.
   - Applications for COFRE grants: The heads of the university's departments and research institutions can now apply for Category A COFRE grants through UPF's online office, as provided for under the 2013 Plan for Research Support.
   - Laptop computer loan service for students: Registration is valid until the end of each academic year.
   - Audiovisual equipment loan service: As with the previous service, students can sign up for the service with their UPF ID cards. Registration for the audiovisual equipment loan service will be valid until the end of each academic year.

Work is currently being carried out on other processes and new tools, which will be rolled out shortly, as well as other processes related to academic management and human resources. The entire process has received support from a specific change management body, which shall continue in this role and plans to organize additional communication and e-administration training actions (both face-to-face and electronic).

Explanation of the use of human, material and financial resources
The aforementioned fulfilment of objectives and actions was made possible by the participation of university staff at the executive, technical and administrative levels, as well as by contracting the services of businesses specialized in implementing this type of project.
Moreover, UPF, working in conjunction with other Catalan universities through the ACUP, is participating in a cooperative project that aims to take advantage of synergies to roll out common tools to facilitate the implementation of the e-administration and to establish agreements regarding interoperability among universities.

Most significant gaps in the progress on objectives
Due to the complexity of the tasks defined in the first stage of the e-administration implementation project (development of the necessary modules to ensure that the new processes work smoothly), the implementation of the initial services offered to the university community was delayed; however, as a result of the organization's efforts in the first stage, the plan is now proceeding according to schedule.

Proposed corrective actions
Not applicable.

Action	C3: Plan of Action for a Comprehensive Model of Student Participation
Objectives	This action's mission is to ensure active student participation in university life, building an environment that makes it possible to work in an atmosphere of dialogue and cooperation. The operational objectives are: • To strengthen the mechanisms for student representation. • To facilitate dialogue between the student community and the academic sphere. • To foster the cultural and sporting activities organized by the UPF campus, in particular those promoted by students.

Progress on objectives

The university has considerably strengthened the mechanisms for student representation, offering assistance and support to registered student associations; organizing elections for student delegates and approving regulations that strengthen students' position from an institutional point of view; increasing students' representation in committees and governing bodies; and creating a working group that will culminate in the drafting of new regulations for the Student Council and the reactivation thereof. Together, these actions and regulations have enabled a qualitative and quantitative increase in the university's information systems, both horizontal (among students themselves) and vertical (between students and academic figures, bodies and authorities).

The university has also considerably expanded its cultural offer. Among other things, it is cooperating with cultural organizations such as Mercat de les Flors, the Vila-Casas Foundation, Mercat del Born, the Spanish Association of Artists and Performers (AIE), the Vives University Network, and the Gran Teatre del Liceu. In the area of sports, the university has increased the number of options to train in and play sports and has participated in Catalan and Spanish university championships for both individual and team sports. The number of sports facilities with which the university has agreements for discounts for members of the university community has also been increased.

The number of activities organized by students is on the rise, in direct relation to the increase in the number of registered associations and the greater efficiency of the resources and systems for communication and assistance. Two training courses were held under an agreement with the Catalan parliament, and efforts are being made to strengthen students' communication skills through public speaking and debate activities and workshops. In order to foster a comprehensive student participation model, the university conducted and published a study on student participation at UPF and set up a corporate responsibility programme encompassing the areas of solidarity, volunteer work and inclusion.

Description of the work performed and role of the participants

• Some 90% of the seats reserved for students on specific, statutory and sectorial committees, as well as the university's various governing bodies, are covered by means of participative processes of discussion and subsequent consensus.
• A calendar of regular meetings with student representatives has been established with a view to maintaining a standing open dialogue to enable the implementation of projects of short-, medium- and long-term interest to the entire university community. To this end, the university has also put into place the necessary computing resources to facilitate the circulation of information (Aula Global, intranets, online user support centre, etc.).
• New regulations have been approved to govern student associations. They are the result of a collaborative effort made by all registered associations.
• A new student participation website has been launched with all the information students need to participate in university life at UPF (including student-generated information).
• As a result of the efforts of the working group on student delegates, made up of student representatives and members of the university's student assemblies, the

Regulations for student delegates from UPF undergraduate programmes were approved. The implementation of the regulations enabled the holding of delegate elections, which registered a 40% turnout rate in the 2012/13 academic year and led to the appointment of 108 delegates from the different groups and/or classes.

- Progress continues to be made by a working group made up of student representatives and members of the student assemblies on the effort to draft a consensus-based proposal for the regulations to govern the UPF Student Council (CEUPF). The Office of the Vice-Rector for Students and the participation forums for the different study programmes are pushing for the reactivation of the UPF Student Council, the senior representative body for students at the university.
- A framework agreement was signed between the Catalan parliament and UPF that included the holding of two courses, 'La proyección institucional de los entes democráticos: el modelo del Parlamento de Catalunya' (The institutional profile of democratic bodies: the model of the Catalan parliament) and the 'Semana del Parlamento Universitario' (University Parliament Week).
- In the area of cultural facilitation, several activities have been organized around new artistic disciplines such as dance (contemporary dance, jazz and funk, Latin rhythms), singing (Voice Workshop) and digital photography. They are joined by other new activities, such as meditation, healthy cooking, and a UPF battle of the bands.
- To encourage students to participate in sports and embrace a healthy lifestyle, team sports competitions have been organized in the form of internal 7-a-side football, 5-a-side football, basketball, beach football and beach volleyball leagues. Some 60 teams, with a total of 581 players, have participated in the new leagues.
- UPF has participated in university sports competitions for both team and individual sports, as well as Spanish and Catalan championships. A total of 14 teams were entered in all available sports categories, a remarkable number given the relatively small size of the university's student body.
- Some 45 students have signed up for the high-level athletes programme, organized with the support of the Spanish National Sports Council and the Catalan High-Performance Sports Centre. These students are offered, among other things, a personalized tutoring service that can be adapted to their specific characteristics and needs.
- With a view to better publicizing university activities and increasing participation, culture and sports profiles have been created on social networks (Facebook and Twitter).
- The Disabled Student Support Service has offered support to 85 UPF students, ensuring that they enjoy full mobility and autonomy throughout the campus and that they can participate fully and effectively in the university's activities.
- Three agreements have been signed with NGOs to participate in volunteer programmes to support minors, and a Volunteering Workshop has been organized to promote training in this field.

Most significant outcomes
- Some 90% of the positions reserved for students on specific, statutory and sectorial committees, as well as in the university's various governing bodies, have been filled.
- The number of registered associations continued to grow at the same pace (about 20%) as in the last two academic years.
- New regulations governing UPF student associations.
- New regulations governing the student delegates from UPF undergraduate programmes.
- Draft regulations for the UPF Student Council.
- Holding of elections to choose the delegates, with a turnout of 40% and the election of about 108 class or group delegates.
- Development and maintenance of the Student Participation website.
- Creation and maintenance of social networks (on Facebook and Twitter) in the areas of culture, sports and student participation.

- Creation of online institutional workshops for delegates and representatives to the governing bodies.
- Organization of two courses on the Catalan parliament.
- Organization of the first edition of the UPF Debate League, with the participation of 16 teams and 46 students.
- Organization of new courses to increase cultural participation (contemporary dance, jazz and funk, Latin rhythms, Voice Workshop, digital photography, healthy cooking, and meditation).
- Organization of team sports competitions in the form of internal 7-a-side football, 5-a-side football and basketball leagues, with the participation of a total of 60 teams and 581 players.
- Elite athlete programme benefiting 45 students.
- A total of 1,219 participants in sports activities organized by the sports area.
- Support for 85 students with disabilities.
- Information accessibility of the Ciutadella campus auditorium.
- Creation of the Participation Workshop, a forum designed to allow student representatives to develop and hone their communication skills.
- Organization and implementation of the Volunteering Workshop, with 25 registered students.
- Publication of the study on Student Participation at Pompeu Fabra University.

Explanation of the use of human, material and financial resources

The aforementioned actions were organized by UPF's University Community Assistance Service in accordance with guidelines issued by the Office of the Vice-rector for Students.

- Students actively participated; this participation took the form of open working groups for the drafting and/or amendment of the different regulations.
- Two multifunctional rooms were set up on the Ciutadella and Poblenou campuses to hold cultural and sports activities.
- New spaces were fitted out in the front-office area for the purposes of improving the support service for students with disabilities.
- Cooperation agreements were signed to use the facilities of sports organizations and companies near the campuses, both for playing sports and for holding university championships.

Most significant gaps in the progress on objectives

Difficulties restarting the CEUPF due to the polarization of opinions and postures regarding the assembly and the representative model. This situation is compounded by the fact that the new higher education model leaves students little time for active participation.

Proposed corrective actions

- Greater involvement of the deans in restarting the CEUPF and in issues of student representation in general.
- Plans exist to revise the regulations governing registered student associations at UPF with a view to regulating the use and assignment of UPF facilities to associations.
- Increase the number of activities held for the different student associations to showcase their activities for the entire student body.
- Increase the number of cultural and sports activities held with different formats and schedules.
- Consolidate the 'Universidad Saludable' (Healthy University) programme to expand the offer of physical activities at UPF.
- Implementation of the proposals for improvements obtained from the study on student participation at UPF with a view to improving participation both qualitatively and quantitatively.

Action	Actions undertaken to consolidate a campus integrated with its local and business communities
Objectives	Consolidate an urban campus with close ties to the city of Barcelona that is fully integrated in its regional and business communities.

Progress on objectives
- The 2012 Progress Report is the first to request information on local and business community outreach in a separate section. (This information was included in the section 'Comprehensive social model' in both the 2010 Project Report and the 2011 Progress Report.) The progress made on the actions laid out in 2010 is reported on in the section 'Comprehensive social model'.
- This section lists other actions carried out to strengthen the campus's ties to its environment, primarily in relation to three main action lines: the UPF Business Shuttle Incubation Spaces, the initiatives to facilitate labour market integration for graduates, and the activities carried out in the 22@ district, which seek to reinforce the district's positioning as a knowledge cluster.
- In this area, UPF has worked closely with the different member institutions of the aggregation.

Description of the work performed and role of the participants
- **UPF Business Shuttle Incubation Spaces:** Aware of the importance for new entrepreneurs of the physical location of their business, in early 2011 UPF reached an agreement with Barcelona Activa (an aggregation member) to participate in the Barcelona City Council's business incubator programme. The goal was to promote the establishment of a business incubator among universities, vocational schools, venture capital firms, and other organizations. Under a cooperation agreement signed on 16 May 2011, UPF manages a floor of the incubator known as the UPF Business Shuttle Incubation Spaces. The facilities, which are designed for co-working, span a total of 290 m^2 and are located in 22@, Barcelona's innovation district. As of June 2013, the spaces were wholly occupied by spin-offs and start-ups created as a result of research conducted at the university and the other members of its strategic aggregation.
- **Labour market integration:** Organization of the UPFeina job fair, where students and alumni can meet with talent recruiters from businesses and institutions. The event also included round tables (on relevant issues such as skill building) and presentations by companies. Additionally, within the framework of the agreement signed with the Conference of Rectors of Spanish Universities (CRUE), Banco Santander, and the Spanish Confederation of Small and Medium-sized Enterprises (CEPYME), 37 grants were awarded to students seeking to carry out paid internships at any of the project's participating companies.
- **The 22@ Project** is the largest urban transformation project to be undertaken in Barcelona in recent years. Promoted by the Barcelona City Council, one of the CEI UPF-Icària's strategic partners, the project aims to revitalize a former industrial district as part of an effort to design a new model of city that concentrates universities, businesses, public bodies, and leading scientific and technology centres in a single area. With a view to boosting economic activity and innovation in the area, three working and networking committees were set up last year with the direct involvement of aggregation members.

Most significant outcomes
- Consolidation of the UPF Business Shuttle Incubation Spaces: Full occupancy of the spaces by businesses founded as a result of research conducted at UPF or at members of its aggregation. At present, the space is occupied by two biotech and eight ICT companies.
- Organization of UPFeina: Average participation of 50 companies and more than 4,000 students and alumni. The last edition, held in the 2012/13 academic year, included a speed-networking session, a recruitment format based on short interviews with the human resource directors of different companies and students and alumni who have been preselected to participate in the activity.
- Participation in the second edition of the internship agreement with the CRUE, Banco Santander and CEPYME. A total of 37 grants were processed in the 2012/13 academic year.
- Creation of three working committees in the 22@ district with the direct involvement of members of the aggregation. These committees are coordinated through the

22@ Network, an association of businesses and institutions and CEI member committed to the promotion and development of the district. These committees seek to facilitate the integration of organizations and their staffs, while at the same time fostering interaction and networking among the district's various organizations. Specifically, the following committees were created: the Entrepreneurship Committee, the Universities and Technology Centres Committee, and the Talent and Human Resources Committee.
Explanation of the use of human, material and financial resources
The work carried out to date has been funded with the institution's own resources. However, the CEI label has facilitated interaction and dialogue among the different members of the aggregation, promoting synergies between them. At the same time, it has made it possible to group all outcomes under a single denominator: the CEI UPF-Icària project.
Most significant gaps in the progress on objectives
Some of the urban development projects for the 22@ district have been postponed due to the current economic context. However, the aforementioned actions are precisely intended to facilitate the integration of the organizations and institutions located in the district, fostering interaction and networking between them.
Proposed corrective actions
None.

Table II. Main outcomes achieved

Outcome No.	Area	Description	Format	Date achieved
1.	Improvements in teaching and adaptation to the EHEA	Design and implementation of the bachelor's degree in Philosophy, Politics and Economics. In collaboration with the Autonomous University of Madrid (UAM), Carlos III University of Madrid (UC3M), and the Autonomous University of Barcelona (UAB).	Implemented curriculum	2013/14 academic year
2.	Improvements in teaching and adaptation to the EHEA	Implementation of a universal tutorial programme	Regulations	July 2013
3.	Improvements in teaching and adaptation to the EHEA	Development of a website with resources for students and tutors. The ACTE-Student website is complete, and the ACTE-Tutor website is under development.	Computer application	July 2013
4.	Improvements in teaching and adaptation to the EHEA	Specialized training for tutorial coordinators.	Face-to-face training	July 2013
5.	Improvements in teaching and adaptation to the EHEA	Creation of a mentoring programme for the Faculty of Economics.	Design of a training programme	January 2013
6.	Improvements in teaching and adaptation to the EHEA	Completion of a student profile study in the Faculty of Communication in order to design a tailored tutorial plan of action.	Research	July 2013
7.	Improvements in teaching and adaptation to the EHEA	Pilot test of a management and promotion scheme for external academic internships in conjunction with the Catalan government and the General Council of Catalan Chambers of Commerce.	Document	June 2013
8.	Improvements in teaching and adaptation to the EHEA	Signing of more than 1,000 university-business framework agreements for external academic internships.	Documents	May 2013
9.	Improvements in teaching and adaptation to the EHEA	Enhancement of the structure and content of the Centre for Teaching Quality and Innovation (CQUID) website to facilitate external access to information about the CQUID. An English version has also been added.	Website	July 2013
10.	Improvements in teaching and adaptation	Incorporation of anti-plagiarism software in Aula Global.	Aula Global	September 2012

		to the EHEA		
11.	Improvements in teaching and adaptation to the EHEA	Consolidation of a specific language policy for undergraduate programmes, in keeping with the guidelines of the Interuniversity Council of Catalonia (CIC) in this area and based on the use of English as the primary foreign language.	Document	July 2013
12.	Improvements in teaching and adaptation to the EHEA	Approval of the Multilingualism Support Programme (Catalan) and of the programme for the certification of teaching staff's language skills (approved by the Board of Governors on 7 November 2012).	Document/ regulations	July 2013
13.	Improvements in teaching and adaptation to the EHEA	Programming of the language course offer for the 2012/13 academic year within the framework of the training organized by the university for research and teaching staff.	Website/brochures	June 2013
14.	Improvements in teaching and adaptation to the EHEA	Programming of the institutional offer in Catalan and Spanish.	Website/brochures	June 2013
15.	Improvements in teaching and adaptation to the EHEA	Coordination of the call for applications for the Catalan government's INTERLINGUA grant programme, which offers funding for the promotion and use of languages.	Document	December 2012
16.	Improvements in teaching and adaptation to the EHEA	Organization and attendance of multilingual and international events and conferences.	Event planning	July 2013
17.	Improvements in teaching and adaptation to the EHEA	Updating and enhancement of the language website in all three languages.	Website	July 2013
18.	Improvements in teaching and adaptation to the EHEA	Programming of the continuing education offer for the 2012/13 academic year, aimed at all university research and teaching staff.	Website/Intranet	June 2013
19.	Improvements in teaching and adaptation to the EHEA	Programming of the introductory training offer for the 2012/13 academic year, aimed at new and recently hired (less than 3 years of teaching experience) teaching staff.	Website/Intranet	June 2013
20.	Improvements in teaching and adaptation to the EHEA	Coordination of tailored training actions based on the detected needs of different university departments and centres.	Website/Intranet	June 2013
21.	Improvements in teaching and adaptation to the EHEA	Implementation of the new management software for training for teaching staff: HOMINIS. The programme has initially been implemented for language training.	Computer application	October 2012

22.	Improvements in teaching and adaptation to the EHEA	Publication of the call for applications for postdoctoral fellowships aimed at attracting research talent from the BRICS countries and, specifically, from partner universities, thereby opening up opportunities for cooperation on projects.	Website	2011 and subsequent calls
23.	Improvements in teaching and adaptation to the EHEA	UPF 'International' portal, with information for various profiles and information on the university's international partnerships and cooperation activities.	Website	September 2013
24.	Improvements in teaching and adaptation to the EHEA	1st International Mobility Fair aimed at UPF and international students.	Event	November 2012
25.	Improvements in teaching and adaptation to the EHEA	Call for applications for mobility grants for research and teaching staff	Document	October 2012
26.	Improvements in teaching and adaptation to the EHEA	Membership in the Europaeum association	Document	October 2012
27.	Improvements in teaching and adaptation to the EHEA	Scientific missions to and from BRICS countries resulting in the signing of specific cooperation agreements: India (2012), China (2012), and Russia (2012).	Documents	2012/13 academic year
28.	Improvements in teaching and adaptation to the EHEA	Approval of the new regulations for the joint supervision of doctoral theses.	Regulations	June 2013
29.	Improvements in teaching and adaptation to the EHEA	Approval of the new regulations for doctoral studies.	Regulations	June 2012
30.	Improvements in teaching and adaptation to the EHEA	Adaptation of all academic and administrative procedures for doctoral courses to Spanish Royal Decree 99/2011.	Implementation	September 2012
31.	Improvements in teaching and adaptation to the EHEA	Development of the Doctoral School website.	Website	June 2013
32.	Improvements in teaching and adaptation to the EHEA	Development of the enrolment website for master's degree and doctoral programmes.	Website	June 2013

33.	Improvements in teaching and adaptation to the EHEA	Drafting and dissemination of the document 'Doctoral thesis author statement'.	Document	November 2012
34.	Improvements in teaching and adaptation to the EHEA	Joint participation in international postgraduate fairs.	Fairs	October 2012 – May 2013
35.	Improvements in teaching and adaptation to the EHEA	Organization of a mentoring seminar for secondary school teachers responsible for mentoring students from the master's programme in Teacher Training for Secondary Education.	Seminar	2012/13 academic year
36.	Improvements in teaching and adaptation to the EHEA	Creation of a 'Practicum Guide for Host Schools', explaining the characteristics and objectives of the master's programme in Teacher Training for Secondary Education with regard to motivating and guiding students during the training.	Guide	2012/13 academic year
37.	Scientific improvement and knowledge transfer	Negotiation and implementation of the UPFellows programme: closing of the negotiations in April; launching of the programme in May; publication of the first call in June. Dissemination of the programme and publication of announcements in scientific journals and websites, as well as the development of a dedicated website (www.upf.edu/upfellows).	Document and website	May – June 2013
38.	Scientific improvement and knowledge transfer	2013 edition of the A-4U postdoctoral fellowships programme. Publication of the 2013 call for applications.	Document	June 2013
39.	Scientific improvement and knowledge transfer	FP7 Action Plan (road map and incentive strategy for participation in the FP7).	Document	December 2011
40.	Scientific improvement and knowledge transfer	15% of all 'Severo Ochoa' centres are members of the CEI UPF-Icària.	Certification	October 2012
41.	Scientific improvement and knowledge transfer	Improvement of results under the FP7: UPF received 10% of all funding for Spanish universities under the FP7 and thus continued to rank second among Spanish universities. Moreover, the volume of funding received under the programme is equal to that obtained under the Spanish national plan. UPF is the only Spanish university to have achieved this milestone.	Document (2013 Report by the Spanish Secretary General for Science, Technology and Innovation)	2013
42.	Scientific improvement and knowledge transfer	Strengthening of research support structures through the creation of specialized offices on campus (Mar campus).	Office opening	April 2013
43.	Scientific improvement and knowledge transfer	Human Resources Strategy For Researchers (HRS4R): gaps analysis and preliminary design of an implementation plan to fill the identified gaps within the framework of	Document 1 and Document 2	February 2013 June 2013

		the development of an institutional human resources strategy.		
44.	Scientific improvement and knowledge transfer	List of experts for Horizon 2020 advisory groups: A strategy was designed and implemented to identify and submit a prioritized list of experts to participate in the EC's advisory groups, slated to play a key role in the Horizon 2020 strategy.	Document	April 2013
45.	Scientific improvement and knowledge transfer	Conference: 'Enhancing the Attractiveness of European Universities as a Destination for World-Class Researchers', 5 November 2012 (www.upf.edu/ercday).	Institutional event	November 2012
46.	Scientific improvement and knowledge transfer	Foundation and structure works.	Start of work	April 2012
47.	Scientific improvement and knowledge transfer	Announcement of the tender for the work for the façade and civil works finishes.	Announcement	June 2012
48.	Scientific improvement and knowledge transfer	Contract award for the work for the façade and civil works finishes.	Contract award	November 2012
49.	Scientific improvement and knowledge transfer	Contract award for the work for the building's installations.	Contract award	April 2013
50.	Scientific improvement and knowledge transfer	Founding of the Institute of Political Economy and Governance, a research centre set up as a foundation, the result of cooperation between UPF, Barcelona GSE, and Obra Social "La Caixa".	Cooperation agreement	July 2012
51.	Scientific improvement and knowledge transfer	Agreement to locate the Pasqual Maragall Foundation for Research on Alzheimer's on the UPF campus.	Agreement	February 2012
52.	Scientific improvement and knowledge transfer	Adhesion of the Centre for Research in Environmental Epidemiology (CREAL) to the university as a university research institute.	Resolution of the Board of Governors	June 2012
53.	Scientific improvement and knowledge transfer	Memorandum of understanding with Johns Hopkins University for the creation of a public policy centre on campus.	Cooperation agreement	March 2013
54.	Scientific improvement and knowledge transfer	Cooperation agreement with Casa de Velázquez to foster scientific cooperation and training for young researchers.	Cooperation agreement	May 2013
55.	Scientific improvement and knowledge transfer	Development of a website to promote knowledge transfer and entrepreneurship.	Website	December 2011
56.	Scientific improvement and knowledge transfer	Design of a 'Knowledge Portal' website to showcase the university's scientific output and technology resources.	Website	June 2013
57.	Scientific improvement and knowledge transfer	Creation of the e-newsletter *INNOinfo*, featuring news on knowledge transfer and entrepreneurship.	E-newsletter	December 2012
58.	Scientific improvement and knowledge transfer	Organization of the lecture series 'UPF Business Shuttle Entrepreneurship Evenings'.	Launching of lecture series	October 2012
59.	Comprehensive social	Organization of 59 courses/workshops/sessions related to career guidance, labour	Activities agenda	2012/2013

		market integration, and professional development, 41% more than in the previous academic year.		academic year
60.	Comprehensive social model	Significant growth in Alumni programme membership (up 28%). Some 25% of all alumni have joined the programme.	Database	June 2013
61.	Comprehensive social model	Increased presence on social media: Facebook (the number of followers has tripled*);* Twitter (growth of more than 150%); and LinkedIn (up 48%).	Websites	2012/2013 academic year
62.	Comprehensive social model	Creation of an online directory of alumni around the world, aimed at enabling programme members to search for and contact other alumni by geographical location. This has given rise to the creation of new international chapters.	Website	June 2013
63.	Comprehensive social model	Adaptation of UPF's internal regulations (e-administration) to the current legal framework.	Document	2010/11, 2011/12 and 2012/13 academic years
64.	Comprehensive social model	Issue of ID cards equipped with digital certificates to administrative and service staff, research and teaching staff, and students.	Document	2010/11, 2011/12 and 2012/13 academic years
65.	Comprehensive social model	Implementation of various tools for the roll-out of the e-administration.	Websites, computer applications	2010/11, 2011/12 and 2012/13 academic years
66.	Comprehensive social model	Implementation of e-administration processes available to the entire university community.	Document, computer application	2011/12 academic year
67.	Comprehensive social model	Internal debate league.	2012/13 academic year	February 2013
68.	Comprehensive social model	Participation Workshop.	Course	May 2013
69.	Comprehensive social model	Creation of student participation profiles on Facebook and Twitter.	Website	January 2013
70.	Local and business community outreach	Creation of incubation spaces for business initiatives.	Document (contract)	May 2011
71.	Local and business community outreach	Full occupancy of the incubation spaces (10 business initiatives).	Leases	February 2013
72.	Local and business community outreach	Sale of the Imm Sound technology, owned by the Barcelona Media technology centre (a member institution of the CEI aggregation) to the company Dolby.	Sale Contract	July 2012
73.	Local and business	Creation of three business-university collaboration and cooperation committees in	Document	2013

	community outreach	the 22@ district with the direct involvement of various aggregation members, to wit: the Entrepreneurship Committee, the Universities and Technology Centres Committee, and the Talent and Human Resources Committee		
74.	Local and business community outreach	Annual organization of Market Place, an event held in close collaboration with the other universities in the district and companies from the featured industry at each edition with a view to channelling the talent of recent graduates and helping them present and bring off their projects.	Event	Annual
75.	Local and business community outreach	Organization of the UPFeina job fair: a meeting of more than 50 companies and 4,000 students and alumni intended to promote labour market integration.	Event	Annual
76.	Local and business community outreach	Inclusion of speed-networking sessions within the framework of the UPFeina job fair to promote integration in the labour market.	Short interviews	2012/13 academic year

Table III. Progress indicators

Area	Action	Indicator	Initial status	Status on date of report	% Increase
Improvements in teaching and adaptation to the EHEA	A1: Teaching and learning support	Number of courses to support quality in teaching	44	81	94%
Improvements in teaching and adaptation to the EHEA	A1: Teaching and learning support	Number of courses to support quality in language teaching (Catalan and English)	23	23	0%
Improvements in teaching and adaptation to the EHEA	A1: Teaching and learning support	Number of grants for teaching innovation projects (2012/13 QUID Plan)	73	86	12%
Improvements in teaching and adaptation to the EHEA	A3: Promotion of external and internal internships	Number of agreements signed and yearly increase in internships in EHEA-adapted study programmes	(*)	988	8%
Improvements in teaching and adaptation to the EHEA	A3: Promotion of external and internal internships	Number of credits successfully completed through external internships in EHEA-adapted study programmes	(*)	12,251	145%
Improvements in teaching and adaptation to the EHEA	A5: Plan of Action for Multilingualism	Number of students sitting the PCCL each year	45	304	677%

(*) Recent indicator; data not available for the 2009/10 academic year. The per-cent increase is calculated in relation to the previous academic year (2011/12).

Improvements in teaching and adaptation to the EHEA	A5: Plan of Action for Multilingualism	Number of language-related queries and complaints	20	5	-25%
Improvements in teaching and adaptation to the EHEA	A6: UPF International Experience project	Percentage of international students in master's degree programmes	34%	36%	2%
Improvements in teaching and adaptation to the EHEA	A6: UPF International Experience project	Percentage of international students in doctoral programmes	49%	52%	3%
Improvements in teaching and adaptation to the EHEA	A10: Plan to promote the UPF Group's postgraduate programmes	Digital materials created featuring the entire group's postgraduate offer (qualitative action)	0 (programmes were not displayed in an organized format)	All (classified by programme type and centre where the course is taught)	100%
Improvements in teaching and adaptation to the EHEA	A10: Plan to promote the UPF Group's postgraduate programmes	Physical materials created featuring the entire group's postgraduate offer	0	All	100%
Improvements in teaching and adaptation to the EHEA	A10: Plan to promote the UPF Group's postgraduate programmes	Number of fairs organized jointly to promote the entire group's postgraduate offer	0	1	100%
Improvements in teaching and adaptation to the EHEA	A11: Implementation of interuniversity postgraduate programmes	Implementation of the Mathematics specialization for the joint master's degree programme in Teacher Training offered by UB, UAB, UPC and UPF-UOC. The programme is coordinated by UAB, but the classes are taught at UPF.	Interuniversity cooperation	Programming for the 2013/14 academic year	100% 1 specialization for the master's programme

Scientific improvement and knowledge transfer	All actions	Number of publications in indexed journals	605	858	100%
Scientific improvement and knowledge transfer	All actions	Number of publications in top-quartile journals	304	842	(**)
Scientific improvement and knowledge transfer	All actions	Number of postdoctoral fellows	26	53	(**)
Scientific improvement and knowledge transfer	All actions	Annual publications per lecturer (data from IUNE)	2.11	2.78	New indicator
Scientific improvement and knowledge transfer	All actions	Publications involving international cooperation (IUNE data)	295	456	New indicator
Scientific improvement and knowledge transfer	All actions	Number of projects awarded grants under EU framework programmes per 100 lecturers (data from IUNE)	4.53	6.8	New indicator
Scientific improvement and knowledge transfer	B1: Research Park	1st stage: construction of three buildings	1 building built	Construction and execution of the installations for the 2nd and 3rd buildings	50%

(**) In keeping with the recommendations of the International Committee, the data on the strategic aggregation was included in this second report. As the initial status and expected final outcomes refer solely to UPF, it is impossible to calculate the % progress made.

Scientific improvement and knowledge transfer	B5: A-4U European Office in Brussels (OPERA)	Number of European projects awarded funding (FP7), partner (cumulative total)	39	212	(**)
Scientific improvement and knowledge transfer	B5: A-4U European Office in Brussels (OPERA)	Number of European projects awarded funding (FP7), coordinator (cumulative total)	5	31	(**)
Scientific improvement and knowledge transfer	B5: A-4U European Office in Brussels (OPERA)	Total funding received for European projects (FP7, cumulative total)	18,207,000	116,945,688	(**)
Scientific improvement and knowledge transfer	B5: A-4U European Office in Brussels (OPERA)	Number of European projects (FP7) led under the ERC programme (cumulative total)	-	31	New indicator
Scientific improvement and knowledge transfer	B6: Strategic Knowledge Transfer Plan	Value of research contracts with businesses and institutions (annual value)	7,541,000	22,293,828	(**)
Scientific improvement and knowledge transfer	B6: Strategic Knowledge Transfer Plan	Number of new technologies identified (cumulative total)	20	70	(**)
Scientific improvement and knowledge transfer	B6: Strategic Knowledge Transfer Plan	Number of patents and software copyrights (cumulative total)	6	45	(**)
Scientific improvement and knowledge transfer	B6: Strategic Knowledge Transfer Plan	Number of licensing and transfer agreements (annual total)	8	13	(**)

Scientific improvement and knowledge transfer	B6: Strategic Knowledge Transfer Plan	Number of tech spin-offs (cumulative total)	3	5	(**)
Scientific improvement and knowledge transfer	B6: Strategic Knowledge Transfer Plan	Total number of tech spin-offs and start-ups (cumulative total)	3	10	(**)
Comprehensive social model	C1: UPF Alumni programme	Number of UPF Alumni programme members	6,200	7,755	28% (***)
Comprehensive social model	C1: UPF Alumni programme	Number of users of the personal guidance services	120	200	15% (***)
Comprehensive social model	C1: UPF Alumni programme	Number of UPF Alumni career guidance courses and activities	41	59	41% (***)
Comprehensive social model	C1: UPF Alumni programme	Number of clubs and chapters	0	11	39%
Comprehensive social model	C1: UPF Alumni programme	Number of agreements signed	0	9	90%
Comprehensive social model	C2: E-administration implementation project	Roll-out of electronic transcripts	0	Completed	100%
Comprehensive social model	C2: E-administration implementation project	Digital certificates distributed	250	11,351	100%
Comprehensive social model	C2: E-administration implementation project	Online procedures available	5	19	40%
Comprehensive social model	C2: E-administration implementation project	Electronic transcripts issued	0	3,670	73%

(***) The % increase was calculated in relation to the previous academic year (2011/12).

Comprehensive social model	C3: Plan of Action for a Comprehensive Model of Student Participation	Number of users of the sports facilities	1,085	1,484	100%
Comprehensive social model	C3: Plan of Action for a Comprehensive Model of Student Participation	Number of cultural activities	21	31	100%
Comprehensive social model	C3: Plan of Action for a Comprehensive Model of Student Participation	Number of places at university halls of residence	1,471	1,553	100%
Comprehensive social model	C3: Plan of Action for a Comprehensive Model of Student Participation	Total funding for charitable projects	€50K	€50K	Fixed sum
Comprehensive social model	C3: Plan of Action for a Comprehensive Model of Student Participation	Number of volunteering, charity and cooperation programmes in which the university participates	15	22	90%
Comprehensive social model	C3: Plan of Action for a Comprehensive Model of Student Participation	Number of students, research and teaching staff, and administrative and service staff participating in volunteering and charity programmes	770	495	100%
Comprehensive social model	C3: Plan of Action for a Comprehensive Model of Student Participation	Number of dedicated facilitators	2 (full-time)	4 (full-time)	100%
Comprehensive social model	C3: Plan of Action for a Comprehensive Model of Student Participation	Number of students with special needs receiving specific support from the university	59	85	100%

Local and business community outreach	All actions	Number of companies located in the UPF Business Shuttle Incubation Spaces	9	11	100%
Local and business community outreach	All actions	Number of committees set up in the 22@ district in conjunction with member companies and institutions of the aggregation	0	3	100%
Local and business community outreach	All actions	Number of companies participating in the UPFeina job fair	50	53	100%

Table IV. Future milestones

Milestone	Area	Description	Projected date	Means of verification
1.	Improvements in teaching and adaptation to the EHEA	Implementation of the bachelor's degree in Philosophy, Politics and Economics, an interdisciplinary programme to be jointly offered with the other member universities of the A-4U partnership	2013/14 academic year	Curriculum
2.	Improvements in teaching and adaptation to the EHEA	Promotion of interuniversity cross-disciplinary undergraduate programmes	2015	Curriculum
3.	Improvements in teaching and adaptation to the EHEA	MOOCs: strategic definition, management, planning and follow-up	2013/14 academic year	Document, computer application, website
4.	Improvements in teaching and adaptation to the EHEA	Quality assurance activities for postgraduate (master's degree and doctoral) programmes	2013/14 academic year	Document
5.	Improvements in teaching and adaptation to the EHEA	Monitoring of the models for implementing tutorial action through tutor coordinators	2013/14 academic year	Interviews with coordinators
6.	Improvements in teaching and adaptation to the EHEA	Improvements in the library management programme: implementation of loan history and wish list functions	2013	Website
7.	Improvements in teaching and adaptation to the EHEA	Implementation of the new reference manager, Mendeley	2014	Website

8.	Improvements in teaching and adaptation to the EHEA	Integration of the Barcelona Centre for International Affairs (CIDOB) library and other valuable donations of book and personal collections into the UPF Library	2014	Website
9.	Improvements in teaching and adaptation to the EHEA	Carry out of a training and awareness-raising campaign among research and teaching staff with regard to research support services	2013/14 academic year	Documents
10.	Improvements in teaching and adaptation to the EHEA	Implementation of new features in the Scientific Output Portal (PPC): standard 1.3 for standardized CVs (FECYT CVNs), enabling of queries in .xml format for the display of publications included in the PPC on different pages, etc.	2013/14 academic year	Scientific Output Portal
11.	Improvements in teaching and adaptation to the EHEA	Second stage of the implementation of the PAM - 2017 Horizon	2014-17 Plan	Redrafting of the PAM and approval
12.	Improvements in teaching and adaptation to the EHEA	Promotion of the Language Skills Certification Test (PCCL) among the university's research and teaching staff	2013/14 academic year	ACLES certification
13.	Improvements in teaching and adaptation to the EHEA	Encouragement of UPF students to learn a second foreign language	2013/14 academic year	Free courses through the Promotion of Multilingualism Award
14.	Improvements in teaching and adaptation to the EHEA	Composition and implementation of the academic structures for the recently created Doctoral School (Management Committee and Advisory Board)	June 2013 – October 2013	Creation of the bodies
15.	Improvements in teaching and adaptation to the EHEA	Planning and implementation of cross-disciplinary training activities organized by the Doctoral School	2013/14 academic year	Document, website

16.	Improvements in teaching and adaptation to the EHEA	UPF International Experience: administrative and service staff mobility programme	September 2013	Document
17.	Improvements in teaching and adaptation to the EHEA	UPF Global Network Initiative: launch of new double degree programmes	2014/15 academic year	Website and documents
18.	Improvements in teaching and adaptation to the EHEA	UPF Global Network Initiative: Erasmus Mundus Action 2	September 2013	Document
19.	Improvements in teaching and adaptation to the EHEA	A-4U International & UPF Global Network Initiative: CEI UPF-Icària-specific agreements with BRICS countries, especially China and South Africa	June 2014	Documents
20.	Improvements in teaching and adaptation to the EHEA	Offer of the following specializations for the master's programme in Teacher Training for Secondary Education, Vocational Training and Language Training: Catalan and Spanish Language and Literature, History, Geography, and Art History.	2014/15 academic year	Resolution of the Interuniversity Council of Catalonia
21.	Scientific improvement and knowledge transfer	Management of the 1st call for applications for the UPFellows talent recruitment programme: selection and incorporation of candidates.	Q4 2013	www.upf.edu/upfellows
22.	Scientific improvement and knowledge transfer	Institutional strategy for participation in Horizon 2020 (H2020 Strategic Plan)	Q1 2014	Document
23.	Scientific improvement and knowledge transfer	Strengthening of onsite services for the management and promotion of research: coordination between the campuses' offices/structures and the central structures with a view to achieving greater flexibility, simplifying the system and heading off problems	Q3 2014	Quality Management Commitments
24.	Scientific improvement and knowledge transfer	Implementation of the new research building	June 2014	Inauguration

25.	Scientific improvement and knowledge transfer	Implementation and presentation of the Knowledge Portal	December 2013	Website
26.	Scientific improvement and knowledge transfer	Planning of a training cycle for researchers in knowledge transfer and innovation management	June 2014	Training programme
27.	Comprehensive social model	Development of a strategic fundraising plan targeting alumni	June 2014	Document
28.	Comprehensive social model	Strengthening of interoperability with other universities and public bodies	September 2014	Website
29.	Comprehensive social model	Implementation of additional e-administration processes	All periods	Website
30.	Comprehensive social model	Revision of the regulations governing registered student associations	June 2014	Document
31.	Comprehensive social model	New Student Council regulations	June 2014	Document
32.	Comprehensive social model	Expansion of the Healthy University programme to increase the offer of physical activities at UPF	June 2014	Programme
33.	Comprehensive social model	Implementation of the proposed improvements resulting from the study on student participation at UPF	June 2014	Document
34.	Community outreach	Promotion of a business accelerator programme within the framework of the 22@ Entrepreneurship Committee	Q1 2014	Programme
35.	Community outreach	Creation of a 22@ volunteering programme aimed at master's degree students to offer them the option of completing work placements at 22@ district companies for academic credit	Q1 2014	Programme
36.	Community outreach	Design and implementation of an online platform encompassing all talent-related initiatives in the 22@ district (joint job bank to tailor supply to demand in the district, student internships at district companies, showcase for programme graduates' final-year projects)	Q1 2014	Website
37.	Community outreach	UPFeina job fair: continue to hold annual editions of the event and promote speed-networking as a recruitment format	Q1 2014	Event

Table V. Resource allocation*

Strategic area	Action	Funding	Staff	Current expenses	Investment	Total
Improvements in teaching and adaptation to the EHEA	Teaching and learning support programme			33,691.06		33,691.06
Improvements in teaching and adaptation to the EHEA	Plan of Action for Multilingualism			204,359.79		204,359.79
Improvements in teaching and adaptation to the EHEA	UPF International Experience project			62,426.00		62,426.00
Improvements in teaching and adaptation to the EHEA	A-4U International Project			103,486.89		103,486.89
Improvements in teaching and adaptation to the EHEA	Modernization and services of the Library/CRAI			670,258.01		670,258.01
Scientific improvement and knowledge transfer	UPF research park				3,002,411.52	3,002,411.52
Scientific improvement and knowledge transfer	Mobility programme for young postdoctoral students		641,320.73			641,320.73
Scientific improvement and knowledge transfer	A-4U European Office in Brussels (OPERA)			77,907.68		77,907.68
Comprehensive social model	UPF Alumni programme				69,726.65	69,726.65
Comprehensive social model	E-administration implementation project			207,491.96	693,275.07	900,767.03
	TOTAL		**641,320.73**	**1,359,621.39**	**3,765,413.24**	**5,766,355.36**