



Self-assessment report

Facultat d'Economia i Empresa

Additional dimension of internationalization
for the Master's Degree in Economics

2017

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PRESENTATION OF THE DEGREE PROGRAMME WITH RESPECT TO THE ADDITIONAL STANDARD OF INTERNATIONALIZATION

The **University of Barcelona (UB)** is the main public university in Catalonia, with the highest number of students and the broadest, most comprehensive range of degree programmes available. Moreover, it is Spain's leading research university and one of the few universities that have their origins in the Middle Ages; it was founded in 1450 when King Alfons V, ruler of the Crown of Aragon, unified the city's existing universities. Our key figures are the following: 65,643 students, 73 bachelor's degrees, 144 university master's degrees, 48 doctoral programmes, 654 UB-specific master's and postgraduate degrees and 5,311 teachers and researchers.

The UB is the only Spanish university in the elite community of the world's leading 200 universities according to the top international rankings (the Academic Ranking of World Universities, also known as Shanghai Ranking, position 176 in the world in 2015; the QS world University Rankings, position 160 in the world in 2016; Times Higher Education World University Rankings, position 174 in the world in 2015).

In the 2016 QS ranking, which considers criteria relating to the institution's academic reputation, its reputation among those responsible for recruiting university graduates and its citations in scientific articles, the University of Barcelona was ranked number 129 in the fields of social sciences and business management, an area that belongs to the Faculty of Economics and Business. Regarding the discipline of economics and econometrics, it is among the best 101-150 universities in the world.

In the Spanish ranking I-UGR, which was developed by researchers at the University of Granada, the University of Barcelona was ranked fifth in Spain in the field of economics and business in the 2009-2013 period. With respect to the scientific disciplines included in this field, it was positioned third for economics.

The University of Barcelona is heavily involved in major international networks such as the **Coimbra Group** and the **League of European Research Universities (LERU)**. The latter is a very prestigious network that is particularly active and influential in the European Commission, which has recently intervened in the debate on the research priorities of the Commission's new programmes to ensure that research in the humanities and social sciences carries more weight. It comprises 21 European research-intensive universities, including Oxford, Cambridge, University College London, Imperial College, Leiden and Amsterdam; the University of Barcelona is the only Spanish university involved.

The University of Barcelona is distributed over six large campuses and numerous facilities and buildings throughout the city of Barcelona. The largest is the Diagonal Barcelona Knowledge Campus, which houses eight faculties, including the Faculty of Economics and Business, and is also home to the headquarters of the Barcelona Knowledge Campus (**BKC**), which brings together scientific and technology centres of the University of Barcelona and the Universitat Politècnica de Catalunya.



The UB **Faculty of Economics and Business** is a leading centre for economics, business, sociology and statistics teaching, and the foremost faculty in these disciplines in Catalonia. It offers a wide range of degree programmes, including five bachelor's degrees (Business Administration and Management [ADE], Economics, Statistics, Sociology and International Business), three dual pathways (ADE+Law, ADE+Mathematics and Economics+Statistics), 14 university master's degrees and five doctoral

programmes (Economics, Business, Sociology, Economic History and Cultural and Heritage Management). It also offers 43 postgraduate programmes.

The Faculty's defining characteristics include **its commitment to internationalization**, with degrees offered in English (International Business, Business Administration and Management and the EUS group within the Bachelor's Degree in Economics) and the Master's Degree in Economics (the subject of this accreditation), as well as the highest number of international exchange agreements in Catalonia (European Erasmus programme, the BCA programme with the United States and agreements with Latin American and Asian institutions). Equally important is its **quality research and scientific output**, with 22 research groups accredited by the Catalan government, more than 200 active researchers and two subunits that bring together the research and graduate programmes in economics and business: the UB School of Economics and UB Business School. Lastly, mention should also be made of the high-quality teaching of its bachelor's degrees, the promotion of internships and entrepreneurship, and its extensive postgraduate options.

In the 2014-2015 academic year, the Faculty of Economics and Business university community was made up of 9,984 people: 9,293 students (7,800 on bachelor's degrees, 457 on university master's degrees, 312 on doctoral programmes and 724 on UB-specific postgraduate degrees); 580 teachers, including 272 publicly employed staff members (CU, CEU, TU and TEU) and 218 adjunct lecturers; and 111 administrative and service staff members.

The Faculty occupies approximately three blocks of Barcelona's urban grid in two buildings separated by a street. Between the two buildings, the Faculty occupies an area of 41,883 m²; 8,587 m² of this is used for classrooms, 1,042 m² for conference rooms, 5,528 m² for departmental areas, 498 m² for research, 4,229 m² for library services and, finally, 873.62 m² for administrative offices.

The **master's degree and doctoral programme in Economics** form part of the **Graduate Programme in Economics** at the **UB School of Economics** (formerly UB Economics), which brings together research and postgraduate education in economics at the Faculty of Economics and Business. The UB School of Economics offers master's degree students an integrated view of the economics research conducted in the Faculty, and is a key factor in attracting academically excellent international students.

The UB School of Economics provides coordination assistance and supports the programme's academic committee in its international promotion, student recruitment, organization of complementary educational activities, organization of academic and professional guidance activities, and promotion of internationalization actions such as Erasmus agreements and the visiting lecturer programme.

The **Master's Degree in Economics**, which consists of 120 ECTS credits, was redesigned in the 2011-2012 academic year in order to compete with the best master's degrees in economics research offered around the world. The master's degree was verified in 2013 and was accredited as a master's degree of excellence in early 2017 (see the [accreditation self-assessment report, evidence MECO.Intro.1](#), and the [accreditation report issued by AQU Catalonia, evidence MECO.Intro.2](#)).

The aim of the master's degree is to train students in the use of theoretical, applied and empirical techniques to analyse economic problems and carry out research independently in the private sector and at institutions such as universities and research centres.

In 2014, the master's degree [was awarded](#) the **International Master's Programme distinction** (IMP 2013) by the Catalan government's Agency for Management of University and Research Grants (AGAUR). This distinction is awarded in recognition of [the international dimension of a master's degree and the qualifications of its teaching staff](#).

The **international character** of the master's degree is evident in the diverse geographical origins of its students (in the 2016-2017 academic year, there were 30 students from 19 different countries), the percentage of international students compared to the total (between 60% and 80% of students over the past five years have been foreign), the training of the teaching staff at overseas institutions (over 54% of

the teaching staff have completed postgraduate programmes abroad) and the options open to students to participate in the Erasmus exchange programme at leading universities in the field of economics (agreements with five universities are currently in place).

Approximately half of the students who complete the master's degree go on to pursue a doctoral programme in economics, either at the UB School of Economics (the programme received an award for excellence by the Spanish Ministry of Education —*Menció cap a l'Excel·lència*— from 2003 to 2010 and from 2011 to 2014, the last year in which this distinction was awarded) or at other [prestigious universities](#). The remaining graduates go on to work for public institutions or in the private sector, generally outside Spain.

THE PROCESS OF PREPARING THE SELF-ASSESSMENT REPORT

Throughout 2016, a self-assessment report was prepared with a view to receiving accreditation of the Master's Degree in Economics, which resulted in the master's degree being *accredited as progressing towards excellence* by AQU. This document has provided a starting point for preparing the current self-assessment report for accreditation of compliance with the internationalization standard, in order to consider the way in which the master's degree is run and the level of satisfaction among students and teaching staff, and also to generate the data required to ensure compliance with this standard.

In accordance with the guidelines laid out in the *Guide to the Assessment of Additional Dimensions in the Accreditation of Recognised Bachelor's and Master's Degree Programmes*, which was created and published by AQU Catalonia in October 2016, responsibilities for the preparation of this self-assessment report were assigned in early February 2017. Later, the meeting to launch the Internal Review Panel (CAI) and other work and coordination meetings were held. The following briefly summarizes the content of the meetings held throughout this process:

Initial launch meeting (8/02/2017): This first meeting took place in order to make initial contact and learn more about the requirements for applying for the "internationalization standard". Taking part were the Academic Vice-Dean, the Rector's Delegate for Master's and Postgraduate Degrees at the Faculty of Economics and Business, the Former Coordinator of the Master's Degree, the Coordinator of the Master's Degree, the Head Manager of the UB School of Economics Support Office and the Faculty's specialist in Quality Assurance.

Faculty Board (9/02/2017): At this session of the Faculty Board, the [composition of the CAI](#) was approved.

Creation of the CAI (15/02/2017): In this session, the Dean of the Faculty proposed a work plan to apply for the "internationalization standard" for the Master's Degree in Economics. It was attended by all members of the CAI. During the meeting, the responsibilities were distributed and allocated, ideas concerning preparation of the report were presented, and the schedule and tasks to be carried out over the following weeks were defined ([evidence MECO.Intro.3](#)).

Once the CAI had been created, the collection of evidence and preparation of the self-assessment report began. Throughout this period, there were bilateral meetings between Quality Assurance/FEE and the various bodies involved. At the same time, contact and meetings were maintained with officials from the UB Agency for Policy and Quality (APQUB).

Work meeting (22/02/2017). During this operational session, the data collected and the process to prepare the self-assessment report were followed up. The progress made and problems encountered during the process were presented. Taking part were the Academic Vice-Dean, the Rector's Delegate for Master's and Postgraduate Degrees at the Faculty of Economics and Business, the Former Coordinator of the Master's Degree, the Coordinator of the Master's Degree, the Head Manager of the UB School of Economics Support Office and the centre's specialist in Quality Assurance.

To coordinate all those involved in the preparation of the self-assessment report, an "accreditation space" was created on the Virtual Campus (UB's intranet), initially only accessible to members of the CAI, but later opened up to members of the External Review Panel (CAE). This repository included all documents generated during preparation of the self-assessment report and all evidence requiring a certain degree of confidentiality ([Virtual Campus for accreditation of the "internationalization standard" for the Master's Degree in Economics](#)).

A section to provide information on the accreditation process was also made available on the website of the Faculty's Quality System ([accreditation process webpage](#)).

In order to make preparation of the report a more transparent and participatory process, the self-assessment report is made public for 10 days, during which members of the university community can provide input. This period opened once the governing body of the Faculty and the CAI approved the self-assessment report, but before it was sent to the APQUB.

2nd CAI meeting (09/03/2017). At this meeting, the process to prepare this document will be assessed and the self-assessment report closed.

It is important to note that this self-assessment report has not been approved by the Faculty Board (or by the committees of the Board), given the current transitional state of this body. On 16 February 2017, elections were held for members of the Faculty Board and the centre is currently calling elections to appoint the new dean. With this in mind, the self-assessment report will be approved after the event, once the new Faculty Board has been appointed.

ASSESSMENT OF ACHIEVEMENT OF THE INTERNATIONALIZATION STANDARD

Description: **The study programme has a clear international focus, is oriented in a way that fosters internationalization of students, promotes the international activities of teaching staff, and is framed by a setting that supports the programme to ensure good outcomes.**

In accordance with the instructions provided by AQU Catalunya, in this section we will present arguments that support the application for the “internationalization standard” that the University of Barcelona’s Faculty of Economics and Business is requesting for the MSc in Economics. In 2014, the programme obtained the **“International Master’s Programme” distinction** (IMP2013), awarded by the Agency for Management of University and Research Grants (AGAUR), and in 2017 the programme was **accredited as “progressing towards excellence”** by AQU Catalunya.

Since the programme was awarded the IMP distinction in 2014, we have continued to work on improving its international dimension. The achievement of this goal is evident in: (i) research at the international level conducted by teaching staff, who engage in projects and collaborations with researchers and institutions around the world; (ii) matching of content and competences with those of leading research master’s degrees in economics at the international level; (iii) the use of English as the only language for the programme (in teaching, student orientation activities and administrative procedures); (iv) diversity in the geographic origin of enrolled students; and (v) international mobility of students between universities with which the programme has ERASMUS agreements.

This report is structured in accordance with the following specific standards: study programme for internationalization, internationalization of teaching staff, and results of internationalization. In our analysis of each point, we consider the internal and external aspects recommended in the AQU guide.

Standard A. Study programme for internationalization

Description: **The study programme is designed to facilitate the acquisition of knowledge and competences that support academic and professional development in international settings. Programme content, selection of students, and support provided by the institution are aligned to achieve the internationalization of the programme.**

1) Focus or orientation of the study programme

a) Internationalized programme structure

The UB’s Master’s Degree in Economics is designed to provide students with the skills required to perform advanced economic analysis, whether as investigators in research centres and universities, or professionals working in companies and institutions that perform economic analysis. The programme is designed to compete directly with master’s courses around the world and attract brilliant students with an excellent academic background. In recent years, the UB’s Faculty of Economics and Business has made a concerted effort to create a master’s programme that is internationally competitive and reflects the diversity and quality of research conducted in the Faculty.

The structure of the programme, which is organized in six terms (120 ECTS credits), is similar to that used for master’s degrees in economics at the world’s top universities. In the first year, the focus is on establishing the theoretical and methodological foundations for economic analysis in advanced courses on mathematics for economics, microeconomics, macroeconomics and econometrics. Optional subjects

offered in the second year allow students to explore areas such as Regional and Urban Economics; Public Economics; Economic Growth; Government and Markets; and Games, Behaviour and Incentives (see [evidence MECO.Int.1](#)). These areas cover the most current and relevant topics in economics research. It is also important to note that the UB School of Economics is home to a large group of researchers who specialize in these topics ([see list](#)) and work with researchers from some of the world's leading universities. As a result, there is a strong connection between the content taught on the programme and lecturers' research areas.

The following are some examples of internationally recognized master's degrees in economics whose design is very similar to that of the UB programme:

- [Master's degree in Economics of the State University of New York at Stony Brook](#)
- [MA degree in Economics of Brown University](#)
- [MSc in Economics of the University of Copenhagen](#)
- [Master in Economics of the University of Paris-Saclay](#)

The first two examples above are offered at universities where researchers involved in our master's programme and/or students in the UB doctoral programme have completed research stays. The last two are offered at universities with which our programme has signed [ERASMUS student exchange agreements](#).

These two ERASMUS agreements, along with the agreements with three other universities, show that the structure and content of our programme meet international standards. Our international partners place a high value on the fact that their graduates develop some of the competences certified by those institutions through their participation in our programme.

There are plans to extend this list of exchange options in the future by entering into agreements with universities in Germany and the United Kingdom.

b) Knowledge and competences that support professional development in international settings

The working methodology and content of the UB master's programme are designed to ensure that graduates are able to perform rigorous economic analysis in any professional or academic setting. Competences are not oriented towards a specific local environment or a particular research field.

Competences developed on the programme

We will now identify some of the competences referred to in the "*validation report for the programme*", on the basis of which the MSc in Economics was accredited "with excellence" by AQU Catalunya in 2017. We list the competences most clearly linked to the global and international dimension of the programme:

- CB7. Capacity to apply the acquired knowledge to problem-solving in new or relatively unknown environments within broader (or multidisciplinary) contexts related to the field of study.
- CB9. Capacity to communicate conclusions, judgments and the grounds on which they have been reached to specialist and non-specialist audiences in a clear and unambiguous manner.
- CG3. Ability to write scientific articles that can be published in journals of economics and to present them in international scientific conferences.
- CE1. Capacity to recognize, analyse and assess the complexity, functioning and main challenges of socioeconomic reality, to contribute to the resolution of the economic problems it faces.

Internationalizing characteristics of the programme

The following aspects of the MSc in Economics are designed to ensure that graduates are able to apply the skills they develop in international settings:

Programme design and learning methods with a proven track record at the international level. The structure of the programme and the subjects offered are based on research master's degrees in economics offered by [the best European and global universities](#). We also apply the learning methodology used at the best international institutions: students acquire both fundamental knowledge and the

quantitative, computational, empirical and experimental techniques required to work at the frontier of knowledge.

Teaching and administration: 100% in English. Classes, assessment exercises, student presentations, and master's degree final projects (TFM) are done entirely in English. This English-only principle also applies to complementary activities (see [evidence MECO.Int.20](#)), career and research guidance (see [evidence MECO.Int.2](#)), and even activities of a more social nature. All administrative processes related to the programme, such as the application and enrolment process, are also conducted in English. These procedures are carried out through the office of the UB School of Economics, which provides support for the MSc and PhD programmes in Economics.

Teaching staff. Thanks to their extensive experience in teaching and research, academic staff for the MSc in Economics are able to offer students comprehensive and rigorous training on the main topics that are currently the focus of economics research at the international level.

Bibliographic and computer resources. The University of Barcelona's Faculty of Economics and Business has extensive bibliographic resources in economics and other social sciences, all of which are available to students enrolled in the master's programme. The Faculty has a unit in the University of Barcelona's Learning and Research Resources Centre (CRAI), which was set up in 2004 to adapt UB libraries to the recently established European Higher Education Area (EHEA) and to the European Research Area (ERA). In addition, the CRAI is a member of the Consortium of University Services of Catalonia (CSUC) and the Spanish University Library Network (REBIUN). This means our students have access to a multitude of documentary resources, international journals and databases that allow them to supplement their training and prepare their master's degree final projects. Students also have priority access to two computer rooms. The PCs available in these spaces have various software installed, including MATLAB and Stata, which are used in teaching for the programme and by the Faculty's teachers and researchers.

c) Facilitation of the acquisition of knowledge and competences

i) Teaching of compulsory subjects in foreign languages

The official language of the programme is English. All educational activities are carried out in this language, including teaching, assessment, writing and presentation of final projects, academic guidance by the programme coordinator, discussions with teaching staff, complementary activities, and the admission and enrolment process. In the 2016-2017 academic year, 70% of students are foreigners (from 19 different countries) and 22% of teaching staff are also from abroad. Students are proficient in English (both written and spoken) and learn all the technical terminology of economics. Graduates are therefore well-equipped to work in an international environment. For the two years that the programme runs, students are immersed in an environment where English is the language of study, learning and socializing.

ii) Agreements that facilitate international mobility of local students

The programme has **five ERASMUS agreements** with master's degrees in economics offered at European universities, all of which are very well-positioned on international rankings (such as the QS World University Rankings). The five partner universities are:

- [University of Copenhagen](#), since the 2012-2013 academic year
- [University of Helsinki](#), since the 2013-2014 academic year
- [Aix-Marseille University](#), since the 2013-2014 academic year
- [Toulouse School of Economics](#), since the 2014-2015 academic year
- [University of Paris-Saclay](#) (partner institutions: ENSAE, École Polytechnique, HEC, ENS Cachan and University of Paris-Sud), since the 2016-2017 academic year

Each academic year, 10 students (12 from 2017-2018 academic year) are offered the opportunity to spend a semester at one of these partner universities. In the 2016-2017 academic year, 10 places have been offered and applications have been received from nine students.

We also receive many students from the universities with which we have agreements. From the 2013-2014 academic year we have welcomed 24 students from other universities. In the 2016-2017 academic year we expect to receive 12 students from other universities.

iii) Programme for professional training of students through international work placements

The MSc in Economics is a research training master's degree and does not include in-curricular placements. However, the Career Services Office of the Faculty of Economics and Business offers a placement bank and general advice for students interested in completing extracurricular work placements.

The programme coordinator, the support office of the UB School of Economics, and the Faculty's Career Services Office organize career guidance sessions in English. The Career Services Office orients students regarding job offers from institutions and multinationals interested in the specialized skills our students have (see [evidence MECO.Int.2](#)). This activity has led to a number of extracurricular placements.

iv) Assessment of knowledge and competences by means of exams that include the use of foreign languages (use of foreign languages on exams is encouraged; students are permitted to use these languages on exams)

As explained in a [previous section](#), students complete all assessment tasks in English, the official language of the MSc in Economics.

d) International recognition of the programme

In 2014, the programme obtained the **"International Master's Programme" distinction** (IMP2013), awarded by the Agency for Management of University and Research Grants (AGAUR).

Another proof of the international recognition of the programme are the **five ERASMUS agreements** that the UB master has with other European universities.

e) Measures to facilitate the presence of foreign teaching staff in subjects and programme-related activities

To strengthen the presence of high-profile international teaching staff, the Faculty of Economics and Business has opted to pursue a policy of open recruitment through the participation in the international "Economics Job Market".

At the start of the 2016-2017 academic year, for example, four economics researchers joined the Faculty of Economics and Business:

- [Federico Tadei](#) (California Institute of Technology)
- [Aydan Dogan](#) (University of Kent)
- [Zelda Brutti](#) (European University Institute)
- [Luis Ortiz](#) (UPC)

Since 2011-2012, twenty-one researchers from various institutions, including the following, have been hired:

- University of Chicago
- Sciences Po
- University of Essex
- Boston University
- University of Florida
- Sapienza University of Rome
- University of Warwick
- CERGE-EI, University of Bonn
- University of Tuebingen

Many of these postdoctoral researchers have joined Faculty departments as assistant or senior lecturers and teach various subjects on the MSc in Economics.

In addition to regular teaching staff, in the 2015-2016 academic year, the master's programme coordination committee approved a plan to set up a visiting lecturer programme under which two internationally renowned lecturers are invited each academic year. Lecturers are proposed by the teaching staff for the programme and selected by the coordination committee through a competitive process. Visiting lecturers teach one-week courses that complement some programme subjects (see [evidence MECO.Int.3](#)).

The UB School of Economics also organizes activities that are open to students enrolled in the MSc and PhD programmes in Economics, including short courses on specific topics and summer courses (see [evidence MECO.Int.20](#)). Most courses of this kind have been taught by teachers from abroad (see [evidence MECO.Int.3](#)).

Finally, the UB School of Economics coordinates various series of weekly seminars, which are held at the Faculty of Economics and Business. Master's students receive information about the seminars in a weekly newsletter and regularly attend. This activity allows students to get a close-up look at research done by renowned academics from universities around the world. We also organize many recruitment seminars (Economics Job Market) where students can see presentations made by candidates seeking employment at the UB (Economics Job Market) and learn about their research. These seminars allow students to keep abreast of top-level research conducted at other schools and help prepare them to join the international job market (see [evidence MECO.Int.4](#)).

2) Students

a) An appropriate system for selecting local and foreign students in a way that reflects the international focus of the programme

The MSc in Economics has a clear international focus. Accordingly, one of our main goals is to have a highly diverse population of students from many different countries.

For both local and foreign students, admission is based on academic excellence. Candidates must submit their academic record, a full CV, letters of recommendation, and a letter of motivation. They must also have a high level of English, which must be certified by official examination results (such as IELTS or TOEFL).

Thanks to the experience of the admissions committee and the information provided by the promotional material of the programme, a large majority of the students admitted perform well and say they are very satisfied with the training they receive.

Our admission process has enabled us to achieve a high proportion of foreign students without taking any special actions to increase the level of internationalization (see [evidence MECO.Int.5](#)).

The process of attracting students with a high level of academic achievement is supported by a programme that awards grants purely on the basis of academic merit: the [UB School of Economics Teaching Assistantships](#). In the 2016-2017 academic year, two grants were offered for new students in the master's programme.

b) Existence of agreements that facilitate the mobility of international students towards the programme

The [five ERASMUS agreements](#) we have signed facilitate the participation of international students in our master's programme (see [evidence MECO.Int.6](#)). Most of the students who complete a study period in our master's programme do so under an ERASMUS agreement, and they usually take subjects offered in the third, fourth or fifth term (in these terms optional subjects are taught).

International students who participate in the programme under ERASMUS agreements are usually from European countries. In recent years, we have also hosted some students under the ERANET mobility programme (with Russia) and within the framework of the AVEMPACE project (for Middle Eastern countries).

c) System for assessing and recognizing learning that takes place outside the programme (associated with international academic mobility and/or internationalized professional settings)

Up until now, credit has only been given for learning that takes place during mobility periods undertaken within the framework of ERASMUS agreements that the UB has entered into. The programme coordinator talks to each student awarded a mobility grant to agree on the subjects they will take at the host university that will be recognized on their academic record as equivalent to subjects on the UB master's course. Such decisions reflect the students' preferences and seek to ensure that training at the host university complements the competences acquired in our programme. Training that helps students prepare their master's dissertation at the UB is also valued.

3) Support for internationalization

a) Mechanisms for making information about the quality of the programme publicly available, particularly to international stakeholders

The methods used to make information about the quality of the programme available to international stakeholders are as follows:

Website. The website of the UB School of Economics (www.ub.edu/school-economics) is the key source of information about the programme and is designed to reach an international audience. The website provides detailed information on postgraduate programmes in economics (MSc and PhD), lecturers, research activities organized by the Faculty, associate researchers, publications in academic journals with an international impact, working papers, news of interest, the summer school programme, the Faculty's participation in the Job Market portal, and other matters of general interest. The website of the UB School of Economics is highly dynamic: it is updated daily and receives around 250 visits a day, half of which originate outside Spain.

Social networks and the newsletter. The UB School of Economics coordinates the dissemination of information about its MSc and PhD programmes through **social media**: Twitter (1,035 followers), LinkedIn (609 contacts) and Instagram (270 followers). In addition, a **weekly newsletter** is sent out to Faculty research staff, students, alumni, many members of the Catalan academic community, and international partners. (The newsletter currently has 1,100 subscribers.)

Specialized portals. Advertisements are published on Inomics ([MSc ad](#), [PhD ad](#)), a web platform that specializes in disseminating information on economics courses and activities; Study Portals ([MSc ad](#)); and Emagister, a web platform that provides information on postgraduate courses. All these platforms allow us to track visits to our ads and know their geographic origin. These advertisements play an important role in attracting international students.

Education fairs. Promotional actions were carried out at Saló Futura (an education fair that showcases postgraduate courses), held in March 2016. The UB School of Economics will also participate in the next edition of the event (in March 2017).

Information sessions. Information sessions are organized for the Faculty's undergraduate students, and a concerted effort is made to follow up on and advise each student who starts the pre-enrolment process.

Brochure. The School publishes a promotional brochure in English ([evidence MECO.Int.7](#)) for the Graduate Programme in Economics (MSc and PhD). The brochure is distributed to the best 200 universities in the world (according to the QS World University Rankings), all the international universities with which the Faculty has collaboration agreements at the undergraduate level (150 institutions), and many other

schools abroad, including all the institutions that researchers working at the Faculty are in contact with (co-authors of papers, shared projects, PhD students who are graduates of our master's programme, etc.).

Alumni. The programme now has a wide network of alumni, who are regularly sent various information and news updates.

Lecturers and MSc graduates. Teachers for the programme are chosen from among the Faculty's academic staff based on the quality of their research. As a result, instructors participate in various international forums, where they also raise awareness of our programme. Some of our graduates (especially those doing PhDs at foreign universities) are also a testament to the quality of our programme and its value as means of gaining an introduction to economics research.

b) Support systems for international student mobility

i) Reception of students from other universities

Most students enrolled in the MSc in Economics have not completed previous studies at the UB and are from foreign countries. Consequently, our reception system is the same for all master's students.

Supervision of students is fully personalized and conducted in English. Teaching staff and the programme coordinator monitor students' progress through tutorials, individual meetings and discussions on specific topics. The office staff of the UB School of Economics helps with the non-academic needs of students, focusing particularly on international students to facilitate their adaptation to the University and the city.

Admission process. The office of the UB School of Economics provides students interested in the master's programme with information on the process they must follow. The admissions committee for the programme then selects candidates and announces the results. Students accepted into the programme receive a dossier with useful information related to their arrival in the country and enrolment at the UB (visa applications, accommodation, how to get to the Faculty, etc.).

Welcome sessions. At the start of the academic year, new students are invited to attend a welcome session with the programme coordinator, the head of the support office for the UB School of Economics, and some second-year students. In this session, the programme coordinator talks about the enrolment process, the start of classes, and other practical matters. Second-year students take the new arrivals on a tour of the Faculty's facilities: study rooms, computer rooms, libraries, and so on.

Enrolment. Student enrolment is a personalized process. To help first-year foreign students learn to use the enrolment application, each individual is given an appointment to come to the office of the UB School of Economics and complete their enrolment. The programme coordinator participates, if necessary, to help students choose optional subjects for the third term.

Information sessions. Throughout the master's programme, first- and second-year students have group and individual tutorials with the coordinator and teaching staff. Specifically, we offer tutorials on courses and complementary training activities; academic guidance on the completion of final projects, with the involvement of members of the Faculty's research groups; academic guidance for students interested in taking the PhD in Economics; and guidance on employment opportunities (see evidences [MECO.Int.2](#) and [MECO.Int.8](#)).

Social events. Over the course of the master's programme, the UB School of Economics organizes various social events for students enrolled in the MSc and PhD programmes in Economics. The most significant of these are our welcome reception, Christmas cocktail and graduation ceremony.

ii) Promotion of the mobility of local and international students by means of incentives offered by the university (establishment of joint degrees, grant systems, advisory services, etc.)

The mobility of both national and international students in the master's programme is promoted by offering ERASMUS exchange places with the [five universities with which we have agreements](#). **In addition to ERASMUS grants, and grant supplements offered by AGAUR, the MSc in Economics also offers financial aid to cover travel expenses.**

Each year, the programme coordinator and the International Relations Office of the UB's Faculty of Economics organize an information session on the ERASMUS programme (see [evidence MECO.Int.9](#)) exclusively for students enrolled in the master's course. The session is held before the application period for mobility grants, and advice is provided to students in the first year of the programme who want to spend an Erasmus period abroad in the fourth term (i.e. the first term of the second year).

Students (especially those from Spain) are encouraged to include this experience on their academic curriculum. We believe it is an important asset that gives graduates an edge when it comes to finding employment in an international institution or company, or gaining admission to a doctoral programme at a foreign university.

The office of the UB School of Economics and the Faculty's International Relations Office support students throughout the application process. [Evidence MECO.Int.6](#) presents mobility data for students in the master's programme.

c) Specific credentials for completion of a mobility programme or process

Each master's student who takes part in the ERASMUS programme receives assistance from the programme coordinator to fill in a document that specifies the correspondence between the subjects they will take at the foreign university and UB subjects. Credits for the subjects taken at the host university are recognized on the subjects they enrol for in our programme. This process is also overseen by the Master's and Doctoral Office to ensure that students do not run into any administrative problems when they apply for their master's degree certificate.

In addition to this supervision of the administrative process, the programme coordinator interviews each student when they return from a study period abroad to find out what they thought of the experience and whether they had any difficulty performing at the level required by the foreign university. The academic success these students generally achieve is another good indicator of the quality of training they receive in the first year of our programme.

Standard B. Internationalization of the teaching staff

Description: **The institution guarantees that the profile of the teaching staff of this degree programme includes international academic experience and involvement in networks, and that this experience allows staff to effectively contribute to the achievement of the defined internationalization targets.**

We will now analyse the international profile of the teachers who have participated in the Master's Degree in Economics at the UB over the last five academic years (from 2012-2013 to 2016-2017), in accordance with the guidelines laid out in the *Guide to the Assessment of Additional Dimensions in the Accreditation of Recognised Bachelor's and Master's Degree Programmes*, issued by AQU in October 2016.

During the period 2012-2017, 63 teachers were involved in the master's degree ([evidence MECO.Int.10](#)). In this self-assessment report, these are called "the teachers or teaching staff of the master's degree"; a distinction is therefore made between these and the 41 teachers who in the 2016-2017 academic year are involved in the master (<http://www.ub.edu/estudis/en/mastersuniversitaris/economia/teaching-staff>).

1) Profile of the teaching staff

The UB Master's Degree in Economics benefits from a large teaching who have the research and teaching experience required to help students access the most challenging doctoral programmes in economics and build careers that require extensive technical training for economic analysis. The quality of the teaching staff has been enhanced by the efforts made in recent years by the UB Faculty of Economics and Business to recruit teachers in the international job market (<http://www.ub.edu/school-economics/jobmarket>). The aim of recruiting staff through the Job Market is to attract talented researchers who can help diversify and enrich the teaching and research carried out in the Faculty. As a result, numerous teachers who have undertaken doctoral degrees at prestigious universities around the world or who have carried out part of their research abroad have been recruited. Some of these teachers currently have a tenure-track lecturer contract and are involved in teaching the master's degree. Recruitment through the Job Market has increased the internationalization of the teaching staff and is having an extremely positive effect on both the master's degree and the doctoral programme in Economics at the UB.

a) Teachers of the master's degree with international academic experience

i) Doctoral thesis at a foreign university.

[Evidence MECO.Int.10](#) reveals that 25% of the 63 teachers who formed part of the master's degree teaching team between the 2012-2013 and 2016-2017 academic years held a doctoral degree from a university outside Spain, 43% held a master's degree from a university outside Spain and **54% had undertaken postgraduate studies at an academic institution outside Spain** (see Table 1).

Table 1. Characteristics of the teaching staff of the master's degree. Years 2012-17

	No.	%
Foreign citizenship	14	22%
MSc abroad	27	43%
PhD abroad	16	25%
Postgraduate education at an international institution	34	54%

Source: UB School of Economics

The majority of the teaching staff who held doctoral degrees from foreign universities studied in the European Union or the United States. For example, the teachers of the master's degree include **holders of doctoral degrees** from the European University Institute in Florence, the London School of Economics, Toulouse School of Economics, the Université Libre de Bruxelles, the Sapienza University of Rome, CERGE-EI in Prague, the University of Chicago, California Institute of Technology, the University of Florida, the Vrije Universiteit Brussel, the University of Bonn, the University of York and the University of Minnesota.

Furthermore, many teachers of the master's degree have undertaken **master's degrees in economics** at foreign universities, including the London School of Economics, University College London, the University of Chicago, the University of Bologna, the University of Warwick, the University of Bath, the University of York, the University of Essex and Yale University.

Also worth noting is that students are able to choose other teaching staff members at the UB School of Economics to supervise their final master's project, in addition to the staff directly involved in teaching the master's degree. Many of these teachers hold doctoral degrees and have international experience. This translates to a broader range of research topics and supervisors available to students enrolled on the master's degree.

ii) Stays at foreign universities and research centres

[Evidence MECO.Int.11](#) shows that **48% of the teaching staff of the master's degree (30 teachers) undertook research stays at foreign institutions during the 2012-2016 period**. These 30 teachers undertook an average of 2.3 overseas stays, with varying durations.

Most of these institutions were in Europe and the United States, and include the University of California - Irvine, the London School of Economics, Tilburg University, Stanford University, Uppsala University, Johns Hopkins University, the University of Toronto, Cornell University, the Inter-American Development Bank, the Hebrew University of Jerusalem, University Paris 2 Panthéon-Assas and the University of Illinois at Urbana-Champaign.

Another indicator of the internationalization of the master's degree is that all teaching staff conducted presentations at international congresses and conferences and seminars at foreign universities during the 2012-2016 period. [Evidence MECO.Int.14](#) reveals that, **since 2012, the teachers of the master's degree have given 265 conferences/lectures (121 of which were international) and have presented in 1,111 congresses (898 of which were international)**. This translates to an average of two conferences/lectures and 14 international congresses per teacher.

iii) Participation in research projects awarded by international organizations and involving teams from foreign universities and research centres

[Evidence MECO.Int.12](#) demonstrates that, **during the 2012-2016 period, 54% of the teaching staff of the master's degree (34 teachers) participated in competitive research projects awarded by international organizations**. Specifically, these teachers participated in a total of 25 projects launched by European and US institutions, such as the EU 7th Framework Programme (2010-2013, 2012-2014, 2014-2017), EU H2020 (2016-2019), the Directorate-General for Taxation and Customs Union, USDA Hatch and Smith-Lever and the Inter-American Development Bank.

b) Foreign teaching staff involved in teaching the programme (as permanent staff or visiting lecturers)

[Evidence MECO.Int.10](#) shows that **14 teachers who regularly give classes as part of the master's degree are foreign nationals (22% of the total, see Table 1)**. Many of the teachers recently recruited through the **Economics Job Market** by the UB Faculty of Economics and Business are foreign and are part of the teaching staff of the master. The consolidation of this recruitment system is expected to lead to a rise in the number of foreign teachers in the coming years. Moreover, as mentioned above, other foreign teachers work at the UB School of Economics and are available to supervise students' final master's projects.

The master's degree also benefits from a **visiting lecturer programme** whereby two teachers from foreign universities are invited to undertake a short stay at the Faculty and teach classes in one of the subjects of the master's degree. Thus, [evidence MECO.Int.3](#) shows that **a total of 12 teachers from foreign universities taught classes as part of the master's degree during the 2012-2016 period**. These teachers came from universities such as the London School of Economics, the University of Oxford, the University of California and the University of Bologna. Some of these teachers taught full subjects within the master's degree and others offered short, specialized courses or participated in the UB School of Economics Summer School.

Finally, the research groups associated to the UB School of Economics organize weekly research seminars that are usually attended by students on the master's degree and doctoral programme in Economics. These seminars are often taught by teachers from foreign institutions and are announced to the entire UB School of Economics community via newsletter.

[Evidence MECO.Int.4](#) illustrates the seminars that were organized in the Faculty in 2015. Of the 148 seminars that were organized this year, 104 (70%) were presented by researchers affiliated with foreign universities or research centres (see Table 2).

Table 2. Seminars at the UB School of Economics. Year 2015

Guest Speakers	No.	%
Presentations by researchers affiliated to universities or research centres outside Spain	104	70%
Presentations by researchers affiliated to universities or research centres within Spain (excluding UB researchers)	44	30%

Source: UB School of Economics

2) Involvement of the teaching staff of the master's degree in international networks

a) Activity of the teaching staff in international educational cooperation networks

The teachers of the master's degree are actively involved in a number of formal and informal educational cooperation networks. [Evidence MECO.Int.16](#) reveals that **15 teachers of the master's degree taught classes at foreign universities during the 2012-2016 period**. Such institutions included Princeton University, Johns Hopkins University, King's College London, the University of Edinburgh, the University of Salerno, the University of Bordeaux, the University of Kent, the University of York, the University of Warwick and the University of Ferrara. They also participated in international educational cooperation networks, both for training purposes and for organizing postgraduate programmes.

b) Activity of the teaching staff in international research networks

The teachers of the master's degree are actively involved in a number of formal and informal research networks in their respective fields.

Participation in the editorial committees of international journals. [Evidence MECO.Int.17](#) shows that **16 teachers of the master's degree were editors or members of editorial committees** for international academic journals during the 2012-2016 period. Examples of such journals include *The Journal of Urban Economics*, *The European Journal of Urban Economics*, *REGION*, *The European Journal of Development Research*, *International Tax and Public Finance*, *The Economic History Review*, *Revista de Historia Económica - Journal of Iberian and Latin American Economic History*, *Regional Studies*, *Papers in Regional*

Science, Spatial Economic Analysis, Local Government Studies, Journal of Economic Policy Reform, The Journal of Regulatory Economics, Public Administration Review, Abstract and Applied Analysis, SORT (Statistics and Operations Research Transactions), The North American Actuarial Journal, The Journal of the International Actuarial Association, The Journal of Risk and Insurance, The Geneva Risk and Insurance Review, The Journal of Risk Management and Insurance, and The Journal of Financial Risk Management.

Organization of conferences and workshops. [Evidence MECO.Int.18](#) demonstrates that, **during the 2012-2016 period, 26 teachers of the master's degree were actively involved in organizing international conferences and workshops**, either as local organizers or as members of academic committees.

The same evidence shows that some of these conferences and workshops were organized at the University of Barcelona. It is interesting to note that these activities are open to all students enrolled on the master's degree and are supported by the UB School of Economics.

Publications in international journals. [Evidence MECO.Int.15](#) demonstrates that, during the 2012-2016 period, **the teachers of the master's degree published a total of 356 academic articles in journals featured in the Social Science Citation Index (SSCI), 344 (97%) of which appeared in international journals**. Moreover, they published 200 book chapters, 100 (50%) of which featured in international volumes. **This equates to an average of 5.5 articles in international journals and 1.5 book chapters per staff member.**

It is also important to highlight the collaboration between the teachers of the master's degree and foreign universities, since this has given rise to a large number of co-authored research articles.

Participation in international research projects. [Evidence MECO.Int.12](#) reveals that **34 teachers of the master's degree participated in international research projects during the 2012-2016 period**. These projects were launched by bodies such as the EU 7th Framework Programme (2010-2013, 2012-2014, 2014-2017), the Directorate-General for Taxation and Customs Union, USDA Hatch and Smith-Lever and the Inter-American Development Bank. Besides that, all faculty members participate in national funded research projects, where also some foreign researchers take part.

Participation in international research networks. [Evidence MECO.Int.16](#) shows that **11 teachers of the master's degree participated in international research networks during the 2012-2016 period**. Examples of such networks are the CESifo Research Network, the European National Transfer Accounts Project, Special Interest Group (SIG) E3: Transport Economics and Regulation, the Hispanic American Input-Output Society (SHAIIO), the Centre for Economic Policy Research (CEPR), ERSA, the Euro Area Business Cycle Network (EABCN), the Meta-Analysis of Economics Research (MAER) Network, European Forecasting Network (EFN), IZA- Institute of Labor Economics, Researcher, the Replication Network and the COST Action Computational Social Choice Summer School.

c) International partnership agreements for teacher mobility and exchange programmes

The teaching staff of the master's degree often collaborate with teaching staff from other universities. As a result, the teachers of the master's degree often undertake stays at foreign universities, and the UB often hosts teaching staff from other universities. As explained in [Section 1\) b\)](#), this collaboration has resulted in some of these teachers giving classes on a range of subjects in the master's degree. Furthermore, as explained in [Section 2\) a\)](#), teachers of the master's degree have taught classes at other universities. However, the Master's Degree in Economics currently has no specific teacher exchange agreements with any other universities.

Standard C. Results of internationalization

Description: The internationalization of the degree programme is managed through a process of continuous improvement that guarantees satisfactory results by applying the latest technologies available.

1) Students

a) Foreign students who undertake studies within the framework of educational cooperation agreements such as Erasmus and Study Abroad

As mentioned [above](#), the master's degree has Erasmus agreements with master's degrees in economics at five European universities: [the University of Copenhagen](#) (2012-2013), [the University of Helsinki](#) (2013-2014), [Aix-Marseille University](#) (2013-2014), [Toulouse School of Economics](#) (2014-2015) and [the University of Paris-Saclay](#) (2016-2017).

[Evidence MECO.Int.6](#) shows that, **during the 2012-2017 period, our master's degree received 24 students from foreign universities as part of mobility agreements.** During the 2016-2017 academic year, we welcomed **10 Erasmus students.** This figure is expected to rise in the future, since the last two Erasmus agreements were signed in 2015 and 2017, and so far we have not hosted any students from those universities.

Moreover, one of the actions proposed as part of the [improvement plan](#) is to sign additional Erasmus agreements with universities in European countries with which no such agreements are currently in place, for example, the United Kingdom and Germany.

b) Foreign students who intend to undertake the programme from start to finish

[Evidence MECO.Int.5](#) reveals that a high number of students enrolled on the master's degree come from other countries. Thus, for example, **the percentage of foreign students was 83% in the 2015-2016 academic year and 70% in the 2016-17 academic year** (see Table 3). In recent years, around 45% of the students have come from European countries other than Spain and around 20% have come from the Americas. We have also hosted a considerable number of students from Asia and Africa.

It is worth noting that **the 30 students enrolled on the master's degree in the 2016-2017 academic year come from 19 different countries and that the internationalization rate is 70%.**

Table 3. Geographic origin of master's students. Years 2012-2017

Academic year	2012-13	2013-14	2014-15	2015-16	2016-17
Spain	24%	43%	30%	17%	30%
Rest of Europe	40%	14%	40%	46%	43%
America	20%	5%	10%	21%	17%
Asia	12%	33%	20%	13%	10%
Africa	4%	5%	-	3%	-
Internationalization rate	76%	57%	70%	83%	70%

Source: UB School of Economics

c) Students on the master's degree who participate in international academic mobility programmes

[Evidence MECO.Int.6](#) shows that **during the 2012-2017 period six students in our master's degree spent one term at a foreign university as part of a mobility agreement**. But it is even more interesting to highlight that **during the 2017-2018 academic year 9 students of the master will spend a term abroad**. In addition, notice that the Erasmus agreements with Toulouse School of Economics and the University of Paris-Saclay were signed in 2015 and 2017, respectively, so exchange programmes with these universities are expected to commence next year.

It is also worth explaining that during the 2012-2017 period students on the doctoral programme in Economics at the UB have undertaken numerous stays at foreign centres, including London School of Economics (UK), the Centre for European Economic Research - ZEW (Germany), Paris School of Economics (France), Tepper School of Business at Carnegie Mellon University (US), the University of Melbourne (Australia), Brown University (US), the Vrije Universiteit Amsterdam (Netherlands), the University of Sassari - CRENos (Italy), the University of Cologne (Germany), the University of Lisbon (Portugal) and City, University of London (UK).

d) Students on the master's degree who participate in international placement programmes

Our master's degree offers a research track in the field of economics and therefore does not offer placements as part of the curriculum.

2) Graduates

a) Graduates who have gone abroad

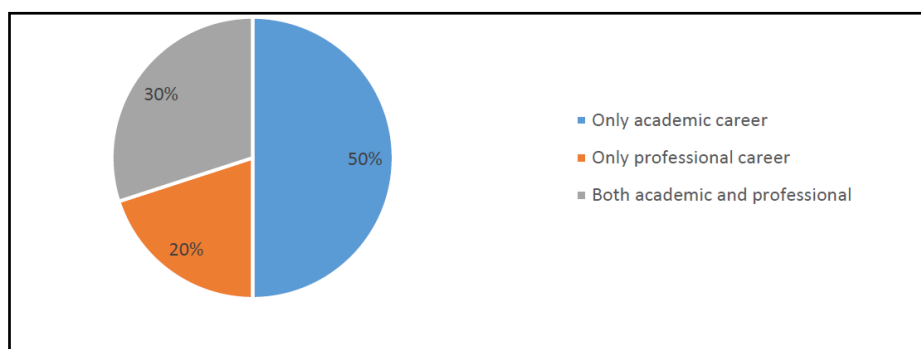
Graduates of the master's degree pursue a wide range of careers. The main objective of our master's degree is to prepare students to conduct research activities in the field of economics, and a significant number of graduates therefore go on to join doctoral programmes, either at the UB or at another university.

[Evidence MECO.Int.13](#) reveals that, **during the 2012-2016 period, 19 out of the 36 graduates of the master's degree enrolled on a doctoral programme**, primarily at the University of Barcelona, but also at other universities in Spain and abroad, for example, **Universidade Nova de Lisboa, Lund University and the University of Luxembourg**.

With regard to the remaining graduates, a small number currently work as researchers in public institutions or research centres, and the rest work in the private sector.

These results corroborate the findings of the Alumni Survey conducted in 2016 among former students of the master's degree, when it was reported that 50% were still pursuing an academic career after graduating and 20% were combining professional activity with an academic career.

Figure 1. Careers path, 2016



Source: Alumni Survey - MSc in Economics, March 2016

Table 4 shows the percentage of graduates who pursue a career abroad, broken down by the academic year in which they completed the master's degree.

Table 4. Work location of graduates of the master's degree

Academic year	2012-13	2013-14	2014-15	2015-16
Work location abroad	50%	33%	29%	50%

Source: UB School of Economics

Finally, it is important to highlight the fact that **the 30 students enrolled on the master's degree in the 2016-2017 academic year come from 19 different countries and that the internationalization rate is 70%**. It is therefore to be expected that a high percentage of graduates end up finding work at foreign institutions.

b) Graduates who have undertaken placements at organizations, bodies or companies located in other countries as part of the master's degree curriculum

Our master's degree offers a research track in the field of economics and therefore does not offer placements as part of the curriculum.

c) Foreign graduates

[Evidence MECO.Int.13](#) shows that **28 of the 42 graduates of the master's degree (67%) during the 2012-2016 period were foreign**.

d) Graduates who obtain international joint degrees or double degrees with foreign universities

Our master's degree does not offer this option at present.

3) Sustainability and improvement of the programme

a) System for monitoring the international activity of the programme through indicators

The Faculty of Economics and Business has an internal quality management system (SAIQU-FEE), which has a specific procedure ([PEQ_080](#), [evidence MECO.Int.19](#)) to deal with international activity. These activities are managed by the Faculty's International Relations Office ([ORI](#)). It is worth emphasizing that **the ORI's activities are cross-disciplinary and are aimed at students on all degree programmes offered by the Faculty**, including those enrolled on the master's degree in Economics, who represent 1.5% of the total (see Table 5).

Table 5. Distribution of places on official degree programmes offered by the Faculty

	Degree	Places	% of the total
Bachelor's degrees	Business Administration and Management (ADE)	880	43%
	Dual pathway in ADE+Law	60	3%
	Dual pathway in ADE+Mathematics	20	1%
	Economics	350	17%
	Statistics	50	2%
	Dual pathway in Economics + Statistics	20	1%
	Sociology	160	8%
	International Business	80	4%
University master's degrees	Research in Business	30	1%
	Actuary and Financial Sciences	50	2%
	Marketing and Market Research	80	4%
	Economics	30	1.5%
	Economic History	30	1%
	Sociology: Social Transformations and Innovation	30	1%
	Creation and Management of Innovative Technology-Based Companies	40	2%
	Sport Business Management	25	1%
	Economics, Regulation and Competition in Public Services	25	1%
	Cultural Management	35	2%
	Internationalization: Economic, Commercial, Legal and Political Aspects	30	1%
	Accounting and Taxation	50	2%
	Total	2075	100%

Source: Faculty of Economics and Business

The main tool used by the ORI to promote the internationalization of students in the Faculty is academic mobility through **exchange agreements**. The total number of agreements stabilized at around 200 in the 2015-2016 academic year; in this regard, it is worth pointing out that **specific agreements** with certain universities have been strengthened over the last two years and, as a result, the number has virtually doubled, from 10 to 19 (see Table 6).

Table 6. Evolution of the number of Erasmus and specific agreements signed by the Faculty of Economics and Business

Agreements	2013-14	2014-15	2015-16
Specific	10	17	19
Erasmus	177	167	171
Total	187	184	190

Source: ORI report 2014-2016 ([evidence MECO.Int.21](#))

Other tools to promote the internationalization of students in the Faculty include promotional campaigns aimed at future students and the promotion of visits by international lecturers in groups taught in English, International Weeks. In this regard, the Buddy Programme is worth mentioning ([evidence MECO.Int.22](#)). This is another form of “**internationalization at home**” and consists of an initiative to encourage local students to live in an international environment, while helping foreign exchange students integrate.

Finally, Table 7 shows the number of students in the Faculty who have participated in international mobility programmes over the last few years, and Table 8 shows how many have done so through the Erasmus programme. These results demonstrate that the percentage of students on the master’s degree participating in mobility programs is quite high and similar to the overall percentage of the Faculty. The latest ORI report ([evidence MECO.Int.21](#)) includes a full analysis of the Faculty’s internationalization programmes.

Table 7. Number of students in the Faculty participating in international mobility programmes

Academic year	2012-13	2013-14	2014-15	2015-16
outgoing	261	237	218	225
incoming	378	368	340	388

Source: ORI infographic ([evidence MECO.Int.23](#))

Table 8. Number of students in the Faculty participating in Erasmus programmes

Academic year	2012-13	2013-14	2014-15	2015-16
outgoing	239	214	190	186
incoming	292	290	275	290

Source: ORI infographic ([evidence MECO.Int.23](#))

b) Indicator-based mechanism to find out the level of satisfaction among students and teachers regarding all of the programme's internationalization aspects

Indicators have been developed to reveal students' level of satisfaction concerning the subjects they take and the way in which the master's degree is run. A questionnaire was also conducted in 2016 to find out the level of satisfaction among graduates. However, no specific indicators concerning the programme's internationalization aspects have been developed yet. As explained in the [improvement plan](#) that accompanies this self-assessment report, these aspects are expected to be considered over the coming years.

c) The use of new technologies applied to the teaching/learning process to promote internationalization (MOOC, agreements to teach certain subjects online with other universities, etc.)

So far, this master's degree has not initiated any such initiatives, although we are studying them with interest and the UB School of Economics is open to collaboration with other centres. Moreover, in the coming years the promotion of this type of teaching methodologies by the University of Barcelona can facilitate their use in our master.

IMPROVEMENT PLAN

The following is a series of improvement actions that the Coordination Committee of the Master's Degree plans to carry out over the next two academic years. The convenience of some of these measures has emerged after the analysis conducted for this report.

Modification / improvement proposal	Person responsible for implementing the improvement	Nature of the improvement (1, 2 or 3)	Timescale	Modification proposal status (4, 5 or 6)
Management of student mobility (PEQ 080 / PEQ 090)				
Sign additional Erasmus agreements with universities in European countries with which no agreements are currently in place, e.g. UK, Germany and Italy	Coordinator / UB School of Economics	(1)	2016-17 and 2017-18	(4)
Implement a structured set of internationalization indicators in the SGIQ	ORI / Dean's office	(1)	2017-18	(4)
Teaching staff				
Set up an annual questionnaire to find out the satisfaction of the teaching staff, especially with respect to the internationalization of the master's degree	Coordinator / UB School of Economics	(1)	2016-17 and 2017-18	(4)
Results (PEQ 130) – section on academic performance and satisfaction of students				
Set up an annual questionnaire to find out the satisfaction of graduates, especially with respect to the internationalization of the master's degree	Coordinator / UB School of Economics	(1)	2016-17 and 2017-18	(4)

- (1) Improvement proposal not included in AQU's document "Processes for the Communication and/or Evaluation of Modifications to University Bachelor's and Master's Degrees".
- (2) Requires a non-substantial modification.
- (3) Requires a substantial allowable modification.
- (4) Awaiting implementation.
- (5) In the process of implementation.
- (6) Implemented.

LIST OF EVIDENCES

- [MECO.Intro.1: Self-assessment report, Faculty of Economics and Business, Nov '16](#) (in Spanish)
- [MECO.Intro.2: Accreditation report issued by AQU Catalonia](#) (in Spanish)
- [MECO.Intro.3: Timeline](#) (in Catalan)
- [MECO.Int.1: Master's Degree programme: syllabus and outline \(2016-2017\)](#)
- [MECO.Int.2: Career development sessions \(2015-2016\)](#)
- [MECO.Int.3: Visiting lecturers \(2012-2017\)](#)
- [MECO.Int.4: Seminars at the UB School of Economics \(2015\)](#)
- [MECO.Int.5: Student information](#)
- [MECO.Int.6: Student mobility information](#)
- [MECO.Int.7: Graduate programme brochure \(2016-2017\)](#)
- [MECO.Int.8: Academic orientation activities \(2015-2016\)](#)
- [MECO.Int.9: Erasmus information session \(Nov 28th 2016\)](#)
- [MECO.Int.10: Teaching staff information](#)
- [MECO.Int.11: Research stays \(2012-2016\)](#)
- [MECO.Int.12: International projects \(2012-2016\)](#)
- [MECO.Int.13: Graduate careers](#)
- [MECO.Int.14: International conferences and congresses \(2012-2016\)](#)
- [MECO.Int.15: Publications \(2012-2016\)](#)
- [MECO.Int.16: Participation in research and teaching networks \(2012-2016\)](#)
- [MECO.Int.17: Editorial roles and responsibilities](#)
- [MECO.Int.18: Participation in organization of scientific committees for international academic events \(2012-2016\)](#)
- [MECO.Int.19: PEQ 080 specific quality procedure](#) (in Catalan)
- [MECO.Int.20: Complementary activities](#)
- [MECO.Int.21: ORI Report 2014-2016](#) (in Catalan)
- [MECO.Int.22: Buddy Programme webpage](#)
- [MECO.Int.23: ORI infographic](#) (in Catalan)

Self-assessment report

Accreditation of the additional dimension of internationalization of the Master in Economics · 2017

Master of Economics

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