

Digital International Trainers (DIG.INT)

Internationalisation Plan UCL

Work package 4

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Document Identification

Document Title	Result Report
Project Name	DIG.INT – Digital International Trainers
Project Number	2022-1-IT01-KA220-VET-000089459
Unique Project Code	G81B22002480006
Project Owner	CIS – Scuola per la Gestione d’Impresa
Project Manager	Rossella Brindani - CIS – Scuola per la Gestione d’Impresa
Contact Person	Katrien Goossens
Doc. Version	2
Date	17 / 04/ 2025

Version History

Version	Contributor(s)	Contribution
1 & 2	Dima Bou Mosleh	Vision, mission, strategic objectives and future actions
1 & 2	Femke Sterckx	Vision, mission, strategic objectives, and future actions
1 & 2	Karen Dumont	Future actions

Table of Content

EXECUTIVE SUMMARY	4
1. Introduction	5
1.1 Description of institution	5
1.2 Mission UCLL	6
1.3 Vision UCLL	6
1.2 Strategic priorities UCLL	7
2. Internationalisation UCLL Department Management	8
2.1 Mission Internationalisation	8
2.2 Vision on Internationalisation	8
2.3 Strategic Priorities and Objectives	8
2.4 Internationalisation in Education	9
2.4.1 Internationalisation at Home	9
2.4.2 Embedding International Competences	10
2.4.3 Guest Lecturers and Industry Engagement	10
2.4.4 Student Mobility	10
2.4.5 Double Degree Programmes	11
2.5 International Research and Innovation	12
2.6 Membership International Networks	12
2.7 Staff Mobility and Professional Development	13
2.8 Partnership Policy	14
2.9 Quality Assurance of Internationalisation	15
2.10 Communication and Promotion	15
2.11 Student Recruitment	16
2.12 Future Development Plans	17

Executive Summary

UCLL (University Colleges Leuven-Limburg) is a Flemish university of applied sciences with around 15000 students and more than 1500 staff members. The institution is strongly committed to preparing students for a globalised world through inclusive and high-quality education. Internationalisation is not treated as a separate objective, but as a core element embedded throughout UCLL's education, research, and service. This approach reflects five strategic roles that guide UCLL's vision: connectors, opportunity-creators, bridge-builders, explorers, and changemakers.

The international strategy is broad and deliberate. It includes student and staff mobility, double degree programmes, the integration of international competences (ICOMS), Collaborative Online International Learning (COIL) and internationalisation at home. These different formats ensure that all students, including those who cannot go abroad, can still gain meaningful international experiences. Projects like *Working Across Borders* and the organisation of International Weeks are key examples of how internationalisation is embedded into daily educational practice.

The Faculty of Management plays a leading role in realising this strategy. International perspectives are structurally built into the curriculum, student projects, internships, and applied research. The faculty maintains active collaborations with international networks such as E³UDRES², NIBS, HUMINT, and Businet. It offers multilingual courses, brings in international guest lecturers and creates space for cross-cultural teamwork. International internships and double degree pathways further prepare students for careers in a global context.

For staff, international engagement is strongly encouraged and supported. Lecturers can participate in international teaching weeks, training programmes, and virtual exchanges, often supported by Erasmus+ funding. These activities are not additional tasks but are recognised as part of the regular workload and coordinated at both institutional and departmental levels.

International partnerships are built through structured agreements, both in Europe via Erasmus+ and globally through Memoranda of Understanding. These partnerships are selected based on shared educational goals and long-term relevance. Incoming international students are an important part of the learning environment and are actively involved in the curriculum through interactive electives that promote collaboration with local students.

Looking ahead, UCLL aims to further develop its international offer. Priorities include strengthening internationalisation in graduate programmes, expanding double degree opportunities, improving access to international internships—particularly for students without existing networks—and scaling up COIL through a digital platform. These efforts are designed to make internationalisation more accessible, inclusive, and future-proof.

In essence, internationalisation at UCLL is an essential part of how the institution prepares its students and staff to engage with a changing, interconnected world.

1. Introduction

1.1 Description of Institution

UCLL (University Colleges Leuven-Limburg) is one of the largest universities of applied sciences in Flanders, Belgium. The university college serves approximately 15 000 students and employs over 1500 staff members across several campuses in the provinces of Flemish Brabant and Limburg. UCLL is part of the KU Leuven Association and offers a broad range of degree programmes in fields such as healthcare, education, technology, social work, and management.

Within the field of Management, UCLL offers both professional bachelor's and associate degree programmes. Professional bachelor's degrees are designed to prepare students for immediate entry into the labour market while also offering pathways for further academic progression. Examples include the Bachelor's in Business Management and the Bachelor's in Applied Computer Science. These programmes combine theoretical knowledge with practical application, internships, and project-based learning.

UCLL also offers associate degree programmes, which are highly practice-oriented and usually completed in two years. These programmes are tailored to students who seek hands-on training with a strong focus on workplace learning. Typically, students spend two days per week working in the field. In the Management department examples include Associate Degrees in Accounting Administration, Marketing and Communication Support and Transport and Logistics. Associate degrees are characterised by their close ties to industry and are developed in co-creation with companies and professional sectors.

Additionally, UCLL offers postgraduate programmes (Bachelor-after-Bachelor or “Banaba”), aimed at students who already hold a professional bachelor’s degree and wish to specialise further. A prominent example is the Banaba in Advanced Business Management. This programme emphasises internationalisation and global engagement. Students take part in international projects such as Working Across Borders, develop intercultural skills, and build international networks. Global Citizenship is a key component, and the programme seeks to educate professionals who think and act globally, with an eye toward sustainability, inclusiveness, and corporate social responsibility.

UCLL also invests in dual learning formats where workplace-based learning is structurally embedded in the curriculum. In some associate degree programmes, dual learning is a core component. This

close cooperation with companies and organisations allows students to develop essential professional skills in real-world contexts, enhancing their employability.

1.2 Mission UCLL

UCLL is committed to delivering high-quality, socially relevant, and inclusive higher education. We strive to prepare professionals who proactively respond to societal transformations with innovation, intercultural sensitivity, and global engagement. Internationalisation at UCLL is integral to achieving this mission, fostering a global perspective among our students, faculty, and staff to enhance the overall quality of education, research, and societal impact.

1.3 Vision UCLL

UCLL envisions itself as a dynamic and inclusive learning community dedicated to shaping a just, sustainable, and globally interconnected society. We aim to develop professionals who are not only skilled in their respective fields but also socially committed global citizens. Internationalisation is central to this vision, acting as a foundational pillar across our educational, research, and community service domains.

At the heart of this vision lies a strong commitment to internationalisation. UCLL believes that developing a global perspective is essential in today's interconnected world. UCLL sees internationalization as an indispensable, integral building block for high-quality education, research and services. Through internationalization, UCLL can benchmark and position the university college in the higher education landscape.

By embedding international and intercultural dimensions throughout its curricula, fostering mobility opportunities, and cultivating global partnerships, UCLL ensures that every student—whether at home or abroad—gains the skills and mindset to thrive in diverse environments. This approach prepares graduates to act as responsible global citizens who can collaborate across cultures, lead with empathy, and respond to complex international challenges.

Through practice-based education, applied research, and close collaboration with societal actors, UCLL strives to be a catalyst for regional and global transformation—where learning and impact go hand in hand.

1.4 Strategic Priorities UCLL

The UCLL internationalisation strategy builds on the definition by De Wit and Hunter (2015 in VH LORA inspirational framework) which defines internationalisation as an “intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society”.

The vision aligns with UCLL’s five strategic priorities towards 2030: connectors, opportunity-creators, bridge-builders, explorers, and changemakers – with internationalisation interwoven across all these roles. This means that internationalisation is not a separate objective but a transversal principle embedded throughout UCLL’s policy and educational practices. It is an essential building block of high-quality education, research, and services. Through the ICOMs framework, international competences are integrated in all study programs, research, and service domains.

The internationalisation strategy of UCLL is built on five key pillars, that UCLL shares with KU Leuven:

- Partnerships: UCLL invests in strong and sustainable international cooperation through networks like E³UDRES², Erasmus+, and strategic institutional partnerships.
- Peace: UCLL promotes inclusive societies and cultural awareness, for example through the 'Connecting Worlds' module which prepares students for internships in the Global South.
- Prosperity: Education, research, and services are geared toward economic, social, and technological progress. Innovative tools and methodologies in IT, healthcare, and technology are applied with societal added value.
- Planet: UCLL aims for sustainability and climate awareness by encouraging blended mobility, COIL projects (e.g. Hackathon, iLivingLab), and by embedding sustainability into curricula via impact teams and centres of expertise.
- People: Inclusion and equal opportunities are central. UCLL invests in personal guidance for (international) students through initiatives such as STUVO, buddy programmes, and Welcome Days. A 'Student Journey' project (2024–2025) is underway to further enhance support for incoming diploma students.

UCLL’s international education strategy adopts a comprehensive, inclusive, and integrated approach. Internationalisation is not confined to student mobility alone; rather, it is embedded across curricula, teaching practices, institutional partnerships, and the digital learning environment.

The institution strives to internationalise the learning experience through a combination of physical mobility, virtual collaboration, and internationalisation at home initiatives.

2. Internationalisation UCLL Department Management

2.1 Mission Internationalisation

Our mission is to educate globally competent, adaptive professionals prepared for international careers. Internationalisation and intercultural competencies are integrated deeply within our curricula, enhancing our students' professional and social contributions globally.

2.2 Vision on Internationalisation

The Faculty of Management aspires to deliver 'Moving Minds' graduates who proactively engage with global issues, emphasizing international institutional development, global talent attraction, student and staff mobility, and virtual international projects.

The group management offers a wide range of international learning opportunities, including double degree pathways, English-taught tracks, and international curricula that feature guest lectures, multicultural workshops, and cross-border project work. These elements are part of a coherent strategy that integrates internationalisation structurally into programme design and delivery.

Key pillars of this strategy include structured physical mobility, multilingual instruction, intercultural competence training, international internships, and the development of Collaborative Online International Learning (COIL) initiatives. These are reinforced by regular engagement with international experts and active participation in international weeks and conferences.

2.3 Strategic Priorities and Objectives

The institution's international education strategy is designed to ensure that every student develops the global competencies needed in today's interconnected society and labour market. The following strategic priorities have been identified to strengthen internationalization in the Faculty of Management:

- Internationalisation is a deliberate, strategic choice—central to the institution’s development.
- New educational methods and digital tools are continuously adopted to broaden access to international experiences for all students, particularly through Internationalisation at Home.
- Internationalisation is systematically and strategically embedded within the Faculty of Management’s policies and practices.
- There is an increasing focus on expanding collaboration with partners outside Europe, including institutions in Asia, North America, and Africa.
- Efforts are underway to establish double degree programmes within Europe, allowing students to earn a diploma from both UCLL and a partner university.

2.4 Internationalisation in Education

At UCLL, internationalisation is not a separate track but a strategic priority embedded throughout teaching and learning. Specifically, the Faculty of Management focuses on:

2.4.1 Internationalisation at Home

For students who cannot travel, virtual and blended formats are being developed to ensure access to international learning remains inclusive.

UCLL Faculty of Management is strongly committed to *Internationalisation at Home*, ensuring that all students benefit from international experiences regardless of their ability to travel. The Faculty of Management wants to create an internationalised learning environment on campus through:

- Bilingual and multilingual course offerings
- Integration of international case studies and real-world global scenarios
- Multicultural group projects within the curriculum
- Cross-cultural dialogue embedded in classroom activities
- Regular participation of international guest lecturers
- Organisation of global-themed events and International Weeks

A flagship example of Internationalisation at Home is the Collaborative Online International Learning (COIL) initiative. One of the most impactful COIL projects is Working Across Borders, in which students collaborate virtually with peers from partner institutions worldwide. These virtual exchanges simulate real-life international teamwork and significantly contribute to students' intercultural and digital collaboration skills.

Through COIL and related initiatives, UCLL ensures that non-mobile students gain meaningful, structured exposure to international collaboration and reflection, making internationalisation accessible and inclusive.

2.4.2 Embedding International Competences (ICOMS)

International competences (ICOMS) are deliberately integrated into the competence frameworks of all bachelor, advanced bachelor, and graduate programmes. Their development is closely tied to curricular engagement with the Sustainable Development Goals (SDGs) and with themes such as inclusion, sustainability, and ethical global citizenship. These competences are not treated as abstract ideals, but as skills to be practiced and assessed. Students encounter them in concrete settings—working in intercultural teams, analysing international case studies, and reflecting critically on global challenges.

2.4.3 Guest Lecturers and Industry Engagement

Our programmes regularly engage guest lecturers from industry, including professionals affiliated with multinational companies. These lecturers bring valuable international expertise into the classroom. Additionally, UCLL organizes an annual International Week, during which experts from partner institutions and global industries are invited to share their insights with students. These initiatives reinforce the real-world relevance of internationalisation and foster stronger links between academia and global practice.

2.4.4 Student Mobility

UCLL offers students multiple ways to gain international experience during their studies. These include short- and long-term exchanges, study visits and internships in both European countries and the Global South. Mobility opportunities are open to students in professional bachelor programmes.

Internships abroad give students practical exposure to working in international environments. To prepare for mobility, Faculty of Management organises sessions on intercultural communication, academic expectations and logistical planning. Students receive assistance with visa applications, language preparation, and funding options, ensuring they are well-equipped for their time abroad.

Aantal registraties

PER ACADEMIEJAAR, PROGR, DIPLOMA

Progr	2020-2021	2021-2022	2022-2023
Management	135	115	162
PBA Bedrijfsmanagement (Leuven)	55	86	122
PBA Business Management (Leuven)	63		
PBA Organisatie & management (Leuven)		12	27
PBA Bedrijfsmanagement (Limburg)	11	8	4
BNB Advanced Business Management (Leuven)	2	9	2
PBA organisatie & management (Limburg)			7
PBA Office management (Limburg)	4		
Welzijn			1
Graduaat HR-support (Leuven)			1
Total	135	115	163

2.4.5 Double Degree Programmes

Double degree programmes are available through partnerships with European higher education institutions and are currently offered to students enrolled in English-taught tracks. The International Business Management – Marketing programme, for example, includes two options: a track based in Belgium and a European track completed across several partner institutions. These programmes meet the requirements for full academic recognition and allow students to obtain a degree from both UCLL and the partner university.

2.5 Internationalisation in Education

All expertise centres at UCLL University of Applied Sciences engage in practice-based research. Researchers are encouraged to collaborate internationally and to integrate research findings into the curriculum. This not only deepens international cooperation but also supports interdisciplinary learning and wider dissemination of applied knowledge.

In the Faculty of Management, the link between research and education is especially tangible. Many service projects are developed in collaboration with students, giving them direct exposure to applied research practices in international contexts. Faculty members who combine responsibilities in teaching, research, and international coordination are involved in various cross-border initiatives. These projects contribute directly to the continuous renewal of UCLL's business programmes and help maintain close ties with professional networks throughout Europe.

2.6 Membership International Networks

The Department of Management at UCLL actively participates in several international networks and platforms that foster cross-border cooperation, innovation, and knowledge exchange in higher education.

UCLL is a member of **Businet**, an international network of higher education institutions focused on business programmes. Through Businet, UCLL collaborates with partner universities on joint projects, curriculum development, and internationalisation initiatives, such as staff and student mobility, conferences, and business simulations.

The faculty also participates in **E³UDRES²** (Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions), an alliance of European higher education institutions working together to strengthen regional innovation, societal impact, and entrepreneurial learning. **E³UDRES²** offers a structured environment for joint curriculum development, shared teaching formats and the design of future European degrees. Participation in this initiative strengthens the faculty's capacity for innovation in education and allows for deeper integration with like-minded institutions across Europe. Supported by European funding, **E³UDRES²** serves as a development platform for new educational models, collaborative formats and mobility schemes that go beyond traditional exchange.

In addition, the department is connected to **HUMINT**, a collaborative network focused on human capital development in international management education. HUMINT provides opportunities for joint research, best practice sharing, and developing innovative teaching methods related to global talent and intercultural management.

UCLL is also a long-standing member of **NIBS** (Network of International Business Schools), which promotes international business education and cooperation. Through NIBS, students and staff engage in international case competitions, faculty exchanges, and collaborative research projects. NIBS strongly supports the development of intercultural competencies and global business acumen. Moreover, UCLL Management regularly takes part in international education fairs and conferences across Europe and beyond. These events serve as key moments for promoting UCLL's programs to prospective international students and building new academic and industry partnerships. Participation in these fairs also supports ongoing efforts to attract a more diverse student body and strengthen UCLL's international visibility.

Together, these networks and platforms form a robust international ecosystem around UCLL Management, enabling students and staff to grow within a global context and stay connected with trends in international higher education and business practice.

2.7 Staff Mobility and Professional Development

Within the Faculty of Management, a structured international support system facilitates the coordination of cross-border activities. Dedicated staff members are responsible for managing international cooperation at both central and departmental levels, ensuring that international initiatives are meaningfully integrated into teaching, research, and staff development.

Staff mobility is an integral part of this international engagement. Lecturers are encouraged to participate in exchange weeks, training programmes abroad, and collaborative teaching initiatives. These experiences expose staff to innovative pedagogical practices, promote cooperation with international colleagues, and contribute to their ongoing professional growth. At the start of each academic year, lecturers are invited to express their interest in participating through a web form, or by contacting their team leads directly.

In both Leuven and Limburg, international involvement is formally acknowledged in task distribution. Staff who engage in mobility activities, or take on supervisory roles, receive dedicated time for these responsibilities within their regular workload. Team leads actively follow up with

interested staff members, and ensure that participation is coordinated in line with broader staffing needs.

The faculty regularly shares an overview of international teaching opportunities, including Blended Intensive Programmes (BIPs), and events hosted by partner institutions. International coordinators work closely with team leads to identify appropriate matches between staff members and specific initiatives. Depending on availability and programme needs, some lecturers may participate in multiple activities within a single academic year.

International weeks, in particular, are highly valued. Coordinators often take a personal approach in inviting staff to participate, ensuring alignment between the lecturer's expertise and the content of the event. Selection is based not only on interest, but also on relevance to programme objectives. Mobility funding is available through Erasmus+, and EPOS, including dedicated grants for participation in initiatives focused on EU values and digital collaboration. These opportunities are communicated widely across the faculty to ensure broad, and equitable access for staff across all programmes.

2.8 Partnership Policy

The Faculty of Management adopts a deliberate and structured approach to international partnerships, with the objective of supporting high-quality education, applied research and meaningful mobility for students and staff. Partnerships are not pursued in an ad hoc manner but are selected and formalised in line with the faculty's internationalisation goals and academic priorities.

Within the European context, the faculty works primarily through **inter-institutional agreements**, established at institutional level and linked to clearly defined academic areas. These agreements provide the formal basis for Erasmus+ student and staff exchanges and increasingly include provisions for participation in Blended Intensive Programmes. They are designed to support long-term cooperation and academic alignment between partners.

Outside Europe, the faculty uses **Memoranda of Understanding** to initiate and formalise collaboration. These agreements express a mutual commitment to working together in education and research and are made operational through the definition of programme-specific arrangements, admission procedures, language requirements and, where applicable, legal provisions on research ethics and intellectual property.

The selection and development of partnerships take place through a combination of strategic engagement in formal networks and individual academic initiatives (see als 2.6) . Networks such as NIBS and E³UDRES² provide access to institutions with shared educational values and facilitate recurring contact through international teaching weeks, joint projects and working groups. Many partnerships originate from these settings and evolve into formalised agreements. At the same time, the faculty encourages staff-led cooperation, where lecturers take initiative to set up projects such as the Colombia study trip or the US business project. These initiatives are often intensive and practice-based and, although they may fall outside Erasmus+ structures, they contribute significantly to the faculty's international portfolio.

To ensure coherence and transparency, all active agreements are documented in a central partner matrix. This system allows staff involved in internationalisation to identify existing agreements, check the scope and contact details and plan new activities accordingly. The matrix also plays a role in streamlining invitations to international weeks and in avoiding duplication of effort.

The faculty recognises that not all partnerships deliver the same level of activity or relevance. Preference is given to agreements that demonstrate reciprocity, curricular relevance and alignment with the faculty's long-term educational and research ambitions.

In all its partnership activity, the Faculty of Management prioritises quality over quantity, aiming to build durable and purpose-driven relationships that enhance academic content, support staff development and expand international opportunities for students.

2.9 Quality Assurance of Internationalisation

The Faculty of Management monitors the quality of international activities through a combination of informal feedback and basic reporting procedures. After participating in international programmes, students are invited to submit a short reflective report with photos, which is shared internally via the intranet. Lecturers involved in teaching abroad or in international weeks provide informal reports on both content and organisation. While current processes are primarily informal, they contribute to ongoing reflection and internal knowledge sharing.

2.10 Communication and promotion

The Faculty of Management communicates international opportunities through a mix of structured channels aimed at both students and staff. The intranet is used to announce summer schools, international weeks and BIP offers. Student testimonials are published to give a peer-based perspective on mobility experiences. Returning students are invited to share their experiences, either in written form or during faculty events, to inform and motivate others.

Toledo is used for more targeted communication, especially for programme-specific announcements. This includes mobility calls, registration links and short-term opportunities. A dedicated internationalisation space within Toledo allows students to access current offers and updates in one place.

Social media platforms such as Facebook and Instagram are used to complement internal communication. These channels focus on visibility and reach, highlighting recent mobility experiences and upcoming deadlines.

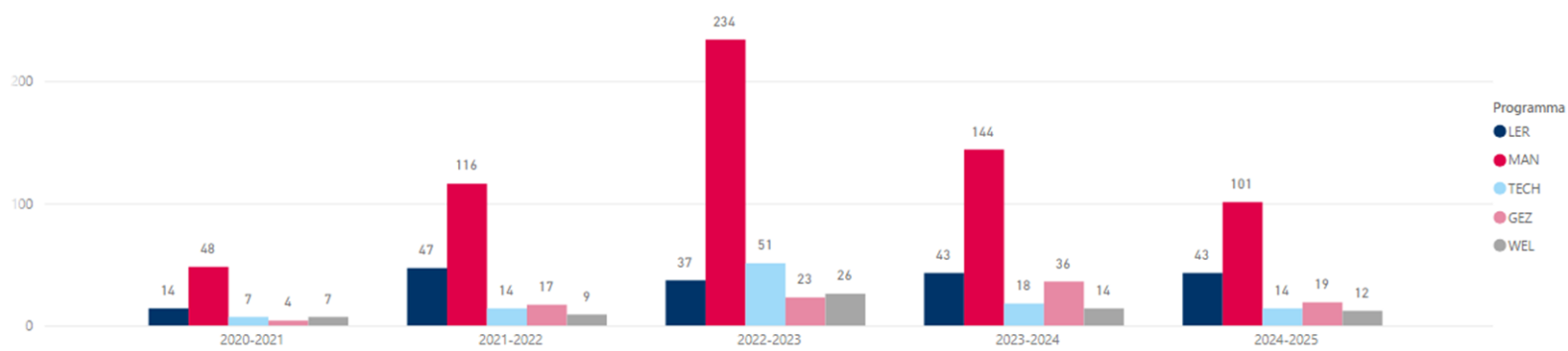
For staff, information is shared through the intranet, team meetings and during the annual planning cycle. Calls for participation in international weeks or staff mobility are communicated via clear procedures. International coordinators and team leads ensure that relevant offers reach the right audience in a timely manner.

The faculty aims to maintain a consistent flow of information to normalise international participation and integrate it into routine academic planning.

2.11 Student recruitment

The Management programme has seen a significant rise in incoming international students over recent academic years. From an intake of 14 students in 2020–2021, the number increased to 234 in 2022–2023. Although the most recent figure for 2024–2025 shows a decline to 101, the intake remains structurally higher than before 2022. This pattern confirms the programme's central position within UCLL's international offer and reflects the continued development of its European partner network, particularly in relation to English-taught curricula.

This growth is linked to several structural developments, including the expansion of double degree agreements, the visibility of the BME cross-Europe track and sustained participation in Blended Intensive Programmes. Fluctuations in numbers are to be expected due to partner rotations and mobility cycles, but the Management programme continues to account for the majority of incoming student mobility at faculty level.



Recruitment efforts are aligned with a broader objective: creating meaningful interaction between incoming students and the wider student body. All Management students are required to include at least one elective centred on international collaboration. This may involve serving as a buddy for Erasmus students, participating in an in-house BIP or taking part in a COIL project. These electives are designed with a compulsory interactive component to ensure that internationalisation is not abstract but takes shape through direct student-to-student engagement.

These elements are structurally embedded in the curriculum and monitored through standard progression procedures. The aim is to ensure that internationalisation is visible, concrete and relevant within the day-to-day learning environment. The presence of incoming students is not treated as an isolated phenomenon but as an active dimension of the educational experience for all students, regardless of whether they participate in mobility themselves.

The model will be reviewed annually to monitor participation, interaction quality and alignment with programme development. Based on these insights, adjustments will be made to strengthen the link between international recruitment, curricular content and the broader educational environment.

2.12 Future Development Plans

Internationalisation in Graduate Programmes

Within the context of the Chain 5 working group, the Faculty of Management will define a clearer approach to internationalisation in graduate programmes. While these programmes have traditionally operated in Dutch and are not typically associated with English-taught modules, various initiatives—such as student exchanges—are already underway and continue to develop. These early-stage practices need to be recognised and structurally supported.

- **Action:**

A faculty-wide scan of current international practices in graduate programmes will be conducted. Based on this, a set of viable formats (short-term exchanges, in-house mobility, guest lectures) will be proposed that fit within the workload model and learning outcomes of the graduate programmes. Guidelines and support materials will be developed to assist teams in integrating international components where relevant.

Expansion of Double Degree Programmes

The faculty will strengthen and expand its double degree offering across professional bachelor programmes. The existing BME cross-Europe track serves as a working model and will be complemented by new agreements in other domains. Partnerships with institutions in Finland, Hungary, France and Germany are already operational, and exploratory talks are ongoing within Belgium for a Dutch–French double diploma.

- **Action:**

Strategic partners will be identified based on curricular alignment. Bilateral consultations will be initiated to map out structural compatibility, shared learning goals and assessment criteria. Templates for administrative procedures will be developed to simplify the establishment of new double degree tracks. A communication plan will be rolled out to promote these pathways through programme coordinators, academic advising and the intranet.

Industry Partnerships for International Internships

There is a growing disparity in access to international internships, with students who have prior international networks overrepresented. The current model, which places the burden of finding an international placement entirely on students, is no longer tenable from an inclusion perspective.

- **Action:**

A targeted set of partnerships will be developed with internationally active companies based in Belgium. These companies will be invited to co-design internship formats aligned with programme outcomes. A central database of available international internships will be created, and staff will be assigned to broker these connections. Criteria for equitable access will be integrated into the placement process.

Virtual Internationalisation and COIL Development

Digital formats such as COIL (Collaborative Online International Learning) provide valuable opportunities but currently lack structural support. Coordination is labour-intensive and participation relies heavily on individual effort.

- **Action:**

A pilot project under the *Working Across Borders* COIL initiative, supported by VLAIO, will serve as the testing ground for an integrated digital platform. This platform will include tools for international team management, shared tasks and guided learning. The project will develop best practices for COIL facilitation, including student onboarding, lecturer guidelines and partner onboarding procedures. Following evaluation, the platform will be adapted for broader use in other programmes.