INTRODUCTION

THE UOC: AN INNOVATIVE AND DYNAMIC INSTITUTION

Welcome,
You are holding in your hands the Universitat Oberta de Catalunya (Open University of Catalonia, UOC) annual report for the academic year 2007-2008. From the start, the UOC has been an university of the society. Innovative and flexible, the UOC is dedicated most of all to providing people access to lifelong learning.

The use of information and communication technologies has transformed the UOC into a pioneering university centre which offers its students dynamic, customised support, without having to consider limitations of either time or space.

Apart from its teaching, the UOC’s research activities are of the highest quality, establishing relations with other institutions dedicated to global knowledge all around the world. Knowledge is at the heart of progress, quality, establishing relations with other institutions dedicated to global cooperation, communication, transversality, flexibility, mobility and quality are the basis for the organisation’s renewed corporate culture.

THE UOC: A SUMMARY

1- IN THE COURSE OF THE YEAR

THE UOC SERVING SOCIETY: MORE ACCESSIBILITY, MORE SOLIDARITY

The UOC’s mission is to offer access to knowledge via the use and dissemination of information and communication technologies. This desire to serve society has been strengthened during the academic year 2007-2008 with the International Graduate Institute (IGI), the increased offer for the distance-learning, in-company training for associate companies, providing content for mobile devices and e-learning for groups at risk in developing countries, together with the Campus for Peace, launched ahead in Catalan literature.

Sociology, Psychology and Humanities are new official.
Imma Tubella takes part in the 3rd e-learning Africa 2008 conference.
Creation of a territorial assembly, a body together with institutions from the Terres de l’Ebre.
José Luis Martínez gives a lecture at the public presentation of the International Graduate Institute (IGI).

THE DIFFERENTIAL AND TEACHING MODEL

JOSÉ VILARASIG, Chair of the UOC Advisory Board

In a world of critical economic crisis, we need an alliance between institutions and civil society more than ever. The time has come to apply knowledge which will inevitably see universities, as centres of knowledge, playing a pivotal role in any solution and the driving force behind this process is to be found in classrooms and laboratories.

One could say that the economic and financial crisis has coincided with a change in behaviour within our society, which, more than ever, needs information and communication technologies. The internet and, above all, virtual social networks, together with mobile phones and low-cost travel, have brought about the birth of the global society. It is no coincidence, then, that the UOC, as a centre of excellence born on the web, is fast becoming a benchmark within the virtual society when it comes to looking for ways out of the crisis.

We should not forget that the UOC was born for the purpose of offering access to higher education to people who cannot access the traditional campuses. With this mandate now consolidated, over the last year the challenge facing our university was to improve service to the community, offering students greater competitiveness academically and committing to the alliance between the universe and business as the driving force behind research into the impact of ICTs in the knowledge society.

On behalf of Catalan society, the Board of the Fundació per a la Universitat Oberta de Catalunya (FUNDUOC), over which I am honoured to preside, pledges its full support to the UOC’s governing bodies in their quest to spur on this necessary transformation and encourages them to square up to the new global challenges for creativity and training.

THE UOC ON THE INTERNET TO THE NETWORK-UOC

IMMA TUBELLA, President

The web is now part of the fabric of our lives and networked professionals from the information society, united to multicultural environments, will have the opportunity to face up to the challenges of an old continent which relies on its creativity, research, innovation and cooperation between universities, business and public powers to overcome the current economic crisis.

Here at the UOC we are continually seeking to adapt to the times, developing the current e-learning system with a wider range of quality teaching, opening up multilingual virtual classrooms, increasing our presence across the world, and extending the cooperative network at European and international level.

I wish you a year full of academic success and invite you to help us build a network university, a university open to the world, to ideas and culture; tailored to fit both people and companies, promoting alliances with the society in which it is active; committed to sustainability and global access to knowledge.

Cooperation, communication, transversality, flexibility, mobility and quality are the bases for the organisation’s renewed corporate culture.

We will soon be fifteen years old — fifteen years of providing customised e-learning. To celebrate this, we will shortly be rolling out the first three degrees adapted to the European Higher Education Area (Law, Psychology and Humanities), a new official master’s degree (Health and Safety) and an increased range of postgraduate qualifications.

We are aware of the loyalty displayed by the more than one hundred thousand students of the UOC community and we want to respond to your e-learning experience by offering you new tools for taking part on the network, redesigned and more personalised virtual classrooms and new opportunities for access and mobility, with the support and service you asked for over the last year.

From the UOC on the Internet to the Network-UOC

The UOC-Unesco Chair in E-Learning organised a seminar on the Information Society. The debate “Metropolis or Blade Runner? Image of the future of urban areas” ran from 10 to 22 October.

The UOC Unesco Chair in E-Learning organised a seminar on the Web 2.0 and education.

The UOC presented a master’s degree course on accessibility to information society services.

The sociologist Agnès van Zanten talked about choosing schools as part of Education for Sustainability.

The UOC presented a new master’s degree course in literature in the digital era.

Almost 22,000 students in Catalonia enrolled for accredited qualifications in Catalan during the first semester of the academic year.

The UOC presented the SELF platform on free educational content at the get-together.

Almost seventy cultural and academic activities were organised for the get-together.

Catalan universities presented the Campus project, a technological catalyst for their virtual environments.

Bloco de Lecturas is awarded the Ustra 2007 prize as the best initiative for distributing literature online.

The UOC organised the 1st International Conference on Conflict, Conflict Resolution and Peace.

The International Graduate Institute offers more than 225 programmes.

Experts in multilingualism from twenty European universities come together at the UOC.

The UOC provided all its students with an open-source software-based workstation.

NOVEMBER > DECEMBER 2007

Presentation of the Complendent project to develop an online management platform.

In-depth renovation of the UOC website. http://www.uoc.edu/

The Linguatec UOC Chair in Multilingualism organised a conference on multilingualism and business.

The UOC wins the National Flexibility Company 2007 award.

Members’ awards on an honorary degree by the University of Costa Rica.

Almost 4,400 students from Barcelona and Madrid graduate with the UOC.

JANUARY > MARCH 2008

The UOC and Scimago research group create the first Atlas of Science in Catalonia.

The University hosts an international seminar on competencies in e-learning.

Presentation of Anatomia 07-08. Five years of taking stock and looking ahead in Catalan literature.

Nearly sixty cultural and academic activities, open to all comers, organised for the get-together.

The Catalan Interior Ministry and the UOC create the first university degree in public security in Catalonia.

New online Catalan courses offered: http://www.uoc.edu/cataladelbiet

There are now more than one hundred UOC-associate companies and institutions.

APRIL > MAY 2008

The UOC’s degree courses in Law, Psychology and Humanities are now official.

Imma Tubella takes part in the 3rd e-learning Africa 2008 conference.

Creation of a territorial assembly, a body together with institutions from the Terres de l’Ebre.

José Luis Martínez gives a lecture at the public presentation of the International Graduate Institute (IGI).

The UOC’s MyWay project wins a Gold award in the IMS Learning Impact acid.

The Horizon 2008 report is presented in Catalan and Spanish at the UOC.

The UOC’s newly-Nominated member of the European University Association.

The UOC and IBM sign an agreement on technological and scientific cooperation.

Editorial UOC joins the Google Books initiative.

A project by the DULBA research group wins an Innova award.

Michael Mitichell (MIT) gives the inaugural lecture for the academic year under the title Intelligent Cities and Knowledge. William J. Mitchell was asked to give the inaugural lecture for the UOC academic year 2007-2008, with the title Intelligent Cities. With this treatise, Mitchell, who also holds an Honorary Degree from the University, invites us to enter a virtual debate on the short- and long-term future of the city in the information society. The debate “Metropolis or Blade Runner? Imagining the future of urban areas” ran from 10 to 22 October.

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2. THE UOC IN FIGURES

2.1 DISTRIBUTION OF STUDENTS BY TYPE OF STUDIES

<table>
<thead>
<tr>
<th>Diploma courses</th>
<th>Degree courses</th>
<th>PhD courses</th>
<th>Official master's degree courses</th>
<th>UOC-specific degree courses</th>
<th>Master's degree courses</th>
<th>Postgraduate studies</th>
<th>Retreather programmes</th>
<th>Open programmes</th>
<th>Summer and winter school courses</th>
<th>Language courses</th>
<th>Seminars</th>
<th>Specialisation courses</th>
<th>Catalan</th>
<th>Computer engineering</th>
<th>Political and Administration Sciences</th>
<th>Labour Sciences</th>
<th>Information and Communication Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>15,535</td>
<td>23,671</td>
<td>144</td>
<td>958</td>
<td>586</td>
<td>3,016</td>
<td>1,456</td>
<td>37</td>
<td></td>
<td>4,000</td>
<td>250</td>
<td>1,084</td>
<td>270</td>
<td>120</td>
<td>500</td>
<td>1,198</td>
<td>1,788</td>
<td></td>
</tr>
</tbody>
</table>

2.2 DISTRIBUTION OF STUDENTS BY AGE

<table>
<thead>
<tr>
<th>Undergraduate courses</th>
<th>Postgraduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 18 to 21</td>
<td>717</td>
</tr>
<tr>
<td>Under 25</td>
<td>72</td>
</tr>
<tr>
<td>From 22 to 25</td>
<td>4,589</td>
</tr>
<tr>
<td>From 25 to 30</td>
<td>10,363</td>
</tr>
<tr>
<td>From 31 to 40</td>
<td>58</td>
</tr>
<tr>
<td>Over 40</td>
<td>24,595</td>
</tr>
<tr>
<td>Total</td>
<td>40,264</td>
</tr>
</tbody>
</table>

2.3 DISTRIBUTION OF STUDENTS BY SEX

<table>
<thead>
<tr>
<th>Undergraduate courses</th>
<th>Postgraduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20,111</td>
</tr>
<tr>
<td>Female</td>
<td>20,153</td>
</tr>
</tbody>
</table>

2.4 DISTRIBUTION OF STUDENTS BY CAMPUS

| Campus in Catalan   | 33,275       |
| Campus in Spanish   | 6,886        |
2. GOVERNING BODIES

The governing bodies are made up of various sectors of society and are in charge of monitoring the quality of the UOC’s training process.

The Fundació UOC, backoffice of the University

3. THE BOARD OF TRUSTEES

The Board of Trustees is the highest body of representation, government and administration in the UOC.

Chair
Josep Huigues, Member, Department of Innovation, Universities and Business

COUNCIL

The Council is the body that elaborates the budget of the university and approves it. The presidency of the UOC.

The Advisory Board is a consultative body which is also in charge of notifying the budget and presenting the President of the UOC.

PERSONS APPROVED BY THE FUND BOARD OF TRUSTEES

Chair, Josep Maria Valls, Honorary Chairman of CaixaCaixa
Deputy Chair, Vicent
Josep Maria Terricabras, Director of the Ferrater Mora Chair, University of Girona
Antoni Fàbregas (f), former Chair of Localteam and former mayor of Sabadell
Vicent Portal, Director of UVic-Sabadell

PARTICULAR APPRENTICES

Francisco Esteva, Director of the Institute for Research into Artificial Intelligence, Higher Council for Scientific Research
Antoni Garrell, Chair of the Institute of Knowledge

APPOINTMENTS FROM THE INTERNATIONAL CURIA MANNIANA OF CATALONIA

President of the University of Barcelona, pending appointment
President of the Technical University of Catalonia, pending appointment

Josep Joan Moreses, President of Pompeu Fabra University

BUSINESS ASSOCIATIONS

Josep A. Ossó, Director Chair of National Labour Development
Lluis Godoy, representative of the association of Small and Medium-sized Business

TRUSTEES ANNOUNCED

César López, representative of Comerç Obert

Nuria Morena, representative of the Unit of General Treballadors

Enric Alquié, Chairman of the Universitat Oberta de Catalunya

Esther Alcina, Secretary to the Fundació per a la Universitat Oberta de Catalunya

3. THE UOC IN THE UNIVERSITY SYSTEM

The UOC increases its participation in international university networks during this period.

4. INTERNATIONAL ACTIVITY

Over the last academic year, the UOC has increased its international activity by spearheading and participating in the organization of international events in different areas of interest.

The campus project presented during the University campus conference

The UOC took part in the University Campus Conference by presenting its Campus Project with which it hopes to offer a technological boost to the virtual environments in Catalan universities. It took advantage of the conference to share its experience in creating open-code software virtual universities. The meeting was attended by world-famous experts in e-learning and technology applied to learning.

The UOC in E-learning Chair organizes a seminar on the web and the world of e-learning.

In the course of the academic year, the UOC UNESCO Chair in E-learning organised a seminar and debate on the changes that the web has caused in teaching. This seminar was based on case histories and success stories linked to university institutions.

Week of Teaching Activities on e-Governance

As part of the Executive Master in e-Governance imparted by the Polytechnic University of Madrid (UPM) and the UOC, the Political Sciences and Law faculties organised a week of teaching activities around e-governance. It covered the changes introduced and the use of ICTs in politics and public administration and as a path towards development. The academic sessions were mainly taught by UOC staff, with visits to Catalan institutions and companies working in the political arena.

Virtual Mobility Experiment, conducted by the UOC and Monterrey Tech.

A group of 20 students from the UOC and the Monterrey Technology Institute (TEC) in Mexico took part in a pilot study on virtual mobility between May and June 2006. Each student chose one of the two subjects of study offered by the postgraduate programmes of the two universities and followed an introductory course into one of institution’s virtual campus.

The experiment has revealed which aspects in the two universities need improving in order to conduct future experiments on this kind of mobility.

Seminar on Virtual Learning Environments

The Faculties of Psychology and Education Sciences and the International Graduate Institute organised a joint seminar on virtual learning environments.

Competitors for professional working in learning environments: A perspective from different actors, by the International Board of Standards for Training, Performance and Instruction (IBSTP).

The event provided a perfect opportunity to present and encourage debate on the competencies that the various actors working on virtual teaching and learning environments (teachers, trainers, counsellors and consultants, instructional designers of courses and programmes, education directors and managers, educational project assessors and students) need to acquire.

Visits and participation in conferences and seminars

The UOC played host to 71 international visits in the academic year 2007-2008.

The visits are the result of the interest they have shown in getting to know our organisation and as a follow-up to existing collaboration – such as European projects – and international conferences and seminars for UOC staff.

The UOC has taken part in more than 160 conferences and seminars.

UOC VISITS TO OTHER UOCS (ACADEMIC YEAR 2007-2008)

European Community: 25
Latin America: 111
North America: 21
Rest of the world: 3

UOC PARTICIPATION IN CONFERENCES AND SEMINARS (ACADEMIC YEAR 2007-2008)

European Community: 111
Latin America: 21
North America: 24
Rest of the world: 3
Humanities Knowledge Society also started to operate according to EHEA guidelines.

- Adaptation of the Course to the EHEA
  - Adaptation of the Course to the EHEA
  - Adoption of the offer of East Asian Courses
  - Extension of the offer of master’s and postgraduate qualifications

ADAPTATION OF THE COURSES TO THE EHEA

Work started at the start of the academic year to design the new study plan for the Catalan Language and Literature degree course. The new degree course for the academic year 2010-2011. Work has also commenced on adapting the postgraduate offer of East Asian Studies to the EHEA, the new format for which is expected to be implemented in the academic year 2010-2011.

The addition of new technological and educational resources means that the course has been able to adapt the language courses to include verbal communication skills and group work. The inclusion of these skills is one of the requirements for adaptation to the EHEA.

JAPAN IN EAST ASIAN STUDIES

With the support of the Japan Foundation it has been possible to add the Japanese line to East Asian Studies, with Japanese I, II and III and Japanese Economics.

EXTENSION OF THE OFFER OF MASTER’S AND POSTGRADUATE QUALIFICATIONS

The UOC has commenced the first edition of the UOC/Group II master’s degree in Literacy in Digital Studies. It has also called the postgraduate degree in Translation and Technologies and consolidated the offer of the master’s and postgraduate degrees in East Asian Studies.

Finally, the UOC has designed the postgraduate course in Linguistic and Cultural Studies in the new format of which is due to commence in the academic year 2009-2010.

Director: Dr. Joan Pujol | Director of the East Asian studies programmes: Dr. Anna Busquets | Director of the Catalan Language and Literature programme: Marí Figueres | Director of the Language programmes: Pau Font | Faculty staff: Dr. Jesús Castrillón, Dr. Joan Sueiras, Dr. Xavier Font-Bardina, Dr. Antoni Fernández, Joseph Hopkins, Lluc López, Dr. David Martínez, Dr. Antoni Oliver, Xavier Font-Bardina, Roman Zabludowski, Dr. Anselm Suñer, Dr. Joan Sueiras | Course Administrator: Gemma Carrera | Programme management technician: Mónica Benavent, Manel Gómez | Secretary: Eva Gotón
FUTURE EHEA-ADAPTED MASTER’S DEGREE IN CULTURAL MANAGEMENT

In the course of the academic year, the UOC has worked particularly hard to adapt the postgraduate programmes in the cultural management area to the new European Higher Education Area. One outstanding feature in this area is the progress made in the design of the future interuniversity master’s degree in Cultural Management, a joint venture with the Universidades de Granada and the Balamkiko Islands.

Co-director: Dr. Josep Maria Mominó | Course Director: Dr. Agustí Cerrillo

Dr. Ferran Adelantado, Joan Arnedo, Dr. David Bañeres, Santi Ballesteros, Dr. Ferran Lalueza, Dr. Ferran Pastor | Secretary: Montserrat Riera

ADAPTATION OF THE EHEA OFFER TO THE EHEA

Innovation
Activities and dissemination

PRESENTATION OF THE INFORMATION AND COMMUNICATION DEGREE COURSE SPECIFICATIONS

The specifications of the Information and Communication degree courses were presented in July. These two courses are general in nature, designed for students to achieve different mentions on a qualification which will allow them to form in more specific areas on action in tune with their interests. The courses have allowed the UOC to reflect in depth on the training being provided and the future challenges facing the professions to which they relate.

TEACHING INNOVATION PROJECTS

In the course of 2007-2008, Information and Communication Sciences have developed different teaching innovation projects. These are: Open Cinema: Experimentation with 3D audiovisual creation tools—MacPhunica. Application of open-access software to Information Science subjects. Improving teaching quality with the creation of open-source transcendent contents from a 2.0 learning based on an Eco-Tourism, Wiki, Media art wiki and Radio magazines (radio programmes based on learning-based journalism).

FIRST HOLDING OF BARCELONA MEETING INFO

This last academic year saw the first Barcelona Meeting INFO, a seminar for the teachers collaborating in the Information Science programme and the teachers involved in the new master’s degree in Information Technology. This last academic year saw the first Barcelona meeting InFO, a seminar for the teachers collaborating in the Information Science programme and the teachers involved in the new master’s degree in Information Technology. This seminar was held in Barcelona and was attended by more than 700 teachers.

Co-director: Dr. Lluís Pastor | Course Director: Dr. Albert Barbera

Dr. Ferran Adelantado, Joan Arnedo, Dr. David Bañeres, Santi Ballesteros, Dr. Ferran Lalueza, Dr. Ferran Pastor | Secretary: Montserrat Riera

LAW AND POLITICAL SCIENCE

The new graduate courses allow us to reflect on the training required to face future challenges facing the information and communication-related professions.

Co-director: Dr. Josep Maria Mominó | Course Director: Dr. Agustí Cerrillo

Dr. Ferran Adelantado, Joan Arnedo, Dr. David Bañeres, Santi Ballesteros, Dr. Ferran Lalueza, Dr. Ferran Pastor | Secretary: Montserrat Riera

Adaptation to the EHEA
Assessment of the Psychology and Educational Psychology courses
Innovation
Research
Maintaining links with the professional context
Staff accreditation
Dissemination activities: Debates of Education

ADAPTATION TO THE EU FOR THE EHEA

Co-director: Dr. Josep Maria Mominó | Course Director: Dr. Agustí Cerrillo

Dr. Ferran Adelantado, Joan Arnedo, Dr. David Bañeres, Santi Ballesteros, Dr. Ferran Lalueza, Dr. Ferran Pastor | Secretary: Montserrat Riera

Course assessment
Development and adaptation of qualifications to the EHEA
Staff accreditation
Catalogue and structuring of the ten-year anniversary of the studies
New postgraduate courses
SELF platform

ADU APPRAISAL OF IT STUDIES

The ADU appraisal of the UOC’s course of the Foundation Course in Management IT, the Foundation Course in Systems IT and the second cycle of Computer Engineering IT. The ADU appraisal committee was attended by the ADU representative of the many great European countries and institutions in the areas of IT, multimedia and telecommunications involved in this process.

More Doctorate Holders among the Teaching Staff

At the end of the academic year 2007-2008 53% of the teaching staff held doctorates and 39% were qualified teachers.

ADAPTING TO THE HIGHER EDUCATION AREA

Academic year 2007-2008 saw the beginning of the process of defining the new master’s degree in Information Science which will be implemented within the context of the European Higher Education Area. In the course of the course in questions and companies and institutions in the areas of IT, multimedia and telecommunications were involved in this process.

Dissemination activities: Debates of Education

Co-director: Dr. Josep Maria Mominó | Course Director: Dr. Agustí Cerrillo

Dr. Ferran Adelantado, Joan Arnedo, Dr. David Bañeres, Santi Ballesteros, Dr. Ferran Lalueza, Dr. Ferran Pastor | Secretary: Montserrat Riera

Course assessment
Development and adaptation of qualifications to the EHEA
Staff accreditation
Catalogue and structuring of the ten-year anniversary of the studies
New postgraduate courses
SELF platform

Presentation of the research on the future degree in Information Science which will be implemented within the context of the European Higher Education Area. In the course of the course in questions and companies and institutions in the areas of IT, multimedia and telecommunications were involved in this process.

Psychology Now a Degree Course

The AQU also recognised the UOC-specific Foundation Course in Psychol- ogy qualification which adapts the degree in Psychology to the require- ments of European convergence. As part of this process, with regard to the postgraduate studies, the Depart- ment already offered a master’s degree in Education and ICTs (learning). This was a pioneering degree in Spain in terms of the training in this field offered in English.

Co-director: Dr. Josep Maria Mominó | Course Director: Dr. Agustí Cerrillo

Dr. Ferran Adelantado, Joan Arnedo, Dr. David Bañeres, Santi Ballesteros, Dr. Ferran Lalueza, Dr. Ferran Pastor | Secretary: Montserrat Riera

Course assessment
Development and adaptation of qualifications to the EHEA
Staff accreditation
Catalogue and structuring of the ten-year anniversary of the studies
New postgraduate courses
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Co-director: Dr. Josep Maria Mominó | Course Director: Dr. Agustí Cerrillo

Dr. Ferran Adelantado, Joan Arnedo, Dr. David Bañeres, Santi Ballesteros, Dr. Ferran Lalueza, Dr. Ferran Pastor | Secretary: Montserrat Riera
11. INTERNATIONAL GRADUATE INSTITUTE

PILLARS

- Defining and situating the International Graduate Institute
- Consolidating the process of integrating academic operations and postgraduate degree management, open programmes and in-company training
- Reviewing the current postgraduate programmes, open programmes and in-company training programmes together with the academic depart-
ments and management areas in order to update, optimise and adapt the offer of training to current demands
- Creating two new training offer programmes, Business and Health, which should be operational with the new offer for November 2008
- Establishing mechanisms for the internationalisation of the International Graduate Institute through agreements with universities, virtual student mobility and offers in other languages or multiple languages
- Giving a new boost to the open offer of programmes, in particular the university Lifeworld
- Increasing in-company training activities within the context of the Interna-
tional Graduate Institute, particularly with UOC-associate Companies

THE INSTITUTE DEFINES ITS POSITION WITHIN THE UOC

The International Graduate Institute has achieved the status of university institute closely linked to the University’s academic activity and as an instrument for internationalising the University. It has established a new, internal context for linking the University’s postgraduate training to the University’s courses. As such, it brings together the entire offer of training developed at the University.

INTEGRATING THE IGI WITHIN THE UNIVERSITY’S DYNAMICS

The process of integration of academic and postgraduate management operations, open programmes and in-company training which started in November 2007 within the University to apply scale economies, increase levels of quality and include KI training within the University’s dynamics has now culminated.

NEW POSTGRADUATE COURSE STRUCTURE

The IGI has brought together the offer from internal academic depart-
ments, with the involvement and management of UOC faculty members, in line with course strategy. As such, the changeover from traditional credits to ECTS credits has already begun. More than 40% of the offer in October 2008 will be for this kind of credit. Furthermore, a new university master’s degree programme has been opened and the specifications for two more were presented: Cultural Management and Political Analysis. The UOC has also established a road map of the strategy for all the Insti-
tute’s courses and a plan for knowledge for the years ahead.

NINE GLOBAL EXECUTIVE EDUCATION AND HEALTHCARE PROGRAMMES CREATED

The UOC is now a fully-fledged expert in Global Executive Education and healthcare, increasing its offer in these areas or creating brand new ones. It has implemented a total of nine programmes in these areas of knowledge.

INTERNATIONALISATION PLAN

The IGI has established a strategic internationalisation plan, part in numerous international trade fairs, given lectures, signed agreements with universities in several countries and begun to develop an offer in English within the context of the global campus project.

MORE INTRODUCTORY ACTIVITIES

The UOC has increased the number of introductory activities for the public in general and for re-alumni activities in the face of the changes in the strategy brought about by the new framework of the EHEA and market requirements.

There has also been an increase in the number of in-company training pro-
grammes; new cooperation agreements were signed in 2008 and contacts established for the projects for 2009. Furthermore, the rela-
tionship with companies and institutions with which the UOC coopera-
ted was consolidated.

1. RESEARCH

ASSESSMENT OF THE FACULTY STAFF’S RESEARCH PROGRAMMES

Throughout the year 2007-2008, the Vice-President for Research defined and implemented the process for assessing research groups. Qualitative and quantitative assessment criteria were established to dis-
cover the underlying reality of each group so as to consolidate the areas which can prove a sufficient level of activity and quality. At the same time, a system was established for assessing the research activities of the fac-
ty staff involved in research groups.

The UOC IMPROVES THE R&D INFORMATION SYSTEM

The UOC has improved its system of R&D activity information by review-
ing the indicators and the official bodies financing it demanding it as so to adapt the tool, the procedures and the recording of data on the UOC’s R&D activity.

COOPERATION WITH THE VICE-PRESIDENCY FOR INNOVATION

To increase levels of cooperation with the Office of the Vice President of Innovation, e-learning research groups have developed innovation projects which have been approved and financed by the Office of the Vice President of Innovation. Several research projects linked to digital repositories have also been given a boost.

The new way in which the research groups are structured has meant that more personalised attention can be paid to the projects, result-
ing in improvements and an increase in numbers.

RESEARCH GROUPS AND PROGRAMMES

According to the results of the assessment process conducted on the UOC’s research groups, the new research structure is as follows:

A. Research groups recognised by IN3 and research programmes which are part of the IN3 research structure:

http://in3.uoc.edu/in3web_eng/groups_and_programmes

Information Society research area:
- Library and digital technology, culture (LiteracURL
- Internet law (INTERDIGIT)
- Electronic commerce, electronic administration and democracy (GADE
- New Economy Governance (CINE)
- Education and the Internet (PISINH)

E-learning research area:
- E-learning at university and school (EUSDE)
- Integrated adaptive, virtual learning environments for scientific and technical education (NETLEARN
- Education and the networked society (INES)

Networking Technologies research area:
- Software engineering (SEES-UCD)
- Cryptography and Information Security for Open Networks (KISO
- Distributed, parallel and cooperative systems (CPDCS)

Research programmes:
- Gender and ICTs
- Migration and Network Society
- Risk regulation

B. Research groups which are part of the “other research at the UOC” struc-
ture, grouped together according to structural area:


groups_and_programmes/seo

Computer Science and Networking Technologies:
- Language Processing Group (LPG)

Communities and social action:
- Digital Common Culture - Knowledge, Experience and Communication (KED)
- Language, culture and identity in the global era (IDENTI.CAT)
- Technology and social action (TIC2)

Digital culture:
- The IGI in cultural heritage (ILIBRA
- Audiovisual communication and digital culture: creation, participation, industry and society (CECOMOR)
- Museum Sciences, museography, ICTs and heritage (MUSEIA)
- New, emerging forms of digital culture (GROUPWARE.CAT)

Law and ICTs:
- Legal and fiscal aspects of the welfare state in the information society (TICCTMBUS
- International Peace Organisation (GIPORP)

E-learning:
- Innovation in education and ICTs (EDUSLAB
- Interactive tools for online learning environments (ITOL)
- Collaborative work and learning in virtual environments (RACEX)

Information Systems:
- Information systems development and knowledge management in organisations (KISO
- Information and Communication Systems and Services (ICSS)

New-economies:
- Interdisciplinary research into ICTs (FITIC
- Technology and the education system:
- Information technologies, universities and the Internet society (ITUIS)

FIGURES

Scientific production in the academic year 2007-2008

Scientific articles 161
Books 40
Chapters in books 142
Contributions to conferences 266
Scientific and technical documents 26

- RESEARCH AND PhD SCIENTIFIC COMMITTEE

WORLDWIDE EXPERTS ADVISE THE UOC ON THE RESEARCH STRATEGY TO BE FOLLOWED

The UOC Research and PhD Scientific Committee is an independent body, created in 2002, which appraises the University’s academic work, monitors the activity of the PhD programme and advises the presidency on the research strategy that needs to be followed. World-renowned experts from the field of research take part in this committee.

There are fifteen members on the Committee, all renowned scientists and professors in various disciplines and from different countries, with long and distinguished careers in research.

Manuel Castells (UOC)
Martin Carnoy (Stanford University)
Cecilia Castelló (Complutense University of Madrid)
Vences G. Cerf (Internet Society)
Betty Collie (Twente University)
William Dutton (Harvard Internet Institute)
Jeffrey Feldman (University of California, Berkeley)
Miguel Ángel Lagunes (Technical University of Catalonia)
Vicente López (Pompeu Fabra University)
Robin Mansell (London School of Economics)
Guido Marchetti (University of Milan)
William J. Mitchell (Massachusetts Institute of Technology)
Vicenç Navarro (Technical University of Catalonia)
Xavier Vives (ReSeUS Business School, University of Navarra)

3. PhD ON THE INFORMATION AND KNOWLEDGE SOCIETY

INCREASE IN THE NUMBER OF PhD THESES

Academic year 2007-2008 saw a huge increase in the number of PhD the-
eses read at the UOC. In last year’s annual report we highlighted the fact that, with the two theses read in academic year 2006-2007 the UOC had now reached 1,700 PhD theses since the start of the Ph.D programme in the academic year 2000-2001. Now, in the academic year 2007-2008 alone, a total of seven PhD theses were defended, one more than in all previous years.

Xavier Vives

Research projects in the academic year 2007-2008

Details of proposals for funding

1/9/2007 - 31/7/2008

Proposals managed 177
Proposals presented 169
Amount applied for 18,452,792
Amount approved 68
Amount approved 3,071,375
Success rate of approved proposals overall 49%
Success rate of approved amount over amount applied 174%

Details of approved projects

1/9/2007 - 31/7/2008

Projects approved 178
Financial volume of enacted projects 3,951,754
Competitive enacted projects 135
Financial volume of competitive enacted projects 7,792,582
Non-competitive enacted projects 26
Financial volume of non-competitive enacted projects 1,758,172
Projects concluded during the period 64
This increase, which the UOC hopes will consolidate in future academic years, should help stabilize the number of PhD theses read each year in line with their research potential. Furthermore, at the end of the academic year 2007-2008 another three PhD theses had been deposited and were pending processing for reading.

ADAPTING THE PHD PROGRAMME TO Bologna

In the course of the academic year, the PhD Committee assessed and approved new draft theses. Of these, eight came from students working with the LRU curriculum and the remaining sixteen are from students working with the PhD curriculum adapted to the European Higher Education Area. Added to the ones begun in earlier years, raise the number of theses underway at the end of academic year 2007-2008 to eighty-one.

Regardless of whether they follow the LRU curriculum or have been adapted to the European Higher Education Area, theses must be defended under the new regulatory framework established by the Bologna process.

As a result of this adaptation, academic year 2007-2008 was the year in which the former PhD curriculum was entirely replaced by this new one. The most significant result of this adaptation was the increase in the number of theses allocated to the end of academic year 2007-2008, which rose from the thirty-three defended in 2005-2006 to eighty-one in 2007-2008, with the others coming from other European countries (three), Latin America (two) and Asia (one).

1- PARTICIPATION AND ALLIANCE

The UOC’s mission is to empower its community, maintaining its vitality and drive. It does this by making areas of social participation available, establishing mechanisms for formal participation, providing services to all those interested in the UOC and setting up various activities.

The UOC community forums are the University’s areas of social participation. Academic year 2007-2008 saw a rise in the number of students involved in the EHEA and the new mechanisms and initiatives required to implement and consolidate the mechanisms and initiatives required to enable innovation to be incorporated as a culture for transformation and ongoing improvement, fulfilling its mission and thus enabling students to enjoy a healthy lifestyle.

In addition, the UOC Campus for Peace enjoyed a tremendous growth, laying the foundations for future collaborations with national and international institutions. It started up a written educational line, based on the publication of books. It also edited two half-year journals to help spread the new educational projects.

The UOC provides support to the Cor de la UOC, the Asociació de Psicologia de la UOC and the Grup de Psicologia de la UOC.

BIBLIOGRAPHIC SUPPORT FOR THE UOC COMMUNITY

The UOC Community offers its members an area for professional development.

Academic year 2007-2008 concluded with a total of 943 job offers published, 61 non-curricular work experience applications managed and 11 networking sessions held, attended by an average of 45 people.

ACTIVITIES TO BRING THE UOC CLOSER TO ITS TERRITORY AND ITS COMMUNITY

More than a hundred activities were designed to bring the University closer to its territory and the members of the UOC community.

More than a hundred activities were designed to bring the University closer to its territory and the members of the UOC community.

The UOC Campus for Peace organised the second meeting to discuss Conflicts, Conflict Resolution and Peace, an event which brings together professionals from the area of conflict resolution, human safety, mediation and conflict management.

The Campus also kept up its training offer for NGOs.

The UOC Campus for Peace provides training network, based on virtual contact, reinforced by attended meet-ups. Some of the services graduates will find there are:

- 14 Courses>
- 3,342 Tutors>
The UOC has pressed forward with innovation, with emergent projects from faculty staff and introducing innovation for all the University’s strategic pillars.

INNOVATION APPLIED TO STRATEGIC AREAS IN THE UOC
Projects linked to strategic areas were developed last year. Six prime lines were opened in the areas of display systems, new devices and multimedia channels, immersive learning, skills assessment, collaborative learning and the development of the UOC educational model.

The work done on these prime lines gave rise to the development of six projects and the establishment of collaborations with more than twelve research groups and organisations from the ICT sector. At the same time, the University obtained more than 113,000 euros in subsidies, thanks to its participation in various calls from the government.

DOCUMENT ON THE DEVELOPMENT OF THE UOC EDUCATIONAL MODEL
As part of the application of innovation to strategic areas within the University, the UOC has drafted the document entitled L’evolucion del model educativo de la UOC [The development of the UOC educational model].

The main sources of data used to create it are the documents generated by the EHEA working groups during academic years 2006-2007 and 2007-2008, the analysis of the model has developed since it was created – conducted by a group of faculty members – and the experience obtained from emergent and prime innovation projects, among others.

The document will serve as the benchmark for the future development of this model in the UOC.

FORUMS, CONFERENCES AND PUBLICATIONS TO DISSEMINATE INNOVATION
Discourse has played a central role in the UOC innovation model. It has used open areas and initiatives, such as the UOC portal, the Innovation Forum or annual international conference to reveal the innovative work in which the University is involved.

Discourse is considered as a means of transcending the various contexts within which innovative actions occur, making it a source of richness and exchange of ideas, acting as corrective tissue both inside and outside the university community.

One of the steps taken to encourage the disclosure of innovation is considering that all developed projects should be presented through conferences and benchmark publications as a requirement for taking part in calls for emergent innovation.

Over the same period, 4 editions of the Innovation Forum were held, dedicated to the latest trends in applying ICTs to education.

CREATION OF THE INNOVATION OPEN OFFICE
In order to encourage, develop and assist the UOC’s innovation activities, academic year 2007-2008 saw the creation of the Innovation Open Office which deals with and manages applications for innovation teaching projects, transversal innovation actions and the innovation points arising within the institution itself.

6 innovation projects have been given a boost, the University has acted in cooperation with 12 companies and organisations from the ICT sector and has obtained 113,000 euros in government aid.

The project has acted in cooperation with 12 companies and organisations from the ICT sector. At the same time, the University has obtained more than 113,000 euros in subsidies, thanks to its participation in various call from the government.

The Library has also drafted a specialist journal on this issue at the request of the Methodology area, with the support of the Vice- Presidency for Academic Structure, Faculty Staff and Teaching Innovation, the driving force behind this publication.

INFORMATION RESOURCES FOR LEARNING IN THE NEW Bologna-PROCESS CLASSROOM
With the Bologna process, the diversification of learning resources became even more important, since these resources are fundamental if the student is to gain the required skills. The Library has collaborated in this by contributing to these resources to the new Bologna-process classroom, which contains e-documents (articles, chapters, abstracts, etc.), practical exercises or exams from earlier semesters, subject-specific evolution pictures, links to electronic resources and e-magazines.

The resources that the Library offers are a distinctive trait which gives added value to the qualification, in direct competition with equal or similar qualifications offered in other universities.

THE E-MOVE PROJECT: VIRTUAL MOBILITY
The Library has taken part in the E-move project which gives universities the chance to offer students virtual international experience, helping to improve the quality of the courses offered.

The UOC Library’s contribution to the project was, on the one hand, its participation in the conceptual definition of the virtual mobility portal and, on the other, in the construction of the Library for Virtual Mobility section for students and teaching staff.

This section of the portal offers a carefully-chosen selection of information resources, freely available on the Internet, on how to search for information on specific subjects on the Net, how to acquire information-related skills, how university libraries can provide support for virtual mobility, to reference libraries in virtual mobility, to links to libraries and intercultural communication issues.

TRAINING IN INFORMATION SKILLS
The Library has focused on basic transversal skills propounded by the EHEA, the Library has been aware of the importance that information skills will have for the UOC’s curriculum. Training in information skills is basic if students are to know how to locate, access it, assess it, organise it and communicate it. This makes even more sense in a university like the UOC which makes intensive use of ICTs and the virtual learning environment.

That is why the Library has decided to carry out two complementary actions. On the one hand, it teaches an online course in information skills for the first time as a part of its programme of course work for collaborating teachers, organised by Teaching Action Management. On the other, it takes part in attended meetings organised by the University, with training sessions on how to give the information you need, to give students the necessary tools to work the various sources of information and to learn how to choose the best ones suited to their studies.

E-MAGAZINE SEARCH ENGINE
In 2008, the Library set up a new e-magazine search engine on its main page to help seek out and access the complete texts of the e-magazines to which the Library is subscribed. The e-magazine search engine displays – and allows users to access – all subscription and free e-magazines available to the Library to support the University’s learning, teaching and research work with the e-reading system (eFAX) also offers a series of advanced, added-value services, such as querying tables of content, the impact of a title or exporting quotes to the reference manager RefWorks, eMags, among others.

COORDINATION OF LINE 8 OF THE REBIUN STRATEGY PLAN
In academic year 2007-2008, the UOC Library was in charge of coordinatin Strategy line 8 of the REBIUN Strategy Plan [Red de Bibliotecas Universitarias (University Libraries Network)], entitled “CATALUNI”. The purpose of this line of work is to provide guidelines to university libraries in the face of the new challenges posed by the European research area and new processes for creating and disseminating science. The operational objectives on which the line is based are digital libraries (access, content and services) and intellectual property rights.

One university libraries which have taken part in this line are UNED, University of Murcia, University of Salamanca, University of Valencia, Pablo de Olavide University, Seville and the Technical University of Catalonia.

RENOVATION OF LIBRARY SERVICES
The Library has undertaken some important new services. On the one hand it has extended its lending service to the Spanish campus in response to one of the main requests sent in by Library users.

On the other, it has renovated its help service with the new The Library responds area, from which users can ask questions about how any library service or resource works or what it is like, or ask for reference searches on matters of academic interest.

The purpose of this new offer to uphold the commitment to quality and efficiency which has always characterised the user support provided by the UOC Library.

The new journal search engine tells us what effect a title has had or exports quotes to the RefWorks Manager.

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One of the priorities is to train teachers and students on how to seek out information and interpret it.
The virtual Campus has been renovated with a new design and new EHEA classrooms. Business Studies was the first qualification to have UOC Classroom. multilingual pilot groups were also created in the post-academic year because: (1) they are an attendee and in others as organisers): the UOC took part in a series of seminars and symposia (in some cases to disseminate and incorporate state-of-the-art technological knowledge, the workstations were refurbished (400 flat screens, 300 Pentium-4 improved (traffic manager, load balancers, unified communications) and on the other hand, the new buildings were adapted with structured Resource-based browsing (In-rECS, mIAr, DICE (CSIC) and Carhus Plus (AGAUr), and were added to Latindex, Redalyc, e-revistas, DOAJ, among others. The UOC publishes the following academic e-journals: « ArtNodes. Journal on Art, Science and Technology Produced by the Humanities, Information and Communication Sciences and IT, Multimedia and Telecommunications department. http://artnodes.uoc.edu/eng « Digital Humanities in The Digital Era Produced by the Languages and Culture and Humanities departments. http://digitalhum.uoc.edu/eng « IJIP Internet, Law and Politics Journal. Produced by the Law and Politics Sciences department. http://ijip.uoc.edu « Mosaic. Produced by the Multimedia Studies, part of IT, Multimedia and Telecommunications department. http://mosaic.uoc.edu/eng « RUSC. Journal on the University and the Knowledge Society Produced by the UOC UNESCO Chair in E-Learning. http://rusc.uoc.edu/eng « UOC Papers. Journal of the Knowledge Society Produced by the UOC. http://uocpapers.uoc.edu/eng « Lletra. Catalan literature on the internet http://www.lletra.cat/ In 2008 Lletra consolidated its position as a benchmark for Catalan literature on the internet because: it has received a record number of unique visitors: 336,484 last year; it has added over a hundred new pages on authors and works in Catalan, Spanish and English; it has renewed its agreement with Institut Ramon Lull and the Institució de les Lletres Catalanes, set up in 2005. In cooperation with other institutions, Lletra has: produced Joic de Miralls, a virtual exhibition dedicated to Marçol Rodo- nada, in collaboration with the Marçol Rodoreda Foundation www.lletra.cat/expo/mercorodoreda renovated the Múrcia de poesies website in collaboration with the Cat- alan Department’s Department of Education www.musicadepoetes.cat www.lletra.cat/expo/mercorodoreda www.museodepoetes.cat « Lletra, Catalan literature on the internet. http://www.lletra.cat/ More than a hundred news items, interviews and reports in Catalan, Spanish and English have been published. MORE THAN ONE HUNDRED AND FIFTY PRESS ARTICLES AND MORE THAN THIRTY INTERVIEW AND CURRENT EVENT REPORTS With the presentation of the new portal (new technological structure and new browser structure), the press room has also undergone a renovation, making it easier to access and check the news items, interviews and current events reports which have appeared over the academic year, with links included, that biographical descriptions and multimedia materials. It has been possible to add new content, such as the agenda, articles of opinion, institutional publications, etc.
CONCLUSION OF THE FIRST STAGE OF THE PROJECT TO ANALYSE INTERNAL COMMUNICATION WITHIN THE UOC

As a result of the analysis, the UOC now has an objective, updated and independent diagnosis of the type of internal communications it now has, how it is done and how it could be improved.

This report was drafted by the company LTCProject. The objective of the project was to draft a master plan to define, plan and implement specific initiatives designed to develop and improve areas of the UOC's internal communications, based on objective and measurable factemurables. Over the mid-term, this will provide it with well-defined operational communication circuits which really work.

As part of the initial stage of the study, eleven in-depth, personal interviews were conducted and four focus groups set up. Almost forty people, from all areas and with different kinds of responsibilities took part in these meetings.

THE NETWORK OF CONTACTS ESTABLISHED TO COMPANIES IN SEVILLE AND MADRID

The UOC organised two meetings with the business and working world in Madrid and Seville to strengthen the UOC's institutional presence in the State of Spain. These meetings, organised by the Office of the Vice President of Postgraduate Studies and Lifelong Learning, were attended by the UOC's Board of Governors.

As part of these meetings, the UOC introduced its International Graduate Institute and spoke of innovative experiences in in-company training, developing with the UOC's own e-learning methodology and in cooperation with businesses.

IN-COMPANY TRAINING

- Consolidate the UOC's experience in providing training to companies and institutions.
- Become a benchmark centre for customised training and for projects with businesses and institutions.
- Receive ongoing and periodic internal communication to promote training for all bringing the university and business ever closer.

CUSTOMISED CORPORATE LAW POSTGRADUATE PROGRAMME IN COOPERATION WITH Roca i Juvént

The UOC and Roca i Juvént designed a customised Corporate Law postgraduate programme for the lawyers who have recently joined their firm. The course is part of the compulsory training set up by the law office, which all first-year lawyers must take to be able to continue working at the firm.

Twenty-two lawyers took the training programme last academic year. Most of them continue to work in Roca i Juvént.

COURSE DESIGNED FOR THE INSTITUTO TECNOLÓGICO DE LAS AMÉRICAS (ITLA)

The UOC has designed a customised training course for the Instituto Tecnológico de las Américas in the Dominican Republic.

The course was designed to provide training to five of its teaching staff and other professionals on distance learning and the creation of content for virtual learning environments so that they could include e-learning among the ITLA's offer of courses.

The course was imparted over a four-month period across the UOC Virtual Campus and one week's attendance in Santo Domingo.

ONLINE COURSES FOR FUTURE TEACHERS IN MEXICO

Over the academic year, the UOC worked with cooperation with two Mexican institutions on an online training programme for future teachers. The institutions in question were the Autonomous University of Mexico and the Autonomous University of Morarela. These two universities are currently developing e-learning training into their academic activities. Both institutions have placed their trust in the UOC's experience to train the professionals who will lead or take part in these processes. A total of seventy volunteers took the customised training programme.

FROM THE SOCIAL NET PORTAL TO E-DICTIONAT

The Office of Public Administration department commissioned the UOC to re-design its SocialNet Portal.

The UOC undertook three specific actions to improve the existing portal and the services it offers. It is set to become the new e-diCat portal, with new, associated services. The UOC redesigned the SocialNet Portal using accessibility criteria, developing a new CMS (content management system); managing the newsletters from the Social and Public Action Department and designing and developing a pilot test of two semi-distance training programmes for SPAD staff, using the UOC's mixed-modal.

E-learning training was offered to university professors from institutions in the Dominican Republic and Mexico.

NEW MEETINGS WITH THE UOC

The University of Barcelona launched a new Open University project in Catalonia.

The UOC's cooperation agreements have been extended to Catalonia and the UOC has signed a new agreement with the University of Catalonia.

The UOC has undertaken various initiatives to strengthen its institutional presence in Catalonia.

In the future, the UOC aims to bring its new Open University project to Catalonia.

THE UOC GROUP

GEC, THE LEADER IN VIRTUAL COMMUNITIES AND E-LEARNING

GEC has developed innovative e-learning solutions and virtual communities and entered into joint-ventures. This company, a leader in its area, uses its experience of the UOC in e-learning, insurance, automotive, telecoms, utilities and Government sectors. It has set up its own technological platform with nearly seventy environments and a total of more than two hundred thousand users.

Recently, GEC incorporated its “Sales School” solution, a customised curriculum for training the sales networks of large companies in an efficient, sales target-oriented manner.

COMMITMENT TO SUSTAINABLE LEARNING

GEC has presented a client with training solutions based on the model of sustainable learning.

It is attempting to develop an efficient approach to cover large-scale training requirements with self-learning and self-management models. The model is not exclusive of the traditional system, but rather complements it, getting the best results in combined learning formats: 30% attendance-based training, 40% virtual training in the workplace and 30% in workplace experiences. With this model, the employee is the main character and both produces and receives knowledge, along with all the other employees. It is a flexible form of training, personalised and based on a relationship between equals. The model is also financially sustainable.

The GEC platform has developed towards 20 virtual models to become not only a training tool but also an area for online learning and communication to boost companies' collective knowledge.

NEW OFFICE IN FRANCE

In May 2008, the UOC, via its Group, signed a process of international expansion of services, opening an office in Paris to serve its French clients and open new accounts.

TRAINING PLATFORM FOR VOLKSWAGEN UK

Volkswagen Group UK (VWUK) has incorporated the Villagora training management platform into its organisational structure. This platform was developed in 1995 and adapted by the consultancy company GEC with this new project. GEC exports its online training service to another country, following the success of the platform with the Volkswagen group in Spain (VASEA).

This training management system is designed to cover the entire network of nineteen retailers and fifty dealers covering the entire country and the group’s brands in the United Kingdom: Volkswagen, Audi, Skoda, SEAT and commercial vehicles. The platform comes in response to the increasingly high requirements of the sales and aftersales network that the automobile group has. The virtual platform will manage the distance and attendance-based training provided to the more than twenty-four thousand employees of the dealer network that VWUK coordinates and will provide more than three hundred and fifty thousand hours of training annually.

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GEC has developed a technological platform with more than 70 environments and 200,000 registered users.

NEW PUBLICATIONS UP BY 15%

Eucedia Editorial has published one hundred and twenty-five titles over the last academic year, against the one hundred and ten titles published the year before. This is a 15% increase in new publications.

The publishing house, which had already grown by 81% the previous year, confirmed its success as regards publishing reference works for university students, essays on the Internet and the information society and text books.

THE SOCIETY RED LABEL AND THE SOPRICES LABEL NOW ON THE MARKET

Editorial UOC has launched Societas Red, a new collection of books edited by Manuel Castells. It has also created a new label: UOCPress which can publish reference works from the area of communicati- tion. In future it will also publish works for teaching staff and professionals from all knowledge-related areas. These works are currently published in Spanish and will shortly be available in Catalan.

The Social and Public Action Department commissioned the UOC to redesign its role as a benchmark which selects, comments on and provides guidance to the academic universe online. This has resulted in a change in motto: from new on it is Catalan literature online. This means that it has also been able to incorporate new strategies in common with other University projects, such as mobility, multimedia and participation (web 2.0).

To bring the UOC closer to the everyday reality of companies, meetings were held to discuss the Botonga process and the UOC's innovation projects.

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