
Centre monitoring report

Doctoral School

Academic year 2024/2025

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1. Basic identification details

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Body and date of approval	Doctoral School Management Committee, 3 February 2026

Programme name	RUCT code	Year implemented	Validation	Modification	Accreditation
Doctoral programme in Network and Information Technologies	5600006	2013/2014	28/12/2012	14/03/2016 15/10/2019	26/05/2025
Doctoral programme in Education and ICT (E-learning)	5600387	2013/2014	23/07/2013	14/03/2016 21/03/2022	15/10/2019 26/05/2025
Doctoral programme in Society, Technology and Culture	5601453	2021/2022	11/03/2021	24/07/2025	-

2. Preparation of the report

The Doctoral School centre monitoring report has been drawn up by the director of the Doctoral School with the assistance of the Management Committee, whose members are listed below:

- Dr Ferran Adelantado Freixer (director of the Doctoral School)
- Dr David Masip Rodó
- Dr Natàlia Cantó Milà
- Marga Casamitjana Franco
- Dr Iolanda García González
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This report is based on the relevant doctoral programme monitoring reports, which were prepared by each programme's academic committee according to the following procedure:

- The relevant data were analysed.
- A first draft of the report was prepared by the programme coordinator, taking into account the information provided by each member of the teaching staff.

- This draft report was submitted to the competent member of the Organization, Processes and Quality department.
- The members of the academic committee met to discuss the draft report.
- The report was reviewed in the light of feedback from the academic committee and signed off on.
- The report was resubmitted to the Organization, Processes and Quality department.

Once the doctoral programme monitoring reports were completed, the following steps were taken:

- The reports were reviewed by members of each doctoral programme's committee and a first draft of the centre monitoring report was written.
- This draft report was submitted to the competent member of the Organization, Processes and Quality department.
- The report was reviewed by the Doctoral School Committee, which includes members of the Student Council.
- Changes were made by the director of the Doctoral School, taking into account the input of all parties.
- Once completed, the report was reviewed and presented at the Management Committee meeting (see Section 1, "Basic identification details") and validated and approved on 3 February 2026.

3. Follow-up on requirements and recommendations from external assessment procedures

All requirements and recommendations from the 2019 accreditation process have been resolved, except for number 5. This last requirement relates to improving the availability of student information across disciplines and enabling all students to access their peers' research profiles. Since it has been only partially resolved, its status remains "in progress". As regards the programme-level recommendations, also stemming from the 2019 accreditation processes, actions are under way to improve the percentage of accredited teaching staff and to enhance internationalization indicators in the doctoral programme in Education and ICT (E-learning), both in terms of international co-supervisors and the number of students undertaking international research stays. Measures have been implemented to promote internationalization, although the proportion of online students represents an additional challenge. Likewise, appropriate actions are being carried out at institutional level to enable early-career teaching staff to obtain the corresponding accreditations. As these are medium- and long-term actions, they remain "in progress".

Furthermore, the recommendation to reduce the number of research lines has been addressed in the doctoral programme in Network and Information Technologies, decreasing them from 13 to 6 without altering the scope of the programme. The new modification was submitted in December 2025 and will be considered resolved once it has been formally approved. For this reason, its status remains "in progress" even though all the necessary actions for its resolution have been completed.

Finally, in the doctoral programme in Society, Technology and Culture, a recommendation concerning public information has been partially resolved. Specifically, a broken link to the regulations has been fixed, and the recommendation regarding the information to be included in the programme report will be addressed in the next external assessment process.

The status of each of the recommendations is set out below:

Code	Level (centre/programme)	Description in original final external assessment report	Response	Current status
PM-AC-2019_03	Centre	5. In order to foster communication between candidates, potential candidates or the wider scientific community and the doctoral programme, as stated in the three self-assessment reports, we recommend that all past and present students on any doctoral programme at the UOC should have access to their peers' research profile and be able to see the work they have published as part of the doctoral programme and the courses, activities, research stays and other endeavours they have undertaken.	Doctoral students are able to meet students from other disciplines and cohorts in the tutoring classroom. There they can communicate and view each other's profiles. In addition, the UOC is currently analysing potential technological platforms and tools that could enhance information exchange between doctoral students at different stages of research. Particular attention is being given to Folio, although this is not the only focus. These are innovative and highly visual tools for sharing research progress with teaching staff, thesis supervisors and, with the author's permission, all students or the entire scientific community.	In progress
PM-AC-2019_17	Doctoral programme in Education and ICT (E-learning)	Around 60% of the programme's teaching staff have received research accreditation. We recommend that efforts continue to raise this percentage.	Currently, 52% of teaching staff who are actively involved in the programme have achieved research accreditation. However, 72% are currently on a recognized six-year research period. This suggests that many of the active teaching staff are still in the early stages of their careers and are expected to obtain research accreditation in the coming years. Nevertheless, efforts will continue to recruit new teaching staff who are either accredited or have a clearly defined research profile.	In progress
PM-AC-2019_18	Doctoral programme in Education and ICT (E-learning)	Some theses are co-supervised by non-UOC teaching staff and some thesis assessment boards have international members. However, this indicator should still be improved.	Efforts are under way to progressively increase the number of non-UOC and international teaching staff serving as co-supervisors, thesis examiners and external evaluators. This criterion has been incorporated into the decision-making processes of the programme's academic committee, and explicit recommendations have been issued to the relevant teaching staff. However, it is difficult to capture these forms of participation in quantitative terms. The programme's academic committee has recently decided to establish a panel of experts within each research line, with a commitment to act as external evaluators of theses at the time of deposit. The formal association of non-UOC and international teaching staff with the programme through this panel is also expected to increase opportunities for co-supervision.	In progress
PM-AC-2019_19	Doctoral programme in Education and	Very few theses have been awarded an international mention. A strategy should be developed to improve this indicator.	Proactive measures are being taken to address this matter among funded doctoral students, in order to promote predoctoral research stays that may lead	In progress

	ICT (E-learning)		to an international mention. However, it should be noted that most doctoral students on the programme study part-time (85%), are often based in other regions or countries, and have limited availability to undertake research stays abroad.	
MO-VE-2019_04	Interuniversity doctoral programme in Tourism (UMA, UA, UCA, UCM, UEX, ULL, Nebrija, UOC, URJC, USC, US, UVIGO)	<p>The following aspects of the proposed degree programme will be carefully monitored:</p> <ul style="list-style-type: none"> - New active research projects must be incorporated, especially in research lines where current projects are nearing completion. This issue will be subject to particular scrutiny in view of the doctoral programme's accreditation renewal. - Scientific output must be balanced across research lines through the implementation of specific, targeted actions. <p>As the original doctoral programme had limited scientific output and impact, steps must be taken to improve its output and visibility in order to meet the agreed targets.</p>	<p>The institution has recently redefined its research structure through the creation of five research centres with a twofold objective:</p> <ol style="list-style-type: none"> 1. To improve coordination between research groups, departments or faculties and the Doctoral School. This is intended to align the recruitment of new doctoral graduates with both teaching and research needs. 2. To improve the funding of research groups. The new structure has made it possible to guarantee baseline funding for a larger number of research groups, including some linked to the health programme. This should increase the capacity to secure competitive funding and to enhance scientific output. <p>In addition, the indicators are expected to improve as the number of programme graduates increases.</p>	Resolved
PM-VE-2021_01	Doctoral programme in Society, Technology and Culture	The link to the doctoral programme's continuous enrolment regulations is still not working.	The broken link has been fixed.	Resolved
		Information is provided on the percentage of students who have received postdoctoral grants or contracts during the last five years: 10 postdoctoral contracts with grants funded by the UOC, two international postdoctoral contracts (UK and Japan) and one Juan de la Cierva contract. This information, which is provided in the appeals document, must be included in the programme validation report.	The information was added to the Modifica report.	Resolved
PM-AC-2025_I C_01	Doctoral programme in Education and ICT (E-learning)	As indicated in Action 1.4 on page 76 of the accreditation report, there should be more industrial doctorates in the programme (Table 1.10).	This has been included as an improvement action (IA 1.4) in the self-assessment report for accreditation.	In progress

PM-AC-2025_I C_02	Doctoral programme in Network and Information Technologies	<i>There are far too many research lines for the number of students enrolled on the programme. As a result, some lines have had no new entrants for several years (Table 1.5). Merging certain lines into broader thematic areas could improve the programme's coherence.</i>	<i>A modification was submitted in December 2025 reducing the number of research lines to six. This will strengthen each line by ensuring a greater concentration of doctoral students.</i>	<i>In progress</i>
PM-AC-2025_I C_03	Doctoral programme in Education and ICT (E-learning)	<i>In particular, feedback from the satisfaction surveys points to the need to improve communication mechanisms, information flow and transparency in certain processes, such as admissions. We recommend following these suggestions regarding the admissions process and communication mechanisms.</i>	<i>A review is under way to ensure that the public information provided for all programmes is accurate and complete in the three available languages.</i>	<i>In progress</i>
PM-AC-2025_I C_04	Doctoral programme in Education and ICT (E-learning)	<i>The course plan for "Research Design in Social Sciences", "Advanced Quantitative Methods in Knowledge Society Research", "Advanced Qualitative Methods in Knowledge Society Research", "Academic Writing", "Academic Presentations. How to Give an Effective Talk", "Entrepreneurship for Researchers", "Search for Academic Information", "Bibliographic Reference Management" and "Where to Publish: How to Identify Leading Journals" does not specify the teaching methodology. A review is therefore recommended.</i>	<i>A review is under way to ensure that the public information provided for all programmes is accurate and complete in the three available languages.</i>	<i>In progress</i>
PM-AC-2025_I C_05	Doctoral programme in Education and ICT (E-learning)	<i>The course plan for "Open Access" is incomplete. A review is therefore recommended.</i>	<i>This training activity will no longer be offered in the next academic year.</i>	<i>Resolved</i>
PM-AC-2025_I C_06	Centre	<i>It would be advisable to include other non-campus-based and non-contracted doctoral students in the focus group meetings.</i>		<i>Pending</i>
PM-AC-2025_I C_07	Doctoral programme in Education and ICT (E-learning)	<i>We recommend setting a maximum number of thesis supervisions that teaching staff can accept for each new intake of doctoral students.</i>	<i>It is difficult to set a maximum number of theses, as the situations and supervisory capacity of teaching staff vary considerably. There is, however, a limit on the number of candidates who may be endorsed for admission with a predoctoral contract, which is restricted to one. There is also a limit on the total number of applications that may be endorsed each year, which should not exceed three.</i>	<i>Resolved</i>
PM-AC-2025_I C_08	Doctoral programme in Education and	<i>We recommend increasing the presence of international members on thesis defence panels.</i>	<i>Steps are being taken to improve the systematic recording of participants on thesis defence panels in order to monitor this matter. Recommendations will also</i>	<i>In progress</i>

	ICT (E-learning)		<i>be issued to teaching staff on how to prepare their reasoned proposals for thesis defence panels. This indicator is expected to improve in the near future.</i>	
PM-AC-2025_I C_09	Doctoral programme in Education and ICT (E-learning)	<i>We recommend targeted actions to improve doctoral students' perceptions regarding the development of interdisciplinary competencies, as the survey results indicate room for improvement (Figure 4.2, P7).</i>	<i>In the most recent surveys available, satisfaction levels are more positive; however, this aspect will continue to be monitored.</i>	<i>Analysis ongoing</i>
PM-AC-2025_I C_10	Centre	<i>We recommend taking action to improve the student help service, in order to deliver responses within a maximum of 48 hours and enhance satisfaction with the responses received.</i>		<i>Pending</i>
PM-AC-2025_I C_11	Centre	<i>We recommend increasing the number of grants and the amount of financial support available for mobility for part-time doctoral students.</i>		<i>Pending</i>
PM-AC-2025_I C_12	Centre	<i>Efforts should be made to find out how satisfied teaching staff are with the environment, resources and materials.</i>		<i>Pending</i>
PM-AC-2025_I C_13	Doctoral programme in Education and ICT (E-learning)	<i>As indicated in the self-assessment report, some of the scientific output produced by part-time doctoral students may not have been recorded. In this specific case, we therefore recommend improving the monitoring of these students' output.</i>	<i>This improvement action, which had already been included in the self-assessment report for accreditation, has been ruled out for the time being. We planned to use Folio to record publications; however, it is not clear whether this tool will continue to be used at the UOC or which tools might replace it.</i>	<i>Ruled out</i>
PM-AC-2025_I C_14	Doctoral programme in Education and ICT (E-learning)	<i>Figure 6.1 shows a clear downward trend in satisfaction with the doctoral programme. We recommend reviewing students' suggestions in the satisfaction surveys and taking appropriate action. In particular, student feedback points to the need to improve communication mechanisms, information flow and transparency in certain processes, such as admissions.</i>	<i>In the most recent surveys available, satisfaction levels are more positive; however, this aspect will continue to be monitored. An annual questionnaire has also been introduced to gain further insight into the experience of doctoral students.</i>	<i>In progress</i>
PM-AC-2025_I C_15	Doctoral programme in Education and ICT (E-learning)	<i>The self-assessment report does not include information on the location of research stays. It would be advisable to include this information in future accreditation renewal processes in order to enable proper analysis.</i>	<i>The External Evaluation Committee's recommendation to record the location of research stays is acknowledged and will be addressed in future reports.</i>	<i>In progress</i>

Overall, the necessary actions to address the above recommendations and requirements are progressing appropriately.

4. Assessment of compliance with the monitoring standards

4.1 Standard 1: Quality of the training programme

The study programme design (research lines, skills profile and training activities) is current according to the requirements of the educational field and it meets the required level of study according to the MECES.

1.1. The programme has mechanisms in place to ensure that the admission profile of PhD students is suitable and that the number of students is consistent with the characteristics and distribution of the programme's research lines and the number of places available.

1.2. The programme has suitable mechanisms in place for supervision of PhD students and, where applicable, of training activities.

Name of programme	Progressing towards excellence	Compliant	Compliant with conditions	Non-compliant
Overall assessment		X		

Analysis and assessment

The Doctoral School has initiated the process of modifying its doctoral programmes, acting as coordinator, with leadership provided by each programme's academic committee. The objectives are as follows:

- Adapt the access mechanisms and programme competencies in accordance with the new doctoral regulations resulting from the amendment of Royal Decree 99/2011 in July 2023 (Royal Decree 576/2023).
- Update the faculty associated with the programmes' research lines to reflect the new additions to the UOC's teaching and research staff.

For interuniversity programmes, this modification process is led and realized by the coordinating institution. This applies to the interuniversity doctoral programmes in Tourism; Bioinformatics; and Business Administration and Management.

The modification of the remaining programmes has been structured into two phases: a first phase during the 2024/2025 academic year and a second phase during the 2025/2026 academic year. Both modification reports were submitted in December 2025. The programmes involved in each phase are listed below:

Phase 1 (2024/2025):

- Doctoral programme in Health and Psychology
- Doctoral programme in Society, Technology and Culture
- Doctoral programme in Humanities and Communication

Phase 2 (2025/2026):

- Doctoral programme in Network and Information Technologies
- Doctoral programme in Education and ICT (E-learning)

- Doctoral programme in Law, Politics and Economics

In addition to these modification processes, accreditation processes were carried out for the following programmes during the 2024/2025 academic year:

- Doctoral programme in Network and Information Technologies
- Doctoral programme in Education and ICT (E-learning)

All processes carried out during the 2024/2025 academic year had a positive outcome. Regarding the modification processes undertaken during the 2025/2026 academic year, no formal decision had been received by the time this report was prepared.

The Doctoral School has efficient mechanisms for monitoring and assessing the different admission profiles for each programme. The academic committees validate the profiles based on their fit with the relevant programme's research lines, using the information provided in the application documents and interviews with line representatives. This information is recorded in order to assess the student's suitability and the balance within each programme. Currently, most students gain access to the UOC through an external university master's degree.

Each year, the doctoral programmes reserve places (within the legal limits related to the number of validated places) for students who apply outside the regular competition period in the following cases: recognized disability (Royal Decree 576/2023) or competitive funding that requires registration and conditional acceptance into a doctoral programme.

Enrolment figures

Below are the figures collected to monitor student enrolment on each doctoral programme. The following notation is used to identify the programmes:

- NIT: Network and Information Technologies
- ELE: Education and ICT (E-learning)
- DPE: Law, Politics and Economics
- TUR: Tourism
- STC: Society, Technology and Culture
- ADE: Business Administration and Management
- SIP: Health and Psychology
- HIC: Humanities and Communication
- BIO: Bioinformatics

The following table shows enrolment figures for each doctoral programme over the last five academic years, alongside the total figures for the Doctoral School.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO	Cohort total
2021/2022	17	9	0	8	17	5	22	22	3	103
<i>Men</i>	12	6	0	1	10	2	9	11	2	53
<i>Women</i>	5	3	0	7	7	3	13	11	1	50
2022/2023	14	17	13	5	12	10	18	11	0	100
<i>Men</i>	11	8	7	1	6	6	3	5	0	47

Women	3	9	6	4	6	4	15	6	0	53
2023/2024	11	12	15	6	14	9	23	14	1	105
Men	9	3	11	2	4	5	8	5	0	47
Women	2	9	4	4	10	4	15	9	1	58
2024/2025	23	12	13	3	15	12	25	16	5	124
Men	17	7	7	0	8	8	3	6	3	59
Women	6	5	6	3	7	4	22	10	2	65
2025/2026	23	18	12	9	16	16	20	15	2	131
Men	14	12	6	3	6	12	6	7	0	66
Women	9	6	6	6	10	4	14	8	2	65
Programme total	88	68	53	31	74	52	108	78	11	563

Table 1.1 Newly enrolled students by cohort and programme

The programmes enrol a number of students in line with the number of places available. Recently launched programmes (particularly SIP and HIC) enrolled more students in their first years, but this trend has stabilized over the past year, reaching a steady state consistent with the capacity of each programme.

There has been steady, gradual and balanced growth in the total enrolment figures, reflecting a trend towards aligning admissions with each programme's training capacity. This trend is attributable to two key factors: (i) recently launched and longer-standing programmes have become more firmly established; (ii) teaching staff numbers have increased within each programme.

In view of the growth in UOC faculty associated with the Doctoral School programmes, the modification processes have included a slight increase in the number of places available in certain programmes, such as NIT and DPE. In any case, the admission figures presented in the table ensure that enrolled doctoral students receive training in accordance with the quality standards defined in the respective programme reports.

The academic committees rank candidates using a [public scoring rubric](#), and only those at the top are admitted. As a result, in many cases it is not possible to guarantee access to all candidates. There are also minimum scores for each rubric, which means that places may go unfilled if candidates do not meet the minimum threshold.

The table shows that overall admissions have been gender balanced in recent academic years. Although the exact balance varies from programme to programme, the Doctoral School's overall position can be considered satisfactory. Nevertheless, both the individual programmes and the UOC as a whole are taking steps to increase gender balance across all degree programmes. Overall, the percentage of women among first-time enrolments during the academic years shown in the table was as follows: 48.5% in 2021/2022; 53.0% in 2022/2023; 55.24% in 2023/2024; 52.42% in 2024/2025; and 49.62% in 2025/2026. Taken together, between 2021/2022 and 2025/2026, women accounted for 51.68% of new entrants.

Table 1.2 shows the trend in the number of active students, including both those enrolled and those on temporary leave, by academic year and doctoral programme. Several situations should be highlighted.

First, NIT and ELE show sustained growth in the number of active students, although at a lower rate than the other programmes. Over the period shown in Table 1.2, NIT recorded growth of 21.5%, comparing the number of active students in 2025/2026 with that in 2021/2022. In the case of ELE, growth over the same period was 9.5%. These are the longest-standing programmes and are therefore in a steady state, in which new admissions are partially offset by thesis defences and withdrawals.

By contrast, the other programmes show much higher growth rates: DPE increased from 0 to 39 students; TUR by 100%; STC by 294% as a result of transfers from the doctoral programme in the Information and Knowledge Society, which is being phased out; ADE by 300%; SIP by 139%; HIC by 62.5%; and BIO by 75%. These marked increases reflect the more recent establishment of these programmes, the still limited number of graduates, and, in the case of STC, student transfers.

Overall, the trend in the number of doctoral students is therefore consistent with the level of maturity of each programme and with the number of new admissions each academic year.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO	Cohort total
2021/2022	84	74	0	14	17	11	41	48	8	297
<i>Men</i>	67	32	0	4	10	7	17	21	7	165
<i>Women</i>	17	42	0	10	7	4	24	27	1	132
2022/2023	83	80	13	18	29	18	53	54	8	356
<i>Men</i>	64	33	7	4	16	11	15	24	7	181
<i>Women</i>	19	47	6	14	13	7	38	30	1	175
2023/2024	80	77	26	23	42	25	69	65	9	416
<i>Men</i>	60	28	16	6	19	14	22	29	7	201
<i>Women</i>	20	49	10	17	23	11	47	36	2	215
2024/2025	89	77	31	23	54	32	90	68	13	477
<i>Men</i>	67	31	18	4	26	18	23	29	9	225
<i>Women</i>	22	46	13	19	28	14	67	39	4	252
2025/2026	102	81	39	28	67	44	98	78	14	551
<i>Men</i>	74	38	21	7	31	28	26	34	8	267
<i>Women</i>	28	43	18	21	36	16	72	44	6	284

Table 1.2 Number of active students per year

As regards internationalization, Table 1.3 shows the number of newly admitted foreign students enrolled each academic year. A comparison with Table 1.1 reveals that students from countries other than Spain account for between 30% and 50% of new admissions across all programmes, and for approximately 37% of new entrants to the Doctoral School as a whole over the period shown.

This stable trend has continued into the 2024/2025 academic year with no major changes. It should also be noted that there is a correlation between foreign students and grant holders. The UOC grant programme therefore continues to support this satisfactory level of internationalization.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO	Cohort total
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2021/2022	9	4	0	1	4	1	10	9	0	38
<i>Men</i>	5	3	0	0	2	1	3	3	0	17
<i>Women</i>	4	1	0	1	2	0	7	6	0	21
2022/2023	2	9	2	1	6	4	9	3	0	36
<i>Men</i>	2	5	1	0	3	2	3	0	0	16
<i>Women</i>	0	4	1	1	3	2	6	3	0	20
2023/2024	4	6	3	2	9	2	8	2	0	36
<i>Men</i>	4	2	1	1	3	1	3	0	0	15
<i>Women</i>	0	4	2	1	6	1	5	2	0	21
2024/2025	8	6	5	1	6	4	4	7	3	44
<i>Men</i>	5	5	5	0	2	3	0	2	2	24
<i>Women</i>	3	1	0	1	4	1	4	5	1	20
2025/2026	14	8	7	7	8	6	4	2	1	57
<i>Men</i>	9	5	2	2	2	5	2	1	0	28
<i>Women</i>	5	3	5	5	6	1	2	1	1	29
Programme total	37	33	17	12	33	17	35	23	4	211

Table 1.3 Foreign students enrolled on doctoral programmes

Table 1.4 shows the percentages of newly admitted students who enrol on a part-time basis. As an online university, the UOC attracts a high proportion of part-time students who combine doctoral studies with professional commitments. Consequently, the proportion of part-time enrolment is markedly higher than at other institutions, typically around or above 70%. This proportion falls below that level only in certain academic years or programmes, where doctoral students are involved in research projects or have been awarded competitive regional, national or international grants. In the 2024/2025 academic year, most programmes recorded close to 70% or higher, with the exception of NIT and STC (56.52% and 60%, respectively). Notably, the highest percentages are observed in interuniversity doctoral programmes that are not part of the UOC predoctoral grant programme, namely TUR, ADE and BIO.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO
2021/2022	35.29	66.67	0	100	47.06	100	72.73	68.18	100
<i>Men</i>	33.33	66.67	0	100	70	100	88.89	54.55	100
<i>Women</i>	40	66.67	0	100	14.29	100	61.54	81.82	100
2022/2023	71.43	82.35	69.23	100	58.33	100	61.11	45.45	0
<i>Men</i>	63.64	87.5	71.43	100	66.67	100	33.33	20	0
<i>Women</i>	100	77.78	66.67	100	50	100	66.67	66.67	0
2023/2024	72.73	83.33	73.33	83.33	21.43	88.89	78.26	85.71	100
<i>Men</i>	66.67	100	72.73	100	25	80	50	80	0
<i>Women</i>	100	77.78	75	75	20	100	93.33	88.89	100
2024/2025	56.52	83.33	76.92	100	60	91.67	68	68.75	80

Men	47.06	71.43	71.43	0	50	100	66.67	66.67	66.67
Women	83.33	100	83.33	100	71.43	75	68.18	70	100
2025/2026	86.96	100	83.33	88.89	68.75	100	75	73.33	50
Men	92.86	100	83.33	100	50	100	50	57.14	0
Women	77.78	100	83.33	83.33	80	100	85.71	87.5	50

Table 1.4 Part-time students (% of total)

Table 1.5 shows the percentages of students with funding, whether through grants (Industrial Doctorates of the Government of Catalonia, UOC grants, FI, FPI, FPU or MSCA) or through a research project.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO
2021/2022	64.71	33.33	100	0	52.94	0	27.27	31.82	0
Men	66.67	33.33	100	0	30	0	11.11	45.45	0
Women	60	33.33	100	0	85.71	0	38.46	18.18	0
2022/2023	28.57	17.65	30.77	0	41.67	0	38.89	54.55	100
Men	36.36	12.5	28.57	0	33.33	0	66.67	80	100
Women	0	22.22	33.33	0	50	0	33.33	33.33	100
2023/2024	27.27	16.67	26.67	16.67	78.57	11.11	21.74	14.29	0
Men	33.33	0	27.27	0	75	20	50	20	100
Women	0	22.22	25	25	80	0	6.67	11.11	0
2024/2025	43.48	16.67	23.08	0	40	8.33	32	31.25	20
Men	52.94	28.57	28.57	100	50	0	33.33	33.33	33.33
Women	16.67	0	16.67	0	28.57	25	31.82	30	0
2025/2026	13.04	0	16.67	11.11	31.25	0	25	26.67	50
Men	7.14	0	16.67	0	50	0	50	42.86	100
Women	22.22	0	16.67	16.67	20	0	14.29	12.5	50

Table 1.5 Students with grants (% of total)

The gender perspective

The UOC Equality Plan was updated for the 2023-2025 period. The UOC 2023-2025 Gender Equality Plan is a strategic document laying out the institution's roadmap towards real and effective equality between women and men across all areas of activity. The plan reflects the university's commitment to consolidating an organizational culture free from discrimination and to adapting to the current regulatory framework.

This document is the result of a participatory process and negotiations between the university's leadership and staff representatives. It serves as a management tool for:

- Analysing the current situation: It is based on a comprehensive assessment of the state of equality at the UOC.
- Defining actions: It establishes concrete measures to address identified inequalities.

- **Setting indicators:** It includes monitoring and evaluation mechanisms that gauge the impact of policies implemented during the designated period.

The scope of the plan covers all university staff, including teaching and research staff and administrative staff. It therefore extends to all roles within the Doctoral School, including the administrative and academic teams, thesis supervisors and doctoral students.

The plan rests on a series of cross-cutting principles that guide all its actions:

1. **Gender mainstreaming:** The gender perspective is not applied in isolation, but rather integrated into all university policies, processes and decisions.
2. **Equal opportunities:** Ensuring that gender is not a barrier to access, retention, promotion or professional development within the institution.
3. **Pay transparency:** A firm commitment to eliminating the gender pay gap, ensuring the principle of equal pay for work of equal value.
4. **Zero tolerance of violence:** Prevention of, and firm action against, any form of sexual harassment and harassment on the grounds of sex, sexual orientation, or gender identity or expression.
5. **Shared responsibility:** Promoting measures to balance professional, personal and family life, and encouraging men to share care responsibilities equally.

The document structures its activity around several key areas identified in the assessment:

- **Organizational culture:** Improving internal and external communication through the use of non-sexist language and enhancing the visibility of women in representative positions.
- **Selection and promotion processes:** Reviewing gender bias in recruitment to ensure balanced representation at all hierarchical levels.
- **Training and awareness-raising:** Educating the entire university community on equality and the prevention of discrimination.
- **Occupational health and safety:** Incorporating a gender perspective into occupational health and safety and into support measures for victims of gender-based violence.

In conclusion, the UOC 2023-2025 Equality Plan is not merely a matter of legal compliance, but an ethical commitment to becoming a more just, diverse and inclusive institution.

With regard to the gender perspective, there is also a commitment to use the results of projects developed by UOC researchers who are recognized in this field. One such example is the European INSPIRE project (Centre of Excellence on Inclusive Gender Equality in Research & Innovation: Creating Knowledge & Engaging in Collaborative Action), led by the GENTIC research group.

The Doctoral School uses inclusive language in its communications and adheres to the institution's Equality Plan.

Follow-up on improvement actions

Following the various external quality assessment processes, namely the monitoring processes conducted in 2020/2021, 2021/2022 and 2023/2024, as well as the accreditation processes carried out in 2024 (ELE and NIT) and 2025 (HIC and SIP), the current status of the improvement actions that remained "pending" or "in progress" is outlined below.

1. Review the guidelines and templates for preparing activity reports (doctoral students) and drawing up annual progress reports (thesis supervisors). This improvement action was proposed in the 2020/2021 monitoring report. In recent academic years, the Doctoral School has piloted the use of a UOC-owned tool known as Folio in certain programmes in order to integrate student monitoring procedures (e.g. the activity document) and enhance the visibility of doctoral students' research. Other tools available for the same purpose have also been analysed. Ultimately, these functionalities will be incorporated as part of the UOC's institutional digitalization project. This improvement action is therefore ruled out.
2. Conduct a specific study of team proportionality in relation to the intake of doctoral students, in order to confirm whether or not there is an imbalance in SIP beyond perceptions. This action was proposed in the 2021/2022 monitoring process. The new UOC research structure facilitates coordination between research centres, faculty deans and the Doctoral School in order to ensure the stability of the research lines.
3. Develop an internal protocol setting out criteria and procedures to improve the efficiency and quality assurance of the selection process. Specific measures could include: (i) limiting the maximum number of endorsements per teaching and research staff member; (ii) requiring endorsers to demonstrate that they have held an interview or exchanged communications with the candidate focused on clarifying and refining the research proposal; and (iii) requiring candidates to submit a proposal or preliminary version of their research plan. This action was proposed in the 2022/2023 monitoring process and is currently under analysis.
4. The UOC is working on an institutional data governance project that will allow even the most individualized academic results to be broken down by gender from the 2025/2026 academic year. As part of this effort, data from the Doctoral School could be included in the project, allowing for automated analysis by gender, programme and cohort. This action was proposed in the 2023/2024 monitoring process and is currently in progress. An institutional project is under way to make gender-disaggregated data available through Snowflake.
5. Update the academic regulations for doctoral studies to incorporate the amendments introduced by Royal Decree 576/2023. The modification was approved on 17 June 2025. This improvement action has therefore been resolved.
6. Process the modifications to the doctoral programmes within the period established by Royal Decree 576/2023. This improvement action has been resolved. The modification processes for all programmes were finalized in December 2025.
7. Organize information sessions and exchanges of good practices with teaching staff associated with the programme; identify doctoral thesis proposals that could benefit from collaboration with the industrial or business sector; and seek potential interested candidates. This action was proposed in the 2024 accreditation process. The Doctoral School organized an information session on Industrial Doctorates during the 2024/2025 academic year and plans to complement it during the current academic year with a programme-specific session to share relevant experiences from thesis supervisors (IGG, January 2026). This action is currently in progress.
8. Analyse the current situation and set out the criteria for restructuring the research lines; incorporate the new structure into the next NIT modification. The research lines were

restructured as part of the 2025 modification, reducing the number from 13 to 6. This action is therefore considered resolved.

9. Design and implement communication and dissemination strategies to enhance the visibility of research conducted by women within the programme. This action was proposed in the 2024 accreditation process and is currently in progress. Interviews with women academics and doctoral students have already been conducted within the Doctoral School to disseminate research outcomes, and further dissemination activities will continue to be implemented.

Strengths

- The Doctoral School has undertaken various outreach activities to attract a wider range of candidates for admission, resulting in a steady increase in applications and new enrolments over recent years.
- The new portfolio has been fully implemented, expanding from three to nine programmes in the last six years.
- The university has implemented a new institutional research structure based around research centres. This is expected to enhance research conditions and outcomes across the institution, including within the Doctoral School.
- The regulations and doctoral programmes have been adapted to Royal Decree 576/2023, thereby ensuring compliance with current legislation.
- A predoctoral contract programme funded by the European Union through the MSCA programme is expected to come into operation in the 2026/2027 academic year, enhancing aspects such as the competitiveness of predoctoral grants.

Areas for improvement

As an improvement action, the UOC is working on an institutional data governance project that will allow even the most individualized academic results to be broken down by gender from the 2025/2026 academic year. As part of this effort, data from the Doctoral School could be included in the project, allowing for automated analysis by gender, programme and cohort.

In addition to data governance, the UOC is engaged in an institutional digitalization project scheduled for completion by 2030. This is expected to enhance management processes across the UOC, including within the Doctoral School.

4.2 Standard 2: Relevance of public information

The institution appropriately informs all stakeholders of the PhD programme's characteristics and the management processes for quality assurance.

- 2.1. The HEI publishes truthful, complete, up-to-date and accessible information on the characteristics of the PhD programme, its operational delivery and the outcomes achieved.
- 2.2. The institution guarantees easy access to relevant information on the PhD programme for all stakeholders, which includes monitoring and, where applicable, accreditation outcomes.
- 2.3. The HEI publishes the IQAS which forms the framework of the PhD programme.

Name of programme	Progressing towards excellence	Compliant	Compliant with conditions	Non-compliant
Overall assessment		X		

Analysis and assessment

With regard to the Doctoral School's centre monitoring report for the 2023/2024 academic year, there have been few significant changes during the 2024/2025 academic year. In the previous year, the [Doctoral School website](#) was reorganized in areas such as the admission procedure and applicant profile, the support roles available to doctoral students, and the specific processes associated with doctoral studies. The visibility and accessibility of information were also enhanced.

All these resources are subject to ongoing review and improvement. As reflected in the various accreditation processes for the doctoral programmes (the standard concerning the relevance of public information applies equally to all programmes), the Doctoral School is considered to be compliant.

Follow-up on improvement actions

Two improvement actions were introduced in the most recent accreditation processes: increasing the use of infographics to present the different doctoral processes in a visual format, and enhancing the public information made available to doctoral students. Both actions were proposed in the 2025 accreditation process.

With regard to actions that remained "pending" or "in progress": In recent academic years, the Doctoral School has piloted the use of a UOC-owned tool known as Folio in certain programmes in order to integrate student monitoring procedures (e.g. the activity document) and enhance the visibility of doctoral students' research. Other tools available for the same purpose have also been analysed. Ultimately, these functionalities will be incorporated as part of the UOC's institutional digitalization project. This improvement action is therefore ruled out.

Strengths

The main strengths of this standard were consolidated during the 2023/2024 academic year, although they remain subject to ongoing updating and improvement. As indicated in the most recent monitoring report, a series of infographics has been produced, examples of which are listed below:

- Visual diagrams:
 - [The path to your PhD](#)
 - [International PhD co-supervision](#)
 - [Map of doctoral students](#)
- Specific kits:
 - [Library welcome kit](#)
 - [Research ethics resources kit](#) (Research Ethics Committee)
 - [Career plan development guide](#)
 - [Welcome kit for new researchers](#)

The following strengths are also highlighted:

- The institutional portal is clear and easy to navigate, with programme information presented in an accessible and sufficiently detailed manner for a range of stakeholder groups.
- The CVs of the programme coordinator, the members of the academic committee, and the teaching and research staff assigned to the research lines are available through the portal.
- The research lines and specific research topics are presented alongside the corresponding teaching and research staff members, together with their CVs, which streamlines applications and enquiries.

Areas for improvement

Over the next two to three years, several areas for improvement are envisaged under Standard 2:

- Concise handbooks related to doctoral studies will be produced according to common criteria, published and periodically reviewed. Topics may include good supervisory practices and guidance on using artificial intelligence in research, as well as other support resources. In this regard, the portfolio of infographics will be expanded to graphically illustrate key steps in the doctoral thesis assessment process, the defence protocol (including the signature process and required documentation), and the secret ballot process for the *cum laude* mention. These materials will be particularly useful for external members of thesis assessment boards (many of whom are international) and for online examiners.
- The IN2TIC project will begin in the 2025/2026 academic year through funding under the Marie Skłodowska-Curie Actions Doctoral Networks. This project will affect two cohorts, 2026/2027 and 2027/2028, and will lead to improvements in the information provided on admission procedures, access to competitive grants, and the outcomes of admission evaluations, among other aspects.

4.3 Standard 3: Efficacy of the internal quality assurance system

The HEI has a functioning internal quality assurance system (IQAS) that has a formal status and assures the quality and continuous enhancement of the PhD programme in an efficient way.

3.1. The IQAS facilitates the processes for the design and approval of the PhD programme, its monitoring and its accreditation.

3.2. The IQAS ensures information and relevant outcomes are compiled for effective management of the PhD programmes.

3.3. The IQAS is reviewed periodically in order to analyse its suitability and, where applicable, an enhancement plan is put forward in order to optimize it.

Name of programme	Progressing towards excellence	Compliant	Compliant with conditions	Non-compliant
Overall assessment		X		

Analysis and assessment

As noted under Standard 1, the two non-interuniversity programmes listed below underwent accreditation processes during the 2024/2025 academic year, both passing with very satisfactory results:

- Doctoral programme in Network and Information Technologies
- Doctoral programme in Education and ICT (E-learning)

Successful completion of the accreditation process guarantees the proper functioning of the programmes and the establishment of the necessary mechanisms for the effective implementation of the IQAS. In addition, during the 2024/2025 academic year, the modification process to adapt the programmes to Royal Decree 576/2023 was completed, reinforcing the traceability of key stages in the doctoral pathway. This modification process was carried out for the following programmes:

- Doctoral programme in Health and Psychology
- Doctoral programme in Society, Technology and Culture
- Doctoral programme in Humanities and Communication

The outcome of all modification processes was positive. Successful completion confirms a satisfactory assessment of the IQAS and its updates.

Progress has also been made in improving satisfaction surveys addressed to the various stakeholder groups, in line with the recommendations arising from quality assessment processes. In conclusion, no significant changes have occurred since the most recent monitoring report.

Follow-up on improvement actions

No improvement actions were pending prior to the 2025 accreditation processes, which introduced new actions related to this standard:

- Contribute to the completion of the institutional data governance project. The UOC is working on an institutional data governance project that will allow even the most individualized academic results to be broken down by gender. This action is currently in progress. An institutional project is under way to make gender-disaggregated data available through Snowflake.
- Include non-campus-based and non-contracted students in the focus groups to improve the representation of student diversity. This action remains pending. During the 2024/2025 academic year, work was undertaken to establish a focus group involving all stakeholders, including thesis supervisors, doctoral students, administrative staff, alumni and programme directors, in order to analyse new approaches to the assessment of predoctoral research and its impact, as well as the acquisition of research competencies required in the professional environment. Although the preparatory work, led by the director of the Doctoral School, Dr David Masip, and the director of the doctoral programme in Education and ICT (E-learning), Dr Iolanda García, was carried out during the 2024/2025 academic year, the implementation of the focus group and the resulting conclusions fall within the 2025/2026 academic year, specifically the autumn semester, and are therefore not covered in this report.

Strengths

As evidenced in the modification and accreditation processes carried out during the 2024/2025 academic year, the information collection processes are robust and aligned with the needs of the IQAS, covering both academic indicators and satisfaction data.

Furthermore, following the introduction of procedures specific to doctoral studies in previous academic years, it has been confirmed that these procedures are well-suited to doctoral programmes.

Areas for improvement

No other significant changes to the IQAS are currently planned. Nevertheless, the ongoing data governance improvement actions are expected to enhance the availability and quality of the information required for the system.

4.4 Standard 4: Suitability of teaching staff

Teaching staff are both sufficient and suitable in accordance with the characteristics of the PhD programme, the scientific field and the number of students.

4.1. Teaching staff have accredited research activity.

4.2. Teaching staff are sufficient in number and work a suitable number of hours in order to perform their functions.

4.3. The PhD programme has suitable actions in place in order to promote thesis supervision and student tutoring.

4.4. The level of involvement of foreign teaching staff and international doctors in monitoring committees and thesis assessment boards is suitable for the scientific field of the programme.

Name of programme	Progressing towards excellence	Compliant	Compliant with conditions	Non-compliant
Overall assessment		X		

Analysis and assessment

Since 2023, research at the UOC has undergone analysis and restructuring. The Office of the Vice Rector for Research, Knowledge Transfer and Entrepreneurship has overhauled the university's research structure with the aim of creating a new research ecosystem that is better suited to the institution's current needs. This new ecosystem is intended to strengthen research at all stages of a researcher's career, from predoctoral to more established positions. Five research centres have been established to this end, bringing together all research groups and individual researchers: Digital Transformation and Governance Research Centre (UOC-DIGIT); Futures of Education in the Digital Age Research Centre (UOC-FuturEd); Interdisciplinary Research Centre on Social and Cultural Transformations (UOC-TRÀNSIC); eHealth Centre: Research for Human and Planetary Health (UOC-eHealth); and Ethical Technologies and Connectivity for Humanity Research Centre (UOC-TECH). A coordination system has been set up between the research units, the faculties and

the Doctoral School in order to ensure that each programme's research lines are supported by teaching staff with appropriate teaching and research experience, as well as the required recognized research accreditations and merits. In addition, doctoral programmes require at least one thesis supervisor to have a currently recognized six-year research period, evaluated by either AQU Catalunya or ANECA. This ensures that doctoral theses receive appropriate and experienced supervision.

In this regard, the doctoral programmes are responsible for ensuring that at least 60% of the teaching staff assigned to each programme hold a currently recognized six-year research period.

As indicated on the [UOC's research portal](#), in 2025 UOC teaching staff – the majority of whom are affiliated with one of the doctoral programmes – produced 1,247 scientific outputs, including 915 journal articles, 16 books, 178 book chapters, 89 conference contributions and 49 outputs of other types. These figures attest to the research experience and activity of the programmes' teaching staff. In addition, each programme's academic committee has a mechanism in place to ensure that thesis supervisors meet the required research profile.

There have been no significant changes in the amount of time that research staff devote to research since the 2023/2024 academic year. Nevertheless, numerous institutional initiatives have been undertaken to further strengthen research activity among teaching staff. The following improvements have been made:

1. **Consolidation of the research centres:** The UOC has developed a strategic plan to consolidate its five research centres. This commitment has enabled the recruitment of full-time principal investigators with baseline funding.
2. **Increase in research resources:** The UOC has opened its Interdisciplinary R&I Hub, a specialized laboratory infrastructure designed to enhance research across different fields and to promote knowledge transfer to society and industry.
3. **Creation of the role of associate dean for research within each faculty:** This role is responsible for overseeing the development and promotion of research activity among teaching staff. It fosters, organizes and facilitates research training and supports coherent and coordinated dedication to research activity across areas, in alignment with the UOC's strategic plan.
4. **Creation of a call for positions to intensify research activity among teaching staff (PIR call):** This initiative allows for an approximate 50% reduction in teaching duties for a period of one or two years in order to increase research activity. In 2024, the programme was led by the Office of the Vice Rector for Research, Knowledge Transfer and Entrepreneurship, enabling a larger budget to be allocated to teaching load reductions.
5. **Institutional grant programme:** Although budgetary constraints have prevented an expansion of the institutional grant programme, it has been possible to maintain the resources allocated to it, which consist of 12 grants awarded each year (two grants per non-interuniversity programme). For two cohorts, starting in 2026, these grants will be funded through a doctoral network under the European MSCA projects, enabling more competitive salaries and improved talent recruitment.

Table 4.1 below presents the average number of supervisors per thesis defended for each programme and academic year, as well as the overall totals. There has been a slight decrease from 1.8 supervisors per thesis defended in the 2023/2024 academic year to 1.6 in 2024/2025. This is not considered significant and is attributed to the variability of the indicator, given the relatively small number of theses defended each year. As shown in Table 4.2, a total of 25 theses were defended in each of the two academic years. Despite fluctuations in the indicator, the average number of supervisors per thesis defended remains above 1.5 in the 2024/2025 academic year and across the entire time series. This is viewed very positively, as it indicates that more than half of the theses are co-supervised. Co-supervision offers several advantages: (i) it supports the development of junior teaching staff by encouraging co-supervision between junior and senior colleagues; (ii) it facilitates improved academic support for doctoral students; and (iii) it enables the involvement of a broader range of researchers, including both UOC staff and external co-supervisors. This is a common feature across all programmes within the Doctoral School.

The number of UOC teaching staff is currently expanding, with further growth expected across all areas in the coming years. This growth will ensure an increase in the number of teaching staff involved in the different doctoral programmes and, at the same time, requires the continued promotion of co-supervision, particularly between senior and junior researchers.

Only ELE records a value slightly below 1.5, and only in the 2024/2025 academic year. This is considered circumstantial and not significant, given the overall time series and the indicator's tendency to stabilize above 1.5.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO	Total
2021/2022	2	1.67	0	0	0	0	0	2	0	1.82
2022/2023	2	1.5	0	0	1	0	0	1	0	1.61
2023/2024	2	1.5	1.5	1	2	2	2	1.71	0	1.8
2024/2025	1.67	1.44	2	0	1.5	0	1.67	1.67	2	1.6
2025/2026	1.83	1.75	1	2	1	2	2	1.5	0	1.67

Table 4.1 Average number of supervisors per defended thesis by programme and academic year

Table 4.2 below presents the number of theses defended by programme and academic year, showing both the total number and the breakdown by gender. It also includes the number of theses defended with an international co-supervisor. The number of theses defended is linked to the number of doctoral students in each programme and, naturally, to how long the programme has been delivered. Owing to their longevity and size, NIT and ELE have historically contributed very significantly to the total number of theses defended. From the 2023/2024 academic year onwards, however, the other programmes began to contribute theses on a regular basis, albeit in smaller numbers. This trend was consolidated in the 2024/2025 academic year.

The figures for international co-supervision are lower, with 20% of defended theses involving a collaborator from an institution abroad. This proportion could be increased, and efforts have been made for several years to strengthen international co-supervision. It therefore remains an area for improvement.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO	Total
2021/2022	7	9	0	0	0	0	0	1	0	17

Theses with an international supervisor	1	0	0	0	0	0	0	0	0	1
2022/2023	6	10	0	0	1	0	0	1	0	18
Theses with an international supervisor	1	0	0	0	0	0	0	0	0	1
2023/2024	9	2	2	1	2	1	1	7	0	25
Theses with an international supervisor	1	1	0	0	0	0	0	1	0	3
2024/2025	6	9	1	0	2	0	3	3	1	25
Theses with an international supervisor	1	1	1	0	1	0	0	1	0	5
2025/2026	6	4	1	1	3	2	2	2	0	21
Theses with an international supervisor	0	2	0	1	1	0	0	1	0	5

Table 4.2 Number of theses defended by programme, and subset with an international co-supervisor

An important aspect is the doctoral programmes' supervisory capacity, i.e. the number of researchers involved, including both UOC teaching staff and external co-supervisors. In the 2024/2025 academic year, there were 477 active theses across the nine doctoral programmes. These were supervised by 359 unique researchers with a doctoral degree.

Figure 4.1 presents a histogram showing the number of (co-)supervisions per teaching staff member or researcher. In this histogram, co-supervisions are counted as one supervision, unlike in research activity accreditation processes, where they are counted as 0.5. Despite considerable dispersion, 324 of the 359 supervisors, representing 90%, held four or fewer (co-)supervisions in the 2024/2025 academic year. The remaining supervisors with more than four concurrent (co-)supervisions are typically senior researchers who lead recognized research groups and hold competitive project funding. Any outliers are analysed in detail by the corresponding doctoral programme academic committee and are subject to individual follow-up.

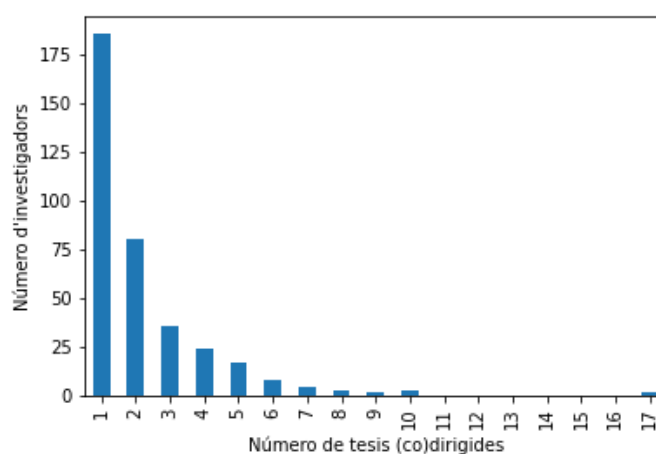


Figure 4.1 Histogram of the number of (co-)supervisions per researcher in the 2024/2025 academic year

Follow-up on improvement actions

The status of the improvement actions relating to Standard 4 has changed only slightly since the previous monitoring report. Specifically:

- An improvement action had been proposed for ELE to establish a multidisciplinary panel of experts within the doctoral research lines, comprising UOC, non-UOC and international teaching staff. This action has been ruled out and replaced by a new improvement action proposed in the 2024 accreditation process. The new proposal is to create a programme-level panel of experts responsible for evaluating doctoral theses at the deposit stage. The panel is expected to be established once the current admission call has been completed.
- More generally, co-supervision is being promoted in order to support the development of new co-supervisors. The academic committees have undertaken actions in this regard, leading to successful results. As the aim is to maintain progress, these actions will continue; the improvement action is therefore considered to be in progress.
- An improvement action had been proposed for ELE to introduce a mechanism allowing doctoral students to submit a report on thesis supervision. A nominative questionnaire has been designed and is now being implemented. This annual follow-up report on the doctoral experience is sent to all doctoral students to gather feedback on their experience in the programme over the academic year, particularly their relationship with their thesis supervisor(s). This action is considered resolved.
- An improvement action had also been proposed to organize biannual meetings of thesis supervisors within the programme in order to foster the creation of a community of practice among supervisors. An analysis of the current situation was carried out and, in light of the results, the action has been ruled out.
- All programmes include improvement actions aimed at increasing the number of international co-supervisions. This action remains under analysis and in progress. Templates for co-supervision agreements have been implemented, and further measures are being explored to increase these figures.
- Support the institution in identifying and analysing measures to increase the amount of time that teaching staff spend on research. This action is in progress, as the various research stakeholders at the UOC are members of the Research and Knowledge Transfer Committee, which develops teaching load reduction programmes.
- Maintain ongoing actions and strengthen monitoring in order to promote research excellence. This action was already in progress and remains so, as research stays continue to be funded.
- The action for NIT, aimed at improving the documents provided to facilitate the annual evaluation of doctoral students, is in progress. During the current academic year, revisions to the relevant forms have begun.
- Provide a tool to record doctoral students' annual activities and to evaluate them by monitoring the submission of external reports. This action was included in the 2025 accreditation process. The UOC is currently engaged in an analysis to define the second phase of its institutional

project to digitalize processes. These aspects have been reviewed and will need to be specified in detail and scheduled accordingly.

Strengths

The UOC doctoral programmes and the teaching staff involved are on a path towards consolidation and excellence, grounded in highly qualified teaching and research staff and a strategy of sustainable growth. The following core elements constitute the main strengths:

1. **Qualified teaching and research staff:** The programmes are supported by a solid core of accredited teaching staff whose research activity is fully aligned with the research lines established in each programme. This foundation is further strengthened by the incorporation of proactive early-career staff and by co-supervision arrangements with other institutions, integrated either within existing research groups or through thesis supervision. This combination ensures an optimal balance between senior experience and renewal.
In this regard, the institution supports the development of new supervisors through teaching load reduction mechanisms, enabling staff to dedicate the necessary time to launching new research projects.
2. **Supervisory capacity and training quality:** The research maturity of the teaching staff translates into high-quality thesis supervision. In this context, training is provided to ensure continuous and up-to-date research development.
3. **Sustainability and research funding:** The UOC operates its own grant programme, which ensures stability for its trainee researchers and a suitable number of full-time doctoral students. This programme has recently been strengthened through the award of European funding under the Marie Curie COFUND actions. Such an achievement significantly improves the conditions and funding available to contracted researchers and positions the programme within a competitive international environment.

Areas for improvement

Overall, the position with regard to this standard is positive. Notwithstanding this solidity, key areas have been identified in which improvement actions are being implemented to ensure excellence and long-term international projection:

1. Optimizing and improving data collection.
2. Strengthening the internationalization of co-supervision and thesis assessment boards. While international members are well represented on these boards, the level of international co-supervision remains unacceptably low.

4.5 Standard 5: Effectiveness of learning support systems

The physical resources and services needed to deliver the activities envisaged in the PhD programme and for the training of PhD students are sufficient and suitable in accordance with the number of PhD students and the characteristics of the programme.

5.1. The available physical resources are adequate for the number of PhD students and the characteristics of the PhD programme.

5.2. Services available to PhD students provide suitable support to the learning process and encourage access to the labour market.

Name of programme	Progressing towards excellence	Compliant	Compliant with conditions	Non-compliant
Overall assessment	X			

Analysis and assessment

No significant changes occurred under this standard during the 2024/2025 academic year. The following activities, already in place in 2023/2024, have therefore continued:

- **AfterUOC:** Held twice a year, this event brings together the entire network of former UOC employees. The meet-ups, often organized as panel discussions, address issues of concern to doctoral students in terms of employability and career opportunities. Former UOC employees, many of whom hold key positions in government or in companies in various industries, are able to provide valuable mentorship, especially for doctoral students in the final stages of their theses.
- **Doctoral Day:** This in-person event focuses on practical aspects of doctoral life, such as managing student-supervisor relationships and preparing a thesis by compendium. It is primarily attended by on-campus doctoral students.
- **PhD amb tomàquet:** These monthly meet-ups are financially and logistically supported by the Doctoral School. At each meeting, a PhD student presents their research in an informal setting, while those present share a meal of typical Catalan tomato bread and cold cuts. Fellow students ask questions and suggest new approaches to the research presented. The academic aspect is entirely self-organized, with the students deciding on the presentations for the year. This event gives students the chance to learn about each other's work, encourages collaboration and strengthens the sense of community. For now, it is organized for and primarily attended by grant-holding doctoral students. However, in order to make the content accessible to the wider doctoral community, the possibility of producing video material is being explored. This would consist of a brief presentation of the research followed by an interview with each speaker.

The UOC continues to strengthen the research infrastructure at its Interdisciplinary R&I Hub, which houses specialized laboratories dedicated to research in the university's various fields of knowledge.

In addition to the actions already consolidated during this academic year, work has begun on initiatives that may further enhance the training of new researchers. One focus has been the development of new entrepreneurship training. Although the Research Management and Promotion department already promotes and bolsters this aspect of knowledge transfer, specific and individualized sessions will be organized from 2026 onwards for small groups of doctoral students working on projects with knowledge transfer potential. These sessions, which will feature external experts, are being

coordinated by the aforementioned department together with the Doctoral School. This action forms part of the UOC's Knowledge Transfer Action Plan.

Although not yet implemented, future actions affecting learning resources will be carried out as part of the UOC's involvement in the COFUND project, due to begin in 2026.

Follow-up on improvement actions

No improvement actions had been identified under this standard. However, the 2025 accreditation process introduced a new improvement action, which is currently under analysis:

- Hold regular induction sessions to help new doctoral students make use of the available resources from the outset of their studies, including laboratories, computing clusters and research spaces. At present, doctoral students receive a welcome and training session at the beginning of their programme. This action aims to expand that initial training.

Strengths

In recent years, the UOC has invested heavily in improving its research infrastructure, particularly the Interdisciplinary R&I Hub. This infrastructure, which is expected to continue expanding, is a key driver in strengthening research activity and supporting predoctoral research.

In addition, the increase in funding resulting from participation in the European MSCA COFUND project is considered highly positive. This funding is expected to translate into improved salaries, greater resources for research stays, and enhanced learning resources for the entire doctoral community. The COFUND project will cover two cohorts, 2026/2027 and 2027/2028, and will run until 2030. As part of the project, investment will be made in learning resources, process improvements and related initiatives, which are expected to benefit the wider doctoral student body beyond the duration of the project.

By restructuring its research architecture, the UOC expects to enable closer coordination between teaching and research. This provides the predoctoral community with opportunities to gain teaching experience, within the applicable legal limits and on a voluntary basis. Such experience is particularly valuable for those wishing to pursue academic careers.

Finally, continued efforts in the area of research transfer are expected to serve as a resource for strengthening training in this dimension.

Areas for improvement

No specific improvement actions were identified under this standard, beyond the provision of training in the use of research resources at the UOC.

4.6 Standard 6: Quality of (learning) outcomes

Doctoral theses, training activities and assessment are consistent with the training profile. The quantitative results of the academic and employment indicators are adequate.

- 6.1. Doctoral theses, training activities and assessment are consistent with the intended training profile.
- 6.2. The values of the academic indicators are adequate for the characteristics of the PhD programme.
- 6.3. The values of the employment indicators are adequate for the characteristics of the PhD programme.

Name of programme	Progressing towards excellence	Compliant	Compliant with conditions	Non-compliant
Overall assessment		X		

Analysis and assessment

Table 6.1 presents the number of theses defended between the 2021/2022 academic year and the 2025/2026 academic year (still ongoing) for each programme and for the Doctoral School as a whole. The data are also broken down by gender. As noted under Standard 1, the number of theses defended has increased over this period, as some programmes (e.g. STC, SIP and HIC) were still in their initial stages and had relatively few graduates.

With regard to gender, the overall balance at the Doctoral School has gradually improved, reaching 48% of theses defended by women in the 2024/2025 academic year. In the following year, the proportions shifted, with the number of theses defended by women exceeding those defended by men. This gradual but steady increase reflects the actions implemented by both the Doctoral School and the UOC more broadly to improve gender balance. The progression of this indicator is considered very positive.

The number of thesis defences is appropriate and consistent with the overall number of doctoral students.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO	Total
2021/2022	7	9	0	0	0	0	0	1	0	17
Men	6	6	0	0	0	0	0	0	0	12
Women	1	3	0	0	0	0	0	1	0	5
2022/2023	6	10	0	0	1	0	0	1	0	18
Men	5	6	0	0	1	0	0	0	0	12
Women	1	4	0	0	0	0	0	1	0	6
2023/2024	9	2	2	1	2	1	1	7	0	25
Men	6	1	1	0	0	0	1	3	0	12
Women	3	1	1	1	2	1	0	4	0	13
2024/2025	6	9	1	0	2	0	3	3	1	25
Men	4	4	1	0	0	0	1	2	1	13
Women	2	5	0	0	2	0	2	1	0	12
2025/2026	6	4	1	1	3	2	2	2	0	21
Men	4	1	0	1	1	1	1	1	0	10

Women	2	3	1	0	2	1	1	1	0	11
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Table 6.1 Number of theses defended by programme (total and by gender)

The same information is presented in the graph below.

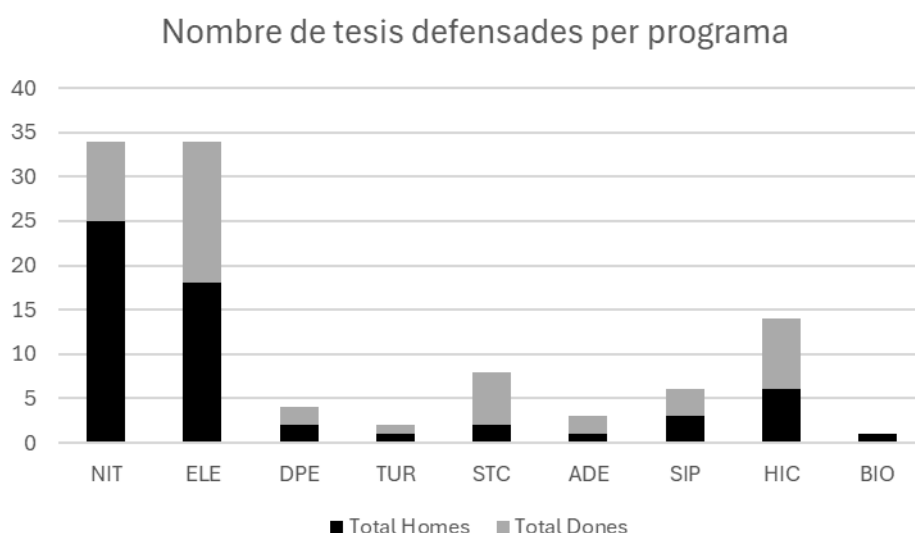


Figure 6.1 Number of theses defended by programme and gender (2021/2022 to 2025/2026)

As previously noted, a significant proportion of the UOC's doctoral students are online. This is a relevant feature, as it has an impact on the remaining indicators. Table 6.2 presents the number and percentage of theses defended on a full-time basis. With the exception of occasional outliers resulting from indicator variability, the 2024/2025 academic year shows a higher percentage of full-time theses defended than part-time theses. This contrasts with the overall distribution of active theses, where part-time enrolment exceeds full-time enrolment. The difference is explained by the fact that full-time dedication allows doctoral students to complete their theses more quickly. Accordingly, the success rate for full-time theses is also higher. The 2024/2025 academic year provides a clear example of this pattern.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO	Cohort total
2021/2022	5	3	0	0	0	0	0	1	0	9
Men	5	2	0	0	0	0	0	0	0	7
Women	0	1	0	0	0	0	0	1	0	2
Percentage of total	71.43	33.33	0	0	0	0	0	100	0	52.94
2022/2023	3	2	0	0	1	0	0	0	0	6
Men	3	2	0	0	1	0	0	0	0	6
Women	0	0	0	0	0	0	0	0	0	0
Percentage of total	50	20	0	0	100	0	0	0	0	33.33
2023/2024	5	0	2	0	2	0	0	5	0	14
Men	3	0	1	0	0	0	0	2	0	6
Women	2	0	1	0	2	0	0	3	0	8

Percentage of total	55.56	0	100	0	100	0	0	71.43	0	56
2024/2025	6	6	1	0	2	0	0	3	0	18
Men	4	3	1	0	0	0	0	2	0	10
Women	2	3	0	0	2	0	0	1	0	8
Percentage of total	100	66.67	100	0	100	0	0	100	0	72
2025/2026	2	0	1	0	3	0	2	2	0	10
Men	1	0	0	0	1	0	1	1	0	4
Women	1	0	1	0	2	0	1	1	0	6
Percentage of total	33.33	0	100	0	100	0	100	100	0	47.62
Programme total	21	11	4	0	8	0	2	11	0	57

Table 6.2 Number of full-time theses defended

For illustrative purposes, the following figure presents the number of part-time and full-time theses defended by programme over the period addressed in the table.

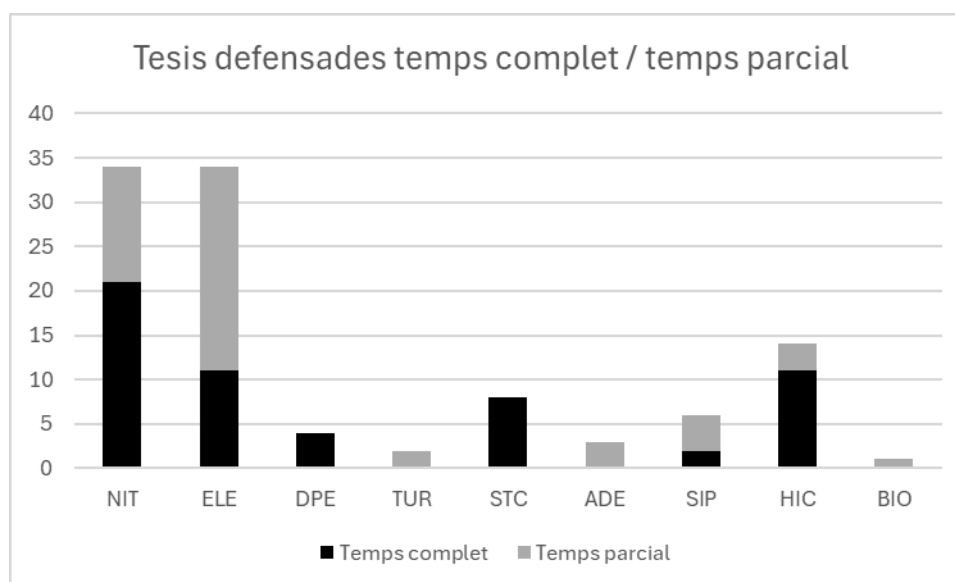


Figure 6.2 Part-time and full-time theses defended by programme (2021/2022 to 2025/2026)

Table 6.3 presents the average duration of theses in each programme. On average, part-time theses take considerably longer to complete than full-time theses. Theses defended on a full-time basis have an average duration of between three and four years, which is consistent with expectations. The only exception is DPE. Owing to its specific characteristics, the first theses defended in this programme were by students who had begun their doctoral studies with prior experience and preparatory work. The average duration of part-time theses is higher overall. The two longest-standing programmes, NIT and ELE, record markedly higher averages, as this indicator has had time to stabilize. In the other programmes, the relatively small number of part-time theses defended, together with their shorter history, explains the comparatively lower averages. In these cases, only part-time theses with shorter durations have reached completion, which affects the overall figures.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO
Average duration	5.16	6.01	1.95	3.82	3.25	3.93	3.59	3.25	3.05

Average duration (full-time)	4.01	3.95	1.95	-	3.25	-	3.27	3.20	-
Average duration (part-time)	7.02	6.99	-	3.82	-	3.93	3.76	3.45	3.05

Table 6.3 Average duration (in years) of theses defended by programme and by full-time and part-time status (2021/2022 to 2025/2026)

Another key indicator is dropouts: Table 6.4 presents both the absolute figures and the dropout rate for each programme and academic year. As shown, the dropout rate is slightly higher than desirable, generally ranging between 5% and 10%. However, in line with the results presented, the rate has decreased over the given period. In the 2024/2025 academic year, dropout rates are very low in NIT, STC and HIC; reasonable in ELE, DPE and SIP; and unacceptably high in TUR and ADE. It should be noted that TUR and ADE are interuniversity programmes with a relatively smaller number of active theses. As a result, even a small number of dropouts can produce a high percentage in statistical terms.

Given that most active theses at the UOC are undertaken on a part-time basis, dropouts occur in the early stages of the doctoral programme, particularly where doctoral students combine their studies with professional responsibilities.

In light of these results and the predominantly part-time profile of UOC doctoral students, the dropout rates are considered reasonable. Efforts to reduce dropouts must nevertheless continue, with a focus on strengthening learning support and improving supervision.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO	Cohort total
2021/2022	7	2	0	1	0	3	5	4	0	22
Percentage of total active doctoral students	8.33	2.7	0	7.14	0	27.27	12.2	8.33	0	7.41
2022/2023	8	5	1	1	0	2	7	2	0	26
Percentage of total active doctoral students	9.64	6.25	7.69	5.56	0	11.11	13.21	3.7	0	7.3
2023/2024	5	10	6	2	1	4	3	6	1	38
Percentage of total active doctoral students	6.25	12.99	23.08	8.7	2.38	16	4.35	9.23	11.11	9.13
2024/2025	4	5	3	4	1	4	9	2	0	32
Percentage of total active doctoral students	4.49	6.49	9.68	17.39	1.85	12.5	10	2.94	0	6.71
2025/2026	1	3	0	0	1	2	1	2	1	11
Percentage of total active doctoral students	0.98	3.7	0	0	1.49	4.55	1.02	2.56	7.14	2
Programme total	25	25	10	8	3	15	25	16	2	129

Table 6.4 Number of dropouts by programme and academic year

The dropout trend for each programme is illustrated below. As noted above, the rates remain within reasonable values, with the exception of certain cases (e.g. ADE in 2021/2022, DPE in 2023/2024 and TUR in 2024/2025). These cases are explained by the relatively small number of students in those programmes. In any event, the overall trend is downward.

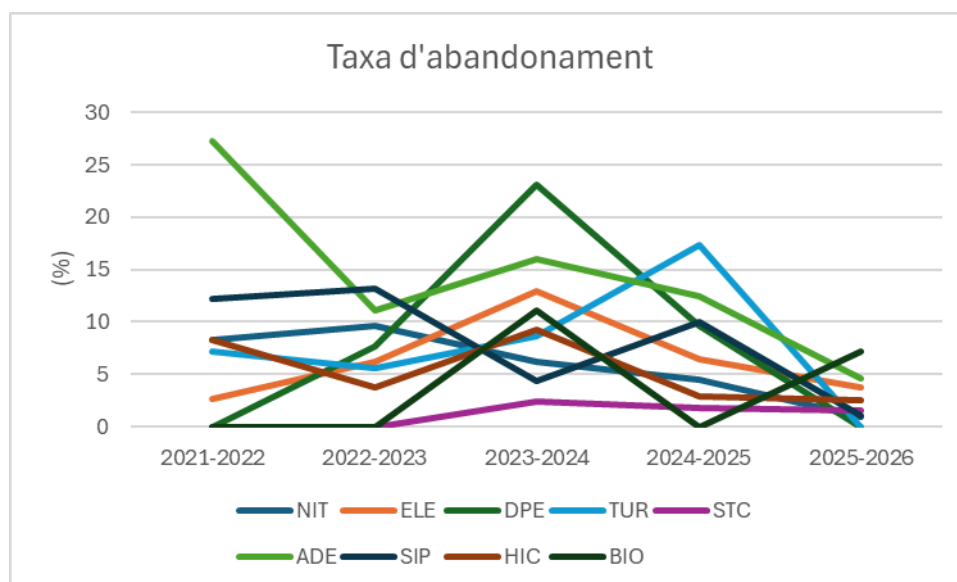


Figure 6.3 Trend in the dropout rate by programme

The percentage of theses awarded an excellent *cum laude* mention is high. However, the percentage continues to decrease as the sample size increases (i.e. as the number of theses defended rises), as observed in NIT and ELE in the 2024/2025 academic year.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO	Cohort total
2021/2022	6	4	0	0	0	0	0	1	0	11
Men	6	2	0	0	0	0	0	0	0	8
Women	0	2	0	0	0	0	0	1	0	3
Percentage of total	85.71	44.44	0	0	0	0	0	100	0	64.71
2022/2023	2	4	0	0	1	0	0	1	0	8
Men	1	2	0	0	1	0	0	0	0	4
Women	1	2	0	0	0	0	0	1	0	4
Percentage of total	33.33	40	0	0	100	0	0	100	0	44.44
2023/2024	3	1	2	0	1	0	1	7	0	15
Men	2	1	1	0	0	0	1	3	0	8
Women	1	0	1	0	1	0	0	4	0	7
Percentage of total	33.33	50	100	0	50	0	100	100	0	60
2024/2025	4	5	1	0	1	0	3	3	0	17
Men	3	1	1	0	0	0	1	2	0	8
Women	1	4	0	0	1	0	2	1	0	9
Percentage of total	66.67	55.56	100	0	50	0	100	100	0	68
2025/2026	4	3	1	1	3	2	2	2	0	18

Men	3	1	0	1	1	1	1	1	0	9
Women	1	2	1	0	2	1	1	1	0	9
Percentage of total	66.67	75	100	100	100	100	100	100	0	85.71
Programme total	19	17	4	1	6	2	6	14	0	69

Table 6.5 Number of defended theses awarded *cum laude* mention

The values shown in the table are also presented in aggregate form in the figure below. For all theses defended during the period from 2021/2022 to 2025/2026, the results are reasonable and consistent with expectations. The values are therefore considered appropriate.

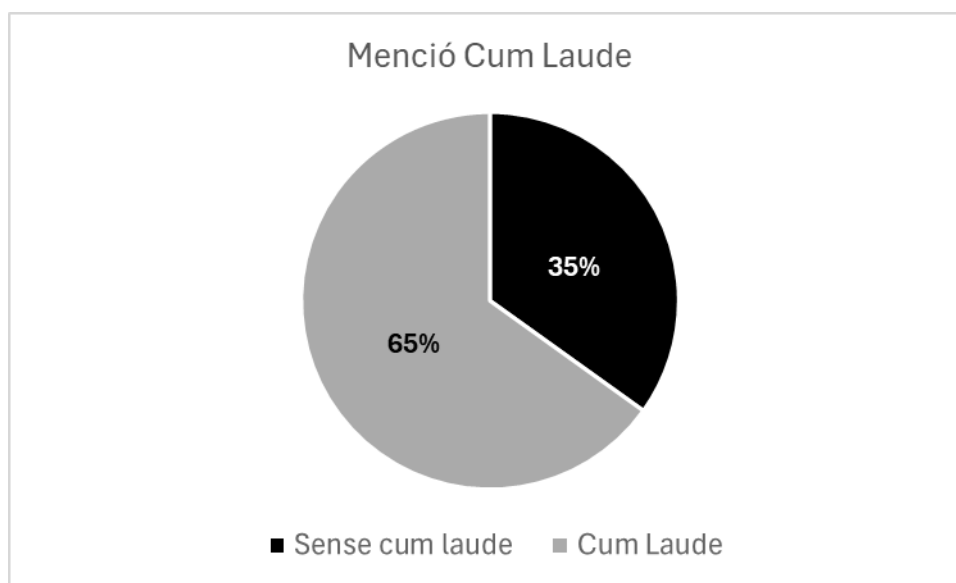


Figure 6.4 Distribution of defended theses with and without a *cum laude* mention (2021/2022 to 2025/2026)

Finally, Table 6.6 presents the percentage of theses defended that received an international mention. This percentage has increased over the academic years, reaching relatively satisfactory levels in 2024/2025. The Doctoral School allocates part of its budget to research stays in order to promote internationalization (a key dimension of research) and to increase the percentage of theses awarded an international mention.

	NIT	ELE	DPE	TUR	STC	ADE	SIP	HIC	BIO	Cohort total
2021/2022	2	1	0	0	0	0	0	0	0	3
Men	2	0	0	0	0	0	0	0	0	2
Women	0	1	0	0	0	0	0	0	0	1
Percentage of total	28.57	11.11	0	0	0	0	0	0	0	17.64
2022/2023	1	2	0	0	1	0	0	0	0	4
Men	1	1	0	0	1	0	0	0	0	3
Women	0	1	0	0	0	0	0	0	0	1
Percentage of total	16.67	20	0	0	100	0	0	0	0	22.22
2023/2024	2	0	0	0	2	0	0	4	0	8

Men	2	0	0	0	0	0	0	1	0	3
Women	0	0	0	0	2	0	0	3	0	5
Percentage of total	22.22	0	0	0	100	0	0	57.14	0	32
2024/2025	3	2	1	0	2	0	1	3	0	12
Men	1	1	1	0	0	0	0	2	0	5
Women	2	1	0	0	2	0	1	1	0	7
Percentage of total	50	22.22	100	0	100	0	33.33	100	0	48
2025/2026	0	1	1	0	2	0	0	1	0	5
Men	0	0	0	0	1	0	0	0	0	1
Women	0	1	1	0	1	0	0	1	0	4
Percentage of total	0	25	100	0	66.67	0	0	50	0	23.80
Programme total	8	6	2	0	7	0	1	8	0	32

Table 6.6 Number of defended theses awarded international mention

The chart below shows the distribution of theses awarded an international mention across all programmes over the relevant period. The percentage of theses receiving this mention remains low, so increasing it is one of the Doctoral School's objectives. While the 2024/2025 academic year shows improvement, and the partial figures for 2025/2026 are encouraging, the actions already in place should be maintained.

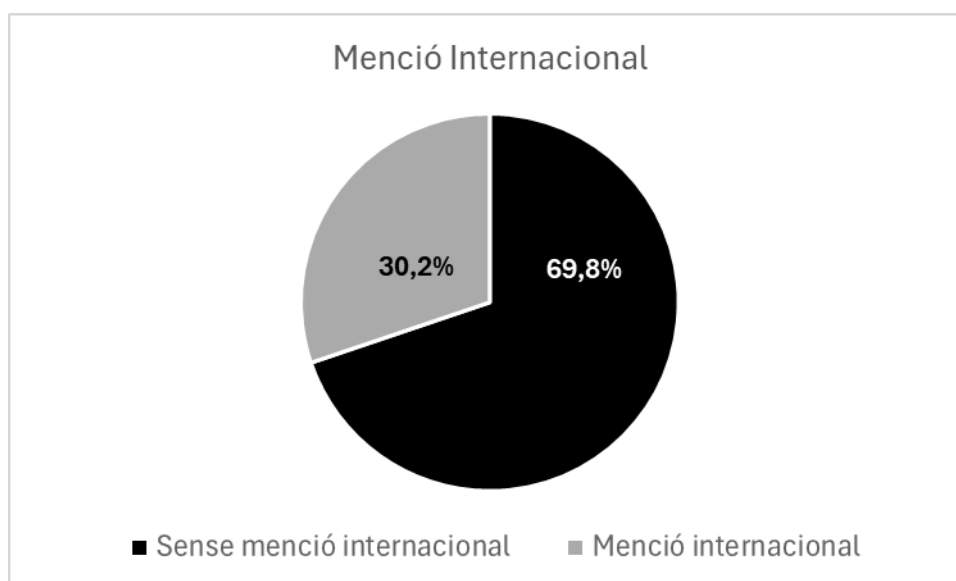


Figure 6.5 Distribution of defended theses with and without international mention (2021/2022 to 2025/2026)

The 2024/2025 satisfaction survey indicates a high level of satisfaction among thesis supervisors. In response to the statement "I am satisfied with the doctoral programme", 82% of respondents selected either "agree" (4 out of 5) or "strongly agree" (5 out of 5), while negative ratings (1 or 2 out of 5) account for only 7.3%. These results are shown in Figure 6.6. However, the open-ended responses highlight the need to improve communication between the Doctoral School or programme and the (co-)supervisors.

P1 - Estic satisfet/a amb el programa de Doctorat:

150 Respuestas

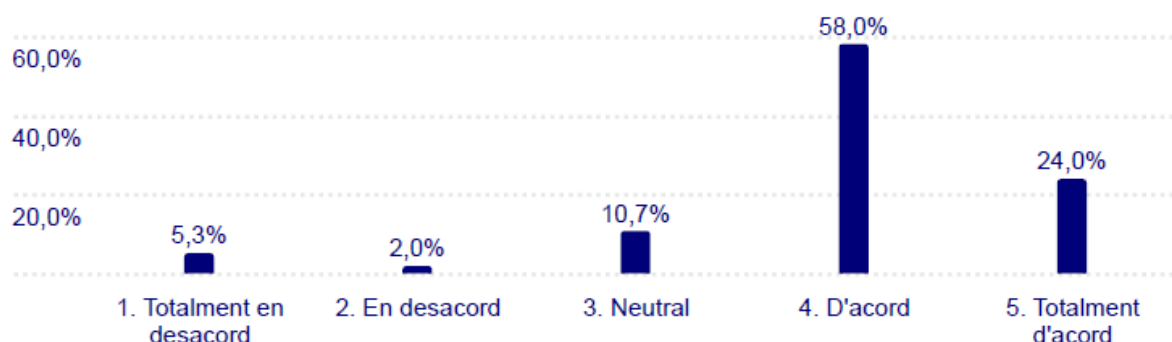


Figure 6.6 Results of the thesis supervisor satisfaction survey for the 2024/2025 academic year

The student satisfaction survey includes the items shown in Table 6.7, grouped into four sections: satisfaction with the learning plan, satisfaction with the course instructor, satisfaction with the teaching and learning resources, and satisfaction with the assessment system. Across all items and sections, the average score exceeds 3.5 out of 5, with most values close to 4 out of 5. In relative terms, the section relating to satisfaction with the assessment system displays the lowest values. Nevertheless, these scores are considered appropriate. In terms of response distribution, all items except three receive scores of 4 or 5 out of 5 in more than 60% of responses. The only three items that fall below 60%, while remaining above 50%, concern teaching staff response time, efforts to foster interaction and the final assessment (in cases where students opted out of continuous assessment).

Based on the values shown in the table, the overall level of satisfaction is considered appropriate. However, there is room for improvement in terms of teaching support during training activities, as satisfaction appears to be highly polarized among students.

Section	Item	Average	1 and 2 out of 5	4 and 5 out of 5
Satisfaction with the learning plan	The objectives were consistent with the programme of study.	4.15	11.8%	79.4%
	The course content was consistent with the objectives.	4.15	11.8%	76.5%
	The learning methods helped me pass the course.	3.85	14.7%	67.6%
	The calendar for the semester allowed me to plan ahead and stay on track with the course.	3.76	23.5%	64.7%
	I am satisfied with the course.	3.65	29.4%	64.7%
Satisfaction with the course instructor	The course instructor planned the course appropriately.	3.76	23.5%	64.7%
	The course instructor demonstrated comprehensive understanding of the course content.	3.88	20.6%	67.6%
	The course instructor explained the content clearly.	3.76	26.5%	67.6%
	The course instructor answered my questions within a reasonable time.	3.65	23.5%	58.8%
	The course instructor encouraged me to take part in the communication spaces.	3.65	23.5%	61.8%
	The course instructor fostered interaction among students.	3.56	23.5%	58.8%
	The course instructor motivated me.	3.56	26.5%	61.8%

	I am satisfied with the teaching provided by the course instructor.	3.56	26.5%	61.8%
Satisfaction with the teaching and learning resources	The activities helped me to achieve the learning objectives.	3.82	20.6%	73.5%
	The digital learning resources were useful.	3.97	11.8%	70.6%
	The learning resources were up-to-date.	4.12	8.8%	73.5%
	The learning resources were accessible.	4.12	5.9%	76.5%
	The learning resources were well organized.	3.94	11.8%	67.6%
	The learning resources helped me to pass the course.	3.91	11.8%	70.6%
	The workload was proportional to the number of credits.	3.94	14.7%	70.6%
	I am satisfied with the learning resources.	4.03	8.8%	70.6%
Satisfaction with the assessment system	The continuous assessment activities helped me to pass the course.	3.94	12.5%	71.9%
	If opted out of continuous assessment, the final test was consistent with the course's content and objectives.	3.55	18.2%	54.5%
	I received the right academic feedback to identify areas in which I needed to improve.	3.63	28.1%	68.8%
	The assessment system was suitable for attaining the learning objectives.	3.78	21.9%	71.9%
	I am satisfied with the assessment system.	3.88	21.9%	71.9%

Table 6.7 Results of the student satisfaction survey on training activities

Finally, students were asked to assess the doctoral programme overall and thesis supervision in particular. The items and average ratings are presented in Table 6.8. Students were satisfied with the programme overall, with a minimum average score of 3.62 and all averages tending towards 4 out of 5. Satisfaction with thesis supervision was even more positive, with all average scores close to 4.5 out of 5. These results are highly significant, as they demonstrate the quality of thesis supervision. This is partly the result of the various actions implemented in recent years to strengthen the training of less experienced supervisors.

Section	Item	Average
About the doctoral programme	I found the information (regarding regulations, grants, etc.) on the UOC website and the Virtual Campus to be clear and satisfactory.	3.62
	I received enough information to understand the UOC methodology and how the Virtual Campus works.	3.83
	The learning activities helped me to achieve the educational objectives.	3.96
	I can use the knowledge and skills acquired on the programme in my career.	4.01
	I am satisfied with the doctoral programme overall.	4.10
About the thesis supervisor(s)	My thesis supervisor(s) gave me the support I needed to conduct my research project.	4.55
	My thesis supervisor(s) are knowledgeable in my field of research, and answered my questions clearly and in a timely fashion.	4.66
	My thesis supervisor(s) spent enough time on me.	4.43
	My thesis supervisor(s) helped in the development of my interdisciplinary competencies.	4.38
	My thesis supervisor(s) gave me clear and concise directions.	4.43
	My thesis supervisor(s) attended to my needs.	4.42

	I am happy with the level of involvement of my thesis supervisor(s).	4.46
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Table 6.8 Results of the student survey on the doctoral programme and thesis supervision

The most recent employment outcomes provided by AQU Catalunya date from 2023. It is therefore not possible to assess differences compared with the 2023/2024 monitoring report. Nevertheless, surveys have been conducted among graduates. When asked about aspects such as supervision, the academic environment, the role of the thesis committee, available tools, mobility opportunities and student support, graduates gave scores of 4 out of 5 or higher.

They also said that the doctoral degree had generally had a positive impact on their careers, or that they expected this to be the case (Figure 6.7).

P7. El títol de doctor o doctora t'ha permès millorar laboralment?

17 Respuestas

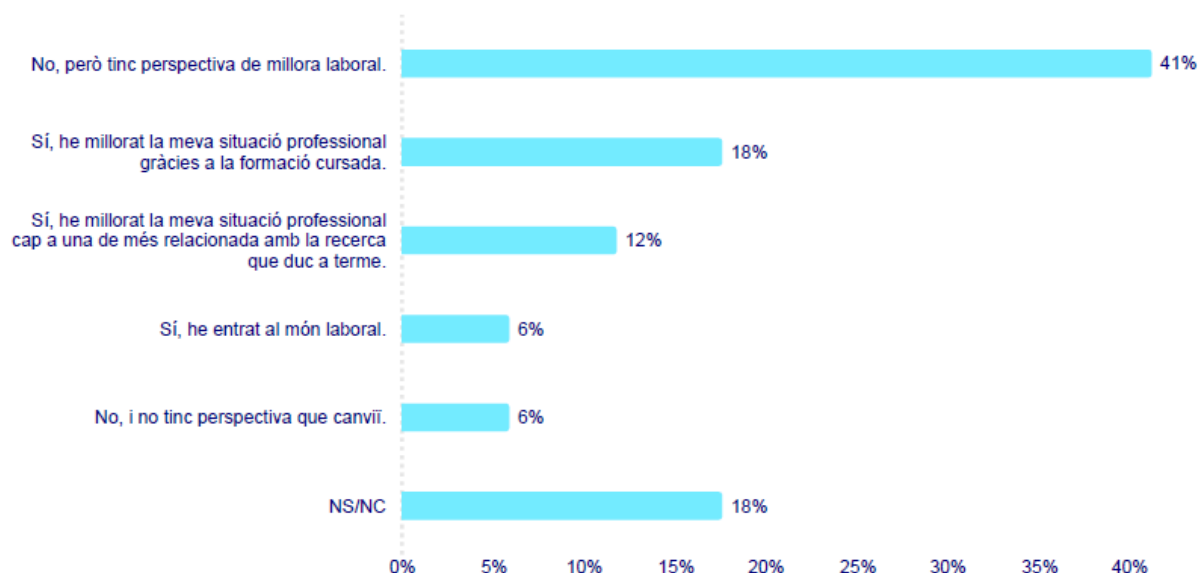


Figure 6.7 Results of the graduate satisfaction survey on the impact of the doctoral degree (2024/2025)

In terms of satisfaction with thesis supervision, graduates reported being satisfied or very satisfied. These positive results reinforce the evaluations provided by current doctoral students.

P8. En una escala de l'1 al 5, quin és el teu grau de satisfacció global amb la direcció de tesi (director/a o directors/es de tesi)?

17 Respuestas

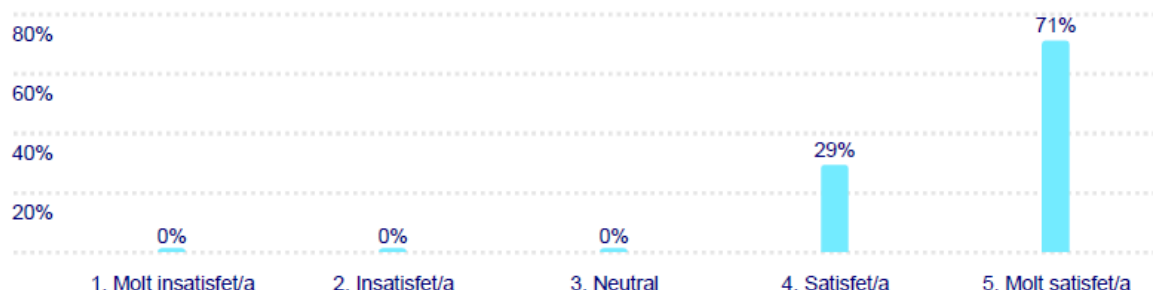


Figure 6.8 Results of the graduate satisfaction survey on thesis supervisors (2024/2025)

Overall, the data for this standard indicate an appropriate position in terms of results, number of graduates and thesis assessment outcomes, with values that are consistent across all indicators. The findings of the most recent monitoring report confirm overall satisfaction with the programme and with thesis supervision.

Despite these generally positive results, action will continue to drive dropout indicators down further. Future efforts will also focus on increasing the presence of international thesis supervisors.

Follow-up on improvement actions

The improvement actions set out in this standard aim to enhance research productivity (i.e. the research outputs generated by doctoral students) and to strengthen supervision, primarily through staff training. The following changes have been made since the previous monitoring report:

- The action included in ELE to carry out a systematic review of the activity reports attached to thesis deposits and to monitor them after graduation with the support of UOC Library staff has been ruled out. The UOC is currently exploring ways to systematize these data using Power BI. This action is also linked to the university's ongoing analysis of new digital tools, which it expects to conclude by 2030.
- The programmes called for actions to encourage the publication of scientific outputs derived from doctoral theses. This action is considered resolved, as current levels of scientific production are deemed appropriate.
- The standard also included an action to analyse the programmes' training activities in terms of the development of competency C7 and to incorporate this into the programme report modifications. Following the completion in December 2025 of the modification process to align all programme reports with current legislation, this improvement action is considered resolved.
- A new action has been added to improve the information and support provided to teaching staff in relation to thesis supervision and to promote exchange and shared learning. This action is currently in progress.

Strengths

The Doctoral School's programmes have now reached a more advanced stage of maturity. This applies to both the longer-standing programmes, such as NIT and ELE, and the more recently established programmes, which have begun to graduate students on a continuous basis. Graduation rates relative to the total active predoctoral cohort are in line with expectations.

Scientific output resulting from predoctoral research and the quality of theses presented are also both satisfactory. This is partly due to the well-matched admission profile and high-quality supervision.

Areas for improvement

The main area for improvement, although not a cause for concern, is the further reduction of dropout figures. Efforts in this area are being reinforced by providing enhanced supervision support. The aim is to maintain the downward trend observed up to the 2024/2025 academic year.

5. Assessment of the programmes

5.1 Doctoral programme in Network and Information Technologies

The review of the six standards confirms that the programme meets the quality levels for which it was designed. This assessment is shared by the external reviewers, who positively evaluated each of the six standards in the recent accreditation process successfully completed by the programme.

With regard to Standard 1, there has been an increase in demand for admission to the programme, with a sizeable number of international applicants. The Faculty of Computer Science, Multimedia and Telecommunications has also recruited more teaching staff with the capacity to supervise doctoral theses. This has led to the submission of a *Modifica* request to increase the number of places from 20 to 25. These significant changes will be subject to scrutiny in the coming semesters.

In terms of accredited teaching staff, the recent influx of early-career academics has highlighted the need to further promote external research accreditation (six-year periods). These staff members have only just started supervising doctoral theses, through co-supervision arrangements that provide expert mentoring. This demonstrates the programme's dedication to training predoctoral researchers and developing future thesis supervisors.

The programme is also involved in the new IN2TIC project under the Marie Skłodowska-Curie Actions, which will increase both availability of learning resources and funding for predoctoral contracts.

In terms of organization, the online and hybrid defence options have proven beneficial, both in enabling defences by students from countries with limited resources and in further enhancing the internationalization of thesis assessment boards.

The volume of scientific output is excellent, with an average of nearly three indexed publications per defended thesis. This figure is reinforced by the fact that over 30% of students have undertaken research stays, which highlights the institution's investment in mobility grants to supplement existing

financial aid schemes. However, limitations remain in the availability of programme-specific employment outcome data.

Overall, the programme is compliant with all quality standards, with particular attention to monitoring the changes introduced over the past year in the coming semesters.

5.2 Doctoral programme in Education and ICT (E-learning)

The assessment of the six standards indicates that the programme performed satisfactorily overall during the review period.

With regard to Standard 1, the programme design – including research lines, competency profile and training activities – is appropriate and aligned with the required level of doctoral training. However, increasing the number of industrial doctoral students within the programme would be beneficial. The profile of applicants expressing interest in the programme through the annual admission call also remains under analysis, with two main objectives: (1) to ensure a steady inflow of UOC graduates, and (2) to better understand the limited number of applications for predoctoral contracts for full-time study.

Regarding Standard 4, the teaching and research staff associated with the programme meet both quantitative and qualitative requirements across the different areas of specialization and disciplines. Research accreditation and activity levels are aligned with the required quality standards.

The thesis supervision ratio is appropriate, and a balance is maintained between senior and junior staff, with the latter progressively integrated through co-supervision arrangements. Key strengths include the high level of doctoral student satisfaction with supervision and the enhancement of training opportunities offered to teaching staff. Areas for improvement include further internationalizing supervision by increasing the number of international co-supervisors, external evaluators and thesis examiners. There is also a commitment to improving the information and support provided to teaching staff to strengthen the supervision process.

The quality of outcomes (Standard 6) is appropriate and confirms positive results across several dimensions, including the doctoral theses defended, the overall annual monitoring results reported by doctoral students and supervisors, scientific publications, and the academic indicators assessed. To progress towards excellence, it would be beneficial to increase the number of research stays undertaken and the proportion of theses awarded an international mention. This improvement should become evident in the coming years as a result of the measures already implemented and the additional funding available to support mobility for doctoral students with predoctoral contracts through the IN2TIC project, awarded to the Doctoral School under the Marie Curie COFUND call. An analysis of dropout is also under consideration, taking into account the atypical or non-traditional pathways of many doctoral students.

5.3 Doctoral programme in Society, Technology and Culture

Despite the programme's recent launch, the indicators and trends observed during the 2023/2024 and 2024/2025 academic years suggest an overall positive assessment. The programme is developing in line with the number of places offered, attracting strong demand and an admission profile consistent

with its interdisciplinary focus on the social sciences and humanities. The programme demonstrates a high and sustained level of internationalization and has consolidated an operational research-line structure that is appropriately aligned with the distribution of teaching and research staff.

The programme's teaching and research staff have a solid, accredited research track record and ensure adequate supervisory capacity. The supervision structure, relying on both single and joint supervision, provides high-quality doctoral guidance and fosters the development of staff in the early stages of their academic careers. The programme's formal affiliation with the Internet Interdisciplinary Institute (IN3), which ceased to exist in 2025, came to an end during the period under review. This has prompted a reassessment and strengthening of coordination mechanisms and institutional alignment within the new UOC research ecosystem. The change represents an opportunity to reinforce the programme's cross-cutting nature and intensify collaboration between faculties and research centres.

The programme presents favourable academic and thesis quality indicators. In 2023/2024 and 2024/2025, two part-time theses were defended in each academic year, with a high proportion awarded the international mention (100%) and a significant share receiving the *cum laude* mention (50%). The scientific output associated with the theses defended is both notable and increasing, with 19 articles linked to the four theses defended during the period covered in this report. Employment outcomes indicate a 100% rate of employment and alignment between graduates' positions and the level and type of studies completed. Finally, the instruments used to collect satisfaction data have been redesigned. This is an ongoing process that will continue in the coming academic years and will require the consolidation of comparable data series to strengthen traceability and support longitudinal analysis.

5.4 Interuniversity doctoral programme in Tourism (UMA, UA, UCA, UCM, UEX, ULL, Nebrija, UOC, URJC, USC, US, UVIGO)

In the 2024/2025 academic year, total enrolment stood at 22 doctoral students, of whom seven were from countries other than Spain. This figure is considered appropriate given the size of the programme. Three new doctoral students were admitted during the year, a number that could increase (in a proportionate manner) in the coming academic years. During this academic year, two students in the programme were awarded predoctoral grants. Mar Alsina received an FPU grant from the Spanish Ministry of Science, Innovation and Universities, while Alessandra Pili was awarded a UOC interuniversity grant. Strengthening this type of funding is essential.

All new enrolments were made on a full-time basis in order to align as closely as possible with the ratio established in the interuniversity programme report. As a result, of the 22 students across the different cohorts, only 14% were enrolled on a part-time basis.

With regard to the research lines associated with new enrolments, Planning and Management of Tourist Destinations continues to predominate (10 students), although the gap with the other lines has narrowed. This is followed by Management and Innovation in Tourism Organizations (seven students) and Economic Analysis of the Tourism Sector (four students). Intelligence in Tourism and Cultural Heritage record the lowest number of students.

Regarding the admission profile, the third cohort once again comprised doctoral students with diverse professional backgrounds, although there was a predominance of individuals employed in the tourism services sector. Many of these professionals face demanding work commitments, which may in the

future lead to requests for extensions or transfers to part-time status. This academic year recorded several temporary and permanent withdrawals from the programme. This is consistent with the general doctoral student profile and, more specifically, with the context of the UOC, where most students are established professionals who enrol without a grant.

The programme's academic outcomes are aligned with the student profile, with doctoral students progressing appropriately in their thesis projects. The 2024/2025 academic year recorded three permanent withdrawals. Given the total number of students enrolled and the aforementioned student profile, this figure is in line with expectations. Nevertheless, sustained efforts are being made to support continuity in the programme wherever possible, particularly for students who may encounter obstacles on their academic pathway.

A new thesis was deposited in the 2024/2025 academic year. Following its defence, it became the second thesis to be completed within this programme, which launched in 2021/2022. Two additional theses are at an advanced stage and are expected to be deposited during the 2025/2026 academic year, which would further confirm the programme's steady progression.

The programme hosted its annual Tourism Research Week from 3 to 6 February 2025. The sessions regularly include practical guidance for doctoral students, both during the final stages of their thesis prior to defence and in relation to their subsequent research careers. The programme focused on topics related to open science and tourism research, as well as funding opportunities for research. It also featured contributions from speakers positioned at the intersection of academia and the professional sector, offering valuable recommendations for doctoral students regarding academic career development and the balance between research and other professional activities.

In relation to training activities, the director of the doctoral programme at the UOC also co-organized the 4th Interuniversity Meeting, held in Madrid. Doctoral students from the programme participated by presenting their thesis proposals, thereby fulfilling the requirement to complete this activity by the second year of the programme.

5.5 Interuniversity doctoral programme in Business Administration and Management (UPC, UPM, UPCT, UOC)

The doctoral programme specializes in changes to the economic and social environment caused by globalization and rapid technological advancement. This requires new schools of knowledge regarding how companies and organizations should be managed in the 21st century. Through this programme, four leading Spanish universities in this field – the Universidad Politécnica de Cartagena, the Universitat Politècnica de Catalunya, the Universidad Politécnica de Madrid, and the Universitat Oberta de Catalunya – join forces and seek synergies to train researchers in the competencies they need to conduct cutting-edge research in business management and administration.

The programme is relatively young, with its first cohort beginning in the 2020/2021 academic year. However, there are now 37 students enrolled at the UOC, with diverse backgrounds and profiles. These students come from degrees completed at the UOC as well as from other institutions across Spain and abroad. In the 2024/2025 academic year, 14 new students were admitted to the

programme. To date, three doctoral theses have been defended, two of them in 2024/2025. A total of 27 UOC teaching staff members are involved in the programme.

One of the main advantages of being an interuniversity programme is the high level of collaboration with other institutions, which significantly enriches the scientific output generated by students. A clear example of this collaboration is that more than 85% of the doctoral theses have two co-supervisors, including staff from both the UOC and partner institutions.

Although most of the work carried out by students during their time on the programme is based on direct collaboration with their supervisors, several activities are organized each academic year within the programme and the Doctoral School to promote student interaction. By fostering synergies and identifying common ground in their research, these activities aim to support their learning process and academic progress. Among the initiatives organized within the programme, particular mention should be made of the Research Plan Workshop, held between late May and early June.

6. Improvement actions

See the document [PO07 Accions millora següent ED](#).

7. Annexes

Annex 1. Centre improvement plan. Monitoring of the 2024/2025 academic year

Annex 1. Centre improvement plan. Monitoring of the 2024/2025 academic year

Monitoring of the improvement plan for the 2020/2021 academic year

Name of programme	Standard	Weakness identified	Description of the cause	Proposed action	Status	Observations
Doctoral programme in Education and ICT (E-learning)	S1	Improve the instruments used to monitor doctoral students' activity on the programme, in relation to their research plan and training plan.	The instruments used to monitor doctoral students' activity on the programme should take on a more formative role and serve as a useful tool for reflection and improvement of the learning process, integrating factors for assessing the research and training plans.	Review the guidelines and templates for preparing activity reports (doctoral students) and drawing up annual progress reports (thesis supervisors).	Ruled out	Implementation has not yet been possible, as it remains uncertain whether the UOC will continue to use Folio or an equivalent tool (IGG, January 2026).
Doctoral programme in Education and ICT (E-learning)	S4	Increase the involvement of foreign teaching staff in the programme's review processes and improve and streamline doctoral thesis assessment procedures.	There could be more foreign teaching staff involved in the programme, particularly as co-supervisors. Foreign teaching staff do participate in thesis assessment processes, but these procedures can sometimes be slow, and it can be difficult to identify suitable experts. In addition, their contribution is not always visible in programme evaluation reports, as this information is not collected systematically.	Establish a multidisciplinary panel of experts in the programme's research lines, composed of UOC, non-UOC and international members. This panel would take part in the external evaluation of deposited theses and could potentially participate in some thesis assessment boards. Strengthening interuniversity connections could also facilitate and increase opportunities for co-supervision.	Ruled out	This action has been ruled out and replaced by IA 4.5 (row 99): create a panel of programme experts responsible for evaluating doctoral theses during the deposit process (IGG, January 2026).
Doctoral	S6	Improve the procedure for	The procedure for identifying and	Carry out a systematic	Ruled out	The university is

programme in Education and ICT (E-learning)		identifying and collecting evidence of the scientific outputs resulting from doctoral theses.	collecting evidence of scientific outputs resulting from doctoral theses could be improved and is not yet sufficiently systematized.	review of the activity reports attached to doctoral thesis deposits and monitor these outputs after graduation, with the support of UOC Library staff.		currently exploring ways to systematize these data using Power BI. A more systematic compilation had also been envisaged through the implementation of Folio as the doctoral activity document. However, the institutional continuity of Folio is currently uncertain (IGG, January 2026).
Doctoral programme in Education and ICT (E-learning)	S6	Encourage dissemination and knowledge transfer activities during doctoral students' time on the programme.	It is beneficial to encourage and increase doctoral students' dissemination, communication and knowledge transfer activities as part of their research training.	The specific actions to be implemented remain under consideration.	Ruled out	This action has been ruled out, as the number of publications has increased naturally, possibly also as a result of various complementary initiatives.
Doctoral programme in Network and Information Technologies	S6	Increasing difficulties have been identified in the effective functioning of the annual evaluation process. Reviewers often require additional information or would prefer a simpler method for submitting their evaluations.	There is a need to simplify and complete the information provided to reviewers for the annual evaluation.	Revise the annual evaluation forms (content and format).	Pending	Key actions include simplifying the forms and including the key methodological information from the research plan required to carry out the annual evaluation.

Monitoring of the improvement plan for the 2023/2024 academic year

Name of programme	Standard	Weakness identified	Description of the cause	Proposed action	Status	Observations
Centre	S1	There is a need for updated, accessible and gender-disaggregated data.	Currently, there are no accessible, automated monitoring indicators disaggregated by gender.	The UOC is working on an institutional data governance project that will allow even the most individualized academic results to be broken down by gender from the 2025/2026 academic year. As part of this effort, data from the Doctoral School could be included in the project, allowing for automated analysis by gender, programme and cohort.	In progress	Feedback from the 2024 IQAS annual review (received April 2025): An institutional project is under way to make gender-disaggregated data available. These data will be accessible once they can be extracted from Snowflake.
Centre	S2	There is a need to build a sense of community and keep track of doctoral student activities.	A consistent mechanism for entering activities from the activity document and sharing research among peers is needed.	The integration of a community management tool such as Folio would allow doctoral students to efficiently publish their thesis projects, enter activities from their activity document and share their research with different segments of the community through a permissions system.	Ruled out	In recent academic years, the Doctoral School has piloted the use of a UOC-owned tool known as Folio in certain programmes (e.g. SIP), in order to integrate student monitoring procedures (e.g. the activity document) and enhance the visibility of doctoral

						students' research. Other tools available for the same purpose have also been analysed. Ultimately, these functionalities will be incorporated as part of the UOC's institutional digitalization project. This improvement action is therefore ruled out.
	S2	There is a need to present information in a more consumer-friendly format.	Teaching staff, especially external members, need simpler, more visually presented summaries to better understand the process of sitting on a thesis assessment board.	Extend the portfolio of infographics to graphically illustrate key steps in the doctoral thesis assessment process, the defence protocol (including the signature process and required documentation), and the secret ballot process for the <i>cum laude</i> mention. These materials will be particularly useful for external members of thesis assessment boards (many of whom are international) and for online examiners.	In progress	
Centre	S5	Laboratory training	The labs are brand new, and training is required for new cohorts entering the programmes each year.	An annual training session will be delivered by final-year students who are experts in specific laboratories. The aim of this training is to familiarize students with the capabilities of the new labs and to	Analysis ongoing	

				establish expert contacts within the Doctoral School, thereby helping to reduce the learning curve associated with their use.		
Centre	S5	Predocctoral grant funding	There are currently very few predocctoral grants available and the level of funding is low.	The Doctoral School intends to secure funding through European projects under the MSCA COFUND programme.	In progress	

2024 accreditation

Name of programme	Stand ar d	Weakness identified	Description of the cause	Proposed action	Status	Observations
Centre	S1	Update the academic regulations to align them with Royal Decree 576/2023.	Review the regulations to incorporate the changes introduced by Royal Decree 576/2023.	IA 1.1: Update the doctoral academic regulations.	Resolved	The modification was approved on 17 June 2025.
Centre	S1	Adaptation of the doctoral programmes to Royal Decree 576/2023.	Process the programme modifications required to implement the changes introduced by Royal Decree 576/2023.	IA 1.2: Process the modifications of the doctoral programmes within the established deadline.	Resolved	The final modifications were submitted in December 2025. All programmes have submitted the required modifications.
Centre	S2	Improve communication between candidates, potential candidates or the wider scientific community and the doctoral programme.	Improve access for doctoral students and graduates to their peers' research profiles, including publications produced during the	IA 2.1: Adapt the doctoral programmes and implement Folio as a training support tool for the doctoral activity	Ruled out	In recent academic years, the Doctoral School has piloted the use of a

			doctoral programme, as well as courses, activities and research stays.	document, and improve the exchange of research information among doctoral students, enabling them to share the progress of their research with teaching staff and thesis supervisors, as well as with the broader student body and the wider scientific community.		UOC-owned tool known as Folio in certain programmes (e.g. SIP) in order to integrate student monitoring procedures (e.g. the activity document) and enhance the visibility of doctoral students' research. Other tools available for the same purpose have also been analysed. Ultimately, these functionalities will be incorporated as part of the UOC's institutional digitalization project. This improvement action is therefore ruled out.
Centre	S3	Limited accessibility of the information required by thesis supervisors, members of thesis committees and academic committees, and cohort tutors.	Create a dedicated page on the Doctoral School website to facilitate access to the required information.	IA 2.2: Develop video infographics to facilitate access to the required information, particularly for external members of thesis assessment boards.	Pending	As part of the COFUND programme, the information has been reorganized to make it more accessible and easier for students to use. For the moment, however, this change applies only to students entering with a grant in the 2026/2027 cohort.
Centre	S5	A training session on the management and use of the new	Improve the use and effective exploitation of complex and costly	IA 5.1: Hold a regular training session to introduce newly	Pending	

		laboratories must be included on the institutional calendar.	facilities designed for trainee researchers, who typically have high turnover due to the time-limited nature of predoctoral contracts.	arrived researchers to these resources so that they can use them from the start of their doctoral studies.		
Centre	S6	Incorporation of new competency C7: ability to promote open science and citizen science.	Incorporate the new competency in accordance with Organic Law 2/2023 of 22 March.	IA 6.1: Analyse the programme's training activities in terms of the development of competency C7, incorporate this competency into the programme modification report, and ensure the provision of specific training activities for students (and teaching staff) to support its development.	Resolved	All programme modification processes were completed by the end of 2025, incorporating the new competency.
Doctoral programme in Education and ICT (E-learning)	S6	Increase the retention and continuity of UOC postgraduate students.	Improve the recruitment of students from the Master's Degree in Education and ICT (E-learning) and other UOC master's programmes who may continue on to doctoral studies.	IA 1.3: Analyse the UOC master's programmes from which the doctoral students originate and promote the doctoral programme and its research lines among UOC master's students.	Resolved	An analysis has been carried out to identify the internal master's programmes from which students originate, and the corresponding programme directors have been contacted to intensify the dissemination of the doctoral programme's admission call. An initiative has also been launched to involve teaching staff in supervising final master's projects in

						the Master's Degree in Education and ICT (E-learning) that could subsequently develop into doctoral research. These actions will need to be reviewed periodically to ensure that the dissemination efforts are effective and, if the proportion of students coming from internal master's programmes does not increase, to assess additional measures (IGG, January 2026).
Doctoral programme in Education and ICT (E-learning)	S1	Encourage an increase in the number of industrial doctoral students.	Improve the programme's capacity to incorporate this type of doctoral programme.	IA 1.4: Organize information sessions and share good practices with teaching staff involved in the programme; identify doctoral thesis proposals that could benefit from collaboration with industry or the business sector; and seek potential candidates interested in this option.	In progress	The Doctoral School organized an information session on Industrial Doctorates during the 2024/2025 academic year and plans to complement it during the current academic year with a programme-specific session to share relevant experiences from thesis supervisors (IGG, January 2026).
Doctoral programme in Education and ICT (E-learning)	S4	Encourage the co-supervision of doctoral theses by early-career supervisors.	Increase the number of co-supervised doctoral theses.	IA 4.1: Promote co-supervision among teaching staff involved in the programme, particularly	In progress	Co-supervision between senior and junior teaching staff is encouraged in

				between senior supervisors, and encourage this practice in collaboration with the faculties associated with the programme.		communications and meetings with thesis supervisors, as well as during the annual admission process for new doctoral students. This collaboration is already promoted when teaching staff renew their thesis proposals prior to the opening of the doctoral admission call. It remains to be assessed whether this strategy leads to an increase in the number of co-supervised theses (IGG, January 2026).
Doctoral programme in Education and ICT (E-learning)	S4	Increase the information collected from doctoral students regarding thesis supervision.	Collect more personalized and precise information about doctoral students' needs and experiences.	IA 4.2: Request that doctoral students submit an annual report on their experience of working with their thesis supervisor(s).	Resolved	A nominative questionnaire has been designed and is now being implemented. This annual follow-up report on the doctoral experience is sent to all doctoral students to gather feedback on their experience in the programme over the academic year, particularly their relationship with their thesis supervisor(s). It

						will be administered annually at the end of each academic year. Any necessary corrective or preventive measures will be derived from the collected data (IGG, January 2026).
Doctoral programme in Education and ICT (E-learning)	S4	Improve support for thesis supervisors, particularly those newly appointed.	Provide clearer information on the responsibilities of thesis supervisors in relation to the programme's internal processes, and make it easier to identify needs and share good practices and supervision strategies.	IA 4.3: Organize termly meetings of the programme's thesis supervisors in order to promote the creation of a community of practice.	Ruled out	It was determined that meeting with all teaching staff twice a year would be excessive. Instead, one meeting per academic year is maintained, complemented by individual meetings with newly appointed supervisors or to address specific issues. A communication channel is also kept open throughout the academic year to share programme updates or relevant information. Plans are also in place to create a support site for teaching staff,

						which will provide centralized information and resources to facilitate the procedures involved in thesis supervision within the programme (IGG, January 2026).
Doctoral programme in Education and ICT (E-learning)	S4	Increase the number of foreign co-supervisors.	Promote and increase co-supervision with non-UOC teaching staff, particularly foreign academics who are leading figures in their respective research areas.	IA 4.4: Analyse and propose effective measures to increase the number of international co-supervisors.	Analysis ongoing	The issue will be discussed with the programme's teaching staff in order to identify strategies and possible incentives to promote co-supervision (IGG, January 2026).
Doctoral programme in Education and ICT (E-learning)	S4	Increase the participation of foreign researchers in doctoral student monitoring and evaluation processes.	Consolidate a network of expert collaborators with recognized research careers in the areas covered by the programme's research lines.	IA 4.5: Create a panel of programme experts responsible for evaluating doctoral theses during the deposit process.	In progress	The panel will be launched once the 2026 admission call has closed, in order to avoid overlap between the two processes, as some members of the external evaluation committees may also become members of the panel (IGG, January 2026).
Doctoral programme in Education and ICT (E-learning)	S6	Prevent dropout.	Strengthen measures for the detection and prevention of dropout.	IA 6.2: Analyse the factors associated with dropout and examine possible compensatory measures for students in situations of risk or disadvantage, with the aim of preventing dropout.	Analysis ongoing	

Doctoral programme in Education and ICT (E-learning)	S6	Increase the number of research training stays.	Promote research training stays, particularly those aimed at obtaining the international doctoral mention.	IA 6.3: Promote research training stays among all doctoral students, especially full-time students, highlighting them as a highly valuable training activity to be included in the training plan and providing success stories shared by doctoral students in the final stages of their doctoral process. Proactively provide information on mobility grants and on the requirements for obtaining the international mention to both teaching staff and doctoral students.	In progress	Information on research stays and the requirements for obtaining the international mention has been improved and made more accessible through the cohort tutoring classrooms. These opportunities are also highlighted during the welcome session for new doctoral students, and a dedicated information and experience-sharing session has been included in the annual event (Doctoral Day).
Doctoral programme in Network and Information Technologies	S1	The research lines need to be restructured.	Redefine the programme's research lines in order to reduce their number and strengthen the coherence of the academic proposal.	IA 1.5: Analyse the current situation and define criteria for restructuring the research lines, and incorporate the new research-line structure into the next programme modification.	Resolved	A <i>Modifica</i> was completed, reducing the number of research lines from 13 to 6.
Doctoral programme in Network and Information Technologies	S1	Strengthen the gender perspective.	Improve the visibility of research with a gender perspective.	IA 1.6: Design and implement communication and dissemination strategies to increase the visibility of research carried out by women within the programme.	In progress	Interviews with teaching and research staff and doctoral students have been conducted at the Doctoral School level in order to disseminate research results.

Doctoral programme in Network and Information Technologies	S4	Increase the amount of time that teaching staff spend on research.	Encourage teaching staff to dedicate more time to research.	IA 4.6: Support the institution in identifying and analysing measures that may increase the amount of time that teaching staff devote to research.	In progress	Participation in the faculties' teaching load reduction plan.
Doctoral programme in Network and Information Technologies	S4	Increase research stays among teaching staff.	Encourage teaching staff, particularly those from the Faculty of Computer Science, Multimedia and Telecommunications, to undertake more research stays at internationally recognized research centres.	IA 4.7: Maintain the actions currently in place and strengthen their monitoring in order to promote research excellence.	In progress	Support is provided through funding schemes that facilitate research stays (José Castillejo Programme) as well as through teaching load reductions.
Doctoral programme in Network and Information Technologies	S4	Supervisor satisfaction with the annual evaluation tools is around 60%.	Provide improved documentation to thesis supervisors to support the annual evaluation of doctoral students.	IA 4.8: Improve the documentation provided for the annual evaluation of doctoral students.	In progress	The evaluation forms will be updated.
Doctoral programme in Network and Information Technologies	S4	Increase external funding for predoctoral grants.	Improve the programme's capacity to secure external funding for predoctoral grants.	IA 4.9: Promote the search for external funding sources for predoctoral grants.	In progress	Participation in the COFUND programme for the 2026/2027 and 2027/2028 cohorts.
Doctoral programme in Network and Information Technologies	S4	Strengthen international co-supervision agreements.	Promote this type of agreement.	IA 4.10: Encourage international co-supervision agreements within the doctoral programme.	In progress	Framework agreements have been established and the process for negotiating the clauses of the specific agreement has been simplified.
Doctoral programme in Network and Information	S4	Increase the number of foreign co-supervisors.	Promote and increase co-supervision with non-UOC teaching staff, particularly foreign academics who are leading figures	IA 4.11: Analyse and propose effective measures to increase the number of international co-supervisors.	Resolved	The level of co-supervision for the theses defended is close to the maximum.

Technologies			in their respective research areas.			
Doctoral programme in Network and Information Technologies	S6	Increase the programme's scientific output.	Encourage the production and publication of scientific results during the doctoral thesis.	IA 6.4: Implement actions to encourage the publication of scientific results in highly recognized journals within the relevant fields of knowledge, in order to reduce variance and increase contributions to specific research areas.	In progress	The average number of publications per thesis has increased, and almost all defended theses can now be presented as a thesis by compendium of publications.

2025 accreditation

Name of programme	Standard	Weakness identified	Description of the cause	Proposed action	Status	Observations
Centre	S2	Improve the public information available on the characteristics of the doctoral programmes.	-	2.1 Review, update and complete the teaching plans published for all training activities.	Pending	
Centre	S2	Improve the information provided during the different stages of doctoral thesis evaluation, particularly for external members of thesis assessment boards and evaluators participating online.	-	2.3 Expand the portfolio of infographics to visually present the steps to be followed (defence protocol, signature process, documentation to be submitted, secret ballot for the <i>cum laude</i> mention, etc.).	Pending	
Centre	S3	Improve the gender disaggregation of academic data.	-	3.1 Contribute to completing the institutional data governance project.	In progress	The UOC is working on an institutional data governance project that will allow even the most individualized academic results to be broken down by

						gender. This action is currently in progress. An institutional project is under way to make gender-disaggregated data available through Snowflake.
Centre	S3	Improve the representation of student diversity in focus groups.	-	3.2 Include representatives of non-campus-based and non-contracted students in the focus groups.	In progress	During the 2024/2025 academic year, work was undertaken to establish a focus group involving all stakeholders, including thesis supervisors, doctoral students, administrative staff, alumni and programme directors, in order to analyse new approaches to the assessment of predoctoral research and its impact, as well as the acquisition of research competencies required in the professional environment. Although the preparatory work, led by the director of the Doctoral School, Dr David Masip, and the director of the doctoral programme in Education and ICT (E-learning), Dr Iolanda García, was

						carried out during the 2024/2025 academic year, the implementation of the focus group and the resulting conclusions fall within the 2025/2026 academic year, specifically the autumn semester, and are therefore not covered in this report. There were no online students, but different profiles were present.
	S4	Provide appropriate tools for quality control and the annual evaluation of doctoral theses to facilitate monitoring.	-	4.1 Provide a tool to record doctoral students' annual activities and support their evaluation by monitoring the submission of external reports.	Analysis ongoing	The UOC is currently conducting an analysis as part of its institutional digitalization project, and these aspects will form part of that process.

Improvement plan. Monitoring of the 2024/2025 academic year

Name of programme	Standard	Weakness identified	Description of the cause	Proposed action
Doctoral programme in Education and ICT (E-learning)	S4	Improve support for thesis supervisors, particularly those newly appointed.	Provide clearer information on the responsibilities of thesis supervisors in relation to the programme's internal processes, and make it easier to identify needs and share good practices and supervision strategies.	Improve the information and support provided to teaching staff for thesis supervision and foster exchange and shared learning.
Doctoral programme	S4	New challenges in supporting	Strengthen the information and shared	Publish concise handbooks related to doctoral

in Society, Technology and Culture		doctoral students and the need to consolidate shared supervision criteria.	programme-level criteria regarding the tasks, challenges and timelines associated with thesis tutoring and supervision.	studies according to common criteria and review them periodically. Topics may include good supervisory practices and guidance on using artificial intelligence in research, as well as other support resources.
Doctoral programme in Society, Technology and Culture	S5	Programme-level training for doctoral students throughout the doctoral process.	Strengthen methodological support and enhance the perceived usefulness of training activities.	Organize micro-workshops and support and guidance sessions based on students' needs, evaluating them according to clear criteria and monitoring satisfaction on a regular basis.
Doctoral programme in Society, Technology and Culture	S6	Prevent dropout.	The aim is to analyse, understand and reduce student dropout where possible.	Monitor trends in dropout rates (two cases in the 2024/2025 academic year) and strengthen preventive monitoring and early-detection measures, particularly for part-time pathways, through individual follow-up meetings between the programme director and doctoral students to assess the programme's alignment with their expectations and identify any specific needs.

Standard: (S1) Quality of the training programme; (S2) Relevance of public information; (S3) Efficacy of the internal quality assurance system; (S4) Suitability of teaching staff; (S5) Effectiveness of learning support systems; (S6) Quality of (learning) outcomes.