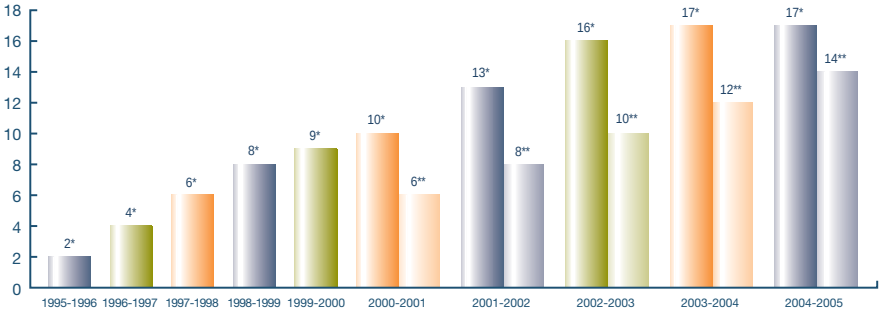
Logo designed by the Management Staff
to commemorate the UOC's first 10 years

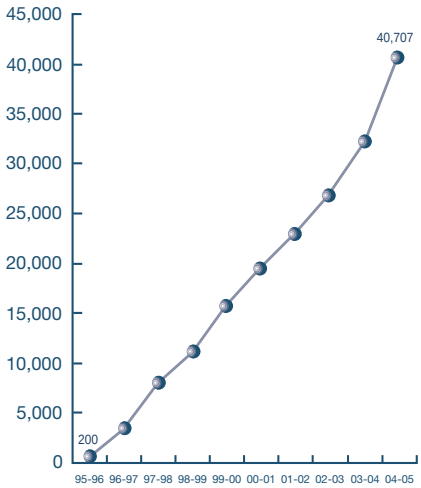
In the 2004-2005 academic year, the UOC came into its tenth year of existence. This has been a decade of innovation, efficacy, and quality in teaching, and it has seen the University attain international respect and prestige. This has also been the academic year of the approval of the general research framework of the UOC; of the continuation of the ambitious study on the information society, the *Projecte Internet Catalunya* (Internet Project Catalonia); and of the launch of the *@teneu universitari* (University @thenaeum) (the possibility of placing access to the University within the reach of a greater number of people). The evaluation surveys on the level of student satisfaction maintained a constant result: 4 out of 5. As regards graduates, 88% of those surveyed stated that their critical criteria and capacity had been enhanced, and 82% affirmed that they had improved in professional terms.

Growth of the Offer at the Main Campus and at the Latin American Campus



* Main Campus
** Latin American Campus

Evolution of the Number of UOC Students



The UOC in Figures 2004-2005	
Recognised Degrees,Main Campus	17
Recognised Degrees, Latin American Campus	14
Own Degrees	1
Postgraduate Programmes	178
Students	40,707
UOC's Teaching Staff	132
Tutors	1,462
Counsellors	305
Subjects Offered*	1,851
Graduates with Recognised Degrees	4,856
Graduates with Master's and Postgraduate Degrees	6,382
Diplomas in Advanced Studies	164
Management Team	371

* Main Campus and Latin American Campus

Budget		
Type	Ordinary	Investmens
2000 (1)	28,986,634.49 €	4,765,386.21 €
2001 (1)	33,836,534.97 €	4,839,289.18 €
2002 (1)	38,705,615.86 €	7,190,938.43 €
2003 (1)	40,900,382.75 €	9,407,455.37 €
2004 (1)	46,223,443.22 €	7,709,872.89 €
2005 (2)	46.741.145,26 €	5.119.724,93 €

(1) Settled budgets, with amortisations
(2) Approved budget, without amortisations

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“In the sphere of research, the UOC has made a commitment from the outset to quality. The *Projecte Internet Catalunya* (PIC), an ambitious study of the information society in Catalonia, in which the Internet Interdisciplinary Institute (IN3) participates, is a clear example of the UOC’s desire to make research into one of its priorities”.

Carles Solà
Chairman of the Board of Trustees of the FUOC and Minister for Universities, Research and the Information Society

“The ten years of the UOC are a success of the Catalan society, which has been able to understand and take up the advantages of a rigorous university education offer – one that is at the same time flexible and adequate to the necessary management of time and study space of those who have chosen us for the continuation of their education”.

Gabriel Ferraté
Rector of the UOC

“The UOC provides a distance model based on the information and communications technologies (ICT), and it has provided access to university education to many people who otherwise would not have obtained it. This model, furthermore, has shown itself able to evolve and to adapt to the various needs of society and of widely-differing groups of students”.

Josep Vilarasau
Chairman of the FUOC Council

Central Building UOC

Presentation

The Universitat Oberta de Catalunya contributes, year after year, to enriching the Catalan university system and to giving it prestige. Its extensive academic offer allows fully efficient responses to be given, with outstanding results, to the growing social demand for distance and high-quality tertiary education. The amount of time that must be devoted to study is growing steadily, and very often people find that a single degree is not sufficient. The UOC has become an ideal instrument for making this increasingly-present social necessity attainable, while guaranteeing standards of quality that would be hard to better.

The causes of this success must be sought in – to name but a few – an exemplary organisation, the quality of the academic offer, and the use, worthy of emulation, of the information and communications technologies. Another main factor in this success is the innovative spirit that has characterised the UOC from the outset and which the University has applied insightfully not only to the teaching model – adapted as it is to the necessities of the twenty-first century – but also to its own network organisation.

In the sphere of research, the UOC has made a commitment from the outset to quality. The *Projecte Internet Catalunya* (PIC), an ambitious study of the information society in Catalonia, in which the Internet Interdisciplinary Institute (IN3) participates, is a clear example of the UOC's desire to make research into one of its priorities. This fact, together with the development of many other research and development undertakings and the firm intent of the University to promote free software, justifies the full confidence and support that the government gives –and will continue to give– to the UOC in order to contribute to its expansion to the benefit of the university system of Catalonia and of Catalonia as a nation.

Only ten years after its creation, the UOC has won international respect and prestige. The brilliant trajectory of this academic institution would scarcely have been possible without the determination and strong leadership of its Rector, Gabriel Ferraté, who has been at its forefront from the very beginning and who fully deserves the recognition of the government for the work that he has carried out as the head of this university throughout the years in question.

Carles Solà i Ferrando
Chairman of the Board of Trustees of the FUOC
Minister for Universities, Research and the Information Society of the Generalitat de Catalunya

In the 2004-2005 academic year the UOC entered its tenth year of existence, and from the time of the creation of this University, its innovative distance education model based on the information and communications technologies has proved its efficacy and its ability to provide positive social outcomes. The undertaking, I think, was right from its inception. Throughout the last ten years the organic growth of the UOC has been constant and sustained. The UOC has gone well beyond the number of 11,000 graduates, and in the 2004-2005 academic year the number of enrolments grew, as it had done in the previous year, by more than 16%: the number of students now stands at more than forty thousand.

Nonetheless, I have always believed that this success is not only of those who make up the teaching and management teams of the University, but also of the Catalan society from which the UOC derives, as this society has been able to understand and take up the advantages of a rigorous university education offer – one that is at the same time flexible and adequate to the necessary management of time and study space of those who have chosen us for the continuation of their education. A new proof of this understanding between Catalan society at large and our educational model is the *@teneu universitari* (University @thenaeum), which the UOC set in motion in the second semester of the 2004-2005 academic year. The *@teneu* is perhaps one of the proposals that most clearly shows our foundational identity and our condition and vocation as an open university. It is a question of making real what we imagine. This is the guiding thread that, almost imperceptibly, has vindicated the existence and the consistency of this University to which we began to give shape ten years ago. Making the imagined real is what is behind the *@teneu*: that citizens –any citizen at all– should be able to accede to the University without previously-established limitations, and to share the space, time, and knowledge at the disposal of students following the UOC's recognised degree courses. The *@teneu universitari* is an opportunity for our society; it is a tool at the service of the capitalisation of Catalonia in a context based more and more on the economy of knowledge. It facilitates the possibility of succeeding in a world which, as some authors have well pointed out, has become and is now without frontiers.

Now, when the UOC has been in existence for ten years, other universities in Catalonia and throughout the Spanish state are opting, logically, to introduce virtual learning modalities. Very soon, what will differentiate us will be not our methodology but rather the quality of that methodology. In December 2004 the Universitat Oberta de Catalunya received the gold medal for European excellence from the European Foundation for Quality Management (EFQM), an award that takes into account the positive evolution of the integral management of an organisation. This gold medal is also an indicator of the effort that the UOC is making, and has made throughout this period of ten years, continually to improve.

Gabriel Ferraté
Rector of the UOC

In my presentations of the Reports of the last two academic years of the UOC I sought to illuminate the international role of the Universitat Oberta de Catalunya, a reference-point that has become all the stronger throughout the year 2004-2005.

This year, I want to concentrate on one of the foundational aspects of the UOC –an aspect inseparable from its identity. For this University provides a distance model based on the information and communications technologies (ICT), and it has provided access to university education to many people who otherwise would not have obtained it. This model, furthermore, has shown itself able to evolve and to adapt to the various needs of society and of widely-differing groups of students.

This is a model which, in the second semester of the 2004-2005 course, favoured the launch of the *@teneu universitari* pilot test. The *@teneu universitari* made it possible for 589 people who did not have the requisites for access to the University, but who were interested in broadening their knowledge, to undertake subjects offered at the UOC.

The people who enrolled in the *@teneu* attended lectures in these subjects in the same rooms as did the remainder of the students and were provided with the same academic material and calendar. They were able to rely on the rigorous and high-quality tutoring services that distinguish the UOC university model.

In education, as in any other service activity, quality is not measured by what one believes one does, but rather by what we are able to verify in the educational experience of our student-clients: throughout the 2004-2005 academic year, the levels of satisfaction of UOC students remained stable, at levels of about 4 out of 5, according to the results of evaluation surveys.

Graduates award an average score of 8.2 to the UOC, and 98% of them state that they are satisfied with their experience at this university. Ninety percent of them would recommend the UOC to a friend or a family member. Finally, I want to stress that 88% of those surveyed state that having attended the UOC has caused them to gain self-esteem, self-confidence, and critical criteria and capacities; while 82% affirm that they have made improvements in professional terms.

Josep Vilarasau
Chairman of the FUOC Council