



# Transforming Higher Education in the Digital Age

---

Academic year 2021/2022



# Transforming Higher Education in the Digital Age

---

Academic year 2021/2022

## 25 years of experience

 **87,500**

STUDENTS, WHO LIVE IN  
141 COUNTRIES

 **800**

PROGRAMMES  
TAUGHT

 **7**

FIELDS OF  
KNOWLEDGE

Arts and Humanities  
Computer Science, Multimedia and Telecommunications  
Economics and Business  
Health Sciences  
Information and Communication Sciences  
Law and Political Science  
Psychology and Education Sciences

## Happy graduates

 **95,000**

GRADUATES

 **87%**

WOULD CHOOSE THE  
UOC AGAIN

## 100% online

 **90,000**

ONLINE FINAL TESTS

**15,500**

VIRTUAL CLASSROOMS

## Transdisciplinary research

 **500**

RESEARCHERS

 **52**

RESEARCH GROUPS

## International recognition

**1st**

ONLINE UNIVERSITY  
IN RESEARCH \*

**1st**

ONLINE UNIVERSITY IN  
IBERO-AMERICA \*\*

**Top 200**

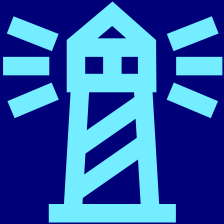
AMONG THE WORLD'S  
BEST YOUNG  
UNIVERSITIES \*\*

\* 2021 CYD Ranking

\*\* *Times Higher Education*, Young University Rankings

Figures from the 2020/2021 academic year

# Contents



01

---

# A cutting-edge university setting the standard

The UOC is a cutting-edge university in online learning that acts as an agent of individual and collective change by providing people with lifelong learning.



The UOC was created in 1995 as the world's first university with a virtual campus, which allowed its students to study at any time from any location.

The Parliament of Catalonia unanimously approved the law that recognized the Universitat Oberta de Catalunya (Law 3/1995, of 6 April) as a university that would render a public service but organized in accordance with private management principles. At that time, new technologies were starting to blossom.

The world wide web was a very recent phenomenon: there were only 2,400 websites, compared to the 1.8 billion that exist today. ADSL didn't exist yet, and Spain's telephone operator, Telefónica, had to be convinced to create a flat rate for UOC students.

This is how the University went from an experiment to become a benchmark in international education, using technology to open up access to high-quality university teaching for all.



**The UOC began teaching in the 1995/1996 academic year with 206 students enrolled on its Business Science and Educational Psychology degree programmes.**



# More than 25 years committed to the digital transformation of education

The UOC was created in 1995 as the world's first online university at the behest of the Government of Catalonia with the approval of the Catalan Parliament. The aim was to use technology to open access to high-quality university education for everyone, with merit as the sole criterion.

Throughout the 25 years since then the progress made by the knowledge society has set a series of global trends, such as digitalization and the increase in demand for lifelong learning. The COVID-19 pandemic has imbued the UOC's mission with new meaning and urgency.





# What makes the UOC different?



**It is a cutting-edge university that specializes in online education and provides lifelong learning.**

The priority is to meet the ever-changing needs of people, companies and institutions, promoting employability, entrepreneurship, social equality and critical thinking among the public.



**It is a digital native university that operates globally and has a mandate for public service.**

Grounded in its social and cultural surroundings and with public university pricing, the UOC's fully online learning model helps students develop a global perspective and digital skills, contributing to both the EU's Digital Education Action Plan and the 2030 Agenda for Sustainable Development.



**It is a university that focuses its research activity on the intersection between the social and human sciences and technology.**

The UOC is committed to open knowledge, interdisciplinarity and networked cooperation, promoting research into technology and the use of ICTs to bring about transformations in education and social equality.



1- A cutting-edge university setting the standard

Transforming Higher Education in the Digital Age



## 02

---

# A university with a 100% online learning method

The UOC's internationally recognized and accredited educational model has been designed to meet people's ever-changing circumstances and improve their learning experience.



# A unique educational model

The UOC's unique learning method enables and promotes lifelong learning in accordance with the needs of people and organizations, fully tapping the potential of the internet for learning in a flexible, asynchronous environment.

## Learning resources

The UOC's resources are characterized by the fact that they are digital. They come in a wide variety of formats, such as books, articles, infographics, and audiovisual materials. Some are created by the UOC itself with the University acting as a publisher or audiovisual producer, and are commissioned from experts in the different subjects. Others, however, are chosen from published sources.

## Learning by doing

Throughout their education at the UOC, students must pass learning activities that require their active participation (learning by doing), and through this they acquire competencies for today's social and work environment.

## Student-centred

The UOC's methodology combines learning activities and projects, customized teaching support, and teamwork. The students set their own pace in accordance with their needs, facilitating a good work-life balance.

## Competency-based assessment

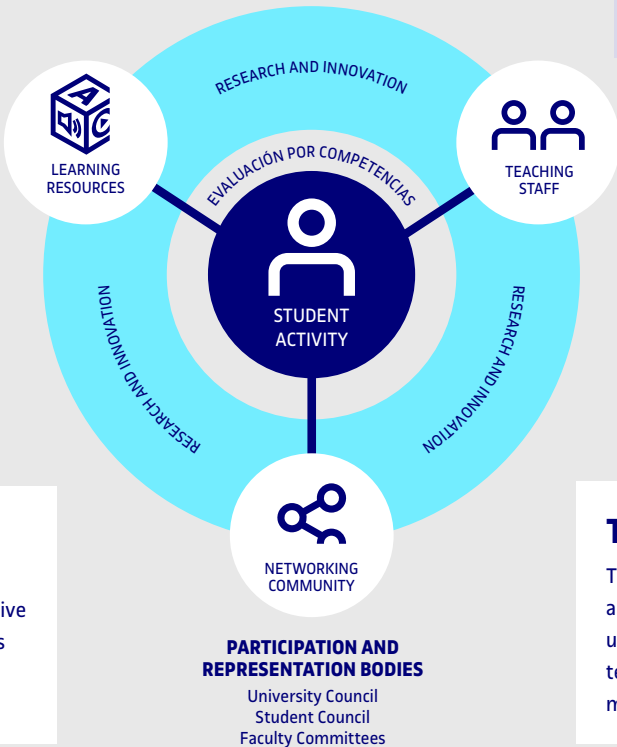
The model assesses the acquisition of competencies. The student continually receives feedback to monitor their progress and facilitate learning.

## Teaching support

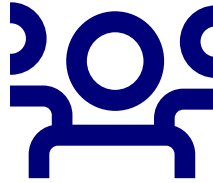
The teaching team is made up of faculty, adjunct instructors, course instructors, first-year tutors and follow-on tutors.

## The Virtual Campus

This is home to the virtual classrooms and learning spaces in which the entire university community, made up of students, teaching staff, tutors, research staff and administration staff, interact with each other.



## Student support



### Faculty (teaching and research staff)

They are responsible for the programmes and courses.

### Adjunct instructors

They support the faculty in the organization of their teaching and the students in their learning.

### Course instructors

They provide teaching assistance, guidance and support in the students' learning.

### First-year tutors

They provide initial guidance for bachelor's degree and vocational training students in their first two semesters to

ensure their adaptation to the UOC's pedagogical model.

### Follow-on tutors

They carry out monitoring activities for master's degree and lifelong learning students throughout their time at the UOC and for bachelor's degree and vocational training students from their third semester.

### Careers advisors

They provide support for the rest of the academic staff and for students in matters related to the job market.

## Moving assessment tests online



**90,000**

ONLINE TESTS CONDUCTED IN THE 2020/2021 ACADEMIC YEAR

UOC final tests are the culmination of a student support process based on continuous assessment.

In the the 2019/2020 academic year, the pandemic made it necessary not only to switch the 30,000 tests (for 1,400 courses) to an online format,

but also to do so in record time. This key process was one of the last in the University to be mostly on-site.

This change has made it possible for studies at the UOC to be 100% online from day one through to final assessment.

## With the Library's support

The UOC Library offers thousands of materials selected for their quality and their relevance to the University's fields. It was created digitally in 1995 and has consolidated an online collection that is available 365 days a year. Almost 4 million materials are downloaded every year.

**136,732**

DIGITAL JOURNALS AND BOOKS

**179**

DATABASES

# A growing team



\* Figures for 31 December 2020. \*\* Figures from the 2020/2021 academic year.

# An internationally accredited learning model

The UOC's programmes and courses have been accredited by national (AQU, AQU-AU-DIT, Spanish Universities Council) and international (UNWTO, TedQual and Euro-Inf) quality seals. The UK's *Times Higher Education* journal ranks the UOC among the 7 best universities in Spain (the only one that is online) and among the best 600 in the world.

### A certified internal quality assurance system

AQU Catalunya (Catalan University Quality Assurance Agency) has certified the implementation of the UOC's internal quality assurance system (IQAS). The University has a single IQAS for the entire institution, covering all the official bachelor's and master's degree programmes it teaches.

Certification of the IQAS ensures that the system is implemented and deployed at the centre – in this case, throughout the University – and that it is fit for the purpose of assuring the quality of the programmes taught at the UOC. **Certification of the IQAS is the first step on the way to opting for institutional accreditation, a milestone** to be gained this academic year, which will make it possible to accredit all the University's official bachelor's and master's degree programmes for a period of six years, which can be extended for equal periods upon submission to an external assessment process.



03

## A university open to all

**The profile of UOC students is unique in that they have typically already gained qualifications and professional experience, and aim to make their studies compatible with their home and working lives, no matter where they live.**




# Profile of UOC students

Figures from the 2020/2021 academic year

The average UOC student is 30 years old. They have already gained qualifications and professional experience.

They have family obligations and a career they want to make compatible with their studies. They value the flexible hours offered by the UOC and the ability to manage their time according to their own needs. They aspire to become a more qualified person and fulfil their dreams and ambitions.

 **95,000**  
GRADUATES

 **87,500**  
STUDENTS

**57%**  
WOMEN

**76%**  
STUDY AND WORK AT  
THE SAME TIME

**61%**  
ARE STUDYING FOR  
PROFESSIONAL  
IMPROVEMENT

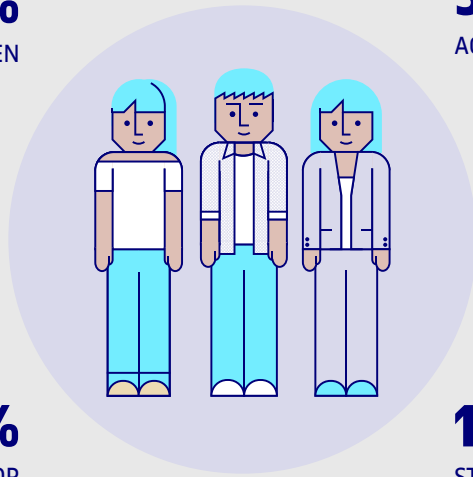
**70%**  
WORK IN THE PRIVATE SECTOR

**39%**  
AGED 25 TO 34

**13%**  
ACTIVELY SEEKING  
WORK

**47%**  
CHOOSE THE UOC  
BECAUSE IT LETS THEM  
COMBINE WORK AND  
STUDY

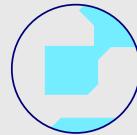
**1,944**  
STUDENTS WITH DISABILITIES



**1,944 people certified with disability levels of 33% or above were studying at the UOC in the 2020/2021 academic year. Our university has the second largest number of students with disabilities in Spain.**



**+51,400**  
IN CATALONIA



**+28,500**  
IN SPAIN  
(excluding Catalonia)



**+6,600**  
IN THE REST OF THE  
WORLD

Countries where the most UOC students live (excluding Spain and Catalonia): **Ecuador, Colombia, Germany, Andorra and the United Kingdom**

These figures do not include UOC Corporate students



# 04

---

## A university that provides lifelong learning

The UOC trains professionals with a capacity for transformation through its degree programmes and lifelong learning initiatives, and by creating innovative learning experiences for companies and institutions.





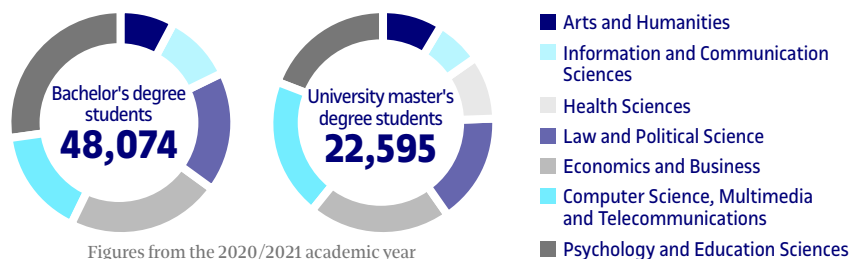
# A range of study options in touch with future professions

We want to prepare citizens for the world they will live in and not for the past of previous generations, offering lifelong learning that meets the ever-changing needs of society. We do this with programmes tailored to all stages of people's lives and careers.

The catalogue of official programmes for the 2021-2022 academic year included 26 bachelor's degrees, 53 master's degrees and 8 doctoral programmes, all accredited by quality agencies and in line with the standards of the European university system. It also included UOC-certified master's degrees, UOC-certified postgraduate programmes,

specialization courses, profession-focused specializations, professional development programmes, summer seminars, advanced-level vocational training programmes, and open courses.

Additionally, tailor-made solutions are offered for companies. UOC Corporate helps organizations develop the growth of their professionals; it offers tailor-made training programmes and creates innovative, high-impact learning experiences that allow them to grow on a personal level, improve their competitiveness and transform the culture of the organizations in which they work.



Figures from the 2020/2021 academic year

**57**  
PROFESSION-FOCUSED  
COURSES, SPECIALIZATIONS  
AND PROFESSIONAL  
DEVELOPMENT PROGRAMMES

# Solutions to open up professional prospects

Lifelong learning is study that goes beyond university education: it is designed to support people throughout their lives, in accordance with their personal and professional needs.

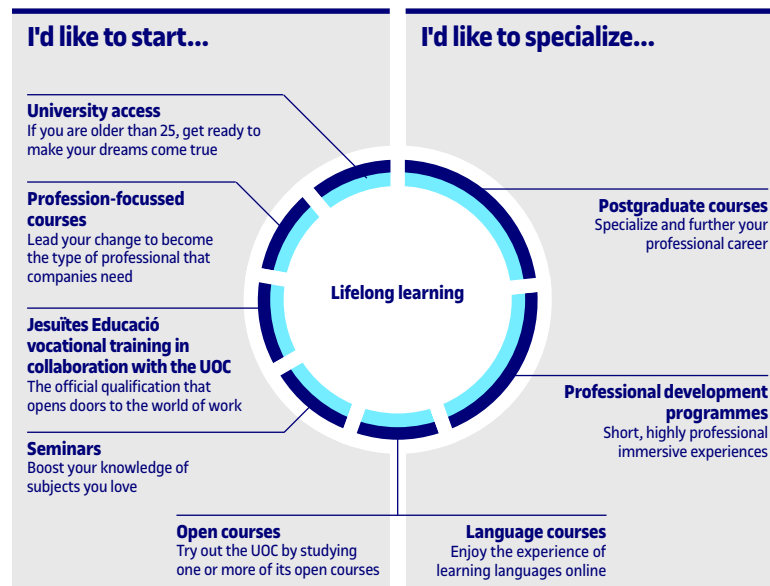
Examples include the university entrance exam preparation course for students over 25, language courses, continuing development programmes and the UOC's partnership with the Jesuïtes Educació Foundation's online vocational training project.

This academic year has also seen the introduction of open master's degrees, an adaptable and customizable study option. They have been created to meet the professional and personal needs of people and organizations, encouraging students' ability to adapt with learning pathways that combine various disciplines.

## Developing professional skills

Professional development programmes offer students the chance to gain university knowledge and professional skills for immediate application. They are short, profession-focussed immersive experiences.

With these training courses students can strengthen their professional skills in the most sought-after subject areas with the support of experts who are active in the field. These short, intensive courses are designed to efficiently improve the professional development of their students.



## Driving professional change

Profession-focussed courses provide the impetus for professional change through the acquisition of skills that companies need in areas such as marketing, nutrition, tourism and business management.

## Learning for professional growth

The UOC Summer School offers a range of webinars: in the space of just one month they offer a flexible experience in which to study subjects of interest in more depth. They are knowledge capsules dealing with culture and society that take an in-depth look at current issues.



---

# New official bachelor's and master's degrees for the 2021/2022 academic year

This academic year the course catalogue was expanded to include three new bachelor's degrees, two master's degrees and one doctoral programme, all in fields that focus on training professionals and empowering them to manage their own professional careers.



05

---

## A university that conducts research with a focus on transformation

**The UOC is a knowledge hub that contributes to the dissemination of research to society through publications, knowledge transfer, and support for entrepreneurship.**



# Conducting research for the digital transformation of society

A university should be an open forum that encourages dialogue and the creation and exchange of knowledge. Accordingly, the UOC strives to ensure that the knowledge it generates through research is open to everyone, has the greatest possible impact, and enables us to make faster progress towards sustainable development.

- Open Evidence
- Care Respite
- Immersium Studio
- Xatkit

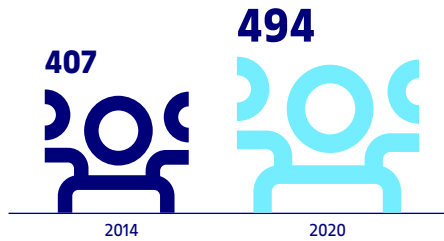
- UNESCO Chair in Education and Technology for Social Change
- UNESCO Chair in Food, Culture and Development
- Randstad Foundation - UOC Chair in Disability, Employment and Social Innovation
- UOC - COCEMFE Chair in Personal Autonomy and Digital Health
- Barcelona UOC Chair in Digital Economy



2021 figures

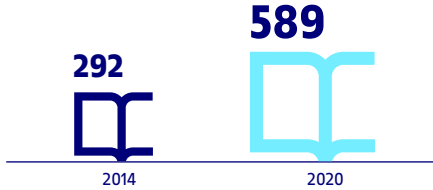
# Growth of the UOC's research (2014-2020)

## Teaching and research staff

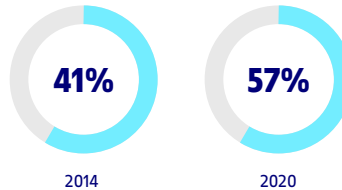


## Scientific articles

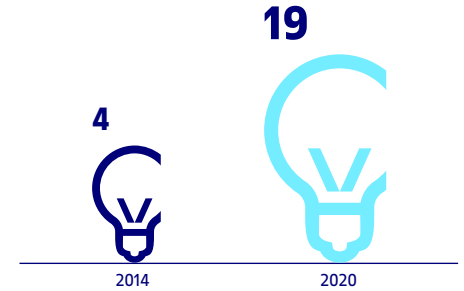
Number of indexed scientific articles



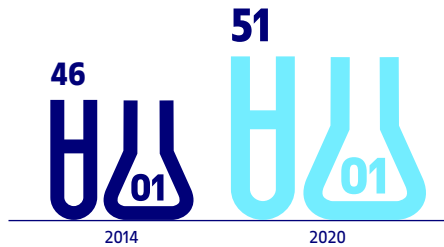
International collaboration



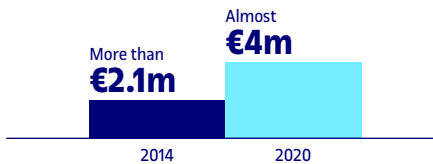
## Patents



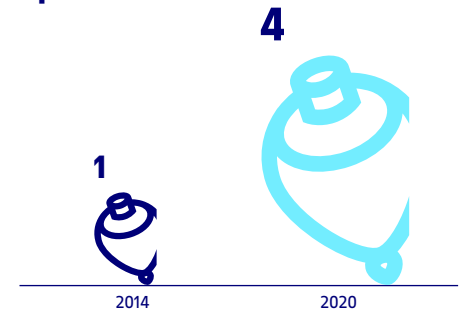
## Research groups



## Research funding secured



## Spin-offs



# Research and innovation centres

## Internet Interdisciplinary Institute (IN3)

An institute that specializes in studying the internet and the effects of the interaction of digital technologies with human activity. It is made up of 11 research groups in areas such as information security and privacy, complex systems, urban transformations, and the internet of things.

## eHealth Center (eHC)

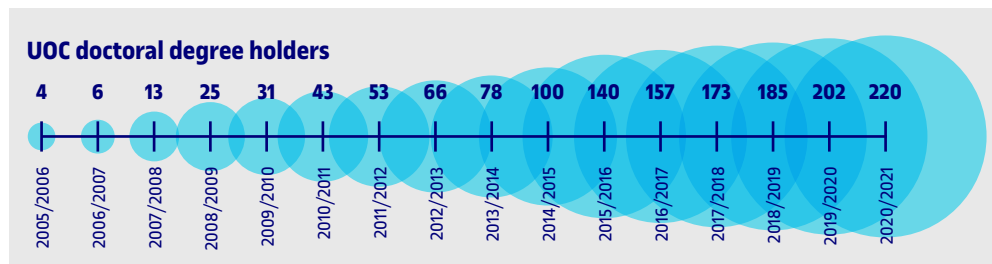
An interdisciplinary academic centre that generates, transfers and exchanges knowledge in eHealth, a field in which the UOC has been recognized as a World Health Organization (WHO) collaborating centre. The purpose is to empower citizens and professionals to lead a paradigm shift in health through technology.

## eLearning Innovation Center (eLinC)

The main mission of this body is to help the UOC's learning model evolve in order to guarantee a unique, high-quality, connected and networked learning experience. The centre strives to continually improve the system by promoting the incorporation of the latest methodological and technological trends into the learning model. It does all this while taking into account the needs of people and societies in constant flux.

## Doctoral School

The Doctoral School works closely with the UOC's three research and innovation centres to create a common frame of reference for the various doctoral programmes based on shared quality standards. It currently offers eight online doctoral programmes.



## The DNA of R&I at the UOC

Working across the fields and disciplines of this triple helix, we aim for our research and innovation to be translational, creating an impact on society and mindful of potential beneficiaries.



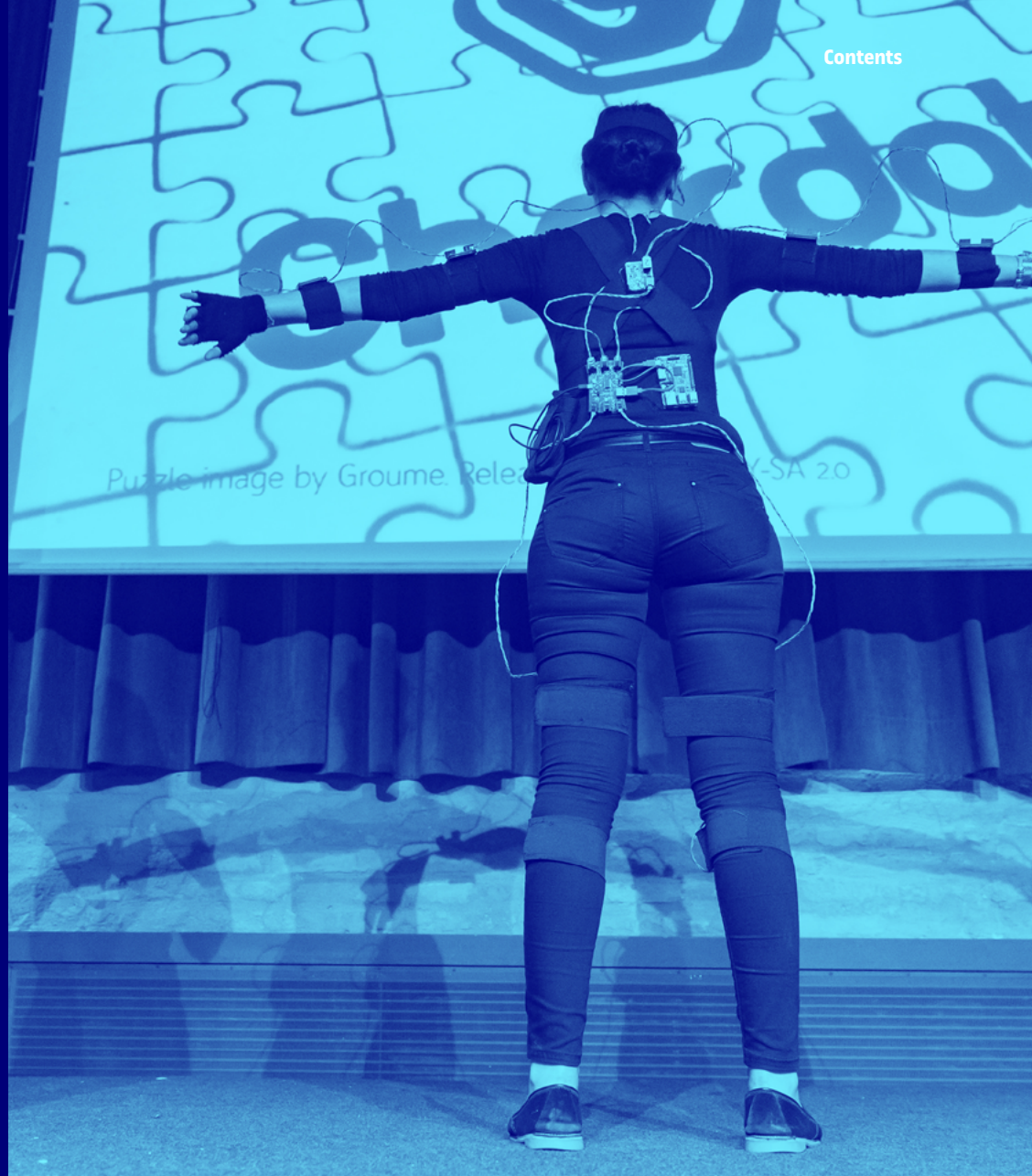


06

---

## A university that transfers knowledge and is enterprising

**We foster the transfer of research and innovation results and also the entrepreneurial initiatives generated by our community.**





# Knowledge transfer and entrepreneurship

The UOC fosters the transfer of the results of the R&I activity carried out at its research centres and faculties to the socioeconomic environment. The transfer process comprises the results identification, protection, assessment, and technological and experimental development phases, in addition to marketing and promotional activities.

The end goal of the University's transfer of knowledge to its environment is to make a contribution to strengthening the innovation and competitiveness of the productive sector and society at large.

## Hubbik, a driver of ideas

Hubbik promotes innovative ideas and projects related to the UOC's fields of knowledge and provides business advice adapted to the needs of each project, from the validation of the business idea through to acceleration. It offers a variety of entrepreneurial support programmes for the entire UOC community, encouraging collaboration between them and placing the knowledge generated at the University at their disposal.

**24**

Patents

**4**

Spin-offs

**+€5.5m**

Revenue from university-business agreements

**26**

Industrial doctoral degrees

2021 figures, except revenue from university-business agreements, which is the cumulative total from 2010 to 2021.

## SpinUOC, the entrepreneurship event

SpinUOC is an annual programme that supports several initiatives chosen for their innovative nature, potential, and social impact. After a training, guidance and selection process, these initiatives participate in the final entrepreneurship and knowledge transfer event, where the promoters of the projects briefly and creatively explain their proposals with just five minutes per presentation.

**SpinUOC's 2022 call for submissions attracted 250 projects**



## Through Invergy we invest in start-ups and spin-offs in the education and ICT sector

Invergy's mission is to boost the economic development of society through the promotion of innovative companies and entrepreneurial projects from within the UOC community that have the potential for growth and social impact.



# 07

---

## A connected community in a complex world

The UOC works to help people and organizations adapt to changes that are redefining social and productive relations and the job market.



# Studying online, a growing trend

Employability is the set of knowledge, skills and capabilities that graduates must possess to work in the profession associated with their qualification. Today's job market requires the development and renewal of competencies as a lifelong process. It is also necessary to produce a connected community that accumulates relational capital with a focus on transformation.

UOC students are more accustomed to working and interacting in virtual environments. They possess a series of skills that are in great demand in the job market, especially in the new way of working imposed by the

pandemic, such as the capacity for self-management and self-learning, self-discipline, self-motivation, and a proactive approach to problem-solving.

## Promoting soft skills

In their talent recruitment processes companies place more emphasis on soft skills, such as teamwork, leadership, flexibility, creativity, assertiveness and critical thinking, than on the technical or specific skills necessary for a job (hard skills). The University plays a key role in the development of these soft skills.

### Online Employment Fair

Thanks to the success of the first edition of the UOC's Online Employment Fair in 2020, it is now an annual event that takes place every autumn. It is a space to exchange knowledge about employment and the labour market, in which students and alumni can consider offers, be interviewed, and get in touch with companies, professionals and institutions in a range of fields.

**The fair has welcomed the participation of around a hundred companies, including TMB, Damm, DKV Seguros, the Randstad Foundation, the Prevent Foundation, the Catalan Tourist Board, Everis, Cuatrecasas, the Pere Tarrés Foundation, Schneider Electric, Telefónica, Adobe, Barcelona Activa, and Indra.**

#### 1st Online Employment Fair

**+7,000**  
REGISTRATIONS

**10,000**  
APPLICATIONS TO  
OFFERS

**120**  
ORGANIZATIONS  
AND COMPANIES

**576**  
OFFERS PUBLISHED

#### 2nd Online Employment Fair

**150**  
ORGANIZATIONS AND  
COMPANIES

**4,000**  
PARTICIPANTS

**+50**  
TALKS

# Alumni: a lasting relationship

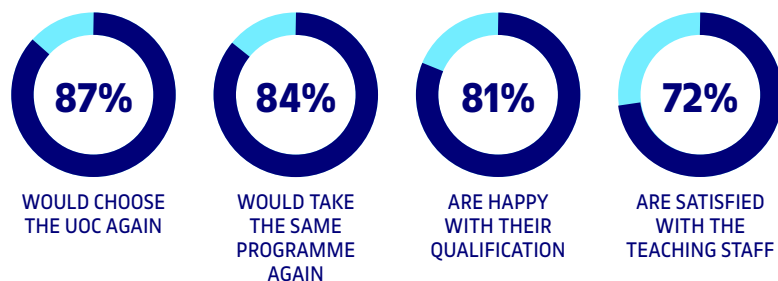
The UOC aims to facilitate and support the academic and professional development of students and graduates throughout their lives. At the same time it aims to foster a sense of belonging to a community for whom collaboration for transformation is part of its DNA. Opportunities to gain professional experience are also available through internships and the job bank.



## 9 out of 10 are working

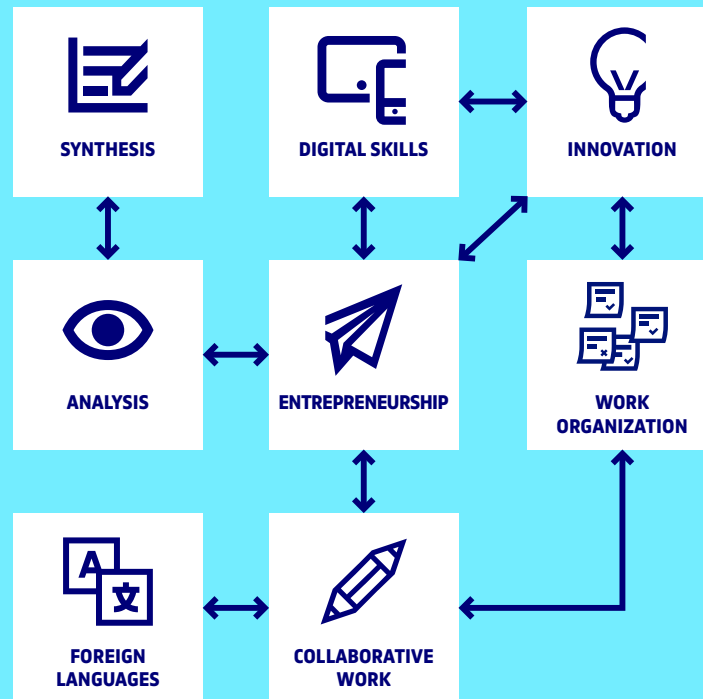
According to the 2020 survey on the employment of graduates conducted by the Catalan University Quality Assurance Agency (AQU), UOC graduates score 72 points out of 100 in the employment quality index.

## Happy graduates



Report on the assessment of studies completed at the UOC with graduates from the 2019-2020 academic year.

## Abilities in which our graduates stand out



## A university in contact with the productive sector

At the UOC we train professionals to empower companies. We place the UOC's educational programmes at the disposal of organizations to ensure that professionals can enrol with advantages and discounts, fostering business competitiveness and people's development throughout their lives. More than 2,000 professionals are enrolled at the UOC with the backing of the companies where they work and over 200 companies collaborate with the UOC through its corporate enrolment services. We are the training partner of organizations like Mediapro, the Spanish Red Cross, Òptica & Audiologia Universitaria, and the trade union CCOO.

## Balancing the territorial imbalance

The UOC is also committed to the social and economic transformation of territories at risk of depopulation. This commitment is reflected in its new rural action plan to provide networking and access to quality jobs, and to promote new and improved skills. Educational opportunities must be provided wherever digital connection reaches.

In Europe more than 137 million people (30% of the total) live in 80% of the territory. The European Commission has published a communication that recognizes the active role that rural territories should play

## Alumni symposium

It offers a venue for both new graduates and those who earned their degrees from the University some time ago to meet and network.

The pandemic has made it necessary to rethink events and make them more digital than ever. In 2021 virtual reality was used to transform the University's buildings in Poblenou (Barcelona) into interactive spaces which people could visit in the form of avatars. Participants could visit the virtual halls of their faculties and see some 20 innovative projects developed by other alumni.



in Europe's green and digital transition. With "Leave no one and no place behind" as its motto, this roadmap aims to mobilize the various public and private actors in favour of rural communities, which must progress in order to ensure their survival.

This new ruralism must foster repopulation, providing solutions to three major challenges: connectivity, mobility, and personal and professional promotion. The UOC plays a leading role in this initiative to achieve territorial balance by fostering employability through skill-building and specialization programmes throughout the land, promoting research on how technology can foment social equity and access to culture, generating evidence in relation to new sources of competitiveness in the rural

environment, and analysing new dynamics to exchange open knowledge between the various territorial centres.



# 08

---

## A global university with social impact

**The UOC has placed the 2030 Agenda at the centre of its transformation process to train and educate citizens from around the world in a way that promotes diversity and equal opportunities.**



# The UOC model for global citizens

The UOC educational model allows for more global classrooms and promotes diversity among both students and teaching staff, enabling learning to have a greater impact on society.

The University has also incorporated a global ethical commitment into the courses on its bachelor's and master's degrees; this is a cross-disciplinary competency through which students develop the ability to act honestly, ethically, sustainably and in a manner that is socially responsible and respects human rights and diversity, in both studies and professional practice. Additionally, virtual mobility initiatives allow university students from around the world to do courses on the Virtual Campus without leaving home.

## Programmes with international bodies

International organizations like UNITAR, WHO and FAO have teamed up with the UOC to design and deploy online training programmes for their global professionals and specific teams. The University also promotes international study grants with institutions such as Ecuador's Secretariat of Higher Education, Science, Technology and Innovation (SENESCYT) to guarantee the right to lifelong learning and strengthen diversity in the classrooms. The Refugee Welcome Programme facilitates university

studies for citizens persecuted in their country of origin for ideological, cultural, religious, ethnic, sexual orientation or gender identity reasons or who have fled due to armed conflicts. The grants programme for these people is funded with charitable donations made voluntarily by students when completing their enrolment.

### Mobility students

**21** UOC students studying elsewhere with Erasmus+ mobility

**6** students from elsewhere studying at the UOC with Erasmus+ mobility

**207** foreign mobility students through collaboration agreements with educational networks and institutions

Figures from the 2020/2021 academic year

## Close ties with Latin America

The UOC collaborates with governments and public bodies on the inclusion of high-quality online higher education models and qualification accreditation mechanisms. Collaborations have been made with the government of Jordan, the Mexican Higher Education Accreditation Council (CIEES), the Ecuadorian Higher Education Quality Assurance Council (CACES), and the Chilean National Accreditation Committee (CNA).

Furthermore, to improve services for Latin American students, the UOC has offices in [Bogotá](#) and [Mexico City](#).

## Commitment to the 2030 Agenda

In 2015, the United Nations General Assembly launched the 2030 Agenda, an action plan in favour of people, the planet and prosperity which is organized around its 17 Sustainable Development Goals (SDGs).

Universities are key to achieving these goals due to their transformative nature, i.e. the knowledge generated with research, shared with students and transferred to society. The UOC has placed the 2030 Agenda at the centre of its transformation into a global university.

### SDG alliances

The UOC has forged alliances with higher education's leading local, national and international networks to promote open knowledge and make it more accessible to society. Since 2019 the UOC has coordinated the 2030 Agenda working group of the Interuniversity Council of Catalonia (CIC). A strategy has been designed for the whole university system with the ultimate aim of taking the 17 SDGs into full consideration in both the decision-making of the governing bodies of the 12 Catalan universities and in the everyday life of the university community.

Among other bodies, it forms part of the CIC, the Catalan Association of Public Universities (ACUP), and the Conference of Rectors of Spanish Universities (CRUE), as well as participating in the 2030 Agenda working groups. It also chairs the Interuniversity Development Centre (CINDA), a leading network in Latin America, and plays an important role in the European University Association (EUA) and the International Association of Universities (IAU).



**In 2018, the IAU put the UOC in charge of coordinating a group of universities around the world working towards achieving SDG 3: Ensure healthy lives and promote well-being for all at all ages.**



## Social volunteering

The UOC fosters volunteering with non-profit and social organizations on projects relating to the 2030 Agenda, such as narrowing the sociodigital and gender gap; the inclusive mentoring of children and young people at risk of social exclusion; psychological, emotional and legal support for the sick; and the employability of at-risk groups.

## Climate action commitments

As part of its commitment to the planet, the UOC has joined the Government of Catalonia's roadmap to reverse the current environmental emergency. With the measures adopted the aims include achieving carbon neutrality by 2050 and a rate of self-consumption of energy from renewable sources of at least 35% in the next 10 years.

---

# Quality higher education for all

SDG 4 of the 2030 Agenda calls for responses to the challenge of eliminating inequalities in education and assuring access for all vulnerable and underrepresented groups. The online learning model and permanent support provided to students ensure intrinsically high rates of equal opportunities in access to education and meet the needs of students with disabilities.

We are working on measures such as customized student guidance, the adaptation of content to multiple formats, good navigation of the Virtual Campus, affordable conditions, and agreements with institutions and companies to favour vocational and social integration.

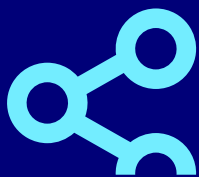
---

# The Gender Equality Plan 2020-2025



Making progress towards gender equality in the scope of higher education means viewing diversity as wealth, guaranteeing equal opportunities in the work of academic staff, and sharing responsibility for their work-life balance. The objective of the new equality plan, the fourth publis-

hed by the University, is to take actions to extend the gender perspective to the content of teaching and research, reduce bias in learning resources and make the women of the UOC more visible by creating positive examples in areas where their presence is less common.



09

---

## A university that shares knowledge with society

**The UOC is a university that is committed  
to becoming a global open knowledge hub.**



# Committed to the digital transformation of education

The UOC was created over 25 years ago to provide learning opportunities for all throughout their lives, regardless of their circumstances. We are now more committed to this goal than ever. And through high-quality e-learning we can contribute to

SDG 4, Quality Education. We also want to facilitate the digital transformation in education, helping governments, institutions and teaching communities around the world. We offer the UOC's knowledge and experience to meet today's new challenges.

## How do we do it?



### We strive to assure the quality of e-learning

We work with governments and quality assurance agencies around the world. We help them implement their own high-quality e-learning systems and mechanisms. What's more, our quality policy takes into account international standards in distance education, allowing us to guarantee the continual improvement of the system.



### We reduce the digital divide

We work to boost the proficiency of institutions and teachers in using ICTs in their teaching, while also providing students with training in digital skills. We have trained teaching staff from the Universidad Privada de Santa Cruz de la Sierra (Bolivia), Duoc UC (Chile), Universidad Práctica (Honduras), and Pontifical Catholic University of Valparaiso (Chile).



### We help governments and institutions with their digital transformation

As a standard-bearer in e-learning, we help education systems and institutions, such as Pontificia Universidad Católica del Perú, University of the North (Colombia) and Universidad Católica de Cuenca (Ecuador), develop their own online models with a three-pronged approach: pedagogical, technological and organizational.



### We carry out research and innovation in e-learning

To achieve our aim of meeting tomorrow's educational challenges, we have formed 20 e-learning research groups. Moreover, the eLearning Innovation Center, a trailblazing centre for educational innovation, allows us to continue making progress and adapting our pedagogical model to the ever-changing landscape.

# UOC Repository

**15,175**  
OPEN PUBLICATIONS

**11,212**  
TEACHING DOCUMENTS  
Final projects (9,512)  
Open access learning resources (1,659)  
Continuous assessment tests (41)

**2,872**  
RESEARCH DOCUMENTS  
Scientific articles (2,123)  
Doctoral theses (166)  
Data sets (6)  
Others (577)

**1,091**  
INSTITUTIONAL DOCUMENTS  
Editorial UOC books (82)  
Others (1,009)

Figures from  
September 2021



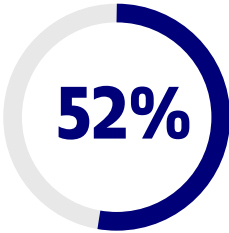
# Open knowledge

The aim of the UOC's open knowledge policy is to establish an institutional framework that allows the UOC to openly share and transfer the knowledge it generates as a result of its research, teaching, innovation and institutional management in various disciplines.

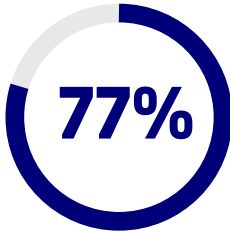
**6 main pillars:** publications in open access, FAIR data, open access learning, open innovation, open to society, and research evaluation models.

The objective is for all academic publications to be published in the UOC's O2 Repository with an open access licence by 2030, and for all research data to follow the FAIR (findable, accessible, interoperable and reusable) criteria. The University also creates open access learning resources such as language style guides.

**1st university in Spain to sign the San Francisco Declaration on Research Assessment (DORA).**  
Chosen by DORA, the EUA and SPARC Europe as a case study for globally redefining scientific assessment.



OF THE ARTICLES  
PUBLISHED BY UOC  
RESEARCHERS ARE IN  
OPEN ACCESS



OF DOCTORAL  
THESES ARE  
DEPOSITED IN THE O2

ALL THE UOC'S ACADEMIC JOURNALS ARE PUBLISHED IN OPEN ACCESS.

**7 SCIENTIFIC**  
*Artnodes, BiD, Dictatorships & Democracies, Digithum, ETHE, IDP, Internet Policy Review*

**3 GENERAL-INTEREST**  
*COMeIN, Mosaic, Oikonomics*

**ETHE, the academic journal on technological trends in e-learning launched in 2004, has consolidated a reputation as a world-renowned publication.**

# UOC expertise

With the aim of sharing knowledge, the UOC's teaching and research staff place their expertise at society's disposal.

They do so by closely collaborating with both media professionals and the University's Communications department to disseminate their knowledge.

The UOC has created an experts guide to make it easier for the media to contact 240 of the University's professionals, representing 18 areas of knowledge.



Salvador Macip



Pablo Díaz



Diego Redolar



Xavier Vilajosana



Ferran Lalueza



Francesc Núñez



Benja Anglès



Eva Rimbau



Ana Isabel Bernal Triviño



Cristina O'Callaghan



Helena Rifa



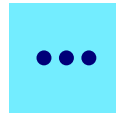
Elisenda Ardèvol



Lourdes Guàrdia



Mònica Vilasau



## Hac Te, the Art, Science and Technology Hub

Explore and develop the intersections between art, science and technology to strengthen the digital transformation of society. This is the goal of Hac Te, a space promoted by eleven institutions to make Barcelona a global hub for research, training, dissemination, knowledge transfer and production in this area.

### Hac Te is...

- A hybrid space to connect knowledge and disciplines in art, science and technology.
- The interconnection of academic scopes and various agents related to the interdisciplinary field.
- A future open to the public and driving the digital transformation.

Responses issued by the experts to requests from journalists regarding a variety of subjects related to the pandemic have been the main source of media impact since 2020.



**2,500**

NEWS REPORTS IN THE MEDIA (MARCH 2020)



**+7,000**

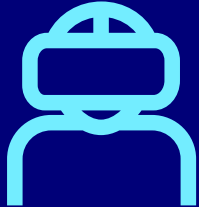
PEOPLE ATTENDING THE UOC'S EMERGENCY REMOTE TEACHING WEBINARS



**+33,100**

VIEWS





# 10

---

## A university that looks to the future

What is the future of higher education?



# Cultivating talent with global scope



**Josep A. Planell**

President of the UOC

This academic year marks the 25th anniversary of an initiative that from its base in the city of Barcelona aims to achieve global success with technology as its ally. It has been an ally from the very start, when we were the world's first online university; it will be an ally for the years to come; and, above all, it has been an ally throughout the pandemic.

Technology has brought about a paradigm shift, allowing us to move from distance education to distanceless education. In times of intense debate on Spain's regional imbalances, the UOC brings high-quality higher education within reach, adapting it to the needs of individual students and providing lifelong learning opportunities, thus bringing to life the European mantra of: "leave no one and no place behind".

The digital transformation of the education system in its entirety is today part of the response to achieve a present and future territorial balance. This territorial balance incorporates the talent of rural areas removed from the major economic centres, generating alliances for the transformation and training of their population, structuring and respecting their variegated situations, and attracting and creating new opportunities that enrich their economic and cultural fabric. In plain and simple terms: it allows us to cultivate talent with a global reach.

Only with suitable training and education can people take advantage of the opportunities generated by the digital transformation, participate in the social, political and cultural life of their environment, and equip themselves with the skills necessary to defend their rights and meet their obligations. Here, once again, the education system in general – and a university like ours in particular – has a lot to say and a lot to do.

Excerpt from the UOC President's speech at the official opening of the 2021-2022 academic year

# A team standing together at the cutting edge



**Marta Aymerich**

Vice President for  
Strategic Planning and  
Research

## Towards a new research culture

"As well as generating relevant knowledge responsibly and publishing it openly, we also need to be able to connect it to other areas beyond the disciplinary borders. Tackling complexity requires interdisciplinarity, as many present and future challenges are found in these borderlands."



**Carles Sigalés**

Vice President  
for Teaching and  
Learning

## The evolution of higher education cannot be halted

"The difference is not in the type of delivery but in the intention. Is the motive profit or service? [...] It is true that online education permits greater scalability and that this can be particularly attractive for businesses looking to make a quick profit. At the same time, however, online education offers greater coverage."



**Pastora Martínez Samper**

Vice President for  
Globalization and  
Cooperation

## What is the future that awaits Spanish universities in the post-COVID-19 world?

"We hope there will be a deep transformation that makes it possible to face future pandemics and inescapable challenges like climate change: a digital, green and social transformation from the inside out. Without forgetting anyone, regardless of where they are."





### Àngels Fitó

Vice President for  
Competitiveness and  
Employability

## The University has a strategy of empowering students to deal with a complex, volatile and uncertain job market

"The University is responsible not only for offering quality training and education suited to the main challenges of society and the job market, but also for fostering the development of employability-specific competencies."



### Antoni Cahner

General Manager

## Towards new and improved university management models

"Higher education has become an attractive industrial sector for private investment funds, and this has led to an increase in for-profit private universities, which are in direct competition in the system to attract students."



## Executive Board

This is the UOC's permanent management and administrative body. From left to right, its members are:

**Emili Rubió**, Deputy General Manager of Operations

**Inés Teresa-Palacio**, Deputy General Manager of Global Business Development

**Carles Sigalés**, Vice President for Teaching and Learning

**Àngels Fitó**, Vice President for Competitiveness and Employability

**Antoni Cahner**, General Manager

**Josep A. Planell**, President

**Pere Fabra**, General Secretary

**Marta Aymerich**, Vice President for Strategic Planning and Research

**Pastora Martínez Samper**, Vice President for Globalization and Cooperation

**Eduard Bosch**, Deputy General Manager of Finance and Resources

**Josep M. Oliveras**, Director of the Office of the President and Institutional Relations

# Budget summary

As a not-for-profit foundation, the UOC renders a public service with a private management model. The University has a board of trustees and is accountable to the Catalan Parliament. The Government of Catalonia subsidizes part of the budget by means of a programme agreement linked to objectives. The rest of the income comes from enrolments, funding for research projects and UOC Corporate.

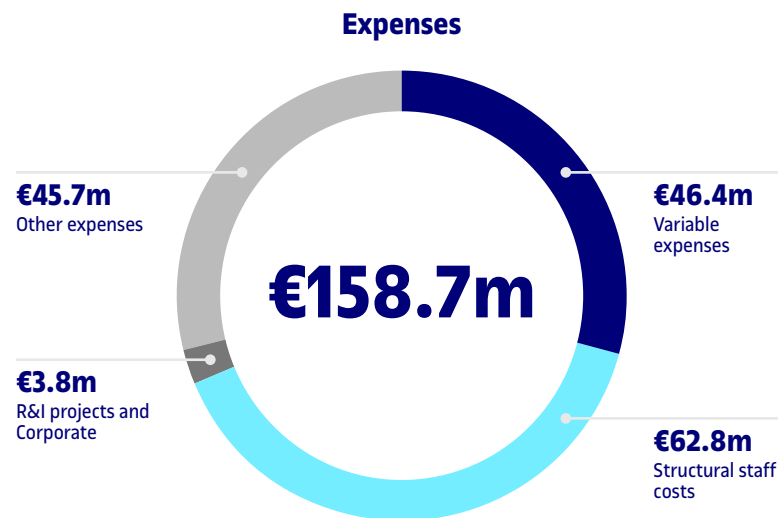
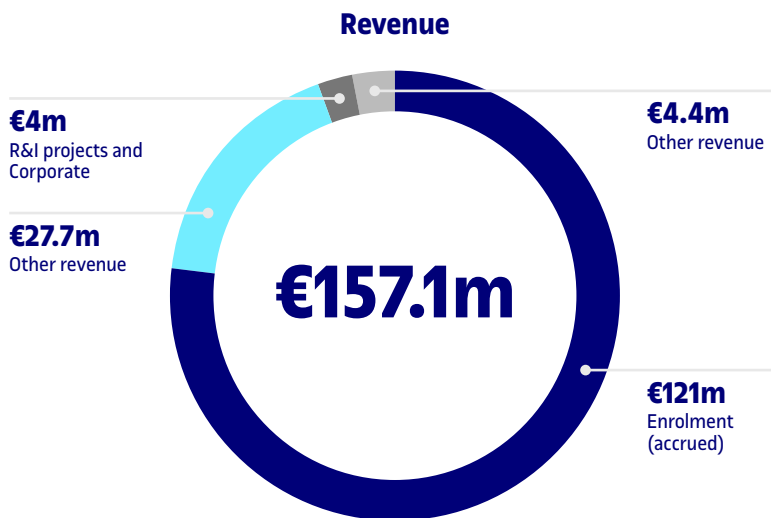
The **approved budget for 2022 is €157.1 million**, of which €121 million will come from enrolments (with

a 3.4% increase), €27.7 million from the programme agreement (with a 10% increase), €4 million from research and innovation projects and knowledge transfer, and €4.4 million from other revenues.

With regard to investment, the budget allocates a total of **€11.2 million**, including **€5.7 million earmarked for technology** and **€2.3 million for learning resources**. The UOC's aim is to build on the sustained growth that it has achieved since 2015. In fact, **the University has nearly doubled its budget**

**over the last eight years**, from €81.2 million in 2014 to €157.1 million in 2022.

In order to ensure the sustainability of the institution and meet the challenges and the strategic priorities set out in the new 2022-2025 Strategic Plan, a global budgetary increase of **3.9%** is planned for 2022 with respect to 2021.



## Research communication and the media

The UOC's Media team provides journalists and information professionals with a wealth of resources. This ranges from specific information and data related to the UOC's activity and the characteristics of its student body to press releases, calls and newsletters. The multimedia news content generated by the team is available on the UOC News website and disseminates the teaching staff's knowledge, research findings, and institutional activity. It also includes interviews and contacts with experts from the University who are available to participate in interviews, reports, opinion pieces, discussions and similar activities.

## Media contact

**Maria Subarroca Ferrer** (Director of Research & Media Comms)  
msubarrocaf@uoc.edu / (+34) 616 825 752

## Credits

Published: Onduev and the UOC Communications department  
Publication date: May 2022

---

**Barcelona**  
**Bogotá**  
**Mexico City**  
**Madrid**  
**Palma**  
**Seville**  
**Valencia**

**Headquarters**  
Av. del Tibidabo, 39-43  
08035 Barcelona  
(+34) 932 532 300

All the UOC's centres at  
**seus.uoc.edu**