



Transforming Higher Education in the Digital Age

Academic year 2022/2023

Transforming Higher Education in the Digital Age

Academic year 2022/2023

25+ years of experience

 **87,000**

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

 **104,501**

GRADUATES

 **88%**

WOULD CHOOSE THE
UOC AGAIN

100% online

 **130,000** **11,350**

ONLINE FINAL TESTS

VIRTUAL CLASSROOMS

Transdisciplinary research

 **577**

RESEARCHERS

 **51**

RESEARCH GROUPS

International recognition

1st

ONLINE UNIVERSITY
IN RESEARCH *

1st

ONLINE UNIVERSITY IN
IBERO-AMERICA **

Top 175

AMONG THE WORLD'S
BEST YOUNG
UNIVERSITIES **

* 2021 CYD Ranking

** *Times Higher Education*, Young University Rankings

Figures from the 2021/2022 academic year

Contents



01

A cutting-edge university setting the standard

The UOC is a cutting-edge digital university that provides lifelong learning, enabling change for individuals and collectives.

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 human and social sciences and technology.

The UOC is committed to open knowledge, interdisciplinarity and networked cooperation, promoting interdisciplinary research for the digital transformation of society.



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, which lets them balance their personal life, and family and work commitments.

Competency-based assessment

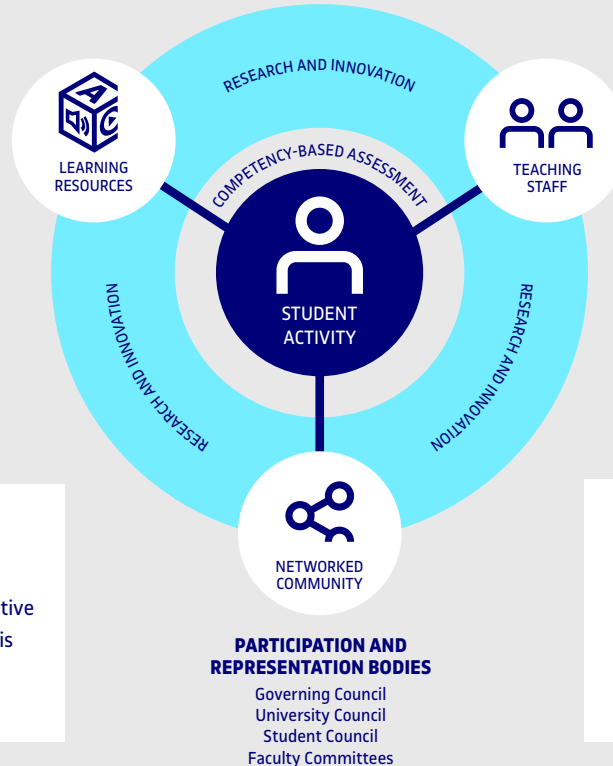
The model assesses the acquisition of competencies. The student continually receives feedback to monitor their progress and facilitate learning.

Teaching support

The teaching team is made up of faculty members, 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 – students, the teaching team, research staff and administrative staff – interact with each other.



Student support



Teaching and research staff

They are responsible for the programmes and courses, and for developing research.

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



130,000
ONLINE TESTS
CONDUCTED IN
THE 2021/2022
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. During 2022, the Catalan University System

Quality Agency (AQU) produced a report in favour of the introduction of the new digital assessment system. This external evaluation process lets us roll out an entirely digital assessment system to all of the UOC's programmes.

This change means that students' time at the UOC can be wholly online, from the start of their courses to their assessment (except for internships which, in many cases, have to be in-person).

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 5 million materials are downloaded every year.

497,495
DIGITAL JOURNALS
AND BOOKS

178
DATABASES

A growing team



* Figures for 31 December 2021. ** Figures from the 2021/2022 academic year.

An internationally accredited learning model

The UOC's programmes and courses have been accredited by national (AQU, AQU-AUDIT, Spanish Universities Council) and international (UNWTO, TedQual and Euro-Inf) quality seals. The UK's *Times Higher Education* journal ranks the UOC among the world's leading 800 universities, and the only online university from Spain.

We are the first Catalan university to have all our official programmes accredited

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 has led to institutional accreditation during the academic year 2021/2022**, which makes 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 2021/2022 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.

 **104,501**
GRADUATES

 **87,000**
STUDENTS

58%
WOMEN

90%
STUDY AND WORK AT THE SAME TIME

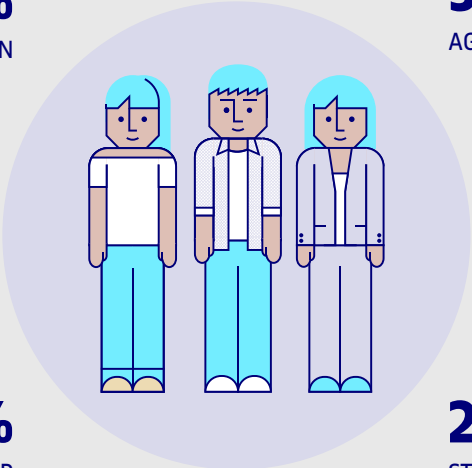
71%
ARE STUDYING FOR PROFESSIONAL IMPROVEMENT

70%
WORK IN THE PRIVATE SECTOR

38%
AGED 25-34

50%
CHOOSE THE UOC BECAUSE IT LETS THEM COMBINE WORK AND STUDY

2,072
STUDENTS WITH DISABILITIES



2,072 people certified with disability levels of 33% or above were studying at the UOC in the 2021/2022 academic year. We are one of the leading universities when it comes to the number of disabled students enrolled.



52,200+
IN CATALONIA



29,500+
IN SPAIN
(excluding Catalonia)



5,600+
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.



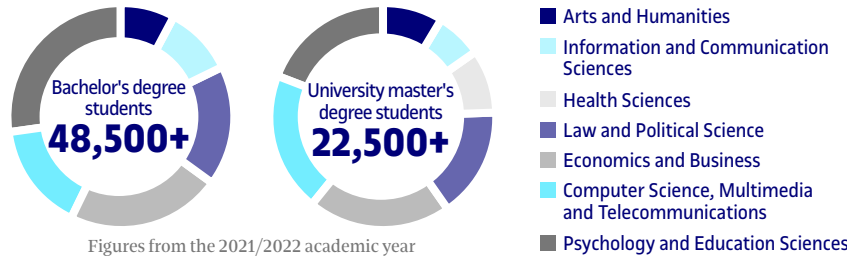
A range of study options in touch with future professions

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 20221-2023 academic year included 28 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 postgrad-

uate 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 2021/2022 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.

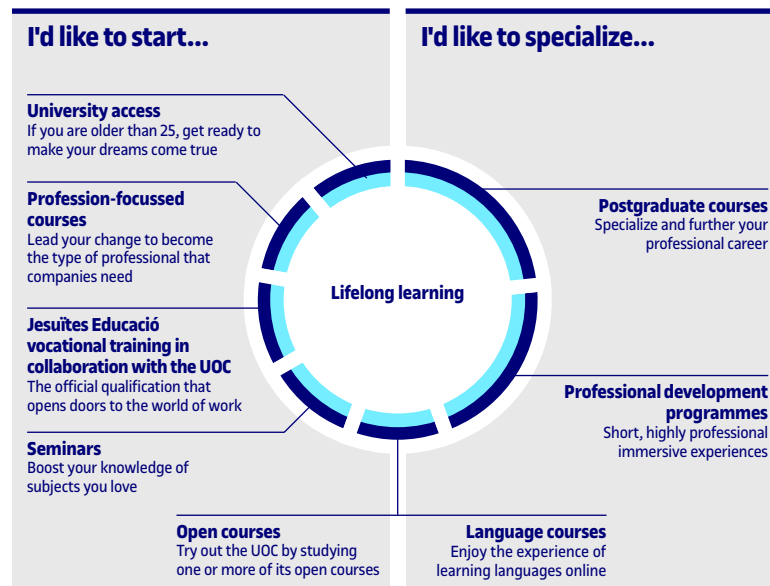
Examples include the university entrance exam preparation course for students over 25, language courses, continuing development programmes and the UOC's partnership with the Jesuïtes Educació Foundation's online vocational training project.

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.

The UOC has an Employment Analysis and Surveillance unit which monitors the job market in order to make sure that the university's programmes and courses are relevant to occupations in all its fields of study. With this focus and with guidance from experts who are professionally active in their fields, students on UOC programmes can strengthen their knowledge in the areas that are most in demand.



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 programmes for the 2022/2023 academic year

This academic year the course catalogue was expanded to include two new bachelor's degrees and a doctoral programme.



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. In October 2022 the UOC opened a new research building in Barcelona's 22@ district.

- Open Evidence
- Care Respite
- Immersium Studio
- Xatkit
- Smart Classroom Project

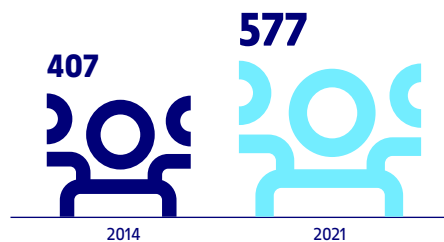
- UNESCO Chair in Education and Technology for Social Change
- UNESCO Chair on Food, Culture and Development
- Chair in Conflict Resolution, Mediation and Digital Transformation
- UOC-COCEMFE Chair in Personal Autonomy and Digital Health
- Barcelona-UOC Chair in Digital Economy
- Pau Casals Chair in Music and the Defence of Peace and Human Rights



2022 figures

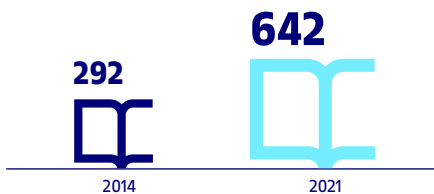
Growth of the UOC's research (2014-2021)

Teaching and research staff

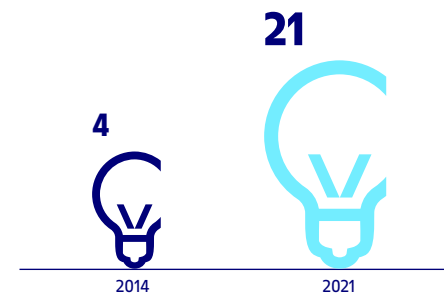


Scientific articles

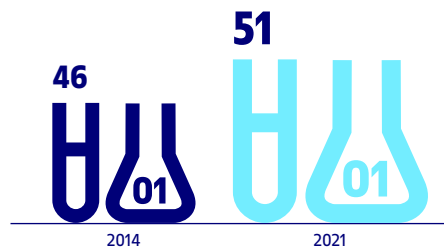
Number of indexed scientific articles



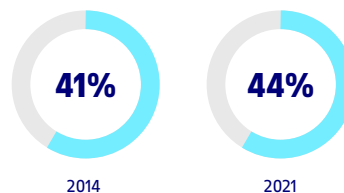
Patents



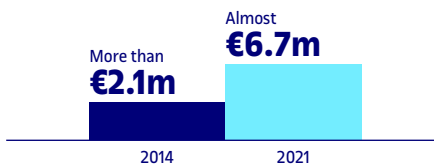
Research groups



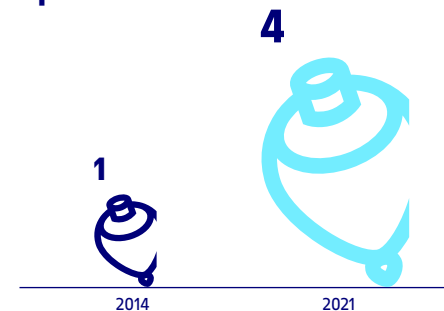
International collaboration



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)

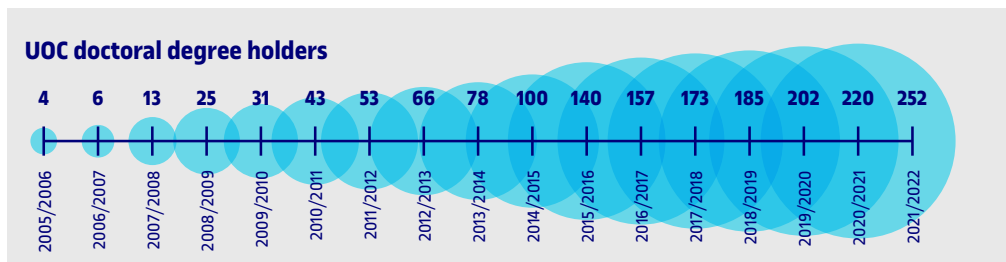
An interdisciplinary academic centre that generates, transfers and exchanges knowledge in eHealth, a field in which the UOC has been recognized as a World Health Organization (WHO) collaborating centre. The purpose is to empower citizens and professionals to lead a paradigm shift in health through technology.

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.



UOC's Interdisciplinary R&I Hub

Pere Aragonès, President of the Government of Catalonia, and Josep A. Planell, President of the UOC, inaugurated the UOC's Interdisciplinary R&I Hub on 28 October. The 2,700 square-metre building is given over entirely to research and innovation, and has been possible thanks to co-funding from the Government of Catalonia. With the new building, the UOC is concentrating all of its academic activities and a large proportion of its administration on the Poblenou campus in Barcelona's tech district.

The facility is home to the Internet Interdisciplinary Institute (IN3), the eHealth Center (eHC), the eLearning Research (eLR) programme, the Doctoral School, the Hubbik platform for entrepreneurship and open innovation, and the research administrative staff. Around 600 people will work there, and they will be able to use the facilities provided by the UOC Labs, an ecosystem of nine laboratories for experimentation, and cross-disciplinary and specialized services, covering virtual reality, neurostimulation, social experimentation, 3D fabrication, audiovisual innovation, data architecture and cyber-physical systems.



#ResearchUOC

"The new Hub will facilitate interdisciplinary research and create an open research ecosystem"

Elena Muñoz,
director of the #ResearchUOC Cognitive NeuroLab.

#ResearchUOC

"At the centre of the city and at the centre of knowledge"

Jörg Müller,
researcher at the Internet Interdisciplinary Institute (IN3)

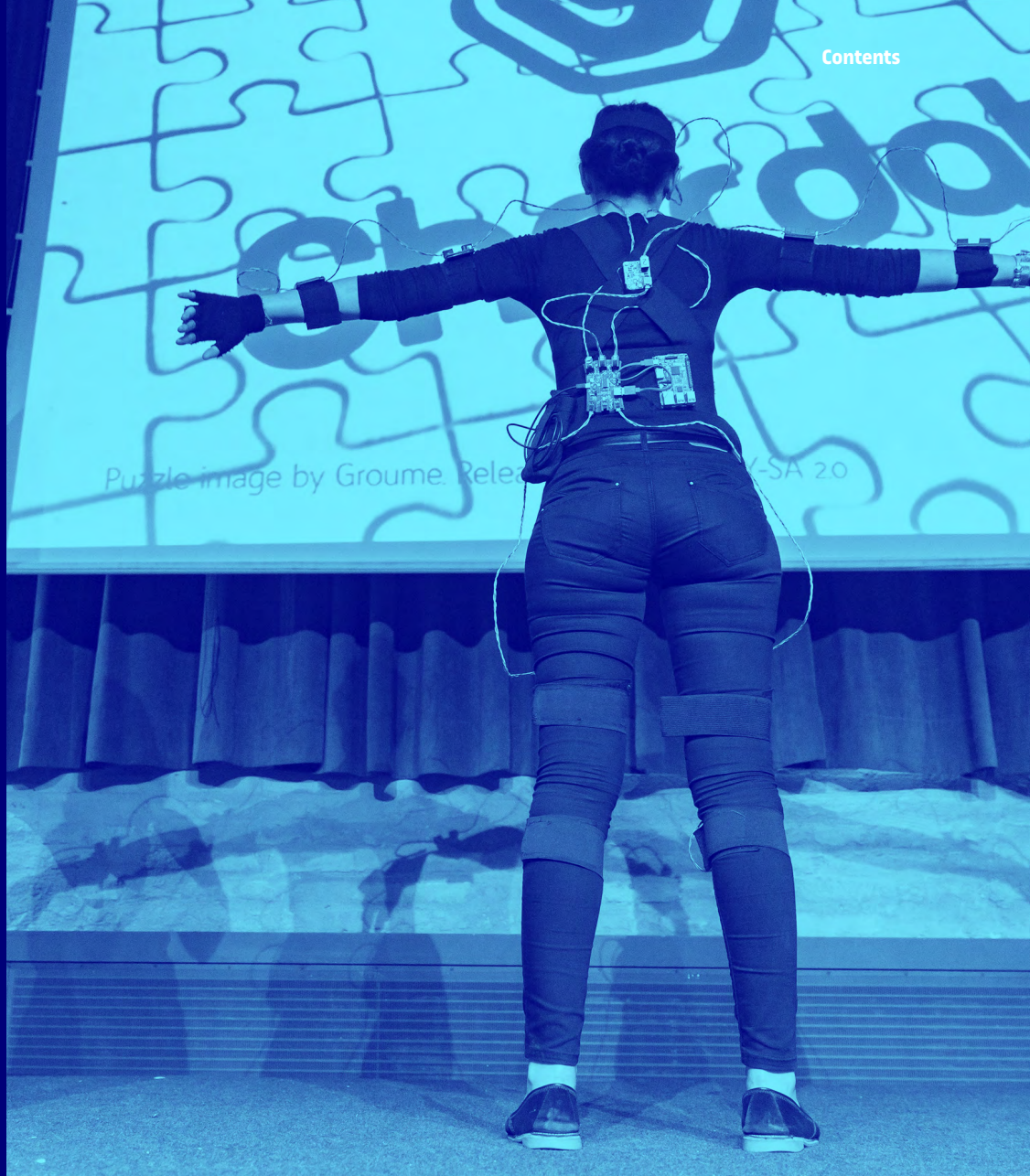
Research at the UOC, a two-minute overview



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

5

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 and the figure for spin-off companies, which is for 2022.

SpinUOC, the entrepreneurship event

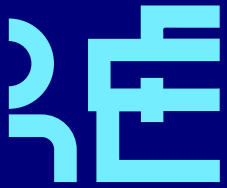
SpinUOC is an annual programme that supports several initiatives chosen for their innovative nature, potential, and social impact. After a training, guidance and selection process, these initiatives participate in the final entrepreneurship and knowledge transfer event, where the promoters of the projects 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 (2020)

120
ORGANIZATIONS AND COMPANIES

7,000+
REGISTRATIONS

10,000
APPLICATIONS FOR OFFERS

576
OFFERS PUBLISHED

2nd Online Employment Fair (2021)

150
ORGANIZATIONS AND COMPANIES

4,000
PARTICIPANTS

20
TALKS

744
OFFERS PUBLISHED

3rd Online Employment Fair (2022)

170
ORGANIZATIONS AND COMPANIES

4,000
PARTICIPANTS

21
TALKS

919
OFFERS PUBLISHED

Alumni: a lasting relationship

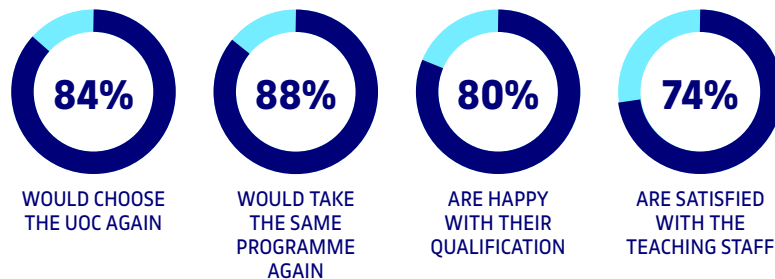
The UOC aims to facilitate and support the academic and professional development of students and graduates throughout their lives. At the same time it aims to foster a sense of belonging to a community for whom collaboration for transformation is part of its DNA. Opportunities to gain professional experience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



9 out of 10 are working

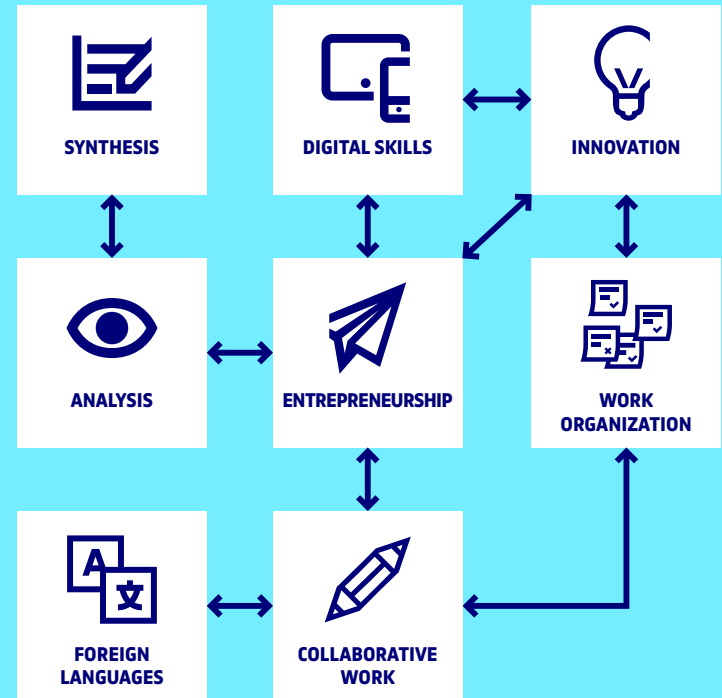
According to the 2020 survey on the employment of graduates conducted by the Catalan University Quality Assurance Agency (AQU), UOC graduates score 72 points out of 100 in the employment quality index.

Happy graduates



Report on the assessment of studies completed at the UOC with graduates from the 2021/2022 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 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

Annual Alumni event

This is a chance for the entire community of graduates, which this year reached over 100,000, to get together and network.

The latest annual Alumni event was held in Barcelona and Madrid on 3 and 8 November, respectively. We were able to hear, first-hand, about the fascinating experiences of former UOC students, and we were able to meet up again and make the most of the opportunities to network.

These two entertaining events, hosted by comic Víctor Parrado, were full of surprises. During the conversation section, UOC Vice President for Competitiveness and Employability, Àngels Fitó, talked with Antonio Turiel, CSIC researcher, PhD in Theoretical Physics and expert in energy resources, about a range of hot topics. They were also attended by UOC President, Josep A. Planell, the president of Alumni, Anna Armengol (in Barcelona), and member of the Alumni Council, Montserrat Prats (in Madrid).



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 students from Erasmus+ mobility

152 foreign mobility students through collaboration agreements with educational networks and institutions

Figures from the 2021/2022 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 university has forged alliances with higher education's leading local, national and international networks to promote open knowledge and make it more accessible to society. The UOC has coordinated the 2030 Agenda working group of the Interuniversity Council of Catalonia (CIC) since 2019: a strategy has been designed for the entire 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 the everyday activities of the entire university community.

Among other bodies, the UOC is part of the CIC, the Catalan Public University Association (ACUP), and the Conference of Rectors of Spanish Universities (CRUE), and participates in the 2030 Agenda working groups. It is also part of CINDA, the leading network in Latin America, and plays a major 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.

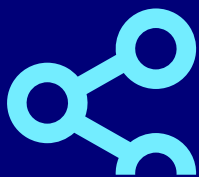
We are working on measures such as customized student guidance, the adaptation of content to multiple formats, good navigation of the Virtual Campus, affordable conditions, and agreements with institutions and companies to favour vocational and social integration.

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

17,105
OPEN PUBLICATIONS

12,750
TEACHING DOCUMENTS
Final projects (10,433)
Open access learning resources (2,274)
Continuous assessment tests (43)

3,217
RESEARCH DOCUMENTS
Scientific articles (2,364)
Doctoral theses (196)
Data sets (10)
Others (647)

1,138
INSTITUTIONAL DOCUMENTS
Editorial UOC books (85)
Others (1,053)

Figures from
September 2022



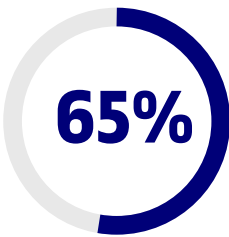
Open knowledge

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.



65%
OF THE ARTICLES
PUBLISHED BY UOC
RESEARCHERS ARE IN
OPEN ACCESS



80%
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



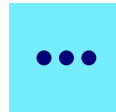
Elisenda Ardèvol



Lourdes Guàrdia



Mònica Vilasau




Leading the way in ICT and creativity

Hac Te has been founded with a mission to explore and develop the intersections of art, science and technology and strengthen the digital transformation of society. It is an art, science and technology hub with the backing of eleven different institutions and it aims to act as focal point for research, training, communication, knowledge transfer and production.

This same mission was behind the UOC's hosting the International Symposium on Electronic Art (ISEA) in June 2022. It is one of the most important annual events in the world focusing on the convergence of art, design, science, technology and society.

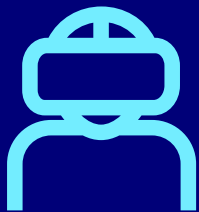
Events in 2022 have been defined by the war in Ukraine, global warming and rising inflation worldwide. Although the demand for information has waned in comparison to 2021, the UOC's impact in terms of communication continues to increase.

 **16,000+**
NEWS REPORTS
IN THE MEDIA

 **150,000+**
ABSOLUTE INCREASE
IN THE UOC'S SOCIAL
MEDIA FOLLOWERS

 **2,000+**
REPORTS IN
THE MEDIA ON
RESEARCH TOPICS





10

A university that looks to the future

What is the future of higher education?



Cultivating talent with global scope



President of the UOC
Josep A. Planell

The current UOC president, Josep A. Planell, ends his term in office in April 2023, and the process to recruit his replacement has begun.

We are what we do. And today, we can say that we have done a lot. The changes and the challenges are constant. There are two key aspects to walking forward: daring to take the step, and ensuring we have the proper support. Move on and consolidate, consolidate and move on. Likewise, every so often, we need to stop and reset. In short: to ensure accountability.

All higher education institutions have found themselves having to adapt to the so-called “iron triangle” made up of three essential components: access to university for the new generations, the quality of the teaching provided, and the cost. Any change made to one of these components directly affects the other two. Some have said that online education could provide a way out of this dead end, since technology can lead to a significant reduction in costs. These are not merely words.

In terms of the first component, access, the UOC has shown how it is possible to become an inclusive university: a university for those who are in work and a university for those who are spread throughout

the land. As for the second component, quality, the strength of the European project represents a bastion of social inclusion, of regional development, and of social and technological innovation, and because it promotes values of openness, tolerance and international collaboration.

Nonetheless, this resilience needs ambitious policies and investments, and it needs the system itself to believe in the importance of the role it plays. This is why it so important to have independent evaluations, to commit firmly to knowledge and research, and to take part in and influence how the Europe of tomorrow is shaped, to prepare and work with the citizens of the future.

In short, it is about being aware of the close links between access, cost and quality in higher education and the need for universities, administrations and citizens to act accordingly, to guarantee essential elements, such as equity, sustainability and employability. Making the iron triangle more flexible is not about personal interest, it is about benefitting everyone.

Excerpt from the UOC President’s speech at the official opening of the 2022/2023 academic year

A team standing together at the cutting edge



Marta Aymerich

Vice President for
Strategic Planning and
Research



Carles Sigalés

Vice President
for Teaching and
Learning



**Pastora Martínez
Samper**

Vice President for
Globalization and
Cooperation

Universities' mission

"Worldwide, universities have come to share the same three missions: to teach, conduct research and serve society. However, we often say that we only have one: to transform society. To face up to the challenges of today and tomorrow. To do so, we need to both train people (through teaching) and generate and share knowledge with the rest of society (through research and by exchanging knowledge to boost innovation). Everything is connected and everything is equally important."

UOC unveils GRAF, a pioneering visual system for assessment of student competencies

"The UOC's model is based on a continuous assessment process that lets us monitor students' progress in acquiring the competencies. The activities they carry out let them demonstrate their ability to use knowledge (understood as the combination of information, comprehension, skills, values and attitudes in specific contexts) and their ability to respond to specific demands. These abilities are vital when it comes to boosting their employability."

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

"We hope there'll be a profound 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. A transformation that leaves no one behind, no matter where they are."



Àngels Fitó

Vice President for
Competitiveness and
Employability

We need online universities for seamless entrepreneurship

"Online universities provide a guarantee of equality in entrepreneurship. If we want entrepreneurial opportunities to reach wherever a connection reaches, we need the outreach of online universities."



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 our budget by means of a programme agreement linked to objectives. The rest of our income comes from enrolments, funding for research projects and UOC Corporate.

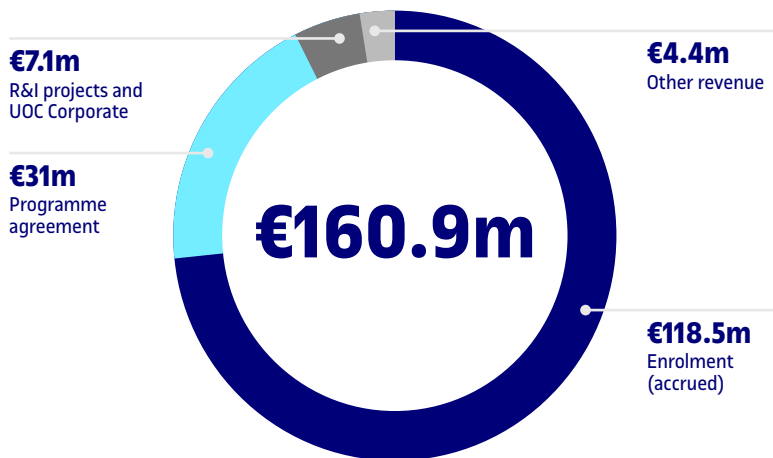
The budget approved for 2023 is €160.9 million, of which €118.5 million will come from enrolment fees, 31 million from the programme agreement, 5.1 million from research and innovation (from both projects and knowledge transfer), 2 million from UOC Corporate, and 4.4 million from other income.

Enrolments continue to account for 74% of income, with an anticipated increase of 2.9% compared to the closing forecast for 2022 (which was -1.5% compared to 2021). The impact of the reduction in public fees is

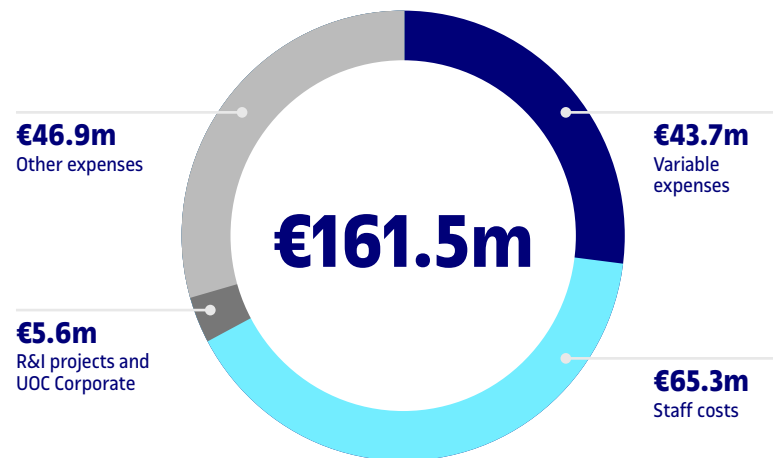
expected to be -€2.4 million in 2023 (and -1.3 million in 2022). The increase in the private part of the enrolment fee (€3.2 million in 2023) aims to offset this negative impact.

The budget plans to reduce investments by 14% compared to the 2022 budget. €9.7 million will be allocated to them in 2023, of which 4.5 million will be subsidized. The UOC will cover the rest. The planned investments include €5.9 million allocated to technology and €2.3 million to learning resources.

Revenues



Expenses



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

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Credits

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