



UOC

Annual report 2016/2017

#novaUOC
Towards a global university
with a social impact

Universitat Oberta
de Catalunya

Annual report 2016/2017

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Towards a global university
with a social impact

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#novaUOC

Towards a global university with a social impact

In December 2016 I took advantage of my appearance before the Catalan Parliament's Business and Knowledge Committee **to review my three years in office and to lay out the details of the UOC's future challenges and priorities.** Accountability is more than simply an obligation; to be valuable and creditable, it must be seen as the opportunity to offer explanations regarding your past, present and future.

Among our achievements we can highlight our graduate numbers – **close to 60,000** –, and the **UOC's strengthened position throughout Spain**, where we have tripled the number of students and the strength of our postgraduate programmes, making us the **Catalan university with the greatest number of official master's degree students.**

This growth and development has been the result of an **increase in the courses we offer** – 21 bachelor's degrees and 43 official master's degrees –, the **opening of new locations outside of Catalonia**, and a widening of our scope of activity to all stages of education. Examples of this growth and development include our participation in the Escola Nova 21 programme with Educatalyst (a research initiative to transform the teaching and learning system), new vocational training in collaboration with Jesuïtes Educació, and training for the business sector through UOC Corporate.

With respect to the future, to remain **faithful to our innovative origins we want to be continually reinventing ourselves.**

This can be done through model programmes such as our Bachelor's Degree in Art, which will be offered next year in collaboration with the Museo Nacional Centro de Arte Reina Sofía. Because everything that is done in the classroom can – and should – be brought online. Our 2017-2020 Global and Social Action Plan intends to transform the UOC into a global university, with an **educational model that helps deliver social impacts** thanks to cooperation with other universities and institutions around the world.

If our position is that the university is an institution responsible for **high social impact and return**, we must accept the challenge to work in anticipation of society's educational needs – a challenge not only for the UOC but for universities in general. We already know lifelong learning is set to become of even greater importance in coming years, and **we want to be leaders of this new way of teaching focusing on interdisciplinary skills.** Mark Twain once said, with irony, that if you tell the truth you don't have to remember anything. But it's probably worth adding that putting our experience on record never goes amiss. In conclusion, the contents of this report are real, palpable and meaningful results – our key purpose.

Josep A. Planell

President of the Universitat Oberta de Catalunya

02

Review
of the year

Review of the year

Sep. 2016

Global Campus

The unification process of the various UOC campuses has been successfully completed. As from now, the environments of all the campuses and the internal management tools operate under a single umbrella.

New academic year

The new year started with more than 37,200 students (28,692 enrolled on bachelor's degree and 8,042 enrolled on university master's degree programmes), 6.3% more than the previous year. The courses with the highest demand were the Bachelor's Degree in Psychology, followed by the Bachelor's Degree in Business Administration and Management, the Bachelor's Degree in Law and the Bachelor's Degree in Computer Engineering. This trend is in line with previous years.

Quality

Six of the programmes offered by the UOC have received the Catalan University Quality Assurance Agency's certificate

Sep. 2016

of accreditation. This accreditation certifies that the programme adheres to its original design and planning, and guarantees the quality of the training provided in accordance with the European quality standards of the European Association for Quality Assurance in Higher Education (ENQA).

Centres on the Canary Islands

For the first time ever, the UOC has two centres on the Canary Islands, thanks to the alliance with the cultural institutions Gabinete Literario de Las Palmas de Gran Canaria and Círculo de Bellas Artes de Tenerife.

Erasmus+

The European Union has approved an Erasmus+ mobility consortium, coordinated by the UOC, to organise stays by students, researchers, faculty and administrative staff at different centres in Europe. There they will analyse specific critical aspects that need to be improved in the European logistics and transport sector, including those related to smart cities.

Oct. 2016

Inaugural lecture



Israel Ruiz, from the Massachusetts Institute of Technology (MIT), gave the new year's inaugural lecture, focused on entrepreneurship and the 10 keys that anyone wishing to develop a project must take into account.

youtu.be/9w1GFVhBnIo

Strategy 2017-2020

The Palau de Congressos de Catalunya was the venue chosen on 14 October for an event to review how the Strategic Plan's roadmap has progressed over the last three and a half years and to explain the strategic pillars for the period 2017-2020. The UOC's president, Josep A. Planell, outlined the UOC's objective for this period: position its educational model internationally, foster talent, become leaders in transdisciplinary

Oct. 2016

learning and knowledge and generate social impact.

New brand



The UOC has revamped its corporate image with a proposal that includes dynamism, interaction, flexibility and audio features to enhance the UOC's presence and impact, present and future. The new brand image is being rolled out progressively in the University's digital and physical environments, starting on 24 October 2016.

Oct. 2016

Globalization

Pastora Martínez Samper, the UOC's Vice President for Globalization and Cooperation, was voted new president of the Conference of Rectors of Spanish Universities' ([CRUE](#)) Cooperation group.

20th anniversary

The UOC's Faculty of Arts and Humanities celebrated its 20th anniversary as an organizational structure as well as a team of people with the lecture given by Professor Isidor Marí Mayans entitled *La diversitat lingüística, més enllà del sentit comú* (Language diversity, beyond common sense).

Social responsibility

The UOC published its third [Social Responsibility Report](#), corresponding to the 2014/2015 academic year.

Oct. 2016

Globalization



The University's president, Josep A. Planel, is the new president of the Inter-university Development Centre ([CINDA](#)), an international non-profit network of Latin American and European universities created in 1971

Nov. 2016

40,000 enrolments

A total of 41,074 students enrolled on a course in the first semester of the 2016/2017 academic year, almost 12% more than the previous year.

Review of the year

Nov. 2016

New chair



In view of the continuing growth in technological risk and cyberthreats, the Chair in Cybersecurity was created as a result of the cooperation agreement signed between the UOC and IBM.

Leadership

From 14 to 18 November, consortium members of the European project Digital Transform (D-Transform) organized the 1st Leadership School in Europe. Targeting presidents, vice presidents and managers of higher education institutions, it sought to transform them into change agents to adapt universities to the needs of the digital age. leadership-school.uoc.edu

Dec. 2016

The UOC at the Catalan Parliament

At a hearing before the Catalan Parliament's Enterprise and Knowledge Committee, the UOC's president, Josep A. Planell, defended the University's high impact and social return.

Research

The European Union approved new research projects with UOC participation, specifically, three projects for the Information and Communication Technologies programme, two for the Erasmus+ Strategic Partnership and one for the EU Directorate-General for Internal Market, Industry, Entrepreneurship and SMEs.

Online dictionary

Termcat and the UOC published the *Vocabulari de l'aprenentatge en línia* (e-learning lexicon), compiling about 50 Catalan terms with definitions and equivalents in Spanish, French and English.

Jan. 2017

Recognition

The UOC is the second institution in the world and the first in Europe in Spanish-speaking online education, according to the [ranking of Spanish-speaking online higher education institutions in the world](#) conducted by the [Hamilton Global Intelligence](#) market research consultancy.

Research

An interdisciplinary group was created with the goal of enabling open-access management and publication of the research data generated by the various projects, in accordance with the guidelines of the Horizon 2020 programme and other public funding calls having this requirement.

Vice-presidency of the ACUP

The new management board of the [Catalan Public University Association](#) (ACUP) was formed. Its president is Jaume Casals, President of Pompeu Fabra University (UPF), and its vice-president is Josep A. Planell, President of the UOC.

Jan. 2017

Scientific research

With the goal of improving access to its scientific journals, the UOC has joined the British digital platform [Ubiquity Press](#), specialized in scholarly open-access publishing.
journals.uoc.edu

Feb. 2017

Leadership

The new edition of the [Ranking Web of Repositories](#), presented by the CSIC's Cybermetrics Laboratory, moved the position of the [UOC's institutional repository](#) up to 12th place in Spain and put it among the world's top 170.

Social responsibility

The UOC has initiated a specific grant programme to give refugee students or asylum seekers living in refugee camps in Greece, or waiting to be relocated to other European locations, access to higher education and language courses.

Feb. 2017

Leadership

Together with the Open University, the Universitat Oberta de Catalunya has launched the European Creating an Online Dimension for University Rankings (CODUR) project to foster assessment of the quality of online teaching in the university rankings.

Mar. 2017

New offering

As new courses for next year, the UOC proposed 4 bachelor's degrees, 15 master's degrees and 3 advanced-level vocational training courses. The current and new offering could be viewed at the University's stands at the Saló de l'Ensenyament and the Saló Futura.

Satisfaction

According to an internal survey performed in 2017, 91% of new graduates from the UOC would choose the University again to continue their studies and 88% would choose the same programme. The overall level of satisfaction was 4.2 out of 5.

Apr. 2017

Strategic Plan



Having completed and evaluated the first phase of the Strategic Plan and the proposals received in the participation process, an internal session was called to explain the deployment of the second phase and the main challenges to be addressed in forthcoming years. The objective of this second phase (2017-2020) is for the Plan to become the shared roadmap for this and the following three years, using it as a benchmark when preparing future budgets.

Growth

The enrolment campaign for the second semester of the 2016/2017 academic year ended with a 12.4% increase in enrolment on official programmes compared with the previous year. In general terms, bachelor's degrees have grown by 8.7% and university master's degrees by 34.8%.

Review of the year

Apr. 2017

More staff

The UOC approved the staff increase proposal for the next 5 years to cater for the growth in teaching activity, with the recruitment of 80 new employees between 2017 and 2018.

Good practices

The compilation of the 8 Catalan public universities' best teaching innovation practices published by the ACUP and the Catalan Government's Secretariat for Universities and Research highlighted two cases contributed by the UOC.

May 2017

Tribute



May 2017

On 23 May, the UOC's Medal of Honour was bestowed on the University's founding president, Gabriel Ferraté, at a ceremony attended by more than 200 people.

youtube.com/watch?v=Ejfh-10Q8eA

Research

A new edition of the UOC Research Showcase was organized at the CosmoCaixa in Barcelona to foster cooperation between the people who carry out R&I activity at the University and give visibility to their current projects and research.

Quality

Another three UOC programmes have been given AQU Catalunya's accreditation certificate. This accreditation certifies that the assessed programmes adhere to their original design and planning, and guarantees the quality of the training provided, in accordance with the European quality standards of the European Association for Quality Assurance in Higher Education (ENQA). uoc.edu/portal/en/qualitat

Jun. 2017

eHealth

The UOC presented the eHealth Center, the first academic centre specialized in digital health in southern Europe. Open to the world, it seeks to educate and empower citizens and professionals through technology so that they can lead the paradigm shift in health. It is people-centred, using research, education and guidance to contribute to social progress and well-being.

Job prospects

The employability rate of the UOC's students is 87%, the highest of all the Spanish universities, according to the U-Ranking published by the BBVA Foundation and the Valencian Institute of Economic Research (IVIE).

Multilingual IntraUOC

The corporate intranet for the UOC's staff, the IntraUOC, is now available in the same language in which the Campus preferences are set (Catalan, English or Spanish), as part of the strategy to become a global university.

Jun. 2017

Entrepreneurship

The former Estrella Damm brewery has hosted Spin UOC, the UOC's annual entrepreneurship and innovation event, at which eight technology projects were presented within the fields of e-learning, health and social initiatives, among others.

youtube.com/watch?v=3goEEpO1-E

Globalization

The UOC approved a new policy with respect to membership of international university and scientific cooperation networks with the goal of giving the faculties, research centres and departments greater voice in the University's management and representation.

Values campaign

A participation process was launched to find stories and gags to put in the script and to find actors and extras for a new web series focused on the UOC's five values: commitment, respect, transparency, professionalism and sustainability.

youtube.com/watch?v=d2Ubt824v6s

Jul. 2017

Boost for entrepreneurship

The UOC has created the company Invergy to invest in start-ups in the education and ICT sectors seeking to have a social impact. With an initial budget of 500,000 euros, it is part of Hubbik, the services platform to foster entrepreneurship and innovation among UOC community members.

New centre in Majorca

A new UOC centre will be opened in September in Palma, joining the eleven that are already operating in different parts of Spain.

Social responsibility

The UOC is supporting an international grant programme to facilitate access to university studies. For the first time ever, the University is offering its own financial support programmes for population groups with less socioeconomic possibilities.

Jul. 2017

Competitividad

The latest study performed by the Catalan University Quality Assurance Agency (AQU Catalunya) on graduates' entry into the workforce differentiates the UOC from brick-and-mortar universities for its higher level of technical training, the use and application of ICTs, written expression, critical thinking and computer literacy.

Reorganization

The Board of Trustees approved the reorganization of the UOC group companies in order to seek maximum efficiency and guarantee the institution's sustainability. The company map is now as follows: EducaciOnline (focused on non-university education), UOC Corporate (training for corporate clients), Editorial UOC (publishing services) and Invergy B. Side (which channels the UOC's investments in spin-offs and start-ups). Oberta Publishing disappears and its activity is integrated within the UOC's organizational structure.

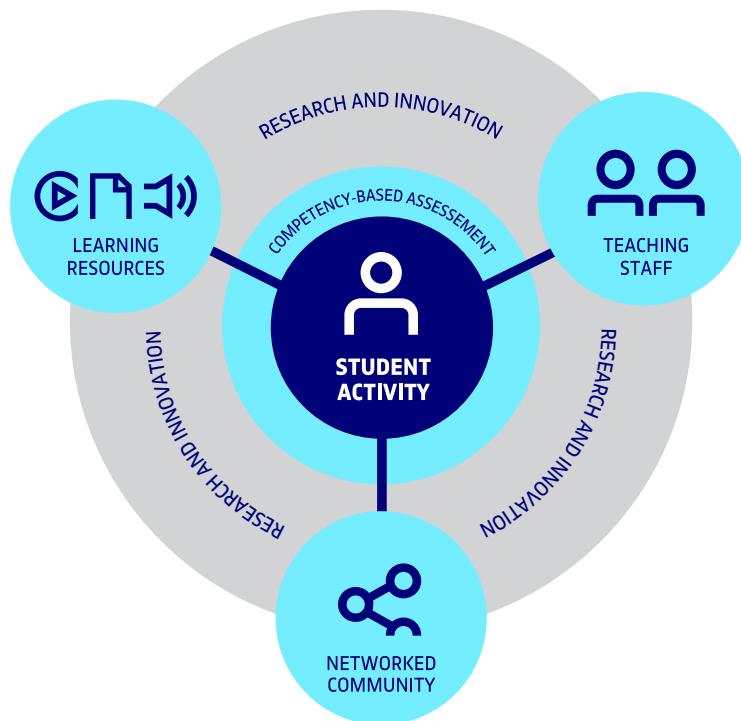
03

Education
and educational
model

The UOC takes its distinctive identity from how the learning takes place. Students learn by working individually and in cooperation with the other students on their courses.

The UOC is an online university that was, in fact, the first to be born on the Web. That was in 1995 and it has allowed us to experiment and help our educational model to evolve. What sets our University apart is precisely how the learning takes place. At the UOC, projects and activities form the core of the learning process. Students learn by working individually and in cooperation with the other students

on their courses. In addition, intensive use is made of information and communication technologies (ICT), enabling students to acquire the skills they need for today's social and work environment. This educational model is based on personalization, mentoring and being able to study anywhere and anytime. In other words, students and their learning process form the core of our model.



Quality and course offering

The UOC's mission is to offer lifelong education, committed to making sure everyone who wants to improve their skills and abilities has access to a university education. Everyone who meets the legal requirements is eligible for admission, and admission criteria are only applied for certain university master's degrees and the doctoral programmes.

The UOC's course offering is reviewed and improved every year to adapt it to

the interests of society and potential students. The UOC cooperates with seven Catalan universities in offering official joint university programmes.

Within this framework, during the 2016/2017 academic year, the UOC offered 2 new official programmes – 1 bachelor's degree and 1 university master's degree – and 38 UOC-certified programmes. In particular, the new offering included the Bachelor's Degree in Digital

Design and Creation, the first official bachelor's degree to be given by the UOC with 180 ECTS credits.

At present, the UOC has a total of 31 accredited programmes and, during the 2016/2017 academic year, the groundwork was laid for the external assessment of 1 university master's degree and the 3 doctoral degrees offered by the University.

Number of official and UOC-certified programmes by level and year*

22 bachelor's degrees

264 UOC-certified postgraduate courses

3 doctoral degrees

35 university master's degrees

73 open programmes (summer/winter)

446 open courses

2016/2017 | * This includes joint university bachelor's degrees (1) and master's degrees (7) that are not managed by the UOC.



Students

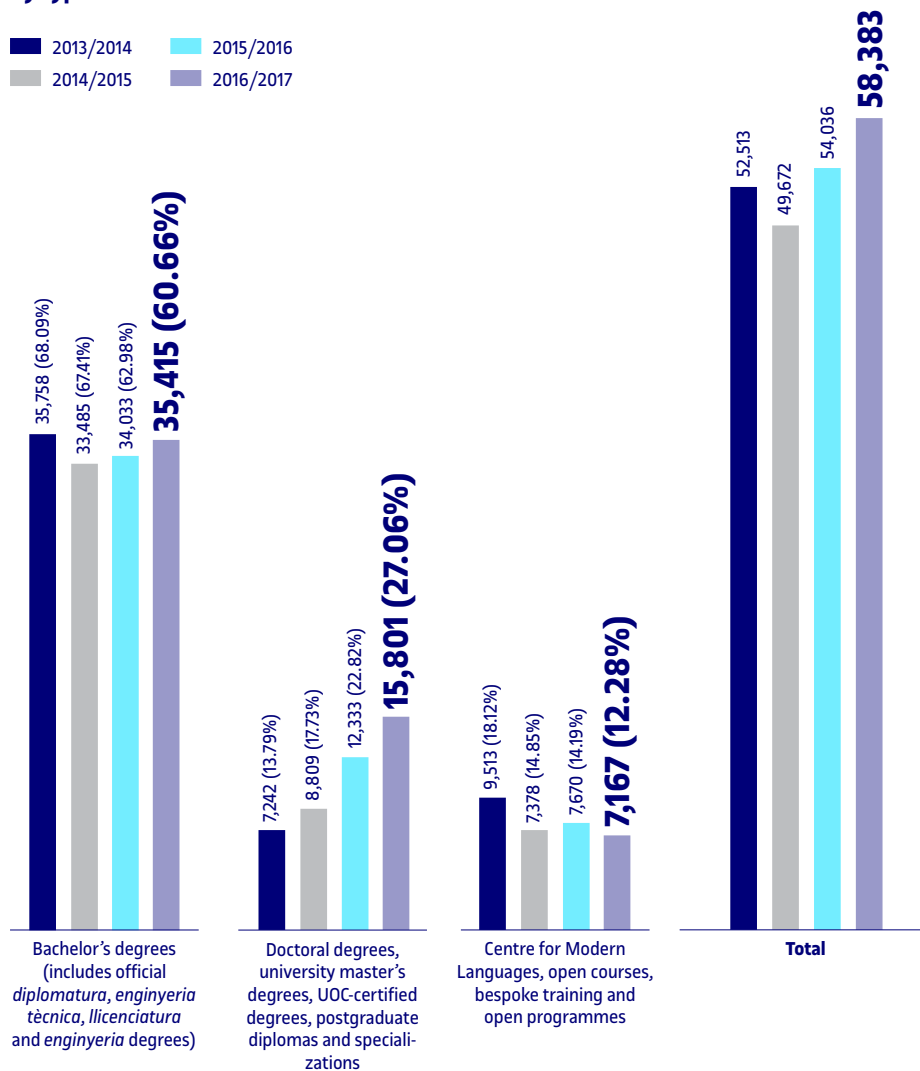
At the heart of everything that the UOC does is its commitment to its students, helping them in their personal and professional development through access to knowledge. Thanks to the UOC's commitment to service, students are able to attain their learning objectives not only through the classroom and the teaching activity but also by creating spaces that facilitate collective enrichment, free exercise of critical analysis and the creation of affinity networks for personal, professional and academic development.



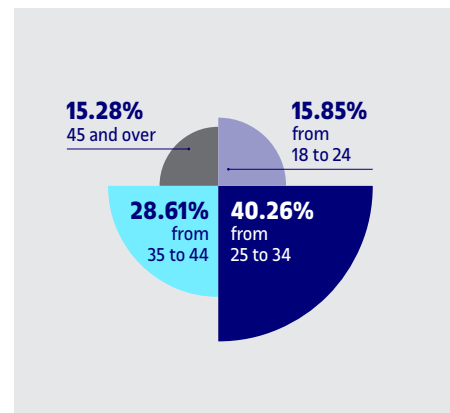
Students

Breakdown and evolution of students by type of course

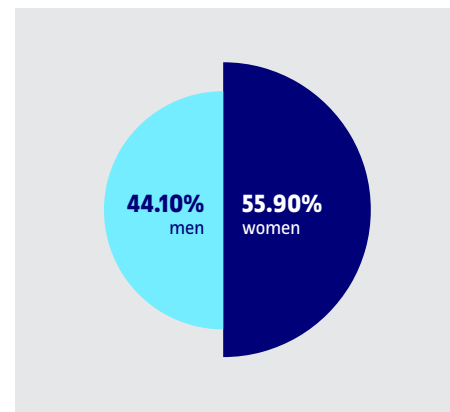
■ 2013/2014 ■ 2015/2016
■ 2014/2015 ■ 2016/2017



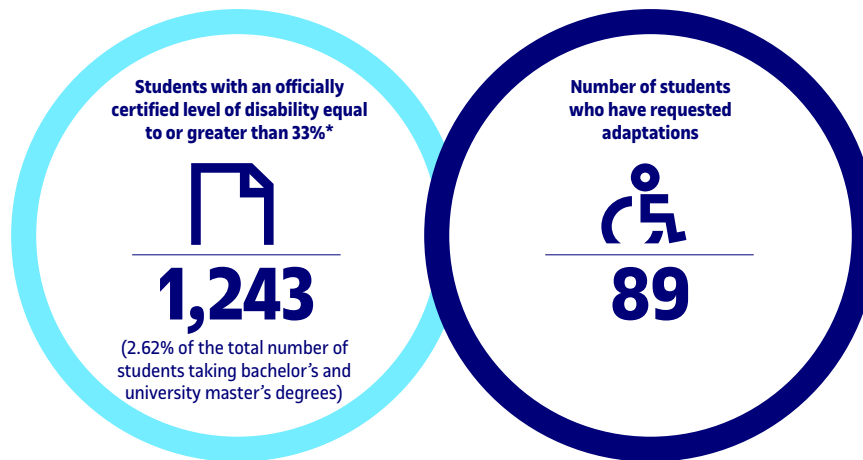
Breakdown of students by age



Breakdown of students by sex










The UOC has been the Catalan university with the most disabled students enrolled, and in Spain it is consistently among the top four.

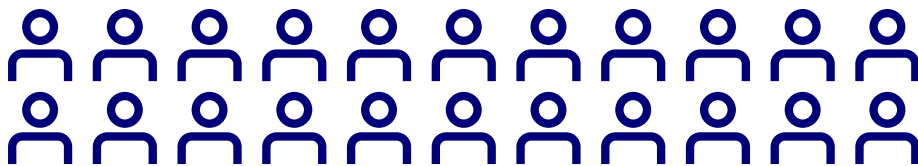


**Number of officially certified disabled students.
Includes only official programmes.*

Students

Breakdown of students on officially recognized programmes by faculty

Faculty	Bachelor's degree	University master's degree	
Arts and Humanities	2,173	912	
Information and Communication Sciences	3,014	319	
Health Sciences	-	1,644	
Law and Political Science	5,838	2,051	
Economics and Business	9,116	1,392	
Computer Science, Multimedia and Telecommunications	5,605	2,005	
Psychology and Education Sciences	9,669	3,786	
Total	35,415	12,109	



47,524

official programmes



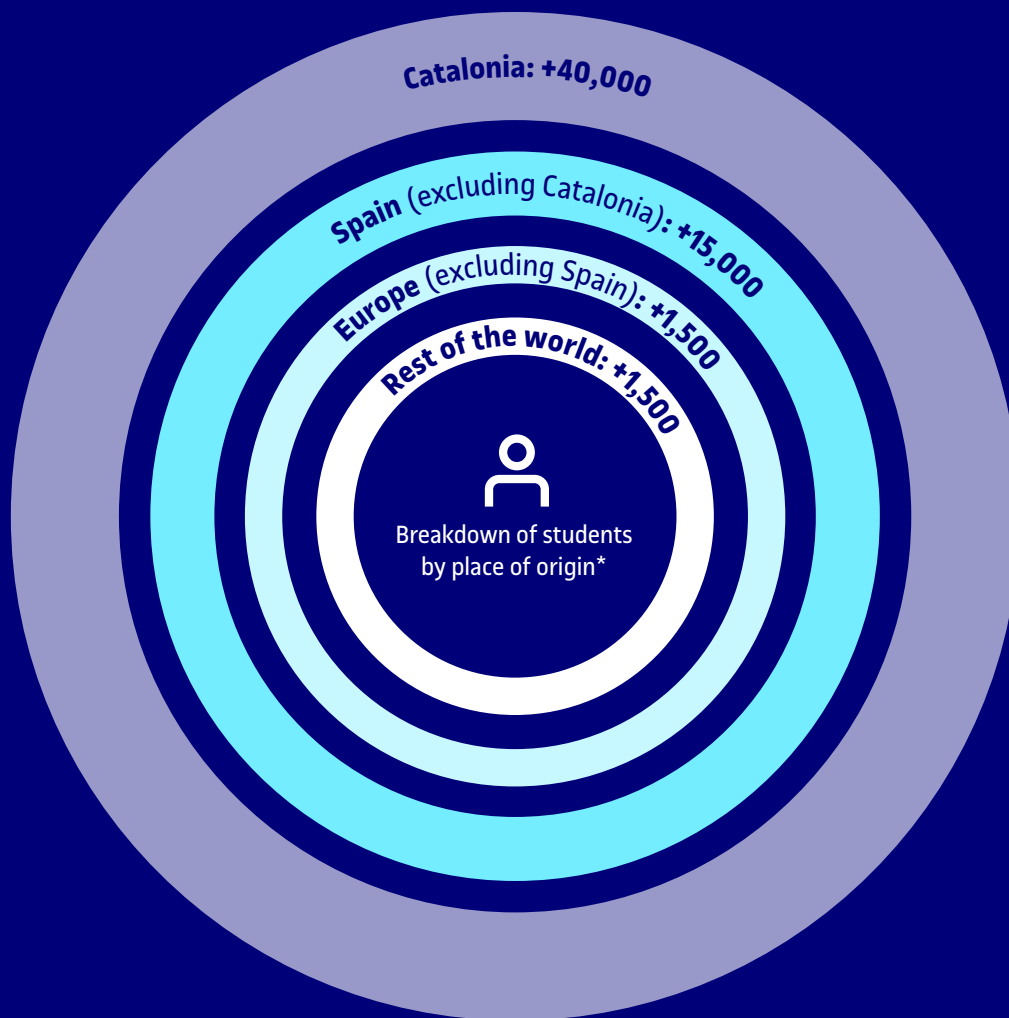
35,415

bachelor's degrees



12,109

university master's degrees



2016/2017

** Students following bachelor's degrees,
university master's degrees and postgraduate courses*

Graduates

Since the UOC started operating, 48,851 students have graduated, 4,484 of them at the end of the 2015/2016 academic year. After having graduated, students can join the UOC Alumni community. This contact and networking platform provides continual access to the University and its services, making its main added value graduates' professional growth and the networking actions proposed.

UOC Alumni supports the University's graduates in their lifelong learning and professional development.

Breakdown of graduates by type of course

2,574 bachelor's degree (includes *diplomatura, ingenyeria tècnica, llicenciatura* and *enginyeria* degrees)

1,895 university master's degrees

14 doctoral degrees

2016/2017

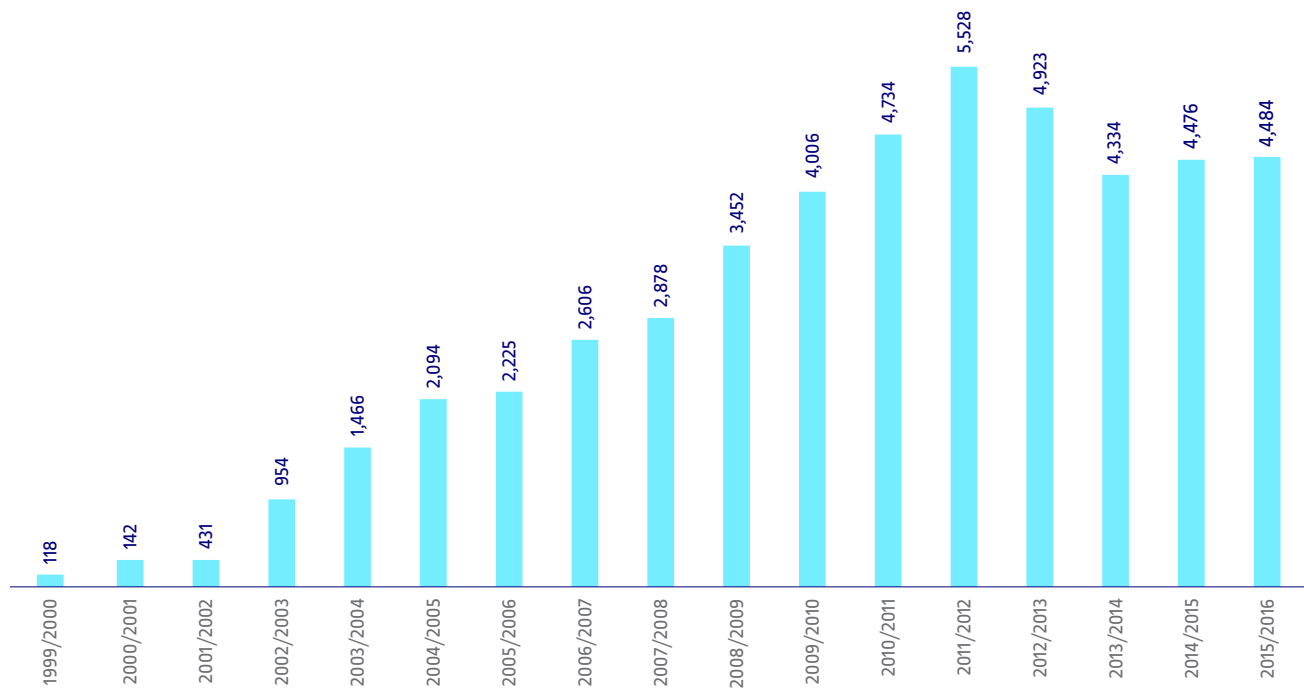




Evolution of the number of graduates by type of course offered (official, UOC-certified)

48,851 graduates (official offering:
bachelor's, master's, doctoral
degrees)

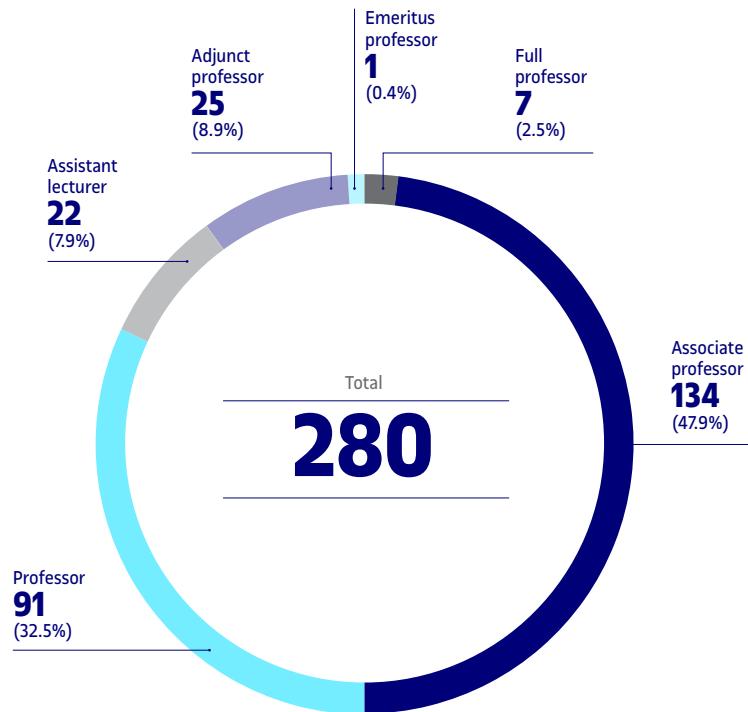
1999/2016



Teaching

The UOC's teaching staff is composed of three teaching profiles that work together to assure a quality learning process: the UOC faculty member, who designs the course, assures its quality and coordinates the affiliated teaching staff; the course instructor, who guides and assesses the students' learning process within the framework of a course; and the tutor, who guides students in choosing a personalized academic pathway throughout their experience at the UOC.

Teaching staff by category



2016 | Figures for the calendar year

Accredited faculty

2016	2015*	
84.6%	82.3%	doctoral faculty
76%	77%	doctoral faculty with favourable assessment by an external body

Figures for the calendar year | *Errata: the data for 2015 refer to accredited faculty.

Permanent faculty with research periods

2016	2015*	
53%	48%	doctoral faculty with research periods
48%	43%	faculty with research periods

Figures for the calendar year | *Errata: the data for 2015 are included, calculated using the appropriate parameters.

Permanent faculty with teaching periods

2016	2015*	
74.7%	77.6%	faculty with teaching periods

Figures for the calendar year | *Errata: the data for 2015 are included, calculated using the appropriate parameters.

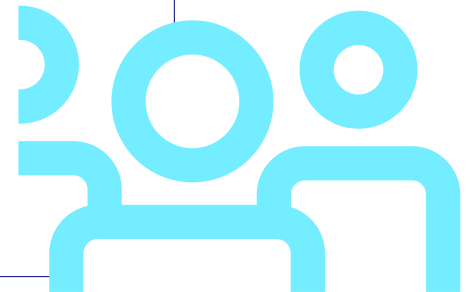
Course instructors and tutors by gender and type

3,167	course instructors
1,685	men
1,482	women
543	tutors
246	men
297	women
3,710	total

2016/2017 | Figures for the calendar

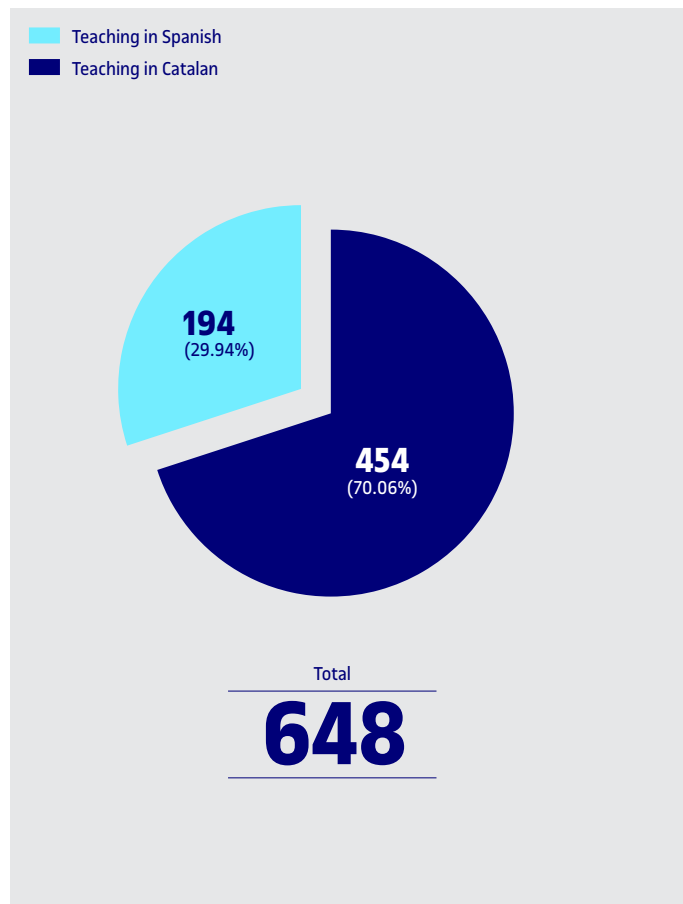
3,167
course instructors

543
tutors



Teaching

Tutoring assignments by teaching language

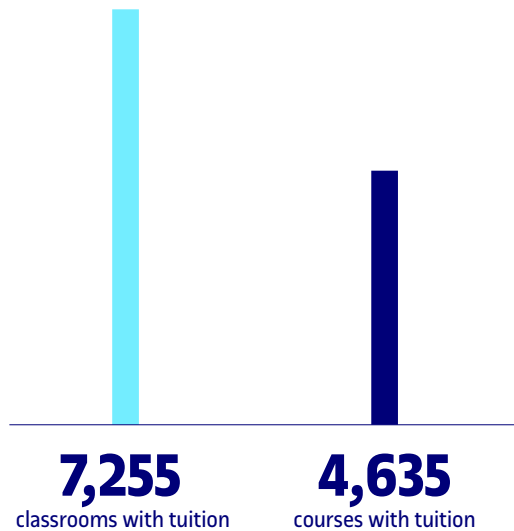


2016/2017

Teaching Support Services

4,635	courses with tuition
7,255	classrooms with tuition
15,255	online spaces for work groups in classrooms
23	exam centres
5,975	online assessment tests conducted

2016/2017



Student mentoring

At the UOC, students are mentored on an ongoing basis by specialized faculty whose primary function is to design, guide, promote and assess their entire

educational process. This mentoring goes beyond the teaching activity as such; students have access to personalized information and assistance

channels for the services that support communication, queries and follow-up during the academic year.



Student mentoring

Help Service indicators
2016/2017

216,743
queries

1.84
query
response time
(average in days)

3.93
level of satisfaction
with response to queries
(1: very dissatisfied - 5: very
satisfied)

24.46%
degree
of satisfaction
response rate*



4.53
Level of satisfaction with assistance
received via Twitter
(1: very dissatisfied - 5: very satisfied)

53.64%
twitter
response
rate

3,592
complaints



13,115
tweets
received

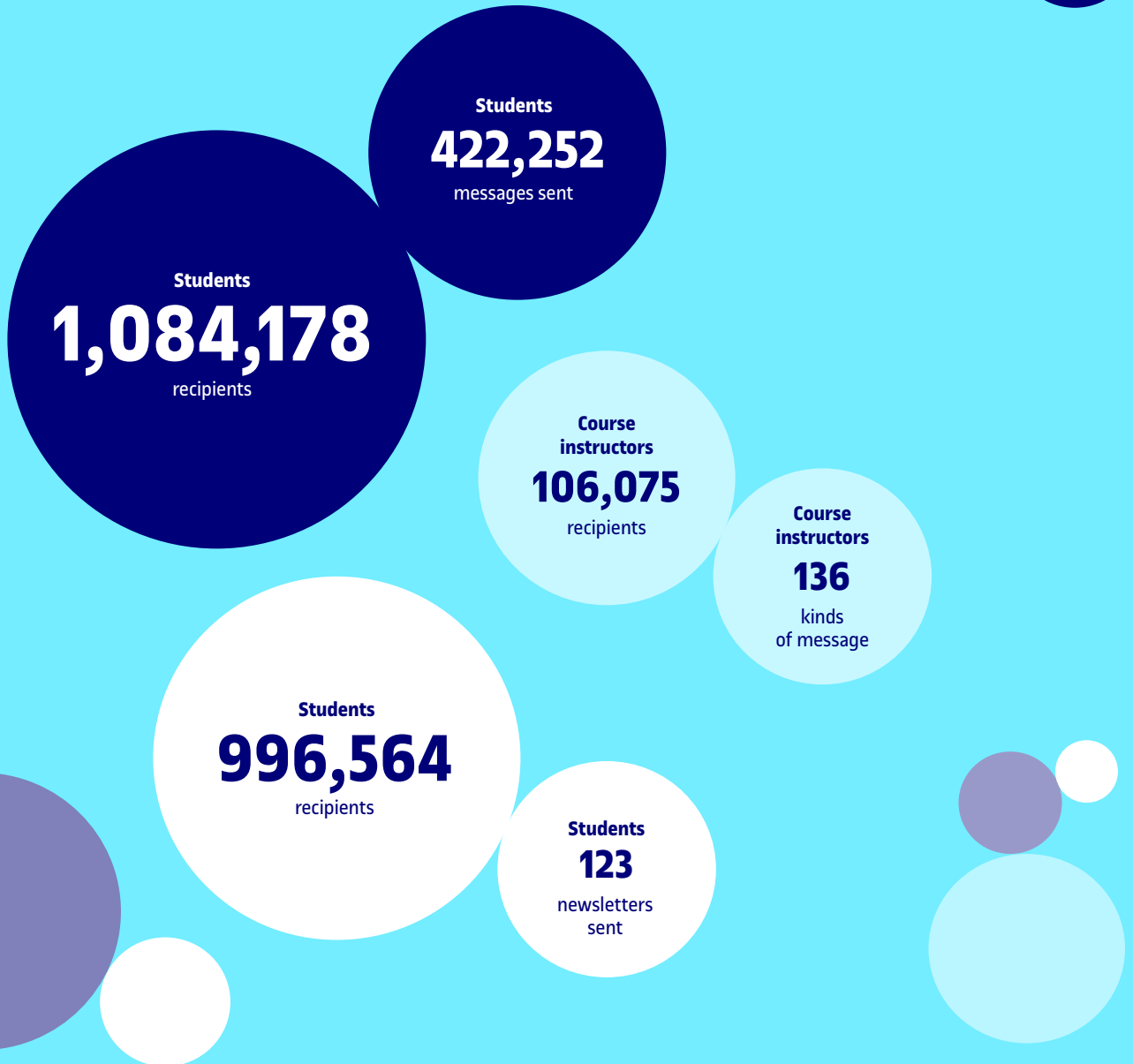
14,558
twitter followers
@UOCrespon



* A change was made in the access to rating the service in December 2016.

Key indicators for messages sent

2016/2017



Campus



3,291,662

sessions using mobile devices
(tablet and mobile phone)

Main consumption indicators for Campus information sections

20,935,794	sessions
1,969,608	users
82,961,698	pages seen
6 minutes	average time viewed
3,291,662	sessions using mobile devices (tablet and mobile phone)
15.73%	percentage of mobile devices
28,257	pages that form part of the Campus information sections

2016/2017

20,935,794 sessions

6 min average time viewed

1,969,608 users

The Virtual Campus is where the entire University community lives, composed of students, faculty, researchers, affiliated teaching staff and administrative staff. Through the Campus, the student

has access to the online classrooms, which are the learning spaces where teachers, fellow students, activities, content and learning tools can be found.

Library

The collection

55,007	titles in the catalogue
21,884	e-book titles
33,123	printed book titles
39.78%	percentage of books in electronic format
51%	percentage of book budget used to purchase e-books
63,227	volumes
106,116	e-journals
56	databases

2016/2017



106,116
e-journals

The Library is a key support service for learning, teaching and research and is part of the UOC's teaching model. Born online to provide a 100% digital service,

it is a resource centre that serves the entire community: students, faculty, researchers and administrative staff.

Library

Use of the Library, assistance to users

1,326,634	visits to the Library website
3,871,825	catalogue queries
507,672	searches in library database (cumulative)
922,065	number of downloads of electronic articles and documents (including books and book chapters)
31,173	number of home delivery loans
2,486	documents requested from the Electronic Document Supply Service
143	e-book devices
174	loans and renewals of e-book devices
3,518	queries received by <i>The Library Replies</i> service
51	complaints received from students by <i>The Library Replies</i> service

2016/2017

Training

74	training materials (learning guides, presentations, question banks, questionnaires, exercises, videos, etc)
138	hours of student training
508	attendees
10	training sessions targeting students
12	training sessions targeting course instructors

2016/2017

The Library in the classrooms

19,389	e-resources available in the classrooms
487	orders for new teaching materials
2,790	queries/requests received from faculty members by Library Learning Services

2016/2017



19,389

e-resources available
in the classrooms

Network of UOC Centres

The network of UOC Centres is the UOC's link with and commitment to the territory. Its mission is to disseminate the knowledge generated by the institution, provide support and energize the university community. In accordance with the specific needs of each territory, and taking into account the University's possibilities, the network of territorial resources is composed of regional centres and UOC points.

Activity in the UOC centres

8,669	information
68,143	student assistance
696	services
77,508	total

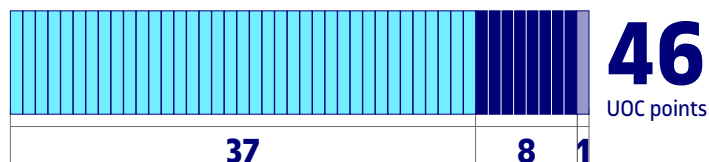
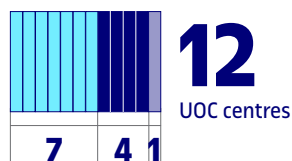
2016/2017

Information sessions, dissemination activities and induction events

124	sessions
2,983	attendance at the sessions
88	activities
3,262	attendance at the activities
34	day events
1,372	attendance at the day events

2016/2017

UOC centres and points (12+46=58)



■ In Catalonia ■ In the rest of Spain ■ In the rest of the world



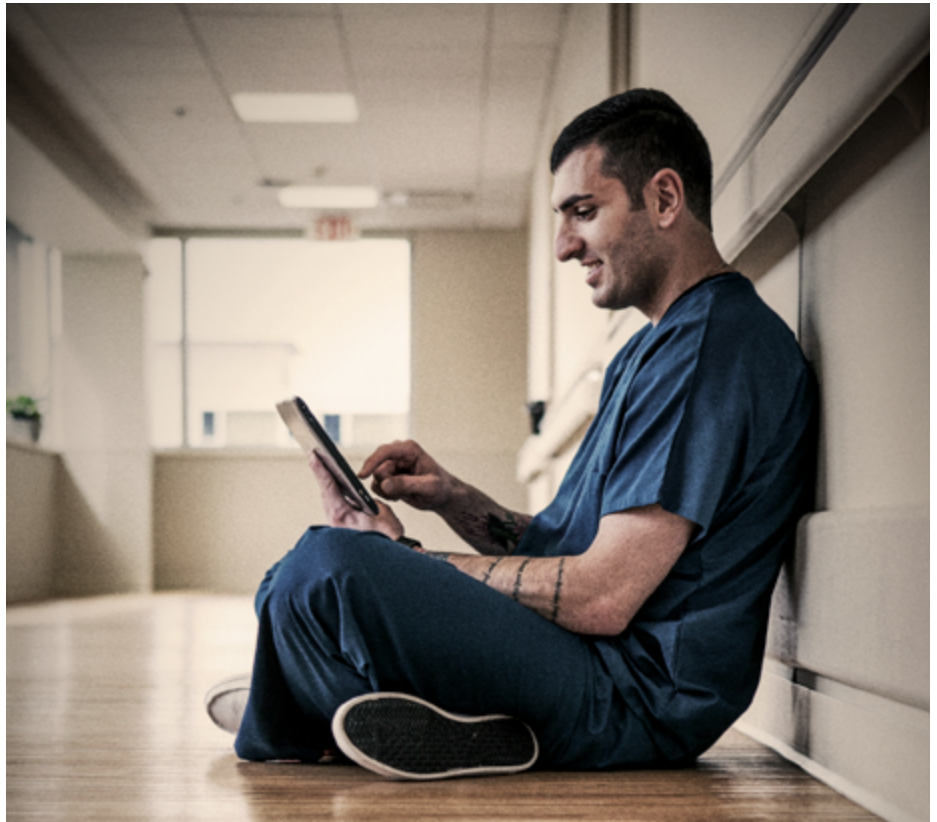
U4

Research,
transfer and
innovation

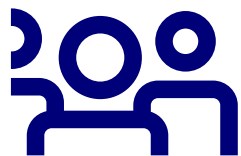
Research, transfer and innovation

The UOC's research, innovation and transfer activity is performed by more than 300 researchers and organized in 43 R&I groups.

Research is developed within the University's seven faculties and at its three research centres: the Internet Interdisciplinary Institute (IN3), which specializes in research into the network society; the eLearn Center, which focuses on innovation in e-learning, and the eHealth Center, which specializes in the use of technology to improve health.



Research, transfer and innovation



43

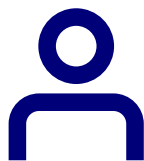
R&I
groups

26

recognized
by the Government
of Catalonia

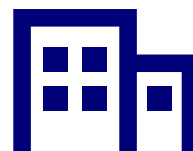


**RESEARCH, TRANSFER
AND INNOVATION**



+300

researchers



3

research centres: Internet
Interdisciplinary Institute
(IN3), eLearn Center (eLC)
and eHealth Center (eHC)

Internet Interdisciplinary Institute (IN3)

The IN3, as a UOC research institute, focuses its activity on the interdisciplinary area of the information and knowledge society. Thus, the research groups' activities are centred on the **study of the internet and the effects of using digital technologies**. This research is funded by resources obtained in competitive calls, most of them international. The groups work with the goal of participating regularly in **competitive funding calls**, particularly international calls, and **establishing alliances** with other groups, institutions or companies. In addition, they implement a talent recruitment plan, designing a policy for their activity's transfer and appraisal and determining its social impact, together with a plan for improving it. These groups must observe and abide by the ethical aspects of research and take part in the leading international scientific networks in their field.

eLearn Center

The **eLearn Center** is a research, innovation and education centre whose objective is to promote applied research centred on e-learning. It uses data obtained within the institution itself, either from users or from sections and processes, for the benefit of innovation and to contribute to improving teaching quality. The centre aspires to excellence as a higher education institution, particularly with respect to teaching methodology and learning effectiveness. The services it offers include analysis and redesign of courses or programmes, organization of themed sessions, study and selection of learning resources, obtaining data to improve teaching and an experimentation space for pilot trials in real environments, as well as observing the e-learning phenomenon.

eHealth Center





Created in the first quarter of 2017 and presented on 28 June, the **eHealth Center** is the **first transdisciplinary academic centre specialized in eHealth in southern Europe**. Open to the world, it seeks to educate and empower citizens and professionals through technology so that they can lead the paradigm shift in health. It is people-centred, using research, education and guidance **to contribute to social progress and well-being** through the generation and transfer of knowledge in eHealth. The eHealth Center works on **projects with a high social impact**, cooperating with national and international organizations to develop, implement and evaluate models that help empower citizens and professionals. In this process, it uses information and communication technologies to help it address the health and quality of life challenges that will emerge during forthcoming decades.

Research, transfer and innovation

All the teaching and research staff perform their research work within the framework of one of the three research centres or within the faculties or management departments. The research centres employ teaching and research staff from the University's seven faculties as well as technical staff, with knowledge area transferability being one of the pillars supporting their research. In addition, the University also recruits research and technical staff to work on the various R&I projects awarded annually.

The UOC maintains that knowledge generation and transfer is only meaningful when it is performed by the entire university, rather than by a centre isolated from teachers and students. Its faculties undertake research related to the fields in which the UOC offers courses and which, therefore, are also the fields of study of their teaching staff: arts and humanities, social sciences, health sciences, and technology and

Subject areas in which the research groups work

Subject area	Number of groups	
Arts and Humanities	6	
Health Sciences	3	
Social Sciences	24	
Information and Communication Technologies	10	

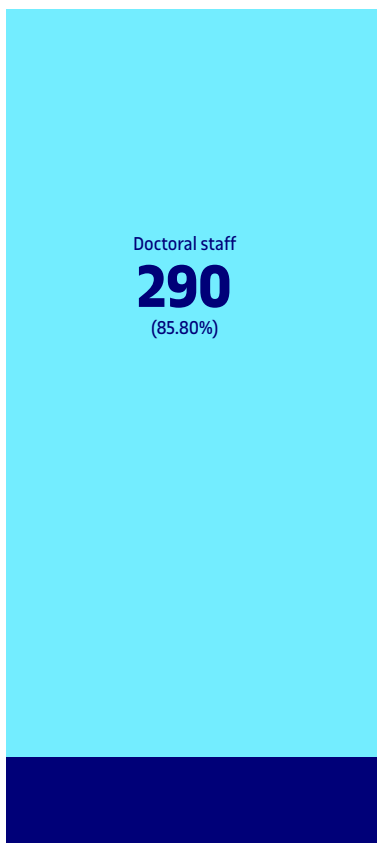
2016 data



communication. With this research, the UOC also **pursues excellence** as a higher education institution, particularly in relation to the **content of the disciplines it teaches**. Staff from the management areas also take part in research and innovation projects together with the research and teaching staff. This joint collaboration is only found in the UOC, and it is something that the University rightly feels proud of.

With the goal of fostering research and interdisciplinary knowledge transfer, the UOC has **seven active chairs** this year: the UNESCO Chair in Education and Technology for Social Change, the Miró Chair, the UNESCO Chair on Food, Culture and Development, the UNESCO Chair in Sport for Social Coexistence and Conflict Resolution, the UOC-Telefónica Chair in Design and Multimedia Creation, the UOC-BSA Chair in Applied Research and Data Analysis in Health, and the IBM-UOC Chair in Cybersecurity.

338
teaching
and research staff



* Data as at 31 December 2016.



371 scientific articles

175 book chapters

269 WoS articles

31 books

137 proceedings papers

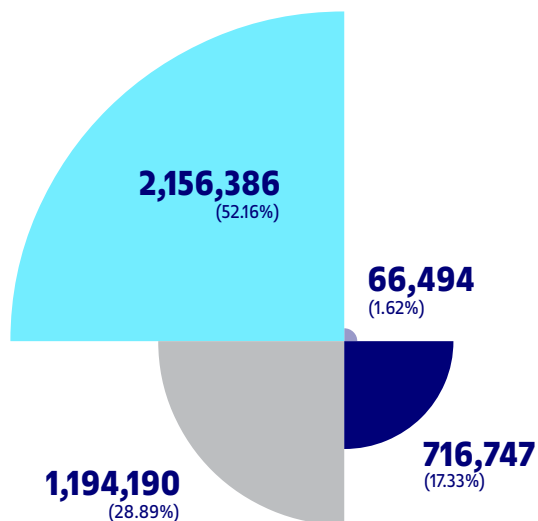
262 conference presentations

34 scientific and technical documents

Scientific output impact indicators
2016/2017

Research, transfer and innovation

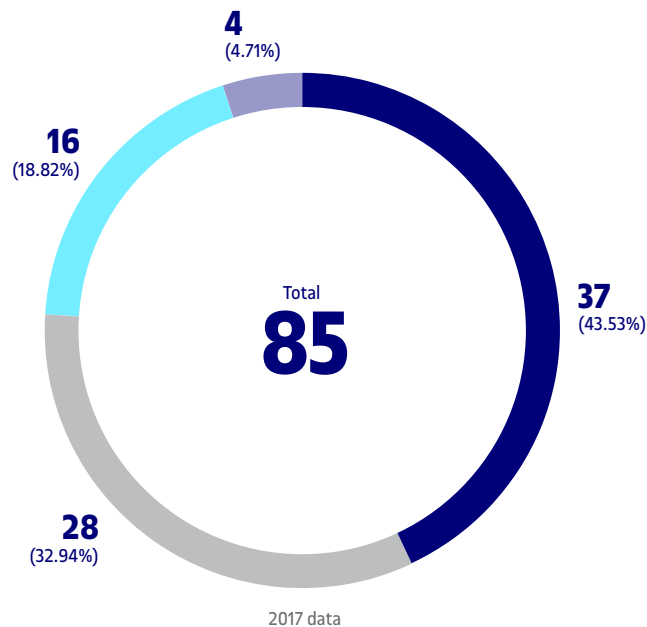
External funding per year for projects obtained by the UOC by geographical area



Total
4,133,817

Figures in euros. 2017 data

Number of projects per year obtained by the UOC by geographical area



R&I governance

The UOC's research and innovation (R&I) activity is led by the Office of the Vice President for Strategic Planning and Research, supported by three committees that are responsible for promoting research, innovation and knowledge transfer and ethics in research.

Within their commitments during the 2016/2017 academic year, these committees undertake actions aimed at giving greater definition to the internal mechanisms for assessing the excellence of the R&I activities. The ultimate goal is to develop a research communication and dissemination plan to boost the appeal of the UOC's activities in this field to businesses and potential investors.

Research and Innovation Committee

The Research and Innovation Committee approves the regulations on the research groups' structure and functioning and establishes criteria and requirements for their recognition, as well as determining the aspects that must be taken into account in the assessment process.

During the academic year the following activities have been organized:

Organization of the **UOC Research Showcase**, an event that seeks to foster cooperation between people working in R&I at the University, giving internal visibility to their current projects and research.

In February, the **letter of endorsement of the Human Resources Strategy for Researchers (HRS4R)** was sent to the European Commission, with the aim of attaining EU recognition of excellence in human resources for research, an accreditation that acknowledges the University's commitment to the continuous improvement of its employment policies for research.

A new monthly internal research and innovation newsletter, **UOC R&I insights**, was created with the goal of compiling funding information, resources and opportunities, among other things, for the University's faculty, researchers and research management staff.

It was approved to open a new **call for postdoctoral research stays** in the University's research centres and faculties.

The annual call for **UOC Research Programme** grant applications was approved.

R&I governance

Publications Subcommittee

The purpose of the Publications Subcommittee is to foster ongoing improvement in the quality of the UOC's academic journals. The Subcommittee establishes editorial policies for periodical academic, scientific and informative publications, evaluates proposals for new themes, and each year monitors the results achieved, the planning process and the future outlook. Specifically, during this academic year, deployment of each journal's stra-

tegic plan is continuing, following the institutional protocol approved last year for scientific journals. This plan reflects the need to draw up a management plan for each publication that addresses the following focus areas: strategy, quality, communication, visibility and indexing, and transparency and social responsibility, as well as providing a budget management framework and complying with applicable legal requirements.

Ethics Board

The Ethics Board is concerned with the ethical issues arising from the administrative procedures involved in the conduct of research projects and publication of their results. It also assesses procedures currently in progress, decides whether the assessment is

favourable and issues a final ruling. During this academic year, the Board has continued to review the Horizon 2020 programme and the ethical and data management requirements involved. In total, 20 favourable opinions have been issued.



Entrepreneurship and open innovation

Under the **Hubbik** support platform for entrepreneurship, open innovation, knowledge transfer and cooperation among the entire community, the following activities have been undertaken:

The fifth **Spin UOC**, the UOC community's annual entrepreneurship and transfer event, was organized. The aim is to build bridges between eight innovative projects and initiatives generated within the UOC – performed by the UOC's research staff and some of its students – and the social and business fabric within which the University works.

A mentoring and training activity has been begun within the **EduTECH Emprèn** programme. This is an accelerator programme for entrepreneurial projects in the e-learning sector. Its goal is to provide support for **developing the prototype or service**, defining the business model and bringing it to life as a company or entrepreneurial initiative with a **high growth potential**.

For the third year running, the UOC has taken part in **4 Years From Now (4YFN)**, the Mobile World Congress's sister event, with a stand displaying UOC community initiatives that are being supported by the UOC Knowledge Transfer and Research Support Office (OSRT).

The open innovation programme **OPENe-HEALTH Parkinson** has been opened, co-organized with the Hospital de la Santa Creu i Sant Pau and GMV. Its objective is to improve the quality of life of **Parkinson's** sufferers with the participation of the UOC community and those working with the disease. The **programme's challenge** – defined with the help of patients, professionals and carers – is to develop an app that helps **improve the mobility, mood and treatment management** of patients with Parkinson's disease.

Entrepreneurship and open innovation



Invergy has also been created. This company will invest in start-ups in the education and ICT sector related with the UOC's fields of knowledge and generated by the University's innovation ecosystem. This investment vehicle created by the UOC to invest in start-ups with a social impact is encompassed within the UOC's third mission as a university: to foster the economic development of society through the momentum of innovative enterprises

and entrepreneurship projects, strengthening the links between the business world, knowledge and society.

Through Invergy, the UOC has made its first investment in **eQuàliment**: 40,000 euros with a participatory loan. It is a digital platform for managing the distribution of food donations to families experiencing financial hardship. eQuàliment provides optimal monitoring of the logistics involved in

this distribution: parcel requests, delivery organization, stock management, delivery documentation generation, problem handling or statistics. eQuàliment has started operating in Catalonia and will shortly expand to the rest of Spain. It is aimed at social services, social welfare managers and food distributors like the food bank Banc dels Aliments, the Red Cross, Càritas and local NGOs.

Research centres and institutes

eLearn Center

elearncenter.uoc.edu

Director: Dr. Lluís Pastor

The aim of the eLearn Center is to **promote applied research centred on e-learning**, using data obtained within the institution itself, either from users or from sections or processes, for the benefit of innovation, contributing to improving teaching quality. It works in a number of fields in order to offer students the best learning experience, and provides services to faculty to help them achieve this goal. It also seeks to convey the value of e-learning as one of the

University's identifying features, both inside and outside of the institution.

The services it offers include analysis and redesign of courses or programmes, organization of themed sessions, study and selection of learning resources, obtaining data to improve teaching and an experimentation space for pilot trials in real environments, as well as observing trends in the e-learning phenomenon.

The eLC bases its activity on four key pillars:

24/7 immersion in learning

24-hour student support

100% student performance

Ø dropouts

Research centres and institutes

Internet Interdisciplinary Institute (IN3)

in3.uoc.edu

Director: Dr David Megías



The Internet Interdisciplinary Institute (IN3) is a UOC research centre specializing in the knowledge society, and more specifically in the study of the internet and the effects of the interaction between digital technologies and human activity. The IN3 has a number of acknowledged research groups that undertake an extensive variety of

interdisciplinary research activities. Every year the centre hosts visiting professors and researchers; its researchers participate in the UOC's doctoral programmes.

The Institute also stands out for its interdisciplinary research in the social, human and life sciences and, in gene-

ral, in any science that studies human activity, on one hand, and engineering science, on the other hand. The research groups from these two areas work together closely in designing and developing the internet of the future, taking into consideration both the ICT- and internet-related technological aspects and their effects on human activity.

eHealth Center

ehealth-center.uoc.edu

Director: Dr Marta Aymerich

The eHealth Center (eHC) seeks to generate and transfer knowledge on digital health, with a focus on people aimed at promoting and improving health. We want to educate and empower both professionals and the general public through technologies and scientific evidence, so they can lead the paradigm shift in health.

To achieve this we work in four knowledge areas: education, empowerment and participation in health; the design and assessment of ehealth interventions; data science in health; and digital health and equity.

Our centre welcomes visiting researchers and teaching staff from other universities so as to share knowledge and to develop research projects in the field

of digital health. The eHealth Center has open connections with the world, thanks to its networking with local and international centres and institutions. It is also part of the RITMOS network and the CICUT cluster.

The eHealth Center delivers research and innovation through its projects in health sciences, IT, multimedia, telecommunications, psychology and educational sciences. It also offers opportunities to learn, with programmes for master's degrees, doctoral degrees, seminars, short courses and in-company training. Furthermore it offers digital health advisory services to organizations and institutions to help them validate, implement and optimize their digital health solutions.

Details:

The following activities have been developed at the UOC in the field of e-health:

- Thirty-three e-health projects with competitive funding
- More than a hundred articles and forty-five books or book chapters
- Various transdisciplinary research groups
- A spin-off company and a chair
- Master's degrees and postgraduate courses specializing in the field

In 2018, the eHC organized the 1st International Research Conference on eHealth and eWell-being attended by 111 people (34.23% from the UOC and 65.77% from outside the UOC).

Research centres and institutes

The IN3's groups are the following:

Care and Preparedness in the Network Society (CareNet)

Leader: Dr Israel Rodríguez
(associate professor)
Area: psychology.

Gender and ICT (GenTIC)

Leader: Dr Milagros Sáinz
(senior researcher)
Area: multidisciplinary
(psychology, sociology, economics,
geography and anthropology).

Internet Computing & Systems Optimization (ICSO)

Leader: Dr Ángel A. Juan
(associate professor)
Area: computer engineering.

Urban Transformation and Global Change Laboratory (TURBA Lab)

Leader: Dr Ramon Ribera
(associate professor)
Area: multidisciplinary
(economics, political science, geography,
urban planning and environmental
studies).

Wireless Networks (WiNe)

Leader: Dr Xavier Vilajosana
(associate professor)
Area: computer engineering
and telecommunications.

Communication Networks & Social Change (CNSC)

Leader: Dr Manuel Castells
(Sociology professor)
Area: sociology.

Digital Commons (Dimmons)

Leader: Dr Mayo Fuster
(Ramón y Cajal researcher)
Area: multidisciplinary
(political science, anthropology, economics,
philosophy, computer science and art).

K-ryptography and Information Security for Open Networks (KISON)

Leader: Dr David Megías
(associate professor, director of the IN3)
Area: computer engineering
and telecommunications.

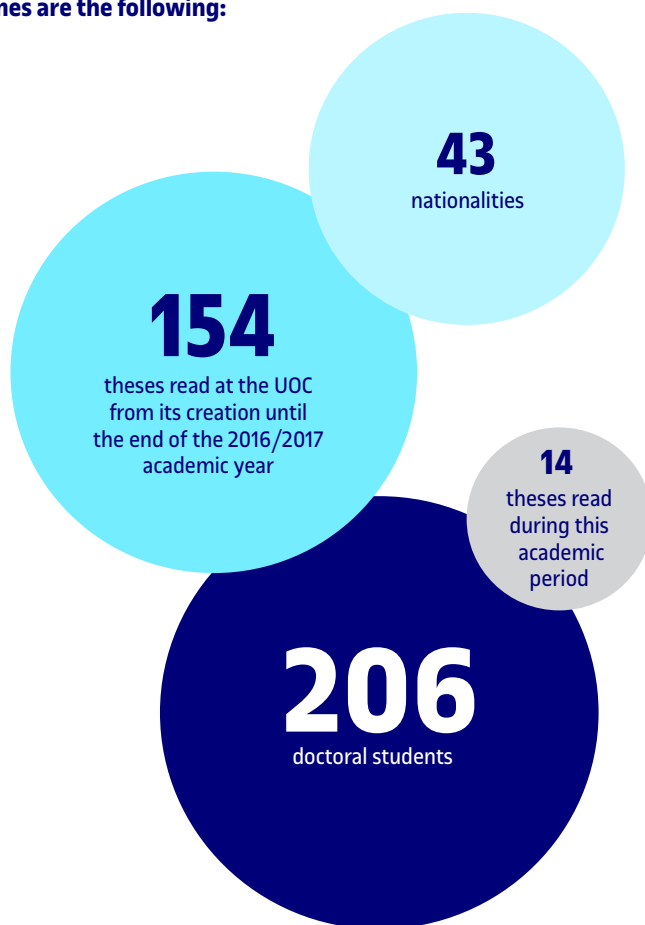
Systems, Software and Models (SOM Research Lab)

Leader: Dr Jordi Cabot
(senior ICREA researcher)
Area: computer engineering.

Complex Systems @ IN3 (CoSIN3)

Leader: Dr Javier Borge-Holthoefer
(senior researcher)
Area: multidisciplinary applications
of complex systems
(urban science, computational social
science and big data analysis).

During the 2016/2017 academic year, the most salient data concerning these programmes are the following:



The Doctoral School

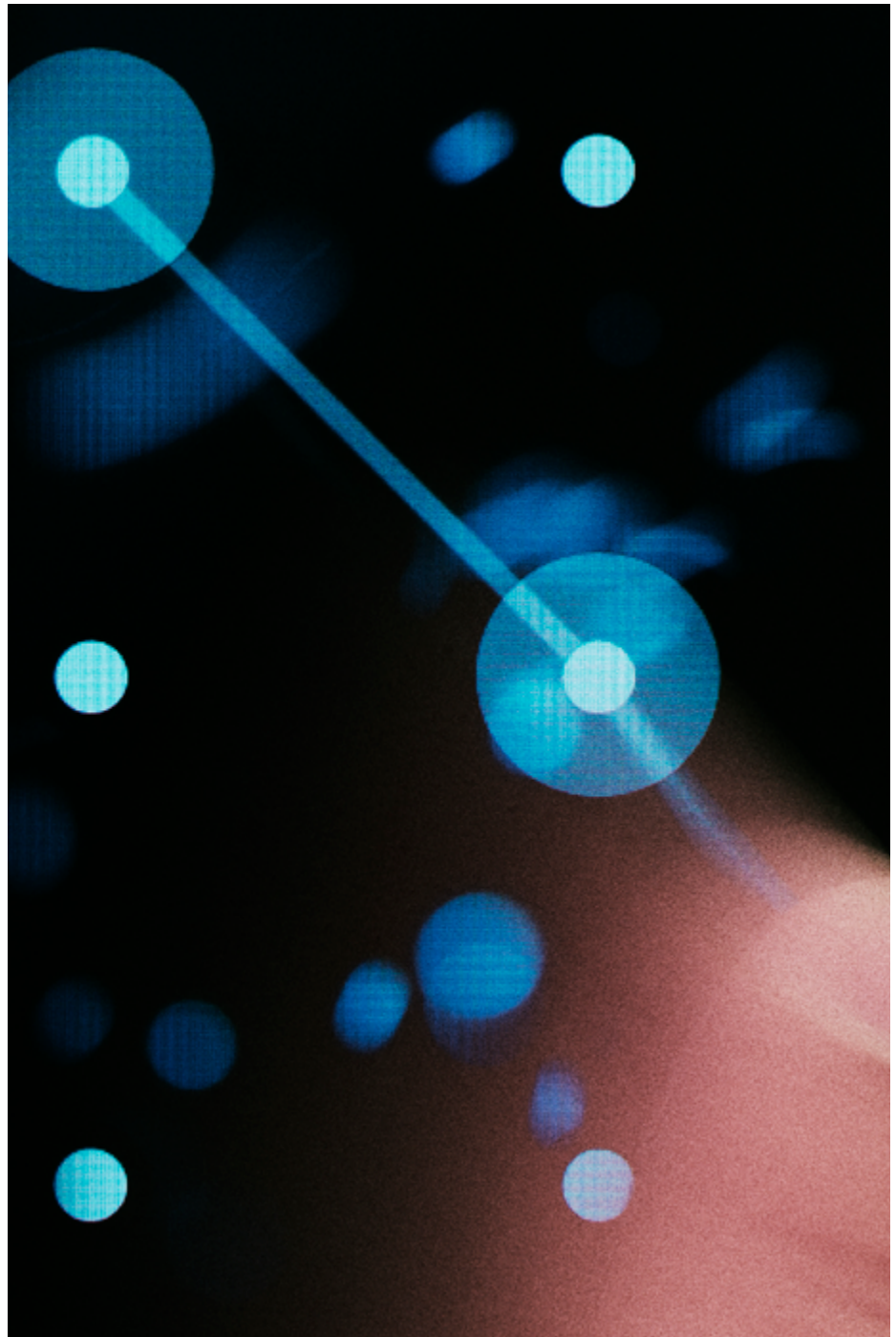
The Doctoral School coordinates and organizes the UOC's doctoral studies and creates a common framework of reference for the various doctoral degree programmes that are offered there, so that each one's activities can be carried out in accordance with certain shared quality standards. The Doctoral School works closely with the University's two research centres – the Internet Interdisciplinary Institute (IN3) and the eLearn Center (eLC) – and with all the faculties.

The Doctoral School offers three online doctoral programmes: Information and Knowledge Society, Education and ICT (E-learning), and Network and Information Technologies.

Support for research and transfer

The UOC Knowledge Transfer and Research Support Office (OSRT) works to answer the needs of the professionals who take part in the University's R&I activity. In addition, it is the UOC's central services unit, charged with the duties of a Research Results Transfer Office (OTRI), as well as all the activities and services associated with the dissemination, promotion and management of the UOC's R&I activities. The OSRT also provides a link between the University and society, fostering and facilitating the transfer of research to the social and economic environment.

The OSRT answers the needs of the professionals engaged in R&I work at the University. It is also responsible for disseminating the results of the R&I activity via publications, courses, seminars, web platforms, 2.0 channels (social media and blogs) and other resources. Lastly, it represents the UOC in international R&I networks.



Library Services for Research

The UOC has a library service specialized in supporting the research carried out at the University. The mission of the Library Services for Research is to help raise the standard of research quality and excellence, starting with the birth of an idea or research proposal, followed by data collection and analysis and concluding with dissemination and subsequent evaluation in the research quality accreditation processes.

Library Services for Research

354	bibliographic queries
80	bibliometric queries
687	documents requested from the document search and inter-university loan service by teaching and research staff
8	open access doctoral theses
981	records reviewed in the Researchers' Website (GIR)
112	support in accreditation calls
17	bespoke training*

2016/2017 | * Date bespoke training service launched: 2015.

05

Social
commitment

A global university model with social impact

The mission of the Office of the Vice President for Globalization and Cooperation is to support the UOC's transformation into a **global university with greater social impact**. In pursuit of this goal, Globalization and Cooperation leads the actions established in the Strategic Plan that impact on **teaching, research and organization**, with the objective of training professionals and citizens who are able to address the global and social challenges raised by the world scenario, **promote open knowledge with everyone and for everyone, and position the University in the international arena**.

The University has integrated the **2030 Agenda** for Sustainable Development as a roadmap for this transformation. To help it in this endeavour, it organized a meeting with WHO and UNITAR to dis-

cuss how the university can work toward attaining the Sustainable Development Goals (SDG), placing particular emphasis on the attainment of **SDG4**, quality education, which falls directly within the universities' mandate. The UOC has played a significant role in facilitating access to higher education and fostering diversity in the classrooms with a programme of **25 language scholarships** for refugees and **44 grants** for master's degree students in Colombia through the ICETEX. A total of 723 students from Uniminuto (Colombia) and the University of Talca (Chile) have followed an online mobility programme at the UOC, which has enabled them to benefit from the experience of studying at a foreign university.

The social impact in Catalonia was present from the University's genesis

and, with this overarching goal, the UOC has put its experience at the service of other higher education institutions, such as the DUOC UC in **Chile**, to develop their online learning model. It has also worked for the recognition of online learning in countries such as **Ecuador**, where our qualifications are now automatically recognized. The **Mexico office** has also been bolstered with the objective of creating new synergies with institutions and quality rating agencies, and a manager has been appointed in **Colombia** to deploy the UOC's strategy through the **new office that has been opened in the country**. At the same time, a **policy has been crafted for participation in the international networks**, with the goal of reaffirming our global recognition as leaders in e-learning.

Responsible communication and open access to knowledge

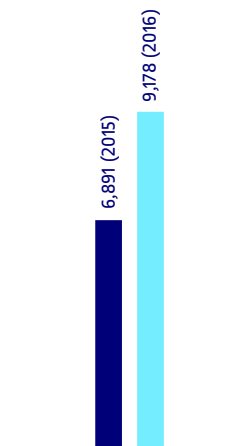
In the management of the University's external communication, the goal is to give back to society all the knowledge generated at the UOC and make the institution's overall impact more visible in its context and setting. The UOC needs

to be recognized for its focus on the needs of society and for the knowledge it contributes, thereby fulfilling its mission and ensuring greater transparency in its accountability.

Media impact by type*

Type of media	Number of items	Audience impact
Online	6,081 (28%)	1,196,526,267
Press	2,190 (22%)	487,386,344
Radio	599 (42%)	32,415,209
Television	308 (12%)	66,836,000
Total	9,178 (33%)	1,783,163,820

2016 | * The percentages in brackets refer to the increase in media impacts compared with the previous year, in this case, 2015.



+33%

increase in total media impact



1,783,163,820

audience impact

The University's website

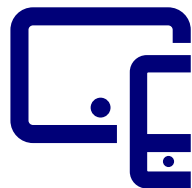
The UOC's website has been revamped to communicate the new corporate image, with a more dynamic, flexible approach and audio features. The portal improves the user experience and

adapts to mobile devices, giving prominence to the entire UOC community and greater visibility to faculty, researchers, students and graduates.

Main internet positioning indicators

2,532,669	visits
649,205	single users
4,789,882	pages visited
4 minutes 52 seconds	average time spent on website

2016/2017 | The data show monthly averages



521,412
visits via mobile
devices



2' 30"
average time
on site

2016/2017 | The data show monthly averages

Responsible communication and open access to knowledge

Communication on the social media

The UOC community on the social media has grown 39% and now stands at 267,243 users. The activity on the social media strengthens the engagement of the students, graduates, faculty and researchers with the University. Participation exceeds 20,000 interactions per month on average. Facebook, with over 40,000 more supporters than the previous year, and Twitter, with more than 24,000 new followers, are the media showing highest growth.

Social media indicators

Medium	Indicator	2016/2017
Facebook facebook.com/uoc.universitat	Number of pages opened on Facebook	14
	Followers	100,612
	Participation. Interactions per month (average)	8,739
Twitter uoc.edu/twitter	Number of active Twitter accounts	46
	Followers of all accounts	159,358
	Followers of institutional accounts	61,084
	Participation. Interactions per month (average)	12,535
	Impressions per month (average)	1,263,430
LinkedIn	Members of the Alumni group	5,542
	Members of the Research & Innovation group	313
	Members of the Faculty of Computer Science, Multimedia and Telecommunications group	381
	Members of the Faculty of Economics and Business group	365
	Followers of the UOC University page on LinkedIn	67,219
Instagram	Followers	4,281



159,358
followers on Twitter



67,219
followers on LinkedIn

Audiovisual communication

The development and creation of audiovisual projects at the UOC as a means of communication and expression is undergoing constant growth. Although YouTube is the UOC community's reference channel, the availability of a broad range of formats enables extensive coverage to be given to all the events and projects that are carried out at the UOC. We would highlight the 30% increase in production in the audiovisual coverage of activities, events and lectures, the release of tutorial updates and the recording of institutional videos and keynote events, so that the information can reach the community more effectively. We would also highlight the audiovisual coverage of current affairs on the social media, the live broadcast service via the Facebook Live channel, which covers the UOC's most significant activities, and the new marketing campaigns, with a substantial increase in YouTube views.

Number of streaming broadcasts and average and total number of views on Facebook Live

8
number of streaming broadcasts



1,588
average number of views



12,703
total views



2016/2017 | The cumulative total for the academic year is shown

Activity indicators for UOC YouTube channel

5,879
videos



9,999
subscribers



6,304,708
cumulative plays



2016/2017

Responsible communication and open access to knowledge

Dissemination of open knowledge

The UOC is a university committed to the principle of universal access to knowledge. In this respect, it has signed the 2003 Berlin Declaration in favour of free access to culture and, since 2010, it has published and adopted an institutional open access policy. In this context, the UOC is absolutely committed to open-access dissemination of knowledge. This explains why, since 2010 and in accordance with its open access policy, the UOC has its institutional repository, O2 (the Oberta in Open Access, openaccess.uoc.edu). This portal compiles, disseminates and preserves in open access the digital publications generated by the UOC's members in the performance of their research, teaching and administration activities. Thus, the UOC's open-access scholarly journals have become a tool for open-access knowledge dissemination. Furthermore, after approval of the institutional protocol for academic journals during the 2015/2016 academic year, the UOC has established mechanisms to guarantee their quality and international projection.

Open-access publications

6	scientific journals
28	blogs
6	knowledge dissemination platforms
3	general interest journals
9,614*	open-access documents published in O2, the institutional repository
163**	scientific articles by the UOC in open access

2016/2017 | * Source: O2, the institutional repository. Cumulative data. Last viewed: 26 February 2018. ** Source: Bibliometrics. Last viewed: 26 February 2018.

In the case of scientific journals, the UOC has taken on the challenge of using indexing as a roadmap for increasing their visibility and improving their formal quality.

Indicators of the scientific journal indexing plan

6	scientific journals
4	accepted and included in Scopus (Elsevier)
5	included in ESCI (Emerging Sources Citation Index, Thomson Reuters)
2	accredited with the Spanish Foundation for Science and Technology (FECYT) seal of quality

2016/2017

Technological commitment

The mission of the UOC's technology teams is to build a cutting-edge technological model which adds value to the University's teaching, research and management activities. More specifically, the UOC's technological commitment also involves ensuring sustainability, fostering open-source software and accessibility, disseminating and transferring knowledge and technology and, lastly, developing a relationship with users based on transparency and trust. The process of developing and integrating technological tools is based on established standards in the field of education, especially those promoted by the IMS Global Learning Consortium.

6

mobile apps distributed free of charge by the UOC

5,791

maximum number of concurrent logins

2016/2017



U6

UOC Corporate:
the leading
partner for
innovative
learning

UOC Corporate's mission is to mentor companies in the development of their employees, enabling them to meet the business challenges they are facing.

Its vision is to be the preferred partner of companies that seek innovative learning solutions for their professionals.

Why UOC Corporate?

Constant innovation applied to learning.

Ability to offer an end-to-end solution.

A multidisciplinary team with a proven track record.

Results in reference customers who have chosen us for their training needs.

Thanks to our ongoing partnership with companies through our challenge-driven solutions, **performance learning paths**, we have been able to identify 60 challenges that are common to many organizations in the fields of management drive, digital leadership, sales and marketing strategy, finance, people and teams, for which we have devised training plans based on the more than 200 resources that we have built in the last three years.

A total of 3,133 students have received training at UOC Corporate.

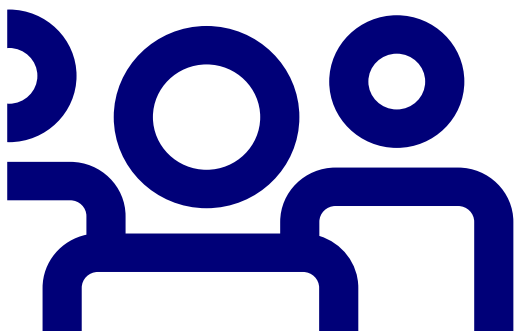


07

People

People

The UOC sees itself as an organization committed to people's development. This implies the intention to play, ethically and responsibly, the role of progress and well-being agents in society.



General data for the UOC-employed staff within the UOC community: administrative staff, teaching staff and research staff.

502 (55.71%)
administrative staff

280 (31.08%)
teaching staff

119 (13.21%)
research staff

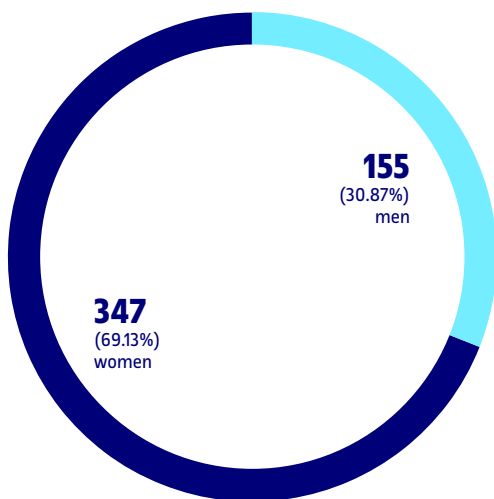
Total
901

2016 | Figures for the calendar year

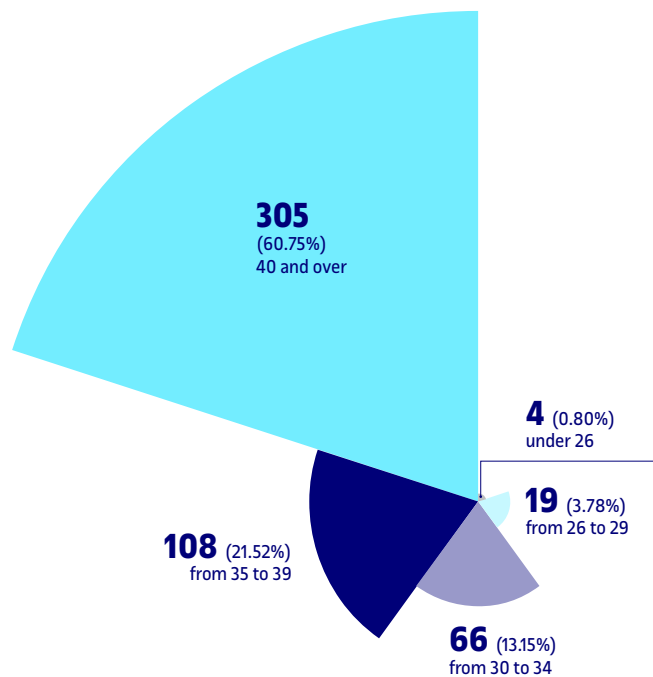
Administrative staff

502
Total

Administrative staff by sex



Administrative staff by age (years)



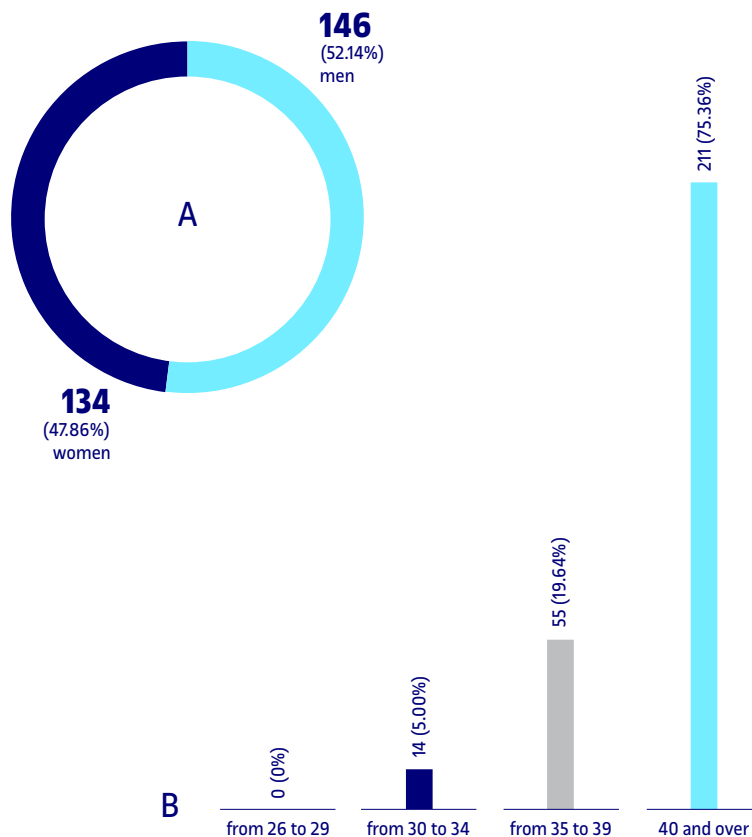
UOC teaching staff

280
Total

Internal communication, at the service of strategy and people

A. UOC teaching staff by sex

B. UOC teaching staff by age group (years)



The internal communication actions carried out during the 2016/2017 academic year, as stated in the UOC Communication Plan (2015-2017), seek to increase the level of engagement and sense of belonging among employees, associates and other stakeholders that make up the UOC community.

The Action Plan has been aimed at increasing communication flows and aligning strategies and channels among the groups that make up the University community, and a number of actions have been undertaken to strengthen the institution's social awareness.

2016 | Figures for the calendar year

U8

Awards
and accolades

Awards and accolades

Award for the Inclusion of People with Rare Diseases

The Spanish Federation for Rare Diseases (FEDER) has bestowed upon the UOC its Award for the Inclusion of People with Rare Diseases. FEDER highlights the UOC's commitment to the social inclusion of people with disabilities and, specifically, the Disability Action Plan that it runs.

Luis Azcárraga Award

Àngel A. Juan, a researcher working with the IN3 ICSO research group, has received the Luis Azcárraga Award from Fundación ENAIRE. This award is given to studies or projects that make an outstanding contribution to air transport.

Diploma for the commitment to accessibility

ILUNION Tecnología y Accesibilidad, belonging to the ONCE group of companies and its foundation, has acknowledged the UOC for its initiatives and projects to improve universal accessibility and assistance for disabled people.

Financial Studies Award

The Centre for Financial Studies (CEF) has given an award to Irene Rovira, who teaches at the UOC's Faculty of Law and Political Science.

Jaume Vicens Vives Distinction

The Government of Catalonia has awarded the Jaume Vicens Vives Distinction for university teaching quality to Mar Sabadell, who teaches at the Faculty of Economics and Business.

Ten UOC students prepare their theses in companies under the Industrial Doctorates Plan

Ten UOC doctoral students are preparing their theses in companies thanks to the Industrial Doctorates Plan promoted by the Government of Catalonia. The aim of this programme is to foster the Catalan industrial fabric's competitiveness and internationalization and attract and retain talent by enabling doctoral students to undertake R&I projects in a company.

09

Financial
summary

Financial summary 2016

Total revenues in 2016 amounted to 99,850,980 euros, an increase of 2.4% with respect to the budget initially approved and 9.6% above revenues in 2015. This growth is basically due to the growth in enrolments in all the product lines.

This page gives the value of the main budget items in 2017 and their variation with respect to the 2016 budget. The following pages give the figures for the 2016 budget in more detail.

FUOC budget for 2017

–	108,685	Expenses (8%. Variation with respect to 2016)
↓↑	6,850	Investments (2%. Variation with respect to 2016)
+	108,685	Revenues (9%. Variation with respect to 2016)

Budget settled | In thousands of euros



Income statement

Summary of revenues

Enrolment	62,214
Programme contract: current grant	25,114
Other revenues	6,004
Total revenues	93,332

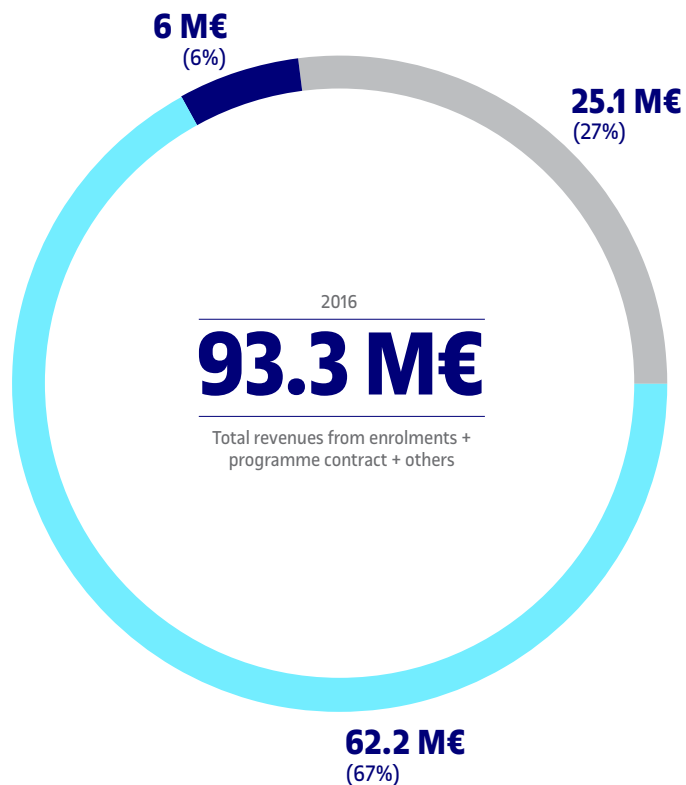
Commitments charged to 2013 budget	118
Commitments charged to 2014 budget	249
Total revenues + commitments	93,699

Capital grants taken to income in the year	6,153
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Total	99,852
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In thousands of euros

- Enrolment
- Programme contract: current grant
- Other revenues



Income statement

Summary of expenses

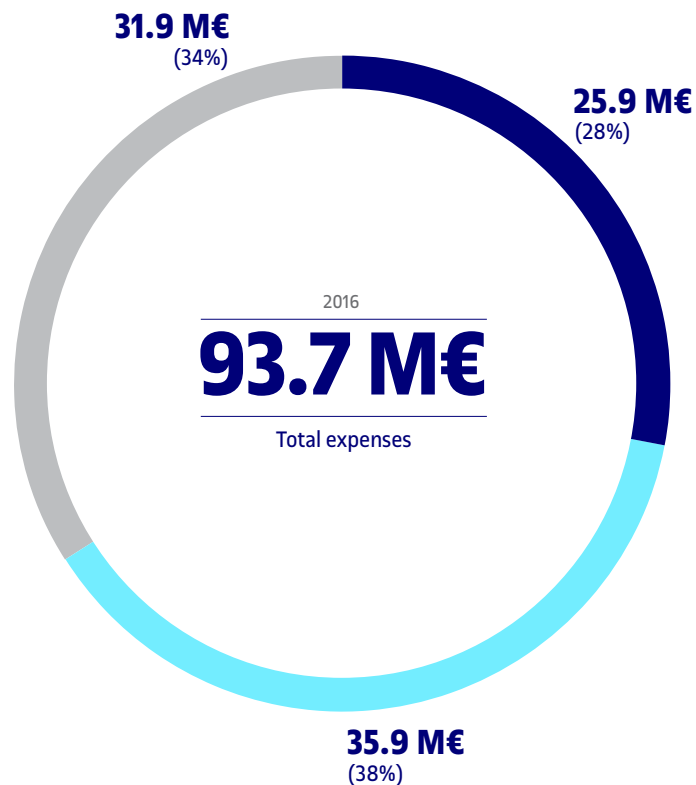
Variable expenses	25,879
Structural staff costs	35,885
Other expenses	31,891
Total expenses	93,655

Loan repayments	6,153
Repayments GEC, SA	323
Depreciation of goodwill	614
Divestments GEC, SA	0
Total expenses + depreciation + repayments + divestments	7,090

Total	100,745
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In thousands of euros

- Variable expenses
- Structural staff costs
- Other expenses



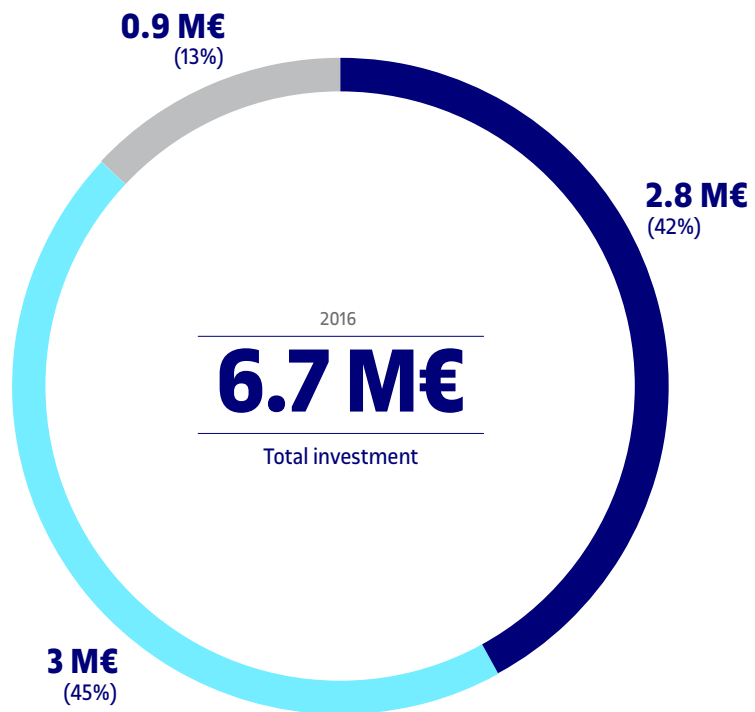
Investment

Investment financing	
Programme contract: capital grant	4,547
Other funding	46
Commitments charged to previous years' budgets	0
Total investment financing	4,593

Breakdown of investments	
Learning resources	2,791
Technology investments	3,041
Other investments	915
Total	6,747

In thousands of euros

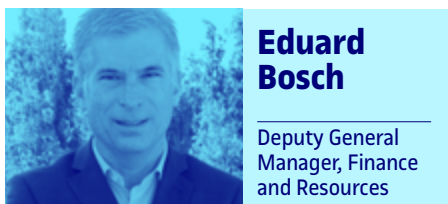
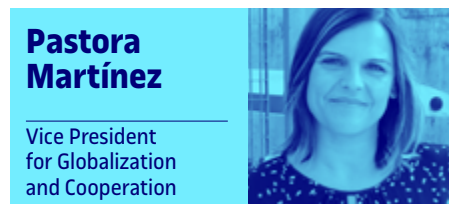
- Learning resources
- Technology investments
- Other investments



10

Executive
Board

As at 31 August 2017, the members of the UOC's Executive Board were the following





Barcelona
Bogotá
Mexico City
Madrid
Palma
Seville
Valencia

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