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## THE UOC, AT THE SERVICE OF THE NEW LEARNING SOCIETY

### UOC ANNUAL REPORT ON THE 2008-2009 ACADEMIC YEAR

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## INTRODUCTION

### THE UOC, AT THE SERVICE OF THE NEW LEARNING SOCIETY

IMMA TUBELLA\_*President of the UOC*

As one of the pioneering internet universities, the Universitat Oberta de Catalunya (Open University of Catalonia, UOC) has had the privilege of conferring an honorary doctorate on Sir Tim Berners-Lee, the creator of the web, the virtual space where the 100,000 people who make up the UOC community live, work and study together. His investiture came as the global financial crisis was beginning to wreak havoc on domestic economies and universities took up positions to deal with the more than likely rush from the unemployed in search of training. Sir Tim then predicted that his web would be the setting for the most opportunities for development thanks to its potential for growth as a tool for collaboration, "difficult times can be the catalyst for change; things start afresh in a more competitive environment." He was describing the transformation of the web brought on by the new demands of a society caught up in the crisis.

Universities, and especially our own, which forms part of the web space designed by Berners-Lee two decades ago, want to act as a catalyst for this change. Consequently, during this academic year we have sought to strengthen our cooperation agreements with institutions, social agents and organisations in developing countries. Examples of this include an agreement with the Catalan Department of Employment for e-learning courses for 30,000 unemployed people, a collaboration agreement with Casablanca's Hassan II University and the start-up of an online African campus with the African Virtual University.

To construct a new economy, transform society and fight for equality, we need the support of knowledge and the backing of universities. Change does not usually come from natural resources. It comes from ideas – and those ideas come from well trained people.

It is a question of being brave and innovative because we are in a society that is changing rapidly and that needs new answers to the challenges of education. We need to teach longer, we need to teach better and we need to teach more people and, to do so, universities have to change. We cannot respond to the challenges we face if we do not know how to make the education system an agent for innovation.

Therefore, the objective of higher education is, or should be, to improve citizens' quality of life, contributing to the development of people, society and the economy. The leading economic powers will be those that have been able to convert themselves into learning societies, making lifelong learning their main aim. To do so, they will need educational institutions that are strong enough and flexible enough to adapt to these new times and new demands. Universities have to be able to respond to the needs of society, which is not the same as responding to the needs of the market.

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**"We need to teach longer, we need to teach better and we need to teach more people and, to do so, universities have to change."**

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## THE UNIVERSITY, AT THE FOREFRONT IN THE CONSTRUCTION OF THE KNOWLEDGE SOCIETY

JOSEP HUGUET, *Chair of the Board of Trustees*

Once again, the UOC is giving an account of its teaching, research and innovation work with the annual report for the 2008-2009 academic year. In the following pages, you will find the most relevant facts and figures for a whole academic year, one in which the University has carried out the missions entrusted to it by society – education, research, knowledge transfer and innovation – while at the same time serving Catalan society, fulfilling its social responsibility to the region.

The academic year that we have started when this report is made public, the 2009-2010 academic year, marks the fifteenth anniversary of the UOC, a university that has already become a benchmark in the training of people for the knowledge society, in methodological innovation and in organisational flexibility. Fifteen years represent a good marker of a job well-done to assess the UOC's contribution to Catalan society as a whole, a contribution that has a series of strong points on which the UOC is basing a future that has to have an even greater reach in space and time.

It goes without saying that the first of these strengths is the use of ICTs, in which the UOC has been a pioneer and forerunner among Catalan, Spanish and even, in some aspects, European universities. This unique feature has allowed us to offer quality attention to students, no matter where they live or where they are at any time. And on this basis, the UOC has also achieved an extremely high level in research in a number of fields, but especially in that of e-learning, through its research institutes. The state of the University's research in a number of spheres is very satisfactory.

However, the UOC's task is not limited to these two aspects – education and research – but is channelled in a number of services to Catalan society and in putting down regional roots through the support centres.

To mark the fifteenth anniversary, I would like to spur on the whole of the UOC community to continue facing up to the challenges that await us with the same spirit and courage with which we have all done so thus far: sharing knowledge, maintaining a level of rigour and striving to the utmost to serve the country that supports us and that demands new challenges of us.

All of this is alongside the other universities in the Catalan university system, with which the UOC may establish or has already established synergies and overlaps so that the university becomes a forerunning element in the construction of the knowledge society in Catalonia.

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**"The UOC has already become a benchmark in the training of people for the knowledge society, in methodological innovation and in organisational flexibility."**

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## THE GLOBALISATION OF THE GLOBAL UNIVERSITY

JOSEP VILARASAU, *Chair of the FUOC's Advisory Board*

Can a global university globalise? The answer to this question seems obvious, but it is not. In the case of the UOC it is even more pertinent as it helps stress the new steps the University is currently successfully undertaking.

As the UOC reaches its fifteenth year, it has consolidated its position in the Catalan public university system, with a private management model that is bound by its overriding social mission: to offer online higher education to all those people who, whether for personal, family or work-related reasons, cannot study on site. It has also become a point of reference for its use of technology, its educational model, its flexible working conditions, and its pioneering use and dissemination of free software and open contents.

We are in the midst of adaption to the Bologna process, and the UOC could not let this opportunity pass without completing the virtuous circle of innovation that it leads by driving its globalisation in a global arena, the worldwide web, where it has lived and grown over the last fifteen years. The road will obviously be long, but we have set off with a policy for cooperation, which we will soon be able to reap the benefits from.

We are not content with having students from more than 70 countries, we need to attract talent from all around the world with a catalogue of multilingual, multicultural and multidisciplinary research and teaching, while bearing in mind our University's spirit of collaboration and fields of specialisation: e-learning and the Knowledge Society.

This new dimension has led to collaboration with illustrious figures including Derrick de Kerckhove, McLuhan's heir; the creator of the worldwide web, Sir Tim Berners-Lee; the philosopher and writer Jaume Cabré; the Polish philosopher Zygmunt Bauman; the German thinker Jürgen Habermas; former Catalan President Pasqual Maragall; or Guy Haug, one of the fathers of the European Higher Education Area.

It has also led to alliances with other universities around the world including Casablanca's Hassan II University or the African Virtual University (AVU); to participation as founding partners in the Euro-Mediterranean University; to the launch of a new research institute, the eLearn Center, and to the positioning of the Campus for Peace as a point of reference for the training of mediators from around the globe.

This academic year, then, the UOC has strengthened its openness, offering universal access, free and open software and content, and real international cooperation.

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**"This academic year, the UOC has strengthened its openness, offering universal access, free and open software and content, and international cooperation."**

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## THE UOC, IN SUMMARY

### 1- THE COURSE OF THE YEAR

#### SEPTEMBER > OCTOBER 2008

##### Inaugural lecture

» Alfonso Vegara, President of the Metròpoli Foundation, delivered the inaugural lecture of the academic year entitled "Urban Planning in a Globalised World".

<http://www.uoc.edu/inaugural08/>

##### Students

The new 2008-2009 academic year began at the UOC with almost 35,000 students.

##### Teaching

» The Social Action Department of the Catalan government and the UOC created two new training programmes: Prevention and Detection of Family Violence, and Management and Administration of Elderly Care Homes.

» The Catalan government, the Institute of Human Rights and the UOC started up the first Master's degree course in Human Rights and Democracy.

##### Awards

» The *El quadern gris* blog won the Lletra 2008 award.

##### Honorary Doctor

» Sir Timothy Berners-Lee, creator of the worldwide web, Honorary Doctor. <http://www.uoc.edu/hc/berners-lee/>

##### Cooperation

» Pilot initiative of the Campus for Peace and the SER PAZ Foundation for the integration of young gang members in Ecuador.

<http://campusperlapau.uoc.edu>

##### Dissemination of knowledge

» Expert lecturers from the UOC analysed the financial crisis.

##### Students

» Writer Jaume Cabré spoke to UOC students about his latest book, *Les veus del Pamanc*.

## NOVEMBER-DECEMBER 2008

### Students

- » Graduation ceremony in Barcelona and Madrid, with nearly 4,600 students.

### Chairs

- » International experts debated on how the digital divide could be overcome through education at the UOC UNESCO Chair in E-Learning seminar.

### Cooperation

- » The UOC laid down the foundations for the EcoUniversity.

### Dissemination of knowledge

- » Polish sociologist and thinker Zygmunt Bauman analysed education in a world of diasporas in the series of Debates on Education. <http://www.debats.cat/>
- » A new way of browsing UOC contents was created: Networked Knowledge. <http://net.uoc.edu/>
- » Niberta and Cuadernos de Viaje, new Editorial UOC collections. <http://www.editorialuoc.cat>

### Institution

- » Inaugural summit of the Euro-Mediterranean University, an institution aimed at fostering scientific and academic knowledge in the Mediterranean region.

### Innovation

- » The UOC and Orange formed an alliance to develop content for electronic ink reading devices as educational tools.

## JANUARY-FEBRUARY 2009

### Research

- » The eLearn Center was created, the first e-learning research and innovation centre in Spain with researchers from all over the world. <http://elearncenter.uoc.edu/>

### Dissemination of knowledge

- » *Walk In* was created, the UOC's new institutional journal. <http://walkin.uoc.edu>

### Mobility

- » The UOC sent a total of 42,377 final subject results for the second semester by text message.
- » The UOC reached 500 subjects adaptable to different mobile electronic devices.

### Teaching

- » The UOC trained directors from the Leche Pascual Group in strategic management.

## MARCH-APRIL 2009

### Alumni

- » First get-together of the UOC Alumni community, in Madrid.

### Dissemination of knowledge

- » TALAIA was created, the knowledge society terminology observatory set up by the UOC and Termcat. <http://www.termcat.cat/dicci/talaia/>
- » Start-up of the *OffLletra* space, which allows greater interactivity with the contribution of information and multimedia material by readers. <http://lletra.uoc.edu>
- » Pasqual Maragall, guest at the Vilafranca Open Panel.
- » Lletra developed the Catalan Exile TopobioGraphics project, which allows the life and literary stories of Catalans exiled in 1939 to be followed, with contributions from users and mashups, involving tools such as Google Maps and YouTube.

### Institutional

- » Alliance with Casablanca's Hassan II Mohammedia University for capital and knowledge mobility.
- » The UOC and "la Caixa" sold the company GEC to two investment funds.

### EHEA

- » EHEA experts Guy Haug and Perla Cohen analysed the new university master's degrees.

### Innovation

- » The UOC started up the first à la carte university television channel.

### Teaching

- » The National and Identity Studies Department was created, led by historian Agustí Colomines

## MAY-JULY 2009

### Dissemination of knowledge

- » The UOC and the NMC published the translation into Catalan and Spanish of the 2009 report on emerging technologies in educational innovation.
- » Jürgen Habermas, German thinker and philosopher, went through his work at the UOC.

### EHEA

- » The UOC offered five new degrees for the coming academic year: Social Education; Communication; Information and Documentation; Catalan Language and Literature, and Tourism.
- » The Universities Council gave its approval to the UOC's new Multimedia degree.
- » Fourteen degree courses and six master's degree courses comprised the academic offer adapted to the EHEA.

### Research

- » The Integration of the Internet in Spanish School Education project, produced by UOC lecturers and researchers at the request of the Telefonica Foundation, revealed that the use of ICTs in the classroom continued to be scant.
- » Twelve UOC research groups were awarded AGAUR recognition.

### Institutional

- » Appearance of President Imma Tubella before the Catalan parliament.
- » Agreement between the Sindic de Greuges (Ombudsman) of the UOC and of Catalonia to collaborate in the defence of the university community.
- » Ten years of Catalan Language and Literature at the UOC. <http://10anysfilologiacatalana.uoc.edu/>
- » Start of the celebrations to mark fifteen years of the UOC with the presentation of the logo to be used for all events in the 2009-2010 academic year, created by painter and illustrator Perico Pastor.

### Teaching

- » First online master's degree in Arabic and Islamic Studies in Spain with international experts.
- » The Catalan Department of Employment and the FUOC started up a free e-learning programme for 30,000 unemployed people in Catalonia.

### Awards

- » Manuel Castells was awarded the Catalonia Sociology Prize.
- » The UOC's new Virtual Campus was selected as the best education portal by the IMS Global Consortium.
- » The UOC was awarded the Alares prize for work, family and personal life balance.

### Cooperation

- » Agreement between the African Virtual University and the UOC for the creation of a campus for peace for Africa.

### Alumni

- » Gabriel Ferraté attended the first UOC graduate get-together.

## 2- THE UOC IN FIGURES

### STUDENTS

1. DISTRIBUTION OF STUDENTS BY COURSE TYPE (2008-2009 ACADEMIC YEAR)		
<b>Official courses</b>		
Degree	EHEA Degrees	3,452
	Undergraduate Degrees and Engineering Degrees	21,488
	Diplomas and Foundation Courses	16,863
Postgraduate	University Master's	1,486
Doctorate	Doctorate	77
<b>UOC-specific courses</b>		
Postgraduate	Master's	769
	Postgraduate	1,402
	Specialisation	1,086
	UOC-specific degree (GMMD)	594
Others	University @theneaum	3,242
	Summer and Winter Open University	2,816
	Others: Català obert, Refresher, Travel Programme, Seminars	1,103
<b>Total</b>		<b>54,378</b>

2. DISTRIBUTION OF STUDENTS BY AGE (2008-2009 ACADEMIC YEAR)			
Age ranges	Diplomas and Undergraduate Degrees	Degrees	University Master's
Between 18 and 21	549	174	121
Between 22 and 25	4,214	462	324
Between 26 and 30	9,449	759	630
Over 30	24,099	2,057	411
<b>Total</b>	<b>38,311</b>	<b>3,452</b>	<b>1,486</b>

Age ranges	Doctorate	Postgraduate	Others*
Between 18 and 21	0	6	25
Between 22 and 25	7	156	881
Between 26 and 30	30	599	1,935
Over 30	40	2,496	4,954
<b>Total</b>	<b>77</b>	<b>3,257</b>	<b>7,795</b>
<b>Total</b>			<b>54,378</b>

3. DISTRIBUTION OF STUDENTS BY GENDER (2008-2009 ACADEMIC YEAR)			
Sex	Diplomas and Undergraduate Degrees	Degrees	University Master's
Men	19,290	1,295	928
Women	19,021	2,157	558
<b>Total</b>	<b>38,311</b>	<b>3,452</b>	<b>1,486</b>
Sex	Doctorate	Postgraduate	Others*
Men	0	6	25
Women	7	156	881
<b>Total</b>	<b>77</b>	<b>3,257</b>	<b>7,795</b>
<b>Total</b>			<b>54,378</b>

\* Others: @theneaum, Summer Open University, Winter Open University, Català obert, Refresher, Travel Programme, Seminars

### 4. EVOLUTION OF THE NUMBER OF ENROLMENTS (2000-2009)

Academic Year	Degree: diploma and degree	Postgraduate: Master's, postgraduate and doctorate	Others*	Total
2000-2001	14,837	1,321	--	16,158
2001-2002	21,374	1,636	--	23,010
2002-2003	25,783	2,902	--	28,685
2003-2004	30,767	2,662	2,069	35,498
2004-2005	33,996	3,324	3,049	40,369
2005-2006	37,095	3,621	6,970	47,686
2006-2007	39,494	3,731	6,876	50,101
2007-2008	40,860	4,636	8,749	54,245
2008-2009	42,397	4,820	7,161	54,378

### 5. DISTRIBUTION OF STUDENTS BY DEPARTMENT (2008-2009 ACADEMIC YEAR)

Department	Programmes	Number of students
Economics and Business Studies	Diploma in Business Sciences	9,112
	Diploma in Tourism	1,419
	Business Administration and Management (Second Cycle)	1,841
	Labour Sciences (Second Cycle)	1,614
	Market Research and Techniques (Second Cycle)	1,044
	Master's Degree in Health and Safety	412
Information and Communication Sciences	Undergraduate Degree in Audiovisual Communication	628
	Documentation (Second Cycle)	816
	Advertising and Public Relations (Second Cycle)	996
	Official Master's Degree in the Information and Knowledge Society	394
Law and Political Science	Undergraduate Degree in Law	3,908
	Political and Administration Sciences (Second Cycle)	471
	Degree in Law	1,026
Arts and Humanities	Undergraduate Degree in Catalan Language and Literature	625
	Undergraduate Degree in Humanities	2,187
	East Asian Studies (Second Cycle)	733
	Degree in Humanities	631
Psychology and Educational Sciences	Undergraduate Degree in Psychology	3,843
	Educational Psychology (Second Cycle)	1,766
	Degree in Psychology	1,795
	Official Master's Degree in Education and ICT (e-learning)	497
IT and Telecommunications	Foundation degree in Management IT	2,339
	Foundation degree in Systems IT	3,024
	Foundation degree in Telecommunication, specialising in Telematics	969
	Computer Engineering (Second Cycle)	976
	Official Master's Degree in Open-Source Software	412

### TEACHING AND ADMINISTRATION STAFF

Faculty	200
Temporary Teaching Staff	2,346
Administration Staff	544

Of the 200 UOC faculty members, 62.5% are doctors and 66% are accredited by the university system.

## GRADUATES

### 1. DISTRIBUTION OF GRADUATES BY COURSE TYPE (2007-2008)

Course type	Number of graduates
Diploma	1,504
Undergraduate Degree	1,367
Doctorate	7
University Master's	130
Master's and Postgraduate	3,012
<b>Total</b>	<b>6,020</b>

### 2. EVOLUTION OF THE NUMBER OF GRADUATES (1999-2008)

Academic Year	Official courses: degree, Master's, doctorate	UOC-specific courses: Master's, postgraduate
1999-2000	118	
2000-2001	142	
2001-2002	431	
2002-2003	954	
2003-2004	1,466	719
2004-2005	2,094	862
2005-2006	2,225	1,023
2006-2007	2,606	1,636
2007-2008	3,008	3,012

## STUDENT RESOURCES

Initial counsellors	289
Monitoring counsellors	315
Subjects offered	1,274
Virtual classrooms	2,302
Exam sites	25
Support centres	17
Support and link centres	49
Visits to support centres	127,000
Information sessions	143
Committees	35, comprising 123 representatives
Final degree projects available in the Library	938
Library resources available in the classrooms	26,994

## DISSEMINATION OF KNOWLEDGE

Online articles, studies and teaching materials downloaded	1,721,958
Subscribers to digital publications	12,357
Number of visits to the UOC YouTube channel	286,597
Number of articles published	95
Books published by Editorial UOC	122 new books and 23 reprints
New collections	5, Acció Cultural, Niberta, Campus per la Pau, Quaderns de l'ICA and Cuerpos que cuentan

## 3- UOC WEBSITES

### THE UOC NETWORK

Get to Know the UOC  
<http://www.uoc.edu/presentation/Learning Model>  
 Virtual Library  
<http://biblioteca.uoc.edu>

### OPEN TO SOCIETY

UNESCO Chair in E-Learning  
<http://unescochair.uoc.edu>  
 Linguamón-UOC Chair in Multilingualism  
<http://multilingualismchair.uoc.edu>  
 Campus for Peace  
<http://campusforpeace.uoc.edu>  
 Associate institutions and companies  
[http://associated\\_companies.uoc.edu](http://associated_companies.uoc.edu)

### COMMUNICATION 2.0

Youtube  
<http://www.youtube.com/uoc>  
 Twitter  
[http://www.twitter.com/UOC\\_University](http://www.twitter.com/UOC_University)  
 President's Twitter  
<http://www.twitter.com/rectora>  
 Facebook  
<http://www.facebook.com/uoc.universitat>  
 Netvibes  
[http://www.netvibes.com/uoc\\_eng](http://www.netvibes.com/uoc_eng)  
 Delicious  
[http://delicious.com/UOC\\_University](http://delicious.com/UOC_University)  
 Flickr  
[http://www.flickr.com/UOC\\_Universitat](http://www.flickr.com/UOC_Universitat)

### QUALITY TEACHING

Courses on offer  
<http://www.uoc.edu/studies>  
 » Degrees (adapted to the EHEA)  
 » Undergraduate Degrees  
 » Diplomas  
 » Engineering Degrees

### INTERNATIONAL GRADUATE INSTITUTE

<http://iip.uoc.edu/esp>  
 » Official master's degrees, UOC-specific master's degrees  
 » Postgraduate studies  
 » Open programmes

### INTEGRATION IN THE EUROPEAN HIGHER EDUCATION AREA

Bologna  
<http://eees.uoc.edu>

### MULTIDISCIPLINARY RESEARCH, COMMITMENT TO INNOVATION

Research and innovation at the UOC  
<http://www.uoc.edu/portal/english/receerca>  
 Internet Interdisciplinary Institute  
<http://in3.uoc.edu>  
 eLearn Center  
<http://elearncenter.uoc.edu>  
 Innovation  
<http://innovacio.uoc.edu>

### DISSEMINATION OF KNOWLEDGE

Editorial UOC  
<http://www.editorialuoc.com>  
 ACADEMIC AND INSTITUTIONAL JOURNALS  
 Artnodes  
<http://artnodes.uoc.edu>  
 Digithum  
<http://digithum.uoc.edu>  
 IDP  
<http://idp.uoc.edu>  
 RUSC  
<http://rusc.uoc.edu>  
 Mosaic  
<http://mosaic.uoc.edu>  
 UOC Papers  
<http://uocpapers.uoc.edu>  
 Walk In  
<http://walkin.uoc.edu>  
 OPEN TEACHING MATERIALS  
 OpenCourseWare  
<http://ocw.uoc.edu>  
 NETWORK SPACES  
 Lletra  
<http://lletra.uoc.edu>  
 Debates on Education  
<http://www.debats.cat>  
 Networked knowledge  
<http://net.uoc.edu>



## ORGANISATION AND STRATEGY

### 1- ORGANISATION

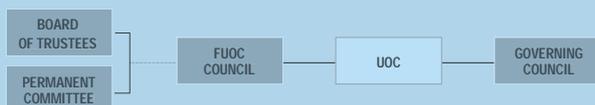
#### THE GOVERNING TEAM

Composition at 31 July 2009

- » President, Dr Imma Tubella
- » Manager, Dr Oscar Aguer
- » Vice President, Research, Dr Eduard Aibar
- » Chair of UOC Research and Doctorate Scientific Committee, Dr Manuel Castells (to 18 March 2009)
- » Vice President, Postgraduate Studies and Lifelong Learning, Dr Josep Maria Duart
- » Vice President, Innovation, Dr Begoña Gros
- » Vice President, University Policy and Faculty, Dr Josep Lladós
- » Vice President, Technology, Dr Llorenç Valverde
- » Vice President, Academic Organisation, Dr Pere Fabra

## BOARD OF TRUSTEES

The governing bodies are made up from various sectors of society and monitor the quality of the UOC education process.



- » The UOC Foundation is the backbone of the University.
- » The Advisory Council is a consultative body that also has the role of reporting on the budget, the programming and the appointment of the President of the UOC.

## BOARD OF TRUSTEES

Composition at 31 July 2009

The Board of Trustees is the highest representative, governing and administrative body of the UOC.

### PRESIDENT

**Josep Hugué**, Catalan Minister for Innovation, Universities and Business

### VICE PRESIDENTS

**Enric Aloy**, Catalan government General Secretary for Innovation, Universities and Business

**Arcadi Calzada**, President of Caixa Girona (to 31 July 2009)

### BOARD MEMBERS

**Isaac Sanromà**, President of the Reus Chamber of Commerce / **M. del Mar Serna**, Catalan Minister for Employment / **Josep Ribas**, Director General for Universities of the Catalan Department of Innovation, Universities and Business / **Jordi Bosch**, Secretary for Telecommunications and the Information Society of the Catalan Department of Governance and Public Administrations / **Ernest Maragall**, Catalan Minister for Education / **Joan Majo**, Commissioner for Universities and Research / **Agustí Montal**, President of the Enciclopèdia Catalana Foundation / **Miquel Valls**, President of the Barcelona Chamber of Commerce / **Jordi Mestre**, Director of Caixa de Sabadell / **Joan Roca**, Director General for Research of the Catalan Department of Innovation, Universities and Business / **Rosa Cullell**, Catalan Broadcasting Corporation (CCMA) / **Javier Nadal**, Director General for Institutional Relations, Telefónica, and Executive Vice President of the Telefónica Foundation / **Patrick Torrent**, Deputy Director of Turisme de Catalunya / **Isidre Fainé**, private individual / **Isona Passola**, private individual / **Imma Tubella**, President of the UOC / **Oscar Aguer**, Director of the Fundació per a la Universitat Oberta de Catalunya / **Enrique Alcántara**, Secretary of the Fundació per a la Universitat Oberta de Catalunya

## PERMANENT COMMITTEE

Composition at 31 July 2009

The Permanent Committee is the permanent administration and management body of the Foundation

### PRESIDENT

**Josep Ribas**, Director General for Universities of the Catalan Department of Innovation, Universities and Business

### BOARD MEMBERS

**Isaac Sanromà**, President of the Reus Chamber of Commerce / **Jordi Bosch**, Secretary for Telecommunications and the Information Society of the Catalan Department of Governance and Public Administrations / **Rosa Cullell**, Catalan Broadcasting Corporation (CCMA) / **Jordi Mestre**, Director General of Caixa Sabadell / **Imma Tubella**, President of the UOC / **Oscar Aguer**, Director of the Fundació per a la Universitat Oberta de Catalunya / **Enrique Alcántara**, Secretary of the Fundació per a la Universitat Oberta de Catalunya

## ADVISORY COUNCIL

Composition at 31 July 2009

The Advisory Council is a consultative body that also has the role of reporting on the budget, the programming and the appointment of the President of the UOC.

### APPOINTED BY THE FUOC BOARD OF TRUSTEES

**President: Josep Vilarasau**, Honorary President of Cosmocaixa

**Vice Presidency:** Vacant

**Josep Maria Terricabras**, Director of the Ferrater Mora Chair of the University of Girona

**Vicent Partal**, Director of Vilaweb

Vacant pending appointment

### APPOINTED BY THE PARLIAMENT

**Francesc Esteve**, Director of the Artificial Intelligence Research Institute of the Council for Scientific Research (CSIC) / **Antoni Garrell**, President of the Circle for Knowledge

### APPOINTED BY THE INTER-UNIVERSITY COUNCIL OF CATALONIA

**Joan Viñas**, President of the University of Lleida / **Didac Ramirez**, President of the University of Barcelona / **Josep Joan Moreso**, President of Pompeu Fabra University / **Antoni Giró**, President of the UPC

### APPOINTED BY BUSINESS ORGANISATIONS

**Josep A. Díaz**, Vice President of National Employment Promotion / **Lluís Godayol**, representative of Small and Medium Businesses of Catalonia

### APPOINTED BY TRADES UNION ORGANISATIONS

**Antonio Córcoles**, representative of the Comissions Obreres union / **Neus Munté**, representative of the Unió General dels Treballadors union / **Imma Tubella**, President of the UOC / **Oscar Aguer**, Director of the Fundació per a la Universitat Oberta de Catalunya / **Enrique Alcántara**, Secretary of the Fundació per a la Universitat Oberta de Catalunya

## 2- STRATEGY

The 2008-2009 academic year was a year of changes for the UOC, not simply because of the start of the first degree courses adapted to the European Higher Education Area (EHEA), but also because it saw work to position the UOC in the world, to rethink research, to deploy the Campus's new tools and classrooms, and to establish the University as an international benchmark in e-learning.

### GENERAL AXES

With the new 2008-09 academic year, the UOC began a new phase of expansion, in **cooperation** with local and international bodies, marked by **mobility** (of knowledge, students and faculty), technological (multi-format materials) and teaching (quality, multilingual offer) **innovation**, the fostering of **research** (new areas of knowledge), the commitment to social wellbeing (quality of life) both within and beyond our university, and humanitarian commitment through the promotion of cooperation projects (EcoUniversity, Virtual Cooperation School, etc.).

**Cooperation, mobility, innovation and research are the UOC's strategic axes for the 2008-2009 academic year.**

### STRATEGIC PRIORITIES

#### THE UOC IN THE WORLD

- » Be committed to cooperation with other universities, public institutions, companies and civic bodies in Spain, Europe and the world in order to universalise quality lifelong learning.
- » Introduce the concept of mobility into the educational model, breaking down barriers of accessibility to knowledge and aiding the mobility of students and faculty.
- » Promote the opening of a multilingual platform on the Virtual Campus.
- » Drive forward a culture of quality that fosters innovation in the framework of the growth and international expansion process.

## THE UOC'S PROFESSIONALS

- » Implement a new teaching staff policy.
- » Establish a new working model, with new policies for improving professional career paths.

## A NEW TEACHING MODEL

- » Adapt the departments to the European Higher Education Area (EHEA) and accredit the degree proposals of the departments.
- » Design spaces for the learning resources and activities, and improve the student accompaniment and monitoring systems.

## RETHINK RESEARCH

- » Reposition UOC research, relaunch the IN3 and open up the doctorate programmes to other spheres of knowledge.

## QUALITY OF LIFE

- » Guarantee work flexibility that favours harmony in all aspects with the intensive use of ICTs and a growing virtuality that ensures a better and more efficient balance between onsite and offsite activities, using the UOC network in the region for this.
- » Advocate a work culture that enables us to optimise mobility, on-site obligations and connectivity based on the efficiency of individuals.

## COMMITMENT TO THE REGION

- » Take the UOC to the region, alongside local agencies, strengthening the bonds with the community and offering new face-to-face relation spaces.
- » Redesign and strengthen the network of sites and support centres to improve service to the community and turn them into benchmark local poles of knowledge.

### PROGRAMME CONTRACT

On 5 March 2009, the President of the UOC, Imma Tubella, and the Catalan Minister for Innovation, Universities and Business, Josep Huguet, signed the 2009-2014 programme contract.

As part of the programme contract, the Strategic Plan for the 2009-2014 period was defined. The Strategic Plan enables the UOC's activity to be structured and organised, with both ambition and realism, towards a horizon that goes beyond one single academic year.

### THE INTERNATIONAL UOC

#### INTERNATIONAL UNIVERSITY NETWORKS

Presence was maintained on international teaching networks, most notably the EADTU network, of which the UOC is a member of the Executive Committee. Similarly, the UOC increased its international presence by joining the following groups:

- » **AUIP:** Asociación Universitaria Iberoamericana de Postgrado
- » **CASE/Europe:** Council for Advancement and Support of Education
- » **EMUNI:** Euro-Mediterranean University
- » **EUCEN:** European Association for University Lifelong Learning
- » **EUNIS:** European University Information Systems
- » **NAFSA:** Association of International Educators
- » **Talloires Network**

[http://www.uoc.edu/portal/english/la\\_universitat/coneix\\_la\\_uoc/xarxes\\_internacionals/xarxes\\_europees/list.html](http://www.uoc.edu/portal/english/la_universitat/coneix_la_uoc/xarxes_internacionals/xarxes_europees/list.html)

#### AWARDS AND RECOGNITIONS

- » Member of the US Council for Doctoral Education.
- » IMS Learning Impact 2009 Award for My UOC as the best education portal.
- » New Media Consortium (NMC) Center of Excellence 2009 Award, in recognition of the UOC's leadership in the areas of learning technology and open educational resources.
- » Translation of the Horizon Report (into Catalan and Spanish), in collaboration with the New Media Consortium.

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**The UOC received the Center of Excellence Award in recognition of its leadership in learning technology and open educational resources.**

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#### ACTIVITIES AND DISSEMINATION

##### Erasmus Programme for UOC teaching staff mobility

The UOC was awarded new EU grants for the 2009-2010 period on the Erasmus programme for teaching staff mobility between higher education institutions through the Erasmus University Charter (2007).

##### Collaboration with Africa: Institutional Development and University Management Training Programme (DIGU)

The UOC hosted the sessions organised by the ACUP (Catalan Public Universities Association) and the Catalonia Africa Institute with the aim of improving the institutional capabilities of African universities.

### COOPERATION AT THE UOC: THE CAMPUS FOR PEACE

<http://campusforpeace.uoc.edu>

#### AXES

- » Contribute to peace processes and promote human rights
- » Provide humanitarian aid in emergency situations
- » Ensure the sustainability of the planet
- » Aid literacy and access to knowledge

In order to achieve these aims, the Campus for Peace collaborates with prestigious organisations such as the Red Cross, Engineers Without Borders, Amnesty International, Gaia Education, Unitar, UNDP and the World Organisation of the Scout Movement. In addition, the Campus for Peace maintains agreements with universities in Africa, Latin America and Asia, and with other international bodies.

#### ACTIVITIES

##### Collblanc – La Torrassa Training Programme

The aim of this is to provide specific tools and solutions to women and young people, the elderly and immigrants who have difficulties in entering the job market. In the second phase, the Campus for Peace coordinates the authoring of the educational materials and digitises them.

##### SER PAZ Project

The aim of this project is to reduce violence in the most troubled regions of Mexico and provide young people with resources and training to get them out of gangs and integrate them in society. The Campus fits out classrooms in which to teach digital skills and literacy courses, first aid and graphic design (online and free). The initiative has enabled a 60% reduction in crimes in a district in the centre of Guayaquil.

##### Master's Degree in Conflictology

Together with the International Graduate Institute, October 2009 saw the start of the Master's Degree in Conflictology (in English).

#### DISSEMINATION OF KNOWLEDGE

##### Publishing news: *Derechos humanos. Nuevas realidades*

To coincide with the 60th anniversary of the Universal Declaration of Human Rights, this book considers the validity and possible extension of human rights.

##### New journal: *Conflictology*

Issue zero of this journal came out in September 2009. Its aim is to publish articles on conflict resolution and transformation, peace studies, non-violence, crisis management, mediation and alternative justice systems, and armed, family and political conflicts.

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**The SER PAZ project has contributed to a 60% reduction in the number of crimes in a district in the centre of Guayaquil.**

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**THE UOC MOVES WITH YOU**

Since February 2009, over half of the UOC's teaching materials have been available in new formats besides the web and paper versions. These new formats are:

- » **Audiobook:** spoken textbooks based on voice synthesis technology.
- » **Videobook:** spoken text that reproduces the video content while also displaying subtitles.
- » **E-book:** covers the two standard sector formats (mobipocket and epub), allowing readers to adapt the font size, run searches and consult a dictionary.

The UOC's teaching materials are available in audiobook, videobook and e-book format.

**TEACHING AND QUALITY****1- THE EHEA AT THE UOC****DESIGN AND DEPLOYMENT OF QUALIFICATIONS IN THE EHEA**

The 2008-2009 academic year saw the start-up of three degree courses adapted to the EHEA: Law, Humanities and Psychology. In order to define the process of monitoring the official degree and master's qualifications, the UOC took part in the pilot programme promoted by the AQU (the Catalan Universities Quality Agency) for the experimental monitoring of degree and master's courses with the Degree in Law and the Master's Degree in Health and Safety.

Besides this, eleven degree courses were verified during the 2008-2009 academic year:

- » Communication
  - » Information and Documentation
  - » Catalan Language and Literature
  - » Social Education
  - » Business Administration and Management
  - » Marketing and Market Research
  - » Tourism
  - » Multimedia
  - » Computer Engineering
  - » Labour Relations and Employment
  - » Telecommunication Technologies
- and seven master's degree courses:**
- » Political Analysis
  - » Cultural Management (with the University of the Balearic Islands and the University of Girona)
  - » Teacher Training - Secondary Education, Language Teaching and Vocational Training (coordinated by Pompeu Fabra University)
  - » Education and ICTs (e-learning)
  - » Health and Safety
  - » Free and Open-Source Software
  - » Information and Knowledge Society

**QUALITY**

- » The AQU gave a positive assessment of the internal quality assurance system of the Law and Political Science Department (2007 call of the AUDIT programme).
- » The UOC presented to the AQU the design of the internal quality assurance system for all of the University's departments in the 2009 call of the AUDIT programme. This system will enable the continuous improvement of all the processes that directly affect teaching.
- » The UOC took part for the first time in the study conducted by the AQU every three years into the employment integration of graduates from Catalan universities. Taking part were 295 UOC students out of the 1,146 graduates in 2004 on diploma and undergraduate degree courses. The results of this study can be consulted here: [http://www.aqu.cat/activitats/insercio\\_laboral/estudi\\_2008\\_graduats.html](http://www.aqu.cat/activitats/insercio_laboral/estudi_2008_graduats.html).

- » The AQU awarded a positive certification of the Teaching Assessment Manual. This manual describes the procedure for recognising an established teaching career. A pilot evaluation will take place during the 2009-2010 academic year.

» **Law, Humanities and Psychology were the first three degree courses adapted to the EHEA to come into operation in the 2008-2009 academic year.**

- » **The AQU awarded a positive certification of the UOC's Teaching Assessment Manual.**

**2- TEACHING MAP****ARTS AND HUMANITIES**

**Degree:** Undergraduate Degree in Catalan Language and Literature / Undergraduate Degree in Humanities / East Asian Studies (Second Cycle) / Degree in Humanities // **Postgraduate:** Translation / Literature / East Asian Studies / Culture Management

**INFORMATION AND COMMUNICATION SCIENCES**

**Degree:** Audiovisual Communication (Second Cycle) / Documentation (Second Cycle) / Advertising and Public Relations (Second Cycle) // **Postgraduate:** Information and Knowledge Management / Technology and Accessibility / Journalism

**LAW AND POLITICAL SCIENCE**

**Degree:** Undergraduate Degree in Law / Political and Administration Sciences (Second Cycle) / Degree in Law // **Postgraduate:** Tax Regulation / Community Law UOC-PCPE / E-Administration / Human Rights, Democracy

**ECONOMICS AND BUSINESS STUDIES**

**Degree:** Diploma in Business Sciences / Diploma in Tourism / Business Administration and Management (Second Cycle) / Labour Sciences (Second Cycle) / Market Research and Techniques (Second Cycle) // **Postgraduate:** Marketing / Economic Management / Logistics and Operations / Human Resources / Health and Safety (university master's degree) / Financial Instruments and Markets / Tour Companies / WTO Tourist Destination Management

**IT, MULTIMEDIA AND TELECOMMUNICATIONS**

**Degree:** Foundation degree in Management IT / Foundation degree in Systems IT / Foundation degree in Telecommunication, specialising in Telematics / Computer Engineering (Second Cycle) / UOC-Specific Degree / Graduate in Multimedia // **Postgraduate:** Open-Source Software (university master's degree) / ICT Management and Administration / Computer Security / Business Intelligence / Multimedia / .NET / Cisco / Software / Engineering / Bioinformatics / SAP / Videogames

**PSYCHOLOGY AND EDUCATIONAL SCIENCES**

**Degree:** Undergraduate Degree in Psychology / Educational Psychology (Second Cycle) / Degree in Psychology // **Postgraduate:** Education and ICTs (e-learning) (university master's degree)

**GLOBAL EXECUTIVE EDUCATION**

**Postgraduate:** General Master's Degree programme / Executive programme / Specialised programmes

**CITY PLANNING AND URBAN MANAGEMENT**

**Postgraduate:** City Management

**HEALTH SCIENCE**

**Postgraduate:** Clinical / Management / Planning and Design / Health ICTs / Telemedicine / Nutrition and Health

**HUMANITARIAN COOPERATION, PEACE AND SUSTAINABILITY**

**Postgraduate:** Conflictology / Engineering Applied to Cooperation UOC-ISF / Humanitarian Action UOC-CRE / Dependency UOC-CRE Barcelona Provincial Council / International Humanitarian Law UOC-CRE / Management of Non-Profit Organisations UOC-CRE

**INTERNET INTERDISCIPLINARY INSTITUTE (IN3)**

**Postgraduate:** Information and Knowledge Society (university master's degree) // **Doctoral Programme:** Information and Knowledge Society

**3- FACULTY****NEW FACULTY POLICY**

- » Inclusion of the figure of the joint lecturer
- » Definition of the new faculty induction and mentoring process
- » Recognition of the granting of sabbatical years
- » Measure of the academic dedication of faculty and specification of the assessment methodology of faculty research activity

## TEACHING ACTIVITY

- » Incorporation of UOC faculty into the six-year research recognition process
- » The AQU approved the teaching activity assessment methodology (as part of the DOCENTIA programme)
- » Application of the new UOC teaching staff accreditation system as private university faculty

Number of faculty	200
Number of doctors (as a percentage of faculty)	62.5%
Number of accredited professors (as a percentage of doctors)	66%
Number of theses read	11
Number of recognised research groups	12
Volume of scientific production	5M EUR

During the 2008-2009 academic year, faculty policy was updated with the figure of the joint lecturer, the induction plan, sabbatical years and the teaching activity assessment methodology.

## 4- ARTS AND HUMANITIES DEPARTMENT

### AXES

- » Adaptation to the EHEA
- » Inter-University Master's in Culture Management
- » Accreditation of faculty

### ACTIONS

#### THE CATALAN LANGUAGE AND LITERATURE, AND HUMANITIES DEGREES ADAPTED TO THE EHEA

The Degree in Humanities came into operation in September 2008 with over five hundred new students.

The ANECA approved the Degree in Catalan Language and Literature, scheduled for September 2009.

#### NEW INTER-UNIVERSITY MASTER'S DEGREE IN CULTURE MANAGEMENT

Together with the University of the Balearic Islands and the University of Girona, work was done on the design of the Inter-University Master's Degree in Culture Management scheduled for September 2009.

#### CREATION OF THE ARTS AND HUMANITIES DEPARTMENT

In March 2009, the Humanities Department and the Languages and Cultures Department merged into a single department, the Arts and Humanities Department, which is much more extensive and embraces all the courses in these areas.

### AWARDS AND RECOGNITIONS

- » Isidor Mari won the Jordi Domènech Prize for Poetry Translation for the translation of the book *Vents*, by Saint-John Perse.
- » Federico Borges won the 2008-2009 Teaching Innovation Award as manager of the LANGblog innovation project.

### DISSEMINATION ACTIVITIES

#### TEN YEARS OF CATALAN LANGUAGE AND LITERATURE

May 2009 saw a conference open to students, graduates, lecturers, temporary lecturers and management staff, based on research, to mark the celebration of ten years of this degree.

<http://10anysfilologia catalana.uoc.edu>

**"We are rolling out new studies to offer a wider and more integrated range of courses, on a stronger academic foundation. We are paying special attention to quality and adaptation of programmes to the EHEA, and to students' demands."**

Carles Sigalés, President's Delegate to the Arts and Humanities Department

**President's Delegate to the Department**> Dr Carles Sigalés | **Director of the East Asian Studies programme**> Dr Anna Busquets (to 14/02/2009), Dr Natàlia Cantó | **Director of the Catalan Language and Literature programme**> Dr Salvador Climent | **Director of the Languages programme**> Pauline Ernest | **Director of the Humanities programme**> Dr Glòria Munilla | **Faculty**> Dr Eduard Albar, Pau Alsina, Dr Marie Christine Appel, Dr Elisenda Ardèvol, Dr Nathalie Isabel Bittoun, Federico Borges, Dr Joan Campàs, Roger Canadell, Dr César Carreras, Alba Colombo, Dr Ona Domènech, Dr Begonya Enguix, Dr Josep Anton Fernández, Narcís Figueras, Dr Joan Fuster, Dr Olívia Gassol, Marc Gil, Muriel Gómez, Isaac González, Joseph Ellsworth Hopkins, Lluç López, Isidor Mari, Dr David Martínez, Dr Roger Martínez, Dr Francesc Núñez, Dr Antoni Oliver, Takako Ôtsuki, Dr Carles Prado, Dr Maite Puigdevall, Dr Joan Pujolar, Ana Rodríguez, Neus Rotger, Dr Laura Solanilla, Miquel Strubell, Dr Jaume Subirana, Dr Agnès Vayreda | **Department Administrator**> Gemma Carrera | **Programme Administration Staff**> Mónica Benhamou, Diana Grau, Pilar Miquela, Maribel Curadó | **Postgraduate Activity Administrator**> Rosana Verde | **Secretaries**> Cristina Magrinyà, Eva Galdón

The courses qualifications offered are on the teaching map on page 119.

## 5- INFORMATION AND COMMUNICATION SCIENCES DEPARTMENT

### AXES

- » Adaptation to the EHEA
- » Strategic plan for postgraduate programmes
- » Faculty assessment and international mobility

### ACTIONS

#### DEGREES: THE COMMUNICATION DEGREE AND THE INFORMATION AND DOCUMENTATION DEGREE APPROVED

Both new degree courses were offered as of September 2009, and for the next two years they will run alongside the existing second cycles of Documentation, Audiovisual Communication and Advertising and Public Relations.

##### Degree in Communication

This course trains the communicators of the twenty-first century: multi-skilled professionals, trained to carry out communicative projects in a range of media, with a broad and innovative perspective that includes persuasive, informative and expressive aims.

##### Degree in Information and Documentation

This course trains entrepreneurial and multidisciplinary professionals capable of capturing, structuring and facilitating the availability and use of information in the framework of the knowledge society.

#### POSTGRADUATE: NEW LINES OF DEVELOPMENT FOR THE COURSE OFFERINGS

The 2008-2012 Strategic Plan for Postgraduate Programmes plans to offer new postgraduate programmes in the following fields:

- » internet advertising
- » digital content innovation
- » multimedia and multiplatform production
- » television entertainment
- » information analysis and management

#### RESEARCH: KNOWLEDGE MANAGEMENT IN PHYSICS EXPERIMENTS

The Catalan government recognised the Knowledge and Information Management in Organisations (KIMO) research group, in which five lecturers from the department are collaborating, as an established group. This group won a project in the call by the National R&D Plan for a study into knowledge management in physics experiments by CERN.

### THESES

- » ROIG, Antoni (2008): *Cap al cinema col·laboratiu: pràctiques culturals i formes de producció participatives* (UOC).
- » LUPIÁÑEZ, Francisco (2009): *Internet, salud y sociedad. Análisis de los usos de Internet relacionados con la salud en Catalunya* (UOC).
- » LARA, Pablo (2009): *Estudio de la producción científica en Cataluña: metodología de análisis y resultados de 15 años de ciencia catalana* (Pompeu Fabra University).

## DISSEMINATION ACTIVITIES

### 42nd INTERNATIONAL FANTASY FILM FESTIVAL OF CATALONIA

The department organised a participative film workshop given by Finnish film director Timo Vuorensola, creator of one of the first feature-length films to be distributed freely on the internet (Star Wreck: In the Pirkinning, 2005).

**“The new degrees in Communication, and Information and Documentation are the platform for the innovative transformation of the University’s methodologies and contents in the new EHEA framework.”**

Lluís Pastor, Director of the Information and Communication Sciences Department

**Director of Studies**> Dr Lluís Pastor | **Director of the Advertising and Public Relations programme**> Dr Ferran Laluz | **Director of the Audiovisual Communication programme**> Dr Antoni Roig | **Director of the Documentation programme**> Dr Josep Cobarsí | **Faculty**> Dr Toni Aira, Dr Daniel Aranda, Dr Agustí Canals, Dr Victor Cavaller, Judith Clares, Dr Anna Clua, Eva Domínguez, Núria Ferran, Montserrat García, Dr Pablo Lara, Dr Àlex López, Dr Francisco Lupiáñez, Oriol Miralbell, Mireia Montaña, Dr Eva Ortoll, Dr Francesc Saigí, Dr Gemma San Cornelio, Dr Jordi Sánchez, Sandra Sanz, Sílvia Silvera, Dr Imma Tubella, Mercè Vázquez, Sandra Vilajoana | **Department Administrator**> Montse Aienza | **Programme Administration Staff**> Felisa Cabeza, Sandra Martínez, Inés Romeu | **Postgraduate Activity Administrator**> Adriana Vozzi | **Department Secretary**> Manoli Mansilla

The courses offered are on the teaching map on page 119.

## 6- LAW AND POLITICAL SCIENCE DEPARTMENT

### AXES

- » First year of the Law Degree adapted to the EHEA
- » Verification of the University Master’s Degree in Political Analysis
- » Internal quality assurance systems
- » Accreditation of faculty
- » Internet, Law and Politics Conference

### ACTIONS

#### DEPLOYMENT OF THE DEGREE IN LAW

September 2008 saw the start of the Degree in law adapted to the EHEA according to the scheduled calendar, which was well received by the students.

#### REPORT ON THE UNIVERSITY MASTER’S DEGREE IN POLITICAL ANALYSIS

During the first semester of the academic year, the Qualifications Commission appointed to this effect issued the report on this new university master’s degree in order to gain its approval.

#### INTERNAL QUALITY ASSURANCE SYSTEMS MANUAL

The Law and Political Science Department, together with the University Quality and Assessment group, submitted the Internal Quality Assurance Systems Manual to the AQU, in accordance with the AUDIT programme, so as to obtain accreditation.

## DISSEMINATION ACTIVITIES

### FIFTH INTERNET, LAW AND POLITICS CONFERENCE

The fifth of these conferences was held in July to analyse the impact of social networks on various areas of the law.

**“This academic year we deployed the courses adapted to the EHEA and set up the internal quality assurance mechanisms that will enable us to offer the students a better service.”**

Agustí Cerrillo, Director of the Law and Political Science Department

**Director of Studies**> Dr Pere Fabra (to 03/11/2008), Dr Agustí Cerrillo | **Director of the Political and Administration Sciences programme**> Dr Ana Sofia Cardenal | **Director of the Law programme**> Dr Agustí Cerrillo (to 03/11/2008), Dr Victor M. Sánchez | **Director of the postgraduate programme**> Miquel Peguera | **Faculty**> Dr Mikel Barreda, Dr Albert Batlle, Dr Ignasi Beltrán de Heredia, Dr Ana María Delgado, Dr Pere Fabra, Dr M. Rosa Fernández, Jordi García, Elisabet Grattí, Maria Jullà, Dr David Martínez, Marcel Mateu, Albert Padró-Solanet, Dr Miquel Peguera, Ismael Peña, Dr Marc Tarrés, Maria Blanca Torrubia, Dr Aura Esther Vilalta, Marc Vilalta, Mónica Vilasau, Dr Raquel Xalabarder, Dr Rosa Borge | **Department Administrator**> Diana Amigó | **Programme Administration Staff**> Gemma Gallifa, Anna Vilanova | **Postgraduate Activity Administrator**> Maggie Alonso | **Secretaries**> Marta Berduque, Isidoro Velasco

The courses offered are on the teaching map on page 119.

## 7- ECONOMICS AND BUSINESS STUDIES DEPARTMENT

### AXES

- » Adaptation to the EHEA (degree and postgraduate)
- » Research and innovation

### ACTIONS

#### OFFICIAL DEGREE QUALIFICATIONS ADAPTED TO THE EHEA

The Universities Council approved the degree courses submitted to the ANECA during the 2007-2008 academic year. This allowed the three scheduled degrees to be deployed as of September 2009:

- » Degree in Business Administration and Management
- » Degree in Marketing and Market Research
- » Degree in Tourism

In addition to this, the interdisciplinary Degree in Labour Relations and Employment was developed with the Law and Political Science Department and the Psychology and Educational Sciences Department, and the report was submitted to the ANECA.

#### POSTGRADUATE

- » The University Master’s Degree in Health and Safety was one of the ones selected by the AQU in a pilot trial to set the specifications for the procedure to draft the course monitoring report.
- » Work was done to adapt the Master’s Degree in Human Resources Management and Administration and the Master’s Degree in Economic and Financial Business Management to the EHEA.
- » There were proposals for two new university master’s degrees to extend generalist training of the degree courses: one on Management of Organisations in the Knowledge Economy and another on Analysis of the Economic Environment.

### THESES

- » MOTELLÓN, Elisabet (2009): *Ensayos en torno al modelo español de contratación temporal. Efectos del capital humano y del perfil empresarial* (UB).
- » BADIA, Marc (2009): *La localización de la actividad económica en Chile, 1890-1973. Su impacto de largo plazo* (UB).
- » SERRADELL, Enric (2009): *La cultura corporativa. Influència de la cultura en els resultats intangibles de les empreses. Una aplicació a la gran empresa catalana* (UB).
- » CABAÑERO, Carlos (2009): *Logística en red, flexibilidad, usos digitales y performance empresarial. Un análisis empírico de la empresa catalana* (UB).
- » BATALLA, Josep M. (2009): *La formació continua a Catalunya. L’e-learning com a instrument d’innovació a la formació en el lloc de treball. El projecte de Virt@aula de la Caixa* (UB).

### AWARDS AND RECOGNITIONS

- » Helena Chuliá won the 2008 doctoral theses award from the Foundation of the University of Cantabria for Study and Research of the Financial Sector and the award for the best research article at the UOC.
- » Enric Serradell won the award for the best doctoral thesis from the Catalan Accounting and Administration Association for his research into business culture.
- » Francesc González and the rest of the team comprised of Lluís Garay, Joan Miquel Gomis, Laura Lomolla and Oriol Miralbell won the award for the best teaching innovation project at the UOC.

## DISSEMINATION ACTIVITIES

#### LECTURES AND CONFERENCES

As part of the get-togethers with the students, the Department offers lectures on the various fields of economics and business. These lectures are the starting point for disseminating the knowledge that is generated in the Department. In addition, faculty take part in international conferences to transfer and update their knowledge.

“Teamwork allowed us to overcome one of the most significant challenges facing the department this year: defining the adaptation of the courses to the EHEA, while maintaining intense research and teaching innovation activity.”

Antoni Meseguer, Director of the Economics and Business Studies Department

**Director of Studies**> Dr Antoni Meseguer | **Director of the Business Sciences programme**> Dr M. Jesús Martínez | **Director of the Tourism programme**> Dr Joan Miquel Gomis | **Director of the Business Administration and Management programme**> Dr Ana Isabel Jiménez | **Director of the Market Research and Techniques programme**> Dr Elisabet Ruiz | **Director of the Labour Sciences programme**> Dr Lluís Alfons Garay | **Director of the Postgraduate Programme**> Dr Eva Rimbau | **Faculty**> Dr Fernando Alvarez, Gisela Ammeller, Dr Marc Badia, Dr Josep M. Batalla, Dr Carlos Fernando Cabañero, Dr David Castillo, Dr Helena Chulí, Pau Cortadas, Salvador Curet, Irene Esteban, Raquel Ferreras, Dr Pilar Ficapal, Dr Inés González, Dr Francesc González, Carolina Hintzmann, Dr Laura Lamolla, Dr Josep Lladós, Dr Elisabet Motellón, M. Carmen Pacheco, Cintia Pla, Dolors Plana, Dr Albert Puig, Dr Maria Pujol, Dr Ramon Ribera, Dr Inma Rodríguez, Dr Enric Serradell, Dr Joan Torrent, Dr Jordi Vilaseca, Marta Viu | **Department Administrator**> Patricia Noguera | **Postgraduate Activity Administrator**> Joan Manzanares | **Programme Administration Staff**> Victor Carballo, Laura Castillo, Mireia Flaquer, Maria Lozano, Vanesa Rodríguez | **Secretary**> Noemí García

The courses offered are on the teaching map on page 119.

## 8- IT, MULTIMEDIA AND TELECOMMUNICATIONS DEPARTMENT

### AXES

- » Adaptation to the EHEA
- » Accreditation of faculty
- » Consolidation of the postgraduate offer

### ACTIONS

#### THE MINISTRY OF EDUCATION APPROVED THREE DEGREES FROM THE IT, MULTIMEDIA AND TELECOMMUNICATIONS DEPARTMENT

- » The degree in Computer Engineering replaced the current foundation course in IT and the second cycle of Computer Engineering.
- » The foundation degree in Telecommunications will give way to the degree in Telecommunication Technologies. This new qualification provides the professional attributes needed by technical telecommunications engineers. It offers the chance to study one of the following specialisations: Telematics, Audiovisual Systems or Telecommunication Systems.
- » The Graduate degree in Multimedia, a UOC-specific qualification to date, gave way to a new official degree in Multimedia.

#### POSTGRADUATE AND UNIVERSITY MASTER'S DEGREES

- » The SAP Human Resources and SAP Sales postgraduate programmes, geared towards official certification, began.
- » The ICT Management, Computer Security and Business Intelligence programmes were consolidated.
- » The design process of the University Master's Degree in Multimedia Applications, Computer Engineering and Telecommunications Engineering continued.

### THESES

- » ARNEDO, Joan (2009): *Securing group based peer-to-peer systems* (UPC).
- » PRIETO, Josep (2009): *Caracterització i especificació basada en ontologies dels laboratoris virtuals en les enginyeries d'informàtica* (UOC).
- » VILAJOSANA, Xavi (2009): *Distributed Resource Allocation for Contributory Systems* (UOC).
- » CABALLÉ, Santi (2008): *A Computational Model for the Construction of Knowledge-based Collaborative Learning Distributed Applications* (UOC).
- » LAPEDRIZA, Àgata (2009): *Multitask Learning Techniques for Automatic Face Classification* (UAB).

### AWARDS AND RECOGNITIONS

Josep Prieto received the UOC's award for the best scientific article published in 2008.

### DISSEMINATION ACTIVITIES

#### CONFERENCES AND CONGRESSES

Faculty from the department attended the following events, among others:

- » Distance Mathematics Workshop in the Iberian Context
- » 27th International Conference on Conceptual Modelling (ER 2008)
- » 2nd Workshop on Methods and Cases in Computing Education
- » First course in Spain on service science: Service Science, Management and Engineering (SSME).

“The approval of the new official degrees in IT, Multimedia and Telecommunications will enable us to offer our students the complete spectrum of ICT qualifications with completely up-to-date contents.”

Rafael Macau, Director of the IT, Multimedia and Telecommunications Department

**Director of Studies**> Rafael Macau | **Director of the Graduate Degree in Multimedia programme**> Ferran Giménez | **Director of the Multimedia and Communication programme**> Dr Montse Gultert | **Director of the Foundation Degree in Management IT programme**> Josep Maria Marco | **Director of the Official Master's Degree in Free and Open-Source Software programme**> Dr David Megías | **Director of the Foundation Degree in Systems IT programme**> Dr Josep Prieto | **Director of the Computer Engineering programme**> Dr Daniel Riera | **Director of the Foundation Degree in Telecommunication, specialising in Telematics programme**> Dr Eugènia Santamaria | **Faculty**> Dr Ferran Adelantado, Dr Joan Arnedo, Dr David Bañeres, Dr Roser Beneito, Dr Santiago Caballé, Dr Jordi Cabot, Carlos Casado, Dr Robert Clarisó, Germán Cobo, Dr Jordi Conesa, César Pablo Córcoles, Dr Atanasi Daradoumis, David García, Dr Joaquim García, Dr Carles Garrigues, Ana Elena Guerrero, Isabel Guitart, Dr Maria Antònia Huertas, Dr Josep Jorba, Dr Àngel Alejandro Juan, Dr Àgata Lapedriza, M. Jesús Marco, Antoni Marin, Dr Joan Manel Marqués, Dr David Masip, Dr Javier Melenchón, Dr Julià Minguillón, Dr Enric Mor, Dr José Antonio Morán, Dr Adriana Ornellas, Dr Joan Antoni Pastor, Dr Antoni Pérez, Elena Planas, Laura Porta, Dr Helena Rifà, M. Àngels Rius, Maria Elena Rodríguez, Dr Marc Romero, Teresa Romeu, Dr Teresa Sancho, Jordi Serra, Montse Serra, Dr Llorenç Valverde, Dr Xavier Vilajosana | **Department Administrator**> Marta Borràs | **Postgraduate Activity Administrator**> Daniel Roman | **Programme Administration Staff**> Xavier Casado, Elena Giner, Montserrat Junyent, Paqui Martín, Juanjo Martínez, Pepi Pedrero, Montserrat Ricart | **Secretary**> Elena Giner

The courses offered are on the teaching map on page 119.

## 9- PSYCHOLOGY AND EDUCATIONAL SCIENCES DEPARTMENT

### AXES

- » Adaptation to the EHEA
- » Innovation
- » Accreditation of faculty
- » Debates on Education

### ACTIONS

#### FIRST YEAR OF THE DEGREE IN PSYCHOLOGY AND APPROVAL OF NEW DEGREE AND UNIVERSITY MASTER'S DEGREE PROGRAMMES

- » Start of the first year of the degree in Psychology.
- » The Social Education and Labour Sciences degrees were verified.
- » The Master's Degree in Education and ICTs (e-learning) and the Master's Degree in Teacher Training - Secondary Education, Language Teaching and Vocational Training (coordinated by Pompeu Fabra University) were approved.

#### THE TEACHING AND LEARNING PROCESSES, FOCUS OF INNOVATION

The focus of the department's innovation projects, funded by the AGAUR, were teaching and learning processes and skills in management, advice, intervention and initiation of research in educational environments, with special attention to the potential of ICTs in these fields.

### DISSEMINATION ACTIVITIES

#### DEBATES ON EDUCATION

In collaboration with the Jaume Bofill Foundation, the Debates on Education featured the presence of national and international education experts, most notably Zygmunt Bauman, Daniel Pennac, Julio Carabaña, David Hopkins and Robert Castel.

The aim of the Debates on Education is to raise awareness among the leading agents in the education community regarding the current and underlying issues that are considered to be key in relation to the challenges posed by the present education system. <http://www.debats.cat>

“During the 2008-2009 academic year, the activity of the department centred on expanding the course offerings in the field of education, on adaptation to EHEA parameters and, likewise, on fostering quality in teaching, research and innovation.”

Josep M. Mominó, Director of the Psychology and Educational Sciences Department

**Director of Studies**> Dr Josep M. Mominó | **Director of the Psychology programme**> Dr Mercè Boixadós | **Director of the Educational Psychology programme**> Dr Teresa Guasch | **Director of the Official Master's Degree in Education and ICTs (e-learning)**> Dr Albert Sangrà | **Faculty**> Llorenç Andreu, Dr Manuel Armayones, Dr Toni Badia, Dr Guillem Bautista, Dr Josep M. Duart, Dr Anna Espasa, Sergi Fabregues, Manuel Fernández, Dr Anna Gálvez, Dr Begoña Gros, Dr Benigna Gómez, Lourdes Guàrdia, Dr Noemí Guillamon, Dr Eulàlia Hernández, Dr Georgeta Ion, Dr Daniel López, Marcelo Fabian Maina, Dr Rosa M. Mayordomo, Julio Meneses, Dr Segundo Moyano, Dr Elena Muñoz, Dr Rubén Nieto, Dr Jordi Planella, Dr Modesta Pousada, Dr Diego Redolar, Dr Israel Rodríguez, Dr Beatriz Sora, Montse Vall-Ilovera, Dr Josep Vivas | **Department Administrator**> Marta Ferrusola | **Programme Administration Staff**> Felisa Cabeza, Lluïsa Costa, Eva Oller | **Postgraduate Activity Administrator**> Marga Franco | **Secretary**> Sandra Natale

The courses offered are on the teaching map on page 119.

## 10- INTERNATIONAL GRADUATE INSTITUTE

<http://iip.uoc.edu>

### AXES

- » Strengthen the lines of the present postgraduate areas
- » Open up new areas of knowledge
- » Reorganise and update the course offerings on the open programmes
- » In-company training

### ACTIONS

#### STRATEGIC PLAN FOR POSTGRADUATE DEVELOPMENT

Led by the academic management teams from the postgraduate areas, the strategic development plan for each of the postgraduate areas was established in line with the strategy of the department and the Vice President's Office, Postgraduate Studies and Lifelong Learning.

#### THREE NEW POSTGRADUATE AREAS OF KNOWLEDGE

- » The areas of National and Identity Studies, Islamic and Arabic Studies, and Food Systems, Culture and Society were created.
- » The courses on offer were increased by 30%.

#### ADAPTATION TO THE EHEA

- » The postgraduate offer adapted to the EHEA constituted 76% of the total.
- » The AQU approved the reports on the university master's degrees in Culture Management and Policy Analysis, completing the verification process. The two masters' degree courses began in October 2009 in their official mode and with an associated UOC-specific offer.

#### THE GLOBAL CAMPUS AND ATTRACTION OF TALENT

The UOC became positioned internationally and strategically with the inclusion of faculty of acclaimed international prestige, students from all over the world and the creation of new areas of knowledge taught in French and English: Islamic and Arabic Studies, and Food Systems, Culture and Society.

These new areas began in October 2009 on the Global Open Campus, which also included the Education and ICTs, Free Software, Doing Business, and Conflict Resolution programmes.

#### OBERTS.NET: OPEN NETWORK ONLINE

The UOC's open programmes were revised and improved to adapt them to the new EHEA framework and bring them into line with the present demand for open learning and lifelong learning.

#### COLLABORATION WITH THE CATALAN EMPLOYMENT SERVICE

The UOC collaborated with the Catalan Employment Service in setting up new online training aimed at unemployed people, where they could receive training and so improve their chances of finding work.

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Three new areas: National and Identity Studies, Islamic and Arabic Studies, and Food Systems, Culture and Society.

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### POSTGRADUATE AREAS OF KNOWLEDGE

#### GLOBAL EXECUTIVE EDUCATION

This provides the essential knowledge and content to develop the skills, attitudes and values of managerial work in organisations and is geared towards strategic and creative thinking at all organisational levels.

**Director of the postgraduate area**> Miquel Brugué

#### ECONOMICS AND BUSINESS STUDIES

This programme trains professionals so that they contribute value and actively participate in leading companies towards success with an international vision, and so that they are flexible and with an innovative mentality and skilled in the advantageous use of ICTs in carrying out their work.

**Director of the postgraduate area**> Dr Eva Rimbau

#### IT, MULTIMEDIA AND TELECOMMUNICATIONS

This programme trains professionals to lead the management and implementation of ICTs in organisations, with expertise in such areas as computer security and business intelligence, and awards them official certification to work in market-leading technological applications.

**Director of the postgraduate area**> Dr Robert Clarisó

#### COMMUNICATION AND INFORMATION

Aimed at looking in depth at the impact of ICTs in the sphere of communication and information, its aim is to train professionals from very diverse backgrounds in the fields of communication, journalism and information and knowledge management.

**Director of the postgraduate area**> Dr Jordi Sánchez

#### LAW AND POLITICAL SCIENCE

This programme provides the legal services, public administration and political analysis sectors with knowledge and skills and so allows them to re-evaluate their basic learning and adapt to a changing environment.

**Director of the postgraduate area**> Dr Miquel Peguera

#### LANGUAGE, LINGUISTICS AND TRANSLATION

This programme trains professionals in the areas of translation and language diversity management.

**Director of the postgraduate area**> Dr Josep Anton Fernàndez

#### ART, CULTURE AND SOCIETY

This area combines the courses focused on extending and refreshing general humanistic learning with the programmes aimed at training culture scholars and professionals while meeting the needs of the different groups interested in culture and training them to take on the new cultural challenges posed by contemporary society.

**Directora de área de posgrado**> Dr Laura Solanilla

#### PSYCHOLOGY AND EDUCATIONAL SCIENCES

This area contributes to discovering the function and use of ICTs in education and helps introduce ICTs as an element of change in educational and training institutions in terms of education, organisation and management.

**Director of the postgraduate area**> Dr Albert Sangrà

#### HUMANITARIAN COOPERATION, PEACE AND SUSTAINABILITY

Learning in the fields of development cooperation, sustainable life, conflict resolution and human rights, which provides people and organisations in the area of cooperation and solidarity with the necessary knowledge and resources to carry out their charity work.

**Director of the postgraduate area**> Dr Eduard Vinyamata

#### HEALTH SCIENCES

This programme consolidates the speedy evolution of professional profiles in this field, such as health centre planning and design, executive management of hospitals, health ICT systems, telemedicine and healthcare training project management.

**Director of the postgraduate area**> Dr José Esteban

## CITY PLANNING AND URBAN MANAGEMENT

A cross-disciplinary area that embraces different disciplines related to urban services management and learning aimed at attaining the suitable skills for the new professional profiles that are leading change in every field of the cities of the future.

Director of the postgraduate area> Dr Jordi Borja

## TOURISM

Aimed at training in public and private management of sustainable, innovative and quality services, it focuses on management in the restaurant industry, the hotel sector, leisure, services and intermediation.

Director of the postgraduate area> Dr Joan Miquel Gomis

## NATIONAL AND IDENTITY STUDIES

Provides the explanatory tools and professional skills necessary for the analysis and interpretation of national identities, nationalist political movements and the different national conflicts.

Director of the postgraduate area> Dr Agustí Colomines

## ISLAMIC AND ARABIC STUDIES

Provides the fundamental knowledge and skills about the complexities of the Islamic world with the aim of having elements and criteria with which to understand, interpret and read its political, social and economic realities.

Director of the postgraduate area> Dr Mustapha Chérif

## FOOD SYSTEMS, CULTURE AND SOCIETY

This programme analyses food from a holistic point of view: cultural and social, economic, legal and regional – local and global. This combination offers an opportunity to explore the relationships existing between historical, political, scientific, strategic and ethical considerations associated with the organisation of food and agricultural policy in the international sphere.

Director of the postgraduate area> Dr Francesc Xavier Medina

## INFORMATION SOCIETY (MASTER'S DEGREE)

The aim of this programme is to train specialists capable of taking on the challenges of the new organisation of society, as a result of the emergence of ICTs, and trains people in the fields of the new economy, the new forms of management of the Public Administration and the development of creativity associated with content creation.

Director of the postgraduate area> Dr Inma Rodríguez

The courses offered are on the teaching map on page 119.



## RESEARCH, TRANSFER AND INNOVATION

### 1- THE CROSS-DISCIPLINARY UOC

#### FOUR RESEARCH AND INNOVATION SPACES

Research and innovation at the UOC is primarily organised into four centres which complement the task carried out by the departments and administration areas of the University:

- » The Internet Interdisciplinary Institute (IN3) groups together interdisciplinary research into the information and knowledge society.
- » The Open Innovation Office promotes projects and practices to improve teaching, technology, organisation and management.
- » The eLearn Center was created in February 2009 to contribute to fostering research, innovation and training in e-learning.
- » The departments and administration areas that collaborate with these centres also carry out research and innovation in their own disciplines and areas of expertise.

Research and innovation at the UOC is organised into four areas: the IN3, the eLearn Center, research in the departments and the Open Innovation Office.

students graduated with the Advanced Studies Diploma	21
articles in scientific journals	117
contributions to conferences	246
projects	86
doctoral grantholders	28
books	23
doctoral theses	11

### 2- THE RESEARCH AND DOCTORATE SCIENTIFIC COMMITTEE

The UOC Research and Doctorate Scientific Committee is an independent body, created in 2002, which assesses the University's academic work, monitors the quality of the doctoral programme and advises the President on research strategy.

The Committee meets once every two years for two days in Barcelona with the aim of assessing the University's research and examining the evolution of the doctoral programme. The assessment and examination of the 2008-2009 academic year was conducted on 7 and 8 September at the headquarters of the IN3 in Castelldefels.

The Committee is made up of recognised scientists from a number of disciplines and countries. All of the members are prestigious university professors from all over Spain, Europe and the United States and are nominated by the President. These members are:

COMMITTEE
<b>PRESIDENT</b> Martin Carnoy, Stanford University
<b>MEMBERS</b> Betty Collis, University of Twente   William Dutton, Oxford Internet Institute   Jerry Feldman, University of California, Berkeley   Miguel Ángel Lagunas, UPC   Vicente López, Pompeu Fabra University   Robin Mansell, London School of Economics   Guido Martinotti, University of Milan   William J. Mitchell, Massachusetts Institute of Technology   Vicenç Navarro, Pompeu Fabra University   Marina Subirats, UAB   Xavier Vives, IESE Business School, University of Navarre   Rosalind Williams, Massachusetts Institute of Technology

[http://in3.uoc.edu/web/IN3/in3/qui\\_som/comissio\\_cientifica.html](http://in3.uoc.edu/web/IN3/in3/qui_som/comissio_cientifica.html)

The UOC Research and Doctorate Scientific Committee is an independent body that advises the President on research strategy.

### 3- THE DOCTORAL PROGRAMME

<http://in3.uoc.edu/web/IN3/doctorat/presentacion/presentacio.html>

#### THE MINISTRY OF EDUCATION RULES IN FAVOUR OF THE APPROVAL OF THE MASTER'S DEGREE IN THE INFORMATION AND KNOWLEDGE SOCIETY

In application of the temporary measures set out in Royal Decree 1393/2007, of 29 October 2007, in December 2008 the application was drafted for approval of the Official Master's Degree in the Information and Knowledge Society (abbreviated procedure), which constitutes the taught stage of the doctoral programme in the Information and Knowledge Society governed by Royal Decree 1393/2007.

The application for approval of the doctoral programme in the Information and Knowledge Society was filed in March 2009.

On 24 August 2009, after having first received a report in favour from the

National Quality Assessment and Accreditation Agency (ANECA), the Universities Council of the Ministry of Education ruled in favour of the application for approval of the master's programme.

#### REFORM OF DOCTORAL STUDIES

In harmony with the spirit of the European convergence process, the reform ensures quality and seeks to improve the doctoral studies and, ultimately, the research conducted at the University. The reform of the doctoral programme consists of:

- » A new curriculum and a new organisational model
- » The modification of the organisation of the programmes of the two previous curricula (the 2000 curriculum, deployed in accordance with Royal Decree 778/1998, of 30 April 1998, and the 2006 curriculum, governed by Royal Decree 56/2005, of 21 January 2005).

The new doctoral programme incorporates criteria, figures and procedures that ensure:

- » prior training in research and advanced knowledge of English;
  - » a collaborative and expert framework for the completion of the doctoral thesis;
  - » learning and research itineraries that meet the needs and interests of the students and contribute to the achievement of the knowledge and skills of the programme;
  - » a code of conduct linked to the doctoral studies;
  - » the continuous management, assessment and monitoring of the students' activity, and
  - » the coordination of the supervision and completion of the doctoral theses.
- Together with the modification of the previous doctoral studies, these elements make the following possible:
- » the retroactive application, as set out in Royal Decree 1393/2007, of 29 October 2007, of directives relating to the production, panel, viva voce and assessment of doctoral theses;
  - » the organisation, in compliance with this Royal Decree, of the process of termination of the doctorate curricula governed by previous regulations, and
  - » the harmonisation of the measures established between the University's different doctoral programme curricula.

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**11 doctoral theses examined during the 2008-2009 academic year.**

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#### 4- THE EDUCATIONAL MODEL: DYNAMIC, FLEXIBLE, ADAPTABLE

[http://www.uoc.edu/portal/english/la\\_universitat/model\\_educatiu/introduccio/index.html](http://www.uoc.edu/portal/english/la_universitat/model_educatiu/introduccio/index.html)

#### DYNAMISM, FLEXIBILITY AND DIGITAL SKILLS

The UOC educational model is dynamic and flexible. It has been designed to adapt and evolve constantly and in line with the evolution of the internet and the knowledge society. It is a model that guarantees that students learn in the same way as they work, communicate and entertain themselves on the internet.

In order to carry out learning activities, the focus of the educational model, students are provided three elements:

- » **Resources**> These comprise the necessary content, spaces and tools to carry out the learning activities and their assessment.
- » **Collaboration**> This is understood as the set of dynamic and participative activities that favour the joint construction of knowledge.
- » **Accompaniment**> This is the series of actions carried out by faculty to monitor the students and give them support in planning their work, completing activities, assessment and decision-making.

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**In order to carry out learning activities, the focus of the educational model, students are provided resources, collaboration and accompaniment.**

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#### 5- THE INTERNET INTERDISCIPLINARY INSTITUTE (IN3)

<http://in3.uoc.edu>

The Internet Interdisciplinary Institute (IN3) is the UOC research institute specialising in the network society and the knowledge economy

#### AXES

- » Quality of research
- » Attracting talent

#### ACTIONS

#### QUALITY AND PROFESSIONALISATION OF RESEARCH

- » With the internal call for resident researchers, UOC faculty are given the opportunity to devote themselves exclusively to a research project throughout an entire academic year. This way, the IN3 contributes to attracting institutional talent.
- » Thanks to the fellows programme, the research grant programme aimed at senior researchers from around the world, four research experts in e-learning, research and innovation have also been invited.

#### INTERNATIONAL KNOWLEDGE AND RESEARCH NETWORKS

- » The Knowledge Communities are associations between IN3 research groups and two or more research groups from other institutions, of which at least one is from an institution outside Spain, which conduct a scientific or innovation project in one of the Institute's study areas.
- » In the first call, the IN3 selected HAROSA (Hybrid Algorithms for Solving Realistic rOuting, Scheduling and Availability Problems), a knowledge community comprising the IN3 Distributed, Parallel and Collaborative Systems (DPCS) research group and a further eight research groups (six from Spanish universities and two from universities from further afield).

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**With the fellow and the Knowledge Community programmes, the IN3 promotes mobility and networking between researchers.**

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#### 6- THE eLEARN CENTER (eLC)

<http://elearncenter.uoc.edu/>

#### RESEARCH, INNOVATION AND TRAINING IN E-LEARNING

In December 2008, the Governing Council agreed on the creation of the eLearn Center (eLC), a UOC centre to contribute to fostering research, innovation and training in e-learning.

The eLearn Center was created with the aim of channelling and expanding the University's work in the field of education and ICTs, increasing the knowledge and expertise gained over its fifteen years of existence and promoting its dissemination, and national and international projection.

#### AXES

- » Research and innovate in e-learning
- » Foster good educational practices in the use of ICTs
- » Enhance training in e-learning with a diversified and quality course offering that incorporates research and innovation results and that thus aids its transfer.

#### AREAS OF KNOWLEDGE

- » Teaching and learning process
- » Educational organisation and management
- » Technological resources for learning

- 
- » **The aim of the eLearn Center is to channel and expand the University's work in the field of education and ICTs.**
  - » **The areas of knowledge of the eLearn Center are the teaching and learning processes, educational organisation and management, and technological resources for learning.**
-

## ACTIONS

### RESEARCH

#### The conceptual framework of e-learning

The programme on the temporal dimension of e-learning opens up a new line of research into the effect that e-learning has on time and how this manifests itself.

#### The conceptual framework of e-learning

With special emphasis on the case of the UOC, the definition of e-learning is studied from a theoretical point of view, after which different models and systems of practical application are studied.

#### The eLC and the New Media Consortium

These two centres are jointly producing a report on best practices in Latin America, the aim of which is to bring together the state of the question and the trends in the use of emerging technologies in higher education.

#### eLC Center fellows programme

Three international researchers joined after the first call of the eLC fellows.

### INNOVATION

The eLC seeks innovation in the collaborative production of knowledge, the assessment and regulation of the attainment of skills, and learning in immersive environments.

### TRAINING

#### Doctoral programme in e-learning

The doctoral programme in e-learning will support production of doctoral theses in the lines of work of the eLC and the training of future researchers.

#### Postgraduate programme in education and ICTs, e-learning and in-company training

The postgraduate programme in education and ICTs has been developed, a new internal training programme in e-learning for faculty started and in-company training in e-learning offered to higher education institutions in a number of countries.

## 7- RESEARCH, DEVELOPMENT AND INNOVATION ACTIVITY AT THE UOC

### THE AGAUR RECOGNISES AND VALIDATES RESEARCH AT THE UOC

The University and Research Aid Management Agency (AGAUR) officially recognised thirteen UOC research groups. Ten of the groups to receive the distinction are emerging groups. This way, the agency recognises the potential of the trajectory of its teams and spurs them on to gain further recognition in the next call.

Of the other three groups recognised as established, the Catalan government valued the work done over the last four years, the cohesion and convergence of their lines of research, the quality of the scientific publications and the knowledge dissemination activities.

### Ten of the thirteen research groups recognised by the AGAUR are classed as emerging.

### THE ABILITY OF THE TEACHING STAFF TO CONDUCT RESEARCH

Professional skills are improved through courses, training sessions and workshops, and through interaction with other researchers. Training is focused on drafting project proposals, the oral presentation of results, writing scientific texts and methodology.

### RDI SERVICES AND INFORMATION SYSTEM

The improvements are:

- » Adaptation of the internal procedures of calls for internal grants.
- » Approval of:
  1. the intellectual and industrial property rules for RDI activity;
  2. the rules on RDI activity under the collaborative system with contract, and
  3. the rules for other activities that require economic justification or that are carried out under the provisions of Article 83 of the Law on Universities.
- » Creation of the UOC research repository, which increases the visibility of the scientific production (<http://eprints.uoc.edu/research>).

### KNOWLEDGE TRANSFER

The UOC Research and Transfer Support Office (OSRT), created in September 2008, is the reference unit for fostering, managing and disseminating RDI activity. It is also the UOC's knowledge transfer engine.

The aim of the Knowledge Transfer Unit is to develop and implement the knowledge generation, protection and transfer strategy, and to start the procedure of drafting, discussion and approval of the rules on intellectual property and contracted research.

### RESEARCH STAFF SERVICES

During the academic year, the procedures that allow the services provided by the OSRT to research staff to be consolidated were optimised. These procedures take into account the University's new lines of RDI activity.

The new research structure allows the research grant programme to be personalised to offer specific grants in the relevant subject areas of the University's research centres and departments.

### Knowledge transfer at the UOC is channelled through the Research and Transfer Support Office.

## 8- INNOVATION AT THE UOC

Innovation is the indispensable mechanism for generating and managing new ways of teaching and learning at the university of the future.

## AXES

- » Foster innovation
- » Innovate in the latest trends in the use of ICTs in the educational field
- » Experiment with the most advanced technologies

## ACTIONS

### INNOVATION PROJECTS AND FACTORIA IDE@INNOVA

In order to provide support to emerging innovation through university activity, two internal calls for innovation projects were made aimed at the University's faculty and staff.

The Factoria Ide@innova was created to foster the creativity and innovation of the UOC administration staff, which bore fruit in twenty-three new ideas.

### MOTOR PROJECTS

Work was done on m-learning, serious games and knowledge networks, and work continued jointly with leading companies and institutions linked to the ICT sector and education.

#### m-Voice Learning

This is an online learning platform for mobile devices that applies a methodology based on active learning.

#### Lost in La Mancha

This consists of a Spanish course for foreigners based on a serious game and adapted for mobile devices.

### THE INNOVATION LABORATORY

This space has the most advanced devices in the fields of IT, audiovisual media and telecommunications. The laboratory allows the evolution of the internet to be experienced and the new uses that are created and established on it to be detected.

### THE INNOVATION FORUM

This is the benchmark space on the internet on the latest trends and evolution of ICTs. In the 2008-2009 academic year, four innovation forums were carried out on immersive spaces, innovation and entrepreneurship, rich internet applications and touch technology.

<http://www.innovauoc.org/foruminnovacio/en/>

- » Innovation is the indispensable mechanism for generating and managing new ways of teaching and learning at the university of the future.
- » M-learning, serious games and knowledge networks are new lines of exploration in educational innovation.
- » The innovation forums focus on immersive spaces, innovation and entrepreneurship, rich internet applications and touch technology.

## 9- UNESCO CHAIR IN E-LEARNING

<http://unescochair.uoc.edu>

### Equal opportunities in the knowledge society

#### AXES

- » Research, training and innovation in e-learning
- » Open social learning

#### ACTIONS

#### THE DIGITAL DIVIDE, FOCUS OF THE FIFTH INTERNATIONAL SEMINAR

Of note here is the experience presented by Sugata Mitra called The Hole in the Wall, which analyses self-organising systems, which are systems in which the structure is presented without direct intervention from outside – self-organised learning environments (SOLE) and technology at the service of teaching.

#### OPEN SOCIAL LEARNING

This is an emerging informal learning system which is the centre of interest of the Chair and will be the focus of the sixth international seminar.

#### LOOKING TO AFRICA

The Chair is looking to Africa to explore and detect gender-related initiatives.

#### RESEARCH, INNOVATION AND TRAINING IN E-LEARNING

The Chair is attached to the eLearn Center with the aim of aiding work and exchange in research, innovation and training in e-learning.

The UNESCO Chair in E-Learning focuses its interest on the analysis of e-learning systems.

## 10- LINGUAMÓN-UOC CHAIR IN MULTILINGUALISM

<http://multilingualismchair.uoc.edu>

#### AXES

- » Promote international cooperation between researchers and faculty
- » Analyse linguistic diversity in the context of globalisation
- » Create and disseminate knowledge and proposals that contribute to optimising the effects of multilingualism
- » Training in multilingualism

The aim of the Chair in Multilingualism is to promote, analyse, disseminate and train in linguistic diversity and multilingualism.

#### ACTIONS

#### TEACHING: LINGUISTIC AND CULTURAL DIVERSITY MANAGEMENT

Together with the UOC Languages and Cultures Department, new master's degree courses on linguistic and cultural diversity management were designed.

#### LANGUAGE ENGINEERING

During the academic year, the technology integration project for the creation of virtual multilingual communication spaces using machine translation was set up.

## RESEARCH: MULTILINGUALISM IN COMPANIES IN CATALONIA

The Catalan government, the Casa de les Llengües, the FUOC and the Linguamón-UOC Chair in Multilingualism developed the ELAN study in Catalonia. The first version of this study was presented in 2006 and was led by Professor Stephen Hagen for the European Commission. The general conclusion of the 2006 study is that European companies lose good opportunities to export their products due to the lack of language and intercultural skills.

The Linguamón-UOC Chair in Multilingualism is the result of the agreement between the Casa de les Llengües and the UOC and forms part of the University's Arts and Humanities Department.

## 11- THE VIRTUAL LIBRARY

<http://biblioteca.uoc.edu>

#### AXES

- » The e-resources search engine
- » The resource centre
- » Training
- » Document management

#### ACTIONS

#### RECOLECTA: OPEN-ACCESS RESEARCH

The UOC Library, together with the Spanish University Library Network (REBIUN) and the Spanish Foundation for Science and Technology (FE-CyT), took part in the development and improvement of the Recolecta portal (the open-access science harvester). The aim of this is to promote the open-access publication and dissemination of the research work that is conducted at the different academic institutions in Spain.

#### THE RESEARCH RESOURCE CENTRE (CR2)

The Library provides access to the research document collection and document searches linked to UOC research work.

45% of the documents in the Library's repository are digital.

#### TRAINING

The 2009-2012 Training Plan provides a response to the information skills training needs defined in the Library's 2008-2012 Strategic Plan, in accordance with EHEA guidelines.

#### DOCUMENT MANAGEMENT

The UOC Library forms part of the leading platforms for debate on document management, including the European Librarians and Learning Support Sharing Ideas blog (<http://ellsi.wordpress.com/>), fostered by the EADTU working group, and the M-Libraries international conference.

The axes of the Virtual Library in this academic year were the resource centre, training and document management.



## COMMUNICATION AND DISSEMINATION OF KNOWLEDGE

### 1- THE UOC ON THE WEB

#### AXES

The 2008-2009 academic year saw the roll-out of the new UOC portal, released in December 2007. The projects that have been carried out provide the UOC with a solid web infrastructure and afford a qualitative leap in line with:

- » the University's strategic axes: cooperation, communication, cross-disciplinarity, flexibility, mobility and quality;
- » open-access support policies, and
- » adaptation to the European Higher Education Area.

**BOLOGNA**

To coincide with the start of the first year in which the degrees adapted to the European Higher Education Area were taught, the Bologna website was updated. This new site allows any user to follow the UOC's process of adaptation to the EHEA.

<http://eees.uoc.edu>

**UOC TEACHING AND RESEARCH TEAM WEBSITE**

The academic information files of the teaching and research team, accessible from the directory of people, allows independent and multilingual management of their CVs and is connected with the rest of the University's information repositories.

**LA UOC 2.0**

Through the UOC 2.0 section of the UOC portal, it is possible to access:

- » Twitter: [www.twitter.com/UOC\\_university](http://www.twitter.com/UOC_university)
- » Facebook: [www.facebook.com/UOC.universitat](http://www.facebook.com/UOC.universitat)
- » Flickr: [www.flickr.com/photos/uoc\\_universitat](http://www.flickr.com/photos/uoc_universitat)
- » Netvibes: [www.netvibes.com/uoc\\_eng](http://www.netvibes.com/uoc_eng)
- » YouTube: [www.youtube.com/UOC](http://www.youtube.com/UOC)
- » Del.icio.us: [www.delicious.com/UOC\\_University](http://www.delicious.com/UOC_University)
- » UOC - networked knowledge: <http://net.uoc.edu>

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- » **The UOC portal is open and participative, in line with the European Higher Education Area guidelines.**
  - » **In July 2009, the UOC portal received visits from 463,206 users.**
  - » **The Bologna site received 435% more visitors than in 2008.**
  - » **The UOC channels on the main 2.0 web services have 2,168 followers.**
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**2- INSTITUTIONAL AND ACADEMIC JOURNALS****WALK IN, THE UOC'S NEW INSTITUTIONAL COMMUNICATION JOURNAL**

January 2009 saw the creation of Walk In, the new design and new conceptualisation of Món UOC. It is a quarterly, multilingual (Catalan, Spanish and English) journal, which is published digitally and on paper, aimed at accompanying readers in the transformation towards the knowledge society. It seeks to be the meeting point of the whole UOC community and to contribute to improving people's level of knowledge about the University.

The first three issues covered current affairs such as Barack Obama becoming president of the United States, young people and education in times of uncertainty, and renewable energies.

<http://walkin.uoc.edu>

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**ACADEMIC E-JOURNALS**

The central themes of the UOC's academic e-journals in the 2008-2009 academic year revolved around the effects of ICTs on the information society as seen by the University's departments.

- » Issue 8 of Artnodes analysed locative media and artistic practices.
- » The dossier in issue 11 of *Digitum*, the humanities journal, reflected on communication from an ethnographic point of view.
- » In the field law and political science, issues 7 and 8 of IDP looked at the legal and political implications of the web 2.0, and the open-source software and public administration binomial.
- » *Mosaic*, the journal on multimedia technology and communication, looked at the link between the professional world and published experiences, articles and interviews on new practices, new tools and new concepts in today's multimedia and audiovisual sector.
- » RUSC, in its two issues in the 2008-2009 academic year, looked at digital culture, creative practices and quality assessment in university teaching.

- » Issue 9 of UOC Papers focused on collaborative work and networks in the knowledge economy, urban planning and web science.

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**The UOC's academic journals appear in leading academic and research reference databases and directories.**

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**3- LLETRA, CATALAN LITERATURE ON THE INTERNET**

<http://www.lletra.net>

The LletrA project, devoted to the study and dissemination of Catalan literature on the internet, consolidated its mission of becoming the central node of knowledge for Catalan literature on the internet and was updated from top to bottom in order to offer new web pages that are increasingly more social, collaborative, multimedia and mobile.

**A USER-BASED GRAPHIC AND TECHNOLOGICAL UPDATE**

With a design focused on the user, the authors and works portal was updated with new features that aid syndication, and increased presence of multimedia content and mobility (interface for mobile devices and e-book content).

**SOCIAL NETWORKS AT THE SERVICE OF LEARNING AND LITERARY KNOWLEDGE**

The synergies with the UOC Catalan Language and Literature Department and those of other Catalan universities helped give form to the new participation space, *offlletrA*, where the collaborators are primarily university students.

**INNOVATION-BASED: THE COLLABORATIVE HYBRID WEB APPLICATION (MASHUP) TOPOBIOGRAPHIES OF THE CATALAN EXILE**

This new teaching tool, which went online in April 2009, enables us to construct collaborative knowledge in university classrooms (UOC, UB and URL) based on the geo-localisation of biographic and cultural itineraries of the Catalan exiles of 1939.

**INTER-INSTITUTIONAL COLLABORATION AT THE SERVICE OF THE CATALAN LITERARY INTERNET**

The agreement established with the Ramon Llull Institute and the Institute of Catalan Arts has enabled the posting online over a hundred pages on authors and works in Catalan, Spanish and English. Together with other institutional alliances, LletrA organised the ninth award for the best literary website and started up the first award for the best literature blog.

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- » **LletrA received an average of 1,535 visits a day.**
  - » **LletrA incorporates the trends of an increasingly more social, collaborative, multimedia and mobile internet.**
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**4- EDITORIAL UOC**

<http://www.editorialuoc.cat>

**ACCIÓN CULTURA: A NEW COLLECTION ON CULTURE MANAGEMENT**

Under the leadership of the UOC's Master's Degree in Culture Management, Editorial UOC started this new collection, which currently offers two series: Museums and Heritage, and Cultural Tourism.

**NIBERTA: A NEW NON-FICTION IMPRINT**

This imprint aims to offer a window onto current affairs, reflection, the world of science and social intervention, in particular. Niberta has two collections: Cuadernos Livingstone and Serie Major.

**CAMPUS PER LA PAU, QUADERNS DE L'ICA AND CUERPOS QUE CUENTAN**

These are the three new collections that have been started in collaboration with other institutions. The *Campus per la Pau* collection has been created jointly with the UOC; *Quaderns de l'ICA*, with the Catalan Anthropology Institute, and the *Cuerpos que Cuentan* collection with the UAB.

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**Editorial UOC has become the benchmark publisher for university manuals in the Catalan and Spanish market.**

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## STUDENTS AND ALUMNI

### 1- THE UOC AND ITS STUDENTS

#### AXES

- » Accompaniment of the students in the process of adaptation to the EHEA
- » Steering plan for UOC student services
- » Expansion and improvement of complaints service
- » Preparation of the UOC services for Global Campus students

#### ACTIONS

#### INFORMATION ABOUT ADAPTATION TO THE EHEA

The UOC has been informing students about the process of adaptation to the EHEA with newsletters, news updates, adaptation of the secretary's office, explanatory videos, etc. It also redesigned and improved the contents of the Virtual Campus EHEA information section, which receives an average of 3,000 visits a month.

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**The Virtual Campus EHEA information section receives an average of 3,000 visits a month.**

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#### THE EHEA ADAPTATION SIMULATOR

The simulator shows what the students' academic transcript will look like when adapted to the EHEA.

#### THE SERVICES STEERING PLAN

The Services Steering Plan was drafted on the basis of quantitative studies (surveys) and qualitative studies (group meetings) involving students. Students' opinions allow for detection of the importance and priority of the University's services and show opportunities for improvement.

#### COMPLAINTS SERVICES CENTRALISATION, EXPANSION AND IMPROVEMENT

The information architecture and internal processes were improved so that students can show their dissatisfaction simply and intuitively. In the same vein, the complaints service for postgraduate students was designed, which is scheduled to come into operation in 2010. During the 2008-2009 academic year, the UOC received a total of 149,371 requests, of which 3,643 were complaints.

#### GLOBAL CAMPUS

The catalogue of specific student services for the postgraduate courses offered in English was drawn up. The services on offer include a specific postgraduate service, within the Global Campus, that allows for better identification of problems with these students so they can be resolved more quickly.

#### PARTICIPATION

The UOC reviewed the virtual participation areas available to students on the Virtual Campus with the aim of increasing them. At present, there are almost 500 active forums maintained by members of the university community.

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**With the simulator, students can see what their transcript will look like after adaptation to the EHEA.**

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## IN THE WORDS OF THE STUDENTS

"What I value most is listening to the experience and opinion of people of different nationalities who work in different countries and environments; half of what you learn comes from the fact of sharing these experiences."  
Suzanne Belliveau, Food Security student.

"When I started using the Virtual Campus, I felt that it was nowhere in the universe, but when you start browsing, you see that it's really fun. I couldn't stop trying out the website to see what was new when I was on the computer."  
Mustafa Memişoğlu, Global Management student.

"For me, the UOC has been an exceptional discovery. At first it was only the possibility of being able to study at home that attracted me, now I'm truly 'hooked'. And if that wasn't enough, if it lacked warmth, we've been able to establish friendship with other people that have opened up forums just to chat, just to enjoy a good conversation. Frankly, I love it."  
Lola Garcia, @theneaum student.

"I did the simulation of what my transcript would be like if I went to the Degree in Marketing and Market Research; it was very easy and convinced me."  
Aina Casanovas, Degree in Marketing and Market Research student.

### 2- ALUMNI, THE GRADUATE COMMUNITY

#### AXES

- » Foster the graduate network
- » Offer a professional careers service
- » Provide lifelong learning

#### ACTIONS

#### ANNUAL ALUMNI GET-TOGETHER

With over 250 participants, the first annual UOC Alumni get-together was held. Present were President Imma Tubella and Gabriel Ferraté, former President and founder of the UOC.

#### NETWORKING IN THE REGION

With the aim of generating networking among graduates, Alumni get-togethers were maintained and intensified at different points in the network of UOC centres throughout Spain.

#### VIRTUAL COMMUNITY PILOT TRIAL

The trial consisted of opening a wiki, forums and social bookmarks on the Campus, enabling participation and knowledge sharing. It lasted two months and was part of Professor Howard Reinghold's virtual communities project.

#### PROFESSIONAL CAREERS SERVICE

The aim is to offer and provide UOC students and graduates with the tools and resources for them to develop the necessary abilities and skills to be able to manage their professional career, in both the short and long term, and evolve professionally in a highly changing business environment throughout their professional lives.

This guidance allows companies to optimise the selection process, as they are able to have an efficient source of recruitment, with guarantees of qualified candidates both technically and in terms of skills.

#### TRAINING IN COMMUNICATION, LEADERSHIP AND EMOTIONAL INTELLIGENCE

Communication, leadership and emotional intelligence are some of the cross-disciplinary skills that may be of interest to graduates irrespective of the course they took. They complement the education they have received and are highly useful in people's professional and personal lives.



## IN THE WORDS OF THE GRADUATES

"Alumni, a space where graduates can develop their professional knowledge."

**Joan Tort**, Arts and Humanities graduate.

"I hope we can carry on with the social network that is the UOC."

**Mària Alba Pellejà**, Information and Knowledge Society doctoral programme graduate.

"I want to carry on being linked to the UOC."

**Núria Rieradevall**, Psychology and Educational Sciences graduate.

"Alumni, a network for professional relationships."

**Josep Maria Roca**, Law and Political Science graduate.

"I hope that UOC Alumni is a meeting point for all graduates."

**Jaume Guinot**, Psychology and Educational Sciences graduate.

"A space to carry on learning."

**José Luis García**, Economics and Business Studies graduate

"Now, when everyone is talking about social networks, Alumni is a good initiative."

**Josep Maria Valero**, Economics and Business Studies graduate.

"I'd like Alumni to be a way in to the UOC."

**Eduard Plana**, Economics and Business Studies graduate.

"A place to network."

**Ignasi Alcalde**, IT, Multimedia and Telecommunications graduate.

"We graduates have a special profile. Let's use it."

**Mària Teresa Costa**, Arts and Humanities graduate.

"A network for contacts and knowledge."

**Juan José Boté**, IT, Multimedia and Telecommunications graduate.

"UOC Alumni can help us continue to progress professionally."

**Mariló Rios**, Psychology and Educational Sciences graduate.

"I hope that UOC Alumni really is a group of former students."

**Francesc Guàrdia**, Psychology and Educational Sciences graduate.

"We want to learn and that's why we're here."

**Neus Flores**, Information and Communication Sciences graduate.

"We can help ourselves for our future professional experience."

**Núria Miranda**, Law and Political Science graduate.

"I want to continue my education and create a network of contacts."

**M. José Arnal**, Tourism graduate.

"I hope it gives the UOC an impetus in matters of master's degrees, lifelong learning and postgraduate courses."

**Ramon Ruiz**, Economics and Business Studies graduate.

"UOC Alumni will help disseminate the prestige of the UOC and its graduates."

**Ignasi Buyreu**, Economics and Business Studies graduate.



## UNIVERSITY AND BUSINESS

### 1- THE UNIVERSITY-BUSINESS PROJECT

The aim of this is to bring the University into closer contact with the economic fabric of Catalonia and to contribute to the improvement of the competitiveness of companies through the catalysing of networks of homogeneous SMEs that develop cooperative training and innovation strategies.

#### ICTs IMPROVE THE COMPETITIVENESS OF SMEs

This academic year saw the running of the strategic development programme for SMEs in the Bages area using ICTs. This is a collaboration project between the University and business driven by the metal industry as the powerhouse, which is of great importance to the region.

The project consisted of the roll-out of a dissemination and awareness plan on the contribution of ICTs in improving the competitiveness of SMEs and the running of a blended ICT skills development programme aimed at workers in companies in the Bages area.

This strategic and innovative project was fostered by the UOC, the Manresa Chamber of Commerce, the Lacetània Foundation-Practical Training Centre and the Catic Foundation. It was subsidised by the Catalan Department of Employment and Department of Innovation, Universities and Business and co-financed by the European Social Fund. It also had the collaboration of the Catalan Secretariat for Telecommunications and the Information Society.

### 2- UOC ASSOCIATE COMPANIES AND INSTITUTIONS

[http://associated\\_companies.uoc.edu/](http://associated_companies.uoc.edu/)

#### AXES

- » Bring the UOC into closer contact with the current business and professional reality
- » Involve companies in the UOC's process of adaptation to the EHEA
- » Increase the number of collaboration projects between the University and the business world
- » Approach new professional groups

#### ACTIONS

#### ANNUAL GET-TOGETHER

The new postgraduate and university master's degree programmes of the Economics and Business Studies Department, the IT, Multimedia and Telecommunications Department and the Health Sciences postgraduate area of knowledge were presented with the aim of gathering opinions and suggestions from the representatives of the associate companies attending the get-together.

The same event saw a debate on the necessary changes and adaptations to make way for the EHEA, and analysis of the effects on the internal training and development processes of companies and their relationship with universities.

#### COLLABORATION PROJECTS BETWEEN THE UNIVERSITY AND BUSINESS

Six training, research and innovation projects are being conducted thanks to the collaboration between the UOC and the business world:

- » **SUMA Project with Tecsidel: innovation in e-learning methodologies**
- » **Psychology practicals at Hospital Sant Pere Clavé**  
The UOC advised on the implementation of technologies that improve care, such as the creation of virtual networks for treating teenagers.
- » **La Patum de Berga Virtual Museum**
- » **Postgraduate Programme in Innovation in Audiovisual Content Creation**

With the Digitalent Foundation, the UOC Information and Communication Sciences Department created a new postgraduate audiovisual innovation programme that aims to look in depth at the latest trends in audiovisual content creation in order to stimulate interest in innovation and creativity.

- » **Postgraduate programme in Urban Commerce Management and Planning**

The UOC and Barcelona Provincial Council's Department of Commerce developed the first Master's Degree Course in Urban Commerce Management and Planning to study, analyse and research urban commerce.

- » **Postgraduate course with SAP and AUSAPE**

The Business Information Warehouse (BIW) training programme was run for a second time and the course offerings increased, with courses on Human Capital Management, and Sales and Distribution.

#### APPROACHING NEW PROFESSIONAL GROUPS

The UOC opened the network of associate companies to the institutions that represent them and bonds were created with professional associations and guilds. This allows the UOC to find out about their training needs and work on them individually with the aim of agreeing on custom services and provisions that foster the e-learning of their professionals.

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**Training, research and innovation are the axes of the collaboration projects with the business world.**

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### 3- IN-COMPANY TRAINING

#### AXES

- » In-company training and projects with other companies and institutions
- » Dissemination of the UOC's in-company training experiences

#### ACTIONS

#### UOC-SOC E-LEARNING PROJECT

The UOC collaborated with the Catalan Employment Service (SOC) in setting up a new branch of e-learning aimed principally at unemployed workers.

The UOC-SOC e-learning programme offers a broad range of online training possibilities whereby a significant number of people can receive training and improve their options when looking for work.

The UOC-SOC e-learning programme began in June and offers over fifty courses grouped in a number of fields, including social health care, languages, business, tourism and digital skills.

#### TRAINING FOR PROFESSIONAL ASSOCIATIONS

The collaboration with the Barcelona Bar Association (ICAB) signed in the 2007-2008 academic year led to the start-up of pilot in-company training programmes for its members.

A new collaboration project began in June with the Barcelona Commercial Agents Association (COACB) to train commercial agents.

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**The UOC and the Catalan Employment Service set up a new branch of e-learning aimed principally at unemployed workers.**

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