



# Transforming Higher Education in the Digital Age

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Academic year 2023/2024



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Academic year 2023/2024

## More than 25 years of experience

 **87,150**  
STUDENTS, WHO LIVE IN  
132 COUNTRIES


 **700**  
PROGRAMMES  
TAUGHT

 **7**  
FIELDS OF  
KNOWLEDGE

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

## Happy graduates

 **113,500**  
GRADUATES

 **85%**  
WOULD CHOOSE THE  
UOC AGAIN

## 100 % online

 **115,284**  
ONLINE FINAL TESTS

**11,814**  
VIRTUAL CLASSROOMS

## Transdisciplinary research

 **610**  
RESEARCHERS

 **+50**  
RESEARCH GROUPS

## International recognition

**1st**  
ONLINE UNIVERSITY  
IN RESEARCH \*

**1st**  
ONLINE UNIVERSITY IN  
IBERO-AMERICA \*\*

**Top 150**  
AMONG THE WORLD'S  
BEST YOUNG  
UNIVERSITIES \*\*

\* 2023 CYD Ranking

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

Figures from the 2023/2024 academic year

# Contents



# 01

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## A university leading the way

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



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

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

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

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



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



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

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

Throughout these almost 30 years since then the progress made by the knowledge society has set a series of global trends, such as digitalization and the increase in demand for lifelong learning. The COVID-19 pandemic has imbued the UOC's mission with new meaning and urgency.





# What makes the UOC different?



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

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



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

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



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

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



Transforming Higher Education in the Digital Age | A cutting-edge university setting the standard



## 02

# A university with a 100% online learning method

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



Universitat  
Oberta  
de Catalunya

# A unique educational model

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

## Learning resources

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

## Learning by doing

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

## Student-centred

The UOC's methodology combines learning activities and projects, customized teaching support, and teamwork. The students set their own pace in accordance with their needs, which lets them balance their personal life, and family and work commitments.

## Competency-based assessment

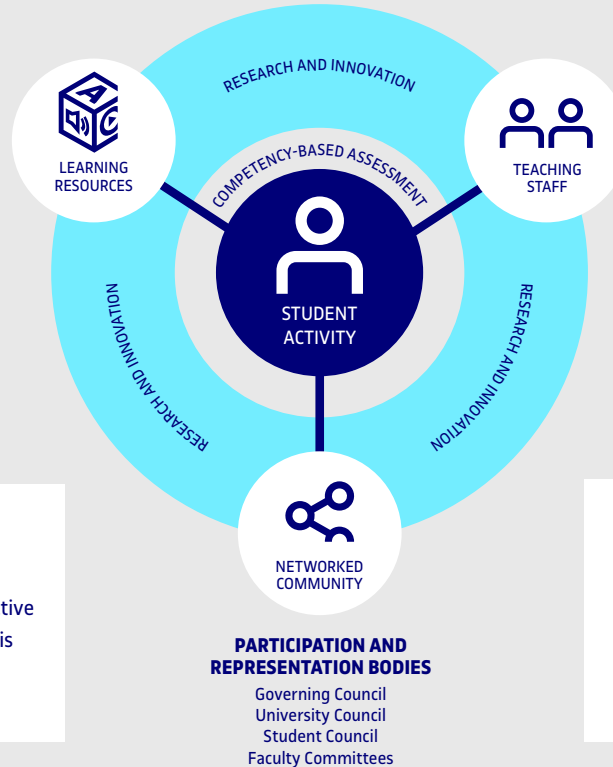
The model assesses the acquisition of competencies. The student continually receives feedback to monitor their progress and facilitate learning.

## Teaching support

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

## The Virtual Campus

This is home to the virtual classrooms and learning spaces in which the entire university community – students, the teaching team, research staff and administrative staff – interact with each other.



# Student support



## Teaching and research staff

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

## Adjunct instructors

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

## Course instructors

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

## First-year tutors

They provide initial guidance for bachelor's degree and vocational training students in their first two semesters to ensure their adaptation to the UOC's pedagogical model.

## Follow-on tutors

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

## Careers advisors

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

# Moving assessment tests online

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

In the the 2019/2020 academic year, the pandemic made it necessary not only to switch the 30,000 tests (for 1,400 courses) to an online format, but also to do so in record time. This key process was one of the last in the university to be mostly on-site.

This change means that students' time at the UOC can be wholly online, from the start of their courses to their assessment with the exception of internships, which may be carried out in companies and institutions at home or abroad, on site or in a hybrid or remote format.

# The new Canvas classroom



The 2023/2024 academic year will be a very significant milestone for the university: most of the programmes we offer will be teaching with the new Canvas learning environment. It is a more modern, powerful, easy-to-use and flexible environment, which will guarantee the evolution of the UOC's educational model.

# With the Library's support

The UOC Library offers thousands of materials selected for their quality and their relevance to the University's fields. It was created digitally in 1995 and has consolidated an online collection that is available 365 days a year. Almost 5 million materials are downloaded every year.

**581.231**

BOOKS  
AND MAGAZINES  
AVAILABLE FOR  
THE UOC COMMUNITY

**164**

DATABASES

# A growing team



\* Figures for 31 December 2022. \*\* Figures from the 2022/2023 academic year.

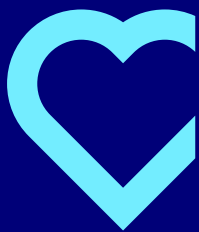
# An internationally accredited learning model

The UOC's programmes and courses have been accredited by national (AQU, AQU-AUDIT, Spanish Universities Council) and international (UNWTO, TedQual and Euro-Inf) quality seals. The UK's *Times Higher Education* journal ranks the UOC among the world's leading 600 universities, and the only online university from Spain.

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

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

Certification of the IQAS ensures that the system is implemented and deployed at the centre – in this case, throughout the University – and that it is fit for the purpose of assuring the quality of the programmes taught at the UOC. **Certification of the IQAS has led to institutional accreditation during the academic year 2021/2022**, which makes it possible to accredit all the University's official bachelor's and master's degree programmes for a period of six years, which can be extended for equal periods upon submission to an external assessment process.



# 03

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## A university open to all

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



# Profile of UOC students

Figures from the 2022/2023 academic year

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

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

 **113,000**  
GRADUATES

 **87,150**  
STUDENTS

**59%**  
WOMEN

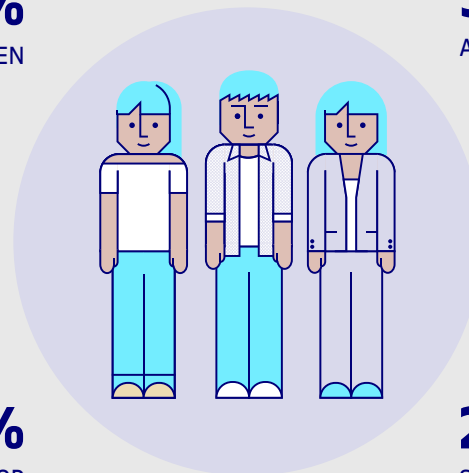
**90%**  
STUDY AND WORK AT  
THE SAME TIME

**70%**  
ARE STUDYING FOR  
PROFESSIONAL  
IMPROVEMENT

**68%**  
WORK IN THE PRIVATE SECTOR

**38%**  
AGED 25-34

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

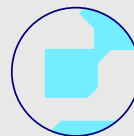


**2,346**  
STUDENTS WITH DISABILITIES

**2,346 people certified with disability levels of 33% or above were studying at the UOC in the 2022/2023 academic year. We are one of the leading universities when it comes to the number of disabled students enrolled.**



**55,800+**  
IN CATALONIA



**31,600+**  
IN SPAIN  
(excluding Catalonia)



**5,700+**  
IN THE REST OF THE  
WORLD

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

These figures do not include UOC Corporate students



04

## A university that provides lifelong learning

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







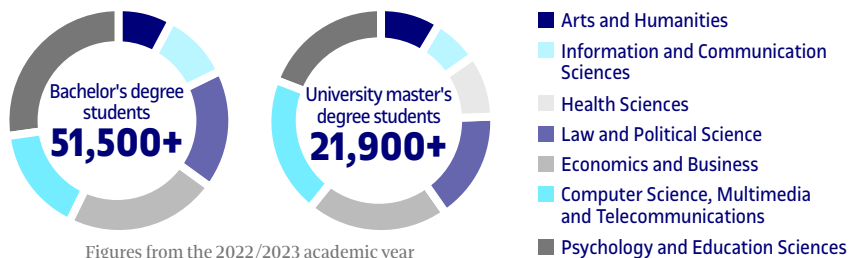
# A range of study options in touch with future professions

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

The catalogue of official programmes for the 2023-2024 academic year included 28 bachelor's degrees, 53 master's degrees and 8 doctoral programmes, all accredited by quality agencies and in line with the standards of the European university system. It also included UOC-certified master's degrees, UOC-certified postgrad-

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

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



Figures from the 2022/2023 academic year



45  
SEMINARS

# Solutions to open up professional prospects

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

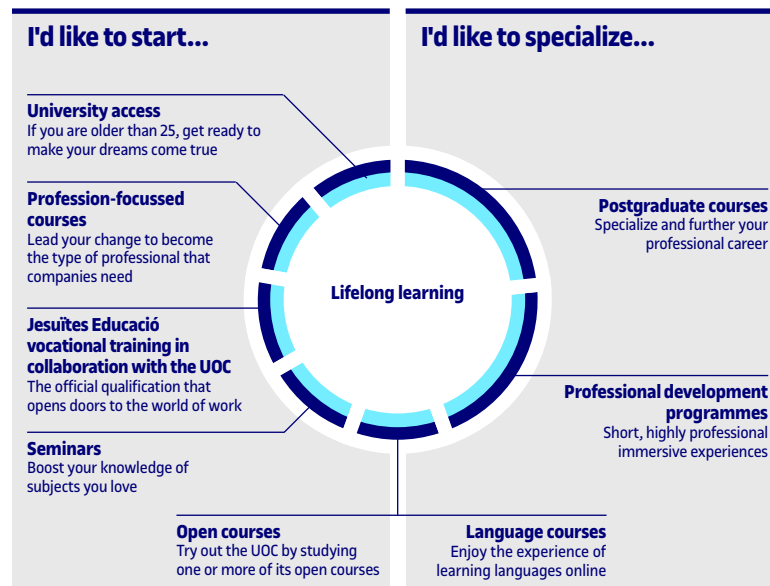
Examples include the university entrance exam preparation course for students over 25, language courses, continuing development programmes and the UOC's partnership with the Jesuïtes Educació Foundation's online vocational training project.

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

## Developing professional skills

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

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



## Driving professional change

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

## Learning for professional growth

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



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# New programmes for the 2022/2023 academic year

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



05

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

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



# Conducting research for the digital transformation of society

A university should be an open forum that encourages dialogue and the creation and exchange of knowledge. Accordingly, the UOC strives to ensure that the knowledge it generates through research is open to everyone, has the greatest possible impact, and enables us to make faster progress towards sustainable development. In October 2022 the UOC opened a new research building in Barcelona's 22@ district.

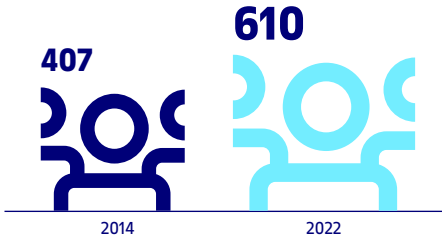
- Open Evidence
- Care Respite
- Immersium Studio
- Xatkit
- Smart Classroom Project

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



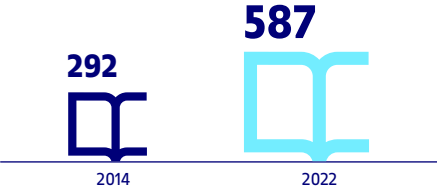
# Growth of the UOC's research (2014-2022)

## Teaching and research staff

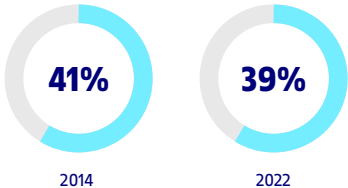


## Scientific articles

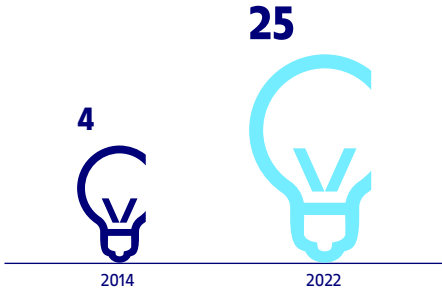
Number of indexed scientific articles



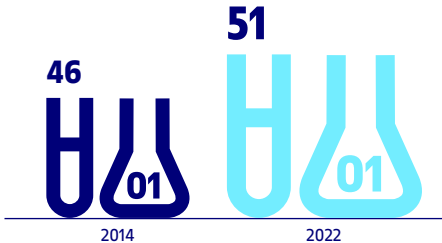
International collaboration



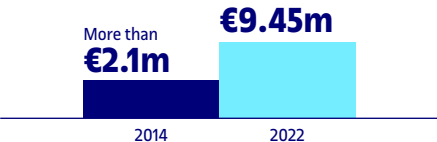
## Patents



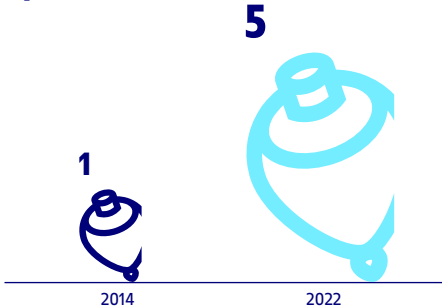
## Research groups



## Research funding secured



## Spin-offs



# Research and innovation centres

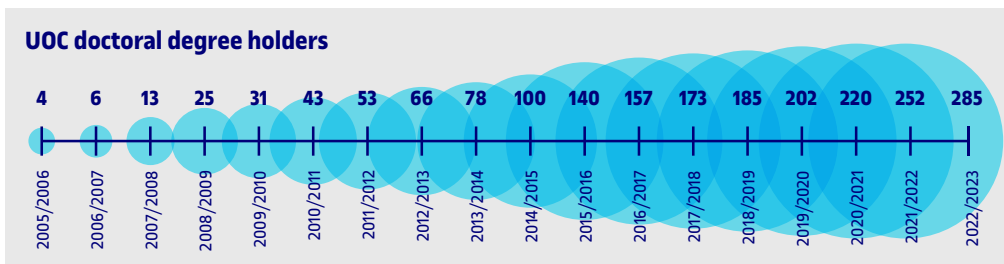
## Internet Interdisciplinary Institute (IN3)

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



## Doctoral School

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



## eHealth Center (eHC)

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

## eLearning Innovation Center (eLinC)

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

## The DNA of R&I at the UOC

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



# UOC's Interdisciplinary R&I Hub

On 28 October 2022, the UOC's Interdisciplinary Research and Innovation Hub was inaugurated in the presence of the President of the Government of Catalonia, Pere Aragonès. The 2,700 square-metre building is given over entirely to research and innovation, and has been possible thanks to co-funding from the Government of Catalonia. With the new building, the UOC is concentrating all of its academic activities and a large proportion of its administration on the Poblenou campus in Barcelona's tech district.

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





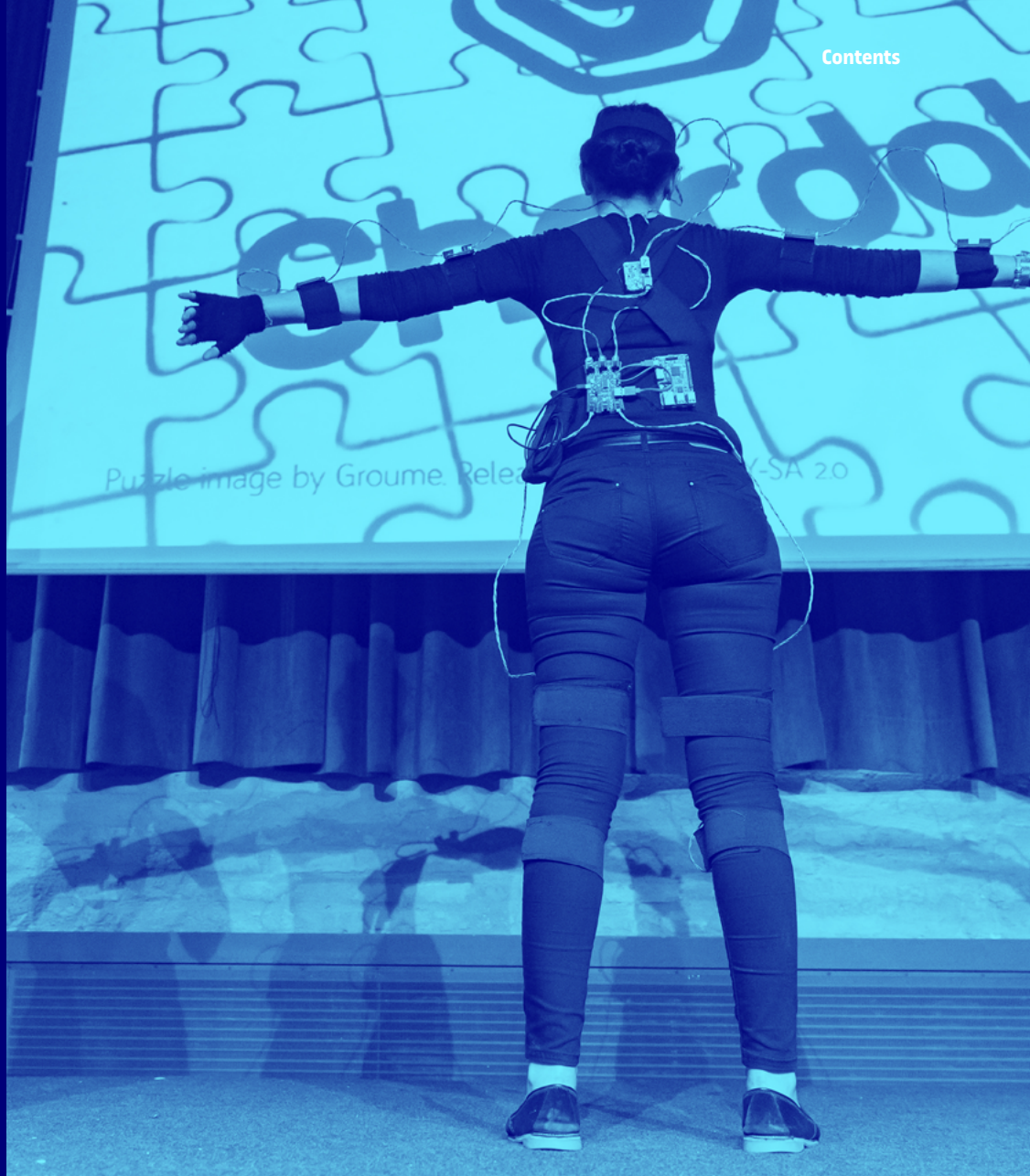


# 06

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## A university that transfers knowledge and is enterprising

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



# Knowledge transfer and entrepreneurship

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

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

## Hubbik, a driver of ideas

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

## 25

Patents

## 5

Spin-offs

## €5.5m+

Revenue from university-business agreements

## 26

Industrial doctoral degrees

2021 figures, except revenue from university-business agreements, which is the cumulative total from 2010 to 2021 and the figure for spin-off companies, which is for 2022.

## SpinUOC, the entrepreneurship event

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

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



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

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



# 07

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## A connected community in a complex world

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



# Studying online, a growing trend

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

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

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

## Promoting soft skills

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

### Online Employment Fair

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

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

#### 1st Online Employment Fair (2020)

**120**  
ORGANIZATIONS AND COMPANIES

**7,000+**  
PARTICIPANTS

**10,000**  
APPLICATIONS FOR OFFERS

**576**  
OFFERS PUBLISHED

#### 2nd Online Employment Fair (2021)

**150**  
ORGANIZATIONS AND COMPANIES

**4,000**  
PARTICIPANTS

**20**  
TALKS

**744**  
OFFERS PUBLISHED

#### 3rd Online Employment Fair (2022)

**170**  
ORGANIZATIONS AND COMPANIES

**4,000**  
PARTICIPANTS

**21**  
TALKS

**919**  
OFFERS PUBLISHED

#### 4th Online Employment Fair (2023)

**175**  
ORGANIZATIONS AND COMPANIES

**4,000**  
PARTICIPANTS

**2,000+**  
VIEWS OF THE SOME 20 TALKS

**900**  
OFFERS PUBLISHED

# Alumni: a lasting relationship

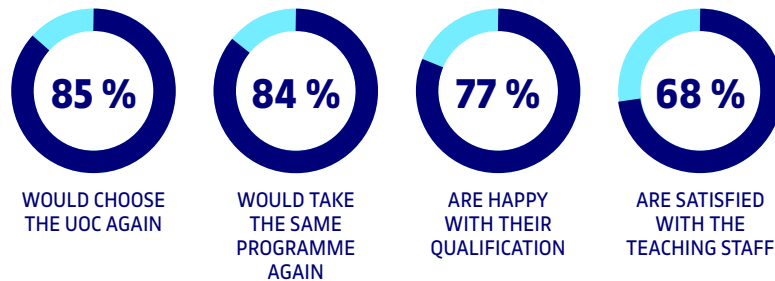
The UOC aims to facilitate and support the academic and professional development of students and graduates throughout their lives. At the same time it aims to foster a sense of belonging to a community for whom collaboration for transformation is part of its DNA. Opportunities to gain professional experience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



## 9 out of 10 are working

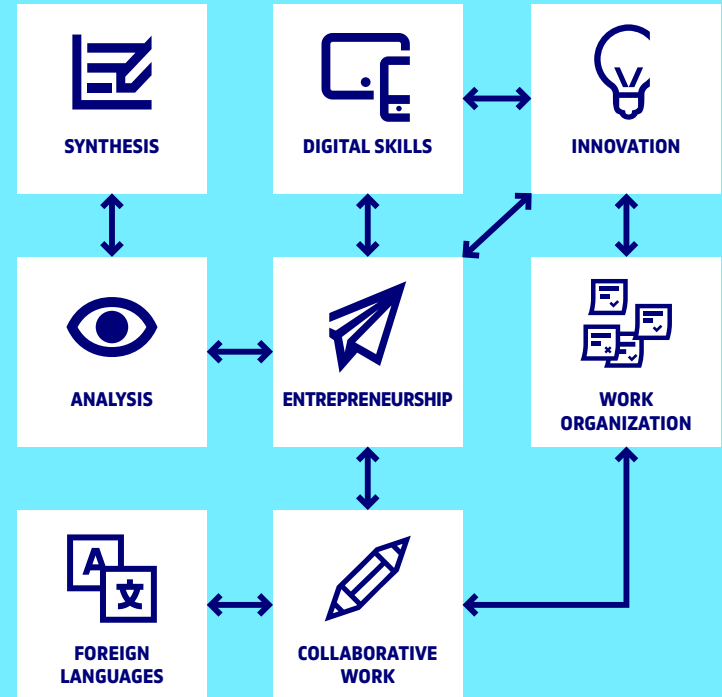
According to the 2020 survey on the employment of graduates conducted by the Catalan University Quality Assurance Agency (AQU), UOC graduates score 72 points out of 100 in the employment quality index.

## Happy graduates



Report on the assessment of studies completed at the UOC with graduates from the 2022/2023 academic year.

## Abilities in which our graduates stand out



## A university in contact with the productive sector

At the UOC we train professionals to empower companies. We place the UOC's educational programmes at the disposal of organizations to ensure that professionals can enrol with advantages and discounts, fostering business competitiveness and people's development throughout their lives. More than 2,000 professionals are enrolled at the UOC with the backing of the companies where they work and over 200 companies collaborate with the UOC through its corporate enrolment services.

## Guiding students in their professional career



The Career Center is the UOC's platform providing professional guidance and career services. We accompany students in their professional development, providing them with resources to help find employment (job bank or directory of companies), to grow professionally (guidance resources) and to constantly improve (events).

## Alumni event

The latest events were held in November in Barcelona and Madrid. The two events were hosted by the comic Víctor Parrado. During the conversation section, the then UOC Vice President for Competitiveness and Employability, Angels Fitó, talked with Antonio Turiel, CSIC researcher, PhD in Theoretical Physics and expert in energy resources, about a range of hot topics.



## Balancing the territorial imbalance

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

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



08

## A global university with social impact

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





# The UOC model for global citizens

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

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

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

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

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

Figures from the 2022/2023 academic year

## Close ties with Latin America

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

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

## Programmes with international bodies

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



## Commitment to the 2030 Agenda

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

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

### SDG alliances

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

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



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

## Social volunteering

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

## Climate action commitments

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

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# Quality higher education for all

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

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

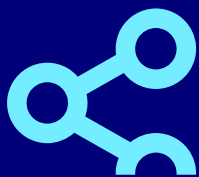
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# The Gender Equality Plan 2020-2025



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

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



09

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## A university that shares knowledge with society

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



# Committed to the digital transformation of education

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

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

## How do we do it?



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

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



### We reduce the digital divide

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



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

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



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

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

# UOC Repository

**19,001**  
OPEN PUBLICATIONS

**14,114**  
TEACHING DOCUMENTS

**3,667**  
RESEARCH DOCUMENTS

**1,220**  
INSTITUTIONAL DOCUMENTS

Final projects (11,397)  
Open access learning resources (2,639)  
Scientific articles (2,700)  
Doctoral theses (230)  
Data sets (15)  
Editorial UOC books (86)

Figures from  
September 2023



# Open knowledge

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

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

The goal, to be met by 2030, is for all UOC scientific and academic publications, including articles and theses, to be open by default and for research data to follow FAIR (findable, accessible, interoperable and reusable) criteria.

The UOC is part of the Coalition for Advancing Research Assessment (CoARA). Together with other Spanish universities, the Spanish National Agency for Quality Assessment and Accreditation (ANECA) and the Catalan University Quality Assurance Agency (AQU Catalunya), it is working to reform research assessment.

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

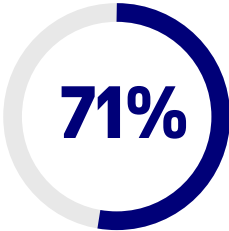
### 7 SCIENTIFIC

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

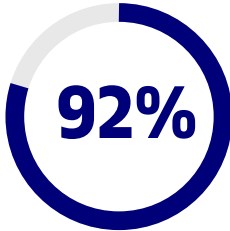
### 3 GENERAL-INTEREST

*COMeIN, Mosaic, Oikonomics*

**The UOC promotes open access through support for journals, contributions to its O2 Repository, transformative agreements with publishers and services for researchers (publications, data, etc.).**



71%  
OF THE ARTICLES PUBLISHED BY UOC RESEARCHERS ARE IN OPEN ACCESS



92%  
OF DOCTORAL THESES ARE DEPOSITED IN THE O2

# UOC expertise

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

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

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



Elisenda Ardèvol



Ana Isabel Bernal Triviño



Ana Sofia Cardenal



Carme Carrion



Cristian Castillo



Jaume Claret



Lourdes Guàrdia



Ferran Lalueza



Salvador Macip



José Antonio Morán



Diego Redolar



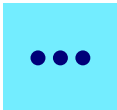
Helena Rifa



Elisabet Ruiz



Josep M. Tamarit



## Leading the way in ICT and creativity

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

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

Àngels Fitó was appointed rector of the UOC on 13 April. Her appointment was reported on by a number of different media outlets: the rector had some 15 interviews and spoke to a range of media outlets.

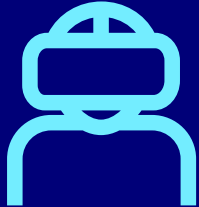
**uoc.edu**

**50M** SESSIONS

**9,3M** USERS

**103M** PAGE VIEWS

2022-2023. (M = million)



# 10

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## A university that looks to the future

What is the future of higher education?



## Evolution of the things we do well and revolution of the things we can do better



Rector of the UOC  
**Àngels Fitó**

Much of my career has developed alongside the growth and consolidation of the UOC. Firstly, from 2002, as a course instructor and then, from 2010, as dean of the Faculty of Economics and Business, and later as Vice President for Competitiveness and Employability. This experience of over two decades has let me see and understand at first-hand what it means to belong to the UOC. Above all, my belonging to the UOC has led to my forging links with a project, a model, an organization and a team that I strongly identify with.

Following this experience, I'd now like to outline the main features of the project I wish to lead as rector: an imagined horizon that can be summed up in three main principles.

Firstly, evolution of the things we do well and revolution of the things we can do better. Secondly: the UOC, just like people, is stronger in alliances. Working alongside others is working better. And thirdly, societal impact is a must. Three principles that are intertwined and reinforcing. Three principles that will set the course for my time in office.

The UOC has become a unique and integral part of the Catalan university system. Our unique digital nature and our educational model let us respond

better than anyone to the changing demands of industry and society, and to do so overcoming the barriers of distance, time or skills gaps. This ability to anticipate and to adapt is particularly evident when we talk about lifelong learning. That which 29 years ago made us unique, but which was deemed to be merely a 'second chance for those who couldn't study or who couldn't complete their studies when they were younger', now makes us vital, relevant, systemic.

Vital in terms of being ready to respond to the many needs coming from the demands of a society that no longer accepts limiting our education to just one stage of our lives. Relevant in terms of being able to adapt to the needs of professionals, to the needs of the country, and in being able to provide the right responses from the university system. The fact that the UOC model is scalable and ubiquitous, that it has great scope and accredited quality means we are capable enough and, above all, diverse enough to cover the needs of all generations, to leave no corner unattended, to leave no one behind, to push the boundaries of knowledge, to take higher education wherever it needs to go. In short, to understand that we're more than the sum of our parts; to understand that it's more than just a formative experience, it's transformative.

Adapted from the Rector's speech at her inauguration ceremony on 14 April 2023



## The new government team

The new Executive Board, led by the President Àngels Fitó, will be made up of:

Teresa Guasch, Vice President for Teaching and Learning. Xavier Vilajosana, Vice President for Research, Transfer and Entrepreneurship. M. Jesús Martínez-Argüelles, Vice President for Governance and Academic Policy. Manel Jiménez-Morales, Vice President for Alliances, Community and Culture. Antoni Cahner, General Manager of the UOC and CEO of the FUOC. Pere Fabra, General Secretary of the UOC and General Secretary of the FUOC.

Alongside these ex officio members, the Executive Board will also include the following permanent guests: Josep M. Oliveras, Director of the Office of the President and Institutional Relations. Gemma Carrera, Deputy General Manager for Teaching. Ciro Llueca, Deputy General Manager for Research and Transfer. Emili Rubió, Deputy General Manager for Digital Transformation. Daniel Téllez, Deputy General Manager for Global Business Development (interim).



From left to right: Pere Fabra, Manel Jiménez-Morales, Antoni Cahner, Àngels Fitó, Teresa Guasch, Xavier Vilajosana and M. Jesús Martínez-Argüelles.



## The UOC we want

The UOC's role in society, uniqueness, evolution of the educational model, alliances, funding, legal status, governance, etc. These are some of the strategic priorities that Rector Fitó and her executive team shared with the over 1,000 staff who came together at Barcelona's Teatre Coliseum on **Monday 9 October, 2023**.



## Strategic priorities 2024-2025

### Institutional policy, governance and strategy

Ensuring the university's strategy aligns with its social function.  
Updating the UOC's legal status and funding model within the framework of the university system.  
Adapting the governance model and the governing, participation and coordination bodies.

### Academic policy, governance and organization

Reviewing our teaching staff model to respond to all of the university's missions.  
Consolidating a working framework that strengthens the academic activity.  
Updating academic policy.

### Talent, organization and technology

Strengthening our ability to attract, retain and develop talent.  
Transforming the organization to make it agile and flexible, and ensuring its financial sustainability.  
Promoting the plan for digitalization and updating technology.

### Learning, support and innovation

Developing the student support model and strengthening assessment of and for learning.  
Exploring and applying artificial intelligence (AI) to the educational model.  
Strengthening research on our educational model to transfer the results and make our portfolio more competitive.

### Research, knowledge transfer and visibility

Providing the UOC with the necessary structure and resources to consolidate its research.  
Structuring, fostering and raising the profile of the knowledge transfer.  
Showcasing the UOC as a university of excellence in research and knowledge transfer.

### Alliances, community and culture

Expanding the ecosystem of alliances.  
Forging links with the community.  
Fulfilling our commitment to culture.

# Budget summary

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

The budget approved for 2024 is €172.7 million, 5.2%

higher than in 2023. Most of the income will come from enrolments, which are expected to represent 71% of the total, i.e., €122 million. This figure represents growth of 4.4% compared to 2023. Some 88% of enrolments are on official programmes.

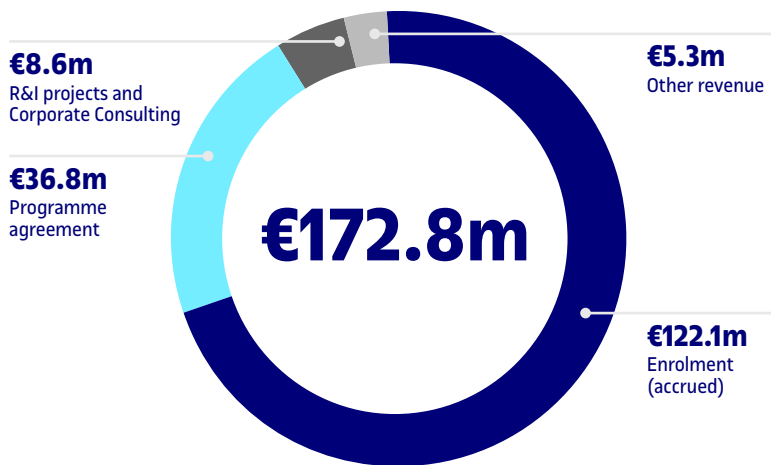
The funding that the university receives from the Government of Catalonia represents 21% of the revenue, at €36.8 million. **Two extraordinary contributions made in 2023 will be consolidated in 2024: €2 million to compensate for the rise in inflation, which will allow for an update to staff salaries of around 4%, and €2.3 million to compensate for the elimina-**

**tion of the surcharge for second degrees.**

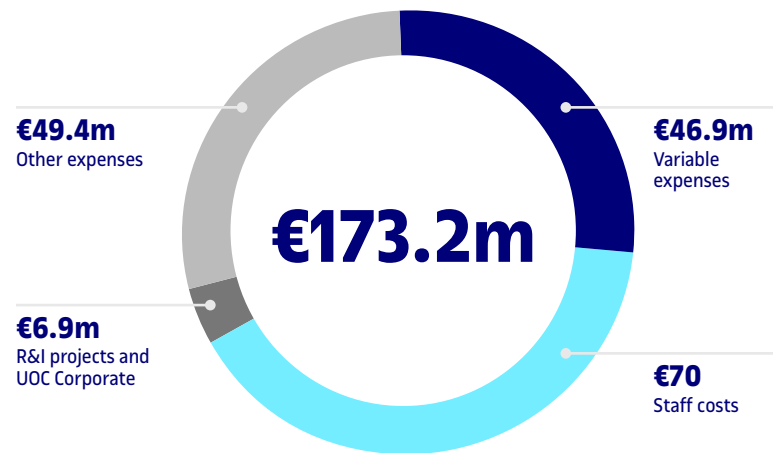
The rest of the revenue forecast for 2024 corresponds to €6.8 million for research and knowledge transfer, €1.7 million for Corporate Consulting, and €5.3 million from other sources.

In terms of **investment**, the figure remains practically the same as in 2023, at around **€10 million**. €6.4 million (62% of the total) will be for technological investments; €2.2 million (22% of the total) for UOC-produced teaching materials, and €1.7 million (16% of the total) for other investments (infrastructures).

## Revenues



## Expenses



## Research communication and the media

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

## Media contact

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

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