

Uoc

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**Strategic Plan**  
**2014-2020 (2021)**  
Phase three  
2020-2021

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Universitat Oberta  
de Catalunya

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**Strategic Plan**  
**2014-2020 (2021)**  
Phase three  
2020-2021

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**Today we can design the UOC of the future, connected to new markets, alert to new needs and ready to enter new territories. Today we are prepared to take on new challenges and new risks.**

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“A new horizon that only makes sense if we are able to meet a two-fold challenge: generate and connect knowledge. A new horizon that aspires to respond to and anticipate the needs of society, the labour market, research and, above all, the needs of the future.”

## A NEW HORIZON

“The UOC has the necessary agility to reinvent itself and contribute to defining the higher education model of the future.”

## THE EDUCATION OF THE FUTURE

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“If we do things right and consolidate our university – we make it grow, we give it more power, we make it global, we create a social impact, we attract talent – there is nothing we need fear. Our vocation is to be a global, world-class university.”


## A GLOBAL UNIVERSITY

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# The UOC'S origins

In 1995, a time before the internet had really taken off, the UOC was founded as the world's first exclusively online university. Initially there were 206 students. Now, 25 years later, there are 85,700 graduates, 77,500 students and 5,600 members of teaching staff.

It was an initiative of the Government of Catalonia to provide access to lifelong learning through the use of information and communication technologies and an educational model based on personalization and mentoring.

A photograph of a wooden post with a curved sign. The sign is light blue and has the text 'Universitat Oberta de Catalunya' written on it in black. The sign is mounted on a wooden post. The background is a clear blue sky with a few wispy clouds in the top left corner. The sign is curved and has a dark border. The text is in a serif font. The sign is positioned in the middle of the frame, and the post is vertical. The overall scene is bright and clear.

Universitat Oberta  
de Catalunya





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# Our mission, vision and values

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## Mission



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The UOC is an innovative university that is rooted in Catalonia and open to the world. It offers people lifelong learning to help them, and society, advance, while carrying out research into the knowledge society.

Its educational model is based on personalization and accompanying students using e-learning.

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## Vision



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The UOC wants to be a university that, by being connected to the network of the world's universities, drives the creation of a global knowledge space and cutting-edge research in the knowledge society.

The UOC has an innovative educational model that focuses on the student. The University offers them a top quality and personalized education that helps them to be more competitive and contributes to the progress of society.

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## Values



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The five values that guide the UOC's activities are:

**Commitment** to students, graduates and society; to service quality, and to constant innovation within the organization.

**Respect** for people, ideas, cultures and the world.

**Transparency** in information, data and processes.

**Professionalism**, to empower the people who form part of the organization, to recognize our successes and to learn from our mistakes.

**Sustainability**, whether economic, social or environmental, of the activities undertaken by the organization.

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# A moment of change

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Online education has no geographical limits.

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How we learn has changed and, in fact, it's still changing.

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We find ourselves in a moment of change. The context of online higher education has changed dramatically

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Competition has increased markedly, with an explosion in the supply of online universities and also conventional universities that include an online offering. Other competitors have emerged such as MOOCs, campuses run by private companies (Google, Apple), platforms with content but without any educational structure (YouTube), platforms for specialized courses (Foxize), new formats (TED), etc.

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There is a high demand for education, which can be seen everywhere and in Latin America in particular.

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Barriers to entry have increased: high prices and few grants.

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New student profiles and perspectives, and also new faculty profiles and perspectives, have emerged.

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**As a result, the online higher education sector has become increasingly demanding. Faced with this changing scenario, the UOC presents itself as a university that is adapting to an evolving world.**

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# The Strategic Plan

The second phase (2017-2020) of the Strategic Plan was due to finish in 2020.

However, the unexpected arrival of COVID-19 led to the existing Strategic Plan being extended into a third phase (2020-2021), set to last until December 2021.

## 2014-2021

### Area 1

#### Promotion of transversality and flexibility

Create a learning environment that provides an intellectually stimulating, socially transformative and inclusive educational experience.

Offer a high-quality, multidisciplinary education with the possibility of personalizing the curricular pathway so as to maximize for all students the opportunity to satisfy their personal and professional expectations.

Have at any given moment the right technology to ensure ubiquitous education and tutoring.

### Area 2

#### Collaborative governance with common goals

Create a work environment characterized by trust, distributed leadership, institutional commitment and recognition of professional expectations and achievements, enabling the University to attract and retain talent.

Structure the UOC, academically and administratively, as a system centred on the student's formative experience.

Exercise a leadership based on autonomy and accountability, grounded on participation, prior debate and transparency in processes and decisions.

Make decisions taking into account the institution's financial sustainability.

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### Area 3

## **Strong commitment to globalization**

Position the UOC as a leader among the world's best online universities.

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Enter new, broader markets to diversify revenues.

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Attract talent and nurture the international and intercultural skills of the UOC's professionals and affiliated teaching staff.

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Integrate the international and intercultural dimensions in the course offering so that students can achieve this type of skill, irrespective of their geographical location.

### Area 4

## **Focus on skills and employability**

Be recognized for its focus on the needs of society and active learning, placing emphasis on the reality of the work world and integrating cross-disciplinary skills in all fields of knowledge.

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Give visibility to the social return contributed by the University's activity with the goal of bringing about a cultural change that attracts philanthropy.

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Develop the UOC community (students, faculty, managers, researchers, affiliated teaching staff, alumni, and partner companies and institutions) into an active network that works for the benefit both of the community and of society in general.

### Area 5

## **Fostering research excellence**

Be a university that is internationally recognized for its frontier research on the knowledge society, and its excellence in translational research on online education.

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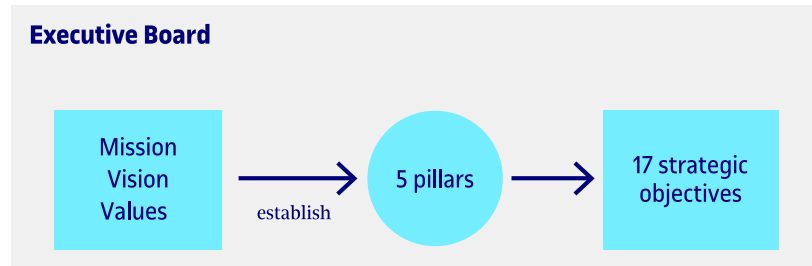
Offer doctoral training that is valid in the professional and academic world; is based on the pursuit of excellence; and enables students to prepare doctoral theses in the UOC's areas of knowledge.

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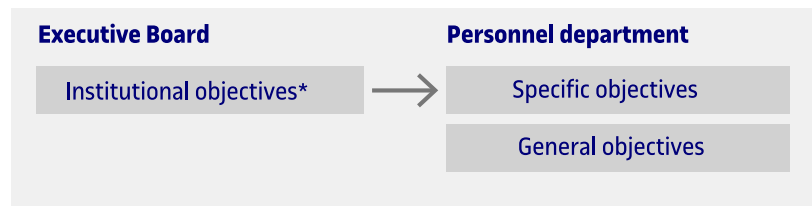
Increase the productivity of excellent research in the entire UOC, and establish a strategy for knowledge transfer and dissemination that covers all the UOC's activity.

# The Strategic Plan

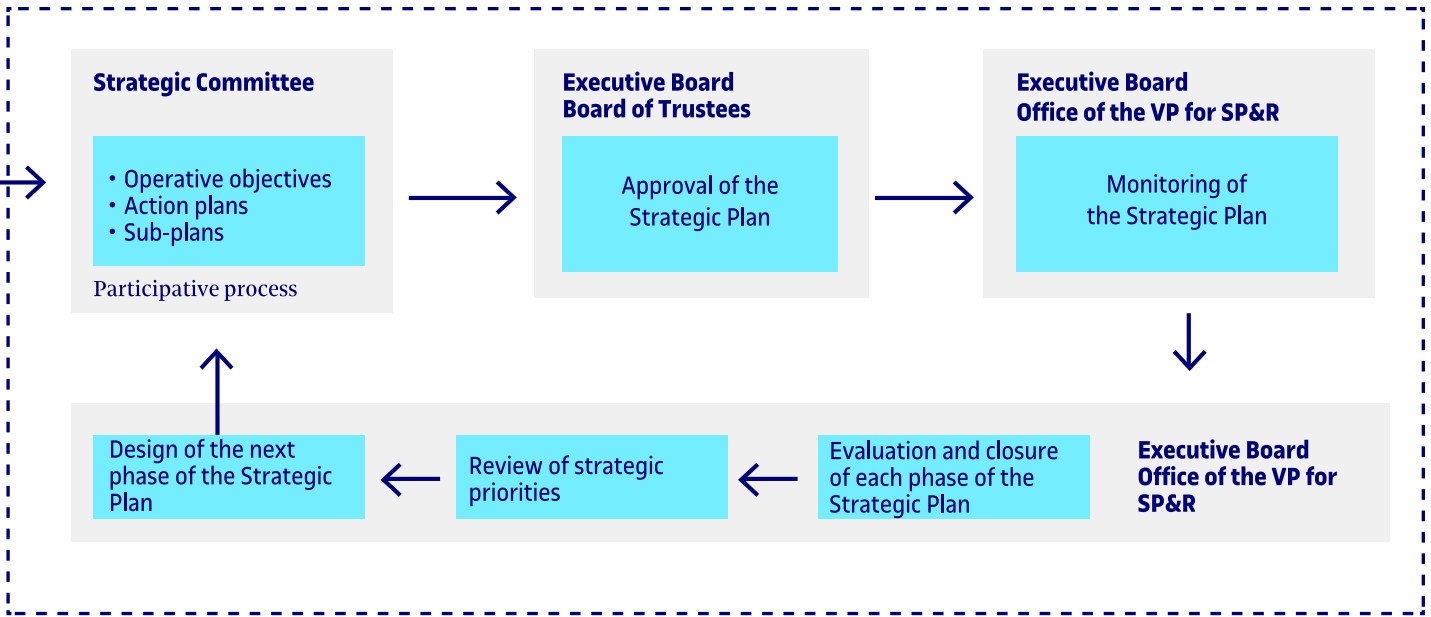
## 2014-2021



Set each year



\* Institutional objectives are general in nature and aid development of the University's strategy. They are assigned individually to members of the organization.



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**The deployment of the Strategic Plan  
has been divided into three phases:**

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**Phase one  
2014-2016**

**53 operational  
objectives**

6 plans  
19 sub-plans  
77 actions

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**Phase two  
2017-2020**

**31 operational  
objectives**

4 plans  
19 sub-plans  
78 actions

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**Phase three  
2020-2021**

**31 operational  
objectives**

4 plans  
19 sub-plans  
83 (73) actions\*

\*83 actions for 2020 and 73 for 2021



# 01

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Phase one:  
2014-2016

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# Strategic Map

## Phase 2014-2016

### BE UOC

Defines how the UOC organizes work, how the resources are managed efficiently for contributing to the organization's sustainability, and how the UOC is committed to developing staff and their careers and promoting accountability, the recognition of success and the social conscience of the institution.

#### UOC COMMITMENT

Devise a comprehensive communication plan.

#### HUMAN RESOURCES

Create a performance assessment system.

Devise and implement internal staff career plans.

Create a map of UOC sites (current and future).

Implement a system for defining and assessing objectives.

Establish a coaching and training plan.

#### TEAM IMPLICATION

Develop policies and actions for developing affinity with the University.

Action plans for fostering leadership and responsibilities.

Increase communicative actions.

#### VIABLE UOC

3-year financial projection.

Rationalize expenses–investment.

Analytic accounting.

Internal control.

### UOC IN PROGRESS

Covers all projects being implemented and/or designed that affect UOC activity, students, tools and the educational model. Continual improvement as a quality constant in the educational and support process.

#### ROLE REVIEW

Specify the position, levels and profiles of UOC collaborating teachers.

Define measures for achieving greater participation from collaborating teachers in the development of the UOC.

Develop measures for increasing sense of belonging of collaborating teachers.

Review the various academic duties and roles.

Devise measures for assessing the quality of the teaching of collaborating teachers.

#### RESOURCE MANAGEMENT AND COORDINATION

Implement a new system of management, commissioning and developing of learning resources.

Improve the process for producing learning resources in the current model.

Establish an open access policy for disseminating excellence in the production and the maximum visibility of content.

Design an innovative and benchmark experience for the UOC student that makes use of ubiquitous learning resources.

#### NEW EDUCATIONAL MODEL

Revise the current educational model.

Design the new educational model.

Implement the new educational model.

Assess the new educational model.

Disseminate the new educational model.

Extend the culture of the digital lecturer.

### NEXT UOC

Includes the long-term action plans aimed at rethinking the educational model and services from a global and ubiquitous perspective that must improve the UOC's social contribution and constitute a competitive advantage.

#### UOC viable tech (Information systems master plan)

Community relations and sales management (CRM).

Create a new work environment and improve the user experience (UXP).

Review the classroom and create new teaching tools.

UOC work mobility and ubiquity (sub-plan 0301).

Business intelligence and data management (BI).

Create a new global academic management system (SIS-ERP).

Other business transformation projects.

Cloud technology and migration plan.

Digital training and empowerment.

Technological security plan.

#### UBIQUITY TOOLS

Define the UOC mobility policy and ubiquity strategy.

Review the current situation.

Create the mobile and multi-device learning workspace (for students and teachers).

Dissemination and support to the UOC community.

Create a new workspace, taking into account the ubiquity of the UOC worker.

Make progress with assessment ubiquity.

Create an observatory of future trends.

# The UOC implements this strategy via six plans and 19 action plans for achieving strategic objectives in the five pillars of its roadmap.

## NET.UOC

Groups the areas that connect us to society, which makes the institution's value contribution more effective and strengthens the relationship ecosystem and the institution's presence and position.

### UOC COMMUNICATION

Devise a comprehensive communication plan.  
Define a global brand.  
Create the UOC Spokesperson Catalogue for providing knowledge to society.

### INSTITUTIONAL DEVELOPMENT

Develop a proposal for priority presence in formal networks.  
Define a regional presence proposal.  
Develop a philanthropic funding search programme.  
Define the institutional strategy for local and international collaboration.  
Foster the cooperation channel as an instrument for creating institutional ties.

## GLOBAL UOC

Sets out the action plans for defining (framework/alliances), structuring (business) and guaranteeing (processes) the increase of the UOC's international presence in a constant and sustainable manner.

### GLOBAL DIMENSION

Identify countries for prioritising commercial actions.  
Contact universities in target countries to establish alliances for increasing the number of international UOC students.

Work with UOC departments to create a portfolio adapted to the needs of international markets.

Consolidate international commercial presence (Chile, Colombia) and define a new commercial strategy for Mexico.

### EXPANSION PLAN

Detect new portfolio opportunities.  
Identify and implement BI strategy.  
Identify and promote LATAM opportunities.

### INTERNATIONALISATION PROCESSES

Align processes for carrying out an expansion plan.

### NEW BUSINESS MODEL

Build an internal value proposal.  
Define a commercial strategy for each market.  
Promote the growth and consolidation of UOC Empresa.

## UOC R&I

Promotes action plans for improving research, innovation and transfer at the UOC, contributing to the improvement of competitiveness and employability.

### IMPROVE R+i MODEL

Assess and recognize R&I activity.  
Promote quality in research and innovation to foster excellence and productivity.  
Define conditions for becoming an innovative university.

### R&I DISSEMINATION FOR ATTRACTING OPPORTUNITIES

Transfer knowledge and technology for obtaining resources derived from R+D+i.  
Define measures for increasing participation in R+D+i projects.  
Improve the impact of internal and external communication for all R+D+i activity.  
Promote quality in R&I activity to increase excellence and productivity.

### COMPETENCIES AND EMPLOYABILITY

Assess competencies.  
Define an end-of-degree work experience programme.  
Create a line of research for analysing the impact on e-learning and employability.  
Devise a proposal of valuable services for the UOC community.  
Create a business intelligence tool for assessing how well courses match the labour market.

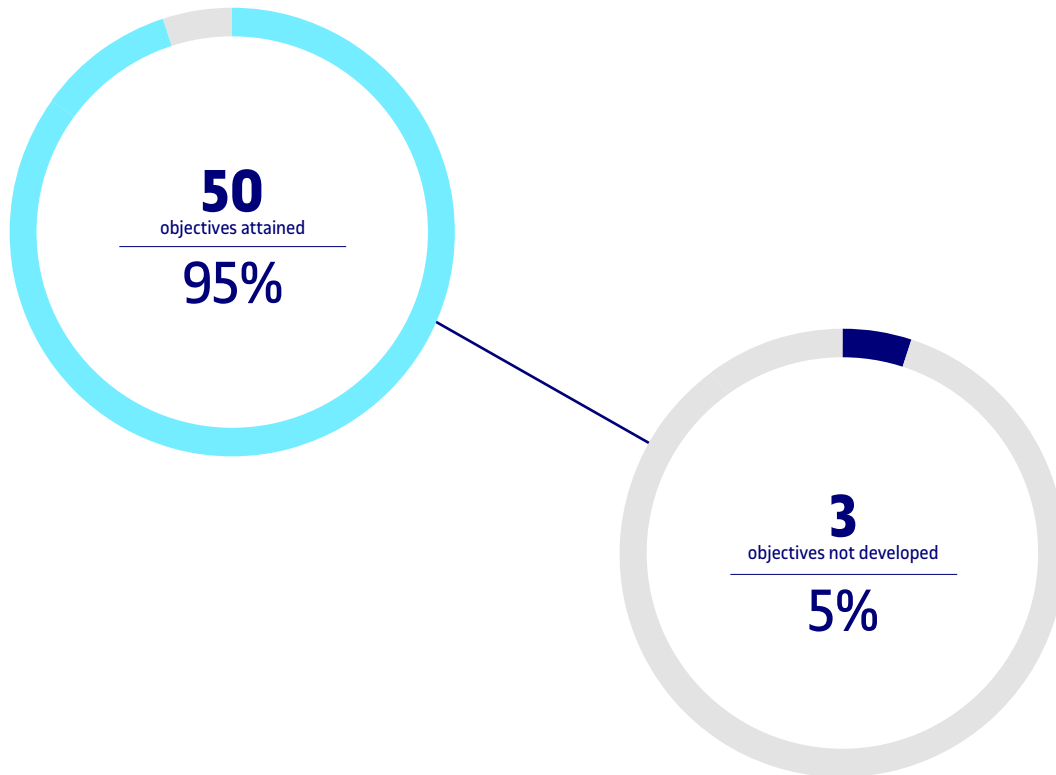
### ENTREPRENEURSHIP

Devise an entrepreneur programme.



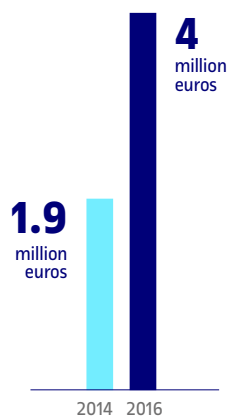
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## Overview of Phase one: 2014-2016



# Main achievements

## 1. Capture of funding for research and innovation

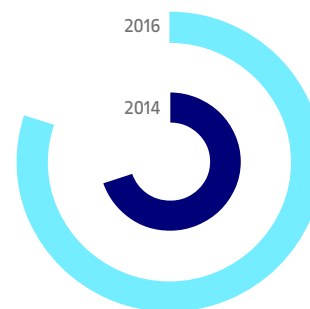
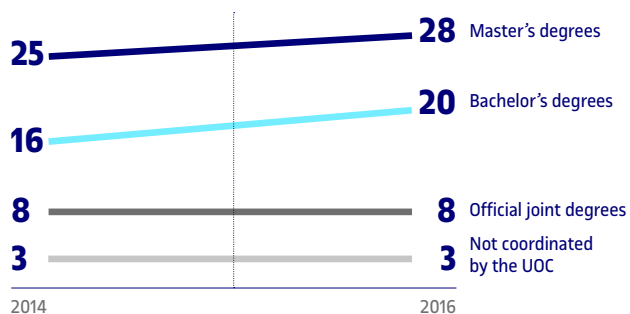


## 2. Increase in scientific production

Scientific publications 2013-2016:



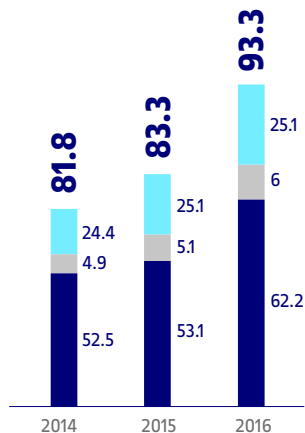
## 3. More official courses



# Main achievements

## 4. Revenue

- Programme agreement
- R&I and Corporate, other revenue
- Enrolment



## 5. Reorganization of the faculties and the administrative teams that support them

## 6. Definition of the Academic Staff Policy

## 7. New portfolio strategy

## 8. Update of the educational model with the creation of a new learning environment (activity-based classroom)

## 9. Attainment of quality objectives in accordance with existing standards

## 10. New brand strategy

How the UOC Strategic Plan came to be



<http://w.uoc.edu/est1>



Strategic Plan: Overview 2014-2016



<http://w.uoc.edu/est2>



# U2

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Phase two:  
2017-2020

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# The strategy for phase two: 2017-2020

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The UOC has defined its strategy for the period 2017-2020 on the basis of three related priorities that have been at the forefront of the University since the beginning but which must now be updated to endow it with the capability of adapting to a changing environment. These three priorities are:

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## Foster talent

The UOC of 2020 has set itself challenges that mean its professionals need a series of skills that will enable it to build a global university.

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New professional profiles.

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Emerging areas of knowledge.

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International growth through singularity.

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## Be leaders

The UOC is renowned for its model; in a world in which the dividing line between on-campus and online is becoming increasingly blurred, and where the student is being put at the centre of education, the UOC is influencing how university learning is imparted.

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Translational research: looking to impact education.

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Transdisciplinary research and innovation.

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International recognition and influence.

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## Generate social impact

The UOC is committed to making a social impact. It seeks to have a global reach and contribute to improving people's education.

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A global, inclusive university.

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Competitiveness and employability.

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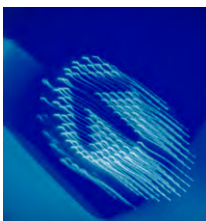
Relational ecosystem: a knowledge space that reinforces itself and grows exponentially.

Presentation of the second stage of the Strategic Plan  
<http://w.uoc.edu/est3>



# UOC

Universitat Oberta  
de Catalunya



## Implementing the strategy for phase two: 2017-2020

The UOC develops its strategy through 4 plans, 19 sub-plans and 78 actions that contribute to attaining the strategic goals defined in the University's roadmap.

### BE UOC

Promote talent, organization of work, management of resources, technology, and a commitment to professional development, while delivering accountability, recognition of achievements and social awareness, and ensuring the institution's growth and sustainability.

#### 0101. Attracting and recruiting talent

Define and implement a plan to attract and recruit talent for the academic staff.

Define and implement a plan to attract and recruit talent for the administrative staff (including group companies).

#### 0102. Staff: detecting, developing and gaining the loyalty of talent

Define a global talent development and retention plan through the creation of career paths and training plans.

Implement and consolidate people review for academic and administrative staff (including group companies).

Consolidate and implement an objectives-based model both at the UOC and in the group companies.

Develop the skill profile of the Research and Innovation project manager.

#### 0103. Affiliated teaching staff: detecting, developing and gaining the loyalty of talent

Define and implement the integrated affiliated staff management model.

Increase the number of affiliated teaching staff with doctoral degrees who can supervise theses.

#### 0104. Culture and organization

Define and implement a plan to improve the management systems.

Instill the UOC's values in the organization's culture and establish a plan to disseminate them.

#### 0105. Growth and sustainability

Increase activity on official and UOC-certified programmes.

Increase UOC Corporate's activity.

Increase UOC X's activity.

Increase resource capture for R&I.

#### 0106. UOC Tech

Align the Master Plan with the Strategic Plan 2017-2020 in order to implement it.

Establish and deploy the competitive and business intelligence services, and the data analytics systems.

Develop the requirements of the Data Science Lab.

Bolster and increase the flexibility of the computer services to adapt them to the increase in the number of students, globalization and cyberthreats.

## NEXT UOC

Improve the educational model's effectiveness and the service model's efficiency to help boost the development of students' personal and professional skills, while assuring the quality of the learning experience.

### 0201. Transformation of teaching

Provide support based on the learning resources.

Define and develop the new LMS.

Develop and implement the NIU model.

Innovate in the design of courses focused on the student's activity.

Improve support of teaching activities.

Assess in terms of aiding competence acquisition.

Improve effectiveness in monitoring of final bachelor's/master's degree projects.

Innovate in the design of virtual internship systems.

Strengthen the ways for students to collaborate.

### 0202. Competences

Update the UOC's cross-disciplinary competences to cater for the new demands of society.

Enhance competence-based work in the design of programmes and courses.

Include competences in the final project and practicum courses.

Include the competences in the student's academic record to make them more employable and competitive.

### 0203. Cross-disciplinary approach to teaching

Increase the interdisciplinary nature of courses.

Define and implement a new concept for the recognition and adaptation of prior studies.

Design flexible pathways that allow internal mobility between programmes.

Define and implement a new concept of course relationship to foster interdisciplinary work.

Guarantee learning resources for the deployment of new programmes and update them for existing programmes.

Apply the open-access teaching material policy.

### 0204. Quality to drive change

Certify the internal quality assurance system.

Define the course catalogue in accordance with the demands of society.

Accredit the maximum quality level in the qualifications being programmed.

### 0205. Reduction in the drop-out rate

Design programmes and courses based on a unit of time.

Implement focused actions during the first three semesters.

Detect the drop-out risk profile.

## GLOBAL UOC

Drive the UOC's transformation toward a global university with greater social impact and position it in the international arena, fostering responsible research and innovation, and open knowledge.

### 0301. The UOC model as a global point of reference

Position the learning model internationally.

Transfer the UOC model to improve educational systems around the world.

Broaden the scope of the UOC's programmes internationally.

"The UOC welcomes". Increase access to UOC courses, fostering the inclusion of underrepresented population groups and student diversity.

### 0302. The UOC in the 2030 Agenda

Make sure the UOC has a voice in internationally influential networks, organizations and debates.

Train global citizens and professionals.

Develop specific thematic projects within the framework of the 2030 Agenda.

### 0303. Knowledge open to everyone and for everyone

Develop and implement an internal policy for open and responsible research and innovation.

Open the UOC's knowledge to everyone to become leaders in open science.

Create forums and promote knowledge co-creation processes with social agents, and increase the social impact and relevance of the UOC's research.

### 0304. Evolution toward a global and social UOC

Consolidate the UOC as a responsible and sustainable workplace.

Foster global skills among the UOC's staff.

Strengthen the UOC's international offices.

Adapt internal processes and tools to that of a global, social UOC.

Measure the UOC in global and social terms.

## UOC R&I

Improve research and innovation by developing transdisciplinary research, and foster transfer and entrepreneurship through an active relationship with the different stakeholders in society.

### 0401. Research with scientific impact

Deploy the IN3's strategy for the period 2017-2020.

Design and roll out the UOC eHealth Center.

Promote publication by international experts in the UOC's scientific journals.

Establish the structure and governance of research and innovation in the faculties.

Design a programme to foster translational research and innovation in e-learning.

Define the UOC's Data Science Lab.

### 0402. Transdisciplinary approach

Include interdisciplinarity as a priority and criterion for grant applications.

Create mechanisms for sharing the research being carried out in the various faculties and centres, based on their research and innovation plans.

Promote research projects that combine the interests of different faculties in areas such as e-learning, e-health and the knowledge society.

### 0403. Research partners

Set up a programme of stays in high-profile centres for researchers.

Design and obtain ITN (International Training Network) programmes.

Increase the UOC researchers' involvement in high-profile projects and initiatives.

Design a plan for the presence of the UOC's researchers in international communication media.

Establish an induction programme for visiting lecturers and stays.

Increase the number of doctoral degree co-supervision and co-tutorship agreements with high-profile centres and companies.

### 0404. Valorization of knowledge

Enhance entrepreneurship among the UOC's students, particularly those performing final bachelor's and master's degree projects.

Create investment tools to engage the UOC community in funding start-ups and spin-offs.

Foster cooperation between the expertise available in the UOC community and the start-ups and spin-offs.

Develop a plan to attract e-learning entrepreneurs and potential start-ups.

Promote research transfer and valorization, particularly in less technologically-oriented fields.

Create a service catalogue targeting companies and institutions (R&I, philanthropy, etc.) that pools the UOC's expertise.

# Strategic Transition Plan

## Phase three

The UOC has revised its strategy to adapt to the post-COVID-19 context

## Phase 2 Strategic Plan 2017-2020



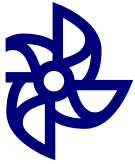
### March 2020

The COVID-19 crisis hits Spain, where the government declares a state of emergency, impacting the UOC's activity.



### April 2020

As the situation is monitored, the UOC starts revising its strategy based on the changes brought about by COVID-19.



## April - May 2020

Future scenarios are studied, as the situation is shrouded in uncertainty. The existing Strategic Plan is extended to include a third phase for 2020-2021. Four priorities are established:

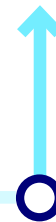
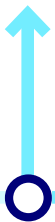
- Positioning the UOC as an expert in online education.
- Enhancing knowledge generation and exchange.
- Developing feasibility scenarios in a fluid present.
- Becoming a digital organization in a new global age.



## June 2020

The Strategic Transition Plan is approved, with a duration of 18 months.

In this third phase of the Strategic Plan, 56 of its actions are extended until 2021, amending their scope, 10 will conclude in 2020, 12 are given less priority and 17 new actions are added.



## May - June 2020

Road map actions are revised in order to promote, prioritize and extend key measures for tackling the new challenges posed by the crisis.

**Phase 3  
Strategic  
Transition  
Plan  
2020-2021**

# U3

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Phase three:  
2020-2021

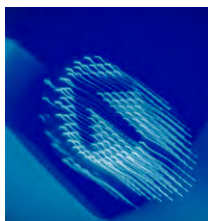
Strategic  
Transition Plan

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# UOC

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## Strategic map Phase 2020-2021

**The UOC is adapting** to the new crisis situation by placing a **focus on** four strategic aspects: (1) **staking its place in terms of knowledge of online education**; (2) **intensifying the generation and connection of knowledge**; (3) **preparing feasibility scenarios for a liquid present**; and (4) **becoming a digital organization in a new global age**.

The Strategic Plan has been extended to 2021 and its actions have been updated: 4 plans, 19 sub-plans and 83 actions in 2020, of which 73 will continue until 2021.

## BE UOC

Promote talent, organization of work, management of resources, technology, and a commitment to professional development, while delivering accountability, recognition of achievements and social awareness, and ensuring the institution's growth and sustainability.

### 0101. Attracting and recruiting talent

Define and implement a plan to attract and recruit academic and management talent.

Attract talent in the context of the 'new normal'.

### 0102. Staff: detecting, developing and gaining the loyalty of talent

Define a global programme to develop talent and build loyalty by establishing professional career paths and training plans.

Implement and consolidate the People review for faculty and administrative staff.

Consolidate and implement an objectives-based model.\*

Develop the skill profile of the Research and Innovation project manager.

Adapt the IDP to the new work scenario.

Work on development measures linked to teleworking, new ways of working and online management: team and time management, productivity and efficiency.

### 0103. Affiliated teaching staff: detecting, developing and gaining the loyalty of talent

Define and implement the integrated affiliated staff management model. \*

Analyse and adjust the relationship with affiliated teaching staff (tutors and course instructors).

### 0104. Culture and organization

Define and implement a plan to improve management systems.

Instil the UOC's values in the organization's culture and establish a plan to nurture and disseminate them.

Assess the experience of lockdown: the trigger for becoming a truly digital, ubiquitous organization.

Consolidate telework as a means to attaining environmental sustainability and geographical equity.

### 0105. Growth and sustainability

Increase activity in official and UOC-specific master's degrees and make it sustainable.

Increase UOC Corporate's activity.

Increase UOC X's activity.

Increase resource obtainment in R&I.

Monitor and analyse student behaviour.

Find new ways of reaching students.

### 0106. UOC\_Tech

Align the ICT Plan and ICT Governance with the Strategic Plan.

Help to roll out the UOC's data strategy and governance.

Develop and implement the technological side of the Data Science Lab.

Strengthen our services and infrastructures and make them more flexible so they can adapt to growth in student numbers, globalization, and cyber threats.

Introduce new assessment models in line with the new digital context.

Drive the transformation of the UOC's academic management in accordance with the University's strategic challenges.



## NEXT UOC

Improve the educational model's effectiveness and the service model's efficiency to help boost the development of students' personal and professional skills, while assuring the quality of the learning experience.

### 0201. Transformation of teaching

Define and develop the new LMS.

Develop and implement the NIU model.

Innovate course design that focuses on students and their learning.

Provide assessment to strengthen the acquisition of competencies.

Improve effectiveness in monitoring final master's degree and bachelor's degree projects.

Innovate in the design of virtual internship systems.

Implement Valid Next in the UOC.

### 0202. Competencies

Update the UOC's cross-disciplinary competencies to cater for the new demands of society.

Enhance competence-based work in the design of programmes and courses.

Include competencies in the Final Project and Internship courses.

Include competencies in students' academic records to produce a more employable, competitive CV.

### 0203. Cross-disciplinary approach to teaching

Design flexible pathways that allow internal mobility between programmes.

Guarantee learning resources for the deployment of new programmes and ensure the resources of existing programmes are kept up to date.

Apply the policy of open access teaching materials.

### 0204. Quality to drive change

Certify the Internal Quality Assurance System (IQAS).

Shape the course offering in accordance with society's demands.

Accredit the maximum quality level in the qualifications being programmed.

### 0205. Reduction in the drop-out rate

Design programmes and courses based on a unit of time.

Implement focused actions during the first three semesters.

Detect the drop-out risk profile.

## GLOBAL UOC

Drive the UOC's transformation toward a global university with greater social impact and position it in the international arena, fostering responsible research and innovation, and open knowledge.

### 0301. The UOC model as a global point of reference

Promote and improve the standing of quality online education globally.

Transfer the UOC model to strengthen education systems around the world.

Broaden the international coverage of UOC studies.

Promote equal access to education.

### 0302. The UOC in the 2030 Agenda

Strengthen the UOC's international status, binding the University to the 2030 Agenda.

Train global citizens and professionals.

Implement our Equality Plan.

### 0303. Knowledge open to everyone and for everyone

Strengthen the UOC's international reputation in open knowledge and open science.

Work towards transforming the UOC into an open knowledge hub, following the strategy defined by the Open Knowledge Plan.

Develop spaces and knowledge co-creation processes with social agents, and increase the importance and societal impact of the UOC's research.

### 0304. Evolution toward a global and social UOC

Draw up and implement the Environmental Sustainability Programme.

Foster global skills among UOC staff. \*

Strengthen the UOC's international branches. \*

Adapt internal processes and tools to that of a global, social UOC.

Measure the UOC in global and social terms.

## UOC R&I

Improve research and innovation by developing transdisciplinary research, and foster transfer and entrepreneurship through an active relationship with the different stakeholders in society.

### 0401. Research with scientific impact

Roll out the IN3 strategy for the 2017-2021 period.

Roll out the UOC eHealth Center strategy.

Strengthen the implementation of the academic research strategy.

Promote publication by international experts in the UOC's scientific journals.\*

Define the UOC's Data Science Lab.

Ensure data governance for research.

Drive the Research and Innovation Communication Plan.

### 0402. Transdisciplinary approach

Integrate an interdisciplinarity criterion in our various grants and prioritize this approach in research calls.

Create mechanisms for sharing the research being carried out in the various faculties and centres, based on their research and innovation plans.\*

Promote research projects that align the interests of different faculties in areas such as e-learning, e-health and the knowledge society.

Create a map of cross-subject synergies in the UOC.

### 0403. Research partners

Design and obtain ITN (International Training Network) programmes. \*

Increase UOC researchers' involvement in high-profile projects and initiatives. \*

Increase number of doctoral degree co-supervision and co-tutorship agreements with high-profile centres and companies. \*

Define a suitable methodology for conducting online research.

Step up collaboration with health centres, offering the UOC's expertise.

### 0404. Valorization of knowledge

Enhance entrepreneurship among the UOC's students, particularly those performing final bachelor's and master's degree projects.\*

Create investment tools to engage the UOC community in funding start-ups/spin-offs.

Drive measures for the transfer and commercialisation of research, especially in the UOC's areas of knowledge.

Create a catalogue of services aimed at companies and institutions that sets out all the UOC's expertise.

Strengthen the online incubator as a UOC tool to consolidate management and support for entrepreneurial activities.

Place the talent of the UOC community at the service of entrepreneurship.

\* These actions completed in December 2020.

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**We're  
building the  
#newUOC**

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**A global, innovative, flexible  
university that is prepared  
for the challenges of the  
21st century.**

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# LEARNING TRANS- FORMING

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