



Uoc

Annual Report 2023/2024

Shaping the UOC's future

Universitat Oberta
de Catalunya

Annual Report 2023/2024

Shaping the UOC's future

| | | |
|----|----------------------|----|
| 01 | Exploring the future | 04 |
|----|----------------------|----|

“More than 90,000 people have placed their trust in us, and we strive to offer every one of them the best opportunities for learning and transformation.”
Àngels Fitó

| | | |
|----|-------------------------------------|----|
| 02 | The inaugural lecture for 2023/2024 | 06 |
|----|-------------------------------------|----|

“Rethinking intelligence to rethink ourselves”, with Marina Garcés and Andreas Kaltenbrunner

| | | |
|----|----------------------|----|
| 03 | Strategic priorities | 08 |
|----|----------------------|----|

| | | |
|----|-----------------------------|----|
| 04 | Farewell to Gabriel Ferraté | 12 |
|----|-----------------------------|----|

| | | |
|----|------------------------|----|
| 05 | Highlights of the year | 14 |
|----|------------------------|----|

| | | |
|----|-------------------------|----|
| 06 | Students, at the centre | 22 |
|----|-------------------------|----|

| | |
|---|----|
| A constantly evolving educational model | 24 |
| Innovation in digital learning from the eLinC | 26 |
| Trend in the number of graduates | 28 |
| The catalogue of official degree programmes for 2023/2024 | 30 |
| Who are our bachelor’s and university master’s degree students? | 32 |
| Continuing education | 34 |
| Classroom learning resources | 36 |
| Improving the Library search experience | 38 |
| A scholarly community | 40 |
| Personalized student support | 42 |
| Career guidance | 44 |
| Talent development, innovation and competitiveness | 48 |

| | | |
|----|-------------------------------------|----|
| 07 | Transforming the research ecosystem | 50 |
|----|-------------------------------------|----|

| | |
|--|----|
| A new strategic boost for research | 52 |
| Who does research at the UOC? | 54 |
| More support for quality research | 55 |
| Promoting open science | 56 |
| Supporting entrepreneurship | 58 |
| Internet Interdisciplinary Institute (IN3) | 60 |
| eHealth Center | 63 |
| Doctoral School | 66 |
| Research by our faculties | 68 |
| Open knowledge | 72 |

| | | |
|----|-------------------------------|----|
| 08 | Connecting with our community | 76 |
|----|-------------------------------|----|

| | |
|---|----|
| OpenEU: the first step towards a pan-European open university | 78 |
| Strengthening partnerships | 80 |
| Consolidating the UOC Rural Network | 82 |
| Active commitment to culture and language | 84 |
| Institutional activity | 86 |
| Membership changes in governance and participation bodies | 88 |

| | | |
|----|-----------------|----|
| 09 | A cohesive team | 90 |
|----|-----------------|----|

| | |
|-----------------------------------|----|
| Academic and administrative staff | 94 |
|-----------------------------------|----|

| | | |
|----|----------------------------------|----|
| 10 | Awards, recognition and rankings | 96 |
|----|----------------------------------|----|

| | | |
|----|-------------------|-----|
| 11 | Financial summary | 100 |
|----|-------------------|-----|

Exploring the future



“More than 90,000 people have placed their trust in us, and we strive to offer every one of them the best opportunities for learning and transformation.”

Àngels Fitó
Rector of the UOC



Marina and Júlia, who met while pursuing the Master's Degree in Corporate Social Responsibility, have set up an association to help public and private institutions train professionals in circular economy practices.

Alexandra, a graduate of the University Master's Degree in Taxation, has opened her own practice in her village of 1,700 inhabitants. And Raquel, who completed the Bachelor's Degree in Law from her home in the Baix Ebre region of Catalonia, has gained the knowledge she needs to make her way in the competitive world of distribution.

The entrepreneurial journeys of Marina, Júlia, Alexandra and Raquel (and so many other members of our community) are testament to the profound transformative impact that our university can have on individuals and organizations.

Lifelong learning, which enables people to update their skills, redefine themselves, open new career doors or embark on entrepreneurial endeavours, is at the heart of what we do, deepening the many and varied dimensions of our defining public mission.

During the 2023/2024 academic year, for example, we forged partnerships to build a pan-European open university, OpenEU, which will begin to take shape in 2025. We have also supported positive change in rural areas through the development of the UOC Rural Network, and aligned our research activities with major global challenges to promote prosperity through knowledge.

We have achieved all this while boldly exploring the future that is already upon us, positioning ourselves in response to the emergence of generative artificial intelligence by advocating for systems that are traceable, verifiable, inclusive and equipped with safeguards to ensure they are free of bias and universally

accessible. Recognizing the value and potential of AI in education, we have spent the last few months refining how we transform assessment to make it more formative, competency-based, rigorous, digital and inclusive.

The public mandate that defines us, together with our student-centred model, has also led us to launch the Insígnia initiative. Through this strategy, we will support students in designing their educational and career pathways to meet the demands of a flexible and ever-changing labour market.

It is a privilege to lead such a dedicated and innovative team that strives to offer the best opportunities for learning and transformation to each of the more than 90,000 people who have placed their trust in us and who, like Marina, Júlia, Alexandra and Raquel, can become agents of change.

U2

The inaugural lecture for 2023/2024

Philosopher Marina Garcés, a member of the Faculty of Arts and Humanities, and Andreas Kaltenbrunner, lead researcher of the AI and Data for Society (AID4So) group, opened the 2023/2024 academic year at the UOC. They did so with a discussion entitled “Rethinking intelligence to rethink ourselves. The emergence of generative AI as a chance to think about ourselves in a new light and try to understand what defines us as a species”, moderated by Silvia Sivera, director of the eLearning Innovation Center.

The inaugural event, which took place at the UOC Campus, also featured Àngels Fitó, rector of the UOC, alongside Helena Guardans, president of the Standing Committee of the FUOC’s Board of Trustees, and Joaquim Nadal, Minister for Research and Universities of the Government of Catalonia and also a member of the Board of Trustees.

The discussion began with a reflection on the concept of intelligence and was enriched by the contrasting perspectives of the two speakers, with Garcés taking a more philosophical approach and Kaltenbrunner focusing on the more technological aspects.

According to Garcés, “where artificial intelligence really succeeds is in its name, because it places the key element of human aspiration, to define ourselves as intelligent beings, at the heart of technological development.”

In her view, anthropocentrism – the idea that one species is superior to the rest because of its ability to perceive, understand and manipulate the world – has constructed a notion of what makes us human that we are now projecting onto this new entity as if looking in a mirror. “If I had to define the situation today, I’d say that perhaps we’re just taking another step in humanity’s internal struggle for power over intelligence. But there’s another way, one that will lead to humanity being ousted from this position of supposed superiority over all other beings,” she said.



Kaltenbrunner suggested that perhaps the greatest challenge in working with AI is how to evolve and co-create with it.

Addressing the hierarchical view of different forms of intelligence, the researcher questioned whether AI could really be a superior intelligence and what the consequences of that might be. In some areas, he explained, “we can already see that this is the case.” He gave the example of chess, where even the best players in the world “have no chance against the algorithm.” So, he said, “we need to consider whether this is an issue that causes fear, or whether we should simply treat AI as a tool – similar to a calculator – that performs tasks faster than we can and enhances our capabilities.”

“These tools shouldn’t free us from thinking. They should help us think.”
Andreas Kaltenbrunner

“If I had to define the situation today, I’d say that perhaps we’re just taking another step in humanity’s internal struggle for power over intelligence. But there’s another way, one that will lead to humanity being ousted from this position of supposed superiority over all other beings.” **Marina Garcés**

Redefining consciousness

“If we eventually end up with artificial intelligence that has consciousness, we’ll have to redefine the concept of consciousness and rethink what constitutes intelligence and how we measure it.”

Andreas Kaltenbrunner



Insights on education: deciphering the codes of knowledge

“The tradition of literacy-based education is not about learning to take orders, but about engaging in conversation not only with the master, but with the master’s language, or in other words, with the codes contained in what we learn through conversation.”

Marina Garcés



Full report



Thoughts on AI and its integration in society

“In some areas, like chess, AI outperforms us. We need to consider whether this is an issue that causes fear, or whether we should simply treat AI as a tool – similar to a calculator – that performs tasks faster than we can and enhances our capabilities.”

Andreas Kaltenbrunner

w.uoc.edu/inaugural23



A precarious balance between urgency and paranoia

“The general feeling in our daily lives is between urgency, which makes us rush to adapt, and paranoia, which makes us run away. This leads to very uninteresting actions, because they are both reactive: one is to react to what you are told you have to do, and the other is to react to what you think is going to be a total disaster.”

Marina Garcés

Relive the discussion

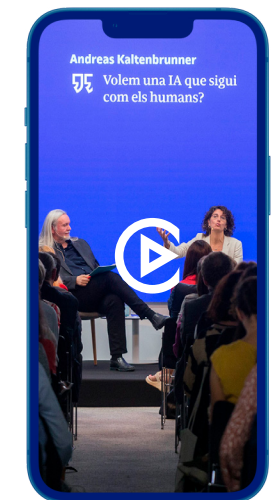


Photo gallery



U3

The UOC we want, the UOC we envision

On 9 October 2023, the executive team led by Rector Àngels Fitó met with over a thousand members of staff at the Teatre Coliseum in Barcelona to share the priorities for the first years of their tenure. Fitó and her team outlined and explained the institution's strategic priorities, addressing issues such as its social role, its distinctiveness, the evolution of its educational model, partnerships, funding, legal status and governance.

The rector emphasized the importance of consolidating and improving the quality of the university, aligning its strategy with its social mission, updating its legal framework and funding model, and adapting its governance structure. There was also a focus on ensuring inclusive, high-quality and transformative education, integrating technology and fostering collaboration with other stakeholders.

Check out our photos of the event



Read the full report



See video highlights of the event



Strategic priorities 2024-2025

Institutional policy, governance and strategy

- Ensure that the university's strategy is aligned with its role in society.
- Update the UOC's legal status and funding model within the university system.
- Adapt the governance model and the governing, participation and coordination bodies.



Learning, support and innovation

- Refine the student support model and strengthen assessment of and for learning.
- Explore artificial intelligence (AI) and apply it to the educational model.
- Strengthen research into our educational model to transfer results and make our portfolio more competitive.



Research, knowledge transfer and visibility

- Provide the UOC with the necessary structure and resources to consolidate its research.
- Structure, promote and publicize our knowledge transfer activities.
- Showcase the UOC as a university of excellence in research and knowledge transfer.



Alliances, community and culture

- Expand our partner ecosystem.
- Forge links with the community.
- Fulfil our commitment to culture.



Academic governance and organization policy

- Review our teaching staff model to ensure that it serves all of the university's missions.
- Consolidate a working framework that strengthens academic activity.
- Update academic policy.



Talent, organization and technology

- Strengthen our ability to attract, retain and develop talent.
- Transform the organization to make it agile and flexible, and ensure its financial sustainability.
- Promote the digitalization and technological modernization plan.



Strategic Plan adapted to new priorities

The UOC’s Strategic Plan is the roadmap that guides the university’s strategy and helps prioritize decision-making. This academic year marked the start of the 2024-2025 phase of the 2022-2025 Strategic Plan. This new phase has been shaped by the arrival of the new executive team, which has worked to adapt the 2022-2025 Strategic Plan to align it with the priorities of the new administration.

The strategic map has been updated to reflect this phase of the plan.



Strategic Plan website



Strategic map



P1 to P18: strategic priorities
A1 to A6: areas for action

U4 Farewell to Gabriel Ferraté

Gabriel Ferraté, the visionary scholar who founded the UOC, the world's first online university, died on 11 February 2024 at the age of 91, leaving behind an indelible legacy as the creator of the UOC.

One of the great achievements of this Reus-born industrial engineer was to conceive and create the UOC, at the request of the Government of Catalonia, in 1994. Ferraté accepted the challenge on the condition that the government would “trust him” and allow him to create “a different kind of university.” And he succeeded. Ferraté set out to “break down the barriers of space and time through new technologies” at a time when “the public, mainstream internet and the World Wide Web did not yet exist”.



Who was Gabriel Ferraté i Pascual?

Gabriel Ferraté i Pascual (Reus, Baix Camp, 1932) was an industrial engineer and agronomist. His professional, scientific and research activities focused on the fields of computer science, automation and robotics.

He was professor of Automation at the Barcelona School of Industrial Engineering (ETSEIB) from 1968 and director from 1969 to 1972. He then served as rector of the Universitat Politècnica de Catalunya from 1972 to 1994, with a break from 1976 to 1978 when he was appointed Director-General for Universities and Research and, later, Director-General for Science Policy at the Spanish Ministry of Education.

In 1995 he founded the Universitat Oberta de Catalunya and was elected its rector, a position he held until 2005. He had honorary doctorates from the Technical University of Madrid (UPM) and the University of Lleida. In 1996 he received the Creu de Sant Jordi (St George's Cross), one of the highest civil distinctions in Catalonia, and in 2017 the UOC awarded him its Medal of Honour, the university's highest distinction.

Condolences from the UOC community

On Monday 12 February, the UOC community came together in mourning to honour his memory with a minute's silence. Messages of sympathy and gratitude flooded social media and the press, which celebrated his legacy with numerous articles and tributes highlighting his life, achievements and vision.



The announcement of Gabriel Ferraté's death was met with an outpouring of emotion on social media, with more than 800 people expressing their condolences and reflecting on his lasting memory. On X (formerly Twitter), these messages reached more than three million users.

The news was also covered by more than fifty media outlets, including print, digital, radio and television, both in Catalonia and across Spain.

Gabriel Ferraté, in memoriam

The blog of the UOC's network of former employees also paid tribute to Ferraté, publishing a collection of his last interviews and public appearances.



Wisdom, commitment and forward-thinking

Rector Àngels Fitó acknowledged and thanked Ferraté for his contributions:

“With generosity and boundless dedication, he put his clarity of thought, creativity and conviction – hallmarks of his life, academic pursuits and research career – at the service of a pioneering and groundbreaking university model: the world's first online university! He envisioned a university without barriers or distance, a university open to the world.

“Gabriel Ferraté was able to turn the mandate he received – unanimously approved by the Parliament of Catalonia – into an instrument for enriching minds, showcasing the nation's strengths and shaping tomorrow. He stood out as someone who brought the future into the present.

“The legacy that he leaves is a precious, living and encouraging source of inspiration, especially for the UOC community.”

Life and challenges

We invite you to revisit the in-depth interview with Ferraté conducted by journalist Àngels Doñate, former UOC press officer, which paints a complete portrait of his life, his experiences and his vision for education.



Highlights of the year

September 2023

The UOC's 29th academic year had...

 **90,400**
students

The UOC is one of the top ten universities in Spain according to the Times Higher Education World University Rankings 2024.



The number of doctoral students has increased by almost 100 in the last five years. The university now boasts the highest enrolment ever in its doctoral programmes, which have tripled in number (from three to nine) during this period.

 **European higher education discusses its challenges in Barcelona**

From 23 to 25 October, the UOC hosted Digital Universities Europe, a forum organized in collaboration with *Times Higher Education*. More than 200 international leaders gathered to address the challenges of digital transformation, inclusion and sustainability in higher education, underlining the importance of institutional cooperation to tackle global issues in the education sector.

 **51% of online graduates secure new jobs**

According to the 2023 AQU Catalunya report on graduate employment outcomes, the percentage of online graduates securing new employment has increased from 32.8% in 2011 to 51.3% in 2023. The report also highlights increased job stability and improved skills, particularly in oral communication, creativity and English proficiency.

 **AI to help students who are at risk of failing**

An interdisciplinary team of UOC researchers led by David Bañeres (IN3) developed a new system that uses artificial intelligence algorithms to identify students at risk of failing, on a daily basis. It also initiates early automatic intervention by sending personalized messages to help them turn their situation around.

October 2023

Three UOC projects were selected to receive Next Generation EU funds. This capital will be used to improve the digital skills of teachers in Catalonia through the implementation of an online training programme, the development of a digital innovation project using virtual reality, and the transformation and digitalization of schools.

Improving the virtual classroom
More than 3,000 courses started the academic year using Canvas, the new learning environment, providing students with an excellent educational experience.

Philosopher Marina Garcés, a member of the Faculty of Arts and Humanities, and Andreas Kaltenbrunner, lead researcher of the AI and Data for Society (AID4So) group, opened the academic year with a discussion entitled “Rethinking intelligence to rethink ourselves”.



This year marks the 10th anniversary of the UOC Archive becoming part of the Catalan Archive System.

November 2023

Market intelligence to adapt our academic catalogue

The UOC developed a methodology for analysing big data from over five million vacancies posted on the main online job portals in Spain. This system identifies the most in-demand professional skills, periodically compares them with those included in the official academic catalogue, and ensures maximum alignment with real labour market needs.

Ignasi Beltran de Heredia was appointed as the new dean of the Faculty of Law and Political Science.

Recognizing students with disabilities

The Randstad Foundation, CaixaBank and the UOC awarded grants to 23 students with disabilities. The grants, worth €1,000, provide both financial support and recognition to individuals with a disability of 33% or more who have demonstrated academic excellence.

More than 150 people attended the 2nd #UOC2TheFuture Conference on Innovation in Online Teaching and Learning, organized by the eLinC.

4th Online Employment Fair

The 4th Online Employment Fair brought together 4,000 participants, 919 job and internship opportunities, 21 presentations and more than 170 companies. This year's fair aimed to highlight UOC talent, using the hashtag #TalentUOC to showcase the university's students and alumni as outstanding professionals recognized for their values, digital skills and cross-disciplinary competencies.

This year's event focused on the impact of artificial intelligence in the classroom and its potential to drive educational innovation.



On 9 October, Rector Àngels Fitó and her executive team met with over a thousand members of staff at the Teatre Coliseum in Barcelona to share the priorities for their tenure. Key areas of action include ensuring the institution's social mission, updating its legal status and funding model, and adapting its governance structure and participation bodies.

Highlights of the academic year

The rector’s first visit to Latin America

20 November – 2 December

 **45**
institutions

 **300+**
members of the UOC community

The rector’s visit to Colombia, Ecuador and Mexico was an important step in consolidating partnerships, connecting with the ever-growing UOC community there and opening up new horizons. The rector was able to see for herself the increasing number and importance of partnerships with public and educational institutions, which recognize the UOC’s contribution to strengthening quality online education.

uocshop.com

The UOC opened a merchandise shop.



December 2023

Symposium on the rural world and new technologies

UOC RuralTech, held in Tortosa, Tremp and online, explored best practices and experiences that demonstrate how rural areas can become vibrant, innovative places. The event showed how, with the right technologies, viable economic activities can be supported from anywhere in the region.



Inspired by the poem *Jo no camino* [I don’t walk] by poet Laia Noguera and narrated by actress Sílvia Bel, the UOC’s New Year’s message invites us to reflect on who we are in this world of constant change.

In her appearance before the Research and Universities Committee of the Parliament of Catalonia following her appointment, Rector Àngels Fitó warned that the university is “at risk of collapse” due to “frozen funding at a very demanding time in terms of the costly technological resources that a university like the UOC needs to keep up”. She explained that public funding for the UOC has been “frozen for as long as anyone can remember”, while the university’s activities have “continued to expand” in recent years, as requested by the Catalan government almost a decade ago.

January 2024

A budget for moderate growth

The Board of Trustees approved a budget of €172.7 million for 2024. This represents an overall increase of 5.2% compared to 2023. Of this, €122 million were expected to come from enrolments, €36.8 million from the Government of Catalonia, €6.8 million from research and innovation, €1.7 million from Corporate Consulting and the remaining €5.3 million from other sources. Investments remained almost unchanged from 2023, at around €10 million.

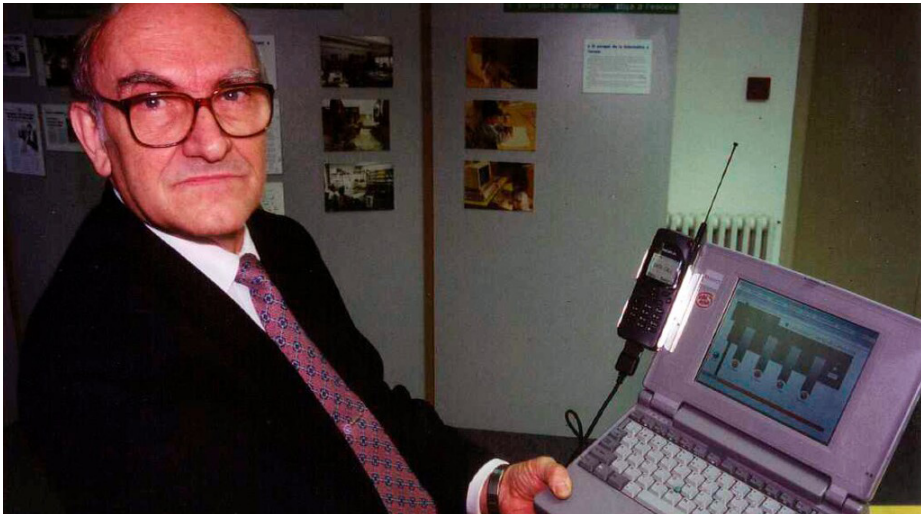
UGT wins union elections

Elections were held on 18 January (with a 52.36% turnout) to elect employee representatives to the Employees’ Committee. The Unió General de Treballadors (UGT) won 352 votes (44%, 10 representatives), Comissions Obreres (CCOO) 226 votes (28.25%, 7 representatives) and the Confederació General del Treball (CGT) 199 votes (24.88%, 6 representatives). There were also 23 blank votes (2.87%).

New UOC News site

The UOC *News* site launched a revamped version with an approach to news inspired by digital newspapers and other leading newsrooms in the university world. It also responds to trends in digital news consumption, while making it easier for users to access and browse content and improving usability.

February 2024



Passing of Gabriel Ferraté, founding rector of the UOC

On 11 February, Gabriel Ferraté, founder of the UOC and rector from 1995 to 2005, died at the age of 91. One of the great achievements of this Reus-born industrial engineer was to conceive and create the UOC, at the request of the Government of Catalonia, in 1994. Ferraté envisioned a different kind of university that would “break down the barriers of space and time through new technologies”.

Anna Busquets was appointed the new dean of the Faculty of Arts and Humanities.

Gender Awards

On 16 February, a ceremony was held at the UOC Campus to award various prizes for research and projects on gender. The Cecilia Castaño Award for Research on Gender Inequalities in Science and Technology (STEM) was given to Cristina Miralles for the best doctoral thesis or related article and to Cristina Delgado for the best master’s degree final project. The awards for the best final projects with a gender perspective went to students Sara Jiménez, Verónica Lezana and Mercè Pascual. Finally, the Equit@T video awards in the field of gender and technology were presented to Aina Pérez, Raina Azzouz and Cèlia Serradesanferm.

New Course Area

The aim of the new *Course Area* tool for coordinating professors is to make preparing lessons, editing classrooms and monitoring courses easier across the board and across different semesters.

Highlights of the academic year

March 2024



Bye, Tibidabo! The headquarters move to the Poble Nou campus

The UOC moved its headquarters and the Office of the Rector from the Tibidabo building to the Poble Nou campus in Barcelona’s 22@ district. This new space now centralizes all teaching, research and administrative activities, while continuing to provide student services through digital channels. The campus also inaugurated a solar panel installation to improve the institution’s environmental and economic sustainability.

New developments for 2024/2025

The coming academic year will see the introduction of microcredentials (short specialized training courses), allowing students to develop key skills for today’s changing labour market. The UOC will also launch the Programming School, offering the opportunity to learn programming from scratch. In addition, the UOC will participate in the new ARTEMISA International Chair in Cybersecurity, coordinated by Pompeu Fabra University, and will offer the Lifelong Learning Master’s Degree in Sports Communication and Journalism in collaboration with *Mundo Deportivo*.

Statement on AI and principles for its use in learning

The UOC shared an internal document on the principles for using AI in teaching and learning. At the same time, it published a *policy statement on generative artificial intelligence (AI)*. Both documents lay the groundwork for addressing the challenges posed by the emergence of generative AI, which requires a rethinking of the educational model and, by extension, assessment practices.

Launch of the Catalonia Skills and Jobs Barometer

The UOC and PIMEC launched the Catalonia Skills and Jobs Barometer, which provides insights into the needs and demands of the labour market. Both organizations highlight adaptability to change as the most valued skill for future professionals.

Professor Hug March, an expert in political ecology, sustainability, water cycle management and urban studies, was awarded an ICREA Acadèmia 2023 distinction.

“We understand its value and potential in education, but also the risks involved if it is not used ethically, critically and responsibly. We are committed to generative AI that adds value to teaching and learning processes, and that is traceable, auditable, inclusive and with control systems.”

April 2024

Reforming research assessment

The new CoARA Action Plan 2024-2027 will allow the UOC to continue to work nationally and internationally to reconsider how research is assessed and act accordingly, always taking into account the context in which we operate.

Renewal of the Alumni Council

Fifty percent of the representatives on the Alumni Council were renewed. The new members are alumni Miquel Martorell, Jaume Jofre, Lorenzo Marini and Miguel Ángel Herrera. The first meeting of the Council was spent discussing the strategic lines of the new Alumni Plan.

Relats compartits – Shared Stories

This initiative, which aims to recover and highlight the literary heritage of women writers in Catalan, Spanish, Galician and Basque, entered its third year. It involves recording selected readings that will become part of a public, open access audio library on the UOC Library website.

May 2024

Insígnia, a wide-ranging initiative

The mission to help students develop their educational and career pathways was initiated through Insígnia, a strategic, transformative and multidisciplinary project that will run until 2028. The goal is to create more and better opportunities for training, accreditation, self-awareness, environmental insights and the development of students’ personal and professional digital identities.

3rd UOC2TheFuture on digital assessment

More than 250 members of the university’s teaching and research staff met at the UOC Campus to share initiatives, reflections and discussions relating to digital assessment, all of which should serve to strengthen our educational model and learning approach. The meeting was held as part of the UOC’s 3rd Conference for Innovation in Online Teaching and Learning (#UOC2TheFuture).

Rector Àngels Fitó will preside over the new Interuniversity Council of Catalonia (CIC) committee on university teaching policy. This new committee will deal specifically with university teaching policy within this coordinating body for the Government of Catalonia and the Catalan universities.



Mark Farid, the UOC’s first artist in residence

Can digital technologies change the narrative around the climate crisis? How can the dialogue between art, academia and activism help combat this global emergency? These are some of the questions explored by Mark Farid, artist in residence at the UOC, in his project Invisible Voice, part of a residency sponsored by Hac Te, Barcelona’s Art, Science and Technology Hub, within the European project S+T+ARTS in the City.

Highlights of the academic year

June 2024

Participatory workshop on the student experience



Over 170 people (teaching staff, administrative staff and students) took part in a workshop dedicated to brainstorming and identifying opportunities for improvement at each stage of the student journey at the UOC. The aim was to inspire, align and engage our staff to ensure that the student experience is a memorable one.

OpenEU is born

As the first pan-European open university, OpenEU's mission is to strengthen the digital, green and social dimensions of the European Higher Education Area (EHEA) by making quality higher education and lifelong learning accessible to all, providing affordable and environmentally sustainable international experiences for all students, and contributing to the digital transformation of institutions. Coordinated by the UOC, the alliance includes 14 universities and 13 academic, business, rural, municipal and civil society associations from across Europe. The European Commission has supported the project through the European Universities initiative.

Redesigning the La Pau neighbourhood together

The collaborative project #SomiaLaPau, carried out with students of the University Master's Degree in Cities and Urbanism and residents of the La Pau neighbourhood in Barcelona, completed its first phase. The project gave residents a voice and the opportunity to collectively rethink the spaces in this area of the city, based on their everyday experiences and uses.

The **UOC Rural grants** were doubled this year to 200, following the high demand in the first call last year. These grants are intended for people living in rural areas with fewer than 2,000 inhabitants.



As the UOC enters its 30th academic year, it will remain true to its spirit as a pioneering and transformative institution focused on employability by offering **more than 60 microcredentials**. These are certificates that can be obtained by completing short, specialized courses designed to develop key skills in high demand in the labour market.

July 2024

Renewal of the University Council

The new University Council met on 16 July. This is the highest participation body of the university community and a key component in the evolution of the UOC's governance model. It is composed of ex-officio members by virtue of their positions at the university, elected representatives from the teaching, research and administrative staff and student representatives appointed by the Student Council.

Launch of the GAUDÍ project

The Diverse and Integrated University Academic Management (GAUDÍ) project was set in motion this year. It is one of the most ambitious transformation projects in the university's history. The first phase of this long-term project focuses on the student life cycle, including the provision of services and the technological tools that support them.

High demand for digital skills

Catalan companies are above the Spanish average when it comes to the demand for digital skills in job advertisements. This is the result of a new study on the Catalan labour market carried out by the research team at the UOC's Labour Market Research and Analysis Unit, in collaboration with PIMEC, as part of their joint project, the Catalonia Skills and Jobs Barometer.



White paper on microcredentials

The UOC published this white paper, which defines and explains in detail the concept of microcredentials, highlighting their accreditation characteristics, processes and teaching methods.

New master's degree in Sports Journalism

The UOC and *Mundo Deportivo* are launching the new Lifelong Learning Master's Degree in Sports Communication and Journalism, which will start in the 2024/2025 academic year, to train the future leaders of sports journalism in Spain.

Joining the 3Cat platform

The university's audiovisual content will now be available on the 3Cat platform, which is run by the Catalan Audiovisual Media Corporation (CCMA) to promote regional talent and culture. 3Cat announced partnerships with several important cultural institutions that produce audiovisual content in Catalan, including the UOC.



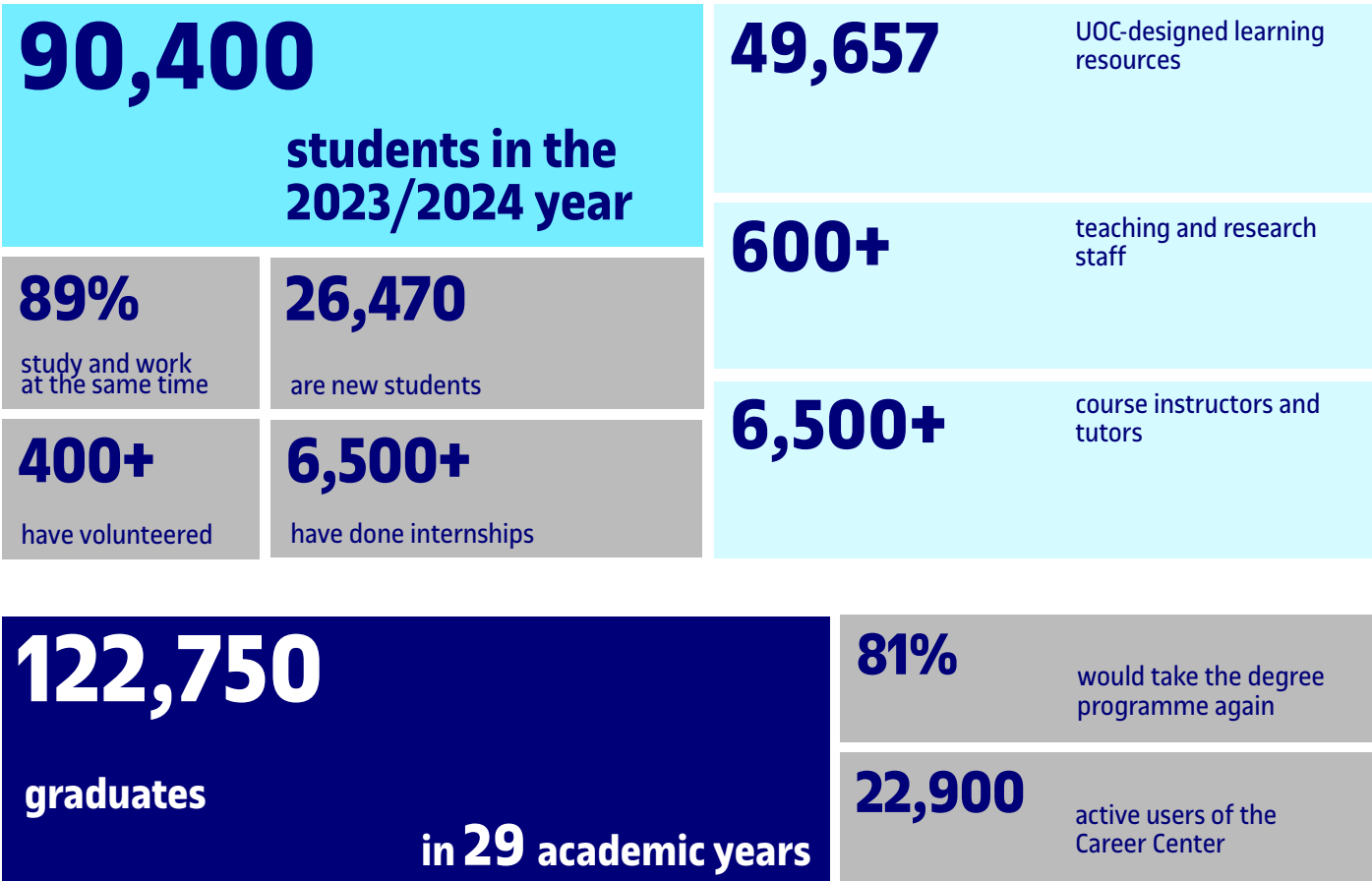
#30yearsUOC video

06

Students, at the centre

The UOC's educational model is pioneering, radically student-centred and has evolved over 30 years to meet emerging needs and adapt to new social and technological contexts.

Providing a memorable learning experience is the definitive purpose of this model. Our academic catalogue is structured through faculties, which encompass the university's seven areas of knowledge.



A constantly evolving educational model

One of the university’s key challenges is to adapt its teaching and assessment processes to prepare students for a world that is constantly changing. The emergence of artificial intelligence represents a paradigm shift that not only redefines the competencies required by the labour market, but also impacts on what is taught, how it is taught, how learning takes place and how it is assessed.

The university’s mission is to harness the power of generative AI for teaching, while educating students to embrace its potential and recognize its risks and limitations.

Transforming the learning experience

To drive this cultural transformation, the Office of the Vice Rector for Teaching and Learning has established the AFIA group to focus on assessment, feedback and artificial intelligence – the key areas and future lines of action for this process of change.

Teaching and research staff play a key role in this culture shift and have been provided with support and resources to continuously improve their assessment activities. The 3rd Conference on Innovation in Online Teaching and Learning (#UOC2TheFuture) served as a platform to discuss and share digital assessment initiatives.

In terms of feedback, the aim is to improve practices by moving from simple correction to formative feedback by design. At the same time, students should be encouraged to engage with feedback, use it effectively and understand its critical role in their learning process. All of this requires the implementation of multi-format strategies that can be mutually reinforcing.

With this in mind, the UOC published a *policy statement on generative AI* and, at the same time, shared an internal document on the principles for using AI in teaching and learning.

This scenario requires a transformation of course design to ensure that the university evaluates learning in a way that boosts outcomes, hones competencies and is inclusive for all.

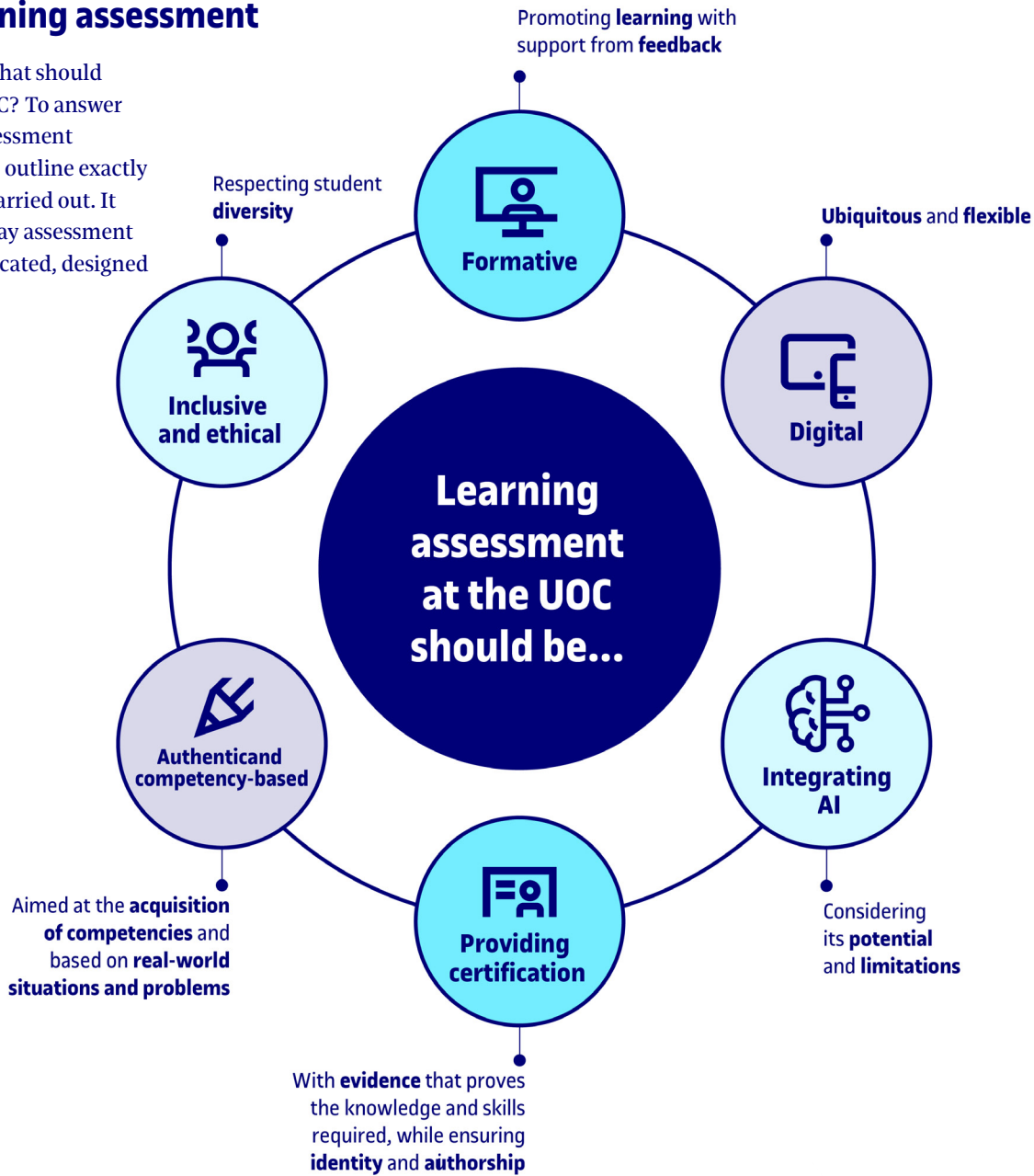
Creating opportunities as a hallmark of the UOC

With students at the centre, the university has launched initiatives to empower them to make informed decisions about their personal and professional development, opening doors to new opportunities:

- Learning for the long term.
- Self-awareness for employability.
- Environmental insights for competitiveness.
- Certification through microcredentials and macrocredentials.
- Digital identity building.

Promoting formative, competency-based and inclusive learning assessment

What are the main features that should define assessment at the UOC? To answer this question, a learning assessment framework was developed to outline exactly how assessment should be carried out. It represents a change in the way assessment is conceptualized, communicated, designed and implemented.



Innovation in digital learning from the eLinC



Director: Silvia Sivera

“For this academic year, I would highlight the eLinC’s interdisciplinary work with other UOC teams. We strengthened our collaboration with the faculties and other administrative departments to drive strategic projects forward.”

Major challenges to rethink teaching and improve learning

On 13 November 2023, we dedicated the 2nd Conference on Innovation in Online Teaching and Learning (#UOC2TheFuture) to exploring the impact of artificial intelligence in the classroom and its potential for educational innovation. Generative AI was the headline of the academic year, so it was imperative to look more closely at its value and implications for teaching and learning.

At the eLinC, we supported teaching staff in this major challenge, while completing the transition to the new Canvas

classrooms, launching **digital assessment** pilots, consolidating the availability of **classroom activity reports**, and advancing the **Insígnia** project – a transformative initiative for the entire university.

It was a year of major projects, but also one in which we recognized the importance of the day-to-day tasks carried out by the three eLinC teams in maintaining the quality of our services.

Consolidating the institutional strategy for the integration of learning analytics

To ensure the availability of learning analytics-based evidence for academic decisions tailored to different roles and their responsibilities, the **Classroom Activity Monitoring** project consolidated its approach to generating reports for coordinating professors. This included improved data updates and **new indicators** that allow for plagiarism risk assessment, performance comparisons between classrooms and more. The project team also developed and launched new reports for programme directors, faculty deans and the Office of the Vice Rectors. These reports are designed to facilitate shared reflection at different levels of

institutional decision-making, all aimed at improving student support and ultimately the quality of the learning experience for our students. This year, the eLinC also integrated the project reports into the UOC’s academic tools ecosystem and carried out various **training and consultancy** activities to promote their adoption by teaching and research staff and the wider teams that support them in their roles.

Our focus on internal knowledge transfer

This year, the Support and Knowledge Transfer team was tasked with focusing its time and effort on **internal transfer** and **support**. As a result, during the first five months of the year, the team worked to complete the last two external transfer projects remaining at the eLinC: one in Chile with the Universidad Mayor and another in Argentina with the Universidad Abierta Interamericana (UAI).

This shift allowed for a reorganization and resizing of the team, which played an active role in designing and producing strategies and resources to support teaching and research staff in areas related to **digital assessment**.

The UOC developed a digital assessment framework that laid the groundwork for various projects related to **assessment, feedback and artificial intelligence**, the three key areas that guided the support processes provided to academic staff over the past year. In this context, resources, training and information on these topics have been developed to support staff in their daily activities in the classroom.

Developing today’s classrooms to prepare for tomorrow

This academic year, for the first time, all of the UOC’s programmes and courses were delivered via Canvas classrooms. The implementation of this learning management system (LMS) has created a new paradigm that needs to be further consolidated in order to continuously improve the learning experience we offer our students, an undertaking that needs to be sustainable and scalable. The new classroom environment should also enable us to grow, continue to innovate and strengthen what makes us unique.

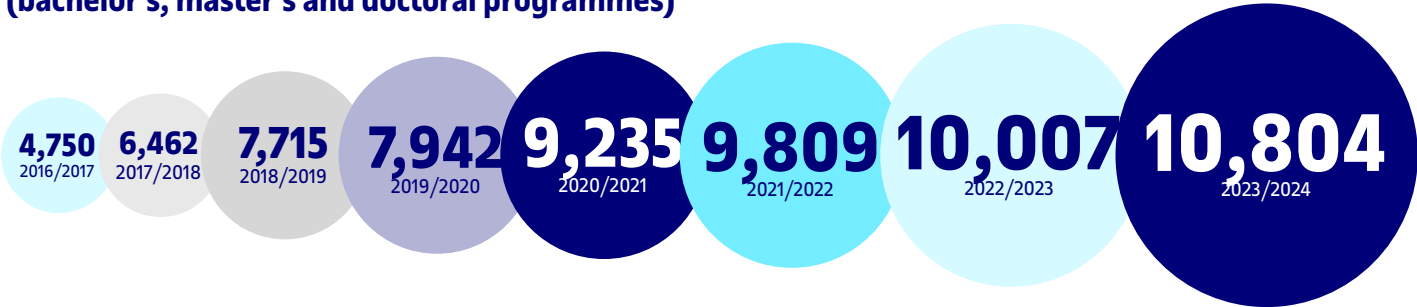
The Aula Futur project provides a framework to address the challenge of managing the development of the UOC’s new classroom. This framework invites the participation of academic staff, administrative staff and students in the decisions made today that will shape the classroom we want for tomorrow. The project was launched with a focus on four key workstreams to ensure that the classroom is progressively upgraded: “LMS community”, responsible for adopting valuable improvements introduced by the LMS vendor; “Classroom”,

centralizing improvement processes related to the editing and design of the learning environment; “Internal innovation”, redefining the innovation cycle to adapt to the new LMS, the UOC’s educational model and the edtech market; and “Solution redesign”, ensuring the stabilization of LMS elements that need to be redesigned to better fit our educational model.

To make sure that tomorrow’s classrooms provide students with the education, accreditation and self-awareness they need for their careers, the Insígnia project has launched its first ideation phase in synergy with the Labour Market Research and Analysis Unit and the Product Innovation Unit. This effort will enable the launch of the first lifelong learning microcredentials, a first implementation of the competency-based assessment framework and a first version of the GPS tool, which will provide students with relevant information to help them identify their career goals.

122,750 graduates over 29 academic years

Trend in the number of graduates (bachelor's, master's and doctoral programmes)



77%

are happy with their degree



81%

would take the degree programme again



79%

would come back to study at the UOC

90.420

students at the UOC in the 2023/2024 academic year

75.628

students on official degree programmes (bachelor's, master's and doctoral)

10.804

graduates of official degree programmes

+ 3,13 %
compared to 2022/2023

52.681

bachelor's degree students

+ 2,2 %
compared to 2022/2023

22.580

university master's degree students

+ 3,03 %
compared to 2022/2023

26.470

new students on official degree programmes

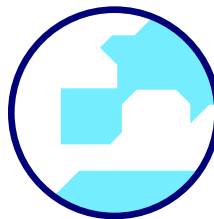
+ 0,1 %
que el curs 2022-2023

The UOC has students in 132 countries:



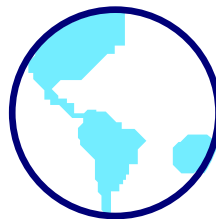
54.600

Catalonia



31.000

Spain (excluding Catalonia)



4.800

Rest of the world

Figures for the 2023/2024 academic year.

Outside Catalonia and Spain, where do the UOC's students live?

Andorra, Germany, Colombia, Ecuador and the United Kingdom.

The UOC's volunteering work, unstoppable

The annual figures for the UOC's Volunteering Programme with social organizations in Spain for the 2023/2024 academic year show remarkable growth. Since the start of the programme in 2019, the number of student volunteers has increased from 126 to 416, with a cumulative total of 1,649 people involved in various solidarity initiatives.

community's commitment to society. We currently offer volunteering opportunities through 23 organizations. Recent additions of particular interest include the Vincles project by Òmnium Cultural and the Code Club project by Colectic and the Bofill Foundation.

This programme, which connects students with social organizations across the country, demonstrates the growing interest in contributing to transformative social causes, reflecting the UOC



Mobility students

Online mobility programmes allow students from all over the world to take one or several courses on the UOC's Virtual Campus and have them recognized in their academic records. We know how important these international experiences are for students and the hurdles many face in trying to participate. That is why we urge students to take part in our online mobility programmes, helping other educational institutions to offer their students a broader and more international curriculum.



33

Erasmus mobility students (28 outgoing, 5 incoming)

106

foreign mobility students through collaboration agreements with educational networks and institutions

Figures for the 2023/2024 academic year.

The catalogue of official degree programmes for 2023/2024

This year we launched the Bachelor's Degree in Human Nutrition and Dietetics, together with Pompeu Fabra University, which aims to prepare professionals to face new challenges in health and the sustainability of food systems. The university's portfolio also expanded to include the new

Bachelor's Degree in Multimedia, as well as new 100% UOC specializations in the University Master's Degree in Teacher Training - Secondary Education, Language Teaching and Vocational Training (Catalan and Spanish Language and Literature, and Technology).



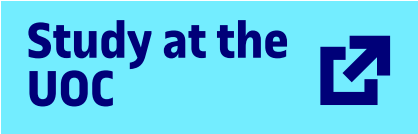
Bachelor's degrees 2023/2024

- Arts and Humanities**
 - Anthropology and Human Evolution (joint: URV, UOC)
 - Art
 - Sociology
 - History, Geography and Art History (joint: UOC, UdL)
 - Humanities
 - Catalan Language and Literature
 - Translation, Interpreting and Applied Languages (joint: UOC, UVic-UCC)
- Information and Communication Sciences**
 - Communication
 - Digital Design and Creation
- Health Sciences**
 - Speech and Language Therapy (joint: UVic-UCC, UOC)
 - Human Nutrition and Dietetics (joint: UOC, UPF)

- Law and Political Science**
 - Criminology
 - Public Administration and Political Science
 - Law
 - International Relations
- Economics and Business**
 - Business Administration and Management
 - Economics
 - Marketing and Market Research
 - Labour Relations and Employment
 - Tourism
- Computer Science, Multimedia and Telecommunications**
 - Applied Data Science
 - Computer Engineering
 - Telecommunications Technologies and Services Engineering
 - Multimedia
 - Techniques for Software Application Development
- Psychology and Education Sciences**
 - Primary Education
 - Social Education
 - Psychology

University master's degrees 2023/2024

- Arts and Humanities**
 - Technology-Mediated Language Teaching and Learning
 - Philosophy for Contemporary Challenges
 - Cultural Management (joint: UOC, UdG)
 - Humanities: Contemporary Culture, Literature and Art
 - History of the Contemporary World
 - Ancient Mediterranean (joint: UOC, UAB, UAH)
 - Translation and Technologies
- Information and Communication Sciences**
 - Corporate Communication, Protocol and Events
 - Design, Visual Identity and Brand Building
 - Strategy and Creativity in Advertising
 - Digital Journalism and Communication: Data and New Narratives
 - Social Media: Management and Strategy
- Health Sciences**
 - Food for Physical Exercise and Sport
 - Neuropsychology
 - Nutrition and Health
 - eHealth
 - Planetary Health (joint: UOC, UPF)
 - Medical Social Work
- Law and Political Science**
 - Legal Practice and Representation
 - Political Analysis
 - Cybercrime
 - Cities and Urbanism
 - Criminology and Criminal Justice (joint: UPF, UAB, UdG, UOC)
 - Human Rights, Democracy and Globalization
 - Taxation
- Economics and Business**
 - Economic Analysis
 - Business Management
 - Financial Management
 - Human Resources Management
 - Logistics Management
 - Online MBA (UOC, EADA)
 - Digital Innovation and Transformation
 - Digital Marketing
 - Occupational Health and Safety
 - Sustainability and Social Responsibility Management
 - Sustainable Tourism and ICT
- Computer Science, Multimedia and Telecommunications**
 - Bioinformatics and Biostatistics (joint: UOC, UB)
 - Cybersecurity and Privacy
 - Data Science
 - Web App and Website Development
 - User Experience (UX) and Interaction Design
 - Video Game Design and Development
 - Telecommunications Engineering
 - Computer Engineering
 - Computational Engineering and Mathematics (joint: URV, UOC)
 - Computer Vision (joint: UAB, UPC, UPF, UOC, UB)
- Psychology and Education Sciences**
 - Quality Management and Evaluation in Higher Education
 - Learning Difficulties and Language Disorders
 - Education and ICT (E-learning)
 - Teacher Training - Secondary Education, Language Teaching and Vocational Training (specializing in English, Catalan and Spanish Language and Literature, Mathematics, Technology, Vocational Training and Guidance and Educational Guidance)
 - Child and Adolescent Psychology: Intervention Techniques and Strategies
 - Educational Psychology
 - General Health Psychology



Doctoral programmes

- Society, Technology and Culture**
- Education and ICT (E-learning)**
- Network and Information Technologies**
- Bioinformatics**
(joint: UAB, UPC, UdG, UdL, UOC, UVic-UCC, URV, UB)
- Humanities and Communication**
- Health and Psychology**
- Business Administration and Management**
(joint: UPC, UPM, UPCT, UOC)
- Tourism** (joint: UMA, UA, UCA, UCM, UEX, ULL, Nebrija, UOC, URJC, USC, US, UVIGO)
- Law, Politics and Economics**



Who are our bachelor's and university master's degree students?

Bachelor's degree students

57%

women

34%

aged 25 to 34

90%

combine studies with work

70%

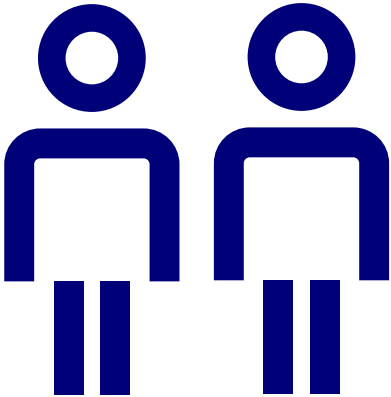
work in the private sector

61%

are studying for professional improvement or are self-employed

56%

choose the UOC so they can combine their studies with work and other responsibilities



Official master's degree students

61%

women

44%

aged 25 to 34

89%

combine studies with work

57%

work in the private sector

43%

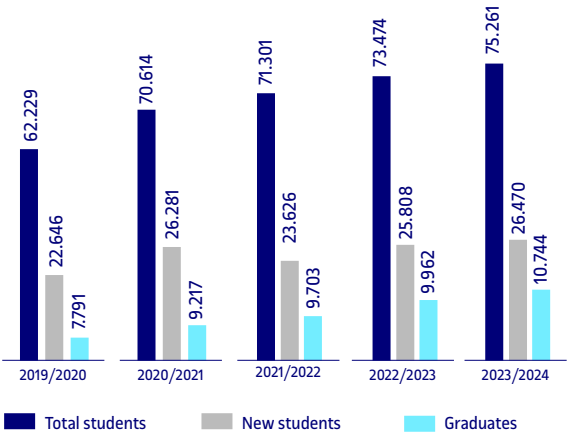
are studying for professional improvement or are self-employed

56%

choose the UOC so they can combine their studies with work and other responsibilities

Source: Power BI (October 2024) and 2023/2024 admission survey.

Trend in the number of bachelor's and university master's degree students

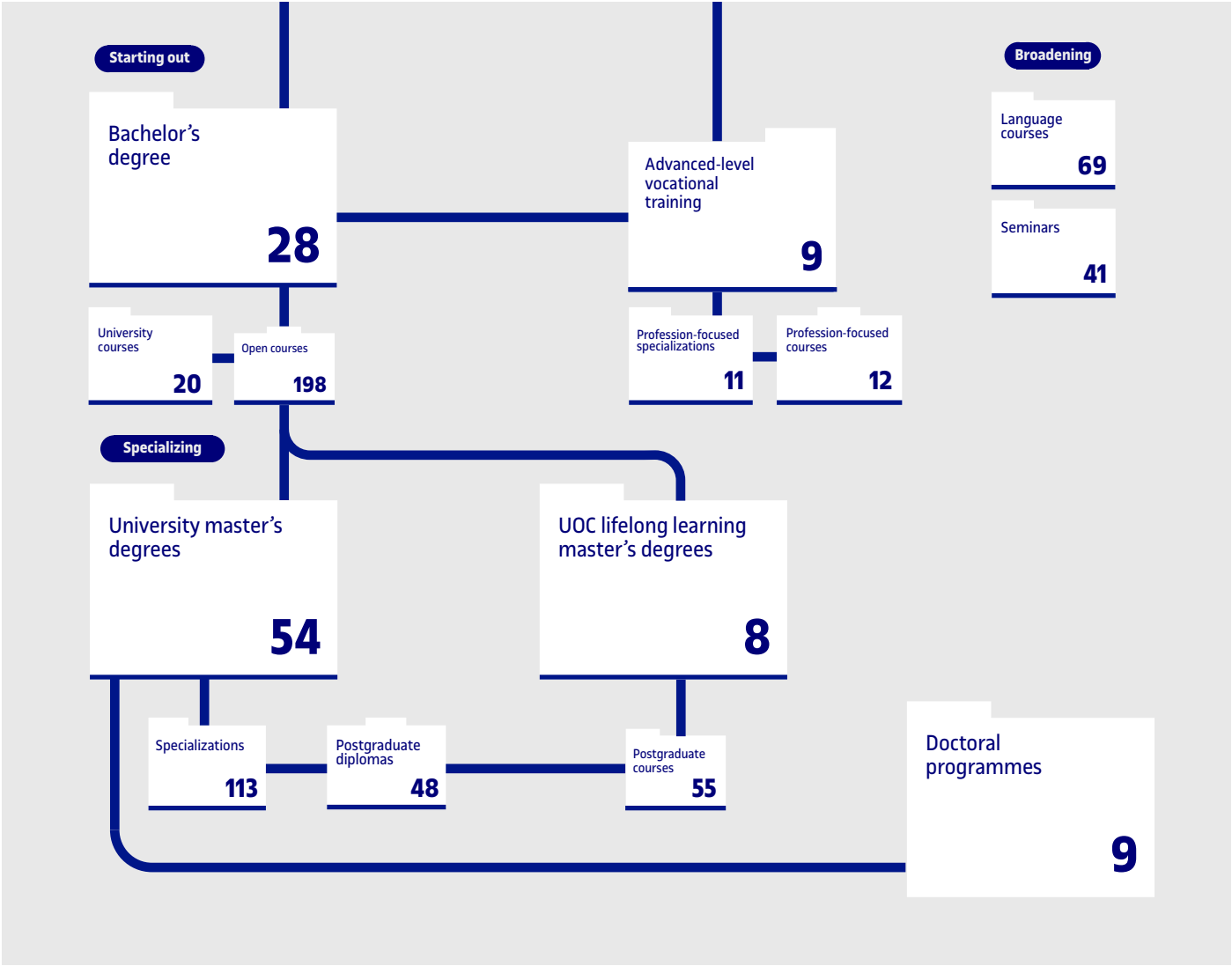


Distribution of new students on official degree programmes by faculty

| Faculty | Bachelor's degrees | University master's degrees |
|--|--------------------|-----------------------------|
| Arts and Humanities | 1,440 | 1,072 |
| Information and Communication Sciences | 1,123 | 586 |
| Health Sciences | 273 | 798 |
| Law and Political Science | 2,628 | 1,626 |
| Economics and Business | 3,004 | 2,008 |
| Computer Science, Multimedia and Telecommunications | 2,953 | 2,012 |
| Psychology and Education Sciences | 4,762 | 2,185 |
| Total | 16,183 | 10,287 |
| Total new students on official degree programmes (2023/2024) | | 26,470 |

Supporting every stage of life and career

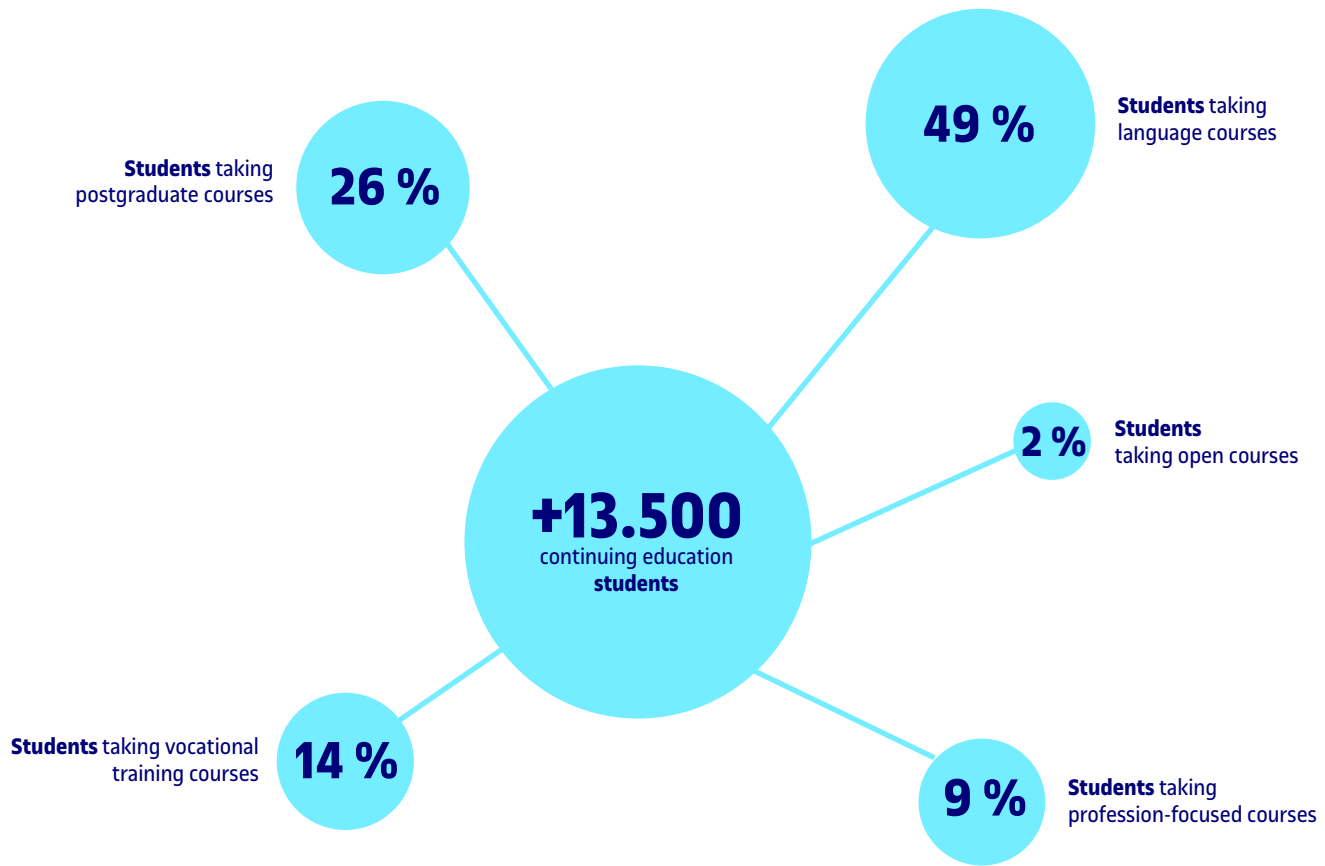
The university's academic catalogue includes a wide range of online programmes at different levels and in different areas of knowledge, allowing students to learn at their own pace and develop professionally at every stage of their lives.



Online continuing education, a top priority

Our continuing education courses are short, flexible and tailored to the needs of both students and organizations. They enhance students' professional ability by providing the knowledge they need at every stage of their careers and the skills demanded by the labour market.

Continuing education is designed to fit around people's work and personal lives. Courses cover a wide range of topics and there are no fixed classes or schedules, allowing students to learn at their own pace and from wherever they choose.



Microcredentials: a new learning initiative to boost employability

For its 30th academic year (2024/2025), the UOC will launch more than 60 microcredentials that people can earn by completing short, specialized courses focused on key competencies that are in high demand in the labour market. These microcredentials cover areas such as data analysis, communication, education, healthcare, programming, digital skills and artificial intelligence.

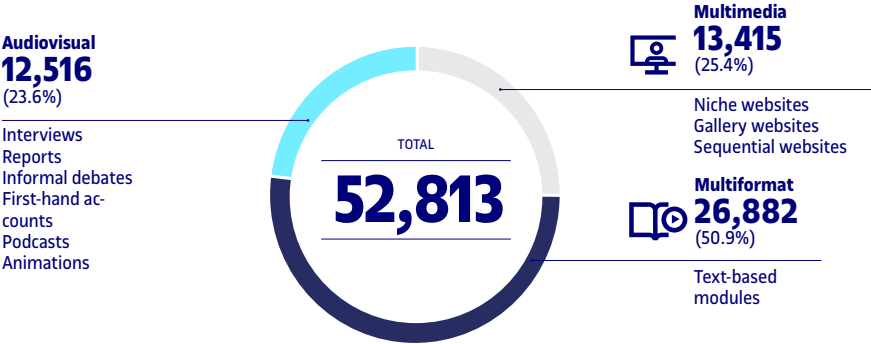
Microcredentials show that students have achieved specific learning outcomes from short educational experiences of up to six credits, such as courses or training programmes. They are specifically designed to certify professional competencies. On completion, students receive a digital certificate containing all the information they need to demonstrate that they have attained these competencies. They can then share their certificates with potential employers on their CVs or via social media sites such as LinkedIn.

Classroom learning resources

Learning resources include a variety of materials such as books, journals, handbooks, videos or software that students need to consult in order to successfully complete course activities.

Learning resources developed by the UOC

For the 2023/2024 academic year, the UOC updated and created 2,368 learning resources. Many resources are produced by the UOC itself, with the university acting as a publishing house or audiovisual production company.



Students rate the respect for gender diversity in learning resources at

74.4%

Satisfaction survey for the 2023/2024 academic year

Third-party learning resources

Some resources are commercially available and may require the purchase of licences or the management of copyright permissions.

| Software programs | 40 | Licences obtained | |
|--|-------|-------------------|--------|
| Books | 169 | Films | 48,060 |
| Films | 153 | Books | 30,090 |
| Case studies | 48 | Software | 8,443 |
| Book chapters, book excerpts, articles and other documents | 9,484 | Case studies | 5,112 |
| | | Total | 91,705 |

What are the UOC's learning resources like?



Examples of learning resources



Series

Back to Life, on Filmin

The Bachelor's Degree in Criminology requires students to watch episodes of *Back to Life* as part of an activity. The main character, Miri, returns to reality after 18 years in prison. Students are asked to analyse the protagonist's challenges and develop an individual educational project, taking on a professional role.



Podcasts

Una altra història, per a una altra psicologia [A different story, for a different psychology]

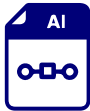
In one of the courses of the Bachelor's Degree in Psychology, students reflect on the past through a series of podcasts. One episode tells the story of the Leganés asylum.



360° video

Estratègies de lideratge en els projectes de transformació educativa [Leadership strategies in educational transformation projects]

Various teachers speak on camera about different educational transformation projects in the digital realm. The immersive format transports students into the classroom environment.



Software

Adobe Creative Cloud, SPSS and MATLAB

UOC programmes integrate tools such as Adobe Creative Cloud for design, SPSS for statistical analysis and MATLAB for numerical calculations.



Case studies

Harvard Business Publishing and The Case Center

Real or hypothetical business scenarios, including descriptions and arguments, are used for decision-making exercises and to guide action.



Ebook

Editorial Panamericana

Access to ebooks from this leading publisher in Spanish-language health sciences education, with updated resources.

Improving the Library search experience

An AI-powered search tool

The UOC Library participated in an international pilot project to test a generative AI assistant for its search engine. The UOC was the only institution in Spain to take part.

Increased personalization

The Library team was able to classify nearly 200 resources to help students find the most relevant ones for their studies.

Faster answers

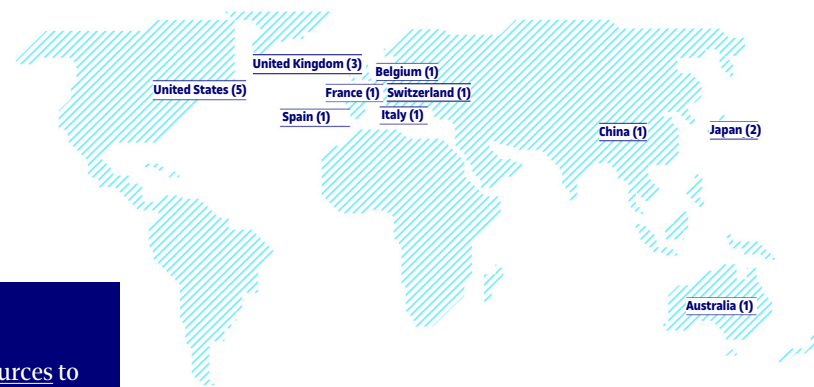
The Library Replies, the Library’s online user support service, was updated with a search tool to quickly find answers to frequently asked questions.

Relats compartits: an audio archive spotlighting women writers

This project, run by the libraries of the UOC and Camilo José Cela University (UCJC), entered its third year, aiming to create synergies between institutions and involve the UOC community in a joint cultural activity to highlight the literary heritage of women writers.



During the 2023/2024 academic year, the Library team continued to work to improve the UOC community’s **search experience**, making it more personalized and efficient. Several projects were launched in this area with a focus on innovation and continuous improvement.



Training resources at your fingertips

This year saw the launch of BiblioSkills, a new web space where the UOC community can easily find seminars and training materials to develop their information-seeking skills and knowledge.

Digital content for an online community

The use of the Library’s resources has increased: the UOC community is searching more, downloading more and visiting the Library’s website more frequently.

Figures for the 2023/2024 academic year.

Library collection

| | |
|---------------------|---------|
| Ebooks | 403,019 |
| Printed books | 37,211 |
| Digital journals | 96,387 |
| Audiovisual content | 88,105 |
| Databases | 170 |
| Total | 624,892 |

User services and training

| | |
|---------------------------|-------|
| Training | |
| Attendees | 2,070 |
| Hours taught | 74 |
| Training courses provided | |
| Students | 42 |
| Teaching staff | 32 |
| Hours taught | 154 |

Pioneering ebook management

4,094 new ebooks were added
(1.03% more than in 2022/2023)

The ebook collection continues to grow year on year. A new web space answers frequently asked questions from students and shares the Library team’s experiences.

Enquiries

The Library Replies and other enquiry channels **3,247**

Quality user support

Users rated the service provided by *The Library Replies* at

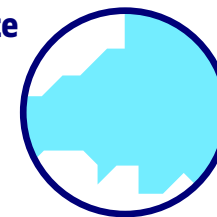


4,4/5

Increasing downloads

The number of digital content downloads continued to grow for the sixth year in a row.

1,105,244 visits to the website
(+13.9%)

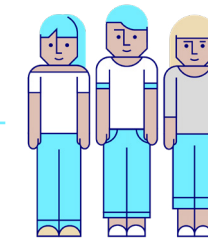


From over 180 countries

Spain
83.7%

Rest of the world
16.3%
(10.2% from LATAM)

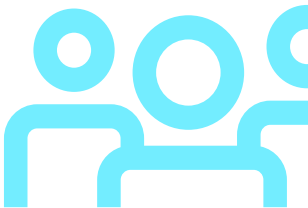
1,4m searches
(+16.7%)



8,7m downloads
(+17.8%)
Equivalent to 70 per student

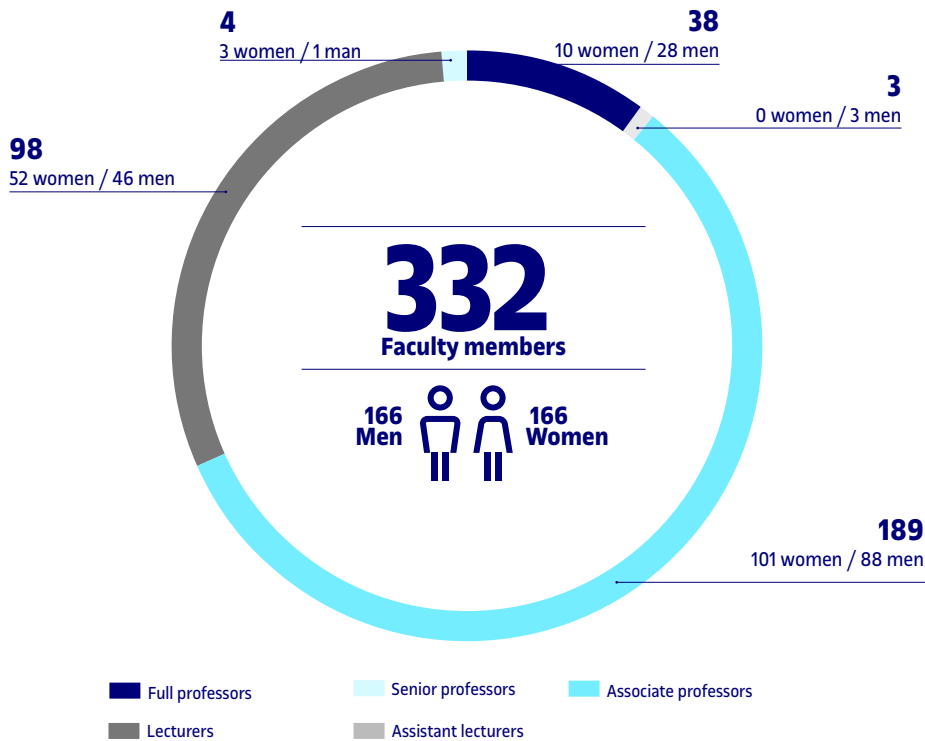
A scholarly community

The UOC's teaching team is made up of different academic roles: teaching and research staff; teaching support staff, who help to provide educational guidance to students; and tutors, who welcome, support and guide students throughout their academic journey.



Teaching and research staff (faculty)

This academic profile has full teaching and research capacity and encompasses all the responsibilities a professor assumes during their academic career: teaching, research, knowledge transfer, and institutional and academic leadership duties.



Active members as of 31 December 2023. UNEIX figures for the calendar year.

Accredited faculty members with PhDs

| | Women | Men | Total |
|--|-------|-----|-------|
| Faculty with PhDs | 166 | 158 | 324 |
| Faculty with PhDs who have received a positive assessment from an external assessment body | 139 | 140 | 279 |

Active members as of 31 December 2023. Figures for the calendar year.

Faculty members with six-year research accreditations

| | Women | Men | Total |
|--|-------|-----|-------|
| Faculty with PhDs and six-year research accreditations | 110 | 110 | 218 |

Active members as of 31 December 2023. Figures for the calendar year.

Faculty members with six-year teaching accreditations

| | Women | Men | Total |
|---|-------|-----|-------|
| Faculty with six-year teaching accreditations | 124 | 125 | 249 |

Active members as of 31 December 2023. Figures for the calendar year.

Teaching and research staff (professional expert teaching staff)

These figures complement the faculty's areas of specialization.

| | Women | Men | Total |
|------------------------------------|-------|-----|-------|
| Professional expert teaching staff | 29 | 16 | 45 |

Active members as of 31 December 2023. Figures for the calendar year.

Teaching support staff and tutors

These are professionals with expertise in various disciplines who combine their main professional activities with teaching at the UOC. They contribute to the educational support of students under the coordination of teaching and research staff.

The structure is completed by tutors who welcome, support and guide students throughout their academic career.

| | Women | Men | Total |
|--------------------|-------|-------|-------|
| Course instructors | 3,075 | 3,086 | 6,161 |
| Tutors | 282 | 228 | 510 |

Active members in the 2023/2024 academic year.

Course instructors and tutors **6,556**

There are 115 members who have a dual role as both course instructors and tutors.

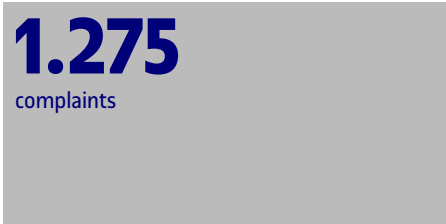
Personalized student support

Personalized, accessible and high-quality student support is a cornerstone of the university’s model. Several multidisciplinary teams work together with a common goal: to guide and support students with everything they need to facilitate their experience at the UOC.



Answering students’ questions

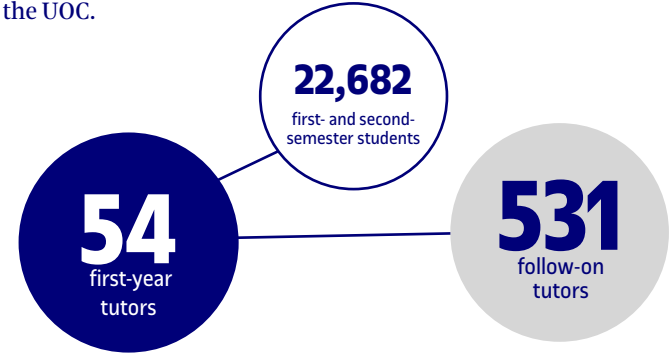
The Help Service is staffed by a team of experts dedicated to assisting, guiding and supporting students in a friendly, efficient, accessible and empathetic manner. This service is available through the support channel on X or the Virtual Campus.



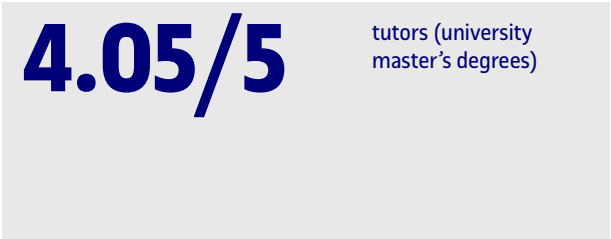
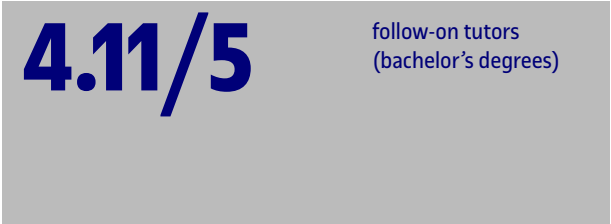
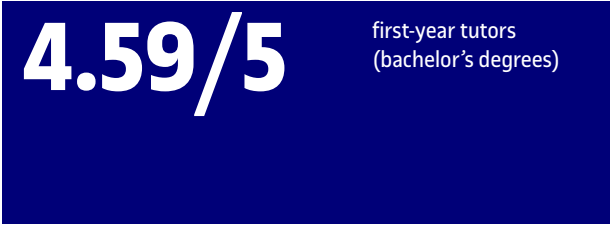
Figures for the 2023/2024 academic year.

Supporting students throughout their studies

Tutors get to know our students and support them proactively and with empathy throughout their studies at the UOC.

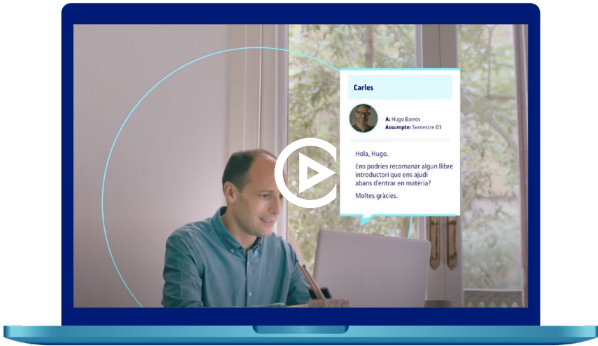


Satisfaction with tutors



Figures for the 2023/2024 academic year.

How can your UOC tutor help you?



Pilot programme: first-year tutoring for bachelor’s degree students

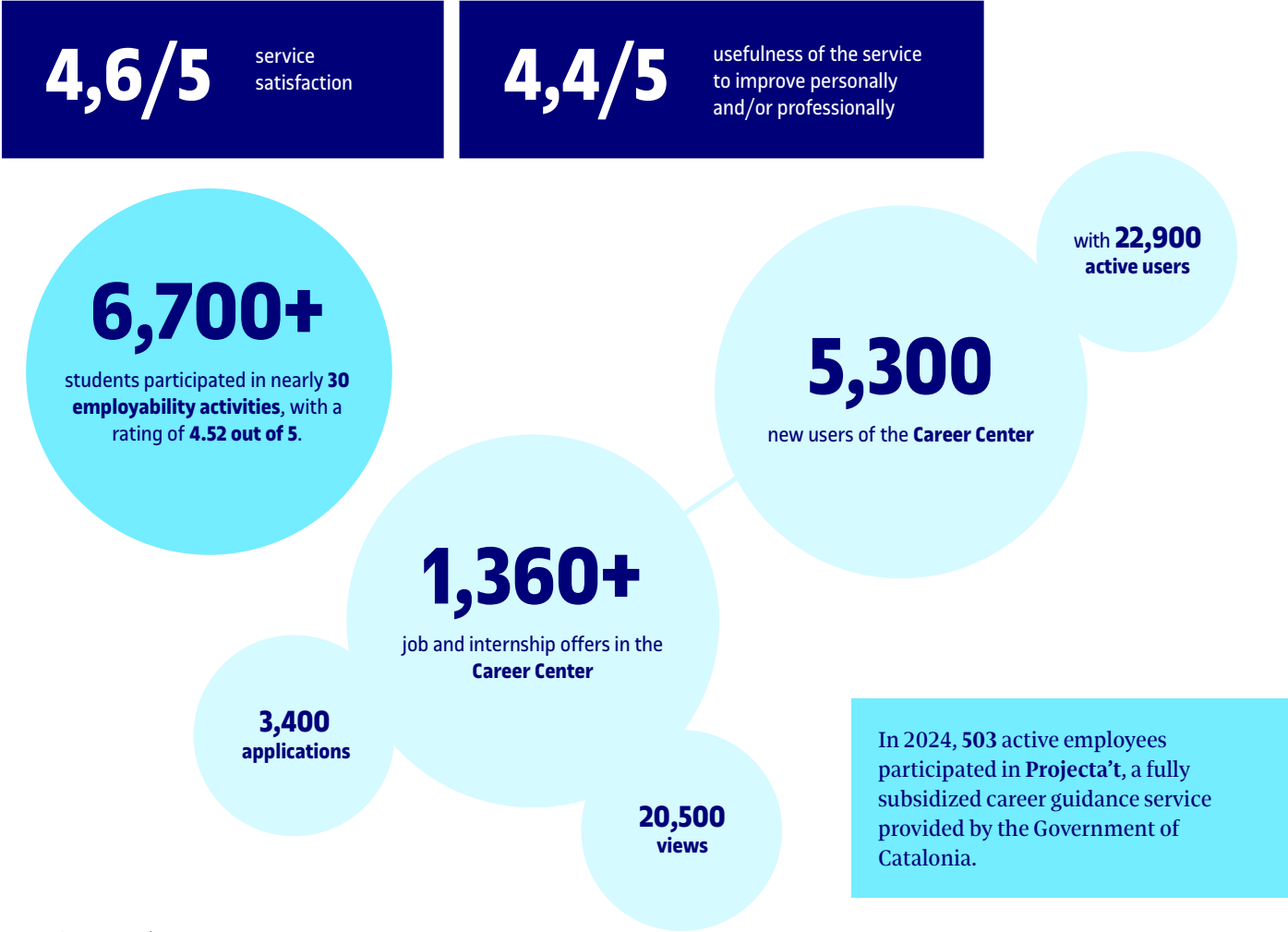
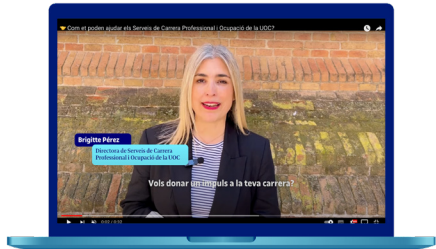
The pilot programme for the new tutoring spaces in the Bachelor’s Degree in Business Administration and Management and the Bachelor’s Degree in Criminology increased synchronous actions and video calls with students.

Participants:



Career guidance and development

At the UOC we want to ensure that all our students are able to plan and manage their professional careers. To support their personal and professional development, we offer a wide range of valuable resources and information.



Figures for the 2023/2024 academic year.

Online Employment Fair

The UOC's 4th Online Employment Fair took place on **15 and 16 November**. This was a completely online event with more than 4,000 students and graduates registered to attend.

This year, the UOC highlighted its talent, using the hashtag **#TalentUOC** to emphasize how its students and graduates stand out thanks to their values, digital skills and multidisciplinary competencies.

Participants were able to network and arrange interviews with 175 organizations and companies that hosted stands. During the fair, they could also apply for more than 900 job and internship offers.

The programme included talks and workshops by around 30 experts from the UOC and the wider industry, who shared their knowledge on the key challenges in the labour market and employability.

Students' digital skills and multidisciplinary competencies

| | |
|--|---|
|  Synthesis |  Entrepreneurship |
|  ICT |  Work organization |
|  Innovation |  Foreign languages |
|  Analysis |  Teamwork |



Figures for the 2023/2024 academic year.

Putting learning into practice

Curricular internships, an integral part of programmes of study, are essential for acquiring academic skills in a professional environment. Non-curricular internships provide opportunities to broaden and deepen knowledge in the chosen field of study.

6.586 students did internships

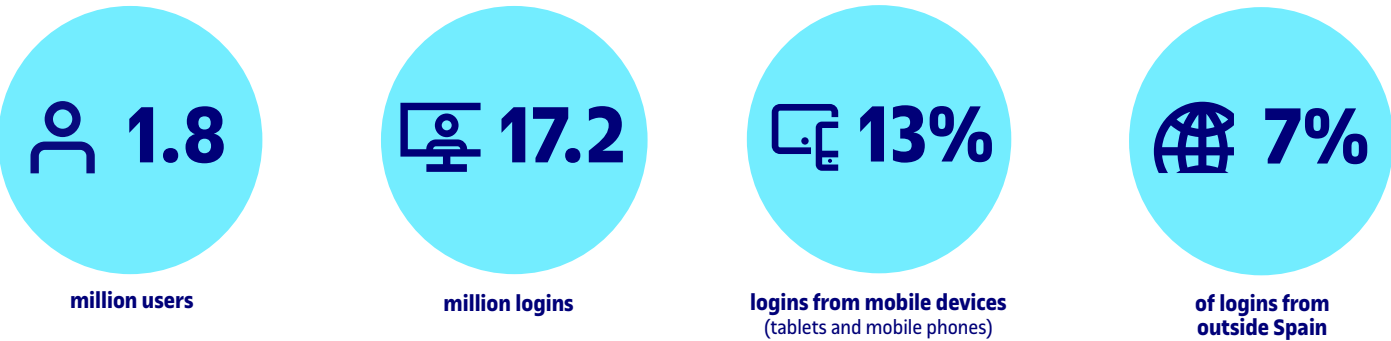
Of these, **5,714** did curricular internships and **872** did non-curricular internships.

As of 1 October, 5,431 interns were registered with the social security office in accordance with current legislation.

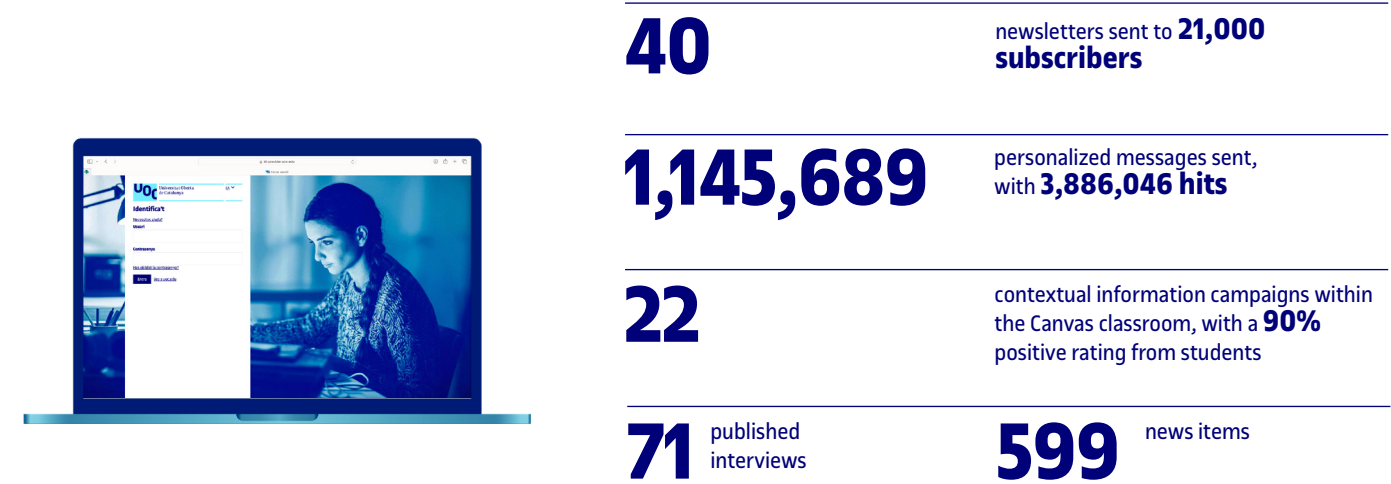
Virtual Campus: information at a click

The Virtual Campus is where all UOC community activities come to life. It is user-friendly, personalized and facilitates self-management.

Main consumption indicators for information sections



Figures for the 2023/2024 academic year.



Adapting to ensure equal opportunities

The UOC’s mission is to ensure that everyone who wants to pursue lifelong learning can do so. With the primary aim of meeting the learning needs of each individual by maximizing access to knowledge, the UOC offers an educational model focused on personalization and continuous student support, free from the constraints of time and space. Since its inception, the UOC has made significant efforts to provide access to higher education for people with disabilities.

Delegate for inclusive teaching and learning

This academic year, the Executive Board approved the appointment of Professor Carles Sigalés as the Vice Rector for Teaching and Learning’s new delegate for inclusive teaching and learning.

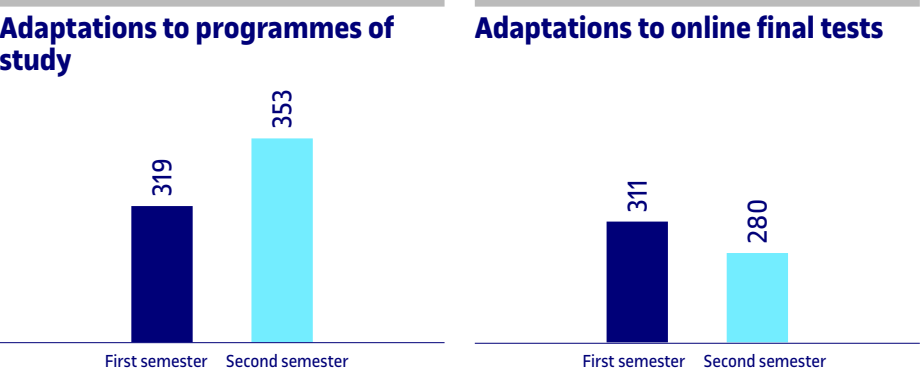
Sigalés will be responsible for defining and implementing the strategy to promote attention to diversity and inclusion for all students.

He will carry out this role alongside that of being the university’s representative, as appointed by the Catalan Interuniversity Council, on the governing board of the Catalan University Quality Assurance Agency (AQU Catalunya). Sigalés was the UOC’s Vice Rector for Teaching and Learning from 2013 to 2023.

In the 2023/2024 academic year, **2,671 UOC students** had a certified disability of 33% or more (2,591 of whom were enrolled on official degree programmes). The UOC is one of the leading universities in Spain in terms of enrolment of students with disabilities.

An educational model focused on personalization and support

We strive to ensure effective inclusion, which means offering financial assistance, monitoring students’ learning and tailoring the final tests to special needs. We study each individual case and make personalized adaptations to students’ programmes of study. We also provide additional support to help our students successfully complete their internships and enter the world of work in stride.



A strategic partner for talent development, innovation and competitiveness

In today’s ever-changing business environment, the companies of the future will progress as far as the professionals within them can grow. Investing in people to cultivate the right social mindset for the organization – one that motivates them to continue developing their knowledge and skills – has become more important than ever.

At UOC Corporate, our primary goal is to increase the number of organizations that see us as a strategic partner to help them nurture their internal talent.

UOC Corporate acts as a bridge between the university and the productive sector. This is accomplished by co-designing and delivering training solutions, developing projects through our research and knowledge transfer centres, collaborating on innovation and entrepreneurship programmes, facilitating access to talent through our job and internship pools, and promoting initiatives such as industrial doctorates and chairs.

Over the years, more than 600 companies and institutions from various sectors have placed their trust in us. Together, we have delivered over 400 bespoke learning experiences, reaching more than 23,000 professionals.

Our track record



A multidisciplinary team at the service of companies

Over the last ten years, UOC Corporate has designed competency maps, training plans and onboarding processes for numerous companies and institutions. Supported by our unique learning model (rooted in the UOC’s expertise as a digital native university) and a network of experts and partners from the business world, we have designed and delivered learning experiences to address a wide range of challenges faced by companies and institutions, such as improving leadership styles, promoting agile working methods, boosting innovation, or upskilling and reskilling.

Our solutions, the University-accredited Performance Learning Paths, are built around relevant and up-to-date content. They allow for a high degree of personalization and are delivered using an innovative methodology to achieve maximum impact and efficiency within each unique context. These solutions combine online training, collaborative learning initiatives, face-to-face workshops and meetings, and immersive experiences.

A few of our customers

| | | | | | | |
|--------------------------|--|--|--|--|--|--|
| Finance | | | | | | |
| Pharma and health | | | | | | |
| Retail trade | | | | | | |
| Public sector | | | | | | |
| Industry | | | | | | |
| Other | | | | | | |

U7

Transforming the research ecosystem

Research and innovation missions

On 29 February, the Office of the Vice Rector for Research, Knowledge Transfer and Entrepreneurship held the Conference on the UOC's Research and Innovation (R&I) Missions at the Interdisciplinary R&I Hub, located on the UOC Campus. The aim of this event was to refine the university's research narrative, structure our activities in this area and present ourselves to the community in a more coherent way, particularly by focusing on universal, social and national challenges.

Our approach to research

Research at the UOC is dedicated to shaping the society of the future by driving the transformations needed to address global challenges. We prioritize interdisciplinary projects in the human and social sciences, education, health and technology. We are committed to open knowledge, interdisciplinarity and network collaboration.

Our research in the coming years will be guided by five missions:

Education for the future

Educate and empower people to meet the challenges of our time, while creating opportunities for change and improving lives.

Ethical and human-centred technology

Develop new organizational and technological models that serve and empower people and make a critical contribution to technological change.

Social change and sustainability

Contribute to new social, environmental, economic and political dynamics arising from emerging scenarios.

Planetary health and well-being

Promote planetary health through the use of ICTs to make society fairer, more inclusive and more democratic.

Culture for a critical society

Create narratives and mindsets that contribute to a more just, sustainable, diverse and plural world.

A new strategic boost for research



During the 2023/2024 academic year, discussions began to define a new direction for research and innovation, with the active participation and collaboration of the staff. According to Vice Rector Xavier Vilajosana, the focus of research at the UOC is being redefined to foster research talent, strategically align research efforts, improve funding acquisition and integrate the research ecosystem, creating a unified, less fragmented space.

Efforts are under way to support the career development of teaching and research staff, which will help to retain and attract talent while fostering a collaborative environment aimed at achieving research excellence.

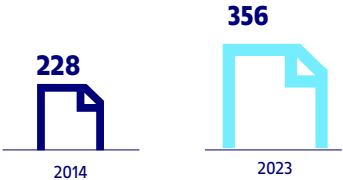
In addition, new strategic research areas are being developed to align research with global social challenges. These areas are grouped into five research missions, which aim to provide tangible solutions to the problems facing society around the

world. Over the course of this academic year, collaborative efforts were made to define these missions, which will frame all research in the coming years.

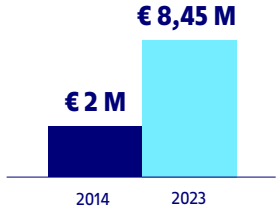
This new approach will increase efficiency and relevance, while facilitating increased participation in competitive research funding to consolidate structures and deliver high-impact results. To improve the context and support structures for research activities and to ensure efficiency and equitable resource allocation, work is being done to create five research units. This new internal structure will serve as the basis for the implementation of the UOC's research missions and will integrate the existing research centres. These future research units are intended to allow closer management and promote collaboration between related disciplines.

Research funding

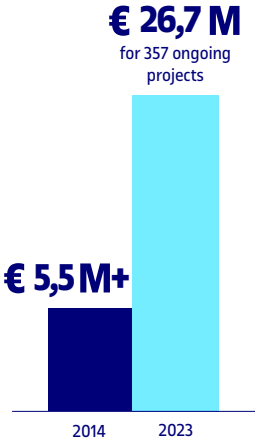
Research project proposals submitted



Funds obtained



Current research projects amount to



Doctoral programmes

Since 2002

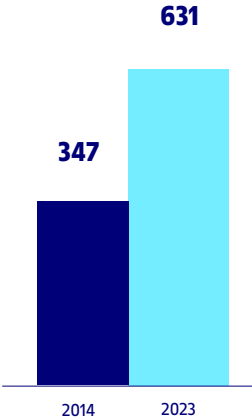


Industrial doctorate students

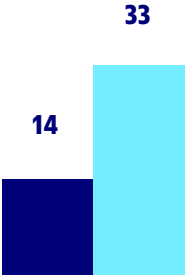


Research staff and groups

Research staff



Research groups (recognized by the Government of Catalonia, SGR)



Scientific articles

UOC research staff published



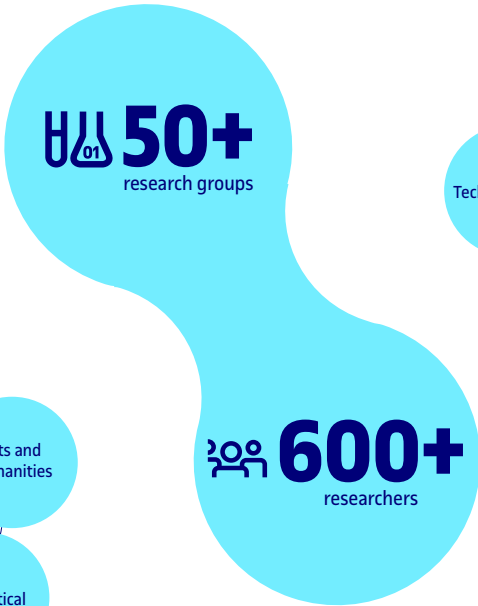
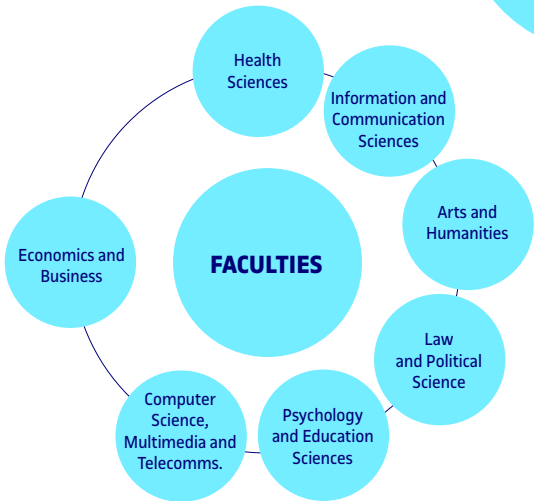
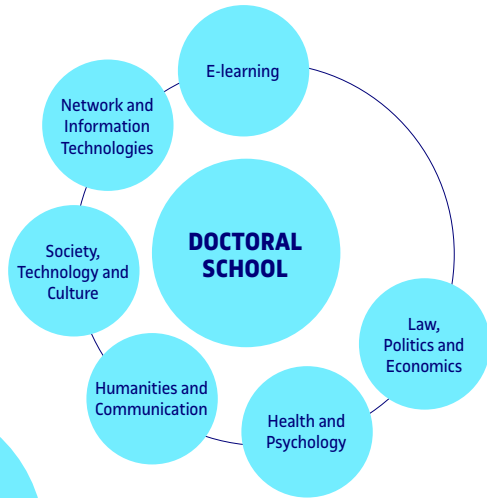
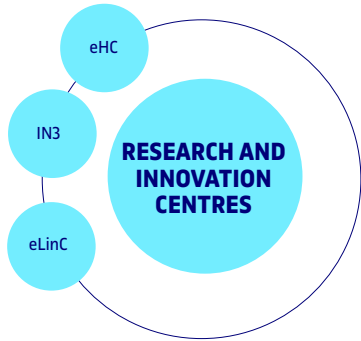
Knowledge exchange

Current patents



Who does research at the UOC?

The UOC has two research centres, namely the Internet Interdisciplinary Institute (IN3) and the eHealth Center (eHC), as well as an eLearning Research programme and seven faculties with associate deans for research. There is also the Doctoral School, which brings together the university's predoctoral researchers, and the eLearning Innovation Center, which promotes educational innovation. In the 2023/2024 academic year, the UOC was home to more than 50 research groups and over 600 researchers and saw 316 doctoral theses defended.

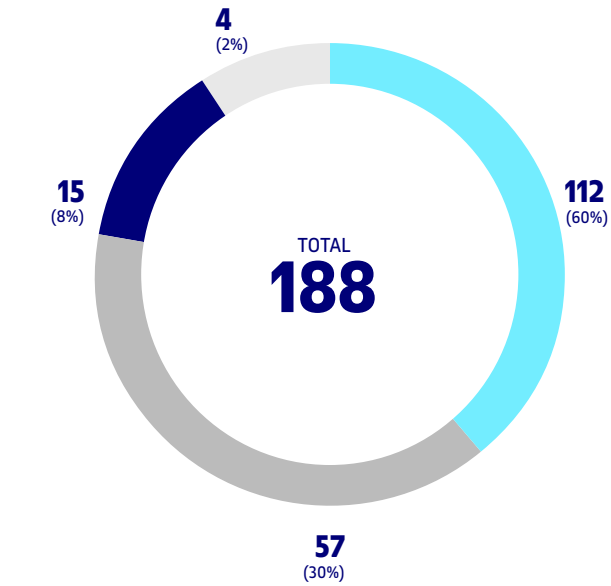


More support for quality research

In 2023, the UOC secured almost €8.5 million in external funding for R&D activities through 188 grants. This represents 31.8% of the total funding volume for ongoing RDI activities in 2023, totalling €26.7 million.

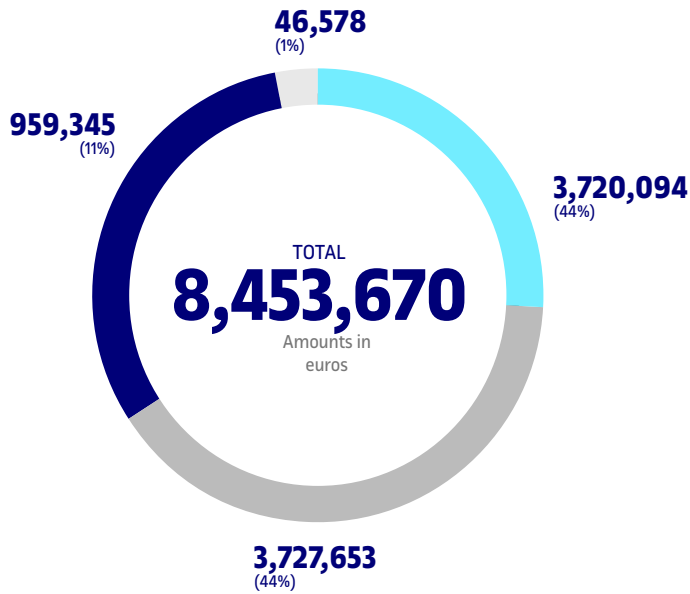


External funding from projects secured by the UOC in 2023, by geographical area



Catalonia Spain EU Rest of the world (excl. EU)

External funding from projects secured by the UOC in 2023, by geographical area



Promoting open science

With the creation of the Open Science Office, the UOC has put together a dedicated team to provide services for the open access publication of teaching materials, scientific research, research data and institutional texts.

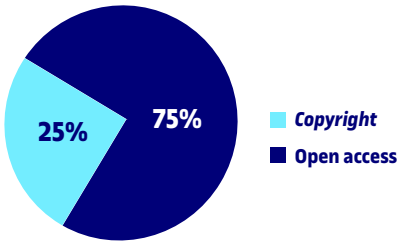
The UOC uses several tools and strategies to achieve this, including its O2 Repository, to disseminate and preserve educational, scientific

and institutional publications; CORA, RDR, a consortium repository for the dissemination and preservation of research data; DMP, a tool for creating data management plans; credits for open access publishing in journals belonging to Elsevier, Springer, Wiley and IEEE; and personalized publication campaigns in the O2 Repository.

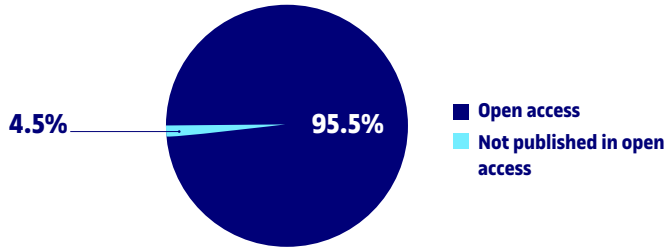


| | |
|-------|--|
| 150 | CVs reviewed for accreditation calls |
| 77 | bibliographic enquiries |
| 108 | bibliometric enquiries |
| 22 | training courses |
| 193 | enquiries about the institutional repository |
| 13 | new datasets in CORA |
| 27 | enquiries about research data management |
| 36 | data management plans |
| 64 | research staff profiles updated |
| 2,175 | new publications in O2 |

Open and closed access articles

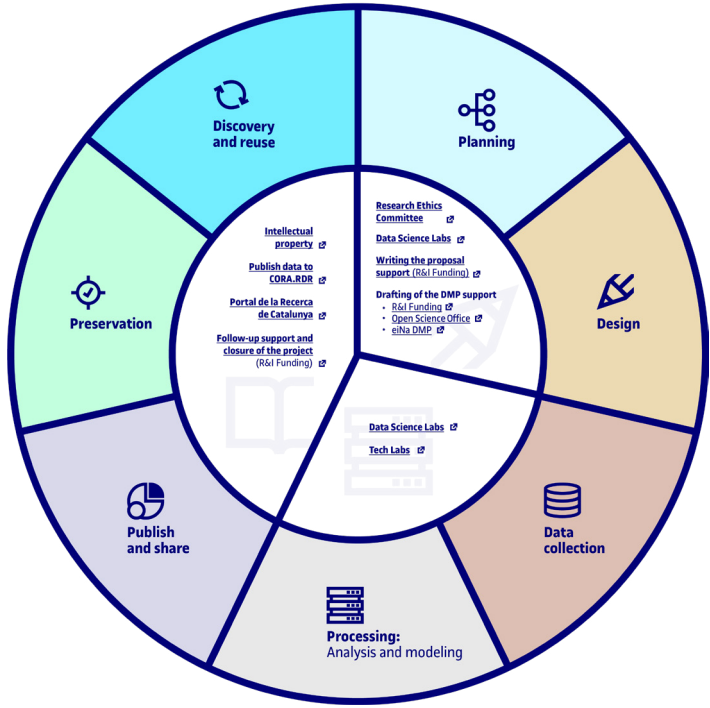


Theses published in open access



Source: Open Access Observatory (2023)

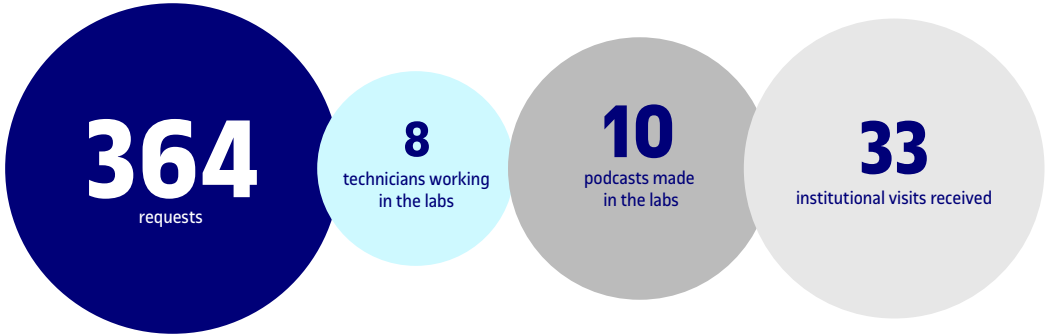
Service tools for research data management



10 UOC Labs

The Interdisciplinary R&I Hub supports ten specialized laboratories in a collaborative and interdisciplinary environment. These labs provide services in areas such as virtual reality technology, neuroimaging and 3D printing, among others. They serve both internal and external stakeholders.

| | |
|---------------------------------------|---------------------------------|
| Lifespan Lab | Tech Lab |
| Social, Behavioural and Cognition Lab | Design & Maker Lab |
| Audiovisual & Sound Lab | Wireless Networks Lab |
| Social Networks & Gaming Lab | Neuro Lab |
| Data Science Lab | XR Lab (immersive technologies) |



Supporting entrepreneurship

Hubbik promotes innovative ideas and projects related to the UOC's areas of knowledge by providing business advice tailored to the needs of each initiative, from validating business concepts to accelerating their growth. Through various programmes to support entrepreneurship, the entire UOC community – including students, alumni, faculty, course instructors, researchers and administrative staff – receives the right professional guidance. We also encourage collaboration between these groups and put the knowledge generated at the university into their hands.

Launch of the UNNE Neurostimulation Institute, a new UOC spin-off

The UNNE Neurostimulation Institute, a new spin-off of the UOC, has been established to implement neurostimulation techniques in people with anxiety or depression, delay the effects of Alzheimer's disease and improve patients' well-being after a stroke, among other conditions.








“Our company transfers research to clinical practice,” explained Elena Muñoz. “By creating the spin-off, we want to give a boost to these techniques, which are the most scientifically validated in the field of non-invasive neuromodulation. What we've learned from the research, we can now take out into society. And the more people it's used on, the more research we can do on its effectiveness. We're looking for a 'snowball effect,’” said the researcher.



4YFN

As it has done every year since 2015, the UOC once again supported technological entrepreneurship by participating in 4 Years From Now (4YFN), the start-up event at the Mobile World Congress. Eight entrepreneurial projects, driven by the UOC community and supported by Hubbik, the university's entrepreneurship platform, were showcased at the UOC stand. The projects focus on areas such as education, health, employment, robotics, immersive technologies and 3D solutions.











| | | | |
|--|--|--|--|
| Aimentia AI to treat mental health.  | AutisMIND Vídeos A platform to foster inclusion of people with autism.  | B-resol Creating a safe environment for children and adolescents.  | InSkin A search engine to find the right skin care product.  |
| Langtern AI to empower language teachers.  | MooFind Satellite technology for smart grazing.  | Smart Classroom Expertise to redesign learning spaces.  | THEKER The present and future of collaborative robotics.  |

12th SpinUOC, the innovation ecosystem

The UOC community's projects tackle challenges in health, education, inclusion and commerce, while taking into account the emergence of AI. These were among the focuses of the innovative projects presented on 27 June at the closing event of the 12th SpinUOC, the annual programme that supports entrepreneurial projects related to the world of ICT.

Three cash prizes were awarded. The audience award and the social impact award went to teacher and researcher Elena Muñoz Marrón for her project UNNE. The jury award went to student Cristina Grau for her project Twintual.

| | | | |
|--|--|---|---|
| Twintual A virtual twin to ease the stress of instant communication  | UNNE Non-invasive brain stimulation for mental and neurological disorders  | ARCamp An app for teachers to gamify their lessons  | Inclutic Reducing the digital divide for people with disabilities and older people  |
| Langtern Efficient language course preparation using AI  | Fatfest A robot to eliminate queues at concerts and festivals  | SmartMoob Comprehensive management of electric vehicle charging stations  | Kala Digital support for women approaching the menopause  |

SpinRoom

New this year, the *SpinRoom* podcast was held one hour before the start of the event, focusing on interviews and entrepreneurship at the UOC. Viewers were able to watch live interviews with members of the university's entrepreneurial community.



Relive SpinRoom and the SpinUOC 2024 final event



Internet Interdisciplinary Institute (IN3)

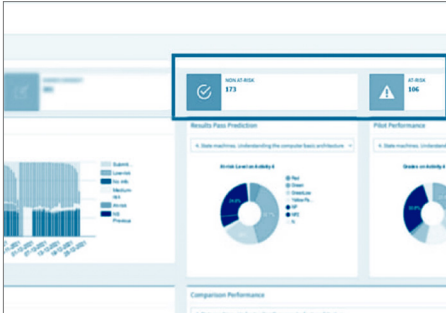
in3.uoc.edu

“In 2023, the Internet Interdisciplinary Institute (IN3) once again showed its commitment to scientific excellence and innovation in interdisciplinary research. We achieved a 100% success rate in the objectives set for the year. We exceeded expectations in terms of scientific publications, talent acquisition, competitive funding and contracts, again demonstrating the strength of our team in meeting annual performance targets.”

David Megías, director of the IN3



(Chris Gallagher/Unsplash)



(Screenshot of the dashboard, UOC)



(Lina Vanesa López Ortiz, UOC)

The UOC takes part in European project aimed at improving response to emergencies caused by climate change

Care and Preparedness in the Network Society (CareNet)

Catalonia was selected by the European Commission as one of twelve regions to participate in a European project with a budget of €25 million to optimize preparedness for major emergencies caused by climate change.

UOC AI system detects and intervenes early with students at risk of failing

Systems, Software and Models Research Lab (SOM Research Lab)

An interdisciplinary team of UOC researchers developed a new system based on artificial intelligence algorithms that can identify students at risk of failing on a daily basis and step in at an early stage without the need for human intervention.

The UOC’s new Interdisciplinary R&I Hub brings together eight specialized laboratories in a collaborative and interdisciplinary environment

Internet Interdisciplinary Institute (IN3)

The UOC Labs, located in the Interdisciplinary R&I Hub, are designed as collaborative research spaces. They serve both the university and third parties, providing services in areas such as virtual reality, neuroimaging and 3D printing.

The IN3 in figures

Figures for January to December 2023

Team



| | |
|----|--|
| 13 | group leaders (4 women and 9 men) |
| 2 | senior researchers (1 woman and 1 man) |
| 60 | predoctoral researchers (32 women and 28 men) |
| 71 | researchers with PhDs (37 women and 34 men) (31 of whom are members of the UOC’s faculties) |
| 35 | research assistants (15 women and 20 men) |
| 4 | interns (15 women and 20 men) |
| 22 | visiting scholars (16 women and 6 men): Sciences Po (France), University of Copenhagen (Denmark), University of Malaga (Spain), University of Stavanger (Norway), University of Edinburgh (United Kingdom), Oslo Metropolitan University (Norway), Royal Institute of Technology (Sweden), University of London (United Kingdom), Universidad Popular Autónoma del Estado de Puebla (Mexico), Iquadrat Informatica, SL (Spain), University of Chile (Chile), Koç University (Turkey), Beijing Jiaotong University (China), Institute for European Ethnology (Hungary), Humboldt University of Berlin (Germany), Monash University (Australia), University of Science and Technology Houari Boumediene (Algeria), AI Forensics (Italy), Universitat Autònoma de Barcelona (Spain), University of Santiago de Compostela (Spain) and Universitat Oberta de Catalunya (Spain) |
| 40 | external collaborators (21 women and 19 men) |

Publications

| | |
|-----|--|
| 123 | articles published in 2023: 7 of which are conference proceedings 16 of which are intergroup scientific publications (collaboration between two or more IN3 research groups) |
| 6 | books |
| 74 | book chapters 29 of which are conference proceedings |

Projects

| | |
|----|--|
| 14 | projects awarded in 2023 |
| 7 | intergroup projects awarded in 2023 (involving two or more IN3 research groups) |
| 49 | ongoing projects 3 international 16 European 17 Spanish 12 Catalan (45% led by women and 55% by men) |

Innovation

| | |
|----|---|
| 7 | active patents in 2023 |
| 10 | consultancy services (contracted in 2023) |
| 5 | active consultancy services in 2023 (40% led by women and 60% by men) |

Conferences and scientific symposia

74 activities organized by the IN3, with 2,918 participants



| | |
|----|----------------------|
| 42 | seminars |
| 1 | seminar series |
| 5 | conferences |
| 2 | congresses |
| 2 | lectures |
| 1 | webinar |
| 1 | talk |
| 1 | panel discussion |
| 1 | partner event |
| 1 | presentation |
| 1 | award ceremony |
| 3 | workshops |
| 3 | meetings |
| 1 | project launch event |
| 1 | pilot project |

Around 100: number of times IN3 researchers participated in activities carried out by institutions, centres and organizations outside the IN3 (according to information provided and subsequently disseminated by the secretary’s office of the IN3 director).

Doctoral theses

| | |
|----|----------------------------|
| 13 | doctoral theses (defended) |
|----|----------------------------|

Research groups

The research groups that make up the IN3 are:

CoSIN3

Complex Systems @ IN3
Leader: Dr Javier Borge Holthoefer (senior researcher)
Field: multidisciplinary application of complex systems (urban science, computational social science and big data analysis)
Area of knowledge: complex systems

GenTIC

Gender and ICT
Leader: Dr Milagros Sáinz (senior researcher)
Field: multidisciplinary (psychology, sociology, economics, geography and anthropology)
Area of knowledge: gender and ICT

TURBA Lab

Urban Transformation and Global Change Laboratory
Leader: Dr Ramon Ribera (full professor and researcher)
Field: multidisciplinary (economics, political science, geography, urban planning and environmental studies)
Area of knowledge: urban transformation

CareNet

Care and Preparedness in the Network Society (CareNet)
Leader: Dr Israel Rodríguez Giralte (adjunct instructor and researcher)
Field: psychology
Area of knowledge: care and preparedness in the network society

Dimmons

Digital Commons
Leader: Dr Mayo Fuster (senior researcher)
Field: multidisciplinary (political science, anthropology, economics, philosophy, computer science and art)
Area of knowledge: digital commons

GlobalLS

Global Literary Studies Research Lab
Leader: Dr Diana Roig-Sanz (ERC Starting Grant, ICREA research professor and researcher)
Field: multidisciplinary (humanities and social sciences)
Area of knowledge: global literary studies and digital humanities

WINE

Artificial Intelligence and Data for Society
Leaders: Dr Xavier Vilajosana Guillén (full professor and UOC Vice Rector for Research, Knowledge Transfer and Entrepreneurship) and Dr Borja Martínez Huerta (researcher)
Field: computer and telecommunications engineering
Area of knowledge: internet of things

CNSC

Communication Networks & Social Change
Leader: Dr Rosa Borge Bravo (associate professor and researcher)
Field: communication, (digital) sociology, technopolitics and human computer interaction (digital public sphere, online participation and deliberation, democratic innovations and political actors)
Area of knowledge: communication networks and social change

KISON

K-ryptography and Information Security for Open Networks
Leader: Dr David Megías (full professor, IN3 director and researcher)
Field: computer and telecommunications engineering
Area of knowledge: information and network security and privacy

SOM Research

Systems, Software and Models
Leader: Dr Jordi Cabot (until February 2023) and Dr Robert Clarisó Viladrosa (from March 2023)
Field: computer engineering
Area of knowledge: software engineering

AID4So

Wireless Networks Research Lab
Leader: Dr Andreas Kaltenbrunner (researcher)
Field: artificial intelligence
Area of knowledge: artificial intelligence

eHealth Center

This year highlighted the strong state of e-health research at the UOC, particularly through the organization of eHealth Connect in September. The aim of the event was to create a networking space for the entire research community in this field, to promote interdisciplinarity and to showcase ongoing research and projects.

More than 50 participants, 11 research groups and three e-health initiatives presented their latest projects. The initiatives were the WHO Collaborating Centre for Digital Health, the Barcelona Aging Longevity Lab (BALL) and the IAU SDG 3 Cluster.

ehealth-center.uoc.edu
Marta Aymerich, director of the eHealth Center



Boosting R&I in Digital Health

Help from Idea to Project grants

The centre hosted the 4th call for *From Idea to Project* grants. This is a €3,000 funding initiative to develop e-health projects, open to students and alumni of the UOC Faculty of Health Sciences and Faculty of Computer Science, Multimedia and Telecommunications. Two projects received €3,000 each: Improving doctor-patient communication with AI, by Sarai Suárez (UOC Master’s Degree in E-Health), and In-silico discovery of drug response differences between primary and metastatic cell lines, by Maria Butjosa (Master’s Degree in Bioinformatics and Biostatistics).

Some data on R&I in digital health at UOC

| | | | |
|--------------------------------|----|-------------------------|---|
| Articles | 48 | Number of eHealth Talks | 8 |
| Number of doctoral theses read | 2 | Proceedings | 2 |

Proof of Concept call

In order to promote transdisciplinary and interdisciplinary research within the university, the eHealth Center completed its third *Proof of Concept* call, open to the entire e-health research community at the UOC. The winning projects were:

- Embodied conversational AI in immersive virtual reality: reshaping the future of clinical skills training. Adrián Montesano (UOC) i Sergi Blanco (Boston).
- Embodied conversational AI in immersive virtual reality: reshaping the future of clinical skills training – Adrián Montesano (UOC) and Sergi Blanco (Boston)
- Remote intervention based on non-invasive neuromodulation in post-COVID19 syndrome – Elena Muñoz (UOC) and Julio Gómez Soriano (University of Castilla-La Mancha)
- Digitalization of the depression healthcare process in primary care in Catalonia – Carme Carrion (UOC) and Josep Vidal (ICS/IDIAB Jordi Gol)
- Enable the integration of reliable and non-invasive hydration sensing technology into the fabrics commonly used in clothing manufacturing at ultra-low-cost, to democratize the access to eHealth opportunities – Joan Melià (UOC) and Sanjay Sarma (Massachusetts Institute of Technology)

Knowledge transfer

Robot car can reduce stress in children before surgery

Àgata Lapedriza, principal investigator in the AIWELL research group, is co-leading an *international project on affective computing* and social robotics aimed at reducing fear and anxiety in children undergoing surgery or treatment in hospital. The robot car, equipped with AI systems, automatically measures vital signs and other health parameters. Based on these indicators, the car changes colour, plays music, emits scents, speaks and interacts with children to help minimize their stress during the procedure.

Creation of the UNNE Neurostimulation Institute, a UOC spin-off

The spin-off aims to promote *non-invasive neuromodulation techniques* for people with anxiety or depression, as well as delaying the effects of Alzheimer’s disease and improving well-being after a stroke, among other conditions.



Towards validation of a WHO app using AI to detect skin diseases

A team of researchers led by Carme Carrion, principal investigator at the eHealth Lab, is working to validate an *app designed to help combat neglected tropical diseases* and common skin conditions that primarily affect low-income countries. This project was commissioned by the World Health Organization.

International partnerships and networks

The IAU SDG 3 Good Health and Well-being Cluster, led by the UOC’s eHealth Center, hosted the webinar “The mental health crisis: building resilience in a changing world” on 16 November 2023. Click [here](#) to see the conclusions.

As part of the collaboration with the **Barcelona Aging and Longevity Lab (BALL)**, a team from the eHealth Center, led by

Marta Aymerich, in collaboration with the IRI and the REFiT-BCN research group at the Pere Virgili Health Park and the Vall d’Hebron Research Institute, launched a project to study the needs and perceptions of older adults with regard to robotic assistance in the home. The ultimate goal is to improve their quality of life and well-being. For more information click [here](#).

UOC knowledge at the service of secondary schools

The eHealth Center guided a team of advanced vocational students studying design and multimedia at the Escola del Treball secondary school in Barcelona to develop a digital

solution to *empower older adults* and promote active ageing. Eva Aumatell provided scientific and methodological support to a group of students during this project.

Other key projects

Immersive rooms to improve autism treatment (eHealth Center)

The eHealth Center is participating in a project led by the TIC Salut Social Foundation, the GURU Private Foundation and the Sant Francesc d’Assís Foundation, which aims to assess whether information and communication technologies (ICTs) can improve the treatment and quality of life of people with autism spectrum disorder (ASD). Noemí Robles is leading the eHealth Center’s participation in this initiative.

Temporal-invariant segmentation of multiple sclerosis lesions using generative models (NeuroADaS Lab)

Multiple sclerosis is a chronic autoimmune disease that mainly affects the central nervous system and is a leading cause of neurological disability in young adults. Diagnosis is based on clinical symptoms and the detection of demyelinating lesions in MRI images. Manual segmentation of lesions is laborious and prone to error. This project introduces, for the first time, a time-invariant approach that segments multiple sclerosis lesions in both cross-sectional and longitudinal MRI scans using the same nnUNet architecture.

PICOFON: an interactive programme to support the development of phonological awareness in children (NeuroDevelop eHealth Lab, GRECIL)

GRECIL is developing a prototype of PICOFON, an interactive and personalized programme to support children with language disorders. Led by principal investigator Llorenç Andreu, the tool integrates innovative technologies such as body movement and human voice recognition, as well as AI to tailor activities to each user.

Characterization of health professionals with low burnout levels (eRLab and Galatea Foundation)

This project, selected in the Connecta call by the Social Observatory of the “la Caixa” Foundation, aims to identify the characteristics of health professionals with low levels of burnout. The aim is twofold: to develop initiatives to alleviate the distress of these professionals and to promote and implement them in their training.

BDLab contributes to a UK government programme on ethical AI in health

The UOC, King’s College London and the Catalan government are collaborating on two objectives: to validate an ethical framework with five practical concepts for the application of AI in healthcare, and to encourage reflection on the roles of healthcare professionals, AI developers and patients in achieving ethical AI. Manuel Armayones, principal investigator of the Behavioural Design Lab (BDLab), is leading the UOC’s participation in the project.

Doctoral School

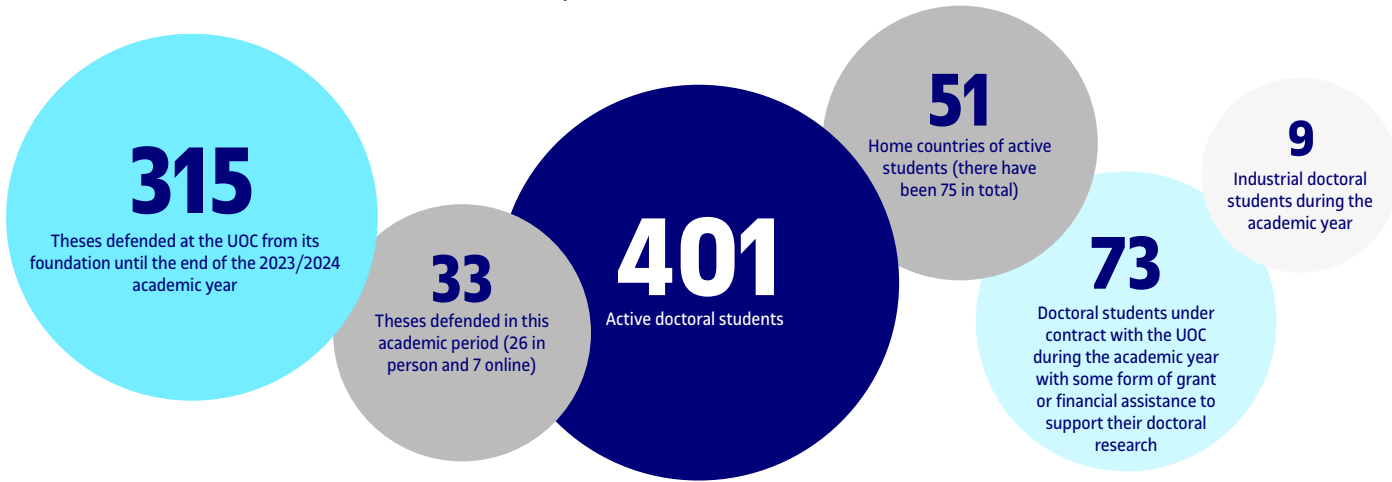
By the end of the 2023/2024 academic year, the Doctoral School had reached a total of 315 defended theses, 33 of which were completed during this academic period (26 in person and 7 online), with 401 active doctoral students from 51 different countries. Of these active students, 73 were under contract with the UOC with some form of grant or financial assistance to support their doctoral research, and nine were undertaking industrial doctoral programmes. The **Award for the Best Interdisciplinary Thesis of the 2022/2023 Academic Year** was shared between two students: **Dr Natalia Garrido Skurkowicz**, for her thesis “Gendered networks and work. The case of Social Entrepreneurship, and the Social and Solidarity Economy in Barcelona”, and **Dr Paul Mwangi Macharia**, for his thesis “Leveraging mobile phone-based technologies to provide on-demand adolescent sexual reproductive health information in a resource-limited setting: Kibra, Nairobi County.”

Marta Roqueta Fernández, a student on the doctoral programme in the Information and Knowledge Society, won the **first Award for the Best Doctoral Contribution to Open Science**. This award was organized by the Open Science unit within the Office of the Deputy General Manager for Research and Knowledge Transfer, in collaboration with the Doctoral School, on the occasion of International Open Access Week 2023.

<http://escola-de-doctorat.uoc.edu>
Director: Dr David Masip

“A doctoral degree is the highest qualification a university can offer in the education of future researchers to solve society’s most complex problems. This is essentially where they learn to conduct research.”

Key figures of the doctoral programmes for the 2023/2024 academic year



Outstanding activities from this academic year

The Doctoral School coordinates and organizes the UOC’s doctoral studies, creating a unified framework for its range of programmes. It works hand in hand with the UOC’s three research centres and seven faculties.

The **welcome session for new doctoral students for the 2023/2024 academic year** was held in person, with the possibility to attend online. In addition, newly recruited predoctoral researchers were invited to an orientation session that included a tour of the Interdisciplinary R&I Hub.

As it does every year, the Doctoral School participated in the 7th **“Present your thesis in 4 minutes” competition** organized by the Catalan Foundation for Research and Innovation (FCRI) with the support of the Government of Catalonia. All Catalan universities take part in this initiative, which aims to promote public engagement among doctoral students. The UOC was represented by **Helena Ginesta Dolcet**, a student on the doctoral programme in Education and ICT (E-learning), who was selected by a jury during the preliminary round for her thesis project “La formació inicial de mestres en línia: aprenent de la pràctica” [Online initial teacher training: learning from practice]. The audience award went to **Patricia Jurado González** from the doctoral programme in Health and Psychology for her thesis project *Design and “Evaluation of a Culinary Intervention for College Students in Catalonia: A Social Media-Based Approach.”*

This year also saw the launch of the **1st Doctoral Day**, an event aimed at all UOC doctoral students and their thesis supervisors. The aim was to create a supportive and collaborative environment where doctoral students could network, share experiences and discuss key aspects of their training and development. Through

a hybrid format, topics such as health and well-being, thesis planning methods, professional development and the need for informal networking spaces were addressed. The event was attended by around 70 participants in person and 50 online.

The 2nd UOC LGBTIQA+ Pride Research Day: Spreading Queer Knowledge was also held, organized with the support of the Equality Unit. This year, participation was extended to the wider academic and activist community in Catalonia, with the aim of increasing the visibility of sexual and gender diversity in academia.

See highlights of the 1st Doctoral Day



Research by our faculties

Faculty of Arts and Humanities

The research mission of the Faculty of Arts and Humanities focuses on the development of theoretical tools and methodologies to better understand the complexity of languages, cultures and societies worldwide. This work aims to intervene through knowledge generated in the humanities and social sciences from an ethical, inclusive, gender-sensitive and sustainable perspective.

In 2023, the team produced 69 scholarly publications (5 books, 21 book chapters and 43 indexed articles). Major research and knowledge transfer projects included:

The right to participate in the cultural life of the city: inequalities and policies for equity
Spanish Ministry of Science, Innovation and Universities.
PI: Nicolás Barbieri (UOC, IdentiCat)

Academic coordination of historical studies as part of the Government of the Balearic Islands’ 4th War Graves and Democratic Memory Studies Plan
UTE Aranzadi and ATICS.
PI: Jaume Claret

Women’s Legacy: a project for cultural and educational change
Spanish Ministry of Education and Science.
PI: María Lacueva (UOC, LiCMES/ IdentiCat)

Neural machine translation for the languages of the Iberian Peninsula (TAN-IBE)
Government of the Principality of Asturias.
PI: Antoni Oliver

Technical review of the draft text of the Law on Cultural Rights
Catalan Ministry of Culture.
PI: Nicolás Barbieri



- Faculty members belonging to a research group
- Doctoral students
- Faculty members not affiliated to a research group
- Postdoctoral researchers

Awards and accolades

Researchers in the Faculty of Arts and Humanities had a bumper year for awards and accolades in 2023. **Carles Brasó** won the International Convention of Asian Scholars (ICAS) award for Spanish-language books on Asia for his publication *Los médicos errantes*. **Joana Maria Pujadas** was elected president of the Association of Historical Demography (ADEH), Spain and Portugal’s leading institution in the field. **Jaume Claret** was appointed coordinator of historical and research studies for the Government of the Balearic Islands’ 4th War Graves and Democratic Memory Studies Plan. **Josep-Anton Fernández** was appointed to the Joan Coromines Chair at the Department of Romance Languages and Literatures at the University of Chicago. Finally, **Gisela Grañena** was included in the list of the top 2% of the most cited researchers in the world, published by Stanford University.



Faculty of Psychology and Education Sciences

The research carried out by the Faculty of Psychology and Education Sciences is centred around three pillars: education and ICT, psychology and health, and social and community action. Through these areas, we work with different groups to address specific, contextualized challenges in communities, schools, families, digital media and health centres, among others.

Faculty of Information and Communication Sciences

Our main research lines are:

Network society

The role of entertainment and its consumption as a cornerstone of emerging models of collaborative and participatory cultures within the knowledge society. Persuasive communication in the knowledge society. The challenges of civic journalism in the information age and the role of community media in today’s communication landscape.

Education and ICT

Research and experimentation in learning environments and processes based on collaboration, creativity, entertainment and the use of audiovisual technologies. Innovation in online communication education.

The Faculty of Psychology and Education Sciences comprises seven affiliated groups: *Child Tech Lab*, *Cognitive NeuroLab*, *Edul@b*, *Feed2Learn*, *Intervention in Clinical and Health Psychology and Promotion of Well-Being*, *Social Education Lab* and *Smart Classroom Project*. Our faculty also participates in UOC research centres and has established synergies with groups from other faculties and institutions. In 2023, we helped secure 51 funded projects and produced 123 publications in areas such as learning and digital health, 84% of which are open access.



We are committed to fostering a robust research culture within our team to enhance the social impact of our high-quality research. In 2023, our team led or participated in 24 competitive research projects or research contracts and produced 68 scientific articles. We also run the Audiovisual & Sound Lab, the Social Networks Lab and the Design & Maker Lab at the Interdisciplinary R&I Hub. These labs are open spaces for research, knowledge transfer and experimentation focused on transformations and specific forms of communication, design and digital culture.

Creativity and digital culture

Transformations in specific forms of communication – film and audiovisual media, journalism, corporate communication and advertising – in the context of the digital society. Visual culture in today’s communications ecosystem. Analysis of the design, structure and use of video games and online gaming as a cultural and narrative artefact. Creativity and innovation in communication.

Knowledge governance

Strategic knowledge management. Social media and knowledge. New ways of generating and disseminating scientific knowledge: big science and open science.

Faculty of Law and Political Science

The Faculty of Law and Political Science conducts intensive research as part of its mission to become an international benchmark for the study of how digital technologies, including artificial intelligence, impact the fields of law, politics, criminology and international relations. In 2023, our members published numerous scientific papers in indexed journals, books and book chapters. The faculty also publishes the academic journal **IDP. Journal of Internet, Law and Politics**, which is indexed in Scopus Quartile 2 in both the “Law” and “Sociology and Political Science” categories.

The research is mainly structured around **five recognized SGR groups**:

Four consolidated SGR groups: Empirical and Applied Victimology (VICRIM), Internet Law and Digital Transformation (DITD), Taxation, Labour Relations and Business (TAXBUSINESS), and eGovernance: Electronic Administration and Democracy (GADE).

One emerging SGR group: Geopolitics, Conflict and Human Rights (GEOCONDAH).

In addition, members of our faculty participate in other UOC groups, including Transdisciplinary Research on Contemporary Social Challenges (NODES), Urban Transformation and Global Change Laboratory (TURBA Lab), and Communication Networks & Social Change (CNSC).

Throughout 2023, our members worked on national and international research projects funded by the faculty’s groups, while also participating in various projects at other universities.

Faculty of Economics and Business

Research at the Faculty of Economics and Business is organized in six consolidated SGR research groups (DigiBiz, NOUTUR, i2TIC, MeL, KIMO and TURBA [affiliated to the IN3]), one emerging SGR group (SUMAT) and one faculty-specific group. These and other teams work on funded research projects, both nationally and internationally, with a focus on science and real-world application, as well as knowledge transfer initiatives. The faculty operates a high-quality research model, strongly oriented towards collaboration, collegiality and academic and societal impact, with a clear focus on internationalization.

The thematic orientation of our research covers academic programmes and courses as well as research lines, groups, projects and activities. It focuses on the intersection of **digital and environmental transitions in economic and business management and in addressing social challenges**. This approach serves as a powerful tool for cross-disciplinary collaboration, supported by a robust trajectory over the past seven years, particularly through the faculty’s Sharing EEE project.



Faculty of Computer Science, Multimedia and Telecommunications

In our faculty, research is organized in research groups, distributed between the two UOC research centres (IN3 and eHC) and the faculty itself, in order to create synergies between research and teaching. Currently, the research groups in our faculty are ICSO, SmartLearn, SOM, TEKING and LAIKA. Members of the faculty also participate in eHC groups (AIWELL and ADaS) and IN3 groups (CoSIN3, KISON and WINE).

The research areas covered by these groups include the application of artificial intelligence in various domains,

including healthcare, computer vision, software engineering, complex systems, optimization, distributed systems, cybersecurity, e-learning, wireless communication and data science.

In 2023, our faculty members contributed extensively to scientific output, producing 100 publications (half of which were international collaborations), of which 66 were indexed. That same year, faculty members participated in projects with a total funding of over €2.7 million.

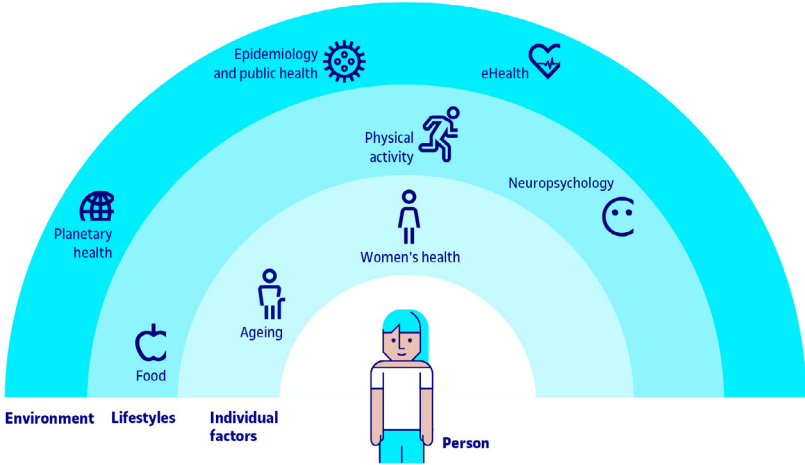
Faculty of Health Sciences

The Faculty of Health Sciences focuses on research with and for society, maximizing the transfer of project outcomes for the benefit of the community. We seek to understand how lifestyle, genetic, metabolic and environmental factors influence health and well-being. Our research aims to identify actionable strategies to prevent health problems and improve outcomes and quality of life for those affected.

We lead the UNESCO Chair on Food, Culture and Development and the WHO Collaborating Centre for Digital Health. Our collaborations include international organizations, patient groups, primary care centres, hospitals and research groups working locally and globally.

In 2023, we actively participated in 25 research projects at national and international level and published 51 articles, 80% of which are open access and 68% of which were published in first quartile journals.

Our research groups (FoodLab, Epi4Health, NeuroADaS Lab, eHealth Lab and BITAL) focus on eight areas of knowledge:



Open knowledge

The UOC uses two tools to make the knowledge it generates openly accessible: the *O2 Repository* (for publications) and *CORA.RDR* (for research data).

Through its *O2 Repository*, the UOC disseminates and preserves the knowledge it generates. This institutional repository houses open access digital publications produced by the university community as part of its teaching, research and administrative activities. The UOC’s research data are preserved and disseminated through *CORA.RDR*, a consortium tool shared with other Catalan universities.

The UOC’s O2 Repository facilitates the self-archiving of publications, including

CORA.RDR

28 datasets



Tools for open science

scientific outputs (such as research articles) by researchers, student final projects and institutional documents produced by the university. By the end of the 2023/2024 academic year, and after four years of implementation of the UOC’s *Open Knowledge Action Plan*, the repository provided access to 21,150 documents.

Publications in the UOC’s O2 Repository are indexed in *OpenAIRE*, *Recolecta* (FECYT), *RECERCAT* (CSUC) and *Google Scholar*. As of 2024, they were also included in the United Nations Food and Agriculture Organization’s (FAO) International System for Agricultural Science and Technology (*AGRIS*).

The UOC’s O2 Repository

21,150 open access publications



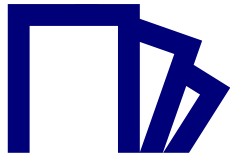
3,378 scientific articles



288 doctoral theses



The UOC’s commitment to open science is also evident in the *CORA* consortium portal, managed by the CSUC. The Catalonia Research Portal (PRC) provides access to the *research data* generated in research activities (CORA.RDR), *data management plans*, *doctoral theses* defended by students, and comprehensive information on UOC research.



12,170 final projects



2,921 open access learning resources



Source: the UOC’s O2 Repository. Cumulative data up to September 2024.

Committed to open science

The UOC’s Open Science Office is part of the Repositories Group and the Open Access Group within the Network of Spanish University Libraries (REBIUN). It participates in specific actions involving the evaluation of institutional repositories (*REBIUN-FECYT Guide*), the development of *repository statistics* and the *monitoring of open science*.

The office collaborates with the CSUC through its cooperative repositories – *Online Teaching Materials* (MDX) and the *Research Repository of Catalonia* (RECERCAT). It also contributes to the CSUC research support working group and is represented by the Library in the Functional Commission for Learning, Research and Open Science (ACO).

Chairs

The university’s chairs develop projects in education, research and technology and knowledge transfer to generate and share knowledge in specific fields.

UNESCO Chair in Education and Technology for Social Change

Established in 2002 to promote research, learning, information and documentation on the intensive use of ICT in education.

UNESCO Chair on Food, Culture and Development

Aims to promote research and education in three key areas: food, culture (including knowledge, social diversity and local adaptations) and development.

UOC-COCEMFE Chair in Personal Autonomy and Digital Health

Focuses on research, innovation and knowledge transfer related to personal autonomy and its intersection with digital health. Activities are carried out within the P4 medicine paradigm: personalized, predictive, participatory and preventive.

Barcelona UOC Chair in Digital Economy

Created with a mission to promote strategic actions, links, work dynamics and tools to help public policies and urban ecosystems face the challenges of the platform economy.

Pau Casals Chair in Music and the Defence of Peace and Human Rights

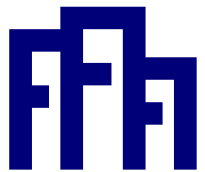
Aims to foster contemporary research, knowledge dissemination and debate on the musical and humanistic facets of Pau Casals and his extraordinary legacy, as well as the values he championed throughout his life.

Chair in Conflict Resolution, Mediation and Digital Transformation

The mission is to pool and share the knowledge and resources that the UOC and the Mediation Centre of Catalonia, part of the Government of Catalonia, have and will generate in the field of conflict resolution, mediation and digital transformation.

ARTEMISA International Chair in Cybersecurity

The main objective is to provide society with the necessary tools to understand and address digital security challenges through a multidisciplinary approach, emphasizing the importance of regulation and legislation in this area.



Academic publishing

For the 2023/2024 academic year, a new structure for academic publishing was set up, comprising the UOC's scientific journals and the Editorial UOC publishing house.

Scientific journals

7 peer review journals

Artnodes. *Journal of Art, Science and Technology:* artnodes.uoc.edu

Dictatorships & Democracies. *Journal of History and Culture:* dictatorships-democracies.com

Digithum. *A Relational Perspective on Culture Society:* digithum.uoc.edu

IDP. *Journal of Internet, Law and Politics:* idp.uoc.edu

International Journal of Educational Technology in Higher Education (ETHE): ethe.uoc.edu

Internet Policy Review (IPR). *Journal of Internet Regulation:* policyreview.info

BiD. *Journal of Library and Information Science:* <https://bid.ub.edu/>, until December 2023

General-interest journals

3 journals dedicated to taking knowledge beyond academia

COMeIN: comein.uoc.edu

Mosaic: mosaic.uoc.edu

Oikonomics: oikonomics.uoc.edu

International collaboration

8 collaborating institutions/co-publishers, with changes and new additions

University of Barcelona (BiD), until December 2023

Carles Pi i Sunyer Foundation (*Dictatorships & Democracies*)

Universidad de los Andes (ETHE), until December 2023

Dublin City University (ETHE)

Guangzhou University (ETHE)

Pontifical Catholic University of Valparaíso (ETHE)

Alexander von Humboldt Institute for Internet and Society (*Internet Policy Review*)

Indexing (Only peer review journals)

6 in DOAJ

1 in WoS-JCR SSCI

5 in WoS-JCR ESCI

6 in Scopus

6 in CARHUS Plus+

Quality

The UOC's scientific journals were awarded the quality seal of the Spanish Foundation for Science and Technology (FECYT) and recognized for good editorial practices in gender equality.

Academic network

5,150 academic experts

57% 43%

97 countries

Source: [Impact and Visibility of UOC R&I Open Access Journals](#).

Editorial UOC

The Academic Publishing team also manages Editorial UOC, with contributions from the Library and Learning Resources department. The 2023/2024 academic year saw the completion of the Editorial UOC Transformation Plan, which addressed the final elements required for legal compliance, such as a printing contract, and the consolidation and diversification of digital platform distribution channels.

This year also saw the stabilization of digital format sales, as well as collaboration with a communications agency to manage social media.



Figures for the 2023/2024 academic year



Top 5 in the SPI 2022 ranking of academic publishers

University publishers

Top 1 in Catalonia

Top 4 in Spain

Academic publishers

60th position (2018)

34th position (2022)

High number of consultations in the UNE Scientific Exchange collection

In just one year, Editorial UOC recorded 580,508 consultations of 1,490 publications.



Contribution to sustainability

Thanks to a new printing contract, as of July 2024 Editorial UOC books will carry the FSC MIX label, which guarantees compliance with the chain of custody for forests. These books are printed on paper sourced from a combination of FSC certified and controlled forests and recycled materials.



www.editorialuoc.com

1,640 titles in the catalogue

695,000+ units sold

4,616 authors since 1997 (40.5% women, 59.5% men)

20 new releases in the 2023/2024 academic year



1,925 followers on LinkedIn

2,225 followers on X

U8

Connecting with our community



We maintain ongoing dialogue and collaboration with other agents of change, believing that through alliances and community engagement we can strengthen our systemic approach while promoting the principles of equity and inclusion.

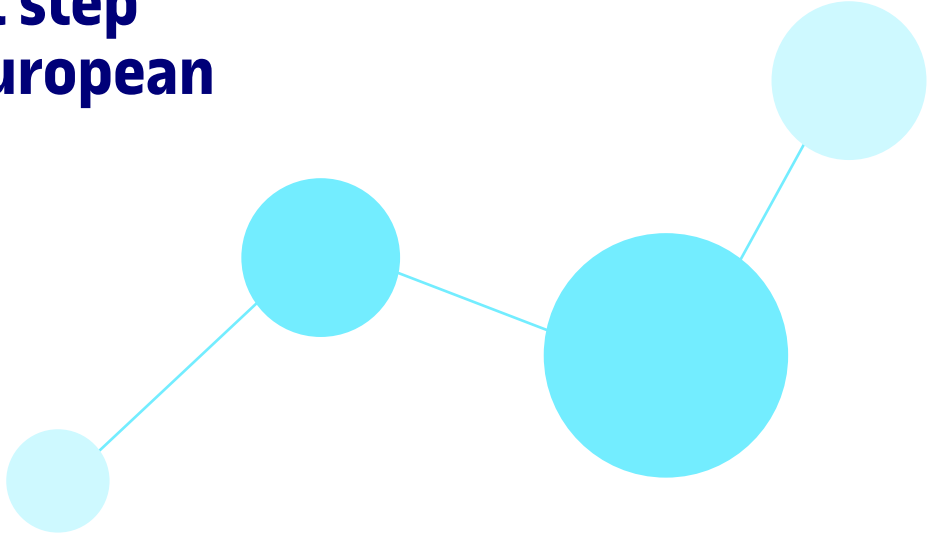
The UOC fosters alliances and partnerships based on the knowledge it generates and shares with society, with the aim of fostering ecosystems that enhance global impact and improvement.

The UOC community is highly engaged in addressing social challenges, has a strong sense of belonging, actively participates in the continuous improvement of the institution, and benefits from active listening spaces and mechanisms for all groups.



The UOC is an equitable and global university, contributing to the reduction of inequalities in line with the principles of equal opportunities, inclusion and diversity, while ensuring the well-being of its entire community.

OpenEU: the first step towards a pan-European open university



OpenEU, the first pan-European open university, has been created to strengthen the digital, environmental and social dimensions of the European Higher Education Area (EHEA).

This alliance, led by the UOC, responds to three of the main challenges facing the EHEA: the digital transformation of universities, the achievement of more equitable and inclusive higher education, and the need to provide lifelong learning opportunities for all.

The proposal has been selected by the European Commission under the European Universities initiative and has been awarded €14.4 million to implement its work plan over the next four years. OpenEU brings together 14 universities from across Europe, both online and campus-based, supported by a range of academic, business, rural, community and civic associations. Its priorities include promoting student-centred, inclusive, digital and green teaching to strengthen the EHEA and ensure that no one is left behind.


According to Àngels Fitó, UOC rector and president of the alliance, OpenEU represents a unique opportunity to extend the reach and impact of Europe’s open and distance universities. The initiative will enable an unprecedented level of institutional cooperation between higher education institutions, while ensuring that this cooperation is systemic, structural and sustainable.

The OpenEU alliance has brought together 14 universities (ten in the core consortium and four as associates) and 13 academic, business, rural, community and civil society associations from across Europe to create a pan-European open university.


OpenEU will contribute to a more inclusive EHEA, the digital transformation of higher education institutions and the integration of technology in teaching and learning.

OpenEU partners across Europe


OpenEU builds reliable and sustainable cooperation between partners and regions




University



University association



Non-academic network



Strengthening partnerships

Partnerships and community: the cornerstones of the rector’s first visit to Latin America

Rector Àngels Fitó travelled to Colombia, Ecuador and Mexico at the end of November to strengthen alliances and engage with the academic community. Fitó met with academic, business and government leaders to promote collaboration in digital education, innovation and artificial intelligence. She also gave presentations on microcredentials, a format that promotes curriculum flexibility. She also participated in events such as the Forum on Equity, Future and Foresight (Colombia) and the Guadalajara International Book Fair (Mexico), addressing the challenges of equity and sustainability in higher education.

Digital Universities Europe



From 23 to 25 October, the UOC hosted the Digital Universities Europe forum in Barcelona, a key event for European higher education. More than 200 experts and 70 international speakers gathered under the theme “The path to digital, equitable and sustainable higher education” to discuss topics such as digital transformation, equity and sustainability in universities. Co-organized with *Times Higher Education*, the forum explored the democratization of access to knowledge, flexibility in education, the impact of artificial intelligence and the use of immersive technologies in education.

Sharing experiences on migration

The UOC community connected to Latin America gathered to exchange experiences about migration journeys. The meeting took place in April on the UOC Campus, coinciding with Rector Àngels Fitó’s reception of Latin American consuls in Barcelona and visits from university teams from Mexico and Colombia. Currently, over 4,000 people connected to the UOC, including students, faculty, administrative staff and alumni, have Latin American origins. Some reside in their home countries, while many others embarked on migration journeys that led them to join the Catalan university system. The open dialogue addressed topics such as cultural identity, social integration and professional growth opportunities.

Universities take action for a fairer world

The Ministry of Research and Universities, through the Interuniversity Council of Catalonia, and the Ministry for the European Union and Foreign Action, through the Catalan Agency for Development Cooperation, launched UNIACT!, a project aimed at strengthening the role of Catalan universities in development cooperation policies. The project includes seven initiatives involving the twelve Catalan universities to foster smart cooperation and generate knowledge through research and strategic collaboration with universities.

Successful launch of the Debate League

The Debate League, created to encourage public speaking among students, was successfully held for the first time from 4 to 8 March. The 11 participants were tasked with defending a position (for or against) on a controversial topical issue – *Should we tolerate the intolerant?* – in front of a jury. The winners became the UOC’s representatives in the University Debate League, alongside other universities in the Vives Network.

Universities join forces to promote quality online education

The webinar Connect with quality online education. Meet the protagonists of unique experiences featured graduates from UNIMINUTO, UTPL and the UOC. The graduates shared aspects of their personal experiences, including their decision to try this educational format, study tips and reflections on the skills acquired through online education that are valuable in life.

Grants for outstanding students from Latin America

In order to increase access to high-quality online education, the UOC has offered 350 grants to students from Latin America and the Caribbean, partially covering enrolment costs for official master’s degrees. This opportunity allows recipients to earn a degree from a European university renowned for its academic excellence. This adds significant value to graduates’ professional profiles, as European qualifications not only signify high academic standards but are also highly valued by employers worldwide, opening doors to international career opportunities.

International vocational training

The UOC’s quality model offers working professionals the opportunity to improve their skills and abilities throughout their lives. In the 2023/2024 academic year, the UOC partnered with the Ministry of Education and Culture of Uruguay to contribute to the training plan for professionals in education and ICT and quality assurance.

Consolidating the UOC Rural Network

The UOC Rural Network is a well-established space dedicated to the co-creation and transfer of knowledge to promote the positive transformation of rural areas. This initiative aims to reduce territorial inequalities and promote more equitable development, addressing socioeconomic, gender and environmental challenges.

UOC Rural grants

These grants are awarded to people living in municipalities with fewer than 2,000 inhabitants in order to facilitate their access to higher education. This helps to reduce regional inequalities and makes it easier for people to develop their personal and professional projects in rural areas.

UOC Rural Best Final Project Awards

These awards recognize outstanding bachelor's and master's degree final projects that highlight the importance of the rural world and confront the challenges it faces today.

Internships in rural areas

The grants for Odisseu internships aim to encourage paid internships in companies located in rural communities.

Students by county

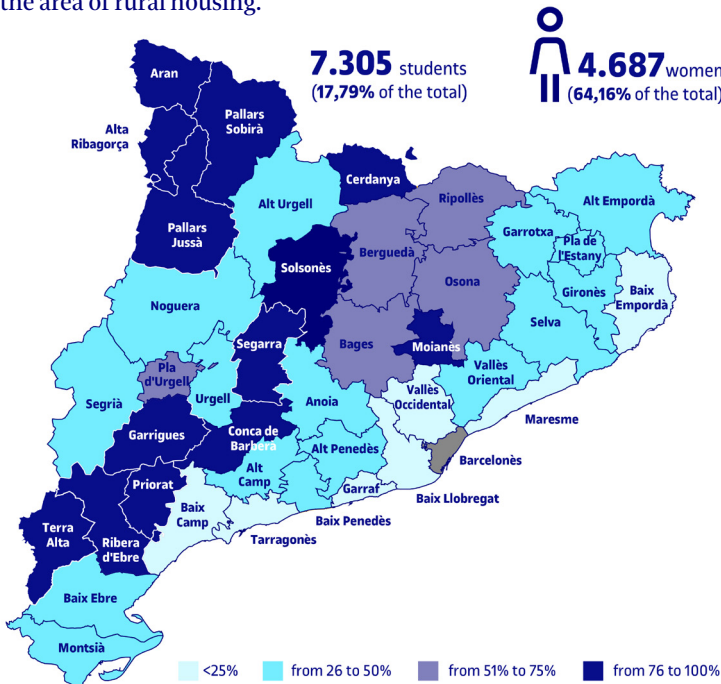
Living in municipalities with fewer than 10,000 inhabitants

Exploratory study on housing in rural areas

This exploratory study draws on evidence from specific municipalities to characterize housing in the rural world. It also examines the influence of the socioeconomic environment, assesses the effectiveness of the regulatory framework, and identifies private action and activism initiatives in the area of rural housing.

ConectArt-e

ConectArt-e aims to promote a synergy between contemporary cultural and artistic creation and regenerative tourism as social, economic and cultural activities committed to sustainability and regional development.



Ensuring equality and equity

UOC awards final projects and research endeavours with a gender perspective

On 16 February 2024, as part of the International Day of Women and Girls in Science, the UOC held the 2nd Cecilia Castaño Awards for research on gender inequalities in science and technology, the Best Final Project Awards with a Gender Perspective and the Equit@t Awards for technology and gender-related videos aimed at promoting STEM careers among adolescent girls.

Strengthening institutional mechanisms for equality

Incorporating intersectional perspective in the 2020-2024 Equality Plan

The UOC's 2020-2024 Equality Plan has broadened its intersectional approach and delved deeper into the concepts of equality and equity. This involves considering additional dimensions of inequality (such as disability, cultural diversity, sexual diversity or poverty) and reflecting on how they overlap or relate to one another.

The first season of the UniCorners podcast

Universities are supposed to be safe, diverse and inclusive spaces – places of knowledge sharing, nurturing and personal growth. But are they really that for everyone? Through open dialogue with experts, activists and students, the *UniCorners* podcast explores the margins of the university experience from an intersectional perspective.

2nd UOC LGBTIQA+ Pride Research Conference A future with a rich history

The event took place on 16 June and was open to both the UOC community and activist groups in Catalonia. It provided a platform to share research and projects related to LGBTIQA+ issues and to reflect on the experiences of members of this community in academic settings.

The adoption of new policies and the improvement of existing protocols are essential components of the UOC's institutional transformation process. These efforts drive internal change and enable the university to influence the wider higher education system.

New grant policy

The UOC adopted a new policy and regulations for grants and financial assistance to ensure transparency and efficiency. This framework establishes economic criteria, evaluation standards and guidelines for incompatibilities between different calls. It also promotes the principles of legality, transparency, objectivity, equal treatment and financial sustainability.

Updated protocol and new response system

The updated protocol includes a process that integrates other UOC support mechanisms: psychosocial support, training for management and technical staff, and new communication channels and campaigns. We also introduced a new response system that goes beyond simple complaint handling.

Active commitment to culture and language

The UOC strives to promote cultural experiences and connections among the diverse groups that make up its community, expand its ecosystem of partnerships, link creativity and cultural activities to current global challenges, and promote the Catalan language and multilingualism.

Student and graduate Zaida Vázquez exhibits on the UOC Campus

The photographic exhibition *No miris, observa* [Don't Look, Observe] by Zaida Vázquez, which includes augmented reality, was the first student exhibition to be held on the UOC Campus. The exhibition was also available online.



Curacontes wins the 2023 Lletra Award

The Lletra Award, organized by the Prudenci Bertrana Foundation and the UOC, recognized Curacontes as the best digital project to promote reading and Catalan literature.

Cacophony: a transmedia dialogue between the UOC and the world of theatre

Through digital channels such as the Parenthesis podcast, students, teachers and theatre professionals discussed the challenges posed by Molly Taylor's play *Cacophony*, which was performed at the Sala Beckett in Barcelona.



Pere Virgili, CCCB (2024).

Collaboration with CCCB on residency programme for contemporary thinkers and creators (2024-2027)

The Centre de Cultura Contemporània de Barcelona (CCCB), in collaboration with the UOC, launched an international residency programme that will host nine prominent thinkers and creators from around the world in Barcelona between 2024 and 2027. To ensure knowledge transfer, the results of the residency will be published in various formats, such as podcasts and learning resources.

The first resident of the CCCB Resident programme was US-born Patrick Radden Keefe, a prominent figure in investigative journalism and one of the most acclaimed non-fiction writers of his generation.

Language policy

First meeting of the Language Policy Committee, 2 October 2023

The Language Policy Committee's priorities for 2024 included:

- Preparation of the 2024–2025 Plan to Increase Teaching in Catalan (PIDOC).
- Preparation of the 2025–2027 UOC Language Plan.

Campaign to raise awareness of the language rights incidents and complaints channel for UOC students

A designated category was set up in the Help Service channel: *Language use and rights*.

Joining the Vives Network of Universities' University Language Charter, 14 November 2023

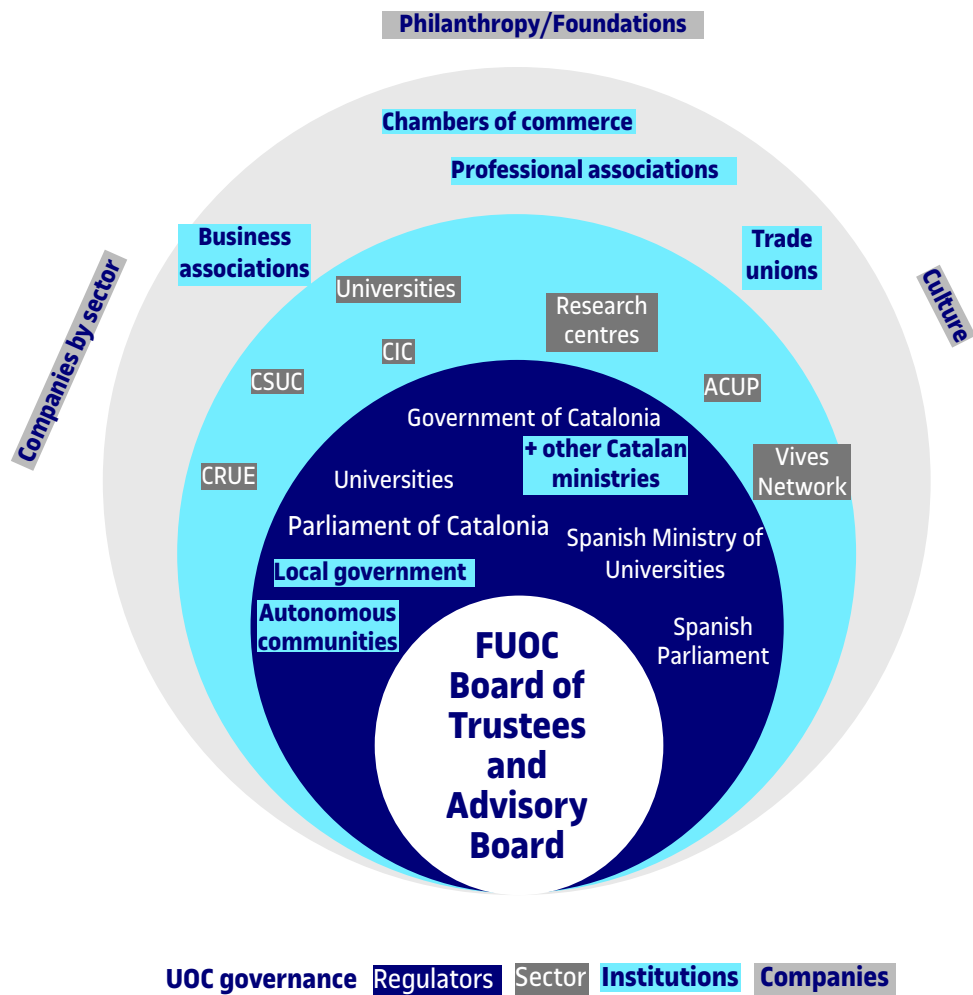
The charter establishes a framework for monitoring the management of oral and written language use in the university spaces of the Vives Network through principles, recommendations and linguistic indicators.

Agreement with CICAC to provide financial support and content for Compendium.cat, a portal offering resources on Catalan legal language.

Institutional activity

The rector actively strengthens the UOC's institutional network in different areas, with the aim of broadening the university's ecosystem. This effort begins with the Board of Trustees and the Advisory Council of the Fundació per a la Universitat Oberta

de Catalunya (FUOC) and continues much further through the establishment of links with a wide range of organizations, associations and institutions.



The faculties' knowledge transfer activities

The UOC's seven faculties promote knowledge transfer through open activities, creating spaces for interaction, exchange and co-creation between the university and society.

Faculty of Psychology and Education Sciences Conference on emotional well-being in childhood and adolescence

4 April 2024

A conference addressing the challenges of emotional well-being in children and adolescents, such as the impact of new technologies and emerging social dynamics. It provided a space for dialogue, exchange of experiences and in-depth insights from the perspectives of psychology, education and social action.

- Report
- Despacho 42 podcast
- UOC News
- X thread on the conference

Faculty of Information and Communication Sciences 2nd ImCreA Conference on Women and Audiovisual Creation: Contexts, Imaginaries and Traditions

30 November 2023

Women's access to audiovisual creation has evolved from individual efforts to collective advocacy. This conference analysed the narratives emerging from this more inclusive paradigm of audiovisual creation and explored the new forms of social relations it proposes.

- Blog
- UOC News
- X thread on the conference

Faculty of Computer Science, Multimedia and Telecommunications RUMSXPLORA 2024: Retro Experiences in the Era of Emerging Technologies

6 July 2024

In collaboration with the Culture department, the MSX Friends Association (AAMSX) and Explora Commodore, the faculty hosted RUMSXPLORA, a celebration of the MSX and Commodore systems. The event featured a keynote speech by Jeff Minter, a pioneering video game designer since the 1980s.

- Report
- Despacho 42 podcast
- UOC News
- X thread on the conference



Faculty of Health Sciences Women's health seminar

18 June 2024

This event was organized by the Faculty of Health Sciences to promote study, research and innovation in women's health, while providing practical advice to promote healthy lifestyles among women.



- Short video
- Blog

Faculty of Law and Political Science 14th Conference on Law, Technology and Artificial Intelligence Education

12 July 2024

This year's conference aimed to showcase and share best practices to enhance teaching in legal disciplines.

- Blog
- X thread on the conference

Faculty of Arts and Humanities Open chair: Ways of Thinking 2

6-7 June 2024

Organized for the second time in collaboration with the Museo Reina Sofía, the event brought together students and artists to cross-pollinate and promote dialogue between the university and museum spheres through critical debates around artistic practices and reflections and their role as generators of thought.

- UOC News
- Video interview
- Blog
- X thread on the conference

Faculty of Economics and Business Conference on Sustainability, Digital Transformation and the Environment

7 May 2024

This event addressed two critical challenges in today's socioeconomic landscape: critically exploring the links between the green and digital transitions, and understanding the sustainability implications of AI as a key technology in the digital transition.

- Blog
- UOC News
- Report
- X thread on the conference



Membership changes in the university's participation bodies

Elections were held this year to appoint representatives for the university's teaching staff, administrative staff and student communities. The elected representatives have joined the University Council and Student Council, as well as various councils, committees and internal and external bodies, representing the constituencies for which they were elected. The election process began on 29 April and ended with the publication of the results on 13 June.

First meeting of the new University Council

Following the elections held in June, the new University Council met on 16 July. Its term will run from 2024 to 2027. The plenary meeting of the University Council is attended by 82 people: ex-officio members by virtue of their positions at the university, elected representatives from the academic and administrative staff and student representatives appointed by the Student Council. The new University Council will play a crucial role in the development of the UOC's governance model.



First meeting of the new Student Council

On 6 July, the 49 newly elected students formed the new Student Council for the 2024-2027 term. Coordinating roles and members of the seven-student Standing Committee were also elected. In addition, eight students were chosen to be members of the University Council and participate in that body's Standing Committee, where they will be able to bring a student perspective to the decision-making process. In September, the plenary meeting appointed representatives to various internal and external governance bodies.

50% renewal of the Alumni Council

The Alumni Council met on 5 April 2024 and, in accordance with its statutes, renewed 50% of its representatives. Montserrat Prats, Lourdes Muñoz, Sonia Cámara and Roger Gomis stepped down after four years of service. They were replaced by Miquel Martorell, Jaume Jofre, Lorenzo Marini and Miguel Ángel Herrera.

The Alumni Council is the collegiate governance and management body for alumni, made up of graduates and members of the University. According to its statutes, half of the representatives on the Alumni Council are to be replaced by candidates who have not previously served on the Council in a graduate election process.

The UOC's organizational structure seeks to meet the goals and targets set by the FUOC's Board of Trustees and the UOC's Governing Council.

Governing bodies



Fundació per a la Universitat Oberta de Catalunya (FUOC)

The FUOC, which was established on 6 October 1994, is the owner of the Universitat Oberta de Catalunya. Its Board of Trustees is its highest representative, governing and administrative body under Article 9 of its statutes. The Standing Committee is the permanent administrative and management body of the FUOC by delegation of the Board of Trustees.

Governing Council

The Governing Council is the university's governing body as provided in Article 13 of the university's Organizational and Operational Regulations. It is composed of the rector, the vice rectors, the general manager, the general secretary and one representative each for the teaching staff, students and administrative staff.

Executive Board

This is a permanent management and administrative body composed of the rector, the vice rectors, the general manager and the general secretary.

The university community's participation and representation bodies

University Council

The University Council is the UOC community's highest representative body. It is chaired by the rector. It is composed of elected representatives of the teaching staff, the administrative staff and the student body, with the academic staff forming the majority. Its functions include discussing the university's strategic lines and objectives, deliberating on aspects that affect the careers of academic and management staff, voicing its opinion regarding the appointment of the rector, and dealing with any other matters proposed by the rector, the Governing Council or the Executive Board.

Student Council

The Student Council is the students' highest representative, consultative and advisory body. It consists of representatives from all faculties. The Student Council is also part of the University Council.

Faculty committees

These committees channel student participation in the ordinary operation of the university's faculties. The representatives are responsible for forwarding students' demands to the relevant bodies.

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

Main internal coordination bodies

- Strategic Coordination Committee
- Academic Committee
- Administrative Committee
- Programme Committee
- Research, Innovation and Knowledge Transfer Committee
- Alliances, Community and Culture Committee
- Language Policy Committee

U9

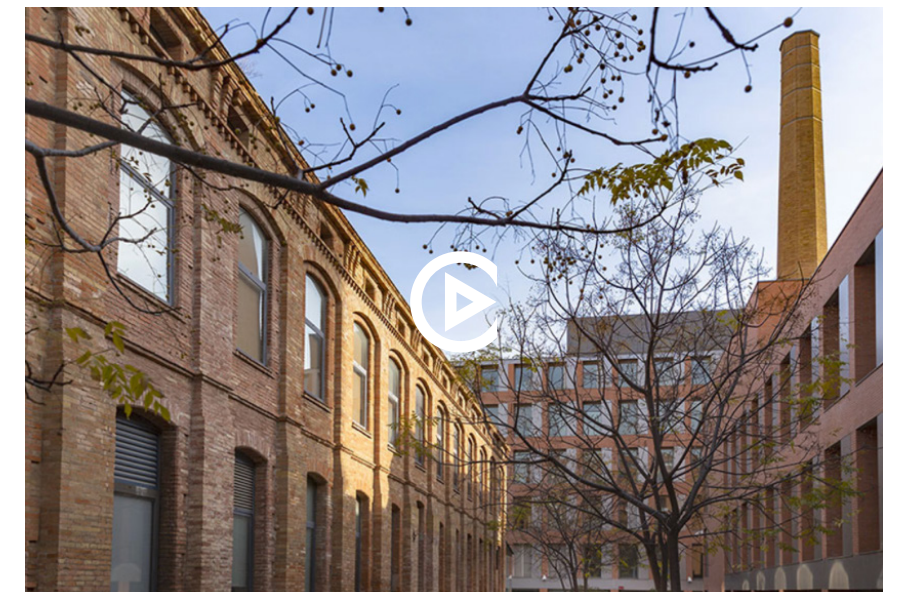
A cohesive team

A unique campus in the 22@ district

The relocation of the UOC's institutional centre from Tibidabo to the 22@ district was completed in January 2024. This move is the culmination of the UOC's efforts to consolidate all of its activities, bringing together teaching, research and administration on a single campus on the historic site of the former Can Jaumandreu textile factory in Barcelona's digital district.

The new centre centralizes the university's services and teams, with significant benefits in terms of time, efficiency and sustainability. The migration process included the gradual relocation of the data centre and archive, which were previously located in Tibidabo. This transition was completed once the permanent premises on the 22@ UOC Campus were ready. By consolidating its presence in the 22@ district, a centre of innovation and technological development, the UOC is reinforcing its strategic commitment to the area.

The closure of the Tibidabo building is a key step in the UOC's evolution, promoting greater cohesion within a campus that now serves as the focal point for all the university's teaching, research and administrative activities.



Honouring the staff

The highlight of the end-of-year party, attended by 600 people, was the tribute to **colleagues who retired this year**. During the traditional hot chocolate gathering in December, they were honoured for their dedication and commitment over the years. In July, the summer party, attended by 800 people, provided the

perfect setting to celebrate and pay tribute to **over 100 members of staff who had completed 25 years of service at the UOC**. Rector Àngels Fitó gave a speech in which she recognized their contributions.



Professional engagement and satisfaction survey

Tell us what you think!, the UOC's professional engagement and satisfaction survey, was conducted for the fifth time among all UOC staff. The most highly rated aspects were teamwork, performance of superiors, direct management, equality, and working hours and work-life balance. Rector Àngels Fitó stressed: "This participation and upward communication process must allow us to continue addressing needs for improvement as we build the UOC we want to be."

Health Week: Move against sedentary lifestyles!

In November 2023, the UOC hosted Health Week, which focused on holistic health and combating sedentary behaviour. Activities included yoga, an introduction to mindfulness, back health workshops and nutrition sessions, all aimed at minimizing sedentary behaviour and its negative health effects. Complementary resources included a new podcast offering practical tools and advice.

Psychosocial risk assessment

In April, a psychosocial risk assessment questionnaire was conducted using the CoPsoQ PSQCAT method based on 20 psychosocial dimensions. The response rate among employees reached 59%. The most frequently mentioned challenges were the pace of work, job insecurity, emotional demands, role conflicts and quantitative demands. The most positive aspects were vertical trust, recognition, fairness, group cohesion and opportunities for professional development.

#DonantsDeVeu day

On the occasion of World Read Aloud Day, around 30 cultural and educational organizations responded to a call to self-record literary texts in Catalan and post them in open access as part of the Donants de Veu project. Launched in 2021, this initiative collects recordings of Catalan literary works to make them available to the community for cultural, educational and technological purposes.

Keeping in touch with former employees

The Network of Former UOC Employees organized a wide range of activities this year to maintain links with the university. Highlights included discussions, excursions and the AfterUOC events.



The UOC Olympics challenge returns

To celebrate Sant Jordi, the UOC Olympics step-counting competition returned, organized by the Personnel department's Health and Safety Service and the Event Coordination and Protocol Office. This initiative encourages all UOC employees to get active for their well-being and to strengthen their sense of belonging to the organization. The 343 participants broke the previous record, reaching a total of 92.8 million steps.

AfterUOC R&I Connection

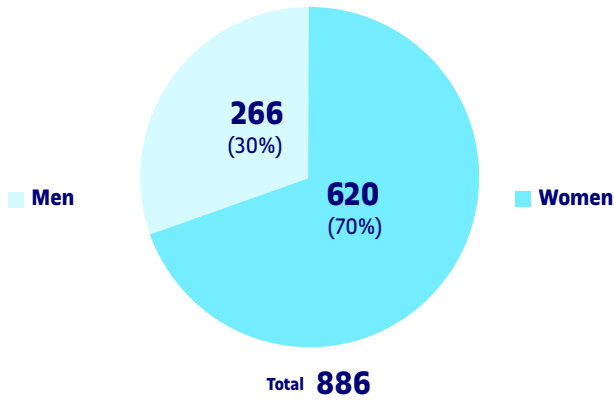
AfterUOC R&I Connection, a new initiative of the Network of Former UOC Employees and the Doctoral School, brought together researchers from the university community to foster connections and create professional alliances. Led by former rector Josep A. Planell and Doctoral School director David Masip, the meeting focused on the needs of early career researchers and how senior researchers can contribute their expertise to support their professional development.

All four UOC rectors talk at AfterUOC

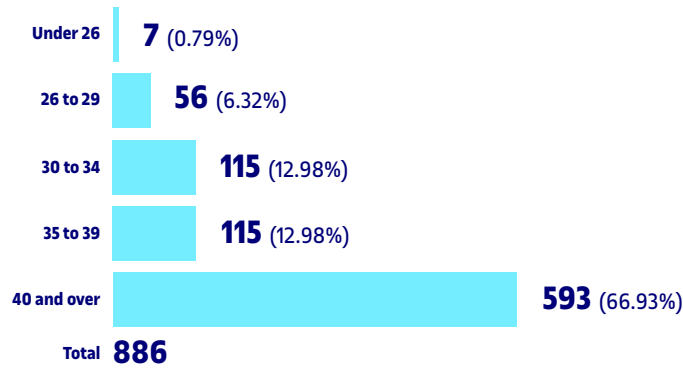
In September, the AfterUOC event hosted a conversation with the four UOC rectors – Gabriel Ferraté, Imma Tubella, Josep A. Planell and Àngels Fitó – to share their memories of the University and discuss its future. Moderated by Genís Roca, the event was an opportunity to reflect on the changes that the institution has undergone and explore future opportunities, including the professionalization of higher education and employability.

Academic and administrative staff

Administrative staff by gender
2023



Administrative staff by age (years)



2023. Figures for the calendar year.

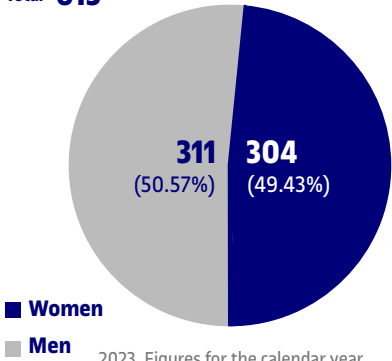
886
Administrative staff
(59%)



615
Teaching and research staff
(41%)

2023. Figures for the calendar year.

Teaching and research staff by gender
Total 615



2023. Figures for the calendar year.

Full-time researchers

238

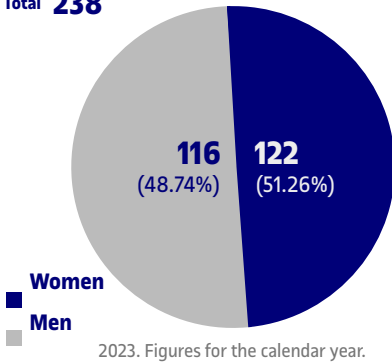
Teaching and research staff
(faculty)

377

Full-time researchers

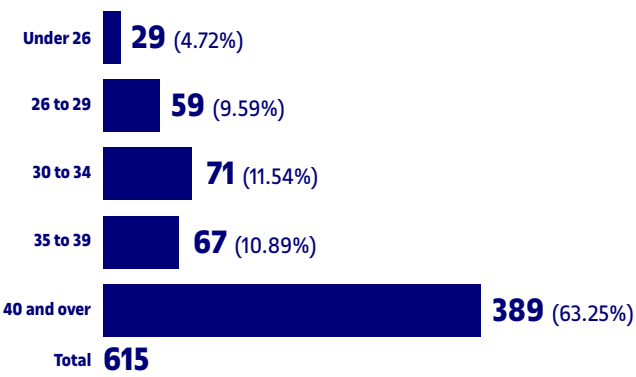
By gender

Total 238

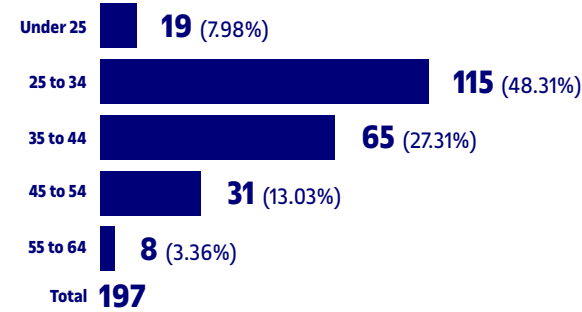


2023. Figures for the calendar year.

Teaching and research staff by age (years)



By age (years)



Awards, recognition and rankings

Among the top 10 universities in Spain

*World University Rankings 2024
Times Higher Education*

In the 2024 Times Higher Education World University Rankings, the UOC was placed in the 601-800 range of the 1,904 universities analysed worldwide, positioning it as the best online university in Spain. The ranking placed *the UOC in the sixth group of best universities in Spain*, highlighting it as one of the top 10 in the country.

Best Spanish-speaking online MBA in the world for the sixth year running

*Online Higher Education Ranking 2023
Hamilton Global Intelligence*

The UOC's Online MBA was recognized as the *best Spanish-language online MBA in the world*. Over 200 institutions from 30 countries were analysed and around 4,000 students and graduates were surveyed to obtain the ranking. The programme stands out for its excellence in professional preparation and practical applicability.

Sixth best young university in Spain

*Young University Ranking 2024
Times Higher Education*

The UOC was ranked the sixth best young university (founded less than 50 years ago) in Spain. Globally, it was listed in the top 200 young universities, in 198th place.

UOC excels in research

*CYD Ranking 2024
Conocimiento y Desarrollo Foundation*

The UOC continues to be the top-ranked online university in Spain, *excelling particularly in research* with four performance indicators, including publication impact and highly cited publications. It achieved a total of 36 performance indicators, 11 of which received the highest possible rating. It is also ranked in the fourth group of top Spanish universities in psychology.

First time in the world's best universities in health sciences

*World University Rankings by Subject 2023
Times Higher Education*

The UOC was ranked *among the world's best universities in health sciences*, in the 701-800 range worldwide and seventh in Spain. It was also listed among the top 10 universities in Spain in disciplines such as social sciences, arts and humanities, computer science, psychology, and business and economics.

UOC in the top 7% of universities worldwide

*World University Rankings
Center for World University Rankings*

The *UOC was recognized as one of the best universities in the world*, ranking in the top 7.6% in 1,582nd place overall. It ranked 534th in Europe and 47th in Spain. The university achieved excellent results in the quality of its teaching staff and the employability of its graduates, with rankings of 212 and 1,701 respectively.

Awards, recognition and rankings

Government of Catalonia gives Jaume Vicens Vives Award to Present@ and M. Encarna Sanahuja Yll distinction to Professor Nizaiá Cassián

The Government of Catalonia presented the *Jaume Vicens Vives Award to Present@: the normalization of video*, a project led by professors **Antoni Pérez-Navarro** and **Jordi Conesa**, for its innovation in the use of video in teaching. In addition, Professor **Nizaiá Cassián** received the M. Encarna Sanahuja Yll distinction for her excellence in including the gender perspective in university teaching practices.



Expert Group on Open Science

The European University Association (EUA) Board approved the appointment of **Pastora Martínez Samper**, the UOC's commissioner for international action, to the presidency of its Expert Group on Open Science. She will share this role with Jean Pierre Finance, former rector of Université Henri Poincaré (Nancy, France) and president of the group since its creation in 2016.

Commission for Evaluation and Monitoring of the State Accreditation System

Pastora Martínez Samper, the UOC's commissioner for international action, was appointed a member of the ANECA (Spain's National Agency for Quality Assessment and Accreditation) Commission for the Evaluation and Monitoring of the State Accreditation System.

Digital Health Association

Manuel Armayones, researcher at the eHealth Center and member of the Faculty of Psychology and Education Sciences, was elected to the Board of Directors of the Digital Health Association.

ICAS Book Prize

Carles Brasó, from the Faculty of Arts and Humanities, won the 2023 ICAS Book Prize (IBP) of the International Convention of Asia Scholars (ICAS) in the Spanish-language category for his publication *Los médicos errantes*.

Lueny Morell Award

Quelic Berga-Carreras, from the Faculty of Computer Science, Multimedia and Telecommunications, received the Lueny Morell Award for Educational Innovation in Higher Education in STEAM.

Award for the Best Doctoral Contribution to Open Science

Marta Roqueta, student on the doctoral programme in the Information and Knowledge Society, received the Award for the Best Doctoral Contribution to Open Science. This prize was awarded by the UOC's Open Science unit on the occasion of International Open Access Week 2023, which promotes open access and the dissemination of academic research.

Dr José Tola Medal (CINDA)

Rector **Josep A. Planell** (2013-2023) received the Dr José Tola Medal from the Interuniversity Development Centre (CINDA) in recognition of his role as president of the Executive Committee of the CINDA network from 2016 to 2022.

Interuniversity Development Centre (CINDA)

CodeLAB, the online learning lab for programming, was recognized by the Interuniversity Development Centre (CINDA) as an example of best practice in transforming learning, teaching and assessment processes in its 2023 call.

Awards, recognition and rankings

International Conference of the Catalan Association for Artificial Intelligence

Vicent Caselles, a NeuroADaS Lab researcher, *won* first prize for his poster *Development of an Automated CBCT Scan Nerve and Teeth Segmentation Tool Based on DL*. This work was developed in collaboration with Movumtech SL and presented at the International Conference of the Catalan Association for Artificial Intelligence.

Award for Best Management Practices 2023

The UOC *won* the Award for Best Management Practices 2023, organized by the Club Excelencia en Gestión in the Universities category. The award recognizes the project led by the UOC’s Labour Market Research and Analysis Unit, coordinated by Professor **Carme Pagès** from the Faculty of Economics and Business. The project stood out for its implementation of an AI system applied to the labour market.

TED Ambassador Award

Agustí Cerrillo and **Ramon Galindo**, from the Faculty of Law and Political Science, received the TED Ambassador Award for their research article “Corruption risk analysis in local public procurement: a look at the Àrea Metropolitana de Barcelona”.

Meninas Award 2023

Ana Bernal-Triviño, from the Faculty of Information and Communication Sciences, *was awarded* the Meninas Award 2023 by the Catalan Government Delegation in recognition of her work in the fight against gender violence.

Awards for the best health-related projects

The bachelor’s and master’s degree final projects produced by **Pilar Sala** and **Antònia Fernàndez** *were the winners* of the 2nd Best Bachelor’s and Master’s Degree Final Project Awards in the Field of Health Promotion and SDGs, organized by the Catalan Network of Healthy Universities.

Top-cited researchers

Researchers **Xavier Vilajosana**, **Hug March** and **Margarita Triguero-Mas** are *among the most cited researchers in the world*, according to Stanford University’s citation rankings. Vilajosana, Vice Rector for Research, Knowledge Transfer and Entrepreneurship and leader of the IN3’s WINE research group, and Hug March, full professor at the Faculty of Economics and Business, were among the top 2% of the world’s most cited researchers across all disciplines for 2022.

Albert Sangrà, president of Fellows Council

Professor **Albert Sangrà**, from the Faculty of Psychology and Education Sciences, *was named* president of the Fellows Council of EDEN Digital Learning Europe, a European digital education network that includes the UOC and is chaired by Professor Josep M. Duart.



CCMA Advisory Board

Roger Martínez, from the Faculty of Arts and Humanities, was appointed to the Catalan Audiovisual Media Corporation’s (CCMA) Content and Programming Advisory Board.

New key appointments in health

Carme Carrion, member of the Faculty of Health Sciences and researcher at the eHealth Lab, was appointed by the World Health Organization (WHO) and the Delegation of the Government of Catalonia to Switzerland as the focal point for the exhibition celebrating 25 years of relations between the WHO and Catalonia. **Marco Inzitari**, associate professor at the Faculty of Health Sciences and researcher at the eHealth Center, was appointed Operational Director for the Transformation of Intermediate Care (Geriatrics and Palliative Care) at the Catalan Ministry of Health.

Development Cooperation Council

Gemma Xarles, director of the Alliances, Community and Equity department, *was named* chair of the Government of Catalonia’s Development Cooperation Council.

Fundació.cat

Àlex Hinojo, from the Office of the Deputy General Manager for Research and Knowledge Transfer, was appointed vice president of Fundació.cat.

ICREA Acadèmia

Hug March, full professor at the Faculty of Economics and Business and researcher at the IN3’s Urban Transformation and Global Change Laboratory (TURBA Lab), was appointed an ICREA Acadèmia researcher.

Interdisciplinary Research Award

A research project presented by **Ferran Prados**, from the Faculty of Computer Science, Multimedia and Telecommunications, won the UOC Interdisciplinary Research Award 2023. The winning paper, “Applying multilayer analysis to morphological, structural, and functional brain networks to identify relevant dysfunction patterns”, published in *Network Neuroscience*, was written by UOC researchers **Albert Solé-Ribalta**, **Marcos Diaz-Hurtado**, **Javier Borge-Holthoefer** and **Jordi Casas-Roma**, *et al.*

Good work-life balance practices in the health sector

Oriol Yuguero, lead researcher at the eHealth Center’s e-RLab and head of the A&E department at Lleida’s Hospital Arnau de Vilanova, received one of the awards for best work-life balance practices in hospital care in the health sector from the Catalan Medical Association (CCMC) for his project to reorganize the emergency services.

Catalan and Balearic Islands’ Public Health Society

Marta Aymerich, director of the eHealth Center, was named president of the Catalan and Balearic Islands’ Public Health Society (SSPICIB).

American Academy of Arts and Sciences

Manuel Castells, full professor of Sociology at the UOC and former director of the IN3 (2008-2013), was inducted as a member of the American Academy of Arts and Sciences.

President – Coordination of Catalan-Speaking Study Centres

Narcís Figueras, from the Faculty of Arts and Humanities, was appointed president of the Coordination of Catalan-Speaking Study Centres. His role will focus on raising the social profile and recognition of study centres and local research, rejuvenating member organizations and supporting institutions in the Valencian Community and Franja d’Aragó in the face of censorship and funding cuts by the new governments.

Serra d’Or Critics’ Award for Performing Arts 2024

Adriana Nicolau, from the Faculty of Arts and Humanities, was presented the Serra d’Or Critics’ Award for Performing Arts 2024 for the best theoretical contribution. This award is in recognition of the international symposium “Catalan female playwrights of the 21st century: creation, translation and criticism”, organized with **Gemma Pellissà** (UB).

Citizen science

Play Aut the Box, a project aimed at designing inclusive playgrounds and parks for children with autism, led by researchers **Blanca Calvo** and **Raquel Colacios** from IN3’s TURBA Lab, received an honorary mention in the EU Prize for Citizen Science.

CYD Foundation

Rector **Àngels Fitó** was appointed an emeritus board member of the CYD Foundation.

SIGGRAPH

Andrés Burbano, a Colombian artist, researcher and UOC professor, became the first Latin American president of the Special Interest Group on Computer Graphics and Interactive Techniques (SIGGRAPH).

22@ Network Barcelona

Rector **Àngels Fitó** was chosen to join 22@ Network Barcelona’s board of directors.

Almeria Rural Award

Sandra Sanz, teacher of the Faculty teacher of the Faculty of Information and Communication Sciences, was awarded the PSOE’s Almeria Rural Award in the University and Knowledge Sector category. The award recognizes her extensive career and commitment to rural development in the region.

New representative in the ACUP

María Jesús Martínez-Argüelles, Vice Rector for Governance and Academic Policy, was appointed as the UOC representative in the Catalan Public University Association’s (ACUP) University Policy Committee.

Leonardo grant

The BBVA Foundation awarded a Leonardo grant for anthropological research to **Tomás Sánchez Criado**, a researcher in the IN3’s CareNet research group.

Financial results 2023

| Final budget revenue | |
|--|---------|
| Enrolment fees | 116,769 |
| Programme agreement subsidy | 34,207 |
| Other revenue | 12,275 |
| Total revenue 1 | 163,251 |
| Capital grants taken to revenue in the year | 7,774 |
| Total revenue | 171,025 |
| Surpluses from 2020 brought forward | 658 |
| Total revenue including prior-year surpluses | 171,683 |

In thousands of euros.

| Final expenses | |
|------------------------------------|---------|
| Variable expenses | 45,080 |
| Structural and staff expenses | 66,501 |
| Other expenses | 52,162 |
| Total expenses 1 | 163,743 |
| Amortization of subsidies received | 7,774 |
| Total expenses | 171,517 |

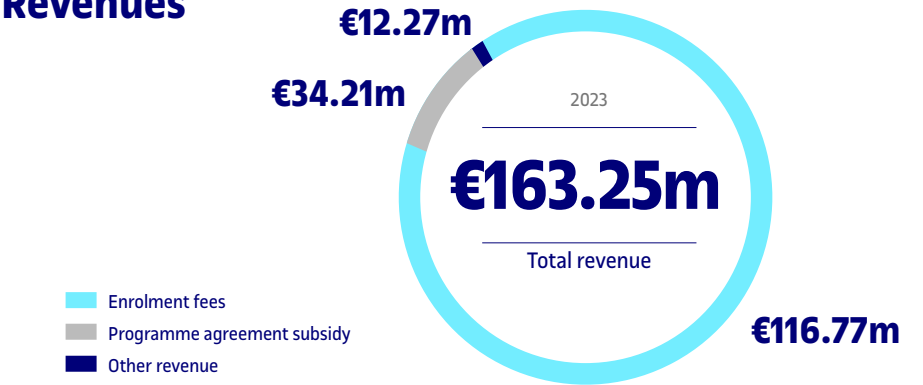
In thousands of euros.

Financial summary

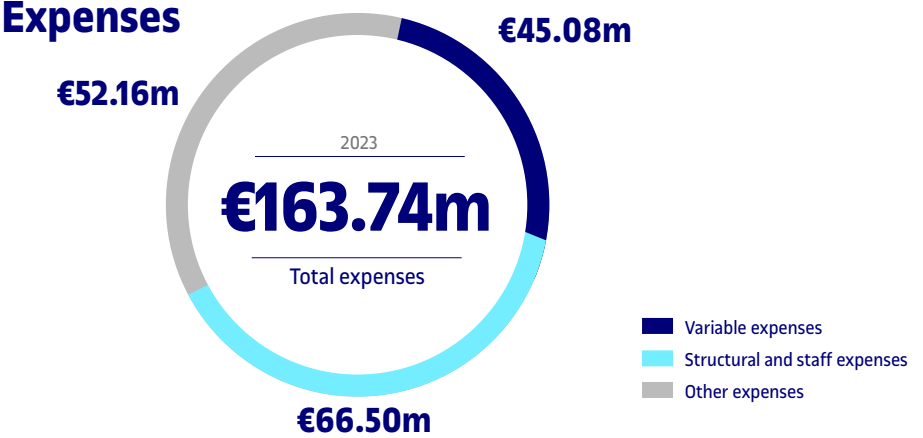
The total realized revenue for 2023 was €171 million, with operating revenue increasing by 5.6% compared to the previous year, exceeding the original budget target of 4.2%. There was an increase in programme agreement subsidy due to additional current transfers related to compensation for the removal of the graduate surcharge and salary adjustments to partially offset the impact of inflation in recent years. These adjustments bring salaries in line with the agreements made for other public universities in the Catalan system for 2022, 2023 and 2024. These circumstances have affected both the revenue and the staff costs lines.

The 2023 financial year closed with a negative result, nearly as expected, which was offset by the application of part of the surpluses generated in 2020 and 2022, following the approval of the Board of Trustees.

Revenues



Expenses

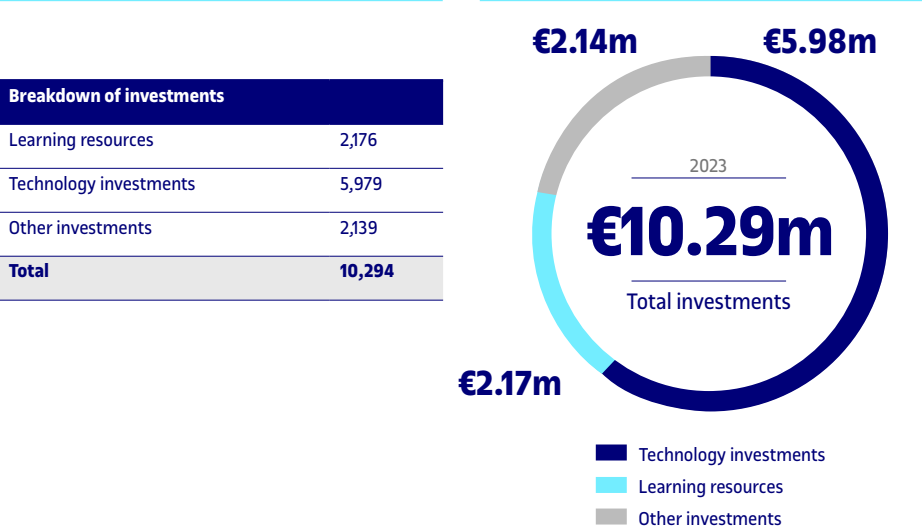


Investments

| Investments | |
|--|-------|
| Programme agreement: capital grant | 4,547 |
| Other funding | 31 |
| Total funding of investments | 4,578 |
| Surpluses from 2020 brought forward | 0 |
| Total funding including all prior-year surpluses brought forward | 4,578 |

In thousands of euros.

| Breakdown of investments | |
|--------------------------|--------|
| Learning resources | 2,176 |
| Technology investments | 5,979 |
| Other investments | 2,139 |
| Total | 10,294 |



2024 budget

FUOC budget for 2024

| | |
|---|--|
| + | 179,248 2024 expenditure (up 4.51% with respect to 2023) |
| + | 10,346 2024 investment (up 0.50% with respect to 2023) |
| + | 178,837 2024 revenue (up 4.57% with respect to 2023) |

In thousands of euros.

This page sets out the values of the main budget items in 2024 and how they compare to the 2023 budget.

Since 2014, the university has increased its budget by more than 50% to match the institution’s steady growth. In the last two years, the UOC had a budget of over €160 million.

As in 2023, the 2024 budget foresaw expenditure exceeding revenue, with part of the surpluses generated in 2020 and 2023 being used to cover the difference.

The approved operating budget amounted to €172.7 million in total revenue, of which €122.1 million was to come from enrolment fees (growing by 4.6%, a rate in line with recent years), €36.8 million from the programme agreement and €13.8 million from other sources. The subsidy represented 21.3% of the budget.

The investment budget for 2024 was €10.3 million, including €2.2 million earmarked for learning resource updates, €6.4 million for technology and €1.7 million for other investments. These allocations supported the ongoing transformation of course-related processes and the new Information Systems Master Plan. In addition, there was a provision to adapt the spaces in the new centralized UOC Campus in the 22@ district.

Editing: UOC Communications department
Design: Imagina
Photography: Iconna. Comunicació Audiovisual, SL
(Jordi Ribot and Joan Castro)
Postal address: Universitat Oberta de Catalunya,
Rambla del Poblenou 154-156, 08018 Barcelona

License Creative Commons
Attribution 4.0 International
(CC BY 4.0)





Barcelona
Bogotá
Mexico City
Madrid
Palma
Seville
Valencia

Campus UOC
Rambla del Poblenou, 154-156
08018 Barcelona

All UOC centres at
offices.uoc.edu

uoc.edu

 **@UOCuniversity**
 **@UOCrespon**

 **UOC**
 **UOC.universitat**
 **@uocuniversitat**