





| The institution |
|--------------------------------------|
| |
| |
| |
| |
| Educational model |
| |
| |
| Teaching staff |
| |
| |
| |
| |
| |
| Departments and the IGI |
| |
| |
| |
| Study programmes |
| |
| |
| |
| Research |
| |
| |
| |
| |
| |
| Chairs and the Campus for Peace |
| |
| |
| |
| |
| Disseminating knowledge |
| |
| |
| |
| |
| |
| Centres and offices |
| |
| |
| |
| Associate companies and institutions |
| |
| |
| |
| The UOC community |
| |
| |
| |

Governing team



THE INSTITUTION

AN INNOVATIVE EDUCATIONAL MODEL. HIGH QUALITY DISTANCE EDUCATION

LIFELONG LEARNING



ABOUT THE UOC

Created in 1994 with the backing of the Catalan government, the Universitat Oberta de Catalunya (UOC, Open University of Catalonia) is a university geared to offering distance education of the very highest quality. A product of the knowledge society, the UOC aims to set the standard where academic quality and excellence in research are concerned, based on an innovative educational model which makes the most of the potential of information and communication technologies (ICTs) in the University's educational activities.

The UOC's mission is to make lifelong learning possible. The University serves a society characterised by tremendous diversity in terms of age, activity, place of residence and personal circumstances, and it thus offers education that adapts to each student's pace, needs and demands.

The UOC aims to be an institution with a Catalan essence, inspired by Catalonia's culture, society and language-related situation, and to **cooperate** with other universities, public institutions, companies and civic organisations from Spain, Europe and the rest of the world to provide **universal access to quality lifelong learning**. It seeks to establish partnerships with other institutions to help to boost its profile and that of the Catalan culture worldwide, respecting and accepting the cultural and linguistic differences inherent to each territory. The UOC currently offers 19 officially recognised qualifications and 1 University-specific qualification in Catalan and Spanish, over 100 postgraduate and master's degree programmes, summer courses and access courses for the over-25s, as well as in-company training.



15 YEARS OF THE UOC

The UOC is celebrating its 15th anniversary this academic year (2009-2010). The Foundation for the Universitat Oberta de Catalunya (FUOC) was established on 6 October 1994, and the Catalan parliament passed a law recognising the UOC on 29 March 1995. Over its 15-year history, the University, which pioneered its approach to teaching and learning in Europe, has made a crucial contribution to the progress of Catalonia and its citizens.

In addition to holding events involving everyone who has played a part in the consolidation of its project, especially the members of its community, the UOC has marked its anniversary by unveiling a commemorative logo created by the painter and illustrator Perico Pastor. The logo's unique design and typography reflect the fact that the UOC is a singular university and express the institution's desire to intensify the work it undertakes online as part of a network.

Set up on 6 October 1994, the FUOC ensures that the University is managed correctly and effectively, and carries out the inspections, assessments and monitoring necessary to guarantee the utmost quality in the learning process.

The UOC Recognition Law (Law 3/1995, of 6 April) establishes the mechanisms to be used for the public governing of the University, notably including parliamentary monitoring, the ratification of the appointment of the University's President and the creation of the FUOC Council, a body that ensures that the University is properly run. The UOC is funded by means of a grant specified in the Catalan government's annual budget, student fees, and donations and contributions from third parties and institutions.

THE UNIVERSITY, WHICH PIONEERED ITS APPROACH TO TEACHING AND **LEARNING IN EUROPE, HAS MADE** A CRUCIAL CONTRIBUTION TO THE PROGRESS OF CATALONIA AND **ITS CITIZENS**



NOTES

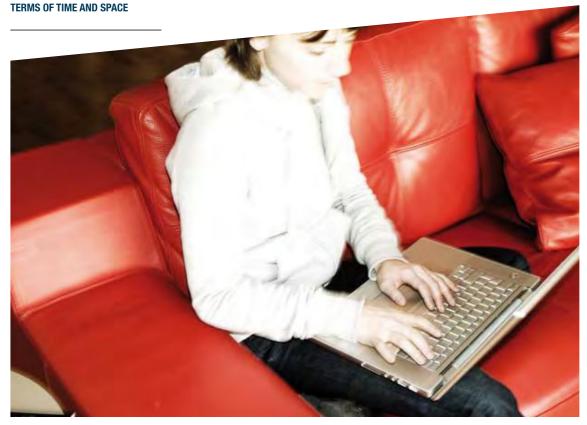


LINES OF WORK

The **lines of work** that set and define the UOC's activities consist of:

- » Being Catalan in essence and present throughout the world, working in conjunction with institutions from all over the planet
- » Making knowledge universally accessible, with no restrictions in terms of time and space
- » Providing personalised lifelong learning
- » Gearing methodology to learning
- » Fostering research and innovation in the fields of the knowledge society and e-learning
- » Cultivating inter-university cooperation through a metacampus
- » Creating a new organisational structure for a new type of university
- » Making an ethical commitment to society

MAKING KNOWLEDGE UNIVERSALLY ACCESSIBLE, WITH NO RESTRICTIONS IN







THE UOC GROUP

With a view to forging links between the University and major innovative experiences and projects in highly diverse sectors, the UOC has created a number of companies with ties to the institution.

EDUCACIONLINE

Enciclopèdia Catalana and the UOC created EducaciOnline to offer distance learning programmes with a particular focus on the pre-university arena, aimed at everyone who wants to advance personally and professionally but, for work-related reasons, is unable to take part in on-site studies. Among others, EducaciOnline offers courses for access to the UOC and advanced vocational training.

EDITORIAL UOC

An initiative of the UOC, the Editorial UOC publishing house provides the university community and society in general with university handbooks, informative books and publications about the internet which aid understanding of the world today. Its collections include the Vull Saber ('I Want to Know') range, a series of small paperbacks containing explanations on very specific areas of knowledge, written in a straightforward yet entertaining style.

EURECA MEDIA

Eureca Media is a leader in the generation of teaching material for e-learning. It provides solutions for all processes geared to creating, structuring, designing, developing and disseminating content for the purposes of education and communication.



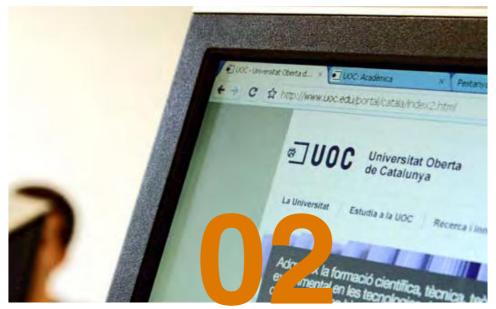












EDUCATIONAL MODEL



THE UOC'S EDUCATIONAL MODEL IS DYNAMIC AND FLEXIBLE, **MIRRORING THE EVOLUTION** OF THE INTERNET AND THE

THE STUDENT HAS THE SUPPORT **OF SPECIALISED TEACHING STAFF**



NOTES

KNOWLEDGE SOCIETY

A MODEL UNIQUE TO THE UOC. **BASED ENTIRELY ON E-LEARNING**

The UOC's educational model is dynamic, flexible and intended to constantly adapt and evolve over time, mirroring the evolution of the internet and the knowledge society. It thus ensures that students learn in a fashion akin to the way they work, communicate and move on the internet, meaning that one of its added values is that it guarantees students' proficiency in digital environments. The model revolves around designing spaces, resources and dynamics which aid learning. Students and their learning activity are the focal point of the UOC's educational work.

When viewed as a mechanism for learning and generating feedback on the learning process, assessment is a strategy that integrates seamlessly into that process. At the UOC, assessment is therefore regarded as a continuous educational activity. The assessments conducted encourage the achievement of learning objectives and the acquisition of skills. Students are consequently assessed as they carry out their activities and develop their capabilities.

The model is oriented towards participation and collective knowledge development based on an interdisciplinary approach open to students' educational, social and work-related experience. It nurtures cooperative learning through methods involving problem solving, participation in projects, creating products in teams, discussion and investigation. Specialised teaching staff, whose main functions are to provide support and guidance and to stimulate the entire educational process, are on hand to assist students at all times.

All the model's components come together and interact in the UOC's Virtual Campus. Created in the academic year 1995-1996, when the UOC first began operating, the Campus is the hub of the life of the University's entire community, which comprises students, teaching staff, researchers, collaborators and administrative staff. Students use the Campus to access virtual classrooms, which are the learning environments where they find their lecturers, their classmates and the content, activities and means of communication they need to be able to study and learn.

Students are able to manage their own time, work at their own pace and choose their own academic pathway. The UOC is at the forefront of the emergence of the knowledge society's new model of e-learning. Its model of education provides students with access to learning resources at any time and from any location, thus allowing them to fit their education around the rest of their lives.

STUDENTS MANAGE THEIR OWN TIME, WORK AT THEIR OWN PACE AND CHOOSE THEIR OWN ACADE-MIC PATHWAY

REVIEW OF THE UOC'S EDUCATIONAL

Technological progress and the evolution of the university system in recent years have made it necessary to review the UOC's model of education and to establish policies to direct its development and ensure that innovation is an inherent part of the system that has enabled the UOC to attain and consolidate a position of leadership in the e-learning arena. The model used from 1994 to 2008 was well suited to the time at which it was designed. A new document has been produced to identify and clearly describe the policies that are to orient and foster the development of the model of education which the UOC has now begun to follow.

The main feature of the UOC's new model of education is that, unlike its predecessor, it does not focus on students themselves but on **their learning activity**. It therefore clearly meets European Higher Education Area (EHEA) guidelines and guarantees the **flexibility** necessary to cover the wide-ranging educational needs of the UOC's students. The model has three other major components, namely **cooperation**, **resources and accompaniment**, which revolve around and adapt to the nature of students' learning activity at all times.

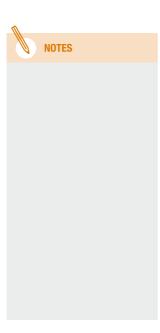
Additionally, the model of education is **open and adaptable to the constant evolution** of the internet, both technologically speaking and in terms of users' habits and conventions. The model thus identifies **eight key areas of development** within which its evolution can be oriented towards scenarios such as access via multiple devices, Web 2.0 resources, immersion activities and the assessment of skills.



http://www.uoc.edu > The University > Educational Model



AN ONLINE ENVIRONMENT IN WHICH STUDENTS AND TEACHING STAFF CAN COMMUNICATE AND INTERACT



THE VIRTUAL CAMPUS, VIRTUAL CLASSROOMS AND THE VIRTUAL LIBRARY

All traditional universities have a campus or a physical space where the buildings and facilities which the university community requires are located, from meeting rooms to libraries. The UOC created the **Virtual Campus** in the academic year in which it began operating, to ensure that it too had such a medium for coexistence and interaction. The Virtual Campus is an online environment in which students and teaching staff can communicate and interact, as well as the main resource for the work and procedures carried out by **administrative staff** and the **rest of the community**.

http://edtech.blogs.uoc.edu

The Virtual Campus is technically an intranet, i.e. a **private network** that can be used and browsed in the same way as the internet. Version 5.0 of the technology in question, which the University itself has developed, has been in use since the beginning of the academic year 2009-2010.

Just as the Virtual Campus has been created to mirror a traditional campus, **virtual classrooms** are where students permanently interact with teaching staff and their classmates, and individually and collectively resolve any doubts they may have in relation to the subject matter taught to them.

The UOC's Virtual Campus is also home to the University's Virtual Library, through which students can access a comprehensive range of sources of information (academic e-journals, databases, newsletters, documents and resources) generated by the UOC itself and other information centres. Additionally, the Library offers students personalised services and the option of obtaining books from the UOC's physical collection.

http://biblioteca.uoc.edu





TEACHING MATERIAL

With a view to stimulating and aiding students' work, the UOC creates its own teaching material for all the subjects taught at the University. **Teaching modules** are the basic units that shape the process of learning a specific, coherent part of a subject.

Every subject has a set number of modules, corresponding to the major topics involved in the work that students must complete to achieve the pre-established learning objectives. The teaching material used includes glossaries, bibliographies, self-assessment and continuous assessment exercises and anything else deemed necessary to help students learn. Complementary reading or reference material is also made available to them.

The UOC has its own Office of **Learning Technologies**, the purpose of which is to innovate in the field in question. It does so by creating learning-oriented software and tools or making use of new technologies and devices which appear on the market and begin to become popular among students (iPod, mobile telephones and e-book readers, for example). The UOC has thus established a policy, as part of the TRIA! ('CHOOSE!') initiative, of providing flexible, portable teaching material that can be adapted to each student's specific needs in any situation. The University offers its teaching resources in e-book, audiobook and videobook format, although the same material will also remain available on paper.



http://learningtechnologies.uoc.edu

ASSESSMENT

Students are assessed in different ways at the end of every semester. Continuous assessment, which involves a member of teaching staff monitoring each student's learning process over the course of the semester, is the standard and most highly recommended practice in that respect. In some cases, the continuous assessment system requires students to carry out an on-site validation test at the end of the academic year to show that the person who enrolled on the course and the person who has actually acquired the corresponding knowledge are one and the same. Such tests are usually held at the same time as end-of-course exams for students who have been unable to take part in continuous assessment.

Exams and validation tests alike are carried out simultaneously in different parts of Catalonia and in a number of Spanish cities, in traditional universities that provide classroom space to that end. Outside Catalonia, test centres are set up in the autonomous communities of Valencia, the Balearic Islands, Aragon, Madrid, the Canary Islands, Andalusia, the Basque Country and Galicia. Students are able to choose from a range of dates in order to fit tests and exams around their personal or professional commitments. They are also given the option of receiving their results via text messages sent to their mobile telephones. More than 40,000 such messages may be sent each semester.







TEACHING STAFF RENOWNED FOR THEIR WORK IN THEIR RESPECTIVE FIELDS



TEACHING STAFF

The UOC's teaching staff help students to learn. In the context of the Virtual Campus, they act as **intermediaries** between students and the teaching material they use. Defined in terms of **nurturing and directing students' active participation** in the development of their knowledge, the work of the teaching staff makes it possible to adapt the education process to student's **different work rates and circumstances**.

In order to accomplish the above, the UOC's teaching staff comprises the **UOC** faculty, the members of which work exclusively for the University, and collaborating teaching staff, individuals from all over the world, from professional or university backgrounds, who are renowned in their respective fields and whose role consists of guiding students and monitoring their studies, either as *counsellors* or *tutors*.

At present, more than 50% of the UOC's teaching staff hold doctorates. There are currently over **200** members of the UOC faculty and **2,300** collaborating teaching staff distributed among all the University's study programmes.

UOC FACULTY

The members of the UOC faculty are responsible for the academic aspects of organising and running one or more areas of content and, in particular, for tasks related to coordination with tutors or counsellors, for the design and development of teaching material and for assessing students at the end of their courses. UOC faculty members also carry out research based on their field of academic specialisation and participate in research into e-learning methods and techniques.



COUNSELLORS

The role of a counsellor is to accompany and guide students from when they enrol at the University until when they complete their studies. Counsellors monitor students' academic progress and become their main source of advice and assistance in relation to any matter that concerns the UOC and does not strictly correspond to a specific subject.

TUTORS

The role of a tutor is to direct the learning process that students undergo in each of the subjects they study, to correct their exercises and tests, and to resolve any doubts or queries they may have in relation to the content of each subject. Tutors normally use the Virtual Campus to perform their tasks from their home or workplace, wherever they may be in the world.





DEPARTMENTS AND THE IGI

DEPARTMENTS

The UOC is organised into Departments. The University currently has six different Departments, which are responsible for the various study programmes taught and qualifications awarded. Each member of the UOC's teaching staff is attached to a Department.



NOTES

Information and Communication Sciences Department

Director: Lluís Pastor

Communication, Audiovisual Communication, Information and Documentation, Advertising and Public Relations

Law and Political Science Department

Director: Agustí Cerrillo

Law, Political and Administration Sciences

Arts and Humanities Department

Director: Carles Sigalés

Humanities, Catalan Language and Literature, Languages, East Asian Studies, Cultural Management

Psychology and Educational Sciences Department

Director: Josep Maria Mominó

Psychology, Educational Psychology, Social Education, Education and ICT

Economics and Business Studies Department

Director: Antoni Meseguer

Business Studies, Business Administration and Management, Labour Sciences, Tourism, Marketing and Market Research, Market Research and Techniques, Health and Safety

IT, Multimedia and Telecommunications Department

Director: Rafael Macau

Free Software, Management IT, Systems IT, Telecommunications, Multimedia Studies, Multimedia and Communication



Departmen

THE INTERNATIONAL GRADUATE INSTITUTE (IGI))

The UOC's International Graduate Institute (IGI) brings all the University's postgraduate and lifelong learning programmes together. It offers students online lifelong learning courses that are based on quality, internationally oriented and geared to the job market, through a range of open, innovative, up-to-date education programmes. To that end, the IGI has a policy of intensive ICT use to make knowledge more readily available to society.

The postgraduate studies that the UOC offers are intended to facilitate lifelong learning. The University teaches over 100 postgraduate and master's degree courses, which correspond to different areas of knowledge, such as Economics and Business Studies; IT, Multimedia and Telecommunications; Communication and Information; Law and Political Science; Languages and Cultures; Humanities; Psychology and Educational Sciences; Tourism; and the Information Society. The areas in question complement the postgraduate education offered by the UOC's Departments, extending to encompass the following:



http://iip.uoc.edu



Director: Jordi Borja

Health Sciences AreaDirector: José Esteban

Global Executive Education Area

Director: Salvador Estapé

Humanitarian Cooperation, Peace and Sustainability Area

Director: Eduard Vinyamata

Food Systems and Society Area

Director: F. Xavier Medina

Arabic and Islamic Studies Area

Director: Mustapha Cherif

National Identity Studies Area

Director: Agustí Colomines







STUDY PROGRAMMES

QUALIFICATIONS ADAPTED TO THE REQUIREMENTS OF THE EUROPEAN HIGHER EDUCATION AREA (EHEA)



NOTES

EUROPEAN HIGHER EDUCATION AREA

Convergence towards a Europe-wide university education system has entailed adapting qualifications to European Higher Education Area (EHEA) requisites. The UOC has already adapted 14 bachelor's degrees and 6 official/university master's degrees to those requisites. The qualifications in question have been approved by the university authorities and are now, as of the academic year 2009-2010, available to study at the UOC.

The UOC currently has over 27,000 students studying in Catalan for officially recognised qualifications (Catalan Campus). The University has also been offering its undergraduate courses in Spanish since September 2000, in response to demand from Spanish and Latin American students (Latin American Campus).

QUALIFICATIONS

(EHEA-adapted) Degrees

Law

Psychology

Humanities

Social Education

Communication

Information and Documentation

Catalan Language and Literature

Tourism

Business Administration and Management

Multimedia

Telecommunication Technologies

Computer Engineering

Marketing and Market Research

Employment and Labour Relations

Diplomas

Business Studies

Tourism

Foundation degrees

Computer Engineering

Management IT

Systems IT

Telecommunications, specialising in Telematics Multimedia Studies (UOC-specific qualification)

Degrees

Law (only open to students who have already begun a law course at another university)

Catalan Language and Literature

Humanities

Psychology

Second-cycle degrees

Business Administration and Management

Labour Sciences

Audiovisual Communication

Documentation

Market Research and Techniques

Educational Psychology

Advertising and Public Relations

Second-cycle degrees/master's degrees

East Asian Studies

Political and Administration Sciences

Official/university master's degrees

Official master's degree in the Information

and Knowledge Society

Master's degree in Education and ICT (e-learning)

Master's degree in Free Software

Master's degree in Health and Safety

University master's degree in Teacher Training (run in conjunction with Pompeu Fabra University)

Master's degree in Cultural Management

http://www.uoc.edu > Study at the UOC



IN-COMPANY TRAINING

The UOC designs and provides in-company training programmes, which are particularly geared to the businesses and institutions with which it establishes ties through specific agreements. Such training usually involves adapting the University's degree or postgraduate programmes to an organisation's educational needs. For example, postgraduate courses in Tourism can be adapted to provide the employees of a multinational from the sector with training in selected areas.

UNIVERSITY EXTENSION

The **University @thenaeum** provides the option of enrolling to study **individual subjects with no access requirements.** A range of **over 400 subjects** are available via this system. The various Departments teach the subjects in question to those who choose to study in this way in the same classrooms and with the same resources used by all the other students, and treat them no differently from anybody else. The initiative is based on the concept of **occasional students** in traditional universities.

@teneu universitari

The **Open Summer University** and the **Virtual Summer University** offer study programmes organised on the basis of different fields of knowledge, encompassing everything from nutrition to the economy, IT and the information society. These courses are intended for all university students and professionals looking to refresh their knowledge or learn something new.

Similar education is available through the **Winter Courses** that take place every February. **Seminars** for the enhancement of work-related skills and aptitudes constitute an option with a greater focus on the professional arena.

The Català Obert programme offers Catalan language courses at different levels, designed to prepare students to pass interuniversity tests leading to official certification of their knowledge of the tongue, recognised by the Catalan government.

A **travel programme** has been introduced in recent semesters, consisting of specific, specialised education on destinations, countries, cultures of the world and travelling itself.

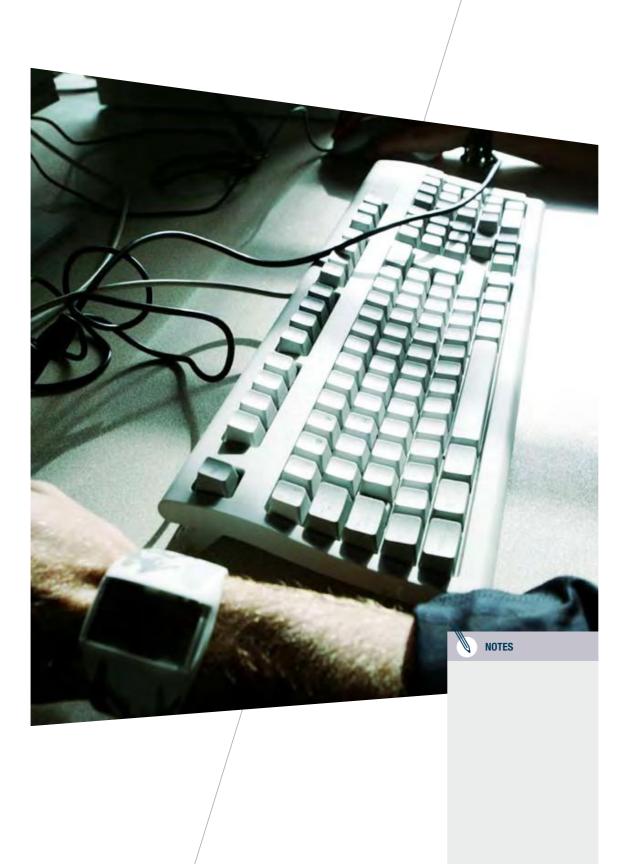
PRE-UNIVERSITY STUDIES

EducaciOnline runs university access courses for the **over-25s**, as well as higher education courses in Business Management and Marketing, IT System Administration and Secretarial Skills. Ensenyament Obert offers **courses for access to advanced vocational training** for the over-20s.











RESEARCH

THE INTENSIVE USE OF ICTS WHICH IS A TRADEMARK OF THE UOC HAS ALSO DETERMINED THE FOCUS OF ITS RESEARCH







NOTES

IN3: THE INTERNET INTERDISCIPLINARY INSTITUTE

Along with education and the dissemination of knowledge, research is one of the fundamental activities of a university, and the UOC is no exception. The **intensive use of ICTs** is a trademark of the UOC and has also determined the **focus of the University's research activity**, which is characterised by **the study of the effects and the influence of technologies on people, organisations and society in general**. The UOC's investigative philosophy is based on international, interdisciplinary research undertaken within a network, giving rise to partnerships with researchers from other universities, institutions and businesses.

The IN3 (Internet Interdisciplinary Institute) is the UOC's research institute. Directed by Professor Manuel Castells, the IN3 provides administrative support for all the academic and scientific research carried out at the University, and promotes and leads research in the fields that the institution prioritises with a view to becoming a centre of excellence through the management, monitoring and cultivation of projects.

The UOC's research programmes enjoy funding from and the cooperation of various institutions and companies. The University's programme contracts with the Catalan government and the Spanish Ministry of Science and Technology are of particular note in that respect, as are contributions from the European Union and the financing of chairs in research by companies such as IBM, La Caixa and Telefónica.

TYPES OF RESEARCH

1 >

Research carried out through the institution's new **research programmes**, created to encourage research activity in areas that had not previously been studied at the IN3 but are of particular scientific and social relevance:

GENDER AND ICTS

Programme investigating questions of gender and the information society.

MOBILE COMMUNICATION, ECONOMY AND SOCIETY

Programme on mobile communication, economy and society.

MIGRATION AND NETWORK SOCIETY

Programme investigating the links between migration and network society.

2 >

Research carried out by **research groups**, comprising teaching staff, doctoral grant holders and research assistants who have earned internal recognition through a process of periodic accreditation.

3 >

Research carried out **individually** by the UOC's teaching staff and researchers, who may also be members of research groups of other kinds.

IN3 RESEARCH GROUPS

COMMUNICATION AND NEW MEDIA

Communication and New Media

SOFTWARE AND DISTRIBUTED SYSTEMS

GRES-UOC: software engineering

EDUCATION AND NETWORK SOCIETY

DPCS: distributed, parallel and collaborative systems (also attached to Software and Distributed Systems)

ENS: education and network society

eHEALTH

PSINET: psychology, health and the web

NETWORK AND INFORMATION SECURITY

KISON: K-ryptography and information security on open networks

ECONOMICS, BUSINESS AND ICT

ONE: Observatory of the New Economy

LAW AND INTERNET

INTERDRET: internet law

E-GOVERNANCE

GADE: E-governance: electronic administration and democracy

RESEARCH PROGRAMMES OF PARTICULAR SCIENTIFIC AND SOCIAL RELEVANCE







INFORMATION AND KNOWLEDGE SOCIETY DOCTORAL PROGRAMME

The IN3 runs and provides support for the **Information and Knowledge Society Doctoral Programme**, the UOC's only doctoral programme at present. First offered in the year 2000, this was one of the first doctoral programmes created in the field of research in question, and the first bar none to be made available entirely online.

Fostered in the second half of the 20th century and constantly enhanced, ICTs are now part of all areas of human activity (culture, the economy, education, the media, business and public service management, the political system, etc.). Analysing the uses made of such technologies and the far-reaching changes they have entailed is essential to understanding and working in present-day society.

Today's different social, economic, political and cultural systems are interconnected to such an extent that a rigorous, in-depth analysis can only be undertaken by breaking down the traditional barriers between disciplines. An **interdisciplinary approach** is thus taken to this doctoral programme, combining a number of different theoretical perspectives and a range of methodologies.



PROJECT INTERNET CATALONIA (PIC)

In September 2001, a team of researchers from the IN3, led by professors **Manuel Castells** and **Imma Tubella**, embarked on Project Internet Catalonia (PIC), the UOC's most ambitious research project to date. The aim was to study the changes that the use of the internet had brought about in Catalan society, in all areas of social, business and administrative life. Following more than 15,390 face-to-face interviews and 40,400 interviews conducted online, the results of what had become, according to Manuel Castells, **the most important project on social sciences and the information** society ever carried out in Spain, and one of the most important in Europe, certainly in quantitative terms, were presented in July 2007.

Over the six-year project in which it was carried out, PIC received institutional and financial support from various ministries of the Catalan government and from Jordi Pujol, Pasqual Maragall and José Montilla, the presidents of the Catalan government during that time.

The project focused on how the use of the internet had changed Catalan society. It comprised seven sub-projects involving research into different areas:

- » Catalan society
- » The fabric of Catalan industry
- » The health system
- » The education sector
- » The university sector
- » he civil service
- » The media

The results of this research are available to the public online, as well as in seven volumes published by Ariel, in Catalan and Spanish.



http://www.uoc.edu/in3/pic





THE eLEARN CENTER

Created in 2009, the eLearn Center (eLC) is a centre for research into, innovation in and training on elearning, with a particular focus on higher education and lifelong learning. Its main goals are to make a major contribution to research and innovation where the use of learning and training technologies is concerned; to promote best practices in education based on the use of ICTs to improve teaching and learning processes; and to enhance training on e-learning through higher education programmes (postgraduate studies, master's degrees and doctorates) that correspond to the areas in which it works and satisfy current demand.





THE ELC'S ACTIVITIES

The eLC works in three basic areas related to e-learning:

- 1 Teaching and learning processes.
- 2 Organisation, education management and policies
- 3 Technological resources for aiding learning

The eLC's approach to its work in the areas in question involves research, innovation and training.

RESEARCH

The eLC's research is intended to provide multidimensional solutions to current problems and identify potential improvements and developments in e-learning in higher education. In the eLC's initial period of activity (2009-2012), its Time in E-Learning programme is to cover issues related to the three aforementioned areas, ranging from student drop-out rates and paces of learning to automatic feedback technologies, synchronicity, etc.

The eLC advocates the writing of doctoral theses as a research activity that contributes to progress where the issues referred to above are concerned, and is thus pressing ahead with its plans for a **doctoral programme in e-learning**, the UOC's second doctoral programme.

INNOVATION

At the eLC, innovation is deemed to entail the qualitative transformation of e-learning processes, resources and services, and is geared to optimising online teaching and learning processes. With that in mind, the eLC aims to resolve specific problems and advance towards new, tangible, creative solutions that will surpass those currently in use.

The areas of work to be prioritised during the eLC's initial period of activity include:

- a Generating knowledge in conjunction with others in a network
- **b** Controlling and assessing the acquisition of skills
- c Learning in immersive environments

To that end, the eLC is seeking to foster cooperation between the UOC's staff and professionals from other universities, organisations and public or private bodies from all over the world.

TRAINING

Training constitutes a means for the eLC not only to make an essential contribution to knowledge on how e-learning works and how best to use it, but also to become a benchmark institution in its field, on the basis of the excellence of the range of options it offers.

The training the eLC offers is designed to aid the incorporation of ICTs into educational institutions in order to improve teaching, managerial and organisational practices. It is also intended to provide the corporate arena with high quality training options that are both relevant and innovative.

The training available at the eLC encompasses postgraduate studies (master's degree and doctoral programmes), specialisation courses and in-company training.

OTHER RESEARCH AT THE UOC

OLIBA

Use of IT in the field of cultural heritage.

COMCAD

Audiovisual communication and digital culture: creation, participation, industry & use in society.

MUSEIA

Museum theory, museology and heritage.

GROUPWARE.CAT

Emerging forms of digital culture.

EDULAB

Innovation in the field of e-learning.

ITOL

Interactive tools for virtual learning environments.

TACEV

Cooperative learning and work in virtual environments.

12TIC

Interdisciplinary research into ICTs related to the new economy.

ITUNS

Information technologies, universities and the internet society.

KEC

Knowledge, Experience and Communication - digital culture today.

IDENTI.Cat

Language, culture and identity in the global age.

ATIC

Technology and social action.

KIMO

Information and knowledge management in organisations.

icss

Information and communication systems and services.

LPG

Language Processing Group.



Researc





CHAIRS AND THE CAMPUS FOR PEACE

http://unescochair.blogs .uoc.edu

PROMOTING EQUAL
OPPORTUNITIES IN ACCESS TO
ICTS AND THE DIGITAL WORLD



NURTURING EQUALITY IN THE ICT ARENA

UNESCO CHAIR IN E-LEARNING:

Through the UNESCO Chair in E-Learning, the UOC is fostering an integrated system of research, information and documentation related to the use of ICTs in education. One of the Chair's fundamental activities consists of the promotion of equal opportunities where access to ICTs and the digital domain is concerned. It is thus drawing on the UOC's experience in the field to become an instrument for reflection and the dissemination of means of contributing to social change at university level to combat the digital divide. The Chair aims to serve as a platform for the development of international cooperative networks geared to achieving such goals. The activities it has undertaken to that end include periodically organising international seminars and the creation of the Red de Innovación Universitaria (RIU, University Innovation Network) in conjunction with a number of Latin American universities.



eLEARN CENTER Càtedra UNESCO d'e-Learning

Chairs and Campus for Peace

LINGUAMÓN-UOC CHAIR IN MULTILINGUALISM

This Chair was set up in 2006 by virtue of an agreement between the UOC and Linguamón-House of Languages, a body created by the Catalan government to promote linguistic diversity in general and minority languages in particular, an objective that it now shares with the Chair. The Chair is currently involved in a number of projects, such as an international master's degree on the management of linguistic and cultural diversity, fostering relations with other chairs and university centres with a view to developing the European Universities Network on Multilingualism (EUNoM), and promoting a language engineering initiative that will make it possible to create virtual environments for multilingual communication aided by machine translation tools. The Chair also periodically organises lectures on matters related to multilingualism and the promotion of linguistic diversity.

http://catedramultilinguisme .uoc.edu

THE CHAIR'S AIM IS TO PROMOTE LINGUISTIC DIVERSITY AND MINORITY LANGUAGES IN PARTICULAR





THE CAMPUS FOR PEACE

A means of participation for the UOC's community, the Campus for Peace not only provides education but also makes it possible to set up and coordinate different charitable initiatives. All the UOC's cooperative action is channelled through this body, a charitable undertaking that uses the University's methodology to carry out training, research and awareness-raising programmes to social and humanitarian ends. The UOC aims to be the university for NGOs, and consequently uses the Campus for Peace to work on training programmes involving organisations such as Amnesty International, the Red Cross and Engineers Without Borders, which also participate in the various master's degrees and educational programmes on cooperation available through the International Graduate Institute. Furthermore, the Campus for Peace is the driving force behind various local and international projects, including digital literacy campaigns, e-learning initiatives and training on conflict resolution.

http://campusperlapau .uoc.edu



THE CAMPUS FOR PEACE SETS
UP AND COORDINATES DIFFERENT
CHARITABLE INITIATIVES









DISSEMINATING KNOWLEDGE



ACADEMIC E-JOURNALS WHICH ANALYSE THE INFLUENCE ICTS IN THEIR FIELDS OF KNOWLEDGE



ACADEMIC JOURNALS

One of the ways in which the UOC disseminates its knowledge is through academic e-journals. These publications analyse the influence of ICTs in the fields of knowledge that they and the Departments that promote them cover.

Characteristics

- » Peer review: all articles undergo arbitration carried out by assessors appointed by the journals' editorial boards.
- » Open access: the full text of every article in every journal is available without restrictions of any kind.
- » Creative Commons licences: all content is published under a Creative Commons Attribution-Noncommercial-No Derivative Works 2.5 licence.
- » Indexing policy: all the journals adhere to quality standards for scientific journals and prioritise indexing in databases and scientific journal directories in such a way as to allow for their inclusion in rankings of publications with impact factors.
- » Content syndication (RSS).

Artnodes. Journal on art, science and technology

Art and science, new media, aesthetics, art on the Web, software art, bio art, robotic art, space art, etc.

Directed by the IT, Multimedia and Telecommunications Department, the Humanities Department and the Information and Communication Sciences Department.



Mosaic. Multimedia communication and technologies

Animation, website design and development, multimedia professionals, virtual reality, digital audio and video, photography, etc. Directed by the foundation degree in Multimedia Studies programme corresponding to the IT, Multimedia and Telecommunications Department.



Digithum. The humanities in the digital age

Social sciences, teaching and education, managing culture, digital heritage, language and linguistics, etc.

Directed by the Humanities Department and the Languages and Cultures Department.



RUSC. Journal on university and the knowledge society

University and knowledge society models, e-learning, education and ICT models, etc.

Directed by the UNESCO Chair in E-learning.



IDP. Journal on the internet, law and politics

Intellectual property, taxation and ICT, e-democracy, Web 2.0 politics, etc.

Directed by the Law and Political Science Department.



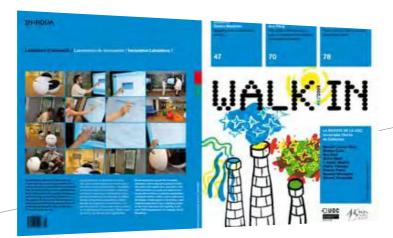
UOC Papers. Journal on the knowledge society

Economics and ICT, health, digital literacy, communication, work, digital literature, interculturalism, free software, etc.

Directed by an interdisciplinary editorial board comprising a member of teaching staff from each of the University's Departments.



UOCPOPERS
revista sobre la sociedad del conocimiento



WALK IN

Published on a quarterly basis by the University's Communication Area, this institutional magazine disseminates knowledge related to current affairs. The magazine was launched in 2009 and the content of every copy is published in three languages (Catalan, Spanish and English). Its purpose is to spread the knowledge generated at the UOC and to use it to contribute to the analysis of life today and other topical issues. The magazine is also intended to be a medium for communication with and among the entire UOC community, and aims to raise awareness of the University through the informative pages contained in its central section, *Món UOC* ('UOC World').



THE UOC ON THE NET

Presence on the internet is indispensable for the UOC as an online university. The institution is therefore highly accessible via cyberspace's main domains and resources.

UOC network. Researchers and teaching staff periodically use their blogs, their web pages or the UOC's website to pass on their knowledge. The University has set up a new web page where all the information in question is brought together and presented in a manner that enables users to interact with it and browse online UOC-related content semantically.

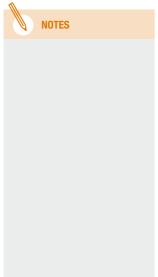


The UOC uses its YouTube channel to publish all the audiovisual output it generates for the purpose of disseminating knowledge. Video recordings of most of the University's activities have been posted on the internet in the form of news items, summaries or coverage of entire events.

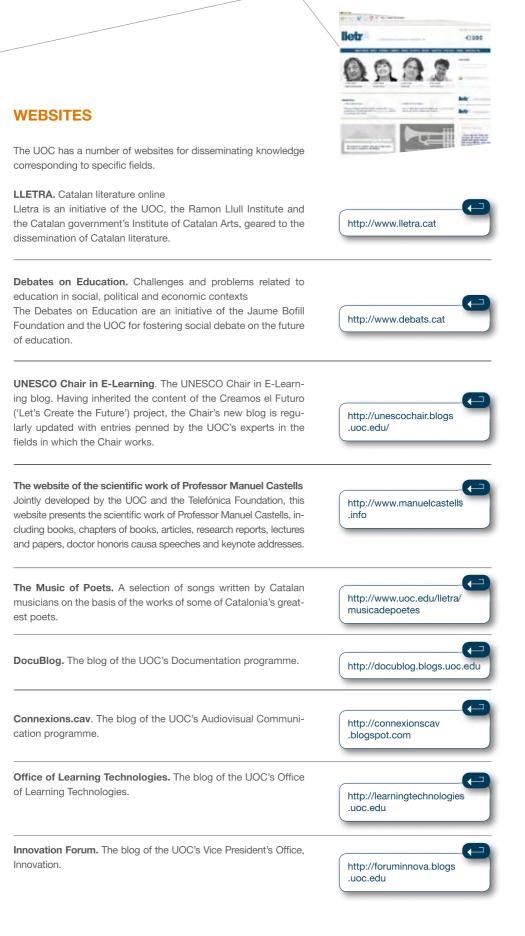


UOC 2.0

Facebook, Twitter, Netvibes, Delicious and Flickr are among the Web 2.0 resources on which the UOC is present. The platforms in question offer new web-based means of enhancing communication with society.









CENTRES AND OFFICES



SUPPORT CENTRES

With a view to guaranteeing its students more personal attention, the UOC has a network of support centres, information points and offices throughout Catalonia, in various Spanish communities and in strategic locations in other countries.



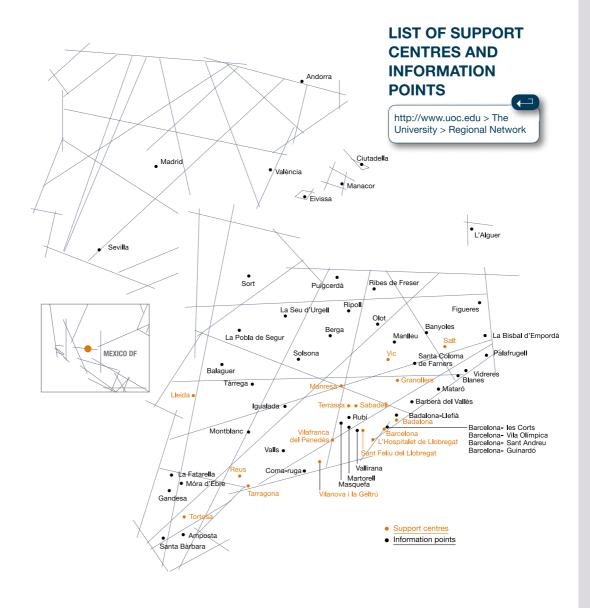
SUPPORT CENTRES

Support centres are run and staffed by the UOC. The services with which such centres provide students include access to the internet, study rooms and libraries containing resources and recommended reading material, as well as help with administrative and academic procedures. They also organise exams and validation tests in their territory, and arrange motivational activities and initiatives for students, graduates and others with an interest in the University in their area of operation. Additionally, they advise future students, facilitate the submission of suggestions and requests, and raise awareness of the UOC among local institutions and in society in general. The purpose of these centres, which can be found in most major Catalan cities, as well as in Valencia, Madrid and Seville, is to ensure that the UOC's physical presence is as widespread as possible.

INFORMATION POINTS

Each support centre is responsible for a geographical area where there may be various **information points**. An extension to the UOC's physical presence, information points tend to be on the premises of other organisations, by virtue of agreements with local institutions, enabling them to offer certain services to students in the area. They also provide internet access, make study rooms available, accept returned library material and offer information on the University's study programmes. There are approximately 40 information points throughout Catalonia, and others in Catalanspeaking territories, such as **Andorra**, the **Balearic Islands** and the city of **Alghero** on the island of Sardinia (Italy).

Internationally, the UOC has an **office in Mexico City** to ensure the continuity of institutional relations and to underpin its presence in Mexico, as well as in the whole of Latin America, one of its priority areas. The University also has delegates in a number of countries of strategic importance, such as China and India, for the purpose of setting up partnerships.



CATALONIA

Barcelona region

Support centres: Barcelona, l'Hospitalet, Sabadell, Terrassa, Granollers, Sant Feliu de Llobregat, Vilafranca del Penedès and Vilanova i la Geltrú

Information points: Barcelona (4), Badalona (2), Mataró, Martorell, Barberà del Vallès, Rubí and Vallirana

Girona region

Support centre: Salt (Gironès)

Information points: Figueres, Banyoles, Olot, Sta. Coloma de Farners, Blanes, Vidreres, la Bisbal d'Empordà and Palafrugell

Ponent region

Support centre: Lleida

Information points: Solsona, Tàrrega, la Seu d'Urgell, Sort, Tremp, la Pobla de Segur, Balaguer and el Pont de Suert

Central Catalonia

Support centres: Manresa and Vic

Information points: Manlleu, Berga, Ripoll, Ribes de Freser, Puigcerdà, Igualada and Masquefa

Terres de l'Ebre region

Support centre: Tortosa

Information points: Amposta, Móra d'Ebre, Gandesa, Santa Bàrbara and la Fatarella.

Tarragona region

Support centres: Tarragona and Reus

Information points: Valls, Montblanc and el Vendrell (Coma-ruga).

OTHER CATALAN-SPEAKING TERRITORIES:

Valencia. Valencia Support centre
Andorra. Andorra Information Point
Alghero (Sardinia). Alghero Information Point

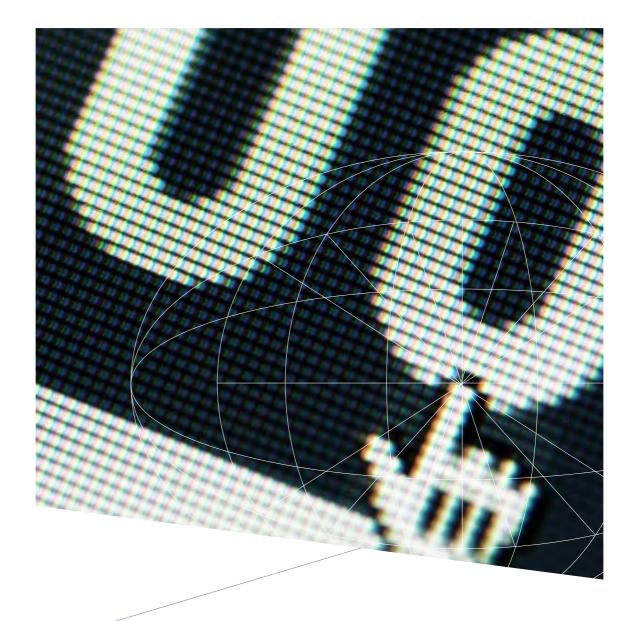
Mallorca. Manacor Information Point

Menorca. Ciutadella Information Point

Ibiza. Ibiza Information Point

SPAIN: Madrid Madrid Support centre Andalusia Saville Support centre

OVERSEAS
Mexico City
UOC Mexico Office



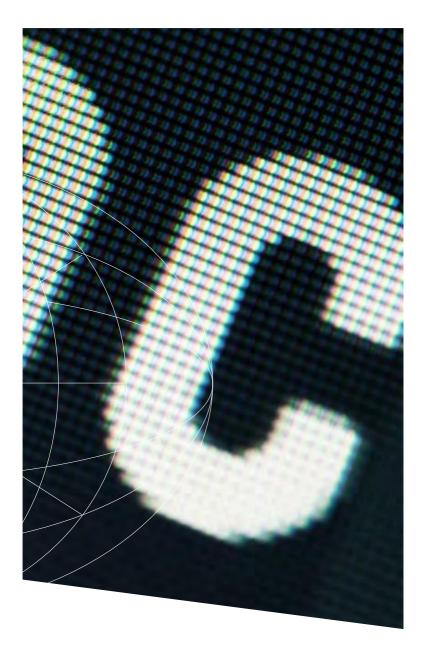


NOTES

INTERNATIONAL PRESENCE

As an institution that works online and in networks, the UOC operates on a worldwide scale. In addition to having students in some 40 countries across the planet, the University's international activity constitutes one of its strategic cornerstones. The UOC achieves its international presence through partnerships with other universities and research institutions from other countries, with which it shares its principles and outlook. The UOC's organisational structure includes a number of specific units for setting up and maintaining international partnerships. The overall goals of such arrangements are to establish cooperation between institutions, accepting and respecting the cultural and linguistic differences that this entails, and to contribute to raising the profile of the Catalan culture and the University all over the world.

The UOC's commitment to internationalisation is exemplified by the recent creation of a Global Campus offering education in languages other than Catalan and Spanish. Aimed at a new target group, the Global Campus has been designed to attract foreign lecturers and students, as well as to generate synergies with international institutions and bodies.



Examples of international networks to which the UOC belongs:

European University Association (EUA)

European Association of Distance Teaching University (EADTU)

European Distance and E-Learning Network (EDEN)

Euromed Permanent University Forum (EPUF)

Centro Interuniversitario de Desarrollo (CINDA, Inter-university Development Centre)

Educause Learning Initiative (ELI)

International Association of Universities (IAU)

International Council for Open and Distance Education (ICDE)

With a view to reinforcing the UOC's international presence, the University has an office in Mexico City. The office boosts the UOC's physical presence in Latin America and provides services for almost 2,500 students from the continent.

The UOC also has a network of representatives, formed by professionals who act as intermediaries for the University in countries deemed to be vital to its internationalisation strategy, such as India and China. Thanks to a recent institutional agreement, the efforts of the UOC's international representatives are complemented by logistical support provided for the University by the network of international offices of ACC1Ó, the Catalan agency for the promotion of business initiatives around the world.

In addition to the activities described above, the UOC has traditional agreements in place with international institutions and bodies, and is highly active in international networks.

Main bilateral relations:

Open University (UK)

Sun Microsystems (USA)

Tecnológico de Monterrey (Mexico)

Universidad Iberoamericana UNIBE (Rep. Dominicana)



ASSOCIATE COMPANIES AND INSTITUTIONS



SERVICES AND BENEFITS FOR ORGANISATIONS AND THEIR EMPLOYEES

http://www.uoc.edu > The University > Associate Companies and Institutions



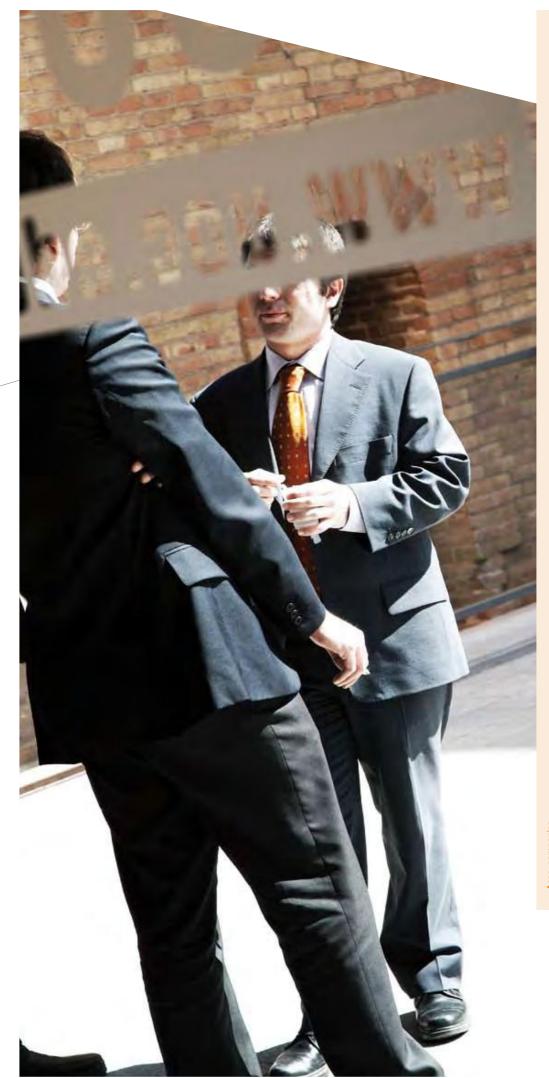
NOTES

The UOC aims to serve as a model for the business and institutional sector where fostering the knowledge economy and encouraging the entrepreneurial spirit are concerned. To that end, the University has established cooperative relationships and agreements with a number of local organisations. The status of UOC Associate Company/Institution is obtained through the formalisation of an agreement, resulting in a range of services and benefits immediately being made available to organisations and their employees.

The services and activities entailed consist of the UOC:

- » Designing, implementing and managing comprehensive e-learning systems.
- » Sharing its experience of e-learning environments and placing its innovative models at the disposal of institutions from all over the world interested in using ICTs and incorporating them into their activities.
- » Offering in-company training.
- » Helping to make organisations competitive and effective through comprehensive, individualised training and knowledge management solutions.
- » Providing services for knowledge management and the generation of online communities.
- » Creating, managing and promoting participation in projects to connect people in environments for communication and the exchange of experiences and knowledge.

The UOC's experience in the field of e-learning and its extensive network of partnerships with universities, organisations and companies from all over the world have given rise to over 900 cooperative projects with local and international institutions, which have benefited from education or services provided by the University. Agreements have been signed with more than 100 organisations, notably including T-Systems, IBM, Volkswagen-Audi, La Caixa, Banc Sabadell, Ercros, the RACC Automobile Club and the ONCE Foundation.



Assc. companies and institutions



THE UOC COMMUNITY



THE TYPICAL UOC STUDENT: AROUND 30 YEARS OLD, IN WORK AND WITH LITTLE FREE TIME

THE UOC'S MISSION IS TO BE ACCESSIBLE TO THOSE UNABLE TO STUDY AT OTHER UNIVERSITY CENTRES DUE TO LACK OF TIME OR MOBILITY



The number of students on the UOC's courses has risen from 200 (in the academic year 1995-1996) to **over 50,000**. Around 6,000 of its current students are studying for diplomas and degrees via the Latin American Campus, while another 10,000 are following postgraduate programmes. The increase in student numbers has been mirrored by a rise in the number of officially recognised degree courses taught at the UOC, from 2 initially to roughly 20 at present, in addition to the complementary range of master's degrees, postgraduate qualifications and other studies available at the University.

More than 35,000 students enrolled on the UOC's first and second-cycle study programmes in the academic year 2008-2009. The qualifications for which demand is highest are in **Business Studies**, **Psychology**, **Law** and **Systems IT**. Areas of study noteworthy for other reasons include Humanities, a field in which the University boasts the highest number of students in Spain, while more students have enrolled on **Catalan Language and Literature** courses at the UOC than at any other university in Catalonia.

Surveys conducted by the UOC show that its students have a highly singular profile, which differs substantially from that of the youngsters typical of traditional universities. It is particularly noteworthy that almost 75% of the UOC's students are aged between 25 and 45, with the average age standing at around 30. 90% of them have jobs and 40% have children. This reflects the UOC's efforts to ensure that it is accessible to those unable to study at other university centres due to other commitments restricting their time or mobility.

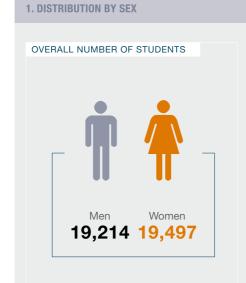
The nature of the UOC means that its study programmes are available all over the world. As a result, 25% of the University's students live and study outside Catalonia, either in Spain or in other countries. Most of those living outside Catalonia and studying for officially recognised qualifications are from the autonomous community of Madrid and Catalan-speaking territories, such as the autonomous community of Valencia and the Balearic Islands. The UOC also has a significant number of students in Andalusia, Galicia, the Canary Islands and Aragon. 25% of those studying in Spanish for officially recognised qualifications are from Madrid. Within Catalonia itself, the districts of the Metropolitan Area of Barcelona account for the highest number of students, along with the districts (Gironès, Bages, Segrià, Baix Camp and Tarragonès) in which the principal cities of the regions of Catalonia are found.

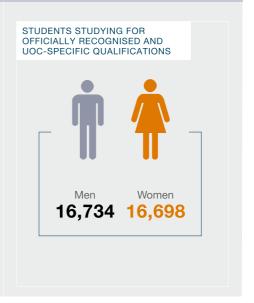


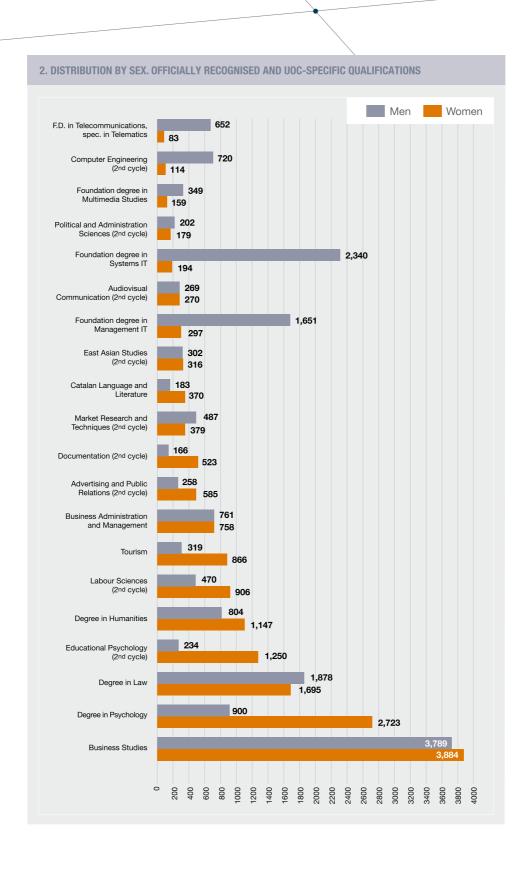
STUDENT PROFILE: A SOCIO-DEMOGRAPHIC STUDY

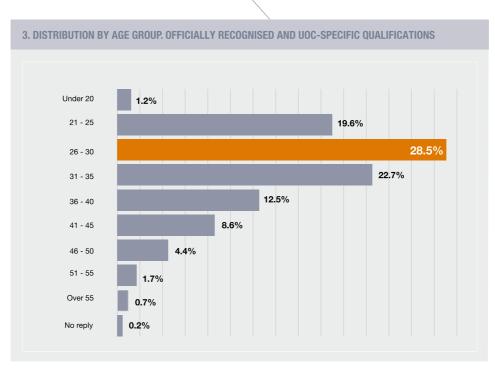
In the academic year 2008-2009, almost as many women (16,698) as men (16,734) enrolled at the UOC to study for officially recognised first and second-cycle qualifications. The distribution of males and females varies from one area of study to the next, however. More women than men study for qualifications in fields such as Psychology, Educational Psychology, Tourism and Labour Sciences, while men outnumber women on degree courses related to IT and telecommunications.



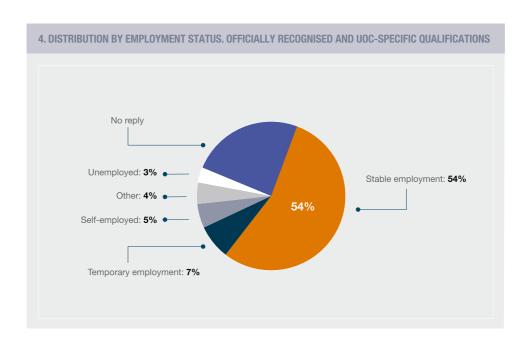


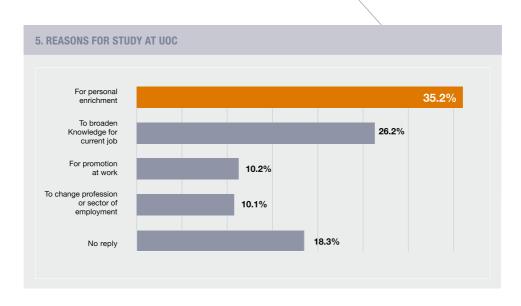




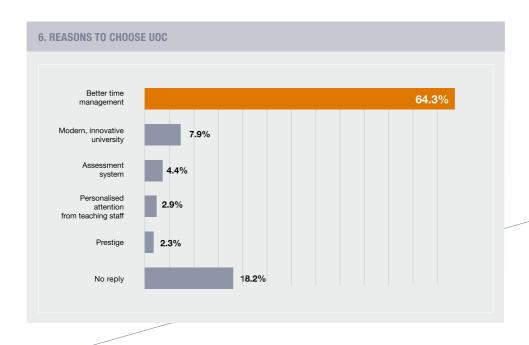


A study from April 2008 confirms that the students who enrol at the UOC have a highly distinctive sociodemographic profile. It is particularly noteworthy that almost **75% are aged between 25 and 45**, with the average age standing at 32.1. **90% of them have jobs and 40% have children**. Less than 2% of the total number of students are aged 20 or under, despite that figure having risen in recent years. 93% of the UOC's students work more than 30 hours a week.

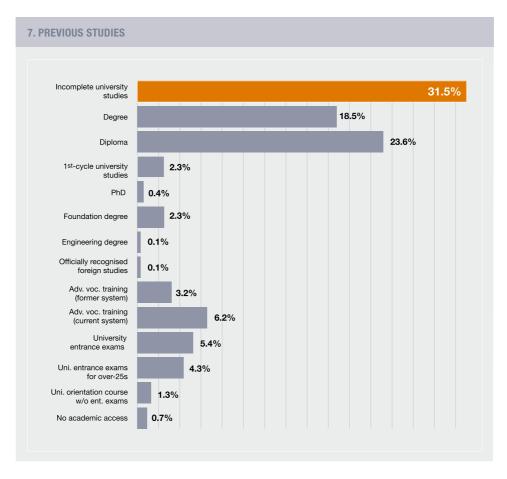




Most of the students who took part in the survey (which was conducted at the beginning of the second semester of the academic year 2007-2008) said that they chose to study at the UOC for work-related reasons (46.7%) and so as to be able to manage their time better.







The survey shows that most of the UOC's students (78.9%) have studied at university in one form or another in the past. Only 21.1% have no previous experience of higher education.



The UOC community



GRADUATES MAINTAIN THEIR LINK TO THE UOC AND CAN CONTINUE TO ACCESS THE VIRTUAL CAMPUS



GRADUATES: THE END PRODUCT

The courses taught in Catalan and Spanish at the UOC leading to officially recognised qualifications produced over **19,200 graduates** in the academic year 2008-2009. The first 12 students to graduate from the UOC having studied in Catalan for officially recognised qualifications did so in the second semester of the academic year 1996-1997. The first 15 students to accomplish the same feat having studied in Spanish did so in 2002.

The UOC organises a graduation ceremony every academic year for those who completed their studies at the University in the previous academic year. These gatherings usually take place in locations such as Barcelona or Madrid. Graduation does not mean the end of the relationship between the UOC and its students, who may continue using the Virtual Campus and their personal email account.

Graduates per semester having studied in Catalan (CAT) and Spanish (IB)

| | CAT | IB |
|--------|------|-----|
| 2007-2 | 1322 | 344 |
| 2007-1 | 1019 | 277 |
| 2006-2 | 1100 | 276 |
| 2006-1 | 934 | 244 |
| 2005-2 | 972 | 294 |
| 2005-1 | 895 | 275 |
| 2004-2 | 930 | 262 |
| 2004-1 | 719 | 177 |
| 2003-2 | 707 | 165 |
| 2003-1 | 440 | 109 |
| 2002-2 | 441 | 77 |
| 2002-1 | 269 | 15 |
| 2001-2 | 242 | |
| 2001-1 | 139 | |
| 2000-2 | 113 | |
| 2000-1 | 73 | |
| 1999-2 | 36 | |
| 1999-1 | 28 | |
| 1998-2 | 15 | |
| 1998-1 | 5 | |
| 1997-1 | 12 | |





UOC ALUMNI

The academic year 2007-2008 saw the introduction of the UOC's Alumni project, which is designed to maintain the bond between the University and its students after they have completed their studies there, entailing a number of added values. The goal is to build up a network of former students, which will earn the UOC benchmark status in the education arena due to at least some of them holding positions of responsibility. Students who are part of the network will enjoy a range of benefits as members of the UOC community.

UOC Alumni periodically organises gatherings of former students in different parts of Spain. It also arranges other activities geared to extending its network and forging ties, including lectures and get-togethers.









NUMEROUS GROUPS HAVE BEEN CREATED ON THE VIRTUAL CAMPUS BASED ON STUDIES OR OTHER MUTUAL INTERESTS

INTERACTION BETWEEN STUDENTS

Aside from strictly academic activities, there is a great deal of interaction and interrelation within the UOC community. This has led to the creation, via the Virtual Campus, of numerous groups based on studies or other mutual interests, exemplified by the associations that have arisen from the University, such as the **Cor de la UOC** choir and the **APUOC** educational psychology association, and by the almost 500 forums that have sprung up, open to the entire community and with over 6,000 regular users. The UOC also offers other means of getting involved in community life, such as its campus and study **committees**, representative bodies whose role is to ensure that the institution is made aware of all the community's concerns, ideas and suggestions.

At the beginning of each semester the UOC organises a day-long gathering, usually at the Autonomous University of Barcelona's Bellaterra campus, during which all the members of the university community are able to take part in educational, cultural and recreational activities organised by the UOC's Departments or by students themselves. From time to time, different gatherings of students, teaching staff and other members of the UOC community who live locally are held in other parts of Catalonia or Spain. Representatives of the University, including its President or Vice Presidents, usually attend such events to exchange experiences and listen to complaints or suggestions. Similar gatherings are held for students on postgraduate programmes and courses for the over-25s.



ADMINISTRATIVE STAFF: INNOVATION IN THE FIELD OF HUMAN RESOURCES

At present, the UOC's administrative staff comprises approximately 700 workers with varying types of contractual relationships with the Foundation, which also has a worker's committee. The organisation's policies for balancing work and personal life are one of its most distinctive traits and have resulted in initiatives that are very much in keeping with the spirit of the University, such as scope for permanent employees to work from home via the Virtual Campus for a certain number of hours each week. The number of hours in question may be extended for reasons related to state-regulated studies, in the case of maternity or paternity, or in order to care for a relative. Other such initiatives include flexibility in the times at which employees start and finish work, and special benefits and further reductions in working hours in the event of maternity or paternity.

Some of the organisation's human resources initiatives have earned recognition, including the 2007 Flexible Enterprise Award, open to organisations throughout Spain and issued by the Comunicación de Valor Añadido consultancy, with the backing of the Spanish Ministry of Labour and Social Affairs.

The UOC's faculty has expanded constantly in recent years, particularly since a new range of study programmes were introduced between 2000 and 2004, a period in which it doubled in size. In addition, the University employs consultants who assist with the teaching of most subjects. There are currently over 200 members of the UOC faculty and 2,300 collaborating teaching staff distributed among all the University's study programmes.

UNIVERSITY PREMISES

The UOC does not have physical schools or a physical campus. Its institutional headquarters, where its President's Office is based, are located in a historical building on Avinguda Tibidabo in Barcelona. 2004 saw the laying of the first stone of the Can Jaumandreu building in Barcelona's 22@ district, an up-and-coming business area and hotbed of technological innovation in the Poblenou area of the city. Can Jaumandreu is home to most of the University's Departments and teaching staff, as well as many of its administrative staff. The UOC's presence in the 22@ district is helping to fulfil the aim of making the area a hub for the new knowledge economy.

The UOC's premises also include the IN3 building in the **Mediterranean Technology** Park in Castelldefels (Baix Llobregat, Catalonia), where most of the University's researchers and doctoral candidates work.

HUMAN RESOURCES INITIATIVES
HAVE EARNED RECOGNITION,
INCLUDING THE 2007 FLEXIBLE
ENTERPRISE AWARD FROM THE
COMUNICACIÓN DE VALOR AÑADIDO CONSULTANCY, BACKED BY THE
SPANISH MINISTRY OF LABOUR
AND SOCIAL AFFAIRS





GOVERNING TEAM

Imma Tubella

President

Òscar Aguer

General Manager

Josep Maria Duart

Vice President, Postgraduate Studies and Lifelong Learning

Pere Fabra

Vice President, Faculty and Academic Organisation

Llorenç Valverde

Vice President, Technology

Begoña Gros

Vice President, Research and Innovation



UNIVERSITAT OBERTA DE CATALUNYA

UOC Headquarters Communications Department Av. Tibidabo 39, 08035, Barcelona

COMMUNICATIONS DEPARTMENT

Eric Hauck (ehauck@uoc.edu) Director of Communications

BARCELONA PRESS OFFICE

Tel: (+34) 93 253 23 00 / 93 253 23 93 / 93 253 23 59 Mobile: (+34) 620 06 92 73 / 669 79 65 92

Ester Medico (emedico@uoc.edu)
Press Office Manager
Anna Torres (atorresgar@uoc.edu)
Jose Medina (josemedina@uoc.edu)

MADRID PRESS OFFICE

Tel: (+34) 91 524 70 04 Mobile: (+34) 620 041 736 **Anna Sánchez-Juárez** (asanchez-juarez@uoc.edu)

ONLINE PRESS ROOM

http://www.uoc.edu/press gpremsa@uoc.edu RSS: http://feeds.feedburner.com/uoc/rgzg

