Online education and the SDGs – taking action at UOC

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Who we are
The UOC - the first 100% online university in the world
The seven knowledge areas

01. Arts and Humanities
02. Health Sciences
03. Information and Communication Sciences
04. Law and Political Science
05. Economics and Business
06. Computer Science, Multimedia and Telecommunications
07. Psychology and Education Sciences
<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Doctoral degrees</td>
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<tr>
<td>Bachelor's degrees</td>
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<tr>
<td>Postgraduate diplomas</td>
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<tr>
<td>Specializations and courses</td>
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<tr>
<td>Language and short courses</td>
<td>155</td>
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<tr>
<td>UOC-certified master's degrees</td>
<td>29</td>
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<tr>
<td>University master's degrees</td>
<td>46</td>
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7th ASEF Rectors' Conference & Students' Forum
Higher Education Taking Action towards the Sustainable Development Goals: Perspectives from Europe and Asia

Research areas
- Digital culture and leisure
- Internet law
- Education and ICTs
- E-governance
- E-health
- Gender and ICTs
- Interactive tools in virtual learning environments
- Software engineering
- New economy
- Psychology, health and the net
- Web security
- Mobile technologies

IN3 – Internet Interdisciplinary Institute
eLearn Center
eHealth Center

Over 400 researchers
154 Doctoral Theses Defended
3 research centres
46 research groups
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Perspectives from Europe and Asia

- Graduates*: 71,598
- Students*: 70,274
- Teaching staff: 4,343
- Tutors: 597

* Data for academic year 2017/18
Profile of UOC’s Graduates

- 93% Are employed
- 88% Would study for the same qualification again
- 93% Would choose the UOC again
- 90% Would like to keep ties with the UOC
- 76% Would recommend studying at the UOC to their friends and relatives

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Perspectives from Europe and Asia
UOC students are based in 134 different countries

7% of the total amount of UOC students live abroad (course 2017-2018)

Distribution by countries with larger UOC student presence (15 top):

- 15% Colombia
- 9% Germany
- 9% United Kingdom
- 7% Ecuador
- 5% EEUU
- 4% France
- 4% Chile
- 3% Switzerland
- 3% Mexico
- 3% Netherlands
- 2% Belgium
- 2% Italy
- 2% Ireland
- 1% Argentina
UOC - a complementary and inclusive university
The UOC and the Agenda 2030
Ensure inclusive and equitable quality education and promote life-long learning opportunities for all
4.3
By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
Quality Assurance of Higher Education (HE)

Advising National Quality Assurance Agencies

- MEXICO
- CHILE
- ECUADOR
- JORDAN
- MEXICO
- CHILE
- ECUADOR
- JORDAN

Quality Assurance Agency of Ecuador (CACES)
Quality Assurance Agency of Chile (CNA)

UOC was present in the constitution of SIACES, the Ibero-American System for Quality Assurance of HE

TEMPUS project eQTeL (Enhancing Quality of Technology-Enhanced Learning at Jordanian Universities)

Master course in Evaluation and Management of Quality in Higher Education UOC-AQU
4.5
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable.
The UOC is the Catalan university with the highest number of students with functional diversity.
Scholarship programme for refugees

- Language courses, stand-alone subjects and Postgraduate specializations
- Students aged between 19 and 50
- From Syria, Afghanistan, Sahara, Venezuela and other countries

- 4 calls
  - February 2017: pilot at the Greek settlements
  - September 2017: pilot with refugees in Spain and in Sahara
  - February 2018: Lebanon welcome programme
  - September 2018: Call with social entities

105 students total
4.7

By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others [...] global citizenship.
Joint international programmes

Master course on Strategy and Sustainable Management of Tourism Destinations
Starting date: 2004
More than 150 students from 16 countries
1st Master course TedQal Certified in the world

Master course on Conflictology
Starting date: 2013
313 students from 79 countries

International Affairs and Diplomacy
Starting date: 2018
81 students from 50 countries

Specialization in Clinical Management of Skin Neglected Tropical Diseases
Starting date: 2014
48 students from 16 countries
Massive virtual mobility

Collaboration with Higher Education Institutions

Motivations for the universities:

- Digital competencies
- Initial offer in blended learning
- Complementation of their curriculum
- Internationalization of their curriculum

More than 1,500 students in virtual mobility
13 transversal competences

One of them dedicated to educating critical and global citizens.
Conclusion

• Building public higher education system with a quality online university contributes to increasing access to higher education and thus to SDG4.
Thank you for your attention!