International Forum on Skills Intelligence in Post-Secondary & Higher Education

Advancing Skills Intelligence in Post-Secondary & Higher Education:

Anticipation, Alignment, and the Future of Work

Universitat Oberta de Catalunya

Project Insignia:

A Skills Intelligence strategy affirming UOC´s commitment to improving people's employability

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Unit of Skills Intelligence, UOC

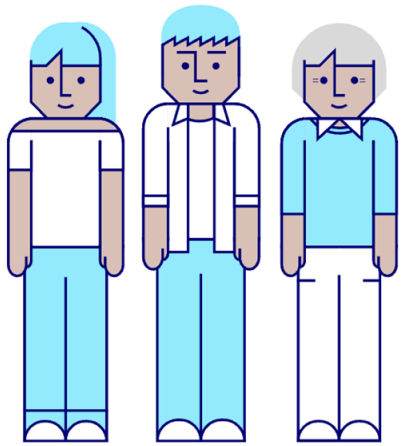
July 3, 2025

#IFSI2025

About us: a pioneering online university

A global university born in the digital age

Figures from the 2022/2023 academic year.



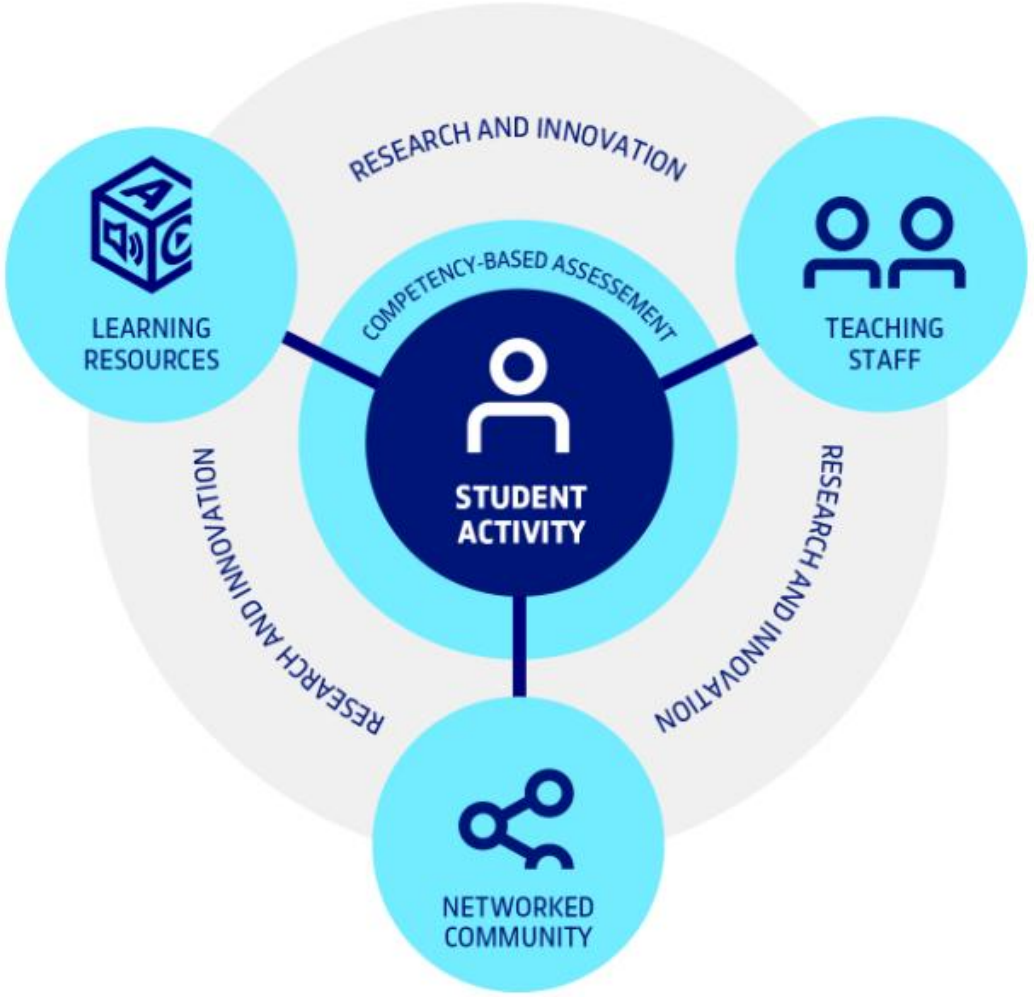
87,150
students

- **59 %** identify as women
- **41 %** identify as men
- **41 %** between 25 and 34 years old
- **90 %** study and have a job

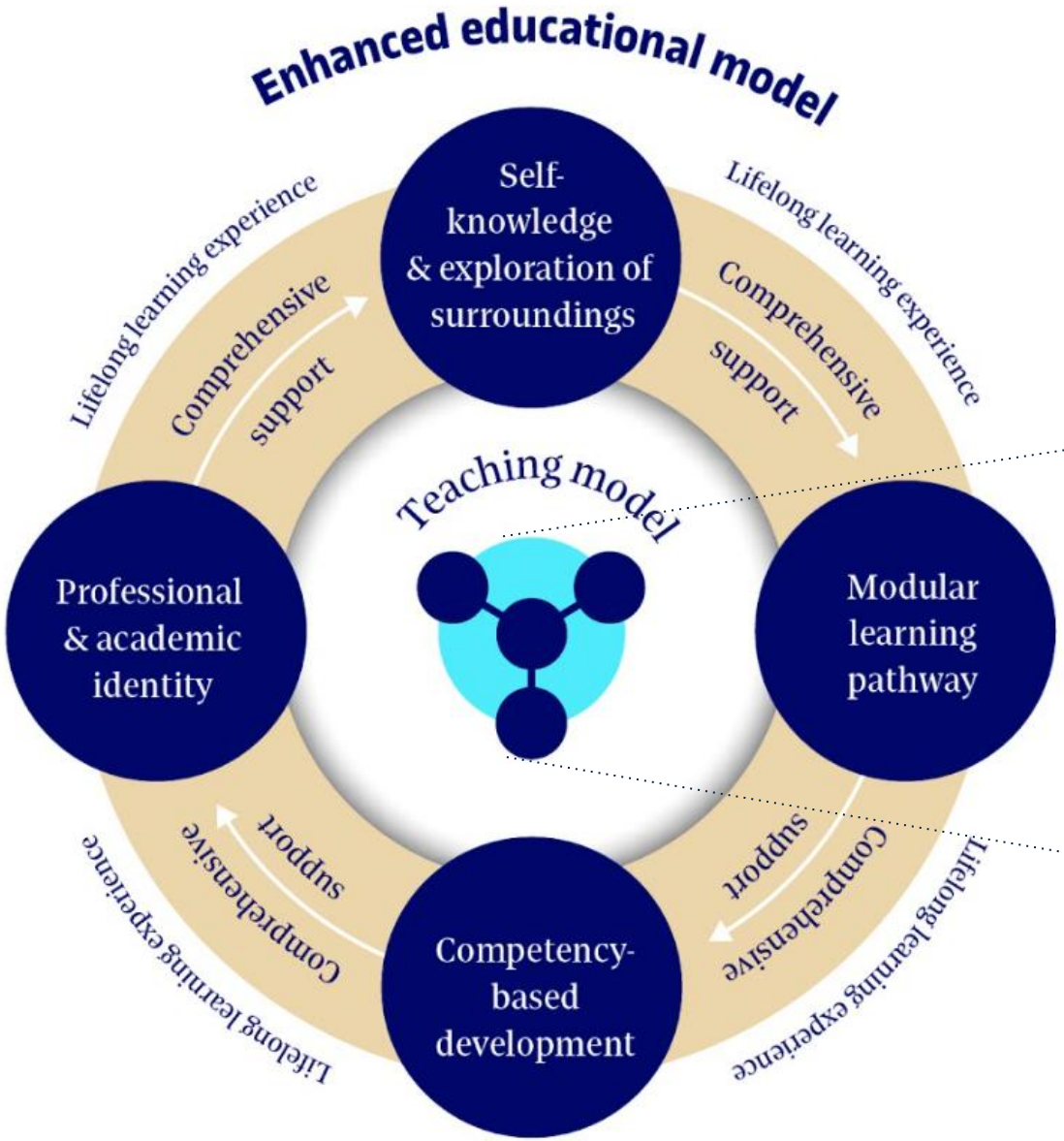
113,500
graduates

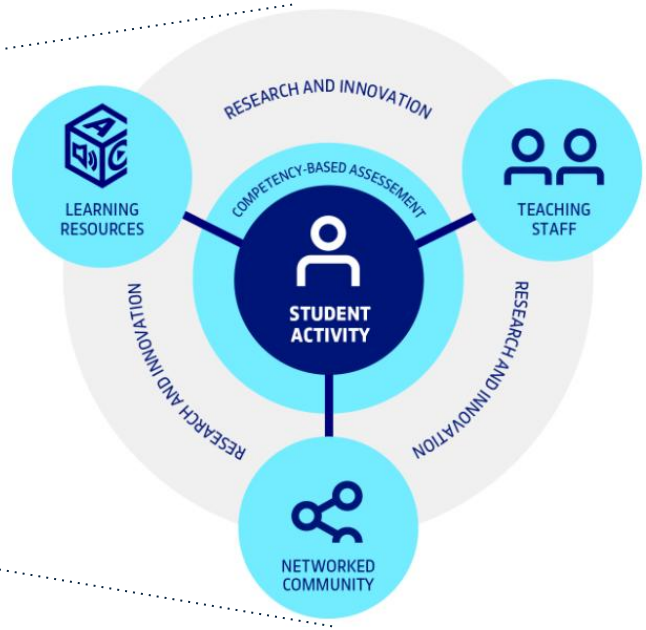
- **57 %** identify as women
- **43 %** identify as men
- **85 %** would choose the UOC again
- **84 %** would choose the same degree again

UOC´s Classic Educational Model

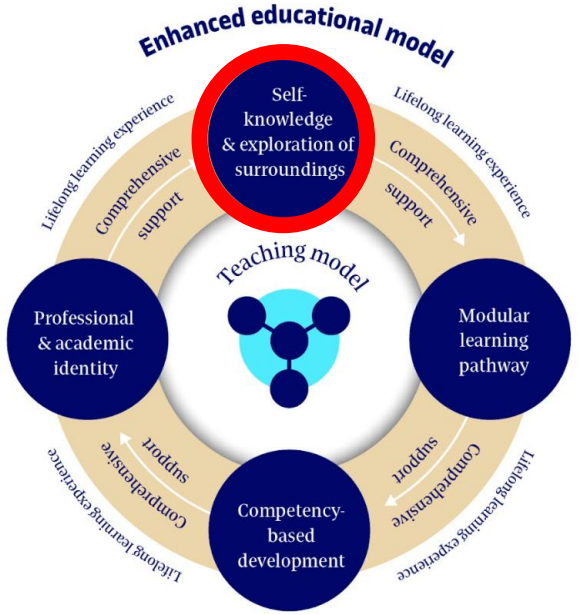


UOC´s Enhanced Educational Model





1. Self knowledge & exploration of labour market



Student story:

- I Imagine My Future by Understanding My Starting Point

Drivers

- **Self-awareness, career guidance,** and **informed decision-making**

Objective

- To support students at the very beginning of their academic journey so they can make informed and meaningful decisions, based on a deeper understanding of themselves and their context.

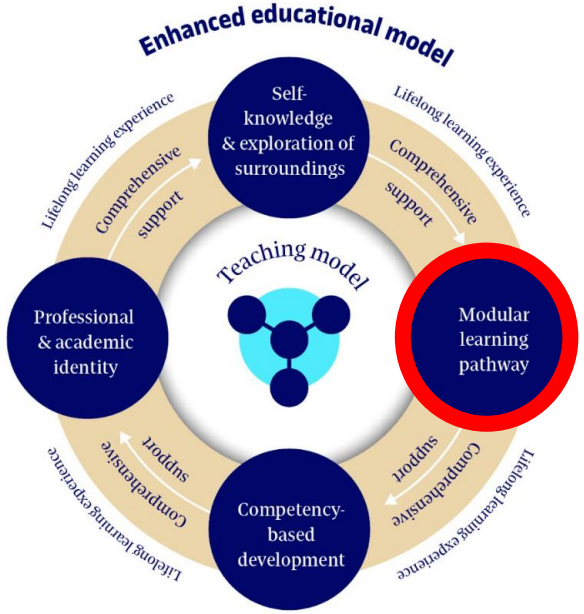
Background

- Students arrive with diverse backgrounds, experiences, and motivations.

Key Message

- From day one, we empower students to understand who they are, what they want, and how to get there

2. Modular Learning Pathways



Student story:

- Start My Journey by Building My Learning Path.

Drivers

- **Pathway construction**, **personalization**, and **community.**

Objective

- To enable students to build a modular, flexible and meaningful academic pathway, supported by continuous guidance and relevant information.

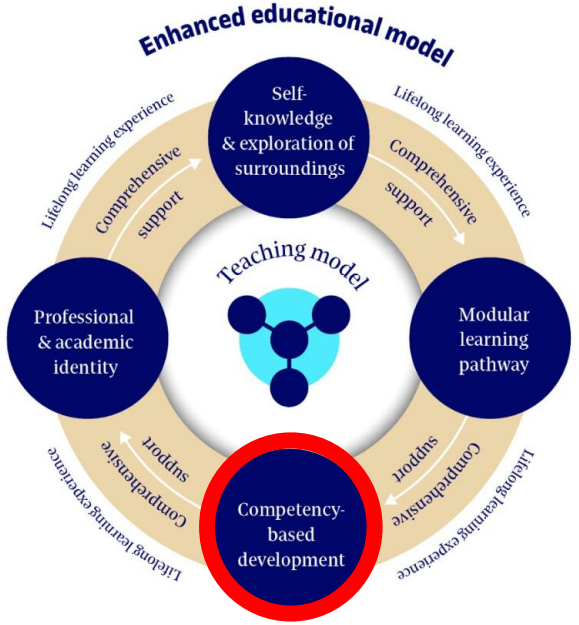
Background

- Each student starts from a different context and pace.
- Traditional academic programs are often rigid and linear, offering limited room for adaptation.
- Students need tools and support to make choices and adjust as they move forward.

Key Message

- We help students build a flexible and evolving pathway that adapts to who they are and

3. Competency Based Development



Student story:

- I Learn and Evolve by Making My Progress Visible

Drivers

- **Competency development, evidence**, and **validation**

Objective

- To promote the development of meaningful competencies and provide students with mechanisms to recognize, monitor and showcase their learning progress.

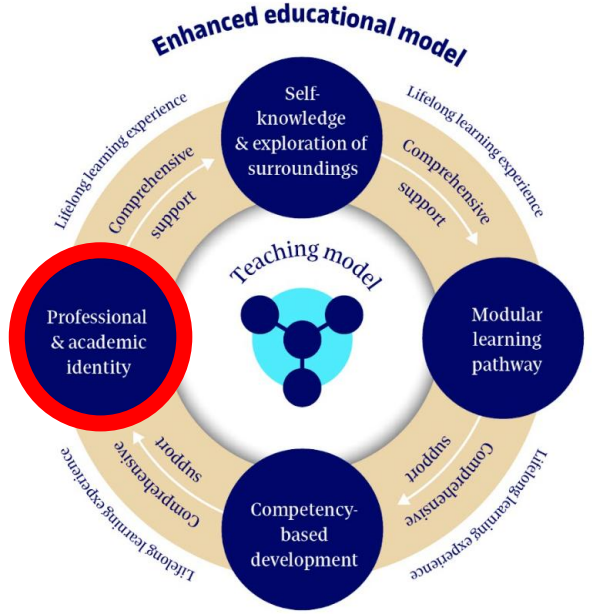
Background

- Students often don't perceive their own learning process or how it aligns with professional expectations.
- Traditional assessment systems may not make progress visible or portable.
- There is **a growing need** for evidencing competencies in ways that are valuable for the student and recognisable by others.

Key Message

- We help students become aware of their learning and make their progress visible, traceable and recognised.

4. Professional & academic identity building



Student Story

- I Project Myself to the World by Building My Professional Identity

Drivers

- **External projection, professional identity,** and **connection with the world**

Objective

- To support students in making their personal and academic journey visible and valuable beyond the university, reinforcing their professional identity and employability.

Background

- Students need to build a coherent and credible identity that reflects their academic and personal development.
- There is a growing demand for visibility of competencies and achievements in academic and professional networks.
- Career transitions increasingly depend on evidence of skills and self-presentation.

Key Message

- We help students turn their learning into identity, their progress into visibility, and their story into value.

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Thank you!

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