Language Plan

2025–2027

Universitat Oberta
de Catalunya

Contents

U1

Background and purpose

The **purpose** of this plan is for the Universitat Oberta de Catalunya (UOC) to have a **strategic framework that underpins a policy of multilingual and multicultural coexistence** coherent with language use and the different practices of the university system and the UOC, and which guarantees the use of Catalan as both a working language and its preferred institutional language.

The UOC wants this strategic framework to be based on the principles of well-being, equity, inclusion and the university's responsibility towards its community, society and coexistence between languages and cultures, with special care given to the Catalan language.

1.1. Sociolinguistic context

Universities are dedicated to the generation and sharing of knowledge. Being cornerstones of the intellectual and scholarly world, their activities have forever been rooted in communications between people from different linguistic and cultural domains. In recent times, society's desire for universal access to education has led to more languages being incorporated into the university world.

Universities and academia generally subscribe to the principle of all languages and cultures having equal value. They are therefore required to endeavour both to maintain diversity and to use intercommunication languages in the context of the inevitable imbalances between cultural and social groups. **Catalan universities have a specific responsibility as regards the use of Catalan in academia, the teaching of languages that are used more globally, and promoting the principles of respect for all languages and cultures in the university community**. Furthermore, the UOC was founded with the specific mission of enabling distance higher education in Catalan.

Language inequalities or society's subordination of the Catalan language may be reproduced reflexively at the UOC, in many social contexts. Elsewhere, the desire to internationalize universities' target audiences and to improve the economic sustainability of their programmes can lead to Spanish and English being promoted as

1.1.
Sociolinguistic context

more global languages. The UOC wants to prevent such dynamics, as they represent a decline in Catalan. This plan aims to contribute to maintaining the use of **Catalan as the University's preferred language** in the fields of teaching, research and administration, in coexistence with the other languages that form part of its culture, particularly Spanish and English.

1.2.
Needs

The European Higher Education Area calls for the incorporation an increasing number of languages within universities to facilitate **academic and professional mobility** as well as **universities' international projection**. And factors such as the push towards internationalization, the UOC's presence in different countries (especially in Latin America), the different communicative situations that internationalization generates and use of the university's working languages (currently Catalan, Spanish and English) make it necessary and appropriate to seek to ensure proper application of the criteria for use of these three languages in the scope of the university's activities.

The distance education offered by the UOC mainly uses **written language** and, to date, this has been given special attention. Nevertheless, audiovisual media are increasingly being used for communications, dissemination and teaching. In this context of increasingly multi-channel communications, with hybrid formats, the use of **oral language** is also relevant.

Language use in UOC activities such as teaching, research, dissemination, knowledge transfer and administration must reach the **quality** levels that are appropriate to the university sector.

For all these reasons, a strategic framework that enables the university to tackle its language challenges must be established.

1.3.
Particularities of the UOC

A factor that characterizes the UOC and differentiates it from other universities is the **internationalization that stems from its ubiquity**. Because it operates online, the UOC allows students and staff to join from other countries, without them travelling to Catalonia or even leaving their country. The UOC's Language Plan must therefore accommodate for this particularity and provide norms for language use that are suited to its widely dispersed community.

In addition, the UOC is a university founded and funded by the Catalan Government with the mission of **serving Catalan society, offering studies in the Catalan language** and promoting research and knowledge transfer in an increasingly globalized context. In this regard, ever since it was created the UOC has guaranteed that its bachelor's degrees can be taken in Catalan. It has also made efforts to apply this principle to its university master's degrees. As a result, almost all its official bachelor's and master's degree programmes can be taken in either Catalan or Spanish; in some cases there are two versions of the programme, each with its own classroom; in others, there are multilingual classrooms where each person interacts in their chosen language, with a machine translation tool offered for support.

As regards English, all UOC undergraduate degrees (*llicenciatura, diplomatura* and *enginyeria* degrees, and subsequently bachelor's degrees) have always **included courses to attain the B2 level of English as a foreign language**. Students are not just required to prove they have reached this level in order to graduate, but are also given training to help them achieve it.

U2 Framework of reference

2.1. General framework: functional distribution of languages at the UOC

Catalan is the native language of Catalonia, where it shares official status with Spanish and is used at all levels of education. It is therefore the UOC's preferred institutional language.

Spanish is also an official language of Catalonia, alongside Catalan, and is therefore also an official language of the UOC. It is the first language of many of UOC students, and is used in both the university's teaching and research.

English is currently used as a working language and as the lingua franca of the international scientific and academic community. In addition, it is the most common foreign language used by UOC students, who, as mentioned above, study it as a course in most bachelor's degrees. **French** and **German** are also taught as foreign language courses in some bachelor's degree programmes.

The UOC is mindful of the official status of **Aranese** in Catalonia and aims to recognize and respect the language rights of Aranese speakers.

The UOC also gives recognition to **Catalan Sign Language**. The university is to progressively introduce it into its institutional communications and promote studies of it.

Other languages that are used to a lesser extent and are not regular working languages may sometimes be of value institutionally, and are always enriching and of cultural value for the university's community and its internationalization.

Intercomprehension involves each person using their own language to communicate, and each understanding the other. It allows the people involved to come into contact with and practise another language in the same language family, for example the Romance or Germanic language families. Interactions between Catalan and Spanish are an example of this, and the UOC's multilingual classrooms enable intercomprehension between these two languages.

U2

2.1.
General framework: functional distribution of languages at the UOC

Use of the different varieties of Catalan is enriching for all of the UOC community. The university has students from all the Catalan-speaking areas, and natural use of their **different dialects** in the academic register must be accepted and respected. The same applies to Spanish and English dialects.

Multilingualism and the **plurilingual and intercultural competencies** of the UOC community are considered to be an essential part of what the university is and represents, providing enrichment and proximity between people who generate and share knowledge. The way languages are used in the university's different activities is something that is complex to manage and, at the same time, important both for the balance between the local and international dimensions of the university and because of its impact on the quality of teaching, research, knowledge transfer and the management of services.

The UOC's intention is that its academic, institutional and administrative activities tend to be carried out in Catalan, and that they may also be carried out in Spanish or English. By implication, **it should be clear that the Catalan language is part of the UOC's character** (it must be the priority and default language of communication), and UOC staff must have sufficient knowledge of these three languages. As for teaching staff from Latin America and parts of Spain that are not Catalan-speaking, the UOC will provide the conditions and resources which, coupled with the teaching staff's willingness, engender appropriate knowledge of the Catalan language and culture for work at the UOC (the level of knowledge need not be equivalent to that of people who work in Catalan-speaking regions).

2.2. Strategic framework

The Language Plan aims to uphold the UOC's values: **commitment, respect, transparency, professionalism and sustainability**. More specifically, it seeks to uphold the university's commitment to its community and society, and its respect for cultures.

In the Catalan context in particular, the Language Plan is in keeping with the UOC's Strategic Plan 2022–2025, the PEC Plan for Strengthening Catalan in the University and Research System, the Plan for the Improvement of Foreign Language Skills in the Catalan University System (the latter two, agreements by the Interuniversity Council of Catalonia) and the Vives Network of Universities' University Charter for Language.

The UOC's Language Plan also seeks to respect the principles of the Universal Declaration of Linguistic Rights, which details the rights of language communities and groups as well as their individual members' rights. Furthermore, it is in alignment with the Helsinki Initiative on Multilingualism in Scholarly Communication, which advocates the promotion of language diversity in research assessment, evaluation and funding systems.

2.3.
Legal framework

The statuses of languages at the UOC set out in section 2.1 (Catalan, official and preferred institutional language; Spanish, co-official language with international projection; English, working language) conform to the various applicable laws, decrees and regulations that govern language use in different areas. Among the most relevant pieces of legislation in this legal framework, which covers the UOC's Language Plan, the following are noteworthy:

UOC-specific regulations

General regulations

2.3.
Legal framework

General regulations

Although Catalonia's **Law 3/1995** (on recognition of the UOC) does not include specific provisions on the languages to be used in the university's activities, the preamble specifies that the Government of Catalonia intends that "the distance university education offered [...] be provided in accordance with the social and cultural reality of the country", that is, "rooted in the cultural, social, scientific and linguistic reality of Catalonia". The **UOC's** Organizational and Operational Regulations (approved in 2010 and 2014), do state that "Catalan is the UOC's official and preferred institutional language", notwithstanding that "in order to carry out its academic activities, it will use all the languages required by these activities at any given time" (art. 4). In accordance with this, the **Statutes of the Fundació per a la Universitat Oberta de Catalunya** (2014) indicate that one of the purposes of the Fundació must be "inclusion of the Catalan language in all areas of knowledge and contributions to the process

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Legal framework

of normalizing scientific, cultural and social uses of Catalan" (art. 5.3d). Lastly, the UOC's **General Principles of Language Policy**, approved a year later (2015), take a step further in specifying the roles of languages at the university, and define the current status regarding language.

All these regulations relating specifically to the UOC are in line with higher-ranking legislation such as the **Statute of Autonomy of Catalonia** (2006). Article 6, dedicated to the native language and the official languages, states that "the native language of Catalonia is Catalan" and that, as such, it is "the language normally used for learning and in education" (art. 6.1). At the same time, it specifies that both Catalan and Spanish are official languages (art. 6.2). Regarding language rights in the field of education, it states that "everyone has the right to receive education in Catalan [...]. Catalan must normally be the language used for learning in university and non-university education" (art. 35.1).

Catalonia's **Law 1/1998** (on language policy) establishes that "Catalan, as the native language, is the language of all Catalonia's institutions, and in particular of the Government of Catalonia, of local government, of public corporations, of companies and public services, of the institutional media, of education and of geographic names" (art. 2). With regard to university education, this law indicates that "universities must govern the use of Catalan within the scope of their competences" (art. 9.3).

Article 22 of Law 1/1998 deals specifically with university education, and, among other aspects, determines that universities "must adopt appropriate measures to ensure and promote the use of the Catalan language in all areas of teaching, non-teaching and research activities" (art. 22.2). Lastly, it is also mentioned that "the teaching staff of higher education centres in Catalonia must have sufficient knowledge of both official languages, in accordance with the requirements of their teaching work" (art. 24.3).

2.3.
Legal framework

As regards Catalonia's **Law 1/2003** (on the universities of Catalonia), which regulates their use of languages, its article 6 states that "Catalan is the preferred institutional language of the universities of Catalonia" (art. 6.1) and "the official language [...], as is Spanish" (art. 6.2). The same law refers to other legislation currently in force, in particular, Law 1/1998, adding that "the Interuniversity Council of Catalonia [...] must ensure that the incorporation of new members into the university community does not alter the normal uses of language in teaching or the universities' linguistic normalization process" (art. 6.5), and also that "the universities [...] must establish programmes to promote knowledge of foreign languages" (art. 6.6).

Lastly, Catalonia's **Decree 128/2010** (on the accreditation of language knowledge by teaching staff in Catalan universities) details the requirements and procedures for the certification of language skills in Catalan and Spanish, including the obtaining of official certificates and other means of demonstrating language knowledge. The main objective is to ensure that teaching staff have the language skills necessary for teaching and effective communication in both languages.

As regards Occitan's official status, recognized by the 2006 Statute of Autonomy of Catalonia (art. 6.5) and by Catalonia's **Law 35/2010** (on Occitan, or Aranese in Aran), provisions are made for the conditions in which this language be used in institutional information and providing support to users for administrative purposes.

In 2010, Catalonia passed **Law 17/2010** (on Catalan Sign Language), which established the framework for its recognition.

U3

Specific objectives and actions by areas

The Language Plan has **five specific objectives**, applying to **four areas** (the institution, teaching, research and knowledge transfer, and administration), and these shape the UOC's work plan for the period of 2025–2027.

01 Strengthen the **use of Catalan** in all areas (the institution, teaching, research and knowledge transfer, and administration) and promote its **regular use in the work activities** of UOC staff.

02 Ensure the principles of **language transparency and language guarantee** in teaching and protect the language rights of members of the UOC community.

03 Enhance the **language skills** (in Catalan and in the other working languages) **and intercultural competencies** of all collectives within the UOC community.

04 Ensure the **language quality** of institutional texts, administrative documents, academic documents and research texts.

05 Support **the management of languages** in the delivery of multilingual teaching online.

U3

Specific objectives and actions by areas

The objectives are elaborated in **51 actions**, led by different UOC departments or units. The actions are numbered with the initial of the name of the area to which they belong (for example, I1 is action 1 of the Institution area), and some are divided into sub-actions.

Some actions in the Institution area are developed more specifically in other areas. They have an institutional scope but vary slightly depending for each collective (for example, action I1 is deployed more specifically in actions T5, R1 and A1).

Each action and sub-action has at least one **indicator** associated with it, enabling assessment of the degree to which these actions are achieved.

Lastly, the **calendar** indicates the period in which accomplishment of the indicators is expected.

Key to abbreviations (the acronyms and initialisms correspond to the Catalan names)	
AACE	Alliances, Community and Equity department
BiRA	Library and Learning Resources
CCS	Community and Civic Engagement
CIM	Centre for Modern Languages
Communications	Communications department
CPL	Language Policy Committee
Culture	Culture department
EAH	Faculty of Arts and Humanities
ED	Doctoral School
eLinC	eLearning Innovation Center
EPCE	Faculty of Psychology and Education Sciences
OCO	Open Science Office
OVR	Office of the Vice Rectors
Personnel	Personnel department
SA	Academic Services
SL	Language Service
Technology	Technology department
UIDI	Equality, Diversity and Inclusion Unit
VGRT	Office of the Deputy General Manager for Research and Knowledge Transfer
VRACC	Office of the Vice Rector for Alliances, Community and Culture
VRDA	Office of the Vice Rector for Teaching and Learning
VRGPA	Office of the Vice Rector for Governance and Academic Policy
VRRTE	Office of the Vice Rector for Research, Knowledge Transfer and Entrepreneurship

Area 1. Institution

Objectives	Actions	Leadership	Indicators	2025	2026	2027
01 Strengthen the **use of Catalan** in institutional activities.	**Action I1** *(developed in actions T5, R1 and A1)* Establish criteria for the use of languages in institutional activities:	VRACC CPL				
02 Ensure the principles of **language transparency and language guarantee** in institutional communications and protect the language rights of members of the UOC community.	• **I1a.** Review the current language framework: UOC's General Principles of Language Policy, criteria for the use of languages in the UOC's institutional and academic events, criteria for use in external and internal channels, etc.		Document of criteria for the use of languages: • Institutional and academic events • Internal communications (staff and students) and external communications (other institutions, media, etc.) • External and internal channels • Audiovisual products	•		
	• **I1b.** Draw up a document of criteria for institutional use of languages.				•	
	Action I2 *(developed in actions T8 and A2)* Ensure that academic and administrative staff have the language skills and qualifications required for their work:	Personnel				
	• **I2a.** Gather information on UOC staff's language skills and qualifications.		The percentage of staff whose language levels and qualifications are registered.	•	•	
	• **I2b.** Set language skill levels corresponding to job profiles.		Updates to regulations and procedures that require proof of language skills.		•	
	• **I2c.** Ensure that new members of staff have the appropriate language qualifications for their role.		Percentage of new recruits with the appropriate language qualifications.	•	•	•
	Action I3 Establish the protocol for the introduction of Catalan Sign Language in institutional speeches.	UIDI / AACE	Number of events interpreted in Catalan Sign Language.		•	•
	Action I4 Establish a channel for staff to communicate complaints or incidents about language use and language rights and to follow up on them.	SL / Culture OVR	Implementation of the channel. Number of complaints and incidents dealt with.		•	•
	Action I5 Obtain the language indicators agreed upon within the framework of the Vives Network of Universities.	SL / Culture OVR	Number of indicators contributed to the Vives Network of Universities.	•	•	•
	Action I6 Collaborate and create alliances with partners that run projects aiming to preserve and strengthen the presence of Catalan in sectors that have an impact or difficulties, such as the internet, the legal sector, etc.	VRACC	Number of projects in which the UOC has participated.	•	•	•
	Action I7 Disseminate the Language Plan by means of an internal and external communications plan.	Communications	Communication plan for the UOC Language Plan 2025–2027. Number of (internal and external) dissemination actions carried out.	•		
03 Enhance the **language skills** (in Catalan and in the other working languages) **and intercultural competencies** of all collectives within the UOC community.	**Action I8** *(developed in actions T7, R8 and A3)* Produce a comprehensive languages training plan for the entire university community, taking into account the needs of each collective according to the functions they have to perform.	VRACC Personnel	Annual comprehensive languages training plan.	•	•	•
	Action I9 *(developed in actions T10, R10 and A4)* Improve the induction and support given to students and staff from outside Catalan-speaking areas:					
	• **I9a.** Provide students and staff from outside Catalan-speaking areas with resources to familiarize themselves with the Catalan language and culture.	CIM SL / Culture	Dissemination of the resources offered to students and staff from outside Catalan-speaking areas to familiarize themselves with the Catalan language and culture: • Number of people the information has been sent to. • Number of resources made available to students and staff. Video in Catalan, Spanish and English with first-person accounts. Creation of induction itineraries for different profiles.	•	•	•
	• **I9b.** Create a language and culture volunteering programme for community participation and cohesion.	SL / Culture CIM EAH	Conceptualization of the UOC community's language and culture volunteering programme.	•		
	• **I9c.** Implement the language and culture volunteering programme and monitor it.	SL / Culture CIM EAH	Launch of the programme: guidelines and materials produced, training of volunteers. Number of participants in the volunteering programme.		•	•
04 Ensure the **language quality** of institutional texts.	**Action I10** *(developed in actions R11 and A5)* Revise and translate institutional texts.	SL / Culture	Number of words, per language, etc.	•	•	•
	Action I11 *(developed in actions T17, R12 and A6)* Disseminate the criteria and resources made available to the university community to promote linguistic self-sufficiency and to contribute to communications' language quality.	SL / Culture	Updates to the criteria in *UOC Language & Style*. Support materials and guides: for social networks, student support services, teaching staff, researchers and administrative staff. Number of actions carried out to disseminate the criteria and resources.	•	•	•
	Action I12 Work to ensure the language quality of the digital services (applications and computer programs) available to UOC staff:	Technology				
	• **I12a.** Evaluate the language quality of the existing digital services.		Map of the digital services' language situation.	•	•	
	• **I12b.** Ensure that the inclusion of Catalan language is taken into account in the purchase of digital services.		Language clause in contracts, on the value of the presence and quality of Catalan in digital services.	•		
	• **I12c.** Have digital services accessible to students always in Catalan, and those used exclusively by staff preferably in Catalan.		Number of digital services for students in Catalan. Number of digital services for staff in Catalan.	•	•	•
	• **I12d.** Install an online language correction tool by default on all staff computers.		Number of computers with the language correction tool installed. Dissemination to staff.		•	•

Area 2. Teaching

Objectives	Actions	Leadership	Indicators	2025	2026	2027
01 Strengthen the **use of Catalan** in academic activities.	**Action T1** — PIDOC (Plan to increase teaching in Catalan) 2024–2025: prepare the plan based on data from the 2022/23 academic year, incorporate the actions into programmes and courses offered in the 2024/25 academic year, and monitor them.	OVR	PIDOC 2024–2025 document submitted to the DREU. Monitoring of PIDOC 2024–2025.	•		
	Action T2 — PIDOC (Plan to increase teaching in Catalan) 2025–2026: prepare the plan based on data from the 2023/24 academic year, incorporate the actions into programmes and courses offered in the 2025/26 academic year, and monitor them.	OVR	PIDOC 2025–2026 document submitted to the DREU. Monitoring of PIDOC 2025–2026.	•	•	
	Action T3 — Increase the number of Catalan versions of learning resources:	BiRA				
	• **T3a.** Translate learning resources from Spanish into Catalan.		Number of in-house textual and audiovisual learning resources translated from Spanish into Catalan.	•	•	•
	• **T3b.** Translate learning resources from English into Catalan.		Number of in-house textual and audiovisual learning resources translated from English into Catalan.	•	•	•
	• **T3c.** Carry out actions with publishers to obtain Catalan versions of titles currently in Spanish.		Identification of relevant titles based on potential volume. Number of actions with publishers to promote translations into Catalan.	•	•	•
	Action T4 — Keep the level of official bachelor's and master's degrees offered in Catalan above 90%:	VRDA				
	• **T4a.** Keep bachelor's degrees offered in Catalan above 90%.		Percentage of bachelor's degrees offered in Catalan.	•	•	•
	• **T4b.** Keep the university master's degrees offered in Catalan above 90%.		Percentage of university master's degrees offered in Catalan.	•	•	•
02 Ensure the principles of **language transparency and language guarantee** in academic activities and protect the language rights of members of the UOC community.	**Action T5** — Establish criteria for the use of languages in teaching:	SL / Culture				
	• **T5a.** Review the current language framework: *Llengua de docència_pautes* (internal).		Update of the guidelines for managing languages in teaching.	•		
	Action T6 — Monitor queries and complaints from students about language use and language rights.	OVR SL / Culture	Report on language use and rights queries and complaints: data and support provided (degree of resolution).	•	•	•
03 Enhance the **language skills** (in Catalan and in the other working languages) **and intercultural competencies** of students and teaching staff.	**Action T7** — Implement a languages training plan for teaching and research staff:	Personnel				
	• **T7a.** General language courses.		Languages training plan for teaching and research staff. Number of teaching and research staff who have completed language training.	•	•	•
	• **T7b.** Courses with specific objectives: writing effectively, language resources, inclusive and non-sexist language, frequently asked questions, etc.			•	•	•
	• **T7c.** Other training actions.				•	•
	Action T8 — Ensure that academic staff have the language skills and qualifications required for their work:					
	• **T8a.** Gather information on academic staff's Catalan language qualifications.	Personnel	Percentage of teaching staff with their Catalan language level and qualifications registered.	•	•	•
	• **T8b.** Gather information on academic staff's qualifications in other languages.		Percentage of teaching staff with their other language levels and qualifications registered.		•	•
	• **T8c.** Ensure that new members of teaching and research staff have the necessary language qualifications.		Percentage of new recruits with the appropriate language qualifications.	•	•	•
	• **T8d.** Update the documents that call for proof of language skills.	OVR	Updates to regulations and procedures that require proof of language skills.		•	•
	Action T9 — Offer terminology resources for the UOC's different fields of study to teaching staff and students.	SL / Culture	Incorporation of the terminology resources in the faculties' teaching resources.	•	•	•
	Action T10 — Improve the induction and support given to students and teaching staff from outside Catalan-speaking areas:	SL / Culture				
	• **T10a.** Provide students and teaching staff from outside Catalan-speaking areas with resources to familiarize themselves with the Catalan language and culture.	CIM SL / Culture	Dissemination of the resources offered to students and teaching staff from outside Catalan-speaking areas to familiarize themselves with the Catalan language and culture: • Number of people the information has been sent to. • Number of resources made available to students and teaching staff. Creation of induction itineraries for different profiles.	•	•	•
	• **T10b.** Encourage students and teaching staff to take part in the language volunteering programme, as participants or volunteers, to create spaces for communication and cohesion within the UOC community.	SL / Culture CIM EAH	Number of participants in the volunteering programme.		•	•
	• **T10c.** Begin a language volunteering initiative for Catalan-speaking students to take part in other organizations' language and social volunteering programmes.	CCS	Language volunteering initiative for participation and social cohesion. Number of participants in the volunteering initiative.	•	•	•
	Action T11 — Improve course instructors' and students' language skills, in Catalan, Spanish and English, through self-learning:	SL / Culture OVR				
	• **T11a.** Provide course instructors and students with reference guides and self-learning resources.		Language resources page on the Virtual Campus: *More UOC* (students and the wider university community). Inclusion of a resources or language section in the Endinsa't induction training.	•	•	•
	• **T11b.** Update the reference guides and self-learning resources.		Update of the self-learning resources document and improvement of Catalan language skills (course instructors). Number of course instructors the document has been sent to.	•	•	•
	Action T12 — Improve the language training of students on the Bachelor's Degree in Primary Education:	EPCE CIM				
	• **T12a.** Offer a Catalan diagnostic test to students in the first year of the Primary Education programme and specific training during their studies to help them improve their language skills.		Number of Bachelor's Degree in Primary Education students who have taken the test at the start of the academic year. Specific training actions to help students who need to strengthen their Catalan language skills.	•	•	•
	Action T13 — Offer Catalan Sign Language training online:	CIM				
	• **T13a.** Design an online Catalan Sign Language course.		Catalan Sign Language course offered alongside other CIM courses.	•		
	• **T13b.** Deliver the Catalan Sign Language course online.				•	•
	Action T14 — Organize the UOC debate league and training in the necessary skills, and promote student participation in university debate leagues such as the one organized by the Vives Network of Universities.	CCS	Number of debate leagues in which the UOC participates. Number of participants in debate leagues.	•	•	•
04 Ensure the **language quality** of academic documents.	**Action T15** — Improve the language quality of the questions and instructions in assessment activities and final tests:					
	• **T15a.** Develop guidelines and a checking procedure for teaching staff.	SL / Culture	Guidelines and checking procedure for teaching staff of courses with incidents.		•	
	• **T15b.** Provide teaching staff with mechanisms for checking language correctness.	eLinC SA	Dissemination to staff of the mechanism for checking language correctness.		•	•
	Action T16 — Improve the language quality of learning resources in English:	BiRA				
	• **T16a.** Improve translations in specialist languages, in various fields of study.		New contract for revisions and translations involving English (ca/es <> en) of specialized texts for learning resources. Improvement in teaching and research staff's satisfaction with the quality of learning resources in English.		•	•
	Action T17 — Disseminate the criteria and resources made available to academic staff and students to promote linguistic self-sufficiency and to contribute to communications' and teaching texts' language quality.	SL / Culture	Updates to the criteria in *UOC Language & Style*. Support materials and guides for students and teaching staff. Number of actions carried out to disseminate the criteria and resources.	•	•	•
05 Support the **management of languages** in the delivery of multilingual teaching online.	**Action T18** — Perform a quantitative and qualitative analysis of the use of languages in multilingual programmes and courses (monitoring of classroom dynamics):	OVR				
	• **T18a.** Introduce a criteria validation table in the monitoring reports of multilingual degree programmes.		Number of multilingual classrooms (and percentage of total). Data on the use of machine translation in the classrooms (volume and direction of translation).	•		
	• **T18b.** Account for the use that students in multilingual classrooms make of the UOC's in-house teaching materials in classrooms in different languages.		Checklist for directors of programmes with multilingual classrooms to evaluate the application of guidelines on managing languages and communications in these classrooms. The number of views of learning resources in relation to the language of the resource.	•		
	• **T18c.** Propose improvement actions based on the two previous actions: for example, conduct a survey on the learning experience of students in multilingual classrooms (or programmes).		Number of interventions and/or assessment activities in Catalan compared to the number of students who normally speak Catalan. Degree of satisfaction with multilingual programmes.		•	•
	Action T19 — Prepare a document for tutors on the characteristics of multilingual programmes regarding their communication dynamics, so that tutors can reinforce students' understanding of the characteristics of multilingual programmes.	OVR SL / Culture	Document on the characteristics of multilingual programmes regarding their communication dynamics.		•	
	Action T20 — Based on the OpenEU project and the current situation of multilingual classrooms, develop a medium and long-term strategy for multilingualism in online learning.	VRACC	Document on lines of strategy for multilingualism in online learning.		•	•

Area 3. Research and knowledge transfer

Objectives	Actions	Leadership	Indicators	2025	2026	2027
01 Strengthen the **use of Catalan** in academic activities.	**Action R1** Ensure that the criteria for the use of languages in institutional and academic research events are applied by means of an awareness plan for event organizers.	VGRT	Plan to raise event organizers' awareness of the use of languages. Number of incidents and complaints received due to non-compliance with the language criteria for events.	•	•	•
02 Ensure the principles of **language transparency and language guarantee** in academic activities and protect the language rights of members of the UOC community.	**Action R2** Institutionally promote the use of the Catalan language in research:	VRRTE VRGPA VRACC				
	• **R2a.** Contribute to the university system's efforts to jointly urge governments and quality agencies to recognize the value of research conducted in Catalan by the teaching and research staff of XVU universities.		Meeting minutes of committees in which the Government and/or quality agencies discuss this subject.	•	•	•
	• **R2b.** Revise or adjust some of the criteria for assessment and accreditation of teaching staff, researchers, activities and publications, so that, in addition to assessing the quality and professional and social impact of the content, they also value and promote the use of the Catalan language whenever reasonable.		Specific mention of the promotion of research in Catalan in the resolutions that regulate the criteria for the assessment of teaching and research staff's research activity.	•	•	•
	Action R3 Ensure that the publications of SGR research groups include an abstract in Catalan, and that the complete set of abstracts from the groups' work is included in the final report.	VRRTE	Percentage of scholarly publications by SGR research groups with abstracts and keywords in Catalan. Number of incidents.	•	•	•
	Action R4 Include Catalan abstracts of articles published in other languages in the academic journals published by the UOC.	VGRT	Number of articles in other languages published with abstracts in Catalan in the UOC's academic journals.	•	•	•
	Action R5 Increase the number of theses in Catalan:	ED	Number of theses written originally in Catalan.	•	•	•
	• **R5a.** Increase the internal dissemination of the AGAUR's TDCAT grant for theses in Catalan.		Number of AGAUR Catalan thesis grants awarded to UOC doctoral students.	•	•	•
	• **R5b.** Provide UOC grants for writing theses in Catalan, and for translating a part of the thesis into Spanish or English for publication in international journals.		Number of theses written originally in Catalan with the grant from the UOC.		•	•
	• **R5c.** Help translate theses awarded special prizes from Catalan into Spanish or English to contribute to the international dissemination of the work.		Number of theses translated from Catalan into Spanish or English.		•	•
	Action R6 Ensure that all theses written in any language include, in addition to the abstract in Catalan, the title and keywords in Catalan.	ED	Percentage of theses deposited meeting this criterion.	•	•	•
	Action R7 Add the abstract, title and keywords to all theses available in the O2 repository, retrospectively.	OCO	Percentage of theses published in the O2 repository meeting this criterion.	•		
03 Enhance the **language skills** (in Catalan and the other working languages) **and intercultural competencies** of research staff.	**Action R8** Implement a languages training plan for research staff:	Personnel				
	• **R8a.** General language courses.		Languages training plan for research staff. Number of researchers who have done language training.	•	•	•
	• **R8b.** Courses with specific objectives: academic writing, language resources, English for research publications, etc.			•	•	•
	• **R8c.** Other training actions.				•	•
	Action R9 Make research staff aware of the TERMCAT terminology resources available to them.	SL / Culture	Plan for offering terminology resources to the different fields of research.		•	•
	Action R10 Improve the induction and support given to researchers from outside Catalan-speaking areas who are part of UOC research groups, with special attention to those working on site:					
	• **R10a.** Provide researchers from outside Catalan-speaking areas with resources to familiarize themselves with the Catalan language and culture.	CIM SL / Culture	Dissemination of the resources offered to familiarize researchers from outside Catalan-speaking areas with the Catalan language and culture. • Number of people the information has been sent to. • Number of resources made available to research staff. Creation of induction itineraries for different profiles.	•	•	•
	• **R10b.** Encourage researchers to take part in the language volunteering programme, as participants or volunteers, to create spaces for communication and cohesion within the UOC community.	SL / Culture CIM EAH	Number of participants in the volunteering programme.		•	•
04 Ensure the **language quality** of research texts.	**Action R11** Revise and translate texts for research publications: articles, etc.	SL / Culture	Number of research publication texts, by language, etc.	•	•	•
	Action R12 Disseminate the criteria and resources made available to research staff to promote their linguistic self-sufficiency and to contribute to communications' and research texts' language quality.	VGRT	Updates to the criteria in *UOC Language & Style*. Support materials and guides for research staff. Number of actions carried out to disseminate the criteria and resources.	•	•	•
	Action R13 Promote institutional projects to research and develop language-related AI, for example relating to machine translation or the generation of text.	VRRTE VRACC VGRT	Number of projects.	•	•	•

Area 4. Administration

Objectives	Actions	Leadership	Indicators	2025	2026	2027
01 Strengthen the **use of Catalan** in administrative activities. **02** Ensure the principles of **language transparency and language guarantee** in administrative activities and protect the language rights of members of the UOC community.	**Action A1** Establish specific criteria for the use of languages in university administrative processes:	SL / Culture				
	• **A1a.** Identify the administrative processes in which criteria for the use of languages should be reviewed or established, by means of a prospective questionnaire for the people responsible for the processes.		Information on the administrative processes in which language use criteria should be reviewed or established: • Number of processes that already have criteria for the use of languages. • Number of processes that require criteria for the use of languages.	•	•	
	• **A1b.** Review the language use criteria in administrative processes that already have them.		Documents of reviewed criteria.		•	
	• **A1c.** Establish language use criteria for administrative processes that are lacking them.		Documents of established criteria.			•
03 Enhance the **language skills** (in Catalan and in the other working languages) **and intercultural competencies** of administrative staff.	**Action A2** Ensure that administrative staff have the language skills and qualifications required for their work, in accordance with their role:	Personnel				
	• **A2a.** Gather information on administrative staff's language qualifications.		Record of administrative staff's language levels as per their qualifications.	•	•	
	• **A2b.** Recommend language skill levels for different job profiles.		Number of job descriptions including Catalan language level.	•	•	•
	• **A2c.** Ensure that new recruits have the appropriate language qualifications for their role.		Percentage of new recruits with the appropriate language qualifications.		•	•
	Action A3 Implement a languages training plan for administrative staff:	Personnel				
	• **A3a.** General language courses.		Languages training plan for administrative staff. Number of administrative staff who have done language training.	•	•	•
	• **A3b.** Courses with specific objectives: writing effectively, language resources, inclusive and non-sexist language, frequently asked questions, etc.			•	•	•
	• **A3c.** Other training actions.				•	•
	Action A4 Improve the induction and support given to administrative staff from outside Catalan-speaking areas:					
	• **A4a.** Provide administrative staff from outside Catalan-speaking areas with resources to familiarize themselves with the Catalan language and culture.	CIM SL / Culture	Dissemination of the resources offered to familiarize administrative staff from outside Catalan-speaking areas with the Catalan language and culture. • Number of people the information has been sent to. • Number of resources made available to administrative staff. Creation of induction itineraries for different profiles.	•	•	•
	• **A4b.** Encourage administrative staff to take part in the language volunteering programme, as participants or volunteers, to create spaces for communication and cohesion within the UOC community.	SL / Culture CIM EAH	Number of participants in the volunteering programme.		•	•
04 Ensure the **language quality** of administrative documents.	**Action A5** Revise and translate noteworthy administrative texts: reports, internal communications, guides, etc.	SL / Culture	Number of words, per language, etc.	•	•	•
	Action A6 Disseminate the criteria and resources made available to administrative staff to promote linguistic self-sufficiency and to contribute to communications' language quality.	SL / Culture	Updates to the criteria in *UOC Language & Style*. Support materials and guides for administrative staff. Number of actions carried out to disseminate the criteria and resources.	•	•	•

U4 Main actors and governance

Language Policy Committee

The committee was established by the Executive Board on 2 October 2023 in order to work on reinforcing Catalan as the UOC's preferred institutional language and deploying a multilingual strategy in keeping with the UOC's international and intercultural vocation. It defines **the university's language policy strategy**, putting forward the measures most appropriate in each situation to add to knowledge, use and the quality of the Catalan language in all areas of university life, and monitors activities in this area.

Vice Rector for Alliances, Community and Culture

The Vice Rector is **responsible for initiating, promoting and monitoring language policy actions** in accordance with the directives of the UOC's Executive Board. The Vice Rector chairs the university's Language Policy Committee and is a member of both the Interuniversity Council of Catalonia's Language Policy Committee and the Vives Network of Universities' Standing Committee.

Office of the Vice Rectors

This office **supports the UOC's vice rectors** in the governance of the activities for which they are responsible. It monitors the initiatives led by the vice rectors' teams and facilitates their implementation.

Language Service / Culture department

The Language Service belongs to the Culture department and the Office of the Vice Rector for Alliances, Community and Culture. It helps people **use language appropriately**, bearing in mind Catalan's status as the UOC's preferred institutional language and the challenges of multilingualism. It also offers UOC staff **language training for specific purposes**, in collaboration with the Personnel department. It manages revision and translation services in different languages, and provides language criteria for institutional, teaching and administrative documents. The Language Service also has the role of secretary for the UOC's Language Policy Committee.

Centre for Modern Languages

This centre is responsible for the **foreign language courses** in the programmes of study of the UOC's official degrees. It also offers **language programmes** to the general public. In addition, it organizes the CIFALC examinations for official Catalan language and legal language certificates.

Faculties that offer language studies

Faculty of Arts and Humanities

This faculty comprises most of the UOC's academic activity and programmes of study relating to languages, for instance, the Bachelor's Degree in Catalan Language and Literature; the Joint Bachelor's Degree in Translation, Interpreting and Applied Languages; the University Master's Degree in Technology-Mediated Language Teaching and Learning; the University Master's Degree in Translation and Technologies; and various specialization diplomas and expert diplomas.

Faculty of Psychology and Education Sciences

This faculty offers the Bachelor's Degree in Primary Education and the University Master's Degree in Teacher Training - Secondary Education, Language Teaching and Vocational Training. It also provides language-related training in the University Master's Degree in Learning Difficulties and Language Disorders.

Faculty of Computer Science, Multimedia and Telecommunications

This faculty conducts research in the field of language technologies.

Associate deans for Alliances, Community and Culture

They participate in and support the **plans** led by the Office of the Vice Rector for Alliances, Community and Culture.

Catalan university system working committees on language

- Interuniversity Council of Catalonia (CIC): Language Policy Committee.

- Government of Catalonia Department of Research and Universities (DREU): University Language Services Working Group.

- Catalan Interuniversity Commission for Language Training and Certification (CIFALC).

- Vives Network of Universities (XVU): Language Committee, Language Quality Working Group (Catalan and English sections), Terminology and Nomenclature Working Group, Coordinator of Catalan Language and Literature Studies.

Handling proposals, requests and complaints

The aforementioned actors, supported by other UOC units, will set up **processes available to all collectives** for the handling of their proposals, requests or complaints relating to language use and language rights.

U5 Monitoring and evaluation

To ensure that the actions laid out in the UOC Language Plan are implemented effectively and to facilitate fulfilment of its objectives, a monitoring and evaluation process is required. This process should also serve to promote a culture of continuous improvement in the language skills of all the university's collectives.

The monitoring and evaluation process must allow the people responsible to **ensure that the Plan's actions are carried out as intended**, as per the calendar. It must enable both the detection of actions that are not going to plan and the application of corrective measures. In short, it must evaluate the actions' impact regarding fulfilment of the Language Plan's five specific objectives.

The **evaluation method** is based on identifying whether the indicators found in section 3 of the Language Plan are met, fully or partially, or if they are not met. The people who lead the actions must establish which evaluation tools are most appropriate for their indicators and must gauge to what extent they are fulfilled. They are also responsible for sending the information to the Language Policy Committee, which will coordinate the information and have an overview of the actions carried out in the four areas.

As regards the **time frame** for the monitoring and evaluation process, section 3 includes details of the time range in which each action will be active. The indicators should be assessed at the end of each of those years. This will allow the Language Policy Committee to review the progress of each indicator and, if necessary, adjust the strategies for the following year. The result of this review will be a report that will be presented annually to the Executive Board.

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