

## **UPC LANGUAGE PLAN**

**Agreement 12/2010 of the Governing Council,  
approving the UPC Language Plan**

## **Introduction**

Changes in the higher education sector have posed challenges and brought opportunities for universities. These changes, which include internationalization, mobility, convergence to the EHEA, new learning models, new competencies and new paradigms related to the use of ICTs and Web 2.0, will also have a profound impact on languages.

For languages, the challenges identified in the UPC Vision 2020 project range from extending language skills to incorporating English into teaching and adapting the University to an increasingly international and multicultural context. As stated in the white paper on trends in higher education published as part of the project, the choice of language or languages used in the different areas of university activity is a complex and important subject, a central issue that concerns the balance between the local and cosmopolitan dimensions of the institution.

The UPC Language Plan aims to provide a response to the challenges posed by changing linguistic requirements and highlights the opportunities they offer for adding value to the University by making it a more modern, competitive and quality-focused institution.

Over the last few years, the UPC has established a series of objectives for promoting the knowledge and use of English at the University through institutional plans and strategic agreements such as the 2006-2010 University Governance Plan, the International Policy Plan and the Framework for the Design and Implementation of Undergraduate Curricula. These objectives are addressed in this language plan.

The Language Plan follows 30 years of language policy at the UPC, which began in 1977 with the general agreement of the University Senate regarding the recovery of Catalan as an official language at the University, an area of policy that has since become a symbol of the relationship between the UPC and the needs of the local community. More recent developments include the Pangelós Language Quality Plan of 1997 and the Agreement on Language Use in Teaching of 2004, the content of which is updated by this plan to reiterate and consolidate the UPC's commitment to the area it serves.

## **Vision: languages at the UPC in 2020**

The UPC is a multilingual university whose working languages are Catalan, Spanish and English.

The UPC has a consensual model that respects the linguistic rights and obligations established by law and meets the institutional outreach and internal communication needs of an internationalized university.

The main linguistic strengths of the UPC are the multilingual capacity of its members, the readiness of teaching, services and information in multiple languages, the quality of language in communications, and an open culture that reflects the intercultural character of the University.

## **Mission**

The UPC Language Plan is a tool for the governance of multilingualism at the University. It allows us to build the University's language model and to establish transversal objectives and actions for improving the knowledge, use, quality and interaction of languages across the UPC.

## **Values**

- To promote the use of Catalan, the language specific to Catalonia, in view of the University's social commitment and its close ties to the local community, ensuring that the UPC is *engaged*.
- To promote foreign languages, in particular English, as a means of increasing the international profile and competitiveness of the University and the skills of its graduates, ensuring that the UPC is *open to the world*.
- To guarantee linguistic rights and obligations related to the co-official status of Catalan and Spanish and the use of foreign languages, as part of our commitment to the members of the UPC, ensuring that the UPC is *focused on people*.
- To establish a firm commitment to multilingualism and interculturality as a means of consolidating the University's proactive approach to the challenges posed by a linguistically and culturally diverse environment, ensuring that the UPC is *innovative*.

## **Key features of the UPC Language Plan**

- The UPC Language Plan is an explicit language policy model based on criteria that are designed to be transparent to members of the University and society in general.
- It is compatible with established guidelines on language policy in the Catalan university system and the aims of the official funding plan for Catalan public universities.
- It is informed by policies on multilingualism and interculturality established by international bodies, in particular the European Union.
- It is inspired by good practices in the design of language plans of other universities in Catalonia and throughout Europe.
- It builds on the strengths and addresses the weaknesses of 30 years of language policy and Catalan language promotion at the UPC.
- It uses the measures for promoting English outlined in the UPC10 Governance Plan and the International Policy Plan as a springboard.
- It is a strategic planning process deriving from the institutional vision of a multilingual university and is based on a series of objectives and measurable actions.
- It is a consensual model based on institutional agreements, cross-sectional commitments and the full involvement of members of the University.
- It is a tool for coordinated action that integrates overlapping initiatives and channels the objectives and actions of the agents involved in a single direction.
- It reflects the findings of audits carried out as part of the UPC Vision 2020 project and is consistent with the priorities and objectives described therein.
- It outlines the official institutional position on multilingualism and multiculturalism, in response to the stipulations of the white paper on trends in higher education published as part of the UPC Vision 2020 project.

## **Strategic areas**

- **Linguistic capacity**

/ people/ language skills/ language learning/ language requirements for employment/ accreditation of language levels/ communication competencies

Empower members of the University in relation to languages so that they are able to achieve appropriate levels of multilingual competence.

- **Linguistic readiness**

/ language use/ linguistic rights and obligations/ language status/ stipulations on language use/ targets for language use/ transparency of information on language use/ linguistic security

Extend the use of multiple languages at the University in compliance with the linguistic rights and obligations of its members and new targets for the international outreach of the institution.

- **Language quality**

/ communication/ quality standards/ style guides/ multilingual nomenclatures/ language services/ language products/ language resources

Ensure high standards of multilingual communication.

- **Interculturality**

/ interpersonal relations/ interaction between languages/ dialogue between cultures/ cultural and language reception/ intercultural skills

Foster interaction and the incorporation of the multilingual and intercultural dimension by members of the University and the institution itself.

## Language Plan Road Map

The Road Map defines **38 objectives** that represent basic strategies that must be deployed in a series of action plans by the bodies and individuals involved in implementing the Language Plan.

Each of the objectives falls into one of the following categories:

- **Diagnosis**, the purpose of which is to ascertain the current situation and monitor progress using specific data and indicators (technical level).
- **Regulation**, the purpose of which is to define a consensual framework and establish targets through institutional agreements (political level).
- **Support**, the purpose of which is to prompt actions that will have a positive impact on people, language use, communications and relations through measures related to language training, support and promotion (technical level).
- **Evaluation**, the purpose of which is to conduct internal evaluations of the milestones reached and ensure the public accountability of the actions carried out (technical and political level).

## **LINGUISTIC CAPACITY**

### **Key words**

/ people/ language skills/ language learning/ language requirements for employment/ accreditation of language levels/ communication competencies/

### **Strategic action**

Empower members of the University in relation to languages so that they are able to achieve appropriate levels of multilingual competence.

### **Key concerns**

- To recognize and value the linguistic competence of members of the University.
- To promote language learning among members of the University.
- To guarantee the levels of Catalan legally required of members of the University.
- To guarantee the knowledge of a foreign language among all undergraduate students, as outlined in the UPC framework for undergraduate study.
- To guarantee appropriate levels of English among staff in different areas of activity.
- To promote the improvement of communication skills and effective communication competencies.

### **Objectives**

#### **Diagnosis**

1. Determine the language levels of members of the University in accordance with the levels established in the Council of Europe's Common European Framework of Reference for Languages, using metrics and standards.

#### **Regulation**

2. Define the desired language levels for members of the University and the language requirements for employment, as well as applicable systems of accreditation.
3. Establish linguistic merits and requirements for the recruitment and promotion of teaching, research, administrative and service staff, and introduce mechanisms for recognizing and rewarding foreign language skills.

4. Ensure that students can demonstrate knowledge of a foreign language, particularly English, defined as a generic competency for undergraduate students.
5. Define language requirements for access to specific undergraduate, master's and doctoral degree courses with a view to ensuring the fluidity of the teaching process, as well as the level that students should have acquired when they graduate.

### **Support**

6. Design and implement language training plans that enable teaching, research, administrative and service staff to reach the language levels required of them.
7. Provide language-learning courses, services and resources that are diverse with regard to format, requirements, target audience and communicative purpose, and that make use of virtual learning environments, Web 2.0 technology and informal learning strategies.
8. Introduce mechanisms for accrediting the language skills of members of the University.
9. Provide support for the improvement of communication competencies linked to professional practice, in particular those with a bearing on specialized scientific communication and the dissemination of scientific information.

### **Evaluation**

10. Establish a series of linguistic indicators that reflect the language training and accredited language levels of UPC members and that, through existing applications, provide data that can be used to conduct internal evaluations and ensure public accountability in relation to the language policy objectives of the Catalan university system.

## **LINGUISTIC READINESS**

### **Key words**

/ language use/ linguistic rights and obligations/ language status/ stipulations on language use/ targets for language use/ transparency of information on language use/ linguistic security/

### **Strategic action**

- Extend the use of multiple languages at the University in compliance with the linguistic rights and obligations of its members and new targets for the international outreach of the institution.

### **Key concerns**

- To protect the linguistic rights of members of the UPC with regard to the two official languages, Catalan and Spanish.
- To guarantee the normal use of Catalan at the University as the language specific to Catalonia, in all areas of activity and in accordance with legal provisions.
- To increase the use of spoken and written English at the University, particularly as a teaching language.
- To observe principles of linguistic security and transparency of information applicable to the use of languages in teaching, in accordance with the language policy objectives of the Catalan university system.

### **Objectives**

#### **Diagnosis**

1. Analyse the readiness of multilingual information at institutional and unit levels and identify the lack of and the need for different language versions in accordance with the UPC's priorities.

#### **Regulation**

2. Develop stipulations on language use in teaching, which should identify the languages used in the classroom (Catalan, Spanish and English), the

attendant rights and obligations of the parties involved and the medium- and long-term targets for language use on different degree courses (percentages, number of credits, etc).

3. Provide prospective students with information on a course's language of instruction prior to the enrolment period, as a measure designed to ensure transparency of information, and undertake to maintain the advertised language, in accordance with the linguistic security measures outlined in the objectives of the official funding plan for Catalan public universities.
4. Develop stipulations on language use in institutional communication and management, including the languages in which university documents, publications and websites must be available, at the individual level (academic transcripts and records) and the institutional level (dissemination and outreach).
5. Design measures for promoting the use of English in teaching with a view to increasing the number of credits taught in this language, in accordance with the aims of the official funding plan for Catalan public universities.
6. Design measures for ensuring the normal use of Catalan in teaching, in accordance with legal provisions and the aims of the official funding plan for Catalan public universities.
7. Ensure that information about the stipulations on language use at the UPC is available to members of the University and society in general.

### **Support**

8. Design and implement an action plan to ensure the readiness of multilingual institutional and academic documentation in response to the analysis carried out and the priorities established.
9. Design and implement language support services, resources and tools to increase the use of spoken and written English in teaching and to guarantee the normal use of Catalan at the University.

### **Evaluation**

10. Establish a series of linguistic indicators that reflect the linguistic readiness of the UPC and ensure that data on the use of languages in different areas of the University are obtained, with a view to conducting internal evaluations and ensuring public accountability in relation to the language policy objectives of public universities in Catalonia.

## **LANGUAGE QUALITY**

### **Key words**

/ communication/ quality standards/ style guides/ multilingual nomenclatures/ language services/ language products/ language resources

### **Strategic action**

Ensure high standards of multilingual communication.

### **Key concerns**

- To value language quality as a key element in the competitiveness, international outreach and quality of the University.
- To consider the institutional style guide—which gives guidelines on house style and provides multilingual nomenclatures and terminology—a key element in the corporate identity of the UPC.
- To consolidate the notion of shared responsibility for quality assurance between UPC units and members.
- To foster the linguistic self-sufficiency of UPC members by providing them with learning and reference resources.
- To consider the standardization and dissemination of terminology in the University's areas of expertise an important knowledge transfer activity that consolidates the University's links with society.

### **Objectives**

#### **Diagnosis**

1. Assess the language quality of written institutional communication using specific metrics and standards for different languages, and identify areas in which linguistic improvement and support are required.

#### **Regulation**

2. Agree on UPC nomenclatures in different languages and institutional style guidelines, to ensure consistency with the institutional language model and the quality of institutional communication.

3. Define circuits to ensure the quality of written communication in accordance with specific institutional priorities and the impact level of different types of information.

### **Support**

4. Provide UPC units with language support services to ensure the quality of communications.
5. Provide electronic language resources that help members of the UPC to produce written communications that are of a high quality and that foster their linguistic self-sufficiency and that of UPC units.
6. Compile and distribute multilingual glossaries in the UPC's areas of scientific and technical expertise.
7. Ensure that members of the UPC and UPC units are aware of the house style, the terminology and nomenclatures in the UPC style guide and the standards used to assess the quality of institutional communication.

### **Evaluation**

8. Establish a series of linguistic indicators that reflect the language quality of institutional communication and provide data that can be used to conduct internal evaluations and ensure public accountability in relation to the language policy objectives of the Catalan university system.

## **INTERCULTURALITY**

### **Key words**

/ interpersonal relations/ interaction between languages/ dialogue between cultures/ cultural and language reception/ intercultural skills

### **Strategic action**

Foster interaction and the incorporation of the multilingual and intercultural dimension by members of the University and the institution itself.

### **Key concerns**

- To recognize intercultural competence as a key skill that is becoming increasingly important in new social and employment contexts.
- To adapt teaching to the increasingly global and multicultural outlook of students.
- To promote multilingualism and interculturality as key elements in an institution that is open to the world, engaged and committed to the local community.
- To value the use of Catalan in an internationalized university as a reflection of the institution's cosmopolitan culture—a culture that is comfortable with diversity.
- To foster interaction between cultures on the University's campuses as a means of fomenting interculturality and internationalization at home.
- To value cultural and language reception programmes as key factors in the University's international outreach.

### **Objectives**

#### **Diagnosis**

1. Study examples of good practices in cultural and language reception programmes for international students and visiting staff and cultural exchange activities that are currently being carried out in internationalized universities and campuses.
2. Study examples of good practices in equipping students and staff with transferable intercultural skills, and use the information to determine requirements in this area at the UPC.

#### **Regulation**

3. Ensure that cultural and language reception programmes are available to all international students and visiting staff across the institution and on all of its campuses.
4. Implement a strategy for the gradual integration of transferable intercultural skills into undergraduate and master's degree courses.
5. Encourage the development of intercultural skills among teaching, research, administrative and service staff.

### **Support**

6. Design a cultural and language reception programme for international students and visiting staff that meets the requirements of new European Union recommendations on training in language and culture for mobility.
7. Design a programme of activities to promote interaction between cultures, linguistic and cultural diversity and the international dimension of UPC campuses.
8. Design training strategies to support the development of intercultural skills.
9. Design communication products and interfaces that portray the UPC as a multilingual and intercultural university.

### **Evaluation**

10. Obtain data on linguistic indicators, especially those linked to the reception of international students and visiting staff, that can be used to conduct internal evaluations and ensure public accountability in relation to the language policy objectives of the Catalan university system.

## **Bodies and individuals involved in the UPC Language Plan**

- The vice-president in charge of language policy, who oversees the management of the UPC Language Plan.
- The Language and Terminology Service, which is the technical body responsible for coordinating the UPC Language Plan under the framework established in the UPC Statutes for language planning, organization and management.

In addition to the bodies listed above that are currently working on language policy at the University, the UPC must create a specific language policy committee, following the general model adopted by other universities with strategic language plans, and the technical groups to coordinate the execution of the Plan and ensure that it is successfully implemented across all areas of the University.

- The Language Policy Committee must be formed by the vice-presidents with responsibilities linked to institutional language policy objectives, representatives of the School, Department and Institute Councils and representatives of other groups in the university community. The president must be the vice-president who is responsible for language policy at the UPC and the secretary must be the head of the Language and Terminology Service.
- The work groups must be formed by members of the units responsible for or involved in the areas identified in the objectives of the UPC Language Plan.

The UPC Language Plan is an initiative of the Office of the Vice-President for Teaching and Students, which oversees general language policy at the UPC. It was approved in 2010 by the following governing bodies:

Teaching and Students Committee of the Governing Council, 21 January  
Governing Council, 9 February

The Plan has also been presented in meetings of the following governing and management bodies:

School Council, 20 January  
Department Council, 20 January  
Academic Council of the Board of Trustees, 3 February  
Council of Department Heads, 4 February  
Council of School Heads, 5 February  
Council of Service Heads, 11 February  
Board of Trustees, in plenary session, 16 February