

THE CATALAN LINGUISTIC
AND CULTURAL
ORIENTATION PLAN
OF THE UNIVERSITY
OF BARCELONA

NORMATIVES I DOCUMENTS



UNIVERSITAT DE
BARCELONA

**THE CATALAN LINGUISTIC
AND CULTURAL ORIENTATION PLAN
OF THE UNIVERSITY
OF BARCELONA**

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I. INTRODUCTION TO THE ORIENTATION PLAN

I.1. Rationale: the pillars of university language policy

The University of Barcelona is committed to combining the internationalization of the institution and its members with the preservation and promotion of the Catalan language, its preferred institutional and official language, as stipulated in the University Statute and the Regulations on Language Use. The University has seen considerable growth in international mobility, and currently hosts over fifteen thousand foreign-born members of the university community. This, along with an increase in the types of agreements, and the countries and institutions with which mobility agreements are reached, underscores the need to design a careful process for linguistic and cultural orientation. This language orientation must both enable members of the university community from outside the Catalan linguistic area to actively participate in academic life and reconcile the University's commitment to internationalization with the protection and preservation of the linguistic rights of the local community.

To meet these two goals, it is first necessary to have an accurate count of incoming mobility students and staff, not only to determine their number, but also to understand their academic backgrounds and language needs; secondly, informational materials must be created specifically for each group

and the channels needed to ensure the effective transmission of information must be opened; lastly, a catalogue of services and resources for learning Catalan must be made available to this audience.

The Language Promotion Plan (1990) envisaged the provision of language training adapted to the three university groups (students, administrative and service staff, and teaching and research staff) without specifically targeting international mobility students. When incoming mobility was consolidated, Language Services approved a procedure (2008), in agreement with the Organization and Quality Unit, to systematize the linguistic and cultural orientation of mobility students. Through this procedure, measures have been adopted to inform international students on short-term study abroad programmes at the UB about our sociolinguistic situation and to provide them with a set of Catalan learning resources adapted to their specific needs. These actions have also been included in other language plans that have been developed over the years (2010-2020).

With the aim of consolidating, adapting and extending these measures, and to respond to the needs arising from the volume of members of the university community from outside the Catalan-speaking area, the Vice-Rector for Institutional Relations, Communication and Language Policy and the Delegate of the Rector for Language Policy and Publications support the approval of the Catalan Linguistic and Cultural Orientation Plan of the University of Barcelona.

1.2. Legal framework

Law 1/1998 of 7 January 1998 on language policy establishes that the Government of Catalonia and the Catalan universities must stimulate the knowledge and use of Catalan in all areas of university activity and promote its learning among all members of the university community (Article 22.2). Law 1/2003 of 19 February on universities establishes Catalan as the preferred institutional language of habitual use in Catalonia's universities (Article 6.1) and, together with Spanish, accords it official status (Article 6.2). It also establishes the need to ensure that the incorporation of new members into the university community does not affect the habitual language of instruction or the process of linguistic standardization at universities (Article 6.5).

The Statute of the University of Barcelona defines Catalan as its preferred institutional and official language (Article 6.1) and considers that both Catalan and Spanish, as official languages in Catalonia, must be used in accordance with the provisions on language policy (Article 6.2).

The UB Regulations on Language Use establish the need to inform all members of the university community of the language policy, including those who join the UB on short-term exchanges (Article 5.5), and stipulates the institution's responsibility to facilitate the learning and use of Catalan for all students and teaching staff from outside the Catalan linguistic area (Article 5.6).

The language proficiency requirement for teaching and research staff is set out in Laws 1/1998 and 1/2003 and is further developed in Decree 128/2010 of 14 September on the certification of language proficiency for teaching staff at

universities in the Catalan university system, and in Articles 147.4e and 150.3e of the UB Statute. Reference is also made to such requirements in the Language Policy Committee's Agreement of 10 October 2006.

With regard to the need for international mobility students to possess language skills, the UB Language Policy Committee's Agreement of 2 February 2006 specifies that students from outside the Catalan linguistic area must be afforded the same rights and duties as local students with regard to the use of languages. Moreover, the Language Policy Committee's Agreement of 2 February 2016 establishes the criterion of requesting certification of level B1 in Catalan, Spanish or English, depending on the actual use of the languages in each school or faculty and, in the case of Catalan and Spanish, due to their linguistic proximity and the possibility of intercomprehension between Romance languages, it adds the requirement of accreditation of level B1 in one of them and level A1 in the other.

The University of Barcelona's International Student Mobility Regulations, approved on 14 June 2017 by the Governing Council, establishes the need to hold certification of 'adequate' or 'sufficient' knowledge of Catalan, Spanish or the language of instruction, as established in the programme or agreement signed. This specification of language certification requirements for incoming mobility students is therefore less restrictive than the 2016 Language Policy Committee Agreement.

Finally, on 30 June 2021, the rectors of the Catalan Association of Public Universities signed a commitment to address the educational crisis and agreed that Catalan will be, fully and effectively, the vehicular language of university teaching.

1.3. Objectives

- To make the arrival of mobility students and teaching staff compatible with the context of language uses and rights of the university community.
- To provide information on the sociolinguistic situation and language uses of the UB and the country.
- To ensure that information on language requirements for studying and working at the UB is transparent and consistent with the information provided on the language of instruction in each faculty or school.
- To promote online and face-to-face learning of Catalan prior to arrival.
- To offer a package of resources and services for learning Catalan that will enable students and the university community to certify their knowledge of Catalan before the start of classes, and will allow them to promptly begin participating in academic life.
- To offer resources and services as well as a support plan so that all teaching and research staff obligated to do so meet the knowledge requirements and provide certification of Catalan language ability, in accordance with current legislation.
- To publicize the resources and services offered at the UB for learning Catalan.
- To involve the governing bodies, the language promotion committees of the faculties and schools working within the framework of the Language Promotion Network, and the university community in general in the language orientation of mobility students and teaching and research staff from outside the Catalan linguistic area.

1.4. Intended audience

The aim of the Orientation Plan is to respond to the needs arising from the growing number of members of the university community from outside the Catalan-speaking area. It is therefore intended for all mobility students, members of the administrative and service staff and teaching and research staff. However, the complexity of mobility at the UB makes it necessary to establish a number of priority target groups:

- *International students on short-term study abroad programmes.* These students spend one or two semesters at the UB to study towards a bachelor's, master's or doctoral degree as part of a mobility programme or agreement. The arrival process is fairly standardized and is managed by the Office of Mobility and International Programmes (OMPI). Exchange programmes include Erasmus+, Global Faculty UB, Global Mobility UB, Coimbra Group, Study Abroad, and others. This group also includes students who apply individually (without receiving a grant) for a temporary stay at the UB; the arrival of these students is handled by the OMPI. This group currently accounts for a total of between 1,500 and 2,000 students per academic year.
- *Bachelor's and master's degree mobility students from outside the Catalan linguistic area.* This category includes a much more diverse group of students. It includes all bachelor's, master's or doctoral students who enrol at the UB, normally to complete an entire degree course, but are not students involved in a mobility programme. Their arrival is managed directly by the secretary's office of each facul-

ty or school; they have no prior contact with the OMPI. This group may include students of Spanish nationality from outside the Catalan linguistic area as well as students of other nationalities. Numerically, they carry a significant weight: 3,000 in bachelor's degree courses (where they account for 6.8% of enrolment), 3,000 in master's degree courses (41.6% of enrolment) and another 4,000 in doctoral or postgraduate programmes.

- *Teaching and research staff from outside the Catalan linguistic area who wish to apply to the UB.* The intended audience of this plan also includes teaching and research staff from outside the Catalan linguistic area. Members of this group must meet the same criteria and requirements as local teaching staff to take part in public employment offers or in any selection process in general.

1.5. Participants

Governing bodies and offices

- Rector's Office
- Office of the Vice-Rector for Institutional Relations, Communication and Language Policy
- Office of the Vice-Rector for Internationalization Policy
- Office of the Vice-Rector for Academic Policy and Quality
- Office of the Vice-Rector for Teaching and Research Staff
- Office of the Vice-Rector for Students and Participation
- Office of the Vice-Rector for Doctoral Studies and Trainee Research Staff

- Office of the Vice-Rector for Labour Relations
- Management
- General Management of the UB Group
- Delegate of the Rector for Language Policy and Publications
- Deans of faculties and schools
- Language promotion committees of faculties and schools
- Language Policy Committee
- Other committees delegated by the Governing Council
- Doctoral School
- Management of the Area for Internationalization and Students
- Management of the Area for Organization and Human Resources
- Management of the Area for Academic and Teaching Support

Administrative and cross-organizational units

- Administrative and service staff training
- Technical Bureau at the Rector's Office
- Academic Management
- Institute of Professional Development (ICE-IDP)
- International Mobility and Programmes
- International relations offices of faculties and schools
- Academic staff
- Secretary's offices for students and teaching staff of faculties and schools
- Student Support Services
- Language Services

*Catalan Interuniversity Commission
for Language Training and Certification*

Government of Catalonia

- Ministry of Research and Universities
 - Language Policy Committee of the Interuniversity Council of Catalonia
 - Directorate-General for the Territorial and Social Impact of Knowledge
 - Office of Language Policy
- Ministry of Culture
 - Secretariat for Language Policy

Institut Ramon Llull

- Catalan lecturers abroad

XVU

Confucius Institute Foundation of Barcelona

1.6. Background to Catalan linguistic and cultural orientation

1.6.1. The European Higher Education Area (Bologna Process) and orientation for Erasmus students

Inter-university mobility in Catalan universities has increased significantly since the 1990s as a result of the generalized expansion of European exchange programmes. Faced with this new scenario, the universities, and specifically their language services, began developing new courses of action to ensure

that the time these students spent studying at their institutions was compatible with the fact that Catalan is the preferred institutional language of Catalan universities and the language most widely used in teaching. This course of action constituted the first Catalan language orientation programme for exchange students.

It quickly became clear that these language orientation programmes would need to meet two objectives: *a*) to help students adapt to the sociolinguistic reality of Catalan universities in order to ensure that their time there was rewarding academically, culturally and personally, and *b*) to ensure that the presence of these students did not hinder the expansion or continuance of classes offered in Catalan at the universities, in accordance with the requirements of Article 6.5 of the Law on Catalan Universities.

Therefore, the language orientation programme was launched with two major strategic goals: to provide information on the sociolinguistic situation of Catalonia in general and Catalan universities in particular, and to offer different specific Catalan language learning opportunities for these students. These actions would be carried out in two phases: first, by offering information and training resources before the exchange students arrived in Catalonia and, second, by providing them with further information and additional tools for learning the language once they had already begun their studies in Catalonia.

At the beginning of the 21st century, it was therefore necessary to implement orientation programmes at Catalan universities whose general objective was to provide international students with the language training needed for them to effectively attend classes taught in Catalan. To put it succinct-

ly, any exchange programme that failed to provide measures to facilitate the integration of exchange students into Catalan universities would have proved woefully inadequate.

1.6.2. The intercomprehension of Romance languages in the university setting

Professor Claire-Blanche Benveniste studied the intercomprehension of Romance languages in the university setting at the University of Aix-en-Provence. The aim of her work was to enable students who spoke another Romance language to acquire receptive knowledge of French in order to be able to follow university classes taught in French, and the focus was on reading and listening comprehension before productive skills.

Several initiatives of this type have been implemented at the UB, including simultaneous learning courses in Romance languages at the School of Modern Languages; simultaneous learning programmes in Romance languages (French, Italian, Portuguese) for administrative and service staff, promoted by Language Services as part of corporate training; specific sessions for the staff at the Doctoral School to avoid having to translate documentation submitted by candidates for UB doctoral programmes into English when their certificates come from Romance-language-speaking universities.

The provision of specific beginner-level Catalan courses for students who already had knowledge of one or more Romance languages was a determining factor in grouping students according to linguistic origin, which ensured better results and greater homogeneity within groups.

Language Services participated in two projects subsidized by the Government of Catalonia: Romanica Intercom, and the inclusion of Catalan in the EuRom5 programme.

The Vives Network organized forums on intercomprehension, one of which was held at the UB in 2015, in which stakeholders shared experiences at different levels of education (primary, secondary, baccalaureate and university).

The Vives Network also included a report on experiences of intercomprehension in Romance languages in its Language Policy Plan (in the University Policy collection), given that all the universities in the network share Catalan as a common language and are in contact with other Romance languages (Spanish, French, Italian), in relation to objective A-2.1.1c on the promotion of multilingualism. The report proposed, among other things, the creation of a task group made up of representatives of different educational levels.

There have also been instances of the use of different Romance languages in conferences and congresses without the need for simultaneous translation or resorting to English, because the speakers and participants possessed a shared knowledge of the language and terminology of their area of expertise. In addition to linguistics and related disciplines, similar practices have also been observed in the social sciences, history and geography.

In short, this approach is highly applicable to international students whose linguistic background includes another Romance language that can serve as a bridge to the acquisition of Catalan. Learning the Catalan language based on prior knowledge of another Romance language would therefore be highly beneficial for providing international students

with the receptive skills needed to follow classes more successfully and to better understand the basic documentation issued by schools, faculties and services (CRAI, administrative and service staff training, the Doctoral School, etc.).

With regard to short-term mobility students, the objective and requirement of the UB and the Catalan university system should be the acquisition of satisfactory listening and reading comprehension of general academic content in the Catalan language, and not of oral or written expression.

1.6.3. The language training programme for Syrian refugee students

The UB launched a programme to support refugees in 2015. The programme consisted of taking in Syrian refugee students the following year with funding from the Barcelona City Council and the Government of Catalonia in association with the Fundació Solidaritat. The programme was intended for young people who had already started university studies or were about to do so in their own country. The group lived in university halls of residence and benefited from a comprehensive training programme prior to continuing their studies at the UB. In other university cities, they stayed with host families.

Language Services provided language training and certification for two academic years, an innovative and unprecedented initiative with non-Catalan-speaking students. Faced with the dilemma of whether to offer training in Spanish (the City Council's initial intention) or in Catalan (the Government of Catalonia's intention), eventually the

decision was made to provide simultaneous training using the intercomprehension approach for Romance languages. Living in Barcelona facilitated daily exposure to both languages. The courses, subsidized with European funds, were intensive – five days a week throughout the academic year – and continued from one academic term to the next. Each language started at CEFR level A1 and common structures of both Romance languages were learnt in parallel.

The experience was a resounding success and was praised by both the students and the organizers alike. Exams were given at the end of each term to certify learning. In most cases, the students achieved level B1, and in some cases even B2, in both languages. They had therefore acquired sufficient skills in both reading and listening comprehension.

Specific materials were produced for these students during the programme, which could also be made available to other students with no knowledge of Romance languages.

1.6.4. Actions undertaken with Chinese students

Following the 1st International Mobility Fair in October 2019, in which China was the guest country, Language Services worked with the Confucius Institute Foundation of Barcelona (section 2.6.5), the Delegate of the Rector for Internationalization, and the Area for Internationalization to establish the impact of Chinese students in bachelor's and master's degree courses. These students tend to have little accredited knowledge of Spanish or English and no knowledge of Catalan, and constitute a substantial proportion of the students enrolled in some faculties. It was therefore

necessary to address their need for linguistic and cultural orientation urgently and with the utmost rigour.

In January 2020, the Faculty of Law asked Language Services to assist them in improving the language skills of a Chinese student who was participating in group projects and needed to improve her oral skills so as not to jeopardize the overall grade of the group. The student received personalized tutoring with very satisfactory results. Had it not been for the pandemic situation, training of this type would have been attempted more widely. It is a precedent that might be taken into account for future actions.

2. SITUATION ANALYSIS

2.1. Mechanisms for the provision of information and publicizing language uses

2.1.1. *General information*

Information	Description
Welcome site ub.edu/sl/acollida	The Language Services' welcome web page for the linguistic orientation of international students. It includes information in multiple languages (Catalan, German, Spanish, English, Basque, French, Galician, Italian, Occitan and Portuguese) about language uses and resources for learning Catalan at the UB.
Language portal ub.edu/llengues	A web page containing all the information about languages at the UB. It includes a section on language policy and one for incoming and outgoing mobility students.
Mobility web page ub.edu/uri	The International Mobility and Programmes web page for incoming mobility students, administrative and service staff, and teaching and research staff or those at the UB for short periods. The section for students includes information on language uses as well as resources and services for learning Catalan.

Information	Description
SICUE mobility ub.edu/acad/intercanvis/nacional	Academic Management web page for students in SICUE national mobility programmes. Includes information about Language Services.
Doctoral School ub.edu/escoladoc torat/ca/mobilitat-internacional/ vine-estudiar-la-ub	Section about language learning on the Doctoral School's web page for doctoral candidates studying at the UB. Refers to information on Language Services.
Social networks	When mobility students are in the process of arriving at the UB before the beginning of each semester, a social network campaign is launched to make information on language uses and resources for learning Catalan more visible.

Mobility students who do not arrive within the framework of specific exchange agreements – a group which is numerically quite significant and whose members often stay for long periods at the University – rarely visit the above online resources. Therefore, adding a language orientation section to the Student Services website is recommended as a means to facilitate the information dissemination process for this group of students.

Distribution of informational material in faculties and schools

As established in the Language Promotion Plan, Language Services produces printed informational materials that are

distributed in faculties and schools through the Language Promotion Network. The Language Promotion Committee of each faculty or school is responsible for further distributing this information. In addition, the Language Services contacts the international relations offices at the beginning of each semester to distribute orientation materials through the offices of the faculties and schools with the support of collaboration grant holders. At that same, an agreement is reached regarding the participation of a specialist from Language Services in the welcome session for international mobility students. This material is also provided to the Secretary's Office for Students and Teaching Staff, the library and the Language Services display cases at each faculty and school in order to make it available and visible to the entire university community.

2.1.2. Personalized information

Welcome letter

For students on short-term international mobility projects, the more general distribution of information is complemented by individualized attention in the form of a welcome letter drafted by Language Services. The letter is updated every semester and delivered to the OMPI, where it is then distributed to the faculties' and schools' international relations offices. Lastly, the letter, signed by the dean, is individually sent to every student upon being accepted for an exchange and prior to their arrival at the UB. This multi-language letter is a key component in the information dissemination process

and it must be sent before the student arrives. The process could be complemented with additional informational and visual material about the Catalan language.

However, it is not possible to contact students from outside the Catalan linguistic area who are studying towards bachelor's or master's degrees at the UB without a mobility agreement prior to their arrival. Moreover, there is currently no mechanism in place to detect them at the time of enrolment, and so individual students are not targeted to receive information on language uses and resources for learning Catalan. Although language uses and orientation information can be accessed through more general dissemination mechanisms, given the numeric significance of this group, it is essential to work with the secretary's offices of the UB's faculties and schools to establish means by which all students from outside the Catalan-speaking area can be detected and the delivery of orientation information ensured.

The SICUE mobility agreements through which students from throughout Spain arrive and stay temporarily are handled by Academic Management, although the arrival process for these students is the responsibility of each faculty or school. Of these students, those who are from outside the Catalan-speaking area are also potential recipients of language orientation information. The creation of a work procedure to coordinate this information process is still pending.

Finally, at the moment there are no specific mechanisms for providing personalized information from Language Services to teaching and research staff from outside the Catalan linguistic area.

Informational presentations as part of welcome sessions

At the beginning of each semester, Language Services offers an informative presentation as part of the welcome session for short-term international mobility students organized by the international relations offices of the UB's faculties and schools. In general, these sessions include an overview of the Catalan language, language uses and language policy at the UB, and resources and services for learning Catalan. In some cases, the content is adapted to meet the specific requests of the schools or faculties, as in the case of the Faculty of Education, where the usual general information is expanded and initial training is offered as a first contact with the language. If the session is face-to-face, leaflets and postcards are distributed with information on the resources presented.

These welcome sessions are the UB's first institutional contact with mobility students once they have arrived in Barcelona, and it is essential to reinforce the presence of the Catalan language as habitual practice and to ensure the participation of Language Services.

As for international research trainees, although there is currently no procedure for sending them language orientation material prior to their arrival, Language Services also takes part in the welcome session organized by the Doctoral School.

2.2. Language certification requirements

2.2.1. *For students on mobility placements*

In general, no prior certification of any language level is required to pursue a bachelor's degree at the UB, and it is understood that access to university studies through the public education system signifies full knowledge of Catalan and Spanish. For international mobility students, it is important to differentiate between those participating in short-term study abroad initiatives within the framework of a mobility agreement (such as Erasmus+) and those who enrol at the UB on an individual basis, with no connection to any type of scholarship or grant, normally to complete an entire bachelor's or master's degree course.

Short-term mobility students are bound by that stipulated in the Language Policy Committee's Agreement of 2 February 2016 on recommended language level requirements for incoming mobility students. Information on language certification requirements is currently included in the Languages Portal (ub.edu/web/ub/ca/sites/llengues/estudiants_de_mobilitat/estudiants_arribada) and is completed on request of the faculties or schools.

To ensure that these students can successfully participate in academic life at the University, the language certification requirements of each faculty or school must be consistent with the actual language uses at the UB. The inclusion of Catalan in the OLS (online language support) programme would benefit the language orientation of incoming international mobility students (section 2.4.3).

Students in the second group, because they enrol at the UB individually like any other student, cannot be condition-

ally enrolled on the basis of prior certification of language proficiency. It is therefore advisable to establish mechanisms for the development of an information policy for these students (section 2.1.2).

Language Services offers the possibility of officially certifying knowledge of Catalan from level A1 to C2.

2.2.2. For teaching and research staff on mobility placements

Decree 128/2010 of 14 September establishes criteria for accrediting knowledge of Catalan in the selection processes for tenured and contracted teaching staff. It is therefore necessary to ensure the application of this regulation.

When new contracted teaching staff request, due to very exceptional circumstances, a temporary exemption for the certification of language skills, not exceeding one year, a personalized language support plan is designed and adapted to the knowledge and needs of the applicant.

With the aim of facilitating the certification of Catalan language knowledge for this group, Language Services, in coordination with the CIFALC, offer a specific exam for teaching and research staff who must have Catalan language skills at CEFR level C1. A specific course for teachers has been designed to help teaching staff pass the exam, and it is offered in both academic semesters. In addition, throughout the academic year, there are extraordinary calls for level C1 certification.

2.3. Language uses at the UB and its faculties and schools

Specific groups for international mobility students do not generally exist at the UB, which promotes the integration and interaction of this collective with local students. By the same token, the bachelor and master's degree courses offered to international students are the same as those offered to local students.

In accordance with the principle of linguistic transparency, the language of instruction is made public so that students are aware of it before enrolling. This commitment on the part of the UB is binding and, therefore, the language of instruction in which a class is scheduled must be maintained throughout the course. Students can therefore consult the language in which the classes of the bachelor's and master's degree subjects in which they wish to enrol are taught (ub.edu/sl/transparencia). Knowing in which language a subject is taught assures both teachers and students as to the language scenario they will encounter in the classroom. In addition, students' linguistic rights guarantee individual uses in any of the official languages. During the academic year 2020-2021, the data on the language of instruction by hours were distributed as follows: 62.8% in Catalan, 27.3% in Spanish, 8.5% in English, and 1.4% in other languages.

Teaching staff from outside the Catalan-speaking area have the same rights and duties as the rest of the University's teaching staff with regard to the use of languages. Once they have decided and publicized the language in which they will be teaching, this language must be maintained throughout the academic year. In order to guarantee the linguistic rights of all students,

who may use any of the UB's official languages, teaching staff must have sufficient knowledge of Catalan to be capable of effectively performing their teaching duties in that language.

2.4. Courses, services and resources for learning Catalan

2.4.1. *Formal instruction: face-to-face and online courses*

Language Services offers Catalan language courses from level A1 to C2. Beginning courses (A1 and A2) are scheduled around the calendar of international mobility students, with more courses offered before the beginning of each academic year and at the beginning of each semester. In recent years, beginning-level courses have evolved towards a more communicative model, fostering the acquisition of passive skills that enable students to quickly and effectively participate in academic life in Catalan. In addition, groups are created based on students' previous language knowledge in order to take advantage of the potential offered by the intercomprehension of Romance languages. Funding cuts for these courses by the Government of Catalonia have made them more expensive (they were free of charge before 2008) and has led to a reduction in the number of training hours. In the 2020-2021 academic year, Language Services enrolled 350 participants in beginning courses. This is down from the peak enrolment period of 2003-2004 in which 1,065 participants took part in these courses, a number which has been gradually decreasing since that time.

The UB's teaching and research staff can enrol free of charge in all language courses offered by the Language Services from level A1 to C2. In addition, a specific course is offered to teaching and research staff who must certify a CEFR level of C1 in Catalan.

Language Services sees a need to offer a greater number and a wider variety of Catalan courses, and negotiations are underway with the Government of Catalonia to again make them available free of charge. The core of the orientation programme must consist of a solid language training programme, around which all other actions should be offered. The successful academic induction of all newcomers to the UB can be ensured through a global strategy with multiple complementary actions and the inclusion of an intercomprehension of Romance languages approach among the set of services and resources available.

2.4.2. Informal learning opportunities

Informal learning resources allow mobility students to put passive language skills into practice and to improve their spoken Catalan skills. Two of these resources are the CATclub and the Language Exchange Service. In the CATclub, international students meet with Catalan-speaking students (language volunteers) to take part in cultural activities in which Catalan is the language of communication. The Language Exchange Service has been in operation for twenty years. Its purpose is to form exchange groups or partnerships to provide international students an opportunity to practice Catalan in exchange for practising another language with

a Catalan speaker. As they involve the participation of local students, both activities serve the UB's objectives of orientation and internationalization. Other orientation activities are organized as needed within the framework of informal language learning: Catalan conversation groups for Spanish-speaking students, the Ciència i Xocolata series of talks and the Cafè de llengües activity.

These activities are complemented by other materials and resources available to all international mobility students, such as University Phrase Books and the Language Exchange Handbook. The Intercat.cat website contains the language support materials of all the Catalan universities.

Finally, self-access language learning centres also provide resources for independent language study. The self-study website (ub.edu/autoaprenentatgecatala) offers a specific collection of resources for learning Catalan.

No complementary activities for practising Catalan are organized for teaching and research staff from abroad, although Language Services has occasionally arranged conversation groups for teaching staff.

2.4.3. European OLS (online language support) programme

The primary goal of the OLS platform (erasmus-plus.ec.europa.eu/resources-and-tools/online-language-support) is to determine the candidate student's level of the language(s) required by the host university by means of an online test. Another of the platform's fundamental objectives is to provide training, at least at level A1, in the languages of the

university where the student wishes to study. This training takes place at the home university and is intended to complement other languages known by the students or academic lingua francas such as English.

Universities participating in the Erasmus+ programme must define the level of language(s) (maximum three) they stipulate for international mobility students and must also decide whether to consider certification a requirement or a merit. All students participating in an Erasmus mobility programme are eligible to participate on the OLS platform. To do so, they must take a test to assess whether the candidate has the language level required by the host university. If the candidate's language level is insufficient, it is ultimately the host university's decision whether to accept or reject the candidate's application. Participation in the OLS also allows students to take online courses in the language of the host university during their stay in order to improve their language skills.

In the 2014-2020 Erasmus+ programme, the OLS platform offers Erasmus+ participants language support in 24 languages. However, the resources and services available differ from language to language. The placement test is guaranteed for all languages. For Irish and Maltese, in fact, students can only take the placement test before starting their mobility programmes. In one group of languages (Bulgarian, Danish, Estonian, Greek, Croatian, Latvian, Lithuanian, Hungarian, Polish, Romanian, Slovak, Slovenian, Finnish and Swedish) students are offered an A1 level course in addition to the test. For Czech, students get courses up to level A2 and for Portuguese, to B2. Finally, universities that require knowledge of German, English, Spanish, French, Italian and Dutch are

guaranteed language courses for their exchange students at levels up to C1.

Including Catalan among the OLS platform's training and accreditation resources for the period of the 2021-2027 Erasmus+ mobility programme is an absolutely essential objective to ensure the smooth implementation of the language orientation process for international mobility students in this programme. The fact that it is not necessary for all services or all language levels to be included on this platform suggests that the progressive inclusion of Catalan is a perfectly achievable objective, as the process of incorporation could be implemented in phases.

2.5. Resources for specific student groups

2.5.1. *Trainee research staff*

Nearly 50% of the UB's doctoral students come from abroad to spend at least three years at the University. The more these students are integrated into the University and the surrounding community, the greater contribution they can make to society. The orientation of doctoral students is a clear commitment of the Office of the Vice-Rector for Doctoral Studies and Trainee Research Staff and the Doctoral School as a means of contributing to the internationalization of students and fostering a cosmopolitan environment at the heart of the University.

One of the purposes of this Orientation Plan should therefore be an analysis of the situation and language needs of trainee research staff from outside the Catalan linguistic

area, given that, as graduate students, they may be associated with university teaching activities in a variety of different ways. In fact, Language Services already takes part in orientation sessions for doctoral students, although there is currently no procedure in place for providing this group with language orientation material before they arrive. In any case, they can enrol in Catalan courses under the same conditions as bachelor's and master's students, and can participate in informal learning activities, which include language exchanges and cultural activities with other students.

2.5.2. Students in medical fields

This Orientation Plan must also provide for the language training and orientation of graduates who are awarded places offered by the public health system for access to theoretical and practical training by means of a residency at a hospital or a university centre in the health care network.

The following programmes should be considered:

- MIR: medical residencies (47 specialities)
- IIR: nursing residencies (6 specialities)
- PIR: psychology residencies (Clínica speciality)
- BIR: biology residencies
- FIR: pharmacy residencies

As these are national calls for applications, applicants from outside Spain are required to certify knowledge of Spanish, but never Catalan, even though training takes place over the course of four years in Catalan institutions and these resi-

dents begin treating, under supervision, patients in the Catalan health system.

Language Services published the *Medical Phrase Book: Catalan-English-Spanish* (Edicions UB, 1997) by Dr Antoni Valero-Cabré. This practical reference is a good resource for the resident staff referred to above. With the collaboration of the Government of the Balearic Islands and the University of the Balearic Islands, an online version of the work is currently being developed. The new edition will be expanded to include two other languages, French and German, and will be available in 2022.

2.5.3. *Students of Chinese origin*

The language orientation letter addressed to international mobility students on short-term study abroad programmes (see Section 2.1.2) is translated into several languages, including Chinese. Procedures for the orientation of students of Chinese origin at the UB have yet to be determined, but would allow a process to be developed that would ensure that they receive the letter before reaching the University.

In July 2020, Language Services and the Institute for Professional Development offered a three-hour online workshop called *Managing cultural and academic differences with students of Chinese origin: Key factors for ensuring mutual understanding*. The workshop was specifically developed for teaching and research staff from the faculties of Law and Economics and Business, as well as members of the administrative and service staff of these faculties and of units in close contact with students of Chinese origin. Twenty-seven participants attended.

2.6. Coordination mechanisms

2.6.1. *The Catalan Interuniversity Commission for Language Training and Certification*

Language Services participates in the Catalan Interuniversity Commission for Language Training and Certification (CI-FALC). Through this organization, common programmes have been approved for the entire university system for the Catalan language levels of the CEFR, model exams have been drawn up for all levels, a model exam for Catalan legal language has been developed, continuous professional development has been implemented for technical staff and teachers of Catalan, and common fees and managerial aspects have also been established for the entire system.

2.6.2. *Government of Catalonia*

The UB is associated with the Government of Catalonia's Ministry of Research and Universities and Ministry of Culture in different areas. The University participates in the Language Policy Committee of the Interuniversity Council of Catalonia through the Office of the Vice-Rector for Institutional Relations, Communication and Language Policy. In addition, Language Services is involved in technical coordination with the Office of Language Policy of the Ministry of Research and Universities and the Language Policy Secretariat of the Ministry of Culture, especially with regard to Interlingua grants for actions to promote and use languages in the university setting.

Moreover, both of these offices of the Government of Catalonia are represented on the UB's Language Policy Committee.

2.6.3. *Institut Ramon Llull*

Language Services, to a large extent, but also the Office of International Mobility and Programmes, has established collaborative relations with the Institut Ramon Llull, especially with regard to summer language study periods at the UB and International Conferences for Catalan Teachers. Data have also been exchanged with the institute on the origin of students taking the pre-acquisition module in Catalan abroad, equivalent to level A1, and UB mobility students on Erasmus+ and other mobility programmes.

2.6.4. *Vives Network*

The University participates in the Vives Network's Language Commission and Permanent Committee, as well as in the preparation and approval of the XVU Language Policy Plan, a common framework to guide all the actions of the universities in the network. Specific European exchanges within the Vives framework have been conducted with the universities of Barcelona, Valencia and the Balearic Islands. The Network has also managed European grants for language learning and the former DRAC mobility grants.

Through the inter-university language promotion working group, in which all of the universities of Catalonia are

currently represented, joint cultural meetings of international students learning Catalan and joint orientation projects have been coordinated with support from Interlingua grants. These projects include Everything You Wanted to Know about Catalan but Were Afraid to Ask, First Steps, and the Language Exchange Handbook, coordinated by the UB. The working group also serves as a meeting point where Language Services specialists can raise questions and discuss actions related to language orientation at each of the universities in the network.

2.6.5. Confucius Institute Foundation of Barcelona

Contacts were established with the Confucius Institute Foundation of Barcelona to analyse the impact of the arrival of Chinese students at the UB (section 1.6.4). In 2020, action proposals were made with the Faculty of Law and the Faculty of Economics and Business, as pilot plans, which could not be implemented due to the pandemic.

3. PLANNED ACTIONS

3.1. Provision of information and publicizing language uses

3.1.1. *General information*

Actor	Actions
UB	<p>Strengthen the visibility of the language orientation web page among all UB organizations involved in receiving international mobility students and teaching staff.</p> <p>Create a working group made up of members of Language Services, International Mobility and Programmes, the Doctoral School, Academic Management and Student Services to ensure the visibility of this information.</p>
SL	<p>Update the content of the orientation web page and reinforce the information with the creation of new visual publicity material (videos, brochures, images for social media, etc.).</p>
OMPI	<p>Inform incoming international mobility students and teaching staff about the courses offered at the Institut Ramon Llull to help these groups learn Catalan before arriving at the UB.</p> <p>Keep the mobility web page up to date.</p>
GA	<p>Ensure that the content of the language orientation web page for SICUE national mobility students is kept up to date.</p>

Actor	Actions
SAE	Include information about language orientation on the website in order to facilitate the orientation process for mobility students enrolled at the UB independently, without mobility agreements. Keep this information up to date.
EDUB	Ensure that the content in the language learning section of the website is kept up to date.
ORI	Include language orientation information on the web pages and spaces of the Virtual Campus. Ensure the presence of members of Language Services in welcome sessions.
SL	Distribute language orientation materials and information to the organizations, departments and units of every faculty from the Language Services offices in the faculties and schools with the help of grant holders.
CDL	Provide support and ensure that orientation information and materials are widely publicized in UB faculties and schools.
SL + FP	Offer a training course or informative material for the administrative and service staff of the secretary's offices with information on the orientation programme.

3.1.2. *Personalized information*

Short-term international mobility students

Actor	Actions
Rector's Office	Send a welcome letter to future members of the university community containing information about language uses at the UB before sending the orientation letters signed by the deans.
SL + OMPI + ORI	Ensure that an orientation letter signed by the head of each school or faculty is sent to international mobility students on short-term study abroad programmes.
SL + ORI	Create a working group to ensure that the heads of Language Services offices at the faculties and schools participate in welcome sessions.
SL	Create and add visual informational material about the Catalan language to the orientation letter and include it in the welcome sessions for this group of students.
Deans	Ensure that Catalan is habitually used as the first language of communication, without detriment to the additional use of other languages if necessary, in all interactions with them.

SICUE national mobility students

Actor	Actions
SL	Create a campaign to promote Catalan learning among these students, taking into account their backgrounds and needs. Draw up a personalized orientation letter for these groups based on the campaign.
SL + GA + EDUB	Design procedures to enable the orientation letter to be sent before these students arrive at the UB.
Deans	Ensure that Catalan is habitually used as the first language of communication, without detriment to the additional use of other languages if necessary, in all interactions with them.

Students on placements at the UB outside the framework of a mobility agreement

Actor	Actions
SED	Provide orientation information at the time of enrolment when long-term students from outside the Catalan linguistic area are detected.
GA + GTR	Study the possibility of creating a mechanism to detect students from outside the Catalan linguistic area who arrive at the UB without an international mobility agreement in order to provide them with orientation information at the time of enrolment.

Actor	Actions
Deans	Ensure that Catalan is habitually used as the first language of communication, without detriment to the additional use of other languages if necessary, in all interactions with them.

Teaching and research staff on short-term placements

Actor	Actions
SL	Offer a specific orientation session or create orientation material adapted to their backgrounds and needs.
SL + OMPI	Develop procedures by which this information can be distributed.
Deans	Ensure that Catalan is habitually used as the first language of communication, without detriment to the additional use of other languages if necessary, in all interactions with them.

Teaching and research staff from outside the Catalan linguistic area who wish to apply to the UB

Actor	Actions
SL	Create specific informative material.
SL + PA	Develop procedures by which this information can be sent.
Deans	Ensure that Catalan is habitually used as the first language of communication, without detriment to the additional use of other languages if necessary, in all interactions with them.

3.2. Requirements and recommendations for language certification

3.2.1. *For short-term mobility students*

Actor	Actions
CPL	Ensure that agreements on language proficiency requirements and recommendations are taken into account when mobility guidelines are updated.
VRICPL + VPI	Develop the Language Policy Committee's Agreement of 2 February 2016 in relation to the language levels required for international mobility programmes. Update the International Student Mobility Regulations of 14 June 2017 in accordance with the agreements on language requirements of the Language Policy Committee.
SL	Make recommendations to the international relations offices of the faculties and schools on the CEFR listening and reading comprehension levels for incoming mobility students.
SL + OMPI	Publish and distribute information on the relevant websites about the language requirements and suggested resources for certifying different language levels.
SL	Facilitate and promote online and face-to-face certification for level A1 and face-to-face certification for other levels.

3.2.2. *For teaching and research staff from outside the Catalan linguistic area who wish to apply to the UB*

Actor	Actions
VPDI	Ensure compliance with regulations regarding language skill certification for teaching and research staff.
CPL	Ensure that the agreements on language skills requirements and recommendations are taken into account when updating regulations for teaching and research staff.
SL	Promote online certification of level C1 in Catalan for teaching and research staff.
SL	Design a language support plan for teaching and research staff from outside the Catalan language area participating the Serra Húnter programme (and similar programmes) to help them adapt to the UB's linguistic landscape.

3.3. Application of regulations on language uses in faculties and schools

Actor	Actions
VRICPL	Provide an annual reminder of the need to guarantee the institutional presence of Catalan in the welcome sessions for international mobility students.
Deans	Ensure the use of Catalan in the welcome sessions for international mobility students in each faculty and school.
GA	Provide data on the origin of mobility students in order to study their impact on the University's faculties and schools.
CDL + VI	Analyse the situation of mobility students at each faculty and school and issue a report.
SL	Study the number of language-related complaints caused by incidents derived from mobility students and staff.

3.4. Expansion of courses, services and resources for learning Catalan

3.4.1. *Formal instruction: face-to-face and online courses*

Actor	Actions
VRICPL	Establish an agreement with the Government of Catalonia that allows for the recovery of free beginner-level courses or a reduction in the price of enrolment.

Actor	Actions
VRICPL	Obtain resources to guarantee the technical and administrative support required for Language Services to be able to expand their range of courses.
SL	Continue the commitment to the intercomprehension approach as a tool to facilitate Catalan learning among students who speak another Romance language. This perspective should be incorporated into all courses, resources and complementary activities.

About beginner-level courses (A₁ and A₂)

Actor	Actions
SL	Offer free online A ₁ Catalan courses for mobility students before their arrival at the University.
SL	Offer free, face-to-face beginner-level Catalan courses (A ₁ and A ₂) at key points in the orientation process: before the start of the academic year and at the beginning of each semester. Focus on the regional extension of the UB and guarantee the provision of training courses on all its campuses.
SL	Offer a direct channel of communication with incoming mobility students to resolve language queries, in the form of language tutoring, at key points in the orientation process: before the start of the academic year and at the beginning of each semester.

SL	Create specific learning materials for mobility students with Spanish as their L1 based on the intercomprehension of Romance languages.
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3.4.2. Informal learning opportunities

Actor	Actions
SL	<p>Increase the provision of activities for practising Catalan in the form of conversation groups or through the Language Exchange Service at key points in the orientation process: July (for A1 level students) and at the beginning of each semester (for A1 and A2 level students).</p> <p>Strengthen the Language Exchange Service. Promote the visibility of exchange partners as an example of orientation and internationalization.</p>
SL	<p>Consolidate the CATclub as a meeting place for local and international students with the aim of increasing international students' oral skills in Catalan while involving local students in the linguistic and cultural orientation process.</p> <p>Expand the range of activities and number of spaces offered in CATclub activities and concentrate them in the first three months of each semester.</p>
SL	<p>Study the possibility of offering academic recognition for language volunteers in order to achieve greater involvement of local students in the language orientation process.</p>

Actor	Actions
	Offer informal learning activities to provide opportunities for practice among teaching and research staff:
SL	<ul style="list-style-type: none"> • Outreach activities, in collaboration with the Scientific Culture and Innovation Unit • Reading clubs, in collaboration with the CRAI • Conversation groups at B2-C1 level aimed at practising oral classroom Catalan skills
SL	Update and distribute the <i>University Phrase Books</i> . Bring back the printed version of these guides for use by language exchange partners.

3.4.3. *Proposed phases in the provision of courses, resources and services for learning Catalan*

The aim of this language orientation measure, aimed at 1,500 or 2,000 incoming mobility and short-term exchange students, is to certify their basic knowledge of Catalan before the start of classes and to provide them with linguistic support afterwards to enable their induction into academic life at the UB.

Before arriving	Before the start of classes	During the first three months of the semester
July	25 August - 15 September 25 January - 15 February	15 September - 15 November 15 February - 15 April
Basic 1 user	Basic 2 user	Informal learning
<p>Attaining and certifying basic skills (A1)</p> <ul style="list-style-type: none"> • Direct certification by means of a Catalan course at the Institut Ramon Llull • Online course via the Parla.cat platform and tutoring from Language Services¹ • Online or face-to-face course with Language Services¹ and independent student work in the open option of Parla.cat • Personalized language tutoring² <p>Encouraging conversation practice</p> <ul style="list-style-type: none"> • Online beginner-level conversation group² 	<p>Attaining and certifying basic skills (A1)</p> <ul style="list-style-type: none"> • Face-to-face course with Language Services¹ • Personalized language tutoring² <p>Consolidating basic skills (A2)</p> <ul style="list-style-type: none"> • Face-to-face course with Language Services² and independent student work in the open option of Parla.cat <p>Encouraging conversation practice</p> <ul style="list-style-type: none"> • Face-to-face beginner-level conversation group² 	<p>Encouraging conversation practice and language confidence through peer support</p> <ul style="list-style-type: none"> • Language exchange² • CATclub and other activities² <p>Promoting autonomous learning²</p> <hr/> <p>Independent user</p> <hr/> <p>Further language training (B1-C1)</p> <ul style="list-style-type: none"> • Face-to-face courses with Language Services³

1. Highly recommended and free of charge.

2. Optional and free of charge.

3. Optional at a reduced price.

NB. In order to offer courses free of charge, an agreement would need to be established with the Secretariat for Language Policy of the Government of Catalonia's Ministry of Culture, which would have to assume the cost and management of such courses. Capacity for 1,000 participants.

3.4.4. *European OLS (online language support) programme*

Actor	Actions
Rector's Office + VRICPL + VPI	Add the UB to the official request of the Government of Catalonia and the XVU to include Catalan training and certification on the OLS platform of the Erasmus+ programme

3.5. Provision of resources to specific student groups

3.5.1. *Trainee research staff*

Actor	Actions
SL + EDUB	Analyse the situation and the language needs of trainee research staff from outside the Catalan linguistic area.
SL + EDUB	Design activities adapted to meet the needs of these groups.

Actor	Actions
EDUB	Study the possibility of sending an orientation letter to international doctoral students before their arrival at the UB.
EDUB	Ensure the presence of members of Language Services in welcome sessions.
EDUB	Keep information about language learning updated on the website.

3.5.2 Students in medical fields

It is important to consider the specificities of the various different medical programmes at the UB and the participation of the dean's offices of the faculties and schools involved:

- MIR (medical residencies): with the Faculty of Medicine and Health Sciences
- IIR (nursing residencies): with the Faculty of Medicine and Health Sciences
- PIR (psychology residencies): with the Faculty of Psychology
- BIR (biology residencies): with the Faculty of Biology
- FIR (pharmacy residencies): with the Faculty of Pharmacy and Food Sciences

Actor	Actions
SL + Deans	<p>Provide training, tools and resources in Catalan for staff undertaking their residencies in hospitals or university centres belonging to the health care network who have not been educated in Catalan.</p> <ul style="list-style-type: none"> • General language for the acquisition of basic skills. • Specialized language for health-care professionals including specific terminology and phraseology.
SL + EDUB	<p>Study the creation of a tandem project, similar to the one offered by the Language Exchange Service, between students of the same speciality to provide linguistic and academic support for mobility students of this type.</p>
SL + Deans	<p>Publicize the new online version of the <i>Medical Phrase Book: Catalan-English-Spanish-French-German</i>, available in 2022.</p>

3.5.3. *Students of Chinese origin*

Actor	Actions
Rector's Office	<p>Promote the creation of a working group with representatives of Internationalization and Language Policy to study the needs and possible measures to be taken for the induction of Chinese students into the university community.</p>
Rector's Office	<p>Ensure the establishment of a procedure with which to detect, inform and serve these students.</p>
SL	<p>Translate the language orientation web page into Chinese.</p>

Actor	Actions
SL	Offer Catalan courses designed specifically for Chinese students.
SL	Update and expand the <i>University Phrase Book: Chinese-Catalan</i> .
SL + IDP + FP	Continue offering training to teaching and research staff and administrative and service staff on cultural and intercultural aspects to foster understanding in interactions with students of Chinese origin.

3.6. Cooperation and coordination with institutional bodies

3.6.1. *Catalan Interuniversity Commission for Language Training and Certification*

Actor	Actions
SL + CIFALC + GC	Resume interuniversity cultural activities.
SL + CIFALC	Propose a model for a basic level A _I and A ₂ course based on the Romance language intercomprehension approach.
SL + CIFALC	Prioritize courses leading to listening and reading comprehension skills for mobility students.
SL + CIFALC	Work to offer A _I , B _I and C _I level exams, especially online exams to complement face-to-face exams, through the digital transformation working group.
SL + CIFALC	Review and update the A _I , B _I and C _I exam models.

3.6.2. *Government of Catalonia*

Actor	Actions
SL	Propose new linguistic and cultural orientation measures and new formats for Catalan courses within the framework of Interlingua grants.
GC	Allocate the funding and resources required to execute the orientation measures laid out in this plan.
SL + OMPI + GC	Promote new mobility programmes with the Directorate-General for the Territorial and Social Impact of Knowledge and the Secretariat for Language Policy.
VRICPL + GC	Draft proposals to reintroduce 40 hours for A1 courses and 80 hours for B1 courses in conjunction with the Interuniversity Council of Catalonia.

3.6.3. *Institut Ramon Llull*

Actor	Actions
IRL + VRICPL + SL	Strengthen links and collaboration with the Catalan readers' network.
IRL + OMPI	Execute pilot projects with universities abroad and UB's visiting staff based on the exchange of student origin data.
IRL + SL	Conduct online language exchanges between local students and the students enrolled in readers' courses as part of the self-study centres.

3.6.4. *Vives Network*

Actor	Actions
VRICPL	Increase the UB's participation in the orientation measures organized by the Vives Network and propose new activities: an annual meeting of international Catalan students and a community of international teachers who choose to teach in Catalan.
SL + SAE	Promote new exchanges in the XVU's area of influence.
SL + XVU	Resume and promote the activities of the interuniversity promotion group.

3.6.5. *Confucius Institute Foundation of Barcelona*

Actor	Actions
UB + FICB	Analyse the impact of incoming mobility students of Chinese origin.
SL	Organize formal and informal Catalan language learning activities for students of Chinese origin.

4. STAFF AND WORKING GROUPS

The measures included in this Orientation Plan are broad in scope, both because of the number and diversity of the target groups they are intended for and because of the complex nature of coordinating with other units and all of the faculties and schools that make up the UB. A new member of orientation support staff will need to be hired to assist the current orientation specialists to implement the plan. Furthermore, the five specialists in the Language Service offices of the faculties and schools are also expected to be able to provide support by freeing them from some of their currently assigned duties, if necessary. Administrative support will also be needed for managing course enrolments, issuing certificates and handling registration for other learning activities.

The table below summarizes the duties of the technical and administrative staff of Language Services resulting from the Catalan Linguistic and Cultural Orientation Plan.

Staff	Functions	Calendar
Language promotion specialists UB (administrative and service staff and language specialists)	Situation analysis	annually
	Creating content and designing campaigns	semi-annually
	Orientation sessions in faculties and schools	semi-annually
	Orientation meetings for specific groups	annually
	Orientation workshops for administrative and service staff from other units as part of the training programme	semi-annually
	Participation in the UB technical working group	semi-annually
	Participation in the working group with those responsible for international relations and language services in the faculties and schools	semi-annually
	Participation in the inter-university working group	annually
	Coordination with WIPO and ORIs	semi-annually
	CATclub planning and management	daily
	Administration of pre-arrival language queries	daily
	Management of the Language Exchange Services	daily
	Leading Catalan conversation groups	semi-annually
	Managing the Cafè de llengües and other orientation activities	semi-annually
	Drafting and managing the biannual orientation letters	semi-annually
	Creating content for websites, blogs, etc.	daily
Creating content for social networks	daily	

Staff	Functions	Calendar
Language instruction specialists UB (administrative and service staff and language specialists) + FBG	Administration of beginner courses	semi-annually
	Creating new groups on the Virtual Campus and handling incidents	semi-annually
	Recruiting and coordinating new beginner-level instructors	semi-annually
	Planning face-to-face, mixed and hybrid learning modes, according to the School of Modern Languages and Languages Services schedules	annually
	Planning the Language Services academic calendar	annually
	Digitalization of A1, B1 and C1 exams	annually
	Participation in CIFALC and other working groups	semi-annually
	Participation in the UB technical working group	semi-annually
Faculty and school language specialists UB (administrative and service staff and language specialists)	Analysis of orientation needs of faculties and schools	annually
	Coordination with ORI, SED and dean's offices	semi-annually
	Distribution of language orientation materials in the faculties and schools	semi-annually
	Participation in the working group with those responsible for international relations at the faculties and schools	semi-annually

Staff	Functions	Calendar
Administrative staff UB (permanent administrative and service staff) + FBG + external staff via invoice	Face-to-face and online services	daily
	Enrolment of different groups	semi-annually
	Creation of courses in GIGA	semi-annually
	Management of lists, transcripts, grades, etc.	semi-annually
	Issue of certificates	semi-annually
	Transmitting documents for orientation management to specialized offices (OMPI, ORI, SAE, etc.)	semi-annually
	Maintenance of websites, blogs, etc.	annually
	Management of IL ₃ invoices	semi-annually
	Management orientation activity invoices	annually
	Management of the language exchange database	semi-annually
Catalan teaching staff	Provision of courses	semi-annually
IL₃	Administration of exams and delivery of grades	semi-annually
Self-study advisor	Publicizing online resources	semi-annually
FBG	Planning face-to-face and online conversation groups	semi-annually

Staff	Functions	Calendar
Head of service UB (administrative and service staff and language specialists)	Participating in CIFALC	annually
	Participation in the UB technical working group	semi-annually
	Coordination of the working group with those responsible for the language services and international relations in faculties and schools	semi-annually
	Coordination with dean's offices	semi-annually
	Participation in the inter-university working group	annually

5. IMPLEMENTATION TIMETABLE AND MONITORING COMMITTEE

The Orientation Plan covers five years (2022–2026). The measures will be implemented gradually and completed before the end of this period, at which time they will be reviewed. However, two priority actions stand out and must be addressed urgently:

- Linguistic and cultural orientation of mobility students: ongoing actions for the academic year 2022–2023.
- Language certification of teaching staff who wish to apply to UB: actions to be implemented in 2022 calls for applications.

Immediately after the plan is approved, the Office of the Vice-Rector for Institutional Relations, Communication and Language Policy or its designee will implement the following two measures:

- Announce the approval of the Orientation Plan and make it available to the university community.
- Establish and chair a policy and technical monitoring committee responsible for the following measures:

Actions	Calendar
Drafting and planning the agreements resulting from the approval of the Orientation Plan	within two months
<ul style="list-style-type: none"> • With the specialized services and units <ul style="list-style-type: none"> – Structural arrangements: establish a technical working group to oversee the plan’s measures chaired by the Vice-Rector for Institutional Relations, Communication and Language Policy or his or her designee, with two representatives from Language Services and one representative from International Mobility and Programmes, the Student Support Service, the Doctoral School and from the General Manager’s Office. This group will meet immediately after its creation and at regular intervals throughout the implementation of the plan. – Procedural agreements: create other working groups as necessary to implement the measures derived from the plan and to develop specific action protocols. – Documentary agreements. 	
<ul style="list-style-type: none"> • Between the vice-rectors’ offices <ul style="list-style-type: none"> – Documentary agreements 	
Monitoring level of compliance with agreements	annually
Reporting to the various committees and the Language Policy Committee	periodically

6. TABLE OF ABBREVIATIONS

Institutional responsibility for actions

CDL	Language promotion committees at UB faculties and schools
CPL	Language Policy Committee
CIFALC	Catalan Interuniversity Commission for Language Training and Certification
EDUB	Doctoral School of the University of Barcelona
FICB	Confucius Institute Foundation of Barcelona
FP	Administrative and service staff training
GA	Academic Management
GC	Government of Catalonia
GTR	Technical Bureau at the Rector's Office
IDP	Institute of Professional Development
IRL	Institut Ramon Llull
OMPI	Office of Mobility and International Programmes
ORI	International relations offices at UB faculties and schools
PA	Academic staff
SAE	Student Support Service
SED	Secretary's offices for students and teaching staff at UB faculties and schools
SL	Language Services
VI	Vice-deans for internationalization
VPDI	Office of the Vice-Rector for Teaching and Research Staff

Institutional responsibility for actions

VPI	Office of the Vice-Rector for Internationalization Policy
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VRICPL	Office of the Vice-Rector for Institutional Relations, Communication and Language Policy
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XVU	Vives Network
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