

MAP

Multilingual Action Plan

University of Andorra
2025-2030

Language Policy Document

Research Group on Languages (GREL)



Preamble

The Multilingual Action Plan (MAP) is the language policy tool of the University of Andorra (UdA). This document was born in 2014 as a result of the institution's need to set general guidelines to manage and promote languages within the university context. In article 11 of Law 14/2018, of 21 June, on higher education¹ the University's language policy is mentioned in two sections: (1) Catalan is the language of public higher education in Andorra and (2) Programmes must be established to promote other languages, which may have the status of a vehicular language in the development of teaching and research programmes.

Within this legal framework, the MAP responds to the specific linguistic needs of the UdA and focuses mainly on two axes: the promotion of Catalan as the official language in Andorra and the promotion of multilingualism as a response to the sociolinguistic reality of the Principality, to an increasingly global university system and labour market. The Language Group on Languages (GREL) of the UdA is the agent in charge MAP content, which includes research-based proposals. Specifically, based on the research carried out in the GREL line on multilingualism², in which the sociolinguistic profile of the university community is periodically defined, as well as the linguistic needs to be met in the different areas of activity, such as teaching, research and management.

Finally, as a member of the Xarxa Vives network (XVU), the UdA takes into account its common language policy plan³ which establishes more than 30 lines of action each year. In addition, since 2023 the UdA has also followed the principles of the XVU's [University Charter of the Language](#). This charter includes a declaration that positions Catalan as the common language of the twenty-two member universities, and serves as a guide to manage linguistic uses, both oral and written, in the university setting.

¹ [Law 14/2018](#), of 21 June, on Higher Education: No. 44 year 2018 (18 July 2018) (in Catalan)

² [GREL's website](#)

³ [Language Policy Plan](#): Xarxa Vives (2019) (in Catalan)

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1. INTRODUCTION

Andorra shows a linguistic peculiarity that is not found in other Catalan-speaking territories. Catalan is the only official language and the main working language of institutions, such as the University of Andorra. However, as Andorra is a multilingual society, the UdA is also characterised by the linguistic richness that coexists among its speakers (Bastida et al., 2015). As a reflection of the national context, the members of the UdA's community have full competence in at least two languages, and many speak more than two, such as Spanish, French, Portuguese or English, among others. That is why the UdA builds its management of languages on two main axes: on the one hand, promoting the knowledge and use of Catalan as its own language and cultural heritage; on the other, opening up to the international sphere through the knowledge and use of other languages.

In a broader framework, the UdA is aligned with the trends of other universities in Europe. In the field of language policy, the European Parliament⁴ recommends that citizens know at least two foreign languages as a key component in promoting multilingualism and multiculturalism. From the Council of Europe⁵, learning of other languages is also encouraged as a strategy to strengthen democratic culture and cohesion between peoples. In this sense, education institutions have the duty to provide students with the necessary linguistic competence to prepare them for their personal and professional future. Likewise, the European Higher Education Area (EHEA) promotes the mobility of students and staff, especially in universities. An intrinsic aspect of international mobility is knowledge of other languages, and English is prioritised as the international communication language.

In this line, at the UdA English is also considered the language of global communication and plays a prominent role both in the academic and professional scenarios. The university's participation in international [university networks](#) to which it belongs is very often conveyed in English, as is done in the Network of Universities of Small Countries and Territories (NUSCT). In addition, the use of other important languages in the Andorran socio-cultural context is promoted, such as French, among others. It should be noted that the UdA is also part of the Agence Universitaire de la Francophonie (AUF), one of the largest university networks in the world.

⁴ [Website](#): European Parliament - Fact Sheets on the European Union

⁵ [Website](#): Council of Europe - Language Policy

With the aim of regulating and promoting this multilingual context, the UdA defines in its Multilingual Action Plan (MAP) the guidelines for the use and knowledge of Catalan as well as the promotion of several languages within the institution. Finally, it should be noted that the MAP is also aligned with the UdA's strategic plan⁶, on which its *raison d'être* is based.

Below, a description of the legal and sociolinguistic context (point 2) of the UdA is presented, followed by the main axes included in the MAP together with its corresponding goals (point 3). Point 4 details the areas of action and finally, point 5, the actions to be developed, following cross-cutting phases of *diagnosis*, *regulation*, *support* and *evaluation*.

⁶ UdA's [Strategic Plan](#)

2. CONTEXT

2.1. Application framework

2.1.1. Legal framework

Within the national framework, Article 11 of the Law 14/2018⁷, of 21 June, of higher education (BOPA, 2018) reference is made to the languages that must be present in higher education in two points: (1) Catalan is the language of public higher education in Andorra; (2) Programmes must be established to promote other languages, which may have the status of a vehicular language in the development of teaching and research programmes. Law 15/2018, of 21 June, of the UdA⁸ (BOPA, 2018) defines the public nature of the institution and grants it academic, scientific, managerial, administrative and financial autonomy. This autonomy gives the UdA the capacity to establish its own language policy, adapted to the cultural and social reality of Andorra. Therefore, Law 15/2018 provides a legal framework that allows the UdA to define Catalan as its own and official language, through its Statutes⁹ (BOPA, 2003) and internal regulations. Catalan plays a central role in teaching, academic activities and institutional communication, being the language of reference for the university community. In addition, the UdA is committed to promoting the knowledge and dissemination of Catalan language and culture of the Principality of Andorra among the entire university community. Likewise, the Statutes also protect the promotion of other languages, in order to provide students and staff with multilingual skills. This makes it possible for the University to develop academic programmes, research and other activities in other languages according to academic needs, thus promoting the inclusion of other languages in the educational and research offer.

To summarise the above, the Statutes therefore lay the foundations for a language policy that, while respecting Catalan as its own language, incorporates a multilingual and multicultural perspective that enriches the university.

2.1.2. Regulatory and methodological framework

The Common European Framework of Reference for Languages (CEFR) promotes multilingualism and sets standards for language learning, teaching and assessment. In this context, the UdA has integrated the principles of the CEFR into its language policy plan, with

⁷ [Law 14/2018](#), del 21 de juny, de l'ensenyament superior: Núm. 44 any 2018 (18 de juliol de 2018) (in Catalan)

⁸ [Law 15/2018](#), del 21 de juny, de la UdA: Núm. 55 any 2003 (16 de juliol de 2003) (in Catalan)

⁹ [Statutes](#): UdA 7-7-2003 (in Catalan)

the aim of promoting a multilingual approach in the training of its students and ensuring its quality. This approach is essential for graduates to be competent in several languages and to be able to compete in a globalised labour market.

The UdA places special emphasis on the mastery of Catalan, as the official language of Andorra, as well as on the other languages in which the members of the community communicate and work, reflecting the sociolinguistic reality of the country and international demands. As for students, the university must ensure that they develop strong language skills adapted to the levels established by the CEFR, in order to facilitate both academic and professional mobility. Currently, one of the most common language requirements for mobility at other universities is a minimum level of B2 in English. According to the Department of Education of the Council of Europe, this threshold level corresponds to the level generally required by universities in Europe¹⁰. Likewise, for university staff, the plan considers the levels of linguistic competence and the specific skills required by their professional profiles to promote the use and learning of languages.

2.2. Sociolinguistic context

The Research Group on Languages (GREL) periodically administers a sociolinguistic survey to the entire UdA community in order to define an updated image of the different groups and thus be able to adapt the language policy plan, based on informed decisions.

According to the latest sociolinguistic survey of 2023, the two groups surveyed (students and staff) show a profile that is very aligned, as expected, with the national study that is carried out periodically by the Sociology Group of Andorra Research + Innovation (ARI)¹¹ commissioned by the Department of Language Policy of the Government of Andorra.

According to the most recent study, from 2022, the most used languages in Andorran society are Catalan and Spanish in very similar proportions depending on the context, followed by Portuguese, French and English (Andorra Research + Innovation, 2022). Following the publication of the report in a public speech, the Ministry of Culture highlighted the usefulness of this study to have an updated image of the country's linguistic picture, while emphasising the downward trend in the use of Catalan, compared to previous study periods. Likewise, the need to "continue working intensively to reverse the trend towards the predominant use of Spanish"¹².

¹⁰ [Pàgina web](#): European Commission - European Education Area

¹¹ [Estudis d'Usos lingüístics](#) publicats al web d'Andorra Recerca + Innovació

¹² [Notícia](#) publicada a la pàgina web de Cultura - Govern d'Andorra

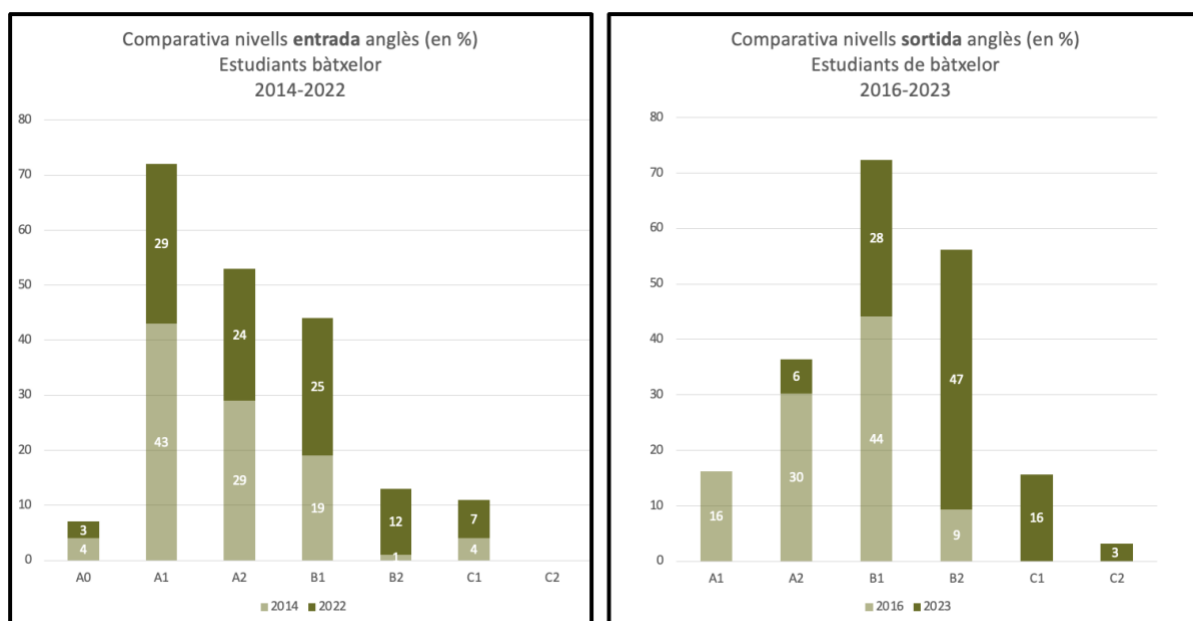
2.2.1. Student group

With regard to the group of students, the GREL sociolinguistic survey shows that the uses of **Catalan** and **Spanish** are very similar in the vast majority of aspects analysed. With regard to the perceived language levels in Catalan, 81% of students consider that they have between levels C1 and C2 in their abilities to understand, read, speak and write the language. In the case of Spanish, 92% also award levels C1 and C2 to the same skills.

In the case of **English**, the perceived levels are distributed between A1-A2 (27%), B1-B2 (46%) and C1-C2 (25%). In this language, perceptions can also be contrasted with the actual entry levels extracted from a systematic initial placement test among undergraduate students, which indicates the following distribution: A1-A2 (48%), B1-B2 (41%) and C1-C2 (25%). It is observed, therefore, that the perceived level of students is clearly above the real level evaluated. In addition, the results of the same level test that is administered at the end of the studies in English indicate that, although the exit results have improved between the period 2016-2023, it is necessary to continue reinforcing the learning of English to raise the great thickness to a minimum level of B2. With regard to exit levels, the most recent data, from 2023, show how they are concentrated between B1 (28%), B2 (47%) and C1 (16%). It should be noted that during this period, in addition to the English courses and subjects taught in English, some curricular changes have been implemented and modified the educational context of the UdA. Therefore, that must be taken into account when assessing the increase in the level of competence in languages. On the one hand, a competence-based educational model has been deployed in most curricula. In this approach, languages are no longer an element of isolated training but are directly linked to students' competence tasks. This competence-based methodology is largely based on a project-based approach to learning, where the use of language makes sense, as it has a communicative purpose in a real context (Beckett, 2006). This enhances meaningful and contextualized language learning. On the other hand, in the Bachelor of Teaching and Learning, the exit levels in both English and French have been raised to level C1 for those students who choose one of these languages as the specialty of their studies.

If we compare the entry and exit conditions in the same period, we see that the entry levels do not show a proportional increase in the exit levels and that, therefore, the effort being made at the UdA to increase the levels of knowledge in English is slow but efficient, and that it should be promoted through research and innovation.

Figure 1. Comparison of English levels of incoming (2014-2022) and outgoing (2016-2023) bachelor's degree students



In **French**, the perceived levels are generally lower and more distributed between levels A1-A2 (20%), B1-B2 (32%) and C1 (10%). In courses where this language is necessary or relevant for the professional future, the fact that 20% is below an intermediate level implies an additional effort on the part of both the student and the university to raise the level to the minimum required, which is usually between a B2 and a C1.

As for the use they make of languages in different contexts, we observe that with the service departments of the UdA, students tend to use mostly Catalan (62%), followed by Spanish (28%) and French or English (10%). Contrary to this trend that favours the use of Catalan, with their peers they mainly use Spanish (41%), followed by Catalan (37%) and by far by other languages such as English (8%), French (7%) and Portuguese (6%).

With regard to the relevance of languages for their professional future, it should be noted that students mainly value English (48%) and French (29%). To a smaller extent, they mention other languages such as Italian (7%), Chinese (6%), German (4%) and Portuguese (2%).

Additionally, the GREL also considers the quality evaluations of language courses. These evaluations are collected by the Quality Council of the UdA periodically through satisfaction surveys. On average, the results in the student group show a very high level of satisfaction, with results ranging from 8/10 to 9/10. In addition, it is observed that the comments highlight the following aspects that can be improved in language courses:

- Offer more training in English and Romance languages
- Offer self-learning resources
- Monitor learning in a more personalised way
- Promote oral communication focused on topics of interest
- Free training alternatives compatible with working hours

In order to respond to these needs, complementary resources should be considered in the classroom, where a single proposal is often worked on for all students. In addition, a range of courses that combine fixed class schedules with asynchronous tasks can offer more personalisation and flexibility to meet all types of student profiles (online students, those who combine studies with work, etc.).

2.2.2. Staff group

From an overview, the staff has a good command of at least three languages, mainly Catalan, Spanish and English and/or French, and a large part of them are fluent in others. In statistical terms, the majority of administrative and technical staff (PAT) (88%) and teaching staff (96%) give a C1-C2 level to their command of **Catalan**.

In their perception of knowledge of **English**, the PAT perceives their level mainly in a B1-B2 (58%) while the teaching staff places their mastery mainly between C1-C2 (52%).

In **French**, the levels of the PAT are distributed between the A1-A2 (33%), B1-B2 (31%) and C1 (36%) ranges, and that of the teaching staff shows much more distributed levels in proportions of approximately 20% from level A1 to C2.

Within the university, staff almost always use Catalan as their working language and use other languages when their professional tasks require it.

As for the languages they would like to continue learning, similarly to the group of students, the PAT mainly values English (83%) and French (33%). Teaching staff also attach the utmost importance to continuing their training in English (67%), followed by French (33%), among other languages (Italian, Portuguese, Russian, Chinese).

Finally, through the comments, some aspects to be improved can be highlighted, which coincide in part with the evaluations of the student group:

- To strengthen oral production competence in English and French training
- To offer training focused on the application of languages in professional tasks

3. AXES AND GOALS OF THE MAP

The UdA is firmly committed to promoting and preserving Catalan as its own language, as well as using it to foster social and academic cohesion. At the same time, the UdA is also committed to a multilingual model that facilitates the development of linguistic and cultural competences in a globalised environment. To achieve these goals, two lines of action will guide the strategic actions of the UdA in linguistic matters: the promotion of Catalan and multilingualism. These axes include specific goals aimed at maintaining and promoting Catalan in the university setting and promoting multilingual and multicultural training adapted to the current needs of higher education and research.

- **Axis 1. Promotion of Catalan**

GOALS:

- To promote and strengthen the social use of Catalan in the life of the university community.
- To increase the linguistic level of Catalan throughout the university community, through training actions.
- To promote academic excellence in Catalan among UdA students.
- To promote research in Catalan as a native language as well as on Catalan language topics.
- To ensure the correct use of Catalan in publications and communications in the fields of teaching, research and management.

- **Axis 2. Multilingualism**

Goals:

- To improve the plurilingual and multicultural competences of the community.
- To promote research in French and English as languages of international visibility, as well as all those that are most relevant to research work.
- To guarantee a reasonable balance between Catalan as the main working language at the UdA and other languages when Catalan cannot meet the goals.
- To guarantee a linguistic welcome from a multicultural approach to international students newly arrived in Andorra.

4. AREAS OF ACTION

This section describes the activities of the different areas of action at the UdA that are connected to the MAP. The specific actions designed for each field are detailed in section 5, Actions to be developed.

4.1. Institutional and communication

At the UdA, the vast majority of institutional events, as well as communications – both internal and external – are carried out in Catalan. The MAP must ensure that the language quality of these events and communications is excellent, since the University must be a linguistic model for society, providing the necessary resources to achieve this excellence to the people in charge of issuing these communications. Likewise, as the only public university in Andorra, the UdA must seek, through the actions of the MAP, to become a relevant actor in the promotion of Catalan, both in Andorra and elsewhere.

In the same way, the MAP must promote the linguistic quality of the rest of the working languages at the UdA, especially in its international relations, whether with other universities or with institutions of any kind.

The activities in the institutional and communication scenarios in which the MAP is directly linked are institutional events, external communications by all means (press releases, website, emails, profiles of the institution on social networks, etc.), and internal communications by all means, as well as publications (books published by the UdA, UdA's Gazette, etc.).

4.2. Management and administration

The field of management and administration is, on many occasions, the gateway to the University and the first contact that both students and potential employees have with the institution. In addition, it is an essential aspect in the day-to-day life of the entire university community. For these reasons, the MAP must ensure that all communications produced in this area achieve excellence and protect the language of the UdA.

The activities in the field of management and administration in which the MAP explicitly intervenes are: users service, both oral and written, and the production and issuance of legal or administrative documents (agreements, regulations and others). In all cases, the priority use of Catalan is envisaged with high standards of linguistic quality, and following the style guides published by the UdA and other institutions (such as Xarxa Vives). The use of other languages is also considered in specific circumstances and in international communications.

4.3. Teaching

The field of teaching is where the largest number of actions included in the MAP (see section 5). As the backbone of university life, and as an eminently linguistic activity, the MAP must ensure that teaching reaches the highest standards of linguistic quality, includes the multilingual vision of the UdA and at the same time defends the use and promotion of Catalan. Thus, the impact of the MAP is present in all dimensions of teaching. For the purposes of language management, we define, on the one hand:

- Local students and teachers. The MAP must ensure that these groups tend towards linguistic excellence in Catalan and incorporate the use of other languages – and especially English as a language of international communication – in all their activities. These goals must be achieved through a good definition of the linguistic profiles required for teaching, the improvement and harmonisation of language training and a good linguistic support system for both teachers and students, such as a language advice service and correction of teaching materials, facilitation of international exchanges or the increase and improvement of linguistic and cultural activities and training.

On the other hand, and considering the international vocation of the UdA, the MAP must have an impact on:

- Foreign students and teachers. The UdA has a considerable proportion of students who come from different parts of the world and who therefore have specific language needs. The MAP must ensure that this student profile is quickly integrated into the UdA through a solid and effective support system. Additionally, the MAP must contribute to the increase in the number of visiting teaching staff at the UdA, so that the university community has greater exposure to languages and cultures from all over the world.

4.4. Research and transfer

The 25 theses defended since the beginning of the doctoral programme are distributed in the following languages: 21 in Catalan (72.4%), 6 in English (20.7%), 2 in Spanish (6.9%). It should be noted, however, that the doctoral programme currently provides for Catalan and English as working languages. In the event that the doctoral student wishes to present the doctoral thesis in another language, a reasoned request must be made to the Research and Doctoral Committee.

Of a total of 320 publications published on the websites of the University's research groups, 43.4% are in Spanish, 32.8% in English and 23.8% in Catalan. From the MAP, the most direct impact in the field of research lies in the promotion of specific languages, according to

the type and scope of research work and in the recognition of academic excellence in research work.

4.5. Internationalisation

In the field of the UdA's international activity, the coexistence of languages is a major feature and it is very often necessary to choose the most suitable language for all parties and at the same time prioritise the viability of communication with foreign interlocutors. In this sense, there is a need for guidelines in the choice and use of working languages that are consistent with the institution's language policy, taking into account the two priority axes of the MAP (Catalan and multilingualism). As the main tasks of the International Programmes Service, from which most international programmes and exchanges are managed, regular communication with partner institutions is carried out mainly in English with universities around the world and in Catalan when it comes to Catalan-speaking networks, such as the Xarxa Vives. The use of other languages, such as Spanish, French or Portuguese, makes sense when the interlocutor does not master Catalan and English is not their first language.

5. ACTIONS TO BE DEVELOPED

Keeping in mind the legal, regulatory, methodological and sociolinguistic contexts described in the previous sections, this part includes the actions to be implemented with the aim to meet the linguistic needs of the UdA community.

All the actions proposed in this document are included in the following table, and are classified into the different fields of action. Each action is detailed together with the achievement indicators that should allow for proper monitoring, taking into account the following four cross-cutting phases.

5.1. Cross-cutting monitoring phases

1. **Diagnosis:** Define the sociolinguistic picture and the international dimension of the UdA before, during and after the deployment of the plan. In this phase, all research actions are included, such as the collection and analysis of data through different channels. The most systematically used tools are the sociolinguistic questionnaire (in the whole community) and the English entry and exit level test (in students). In addition, and more specifically, data are collected from the activities of the UdA that may be of interest for the drafting and implementation of the MAP, such as the results of quality surveys in language training, the number of students enrolled in language courses, etc.
2. **Regulation:** Define linguistic rights and duties and set a horizon for achieving the goals. The regulation is specified in the actions defined in the following table and provides for everything that the community should guarantee in order to regulate the uses and knowledge of languages in line with the axes and goals of the MAP.
3. **Support:** To offer the various groups of the UdA linguistic resources according to their specific needs. This phase is also specified in the actions of the table and covers all those strategies of linguistic support to the community to improve the quality of language use and learning.
4. **Evaluation:** Evaluate the goals achieved, taking into account the indicators of each action and make proposals for improvement. The corresponding column of the table is where this phase is reflected, as it provides specific indicators for each action, which should allow a careful evaluation throughout the plan implementation, especially after its deployment.

In order to carry out the follow-up of all the actions detailed below, a professional with a linguistic profile is necessary to ensure the correct implementation and operation of the MAP. This professional would be the missing link between research and management, since s/he would be in charge of the administrative and executive tasks of the MAP, following the recommendations reported by the GREL research. In addition, this same person could provide centralised linguistic support to the community, in line with the language services of other neighbouring universities.

5.2. Table of actions for the period 2025-2030

| FIELD | ACTIONS | ACHIEVEMENT INDICATORS |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INSTITUTIONAL AND COMMUNICATION | Apply in all communications the guidelines established in official style guides in both Catalan and English, especially those published by the UdA, the Xarxa Vives and other relevant higher education institutions. | <ul style="list-style-type: none"> • Number of actions to disseminate the guides. • Results of random analyses of the documents published by the UdA. |
| | To promote campaigns for the social use and normalisation of Catalan in the daily life of the university. | <ul style="list-style-type: none"> • Number of campaigns to promote Catalan. • Number of followers of the campaigns on social networks. |
| | To host exhibitions within the university in different languages, especially those that are close to the university community. | <ul style="list-style-type: none"> • Number of exhibitions in Catalan. • Number of exhibitions in other languages of interest to the UdA. |
| MANAGEMENT AND ADMINISTRATION | Guarantee the use of Catalan in all written communications with users, ensuring that this is the language of reference. With regard to oral communication, Catalan must also be prioritised as the main language in interactions, opting for other languages only when necessary due to users' lack of knowledge of Catalan. | <ul style="list-style-type: none"> • Level of perception of the sociolinguistic study on the use of Catalan as the main language in interactions with service staff. • Level of satisfaction of students and staff in the sociolinguistic survey in relation to the use of Catalan as the main language of communication and documentation. |

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|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Ensure that legal documents (agreements, regulations, etc.) are in Catalan and, where appropriate, versions of the same documents translated into other languages can be added. In the case of multilateral agreements, a single language can be chosen to facilitate the work and communication processes between all parties. This is especially true in the networks of English-speaking and French-speaking universities and Ibero-American associations.</p> | <ul style="list-style-type: none"> Result of random analyses of the languages in which the agreements are signed. |
| TEACHING | <p>To offer a welcome plan in Catalan and/or Andorran courses in order to help students who have recently arrived in the country to integrate more quickly into the UdA.</p> | <ul style="list-style-type: none"> Number of newly arrived students enrolled in Catalan courses or Andorran courses. % of students who successfully complete trainings. Results of the student satisfaction survey. |
| | <p>To offer a linguistic advisory service to teachers in order to guarantee a proper material preparation in Catalan but also in other training languages such as English or French.</p> | <ul style="list-style-type: none"> % of teaching staff who use the advisory service. Number of teaching materials reviewed by the language advisory service, broken down by language. |
| | <p>To offer a <i>peer-review</i> system through which teaching staff who are starting to teach in a new language have the option of asking another experienced member of the teaching staff to observe and evaluate their classes in order to make improvements.</p> | <ul style="list-style-type: none"> % of faculty participating in the <i>peer-review system</i>. Number of <i>peer-review sessions</i> carried out. % of teachers who express perceived improvements in their teaching skills after participating in the <i>peer-review system</i>. |
| | <p>To continue offering a varied range of training and cultural activities that allow a better knowledge of the languages and cultures of interest to the UdA community.</p> | <ul style="list-style-type: none"> Number of multilingual and multicultural training courses (professional development courses, summer classroom, seminars, etc.). |

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|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | To work on international teaching staff exchange programmes that allow to recruit English and/or French-speaking teaching staff and to send UdA teaching staff to teach at other partner universities. | <ul style="list-style-type: none"> • Number of English- and/or French-speaking visiting professors participating in exchange programmes at the UdA. • Number of UdA lecturers sent to teach at other partner universities through exchanges. |
| | To facilitate and harmonise the access of all bachelor's degree students to language training, especially to lifelong-learning courses in English or French. | <ul style="list-style-type: none"> • Offer of language courses in each curriculum. • Number of students enrolled in each curriculum. |
| | To promote academic excellence among students, awarding an annual prize to the best final project, written and defended in Catalan. | <ul style="list-style-type: none"> • Number of works submitted to the award. |
| | To offer a digital language learning application specific to the UdA, in which students can train all their language skills with complementary activities in class and adapted to their level. | <ul style="list-style-type: none"> • Number of students registered in the application. |
| RESEARCH AND TRANSFER | To promote the production and dissemination of research in Catalan. | <ul style="list-style-type: none"> • Number of transfer actions in Catalan (articles in non-specialised publications, talks for the general public, participation in debates, etc.). • % of doctoral theses in Catalan. |

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|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | To promote research in Catalan through the UdA's own awards or other existing awards of national or international recognition for research work in Catalan (e.g.: Xarxa Vives) | <ul style="list-style-type: none"> • Number of nominations submitted for national and international awards. • Number of prizes awarded to UdA research staff. |
| | To ensure linguistic quality in the multilingual scientific productions of the community, offering a linguistic correction and advice service specific to the field of research. | <ul style="list-style-type: none"> • Number of uses of the correction and advisory service for scientific productions. |
| INTERNATIONALISATION | Continue working to offer a minimum number of credits in English and in all courses, mainly at the Bachelor's level, with the aim of offering one-semester mobility in all branches of study. | <ul style="list-style-type: none"> • Number of credits taught in English. |
| | To promote training in French among students, in order to expand the range of possibilities for academic exchanges and internships in French-speaking destinations. | <ul style="list-style-type: none"> • Number of students enrolled in French courses. • % of passing French courses. |
| | To recover and consolidate the functioning of the Buddy Programme, offering places to promote the programme to UdA students. | <ul style="list-style-type: none"> • Number of local students registered in the group. • Number of international students registered each year. |

FINAL CONSIDERATIONS

This document should be understood as a constantly evolving deployment of the MAP. Although the keys actions have been defined and agreed upon, the plan will be reviewed and reformulated as the different agents involved implement the established actions. It is, therefore, a dynamic process that will be reflected in revisions and adjustments that must accompany a plan aimed at regulating processes as dynamic as that of language use and learning.

Beyond the university context, it will also be necessary to adapt the activities carried out in the MAP axes, depending on the social and political changes that are taking place in the country.

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