



Master Plan for Language Policy

2025-2030



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Introduction

This document sets out the University of Deusto's 3rd Master Plan for Language Policy for 2025-2030.

The Deusto 2026 Strategic Plan presents a vision of the University that, in keeping with its identity and history, combines a strong connection to its Basque roots with a global perspective and a commitment to being open to the world. This vision calls for the institution to proactively manage linguistic diversity and, at present, directs it towards achieving effective trilingualism across all areas and activities.

The 3rd Master Plan builds on the University of Deusto's long-standing commitment to linguistic diversity and the promotion of Basque language, a commitment demonstrated in the documents and plans that preceded it: Foundations for Language Planning at the University of Deusto (1994); the 1st Basque Language Normalisation Plan (2000); the 2nd Basque Language Normalisation Plan (2005); the 1st Master Plan for Plurilingualism (2010); and the 2nd Master Plan for Plurilingualism (2018).

Thanks to this sustained effort over time, our University has made significant progress towards achieving trilingualism in all its processes, particularly with a growing multilingual offering at both undergraduate and postgraduate levels. It has also successfully developed and adapted its structures, policies, and actions to achieve this goal in every context. Building on the evaluation of the progress and outcomes of the previous plan, this 3rd Master Plan seeks to provide a roadmap that will help the University adapt to a rapidly changing environment while strengthening its strategic focus on local inculturation and internationalisation.

This Master Plan is structured around four key focus areas: Academic Dimension, University Community, Communication, and Social Participation and Engagement. Each of these areas outlines general objectives, along with specific actions or measures designed to achieve them.

The more detailed internal documentation outlines the units responsible for each action, along with the indicators, evidence, or outcomes required to demonstrate compliance, as well as a timeline for implementation or deployment. According to this plan, most measures should be implemented during the first three academic years (2024-25, 2025-26, and 2027-28), with the subsequent two years allocated for consolidation and evaluation.

Focus area 1: Academic dimension

Objectives

- Contribute to the normalisation of the Basque language across all areas of knowledge at the University and the related professions, by offering courses, subjects, or training activities in Basque, as well as supporting research and knowledge transfer in the Basque language.
- Equip students with the skills required for professional practice in English, particularly in programmes with high global potential, by gradually increasing the amount of content delivered in English at both undergraduate and postgraduate levels.

Actions / measures

- 1.1** Develop a dashboard to monitor academic programmes in relation to language offerings.
- 1.2** Conduct an annual review of the scientific output of the University's staff and doctoral students in each language (articles, books, presentations, defended theses, etc.) for recognition and promotion.
- 1.3** Conduct an analysis within each faculty of the language focus of its undergraduate and postgraduate programme proposals, considering the context, demand, and available resources.
- 1.4** Make the offering of subjects taught only in English a standard practice across programmes considering efficiency criteria, programme and subject-specific circumstances, and each faculty's resources.
- 1.5** When student numbers in a subject are large enough to form groups, the feasibility of offering it in more than one language should be evaluated, taking into account the programme's focus, the faculty's resources, and the sustainability of the offering, in alignment with the planned increase in Basque and English courses, as outlined in the Strategic Plan.
- 1.6** When student numbers in a programme are large enough to form more than one group, the feasibility of offering the programme in more than one language should be evaluated, taking into account the programme's focus and demand.

1.7 In undergraduate programmes that lead to careers in the public sector, exemption from the C1-level Basque accreditation (DECREE 47/2012) should be ensured by offering sufficient credits and providing guidance to students.

1.8 In undergraduate programmes where possible, students may choose a defined bilingual or trilingual language pathway throughout the degree and receive accreditation for the pathway completed.

1.9 In postgraduate and doctoral programmes, modules in Basque should be included in degrees and programmes with a high number of students, particularly those associated with undergraduate programmes taught in Basque. At least two new modules should be incorporated.

1.10 Encourage the completion of Bachelor's and Master's theses in Basque and English, by monitoring the language options offered across all programmes and promoting the dissemination of theses completed in these languages.

1.11 Encourage the completion of doctoral theses in Basque language, through support actions and the promotion of theses written in this language.

1.12 Support the faculties in ensuring the availability of high-quality teaching materials in Basque and English across the University's areas of knowledge by identifying the need to revise or translate them and to develop specific glossaries.

1.13 Assess the availability of services directly supporting the delivery of academic programmes in various languages (tutorials, student guidance service, general secretariat, grants, internships, etc.) to advance towards achieving effective trilingualism.

Focus area 2: University community

Objectives

- Advance towards a University that can carry out its activities and engage with all its stakeholders in Spanish, Basque, and English, through internal organisational policies, people management, and training.
- Enhance and sustain the language quality of the teaching and services provided in different languages.

Actions / measures

2.1 Systematise the collection and updating of data on the language competence of the University's staff, integrated into a Human Resources Management ERP system.

2.2 Develop a dashboard to monitor the language skills of the University's staff.

2.3 Define criteria and indicators to evaluate the language proficiency required to teach in a second language.

2.4 Update the language profile map for the administration and services staff (PAS) across all units and services, by establishing general language requirements for each role, determining the necessary language profiles for each unit or service, and assessing the level of compliance.

2.5 Specify the required language profile for job positions and incorporate it as a key criterion in the recruitment process.

2.6 Update the language training and support plan for the University's staff. Language learning overall will be encouraged through individual development plans to meet the requirements outlined in the profile map, alongside specific language training tailored to job functions. The plan will be developed and implemented in collaboration with the heads of units or departments.

Focus area 3: Communication

Objectives

- Progress towards becoming a trilingual university that provides essential information for studying, teaching, and conducting research in Spanish, Basque, and English.
- Ensure the use of both official languages in all internal and external communications, as well as in the linguistic landscape across all campuses and locations. Additionally, implement criteria and positive action measures to promote Basque.

Actions / measures

3.1 Approve new general communication guidelines for the University to promote effective trilingualism and ensure the use of both official languages in all internal and external communications.

3.2 Update the style guide with criteria and support materials for implementing bilingualism and trilingualism in official written and spoken communications. Promote its development and application through dissemination across various channels and targeted training for different groups and newly appointed staff.

3.3 Implement signage across the University's staff areas, services, and units to indicate the availability of assistance in Basque.

3.4 Approve specific requirements for external companies providing customer services at the University, ensuring they align with the established criteria.

3.5 Conduct an annual review of the implementation of plurilingualism criteria in communications to identify areas that may require revision and, where necessary, establish support and improvement measures.



Focus area 4: Social participation and engagement

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Objectives

- Encourage the knowledge and use of languages, particularly Basque, within the university community.
- Collaborate with other institutional and social stakeholders to promote the effective management of linguistic diversity, particularly in relation to the University's activities.
- Be recognised as a key player in the Basque language ecosystem, contributing to the normalisation and promotion of the language.

Actions / measures

4.1 Raise awareness within the university community of the value of linguistic diversity, encourage commitment to the Basque language, and promote its use as a working, communicative, and interpersonal language throughout the University. A specific area of work will be established at Deusto Campus to drive initiatives and campaigns that support this goal.

4.2 Enhance both internal and external communication about the University's commitment to plurilingualism, with a particular emphasis on Basque. This includes, among other measures, the publication of an annual report in the context of the International Basque Language Day.

4.3 Increase participation in forums, organisations, and initiatives that raise awareness and promote the Basque language, while also collaborating with other social actors and public administration bodies.

4.4 Collaborate across sectors on language-related initiatives with other institutions of the Society of Jesus, particularly within the framework of the Loyola Apostolic Platform, and engage in the inculturation network, among other initiatives.

4.5 Engage in dialogue with public administration and other social stakeholders to advocate for a legislative and regulatory framework that fosters plurilingualism within the University.



