



Language Plan of Stellenbosch University

2002 SU Language Plan incorporating SU Council decisions of
16 November 2007
12 December 2008
30 November 2009
14 June 2010
13 September 2010
22 November 2014

Essence of the Language Plan

The Language Plan gives effect to the provisions of the Language Policy, with the focus on dealing with specifications for the language of teaching and learning, the language of management and administration, and the language support required for the successful implementation of the Language Policy and Language Plan. The multilingual approach is central to the Language Plan, exactly in order to effect greater accessibility, inclusivity and student success. To this end, it takes account of the Institutional Intent and Strategy 2013-2018 and the strategic priorities stipulated in those documents.

In light of the above, the following preferential model is followed with regard to specifications for the language of teaching and learning (see Appendix A for a diagrammatic representation). For the first two undergraduate years of study, preference is given to three language specifications: (i) parallel-medium teaching, (ii) teaching in Afrikaans with interpreting into English, or (iii) teaching in English with interpreting into Afrikaans. As of the third undergraduate year of study, three additional language specifications may be used, namely (iv) double-medium teaching (balanced use of Afrikaans and English in the same classroom), (v) English, in cases where the lecturer is not academically proficient in Afrikaans, or (vi) Afrikaans, where the resources for multilingual presentation of the module are not yet available.

Supplementary language support is provided to staff and students who lack sufficient academic language skills in one of the languages. In this regard, upon the required motivation, specifications (iv), (v) and (vi) may be used in the first two undergraduate years of study, provided that it is indicated how students who lack sufficient Afrikaans or English language skills will be supported to benefit from the full content of lectures.

Lecturers are encouraged to present lectures in their strongest academic language (Afrikaans or English), provided that they always take account of the advancement of multilingualism in the institution and among students. Monolingual lecturers are encouraged constructively to develop at least listening and reading skills in the other language in the course of time.

Afrikaans and English are applied judiciously as the internal institutional languages of the University. For example, documents that are of prime importance will be available in Afrikaans and English, or documents in only one language will contain at the very least an executive summary in the other language. At essential meetings (e.g. that of the SU Council

and Senate), real-time interpreting will be provided, if feasible. IsiXhosa is also used as an institutional language, depending on the circumstances.

Various forms of language support is provided for the successful implementation of the Language Policy and Language Plan in all environments of the University.

1. Introduction

The Language Plan is the operationalisation of the Language Policy in various contexts in which language is used at the University, and must help ensure the realisation of the following ideal of the Language Policy: that a favourable environment for learning and teaching be created where due attention is paid to the safeguarding and advancement of Afrikaans and the utilisation of English as academic languages, as well as the development of multilingualism as an asset.

The Plan devotes attention to:

- Afrikaans and English in the contexts of learning and teaching
- the implementation of the Language Policy in the contexts of learning and teaching
- the safeguarding and advancement of Afrikaans as an academic language in a multilingual context
- the advancement of isiXhosa as African language
- the implementation of the Language Policy in the context of administration and management
- the management structures responsible for the Language Policy and Language Plan
- the role of the Language Centre
- the establishment of an effective environment for language services.

2. Afrikaans and English in the contexts of learning and teaching

Afrikaans and English are the languages of undergraduate teaching at SU. With this statement, the University affirms its commitment to the continued use, safeguarding and sustained development of Afrikaans as an academic language, without losing sight of its objective of promoting multilingualism. The University acknowledges the importance of English as an international academic language, as the language of learning and teaching for students from diverse language communities and for pursuing SU's knowledge functions in an international context. The use of Afrikaans is further provided for in the particular language specifications at both undergraduate and postgraduate level. Through the use of Afrikaans in all these contexts of learning and teaching, the University seeks to empower all students and lecturers, those who have Afrikaans as home language and/or language of preference as well as those for whom English fulfils these roles. The University further creates opportunities for the use and advancement of isiXhosa as an academic language (see also Section 5).

With regard to the use of language, in particular Afrikaans, there need not be any discontinuity between undergraduate and postgraduate learning and teaching. Considerations such as the following nevertheless influence the broader language specifications of postgraduate learning and teaching:

- the presence in honours and taught master's programmes of lecturers and students with poor or non-existent academic language skills in Afrikaans;
- the intensified preparation of honours and master's students to be able to participate both orally and in writing in international discussions in their specific discipline;
- the degree of modular learning and teaching employed in postgraduate programmes;
- the presence of larger numbers of international students; and
- professional needs and requirements.

3. Language specifications for modules

3.1 Classification of language specifications

The language specifications are arranged on the basis of a preferential model of language options (A = Afrikaans; E = English; T = bilingual, in a more limited form also referred to as double medium; A+E = Afrikaans and English in separate class groups, sometimes also referred to as parallel medium; and i = real-time interpreting).

In order to make the University accessible to students from diverse language communities, the University uses real-time educational interpreting. Interpreting should be viewed as a supplementary delivery mode that may be employed sensibly together with the other language specifications or modes for the advancement of multilingualism and students' understanding of the lecture offering.

(a) Undergraduate language specifications regarded as preferred options:

- A+E Use of Afrikaans and English for separate class groups in a specific module
- A+i Use of Afrikaans as lecturing language in a specific module, but with real-time educational interpreting into English for each student group in the module
- E+i Use of English as lecturing language in a specific module, but with real-time educational interpreting into Afrikaans for each student group in the module

(b) Undergraduate language specifications that may be used with further explanation and pledges:

- T Balanced use of Afrikaans and English as lecturing languages in a specific module for the same class group
- A Use of Afrikaans as lecturing language in a specific module
- E Use of English as lecturing language in a specific module

Regarding the three language options under (b) above, an environment must indicate (i) why one of the preferred options is unfeasible and (ii) what support the environment offers to students who possess insufficient academic literacy in one of the two languages.

The characteristics of the various specifications are summarised in table format in Appendix B.

Language specifications are set out on module level for both undergraduate and postgraduate modules.

The following items are standard for the language specifications of all undergraduate modules:

- (a) Module frameworks and study guides: Afrikaans and English
- (b) Test and exam papers: Afrikaans and English on the same paper
- (c) Written assignments for tutorials, seminars and practical classes: Afrikaans and/or English on the same instruction note, provided that the students are able to understand the instruction, and that the necessary support is available in cases where students experience uncertainty.
- (d) Written answer papers by students for tests, exams and assignments, or presentations for oral assessment: Afrikaans or English
- (e) Oral presentations by students (in lectures, seminars, tutorials and practical sessions): Afrikaans or English.

3.2 The language specifications regarded as preferred options

3.2.1 The A+E language specification

The A+E language specification is applied in the lecture series of separate class groups, presented in Afrikaans and English respectively.

- (a) Lecturing language: Afrikaans in the Afrikaans class group and English in the English class group
- (b) Interpreting: None
- (c) Answering of students' questions put in another language: Afrikaans and English according to the language of the students in the class group
- (d) Teaching assistants (where available): Afrikaans in the Afrikaans class group and English in the English class group
- (e) Textbooks and compulsory reading (e.g. journals and other reading matter): English and Afrikaans, if also available in Afrikaans
- (f) Assessable teaching material compiled by lecturer: Afrikaans for the Afrikaans class group and English for the English class group
- (g) Transparencies and data-projector content: Afrikaans for the Afrikaans class group and English for the English class group.

3.2.2 The A+i language specification

The A+i language specification can be used in one lecture series for one class group of students who are sufficiently proficient in academic Afrikaans or English.

- (a) Lecturing language: Afrikaans
- (b) Interpreting: Into English
- (c) Answering of students' questions put in another language: Afrikaans and preferably also English
- (d) Teaching assistants (where available): Afrikaans and preferably also English
- (e) Textbooks and compulsory reading (e.g. journals and other reading matter): English and Afrikaans, if also available in Afrikaans
- (f) Assessable teaching material, transparencies and data projector content compiled by lecturer: Afrikaans and/or English, provided that the students are able to understand

the teaching material, and that the necessary support is available in cases where students experience uncertainty.

- (g) Suspension of interpreting: If no students make use of interpreting for three consecutive lectures on different days in a specific class, the lecturer should request the students to indicate in writing within three days whether they want to make use of interpreting at all.

3.2.3 The E+i language specification

The E+i language specification can be used in one lecture series for one class group of students who are sufficiently proficient in academic Afrikaans or English.

- (a) Lecturing language: English
- (b) Interpreting: Into Afrikaans
- (c) Answering of students' questions put in another language: English and preferably also Afrikaans
- (d) Teaching assistants (where available): English and preferably also Afrikaans
- (e) Textbooks and compulsory reading (e.g. journals and other reading matter): English and Afrikaans, if also available in Afrikaans
- (f) Assessable teaching material, transparencies and data projector content compiled by lecturer: Afrikaans and/or English, provided that the students are able to understand the teaching material, and that the necessary support is available in cases where students experience uncertainty.
- (g) Suspension of interpreting: If no students make use of interpreting for three consecutive lectures on different days in a specific class, the lecturer should request the students to indicate in writing within three days whether they want to make use of interpreting at all.

3.3 Language specifications that may be used with further explanation and pledges

The particular language specifications are used in accordance with specific guidelines.

3.3.1 The T language specification

The T language specification entails that, together with Afrikaans, English is used more extensively in one lecture series for one class group in certain contexts of learning and teaching. This language specification supposes a certain minimum proficiency in both these languages and is applied to advance the University's view of the importance of multilingualism. In particular, it exploits the proven advantages of bi- or multilingual teaching, but also takes account of the extent to which students can utilise such a lecture mode successfully. Therefore, it is particularly suitable in the senior years of study, when students' proficiency in the two languages should be more strongly developed. Where the T language specification is used, it must be ensured that relevant support mechanisms are in place to ensure the effective application of the specification.

- (a) Lecturing language: Balanced use of Afrikaans and English to one class group, with the Afrikaans offering at least 50%
- (b) Interpreting: None
- (c) Answering of students' questions put in another language: Afrikaans or English
- (d) Teaching assistants (where available): Available in Afrikaans and English

- (e) Textbooks and compulsory reading (e.g. journals and other reading matter): English and Afrikaans, if also available in Afrikaans
- (f) Assessable teaching material compiled by lecturer: Afrikaans or English, but preferably both languages
- (g) Transparencies and data-projector content: Balanced use of Afrikaans and English.

3.3.2 The A language specification (without interpreting)

The A language specification can be used in one lecture series for one class group of students who are sufficiently proficient in academic Afrikaans.

- (a) Lecturing language: Afrikaans
- (b) Interpreting: None
- (c) Answering of students' questions put in another language: Afrikaans and preferably also English
- (d) Teaching assistants (where available): Afrikaans and preferably also English
- (e) Textbooks and compulsory reading (e.g. journals and other reading matter): English and Afrikaans, if also available in Afrikaans
- (f) Assessable teaching material compiled by lecturer: Afrikaans and preferably also English
- (g) Transparencies and data-projector content: Afrikaans and preferably also English.

3.3.3 The E language specification (without interpreting)

The E language specification can be used in one lecture series for one class group of students who are sufficiently proficient in academic English.

- (a) Lecturing language: English
- (b) Interpreting: None
- (c) Answering of students' questions put in another language: English and preferably also Afrikaans
- (d) Teaching assistants (where available): English and preferably also Afrikaans
- (e) Textbooks and compulsory reading (e.g. journals and other reading matter): English and Afrikaans, if also available in Afrikaans
- (f) Assessable teaching material compiled by lecturer: English and preferably also Afrikaans
- (g) Transparencies and data-projector content: English and preferably also Afrikaans.

3.4 Support for academic language skills

Support for the mastery of academic language skills in Afrikaans and English is provided according to the language specification. This support takes into account the students' needs as determined, inter alia, through academic literacy tests written by all prospective newcomer first-year students. The support can take various forms, e.g. (i) in departments by teaching assistants, tutors and mentors, (ii) through intensive language skills courses or (iii) other forms of support offered by the Language Centre (see Section 10).

4. Afrikaans as an academic language

In the sustained use, safeguarding and continuous development of Afrikaans as academic language, areas such as the following come into play:

4.1 Undergraduate learning and teaching

The University uses Afrikaans in undergraduate learning and teaching because Afrikaans is an important language of learning and teaching for many students. Afrikaans is further advanced by offering an opportunity to lecture in Afrikaans to those lecturers who choose to do so. Through the innovative use of various delivery modes and through appropriate language support, the University strives for full participation of non-Afrikaans-speaking staff and students in the University's undergraduate learning and teaching offering.

4.2 Postgraduate learning, teaching and research

Afrikaans is used widely at the University in the entire research process, from learning and teaching in class to individual discussions between lecturers and students. For the sake of advancement of academic Afrikaans, students should not be discouraged from writing their theses and dissertations in Afrikaans. Students who prefer to write their assessment products in Afrikaans have the right to do so.

4.3 Research publications

Staff and students should be encouraged to, where feasible, publish their research publications in Afrikaans in accredited Afrikaans journals, series of annals, in-house journals of academic bodies, and so forth.

4.4 Public lectures

The University safeguards and advances Afrikaans when public lectures are presented fully or partly in Afrikaans.

4.5 Popular science

Stellenbosch University welcomes contributions in Afrikaans for the advancement of popular science, especially through printed and electronic news media.

5. The advancement of isiXhosa as African language

The University accepts the responsibility for advancing the African languages as scientific and colloquial languages. To this end, SU focuses specifically on the advancement of isiXhosa as an important African language in the environment in which the University functions. This is done by presenting modules in programmes and short courses, as well as by developing trilingual subject terminologies in various disciplines.

Creating and publishing these terminologies are part of a valuable contribution to science in Afrikaans and the advancement of isiXhosa as a scientific and educational language. The terminologies are also used for the effective and accurate application of real-time educational interpreting services.

6. The Language Plan for administration and management

6.1 Points of departure

This section of the Language Plan deals with written and oral communication **outside** the learning, teaching and research activities of the University.

- (a) Afrikaans and English are the institutional languages of the University. This means that all official documents, in whatever medium, must be available in at least Afrikaans, but preferably also in English. This also means that Afrikaans is normally the language of official events, such as official meetings, ceremonial occasions, inaugural lectures, and so forth. English is used judiciously together with Afrikaans at such events.
- (b) The spirit of the University's Language Policy and Language Plan nevertheless requires that the preferences of students and staff from diverse language communities be understood and respected; for this reason, English is employed sensibly to ensure effective communication and accessibility. Furthermore, isiXhosa is used, depending on the circumstances, to advance multilingualism.
- (c) Stellenbosch University respects the language policies and/or language preferences of her partners. This means that the official communication with and documentation to partners (including official meetings) will normally be in the preferred language of the partner, or that the necessary services (e.g. translation and interpreting services) are used, taking language preference into account. Where the University does not have the capacity to give effect to a preferred language, English will be the medium.
- (d) Important policy and discussion documents are also made available in English where necessary and feasible.
- (e) Documents on service conditions are available in Afrikaans, English and isiXhosa, according to the needs of staff.
- (f) Written communication within departments and divisions (agendas, hand-outs) appears in Afrikaans and, where necessary (depending on the language needs of the readers), also in English.
- (g) In environments that communicate regularly with the public and students, the University ensures that there are enough staff members who can communicate with ease in English and in isiXhosa.
- (h) To give effect to the abovementioned, appropriate and sufficient translation, editing and (where feasible) interpreting services should be made available.

6.2 Communication with students

6.2.1 Written communication

- (a) The languages of recruitment are Afrikaans and English, and in certain cases isiXhosa.
- (b) Official documentation to students from the University administration is in Afrikaans or English according to the language of preference.

6.2.2 Oral communication

Enquiries and requests by students are dealt with, where feasible, in the language of the enquiry or request.

6.3 Communication with the public

- (a) Both written and oral communication is conducted, where feasible, in the clients' language of preference.
- (b) The aim of the wording of written and oral communication with the public is to confirm the University's commitment to multilingualism. Therefore, such communication is conducted in Afrikaans and English, and where feasible also in isiXhosa.

6.4 Internal communication

Afrikaans is the language of internal communication of the University, but in many cases English is used and in specific cases isiXhosa is also used to ensure effective communication.

6.4.1 Written communication

- (a) Policy documents are available in Afrikaans and English.
- (b) Documents on service conditions are available in Afrikaans, English and isiXhosa, according to the needs of staff.
- (c) Council, Senate, faculties, departments, divisions and other institutional units of the University lay down guidelines on language use in the documents of the environments concerned.

6.4.2 Oral communication

- (a) Enquiries and requests by staff and students are dealt with, where feasible, in the language of the enquiry or request.
- (b) Normally the languages of communication at internal meetings are Afrikaans and English. The practical circumstances that often apply to these meetings (particularly smaller one) determine the language of communication.
- (c) In important meetings of the University (e.g. Council, Senate and faculty meetings) real-time conference interpreting is used, where feasible.

6.5 Language Policy and corporate image

The corporate image of the University reflects the letter and the spirit of the Language Policy. The Communication and Liaison Division, in consultation with Management, determines the measures to be taken in this regard.

The University's website: The formulation of information on the website is done in accordance with the letter and the spirit of the University's Language Policy and Language Plan. The landing webpages of all SU environments (corporate entities, support services, faculties and service centres) must immediately offer webpage visitors the option in Afrikaans, English and preferably also isiXhosa to read the following set of high-level webpages in Afrikaans or English. The first content level of webpages that visitors encounter must therefore be fully available in at least Afrikaans and English. Further levels of SU webpages should preferably be available in both Afrikaans and English. Where feasible, webpages should also be available in isiXhosa.

Ceremonial and public events: Given the letter and the spirit of the Language Policy and Language Plan, it is important that English and/or isiXhosa are also used alongside Afrikaans at events such as graduation ceremonies. University officials who are proficient in more than

one South African language must therefore realise the University's multilingual point of departure during their public appearances, but with respect for the audience's diversity of language preferences and receptive language proficiencies.

7. Language services

The successful implementation of the Language Policy and Language Plan is subject to the establishment of comprehensive language services in the academic and administrative environments. These language services include translation, editing and interpreting services.

The University accepts the responsibility of establishing these services in consultation with the relevant role players.

8. Language planning in environments

Every environment in the University (faculties and support services environments) formulates a language implementation plan for the particular environment that indicates the way in which the Language Plan of the University will be implemented in that environment. These language implementation plans form part of the environment plans of faculties or support services and are submitted to Management for discussion and approval. Implementation will be monitored via the normal management structures and quality assurance mechanisms.

Further investigations into, and the introduction of, the innovative use of language technology to promote multilingualism are encouraged.

9. Management of the Language Policy and Language Plan

9.1 Final responsibility

The final responsibility for implementing the Language Plan rests with SU Management. Once a year, Management will report to Senate and Council on the implementation of the Language Policy and Language Plan.

9.2 Management of the Language Policy and Language Plan

9.2.1 Institutional Language Planning Management Model

The Language Policy and Language Plan of the University are managed on the basis of an *Institutional Language Planning Management Model*, as explained in Appendix C. In this model, the various management structures and processes are described.

9.2.2 Procedures for the choice and amendment of language specifications

Decision-making on the choices of language specifications is dealt with as part of the annual process of Calendar amendments, and follows the route of the faculties' programme committees, teaching committees (also sometimes known as academic offering committees), the faculty boards, the Programme Advisory Committee (PAC), the Academic Planning Committee (APC), the Executive Committee (Senate), Senate and Council. The details of these procedures are set out in Appendix D.

9.3 Management of the language policy for support services

The management of the language policy for support services is a line function of the respective heads of support services, taking into account the management structures within which these heads must function. Support service environments create their own structures (perhaps their own language committee) and, after consultation with the heads of support services and other relevant management structures, these structures make recommendations about support services language policy to Management in accordance with the *Institutional Language Planning Management Model*, as described in Appendix C.

9.4 Revision of the Language Policy and Language Plan

The Language Policy and Language Plan are carefully considered every five years, or more often if interim adjustments become necessary, for possible revision. Amendments to the Language Policy and Language Plan related to academic issues are referred to Council via Senate.

9.5 Dealing with complaints

Student complaints regarding the implementation of the Language Policy and Language Plan are dealt with through the normal academic complaint lines (lectures, module chairpersons, departmental chairpersons, the Academic Affairs Council, deans) or, in the case of support services, by the line manager. Should the above mechanisms be exhausted, complaints are handled in terms of the conflict-resolution clause of the Language Policy.

10. The role of the Language Centre

10.1 The responsibility of the Language Centre

The Language Centre accepts the responsibility for providing and/or coordinating the relevant language support required for the effective implementation of the Language Policy and Language Plan. The Language Centre therefore plays an executive and supporting role, and its Director and staff act as advisors to Management, faculties and support services.

10.2 Services

The Language Centre's services include, among other things, language acquisition modules, the development of academic language skills, writing and reading laboratory services, language services and the development of Afrikaans and isiXhosa as academic languages. The Language Centre offers the following specific services:

- (a) Support regarding the language planning function of the University
- (b) The development of students' Afrikaans and English language skills
- (c) The development of the Afrikaans language skills of staff who do not have Afrikaans as home language
- (d) Participation in the advancement of Afrikaans as an academic language
- (e) The development of language skills in isiXhosa as one of the official languages in the Western Cape
- (f) The development of isiXhosa as an emerging academic language

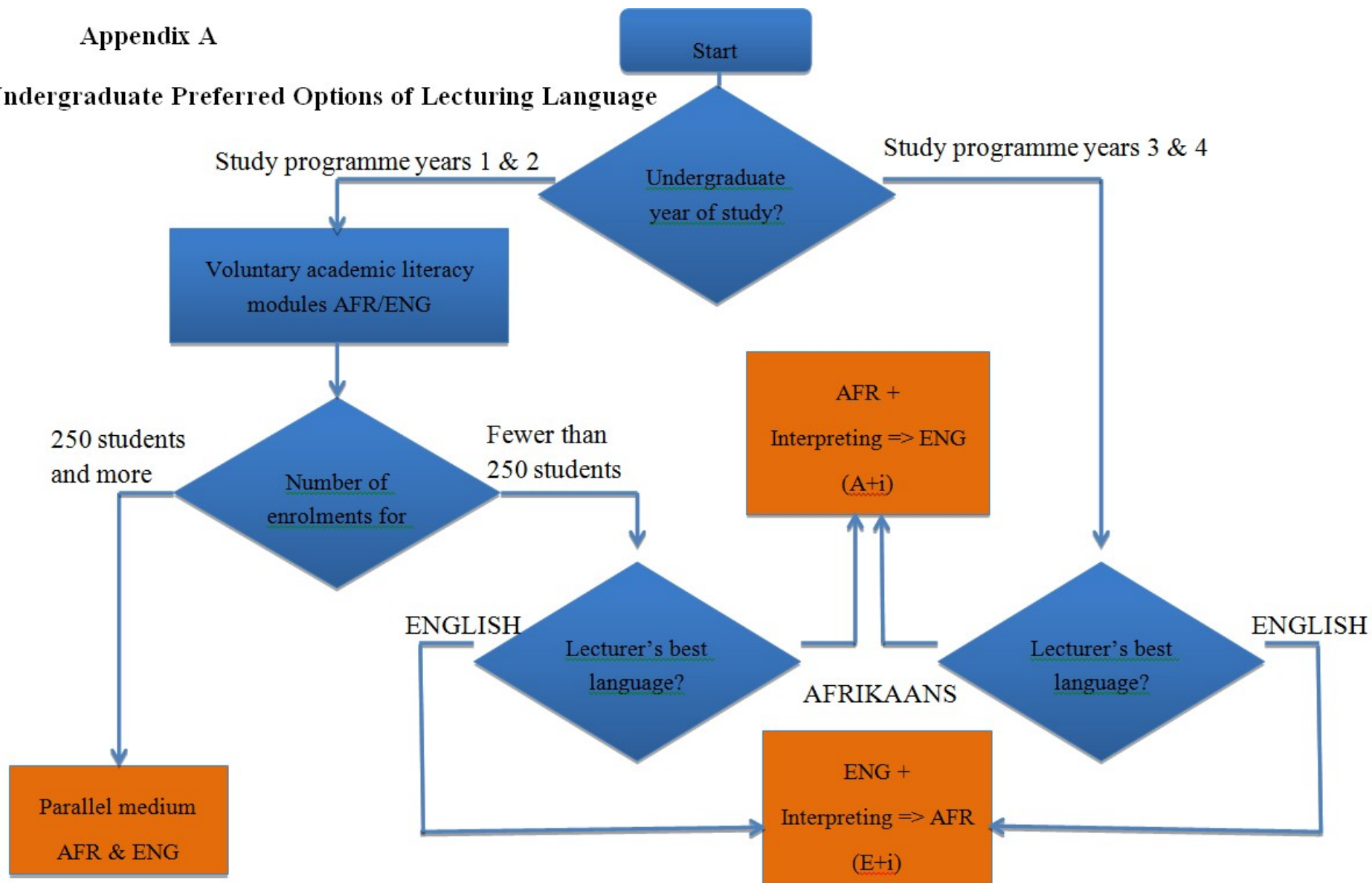
- (g) Support to foreign students regarding language skills in Afrikaans, English and isiXhosa
- (h) Support to staff regarding the establishment of subject-integrated language skills development, including support to teaching assistants, tutors and mentors
- (i) Training in professional language skills
- (j) Research in the context of the Research Programme: Language Development and Language Empowerment
- (k) Language and text skills in the e-learning environment
- (l) Language services, including translation, editing and interpreting.

11. Concluding perspective

The Language Plan is the instrument by means of which the letter and the spirit of the Language Policy can be realised. The success of both the Language Policy and the Language Plan is dependent on the buy-in of the University community as a whole, and the establishment of the principle that the Language Policy and Language Plan require constant attention. With these two principles forming the foundation, the Language Policy and Language Plan support the University in creating a favourable environment for learning and teaching, promoting Afrikaans as an academic language and developing multilingualism as an asset.

Appendix A

Undergraduate Preferred Options of Lecturing Language



Appendix B

Enumerative table of undergraduate language specifications

Specifications:	Preferred options			Applicable with further support		
	A + E	A + i	E + i	A	E	T
Lecturing language	A in A class group; E in E class group	A	E	A	E	To one class group: A and E in balance (with A at least 50%)
Interpreting	None	into E	into A	None	None	None
Answering of students' questions put in another language	Preferably A and E	A + preferably also E	E + preferably also A	A + preferably also E	E + preferably also A	A or E
Teaching assistants (where available)	A in A class group; E in E class group	A + preferably also E	E + preferably also A	A + preferably also E	E + preferably also A	Assistants preferably available in A and E
Textbooks and compulsory reading (e.g. journals and other reading material)	E + A (if available in A)	E + A (if available in A)	E + A (if available in A)	E + A (if available in A)	E + A (if available in A)	E + A (if available in A)
Assessable teaching material compiled by lecturer	A for A class group; E for E class group	A and/or E	E + preferably also A	A + preferably also E	E + preferably also A	A or E, but preferably both
Transparencies and data-projector content	A for A class group; E for E class group	A + preferably also E	E + preferably also A	A + preferably also E	E + preferably also A	A and E in balance
Module frameworks and study guides	A + E	A + E	A + E	A + E	A + E	A + E
Test and exam papers	A+E on the same paper	A+E on the same paper	A+E on the same paper	A+E on the same paper	A+E on the same paper	A+E on the same paper
Written assignments for tutorials, seminars and practical sessions	A and/or E on the same instruction note	A and/or E on the same instruction note	A and/or E on the same instruction note	A and/or E on the same instruction note	A and/or E on the same instruction note	A and/or E on the same instruction note
Written answer papers by students for tests, exams and assignments, or presentations for oral assessment	A or E	A or E	A or E	A or E	A or E	A or E
Oral presentations by students (in lectures, seminars, tutorials and practical sessions)	A or E	A or E	A or E	A or E	A or E	A or E

Appendix C

Institutional Language Planning Management Model

Management structures

1. The Vice-Rector: Learning and Teaching (VR: L&T) is the senior member of Management responsible for language planning and management at SU; the Vice-Rector (VR) reports to Council via the Rector's Management Team (RMT).
2. The VR is advised by a Language Planning and Management Project Team (LPM) on issues as determined by the VR. The LPM liaises on behalf of the VR, as and when necessary, with other management bodies, specifically including the Academic Planning Committee (APC) and the management bodies and individuals responsible for the University's Calendar. The LPM has a management committee that can settle urgent issues on behalf of the LPM upon agreement.
3. The Language Centre plays an executive and supporting role and the Director of the Language Centre acts as advisor to the VR, LPM, faculties and support services. The Director of the Language Centre is also a member of the LPM.
4. Faculties and support services report on their language planning to the VR, who may refer proposals to the LPB for the necessary advice. This reporting is done via the relevant management structures that faculties and support services may establish for this purpose.

Language planning processes

1. Proposals regarding amendments to language plans and requests for financing of language plans are made with reference to (a) the approved language plans of faculties or support services, (b) reporting on progress with the language plans, and (c) proposals regarding updating of the language plans or innovative projects that may be executed within the context of the University's Language Policy and Language Plan and the language plans of the respective environments.
2. With a view to the submission of language plans, further language plan implementation, applications for funding or any other form of language planning, faculties and support services first consult with the Director and staff of the Language Centre with a view to obtaining the required advice and the finalising of proposals.
3. Proposals for the submission of language plans, further language plan implementation, applications for funding and any other form of language planning are then submitted to the VR according to the prescribed template. The VR may refer the proposals to the Director of the Language Centre to process the proposals and test their feasibility, after which they may be submitted to the LPM for the necessary advice.
4. The LPM integrates the proposals and prepares recommendations for submission to the VR. In the process, the LPM also advises the APC and the management bodies or individuals involved in preparing the Calendar. The LPM can also give feedback to faculties via the VR, where necessary.
5. After receiving the recommendations of the LPM, the VR refers the recommendations to the RMT and the APC, after which the recommendations follow the normal route(s) of approval by the relevant management bodies, including Senate and Council.
6. More details regarding the choice and amendment of undergraduate language specifications are set out in Appendix D.

Appendix D

Processes for the choice and amendment of undergraduate language specifications

These processes are executed with due observance of the Institutional Language Planning Management Model, as described in Appendix C.

- (a) The programme committee for each academic programme, consisting of the representatives of departments who are presenters of the modules in the programme, discuss the choices of language specifications. As the A+E, A+i and E+i language specifications may be used without motivation, the programme committees in faculties discuss only the specific motivations provided by departments for the other three language specifications (namely the T, A and E language specifications).
- (b) The language specifications indicated for the modules in a programme need not be identical across modules and year levels.
- (c) Forms on which the language specifications of modules should be indicated will be provided to programme committees.
- (d) The language specification choices for modules as indicated by the programme committees in faculties are submitted for approval to the teaching committee of each faculty. This committee should ensure, inter alia, that the motivations for the specific language specifications are in accordance with the guidelines in the University's Language Plan and with the specific faculty's approved language implementation plan.
- (e) The faculty teaching committee (or similar body) may, in consultation with the programme committees, recommend motivated amendments to the language specifications.
- (f) The language specifications of modules in programmes, which must fit within the framework of the University's Language Policy and Language Plan and the faculties' approved language implementation plans, are submitted by the faculties' teaching committees to the Programme Advisory Committee (PAC) for recommendation to the Academic Planning Committee (APC).
- (g) The PAC considers the recommendations for the amendment of the language specifications of modules during the first semester together with all other proposed Calendar amendments, and prepares recommendations to the APC.
- (h) The Division for Institutional Research and Planning (IRP) determines the implications of the amendments recommended by the faculties and the PAC to ensure that, should all amendments be approved, the undergraduate language offering of SU as a whole still complies with the requirement set by Council (22 November 2014). The IRP determines the percentage of the English and Afrikaans offering annually in order to illustrate how SU's accessibility to students and lecturing staff is increasing systematically and that multilingualism is developed purposefully.
- (i) Should it appear that the proposed amendments will lead to non-compliance with the Council requirement, the Vice-Rector: Learning and Teaching (VR: L&T) enters into discussions with deans, as necessary, to request amendments.
- (j) The VR: L&T consults the Language Planning and Management Project Team (LPM).

- (k) The APC considers the PAC's recommendations together with the report by the VR: L&T, makes recommendations to Senate, and informs the faculties of the recommendations.
- (l) All Calendar amendments, including amendments to the language specifications of modules, are submitted to Senate via the reports of the faculty boards (with an indication that the APC was consulted).
- (m) Amendments to the language specifications of modules for SU as a whole are tabled as a package via the APC's recommendation to Senate.
- (n) Senate recommends the amendments to the language specifications of modules for approval by Council.
- (o) Faculties have an annual opportunity to amend their language implementation plans. This must be done during the second semester (as part of the preparation of their environment plans for the budgeting process) and submitted to Management for approval, who reports to Council on this matter annually.
- (p) The approved amended language specifications for modules are indicated in the Calendar.
- (q) The language specifications for modules may be amended with each cycle of programme amendments during the first semester of an academic year.
- (r) The following text should be included in the General Calendar: "It is, however, the case that lecturers responsible for certain modules may vary from year to year and that resignations, maternity leave, study leave, research leave, etc. play a determining role in terms of which lecturer will be responsible for which specific module in a specific semester. In such exceptional cases, the final language specification for a module will be specified at the beginning of a semester in the study guide/module information, and this may differ from the list in the Calendar."