

# FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

## 2022 LANGUAGE IMPLEMENTATION PLAN [LIP]<sup>1</sup>

5 November 2021 (correction made on 8 February 2022)

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### 1. Introduction

The language plan for the Faculty of Economic and Management Sciences (EMS) is aimed at implementing the revised language policy that will serve at Council on 2 December 2021 for approval in concurrence with Senate in the context of a large faculty with a wide diversity of undergraduate and postgraduate programmes. It follows the significant evolution of the faculty's language offering over the last few years to increase access while maintaining a multilingual offering.

For the purposes of LIP 2022, departmental chairs were requested to provide input (taking into consideration the LIP feedback they received during 2021, staff availability and work allocation for 2022). The feedback is collated in this report.

### 2. Aims of the LIP and multilingualism

The principle aim of the LIP is to contribute to the SU Vision 2040 and Strategic Framework 2019 – 2024. Given the learning-centred approach to teaching and learning in the faculty, the language plan must respond to the needs and language preferences of our students. By doing so, the LIP facilitates the attainment of the core strategic themes of especially (1) a transformative student experience and (2) networked and collaborative teaching and learning.

The LIP specifies the language of delivery in formal lectures, but these lectures are only a component of the learning-centred approach to learning and teaching. The faculty traditionally uses various supplementary facilitated learning opportunities (FLO), for example extensive tutorials and peer-mentorship opportunities for contact beyond formal lectures, and these are offered in English and Afrikaans and/or dual medium according to student preference. Over and above the facilitated learning

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<sup>1</sup> This plan replaces all previous versions and is effective for the 2022 academic year ONLY.

opportunities, some modules have purposefully chosen dual medium as mode of presentation in class to attain pedagogic objectives (e.g., a diversity of viewpoints) that could also serve to develop multilingualism.

The impact of ERTLA and ARTLA on multilingualism during the 2020 and 2021 pandemic cannot be ignored. One positive outcome of ERTLA and ARTLA was that lecturers became more skilled in using for example videos to teach basic theory and many of these were made available in both Afrikaans and English or English with Afrikaans subtitles or voice over. Furthermore, students were afforded the opportunity to synchronously (online) or in small face to face groups, engage with the lecturer in their language of preference. Thus, the lessons learnt from 2020 did in some strange way assist with ARTLA continuation in 2021. It must be noted that ERTLA placed severe pressure on staff to generate new material (which were mostly in English only) and to manage new ways of assessment and engagement with students.

We are hopeful that the learnings gained during ERTLA/ARTLA will fuel innovative and new ways of teaching and learning in the faculty, for example the continuance of the use of videos, question and answer sessions and forum discussions. The availability of learning material in an offline environment will also assist students that are not English and/or Afrikaans first language speakers the opportunity to revise the material to increase understanding.

### 3. Language use in Teaching and Learning

The Faculty's LIP for 2022 is indicated in Table I (Annexure A). The Faculty will continue to offer undergraduate BCom programmes in the following language options: separate Afrikaans and English lectures (parallel medium) (7.1.3 in the SU language policy); Afrikaans and English in one classroom (double medium) (7.1.4 in the SU language policy); and in exceptional cases, some modules are presented in only English or Afrikaans (single medium), in which case interpreting is provided as and when required and feasible (7.1.5 in the SU language policy).

All **undergraduate** modules (all years of study) offered by the School of Accountancy (SoA), are presented in both English and Afrikaans (parallel medium). The BComHons (Management Accounting) programme is presented in English only, as the professional examination that follows the successful completion of the programme is only in English.

It must be noted that every year, fewer students enrol for an Afrikaans group in all the SoA modules. This change is inevitable given that SAICA's professional examinations will only be available in English from January 2022.

At the School for Public Leadership (SPL), all undergraduate diploma programme modules will be offered in single medium (English), as in 2020. This has been necessitated by the student profile, mode of delivery (including hybrid mode), and student numbers.

### 3.1. Changes to the language specification of 2022 undergraduate modules due to programme renewal processes

There have been changes made to the language specifications of modules, corrections on what is captured on the university system and new modules being implemented from 2022.

#### ***Changes to the language specifications of modules***

The following language specification changes will be made in 2022:

- Economics 244 and 281, 318, 381: These modules consist of sub-fields presented by different lecturers. One of these sub-fields will be presented in single medium. The rest will still be presented in double medium. However, the university system cannot capture this unique situation. Therefore, the modules will be indicated as single medium.  
Economics 288 and 388 is presented in the same manner and currently indicated as single medium.
- Financial Risk Management 242 will be presented in single medium from 2022. A new lecturer has been appointed. Part of his workload includes teaching this module and the lecturer can only speak English.
- Logistics and Supply Chain Management 314, 324, 344 and 354 will be presented in single medium from 2022. After programme renewal processes in previous years, the second year offering of this module chain is already presented in single medium. The third-year modules will now be also presented in single medium. The subject terms are not available in Afrikaans and lecturers often find themselves in a situation where they must create Afrikaans terms. Presenting all modules in the module chain in the same language specification also makes more sense.

#### ***Corrections to what is captured incorrectly on the university system***

The following modules were captured correctly in the 2021 EMS LIP. However, it reflects incorrectly on the university system. This has been a recurring problem and we hope with implementation of SUNstudent that it will be resolved.

- Introduction to Intercultural Communication 312 and 344: Incorrectly indicated as unspecified on the university system. The correct language specification is single medium.

- Industrial Psychology (special) 244 and 345: Language specification changed from parallel medium to single medium in 2021. However, the language specification is still incorrectly indicated as parallel medium on the university system. The correct language specification is single medium.
- Exchange Semester 342: The module is incorrectly indicated as unspecified. The module entails students visiting different countries. The universal language is English. Therefore, the module is presented in single medium.
- All modules that form part of the undergraduate diplomas presented by the School of Public Leadership are presented in single medium.
- Public and Development Management 114 and 144: These language specifications are incorrectly indicated as parallel medium on the university system. The correct language specification is single medium.

### ***New module***

The following new module will be presented in the faculty from 2022 onwards:

- Financial Accounting 179 for students in the extended degree programme: will be presented in parallel medium.

## **4. Language in Administration and Management**

Decisions regarding the language of administration and management will be aimed at enhancing comprehension and inclusivity. In general, formal communication for administrative purposes includes both Afrikaans and English, with the implication that all official written documentation will be in Afrikaans and English. Communication with current and prospective students will be in either Afrikaans or English, depending on the language preference of the student. At postgraduate level, however, communication will be mainly in English, but will also reflect the language of tuition employed by the respective departments.

The language of e-mail communication between staff members is not prescribed. However, all attempts are made to communicate in the language that is understood by all recipients. This reduces the time cost of translating e-mails. In meetings, the context of the meeting and participants will determine the language of communication.

## 5. Feedback mechanisms on implementation

Students and staff may give feedback regarding the implementation of the language plan via the Faculty's existing student structures, namely the Economic and Management Sciences Student Committee (EMSC), as well as the faculty committee. Students also use the normal module feedback mechanisms to provide further feedback. However, we find that students will more often give language feedback to the lecturer or Chair of a department directly, and only use formal mechanisms if a matter is not resolved.

## 6. Conclusion

The Language Implementation Plan for 2022 serves the SU Vision 2040 and Strategic Framework 2019 – 2024. Unforeseen deviations from this plan will be submitted in accordance with the Language Policy of the University.

*Saam Vorentoe – Masiye Phambili – Forward Together*

## 7. ANNEXURE A

TABLE I: 2022 Individual module language specifications

Department	Module Name	Year	Language specification 2022	Credits 2022
<b>Industrial Psychology</b>	Industrial Psychology 114	1	PARALLEL MEDIUM	12
<b>Industrial Psychology</b>	Industrial Psychology 144	1	PARALLEL MEDIUM	12
<b>Industrial Psychology</b>	Industrial Psychology 214	2	PARALLEL MEDIUM	16
<b>Industrial Psychology</b>	Industrial Psychology 224	2	PARALLEL MEDIUM	16
<b>Industrial Psychology</b>	Industrial Psychology 252	2	PARALLEL MEDIUM	8
<b>Industrial Psychology</b>	Industrial Psychology 262	2	PARALLEL MEDIUM	8
<b>Industrial Psychology</b>	Industrial Psychology 314	3	SINGLE MEDIUM	12
<b>Industrial Psychology</b>	Industrial Psychology 324	3	SINGLE MEDIUM	12
<b>Industrial Psychology</b>	Industrial Psychology 348	3	SINGLE MEDIUM	24
<b>Industrial Psychology</b>	Human Capital Metrics 314	3	SINGLE MEDIUM	12
<b>Industrial Psychology</b>	Industrial Psychology (Occupational Therapy) 132	1	SINGLE MEDIUM	6
<b>Industrial Psychology</b>	Industrial Psychology (special) 244	2	SINGLE MEDIUM**	12
<b>Industrial Psychology</b>	Industrial Psychology (special) 354	3	SINGLE MEDIUM**	12
<b>Industrial Psychology</b>	Introduction to Intercultural Communication 312	3	SINGLE MEDIUM**	12
<b>Industrial Psychology</b>	Introduction to Intercultural Communication 344	3	SINGLE MEDIUM	12
<b>Economics</b>	Economics 114	1	PARALLEL MEDIUM	12
<b>Economics</b>	Economics 144	1	PARALLEL MEDIUM	12
<b>Economics</b>	Economics 214	2	DOUBLE MEDIUM	16
<b>Economics</b>	Economics 244	2	SINGLE MEDIUM (Presented in both Double & Single Medium, but cannot	16

			be captured as such on system)	
<b>Economics</b>	Economics 281	2	SINGLE MEDIUM (Presented in both Double & Single Medium, but cannot be captured as such on system)	32
<b>Economics</b>	Economics 288	2	SINGLE MEDIUM (Presented in both Double & Single Medium, but cannot be captured as such on system)	32
<b>Economics</b>	Economics 318	3	DOUBLE MEDIUM	24
<b>Economics</b>	Economics 348	3	DOUBLE MEDIUM	24
<b>Economics</b>	Economics 381	3	SINGLE MEDIUM (Presented in both Double & Single Medium, but cannot be captured as such on system)	24
<b>Economics</b>	Economics 388	3	SINGLE MEDIUM (Presented in both Double & Single Medium, but cannot be captured as such on system)	24
<b>Economic and Management Sciences (General)</b>	Academic Literacy for EMS 111	1	DOUBLE MEDIUM (without interpretation)	12
<b>Economic and Management Sciences (General)</b>	Mathematics for EMS 171	1	PARALLEL MEDIUM	18
<b>Economic and Management Sciences (General)</b>	Introduction to Economics 141	1	DOUBLE MEDIUM (without interpretation)	12
<b>Logistics</b>	Information Systems 112	1	SINGLE MEDIUM	6
<b>Logistics</b>	Business Analytics 214	2	DOUBLE MEDIUM	16
<b>Logistics</b>	Business Analytics 244	2	DOUBLE MEDIUM	16

<b>Logistics</b>	Business Analytics 318	3	DOUBLE MEDIUM	24
<b>Logistics</b>	Business Analytics 348	3	DOUBLE MEDIUM	24
<b>Logistics</b>	Introduction to Transport and Logistic Systems 144	1	PARALLEL MEDIUM	12
<b>Logistics</b>	Transport Economics 214	2	DOUBLE MEDIUM	16
<b>Logistics</b>	Transport Economics 244	2	DOUBLE MEDIUM	16
<b>Logistics</b>	Transport Economics 318	3	DOUBLE MEDIUM	24
<b>Logistics</b>	Transport Economics 348	3	DOUBLE MEDIUM	24
<b>Logistics</b>	Logistics and Supply Chain Management 214	2	SINGLE MEDIUM	16
<b>Logistics</b>	Logistics and Supply Chain Management 244	2	SINGLE MEDIUM	16
<b>Logistics</b>	Logistics and Supply Chain Management 314	3	SINGLE MEDIUM	12
<b>Logistics</b>	Logistics and Supply Chain Management 324	3	SINGLE MEDIUM	12
<b>Logistics</b>	Logistics and Supply Chain Management 344	3	SINGLE MEDIUM	12
<b>Logistics</b>	Logistics and Supply Chain Management 354	3	SINGLE MEDIUM	12
<b>Logistics</b>	Project Management 314	3	PARALLEL MEDIUM	24
<b>Logistics</b>	Operations Research 214	2	DOUBLE MEDIUM	16
<b>Logistics</b>	Operations Research 244	2	DOUBLE MEDIUM	16
<b>Logistics</b>	Operations Research 314	3	DOUBLE MEDIUM	16
<b>Logistics</b>	Operations Research 322	3	DOUBLE MEDIUM	16
<b>Logistics</b>	Operations Research 344	3	DOUBLE MEDIUM	16
<b>Logistics</b>	Operations Research 352		DOUBLE MEDIUM	16
<b>Business Management</b>	Management of Corporate Social Responsibility 314	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Exchange Semester 342	3	SINGLE MEDIUM**	60
<b>Business Management</b>	Marketing Management 214	2	PARALLEL MEDIUM	16



<b>Business Management</b>	Marketing Management 244	2	PARALLEL MEDIUM	16
<b>Business Management</b>	Marketing Management 314	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Marketing Management 324	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Marketing Management 344	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Marketing Management 354	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Business Management 113	1	PARALLEL MEDIUM	12
<b>Business Management</b>	Business Management 142	1	PARALLEL MEDIUM	6
<b>Business Management</b>	Financial Management 214	2	PARALLEL MEDIUM	16
<b>Business Management</b>	Financial Management 244	2	PARALLEL MEDIUM	16
<b>Business Management</b>	Financial Management 314	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Financial Management 332	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Financial Management 352	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Financial Management 354	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Investment Management 254	2	PARALLEL MEDIUM	16
<b>Business Management</b>	Investment Management 314	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Investment Management 324	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Investment Management 344	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Investment Management 348	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Investment Management 354	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Entrepreneurship and Innovation Management 214	2	PARALLEL MEDIUM	16

<b>Business Management</b>	Entrepreneurship and Innovation Management 244	2	PARALLEL MEDIUM	16
<b>Business Management</b>	Entrepreneurship and Innovation Management 318	3	PARALLEL MEDIUM	24
<b>Business Management</b>	Entrepreneurship and Innovation Management 348	3	PARALLEL MEDIUM	24
<b>Business Management</b>	Strategic Management 344	3	PARALLEL MEDIUM	12
<b>Business Management</b>	Financial Planning 314	3	PARALLEL MEDIUM	24
<b>Business Management</b>	Financial Planning 344	3	PARALLEL MEDIUM	24
<b>School of Public Leadership</b>	Compliance and Control 251	2	SINGLE MEDIUM*	20
<b>School of Public Leadership</b>	Managing Institutional Capacity 171	1	SINGLE MEDIUM*	20
<b>School of Public Leadership</b>	Managing Institutional Capacity 271	2	SINGLE MEDIUM*	20
<b>School of Public Leadership</b>	Institutional Collaboration 182	1	SINGLE MEDIUM*	15
<b>School of Public Leadership</b>	Institutional Collaboration 281	2	SINGLE MEDIUM*	20
<b>School of Public Leadership</b>	Managing Institutional Performance 191	1	SINGLE MEDIUM*	20
<b>School of Public Leadership</b>	Managing Institutional Performance 291	2	SINGLE MEDIUM*	20
<b>School of Public Leadership</b>	Institutional Conduct 142	1	SINGLE MEDIUM*	15
<b>School of Public Leadership</b>	Institutional Conduct 241	2	SINGLE MEDIUM*	20
<b>School of Public Leadership</b>	Public Accountability 161	1	SINGLE MEDIUM*	20
<b>School of Public Leadership</b>	Public Accountability 261	2	SINGLE MEDIUM*	20
<b>School of Public Leadership</b>	Public Financial Accounting 231	2	SINGLE MEDIUM*	20
<b>School of Public Leadership</b>	Sustainable Design Technology 171	1	SINGLE MEDIUM*	20
<b>School of Public Leadership</b>	Sustainable Design Technology 271	2	SINGLE MEDIUM*	15

<b>School of Public Leadership</b>	Creative Expression for Social Entrepreneurs 171	1	SINGLE MEDIUM*	15
<b>School of Public Leadership</b>	World Views, Ethics and Belief Systems 171	1	SINGLE MEDIUM*	10
<b>School of Public Leadership</b>	Public Financial Accounting: Auditing 121	1	SINGLE MEDIUM*	15
<b>School of Public Leadership</b>	Public Financial Accounting: GRAP 122	1	SINGLE MEDIUM*	15
<b>School of Public Leadership</b>	Compliance and Control: Budgeting 121	1	SINGLE MEDIUM*	15
<b>School of Public Leadership</b>	Compliance and Control: Asset and proc 122	1	SINGLE MEDIUM*	15
<b>School of Public Leadership</b>	Social Innovation and Entrepreneurs 271	2	SINGLE MEDIUM*	35
<b>School of Public Leadership</b>	Social Entrepreneurship 271	2	SINGLE MEDIUM*	10
<b>School of Public Leadership</b>	Economics for a Green Economy 171	1	SINGLE MEDIUM*	10
<b>School of Public Leadership</b>	Global Sustainable Perspectives 171	1	SINGLE MEDIUM*	10
<b>School of Public Leadership</b>	Personal Leadership Development 171	1	SINGLE MEDIUM*	10
<b>School of Public Leadership</b>	Introduction to Entrepreneurship 171	1	SINGLE MEDIUM*	35
<b>School of Public Leadership</b>	Image and Storytelling 271	2	SINGLE MEDIUM*	15
<b>School of Public Leadership</b>	Raising and Managing Capital 271	2	SINGLE MEDIUM*	10
<b>School of Public Leadership</b>	Social Activation and Engagement 271	2	SINGLE MEDIUM*	15
<b>School of Public Leadership</b>	Civilisation, Revolution and Leadership 271	2	SINGLE MEDIUM*	10
<b>School of Public Leadership</b>	Ecoliteracy for the 21st Century 271	2	SINGLE MEDIUM*	10
<b>School of Public Leadership</b>	Complexity, Ecology and Place 171	1	SINGLE MEDIUM*	10
<b>School of Public Leadership</b>	Public and Development Management 114	1	SINGLE MEDIUM**	12
<b>School of Public Leadership</b>	Public and Development Management 144	1	SINGLE MEDIUM**	12

<b>School of Public Leadership</b>	Public and Development Management 212	2	SINGLE MEDIUM	8
<b>School of Public Leadership</b>	Public and Development Management 222	2	DOUBLE MEDIUM	8
<b>School of Public Leadership</b>	Public and Development Management 242	2	DOUBLE MEDIUM	8
<b>School of Public Leadership</b>	Public and Development Management 252	2	DOUBLE MEDIUM	8
<b>School of Public Leadership</b>	Public and Development Management 314	3	DOUBLE MEDIUM	12
<b>School of Public Leadership</b>	Public and Development Management 324	3	DOUBLE MEDIUM	12
<b>School of Public Leadership</b>	Public and Development Management 348	3	DOUBLE MEDIUM	24
<b>School of Accountancy</b>	Management Accounting 278	2	PARALLEL MEDIUM	30
<b>School of Accountancy</b>	Management Accounting 288	2	PARALLEL MEDIUM	24
<b>School of Accountancy</b>	Management Accounting 378	3	PARALLEL MEDIUM	36
<b>School of Accountancy</b>	Management Accounting 388	3	PARALLEL MEDIUM	48
<b>School of Accountancy</b>	Auditing 288	2	PARALLEL MEDIUM	24
<b>School of Accountancy</b>	Auditing 378	3	PARALLEL MEDIUM	24
<b>School of Accountancy</b>	Auditing 388	3	PARALLEL MEDIUM	24
<b>School of Accountancy</b>	Taxation 298	2	PARALLEL MEDIUM	24
<b>School of Accountancy</b>	Taxation 388	3	PARALLEL MEDIUM	24
<b>School of Accountancy</b>	Taxation 399	3	PARALLEL MEDIUM	36
<b>School of Accountancy</b>	Financial Accounting 178	1	PARALLEL MEDIUM	24
<b>School of Accountancy</b>	Financial Accounting 179 (new module)	1	PARALLEL MEDIUM	26
<b>School of Accountancy</b>	Financial Accounting 188	1	PARALLEL MEDIUM	24

<b>School of Accountancy</b>	Financial Accounting 278	2	PARALLEL MEDIUM	32
<b>School of Accountancy</b>	Financial Accounting 288	2	PARALLEL MEDIUM	32
<b>School of Accountancy</b>	Financial Accounting 379	3	PARALLEL MEDIUM	48
<b>School of Accountancy</b>	Financial Accounting 389	3	PARALLEL MEDIUM	48
<b>School of Accountancy</b>	Information Systems 114	1	PARALLEL MEDIUM	12
<b>School of Accountancy</b>	Information Systems 144	1	PARALLEL MEDIUM	12
<b>School of Accountancy</b>	Information Systems 152	1	PARALLEL MEDIUM	6
<b>School of Accountancy</b>	Information Systems 214	2	PARALLEL MEDIUM	6
<b>School of Accountancy</b>	Information Systems 242	2	PARALLEL MEDIUM	6
<b>School of Accountancy</b>	Information Systems 312	3	PARALLEL MEDIUM	12
<b>School of Accountancy</b>	Business Ethics 214	2	PARALLEL MEDIUM	8
<b>Statistics and Actuarial Science</b>	Statistics and Data Science 188		PARALLEL MEDIUM	18
<b>Statistics and Actuarial Science</b>	Statistics 214	2	DOUBLE MEDIUM	16
<b>Statistics and Actuarial Science</b>	Statistics 224	2	DOUBLE MEDIUM	16
<b>Statistics and Actuarial Science</b>	Statistics 244	2	DOUBLE MEDIUM	16
<b>Statistics and Actuarial Science</b>	Statistics 318	3	DOUBLE MEDIUM	24
<b>Statistics and Actuarial Science</b>	Statistics 348	3	DOUBLE MEDIUM	24
<b>Statistics and Actuarial Science</b>	Mathematical Statistics 214	2	DOUBLE MEDIUM	16
<b>Statistics and Actuarial Science</b>	Mathematical Statistics 245	2	DOUBLE MEDIUM	8
<b>Statistics and Actuarial Science</b>	Mathematical Statistics 246	2	DOUBLE MEDIUM	8

<b>Statistics and Actuarial Science</b>	Mathematical Statistics 312	3	DOUBLE MEDIUM	16
<b>Statistics and Actuarial Science</b>	Mathematical Statistics 316	3	DOUBLE MEDIUM	16
<b>Statistics and Actuarial Science</b>	Mathematical Statistics 344	3	DOUBLE MEDIUM	16
<b>Statistics and Actuarial Science</b>	Mathematical Statistics 364	3	DOUBLE MEDIUM	16
<b>Statistics and Actuarial Science</b>	Theory of Interest 152	1	PARALLEL MEDIUM	6
<b>Statistics and Actuarial Science</b>	Actuarial Science 112	1	SINGLE MEDIUM	8
<b>Statistics and Actuarial Science</b>	Actuarial Science 142	1	SINGLE MEDIUM	16
<b>Statistics and Actuarial Science</b>	Actuarial Science 211	2	SINGLE MEDIUM	18
<b>Statistics and Actuarial Science</b>	Actuarial Science 241	2	SINGLE MEDIUM	22
<b>Statistics and Actuarial Science</b>	Actuarial Science 311	3	SINGLE MEDIUM	24
<b>Statistics and Actuarial Science</b>	Actuarial Science 341	3	SINGLE MEDIUM	24
<b>Statistics and Actuarial Science</b>	Actuarial Science 371	3	SINGLE MEDIUM	32
<b>Statistics and Actuarial Science</b>	Financial Risk Management 212	2	DOUBLE MEDIUM	8
<b>Statistics and Actuarial Science</b>	Financial Risk Management 242	2	SINGLE MEDIUM	8
<b>Statistics and Actuarial Science</b>	Financial Risk Management 252	2	DOUBLE MEDIUM	6
<b>Statistics and Actuarial Science</b>	Financial Risk Management 314	3	DOUBLE MEDIUM	24
<b>Statistics and Actuarial Science</b>	Financial Risk Management 344	3	DOUBLE MEDIUM	24
<b>Statistics and Actuarial Science</b>	Probability Theory and Stats 144	1	DOUBLE MEDIUM	16
<b>Statistics and Actuarial Science</b>	Engineering Statistics 314	3	DOUBLE MEDIUM	15
<b>Statistics and Actuarial Science</b>	Data Science 141	1	DOUBLE MEDIUM	16

<b>Statistics and Actuarial Science</b>	Data Science 241	2	SINGLE MEDIUM	16
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\*Modules that are part of the undergraduate diplomas presented by the School of Public Leadership.

\*\*Corrections on the university system.

**Excerpts from the Language Policy of Stellenbosch University December 2021 (all subsections apply to the option selected as in the table above):**

7.1.3 For undergraduate modules where it is reasonably practicable and pedagogically sound to have more than one class group:

- 7.1.3.1 There are separate lectures in Afrikaans and English.
- 7.1.3.2 Learning opportunities, such as group work, assignments, tutorials and practicals involving students from various language groups are utilised to promote integration within programmes.
- 7.1.3.3 Students are supported in Afrikaans and English during a combination of appropriate, facilitated learning opportunities (e.g. consultations during office hours or scheduled tutorials and practicals).

7.1.4 For undergraduate modules where both Afrikaans and English are used in the same class group, the combination of facilitated learning opportunities is as follows:

- 7.1.4.1 During each lecture, all information is conveyed at least in English and summaries or emphasis on content are also given in Afrikaans. Questions in Afrikaans and English are, where reasonably practicable, answered in the language of the question.
- 7.1.4.2 Students are supported in Afrikaans and English during a combination of appropriate, facilitated learning opportunities (e.g. consultations during office hours, or routinely scheduled tutorials and practicals).
- 7.1.4.3 For first-year modules, SU makes simultaneous interpreting available on-site or online during each lecture. During the second and subsequent years of study, simultaneous interpreting is made available by SU upon request by a faculty, if the needs of the students warrant the service and SU has the resources to provide it. If two weeks have passed with no students making use of the interpreting service in a module, it may be discontinued.

7.1.5 In the following instances, lectures will be offered in one language only:

- 7.1.5.1 Where the nature of the subject matter of the module justifies doing so, for example, where the module is on the language itself.
- 7.1.5.2 Where the assigned lecturer is proficient to teach only in Afrikaans or English. For these modules additional support is provided:
  - (a) If the lectures are in Afrikaans, SU makes simultaneous interpreting in English available on-site or online during each lecture. If the lectures are in English, SU makes simultaneous interpreting of the first-year modules available in Afrikaans on-site or online during each lecture. During the second and subsequent years of study, SU makes simultaneous interpreting available in Afrikaans on-site or online upon request by a faculty, if the needs of the students warrant the service and SU has the resources to provide it. If two weeks have passed with no students making use of the service in a module, it may be discontinued.

- (b) *In addition to lectures and where reasonably practicable, there are appropriate, facilitated learning opportunities (e.g. consultations during office hours, or routinely scheduled tutorials and practicals) in Afrikaans and English.*

*7.1.5.3 Where all the students in the class group have been invited to vote by means of a secret ballot and those students who have voted, unanimously agree to it, the module will be presented in Afrikaans only or English only, provided that the relevant lecturers and teaching assistants have the necessary academic language proficiency and agree to do so.*