

Language Directorate



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FOREWORD



VICE-CHANCELLOR:
Prof Dan Kgwadi

One of the North-West University's goals set out in its strategy is to develop a clearly differentiated student value proposition. The Annual Performance Plan (APP) states that one of the ways in which implementation of this goal is to be achieved is by capitalising on multilingualism as a market differentiator for the North-West University (NWU).

As part of the implementation, a comprehensive process involving in-depth consultation started in February 2016 to revise the NWU Language Policy (NWU LP). It was approved by the NWU Council on 22 November 2018. The Language Policy is progressive and its implementation will position the University as the leading multilingual tertiary education institution in South Africa.

The approval of the language policy positions the NWU to utilise an opportunity identified in the APP, namely to play an active role as part of the national drive towards the enhanced position of the other African languages as languages of teaching-learning (LOTs) in higher education.

The NWU LP is an additive and multilingual policy, which implies that it is adding more languages of teaching-learning (LOTs), specifically indigenous African languages, to the NWU's already multilingual offering (which has to date seen mostly English and Afrikaans being used as LOTs). The additional languages to be introduced on a more significant scale as LOTs, will be predominantly (but not only) Setswana and Sesotho. These choices are motivated by their being the predominant languages of the staff and student body, as also of the surrounding communities associated with Gauteng and North West Provinces. More languages may be added if it is identified that such languages

will contribute to the functioning of our multilingual staff and students, both within the University and beyond, and particularly if it will contribute to our aspiration to produce graduates capable of functioning as multilingual citizens in their communities or places of work.

The policy will be phased in and expanded over the coming years. Whereas the period to the end of 2018 had been one of policy development, 2019 was a year of preparation for implementing multilingualism in terms of the policy in the various NWU domains, with the focus mainly teaching-learning (i.e. the academic faculties), student life, university administration and the university landscape (i.e., visible multilingualism in the form of NWU signage used both outside of and on our campuses).

The office of the DVC Teaching-Learning and the Language Directorate completed a great deal of preparatory work in the course of 2019 to position the University for the next phase of policy implementation in 2020, which involved the preparation of language plans.

These processes took place under the governance scrutiny of the Senate Committee for Language Planning and Advisory Services (SCLPAS). Guidelines in the form of templates were provided for faculties, the student life environment and university administration/support services to generate their language plans.

Various iterations of these plans served before SCLPAS, were refined in consultation with the Language Directorate and approved by Senate.

2020 will be the first year of a three-year phasing-in implementation process, focusing initially mostly on teaching-learning, student life and signage, while surveys in the administrative environment will be done to obtain data to guide implementation of the widely diverse aspects of the draft plan for administration, involving, among others, languages of communication with students and staff (for example in the case of People and Culture), languages of meetings, policies, applications and enrolments, finances (including student financial systems), academic administration (including faculty yearbooks), and so forth.

All of this will be aimed at realising much more than just the NWU strategy goal of developing a clearly differentiated student value proposition; it will enhance the experience of the NWU as an institution truly committed to a deepening multilingualism among all its stakeholders, from our current students and staff to our alumni and our wider support and other communities.

The NWU has embarked on a course of action that speaks to the need for widened access with enhanced possibilities of student success through languages support provided to students. This is an additive multilingual model aimed inter alia at developing African languages as languages capable of sustaining an academic discourse in the context of the University's commitment to social justice.



INTRODUCTION

NWU Language Directorate

CHAPTER 1



This annual report of the Language Directorate will serve the purpose of informing various NWU management and governance bodies of the activities of the Directorate in the course of 2019, following on the approval of the NWU language policy by Council in November 2018. The report is therefore intended for the Council, Senate, University Management Committee, Faculty Boards and the Student Representative Council, among others, who will then be able to use it for reporting back to their constituencies on language policy matters.

The year mostly involved preparatory work to take the policy towards phased-in implementation in the various NWU domains from 2020 onwards. The way in which this was done, was via domain-specific plans, and much of the work involved the providing of guidance and assistance for the development of the various language plans, and work on the plans themselves.

It was increasingly realised that most of the work done by the Directorate (predominantly involving the translation



**DIRECTOR:
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of learning material such as study guides, PowerPoint slides, etc. and the educational interpreting service), supported mostly the teaching-learning environment. The Directorate has thus been relocated to the Deputy Vice-Chancellor Teaching-Learning. This structural change was effected in the second half of 2019 as per approval provided by Council at its June meeting.

A section has also been added to the Directorate, namely the Language Planning and Policy Unit (LPPU), consisting of four staff members dedicated to supporting academic staff in the use of multilingualism in teaching-learning. This is set out in the section showing the organogram of the Directorate as "Language Education Lecturers".

The major portion of the report consists of the language policy, the templates that were developed to guide translation of the policy into plans, and the resulting plans. A number of memoranda were also drafted to assist further by providing practical language planning-related advice.

One such memorandum provided information for calculating the cost of the language plans, as it was quickly realised that the developers of the plans did not have information on the cost elements involved in translation, interpreting, multilingual facilitation, terminology development, voice-overs and similar such activities.

Another way of assisting staff with the implementation of multilingualism in their working environment, is with the introduction of language acquisition courses and courses in multilingual pedagogies from 2020, the latter specifically aimed at teaching-learning.

Other needs that have been identified and that will be receiving attention in the near future are some shorter-term guidance to staff in applying multilingual pedagogies, and some basic training in terminography, because most language plans include terminology development. It is important that this be done on uniformly on a shared platform so that all terminology can be collated into a single database.

Fortunately, the CText entity in the School of Languages has experience in this regard, and the university also hosts the South African Centre for Digital Language Resources (SADiLaR), which focuses on the creation, management and distribution of digital language resources. This positions us well for the terminology development to take place, and will enable us not only to draw on broad national databases but also to contribute significantly to extending them.

The memoranda referred to above involved extensive e-mail discussions, and some memoranda also served before SCLPAS for approval. These formed the core of communications with internal stakeholders. E-mails provided guidance to some language situations that had to be quickly resolved. External relations also had to be managed, involving for example responding to a blog post by a student and the demands of a local branch of the ANC in the Vaal Triangle. Some ombud matters also had to be resolved.

As regards translation, editing and language advice, the Directorate provided its normal services, covering a wide range of language practice-related activities, mostly in English, Afrikaans and Setswana, but increasingly also in Sesotho.

Interpreting services were predominantly teaching-learning-related, but in addition to lecture-room interpreting, interpreting was also provided at a variety of other functions. Furthermore, interpreting services were also provided externally to another tertiary-education institution and to community organisations and the broader society, generating some third income stream revenue but also forming an indispensable part of the NWU's community involvement activities.

All of the above is covered in more detail in the sections of this report to follow and in the detail we welcome readers to engage with the motivations, assumptions and rationale of the deepening engagement with multilingualism in and beyond the formal curriculum of the North-West University.

REPORTING LINE OF THE LANGUAGE DIRECTORATE

CHAPTER 2



STAFFING

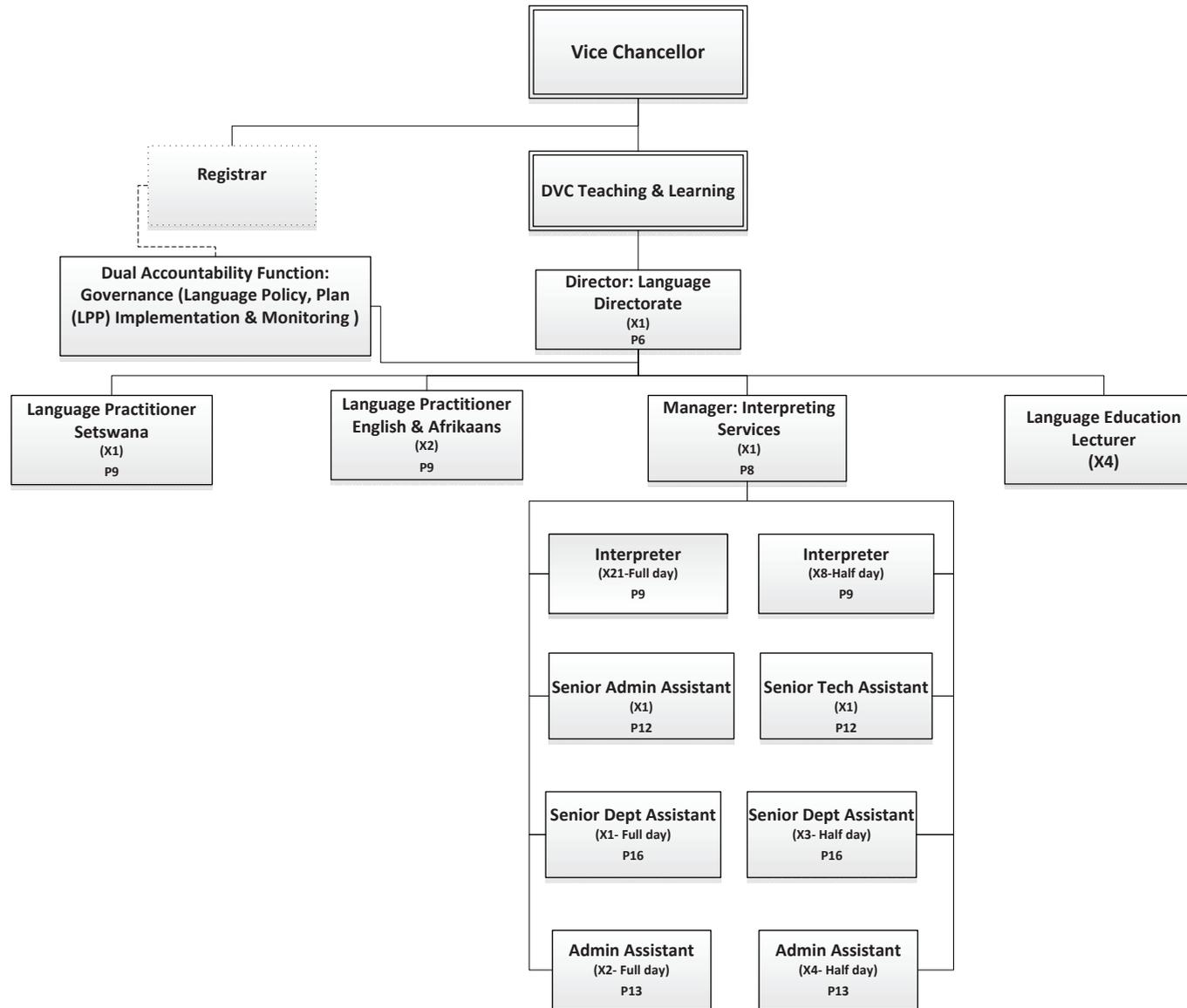
The organogram on the next page shows the reporting line of the Language Directorate under the DVCT-L, with one function still resorting under the Registrar, namely the governance (monitoring) function in respect of the implementation of the Language Policy and Plan. As other governance functions at the university, it forms part of the Registrar's monitoring of compliance functions.

A newly added function in the Directorate is that indicated on the very right of the organogram, the "Language Education Lecturer". These four positions constitute the Language Policy and

Planning Unit (LPPU). The work of these staff will be to assist academics in the use of multilingualism in teaching-learning.

These vacancies have been advertised – as has the position of the Director, the incumbent of which is currently appointed in an acting capacity – and the University plans to have the staff in place at the beginning of the new academic year.

Organogram



FROM POLICY TO PLANS

Introduction

CHAPTER 3



This chapter comprises the language policy, the templates that were provided to the various domains to guide the development of their language plans, and the plans themselves. A number of guiding memoranda were also drafted and circulated. These form part of stakeholder communication, which is covered later.



The eight faculty language plans form the major portion of this chapter. The templates are presented in the following order:

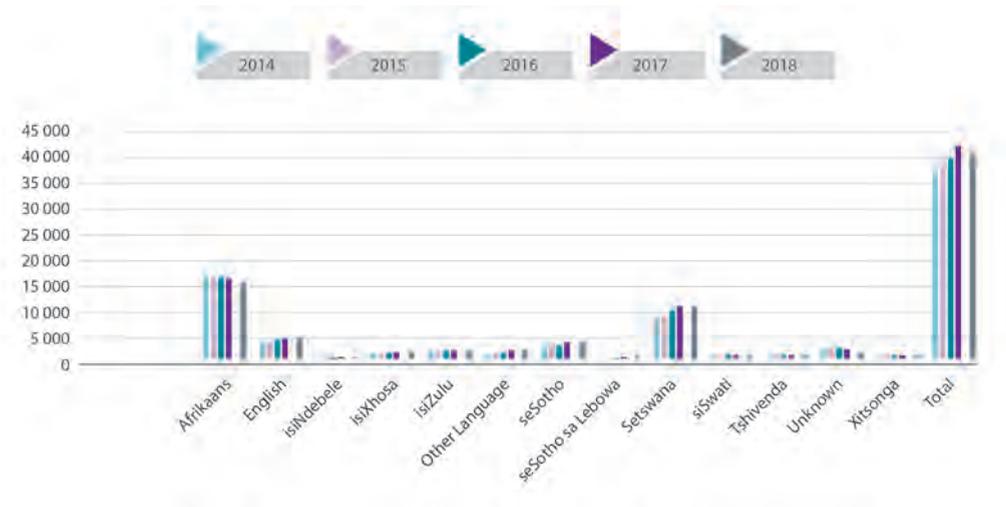
- Student Life
- Administration
- Faculties

The order of the plans is:

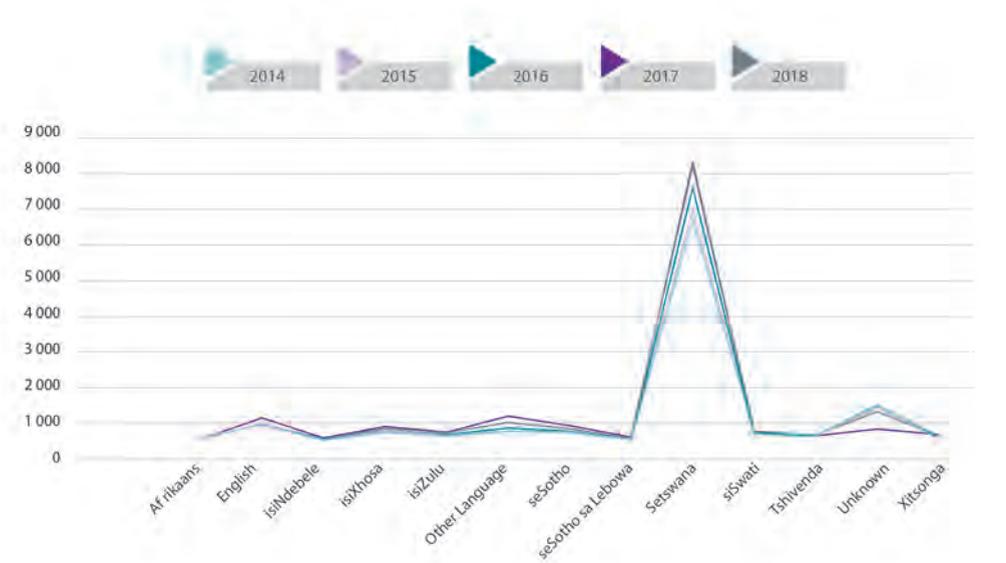
- Economic and Management Sciences
- Education
- Engineering
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences
- Theology

First, however, preceding the policy, some language demographics are presented as background, to show why the NWU opted for a multilingual language policy:

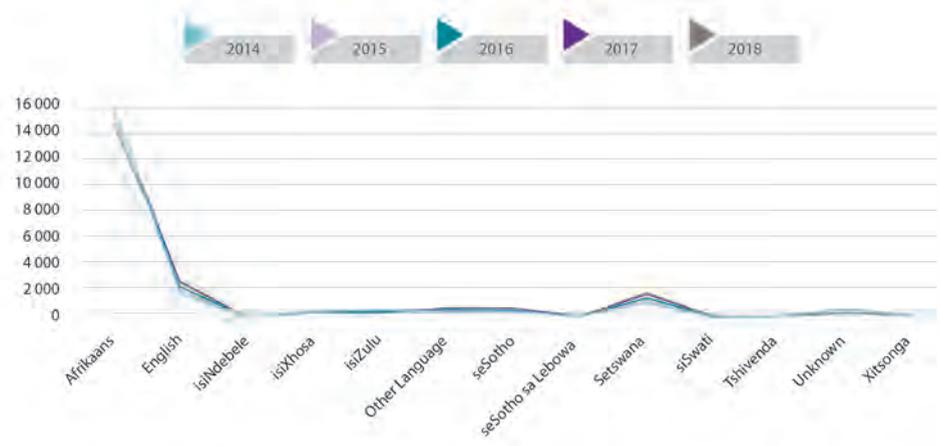
Against the background of the dream to be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care, the Council of the North-West University (NWU) has adopted this language policy on 22 November 2018 to pursue, accommodate and provide a fair and functionally multilingual language environment across all components of the university.



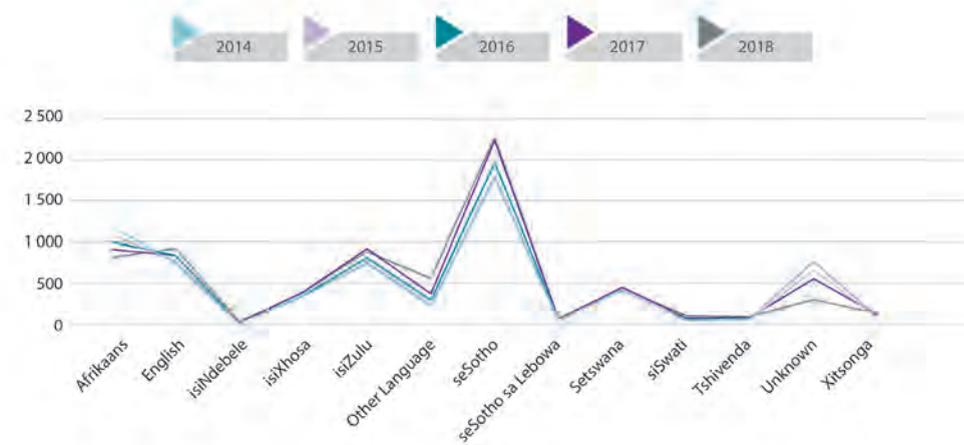
NWU total enrolments per language 2014 - 2018



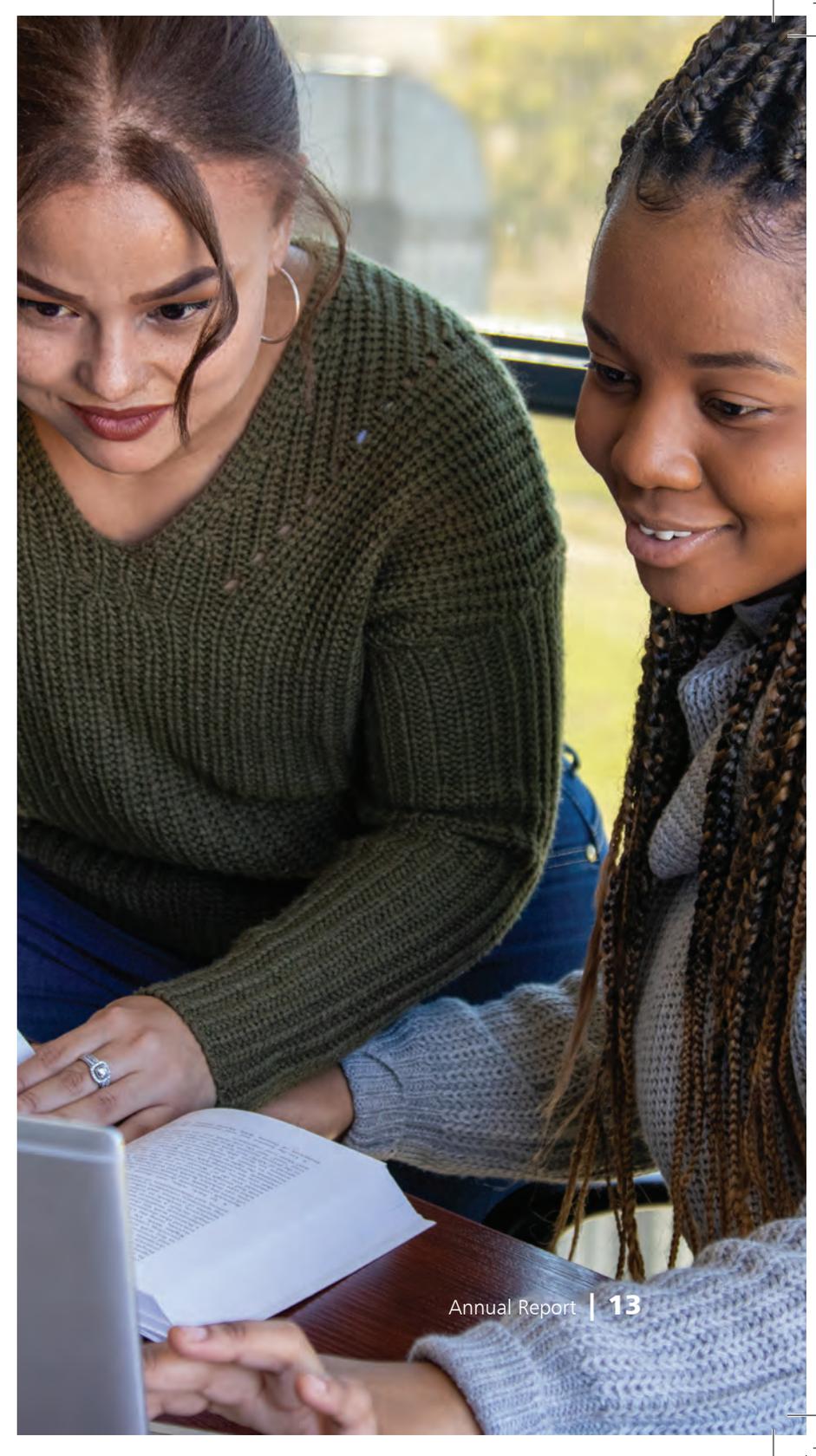
Mahikeng enrolments per language 2014 - 2018



Potchefstroom enrolments per language 2014 - 2018



Vanderbijlpark enrolments per language 2014 - 2018



LANGUAGE POLICY OF THE NWU

Against the background of the dream to be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care, the Council of the North-West University (NWU) has adopted this language policy on 22 November 2018 to pursue, accommodate and provide a fair and functionally multilingual language environment across all components of the university.

1. INTERPRETATION AND APPLICATION

This policy must be interpreted and applied in a manner consistent with the –

- 1.1. Constitution of the Republic of South Africa, 1996;
- 1.2. Higher Education Act, 101 of 1997;
- 1.3. Statute of the North-West University (2017) (“the Statute”); and
- 1.4. Policies of the national government relating to language having a binding effect on the higher education sector.

2. DEFINITIONS

In this policy and related documents, specifically those referred to in paragraph 3 –

“flagship programme” refers to an identified academic programme of the university in which the development and implementation of an African language as language of teaching and learning has been designated.

“functional multilingualism” means that the choice of a particular language in a particular situation is determined by the situation or context in which it is used.

“intellectualisation of multilingualism” refers to a language planning programme whereby the different languages used at the NWU are developed and implemented to be as languages for administrative, teaching and research purposes, but in particular to measures designed to ensure the scholarly use of the languages in such a way that it fosters the academic self-respect and values regardless of their language preferences.

“multilingual” refers to the use of two or preferably more languages, referred to as “societal multilingualism”, and the ability to use two or more languages, referred to as “individual multilingualism”.

“target language” refers to the language identified by the university to be acquired, learned and developed.

“translanguaging” means that, in the teaching and learning situation, various languages are used to explore key concepts with a view to making this clear and understandable to the learners in their own languages, as well as learning new insights arising from the interpretation of the concept in the target language.

3. LANGUAGE PLANS AND GUIDELINES

- 3.1. The University Management Committee (UMC) must, in consultation with the senate adopt and implement a language plan of the NWU which is consistent with this policy and provide guidelines for the implementation thereof.
- 3.2. Each faculty and support department of the university must adopt and implement a language plan in consultation with the UMC and senate which

is consistent with this policy and the guidelines contemplated in 3.1.

- 3.3. The UMC is responsible for the management and implementation of the language plans contemplated in 3.1 and 3.2.
- 3.4. The vice-chancellor must annually submit a progress report to council on the implementation of this policy.
- 3.5. The language plans and guidelines must be revised at least once every five years.

4. PURPOSE AND SCOPE OF THE POLICY

- 4.1. The purpose of this policy is to provide for a deepening engagement with multilingualism at the NWU.
- 4.2. This policy applies to –
 - 4.2.1. teaching-learning, research and innovation,
 - 4.2.2. public communication, meetings, administration, and
 - 4.2.3. formal events associated with the NWU.

5. POLICY STATEMENT

It is the policy of the NWU –

- 5.1. to provide a consistent and constructive set of guidelines to implement a language policy and plans in compliance with paragraph 7(6) of the Statute;
- 5.2. that the language plans and guidelines associated with this policy must give expression to a commitment to the implementation of the constitutional provisions concerning multilingualism in South Africa;

- 5.3. that, within the parameters of the principle of functional multilingualism English, Setswana, Sesotho and Afrikaans are employed as official languages of the NW U;
- 5.4. that, without diminishment of the use of English and Afrikaans, Setswana and Sesotho must be developed by the university as languages of communication and teaching and learning, and
- 5.5. that the intellectualisation of multilingualism must be viewed as a development concept that needs to be given effect to in an organised and organic manner.

6. POLICY OBJECTIVES

The language plans and guidelines contemplated in paragraph three must be designed to bring about a language management environment in which –

- 6.1. the language realities at the different campuses are continuously taken into account for practical implementation purposes;
- 6.2. sensitivity is shown towards the language preferences, language needs and language expectations of individuals and groups that have an interest in the institution;
- 6.3. the language plans and guidelines remain aligned with the demands of the macro-environment in which the university functions; and
- 6.4. the regional languages that are used at the campuses of the NW U (English, Afrikaans, Setswana and Sesotho) are regarded as national assets, and where implementable and measurable, contributions are made towards the use of these languages as languages of higher education and administration.

7. MANAGEMENT AND ROLES

- 7.1. The UMC is responsible for the resourcing, coordination, monitoring and implementation of this policy.
- 7.2. Flagship programmes are monitored by the respective faculty boards.
- 7.3. The Senate Committee for Language Planning and Advisory Services must coordinate and synergise activities in pursuit of the intellectualisation of multilingualism in the domains of teaching and learning and research and must provide expert advice on the development and implementation of planning associated with teaching-learning and research and development as reflected in the language plans and guidelines contemplated in paragraph 3.
- 7.4. The Language Directorate has the mandate to monitor and assess the overall quality of language usage at the NWU, and to devise appropriate procedures for ensuring an appropriate standard for the quality of language usage at the NWU.

8. LANGUAGE POLICY PRINCIPLES FOR TEACHING-LEARNING AND ASSESSMENT

- 8.1. General principles
 - 8.1.1. The primary premise of this policy for teaching-learning and assessment is to enhance and optimise access and success and to determine the way in which the university implements functional multilingualism in the teaching and learning environment across all campuses.

| | | |
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| <p>8.1.2. Not only the language rights of all people concerned must be respected, but the university must prepare citizens for a contemporary South Africa also with a view to enabling full participation in the South African professional and social environments.</p> | <p>8.3. Principles for the provision for language of instruction</p> | <p>realisation of multilingualism in its language plan where –</p> |
| <p>8.1.3. In the teaching-learning environment the university must ensure that the following parameters are accounted for in a flexible and accommodating way:</p> <ul style="list-style-type: none"> • language needs within each of the eight faculties across the university campuses; • different markets served by the modes of delivery and teaching programmes; and • available infrastructural capacity, including finance and staff. | <p>8.3.1. Where it is a requirement of a statutory or professional accreditation body, a faculty may designate a language of instruction in any given academic year, programme, or module to apply to all campuses.</p> | <p>8.4.2. it is necessary to operationalise the university’s functional multilingual policy;</p> |
| <p>8.2. Language policy statement for teaching-learning and assessment</p> | <p>8.3.2. Where more than one language of instruction is prescribed, or choices between the four university languages are enabled, compliance with the law and the commitment to achieve historical redress by correcting the language imbalances of the past must be kept in mind.</p> | <p>8.4.3. it enables the student to succeed in the transition from school to university life;</p> <p>8.4.4. on the basis of the need for alignment of programmes between campuses, parallel medium is not advisable for reasons of diversity, capacity, or where it impacts on alignment to the extent that contact and study hours come to differ within the same programme offered across the three campuses, and where</p> |
| <p>8.2.1. Multilingualism and the development and use of African languages in higher education must contribute to the values of the NWU concerning inclusion and also to the quality of selected degree programmes.</p> | <p>8.3.3. A faculty may, subject to the approval of senate, prescribe a specific language of instruction in selected modules if it is justified on the grounds of being necessary for the realisation of the stated attributes of the graduates of the faculty concerned, and in such cases this may apply to all campuses.</p> | <p>8.4.5. on the basis of a need for inclusion, there are grounds to use interpreting to access more than one language in the teaching-learning environment, in particular also SASL, with adequate advance notice;</p> |
| <p>8.2.2. The development of Setswana and Sesotho particularly with a view to increasing access and enabling success through the use of these languages, must contribute to student academic success, as well as development, and must add value to graduate attributes particularly for professionally oriented programmes offered by the NWU.</p> | <p>8.3.4. Provision for designating a language of instruction may be made by a faculty, recognising where the demands of the field or market into which graduates will most likely seek employment require that a language or languages be used competently, and in such cases differentiation between campuses may be possible on the basis that some degree programmes cater for different language-specific markets.</p> | <p>8.5. Principles for the provision of parallel medium of instruction</p> |
| | <p>8.4. Principles for the provision of interpreting and translation services</p> | <p>8.5.1. Provision for parallel medium of instruction may be made where –</p> |
| | <p>8.4.1. Provision for translation and interpreting services may be made by a faculty in coordination with the Senate Committee for Language Planning and Advisory Services and the Language Directorate towards the</p> | <p>8.5.1.1. class size justifies the need to split classes, and where celebrating and embracing diversity can be attained in other ways;</p> <p>8.5.1.2. capacity of staffing exists and access to a language will support student success, and where</p> <p>8.5.1.3. sufficient classroom space is available.</p> <p>8.5.1.4. Where provision of parallel medium of instruction is used, specific interventions are required to ensure integration of the student population attending classes in parallel medium contexts.</p> |

8.6. Principles for the provision of translanguaging in teaching-learning environments

Provision for translanguaging may be made where –

- 8.6.1. staff have been trained adequately in the principles of multilingual pedagogies;
- 8.6.2. students have been identified, trained by staff and are willing to act as facilitators in the class in normal (non-flagship) programmes of the university;
- 8.6.3. adequate multilingual study-guides and materials have been developed in normal programmes of the university to support and extend language learning in the relevant languages as made relevant in selected modules in the programme, and
- 8.6.4. in flagship programmes of the university facilitators have been appointed and staff as well as facilitators have been trained adequately.

8.7. Principles for the provision of flagship African language programme development

- 8.7.1. Provision for the designation of flagship programmes per faculty may be made where –
 - 8.7.1.1. it is evident that the field, market and employers will find merit in graduates who are multilingual in an African language in addition to either English or Afrikaans;
 - 8.7.1.2. consultation with the faculty has been undertaken, and support obtained from the faculty board, and
 - 8.7.1.3. adequate planning has been done in consultation with the Finance Department for strategic budgetary

provision.

- 8.7.1.4. Where, subject to the approval of the UMC, a faculty is for well-motivated reasons not able to identify a flagship programme, provision may be made for the identification of either an additional language-stream consisting of modules in sequence from year 1-3 of the curriculum, or selected common modules in which Setswana or Sesotho are identified as languages to be used and developed within the programme.

9. LANGUAGE POLICY PRINCIPLES FOR ADMINISTRATION, WORK AND THE LINGUISTIC LANDSCAPE

9.1. General principles

- 9.1.1. The functionally multilingual approach must serve as guiding principle.
- 9.1.2. The diverse linguistic realities at the different operating levels of the university as well as sensitivity towards the language preferences of internal and external stakeholders must be directional for the way in which the official languages are employed as working languages, languages of administration, internal and external communication and the linguistic landscape.
- 9.1.3. The determination of language choice for internal and external communication must take the following factors into consideration:
 - the situation and context of communication;
 - the purpose and future pathway of the communication, and
 - the language needs and levels of

language proficiency of interlocutors.

- 9.1.4. The implementation of functional multilingualism for working, administrative and linguistic landscape purposes must take place in a systematic and purposeful manner.
- 9.1.5. By means of a consultative process, and taking due account of the language realities of the NWU, strategies must be continually lobbied and structures put in place to implement functional multilingualism as optimally as possible within the workplace.
- 9.1.6. External and corporate communication must take place in the official languages of the NWU, determined by the purpose of the communicative event, language needs and language competencies of the audience.

9.2. Principles for the provision of multilingualism in formal communication, meetings and events

- 9.2.1. Provision for translation and interpreting for events and meetings may be made where the convening authority has ascertained that such need exists in terms of the diversity of the audience, and has communicated this in advance of the event or meeting to the Language Directorate.
- 9.2.2. Approval of the designation of a common language for meetings of statutory bodies of the university is made by the UMC in accordance with this policy.
- 9.2.3. Provision for translation and interpreting of both internal and external formal communication by the university is made by the Language Directorate in support of the four languages of the NWU and also in support of sign language where the need arises.

10. LANGUAGE POLICY PRINCIPLES FOR RESEARCH AND DEVELOPMENT

- 10.1. Researchers must be encouraged to publish their research results in languages accessible to scholarly peers nationally and internationally.
- 10.2. The choice of language of publication is the prerogative of the researcher, but researchers must be encouraged to take variables such as the purpose of the research report, the putative readership and the target audience into account.
- 10.3. In the quest for creative solutions in a national contribution towards the intellectualisation of multilingualism, continuous efforts must be made to make research outputs available in more languages.
- 10.4. Master's and doctoral research titles and key words, and master's and doctoral abstracts must be provided in three of the official languages of the NWU.

11. LANGUAGE POLICY PRINCIPLES FOR ORGANISED STUDENT LIFE

- 11.1. General principles
 - 11.1.1. The linguistic diversity of students of the NWU must be regarded as an asset and indispensable for the establishment of an inclusive and vibrant student environment.
 - 11.1.2. The NWU must equip students with the necessary language skills to enable them to enter into professional careers.
 - 11.1.3. The university must enable optimal access of students to full participation in student life.
 - 11.1.4. Sensitivity for language preference in vertical and horizontal communication on all campuses must be promoted.
 - 11.1.5. Opportunities must be created to assist

students in constructive ways to hone and improve their professional language skills.

11.2. Language planning principles

- 11.2.1. Provision must be made for the use of the languages of the NWU in organised student life with the explicit purpose of promoting the multilingualism of the university through the use of multilingual approaches in meetings, events and student life communication.
- 11.2.2. The designation of a common language for communication may be agreed upon within specific contexts, including residences, committees, societies, and events, provided that provision for the multilingualism of the audience is anticipated, either in terms of the language capacities of members of the group to understand or help understand each other, or in terms of the support requested from the Language Directorate.

12. PRINCIPLES FOR LANGUAGE ACQUISITION, LANGUAGE IMPROVEMENT AND QUALITY OF LANGUAGE USAGE

- 12.1. Structures aimed at the improvement of individual multilingual skills and translanguaging pedagogic abilities must be established and maintained across the NWU within the academic, administrative and student environments in support of enhancing the multilingual competencies of employees and students.
- 12.2. Considering the importance of the quality of spoken and written language usage, a set of practical guidelines must be established to guide and gauge language standards maintained in the university.

- 12.3. Employees and students must be encouraged to broaden their multilingual skills in order to function effectively in different contexts.
- 12.4. Front-line employees at all service points are required to be functionally multilingual.
- 12.5. Awareness raising must take place and workshop opportunities and funding for research projects that investigate the development of functionally multilingual and translanguaging pedagogies must be made available annually to encourage academic employees to hone their teaching and learning approaches for a linguistically diverse student population.
- 12.6. Language editing and translation services must be offered by the Language Directorate and employees must be encouraged to make use of these services.

13. LANGUAGE OMBUD

- 13.1. The UMC must establish a University Language Ombud (ULO).
- 13.2. The office of the ULO must provide an accessible reporting point for all employees and students of the university for language queries, complaints and issues.
- 13.3. The ULO must investigate all language queries and complaints and make recommendations to the UMC for addressing language issues that arise.
- 13.4. The ULO must represent the linguistic interests of the university community by proactively promoting the language policy.

TEMPLATES

LANGUAGE-PLANNING TEMPLATE:

STUDENT LIFE

Plan for the development of a language plan for student life in order to operationalise the NWU language policy in the organised student life environment

1. BACKGROUND

The revised NWU language policy (NWULP) was approved by Council in November 2018 and can now be implemented. While for the teaching-learning environment preparatory work for its implementation as from 2020 needs to be done this year, some aspects can be operationalised immediately or are already in place. (The NWULP has not yet been published on the NWU website as it is in the process of being translated, but the English version approved by Council is attached as Appendix A to this document. Reference is also made to the relevant portions of the NWULP in this planning document)

In essence the revised NWULP is an additive multilingual policy, which implies that the NWULP adds more languages of teaching-learning (LOTs), specifically indigenous African languages, to NWU's already functionally multilingual

offering (which has to date seen mostly English and Afrikaans being used as LOTs). In the support departments environment, Setswana and Sesotho have been used together with Afrikaans and English. In student life, English and Afrikaans have been formally used, while Setswana and Sesotho (and possibly other indigenous African languages) have been used informally.

The NWULP in Section 3 states the following broad prescripts in regard to the NWU language plan (with the underlined point specifically applying to support departments):

3.1 The University Management Committee (UMC) must, in consultation with the senate adopt and implement a language plan of the NWU which is consistent with this policy and provide guidelines for the implementation thereof.

3.2 Each faculty and support department of the university must adopt and implement a language plan in consultation with the UMC and senate which is consistent with this policy and the guidelines contemplated in 3.1.

3.3 The UMC is responsible for the management and implementation of the language plans contemplated in 3.1 and 3.2.

3.4 The vice-chancellor must annually submit a progress report to council on the implementation of this policy.

3.5 The language plans and guidelines must be revised at least once every five years.

In Section 11, the NWULP then deals specifically with the language policy principles for student life, as follows:

- 11.1 General principles
 - 11.1.1 The linguistic diversity of students of the NWU must be regarded as an asset and indispensable for the establishment of an inclusive and vibrant student environment.
 - 11.1.2 The NWU must equip students with the necessary language skills to enable them to enter into professional careers.
 - 11.1.3 The university must enable optimal access of students to full participation in student life.
 - 11.1.4 Sensitivity for language preference in vertical and horizontal communication on
- 11.2 Language planning principles
 - 11.2.1 Provision must be made for the use of the languages of the NWU in organised student life with the explicit purpose of promoting the multilingualism of the university through the use of multilingual approaches in meetings, events and student life communication.
 - 11.2.2 The designation of a common language for communication may be agreed upon within specific contexts, including residences, committees, societies, and events, provided that provision for the multilingualism of the audience is anticipated, either in terms of the language capacities of members of the group to understand or help understand each other, or in terms of the support requested from the Language Directorate.

The most important guiding principle in the student life environment is the one of functional multilingualism. This means that the linguistic needs of the particular situation and at times the logistical environment determine which language(s) are used in that situation. In the student life environment, the language policy has been implemented over time so various linguistic permutations are in place. Thus in some respects there is little to plan and it is more a situation of describing the status quo in the template

below. Where the use of the African languages Setswana and Sesotho have in some instances not come into its own, provision for the managed use of these languages must now be made.

Student life offices must please think specifically how on their campuses and in all the spaces in which they function, they can add to the current language usage in their interaction, both internally and externally.

2. LANGUAGE PLAN TEMPLATE FOR STUDENT LIFE

| CAMPUS: | |
|--|--|
| LANGUAGE(S) OF ADMINISTRATION | |
| 1. Meetings: <ul style="list-style-type: none"> • Campus meetings • Cross-campus meetings • Residence meetings • Other | |
| 2. Drafting of documents: <ul style="list-style-type: none"> • Campus use • Cross-campus use | |
| 3. Correspondence <ul style="list-style-type: none"> • Internal • External | |
| 4. Miscellaneous (any areas not covered above, comments, problems, etc.) | |

LANGUAGE-PLANNING TEMPLATE:

ADMINISTRATION

1. BACKGROUND

The revised NWU language policy (NWULP) was approved by Council in November 2018 and can now be implemented. While for the teaching-learning environment preparatory work for its implementation as from 2020 needs to be done this year, some aspects can be operationalised immediately or are already in place. (The NWULP has not yet been published on the NWU website as it is in the process of being translated, but the English version approved by Council is attached as Appendix A to this document. Reference is also made to the relevant portions of the NWULP in this planning document)

In essence the revised NWULP is an additive multilingual policy, which implies that the NWULP adds more languages of teaching-learning (LOTs), specifically indigenous African languages, to NWU's already functionally multilingual

offering (which has to date seen mostly English and Afrikaans being used as LOTs). In support departments environment, Setswana and Sesotho have been used together with Afrikaans and English.

The NWULP in Section 3 states the following broad prescripts in regard to the NWU language plan (with the underlined point specifically applying to support departments):

- 3.1 The University Management Committee (UMC) must, in consultation with the senate adopt and implement a language plan of the NWU which is consistent with this policy and provide guidelines for the implementation thereof.
- 3.2 Each faculty and support department of the university must adopt and implement a language

plan in consultation with the UMC and senate which is consistent with this policy and the guidelines contemplated in 3.1.

- 3.3 The UMC is responsible for the management and implementation of the language plans contemplated in 3.1 and 3.2.
- 3.4 The vice-chancellor must annually submit a progress report to council on the implementation of this policy.
- 3.5 The language plans and guidelines must be revised at least once every five years.

In Section 9, the NWULP then deals specifically with the language policy principles for administration, work and the linguistic landscape¹, as follows:

9.1 General principles

- 9.1.1 The functionally multilingual approach must serve as guiding principle.
- 9.1.2 The diverse linguistic realities at the different operating levels of the university as well as sensitivity towards the language preferences of internal and external stakeholders must be directional for the way in which the official languages are employed as working languages, languages of administration, internal and external communication and the linguistic landscape.
- 9.1.3 The determination of language choice for internal and external communication must take the following factors into consideration:
 - the situation and context of communication;
 - the purpose and future pathway of the communication, and
 - the language needs and levels of language proficiency of interlocutors.
- 9.1.4 The implementation of functional multilingualism for working, administrative and linguistic landscape purposes must take place in a systematic and purposeful manner.

- 9.1.5 By means of a consultative process, and taking due account of the language realities of the NWU, strategies must be continually lobbied and structures put in place to implement functional multilingualism as optimally as possible within the workplace.
- 9.1.6 External and corporate communication must take place in the official languages of the NWU, determined by the purpose of the communicative event, language needs and language competencies of the audience.
- 9.2 Principles for the provision of multilingualism in formal communication, meetings and events
 - 9.2.1 Provision for translation and interpreting for events and meetings may be made where the convening authority has ascertained that such need exists in terms of the diversity of the audience, and has communicated this in advance of the event or meeting to the Language Directorate.
 - 9.2.2 Approval of the designation of a common

language for meetings of statutory bodies of the university is made by the UMC in accordance with this policy.

- 9.2.3 Provision for translation and interpreting of both internal and external formal communication by the university is made by the Language Directorate in support of the four languages of the NWU and also in support of sign language where the need arises.

The most important guiding principle is the one of functional multilingualism. This means that the linguistic needs of the particular environment determine which language(s) are used in that environment. Support departments have over time implemented the language policy and have things in place, so there is little to plan and it is more a situation of reporting the status quo in the template below. However, any potential problem situations or foreseen changes can be added.

Support departments must please think specifically how in their workspaces they can add to the current language offering in their interaction both internally and externally.

¹ The visible language used in the NWU environment, primarily on signage

2. LANGUAGE PLAN TEMPLATE FOR SUPPORT DEPARTMENTS

Please complete the following:

| NAME OF SUPPORT DEPARTMENT: | |
|---|--|
| LANGUAGE(S) OF ADMINISTRATION | |
| 1. Meetings: <ul style="list-style-type: none">• Campus meetings• Cross-campus meetings | |
| 2. Drafting of documents: <ul style="list-style-type: none">• Campus use• Cross-campus use | |
| 3. Correspondence <ul style="list-style-type: none">• Internal• External | |
| 4. Linguistic landscape | |
| 5. Miscellaneous (any areas not covered above, comments, problems, etc.) | |



LANGUAGE-PLANNING TEMPLATE:

FACULTIES

Plan for the development of faculty language plans to operationalise the NWU language policy in the teaching-learning environment

1. BACKGROUND

The revised NWU language policy (NWULP) was approved by Council in November 2018 and can now be implemented. While some aspects can be operationalised immediately, preparatory work with a view to its implementation in the teaching-learning environment as from 2020 needs urgent attention this year. (The NWULP has not yet been published on the NWU website as it is in the process of being translated, but the English version approved by Council is attached as Appendix A to this document. Extensive reference is also made to the relevant portions of the NWULP in this planning document)

In essence the revised NWULP is an additive multilingual policy, which implies that the NWULP adds more languages of teaching-learning (LOTs), specifically indigenous African languages, to NWU's already functionally multilingual offering (which has to date seen mostly English and

Afrikaans being used as LOTs). The additional languages to be introduced on a more significant scale as LOTs will be predominantly (but not only) Setswana and Sesotho.

More to the point as regards the teaching-learning environment, the NWULP states the following in section

- 8.1.3 under the general language policy principles for teaching-learning and assessment:
- 8.1.3 In the teaching-learning environment the university must ensure that the following parameters are accounted for in a flexible and accommodating way:
 - language needs within each of the eight faculties across the university campuses;
 - different markets served by the modes of

- delivery and teaching programmes; and
- available infrastructural capacity, including finance and staff.

The following principles to provide for language of instruction are given in 8.3 of the NWULP:

- 8.3.1 Where it is a requirement of a statutory or professional accreditation body, a faculty may designate a language of instruction in any given academic year, programme, or module to apply to all campuses.
- 8.3.2 Where more than one language of instruction is prescribed, or choices between the four university languages are enabled, compliance with the law and the commitment to achieve historical redress by correcting the language imbalances of the past must be kept in mind.

8.3.3 A faculty may, subject to the approval of senate, prescribe a specific language of instruction in selected modules if it is justified on the grounds of being necessary for the realisation of the stated attributes of the graduates of the faculty concerned, and in such cases this may apply to all campuses.

8.3.4 Provision for designating a language of instruction may be made by a faculty, recognising where the demands of the field or market into which graduates will most likely seek employment require that a language or languages be used competently, and in such cases differentiation between campuses may be possible on the basis that some degree programmes cater for different language-specific markets.

- Principles are then set out for the various mediums of instruction, namely:
- provision of interpreting and translation services;
- provision of parallel medium of instruction;
- provision of translanguaging in teaching-learning environments; and
- provision of flagship African language programme development.

Besides moving away from monolingual classrooms, one of the practical effects of the revised NWULP on the teaching-learning level is that NWU will be introducing certain modules in specific programmes in each faculty where indigenous African languages will be developed by means of their being used as LOTLs. These are referred to as flagship programmes and flagship modules.

In essence, over the course of the next four years,

indigenous African languages will be used as additional LOTLs in a sequence of articulating modules (thus flagship modules) in identified flagship programmes.

A phased approach will be followed, meaning:

- In 2019 for implementation in 2020: phase 1 will require of each faculty to identify at least (but not limited to) one flagship programme and at least one flagship module in the first year of such flagship programme where an African language will be used as additional LOT and where the primary medium of instruction (MOI) will be translanguaging, in addition to any other MOI that the teaching-learning situation may require;
- In 2021: phase 2 will require that the flagship modules of phase 1 be rolled out to the second year, continuing with an African language as additional LOLT and translanguaging as the primary MOI. During this phase, further modules may also be added to the first year of flagship programmes, and faculties may even consider identifying a second flagship programme;
- In 2022: phase 3 will require that the flagship modules of phase 2 be rolled out to further years of study, continuing with an African language as additional LOLT and translanguaging as the primary MOI. During this phase further modules may also be added to the first and second year of flagship programmes.
- Where there are fourth year modules in a flagship programme, these will be rolled out further in 2023.
- By 2022/2023 momentum for this project will have been gained and faculties will be encouraged to continue with the identification of further first to third/ fourth year modules where an African language can be used as additional LOLT.

Other modules, whether part of flagship programmes or not, will be presented in the various modes for which

principles are set out in the language policy, as referred to above and as is currently the case, but with the necessary changes from year to year as required by circumstances such as professional requirements, changes to staff and student demography, etc.

NWU will capitalise on its current translation, interpreting and language facilitation strengths, developed over the 15 years of the University's existence, to facilitate multilingual teaching-learning, not only in modules where the LOTL is an indigenous African language, but in other modules as well. Lecturers will play an integral role in this multilingual teaching-learning, referred to as translanguaging², and will be maximally capacitated to enable them to make a success of this innovative teaching paradigm.

² Definition from the NWULP (p1): "Translanguaging" means that in the teaching and learning situation various languages are used to explore key concepts with a view to making this clear and understandable to the learners in their own languages, as well as learning new insights arising from the interpretation of the concept in the target language

2. FLAGSHIP MODULES AND PROGRAMMES

Processes to be completed and responsible entities for each

| PROCESS | RESPONSIBILITY |
|---|--|
| 2.1 Identification of flagship programmes and modules 2.1.1 Identification of flagship programmes 2.1.2 Identification of flagship modules | Faculties |
| 2.2 Identification and sourcing of teaching and learning resources for each flagship module – lecturers, multilingual study guides, multilingual PowerPoint slides, multilingual lists of core terms with definitions | 1. Lecturers – faculties 2. Core terms and definitions – faculties 3. Translations of materials – Language Directorate |
| 2.3 Capacitating (training) a) lecturers and facilitators, and b) interpreters for multilingual teaching-learning (translanguaging) | 1. Language Pedagogy and Planning Unit 2. Language Directorate |

In regard to the above processes, the following will assist in completing the processes:

| | | |
|--|---|---|
| <p>2.1 Identification of flagship modules and programmes</p> <p>2.1.1 Criteria for a flagship programme An academic programme which has been identified as a flagship programme for the development of an African language, in accordance with the principles set out in 8.7 of the NWULP.</p> <p>2.1.2 Criteria for a flagship module A sufficient number of students with the relevant indigenous African language as home language is registered for the module (on MC and PC it will probably be Setswana-speakers, on VC it will probably be Sesotho-speakers)</p> <p>That it is a core module that carries</p> | <p>through to the final year of study.</p> <p>2.2 Criteria for identifying and sourcing of teaching and learning resources</p> <p>Academic resources – a lecturer who is a home-language speaker of an indigenous African language and who is also proficient in English</p> <p>Support resources – interpreters, translators and multilingual language facilitators [preferably proficient in English, the relevant indigenous African language plus one or more other official African languages (including Afrikaans as a recognised official language)]</p> <p>Teaching-learning aids – multilingual study guides, multilingual PowerPoint slides, multilingual lists of core terms with definitions and translations for each flagship module (and other modules in the programme, where possible)</p> | <p>2.3 Capacitating staff for translanguaging</p> <p>This will not be the responsibility of faculties, as indicated in the table above. However, fulfilling these functions is dependent on the completion of the processes that are the responsibility of faculties.</p> <ul style="list-style-type: none"> • Training of lecturers and facilitators – Language Pedagogy and Planning Unit • Training of interpreters – Language Directorate |
|--|---|---|

3. FACULTY LANGUAGE PLANS FOR BOTH FLAGSHIP AND NON-FLAGSHIP MODULES AND PROGRAMMES

These guidelines for designing faculty language plans also serves to assist faculties in their further planning as to how they will operationalise the NWULP in modules besides flagship modules

in flagship programmes. This planning needs to be customised according to each faculty's particular needs (see 8.3 of the NWULP, as referred to above), subject to the relevant principles set out in the NWULP.

Faculties therefore have to indicate in broad terms in the template below all the relevant details of their programmes and modules, particularly also in regard to medium of instruction (MOI), subject to compliance with the principles for provision of the language (medium) of instruction in 8.3 of the NWULP, referred to above).

For purposes of capacitating lecturers, facilitators and interpreters and of preparing and translating multilingual lists of core terms with definitions, multilingual study guides and

multilingual PowerPoint slides for flagship modules, faculty language plans need to be put in place as soon as possible.

The specific processes set out above that need to be completed with a view to implementation of the NWULP in the teaching-learning environment in 2020 will require that a number of deadlines be set and met (see schedule below).

Language plans for specific professional programmes (for example the LLB programme in the Faculty of Law and the BComCA programme in Economic and Management Sciences) do not constitute the language plans of the faculties as a whole, because faculties will have separate language plans for the faculty in general. Where the need thus arises, specific customised language plans for the different professional programmes falling

within the ambit of a Faculty will be determined by particular requirements (subject to 8.3 of the NWULP).

As regards non-flagship modules and all other academic programmes, faculties will in most instances have to set out the current state of affairs as regards MOI per programme (thus the language of instruction and the language of translation), or per year of a programme, and/or per module, i.e. whether one MOI is implemented for a programme as a whole, or, where this is not the case, the current MOI for each module. Planning for non mono-lingual classrooms where-ever possible must be taken into account in this planning exercise. This must be done for all programmes. Planned future changes in MOI in modules in particular years can be indicated in the relevant cells in the template below where such changes are applicable.

4. LANGUAGE-PLANNING TEMPLATE TO BE COMPLETED BY FACULTIES

This template serves not only to indicate the flagship modules to be introduced from 2020, but also to indicate the MOI for each of the other modules forming part of flagship programmes.

| TEMPLATE (FACULTIES MAY ADD TO THE TEMPLATE TO FIT THEIR NEEDS) | | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Faculty name: | | | | | | |
| Flagship programme: | | | | | | |
| School(s) within which the flagship programme(s) reside: | | | | | | |
| Flagship module(s) per School: | | | | | | |
| Flagship module lecturer(s) per School: | | | | | | |
| African language relevant to | | | | | | |
| OTHER MODULES IN FLAGSHIP PROGRAMME | (MODULE) | (MODULE) | (MODULE) | (MODULE) | (MODULE) | (MODULE) |
| MOI year 1 | (MOI) | (MOI) | (MOI) | (MOI) | (MOI) | (MOI) |
| MOI year 2 | (MOI) | (MOI) | (MOI) | (MOI) | (MOI) | (MOI) |
| MOI year 3 | (MOI) | (MOI) | (MOI) | (MOI) | (MOI) | (MOI) |
| MOI year 4 (where relevant) | (MOI) | (MOI) | (MOI) | (MOI) | (MOI) | (MOI) |
| In addition, every Faculty needs to complete an Excel sheet with an MOI plan for every module that resides within the Faculty concerned. The Excel planning template will be populated with the modules that reside within each School of a Faculty for ease of completion. This MOI plan will be the first of its kind for the NWU, and will for the first time offer a clear and complete picture of translation occurring within all classrooms. | | | | | | |

5. SCHEDULE³

| ACTION | DATE | RESPONSIBLE ENTITY |
|--|---|------------------------------|
| Planning template to SMC for inputs | 14 Feb 2019 | DVC TL Office |
| Planning template approved by Senate Committee for Language Planning and Advisory Services | 19 Feb 2019 | DVC TL Office |
| Planning template to faculties | 22 Feb 2019 | DVC TL Office |
| Completed Plan back from faculties (submitted to DVC TL) for SCLPAS | Submission SCLPAS on 4 April; SCLPAS meeting on 17 April | Faculties |
| Feedback to faculties on submitted Plans by SCLPAS | 29 April | SCLPAS |
| Final plans submitted to UMC for recommendation to Senate for approval | Agenda closes on 17 May; Meeting on 28 May | Executive Deans of Faculties |
| Senate consideration of recommendations for approval | Agenda closes on 13 August; Meeting on 21 August | DVC TL |
| Faculty plans merged into generic language plan for the University | Finalised and submitted to DVC TL before 6 September | Language Directorate |
| Annual Language Plan for the University is submitted to Council for discussion and noting | Agenda closes on 9 September; Meeting on 19 September | DVC TL |

³ The language plans took longer than anticipated to complete, and some have not been finalised yet e.g. the Language Plan for Administration, which will only be finalised on the basis of data to be obtained in 2020. Hence the schedule could not be adhered to fully, and particular it has not yet been possible to compile a generic NWU Annual Language Plan, although most of the component elements are in place.

PLANS

LANGUAGE PLAN:

STUDENT LIFE

1. DEFINITIONS AND PURPOSE

| | |
|-------------|--|
| SLLP | Student Life Language Plan |
| LP | Language Policy |
| SRC | Student Representative Council |
| SCC | Student Campus Council |
| EC | Executive Committees (of Student Campus Councils) |
| HC | House Committee (for a specific residence) |
| ASA | Academic Student Association |
| LD | Language Directorate |

- 1.1 The Student Life Language Plan (SLLP) aims to create an environment within the student support / co-curricular sphere, that embraces language diversity amongst both students and staff.
- 1.2 The SLLP is aimed at motivating both staff and students to engage and interact on various platforms, using numerous languages.
- 1.3 The SLLP aims to create an informal learning experience with regards to the languages used within the North West University (NWU).

- 1.4 The SLLP must be applied with the necessary flexibility and creativity to not impede the effective functioning of Student Life.
- 1.5 The SLLP is regarded as a living document, which is to be expanded and developed as the need and use of languages within the University community evolves.

2. GUIDING PRINCIPLES

- 2.1 The SLLP functions within the overarching principles as set out in the Language Policy of the NWU (22 November 2018), with specific reference to Section 9 – Language Policy Principle Administration, Work and the Linguistic Landscape, and Section 11 – Language Policy Principles for Organised Student Life.
- 2.2 Key definitions are indicated within the Language Policy of the NWU as follows:

“functional multilingualism” means that the choice of a particular language in a particular

situation is determined by the situation or context in which it is used;

“multilingual” refers to the use of two or preferably more languages, referred to as “societal multilingualism”, and the ability to use two or more languages, referred to as “individual multilingualism”;

“target language” refers to the language identified by the university to be acquired, learned and developed.

- 2.3 Four target languages have been identified within the NWU Language Policy:

“that, within the parameters of the principle of functional multilingualism English, Setswana, Sesotho and Afrikaans are employed as official languages of the NWU”;

“that, without diminishment of the use of English and Afrikaans, Setswana and Sesotho must be developed by the university as languages of communication and teaching and learning”; and

- 2.4 Specific objectives are also stipulated for the NWU Language Policy:
- “the language realities at the different campuses are continuously taken into account for practical implementation purposes”;
- “sensitivity is shown towards the language preferences, language needs and language expectations of individuals and groups that have an interest in the institution.”
- 2.5 Directors and managers must annually budget for translation of documents, as necessitated within their specific field of operations.

3. OFFICIAL STUDENT LIFE MEETINGS

Considering aspects of practicality and efficiency, the use of various languages must be guided by the context wherein the meeting is conducted. During such engagements, members participating must be encouraged to embrace the use of various languages, where practically possible.

- 3.1 Directorate Level
- 3.1.1 Within the context of official meetings at Directorate Level, the common language of use is English, with translations to additional languages as required. This applies to:
- 3.1.1.1 Dialogue language and
- 3.1.1.2 Official documentation, including:
- Agendas
 - Agenda Items
 - Minutes
 - Notices
 - Terms of References
 - Memorandums and resolutions.

- 3.2 Managerial Level
- 3.2.1 Within the context of meetings at Managerial Level in the cross campus context, the common language of use is English, with translations to additional languages as required. This applies to:
- 3.2.1.1 Dialogue language and
- 3.2.1.2 Official documentation, including:
- Agendas
 - Agenda Items
 - Minutes
 - Notices
 - Terms of References
 - Memorandums and resolutions.
- 3.2.2 Within the context of meetings at Managerial Level in the campus context, the common language of use pertains to the preference of members in attendance, with translations to additional languages as required. However, documentation listed below must still be available in English upon request:
- 3.2.2.1 Dialogue language and
- 3.2.2.2 Official documentation, including:
- Agendas
 - Agenda Items
 - Minutes
 - Notices
 - Terms of References
 - Memorandums and resolutions.

- 3.3 Departmental Level
- 3.3.1 Within the context of meetings at Departmental Level, which remain at a campus level, the common language of use

- attendance, with translations to additional languages as required.
- 3.3.3.2 Within this context, care must be taken not to exclude any members in attendance with regards to formal communication or information shared.
- 3.3.3.3 Thus managers and chairs of such meetings must be attentive to the language needs and preferences of those in attendance.
- 3.3.3.4 At a departmental level, attention must be given to creating awareness and advocating for the use of different languages within the boundaries of practicality.

- 3.4 Student Leadership Environment
- 3.4.1 Within the context of meetings at Student Leadership Level, the common language of use pertains to the preference of members in attendance, with translations to additional languages as required.
- 3.4.2 Within the context of Student Leadership, attention must be given to creating awareness and advocating for the use of different languages within the boundaries of practicality.
- 3.4.3 This provision includes:
- 3.4.3.1 SRC
- 3.4.3.2 SCC
- 3.4.3.3 EC
- 3.4.3.4 HC
- 3.4.3.5 ASA
- 3.4.3.6 Other affiliated societies.

- 3.5 Student Residence Environment

- 3.5.1 Within the context of meetings at Student Residence Level, which remain at a campus level, the common language of use pertains to the preference of members in attendance, with translations to additional languages as required.
- 3.5.2 Language application within the residence context should remain flexible, to adapt to changing student compositions and language preferences.
- 3.5.3 Within Student Residences, initiatives must be established to create awareness and education for the languages of frequent use (as indicated in sub-section 5.3 of the LP, and considering the campus context), within a social setting.
- 3.5.4 The objectives of such initiatives are:
 - 3.5.4.1 To promote and facilitate the creation of greater social cohesion between students,
 - 3.5.4.2 To educate students in an informal setting with regards to different languages, and
 - 3.5.4.3 To cultivate an environment of mutual respect and understanding with regards to language.

4. DOCUMENTATION

- 4.1 Formal Documentation
 - 4.1.1 Formal documentation pertains to both a campus and cross-campus context, and serves to inform both staff and students.
 - 4.1.2 Formal documentation within the Student Life context refers to, but is not limited to:
 - Strategic documentation
 - Policies
 - Memorandums
 - Standard Operating Procedures

- Guidelines
- Documentation of Forum meetings (including agendas, action lists, and minutes)
- Monthly, quarterly and annual reports
- Application forms.

- 4.1.3 Formal documents which are frequently used or circulated, and are interpreted or implemented across campuses, must be available in the four target languages as identified in sub-section 5.3 of the LP. Directors and managers must employ their discretion in determining the frequency of use of specific documents and prioritise them for translation, in consultation with the Language Directorate (LD). To phase in over time, the availability of such documents in the four identified languages.
 - 4.1.3.1 *Example 1:* application forms, template forms, requisition forms, etc., are frequently used and circulated amongst staff and students – therefore it must be available in the identified languages of use, within the context of the campus (as per sub-section 6.1 of the LP).
 - 4.1.4 Formal documents which are less frequently accessed or used by staff and students, would not necessitate translation into numerous languages, unless specifically required. For example:
 - 4.1.4.1 *Example 2:* Minutes of official meetings need not be translated to numerous languages, but only need to be accessible in the agreed language(s) of choice of the participants (as per sub-section 6.1 of the LP).
 - 4.1.5 In determining the frequency of use, directors and managers must apply their

discretion, basing their decisions on prior experience with regard to requests made from staff and students, and in consultation with the LD.

4.2 Informal documentation

- 4.2.1 Informal documentation pertains to a campus-context, specifically for internal use within the indicated sphere (departmental, student residences, student leadership).
- 4.2.2 Informal documentation within the Student Life context can refer to, but is not limited to:
 - Informal notices
 - Departmental/Corridor “house rules”
 - Departmental newsletters.
- 4.2.3 Such documentation may be produced in the language of preference amongst staff or student members, with translation where required, in consultation with the LD.

5. MARKETING AND PROMOTIONS

- 5.1 The purpose of marketing and promotional communication is to reach a large number of diverse staff and students.
- 5.2 Marketing and promotional material can be campus focussed, or inter-campus focussed.
 - 5.2.1 Campus Based Marketing and Promotional Communications:
 - 5.2.1.1 Marketing and promotional communications aimed at a campus-level initiative must be created in two or more languages, as is used within the context of the campus, of which English must always be one of the languages used.

5.2.1.2 The languages identified in 5.2.1.1 must be equally represented in a functional way, for example:

- 50% English, 50% Additional Language A
- 33% English, 33% Additional Language A, 33% Additional Language B.

5.2.1.2.1 For example: In the case of posters: 50% of the total quantity to be printed in English, and 50% in an additional language A; or 33% English, 33% Additional Language A, 33% Additional Language B.

5.2.2 Inter-campus (Institutional) Marketing and Promotional Communications

5.2.2.1 Marketing and promotional communications aimed at Inter-Campus (Institutional) level, must be accessible to both students and staff of all campuses.

5.2.2.2 Marketing and promotional communications must be done multilingually, with English always being one of the languages, with the additional three languages equally represented in a functional way.

5.2.3 The use of multiple languages in marketing and promotional communications must be done in a functional manner, for example:

5.2.3.1 *Example 3:* If a marketing and promotional message is translated into three languages, it would not be practical to include all three texts on one poster. Three posters, each displaying a particular language, would be more effective and practical.

5.2.4 Marketing and promotional communications include, but are not limited to:

- Posters
- Pamphlets
- Radio adverts
- Social media posts
- Banners
- Branding.

6. EVENTS AND GATHERINGS

6.1 Events and gatherings within the Student Life context encompass a large scope of concerts, gatherings, programmes, interventions, etc.

6.2 Though the content of the engagement is not dedicated to specific languages, the manner in which the event is presented, must be inclusive of multiple NWU languages (as per campus context). This can refer to:

6.2.1 Language of presenters, commentators, master of ceremonies, etc.

6.2.2 Programmes, booklets, etc.

6.3 The purpose of using multiple languages is not to over-burden the programme, but to increase the accessibility of the message conveyed and to visibly showcase NWU's image as a multilingual institution.

6.4 Campus Based events and gatherings

6.4.1 The presentation language of campus based events and gatherings must incorporate two or more languages, as is used within the context of the campus.

6.4.2 Interpreting can be done to additional languages.

6.5 Institutional events and gatherings

6.5.1 In accordance with paragraphs 9.1 and 9.2 of the NWU Language Policy, provisioning is made to ensure that the principle of multilingualism, also accounting for the diverse linguistic realities and sufficient sensitivity displayed to the language needs, preferences and expectations of participants to meetings, are sufficiently accounted for.

6.5.2 To give effect to the guiding principles mentioned in 4.3.3, the following measures need to be in place:

6.5.2.1 Demonstrating appropriate language sensitivity when engaging in meetings;

6.5.2.2 The need to reach a mutual agreement at the start of meetings on how the mentioned sensitivity at meetings would be demonstrated;

6.5.2.3 Making arrangements, if the need exists, to obtaining the services of the Language Directorate if a particular need exists for translation and/or interpreting services.

6.6 The discourse of presenters, commentators, programme directors, etc., as a whole should not be rendered into one or more other languages (thus doubling the discourse), but should aim to facilitate the natural inclusion of the languages indicated above, in a functional manner.

6.7 The use of dedicated interpreting services (available through the Language Directorate) can also be incorporated to increase the accessibility of the discourse, though this should not be the primary choice.

LANGUAGE PLAN (DRAFT):

ADMINISTRATION

1. PRINCIPLES UNDERPINNING THE LANGUAGE PLAN FOR ADMINISTRATION

In accordance with the NWU Statute and the NWU Language Plan the following principles guide the implementation of a language plan for administration:

- 1.1 Flexibility and functionality
- 1.2 Redress and promotion of multilingualism
- 1.3 Access and integration
- 1.4 Sense of belonging
- 1.5 Accounting for the language realities for the sake of practical implementation
- 1.6 Sensitivity for the language preferences, language needs and language expectations of individuals and groups who have an interest at the NWU

2. GUIDING FACTORS FOR THE DETERMINATION OF LANGUAGE CHOICE FOR THE LANGUAGE PLAN FOR ADMINISTRATION

- 2.1 Situation and context of communication
- 2.2 Purpose and future pathway of the communication
- 2.3 Language needs and levels of language proficiency for interlocutors



3. THE DOMAINS OF ADMINISTRATION IN REGARD OF WHICH LANGUAGE PLANS ARE TO BE IMPLEMENTED, ALSO INDICATING THE OWNERSHIP OF THE RELEVANT PROCESSES

The following domains as per para 9 of the NWU Language Policy are identified:

| | | |
|--|---|--|
| ADMINISTRATIVE LANGUAGES FOR COMMUNICATING WITH STUDENTS | Student Academic Lifecycle Administration (ranging from application to graduation, for undergraduate and postgraduate students in both the contact and distance environments) | Registrar Student Academic Lifecycle Administration |
| | Student Judicial Services Department | Registrar Manager Student Judicial Services Department |
| | Faculties and Schools | Executive Deans School Directors Faculty Administrators |
| ADMINISTRATIVE LANGUAGES FOR COMMUNICATING WITH STAFF | People and Culture Finances and Facilities | ExDir People and Culture All departments within P&C ExDir Finance and Facilities All departments within F&F |
| ADMINISTRATIVE LANGUAGES FOR THE PURPOSE OF MEETINGS AND MEETING DOCUMENTATION | Corporate and Information Governance Services | Registrar Director Corporate Information and Governance Services |
| ADMINISTRATION I.R.O LANGUAGES IN WHICH THE STATUTE, POLICIES AND RULES ARE DEVELOPED AND MADE AVAILABLE | Corporate and Information Governance Services | Registrar Director Corporate Information and Governance Services |

4. LANGUAGE PLANS FOR EACH OF THE ABOVE DOMAINS

- 4.1 Administrative languages for communicating with students
- 4.1.1 In order to give effect to the guiding principles of sense of belonging, the demonstration of a sensitivity for the language preferences, language needs and language expectations of individuals and groups who have an interest at the NWU, it is important that this domain needs to be as multilingual as possible.
- 4.1.2 The following measures need to be in place to give effect to 4.1.1:
- 4.1.2.1 Faculty yearbooks to be available in four languages (translation of yearbooks)
- 4.1.2.2 Provisioning that prospective students can make applications in any of the four languages (translation of application forms in four languages, system provisioning)
- 4.1.2.3 Provisioning that, upon registration, the language-of-communication allowing the student could to for the language of preference (Afrikaans, English, Sesotho, Setswana) for communication and assessment purposes.
- 4.1.2.4 Provisioning that the language opted for by individual students could be implemented in the NWU's communication with students (translations, system provisioning, correct transmission to individual students).
- 4.1.2.5 For UG/Hons students: Provisioning that study guides, formative and summative assessments are available from the

side of the NWU to students to give effect to the individual preference (translations, system provisioning, correct transmission to individual students, large-scale logistical enterprise to ensure that the correct paper reaches the concerned student) For higher-degree students: Provisioning that these students be allowed to submit research pieces in any of the mentioned languages.

- 4.1.2.6 For UG/Hons students: Provisioning for markers who are sufficiently proficient in the languages in which the students have presented their test/examination scripts (recruitment, training of markers, accompanies by a thorough moderation process)
- 4.1.2.7 For higher-degree students: Provisioning that the study leading/supervision of these students could be done in the language of preference, and also that the examiners appointed have sufficient proficiency in the language in which the examination piece is presented.
- 4.1.2.8 For higher-degree students: A requirement that, regardless of the language in which the dissertation/thesis is presented, the summary is to be presented in four languages.
- 4.1.2.9 Degree certificates only in English, with a reprint of the certificates in the language of preference as indicated upon registration.
- 4.1.2.10 Transcripts in English and the language of preference as indicated upon registration

4.2 Administrative languages for communicating with staff (Being developed)

4.3 Administrative languages for the purpose of meetings and meeting documentation

- 4.3.1 The guiding principles in giving effect to the NWU Language Policy in this domain are functionality and access.
- 4.3.2 As per a UMC resolution on 5 February 2018, the common language for meeting administration at the NWU is English.
- 4.3.3 In accordance with paragraphs 9.1 and 9.2 of the NWU Language Policy, provisioning is made to ensure that the principle of multilingualism, also accounting for the diverse linguistic realities and sufficient sensitivity displayed to the language needs, preferences and expectations of participants to meetings, are sufficiently accounted for.
- 4.3.4 To give effect to the guiding principles mentioned in 4.3.3, the following measures need to be in place:
 - 4.3.4.1 Demonstrating appropriate language politeness when engaging in meetings;
 - 4.3.4.2 The need to reach a mutual agreement at the start of meetings on how the mentioned sensitivity at meetings would be demonstrated;
 - 4.3.4.3 Making arrangements, if the need exists, to obtaining the services of the Language Directorate if a particular need exists for translation and/or interpreting services.

4.4 Administration i.r.o languages in which the statute, policies and rules are developed and made available

- 4.4.1 The same principles that guide the plan around meetings and meeting administration are applicable in this domain.
- 4.4.2 All instances of directive governance are

drafted and developed by using English as a common language.

4.4.3 The texts approved, are in English.

4.4.4 Upon approval of a relevant policy or rule, the translation thereof into the other languages displayed on the NWU web takes place.



LANGUAGE PLAN:

CORPORATE RELATIONS AND MARKETING

Applying multilingual policy to signage at the NWU



1. BACKGROUND

The North-West University Council adopted the language policy in November 2018 taking into account various aspects that guide the university's operations and strategy including the dream to be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care. The policy aims to pursue, accommodate and provide a fair and functionally multilingual language environment across all components of the university.

Functional multilingualism in the context of NWU language policy means that "the choice of a particular language in a particular situation is determined by the situation or context in which it is used." That is, pragmatic and effective ways must be considered whenever choices regarding the

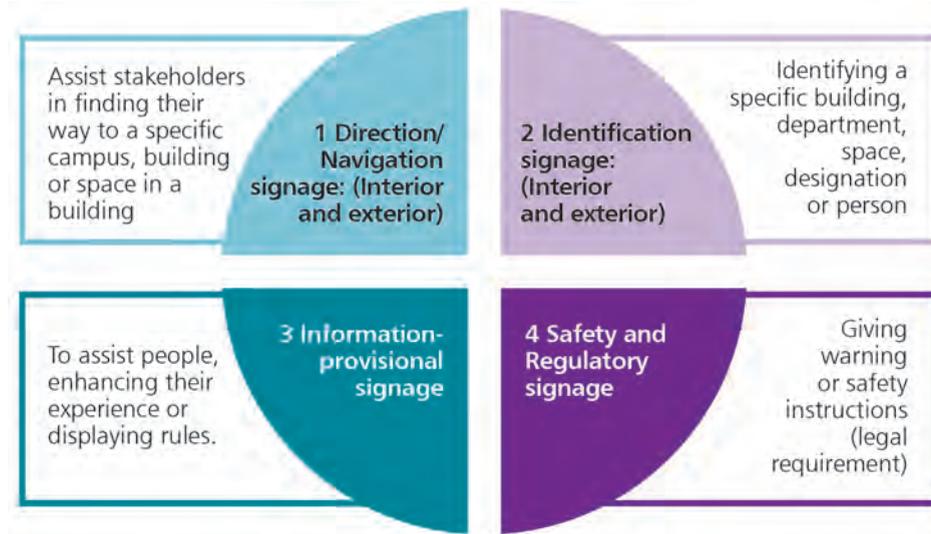
use of language(s) are made in a range of the university environments including signage across the university.

The University Management Committee (UMC) meeting of 24 April 2019 resolved that a committee be tasked to prepare different proposals to be considered by the UMC in due course. A team comprising representatives from Corporate Relations and Marketing, Finance and Facilities, Office of the Registrar (Language Directorate), convened to implement UMC's resolution.

This proposal takes into account the sensitivities and challenges relating to the implementation of the NWU language policy while at the same time try to address the fact that the NWU is home for all people from various backgrounds and nationalities. Therefore, the objective of the signage that will be implemented across the NWU is to facilitate easy access and movement across various areas of the NWU spaces.

2. CATEGORIES OF SIGNAGE

Signage at the NWU is divided into the following categories



3. PROPOSED STRATEGY

The overall proposed strategy focuses on limiting the use of translation to save cost, space and resources but meeting the needs of a multi-lingual environment.

Direction / Navigation signage

- To utilise signage as a means of directing / navigating stakeholders utilising the following principle:
- Make limited use of written language to guide visitors to campuses and buildings by enabling navigation when in transit
- Use branding on road signs and multi-lingual welcome signs as well as campus maps and building numbers which are not dependant on written language to communicate information or direction



4. IDENTIFICATION SIGNAGE

Identify Faculties, departments and functions by applying a multi-lingual approach with internal and external signage. Identify spaces such as specific laboratories or classrooms in English only

Identifying staff at their offices with a multi-lingual approach with English plus Setswana, Sesotho or Afrikaans as a personal second choice

Utilising internationally recognised symbols for identifying spaces instead of written language

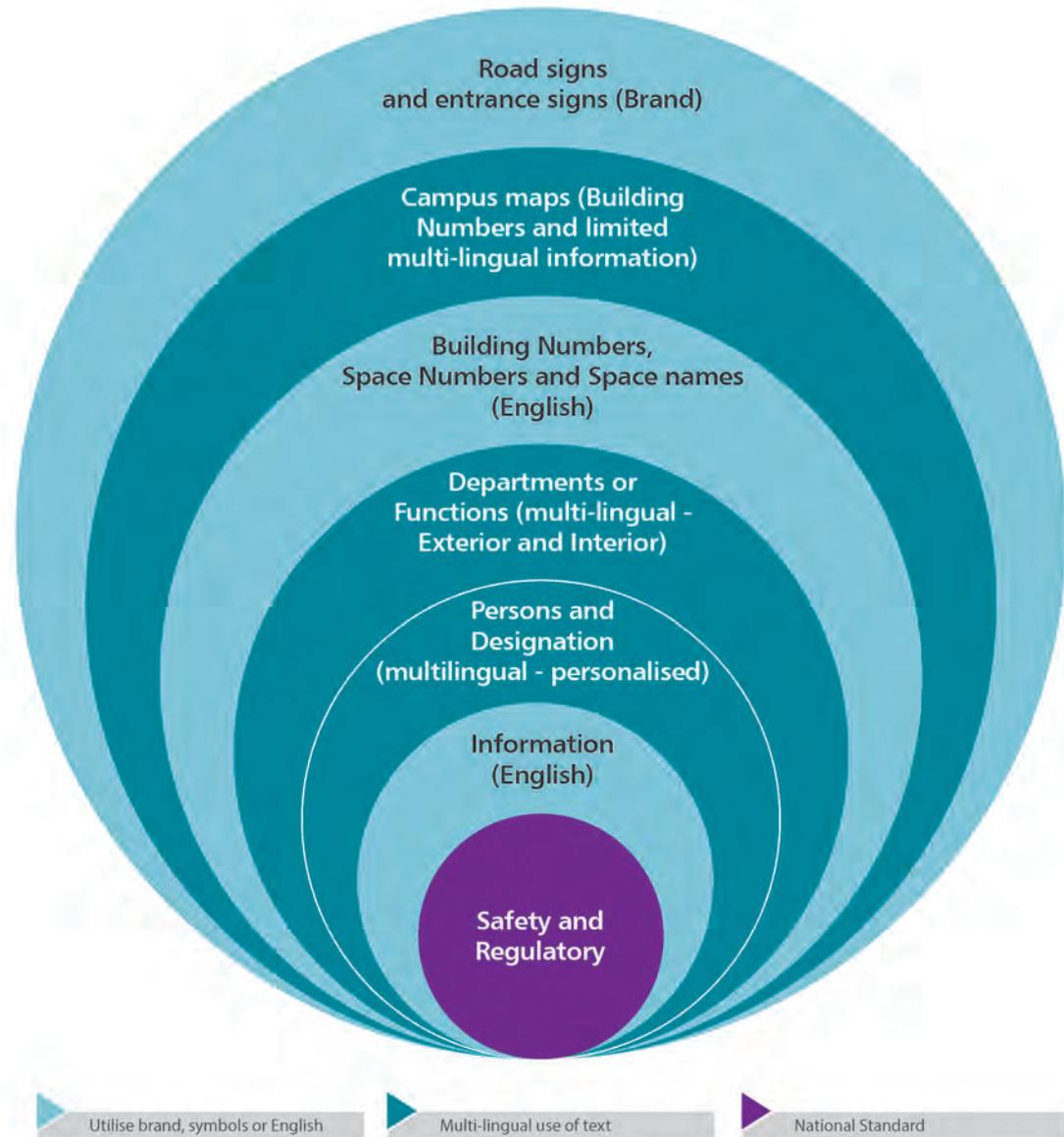
5. INFORMATION SIGNAGE

Conveying information and rules in English to ensure local, national- and international stakeholders can be communicated with.

6. SAFETY AND REGULATORY SIGNAGE

Utilising national and international standards
Signage in the multi-lingual landscape

The following illustration suggests that a multi-lingual approach will be applied on the majority of signage. We will identify using the brand, the numbers and multi-lingual text (generic and personalised)



7. DIRECTIONAL / NAVIGATION (INTERIOR AND EXTERIOR)

Signs indicating the location of campuses, buildings, services, facilities, such as sign posts or directional signs with arrows or campus maps

| TYPE OF SIGNAGE | | | | |
|-----------------|---|--|---|---|
| APPLICATION | ROAD SIGNS | ENTRANCE | CAMPUS MAPS | DIRECTIONAL SIGNS |
| Proposal | Brand  | Brand  | Building numbers only. Limited multi-lingual text  | Building numbers only. Limited multi-lingual text  |

8. IDENTIFICATION

(Interior and exterior) signs indicating services and facilities, such as departments in buildings room names and numbers, restroom signs, or floor designations.

| TYPE OF SIGNAGE | | | | |
|-----------------|--|---|--|--|
| APPLICATION | NUMBERS | NAMES OF BUILDINGS AND SPECIAL FUNCTIONS | DEPARTMENTS / FUNCTIONS | STAFF |
| Proposal | Utilise alpha-numerical numbers | Limited multi-lingual use | Multi-lingual (use 3 languages of English Setswana, Sesotho, Afrikaans) | Multi-lingual (English and other NWU supported language of choice) |
| | Buildings | Buildings | Exterior | Snr Management |
| |  |  |  |  |
| | Spaces | Dept / Functions | Interior | Other staff |
| |  |  |  |  |

9. STATUTORY AND REGULATIONS

Signs giving warning or safety instructions, such as warning signs, traffic signs, exit signs, signs indicating what to do in an emergency or natural disaster or signs conveying regulations.

Proposal: As per the national standard

10. INFORMATION

Signs conveying information about services offered, service hours, instructional signs or interpretive signage used in public spaces or attractions that enhance the customer's experience or conveying rules

Proposal: to minimize the use of text where possible and making use of symbols as far as possible. If text is required to limit it to English in order for all national and international stakeholders to understand.

It is within these proposed guiding principles that the multi-lingual landscape of the NWU will be visible, but applied in a feasible manner.

Drafted by

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LANGUAGE PLAN:

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

1. INTRODUCTION

In order to support the language policy as approved on 22 November 2018, the Faculty of Economic and Management Sciences (F-EMS) language plan includes certain strategies in terms of administration, communication, research and development, and the teaching and learning, which are consistent with sections 3.1, 3.2, 8.1-8.7, 9 and 10 of the NWU language policy.

In order to adhere to the language realities of the different campuses, the language preferences, the regional languages of the geographical areas that surround the NWU, as well as the demands of the macro-environment, F-EMS adopted the following strategies as explicated in Table 2.

F-EMS is committed to prepare students to succeed during their lifecycle as a university student as well as for their prospective careers. Due to the uniqueness of each school within F-EMS, the implementation of the plan is presented per school.

2. SCHOOLS WITHIN THE FACULTY AND FOOTPRINT ON CAMPUSES

F-EMS consists of six schools:

- (i) School of Accounting Sciences
- (ii) NWU Business School

- (iii) School of Economic Sciences
- (iv) School of Industrial Psychology and Human Resource Management
- (v) School of Management Sciences
- (vi) School of Tourism Management

3. INTERPRETATION AND GENERAL PRINCIPLES

The Plan has been developed and will be applied in line with the:

- NWU language policy
- Higher Education Act
- The statute of the NWU (2017)
- NWU teaching and learning strategy
- Faculty teaching and learning plan

Fundamentally, F-EMS needs to ensure that students' access to and success in our programmes are ensured. The students on the Mafikeng Campus are mostly Setswana speaking, the students on the Potchefstroom Campus, mostly Afrikaans, and the Vanderbijlpark students predominantly Setswana. The Faculty adopted a principle that interpretation during contact sessions should include both interpretation from Afrikaans to English as well as interpretation from English to Afrikaans in a 50:50 ratio. Schools will identify modules in this regard.

| SCHOOL | CAMPUS |
|---|--|
| Accounting Sciences | Mafikeng Potchefstroom Vanderbijlpark |
| Economic Sciences | Mafikeng <ul style="list-style-type: none"> • Economics • Business Statistics and Operations Research • Information Systems • Transport Economics and Logistics Management Potchefstroom Vanderbijlpark |
| Industrial Psychology and Human Resource Management | Mafikeng Potchefstroom <ul style="list-style-type: none"> • Training and Development Vanderbijlpark |
| Management Sciences | Mafikeng <ul style="list-style-type: none"> • Public Administration and Local Government Potchefstroom Vanderbijlpark |
| Tourism Management | Potchefstroom |
| NWU Business School | Mafikeng Potchefstroom |

Table indicates the schools and the footprint of each school on the three sites.



4. MANAGEMENT AND ROLES

F-EMS management (Executive Dean, Deputy Dean: Teaching and Learning, School Directors and Deputy Directors), Teaching and Learning Committee (TLC) and Faculty Board are responsible for monitoring the implementation of the plan and especially within their flagship programmes.

5. APPROACH TO THE IMPLEMENTATION OF THE NWU LANGUAGE POLICY

The language plan is structured to align with the NWU language policy objectives, the language principles for teaching and learning: general, language policy statement for teaching-learning and assessment, and principles: (i) provision for language of instruction, (ii) the provision of interpreting and translation services, (iii) the provision of parallel medium of instruction, (iv) the provision of trans-language in teaching-learning environments, (v) administration, work and linguistic landscape, (vi) provision of multilingualism in formal communication, meetings, and events.

In 2020, F-EMS will commence with the implementation for the provision of language of instruction (multilingual or parallel medium of instruction) for contact sessions, as specified in Table 2. From 2021, the language interventions for teaching and learning will expand more in student support and the provision of resources in the teaching and learning environments. Addendum A summarises the required support from the stakeholders for F-EMS to realise the actions within the language plan. Four schools require support with the implementation of the language plan (Addendum A).

Implementation of F-EMS language plan

2020: YEAR 1 (Y1)
 2021: YEAR 2 (Y2)
 2022: YEAR 3 (Y3)
 2023: YEAR 4 (Y4)

| Policy statement | Language policy objectives | Principles | Language of administration and communication | Language for research | Language for instruction | Action plan for implementation of language plan | |
|---|--|--|--|---|--|---|---|
| SCHOOL OF ACCOUNTING SCIENCES | | | | | | | |
| <p>The language policy of the NWU promotes functional multilingualism as per definition in its Statute. In contrast, the Initial Test of Competence (ITC) of the South African Institute of Chartered Accountants (SAICA) will be written in English only. The School of Accounting Sciences is committed to preparing students to succeed both in terms of their studies and in terms of their future career prospects and professions. In these terms, the interim language plan of the Chartered Accountancy (CA) programme is as follows.</p> | <ul style="list-style-type: none"> The language realities of the School of Accounting Sciences on the different campuses are taken into account for practical implementation purposes; Sensitivity is shown towards the language preferences, language needs and language expectations of individuals and groups The regional languages that are used at the campuses of the NWU (English, Afrikaans, Setswana and Sesotho) are regarded as national assets, and where implementable and measurable, contributions will be made towards the use of these language in the first two years of undergraduate studies in the School of Accounting Sciences. | <p>Building support capacity in these languages through a concerted effort to appoint more employees (including academic trainees) who are Setswana- or Sesotho-speakers and who are able to consult with students or offer tutorials in students' mother tongue.</p> <p>Incorporate into the teaching-learning model the utilisation of the "Learn Accounting" online videos that explain certain key concepts in each subject in Sesotho and Setswana.</p> | <p>English for formal communication and administration</p> | <p>All our publications are in English, as this is a requirement from internationally accredited journals. Supervisors and promoters work individually with the students, which leads to discussions in either Afrikaans or English. We do not currently have accredited journals in the field of Accounting that publish in an African language.</p> <p>Researchers will be encouraged to provide master's and doctoral abstracts in three of the official languages of the NWU.</p> | <p>MC: English PC: Afrikaans and English (parallel medium of instruction) as well as facilitation in both languages Third-year modules in English from 2020 (Y1) with additional support in Afrikaans CTA from 2021 only in English (Y2) VC: All first-year modules in Afrikaans and English; second- and third-year as well as honours modules in English only</p> | <p>Contact session and test examinations (All modules)</p> <p>Student support services (SI, tutoring and mentoring) (Y1)</p> <p>eFundi (Y1)</p> <p>Glossary</p> <p>Videos</p> | <p>MC: English (Y1) PC: Afrikaans and English (parallel medium of instruction) as well as facilitation in both languages (Y1) Third-year modules in English from 2020 (Y1) CTA from 2021 (Y2) only in English VC: All first-year modules in Afrikaans and English; second- and third-year as well as honours modules in English only</p> <p>PC: Eng, Afr and Setswana MC: Eng and Setswana VC: Eng, Afr and Sesotho Academic trainees who are from diverse languages to support students</p> <p>MC English PC Afrikaans and English VC Afrikaans and English (1st years) (Y1) and English from 2nd year to honours (Y1)</p> <p>The Isikhukulumayo app was developed by the NWU and consists of a glossary of accountancy-related terms in Afrikaans, English and Sesotho, but needs to be expanded both in scope of the terms themselves and to include Setswana. (Y2)</p> <p>Development of videos in alternative languages to explain difficult concepts (Y2-Y4).</p> |

2020: YEAR 1 (Y1)
 2021: YEAR 2 (Y2)
 2022: YEAR 3 (Y3)
 2023: YEAR 4 (Y4)

| Policy statement | Language policy objectives | Principles | Language of administration and communication | Language for research | Language for instruction | Action plan for implementation of language plan | |
|------------------------|----------------------------|------------|--|--|---|--|--|
| BUSINESS SCHOOL | | | | | | | |
| | | | <p>Staff: English (forms, emails, Facebook etc.). Public communication: The medium of communication and its readers will lead to communication either in English or Afrikaans. In-house meetings are currently conducted in English as we also have staff from other countries who attend the staff meetings. On all occasions and for all events, the target market is considered and this will lead us to language decisions. Our Facebook site is managed in English. It is safe to say that externally currently 90% of our communication is in English.</p> | <p>100% of the publications are in English as this is a requirement from international accredited journals. Supervisors and promoters work individually with the students, which leads to discussions in either Afrikaans, English or Setswana. 98% percent of all dissertations and theses are offered in English. We do not currently have accredited business management journals that publishes in an African language (Y1).</p> | <p>The Business School recognises the market demand for proficiency in English, and will where possible prepare graduates for the market where they will most likely seek employment. Within this context, it is required that a language be used competently. Where practically possible, and where class size justifies the need to split classes, and where celebrating and embracing diversity can be attained, parallel medium of instruction will be used. This will be done where capacity of staffing exists and where access to a language will support student success. In this regard, adequate and sufficient classroom space will also be taken into account (Y1).</p> | <p>Contact session as well as tests and examinations: Phase 1 is the systematic use of interpretation services in selected subjects (e.g. Strategic Management) (Y1)</p> <p>Student communication (Y1)</p> | <p>MC: English (Y1) PC: Interpretation as per general principle (# 3) as well as additional facilitation in both languages (Y2) The programme is currently advertised as English at VC and Afrikaans at PC with English medium at MC (Y1). (NOTE: These profiles will be maintained as the language of business is English(Y1)).</p> <p>MC: English PC: Afrikaans and English VC: English</p> <p>MC: Afrikaans, English and Setswana MC: English PC: English Afrikaans VC: English</p> |

2020: YEAR 1 (Y1)
 2021: YEAR 2 (Y2)
 2022: YEAR 3 (Y3)
 2023: YEAR 4 (Y4)

| Policy statement | Language policy objectives | Principles | Language of administration and communication | Language for research | Language for instruction | Action plan for implementation of language plan |
|---|---|--|---|---|---|--|
| SCHOOL OF ECONOMIC SCIENCES | | | | | | |
| <p>Guidelines for implementation of the language plan:</p> <ul style="list-style-type: none"> • Expression must be given to a commitment to the implementation of multilingualism; • The principle of functional multilingualism of English, Setswana, Sesotho and Afrikaans will be incorporated in study material, support etc. as far as practically possible; • The intellectualisation of multilingualism will be viewed as a development concept that needs to be given effect to in an organised and organic manner. • The intellectualisation of multilingualism will be viewed as a development concept that needs to be given effect to in an organised and organic manner. | <ul style="list-style-type: none"> • The language realities of the School of Economic Sciences on the different campuses are taken into account for practical implementation purposes; • Sensitivity is shown towards the language preferences, language needs and language expectations of individuals and groups in the School of Economic Sciences; • The regional languages that are used at the campuses of the NWU (English, Afrikaans, Setswana and Sesotho) are regarded as national assets, and where implementable and measurable, contributions will be made towards the use of these language. | <p>The primary premise of this language plan will be to enhance and optimise access and success. Furthermore, the language rights of all people concerned will be respected. However, the School of Economic Sciences must prepare students for a contemporary South Africa with a view to enabling full participation in the South African professional and social environments, which includes language proficiency.</p> | <p>The determination of language choice for internal and external communication will take the following factors into consideration:</p> <ul style="list-style-type: none"> • the situation and context of communication; • the purpose and future pathway of the communication, and • the language needs and levels of language proficiency of interlocutors (Y1). | <ul style="list-style-type: none"> • Researchers will be encouraged to publish their research results in languages accessible to scholarly peers, nationally and internationally. • The choice of language of publication will be the prerogative of the researcher, but researchers will be encouraged to take variables such as the purpose of the research report, the putative readership and the target audience into account. In the quest for creative solutions in a national contribution towards the intellectualisation of multilingualism, we encourage researchers to make research outputs available in more languages. Master's and doctoral research titles and keywords, and master's and doctoral abstracts will be provided in three of the official languages of the NWU (Y1) doctoral research titles and keywords, and master's and doctoral abstracts will be provided in three of the official languages of the NWU (Y1). | <p>The School of Economic Sciences recognises the market demand for proficiency in English, and will where possible prepare graduates for the market where they will most likely seek employment. Within this context, it is required that a language be used competently. Where practically possible and where class size justifies the need to split classes, and where celebrating and embracing diversity can be attained, parallel medium of instruction will be used (Y1). This will be done where capacity of staffing exists and where access to a language will support student success. In this regard, adequate and sufficient classroom space will also be taken into account (Y1).</p> | <p>Contact sessions Test and examination (Y1) All modules on the three sites</p> <p>eFundi support (Y1)</p> <p>Video clips and glossary (Y2-Y4)</p> <p>MC: English PC: English and Afrikaans VC: English and Afrikaans</p> <p>MC: English PC: English and Afrikaans VC: English and Afrikaans</p> <p>All four official languages</p> |

2020: YEAR 1 (Y1)
 2021: YEAR 2 (Y2)
 2022: YEAR 3 (Y3)
 2023: YEAR 4 (Y4)

| Policy statement | Language policy objectives | Principles | Language of administration and communication | Language for research | Language for instruction | Action plan for implementation of language plan | |
|--|----------------------------|------------|--|---|--------------------------|--|---|
| SCHOOL OF INDUSTRIAL PSYCHOLOGY AND HUMAN RESOURCE MANAGEMENT | | | | | | | |
| | | | Staff communication in English (Y1) | <ul style="list-style-type: none"> Researchers will be encouraged to publish their research results in languages accessible to scholarly peers, nationally and internationally (Y1). | | <p>Contact sessions as well as test and examinations (Y1): Apply to all modules on the three sites (Y1).</p> <p>Student support services (SI, tutoring and mentoring) eFundi (Y1)</p> <p>Videos (Y2)</p> | <p>MC: English PC: Afrikaans and English All modules in the HRD programmes and postgraduate programmes offered in English MC: English contact and test/examinations VC: Contact sessions in English, tests and examinations in English and Afrikaans (Y1)</p> <p>PC: Afrikaans and English MC: English VC: English MC: English PC: English and Afrikaans</p> <p>Difficult concept identified in 2019 in undergraduate modules will have concept videos on e-Fundi</p> |

2020: YEAR 1 (Y1)
 2021: YEAR 2 (Y2)
 2022: YEAR 3 (Y3)
 2023: YEAR 4 (Y4)

| Policy statement | Language policy objectives | Principles | Language of administration and communication | Language for research | Language for instruction | Action plan for implementation of language plan | |
|---|---|--|--|--|--|--|---|
| SCHOOL OF MANAGEMENT SCIENCES | | | | | | | |
| The NWU teaching and learning policy and strategy serve as a foundation for the integrated teaching and learning strategy of the Faculty of Economic and Management Sciences. This then is the guiding principle for the teaching and learning plan (2018-2023) of the School of Management Sciences, stipulating 6 goals and 20 actions and targets, which have been agreed upon and adopted across all three campuses | The regional languages that are used at the campuses of the NWU (English, Afrikaans, Setswana and Sesotho) are regarded as national assets, and where implementable and measurable, contributions will be made towards the use of these language The purpose is to support these languages to be develop as academic languages | Support capacity building in mother tongue languages through a concerted effort to appoint more employees (including academic trainees) who are Setswana- or Sesotho-speakers and who are able to consult with students or offer tutorials in students' mother tongue. | Afrikaans or English depending on the group Formal events: English (Y1) | English or a preferred language of parties involved (Y1) | Depending on the campus, Afrikaans and English or only English Facilitation in Setswana and Sesotho (Y1-Y4) | Contact sessions as well as test and examinations: Apply to all modules on the three sites (Y1) | MC: English with facilitation in Setswana (undergraduate) English or a preferred language (postgraduate) PC: Large groups (Afrikaans, English and facilitation in Setswana) Other groups (Afrikaans or English with simultaneous interpretation in Afrikaans or English. Translation of key terms to Setswana) English or a preferred language (postgraduate) VC: Large groups: Parallel medium classes: Afrikaans and English with facilitation also in Setswana or Sesotho. Other groups: English English or a preferred language (postgraduate) |

2020: YEAR 1 (Y1)
 2021: YEAR 2 (Y2)
 2022: YEAR 3 (Y3)
 2023: YEAR 4 (Y4)

| Policy statement | Language policy objectives | Principles | Language of administration and communication | Language for research | Language for instruction | Action plan for implementation of language plan |
|-------------------------------------|----------------------------|------------|---|--|--------------------------|--|
| SCHOOL OF TOURISM MANAGEMENT | | | | | | |
| | | | <p>TREES and staff: English (forms, emails, Facebook etc.). Public communication: The medium of communication and its readers will lead to communication in English, Afrikaans or Setswana. In-house meetings are currently conducted in English as we also have staff from other countries who attend the staff meetings. On all occasions and for all events, the target market is considered and this will lead us in language decisions. Our Facebook site is managed in English. It is safe to say that externally currently 90% of our communication is in English. Students are welcome to communicate with staff on MC in English, Afrikaans or Setswana and on PC in either Afrikaans or English</p> <p>Formal events: Mainly English and if in Afrikaans interpretation services will be provided</p> | <p>98% of all our publications are in English as this is a requirement from internationally accredited journals. Supervisors and promoters work individually with the students, which leads to discussions in Afrikaans, English or Setswana. 99 percent of all dissertations and theses are offered in English. We do not currently have tourism and hospitality-accredited journals that publish in an African language.</p> | | <p>Contact sessions as well as tests and examinations: Apply to all modules on the three sites (Y1) Student support services (SI, tutoring and mentoring) (Y1)</p> <p>Student communication (Y1) efundi (Y1)</p> <p>Glossary (Y2)</p> <p>MC: English PC: Interpretation as per general principle (# 3) as well as facilitation in both languages If English student in honours class, it will be conducted in English only MC: English and Setswana PC: Afrikaans and English</p> <p>MC: Afrikaans, English and Setswana</p> <p>MC: English PC: English and Afrikaans</p> <p>MC: English PC: English and Afrikaans (if relevant terms can be captured)</p> |

ADDENDUM 1:

Detailed support required for language plan implementation

Accounting

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | |
|---------------------|------------|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | | | 2020 | | 2021 | | 2022 | | 2023 | |
| | | | SEM 1 | SEM 2 |
| Accounting Sciences | CA/FOR | ACCC: 111/121 271 371 RECP 671 | Concept videos |
| | FA/MA | ACCF: 111/121 211/221 371 REKP 671 | Concept videos |
| | CA/FA/MA | ACCS/ACFS (Special Accounting) 111/121 112/122 | | | | | | | | |
| | CA/FOR | AUDT: 271 371 RECP 672 | Concept videos |
| | FA/MA | AUDF: 211/221 371 REKP 674 | Concept videos |
| | CA/FOR | TAXC: 271 371 RECP 673 | Concept videos |

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | | |
|--------|------------------|-------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | | | 2020 | | 2021 | | 2022 | | 2023 | | |
| | | | SEM 1 | SEM 2 | |
| | FA/MA | TAXF: 211/221 371 REIP 671 | Concept videos |
| | CA/MA | MDAC: 271 371 RECP 674 | Concept videos |
| | FA | MACC: 271 371 REKP 675 | Concept videos |
| | CA/MA | FMAN: 271 371 RECP 674 | Concept videos |
| | FA/MA | FINM: 271 371 REKP 675 | Concept videos |
| | CA/FA/MA/ FOR | WVET221 | | | | | | | | | |
| | CA/FA/MA/ FOR | MLAW: 111 121 211 | | | | | | | | | |
| | CA/MA | SRAG321 | | | | | | | | | |
| | CA/FA/MA | ACMP311 | | | | | | | | | |

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | |
|--------|-----------------------------|--|---|-------|-------|-------|-------|-------|-------|-------|
| | | | 2020 | | 2021 | | 2022 | | 2023 | |
| | | | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 |
| | Forensic Potch Campus only) | FORP: 112 121/122/123 215 224 313 323 | Interpretation as per general principle (# 3) | | | | | | | |
| | CIMA Honours | MACC: 611/612 621/622 614/624 615/625 671 | | | | | | | | |
| | Forensic Honours | FORP: 673 674 675+676 | | | | | | | | |

School of Economic Sciences

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | | |
|-------------------|---|----------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | | | 2020 | | 2021 | | 2022 | | 2023 | | |
| | | | SEM 1 | SEM 2 | |
| Economic Sciences | BCom in Economics Sciences with Economics and International Trade | ECON 112 | Concept videos |
| | | ECON121 | Concept videos |
| | | ECON 211 | Glossary lists | Glossary lists | Concept videos |
| | | ECON 221 | Glossary lists | Glossary lists | Concept videos |
| | | ECON 311 | Glossary lists | Glossary lists | Glossary lists | Glossary lists | Concept videos |
| | | ECON 321 | Glossary lists | Glossary lists | Glossary lists | Glossary lists | Concept videos |
| | | EKIP 211 | Glossary lists | Glossary lists | Glossary lists | Glossary lists | Concept videos |
| | | EKIP 221 | Glossary lists | Glossary lists | Glossary lists | Glossary lists | Concept videos |
| | | EKIP 311 | Glossary lists | Glossary lists | Glossary lists | Glossary lists | Concept videos |

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | |
|--------|---|----------|----------------|----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | | | 2020 | | 2021 | | 2022 | | 2023 | |
| | | | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 |
| | | EKIP 321 | Glossary lists | Glossary lists | Glossary lists | Glossary lists | Concept videos | Concept videos | Concept videos | Concept videos |
| | BCom in Economic Sciences with Economics and Risk Management | EKRP 211 | Glossary lists | Glossary lists | Concept videos |
| | | EKRP 221 | Glossary lists | Glossary lists | Concept videos |
| | | EKRP311 | Glossary lists | Glossary lists | Concept videos |
| | | EKRP 321 | Glossary lists | Glossary lists | Concept videos |
| | BCom in Economic Sciences with Agricultural Economics and Risk Management | AECP 121 | Concept videos | Concept videos Glossary lists | Concept videos |
| | | AECP 223 | Concept videos | Concept videos Glossary lists | Concept videos |
| | | AECP 321 | Concept videos | Concept videos Glossary lists | Concept videos |
| | | AECP 322 | Concept videos | Concept videos Glossary lists | Concept videos |

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | |
|--------|---|------------------------|---------|-------|-------|-------|-------|-------|-------|-------|
| | | | 2020 | | 2021 | | 2022 | | 2023 | |
| | | | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 |
| | BCom in Business Operations with Logistics Management | Only English Mafikeng | | | | | | | | |
| | BCom in Business Operations with Transport Economics | Only English Mafikeng, | | | | | | | | |
| | BCom in Economic Sciences with Econometrics | Only English Mafikeng | | | | | | | | |
| | BCom in Information Systems | Only English Mafikeng | | | | | | | | |
| | BCom in Operations Research | Only English Mafikeng | | | | | | | | |
| | BCom in Statistics | Only English Mafikeng | | | | | | | | |

Management Sciences

SI = Simultaneous interpreting

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | |
|-------------------------------|---------------------|---|---|--|---|---|--|-------|-------|-------|
| | | | 2020 | | 2021 | | 2022 | | 2023 | |
| | | | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 |
| School of Management Sciences | Business Management | BMAN: 111 121 213 214 221 223 311 312 321 329 BMAR: 213 222 316 321 WVES: 221 311 | PC: Parallel medium Facilitation in Afrikaans, English and Setswana VC: Parallel medium Facilitation in Afrikaans, English and Sesotho MC: Facilitation in English and Setswana with audio-visual support and SI | PC: Parallel medium Facilitation in Afrikaans, English, and Setswana VC: Parallel medium Facilitation in Afrikaans, English and Sesotho MC: Facilitation in English and Setswana with audio-visual support and SI | PC: Needs SI VC: English MC: Facilitation in English and Setswana with audio-visual support and SI BMAR: PC: 213 Parallel medium Needs SI VC: English MC: Facilitation in English and Setswana with audio-visual support and SI | PC: BMAN 221: Parallel medium The rest: Needs SI VC: English MC Facilitation in English and Setswana with audio-visual support and SI BMAR: PC: Needs SI VC: English MC: Facilitation in English and Setswana with audio-visual support and SI | PC: BMAN 311: Parallel medium The rest: Needs SI VC: English MC: Facilitation in English and Setswana with audio-visual support and SI BMAR: PC: Needs SI VC: English MC: Facilitation in English and Setswana with audio-visual support and SI | | | |

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | |
|--------|----------------------|---|--|---|--|---|--|--|-------|-------|
| | | | 2020 | | 2021 | | 2022 | | 2023 | |
| | | | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 |
| | Marketing Management | BMAN: 111 121 213 214 221 311 321 329 BMAR: 211 213 222 314 315 316 321 326 WVES: 221 311 | PC: Parallel medium Facilitation in Afrikaans, English and Setswana VC: Parallel medium Facilitation in Afrikaans, English and Sesotho MC: English Facilitation in English and Setswana with audio-visual support and SI | PC: Parallel medium Facilitation in Afrikaans, English, and Setswana VC: Parallel medium Facilitation in Afrikaans, English and Sesotho MC: English Facilitation in English and Setswana with audio-visual support and SI | PC: Needs SI VC: English MC: English Facilitation in English and Setswana with audio-visual support and SI BMAR: PC: 213 Parallel Needs SI VC: English MC: English Facilitation in English and Setswana with audio-visual support and SI | PC: BMAN 221: Parallel medium Needs SI VC: English MC English Facilitation in English and Setswana with audio-visual support and SI BMAR: Needs SI VC: English MC: English Facilitation in English and Setswana with audio visual support and SI | PC: BMAN311: Parallel medium Needs SI VC: English MC: English Facilitation in English and Setswana with audio-visual support and SI BMAR: PC: Needs SI VC: English MC: English Facilitation in English and Setswana with audio-visual support and SI | PC: Needs SI VC: English MC English Facilitation in English and Setswana with audio-visual support and SI BMAR: PC: Needs SI VC: English MC: English Facilitation in English and Setswana with audio-visual support and SI | | |

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | |
|--------|--|---|---|---|--|---|---|---|-------|-------|
| | | | 2020 | | 2021 | | 2022 | | 2023 | |
| | | | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 |
| | Marketing and Tourism Management ONLY PC | BMAN: 111 121 213 221 311 BMAR: 211 213 222 316 321 326 WVES: 221 311 | Parallel medium Facilitation in Afrikaans, English and Setswana | Parallel medium Facilitation in Afrikaans, English and Setswana | Needs SI BMAR: PC: 213 Parallel medium The rest: Only Afrikaans: Needs SI | PC: BMAN 221: Parallel medium Needs SI PC: BMAN 221: Parallel medium The rest: Needs SI | BMAN 311: Parallel medium Needs SI BMAR: PC: Needs SI | PC: Needs SI BMAR: PC: Needs SI | | |
| | Communication Management ONLY PC | BMAN: 111 121 221 223 311 321 BMAR: 211 213 222 315 316 321 326 WVES: 221 311 | Parallel medium Facilitation in Afrikaans, English and Setswana | Parallel medium Facilitation in Afrikaans, English and Setswana | Needs SI BMAR: PC: 213 Parallel medium Needs SI | PC: BMAN 221: Parallel medium Needs SI PC: BMAN 221: Parallel medium Needs SI | BMAN 311: Parallel medium Needs simultaneous interpreting BMAR: PC: Needs SI | PC: Needs SI BMAR: PC: Needs SI | | |

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | | |
|--------|--|--|---------|-------|-------|-------|-------|-------|-------|---|---|
| | | | 2020 | | 2021 | | 2022 | | 2023 | | |
| | | | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 | |
| | Hons. BCom Entrepreneurship and Marketing ONLY PC&VC | BMAN: 611 612 625 BMAR: 614 621 622 672 | | | | | | | | PC: English VC: English | PC: English VC: English |
| | Hons. BCom Business Management ONLY MC | BMAN: 611 613 614 624 625 623 671 | | | | | | | | MC: English Facilitation in English and Setswana with audio- visual support and distance learning | MC: English Facilitation in English and Setswana with audio- visual support and distance learning |
| | Hons. BCom Marketing Management ONLY MC | BMAN: 611 BMAR: 612 622 624 625 672 | | | | | | | | MC: English Facilitation in English and Setswana and distance learning | : English Facilitation in English and Setswana and distance learning |

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | |
|--------|------------------------------|--|--|--|--|--|--|--|--|--|
| | | | 2020 | | 2021 | | 2022 | | 2023 | |
| | | | SEM 1 | SEM 2 |
| | B.Com Extended Programme | ICOM: 111 ICAT: 111 ECAT: 121 | PC: not presented VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support and SI | PC: not presented VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support and SI | PC: not presented VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support and SI | PC: not presented VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support and SI | PC: not presented VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support and SI | PC: not presented VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support and SI | PC: not presented VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support and SI | PC: not presented VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support and SI |
| | BAdmin Public Administration | LGAM: 115 212 216 227 312 318 321 322 328 PADM: 118 128 211 212 221 222 311 321 322 | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support |

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | |
|--------|---|---|--|--|--|--|--|--|--|--|
| | | | 2020 | | 2021 | | 2022 | | 2023 | |
| | | | SEM 1 | SEM 2 |
| | Hons BAdmin Public Administration | LGAM: 621 PADM: 611 612 613 614 618 671 627 | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support | PC: not presented by SMS VC: not presented by SMS MC: English Facilitation in English and Setswana with audio-visual support |
| | Sport Business Management ONLY VC | MBXR 217 219 RKKX 126 214 314 325 SBUS 111 211 212 221 222 311 321 | | | English | English | English | English | | |

Tourism Management

| SCHOOL | PROGRAMMES | MODULES | SUPPORT | | | | | | | | |
|-------------------------|--------------------|--|---|---|--|--|---|---|---|---|---|
| | | | 2020 | | 2021 | | 2022 | | 2023 | | |
| | | | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 | SEM 1 | SEM 2 | |
| Tourism Management (PC) | Tourism Management | TMBP 111 TMBP 122 TMBP 211 TMBP 221 TMBP 222 TMBP 311 TMBP 312 TMBP 321 TMBP 322 | Needs SI services as per general rule #3 of the Faculty | Needs SI services as per general rule #3 of the Faculty | Needs SI services as per general rule #3 of the Faculty Development of a glossary (Afr/Eng/ Setswana) | Needs SI services as per general rule #3 of the Faculty Development of a glossary (Afr/Eng/ Setswana) | Needs SI services as per general rule #3 of the Faculty | Needs SI services as per general rule #3 of the Faculty | Needs SI services as per general rule #3 of the Faculty | Needs SI services as per general rule #3 of the Faculty | Needs SI services as per general rule #3 of the Faculty |
| Tourism Management (MC) | Tourism Management | HTOD 115 HTOD 124 HTOD 218 HTOD 217 HTOD 315 HTOD 316 | | | Development of a glossary (Afr/Eng/ Setswana) | Development of a glossary (Afr/Eng/ Setswana) | | | | | |

LANGUAGE PLAN:

FACULTY OF EDUCATION

1. SCHOOLS WITHIN THE FACULTY OF EDUCATION AND FOOTPRINT ACROSS CAMPUSES

School of Professional Studies in Education (PC)
School of Language Education (PC)
School of Mathematics, Science and Technology Education (MC)
School of Commerce and Social Studies in Education (MC)
School of Psycho-social Education (VC)

Deputy Deans: A Deputy Dean on each campus for Teaching and Learning (PC), Research and Innovation (MC), and Community Engagement and Stakeholder Relations (VC)

School Directors: A School Director for each school and a Deputy School Director at the other campuses

Subject Group leaders: Subject groups are part of a specific School in the Faculty of Education across campuses. Subject group coordinators are appointed at the other campuses to assure distributed subject leadership across campuses.

Programme leaders: Programme leaders are appointed for all qualifications and divided in the Schools of the Faculty of Education across campuses. Programme coordinators are appointed at the other campuses to assure distributed programme leadership across campuses.

MC: x1 Deputy Dean; x2 School Directors;
x3 Deputy School Directors

PC: x1 Deputy Dean; x2 School Directors;
x3 Deputy School Directors

VC: x1 Deputy Dean; x1 School Director;
x4 Deputy School Directors

2. STUDENT LANGUAGE PROFILES ACROSS CAMPUSES THAT WILL AFFECT THE FACULTY OF EDUCATION'S LANGUAGE PLANNING TO EFFECTIVELY IMPLEMENT THE NWULP

MC: Mainly Setswana (Home Language) and English (First Additional Language). Other indigenous languages (mother tongue speakers) are also prevalent to a minor extent amongst the student body. Setswana as indigenous language needs to be supported and promoted.

PC: Mainly Afrikaans (Home Language) and English (First Additional Language). Other indigenous languages (mother tongue speakers) are also prevalent to a minor extent amongst the student body. Setswana as indigenous language needs to be supported and promoted.

VC: Mainly Sesotho and a variety of other South African indigenous languages with English (First Additional Language) and some Afrikaans (Home Language). Sesotho needs to be supported and promoted.

3. FACULTY VISION FOR THE IMPLEMENTATION OF THE NWULP

The Faculty of Education's vision for the implementation of the NWULP is that the NWULP underpins the Faculty's Language Plan to embrace and promote indigenous languages, with specific reference to the implementation of Setswana (MC and PC) and Sesotho (VC) in selected pilot programmes. The Faculty of Education strives for social justice and recognises the need to train students for the diverse language needs of the education profession. The Faculty of Education is leading the development of translanguaging pedagogies for short learning programmes / short courses for NWU staff members to assure the required competencies for successful implementation.

4. FACULTY LANGUAGE PLANNING NEEDS (TO ENSURE THE REALISATION OF ITS VISION FOR THE IMPLEMENTATION OF THE NWULP OVER THE NEXT 5 YEARS)

Support (financial and staff resources) and guidance for faculty staff members and students regarding language expansion initiatives to fulfil the NWU's efforts to promote the identified indigenous languages as Medium of Instruction (MoI). Staff capacity in the form of multilingual staff members needs to be determined to assure operational capacity. Consultation with students and related stakeholders to determine language-specific needs.

5. PLANNING FOR NON-MONOLINGUAL CLASSROOMS IN ALL MODULES

6. PILOT PROJECT THAT THE FACULTY WILL PARTICIPATE IN WITH A VIEW TO PROMOTE THE USING OF INDIGENOUS AFRICAN LANGUAGES AS LANGUAGES OF TEACHING AND LEARNING IN THE CLASSROOM

The identification of the BEd Foundation Phase - English Home Language, BEd Intermediate Phase - Mathematics, and the BEd Senior and Further Education and Training Phase – Business Studies, was done in consultation with the relevant programme leaders, subject group leaders and module lecturers. The rationale for the selection of these programmes and modules was based on:

- an existing knowledge base and related pedagogies in terms of similar language practices in specific programmes and modules, and on
- related language practices implemented by module lecturers.

The identified flagship programmes and two modules in the Faculty of Education are:

BEd Foundation Phase:

- ENFF 111 English Home Language FP: Foundational Knowledge and Multicultural Children's Literature
- ENFF 121 English Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature
- ENFF 211 English Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature
- ENFF 221 English Home Language FP: Semantics, Vocabulary and Picture Books
- ENFF 311 English Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction

- and Biographies
- ENFF 321 English Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts
- ENFF 411 English Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction
- ENFF 421 English Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature

BEd Intermediate Phase:

- MAIP 121 Mathematics Intermediate Phase: Mathematical Problem Solving
- MAIP 211 Mathematics Intermediate Phase: Numeration Systems and Number Theory
- MAIP 221 Mathematics Intermediate Phase: Functional Relationships
- MAIP 311 Mathematics Intermediate Phase: Proportional Reasoning
- MAIP 321 Mathematics Intermediate Phase: Space and Shape
- MAIP 411 Mathematics Intermediate Phase: Measurement
- MAIP 421 Mathematics Intermediate Phase: Data Handling

BEd Sr and FET Phase:

- BSTE 112 The Business World, Business Management, Business Environments and Entrepreneurship
- BSTE 122 The Business World, Business Management, Business Environments and Entrepreneurship
- BSTE 212 Establishing a Business
- BSTE 222 Planning; Organising; Leading and Controlling the Management Process
- BSTE 312 Operational Management and Human Resource Management
- BSTE 322 Marketing Management and Cooperative Social Responsibility
- BSTE 412 Financial Management and Purchasing Function
- BSTE 422 Strategic Management and Business Plans

7. IDENTIFY ALL RESOURCES THAT THE FACULTY WILL NEED IN ORDER TO IMPLEMENT THE PILOT PROJECT

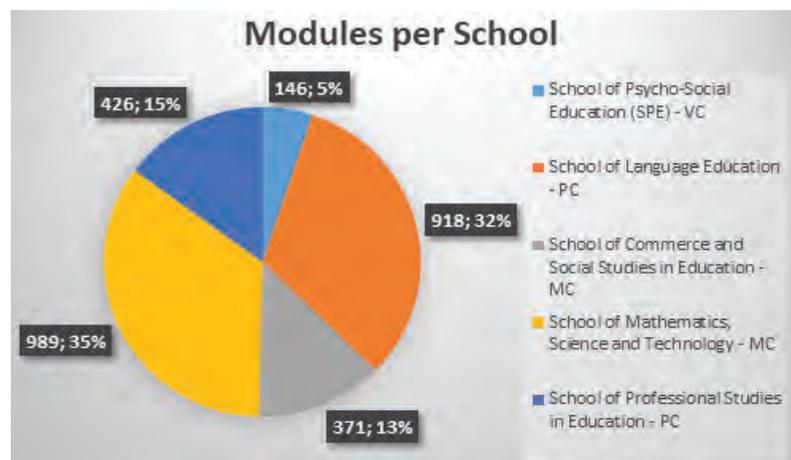
- The provision of training / development opportunities to staff members.
- Comprehensive material / documentation for support and clear guidelines for implementation of this language initiative.
- Assistance and support to raise language awareness among staff and students. An awareness plan / strategy / campaign should be linked to the training programme(s).
- Communication enhancement initiatives for staff members and students.
- Information sessions about the multilingual and translingual vision / plan of the NWU.
- Support to faculty structures such as a faculty-based task team to spearhead the project.
- A help desk and continuous support from the NWU Language Directorate.
- Staff capacity to deal with workload and implementation challenges.
- Interpreting and translation services.
- Mentoring and tutor assistance.



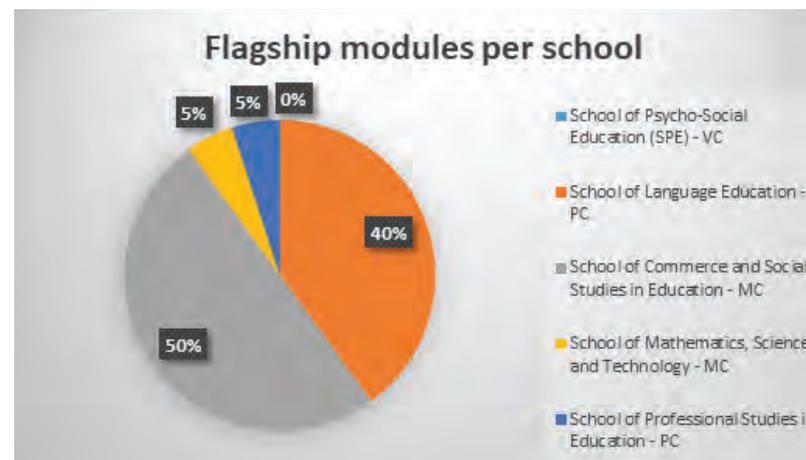
8. FACULTY OF EDUCATION: LANGUAGE PLAN BASED ON THE NWULP

ADDENDUM A:

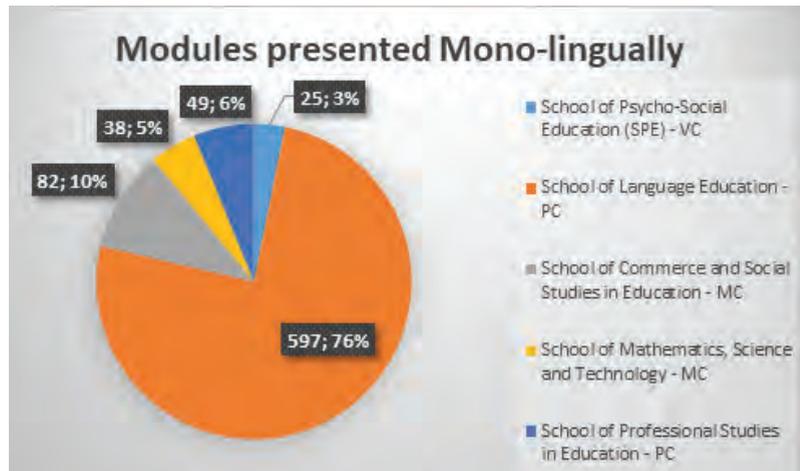
| SCHOOL NAME | NUMBER OF MODULES | FLAGSHIP MODULE | MONO-LINGUAL | PARALLEL | INTERPRETED | DUAL | PIPELINE MODULE (2020) |
|---|-------------------|-----------------|--------------|------------|-------------|------------|------------------------|
| School of Psycho-Social Education (SPE) - VC | 146 | 0 | 25 | 5 | 54 | 141 | 45 |
| School of Language Education - PC | 918 | 8 | 597 | 0 | 0 | 83 | 414 |
| School of Commerce and Social Studies in Education - MC | 371 | 10 | 82 | 0 | 81 | 108 | 122 |
| School of Mathematics, Science and Technology - MC | 989 | 1 | 38 | 0 | 23 | 52 | 31 |
| School of Professional Studies in Education - PC | 426 | 1 | 49 | 131 | 39 | 48 | 212 |
| TOTALS | 2850 | 20 | 791 | 136 | 197 | 432 | 824 |



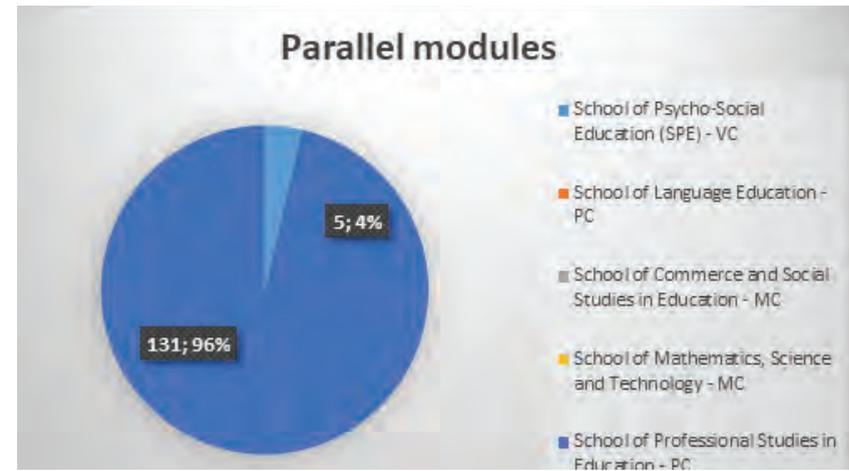
Modules per School



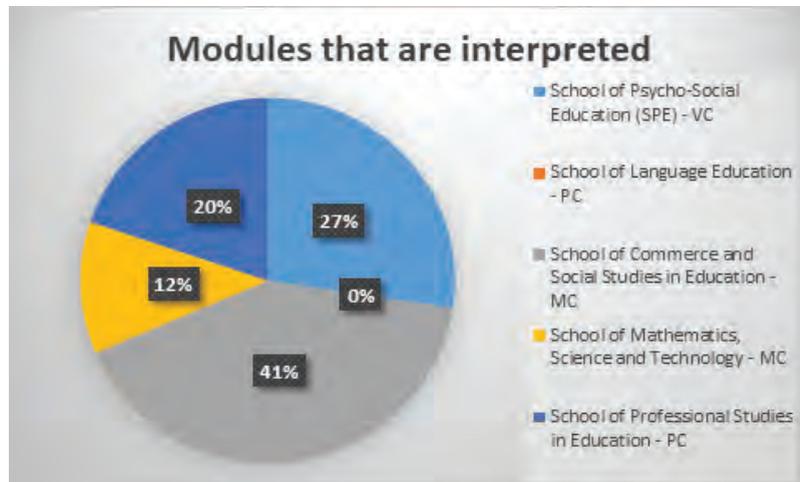
Flagship modules per school



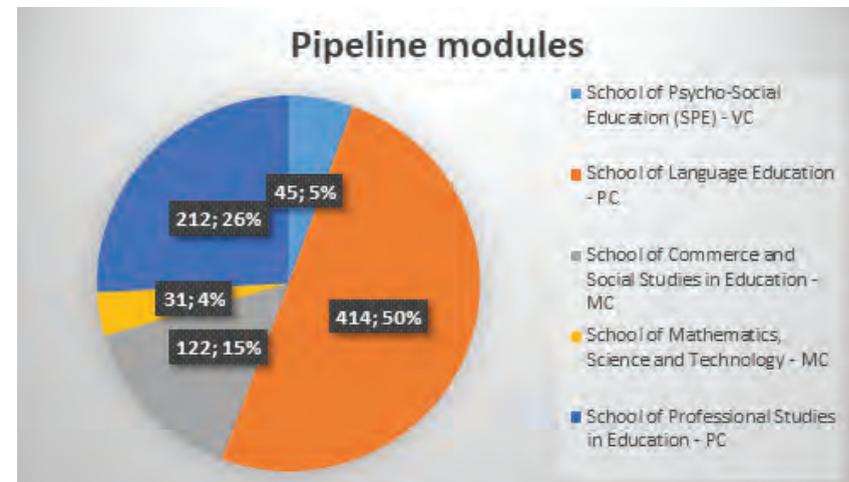
Modules presented Mono-lingually



Parallel modules



Modules that are interpreted



Pipeline modules

ADDENDUM B:

1. INTRODUCTION

The Language Plan of the Faculty of Education is based on the North West University's Language Policy to assure a fair and functionally multilingual language environment in the Faculty on all three sites of delivery. The SCLPS Language Development Plan and language-related memoranda were also accounted for the Language Plan of the Faculty of Education.

2. TERMINOLOGY

To support a common understanding of related concepts and terminology in the Faculty of Education, the following clarifications are briefly provided.

Multimodal education: is viewed as the mediation of academic programmes and modules either by a contact or distance mode of provision, or by a hybrid mode of delivery, in which use is made of a mix of the contact and distance delivery modes (such as the block-release mode).

Social justice in NWU context: involves a focus on that which is valued and beneficial for all, including the recognition and protection of human rights, equality, fairness, freedom from oppression and discrimination. From an engagement perspective, sharing of expertise and tailor-made solutions in order to alleviate challenges, or specific community issues that create imbalances in terms of fairness and social justice.

Student success: is often based on tangible metrics such as strong retention and graduation rates, time-to-graduation, and career path/job placement opportunities after graduation. Yet student success should also include

high-quality learning experiences from the student's perspective. Successful students will be prepared for success in their personal, public, and professional lives, and they will embody the graduate attributes, values and behaviours that characterises the vision and mission of the NWU.

Student academic support: means a broad array of educational strategies, including for example language support (foundation modules and interpretation services), access to lecturers, tutoring, supplemental instruction, mentoring, academic advising, and academic literacy development, provided to individual students or groups of students, in order to support their academic development and success.

Teaching quality: At the NWU teaching quality in all modes of delivery is equated to innovative teaching that provides students with optimal opportunities to master the qualification outcomes and graduate attributes required by the University for that specific qualification. High quality teaching and learning will be reflected in student success rate, outcomes of external peer reviews, graduate employer feedback, student satisfaction, and the employability of our graduates

Twenty-first century skills: Refers to a broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in higher education programmes and in present-day careers and workplaces. 21st Century skills can be applied in all academic subject areas, and in all educational, career, and community settings throughout a student and an individual's life.

Functional multilingualism: means that the choice of a particular language in a particular situation is determined by the situation or context in which it is used

Intellectualisation of multilingualism: refers to a language planning programme whereby the different languages used at the NWU are developed and implemented to be as languages for administrative, teaching and research purposes, but in particular to measures designed to ensure the scholarly use of the languages in such a way that it fosters the academic self-respect and values regardless of their language preferences

Multilingual: refers to the use of two or preferably more languages, referred to as "societal multilingualism", and the ability to use two or more languages, referred to as "individual multilingualism

Translanguaging: means that in the teaching and learning situation various languages are used to explore key concepts with a view to making this clear and understandable to the learners in their own languages, as well as learning new insights arising from the interpretation of the concept in the target language

Flagship programme: refers to an identified academic programme of the university in which the development and implementation of an African language as language of teaching and learning has been designated.

3. FACULTY LANGUAGE PLAN: PRINCIPLES

- 3.1 The Faculty of Education adopts a language plan which is consistent with the NWU Language Policy (3.2) and is an expression to the commitment for the implementation of the constitutional provisions regarding multilingualism in South Africa.

- 3.2 The staff members of the Faculty of Education respects the language rights of all people.
- 3.3 The languages of Afrikaans, English, Setswana and Sesotho are acknowledged as national, cultural assets and are, within the parameters of functional multilingualism, adopted as the official languages in the Faculty of Education.
- 3.4 Multilingualism and the promotion of Setswana and Sesotho in the Faculty of Education are in line with the vision and values of the Faculty of Education.
- 3.5 Setswana and Sesotho are actively promoted in the Faculty as languages of higher education, communication and administration, without the diminishment of the use of Afrikaans and English.
- 3.6 The Faculty leadership and management are responsible for the implementation of the language plan.
- 3.7 The language plan of the Faculty of Education applies to:
 - 3.7.1 The core business of the Faculty, i.e. Teaching-Learning, Research and Innovation, and Community Engagement and Stakeholder Relations
 - 3.7.2 Administration, meetings, and public communication
 - 3.7.3 Formal events associated with the NWU.
- 3.8 The NWU Language Directorate has the mandate to ensure an appropriate standard for language use and to monitor and assess the quality of language use at Faculties.
- 3.9 The Faculty Language Plan must be revised at least once in a five-year cycle.

4. PURPOSE AND OBJECTIVES

- 4.1 The purpose of the Language Plan is to provide consistent and constructive guidelines in the Faculty of Education for the implementation of the NWU

Language Policy (Reference number: 2P/2.5).

- 4.2 The linguistic diversity at the different campuses should be taken into account for the purpose of implementation and multilingualism.
- 4.3 Sensitivity is shown for the language preferences, language needs and language expectations of individuals and groups who have an interest in the Faculty of Education.
- 4.4 This Language Plan in the Faculty of Education should also account for the demands of the education profession in South Africa.

5. LANGUAGE PLAN: TEACHING-LEARNING AND ASSESSMENT

- 5.1 General
 - 5.1.1 The basis of the Language Plan in the Faculty of Education with regards to teaching-learning and assessment is to optimise access and success for students.
 - 5.1.2 The Faculty of Education is committed to train student teachers for a contemporary education profession in South Africa.
 - 5.1.3 The following parameters are accounted for in a flexible and accommodating way in the teaching-learning milieu of the Faculty of Education:
 - language needs of the different campuses
 - the demands of the education profession
 - the academic programmes and mode of delivery, and
 - available capacity (infrastructure, finance & staff).
- 5.2 Provisions for Language of Instruction
 - 5.2.1 Where more than one language of instruction is specified, or choices between the four university

- languages are enabled, compliance with applicable policies and commitment to achieve historical redress by correcting the language imbalances of the past must be kept in mind.
- 5.2.2 The Faculty of Education may, subject to the approval of senate, prescribe a specific language of instruction in selected modules, if it is justified as essential to meet demands and requirements of the education profession.
- 5.2.3 Provision for selecting a language of instruction may be made by the Faculty of Education by responding to the language profile of the students registered in the programmes concerned, and in such cases differentiation between campuses may be possible on the basis that some cater for different language-specific contexts.
- 5.2.4 Parallel medium is not advisable in the Faculty of Education for reasons of diversity, capacity, and alignment.
- 5.2.5 Budget implications must be accounted for and the costing for the implementation of the Language Plan should be part of the annual budget process.
- 5.3 Interpreting and translation
 - 5.3.1 Translation and interpreting services are arranged with the Language Directorate and the Senate Committee for Language Planning and Advisory Services (SCLPAS) where it is necessary to operationalise the Faculty's functional multilingual plan and where it enables students to succeed in the transition from school to the higher education environment.
 - 5.3.2 There are grounds to use interpreting to access more than one language in the teaching-learning environment of the Faculty for reasons of inclusion.
 - 5.3.3 A glossary of key terminology and concepts

should be part of modules offered in the Faculty in support of effective teaching and learning and to assist interpretation services.

5.4 Parallel medium of instruction

Provision for parallel medium of instruction may be implemented in the Faculty of Education where:

- 5.4.1 Class size justifies the need to divide classes, and where celebrating and embracing diversity can be attained in other ways
- 5.4.2 Capacity (infrastructure, finance, staff) is sufficient and access to a language will support student success
- 5.4.3 The use of parallel medium of instruction requires purposeful and appropriate interventions to ensure integration of the diverse student population attending classes in parallel medium contexts.

5.5 Translanguaging

Provision for translanguaging in the Faculty of Education may be implemented where:

- 5.5.1 Faculty's staff have been trained adequately in the principles of multilingual pedagogies
- 5.5.2 Students have been identified to act as facilitators, trained by staff and are willing to act as facilitators in identified Faculty programmes
- 5.5.3 Adequate multilingual study materials have been developed to promote and broaden language learning in the relevant languages in selected modules
- 5.5.4 Competent facilitators have been appointed in the flagship programmes of the Faculty of Education and where staff as well as facilitators have been trained.

5.6 Flagship programme: African language development

5.6.1 Provision for the designation of flagship programmes in the Faculty of Education may be made where:

- 5.6.1.1 It is evident that the education profession requires graduates who are multilingual in an African language in addition to either English or Afrikaans
- 5.6.1.2 Consultation with the relevant faculty structures has been undertaken, and approval has been obtained from the Faculty Board
- 5.6.1.3 Adequate planning and consultation have been done with the SCLPAS, the Language Directorate and the Finance Section for strategic budgetary provision

5.6.2 Where, subject to the approval of the UMC, the Faculty of Education is for well-motivated reasons not able to identify a flagship programme, provision may be made for the identification of either an additional language-stream consisting of modules in sequence from year 1-3 of a curriculum, or selected common modules in which Setswana or Sesotho are identified as languages to be used and developed within the programme.

6. LANGUAGE PRINCIPLES FOR THE LINGUISTIC LANDSCAPE IN THE FACULTY OF EDUCATION

6.1 General

6.1.1 The functionally multilingual policy of the NWU serves as guiding principle

6.1.2 The diverse linguistic landscape and realities at the different operating levels of the Faculty and University as well as sensitivity towards the language preferences of internal and external stakeholders provide direction for the way in which the official languages are employed as working languages, languages of administration, and for internal and external communication.

6.1.3 The determination of language choice for internal and external communication in the Faculty of Education has to account for the following:

- the situation and context of communication;
- the purpose and future pathway of the communication, and
- the language needs and levels of language proficiency of language users.

6.1.4 The implementation of functional multilingualism for working, administrative and linguistic landscape purposes must take place in a planned, systematic and purposeful manner.

6.1.5 By means of a consultative process, and taking due account of the language realities of the Faculty and NWU, strategies must be continually promoted and structures put in place to implement functional multilingualism as optimally as possible.

6.1.6 External and corporate communication from the Faculty of Education must take place in the official languages of the NWU, determined by the purpose of the communicative event, language needs and language competencies of the audience.

6.2 Multilingualism in formal communication, meetings and events

- 6.2.1 Provision for translation and interpreting for events and meetings in the Faculty is possible where such need exists in terms of the diversity of the target group or audience. This arrangement needs to be finalised in advance with the Language Directorate.
- 6.2.2 Provision for translation and interpreting service in the Faculty is made by the Language Directorate in support of the four languages of the NWU. Support for sign language is also possible where such a need arises.

7. LANGUAGE PLAN: RESEARCH AND INNOVATION

- 7.1 Researchers in the Faculty are encouraged to publish their research in languages accessible to practitioners and scholarly peers.
- 7.2 In support of the promotion of the intellectualisation of multilingualism, researchers in the Faculty are encouraged to make their research outputs available in more languages.
- 7.3 Master's and doctoral research titles, key words, and abstracts should be provided in three of the official languages of the NWU.
- 7.4 The highest quality standards for language care are applicable for academic and research work in the Faculty.

8. ORGANISED STUDENT LIFE

- 8.1 The linguistic diversity of students in the Faculty of Education is regarded as a valuable asset and indispensable for the establishment of an inclusive and vibrant student milieu.
- 8.2 The Faculty of Education needs to empower student teachers with the required language skills to enable them to enter the education professional with confidence.

- 8.3 Respect and sensitivity should be demonstrated for language preferences in all forms of communication in the Faculty.

9. PRINCIPLES FOR LANGUAGE ACQUISITION, LANGUAGE IMPROVEMENT AND QUALITY OF LANGUAGE USE

- 9.1 Faculty should support the improvement of individual multilingual skills and translanguaging pedagogic competencies within the academic, administrative and student environments.
- 9.2 Staff members and students in the Faculty should be encouraged to enhance their multilingual skills to function more effectively in different language contexts.
- 9.3 Front-line staff members at critical service points of the Faculty need to be functionally multilingual.
- 9.4 Awareness raising initiatives and developmental opportunities should be initiated in the Faculty to assure functionally multilingual and translanguaging competencies to improve teaching and learning practices in accordance with linguistically diverse student population.
- 9.5 Language editing and translation services are available from the Language Directorate and staff members from the Faculty are encouraged to utilise these services.

FACULTY OF ENGINEERING



1. INTRODUCTION

The approval of the North-West University Language policy in 2018 brought forth the need to investigate how multilingualism can be deployed within each faculty. Furthermore, to stay compliant with pressure from the Engineering Council of South Africa (ECSA), funding agencies (for example, the Ikhuthasa Student Financial Aid Programme, ISFAP) and the need to increase the diversity of student corps, the Faculty of Engineering needs a definite plan to accommodate students in a multilingual way, especially in the first years of study.

2. AIM AND OBJECTIVES

The aim of this language plan to facilitate the education of engineers who will be professionally fluent in English (exit outcome), taking cognizance of the fact that these students enter our educational system from multiple multilingual and multicultural contexts. Hence, implementing deliberate interventions near the education system entry points so as to optimize access and success. This will be accomplished of the following objectives can be achieved:

1. Utilize existing and planned bi- and multilingual practices of the Faculty of Natural and Agricultural Sciences (FNAS) with respect to common modules

from the BEng Curricula that are presented on Potchefstroom Campus (PC).

2. Use innovative approaches and technology – in collaboration with FNAS – to transmit/ capture/ flip MC and VC English classroom experiences to/on PC for the other common modules from the BEng Curricula that are presented in English on Mafikeng Campus (MC) and Vanderbijlpark Campus (VC).
3. Over a 4-year time-span (2020-2023), through individual Engineering Education research projects, increase access to a diverse student population and enhance bilingualism and multilingualism, through innovative practices and the use of technology in all engineering modules in the first year, as well as first semester of the second year.
4. When the majority of the 2020 first year intake reach their final year (2024) all final year communication (receptive and productive) will be in English only.
5. To establish within the NWU Centre for Engineering Education (CEE), internationally recognized expertise wrt bi/multilingualism and the use of language technology in Engineering Education. Hence, to position this as a research area within the CEE so as to enable the sourcing of external research funds.

A phased roll-out will be followed, according to these objectives:

| | 1 | 2 | 3 | 4 | 5 |
|-------------|---|---|--|---|---|
| | Modules already presented in parallel on PC | Transmit/ capture/ flip MC and VC English classroom experience | Individual Engineering Education (research) pilot projects wrt multilingualism | Use a practical multilingual approach to transition during the third academic year from the multilingual approaches of the first two years to monolingual, English only, in the final year. | All communication (receptive and productive) in English only. |
| 2020 | MTHS111; | (In collaboration/ consultation with FNAS) NCHE111; NCHE121; NPHY111; NCHE121; NPHY121; CMPG115 | INGM111, EERI124 | Each FEng School to define and manage own phased plan | Phased plan |
| 2021 | APPM122; MTHS121; | | REII111, INGM121, INGB121, ENGF211, CEMI112, CEMI121 | | |
| 2022 | APPM212; APPM211; NCHE211; MTHS211; MTHS223; | MTHS212; MTHS224 | INGM122, WVTS211, EERI215, REII211, CEMI211, CEMI213 | | |
| 2023 | | | INGM211, CEMI211, CEMI213 | | |
| 2024 | | | | | All communication (receptive and productive) in English only. |

3. FIRST ENGINEERING EDUCATION PILOT PROJECT: 'ENGINEERING DRAWINGS 111'

3.1 Background and situational analysis

The module INGM111: Engineering Graphics I, presented by Mr. Ashwin Besuidenhout (Afrikaans and English speaking), was identified as the best suited module for the

pilot study. The 2019 demographic survey of the module showed that more than 80% of the students enrolled for this module are first language Afrikaans speaking students. The rest of the student cohort is made up of English and several African first language speakers. It is assumed (but did not test the assumption) that at the moment the majority of the enrolled students would prefer Afrikaans contact sessions and/or study materials. Deliberate recruitment efforts to accomplish a more diverse student

demographic profile is gradually changing this ratio.

INGM111 is part of the first year, first semester curriculum of 6 of the 7 BEng programmes in the Faculty of Engineering. It is exactly in this first encounter with post-school education that students need all the support they can get. The nature of the module is such that students are mostly actively working on computers, using CAD software to

generate several different engineering drawings. This means that students are working in an English dominated environment, being exposed to English terminology, for which there are most of the time no direct translation to any of the other South African languages.

3.2 Project scope

With this situational analysis in mind, it was decided to introduce multilingualism in the following manner:

- 3.2.1. A flipped classroom approach will be implemented by generating a series of concept videos that are aimed at explaining both the underlying concepts pertaining to engineering drawings and creating a step-by-step “How to” guide for using the software. These videos will be done in English, with voice overs in Afrikaans and Setswana. The videos will be placed on eFundi, allowing students to access the explanations in a language of their choice.
 - a. Learner analytics will show the extent to which students make use of the videos in each of the different languages. This will give an indication towards students’ language preferences when studying a module which is primarily written for an English market (as is the case for engineering modules).
 - b. To ensure that students make use of the videos, a concept test will be conducted at the start of each contact session where the new concepts are introduced. These tests will contribute towards the participation mark of the students.
 - c. It is further important to ensure that the voiceover scripts used for the videos are of pure language, and not a mixture of different languages. Only by using pure language will it be possible to measure

the impact of that language on the learning of the various students.

- 3.2.2. Different interpreting approaches will be used, including simultaneous translation from Afrikaans to English and Setswana; simultaneous translation from English to Afrikaans and Setswana, as well as – per current norm – from Afrikaans to English only.
- 3.2.3. Apart from the concept videos, tutors will be selected based on differentiated mother tongue, to assist during tutorial classes. It will allow students to obtain mentorship and help in at least English, Afrikaans and/or Setswana, ideally with at least one of the groups implementing translanguaging (multilingual pedagogies).
 - a. Student experience will be measured using questionnaires.
- 3.2.4. Student success in the module will be compared – 2017 with 2019 and going forward with introduction of concept videos in more languages.
 - a. In 2017, the current lecturer took over the module and introduced a new CAD program namely NX.
 - b. In 2018, English based concept videos were introduced for the first time.

3.3 Requirements

- 3.3.1 Preparation videos during the second semester of 2019 already

The following assistance (no additional budget required) is pledged by the Centre for Teaching and Learning to start preparing videos during the second semester on 2019 already:

Extensive support from CTL multimedia designers on the Potchefstroom Campus. CTL team, consisting of Academic advisors, Instructional designers and video team, to engage with lecturers to plan the instructional videos. CTL to support the lecturers with the recording and editing of the videos according to the project plan. CTL to provide facilities and equipment for the recording of voice overs where needed. The Instructional Designers will ensure that the content and technical aspects is designed and presented in order to facilitate learning. The Instructional Designers will be able to assist with the design of the videos / PowerPoint presentations, and the directing of the videos. Lecturers to provide a script for the instructional videos.

In collaboration with CTL with existing resources and budget

3.3.2 Requirements for 2020

Voiceovers of videos

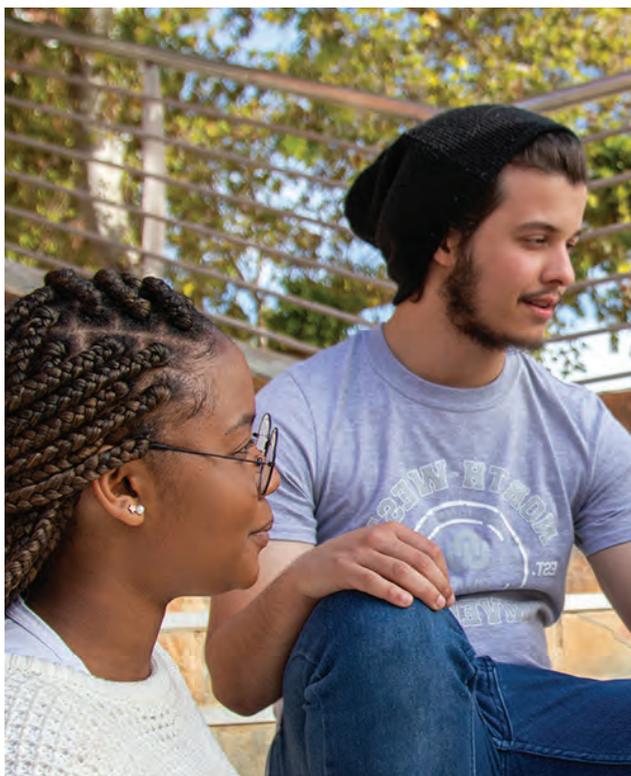
- (1) transcription costs
- (2) translation costs, plus
- (3) voice-over artist costs.

Human resources

- Post graduate tutors for 350 students (1:25 ratio). 8 tutors x 195 minutes x 13 weeks x R80.
- Training/ mentorship for these students in terms of translanguaging
- Training/ mentorship for lecturer in terms of translanguaging.
- Educational research mentorship for Engineering Education research project



FACULTY OF HEALTH SCIENCES



1. INTRODUCTION

The Language Policy of the North-West University was approved by the Council of the North- West University on 22 November 2018. The language policy has been adopted by Council to “pursue, accommodate and provide a fair and functionally multilingual language environment across all components of the university.”

The Faculty Language Plan of the Faculty of Health Sciences is grounded in and based on the approved North-West University Language Policy (NWULP) and gives full expression to a commitment to the implementation of the Constitutional imperatives concerning multilingualism in South Africa. Consequently, the Faculty of Health Sciences in its quest to educate knowledgeable, disciplined and productive professionals who can adequately respond to the health needs of the populace, commits to multilingualism as a matter of principle to facilitate access and success for students pursuing the various Health Professions.

The main purpose of this plan is to provide a focused embedding of multilingualism in the Faculty of Health Sciences with the present focus on the undergraduate Teaching and Learning environment.

2. SCHOOLS WITHIN THE FACULTY OF HEALTH SCIENCES AND FOOTPRINT ACROSS CAMPUSES

| SCHOOL | CAMPUS |
|---|---------------------------------------|
| Pharmacy | Potchefstroom |
| Physiology, Nutrition and Consumer Sciences | Potchefstroom Mahikeng (Physiology) |
| Nursing | Potchefstroom Mahikeng |
| Human Movement Sciences | Potchefstroom Mahikeng |
| Psychosocial Health | Potchefstroom Mahikeng Vanderbijlpark |

3. STUDENT PROFILES ACROSS CAMPUSES THAT WILL AFFECT THE FACULTY’S LANGUAGE PLANNING TO EFFECTIVELY IMPLEMENT THE NWULP

Student profiles for the Faculty of Health Sciences are identified on the three campuses in line with the NWU

Language Policy statement 5.3.

A language breakdown for the total number of undergraduate registered students (5652) for 2019 is given in the table below

| CAMPUS | HEMIS NUMBERS FOR 2019 |
|----------------|--|
| Potchefstroom | Afrikaans: 2558 English: 650 Sesotho: 193 Setswana: 495 Other: 555 |
| Mahikeng | Afrikaans: 4 English: 50 Sesotho: 49 Setswana: 705 Other: 210 |
| Vanderbijlpark | Afrikaans: 7 English: 15 Sesotho: 58 Setswana: 23 Other: 80 |

A language breakdown for the total number (1753) of registered first time entry students for 2019 is give in the table below.

| CAMPUS | HEMIS NUMBERS FOR 2019 |
|---------------|--|
| Potchefstroom | Afrikaans: 662 English: 176 Sesotho: 79 Setswana: 164 Other: 176 |

| CAMPUS | HEMIS NUMBERS FOR 2019 |
|----------------|---|
| Mahikeng | Afrikaans: 1 English: 18 Sesotho: 23 Setswana: 261 Other: 118 |
| Vanderbijlpark | Afrikaans: 1 English: 1 Sesotho: 29 Setswana: 9 Other: 35 |

In both tables "other" refers to languages such as:

- isiNdebele
- isiXhosa
- isiZulu
- seSotho sa Lebowa
- siSwati
- Tshivenda
- Xitsonga

4. FACULTY VISION FOR THE IMPLEMENTATION OF THE NWULP

The vision of the Faculty of Health Sciences is embedded in the NWU Language Policy Objective 6.4

"6.4 The regional languages that are used at the campuses of the NWU (English, Afrikaans, Setswana and Sesotho) are regarded as national assets, and where implementable and measurable, contributions are made towards the use of these language as languages of higher education and administration."

The Faculty of Health Sciences therefore identified the module Understanding the World of Health (WVGW221) to drive multilingualism and translanguaging initiatives. The

module WVGW221 is compulsory for all students enrolled in the Faculty of Health Sciences and is presented in an interdisciplinary context. The vision of the Faculty of Health Sciences to enable communication among professionals as a multidisciplinary approach and between professionals and those seeking healthcare as well as treasuring the four regional languages will thus be met.

5. FACULTY LANGUAGE PLANNING NEEDS TO ENSURE THE REALISATION OF ITS VISION FOR THE IMPLEMENTATION OF THE NWULP OVER THE NEXT 5 YEARS

Within the parameters of the principle of functional multilingualism (English, Setswana, Sesotho and Afrikaans are employed as official languages of the NWU), the following is considered key elements to assure an effective and practical drive to implement and promote multilingualism:

1. A change management process to navigate the implementation of translanguaging at all institutional levels to include the plans of the University on this initiative.
2. Additional communication enhancement initiatives by the Faculty of Humanities for the acquisition of additional/multiple language skills through e.g. Short Learning Programmes (available to staff members and students).
3. Training/development opportunities for staff members by the Faculty of Humanities in preparation for implementation, including study materials.
4. Support (appropriate budgetary/financial allocations and additional human resources) to the Faculty structures such as Schools and faculty-based task teams to drive the projects.

5. A help desk and continuous support from the NWU Language Directorate.
6. Multilingual facilitators to facilitate teaching in specific languages.
7. Support in the development of online learning content.
8. Multilingual staff members to assist with implementing identified multilingual initiatives.

6. PLANNING FOR NON-MONOLINGUAL CLASSROOMS IN ALL MODULES

An Excel spreadsheet is attached (Addendum A – HS Module List) with the list of modules in the Faculty which indicate current and future data on the use of different languages in each module. A summary per School / Entity with data for 2020 is given in section 7.2

7. PROJECTS THAT THE FACULTY WILL PARTICIPATE IN TO PROMOTE THE USE OF INDIGENOUS AFRICAN LANGUAGES AS LANGUAGES OF TEACHING AND LEARNING IN THE CLASSROOM

7.1 Main/Pilot Faculty project

The main project involves the module UNDERSTANDING THE WORLD OF HEALTH (WVGW 221)

Background:

Since 2010, the Faculty of Health Sciences included a compulsory module Understanding the World of Health¹ in all 2nd year health curricula. The module has a footprint on all three campuses of the NWU with ± 1450 students from 13 different health and health-related disciplines¹. This blended module follows a Team-based Learning (TBL)² approach and some of the core values include interprofessional collaboration, communication, respect and appreciation.

Currently student learning within the online learning environment is facilitated in both English and Afrikaans. Students have a choice depending on the student's language of learning preference. This includes the module design and layout on eFundi, instructional material, learning activities, learning support material and assessment (baseline, formal formative and summative assessment).

Due to the purpose, aim and nature of the module, face-to-face contact time is utilised for interprofessional collaboration, communication, application of knowledge and problem-solving through the use of team-based learning activities. The teams are composed so as to be diverse in terms of gender, language, race and field of study, and within the group languages of choice of group members may be used, with peer facilitation where required. The facilitation during these collaborative team-based learning events is in English, which reduces the pedagogic and physical distance associated with large class teaching, enhances epistemological access and students' learning experience, and improves students' collaboration and verbal communicative skills, such as participating in

team discussions, learning to express themselves, defending a position, and asking questions (Cross et al, 2010). The abovementioned was confirmed in the 2018 student cohort's post-module reflections as part of a preliminary study for a SoTL research project currently being conducted in the module WVGW 221 (Ethics number: NWU-00014-19- S1).

Acknowledging that language is a barrier to learning and success, the lecturers responsible for the facilitation of student learning in the module WVGW 221 consciously took the decision to be committed to, and sensitive towards, students' diverse language of learning needs as indicated by the profile analysis across the campuses. Transformational imperatives as well as support required to ensure the realisation and successful implementation of the Faculty's vision for the implementation of the NWULP and the language planning pilot project (WVGW 221) include:

¹ Health disciplines include: Pharmacy, Nutrition, Dietetics, Social Work, Psychology, Physiology, Consumer Sciences, Occupational Hygiene, Human Movement Science, Biokinetics, Recreation, Sports Science and Coaching Science.

² Team-based learning (TBL) is a structured form of small-group learning emphasising a flipped approach to learning. Students are organized strategically into diverse learning teams of 5 students that work together throughout the semester. Phase 1 includes pre-session preparation. Phase 2 entails the Readiness Assurance Process (iRAT & tRAT), appeal process and clarification session. Phase 3 entails the Focused Application Task (the application of knowledge to solve a real-life problem (<http://www.teambasedlearning.org/>)).

| TRANSFORMATIONAL IMPERATIVES | SUPPORT NEEDED |
|---|---|
| <p>Due to the purpose, aim and nature of the module, all formal formative assessments will be conducted in English. These include the:</p> <ul style="list-style-type: none"> • individual Readiness Assessment Test (iRAT), • team Readiness Assessment Test (tRAT), • individual Application Task (iAT), and • Focused Application Task (FAT). | <p>Support: No support required.</p> |
| <p>Assessment: Semester test and summative assessment Two options are available.</p> <p>Option 1: Due to numerous reasons all baseline, formal formative as well as summative assessments will be conducted in English. However, lecturers will be conscious of linguistic limitations when assessing students' written work.</p> <p>Option 2: Semester test as well as the summative assessment will be translated into Afrikaans, English, Sesotho & Setswana. E-assessment is suggested where students could select to complete the assessment in language of choice.</p> <p>Embracing multilingualism by utilising face- to face collaborative team-based learning events to enhance interprofessional collaboration, communication, application of knowledge and problem-solving. Due to the purpose, aim and nature of the module, these learning events will be multilingual within teams but facilitated in English.</p> | <p>Option 1: Estimated cost: N/A</p> <p>Time frame: Currently part of teaching & learning practice in the module.</p> <p>Support: No support required.</p> <p>Option 2: Support:</p> <ul style="list-style-type: none"> • Obtaining the services of Setswana and Sesotho translator(s) and Health Professional(s) with the required disciplinary knowledge to assist with the translation and QA of assessments into Setswana and Sesotho. • Training/development opportunities and continuous support for the Setswana and Sesotho translator(s) and Health Professional(s) with the required disciplinary knowledge by the NWU Language Directorate in cooperation with the School of Languages in the Faculty of Humanities, if required. <p>Costs of translation and QA of assessments, as follows, included in Faculty of Health Sciences budget for LPP implementation:</p> <p>Translation 50 400 words @ R80/100 words into Setswana and Sesotho + QA @ R40/100 words = R60 480,00 Translation 25 200 words @ R65/100 words into Afrikaans = R16 380,00</p> <p>Estimated cost incl. buffer: R80 000,00 Time frame: March–September 2020.</p> <p>Estimated cost: N/A</p> <p>Time frame: Currently part of teaching & learning practice in the module.</p> <p>Support: No support required.</p> |

| TRANSFORMATIONAL IMPERATIVES | SUPPORT NEEDED |
|--|--|
| <p>Assessment: Baseline assessment & formal formative assessment Due to the purpose, aim and nature of the module, all formal formative assessments will be conducted in English. These include the:</p> <ul style="list-style-type: none"> • individual Readiness Assessment Test (iRAT), • team Readiness Assessment Test (tRAT), • individual Application Task (iAT), and • Focused Application Task (FAT). | <p>Estimated cost: N/A</p> <p>Time frame: Currently part of teaching & learning practice in the module.</p> <p>Support: No support required.</p> |
| <p>Assessment: Semester test and summative assessment Two options are available.</p> <p>Option 1: Due to numerous reasons all baseline, formal formative as well as summative assessments will be conducted in English. However, lecturers will be conscious of linguistic limitations when assessing students' written work.</p> <p>Option 2: Semester test as well as the summative assessment will be translated into Afrikaans, English, Sesotho & Setswana. E-assessment is suggested where students could select to complete the assessment in language of choice.</p> | <p>Option 1: Estimated cost: N/A</p> <p>Time frame: Currently part of teaching & learning practice in the module.</p> <p>Support: No support required.</p> <p>Option 2: Support:</p> <ul style="list-style-type: none"> • Obtaining the services of Setswana and Sesotho translator(s) and Health Professional(s) with the required disciplinary knowledge to assist with the translation and QA of assessments into Setswana and Sesotho. • Training/development opportunities and continuous support for the Setswana and Sesotho translator(s) and Health Professional(s) with the required disciplinary knowledge by the NWU Language Directorate in cooperation with the School of Languages in the Faculty of Humanities, if required. <p>Costs of translation and QA of assessments, as follows, included in Faculty of Health Sciences budget for LPP implementation: Translation 50 400 words @ R80/100 words into Setswana and Sesotho + QA @ R40/100 words = R60 480,00 Translation 25 200 words @ R65/100 words into Afrikaans = R16 380,00</p> <p>Estimated cost incl. buffer: R80 000,00 Time frame: March–September 2020.</p> |
| <p>Actively engaging students as stakeholders in T-L in terms of language needs.</p> | <p>Financial Support may be required. Acknowledging students' vulnerability as a trapped audience as well as the lecturer- student power-relationship, the services of an independent consultant/researcher may be required.</p> <p>Estimated cost: ca. R150 000,00</p> <p>Time frame: September 2019 – October 2020.</p> |

| TRANSFORMATIONAL IMPERATIVES | SUPPORT NEEDED |
|---|---|
| Building capacity for multilingualism of staff. | Financial Support needed for building capacity for WVGW 221 lecturing staff through online and/or face-to-face language courses in Setswana and/or Sesotho. Estimated cost: N/a – to be budgeted for by the Language Directorate and to be provided by Faculty of Humanities Time frame: September 2019 – October 2020. |
| Driving the project (module coordinator). | Financial and human resource support to the module coordinator to drive the pilot project to ensure the realisation and successful implementation of the Faculty's vision for the implementation of the NWULP and the language planning pilot project (WVGW 221) in the Faculty of Health Sciences. Estimated cost: ca. R25 000,00 Time frame: September 2019 – October 2020. |
| ESTIMATED TOTAL COST: | ca. R345 000,00 |

7.2 Additional projects of the Faculty

7.2.1 School of Psychosocial Health
Electronic Multilingual Social Work Glossary of Terms and Definitions. The aim of this initiative is to make core social work terminology and counselling phrases available to students in English, Afrikaans, Setswana and Sesotho to ensure that students in the Bachelor of Social Work programme can develop understanding of such terminology in a language of choice, while simultaneously developing multilingual competence in the use of basic counselling phrases.

The glossary will be available in electronic format on eFundi from 2020, but the longer term plan is to make it available in an application (app) so that students can have it available on their mobile phones during practical work. The target date for implementation on eFundi is January 2020, while consultation for the development of the app will commence during 2020 for implementation in 2021. The following resources are required for implementation as planned:

| SERVICE REQUIRED | COST ESTIMATION | SUB-TOTAL |
|---|--------------------|------------|
| Translation of 40 000 words from English to Afrikaans | R65,00 / 100 WORDS | R26 000,00 |
| Translation of 40 000 words from English to Setswana | R80,00 / 100 WORDS | R32 000,00 |
| Translation of 40 000 words from English to Sesotho | R80,00 / 100 WORDS | R32 000,00 |
| | TOTAL | R90 000,00 |

The School also envisions to commence with a similar project in 2020 to develop an online multilingual psychology dictionary for students enrolled for a number of under- and postgraduate Psychology programmes.

The table below gives a summary of planning for 2020 to promote non-monolingual lecturing in the School. COMPRESS is the research entity associated with the School of Psychosocial Health. Modules of taught Masters degrees presented by COMPRESS are therefore included in the data.

SCHOOL / ENTITY: SCHOOL OF PSYCHOSOCIAL HEALTH + COMPRES

Programmes / Qualifications:

Bachelor of Social Work
 Bachelor of Arts in Behavioural Sciences with Psychology & Labour Relations Management 1GR H02, G301P/V
 Bachelor of Arts with Psychology and Geography and Environmental Management 1GB H10, G301P
 Bachelor of Arts with Psychology and Tourism Management 1GB H11, G301P
 Bachelor of Social Science with Psychology 1GG H38 G301M
 Bachelor of Health Sciences Honours in Psychology 8DL L01; G601P/M/V

TAUGHT M PROGRAMMES shared with COMPRES
 Masters of Health Science in Clinical Psychology
 Masters of Health Science in Counselling Psychology
 Masters of Health Science in Research Psychology
 Master of Social Work in Child Protection
 Master of Social Work in Forensic Practice

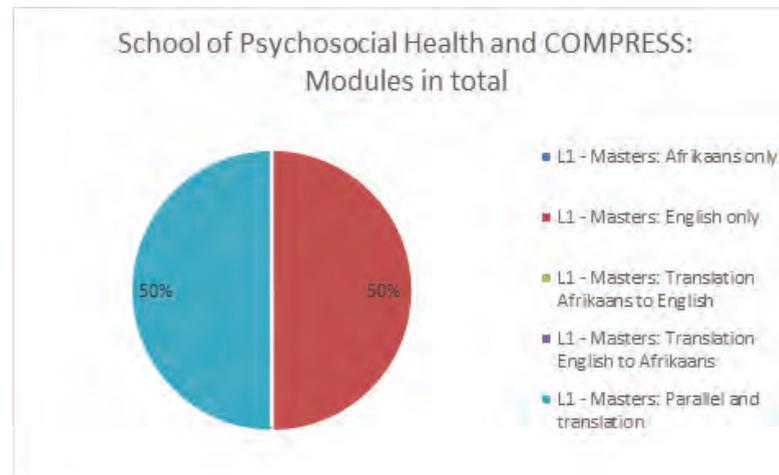
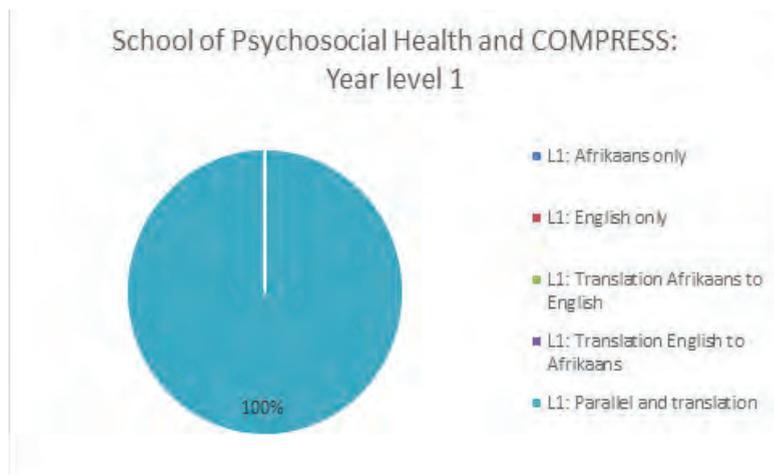
| | CAMPUS / SITE OF DELIVERY | | | | | | | | | | | | | | | | | |
|--|---------------------------|-------------------------------------|-------------|---------|-------------------|-------------------------------------|-------------|---------|-------------------|-------------------------------------|-------------|---|--|---------|-----|---------|---------|---|
| | PC | | | | MC | | | | VC | | | | | | | | | |
| | MODULE COUNT 2020 | | | | MODULE COUNT 2020 | | | | MODULE COUNT 2020 | | | | | | | | | |
| | YEAR LEVEL | INSTRUCTION LANGUAGE + MODULE CODES | TRANSLATION | | YEAR LEVEL | INSTRUCTION LANGUAGE + MODULE CODES | TRANSLATION | | YEAR LEVEL | INSTRUCTION LANGUAGE + MODULE CODES | TRANSLATION | | | | | | | |
| SCHOOL / ENTITY SUMMARY: TOTAL MODULE COUNT = 68 TRANSLATION COUNT = 34 (50%) AFR Only = 0 (0%) ENG Only = 0 (50%) SET Only = 0 (0%) SES Only = 0 (0%) PARALLEL Medium = ... (50%) DUBBEL Medium = ... (x%) | L1 | Afr | 4 | None | | | | L1 | Afr | 0 | None | | | L1 | Afr | 0 | None | x |
| | 7 | | BSWG111 | Afr/Eng | 4 | | | 7 | | | Afr/Eng | | | | | | Afr/Eng | |
| | | | BSWG114 | Afr/Set | | | | | | | Afr/Set | | | | | | Afr/Set | |
| | | | BSWI121 | Afr/Ses | | | | | | | Afr/Ses | | | | | | Afr/Ses | |
| | | | PSYC111 | | | | | | | | | | | | | | | |
| | | Eng | 3 | None | | | | | Eng | 7 | None | 7 | | | Eng | 7 | None | 7 |
| | | | BSWI111 | Eng/Afr | 3 | | | | | BSWG111 | Eng/Afr | | | | | BSWG111 | Eng/Afr | |
| | | | BSWI122 | Eng/Set | | | | | | BSWG114 | Eng/Set | | | | | BSWG114 | Eng/Set | |
| | | | PSYC121 | Eng/Ses | | | | | | BSWI111 | Eng/Ses | | | | | BSWI111 | Eng/Ses | |
| | | | | | | | | | | BSWI121 | | | | | | BSWI121 | | |
| | | | | | | | | | | BSWI122 | | | | | | BSWI122 | | |
| | | | | | | | | | | PSYC111 | | | | | | PSYC111 | | |
| | | | | | | | | | | PSYC121 | | | | | | PSYC121 | | |
| | | Set | 0 | None | | | | | Set | 0 | None | x | | | Set | 0 | None | x |
| | | | | Set/Afr | | | | | | | Set/Afr | | | | | | Set/Afr | |
| | | | | Set/Eng | | | | | | | Set/Eng | | | | | | Set/Eng | |
| | | | | Set/Ses | | | | | | | Set/Ses | | | | | | Set/Ses | |
| | | Ses | 0 | None | | | | | Ses | 0 | None | x | | | Ses | 0 | None | x |
| | | | | Ses/Afr | | | | | | | Ses/Afr | | | | | | Ses/Afr | |
| | | | | Ses/Eng | | | | | | | Ses/Eng | | | | | | Ses/Eng | |
| | | | Ses/Set | | | | | | | Ses/Set | | | | | | Ses/Set | | |
| L2 - L4 | Afr | 17 | None | | | | | L2 - L4 | Afr | 0 | None | | | L2 - L4 | Afr | 0 | None | |

| | CAMPUS / SITE OF DELIVERY | | | | | | | | | | | | | | |
|----|---------------------------|-------------------------------------|-------------|---------|----|-------------------|-------------------------------------|-------------|---------|----|-------------------|-------------------------------------|-------------|---------|----|
| | PC | | | | | MC | | | | | VC | | | | |
| | MODULE COUNT 2020 | | | | | MODULE COUNT 2020 | | | | | MODULE COUNT 2020 | | | | |
| | YEAR LEVEL | INSTRUCTION LANGUAGE + MODULE CODES | TRANSLATION | | | YEAR LEVEL | INSTRUCTION LANGUAGE + MODULE CODES | TRANSLATION | | | YEAR LEVEL | INSTRUCTION LANGUAGE + MODULE CODES | TRANSLATION | | |
| 29 | | BSWG214 | Afr/Eng | 17 | 29 | | | Afr/Eng | | 29 | | | Afr/Eng | | |
| | | BSWI221 | Afr/Set | | | | | Afr/Set | | | | | Afr/Set | | |
| | | BSWI222 | Afr/Ses | | | | | Afr/Ses | | | | | Afr/Ses | | |
| | | BSWG311 | | | | | | | | | | | | | |
| | | BSWI311 | | | | | | | | | | | | | |
| | | BSWI313 | | | | | | | | | | | | | |
| | | BSWP321 | | | | | | | | | | | | | |
| | | BSWG412 | | | | | | | | | | | | | |
| | | BSWG414 | | | | | | | | | | | | | |
| | | BSWG416 | | | | | | | | | | | | | |
| | | BSWG419 | | | | | | | | | | | | | |
| | | BSWI471 | | | | | | | | | | | | | |
| | | BSWP471 | | | | | | | | | | | | | |
| | | PSYC211 | | | | | | | | | | | | | |
| | | PSYC 212 | | | | | | | | | | | | | |
| | PSYC221 | | | | | | | | | | | | | | |
| | PSYC311 | | | | | | | | | | | | | | |
| | | Eng | 12 | None | 2 | | Eng | 29 | None | 29 | | Eng | 29 | None | 29 |
| | | | BSWG223 | Eng/Afr | 10 | | | BSWG214 | Eng/Afr | | | | BSWG214 | Eng/Afr | |
| | | | BSWG226 | Eng/Set | | | | BSWI221 | Eng/Set | | | | BSWI221 | Eng/Set | |
| | | | BSWI211 | Eng/Ses | | | | BSWI222 | Eng/Ses | | | | BSWI222 | Eng/Ses | |
| | | | BSWI212 | | | | | BSWG223 | | | | | BSWG223 | | |
| | | | BSWI312 | | | | | BSWG226 | | | | | BSWG226 | | |
| | | | BSWI321 | | | | | BSWI211 | | | | | BSWI211 | | |
| | | | BSWI322 | | | | | BSWI212 | | | | | BSWI212 | | |
| | | | BSWG418 | | | | | BSWG311 | | | | | BSWG311 | | |
| | | | BSWI411 | | | | | BSWI311 | | | | | BSWI311 | | |
| | | | PSYC312 | | | | | BSWI313 | | | | | BSWI313 | | |
| | | | PSYC321 | | | | | BSWP321 | | | | | BSWP321 | | |
| | | PSYC322 | | | | | BSWG412 | | | | | BSWG412 | | | |
| | | | | | | | BSWG414 | | | | | BSWG414 | | | |
| | | | | | | | BSWG416 | | | | | BSWG416 | | | |
| | | | | | | | BSWG419 | | | | | BSWG419 | | | |
| | | | | | | | BSWI471 | | | | | BSWI471 | | | |
| | | | | | | | BSWP471 | | | | | BSWP471 | | | |
| | | | | | | | PSYC211 | | | | | PSYC211 | | | |

| | CAMPUS / SITE OF DELIVERY | | | | | | | | | | | | |
|---|---------------------------|-------------------------------------|-------------|----|--|-------------------------------------|-------------|---------|-------------------|--|-------------|----------|---------|
| | PC | | | | MC | | | | VC | | | | |
| | MODULE COUNT 2020 | | | | MODULE COUNT 2020 | | | | MODULE COUNT 2020 | | | | |
| | YEAR LEVEL | INSTRUCTION LANGUAGE + MODULE CODES | TRANSLATION | | YEAR LEVEL | INSTRUCTION LANGUAGE + MODULE CODES | TRANSLATION | | YEAR LEVEL | INSTRUCTION LANGUAGE + MODULE CODES | TRANSLATION | | |
| | | | | | | PSYC 212 | | | | | | | |
| | | | | | | PSYC221 | | | | | | | |
| | | | | | | PSYC311 | | | | | | | |
| | | | | | | BSWI312 | | | | | | | |
| | | | | | | BSWI321 | | | | | | | |
| | | | | | | BSWI322 | | | | | | | |
| | | | | | | BSWG418 | | | | | | | |
| | | | | | | BSWI411 | | | | | | | |
| | | | | | | PSYC312 | | | | | | | |
| | | | | | | PSYC321 | | | | | | | |
| | | | | | | PSYC322 | | | | | | | |
| | Set | 0 | None | | Set | 0 | None | | Set | 0 | None | | |
| | | | Set/Afr | | | | Set/Afr | | | | Set/Afr | | |
| | | | Set/Eng | | | | Set/Eng | | | | Set/Eng | | |
| | | | Set/Ses | | | | Set/Ses | | | | Set/Ses | | |
| | Ses | | None | | Ses | | None | | Ses | | None | | |
| | | | Ses/Afr | | | | Ses/Afr | | | | Ses/Afr | | |
| | | | Ses/Eng | | | | Ses/Eng | | | | Ses/Eng | | |
| | | | Ses/Set | | | | Ses/Set | | | | Ses/Set | | |
| Honns 9 Masters (Taught) 23 Total = 32 | Afr | 0 | None | 0 | Honns 9 Masters (Taught) 5 | Afr | 0 | None | | Honns 9 Masters (Taught) 0 | Afr | 0 | None |
| | | | Afr/Eng | | | | | Afr/Eng | | | | | Afr/Eng |
| | | | Afr/Set | | | | | Afr/Set | | | | | Afr/Set |
| | | | Afr/Ses | | | | | Afr/Ses | | | | | Afr/Ses |
| | Eng | 32 | None | 32 | | Eng | 14 | None | 14 | | Eng | 9 | None |
| | | | Afr/Eng | | | | PSYH611 | Afr/Eng | | | | PSYH611 | Afr/Eng |
| | | | PSYH611 | | | | PSYH612 | Afr/Set | | | | PSYH612 | Afr/Set |
| | | | PSYH612 | | | | PSYH613 | Afr/Ses | | | | PSYH613 | Afr/Ses |
| | | | PSYH613 | | | | PSYH621 | | | | | PSYH621 | |
| | | | PSYH621 | | | | PSYH622 | | | | | PSYH622 | |
| | | | PSYH622 | | | | PSYH623 | | | | | PSYH623 | |
| | | | PSYH623 | | | | PSYH671 | | | | | PSYH671 | |
| | | | PSYH671 | | | | PSYH 673 | | | | | PSYH 673 | |
| | | | PSYH 673 | | | | PSYH672 | | | | | PSYH672 | |
| | | | PSYH672 | | | | PSYC 879 | | | | | | |

| | CAMPUS / SITE OF DELIVERY | | | | | | | | | | | |
|--|---------------------------|-------------------------------------|-------------|---|-------------------|-------------------------------------|-------------|---|-------------------|-------------------------------------|-------------|---|
| | PC | | | | MC | | | | VC | | | |
| | MODULE COUNT 2020 | | | | MODULE COUNT 2020 | | | | MODULE COUNT 2020 | | | |
| | YEAR LEVEL | INSTRUCTION LANGUAGE + MODULE CODES | TRANSLATION | | YEAR LEVEL | INSTRUCTION LANGUAGE + MODULE CODES | TRANSLATION | | YEAR LEVEL | INSTRUCTION LANGUAGE + MODULE CODES | TRANSLATION | |
| | | PSYC 879 | | | | PSYC880 | | | | | | |
| | | PSYC880 | | | | PSYC883 | | | | | | |
| | | PSYC883 | | | | PSYC884 | | | | | | |
| | | PSYC884 | | | | PSYC885 | | | | | | |
| | | PSYC885 | | | | | | | | | | |
| | | PSYV879 | | | | | | | | | | |
| | | PSYV880 | | | | | | | | | | |
| | | PSYV885 | | | | | | | | | | |
| | | PSYC874 | | | | | | | | | | |
| | | PSYC875 | | | | | | | | | | |
| | | PSYC876 | | | | | | | | | | |
| | | PSYC886 | | | | | | | | | | |
| | | PSYC887 | | | | | | | | | | |
| | | PSYC888 | | | | | | | | | | |
| | | PSYC889 | | | | | | | | | | |
| | | MWKC 876 | | | | | | | | | | |
| | | MWKC 877 | | | | | | | | | | |
| | | MWKK 878 | | | | | | | | | | |
| | | MWKK 879 | | | | | | | | | | |
| | | MWKF 885 | | | | | | | | | | |
| | | MWKF 886 | | | | | | | | | | |
| | | MWKF 887 | | | | | | | | | | |
| | | MWKF 888 | | | | | | | | | | |
| | Set | 0 | None | x | Set | 0 | None | X | Set | 0 | None | x |
| | | | Set/Afr | | | | Set/Afr | | | | Set/Afr | |
| | | | Set/Eng | | | | Set/Eng | | | | Set/Eng | |
| | | | Set/Ses | | | | Set/Ses | | | | Set/Ses | |
| | Ses | | None | | Ses | | None | | Ses | | None | |
| | | | Ses/Afr | | | | Ses/Afr | | | | Ses/Afr | |
| | | | Ses/Eng | | | | Ses/Eng | | | | Ses/Eng | |
| | | | Ses/Set | | | | Ses/Set | | | | Ses/Set | |

Please note: On the table it was not clear how to indicate modules where classes are presented in both English and Afrikaans (parallel medium). On the PC large groups for psychology on L1 are divided in 5 groups on the time table and one to two of such groups are taught in English even though it may be indicated as primarily a module with Afrikaans as language of instruction with interpretation to English. In fact it is parallel medium.



Please note the option parallel and translation indicating modules presented in both English and Afrikaans separately with translation to the other language where necessary

7.2.2 School of Human Movement Sciences

The School of Human Movement Sciences in line with the NWULP aims to develop a multilingual glossary of terms in the field of human movement sciences. The glossary will define approximately 100 human movement science constructs (terms) in all four identified languages of the NWU and non-core constructs in English.

The table below gives a summary of planning for 2020 to promote non-monolingual lecturing in the School. The research entity PhASRec associated with the School of Human Movement Sciences does not present taught Masters degrees.

| SERVICE REQUIRED | COST ESTIMATION | SUB-TOTAL |
|--|--------------------|-----------|
| Translation of 100 terms from English to Afrikaans | R65,00 / 100 WORDS | R65,00 |
| Translation of 100 terms from English to Setswana | R80,00 / 100 WORDS | R80,00 |
| Translation of 100 terms from English to Sesotho | R80,00 / 100 WORDS | R80,00 |
| | TOTAL | R225,00 |

SCHOOL / ENTITY: HUMAN MOVEMENT SCIENCES

Programmes / Qualifications:

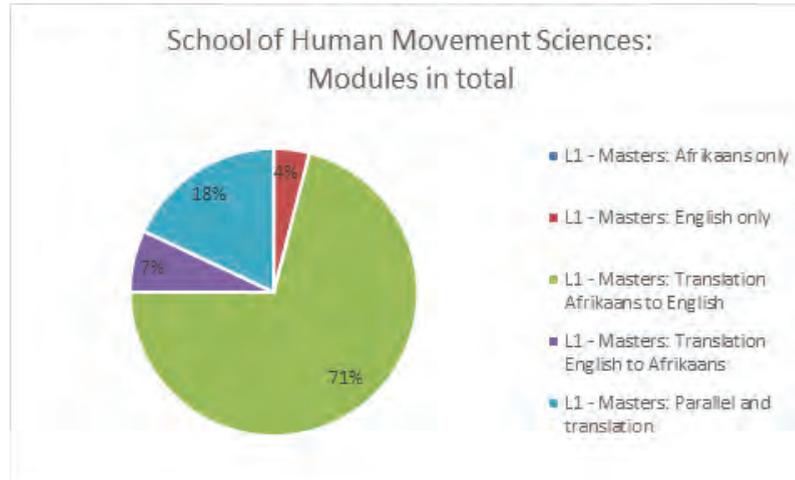
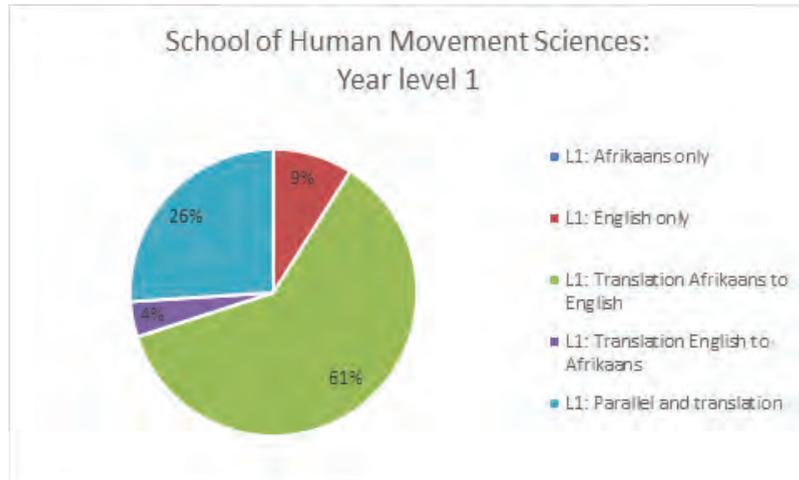
BHSc in Biokinetics
 Sport Coaching and Human Movement Science
 Diploma in Coaching Science
 Recreation Science and Psychology,
 Recreation Science and Tourism
 Sport and recreation administration

| | Campus / Site of Delivery | | | | | | | | | | | | | | | | | |
|--|---------------------------|-------------------------------------|-------------|---------|-------------------|-------------------------------------|-------------|----|-------------------|-------------------------------------|-------------|---|----|-----|---------|---------|--|--|
| | PC | | | | MC | | | | VC | | | | | | | | | |
| | Module Count 2020 | | | | Module Count 2020 | | | | Module Count 2020 | | | | | | | | | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | | | | | | |
| SCHOOL / ENTITY SUMMARY: TOTAL MODULE COUNT = 93 TRANSLATION COUNT = ... 77% AFR Only = ... 0% ENG Only = ... 4% SET Only = ... (0 %) SES Only = ... (0 %) PARALLEL Medium = ... (18 %) DUBBEL Medium = ... (0 %) | L1 | Afr | 19 | None | | | | L1 | Afr | None | | | L1 | Afr | None | | | |
| | 21 | | HMDC112 | Afr/Eng | 19 | | | | | | Afr/Eng | | | | | Afr/Eng | | |
| | | | HMPA111 | Afr/Set | | 8 | | | | | Afr/Set | | | | | Afr/Set | | |
| | | | HMPR111 | Afr/Ses | | | | | | | Afr/Ses | | | | | Afr/Ses | | |
| | | | HMSC112 | | | | | | | | | | | | | | | |
| | | | HMPA121 | | | | | | | | | | | | | | | |
| | | | HMPR121 | | | | | | | | | | | | | | | |
| | | | HMSC121 | | | | | | | | | | | | | | | |
| | | | HMSC122 | | | | | | | | | | | | | | | |
| | | | HMDC121 | | | | | | | | | | | | | | | |
| | | | RKKX114 | | | | | | | | | | | | | | | |
| | | | RKKX115 | | | | | | | | | | | | | | | |
| | | | RKKX124 | | | | | | | | | | | | | | | |
| | | | RKKX126 | | | | | | | | | | | | | | | |
| | | | HMSC111 | | | | | | | | | | | | | | | |
| | | | HMSA111 | | | | | | | | | | | | | | | |
| | | | HMSC114 | | | | | | | | | | | | | | | |
| | | | HMSA121 | | | | | | | | | | | | | | | |
| | | | HMSP121 | | | | | | | | | | | | | | | |
| | | | HMSE121 | | | | | | | | | | | | | | | |
| | | | Eng | 2 | None | | | | Eng | 8 | None | 8 | | Eng | | None | | |
| | | | HMDC111 | Eng/Afr | 2 | | | | | HMDC121 | Eng/Afr | | | | Eng/Afr | | | |
| | | | HMDC111 | Eng/Set | | | | | | HMDC111 | Eng/Set | | | | Eng/Set | | | |
| | | | HMDC111 | Eng/Ses | | | | | | HMDC112 | Eng/Ses | | | | Eng/Ses | | | |
| | | | | | | | | | | HMPS111 | | | | | | | | |
| | | | | | | | | | | HMPS121 | | | | | | | | |

| | Campus / Site of Delivery | | | | | | | | | | | |
|------------------|---------------------------|-------------------------------------|-------------|---------|-------------------|-------------------------------------|-------------|---------|-------------------|-------------------------------------|-------------|--|
| | PC | | | | MC | | | | VC | | | |
| | Module Count 2020 | | | | Module Count 2020 | | | | Module Count 2020 | | | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | |
| | | | | | | HMDC112 | | | | | | |
| | | | | | | HMDC122 | | | | | | |
| | Set | 0 | None | | Set | 0 | None | | Set | | None | |
| | | | Set/Afr | | | | Set/Afr | | | | Set/Afr | |
| | | | Set/Eng | | | | Set/Eng | | | | Set/Eng | |
| | | | Set/Ses | | | | Set/Ses | | | | Set/Ses | |
| | Ses | 0 | None | | Ses | 0 | None | | Ses | | None | |
| | | | Ses/Afr | | | | Ses/Afr | | | | Ses/Afr | |
| | | | Ses/Eng | | | | Ses/Eng | | | | Ses/Eng | |
| | | | Ses/Set | | | | Ses/Set | | | | Ses/Set | |
| L2 – L3/L4 | Afr | 60 | None | L2 - L4 | Afr | | None | L2 - L4 | Afr | | None | |
| Honn. | | HMDC212 | Afr/Eng | 60 | Honn. | | Afr/Eng | Honn. | | | Afr/Eng | |
| | | HMDC221 | Afr/Set | | | | Afr/Set | | | | Afr/Set | |
| | | HMPG211 | Afr/Ses | | | | Afr/Ses | | | | Afr/Ses | |
| Masters (Taught) | | HMPR211 | | | Masters (Taught) | | | | Masters (Taught) | | | |
| 68 | | HMPR221 | | | | | | | | | | |
| | | HMSC211 | | 13 | | | | | | | | |
| | | HMSP211 | | | | | | | | | | |
| | | HMSE211 | | | | | | | | | | |
| | | HMSC212 | | | | | | | | | | |
| | | HMXN211 | | | | | | | | | | |
| | | HMXS211 | | | | | | | | | | |
| | | HMXT211 | | | | | | | | | | |
| | | HMXH221 | | | | | | | | | | |
| | | HMXR221 | | | | | | | | | | |
| | | HMXK221 | | | | | | | | | | |
| | | HMXG221 | | | | | | | | | | |
| | | HMSC213 | | | | | | | | | | |
| | | HMSO221 | | | | | | | | | | |
| | | HMSE221 | | | | | | | | | | |
| | | HMSC222 | | | | | | | | | | |
| | | RKKX215 | | | | | | | | | | |
| | | RKKX216 | | | | | | | | | | |
| | | RKKX225 | | | | | | | | | | |
| | | RKKX226 | | | | | | | | | | |
| | | HMSC312 | | | | | | | | | | |

| | Campus / Site of Delivery | | | | | | | | | | | |
|--|---------------------------|-------------------------------------|-------------|---|-------------------|-------------------------------------|-------------|----|-------------------|-------------------------------------|-------------|--|
| | PC | | | | MC | | | | VC | | | |
| | Module Count 2020 | | | | Module Count 2020 | | | | Module Count 2020 | | | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | |
| | | HMSO311 | | | | | | | | | | |
| | | HMSS311 | | | | | | | | | | |
| | | HMSK311 | | | | | | | | | | |
| | | HMSE311 | | | | | | | | | | |
| | | HMSS312 | | | | | | | | | | |
| | | HMSK312 | | | | | | | | | | |
| | | HMSC311 | | | | | | | | | | |
| | | HMSC321 | | | | | | | | | | |
| | | HMSC325 | | | | | | | | | | |
| | | HMSB321 | | | | | | | | | | |
| | | HMSC322 | | | | | | | | | | |
| | | HMSS321 | | | | | | | | | | |
| | | HMSK321 | | | | | | | | | | |
| | | HMSC323 | | | | | | | | | | |
| | | RKKX316 | | | | | | | | | | |
| | | RKKX317 | | | | | | | | | | |
| | | RKKX328 | | | | | | | | | | |
| | | HMSC681 | | | | | | | | | | |
| | | MBWB681 | | | | | | | | | | |
| | | MBWB682 | | | | | | | | | | |
| | | MBWB684 | | | | | | | | | | |
| | | MBWK682 | | | | | | | | | | |
| | | MBWK683 | | | | | | | | | | |
| | | MBWK684 | | | | | | | | | | |
| | | MBWK685 | | | | | | | | | | |
| | | MBWK686 | | | | | | | | | | |
| | | MBWS682 | | | | | | | | | | |
| | | MBWS683 | | | | | | | | | | |
| | | MBWS684 | | | | | | | | | | |
| | | MBWS685 | | | | | | | | | | |
| | | MBWS686 | | | | | | | | | | |
| | | RKKX681 | | | | | | | | | | |
| | | RKKX683 | | | | | | | | | | |
| | | RKKX677 | | | | | | | | | | |
| | | RKKX682 | | | | | | | | | | |
| | Eng | 8 | None | | Eng | 13 | None | 13 | Eng | | None | |
| | | HMSC221 | Eng/Afr | 8 | | HMDC211 | Eng/Afr | | | | Eng/Afr | |
| | | HMDC211 | Eng/Set | | | HMDC212 | Eng/Set | | | | Eng/Set | |

| | Campus / Site of Delivery | | | | | | | | | | | |
|--|---------------------------|-------------------------------------|-------------|--|-------------------|-------------------------------------|-------------|--|-------------------|-------------------------------------|-------------|---------|
| | PC | | | | MC | | | | VC | | | |
| | Module Count 2020 | | | | Module Count 2020 | | | | Module Count 2020 | | | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | |
| | | MBWB685 | Eng/Ses | | | HMSC213 | Eng/Ses | | | | | Eng/Ses |
| | | HMSC324 | | | | HMPG211 | | | | | | |
| | | HMSC326 | | | | HMDC221 | | | | | | |
| | | HMPA211 | | | | HMPS211 | | | | | | |
| | | HMXA211 | | | | HMPS221 | | | | | | |
| | | HMPA221 | | | | HMXT211 | | | | | | |
| | | | | | | HMXH221 | | | | | | |
| | | | | | | HMSC326 | | | | | | |
| | | | | | | HMSC324 | | | | | | |
| | | | | | | HMSC325 | | | | | | |
| | | | | | | HMSC312 | | | | | | |
| | Set | | None | | Set | | None | | Set | | | None |
| | | | Set/Afr | | | | Set/Afr | | | | | Set/Afr |
| | | | Set/Eng | | | | Set/Eng | | | | | Set/Eng |
| | | | Set/Ses | | | | Set/Ses | | | | | Set/Ses |
| | Ses | | None | | Ses | | None | | Ses | | | None |
| | | | Ses/Afr | | | | Ses/Afr | | | | | Ses/Afr |
| | | | Ses/Eng | | | | Ses/Eng | | | | | Ses/Eng |
| | | | Ses/Set | | | | Ses/Set | | | | | Ses/Set |



Please note the option parallel and translation indicating modules presented in both English and Afrikaans separately with translation to the other language where necessary.

7.2.3 School of Physiology, Nutrition and Consumer Sciences

The School of Physiology, Nutrition and Consumer Sciences already uses glossaries of which the following excerpt (from Physiology) is an example.

| | |
|------------|---|
| English | abdomen / belly (The front part of the body below the chest where the stomach and bowels are.) |
| Afrikaans | buik |
| IsiZulu | isisu |
| IsiXhosa | isisu |
| SiSwati | sisu |
| IsiNdebele | amathumbu |
| Setswana | mpa |
| Sepedi | mpa |
| Sesotho | mpa |
| Tshivena | thumbu |
| Xitsonga | byeke, khwiri |

The following is an example of the Nutrition glossary:

| ENGLISH | AFRIKAANS | SEPEDI | ZULU |
|--|---|---|--|
| Term Definition | Term Omskrywing | Lereo Tlhalošo | Term |
| Affect The way a consumer feels about an attitude object | Affek Hoe 'n verbruiker oor 'n houdingsobjek voel | Amega Ka moo moreki a ikwago ka gona ka ga selo | Ukuthinteka Indlela umthe ezizwa ngayo ngento ethile |

These glossaries will be expanded annually and will be provided to students in the different subject groups.

| SERVICE REQUIRED | COST ESTIMATION | SUB-TOTAL |
|---|--------------------|-----------|
| Translation of 200 Physiology terms from English to Afrikaans | R65,00 / 100 WORDS | R130,00 |
| Translation of 200 Physiology terms from English to Setswana | R80,00 / 100 WORDS | R160,00 |
| Translation of 200 Physiology terms from English to Sesotho | R80,00 / 100 WORDS | R160,00 |

Both the glossaries for Nutrition and Consumer Sciences needs to be translated to Setswana. The following is an example of the Nutrition glossary:

Both the glossaries for Nutrition and Consumer Sciences needs to be translated to Setswana. The following is an example of the Nutrition glossary:

| ENGLISH | AFRIKAANS | SETSWANA |
|---|--|---|
| Adaptive thermogenesis: adjustments in energy expenditure related to changes in environment such as extreme cold and to physiological events such as overfeeding, trauma, and changes in hormone status | Aanpassende termogenese: aanpassings in energie- gebruik wat verband hou met veranderinge in die omgewing soos ekstreme koue en fisiologiese gebeure soos oorvoeding, trauma en veranderinge in hormoonstatus. | Tlhagiso e e fetofetogang ya mogote wa mmele: phetogo ya ka fa eneji e dirisiwang ka gone go tsamaisana le diphetogo mo tikologong jaaka fa go le tsididi go feta selekanyo le ditiragalo tse di diregang mo mmeleng le mathata a tlhologanyo a a jaaka bothata jwa go ja go feta tekano, go tshwenyega thata mo tlhologanyong, le phetogo ya boemo jwa dihoromone. |

| SERVICE REQUIRED | COST ESTIMATION | SUB-TOTAL |
|---|--------------------|------------|
| Translation (study guides, PowerPoints, handouts, glossaries, etc.) English>Afrikaans/Afrikaans>English for Physiology. | | R15 000,00 |
| Translation of 4000 words used in Nutrition terms from English to Sesotho. | R65,00 / 100 WORDS | R2 600,00 |
| Translation of 26 000 words used in Consumer Sciences terms from English to Setswana. | R65,00 / 100 WORDS | R16 900,00 |
| Translation of 26 000 words used in Consumer Sciences terms from English to Sesotho. | R65,00 / 100 WORDS | R16 900,00 |
| | TOTAL | R51 850,00 |

The table below gives a summary of planning for 2020 to promote non-monolingual lecturing in the School. HART, CEN and OHHRI are the research entities associated with the School of Physiology, Nutrition and Consumer Sciences. Modules of taught Masters degrees presented by CEN and OHHRI are therefore included in the data.

SCHOOL / ENTITY: SCHOOL OF PHYSIOLOGY, NUTRITION AND CONSUMER SCIENCES, CEN AND OHRI

Programmes / Qualifications:

Bachelor of Health Science in Occupational Hygiene- 8EBK01 G401P
 Bachelor of Health Science in Dietetics-8ELK01 G401P
 Bachelor of Health Science in Physiology and Phycology-8DJH02 G301P
 Bachelor of Health Science in Physiology and Biochemistry 8DJH01 –G301P

Bachelor of Consumer Sciences -8EFH01 –G301P
 Bachelor of Consumer Sciences in Food Product Management- with Food supply 8DSK01- G401P
 Bachelor of Consumer Sciences in Food Product Management -with Food Communication -8DSK02- G401P
 Bachelor of Consumer Sciences in Fashion Retail Management- with Fashion supply 8DTK01 –G401P
 Bachelor of Consumer Sciences in Fashion Retail Management -with Fashion Communication- 8DTK02 G401P

Bachelor of Consumer Sciences Honours 8EGL01 – G601P
 Bachelor of Science Honours in Nutrition 8DNL01 G601P
 Bachelor of Health Science Honours in Physiology 8EAL01 G602P

Masters of Health Science in Occupational Hygiene203160 –G581P
 Masters of Consumer Sciences 8CMN01 – G801P
 Masters of Sciences in Nutrition 8DAN01 –G801P and 8CWP01 – G801P
 Master of Sciences in Dietetics 8DBP01 – G801P

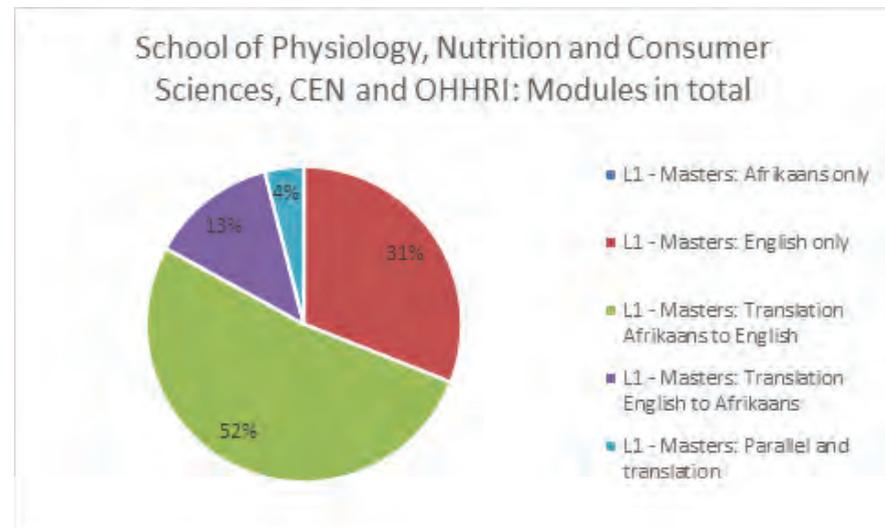
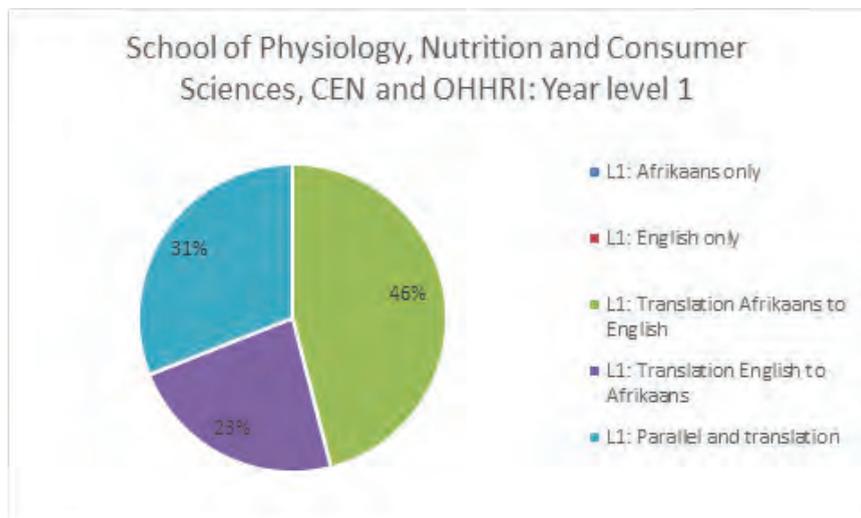
| | Campus / Site of Delivery | | | | | | | | | | | | | | | | | |
|---|---------------------------|-------------------------------------|-------------|---------|---|-------------------|-------------------------------------|-------------|---------|---|-------------------|-------------------------------------|-------------|---------|---|--|--|--|
| | PC | | | | | MC | | | | | VC | | | | | | | |
| | Module Count 2020 | | | | | Module Count 2020 | | | | | Module Count 2020 | | | | | | | |
| | Year Level | Instruction Language + Module codes | Translation | | | Year Level | Instruction Language + Module codes | Translation | | | Year Level | Instruction Language + Module codes | Translation | | | | | |
| SCHOOL / ENTITY SUMMARY: TOTAL MODULE COUNT = 104 TRANSLATION COUNT = ... 65% AFR Only = ... 0% ENG Only = ...31% SET Only = ... (0 %) SES Only = ... (0 %) PARALLEL Medium = ... (4%) DUBBEL Medium = ... (0 %) | L1 | Afr | 6 | None | 0 | L1 | Afr | 0 | None | | | Afr | 0 | None | x | | | |
| | | | NUTB112 | Afr/Eng | 6 | | | | Afr/Eng | | | | | Afr/Eng | | | | |
| | | | CSFD111 | | | | | | | | | | | | | | | |
| | | | CSMP111 | Afr/Set | | | | | Afr/Set | | | | | Afr/Set | | | | |
| | | | CSOS111 | Afr/Ses | | | | | Afr/Ses | | | | | Afr/Ses | | | | |
| | | | CSFD121 | | | | | | | | | | | | | | | |
| | | Eng | 6 | None | 3 | | Eng | 1 | None | 1 | | Eng | | None | | | | |
| | FLGX113 | | Eng/Afr | 3 | | FLGX114 | | Eng/Afr | | | Eng/Afr | | | | | | | |
| | FLGX123 | | Eng/Set | | | | | Eng/Set | | | Eng/Set | | | | | | | |
| | FLGX114 | | Eng/Ses | | | | | Eng/Ses | | | Eng/Ses | | | | | | | |
| | FLPX113 | | | | | | | | | | | | | | | | | |
| | FLPX123 | | | | | | | | | | | | | | | | | |
| | NUTB111 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |

| | Campus / Site of Delivery | | | | | | | | | | | | |
|---------|---------------------------|-------------------------------------|-------------|----|-------------------|-------------------------------------|-------------|---------|-------------------|-------------------------------------|-------------|---------|---------|
| | PC | | | | MC | | | | VC | | | | |
| | Module Count 2020 | | | | Module Count 2020 | | | | Module Count 2020 | | | | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | |
| | | NUTB121 | | | | | | | | | | | |
| | Set | 0 | None | | Set | 0 | None | x | | Set | 0 | None | x |
| | | | Set/Afr | | | | Set/Afr | | | | | Set/Afr | |
| | | | Set/Eng | | | | Set/Eng | | | | | Set/Eng | |
| | | | Set/Ses | | | | Set/Ses | | | | | Set/Ses | |
| | Ses | 0 | None | | Ses | 0 | None | x | | Ses | 0 | None | x |
| | | | Ses/Afr | | | | Ses/Afr | | | | | Ses/Afr | |
| | | | Ses/Eng | | | | Ses/Eng | | | | | Ses/Eng | |
| | | | Ses/Set | | | | Ses/Set | | | | | Ses/Set | |
| L2 – L4 | Afr | 48 | None | 48 | L2 - L4 | Afr | 0 | None | | L2 - L4 | Afr | 0 | None |
| | | BHIG211 | Afr/Eng | | | | | Afr/Eng | | | | | Afr/Eng |
| | | BHIG221 | Afr/Set | | | | | Afr/Set | | | | | Afr/Set |
| | | BHIG222 | Afr/Ses | | | | | Afr/Ses | | | | | Afr/Ses |
| | | BHIG223 | | | | | | | | | | | |
| | | BHIG224 | | | | | | | | | | | |
| | | BHIG311 | | | | | | | | | | | |
| | | BHIG312 | | | | | | | | | | | |
| | | BHIG321 | | | | | | | | | | | |
| | | BHIG322 | | | | | | | | | | | |
| | | BHIG411 | | | | | | | | | | | |
| | | BHIG413 | | | | | | | | | | | |
| | | BHIG421 | | | | | | | | | | | |
| | | BHIG422 | | | | | | | | | | | |
| | | BHIG471 | | | | | | | | | | | |
| | | CSCB211 | | | | | | | | | | | |
| | | CSCP271 | | | | | | | | | | | |
| | | CSFD211 | | | | | | | | | | | |
| | | CSFP271 | | | | | | | | | | | |
| | | CSMD211 | | | | | | | | | | | |
| | | CSMD221 | | | | | | | | | | | |
| | | CSMP211 | | | | | | | | | | | |
| | | CSMP271 | | | | | | | | | | | |
| | | FLGX213 | | | | | | | | | | | |
| | | FLGX223 | | | | | | | | | | | |
| | | FLGX224 | | | | | | | | | | | |
| | | FLPV213 | | | | | | | | | | | |
| | | FLPV222 | | | | | | | | | | | |

| | Campus / Site of Delivery | | | | | | | | | | | |
|--|---------------------------|-------------------------------------|-------------|----|-------------------|-------------------------------------|-------------|--|-------------------|-------------------------------------|-------------|--|
| | PC | | | | MC | | | | VC | | | |
| | Module Count 2020 | | | | Module Count 2020 | | | | Module Count 2020 | | | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | |
| | | FLGX313 | | | | | | | | | | |
| | | FLGX317 | | | | | | | | | | |
| | | FLGX325 | | | | | | | | | | |
| | | FLGX327 | | | | | | | | | | |
| | | FLGX329 | | | | | | | | | | |
| | | NUTC222 | | | | | | | | | | |
| | | NUTF221 | | | | | | | | | | |
| | | NUTP271 | | | | | | | | | | |
| | | NUTC322 | | | | | | | | | | |
| | | NUTF321 | | | | | | | | | | |
| | | NUTP371 | | | | | | | | | | |
| | | NUTT312 | | | | | | | | | | |
| | | NUTT324 | | | | | | | | | | |
| | | NUTR321 | | | | | | | | | | |
| | | VGHB311 | | | | | | | | | | |
| | | VKLE312 | | | | | | | | | | |
| | | VKLE321 | | | | | | | | | | |
| | | VVBG311 | | | | | | | | | | |
| | | VVBG321 | | | | | | | | | | |
| | | VVDL324 | | | | | | | | | | |
| | Eng | 11 | None | | Eng | | None | | Eng | | None | |
| | | BHIG412 | Eng/Afr | 11 | | | Eng/Afr | | | | Eng/Afr | |
| | | BHIG423 | Eng/Set | | | | Eng/Set | | | | Eng/Set | |
| | | FLGX312 | Eng/Ses | | | | Eng/Ses | | | | Eng/Ses | |
| | | NUTB211 | | | | | | | | | | |
| | | NUTF222 | | | | | | | | | | |
| | | NUTT323 | | | | | | | | | | |
| | | NUTC471 | | | | | | | | | | |
| | | NUTF471 | | | | | | | | | | |
| | | NUTR471 | | | | | | | | | | |
| | | NUTT471 | | | | | | | | | | |
| | | NUTT472 | | | | | | | | | | |
| | Set | 0 | None | | Set | 0 | None | | Set | 0 | None | |
| | | | Set/Afr | | | | Set/Afr | | | | Set/Afr | |
| | | | Set/Eng | | | | Set/Eng | | | | Set/Eng | |
| | | | Set/Ses | | | | Set/Ses | | | | Set/Ses | |
| | Ses | | None | | Ses | | None | | Ses | | None | |
| | | | Ses/Afr | | | | Ses/Afr | | | | Ses/Afr | |

| | Campus / Site of Delivery | | | | | | | | | | | |
|--------------------------------|---------------------------|-------------------------------------|-------------|----|------------------|-------------------------------------|-------------|------|------------|-------------------------------------|-------------------|---------|
| | PC | | | | | MC | | | | | VC | |
| | Module Count 2020 | | | | | Module Count 2020 | | | | | Module Count 2020 | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | |
| | | | Ses/Eng | | | | Ses/Eng | | | | Ses/Eng | |
| | | | Ses/Set | | | | Ses/Set | | | | Ses/Set | |
| Honns | Afr | 0 | None | 0 | Honns | Afr | 0 | None | | Honns | Afr | 0 |
| | | | Afr/Eng | | | | Afr/Eng | | | | Afr/Eng | |
| | | | Afr/Set | | Masters (Taught) | | Afr/Set | | | Masters (Taught) | | Afr/Set |
| | | | Afr/Ses | | | | Afr/Ses | | | 0 | | Afr/Ses |
| | Eng | 32 | None | 32 | | Eng | None | | | | Eng | None |
| | | NUTA611 | Eng/Afr | | | | Eng/Afr | | | | | Eng/Afr |
| | | NUTE611 | Eng/Set | | | | Eng/Set | | | | | Eng/Set |
| | | NUTG671 | Eng/Ses | | | | Eng/Ses | | | | | Eng/Ses |
| | | NUTR671 | | | | | | | | | | |
| | | NUTS671 | | | | | | | | | | |
| | | NUTP621 | | | | | | | | | | |
| | | VVBG671 | | | | | | | | | | |
| | | VVDL672 | | | | | | | | | | |
| | | VVDL673 | | | | | | | | | | |
| | | VVOO671 | | | | | | | | | | |
| | | VGHB672 | | | | | | | | | | |
| | | VGHB673 | | | | | | | | | | |
| | | VKLE672 | | | | | | | | | | |
| | | VNAM671 | | | | | | | | | | |
| | | VKLE672 | | | | | | | | | | |
| | | PHYS611 | | | | | | | | | | |
| | | PHYS612 | | | | | | | | | | |
| | | PHYS614 | | | | | | | | | | |
| | | PHYS622 | | | | | | | | | | |
| | | PHYS623 | | | | | | | | | | |
| | | PHYS624 | | | | | | | | | | |
| | | NUTA811 | | | | | | | | | | |
| | | NUTC821 | | | | | | | | | | |
| | | NUTE811 | | | | | | | | | | |
| | | NUTG874 | | | | | | | | | | |
| | | NUTP821 | | | | | | | | | | |
| Masters (Taught) Total = 32 | | | | | | | | | | | | |

| | Campus / Site of Delivery | | | | | | | | | | | |
|--|---------------------------|-------------------------------------|-------------|---|-------------------|-------------------------------------|-------------|---|-------------------|-------------------------------------|-------------|---|
| | PC | | | | MC | | | | VC | | | |
| | Module Count 2020 | | | | Module Count 2020 | | | | Module Count 2020 | | | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | |
| | | NUTS877 | | | | | | | | | | |
| | | NUTT811 | | | | | | | | | | |
| | | FLGX884 | | | | | | | | | | |
| | | FLGX888 | | | | | | | | | | |
| | | FLGX887 | | | | | | | | | | |
| | | FLGX889 | | | | | | | | | | |
| | Set | 0 | None | X | Set | 0 | None | x | Set | 0 | None | x |
| | | | Set/Afr | | | | Set/Afr | | | | Set/Afr | |
| | | | Set/Eng | | | | Set/Eng | | | | Set/Eng | |
| | | | Set/Ses | | | | Set/Ses | | | | Set/Ses | |
| | Ses | | None | | Ses | | None | | Ses | | None | |
| | | | Ses/Afr | | | | Ses/Afr | | | | Ses/Afr | |
| | | | Ses/Eng | | | | Ses/Eng | | | | Ses/Eng | |
| | | | Ses/Set | | | | Ses/Set | | | | Ses/Set | |



Please note the option parallel and translation indicating modules presented in both English and Afrikaans separately with translation to the other language where necessary.

7.2.4 School of Pharmacy

The School of Pharmacy is committed to a language acquisition programme. Afrikaans and English speaking students, through a structured programme in collaboration with the School of Languages, will acquire a level of Setswana sufficient to serve the patient population in the North-West Province.

OVERVIEW OF THE COURSE: SETSWANA FOR PHARMACY STUDENTS

(8 credits = 80 notional hours of study.)

The course will be spread over all four years of the BPharm-degree. The course will form part of the practical component of various modules.

Year one (3 credits)

Content:

Acquisition of basic Setswana vocabulary and phrases.

Year two (2 credits)

Content:

The purpose of the work in this year is to practise the Setswana that was taught in year one in the training pharmacy while doing practical work. This is a component of the compulsory work integrated learning hours of the South African Pharmacy Council.

Year three (2 credits)

Content:

Acquisition of Setswana vocabulary and phrases

applicable in the context of the patients in a pharmacy.

Year four (1 credit)

Content:

Oral assessment of a simulated situation in the training pharmacy

Outcomes for the module:

On completion of this module you should be able to:

- attend to a client/patient that visits the pharmacy in Setswana.

Assessment:

An oral role-play examination where the situation in the training pharmacy is simulated. Students are allowed to set up "a pharmacy" to their preferences and may use any aids (posters, flip chart, information leaflets etc.) that can help them to serve the client/

patient as well as possible. A Setswana speaking person will be the client/patient.

| ACTIVITY | DETAIL | ESTIMATED BUDGET |
|-------------------------------------|--|--------------------|
| 1. Development of content: | a. Evaluation of existing material and development of new content. | R50 000.00 |
| | b. Elaboration of content on Setswana culture, specifically regarding proper conduct in health related contexts. | R10 000.00 |
| 2. Multimodal instructional design: | a. Instructional design specialist | R50 000.00 |
| | b. Development of videos (12 x R7500.00) | R90 000.00 |
| | c. Computer assisted learning - CTEXT | R50 000.00 |
| 3. Production of study materials: | Professional layout and editing | R40 000.00 |
| | TOTAL: | R290 000.00 |

The table below gives a summary of planning for 2020 to promote non-monolingual lecturing in the School. PHARMACEN and MUSA are the research entities associated with the School of Pharmacy. Modules of taught Masters degrees presented by MUSA are therefore included in the data.

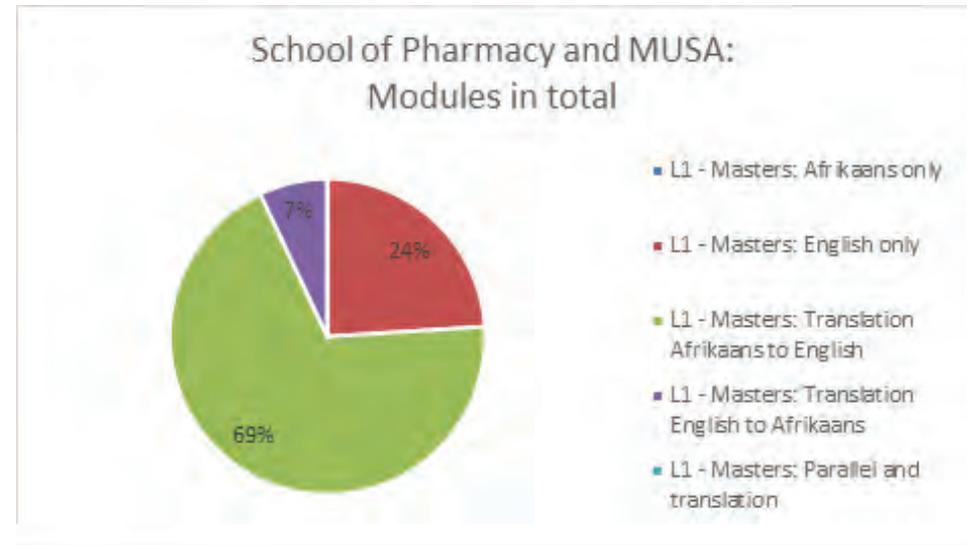
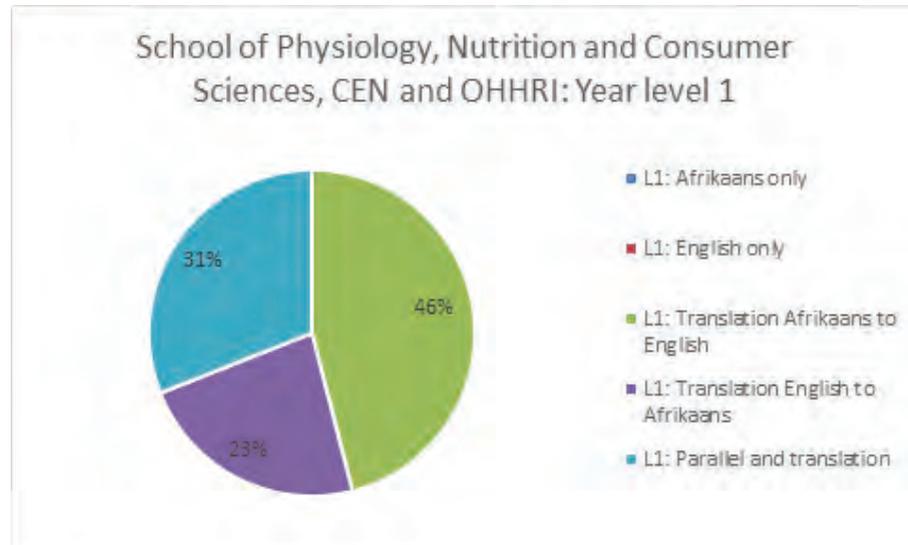
SCHOOL / ENTITY: SCHOOL OF PHARMACY AND MUSA

Programmes / Qualifications:

BPharm
 MPharm (Pharmacy Practice with Pharmacovigilance and Pharmacoepidemiology)\
 MPharm (Pharmacy Practice with Pharmaceutical Economics and Policy)
 MPharm (Pharmacy Practice with Pharmaceutical Public Healthcare Governance)

| | Campus / Site of Delivery | | | | | | | | | | | | |
|--|---------------------------|-------------------------------------|-------------|---------|-------------------|-------------------------------------|-------------|---------|-------------------|-------------------------------------|-------------|---------|--|
| | PC | | | | MC | | | | VC | | | | |
| | Module Count 2020 | | | | Module Count 2020 | | | | Module Count 2020 | | | | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | |
| SCHOOL / ENTITY SUMMARY: TOTAL MODULE COUNT = 42 TRANSLATION COUNT = ... (76%) AFR Only = ... (0 %) ENG Only = ... (24 %) SET Only = ... (0 %) SES Only = ... (0 %) PARALLEL Medium = ... (0 %) DUBBEL Medium = ... (0 %) | L1 | Afr | 3 | None | L1 | Afr | | None | L1 | Afr | | None | |
| | | | FPFG121 | | | | | | | | | | |
| | | | FCAG122 | Afr/Eng | 3 | | | Afr/Eng | | | | Afr/Eng | |
| | | | FPKG112 | Afr/Set | | | | Afr/Set | | | | Afr/Set | |
| | | | | Afr/Ses | | | | Afr/Ses | | | | Afr/Ses | |
| | | Eng | 1 | None | | Eng | | None | | Eng | | None | |
| | | | FPKG113 | Eng/Afr | 1 | | | Eng/Afr | | | | Eng/Afr | |
| | | | | Eng/Set | | | | Eng/Set | | | | Eng/Set | |
| | | | | Eng/Ses | | | | Eng/Ses | | | | Eng/Ses | |
| | | Set | | None | | Set | | None | | Set | | None | |
| | | | | Set/Afr | | | | Set/Afr | | | | Set/Afr | |
| | | | | Set/Eng | | | | Set/Eng | | | | Set/Eng | |
| | | | | Set/Ses | | | | Set/Ses | | | | Set/Ses | |
| | | Ses | | None | | Ses | | None | | Ses | | None | |
| | | | | Ses/Afr | | | | Ses/Afr | | | | Ses/Afr | |
| | | | | Ses/Eng | | | | Ses/Eng | | | | Ses/Eng | |
| | | | | Ses/Set | | | | Ses/Set | | | | Ses/Set | |
| | L2 – L3/L4 | Afr | 26 | None | L2 - L4 | Afr | | None | L2 - L4 | Afr | | None | |
| | Honn. | | FBCG211 | Afr/Eng | 26 | | | Afr/Eng | | | | Afr/Eng | |
| | | | FPFG211 | Afr/Set | | | | Afr/Set | | | | Afr/Set | |
| | | FPFG312 | Afr/Ses | | | | Afr/Ses | | | | Afr/Ses | | |
| Masters (Taught) | | FPFG322 | | | | | | | | | | | |
| | | FPFG412 | | | | | | | | | | | |
| | | FCHG222 | | | | | | | | | | | |
| | | FCHG312 | | | | | | | | | | | |
| | | FCHG322 | | | | | | | | | | | |
| | | FCHG412 | | | | | | | | | | | |

| | Campus / Site of Delivery | | | | | | | | | | | |
|--|---------------------------|-------------------------------------|-------------|---|-------------------|-------------------------------------|-------------|--|-------------------|-------------------------------------|-------------|--|
| | PC | | | | MC | | | | VC | | | |
| | Module Count 2020 | | | | Module Count 2020 | | | | Module Count 2020 | | | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | |
| | | | None | 8 | | | | | | | | |
| | Set | | None | | Set | | None | | Set | | None | |
| | | | Set/Afr | | | | Set/Afr | | | | Set/Afr | |
| | | | Set/Eng | | | | Set/Eng | | | | Set/Eng | |
| | | | Set/Ses | | | | Set/Ses | | | | Set/Ses | |
| | Ses | | None | | Ses | | None | | Ses | | None | |
| | | | Ses/Afr | | | | Ses/Afr | | | | Ses/Afr | |
| | | | Ses/Eng | | | | Ses/Eng | | | | Ses/Eng | |
| | | | Ses/Set | | | | Ses/Set | | | | Ses/Set | |



7.2.5 School of Nursing Science

The School of Nursing Science already uses glossaries printed in the practical study guides with terms and phrases commonly used in the different subject group: Midwifery, Community, Psychiatric and Medical Surgical Nursing. The terms are in English and Setswana and suggested by the students themselves as the most used terms in clinical practice. The glossaries of terms and definitions will be included in the study guides of the revised curriculum 2020. An official electronic dictionary, as a computer application, will be more applicable and will be developed from 2020 onwards as part the phasing in of new BNursing degree.

Budgetary requirements with application developers need to be finalized.

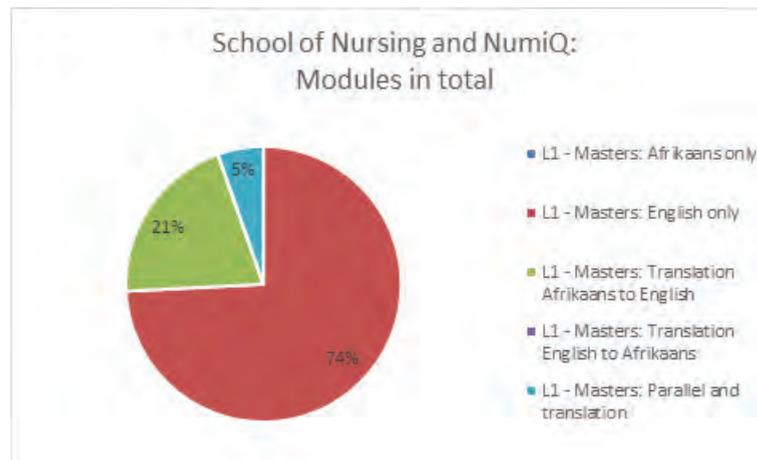
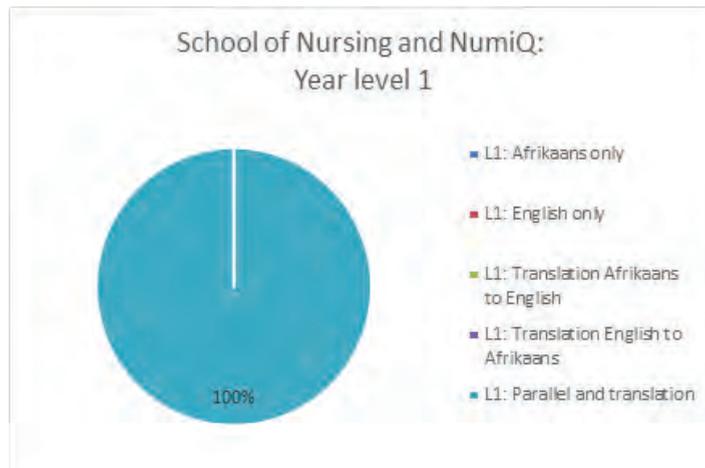
The table below gives a summary of planning for 2020 to promote non-monolingual lecturing in the School. NumiQ is the research entity associated with the School of Nursing. Modules of taught Masters degrees presented by NumiQ are therefore included in the data.

| EXAMPLES OF CURRENTLY USED TERMS IN THE EXISTING GLOSSARY IS GIVEN BELOW: | |
|---|------------------------------|
| Do you cough? | A o a gotlhola? |
| Where is the pain? | Go botlhoko fa kae? |
| How is your appetite? | A o nale takatso ya dijo? |
| How do you feel? | O ikutlwa jang? |
| How many children do you have? | O nale bana ba le kae? |
| Are you on contraception? | A o dirisa dithibela pelegi? |

| SCHOOL / ENTITY: SCHOOL OF NURSING AND NUMIQ | | | | | | | | | | | | | | |
|--|---------------------------|-------------------------------------|-------------|---------|-------------------|-------------------------------------|-------------|---------|-------------------|-------------------------------------|-------------|---------|---------|--|
| Programmes / Qualifications: B Cur, B Nursing, BNSc | | | | | | | | | | | | | | |
| | Campus / Site of Delivery | | | | | | | | | | | | | |
| | PC | | | | MC | | | | VC | | | | | |
| | Module Count 2020 | | | | Module Count 2020 | | | | Module Count 2020 | | | | | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | | |
| SCHOOL / ENTITY SUMMARY: TOTAL MODULE COUNT 62= TRANSLATION COUNT = ... (19%) AFR Only = ... (0 %) ENG Only = ... (69%) SET Only = ... (0%) | L1 7 | Afr | ANAV111 | None | L1 8 | Afr | | None | L1 | Afr | | None | | |
| | | | NSCH111 | Afr/Eng | | | 3 | | | | Afr/Eng | | Afr/Eng | |
| | | | ANAV122 | Afr/Set | | | | | | | Afr/Set | | Afr/Set | |
| | | | | Afr/Ses | | | | | | | Afr/Ses | | Afr/Ses | |
| | | Eng | NSFN111 | None | 4 | Eng | ANAV111 | None | 8 | Eng | | None | | |
| | | | NSFP121 | Eng/Afr | | | NSCH111 | Eng/Afr | | | | Eng/Afr | | |
| | | | NSFN121 | Eng/Set | | | NSFN111 | Eng/Set | | | | Eng/Set | | |
| | | | NSFD111 | Eng/Ses | | | NSFP121 | Eng/Ses | | | | Eng/Ses | | |

| | Campus / Site of Delivery | | | | | | | | | | | | |
|---|---------------------------|-------------------------------------|-------------|---------|-------------------|-------------------------------------|-------------|---------|-------------------|-------------------------------------|-------------|---------|---------|
| | PC | | | | MC | | | | VC | | | | |
| | Module Count 2020 | | | | Module Count 2020 | | | | Module Count 2020 | | | | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | |
| SES Only = ... (0%) PARALLEL Medium = ... (5%) DUBBEL Medium = ... (0%) | | | | | | ANAV122 | | | | | | | |
| | | | | | | NSFN121 | | | | | | | |
| | | | | | | NSFD111 | | | | | | | |
| | | Set | | None | | Set | | None | | Set | | None | |
| | | | | Set/Afr | | | | Set/Afr | | | | Set/Afr | |
| | | | | Set/Eng | | | | Set/Eng | | | | Set/Eng | |
| | | | | Set/Ses | | | | Set/Ses | | | | Set/Ses | |
| | | Ses | | None | | Ses | | None | | Ses | | None | |
| | | | | Ses/Afr | | | | Ses/Afr | | | | Ses/Afr | |
| | | | | Ses/Eng | | | | Ses/Eng | | | | Ses/Eng | |
| | | | | Ses/Set | | | | Ses/Set | | | | Ses/Set | |
| | L2 – L3/L4 | Afr | VPGR211 | None | | L2 - L4 | Afr | | None | L2 - L4 | Afr | | None |
| | | | VPGW211 | Afr/Eng | 12 | | | | Afr/Eng | | | | Afr/Eng |
| | Honn. | | VPGR211 | Afr/Set | | Honn. | | | Afr/Set | Honn. | | | Afr/Set |
| | | | VPGO221 | Afr/Ses | | | | | Afr/Ses | | | | Afr/Ses |
| Masters (Taught) | | VPGS311 | | | Masters (Taught) | | | | Masters (Taught) | | | | |
| 31 | | VPVN311 | | | 24 | | | | | | | | |
| | | VPXS311 | | | | | | | | | | | |
| | | VPNN232 | | | | | | | | | | | |
| | | VPVB321 | | | | | | | | | | | |
| | | VPPF411 | | | | | | | | | | | |
| | | VPVA412 | | | | | | | | | | | |
| | | VPNN411 | | | | | | | | | | | |
| | Eng | VPGP271 | None | 19 | Eng | GNSM111 | None | 24 | Eng | | None | | |
| | | VPWP271 | Eng/Afr | | | GNSM121 | Eng/Afr | | | | Eng/Afr | | |
| | | VPGW221 | Eng/Set | | | NCHM211 | Eng/Set | | | | Eng/Set | | |
| | | VPGP372 | Eng/Ses | | | NCHM222 | Eng/Ses | | | | Eng/Ses | | |
| | | VPLS371 | | | | BIYM121 | | | | | | | |
| | | VPXP371 | | | | BIYM124 | | | | | | | |
| | | VPXS321 | | | | EPPM221 | | | | | | | |
| | | VPBP471 | | | | | | | | | | | |
| | | VPEP471 | | | | GNSM211 | | | | | | | |
| | | VPLS471 | | | | GNSM222 | | | | | | | |
| | | VPNP471 | | | | NCHM311 | | | | | | | |
| | | VPVP472 | | | | NCHM322 | | | | | | | |
| | | VPER421 | | | | MIYM311 | | | | | | | |

| | Campus / Site of Delivery | | | | | | | | | | | |
|--|---------------------------|-------------------------------------|-------------|--|-------------------|-------------------------------------|-------------|--|-------------------|-------------------------------------|-------------|--|
| | PC | | | | MC | | | | VC | | | |
| | Module Count 2020 | | | | Module Count 2020 | | | | Module Count 2020 | | | |
| | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | | Year Level | Instruction Language + Module codes | Translation | |
| | | VPBB421 | | | | MIYM322 | | | | | | |
| | | VPKN874 | | | | PNSM311 | | | | | | |
| | | VPEK874 | | | | PNSM322 | | | | | | |
| | | VPEK875 | | | | GNSM321 | | | | | | |
| | | VPEK876 | | | | GNSM322 | | | | | | |
| | | VPEP884 | | | | MIYM411 | | | | | | |
| | | | | | | MIYM422 | | | | | | |
| | | | | | | PNSM411 | | | | | | |
| | | | | | | PNSM422 | | | | | | |
| | | | | | | NRMM411 | | | | | | |
| | | | | | | NRPM422 | | | | | | |
| | | | | | | VPKN874 | | | | | | |
| | Set | | None | | Set | | None | | Set | | None | |
| | | | Set/Afr | | | | Set/Afr | | | | Set/Afr | |
| | | | Set/Eng | | | | Set/Eng | | | | Set/Eng | |
| | | | Set/Ses | | | | Set/Ses | | | | Set/Ses | |
| | Ses | | None | | Ses | | None | | Ses | | None | |
| | | | Ses/Afr | | | | Ses/Afr | | | | Ses/Afr | |
| | | | Ses/Eng | | | | Ses/Eng | | | | Ses/Eng | |
| | | | Ses/Set | | | | Ses/Set | | | | Ses/Set | |



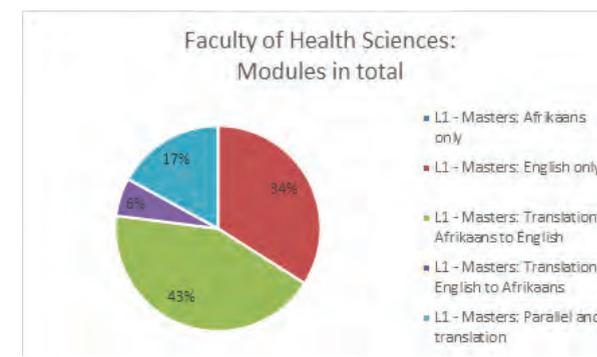
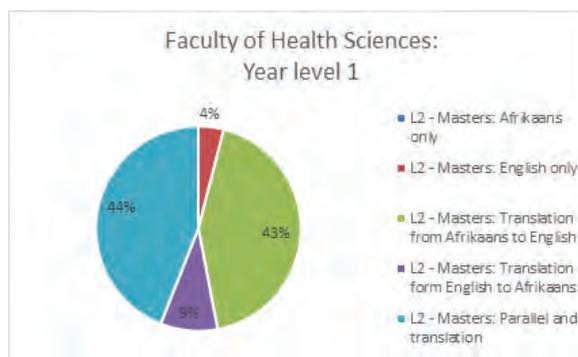
Please note the option parallel and translation indicating modules presented in both English and Afrikaans separately with translation to the other language where necessary.

7.2.6 AUTHer

AUther is a Research Entity not specifically associated with one of the 5 Schools in the Faculty of Health Sciences. AUTHer presents 2 modules in English only in the Masters (Taught) programme MHSC in Transdisciplinary Health Promotion. TDHP811 and TDHP812.

7.2.7 Overview of the Faculty of Health Sciences

The following graphs depicts the projected implementation of multilingualism in the Faculty of Health Sciences for the year 2020.



Please note the option parallel and translation indicating modules presented in both English and Afrikaans separately with translation to the other language where necessary.

8. BUDGET FOR IMPLEMENTING THE LANGUAGE PILOT PROJECT AND ADDITIONAL FACULTY PROJECTS

| PROJECT | BUDGET |
|--|-------------|
| WVGW221 | R345 000,00 |
| School of Psychosocial Health | R90 000,00 |
| School of Human Movement Sciences | R225,00 |
| School for Physiology, Nutrition and Consumer Sciences | R51 850,00 |
| School of Pharmacy | R290 000,00 |
| School of Nursing | NA |
| Total | R777 075,00 |

An amount of R 777 075 was requested for 2020 and R 623 475 was approved. An additional amount of R 100 000 for 2020 will be ring fenced from the faculty Buffer Account for additional ad hoc projects during 2020.

No additional translation requirements into Setswana or Sesotho were identified for first year modules in the Faculty of Health Sciences for 2020 and will most likely only be implemented in selected modules from 2021 onwards.

FACULTY OF HUMANITIES



1. INTRODUCTION

The overall purpose of the Draft Faculty of Humanities Language Plan is to facilitate multilingual education for humanities students at NWU for cognitive benefits of multilingualism, and to open up opportunities of access and success of our graduates within and beyond university.

The Faculty's Draft Language Plan is premised on the general principles of the NWU Language Policy (2018) to:

- Nurture functional multilingualism in teaching, learning, research and social engagement across all campuses for purposes of optimizing access and success of all students;
- To prepare students for meaningful participation beyond the classroom in a multilingual South African (and global) professional and social environments; and
- To provide infrastructure that supports, as much as possible, the students' needs in each of the 3 campuses.

While guided by the general principles of the NWU LP in developing its Plan, the Faculty Language Plan is also undergirded by the desire to *celebrate all forms of diversity, as well as facilitate inclusion and social cohesion of students*, teaching and support staff in our teaching, learning, research and community engagement activities. The ultimate purpose is to ensure that the Faculty's Language Plan ensures

epistemic access and epistemic justice that should facilitate success of all students in the Faculty.

Given directive from the national language legislation on higher education, as well as our desire to make meaningful contribution to social justice, the *Faculty is committed to addressing, through redress, the language disparities of the past by actively ensuring the inclusion of Sesotho and Setswana in its academic activities*. The expertise in the Faculty will ensure that this occurs in an inclusive, and not alienating manner.

The sensitivity around language issues means that the Faculty Language Plan needs to dedicate planning not only to classroom matters, but also to advocacy about the institutional Language Policy, and the Faculty Language Plan in the context of NWU and general higher education in South Africa.

The Faculty has six Schools and all will take - for the implementation of the Language Plan in their own environments and the Deputy Dean: Teaching and Learning and the Executive Dean have the overall oversight of its implementation, monitoring and evaluation. The School of Languages and related entities (e.g. UPSET) have expertise in language policy and planning and they, together with role-players identified the Deputy Dean: Teaching and Learning, are an integral part of the Faculty Language Implementation Plan Task Team.

2. SCHOOLS WITHIN THE FACULTY AND FOOTPRINT ACROSS CAMPUSES:

| NAME OF SCHOOL | CAMPUSES REPRESENTED | SUBJECT GROUPS |
|---------------------------------|---|---|
| School of Music | Potchefstroom | Music |
| School of Communication studies | Mafikeng, Potchefstroom and Vaa Triangle | Communication, Graphic Design |
| School of Government studies | Mafikeng, Potchefstroom, Vaal Triangle | Public Administration, Political s Science, International Relations, Policing and Municipal Management |
| School of Social Sciences | Mafikeng, Potchefstroom, Vaal Triangle | Sociology, History, Development Studies, Anthropology, Population and Demography |
| School of Philosophy | Mafikeng (only UTW modules), Potchefstroom, Vaal Triangle | Philosophy |
| School of Languages | Mafikeng, Potchefstroom and Vaal Triangle | Afrikaans ³ , Academy Literacy, English, French, German, Setswana, Sesotho, Creative Writing, Language Technologies, Language Practice |

³ English is offered across the 3 campuses, Afrikaans and Dutch in PC and VTC, Setswana in MC & PC, Sesotho in PC and VTC, German in PC and VTC, and French in all 3 campuses.

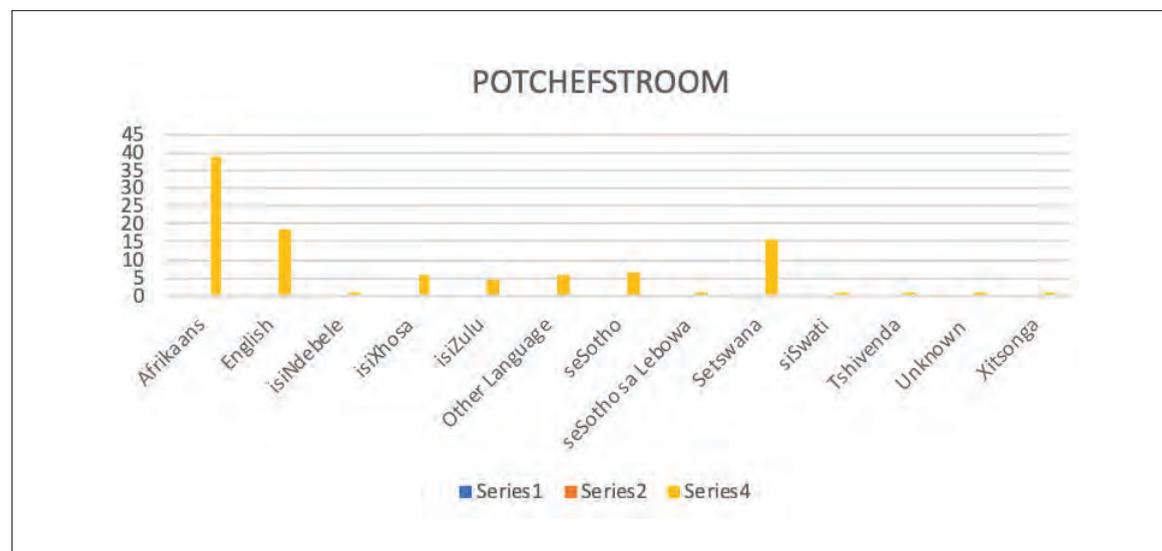
3. STUDENT PROFILES ACROSS CAMPUSES THAT WILL AFFECT THE FACULTY'S LANGUAGE PLANNING TO EFFECTIVELY IMPLEMENT THE NWULP⁴:

PC: Afrikaans (majority), English, Setswana, some other SA languages

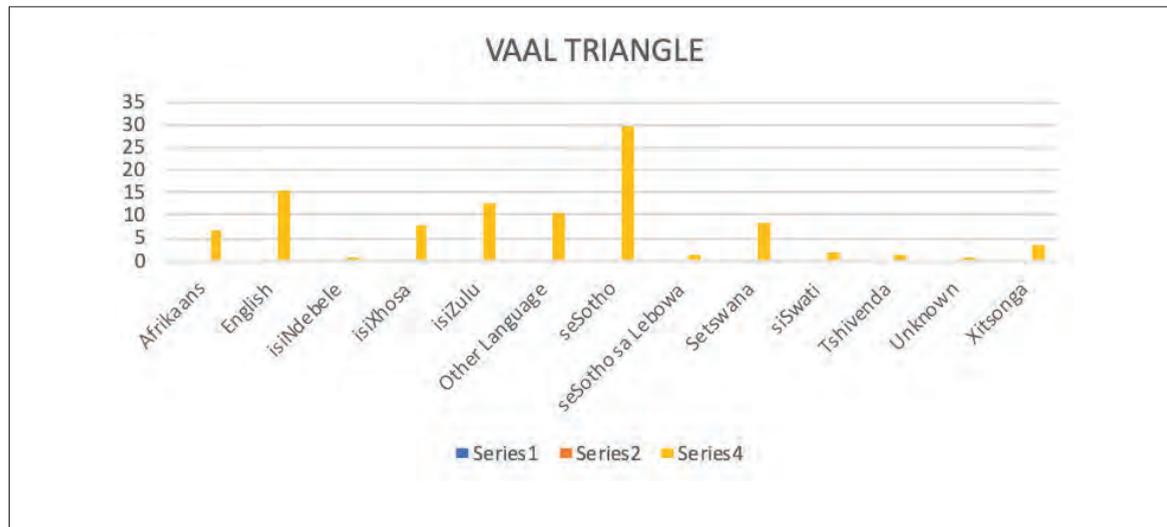
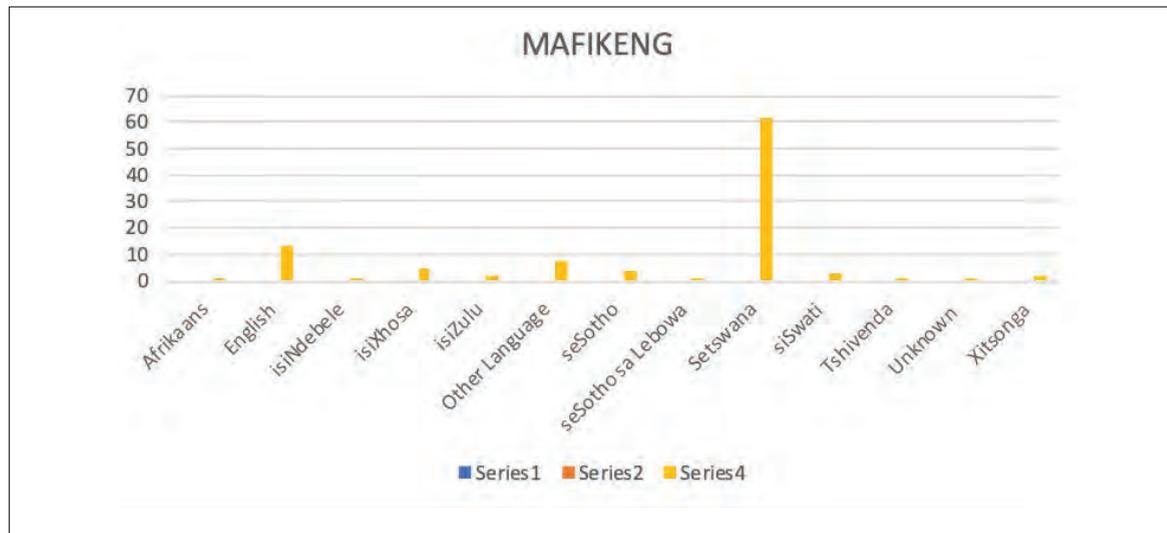
MC: Setswana (majority), English and other SA languages

VC: English (majority), Afrikaans, Sesotho and other SA languages

At present, the languages of teaching, learning and in the Faculty are English or Afrikaans, or English and Afrikaans except where the language is the subject of study. 22% of Schools have Afrikaans as Medium of teaching and learning while 78% have English.



⁴ The languages listed are those that relate to the NWU's Language Policy. In addition to other SA indigenous and foreign languages, the survey conducted by the Language Directorate shows that isiZulu is notably visible in the VTC campus.



4. FACULTY VISION FOR THE IMPLEMENTATION OF THE NWULP:

In its Draft Strategic Plan (May 2019) the Faculty states the following vision for the implementation of the NWULP: Embracing multilingualism in all the Faculty's communication practices within and outside the classroom for epistemic access and justice, success, inclusion and social cohesion for greater humanity.

5. BROAD AREAS OF IMPLEMENTATION (SHORT-, MEDIUM- AND LONG-TERM):

The Language Implementation Plan will be phased in over a 5-year period. The focus will be on language intervention in strategically selected modules and/or courses, providing teacher-support for effective use of multilingual teaching strategies in the classroom, and university-wide awareness on benefits of multilingualism.

The Language Plan will cover the following areas: academic support, administration, advocacy and public communication.

a) Teaching and learning, and research

- promotion of multilingualism amongst staff and students through short language learning courses in Afrikaans, Sesotho and Setswana
- language/corpus development (translation, terminology development, creation of texts in selected disciplines in Sesotho and Setswana)
- interpreting services/strategies to mediate teaching and learning.
- promotion and sourcing support for multilingual teaching strategies

- b) Administration**
 - translation of key Faculty documents into at least three of the institutional official languages, one of which will be Setswana or Sesotho
- c) Advocacy/awareness raising**
 - annual academic event on multilingualism, and meaningful acknowledgement of national and international events marking multilingualism and linguistic inclusion in education)
- d) Public communication & signage in at least three official languages of NWU**

Faculty language planning needs (to ensure the realisation of its vision for the implementation of the NWULP over the next 5 years, the following needs to be done in preparation thereof). Details provided in Schools' plans:

Over the next 5 years, the Faculty of Humanities, through its Language Plan, will:

- foster quality learning (cognition) through multilingualism (epistemic access), focusing on at least 10% of its courses
- develop resources in Setswana and Sesotho, and provide access to resources from a variety of experiences to expose students to multiple knowledges/experiences (diversify the canon for epistemic justice)
- translate key texts, selected by respective disciplines, from English/Afrikaans into Setswana and Sesotho
- harvest key concepts in each discipline in the Faculty and create multilingual glossaries
- develop proficiency of students in Afrikaans, Setswana or Sesotho, in addition to their primary language, to prepare them for a multilingual society, and to nurture linguistically inclusive university environment
- develop functional proficiency of academic and support staff in Setswana or Sesotho, in addition to their primary language
- together with the Education Faculty and the institutional Language Directorate, develop programmes to equip staff in effective use of multilingual pedagogies for effective implementation

- of Faculty Language Plans
- harness language and language technology resources within and outside the institution to develop Setswana and Sesotho,
- document the process of language policy implementation (action research),
- establish a culture of multilingual communication with external stakeholders
- capacitate the School of Languages in the Faculty in supporting language policy implementation initiatives within and outside the Faculty
- through its Language Policy Implementation Plan Task Team, carry out a Faculty language audit to establish the capacity and needs of the Faculty in implementing the Language Plan.

Support

- through annual colloquia/workshops, and national and international days that recognize diversity, celebrate and raise awareness around issues of multilingualism in (higher) education.

| YEAR | ACTIVITY/ INTERVENTION | RESOURCES REQUIRED ⁵ | RESPONSIBLE PERSON ⁶ | EXPECTED OUTCOME |
|-------------|--|---------------------------------|---|--|
| 2019 | GENERAL | | | |
| | <ul style="list-style-type: none"> Faculty Language Task Team carry out language audit to establish capacity and needs of Faculty to implement Language Plan Faculty Task Team to identify and negotiate with School Directors nature and timeframes for piloting and introduction of interventions below in their environment | | <ul style="list-style-type: none"> Co-ordinator of Task Team Deputy Dean Teaching & Learning, School Directors and Executive Dean | <ul style="list-style-type: none"> Report on Faculty capacity and needs Detailed Faculty Plan per School |
| | TEACHING AND LEARNING: GENERAL | | | |
| 2019 | <ul style="list-style-type: none"> Development and piloting of general and vocation-specific language proficiency and culture courses in Setswana and Sesotho in identified disciplines | | <ul style="list-style-type: none"> SoL/Short course coordinator Coordinator of Task Team, PG student support | <ul style="list-style-type: none"> Short course in identified disciplines, and piloting |
| 2019 | <ul style="list-style-type: none"> Survey on introduction of Afrikaans, Setswana or Sesotho proficiency course as one of foundational courses | | <ul style="list-style-type: none"> SoL/ SLP | <ul style="list-style-type: none"> Multilingual teaching resources |
| 2019-2020 | <ul style="list-style-type: none"> Assessment and audit of terminologies developed and available for use from other institutions with similar linguistic contexts | | <ul style="list-style-type: none"> Setswana/Sesotho subject group, subject specialists, NLUs | <ul style="list-style-type: none"> Multilingual students |
| 2020 | <ul style="list-style-type: none"> Terminology development in “disciplines” or selected 1st year module/course in each of the Schools in collaboration with Afrikaans, Sesotho and Setswana National Lexicography Units (NLUs) | | <ul style="list-style-type: none"> Same as above | <ul style="list-style-type: none"> (Multi-)language conscientious students |
| 2021-2023 | <ul style="list-style-type: none"> Terminology development in “disciplines” or selected 2nd year module/course in each of the Schools in collaboration with Afrikaans, Sesotho and Setswana National Lexicography Units | | <ul style="list-style-type: none"> Subject specialists and CTrans Subject specialists | |
| 2020-2023 | <ul style="list-style-type: none"> Select a key text for translation into Setswana/Sesotho, and introduction at each level as above | | | |
| 2020-2023 | <ul style="list-style-type: none"> Select text from a different linguistic/cultural context and translate into English/Afrikaans, and introduction at each level as above Development of curriculum on training of teachers for multilingual classroom teaching strategies/multilingual pedagogies | | | |

⁵ Budget to be discussed and presented after quantifying all needs.

⁶ Should the Language Directorate appoint a Faculty Language Policy Implementation coordinator, the broad responsibility of implementing this Plan rests with that coordinator the Deputy Dean: Teaching and Learning, Executive Dean or appointee.

| TEACHING AND LEARNING PER ACADEMIC SCHOOL ⁷ | | | | |
|--|--|--|---|--|
| SCHOOL OF COMMUNICATION | | | | |
| 2020 | <ul style="list-style-type: none"> COMS123 Introduction to Development Communication: development of multilingual glossaries in specific theme, pilot bi-/multilingual pedagogies | | <ul style="list-style-type: none"> Co-ordinator of Task Team Deputy Dean Teaching & Learning, School Directors and Executive Dean | <ul style="list-style-type: none"> Report on Faculty capacity and needs Detailed Faculty Plan per School |
| 2021-2023 | <ul style="list-style-type: none"> COMS123 Introduction to Development Communication: development of multilingual glossaries | | | |
| 2021-2023 | <ul style="list-style-type: none"> Training of teachers for multilingual classroom teaching strategies/ multilingual pedagogies | | | |
| SCHOOL OF GOVERNMENT STUDIES | | | | |
| | <ul style="list-style-type: none"> PADM111 Introduction to Public Administration (general module in ODL and residential programmes): harvest terms for development of multilingual glossaries PADM111 Introduction to Public Administration: multilingual teaching and use of glossaries, translation of assessment (TESTS) into Afrikaans, Setswana and Sesotho PADM111 Introduction to Public Administration: multilingual teaching and use of glossaries, translation is assessment EXAMINATIONS) into Afrikaans, Setswana and Sesotho Training of teachers for multilingual classroom teaching strategies/ multilingual pedagogies | | | |

⁷ Costing and other details will follow. Each School will need additional tutors, budget for translation of resources, curriculum development and cost of short learning courses, etc.

| SCHOOL OF LANGUAGES | | | | |
|---------------------|--|--|--|--|
| | <ul style="list-style-type: none"> Develop multilingual glossaries, initially for two modules only: ALDA/E; and another module as identified by the Faculty, preferably from the School of Government Studies Investigate multilingual assessment practices: ALDA/E Support staff by presenting conversational language courses in Setswana, Sesotho and Afrikaans on the different campuses. This is already up and running on PC. We offer short courses in both Setswana and Afrikaans. Identify one module/annum for which a tutorial system should be developed, providing additional support to students in Setswana, English, Sesotho, Afrikaans (whatever the needs are on any of our campuses). Identify one module/annum for which we could develop supplementary videos: it could be recordings of classes presented in e.g. English, but then subtitled in the videos with e.g. Setswana. These videos should preferably focus on pre-identified topics that students usually struggle with in modules and these videos could then be offered in e.g. Setswana, but with subtitling in English. Consider the development of one of our programmes (possibly one of the BA Humanities programmes) to be offered in Setswana / Sesotho only on MC/VTC (along with the AFR and ENG programme offered on PC) | | | |
| SCHOOL OF MUSIC | | | | |
| 2020 | <ul style="list-style-type: none"> BMus programme development into dual medium programme (English and Afrikaans) | | | <ul style="list-style-type: none"> Bilingual BMus programme |
| 2020 | <ul style="list-style-type: none"> BMus programme: Translation into English (presently in Afrikaans only) | | | |
| 2021-2023 | <ul style="list-style-type: none"> BMus programme: Offering as a dual-medium programme across the three years | | | |
| 2020-2021 | <ul style="list-style-type: none"> Voice module: add African language repertoires to Western classical music, progressively from Level 1 in 2020 | | | |
| 2020 | <ul style="list-style-type: none"> Development of a multilingual Music glossary for classroom use (English, Afrikaans, Sesotho & Setswana) harvested from key texts used in the different Music subject groups in the School | | | |
| 2020 | <ul style="list-style-type: none"> Short vocation-specific course on proficiency and culture, "Setswana for Music" course (student-focussed) – curriculum development | | | |
| 2020 | <ul style="list-style-type: none"> Short vocation-specific course on proficiency and culture – "Setswana for Music" course (student-focussed) – piloting | | | |
| 2021-2023 | <ul style="list-style-type: none"> Short vocation-specific course on proficiency and culture Setswana for Music course (student-focussed) – integration into the curriculum | | | |
| 2020-2023 | <ul style="list-style-type: none"> Develop teacher capacity in multilingual pedagogies | | | |

| SCHOOL OF PHILOSOPHY | | | | |
|---------------------------|--|--|--|--|
| 2020 | <ul style="list-style-type: none"> PHIL122 African philosophy second semester module: include in the curriculum texts from African (language) contexts, use students' linguistic repertoires in mediating teaching | | | |
| 2020 | <ul style="list-style-type: none"> WVSS221, WVCS221, WVNS221, WVNS211 Understanding the World module: developing multilingual glossaries by identifying key concepts and translating from English to Afrikaans, Setswana, and Sesotho | | | |
| 2021-2023 | <ul style="list-style-type: none"> WVSS221, WVCS221, WVNS221, WVNS211 Understanding the World module: bilingual offering, with support from multilingual resources | | | |
| 2021-2023 | <ul style="list-style-type: none"> WVLS313, WVLS314 Understanding the World module: bilingual offering, with support from multilingual resources | | | |
| 2020-2023 | <ul style="list-style-type: none"> Develop teacher capacity in multilingual pedagogies | | | |
| SCHOOL OF SOCIAL SCIENCES | | | | |
| 2019-2020 | <ul style="list-style-type: none"> SANL323 – Globalization and the Power Dynamics of Exchange and Belonging: to source texts confronting modernity in indigenous languages | | | |
| 2020 | <ul style="list-style-type: none"> SANL323 – Globalization and the Power Dynamics of Exchange and Belonging: translate indigenous language texts into English, foregrounding how epistemic possibilities are built into the language via the contexts within which speakers and writers of a language collectively engage the world, and in so doing compose differing modes of knowledge | | | |
| 2021-2023 | <ul style="list-style-type: none"> SANL323 – Globalization and the Power Dynamics of Exchange and Belonging: students translate lecturer's resources into Afrikaans, Setswana, Sesotho to also foster cognition, with key concepts highlighted across the languages. Develop multilingual glossaries from this process | | | |
| 2021-2023 | <ul style="list-style-type: none"> Production of assessment portfolios in students' primary languages – explore ways of external moderation of the portfolios | | | |

| RESEARCH | | | | |
|---|--|--|---|---|
| 2020-2023 | <ul style="list-style-type: none"> Develop texts/corpora in Sesotho and Setswana by translating PG theses abstracts from English/Afrikaans | | <ul style="list-style-type: none"> Res. Directors, supervisors & PG students “Language Support Centre” Deputy Dean: T&L and Exec Dean Executive Dean & Research Directors Faculty PG studies, Optentia and UPSET Research EntitiesWW | <ul style="list-style-type: none"> Development of scientific texts in Setswana and Sesotho, and development of e-resources in Sesotho and Setswana Diversification of the canon Research output on implementation of multilingual policies in HE |
| 2020-2023 | <ul style="list-style-type: none"> Provide support in writing research in official languages of the university, other than English and Afrikaans | | | |
| 2019-2020 | <ul style="list-style-type: none"> Establish a regional Research hub/research collaboration on teaching-learning in and from Sesotho/Setswana (Sol Plaatjie Literary Heritage Centre?) | | | |
| 2020-2023 | <ul style="list-style-type: none"> In collaboration with Language Directorate and the Senate Committee for Language Planning and Advisory Services (SCLPAS) provide critical analysis/evaluation/monitoring of institutional language Policy implementation processes and practices | | | |
| DEVELOP STAFF CAPACITY IN MULTILINGUAL PEDAGOGIES | | | | |
| 2020-2023 | <ul style="list-style-type: none"> Collaborate with School of Languages to offer Setswana/Sesotho/Afrikaans communication skills short courses to staff | | <ul style="list-style-type: none"> Deputy Dean: T&L | <ul style="list-style-type: none"> Multilingual staff & (Multi-) language conscientious staff Development of multilingual classroom pedagogies |
| 2019 | <ul style="list-style-type: none"> Consultation with CTL Education Faculty and Language Planning and Pedagogy Unit (LPPU) to design a staff Course in Implementation of Multilingual Pedagogies | | <ul style="list-style-type: none"> Deputy Dean:T&L | |
| ADVOCACY/AWARENESS RAISING | | | | |
| 2020-2023 | <ul style="list-style-type: none"> Host annual colloquia/seminars/curriculum conversations/translation workshops on benefits and challenges of multilingualism in higher education | | Faculty Executive Management | |
| 2020-2023 | <ul style="list-style-type: none"> Recognise proponents of multilingualism in South African higher education: Christo van Rensburg, Neville Alexander, Sol Plaatjie, | | | |
| ADMINISTRATION & SIGNAGE | | | | |
| 2019-2023 | <ul style="list-style-type: none"> Faculty external communication to students to be in at least in two languages, one of which should be Setswana or Sesotho, depending on area targeted | | Deanery, School Directors (in consultation and collaboration with Marketing and Communications and Facilities, Space Management and Utilities section | |
| 2019-2023 | <ul style="list-style-type: none"> Faculty promotional material to be in at least two languages, one of which should be Setswana or Sesotho | | | |
| 2020-2023 | <ul style="list-style-type: none"> Signage in Faculty to be in three languages, one of which should be Setswana or Sesotho, depending on the linguistic composition of a campus | | | |

LANGUAGE PLAN:

FACULTY OF LAW

1. INTRODUCTION

The Faculty of Law language plan has been drafted in light of the constitutional principles, particularly s 29 of the Constitution of the Republic of South Africa as interpreted by the Constitutional Court in *Afriforum v University of the Free State* [2017] ZACC 48. Other documents that directly influenced the plan are the Higher Education Act 101 of 1997, the Ministerial Language Policy in terms of the Act and the 2018 Language Policy of the NWU with particular reference to 8.3.1 (requirements of a professional accreditation body). Two recent practice developments also played a role in the drafting and informing this plan: one, the decision by the Legal Practice Council that all professional examinations from 2019 will be in English only (“Language: Professional Examinations” dated 4 March 2019); and two, the directive by the Chief Justice of the Republic of South Africa that English will be the only language of record of the South African courts (see Mogoeng Mogoeng “The Judicial Accountability Session” (23 November 2018) at 13).

Furthermore, equity of provision across campuses must be borne in mind. Students whose home language is not English but who had their school education in English should not be prejudiced by the language plan in that they are now expected to learn through another language of instruction which they are not used to. The effect of the plan must not be to perpetuate Afrikaans as a privileged language at the NWU but

to prepare all our students to excel in practice, also students coming from an exclusive Afrikaans education system.

It must be emphasised that the purpose of this plan is not to promote monolingualism but to ensure that multilingualism is sustainable and successful.

Further aspects that were taken into consideration are the time needed to develop a lexicon of English, Setswana, Sesotho and Afrikaans legal terms to ensure uniformity and a high standard of translation and interpreting into Setswana and Sesotho, the need to phase in the Language Plan (and phase out the existing Language Plan), the proficiency of lecturers on the different campuses in the different languages and the capacity within the Faculty.

2. THE FACULTY AND FOOTPRINT ACROSS CAMPUSES

As far as the Faculty’s teaching and learning component is concerned, it comprises the School for Undergraduate Studies and the School for Postgraduate Studies. Three undergraduate programmes are offered by the Faculty of Law, namely (1) a Bachelor of Arts in Law with different specialisation fields, (2) a Bachelor of Commerce in Law and (3) a Bachelor of Laws.



The table below provides an exposition of the different programmes that are delivered on the different delivery sites:

| FIRST BACHELOR DEGREES | | | | |
|---|---|------------------|----------|-----------|
| QUALIFICATION | SPECIALISATION | MODE OF DELIVERY | CAMPUS | NQF LEVEL |
| Bachelor of Arts (BA) | In Law with Industrial Psychology In Law with Philosophy In Law with Political Studies In Law with English In Law with Psychology | Contact | PC/VTC | 7 |
| Bachelor of Commerce (B Com) | In Law | Contact | MC/PC/VC | 7 |
| Bachelor of Laws (LLB) | | Contact | MC/PC | 8 |
| Bachelor of Laws (LLB) after BA in Law | | Contact | MC/PC | 8 |
| Bachelor of Laws (LLB) after B Com in Law | | | Contact | MC/PC |

Various programmes are offered on a postgraduate level, with the most important for this plan being the structured Masters programmes (LLM by coursework) and a professional LLM.

| LLM-COURSEWORK AND DISSERTATION | | | | |
|---------------------------------|-------------------------------------|---------|---------|---|
| Master of Laws | Labour Law | Contact | PC & MC | 9 |
| Master of Laws | Estate Law | Contact | PC | 9 |
| Master of Laws | International Trade Law | Contact | PC | 9 |
| Master of Laws | Environmental Law and Governance | Contact | PC | 9 |
| Master of Laws | Family and Indigenous Law | Contact | MC | 9 |
| Master of Laws | Public Law and Legal Philosophy | Contact | MC | 9 |
| Master of Laws | Criminal Law, Justice and Procedure | Contact | MC | 9 |
| Master of Laws | Mercantile Law | Contact | MC | 9 |
| Master of Laws | International Child Law | Contact | PC | 9 |
| Master of Philosophy (MPhil) | | | | |
| Master of Philosophy | Environmental Law and Governance | Contact | PC | 9 |
| Professional LLM | | | | |
| Master of Laws | Criminal Law and Procedure | Contact | PC& MC | 9 |

3. STUDENT PROFILES ACROSS CAMPUSES THAT WILL AFFECT THE FACULTY'S LANGUAGE PLANNING TO EFFECTIVELY IMPLEMENT THE NWULP

| REPORT FILTERS | | |
|-----------------------------------|------------|--------------|
| Year: 2019 | | |
| Faculty: 7500 NWU Faculty of Law | | |
| Undergrad/Postgrad: Undergraduate | | |
| CAMPUS> RACE> NATIONALITY> | 2019 | |
| | ENROLMENTS | REGISTRATION |
| Mafikeng | 1 022,0 | 1065,0 |
| *Unknown | 1,0 | 1,0 |
| African | 1 012,0 | 1 055,0 |
| Coloured | 5,0 | 5,0 |
| White | 4,0 | 4,0 |
| Potchefstroom | 1 506,0 | 1549,0 |
| *Unknown | 1,0 | 1,0 |
| African | 3,0 | 3,0 |
| Coloured | 439,0 | 452,0 |
| Indian/Asiaqn | 23,0 | 23,0 |
| White | 934,0 | 961,0 |
| Vaal Triangle | 348,0 | 367,0 |
| *Unknown | 1,0 | 1,0 |
| African | 302,0 | 318,0 |
| Coloured | 439,0 | 452,0 |
| Coloured | 6,0 | 8,0 |
| Indian/Asian | 10,0 | 100 |
| White | 29,0 | 30,0 |
| South Africa | 29,0 | 30,0 |
| TOTAL | 2 876,0 | 2 981,0 |

| YEAR | 2019 | | | |
|------------------------|-------------------------|---------------|---------------|--------------|
| FACULTY CODE NAME ENG | 7500 NWU FACULTY OF LAW | | | |
| SUM OF ENROLMENT COUNT | COLUMN LABELS | | | |
| ROW LABELS | MAFIKENG | POTCHEFSTROOM | VAAL TRIANGLE | GRAND TOTAL |
| Afrikaans | 9 | 962 | 27 | 998 |
| English | 115 | 313 | 57 | 485 |
| isiNdebele | 11 | 6 | 4 | 21 |
| isiXhosa | 43 | 34 | 28 | 105 |
| isiZulu | 28 | 36 | 39 | 103 |
| Other Language | 119 | 72 | 40 | 231 |
| seSotho | 56 | 67 | 102 | 225 |
| seSothosa Lebowa | 18 | 15 | 5 | 38 |
| Setswana | 614 | 114 | 26 | 754 |
| siSwati | 22 | 9 | 6 | 37 |
| Tshivenda | 30 | 13 | 5 | 48 |
| Unkown | 4 | 10 | 2 | 16 |
| Xitsonga | 29 | 15 | 7 | 51 |
| GRAND TOTAL | 1 098 | 1 666 | 348 | 3 112 |

Although the language demographics in the Faculty, should be accounted for, it is important to note that not all non-English home-language speakers (Afrikaans, Setswana and Sesotho) prefer to be taught in their home language and that all Afrikaans-speakers are not white. This is evident from the decline in the Afrikaans parallel medium classes at Potchefstroom campus since 2018 in the first and second-year modules. From surveys completed by the Faculty in 2017 and 2018 it appears that the vast majority of students at Mafikeng and Vanderbijlpark campuses prefer English as the language of instruction. The perception that the

multilingualism policy serves to perpetuate the privileged position of Afrikaans has also been mooted.

4. FACULTY VISION FOR THE IMPLEMENTATION OF THE NWULP

Recognising the need to prepare our students for the legal profession, the Faculty of Law is committed to multilingualism in order to promote linguistic diversity, to enable student success through access to languages for purposes of effective learning, to ensure inclusion of all students,

to achieve historical redress and to promote increased integration of groups of students. Such commitment results in our sensitivity towards the language preferences, language needs and language expectations of our students and lecturers. Our sensitivity directs the way in which the Faculty employs the official languages as languages of teaching and learning, as working languages, as languages of administration and for internal communication.

5. PRINCIPLES AND FACTORS INFLUENCING THE LANGUAGE PLAN

The following factors and realities were accepted as relevant when the Faculty's multilingual language policy was developed:

1. Constitutional principles specifically the right to education and equality.
2. The multilingual objectives of the NWU language policy and the need to develop African languages as mediums of higher education and academic discourse.
3. Language demography and realities at the different campuses, language preference and the need for access, integration and transformation.
4. The existence of duplicated classes due to size or other physical resource reasons (for e.g. the size of venues) without perpetuating segregation and racism.
5. "Where access, integration and racial harmony are imperilled by giving effect to the right to be educated in an official language of choice, then the criteria of reasonable practicality would not have been met" (Free State judgment para [52] with reference to s 29(2) of the Constitution).
6. The need for a diverse staff complement that does not exclude suitable candidates based on their lack of Afrikaans, Sesotho or Setswana language proficiency.
7. Pedagogic considerations.
8. Operational, practical and capacity considerations, including the language proficiency of the lecturer and tutors, financial and venue considerations.

9. The fact that the LLB is a 4-year programme which implies that the final year is at NQF exit level 8, which is the same level as other honours programmes.
10. The requirement by the Legal Practice Council that all professional examinations will be in English only and the reality that the only language of record of the South African courts is English. This requires a high level of English proficiency. This is similar to the requirement of the South African Institute of Chartered Accountants (SAICA) for their Board examinations.
11. The direct and indirect cost and time to translate material into Afrikaans with the added workload for Afrikaans-speaking academics to assist.
12. The difficulty, in some instances, in obtaining quality translations of study guides, assessments and examination papers, also because of time constraints.
13. The need to ensure equity of provision across all campuses.
14. The pressures of the external professional realities which demand high level of proficiency in English, versus the apparently conflicting demands of the various acts, regulations and policies that pertain to language in higher education, requiring multilingual higher education, and more particularly, the development of African languages as mediums of higher education and academic discourse.
15. Given the demographic shift that is taking place fewer lecturers at PC will in future be proficient in Afrikaans.
16. English is a common denominator between staff and students alike and can be a unifying factor.

6. LANGUAGE OF ADMINISTRATION AND COMMUNICATION

English is the language for meetings, formal internal and external communication and administration. However, the

situation and context of communication, the future pathway of the communication and the language proficiency of the users may have an influence on the language which is utilised.

7. LANGUAGE FOR RESEARCH

The choice of language of publication is the prerogative of the researcher who should take the purpose of the research, the readership and target audience into account.

8. LANGUAGES OF TEACHING-LEARNING

It is necessary to distinguish between our undergraduate and postgraduate offerings.

8.1 Post Graduate:

At postgraduate level it has been a long standing practice that English is the only means of instruction at all campuses. Although assessments, dissertations or theses may be written in Afrikaans or English, Afrikaans is seldom used. From 2021, save if specifically agreed otherwise between the student(s) and lecturer/study leader and taking into account the availability of examiners and moderators in the particular language the only language used for assessments, dissertations or theses will be English. This decision is informed by the lack of non-English examiners nationally and internationally.

8.2 Under Graduate:

The main aim of the Faculty of Law under-graduate programmes is to prepare our students for the legal profession. As English is the language of record of the courts, the Faculty of Law will use English as the primary language of instruction from 2021.

Taking into account the commitment of the NWU to multilingualism to promote linguistic diversity, to enable a language-

rich environment and to promote student success in legal practice through effective learning, in the first two years of study, simultaneous interpreting from English to Sesotho, Setswana and Afrikaans during lectures will be made available on all campuses where required and within the resource and capacity constraints of the NWU. Furthermore mentorship, tutorials and supplementary instruction will be made available on all campuses in Afrikaans, Sesotho, Setswana and English, as required, and within the resource and capacity constraints of the NWU and the Faculty. Innovative ways will be investigated to support non-English students for instance through pod casts, videos (with voice overs in the different languages) and terminology lists or videos and other means available. Limited translanguaging will be implemented in selected modules at selected lectures after sufficient training of staff members and facilitators has taken place. This will be done in order to gain experience therein and to determine the success thereof.

The parallel-medium lectures in English and Afrikaans will be phased out from the end of 2020 as it may “unwittingly perpetuate segregation and racism” (Free State judgment at para [55]). This issue was also highlighted in the CHE Report on the LLB Review as an issue that had to be addressed at the NWU. The danger exists that the use of Afrikaans, as a language of instruction “has unwittingly become an instrument of racial or cultural division and discrimination.” (Free State judgment para [76]).

It is realised that the language plan, especially the exposition below, will need to be revised regularly, e.g. having regard to new staff recruitment, student expectations, requirements of the profession, capacity for translation and interpreting at the NWU, the success of initiatives undertaken and other relevant factors. In particular, as soon as the initiatives set out herein have been implemented and the experiences of this and other Faculties are shared, further and new or changed initiatives will be decided upon.

The language plan has to be phased in as sufficient notice has to be given to prospective students of the new language plan of the Faculty and to allow present pipeline students to complete

their studies under the existing language plan. It will also allow time for the NWU to build capacity to provide interpretation services for all the groups as envisaged in this plan.

From 2021 on first year level, from 2022 on second year level, from 2023 on third-year and fourth-year level, English will be the primary language of instruction on all campuses. Simultaneous interpretation into Afrikaans and Setswana in one of the groups on the Potchefstroom campus, Setswana on the Mafikeng campus, and Sesotho on the Vanderbijlpark campus, subject to resources, need and capacity, will be available during the first two years of study. In the third and fourth years it will be available if there is a demonstrable need in for instance at risk modules. There will be no translation or interpreting in the language modules and the language skills modules.

Mentorship, tutorials and supplementary instruction in Afrikaans, Sesotho, Tswana and English, (or a combination of these in one group with language facilitation, which may be in the form of translanguaging) as required, will be made available within the resource and capacity constraints of the NWU.

9. THE RATIONALE BEHIND THE PLAN

English as the primary language of instruction:

English as the primary language of instruction is justified on the grounds of being necessary for the realisation of the stated attributes of the graduates of the Faculty. The demands of the field/market into which our graduates will most likely seek employment, require that English be used competently. Therefore, the aim of the LLB is to prepare students for entry into legal practice, and the Faculty of Law endeavours to develop well-rounded graduates with, inter alia, the ability to formulate, present and communicate (in English) insightful and creative academic and professional ideas and arguments effectively – orally and in writing, using appropriate media and communication technology and suitable research methods.

Save that the Legal Practice Council requires that all admission exams of both the attorney’s and advocate’s profession must be written in English, it is a reality of the legal profession that English is the official language of record used in our courts of law, in legal documents, and also in communication between legal representatives. It should also be noted that the Chief Justice has declared that English will be the official language of record in all courts in the Republic of South Africa. In this regard it should further be noted that because of the law of precedence i.e. that judgements of a higher court are binding on a lower court, it is not foreseen that this situation will change, as it is crucial for all courts and practitioners to have access to the judgements.

It is necessary to discontinue with the parallel medium of instruction at PC to ensure that, amongst others, integration and racial harmony are not jeopardised as elaborated on by the Constitutional Court in *Afriforum v University of the Free State* [2017] ZACC 48.

Taken the above realities into account, the Faculty opted to designate English as the primary language of instruction (phased in from 2021) on all campuses with no parallel medium classes.

9.1 Afrikaans, Sesotho and Setswana

The Faculty’s functional multilingual language plan provides that all modules on all campuses will be offered in English. Simultaneous interpreting into Afrikaans, Sesotho and Setswana will be available in all IURI modules, except for the Language Skills modules, on the first and second year level subject to a demonstrated need, resources and capacity. On the third and fourth year level it will be available in at risk modules. Simultaneous interpreting helps students to make the transition from a language they know and understand to the lesser-known language (English). This should enable students to succeed in the transition from school to university academic content. The aim is for students to develop competence in English, and to prepare them for legal practice.

An added benefit would be to develop Setswana and Sesotho as academic languages.

In the process of developing an interpreting service into Setswana and Sesotho, terminology development will be indispensable. There are currently limited legal terms and phrases available in the indigenous languages to describe legal concepts. However, work has been done on the development of Sesotho sa Lebowa (Sepedi) legal terminology within the Centre for Legal Terminology in African Languages, and because Setswana and Sesotho are part of the same language group as Sesotho sa Lebowa (namely the Sotho group), the adaptation of such terminology for the former two languages should be fairly easy.

In this process of developing an interpreting service into Setswana and Sesotho, these languages will be developed as mediums of academic instruction capable of higher-level discourse. As a further contribution to the development of Setswana and Sesotho, the Faculty (from the terminology developed to enable interpreting) C-Text, C-Trans and the Language Directorate will be requested to compile multilingual glossaries of relevant core legal terminology (with definitions) in English, Afrikaans, Setswana and Sesotho for inclusion in first-year study guides from 2021, in second-year study guides from 2022 (regardless of whether the modules are interpreted or not) in third-year study guides from 2023 and fourth year study guides from 2024. If possible the glossaries will be included earlier.

The Faculty is of the opinion that its vision will only be realised if all students (besides being exposed to the use of Setswana, Sesotho and Afrikaans in teaching-learning) are given the opportunity to gain some additional proficiency as languages of communication, in languages other than English and their home languages, namely in Setswana, Sesotho or Afrikaans, as the case may be. We will therefore consult with the Faculty of Humanities to introduce elective courses in Setswana, Sesotho and Afrikaans in our curriculum in order to enable our students who do not speak these languages to learn to communicate effectively therein. This will not be a single module only but will be offered for

two years, the one year building on the previous year to ensure progressive functional proficiency in communicating in the particular language.

9.2 Tests and examination

Test-, assignment- and examination papers will be in English only, and must be answered in English. However in the spirit, demonstrated in this policy, of Setswana, Afrikaans and Sesotho as languages of support to students, the Director of Undergraduate Programmes may with concurrence of the lecturer of the module concerned, as well as the Manager: Student Performance and Support - in exceptional cases of an at risk student in the first two years of study- and where there is a demonstrated need for such student to write any assessment in Afrikaans, Sesotho or Setswana in order to pass the module - allow such student to write any assessment/s in Afrikaans, Sesotho or Setswana, as the case may be. This will be subject to equity of provision across campuses, in the case of an at risk module, the capacity of the lecturer and her or his proficiency in the particular language, availability of both internal and external examiners and moderators that are proficient in the particular language and that quality and standards are not compromised.

To ensure transparency in the implementation of the exception clause, the Director of Undergraduate Programmes must report annually to the Faculty Board on students who have been allowed to write assessments in Afrikaans, Sesotho and Setswana and the circumstances thereof.

From the third year onwards all study guides will be available in English only. Students will be expected to write assignments and dissertations, and to answer tests and/or examinations in English only.

10. STUDENT SUPPORT

Where practically possible and subject to need, capacity and resources, the Faculty will provide further support to our

students in Setswana, Sesotho and Afrikaans, in order to facilitate their success. The following forms of support are envisaged:

- Supplemental instruction and tutorials (multilingual, with language facilitation).
- Peer mentoring (one-on-one meetings): students who present themselves to act as mentors will be requested to identify their language of expertise. They will be appointed to act as peer mentors to other students in need of better understanding through either the language of instruction or any of the other languages of the NWU.
- SI instructors, tutors and peer mentors will have to be trained adequately to act as facilitators in the respective languages.
- The possible use of podcasts, videos, (with voice overs in the different languages) and translanguaging in selected modules during selected lectures, subject to capacity and training, in the first two years of study.
- Study guides in the four official languages of the NWU in all law modules in the first two years of study.

Thus, if the medium of instruction is English, and the student needs further assistance through Setswana, Sesotho, or Afrikaans, arrangements will be made for such support to be provided inside and outside class. If this facilitation is to take place in a class context, possible translanguaging can come into its own very effectively, contributing to integrating diverse student groups into one class.

11. CONSISTENT WITH THE NWU POLICY

The Faculty of Law's language plan allows room for different strategies and models for the implementation of functional multilingualism which is fit for purpose within the context of our students and the legal profession. From the exposition above, it is clear that our programmes will be offered through a variety of modes of instruction:

1. The primary language of instruction will be English;
2. Translation / interpreting/ and possible translanguaging will be utilised; and
3. Multilingual support of students with facilitation in the official languages of the NWU, through mentors, SI facilitators and tutors, and in multilingual facilitation sessions will be provided.

12. FACULTY LANGUAGE PLANNING NEEDS TO ENSURE THE REALISATION OF ITS VISION FOR THE IMPLEMENTATION OF THE NWULP OVER THE NEXT 5 YEARS:

The Faculty will need:

1. Tutors/facilitators to conduct tutorials in specific languages (these tutors and facilitators need to be well trained);
2. Peer mentors in the four official languages to conduct one-on-one sessions with students in the language which they prefer;
3. Support from the Language Directorate in order to compile a lexicon over the next 4 years containing legal terms in English, Afrikaans, Setswana and Sesotho;
4. Interpreting services for those modules indicated on the template;
5. Assistance in the planning and development of either face-to-face language skills modules in Afrikaans, Setswana and Sesotho, or an online course in these languages;
6. The development of training courses for tutors, mentors and facilitators to provide the envisaged support including possible translanguaging.
7. The development of courses for lecturers in multilingual pedagogies and conversational communication in languages other than English.
8. Support in the development of podcasts, videos and similar initiatives to support non-English students.
9. Support in the translation of study guides in Setswana, Sesotho and Afrikaans in all law modules in the first two years of study.

13. IDENTIFY AND DESCRIBE IN DETAIL THE PILOT PROJECT THAT THE FACULTY WILL PARTICIPATE IN WITH A VIEW TO PROMOTE THE USE OF INDIGENOUS AFRICAN LANGUAGES AS LANGUAGES OF TEACHING AND LEARNING IN THE CLASSROOM.

The initiatives set out above to support students will serve as a pilot for the Faculty. The module in Advanced Indigenous Law, which is being developed and will become an elective on the 4th year level, will depending on the outcome of the pilot projects of other Faculties, the above initiatives and lessons learned, be considered for teaching and learning in Setswana. It is envisaged that study material will be made available in English, Setswana and Afrikaans, and that the lectures will be conducted in Setswana, with simultaneous interpretation into English. This will be subject to capacity at PC to teach the module in Setswana.

14. IDENTIFY ALL RESOURCES THAT THE FACULTY WILL NEED

- 14.1 The provision of interpreting services by the Language Directorate in Afrikaans and Setswana at PC, Setswana at MC and Sesotho at VC, in the first two years of studies in all law modules (with a IURI code), except for the Language Skills modules.

2020 – At PC the same interpreting services as in 2019 will be needed save that no interpreting from Afrikaans to English will be needed in the fourth year modules. No interpreting will be needed at MC and VC.

2021 - Simultaneous interpreting will be needed in all the first year modules excluding the language and language skills modules at all three campuses. At PC it will entail interpreting from English to Afrikaans and Setswana, at MC from English to Setswana and at VC from English to Sesotho. If it is not possible to provide interpretation in all the

modules, preference should be given to Introduction to Law IURI 171 and History of South African Law IURI 122. Interpreting in the second year modules in 2020 will be similar to the position in 2019.

Interpreting in third year modules will be similar to 2019. No interpreting in the fourth year modules will be necessary.

2022- Simultaneous interpreting will be needed in all the first and second year modules excluding the language and language skills modules at all three campuses. At PC it will entail interpreting from English to Afrikaans and Setswana, at MC from English to Setswana and at VC from English to Sesotho. If it is not possible to provide interpreting in all the modules, preference should be given to Introduction to Law IURI 171 and History of South African Law IURI 122 in the first year and on second year level Criminal Law: General Principles IURI 211, Criminal Law Specific Crimes IURI 221, as well as Constitutional Law and the Bill of Rights (IURI 275).

Should students, who enrol in 2020 under the old language plan, require interpreting, it will be necessary to provide interpreting in IURI 275, IURI 312, IURI 322, IURI 323 and IURI 376.

No interpreting in the third and fourth year modules will be necessary from 2023 onwards save in identified at risk modules.

- 14.2 The development of multilingual glossaries of relevant legal terminology (with definitions) in English, Afrikaans, Setswana and Sesotho for inclusion in first-year study guides from 2021, in second-year study guides from 2022 in third-year study guides from 2023 and fourth year study guides from 2024, by the Language Directorate and C-Text:

In **2020** the development of a lexicon and translation of all study guides into Afrikaans (if not done yet), Setswana and Sesotho, for all the first year law modules to be offered in 2021 will have to be done. These modules are:

| |
|---------|
| IURI111 |
| IURI171 |
| IURI173 |
| IURI174 |
| IURI122 |

In **2021** the development of a lexicon and translation of all study guides into Afrikaans (if not done yet), Setswana and Sesotho, for all the second year law modules to be offered in 2022 will have to be done. These modules are:

| |
|---------|
| IURI211 |
| IURI212 |
| IURI213 |
| IURI221 |
| IURI222 |
| IURI271 |
| IURI272 |
| IURI273 |
| IURI275 |

In **2022** the development of a lexicon for all the third year law modules to be offered in 2023 will have to be done. These modules are:

| |
|---------|
| IURI311 |
| IURI312 |
| IURI313 |
| IURI322 |
| IURI323 |
| IURI371 |
| IURI373 |
| IURI377 |
| IURI376 |

In **2023** the development of a lexicon for all the fourth year law modules to be offered in 2024 will have to be done. These modules are

| |
|---------|
| IURI411 |
| IURI412 |
| IURI413 |
| IURI414 |
| IURI415 |
| IURI421 |
| IURI422 |
| IURI423 |
| IURE417 |
| IURM411 |
| IURM413 |
| IURM414 |
| IURP413 |
| IURP414 |
| IURP415 |
| IURI424 |
| IURI425 |
| IURM423 |
| IURM424 |
| IURM425 |
| IURP422 |
| IURP424 |
| IURP426 |

14.3 Development of courses for and training of tutors, mentors and facilitators by CTL.

The development of training courses for and training of tutors, mentors and facilitators will be needed in 2020 for implementation in 2021. The proper implementation thereof will be dependent on the development of the lexicon. These courses will have to be done every year.

14.4 The development of courses and training for lecturers in multilingual pedagogies by CTL:

The training should be done as from 2021. It will have to be rolled out to the first year lecturers in 2021, and the remaining lecturers in 2022.

14.5 Support to develop pod casts and videos (with voice overs in the different languages) in selected modules:

This will be done in cooperation with the Language Directorate and CTL. Technical assistance will be needed for the production thereof. The lexicon will have to be finalised before this can be implemented. One module on the first year level will be selected in 2020 or 2021, depending on the lexicon, on a voluntary basis which will serve as an experiment. Thereafter it will be rolled out to further modules.

14.6 The development, with the assistance of the Faculty of Humanities, of elective courses in Setswana, Sesotho and Afrikaans to enable law students, who do not speak these languages, to learn to communicate effectively therein:

Discussions will be held with the Faculty of Humanities in 2019 and depending on capacity the courses will have to be developed in 2020 to be offered in 2021.

14.7 The development of Indigenous Law, as elective, to be presented in Setswana with interpreting into Afrikaans and English, as soon as the lexicon has been completed.



LANGUAGE PLAN:

FACULTY OF NATURAL AND AGRICULTURAL SCIENCES

1. SCHOOLS WITHIN THE FACULTY AND FOOTPRINT ACROSS CAMPUSES

Schools

| NAME OF SCHOOL | CAMPUSES REPRESENTED | SUBJECT GROUPS |
|--|--|---|
| School of Agricultural Sciences | Mafikeng | Agricultural Economics and Extension, Animal Health, Animal Science, Crop Science |
| School of Biological Sciences | Mafikeng, Potchefstroom | Botany, Microbiology, Zoology |
| School of Computer Science and Information Systems | Mafikeng, Potchefstroom, Vaal Triangle | Computer Science and Information Systems |
| School of Geo- and Spatial Sciences | Mafikeng, Potchefstroom, Vaal Triangle | Geography and Environmental Science, Geology, Urban and Regional Planning |
| School of Mathematical and Statistical sciences | Mafikeng, Potchefstroom, Vaal Triangle | Mathematics and Applied Mathematics, Statistics |
| School of Physical and Chemical Sciences | Mafikeng, Potchefstroom | Biochemistry, Chemistry, Physics |

In addition to the six schools, there are six centres. Teaching-Learning also takes place within these centres. They are significantly funded from external sources.

Centres

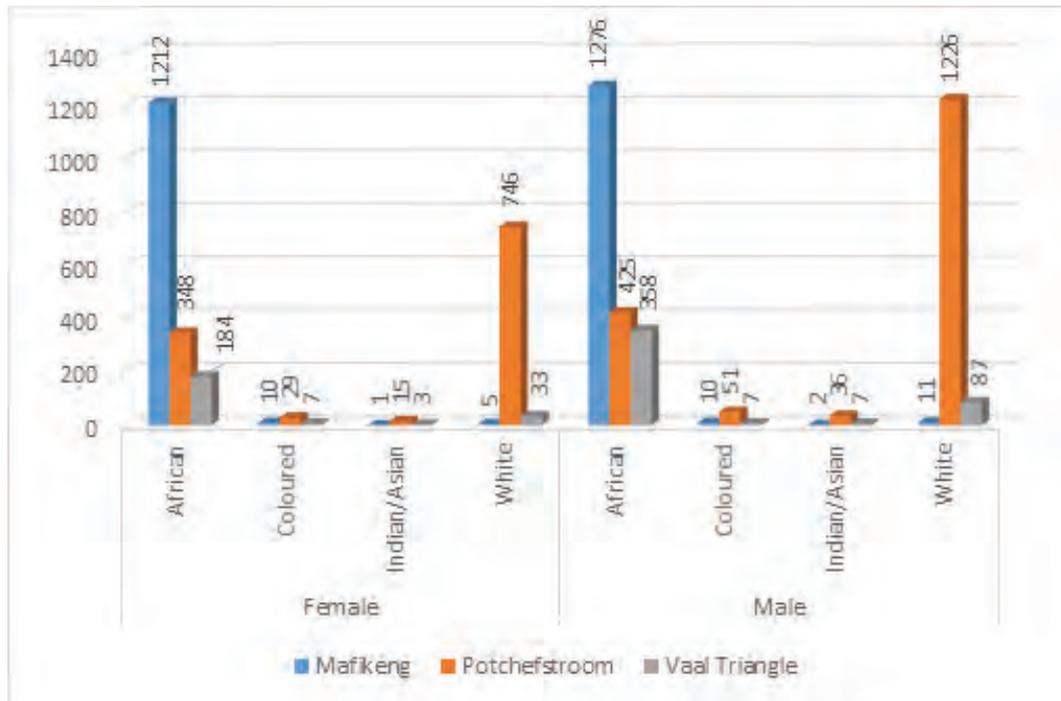
| NAME OF CENTRE | CAMPUSES |
|---|------------------------------|
| Centre for Applied Radiation Science and Technology | Mafikeng |
| Centre for Business Mathematics and Informatics | Potchefstroom, Vaal Triangle |
| Centre for Environmental Management | Potchefstroom |
| Centre for Human Metabolomics | Potchefstroom |
| Centre for Indigenous Knowledge Systems | Mafikeng |
| Centre for Water Sciences and Management | Potchefstroom |

2. STUDENT PROFILES ACROSS CAMPUSES THAT WILL AFFECT THE FACULTY'S LANGUAGE PLANNING TO EFFECTIVELY IMPLEMENT THE NWULP

Mafikeng Campus: 96.9% of the students are African, while 0.6% are white. In a survey carried out amongst students in 2018, there was negligible demand for Afrikaans, Setswana as medium of instruction, or any other language. Setswana is the mother tongue of the majority of students.

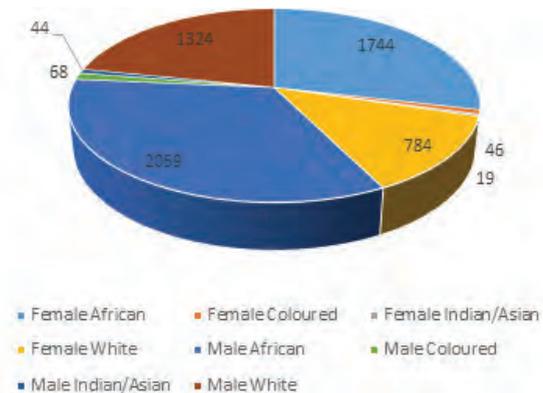
Potchefstroom Campus: 26.9% of the students are African, while 68.6% of students are white. There is significant demand for both Afrikaans and English as medium of instruction.

Vaal Triangle Campus: 79.0% of students are African, while 17.5% are white. There is significant demand for both Afrikaans and English as medium of instruction.



FNAS Total registrations by race and gender

| TOTAL STUDENT REGISTRATIONS IN 2018 | | | | | |
|-------------------------------------|--------------|----------|---------------|---------------|-------------|
| | | MAFIKENG | POTCHEFSTROOM | VAAL TRIANGLE | GRAND TOTAL |
| Female | African | 1212 | 348 | 184 | 1744 |
| | Coloured | 10 | 29 | 7 | 46 |
| | Indian/Asian | 1 | 15 | 3 | 19 |
| | White | 5 | 746 | 33 | 784 |
| Male | African | 1276 | 425 | 358 | 2059 |
| | Coloured | 10 | 51 | 7 | 68 |
| | Indian/asian | 2 | 36 | 7 | 43 |
| | White | 11 | 1226 | 87 | 1324 |
| | Total | 2527 | 2876 | 686 | 6089 |
| Male | African | 2488 | 773 | 542 | 3803 |
| | Coloured | 20 | 80 | 14 | 114 |
| | Indian/Asian | 3 | 51 | 10 | 64 |
| | White | 16 | 1972 | 120 | 2108 |
| | TOTAL | 2527 | 2876 | 686 | 6089 |



FNAS Total student registrations 2018 by race, gender and campus

3. FACULTY VISION FOR THE IMPLEMENTATION OF THE NWULP:

The Faculty vision will be expounded by referring to some of the paragraphs in the NWU Language Policy (NWULP). The Section numbers quoted below refer to the sections in the NWULP. In the Faculty this will apply in the most part to teaching-learning.

4. LANGUAGE PLANS AND GUIDELINES

- 4.1 The University Management Committee (UMC) must, in consultation with the senate adopt and implement a language plan of the NWU which is consistent with this policy and provide guidelines for the implementation thereof.
- 4.2 Each faculty and support department of the university must adopt and implement a language plan in consultation with the UMC and senate which is consistent with this policy and the guidelines contemplated in 3.1.

The intention of this document is to set out the language plan of the Faculty of Natural and Agricultural Sciences, in line with the policy and plan of the NWU.

5. PURPOSE AND SCOPE OF THE POLICY

- 5.1 The purpose of this policy is to provide for a deepening engagement with multilingualism in FNAS. In the Faculty, this policy applies primarily to teaching-learning, research and innovation, and community engagement.
- 5.2 In order to provide for a deepening engagement with multilingualism, in the classroom staff and students may greet one another in three languages. In offices the preferred language which is spoken by both

parties may be spoken. Provision needs to be made to make short courses available on all campuses on:

- a) multilingual pedagogies
- b) medium of instruction for language awareness
- c) conversational communication development.

As a first step staff should be encouraged to attend courses to develop competence in conversational communication in at least two, and preferably three, of the languages used at NWU. These should be available free of charge and at convenient times for staff, and should form part of performance agreements. Staff may be nominated in each department to attend these courses, before it is rolled out to all staff.

An aim of the Faculty would be to have at least one member of staff in each department on each campus who is able to speak each of the languages (English, Afrikaans, Setswana and Sesotho).

6. POLICY STATEMENT

- 6.1 The NWU policy states that language plans and guidelines associated with this policy must give expression to a commitment to the implementation of the constitutional provisions concerning multilingualism in South Africa. The language plan of FNAS attempts to reflect this commitment.
- 6.2 Addition of Setswana or Sesotho

Without diminishment of the use of English and Afrikaans, Setswana and Sesotho must be developed by the university as languages of communication and teaching and learning.

It is suggested that FNAS does not volunteer a full programme for a pilot project in 2020. The Faculty would rather wait to assess the results of pilot projects from

other faculties before implementing our own pilot project. The reason for this is that it will not be viable until more research into language development is done, since there are a large number of technical terms in science subjects for which there is no Setswana equivalent. However, a few selected modules are suggested for a pilot project.

6.3 Intellectualisation of multilingualism

The intellectualisation of multilingualism must be viewed as a development concept that needs to be given effect to in an organised and organic manner.

- 6.4 Concept development needs to be undertaken by Setswana/Sesotho subject specialists and language experts and to be incorporated by them into the language dictionaries before we can use them. This should be done in conjunction with language experts both in South Africa and Botswana (e.g. at the University of Botswana), language boards etc.

As a simple example, oxygen is suurstof in Afrikaans and okosejene in Setswana. Hydrogen (waterstof) does not have a recognised equivalent in the Setswana dictionary. It would be pointless for FNAS on NWU to develop and use artificial terms which are not in general use in the language.

A language is a living thing, developing all along by the speakers of that language. If an academic language is developed for indigenous speakers by others, it is doubtful that it would really take root and be accepted. Development of terminology needs to be guided by research, SoTL etc. It needs to be developed first, before it can be implemented in a module.

7. POLICY OBJECTIVES

The language plans and guidelines contemplated in paragraph 3 must be designed to bring about a language management environment in which –

7.1 the language realities at the different campuses are continuously taken into account for practical implementation purposes.

7.2 The languages that are currently in use on each campus are:

Potchefstroom – Afrikaans, English
Mafikeng – English
Vaal Triangle – English, Afrikaans.

The modules that use these languages are indicated on the attached spreadsheet.

The language that can be added are

Potchefstroom – Setswana
Mafikeng – Setswana
Vaal Triangle – Sesotho.

In order to introduce additional languages, all educational resources will need to be translated. This will include study guides, textbooks, PowerPoint slides, test and exam papers, student scripts. The challenge is that many speakers on all three campuses do not speak the suggested languages at all. In fact, major challenges are already arising due to the fact that some staff members do not speak the existing languages at all.

7.3 Sensitivity is shown towards language preferences.

When a lecturer does not speak the language of choice, peer mentoring is a good way of incorporating the language. Peers may use any of the four languages. Peers may provide assistance informally in class, or may be formally appointed as tutors, SI facilitators and student assistants. The lecturer may also switch languages in class and use any language which he/she and the students both understand.

7.4 The language plan must be aligned to the macro-environment in which the university functions.

Many programmes on the Potchefstroom and Vaal Triangle campuses already function in a bilingual environment. This has worked well in an environment where the vast majority of staff are bilingual and are able to function using both English and Afrikaans. They then do their own translating and translanguaging. They translate their own exam papers, and are also able to mark scripts written in the language of choice of the students, i.e. English or Afrikaans.

The problem arises when the staff members responsible for a module or programme are not bilingual (let alone trilingual) in the languages envisioned.

Most modules on Potchefstroom and Vaal Triangle campuses are already offered in Afrikaans and English.

Some modules to be offered in Afrikaans or Setswana could be identified on Mafikeng Campus. These modules would ideally be ones in which there is interaction with clients in the community. These include modules with a WIL component, clinical modules in Animal Health, Agricultural Extension modules and short courses, and modules in the Bachelor of Indigenous Knowledge (BIKS) programme.

Further planning in this regard is needed, as explained in Section 7.

A 16 credit module in Botany, PLKN213 Plant Genomics / Plantgenomika has been identified to be offered as a pilot project in Setswana. This module is offered in English on MC and in Afrikaans on PC. Both campuses may be able to introduce Setswana as an additional Mol for this module.

Two modules in the Diploma and BSc in Agriculture in Animal Science have also been identified for the pilot project. They are Animal Science modules ANDM321 and ANSM423. These modules are in Practical Animal Production and Practical Experience and are WIL modules.

8. LANGUAGE POLICY PRINCIPLES FOR TEACHING-LEARNING AND ASSESSMENT

8.1 General principles

8.1.1 The primary concern must be student access and success, and the quality of the programmes offered.

8.1.2 Professional environments – Mafikeng is ideally placed in the surrounding community, the vast majority of whom speak Setswana. For example, Agriculture serves the surrounding community by training animal health technicians, agricultural extension officers etc. It is important that these graduates should have knowledge of Setswana and be able to communicate with their clients in their own language. At least some staff in these disciplines should be able to speak Setswana, as is presently the case. Recruitment policies must ensure that speakers of all languages are employed.

8.2 Principles for the provision of language of instruction

8.2.1 There are no statutory or professional bodies which stipulate a particular language.

8.2.2 It is indicated on the spreadsheet which modules are offered in parallel and through interpreting.

8.2.3 In terms of specific market in many science programmes, English is necessary and students must be competent in English when doing research and publishing. Nearly all international journals are published in English, and none in the other three languages. For this reason, many postgraduate programmes on all three campuses are offered in English, and many students write their dissertations and theses

in English, followed by articles for publication which are also written in English. There are a few bursaries available to students, provided that they write the dissertation/thesis and publish an article in Afrikaans. A few have therefore been written in Afrikaans. Some students in IKS would wish to write their dissertations in Setswana. An SCAS application will therefore be made to include Setswana as an additional language for the MIKS programme.

8.2.4 Provision for designating a language of instruction may be made by a faculty, recognising where the demands of the field or market into which graduates will most likely seek employment require that a language or languages be used competently, and in such cases differentiation between campuses may be possible on the basis that some degree programmes cater for different language-specific markets. Similar to above, the MIKS programme may be offered in Setswana.

8.3 Principles for the provision of interpreting and translation services

8.3.1 It is important to accommodate students, particularly in first year, who have studied through a particular Mol in matric. We need to partner with the Department of Basic Education (DBE) in this regard. If students with indigenous home languages did not receive their school learning by medium of their own language, then it probably makes little sense to do their university training in their own language. So promulgation of schooling (primary and secondary) in indigenous languages should precede plans to develop indigenous languages to tertiary status. Conversely, those who use a particular medium of instruction at school

should be able to continue to use it at tertiary level.

8.3.2 It enables the student to succeed in the transition from school to university life. As per the explanation above. However, Setswana/Sesotho can be used by peer mentors or tutors to ease the transition to university life.

8.3.3 On the basis of the need for alignment of programmes between campuses, parallel medium is not advisable for reasons of diversity, capacity, or where it impacts on alignment to the extent that contact and study hours come to differ within the same programme offered across the three campuses. There is not the same capacity to offer all programmes across all three campuses. However, as alignment is deepened, the idea of team teaching, or of experts on one campus teaching part or all of a module on all campuses, is gaining ground in FNAS. There are instances where there may only be one expert in a particular field in the university. This person may prefer to teach on all campuses using the same language, particularly where video facilities or lecture capture etc. are used, in which case translation is required, or different languages, in which the lecturer is competent. (An example is Prof Vosloo in Organic Chemistry, who gave lectures in Afrikaans on PC and in English on MC). This is also the case where the same facilities, e.g. equipment for practical work, may not be available on all campuses.

8.3.4 It seems counter intuitive to introduce Setswana/Sesotho as a Mol for students who are not competent in the language, if they are competent in English and/or Afrikaans, there would be extremely low demand for such a service. I would not envisage modules

offered only in Setswana, without either an Afrikaans or English option. An exception may be IKS modules, and only if all the students are competent in that language.

8.4 Provision for the provision of parallel medium of instruction.

8.4.1.1 When a large class is split into groups, these groups may be formed on the basis of language. Examples are indicated on the spreadsheet.

8.4.1.2 When staff are available who speak the different languages, this may be done. However, care must be taken that this does not lead to separate racial groupings.

8.4.1.3 Division into parallel classes would not be feasible where the staff, venues and timetable slots are not available.

SI, peer tutorials and peer mentoring may be introduced in the language students prefer.

8.5 Principles for provision of translanguaging

Provision for translanguaging may be made where:

8.5.1 Staff have been trained adequately in the principles of multilingual pedagogies. Short courses on multilingual pedagogies will need to be offered to staff. Student facilitators who are multilingual will need to be trained in multilingual pedagogies. They may then be present during lectures/practicals. They will need to be paid.

Short courses on multilingual pedagogies will need to be offered to staff as well as the student facilitators. The

majority of staff who do not speak the languages should undertake short courses over a five-year period. The benefit of doing so must be made clear to them, however, as it is likely to lead to a decrease in research output. The most productive researchers, in particular, will be unlikely to see the benefits of learning a language which they will not use for research

8.5.2 Students have been identified, trained by staff and are willing to act as facilitators in the class in normal (non-flagship) programmes of the University. As above.

8.5.3 Adequate multilingual study guides and materials have been developed in normal programmes of the University to support and extend language learning in the relevant languages as made relevant in selected modules in the programme. Certain modules may be able to have study material available in Setswana for 2021.

8.6 Principles for the provision of flagship African language programme development

Due to the terminology used in Science programmes, FNAS does not envisage a flagship programme.

Selected modules which may include Setswana may be identified as stated above.

8.6.1.1 Modules in Indigenous Knowledge Systems, Agricultural Extension etc. train graduates who will interact with community members and clients whose first language is Setswana. It would be of benefit for the graduates to be multilingual in Setswana as well as English. Afrikaans would also be an advantage.

9. LANGUAGE POLICY PRINCIPLES AND THE LINGUISTIC LANDSCAPE

9.1 General Principles

9.1.1 The diverse linguistic realities at the different operating levels of the University as well as sensitivity towards the language preferences of internal and external stakeholders must be directional for the way in which the official languages are employed as working languages, languages of administration, internal and external communication and the linguistic landscape.

At present it is a requirement in all our programmes that students who are admitted to the Faculty have at least Level 4 in English or Afrikaans, with the exception of diploma programmes, where Level 3 is required. In addition, all students must, in their first year, take two academic literacy modules, ALDA or ALDE 111 and 121. A student may not graduate unless these two modules have been passed. It is thus assumed that all students are competent in English or Afrikaans. When a student communicates with a staff member, it needs to be ascertained which of these two languages the student is more comfortable with. If both parties are comfortable with Setswana or Sesotho, then this language may be used instead.

10. LANGUAGE POLICY PRINCIPLES FOR RESEARCH AND DEVELOPMENT

Language of research

10.1 Language of publication

The research directorate encourages staff and students to publish in international accredited journals, of high impact factor and high quality. The reality is that all of these journals are published exclusively in English.

Some papers are of particular interest to the South African community. It is then beneficial to publish these papers in national journals which are accredited. They may be published in Afrikaans or Setswana/Sesotho, if this means that they will reach the intended audience.

11. LANGUAGE PRINCIPLES IN STAFF EMPLOYMENT

11.1 The Faculty strives to appoint the best available staff in terms of expertise in their field, their research records and ability to supervise postgraduate students, as well as their ability to teach. It would be unfortunate if highly qualified staff were not appointed due to their inability to speak more than one of the languages identified by the university. Bear in mind that insistence on regional languages may have an impact on internationalisation. Care must be taken not to use language to exclude employees of certain races or nationalities.

12. FACULTY LANGUAGE PLANNING NEEDS (TO ENSURE THE REALISATION OF ITS VISION FOR THE IMPLEMENTATION OF THE NWULP OVER THE NEXT 5 YEARS:

Faculty needs to implement specific parts of the NWULP:

12.1 Language Courses

There must be short courses available on all campuses on

- a) multilingual pedagogies
- b) medium of instruction for language awareness
- c) conversational communication development.

The first need would be for conversational communication development in the different languages (at least three per campus).

12.2 Translation services for teaching-learning resources

In order for additional languages to be introduced, all resources will need to be translated. Until recently, where both Afrikaans and English are used, all staff have been able to speak both languages. Staff have now been appointed who can only speak one language, thus help is now needed to translate material for existing languages as well.

12.3 Peer mentors

Peer mentors need to be appointed who can speak English/Afrikaans/Setswana/Sesotho as required by students in the modules. These peer mentors may include:

- CTL tutors
- CTL Maths tutors
- SI facilitators
- Student assistants

Peer mentors, tutors, SI facilitators and student assistants must first be subject-specific competent however, and secondly language competent. This is particularly true for the "hard sciences".

A budget will be needed to pay an increased number of these peer mentors. Budget may come from CTL and/or Departmental budgets.

12.4 Teaching-Learning and Assessment support

Support needed for offering programmes in two or three languages

- a) Lectures – Study guides need to be translated. Interpreting services are needed to be present in the

lecture theatre. Audio-visual materials need to be translated before the lecture. Excerpts from journal articles, textbooks etc. also need to be translated. A language directorate will need to be set up on each campus, for all the envisioned languages. Staff are often not bilingual or trilingual in these particular languages. This is particularly the case on Mafikeng Campus where many staff are multilingual, but their languages do not include Afrikaans or Setswana.

- b) Assessment – translation of exam papers has in the past been done by the lecturers concerned. In the case where the lecturers do not speak the languages, either the bi/trilingual staff will need to shoulder the extra burden for their colleagues, or there must be a budget for outsourcing. In the case of outsourcing there are serious concerns regarding cost, security, the time available, the quality of the translations, etc. As a simple example, someone not sufficiently competent in English could translate suurstof as sour dust (instead of oxygen).

- c) Test and exam scripts, as well as assignments – there is a problem if the students choose to write their work in a language the lecturer is not competent in. Postgraduate students who speak both/all languages will have to be employed to help with the marking. This may entail more than 23 hours per month, which will go against the employment policy. When papers are aligned across campuses, the lecturers and postgraduate students will need to meet to ensure consistency in marking. Thus a travel and subsistence budget will be required in addition to the salary budget.

- d) Pedagogically an arrangement as outlined above is not ideal, as it brings in a remove between the lecturer and the students. The lecturer also will have less control over the quality of the marking. There are some forms of assessment such as essays where the language ability of the students plays a role, and this would be removed if the answer is translated.

- e) In order to provide literacy in other languages to increase the employability of graduates, courses need to be run for both staff and students. This means that extra staff would need to be employed to offer these courses. They may either be employed within the Faculty of Humanities, in departments of Afrikaans, Setswana and Sesotho, or a separate division would need to be created.

12.5 Infrastructure and staff

The available infrastructure, particularly finance and staff, must be addressed. Staff at all three campuses are appointed who speak only English (of these four languages). Provision must then be made for translation services.

12.5.1 Provision of parallel medium of instruction.

- 12.5.1.1 When a large class is split into groups, these groups may be formed on the basis of language. Examples are indicated on the spreadsheet.
- 12.5.1.2 When staff are available who speak the different languages, this may be done.
- 12.5.1.3 Division into parallel classes would not be feasible where the staff, venues and timetable slots are not available.

12.6 Principles for provision of translanguaging

- 12.6.1 Student facilitators who are multilingual will need to be trained in multilingual pedagogies. They may then be present during lectures/practicals. They will need to be paid.

Short courses on multilingual pedagogies will need to be offered to staff as well as the student facilitators. The majority of staff who do not speak the languages should undertake short courses over a five-year

period. The benefit of doing so must be made clear to them, however, as it is likely to lead to a decrease in research output. The most productive researchers, in particular, will be unlikely to see the benefits of learning a language which they will not use for research.

12.6.2 As above.

12.6.3 Certain modules, as identified in 6.3 above, can be indicated to have study material available in Setswana for 2021.

13. THE PILOT PROJECT THAT THE FACULTY WILL PARTICIPATE IN WITH A VIEW TO PROMOTE THE USING OF INDIGENOUS AFRICAN LANGUAGES AS LANGUAGES OF TEACHING AND LEARNING IN THE CLASSROOM.

It will not be possible for FNAS to have a pilot project in terms of a complete programme. A few selected modules have been identified to be included in a pilot project. However, it is not recommended that students learn any group of modules only in Setswana, as it is important that they learn the English (or Afrikaans) terminology of their discipline.

Some possible modules which can include Setswana are:
Botany PLKN213

Agriculture modules such as Animal Science modules ANDM321 and ANSM423. These modules are in Practical Animal Production and Practical Experience and are WIL modules. In all these modules, existing staff members who speak Setswana will be the module lecturers. Translation services will be needed to help with the translation of all the course materials. Interpreters will need to be present in all the lectures so that the modules may be offered in both English (or Afrikaans) and Setswana.

The IKS centre recognizes that the language policy provides opportunities to expand their teaching, learning and research activities. This is more so for IKS where culture and language underscore its epistemologies. It is however also noted that the implementation of the policy throws some challenges in relation to issues of capacity, resources (financial and Human) and infrastructure.

The IKS centre is undergoing an IPE of the BIKS so there are possibilities that certain changes may be suggested to the curriculum. It may also be necessary to undertake needs analysis of the student cohort to determine if they would like to do one or two modules in a different language. The support of a language expert to assist with the process of translating the teaching materials is critical. Similarly, the support of the CTL and IT in transiting to blended learning and electronic study guide will also be central.

Based on the above and considering the heavy teaching loads currently among staff at the centre, it may not be possible for the centre to pilot a multilingual module teaching in 2020. In the meantime, the suggestion is for the IKS centre to explore and interrogate these issues thoroughly, including training of staff in multilingual pedagogies; consultations with key stakeholders such as the Department of Setswana and the Indigenous Language Research entity; negotiating with the Faculty for budgetary provision for the resources and infrastructure required to implement the policy.

As a way forward, a Language Planning Team will be set up to ensure proper planning, partnership and consultation with relevant stakeholders and produce a detailed costed implementation plan.



LANGUAGE PLAN:

FACULTY OF THEOLOGY

1. ORIENTATION

This Faculty Language Plan is grounded in and based upon the NWULP as approved.

According to the NWULP the University Management Committee (UMC) must, in consultation with the senate adopt and implement a language plan of the NWU which is consistent with the policy and provide guidelines for the implementation thereof.

Consequently, each faculty and support department of the university must adopt and implement a language plan in consultation with the UMC and senate which is consistent with the policy and guidelines. This document aims to fulfil this role.

The NWULP states that language plans and guidelines associated with this policy must give expression to a commitment to the implementation of the constitutional provisions concerning multilingualism in South Africa. The language plan of FTHE attempts to reflect this commitment.

2. FACULTY LANGUAGE TEMPLATE

The Language Plan is also based on the Language Planning Template presented to SCALPAS on 14 April 2019.

| TEMPLATE |
|--|
| Schools within the faculty and footprint across campuses: School for Christian Ministry and Leadership: PC, MC, VC School for Ancient Languages and Texts: PC, MC, VC |
| Student profiles across campuses that will affect the faculty's language planning to effectively implement the NWULP: PC: Afrikaans (majority), English, Setswana, some other indigenous languages MC: Setswana (almost all) VC: English (majority), Afrikaans, Setswana, some other indigenous languages Distance: English, Afrikaans, indigenous languages (difficult to determine ratios) |
| Faculty vision for the implementation of the NWULP: A vision of multilingualism as point of departure with translanguaging as a strategy for implementation in contact and distance contexts. |
| Faculty language planning needs (to ensure the realisation of its vision for the implementation of the NWULP over the next 5 years: Language capacity building among staff members to enhance multilingualism. Consultation with students and stakeholders in terms of language needs. Financial capacity to implement the roll-out in modules (at a first level of implementation) and in qualifications (advanced level of implementation). |
| Complete the Excel spreadsheet to indicate planning for non-monolingual classrooms in all modules (addendum A) T&L is finalising the detail planning for non-monolingual classrooms considering student needs and staff language capacity for submission in the language plan scheduled for June 2019. |
| Identify and describe in detail the pilot project that the Faculty will participate in with a view to promote the using of indigenous African languages as languages of teaching and learning in the classroom. Not applicable. |
| Identify all resources that the Faculty will need in order to implement the pilot project: Not applicable. |

3. PURPOSE AND SCOPE OF THE PLAN

- 3.1 The purpose of this plan is to provide for a deepening engagement with multilingualism in FTHE.
- 3.2 The scope of this plan includes teaching and learning, research and innovation, community engagement, and management.
- 3.3 Implementation in 2020 will commence with teaching and learning.

4. GENERAL ASPECTS OF THE PLAN

- 4.1 In order to provide for a deepening engagement with multilingualism, in the classroom staff and students may greet one another in three languages. In offices the preferred language which is spoken by both parties may be spoken.
- 4.2 Staff must be encouraged to attend courses to develop competence in conversational communication in at least two, and preferably three, of the official languages of the NWU.
- 4.3 Over a period of time all staff must show language competency in at least one language other than their mother tongue.

5. CONTEXT OF THE FACULTY

- 5.1 There are two schools within the Faculty with a footprint on all three campuses as well as in ODL.
- 5.2 Student profiles across campuses that will affect the faculty's language planning to effectively implement the NWULP are as follows:

- 5.2.1 PC: Afrikaans (majority), English, Setswana, some other indigenous languages (T&L in Afrikaans and interpreted into English);
- 5.2.2 MC: Setswana (almost all) (T&L in English);
- 5.2.3 VC: English (majority), Afrikaans, Setswana, some other indigenous languages (T&L in English);
- 5.2.4 As far as distance students are concerned: English, Afrikaans, indigenous languages (difficult to determine exact ratios) (T&L in English and Afrikaans).

- 5.3 The language realities at the different campuses are continuously taken into account for practical implementation purposes.
- 5.4 Although the Faculty is not bound by language requirements of statutory bodies, it is considering stakeholder interests. In a meeting with the Council of African Independent Churches (CAIC's) in 2018, they indicated that they prefer English as medium of instruction since their congregants do not want to worship in the African languages any more, and that they are losing congregants to English ministries.
- 5.5 All these factors must be accounted for in the plan, and continuously monitored.

6. POSSIBILITY OF A PILOT PROJECT

- 6.1 FTHE will not embark on a formal pilot project during 2020 due to constraints in resources.
- 6.2 The Faculty is, however, investigating the possibility of developing a programme delivered by way of sign language, since the deaf are the most unreachable population group in the world. This may lead to an interfaculty project.

7. IMPLEMENTATION FOR 2020

- 7.1. All undergraduate modules and eFundi sites will be presented in both English and Afrikaans across all three campuses.
- 7.2. Provision is made for translation of English, Afrikaans and Setswana in any configuration taking into account the language needs of students.
- 7.3. Without diminishing the use of English and Afrikaans, Setswana and Sesotho must be developed by the university (and by the Faculty) as languages of communication, teaching and learning, and research.
- 7.4. Two modules, one in each school, were identified where there are Tswana lecturers with the goal to start teaching Setswana classes on MC, namely SEMT272 (Semitic Languages) and one OTEs-module (Old Testament) still to be decided upon.
- 7.5. This will involve the gradual introduction of Setswana, with implementation in the following phases:
 - 7.5.1. Phase 1: Facilitation of translanguaging providing students with the opportunity to engage in contact sessions in their language of choice (this phase may be rolled out to other modules where there is capacity). [2020]
 - 7.5.2. Phase 2: Compilation of glossaries of terms as an ongoing project (this phase may be rolled out to other modules where there is capacity). This development will have to take place in conjunction with Setswana subject specialists, language experts, and Setswana-speaking communities. [2020 onwards]
 - 7.5.3. Phase 3: Reworking of study material into Setswana. [2021]



7.5.4. Phase 4: All forms of assessment available in Setswana and also marked in the student's language of choice, where there is teaching and moderation capacity to ensure quality. [2022]

7.6. The implementation will be monitored by the T&LC qualitatively in terms of student surveys, feedback from lecturers, as well as quantitatively in terms of student performance and throughput rates.

7.7. The results of the monitoring will inform Faculty management on revisions to this plan, as well as further roll-out of the NWULP beyond 2020.

8. FACULTY NEEDS IN TERMS OF THE IMPLEMENTATION OF THIS PLAN

The Faculty had identified the following needs in terms of the implementation of this plan:

- 8.1. Institutional provision needs to be made to make short courses available on all campuses on:
 - 8.1.1. multilingual pedagogies;
 - 8.1.2. medium of instruction for language awareness;
 - 8.1.3. conversational communication development.
- 8.2. Provision of interpreting services in all three languages;
- 8.3. Academic literacy tests and modules in the three languages;
- 8.4. Training for staff and student assistants to facilitate translanguaging;
- 8.5. Translation services for study material, assessments, exams, etc

LANGUAGE DIRECTORATE BUDGET

Costing the language plans

CHAPTER 4



Each of the domains compiled a budget for their language plans, which budgets were kept separate for the general Language Directorate budget, so that the additional cost of the implementation of the language policy in 2020 could be determined. The Directorate was closely involved with most of the faculties in the compilation of their budgets, providing guidance for costs involved in language services, and particularly in ensuring that there was no duplication of items budgeted for. Two items budgeted for centrally were language acquisition courses and a course in multilingual pedagogies, aimed at capacitating staff to work more multilingually.

Budget submitted for implementation of FLP in 2020

| FACULTY | BUDGET |
|--|-------------------|
| Faculty of Theology | R61 040 |
| Faculty of Engineering | R223 000 |
| Faculty of Law | R67 500 |
| Faculty of Health | R635 475 |
| Faculty of Humanities | R799 550 |
| Faculty of Natural and Agricultural Sciences | R740 480 |
| Faculty of Economic and Management Sciences | R750 000 |
| Faculty of Education | R216 000 |
| | R3 493 045 |

In addition to the above FLP budgets, short learning programmes for language acquisition as well as for training in the use of multilingual pedagogies have been centrally budgeted for by the Language Directorate. The 2020 budget had not been finalised at the time of going to print, but in addition to the above budgets for the FLP and the LD's own budget (staff, operational and capital expenses), the percentage of the NWU's total budget comprised by its budget for multilingualism is still less than 1% - a figure that has held true since the establishment of the Directorate in 2004. This on the one hand illustrates the NWU's commitment to multilingualism in monetary terms, yet on the other hand illustrates that real and tangible multilingualism can be achieved quite cost-effectively.



SUPPORT FOR STAFF

Policy implementation: Training courses

CHAPTER 5



During 2019 work was also done that was aimed at capacitating staff to function multilingually at the University generally and in the teaching-learning environment in particular. For this purpose, two language acquisition courses are in place, namely for Setswana and Afrikaans, while a Sesotho acquisition course is being developed by the School of Languages (Potchefstroom) in the Faculty of Humanities and a course in multilingual pedagogies, by the Faculty of Education, to be offered from 2020, the latter specifically aimed at academic staff.

The Setswana acquisition course was presented in Potchefstroom three times this year, to both support and academic staff groups, in a cooperative effort between the Unit for Continuing Education, the School of Languages and the Language Directorate. The courses were for the Technical Division, as well as for the Engineering and Education Faculties and paid for themselves. There is a clear eagerness and a serious commitment apparent among staff to acquire some knowledge of Setswana. A need for an Afrikaans acquisition had also been expressed, inter alia among students on the Mafikeng campus.

In the budgeting process, central provision was made for both the development and the attendance of these courses for 2020, so that the costs would not have to borne by the faculties or departments themselves. Whereas the language acquisition courses are short and introductory, the course in multilingual pedagogies will be structured differently and be regarded as a pilot, with the following format:

- Number of participants: 8 per campus and 2 from ODL = 26
- Number of facilitators: 2 (one English and one from the African languages)
- Duration: 5 sessions of 2 days each:
- Session 1: January (in Potchefstroom)
- Session 2: Beginning of March (at Vaal Campus)
- Session 3: May (at Mafikeng)
- Sessions 4: August (Presenters will travel to different campuses to observe lectures and give feedback to participants)
- Session 5: End of September (Assessment, setting papers and tests) (in Potchefstroom)

This course will be the beginners' course, followed by an intermediate course in 2021 and an advanced course in 2022. It is being planned to obtain funding to get an eminent scholar in the field of multilingual pedagogies, such as Ophelia Garcia, as a visiting academic in 2020, utilising this person's expertise during one of the sessions of the beginners' course in 2020.

Two further needs that have been identified will be receiving attention in the near future. These are a form of shorter-term guidance to staff in applying multilingual pedagogies, and some basic training in compiling terminology lists. This guidance is necessary because on the one hand staff will have to start introducing multilingual pedagogies from 2020, and on the other hand because most FLPs include terminology development. It is important that terminology lists be compiled uniformly on a shared platform so that all terminology can be collated into a single database.

The Centre for Text Technology (CTeXt) in the Potchefstroom School of Languages has extensive experience of lexicography and developed the Microsoft Windows spellcheckers in all South Africa's official languages, as well as a number of other language technology tools, such as a translation memory tool used by language practitioners especially in government language services countrywide, and also by the translators of the Language Directorate (both in-house and freelance).

The University's Potchefstroom campus also hosts the South African Centre for Digital Language Resources (SADiLaR), a national research infrastructure established by the Department of Science and Technology. It is a multi-partner entity with its hub in Potchefstroom and nodes comprising most national institutions involved in the field. SADiLaR is focused on the creation, management and distribution of digital language resources and relevant software related to all official languages of the country.

The presence of these two institutions at the NWU positions us well for doing terminology development on a uniform basis and will enable us not only to draw on broad national databases but also to contribute significantly to extending them.

Another avenue the NWU is exploring in a consortium of South African and European universities under the leadership of the University of Salamanca is an application for a 2020 Erasmus+ project for capacity building in the field of higher education, aimed at the development of African languages in education (called BAQONDE, after the isiZulu word for "understanding" or "making oneself understood").

Our 2019 application was not successful but with the valuable and constructive feedback received, if heeded fully, the 2020 proposal currently being worked has a good chance of being successful. If selected for Erasmus+ funding, BAQONDE will be a three-year project (2019-2022), with funding of up to € 1 million, some of which may be available to utilise towards the work we are doing in this field, particularly capacitating staff in multilingual education.

All in all, despite facing a number of challenges in equipping NWU staff to face our new multilingual environment, the NWU is nevertheless in a favourable position to accomplish this.

STAKEHOLDER ENGAGEMENT

CHAPTER 6

Stakeholder engagement took place in various forms, e.g. by e-mails and memorandums, at meetings (Council, Senate, Faculty Boards and those of the Senate Committee for Language Planning and Advisory Services (SCLPAS)) and by direct liaison, internally as well as externally.

INTERNAL

As part of capacitating NWU staff to start implementing aspects of the language policy in 2019 and planning for 2020 and beyond, memorandums and other communications went out regularly from the DVCT-L's office, with the involvement of the Directorate.

MEMORANDUMS

The following memorandums on a variety of topics relevant to language policy implementation matters were distributed by the DVCT-L, the dates in the titles indicating when they were issued, and the subjects dealt with apparent from the memorandum topics:

- 2019-02-08 Memo 3 2019 Language sensitivity and multilingualism at the NWU
- 2019-03-08 Memo 5 2019 The NWU Language Policy translated into Practical Guidelines to Assist with Faculty Languages Plans
- 2019-08-02 Memo 21 Language Plans Guideline

- Tariffs for 2020 for Budget Process
- 2019.08.14 Memo 23 2019 Language of Assessment and Learning Materials in the Spirit of Multilingualism
- 2019-08-23 Memo 24 2019 Senate Advice on the Multilingual Experience in Faculty Language Plans

THE REGISTRAR ALSO ISSUED SOME MEMORANDUMS:

- 2019-09- 03 Memo Uploading of examination papers
- 2019-08- 31 Memo Language sensitivity in meetings

In addition to the above memorandums, practical guidance was also given by e-mail, particularly in regard to refining the language plans and the costs involved.

Another example involving practical language policy implementation was during Facing Race Week, when instead of using formal language facilitation services, participants were requested to take responsibility during discussions to do informal language facilitation among themselves if participants wanted to express themselves in different languages.

This links up with what is advocated for some other NWU meetings and in teaching-learning situations where formal language facilitation may not be available.

MEETINGS

Meetings of the Senate Committee for Language Planning and Advisory Services (SCLPAS) were held regularly, dealing with matters relating to language policy implementation, the development of language plans and budgeting for them, and advisory matters to stakeholders in the various domains that

were involved in developing language plans.

Meetings often took the form of extraordinary meetings, as matters had to be dealt with fairly speedily as they arose. They were held on the following dates:

- 19 February 2019
- 17 April 2019
- June 2019
- 25 July 2019
- October 2019

OMBUD MATTERS

An internal complaint about NWU password expiration notices being issued in English only was dealt with. The decision was taken that notices would be issued in the four NWU languages and translations were provided to the relevant section.

EXTERNAL

The Language Directorate, the Registrar and the DVCT-L had frequent liaison with its external stakeholder communities, dealing proactively with some aspect and also responding to some queries and complaints addressed to the NWU on language matters. The following are examples of typical issues dealt with:

A complaint by a prospective postgraduate student because, while his communication with the relevant faculty was in Afrikaans, the subsequent communication with him by postgraduate administration had been in English. While the Language Directorate had communicated with him, the relevant administration department had corrected the matter themselves.

Blog posts by a student political leader who criticised the NWU for its language policy and how it had been arrived at, putting forward erroneous perceptions and assumptions and demanding an English-only university. The incorrect assumptions and arguments were addressed and the fact stated that the NWU is mandated to be multilingual, as that is what is required of tertiary institutions nationally. Its language policy will be additively multilingual and not diminish the language rights of its stakeholder communities.

Assistance with a response to the demands by the local ANC branch in the Vanderbijlpark area, inter alia that the NWU must stop using Afrikaans and become a "transformed" English-only institution. Here too in the response the imperative that universities have to be multilingual and shoulder the task of developing African languages as mediums of academic teaching-learning and scholarly discourse was pointed out.

The Language Directorate was furthermore also responsive to the needs of its stakeholders and the communities it serves, as is apparent from the next chapter, which deals with the range of services rendered by the Language Directorate during 2019.

LANGUAGE SERVICES

Translation, Editing, Language Advice and Interpreting

CHAPTER 7



The services which the Language Directorate has been providing longest consist of translation, editing, language advice and interpreting on the management level (Council, Senate, meetings, disciplinary hearings, etc.). Over the past 15 years (since 2004), the educational interpreting service has come to comprise the major portion of the Language Directorate activities.

As part of its support service function the Directorate either did internally or outsourced to a pool of freelance language practitioners editing and translation of study guides and

other teaching-learning materials, work for People & Culture (advertisements, policies, forms, wellness communications, internal staff training communications, etc.), various communications for Corporate Communications and Marketing, including translation of the NWU annual report), editing and/or translation policies, minutes and other documentation for Corporate and Information Governance Services, editing for Finances and Facilities and for Internal Audit (including work relating to forensic investigations), editing and drafting of DHET Grant-related reports and communications, and translation and editing for a wide range (in excess of 70) internal NWU clients.

These were in English, Afrikaans, Setswana and of late also in Sesotho, or in combinations of these languages.

Language advice on English, Afrikaans and Setswana use on signage, business cards, etc, also continued. Interpreting on the management level also continued where required. Interpreting during disciplinary hearings was also provided.

The following is an overview of the work done by the Educational Interpreting Service during 2019. The services were all provided on or from the Potchefstroom campus.

Table 7.1: Modules per semester interpreted

| MODULES | |
|------------|-----|
| Semester 1 | 667 |
| Semester 2 | 569 |

Table 7.2: Total periods per semester interpreted

| PERIODS | |
|------------|--------|
| Semester 1 | 16 382 |
| Semester 2 | 15 225 |

Table 7.3: Total periods per week interpreted

| PERIODS/WEEK | |
|--------------|-------|
| Semester 1 | 1 340 |
| Semester 2 | 1 210 |

INTERPRETING DIRECTION OF MODULES PER SEMESTER IN 2019

Table 7.4: Lectures in Afrikaans, interpreting into English

| MODULES | |
|------------|-----|
| Semester 1 | 531 |
| Semester 2 | 136 |

During Semester 1 of 2019, in 17 modules the medium of instruction was rotated between Afrikaans and English and 12 modules were presented in English only.

Table 7.5: Lectures in English, interpreting into Afrikaans

| MODULES | |
|------------|-----|
| Semester 1 | 445 |
| Semester 2 | 124 |

During Semester 2 of 2019, in 5 modules the medium of instruction was rotated between Afrikaans and English and 7 modules were presented in English only.

The number of times “earphone distributions” took place during the first semester of 2019 was some 140 000. In the past, record of the total number of users could be kept because student cards were taken in exchange for earphones. However, with student cards now having funds loaded onto them, cards can no longer be taken in and accurate numbers of users can no longer be kept. Furthermore, in lecture rooms with fixed equipment where earphones are just plugged into the sockets with which some lecture rooms are equipped, students frequently use their own earphones and not the ones provided by the Interpreting Service, thus making estimates of user numbers virtually impossible.

In addition to the above “normal duties”, interpreters translated PowerPoint slides and other teaching-learning material for a large number of modules, and did voice-overs of the lectures in one module in the Faculty of Education and some 64 lectures in the Faculty of Theology. This is laying the groundwork for a future expansion of interpreter skills.

A variety of non-academic (non-lecture room) interpreting was also provided, such as R&O Human Rights training, ASA first-aid training, all R&O and curriculum control sessions, First-year reception, Open Days, interpreting in residences during meetings, etc., Engineering tests, Inaugural lectures, information sessions in faculties, e.g. in Faculty of Education, Language celebrations, Curators’ meetings in the Faculty of Theology, awards ceremonies, CSC Prestige Camp, CSC elections, other student life events, conferences of professional organisations, the Maths and Science in Action event, and so forth.

Over the years the NWU has become the trusted provider of interpreting services for a variety of agricultural associations that require interpreting services for purposes of inclusivity. Interpreting is provided among Afrikaans, English, Setswana and Sesotho. Other interpreting services provided in the community include interpreting in local church services and during funerals, during community training sessions, etc.

One of the problems the Service has had to cope with, is interpreting for large groups of users, because handing out, collecting and cleaning of equipment were difficult, especially if two consecutive large classes occurred on the timetable or interpreting had to be provided in a large venue to a large number of persons.

A new solution that overcomes this problem was explored this year and will be employed as from next year. It is a Wi-Fi hotspot-generating system where interpreting can be broadcast on dedicated channels and received by up to 100 users in a venue via a cell phone app and their own earphones, eliminating distribution and collection and cleaning of equipment.

The system is manufactured by Sennheiser, whose mobile equipment the NWU has been investing in over the past 15 years, and it is fully compatible with our current mobile equipment. Therefore a person who does not have a cell phone available to use the app will be able to use the normal mobile earphone receivers. Because of the NWU's anticipated needs and as one of Sennheiser South Africa's largest local clients, an expanded Wi-Fi hotspot-generating system that can accommodate more than 100 users is currently in development by the German parent company.

The system holds large implications for mobile interpreting equipment, and the NWU remains at the forefront of developments to provide a quality service in the most cost-effective way.

Quality assurance remains integral to the Interpreting Service. Educational interpreting will never be the perfect solution, therefore everything possible needs to be done to ensure quality. For this purpose, each interpreter has been recorded in an actual class situation at least once during the year, with the recording being used for evaluation and feedback/in-service training of interpreters. Recordings consist of the lecturer's original and the interpreter's interpreted version.

This is in addition to so-called team interpreting, where interpreters are observed by fellow interpreters and given feedback on the quality of their interpreting, as well as live observations with feedback to interpreters by their fellow more experienced interpreters. Some recordings are also transcribed and analysed (source against interpreted versions). Each interpreter, during times when there are no classes, as part of a variety of tasks other than interpreting which they perform, does at least one transcription of a fellow interpreter's recording per semester.

Thus all interpreters are involved in monitoring the quality of their peers, as the directorate places a high premium on providing the best possible service, despite normal human and infrastructural shortcomings.





**SOME OF THE NWU EDUCATIONAL
INTERPRETING SERVICES STAFF.**

LANGUAGE-USE DATA

Mediums of Instruction in T-L

CHAPTER 8



As part of the information provided when submitting their language plans, faculties were also requested to provide information on the medium of instruction (Mol) for each module presented in the faculty, as information available was not quite accurate. In the tables that follow, a summary is given of this information per faculty. The column headings of the tables are clear, except possibly the reference to flagship modules, which is made clear in the language planning template for faculties.

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

Mediums of Instruction

| SCHOOL NAME | NUMBER OF MODULES | FLAGSHIP MODULE | MONO-LINGUAL | PARALLEL | INTERPRETED | DUAL | PIPELINE MODULE (2020) | MODULES PRESENTED IN ENGLISH | MODULES PRESENTED IN AFRIKAANS |
|---|-------------------|-----------------|--------------|-----------|-------------|-----------|------------------------|------------------------------|--------------------------------|
| School of Accounting Sciences | 42 | 0 | 42 | 0 | 0 | 0 | 0 | 42 | 0 |
| Business School | 25 | 4 | 18 | 4 | 0 | 3 | 0 | 22 | 3 |
| School of Marketing Management | 25 | 0 | 22 | 0 | 0 | 3 | 0 | 24 | 1 |
| School of Industrial Psychology and Human Resource Management | 1308 | 0 | 345 | 2 | 0 | 0 | 0 | 859 | 448 |
| School of Management Sciences | 201 | 46 | 164 | 13 | 16 | 0 | 19 | 173 | 28 |
| School of Tourism | 45 | 28 | 28 | 30 | 37 | 32 | 9 | 29 | 15 |
| School of Sports Management | 13 | 0 | 0 | 0 | 0 | 13 | 0 | 13 | 0 |
| | | | | | | | | | |
| TOTALS | 1659 | 78 | 619 | 49 | 53 | 51 | 28 | 1162 | 495 |

FACULTY OF EDUCATION

Mediums of Instruction

| SCHOOL NAME | NUMBER OF MODULES | FLAGSHIP MODULE | MONO-LINGUAL | PARALLEL | INTERPRETED | DUAL | PIPELINE MODULE (2020) | CLASSES PRESENTED IN ENGLISH | CLASSES PRESENTED IN AFRIKAANS | CLASSES PRESENTED IN ISIXHOSA | CLASSES PRESENTED IN SESOTHO | CLASSES PRESENTED IN SISIWATI | CLASSES PRESENTED IN SETSWANA | CLASSES PRESENTED IN SEPEDI | CLASSES PRESENTED IN ISIZULU | PRESENTATION LANGUAGE NOT INDICATED |
|--|-------------------|-----------------|--------------|------------|-------------|------------|------------------------|------------------------------|--------------------------------|-------------------------------|------------------------------|-------------------------------|-------------------------------|-----------------------------|------------------------------|-------------------------------------|
| School of Psycho-Social Education (SPE) | 146 | 0 | 25 | 5 | 54 | 141 | 45 | Did not indicate | Did not indicate | Did not indicate | Did not indicate | Did not indicate | Did not indicate | Did not indicate | Did not indicate | 146 |
| School of Language Education | 918 | 8 | 597 | 0 | 0 | 83 | 414 | 238 | 210 | 25 | 67 | 9 | 260 | 36 | 63 | 17 |
| School of Commerce and Social Studies in Education | 371 | 10 | 82 | 0 | 81 | 108 | 122 | 262 | 109 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School of Mathematics, Science and Technology | 31 | 0 | 38 | 0 | 23 | 52 | 31 | 11 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School of Professional Studies in Education | 156 | 1 | 49 | 131 | 39 | 48 | 212 | 123 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | |
| TOTALS | 1622 | 19 | 791 | 136 | 197 | 432 | 824 | 634 | 372 | 25 | 67 | 9 | 260 | 36 | 63 | 17 |

FACULTY OF ENGINEERING

Mediums of Instruction

| SCHOOL NAME | NUMBER OF MODULES | FLAGSHIP MODULE | MONO-LINGUAL | PARALLEL | INTERPRETED | DUAL | PIPELINE MODULE (2020) | MODULES PRESENTED IN ENGLISH | MODULES PRESENTED IN AFRIKAANS |
|--|-------------------|-----------------|--------------|----------|-------------|-----------|------------------------|------------------------------|--------------------------------|
| School of Chemical and Mineral Engineering | 42 | 0 | 18 | 2 | 19 | 3 | 3 | 31 | 13 |
| School of Electrical Electronic and Computer Engineering | 58 | 0 | 30 | 0 | 28 | 0 | 0 | 33 | 25 |
| School of Mechanical Engineering | 66 | 0 | 42 | 0 | 18 | 7 | 15 | 50 | 16 |
| Unit for Energy and Technology Systems | 38 | 0 | 38 | 0 | 0 | 0 | 3 | 38 | 0 |
| School of Industrial Engineering | 21 | 0 | 8 | 0 | 12 | 1 | 1 | 17 | 4 |
| | | | | | | | | | |
| TOTALS | 225 | 0 | 136 | 2 | 77 | 11 | 22 | 169 | 58 |

FACULTY OF HEALTH SCIENCES

Mediums of Instruction

| SCHOOL NAME | NUMBER OF MODULES | FLAGSHIP MODULE | MONO-LINGUAL | PARALLEL | INTERPRETED | DUAL | PIPELINE MODULE (2020) | MODULES PRESENTED IN ENGLISH | MODULES PRESENTED IN AFRIKAANS |
|-----------------------------------|-------------------|-----------------|--------------|-----------|-------------|-----------|------------------------|------------------------------|--------------------------------|
| Physiology | 47 | 12 | 15 | 1 | 33 | 1 | 0 | 26 | 31 |
| Pharmacy | 34 | 0 | FALSE | 0 | 32 | 0 | 0 | 3 | 31 |
| Nutrition | 35 | 1 | 35 | 0 | 7 | 0 | 0 | 27 | 8 |
| School of Nursing | 150 | 0 | 67 | 0 | 9 | 3 | 81 | 80 | 70 |
| School of Psychosocial Health | 225 | 0 | 144 | 9 | 25 | 32 | 14 | 200 | 35 |
| School of Human Movement Sciences | 130 | 0 | 126 | 1 | 103 | 0 | 3 | 30 | 100 |
| Consumer Sciences | 24 | 0 | 20 | 0 | 12 | 0 | 4 | 5 | 19 |
| Occupational Hygiene and Health | 9 | 0 | 0 | 0 | 0 | 2 | 7 | 0 | 9 |
| Postgraduate | 56 | 0 | 32 | 0 | 0 | 20 | 4 | 51 | 7 |
| | | | | | | | | | |
| TOTALS | 710 | 13 | 439 | 11 | 221 | 58 | 113 | 422 | 310 |

FACULTY OF HUMANITIES

Mediums of Instruction

| SUBJECT GROUP / SCHOOL NAME | NUMBER OF MODULES | FLAGSHIP MODULE | MONO-LINGUAL | PARALLEL | INTERPRETED | DUAL | PIPELINE MODULE (2020) | MODULES PRESENTED IN ENGLISH | MODULES PRESENTED IN AFRIKAANS | MODULES PRESENTED IN FRENCH | MODULES PRESENTED IN SETSWANA | MODULES PRESENTATION LANGUAGE NOT SPECIFIED |
|-------------------------------|-------------------|-----------------|--------------|----------|-------------|------------|------------------------|------------------------------|--------------------------------|-----------------------------|-------------------------------|---|
| Research and innovation | 119 | 0 | 22 | 0 | 0 | 13 | 0 | 11 | 108 | 0 | 0 | 0 |
| Music | 199 | 0 | 122 | 0 | 1 | 64 | 0 | 10 | 189 | 0 | 0 | 0 |
| Communication studies | 205 | 0 | 75 | 3 | 27 | 50 | 43 | 70 | 134 | 0 | 0 | 1 |
| Government studies | 113 | 0 | 85 | 0 | 11 | 2 | 11 | 91 | 22 | 0 | 0 | 0 |
| Social and government studies | 144 | 0 | 92 | 0 | 21 | 0 | 0 | 59 | 85 | 0 | 0 | 0 |
| Languages | 360 | 0 | 100 | 0 | 0 | 12 | 0 | 148 | 173 | 15 | 32 | 0 |
| Social Sciences | 349 | 0 | 241 | 0 | 92 | 0 | 0 | 220 | 129 | 0 | 0 | 0 |
| Philosophy | 70 | 0 | 31 | 0 | 39 | 0 | 0 | 23 | 47 | 0 | 0 | 0 |
| TOTALS | 1559 | 0 | 768 | 3 | 191 | 141 | 54 | 632 | 887 | 15 | 32 | 1 |

FACULTY OF LAW

Mediums of Instruction

| SUBJECT GROUP / SCHOOL NAME | NUMBER OF MODULES | FLAGSHIP MODULE | MONO-LINGUAL | PARALLEL | INTERPRETED | DUAL | PIPELINE MODULE (2020) | MODULES PRESENTED IN ENGLISH | MODULES PRESENTED IN AFRIKAANS |
|-------------------------------------|-------------------|-----------------|--------------|----------|-------------|------|------------------------|------------------------------|--------------------------------|
| School of Law Undergraduate Studies | 199 | 0 | 106 | 48 | 26 | 0 | 14 | 170 | 28 |
| School of Law Postgraduate Studies | 137 | 0 | 106 | 0 | 0 | 31 | 0 | 122 | 15 |
| Law; Justice and Sustainability | 7 | 0 | 7 | 0 | 0 | 0 | 0 | 7 | 0 |
| TOTALS | 343 | 0 | 219 | 48 | 26 | 31 | 14 | 299 | 43 |

FACULTY OF THEOLOGY

Mediums of Instruction

| SCHOOL NAME | NUMBER OF MODULES | FLAGSHIP MODULE | MONO-LINGUAL | PARALLEL | INTERPRETED | DUAL | PIPELINE MODULE (2020) | MODULES PRESENTED IN ENGLISH | MODULES PRESENTED IN AFRIKAANS |
|---|-------------------|-----------------|--------------|----------|-------------|------|------------------------|------------------------------|--------------------------------|
| School of Christian Ministry and Leadership | 475 | 21 | 36 | 0 | 397 | 2 | 0 | 300 | 174 |
| School of Ancient Language and Text Studies | 157 | 0 | 15 | 0 | 142 | 0 | 0 | 66 | 90 |
| Unit for Reformational Theology and Development of the SA Society | 239 | 0 | 239 | 0 | 0 | 0 | 0 | 113 | 126 |
| TOTALS | 871 | 21 | 290 | 0 | 539 | 2 | 0 | 479 | 390 |

FACULTY OF NATURAL AND AGRICULTURAL SCIENCES

Mediums of Instruction

| SUBJECT GROUP NAME | NUMBER OF MODULES | FLAGSHIP MODULE | MONO-LINGUAL | PARALLEL | INTERPRETED | DUAL | PIPELINE MODULE (2020) | MODULES PRESENTED IN ENGLISH | MODULES PRESENTED IN AFRIKAANS | SCHOOL IT BELONGS TO |
|---|-------------------|-----------------|--------------|----------|-------------|------|------------------------|------------------------------|--------------------------------|--|
| African Centre for Disaster Studies (ACDS) | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | Centres |
| Agriculture Economics and Extension | 73 | 0 | 73 | 0 | 0 | 0 | 16 | 73 | 0 | Agricultural Sciences |
| Animal Sciences | 47 | 2 | 45 | 0 | 0 | 0 | 10 | 47 | 0 | Agricultural Sciences |
| Biochemistry | 46 | 0 | 41 | 0 | 11 | 5 | 2 | 35 | 11 | Physical and Chemical Sciences |
| Botany | 33 | 2 | 24 | 0 | 7 | 3 | 9 | 25 | 8 | Biological Sciences |
| Centre for Animal Health Studies | 86 | 0 | 86 | 0 | 0 | 0 | 0 | 85 | 1 | Biological Sciences |
| Centre for Applied Radiation Science and Technology | 13 | 0 | 13 | 0 | 0 | 0 | 0 | 13 | 0 | Centres |
| Centre for Business Mathematics and Informatics | 55 | 0 | 52 | 0 | 9 | 0 | 0 | 43 | 9 | Business Mathematics and Informatics |
| Centre for Space Research (CSR) | 30 | 0 | 30 | 0 | 0 | 0 | 0 | 30 | 0 | Centres |
| Centre for Water Sciences and Management | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | Centres |
| Chemical Resource Beneficiation | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | Research |
| Chemistry | 72 | 0 | 72 | 0 | 11 | 0 | 4 | 61 | 11 | Physical and chemical sciences |
| Computer Sciences and Information Systems | 209 | 0 | 75 | 0 | 30 | 0 | 32 | 92 | 117 | Computer Science and Information Systems |
| Crop Sciences | 105 | 0 | 105 | 0 | 0 | 0 | 0 | 105 | 0 | Agricultural Sciences |

| SUBJECT GROUP NAME | NUMBER OF MODULES | FLAGSHIP MODULE | MONO-LINGUAL | PARALLEL | INTERPRETED | DUAL | PIPELINE MODULE (2020) | MODULES PRESENTED IN ENGLISH | MODULES PRESENTED IN AFRIKAANS | SCHOOL IT BELONGS TO |
|---|-------------------|-----------------|--------------|-----------|-------------|-----------|------------------------|------------------------------|--------------------------------|---------------------------------------|
| Geography | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 13 | Geo and Spatial Sciences |
| Geography and Environmental Studies | 77 | 0 | 25 | 0 | 0 | 0 | 6 | 36 | 41 | Geo and Spatial Sciences |
| Geology | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | Geo and Spatial Sciences |
| Human Metabolomics | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | Research |
| Indigenous Knowledge Systems Centre (IKS) | 58 | 0 | 58 | 0 | 0 | 0 | 0 | 58 | 0 | Centres |
| Mathematics and Applied Mathematics | 205 | 0 | 85 | 12 | 18 | 0 | 14 | 114 | 102 | Mathematical and Statistical Sciences |
| Microbiology | 24 | 0 | 15 | 0 | 8 | 0 | 0 | 19 | 5 | Biological Sciences |
| Physics | 108 | 0 | 93 | 0 | 15 | 0 | 17 | 93 | 15 | Physical and chemical sciences |
| School of Agricultural Sciences | 18 | 0 | 18 | 0 | 0 | 0 | 0 | 18 | 0 | Agricultural Sciences |
| School of Biological Sciences | 15 | 0 | 14 | 0 | 0 | 0 | 1 | 15 | 0 | Biological Sciences |
| School of Geo- and Spatial Sciences | 26 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 22 | Geo and Spatial Sciences |
| School of Mathematical and Statistical Sciences | 95 | 0 | 29 | 5 | 2 | 1 | 11 | 50 | 41 | Mathematical and Statistical Sciences |
| School of Physical and Chemical Sciences | 8 | 0 | 4 | 0 | 0 | 4 | 0 | 8 | 0 | Physical and chemical sciences |
| Statistics | 97 | 0 | 87 | 0 | 10 | 0 | 0 | 84 | 13 | Mathematical and Statistical Sciences |
| Town and Regional Planning | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | Geo and Spatial Sciences |
| Unit for Business Mathematics and Informatics | 67 | 0 | 12 | 0 | 0 | 0 | 10 | 12 | 55 | Business Mathematics and Informatics |
| Unit for Environmental Sciences and Management | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 28 | Geo and Spatial Sciences |
| Zoology | 36 | 0 | 21 | 0 | 7 | 0 | 1 | 23 | 13 | Biological Sciences |
| TOTALS | 1709 | 4 | 1084 | 17 | 128 | 13 | 133 | 1158 | 555 | |



FINAL WORD



DEPUTY VICE- CHANCELLOR:
TEACHING AND LEARNING

Prof Robert Balfour

As language remains a critical factor in academic success (associated as it is with literacy and understanding), the activities of the Directorate, the Faculties and Support units within the University in 2019, pertaining to language planning, provision and communication, are of public interest and relevance.

The University as a publically funded institution welcomes the opportunity to enhance and deepen its engagement with multilingualism and recognises that sound financial and resource planning lay the foundations for the realisation of our Language Policy aspirations.

Languages function not only as the means through which learning occurs and develops, or the means through which citizens participate in our democracy, but also as critical elements of identity. Languages in the University are thus also the means through which we come to belong, feel welcomed and feel supported as both staff and students of the North-West University.

This Report represents the cumulative energy of the entire University (leadership, staff and students alike) to grapple with the gap between Policy aspiration on the one side, and student as well as staff experience on the other. It is thus appropriate

that the year between the Council approval of the Language Policy in November 2018, and the generation of this Report by the Directorate in November 2019, has been spent on the planning and development needed for commencement in 2020. The Plans thus function as the measure by which progress comes to be monitored and success, however modest in its beginnings, comes to be celebrated, critiqued, and enhanced towards further application and expanded development.

All our efforts as University are geared towards the success of our people: the students whose development forms part of the contribution so needful in South Africa as a developing economy and a nascent democracy, and our staff as the critical human resources needed successfully to guide, enable and support the learning process.

