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Cape Peninsula
University of Technology

Language Policy 2019				
Policy group(s):	A: Governance and Administration (Registrar) B: Teaching and Learning C: Finance D: Human Resources E: Student Affairs F: Technology, Partnerships, Research and Planning G: Operations			
Type:	Policy	X	Guideline	
	Procedure		Regulation	
CPUT statute and/or regulation reference no. and date:	To be inserted by the Registrar			
Relevant legislation and/or policy, codes of practice, professional authorities:	Constitution of the Republic of South Africa No. 108 (1996) Higher Education Act of the Republic of South Africa No. 101 (1997) Employment Equity Act of the Republic of South Africa No. 55 (1998) Promotion of Equality and Prevention of Unfair Discrimination Act 4 (2000) CHE (2001) Western Cape Language Policy (2001) Language Policy Framework for Higher Education Ministry of Education (2002) Language Policy for Higher Education (2008) Use of Official Languages Act (2014) Draft Language Policy Framework for Higher Education (2017)			
Relevant institutional policies/ documents/manuals/ handbooks	International Students' Guide 2017/8 Curriculum Policy Information Literacy Policy Language Policy (2008) Language Implementation Plan (2012) Moderation Policy/procedures People with Disabilities Policy (2007) Plagiarism Policy Policy on Academic Staff Development Postgraduate Assessment Policy Procedures and Rules for Assessment Recognition of Prior Learning Policy Rules for Certification Teaching and Learning Policy Vision, Mission and Strategic Plan of the CPUT Work-integrated Learning and Service Learning Policy Postgraduate Policy Admissions Policy Student Handbook			

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	Language relates to all operations at CPUT, hence this Language Policy will be of direct or indirect relevance to all other policies and documents.
Consultation Process To be verified and signed off before approval	Policy review workshop held on 28-29 August 2017 Discussion on CPUT Language Policy review with Quality Management Director on 27 March 2018 Newsflash email to the whole CPUT community LWG review meeting held on 17 May 2018 Impression of policy provided by Legal Services 19 June 2018 Feedback sessions with staff from faculties: • Education: 25 July 2018 • Health and Wellness Sciences: 26 August 2018 • Applies Sciences: 12 November 2018 Student workshop held on 16 October 2018
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Certification of due process: To be verified and signed once approved	_____ Vice Chancellor 04.05.2021 Date

Approval date	December 2018	**Commencement date**		**Review date**	December 2025

Keywords for search engine:	CPUT, multilingualism, policy, language, transformation, decolonisation, knowledge production, accessibility, communication, social justice, teaching and learning, scientific language

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1.0				

POLICY STATEMENT

1.0 Intent	To align the CPUT Language Policy with DHET requirements (CHE 2014 & MoE 2002) and with the relevant legislation and relevant institutional documents cited above. By 2025, to advance CPUT towards an inclusive multilingual environment using regional languages and South African Sign language (SASL), while promoting other national and foreign languages such as Kiswahili.
2.0 Scope	This policy applies to all staff, students, services and relevant stakeholders across all CPUT campuses and sites of delivery. The content of this policy refers to the following domains:

	• Administrative • Academic • Ceremonial • Symbolic communication
3.0 Objective(s)	This policy sets out a high-level strategic framework for the implementation of multilingual practices in all forms of internal and external communication at CPUT. Every unit or department should adapt the policy to its specific context within the parameters of the policy and with due regard to the following objectives: • To ensure that the existing language of instruction facilitates teaching and learning in an inclusive manner. • To contribute to the development of isiXhosa as an academic and scientific language. • To promote a multilingual environment that recognises CPUT's unique African identity and historical injustices. • To recognise the urgency of the decolonisation of knowledge production, predominantly through language. • To recognise valid linguistic injustices and needs. • To give increasing effect to the equal constitutional status of the three official languages of the Western Cape, (isiXhosa, English and Afrikaans) and to SASL, while promoting other national and foreign languages. • To promote effective internal and external communication. • To empower both students and staff with inclusive language skills to give meaning to their productive participation in the academic environment, industry/workplace and society.
4.0 Definitions and acronyms	**CHE:** Council on Higher Education **DHET:** Department of Higher Education **HE:** Higher Education **HEQC:** Higher Education Quality Committee **LIP:** Language Implementation Plan **LoLT:** Language of Learning and Teaching **MoE:** Minister of Education **SASL:** South African Sign Language **SLC:** Senate Language Committee **Multilingualism**: In the context of CPUT, this refers to using multiple languages, with the principal focus being on Afrikaans, English, isiXhosa and SASL. **Other languages**: These could include foreign languages and national languages other than the three regional languages and SASL.
5.0 Policy/ procedure principles	• The core values as enshrined in the Vision and the Mission of CPUT and Vision 2020. • The affirmation of student and staff diversity, including the valuing of indigenous South African languages and SASL, the affirmation and valuing of international languages widely spoken in the university community, and sensitive and responsible use of language. • An acknowledgement from the institution of the need to provide support for academic English. • An acknowledgement of the need to equip all CPUT students with skills to engage with the technical and professional discourses of their disciplines for academic and professional success.

- The importance of language-sensitive teaching and learning methodologies and practices for students for whom English is not their first language. Such practices may include hybrid language-teaching models.
- An acknowledgement of the need to facilitate the equal use of English, isiXhosa and Afrikaans in all university spaces and operations.
- The promotion of academic literacy in isiXhosa, Afrikaans and English to facilitate access to disciplinary knowledge.
- The need for regular language audits at all levels of the institution to coincide with Language Policy reviews.

5.1. Policy procedures

5.1.1 Institutional Language Unit

The Institutional Language Unit (hereafter referred to as 'the Unit') remains central to the successful implementation of this policy. The Unit, in collaboration with the faculty Language Coordinators, will assist the CPUT community with the development and transformation of language practices: the development of best practices; collaboration with faculties and other stakeholders in language interventions and development of glossaries; procurement and management of language and teaching infrastructure; the provision of simultaneous interpreting services; and the translation of documents, materials and assessments.

The fundamental purpose of the Unit is to advocate the development and implementation of language-related activities across CPUT. To this end, the institution must be committed to supporting the Unit to achieve its mandate.

5.1.2 Language audit

A comprehensive audit process of existing administrative and academic language practices, e.g., signage, the use of SASL, LoLT, glossaries, assessment tasks, examination books, documents and the switchboard should precede the activities listed next. Audits will be conducted biennially from the start of the LIP. These audits should consider practices at institutional, faculty and departmental level. Each audit process will be informed by the previous audits and will form the basis for the following review of the current Language Policy. The final review process should be initiated a year before the end of the policy cycle.

5.1.3 Staff development and capacity building

To create a community where diversity is respected and supported, all new staff (academic, administrative and service) should be enabled to achieve at least a basic level of communicative proficiency in the three regional languages by attending appropriate introductory courses.

5.1.4 Differently abled students and staff

The Unit will collaborate proactively with the Disability Unit to support the teaching and learning of all differently abled members of the university community.

5.1.5 Social cohesion and diversity

This Language Policy will give effect to language rights in terms of the Constitution of the Republic of South Africa (No. 108 of 1996) and the Promotion of the Equality and Prevention of Unfair Discrimination Act (Act 5 of 2000). The purpose of this Language Policy is to protect all communication platforms of the CPUT community against any use of language (blatant or subtle) that perpetuates unfair discrimination, harassment and hate speech.

5.2 Academic activities

5.2.1 Languages of learning and teaching

While English is the current LoLT, teaching practices using other languages should also be adopted to facilitate epistemological access. The process of developing isiXhosa and Afrikaans to varying degrees and, where required, as academic languages, is to be phased in. Academic literacy practices in English, as well as in isiXhosa and Afrikaans, should continue to ensure successful teaching and learning.

5.2.2 Teaching materials

English texts are not always easily understood by students, therefore support materials (e.g. multilingual, discipline-specific glossaries and other translated materials) in isiXhosa and Afrikaans should be urgently phased in for all subjects.

5.2.3 Assessment

Where feasible and appropriate to the context and with department/faculty approval, assessments may be taken in any one of the three regional languages following a consultative process between parties involved.

In addition to providing question papers and assignment questions in English, departments should explore the possibility of providing these in isiXhosa and Afrikaans.

5.2.4 Languages of reporting research

While English remains the current language of theses and dissertations, consideration should be given to the translation of summaries, abstracts and theses/dissertations into the student's preferred regional language. In the South African context, the purpose of this is to support the intellectualisation of indigenous languages.

5.2.5 Strategic units and support

Support should be available in the three regional languages, and in languages accessible to differently abled students, such as SASL and Braille. This applies to support units, and to academic and administrative support.

Multilingual capacity should be developed in areas where it does not exist. Where possible, support may be offered in languages other than the three regional languages.

5.3 Student admissions and language

5.3.1 Proficiency in English should not be the only language criterion for admission. This proficiency should be balanced against other criteria, such as mother tongue proficiency (i.e., in a mother tongue other than English).

5.3.2 Good grades in languages other than English should be taken into consideration as indicators of an innate aptitude for languages that is valued in an academic institution.

5.3.3 Students may be required to write a proficiency test in English, the results of which will be used to inform support interventions, but not to determine admission.

5.3.4 Diagnostic testing for international students must be implemented and a relevant support system must be developed. This must be addressed through the Language Implementation Plan (LIP).

5.4 Administration

Administrative communication in situations listed here, both internally and externally, should include isiXhosa and Afrikaans alongside English:

5.4.1 Internal communication
Internal communication refers to the language of meetings; written communication in electronic and print form; signage; and spoken administrative interactions. In the following situations, multilingual practices are required:

5.4.1.1 Signage and documentation
Signage at strategic points (e.g., the library, the Administration building), as well as some intranet documents, (e.g., institutional policies; general mail; important emails, such as conditions of service, newsletters, newsflash, job advertisements, general notices, complex and legal sections of registration forms, are to be translated into isiXhosa and Afrikaans.

5.4.1.2 Disciplinary hearings
In disciplinary hearings, the subject of the hearing has the right to the services of an interpreter (voice or sign language).

5.4.1.3 Meetings
Where required and determined by the nature of a meeting, appropriate interpreting services should be provided for access to Afrikaans and isiXhosa.

5.4.1.4 Local procurement
In line with the Preferential Procurement Policy Framework (Act 5 of 2000), advertisements and tenders should be available in local regional languages.

5.4.1.5 Translation of documents
Key institutional documents (such as the *General Handbook: Academic and Student Rules and Regulations*, the Language Policy, and application forms) should be translated increasingly into Afrikaans and isiXhosa.

5.4.2 External communication
The current language of external communication (internet, spoken and written communication) is English. However,

5.4.2.1 The use of the other regional languages on the institution's website, in written communication, or during public ceremonies, must be prioritised. With regard to the public ceremonies, the use of SASL must also be prioritised.

5.4.2.2 The name of the institution must also be translated into isiXhosa and Afrikaans, and these translations must be incorporated into the logo, as well as into other institutional expressions of branding and identity.

5.4.2.3 A switchboard service in the three regional languages must be established.

5.4.2.4 Multilingual services are to be provided, where feasible, in the classroom, during conferences, at ceremonies and for internal and external communication.

5.5 Academic timelines

The LIP will be reviewed annually to respond to this Language Policy and the results of the language audit, and will articulate timelines of development regarding the above and the following objectives:

5.5.1 Teaching and learning
While English remains the LoLT, isiXhosa and Afrikaans may be used as additional pedagogical resource (see 5.2.1).

5.5.2 Teaching materials
Development and use of multilingual glossaries and other multilingual resources are to be continued.

5.5.3 Assessment
The process of incorporating isiXhosa and Afrikaans into assessments (subject to the conditions stated in 5.2.3) includes:
- assignment questions;
- examination/test question papers; and
- answering assessments in any one of the three regional languages.

5.5.4 Student support and development
Further development of student support is to occur in the students' preferred regional language in these contexts: e-learning, counselling, tutorials, the Writing Centre, library services, student services, and general administrative services.

Further development of multilingual capacity is to continue.

Further support for international students is also to continue.

5.6 Monitoring and review

The SLC will monitor and review the implementation of this policy. The SLC will monitor the achievement of the time frames in the LIP and the quality of

	implementation by means of interim quarterly reports and annual reports provided by faculty Language Coordinators (or faculty representatives). These reports will inform the ongoing review process of the Language Policy. Further, the Unit and the Language Working Group (LWG) will review and amend the language policy and implementation process in line with the policy procedure cycles outlined in the Policy Procedure. Academic Heads of Departments, Programme Convenors and administrative line managers should provide all staff with copies of this Language Policy to identify training needs. This policy should be discussed in all academic and administrative departments for the purpose of language and knowledge transformation within the specific discipline and/or service. Implementation as a whole is to commence on acceptance of this Language Policy. 5.6.1. Implementation at faculty level Faculties must develop and contextualise their own LIP in line with the institutional one, and this is to be completed within a year of the implementation of this policy. 5.6.2. Annual faculty report In addition to the quarterly reports provided by the faculty Language Coordinators or other representatives, each faculty will provide an annual report on its own faculty's LIP to the Senate Language Committee.
6.0 Responsibility	The role players listed here are responsible for promoting, implementing and reviewing the multilingual practices used within their relevant spaces and core duties: • All academic departments • All administrative departments and services, and respective managements • Centre for Innovative Educational Technology • Community Engagement and Work-Integrated Learning • Deans, HODs, faculty management committees • Director of Fundani Centre for Higher Education Development • Director of Quality Management • Director of Transformation and Strategic Planning • Executive Management • Faculty Language Coordinators • Finance • HOD Disability Unit • HOD Language Unit • Language Working Group • Legal Services • Library • Senate • Student Health and Counselling • SRC and other student bodies • TVET sites • Unions

7.0 Accountability and authority:	
Implementation:	All responsible role players listed in Section 6.0
Compliance:	Senate Language Committee (SLC)
Monitoring and evaluation:	1. Senate Language Committee (SLC) 2. Deans and faculty management committees 3. Administrative departments 4. HEQC (external programme and institutional audits)
Development/review:	Language Working Group (LWG)
Review and recommendation by committee of council:	Senate Language Committee (SLC)
Approval authority:	Senate
Interpretation and advice:	1. Senate Language Committee (SLC) 2. Language Working Group (LWG) 3. Senate Teaching and Learning Committee 4. Fundani CHED

8.0 Who should know this language policy?
Executive management   The registrar   Deans   Senate Language Committee (SLC)   Teaching and learning committees   Institutional Language Unit   Fundani CHED   Administrative and support staff managers   Faculty management committees   Heads of academic departments   Programme convenors   Academic, administrative and service staff   Students and external stakeholders

9.0 Policy/procedure implementation plan	The Language Implementation Plan (LIP) at the CPUT is aimed at giving expression to the status and principles of the language policy. It is directed towards a well-grounded language development strategy and policy implementation that aims to transform CPUT spaces by creating linguistic balance through the integration of multilingualism into all its sectors and activities. In addition, the LIP has the following subgoals: • Providing effective language support services to faculties, departments and units, as well as support services to the university's executive management,

	to ensure full access to information on administrative, academic and general matters. • Initiating and implementing public education and advocacy activities in collaboration with relevant institutions and linguistic communities in order to strengthen language development, multilingualism and multiculturalism at the CPUT. • Making meaningful contributions towards the production and repository of knowledge and, in so doing, becoming an application hub for multilingual teaching, learning and research development for the benefit of the diverse student population and staff. These efforts correlate with this language policy and the national language policy principles to develop, promote and intellectualise South African indigenous African languages as languages of science, technology, education, research and even as languages of assessment at the CPUT. Furthermore, it will provide new directives to other institutions of higher learning and the economic community at large on how multilingual practices could create a culture of inclusivity and social justice. The CPUT LIP embraces the development and implementation of various languages within our given multilingual setting. The development and implementation of these languages will not only enhance cognitive development on the part of students but, among other benefits, will also contribute to the attainment of the following: • Students' higher achievement rates • Improved learning experience of students • Promotion of access and retention of students • Improvement of academic standards • Social cohesion for the benefit of internal and external stakeholders of the CPUT • Promotion of linguistic human rights for the benefit of the internal and external stakeholders of the CPUT • Protection of South Africa's rich cultural and linguistic heritage inside and outside the CPUT.
10.0 Resources required	The pace and the progress of all language-related activities and programmes at the CPUT will be continuously monitored and evaluated by the Unit. Interim progress reports, post-implementation reviews and biennial evaluations will be an integral part of driving this language policy. Proper governance systems and an enabling environment will form the basis of maintaining and driving the LIP. The following role players' commitment and support are essential to the success of the LIP: • Senate • Executive management • Office of the registrar • Deans of faculties • Directors of strategic units • Heads of department and relevant committees • Institutional Language Unit • Faculty language coordinators • Academic and support staff

| 11.0
Answers to FAQ | **1. Will all lecturers be required to teach through the medium of languages other than English?**
Not necessarily. It is not the intention of the language policy to complicate teaching and learning processes, but rather to assist all in the development of multilingual resources, as well as the application of methodologies that are sensitive to the language needs of the CPUT community. Proficiency in the regional languages (or in other targeted languages) will be a recommendation for all at the CPUT.

2. Should all assessments be in all three languages?
Not necessarily. A lecturer may make the assessment available in more than one language, but the student can choose to write the answers in English. In this way, the lecturer makes the assessment more understandable to students. Furthermore, students can answer assessments in any one of the three regional languages, subject to the conditions stated in 5.2.3.

3. Who is to assist academic staff with the translation of assessments and materials into isiXhosa and Afrikaans?
The Language Unit, internal and external language specialists.

4. **How will translations/material development/training be funded?**
From the institutional language development budget and from the Language Unit budget. Other forms of funding will also be explored.

5. Will all documents be translated into isiXhosa and Afrikaans?
No. However, it is proposed that key documents such as the *General Handbook: Academic and Student Rules and Regulations*, application forms, etc. be translated.

6. Should the use of more than one South African language apply to all levels of study?
English, Afrikaans and isiXhosa should be used at all levels of study. Practices for other South African indigenous languages should be considered.

7. How will the CPUT community be affected by the practice of multilingualism?
Multilingualism may create a climate of improved social cohesion and social identity, coupled with transforming knowledge production and transmission through language practice. In addition, the linguistic human rights of the community may be respected.

8. How will the international university community be affected by the practice of multilingualism?
While the CPUT is, in the first instance, a national resource committed to providing study opportunities to South African students, the value of internationalisation that has been brought to the CPUT through the admission of international students and staff is acknowledged. The success of all students, local and international, is important to the university, hence the need for language support for all members of the international community at the CPUT. |

EFFECTIVENESS OF THE POLICY	
Performance indicator(s):	1. The language policy must be available in the three regional languages once it has been approved by the Senate. 2. The language audit is to be completed by December 2025. The performance indicators include: 2.1 A growing number of multilingual glossaries and other teaching and learning materials developed in isiXhosa and Afrikaans. 2.2 Usage of developed teaching and learning material in isiXhosa and Afrikaans. 2.3 Assessments administered in isiXhosa and Afrikaans. 2.4 A higher status of symbolic multilingual initiatives in the form of all signage, including the university name, building names, the website, etc. 2.5 Multilingual initiatives such as colloquia, workshops, indabas and decolonising the teaching and learning spaces at the CPUT. 2.6 The use of isiXhosa and Afrikaans for ceremonial purposes, for example during graduation ceremonies. 2.7 Continual implementation of interpreting services in all spheres, but specifically in the teaching and learning environments. 3. The activities that follow will be measured during the audit process: 3.1 Glossaries and support materials (learning materials, teaching and learning aids, past assessment papers) continue to be developed in isiXhosa and Afrikaans, and in other international languages, as the need arises. 3.2 Assessments available in isiXhosa and Afrikaans for a wide range of subjects.