

## Faculty name: Faculty of Medicine and Health Sciences

### Language Implementation PLAN for 2025 (LIP)

Date: 12 September 2024

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#### 1) Introduction / Context

- a) Indicate *which* departments / individuals / stakeholder groups were consulted and *how* they were consulted in the compilation of the plan. Please ensure that all your departments / stakeholder groups did have an opportunity to provide input.

All six undergraduate programme committees (UPCs) contribute to the 2025 language implementation plan as a standing item on their agenda and in their reports to the Committee for Undergraduate Teaching (CUT). From there it is channeled to the Faculty Board. Formal written language implementation reports will continue to serve at the FMHS Committees.

Review of feedback (both formal and informal) as received from students and staff, via the different programme committees, will continue to inform our approach during 2025. The student leadership and faculty-wide class representation remain key sources of feedback.

- b) Indicate *which* student groups were consulted and *how* they were consulted in the compilation of the plan. Please ensure that all relevant student groups were consulted.

The student viewpoint is gained via the formal feedback structures in programmes: In addition to the electronic feedback system, all students can channel input through class meetings, via their class and programme representatives, as well as through the Tygerberg Students' Representative Council (TSRC). Within the TSRC, the Tygerberg Academic Affairs Council (TAAC) chair attends regular meetings with programme coordinators and with the VD L&T and can raise relevant matters. Student representation on monthly academic check-in meetings and on formal standing committees of the faculty facilitate students' participation when language policy implementation is on the agenda.

- 2) Aims of LIP and promotion of multilingualism as well as isiXhosa as an academic language. Please include examples of how this will be done by also referring to e.g. tutorials, workshops and seminars.

All FMHS undergraduate programmes will in 2024 again offer learning opportunities and materials in Clinical Communication in isiXhosa and/or Afrikaans, and the offer is currently being reviewed and renewed. This renewal project is supported with UCDG funding and guided by the Department of Health Professions Education in FMHS.

The faculty with the support of the Language Centre is working on a project to support the academic development of isiXhosa and Afrikaans by means of discipline-specific

multilingual glossaries for two undergraduate programmes, and multilingual research instruments such as consent forms.

### 3) Language use in Teaching and Learning

Core lecture notes will be available at least in English, and in some cases in Afrikaans as well. All assignments, tests and examinations must be available in English. Lecturers will again be asked to respond to student questions in either Afrikaans or English, dependent on their own language skills, and to provide an English explanation if the response was in Afrikaans or if a new concept is discussed in Afrikaans.

#### a) Options used per year group

The language of instruction is correctly recorded in all modules as indicated in the xcl spreadsheet, except for the following module:

Module 14762-371 *Being A Physiotherapist* have been amended in the Excel spreadsheet to *double medium*.

#### b) Exceptions and motivation of exceptions

There are no requested exceptions in the general application of the language policy, except where lecturers and/or students are proficient in English only. Language use at the clinical training sites will again be dependent on the profile of the patients visiting that site. The FMHS continues to offer all students Clinical Communication skills training.

### 4) Language in Administration

Meetings will be conducted in English. When other languages are used occasionally, translations will be asked from colleagues as needed for clarity.

All formal faculty documents (such as Faculty Board documents and general communications) will be available in English at least, with some reports and/or annexures in both English and Afrikaans. Faculty guidelines will be translated in both English and Afrikaans.

### 5) Feedback mechanisms on implementation (good practice and complaints)


Students will be encouraged to participate in the online feedback system. UPCs will receive student and staff feedback in programme meetings and via class representative structures. The TAAC will be invited to contribute feedback and will be an open channel for any student feedback. UPCs' reports will be considered by the CUT and the CUT chair will provide them with feedback from the LPMC. When any other channels are used for student feedback on language policy implementation, it will be channeled to the programme leaders for feedback and resolution.

### 6) Any additional aspects not addressed in previous sections

The Language Implementation Fund is a new resource in 2024 which contributes significantly to the feasible and sustainable implementation of the language policy and the FMHS will continue to inform programme leaders and lecturers of the support it offers.

#### 7) Conclusion

The faculty appreciates the importance of multilingualism as a professional competency and its divisions commit to keeping it high on their agendas.



A handwritten signature in black ink, appearing to read 'K. Baatjes', enclosed in a thin black rectangular border.

**Prof Karin Baatjes**  
**Vice Dean: Learning and Teaching**