

# Evaluation of Routes into Languages

Final report

31 May 2011

**SQW**

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	Associate Director	

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# Executive Summary

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## Background

1. In September 2006 the Higher Education Funding Council for England (HEFCE) announced a £4.5 million programme – Routes into Languages - to encourage the take-up of language courses through to higher education level in England. This was funded as part of HEFCE’s wider programme of activities to support strategically important and vulnerable subjects (SIVS).<sup>1</sup> Additional funding of £3.5 million from the then Department for Children, Schools and Families (now the Department for Education - DfE) was subsequently added after the Dearing Languages Review was published in March 2007<sup>2</sup>, recommending that the original project should be extended beyond the initial pilot projects to cover all of the English regions.
2. The programme – usually referred to throughout this report simply as Routes - has run for four years, from 2006-07 to 2009-10, with some activity continuing to March 2011. HEFCE has recently confirmed that it will provide continuation funding at a reduced rate to allow some activity to be maintained until July 2012.
3. Routes is led by the Higher Education (HE) UK Subject Centre for Languages, Linguistics and Area Studies (LLAS) in partnership with the University Council for Modern Languages (UCML) and CILT, the National Centre for Languages. The Routes programme comprises three main strands of activity: nine regional consortia of universities based in each of the nine English regions; two national networks, one for Translation and one for Interpreting; and three research projects. The aims of the programme were:
  - to increase and widen participation in language study in higher education; and
  - to support the role of HE Languages as a motor of national economic and civic regeneration.
4. SQW was commissioned to provide independent evaluation of the programme over three years of its operation in order to: provide formative assessment of the initiative, for developmental purposes; provide a summative assessment of the outputs and impacts of the overall programme in terms of its twin aims; and inform strategic decision making and prioritisation of future activities.

## Activities and impact

5. The consortia and networks have taken different approaches and a diverse range of activities have been delivered, including: large-scale conferences and events; after school activities; in-school support by student ambassadors; school visits and talks; taster days; the development

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<sup>1</sup> The subjects currently designated by HEFCE as SIVS are: science, technology, engineering and mathematics (STEM); area studies and related minority languages; quantitative social science; and modern foreign languages. Further details on HEFCE’s SIVS programme are available at: <http://www.hefce.ac.uk/aboutus/sis/>.

<sup>2</sup> Available at: [http://www.teachernet.gov.uk/\\_doc/11124/LanguageReview.pdf](http://www.teachernet.gov.uk/_doc/11124/LanguageReview.pdf).

of modules and content for Virtual Learning Environments (VLEs); revision classes; residential events; e-mentoring; activities linked to sport, film and other cultural themes.

6. The monitoring data submitted by regional consortia and collated by the central team provide an indication of the scale of the programme and the numbers of pupil participants. As at the end of March 2011, over 148,000 pupils had participated in regional Routes activities and events (against a target of 108,000). The two national networks for translation and interpreting also exceeded their performance targets, with nearly 15,000 students reached as at March 2011 (against a target of 10,500 across both networks).
7. Ideally, a relevant, factual baseline would have been produced at the start of Routes, against which progress against the programme aims could have been measured (such an exercise, however, was not included as part of our evaluation remit). It was originally intended that figures to form the baseline would be collected by the networks and consortia as part of their monitoring remit. However, this proved difficult (for example, some local authorities were either unwilling or unable to provide the relevant data to the regional consortia).
8. The collation of qualitative and quantitative information from the regional consortia and from a national survey of teachers suggests that higher levels of involvement with Routes activities are associated with improvements in students' motivation and interest.
9. The impact of Routes into Languages on school students can be broadly summarised into three broad themes:
  - increased pupil motivation and uptake of languages - with particular reference to:
    - the popularity of film projects, sport and active languages events, activities involving lesser taught languages
    - student ambassadors being good role models for pupils
    - positive messages about languages carrying more weight when delivered by people other than teachers (employers, university staff, university students)
  - improved teaching and learning – with particular reference to:
    - broadening the range of languages on offer by providing students with opportunities to learn languages that are not available in their schools
    - enabling students to use and develop their language skills outside the classroom and to communicate in the target language with native speakers
    - film and sport projects encouraging students to work independently and creatively (regarded as particularly important for boys)
    - fostering generic and transferable skills (e.g. information and communication technology (ICT) and personal organisation skills)
  - helping to enhance the profile of languages within schools and with students and parents, which helps teachers to support them in their own efforts to promote languages.

10. Throughout the programme, teachers have pointed out the continuing barriers that adversely affected the study of languages in their schools. These include pupils' perception that languages are difficult, and the fact that it can be hard to persuade parents of the value of languages.
11. A review of the available data from CILT and the Department for Education suggests that Routes into Languages has not (or at least not yet) succeeded in increasing the take-up of modern languages at age 14 and above. The decline in take-up at KS4 has at least been stemmed, but it is not possible to identify any direct correlation with Routes.
12. The national networks for translation and interpreting have made good progress towards achieving their aims and objectives. Their impact studies show that numbers of translation and interpreting students are increasing – both overall (the total number of postgraduate students taking translation and interpreting courses) and specifically, the number of students whose first language is English.
13. One of the key impacts of Routes into Languages has been in encouraging university language departments to work together, for the first time, to encourage school pupils to study languages in higher education. The collaborative approach fostered by Routes has been hugely successful.

## Recommendations

### ***Priorities to June 2012***

14. HEFCE has confirmed that it will continue to support the Routes into Languages programme for a bridging period from 1 April 2011 to 31 July 2012. The bridging period will enable the most effective Routes activities to be maintained. It will also provide an opportunity for longer term plans to be developed in the light of anticipated changes in the HE funding environment from August 2012.
15. Our recommendations for the immediate future are that:
  - institutions should continue to make use of student ambassadors where possible, as this has consistently been reported as the most successful activity developed by Routes
  - institutions not already doing so should start to charge schools a fee for attending Routes events, with the aim of moving towards financial sustainability in the future
  - institutions should continue to monitor and evaluate the impact of their activities, if only to gather evidence that can be used to lobby senior management at institutional level (but ideally also with a view to collating information nationally)
  - institutions should explore ways of continuing to work in partnership when Routes funding ends.

***In the longer term***

16. There are two particular types of activity that should continue to be offered where possible:
  - the use of student ambassadors to deliver talks and activities in schools - a low-cost, or even no-cost, activity that has benefits for all parties
  - activities that combine languages with sports, film, or music – which have been shown to stimulate pupils’ interest in languages and help them see the subject in a new light.
17. Although the above activities can be delivered by individual institutions on their own, the benefits of having salaried regional managers has been proven. Ideally, groups of HEIs – whether based on the existing regional consortia or not – should combine their resources to employ a project officer to co-ordinate the delivery of these activities and take responsibility for events administration.
18. In line with our earlier reports, we continue to recommend that the national networks should receive further funding support in recognition of the challenges faced by the translation and interpreting professions. Ideally, this should entail the appointment of an administrator or co-ordinator operating across both networks.
19. In the current climate it appears unlikely that a long-term successor programme to Routes will be funded. However, if a similar programme should come into operation in the future, in our view it should build in a method to collect data on and from individual young people to enable longer-term impact to be tracked on a more systematic and consistent basis.
20. It is particularly important that a standard template is used to monitor the impact on participants, to facilitate the collation and comparison of data across activities and institutions. As discussed earlier, it may be more effective to design the approach to impact-monitoring at national level, rather than expecting regions or networks to try to do this for themselves.
21. The remit of student ambassadors might be expanded, so that they become a channel for collecting impact data from the schools that they visit (as has been trialled by some consortia during the current programme).
22. If a bid for a similar successor programme were to be developed in the future, it should also incorporate funding incentives to develop new and innovative HE curricula. In relation to translation and interpreting, some further funding to assist in the development and piloting of part-time programmes whereby public service interpreters, for example, would be able to gain HE credits or qualifications while working would be helpful.

# 1: Introduction

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## Background

- 1.1 In September 2006, the Higher Education Funding Council for England (HEFCE) announced a £4.5 million programme – Routes into Languages - to encourage the take-up of language courses through to higher education level in England. This was funded as part of HEFCE’s wider programme of activities to support strategically important and vulnerable subjects (SIVS).<sup>3</sup> Additional funding of £3.5 million from the then Department for Children, Schools and Families (now the Department for Education - DfE) was subsequently added after the Dearing Languages Review was published in March 2007<sup>4</sup>, recommending that the original project should be extended beyond the initial pilot projects to cover all of the English regions.
- 1.2 The programme – usually referred to throughout this report simply as Routes - has run for four years, from 2006-07 to 2009-10, with some activity continuing to March 2011. HEFCE has recently confirmed that it will provide continuation funding at a reduced rate to allow some activity to be maintained until June 2012.
- 1.3 Routes is led by the Higher Education (HE) UK Subject Centre for Languages, Linguistics and Area Studies (LLAS) in partnership with the University Council for Modern Languages (UCML) and CILT, the National Centre for Languages. The Routes programme comprises three main strands of activity:
  - nine regional consortia of universities based on the English regions which were established to work in partnership with other stakeholders such as local schools/colleges and Aimhigher, in order to increase and widen participation in language learning from Key Stage 4 onwards.
  - two national networks, one for Translation and one for Interpreting. These networks were established to promote the professions and to work with employers, professional bodies and the regional consortia, where appropriate, to promote career paths to students studying several languages, or to graduates interested in moving into these careers after a first degree.
  - three research projects which were commissioned to map provision and to make recommendations on developing the capacity of language programmes in relation to: community languages in higher education; languages and international events; and languages and enterprise.

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<sup>3</sup> The subjects currently designated by HEFCE as SIVS are: science, technology, engineering and mathematics (STEM); area studies and related minority languages; quantitative social science; and modern foreign languages. Further details on HEFCE’s SIVS programme are available at: <http://www.hefce.ac.uk/aboutus/sis/>.

<sup>4</sup> Available at: [http://www.teachernet.gov.uk/\\_doc/11124/LanguageReview.pdf](http://www.teachernet.gov.uk/_doc/11124/LanguageReview.pdf).

## Strategic priorities

1.4 As well as its role within HEFCE's SIVS programme, Routes into Languages has played a part in contributing to the following HEFCE strategic priorities, as set out in the Council's Strategic Plan 2006-11<sup>5</sup>:

- **Widening participation and fair access:** the profile of current undergraduate students of modern languages has been recognised as overwhelmingly white, middle class and female. Routes into Languages has worked with Aimhigher and Action on Access to encourage potential university entrants from other social and ethnic groups to study languages.
- **Enhancing the contribution of HE to the economy and society:** the programme has aimed to increase the number of languages students of in HE and to prepare them for work in the language professions of translation and interpreting and in employment requiring knowledge of other languages and cultures. It has funded research to develop HE languages curricula in areas which directly interface with the economy and civic regeneration, namely enterprise, the role of languages in international events, and the integration of community languages into HE provision.
- **Social inclusion:** the programme has aimed to strengthen the profile of community languages in England.

## The wider policy context

1.5 Routes has not operated in isolation and a number of other languages-related initiatives and activities have been supported over the lifetime of the programme. Recommendations from the Dearing Review of Languages in 2007 led to the establishment of two other relevant initiatives (as well as providing additional funding for Routes itself):

- the Links into Languages programme, which provided continuing professional development (CPD) opportunities for languages teachers in primary, secondary and post-16 schools and colleges. Links was modelled on the regional structure developed by the Routes programme and was led by LLAS
- the Open School for Languages (MYLO – My Languages Online), which piloted the development of web-based materials for pupils in Key Stage 3. CILT was a partner in the MYLO project.

1.6 Funding for both of these initiatives has now been withdrawn.

1.7 The then DCSF also ran its own national advertising campaign highlighting the benefits of language learning. The Routes partners and many other language organisations have been involved in a wide range of other activities and events<sup>6</sup> and the House of Lords held a high profile debate about languages in 2010.<sup>7</sup>

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<sup>5</sup> Available at: [http://www.hefce.ac.uk/pubs/hefce/2009/09\\_21/09\\_21.pdf](http://www.hefce.ac.uk/pubs/hefce/2009/09_21/09_21.pdf).

<sup>6</sup> For example, CILT's Language and Film Talent Awards (LAFTAs) for young people.

<sup>7</sup> Available at: <http://www.parliament.uk/business/news/2010/10/modern-languages-education/>



- 1.8 With a specific focus on languages in higher education, HEFCE commissioned Professor Michael Worton to undertake a review of the health of modern foreign languages in English HE in 2009.<sup>8</sup> More recently, in February 2011 the British Academy launched a new position statement, *Language matters more and more*<sup>9</sup>, highlighting continuing concerns about the decline in language learning and its impact on the UK's global competitiveness and skills base. A new five-year campaign, Speak to the future, was also launched at the same time to promote the value of languages and language learning.<sup>10</sup>
- 1.9 We return to some of these later developments in Chapter 7 of the report.

## Evaluation remit

- 1.10 SQW was commissioned to provide independent evaluation of the programme over three years of its operation from 2008/09 – 2010/11. The main purposes of the evaluation have been:
- to provide **formative assessment** of the initiative, for developmental purposes – so that good practice could be identified and shared at an early stage, and modifications could be made if necessary as the work progressed
  - to provide a **summative assessment** of the outputs and impacts of the overall programme in terms of its twin aims
  - to **inform strategic decision making and prioritisation** of future activities, having assessed the sustainability of outcomes and contribution to wider benefits.
- 1.11 The following areas were identified in the invitation to tender as important themes for the evaluation team to examine:
- processes and outputs in relation to aims and objectives
  - impact (longer term outcomes, range, knock-on effects)
  - programme and project management
  - risks, benefits and value for money
  - the overall coherence of the programme as a collaborative venture.
- 1.12 The key elements of our evaluation methodology comprised:
- the development of an evaluation framework and related research tools
  - annual consultations with Routes funders, partners and other stakeholder organisations
  - annual visits and semi-structured consultations with regional consortia and national network contacts and partners

<sup>8</sup> Worton, M (2009), Review of Modern Foreign Language provision in higher education in England, HEFCE October 2009/41 available at: [http://www.hefce.ac.uk/pubs/hefce/2009/09\\_41/](http://www.hefce.ac.uk/pubs/hefce/2009/09_41/).

<sup>9</sup> Available at: <https://www.britac.ac.uk/policy/Language-matters-more-and-more.cfm>.

<sup>10</sup> Details available at: <http://www.speaktothefuture.org/>.

- review of the monitoring information produced by the regional consortia and national networks and other relevant public data and information about language learning
- review of other internal evaluation activities carried out by the Routes central team.

Further details of our methodology are set out in Annex B.

- 1.13 Over the three years of the programme, we have provided two formative reports (for years one and two), two strategic reports (for years one and two), an interim final report and this summative report.

## Structure of this report

- 1.14 This report draws on our findings from across all three years of the programme (but with a particular emphasis on the evidence presented in our interim final report). It is structured as follows:

- Section 2 provides a brief, descriptive overview of the programme and its activities
- Section 3 looks at programme impact in relation to increasing and widening participation
- Section 4 considers the programme's impact on economic and civic regeneration
- Section 5 provides an overview of the activities that appear to have been most successful
- Section 6 provides some conclusions on governance, value for money and the wider benefits of the programme
- Section 7 sets out current and future contextual issues of relevance to the languages agenda
- Section 8 presents our overall conclusions and recommendations for the future.

- 1.15 The report is supported by three annexes which provide further detail on the evaluation and other contextual information:

- Annex A: Summary of consortia and network activities
- Annex B: Evaluation methodology
- Annex C: Collaboration between HEIs within the Routes programme
- Annex D: Glossary of terms.

## 2: Programme overview

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### Programme structure

- 2.1 Routes into Languages was established with a set of broad, overarching programme aims and objectives (see Figure 2-1).

Figure 2-1: Aims and objectives of the Routes into Languages programme

#### Aims

- to increase and widen participation in language study in higher education; and
- to support the role of HE Languages as a motor of national economic and civic regeneration.

#### Objectives

- To increase and widen participation in language study, especially to those from hitherto excluded groups
- To develop structures for languages which will foster closer collaboration between the secondary, FE and HE sectors of education and thereby increase and widen participation at all levels
- To pilot different forms of collaborative activity between HEIs, focused on joint regional activity involving higher education, schools and FE colleges
- To pilot different forms of collaborative activity between HEIs and relevant regionally-based networks including Aimhigher, Comenius Centres (now replaced by Links Centres) and Regional Language Networks
- To increase the numbers of first-language English students taking translation / interpreting courses in English universities
- To widen the range of languages being offered in translation / interpreting courses, with particular reference to community languages

Source: *Routes into Languages business plan*

- 2.2 A small, central team<sup>11</sup> has been based at the LLAS subject centre to co-ordinate and manage the initiative, with support from CILT. CILT's role in relation to Routes was set out in a Letter of Agreement with LLAS as follows:

- to provide monitoring and support for the national networks
- to assist LLAS in providing support to the regional consortia
- to work in partnership with LLAS to disseminate information about Routes.

- 2.3 Governance of the programme has been provided by a steering group with an independent chair nominated by the University Council for Modern Languages (UCML). This group has comprised individual languages experts as well as representatives from the Routes funders, partners and other key stakeholder bodies, as follows:

- HEFCE
- Department for Education (DfE)
- Department for Business, Innovation and Skills (BIS)

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<sup>11</sup> Comprising a part-time director, a programme manager and administrator.

- University Council for Modern Languages (UCML)
  - LLAS subject centre
  - CILT
  - Action on Access (the body funded by HEFCE to provide widening participation support to HEIs in England).
- 2.4 As highlighted in chapter one, the Routes programme has been structured around three key strands:
- regional consortia of universities based in each of the nine English regions
  - two national networks, one for Translation and one for Interpreting.
  - three research projects.
- 2.5 Each consortia and network has had an identified lead university plus a number of other partner HEIs in membership. Numbers of HEIs involved in individual consortia have varied according to the region and range from 4 partners (in the East and East Midlands consortia) through to 12 partners (in the South East). Both the National Network for Interpreting (NNI) and the National Network for Translation (NNT) have had 6 universities in membership (including one from Scotland). The Open University is represented in the membership of 4 regional consortia (East, London, North East and Yorkshire & the Humber) and a few other universities have participated in more than one group (for example, the Universities of Bath and Westminster have been involved in both of the national networks and a regional consortium; and the University of Salford was the lead for NNT, and a partner in the NNI and the North West consortium). Further details on the HEIs involved and individual summaries of key achievements of the consortia and networks are provided in Annex A.
- 2.6 Collaboration between HEIs and with other partners has been an important aspect of the Routes programme. In many instances, Routes has brought together HEIs which had not previously worked together. The programme has encouraged institutions to think more holistically and strategically about the place of languages within the school, further and higher education sectors. Further details on this aspect of Routes are included in Chapter 5.

## **Activities delivered**

- 2.7 It is important to state that Routes was conceived as a pilot programme which encouraged consortia and networks to develop their own individual and distinctive approaches to meeting the programme aims and objectives. As a result, consortia and networks have taken different approaches and a diverse range of activities have been delivered, including:
- large-scale conferences and events
  - after school activities
  - in-school support by student ambassadors
  - school visits and talks

- taster days
  - the development of modules and content for Virtual Learning Environments (VLEs)
  - revision classes
  - residential events
  - e-mentoring
  - activities linked to sport, film and other cultural themes.
- 2.8 As indicated earlier, Annex A provides further details of some of the achievements of individual consortia and networks. We also draw on some illustrative examples of practice throughout the remainder of this report.

### ***Programme performance against targets***

- 2.9 Only one, quantifiable target was set for the programme in the original business plan; this was for each regional consortium to aim to reach 3,000 school students per year.
- 2.10 The monitoring data submitted by regional consortia and collated by the central team provide an indication of the scale of the programme and the numbers of pupil participants. As at the end of March 2011, over 148,000 pupils had participated in regional Routes activities and events (against a target of 108,000). Further details, including a break-down of data by region and activity type, are provided in Annex A. The two national networks for translation and interpreting also exceeded their performance targets, with nearly 15,000 students reached as at March 2011 (against a target of 10,500 across both networks).
- 2.11 The publication of HEFCE's interim evaluation of the funded SIVS<sup>12</sup> initiatives in 2008 included some discussion of the lack of quantifiable targets across all SIVS programmes, including Routes. In response, the Routes partners developed sets of SMART targets for the regional consortia and national networks.
- 2.12 In relation to the regional consortia, all targets at programme level were exceeded to a significant extent by the end of July 2009 (see Table 2-1). This over-achievement may raise some questions about the appropriateness and level of challenge of some of the targets, and the ways in which they may have been interpreted by individual consortia. (There may also have been some over-generous reporting, particularly against the number of activity hours for students and others.) It is worth noting, however, that the volume targets were not based on any scientific forecast of what should be achievable; rather, they were intended to act as notional figures to provide a guiding framework. In terms of activity hours, for example, the central team wanted to give a message that more intensive, small scale activities were important, so the initial targets set might be viewed more as a minimum baseline.

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<sup>12</sup> Available at: [http://www.hefce.ac.uk/pubs/rereports/2008/rd09\\_08/rd09\\_08.pdf](http://www.hefce.ac.uk/pubs/rereports/2008/rd09_08/rd09_08.pdf)

Table 2-1: Regional consortia achievements against Routes SMART targets to 31 July 2009

	Annual target	Actual by 31 July 2009	% Achieved
Number of ambassadors used	30 per consortium per year	1,023	213%
Number of school students reached	3,000 per consortium per year	65,400	137%
Number of activity hours for school students	6,000 per consortium per year	396,235	415%
Number of activity hours for others	100 per consortium per year	10,588	665%
Number of events	15 per consortium per year	691	288%

Source: regional consortia reports to central team, August 2009 (NB: does not include information on activity hours from Yorkshire and the Humber)

2.13 Relevant sets of SMART targets were also agreed in discussions between CILT and the national networks across the life of the programme as a whole. These comprised the following categories:

- number of website hits
- number of students reached through events/activities each year
- number of modules or VLE materials developed
- total number of events.

2.14 The following tables (Table 2-2 and Table 2-3) show that both networks have now exceeded their identified targets.

Table 2-2: NNT achievements against Routes SMART targets to March 2011

Category	Agreed target for programme	Achievements by March 2011
1. Number of website hits	Not applicable <sup>13</sup>	16,688 (for period from September 2008-May 2010)
2. Number of participants (UG, A and AS students, teachers and trainers)	3,500	More than 4,300 as of March 2011
3. Number of modules or VLE material developed	1 translation module	1 translation module (cognate language) developed and in second year of use  Material for the VLE (video clips, interviews with translators, information on careers and games) uploaded onto the Routes website
4. Total number of events	100	110 as of March 2011

Source: NNT impact report, March 2011 (draft)

<sup>13</sup> A target was not initially set due to changes in the statistical process for NNT webpages.

Table 2-3: NNI achievements against Routes SMART targets to December 2010

Category	Agreed target over life of programme	Achievements by December 2010
1. Number of website hits	14,000	20,643
2. Number of students reached through events / activities	6,750 -7,000	10,615
3. Number of modules or VLE materials developed	18 self-contained skills consisting of template modules, which provide resources for students and guidance for trainers / teachers PLUS the following website sections: "What is Interpreting?", "Careers for Linguists", an events repository with recordings of talks delivered, and "Useful Links"	Materials developed for all 18 skills (more resources to be added) PLUS content for all sections mentioned including videos, links, interactive resources, event highlights etc. E.g. - NNI @ the European Parliament - Mock conference guidance for teachers - Interview with John Leech MP ALSO creation of YouTube channel
4. Total number of events	100	149

Source: NNI impact statement, September 2007-December 2010

- 2.15 While the SMART targets provide a good indication of the outputs and scale of activity delivered under the Routes programme, they do not really provide evidence of the impact of these activities on future subject choices and career paths. We go on to discuss some of the challenges associated with this aspect of the programme in the following section.

## Measuring the impact of Routes

- 2.16 Ideally, a relevant, factual baseline would have been produced at the start of Routes, against which progress against the programme aims could have been measured (such an exercise was not included as part of our evaluation remit). It was originally intended that figures to form the baseline would be collected by the networks and consortia as part of their monitoring remit. However, this proved difficult (for example, some local authorities were either unwilling or unable to provide the relevant data to the regional consortia).
- 2.17 In response to these difficulties, a set of useful data, disaggregated by region and drawn from the 2006-07 academic year, was compiled by the central programme team. This set of background data was not updated subsequently and the programme instead relied on statistical information drawn from a range of other sources, including:
- CILT's annual Language Trends Survey (which provided a national snapshot)
  - other CILT analyses of data from DfE, the Universities and Colleges Admissions Service (UCAS) and the Higher Education Statistics Agency (HESA) (which provided statistically-analysed numerical data on exam entries and admissions to HE that could be broken down into regional and sub-regional level).
- 2.18 The national team also conducted a national attitudinal survey of pupils who had participated in Routes activities and a parallel survey of teachers' views (these are discussed further in Chapter 3). Individual consortia and networks, meanwhile, were expected to collect as much additional information as possible about the impacts of their activities.

## 3: Programme impact (a): increasing and widening participation

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### Introduction

- 3.1 In this chapter, we focus on the first, overarching aim of the Routes programme:
- to increase and widen participation in language study in higher education.*
- 3.2 This aim, which has been fundamental to the purpose of Routes, is twofold: both to increase the overall number of young people studying languages from Key Stage 4 onwards through to HE level; and, at the same time, to tackle the persistent under-representation within languages HE courses of students from lower socio-economic/disadvantaged groups, state schools and of male students.
- 3.3 Responsibility for achievements against this programme aim has rested mainly with the regional consortia, but it important to note that the national networks have also made a contribution to changing young people's attitudes towards languages. For example, the provision of taster sessions in translation and interpreting have proved very popular with Key Stage 3 pupils.

### Increasing participation

#### ***Engaging with schools***

- 3.4 As we have noted in previous reports, each consortium has tailored its engagement with schools to suit its particular structure and regional circumstances. Across the majority of consortia, the lead HEI has tried to contact every school across its region either through regular e-mails, letters or newsletters in order to raise awareness of Routes and to advertise the larger-scale events. The calendar produced by the central team has also been very widely circulated.
- 3.5 In a lot of cases, partner HEIs have maintained their own relationships with local schools, with the Routes regional manager keeping an overview. Over the four years of the programme most institutions have, therefore, built up their own networks of schools with whom they work and have regular contact. Some consortia members have also emphasised the fact that, although each HEI maintains its own relationships, where an institution is unable to accommodate a particular school, it can ask fellow consortium members to help, e.g. by attending school visits or sending student ambassadors.
- 3.6 Flexibility has been key to the engagement of schools and maintaining relationships. Some consortia have found that, over time, a highly centralised system of contact has been difficult to maintain as it constituted a significant administrative burden for the regional manager, given that a lot of useful local information is held within each partner institution.



- 3.7 Aimhigher and institutional widening participation teams have played important roles in providing ‘ways in’ to schools, particularly in the East Midlands and the South East consortia. Rather than duplicating the engagement work that Aimhigher and widening participation teams already undertake, many consortium members have worked with them to introduce Routes to schools through their outreach work. This has been particularly successful for engaging schools that may not have had languages as a high priority.
- 3.8 Another method of relationship building with schools has been through consortia brokering relationships between schools themselves. In the East consortium, for example, some innovative projects such as the Spelling Bee have been suggested by schools and the consortium has then helped to develop and disseminate these activities across the region, making use of wikis. Another example comes from the West Midlands consortium, which has implemented the Youth Sports Trust’s Active Languages Project where PE teaching is carried out in a foreign language within ten schools. These ten schools have subsequently been keen to enlist other neighbouring schools to share their knowledge, and resource packs have been developed for this purpose.
- 3.9 In some consortia, institutions were encouraged to develop contacts with a number of specific partner schools. For example, Capital L in London asked each HEI to identify three partner schools to work with more intensively. It was noted, however, that partnerships and relationships with schools were primarily driven by a school’s interest in particular activities/events and that the selected partner schools were not always those that had a previous relationship with the HEI. This lack of previous contact sometimes proved problematic when it came to further developing the relationship with some partner schools.
- 3.10 What has emerged from across the consortia has been the need to be flexible and responsive to schools’ demands and to utilise and build upon any existing relationships between HEIs and schools.
- 3.11 In general, consortia have found it harder to engage with general further education colleges (FECs) than with schools or sixth form colleges. Finding the most appropriate contact within an FEC can be more challenging and the decline in languages provision within FECs has also been a contributory factor. Most consortia have, however, made efforts to target some general FECs as part of their programme of work.

### ***Increasing participation post-14: evidence of impact***

- 3.12 We now move on to consider the ‘hard’ evidence of impact that is now becoming available at national and regional level. This section largely reproduces the findings from our interim final report as there have been no newly completed impact studies or internal evaluations for us to draw upon. We do, however, include new data available via the 2010 Language Trends survey and DfE achievement and attainment data at GCSE and AS/A levels.

#### *Findings from the Routes national pupil attitudinal survey*

- 3.13 The central Routes team conducted a pupil attitude survey of 1,791 pupils at Key Stage 3 (age 11 to 14) in two phases during 2009 and 2010. In the first phase, questionnaires, which were distributed via the regional consortia, were completed between March and May 2009 in 54

schools across England. This initial phase of the study focused on pupils' motivation. It was succeeded by twelve follow-up case studies (phase two), which took place between March and May 2010, to test for attitudinal change.

- 3.14 The researchers' findings are subject to several caveats: in particular the phase one sample is biased towards girls and girls in single sex schools, and some areas of England are underrepresented (almost half of the responses to the phase one survey were from the South East region, excluding London). However, the researchers took into account the 54 schools' attainment figures and pupils' socio-economic background, and concluded that the schools and the pupils in the Routes survey were broadly representative of the English secondary school system as a whole.
- 3.15 The phase one survey asked pupils about their interests, aspirations and motivation. As languages are optional within the National Curriculum at Key Stage 4<sup>14</sup>, pupils were asked about their favourite subjects at school, to give an indication of the kind of subjects that provide competition for languages when GCSE choices are made. Physical Education, Performing Arts and Art were the most popular subjects. Pupils who favoured PE or Design & Technology were the least motivated language learners, though PE was vastly favoured by boys who tend to be less motivated than girls. The researchers noted that Routes activities that have blended languages with sport and/or film have generated positive feedback. Coupled with the review of the Score in French project (which we discuss later in this section), this raises interesting questions as to whether combining PE with languages could help to improve motivation for language learning.
- 3.16 Two thirds of pupils in the survey agreed that they 'really enjoy' learning languages. This is a high level of enjoyment compared with previous studies. The finding is positive, as enjoyment has been closely linked to continuing with language study at all levels. However, it is possible that the sample bias towards girls and to the South East (where uptake of languages is generally higher) may have had some effect.
- 3.17 Phase one responses indicated a conscientious approach to languages amongst the Routes respondents: 91% agreed that they try as hard as they can to learn languages. More than two thirds perceived themselves to be good at languages and around 80% expressed a desire to do well. However, more than half of students also indicated that they found language learning difficult. Gender differences were small, but girls were slightly more likely to report that they found languages difficult – and, conversely, that they believed they were good at languages.
- 3.18 Those who spoke languages other than English were found to be significantly more motivated than those who did not, and intentions to study at GCSE level were much higher among students who reported speaking another language than those who did not.
- 3.19 The researchers found that learners in the phase one sample had more positive attitudes to languages than is normally the case in surveys where participants across the ability range have been surveyed. This could indicate that the Routes questionnaire was completed by groups of higher achieving pupils, and that the survey sample may have been skewed by the teachers who distributed it on behalf of Routes.

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<sup>14</sup> Unless an individual school has decided to make it compulsory within its own options framework.

- 3.20 Follow-up research was carried out in 12 case study schools, with a sample of pupils who had completed the initial phase one questionnaire. The second questionnaire focused on intentions to study at GCSE level, intentions to go to university and attitudes towards the usefulness of languages. The profile of the twelve schools was mixed, comprising urban and rural, high and low attainment, etc. The results from the phase two follow-up are not statistically robust, but they provide some useful findings about the positive effects of Routes.
- 3.21 Perhaps the most encouraging finding that can be drawn from the case studies is the potential difference that Routes can make in a school where take-up and attainment in languages has historically not been high. Several pupils, across several schools, expressed more positive attitudes towards languages in phase two than in phase one of the survey. In particular, some pupils who had previously said they were unlikely to take a GCSE in languages had changed their minds and were now planning to do so.
- 3.22 The case studies show indications of positive attitudinal change in almost all instances. The researchers were not able to ascertain whether Routes activities were uniquely responsible for this or whether there were other factors at play. This was one of the limitations of a research methodology that could not directly be overseen by the central research team, and had to be filtered through two layers: first the regional consortia, then teachers within the participating schools. Nonetheless, the results make a useful contribution to the pool of evidence that is now accumulating about the impact of Routes.

*Findings from the central survey of teachers*

- 3.23 In parallel with the pupil survey, the central Routes team also surveyed teachers whose pupils had participated in Routes into Languages activities, again using the regional consortia managers to distribute the questionnaires.
- 3.24 The findings from the teacher survey are useful in themselves, and can also be triangulated with the results from the survey of pupils. A total of 101 questionnaires were returned by teachers in 94 schools across eight of the nine English regions.
- 3.25 Teachers confirmed that their pupils had been involved in a wide range of Routes into Languages activities. The most frequently cited activity was visits to universities (reported by more than half of respondents). According to teachers, the number of Routes activities that their pupils had engaged in ranged significantly, from one to nine.
- 3.26 Teachers perceived that there had been improvements in pupils' motivation following involvement in Routes. They particularly agreed that pupils were more aware of the potential usefulness of languages for future careers than they had been before. There were also indications from teachers of greater enjoyment, effort, desire to do well and interest in culture amongst students who had participated in Routes. Some, but not all, teachers said that expressions of interest in studying languages at GCSE and going to university had increased.
- 3.27 The survey showed that higher levels of involvement with Routes activities were associated with stronger agreement among teachers that students' motivation and interest had improved: agreement that motivation had improved increased steadily with each additional Routes activity.

3.28 The survey sought teachers' overall opinions on the impact of Routes into Languages on their students. Responses were grouped by the research team into three broad themes:

- increased pupil motivation and uptake of languages - with particular reference to:
  - the popularity of film projects, sport and active languages events, activities involving lesser taught languages)
  - student ambassadors being good role models for pupils
  - learners being encouraged
  - positive messages about languages carrying more weight when delivered by people other than teachers (employers, university staff, university students)
- improved teaching and learning – with particular reference to:
  - broadening the range of languages on offer by providing students with opportunities to learn languages that are not available in their schools, especially through the Cambridge University Language Programme for Schools and Colleges (CULP4S&C)
  - enabling students to use and develop their language skills outside the classroom and to communicate in the target language with native speakers
  - film and sport projects encouraging students to work independently and creatively (regarded as particularly important for boys)
  - fostering generic and transferable skills (e.g. information and communication technology (ICT) and personal organisation skills)
- helping to enhance the profile of languages within schools and with students and parents, which helps teachers to support them in their own efforts to promote languages.

3.29 Some teachers pointed out the continuing barriers that adversely affected the study of languages in their schools. These included pupils' perception that languages are difficult, and the fact that it can be hard to persuade parents of the value of languages. These and other barriers cited by teachers are reflected in other recent research (referred to elsewhere in this report).

3.30 The quantitative and qualitative findings from the teacher survey were overwhelmingly positive and indicate that Routes into Languages activities are highly valued by schools. We do have to bear in mind, however, the possibility that those who took the time to respond to the survey are those who were already more positively inclined towards Routes.

*Follow-up with schools from CILT's Language Trends survey*

3.31 In the summer term of 2010 the central Routes team conducted interviews with staff in 12 schools where an increase in the take-up of languages in KS4 had been reported via CILT's 2009 Language Trends survey.

- 3.32 Each teacher had something different to say, and it was not possible to identify a clear correlation between participation in Routes and increased take-up of languages study in these schools. However, it is worth citing the research team’s summary:

*A range of experiences is reported here, with some analysis from teachers as to the effectiveness of partnership working with Routes into Languages. The ideal partnership also includes a supportive management team at the school. A positive home environment, or parents supportive of teachers at school, allows for a value to be placed on languages. In order to see this value translated into higher numbers of pupils opting for languages would need a concerted and sustained effort from a range of partners and stakeholders, including clearer messages from universities and employers. Further contact with teachers to continue with their insight would be useful. Individual schools make decisions on timetabling and provision of languages and may have a very small team of teachers to deliver [it with]. This increases the vulnerability of languages in KS4.*

#### *Region-specific monitoring and evaluation*

- 3.33 Several regional consortia have undertaken their own monitoring and evaluation<sup>15</sup>, resulting in reports that have been made available to the SQW evaluation team. In Yorkshire & Humber, the East Midlands and the North East, external parties were commissioned to evaluate the impact of Routes; and in the North West an impact study has been conducted by the regional consortium’s in-house researcher. In all three cases it has proven difficult to find a research method that captures longer-term impact of activities: engaging with schools to conduct interviews and secure a critical mass of follow-up questionnaires from pupils is by no means straightforward, and all three of these studies have put caveats upon their findings.
- 3.34 In some consortia with a devolved approach to delivery, it is difficult to assess the impact of Routes. Some of the lead institutions have arguably been too passive in expecting their partners to produce impact assessments – which as a result have not materialised. A stronger steer from the central programme team from the very outset might have helped lead institutions to provide more direction within their consortia.
- 3.35 Nonetheless, some interim evidence is now starting to be gathered about the impact of Routes activities on pupil choices. We discuss some of the findings below.

#### *Impact of language enrichment events in the North West*

- 3.36 Perhaps the most rigorous monitoring study has been undertaken by the North West consortium, which employs its own part-time researcher. Here a tracking study has not only captured the views of a large cohort of pupils who attended language enrichment events (LEEs) prior to finalising their GCSE options – it has also succeeded in tracking some of these pupils’ subsequent choices.
- 3.37 The North West LEEs are open to any year 8 pupils who have not yet chosen to study languages at GCSE. LEEs include a talk entitled “Why Study Languages?”, two taster sessions in a new language (Arabic, Mandarin Chinese, Urdu or Italian) and a multi-cultural

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<sup>15</sup> The West Midlands has also commissioned an impact assessment and Capital L has been undertaking a cost benefit analysis of its activities.

market where pupils learn more about different cultures. Student ambassadors from the partner institutions talk to pupils about life at university and the advantages of studying a foreign language.

3.38 The views of pupils across fourteen schools where the internal options structures do not require students to study a language were monitored at three stages: a) immediately prior to attending a language enrichment event (sample size 444); b) at the end of the Routes event (a subset of 393 of the original sample); and c) after their GCSE exams (a sub-set of 167 of the original sample). The study found that:

- only 47% of pupils agreed at the pre-event stage that they would ‘like to study languages to GCSE’; however, in practice 69% of the longer-term sample actually sat a language GCSE – a very encouraging finding
- in the pre-event survey, eight pupils from schools where languages are not compulsory indicated that they definitely did *not* intend to take a language GCSE; however, the longer term sample shows that six of those eight individuals did eventually sit a language GCSE – a ‘conversion rate’ of 75%. In addition, of the 43 individuals who indicated at pre-event stage that they were ‘uncertain’ whether they would sit a language GCSE, 20 (nearly half) actually did so
- another notable impact of the LEEs relates to perceptions of employability and languages. Prior to attending the event, 45% of pupils across sixteen schools (including two where the options structure requires pupils to study languages) agreed that ‘languages will be useful when looking for a job in the future’ – but this rose sharply to 94% immediately after the event and stayed high, at 90%, over the longer term.

3.39 The North West consortium also carried out a separate exercise to monitor the impact of language enrichment events that were held in schools rather than in universities. (A small number of LEEs were delivered in Cumbria, to meet the request of a number of rural schools that found it difficult to travel to external events.) Although the in-school LEEs followed exactly the same format as the on-campus events, and were delivered by the same tutors and ambassadors, their impact appeared to be diminished. Pupils’ enjoyment of the event was equally high, but positive attitudinal impacts were not evident: according to pre- and post-event questionnaires, at GCSE level there was no change in pupils’ intention to study a language, and at A Level there was in fact a negative shift. The North West team concluded from this that *venue matters*: the impact of the language enrichment events is much greater if delivered at a university.

3.40 As we have noted in previous reports, the North West consortium is the only one to have employed a researcher as part of their core team. This has been invaluable in enabling the consortium to undertake their tracking study. Further monitoring and evaluation is being carried out during the current year: student ambassadors are collecting data from the schools that they visit, and this will all continue to be collated and analysed.

*Impact of Routes activity in Yorkshire & Humber*

- 3.41 The Yorkshire and Humber consortium commissioned the Regional Language Network Yorkshire & Humber (RLNYH), one of its key external partners, to conduct an interim evaluation of the activities delivered in the region between September 2009 and January 2010.
- 3.42 The RLNYH conducted an online survey of teachers from 61 schools, which found that:
- the most popular activity cited by teachers was visits to schools and colleges by student ambassadors from the region's universities
  - the majority of teachers who responded to the regional online survey (85%) believed that Routes activities had been useful in generating enthusiasm for languages within their school/college (59% said that activities were 'useful' and a further 26% said they were 'very useful').
  - most teachers (83% of respondents) believed that Routes activities had had a positive impact on their pupils' interest in learning modern foreign languages (71% identified a 'positive' impact and a further 12% identified a 'very positive' impact)
  - just over 38% of teachers who responded to the region's online survey said that Routes activities would impact positively on the take-up of languages within their school/college in the future. However, 50% of respondents were 'unsure' about this, and the remaining 12% did not feel this was the case.
- 3.43 In addition to the online survey of teachers, the regional evaluation team also conducted follow-up telephone interviews with a sample of 24 respondents. These interviews confirmed a number of issues arising from the online survey, in particular relating to the structural barriers where GCSE options are concerned. They also underlined the mixture of opinion as to whether Routes activities were having, or were likely to have, a long-lasting effect on pupils – but most respondents had only been involved in Routes quite recently, and for that reason perhaps felt unable to comment conclusively.

*Impact of Routes activity in the North East*

- 3.44 The regional evaluation in the North East was intended to assess the short and medium term impact of the consortium's activities, and to determine which types of activity were most effective at changing attitudes and encouraging young people to continue with languages.
- 3.45 Parts of the planned evaluation methodology proved hard to execute: in particular, engagement with schools to conduct focus groups and complete follow-up questionnaires was difficult. However, an online survey of 100 teachers proved to be a relatively successful way of gathering 'proxy' feedback, to supplement the questionnaires completed by pupils at Routes events.
- 3.46 Some draft findings from the North East's interim evaluation report are provided below.
- 3.47 Short-term impacts on pupils (which we have previously referred to as 'euphoria impacts') are drawn only from post-event questionnaires. Key findings include the following:

- overall, sixty per cent of pupils who indicated in the pre-event questionnaires that they did *not* want to study a language had changed their mind by the end of the event ('might consider'); and almost a quarter of those who said they *might* think about carrying on with a language had decided by the end of the event that they would *definitely* do so
- event-specific analysis of post-event questionnaires shows that after large events, namely the North East 'Roadshows' (similar to the North West's LEEs), half the students who definitely did not want to continue with languages at the start of the event had begun to change their minds by the end of the event ('might consider'); this included eight students out of 204 who changed from definitely *not* wanting to study languages in the future to *definitely wanting* to
- the most persuasive element of the Roadshows was the input from the student ambassadors (cited by three quarters of pupils as the aspect of the event which helped them to change their mind about continuing with a language)
- analysis by event type shows that *all* activities impact on pupils' views about the usefulness of language learning: around 75% of pupils who participated in different types of activity felt after the event that languages were more useful than they had realised
- pupils in a Year 9 focus group had been particularly influenced by their interaction with the student ambassadors during a recent event, and said they had learned a lot about what could happen if you studied a language ("opens new worlds", "more opportunities", "better jobs" were some of the phrases they used to describe the benefits of continuing with a language).

#### *Impact of Routes in the East Midlands*

- 3.48 The East Midlands consortium commissioned one of its partners, Language Networks for Excellence, to carry out an impact evaluation of Routes into Languages in the region. This evaluation adopted a sound methodology, including use of the baseline survey data captured in the first year of the programme, quantitative data analysis and case studies.
- 3.49 One important strand of the evaluation was to assess the short term impact of Routes East Midlands by analysing post-event questionnaires. This was hindered by the lack of standardisation of forms (each HEI used a different template), which meant that a simple collation and analysis exercise was not possible. Nonetheless an overarching analysis was attempted, which resulted in mixed findings: many participants did not answer a lot of the questions, making robust analysis impossible.
- 3.50 A key theme emerging from focus groups with pupils was how highly they valued the opportunity to meet 'real' students and to find out more about university life from people who were experiencing it for themselves.
- 3.51 The East Midlands evaluation highlighted some positive findings in relation to the baseline survey. For example: 'When compared to the baseline, fewer schools report having less than 50% of KS4 students studying a language and a decrease in students choosing to study a



language, whilst more than double [the baseline number] report an increase.’ A particularly useful finding is that Routes was beneficial not just in schools where every pupil had to study a language at KS4, but also in schools where languages were optional and take-up was low. Unfortunately, however, the evidence remains largely anecdotal.

### **Data on post-14 participation in language learning**

#### *CILT Language Trends survey 2010*

- 3.52 CILT’s annual Language Trends survey provides some evidence of the impact of the Routes programme on secondary schools. The latest survey (2010) is based on responses from 711 secondary schools (a 36% response rate from a representative sample of 2,000 secondary schools).<sup>16</sup>
- 3.53 In the 2010 survey, 41% of maintained school respondents report having been involved in Routes (a rise from 27% in 2009). In relation to the impact of Routes, 33% of the 227 responding schools that have participated in the programme have reported an improved attitude to language learning and 5% have reported increased take-up. These figures are broadly in line with 2009 responses where 34% said that Routes had improved attitudes to language learning and 7% said it had increased take-up.
- 3.54 Language Trends also provides the most recent update on pupil take-up of languages at KS4. Table 3-1 shows the proportion of pupils studying a language in Year 10, while Table 3-2 gives the overall reported trend in pupil take-up at KS4 by the three most popular languages studied (French, German and Spanish).

Table 3-1: Proportion of pupils studying languages in Year 10, 2010

	% 2010 Maintained	% 2010 Independent	% 2009 Maintained	% 2009 Independent	% 2008 Maintained	% 2008 Independent
All or more than 75%	21%	92%	26%	87%	24%	88%
50% to 75%	15%	2%	14%	8%	21%	6%
Less than 50%	64%	6%	59%	5%	55%	6%
25% to 49%	25%	3%	27%	3%	23%	2%
Less than 25%	39%	3%	33%	2%	32%	4%
TOTAL	100%	100%	100%	100%	100%	100%
Total number of schools	564	144	566	92	640	195

*Overall reported trend in pupil take-up at KS4 by language over the past 3 years, for French, German and Spanish. All maintained schools with language study optional at KS4 offering the specific language in discussion*

<sup>16</sup> The Language Trends survey has been carried out annually since 2002 to track developments in language provision and take-up in secondary schools. The full 2010 survey analysis is available on the CILT website at: [http://www.cilt.org.uk/home/research\\_and\\_statistics/language\\_trends\\_surveys/secondary/2010.aspx](http://www.cilt.org.uk/home/research_and_statistics/language_trends_surveys/secondary/2010.aspx). The survey was sent to a representative sample of 2,000 secondary schools (1,500 maintained schools and 500 independent schools) and achieved 711 responses.

Table 3-2: Overall reported trend in pupil take-up at KS4 by language over the past 3 years, for French, German and Spanish

	% 2010 French	% 2009 French	% 2010 German	% 2009 German	% 2010 Spanish	% 2009 Spanish
Increase	24%	23%	23%	19%	36%	35%
New	0%	0%	0%	2%	7%	10%
No change	31%	29%	26%	19%	25%	22%
Decrease	44%	46%	38%	43%	27%	27%
Discontinued	1%	2%	13%	16%	6%	5%
TOTAL	100%	100%	100%	100%	100%	100%
Total number of schools	441	425	278	258	300	273

*All maintained schools with language study optional at KS4 offering the specific language in discussion*

- 3.55 In January 2006, Jacqui Smith, the then Minister of State for Schools, wrote to all secondary schools that “in Languages we expect nationally between 50% and 90% of students to continue with their studies until the end of Key Stage 4”. But this target has – for various reasons - been largely overlooked by schools. The 2010 Language Trends survey shows that over 60% of maintained schools have less than 50% of pupils studying a language in Key Stage 4 compared to only 6% of independent schools. This finding is broadly in line with those from the last few years.
- 3.56 The 2010 Language Trends survey also notes that languages are optional in 80% of responding maintained schools in England (76% in 2009), while they are optional in only 11% of responding independent schools (18% in 2009).

*Analysis of DfE data on language take-up and achievement.*

- 3.57 CILT has also analysed DfE data to provide a picture of GCSE language take-up and achievement during the period 1997 to 2010 (see Table 3-3).

Table 3-3: Proportion of KS4 pupils\* taking languages at GCSE, England, 1997 to 2010

1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
71%	75%	78%	76%	78%	76%	73%	68%	59%	50%	46%	44%	44%	43%

*Source: DfE data summarised by CILT, January 2011 (\* Only one entry is counted for each pupil – that which achieved the highest grade)*

- 3.58 The data show dramatic decreases in the proportion of KS4 pupils taking a language GCSE from 2004 (when the mandatory requirement was dropped) to 2006. However, from 2007 the decrease has slowed down; the proportion of KS4 pupils taking a languages GCSE remained at 44% in 2008 and 2009, with a further small drop to 43% in 2010.
- 3.59 The CILT analysis shows the numbers of pupils taking French or German has continued to decline, while other languages remained stable (see Table 3-4). While French still attracts the majority of students entered for a GCSE in a modern language, its relative popularity has declined, while take-up of Spanish has steadily increased to the point of almost closing the gap with second-favourite German.

	'94	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10
Fre	55	51	53	52	53	54	54	53	51	49	45	38	32	29	27	26	25
Ger	21	19	21	22	22	22	22	22	21	19	18	16	13	12	11	11	10
Spa	5	5	6	6	7	7	7	8	8	8	8	8	8	8	9	9	9
Oth	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4

Source: DfE data summarised by CILT, January 2011 (\* Only one entry is counted for each pupil – that which achieved the highest grade) (All figures shown are percentages)

3.60 While overall entries for GCSE languages have been declining over the years, the achievements of those pupils who have taken a GCSE have improved – due presumably to the fact that the most able and ‘keen’ pupils are generally those continuing with languages. In 2010, around three quarters of all pupils taking a GCSE in French (72%), German (75%) or Spanish (74%) achieved an A\*-C grade. The figure rises to 87% for pupils taking other languages. Equivalent figures for attainment in English and Mathematics stand at 70% and 65% respectively.

#### A and AS level

3.61 CILT has also carried out similar analyses for A and AS level examination entries over the time period from 1996-2010.

3.62 Although the total number of A level entries across all subjects rose by 26% over the period, entries for A level languages decreased by 25% over the same period. In 1996, 6.4% of A level entries were in languages; by 2010, this stood at 4.8%. The annual decrease in language entries halted in 2006, however, and subsequent years have shown increases of 1%, 4%, 0.4% and 1% for 2007, 2008, 2009 and 2010 respectively.

3.63 At AS level, the total of language entries as a proportion of total AS entries has fallen from 4.1% in 2002 to 3.1% in 2009. The proportion in 2010 is at a similar level to that in 2009 (3%). Again, the decline in numbers was reversed between 2005–2007, largely due to increases in Spanish and Other languages. However, 2008 again saw a decrease of 7% in the total number of AS level language entries and a further slight decrease in 2009. Entries in 2010 decreased by 3% on the 2009 figure.

3.64 As with the GCSE figures, trends vary between languages and proportions of entries by language are set out for A level in Table 3-5 and for AS level in Table 3-6.

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Fre	57%	56%	54%	52%	49%	50%	48%	47%	46%	45%	44%	43%	43%	41%	41%
Ger	24%	24%	24%	25%	24%	25%	23%	22%	21%	20%	20%	20%	19%	17%	17%
Sp	10%	11%	12%	13%	15%	15%	16%	16%	17%	18%	19%	19%	19%	21%	22%
Oth	9%	9%	9%	10%	12%	11%	14%	15%	16%	17%	18%	18%	19%	21%	20%

Source: DfE data summarised by CILT, January 2011

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Fre	54%	52%	52%	50%	50%	49%	49%	47%	47%	45%
Ger	25%	24%	23%	22%	21%	21%	20%	19%	19%	18%
Sp	15%	16%	17%	18%	18%	19%	20%	22%	23%	24%
Oth	6%	8%	9%	10%	11%	11%	11%	12%	12%	13%

Source: DfE data summarised by CILT, January 2011

- 3.65 In a large-scale survey by Cambridge Assessment<sup>17</sup>, the probability of a student choosing to take a language at A or AS level was found to be influenced by the student's social class, gender, ethnicity, prior attainment and type of school attended. In some cases, the influence of these factors was significant and the strongest overall influence was attainment at GCSE.

### **Data on increasing participation in languages in higher education**

- 3.66 The Department for Business, Innovation and Skills (BIS) has recently updated its series of HESA data analyses relating to UK higher education students studying languages as a formal part of their degree programme. The latest analysis encompasses degree students across all UK HEIs (including the Open University (OU)), for the period from 2003/04 to 2009/10. The final year of this time-series analysis may be starting to take into account young people who benefited from Routes in 2007-08. The analysis does not include details of non-specialist language learners (those studying languages as part of an institution-wide language programme (IWLP) or via a Language Centre, for example). As the Worton Review of Languages noted, in 2007-08 over 56,000 such students were reported by the Association of University Language Centres (AULC) to be studying languages in this way<sup>18</sup>.
- 3.67 Some headline findings from the BIS analysis are summarised in Figure 3-1.

<sup>17</sup> [http://www.cambridgeassessment.org.uk/ca/digitalAssets/169149\\_AS\\_and\\_A\\_Level\\_Choice\\_Factsheet\\_10.pdf](http://www.cambridgeassessment.org.uk/ca/digitalAssets/169149_AS_and_A_Level_Choice_Factsheet_10.pdf)

<sup>18</sup> Worton also notes that 'some care needs to be exercised in using these data, as they are somewhat unreliable, in that they depend on accurate returns by all IWLPs/Language Centres and not all provided their numbers'. [Worton Review, paragraph 87]

Figure 3-1: Headline findings from the BIS analysis of trends in HE language study

Entrant trends

- Overall, an increase of 5.3% in entrants to all MFL programmes over the time period, with variations by level of programme, as follows:
  - 45.8% increase in postgraduate entrants
  - 9.3% increase in undergraduate first degree entrants
  - -1.3% in other undergraduate entrants
  - -5.5% in PGCE entrants.
- 3.3% increase in all MFL entrants (excluding PGCE) at English HEIs, compared to 17.3% in other UK HEIs.

Enrolment trends

- Overall, an increase of 1.5% in MFL enrolments across UK HEIs over the time period, with considerable variations by level of programme, as follows:
  - 26.1% growth in postgraduate enrolments
  - 9.5% growth in undergraduate first degree enrolments
  - -7.1% in PGCE enrolments
  - -12.4% in other undergraduate programme enrolments.
- 2.9% growth in all enrolments (excluding PGCE) at English HEIs, compared to -2.2% in other UK HEIs.

Source: BIS analysis, March 2011

3.68 CILT's analysis of HESA data on enrolments over the time period 2002/03 to 2008/09 (excluding the OU), provides some other key findings relating to undergraduate study in languages:

- a small decrease in UK-domiciled students has occurred over the period (from 89% to 88%)
- a small increase in male students (from 30% of first degree students to 31%)
- an increase in students studying Joint Double honours degrees is apparent (up 5%) with decreases in Single honours (down 6%) and Major/Minor honours (down 13%)
- in 2008-09, where students were studying for Joint Double honours degrees, 37% of these comprised two language subjects, with 63% comprising one language plus another subject
- the most popular other subjects studied with languages were: Business and Administrative studies (14%); Social studies (12%); Linguistics, Classics and related subjects (12%); and Historical and Philosophical studies (10%)
- the relative proportions of students taking particular languages hardly changed over the time period with the exception of Spanish which increased its share from 21% to 25%
- considerable regional variation can be seen in the numbers of student headcounts studying languages (see Table 3-7), but relative regional percentage shares have remained broadly the same over the period.

Table 3-7: Regional student headcount for HE languages courses (excluding the OU), 2002/03 to 2008/09

Region of HEIs	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	Change
North East	1955	2060	2025	2140	2145	2065	2040	4%
North West	3640	3455	3570	3765	4060	4180	4330	19%
Yorkshire & the Humber	5160	4280	4020	3980	4075	4320	4495	-13%
East Midlands	2270	2305	2280	2330	2265	2220	2295	1%
West Midlands	2935	2850	2595	2725	2662	2615	2725	-7%
East	1530	1355	1355	1360	1330	1420	1425	-7%
London	5940	5825	5660	5460	5265	5265	5405	-9%
South East	5160	4840	4725	4565	4655	4680	4765	-8%
South West	3240	3035	3165	3240	3130	3385	3325	3%

Source: CILT analysis of HESA data, available at:  
[http://www.cilt.org.uk/home/research\\_and\\_statistics/statistics/higher\\_education/he\\_learning\\_trends\\_in\\_uk.aspx](http://www.cilt.org.uk/home/research_and_statistics/statistics/higher_education/he_learning_trends_in_uk.aspx).

## Widening participation

### *Changing the status quo*

- 3.69 It is a well recognised fact that the profile of students of modern languages has been overwhelmingly white, middle class and female. Routes into Languages was expected to work with Aimhigher and other initiatives to encourage potential university entrants from under-represented groups to study languages. Unlike the Aimhigher strategy, which sought to widen participation in higher education amongst those from non-traditional backgrounds, Routes into Languages did not necessarily target the most disadvantaged students. It did, however, seek to widen take-up of language learning amongst students who would not previously have considered following this discipline. In other words, like Aimhigher, it was seeking to promote a system change, creating the conditions for a longer-term sustainable difference in the take-up of opportunities (in this case language learning opportunities) by young people.
- 3.70 There is potential, therefore, for Routes to learn lessons from the longitudinal evaluation of Aimhigher by the National Foundation for Educational Research (NFER). This evaluation encountered many of the challenges that face the Routes programme, including issues of attribution and the length of time it takes before any cultural change finds its way into observable impacts on students. The Aimhigher evaluation (which took place from 2001 to 2005 and then subsequently to 2009) provides some useful lessons in relation to both effective interventions (what works, with whom) and effective monitoring and evaluation strategies.

*Lessons from Aimhigher for the evaluation of Routes into Languages*

- 3.71 Since Aimhigher was targeted at disadvantaged students with the potential to benefit from higher education, the national evaluation (Morris and Rutt, 2009,<sup>19</sup> Morris and Golden, 2005)<sup>20</sup> focused on obtaining data at individual student level, collecting background and administrative data, attainment data, policy-related data and attitudinal data on (and from) seven cohorts of young people over a period from 2001 to 2009. The nature of the longitudinal study, therefore, enabled the research team to:
- match background and administrative data (from the National Pupil Database - NPD), policy related data and survey data through young people's secondary school careers (Year 7 to 11), in order to explore changes in attitudes, behaviour, attainment and aspirations to higher education during their time in compulsory education – and the factors that appeared to have been associated with these
  - match this data to other administrative data collected post-16 (whether through the NPD or through the Individual Learner Record – ILR) to look at post-16 progression and any relationship with Aimhigher activities
  - match NPD, ILR and data from the Higher Education Statistics Agency (HESA) in order to look at progression to higher education across a number of Aimhigher cohorts (and, in particular, those for whom survey data existed) in order to identify the longer-term impact of Aimhigher.
- 3.72 The analysis of the matched and anonymised NPD/ILR/HESA data for the earliest cohorts (Years 10 and 11 in 2001/02) found that Aimhigher was associated with a positive impact on progression to higher education. This was particularly evident amongst young people from disadvantaged backgrounds, equating to one additional higher education entrant for every 100 young people eligible for Free School Meals. Although the overall proportion of young people from Aimhigher schools was lower than the proportion from non-Aimhigher schools, Aimhigher students with only average levels of attainment, or on Free School Meals, were more likely to have taken up a place than their peers with the same background and attainment characteristics.
- 3.73 What was critical to establishing the impact of Aimhigher, therefore, was comprehensive student-level data (on young people in the treatment and comparison groups), incorporating background characteristics, attainment data and information on the extent of exposure to targeted interventions. These students (Aimhigher and non-Aimhigher) were then tracked over a sufficiently long period of time to examine the longer-term outcomes of the programme, looking not just at short- or medium-term changes in attitudes, aspirations or intent, but at post-16 attainment and post-18 progression.
- 3.74 The implications for the longer-term monitoring and evaluation of any successor programmes to Routes into Languages are clear:

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<sup>19</sup> Morris, M. and Rutt, S. (2009), *The longer term impact of Aimhigher: Tracking Individuals*, Bristol: HEFCE available at:

[http://www.hefce.ac.uk/pubs/rdreports/2009/rd21\\_09/rd21\\_09.pdf](http://www.hefce.ac.uk/pubs/rdreports/2009/rd21_09/rd21_09.pdf)

<sup>20</sup> Morris, M. and Golden, S. (2005), *Evaluation of Aimhigher: Excellence Challenge Interim Report 2005* (DfES Research Report 648) London: DfES

- the unit of data collection needs to be the individual student
- strategies need to be in place to enable matching of administrative and policy-related data, whilst also ensuring that data protection protocols (including individual anonymity) are followed
- relationships between data providers and data collators are critical
- analytical tools that enable appropriate statistical testing need to be established at the outset. The analyses used for the interim and long-term Aimhigher evaluations were various forms of multilevel modelling, a hierarchal form of multiple regression analysis that can control for the clustering effect of students, in classes, in schools and in regions. Regional consortia of HEIs may have large enough numbers of students with which to do this analysis, but the likelihood is that some form of national analysis, using comparable regionally collected data and matched to national administrative datasets, would be more effective and reliable.

3.75 The Aimhigher evaluation found that no single activity or set of activities could be identified as having a positive association with transition to higher education. Rather, as Morris and Rutt (2009) indicated, it was the *'creation of a climate in which progression to higher education was sought by both the young people and their parents'* that was important. Earlier analyses, while the tracked cohorts were still in compulsory education, suggested that some activities were positively associated with raising awareness of higher education, improving attitudes to school or education (including staying on in education) or raising aspirations to higher education. Post-18, however, the only such constructs that were positively associated with taking up a higher education place were a positive attitude to staying in education, suggesting that those activities that most effectively promoted a positive attitude to continuing in education were crucial to the long-term success of the programme.

3.76 In relation to Routes into Languages, this indicates a need to ascertain which attitudes to language learning are critical indicators of progression to further and higher study.

### ***Routes and widening participation (WP)***

3.77 We now go on to consider the widening participation (WP) challenges faced by the Routes programme in the context of the following themes:

- approaches to targeting and engaging the WP cohort
- geographic coverage, particularly the urban / rural issue
- participation of boys and girls
- patterns of participation across pupils from mainstream and independent schools.

#### *Approaches to targeting and engaging the WP cohort in Routes*

3.78 The approaches used to engage with the WP cohort have varied across the consortia, but most prominent has been the use of Aimhigher which has been discussed elsewhere in this chapter.



- 3.79 Some consortia have built the WP agenda into their project team through the inclusion of widening participation departments and Aimhigher on their advisory groups, whilst others have explicitly decided not to target any particular socio-economic groups. What is notable is that, although there is often a consortium-wide focus, each member institution has its own individual method of engaging with the WP agenda.
- 3.80 Both the East Midlands and Yorkshire and Humber have taken a highly targeted and focused approach to reaching the WP cohort. The East Midlands consortium has included Aimhigher as a member of its consortium, as opposed to an external partner, making it integral to the partnership. In the Yorkshire and Humber, the consortium has reached those schools which struggle with language teaching and take-up at GCSE and beyond. In the last year within Hull it has particularly focused on schools within the most disadvantaged estates in the county. The aim is to motivate and inspire those pupils who have no interest or have lost interest in languages. The East consortium has also worked closely with its Aimhigher colleagues, particularly in Essex.
- 3.81 Consortia have been using a mix of targeted and non-targeted approaches to engage with schools, with targeting used to a varying degree. Below we list a few examples of approaches used:
- the South West felt that specific targeting of particular socio-economic groups was not appropriate for their consortium. However, they have delivered a number of events alongside Aimhigher targeted at Aimhigher schools. In addition to this, each consortium member has developed its own relationship with their individual WP departments
  - in the North West, there is no deliberate focus on WP schools, but members are aware which ones have and have not taken part in Routes
  - in the South East, Aimhigher has been working very closely alongside Brighton University, providing advice and joint training for student ambassadors. The consortium operates a mix of open registrations via the website and specific targeting, as do several other regions
  - having looked at HEFCE participation maps and the volume of Capital L activities, the London consortium found that 34% of all participating schools fell below the Free School Meals (FSM) threshold. They have also deliberately connected with schools with lower GCSE results
  - the data provided by pupils in the North East showed that 12% of pupils were from the 10% most deprived areas nationally and just over four in ten pupils were from the 40% most deprived areas nationally. The consortium envisaged that if the initiative continued there would be potential to do even more targeting.

*The involvement of Aimhigher*

- 3.82 While every consortium has worked with Aimhigher to some extent, the level of pro-activity and engagement has been variable. As already highlighted, some consortia built Aimhigher

involvement into their plans from the start (e.g. East Midlands); others, by contrast, have been less pro-active.

- 3.83 On a sub-regional basis, some consortia have found it easier to engage Aimhigher in some parts of a region than in others. For example, in London the contact with Aimhigher coordinators was described as variable across the city, although Hackney was highlighted as being particularly helpful.
- 3.84 There are three main methods through which Aimhigher has worked with Routes. First, in many cases it has been a key conduit between the HEIs and the schools; second, it has helped to host joint events; and third, it has provided advice on how to engage and target Aimhigher schools.
- 3.85 For the South East and the East Midlands, Aimhigher has been key to maintaining school relationships. This is borne out by the fact that 90% of the schools that the East Midlands consortium works with are Aimhigher schools. Using Aimhigher to make the initial contact avoids duplication, particularly amongst schools which have had previous contact with Aimhigher. It also helps that, in some areas, Aimhigher is a more established 'brand' than Routes.
- 3.86 Where Aimhigher has been working with HEIs, it has often provided a list of schools to target. Examples of jointly delivered and branded events with Aimhigher have included:
- school visits and presentations
  - university based campus events/open days where Routes have a stand (e.g. Higher education could be for you' days in the South West)
  - summer schools.
- 3.87 Due to the variation in its structure across the country, the extent to which Aimhigher has participated in Routes has correspondingly been mixed. The North East evaluation, for example, recommended that there should be closer working arrangements with Aimhigher, contrasting with the East Midlands, North West and London where Aimhigher has been part of the governance structure from the start.
- 3.88 In November 2010, the Minister for Universities announced the Government's decision to cease funding for Aimhigher by the end of July 2011. While individual institutions and partnerships may continue with some initiatives, some expert practitioners in widening participation may be lost.

#### *Geographical coverage*

- 3.89 Geographical coverage of Routes has increased over the years but it has remained a challenge to ensure even coverage across regions. Universal coverage has been hindered somewhat by the vast geographical areas that Routes consortia work across. The transport infrastructure is variable, and changes in the HEI partnerships over the years have also made an impact on coverage in some of the regions.

- 3.90 In the South, the consortium originally called South Central changed its name to the South East better to reflect the new partners that have joined them in the last year (including partners in Kent and London (Royal Holloway)). In the north of the region towards Milton Keynes and Buckinghamshire there is not as much coverage as the consortium might like. What has been positive, however, has been the cross-consortia working with neighbouring consortia in the South West and London.
- 3.91 In the South West and the East, the nature of the geography is one of a highly dispersed, largely rural region. Given these challenges, the South West has managed to contact every school in the region and visited every school that requested a visit. Particular areas of the region were especially difficult to reach due to the distances involved and the lack of a motorway system. This has made it difficult to implement projects such as weekly school visits (e.g. after school clubs) by student ambassadors. Similarly, the East consortium has found penetration of rural areas a challenge, particularly in parts of Norfolk, Bedfordshire and Hertfordshire. It has, however, maintained widespread communications via email, utilising former Comenius contacts, and has sent calendars and newsletters to every secondary school in the region. The East has also developed materials and communication via wikis.
- 3.92 Other consortia have found that a lack of coverage has resulted from the fact that they are missing a key HEI in a part of their region. This may be due to one or more of the following factors: language department closures (e.g. the universities of Northampton and Derby in the East Midlands and Bradford University in Yorkshire and the Humber); HEIs in a particular area may have chosen not to join a consortium; or there may not actually be an HEI in the locality. The West Midlands has overcome this by unofficially ‘sharing’ the counties of Worcestershire, Herefordshire and parts of Staffordshire amongst the different members of the consortium in order to gain the best possible coverage. They have also worked with the recently established Wales consortium with schools in south west Gloucestershire, for example, being referred to Routes Wales.
- 3.93 It might be imagined that ‘e-initiatives’ (for example, e-mentoring) would, in principle, work well in rural regions where physical access to schools takes longer than in densely populated areas. However, in the South West the consortium has found such initiatives less popular than expected: they require teachers to spend time setting up and administering them and, in some areas, pupils were not engaging with activities on a regular basis because they felt ‘too much like homework’.
- 3.94 The referral of schools to neighbouring consortia, and particularly those on the borders of regions, has been another successful way of overcoming some of the challenges of geographical coverage. To many participating schools and colleges the regional structure that is in place for Routes is not something that they recognise and they will look for an event which is closest to them either based on distance or travel times. This cross-referral is a reflection of the good communication between consortia managers and helps to add cohesiveness to the Routes brand.

*Engaging boys and girls*

- 3.95 An oft-cited concern regarding languages in school is that boys are more likely than girls to find them ‘boring’ and/or ‘hard’ and hence are less likely to pursue them. The regional

consortia are aware of this, and have been certain to include activities within their provision that are likely to be of interest to both sexes.

- 3.96 In the first two years of the evaluation we had very little hard evidence on the impact of Routes activities upon boys specifically. However, evidence is now starting to emerge that indicates the positive impact upon them.
- 3.97 In the East Midlands, for example, a member of the SQW evaluation team spoke to pupils and teachers at a German Fun Day, and found that all pupils were very engaged with the exercises, particularly the boys. Feedback from pupils at the end of the event indicated that boys were equally enthusiastic about the day, and could see ways in which languages could be beneficial in their future careers ('even as an armed response officer').
- 3.98 Initiatives involving sport have been one of the mechanisms used by Routes to ensure the interest of both sexes. A forthcoming article for the *Language Learning Journal* by Ian McCall of the School of Humanities, University of Southampton, assesses the impact of 'Score in French', a football-related languages project designed by the University to motivate boys in French at Key Stage 3. The project forms part of the provision delivered by the Routes South East consortium. In brief, six secondary schools have been piloting the initiative, which delivers a French curriculum built around football. Although it is delivered to girls as well as boys, the specific aim is to increase motivation in languages amongst boys in Year 8, with the hope of addressing the low participation in languages study of male students after age 14. In addition to in-class activities, some students are brought to an interschool French and football tournament hosted by Routes at the end of the project. All students (approximately 800) were asked to complete a questionnaire at the end of the project.
- 3.99 Although the article has not yet been published, we have been given permission to cite some of the findings here. The article is fairly substantial and worth reading in its entirety when it appears. We will not attempt to reproduce it here, but it is worth highlighting some key points from the study (Figure 3-2).

Figure 3-2: Key findings from *Score in French!*

- Over 77% of boys and 61% of girls agreed that 'French has been more fun [when] working with the French football activities'
- Over 60% of boys and 55% of girls agreed that 'I have found French less boring with the French football activities' (with reference to previous research showing that it is the subject matter they are referring to, not the language itself, when learners complain that languages are 'boring')
- Over 70% of boys and 58% of girls agreed that 'I feel I have made more effort in French doing the football activities' – and importantly, over 60% of boys who disagreed with the statement 'I have always tried hard in French' agreed that they had made more effort whilst working on the project (suggesting that Score in French has motivated a large proportion of boys who were otherwise disengaged from the subject from the outset)
- 61% of boys and 43% of girls agreed that 'French seems easier with the French football activities' (though it is stressed that Score in French was not aimed at simplifying the language and that the resources were designed to be challenging)
- Encouragingly, the percentage of boys agreeing at the end of the project that 'being able to speak French is 'cool'' was not significantly lower than that of girls (53% of boys compared to 55% of girls).

*Mainstream / independent schools*

- 3.100 In his 2010 report on access to ‘highly selective’ universities, Sir Martin Harris<sup>21</sup> makes an important point that was not developed in the Worton Review of Languages:

*[Modern languages] are increasingly concentrated in a number of, in general, highly selective universities, while the proportion of the cohort taking a language at GCSE has declined from a peak of 78 per cent in 2001 to 44 per cent in 2009. While the relevant ‘A’ level results seem to indicate that many able linguists are still going through to study language post-16, they can only do so if they attend a school or college that offers the requisite choices at 14 and are encouraged/aware of the consequences of not studying a language. Currently comprehensive school pupils are two and a half times less likely to take a language at A level compared with independently schooled pupils. So we see that another route into selective universities may be more open to some than others.*

- 3.101 CILT has undertaken some initial analysis of UCAS data<sup>22</sup> and found that the proportion of applicants from independent schools was 23% for language courses compared with 9% across all subjects. CILT’s plan is to produce a time-series analysis for the three years 2008, 2009 and 2010 to see whether any trends are emerging that might be attributable to Routes.
- 3.102 In the North East, the regional evaluator looked at data on applicants accepted to university in 2008 to study languages. These showed that a greater proportion of accepted applicants for language courses came from independent schools when compared with all subject areas (13.6% compared with 5.6%). Of course, we would not expect applicants to HE in 2008 to have benefited from Routes, so it would be interesting to re-visit this data query again later in 2011 and to encourage other regions to do similarly.

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<sup>21</sup> Sir Martin Harris (April 2010), *What more can be done to widen access to highly selective universities?*, Office for Fair Access,

<sup>22</sup> [http://www.ucas.ac.uk/about\\_us/stat\\_services/stats\\_online/data\\_tables/edbackground](http://www.ucas.ac.uk/about_us/stat_services/stats_online/data_tables/edbackground)

## 4: Programme impact (b): economic and civic regeneration

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### Introduction

- 4.1 In this section of the report we focus on the second overarching aim of Routes,
- to support the role of HE Languages as a motor of national economic and civic regeneration.*

- 4.2 Three objectives in the Routes business plan relate to this aim:

*Routes Objective 5: to increase the numbers of first-language English students taking translation / interpreting courses in English universities*

*Routes Objective 6: to widen the range of languages being offered in translation / interpreting courses, with particular reference to community languages*

*Routes Objective 7: to encourage HEI language departments to develop their curricula, and raise their profiles in the areas of community languages, languages and enterprise and key international events.*

Objectives 5 and 6 relate primarily to the work of the two national networks, while objective 7 concerns the impact of the research reports.

- 4.3 This strand of Routes recognises the role that languages play in promoting citizenship, and in supporting the economic and commercial life of the nation. As discussed in the Routes business plan, there remains a clear need for graduates with language and cultural skills pertinent to countries outside the Anglophone world and beyond Western Europe. At the same time, research such as CILT's *Talking sense* report in 2005<sup>23</sup> noted that 75% of British companies recognise a need to improve their capacity in languages to support future business development strategies. In the fields of translation and interpreting – vital for economic, diplomatic and civic interaction – studies prior to Routes had shown particular national vulnerabilities.

### Increasing the number of English speakers in T&I

- 4.4 The last full study of the translating and interpreting professions<sup>24</sup> pointed out a worrying lack of first language English students on translation/interpreting courses in higher education: only 41% of students in Schellekens' survey were first language Anglophones, with expansion largely dependent upon overseas students.
- 4.5 Below we look at how the networks have gone about promoting languages in the context of these two professions, and at the evidence of impact that is now emerging.

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<sup>23</sup> CILT (December 2005), *Talking sense: a research study of language skills management in major companies* available at: [http://www.cilt.org.uk/home/research\\_and\\_statistics/research/cilt\\_activities/the\\_economic\\_case.aspx](http://www.cilt.org.uk/home/research_and_statistics/research/cilt_activities/the_economic_case.aspx).

<sup>24</sup> Philida Schellekens (April 2004), *Interpreting and Translating*, CILT and the FCO

### **Raising the profile of translation and interpreting**

- 4.6 In order to secure increased take up of courses in translation and interpreting it is important to raise awareness of the professions as widely as possible. One of the specific targets set out for the national networks in the Routes business plan was ‘raising the profile of the translation and interpreting professions in university language departments and in school/college sixth forms and FE colleges’.
- 4.7 Both networks have delivered a significant number of careers events targeted at this audience, both individually and jointly, small scale and large scale. Between them they have reached a large number of school pupils and undergraduates. The national joint NNI/NNT event in February 2009, for example, saw up to 250 young people attending each of the talks.
- 4.8 The NNI has provided a wealth of anecdotal evidence from teachers and pupils of increasing interest in interpreting as a profession. Typical quotes include:

*I didn't really know what it was about but after this session I would consider a course in this (pupil)*

*It was fun and definitely something I would think about studying (year 10 student)*

*The response from this age group is always excellent and several students enquired about interpreting courses at the end of their stay (Linguastars organiser).*

- 4.9 The NNI has developed a strong web presence, which was built into its plans from the outset, while the NNT has only recently been allocated a URL that is separate from the main Routes website. When putting together its original proposal the NNT had not anticipated the need for a strong internet presence, but it has become apparent during the course of Routes that this would have been advantageous.
- 4.10 Interestingly, the NNT received feedback that one of the talks given by a translation employer at a careers event was regarded as ‘disheartening’ by some young people in the audience, as it highlighted the competitiveness and toughness of the translation market rather than focusing on the need for high-calibre linguists and hence the very real opportunities for young people studying languages. The NNT was quick to recognise that achieving the appropriate balance of realism alongside aspiration-raising at such events is important, and has been working with employers and partners to ensure that the right balance is achieved.
- 4.11 One of the key learning points for the national networks – and indeed the wider Routes community – has been the importance of reaching potential translators and interpreters long before they arrive at university. When Routes into Languages began it was assumed that the networks should not aim to deliver activity to pupils below sixth form, as this was deemed beyond their remit. However, it has become apparent from pupil feedback – collated by the regional consortia as well as the networks – that younger pupils are highly positive about such activities. As the NNI impact report notes:

*The NNI is [now] targeting students from around year 8 upwards. Interestingly, we have had particular success with this target group, in that they have displayed a natural curiosity about interpreting as a career, and thus been interested in and enthused by our events and activities.*

*While it is difficult to predict what proportion of them will continue studying languages with a view of taking up a career in language services, we can see any enthusiasm on the part of younger learners as a positive step toward reaching our goals. [NNT impact report]*

### **Evidence of increased take-up in Translation**

- 4.12 One of the specific targets for the national networks was to ‘increase the percentage of first language English postgraduate students of Translation/Interpreting’. Both the networks have now produced impact studies reporting that numbers are increasing – both overall (the total number of postgraduate students taking translation and interpreting courses) and specifically the number of students whose first language is English.
- 4.13 However, in its impact report the NNT notes the various difficulties involved in capturing data about this cohort. For example, an English mother tongue standard translator may not necessarily be a native speaker, but someone whose language of habitual use, and therefore their strongest language, is English. In terms of how individual institutions capture demographic data about students entering their translation courses, there can also be challenges in obtaining data about students’ mother tongue in relation to institutions’ equality and diversity policies. Furthermore, not all institutions measure their data in the same way or across the same time-series (the NNT report only cites figures from those institutions providing data across a five year period). Another problem cited by the NNT in its report is:

*the wide variety in the type of postgraduate course offered by the partners. They range from the applied or specialised to the more theoretical approach. Different courses offer different benefits for different students and this learner choice is invaluable. However, we must be careful of comparison of figures as it is not like for like.*

- 4.14 In addition, although the institutions within the national networks have worked well together and have largely overcome the competitive element between them, there is still some sensitivity when it comes to reporting figures on take-up. For this reason, NNT member institutions prefer to be reported anonymously when this issue is discussed.
- 4.15 In Table 4-1, we can see the figures provided by two HEIs from the network.

Table 4-1: Take-up of postgraduate translation courses amongst English mother tongue students

Year	Number of students: HEI ‘A’	Number of students: HEI ‘B’
2005-06	34	28
2006-07	33	37
2007-08	28	35
2008-09	21	55
2009-10	51	57
2010-11	48	55

Source: National Network for Translation, June 2010



- 4.16 HEI 'A' in Table 4-1 describes the progressive shortage of English native speakers entering postgraduate translation courses over recent years – but reports that its 2009-10 intake more than doubled that of the previous year. Meanwhile, HEI 'B' in Table 4-1 had maintained fairly stable numbers of English mother tongue students over several years, yet since joining the Network has seen an increase in the numbers of English native speakers on its course (although there has been a slight fall in numbers in the current academic year).
- 4.17 How much of this rise can be attributed to Routes? Attempts to measure how closely this trend is linked to Network activity have proven to be difficult, as surveys measuring awareness of the NNT have provided some misleading findings. For example, HEI 'A' surveyed its new intake in September 2009 about their perception of the Network and the influence it had on their career choice, only to find the vast majority of respondents reporting that they had neither heard of the Network nor attended an event. However, when HEI 'A' compared the list of attendees at a major event in summer 2009 with the list of applicants to the course in autumn 2009, the overlap was significant: many had attended a Routes / Network event but without recognising it as such. The NNT rightly concludes that “individuals focus on the information that is given to them at events, or the institution that hosts the event, rather than the brand that funds the event.”

#### ***Evidence of increased take-up in Interpreting***

- 4.18 The NNI has also been able to collate some data on applications to interpreting courses in its member institutions. Four of the HEIs have provided figures, though not consistently across the same time-series. Unlike the NNT institutions they have identified themselves by name, but for the sake of consistency with the NNT we report the findings here anonymously:
- HEI 'C': 60% increase in applications from English A<sup>25</sup> UK nationals between 2009-10 and 2010-11, leading to offers being doubled
  - HEI 'D': 47% increase in applications between 2009-10 and 2010-11
  - HEI 'E': 34% increase in English A applications between 2007-08 and 2008-09, followed by 49% increase between 2008-09 and 2009-10. (This can be compared to an average yearly increase of 7% from 2003-04 to 2007-08.) A further increase of 25% between 2009-10 and 2010-11.
  - HEI 'F': 32% increase in applications overall between 2008-09 and 2009-10, including 12% increase in English A applicants. Overall applications increased by a further 55% between 2009-10 and 2010-11.
- 4.19 These data show considerable percentage increases, although it needs to be borne in mind that the actual numbers of additional English A students applying and being accepted are still very small. This is due to the lack of capacity for significant growth in student numbers in the current financial climate in English HE.

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<sup>25</sup> An alternative term for those with English as their first language.

### **Working with employers**

- 4.20 Both networks have had considerable success in working with some key employers and professional associations in the translation and interpreting fields. They have engaged a wide range of organisations in their activities and events, amongst which the Institute of Linguists and the Institute of Translation and Interpreting have been prominent. There are very good links with the European Commission both at network and institutional level.

### **Widening the range of languages offered in T&I**

- 4.21 In addition to highlighting the low proportion of English mother tongue students taking translating and interpreting courses, the Schellekens report<sup>26</sup> also showed a concentration of higher education provision in Western European languages: they accounted for 71% of the languages provided in HE translation and interpreting courses. The report recommended that ‘course providers should consider how they can expand their collective language offer to include languages other than Western European languages’.
- 4.22 In this section we look at what the national networks have achieved in this respect.

### **Translation modules (NNT)**

- 4.23 In the first year of the project, two modules were designed by the NNT with a view to addressing Routes Objective 6:
- the cognate language module, which would allow students with a good knowledge of one language to acquire a reading knowledge of another language in the same language group within the space of a year
  - the family background module, which would permit students to translate out of a language that they had never formally studied.
- 4.24 In the second year of Routes, the University of Westminster piloted the cognate language pathway, recruiting 13 students from its various Master's courses in translation for first-language English students to study translation from Romanian into English. All the students had a first degree in French, Italian, Portuguese or Spanish, some having studied more than one of these languages at undergraduate level. None, however, had any knowledge of Romanian.
- 4.25 The cognate module in Romanian is deemed to have been highly successful. The University of Westminster notes:

*The module has been such a success that it is now embedded in our postgraduate translation programme and will continue to be offered in the future, though without Routes funding. It will be open to any postgraduate translation student and, by way of CPD, to any translator with knowledge of a cognate language.*

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<sup>26</sup> Philida Schellekens (April 2004). *Interpreting and Translating*, CILT and the FCO,

- 4.26 A second cohort of students is now studying the module, but as far as we know, it has not yet been taken up by other institutions, despite being made freely available. The NNT has noted that institutions will not invest in teaching a module for a small number of students only.
- 4.27 The family background module has yet to be piloted. To date it has proven impossible to generate a sufficiently large cohort to make it worthwhile to run the course. The lack of demand from potential students appears to reflect the lack of demand from employers (as per the findings from the research study carried out by the University of Westminster, highlighted in one of our earlier reports). The NNT and CILT have drawn lessons from this element of Routes experience: it is important for the translation community to have solid labour market information in order to ensure that the supply of courses and students reflects the demand from employers.

### **Public service interpreting**

- 4.28 The NNI Impact report notes an increased interest in Public Sector Interpreting (PSI) amongst students as a result of its activity. It states that,

*Many T/I students have applied to work as freelance PSI interpreters following related careers talks. Also, five practising public service interpreters who attended an event entitled 'Introduction to Interpreting' subsequently expressed an interest in undertaking training with one of our partner institutions. Raising standards in this area, though not an initial objective, is something that we are committed to as a Network. By organising stakeholder meetings, being active in new and existing groups and networks, showcasing the profession and encouraging training we hope to contribute to a greater professionalization of this particular kind of interpreting. [NNI impact report]*

- 4.29 This is an encouraging finding and there is potential for the Network to do more to support PSI developments. This potential cannot be developed, however, unless there is an opportunity within any successor programme to Routes to build in provision for some targeted funding to facilitate the development of work-based or part-time learning opportunities for PSIs already in work.

### **Challenges for the Networks**

- 4.30 The NNT's impact report identifies a number of challenges that are still to be addressed. These include the insufficient timescale of the programme to be able to address the shortage of English mother tongue speakers entering the translation and interpreting professions. As the report notes,

*It takes time to become proficient in a language to the stage where you can operate as a professional translator or, for that matter, train as a professional translator. Both translation and interpreting require a very high level of language knowledge and as a result, time is needed to generate enough of a cohort to apply for the courses and establish a new generation of professionals. The timescale is also affected by the current decline in language learning at GCSE and the relative stasis of language take-up at A-level and the fall in numbers of language learners on undergraduate courses. The real shortage could potentially occur in a few*

*years time, when the decline translates into a smaller cohort available to apply for postgraduate training and therefore the work of the Networks needs more than three years to percolate to learners at a younger age, engage them in language learning and increase the number of those language learners that go on to learn two or more foreign languages, essential for a professional translator or interpreter working in an international institution.*

- 4.31 This issue about the longer term challenge for the professions is a very important point, which the languages community must take on board. The national networks have done much to tackle the issue and to stimulate demand for Translation and Interpreting, but when Routes funding ends there is a real risk that the longer term message will be lost.
- 4.32 More specifically on the NNT, its lack of a high profile web presence for much of the programme limited its wider impact. This particularly affected the Graduate Placement Scheme, where the NNT notes,

*For the first year of its presence on the Routes into Languages website, it [the Graduate Placement Scheme] was a subsection of a subsection, which greatly affected its profile and the ability of employers to find the webpage. In the last year, since being given its own URL, downloads and visits to the page have increased significantly. It is an indicator of present times that a web presence is crucial to the success of any project and, as a result, any future extension of the NNT would require a more prominent web presence. The Network partners feel that the issue of web presence is critical going forward.*

## Encouraging HEI language departments to develop their curricula

*Routes Objective 7: to encourage HEI language departments to develop their curricula, and raise their profiles in the areas of community languages, languages and enterprise and key international events.*

- 4.33 This final objective of Routes relates specifically to the three research reports, and their influence (if any) on the work of the consortia and network HEIs (and other institutions).

### **The research reports**

- 4.34 The Routes business plan, recognising the need ‘to make explicit the vital role that languages play in adding value to other areas of economic and social activity’, specified three areas of strategic importance: community languages; attracting and supporting major international events; and entrepreneurship. Three research projects were commissioned to address these themes. It was intended that ‘each research strand will support / inform the work of the regional consortia and provide an evidence base for outreach activity and help to raise the profile of HE languages’.
- 4.35 In our previous reports we have indicated a feeling from our consultations that there is a general lack of awareness and understanding about the research reports. In particular, few in the Routes community are able to say: a) how the three research themes were chosen; b) how the reports were commissioned; c) what their purpose was intended to be; d) who the target audience was; or e) what the consortia/networks were supposed to do with the findings.

- 4.36 We noted previously that it may take time for the impact of the research reports to be felt. Whereas in previous years' consultations we identified the impact as negligible, there are now a few signs that their findings are beginning to be used.
- 4.37 In the South East consortium, for example, the reports are said to have fed into the academic work of the project manager and also into the consortium's presentations and public messages. They have also used the data for parents and influencing activities, and the reports have helped to guide a lot of development such as languages and sports and languages and media. The research has played a significant role in activity development and most events come about from the reports and evidence base for activities. The East Midlands now feels that the research reports did influence the work of the consortium, e.g. community languages are now offered as part of their events. In London, as we noted earlier, the report on languages and international events has now been read and taken on board by the London Organising Committee for the Olympic Games (LOCOG) – a positive outcome. In addition, one institution commented that it was good that Routes contained a research element, since it helped languages staff to make the case to senior managers that Routes is 'more than just an outreach programme'.
- 4.38 Although these comments are encouraging, there remains a consensus amongst institutions that no real attempt was made to integrate the research reports with the work of the networks and consortia. Our perception is that if anyone has delivered activities that relate to the three research themes, this is largely because they planned to do so anyway, not because the research reports inspired them to do it.
- 4.39 The research themes are, however, echoed in some of the activities being undertaken in the consortia. We discuss some of these below.

### ***Promoting community languages***

#### *Teacher training for native speakers of community languages*

- 4.40 The North West consortium (which has given its work the title of COLT, or Community and Lesser-Taught Languages), runs teacher training courses twice a year in Arabic, Mandarin Chinese and Urdu. It also runs a summer top-up workshop for those who have completed the course. The Teacher Training course involves:
- a training workshop
  - a visit to a mainstream school
  - a second training workshop
  - an observation visit by the trainers of the teachers.
- 4.41 In addition, Routes and Links into Languages have been working together in the North West and have recently organised a joint meeting to discuss ways forward in the teaching of Urdu in all settings across the region. An open invitation has been extended to all those teaching in secondary or supplementary schools, and Heads of Department from schools where Urdu is

taught. Areas for discussion are to include: integrating Urdu into mainstream language teaching; options for qualifications; and raising achievement, status and uptake.

- 4.42 The COLT project in the North West reflects the national picture reported in recent Language Trends surveys, which notes that lesser taught languages are continuing to grow, mainly as extra-curricular choices or as an enrichment of the sixth form curriculum.

### ***Entrepreneurship and employer engagement***

- 4.43 As highlighted in our previous reports, employer engagement to support strategically important and vulnerable subjects (SIVS) such as languages will be of growing importance within the HE sector over the next few years. This research theme has been embraced by the largest number of HEIs.
- 4.44 As we noted earlier in this report, links to the RLNs in Yorkshire and Humber and West Midlands have enabled these consortia to make strong use of their Business Language Champions who have helped to engage other businesses as well as provide advice on school presentations.
- 4.45 The East consortium has developed a number of activities which fall under this category, including:
- Language for Culture and Business programmes at the University of Bedfordshire
  - a new venture with EEDA on Language Business Champions
  - a planned project with Essex County Council based around the Olympics.
- 4.46 The work of the networks has also clearly engaged some significant employers, as highlighted earlier in this report. There is potential for more to be done with some large public sector employers, in particular, to support PSIs to gain HE level and professional qualifications.

### ***International events***

- 4.47 The third research report is clearly most relevant to the 2012 London Olympics, so it impinges primarily upon the work of the Capital L consortium.
- 4.48 We understand from Capital L that the London Organising Committee for the Olympic Games (LOCOG) has now read and been impressed by the international events report. Its attitude to languages more generally is reported to have improved considerably compared to previous years and a Languages Services manager for the Olympics is due to be appointed.

## **Conclusion**

- 4.49 There is a feeling amongst some in the Routes community, shared by the evaluators, that the aim of achieving 'economic and civic regeneration' through Routes into Languages is both too ambitious for a three year programme of this scale and also too vague. Indeed many of our consultees have either not known, or not been able to articulate, exactly how they are supposed to be contributing to this aim.

- 4.50 It is clear from the body of evidence now emerging that the national networks have delivered some excellent activities, which have succeeded in ‘turning students on’ to the translation and interpreting professions. At the same time the networks have highlighted the longer term challenges faced by the professions. Continued support and lobbying will be required if the broad aims of economic and civic regeneration are to be achieved.

## 5: What works best?

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- 5.1 In this chapter, we identify some of the activities and interventions which, on the evidence available, appear to have worked best. It is challenging, however, to draw definitive conclusions about which activities have been most successful or achieved the greatest impact, given the relatively short timescale in which the programme has been operating and the absence of very detailed surveys at local level - which neither the networks, consortia or the evaluation team have been resourced to do.

### Student ambassadors

- 5.2 As we have found throughout the evaluation, student ambassadors have been by far the most frequently cited successful element of Routes. The reasons for this have been discussed in earlier reports: young people listen to ambassadors because of who they are (young, 'cool') and because of who they are not (teachers or parents). This gives the ambassadors a credibility that other potential role models often lack. Comments from two teachers in the North East, as cited in the regional evaluation, are a good example of positive feedback about ambassadors:

*The humorous, memorable teaching methods used by the practitioners were very well prepared and delivered energetically, mostly with a range of differentiated levels for pupils to engage at. The differing styles were particularly interesting, as the pupils in my group ranged in age from 6 yrs to 11 yrs and were all catered for in context, pitch and expectation.*

*Positive impact, added to interest generated by staff in department, helps to show relevance of languages in real world context, backs up message given from MFL department but with use of 'real university students' etc the message appears cooler / more credible.*

- 5.3 North East pupils who attended focus groups talked positively about the activities they had participated in. In the words of the regional evaluator:

*...many had really enjoyed meeting the student ambassadors and one group of year 9 students felt that it was 'cool' that they had come to visit them at school. This in its own right had motivated one student who thought that it would be really good to be invited back to her school in the future in a similar capacity to inspire the learners*

- 5.4 The importance of effective training and support for student ambassadors (and other staff going into schools) has been highlighted in some feedback from schools. In one region, for example, a survey of teachers elicited some less positive comments, including the following points:

*Some of the practitioners coming into schools are not familiar with presenting to younger students and their style of delivery is sometimes more appropriate for more mature students*



*Group work with native speakers is a good idea but does not always work easily; they are not trained teachers and need support and ... small groups*

*When well run, students benefit hugely. When run by university students, they can be unprofessional and our pupils sense that very quickly.*

- 5.5 In some regions, student ambassadors recruited to date have come primarily from other European countries (in one case, particularly from Eastern Europe). The recruitment of native English speakers has been constrained in a few consortia by the fact that some of their member HEIs do not offer language degrees.
- 5.6 Within a given consortium, the approach to recruiting student ambassadors can vary between member institutions. One HEI might recruit equally amongst native English speakers and international students, while another might take the view that only native English speakers should be recruited as they form the most appropriate kind of role model (i.e. school pupils can see that 's/he is just like me').
- 5.7 In the North East, a small group of student ambassadors at the University of Newcastle has become such an integral part of Routes that they have also been deployed to maintain the consortium's database of school contacts. They update the record of visits made to schools and the number of pupils involved, and then look for gaps in coverage. Having been involved in Routes from the start, the experience and enthusiasm of these student ambassadors is such that they are able to assist the consortium manager in identifying which schools might best be targeted for activity in the coming year. These schools have then received a telephone call from an ambassador, who has offered to visit them and give a presentation or taster session. This kind of administrative assistance not only frees up some of the consortium manager's time for other activities, but also gives the students additional employability skills to add to their CV. The University has made a point of investing in its student ambassadors, and has adopted a useful and rigorous approach to recruitment, training and debriefing them in order to maximise the benefits for both sides.

## Roadshows and other large events

- 5.8 Prior to the instigation of Routes there was a certain 'received wisdom' from Aimhigher that large-scale events were less successful than small, targeted events at encouraging pupils from the widening participation cohort into higher education. However, from the outset the regional consortia, national networks, participants and teachers have been reporting that these large events (generally involving taster sessions, games/quizzes and talks by staff or student ambassadors) have made a significant positive impact upon young people's perceptions of languages. The short-term 'euphoria impacts', measured by the post-event questionnaires deployed across the regions, are consistently high.
- 5.9 Such events provide the ability to reach large numbers of students in one go and also raise the profile of the Routes brand. One consortium commented that it had greater success in engaging schools via the Routes brand than as individual HEIs.

- 5.10 The regional evaluation commissioned by the North East consortium has produced some useful short-term impact data about the relative effectiveness of various events. The study found that:
- of the 481 pupils who were considering continuing with a language before they attended the event ('maybe'), over 28% were persuaded by the end of the event that they would definitely continue with a language
  - of the 203 who were definitely *not* planning to continue with a language prior to the roadshow, 93 (46%) said at the end of the event that they would 'maybe' continue with a language
  - of the same 203 who had previously ruled it out, eight (4%) were 'complete converts' who said they would definitely continue with a language after the event.
- 5.11 The student ambassadors' input was the most persuasive activity within the roadshow when it came to altering pupils' views about language learning (74% identified the ambassadors as the aspect of the event that helped them change their minds about continuing with a language).
- 5.12 Short-term impacts may not be a reliable indicator of pupils' future choices. Ideally the actual choices of the individual pupils (and particularly the eight 'complete converts' in the North East) would subsequently be recorded and collated – but it has proven challenging to find a research method that allows this data to be captured in a consistent and rigorous way.
- 5.13 In this context we must particularly commend the work done by the North West consortium, which has managed to track the longer-term perceptions and option choices of pupils who have benefited from Routes. Their findings are not without caveats (no firm causal link is established between Routes events and subsequent option choices, and there may be several other influences at play) but they do add weight to the growing bank of short-term and anecdotal evidence of impact that Routes is accumulating.

## Tasters in non-mainstream languages

- 5.14 Taster sessions in languages other than those being studied for GCSE and A-level have proved to be very popular. They are often delivered as part of a large scale event, such as Languages Days or Festivals.
- 5.15 Taster sessions in Japanese have been particularly popular amongst pupils of all ages. Pupils in Birmingham, for example, cited the 'cool' image of Japan and the influence of popular culture such as manga and anime as significant motivators. At an after-school class in Japanese in Hull, a teacher noted that "it's interesting that one boy who's doing German GCSE really isn't motivated to do well in German – but he turns up faithfully at every after-school Japanese class".

## Languages and sport

- 5.16 The linkage of language learning to sporting activities has formed a very popular strand of activity throughout the programme.

- 5.17 Several consortia have worked in partnership with the Youth Sports Trust to develop the Active Languages programme which aims to equip schools to provide combined learning of languages with sports and PE. The initiative provided advice, demonstrations, and practical sessions with an opportunity for schools to bid for up to £1,000 of funding to run their activities.
- 5.18 The Arsenal Double Club has been a key collaborator with at least 5 of the 9 regional consortia, providing advice to regions on how to start their own projects with their local football clubs. West Midlands, East, London, the South West and North East have all implemented aspects of the Arsenal Double Club programme with local football teams. This example demonstrates the uptake of a successful programme developed externally which can then be replicated regionally across the country.
- 5.19 In London, considerable effort has been put into establishing links with the London Organising Committee for the Olympic Games (LOCOG) and Podium, the organisation representing the interests of higher and further education in the Olympics. In the last year, these efforts have begun to pay off and the research report on languages and international events has had some impact on LOCOG's thinking.

## Languages and film/media

- 5.20 Activities such as Film Days have proven to be increasingly popular across the regional consortia, particularly in the North West, East, North East, Yorkshire & Humber and the South East.
- 5.21 In the North West, Manchester Metropolitan University (MMU) has worked with the Cornerhouse Cinema in Manchester on a number of film study days. The idea for this originated from a focus group that the consortium researcher ran with parents from the Arab community who indicated that it wasn't considered 'cool' to speak Arabic. The consortium approached the cinema, a pilot event was organised (screening of a film followed by a language workshop), and in an interesting spin-off the cinema has now secured funding<sup>27</sup> to deliver a series of similar events jointly with MMU over a three year period. One of the main aims of this initiative was to raise the status of lesser taught languages such as Urdu and Arabic by screening films that present positive images of the countries where these languages are spoken, and to show parents that they should be proud for their children to speak the language. The initiative also helped schools to demonstrate how they are meeting Ofsted criteria on community cohesion and received positive feedback from Manchester City Council.
- 5.22 The Routes into Languages brand was a major selling point for the cinema in securing this funding: the national coverage of Routes was attractive to the funders, as they are seeking to roll out similar projects across the country. This film initiative has been a particularly good example of Routes enabling a valuable spin-off activity to happen.
- 5.23 In Yorkshire and the Humber, Sheffield Hallam University delivered a summer film school with the city's independent cinema. The initiative arose out of the recognition that pupils

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<sup>27</sup> Funding has been secured under the 21<sup>st</sup> Century Film Literacy Strategy from a consortium of funders including Skillset and the British Film Institute.

needed a bridge to help them between GCSE and A-level. The project was particularly designed to help pupils from schools without sixth forms in deprived areas to meet their peers from more advantaged areas prior to entering sixth form. It was felt that pupils from deprived areas often lacked confidence in themselves, which made the jump to A-level appear even bigger; these film events had the benefit of introducing these pupils to the slightly more 'sophisticated' environment that they would encounter when they start at sixth form college.

- 5.24 The University of Brighton in the South East ran a residential activity called 'Languages on Film' whilst the University of Lincoln in the East Midlands delivered 'Radiolingua'. Both activities involved pupils in designing and recording a TV programme or a radio show. They tapped into the growing popularity of film and media studies amongst pupils studying at Key Stage 4 (KS4) and beyond, whilst simultaneously showcasing the facilities available in the universities.
- 5.25 Routes South East also ran an international version of its 'Languages on Film' activity (see Figure 5-1).

Figure 5-1: International Languages on Film

This project responded to the suggestion in the Languages Review that languages can be embedded in other areas of the curriculum - in this case, script-writing, stage management and team-building. It aimed to promote confidence at all levels in the target language (especially in the spoken language) through a range of motivating, media-themed activities; to enhance CPD opportunities for accompanying teachers, especially those in the early stages of their careers; and to provide a motivating focus to a school exchange. An original project was led by the University of Brighton, and funding was subsequently secured from UK-German Connection to develop it further.

Thirty pupils from a local Aimhigher target school travelled to Aachen, Germany to take part in an international version of the original Routes project. The focus for the week in Aachen was 'languages and the media'. A range of media-themed activities were organised which promoted active target language use and provided the basis for the film that the pupils made during the week. Good use was made of an idea created by Deutsche Welle entitled 'Faces of Germany', which involves an interview with an individual followed by a write-up and presentation of the information. Pupils created the 'Faces of Aachen' project and swapped information in advance of the visit via school websites. The work served as an ice-breaker on the first day. The group visited the radio studios of Deutsche Welle, where those responsible for the 'Faces of Germany' project talked about their work and offered studio time for the pupils to make a live broadcast. A cinema visit was included in the week, as was a trip to the International Press Museum in Aachen (home of Reuters). Pupils filmed themselves presenting clips of their favourite music and took part in a music quiz.

In the words of one staff member the trip was "a real success, both enjoyable and informative for both staff and pupils." The early-career teacher thought the project had been "hugely motivating" and added "it has inspired me to develop further my film-making skills. The combination of languages and media is a brilliant idea and appealed greatly to all participants." The pupils themselves found the experience hugely enjoyable and fun and they felt more confident and encouraged to continue with their German language learning to higher levels as a result.

The project was highly commended in CILT's European Awards for Languages 2010. It will also feature in a book (the languages and technology chapter) aimed at secondary school foreign language teachers to be published by Routledge in 2012 entitled *Living Languages: an integrated approach to teaching foreign languages in secondary schools*. This project model will be shared with other institutions which wish to become involved in a similar project. Once the Routledge book is published the project will be widely disseminated both in the UK and overseas. Thus, this project will eventually be rolled out to a very wide potential audience thereby sustaining its impact. As simple, portable camera equipment underpins the project it is relatively easy to organise, whilst visits to local radio stations are likewise relatively straightforward.

Source: *Routes into Languages South East*

## Spelling Bee

- 5.26 Routes East developed a Languages Spelling Bee (based on an idea from a teacher in Cambridgeshire), which proved very successful in the region. The model was subsequently adopted by other consortia, and has become the first national Routes competition<sup>28</sup>.

<sup>28</sup> Details of the project are available on Wikispaces at: <http://ri spellingbee.wikispaces.com/>

- 5.27 The aim of the Spelling Bee is for students in Year 7 who are beginners in a foreign language to practise and improve their vocabulary, spelling, pronunciation and memory skills in the target language (French, Spanish and German). The model is that pupils are given 50 words to learn at the first stage of the competition, and a further 50 words are added at each subsequent stage. Vocabulary is relevant to the curriculum. Pupils are given the word in English, they have to translate it into the target language and then spell it out correctly using the alphabet in the target language. When participating, they are given one minute to correctly spell as many words as possible.
- 5.28 The Routes Spelling Bee has become a national initiative at a fairly late stage in the Routes programme. It has been an offshoot of the programme that has evolved organically and taken on a life of its own, becoming hugely popular and successful across the country. It seems likely to be self-sustaining, and may form part of the legacy of Routes into Languages.

## Wider cultural benefits of languages

- 5.29 Routes has also succeeded in highlighting the wider cultural benefits of languages. This is particularly the case in the North West, where a spin-off of the Routes project (also known as the Community and Lesser-Taught Languages project, or COLT) has been to break down cultural barriers and stereotypes. In some localities where passive racism is a feature of young people's environment, COLT has brought greater awareness of, and interest in, other cultures. The COLT project has revealed that, in some cases, exposure to a completely different language such as Arabic or Urdu can actually stimulate greater interest in mainstream languages such as French and Spanish.

## Other activities

### **Masterclasses**

- 5.30 Masterclasses are generally targeted at pupils who are doing well at languages and likely to continue. They receive very positive feedback in many cases, but not all. In one region, an interim impact study found that some masterclasses had the reverse effect to that desired: one quarter of participants felt that they made languages seem more difficult than before. Corresponding feedback from a teacher indicated that the event was pitched at too high a level for their student group. Such findings underline the importance of good liaison with teachers to ensure a full understanding of pupils' academic level, so that activities can be pitched appropriately. Given the existing widespread view that languages are hard, it is important that Routes does not promulgate this perception.
- 5.31 In a number of consortia, HEIs have been offering activities such as bespoke languages programmes, GCSE/A-Level revision classes, intensive language days and summer schools. A number of consortia highlighted these activities as having had a significant impact on the participants. It was felt that they provided a memorable and intensive experience, particularly for those who had a wavering interest in pursuing languages past GCSE or A-Level.
- 5.32 While these types of activities were inevitably more selective, some consultees felt that the results could potentially be longer lasting. However, evidence around this is anecdotal and it

would require some form of longitudinal tracking to observe whether these activities did make a difference to language take up in higher education.

### **E-activity**

- 5.33 The use of what we broadly term e-activities might be anticipated in a programme such as Routes, where it is important to ensure the engagement of the school population across the widest possible geography (including remote and rural areas) with only limited resources. Several consortia have delivered activities such as e-mentoring, but there is insufficient evidence to date to judge how effective they have been. In some instances, the commitment required from project managers and teachers to sustain pupils' interest has proved to be a challenge.

### **Cambridge University Language Programme for Schools and Colleges**

- 5.34 The wider delivery of the *Cambridge University Language Programme for Schools and Colleges (CULP4S&C)*, a key objective of the East consortium, has taken some time to get established due to the set-up time needed to recruit tutors and establish relationships with new schools. In the later stages of the programme, progress has accelerated more rapidly. For example, provision in Chinese, French, Italian, Spanish and German was delivered to 487 students in 16 schools in 2009 (compared with 85 students in 7 schools in 2008). On this basis, the consortium has reported that it is well on course to reach its target of 1,000 student participants by 2011 (final data were not available to us at the time of writing).
- 5.35 In 2009-10, *CULP4S&C* established partnerships with a diverse range of schools across Cambridgeshire, Bedfordshire, Essex, Hertfordshire, and Suffolk, more than tripling its 2008 activities. *CULP4S&C* also began a fruitful collaboration with the representatives in Essex of Jiang Su Province in northeast China whereby Jiang Su Province teachers have cooperated in the delivery of *CULP4S&C* Chinese to schools in the Chelmsford area, and are sharing in materials development with Cambridge University Language Centre. This work has built on the established, 20 year relationship between Jiang Su Province and Essex County Council and provides an interesting example of international cooperation to support Routes into Languages (and related initiatives) in very practical ways.
- 5.36 The Chinese courses have proved to be especially popular, with 272 students following them—more than the 207 students taking courses in French, Spanish, Italian and German combined. The East consortium had always anticipated that the demand for Chinese would be high, given that this is a language which most secondary schools are unable to access. The popularity of these courses offers a pointer to how demand could be met on a broader (potentially national) scale, especially if collaborations such as that with Jiang Su Province can be replicated elsewhere.
- 5.37 The Open University's *Illuminate* platform has enabled distance learning delivery of *CULP4S&C* Italian to two schools in Essex. This experiment to deliver to students' schools and homes will be monitored closely by the consortium over the remainder of the programme, as it offers exciting prospects for reaching locations and individuals remote from tutors.

## 6: Governance, management, value for money and wider programme benefits

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### Programme governance and management

- 6.1 The programme has been managed on a day to day basis from the University of Southampton by a small programme team based at the Higher Education Academy's Subject Centre for Languages, Linguistics and Area Studies (LLAS). The LLAS team has managed the budget for the whole programme, overseen monitoring arrangements for all strands of the programme and been responsible for commissioning this evaluation.
- 6.2 LLAS has worked closely with CILT, the national centre for languages, which has had particular responsibility for the work of the translation and interpreting networks and has also provided wider support to the programme.

### ***Role of LLAS central team***

- 6.3 In addition to being directed by the respected Professor Mike Kelly, Routes into Languages has benefited from having the same programme manager from day one and (apart from maternity leave) the same programme administrator. This has led to a consistency of approach and familiarity of face throughout the duration of the initiative.
- 6.4 The central team has been very supportive of the consortia and network managers, and has worked hard to help build relationships. Generally speaking there has been an atmosphere of friendly collaboration and goodwill between the 'hub' and the 'spokes' of the programme. The director and the central team played a particularly important role in the early stages of the initiative when regional consortia were learning how to work together for the first time. Had it not been for their efforts, it is quite possible that several institutions may have withdrawn from Routes (as it was, only one institution actually did so).
- 6.5 The team's role has included organising internal programme events (notably regional consortia meetings and conferences) and providing training to several cohorts of student ambassadors.
- 6.6 If we were to highlight a weakness in the central support and administrative function it would be that the importance of monitoring and evaluation was not instilled from the start. It has not come naturally to the central team to focus their attention on the design and implementation of monitoring and evaluation activities. With hindsight, the original Routes business plan would have benefited from making this a clearer expectation of the central team from the outset. The inclusion in the core team of an experienced research analyst or statistician would have been beneficial.

### ***Routes steering group***

- 6.7 The Routes steering group has been a highly effective one. It comprises a range of organisations and agencies, and its constituent representatives have worked together with real

energy and commitment. We have noted the consistency of representation at meetings, which is an indication of this commitment. The level of representation has also been noted, contrasting favourably with many other groups whose commitment at senior level often tails off over time.

- 6.8 This has been a very cohesive steering group, each of whose members has actively contributed to discussions. Meetings have been chaired effectively. The Chair has actively followed up action points between meetings, liaising regularly with the programme team and the evaluation team.
- 6.9 In short, we would highlight the Routes into Languages steering group as a model of good practice for other similar initiatives to follow.

### **CILT**

- 6.10 CILT's main role in the programme has been to support the two national networks. This role has developed over time, as it became clear the NNT and NNI were heavily disadvantaged in comparison to the consortia, due to their lack of internal administrative support.
- 6.11 The guiding hand of CILT has been extremely effective in steering the national networks and ensuring that they retained a clear focus on their aims and objectives. Without CILT, it is unlikely that the networks would have achieved as much as they did, or that they would have been able to provide as much evidence of those achievements.

### **Value for money**

- 6.12 The Higher Education Funding Council for England (HEFCE) awarded £4.5 million to Routes in September 2006. Additional funding of £3.5 million from the then DCSF, now the Department for Education (DfE), was subsequently released after the Dearing Languages Review was published in March 2007. In addition to these sums, a further £487,000 was provided to Routes (£457,000 from HEFCE and £30,000 from BIS) to enable the programme to continue operating until March 2011.<sup>29</sup> The total funding to Routes into Languages up to March 2011, therefore, amounts to just under £8.5 million.
- 6.13 In assessing the value for money of the programme, one of the main points to bear in mind is the very lean governance and management structure. The funding has enabled key posts to be created: in particular, the appointment of a full time manager in each of the nine regions. Funding has also financed the buying out of time of a senior academic in each of the lead institutions, to assist them in directing their regional consortium. In practice the majority of regional directors have contributed much more time to Routes than has actually been funded by the programme.
- 6.14 The activities that Routes has delivered have generally been low-cost in nature rather than resource-intensive. Routes has also succeeded in leveraging in additional funding – both cash and in-kind – to enhance and supplement its activities. These additional contributions have come from a wide variety of sources, including UK-German Connection, Youth Sports Trust,

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<sup>29</sup> This additional funding was provided to enable all of the regional consortia to continue operating until March 2011. This was to allow the programme to get to a point where it could be considered for further HEFCE Strategic Development Fund support or be wound down.



private cinemas and others, leading to additional benefits that would not otherwise have taken place.

- 6.15 The value for money generated by Routes is very difficult to quantify, but our assessment of the three-year programme is that it has been high, based on the lean governance and management structure, together with the wealth of activity that has been delivered at comparatively low cost.

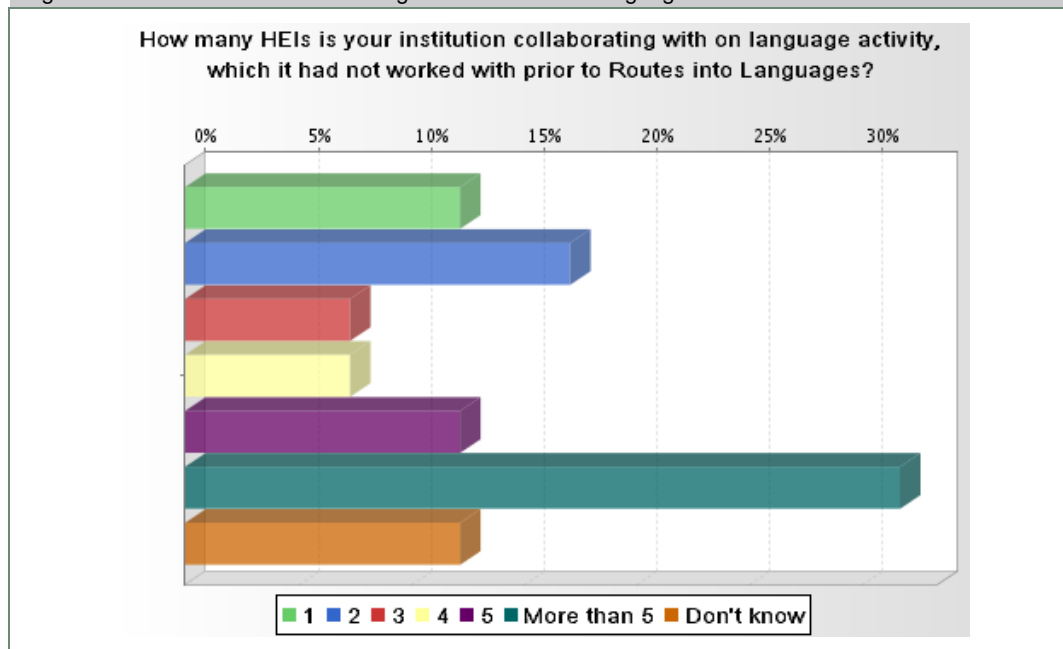
## **Innovation**

- 6.16 Routes funding has provided opportunities for consortia and networks to develop new and innovative approaches to encourage language learning which otherwise might not have been achieved within the programme timescale. Examples of this include the range of materials on the VLE developed by the NNI and the cognate language module developed by the NNT. Routes has provided space and resources to pilot and refine activities and to enable HEIs and other partners to learn from each other's good practice.

## **Collaboration and partnership**

- 6.17 One of the striking aspects of Routes is the way in which HEIs have been able to work together in a genuine spirit of collaboration. This was apparent from our first round of visits in 2008, when many institutions were already starting to feel the benefits of participating in the more neutral environment that Routes provides. Thanks to Routes, institutional rivalry and competitive pressures could be put aside as HEIs worked together towards a common goal. It is worth noting that 78 English HEIs from a total of 131 have participated in Routes into Languages – a significant proportion.
- 6.18 A vital element in a successful partnership is a sense of ownership: whether a partnership is centralised or devolved, it will only work well if all members feel that they have an active stake in it and can be sure that their ideas will be heard. We have also seen that a strong project manager and/or core team, commanding the respect of the partner institutions, is vital. This has been in evidence in both centralised and devolved models of regional consortia.
- 6.19 Of course, many institutions in the consortia and networks had collaborated previously with other HEIs. However, in our 2010 online survey of Routes institutions we asked respondents to indicate the scale of new collaboration brought about by the initiative (Figure 6-1).

Figure 6-1: New collaboration resulting from Routes into Languages



Source: SQW e-survey of all Routes HEIs. Number of respondents: 41

6.20 This figure illustrates the extent of new collaboration, with nearly 50% of respondents highlighting that they had worked with five or more new institutional partners as a result of Routes. This is a very positive outcome of the Routes initiative which is supported by our consultations. What the survey cannot tell us is whether this increased collaboration is simply within institutions' own consortia or through cross-consortia collaboration. It should also be noted that the survey was anonymous and some institutions could have submitted more than one response, therefore results should be seen as indicative rather than robust.

6.21 During the course of the evaluation, institutions have told us how much they welcome the collaborative approach. Some consortia believe that this is noticed, and appreciated, by the regional audience – particularly the target audiences of schools and young people. A typical example is from the West Midlands, where one respondent noted that,

*the sixth form conference has been successful as it is not focused solely on X University and there isn't a hard sell. The conference is more open and honest and the programme conveys the different sorts of approaches across HEIs as well as including workshops on the day. Teacher feedback on [individual] university open days was that it tended to be highly consumer led whereas the conference is aiming to be more impartial about language study.*

6.22 Within the National Networks for Translation and Interpreting (NNT and NNI) partnership arrangements have also worked well. The associate membership of a non-English institution, Heriot-Watt University, has been a sign of their inclusive approach to their remits. One of the most important benefits of these partnerships, in the view of one of the network directors, has been 'realising how much everyone else was doing that the network could benefit from'. Crucially, through the creation of such a network Routes allowed HEIs to offer events where there was no pressure to meet individual institutional recruitment targets: 'you can engage with people without having to promote your own institution'.

6.23 In our first year report we noted that the limited cross-working between the two networks, despite the fact that three institutions were members of both networks, was a missed opportunity. CILT, the programme team and the two networks have worked effectively to address this over subsequent years and many successful joint events have since been staged.

6.24 The following statement from the National Network for Translation encapsulates the benefits that have resulted from this aspect of Routes.

*One major positive of the National Network of Translation is the strong collaboration that has come about as a result of the project. Several institutions, in a competitive HE market, have come together to work together to create a new generation of translation students. Not only have they worked with each other but they have forged collaborations outside of the partnership, either with local institutions or institutions which offer similar courses or have similar objectives. Partners agree that having a neutral brand or umbrella organisation helps with this collaborative activity. They have also worked with their Regional Consortia to offer advice to a younger age group. This is an important collaboration, as it is important to offer accurate information on the skills and knowledge these younger learners will need to acquire to follow a career in translation or interpreting. In this third year of activity, the NNT worked with the National Network for Interpreting (NNI) to deliver two major collaborative careers events – one in the North of England, one in the South. The north event was held in Leeds in November 2009, the south event was held in Bristol in March 2010. Both events generated excellent attendance from students but also from a wide range of institutions outside the Networks, who came and promoted their own translation and interpreting undergraduate and postgraduate courses. This open attitude and inclusive way of working has been a major step forward, and can be wholly attributed to the Routes funding. Having the umbrella term ‘National Networks’ has made it non-institution specific, which helps mute the competitive feeling among institutions outside the Networks. [NNT]*

6.25 The common view amongst participating HEIs is that ‘we are better off working together than separately’. While the consortia and networks may not continue in their current form or with the same core membership, the prevailing view is that Routes has created a model of partnership working that should continue to be used by HE language departments when the programme ends. One institution summed up the view of the majority in this way:

*The Routes initiative has enabled HEIs to work together in the common objective of promoting languages. This core message should remain central to any successor initiative.*

## Collaboration *within* HEIs

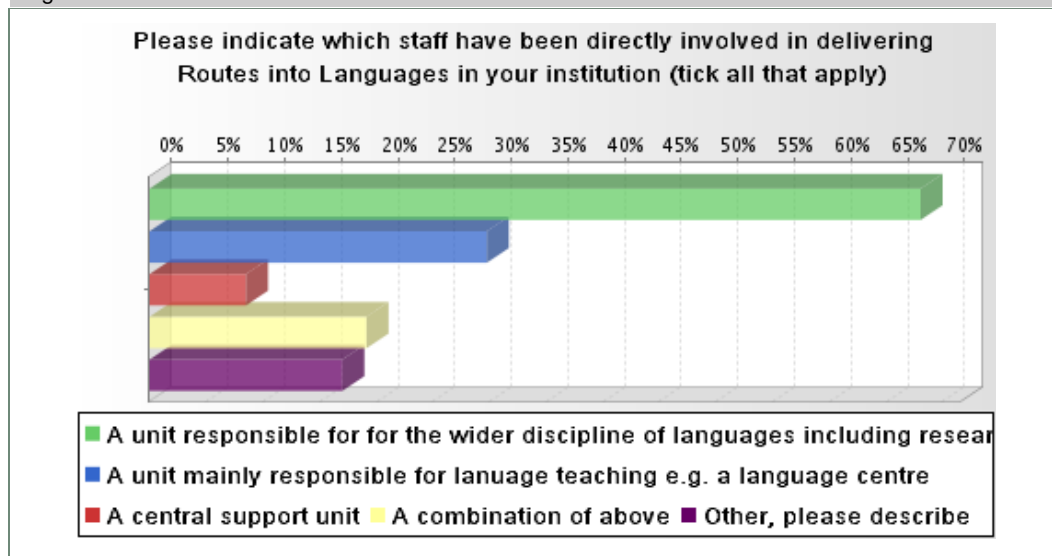
6.26 With a view to substantiating some of the findings in the Worton Report, we asked our e-survey respondents to describe the working relationship, within their own institution, between those responsible for language teaching (often a language centre) and those responsible for the wider discipline of languages, including research.

6.27 Of the 43 respondents who answered the question, just over half described the relationship as ‘excellent’ and a further 40% described it as ‘good’. The remaining four institutions, just less than ten per cent of respondents, described it as ‘satisfactory’. (No one described it as poor.)

This is an encouraging finding, given the concerns expressed within the Worton Review that relationships between languages departments and centres are not as developed and productive as they might usefully be. It shows that when language staff in different institutions have a common goal they can work together constructively.

- 6.28 From our consultations we know that some HEI representatives within consortia have operated in isolation within their own institution: despite advice and support from their lead institution they have not succeeded in making their own colleagues aware of Routes and the work they are doing. We know of one instance of a language department coming under threat of closure, where senior management knew nothing about Routes into Language because the Routes representative had been operating in isolation. Had the Routes representative done more to raise awareness of the programme within the institution and to lobby senior management for support, this situation might have been averted.
- 6.29 In our online survey we asked respondents to tell us which staff had been directly involved in delivering Routes into Languages activity in their institution (Figure 6-3).

Figure 6-2: Staff involvement within Routes HEIs



Source: SQW e-survey of all Routes HEIs. Number of respondents: 47

- 6.30 This illustrates that the vast majority of work was delivered by those in languages departments, language centres or a combination of these.

## Collaboration with schools and other partners

### **Collaboration with schools**

- 6.31 During the initial teething period of Routes, HEIs faced a rather steep learning curve in dealing with schools.
- 6.32 Activity across the consortia has generally settled into a pattern whereby a fairly small number of schools in each region receive targeted and more intensive attention, alongside a series of large scale events that are open to all schools. This balance between more specific and general relationships is realistic and generally appears to be working well. The regional

consortia have taken on board the dual purpose of Routes: both to increase and to widen participation in language learning.

- 6.33 Within a given consortium, the partner institutions may have different ways of engaging with their own cohort of schools. Some HEIs approach schools directly, while others go through their local EBP or Aimhigher representative. Whatever approach is taken, it is important that consortia managers keep good central records to assist with their monitoring of activities.
- 6.34 In Yorkshire and the Humber, the consortium focused specifically on a core of 19 schools in the first year of Routes. These schools have a range of characteristics, and have been selected on the basis of various criteria (geographical location, area of deprivation, take-up of languages, etc). Activities have been developed for each school in line with particular needs identified by the schools themselves. Each partner HEI works with a small number of these schools (although the partners also work collectively to deliver large scale events and to develop 'products' that will form part of the legacy of Routes). In year two of the programme the scope of activity has doubled to encompass 40 schools.
- 6.35 Most activities across the consortia continue to be offered on a 'first come, first served' basis. As we discussed in our year one report, this is likely to mean that schools where languages are already popular tend to benefit from Routes more frequently. Some consortia have been trying to overcome this by limiting the number of times one school can attend a Routes run event. Others have developed protocols whereby preference is given to schools which have tended to participate less in these kinds of activities in the past.

### **Other partners**

- 6.36 The regional consortia have made efforts to secure the engagement of various local, regional and national stakeholder organisations in their activities. For example, very good use of Aimhigher partnerships can be seen in some regions (not all). As highlighted earlier in this report, for some consortia, Aimhigher has been an integral part of the consortium, not an external partner.
- 6.37 In some regions (for example, Yorkshire and the Humber), the Regional Language Network has played a useful role, while others have found great benefit in working with specialist institutes such as the Goethe Institut.
- 6.38 Some consortia have developed significant links with employers or local authorities. Some regions (including the South West, Yorkshire & Humber and London) have produced DVDs with employers extolling the business benefits of languages. Yorkshire and the Humber consortium has made effective use of Business Language Champions via its partnership with the RLN.
- 6.39 Given their national (and international) focus, the Networks have engaged a wide range of organisations in their activities and events. These include:
- professional bodies: e.g. the Institute of Translation and Interpreting (ITI) and the Institute of Linguists (IoL)

- Government departments and agencies: e.g. Government Communications Headquarters (GCHQ); the Ministry of Defence (MoD); the Foreign and Commonwealth Office (FCO)
  - international charities and organisations: e.g. Amnesty International; *thebigword* (an international provider of language services)
  - HE careers services
  - European institutions and organisations: e.g. UIC (Paris) – the international union of railways; the European Parliament etc.
- 6.40 The networks have also reported on growing international interest in their work. Several network members have been invited to speak at international events and there is active consideration of the possibility of similar Translation and Interpreting initiatives being developed in other countries (including the USA, France and Germany).

### ***Complementarities between Routes into Languages and teacher CPD***

- 6.41 We have been in the privileged position of also evaluating the Links into Languages programme. Our recent visits to schools as part of the Links evaluation has revealed that many schools have benefited from both but that they do not easily distinguish between Routes (with its focus on pupils) and Links (with its focus on teachers). Opportunities to combine Routes events for pupils with languages CPD have been positively received by teachers. With the cessation of Links funding, we know that some Routes consortia will be trying to maintain such provision, where possible, as part of their continuation programme.

### ***Community languages***

- 6.42 Routes into Languages North West, also known as the Community and Lesser-Taught Languages (COLT) Project, aims to promote and facilitate the teaching and learning of community and lesser taught languages in both mainstream and supplementary schools.
- 6.43 In addition to the other strands of its activity, the COLT project has worked hard to engage non-professional native speakers from supplementary schools to develop their classroom expertise by joining a practical 20-hour course for Arabic teachers of Arabic and Chinese teachers of Mandarin Chinese. The ten-week course contained practical ideas and suggestions for making classes more motivating, more enjoyable and more memorable. Attendees were subsequently invited to attend a one day top-up workshop to network and refresh their knowledge (details in Figure 6-3). A Teacher Training Toolkit was also developed.

Figure 6-3: COLT top-up workshop and teacher training toolkit

All teachers who had attended the Teacher Training course over the year were invited to attend a top-up or refresher workshop. The one-day workshop allowed teachers to get together again and refresh their knowledge as well as discuss ways in which they had put the ideas they had learnt on the course into practice. In terms of changes made in teaching practice as a result of the training undergone, teachers revealed the following:

- Confidence in teaching has improved
- Improvement in lesson planning and class management
- Keep persevering with students who are not trying. Good to know that other teachers have similar problems
- Made scheme of work
- Making better use of resources available
- More flexible and fun activities used
- More involvement of pupils in the classroom, specially the quieter ones
- More use of games in the classroom
- More use of the whiteboard
- Started giving instruction in the target language in the classroom
- Teaching is livelier
- Use of group competitions to encourage students to learn
- Wider range of activities used in the classroom which had led to improved student engagement.

In order to make the materials from the Teacher Training course more accessible, and to make the project into a neatly packaged course, COLT produced a Teacher Training Toolkit. This folder of materials contains everything you would need to run the Teacher Training course in another area. It includes instructions on setting up and running a similar course and all the teaching materials we have used, both to train the Trainers, and to train the community language teachers. Materials are available in Urdu, Arabic and Mandarin but could easily be adapted to other languages. The toolkit is available electronically and many of the materials are available to download from the Routes website. The Community and Lesser Taught Languages project has been honoured with the European Award for Languages, recognising its commitment to language learning through its pioneering training project for teachers of community languages including Urdu.

*Source: Routes NW (COLT project)*

## 7: Contextual issues

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### Introduction

- 7.1 The agenda for languages has continued to develop and shift throughout the course of the Routes programme. In this Chapter we reflect on some of the structural barriers for language learning and the broader policy and strategic context in which Routes has been operating.
- 7.2 The election of a new government in May 2010 has generated some mixed messages about the future for languages. For example, positive statements about the importance of language learning have been made at the same time as funding has been withdrawn for some languages-related initiatives (such as the Open School for Languages and Links into Languages).
- 7.3 In addition, the two Routes partner organisations are themselves undergoing some significant organisational changes. Due to uncertainties about future DfE grant funding, CILT merged with the education charity CfBT Education Trust in April 2011, while its Welsh arm, CILT Cymru, will continue to provide services to teachers in Wales via its merger with the Welsh Joint Education Committee (WJEC). CILT has received interim funding from DfE to September 2011, when a new grant-funded programme of work to support languages, which the DfE recently put out to tender, will come into operation. LLAS is also entering a new phase in its development following the HE Academy's decision to withdraw funding for its network of subject centres. From 1 August 2011, LLAS will be re-launched as LLAS: the Centre for Languages, Linguistics and Area Studies, providing a mix of conferences, workshops, e-learning resources, CPD for teachers in the South East, research and consultancy.

### Structural barriers within schools

#### ***Options and timetabling structures***

- 7.4 Take-up of languages beyond Key Stage 3 is often affected by the limited range of option choices which pupils are able to make. For example, feedback to regional consortia from teachers highlights some of the challenges faced:

*Timetabling often puts requirements for MFL at the bottom of the priority list, which reduces classes to being gap fillers and reduces flexibility.*

*Block options prevent students from opting for languages. Often clashes with other subjects they wish to take. Also only French in options at present.*

*Most schools do not offer pupils the opportunity to do two modern languages to GCSE and this has a knock-on effect for take-up at AS level.*

*Specialist colleges can limit options in some cases, with students forced to take the specialist subject when they may prefer to do one or more*



*languages – some do not choose a language at all but would prefer to, rather than the specialism.*

*Limited scope for choice in options columns, peer pressure, compulsory other subjects reducing actual ability to pick a language, social background and parents' opinions.*

### **External pressures**

- 7.5 Schools often seek to position themselves as well as possible in national performance league tables and, as a consequence, may decide to limit languages only to those who are likely, in their view, to achieve a good GCSE grade. This point was elaborated in the Harris Report, as follows:

*The form that national league tables take in respect of 11-16 schools inevitably gives great weight to overall performance at GCSE and in particular to the proportion of students who gain A\* - C grades. While there are a range of performance measures for each school published by DCSF [now DfE], some of these measures gain greater public prominence by being published by the press. The measures can clearly be an incentive towards 'playing safe', putting the perceived needs of the institution as a whole before that of the individual pupils, particularly if they are a small minority. A recent report by CILT, the National Centre for Languages, has partly attributed the falling number of candidates taking languages at Key Stage 4 to this issue. [Harris, para 96]*

- 7.6 The coalition Government's decision to introduce the English Baccalaureate (EBacc)<sup>30</sup> will, of course, have an effect on behaviour as schools are likely to adjust their offer to enhance their performance in this new measure. There are concerns, however, that the narrow definition of achievement at GCSE will mean that some schools withdraw their provision of alternative and shorter course language qualifications, potentially leaving some pupils not suited to GCSE languages study without the option to gain languages qualification.
- 7.7 'Rarely Cover'<sup>31</sup> has also been identified as a real problem by many consortia. Several have told us that getting staff and pupils out of school is increasingly difficult – teachers who responded to Yorkshire & the Humber's regional evaluation, for example, noted the costs and constraints of taking pupils out of school and said that in-school activities would have to take priority from now on. Routes West Midlands is one consortium to have seen a noticeable drop in applications for campus-based events and an increase in requests for school visits.

### **Changes in qualifications and curricula**

- 7.8 The previous Government had supported the development of a specialist Languages Diploma at 14-19 and was planning to make the provision of language teaching at primary schools a statutory requirement rather than an entitlement. Last year, the new coalition Government

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<sup>30</sup> A new performance measure to identify the proportion of pupils with five GCSE passes at A\*-C including a modern or ancient language, as well as English, Mathematics, a science and a humanities subject.

<sup>31</sup> Since 1st September 2009, all schools in England and Wales have been required to have in place robust policies and procedures to ensure that teachers and head teachers cover for absent colleagues only rarely and in unforeseeable circumstances.

announced its decision to remove support from the development of ‘academic’ Diplomas. It also decided not to proceed with the new primary curriculum as recommended by the Rose Review (this means that languages will continue, at present, to be an entitlement in the primary curriculum and will not become statutory in September 2011). Following the publication of the 2010 Schools White Paper, there will be a review of the National Curriculum, the purpose of which, according to a DfE statement<sup>32</sup>, will be:

*to return the National Curriculum to its intended purpose – a minimum national entitlement organised around subject disciplines.*

*In the meantime, the existing primary curriculum will continue to be in force in 2011/12 and schools should plan on that basis.*

### **Building confidence**

- 7.9 There is a widespread, and long recognised, perception that ‘languages are hard’. One of the things that Routes has achieved, and can potentially continue to achieve, is to break down this barrier. The regional evaluation commissioned by the North East consortium used its online survey of teachers to explore whether Routes activities were raising pupils’ confidence in this respect. Over 89% of respondents agreed with the statement, “the events are effective at raising students’ confidence about their ability to learn languages” (46% strongly agreed). The following quotes illustrate this point:

*[Routes activities remove] the perception that language learning is difficult or boring*

*[Evidence of raising confidence lies in] interest shown and an excitement regarding the whole experience. They felt they were doing better than they had at first thought*

*With the particular trip I went on the students greatly benefited from meeting other young people who were studying languages and were also not always very confident about speaking*

*I think it is great, really inspires confidence in students.*

- 7.10 The North East regional evaluator also conducted focus groups with teachers, who underlined the way in which Routes events had boosted pupils’ confidence, as follows:

*the student ambassadors appear to be particularly valuable in this respect as the participants recalled them talking about how they had struggled with language learning at first but that it had become easier. This was something that the participants could relate to, and gain encouragement from.*

- 7.11 The findings from the Score in French evaluation, highlighted earlier in this report, underline the way in which Routes activities can give pupils a more realistic idea of what languages are like – and thereby build pupils’ confidence.

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<sup>32</sup> Available at: <http://www.education.gov.uk/curriculum>.

## Structural barriers within higher education

- 7.12 Major public funding cuts across HEIs and a reduction in opportunities for growth in publicly-funded student numbers made it increasingly challenging for Routes to achieve its objectives over the latter years of the programme. In our final round of consultations, this issue was particularly highlighted by the national networks, with members providing examples where their own institutions had been unable to support the development of new qualifications or to increase student numbers on existing programmes despite a plethora of well-qualified applicants.
- 7.13 New arrangements for the future funding of higher education add a further complexity to the picture, with the transfer of much public funding for teaching (T funding) now going to finance new student support arrangements from 2012/13. Public T funding for arts and humanities subjects is set to disappear under the new system. Alongside this, students will face considerably higher tuition fees (up to a maximum of £9,000 per annum) which may also have an adverse impact on participation figures, and especially amongst those from disadvantaged groups.<sup>33</sup> The role of HEFCE within this new funding system will change radically, although it is unclear at present what levers the Council may still have in relation to allocating student numbers or providing incentivised funding to HEIs to support strategic priorities. The Council will, however, still have a Strategic Development Fund and the Government has indicated in its December 2010 grant letter that supporting SIVS remains a priority.
- 7.14 Over the last decade, opportunities to study specialist languages degrees have become increasingly confined to pre-1992 universities, including some of the most highly selective institutions in the UK. In our view the Worton Review did not properly address this issue. However, if Routes and its funders are really serious about increasing and widening participation in languages through schools/colleges and into HE, there has to be some potential to incentivise growth in student numbers and for the development of new types of programmes. Alongside this, there needs to be greater recognition of the role already played by Language Centres in many HEIs of providing access to language learning for those who wish to include this alongside their study of other subjects.
- 7.15 When university language departments close, it sends a very negative message. In the West Midlands we were told, for example, that the closure of one HEI's languages department has led one pupil to say, 'if they're not doing languages, then why should I?' The view from this consortium was that the lack of investment by universities in languages is slowly filtering down to children and runs counter to the positive messages being promulgated by Routes.

## Structural barriers at societal level

- 7.16 In addition to the particular barriers experienced at school and in higher education, there are some entrenched views within broader society which also impact on young people's attitudes. There is still a widespread view amongst many people that English is sufficient, as it is the global language of choice. Politicians are often wary of the multi-lingualism agenda, since it

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<sup>33</sup> Even though students will not have to pay fees upfront and will only repay once they are working and earning over £21,000 per year.

connects in the mind of many voters with immigration – and they may also play down their own linguistic abilities as a result. The former Prime Minister, Tony Blair, was known to speak good French but did this less and less during his tenure in government. The current Deputy Prime Minister, Nick Clegg, was thought to be breaking the mould in this regard, as per his high profile visit to Europe after the election. While this is welcome, it is uncertain whether this will lead to any real shift in overall attitudes amongst policy makers.

## Other developments

- 7.17 One of the conclusions of the Worton Review, cited earlier, was that the modern languages community in the UK did not have a strong collective voice. There are encouraging signs that this is being addressed.
- 7.18 In February 2011 the British Academy, which has been concerned that fewer and fewer students are studying languages at school or at university, launched a new position statement to bring attention to the issue. The Academy's previous report, *Language Matters*, published in 2009, warned of the damaging impact on universities, the skills base of UK citizens, and the UK's future international competitiveness. Its new position statement, *Language Matters More and More*, makes recommendations on how the higher education sector itself can incentivise and increase language take-up at both school and university levels, whilst building the capacity of the UK's knowledge economy to meet national and international challenges.
- 7.19 Coinciding with the British Academy report, a new campaign was launched in February 2011 entitled Speak to the Future, to promote the value of languages and language learning in the UK. The five-year campaign will make the case for a long-term commitment to achieving an improvement in the UK's capacity in languages. Speak to the Future has five key objectives:
- 1. Every language should be valued as an asset
  - 2. All children to have a coherent experience of languages
  - 3. Every child leaving secondary school with a basic working knowledge of at least two languages including English
  - 4. Every graduate should be qualified in a second language and
  - 5. An increase in the number of highly qualified linguists.
- 7.20 The campaign's website, which is hosted by the LLAS , provides further information<sup>34</sup>.

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<sup>34</sup> <http://www.speaktothefuture.org/>

## 8: Conclusions and recommendations

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- 8.1 In this final chapter, we provide some overall conclusions and recommendations, drawing on the findings from our previous reports as well as recent developments. Given the welcome decision by HEFCE to provide some continuation funding for the programme to July 2012, we also consider which elements of the programme should continue to be supported as priorities.

### Conclusions

#### ***Achievement against the Routes programme aims***

- 8.2 There is a growing body of evidence that the Routes programme has made some good progress against its aims. In relation to the first strategic aim, we would emphasise, however, that there is more evidence of increasing participation than widening participation. CILT's analysis of UCAS data shows that pupils from independent schools are more likely to apply to undergraduate MFL programmes than those from state schools. In our view, it would be unrealistic to expect a four year programme to overcome the persistent under-representation of some groups within the languages student population.
- 8.3 In relation to economic and civic regeneration, the two national networks have made an important contribution to raising the profile of languages in this regard, although the overall aim was too broad and over-ambitious for a programme of this type.
- 8.4 The impact of the research reports has been something of a 'slow-burner' but there is some anecdotal evidence that their findings have been of use to HEIs and other partners.

#### ***Collecting evidence of impact***

- 8.5 Data produced by the Department for Education, which have been analysed each year by CILT, show that the decline in the take-up of modern languages at key stage 4 onwards has been stemmed but not reversed. The role, if any, that Routes has played in halting the decline is not clear.
- 8.6 It was understood from the very conception of Routes that it would be extremely difficult to measure the impact of the programme. Initiatives such as this do not have a one-off, visible impact at a fixed point in time. Routes is just one intervention among many that may be happening at local and national level with the aim of encouraging young people to continue with language study. It is virtually impossible to attribute the influence of one intervention over another on a pupil's study decisions. Also, given that many Routes activities are targeted at key stage 3, it remains too early for Routes to have had any significant impact on entry to higher education.
- 8.7 The above caveats notwithstanding, there is a growing body of evidence to suggest that Routes is having a positive impact on pupils' attitudes to language learning and the likelihood of their continuing to study a language post-14.

- 8.8 Notwithstanding the inherent difficulties in measuring the impact of the programme, with hindsight it would have been wise to build in some mechanisms *from the start, and as a clear part of everyone's remit*, to track results on a more systematic and consistent basis rather than as an afterthought.
- 8.9 As discussed earlier in this report, the inclusion in the central team of a senior researcher with a background in (or understanding of) quantitative data analysis would have been beneficial. If a programme similar to Routes were to be funded in future, we would strongly recommend such an appointment.

### **Partnership and collaboration**

- 8.10 One of the key achievements for Routes into Languages has been its success in establishing partnership and collaboration on two levels: within the higher education sector, and between higher education and schools. It is worth reflecting on each of these in turn.
- 8.11 The significance of the partnership working between English HEIs since Routes was established should not be under-estimated. In the prevailing environment of recent years there has been strong competition for languages undergraduates, and it could not necessarily have been taken for granted that universities would manage to work together in an atmosphere of trust. But Routes has enabled institutions to do exactly that. The extent of openness and collaboration between HEIs in each region has been remarkable. More strategically, the Routes into Languages steering group – comprising as it does representatives of all the key languages bodies in the UK – has been particularly effective, not only providing direction to the consortia and networks but also strengthening the ‘voice’ for languages that the Worton Review felt was lacking in the UK.
- 8.12 Second, the way in which universities have learned to work with schools and adapt their methods to take account of schools’ policies and preferences has been another major success. It is easy to forget, four years on, that when Routes was first established the networks and consortia had very little awareness of what was involved in organising activities for schools. Many regional consortia faced a steep learning curve during their first year, as they suddenly realised that schools’ calendars fill up well in advance and that a long lead-in period is required in order for schools to be able to participate in events. Some consortia also failed at first to understand the importance of scheduling activities at significant points during the school year: notably, just before pupils select their GCSE options. Once these initial barriers were understood, HEIs moved quickly to adjust their approach to working with schools and found they started to have much more success.
- 8.13 As a result of the combined effect of Routes into Languages and Links into Languages, schools and universities have come to know and understand each other much better. This has also generated a sense of shared strategic endeavour across the education sectors.

### **Teachers and pupils: combining the two audiences**

- 8.14 We believe that, in future, there is potential in investigating possible synergies between activities for pupils and activities for teachers.

- 8.15 In our survey of HEIs participating in Routes last year, we asked respondents to identify what priorities they would like to pursue if further funding was secured for Routes. The responses from a number of institutions clearly pointed towards activities that currently fall under the umbrella of Links into Languages, namely professional development opportunities for primary and secondary teachers, and issues of transition between key stages. As mentioned earlier, we know that some consortia are considering ways in which they can build this type of provision into their continuation activities, given the cessation of funding for Links. We strongly endorse this approach.

### ***The importance of regional (and national) managers***

- 8.16 Albeit that the new Government does not have the same commitment to the regional structure that was prevalent under the previous administration, regional manager posts have been crucial to the success of Routes and we welcome the fact that these posts will be maintained within the continuation funding. Without such a role, there is a danger that the genuine collaborative focus of Routes may be dissipated.
- 8.17 In line with our strategic report from year two and our interim report from year three, we continue to recommend that the national networks should receive further funding support in view of the longer term challenges faced by the translation and interpreting professions. Ideally, this should entail the appointment of an administrator or co-ordinator operating across both networks.

## Recommendations

### ***Priorities to June 2012***

- 8.18 HEFCE has confirmed that it wishes to support the Routes into Languages programme for a bridging period from 1 April 2011 to 31 July 2012. The bridging period will enable the most effective Routes activities to be continued. It will also provide an opportunity for longer term plans to be developed in the light of anticipated changes in the HE environment from August 2012.
- 8.19 Our recommendations for the immediate future are that:
- institutions should continue to make use of student ambassadors, where possible, as this has consistently been reported as the most successful activity developed by Routes
  - institutions not already doing so should start to charge schools a fee for attending Routes events, with the aim of moving towards financial sustainability in the future
  - institutions should continue to monitor and evaluate the impact of their activities, if only to gather evidence that can be used to lobby senior management at institutional level (but ideally also with a view to collating information nationally)
  - institutions should explore ways of continuing to work in partnership when Routes funding ends.

***In the longer term***

- 8.20 There are two particular types of activity that should continue to be offered where possible:
- the use of student ambassadors to deliver talks and activities in schools - a low-cost, or even no-cost, activity that has benefits for all parties
  - activities that combine languages with sports, film, or music – which have been shown to stimulate pupils’ interest in languages and help them see the subject in a new light.
- 8.21 Although the above activities can be delivered by individual institutions on their own, the benefits of having salaried regional managers has been proven. Ideally, groups of HEIs – whether based on the existing regional consortia or not – should combine their resources to employ a project officer to co-ordinate the delivery of these activities and take responsibility for events administration.
- 8.22 In the current climate it appears unlikely that a long-term successor programme to Routes will be funded. However, if a similar programme should come into operation in the future, in our view it should build in a method to collect data on and from individual young people to enable longer-term impact to be tracked on a more systematic and consistent basis.
- 8.23 It is particularly important that a standard template is used to monitor the impact on participants, to facilitate the collation and comparison of data across activities and institutions. As discussed earlier, it may be more effective to design the approach to impact-monitoring at national level, rather than expecting regions or networks to try to do this for themselves.
- 8.24 The remit of student ambassadors might be expanded, so that they become a channel for collecting impact data from the schools that they visit (as has been trialled by some consortia during the current programme).
- 8.25 If a bid for a similar successor programme were to be developed in the future, it should also incorporate funding incentives to develop new and innovative HE curricula. In relation to translation and interpreting, some further funding to assist in the development and piloting of part-time programmes whereby public service interpreters, for example, would be able to gain HE credits or qualifications while working would be helpful.



## Annex A: Summary of consortia and network activities

A.1 Table A-1 provides a summary of the number of pupils who have participated in Routes into Languages activities, by region and by activity type, as at the end of March 2011.<sup>35</sup>

Table A-1: Number of students participating in Routes into Languages, by activity type and by region

	S	SW	EM	E	WM	YH	NE	NW	L	Total
Questionnaires		487		140				283		910
E-mentoring	218	7	4		32	381			4	646
Conference/events	422	1571	615	89	3779	2449	6614	2605	3102	21246
Exam revision/preparation /booster	194	807		2249	87	636	269	401	614	5257
Workshops	30	188		209	448	262	150	2851	1313	5451
Club/summer schools	554	109	185			117		95	211	1271
Languages and culture	214		254	96	325	114		250	15	1268
Taster days/masterclasses		867	1427	59	857	1063	2045	25	79	6422
Residential		30	620	27	100					777
Languages and media	173		179	12	20	35	455	118	50	1042
Languages and careers/business	731	1684	9	65	2296	3227	1059	145	603	9819
Languages and sport	2100			49	110	1110			30	3399
Languages and science		60								60
School visits/talks	2100	32840	5449	1090	7841	4561	12323	7708	2808	76720
Gifted & Talented	1671	13				583				2267
European Day of Languages	450	94	227	60	130	659	530	260	946	3356
Mentoring	452	44	230		404	20			147	1297
Competitions	41			2572	20		1230	1090	2530	7483
Total	9350	38801	9199	6717	16449	15217	24675	15548	12452	148408

Source: Routes central programme team, LLAS, University of Southampton

<sup>35</sup> NB: some regions had not submitted their latest set of monitoring data at the time of writing so the overall number of participants shown here is an under-estimate.

A.2 In the remainder of this Annex we provide a brief summary of the activities delivered by each national network and regional consortia, giving mention to some of the challenges they faced and the outputs they delivered.

Table A-2: National Network for Translation

Name	National Network for Translation		
Lead partner	University of Salford		
Partners	Aston University, University of Bath, Heriot Watt University, University of Portsmouth and University of Westminster.		
Key activities and achievements	<p><b>Events</b></p> <ul style="list-style-type: none"> <li>• day-long events for careers advisors</li> <li>• translation-themed events at secondary schools</li> <li>• school talks involving professional translators</li> <li>• translation workshops for school pupils</li> <li>• translation workshops for undergraduates</li> <li>• large-scale public careers events, open to the public who are interested in pursuing the profession, including graduates and people in employment.</li> <li>• stakeholder events (e.g. employer panels)</li> <li>• specific, expert input into events organised by others (e.g. schools, non-partner institutions)</li> <li>• input into research conferences in translation and interpreting.</li> </ul> <p><b>Online translation resources</b></p> <p>The NNT has produced several resources and adopted other specialist resources to raise awareness:</p> <ul style="list-style-type: none"> <li>• online translation games, available on the NNT pages of the Routes into Languages main website</li> <li>• graduate placement scheme handbook, produced by University of Salford and CILT under the Gateways into Languages Scheme in 2006.</li> </ul> <p><b>Research, publicity and dissemination of information</b></p> <p>Written publicity (promotional leaflets and careers guidance); stakeholder events, promoting the work of the Networks and the profession of translation and forming links with key stakeholders and employers of translators in private and public sectors.</p>		
Outputs	<p>The NNT were set SMART targets to enable them to measure the impact of their activities by July 2010. Further to a partial extension of Routes funding until March 2011, a number of additional events were also organised (and are shown in red).</p>		
	<b>Category</b>	<b>Agreed targets (for life of programme)</b>	<b>Progress to March 2011</b>
	1. Number of website hits	N/A <sup>36</sup>	16 688.00 (period covered: Sept 2009-May 2010)
	2. Number of students reached through events/ activities	3500	In excess of 4,300
	3. Number of modules or interactive materials developed	Translation module Material for the VLE (video clips, interviews with translators, information on careers)	1 translation module (cognate language) developed – in second year of use Material for the VLE (video clips, interviews with translators, information on careers, games) uploaded onto Routes website
	4. Total number of events	100	110

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<b>Name</b>	<b>National Network for Translation</b>
	Also promising are the increases in English A applications to undertake postgraduate translation courses.
	<ul style="list-style-type: none"><li>• <b>HEI 2:</b> 41% increase in applications between 2005-06 and 2010-11</li><li>• <b>HEI 4:</b> 96% increase in applications overall between 2005-06 and 2010-11. 57% increase in English A applications between 2007-08 and 2008-09, followed by 4% increase between 2008-09 and 2009-10. A decrease of 4% between 2009-10 and 2010-11.</li></ul>
Outcomes and impact	The NNT have had great success in reaching a high number of people via their activities, whether small or large scale. The event had 205 attendees of which 132 completed the feedback form. Of that number, 112 reported that the event had encouraged them to become a translator or interpreter.
Other comments	The lack of a website for the Network has been a real issue – its profile could have been even greater and its reach even more successful had it its own website, like the National Network for Interpreting.

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Table A-3: National Network for Interpreting

Name	National Network for Interpreting												
Lead partner	University of Leeds												
Partners	University of Westminster, University of Salford, University of Bath, Heriot-Watt University and the University of Portsmouth												
Key activities and achievements	<p><b>Events</b></p> <ul style="list-style-type: none"> <li>• for teachers (e.g. “How to use interpreting to engage language learners”)</li> <li>• for learners and students: awareness- and aspiration-raising events (e.g. “An introduction to interpreting”); interactive taster sessions; employability and careers events</li> <li>• for stakeholders (e.g. resources forums); participation in external events (e.g. schools careers events, online careers forums).</li> </ul> <p><b>Website</b> (<a href="http://www.nationalnetworkforinterpreting.ac.uk/">http://www.nationalnetworkforinterpreting.ac.uk/</a>)</p> <p>The NNI has developed its own stand-alone website (in addition to its pages on the main Routes into Languages website) which contains:</p> <ul style="list-style-type: none"> <li>• information (what interpreting is, learner, teacher/trainer and stakeholder information)</li> <li>• links to useful resources (including the NNI’s own modules)</li> <li>• details of forthcoming events and a past events archive.</li> </ul> <p><b>Online interactive resources</b></p> <p>Informative content (e.g. video, information on interpreting and the skills involved, “day in the life”); interactive elements (e.g. exercises, quizzes, “test your knowledge”); for learners/interested young people; can be used by language teachers and interpreting trainers.</p> <p><b>Research, publicity and dissemination of information</b></p> <p>Awareness-raising, media coverage (e.g. news and journal articles, interviews, school careers publications); production of materials (articles in Routes newsletters, brochures, leaflets, postcards, etc.); promotion of interactive resources (including through networking with language departments and careers services in HEIs nationwide); stakeholder conferences (e.g. institutional conferences, PSI conference, participation in EU interpreting services” conferences); participation in other networks and events (e.g. PSI network, Universities Contact Group, International Organisation networks).</p>												
Challenges faced and overcome	<p>The NNI has faced a number of challenges including:</p> <ul style="list-style-type: none"> <li>• managing the network with 50% less funding than each of the regional consortia (also the case for the NNT)</li> <li>• identifying how best to collect reliable data on applications and acceptances onto interpreting courses from English A students</li> <li>• building links across all 9 regional consortia.</li> </ul> <p>The NNI has taken an organised and streamlined approach to management which has enabled it to meet its objectives. Both networks have also benefited from the support of CILT in collecting evidence of impact.</p>												
Outputs	<p>The Network has reached large numbers of participants both in the geographical areas of the partner institutions and beyond. By December 2010, it had exceeded all of its key performance targets (see table below).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Agreed targets (for life of programme)</th> <th>Progress to March 2011</th> </tr> </thead> <tbody> <tr> <td>1. Number of website hits</td> <td>14,000</td> <td>20,643</td> </tr> <tr> <td>2. Number of students reached through events/ activities</td> <td>6,750-7,000</td> <td>10,615</td> </tr> <tr> <td>3. Number of modules or interactive materials developed</td> <td>18 self-contained skills consisting of template modules, which provide resources for students and guidance for</td> <td>Materials developed for all 18 skills (more resources to be added) PLUS content for all sections mentioned including videos, links, interactive</td> </tr> </tbody> </table>	Category	Agreed targets (for life of programme)	Progress to March 2011	1. Number of website hits	14,000	20,643	2. Number of students reached through events/ activities	6,750-7,000	10,615	3. Number of modules or interactive materials developed	18 self-contained skills consisting of template modules, which provide resources for students and guidance for	Materials developed for all 18 skills (more resources to be added) PLUS content for all sections mentioned including videos, links, interactive
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Name	National Network for Interpreting	
	<p>trainers/teachers PLUS the following website sections: "What is Interpreting?"; "Careers for Linguists"; an events repository with recordings of talks delivered and "Useful Links".</p>	<p>resources, event highlights etc. E.g. - NNI @ the European Parliament - Mock conference guidance for teachers - Interview with John Leech MP ALSO creation of YouTube channel</p>
4. Total number of events	100-110	149

Also promising are the increases in English A applications to undertake interpreter training at postgraduate level. Although it is difficult to measure precisely the extent to which NNI activity has influenced recent trends, the figures below from NNI institutions can be seen as extremely positive:

- **HEI 1:** 60% increase in applications between 2009-10 and 2010-11, leading to student offers being doubled
- **HEI 2:** 47% increase in applications between 2009-10 and 2010-11
- **HEI 3:** 34% increase in English A applications between 2007-08 and 2008-09, followed by 49% increase between 2008-09 and 2009-10. (This can be compared to an average yearly increase of 7% from 2003-04 to 2007-08.) A further increase of 25% between 2009-10 and 2010-11
- **HEI 4:** 32% increase in applications overall between 2008-09 and 2009-10, with a 12% increase in English A applicants. This rose to a further 55% increase between 2009-10 and 2010-11.

Some collaborative work with Sheffield undergraduate students produced positive results with 6 Sheffield modern languages graduates applying to join T/I courses in Leeds and Salford in 2009. Regular talks and events have often led to expressions of interest and applications from sixth formers and undergraduates. At one event (Starting Work as a Translator and Interpreter, June 2009), around 50 year 11-13 students sought specific advice on what choices would be beneficial in pursuit of an interpreting career.

Outcomes and impact

The NNI has encouraged considerable inter-institutional collaboration. From careers events and conferences, to production of resources and taster sessions, its joint work within the Network, with associate partners, with the NNT and with the regional consortia has enabled knowledge transfer and sharing of good practice, as well as avoiding duplication of effort.

Links with the Regional Consortia have been particularly strengthened during the second half of the project. The NNI has organised events alongside Capital L, Routes Yorkshire and the Humber, Routes North East, Routes South West and Routes West Midlands. Throughout the course of the project, the Network has also worked with other interpreting and translation course providers (University of Central Lancashire, London Metropolitan University, University of Sheffield, University of Middlesex, Heriot-Watt University).

The NNI's online resources have been viewed over 65,000 times since the launch of its website in December 2007 (page views). The Interpreting Skills Map was commended by Jorum (a repository service which collects and shares learning and teaching materials in UK higher and further education).

Articles on the NNI have appeared in language publications, interpreting and translation bulletins, and national press and radio.

Other European countries (most notably France and Germany) and the USA have expressed interest in the NNI (and NNT) as national initiatives and are considering the development of similar programmes in their own countries.

In its final impact statement, the NNI notes that,

*it will be difficult to maintain a long lasting effect without the same level of joint RC/NNI/NNT campaign and effort. Although all NNI partners are committed to continuing their activities without future funding, the breadth and the scale of these cannot match that of the 2007/2011 funded period. This will undoubtedly affect the long term impact.*

Table A-4: East regional consortium

Name	East of England
Lead partner	Anglia Ruskin University
Partners	University of Cambridge, The Open University, University of Bedfordshire
Key activities and achievements	<p>A major focus for the Routes East consortium has been the development and roll-out of the Cambridge University Languages Programme for Schools and Colleges (CULP4SC). CULP4SC offers groups of young people the opportunity to engage in intensive study of language through an integrated, face-to-face and online learning programme. This is delivered partly in school and partly in the university.</p> <p>Pupils are engaged in Italian, Spanish, French and German classes, which simply could not take place if it were not through the provision that RiL can make available. In particular, the remote access pilot managed by the Open University is enabling young people to learn from native speaker tutors, sometimes receiving their lessons direct from Italy through the Elluminate programme. The possibility of learning Mandarin through Routes CULP has particularly excited students from year 8 to year 13, and there are now more than 15 learning partnerships for Mandarin across the region.</p> <p>Other events and activities are listed below.</p> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>• Summer school</li> <li>• Saturday revision sessions</li> <li>• Language Taster Days</li> <li>• Language Activity Days</li> <li>• Student Shadowing</li> <li>• Podcasts</li> <li>• European Day of Languages <i>Languages Live Day</i> at Impington Village College</li> <li>• <i>Languages at Work</i> day at Longsands College, St Neots.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• CULP</li> <li>• Language on Film Competition</li> <li>• Spelling Bee</li> <li>• Routes into Languages Challenge</li> <li>• Routes East Language Leader Award</li> <li>• Spelling Bee Goes National!</li> <li>• A joint venture with Ipswich Town Football Club aims to provide <i>Language and Football</i> courses in the region based on the Arsenal Double Club project model.</li> </ul>
Outputs	<p>The resources that Routes into Languages East has commissioned include a collection of materials to use with year 9. The materials consist of about one hour's pre-teaching for the film and one hour's teaching after watching the film (see <a href="http://www.routesintolanguages.ac.uk/east/resources.html">http://www.routesintolanguages.ac.uk/east/resources.html</a> for details of these and other materials).</p> <p>Language on Film is to be continued with languages incorporated into the Regional Film Competition as a new category, and all schools in the Region will be equipped to compete using the training DVD created from the Routes East training within the project.</p>
Outcomes and impact	<p>In total, 6,717 pupils have participated in Routes East activities and events up to the end of March 2011.</p> <p>The CULP4SC programme has been expanded to other schools across the region and in 2009 the programme was run in 16 schools with 487 students. The consortium reported that it was on track to reach 1,000 participants by 2011 (final data not available at the time of writing).</p> <p>Ninety-three per cent of first year participants of the language learning in partnership course passed their first year module. Evaluation reports demonstrate a high level of satisfaction and improved linguistic performance. Students gained an increased appreciation of the vocational value of language learning, while employees gained increased appreciation of the language-teaching activity of a regional HEI.</p> <p>Language taster sessions in Russian, Chinese and Japanese were provided in a successful awareness and aspiration raising exercise as part of the first Cambridge Arts Festival. This was an attempt to present the idea of language-learning as an integral part of community cultural events.</p>

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<b>Name</b>	<b>East of England</b>
	<p>Twelve participants took part in three twelve-hour beginner level classes in Japanese, Spanish and German as part of the summer school. Evaluation showed high levels of enthusiasm for the experience.</p> <p>There was a much improved take-up between 2008 and 2009 for GCSE revision classes, with 24 students attending for three hours each on four Saturdays at Anglia Ruskin University Cambridge campus.</p>

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Table A-5: East Midlands regional consortium

Name	East Midlands
Lead partner	Nottingham Trent University
Partners	University of Nottingham, University of Leicester, University of Lincoln
Key activities and achievements	<p data-bbox="488 373 553 394"><b>Events</b></p> <ul data-bbox="488 411 1032 699" style="list-style-type: none"> <li>• Year 10 &amp; 11 Autumn Residential School</li> <li>• Language Family Suppers</li> <li>• Eurostars Year 12 Summer Residential School</li> <li>• Year 8 &amp; 9 Summer Residential School</li> <li>• European Day of Languages</li> <li>• National Spelling Bee Competition</li> <li>• Day of the Dead / Keeping Languages Alive Competition</li> <li>• European Challenge.</li> </ul> <p data-bbox="488 716 578 737"><b>Activities</b></p> <ul data-bbox="488 753 854 1119" style="list-style-type: none"> <li>• Language Student Ambassadors</li> <li>• Log onto Languages</li> <li>• The Languages Bus</li> <li>• Web-Based Resources</li> <li>• After School Clubs</li> <li>• Virtual Language Assistant</li> <li>• Radiolingua</li> <li>• E-mentoring</li> <li>• The Bespoke Language Programme</li> <li>• Messing With Words</li> </ul>
	<p data-bbox="488 1136 1360 1224">Activity in the post-16 arena increased significantly in the third year of the programme. Around 2,000 young people, split equally between post-16 and pre-16 pupils, have participated in targeted one-off events or on-going projects. The Spelling Bee has proved very attractive to East Midlands schools, attracting the participation of approximately 2,000 pupils.</p>
	<p data-bbox="488 1241 1373 1350">Radiolingua and the Languages Bus have continued to raise the profile of languages in Lincolnshire, particularly in the rural parts of the county, fulfilling alongside the 'Languages and You' presentations' the consortium's mission to reach pupils with few or no opportunities to embrace languages outreach activities. In this respect, the Bespoke Language Programme has continued to work closely with Derbyshire Schools, where the consortium is not represented by an HEI.</p>
	<p data-bbox="488 1367 1373 1528">In addition to the continuation of pre-existing activities, in its third year the consortium began to develop a new resource: Young Ambassadors Learning Languages, a series of language CDs to introduce learners to the basics of French, Spanish, German, Mandarin, Hindi, Latin, Italian and Polish, encompassing some of the language specifications of the English Baccalaureate. The essence of the project is the acquisition of language, alongside teaching skills. As part of the package, pupils who have taken part in the courses will deliver language sessions to younger pupils: primary or lower years than those participating.</p>
Outputs	<p data-bbox="488 1560 1365 1648">Resource produced by Routes into Languages East Midlands are available online at: <a href="http://www.routesintolanguages.ac.uk/eastmidlands/resources">http://www.routesintolanguages.ac.uk/eastmidlands/resources</a>). These include a guide for students and parents on the opportunities for language learning and a series of web-based resources for language learning at GCSE, AS and A level.</p>
Outcomes and impact	<p data-bbox="488 1680 1365 1785">The East Midlands Consortium trebled the number of pupils reached during its third year of activity. The Spelling Bee has proved very attractive to East Midlands' schools, and has been embraced by approximately 2,000 pupils. Schools have described it as <i>"a fun way to learn which encompasses both aspiration and attainment raising."</i></p> <p data-bbox="488 1801 1365 1885">By the end of June 2010, the 'Languages and You' presentation had reached almost 30 schools in both rural and inner city areas. In order to satisfy demand, a further round of presentations was funded by the consortium, extending the benefits of the talk to a further 27 schools, with mainly year 9 audiences. Feedback has been excellent with many schools reserving the presentation many</p>



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<b>Name</b>	<b>East Midlands</b>
	months in advance. This activity impacted on 6.000 pupils.
	One of the projects Challenge of the Games has also gained the sponsorship of the Olympic Youth Legacy Co-ordinator for the East Midlands, along with the Inspire mark.

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Table A-6: London regional consortium

Name	London ('Capital L')
Lead partner	School of Oriental and African Studies and the University of Westminster.
Partners	Birkbeck College, Goldsmiths College, Imperial College, King's College, London Metropolitan University, The London School of Economics, The Open University London, Roehampton University, UCL, the University of Greenwich and London Aimhigher.
Key activities and achievements	<p><b>Events</b></p> <ul style="list-style-type: none"> <li>• Exam Preparation Sessions</li> <li>• Cultural Awareness Days</li> <li>• Summer school</li> <li>• Digital Storytelling</li> <li>• Language Immersion Saturdays</li> <li>• France and West Africa Day</li> <li>• Storytelling Without Limits and the Pleasures of Language Learning and Practice</li> <li>• Global Scientist Day.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Language Ambassador Programme</li> <li>• Masterclasses</li> <li>• E-mentoring</li> <li>• Year 9 Endangered Languages Week</li> <li>• Language Student Shadowing</li> <li>• Languages in Action</li> <li>• Crossroads</li> <li>• Adopt-a-class</li> <li>• The Real World of Languages DVD.</li> </ul>
Outputs	<p>The resources that Routes into Languages London has produced are available online at <a href="http://www.routesintolanguages.ac.uk/london/resources">http://www.routesintolanguages.ac.uk/london/resources</a>. These include 'The Real World of Languages' DVD promoting the value of language and cultural skills for careers to 14-19 year old students in London schools and colleges. The video focuses on the importance of languages for Media, Creative Arts, Leisure and Tourism, Health and Business and includes a series of lively interviews on location with businesses and schools. Other resources include the Spelling Bee Competition packs and slides.</p>
Outcomes and impact	<p>Since 2008, the London consortium (Capital L) has grown from 8 to 12 HEIs. Over the three years it has been operating, the London consortium has engaged over 20,000 young people, in over 1,300 hours of language enrichment activities. They have trained 159 university students as language ambassadors and engaged around 550 parents at open days, career fairs, etc.</p> <p>Capital L has seen a significant increase in the number of pupils engaged with the project. The cost-benefit analysis, which was conducted by an independent researcher, found that many Capital L activities were good value for money and should be continued/repeated. Activities were evaluated according to total cost and number of participating pupils as well as diversity and innovation. In March 2011, pupils from the 2010 Capital L Summer School were contacted and it was found that 43.5% were positively influenced to continue to study languages by their experience at the Summer School. Capital L also funded 6 after-school clubs aimed at diversifying language provision.</p> <p>The Master your language programme which delivered revision and extension activities to Year 12 students studying AS French, German and Spanish found that 70% of students stated that the activity had influenced their decision to continue to study languages.</p>
Other comments	<p>The project has continued to work intensively with all partners. Uncertainty about the future has led Capital L to consider alternative ways to maintain the partnership and the momentum it has created among schools and colleges in London. Charging for the costs of activities is being considered but cannot be relied upon as the only source of income as the case for languages still needs to be made among senior leaders.</p>

Table A-7: North East regional consortium

Name	North East
Lead partner	University of Newcastle
Partners	Durham University, Northumbria University, the Open University in the North, University of Sunderland, and Teesside University.
Key activities and achievements	<p data-bbox="488 394 760 415"><b>Sample events and activities</b></p> <ul data-bbox="488 436 1377 1077" style="list-style-type: none"> <li data-bbox="488 436 1377 499">• Year 9: Roadshows – visits to schools to present their diverse and fun introduction to continued language learning to give Key Stage 3 linguists a motivational boost through a range of Q&amp;A sessions, language tasters, quizzes, and a take-home parent/pupil pack.</li> <li data-bbox="488 520 1377 583">• Year 8/9 Festival of International Culture – an annual festival of international culture, with linguistic and cultural activities inspired by foreign cultures all over the world. Bollywood dancing meets Persian calligraphy, Arabic meets Russian</li> <li data-bbox="488 604 1377 667">• Years 10 and 12: Web-learning - a web portal to link language learners across the region in a variety of innovative ways. Emphasis is placed equally on performance pedagogy and creative participation.</li> <li data-bbox="488 688 1377 751">• Years 10 and 12: Linguacast On-Campus - Participants visit Newcastle campus to produce MFL web material for use in the classroom back at school. These are run parallel to a range of on-campus activities such as taster sessions.</li> <li data-bbox="488 772 1377 835">• Years 11 and 13: Masterclasses - exam candidates are invited to attend high quality revision sessions on five different campuses in the region.</li> <li data-bbox="488 856 1377 877">• Years 11 and 13: Taster Sessions - in a range of curriculum and community languages.</li> <li data-bbox="488 898 1377 961">• Years 11 and 13: Language Days – to immerse Year 11 and 13 pupils in core language skill areas in preparation for key examinations.</li> <li data-bbox="488 982 1377 1045">• Double Club - teaming up with local premier league football teams Newcastle United and Sunderland Athletic to produce language learning materials and dedicated language and sport training sessions for schools.</li> <li data-bbox="488 1066 667 1087">• Language Café</li> <li data-bbox="488 1108 841 1129">• Student Ambassador school visits.</li> </ul>
Outputs	<p data-bbox="488 1108 1377 1171">The resources that Routes into Languages North East have produced are extensive. They include: film resources, festival of international culture resources and a web portal linking language learners across the region. All are available at <a href="http://www.routesintolanguages.ac.uk/northeast/resources">http://www.routesintolanguages.ac.uk/northeast/resources</a>.</p> <p data-bbox="488 1192 1377 1255">The North East has seen significant resource development through the unversed.ac.uk website which houses over 600 original and authentic themed powerpoints on a server with the local Gateshead City Learning Campus.</p>
Outcomes and impact	<p data-bbox="488 1287 1377 1308">The focus on Spanish has led to an expansion of the Language Café network in the Durham area.</p> <p data-bbox="488 1329 1377 1392">There has been significant resource development, primarily through the unversed.ac.uk website which now houses over 600 original and authentic themed powerpoints on a server with the local Gateshead City Learning Campus.</p> <p data-bbox="488 1413 1377 1476">The involvement with town twinning initiatives in the city of Newcastle has sparked other initiatives which have raised the profile of the region by bringing the annual Sommerfest, organised by the Education and culture wing of the German Embassy, to Newcastle.</p>

Table A-8: North West regional consortium

Name	North West
Lead partner	Manchester Metropolitan University.
Partners	University of Manchester, University of Salford, University of Bolton and University of Central Lancashire.
Key activities and achievements	<p>Routes into Languages North West, also known as the Community and Lesser-Taught Languages (COLT) Project, aims to promote and facilitate the teaching and learning of community and lesser taught languages in both mainstream and supplementary schools. The consortium also works to promote all languages more generally.</p> <p>A key part of the consortium's activity has been the provision of Language Enrichment Events (LEEs) across the region. LEEs include a talk entitled "Why Study Languages?", a taster session in a new language (Arabic, Mandarin Chinese, Urdu or Italian) and a chance to sample two cultural sessions, where pupils learn more about different cultures. Student ambassadors from the partner institutions will talk to pupils about life at university and the advantages of studying a foreign language.</p> <p>Another important part of the consortium's activity has been the provision of access to training and Continued Professional Development opportunities in language teaching and assessment for 'native speaker' teachers, teaching assistants and parents in Urdu, Arabic and Mandarin; these have targeted supplementary schools in the region. The consortium has recruited and trained tutors for the production of materials and the delivery of sessions at language enrichment events and training days.</p> <p><b>Sample Events</b></p> <ul style="list-style-type: none"> <li>• Language Enrichment Events</li> <li>• Film And Culture Event for Languages (FACE Languages)</li> <li>• Community Languages 6th Form Day</li> <li>• Careers in Translation and Interpreting</li> <li>• Arabic and Urdu A Level days</li> </ul> <p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>• Children's Book Festival</li> <li>• Community Café workshop</li> <li>• GCSE study sessions</li> <li>• Chinese New Year at Manchester Art Gallery</li> <li>• National Spelling Bee</li> </ul>
Outputs	<p>The resources Routes North West has produced include: Language Enrichment events materials on jobs, food and drinks, family members and parts of the body; A level materials, 'How to' guides for teachers and teacher training presentations. All are available online at <a href="http://www.routesintolanguages.ac.uk/northwest/resources">http://www.routesintolanguages.ac.uk/northwest/resources</a>.</p>
Outcomes and impact	<p>In year 3 over 8,000 pupils from over 160 schools were reached through the consortium. This amounts to 26% of the region's schools.</p> <p>Research tracked the pupils who had attended Language Enrichment Events (LEEs) and found out whether they were doing a language GCSE. It was found that there was an increase of 23% of pupils actually taking a language GCSE.</p> <p>Routes into Languages North West were awarded a European Award for Languages for the Community Language Teacher Training course. Designed to support Complementary School teachers, who do not have qualified teacher status, this successful project has trained around 200 teachers of Arabic, Urdu and Mandarin. A pupil from a partner Supplementary School also won joint silver in CiLT's National Heritage Award for Excellence in Language Learning.</p> <p>The consortium attracted a lot of media coverage, particularly in its third year, with appearances on Sky TV, seven appearances by members of the consortium team on local radio and substantial coverage in the local press, particularly in relation to its attempts to establish whether there is sufficient demand in Urdu to justify developing degree level provision in Urdu.</p>

Table A-9: South East regional consortium

Name	South East
Lead partner	University of Brighton
Partners	Canterbury Christ Church University, Oxford University, Oxford Brookes University, University of Portsmouth, University of Reading, Royal Holloway University of London, Southampton Solent University, University of Southampton, University of Surrey, University of Sussex and University of Winchester
Key activities and achievements	<p><b>Sample events</b></p> <ul style="list-style-type: none"> <li>• Able Linguist Days</li> <li>• Reaching out to Parents</li> <li>• Love Languages? Live Languages! Conference</li> </ul> <p><b>Sample activities</b></p> <ul style="list-style-type: none"> <li>• MYUNISPACE</li> <li>• Up for Languages</li> <li>• Learning Together</li> <li>• Languages on Film</li> <li>• World of Work (WOW!)</li> <li>• E-mentoring</li> <li>• Spelling Bee</li> <li>• Weihnachtsmarkt.</li> </ul>
Outputs	The resources Routes South East has produced include: general materials (such a quizzes), languages on film materials, presentations for parents and Score in French and Spanish materials. All are available online at <a href="http://www.routesintolanguages.ac.uk/south/resources">http://www.routesintolanguages.ac.uk/south/resources</a> .
Outcomes and impact	<p>A particular highlight of the South East consortium's work has been the recognition granted to many of its projects by outside bodies and wider audiences. Many of the discrete projects in the Routes South East consortium have been published and/or won awards since the outset of the initiative. In 2010 the e-mentoring project (MyUnispace) developed by the University of Southampton was awarded a European Languages Award by CILT, as was the Languages on Film project developed by the University of Brighton in 2011. The German Christmas Market (a new project set up to replace Junior Up for Languages which was felt to have established a robust model) and the International Languages on Film version (both developed by the University of Brighton) have also been entered for this year's European language label award, again run by CILT.</p> <p>Several of the South East's projects were either published or submitted/accepted for publication in the Language Learning Journal (Routledge). These included:</p> <ul style="list-style-type: none"> <li>• Score in French (University of Southampton) published as Score in French: motivating boys with football in Key Stage 3 (April 2011 (39) Number 1, 5-19).</li> <li>• My Unispace (University of Southampton) published as MyUnispace: applying e-mentoring to language learning; (February 2011).</li> <li>• World of Work (University of Reading) to be published as: Italian Rocks and so do the biscuits; collaboration with AimHigher (Sussex) (University of Brighton) to be published as: A tale of two projects: working collaboratively to raise the profile of Modern Foreign Languages in Sussex;</li> <li>• Reaching out to parents (University of Portsmouth)</li> <li>• The Gold Award (Christ Church Canterbury and the University of Portsmouth)</li> <li>• Languages on Film (University of Brighton).</li> </ul> <p>A proposal was submitted by Routes South East to Routledge publishers in December 2010 to produce a textbook for teachers with the emphasis on integrated language learning and featuring many of the Routes into Languages projects. This book and accompanying DVD (entitled Living Languages: an integrated approach to teaching foreign languages in secondary schools) is now under contract and is scheduled for publication in September 2012. It will involve many Routes projects from the national initiative and is felt to be an effective way to consolidate and strengthen the legacy we leave behind at the end of the project.</p> <p>The International Languages on Film project, developed by the University of Brighton, attracted further outside funding from the UK-German Connection. This enabled the consortium to arrange a visit to Aachen in Germany for pupils from two Aimhigher schools to take part in a media week. The</p>

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**Name**            **South East**

visit took place in November 2010 and is being reciprocated by the German host school in Eastbourne this coming June (2011). Very positive feedback has been received following the first visit as the project involves media/language lecturers from a university, school teachers who develop their professional skills, an early-career teacher and various pupils learning German in Years 8 and 9.

The consortium's database of local businesses (SMEs) which are willing to support Routes South activities and events exceeded its original target of 30 SMEs by the end of the second year. The database will be suitably packaged and made available at the end of the consortium's three-year operation in accordance with all data-protection laws. Routes South East is pleased with the response from the regional SMEs and good working relations are enjoyed by everyone involved.

The University of Portsmouth has facilitated the production of a Regional Languages Strategy which has involved close negotiations with local authorities (LAs), in often difficult circumstances as staff-turnover has been high within LAs and trying to maintain consistency when working on documents was frequently interrupted as a result. It is envisaged that the Strategy document will be launched in June 2011 and will be followed by similar productions from other LAs in the Routes South region.

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Table A-10: South West regional consortium

Name	South West
Lead partner	University of the West of England.
Partners	University of Bristol, University of Bath, Bath Spa University, University of Exeter, University of Plymouth, Combined Universities of Cornwall.
Key activities and achievements	<p data-bbox="488 394 553 415"><b>Events</b></p> <ul data-bbox="488 432 1032 646" style="list-style-type: none"> <li>• Language and Science day</li> <li>• 2-day Intensive courses</li> <li>• The benefits of studying a Modern Language conference</li> <li>• International week</li> <li>• Revision days</li> <li>• Careers conference.</li> </ul> <p data-bbox="488 663 578 684"><b>Activities</b></p> <ul data-bbox="488 701 938 1182" style="list-style-type: none"> <li>• Pop Video competition</li> <li>• Masterclasses</li> <li>• MFL speaking competition</li> <li>• Summer school</li> <li>• Language Ambassadors E-mentoring scheme</li> <li>• Oral exam support</li> <li>• Video diary competition</li> <li>• Sea, Hear – Languages at Sea</li> <li>• Mentoring and tutoring</li> <li>• Business Language champions</li> <li>• School visits</li> <li>• Promotional materials</li> <li>• Business enterprise competition</li> </ul> <p data-bbox="488 1199 1357 1356">In the course of the programme the consortium refined its competitions offer and found what works best – the Speaking competition and the Pop Video competition. The pop video competition attracted a large number of entries from boys, which was particularly pleasing. Colorful flyers advertising the competitions were sent to all schools, and they were also promoted by staff delivering talks in schools. The consortium feels there is considerable scope for expanding the speaking competition as it gives an opportunity for students to develop and display presentation skills and creativity as well as language competence.</p> <p data-bbox="488 1373 1357 1436">A new activity introduced in Year 3 was the 'Adopt a class' scheme, in which university students during the placement abroad undertake to communicate on a regular basis with a class in the SW. This costs very little, apart from staff time, and is has proved very popular.</p> <p data-bbox="337 1472 1305 1535">Outputs The resources Routes South West has produced are available online at <a href="http://www.routesintolanguages.ac.uk/southwest/resources">http://www.routesintolanguages.ac.uk/southwest/resources</a>. These include videos of various activities/events including Languages at Work and its pop video competition.</p>

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Name	South West
Outcomes and impact	<p data-bbox="488 237 1369 420">The consortium's tutoring scheme – language ambassadors working as language tutors at schools – has been very successful. It was piloted in Year 1 on a small scale with just four language ambassadors working in two Bristol schools. The numbers increased to 27 in Year 2 and 44 in Year 3. The feedback received from both school teachers and language ambassadors was universally positive; it showed that pupils responded much better to university students and their input boosted interest in languages among the pupils. Some partner institutions use ambassadors to accompany them on schools visits and they also help with activities run in the various HEIs such as Masterclasses, AimHigher Days and A level conferences.</p> <p data-bbox="488 432 1369 474">In Year 3 SW Consortium staff delivered 160 "Why Study Languages?" talks to app. 19,700 Yr 8-Yr 13 students, with particular emphasis on transition points in Yr 9 and Yr 11.</p> <p data-bbox="488 491 1325 583">Talks were delivered in 111 schools across the South West region. About 1,060 students participated in various other RiL activities organised by the consortium, such as masterclasses, conferences, languages days, language taster days, business language events, revision days, language extension days, competitions etc.</p> <p data-bbox="488 600 1369 642">The DVD produced in the first year of the project has proven to be popular over the years and many schools have reported using it for careers events and parents' evenings.</p>

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Table A-11: West Midlands regional consortium	
Name	West Midlands
Lead partner	Aston University
Partners	University of Birmingham, Coventry University, Keele University, University of Warwick, University of Wolverhampton and Networks for Excellence.
Key activities and achievements	<p><b>Sample events</b></p> <ul style="list-style-type: none"> <li>• Chinese Cultural day</li> <li>• French Formula One</li> <li>• Japanese taster day</li> <li>• Cultural days</li> <li>• Revision days</li> <li>• One-day Language Tasters and Workshops</li> <li>• Sauerkraut Cup</li> </ul> <p><b>Sample activities</b></p> <ul style="list-style-type: none"> <li>• My hands speak French!</li> <li>• 'The hills are alive' – perceptions of Austria</li> <li>• Animating Languages!</li> <li>• Language shadow scheme</li> <li>• GCSE and A-level revision support</li> <li>• Language immersion classes</li> <li>• One-to-one Mentoring</li> <li>• Spelling Bee competition</li> </ul>
Outputs	The resources that Routes into Languages West Midlands have produced include; language and culture day resources, A-level recording exercises, FLAGS (Foreign Language Awareness Groups) resources, <i>Active Languages</i> resource booklet, <i>Speak!</i> DVD. All are available at <a href="http://www.routesintolanguages.ac.uk/westmidlands/resources">http://www.routesintolanguages.ac.uk/westmidlands/resources</a> .
Outcomes and impact	<p>The West Midlands Consortium has reached over 7,500 students throughout the 2009 - 2010 academic year through a wide variety of events and activities.</p> <p>The number of schools the West Midlands Consortium have had contact with has increased year on year throughout the project and in year 3 nearly 70% of schools in the region were reached.</p> <p>The most successful activities have been those which include direct contact with student ambassadors such as student led "Why Study Languages?" presentations, mentoring and tutoring, and student shadow. Pupils were able to talk informally to current undergraduate students and ask for advice on topics such as GCSE options or university applications, which the students themselves have recent experience of.</p>
Other comments	<p>Plans are in place to merge mentoring and tutoring with central university volunteering schemes.</p> <p>With the support of Links into Languages the consortium has been able to develop a schools contact base and provide teachers with the support and training they need.</p>

Table A-12: Yorkshire and the Humber regional consortium

Name	Yorkshire and Humber
Lead partner	University of Hull
Partners	University of Bradford, University of Huddersfield, University of Leeds, Leeds Metropolitan University, The Open University, University of Sheffield, Sheffield Hallam University, Regional Language Network Yorkshire and The Humber, University of York and York St John University.
Key activities and achievements	<p><b>Events</b></p> <ul style="list-style-type: none"> <li>• Orient Express</li> <li>• Languages workshops</li> <li>• Revision days</li> <li>• Able linguist days</li> <li>• Languages under the spotlight</li> <li>• Spanish roadshow</li> <li>• Film screening</li> <li>• Languages sports day.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Student ambassadors</li> <li>• Speak Up!</li> <li>• GOAL!</li> <li>• Languages @ work</li> <li>• Bradford City FC Chinese project</li> <li>• Linguastars.</li> </ul>
Challenges faced and overcome	<p>The Yorkshire and the Humber has faced a number of challenges including:</p> <ul style="list-style-type: none"> <li>• concerns with over-spend half way through Year 3</li> <li>• uncertainty over future Routes funding</li> <li>• staffing issues in partner HEIs and partner schools.</li> </ul> <p>One type of activity run in 2009 did not work: a regional competition. This is due to a large amount of competitions already available through Embassies and Cultural Institutes as well as CILT and other associations.</p>
Outputs	<p>The resources that Routes into Languages Yorkshire and Humber have produced include; a downloadable copy of the book 'Diversity, Poems and Reflections by Young Writers', which was released at the European Day of Languages Carnival 2010. Active Languages resources are also available to download, produced by the schools involved in the Youth Sport Trust and Routes into Languages Yorkshire &amp; The Humber project aiming to combine language learning with sports and exercise. All are available at <a href="http://www.routesintolanguages.ac.uk/yorkshire/resources">http://www.routesintolanguages.ac.uk/yorkshire/resources</a>.</p>
Outcomes and impact	<p>The Consortium for Yorkshire and The Humber has been delivering activities in over 64 schools, exceeding the original target for the project (40 schools by Year 3). The number of young people who took part in one, or more, Routes YH events in 2009 is over 9,000 pupils. In Year 3, Routes Y &amp; H activities have involved over 2,500 school pupils in over 40 schools.</p> <p>Over 80% of Routes Y &amp; H activities were supported by student ambassadors.</p> <p>In June 2009, the Routes YH Consortium received a Business Language Champion Award for its work on employability and entrepreneurship.</p> <p>Year 3 saw a slight decrease in the number of schools the Consortium has worked with mainly due to staffing issues from minor partners. An additional mitigating factor in reduced activity was an anticipated over-spend in autumn 2010 by some of the Consortium partners.</p>

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<b>Name</b>	<b>Yorkshire and Humber</b>
Other comments	Because both Links into Languages and Routes had their regional centres in the same institution, there was cross-fertilisation between projects. Lessons have been learned from the Links into Languages project, such as tighter reporting and closer monitoring of outcomes, the development of a customer relations management system for all Routes schools, the mapping of forward work plans, a regular review of activity and a monthly review of financial activity.

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## **Annex B: Evaluation methodology**

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Year 1: 2008

### ***Inception and scoping***

- B.1 At the inception meeting we discussed the purpose of and background to the project and our proposed approach to the work in detail with the programme steering group. We considered the range of evidence to be considered and sought input from the client on our scoping and consultation approaches.
- B.2 To gain a thorough grounding in the issues we conducted ten scoping interviews with individuals in key organisations and agencies represented on the steering group, including HEFCE, CILT, LLAS, UCML, DfE, BIS and others. This helped to guide us through the early stages of the evaluation.

### ***Desk based work***

- B.3 We conducted a review of:
- each consortium's and each national network's original bids for funding, to examine their key aims and activities
  - evaluations of similar or related initiatives (including the HEFCE/Ekos review of Aimhigher), to identify the kind of issues we might expect to find arising.

### ***Fieldwork and consultation***

- B.4 The scoping phase informed the development of aides-memoire for fieldwork discussions with all consortia and networks.
- B.5 We visited all the consortia and networks (a total of 11 visits) and undertook the following:
- structured interviews with the lead member of staff in each HEI
  - interviews with key partners/stakeholders involved, which included (variously):
    - Regional Language Networks
    - Comenius Networks, and later Links into Languages regional centres
    - 14-19 Learning Networks
    - Aimhigher partnerships
    - other local or region-specific initiatives that encourage language links between schools, employer and HEIs

***Analysis of HEIs' reports***

- B.6 The networks and consortia were required by Routes to complete six monthly and annual reports. We reviewed these documents as they became available.

***Analysis and reporting***

- B.7 We prepared a formative report on the first year of activity in September 2008 and a preliminary strategic report in December 2008.

**Year 2: 2009**

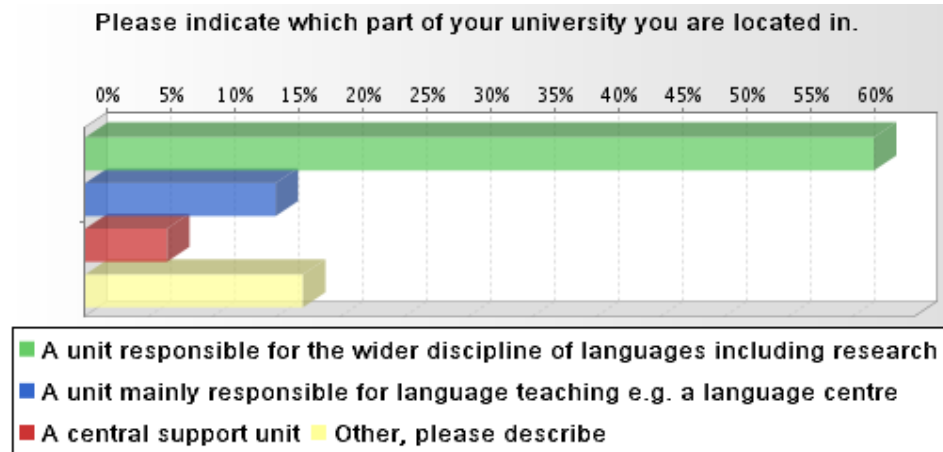
- B.8 Our key research activities were:
- repeat visits to each of the networks and consortia
  - an electronic survey of lead personnel and stakeholders from each consortium and network
  - a 'health check' of governance arrangements, to identify any problems or concerns
  - continued analysis of the six-monthly and annual reports submitted by the consortia and networks, to draw out cross-cutting themes and strategic level findings.
- B.9 Reporting consisted of a formative report on the second year of activity (September 2009) and an interim strategic report (December 2009).

**Year 3: 2010**

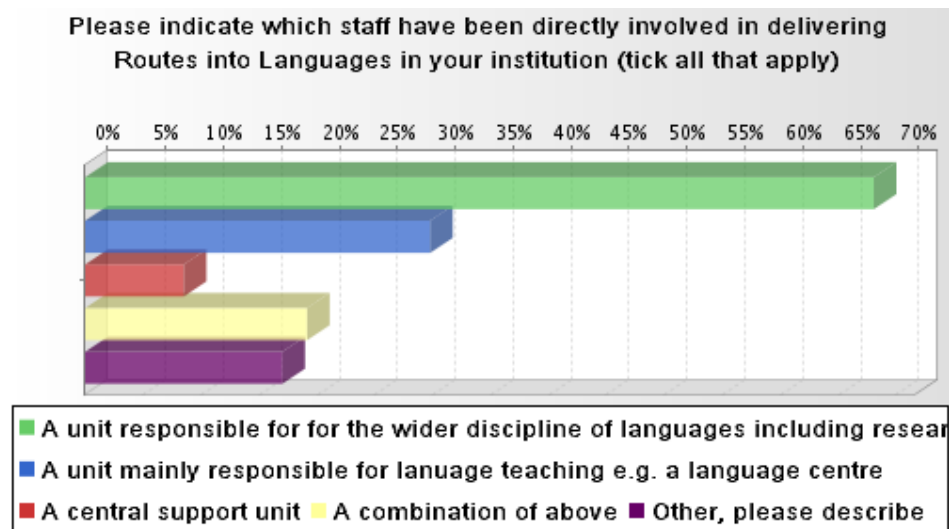
- B.10 In the final year of the evaluation we re-visited the regional consortia and national networks to gain further insight into how their various activities had progressed. An interim final report was produced in July 2010. The present document is the final report produced for the evaluation of Routes into Languages.

## Annex C: Collaboration between HEIs

- C.1 This Annex provides a full summary of our e-survey of participating Routes institutions. A total of 48 institutions responded to the survey.

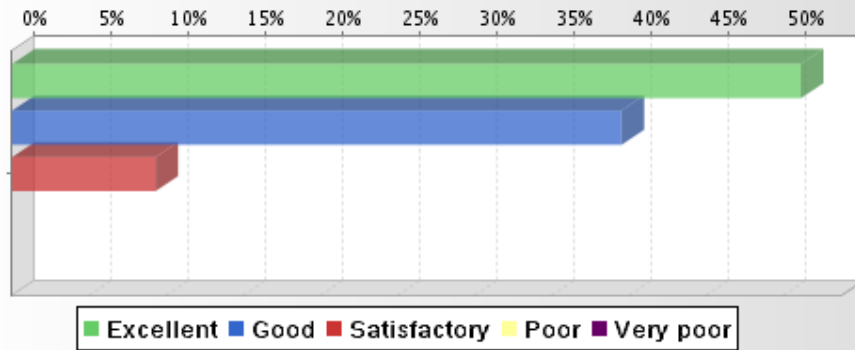


- C.2 Eight respondents identified themselves as ‘Other’, of which: two were joint language teaching with Widening Participation; two were Widening Participation units; one was a Business School; one was a Languages Curriculum Centre; and one was a School of Education.

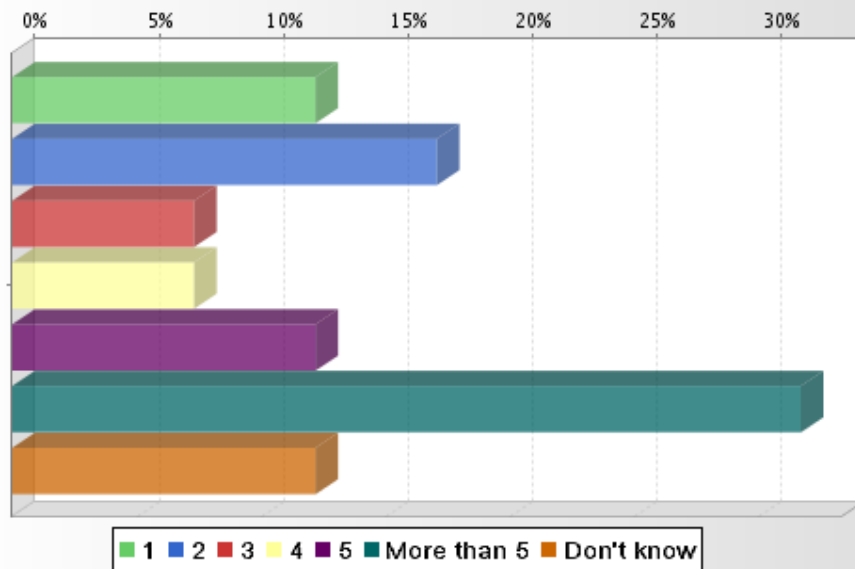


- C.3 Eight respondents indicated that ‘Other’ staff had been involved. These were: Widening Participation (2); Business School (1); School of Education (1); Audio-visual Technicians (1); ‘a regional unit which is part of a national unit’ (1); and external input (2).

How would you describe the working relationship (in your institution) between those responsible for language teaching via e.g. a language centre and those responsible for the wider discipline of languages including research?



How many HEIs is your institution collaborating with on language activity, which it had not worked with prior to Routes into Languages?



C.4 We asked HEIs that were *not* the lead partner in their regional consortium to say how satisfied they had been with the way their lead institution had managed the consortium. Of the 29 non-lead HEIs that responded to the question, 18 (62%) said they were ‘very satisfied’ and a further five (17%) were ‘fairly satisfied’. Five respondents indicated that they were ‘neither satisfied nor dissatisfied’, and only one HEI was ‘fairly dissatisfied’.

- C.5 Amongst the 15 HEIs that responded from the two National Networks, 10 (two thirds) said that the collaboration across their Network had been ‘very effective’, and a further three (20%) found it ‘quite effective’ (the other two did not answer the question).
- C.6 Figure C-1, below, sets out the responses to the supplementary open question, inviting respondents from the regional consortia to identify the strengths and weaknesses of the way in which their consortium was managed.

Figure C-1: Can you identify any strengths and weaknesses in the way the regional consortium has been managed? (open responses)

**Perceived strengths in the way the consortium has been managed**

- Flexibility in allocation of funding to allow extension of project activities and the introduction of innovation
- Friendly atmosphere, good sharing of information coming from the RiL funders and programme managers, a lot of patience demonstrated in dealing with difficult issues.
- Regular meetings with detailed minutes regular evaluation joint ventures between consortium members responsiveness to needs of the schools
- No - still new in the consortium and have not been fully exposed to it; I am aware of activities organised by other HEIs and have been in touch with the Capital-L manager but don't have enough infor so as to comment on the way consortium has been managed
- The strand group system had the potential to be an area of good practice, however this wasn't pushed as strongly as it should have been.
- Excellent project manager very good project leader lots of ideas coming from the centre
- The consortium has been organised in strands with one University taking the lead. This has given each participating university a lot of autonomy and sped up the delivery process.
- Administration has been centralised very efficiently in the lead HEI but all consortium members have equal input into the activities and direction of the consortium. All consortium members have felt very involved in the activities.
- Central management of the core programme with participation by all of us, plus smaller devolved programmes to the members. Much better and more coherent than having fully devolved activities which can risk costing more and reinventing wheels. Also: a tight consortium of just 5 universities with a common agenda and philosophy has been very effective.
- Regular meetings and open communication channels
- Approachable project manager. Regular meetings. good working relationship among the core group.
- Friendly, efficient administration and leadership.
- Well organised Available for support Communication clear and frequent
- \* good communication \* good rapport \* collaborative
- Producing promotional materials eg DVD
- Regular management meetings, leadership, initiative.
- Sharing of best practice and innovative initiatives, programmes, resource materials and events.
- We have worked together as a team, building up good relationships in the management meetings.
- Cross institution events Central publicity
- Distribution of minutes of management group meetings to minor partners who were in the steering group only; inviting of steering group members on a rotational basis to management group meetings;
- Good communications
- Regular updates and different institutions used as meeting venues
- Shared responsibility between partner HEIs Good involvement of other stakeholders eg teachers, RLN, Links into Languages (Comenius before 2009)
- Sharing language activities, challenges and success in raising awareness of the benefits of languages. Encouraging networking and joint projects Language ambassadors schemes



**Perceived weaknesses in the way the consortium has been managed:**

- The management style tries to be open and diplomatic, however there is too much a tendency for appeasement strategy when issues arose
- It is not always straight forward to reach all members of the board when decisions have to be taken, because different HEIs have different work cycles and different times of high work demand
- Lack of attention
- Some partners didn't always engage in the project, making it difficult for activity to be delivered.
- None, it has been an excellent experience.
- Initially the lead institution appeared to assume that all institutions would be run in the same way, and expected a model set up in one place to be easily replicable in another. Examples include: the payment of student ambassadors; and the relationship with Aimhigher
- Not much sharing of format and materials Events were organised in silo in the different organisations which was a shame
- Fairly democratic approach, on the whole. No major criticisms to formulate.
- Some presenters from lead institution are not "pupil orientated". Pupils have found some non English speakers difficult to understand.
- Decision-making takes too long - both for funding release and signing off outcomes
- Overdose of paperwork and form-filling, sometimes duplicated
- Sometimes we have been bombarded with emails/requests for information which have a very short timescale.
- Deadlines and time scales too short
- Lack of initial discussion/consultation on the amount of funding for minor partners

Source: SQW e-survey of participating Routes HEIs

C.7 Figure C-2 sets out HEIs' views on the strengths and weaknesses of the way in which their consortium operated.

**Figure C-2: Strengths and weaknesses in the way the regional consortium has operated**

**Strengths:**

- We have responded to the needs of teachers in the Region, working with them on projects which they have neither the time nor funding to manage.
- The Consortium has worked very closely with Aimhigher and WP departments in each institution. This has been invaluable, particularly, in targeting and in the 'opening of doors' I believe that much of the Consortium's success in delivering projects has been down to marketing by Aimhigher and WP colleagues. In this respect, communications with / responses from schools have been a little problematic. We are a devolved consortium, so each partner has ownership of its own projects. I feel this has been beneficial in that all concerned as this model enables each institution to be autonomous whilst working within a team. This collaborative approach has enabled us to hone in, on and utilize partners' initiatives to enhance our own individual events.
- Collegiality, good will, professionalism
- The consortium has sought to give all partners participation in governance of the project through strand groups The consortium has promoted cross-institution activities
- Willingness and enthusiasm to become involved and to collaborate closely; very good communication throughout
- Quarterly profile payments to partners allowing autonomy and increased responsibility in delivery (requires good management). Variety of activities; clear delineation of which partner led on which activities. Lead institution handled brand management, PR and dissemination and cross-consortium events to allow for high degree of cohesion.
- Central coordination of events means little work for partners and maximum control of the project.
- Fantastic communications between all consortium members; good sharing of best practice.
- Each institution has made the most of its own strengths and has the freedom to "do its own thing". We all have a willingness to share staff, ideas, good practice, etc.
- The consortium has operated well through the joint agreement on which schools to work with, the identification of common strands of activities and the sharing of activity monitoring plans. We have held bi-monthly meetings and rotated the location of these meetings to suit all partners. A central piece of good practice is the adopted approach of the involvement of all the universities combining to make a regional product, as well as the cascade

approach to school engagement. The website has also been strong with the development of shared resources.

**Weaknesses:**

- More involvement from all members expanding the scope and variety of activities
- Very broad forward planning has meant that the consortium is more reactive than proactive.
- Co-ordination of events and lead-in time before contact partners in other HEIs were nominated were sometimes difficult to manage
- More upfront on paperwork (i.e. delivery agreements, contracts, conditions of invoicing). high degree of independence from university has allowed for project to grow with little restriction, but sometimes results in lack of support/understanding within HEI
- Very time consuming to run everything ourselves and means we did less activity at the beginning. Now we have given some money to partners meaning they can run extra activity with Routes money.
- The structure of the consortium can occasionally be limiting with regards to being able to put on spontaneous events/activities.
- A weakness to this model is that at times, centrally, it can be difficult to keep up with what everyone is doing, particularly as many activities are delivered on an ad hoc basis.
- If we had to identify any weaknesses it would be to highlight the lower level of activity of some of the partner universities.

Source: SQW e-survey of participating Routes HEIs

**Figure C-3: If Routes funding were to continue...**

**... are there any aspects of consortium management that you would like to change?**

- A more rigid structure where monitoring and evaluation is concerned; Clarity with regard to how, what and when. I would suggest an on-line activity monitoring tool for each institution to record forthcoming events: type, school, year, number of staff / pupils, date etc. With post event section to record comments, quotes, etc. This would be invaluable in keeping track of what is happening among other things.
- It would depend on the funding available, but I think more forward planning would be essential to share resources appropriately.
- A key contact in each HEI who had either workload allocation or pay to ensure their involvement. Hasn't always transpired and this has led to a lull in activity in some instances.
- No. I think the central model works well for us.
- Keep salaried positions for director and project manager but remove salaried positions from other institutions and establish a bid process for setting up activities/events - would be more flexible.
- Going forward perhaps a brief monthly update by email from each partner would be useful to collate and circulate, in order to keep us all up to date with what is happening around the region. Aside from that, I am happy with how it is managed.
- Not really. We would maybe re-think the allocation of funding to partners to include a pot of funding for schools to bid for - as in the Linked Up project. This could then be opened up to include extra schools. We would also introduce a weekly/monthly electronic update following the Links model with all partners involved.

**... what do you think should be its key areas of focus?**

- Funding student language ambassadors and languages days/study days, focusing on the different transition years as students decide which subjects to pursue.
- The Routes initiative has enabled HEIs to work together in the common objective of promoting Languages. This core message should remain central to any successor
- To encourage and support young people to continue to study languages beyond Key Stage 3 To raise the profile of all languages
- I'm not sure I have real data on any of the aims at Q27 to be able to make a judgement. A lot of activity has happened, with a lot of very positive feedback in terms of attitudes etc. But whether this has actually made a difference to HE enrolments I don't know.
- Teacher training for primary schools b) Refresher courses for secondary schools teachers c) Sharing of best practice for sustainable language activities among HE institutions, i.e. funding for piloting the best activities from each consortium in other HEIs. d) languages for employability and for business success
- A key focus should be on supporting teachers with making lessons more relevant and interesting. Also focussing on decision makers - head teachers, parents, etc to change attitudes where it matters.

- Resource development as this provides sustainable outcomes Cross HEI events
- Continue to show students that languages are not hard/boring/difficult and that they are not only useful and important but can be combined with many other subjects or activities.
- Year 9 to influence the choice of GCSE. - Year 11 to encourage students to carry on at A-Level - Year 13 to encourage students to study a language at University - Parents and headteachers to influence the influencers
- Promoting the take-up of languages at GCSE; Campaigning for changes in the GCSE achievement criteria; supporting different ways of measuring achievement in languages
- sustainability of professional careers in languages
- Cultural awareness and languages: learning a language means so much more than learning grammar and vocabulary! \* languages and their relevance in business and employment
- Long term language mentoring in schools/colleges. one off events in universities demonstrating possible educational and career pathways
- Promoting interest in languages pre-GCSE level (Year 8/9) amongst those from lower socio-economic backgrounds.
- Tracking the impact the first three years have had.
- Continued collaboration with schools, visits, employing Language Ambassadors, video-conferencing and Master Classes, as well as Language Days in specific languages.
- The key areas should probably be more or less the same with an emphasis on increasing participation in language study in HE and through encouraging greater recognition of the importance of language skills as a graduate attribute (to the UK economy and society more broadly). It's simply too early to comment on achievement of aims (Q28 above), partly because increasing participation in language study in HE requires participation in language study in secondary schools which continues to fall. It will take more than 3 years for the situation to improve.
- Before answering this question, I'd like to state that it is impossible to know re question 27 at this stage. In a 3 year project, the numbers or backgrounds of university entrants cannot be measured yet. Any future funded project should continue to focus on secondary, especially KS3 and reducing drop-out in KS4. It should target many more schools than we have done with RiL. Here in YH, we have only really scraped the surface of total school numbers
- To increase the uptake of languages after Y9 and in the Sixth Form and beyond. This has been the main focus of Routes West Midlands, but three years are not really long enough to reverse the national trend of the decline in uptake of languages. Any follow-on project should continue the work of Routes.
- Widening participation in language study in higher education
- I would link it with widening participation / Aim Higher as it is in the state sector that languages has suffered the most. I would also encourage to link it with employers as this is a motivation factor for taking up languages.
- I am convinced we are focussing on and targeting those groups who will benefit most.
- Awareness raising - careers with languages and particularly T&I
- Student Ambassadors
- Bridging the gap between primary and secondary provision, to ensure that those pupils who experience foreign languages at primary continue into effective secondary languages education, and on to GCSE study.
- employability, raising aspirations & more skill specific information campaigns
- online delivery languages not offered by schools raising/maintaining interest in language learning by using languages for learning other skills
- A successor programme to Routes is highly desirable. I think its key areas of focus should be: continuing and extending the range of successful events which has been established (this is very important because it takes several years for events to 'bed down' within schools, FE and HE institutions); working out further ways of expanding the portfolio of languages offered in HE in the UK, e.g. by collaboration between geographically close institutions on expanding provision; improving the web presence of Routes and the availability of web resources to support our work; widening the group of institutions involved (something that our network has already begun to do);
- Definitely on increasing participation and expanding opportunities for language learning and increasing the use of new technology.
- Organising careers events and conferences (NNT). Organising joint Careers events with the NNI.
- Language workshops to highlight and reinforce the message on the benefits of languages in a global economy through university experience
- Student Ambassadors, cross-disciplinary projects and events. Links with businesses and promotion of language learning through school visits/talks. Languages conferences and events at universities.
- There should be a focus on activities around using student ambassadors as these seem to be a cost effective way of delivering activity. Delivering more cross-curricular activity, e.g. sports, business, health with languages
- Assistance in organising careers days, admin support for the websites.
- Create a bigger pool of language learners post 14 years of age.
- Linking languages with other curriculum areas. Languages in employment.

Source: SQW e-survey of participating Routes HEIs

- C.8 Amongst the 15 HEIs that responded from the National Networks, three made suggestions for what might be changed if Routes funding were continued: *'have a central website manager'*, *'Greater incorporation with regional work'* and *'Nothing about the style of management, but it might be sensible to manage the two networks as one entity'*.

## Annex D: Glossary of terms

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AULC	Association of University Language Centres
BIS	Department for Business, Innovation and Skills
CILT	Centre for Information on Language Teaching and Research (the National Centre for Languages)
DfE	Department for Education
EBP	Education Business Partnership
FEC	Further Education College
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
IWLP	Institution-Wide Language Programme
KS	Key Stage
LEE	Language Enrichment Event
LLAS	Subject Centre for Languages, Linguistics and Area Studies
MFL	Modern Foreign Languages
NNI	National Network for Interpreting
NNT	National Network for Translation
RLN	Regional Language Network
SIVS	Strategically Important and Vulnerable Subjects
SSAT	Specialist Schools and Academies Trust
UCAS	Universities and Colleges Admissions Service
UCML	University Council of Modern Languages
VLE	Virtual Learning Environment
WP	Widening participation