

# Scotland's National Centre for Languages and Confucius Institute for Scotland's Schools

## Summary Report for March 2012 – March 2015

### SCILT and CISS, our shared vision:

Our vision is to promote and support the delivery of high quality language learning within a climate which celebrates all languages. Scotland is already a multi-cultural society where many languages are spoken. This includes indigenous, Scottish languages and those originating from further afield. We want to play our part in ensuring that all languages and cultures are valued and that life-long language learning is recognised as a key skill for life and work. Our vision is one where language skills make a significant contribution to a fairer, smarter and more successful Scotland.

### Within this vision our priorities are:

- To **support** teachers in providing high quality language learning experiences for Scotland's children and young people
- To **promote** language learning so that it is valued, celebrated and recognised as a key skill which benefits Scottish society
- To work in **partnership** with key national and international organisations to share expertise and best practice
- To share **key research and information** regarding language learning from across the United Kingdom, Europe and beyond, particularly China
- To provide an **effective, well managed service** which allows us to be at the forefront of language learning in Scotland

This report aims to:

- summarise the activities we have undertaken to achieve this vision over the last three year funding cycle
- reflect on the effectiveness of those activities
- consider our way forward as we progress towards 2020

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## SCILT/CISS Supporting Teachers

### Professional learning programme

#### Primary

Our engagement with teachers in the primary sector has grown exponentially since 2012 with a 300% increase in outreach activity with primary teachers. This figure is set likely to increase by a further 100% by the end of this year. SCILT has developed a very skills-based approach to the workshops concentrating on encouraging primary teachers to consider the methods they use in other areas of the curriculum and how best to transfer them into the learning and teaching of an additional language. Moving away from one-off events, we now aim to work with teachers over a few sessions, thus ensuring that they have time to try out the ideas and expertise they've developed and share the impact with each other. This has the additional effect of developing a stronger relationship between the professional development officers and the teachers they support. It also encourages teachers to try out and evaluate new approaches, thus having an impact on learners.

Primary CLPL	2012-13	2013-14	2014-March 15
	<ul style="list-style-type: none"> <li>6 local authorities &amp; SCIS</li> <li>Multiple visits to 3 local authorities</li> <li>Total number of LA engagements = 11</li> </ul>	<ul style="list-style-type: none"> <li>9 local authorities</li> <li>Multiple visits to 6 local authorities</li> <li>Total number of LA engagement = 31</li> </ul>	<ul style="list-style-type: none"> <li>11 local authorities</li> <li>Multiple visits to 5 local authorities</li> <li>Running total number of LA engagements = 27</li> </ul>
<b>Popular workshops</b>	<ol style="list-style-type: none"> <li>Interdisciplinary Language Learning Journey (Passeport pour la Francophonie) x5</li> <li>Turning Es &amp; Os into Action x3</li> <li>Active vocabulary x2</li> </ol>	<ol style="list-style-type: none"> <li>Embed it early x8</li> <li>Talking &amp; Listening x7</li> <li>Reading &amp; Writing x7</li> <li>IDL language learning x3</li> </ol>	<ol style="list-style-type: none"> <li>Strengthening literacy skills through PLL x6</li> <li>Progression in PLL x5</li> <li>Exploring Resources, Creative Ideas x5</li> <li>Embed it early x5</li> </ol>

We are increasingly working with ASGs where local authority strategy is encouraging a cluster-led approach to professional learning. This has led to more cross-sectorial dialogue and the demand for this has resulted in SCILT recruiting a PDO with specific responsibility for transition.

*“Provided a valuable opportunity to communicate with primary colleagues and understand the impact that 1+2 is having in the primary classroom. It’s clear that more opportunities will be important for discussion, particularly within cluster groups, about some of the issues raised.”*  
 Secondary practitioner, West Lothian

So far this year, we have contributed to six cluster meetings in one local authority and we have led six ASG workshop sessions across another five local authorities.

**Secondary**

Engagement with secondary colleagues has also increased this year. Workshops over the last two years have tended to be dominated by requests for support for the new qualifications, most specifically on approaches to assessing the internal units. SCILT has also delivered some NQ support events, targeting areas and local authorities where we have tended to have little previous engagement. This has been particularly well received by practitioners.

*“An excellent workshop. The best explanation regarding qualifications that I have attended! Thank you for coming.” Secondary practitioner, Argyll and Bute*

Secondary CLPL	2012-13	2013-14	2014-March 2015
	<ul style="list-style-type: none"> <li>19 local authorities and SCIS</li> <li>Total number of engagements = 35</li> </ul>	<ul style="list-style-type: none"> <li>10 local authorities</li> <li>Total number of engagements = 16</li> </ul>	<ul style="list-style-type: none"> <li>23 local authorities</li> <li>Total number of engagements = 38</li> </ul>
<b>Popular workshops</b>	<ol style="list-style-type: none"> <li>1. Planning from BGE into the Senior Phase x15</li> <li>2. Gathering Evidence x10</li> <li>3. Motivating the demotivated x3</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment in the Senior Phase x 7</li> <li>2. Cracking conversation x3</li> <li>3. Acing assessment in BGE x2</li> </ol>	<ol style="list-style-type: none"> <li>1. The new Higher: Recycling, not rewriting!! X24</li> <li>2. Creative and innovative approaches to assessment in N4 and N5: building on the BGE! X6</li> <li>3. Modern Languages for Life and Work x4</li> </ol>

**Next steps:**

Feedback from both sectors is consistently positive about our workshops. Occasionally, however, there is a mismatch between the needs and expectations of the delegates and the focus of our workshops:

*“Not really what I was expecting. Would have liked a course packed full of ideas/activities to use in class. I already know about 1+2”. Primary practitioner, Fife*

We are going to consider better ways for online registration of delegates so that each one completes a Likert scale questionnaire in advance of the event. We will use this information to ensure that our workshop is tailored to meet their professional learning needs and overtake any particular questions or areas for development that the practitioners identify. A post-event questionnaire will help us identify impact and will assist our quality assurance process.

## Regional Learning Events

In order to raise awareness of the 1+2 policy SCILT worked in partnership with Education Scotland to deliver a series of four Saturday morning events in 2014/15. Attended by 130 practitioners, these events provided a forum for sharing the experience of the 1+2 pilot schools and encouraged delegates to discuss the implication of the policy in their establishments. Evaluations showed that delegates found the discussions to be very useful and that the programme met their needs. They were particularly appreciative that they were given an opportunity to hear from practitioners who had been part of the national pilots.

*“It was fascinating to hear about real-life examples from both schools. It was interesting to hear how on board and enthusiastic staff and children are – even if staff were initially outside their ‘comfort zone’.” Delegate, Glasgow*

### Next Steps:

These events, although very successful in terms of sharing good practice, were attended mainly by primary practitioners. We have identified a need to engage secondary practitioners more fully with the 1+2 policy. To this end, we will hold another four such learning events in May and June 2015, this time with a more secondary focus on the L3 and on improving uptake in the senior phase. So we can ensure that these events meet practitioners’ needs we will develop a pre-event questionnaire that asks for delegates’ “burning questions” to be submitted in advance. This will help inform the plenary session.

### Train the Trainer

This has been an ambitious SCILT/Education Scotland endeavour that aims at supporting local authorities’ professional learning programmes and providing a means of quality assurance that is not overly prescriptive. The week-long course is aimed at existing linguists working in schools who have been chosen by their local authorities as key people who will be responsible for developing language learning programmes for primary teachers. It enables them to develop their own extensive professional learning programmes so that they can lead and train teachers in their LA. The five day course focusses on how to create a successful programme of CLPL and how to lead others so that this translates into a positive impact on children's language learning experience. We have designed call back days so that they can share with each other how they have implemented their training programmes and reflect on the impact they have created.

Train the Trainer has figured on the majority of local authority language strategy papers. Participants’ evaluations demonstrate that it met the participants’ needs and that delegates feel much more confident about developing their own professional learning programmes as a result of attending.

*'This was appropriate to our needs, well planned and delivered in an enjoyable way. The opportunity to network with other 1+2 people for across Scotland was a bonus' TTT participant, June 2014 cohort.*

Some delegates, however, remain unclear about how they fit in to their LA's language strategy and how their expertise will be used at a strategic level.

**Next steps:**

We will continue to evaluate Train the Trainer with our partners as it is an important means of supporting local authorities and ensuring that they can deliver the recommendations of the 1+2 report. The recall days will provide a forum for the delegates to share the impact of the work they have been doing as a result of attending the course. A questionnaire will be developed for local authority staff to feedback on how they are deploying TTT trained staff and the impact they are having on the implementation of the policy in their LA. This information will allow us to evaluate the aims of the course and make sure they are in line with those of the local authorities.

Budget allowing, we intend to continue to offer TTT in July and October each year. An application for GTC professional recognition is pending.

**Support for MLAs and CLAs**

Working in partnership with the British Council, SCILT has taken more responsibility for the training of language assistants so that they are familiarised with the Scottish context and see how they are able to contribute to language provision in Scottish schools. All CLAs now have a three day induction programme with CISS staff as well as on-going support offered to all language assistants throughout the year.

**Support for Hanban teachers**

As our network of Confucius classroom hubs grow, so do the numbers of Hanban exchange teachers. In session 2012/13 CISS had 11 such teachers working in Scottish schools and by 2014/15 this number has increased to 29. As a result of feedback from the teachers themselves and the local authority key contacts, we have revised our induction programme so they are better prepared for work in Scottish schools. This programme now includes workshops in China before they arrive in Scotland and a planned programme on arrival that includes visiting expert speakers and the opportunity to visit schools and discuss the practice they see there. The teachers tell us that the induction programme helps prepare them for teaching in Scotland and they appreciate in particular the opportunity to visit schools and discuss practice. The Hanban teachers are also supported by a professional learning programme throughout their time in Scotland. Almost all teachers appear settled and are performing well. However, we are still seeing a tendency for the teachers to concentrate on teaching about culture, especially in the primary sector. There is not always

sufficient pace and challenge in lessons and teachers need more support to plan coherent series of lessons.

**Next steps:**

We will ensure that we focus clearly on supporting the learning and teaching of the Hanban teachers so that they are equipped to deliver high quality learning experiences. There needs to be much more focus on helping them to organise coherent programmes of learning that develop language skills. We will also introduce support sessions for mentor teachers from the hubs with a view to enhancing the collaboration between the teachers and their Scottish counterparts. Additionally, we will consider ways of creating a platform for teachers to share materials and look for more opportunity for the Hanban teachers to share good practice with each other.

**Network of teachers of Chinese**

The CISS network of teachers of Chinese falls into three groups; GTCS registered teachers, teachers of Chinese from community schools; Hanban teachers and CLAs. We aim to offer professional learning that meets the needs of all three groups. We organise a comprehensive programme of day-long workshops in partnership with national partners such as SQA and Education Scotland. The workshops focus on the relationship between theory, policy and practice and offer teachers practical advice and guidance to support the learning and teaching of Mandarin. Feedback from all of our events has been positive:

*“This was much better than thinking about different activities on your own. I loved the sharing session.” Hanban exchange teacher, 2014*

**Next steps:**

We need to ensure that we keep the teachers’ focus on learning and teaching rather than allowing the SQA qualifications to dominate their practice. It is increasingly important that the teachers are aware of the 1+2 policy and its classroom implications, so this will be a particular focus in the next few years. In the same way, we need to ensure that teachers who work across sectors are fully skilled in primary language methodology.

**Support for teachers in the early phase of their career**

SCILT is striving to achieve closer engagement with students and newly qualified teachers in order to furnish them with career-long support. Our engagement with early phase teachers has increased three-fold since 2012/13 and in the last year we have worked with 123 students from four TEIs. We respond to individual requests from students who are undertaking research projects related to languages and the 1+2 policy in particular. We have helped establish educational visits for primary education students to France and

Germany and have responded to requests from TEIs for guest lectures on the 1+2 policy and its implications for the classroom. Additionally, we have complimented the teaching of the ITE courses at Strathclyde, Glasgow, Edinburgh and Stirling universities with a three day Primary Language Learning (PLL) course. This course showcases high quality PLL pedagogy and aims to raise confidence in teaching another language. Feedback from these courses has been very positive:

*“This course gave me so much enthusiasm to teach languages.” B Ed student Strathclyde*

*“The critical engagement with readings enhanced this and has given me the motivation to encourage colleagues, students and children to learn a foreign language.” B Ed student, Moray House*

As a result of the work we have done with student teachers, we have been asked by four local authorities to enhance their programmes for newly qualified teachers. This has proven to be so popular, that we already have three such engagements in the diary from 2015/16.

*“Very helpful in putting my mind at rest. I was concerned with my lack of knowledge and how much development was expected to come from me. The workshop has given me lots of ideas and resources to begin planning and embedding German into everyday life and routines in school.” NQT, Borders*

#### **Next steps:**

SCILT will continue to build relationships with course leaders at TEI institutions, including those with whom we do not already work. We will support TEIs as they develop models for primary ITE courses with language components.

There is potential for a longitudinal research project that tracks students into their probationary year and beyond. We are investigating the possible development of a proposal for professional recognition from GTCS for an extended “PLL for early phase teachers” programme.

We will continue to promote #earlyphase events through all SCILT communication channels and social media and will continue to feature our work with early phase teachers in editions of the SCILT newsletter.

### **SCILT/CISS Promoting Languages**

#### **Business Language Champions**

The BLC programme has proved to be very interesting to schools and we currently have made sustainable business links for thirty schools. Feedback from practitioners, learners and business people has been very positive and many talked about the benefits of giving

young people an opportunity to see language skills as an enhancement to their employability.

*"It really opened my eyes to how much use learning a foreign language can be in the future when finding a job." S3 learner, Dundee*

Ultimately the BLC programme aims to influence and support uptake of languages into the senior phase and beyond. It remains to be seen if we have achieved that as it is still too early in most cases to track uptake. However, in terms of providing a very interesting and relevant context for language learning, the BLC projects have undoubtedly been a success.

*"I liked working as a team, and it was good to use our knowledge in another context." S3 learner, Angus*

**Next steps:**

The BLC programme would benefit from more direct leadership and a more co-ordinated approach to drive it. It is our aim to offer a BLC in each of the 32 local authorities and for each Confucius classroom hub to have its own dedicated business partner. An in-depth evaluation of the programme is now needed as some of the projects will be running for the third year next session. We will consider, in particular, if the projects encourage a change in attitude towards language learning and if they are having a positive impact on uptake.

**Business Breakfasts**

As an extension of our Business Language Programme, we delivered three business breakfast events this year. Practitioners told us that they very warmly welcomed the opportunity to take part and that they felt that the learners returned to school with a reinvigorated attitude to language learning.

*"I would like to thank you for organising a fantastic event on Friday morning – the pupils really enjoyed it and have come back to school with a renewed enthusiasm for language learning!" language teacher, West Dunbartonshire*

Two of the business leaders who took part in the business breakfasts and who are involved with the BLC programme have agreed to facilitate further strategic engagement with the business community. They are now members of a 1+2 Strategic Implementation Sub-group set up by Scottish Government in order to engage fully with the business voice.

**Next steps:**

The particular format of the first business breakfast is expensive and difficult to sustain within our budget. However, our engagement with learners, practitioners and business people demonstrates that there is a real appetite for such activities. Next year we plan to work in partnership with the University Council for Modern Languages Scotland (UCMLS) so

that we can offer a minimum of three such events hosted by the universities. We hope that this will prove to be a more sustainable model and that the business breakfasts will become annual events that grow and develop. The events will be included in the evaluation of our engagement with business.

**Promotional events**

An increasing number of schools have requested support for events that promote languages. It is difficult to determine if these events on their own have had a long-term impact on uptake and attitudes. However, evidence suggests that practitioners feel supported and find them inspiring and that young people find them interesting and relevant.

*"I now know where languages can take me." S3 learner, East Ayrshire*

Where these events are part of a department’s promotional strategy and are part of a range of measures intended to effect uptake, there is some strong evidence that they are effective.

*"The workshop made me grateful for the fact that I picked a language as I realised how much of an advantage it can give you in life!" S3 learner, North Lanarkshire*

Promotional engagements 2013	2 secondary schools	0 primary schools
Promotional engagements 2014	9 secondary schools	1 primary school
Promotional engagements 2015	31 secondary schools	12 primary schools

**Next steps:**

While initial feedback from these events has been very positive, more work needs to be done to support practitioners to develop a strategic programme of PR that they can moderate and evaluate. It is envisaged that we expand this programme to other stakeholders such as parents and decision makers. We are currently planning evaluation methods that take account of the pupil voice.

**Pupil immersion visits to China**

We have continued to send Scottish young people to China to take part in the summer immersion course in Beijing and Tianjin. Since our first of such visits in 2012, we have steadily increased the numbers of young people attending the summer bridge camp from 65 participants in 2012 to 100 in 2015. By moving the visit to Tianjin, we have developed and strengthened our relationship with Tianjin Education Commission and in particular with Tianjin International Chinese College. The bespoke award developed by the SQA continues to provide the young people with accreditation for successful completion of the course and is now offered at SCQF 3 and 4 to take into account young people’s previous learning of

Mandarin. However, feedback indicates that the language lessons are not always sufficiently personalised to meet the needs of all the young people. Having said that, we have evidence that the immersion visit is inspiring some young people to continue learning Mandarin to a high level. For example, 50% of the 2015/16 cohort of Tianjin Scholars has previously taken part in the visit.

**Next steps:**

We have just recently negotiated more places on the visit to take into account the expansion in the number of Confucius classroom hubs. We are also in negotiation with SQA to become a presenting centre, so that we can retain overall responsibility for the bridge award, rather than our Chinese partners. Taking into account the feedback we've received, we ensure that our Chinese colleagues are given information about learners' previous achievements in Mandarin, so that they can personalise the classes appropriately.

We would very much like to offer a reciprocal visit for Chinese young people to come to Scotland in the summer of 2016 and we are actively looking for ways of funding this.

**Teacher immersion visits to China**

In 2014 we introduced our first teachers' immersion visit to Beijing, hosted at the Beijing Language and Culture University. The visit has been fully subscribed in both years and we have been able to offer free follow-up Mandarin classes to the participating teachers on their return. This is going some way to building capacity in schools, although the impact on learners has still to be evaluated.

**Next steps:**

We are already exploring the possibility of achieving professional recognition for the teachers who take part in the visit and the programme of language lessons. Call back days where teachers share the impact of their learning will help us evaluate this activity and decide on any changes that we might make.

**Scholarship**

Offered jointly by CISS, Tianjin Education Commission and the Tianjin International Chinese College, this scholarship is the first of its kind in Europe as it is aimed at young people who have the potential to learn Mandarin rather than those who have already studied the language to a certain level. The first group of 12 scholars will complete their year of study in June 2015 and another cohort of 16 young people has been selected to take part in the academic session 2015/16. Due to CISS's close partnership working with the Scottish office in the UK embassy in Beijing, the scholars have also been offered a programme of work experience in the embassy at the end of their language course in June.

**Next steps:**

We intend to continue to grow the number of places offered for the scholarship in line with the growth in number of our Confucius classroom hubs. We also intend to track the scholars where possible to see how the experience impacts on their lives, choice of studies, future career, etc. We have planned a showcase event for August 2015 where the returning scholars will have the opportunity to share their experience and the skills they've developed with their parents and the new cohort of Tianjin scholars.

**Language Linking, Global Thinking**

Language Linking, Global Thinking is a partnership pilot project introduced in 2014 by SCILT, the British Council, the National Union of Students and the Project Trust. Fifteen students who are currently studying or working abroad, have been linked with a designated class in nine secondary and six primary schools in Stirling, Falkirk and Clackmannanshire Councils. A number of students are in France whilst others are in Botswana, Senegal, Ghana, Honduras and South Africa.

Following a training event held in June, each of the participating students visit their link school prior to departing for their year abroad to meet the class and plan what contribution they could make during their time overseas. The student then corresponds with the class a minimum of six times throughout the year. Schools are, of course, free to expand on this if they wish. At the end of the year the student returns to the school to talk to the pupils in more depth about their experience.

In this way, schools are encouraged to build international links and raise awareness amongst young people of opportunities available to students to travel and study abroad. In addition, we intend for it to bring international language and cultural links to the classroom, thus enthusing young people about languages.

Despite some initial communication problems with a small percentage of the students, feedback has been positive:

*"I think the structure of the pilot is very effective. There is a clear purpose and it is proving very popular with students."* Participating language teacher, Stirling

SCILT has developed an online blog to facilitate communication between the students overseas and the class. The SCILT team monitors the blog to ensure that the content is appropriate and that all posts meet professional standards.

**Next steps:**

SCILT will collaborate with the other partners to ensure that a robust evaluation of the project is undertaken. The project will then be rolled out nationally next session. To date,

thirteen secondary and five primary schools have expressed an interest in participating next year.

### **Word Wizard**

This national spelling competition started in 2012 and has increased steadily in terms of numbers of pupils, schools and local authorities taking part. The competition was originally designed as a “Spelling Bee” by Routes into Languages, but after the first year, we decided that we needed to develop it so it better suits the Scottish context. Currently we offer the competition in five languages at two levels. As the numbers of entries have grown, this year we have introduced a semi-final in order to make the final more manageable. Teachers and pupils are very positive about the competition and we have plans to develop it further next year.

*“Thank you for organising this event as it boosts confidence, is very enjoyable and it really helps them improve their vocabulary. We will definitely enter again next year.” Secondary teacher, Word Wizard final 2014*

### **Next steps:**

We are considering ways of introducing other languages such as Italian and BSL into the competition. We are also considering the possibility of a similar competition for primary schools. Next year, we intend to work with UCMLS so that colleagues in other universities work with the schools at a more local level and organise regional heats. This should maximise the opportunity for language learners in schools to engage with HE.

### **Mother Tongue Other Tongue**

Originally developed at Manchester Metropolitan University as part of Carol Ann Duffy’s laureate education programme, SCILT piloted this bi-lingual poetry competition in Scotland with Glasgow City Council. In partnership with Scottish Book Trust, we were able to offer a range of creative writing workshops for pupils and teachers. The poets who led these workshops had a range of language skills. Our workshops encouraged learners to write a poem in their mother tongue, or in a language they are learning. EAL specialists in schools have told us that their pupils were highly motivated by the project, including some hard to reach learners who had not previously fully engaged with the curriculum.

*“The pupils I work with have all grown in confidence.” EAL teacher, Glasgow*

*“Pupils who normally find it difficult to be involved in mainstream lessons could be involved and succeeded” EAL teacher, Glasgow*

The winners and their families were invited to a celebration event at the Mitchell Library during the “Aye Write” book festival. The children were awarded with their published copy

of the Mother Tongue, Other Tongue anthology that includes their poem. The feedback from parents who attended the celebration event was overwhelmingly positive.

*“Dziękujemy! Dzieciaki ktore mowia wiecej niz jednym jezykiem to bohaterowie!”*

*(Thank you! Kids that speak more than one language are heroes!), Polish speaking parent.*

We would, however, have liked to have received more entries from pupils who are learning a language. In particular we would have liked to have seen more participation from the secondary sector.

#### **Next steps:**

Next year, we intend to roll this project out nationally and encourage more language learners, especially those in secondary schools, to take part. We will work with colleagues in UCMLS so that each university can contribute its own expertise to help widen participation. We will also enrol the help of local authority development officers to encourage pupils in all sectors to take part.

#### **Resources**

SCILT has developed a range of materials in French, German and Spanish to support colleagues in the secondary sector. We also share materials that colleagues have developed via Glow and our website. The support materials used by the pilot schools have also been shared via our website and we publish useful links to other organisations that provide free resources such as Stòrlann. In response to comments from practitioners about a lack of suitable materials for younger learners of Mandarin, CISS attracted funding from Hanban to develop a series of five animated e-books. These online activities closely tie the acquisition of Mandarin with English literacy skills and provide an engaging means of teaching Mandarin that is appropriate to age and stage. In order to support creative approaches to the assessment of language learning, SCILT has developed a European Languages Portfolio (ELP), specifically tailored to the Scottish curriculum. This has been ratified by the Council of Europe and is now available in an online, electronic format as well as a downloadable document. The ELP is receiving a significant amount of visitors via our e-bulletin and provides valuable exemplification for our Tackling Transition Together workshop.

#### **Next steps:**

In order to support German, we are currently developing an e-book to compliment the work being done by the Goethe Institute on their “German Adventure” programme. We are also considering the development of language apps to support practitioners in primary schools, particularly those teaching younger learners.

## **German Education Trainees across Borders**

This programme has proved to be increasingly popular with local authorities as a means of supporting the learning and teaching of German. Backed by Erasmus+ funding, the programme offers local authorities an additional means of bringing German native speakers into the classroom to help deliver the 1+2 recommendations. In 2013, the first year of the programme, 19 volunteers worked in Scottish local authorities for a period of six months. This number has risen to 29 in 2014/15 and an increase to over 30 is expected in 2015/16. Feedback about what the GET volunteers have achieved has been extremely positive. The volunteers are all students of education who will become language teachers in Germany when they graduate. This means that they have already acquired a good understanding of pedagogical approaches which they can bring to their placement. The flexibility of the six month placement and the low-cost of the programme have also been greatly appreciated by the local authorities and it is something that we would hope to be able to develop and continue in the future.

### **Next steps:**

We will continue to work with the University of Mainz, the German Consulate and the Goethe Institute to support this programme. We are currently planning a reciprocal visit to Mainz by students and staff of the School of Education at Strathclyde. This partnership is something we would like to develop further in the future as a possible way of building capacity for the learning and teaching of German in Scottish primary schools.

SCILT is presently in discussions with the Portuguese government about piloting a similar project with Portuguese educational trainees.

## **SCILT/CISS Working in Partnership**

### **Scottish Government**

SCILT has a partnership with Scottish Government that is based on a shared vision and mutual respect. SCILT contributes fully to the strategic implementation group (SIG) for the 1+2 policy and is well placed to respond to requests for advice from government. Scottish Government's confidence in SCILT has been demonstrated by an increase in funding that has allowed us to grow our capacity to deliver a far greater range of activities. This has, in turn, allowed us to offer a wide range of support measures to every local authority in the country.

In the interests of transparency and accountability, SCILT/CISS meets with representatives from the curriculum team every three months to discuss progress being made towards the implementation of the 1+2 policy and find further areas for collaboration.

Members of the curriculum team regularly support and attend SCILT activities and events which is very much appreciated.

**Next steps:**

SCILT will continue to work closely with Scottish Government and to update the curriculum team on the work of our organisation. SCILT will continue to contribute to SIG meetings and its subgroups, taking forward actions that arise from them.

**The University of Strathclyde**

SCILT and CISS have been working increasingly closely with the University of Strathclyde. We have fully contributed to the internationalisation agenda and promote the reputation of the university in Scotland and overseas. CISS co-operates with the Strathclyde China Institute and this year co-hosted our first Chinese Burns Supper for Chinese international students and invited guests. SCILT and CISS have also worked with colleagues to enhance the student experience by developing opportunities for students to undertake educational visits to France, Germany and China. We contribute to both PGDE and B Ed/BA courses and have supported the GiFT programme for practising teachers who wish to convert to Gaelic Medium Education. We feel that our organisation and its people embody the Strathclyde University values:

- We are committed to developing ourselves and the practitioners with whom we work.
- We have developed a “no blame” culture in which people are encouraged to take measured risks and make decisions
- We all work towards a common vision and shared priorities. Leadership roles are distributed so that all team members have the opportunity to innovate, thus developing their skills and fostering their creativity.
- We work collegiately with all our partners and stakeholders within an ethos of mutual respect and collaboration.
- We are ambitious for our organisation in terms of achieving our vision of making a significant contribution to a fairer, smarter and more successful Scotland. We have high standards for the service we offer to the languages community and strive to support the delivery of high quality language learning across the country.

**SQA**

A memorandum of understanding was signed between SQA and SCILT in 2013. This has helped strengthen the relationship between us as national partners. For example, SCILT has provided much of the professional learning support for the suite of modern languages qualifications. We have also delivered jointly planned events to support the

implementation of the new qualifications in Mandarin and other languages. Additionally, we jointly deliver the training and verification process for the bespoke Chinese Bridge Award for successful completion of the pupils' immersion visit.

Our sharing agreement allows SCILT access to SQA data from which we can conduct statistical analysis on attainment and uptake which is shared on our website. Additionally, we have planned a joint exercise that will look at benchmarking SQA Mandarin qualifications and Chinese HSK exams. This is the first time any such activity has taken place between China and another country. Expert groups have been set up in Scotland and China to undertake the work. On its completion candidates successfully achieving an SQA qualification will also be entitled to an equivalent HSK award. Hanban has asked the Scottish expert group to provide advice about reforming the HSK tests to make them more suitable for use in countries with progressive education systems.

**Next steps:**

SCILT is currently in the process of becoming an SQA centre. Once this is in place, we will be able to take full responsibility for administering the Chinese Bridge Award. SCILT will also be able to gain SQA accreditation for candidates undertaking our free Mandarin lessons. The terms of the MoU are likely to be extended to include the promotion of language qualifications in Further Education establishments in the near future.

**Education Scotland**

SCILT and Education Scotland have a successful history of working together. This partnership has been developed further over the last three years since the working group published the 1+2 report. Colleagues from both organisations have collaborated on providing advice and guidance to practitioners. This includes the publication of the following; key messages of 1+2; national framework for modern languages P1-P7; guidance on L3; 1<sup>st</sup> level experiences and outcomes. Additionally, we have jointly supported the national 1+2 pilot schools, organised successful regional learning events and delivered Train the Trainer. Furthermore, we have shared presentations at ADES and various local authority meetings.

**Next steps:**

SCILT and Education Scotland plan to have regular monthly update meetings at both a strategic and operational level. This will allow us to share expertise and to consider opportunities for joint projects and ventures.

**British Council**

We have been working increasingly closely with the British Council over the last few years and projects such as Language Linking, Global Thinking. We support the MLA and CLA

programme and actively promote the value of language assistants by showcasing their work at such events as Engage with Strathclyde. We also advised on the production of their 1+2 video that was developed to encourage local authorities to engage language assistants. CISS is very grateful to the British Council for their sponsorship of China Club which has funded flights to China for each of the young people and their chaperones.

**Next steps:**

We will continue to look for areas of mutual interest on which we can collaborate.

**Hanban**

The partnership between CISS and Hanban has gone from strength to strength since 2012. This is evident in the expansion of our hub network from 12 to 16, with a further five planned for 2015/16. We are currently working with Hanban to furnish each hub with a primary satellite classroom. This will provide some extra Hanban funding for primary schools that wish to teach Mandarin as an L3. In addition, CISS has been the first in the world to attract extra funding for hubs that employ a GTCS registered local teachers.

The quality of CISS's work has been formally recognised by Hanban resulting in East Renfrewshire winning the Confucius Classroom of the Year 2013 and CISS being awarded Confucius Institute of the Year 2014. Our institute is increasingly seen as a model for others to copy and we have been providing advice to colleagues in Northern Ireland and Norway about how they can develop our model to suit their local context.

**Next steps:**

We will continue to work with Hanban to foster mutual respect and create opportunities for educators, children and young people from both countries.

**Tianjin Education Commission**

The partnership between CISS and Tianjin has been a very fruitful one and colleagues from Tianjin have been pleased to be jointly recognised for the quality of the work we have accomplished together. It has in particular, been strengthened by the scholarship, the pupils' immersion visit and the head teachers' visit. The relationship is now more equitable since we have offered a reciprocal visit to Scotland to colleagues from the education commission and partner schools.

**Next steps:**

We intend to continue to develop the "two way bridge" between Scotland and Tianjin. We would very much like to offer a reciprocal summer visit to Scotland for young people from Tianjin, but this is subject to securing adequate funding.

## **Scottish China Education Network**

Along with colleagues from the University of Edinburgh, we have supported SCEN's Early Learning of Chinese project in East Lothian and a similar project in Edinburgh and Midlothian. Evaluation of the first year of the project highlighted the project's success as a means of introducing native speakers into the primary classroom. However, it also indicated a greater need for professional learning for both students and teachers. This was especially to ensure appropriate pace and challenge in the lessons and to support progression in the language. CISS has been working with SCEN to produce a framework for the teachers and students to use that should promote a more cohesive approach to planning the lessons. We have also produced some materials that will help pupils and teachers track what has been learned and our support will be included in the final evaluation of the project.

SCEN has provided some really excellent opportunities for the young people who attend China Club and has made them SCEN ambassadors. SCEN also offered CISS the opportunity to launch the Mandarin e-books at the 2014 China Youth Summit at the Gleneagles Hotel.

The Director of SCILT is a member of the SCEN board and members of the CISS team regularly attend and contribute to SCEN meetings.

### **Next steps:**

SCEN is an important partner for CISS and it is encouraging to see us working together more closely. We will continue to update each other through regular meetings and actively pursue activities on which we can collaborate.

### **Cultural Organisations and Local Authorities**

SCILT works closely with the consulates and cultural organisations, especially through our facilitation of the Cultural Organisations and Local Authorities (COALA) group which has grown exponentially since the launch of the 1+2 policy. Additionally, we promote the work of our partners via our website and our e-bulletin.

January 2012 Attendance: 40 LAs represented: 9	June 2012 Attendance: 33 LAs represented: 9	October 2012 Attendance: 30 LAs represented: 9
January 2013 Attendance: 28 LAs represented: 6	June 2013 Attendance: 32 LAs represented: 10	November 2013 Attendance: 28 LAs represented: 9
January 2014 Attendance: 46 LAs represented: 16	June 2014 Attendance: 46 LAs represented: 19	October 2014 Attendance: 44 LAs represented: 18
January 2015 Attendance: 62 LAs represented: 27		

In particular, SCILT works very closely with the Goethe-Institut. Over the last year we have supported the institute’s “German Adventure” by providing development officers to help deliver it, developing materials to compliment it, including an online e-book that is currently being developed and funding the production of a video that will promote it. Additionally, we work together to provide support for the German “GET” volunteers.

**Next steps:**

We will continue to facilitate the COALA meeting as an important forum for supporting the implementation of the 1+2 recommendations. We will also continue to support and promote the work of our partners in the Cultural Organisations.

**Scottish Educational European Trust**

The Euroquiz now receives entries from primary schools representing every local authority in Scotland. SCILT supports the quiz by drafting the questions for the languages round and by giving advice about pronunciation. Languages included are currently French, German, Spanish and Italian. We have also recently helped fund the Our Europe Competition for secondary schools and we promote both competitions via our e-bulletin.

**Next steps:**

We will continue to work with SEET to support these very valuable projects.

**Project Trust**

The project trust is a charity that facilitates gap years in emerging countries for young people leaving school. Their returning volunteers have become language ambassadors and have worked with us on events that aim to promote language uptake and the opportunities offered by spending a year abroad among young people.

**Next steps:**

These young people can be powerful advocates for language learning; SCILT must ensure that we make best use of their enthusiasm and explore creative ways that allow them to share their experience in order to impact on young people in schools.

**University Council for Modern Languages Scotland (UCMLS)**

It is important that all sectors in education work together if we are to achieve the recommendations of the 1+2 report. SCILT is therefore keen to make sustainable links between HE and schools. Two of our development officers meet with this group regularly and they have been instrumental in delivering the cross-sector event that SCILT organises as part of Engage with Strathclyde. Discussions from this engagement have highlighted the need for a joined up approach to help facilitate meaningful projects that could be achieved by HE and schools working together. As a result, SCILT has devoted some of a development officer's time to consider the best way forward.

**Next steps:**

SCILT is currently in discussions with UCMLS about piloting a consortium approach similar to "Routes into Languages" that exists in England that SCILT would coordinate. The initial projects are likely to be based on those that SCILT have already successfully implemented with a view to developing them nationally and widening their impact. This is likely to include: a language ambassador project; the national roll-out of Mother Tongue, Other Tongue; Language Linking, Global Thinking and regional heats of Word Wizard. Consultation is already underway with the Scottish Funding Council and how these projects might be funded in the future.

**SCILT/CISS Sharing Key Research and Information**

**Website**

It is SCILT's ambition that we become the "one stop shop" for languages in Scotland. Maintaining an easy to navigate, relevant and attractive website will be crucial if we are to achieve this. The SCILT stand-alone website was redesigned in 2012 to have greater functionality and a fresher, more modern layout. Since then, visits to our website have increased each year. For example, during the period from August to November 2014 the SCILT website saw a 51% rise in visitors compared to the same period in the previous year. It is also interesting to note that, for the first time, the primary section of the SCILT has been the most visited to date during 2014/15. The CISS website remains part of the university's website and the look of the pages and its functionality are limited by that. However, it is well maintained and easy to navigate.

We have received favourable comments about the website from practitioners:

*“Thanks for making your website such a hive of up to date information and support.” PT Modern Languages*

We frequently evaluate both websites and discuss ways of developing them. We do feel that both websites can appear to be rather static and that some judicious use of professionally made video clips may help address this in the future.

**Next steps:**

It is very important to the success of our organisation that the websites are well maintained and kept up to date. We are currently considering ways of making the SCILT website more interactive and are discussing ways in which the development officers could keep an online blog where they can discuss their work and invite comments from visitors. We are also considering the best ways of including a section dedicated to community languages that could serve as a portal to other organisations such as bilingualism matters and complimentary schools. The CISS website undoubtedly needs improvement and better maintenance. This particular remit will be given to a member of staff who will dedicate some time each week to make the CISS website more attractive and ensure that all content is relevant.

**Enquiry Service**

We currently operate an enquiry service for both SCILT and CISS. We aim to answer every enquiry within five days of receiving it. Our enquiry service has seen an increase of 54% from 2012 to 2014. What is notable is increase in the number of enquiries specific to the 1+2 policy which have so far constituted the largest proportion in 2014/15.

**Next steps:**

We will continue to maintain the enquiry service as a valuable means of engaging with our stakeholders that enables us to share key information.

**Research**

We share key research and information that is in the public domain via our website where we also keep a library of research conducted in the UK and beyond.

We ensure that our own professional reading is up to date by setting up a professional reading group that allows the SCILT and CISS team to read and discuss recent research on contemporary educational issues. Additionally, we include professional reading as an essential component of our outreach workshops and all delegates are given pre-event reading that informs workshop discussions.

SCILT conducts statistical analysis of SQA data every year, focussing on attainment and level of entries. We also encourage practitioners to undertake their own action research projects and publish their findings in our on-line journal The Scottish Languages Review (SLR).

Furthermore, CISS worked with Alacantra Communications to contribute on behalf of Scotland and Northern Ireland to a research paper on the development of Chinese language learning and teaching in the UK, commissioned by the British Council and Hanban. This will be published in the near future.

There is scope for SCILT to be involved in more research work and we are now linking more closely with colleagues from the School of Education.

#### **Next steps**

SCILT and CISS will work more closely with academic colleagues in several universities who have an interest in conducting research on the learning and teaching of languages. We would be very happy to share information with anyone undertaking a doctoral studentship on the topic of language learning. We are currently in the process of submitting a funding bid so that research can be conducted by the school of education into the effectiveness of China Club as a means of developing young people's sense of self, their intercultural competence and their understanding of Mandarin language and Chinese culture. We are also in the preliminary stages of considering some research into the uptake of modern languages in Scottish schools that would be undertaken in collaboration with colleagues from the School of Education and the HaSS faculty.

#### **Scottish Languages Review**

The Scottish Languages Review and Digest (SLR) is an open-access online journal, with up to two editions per year. The SLR aims to

- provide language teachers, students, and researchers in Scotland with a strong voice in relation to all aspects of language teaching and learning;
- promote discussion amongst language practitioners across all education sectors about mutual areas of interest or concern;
- encourage greater debate between language learning theory and practice

The digest contains sections on recent language-related publications and provides links to articles from other academic journals that are free to download without subscription, such as the Language Learning Journal. There is also a summary of important upcoming language-related events and conferences.

Over the last three issues (26-28) we have published articles from the professional perspective of the learner, teacher, language assistant, parent and HE practitioner. The wide-ranging topics included the use of languages in the workplace, teaching languages to

children with ASN, introducing British Sign Language in a mainstream school, measuring the impact of residence abroad, creativity in languages education, HE support for teacher-led action research, and the implementation of the 1+2 language policy.

The SLR is widely read, as far as China, Australia and New Zealand, and we have had very positive feedback:

*“Hannah, what a super journal you edit! I am digesting parts as I go!” Secretary, Modern Languages Association, State of Victoria, Australia*

It features amongst the 20 most visited pages on the SCILT website, receiving around 250 visits per month on average.

#### **Next steps:**

SCILT will continue to publish high quality articles in the Scottish Languages Review so that we continue to encourage cross-sectoral debate and collaboration.

#### **e-bulletin**

The bulletin aims to provide subscribers with a weekly round-up of everything that is happening in the languages community in Scotland, the UK and beyond. It is our primary means of promoting SCILT events and is an important and effective means of communication with practitioners. We believe that this weekly contact is invaluable in terms of our communications strategy and that it constitutes a significant support to the profession.

*“Just wanted to say thank you for all the marvellous resources you let us know about. It's great knowing you are there and that there is so much available to help us. It does not go unappreciated.”*  
*E-bulletin subscriber, 2014*

Since April 2014 we have changed the electronic format of the e-bulletin which allows us to monitor and measure its use much more effectively. Since the introduction of the MailChimp format, we have seen a 17% rise in the number of subscribers to the bulletin. The number of subscribers does, however, fluctuate as people retire or move away and others join the profession. The most popular items in the e-bulletin are SCILT/CISS items followed by resources, then news from language and educational organisations (eg our partners, cultural organisations, etc). Whereas we used to have to rely on subscribers completing a survey to try and ascertain how they were using the e-bulletin and what information was useful, we are now able to use Mailchimp statistics to determine the use of each section and tailor the e-bulletin accordingly. For this reason we have increased the number of suggested resources we now feature each week as it is clear this is a popular section with our readers. We cannot fully measure readership as the e-bulletin is further disseminated by organisations such as CILT Cymru and our contacts in local authorities.

**Next steps:**

We will continue to ensure that the e-bulletin provides an effective information service to the languages community by monitoring the Mailchimp statistics on a weekly basis.

**Social media**

Over the last 18 month period we have focussed on developing SCILT's social media presence as a means of supporting SCILT's priorities and promoting and sharing our work. All SCILT/CISS development officers are encouraged to post Tweets about their work and about our events. As a result, we have seen an increase of 100% in the number of followers on Twitter. 20% of externally referred visits to the SCILT website come via Twitter. Similarly, last year we saw a 60% increase on Facebook "likes". 26% of externally referred visitors to the SCILT website come via Facebook.

**1+2 newsletter**

In response to a suggestion made by a local authority, SCILT has developed a 1+2 newsletter that is published in an electronic format each term. It gives a round-up of activities from across the country and allows each LA the opportunity to add its own local news and distribute it round its schools. However, we have, to date, received information from only one local authority that they using the newsletter to regularly disseminate their own news and only 40% of recipients are opening the mailing and 14% of those are following the links. LAs seem to be developing their own newsletter rather than using our format.

**Next steps:**

We will continue to promote the 1+2 newsletter. We will ask for feedback from our local authority contacts as to how we could make it more useful for them and consider ways of making it more attractive to them.

**Promotional Literature**

We have reviewed and developed our promotional materials to ensure that they all contain up to date and relevant information that our stakeholders find useful. The 1+2 information leaflet aimed at parents has been particularly well received with 20 000 leaflets ordered since publication in September 2014.

New literature has also been published providing information about the Business Language Champion programme for both schools and business people. Additionally, we have published a "beyond school" postcard. As a result, we've seen a 60% increase in visits to this section of the website. Furthermore, we have recently developed a languages career pack "Languages for your Future". This features some of our business partners who have provided job profiles for the SCILT website. The pack offers helpful links and advice about a

wide range of careers options that are enhanced by language skills and seeks to explicitly link language and employability skills.

**Next steps:**

We are currently working on a leaflet that promotes the work of CISS and our Confucius classroom hubs. Parental engagement is fundamental to the success of any school's 1+2 strategy, so we are now working on two additional 1+2 parent leaflets; one will include information of the benefits that language learning has for literacy skills and the other will have a specific focus on ASN.

**SCILT and CISS newsletters**

The SCILT and CISS newsletters are published twice yearly. The most recent editions of the SCILT and CISS newsletters were published in December 2014 on the SCILT and CISS websites and as a paper copies. The next editions will be published in May 2015. Print copies of the newsletters are distributed at all SCILT and CISS events. However, we have now decided against mailing paper copies to our key contacts as electronic versions are available online. The newsletters feature articles about the work of SCILT and CISS and include articles submitted from cultural organisations, local authorities and schools that showcase interesting approaches to language learning and teaching.

**Next steps:**

We will continue to publish the SCILT and CISS newsletters, ensuring that they remain informative and that their content is attractive, relevant and thought-provoking.

**SCILT/CISS Providing an Effective, Well-managed Service**

**Leadership of hubs**

Since CISS joined SCILT in 2012, we have determined to provide effective, accountable and transparent leadership to Scotland's Confucius classroom hubs. We have simplified the system of annual operational plans, data gathering and financial breakdowns that are submitted to us by the hub key contacts. As the number of hubs has grown, it has become unmanageable for CISS to hold a centralised meeting each term. Therefore, we have established regional steering groups who convene a meeting each term to which a member of CISS is invited. This has been met with a favourable reaction from the hubs as it allows them to set their own agendas and puts more focus on inter-hub collaboration. CISS will organise an AGM to which representatives from all hubs will be invited.

**Next steps:**

We will continue to evaluate this model and adapt it as necessary.

## Funding and Staffing

### SCILT

2012-2014: Core grant £500,000 awarded in 2012 for a 3 year period to 2015.

2014-15: Additional funding of £200,000 awarded in October 2014 for the remaining 2 quarters of 14-15. This was to fund additional staff and various projects to take forward the 1+2 language agenda, outreach programme, support for business projects, promotional events and website development.

### SCILT staffing

	Senior Management Staff	Teaching Staff	Professional Support Staff
<b>2012</b>	Director (0.5)/Depute Director	4 Professional Development Officers	Administrator (0.5) Information Officer 3 Administrative Assistants
<b>2013</b>	Acting Director (0.5)	5 Professional Development Officers	Senior Administrator (0.5) Information Officer 4 Administrative Assistants
<b>2014</b>	Director (0.5)	5 Professional Development Officers	Senior Administrator (0.5) Information Officer 4 Administrative Assistants
<b>2015</b>	Director (0.5)/Depute Director	6 Professional Development Officers	Senior Administrator (0.5) Information Officer 3 Administrative Assistants Modern Apprentice (to be appointed)

### CISS

Core grant of £300,000 awarded in 2012 for a 3 year period to 2015.

This was increased to £580,000 in 2013 to support the development of the Confucius Classroom Hub network in Scottish schools.

In 2014, CISS was awarded £754,000 to cover the final year of the funding cycle for the expansion of the Confucius Classroom hubs in Scotland from 12 to 16 and to take on additional staff to carry out the increased remit.

### CISS Staffing

	Senior Management Staff	Teaching Staff	Professional Support Staff
<b>2012</b>	Director/Chinese Director/Chinese Manager	1 Professional Development Officer	Administrator (0.5) Administrative Assistant
<b>2013</b>	Acting Director (0.5)/ Chinese Director/ Chinese Manager	1 Professional Development Officer	Senior Administrator (0.5) Administrative Assistant
<b>2014</b>	Director (0.5)/Chinese Director/Chinese Manager	2 Professional Development Officers	Senior Administrator (0.5) Project Co-ordinator Administrative Assistant
<b>2015</b>	Director (0.5)/Depute Director/Chinese Director	2 Professional Development Officers	Senior Administrator (0.5) Project Co-ordinator Administrative Assistant Modern Apprentice (to be appointed)

#### Next steps:

All SCILT/CISS budgets have been constructed to ensure sustainability over a longer period and 3 year plans have been put together to estimate future requirements, taking into account pay rises/annual salary increments and increased costs of services/resources. We are now awaiting the funding award for SCILT and CISS for 2015-16 in order to plan more accurate financial requirements over the next funding cycle.

#### Procedures and handbook

With the increasing number of staff it has become vital to put documented processes and procedures in place to ensure the team is well supported from the time they start their contracts to the time they leave, in accordance with university principles and practices and staff contracts. With this in mind, two developments are in progress – the creation of a staff handbook to ensure new staff have all the administrative documentation they need to commence their new roles, and a robust induction process in line with that of the university and SCILT/CISS requirements.

The new handbook will cover all aspects of working in the centres within the University of Strathclyde, including employment terms and conditions, health and safety, absence requests, sickness management, induction procedures, CLPL procedures, information systems management to name but a few.

Staff are well supported in SCILT and CISS, as per the university's values and vision to be recognised as being committed to their staff, providing opportunities and investing in their development.