



# BUILDING SUSTAINABLE PARTNERSHIPS

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# Rationale



## Schools, Pupils:

- encourage languages uptake in senior phase
- closing the attainment gap
- raising expectations: university as real possibility

## University, Students:

- support active and engaged students by providing opportunities for independent learning
- students to develop experiential learning in the community
- equip students for greater integration of graduate attributes and employability



# Undergraduate course : „Languages beyond University“



Academic Year 2018/19:

For Second Year students in:

German  
French  
Italian  
Spanish



# Course Description



## SLICC framework: Student-Led Individually Created Course:

- 20 credit course (out of 120 credits for the second year), spread over the whole academic year
- self-designed experiential learning
- self-reflection in an e-portfolio on:
  - ✓ personal and professional skills
  - ✓ work and project experience



# School partnerships



( pairs of) students to be allocated to mentor in partnership schools

Students will be expected to:

liaise with mentor to discuss plan and organise cultural learning materials and activities

liaise with course tutors to organise outreach events at school and university

spend a total of about 20 hours in schools spread out over 2 terms

attend a total of 10 hours of workshops and peer led feedback sessions at university

cover the costs for disclosure Scotland



# Cultural Learning



Examples for possible activities :

Students:

research and explore their Year Abroad destination with the class

organise a film screening for the pupils at the university

invite pupils to the annual plays performed by DELC students and  
design and plan complementary workshops

....



# Learning Outcomes



On completion of this course, students will be able to:

- 1. express how they have actively developed their understanding of the possibilities and importance of cultural education as part of the Modern Language Learning experience for young people in secondary schools.
- 2. apply a range of relevant skills and attributes (academic, professional and/or personal) in order to engage effectively with the particular demands of cultural education and outreach.
- 3. demonstrate how they have used their experiences on the course to actively develop their skills in areas of
  - a) personal and intellectual autonomy,
  - b) communication, and/or
  - c) personal effectiveness.





# Learning Outcomes



On completion of this course, students will be able to:

- articulate how they have used their experiences on the course to actively explore their attitude towards
  - a) enquiry and lifelong learning,
  - b) aspiration and personal development, and/or
  - c) outlook and engagement.
- evaluate and critically reflect upon their contribution to cultural education and outreach, identifying where improvement and development is needed.





## Course Assessment



Students propose, develop and manage a unique learning experience  
Enabling them to evidence how they have achieved their self-designed learning outcomes for the course.

In collaboration with school mentor , students plan and design their project .

Students write a project proposal to be approved by course tutor

Students work on an e- portfolio that reflects on the evolution of the project and their progression over time (including a reflective blog diary and other evidence, eg videos, photos, podcasts)

Students submit an interim reflective report to course tutor for feedback

Submit a final summative reflective report of 3000 words

## Modern languages uptake 1996-2014

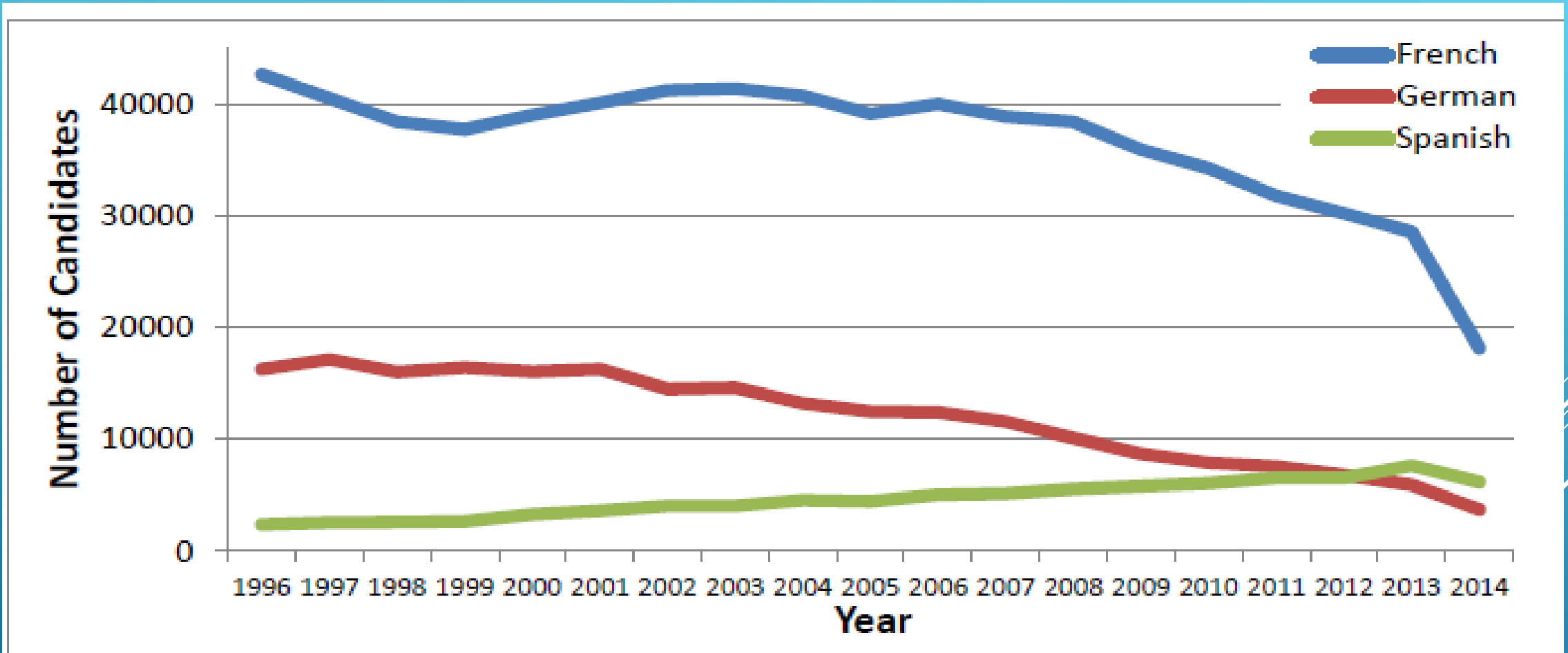


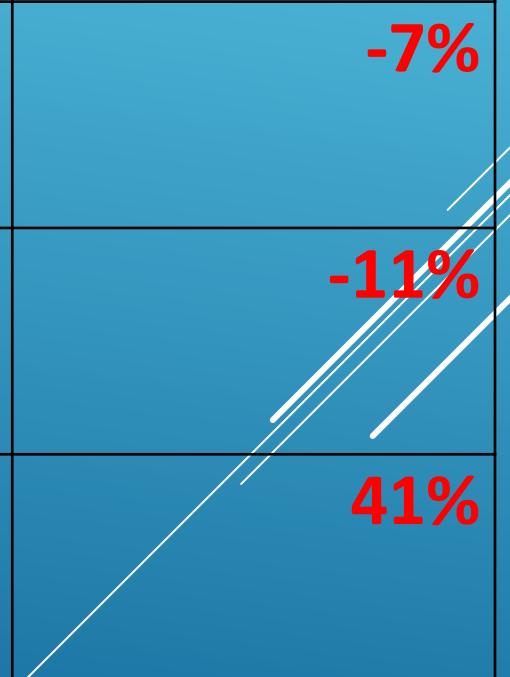
Figure 3: Major Modern Languages: Numbers of candidates at SCQF Levels 3-5 combined, 1996-2014

## S4 uptake (National 5 equivalent)

	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>4-yr-trend</b>
French in S4	27632	26866	17241	14859	<b>-46%</b>
German in S4	6028	5415	3516	2910	<b>-52%</b>
Spanish in S4	5081	6391	5232	5174	<b>-19%</b>

## S5 uptake (Higher)

	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>4-yr-trend</b>
French in S5	4400	3996	3802	4080	<b>-7%</b>
German in S5	1126	956	901	1004	<b>-11%</b>
Spanish in S5	1509	1472	1734	2135	<b>41%</b>



## S6 uptake (Advanced Higher)

	2012	2013	2014	2015	4-yr-trend
French in S6	1804	1691	1643	1659	-8%
German in S6	403	446	397	385	-4%
Spanish in S6	1145	1135	1091	1275	11%

# Teacher numbers 2008-2016

	2008	2009	2010	2011	2012	2013	2014	2015	2016	Change
French	1070	1004	952	900	860	826	780	744	716	-30%
German	180	175	166	153	152	136	128	118	106	-40%
Spanish	64	66	78	71	71	93	96	96	95	+48%