Routes into Languages

A bid to the Higher Education Funding Council for England

July 2006

A: Business Plan

Contact:
Liz Hudswell
Manager
LLAS Subject Centre
University of Southampton
E.J.Hudswell@soton.ac.uk

The Higher Education Academy LLAS Languages Linguistics Area Studies

UCML University Council of Modern Languages

CiLT The National Centre for Languages

University of Southampton

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ROUTES INTO LANGUAGES

BUSINESS PLAN

JULY 2006

A Executive summary

This document is the business plan for a major initiative to improve the take-up of languages in higher education. An earlier draft was discussed at a consultative meeting on 23rd June 2006, which was attended by a wide range of institutional and stakeholder representatives. This proposal has attracted widespread support and is now presented for consideration by the panel of HEFCE's Strategic Development Fund. The main aspects of the proposal are outlined below.

Languages and the strategic context

Languages are of crucial strategic importance to the UK. This has been recognised in a number of reports, confirmed in the Government's National Languages Strategy, and integrated into HEFCE's review of strategic subjects. These sources recognise that languages are vulnerable and have suffered a serious decline in recent years. There is therefore an urgent need to increase the number of people studying languages in secondary, further and higher education.

There are significant economic, social and political benefits in supporting languages in many areas of national life, especially in the context of increasing internationalisation. In the English context, there are strong grounds for believing that this can be most successfully achieved by working not only at national but also at regional level with HEIs collaborating with regional stakeholders. There are particular benefits in enhancing the development of a capable workforce in the burgeoning language industries, especially translation and interpreting which, according to recent studies are suffering from a shortage of speakers of English as a first language. In an international society and global economy, there is a need to make explicit the vital role that languages play in adding value to other areas of economic and social activity. The argument is therefore made for increasing educational capacity in three prioritised areas of strategic importance: community languages, attracting and supporting major international events and entrepreneurship.

Higher Education Institutions have undertaken a variety of activities to respond to the situation in cooperation with schools. Several agencies and networks are engaged in similar work in the school sector. While some excellent examples exist, the involvement of HEIs is uneven, and they have rarely engaged in sufficient cooperation with other agencies to achieve critical mass in terms of positive impact on the take-up of languages. This proposal seeks to improve on that.

Key partners
The proposal has been developed by the three main organisations concerned: the University Council of Modern Languages (UCML), the HE Academy Subject Centre for Languages, Linguistics and Area Studies (LLAS), and CILT, the National Centre for Languages. They have worked closely with HEFCE to develop the proposal.

Routes into Languages: aims, objectives, outputs and outcomes
The proposal, designated **Routes into Languages**, aims to increase and widen participation in language study in higher education, and to support the national role of HE languages as a motor of economic and civic regeneration. It will foster closer collaboration between the secondary, FE and HE sectors of education, piloting different models of collaborative activity based on regional partnerships. It will seek to increase the numbers of first-language English students taking translation/interpreting courses, and help widen the range of languages offered on those courses. And it will support HEIs in developing their languages curricula in the areas of community languages[1], enterprise, and engagement with major international events. The components of the proposal will be woven together by the key partners to amplify their impact and to support the strategic aim of improving the take-up of languages in Higher Education.

Supporting HEFCE strategic priorities
The programme will support HEFCE strategic priorities in widening participation and fair access, in enhancing the contribution of HE to the economy and society, and in fostering social inclusion.

Details of programme activity
The four-year programme will call for proposals to:

a) establish a number of regional consortia, offering different approaches to collaboration between HEIs, schools, 6th form and FE colleges, and agencies concerned with increasing and widening participation in language study;

b) establish national consortia for both translation and interpreting, bringing together HE providers, professional bodies and stakeholders, including employers, to develop programmes that will support economic and civic regeneration;

c) undertake research projects in order to map provision and make recommendations on developing the capacity of language programmes a) in world languages spoken by minority communities in this country, b) in attracting and supporting major international events and c) in building language students' capability to engage in enterprise. 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.

[1] Community languages are considered to be languages in the UK other than the official languages of the state: English in all parts of the UK and Welsh in Wales (Community language learning in England, Wales and Scotland- Language Trends 2005 – CILT)

Routes into Languages will be overseen by a steering group of key stakeholders chaired by a nominee of UCML. It will be managed on a day-to-day basis by a small team based at the LLAS Subject Centre at the University of Southampton, in partnership with CILT, who will together provide support for the consortia and research projects, coordinate dissemination and evaluation and monitor the strands of activity on behalf of the Steering Group and HEFCE.

B Languages and the strategic context

Languages are of crucial strategic importance to the UK economically, socially and politically. This was recognised with the commissioning of the Nuffield Languages Inquiry (May 2000) which found that, when it comes to the nation's capability in languages, the picture is bleak:
'There is enthusiasm for languages, but it is patchy. Educational provision is fragmented, achievement poorly measured, continuity not very evident. The UK workforce suffers from a chronic shortage of people at all levels with usable language skills. Companies increasingly need personnel with technical or professional skills plus another language, and often their only option is to recruit native speakers of other languages. Mobility of employment is in danger of becoming the preserve of people from other countries'.
Moreover, 'nine out of ten children stop learning languages at 16, and FE and university language departments are being closed'.[2]

Since the Nuffield Report the Government has recognised the need for 'a step change in foreign language competence for this country', and developed a National Languages Strategy[3]. In this, the Minister, Catherine Ashton, set out the Government's broad understanding of the role of languages, stressing that the ability to understand and communicate in other languages was increasingly important in our society and in the global economy. 'Languages contribute to the cultural and linguistic richness of our society, to personal fulfilment, mutual understanding, commercial success and international trade and global citizenship'.

Participation in language study
The National Languages Strategy set ambitious targets for increasing the take-up of language learning in all sectors of education in order to strengthen the country's ability to respond to global challenges and opportunities. It urged HE institutions to work with local schools in support of the strategy and confirmed the need to increase the number of people studying languages in further and higher education.

However, three years on, the DfES-commissioned report on languages in HE, The National Languages Strategy in Higher Education (2005) points to the 'marked national decline in the numbers of undergraduates taking languages, either in single honours, joint honours, or in combined degrees'[4] The statistics in the report, based on HESA data, show that over four years (1998/9-2001/2) UK domiciled students taking languages at English universities fell by 15% at a time when overall student numbers in higher education were expanding (see table 1). The decline occurred both in traditionally strong European languages and in languages less widely studied in Britain, such as Arabic, Chinese and Japanese, which are assuming increased international importance. The Report also indicates that in 2001/2, 45% of the 27,375 UK domiciled modern languages undergraduates were located in just 14 Russell

[2] *Languages: the next generation. The final report and recommendations of The Nuffield Languages Inquiry* (The Nuffield Foundation, 2000).
http://languages.nuffieldfoundation.org/filelibrary/pdf/languages_finalreport.pdf, pp. 5-8
[3] *Languages for All: Languages for Life. A Strategy for England* (DfES, 2000), p. 4.
http://www.dfes.gov.uk/languagesstrategy/pdf/DfESLanguagesStrategy.pdf
[4] Hilary Footitt, *The National Languages Strategy in Higher Education*, Research Report RR625 (DfES, 2005),p.3

Group institutions (table 2) and that the percentage of applicants accepted onto language degrees in the UK from less privileged social groups is some 3% lower than the average for all subjects. Recent data from UCAS showing acceptances to Languages degrees by social class indicates that 79% of acceptances were from students from social groups 1-3 compared with an average across all subjects of 68% (see Charts A and B)

Table 1
Total MFL UK domiciled first degree students at HE institutions in England 1998-99 to 2001-02 (source: HESA, 1998/9-2001/2)

Language	**1998/9**	**1999/00**	**2000/1**	**2001/02**	**2001/2 as % of 1998/9**
Celtic	245	165	135	110	-54%
French	13675	13015	12145	11075	-19%
German	5415	5115	4760	4475	-17%
Italian	2180	2230	2175	2115	-3%
Spanish	5005	4975	5075	5155	+3%
Portuguese	305	300	315	320	+6%
Latin American languages	465	370	345	320	-31%
Scandinavian languages	155	120	105	95	-38%
Russian	1215	1125	995	885	-27%
Slavonic, East European	195	215	275	305	+54%
Other European	3670	3400	2955	2550	-31%
Chinese	545	485	455	455	-16%
Japanese	485	425	395	375	-23%
Other Asian	245	270	235	265	+8%
Modern Middle-Eastern	695	635	570	615	-12%
African languages	140	140	105	110	-21%
Other language studies	845	865	725	555	-34%
Other modern languages	4080	3815	4005	3990	-2%
Total	**32140**	**30535**	**29040**	**27375**	**-15%**

Table 2

MFL undergraduates in Russell Group Universities in England, in 2001/2 numbers, and as a percentage of 1998/9 (source HESA, 1998/9 and 2001/2)

University	**Number of undergraduates 2001/2**	**2001/2 as % of 1998/9**
University College, London	1163	130%
Nottingham	1083	116%
Warwick	572	112%
Leeds	1958	108%
King's College, London	450	107%
Newcastle	419	103%
Bristol	741	102%
Oxford	1148	96%
Sheffield	1080	93%
Cambridge	684	91%
Liverpool	549	89%
Manchester	977	83%
Southampton	585	83%
Birmingham	1038	82%
Total	**12447**	

Table 3

MFL undergraduates in post '92 universities in England, in 2001/2 numbers, and as a percentage of 1998/9 (source: HESA 1998/9 and 2001/2)

University	**Number of undergraduates 2001/2**	**2001/2 as % of 1998/9**
Greenwich	138	531%
London Guildhall	224	521%
Liverpool Hope	102	392%
Middlesex	212	385%
De Montfort	94	241%
Brighton	185	181%
East London	96	155%
Northumbria	259	127%
Plymouth	104	124%
Kingston	321	96%
Oxford Brookes	975	96%
Manchester Met.	235	93%
Liverpool John Moores	414	92%
Nottingham Trent	290	89%
Lincoln	114	86%
Westminster	617	71%
Portsmouth	344	70%
Sheffield Hallam	178	67%

Coventry	142	63%
West of England	127	57%
Wolverhampton	228	55%
APU	147	52%
Central Lancashire	199	47%
Huddersfield	59	41%
Derby	17	40%
South Bank	50	40%
Sunderland	59	38%
Staffs.	54	31%
Luton	24	23%
Bolton	4	17%
Leeds Met.*	34	..

**No students in 1998/9*

Table 4

MFL undergraduates in pre '92 universities in England, in 2001/2 numbers, and as a percentage of 1998/9 (sources: HESA 1998/9 and 2001/2)

University	**Number of undergraduates 2001/2**	**2001/2 as percentage of 1998/9**
Birkbeck	326	112%
Surrey	293	102%
Exeter	834	100%
Essex	145	99%
Bath	1148	96%
Durham	975	96%
Reading	365	89%
QMW	378	85%
SOAS	387	85%
York	75	84%
Lancaster	344	84%
Kent	302	83%
Aston	540	81%
Hull	723	78%
Leicester	317	78%
Royal Holloway	386	76%
Loughborough	100	74%
Sussex	143	72%
Salford	288	71%
Goldsmiths	127	57%
UEA	210	56%
Bradford	242	54%
Keele	221	52%

Chart A

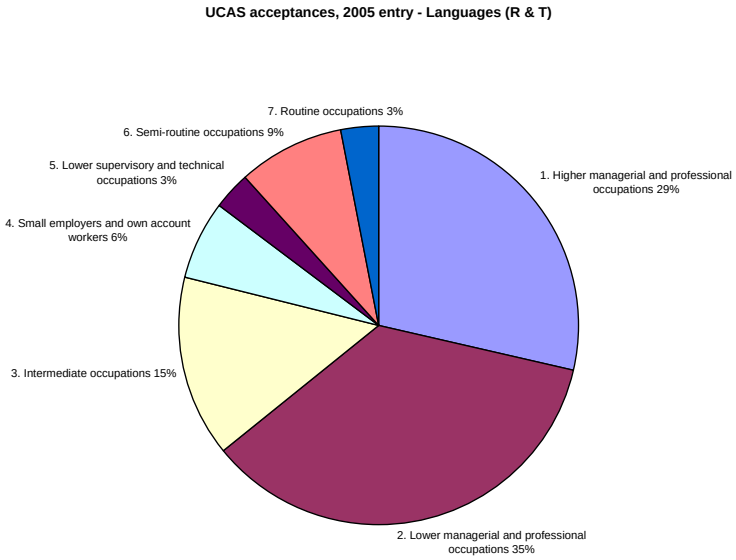
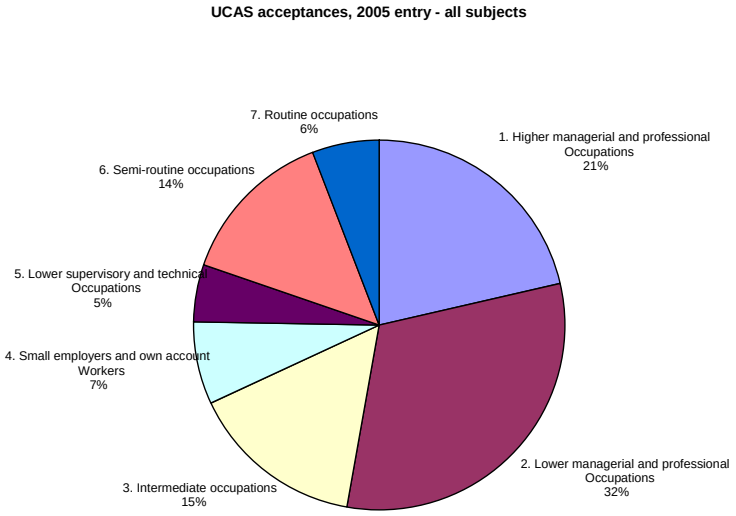


Chart B



As a result of recommendation 6 of the DfES commissioned report, a working group was set up comprising both analysts and policy officials from CILT, DfES, HEFCE, HESA and UUK. The group's objective was to agree on how to interpret HESA data in a consistent way, to have a common understanding of recent trends in student numbers and to provide a way forward to facilitate future analysis of student numbers. Extracts from their most recent data are included in Appendix A. The tables in the appendix show a 6.4% decline in first degree language undergraduates since 2002.

This compares with an increase of 5.5% across all subjects (UK and overseas students).

In response to falling student numbers, many HEIs have engaged in a variety of collaborative activities with schools to promote languages, but the DfES commissioned report points out that these activities 'seemed to be largely dependent on staff good will and a preparedness to take on such work in addition to other responsibilities. Cross-sectoral initiatives in languages appeared to be highly vulnerable, financed by creative virement locally, or by fixed-term institutional pump-priming' This assessment was confirmed by a more detailed study of cross-sector collaboration activities commissioned by the DfES and carried out by the LLAS Subject Centre[5] The study noted that such activities were often uncoordinated between neighbouring HEIs, and that there was not always effective synergy between cross-sector activities and existing relevant networks, including Aimhigher consortia, and Comenius networks. In addition, the impact of activities was seldom evaluated in any systematic way.

The HEFCE review into international student mobility[6] concluded that there were twice as many foreign exchange students studying in the UK as British students studying abroad. The overall numbers of outgoing students had fallen by nearly a third since the mid-1990s, and the review argued that poor language skills played a considerable part in this, with student mobility increasingly and disproportionately concentrated in pre-1992 universities.

HEFCE's Roberts Review into Strategic and Vulnerable subjects (2005) identified modern languages as strategic and vulnerable, pointing to the 'shrinkage in language capacity at national and regional level in HE, with institutional concentration of provision and a narrow student class profile'. Considering the support that the Funding Council could give such subjects, the review group advised that, in order to influence and inform student demand, it was essential to concentrate on demand-side support with particular emphasis on state school students who are under-represented.

The role of languages in civic and economic regeneration

The role that languages play in promoting citizenship, and supporting the economic and commercial life of the nation is increasingly recognised. There is a clear need for graduates with language and cultural skills pertinent to countries outside the Anglophone world and beyond Western Europe. CILT's 'Talking Sense report' (2005) noted that 75% of UK companies recognise a need to improve their capacity in one or more languages to support future business development strategies.

Unlike their European counterparts, UK companies seem to prefer to meet their language skills needs through recruitment rather than training. This means that Human Resources departments of major UK companies are looking for potential employees with language skills as part of their portfolio. The evidence from this survey suggests that they are not finding them among the majority of recruits indigenous to the UK.

[5] Outreach in Modern Languages: a DfES funded report mapping cross-sector collaboration April 2006, http://www.llas.ac.uk/resources/publications.aspx

[6] International Student Mobility: http://www.hefce.ac.uk/pubs/hefce/2004/04_30/

A recruit with language skills in their portfolio is clearly valued over one without. UK labour market entrants, particularly at graduate/postgraduate level, without additional language skills, appear to be at a disadvantage. As UK graduates tend generally not to have developed second language skills, the UK would appear to be increasingly under-represented in the elite labour market (e.g. graduate fast-track programmes).

Just as languages can promote graduate flexibility in the international labour market, languages have been demonstrated to add value to business and enterprise. A HM Treasury discussion paper 'Creating an Enterprise Culture'[7] highlights the importance of developing enterprise capability for a dynamic economy. It points to a level of entrepreneurial activity in the UK which lags behind the US and Germany and advocates the need to reduce the entrepreneurial gap between the UK and the US. Language skills are an essential component for effective entrepreneurial activity in a global trading environment.

Translation and interpreting

In the fields of translation and interpreting, vital for economic, diplomatic and civic interaction, recent studies have shown particular national vulnerabilities.

The last full study of the Translation and Interpreting Professions[8] noted a worrying lack of first language English students on translation/interpreting HE courses (only 41% of translation/interpreting students in Schellekens' survey were first language Anglophones), with expansion in these areas largely dependent on overseas students. The implications for the UK economy, for Government and for public services are severe. The report recommended that 'providers of foreign language interpreting and translation courses as well as key players such as Government departments should consider how they can meet the demand for interpreters and translators who are native English speakers'.

The study also showed a concentration of HE provision in Western European languages (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'.

Also mentioned in the report was a relative failure on the part of HE providers to establish robust links with translation/interpreting employers, particularly in the area of student work placements. The report recommended that 'course providers should review the support for students finding work placements and employment, particularly with local employers.'

Community languages

Some of the most widely spoken and studied community languages are those most likely to benefit the UK economy for trade and international relations in the 21st century (for example Arabic, Turkish, Chinese, Bengali, Urdu) and there is huge potential for harnessing these linguistic resources for the good of the wider society.

[7] http://www.hm-treasury.gov.uk./media/A22/79/ent_paper_0104.pdf
[8] Philida Schellenkens, *Interpreting and Translating*, CILT and the FCO, April 2004.

Research has already been carried out into the provision of community languages at school level and outcomes for students at the end of secondary education. Work undertaken by Joanna McPake at the University of Stirling and published in Language Trends: Community language learning in England, Wales and Scotland[9] has shown growing 'superdiversity' in the linguistic map of the UK, reflecting immigration and mobility patterns which have been reported on in other more general sociological surveys.

A study commissioned by Leicestershire and Leicester City Language Learning Partnership and funded by Area Wide Inspection funds[10] has mapped the languages spoken and studied by pupils attending mainstream schools across Leicester to support the teaching and use of community languages. An ESRC funded project into multilingualism[11] will investigate young people's multilingual practices in complementary schools in four different linguistic communities in England.

As yet though, there is no analogous research into the map of HE provision in community languages and its links with regional provision at school level.

[9] Language Trends 2005: Community Languages
http://www.cilt.org.uk/key/languagetrends/2005/community.htm
[10] Young People and community Languages in Leicester :'In their own words', 2006
[11] *Investigating multilingualism in complementary schools in four communities: First collaborative sociolinguistic investigation of multilingual practices in complementary schools in England*

C Key partners

In order to address the issues outlined above, three of the leading and most experienced organisations engaged in promoting languages in the UK, The University Council of Modern Languages (UCML), LLAS Subject Centre and CILT, the National Centre for Languages propose the programme **Routes into Languages** for SDF support. These organisations have extensive networks with language providers and other stakeholders:

UCML represents all departments and schools of languages in UK HEIs with the majority of HEI language departments being members. It has a strong track record of developing activities based on collaboration between HEIs, particularly in the successful HEFCE-funded Collaboration Programme in Modern Languages in Higher Education (see www.llas.ac.uk/collaboration) which, together with the Subject Centre, it initiated and managed. UCML has played a key role in the implementation of the National Languages Strategy in Higher Education, both in mobilising HE Languages Departments, and in providing case-study evidence for the DfES commissioned report.

The Higher Education Academy LLAS Subject Centre is the leading body charged with the role of supporting teaching and learning and fostering innovation in higher education in the fields of Languages, Linguistics and Area Studies across the UK. It also has a well developed nationwide network of contacts from all sectors of education and encourages networking and the sharing of good practice among educators. It has a mailing list of over 3000 contacts from all sectors of education. In response to demand from the HE community, it has developed a suite of resources for use by HE staff who visit schools or host open days or taster days in their own institution. These include the Languages Box, the '700 Reasons for Studying Languages' report and the 'Why Study Languages?' CD. It has substantial experience of managing HEFCE funded and EU funded projects (see www.llas.ac.uk/projects.aspx#lingua and www.llas.ac.uk/collaboration). It has played a key role in the implementation of the National Languages Strategy in Higher Education, being represented on the DfES Higher Education Implementation Group and providing administrative support for the National Languages Strategy in Higher Education DfES Report. It has well established partnerships with both CILT and UCML.

CILT is recognised in the National Languages Strategy as the Government's centre of excellence for languages. Its mission is to promote a greater national capability in languages, and since its merger in 2003 with the former Languages National Training Organisation, CILT is also the UK sector skills and standards-setting body for languages, translation and interpreting. CILT is a major partner supporting implementation of the Government's National Languages Strategy and brings to this project a track record of over 30 years' successful activity in respect of languages linked to local, regional, national and international policy development and practitioner support. CILT operates two synergistic networks across the country.

Firstly, the Comenius Networks in the nine English regions which offer local support to practitioners, Headteachers, Local Authorities and other key stakeholders in improving the quality, range and relevance of language provision in primary and secondary schools, FE colleges and Adult Education centres. Secondly, the Regional Language Networks which work with employers and the Skills Strategy/Alliance stakeholders throughout the UK to ensure that employers have access to the range of language and cultural skills and services they need. The RLNs could have a key role to play in the establishment of work placements for translation students. Comenius and the Regional Language Networks work in close collaboration to inform demand from the individual learner. CILT's DfES-funded Languages Work project provides careers advice and positive messages about languages through web-based and printed resources and has recently developed, with DfES support, 14-19 Learning Networks to provide intensified regional support for improving take up, relevance and quality of languages from Key Stage 4 onwards.

The authors of this proposal have consulted widely to gain the backing of languages organisations in secondary and tertiary education and of stakeholders from industry and commerce. At the HEFCE-sponsored town meeting of 23 June 2006, representatives from HEIs, secondary education, FE, and the world of business expressed their full support for the project. The Steering Group has formulated the project specifically to ensure that it builds upon existing structures of support for languages and for cross-sector-collaboration, in order to add value to the work that is already being done. (See the list of organisations that have endorsed the project with letters of support listed in Appendix B)

D Routes into Languages: aims, objectives, outputs and outcomes

Routes into Languages has **two main aims**

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

Routes into Languages has **seven objectives** to achieve these aims

1. to increase and widen participation in language study especially to those from hitherto excluded groups
2. 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
3. to pilot different forms of collaborative activity between HEIs, focussed on joint regional activity involving higher education, schools and FE colleges
4. to pilot different forms of collaborative activity between HEIs and relevant regionally-based networks including Aimhigher, Comenius Centres, and Regional Language Networks
5. to increase the numbers of first-language English students taking translation/interpreting courses in English universities
6. to widen the range of languages being offered in translation/interpreting courses, with particular reference to community languages
7. to encourage HEI language departments to develop their curricula, and raise their profiles in the areas of community languages, languages and enterprise, and languages and key international events.

To achieve these objectives, Routes into Languages has two strands:

Strand 1: Increasing and widening participation in language study
This strand will establish a number of ***pilot regional consortia*** led by an HEI and involving other HEIs as well as Aimhigher, Comenius and Regional Languages Networks. The consortia will develop programmes of regional activity to promote language study. The consortia will build on and add value to existing actions, such as CILT's DfES-supported 14-19 Learning Networks, Languages Work campaign, and the Business Language Champions project.

Strand 2: HE languages and economic and civic regeneration
This strand will
a) establish ***two national consortia*** to develop HE's capacity to respond to national shortages in the areas of translation and interpreting

b) commission ***research in three areas***
i) HE provision in community languages
ii) HE Languages' role in high-profile international events
iii) languages and enterprise in the undergraduate curriculum

Programme governance
The governance of the programme as a whole will be carried out by a programme team at LLAS and CILT working in partnership. The programme team will offer project support, guidance and information and promote the dissemination of existing

resources and the creation of new materials. It will also offer training for undergraduates involved in cross-sector activity.

Summary of programme outputs

Key outputs of the programme will be:

- A number of regional consortia each of which will be led by an HEI. The consortia will pilot ways of working collaboratively with neighbouring HEIs, schools and colleges, Aimhigher, the Comenius and the Regional Languages Network. They will each develop a programme of activities designed to stimulate demand for language study particularly from underrepresented groups.
- A suite of online and hard copy resources to embed the key messages about the value of language study. These will build on and connect with existing activity
- Training for undergraduate ambassadors
- A report evaluating the different models of collaboration between stakeholders and the types of activity, highlighting good practice
- Two national consortia, one for translation, one for interpreting. They will each develop a programme of activities to promote translation and interpreting as potential career paths
- Online and hard copy resources to promote translation and interpreting
- New modules in translation and interpreting which will increase the range of languages being offered
- A programme of structured work placements for translation students
- Research reports with recommendations on community languages, HE languages and international events and languages and enterprise
- A number of conferences held during the project to disseminate and embed the activities of Routes into Languages more widely

A full list of outputs by programme strand and by year is given in Appendix C

Programme outcomes

The activities and outputs of the two strands will have the following outcomes:

- Wider and deeper national understanding of the value of studying languages
- Greater awareness of the value of closer collaboration across sectors and with strategic regional partners to increase and widen participation in language study
- Greater understanding of how such collaborations can be established and work most effectively to promote languages
- Greater awareness of the need for native speakers of English working as translators and interpreters
- Greater awareness of the potential of translation and interpreting as valid career paths for Anglophones and community language speakers
- Greater understanding of how the HE curriculum in languages can contribute to social, political and economic development and to high profile international events

Leading to:

- A positive change in the perception of languages among students in the secondary, FE and HE sectors
- More students studying languages at Key stage 4, post-16 and in higher education especially from underrepresented groups
- An increase in well coordinated cross-sector collaboration between schools, FE, sixth form colleges and HE, and involving other regional networks
- An increase in regional activity to promote languages
- An increase in overall HE provision of modules in translation and interpreting particularly in non-Western European languages
- More first language English postgraduate students of translation and interpreting
- Developments in the languages curriculum in HE to take account of social, economic and political needs and international events

Impact of the programme

Students

The programme as a whole will have an impact at all stages of the student life cycle from Key Stage 3 onwards. It is informed by the Action on Access concept of the student life cycle (see http://www.hefce.ac.uk/pubs/hefce/2001/01_36.htm), which describe the stages as 'aspiration raising', 'pre-entry activities', 'admission', 'first term/semester', 'moving through the course' and 'employment'.

Stage of the student life cycle	Aims of the programme	Examples of age/stage
'aspiration raising'	To excite, enthuse and inform pupils about the study of languages and address some of the misconceptions about languages and language study	Key Stage 3 & 4
'Pre entry activities'	To excite and enthuse pupils about the study of languages. To provide information about the range of opportunities for language study in Higher Education To inform students about the role of languages in the world of work and the wider world (e.g. Gap Year, voluntary activity)	Key Stage 4 and16-19
'Admission, first term/semester, moving through the course'	To help undergraduates to develop skills that will prepare them for the world of work. This will involve curriculum development	Undergraduate years 1 and 2
'Moving through the course and employment'	To provide development opportunities through the undergraduate ambassadors scheme, translation and interpreting modules, languages and enterprise	Undergraduates and postgraduates on Modern Languages degree programmes or graduates from those programmes who have already progressed into employment

Regionally

In those areas which host a regional consortium, the programme will knit together the key initiatives already in place to promote languages and will foster closer cooperation among key partners (HEIs, schools, colleges, Aimhigher, Comenius, Regional Language Networks) to minimise duplication of effort, and exploit existing activity and resources to the full.

Nationally

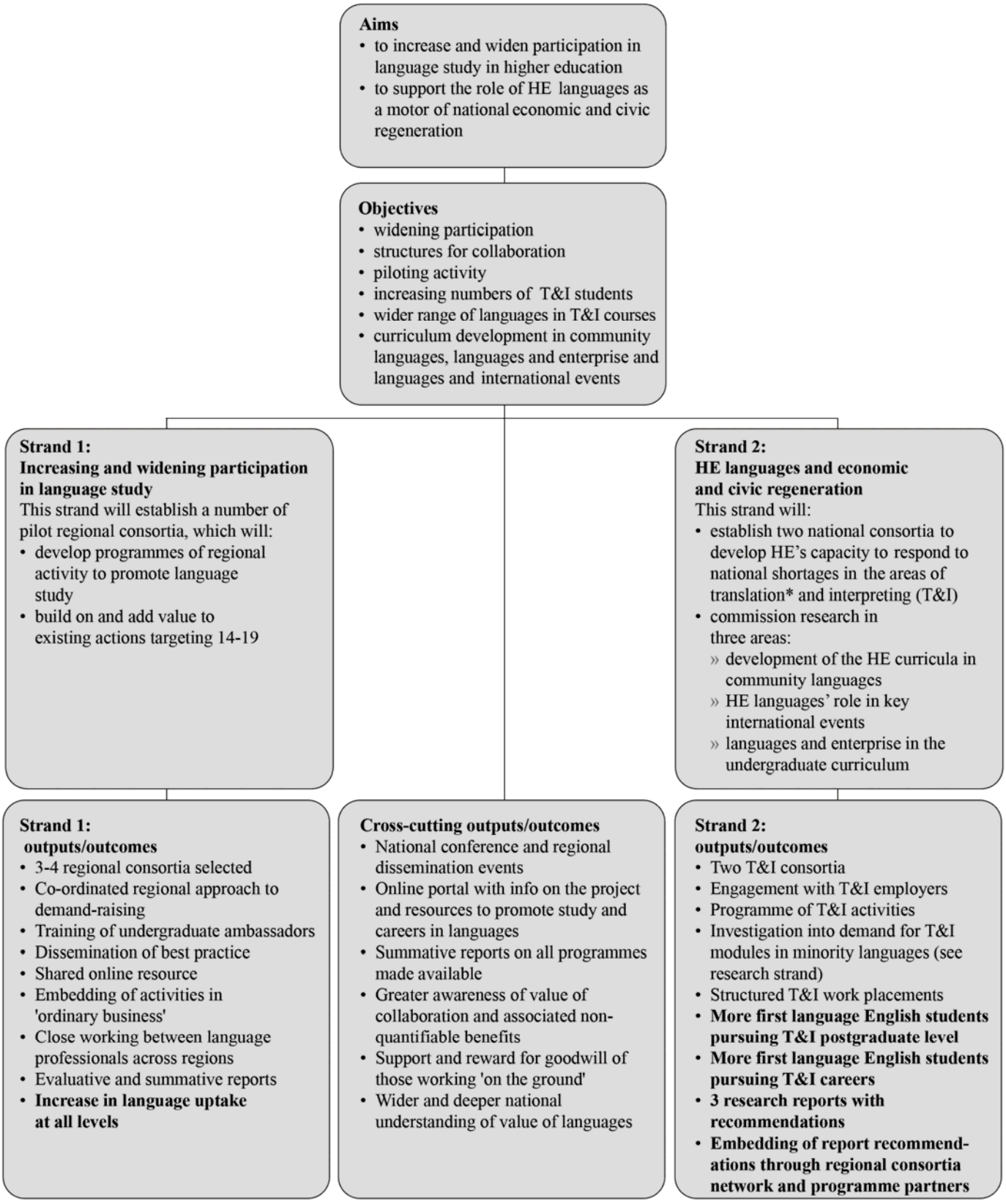
LLAS and CILT will have a key role in promoting widely the activities of the Routes into Languages programme and the vital messages about languages. New resources will be created or repurposed as part of the governance of the programme. The lessons learned through the activities of the programme and the models for successful collaborative activity will be published and disseminated widely.

E Summary timetable for first year of activity

Month & Year	Strand	Activities
06-07		
Nov 06	Governance	Programme team established at LLAS and CILT
Nov 06	Research projects	Call for bids for research projects
Jan 07	Regional consortia	Call for bids to host regional consortia
Jan–Feb 07	Research projects	Successful research projects notified and start work
Jan–Mar 07	T&I consortia	Translation and interpreting consortia convened
Jan-Mar 07	Evaluation	Commission evaluators and determine success indicators
May 07	Regional consortia	Regional consortia selected and successful bidders notified
July 07	Governance	Programme team plan meetings and events to support projects and disseminate activities of the programme, establish website and begin producing/repurposing resources
07-08		
Sept 07	Regional consortia	Consortia begin first year of activity
Sept 07	T&I consortia	Consortia begin developing materials and planning promotional activities
Sept 07-July 08	Governance	Programme team hold meetings, produce resources, train student ambassadors and hold national conference
Dec 07-Jan 08	Research projects	Research reports submitted
Mar 08	Governance	Research reports published and disseminated
July 08	Regional consortia	Consortia complete first year of activity
July 08	T&I consortia	Consortia complete first year of promotional activities and agree location of T&I modules
July 08	Evaluation	Formative evaluation of first year of activity
08-09		
Aug 08-July 09	Governance	Programme team hold meetings, produce resources, train student ambassadors and hold national conference
July 09	Regional consortia	Consortia complete second year of activity
July 09	T&I consortia	Consortia complete second year of promotional activities, development of structured work placements, development and validation of T&I modules, and recruitment of students to modules
July 09	Evaluation	Formative evaluation of second year of activity
09-10		
Aug 09-Sept 10	Governance	Programme team hold meetings, produce resources, train student ambassadors, hold national conference and submit final report to HEFCE
July 10	Regional consortia	Consortia complete final year of activity and submit final report
July 10	T&I consortia	Consortia complete final year of promotional activities, students complete T&I modules and work placements take place. Final report written.
July 10	Evaluation	Summative evaluation report

A full list of programme milestones and associated risks is contained in a separate document.
A summary of programme outputs is contained in Appendix C

Routes into Languages: summary diagram



F Supporting HEFCE's strategic priorities

This project contributes to the following HEFCE strategic priorities as set out in HEFCE's Strategic Plan 2006-11:

- ***Widening participation and fair access***: the profile of current undergraduate students of modern languages is overwhelmingly white, middle class and female. Routes into Languages will work 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 will aim to increase the number of students of languages in HE and prepare them for work in the language professions of translation and interpreting and in employment requiring knowledge of other languages and cultures. It will 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 will strengthen the profile of community languages in England.

Routes into Languages will address two of the three strategic priorities of the Strategic Development Fund by:

1. developing substantial collaborative arrangements between
    - languages departments in HEIs and Aimhigher and other agencies charged with increasing and widening participation
    - HEIs regionally and nationally, building on the work and lessons of the Collaboration Programme in Modern Languages in Higher Education
    - HE and other sectors of education, notably secondary schools, sixth form and FE colleges
    - HE and employers both in the public and private sectors
    - languages departments in HEIs and agencies promoting the study of languages such as careers services, and bodies engaged in raising the profile of international events.

2. bringing about strategic change and development in institutions, building on institutional strengths, and providing benefits to the wider HE sector.
    - ***Routes into Languages*** will require HEIs to participate in new collaborative activity and share best practice, and promote, embed and enhance existing activity. The themes for the regional collaborative HE/other consortia may build on existing institutional strengths, e.g. CLIL ('content-and-language-integrated learning' – 'teaching the subject in the language')
    - The very exercise of working in collaboration with other HEIs and partners outside HE will bring about strategic change and development in some institutions
    - By developing the curricula of HE Languages Departments in the areas of community languages, translation and interpreting, languages and enterprise, and languages in international events, institutions will

establish new links with outside networks including community groups, and business and industry

G Details of programme activity

G1 Pilot regional consortia

Duration three years

Project activity

Regional consortia of HEIs will be established through a bidding process. Each consortium will develop a three year programme of collaborative activities in languages for groups in secondary and further education that are currently under-represented within the HE student body. Each consortium is likely to be made up of four to six HEIs but larger or smaller consortia will be possible, one of which will be the lead HEI with a director responsible for delivering a programme of activity across each consortium. There are good reasons for organising the consortia on a regional basis: apart from the regional organisation of HEFCE, Comenius/RLN, the role of the Regional Development Agencies is becoming more significant in economic and social strategy. And there are already emerging regional consortia among universities in several parts of England. Since the consortia will be working closely with Aimhigher which is organised regionally and sub-regionally, there is a logic to modelling the consortia on a regional basis to avoid duplication of activity with one particular school or college.

At the heart of consortia activity will be undergraduates in Modern Languages. The undergraduates will be the new providers of specialist skills and knowledge, and they will bring their enthusiasm for languages to local schools and colleges. The consortia will be required to take account of the findings of the research programmes and work with and through Aimhigher regional forums to ensure that they focus their work on the right groups and that their programmes complement those of Aimhigher. The project will also make it possible to add language-specific strands to general events organised by Aimhigher or HEIs to promote widening participation in HE.

Consortia will be expected to work in close collaboration with other existing regionally organised networks including Comenius and Regional Language Networks (which will play a key role in identifying local language needs and opportunities but which are not themselves providers of languages). The consortia will also consult at an early stage with schools and colleges via their Aimhigher co-ordinators in order to ensure that maximum benefit is gained from the project and that undergraduate activity is appropriate to the needs of schools and colleges. Consortia will be familiar with Aimhigher research on what type of additional work with school and college students is effective (e.g. multiple inputs with small numbers of students for certain kinds of activity, and fewer meetings with larger numbers of students for others). The consortia will together provide a range of collaborative structures between the HEIs themselves, and between the HEIs and regional stakeholders and partners. Depending on the quality of the applications, it is expected that the establishment of up to six consortia will enable a range of different structures in contrasting regional situations to be tested. Each consortium will propose its own programme of activity so that not only collaborative structures but types of activity will be piloted and tested.

Possible cross-sector collaborative activities

The following activities are examples of successful schemes that are already under way in individual HEIs which the consortia may decide to include in their programmes of activity. They have proved popular with schools, but they are run on a

small scale and rely on participants taking on additional work with few or no additional resources. When developing their programme of activity, the consortia will be encouraged to draw lessons from the evaluation carried out by HEFCE on the Aimhigher programme to ascertain those activities which are considered most effective or least effective. The report suggested that residential schools, campus visits and open days, mentoring, taster events are effective. They were considered to be especially effective when part of an ongoing programme of activity with schools.

Undergraduate ambassadors The Undergraduate Ambassadors Scheme (UAS) enables language undergraduates in their second or final year of study to go into local schools (secondary and primary) and FE colleges as assistants to languages teachers and to work with pupils. Undergraduates may work with groups or individuals, offer extra-curricular activities or support special projects. They provide role-models for pupils, discussing what it is like to study languages at an advanced level and showing them the long-term applications and benefits of language studies. The UAS is offered within the framework of a module for which undergraduates are assessed and gain credits towards their degree. The national pilot for languages is already running at the University of Nottingham, and the feedback from students, pupils, teachers and HEI staff has been entirely positive: pupils in particular have developed a stronger interest in languages as a result of the scheme. Dissemination of the scheme and encouragement for other HEIs to opt in will happen through the consortia and also through the national UAS initiative which has agreed to add the detail of language schemes to its website (http://www.uas.ac.uk/) and promote them through its annual conferences.

Buddy schemes, Mentor schemes (including e-mentor schemes), school language days Language departments in schools regularly request expanded buddy and mentor schemes with local HEIs, and they are keen to have undergraduates playing a part in school language days.[12] This scheme might use CILT and DfES resources as the basis for activities for undergraduates to use in schools and FE colleges as well as the 'Why Study Languages?' material developed by the LLAS Subject Centre. The Languages Work Activity Folder, for example, contains extensive lesson suggestions which could be used by undergraduates. If adopted by the regional consortia, these schemes would have the support of the Brightside Trust which has established e-mentoring schemes for other subjects and has now expressed its willingness in principle to extend its scheme to languages. The consortia can build on work of this sort carried out by Aimhigher Regional Partnerships. ASPIRE (Aimhigher South East London) has student ambassadors who provide one to one classroom support in schools. The ambassadors are given a programme of training by the University of Greenwich.

Alumni of HEIs now working in business/industry could also be recruited to go into local schools and colleges to explain how studying a language is now beneficial to them in their work. This follows the model of the DfES-supported Business Language Champions scheme in which advocates from outside the school play an important role in strengthening messages given throughout the school about the importance of languages, with the support of Senior Management and Careers staff inside the school seen as crucial.

[12] Marshall Survey 2005

Summer Schools for non-Western European languages. The HEFCE Report on strategic and vulnerable subjects has addressed some of the issues facing less widely taught languages at the level of research, but promotional projects are also needed to stimulate demand at undergraduate level for languages which school pupils may not have thought of studying because they do not feature in school curricula. This scheme, if adopted by one of the consortia, would bring pupils onto university campuses where current undergraduates will act as their partners within a structured programme of introduction to the languages of China, Japan, the Indian sub-continent, and Arabic-speaking and Eastern European countries. It would also offer courses in the languages of the local community and thereby raise the profile of these languages and demonstrate the possibility of studying them within the HE sector, either as the main subject of study or in addition to the main subject. The summer schools will also introduce pupils to the possibility of combining a language with a non-language subject at university in order to address the need for a workforce that can operate internationally across a wide range of professions.

Revision days and language taster days These activities would be targeted at pupils who do not have high success rates in languages in the run-up to their public examinations. University staff and undergraduates would share responsibility for the delivery of these days.

Target groups

The programme of activities will target those groups underrepresented in language study at university, GCE and GCSE (or equivalent). This mirrors closely the list of underrepresented groups listed in HEFCE's Guidance to Aimhigher partnerships. The groups listed are:

- young people from neighbourhoods with lower than average HE participation people from lower socio-economic groups
- people living in deprived geographical areas, including deprived rural and coastal areas
- people whose family have no experience of HE (either their parents or siblings),
- young people in care
- minority ethnic groups or sub-groups that are under-represented in HE, in certain subjects and in certain types of institution
- groups that are currently under-represented in certain subject areas (for example, women in engineering) or in certain types of institution

We would expect all activities to be inclusive of those with disabilities. However, we would also expect some activities to specifically target the disabled

It is clear that parents play a key role in influencing the decisions of young people so consortia will be encouraged to consider developing activities aimed at parents.

Consortia will work with Aimhigher Area Steering Groups in order to identify the particular schools and FE colleges that teach the target groups. The programme will

also target pupils of any background who show particular ability in languages in order to stretch and challenge their learning experience and expose them to the full range of languages available at university. Consortia will be encouraged to work with the National Academy of Gifted and Talented Youth for this part of the programme.

The aim of the consortia is to increase the number and percentage of pupils in the target groups who

- continue with language study as an option at KS4 (GCSE or equivalent)
- continue with language study at GCE
- progress to study languages at university
- progress to study a non-language subject in combination with a language at university
- show attitudinal change about the value of language learning, awareness of the importance of language and understanding of other cultures, change in aspirations relating to languages.

Targets and outcomes

Each consortium will be required to carry out a baseline survey of their region looking at numbers of students and mapping existing activity aimed at increasing and widening participation in language study. They will then consult the Routes into Languages Programme team and evaluators to set SMART targets and performance indicators so that the impact of their activities can be measured. Each consortium should aim to work with schools and colleges to reach a minimum of 3000 pupils per annum.

Collaboration

Consortia will work with and through the following bodies, all of which have endorsed the project.

Aimhigher partnerships

In developing this proposal, the Routes into Languages Steering Group have sought the advice of both an Action on Access Regional Adviser and Aimhigher Regional Coordinator. Consortia will work with the Aimhigher Area Steering Groups and Area Managers in their region to develop a programme of activity, identify the target schools and FE colleges and the particular groups within those institutions. Aimhigher are familiar with the kind of collaborative activities described above and have expertise on how these might be delivered most effectively. Each consortium will establish its own partnerships with the Area Steering Groups and Managers in its region but the following examples show how such partnerships might work:

- Regional consortia consult with Aimhigher at the outset to learn what types of activities have proved most effective in their area. Consultation could also take place over baseline data for trends in attainment and progression and appropriate schools to target
- Aimhigher partnerships would be used to gain access to Aimhigher cohort schools and colleges, particularly at senior management level. This will ensure that there is full dialogue with school management teams and languages staff to enable activities to fit into school schedules.
- Consortia work with Aimhigher regional summer school teams to include specialist language events in the regional programme, including community languages

- Consortia use Aimhigher partnerships to gain access to and develop effective working relationships with community groups and their leaders

Comenius and Regional Language Networks

CILT's Comenius Network and the individual Comenius Centres are crucial to the success of this initiative, given their existing and developing work in supporting languages in schools particularly in the 14-19 phase. They will have a particular role in promoting cross-sector activities to their network of schools and colleges, particularly those not targeted by the Aimhigher initiative. The Regional Language Networks will facilitate links between the consortia and local business and provide useful input to activities involving languages in the workplace. They have particular expertise in the Business Languages Champions Programme which encourages partnerships between schools and companies using languages as a regular part of their business. Each consortium would be expected to give Comenius/Regional Languages Network an explicit agreed role within their bid proposal. Some consortia may also wish to work with regional development agencies.

Working with schools

CILT, Aimhigher and Comenius Centres have considerable expertise in working effectively with schools. CILT is also contracted by the DfES to provide a programme of support for the Specialist Language Colleges of the Specialist Schools and Academies Trust. Most effective will be activities which help each school to address its own agenda for improvement in the Self Evaluation Form rather than trying to impose another agenda from outside. It will be vital for consortia to consult with schools at the planning stage and ensure that representatives from schools are fully committed members of the consortia. In addition to this, the programme team based at the Subject Centre and CILT will provide advice to ensure that consortia are aware of the concerns of both modern languages departments and senior managers at secondary level.

Bids from HEIs will also be expected to show how their actions will complement and enhance local or regional collaborative work on language-related issues with 14-19 students by non-language-specific organisations such as Education Business Partnerships and Connexions. They will also need to demonstrate an understanding of how local/regional action links to national activity to implement the National Languages Strategy.

Finance

Each consortium will bid for a maximum of £120,000 per annum to deliver a programme of activity. The consortia will have the scope to operate in different ways within the framework set in the call for bids developed by the programme Steering Group, so that different types of activity and models of operation can be tested. The consortia will be responsible for funding HE staff and undergraduate activity, staff release at schools, negotiated input from RLN and Comenius, pupil attendance at events and, in the case of summer schools, student accommodation on campus.

The bids for the consortia will be considered by the programme Steering Group. In evaluating the proposals, the Steering Group will be looking for:

- variety and originality so that different activities and/or organisational structures can be tested

- a track record of successful cross-sector collaborative work at the lead HEI and good contacts with schools, FE colleges, and partner organisations
- evidence of a commitment to Widening Participation in all participating HEIs
- an informed awareness of existing work of this kind
- evidence of familiarity with the range of developments taking place at school level in languages and an appreciation of the tasks and challenges facing languages teachers in relation to them

Governance of the consortia

The programme team based at the LLAS Subject Centre working with CILT will provide central coordination of the consortia following the model developed for the HEFCE-funded Collaboration Programme. This coordination will have a number of strands.

Project support for the consortia

The programme team will convene three network meetings a year for consortia directors and others associated with the consortia (widening participation officers, academics, student representatives). Meetings will provide opportunities for joint problem-solving, sharing of good practice and project management advice. The meetings will also provide a place to consider how to deal with the health and safely and legal issues associated with working with young people. Representatives from CILT, Aimhigher or Action on Access will also attend these meetings to provide advice and information.

Resource dissemination and development

The Subject Centre and CILT will also coordinate the development and dissemination of resources of benefit to all participating HEIs, and also to other relevant bodies. These resources will underpin the key messages about language study.

The LLAS Subject Centre will set up a portal for the programme, offering:

- an overview of the consortia and linking to individual websites and other useful websites such as CILT, Languages Work and the LLAS Subject Centre
- online materials that can be used as part of modules for undergraduates in schools schemes
- hard copy and online promotional materials to be used at summer schools, revision days and taster days, etc. These will build on the 'Why Study Languages?' CD, the Languages Work materials and the resources developed by e languages at the University of Southampton. It will also build on resources developed by other subject centres such as the 'Why Study Economics' website. (see http://whystudyeconomics.ac.uk/).

In order to ensure value for money and coherence with existing promotional campaigns, an underpinning principle will be to link into existing resources wherever possible (and to influence their development to support the project) rather than to duplicate/reinvent material.

Training

The LLAS Subject Centre and CILT will coordinate training for undergraduates who are involved in the collaborative activities developed by the consortia. This is likely to take the form of a one-day annual conference allowing previous undergraduates to share their experience of this kind of work and will include briefings and advice on

working in schools and colleges. Some Aimhigher partnerships (e.g. ASPIRE in South East London), have delivered training for Undergraduate Ambassadors and their advice will be sought in the development of training programmes.

Monitoring

Each consortium will be required to submit annual plans and budgets for future activity and reports and expenditure returns for the previous year of activity. The planning and reporting process will take place in June or July of each year.

G2a National consortia for translation and interpreting

Duration three years

This strand of the programme aims to address two issues of considerable relevance to HE languages' role in economic and civic regeneration:

- the national shortage of first language English translators and interpreters
- the concentration on Western European languages in current HE translation and interpreting course provision

It will do this through the formation of two national consortia (the Translation Consortium and the Interpreting Consortium) which will bring together HE providers in the field, relevant professional bodies (e.g. the Chartered Institute of Linguists, UCML, CILT, Professional Languages in Universities Group, the Association Internationale des Interprètes de Conférence, Institute of Translation and Interpreting), as well as national stakeholders (e.g. Foreign and Commonwealth Office, Ministry of Defence, MI 5/6, Home Office, GCHQ, Department of Health), and commercial translation/interpreting employers and their representative bodies (see letters/emails of support from these organisations in Appendix A). Although two consortia will be established, there will inevitably be some overlap in the membership of the consortia and much of the work will be delivered collaboratively. However it is felt important to establish two consortia so that the profile and differing requirements of both translation and interpreting were given sufficient attention.

Targets and outcomes

Each consortium will be charged with specific tasks, targets and milestones, with the objectives of:

- increasing the percentage of first language English postgraduate students of Translation/Interpreting
- increasing overall HE provision of non-Western European languages by developing modules in translation and interpreting with a notional target of two modules in East European languages, two in Middle Eastern languages, one in Far Eastern languages, and one in languages of the Indian sub-continent. The final decision on module languages will be taken in consultation with the consortium partners, taking into account the findings of the research project into community languages.
- raising the profile of the translation and interpreting professions in university language departments and in school/college sixth forms and FE colleges
- establishing costed model programmes for developing, running and accrediting modules in translation/interpreting in non-traditional languages
- developing the professional experience of students in translation through work placements

The consortia will carry out the following activities

- production of promotional material for school/college sixth forms and FE colleges as well as university language departments to market translation and interpreting as a potential career path
- a programme of promotional activities in school/college sixth forms, FE colleges and university language departments for translation and interpreting

- development of modules for translation and interpreting in non Western European languages
- development of a structured programme of work placements, possibly in tandem with the strand 2 of a project under the DfES Gateways Fund, for which a bid is currently being made.

The Gateways proposal strand 2 aims to create a national model for structured work placements in translation companies for postgraduate students of translation. Tasks undertaken by the students on placement will be calibrated to the National Occupational Standards in Translation. The outputs of the Gateways strand 2 will be an elaborated model for work placement in translation companies trialled with ten students, building on the DfES funded Graduate Apprenticeship Framework developed by Salford University and CILT (then LNTO), including documentation for all partners (e.g. Student Handbook, Tutor Handbook, Guidance for host companies/mentors).

The Gateways strand 2 has been prepared in response to demand from the industry for more 'work-ready' entrants, to support HEIs in devising more work-related tasks for postgraduate students of Translation, to form or enhance a regular dialogue between the industry and HEIs supplying new entrants, and to address the need for greater consistency in the 'product' of HEIs (i.e. new entrants into the profession).

Every effort will be made to ensure synergy between the Gateways project strand and the translation/interpreting modules development (e.g. by offering opportunities for students taking those modules to use them on placement; by offering links to translation companies using those languages).

Further, the Gateways Fund proposal strand 1a aims to develop promotional materials for the use of professional translators and interpreters when called on by HEIs to visit groups of undergraduate linguists with a view to encouraging them to take up postgraduate study in translation or interpreting and pursue a career in one of the professions. The materials and any subsequent activity undertaken by professionals in the filed would be linked to, and add value to, the promotional actions of the national translation and interpreting consortia.

G2b Research projects

The research for which bids will be invited – community languages, languages and international events, and languages and enterprise – have been chosen to support the strategic role of HE Languages as a motor of economic and civic regeneration.

The three one-year projects aim to provide information on key issues which will feed into the cross-sector collaboration programmes and help to develop the profile of HE languages nationally. Each project is focused on a specific research question and will result in a report with recommendations, which will be published on-line and disseminated via centrally organised events.

a) Community languages
Duration of project: one year

Research question
What is the current map of HE provision in community languages and to what extent does this map provide appropriate pathways for harnessing the multilingual resources present regionally, in relation also to current regional provision of these languages at school level, in both mainstream, supplementary and complementary schools?

Project description
Whilst recent research has begun to identify the type and location of community language provision in some regions at sub-university level[13] there is as yet no accurate information on their presence in HEIs. The available HESA data do not permit meaningful disaggregation of different community languages, and do not provide information on the role that community language learning plays in university language centres as free/additional modules. Whilst some university language Departments undoubtedly look towards the language communities of their regions, in many the nature of the polyglot hinterland of the university has very little influence on the choice of languages offered at degree and supplementary module level. In addition, with more recent immigration from Eastern Europe and elsewhere, together with social mobility amongst longer-established groups, the picture of community languages is changing rapidly across the whole country.

This project aims to:
- Map the current provision of community languages in universities at degree and module level
- Map this information on a regional basis to assess the extent to which it reflects current regional provision at school level, in both mainstream, supplementary and complementary schools
- Assess the extent to which current provision serves the needs of the wider society
- Make recommendations on the ways in which the interfaces between HE and school provision of community languages might be developed. Both the regional

[13] See for example, *Language Trends 2005: Community language learning in England, Wales and Scotland,* CILT/SCILT 2005*; Young People and Community Languages in Leicester:' In their own words',* Area Wide Inspection, 2006

and national consortia would be required to report how they might respond to these recommendations in their planning documents for 2008-9.

Methodology
The research will involve:
- A review of relevant secondary material on the teaching of community languages
- Detailed consultation with groups which have been working on the provision of community languages at sub-university level eg CILT/SCILT, Comenius Centres, community language associations, Association of Language Learning
- Discussion with the Association of University Language Centres which has experience in surveying additional module provision in HEIs
- Testing of pilot questionnaire for universities.
- Administration and analysis of full questionnaire to all English HEIs
- Evaluation of results
- Follow-up interviews at selected HEIs

Outputs
- An on-line Research Report, *Mapping Community Languages in HE*, which provides information and recommendations
- A centrally organised event to disseminate the findings of the Report

Outcomes
- Clear information on the provision of community languages in HE, and the relationship of this map to existing regional community language provision at sub-university level
- Recommendations on how the interfaces between HE and school provision of community languages might be developed
- A raised awareness in the HE community of the potential and possibilities of community language provision in HE
- A raised awareness among community language providers of the potential for fruitful relationships with their regional HEIs.

b) HE languages and international events
Duration of project: one year

Research question
What is the role of HE Language Departments in high profile international events, both in supporting the events, and in the embedding of language-learning/cultural awareness legacies?

Project description
Key elements of the UK 2012 Olympics Bid were the participatory nature of the planning, and the expected legacy of the Games in terms of civic and economic regeneration. Evidence from other countries which have organised major sporting and international events is that universities have had an important role to play in planning for such events, participating in them, and embedding their legacies. There is now data on the approaches that have been taken to the provision of languages and to the involvement of university language departments in high profile international events,

where the events are of strategic national importance to the host nations. (See for example Jo Lobianco's work on languages in the Sydney Olympics).

This project aims to:

- Provide information on the experience of HE language departments in a range of countries which have hosted major sporting events, paying particular attention to their contribution to the intermediate preparation for the events
- Provide information on the role that university language departments have played in developing the broader civic goals of such events, and in embedding language and cultural awareness legacies
- Make recommendations on the transferability of these different approaches to the UK 2012 Olympics situation.

Methodology

The research will involve:

- A review of secondary material on HE languages and previous international events
- Extensive telephone interviews with university staff/stakeholders/policy makers associated with the HE Languages element of previous international events
- Data from previous Olympic/Paralympic nations on the take-up of languages in HE post Games
- Data from previous Olympic/Paralympic nations on changes in HE provision and curricula post Games.

Outputs

- An on-line Research Report, *HE Languages and International events*, which provides information and recommendations
- A centrally organised event to disseminate the findings of the Report and discuss the implications for HE modern languages departments

Outcomes

- Clear information on the ways in which HE Languages Departments in other countries have interacted with major international events
- Recommendations on the transferability of these different approaches to the UK 2012 Olympics situation
- A raised awareness in the HE community of the potential and possibilities of involvement in international events
- A raised awareness in the broader public of the relevance of languages to key international events, and the exciting roles that they can play within them

c) Languages and Enterprise
Duration of project: one year

Research question
How are HE Language Departments currently introducing enterprise skills to their students, and what factors condition the different approaches taken?

Project description
There has been much discussion in HE about the ways in which universities can develop skills for employability and encourage enterprise and entrepreneurship among their students. Recently, the concept of social entrepreneurship has widened the discussions to include not-for-profit enterprise. Languages as a discipline has been engaged in these debates for some time particularly in respect of transferable skills. See for example the FDTL funded Translang project (1996-9)[14]. In some instances, Departments have embedded enterprise skills within the Languages curricula; in some they have been provided by a bolt-on module; in others by work-experience/work-placements. And some languages departments are located in larger Schools of Business and contribute to teaching units on enterprise in the UK and in other countries. The project will investigate the current provision of enterprise skills within languages courses and establish a taxonomy of the ways in which such skills are currently taught in Languages degrees, and the contexts and constraints which condition approaches taken.

This project aims to:
- Provide information on the current type of provision of enterprise skills within languages courses
- Establish the contexts and constraints which condition the different types of provision
- Recommend particular examples of provision as models of good practice.

Methodology
The research will involve:
- A review of existing entrepreneurship literature
- A review of relevant activities and approaches in other subject areas
- Testing of a pilot questionnaire for Language Departments
- Administration and analysis of full questionnaire to all English HEIs
- Evaluation of results
- Follow-up interviews at selected HEIs

Outputs
- An on-line Research Report, *Languages and Enterprise*, which provides information and recommendations
- A centrally organised event to disseminate the findings of the Report and discuss the implications for HE

[14] http://www.uclan.ac.uk/facs/class/languages/translang/tlweb.htm

Outcomes

- Clear information on the current provision of enterprise skills in languages courses, and on the factors which condition different approaches to provision
- Recommendations of particular case-studies as models of good practice
- A raised awareness in the HE community of the potential ways in which enterprise skills can be provided in language courses
- A raised awareness in business and professional circles of the enterprise skills of language graduates

H Option appraisal

The Languages Bus
In early discussions by the programme Steering Group, it was proposed that the programme bought or hired a bus to be known as The Languages Bus. The bus, equipped with leading-edge language learning facilities, would travel to different locations, where it would be the focal point for a local programme of high-profile activities, promoting language learning, showcasing the work of projects, involving language advocates and celebrities, and engaging media and public attention. The bus would act as a key tool for disseminating and promoting other aspects of the programme. Some investigations were made into the cost of this initiative but it was decided that this would be costly, incur a heavy management overhead and could well be inactive for much of the year. Evaluation of the Aimhigher trailer, a similar initiative, had suggested that this initiative might not achieve its aim of raising the profile of language study.

Language champions
CILT put forward a proposal whereby selected internationally trading companies are recruited and paired to schools/school-college clusters with post 16 students of languages to demonstrate for them the value of continuing their language studies into HE. It was also suggested that, in addition to this, there was a need for Champions to enthuse groups of learners about potential careers in teaching, interpreting and translation.

It was agreed that these ideas were valid ones but it should be left to the regional consortia to make their own links with business/schools of education as part of their annual programme of activity.

Outreach centres
In early discussions, it was proposed that research projects, and resource development would take place in early stages of the programme and the regional consortia would be established later in the programme. It was agreed that it would be better to establish the regional consortia as soon as possible and the undergraduate ambassadors and resource development could contribute to the regional consortia. The outreach centres were renamed regional consortia to emphasise the importance of regional collaboration as a key part of this element of the programme. The work of these centres was initially described as outreach activity but this term conveyed the idea of imposing activity on schools and reinforced the perception held by some in the secondary sector that universities only wish to work with schools to boost recruitment into HE (see Outreach in Modern Languages: a DfES funded report mapping cross-sector collaboration April 2006, http://www.llas.ac.uk/resources/publications.aspx). It was agreed that stimulating demand for languages would be achieved more effectively by building partnerships and carrying out activity over a sustained period rather than simply ‘one-off events’.

National network of regional consortia
One proposal was to fund a consortium for the development of cross-sector collaboration activities in every region. This was considered but it was felt that the most cost effective option would be to fund a smaller number of regional consortia that would pilot different activities and ways of working. A national roll out of these

regional consortia would be proposed, subject to the Comprehensive Spending Review. The new consortia would benefit from the lessons learned from the pilots.

Programme advisory group

It was suggested that an advisory group for the Programme be established to encourage the ongoing support of key stakeholders and as another means of disseminating the work of ***Routes into Languages.*** However, it was felt that this would add to the financial costs of managing the programme and may lead to extra bureaucracy.

I Governance

Key to the effective running of the programme will be the coordination, management and support provided by the programme team which will comprise staff based at the LLAS Subject Centre in the University of Southampton and CILT. The programme team will ensure that the programme is greater than the sum of its parts by bringing expertise into all strands of the programme and disseminating and embedding outputs and outcomes beyond those areas that have received funding.

Monitoring arrangements
The programme will be overseen by a steering group chaired by a nominee of UCML. The ***steering group*** will be a small working group comprising representatives of UCML, LLAS, CILT, DfES, HEFCE, Aimhigher and a representative from the programme evaluation team. This follows the model of the steering group for the Collaboration Programme in Modern Languages in Higher Education which provided effective strategic leadership of that programme. The steering group will meet at least three times a year to review progress reports from each of the projects and provide a strategic steer for the programme.

The programme will be managed on a day to day basis from the University of Southampton by a programme team based at LLAS. The LLAS team will manage the budget for the whole programme, oversee monitoring arrangements for all strands of the programme and will be responsible for commissioning evaluation. LLAS will work closely with CILT which will have particular responsibility for the work of the translation and interpreting consortia and will work with LLAS in supporting the regional consortia.

The research projects will be required to provide a brief interim report as well as the final report. These should take approximately half an hour to complete and will describe progress against plan, any deviations from plan, the reasons for these deviations and the steps being taken to get back on track. The LLAS-based team will provide support and assistance as needed. Both LLAS and CILT will be responsible for disseminating the findings and for integrating them into the work of the consortia.

The Aimhigher website (www.aimhigher.ac.uk/practitioner/home/index.cfm) has a useful template for reporting activity which can be used for monitoring purposes but also for collecting useful quantitative and qualitative data on activities and impact.

The regional consortia and the translation and interpreting consortia will also have to submit annual reports and plans and interim progress updates. Templates for these will be adapted from those used by the Higher Education Academy for Subject Centre reporting and the Aimhigher activity reporting templates. The reports will provide a critical review of the previous year's activity and the plans will set out the programme for the following year. Reports will be scrutinised in the first instance by the programme team and subsequently by the Programme Steering Group.

All reports produced for monitoring purposes will be available to the evaluation team in order to provide a context for the more reflective and analytical purposes of evaluation.

The LLAS team will be available to give project management advice and support. This will particularly apply to the regional consortia for which network meetings and training days will be organised.

The programme management team at the LLAS Subject Centre will provide biannual reports to HEFCE on the progress of the programme as a whole. It will also send reports from each of the project strands.

J Accountability

For each strand of the programme, a call for bids will be issued giving guidelines for bidding and detailing the criteria by which the bids will be selected. Bids will be reviewed by the Steering Group for the programme which comprises representatives from HEFCE, the LLAS Subject Centre, CILT and UCML.

The Steering Group is will monitor the three strands of the programme and the programme team. The Programme Director will be financially accountable for the Programme. The consortia and research projects will receive funding quarterly in advance. At the end of each quarter, they will be required to submit brief reports which should take no more than 45 minutes to complete. These reports will list achievements in the last quarter, progress against plan, deviations from plan and reasons for this. These progress reports will be reviewed in the first instance by the programme manager and subsequently by the steering group which will meet quarterly. Release of the subsequent quarterly funding allocation will be subject to receipt of a satisfactory report.

The regional and national consortia will write a full annual report and submit plans for the forthcoming year in July 06,07,08 and 09. In July 2010, they will write a final project report.

The final 10% of funding for the consortia and the research projects will be released on receipt of a satisfactory final report.

These arrangements are based on the experience of managing the Collaboration Programme in Modern Languages in Higher Education. This was done by a Steering Group with representatives from the LLAS Subject Centre, UCML and HEFCE. The annual reporting and planning procedures will follow closely the model established by the LTSN and subsequently the Higher Education Academy for the twenty four Subject Centres.

K Communication and dissemination

Communication and dissemination has two elements: sharing practice among project partners and disseminating the work of the programme more widely so that it can contribute nationally to bringing about a positive change in the perception of languages at all levels.

As well as pupils, students and teachers of languages, key audiences will include senior management and governors in schools and colleges, careers services, Education-Business partnerships and Local Authorities, as well as a wider audience of employers and parents. CILT already targets these audiences through its communications strategy and has a well established PR team with good contacts in the educational press. LLAS has a database of key contacts across all sectors of education and also has good contacts with the national press. CILT's Regional Language Networks have good contacts with regional and local media. This basis provides an important benefit to the programme to boost its effectiveness and impact. The dissemination aspects of the project will therefore be planned carefully to build on existing work done as part of core activity both for LLAS and for CILT.

The HE languages community will wish to hear progress reports on the programme. It can then take advantage of the resources developed as part of the programme and learn lessons from the good and possibly bad practice in cross-sector collaboration activity carried out by the regional and translation and interpreting consortia.

It is vital that awareness of programme activity is raised in schools and colleges. CILT and the Comenius network will have a key role to play here.

Dissemination and sharing of good practice across projects funded by the SDF and activities carried out by Subject Centres and CETLs is also crucial.

The table below describes likely key national dissemination routes of the programme outputs. The main responsibility for dissemination will lie with the programme team working closely with the Subject Centre, CILT and UCML. A full dissemination strategy will be developed as part of the set up phase for the programme.

Programme output	**Key targets for dissemination**	**Principal dissemination routes**
Annual progress report of programme	HE Modern Languages community	Report at UCML Plenary and Subject Centre Advisory Board Programme website
Research reports	HE Modern Languages community Regional consortia Employers Careers services	Programme website, newsletters and conferences RLNs, CILT, press & PR

Programme output	Key targets for dissemination	Principal dissemination routes
Programme of regional cross-sector collaboration activities and those devised by translating and interpreting consortia	Local schools and colleges Local HEIs Local authorities HEIs nationally	Comenius network Programme website, newsletters and conferences CILT newsletters, mailings, news service, e-forums etc TES
Baseline documents on cross sector activity in the regions hosting consortia	Local schools and colleges Local HEIs Local authorities HEIs nationally	Programme website, websites of regional consortia
Hard copy and online resources for promoting languages	Modern Languages departments in HEIs across the UK	Programme website and newsletters LLAS and CILT websites
Training days for undergraduate ambassadors	Modern Languages departments in HEIs across the UK	Programme website and newsletters LLAS and CILT mailing lists LLAS and CILT websites
Materials for promoting translation and interpreting	Careers advisers in schools, colleges and HEIs Modern languages departments in schools, colleges and HEIs	Programme website CILT website and mailing lists
Interpreting modules	Modern Languages departments in HEIs across the UK Interpreting profession	Programme website and newsletters Subject Centre website and workshops/conferences Professional bodies
Translation modules	Translation profession translation industry HEIs	Professional bodies CILT LLAS team
Summative evaluation report	HEFCE, UCML, Modern Languages educators in all sectors	Programme website and newsletters Conferences organised by programme team, CILT and LLAS

The programme web portal will offer the opportunity to share good practice within the programme. In addition to this, the programme team will organise three meetings a year of representatives of the regional consortia to share experience, good practice and lessons learned from less successful activities.

Institutional approval

Mike Kelly and Liz Hudswell initially discussed a broad outline of the proposal with the Vice-Chancellor of the University of Southampton in February 2006. After a discussion of the likely risks and benefits of the project, the V-C was happy to give his support. Preliminary discussion took place with the Director of Finance who delegated financial development to accountant for the School of Humanities. The Vice Chancellor, Bill Wakeham has been kept informed of progress.

L Value for money

One of the key strengths of this bid is that the resources will be used to enhance and/or embed existing activity and allow established expertise to benefit a wider audience.

Building on existing infrastructures and expertise
Using the expertise and infrastructure of CILT, UCML and LLAS in partnership with Aimhigher, the Regional Language and Comenius Networks, should avoid unnecessary duplication of effort and reduce costs.

The key partners (UCML, LLAS and CILT) have substantial project management expertise to bring to this bid. UCML and LLAS worked in partnership to manage the HEFCE funded Collaboration Programme at both strategic and operational level. LLAS have also directed and managed EU Lingua and DfES funded projects. CILT has attracted considerable project funding in the past notably from the DfES, the EU, SSDA and RDAs.

All key partners work closely with the DfES to implement the National Languages Strategy. UCML and LLAS are represented on the HE implementation group and CILT are represented on the implementation group for all sectors.

CILT, LLAS and UCML have substantial lists of contacts working in schools, FE colleges and HEIs. The programme team will establish a strategy for effective dissemination of the work of Routes into Languages so that the impact of the programme is wider than those areas which have been funded to carry out activity.

CILT operates the Comenius Network which comprises 14 centres across all nine regions of England. The centres will have a key role to play in the regional consortia to be established as part of the Routes into Languages programme. LLAS works closely with Comenius South East which is also hosted by the School of Humanities at the University of Southampton. Comenius South East works closely with the widening participation unit at the University of Southampton.

CILT also operates the UK-wide Regional Languages Network. The 9 RLNs in England have strategic and operational links to regional skills stakeholder organisations (e.g. RDAs, Regional Skills Partnerships), employers, and providers for learners aged 16+ (e.g. regional university groups).

The letters of support that have been received for the proposal indicate considerable experience to date in all aspects of the proposal. The professional bodies who have sent letters have, in many cases, not only expressed support for the proposal but have offered to give advice as the projects are underway.

The regional consortia will draw together those bodies working with languages in education (Comenius) and in the world of work (Regional Language Network) as well as experts in widening and increasing participation (Aimhigher) into a new grouping. Each region will be able to respond to the needs of its particular area with coordination, training, support and resources at national level from LLAS and CILT. The national operating partnerships of LLAS and CILT will offer further added value

here: CILT is, for example, contracted by the DfES to support the Specialist Language Colleges and works closely with the SSAT in this, so there is a ready-made conduit for information flow and involvement of such key partners.

In a similar way, the national consortia will bring together experts in the fields of translation and interpreting, building on their experience to create resources and infrastructures which no individual body or HEI could do alone.

Synergies with existing campaigns
A substantial amount of resources have been produced to promote languages notably by CILT and LLAS. In 2002, LLAS produced the Languages Box supported by six embassies. The 'Why Study Languages?' presentation which was a key feature of the box was updated in 2006 and a number of additional presentations and quizzes have been added.

In 2003 the DfES commissioned CILT to produce Languages Work, a suite of resources to promote the value of languages notably in the work place. In 2006 a factsheet on languages in Higher Education, 'Mixing it up' was added to the resource.

Using in house expertise to develop new resources
The programme team at CILT and LLAS plan to promote the use of existing resources and produce extra copies as appropriate with a view to embedding more widely and deeply the key messages about the value of languages. At the same time, the expertise at both centres will be harnessed to increase the resources available not only for use by the regional consortia but nationally, thus widening the impact of the programme. The LLAS Subject Centre has significant web development experience which will enable it to lead the development of an informative and dynamic web portal linking to the Languages Work website and other existing resources.
LLAS works closely with the e languages team at the University of Southampton who have particular expertise in repurposing existing materials for online delivery. Additional resources to add to the promotional materials already in existence will be developed as part of the programme.

Opportunities for match funding
CILT has submitted an outline proposal to the DfES Gateways Fund for a series of actions in partnership with professional bodies in languages and other disciplines. Strand 1a of the proposal aims to develop materials for use by professional translators and interpreters to promote translation and interpreting as viable career paths. Strand 1b of the project has a similar aim in respect of mature potential recruits into the language professions. Strand 2 aims to build on the former Graduate Apprenticeship model for work placements (DfES-funded pilot, work successfully undertaken by Salford University and CILT as then the LNTO) and create a model, with guidelines for all concerned, for work placements, with activity calibrated to the National Occupational Standards in Translation. Strand 3 aims to develop and test a distance-learning approach for CPD for the interpreting and translation professionals (frequently freelance and geographically isolated). Strand 4 will develop sector-specific language modules for entrants into other professions (Engineering and Construction are targeted) where there is known demand for high-level recruits with language skills as an additional element in their portfolio. If taken forward, the Gateways Fund activities have been planned with the intention of complementing the

work carried out by the National consortia for translation and interpreting funded through this programme.

Developing models for future activity

This programme is in large part about testing and piloting models particularly in the regional consortia. Evaluation is a key part of the programme and the final reports on the project strands and the programme as a whole will mean that lessons can be learned to ensure that future cross-sector collaborative activity is carried out with maximum efficiency.

M Sustainability

The Programme team will investigate additional sources of income to continue the activities of the programme after 2010. Regional consortia will be expected at the bidding stage to consider how their activities can be sustained after the programme term and will be encouraged to seek regional funding for their activity. The Steering Group will discuss with HEFCE the possibility of a national roll out of the regional consortia subject to the outcomes of the next comprehensive spending review. Since there will be close liaison between the programme team and staff at the LLAS Subject Centre and CILT, some dissemination of the ouputs and outcomes of the programme will can continue beyond 2010 as part of the programme of activity of these two bodies.

N Evaluation

The programme Steering Group will commission consultants to evaluate the programme as a whole and the constituent projects.

Purposes of evaluation

Formative: for development purposes

1. To assist reflection on how successfully the programme overall and its component projects are achieving their aims at specific stages
2. To provide evidence on which to make modifications and enhance development as the work progresses

Summative: for information and accountability purposes

3. To assess the outputs and impact of the component projects and of the programme as a whole in terms of the overall aims:
    - To increase and widen participation in language study in higher education
    - to support the role of HE Languages as a motor of national economic and civic regeneration.

Strategic: for decision-making and national priority purposes

4. In Strand 1 of the programme (Regional Consortia) which involves pilot projects, to make recommendations regarding further projects.
5. To inform national decision-making (DfES, HEFCE, etc) regarding language study and associated workforce development.
6. To assess how far the programme has contributed to the provision of wider benefits to the HE sector and to the achievement of national initiatives such as HEFCE's SDF and Aimhigher.
7. To assess the extent to which the outcomes of the project are sustainable.

Scope of the evaluation

The evaluation will be fully integrated with the programme, as follows:

Timescale

The evaluation will be carried out throughout the project, in the sense that its processes and outcomes will be planned in parallel with the processes and outcomes of the programme as a whole. Specific times and deadlines for the different stages of the evaluation will be set at the beginning of the programme.

Issues to be examined

These will be for both the component strands and the programme as a whole

- 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
- overall coherence of the programme as a collaborative venture

Success indicators will need to be identified by the Steering Group at the outset of the project. These may be modified as the programme progresses.

There will be some variation in the issues which are examined for the two different strands, since they are different in timescale, nature and purpose.

People/groups involved
Evaluation activities will take place at programme, strand/project, institutional and student level.

- Meetings of representatives of the regional consortia will take place. These will include discussion of evaluation outcomes for formative purposes.
- The different strands and projects will carry out their own formative and summative evaluations, using pro-forma reports and/or telephone interviews. These feedback methods and their scheduling will be designed by the programme management and evaluation teams in order to minimise the burden of evaluation and to provide a coherent set of narratives and data for the programme overall.
- Institutions and students who are involved in the Programme will be surveyed on a sampling basis.

There will be regular consultations with HEFCE and programme participants regarding the evaluation process.

Methods and approaches
Development of the evaluation
The evaluation will be developed further as the programme is being planned, so the design is still incomplete. Lessons will be drawn from relevant sources such as the Aimhigher Evidence Programme and HEFCE's Guidance for Aimhigher practitioners, and from the experience of evaluating the Collaboration Programme in Modern Languages in HE. The development of a common data set of undergraduate statistics for use by the programme is already underway and this will provide a baseline for assessing project impacts.

The programme has challenging aims. While the core evaluative instruments and methodology will be planned in advance for a four year programme, these will be adapted in response to how the programme develops. Innovative and flexible approaches to achieving the purposes of the evaluation may need to be adopted.

Methods
Both quantitative and qualitative methods will be used. Success measures and SMART targets will be developed, and appropriate activities and performance indicators chosen to evaluate how far these are being achieved. These activities should not only be rigorous and effective but also, as far as possible, motivating and useful to project participants.

Methods will include: quantitative data, surveys and questionnaires, interviews and focus groups, tracking studies, case studies and narratives, examination of documents and reports.

Delivery and commissioning
The schedule of formative and summative reporting will determined by the Steering Group at the outset of the programme.

Outputs of the evaluation

This will be clarified with HEFCE in the early stages of the programme.

Appendix A: Enrolment trends from 2002/3 to 2004/5 by language for first degree, other UG credit and diploma courses and postgraduate students

Data definitions:

- Student enrolments across all years of study at all HE Institutions in the UK
- UK, EU and overseas students
- FT and PT students
- Excluding OU students (not recorded in 2002-3)
- Using the full person equivalent (FPE) count where single honours students = 1, joint honours = 0.5, major honours = 0.667, minor honours = 0.333, triple honours = 0.333.

Data warnings:

- Note that the very high numbers in the categories *Other European languages* and *Other non-European languages* suggests that these codes are being used in place of the specified language code, hence unfortunately the individual totals for each language may not adequately reflect the true numbers (i.e. an under-representation of the true totals)
- The accuracy of the data depends on how individual institutions code and report their figures to HESA

Table 1: SUMMARY – All languages, by level at UK HE institutions (excl OU)

	2002/3	2003/4	2004/5	**%change**
TOTAL	**59,335**	**58,950**	**58,270**	**-1.8%**
Of which:				
Postgraduate	5,790	6,185	6,270	**+8.3%**
PGCE	1,715	2,030	1,945	**+13.5%**
1st degree	29,530	27,905	27,635	**-6.4%**
Other Undergraduate	22,300	22,825	22,420	**+0.5%**

Table 2: First degrees

	2002/3	2003/4	2004/5	**%change**
Celtic studies	985	930	915	**- 7.2%**
French	8,265	7,820	7,665	**- 7.3%**
German	3,330	3,200	3,075	**- 7.7%**
Italian	1,670	1,575	1,505	**- 9.9%**
Spanish	4,510	4,475	4,630	**+2.7%**
Portuguese	295	305	310	**+5.2%**
Scandinavian studies	145	145	155	**+6.1%**
Russian & Eastern European studies	950	920	935	**- 1.4%**
Other European languages (R9+R0)	5980	5,055	4,780	**- 20.1%**
Chinese	505	510	550	**+8.3%**
Japanese	490	510	585	**+19.8%**
South Asian studies	270	270	280	**+3.6%**
Other Asian studies	15	15	35	*****

African studies	125	135	140	**+12.2%**
Modern Middle Eastern studies	675	745	780	**+15.2%**
Other non-European languages	1,180	1,160	1,135	**- 3.8%**
Translation studies/ theory	130	145	160	**+21.9%**
Total change	29,530	27,905	27,635	**- 6.4%**

Note that total **UK domiciled** first degree UGs decreased by 5.6%

Table 3: Other undergraduates

	2002/3	2003/4	2004/5	**%change**
Celtic studies	2,025	2,740	2,915	**+44.1%**
French	4,405	4,150	4,175	**- 5.3%**
German	1,555	1,465	1,475	**- 5.1%**
Italian	1,910	2,035	2,145	**+12.3%**
Spanish	3,325	3,500	3,700	**+11.4%**
Portuguese	210	245	225	**+5.8%**
Scandinavian studies	445	405	340	**- 23.4%**
Russian & Eastern European studies	585	710	790	**+35.2%**
Other European languages (R9+R0)	5,650	4,780	3,910	**- 30.8%**
Chinese	260	370	560	**+117.9%**
Japanese	685	645	765	**+11.9%**
South Asian studies	10	15	15	*****
Other Asian studies		15	10	*****
African studies	35	25	10	*****
Modern Middle Eastern studies	650	670	650	**+0.3%**
Other non-European languages	80	510	20	**- 75.6%**
Translation studies/ theory	480	545	720	**+50.6%**
Total	22,300	22,825	22,420	**+0.5%**

Note that total **UK domiciled** other UGs increased by 2.1%

Table 4: Postgraduates (taught and research)

	2002/3	2003/4	2004/5	**%change**
Celtic studies	300	325	295	**- 0.8%**
French	500	485	420	**- 16.1%**
German	345	310	315	**- 8.6%**
Italian	170	170	155	**- 8.3%**
Spanish	305	270	290	**- 5.2%**
Portuguese	25	35	25	*****
Scandinavian studies	20	15	20	*****
Russian & Eastern European studies	300	330	295	**- 0.8%**
Other European languages	1,415	1,520	1,685	**+19.0%**
Chinese	150	170	185	**+26.0%**
Japanese	250	200	195	**- 22.1%**
South Asian studies	195	135	120	**- 39.1%**
Other Asian studies	45	130	125	*****

African studies	80	120	95	**+17.1%**
Modern Middle Eastern studies	515	530	545	**+5.4%**
Other non-European languages	255	250	265	**+4.5%**
Translation studies/ theory	920	1,195	1,230	**+33.7%**
Total [1]	5,790	6,185	6,270	**+8.3%**

Note that total **UK domiciled** PGs increased by 1.4%

* Percentages based on less than 50 students are suppressed and represented by *

Table 5: SUMMARY – All languages, all levels (excluding PGCE)

	2002/3	2003/4	2004/5	**%change**
TOTAL	**57,620**	**56,920**	**56,325**	**-2.2%**
Of which:				
English HEIs	45,690	44,385	43,180	**-5.5%**
Other UK HEIs	11,930	12,535	13,145	**+10.2%**
Full time	31,530	30,215	30,055	**-4.7%**
Part time	25,020	25,630	25,090	**+0.3%**
Writing Up	1,070	1,070	1,180	**+10.3%**
UK domiciles	48,005	47,885	46,955	**-2.2%**
Overseas domiciles	9,615	9,035	9,370	**-2.5%**

Table 6: – BASE DATA for students studying ALL subjects at UK HE institutions (excl OU)

	2002/3	2003/4	2004/5	**%change**
TOTAL	**2,016,350**	**2,078,220**	**2,114,525**	**+4.9%**
Of which:				
UK domiciles	1,741,335	1,778,515	1,796,135	**+3.1%**
Overseas domiciles	275,015	299,705	318,395	**+15.8%**

Table 7: - Percentage change in enrolments from 2002-03 to 2004-05 (FPE)

Qualification aim	**UK**	**Non-UK**	**All**
PGR	-6%	4%	**-2%**
PGT	7%	27%	**16%**
PGCE	10%	54%	**13%**
First Degree	-6%	-13%	**-6%**
UG credit	13%	-6%	**9%**
Other UG	-11%	-8%	**-11%**
All	**-2%**	**-2%**	**-2%**

Table 8: - Percentage change in entrants from 2002-03 to 2004-05 (FPE)

Qualification aim	**UK**	**Non-UK**	**All**
PGR	4%	13%	**8%**
PGT	0%	19%	**9%**
PGCE	4%	46%	**8%**

First Degree	-5%	-11%	**-6%**
UG credit	8%	-4%	**6%**
Other UG	-26%	-10%	**-23%**
All	**-5%**	**-1%**	**-4%**

Note: Numbers are rounded to the nearest 5 therefore some totals may not add up due to rounding.

Appendix B: Expressions of support

The following organisations have formally offered expressions of support for the Routes into Languages Programme. Copies of the letters are being sent to HEFCE with the bid document.

Anglo European School
Association of Translation Companies
The Brightside Trust
British Academy
British Association for Chinese Studies
British Chambers of Commerce
Chartered Institute of Linguists
Comenius Yorkshire and the Humber
Institute of Translation and Interpreting
Monkseaton Community High School
Regional Languages Network: Yorks and the Humber
Sheffield City Council – Children and Young People's Directorate
UK Trade and Investment

Aston University
University of Birmingham
University of Essex
Edge Hill University
University of Hull
University of Leeds
Liverpool John Moores University
University of Luton
University of Newcastle Upon Tyne
University of Nottingham
The Open University
University of Portsmouth
University of Reading
University of Salford
Sheffield Hallam University
University College London
School of Oriental and African Studies
York St John

Appendix C

Summary of programme outputs by strand

	Routes into Languages	**Summary of programme outputs by strand**	
Year	**Strand**	**Output**	**Carried out by**
	Regional consortia		
2006-7		Regional consortia selected	Steering group
		Strategic regional partnerships developed by regional consortia	Regional consortia
		Plans developed for 07-08 programme of activity	Regional consortia
		Meeting of representatives from regional consortia convened to share good practice	Programme team
2007-8	**Regional consortia**	Baseline documents drawn up by each region showing take up of languages in the region at KS4, post 16 and undergraduate level. It will identify the number of pupils/students to be reached per annum by the activity and will also propose targets to be reached by the end of the Programme	Regional consortia
		First year of programme of collaborative activities carried out	Regional consortia
		Training day for undergraduate ambassadors carried out	Programme team
		Three meetings of consortia representatives convened	Programme team
		Existing materials for promoting languages updated and reprinted	Programme team
		New online materials developed for use by consortia and nationally	Programme team
		Development of online resources to support UAS modules in HE begun	Programme team
		Report on 07-08 activities written	Regional consortia
		Plans for 08-09 regional activity submitted	Regional consortia

2008-9	**Regional consortia**	Second year of programme of collaborative activities carried out	Regional consortia
		Training day for undergraduate ambassadors carried out	Programme team
		Three meetings of consortia representatives convened	Programme team
		More online materials developed centrally for use by regional consortia and nationally	Programme team
		Hard copy and online materials developed by regional consortia repurposed and disseminated among consortia members and nationally	Programme team
		More online resources to support UAS modules in HE	Programme team
		Report on 08-09 activities written	Regional consortia
		Plans for 09-10 activities written	Regional consortia
2009-10	**Regional consortia**	Third year of programme of collaborative activities carried out	Regional consortia
		Training day for undergraduate ambassadors carried out	Programme team
		Three meetings of consortia representatives convened	Programme team
		More online materials developed for use by regional consortia and nationally	Programme team
		More hard copy and online materials developed by regional consortia repurposed and disseminated among consortia members and nationally	Programme team
		Report outlining models of successful cross-sector collaborations learning from the lessons of the regional consortia	Programme team
		Final report on 09-10 activities and work of consortium written	Regional consortia
	Translation and Interpreting		
2006-7		National consortia convened	Programme team / Steering Group

		Plans for 07-08 activities written	National consortia for Translation and Interpreting
2007-8	**Translation and Interpreting**	Promotional material developed building on existing materials and in conjunction with Gateways project	Programme team
		Programme of promotional activity for university language departments carried out to market translation and interpreting as a career path	National consortia for Translation and Interpreting
		Location of non-Western European translation and interpreting modules agreed	National consortia for Translation and Interpreting
		Report on 07-08 activities written	National consortia for Translation and Interpreting
		Plans for 08-09 activities written	National consortia for Translation and Interpreting
2008-9	**Translation and Interpreting**	Programme of promotional activity for HE language departments continued to market translation and interpreting as a career path	National consortia for Translation and Interpreting
		Promotional campaign programme for schools, sixth form colleges and FE colleges carried out to market translation and interpreting as a career path	National consortia for Translation and Interpreting
		Structured work placements developed (in collaboration with Gateways project) for postgraduate students of translation	National consortia for Translation and Interpreting

		Translation and interpreting modules developed and validated by selected HEIs. Students recruited to modules	National consortia for Translation and Interpreting
		Online materials developed to supplement promotional material produced in 07-08	Programme team
		Report on 08-09 activities written	National consortia for Translation and Interpreting
		Plans for09-10 activities written	National consortia for Translation and Interpreting
2009-10	**Translation and Interpreting**	Promotional activity in HE and schools and colleges continued	National consortia for Translation and Interpreting
		Translation and interpreting modules taken by students in selected HEIs	National consortia for Translation and Interpreting/HE Languages departments
		Work placements take place	National consortia for Translation and Interpreting/HE Languages departments
		Final report on 09-10 activities and work of the national consortia including recommendations for embedding modules into the curriculum	National consortia for Translation and Interpreting

2006-7	**Community languages research**	Community languages research team appointed	Steering group
2007-8	**Community languages research**	Research into community languages carried out	Community languages research team
		Research report, *Mapping Community Languages in HE*, written with information and recommendations.	Community Languages research team
		Research report published on line	Programme team
2008-9	**Community languages research**	Event to disseminate research findings organised	Programme team
2006-7	**HE languages and international events**	HE languages and international events research team appointed	Steering group
2007-8	**HE languages and international events**	Research into HE languages and international events carried out	Languages and International events research team
		Research report, *HE Languages and International events*, written with information and recommendations.	Languages and International events research team
		Research report published on line	Programme team
2008-9	**HE languages and international events**	Event to disseminate research findings organised	Programme team

2006-7	**Languages and enterprise**	Languages and enterprise research team appointed	Steering group
2007-8	**Languages and enterprise**	Research into languages and enterprise carried out	Languages and Enterprise research team
		Research report, *Languages and Enterprise*, written with information and recommendations.	Languages and Enterprise research team
		Research report published on line	Programme team
2008-9	**Languages and enterprise**	Event to disseminate research findings organised	Programme team
2006-7	**Evaluation**	Evaluation consultant(s) appointed	Steering group
2006-7	**Evaluation**	Success indicators for programme determined	Steering group /evaluation team
2007-8	**Evaluation**	Formative evaluation of the first year of activity	Evaluation team
2008-9	**Evaluation**	Formative evaluation of the second year of activity	Evaluation team
2009-10	**Evaluation**	Summative report on programme	Evaluation team
2006-7	**Governance**	Staff appointed to work on central coordination of and support for the programme	Programme team/Steering group
		Programme website established giving details of Programme, its component projects and links to useful resources	Programme team
		Report submitted to HEFCE on set up phase of the Programme	Programme team

		Two meetings of Steering Group taken place	Programme team/ Steering Group
		Reporting and planning templates for projects developed	Steering Group
2007-8	**Governance**	National Conference organised to disseminate activities of Programme to all sectors	Programme team
		Annual report on Programme submitted to HEFCE	Programme team
		Three meetings of Steering Group taken place to monitor programme	Programme team / Steering Group
2008-9	**Governance**	Annual report on Programme submitted to HEFCE	Programme team
		Three meetings of Steering Group taken place to monitor programme	Programme team / Steering Group
		National Conference organised to disseminate 08-09 activities of Programme to all sectors	Programme team
2009-10	**Governance**	Three meetings of Steering Group taken place to monitor programme	Programme team / Steering Group
		Final national Conference organised to disseminate 08-09 activities of Programme to all sectors	Programme team
		Final report on Programme submitted to HEFCE	Programme team

Risk assessment

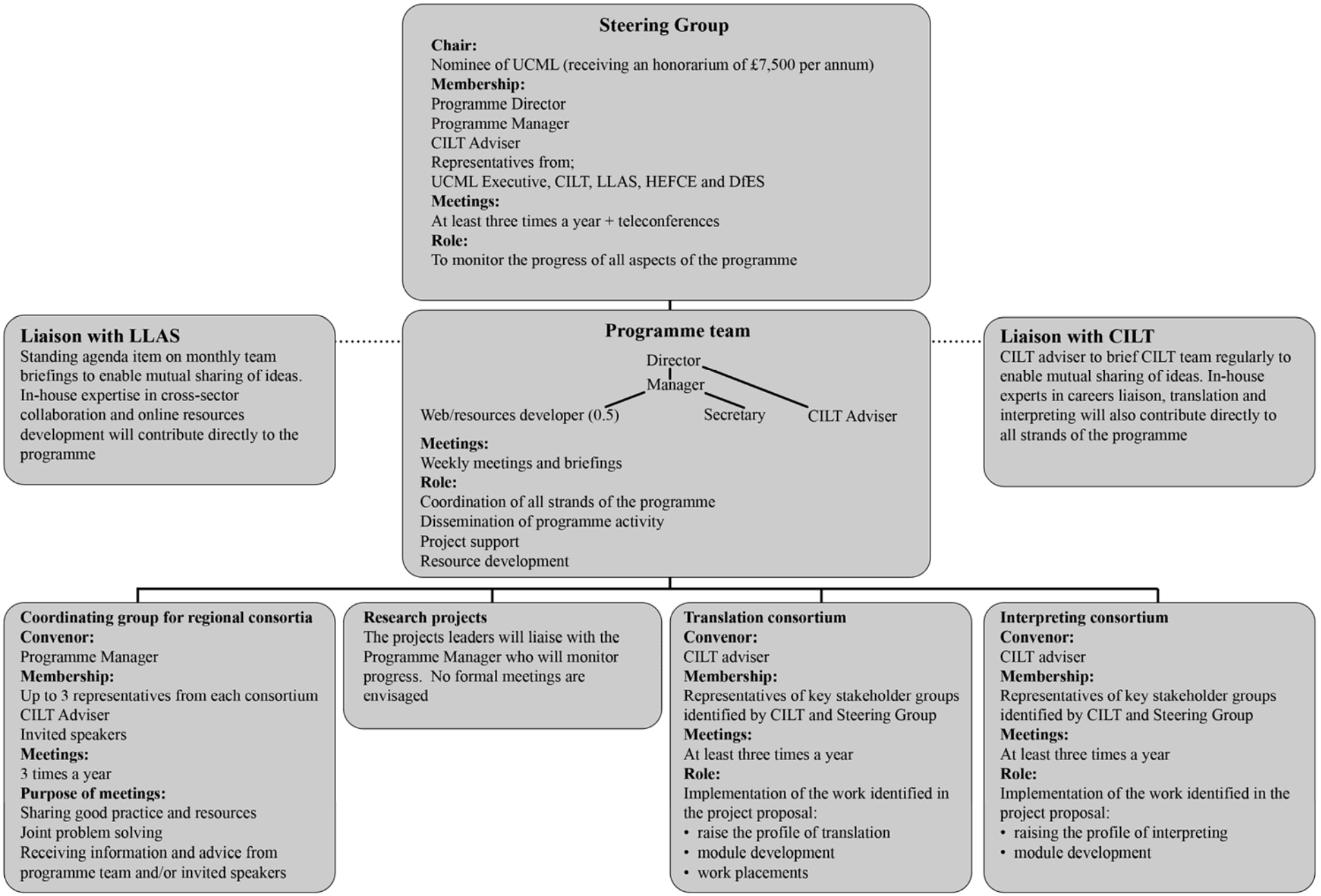
Identified risk	Implications	Actions to minimise risk	Likelihood	Impact
Steering Group fail to recruit suitable personnel to the programme team	The project does not deliver its aims and objectives. There is a lack of coordination and support	There is evidence that there are suitable candidates. It may be that Subjec t Centre and CILT staff are seconded to the programme as part of their career development	Low	High
Financial and programme mismanagement	The programme does not deliver its aims and objectives. There is a lack of coordination and support.	This programme team will work closely with the LLAS Subject Centre team who have considerable expertise in managing projects notably the HEFCE funded Collaboration Programme and EU funded Lingua projects. LLAS have developed their own financial management structures and have good relations with the university finance team.	Low	High
Personnel leave midway through the project and are difficult to replace	The programme falls behind schedule. It is difficult for new staff to pick up the reins	The staff employed to the programme will be working closely with teams at LLAS and CILT. The LLAS Advisory Group and the CILT Advisory Group will be aware of progress so can supervise new or temporary staff who may need to be appointed	Medium	Medium
Shortage of bids for regional consortia	The regional consortia will not be established and the research projects will not be carried out	Discussions with HE colleagues at town meeting and subsequent letters of support show strong interest in bidding for the consortia from at least 4 regions.	Low	High

Shortage of bids for research projects	Research projects will not be carried out	All projects will be publicised through LLAS and CILT mailings and those with a particular interest in the themes of the research projects will be contacted specifically. Members of the LLAS or CILT team may be seconded to carry out research if necessary.	Medium	Low
Those who receive funding for projects fail to deliver	Project activity will not be carried out	A light touch but regular monitoring process has been developed to ensure that the programme team have regular updates on progress against plan. The subsequent quarterly tranche of funding will therefore only be released on receipt of satisfactory report.	Low	High
Regional consortia have difficulty making contact with schools	Cross collaborative activity will be limited	The regional consortia are likely to have relationships with a number of schools already. All consortia will be working with Aimhigher area steering groups and managers and Comenius centres who have strong links with schools. In addition to this CILT and LLAS will give advice at coordinating meetings of regional consortia representatives as to how to work effectively with schools. They will give briefings of issues of concern to schools such as the Self Evaluation Form, Every Child Matters agenda etc..	Medium	Medium

Duplication of effort among regional consortia and between regional consortia and other initiatives nationally	Value for money of the programme is compromised	The committees established as part of the programme will play a key role here: The programme team will ensure exchange of information and cooperation between the programme team and key staff in these two national bodies . Meetings of the coordinating team of regional consortia will encourage the sharing of ideas and plans to see where collaboration and sharing of resources would be appropriate.	Low	Low
It is difficult to appoint evaluators for the programme	Projects do not benefit from formative evaluation during the project term. Lessons from the programme are limited as there is no evaluation input	Discussions with those who have evaluated related projects and initiatives suggest that there are at least two consultants interested in participating. CILT and LLAS networks can be used to identify other evaluators as appropriate	Low	Medium
Project activities are not sustained after the project term	Benefits are short lived	Programme team will seek sources of continuation funding in the latter stages of the programme to aim for a national roll out of the regional consortia. Regional funding opportunities will be researched from the outset to this end. Outputs of research projects will be disseminated via the programme web portal which will be closely aligned to the Subject	High	Medium

		Centre website Some programme activities can be embedded into core activities of HEIs once the programme is complete		

Routes into Languages: Management and Committee Structures



The Routes into Languages proposal has the support of the University of Southampton which will be responsible for the management of the programme and will be financially accountable.

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Professor William Wakeham

Vice-Chancellor