Handbook

SLEA Multilingual

SCOTTISH LANGUAGES EMPLOYABILITY AWARD

DUAIS FASTADH CÀNAINEAN NA H-ALBA

MULTILINGUAL - IOMA-CHÀNANACH

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1. Introduction and Aims

a. Background of the SLEA

"Employers and schools need to develop strong two way partnerships – partnerships that deliver improvements to teaching and learning and bring real-life context into the classroom."
[Developing the Young Workforce](#) (Scottish Government, 2014)

The Scottish Languages Employability Award was developed and implemented in 2019 out of the highly successful Business Language Champions (BLC) scheme, with support from Bòrd na Gàidhlig and Gaelic Language Act Implementation Funding.

The Scottish Languages Employability Award is recognition which businesses and schools in Scotland achieve as partners. Qualifying projects build partnerships between schools, businesses and other organisations and enable schools to deliver on [Developing the Young Workforce](#) and the [National Improvement Framework](#), build crucial partnerships as outlined in [How Good is Our School 4](#) and [Building the Curriculum 4](#), and effectively implement the [Career Education Standard (3-18).](#)

To recognise employability projects taking place at cluster/network/local authority level, the **Scottish Languages Employability Award – Local** was introduced in 2023 and the **Scottish Languages Employability Award – Green**, focusing on developing employability skills through global citizenship, in 2024.

b. The Scottish Languages Employability Award – Multilingual

Scotland is a multilingual country that embraces diverse languages, cultures, and people. Beyond English, which is spoken by the majority, many Scots also speak indigenous languages such as Gaelic, Scots and Doric, as well as other languages from around the world. In the Scottish Government's pupil census survey published in 2024, 180 languages were recorded as being used by learners in mainstream Scottish schools. In addition to taught languages, the inclusion of local and heritage languages into the curriculum helps all learners feel welcomed in Scottish schools and, by extension, in Scotland. It also teaches that all languages are valuable and worth exploring and learning.

Languages are resources that can enrich learners emotionally, culturally, and academically. They facilitate the development of learners' cultural and symbolic literacies, opening worlds of culture and knowledge to them. We recognise that everyone is multilingual to some extent, as each learner sits somewhere on the multilingual spectrum. From knowing just a few words in another language to being bilingual or fluent in multiple languages, all learners are already multilingual.

In today's globalised world, being multilingual is a highly valuable skill that can significantly enhance job prospects by:
- increasing employability
- improving communication and cultural competence
- offering more opportunities for career advancement and global mobility

Employers across various industries recognize and value the unique advantages that multilingual individuals bring to their organisations.

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The **Scottish Languages Employability Award - Multilingual** celebrates and acknowledges schools that adopt inclusive practices. By recognising the value of all languages and integrating them into the school's ethos, schools can create a dynamic, inclusive, and culturally rich learning experience for all learners.

As a requirement for this award, each school must work in partnership with at least one cultural organisation within the wider community. This collaboration aims to provide learners with an opportunity to engage in authentic and immersive cultural experiences that go beyond the traditional classroom setting, fostering a deeper understanding and appreciation of other languages and cultures. In addition, such partnerships help bridge the gap between the school and the wider community, promoting inclusivity and mutual respect while, at the same time, can reinforce the value of multilingualism in the world of work.

By fulfilling the necessary criteria, schools will not only enrich their educational environment but also prepare learners to thrive in a diverse and interconnected world. The Multilingual School Award recognises these efforts and celebrates the commitment to fostering an inclusive and multilingual educational experience.

The aim of this award is that schools and partners will be empowered to:

- Prepare learners as global citizens for the world of work and help them to move successfully into the workforce.
- Develop learners' language skills, global citizenship skills and intercultural competencies.
- Engage with cultural organisations in immersive cultural and linguistic experiences.
- Work together to promote a positive awareness of multilingualism.

2. **Details of the Scottish Languages Employability Award - Multilingual**

There are two deadline dates for submission each year for all of the Scottish Languages Employability Awards: the third Friday in November and the third Friday in May. Submissions can be accepted at any time but will be held until the next verification round unless in exceptional circumstances.

A verification team will meet after each deadline to look at submissions, check that the criteria are met and grant the award at the appropriate level. Success criteria and full details of the verification process are in **Appendix D.**

Like the original Scottish Languages Employability Award, the **Scottish Languages Employability Award – Multilingual** can be achieved at three levels: Bronze, Silver and Gold. The level achieved depends on the number of distinct year groups, languages and cultural organisations involved; see table below.

Please note that, for this particular award, a parent or group of parents can count as a partner organisation.

A fourth level of recognition is available for partnerships which achieve continued high-level partnership and innovation.

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Scottish Languages Employability Award – Multilingual level	Criteria for award level
Bronze	A project (or range of projects) involving learners from 1 year group, using 2+ languages, with 1 partner organisation
Silver	A range of projects involving learners from 2 year groups using 2+ languages, with 2 partner organisations
Gold	A range of projects involving learners from 3 or more year groups, using 2+ languages, with 2+ partner organisations
Platinum	Achieve a second successive Gold Award

Achievement in the Scottish Languages Employability Award is rewarded by a certificate sent to the school and by showcasing the successful project on the SCILT website and social media channels. The school and its partners will be presented with this certificate, which they can keep and display permanently. However, all levels of the Award are time-limited in terms of their validation.

A Bronze, Silver or Gold Award remains valid for two full academic years after the academic year in which it is awarded. During the time period described above, the school and its partners will be entitled to display the relevant Scottish Employability Languages Award and its logo in their correspondence and other relevant places (e.g. in e-mail footers, school handbooks or social media bios).

At the end of this period, a further submission showing evidence of continued school-business partnership in promoting languages is required in order to continue to hold the award.

Platinum Award Level
Two successive Gold Awards will enable the holding school to become a **Scottish Languages Employability Award - Multilingual** Platinum Partner. Please note that a second Gold Award cannot be submitted within the period of validity of the first; the earliest submission point for this would be after two full academic years following the end of the award year. Upon successful award of a second Gold level, a school automatically becomes a Platinum Partner and receives certification at both levels. To maintain this status, an update form is required every 3 years; an example of this is in **Appendix C**.

3. Steps to achieving the Scottish Languages Employability Award - Multilingual

A more detailed checklist based on these steps can be found in **Appendix B**; it may be useful to complete this during the project and in preparing for completion of the submission form.

1. Identify the languages that you would like to focus on, and the organisation partner(s) that you will work with. See **section 4.a** for suggestions of approaches to this.

2. Plan an approach to integrating multilingualism and employability involving a project, or a range of projects, aimed at showing learners the importance of multilingualism in the world of work and beyond. See **section 4.b** for some suggestions of projects and **section 4.c** for suggestions of how to incorporate meaningful language content. **Appendix E** also contains links to useful websites.

3. Carry out the project(s), collecting evidence as you do so.
   Please note that all projects in a submission should have taken place within the same academic year.

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4. Complete the **Scottish Languages Employability Award – Multilingual** submission form which can be found on the [SCILT website](#) and in **Appendix A** of this handbook. See **section 5** below for additional guidance regarding submission.

5. Send the completed form to scilt@strath.ac.uk ahead of one of the biannual submission deadlines.

6. The coordinating teacher will be notified of the outcome of verification within the timescales outlined in **Appendix D.** All decisions will be accompanied by feedback.

4. Guidance on developing an effective approach to incorporating Employability and Multilingualism

a. **Building a partnership for the Scottish Languages Employability Award - Multilingual**

Submissions for the **Scottish Languages Employability Award – Multilingual** are likely to take many different forms depending on who is involved in each partnership. While other **Scottish Languages Employability Award** categories require partners from business, the **Scottish Languages Employability Award – Multilingual** gives the option to work with either business partners, or, more likely, organisations such as charities, third sector groups or language/cultural organisations.

In looking for partners, it might be helpful to:
- begin by looking at languages already spoken in school
- identify key organisations (local or beyond) whose work covers one or more of these, then…
- contact them! This would usually initially be by email with a brief introduction and a request to work in partnership. Although there is no requirement to do so, you may wish at this point to say that you plan to work towards the **Scottish Languages Employability Award- Multilingual** in partnership with the company, as this may prove to be an incentive for them!

The case studies on the page below of the SCILT website give details of all projects which have been awarded any branch of the Scottish Languages Employability Award so far, and some of the partnerships there may give further inspiration or ideas of potential contacts.
https://scilt.org.uk/Employment/Skillsforlifeandwork/tabid/1597/Default.aspx

In addition, we have noted in previous award submissions that some schools have been more successful in forming partnerships where there is a personal connection, either through friends or family of staff or of pupils, or through former pupils of the school. The latter can be particularly motivational for learners as they can identify directly with them. It is also worth looking at connections that other departments in school may already have with businesses/organizations, or charities that the school already works with, and exploring the possibility of tapping into these.

The Education Scotland guidance documents on establishing education-employer partnerships may give further useful information and ideas. These can be accessed here: https://education.gov.scot/improvement/self-evaluation/education-employer-partnerships/#

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b. Ideas of activities

The **Scottish Languages Employability Award - Multilingual** seeks to encourage the development of a multilingual approach to Employability in the languages curriculum. Like other branches of the Scottish Languages Employability Award, it is less about an individual project or set of activities than about a process or mindset whereby languages, global citizenship and intercultural competencies are fostered to prepare local learners for their role as part of a global workforce. Anything that develops multilingualism, cultural awareness and employability skills is ideal!

The following are some more suggestions of activities:

- Partnering with a cultural organisation/social enterprise/charity to learn about/research/support their work.
- Working with partners to find out more about countries and cultures around the world.
- Involvement of parents from a range of language and cultural backgrounds.
- Lunch clubs/events with invited guests from businesses/social enterprises/charities to discover where languages fit in there.
- Online or in-person talks by partner representatives to schools about their organization. This could involve one key partner, or a larger number in a careers fair-type of event.
- Follow-on activities exploring multilingualism in specific work situations.
- School visits organisations to see languages in action.
- Development of multilingualism projects for students in target languages. This could include activities such as preparing materials for use by the organisation; previous projects have produced such varied resources as games, information leaflets and web materials.
- Provision of multilingual ambassadors to support younger learners in discovering more about languages and cultures.
- Awareness campaigns for global issues.
- …and so much more! We are looking forward to seeing all your ideas.

c. Incorporating language use

The aims of this award centre around developing learners' awareness of multilingualism, global citizenship and intercultural competencies in the workplace, and of supporting them to develop these skills. As such, as well as giving important information about job opportunities through languages, a strong language component is an integral part of the **Scottish Languages Employability Award - Multilingual**.

The verification team will be looking for clear evidence of language use throughout the project, while also recognizing that it will be necessary, and sometimes even preferable, for elements also to be completed in English. The balance of these will vary depending on the age, stage and language experience of the learners involved, and on the type of project being undertaken.

Ways in which a multilingual approach can be incorporated in a project could include:
- study of global issues in other countries where the language(s) being learned are spoken
- learning vocabulary related to the partner organisations
- completing activities in class using this vocabulary
- preparing resources for use by the partner organisations
- undertaking employability-focused activities in the target language, such as completing simple CVs, application letters or job interviews for the partner organisations
- preparing and presenting job or organisation profiles

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The **Scottish Languages Employability Award - Multilingual** is an ideal opportunity for working across a number of languages within a school, including Gaelic, Scots and heritage languages as well as those of the Languages Department.

5. Additional guidance on completing the submission form

The submission form has two short sections which should each be completed as fully as possible:
1. Information
2. Project Report

The Project Report section will be key in the verification of the submission. Please ensure that you include the following:
- Evidence of planning
- Evidence of learning
- Evidence of impact

The suggested word count for this section is around 300 words. This is not prescriptive, and there will be no penalty for exceeding it, but equally there is no need for overly lengthy responses!

Submitting additional evidence

The submission form itself should enable you to give as much information about your project as is necessary to evidence the meeting of the **Scottish Languages Employability Award - Multilingual** success criteria. The form is designed to be detailed without being unduly onerous to complete. As such, there is no need to submit any additional evidence.

Within the form you are free to include additional information such as links to websites, collated feedback from participants or links to social media posts.

Please do not include pictures on the submission form. Section 2b of the form includes a link to an online Qualtrics form where you can, if you wish, submit a maximum of 6 pictures as additional evidence. These could be photos of the project activities, screenshots, photos of any resources used or made, or collages. It is important to stress that this is entirely optional and submissions which do not include photos will not be penalized.

6. FAQs

? **How is the Scottish Languages Employability Award – Multilingual different from the other two Scottish Languages Employability Awards?**
In a nutshell, the original SLEA recognizes partnership working on languages and employability involving one school and any number of businesses. The SLEA – Local recognizes partnerships between any number of schools and any number of businesses in an area, whether that be a cluster, a network, a local authority or a RIC. The SLEA – Green recognizes partnerships that include a focus on global citizenship and learning for sustainability, which is such a natural fit with the work of languages classes.

The **SLEA – Multilingual** is similar in that the focus is on language and associated skills for life and for work, but differs in that the key element here is on a multilingual, inclusive approach that celebrates breadth of linguistic and cultural diversity.

? **Is the award a lot of extra work?**

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The SCILT **Scottish Languages Employability Award - Multilingual** is designed to help recognise the great work that is already being done in schools in Scotland towards promoting multilingualism, global citizenship and employability. There is a great deal already happening in schools around multilingualism and around employability, and this award allows natural links to be made between these areas and languages.

? **Do I need to send in lots of evidence?**
No! The submission form should allow you enough scope to describe the stages of your project in sufficient detail for our verification team to see if the criteria have been met, and at which level. There is an option for you to submit, on a separate online form, a maximum of 6 pictures if you wish to do so, but there is no obligation or expectation of this.

? **Can SCILT help me find partner organizations?**
SCILT created the Scottish Languages Employability Award originally, and now particularly in the case of the **Scottish Languages Employability Award - Multilingual**, on the basis that you know your own area and context for learning best and we recommend that you first and foremost use this local knowledge and community to help you identify a suitable partner. Further support is available through examples of previous successful submissions, Business Language Champions case studies, and other examples of innovation on our website which can help you develop your own ideas. The suggestions in **section 4.a** above may also help.

? **We are already involved with a partner organization – do we need to find a new one?**
Not at all. The Award aims to capture and reward existing innovation. Look at the submission form with your colleagues and partners and see if what you are doing already, or have recently completed, meets the criteria for the **Scottish Languages Employability Award - Multilingual**, or if it could be extended in order to do so. We will look forward to seeing your project evidence!

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SCOTTISH LANGUAGES EMPLOYABILITY AWARD

DUAIS FASTADH CÀNAINEAN NA H-ALBA

MULTILINGUAL - IOMA-CHÀNANACH

SUBMISSION FORM

SLEA Multilingual

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1. Information			
Name of school			
School address and postcode			
Local authority			
Contact name and position in school			
Contact e-mail and telephone number			
School roll			
Year group(s) involved in project		**Are any of the classes involved composite?** (see FAQs of handbook)	Yes No
Project title			
Languages incorporated			
Date started		**Date completed (if appropriate)**	
Please note that all projects within a submission should take place within the same academic year (see section 3 of handbook)			
Partner organisation(s)			
Contact(s) at partner organisation(s)			

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2. Project Report	
a) **Briefly give an overview of your project and activities. (approx. 300 words)** **Please include the following:** • **description of partner(s) involved** • **planning processes** • **activities undertaken** • **feedback** • **impact** • **future plans** The <u>Checklist for Award</u> **(see Appendix B), although not mandatory, will be useful for recording this information throughout the project and in completing this report.**	
b) **Evidence**	**Please submit evidence via <u>the online form</u>.** **This should be a maximum of 6 pictures (photos/screenshots etc) – see section 5 of the handbook.**

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| Permissions | Please indicate if you are happy for your activities to be used as exemplification by SCILT and if all relevant permissions have been obtained according to your school policies. **Yes   No** | |

Signed by Coordinator	**Name**	**Date**
Signed off by SCILT/CISS	**Name**	**Date**

For SCILT/CISS use only		
Comments and Feedback:		
Level of Scottish Languages Employability Award awarded and date of award:		
Bronze	**Silver**	**Gold**

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B. Submission Checklist

Scottish Languages Employability Award - Multilingual

Checklist for Award

Completion of the checklist is **not mandatory**, and it **does not need to be submitted to SCILT**. It may however be useful to complete this during the project and in preparing for completion of the submission form.

1. Planning	Evidence
1.1 The school has identified and sourced partners, e.g. a business, charity or other organization to develop a project in the target language(s) which brings skills for global citizenship and employability into context.	e.g. names of those involved, how the group came about, decisions made at first meeting
1.2 The school has identified the languages which will be focused upon in this project.	e.g. which one(s) and why

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1. Planning	Evidence
1.3 The partners have agreed to develop a project (or projects) for students in in the target language(s) to be taken forward by the students. It is appropriate to the level of the students involved, has an element of student choice in regard to the nature of the project and is relevant to the work of the partners' operations.	e.g. a plan of the project with approximate timings, E&O links, agenda
1.5 The project has clearly defined and agreed expectations related to the relevant Curriculum for Excellence Experiences and Outcomes and the Career Education Standard Entitlements, and is signed off by representatives of all partners.	e.g. a signed plan of the project

2. Learning	Evidence
2.1. The Partners have facilitated visits by learners and teachers to the organisation's premises (where appropriate) to learn about their work and also to see and hear languages in action. **And/Or** The Partners have sent in a representative or representatives to schools (in-person or online) to discuss their organisation in general and the importance of languages to them for the learners.	e.g. photo, leaflets, presentation slides
2.2 Learners in schools are inspired to take forward the project within their school and to complete it through activities linking employability and languages.	e.g. feedback forms, examples of materials, pictures, numbers of participants
2.3 Activities A short description of the activity, the outcomes, the year groups and number of learners involved. Groups have flexibility in the number of activities that they may wish to do in order to achieve the award. The range and number of participants in these activities and the quality of the experience is what is important.	

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2. Learning	Evidence
Activity One	e.g. pictures, a pupil report, feedback forms, posters.
Activity Two (if applicable)	
Activity Three (if applicable)	
Activity Four (if applicable)	
Activity Five (if applicable)	
2.4 The Schools and Partners have collected feedback from the participants for reflection and to inform next steps.	e.g. feedback forms

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3. Impact	Evidence
3.1 The Schools have developed a culture locally where learning languages is more valued and there is greater awareness of global citizenship issues and skills.	e.g. learner feedback forms, staff feedback forms
3.2 The Partners have agreed to use any materials or resources produced in the project, where appropriate.	e.g. examples of the materials, resources
3.3 The Partners have discussed and planned future steps, and planning is in place for future activities.	e.g. agendas, minutes of meetings, planned activities
3.5 The overall project is publicised via a public forum on a wider network/authority basis.	e.g. press clippings, screenshots, url links

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Platinum Partner Update form

SCOTTISH LANGUAGES EMPLOYABILITY AWARD

DUAIS FASTADH CÀNAINEAN NA H-ALBA

MULTILINGUAL - IOMA-CHÀNANACH

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1. Information	
Name of school	
School address and postcode	
Local authority	
Contact name and position in school	
Contact e-mail and telephone number	
Year of Platinum Award	

2. Update	
Briefly give an overview of your ongoing partnership work to develop Employability and multilingualism. (approx. 300 words) Please include the following: • description of partner(s) involved • activities undertaken • impact • future plans	

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c) Evidence	Please submit any evidence via this link. This should be a maximum of 6 pictures (photos/screenshots etc) – see section 5 of the handbook.

Permissions	Please indicate if you are happy for your activities to be used as exemplification by SCILT and if all relevant permissions have been obtained according to your school policies. **Yes No**	
Signed by School	Name	Date
Signed by Partner Organisation(s)	Name	Date
Signed off by SCILT/CISS	Name	Date

For SCILT/CISS use only
Comments and Feedback:
Confirmation of Platinum Partner status:

Bha Duais Fastadh Cànainean na h-Alba air a leasachadh agus ga toirt gu buil le taic-airgid o Bhòrd na Gàidhlig agus GLIF (Gaelic Language Act Implementation Funding).

The Scottish Languages Employabilty Award was developed and implemented with support from Bòrd na Gàidhlig and the Gaelic Language Act Implementation Fund.

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D. Verification Procedures and Success Criteria

Scottish Languages Employability Award - Multilingual

Verification procedures and success criteria

Before verification

Professional Services staff at SCILT will collate submissions and contact coordinators by email.
An acknowledgement email will be sent within one week to the coordinator with the date of the next verification round, stating that a decision will be informed forthwith.
All submissions and connected evidence will be stored in a shared folder accessible to SCILT/CISS staff only.
The verification panel will consist of the SCILT Professional Development Officers and any other staff or guests deemed appropriate.

During verification

The verification panel will have access to submissions and any accompanying evidence. They will consider this against the success criteria below and come to a mutually agreed decision on the outcome of the submission. The verification process should normally be completed within one month of the submission date. This may change depending on capacity and if there is need for any additional information to be requested.

After verification

Coordinators will be informed of the relevant decision regarding their Award within a week of the verification panel. This is part of the one-month timeframe indicated above. They will be provided with comments and feedback as agreed by the panel.
Successful submissions will receive a certificate within one month of the Award being granted. Materials will not be returned except on request.
Professional Services staff will update the spreadsheet to show the level of award, the date awarded and the date it will lapse.
Case studies of successful awards will be published on the SCILT website.
SLEA - Local Awardees will be highlighted in bulletins and in other SCILT communications on an ongoing basis.

Success Criteria
During the verification process, panel members will assess the following key points for each SLEA – Multilingual submission:
- number of classes/year groups involved
- number of partner organisations involved
- strength of partnerships – input from partners, evidence of two-way planning and involvement
- different languages incorporated
- evidence of planning, learning and impact.

These are the key criteria which will determine awards. All of these criteria should be met if a submission is to be successful. The degree to which they are met may vary, and feedback from the panel will reflect this.

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E. Additional support and resources

- SCILT Employability resources:
  https://scilt.org.uk/Employment/Toolkitforschools/tabid/8062/Default.aspx
- SCILT Developing Partners resources: https://scilt.org.uk/S1-S3/Developingpartnerships/tabid/2455/Default.aspx
- DYW Scotland: https://www.dyw.scot/
- DYW - Developing Partnerships: https://www.dyw.org.uk/files//GuidanceforEmployers0915_tcm4-871657.pdf
- DYW blog – Guidance on Partnerships:
  https://blogs.glowscotland.org.uk/glowblogs/dyw20/2015/09/25/guidance-on-schoolemployer-partnerships-career-education-and-work-placements-standard-available-now/
- Scottish Government – DYW document:
  https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2015/09/developing-young-workforce-guidance-school-employer-partnerships-guidance-schools/documents/00485674-pdf/00485674-pdf/govscot%3Adocument/00485674.pdf
- Education Scotland – Careers Education Standard: https://www.education.gov.scot/Documents/dyw2-career-education-standard-0915.pdf
- Education Scotland – Careers Education Standard resources:
  https://education.gov.scot/improvement/learning-resources/career-education-standard-3-18-suite-of-learning-resources/
- Education Scotland – School/Employer Partnerships:
  https://education.gov.scot/documents/dyw_guidanceforschoolemployerpartnerships0915.pdf
- Skills Development Scotland – DYW Partners: https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/education-team/developing-the-young-workforce/dyw-partners-section/
- Ready Unlimited - Developing Effective Partnerships: http://www.readyunlimited.com/wp-content/uploads/2015/09/Creating-effective-partnerships-with-employers-guidance-for-teachers1.pdf
- SCILT - All the world is our stage: pupil-centred project highlighting parental engagement opportunities, multilingualism, multiculturalism and global citizenship All the world is our stage
- Scottish Refugee Council - Home - Scottish Refugee Council
- Multilingual Approaches through Art Resource Pack: activities to support multilingual learning cards_digital_final.pdf
- Diverse Heritage – information on exploring local cultural heritage Diverse Heritage - Scottish Civic Trust
- Creative Language Practices Toolkit: The Toolkit – Creative Language Practices: Exploring Translanguaging in Pedagogical Contexts and Beyond

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