Rationale

Schools, Pupils:

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

University, Students:

- support active and engaged students by providing opportunities for independent learning
- students to develop experiential learning in the community
- equip students for greater integration of graduate attributes and employability
Undergraduate course: „Languages beyond University“

Academic Year 2018/19:

For Second Year students in:

- German
- French
- Italian
- Spanish
SLICC framework: Student-Led Individually Created Course:

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

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

Students will be expected to:

- liaise with mentor to discuss plan and organise cultural learning materials and activities
- liaise with course tutors to organise outreach events at school and university
- spend a total of about 20 hours in schools spread out over 2 terms
- attend a total of 10 hours of workshops and peer-led feedback sessions at university
- cover the costs for Disclosure Scotland
Examples for possible activities:

Students:

research and explore their Year Abroad destination with the class
organise a film screening for the pupils at the university
invite pupils to the annual plays performed by DELC students and
design and plan complementary workshops

....
Learning Outcomes

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

1. express how they have actively developed their understanding of the possibilities and importance of cultural education as part of the Modern Language Learning experience for young people in secondary schools.

2. apply a range of relevant skills and attributes (academic, professional and/or personal) in order to engage effectively with the particular demands of cultural education and outreach.

3. demonstrate how they have used their experiences on the course to actively develop their skills in areas of
   a) personal and intellectual autonomy,
   b) communication, and/or
   c) personal effectiveness.
On completion of this course, students will be able to:

• articulate how they have used their experiences on the course to actively explore their attitude towards
  • a) enquiry and lifelong learning,  
  • b) aspiration and personal development, and/or  
  • c) outlook and engagement.

• evaluate and critically reflect upon their contribution to cultural education and outreach, identifying where improvement and development is needed.
Course Assessment

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

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

Students write a project proposal to be approved by course tutor.

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

Students submit an interim reflective report to course tutor for feedback.

Submit a final summative reflective report of 3000 words.
Modern languages uptake 1996-2014

Figure 3: Major Modern Languages: Numbers of candidates at SCQF Levels 3-5 combined, 1996-2014
## S4 uptake (National 5 equivalent)

<table>
<thead>
<tr>
<th>Language in S4</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>4-yr-trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>French in S4</td>
<td>27632</td>
<td>26866</td>
<td>17241</td>
<td>14859</td>
<td>-46%</td>
</tr>
<tr>
<td>German in S4</td>
<td>6028</td>
<td>5415</td>
<td>3516</td>
<td>2910</td>
<td>-52%</td>
</tr>
<tr>
<td>Spanish in S4</td>
<td>5081</td>
<td>6391</td>
<td>5232</td>
<td>5174</td>
<td>-19%</td>
</tr>
<tr>
<td>Language in S5</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>4-yr-trend</td>
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</tr>
<tr>
<td>French in S5</td>
<td>4400</td>
<td>3996</td>
<td>3802</td>
<td>4080</td>
<td>-7%</td>
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<tr>
<td>German in S5</td>
<td>1126</td>
<td>956</td>
<td>901</td>
<td>1004</td>
<td>-11%</td>
</tr>
<tr>
<td>Spanish in S5</td>
<td>1509</td>
<td>1472</td>
<td>1734</td>
<td>2135</td>
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## S6 uptake (Advanced Higher)

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<th>2015</th>
<th>4-yr-trend</th>
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<tbody>
<tr>
<td>French in S6</td>
<td>1804</td>
<td>1691</td>
<td>1643</td>
<td>1659</td>
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<tr>
<td>German in S6</td>
<td>403</td>
<td>446</td>
<td>397</td>
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<tr>
<td>Spanish in S6</td>
<td>1145</td>
<td>1135</td>
<td>1091</td>
<td>1275</td>
<td>11%</td>
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# Teacher numbers 2008-2016

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<tbody>
<tr>
<td>French</td>
<td>1070</td>
<td>1004</td>
<td>952</td>
<td>900</td>
<td>860</td>
<td>826</td>
<td>780</td>
<td>744</td>
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<tr>
<td>German</td>
<td>180</td>
<td>175</td>
<td>166</td>
<td>153</td>
<td>152</td>
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<tr>
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<td>66</td>
<td>78</td>
<td>71</td>
<td>71</td>
<td>93</td>
<td>96</td>
<td>96</td>
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