



THEMATIC NETWORK PROJECT IN THE AREA OF LANGUAGES III

SUB-PROJECT THREE:

LANGUAGES AS AN INTERFACE BETWEEN DIFFERENT SECTORS OF EDUCATION

NATIONAL REPORT / United Kingdom

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1. Introduction

This report will examine the interface between higher education and other sectors of education looking at the different modes of collaboration between universities and other sectors, particularly within the education system. In order to clarify the context, the report begins by outlining the administrative structures within the UK education system from primary schools through to higher education. Language and language education policies are outlined and related to the current level of take-up in modern language study. The structures in place and means by which co-operation takes place between different language providers from ministerial to European level is summarized with more detailed information on the types of collaboration taking place.

Kommentar [D1]: Elaborate on this when report is finalised.

The report then goes on to make a number of recommendations for actions that need to take place to strengthen collaboration between higher education and other sections of education, business and the wider community for mutual benefit, in ways which will develop the language capability of the UK and meet the needs of an increasingly diverse population of language learners. These recommendations deal with:

- promoting language learning through collaboration by determining rationales for language study;
- developing stimulating and relevant curricula that meet the needs of both learners and employers alike;
- capitalising on opportunities for exchange of staff and students from all disciplines within Europe and beyond at both undergraduate and postgraduate;
- level.

Readers should note that although a great deal of collaboration at local, national and international level can be found in the area of teacher training the scope of this report covers university-based language teaching rather than the training of language teachers.

2. Description of administrative and educational structures and policies

1.1 Responsibilities and competences: national level

In 1999, **Scotland, Wales** and **Northern Ireland** were granted devolved powers from the UK government to administer their domestic affairs, although they still retain representation in the UK government at Westminster. Westminster retains the power to legislate about any matter, including those which are devolved.

The Scotland Act 1998 created a **Scottish** parliament with the power to legislate in all areas except those 'reserved' to Westminster. The Government of Wales Act 1998 established the **National Assembly for Wales (NAFW)** which does not have primary legislation making powers although it can make secondary legislation. The **Northern Ireland Assembly** was elected in 1998. It gained legislative authority in the fields previously administered by the Northern Ireland departments but was suspended in 2002. Scotland, Northern Ireland and Wales all have devolved legislative powers in many areas including education, and in the case of Wales, Welsh language.

1.2 General administration at a national level¹

1.2.1 England

Primary legislation for education in **England** and **Wales** is enacted by the UK Parliament in London. Central government has powers and responsibility for the total provision of the education service, for determining national policies and for planning the direction of the

¹ in all cases add more information on other sectors.

system as a whole. Local education authorities (LEAs) and individual institutions implement and administer the policies and also have their own statutory powers and responsibilities.

In England, the Secretary of State for Education and Skills is appointed by the Prime Minister and is responsible to Parliament for controlling and giving direction to the public education system. The Secretary of State represents education and training in the Cabinet. The Secretary of State for Education and Skills has overall responsibility for the Department for Education and Skills (DfES), its policy and strategy, finance and public expenditure, and major appointments. S/he is assisted by the professional and administrative staff of the Department and is kept informed on the quality of schooling by the non-ministerial government department the Office for Standards in Education (OFSTED), and is advised on all matters concerning the curriculum and assessment by the Qualifications and Curriculum Authority (QCA). Other non-departmental public bodies (NDPBs) also assist.

1.2.2 Wales

Since 1999, devolved powers transferred from the Secretary of State for Wales to the Welsh National Assembly. The Secretary of State for Wales, as a Cabinet member, continues to ensure that the interests and needs of Wales are fully considered in policy formation within the UK Government, and is responsible for taking through Parliament provisions in primary legislation which relate particularly to Wales. Generally, education legislation contained in Acts of Parliament applies to both England and Wales. Although the National Assembly for Wales does not have powers to enact primary legislation, it does have powers to enact secondary legislation. This includes the implementation of policy in a range of areas including education and training e.g. the Assembly is responsible for setting the content of the National Curriculum for Wales.

The education system in Wales is broadly similar to that in England and is administered at both national and local level. As in England, local education authorities (LEAs) and individual institutions implement and administer policies determined at a national level; they also have their own statutory powers and responsibilities. Special provision is made for teaching through the medium of Welsh.

The First Minister leads the Welsh Assembly Government. The Assembly Minister for Education and Lifelong Learning is a member of the cabinet and is responsible for all matters relating to education and training. S/he leads the Welsh Assembly Government's Department for Training and Education (DfTE).

1.2.3 Northern Ireland

Following the suspension of the Northern Ireland Assembly in 2002, the Secretary of State for Northern Ireland assumed responsibility for the direction of the Northern Ireland departments.

Public education in Northern Ireland is administered centrally by the Northern Ireland Executive through the Department of Education (for schools) and the Department for Employment and Learning (for further and higher education) and locally by five Education and Library Boards (ELBs). The Council for Catholic-Maintained Schools (CCMS), which was established by the Education Reform Order 1989, has certain responsibilities for all Catholic-maintained schools.

1.2.4 Scotland

The Minister for Education and Young People and the Minister for Enterprise, Transport, and Lifelong Learning are directly responsible to the Scottish Parliament for the overall supervision and development of the education and training services in Scotland and for legislation affecting Scottish education and training. Education and training policy is developed in line with the policies of the Scottish Executive and is administered by the

Scottish Executive Education Department (SEED) and the Scottish Executive Enterprise and Lifelong Learning Department (SEELLD). The Scottish Further Education Funding Council (SFEFC) is responsible for the funding of teaching and a certain amount of research in the 46 FE colleges as is the Scottish Higher Education Funding Council (SHEFC) for the funding of teaching and some research in the 22 Scottish HE institutions.

The Ministers for Social Justice, Education and Young People and Enterprise, Transport and Lifelong Learning share responsibility for community learning and development policy. The Scottish Executive Development Department (SEDD), together with SEELLD and SEED administer policy in this area. Communities Scotland established in 2001, is an Executive Agency with responsibility for supporting community learning and development practice including professional training.

1.3 Language policies and language education policies

Throughout the UK, the fact that English is the global language cannot fail to impact on peoples' attitudes towards the learning of other languages. However, much research has shown that many business opportunities are lost in the UK due to reliance on English: key competences such as intercultural understanding, basic international communication and language skills are insufficiently developed in such a climate. As a result, the wide range of strategic collaboration between different sections of education and the business world and a growth in public consciousness in the UK in language learning following a national enquiry into languages capability in the UK in 2000 (Nuffield 2002), the European Year of Languages 2001, and the publication of a National Languages strategy for England (DfES 2002) and one for Wales (Welsh Assembly 2002). The National Languages Strategy for England established a National Centre for Languages (CILT) serving the whole of the UK and covering all sectors of education and the business world. The Centre was formed by a merger of the Languages National Training organisation (LNTO) and the Centre for Information on Language Teaching and Research (CILT). CILT is a partner in the Subject Centre for Languages, Linguistics and Area Studies, a national service for higher education to support the development of teaching and learning in HE including strategic initiatives. Scottish CILT, Northern Ireland CILT and CILT Cymru serve the needs of their respective parts of the UK and from part of the CILT UK partnership.

The next section of this report will outline national policies to languages and languages education.

1.3.1 England

In England the study of languages is currently only compulsory in Key Stage 3 (11-14 years). The National Languages Strategy for England launched in December 2002, is in the process of putting an infrastructure in place to provide an 'entitlement' to languages at primary school at Key Stage 2 (7-11 years) by 2012. At the present time it is estimated that about 25% of England's primary schools offer a primary language learning experience. A baseline study of primary languages provision in England is currently underway and will report to the Department for Education and Skills later in 2004 – early indications would suggest that this estimate has risen in recent years. The report has been commissioned by the DfES as part of the National Languages Strategy and is being undertaken by King's College, Manchester Metropolitan University and Christ Church University College, Canterbury.

The success of the strategy will be measured against the following outcomes:

- all learners should have the opportunity to have their learning recognised;
- primary children should have an entitlement to high quality teaching and learning that instills enthusiasm in learning languages, is based on a flexible experience and makes the most of ICT and sets a foundation for future learning and success;

- secondary pupils should have high quality teaching and learning at Key Stage 3 and a flexible curriculum and a range of routes to support success during the 14–19 phase;
- schools should be able to draw on the people they need to deliver language learning and be supported to deliver high quality teaching and learning;
- the demand for language learning from adults should increase;
- businesses should be involved in supporting language learning and championing the importance of language skills;
- businesses should be able to recruit employees with a wider range of language skills to better meet their business needs.

1.3.2 *Wales*

In **Wales**, both English and Welsh are treated on a basis of equality for official purposes. Welsh forms part of the *National Curriculum* in Wales for *Key Stages* 1-3 either as a joint or second language. In 1999, it became a compulsory subject at Key Stage 4. Every county in Wales provides education through the medium of Welsh for those pupils whose parents wish it.

In Wales 20% of the population are bilingual in English and Welsh. English and Welsh are increasingly used side-by-side in public services, business and the law. In addition, some young people can speak a community language although few young people are currently making headway in languages. A modern language other than Welsh is only compulsory in Wales at Key Stage 3. About 100 primary schools in Wales are thought to be making some foreign language provision available at Key Stage 2 (RLN Cymru, 2002) and the Welsh Assembly is funding pilots for MFL in Key Stage 2 from 2003/2004. The Welsh baccalaureat which is currently being piloted will have a compulsory foreign language element. The number of young people continuing with a foreign language to GCSE has fallen from 49% to 39% in 5 years. Only 3.5% took two foreign languages at GCSE in 2002 (RLN Cymru 2002). The number of A-level entries in languages has fallen by one fifth since 1996. Some higher education institutions have been reducing their specialist languages provision, or abolishing it altogether although coupled as elsewhere in the UK with a growth in non-specialist provision.

'Languages Count' (Welsh Assembly, 2002), a modern foreign languages strategy for Wales was developed by the Welsh Assembly Government in 2002 in response to the decline of foreign language learning in Wales and proposing a range of actions to counter this trend.

The Welsh languages strategy aims to:

- improve the take up and standard of foreign language learning, particularly beyond age 14 and 16;
- increase recognition by schools, pupils and parents of the importance of language learning;
- increase recognition by employers of the importance of foreign language skills;
- ensure that foreign language learning builds on the learning of English and Welsh and brings learners to value diversity and gain understanding of other cultures;
- enable Wales to play its part on the world stage and position our country even more firmly in an international context.

1.3.3 *Scotland*

In **Scotland**, English is the official language of government, business, education, the law and other professions. It is spoken everywhere in Scotland, albeit alongside Scottish-English

in most areas and Gaelic in parts of the Highlands and many of the Western Isles. According to the census of 2001, 1.3% of the Scottish population speak Scottish Gaelic. 1.9% of the population are able to understand, speak, read or write Gaelic. Gaelic also features in one of the *National Priorities* in education and can now be found at all levels of education: pre-school, primary, secondary, further and higher education, and as part of teacher training.

A number of other languages are spoken by groups which have come into the country as migrants at various times: Italian, Cantonese, Punjabi, Gujarati, Urdu, Hindi, Urdu and Bengali) to Scotland.

The study of languages in Scotland is not compulsory within the compulsory phase of education – there is no statutory national curriculum in Scotland in any subject. There is however an 'entitlement' to language learning throughout the compulsory phase of education starting in primary P6 (aged 10). which was initiated by the 'Languages for All' policy of the Scottish Executive.

1.3.4 Northern Ireland

In **Northern Ireland** there are a small number of primary and post-primary schools which provide education through the medium of Irish. A recent survey of all primary schools in Northern Ireland elicited a 53.4% response rate. Of these, 40.5% were teaching a modern foreign language. The language taught was predominantly French followed by Irish, then Spanish, German and Italian. Northern Ireland currently has no national strategy for modern foreign languages (RLN NI, 2004) although languages are currently still compulsory at Key Stage 3 and Key Stage 4. The current curriculum review proposes that languages will become optional at Key stage 4.

3. Mapping of institutions and programmes engaged in language provision

1.4 Vertical axis: formal education system

1.4.1 Schools

In **England** and **Wales**, there are four phases of education: primary (5 to 11 years), secondary (11 to 16), further education (16-19) and higher education. During the 1960s there was growing support for 'comprehensive' secondary schools – schools which catered for all children regardless of ability. Although most areas adopted this system, some areas of England still retain *grammar schools* which are selective by ability. In England, the Government to date has funded, 188 specialist secondary schools designated as Language Colleges. Language Colleges have a four-year development plan with specific targets to raise performance and participation in modern foreign languages, promote an international ethos across the whole curriculum and develop close links with schools abroad. Language Colleges use and develop best practice techniques for raising educational standards by working with other schools and the wider community in sharing facilities and educational resources. Part of this is the development of links with local and regional higher education institutions.

As in England and Wales schools in **Northern Ireland** cover the primary and secondary phase. Unlike most of the rest of the UK, Northern Ireland retains a selective secondary education system, although this is currently under review.

The Education Act 2002 incorporated the *foundation stage* into the statutory *National Curriculum* in **England**. The foundation stage (3-5 years) is provided in state-maintained nursery schools and classes, and in voluntary and private settings. Most children spend all or part of the last year of the foundation stage in a primary school reception class. In both

Wales and Northern Ireland, provision follows a broadly similar pattern, but the curriculum remains non-statutory.

In both **England and Wales**, compulsory education is divided into four *Key Stages*: Key Stage 1 (5 – 7 years); Key Stage 2 (7 -11 years); Key Stage 3 (11 - 14 years) and Key Stage 4 (14 - 16 years). In some cases Key Stages 2 and 3 make take place in a middle school. The majority of secondary schools are *comprehensive schools* and do not select pupils according to ability. Some secondary schools have a sixth form and cater for pupils up to the age of 19.

In **Northern Ireland**, compulsory education is divided into four *Key Stages*: Key Stage 1 (4 to 8 years); Key Stage 2 (8 -11 years); Key Stage 3 (11 -14 years) and Key Stage 4 (11 – 16 years). Currently if pupils wish to be considered for a place at a *grammar school*, they must sit Transfer Tests. About 35 per cent subsequently attend grammar schools, catering for pupils up to the age of 19, with the remaining 65 per cent attending secondary schools, which cater for pupils up to the age of 16. These arrangements are under review; future arrangements will not include Transfer Tests.

In **Scotland**, broad stages are normally distinguished in primary schools: P1 to P3 (the infant or early education stage); P4 and P5 (the middle stage); and P6 and P7 (the upper primary stage). The first four years of secondary education are divided into two broad stages, each of which has a different emphasis. The first two years (S1 and S2) provide a general education as part of the 5-14 Curriculum; the second two years (S3 and S4) have elements of specialism and of vocational education for all. These two stages culminate in the award of the Scottish Qualifications Certificate (SQC) at Standard Grade or equivalent National Qualification levels. From session 1999-2000, however, schools have been able, in appropriate cases, to take advantage of flexibility in the system and present pupils for Standard Grade assessment in S3.

An entitlement to primary languages has been in place in **Scotland** since 2001. The Scottish policy of

'Languages for All' began with Scottish Office Circular 1187 which stated that a MFL should be part of the education of all secondary pupils up to 16 and there would be pilots in primary. In 1989 Scottish local authorities were working to that plan. In-service training programmes for modern languages began for primary teachers in 1993 with 370 training places. The programme offered 27 days training and places were available through the LEA and funded by the Scottish Executive. By 2001, about 90% of primary schools in Scotland were teaching a language and about 95% of 16 year olds were gaining a standard grade award in MFL.

The following tables give a snapshot of the uptake of languages at GCSE, the exam traditionally taken by pupils at aged 16 in England, Wales and Northern Ireland.

	2003	2002	2001	2000	1999
French	332,045	338,503	347,007	341,011	335,816
German	126,021	126,220	135,133	133,662	135,158
Spanish	62,008	58,011	54,236	49,981	47,969
Welsh L2	11,785	11,719	11,623	9,166	7,877
Urdu	6,661	6,946	6,423	6,723	6,348
Italian	5,586	5,586	5,506	5,625	5,313
Welsh	4,899	4,491	4,401	4,157	4,007
Irish	2,893	2,826	2,644	2,608	2,464
Chinese	2,718	2,634	2,213	2,223	2,133

Bengali	2,252	2,157	2,247	1,933	1,706
Arabic	1,953	1,773	1,342	1,307	1,119
Russian	1,589	1,618	1,750	1,791	1,583
Panjabi	1,458	1,430	1,581	1,649	1,562
Gujarati	1,189	1,319	1,458	1,374	1,243
Turkish	1,189	1,209	1,029	943	853
Japanese	816	779	643	636	561
Portuguese	788	707	654	585	447
Modern Greek	618	698	517	652	538
Modern Hebrew	489	383	406	391	430
Persian	382	322	-	-	-
Polish	298	290	301	266	293
Dutch	295	291	-	-	-
Other	-	-	484	435	128
Totals	569,179	569,912	581,598	567,128	557,602

GCSE entries 1999-2003 – England/Wales/N Ireland - Source: CILT Direct Yearbook 2004

Language/Year	1999	2000	2001	2002	2003 ²
English	58,802	59,577	60,090	59,901	60,646
French	37,697	38,362	38,736	39,190	37,987
Italian	675	852	797	688	569
Urdu	101	153	174	171	180
Gaelic	413	366	385	328	334
Russian	13	7	10	17	7
Latin	980	824	831	700	640
German	16,387	15,845	15,748	13,995	13,412
Spanish	2,435	2,911	2,846	3,032	2,779
Classical Greek	6	13	9	4	5
Totals	119,508	120,910	121,627	120,028	116,559

Standard Grade entries 1999-2003: Scotland

Source: SCILT website

The combined figures for Wales, Northern Ireland and England for GCSE full courses (for reasons of space, short courses and alternative qualifications are not listed here) fell by less than 1% from 2002 to 2003. A fall of 1.9% for French is set against rises in most other

² Figures are pre student appeal to SQA

languages e.g. 6.9% in Spanish, 3.2% for Chinese and 10.1% for Arabic and many community languages, a rising trend in recent years.

For post-16 A level qualifications in England, Ireland and Wales, there have been modest rises in overall total entries in languages. Chinese, Urdu and Russian have experienced the most notable increases albeit from a low base level.

	2003	2002	2001	200	1999
French	15,554	15,615	17,939	18,228	21,072
German	6,973	7,013	8,446	8,694	9,551
Spanish	5,896	5,573	5,530	5,636	5,782
Chinese	1,916	1,735	1,375	1,359	1,285
Italian	846	787	869	908	858
Urdu	714	690	485	742	637
Russian	556	481	469	540	516
Welsh L2	491	540	506	572	522
Welsh	360	374	336	350	336
Japanese	278	251	221	340	339
Turkish	273	234	-	259	224
Irish	258	253	275	295	325
Arabic	*254	*275			
Panjabi	182	132	226	231	175
Persian	*145	*112			
Portuguese	143	157	111	151	143
Modern Greek	119	191	125	233	219
Polish	96	80	97	152	127
Bengali	55	53	58	67	54
Modern Hebrew	46	30	16	25	33
Dutch	39	29	37	17	23
Gujarati	*29	*41			
Totals	35,223	34,646	37,121	38,799	42,335

A level entries 1999-2003: England/N Ireland/Wales

	2003	2002	2001
French	21,691	22,383	19,618
German	9,143	9,974	8,667
Spanish	7,908	7,789	5,847
Chinese	1,545	1,180	436
Italian	1,150	1,205	820
Urdu	789	738	303
Welsh L2	620	503	492
Russian	419	467	211
Welsh	373	386	341
Arabic	359	328	223
Turkish	317	286	179
Panjabi	300	250	90
Irish	284	332	162
Japanese	242	234	162
Portuguese	197	159	139
Modern Greek	145	157	109
Persian	139	130	108
Polish	107	70	140
Modern Hebrew	89	52	49
Bengali-	75	94	45
Dutch	71	45	10
Gujarati	61	60	65
Totals	46,024	45,933	37,385

AS level entries 2001-2003: England/N Ireland/Wales

Language/Year /Qualification	1999	2000 SCE Higher	2000 New Higher	2001 SCE Higher	2001 New Higher	2001 Advanced Higher	2002 New Higher	2002 Advanced Higher	2003* New Higher	2003* Advanced Higher
English	33,551	27,234	5,301	12,827	16,123	461	28,910	1,205	29,612	1,704
French	4,244	397	3,797	28	4,272	315	4,771	574	4,886	1,704
Gaelic	138	18	84	16	114	10	147	11	147	23
German	1,891	329	1,692	21	2,015	174	2,206	252	1,907	296
Italian	200	63	143	1	188	10	284	23	263	26
Latin	360	23	346	5	271	31	257	52	283	35
Russian	16	5	12	8	5	3	14	3	23	4
Spanish	804	173	591	3	831	53	916	143	1,044	132
Classical Greek	9	3	6	-	14	-	8	3	5	-
Totals	41,213	28,245	11,972	12,909	23,833	1,057	37,513	2,266	38,170	3,924

Higher entrant 1999-2003: Scotland

In January 2003, the DfES published '14-19: opportunity and excellence'. This document sets out the government's vision for improving coherence and breadth of opportunities for learners aged 14-19. It includes proposals to increase flexibility at key stage 4, promote a range of learning opportunities (including modern and student apprenticeships) and develop collaboration between schools, colleges, work-based training providers and employers. 'Pathfinders' are projects set up since January 2003 and are designed to test and develop new approaches to delivering 14-19 education and training in a range of settings. The Black Country 14-19 pathfinder has taken languages as its central theme. Key to the success of our Pathfinder is collaboration with a diverse range of partners from the educational, training and employment sectors. Led by the Black Country Learning and Skills Council, the Pathfinder is working closely with educational providers as well as work-based learning providers to develop qualifications which integrate languages into vocational training packages.

1.4.2 Further education

At the end of the compulsory phase of education (aged 16), the majority of pupils in **England, Wales and Northern Ireland** continuing their studies do so either at school or at a *further education institution*. Further education is provided free of charge to home and EU students under the age of 19 resident in the UK for the previous three years. Fees are commonly waived for other students in receipt of certain state benefits. Courses for adults may be subsidised.

Most further education institutions offer both vocational and general academic courses. Pupils wishing subsequently to continue their studies at a higher education level transfer to a higher education institution, normally at age 18. Full-time education for 16- to 19-year-olds is generally considered as secondary education where it is provided in a school that also educates pupils of compulsory school age.

The Dearing Report (Dearing 1997) recommended that participation in higher education should be widened, and that this expansion should mainly focus on sub-degree level courses, provided in further education colleges. Further Education colleges currently deliver 11 per cent of higher education of which the vast majority (90 per cent) comprises two-year work-focused programmes such as the new foundation degree. Further education colleges work in partnership with universities who formally award the higher education qualifications such as the foundation degree.

In **England and Wales**, the **Further and Higher Education Act 1992** took *further education institutions* out of LEA control. It also made provision for new bodies to be responsible for funding and planning decisions for the whole higher education sector, including the former polytechnics (now entitled to be known as universities). Under the Learning and Skills Act 2000, the Learning and Skills Council (for England) and the National Council for Education and Training for Wales (known as the National Council – ELWa) are responsible for securing the provision of, and funding, full- and part-time education and training for all persons over compulsory school age in schools (via LEAs), *further education institutions*, adult education centres and via work-based training on employers' premises and with private training providers and voluntary organisations.

The main providers of further education in **Scotland** are the 46 further education colleges which offer a wide range of courses at non-advanced and advanced levels and which provide continuing education beyond school or preparation for further study. Incorporated FE colleges in Scotland all have the same constitution but vary considerably in size and the range of full-time and part-time courses which they offer. Part-time students are in the majority. The courses are mainly vocational in nature and include both theoretical and practical work. However, these colleges also offer courses leading to awards recorded on the Scottish Qualifications Certificate (SQC) and advanced vocational courses, which are

classed as higher education courses, leading to the award of a Higher National Certificate (HNC) or a Higher National Diploma (HND).

A further vocational route towards gaining qualifications is the Modern Apprenticeship route which cater for those wanting to learn on the job, building up knowledge and skills, gaining qualifications and earning money all at the same time. There are different levels of Apprenticeship available, but they all lead to National Vocational Qualifications (NVQs), Key Skills qualifications and, in most cases, a technical certificate such as a BTEC or City and Guilds. Currently Languages are mentioned as 'Optional Outcomes' in the Foundation and Advanced Modern Apprenticeships in Engineering. The Learning and Skills Council now requires Sector Skills Councils (SCCs) to take languages into account in developing learning frameworks like Modern Apprenticeships. Many SSCs are only just becoming operational, so we have yet to see how this will work in practice - but it is a welcome first step.

1.4.3 Higher education

In **England** and **Wales** there is a single sector for all higher education institutions comprising universities, university colleges and higher education colleges. The higher education sector in **Northern Ireland** comprises two universities and two university colleges. Higher education courses are also increasingly provided in some further education institutions.

All universities have their own degree-awarding powers and determine which degrees and other qualifications they will offer and the conditions which apply though there is great diversity in terms of size, mission, subject mix and history.

Universities offer research opportunities, as well as a wide range of taught courses at undergraduate and postgraduate levels, although the balance between these activities varies between institutions. They may also offer some professional qualifications and certain qualifications below degree level e.g. Foundation degrees. In general terms, the '**old**' or '**pre-1992**' universities provide academic courses rather than professional training (although they do provide a range of professionally accredited degree courses, including engineering, accountancy, teacher training, librarianship and information science, and medical studies). Most of the '**new**' or '**post-1992**' universities were previously polytechnics and in general place greater emphasis on the practical application of knowledge than do the 'old' universities. Consequently, they offer a wider range of courses leading to qualifications recognised by professional institutions. There is one **privately funded university**, the University of Buckingham, which runs mainly business and management courses.

In **Northern Ireland**, the merger in 1984 of the Ulster Polytechnic with the New University of Ulster to form the University of Ulster had already removed the divide which separated universities from polytechnics and other higher education institutions.

In **Scotland** there are 22 higher education institutions comprising 14 universities (including the Open University) and 8 other institutions. Courses at higher education level (mainly HNC, HND or both, but also including degree provision) are also offered by all the further education colleges and there are close links between the FE and HE sectors.

Control over the allocation of funding in the university sector comes via the university funding councils. The **Higher Education Funding Council for England (HEFCE)** and the **Higher Education Funding Council for Wales (HEFCW)** - are non-departmental public bodies established under the Further and Higher Education Act 1992. They distribute public money for teaching and research to universities and other institutions which provide higher education and aim to promote high-quality education and research. The **Teacher Training Agency (TTA)** funds initial teacher training in England; in Wales this function is carried out by the Higher Education Council – ELWa.

In Scotland, HEIs are funded by the **Scottish Higher Education Funding Council (SHEFC)**, except for the Scottish Agricultural College, which is funded by the Scottish Executive Rural Affairs Department (SERAD).

In **Northern Ireland**, the Higher Education Branch of the **Department for Employment and Learning (DELNI)** is responsible for the formulation, development and oversight of the implementation of higher education policy in accordance with Northern Ireland needs (taking account of developments in the rest of the United Kingdom) and for the funding of two universities (Queen's University Belfast and the University of Ulster) and the two university colleges of Queen's (Stranmillis University College and St Mary's University College).

Established in 2003 and launched in autumn 2004, the Higher Education Academy has been set up to advise on policies and practices that impact on the student experience, support curriculum and pedagogic development, facilitate development and increase the professional standing of all staff in higher education. The Academy brings together key organisations which support the development of teaching and learning in higher education.

Recent changes in the higher education landscape related to teaching and learning also include the Centres for Excellence in Teaching and Learning Initiative (CETLS) which will provide significant additional funding to institutions, or consortia of institutions specifically focused on the development of teaching and learning. To date, three languages bids had successfully made it to the second round of the applications process. However, most bids tended to focus on more generic issues so in effect would benefit all disciplines across the university sector.

In terms of the current position of language learning in the university sector, there has been approximately a 19% decline in the number of undergraduate students taking language degrees in the last four years. The numbers of UK universities offering specialist language degrees has also shrunk. To illustrate this, consider in 1997-98, the 20 largest universities in the UK taught 55% of undergraduate linguists; by 2000-2001 this share had risen to 63% (Kelly and Jones, 2003). This reflects that some universities no longer offer degree level languages and the range of languages being taught is also suffering similar shrinkage. A number of surveys conducted by the University Council of Modern Languages (UCML) since 2001 show that three-quarters of HEIs responding have cut certain languages out of their provision – the disappearing languages include Arabic, Portuguese, Russian, Polish, Hungarian, French, Italian, Dutch and Swedish – this reflects serious concerns over funding for less widely taught languages which can often rely on subsidies from external departments or agencies. For 80% of the Universities responding to the UCML survey, decisions on cutting languages appear to have been taken solely in response to local institutional demands, with no discussion of national or regional needs (CILT/UCML/ALL, 2003). At the same time, the landscape has significantly changed for many institutions. A UCML snapshot survey (UCML 2001) involving 30 universities (60% pre-1992 and 40% post-1992 universities) showed that 93% of the universities responding reported major staffing changes since September 1999. 16 recorded that under 3 members of staff had not been replaced, 5 had between 3 and 6 staff who had not been replaced, and 2 institutions reported that between 6 and 10 members of staff had not been replaced. 9 universities had cut staff through voluntary redundancy and 1 by compulsory redundancy. The survey estimated that approximately 130 posts in languages had gone since 1999 within this small sample. This represents a serious shrinking of specialism in languages and related studies in the UK higher education sector.

The decline in admissions to honours degrees in the subject has been accompanied by a reported increase in the take-up of languages as an optional component of degrees in other subjects, and languages departments and Language Centres have played an important part in satisfying this demand, from the *ab initio* level upwards. It is difficult to get reliable figures which adequately isolate these non-specialist learners. A recent survey by the Association of

University Language Centres provided some encouraging results. The preliminary results (as of February 2004) showed that an encouraging 50,793 students are studying languages to some level at university. 51.10% of these students are studying languages as an accredited part of their degree, the remainder being on non-accredited modules. It should be borne in mind that the number of institutions who had returned figures to AULC at the time of writing represent only 33.6% of all HEIs, and 52.7% of AULC member institutions so numbers are undoubtedly higher than reported at this stage. The importance of university-based provision should not be underestimated attracting undergraduate level learners who have chosen to drop languages at an earlier stage and indeed in some cases, members of the public who have developed a later interest in language learning and have decided to embark on evening classes.

Figures below are for undergraduates on languages degrees only. Just over a third of all language students on joint honours courses are studying 2 languages. The most common other disciplines combined with languages are Business Studies, Language related disciplines (e.g. Classics, English), Law and Humanities.

Subject/ Language Balance of Degree - all languages

Language balance in undergraduate language degrees, 1999/00-2001/2

MFL first degree students across all years of study

	1999/00	2000/1	2001/2
			<i>number</i>
Single honours	15505	14495	13885
Joint honours	21040	20295	19150
Major or minor	6345	5870	5170
Triple subject combination	280	435	520
Total students	43170	41095	38730
			<i>percentage</i>
Single honours	36	35	36
Joint honours	49	49	49
Major or minor	15	14	13
Triple subject combination	1	1	1
Total students	100	100	100

Source: HESA, data is rounded according to the HESA rounding rule. Analysis carried out by CILT

1.5 Horizontal axis: other language providers – e.g. adult education institutions, language schools, cultural institutes, publishing, broadcasting

1.5.1 Adult Education institutions

In **England** and **Wales**, adult education centres may also be known as adult education institutes or community colleges. They offer part-time education and training, as well as leisure courses, to students over compulsory school age (16 years). Courses vary in length from year long to taster courses. Under the Learning and Skills Act 2000, adult education

centres are now funded by the Learning and Skills Council (LSC) for England and the National Council for Education and Training for Wales (National Council - ELWa) although, generally, local education authorities (LEAs) are responsible for organising provision in their area. In addition to established adult education centres, adult and community learning may be provided in a range of accommodation e.g. schools, community centres and leisure centres and in conjunction with a variety of partner organisations such as voluntary organisations, community groups and schools.

There are no separate adult education centres or institutes in **Northern Ireland**, where adult education courses (including academic, vocational and leisure courses) are provided by further education colleges.

The **Workers' Educational Association (WEA)** is a voluntary body which aims to encourage adults to undertake continuing education with over 650 local branches. It provides courses for adults in a wide range of subjects of varying lengths, from weekend seminars to three-year courses. The majority of the provision made by these associations for students is part-time. The WEAs in **England** and **Wales** receive funding from the Learning and Skills Council (LSC) for England and the National Council for Education and Training for Wales (National Council - ELWa). In **Northern Ireland**, the Department for Employment and Learning (DEL) also has arrangements with the WEA.

The national learning advice telephone helpline and website from **LearnDirect** provides free information and advice about learning opportunities and careers. An example collaboration between CILT, the National Centre for Languages and LearnDirect is described in section 1.5.2 below.

In **Scotland**, adult education and training is offered by community learning and development services of local authorities, voluntary organisations, commercial and industrial firms, colleges of further education, and higher education institutions, including universities. A number of adults also attend secondary schools for part of the time and take particular classes with the pupils.

1.5.2 Language Services

In **Wales** as in other parts of the UK, providers of commercial language services reported an increase in business over the period between 1999-2002 prior to the Wales Language Skills Capacity Audit (LNTA, 2002). The Wales Audit also showed that there was a shortage of expertise in Eastern European and Middle and Far Eastern languages in this sector.

In **Northern Ireland** language services are well established with the oldest firm established for the last 60 years. The Northern Ireland RLN recognises the importance of providing good advice on the use of language services e.g. translation services, intercultural briefing, language training, interpreting and encourages registration on the national, on-line, quality-assured database, BLIS Professionals, maintained by CILT. The following data on language services was elicited by searching on the BLIS Professionals database.

The table below shows the distribution of providers of language services in the UK based on figures derived from CILT's BLIS Professionals database in July 2004

	England	Wales	Scotland	Northern Ireland	Total UK	Overseas	Overall total
Translation	831	17	40	9	897	62	959
Interpreting	491	9	16	6	522	25	547
Language Training	519	11	22	8	560	40	600
Cultural Consultancy	282	2	13	6	303	20	323

Providers of these language services are categorized as follows:

Type of institution	Number
Agency	19
Company/partnership	174
Freelance	211
Private Educational Institution	38
Public Educational Institution	118 (of these 62 University or College offering HE))

UK Language trainers by type of institution

A small number of these services (11%) are offered by universities or Colleges which offer higher education. CILT is encouraging more universities to advertise their services using the BLIS Professionals database.

BLIS Professionals is one of a suite of signposting services for business provided by CILT. Most universities in the UK offer language courses to the general public either through their Language Centres or through Schools of Continuing Education. At a national level, **BLIS Courses**, a companion service to BLIS Professionals, provides information on language learning opportunities and collaborates with the national service for information on adult learning opportunities, LearnDirect, to provide a portal streaming of language courses, called BLIS Courses.

Cultural Institutes and Embassies also play an important role in developing awareness and knowledge of other cultures and many are active across the UK providing resources centers with lending services, language classes (including cultural courses) at a variety of levels and cultural events. Some such as the Nihongo Centre and the Nihongo Cultural Institute also offer training courses for teachers. Many are based in London but some have branches or networks across the UK for example, the *Institut Français* has branches in London and Edinburgh offering classes to adults. The Alliance Française offers classes across the UK for both children and adults. The *Instituto Cervantes* provides similar facilities to the *Institut Français* at centres in London and Manchester. For German, the *Goethe Institut* has centres in Manchester³, London and Glasgow. The *Italian Cultural Institute* is based in London and offers language classes, library facilities and cultural events. The Italian Institute also collaborates with many university departments in the UK.

³ The **Goethe-Institut** in Manchester ceased the teaching of German language courses in the summer of 2001. Since then, the University of Manchester Language Centre entered into a contract to become a **Prüfungszentrum des Goethe-Instituts** and to deliver German courses to members of the public, leading to Goethe-Institut examinations. See <http://langcent.man.ac.uk/flp/gipz.htm>

1.5.3 Publishing

There is a strong publishing industry in the UK. CILT's information sheet on publishers of language materials⁴ gives a flavour of those active in this area. There is a vast array of material available to support specific commonly taken exams in schools and colleges and also self-study materials aimed at the adult education market. Distributors such as Grant and Cutler and European School Books distribute materials produced by both UK and foreign publishers. In the higher education context, programmes for non-specialist linguists commonly use material designed for an adult education audience but some publishers in recent years have been publishing material tailored to the needs of this audience e.g. the Palgrave Foundations series. There is less published material available for specialist languages degree programmes. Routledge publishes a number of titles directed at this audience e.g. *Savoir faire: an advanced French course* and *Interpreting French: advanced language skills* (also available in German and Spanish). Hodder and Stoughton and the Open University also publish titles for an HE audience. Within specialist programmes, many lecturers tend not to rely so much on published materials but produce their own resources. The Subject Centre's *Materials Bank*⁵ is an on-line initiative designed to encourage higher education staff teaching languages, linguistics or area studies to share their home-grown materials with other teaching staff provided they are free of third-party copyrighted material.

1.5.4 Broadcasting

Subscribers to standard cable and satellite packages in the UK benefit from a range of foreign language channels. Key terrestrial channels such as the BBC and Channel 4 produce high quality language programmes with associated coursebooks and software for language learners. These are commonly backed up with good quality multimedia websites. The BBC's recent decision to cease any further commissioning of television programmes for languages and instead to focus on developing Internet-based materials have been received with regret by the languages community. The extra resource devoted to the development of Internet-based resources is however, most welcome. Indeed, the growth of the Internet has provided unprecedented opportunities for language learning through the exploitation of authentic resources e.g. numerous newspapers, radio stations and TV Channels. The BBC Nations and some regional independent television companies support learners of Welsh, Gaelic and Irish.

4. Mapping of interfaces on the vertical and horizontal axes

1.6 Structures for co-operation in the educational sector and between the different language providers

In this section we will briefly outline the structures in place for co-operation between different language providers with more detailed examples of practice given in section **Fehler! Verweisquelle konnte nicht gefunden werden.**

1.6.1 Ministerial level

Implementation of the National Languages Strategy

The National Languages Strategy was published following the Nuffield Languages Enquiry which reported in 2000 having been set up to better understand the state of language learning in the country and to outline future needs. The Inquiry's work was carried out by a committee of ten members, appointed by the Trustees of the Nuffield Foundation and drawn in equal numbers from languages education and the business world. With respect to languages education there was representation from both schools and the university sector

⁴ See <http://www.cilt.org.uk/infos/rtf/0to25/InformationSheet24.rtf>

⁵ <http://www.lang.ltsn.ac.uk/resources/bankcontents.aspx>

as well as umbrella organisations supporting language teachers across sectors including CILT, the National Centre for Languages and the Association for Language Learning.

In the lead up to the publication of the National Languages Strategy, the DfES in England held sectoral Stakeholder Groups involving representation from the key sectors of education which provided a forum for each sector to advise on policy development. With regard to higher education, this group involved the Chair of the University Council of Modern Languages (UCML). UCML is a lobbying organisation in the UK. It was established in 1993 to represent the interests of modern languages, linguistics, cultural and area studies in higher education and covers England, Scotland, Wales and Northern Ireland. UCML represents modern languages in UK higher education to Government, funding councils, national bodies and at European level.

Kommentar [D2]: Include more detailed references to emerging findings of this project if available in time.

The Language Alliance was set up by UCML and ALL and is a loose coalition of organisations (across and beyond education). The group believes that language has a key role to play in developing a society which is economically productive, socially inclusive, and internationally open-minded. Members of the group include representation from key organisations in the UK including: Independent Schools Modern languages Association (ISMLA), the National Institute of Adult Continuing Education (NIACE), National Association of Language Advisers (NALA), CILT, the National Centre for Languages, National Association for the Teaching of English (NATE), Linguistics Association of Great Britain (LAGB), Committee for Linguistics in Education (CLIE), the BBC, British Chamber of Commerce, Trade Union Congress (TUC), British Academy, and the British Deaf Association. The group aims to raise concerns about the extent to which in England, The National Languages Strategy is addressing the issues involved in transforming our national languages capability with the aim of influencing its future development.

In addition to this, UCML are taking the lead on the implementation of the National Languages Strategy in the higher education context. They are currently undertaking a research project looking at current provision of languages in higher education and recent trends, mapping vocational and professional languages paths in higher education and looking at institutional factors which promote and extend language learning in higher education. The National Languages Strategy will also support collaboration between HEIs and other sectors of education in order to promote languages to children of school age.

1.6.2 Local and regional collaborations between universities

A number of mechanisms have developed to support regional collaboration between universities. These might include more formalized groupings of universities, for example, in the South West of England, an association of higher education institutions has been formed (HERDA-SW). In the Yorkshire and Humber region, an informal grouping including representation of universities and economic development agencies and a range of government stakeholders are in discussion via the Yorkshire and Humber Regional Language Network (RLN YH). The meeting was a discussion of the information needs of all parties and is motivated by is the need to support and promote inward investment and employment opportunities in the region. Yorkshire Forward, the Yorkshire and the Humber Regional Development Agency, has a mission to revitalise the region's economy. In its Regional Economic Strategy it identified the need to collect, monitor and evaluate the language resource in the region. Universities are key to this discussion as they are a major resource bank for language skills in the region both via specialist provision and via non-specialist institution wide language programmes (IWLPs).

1.6.3 *Local and regional collaboration between universities and schools*

In England, the Specialist Schools Trust is the lead body for the Government's specialist schools programme. Specialist Schools which focus on modern languages are known as Language Colleges which are described in section 0. The Specialist Schools Trust recently completed a survey of Language Colleges links with local universities (Specialist Schools Trust, 2004) which showed that from a sample of 30% of the 188 Language Colleges currently operating in England there were a total of 223 different links with universities among the responding schools. On average each school had 4 links though the number of links per school ranged from 1 to 10 per school. Only 6% of these links were non language links i.e. related to another curriculum subject or a generic issue. A total of 58 HEIs were involved in these links with the number of links per HEI averaging at 4 links but ranging from 18 to 1 link per HEI.

1.6.4 *Local and regional collaboration between universities and business*

National Networks such as the Regional Language Networks managed by CILT offer opportunities for university language providers to link up with local business and regional strategic developments.

Universities and colleges provide a whole range of business services and facilities, both big and small, which firms can take advantage of. Key amongst these are science parks and innovation centres, offering long-term residency to hi-tech companies. Firms benefit from full managerial support and a strong link to a local university or college's research centres. These parks are an invaluable incubation centre for both rapid-growth enterprises and innovative divisions of larger companies. Universities and HE colleges may also offer clinical trials, product testing and access to fully equipped laboratories and consultancy services. The Council for Industry and Higher Education (CIHE) was established in 1985 by business leaders and senior academics to help improve the dialogue and mutual understanding between business and academia and to raise general awareness of the key issues of shared concern. Work experience and work placements have become an important facet of student life – specialist linguistics are often sent on placements abroad in industry as well as within the UK – see 1.8 for examples of Graduate apprenticeships in Languages.

1.7 Forms of co-operation Vertical axis: educational system and governmental institutions)⁶

In this section we shall take some of the brief points outlined above and give further exemplification of the types of collaboration which are currently being undertaken.

1.7.1 *Collaborations between universities*

Local and regional

The HERDA-SW introduced in section 1.6.2 was formed to extend the contribution of HE institutions to sustainable regional development and competitiveness and to influence and shape the social and economic agenda of the South West region by appropriate joint action. It works closely with the South West Regional Development Agency but is independent from it. HERDA-SW includes an academic collaboration group for modern languages. The group are currently investigating different forms of collaboration, e.g. the development of collaborative research training and support for postgraduates in modern languages, to develop national representation of regional business language services through the BLIS Professionals database by collaborating with the Regional Language Network South West. The Yorkshire and Humber grouping brought together via the RLN are discussing common concerns about the need for reliable data on the language capacity being built by university provision and are currently considering reliable ways of doing this.

National

At a national level, in the UK we have been experiencing a decline in the number of undergraduates taking honours degrees in modern languages and a corresponding decline in A-level language entries over the same period. It has also been necessary to introduce new teaching methods, new modules and new combinations in degree programmes to attract new types of students. From 1997 – 2000 a testbed for such innovation was provided by the HEFCE Fund for the Development of Teaching and Learning (FDTL) which provided £X of funding for collaborative university-based projects in languages investigating and developing materials to support innovation in the following areas: residence abroad and intercultural learning; independent learning; transferable skills; assessment and staff development.

The momentum of the ethos of collaboration engendered by FDTL was consolidated in 2000 when the Learning and Teaching Support Network was establishing incorporating 24 discipline-specific Subject Centres with a remit to support learning and teaching in higher education: the Subject Centre with responsibility for languages is based at the University of Southampton and covers languages, linguistics and area studies and works in partnership with CILT, the National Centre for Languages as well as other key national associations. The Subject Centre has been instrumental in supporting departments in developing and diversifying their activities with respect to introducing new methods of language teaching, new types of modules, and new degree-programme combinations. A Subject Centre needs analysis survey of the UK HE languages community, has also shown a growing sense of the need for inter-institutional collaboration as a way of addressing present difficulties. The advantages of collaboration include making more efficient and effective use of staff time and other resources, enhancing the quality of student learning, and increasing the attractiveness of programmes for potential applicants. Barriers to this include shortage of the necessary resources, lack of encouragement on the part of institutional management, and a general anxiety about taking major new steps at a time of uncertainty which have meant that the possibilities of inter-institutional collaboration have been exploited much less than they could and should have been (Robey 2001). A major recent initiative to provide much needed resourcing and support in this area has been the UCML/Subject Centre 'Collaboration Programme in Modern Languages in Higher Education' which has been funded by HEFCE through its Restructuring and Collaboration Fund for a period of 3 years between 2001 and 2004. The project aimed to test ten different examples of inter-institutional collaboration and cooperation, which could be applied across other subject areas; to contribute to the maintenance and development of specialist provision of Modern Languages programmes in HEIs in England; to embed successful project outcomes and processes of collaboration as long-term institutional activities and/or resources after the end of the funding period and to help to develop a culture and understanding of inter-institutional collaboration in modern languages. The project comprised a number of different types of collaborative activity: collaborative teaching and resource development on undergraduate honours degrees; developing jointly run postgraduate taught courses; developing models and resources to deliver research training and delivering national resources e.g. a database of research interests in modern languages across the UK. Benefits of collaboration across institutions at a national level cited by projects funded under this programme included: working collaboratively as the only means of achieving the aims of their project; pooling of expertise and the opportunities for wider dissemination through national subject associations in particular languages and national umbrella organisations such as the Subject Centre.

Collaborations between universities: European/international

The European Commission's Socrates Actions are a key means of facilitating co-operation at European level.

The ERASMUS student exchange programme and Leonardo are a vital means of facilitating experience abroad for both specialist and non-specialist linguists seeking study or work experience abroad. ERASMUS Intensive Programmes allow for short projects to bring students together for a short period of study time or support collaborative curriculum development between staff.

The new ERASMUS MUNDUS programme was launched in the UK on 30 April 2004. The programme aims to attract scholars from outside of the European Higher Education Area into Europe and to that end, provides funding for a minimum of three EU countries, EEA countries or accession countries to collaborate on developing Masters level countries. Students on these courses will be required to spend time in at least two of the countries within the consortium offering the degree and degrees will be awarded jointly by the consortium universities. Further funding is available for scholarships for students from 'third countries' from anywhere else in the world (other than the countries eligible to be involved in degree awarding consortia) and Masters programmes funded will need to have initially 10 plus 10 reserve places for 'third country' students. This figure will increase in subsequent years. It is too early to discuss the level of UK involvement in this new programme as details of successful bidders are not yet available but the UK ERASMUS office indicates that responses to the bidding process from within the UK has been very positive.

2000/01		2001/02		2002/03	
STUDENT MOBILITY					
Out	% of Total	Out	% of Total	Out	% of Total
9028	8.2%	8479	7.3%	7957	6.4%
STAFF MOBILITY					
Out	% of Total	Out	% of Total	Out	% of Total
1297	9.0%	1394	8.8%	1345	8.0%

UK Student and academic participation in ERASMUS 2000 - 2003

Kommentar [D3]: ERASMUS figures not to be published in the UK until at least end of September. Please do not distribute.

The table above shows figures for UK Mobility of staff and students within the ERASMUS programme between 2000 and 2003. Student mobility particularly is dropping in recent years. Germany has the highest level of mobility for staff with France having the highest level for student exchanges.

The table below shows the breakdown of UK ERASMUS students by subject of their degree. Not surprisingly, the highest proportion of mobility in the UK is for students of languages with Law and Art and Design occupying the next two highest places. Subjects such as Engineering are surprisingly low down on the list.

Subject Area	2000/01		2001/02		2002/03	
	UK	UK as % of All	UK	UK as % of All	UK	UK as % of All
09 Languages and Philological Sciences	3261	17.0%	3048	15.7%	3021	15.0%
10 Law	803	9.2%	800	9.2%	759	8.6%
03 Art and Design	558	11.9%	542	10.7%	476	8.5%
07 Geography, Geology	122	6.8%	91	4.5%	124	5.6%
14 Social Sciences	709	6.3%	712	6.0%	656	5.2%
04 Business Studies and Management Sciences	1680	7.3%	1618	6.6%	1362	5.1%
13 Natural Sciences	332	7.4%	312	6.8%	241	5.0%
05 Education, Teacher Training	258	6.3%	217	5.1%	193	4.5%
08 Humanities	170	3.9%	145	3.4%	183	3.9%

12 Medical Sciences	232	4.4%	229	4.0%	234	3.8%
16 Other Areas of Study	42	3.7%	38	3.3%	42	3.3%
15 Communication and Information Sciences	101	4.3%	92	3.4%	96	3.0%
11 Mathematics, Informatics	130	4.8%	117	4.1%	97	2.8%
02 Architecture, Urban and Regional Planning	182	4.5%	155	3.7%	114	2.6%
06 Engineering, Technology	419	3.8%	336	2.9%	330	2.5%
01 Agricultural Sciences	29	1.3%	27	1.1%	29	1.2%
Total	9028	8.2%	8479	7.3%	7957	6.4%

ERASMUS Student mobility by degree subject⁷

Further actions of ERASMUS MUNDUS provide opportunities for partnerships with third country institutions to enhance collaboration and increase mobility and develop projects.

TEMPUS involves collaboration which aims to assist academic development in countries such as the Western Balkans, Russia and its former states and the MEDA countries (Syria, Jordan, Morocco etc). TEMPUS projects typically also involve the Ministries of Education in the partner countries and can involve commercial companies. Whilst benefits are generally agreed to be two-way the overall aim is to channel expertise from West to East.

Joint European Projects of 2 to 3 years duration may focus on university administration, management of curriculum. Funding is also available for shorter Structural and Complementary Measures projects as well as Individual Mobility Grants. The latter involve exchanges from East to West.

Of course we should not forget the Thematic Networks of which the current project is an example.

While all of the projects above inevitably bring linguistic and intercultural benefits the Lingua Action of Socrates is specifically for initiatives involving the teaching and learning of modern foreign languages. UK Higher education in its current crisis of recruitment to specialist degrees and in recognition of the need to promote language learning as a worthwhile activity to the general public has involved itself in recent years in a number of successful Lingua 1 projects which have the specific aim of promoting language learning.

The following projects all involve UK universities, two as lead partners. The 'Join the Club' project (www.jointheclub.net) has set up language learning clubs around the UK and in partner countries. The Clubs come in many shapes and sizes: 'Opening the Door' aims to open up languages resource centres to the general public. Some partners have developed independent learning materials for new users. Materials have also been developed to support particular target groups e.g. hearing impaired learners. In the UK the 'ReACTivate' programme was developed as a programme to get learners back into language learning. Many more examples can be found on the project website at www.opendoor2languages.net. The ALLEGRO project aims to bring language learning to disadvantaged and hitherto excluded groups by raising awareness of the importance and accessibility of language learning among agencies working in a variety of community settings. The sub projects of ALLEGRO are designed to be small and manageable but with impact. Example initiatives include: working with adults with mental health problems (France); taster sessions for the long-term unemployed (various languages, France); Spanish for groups of young people with severe learning disabilities in residential care (Germany). All project participants have grown in terms of their learning and experience, not

⁷ Ordered by subject with the highest proportion of student mobility in 2002/2003. Source: UK Socrates ERASMUS Council.

least of all the language learners who have developed self-confidence and self-esteem as well as experience of learning with others. Further details of this project can be found at www.allegro-lingua.net.

Lingua 2 funding supports the development of methods and materials for language learning. New technologies offer universities all over the world the possibility to collaborate in the day-to-day business of language learning. The 'Language Learning in Tandem' project has a tandem Web server at the University of Sheffield and in partner countries across Europe. Language learners wanting to be linking up with e-tandem partners around the world by phone or e-mail register with the Website to be matched with an appropriate partner. The site contains lots of advice for both teachers and students in making the most of e-tandem.

1.7.2 University/school collaborations

University/school collaborations: local and regional collaborations

With respect to University/Language Colleges links, the Specialist Schools Trust survey cited in section 0 (Specialist Schools Trust, 2004) breaks down the type of link between Language Colleges as shown in the table below.

Type of link	1.7.2.1.1.1.1.1 Frequency
Teacher Training (including placements for PGCE, ITT, Associate Teachers, GTP, SCITT, mentoring trainees, contributions to courses, and EFL)	91
Activities and events for pupils (including tasters, visits, presentations, summer schools, masterclasses, Saturday provision, mentoring, shadowing, ACE days, transition courses, applications input and advice, Language Festivals and cultural celebration days)	68
Research and development (including involvement in projects and dissemination)	9
Pathfinder partnerships	6
continuing professional development	8
Specific projects (eg. ATLAS, ERASMUS) also including web support projects	12
Curriculum development (including planning, Key Skills and staffing)	8
Cross-representation on planning groups (e.g. Steering groups or College Management Boards)	4
Languages input for parents/families	1
Information exchange	1

**Table 2 – Types of link between Language Colleges and universities
Source: Specialist Schools Trust (2004, pp28-29)**

Outside of, but not excluding the links with Language Colleges, individual universities are increasingly keen on developing links with schools seeing the importance of such links amongst other things:

- **to boost recruitment by providing marketing opportunities including meeting widening participation targets.** An example of the latter can be found in the 'Languages for Life' project based at Aston University. Based in the university's School of Languages and European Studies, the project aims to raise awareness of the benefits of language learning with support from Aston's Widening Participation funding. Undergraduates act as ambassadors to schools

locally and regionally, where they share their passion for languages with pupils in Years 9 - 12. Similarly, the ATLAS Project (A Taste for Languages at School) brings University College London (UCL) together with nine partner schools in London and the South East. The project aims to arouse an interest in language study and to spur consideration of study opportunities at university, especially ab initio courses in languages not studied at school by developing a website giving an introduction to the culture and language of five less taught languages to 14-19 year olds.

- **enhanced understanding of secondary/university curricular.** The LATCOF (Language Teachers' Consultative Forum) initiated by the University of Manchester provides a forum for secondary, university and further education teachers in the Manchester area to participate in discussion and practical activities to enhance awareness of curriculum and methodology between sectors. Fuller details of the project are given as a case study in Appendix A.
- **links with business.** This example is also linked to the Language Colleges initiatives and reflects the remit of Language Colleges to reach out to their local communities including local business and the university sector. Language Colleges in the West Midlands are offering evening courses in French, Spanish and German at beginner level to help companies become more successful in Europe. The courses are based on materials developed by the Language and Culture for Business Programme at the University of Luton outlined in section 1.8 and will be run in local Language Colleges.

University/school collaborations: national level

On a national level, a number of initiatives have been facilitating collaboration between schools and universities. The Languages Work project⁸, run by CILT with DfES funding is developing materials to present key messages about languages and the world of work. The project is producing a range of materials including a number of factsheets, an activity pack for use in schools, a handbook and other multimedia and promotional resources. Universities have shown a great deal of interest in receiving copies of these factsheets for use in outreach activities such as open days for schools. Higher education is represented on the steering group of this project through UCML and the Subject Centre. A related activity is the Subject Centre's 'Why Study Languages' initiative which aims to encourage staff in higher education to go out to schools to give presentations on the value of languages. The initiative has produced a Powerpoint presentation with presenter notes and is freely available from the Subject Centre website. The first version of the presentation came with a pack of language specific resources and general articles from the press which made the case for languages in different ways. The resource was produced with the support of embassies and cultural institutes in the UK and been very popular particularly since the decision was taken to remove languages from the statutory core curriculum from aged 14.

1.8 Forms of co-operation: horizontal axis - HEI, other providers and governmental institutions

1.8.1 University/business collaborations: local and regional

As part of its response to the independent Nuffield Inquiry report into language needs for the UK for the next 20 years, the DfES contracted with CILT, the National Centre for Languages to develop Regional Networks. The project funds a half-time Officer for each region and nation of the UK. The Regional Development Agencies (RDAs) in four regions to date (North West, North East, Yorkshire and The Humber, South West) have committed financially to the

⁸ See <http://www.cilt.org.uk/languageswork.htm>

development of a regional language strategy, and are investing in a Regional Language Network to act as the catalyst and co-ordination function for that exercise. RDAs in two further regions (South East, West Midlands) are giving funding support and in-kind contributions (e.g. office space) as a first step towards this end. The relationship with CILT Cymru has been strengthened through the co-location of a Wales Officer in Cardiff, to the satisfaction of the Welsh Assembly Government. Language Networks are also being established in Northern Ireland and Scotland. Strategic links with key intermediary and provider partners, such as UK Trade and Investment (formerly Trade Partners UK), British Chambers of Commerce and Industry (BCCI), Learning and Skills Councils (LSCs), Institute of Linguists, Institute of Translation and Interpreting, Business Links, HE, FE, Language Colleges and schools, have been reinforced at national level underpinned by consistent and continuing partnership activity at regional level. In some cases such as the North West, the South West and London, Regional Officers are located within universities which has cemented a strong relationship with the HEI.

At a regional level mechanisms for collaboration exist between universities involving other non HEI regional organizations. In the case of the HERDA-SW (Higher Education Regional Development Association South West and in collaboration with the Regional Language Networks e.g. in the case of the RLN YH, working with the Yorkshire Universities Association.

There are also some interesting examples of collaboration with local business and individual HEIs which occur in a number of contexts.

Firstly, the staple mode of collaboration between local business occurs in the delivery of languages for business by universities. This typically occurs through a Language Centre and courses offered are often tailored to the needs of the particular client and may lead to an accredited qualification.

Many universities providing business language services become members of their local Chambers of Commerce. However, since these university-based services are often seen as being in competition to privately run language services this means of seeking collaborative opportunities is not always fruitful. Professional translation and interpreting services and intercultural briefing may also be offered and in some cases independent learning packages tailored to the business market. Courses in distance learning mode may also be offered. For example, at the University of Luton, The Language and Culture for Business (LCB) has designed business language programmes targeted at Small and Medium sized Enterprises (SMEs) and focused on widening access to learning for learners from rural areas and time challenged business students. One programme teaches business language skills via an inter-active two-way video link. Another, ATLAS is an on-line distance learning programme providing opportunities for independent learning in a networked environment. Over the next two years Luton are running a further two programmes: 'World Class: skills for managers' co-financed by the Learning and Skills Council in Bedfordshire and 'Skills for Trade and Investment' partly funded by ESF in the eastern region except Bedfordshire. Both programmes are delivered face-to-face by weekly classes supplemented by a virtual learning environment. These bring together local universities and FE Colleges in the Eastern region, with materials development and project management being focused at the University of Luton. Both projects are delivered by video-conference link for those SME located in rural areas, whose delegates attend at a local rural learning centre equipped with video-link facilities.

Secondly, in some contexts, employers may collaborate with universities in providing overseas placements or in the case of the Graduate Apprenticeship Scheme provide a placement and mentoring scheme for students. Graduate Apprenticeships (GA) are an initiative that seeks to establish stronger links between HE qualifications and vocational

qualifications. After a trial period, a number of schemes came into being, including one involving the then Languages National Training Organisation (now merged with the center for Information on Language Teaching and Research to form CILT, the National Centre for Languages) and the University of Salford University. In principle, a GA model must demonstrate a collaborative link between an HE institution, an occupational sector and an NVQ standards-setting body. In the CILT/University of Salford collaboration, students of the university followed courses of study in which there was a university-based award, support from the relevant industrial sectors and the support of the LNTO in working towards NVQ language units. The eventual HE award is endorsed as a Graduate Apprenticeship by virtue of the work-related component and award of NVQs.

In one variant, postgraduates following the MA Translation course worked with local translation companies who provided work experience and an element of professional guidance and achieved selected elements of the LNTOs National Standards in Translating. In another, undergraduates followed a dedicated language course leading to NVQ language units (National Language Standards), preparing them for work placements abroad in a number of countries. Part of their NVQ language portfolio was developed in the foreign work context.

A further example of this type of collaboration has potential within the scope of designed Foundation Degrees which are set to be the key vocational qualification offered by universities. and which should include a work-based element. Regional Development agencies and employers will work with universities on their design. It is thought that these qualifications will be the means by which the Government's Widening Participation targets will be met i.e. that 50% of the population will have a higher education experience. City University has been a pioneer in the development of /foundation Degrees in language running a Foundation degree in Public Service Interpreting developed in collaboration with an organization supporting the settlement of asylum seekers and refugees in London, Praxis and the School of Oriental and African Studies.

Thirdly, in recognition of the need to promote language learning to children of school age with the dual outcome of publicizing the university, Leeds Metropolitan University, with funding from the Nuffield Foundation, set up the Business Language Champions Scheme. The scheme aimed to match representatives from local business who were using languages in their work with local schools to visit schools and give presentations with the university acting as a vital broker in the system. The project found that it was very difficult to engage local business in the project and in reality, where business representatives were found to participate in the scheme it was on an individual basis rather than at company level. However, the business representatives that participated were usually at a high level within the company and they were willing to undertake more than one visit.

1.8.2 University/business collaborations: national

The BLIS Jobs⁹ database run by CILT is a national database for employers to advertise vacancies requiring some knowledge of languages, and for people with languages to look for employment possibilities. The resource has been strongly promoted to universities through the Regional Language Networks: it is of particular interest to final year students entering the job market. Potential usage with HEIs include its extension to include a work placements search facility which is currently under consideration.

1.8.3 University/business collaborations: European and International

A key mode of collaboration between universities in the UK and those abroad is work placements for both specialist linguistics and also students of other subjects such as

⁹ See <http://www.blis.org.uk/jobs/index.htm>

construction, engineering, medicine etc who have taken modules for non-specialists in preparation for a work placement abroad sometimes as long as a year. The Leonardo Da Vinci programme is one means by which funding can be found to support the exchange of higher education students on vocational work placements abroad.¹⁰ The Leonardo Programme also funds development projects, for example, De Montfort University recently led a Leonardo funded project to develop language learning materials to support undergraduates in construction management to prepare for work placements abroad. This project worked closely with construction professionals to develop realistic scenarios that a construction manager would need to deal with. The University of Glasgow last year won a European Award for Languages for their intensive language modules designed to prepare medical students for placements abroad.

5. Needs, obstacles, opportunities, measures, facilitating instruments:

1.9 Obstacles and opportunities

Undoubtedly both the key obstacles and the key opportunity for collaboration in languages is the situation of language teaching and learning in the UK. The decline in numbers of students studying specialist languages degrees at university is a major difficulty. Many believe that the removal of languages as a compulsory subject from the core curriculum from age 14 in the UK will exacerbate the problem. On a more optimistic note, the introduction of an entitlement to language learning at primary school may turn the tide by instilling an enthusiasm and confidence for language learning in young learners – effective transition to secondary school will be key to the success of this policy. Opportunities to provide a stimulating curriculum, offering choice and variety at 14-19 are also up for grabs as the 14-19 curriculum in England is being overhauled. CILT has called for increased numbers of learners studying a language 14-19 through innovation in the curriculum which allows combinations of languages with a range of vocational areas as well as routes that allow for specialist language study (CILT 2004) leading to a university degree in modern languages. The supply of specialists need to be assured to safeguard the supply of future school teachers, lecturers and researchers into languages, linguistics and area studies. In turn, collaboration with other sectors of education, business and the wider community on the part of universities is key to the successful development of new programmes and modes of language study at university languages to meet the needs of an increasingly diverse student population.

Another limitations in the development of teaching and learning in the higher education sector is the low status of teaching compared to research, pedagogical research is not highly valued outside of schools of education. The Centres for Excellence in Teaching and Learning will improve this, although the funding for CETLS will be focused on specific institutions rather than more widely distributed across the whole sector; good practice will be disseminated through the sector via the usual channels for networking and collaboration.

1.10 Facilitating instruments

As part of the National Languages Strategy, a National Recognition Scheme is under development which will give people credit for their language skills and form a ladder of recognition from beginner level to a standard which sits alongside existing nationally available qualifications. The scheme, or 'Languages Ladder' is designed to endorse competence in foreign language learning, it will allow learners to progress in one or more of the 4 skills (Listening, Speaking, Reading, Writing) in one or more languages and also offers the opportunity for people to assess their own levels of language competence. Each stage is externally assessed; the 'Can do' statements within each stage can be used for formative assessment and can be endorsed by a teacher or tutor.

¹⁰ See <http://www.leonardo.org.uk>

e.g.: Speaking grade 5: I can give a short prepared talk, on a topic of my choice including expressing simple opinions

The Languages Ladder is made up of 6 stages: Breakthrough, Preliminary, Intermediate, Advanced, Proficiency and Mastery. with each of the first four stages - Breakthrough to Advanced – being made up of 3 smaller 'steps' or grades. The final two stages - Proficiency and Mastery - will be further developed in liaison with the Higher Education sector. A pilot programme will be rolled out this autumn in French, German and Spanish at Breakthrough, Preliminary and Intermediate stages followed by a national rollout at the first 3 stages in eight initial languages: French, German, Italian, Spanish, Chinese, Japanese, Panjabi and Urdu with further languages and levels to follow through to autumn 2008. The scheme is equated to the UK's National Language Standard and the Common European Framework of Reference and can be used alongside the European Languages Portfolio. It is difficult to say how widely used the latter is currently in use in higher education but certainly support for its usage has been given via national conferences and workshops organised by subject associations for languages in the UK. CILT has developed a popular vocational version of the ELP which can be used by adult education and universities, particularly with non-specialist students on institution wide language programmes. The Subject Centre for Languages, Linguistics and Area Studies have also been supporting the use of another version of the ELP designed specifically for undergraduate students by the European-wide network of university Language Centres, Cercles. Small amounts of funding have been made available through the Subject Centre for Colleagues in higher education wishing to develop their usage of versions of the ELP.

The identification of needs for future projects, studies and research is integrated with the recommendations section.

6. Recommendations

1.11 Collaboration with higher education institutions and other key stakeholders at regional level

- more collaboration between universities and other regional stakeholders such as regional development agencies and employers for mutual benefit: this kind of two-way exchange will facilitate course design taking into account regional economic priorities. CILT is currently taking this forward in the north of England through the Regional Language Network initiative. More funding is needed in the longer term to meet these needs
- increase in collaboration between schools, FE, adult education and universities needs to build on the high level of activity already away in a sustainable way. As part of the National Languages strategy, increased funded has been awarded to strengthen the network of regional Comenius Centres which already have a history of regionally-based works with school and providers of Initial Teacher Training, largely based in universities. Stronger links should be forged with colleague engaged in the teaching of languages to undergraduates, both specialist and non-specialist, Additional funding should be made available to support these links, making connections with the work of the Regional Language Networks drawing major stakeholders together;

1.12 Curriculum development

- identification of clear rationales for studying languages at every level from school through to university for both specialist and non-specialist learners. Work is being done on this at university level by the Subject Centre. Future research should link curriculum choices and modes of language study 14-19 to design of provision at university level as the university-bound student population becomes more diverse. Comparative studies of member states should be conducted at European level;
- more precise information is needed on the career paths of graduates with languages. First Destinations on the first jobs of graduate linguistics is available through the Higher

Education Statistics Agency but it would be more interesting to have more longitudinal data which charts career development and the contribution of language skills to that development;

- increased inter-institutional collaboration building on the work of the UCML Collaboration in Modern Languages Programme. Challenges arising from differences in culture and processes as well as inherent competition for students should be addressed;
- set up a project to ensure that the Common European Framework for Language Learning is used as the basis for the description of assessment levels, and for the grades used in all sectors of education;
- encourage greater use of the European Language Portfolio in all sectors of education and document case studies of good practice in its usage including promotion of the purpose of the ELP and CEF levels among employers;
- improve the status of and capacity for pedagogical research through more funding, training and recognition.

1.13 European and international collaboration /staff-student mobility

- encourage more students from other disciplines to take part in ERASMUS and Leonardo Da Vinci programmes and take advantage of university non-specialist language learning provision. Non specialist provision could be further tailored to meet the needs of these students;
- increase student mobility and non-specialist and specialist language learning by selling the benefits of ERASMUS and Leonardo Da Vinci e.g. by promoting employability and Joint Degrees;
- strengthen the world position of UK research and research degrees through participation in ERASMUS MUNDUS.

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8. Glossary

ALL	The Association for Language Learning is a subject association for those involved in teaching modern foreign languages (MFL) at all levels and in all languages.
A level (AS and A2)	Advanced level (A level courses) are two-year courses often taken after GCSE courses. The AS exam can be taken after one year and a qualification equivalent to half an A level obtained at this stage. The remaining year of the course (A2) can then be taken to obtain a full A level. The AS year was introduced to allow students more choice in the first year before choosing to specialise in year 2.
baccalaureate	The baccalaureate is a model that has been discussed as a possible alternative to the current A levels. Like the AS level it is a model designed to provide less early specialisation for pupils. There are many options including the International Baccalaureate and the Welsh model. The latter will take traditional qualifications, such as GCSEs, AS and A levels but will also be assessed on a wider core curriculum, which will include key skills, Welsh culture, Europe and the world, a foreign language module, work-related education and personal and social education.
CILT	The UK National Centre for Languages comprised of the merged Centre for Information on Language Teaching and Research and the Languages National Training Organisation.
Construction Industry Skills Board	CITB-Construction Skills provides assistance in all aspects of recruiting, training and qualifying the construction workforce. They work with partners in industry and government to improve the competitiveness of the industry as a whole.
DfES	Department for Education and Skills
EYL	The European Year of Languages 2001 was a joint Council of Europe and European Commission initiative to promote multilingualism and a greater languages capability across Europe. It was celebrated in 45 countries and co-ordinated in the UK by CILT
FLA	Foreign Language Assistant
GCSE	General Certificate of Secondary Education Examination commonly but not exclusively taken by school pupils at the end of a two-year course between the ages of 14 and 16.
HESA	Higher Education Statistics Agency

Highers	The Higher level examinations of the Scottish Qualifications Certificate (SQC), taken in the fifth and sixth years of secondary education (S5 and S6) at about age 17 or 18, is the target for many school pupils who aim to enter the professions or to go into higher education. There are five levels to Higher and Advanced Higher education; these are access, intermediate 1, intermediate 2, higher and advanced higher.
IWLPs	Institution Wide Language Programmes. A term used in the UK to describe structures that provide opportunities for language learning for non-specialists in post-compulsory education. A wide range of languages at a range of levels are commonly offered.
Key Stages	<p>Primary and secondary education in England, Wales and Northern Ireland is broken up into a series of 'key stages' (KS), the first three years of secondary education, catering for pupils aged 11 to 14 years are known as key stage 3 (KS3) and the remaining two years of compulsory education, catering for pupils aged 14 to 16, are known as key stage 4 (KS4). In primary education, pupils aged 5 to 7 are at key stage 1, pupils aged 7 to 11 are catered for in key stage 2 (KS2).</p> <p>In Scottish primary schools the following divisions are made: P1 to P3 (the infant or early education stage); P4 and P5 (the middle stage); and P6 and P7 (the upper primary stage). In secondary, the first two years (S1 and S2) provide a general education as part of the 5-14 Curriculum; the second two years (S3 and S4) have elements of specialism and of vocational education for all. These two stages culminate in the award of the Scottish Qualifications Certificate (SQC) at Standard Grade though pupils are able to sit this at S3. If pupils choose to continue, upper secondary education is usually organised on the basis of courses leading to certification, so that classes frequently consist of pupils from both years (S5 and S6). Some pupils may leave at age 17 to undertake further education in order to progress to a higher education course and some may proceed directly at age 17 to higher education, if they have already gained sufficient passes in their Higher examinations taken in S5.</p>
Languages National Steering Group	The Languages National Steering Group was set up by the UK government to oversee the development of a strategy for modern foreign languages development in England.
Languages National Training Organisation	In 2003, the LNTO merged with the Centre for Information on Language Teaching and Research (CILT) to form CILT, the National Centre for Languages.

Learning and Skills Councils

In June 1999 the Government published the Learning to Succeed White Paper. This set out plans to modernise and radically reform the management of post-16 education and training in England. Its vision was of a nation:

- in which individuals will achieve their full potential and companies will thrive;
- that can compete with the best, that is well equipped and adaptable enough to secure our economic future;
- that is confident, socially inclusive, with strong families and neighbourhoods, where people can grow and be equipped to play a full part in their community;
- in which creativity, enterprise, and a regard for learning can flourish.

The Learning and Skills Council (LSC) from April 2001 took on the training functions previously performed by the Training and Enterprise Councils (TECs) and the funding responsibilities of the Further Education Funding Council (FEFC).

MFL

Modern Foreign Languages

National Curriculum

The National Curriculum for England sets out the requirements for each subject to be taught at each key stage. The core curriculum refers to those subjects which are a compulsory (English, mathematics and science) together with non-core foundation subjects which include modern languages following the 2003 White Paper, '14-19 opportunity and excellence'. Languages will only be compulsory in key stage 3 (11-14) but will be an entitlement elsewhere in the curriculum. See www.nc.uk.net for further information and for links to the curricula for Scotland, Northern Ireland and Wales.

National Languages Strategy

A National Languages Strategy for England published by the UK government in December 2002.

Nuffield Foundation

A UK charitable trust which makes grants that support research or practical developments that 'advance social well being'. Apart from making grants to other organisations the Foundation runs its own projects and activities.

Nuffield Languages Inquiry

Established in 1998, The Nuffield Languages Inquiry was an independent inquiry funded by the Nuffield Foundation to review the UK's capability in languages. The Inquiry committee consisted of members drawn from language education and the business world. The Inquiry's final report, 'Languages: the next generation', was published in May 2000 and highlights the fundamental issues of policy and provision that need to be addressed if the UK is to meet its linguistic needs for the 21st century. The report argues for an explicit and proactive national agenda to review and develop all aspects of UK capability in languages.

OFSTED	Office for Standards in Education. OFSTED is the English schools inspectorate. The other inspectorates are: Her Majesty's Inspector of Schools, Scotland (HMIS); ESTYN (Wales) and Department of Education Northern Ireland.
PGCE	Postgraduate Certificate in Education: A one year training course combining a taught element with teaching practice open to graduates wishing to enter teaching.
SCHML	Standing Conference of Heads of Modern Languages in Universities
Sector Skills Councils	Sector Skills Councils (SSCs) are independent, UK wide organisations developed by groups of influential employers in industry or business sectors of economic or strategic significance. SSCs are employer-led and actively involve trade unions, professional bodies and other stakeholders in the sector. SSCs are licensed by the Secretary of State for Education and Skills, in consultation with Ministers in Scotland, Wales and Northern Ireland, to tackle the skills and productivity needs of their sector throughout the UK. They are specific to a particular employment sector e.g. construction.
Sector Skills Development Agency (SSDA)	The SSDA has been established to underpin the SSC network and promote effective working between sectors. The Sector Skills Development Agency (SSDA) funds, supports and champions the new UK-wide network of influential employer-led Sector Skills Councils (SSCs).
Subject Centre for Languages, Linguistics and Area Studies	The Subject Centre for Languages, Linguistics and Area Studies is a publicly funded service, providing UK-wide support and services for higher education in Languages, Linguistics and Area Studies. The Centre is one of a network of discipline-specific centres: the Learning and Teaching Support Network.
TTA	The Teacher Training Agency (TTA) are responsible for raising standards in schools in England and Wales by attracting able and committed people to teaching and by improving the quality of teacher training.
UCML	The University Council of Modern Languages is the overarching national organisation which represents the interests of modern languages, linguistics and cultural and area studies in higher education throughout the United Kingdom, and works with corresponding bodies in other countries.