

## Item 9c: Wales Report

### University teaching

Universities in Wales, as with the rest of the UK, have moved to distance learning in the light of the COVID 19 pandemic.

### Routes into Languages Cymru

Routes into Languages Cymru are looking to develop a pack of language teaching resources to be used in primary schools, alongside a guide on how to use the resources to support the new curriculum in Wales. A project post has been advertised, and pilot schools have been identified. Routes' usual business has continued:

- Routes Cymru Language Ambassadors have visited 12 schools to deliver career talks and have attended 2 Careers Fairs.
- Routes Cymru delivered workshops at the CSC Primary Conference and engaged with over 200 primary pupils and 14 schools from the consortium.
- 11 A Level Masterclasses were held at Cardiff, Swansea and Bangor Universities and over 200 A Level students and their teachers attended these invaluable sessions delivered by expert academics.
- 25 Year 12 students from south Wales attended the Modern Language Study Days at the Cardiff School of Modern Languages where they had a taste of new languages, experienced a lecture in Translation Studies and were given an informative session regarding the UCAS application process and advice from Admissions staff from Cardiff and Oxford University.
- The second Pupil Language Ambassador training day for the CSC Consortium was held in February where 40 year 8/9 pupils were trained to become the voice of Modern Languages at their school.

### MFL Student Mentoring Project (Wales, Welsh Government-funded)

#### SCHOOLS

The project has engaged with the following number of schools this year:

Autumn term 2019: year 8/9 mentoring 'face-to-face' with 70 schools: year 11 mentoring with 12 schools

Spring term 2020: year 8/9 mentoring 'face-to-face' with 71 schools : year 10 mentoring with 10 schools

Unfortunately all Award Ceremonies scheduled for March have been cancelled due to Coronavirus.

## EVALUATION

The project has received 2 independent evaluations in last academic year. The key findings from these are as follows:

### 1. Alcantara Communications (2019-2020)

This evaluation was commissioned to track the cumulative impact of the project on pupils in schools which have been involved in the scheme for three years or more, and on mentors who were involved from the start and/or took part in at least two rounds of mentoring.

The key findings are as follows:

- All schools reported that the project had given their pupils a better understanding of the benefits of language skills for their future lives, and that it had made pupils more enthusiastic in their MFL classes.
- Most schools also reported that the project had improved take-up for MFL at GCSE, although there are external factors and fluctuations from year to year which lessen this impact.
- The project has raised the profile of MFL in all but one of the schools and, in the majority of cases, it has also impacted on Senior Leadership Teams' attitudes towards the subject, although there is more that could be done in this area.
- Schools cite a wide range of other impacts, including raising pupils' aspirations to go to university, improved parental attitudes towards MFL, and benefits for pupils' personal development in terms of confidence and taking responsibility for life-decisions.
- The impacts of the project build over time and are highly valued by schools, who would like to see it maintained and its reach scaled up.
- Mentors have gained a wide range of benefits as a result of taking part in the project, including:
  - Acquisition of new skills relevant to future employment
  - Developing their own knowledge and learning
  - Helping them to make decisions about their own career pathways
  - Linking their university experience to the wider society
  - Impacts on their own personal development and confidence
  - Gaining satisfaction at having achieved something worthwhile.
- They have already been able to apply the skills and learning acquired in a range of new contexts and have benefited from new opportunities which have opened up as a result of participation in the scheme.
- They express appreciation for having been able to take part in the scheme and intense awareness of its benefits for pupils.

Full report available here: <http://mflmentoring.co.uk/evaluation-2019-2020/>

### 2. Ondata

The remit of this report was to synthesise data and reporting over the 5 years of the project to date and consider future directions.

Initial key findings:

- Mentors provided a positive role model and were directly able to demonstrate the benefits of studying a modern foreign language, for example the opportunity to travel and work abroad.
- The training and experience provided to mentors will be carried forward into their future careers.
- Teachers reported that mentees built their confidence and resilience around their MFL studies.
- Through participation in the project, schools were given the opportunity to build a partnership with a university and as a result the profile of MFL was raised in the school.
- Teachers feel that impact has increased over time.

- Pupils are more aware of the opportunities MFL offers for their future lives and more confident in their language abilities.
- There were also reported impacts on pupils' aspirations (e.g. a visit to the university was important in encouraging this aspect) and parental awareness.
- Schools are participating in other initiatives to increase awareness of the benefits of MFL, including language clubs and talks from invited speakers.

Full reports to be published shortly.

Liz Wren-Owens, March 2020