


For the future you want

Modern languages in Further Education The case study of Edinburgh College

Dr Caroline Cordier
Curriculum Manager for Modern Languages
Edinburgh College
caroline.cordier@edinburghcollege.ac.uk

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Illustration of key aspects of the report the case study of Edinburgh College

- **Responsiveness of FE sector** to deal with decline in language uptake
- **School-College Partnership** at Edinburgh College to illustrate the idea of a **successful collaboration between secondary and further education**
- **Online delivery** can be a means through which language education can survive and thrive

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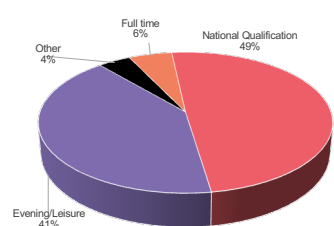

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Modern Languages Department

365 students in 2022/23
8 lecturers (4 FTEs)

Student numbers breakdown


- 20 Full Time Students
SWAP Access to Languages
Hybrid delivery model
- 189 National Qualification Students
Including 110 school pupils: Nat 5 /
Higher / Advanced Higher
French, German, Spanish, Italian
Digital classrooms
- 150 Evening / Leisure Students
BSL 100 and Spanish 50
On campus
- 15 Other courses Students
Including interpreting DPSI and
Spanish DELE
Online delivery



Category	Percentage
National Qualification	49%
Evening/Leisure	41%
Full time	6%
Other	4%

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Access courses as life changing: Possibility of an online national course?

Mohamed

Refugee

International business graduate

Ross

School drop out

Russian, Arabic and French undergraduate at the University of Saint Andrews

Lauren


Crippled by anxiety issues

Successful undergraduate in Persian Studies at Edinburgh University

Mohamed: 3 years after completing his Access course:
"College made me realise that I hadn't put the bar high enough and you helped me aspire to better horizons"

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Colleges as bridges between schools and universities

- Pupils can study with Edinburgh College as part of our School-College partnership
- **Study French, Spanish, German or Italian at level 2 or 3 (Nat 5, Higher or Advanced Higher)** when not possible in their school either because not offered or timetable clash
- Partnership originally conceived for local pupils but **expanded online**

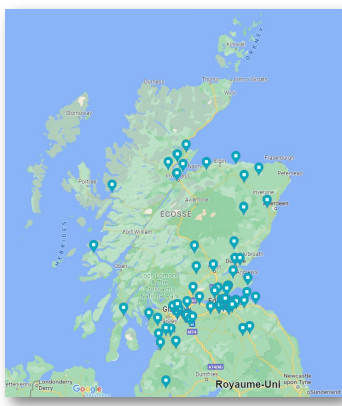
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Collaboration with 110 pupils across 50 schools

- **68% of pupils from schools outside Edinburgh**
- **Highest demand in rural areas:**
 - Lanarkshire (13%), Fife (12%), Highlands (11%), East Lothian (11%)
- FE's active role in avoiding cold spots



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Analysis of recruitment of school pupils per language
(For Nat 5, Higher and Advanced Higher combined = level 2 and 3)

Inverted mirror image of the Scottish trends: e.g. increase for German and Italian i.e. the languages that are declining in Scotland

	2019-20	2022-23	Change	Change Scotland (2019-22)
French	33	40	+21%	-16%
Spanish	36	29	-19%	+0.8%
German	5	24	+480%	-18.8%
Italian	10	17	+70%	-15%

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Analysis of recruitment
Relative proportion per level

Still a very high proportion of AH pupils but increase in relative importance of Higher and National 5 pupils

	2020-21	2022-23
Advanced Higher (Level 3)	49%	41%
Higher (Level 3)	38%	42%
National 5 (Level 2)	13%	17%

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Initial dual model of delivery

Options

- Class Based Model
- Open Learning Model

Description

- Pupils from local schools on campus
- Independent learning on online platform plus short online tutorial

Challenges

- Very time consuming for tiny numbers
- Not inclusive enough, lonely, not viable with increasing demand

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Online digital classrooms

Options

- Class Based
- Open Learning

Online Digital Classrooms

Weekly group classes on Teams alongside guided self-study on the online platform

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Replicating a classroom online
Very good feedback from learners



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Are online learners isolated?

- Regular speaking practice and contact through Teams, Moodle and emails
- Possibility to **meet pupils from other schools**, as well as other College learners who infill our classes too
- Your teacher keeps a virtual eye on you (can see when you last accessed Moodle)
- Possibility of partnership with the schoolteacher if they have retained 1 period with the pupils

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Advantages of online learning:
Promotion of various transferrable skills



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- **Self-motivation** and **organisational skills**
- **IT skills**: finding and uploading information on online platforms, good online etiquette, know how to type accents
- **Learner-focused** = materials for review, recordings to suit individual needs
- ❖ Successful **language** learners, successful **university** learners, successful **lifelong** learners



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The voice of online learners:



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When I found out that it would be taught entirely online, I had been **sceptical** at first.

In fact, online learning ended up being advantageous in that I was able to learn from home, **gaining time from the commute** that otherwise would have been necessary.


A classroom format was replicated by everyone having **their cameras switched on**, which also made **lessons feel more active**, alongside answers or other input from the class being asked for regularly.

Luke (Edinburgh)

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The voice of online learners



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Thanks to the screenshare on Teams, seeing a presentation on your own individual screen was an added benefit.


In terms of the rapport you have with the class, **you still get to know one other quite well** as a result of breakout rooms, and other group or **paired activities** including homework tasks, which **encourage you to communicate** on other channels such as email.

Luke (Edinburgh)

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Does online learning work?



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- High pass rates for NQ courses 2021/22
- **97% pass rate**, 86% of As and Bs
(based on number of students who sat the exam)
- Sarah McArthur, Lansdowne Prize
(Franco-Scottish Society)
awarded to the pupil achieving the highest mark in Scotland for Advanced Higher French



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Challenges of the online
School-College partnership




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- **Logistics puzzle**: Group class time slots decided based on pupils' availabilities, different holiday dates in different local authorities
- Digital classrooms don't suit everyone
- **Limited potential for growth** due to staffing constraints
- **More collaborations** need exploring e.g. online hubs (e.g. Highlands, Tayside)

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Conclusion



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Responsiveness and adaptability

Flexibility, enthusiasm, positive mindset

Urgent need for a more unified approach

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