OWRI Student Language Ambassador Programme

Evaluation report

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Foreword
OWRI and the Ambassadors programme

The **Open World Research Initiative (OWRI)** is a transformational research programme funded by the Arts and Humanities Research Council. Four major interdisciplinary projects have brought together large teams of researchers across a range of languages, each project working with a range of external partners such as museums, charities, NGOs and grassroots organisations. The **Priority Area Leadership Fellow (PALF),** Professor Janice Carruthers (Queen's University, Belfast) has worked across the projects while leading a research project on language policy in the devolved administrations. The four projects are:

Creative Multilingualism
> Principal Investigator: Professor Katrin Kohl, University of Oxford

Cross-Language Dynamics: Reshaping Community
> Principal Investigator: Professor Stephen Hutchings, University of Manchester

Language Acts and Worldmaking
> Principal Investigator: Professor Catherine Boyle, King's College, University of London

Multilingualism: Empowering Individuals, Transforming Societies (MEITS)
> Principal Investigator: Professor Wendy Ayres-Bennett, University of Cambridge

The Ambassadors programme in schools is a cross-project OWRI collaborative initiative, co-ordinated by the PALF, and co-designed and co-funded by the four OWRI projects and the PALF. The programme evaluated in this document was, in practice, rolled out by three of the four OWRI projects and the PALF; it was based in the Universities of Oxford (*Creative Multilingualism*), Manchester (*Cross-Language Dynamics*), Cambridge (*MEITS*) and Queen's Belfast (*PALF*). The fourth OWRI project, *Language Acts and Worldmaking*, has a long-established partnership with the *Routes into Languages London Consortium* (including SOAS, Westminster, King's College London, Queen Mary, UCL, Open University London) and therefore continued to work within this framework, designing a mentoring programme based on the experience of training students for the *Routes London* Student Ambassador programme. The *Language Acts and Worldmaking* mentoring programme differed in several ways from the OWRI programme evaluated here. Although both focused on confidence building and encouraging uptake at A level, the approach of the *Language Acts and Worldmaking* programme centred more on the concept of 'future selves', with students thinking of themselves of linguists, whereas the OWRI Ambassadors programme was designed to support the learning of particular languages at GCSE.

The PALF and the OWRI PIs are extremely grateful to the local co-ordinators who undertook much of the practical work in delivering the Ambassadors programme: Sarah Schechter (Cambridge); Natasha Ryan, Vicky Wright and Vanessa Mar-Molinero (Oxford/Southampton); Yasmin Hussain and Robert Nelson (Manchester/MMU); Ian Collen and Louisa Gibson (Queen's, Belfast). We also wish to thank Dr Teresa Tinsley who has completed this evaluation.

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1. Introduction and key findings

This report was commissioned by the AHRC OWRI Initiative with the objective of providing an evaluation of the success of an Ambassadors programme which ran in the academic year 2019-2020. The primary aim of the programme was to raise the number of students progressing from GCSE to A level in a language across a group of schools in each of four regions of the UK. Pupils undertook either (i) a 'short programme' consisting of two classroom interventions led by the ambassadors (one on Translation and one on Careers with Languages) and a visit to the lead university which included a guided tour in the language, a taster session where they start to learn a language from scratch, and a talk from a member of academic staff on a cultural topic relating to the language they are learning; or (ii) an 'extended programme' consisting of all components of the short programme plus an intensive mentoring programme. While the 'short programme' targeted all pupils in the GCSE classes in question, the 'extended programme' targeted GCSE pupils who had scored themselves as '3' or '4' on a 1-5 scale as to whether they were likely to study a language at A level. On this scale, 1 = definitely will not; 2 = probably will not; 3 = don't know; 4 = probably will; 5 = definitely will.

The report also seeks to identify other benefits besides take up rates, such as a positive impact on pupils' attitudes and aspirations and what student language ambassadors gained by taking part in the scheme.

1.1   Key findings

1. Overall, 14% of pupils who had taken part in the programme (short and extended programmes combined) opted to take a language post-16. This compares very favourably with national progression rates of between 6% and 9% for French, German, and Spanish.[1]
2. The mentoring element was particularly successful: 29% of pupils (40 out of 137) on the extended programme, which included mentoring, opted to take a language at A level.
3. 35% of those taking the extended programme and 20% of those taking the short programme said they were more likely to opt to take a language at A level after taking part.
4. Of those pupils choosing to take a language at A level, around 75% were pupils who had self-rated at the outset as 1, 2, 3, or 4, i.e. they ranged from those who said they definitely would not take a language at A level to those who probably would, but none had taken a firm decision to do so.
5. Amongst the target group of pupils who had rated themselves 3 or 4 at the outset, for whom the programme was designed, 21% chose to take a language. Four out of five of these pupils had taken the extended programme, which included the mentoring element.
6. Pupils on the extended programme rated the mentoring very highly, with 38% judging it 'excellent' and more than half considering it 'good'. More than half rated this the most useful element of the programme, and an equally high proportion rated the help they received from their mentor as 'excellent'. Student ambassadors also judged the mentoring as the most successful element.
7. Pupils who undertook only the short programme rated the university visit as the most positive element of the programme.
8. 45% of pupils overall said they were more aware of opportunities with languages following the programme – 60% who took the extended programme and 40% of those who took the short programme.
9. Feedback from teachers indicates that the mentoring on the extended programme was beneficial to pupils including those who did not opt to take a language.
10. Four out of five student ambassadors rated the programme 7 or more out of 10. They were able to point to a wide variety of benefits for themselves, with several referencing future careers as teachers.

1.2 Description of the programme

The four regions of the UK were located around the four participating universities:

- University of Cambridge (schools in Cambridge, Peterborough, Newmarket)
- University of Manchester, in collaboration with Manchester Metropolitan University (MMU) (schools on the outskirts of the city of Manchester)
- University of Oxford, in collaboration with the University of Southampton (schools in the city of Southampton and on the outskirts of Oxford)
- Queen's University Belfast (schools in towns across Northern Ireland)

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[1] See Appendix 2 for a discussion of this.

Each region worked with a total of 8 GCSE classes in year 11 (corresponding to year 12 in Northern Ireland) across 3, 4 or 5 schools. All schools were state funded.

Each region had 16 ambassadors (though there were small changes to numbers as the scheme progressed) who were mainly final year undergraduates at the lead or partner universities. Ambassadors worked in pairs, each pair working with one GCSE class.

The Ambassadors programme took two forms: a '**short programme**' and an '**extended programme**'. Both included:

- A classroom session, where the ambassadors worked with pupils and their teachers on translation
- A classroom intervention where ambassadors spoke to pupils about the benefits of studying languages and possible career paths
- A visit to the lead university, involving a tour of the university by the ambassadors in the medium of the language; and two sessions delivered by members of staff in the university: one a taster session where pupils sampled learning a new language; and one a sample lecture on a topic of linguistic or cultural interest which was relevant to the language they were studying.

The short programme included only the above components; the extended programme also involved **one-to-two mentoring** of pupils by ambassadors. Mentoring was offered for a total of two hours per pair of pupils (spread over several sessions of 20-30 minutes) by one of the ambassadors who had worked with their class. It involved mainly work on oral skills and was led by the pupils' needs; pupils were asked to identify areas of oral work where they would benefit from the mentor's help. Mentoring took place in person or digitally, according to the school's preference. The process for identifying the mentees, i.e. those who would take the extended programme, is outlined in 1.3. The rationale for having a short and an extended programme was to offer support to all pupils in the classes concerned while giving extra support to those who might consider taking a language at A level but who had not yet decided in favour of doing so.

Ambassadors were recruited through an open call in the lead universities and trained by them, with one additional 'whole group' online session for the entire cohort of ambassadors.

1.3 Implementation of the programme

1.3.1 Key components

The entire programme was given ethical approval in each of the four universities. This addressed questions such as data collection and storage, anonymity of schools and pupils, and safeguarding. All ambassadors were required to undergo the appropriate police checks. All pupils had an anonymous code known only to them and to their teacher. The teacher did not have access to the pupils' responses to any questionnaires, but it was necessary for him/her to know who had been identified for mentoring.

School Baseline survey: this was designed to gather information from schools about the profile of languages, i.e. numbers taking GCSE and A level in recent years. It was completed by the teacher co-ordinating the Ambassadors programme in the school.

Pupil Baseline questionnaire: this was distributed online via a link to all pupils before the programme began. Pupils were asked to rate the probability of taking a language at A level on a scale of 1-5, with 1 representing 'definitely no', 5 representing 'definitely yes'.

Pupil Exit questionnaire SP (Short Programme): those completing the short programme only were asked to complete an exit questionnaire containing questions on the success of the components in the programme and a second rating on the 1-5 point scale of the probability of taking a language at A level.

Pupil Exit questionnaire EP (Extended Programme): those completing the extended programme including mentoring were asked to complete the same exit questionnaire as those on the short programme, plus additional questions on their experiences of the extended programme.

School feedback form: this was collected from teachers once the options process had been completed, asking them to report on pupils' actual choices on taking A level in a language, adding their own commentary where appropriate.

Ambassador questionnaire: this was completed by the ambassadors at the end of the extended programme, seeking their views on the strengths and weaknesses of the programme from their perspective as well as any benefits they felt the programme had for them.

Identification of mentees taking the extended programme was based on returns from the baseline questionnaire. Priority was given to pupils who responded 4 and 3 in their assessment of whether they would take a language at A level, in other words, to those who responded 'probably will' (4) or 'don't know' (3). Pupils responding with a 5 ('definitely will') were not mentored on the basis that they were already convinced; similarly, the aim was not to mentor 1s and 2s as they were unlikely to opt into a language. First priority for mentoring was therefore given to 4s, then 3s, then 2s and then 1s, up to a maximum of 4 pupils per mentor in each school (so typically 2 GCSE classes were supported by 4 mentors in pairs of 2; and out of the 2 classes 16 pupils were mentored). The target category was the 4s and 3s and in 71% of cases, these were the pupils who were mentored. Only where there were more pupils than places for mentoring (e.g. the '3' or '2' category in some cases), was the teacher's help sought in identifying those who might benefit most in terms of the possibility of them opting into A level.

1.3.2 Impact of Covid 19 and other implementation challenges

General: The programme ran from June 2019 through until March 2020. The precise timings of the various activities in the short programme (classroom sessions with pupils and visit to the university) required some flexibility due to the constraints within different schools and the academic year in different systems, both for schools and universities. The earliest start was in June 2019 (at the end of year 10 in England) and the latest finish for the short programme was December 2019. It was agreed that mentoring would always begin after the end of the short programme, with the aim of completing the extended programme before A level choices were made by the pupils, i.e. around March/early April 2020.

Covid-19 and lockdown: These timings, and therefore the number of participating pupils, were negatively impacted by events, notably the Covid 19 lockdown from March 2020. The possibility of completing mentoring where it was still running diminished dramatically from early March and stopped completely from mid-March. Completion of the exit questionnaires for the extended programme required teachers to contact pupils at a distance and the final school feedback

questionnaires needed to be returned after the pupils' A level choices were made. Both of these proved highly problematic as, by mid-March, schools were closed. In addition, many teachers were difficult to reach from early March, not least because they had to prioritise supporting pupils in both academic and other ways, especially in the case of schools with high levels of FSM (Free School Meals), which organisers were keen to involve in the programme. One of the Oxford schools was unable to organise the mentoring at all and therefore there were no pupils on the extended programme in that school. Due to these difficulties, three schools, two in Manchester and one in Oxford, were unable to supply a feedback form with information on pupils' actual A level choices. In practice, therefore, many more young people benefited from the programme, both short and extended, than are represented in the evaluation. The numbers set out below represent only those for whom evaluation data exists, which is between half and two thirds of those who participated, depending on the data used for the various calculations made.

1.4 Context in participating schools

1.4.1 Characteristics by cluster

The 15 schools which took part in the programme represented a range of different circumstances. Their characteristics by cluster are set out below. Each region ensured that at least one school with a high Free School Meals eligibility percentage was included and, in some regions, there was more than one. Although the percentages of multilingual or EAL pupils were not take into account in the selection of schools, this emerged as something teachers frequently commented upon in the School Baseline Survey. This information is therefore included where available.

Cambridge Five schools were involved because one of the schools originally recruited had been reduced to teaching only one GCSE class and it was necessary therefore involve a class from a fifth school. The five schools were located in three towns: Cambridge, Newmarket, and Peterborough. All were state funded, all non-selective and mixed gender, serving their local communities. Three of the schools – both Peterborough schools and one in Cambridge – were in areas of high deprivation with above average numbers of pupils eligible for Free School Meals – as many as 47.3% in one case (England average in 2018-2019 = 27.7%). In the two schools in Peterborough, more than half of pupils were classed as having English as an Additional Language.

Northern Ireland Four schools were involved in four different towns (two in County Armagh, one in County Derry, and one in County Antrim), serving the towns in question and the rural hinterland. All were state funded, two were selective and two non-selective. All were mixed gender. One of the two non-selective schools had a Free School Meals eligibility percentage that was above average at 37% (the NI average in 2018-2019 was 30.8%); the other three schools were below average. Three schools taught ages 11-18, with one serving the 14-18 age-group only. None of the four had high rates of pupils with English as an Additional Language.

Manchester Three schools were involved, all situated on the outskirts of Manchester. All three were state-funded and non-selective. Two were mixed gender and one was girls only. All three schools had Free School Meals eligibility percentages that were above average, rising to 66.4% in one case and 43.7% in another. All three had very high percentages of pupils with English as an Additional Language (including one over 75% and one over 90%).

Oxford/Southampton There were three schools in this cluster, one on the outskirts of Oxford, the other two in Southampton. All three were state-funded, non-selective and mixed gender. Two

schools were for ages 11-18 and one was 11- 16. The school on the outskirts of Oxford had below average numbers of pupils eligible for Free School Meals and with English as an Additional Language. Of the schools in Southampton, one had above average rates of eligibility for Free School Meals and very high numbers of pupils with English as an Additional Language. The other was slightly below average on both these measures.

1.4.2 Teachers' appraisal of the situation for languages

In comments about the context for languages in their schools, teachers made the following points:

As a department, we are trying really hard to promote languages as a GCSE option and beyond.

Numbers at GCSE have gone down in this third year of languages being completely optional.

We used to host a promotion of languages event for Year 10 pupils and brought potential A level students to the event but due to restrictions on cover we are no longer able to offer this event and we have seen a decrease in uptake for the subject. Also, languages are no longer compulsory at GCSE level and due to competition with other subjects we have seen a decline.

This is the first year that French is no longer taught, even at Key Stage 3. There has not been the demand for 2 languages at A level, therefore we thought it would be of more benefit to the students to focus on the one at Key Stage 3 and try to work and focus on getting a Spanish A level class.

Most teachers expressed concern about the situation of languages post 16 in their schools:

However, at A level many pupils opt for science subjects over languages because they are interested in pursuing a career in STEM.

A definite decrease, more of a tendency to drop in A2 to focus on other subjects

We had pupils that wished to do AS French this year but due to small numbers at subject choice stage it was decided that only one language could run at AS and Spanish was chosen.

The one school in Northern Ireland offering Irish reported that numbers were healthy, with their current AS group the largest in the history of the school.

Eight schools reported that they were taking other measures to promote language uptake. These included language clubs, exchanges, and the promotion of opportunities with languages in class time and/or on the European Day of Languages. Schools also pointed to previous involvement with the university sector in promoting languages:

We have a big languages week every year in September where students have talks from universities about the benefits of studying languages and from employers who talk about how languages have helped their careers.

We have university students teaching pupils in the school and also host a yearly languages day linking with careers.

Commenting on their motivations in taking part in the scheme, teachers wrote:

Sounds like a brilliant opportunity to boost student motivation before their exams and to promote the joys and benefits of continuing the study of languages in the future.

The aims were part of our improvement plan: improving GCSE performance and the intake at A Level.

Multilingual pupils and language study

In the baseline survey completed by teachers, those with high proportions of EAL pupils commented on the benefits of this for the study of other languages and none said that this was a drawback:

52% of the school cohort is EAL, with many for whom English is their third or fourth language. These students tend to make good progress in languages and uptake is good at GCSE.

Our school is a very particular place, as around a 70% of our students are EAL and new arrivals to the country. We believe this rises the profile of languages, and we get more engagement. Our students see very clearly why languages are important.

1.5 Aims of the evaluation exercise

The primary aim of the research undertaken for this evaluation report was to assess how successful the programme was in encouraging progression from GCSE to A level in a modern language.

In 2020, the number of pupils taking an A level in French was 7% of the number who took GCSE two years earlier. Progression rates for German were 6% and for Spanish 9%. However, Irish has a higher progression rate of 16%. This is a national benchmark against which the programme's core objective has been judged.[2] We evaluate in particular the success of the programme with the pupils self-reporting as 3 or 4 on the baseline questionnaire, since the programme has a particular focus on this group. We look particularly at the relative success of the different components of the programme as perceived by the pupils.

Beyond the focussed objective of increasing progression to A level, the evaluation exercise also sought to identify additional positive impacts of the programme (as identified by pupils, teachers, and ambassadors). These include the impact on attitudes and aspirations among the target group of participants as well as benefits gained by the student language ambassadors contributing to the scheme.

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[2] See Appendix 3 for further discussion and a breakdown of figures.

2 Evaluation methodology

2.1 Evaluation plan

The core focus was on collecting 'before and after' data on pupils' attitudes and intentions. All pupils completed a baseline survey before the intervention started in which they were asked to rate the likelihood of them taking a language to A/AS level (or, in one school, taking the International Baccalaureate). These results were transferred to teachers who used them firstly, to identify pupils in the 4 and 3 categories, i.e. those who said they would probably take a language at A level or had not yet decided. This process filled 71% of places on the extended programme. Any remaining mentoring places on the extended programme were allocated to 2s and exceptionally 1s by agreement with teachers, taking into account their perspective on pupils they felt might consider an A level despite their response of 1 or 2.

In view of the time and resources available to undertake the evaluation, the decision was made to collect data electronically via online surveys. Pupils used anonymous codes for all questionnaires. Teachers were able to match pupils to the codes in order to facilitate communication with the pupils who had been identified for mentoring and to facilitate teachers reporting back in the School feedback form on pupils' actual A level choices.

2.2 Data collected

Table 1 overleaf sets out the data collected which has been analysed in this report. NB The number of valid exit surveys are not an indication of the number that took part. Table 2 sets out the number of responses from student ambassadors in each cluster.

Table 1: summary of data gathered from schools

Cluster/school	School baseline survey	Valid baseline pupil surveys	Valid pupil exit surveys (short programme only)	Valid pupil exit surveys (extended programme)	Total valid exit surveys	School feedback forms
Cambridge school 1	y	25	12	6	18	y
Cambridge school 2	x	43	19	6	25	y
Cambridge school 3	y	58	50	18	68	y
Cambridge school 4	y	14	3	1	4	y
Cambridge school 5	y	63	24	7	31	y
CAMBRIDGE CLUSTER TOTAL	**4**	**203**	**108**	**38**	**146**	**5**
Manchester school 1	y	29	12	8	20	y
Manchester school 2	y	74	70	0	70	x
Manchester school 3	x	24	5	1	6	x
MANCHESTER CLUSTER TOTAL	**2**	**127**	**87**	**9**	**96**	**1**
NI school 1	y	38	18	11	29	y
NI school 2	y	43	27	15	42	y
NI school 3	y	43	27	10	37	y
NI school 4	y	39	20	4	24	y
NORTHERN IRELAND CLUSTER TOTAL	**4**	**163**	**92**	**40**	**132**	**4**
Oxford/So'ton school 1	y	21	8	5	13	y
Oxford/So'ton school 2	y	50	0	0	0	x
Oxford/So'ton school 3	y	33	10	0	10	y
OXFORD/SO'TON CLUSTER TOTAL	**3**	**106**	**18**	**5**	**23**	**2**
Grand Total	**13**	**597**	**305**	**92**	**397**	**12**

Table 2: survey responses from student ambassadors, by university

University cluster	Valid responses
Cambridge	15
Manchester	13
Northern Ireland	15
Oxford/Southampton	11
Total	**54**

2.5 Limitations

Capacity for fully evaluating the scheme was limited by a number of factors which should be taken into account in considering this report:

- Interruptions due to the Covid-19 crisis which impacted differently in different schools and in different universities. See 1.3.2 above.

- A shortfall in responses from some schools (both pupil and teacher) and a shortfall in the 'matchability' of pupils' before and after responses. The multiple reasons for this are set out in Appendix 1.
- Multi-variance in school contexts (see section 1.4 above). This rules out drawing any conclusions based on variables such as location, pupil profiles, or inspection rating.
- Relatively low numbers of pupils taking part in some elements of the scheme in some regions (notably several of the schools in the Manchester and Oxford/Southampton clusters), meaning that further breakdowns by cluster/school make statistical analysis difficult or impossible.

Further reflection on the evaluation process is contained in Appendix 1.

3   Findings on uptake

This section, which is based on feedback from schools on pupils' A and AS level choices, considers the extent to which the programme met its core objective of stimulating progression to post-16 language learning.

3.1. Pupils choosing to take a language by original intentions

This section is based on teacher feedback at the end of the programme compared with pupils' original intentions as expressed in the baseline survey.

We have baseline questionnaires from 445 pupils for whom we also have a school feedback form at the end of the programme that allows us to calculate uptake relative to stated intention in the baseline questionnaire. In the baseline survey, pupils were asked to indicate, on a 5-point scale, how likely it was that they would take a language to AS/A Level (or undertake the International Baccalaureate, in which a modern language forms an integral part). These indications were matched with their actual choices as reported by teachers (Table 3). In this section we are only using data relating to these 445 pupils.

Of the 445 pupils, 40 (8.9%) had indicated a definite intention to take a language, rating their intention '5' in the baseline survey.

When these 445 pupils made their actual choices following the intervention, 63 (14%) had signed up to do so. Of these, more than half (36) were pupils in the target group of 3s and 4s, and 12 were pupils who, before the intervention, had rated their likelihood of taking a language as 1 or 2. The remaining 15 had rated themselves as 5 in the baseline questionnaire.

It is notable that of the 40 pupils who had originally indicated their definite intention to take a language, only 15 did so, suggesting that pupils' intentions are very volatile in their final year of GCSE and that even those who appear to have a definite intention to take a language may require extra encouragement.

Full details of the numbers and percentages of pupils choosing to take a language compared to their baseline intentions and broken down by cluster are given in the Statistical Appendix (Tables SA2, SA3, SA4 and SA5). Table 3 overleaf gives a sense of the success of the programme overall without distinguishing between the short and extended versions. It analyses actual uptake (from the school feedback questionnaire) against the baseline intentions of pupils in the baseline questionnaire. It does not separate out those who took the short and extended programmes.

Table 3: Pupils choosing to take a language following the programme (teacher feedback) compared to stated baseline intentions

Baseline intentions on taking a language to AS/AL/IB		Actual choices following the programme	
	Total pupils	Number opting to take language	Percent[3]
1s and 2s – Definitely or probably will not	234 (52.1%)	12	5.1%
3s and 4s – Don't know/probably will	171 (38.1%)	36	21%
5 – Definitely will	40 (8.9%)	15	38%★
Total all pupils	**445**	**63**	**14%**

Base = 445 (excludes pupils from 3 schools not able to supply take-up data and 4 pupils whose rating was left blank)

3.2 By participation in the extended programme

This section is also based on the teacher feedback compared to pupils' original intentions as expressed in the baseline survey.

The extended programme, with its mentoring element, was intended to provide an extra level of incentive for pupils originally indicating that there were undecided (3s) or only 'probably' thinking of taking a language (4s). As noted above, although 4s and 3s do dominate the numbers, as planned, where spaces where available in given schools after the 4s and 3s had been identified, some 2s and even 1s were included. Two pupils who had self-evaluated as 5 were included in the mentoring due to a strong recommendation from teachers to the local coordinator: this was not part of the plan for the programme and therefore they have been removed from some of the analysis below.

Because of timing difficulties and the Coronavirus lockdown, no mentoring took place in one of the schools in the Oxford/Southampton cluster.

Of the 137 pupils who took part in the extended programme that included the mentoring element, 40 chose to take a language, a success rate of 29.2%. This is a particularly encouraging figure, since these pupils had not definitively decided to take a language at A level.

The profile of the 63 pupils who opted to take a language at A level (by baseline category and whether they completed the short or extended programme) is as follows:

Table 4: Baseline intentions of pupils who chose to take a language, by participation in the extended programme

Baseline intention	Short programme only	Extended programme	All
1s & 2s – Definitely/Probably will not	3	9	12
3s& 4s - Don't know/Probably will	7	29	36
5s -Definitely will	13	2	15
Total all choices	23	40	63

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[3] Starred percentages are derived from a base of less than 100 and should be treated as indicative only

These figures demonstrate the positive impact of the mentoring component of the extended programme on the 3s and 4s, and to some extent on the 1s and 2s.

Impact of the extended programme by cluster

The table below shows the outcomes of the extended programme by cluster:

Table 5: Outcomes from the extended programme, by cluster

	Participants in extended programme	Extended programme pupils choosing a language
Cambridge	56	23
Manchester	23	4
NI	54	12
Oxford	4	1
Total	**137**	**40 = 29.2%**

There were two pupils who had originally given their intentions as 'definitely will' (5) but whom the teacher judged were in danger of changing their mind. These chose to take a language and are included in the 40 above. If we exclude them from the data on the grounds that the mentoring was not designed to include pupils who had already decided to take a language, the positive impact reduces to 28.14%.

Whether we take the 29.2% figure or the 28.14% figure, both indicate a positive impact from the mentoring.

It is also significant that only 38% of the pupils who had originally indicated that they would 'definitely' take a language (5s) actually ended up doing so (see Table 3 above). In terms of 'lessons learnt', this suggests that any future schemes need to incorporate the 5s in order to secure as many of them as possible as A level pupils.

We have no way of knowing whether the pupils who benefited from the mentoring would have moved anyway from their baseline position (whether 1, 2, 3 or 4); we only have figures for their baseline intention and their final decisions. However, the healthy percentage of mentored pupils opting into A level, and the difference between taking part in the extended programme as opposed to the short programme only, as shown in Table 4 above, would suggest that the outcome of the mentoring was very positive. Other sources of evidence discussed below provide further indications on the difference that the mentoring element made.

4 Pupil perspectives

This section provides data on pupils' stated intentions and attitudes towards language study based on the online exit survey completed at the end of the programme.

4.1 Impact on intentions

A question in the exit survey asked whether, after taking part in the programme, pupils were more likely to consider taking a language at A level. Where pupils had participated in the extended programme (mentoring element), they were more likely to report that they were considering taking a language to A level: 35% of mentored pupils said this compared to 20% of unmentored pupils (Figure 1). Similarly, 10% of pupils who took only the short course (without the mentoring) said that they were less likely to consider taking a language to A level but for pupils who took part in the mentoring this proportion dropped to 5%. This is an indication that the mentoring element had an impact over and beyond the rest of the scheme.

In total, 8% said they were less likely to consider taking a language following the programme. However, there were no comments shedding further light on the reasons, except this:

I don't want to take A level Spanish or any other language as I can't speak it fluently and well enough.

The chart below shows how the positive change in intentions is evident across the group of participants and is particularly clear amongst those who participated in the extended programme with its mentoring element:

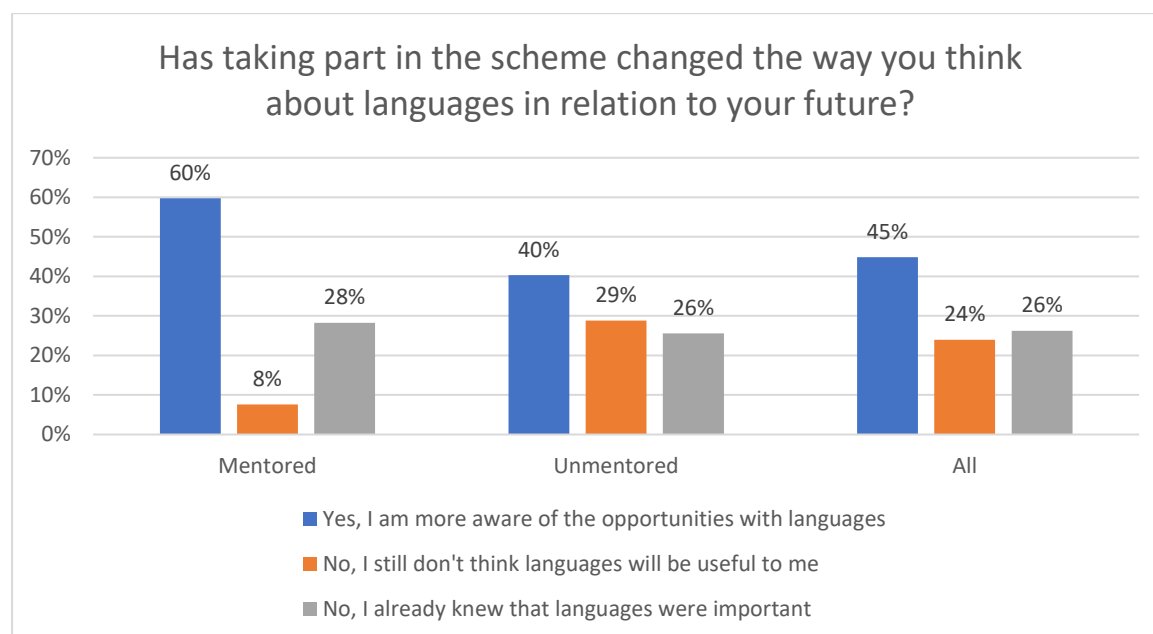**Figure 1: Changes in intentions by participation in the extended programme**
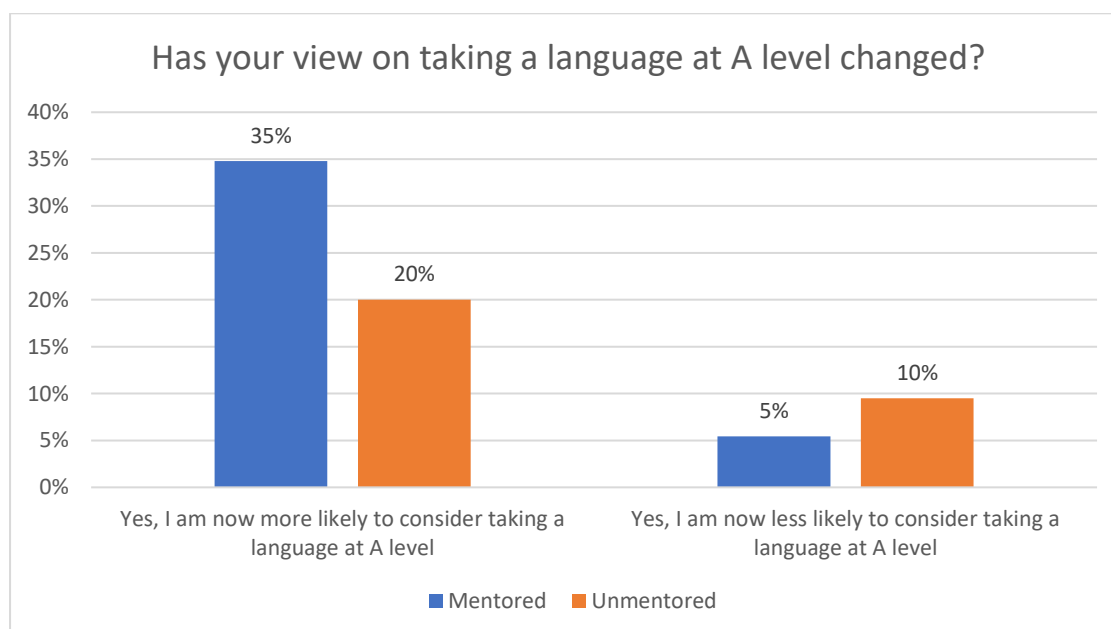
Base = 397, of whom 92 participated in the extended programme

4.2 Impact on attitudes

Pupils were also asked whether taking part in the programme had changed the way they think about languages in relation to their future. Forty-five per cent said that they were more aware of the opportunities with languages, rising to 60% of pupils who participated in the extended programme, while around a quarter (26%) said that they already knew that languages were important.

Figure 2: Changes in attitudes, by participation in the extended programme

Has taking part in the scheme changed the way you think about languages in relation to your future?

Legend:
- Yes, I am more aware of the opportunities with languages
- No, I still don't think languages will be useful to me
- No, I already knew that languages were important

Mentored: 60%, 8%, 28%
Unmentored: 40%, 29%, 26%
All: 45%, 24%, 26%

Base = 397 of which 92 participated in the extended programme. 20 responses were blank or 'other'.

Notwithstanding the targeted nature of the identification of pupils to take part in the extended programme, these findings indicate that the mentoring element stimulated interest in language learning over and beyond the elements of the programme offered to all pupils. Evidence from other sources, set out below, confirms this.

5 Pupil responses to the different elements of the programme

This section presents further data from the pupil exit survey on their experiences of taking part in the programme.

5.1 Elements of the short programme experienced by all pupils

When pupils were asked how much they learnt/got out of different elements of the scheme, the university visit received the most positive ratings:

Fig. 3: How pupils rated different elements of the short programme (all pupils)
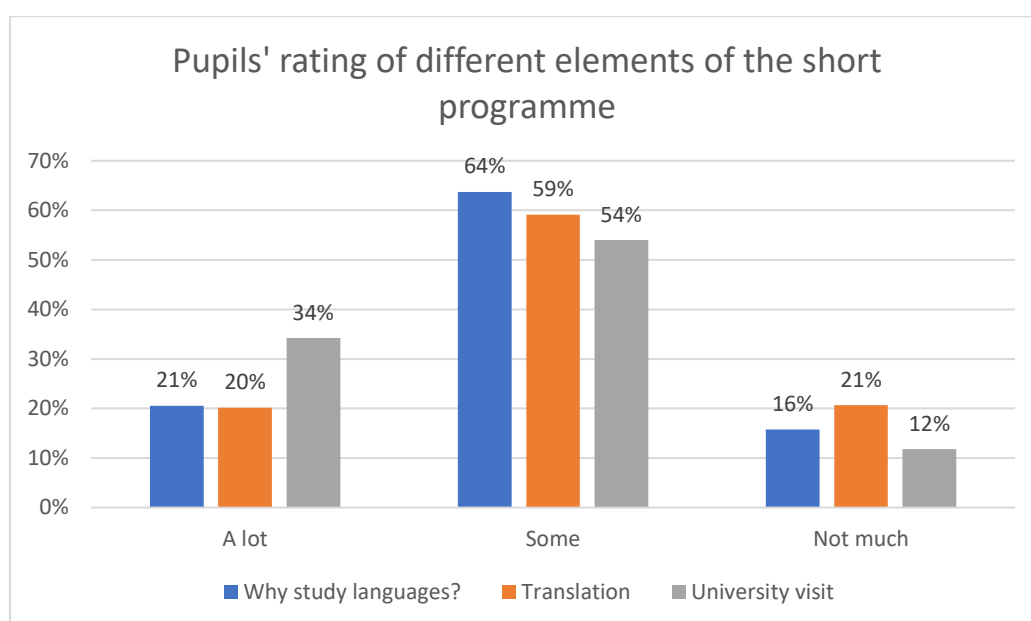
Base: Why study languages 375, Translation 372, University visit, 339. Figures include all pupils.

Those pupils who participated in the extended programme tended to be more enthusiastic about each of the other elements of the programme with a smaller proportion reporting that they had gained little. However, it is to be noted that a slightly higher proportion of pupils taking the short programme said they had gained 'a lot' from the 'Why study languages' session, possibly because the information was newer to them:

Table 6: Responses to the different elements by participation in the short or extended programme

	Why study languages?		Translation		University visit	
	Short	*Extended*	*Short*	*Extended*	*Short*	*Extended*
A lot	21%	20%	18%	27%	32%	40%
Some	61%	72%	59%	61%	55%	51%
Not much	18%	8%	23%	12%	13%	9%

The responses to the different elements by cluster, which tend to follow similar patterns, are shown in the Statistical Appendix (Tables SA6, SA7, and SA8).

Pupils were asked to comment in their own words about what was most useful about each of these sessions:

Why study languages?

I got to talk to the university students about university life which I found interesting.

Learning vocab about the environment

It was interesting to learn about another countries culture from someone who had the opportunity to experience it first-hand.

I got to understand how Spanish is useful in our society.

Nothing for me as I've spent a lot of time at the university before doing why study further education as part of their gifted and talented programme. As a result of this I've had the study languages and other degrees speech many times

Session on Translation

I translated a much more difficult translation so I feel like I learnt more

The session was fun and creative

I learnt how to interpret the meaning unknown words and phrases

I found that the way that the German language shmushes long words together is funny and I learnt some words for things that there aren't in English like the smell of new cars

University visit

How everything looked, I remember being really inspired to push myself

The beginners' taster class for Portuguese, it was really fun, and I learnt quite a bit. The teacher made everyone feel engaged and I would go again

The library and exhibition on votes for women and suffrage, which I found memorable and inspiring.

Learning Russian

The size of the university and variety of facilities

The science building and the lecture on Don Quijote de la Mancha

When asked which activity they got most from on the university visit, the guided tour of the university came out most popular, irrespective of whether pupils participated in the extended programme or not, whilst a higher proportion of short course participants reported getting most from the beginners/taster session.

Fig. 4: Preferred elements of the university visit by participation in the extended programme (mentored versus unmentored)
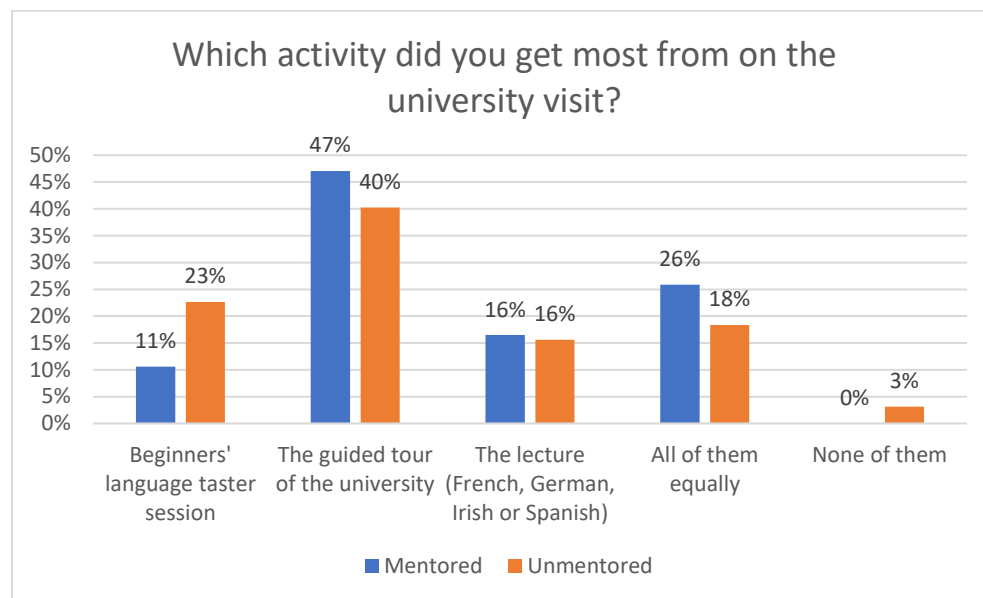

5.2 The mentoring element

This section presents findings from pupils who took part in the extended programme who responded to a separate set of questions about the mentoring.

These pupils rated their experience of taking part in the mentoring very highly, with 38% judging it 'excellent', and more than half considering it 'good':

Fig. 5: Pupils' rating of their experience of taking part in the mentoring
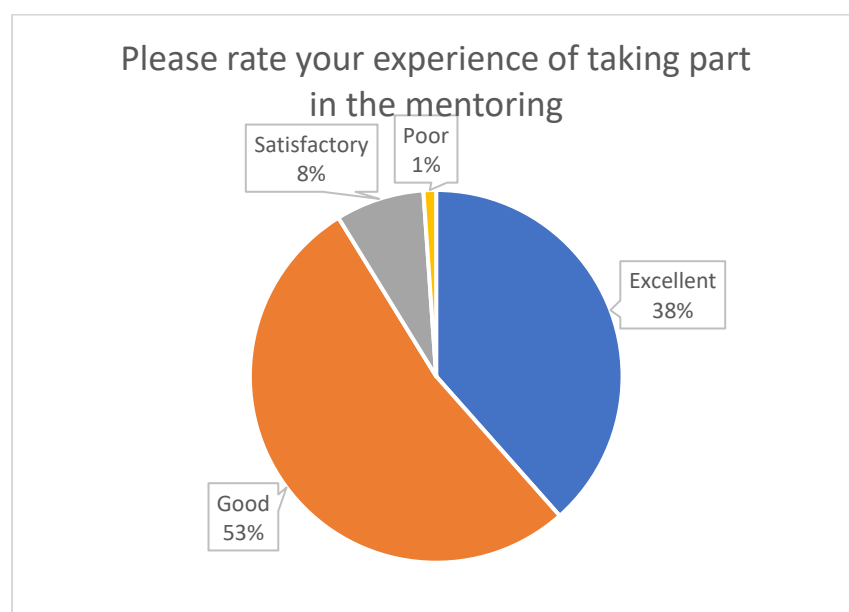
Base = 91 ★, of which Cambridge 38, Manchester 8, Northern Ireland 40, and Oxford/Southampton 5. A breakdown of responses by cluster appears in the Statistical Appendix, Table SA11.

Pupils also rated the help they received from their mentor very highly, with more than half considering it 'excellent' and a further third judging it 'good'. None judged it poor.

Fig. 6: Pupils' rating of the help received from their mentor

Please rate the help you received from you mentor

- Satisfactory 9%
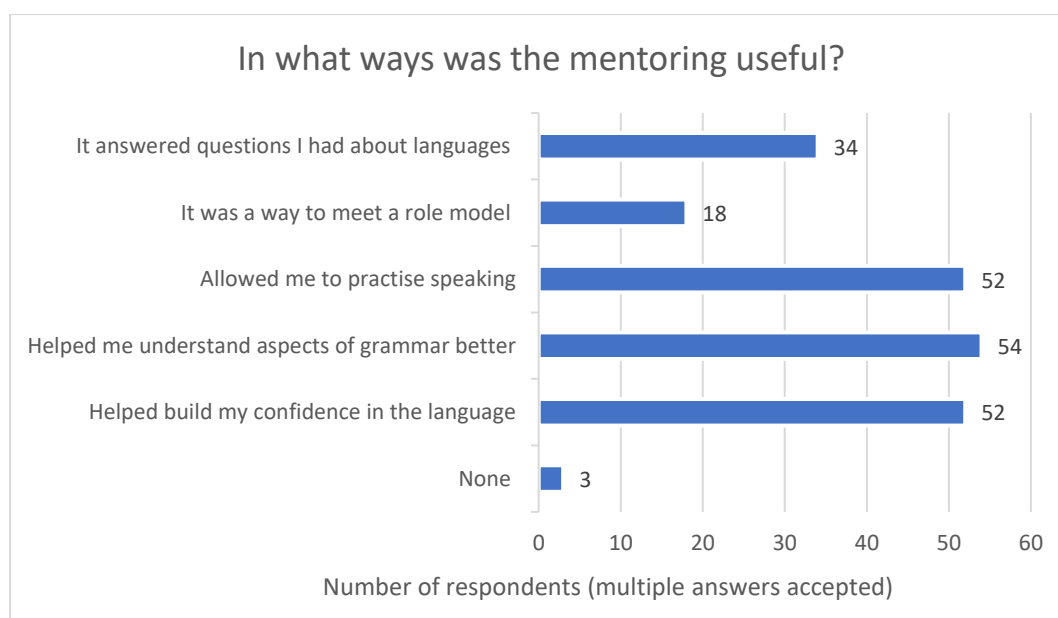- Poor 0%
- Good 34%
- Excellent 57%
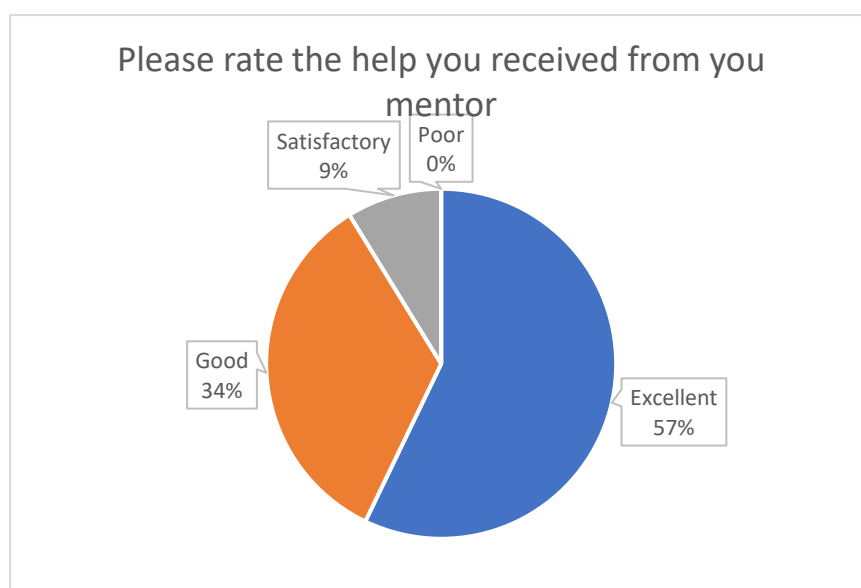
Base = 91 ★, of which Cambridge 38, Manchester 8, Northern Ireland 40 and Oxford/Southampton 5.

The breakdown of responses by cluster appears in the Statistical Appendix, Table SA12.

More than half of mentored pupils in each case judged that the experience had allowed them to practise speaking, to understand aspects of grammar better, and to build confidence in the language. A smaller number of pupils (around one in five) said that the mentoring had enabled them to meet a role model. Only three pupils said that the mentoring was not useful in any of these ways, but without leaving any further comment.

Fig. 7: Pupils' perceptions on the usefulness of the mentoring

In what ways was the mentoring useful?

- It answered questions I had about languages: 34
- It was a way to meet a role model: 18
- Allowed me to practise speaking: 52
- Helped me understand aspects of grammar better: 54
- Helped build my confidence in the language: 52
- None: 3

Number of respondents (multiple answers accepted)

Base = 91 ★, of which Cambridge 38, Manchester 8, Northern Ireland 40, and Oxford/Southampton 5

When asked which were the most useful aspects of the mentoring, typical comments included:

Talking with someone who has done their GCSE's nearer the time we have

Being able to talk to your mentor about any concerns or questions was really helpful

Discussing the differences between passé composé and the imperfect tense

Being able to be more confident with my speaking as there was not too much people to judge me

Learning things we didn't get a chance to learn in class

Pupils who took part in the extended programme were also asked a separate question on which aspect of the Student Ambassador Programme they found most useful. In response to this, the mentoring aspect was judged most useful by 59% (54 out of 91) of respondents:

Fig. 8: Most useful aspects of the Student Ambassador Programme (extended programme participants only)
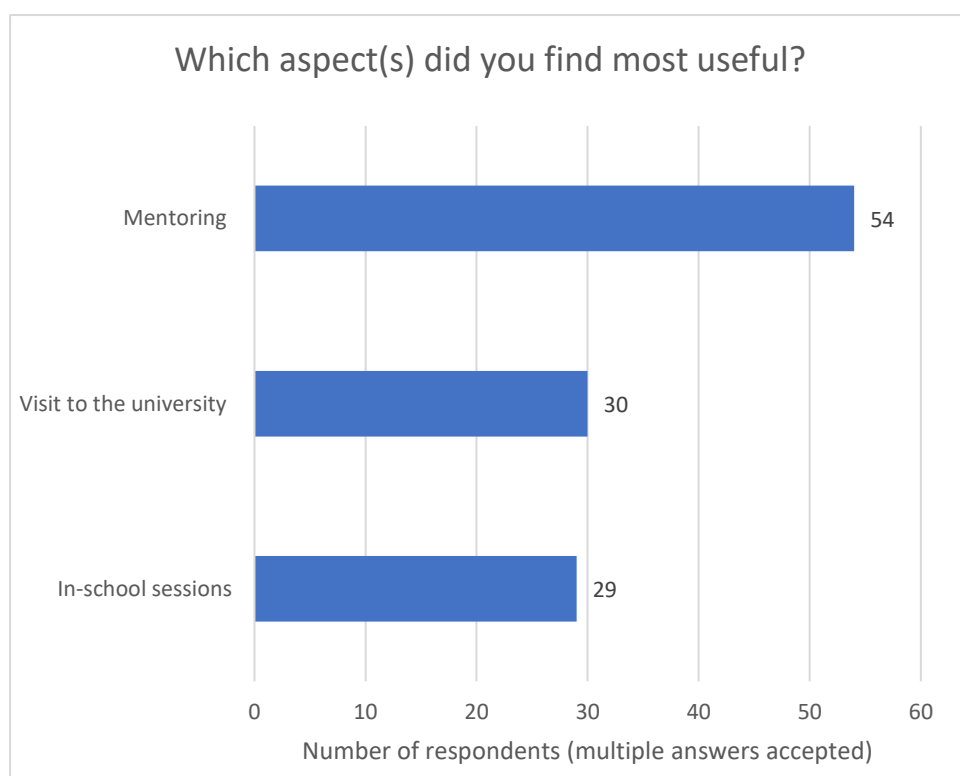
Base = 91 ★, of which Cambridge 38, Manchester 8, Northern Ireland 40, and Oxford/Southampton 5

6   Feedback from schools

This section provides additional data on pupil responses to the mentoring, based on teacher comments submitted alongside feedback on actual choices.

Comments on pupils who chose a language provide further evidence that the mentoring element was particularly successful in encouraging take up (baseline intentions in brackets):

(3) Good linguist, teacher has worked well to encourage, and mentoring brought confidence.
(4) Excellent and enthusiastic linguist who benefitted from mentoring - personal approach.
(3) Mentoring helped him to organise ideas and use different time frames using complex structures.

Comments relating to pupils who did not choose a language highlight the benefit pupils received from the mentoring, despite the lack of impact on their intentions:

(1) Found it useful but not taking Spanish
(2) Enjoyed mentoring and is extremely quiet, has not openly shown her interest in languages and appreciation but small group work has benefitted her.
(3) Found the mentoring useful to plan his answers for writing tasks but won't be taking Spanish for A Level
(3) [x} struggled towards the end of the year with the pressures from all of the subjects. Mentoring did help but he was overwhelmed by the demands of all of the exams.

One teacher reported that two of her pupils (3 and 4 in the baseline) want to keep learning French for pleasure.

Other comments point to the narrow post-16 curriculum as a barrier to take up:

(3) [x] was very interested in French and has started reading short stories and novels in French. She would have been interested to take on AS as a 4th subject but unfortunately this is not an option at the school currently.

There were a number of pupils whose intentions were not yet clear whom teachers classed as 'maybes' – these have not been included in the quantitative findings above. Comments showed that mentoring had been beneficial to these pupils too:

(3) *Mentoring sessions helped [her] to organise ideas when writing and speaking and express opinions in a clearer way*

(4) *mentoring helped him to progress with his knowledge and extend his writing*

(3) [x] was the most interested student in French A Level. He considered it very seriously but wanted to be sure about the staffing of A Level. He might not stay at the school for 6th form and will consider taking it for A Level if his school allows 4 subjects.

7 Feedback from student ambassadors

This section reports findings from the survey of students who acted as language ambassadors in the project schools.

In the evaluation survey completed by student ambassadors four out of five (39 out of 49) gave the experience a positive rating of 7 or more out of 10, with the mean being 7.4:

Fig. 9: Responses to 'Please rate your experience of taking part in the scheme'
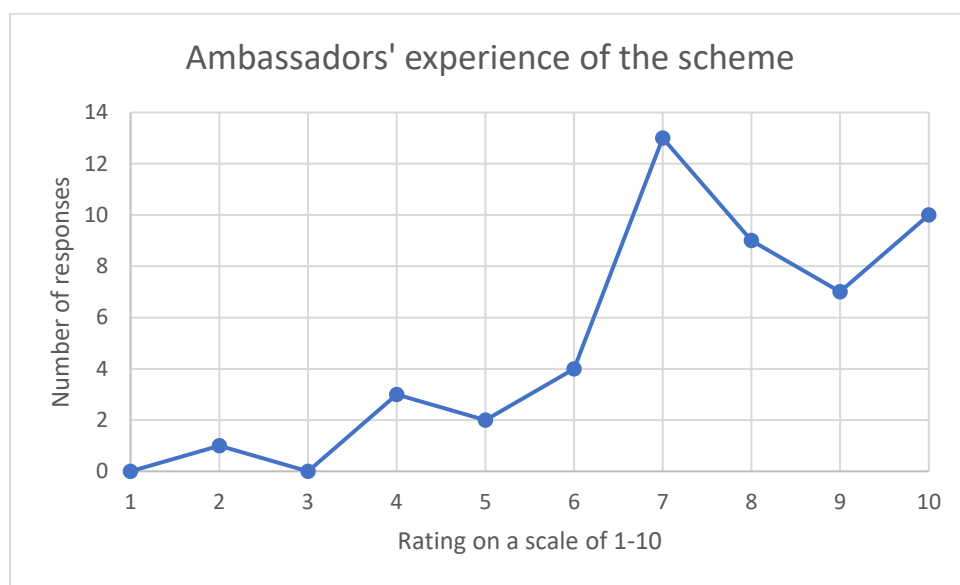
Base = 49, of which Cambridge 15, Manchester Met 10, Oxford/Southampton 10, Queens 14

Table 7: Number of responses and average rating on a 1-10 point scale 'please rate your experience of taking part in the scheme', by cluster.

	Cambridge	Manchester	Oxford/Southampton	Queens	Total
Number of responses	15	10	10	14	49
Average rating	6.6	9	7.7	7.7	7.6

Students considered that pupils responded best to the mentoring element (Figure 10, overleaf) and this is borne out by those pupils who participated in this (see section 5.2). It must be remembered, however, that they only represent a small proportion of the total number of pupils involved:

Fig. 10: Which aspect of the programme did student ambassadors consider pupils responded to best?

Which aspect did pupils respond to best?

University visit 12%

Classroom sessions 37%
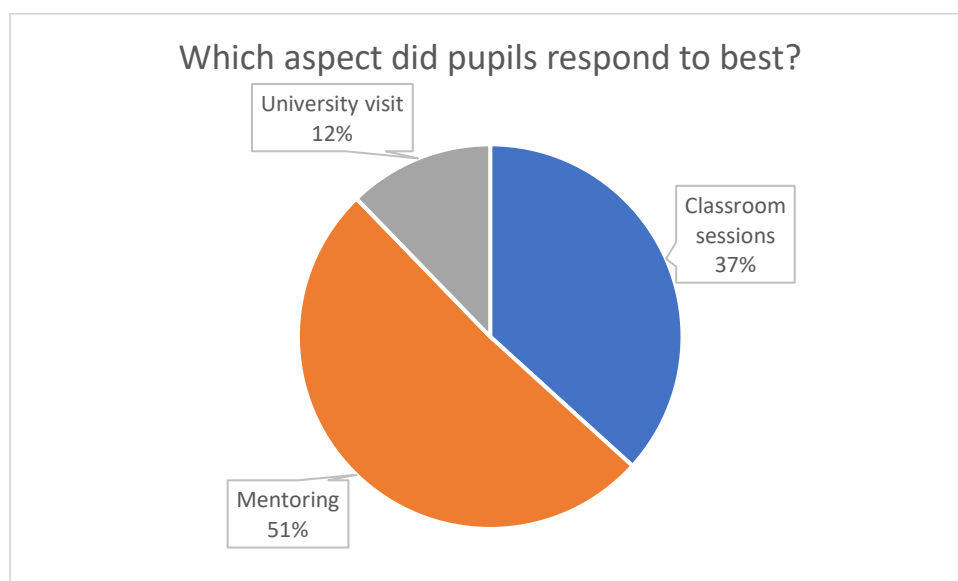
Mentoring 51%

Base = 49, of which Cambridge 15, Manchester Met 10, Oxford/Southampton 10, Queens 14

Which aspects did they find most challenging to deliver?

Twenty-two of the 49 respondents found the mentoring element the most challenging aspect to deliver, followed by the classroom sessions (13). Five found the university visit challenging, and five said that no aspect was particularly challenging. Other comments concerned organisation and logistics, e.g.:

I did not find the programme itself difficult to deliver but the way in which it was run was the most challenging part. Before the program started we were told that we could conduct mentoring sessions over Skype but when it came to it this was not possible and so we were being asked to take whole days out of uni in order to travel to mentor for only a short time.

The unexpected

Student ambassadors were asked if there was any aspect they found unexpected. There were fewer responses to this. Most were unexpected observations about the pupils, e.g.:

I was initially unprepared for the difference in levels of the students in mentoring, which meant that it would have been inappropriate to deliver the programme as it had been presented to me. A lot of my role in mentoring ended up being remedial work, as the students were mostly working at GCSE grades 1-3, with a handful around 4 or 5. I adapted my mentoring work to this level to try and address some of the concerns students had.

Many of the students I mentored seemed like they would not get the grades to progress to A level as they were struggling with GCSE.

I found the children in the school I was placed in to be extremely pleasant and motivated to learn more, for me that was unexpected due to previous experiences.

What was a really nice aspect, which initially surprised me was how quickly children learn; although sometimes you go over things a few times, it is so lovely when they consolidate knowledge learned and use it in mentoring and classroom settings.

25

It was difficult at first to get the groups sorted - the teachers didn't know who was supposed to be mentored.

Ambassadors' perceptions of the success of the scheme

Ambassadors were asked to say which aspects of the scheme that they thought worked well, and which were less successful. A selection of typical comments appears below:

What worked well

What worked well was when the students had questions for us about our university experience our about the language they were studying.

I think the students enjoyed the mentoring sessions (at least they said they did!) particularly when we did games with whiteboards like quick fire vocab.

Our most effective sessions were spent using GCSE foundation level oral prompt cards and working through them slowly in groups. This allowed the students to collaborate in their responses to the scenario, and so pool their knowledge of grammar and vocabulary.

Students really appreciated being able to practise their speaking skills in the mentoring sessions, as this is something they are usually unable to do in class time. They also liked having some other input other than their class teacher, this seemed to be quite refreshing for them.

What was less successful

Some of the pupils already had the attitude that learning French was super hard - a kind of "can't do it" attitude - so when they didn't know something they gave up easily.

It is difficult to enthuse students that are unenthused. Most of the students had an idea of what they want to do in the future, and what grades they would need to do the subjects they wanted at a-level, and they weren't doing well enough in the language to consider carrying it on.

I think the mentoring sessions were particularly difficult as even the pupils weren't aware of what they needed to work on.

Teachers and pupils didn't seem to be very prepared for the sessions, both in terms of content and in terms of when they needed to be available. I would have liked to be more prepared too, e.g. having access to the resources pupils were using and knowing more specifically what they wanted help on in advance.

Feedback on the training received

Ambassadors were asked to rate the training they received on a scale of 1-5. The mean rating across all universities was 3.5.

Those rating it highly described the training as 'efficient', 'useful', 'comprehensive' and 'thorough', while others commented that they would have liked more, particularly in relation to the mentoring element:

The training was useful for the classroom sessions but not so much for the mentoring sessions.

The training would have been useful for mentors of students with more experience in language learning. For the class I worked with, the specific situation regarding teacher changes and other

difficulties meant that they were not as independent in their use of language than perhaps the programme may have anticipated.

Student ambassadors' own gains

Ambassadors were able to point to a wide variety of benefits for themselves, with several referring to future careers as teachers:

I gained an insight into the ways languages are taught at schools, this has encouraged me to want to follow a career in teaching.

I developed good relations with the school and the department, and I am now going on to do my teacher training at this school, with the teacher I was working with during this scheme as my mentor

Others mentioned the enjoyment and satisfaction they had gained from taking part, or skills they had developed to use in the future:

I really enjoyed working with the students and I think I gained a lot of fulfilment from their improvement as the sessions went on

I loved that I could see the students change their attitudes towards languages and it was very rewarding to see them begin to show interest that they didn't have before

It made me more passionate about the importance of language learning as I saw the negative effects a bad teacher can have

I was involved in different types of work that allowed me to develop my public speaking, presentation skills, communication skills and teamwork.

Suggestions for improvement

Mentors suggested the following ways in which the scheme could be improved in future (all put forward by at least two mentors):

- Better training for the mentoring aspect
- Having the mentoring sessions over a shorter period of time
- Starting with younger pupils
- Providing more structure/guidance/resources for the mentoring sessions
- Better organisation and communication with schools
- More mentoring sessions
- Replace some of the classroom sessions with mentoring to allow a greater cross section of pupils to benefit
- Avoid requiring ambassadors to make lengthy journeys, allowing mentoring to take place online if they cannot be matched with schools closer to the university
- Do not advertise that mentoring can take place online if this is not the case
- Better information on pupils' levels and what they have covered
- Increase the size of the mentoring groups to 4

8   Conclusions

This evaluation concludes that the project has been successful in achieving its core aim as well as delivering a range of other benefits for pupils and university students taking part.

The progression rate from GCSE to A level of 14% achieved by pupils participating in the programme compares very favourably with progression rates in language nationally and is higher than might have been expected from pupils' stated baseline intentions.[4] It has been particularly successful in raising uptake among pupils who rated the likelihood of taking a language at A level as 'probable' or who did not know. Of these, 21% chose to take a language following the programme, of which the vast majority (four out of five) undertook the extended programme with its mentoring element. We can conclude therefore that the project has been successful in achieving its core aim. These results should be qualified by the recognition that some pupils may drop out before or during the course. It is also of concern that some pupils in this study were unable to continue with their language because the school would not run the course with low numbers.

The study shows that there is considerable scope for pupils changing their intentions as A level choices approach. Even pupils who showed little likelihood of taking a language before the intervention chose to do so afterwards and the programme succeeded in attracting relatively large numbers of 'undecided' pupils into languages. By the same token, some pupils who expressed a definite intention to take a language in the event decided not to – only just over a third of pupils who, in the baseline survey, said they definitely would take a language actually made that choice. These pupils should not be overlooked in planning future interventions.

The programme had a positive attitude on pupils' attitudes towards language learning irrespective of whether pupils chose to continue with the subject and there is clear evidence that it has supported learning of and about languages.

The mentoring element appears clearly to have been the most powerful element of the scheme – pupils undertaking the extended programme were more likely to choose a language for A level, more likely to report that they were considering doing so, and more likely to say that they were made more aware of the opportunities with languages, than their peers who did not take part in this element. Comments from teachers and pupils confirm that the mentoring had the greatest impact, although student language ambassadors found it the most challenging element to deliver and would have appreciated more training.

Despite the circumstantial and geographic differences between clusters, there are relatively few differences between them in many respects. However, shortage of data in some clusters often prevents adequate exploration of variations between them.

The scheme has delivered a significant number of benefits for student language ambassadors, who comment very positively on their experiences of taking part. They were surprised by the low language level of pupils and commented on the lack of organisation/preparation in some schools. They rated the mentoring as the most successful part of the programme, though this was only experienced by pupils on the extended programme.

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[4] 6-7% for French and German, 9% for Spanish – see Appendix 2.

In conclusion, the success of the programme in achieving its goals is particularly commendable given the difficulties encountered, notably the impact of Covid and the lockdown. Congratulations are due to all those who worked so hard to deliver it in difficult circumstances.

Appendices

Appendix 1 - Reflections on the evaluation process

The evaluation plan was intended to be as simple and resource light as possible, in order not to absorb funding that could be spent directly on input for pupils. It therefore drew heavily on on-line surveys rather than on interviews and observations which could have provided a fuller insight into the response of pupils and the effectiveness of the scheme in individual schools.

The plan envisaged gathering data from pupils and from schools before and after the intervention, as well as taking evidence from student language ambassadors. The shortfall in data collected from schools means that the evaluation is not as robust or as complete as would have been desirable. This shortfall was due to a number of factors:

1. The chain of communication between evaluator and schools was too long: evaluator to overall programme co-ordinator (Leadership Fellow) to OWRI Principal Investigators to university ambassador co-ordinators to lead teacher and vice versa. This meant that clear messages were not always communicated effectively or in a timely manner.
2. When schools were closed due to the Coronavirus outbreak, it became difficult to collect pupil feedback. In 11-16 schools, pupils had effectively left and could not be reached or encouraged to respond.
3. In order to comply with data protection, pupil data had to be anonymised. This was done by means of a coding system which would allow tracking of individual pupils before and after the intervention. This coding had to be able to do several things:
    a. allow teachers to identify pupils to take part in the mentoring based on their stated intentions, eliminating those who had already definitely decided to take a language and also those who definitely would not do so;
    b. allow teachers to report back on which pupils had actually chosen to continue with a language after the programme;
    c. allow comparison between pupils' baseline rating of how likely they were to continue with a language and the rating given by the same pupils after the programme.
4. The system worked for a) and b) but not for c) because pupils were inconsistent in the way they applied the coding system. This might be overcome in future by asking teachers to generate the codes to give to each pupil to use.
5. Some pupils did not answer all the questions, although they were supposed to be mandatory. For some reason, the 'ratings' question, in which pupils had to move a slider, was one which was often skipped, particularly in the exit survey. Formatting the rating question as multiple choice in future might be a way of overcoming this.
6. Questionnaires could have been simpler and focused more on the core quantitative data.
7. The project was implemented differently in different clusters, in particular as regards timing. This caused considerable delays to the timescale planned for the evaluation.

8. The evaluation would have benefited from more feedback from teachers in the schools.

Appendix 2 – Progression rates from GCSE to A level

There is no nationally agreed benchmark on progression rates from GCSE to A level which could be used to assess the success of the Student Ambassador Programme. As a rough guide, we have used entry figures for A level expressed as a percentage of GCSE entry figures two years previously, as shown on the table below. This in itself is not an exact measure, neither is it a completely fair comparison with the rates of take up presented in this evaluation, which are based on figures given by teachers at the start of the course rather than actual entry figures two years later, which may be subject to drop out.

Table 7: A level entry figures supplied by JCQ for England, Northern Ireland, and Wales analysed as a percentage of GCSE entry figures two years previously:

	2016/18	2017/19	2018/20
French	6%	6%	7%
German	6%	7%	6%
Spanish	9%	9%	9%
Irish	17%	15%	16%

Appendix 3 – Statistical appendix
See separate file.

Statistical Appendix

Table SA1: Pupils choosing to take a language following the programme compared to stated baseline intentions

Baseline intentions on taking a language to AS/AL/IB		Actual choices following the intervention	
	Total number of pupils	Number opting to take a language[1]	Percent[2]
1 – Definitely will not	135	6	4%
2 – Probably will not	99	6	6%
3 – Don't know	123	14	13%
4 – Probably will	48	20	42% ★
Total 1-4's	**405**	**44**	**11%**
5 – Definitely will	40	15	38% ★
Total all pupils	**445**	**63**	**14%**

Table SA2: Pupils choosing to take a language following the programme compared to stated baseline intentions – Cambridge cluster

Baseline intentions on taking a language to AS/AL/IB		Actual choices following the intervention	
	Number	Number	Percent
1 – Definitely will not	62	3	5% ★
2 – Probably will not	39	5	13% ★
3 – Don't know	70	12	17% ★
4 – Probably will	12	3	25% ★
Total 1-4's	**183**	**23**	**13%**
5 – Definitely will	20	4	20% ★
Total	**203**	**27**	**13%**

Table SA3: Pupils choosing to take a language following the intervention compared to stated baseline intentions – Manchester cluster

Baseline intentions on taking a language to AS/AL/IB		Actual choices following the intervention	
	Number	Number	Percent
1 – Definitely will not	8	0	0% ★
2 – Probably will not	5	0	0% ★
3 – Don't know	4	2	50% ★
4– Probably will	6	1	17% ★
Total 1-4's	**23**	**3**	**13% ★**
5 – Definitely will	4	1	25% ★
Total	**27**	**4**	**15% ★**

[1] As reported by their teacher

[2] Starred percentages are derived from a base of less than 100 and should be treated as indicative only

Table SA4: Pupils choosing to take a language following the programme compared to stated baseline intentions – Northern Ireland cluster

Baseline intentions on taking a language to AS/AL/IB		Actual choices following the intervention	
	Number	Number	Percent
1 – Definitely will not	52	3	6%★
2 – Probably will not	40	0	0%★
3 – Don't know	36	2	6%★
4 – Probably will	22	11	50%★
Total non 5's	150	16	11%
5 – Definitely will	13	8	62%★
Total	163	24	15%

Table SA5: Pupils choosing to take a language following the programme compared to stated baseline intentions – Oxford/Southampton cluster

Baseline intentions on taking a language to AS/AL/IB		Actual choices following the intervention	
	Number	Number	Percent
1 – Definitely will not	13	0	0%★
2 – Probably will not	15	1	7%★
3 – Don't know	13	0	0%★
4 – Probably will	8	5	63%★
Total 1-4's	49	6	12%★
5 – Definitely will	3	2	67%★
Total	52	8	15%★

Table SA6: Pupil rating of the session on 'Why study languages', by cluster (short and extended programmes combined)

How much did you learn from the session on 'Why study languages'?	Cambridge	Manchester	Northern Ireland	Oxford/Soton
A lot	18	38	15	6
Some	90	42	94	13
Not much	26	14	16	3
Did not attend	12	2	6	1
Blank	0	0	1	0
TOTAL	146	96	132	23

Table SA7: Pupil rating of the session on Translation, by cluster (short and extended programmes combined)

How much did you learn from the session on Translation?	Cambridge	Manchester	Northern Ireland	Oxford/Soton
A lot	21	29	21	4
Some	75	49	80	16
Not much	39	15	22	1
Did not attend	11	3	8	2
Blank	0	0	1	0
TOTAL	146	96	132	23

Table SA8: Pupil rating of the university visit, by cluster (short and extended programmes combined)

How much did you get out of the visit to the university?	Cambridge	Manchester	Northern Ireland	Oxford/Soton
A lot	31	30	48	7
Some	73	45	63	2
Not much	25	9	5	1
Did not attend	17	9	15	13
Blank	0	0	1	0
TOTAL	146	93	132	23

Table SA10: Pupil rating of the elements of the university visit, by cluster (short and extended programmes combined)

Which activity did you get most from?	Cambridge	Manchester	Northern Ireland	Oxford/ Soton
Beginners' language taster session	26	30	10	1
The guided tour of the university	53	17	69	4
The lecture (French, German, Irish or Spanish)	24	17	11	2
All of them equally	23	17	26	3
None of them	5	1	2	0
Don't know/did not attend	15	11	13	13
TOTAL	146	93	131	23

Table SA11: Pupil rating of their experience of taking part in the mentoring, by cluster

	All	Cambridge	Manchester	Northern Ireland	Oxford/Southampton
Excellent	35	10	4	20	1
Good	48	22	4	18	4
Satisfactory	7	5	0	2	0
Poor	1	1	0	0	0
Blank	1				
Total	92	38	8	40	5

Table SA12: Pupil rating of the help they received from their mentor, by cluster

	All	Cambridge	Manchester	Northern Ireland	Oxford/Southampton
Excellent	52	18	5	26	3
Good	31	15	3	11	2
Satisfactory	8	5	0	3	0
Poor	0	0	0	0	0
Blank	1				
Total	**92**	**38**	**8**	**40**	**5**