INTRODUCTION

While 2013-14 was a year of consolidation, it also saw considerable developments in various areas of activity, which reflect our mission. We are particularly proud of the way that we are addressing specific needs in other institutions and of further developments of online learning materials. We have also been developing our approaches to supporting independent learning, particularly in respect of ‘lesser taught’ languages which are in increasing demand by individuals for scholarship and fieldwork purposes. We have developed our external profile and reputation, both nationally and internationally, in a number of ways.

A. SUPPORT FOR UNIVERSITY INSTITUTIONS

1. We agreed a framework for the delivery of courses, focussing on reading for academic purposes for graduate students, for the first time for the School of Humanities and Social Sciences (SHSS). This enabled us to provide a suite of courses in French, German, Spanish and Italian at multiple levels for both SAHSS and for the School of Arts & Humanities (SAH), for whom we previously delivered such courses in just French and German. In the process we were able to expand the choice and provision for graduate students in both schools and the take-up was higher than we had expected (APPENDIX B). This has been funded by the Researcher Development Fund and will continue to develop in 2014-15 in agreement with both Schools. However, as we move forward, there is an increasing need to provide a wider range of world languages to reflect the increasingly diverse needs of graduate students in both these two Schools and the wider university.

2. For the first time, we administered a bursary scheme for both SAH and SHSS graduate students, funded by the Researcher Development Fund, to provide funding towards fee charging courses in the Language Centre and externally.

3. We have further developed our support for the admission of international students into the University via the Graduate Admissions Office. This has included development of ‘pre-arrival’ online learning resources to prepare international students for study in the UK, specifically at Cambridge, and in English.

4. We have been supporting the International Student Office in preparation for a forthcoming Home Office audit of visa compliance in the admission of international students. Our role in the assessment of students’ English is of particular relevance to this exercise.

5. We took over Swahili teaching for the MPhil in African Studies (Centre for African Studies, SHSS) in 2013-14, and were thus able to offer Swahili more widely across the University as a full CULP course. It attracted unexpectedly high numbers!

6. We delivered part of the teaching of a new paper for the Music Tripos on German Lieder for the first time, teaching students to read and understand the Winterreise in advance of lectures delivered by the Faculty of Music.

7. We started a collaboration with the Careers Service to support CV and application letter writing for international students.

8. We have further developed a collaborative initiative with the Researcher Development Programme on Editing Skills (not just for international students!).

9. We have responded to increasing needs in relation to admissions to Diploma and MSt programmes in the Institute for Continuing Education, with supplementary assessments of English language levels. (APPENDIX A)

10. We have been supporting the international Undergraduate admissions procedures in China, providing consultancy on the English language element of the Ameson Scholastic Test which is used to pre-select students for interview by the Cambridge interviewing team.

11. We have developed additional online learning resources for the Faculties of Divinity and MML and are planning further collaborations with MML particularly (see B below).
12. For the first time the Advising team were asked to support a line manager in Pathology with an 
appraisal meeting for three assistant staff members, to identify language learning needs and 
explore suitable learning opportunities as part of their continuing professional development.

13. From 2013-14 Undergraduates on Part 1A of the English Tripos wishing to take a borrowed MML 
paper at 1B were required to undertake CULP courses during their first year to maintain or 
develop their skills.

14. The requirement for students taking the MPhil European History to undergo assessed language 
training is now being satisfied by Language Centre courses and assessment.

B. DEVELOPMENT OF ONLINE LEARNING MATERIALS

1. As mentioned above (A.4.), we have developed the following online 'learning objects' for 
international students: Passport to Higher Education; Studying in English; What is Academic 
English? to be made available to offer-holders pre-arrival and to incoming students. These have 
been piloted with those students attending our Pre-Sessional course during the summer and will 
be released more publicly during 2014-15 for the next admission round, once feedback has been 
taken on board.

2. We have further developed online learning objects to support students on our In-Sessional 
Academic English programme: Achieving Clarity in Writing and are developing further materials 
on specific aspects of academic writing – e.g. Editing, Writing Abstracts, Writing Literature 
Reviews, Self-Study Toolkit etc.

3. We have developed various new online learning resources to support our CULP courses 
particularly in Japanese and Russian. We also published the online learning objects to support the 
development of reading skills in Spanish which had been largely developed in 2012-13.

4. We have started the development of an online resource to support reading in Chinese, using 
principles from corpus linguistics and a collaboration with a visiting scholar from Tsinghua 
University focussing on the use of a Contrastive Chinese-English Knowledgebase to support the 
acquisition of reading skills in Chinese.

5. We have been developing an online resource area to support students in choosing a short 
language course abroad.

6. We developed an online resource in New Testament Greek for the Faculty of Divinity's incoming 
first year students. This effectively replaces what used to be a taught pre-matriculation course and 
it was showcased at a recent meeting for Directors of Teaching across the University.

7. We developed an online resource for the Faculty of MML to teach French Versification theory and 
principles to Tripos students. We have also been further developing the Just in Time German 
Grammar programme which was originally developed with MML colleagues. The new and 
updated version will be released soon. A new Just in Time Italian Grammar is currently planned, 
as a collaboration between MML and the Language Centre. With support from a donation to the 
Department of Slavonic Studies, we will be developing a range of new online materials to support 
Russian within the MML Tripos from 2014-15.

8. Once publicly released, under a Creative Commons Licence, our online learning resources can be 
downloaded by individuals and institutions the world over. Our download figures are particularly 
impressive. (APPENDIX D)

C. EAP (ENGLISH FOR ACADEMIC PURPOSES)

1. We have re-branded this area of activity to attempt to rectify the perception that it deals mainly 
with remedial English as Foreign Language Skills. In reality, given the high levels of language 
proficiency required of international students for admission, our provision is focussed more on 
developing academic skills in English, in terms of contrastive discourse and rhetoric as well as 
adapting academic skills to an English-medium/British academic tradition. EAP is therefore being 
rebranded as: Academic Development and Training for International Students (ADTIS). Continued 
discussion with the International Student Team has informed developments, including feedback 
from the 2013 survey of the international student experience which was reported to General Board 
Education Committee. The new ADTIS website has just been launched and provides a more
comprehensive guide to Academic English skills, and which is linked to the International Student Portal.

2. We have been developing our offer of ‘bespoke’ In-Sessional workshops to be offered to specific institutions and will roll this out further in 2014-15.

3. Enrolment numbers on our taught courses remain reasonably static year on year. However, we have noticed that the balance of MPhil to PhD students on the Pre-Sessional course in the summer has shifted towards PhD, which may reflect increasing admissions of students directly onto doctoral programmes, rather than via MPhil, in some institutions. (APPENDIX A)

4. English language assessments have increased in some areas, notably for ICE. However, the Home Office’s removal in April 2014 of the licence of ETS (which provides the TOEFL test) to qualify for visa purposes, resulted in an increased demand for the Language Centre to provide complementary assessment to applicants presenting with TOEFL. The need for assessment of academic literacy skills in English, to complement qualifications gained in Secure English Language Tests (e.g. IELTS, TOEFL, Cambridge English tests) is evidenced from these high numbers and clearly demonstrates a gap in the market. We are in discussion with Cambridge Assessment about a potential way forward.

5. The success of our workshops for visiting groups of university students from China, organised by the China UK Development Council, have resulted in extension of the contract to provide these, generating useful external income.

D. CULP (CAMBRIDGE UNIVERSITY LANGUAGE PROGRAMMES)

1. As noted above (A5) Swahili was added to our portfolio in 2013-14, with 3 levels developed and recruiting in the first year. Japanese was piloted in 2013-14 and will be offered formally for certificates from 2014-15. Greek was piloted in 2013-14. We have added additional levels of Chinese and Russian and delivered Advanced German (externally examined) successfully for the first time in several years.

2. We have developed new provision in Advanced Italian, Russian through Film and Business German for delivery in 2014-15. All of this is in response to emerging demand. The need for additional (i.e. higher) levels are a testament to students’ wish to continue progressing from one course to another, and therefore to the high level of satisfaction with the quality of our teaching.

3. Enrolment numbers continue to be buoyant across the range of provision and to demonstrate the wide range of learners we attract from all corners of the Collegiate University (APPENDIX B). This is in spite of having completed 2 years of our 4-year phased increase in CULP fees.

4. We have continued to explore flexible individualised pathways (in place of courses) to meet demand by Clinical Schools students within their Self-Selected Components provision.

5. Due to reviews of the MBA programme, we are no longer delivering any language courses for their students in July as we did in the past, which is regrettable.

E. ADVISING AND SUPPORT FOR INDEPENDENT LANGUAGE LEARNING

1. 2013-14 was a year when participation grew in all of the Advising Team’s face-to-face activities with language learners, particularly the one-to-one appointments with learners and engagement in Conversation Hours, partly through the addition of French Conversation hours in Easter Term for the first time. (APPENDIX C).

2. The Study Abroad workshop for learners continues to be popular, with delivery expanded to meet demand this year.

3. After a successful trial over the summer, the team have established a regular Language Study Group for learners of any language. This is in response to suggestions from CULP, EAP and independent learners in the annual Language Centre feedback forum.

4. Re-organisation of the learning centre continued into its second year of three. Ease of access to Arabic, French, Mandarin and Russian resources has increased significantly. Almost all of the centre’s 170 language sections have been touched upon.
5. This summer the whole team worked on a complete overhaul of the departmental reception area, creating a more welcoming space for learners and visitors as well as a more attractive workspace for staff.

6. With a newly established budget for each CULP language, development of the learning centre resources has featured increased participation from CULP teachers this year, particularly with respect to Arabic, German, Greek, Italian and Russian.

F. OUTREACH ACTIVITIES

1. We have continued to deliver the range of activities funded by the University’s Widening Participation Fund. Feedback has been particularly positive in respect of impact on younger pupils (Key Stage 3 and 4 pupils) and their intentions to continue with languages at the next Key Stage and into University (APPENDIX E). We have submitted a bid for the next round of Widening Participation Funding (2015-2018) in collaboration with the Faculties of MML and AMES – building on the experience and successes of the current project.

2. We have contributed in various ways to a number of other outreach activities organised by Colleges and to the first FAMES Sutton Trust summer school.

3. We continue to participate in the planning of Routes into Languages activities in the East of England as members of the project board.

G. EXTERNAL PROFILE OF THE LANGUAGE CENTRE: INTERNATIONAL

1. The Director of Academic Development and Training for International Students, Karen Ottewell:
   i. has been invited to join colleagues from the Universities of Tsinghua and Hong Kong at a number of conferences (in Hong Kong and China) and to participate in a multi-faceted international research programme on the cultural impact on academic English.
   ii. was invited to join the International Scientific Advisory Council for MISiS (Moscow), meeting with numerous other Russian Universities in response to a national strategy to develop Russian Higher Education, particularly in the field of English Medium Instruction, in which Russia is leading the way. There is potential for this kind of collaboration and consultancy to develop further, not only in Russia but internationally.
   iii. has visited Nanjing twice with colleagues from the School of Technology in relation to consultancy on the Ameson Scholastic Test.

2. The Deputy Director, Christoph Zähner:
   i. gave a paper at the annual EUROCALL conference in Groningen on online resource development for Chinese, with the CULP Chinese coordinator, Hazel Zheng,
   ii. has been invited to give a paper at the The Thirteenth China National Conference on Computational Linguistics in Wuhan, with Bai Xiaoxing (Tsinghua University who was a Visiting Scholar in Cambridge during 2013-14) on using a Contrastive Chinese-English Knowledge base as a basis for the development of learning resources in Chinese.

3. The Director, Jocelyn Wyburd, was invited to present at the Annual General Meeting of the European Language Council in Berlin, on issues relating to language policy and Higher Education.

4. The Director of CULP, Nebojša Radić:
   i. was invited to join the organising committee of the Humanities in XXI Century conference, University of Belgrade, where he also delivered a paper: Translingual Writing: Practice and Reflection.
   ii. was invited to join the editorial board as member and reviewer of the New York based journal Philosophy Study.

5. The Language Centre is regularly asked to collaborate with or provide consultation to a range of HEIs internationally. Possible further collaborations with the Kazakh British Technical University, Almaty; the St. Petersburg National Research University of Information Technologies, Mechanics and Optics; Tsinghua University and Hong Kong University are in the pipeline.
H. EXTERNAL PROFILE OF THE LANGUAGE CENTRE: NATIONAL

1. The Language Centre has been invited to host the Annual Conference and AGM of the Association of University Language Centres in the UK & Ireland (AULC) in January 2015. The Vice Chancellor has kindly agreed to open this conference. Several members of Language Centre staff will be speaking. At the 2014 conference in Dublin, the Director presented the online learning resources for Academic Reading in French and German developed with an AHRC Skills Development Grant.

2. The Director, Jocelyn Wyburd:
   i. Was elected Chair of the University Council of Modern Languages for a 3-4 year term; in this role she is a principle spokesperson for language departments and scholarly associations across all of UK HE. She is increasingly quoted in the press, including notably in the Times Higher Education and has participated in high level round table debates hosted by the *Guardian* and the British Academy, reported subsequently in the *Guardian*.
   ii. Was appointed Chair of the National Advisory Board for the HEFCE funded demand-raising programme of university outreach with schools: *Routes into Languages*.
   iii. Was keynote speaker at the National Languages in Higher Education Conference, University of Southampton, organised by the LLAS subject centre, UCML and AULC.
   iv. Invited to chair a panel on HE languages at the Language Show at Olympia in October 2014.
   v. Was external panel member for the 5-year review of the School of Modern Languages at the University of Bristol in 2014 and has been invited to join the panel of new degree programme approvals for the University of Warwick.
   vi. Has been appointed to the Board of the University of London Institute in Paris.

3. The Director of Academic Development and Training for International Students, Karen Ottewell, was a keynote speaker at the annual EAP conference hosted by the University of St Andrews.

4. The Director of CULP, Nebojša Radić:
   i. delivered by invitation a one day workshop for language teachers at the University of Cardiff: *Blended Learning, Learner Autonomy and Open Educational Software*.
   ii. contributed by invitation to a book review to *Wasafiri*, a London based journal dedicated to publishing world literature.
   iii. deliver a lecture by invitation at the British Library, during the Day of Balkan Literature: *Between Myth and Reality, an Introduction to the Balkans*.

5. Language adviser Emma Furuta contributed a book review to the journal *Independence*, the newsletter of the Learner Autonomy Special Interest group.

6. Numerous members of Language Centre staff are external examiners for other UK HEI Language Centres and language departments.

I. STAFFING

Two years on from a full review of staffing needs in CULP (resulting in the appointment of employed staff rather than Workers), the Language Centre Director, CULP Director and Administrative Officer have worked to review the workload model in light of experience and also to review what should now be considered core to CULP operations. As a result a number of part-time contracts have been increased to incorporate this core work. During 2014-15, further work will be undertaken to establish the possible requirements for any new employed staff to deliver expanded work in German and/or some of our newer languages, currently delivered by Workers (e.g. Swahili, Japanese etc).

A number of staff attended the AGM and Annual Conference of the AULC in Dublin in January, some for the first time engaged in this level of networking.

Four CULP teacher/coordinators (Jackie Bow, Pedro Barriuso-Algar, Paul Hoegger and Hazel Zheng) have been appointed as 2nd assessors for the Department of Engineering Language Unit’s suite of language courses.
We appointed a new full-time Administrative Assistant – Daniela Macchiò and have taken on some additional/replacement ‘Worker’ teaching staff for Greek, Swahili, Portuguese and Arabic in the CULP team this year. One of our CULP French Teachers (Mélanie Sayer) resigned her position, leaving us with a vacancy to be covered by two Workers for the first part of 2014-15.

J. FINANCE & ADMINISTRATION

As we continue to implement our plan to increase CULP fees to a market rate (equivalent to comparator Universities), we are pleased to note that the required investment of reserves to meet budget requirements has dropped from c. £70K in 2012-13 to c. £25K in 2013-14 (Appendix F).

In order to help manage the workload of support staff within the Language Centre, the Administrative Officer has sought to increase flexibility of team members to support one another. To this end, the Administrative Assistant role has been updated to include support for specific areas of work within other teams, as identified by the Administrative Officer.

The Language Centre Committee of Management (LCCM) has met termly and supported all aspects of the Language Centre’s business, including through a sub-group administering the A.J. Pressland Fund and allocating bursaries (Appendix G) The LCCM derives its membership from all Schools in the University, from the Colleges (a representative of the Senior Tutors’ Committee) and from CUSU.

October 2014
## Appendix A: ENGLISH FOR ACADEMIC PURPOSES (EAP)

### i. PRE-SESSIONAL COURSE (5-week intensive course in August-September)

<table>
<thead>
<tr>
<th>Year</th>
<th>2009 Students</th>
<th>2010 Students</th>
<th>2011 Students</th>
<th>2012 Students</th>
<th>2013 Students</th>
<th>2014 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>79 (45 COND)</td>
<td>84 (42 COND)</td>
<td>69 (41 COND)</td>
<td>69 (51 COND)</td>
<td>68 (51 COND)</td>
<td>72 (57 COND)</td>
</tr>
</tbody>
</table>

*COND = Pre-Sessional is a condition of entry*

### ii. IN-SESSIONAL SUPPORT PROGRAMME

<table>
<thead>
<tr>
<th>Year</th>
<th>2008-09 Students</th>
<th>2009-10 Students</th>
<th>2010-11 Students</th>
<th>2011-12 Students</th>
<th>2012-2013 Students</th>
<th>2013-2014 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>137 (27F/28H)</td>
<td>167 (3F/13H)</td>
<td>188 (35H)</td>
<td>182 (34H)</td>
<td>183 (1F/55H)</td>
<td>217 (2F/93H)</td>
</tr>
</tbody>
</table>

*F = FULL Condition of Entry  H = HALF Condition of Entry*

### iii. ENGLISH LANGUAGE ASSESSMENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>2010-11</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAO</td>
<td>746</td>
<td>931</td>
<td>962</td>
<td>1003</td>
</tr>
<tr>
<td>ERASMUS</td>
<td>153</td>
<td>99</td>
<td>142</td>
<td>106</td>
</tr>
<tr>
<td>ICE ISS</td>
<td>162</td>
<td>93</td>
<td>94</td>
<td>60</td>
</tr>
<tr>
<td>Visiting Students</td>
<td>19</td>
<td>75</td>
<td>54</td>
<td>59</td>
</tr>
<tr>
<td>ICE Dip/Cert &amp; MSt</td>
<td>8</td>
<td>22</td>
<td>47</td>
<td>82</td>
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<tr>
<td>UG</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Overall</td>
<td>1130</td>
<td>1220</td>
<td>1301</td>
<td>1360</td>
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</table>

### iv. EXTERNAL COURSES

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICE EAP</td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>ICE IELTS</td>
<td>n/a</td>
<td>20</td>
<td>22</td>
<td>11</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>
Appendix B: CAMBRIDGE UNIVERSITY LANGUAGE PROGRAMMES (CULP)
STUDENT NUMBERS AND DISTRIBUTION

*Arabic, Chinese, French, German, Greek, Italian, Japanese, Portuguese, Russian, Spanish and Swahili

General Language Courses*

Mother Tongue

Retention Rates

Academic Reading Courses

General Language Courses by School

Colleges (2013-14)

Trinity College 7.3%
No affiliation 5.0%
St John's College 3.6%
Emmanuel College 3.6%
King's College 3.5%
Fitzwilliam College 3.3%
Jesus College 3.2%
Trinity Hall 3.1%
Newnham College 2.8%
Churchill College 2.8%
St Catharine's College 2.8%
Queens' College 2.8%
Pembroke College 2.7%
Clare College 2.6%
Wolfson College 2.6%
Selwyn College 2.5%
Girton College 2.4%
Darwin College 2.3%
Homerton College 2.2%
Magdalene College 2.2%
Gonville and Caius College 2.1%
Corpus Christi 1.9%
St Edmund's College 1.8%
Sidney Sussex 1.7%
Downing College 1.7%
Christ's College 1.6%
Hughes Hall 1.6%
Murray Edwards College 1.5%
Peterhouse 1.5%
Lucy Cavendish College 1.4%
Robinson College 1.2%
Clare Hall 1.2%
Not given 16.6%
John Trim Centre learner data, 2013-14

1. 1-to-1 appointments

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-booked 1-to-1 appointments</td>
<td>353</td>
<td>307</td>
<td>332</td>
</tr>
<tr>
<td>No of learners for pre-booked 1-to-1 appointments</td>
<td>329</td>
<td>288</td>
<td>301</td>
</tr>
<tr>
<td>Languages covered</td>
<td>35</td>
<td>37</td>
<td>32</td>
</tr>
</tbody>
</table>

N.B. A figure for total no. of visits to the learning centre is unavailable in 2013-14.

Learners came from 74 departments

Other includes all departments with very small numbers of users.

Learner motivations

2. Learners participating in supporting activities

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Conversation Hours</td>
<td>203</td>
<td></td>
</tr>
<tr>
<td>Study Abroad workshops</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Conversation Exchange</td>
<td>c. 300</td>
<td></td>
</tr>
</tbody>
</table>

3. New learning resources

<table>
<thead>
<tr>
<th>Acquisitions by format, across 45 languages</th>
<th>Book</th>
<th>CD</th>
<th>DVD</th>
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<tbody>
<tr>
<td></td>
<td>285</td>
<td>142</td>
<td>163</td>
</tr>
</tbody>
</table>
Web statistics

i. **External website:** [http://www.langcen.cam.ac.uk/index.html](http://www.langcen.cam.ac.uk/index.html)

<table>
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<tbody>
<tr>
<td>External hits</td>
<td>4,211,479</td>
<td>5,667,597</td>
<td>34,134</td>
<td>36,269</td>
</tr>
<tr>
<td>Internal hits</td>
<td>250,957</td>
<td>288,640</td>
<td>22,328</td>
<td>25,740</td>
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<tr>
<td>Resources guide (xml)</td>
<td>132,777</td>
<td>43,986</td>
<td>17,644</td>
<td>15,376</td>
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<tr>
<td>Home page (incl. returns)</td>
<td>493,102</td>
<td>470,282</td>
<td>17,030</td>
<td>12,157</td>
</tr>
<tr>
<td>LC Online (links to)</td>
<td>11,892</td>
<td>10,426</td>
<td>12,036</td>
<td>12,227</td>
</tr>
<tr>
<td>Location and map</td>
<td>21,433</td>
<td>19,868</td>
<td>15,466</td>
<td>17,491</td>
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</table>

No stats since March because of new site.

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<tr>
<th></th>
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<tbody>
<tr>
<td>Basic Chinese</td>
<td>26,497</td>
<td>90,326</td>
<td>37,974</td>
<td>77,902</td>
</tr>
<tr>
<td>Chinese Basic anki</td>
<td>2,725</td>
<td>4,359</td>
<td>73,413</td>
<td>47,702</td>
</tr>
<tr>
<td>Inter. Chinese (all)</td>
<td>10,560</td>
<td>28,091</td>
<td>6,533</td>
<td>12,688</td>
</tr>
<tr>
<td>Inter. Chinese by unit</td>
<td>9,202</td>
<td>20,332</td>
<td>6,922</td>
<td>13,542</td>
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<tr>
<td>French LOs</td>
<td>N/A</td>
<td>4,703</td>
<td>N/A</td>
<td>6,719</td>
</tr>
<tr>
<td>Italian LOs</td>
<td>N/A</td>
<td>1,648</td>
<td>Russian Essentials</td>
<td>7,850</td>
</tr>
</tbody>
</table>

ii **LC Online:**  [http://lconline.langcen.cam.ac.uk/](http://lconline.langcen.cam.ac.uk/)

<table>
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</tr>
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<tbody>
<tr>
<td>Registered Users</td>
<td>8,511</td>
<td>N/A</td>
<td>html files</td>
<td>41,809</td>
</tr>
<tr>
<td>Online sessions</td>
<td>33,590</td>
<td>N/A</td>
<td>php files</td>
<td>312,711</td>
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<tr>
<td>Total hits</td>
<td>568,434</td>
<td>N/A</td>
<td>swf files</td>
<td>8,426</td>
</tr>
<tr>
<td>Home page</td>
<td>14,547</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E: OUTREACH AND WIDENING PARTICIPATION ACTIVITIES 2013-14

1. **Language Enrichment Days for Sixth Formers** (target year 2: 1 event; < 80 pupils total)

<table>
<thead>
<tr>
<th>Date</th>
<th>No of pupils</th>
<th>No of teachers</th>
<th>No of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/07/14</td>
<td>72</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

Pre-/post-event questionnaire result:
- Intention to study languages at university: +14.4%
- Intention to apply to Cambridge: +0.7%

2. **Follow-up Seminars for Sixth Formers** (target year 2: 1 event; < 24 pupils total)

<table>
<thead>
<tr>
<th>Date</th>
<th>No of pupils</th>
<th>No of teachers</th>
<th>No of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/12/13</td>
<td>18</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

3. **KS4-5 Transition Events (for Year 10 pupils):** (target year 2: 1 event; < 80 pupils total)

<table>
<thead>
<tr>
<th>Date</th>
<th>No of pupils</th>
<th>No of teachers</th>
<th>No of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>30/06/14</td>
<td>72</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

Pre-/post event questionnaire results:
- Intention to study languages at AS level: +111.1%
- Intention to study languages at A2 level: +195.7%
- Intention to study languages at university: +137.5%

4. **KS3-4 Transition Events (for Year 8/9 pupils):** target year 2: 2 events (as none held in year 1; < 80 pupils each)

<table>
<thead>
<tr>
<th>Date</th>
<th>No of pupils</th>
<th>No of teachers</th>
<th>No of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/01/14</td>
<td>56</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>15/01/14</td>
<td>80</td>
<td>15</td>
<td>8</td>
</tr>
</tbody>
</table>

Pre-/post event questionnaire results:

<table>
<thead>
<tr>
<th></th>
<th>14/01/2014</th>
<th>15/01/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intention to study languages at GCSE</td>
<td>+32.9%</td>
<td>+26.4%</td>
</tr>
<tr>
<td>Intention to study languages at A level</td>
<td>+217%</td>
<td>+450%</td>
</tr>
<tr>
<td>Intention to study languages at university</td>
<td>+356.3%</td>
<td>+394%</td>
</tr>
</tbody>
</table>

Additional talks given:
- *European Day of Languages* talk to the Perse School (Jackie Bow)
- *European Day of Languages* taster session in Swahili for Impington Village College (Jacklyne Wesonga)
- *Communicating in a global and multicultural society without the benefit of a babelfish* for the Perse School’s ‘42’ series of talks (Jocelyn Wyburd)
- Talks on Why study languages for KS3, KS4 and Sixth Formers, St Clement Dane’s School, Herts (Jocelyn Wyburd)
- Talks for Languages Master Class events at Pembroke (Jocelyn Wyburd)
- Talk and tour for FAMES Sutton Trust Summer School (Emma Furuta)
Appendix F: LANGUAGE CENTRE ADMINISTRATION

i. **General Administration**
   - Continued to support all teams with general administration and support with system development.
   - Expanded admin support available for specific activities in CULP, EAP and JTC teams.
   - Managed long-term sickness absence within the team.
   - Recruited new Administrative Assistant (Daniela Macchiò) to support the team.

ii. **Estates**
   - Coordinated repair of leak and damp issues with Estate Management (EM) team and secured agreement for repair/redecoration by EM of damage caused.
   - Established Language Centre Facilities Group to ensure all teams have the opportunity to represent their comments, views and wishes in this area.
   - Secured upgrade of air conditioning for server room and began explorations of more suitable arrangements for additional server sited in reception area.

iii. **Finance**
   - Continued “light touch” budgeting and monitoring activities with teams, providing regularly updated management information for senior staff and responding to queries and concerns as they arose.
   - Simplified arrangements with a number of other Faculties/Departments regarding charging for work delivered by the Language Centre.

### INCOME & EXPENDITURE OVERVIEW BY SECTION: 2013-14

<table>
<thead>
<tr>
<th>Section</th>
<th>Income/Funds Allocated</th>
<th>Expenditure</th>
<th>Section surplus / (deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMIN</strong></td>
<td></td>
<td>262,132</td>
<td>£42,149 reallocated as overhead to EAP and CULP</td>
</tr>
<tr>
<td>JTC/ADVICE</td>
<td></td>
<td>123,227</td>
<td>0</td>
</tr>
<tr>
<td>EAP</td>
<td></td>
<td>410,224</td>
<td>Inc. £24,044 overhead charges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>377,805</td>
<td>Section surplus / (deficit) 32,419</td>
</tr>
<tr>
<td>CULP</td>
<td></td>
<td>372,435</td>
<td>Inc. £25,529 overhead charges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>397,965</td>
<td>(25,529)</td>
</tr>
<tr>
<td>TECH</td>
<td></td>
<td>364,212</td>
<td>£7,424 reallocated as overhead to EAP and CULP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>364,209</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL INCOME / FUNDS ALLOCATED IN YEAR</strong></td>
<td>1,532,230</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
<td>1,525,338</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>surplus / (deficit) on year</strong></td>
<td>6,892</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Available Funds not allocated in 2014-15 | 193,941 | Not invested |
| Reserves invested long-term             | 419,957 | Spendable Capital |
| Pressland Fund Capital (not spendable)  | 11,941  | Spendable Capital |
| General Donation Fund Capital           | 460,256 | Restricted Capital - not available for expenditure |
Appendix G: A.J. PRESSLAND FUND

The A.J. Pressland Fund offers bursaries of up to £1,000 to support language study abroad for students within the Schools of Biological Science, Clinical Medicine, Physical Science and Technology. Returning students planning to study a language overseas for up to 4 weeks during the Long Vacation may apply for funds to support course fees, accommodation and travel as required.

In 2013, 58 students applied to the fund and a total of £10,440 was awarded to 23 applicants (average award: £454). In 2014, 53 valid applications were received and a total of £10,625 was awarded to 19 applicants (average award: £559).

In addition to bursary expenditure, the Fund also supported the procurement of resources for scientists within the John Trim Centre and elements of the CULP programme.

The spendable capital of the A.J. Pressland Fund currently stands at around £54K and is held in a deposit account to maximise investment income. The Language Centre Committee of Management has previously agreed to hold this fund until suitable activity could be identified to support language learning for scientists.
ACCESS INFORMATION

The Language Centre is fully accessible to wheelchair users. If you would like to discuss any other access requirements, please contact Advising Team using the details below.

For more information, visit www.langcen.cam.ac.uk

Or contact us at:
Language Centre
Downing Place
Cambridge CB2 3EL

Telephone: 01223 335058
Fax: 01223 763618
Email: enquiries@langcen.cam.ac.uk

John Trim Centre Opening Times:
Full Term: 9am – 7pm
Vacation: 9am – 5pm