

The case for targeted support for modern foreign language study in Higher Education: enhancing the economic competitiveness of the UK; maintaining the strength and diversity in HE

Introduction and summary

1. University Alliance represents 24 major UK universities which work closely with business and the professions to deliver world-class research and a high-quality student experience. 26% of all students in UK HE in 2011/12 were studying at Alliance Universities. At University Alliance our approach is about putting innovation and enterprise at the core of everything we do. We deliver evidence-based research and foster close links with Government and business in order to improve HE policy to the benefit of the economy and society.
2. National and international governments and policy makers have highlighted the importance of foreign languages and intercultural skills within the new globalised labour force and the role of HE in preparing students for international careers. However, the UK suffers from a significant “languages deficit” at all levels and a growing concentration of the acquisition of language and intercultural skills among a social, economic and intellectual elite, at secondary level and in HE. In this paper, the key issue of the loss of diversity in Modern Foreign Languages (MFL) provision in HE is highlighted and notably the reduced offering of applied languages programmes as a consequence of recent policy decisions. The paper demonstrates the adverse impact of this both on the less socially advantaged students who are more often found in universities offering these programmes, and on the UK economy for which the availability of “career ready” graduates is vital for competitiveness in a globalised world.
3. In light of this evidence, we recommend the use of NSP matched funding from 2014-15 to fund targeted MFL bursaries (time-limited, means-tested bursaries for MFL study) in order to enhance demand in the context of HEFCE’s wider support for MFL in England. The adoption of a consistent MFL bursary scheme will also facilitate transparency and communication of financial support for students, which can be clearly promoted in outreach work with schools.

Demand for languages graduates: critical to the UK’s success in a globalised world

4. A very substantial body of research over the last decade¹ identifies the importance of MFL study in the UK as the key to the country’s ability to operate in international markets, work with international partners to face global challenges, sustain its position as a global research hub, and prepare its youth to become global citizens.
5. The demand for a workforce with language and intercultural skills has been widely demonstrated by the UK business community. The CBI’s latest *Education and Skills Survey 2012* reports that 72% of companies surveyed value foreign languages skills among employees, particularly for building relationships with clients, customers and suppliers (39%). As many as one-fifth are concerned that weaknesses in foreign language proficiency

¹ See a full review in Education and Employers Task Force, *The economic case for language learning*, 2011, p 7.

are losing them business and, among these, 52% are looking to recruit staff with the requisite skills. The Education and Employers Task Force report, whose focus was the economic significance of foreign language skills in a period of economic instability, drew on the *National Employers Skills Survey* to identify skills shortages in the UK. It showed that the percentage of skills shortage vacancies where foreign language skills are lacking has risen steadily from 7% in 2004 to 18% in 2009; for the “professional” category the percentage rose from 10% in 2007 to 28% in 2009. However, the report identified the need for languages skills not just in professional categories but also in elementary occupations, in terms both of linguistic ability and cultural awareness. It concluded that poor language competency was seriously impairing the UK’s competitiveness in international trade resulting in a loss of at least £7.3 billion per annum to the UK economy, or 0.5% of GDP.

6. The export of goods and services is key to the success of the UK economy, representing 32% of GDP in 2011². However, the British Chambers of Commerce 2012 report *Business is Good for Britain: Finance and Costs* showed that a lack of language skills is considered a barrier to exporting, with half of businesses claiming that language barriers influenced whether, when and where to enter international markets. 96% of the 8073 business respondents had no foreign language ability for the markets they served and the largest language deficits were for the fastest developing markets, e.g. Russia and China. Likewise for British SMEs, considered to be the powerhouse of UK economic recovery, a recent report by Barclays and Kingston University³ found that language and cultural issues were major barriers to exporting, along with foreign regulations and the time and effort it takes.
7. Outside the business community, the need for intercultural awareness and languages skills in combination with other skills has also been demonstrated⁴. For the UK to compete globally in key areas such as science and technology, the ability to communicate globally and understand other cultures is critical⁵.
8. In light of the overwhelming evidence of demand for language and intercultural skills in the UK workforce, the British Chambers of Commerce have called for compulsory language learning for all up to AS level⁶. Likewise the CBI has called for the UK Government to help UK businesses to internationalise their operations and awareness by supporting the enhancement of the UK’s foreign language capability⁷.

Decline in language study in the UK: Secondary and Higher Education

9. The impact of the removal of compulsory GCSE study in a foreign language in 2004 is now well documented⁸: there has been a significant decline in numbers of students studying languages at GCSE and A level (especially in the number of students studying more than one

² See <http://data.worldbank.org/indicator/NE.EXP.GNFS.ZS> [accessed 3/01/13].

³ Barclays and Kingston University Small Business Research Centre, *The eXport factor, British SMEs’ approach to doing business overseas*, 2011

⁴ UCML, *Labour Marketing Intelligence in Languages and Intercultural Skills in HE*, 2011

⁵ Centre for British Teachers Education Trust (CfBT), *Language learning in secondary schools in England*, 2012.

⁶ British Chambers of Commerce, *Exporting is Good for Britain: Finance and Costs*, 2012.

⁷ CBI/Ernst and Young, *Winning Overseas*, 2011.

⁸ CfBT, *Language learning in secondary schools in England. Findings from the 2011 Language Trends Survey*, 2012.

language), as well as in HE. In secondary schools more than three-quarters of KS4 pupils in England sat GCSE examinations in a modern language in 2001; by 2011 this had declined to 40%. The drop has impacted most heavily on French and German, key languages sought by UK business⁹. For A level languages, the number of entries for 16-18 year olds in schools and colleges declined by 26% over the period 1996-2011, while entries across all subjects rose by the same proportion. Between 1996 and 2011 the proportion of A level entries in MFLs fell from 6.4% to 3.7%.

10. Another key impact of the change to optional GCSE language study at KS4 has been the increased concentration of language provision in grammar, independent and selective schools, reducing accessibility to language studies in schools with higher levels of social deprivation¹⁰. In 2011 the proportion of schools where language study is compulsory at KS4 was 82% among independent schools but just 23% in the maintained sector; within the maintained sector the figure for selective schools stood at 86% compared with only 19% for comprehensives. At A level while independent schools account for a just under 20% of all secondary schools in England they contribute one third of A level entries in modern languages. In addition the degree of choice and enrichment in language learning in the independent sector is much higher than in the maintained sector¹¹, and is likely to contribute to the disproportionately high representation of students from independent schools in HE MFL study (see below). Both socio-economic and geographic discrepancies have been confirmed in reliable annual surveys, most recently in *Language Trends 2010*¹²: "... pupils in the North of England, in less privileged areas, and in lower performing schools have less access to foreign languages than in wealthier areas, in selective schools and in independent schools."¹³
11. In HE, there has been a 4.5% drop in numbers of UK undergraduate students FTE registered on modern languages degree programmes at English HEIs between 2001/2 and 2010/11 (see Appendices 1 and 2), compared to an overall growth in undergraduate student numbers in all subjects of 5.6%, with a particular decline corresponding with the removal of compulsory MFL study at KS4. This has been accompanied by a very significant polarisation of trends by type of institution between 2001/2 and 2010/11: pre-1992 institutions in England saw an increase in all MFL FTE student numbers of 11.2% while post-1992 institutions saw a decline of 25%¹⁴ (see Appendices 3 and 4). The decline in MFL compares with an all-subject growth of 22% in undergraduate students over the same period. The most recent UCAS data suggests that this trend is continuing: while there are variations by language, the fall in UCAS acceptances between 2008 and 2012 for degree study in languages (see Appendix 5) has been of -14.9% with very significant drops for French Studies, German Studies and combinations of languages (-24.4%, -29%, -15.5%). In addition, degree combinations with

⁹ CBI, *Learning to grow: what employers need from education and skills. Education and skills survey 2012*, 2012.

¹⁰ CfBT, *Language learning in secondary schools in England. Findings from the 2011 Language Trends survey*, 2012.

¹¹ CfBT, *Language learning in secondary schools in England. Findings from the 2011 Language Trends survey*, 2012, p47 and Education and Employers Task Force, *The economic case for language learning*, 2011, p 15.

¹² http://www.cilt.org.uk/research_and_statistics.aspx [accessed 03/01/2013].

¹³ Written evidence submitted by the University Council of Modern Languages (UCML) to the Parliamentary Select Committee of Business, Innovation and Skills on 10 March 2011; <http://www.publications.parliament.uk/pa/cm2012/cmselect/cmbis/885/885vw30.htm> [accessed 02/01/2013].

¹⁴ HEFCE, *Strategically Important and Vulnerable Subjects. The HEFCE advisory group's 2010-11 report*, September 2011/24. Numbers include international students and EU students

languages, considered particularly useful for international trade (see Appendix 6), have also seen their acceptances fall, for example, by -25.2% for Social studies/Business/Law and Languages, and by -13.4% for Physics/Maths and Arts/Humanities/Languages. This contrasts with an all-subject growth in acceptances of 5.6% over the same period.

Decline of applied language study in UK HEIs

11. This decline has been translated into the closure of a significant number of university MFL departments and a narrowing of the MFL offering: for example, the number of degree programmes in the six principal languages taught in the UK has fallen since 2003 from 503 to 271, a 46% drop¹⁵. The reduction in provision has been particularly focussed in universities where both applied language study and/or translating and interpreting have been specialities and where widening participation has been a particular strength. Notable recent examples include the closure of Bradford University’s Modern Languages department (a long-standing centre of excellence in translation and interpreting and applied language study) and the removal of Italian and Portuguese at the University of Salford, another specialist centre for translating, interpreting and applied language study. As languages degrees are increasingly concentrated in the research-intensive universities an additional consequence of existing trends is the uneven geographical availability of (non-distance-taught) provision in some languages and in applied language study.
12. Applied language degree programmes focus on producing “career ready” MFL graduates via training in language and intercultural awareness and skills in professional contexts. These programmes typically draw on the experience of language specialists with a wide range of professional and disciplinary backgrounds to offer much of their provision in the foreign language and develop high-level language proficiency, offer professionally related projects (e.g. market research in overseas markets) and opportunities for students to work on real-life simulations (e.g. using translation project briefs) with active preparation for professional life. In addition, applied language study is often available in major—minor combinations with a wide range of disciplines (rather than focussing on single language study), as the Alliance portfolio of MFL demonstrates (see Appendix 7). This is in contrast to what is typical of many other parts of the sector where a language-plus-culture curriculum is strongly focussed on literary and cultural studies, notably the study often in English of the film, theatre, literature, etc., of a particular language.
13. The applied languages curriculum is also often accompanied by international work placements (developed and maintained by the institution, hence offering access to a wider student population than student-provided placements) alongside study exchanges. This mix, which is particularly advantageous to students’ employability, contrasts again to those parts of the sector where British Council teaching assistantships are more common in combination with study exchanges and where work placements (where present at all) are typically found by students themselves. Graduate outcomes are good (see Appendix 8, Table 6 displaying the employability benefit of languages programmes by comparison with English in a sample of Alliance universities) and students of applied language programmes often find themselves working in business (see Appendix 9) and a wide range of professional contexts (see Appendix 10).

¹⁵ Written evidence submitted by the University Council of Modern Languages (UCML) to the Parliamentary Select Committee of Business, Innovation and Skills on 10 March 2011; <http://www.publications.parliament.uk/pa/cm2012/cmselect/cmbis/885/885vw30.htm> [accessed 02/01/2013].

14. Hence the applied language portfolio provides a complementary offering to that offered within more traditional universities and an opportunity to ensure that students from a wide range of backgrounds, not all of whom will be suited to traditional MFL provision with its focus on literary and cultural studies, can develop their language skills, enhance their employability and personal growth and contribute to the UK economy on the basis of their own preferences.
15. In summary, the concentration of MFL at secondary level appears to be driving a similar trend in HE. Diversity in provision across the sector is declining as departments offering an “applied” focus to their language degree provision and a greater widening participation profile are being forced to close through the concentrating effects of the new HEI landscape. In a context in which a third of university MFL programmes have been removed since 2006¹⁶, the ability of many universities to cross-subsidise language programmes is in question and further closures are likely. This will inevitably reduce options for students unable/unwilling to go to the research-intensive universities at a time when HEFCE is seeking to support widening participation initiatives for MFL (see paragraphs 18 & 19 below). It will also reduce the number of “career ready” languages graduates, typically produced through applied languages programmes, and the UK’s ability to both address its languages deficit and enhance its competitive position.

Delivering in the longer term: HEFCE’s support for MFL as a Strategically Important and Vulnerable Subject (SIVS)

16. HEFCE has long recognised the importance and vulnerability of MFL in Higher Education in England. This has been reflected in its support for MFL, in tandem with other agencies, for over more than a decade¹⁷.
17. While the Worton report¹⁸ published in 2009 suggested that strategic investment to support MFL in HE would be necessary only for the next few years, in the context of current MFL trends and wider changes to funding for HE (new student-led system for financing teaching alongside HEFCE teaching funding, and dual-support system for research), HEFCE continues to regard MFL as a SIVS and provides specific support to sustain national capacity.
18. In this context, the HEFCE-funded cross-sector *Routes into Languages* programme (www.routesintolanguages.ac.uk) has been shown to have increased interest and participation in languages¹⁹, and further funding is being provided for a new programme of student demand-raising activity running from 1 August 2013 to 31 July 2016. The proposed new programme of activities recognises the issue of the relatively narrow social profile of students studying MFL in HE and focuses on linking new activities to a) HEIs outside existing *Routes into Languages* networks and b) institutional outreach programmes in participating HEIs. This is likely to help generate increased demand for HE from students with more socially diverse backgrounds but who, as HEFCE note in its call for proposals, may find the

¹⁶ <http://www.guardian.co.uk/education/2012/feb/23/universities-cut-number-of-degree-courses> [accessed 03/01/2013].

¹⁷ Michael Worton, Review of Modern Foreign Languages provision in higher education in England, HEFCE, 2009, p8-10.

¹⁸ Michael Worton, *Review of Modern Foreign Languages provision in higher education in England*, HEFCE, 2009.

¹⁹ <https://www.routesintolanguages.ac.uk/national/news/2400> [accessed 02/01/2013].

barriers to HE MFL study higher than usual in the context of higher tuition fees and the longer study period generally required for languages.

19. In addition HEFCE has recently endorsed support for the Residence Abroad year on MFL programmes, which was widely perceived as representing a barrier to undergraduate study²⁰. Provisions are: i) student tuition fee capped at 15% for the Residence Abroad year; ii) tuition fee supplement (compensation paid to universities of 25% of the fee for the costs involved in participating in exchange programmes) for students engaging in a year of study or work abroad through the Erasmus exchange programme, or study abroad through another route, from 2014-15 onwards; iii) availability of the fees loan to cover the Residence Abroad year tuition fee. These measures will help to reduce barriers to MFL study and encourage uptake, particularly from the most cost-sensitive student populations.
20. HEFCE has also provided exemption from the adjustments to student number controls for 2012-13 and 2013-14 provided that institutions sustain provision at current levels. The trends in recruitment we have described above suggest, however, that this will mainly be to the benefit of institutions providing a more traditional languages curriculum.
21. While the University Alliance warmly welcomes these measures, they are only likely to partially mitigate the continuing decline in MFL student numbers, and provide some encouragement for MFL degree study among students from more socially diverse backgrounds. They are likely to be of greater benefit in the longer term, along with the English Baccalaureate (students from which would first enter HE in 2020), and other measures outlined in the *2010 Schools White Paper*, such as making languages a statutory part of the Key Stage 2 curriculum.
22. The English Baccalaureate already seems to be encouraging increased take-up of languages: the proportion of maintained schools providing language teaching in year 10 to 50% or more of their pupils rose from (more than) one-third in 2010 to just over a half in 2011²¹. This has been particularly significant in schools with higher levels of disadvantage and lower levels of attainment overall²² and may result in greater demand for HE provision from these student populations in later years. However, there are concerns about the narrowness of the English Baccalaureate curriculum which excludes applied language study (e.g. through qualifications such as ASSET languages and NVQs which are popular but do not meet the Government's 5 A*-C GCSE performance measure) and may deter progression to A level²³.

²⁰ Written evidence submitted by the University Council of Modern Languages (UCML) to the Parliamentary Select Committee of Business, Innovation and Skills on 10 March 2011; <http://www.publications.parliament.uk/pa/cm2012/cmselect/cmbis/885/885vw30.htm> [accessed 02/01/2013].

²¹ CfBT, *Language learning in secondary schools in England. Findings from the 2011 Language Trends Survey*, 2012

²² All-Party Parliamentary Group on Modern Languages, Submission to the Department for Education on Making Foreign Languages Compulsory at Key Stage 2, July 2012.

²³ Education and Employers Task Force, *The economic case for language learning*, 2011, p20.

Recommendations for targeted support for HE MFL study in England: enhancing the economic competitiveness of the UK; maintaining the strength and diversity of HE

23. The pressures being brought to bear on the HE sector will quickly lead to the removal of programmes that do not make a significant contribution to University financial sustainability. Already one-third of all undergraduate programmes across the UK have been lost since 2006, with a very significant narrowing of the MFL offering. Given the existing trends in MFL, applied language programmes, being located principally in post-92 institutions, are likely to be at the greatest risk, with a resulting further reduction in diversity of MFL provision.
24. A number of stakeholders have already called for a widening participation focus in Government action to support Modern Foreign Languages. HEFCE noted the decline of MFL provision in post-1992 universities in its 2010-11 SIVS advisory group report and highlighted the important role these institutions have in making HE accessible in all subject areas, including SIVS²⁴. It has sought to respond thus far with a range of actions which are likely to provide only partial mitigation for the downturn in MFL study, including its social selectivity. UCML, in its written evidence to the parliamentary Select Committee of Business, Innovation and Skills on 10 March 2011, specifically called for action to reverse the elitism in MFL in HE and additionally called for a bursary scheme to help support the growth in MFL participation.
25. In order to maintain the diversity and strength of provision in HE and to help ensure that a key source of “career ready” graduates is produced who draw from a more socially diverse background and can contribute to UK economic growth in a globalised world, University Alliance calls for the introduction of time-limited (to 2020) **Modern Languages Bursaries** resourced from NSP matched funding after 2014-15. These Bursaries would support a growing number of students from low-participation neighbourhoods generated from HEFCE’s demand-raising activities, both those seeking to follow applied language degree programmes, often located in more modern institutions, as well as those seeking to study a more traditional programme at research-intensive universities where students from higher socio-economic categories tend to dominate in the MFL discipline.
26. Modern Languages Bursaries would be available to students studying MFLs for at least one-third of the credits on their programme. This would enable students studying languages as a minor in major/minor combinations to benefit and would enhance the attraction of combined programmes with languages, which have been demonstrated to be particularly crucial for international competitiveness in key sectors. The bursary would also be available to students progressing from the University’s/a HEFCE demand-enhancing outreach programme targeting Low Participation Neighbourhoods, or meeting the National Scholarship Programme criteria (joint family income of £25,000/annum or less). Hence the Modern Languages Bursary Scheme would build on existing University widening-participation activity and HEFCE’s existing support for MFL as a SIVS via its new student demand-enhancing initiative.
27. The bursary would be for £2,000 per annum for the duration of the programme (whether 3 or 4 years) and offered as a combination of cash in hand and fee-waiver (at the discretion of the student); pro rata Bursaries would be available for students on a part-time programme. The aim would be for the Bursary to actively attract applicants from socially disadvantaged backgrounds into the study of modern languages. By contrast with standard NSP

²⁴ HEFCE, *Strategically Important and Vulnerable Subjects. The HEFCE advisory group’s 2010-11 report*, September 2011/24, p14.

scholarships the Modern Languages Bursaries would support the individual throughout their programme, including during Residence Abroad. While the standard NSP scholarships limit the cash benefit to a one-off £1000 in the first year of study, the Modern Language Bursary cash benefit would be for the entire duration of the programme.

28. Universities would be free to participate in the Modern Languages Bursaries scheme which would function similarly to NSP scholarships and would be funded from institutions' matched funding for NSP from 2014-15. In addition, Universities would be free to use discretion in relation to the application of additional Widening Participation criteria and would be able to offer Modern Languages Bursaries in combination with others, including standard NSP bursaries. This source of funding is the most appropriate means by which to achieve a standardised MFL bursary across all years of study.
29. The estimated cost of this time-limited initiative would be £2 million in year 1 rising to £8 million annually by year four (see Appendix 11) assuming full cross-sector support for the Bursaries. This would be funded from NSP match funding from 2014-15.
30. In addition to this initiative, University Alliance will support a HEFCE Catalyst fund application seeking to offer specific activities with a wide range of stakeholders (e.g. schools, colleges, languages alumni and business), complementary to those of the new HEFCE student demand-enhancing initiative, to promote the study of languages for professional use and contribute towards economic growth.

Conclusion

31. In this paper we have argued that in a context of a national languages deficit and growing globalised competition for business, the declining diversity in MFL provision in HE and the associated removal of applied languages programmes will damage the UK's ability to compete internationally, reduce the accessibility of less socially advantaged students to MFL programmes which enable them to enhance their language and intercultural skills and contribute to economic growth, and weaken the strength and diversity of UK HE. While we acknowledge HEFCE's existing support to MFL as a SIVS, we argue that this is only likely to provide partial mitigation for the downturn in MFL study in HE and its growing social selectivity, and that short-term measures to support demand from students from more socially diverse backgrounds are required. We call for the introduction of time-limited, Government-funded, Modern Languages Bursaries resourced from NSP matched funding from 2014-15 to actively attract students from socially disadvantaged backgrounds to MFL study and help to support the production of "career ready" internationally focussed graduates within a strong and diverse HE sector.

Alliance universities – Bournemouth University, University of Bradford, Cardiff Metropolitan University, Coventry University, De Montfort University, University of Glamorgan, Glasgow Caledonian University, University of Hertfordshire, University of Huddersfield, Kingston University, University of Lincoln, Liverpool John Moores University, Manchester Metropolitan University, Northumbria University, Nottingham Trent University, Open University, Oxford Brookes University, Plymouth University, University of Portsmouth, University of Salford, Sheffield Hallam University, Teesside University, University of Wales, Newport, University of the West of England.

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Appendix 1

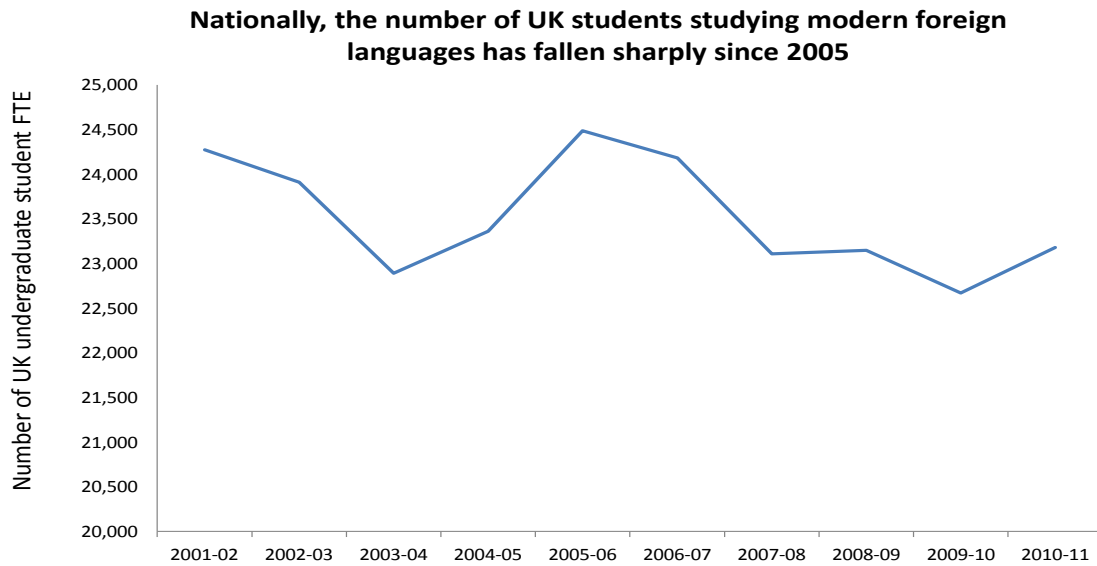
Table 1: UK FTE Modern Languages Students in English HEIs

Grouped HESA cost centre	Student domicile	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Modern foreign languages	UK	24,273	23,910	22,890	23,362	24,489	24,185	23,107	23,147	22,668	23,178
	EU	2,416	2,204	2,158	2,238	2,278	2,543	2,543	2,637	2,652	2,774
	Other international	1,054	1,322	1,667	1,287	1,237	1,240	1,233	1,657	1,864	2,068
	Sub-total	27,743	27,436	26,714	26,886	28,004	27,967	26,883	27,441	27,185	28,021

Source: <http://www.hefce.ac.uk/media/hefce/content/whatwedo/cross-cuttingwork/sivs/data/Subjects%20analysis%20for%20publication%20-%20Undergraduates.xls> Table 2.4

Appendix 2

Graph 1: Drop in all UK FTE Modern Languages students in English HEIs



Source: <http://www.hefce.ac.uk/media/hefce/content/whatwedo/cross-cuttingwork/sivs/data/Subjects%20analysis%20for%20publication%20-%20Undergraduates.xls>

Table 2.4

Appendix 3

Table 2: Polarisation in all FTE Modern languages students in English HEIs

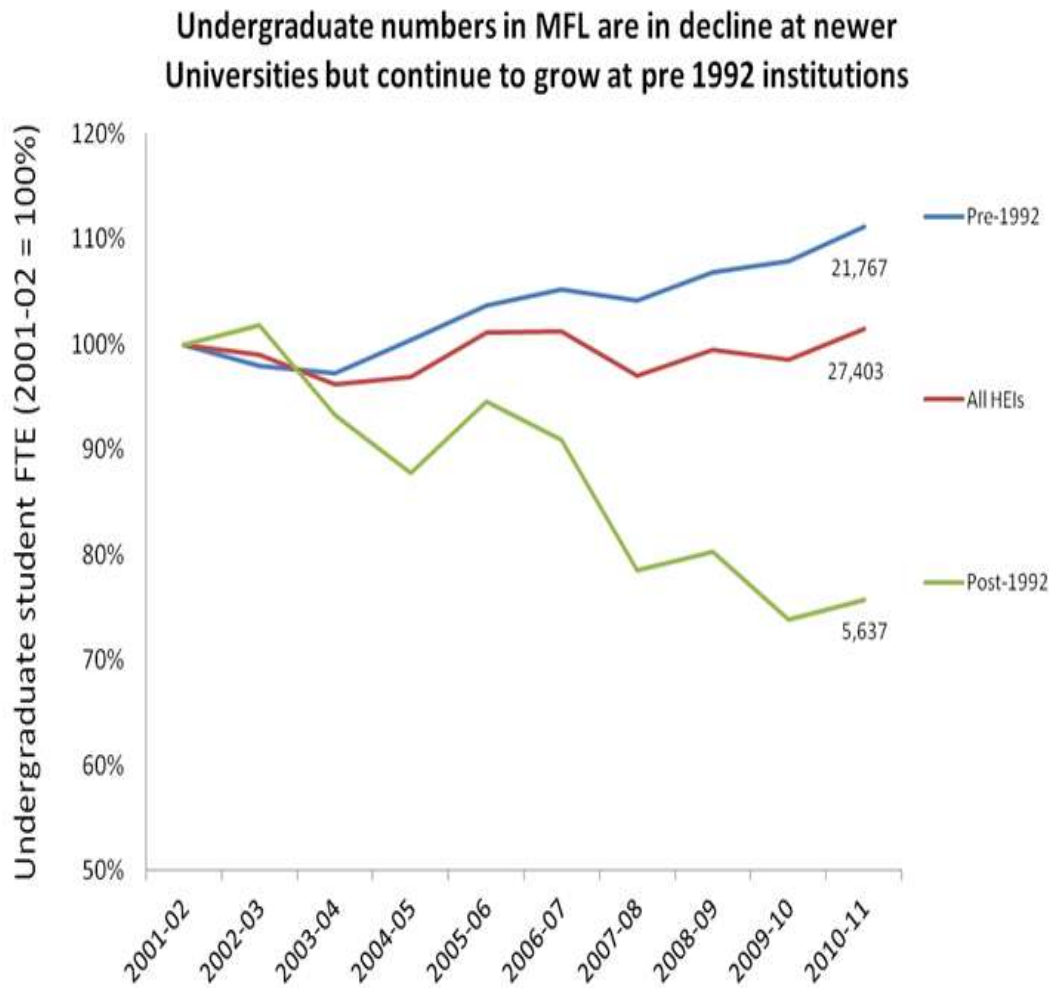
Grouped HESA cost centre	Institution type	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Modern foreign languages	All HEIs	27,017	26,751	25,984	26,188	27,319	27,365	26,223	26,882	26,612	27,403
	Pre-1992	19,569	19,172	19,037	19,654	20,280	20,589	20,372	20,900	21,114	21,767
	Post-1992	7,448	7,579	6,947	6,534	7,038	6,776	5,851	5,982	5,497	5,637

Source: <http://www.hefce.ac.uk/media/hefce/content/whatwedo/cross-cuttingwork/sivs/data/Subjects%20analysis%20for%20publication%20-%20Undergraduates.xls> Table 2.6

NB. Excludes MFL students engaging in degree study at other institutions.

Appendix 4

Graph 2: Polarisation in all FTE Modern Languages students in English HEIs



Source: <http://www.hefce.ac.uk/media/hefce/content/whatwedo/cross-cuttingwork/sivs/data/Subjects%20analysis%20for%20publication%20-%20Undergraduates.xls>

Table 2.6

Appendix 5

Table 3: Number of acceptances by JACS3 subject line (degree only), single or joint programmes

	2008	2009	Δ08--09	2010	Δ09--10	2011	Δ10--11	2012	Δ11--12	Δ08--12
R0 Euro langs, lit and related; any area	124	96	-22.6%	122	27.1%	55	-54.9%	0	-100.0%	-100.0%
R1 French studies	775	793	2.3%	740	-6.7%	688	-7.0%	586	-14.8%	-24.4%
R2 German studies	279	283	1.4%	287	1.4%	292	1.7%	198	-32.2%	-29.0%
R3 Italian studies	80	78	-2.5%	62	-20.5%	65	4.8%	47	-27.7%	-41.3%
R4 Spanish studies	391	387	-1.0%	414	7.0%	467	12.8%	396	-15.2%	1.3%
R5 Portuguese studies	0	3	N/A	1	-66.7%	1	0.0%	0	-100.0%	N/A
R6 Scandinavian studies	17	13	-23.5%	15	15.4%	14	-6.7%	12	-14.3%	-29.4%
R7 Russian and East European studies	89	108	21.3%	100	-7.4%	88	-12.0%	65	-26.1%	-27.0%
R8 European studies	226	250	10.6%	97	-61.2%	121	24.7%	85	-29.8%	-62.4%
R9 Others in European languages, literature and related studies	915	800	-12.6%	848	6.0%	1052	24.1%	1014	-3.6%	10.8%
RR Combinations within European langs, lit and rel studs	1755	1807	3.0%	1991	10.2%	1733	-13.0%	1658	-4.3%	-5.5%
T1 Chinese studies	130	154	18.5%	176	14.3%	207	17.6%	171	-17.4%	31.5%
T2 Japanese studies	168	221	31.5%	226	2.3%	192	-15.0%	144	-25.0%	-14.3%
T3 South Asian studies	44	47	6.8%	37	-21.3%	61	64.9%	41	-32.8%	-6.8%
T4 Other Asian studies	8	11	37.5%	16	45.5%	18	12.5%	28	55.6%	250.0%
T5 African studies	28	31	10.7%	25	-19.4%	23	-8.0%	11	-52.2%	-60.7%
T6 Modern Middle Eastern studies	125	125	0.0%	134	7.2%	101	-24.6%	114	12.9%	-8.8%
T7 American studies	554	496	-10.5%	538	8.5%	502	-6.7%	457	-9.0%	-17.5%
T9 Others in non-European languages, literature and related studies	463	315	-32.0%	262	-16.8%	267	1.9%	176	-34.1%	-62.0%
TT Combinations within non-European langs, lit and rel studs	37	94	154.1%	71	-24.5%	63	-11.3%	92	46.0%	148.6%
Y Combs of langs	1692	1574	-7.0%	1652	5.0%	1597	-3.3%	1430	-10.5%	-15.5%
Total	7900	7686	-2.7%	7814	1.7%	7607	-2.6%	6725	-11.6%	-14.9%
All subjects	408813	427901	4.7%	435591	1.8%	449428	3.2%	431611	-4.0%	5.6%

Source: UCAS final end-of-year figures for 2008, 2009, 2010, 2011, 2012

Appendix 6

Table 4: Number of acceptances by JACS3 subject line (degree only), combinations with three subjects

	2008	2009	Δ08--09	2010	Δ09--10	2011	Δ10--11	2012	Δ11--12	Δ08--12
Z Combs of three subjects	5289	5416	2.4%	4160	-23.2%	3808	-8.5%	5874	54.3%	11.1%
Y Soc studs/Bus/Law and Langs	2866	2715	-5.3%	2589	-4.6%	2531	-2.2%	2145	-15.3%	-25.2%
Y Soc studs/Bus/Law and Arts and Humanities	7991	8671	8.5%	8546	-1.4%	8386	-1.9%	7705	-8.1%	-3.6%
Y Soc studs/Law and Bus	3498	3349	-4.3%	3260	-2.7%	2958	-9.3%	2844	-3.9%	-18.7%
Y Soc studs and Law	2183	2140	-2.0%	2307	7.8%	2507	8.7%	2102	-16.2%	-3.7%
Y Sci/Eng and Soc studs/Bus/Law	6077	5896	-3.0%	5828	-1.2%	5347	-8.3%	4893	-8.5%	-19.5%
Y Sci/Eng and Arts/Humanities/Langs	5865	6378	8.7%	6443	1.0%	6635	3.0%	5926	-10.7%	1.0%
Y Phy/Math and Soc studs/Bus/Law	3860	3765	-2.5%	3423	-9.1%	3075	-10.2%	2957	-3.8%	-23.4%
Y Phy/Math and Arts/Humanities/Langs	2177	2314	6.3%	2454	6.1%	2249	-8.4%	1886	-16.1%	-13.4%
Y Langs and Arts/Humanities	7457	7805	4.7%	7615	-2.4%	7346	-3.5%	6523	-11.2%	-12.5%
Y Arts and Humanities	3639	3924	7.8%	3748	-4.5%	3702	-1.2%	3036	-18.0%	-16.6%
X1 Teacher training	7605	7632	0.4%	7247	-5.0%	6994	-3.5%	7181	2.7%	-5.6%
W8 Imaginative writing	615	780	26.8%	753	-3.5%	797	5.8%	658	-17.4%	7.0%
VV Combinations of hist and phil	1349	1352	0.2%	1248	-7.7%	1268	1.6%	1131	-10.8%	-16.2%
Q1 Linguistics	657	541	-17.7%	577	6.7%	524	-9.2%	529	1.0%	-19.5%
LL Soc sci combs	2672	2726	2.0%	2772	1.7%	2816	1.6%	2561	-9.1%	-4.2%
Total	63800	65404	2.5%	62970	-3.7%	60943	-3.2%	57951	-4.9%	-9.2%
All subjects	408813	427901	4.7%	435591	1.8%	449428	3.2%	431611	-4.0%	5.6%

Source: UCAS final end-of-year figures for 2008, 2009, 2010, 2011, 2012

Appendix 7

Table 5 : University Alliance Institutions, Range of UG Language Provision

<u>Institution Name:</u>	<u>UG Programme</u>	<u>IWLP</u>
Coventry University	European Business Management, French and English, French and International Relations, French and Spanish, French and TEFL, French, Spanish and English, Spanish and International Relations, Spanish and TEFL, Spanish	Yes
De Montfort Univeristy	Education Studies with Languages (French, Spanish, Mandarin)	
University of Hertfordshire	Offers range of Joint Honours, “with languages” – French,Spanish, German, Italian, Japanese, Mandarin.	Yes
University of Huddersfield	Offers language study as part of joint degree or as module option (French, Spanish, Japanese, Mandarin, Italian)	Yes
Kingston University of London	Joint Honours only (French, Spanish)	
Manchester Metropolitan University	Modern Languages: Japanese with French, German, Italian, Spanish.	Yes
Nottingham Trent University	Languages (French, German, Italian, Spanish, Chinese) are studied at degree level in Joint Honours Modern Languages; Joint Honours Humanities	Yes
The Open University	Language Studies (French, German, Spanish) or with English (Italian, Chinese, Welsh Studies)	Yes
Oxford Brookes	Single Honours Japanese, Combined Japanese, Combined French, Combined Spanish (“minor” only)	Yes
Plymouth University	Single Honours: English with French, English with Spanish, International Business with French/Spanish; International Relations with French/Spanish	Yes
University of Portsmouth	Combined Modern Languages, Languages with European Studies; Applied Languages; International Relations & Languages; French Studies; European Studies and International Relations; International Development Studies & Languages; German Studies	Yes
University of Salford	Modern Languages (French, German, Spanish); Modern Language Studies; Translation & Interpreting (Arabic, Chinese, French, German, Spanish, Linguistics)	Yes
Sheffield Hallam	Language with International Business (Spanish, French, German); Languages with TESOL (Spanish, French, German); Languages with Tourism (French, Spanish, German)	Yes
University of Northumbria	English Language with French; English Language with Spanish; European Studies with French; European Studies with Spanish; International Business Management with French; International Business Management with Spanish	Yes

Key: IWLP: Institution-Wide Language Programme: IWLP is a non-specialist languages module offered across University provision, frequently (but not solely) at undergraduate level. It may or may not carry credits and may be charged for or offered as an elective on a programme. It can be offered across one or more year and may or may not be linked to schemes such as the Languages Ladder.

Appendix 8

Table 6: Graduates in Managerial or Professional employment after 6 months

<u>University Alliance Institution</u>	<u>Non-Languages Humanities Subject</u>	<u>Languages Subjects</u>
Northumbria University	English= 25% (30 students)	French and Spanish=60% (60 students)
University of Huddersfield	English = 55% (45 students)	Music with Modern Languages = 73% (60 students)
Nottingham Trent	English = 35% (35 students)	French (and Communication & Society) = 70% (25 students)
The Open University	English = 47% (230 students)	Language Studies = 60% (40 students)
University of Salford	English = 25% (25 students)	Modern Language Studies = 65% (25 students)
Manchester Metropolitan University	English = 30% (100 students)	French and German = 50% (30 students)
University of Coventry	English = 50% (25 students)	French = 55% (35 students)

Data Source: Unistats KIS Employability and Accreditation January 2013

Appendix 9

Table 7: Sample of job titles for Alliance universities' Modern Foreign Languages graduates 6 months after graduating, 2009-11.

Business area	Graduate job title
Accounting/financial management	European credit controller Accounts administrator Multilingual accountant European accounts administrator
Advertising/PR/marketing	Head of PR and production Marketing manager Marketing assistant Media creator
Business analysis	Portfolio analyst Digital analyst Service delivery analyst
Business development	Commercial development manager Business development manager
Consultancy	Principal consultant IT consultant
Customer service	European customer relations Customer service officer
European/international marketing	Arabic marketing executive French marketing consultant
European/international Sales	Export sales administrator Sales coordinator for French and Spanish European sales administrator
Export	Export administrator Import/export clerk
International HR	International recruitment consultant Recruitment agency consultant
Logistics	Logistics coordinator Research assistant and logistics assistant
Merchandising	Fashion merchandiser
Product management	Bilingual insurance assistant International mail order manager Events manager
Project management/operations management	Project manager Operations manager Project administrator (with Spanish)
Purchasing	Purchasing assistant Buyer
Researcher	Assistant media researcher Senior researcher
Sales	Sales manager Industrial sector sales team Sales and support administrator

Appendix 10²⁵

Table 8: Employment of Modern Foreign Languages graduates 6 months after graduating.

Of 868 graduates whose employment was known about 20% worked in Education. The others were spread across a broad range of industrial sectors:

Industrial sector		
A: Agriculture, forestry and fishing		1
C: Manufacturing		48
D: Electricity, gas, steam and air conditioning supply		4
F: Construction		5
G: Wholesale and retail trade; repair of motor vehicles and motor cycles		145
H: Transport and storage		15
I: Accommodation and food service activities		62
J: Information and communication		48
K: Financial and insurance activities		68
L: Real estate activities		13
M: Professional, scientific and technical activities		84
N: Administrative and support service activities		64
O: Public administration and defence; compulsory social security		57
P: Education		164
Q: Human health and social work activities		42
R: Arts, entertainment and recreation		29
S: Other service activities		13
T: Activities of households as employers; undifferentiated goods and services producing activities of households for own use		1
U: Activities of extraterritorial organisations and bodies		5
	Total	868
Occupation type		
1 Managers and senior officials	84	
2 Professional occupations	148	
3 Associate professional and technical occupations	224	
4 Administrative and secretarial occupations	143	
5 Skilled trades occupations	8	
6 Personal service occupations	60	
7 Sales and customer service occupations	139	
8 Process, plant and machine operatives	4	
9 Elementary occupations	58	
	Total	868

Eight Alliance Universities were able to supply information about the employment circumstances of three years' graduates from the DLHE survey. This information is not comprehensive and does not include graduates who went on to further study.

Appendix 11

Table 9: Total NSP matched funding allocated to MFL Bursaries – University Alliance universities

	2010/11 HE Students Full Person Equivalent First Year marker First Year Students Level of Study (4 detailed) First degree JACS subject area (F) Languages	Table SP7 – Percentage of entrants to full- time first degree courses from low participation neighbourhoods by subject and entry qualification 2010/11	First degree entrants on Languages courses from LPN	2010/11 HE students Full person equivalent Level of Study (4 detailed) First degree First Year marker First Year students JACS Principal Subject (2007/08 onwards) (R1-T6)
Young	23,500	8.40%	1,974	
Mature	6,420	16.00%	1,027	
Total	29,920		3,001	8,895
	Estimated ML entrants from LPN	3001 x 8,895/29920	892	

Uncertainties:

1. We don't know how well numbers from LPN match numbers qualifying for support via the means test.
2. "Full person equivalent" numbers are not the same as the number of individuals entering ML courses.
3. No allowance is made for non-continuation: we assume this is balanced by increased recruitment.

As the intention is to increase the take up of ML numbers are rounded up to 1,000 annually, making a first year costs of £2m rising to £8m after 4 years.