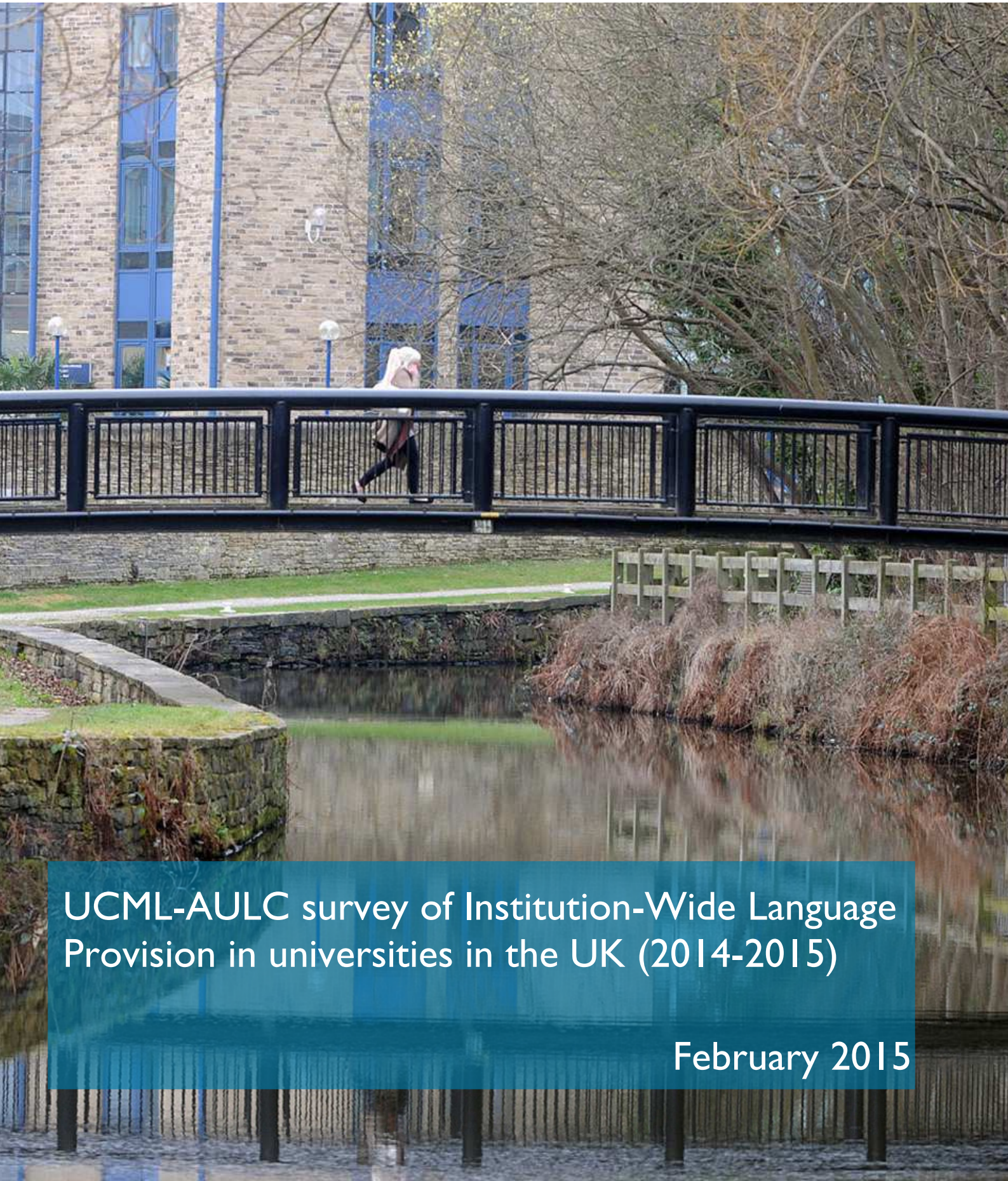
UCML
University Council of Modern Languages

aulc



UCML-AULC survey of Institution-Wide Language Provision in universities in the UK (2014-2015)

February 2015

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1. Introduction

This survey, carried out by members of the University Council of Modern Languages (UCML) and the Association of University Language Centres in the UK (AULC), sought to obtain a picture of the current availability and demand for Institution-wide Language Provision (IWLP) across the higher education sector in the UK. Also sometimes referred to as 'Languages for All', IWLP typically comprises elective language course units taken for academic credit and language courses studied in addition to and alongside a student's degree programme. Students taking these courses have been referred to as 'non-specialist language learners' since they often have little background in foreign language learning, and the courses they study are not a compulsory component of the degree programme for which they are registered. This is the third year in succession that the UCML-AULC survey has been conducted. As there is no other mechanism or agency in a position to compile this data[1], the UCML-AULC survey is of particular importance.

The last two UCML-AULC surveys (2012-2013, 2013-2014) showed that IWLP is an expanding area attracting increasing numbers of students, and this trend in UK HE is the continuation of a pattern originally identified in earlier surveys (Marshall, 2001; Byrne and Abbott, 2007[2]).

Specific aims of the present survey were to:

- gauge availability and demand for different IWLP languages in UK HE and note changing trends
- ascertain the proportion of and arrangements for accredited and non-accredited provision
- determine the numbers of international students taking IWLP languages, and what challenges and opportunities this presence brings;
- elicit information on teaching hours, numbers per group, funding and fees, quality assurance
- gauge respondents' views on the prospects for IWLP

2. Method

2.1. Surveying the sector

IWLP activity is rather difficult to survey as it is a somewhat diverse phenomenon. In most institutions, it includes accredited provision offered to non-specialist language learners; in others, it only encompasses non-accredited provision to these students. Activity may be managed from within a university language centre or it might be offered alongside specialist degree programmes and managed from within a language department. In some institutions, provision for external students (members of the public/lifelong learning students) may be incorporated as a part of the IWLP provision. In at least one case, language course units are offered by an external provider. The sector is also diverse in terms of the ranges of languages offered, with some institutions offering only three or four languages and others offering up to twenty.

2.2. Questionnaire

A simple electronic questionnaire was devised using *Select Survey* survey tool (SelectSurvey.NET). It was sent out in the third week of October 2014 to all AULC institutional representatives in the UK using the AULC contacts list. . It remained open until the beginning of December. The survey was also distributed via the UCML contacts list. In addition, where responses were not forthcoming, individuals who were thought to be in a position to provide the data, or who might be in a position to ask others to provide this, were reminded by email, in some cases telephoned. Thus the survey was sent to institutions with language centres and to those with IWLP activity in modern languages departments, even though in the latter case the activity might not be formally identified as IWLP. The survey sought to obtain data only on students who were taking a language either as a free choice (elective) course unit or on a non-credit basis.

[1] Registrations for IWLP course units are not recorded in UCAS or HESA statistics.

[2] Through its members, AULC conducted surveys of non-specialist language learners in 2003/04 and three subsequent years, obtaining an increasing response rate each year largely as a result of methodological improvements.

2.3. Limitations

As was the case with last year's survey, the present survey only collected information on: i) students studying a language course as a free choice, or 'elective', accredited course option and ii) students studying a non-accredited language course in addition to and alongside a their degree programme. Thus data was not collected for students who were studying a language which, though comprising a minor part of their degree (less than 50%), was not a 'free-choice option'. As a result, it is likely that a considerable number of what might be termed 'non-specialist language students' have not been included in the figures reported here. This differs from the approach used in the Byrne and Abbot surveys (2007) which were designed to collect figures on the number of students at HE institutions who were taking a language simply as a minor 'assessed part of their degree (under 50%)'.

The survey did not collect information on the range of levels being offered for each language. It was felt that breaking this information down across the languages would be time-consuming for the respondents and would probably result in a much lower response rate. Likewise, data was not sought on the numbers progressing in a particular language across the years of study. Unlike in the earlier surveys (e.g. Byrne and Abbot, 2007), students themselves were not surveyed.

Last of all, because respondents were asked to indicate numbers at the end of October/early November, the survey did not capture the number of students who might be registering to study a language course in the second half of the academic year. Although these additional registrations would have resulted in more comprehensive data, and higher reported numbers, capturing this data would have meant conducting the survey in February and publication would be delayed until May or June, and thus the findings would only be relevant retrospectively in the year of their dissemination. Finally, because the survey elicited a snapshot of numbers near the start of the academic year, it was not able to take into account all of the withdrawals.

3. Results

By the end of the survey period, data had been collected from 61 institutions, 23 of which were Russell Group universities. One of the institutions included in the total number were not running IWLP programmes at the time of the survey; and two others returned incomplete data. Most of those who completed and submitted the questionnaire were directors of language centres or coordinators of IWLP programmes. However, there were also some responses from heads of academic departments (n = 9) and a small number of responses from programme administrators (n = 7). This latter group responded to the part of the survey which asked for quantitative data, but most did not complete the entire questionnaire.

3.1. Number of students on IWLP-type courses

The number of students reported as being enrolled on IWLP courses in this survey was somewhat higher than the number reported in 2013-2014: the total number of enrolments reported for the end of October/early November period in the 2013-2014 academic year was 53,971 (64 HEIs reporting). The total number of enrolments reported for the end of October/early November period in the 2014-15 academic year was 54,975 (61 HEIs reporting). The figure for the same period in the 2012-13 academic year was 49,637 (61 HEIs reporting). Year to year comparisons have to be treated cautiously because not only does the actual number of respondents vary from year to year, but the actual institutions which do report also vary slightly. Nevertheless, a general pattern of increasing enrolments is suggested by these figures, which are summarised in the table below:

Table 1. Number of enrolments reported in the UCML-AULC surveys

Year	Number	Number of HEIs reporting
2012-2013	49,637	61
2013-2014	53,971	64
2014-2015	54,975	61

3.2. Proportion of accredited and non-accredited learning

In the current survey, the proportion of students studying an IWLP course for academic credit was around 60% of the total. This figure, which is similar to the figure given last year, is the average (mean) of all the proportions that were given by the respondents in the survey. However, this figure masks a considerable diversity across the sector with several institutions offering their IWLP courses only as an accredited option and with several institutions offering IWLP courses only on a non-accredited basis. Nevertheless, in most institutions (67% of sample), both accredited and non-accredited provision is offered. Furthermore, where both modes of study are available in the same institution, in most cases (67%), the students study the same courses together.

3.3. Languages offered

According to the survey data, the average (mean) number of different languages offered by institutions was nine. Although the actual number of languages offered at each institution ranged from 3 to 20, around two-thirds of all respondents indicated that their institution offered between 6 and 11 languages. Figure 1 below shows all those languages whose total reported numbers reached 150 students or more. Where the numbers studying a language did not reach 150, the language has been categorised as 'Other'.

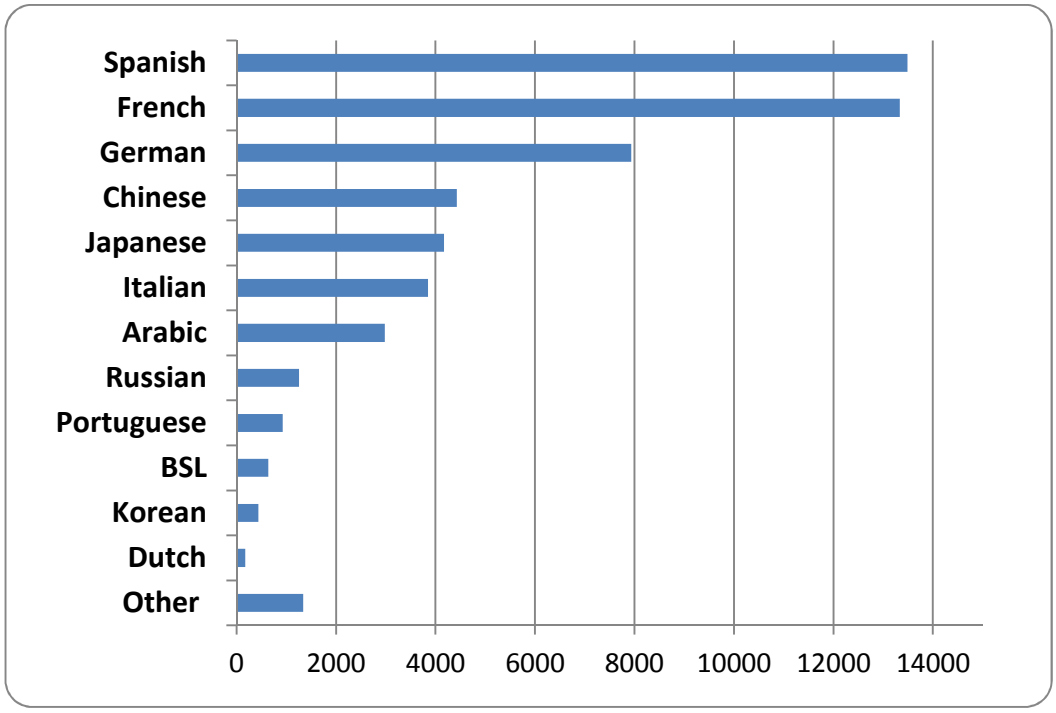


Figure 1. Main languages studied showing student numbers reported

From the chart, it can be seen that by far the greatest demand is for Spanish and French, with German and Chinese following in third and fourth places. Japanese, Italian, Arabic and Russian also appear to be attracting significant numbers of students, a pattern which was evident in last year's survey.

The figures for the numbers learning Chinese are probably an underestimation since the survey did not collect data of the numbers of UK students learning Chinese on a non-accredited basis at the Confucius Institutes located on UK university campuses (n = 11). More detailed figures for the numbers and percentages of students taking individual languages and the numbers of institutions offering each language are given in Table 2 below.

Table 2. Numbers and percentages of students taking individual languages; numbers of institutions offering each language[3]

	No. of learners per language	No. of learners per language as % of all learners	No. of HEIs in the survey offering each language	No. of HEIs in the survey offering language as % of all HEIs[4]
Spanish	13488	24.5%	58	95.1%
French	13335	24.2%	58	95.1%
German	7937	14.4%	57	93.4%
Mandarin Chinese	4430	8.0%	54	88.5%
Japanese	4170	7.6%	49	80.3%
Italian	3852	7.0%	51	83.6%
Arabic	2983	5.4%	45	73.8%
Russian	1258	2.3%	32	52.5%
Portuguese	928	1.7%	32	52.5%
BSL	640	1.2%	14	23.0%
Korean	439	0.8%	9	14.8%
Latin[5]	222	0.4%	9	14.8%
Dutch	178	0.3%	3	4.9%
Polish	149	0.3%	10	16.4%
Catalan	140	0.3%	7	11.5%
Swahili	108	0.2%	2	3.3%
Greek	105	0.2%	11	18.0%
Turkish	59	0.1%	5	8.2%
Persian	57	0.1%	4	6.6%
Hindi	55	0.1%	2	3.3%
Swedish	48	0.1%	3	4.9%
Irish Gaelic	46	0.1%	2	3.3%
Welsh	31	0.1%	2	3.3%
Other	317	0.6%	-	-

[3] Not included in the table are the low numbers of students reported as studying languages such as Danish, Punjabi, Georgian, Indonesian, Somali, Swahili, Thai and Urdu. These have been grouped under 'Other'.
[4] Two institutions responded to the survey but did not return any figures for the languages being offered so these have been excluded from this % calculation in this table.
[5] Classical and medieval Latin is taught alongside modern foreign languages in some HEIs as part of IWLP.

Because of methodological differences and the differing number of responses, comparisons of actual figures for particular languages with those of earlier surveys are problematic. Somewhat more meaningful, however, are comparisons of the proportions of students studying languages with those of previous years. So while French, along with Spanish, is still by far one of the most popular languages, as a proportion of all languages being studied, it seems to be on the decline in relative terms. In Keith Marshall's 2001 UCML survey of the sector, French accounted for 29% of the student numbers. This had declined to slightly over 25% in the UCML-AULC Survey for 2012-2013 and to just over 24% in this year's UCML-AULC Survey.

It is interesting to note that Chinese is now offered by 54 HEIs (approx. 88% of the responding institutions). In Marshall's 2001 survey, only nine institutions reported that they were offering language courses in Chinese, and in 2013 this figure had grown to 48. The survey data for this year therefore clearly shows a strong and continuing positive trend for this language. Evidence of a continuing positive trend for Arabic has also been revealed with the number of institutions offering the language in 2001 (Marshall) being reported as only two compared to 45 in the current survey (over 70% of the responding institutions). This may also reflect limitations on availability of degree programmes in those subjects.

Two languages which were not offered in 2001 but are now offered by a significant number of HEIs are British Sign Language and Korean. The current survey data shows that these are offered by 14 and 9 institutions respectively. Both of these figures represent an increase over the data reported in 2013 with only four institutions reporting that they offered BSL and six reporting that they offered Korean.

3.4. Numbers compared to previous academic year

Respondents were asked to indicate whether the numbers of students recruited onto their IWLP courses in 2014 - 2015 were higher or lower than in the previous academic year. Of the 58 institutions which responded to this question, 33 reported an increase in numbers and 15 reported little or no change. A decrease in numbers was reported by ten institutions, although reasons for these falls are not clear, and there may relate to particular institutional circumstances.

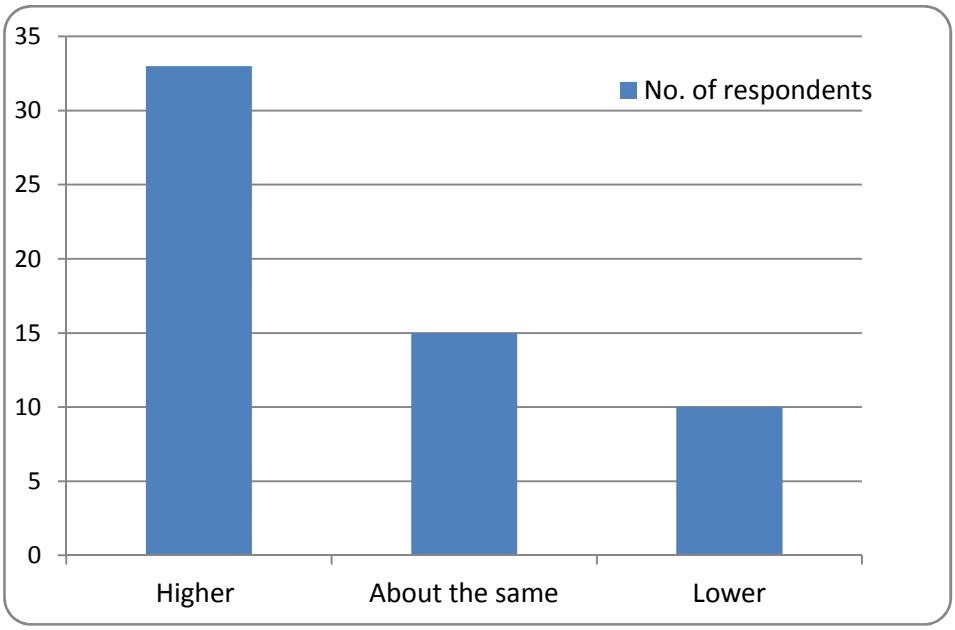


Figure 2. Reported numbers as compared to last year

These figures suggest that, unlike the languages sector in HE as a whole, recruitment onto IWLP courses generally appears to be relatively buoyant. In a small number of cases, the increases were highly significant,

evidenced by comments in response to the question: 'Compared to last year, are your overall numbers this year higher or lower?' such as:

- Higher. 35% up on credit bearing, 10% up non-credit bearing
- Higher. In 2014-15, we have 782 compared to 588 in 2013-14. 25% increase.
- Higher - we have long waiting lists for courses. About a 40% rise (if we could accommodate everyone)
- Higher on all languages, by about 20%, especially for French (50% higher) and Spanish (40% higher).

On the whole, however, the increases reported were lower than this with increases of between 5% and 10% typically being cited. Likewise, where drops in numbers were reported, similar percentages were given, with one exception of 20%.

3.5. Changing preferences for languages compared to last year

Figure 3 below shows the five languages most reported as showing an increase in numbers of learners compared to last year. It is notable that, apart from German, three of the other languages in this list can be classed as non-European, whilst Spanish plays a very important role outside Europe.

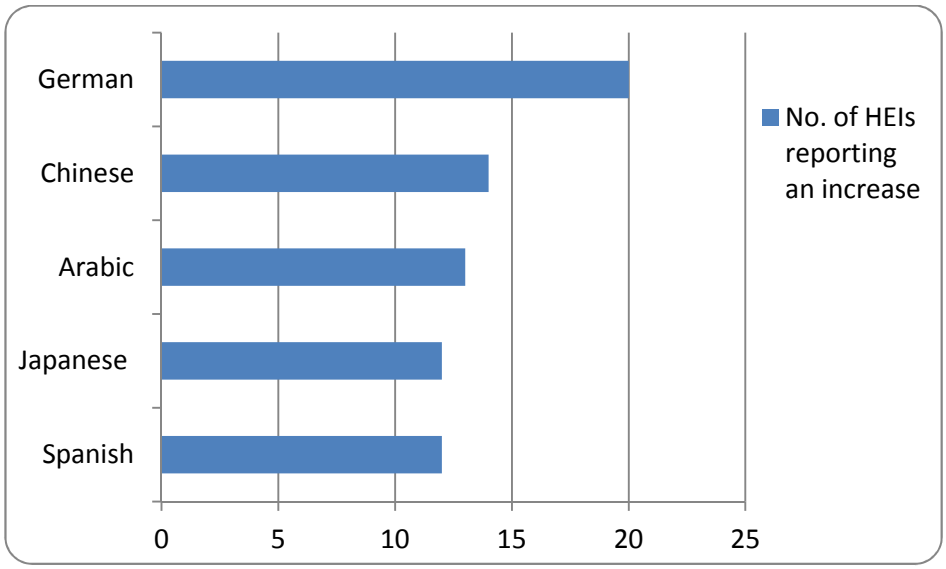


Figure 3. The five languages most reported as showing an increase compared to last year

The position of German at the top of this table mirrors the pattern revealed in the 2013-2014 survey. In responding to a question about why German was proving popular, respondents cited the economic importance of Germany, employability reasons, and also the popularity of German with Engineering students and with some groups of international students. Some typical comments were:

- 'German seems to be more popular amongst Engineering students'
- 'The economy of Germany is strong'

and interestingly:

- 'Fewer opportunities to learn German in schools'

The figure below shows the five languages most reported as showing a decrease compared to last year. It should be noted that the actual numbers reported in this figure are about half those reported in Figure 3

above. It is also worth noting that Japanese was also reported as showing an increase by a significant number of institutions. It is most likely therefore that the data for most of the languages in Figure 4 is simply revealing an element of natural variability in recruitment data rather than any kind of overall trend. However, this may not be the case with Italian for two reasons: i) the numbers of institutions reporting a decrease is notably higher than for any other language , and ii) in the 2012-2013 and the 2013-2014 surveys, Italian was also most reported as showing a decrease.

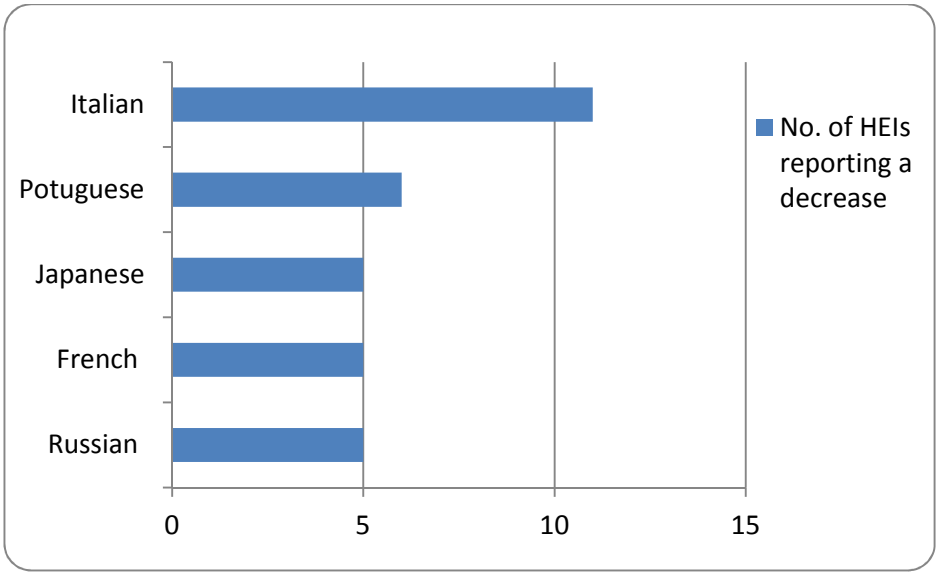


Figure 4. The five languages most reported as showing a decrease compared to last year

In responding to a question about why Italian was proving to be less popular, one respondent commented that the slow decline was partly related to the fact that their institution was now offering more choices in other languages.

3.6. International students and IWLP

As in last year's survey, one of the areas explored this academic year was the presence of international students on IWLP courses and what challenges and/or opportunities respondents felt this presented. Analysis of the responses revealed that IWLP appears to attract a high proportion of international students, a term used in the survey to encompass both EU and non-EU students. Respondents were asked to give an approximate indication of the proportion of international students on their institution's IWLP programmes. Although the proportions given ranged between 10% and 80%, the mean of all the percentage figures that were given was around 39%. Interestingly, just under two-fifths of the respondents in this survey reported the presence of international students on their IWLP courses as being 50% or greater.

In response to the question: Can you list any opportunities, trends or issues arising from the presence of international students on IWLP courses, a range of responses was elicited. The themes identified in these responses are summarised in Figure 5 below.

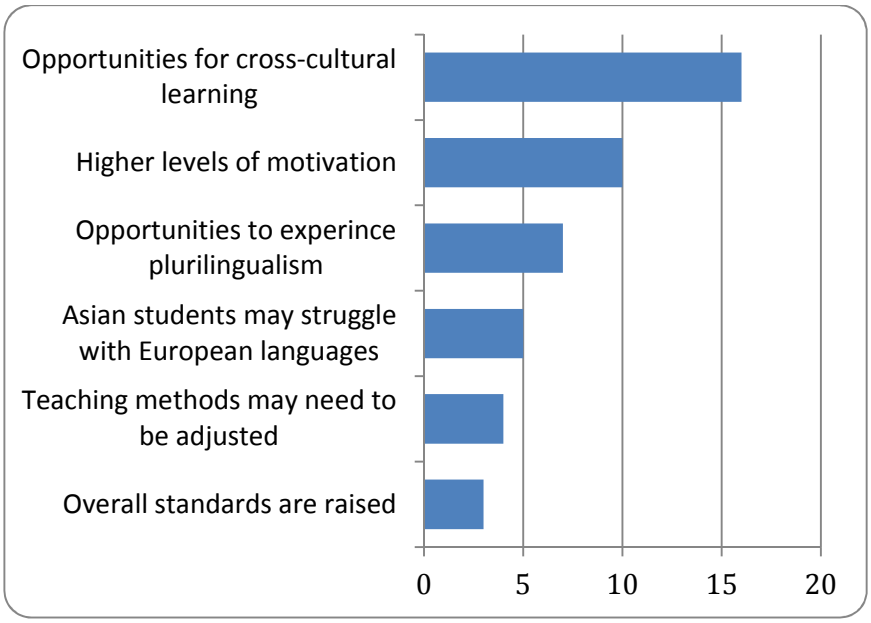


Figure 5. Opportunities and challenges presented by international students

As can be seen in Figure 5, the presence of international students on IWLP courses was considered to be broadly positive by the respondents, with the increased opportunities for cross-cultural learning, higher levels of learning motivation, and opportunities to experience plurilingualism being cited. One commonly reported 'challenge' was the fact that Asian students found learning European languages more challenging than European students. The comment referring to adjusting teaching methods may relate to this, but it may also relate to the fact that many European (EU but non-UK) students appear to be more grammatically literate than many home students. Certainly there would seem to be some differences in the language learning needs of home students, many 'European' students and many 'Asian' students, but it is difficult to draw generalisations when so many variables are involved.

3.7. The student experience: number of contact hours

One of the questions in this year's survey aimed to obtain information on the typical number of face to face hours students receive for language courses of differing credit value. The means and ranges obtained by the survey are presented in the table below:

Table 3. Typical number 'teaching' hours

Number of credits	Range	Average no. of teaching hours (mean)
10 credits	18 – 40	28
15 credits	24 – 63	37
20 credits	24 - 80	53

There were insufficient responses in the 30 credit language course category to add to the general picture in any meaningful way. Evidently, there is significant variation across the sector but it should be emphasised that

the extreme end of the ranges were not typical. An aspect of the provision which is not reflected in these figures is the amount of online blended learning which is incorporated into the language courses.

The survey identified a number of institutions where the number of contact hours varied according to language and to level of study. Three respondents indicated that more hours are given for non-European languages e.g. '10 credits in a European language: 19 hours; 10 credits in a non-European language: 27 hours'. Two respondents indicated that more hours are given for lower level courses e.g. 'Introductory and Lower Intermediate units have 3hpw x 26 weeks = 78 hours; other units have 2hpw x 26 weeks = 52 hours.'

3.8. Quality of provision: size of learning group

Question 8 of the survey elicited information on the number of students per learning group. The actual question asked referred to the maximum number permitted: 'Please indicate the maximum number of students allowed to join one group'. The results are presented in the figure below.

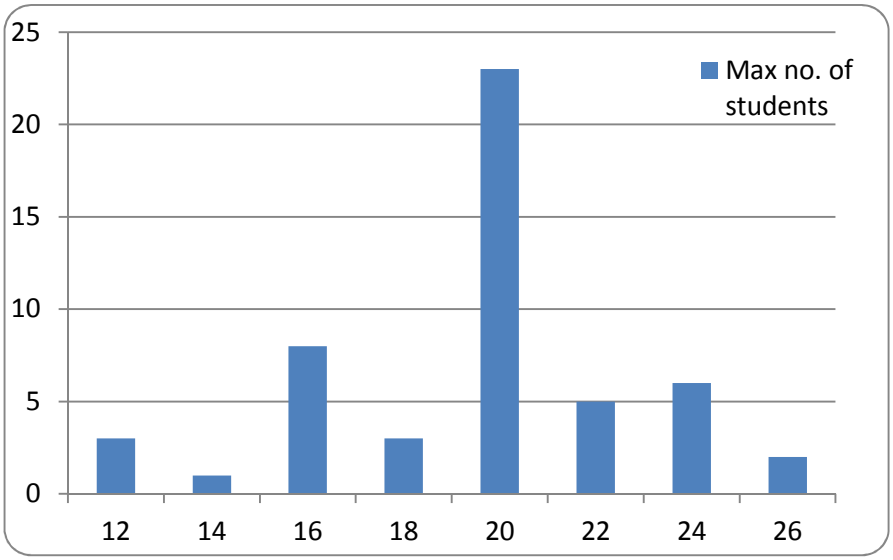


Figure 6. Maximum number of students allowed to join one group

It is notable that the responses vary somewhat with the largest groups at two institutions (26) being twice the size of the largest groups at three other institutions (12). A maximum of 20 students per group appears to be fairly common and this figure was also the mean average of all the figures returned in the survey. It is important to stress that the questions elicited information about the maximum group size rather than the typical group size, and it is possible that some of the responses refer to the latter. Another complication is the fact that in many institutions initial recruitment is quite high to allow for withdrawals and it is not clear whether the figures returned only reflect initial recruitment levels or more stable 'maximum' numbers following withdrawals.

3.9. Quality of provision: external examiners

Questions 9 and 10 of the survey sought to elicit information on the extent to which IWLP courses make use of the external examiner system operating between institutions. Two questions were asked to distinguish between credit-bearing courses and non-credit bearing courses. Thus Question 9 asked: 'Are the courses that students study for academic credit (accredited) externally assessed by an external examiner?' and Question 10 asked: 'Are the courses that students study on a not-for-credit basis (non-accredited) externally assessed by an external examiner?' The results are presented below.

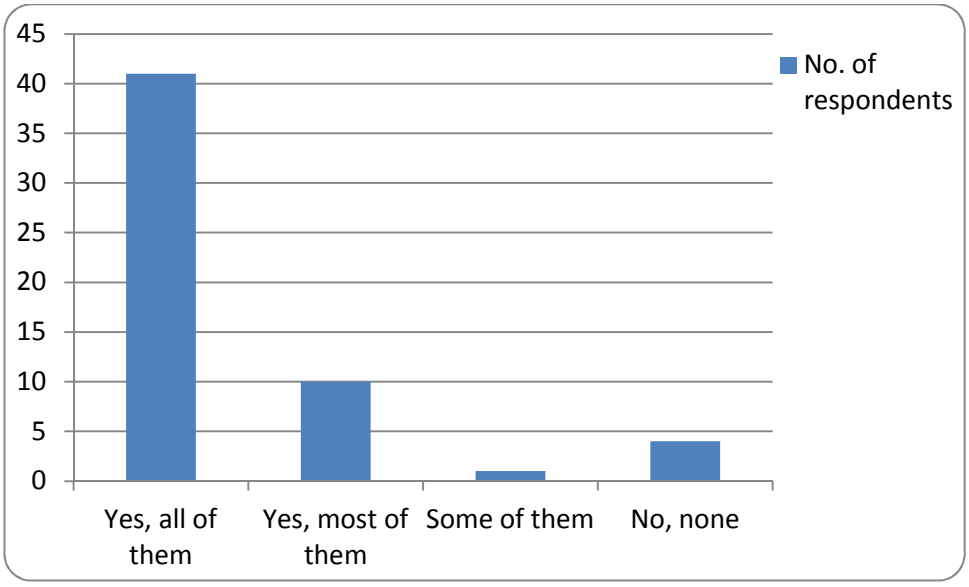


Figure 7. Number of accredited courses which are externally assessed

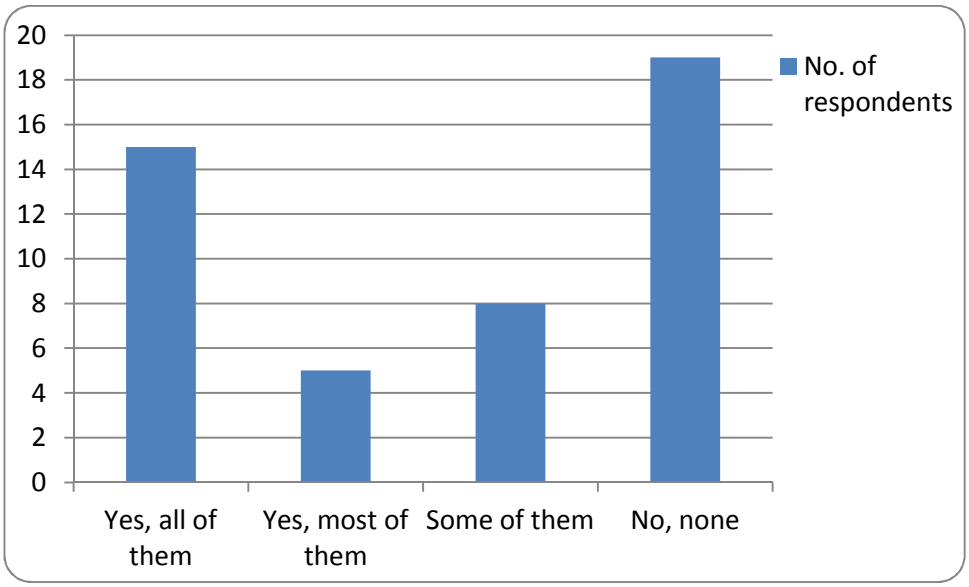


Figure 8. Number of non-accredited courses externally assessed

The data in Figure 7 suggests that where IWLP courses are offered to students on an accredited basis, in the majority of cases, the assessment process and the students' learning outcomes are scrutinised externally. It is likely that external examiner feedback also relates to overall course and programme design. For non-accredited courses, it seems that in over half of the cases external scrutiny does not take place. It is worth pointing out that in many institutions, students studying for credit and students studying on a non-accredited basis study in the same groups, so the distinction presented in the two survey questions may be misleading. However, if wider recognition of non-accredited language learning is a long term goal for the IWLP sector, the extension of the external examining process to non-credit provision would seem to be desirable.

3.10 Withdrawal rates

Questions 19 and 20 were designed to determine rates of withdrawal from courses post-registration, on both accredited and non-accredited courses. In relation to accredited courses, the pattern reported is reasonably consistent across institutions, with the majority reporting withdrawal rates of less than 5%. A significant minority (13 out of 46) report higher rates. Some caution is necessary with regard to the potential different timings of judging withdrawals, and of different counting mechanisms (for example there will be a peak at the start of the course), however withdrawal rates from elective foreign language modules appear to be on the whole consistent with other university programmes. The pattern of responses in relation to withdrawals from accredited courses is presented below.

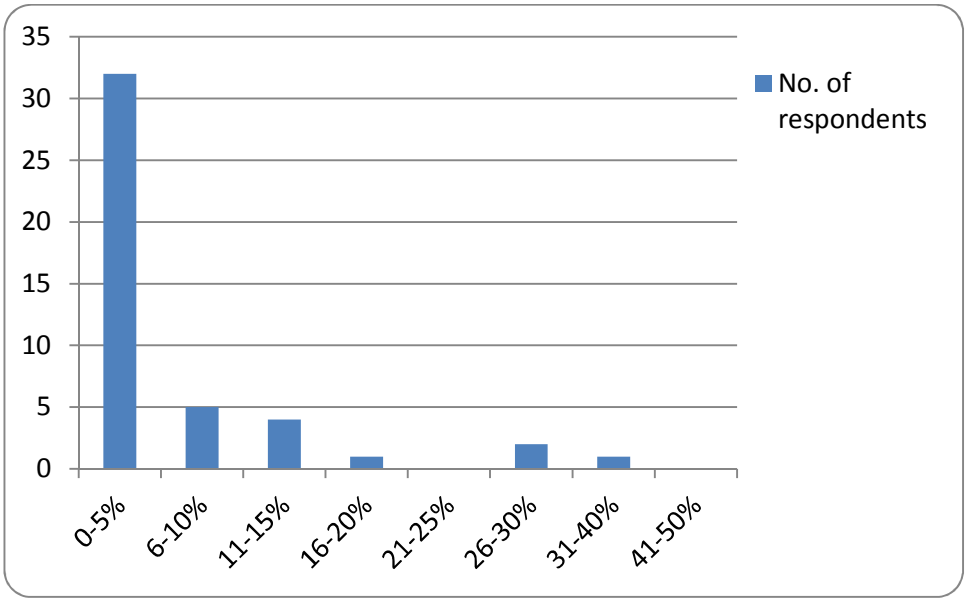


Figure 9. Withdrawal rates from accredited courses

With regard to non-accredited courses, almost all institutions report higher withdrawal rates. The response data for this question is displayed in Figure 10 below. The higher rates of withdrawal are not unexpected, especially towards the second half of the academic year when students experience increasing pressure from other course deadlines and other factors related to workload or time management. The statistics reported actually show significant variation and it is therefore difficult to observe a pattern. However, in some instances up to half of registered students are not completing courses, presenting challenges for both teaching and progression. There is no evidence from the survey data as to whether the higher rates of withdrawal are more strongly associated with language courses that are offered to students for free (ref. Fig. 13), but this would not be surprising.

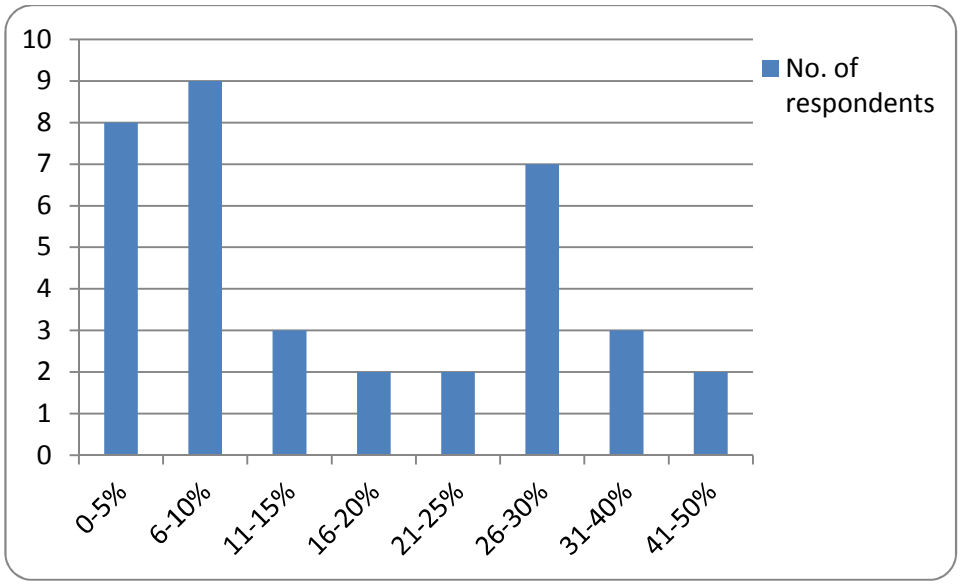


Figure 10. Withdrawal rates from non-accredited courses

Figure 11 below indicates those reasons for withdrawal most cited by the institutions surveyed. Here the data for accredited courses and non-accredited provision is conflated. In the majority of cases, the reasons for withdrawal are associated with workload pressures, be they related to other coursework, the amount of work required for the foreign language course itself, or the difficulties students encountered in learning the language.

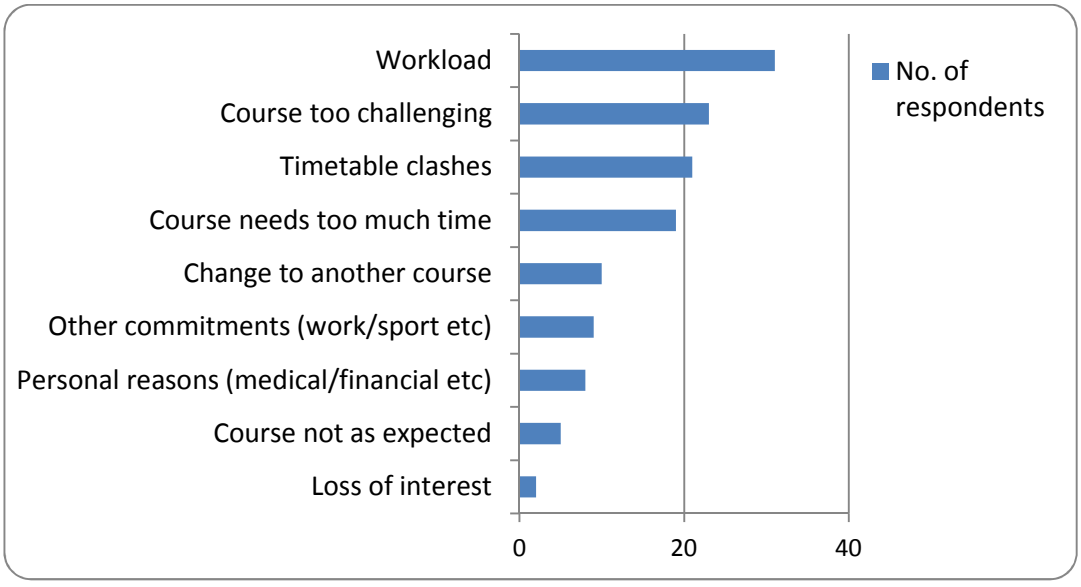


Figure 11. Most common reasons given for student withdrawal from language courses

3.11 IWLP: The institutional dimension

Questions 21-26 of the survey explored the institutional dimension for Institution-wide Language Programmes, in particular with regard to funding, management and policy.

Information about how accredited courses are funded was elicited by Questions 21 and 22. In the majority of cases, respondents reported that funding is from central sources, either being a direct transfer of tuition fee share (load transfer) or other means of central funding. Only in very limited instances were other funding models cited, and these typically comprised some form of direct funds transfer from individual departments.

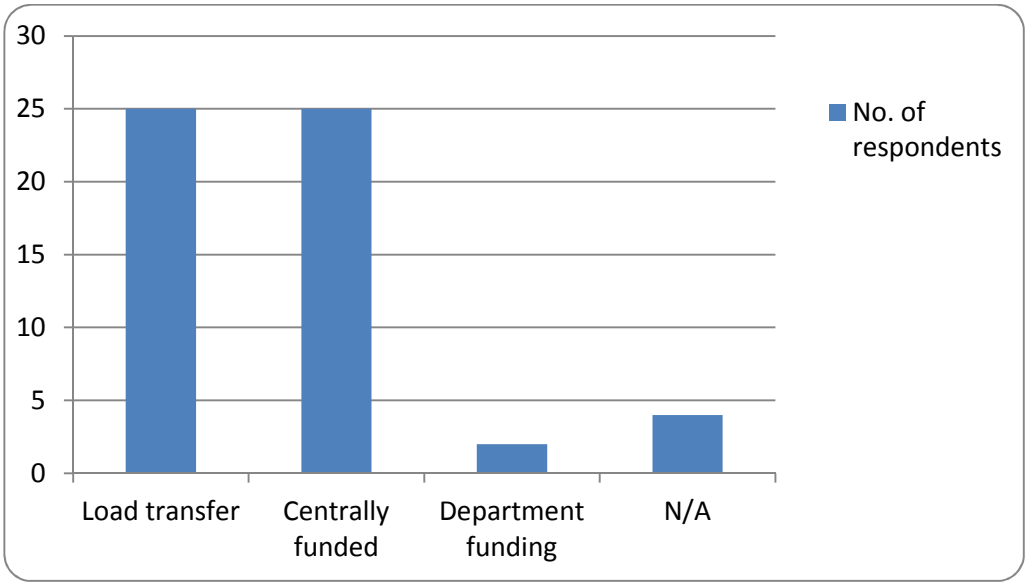


Figure 12. Sources of funding for accredited courses

Questions 23 and 24 asked how non-accredited courses are funded. The results are presented in Figure 13 below. The majority of responding institutions (n = 33) reported charging students a tuition fee, with a lower number of institutions (n = 20) offering not-for-credit courses free to students. The survey results indicate a mixed economy, however, with institutions experimenting with different models. For example, more than one institution reported charging fees, but also indicated that the language courses were free to first year students. In a variation of this approach, another reported that initial courses were free, but that subsequent courses attracted a fee. In some cases, the provision of free courses means that overall numbers taking languages are capped. In some cases, even though courses do not count for credit, the courses are included on degree transcripts, and as such there are a number of institutions where either central or departmental funds are used to pay for not-for-credit courses. It should be pointed out that where fees are charged, they tend to be subsidised to greater or lesser degrees, with one institution simply charging students a small 'admin' fee.

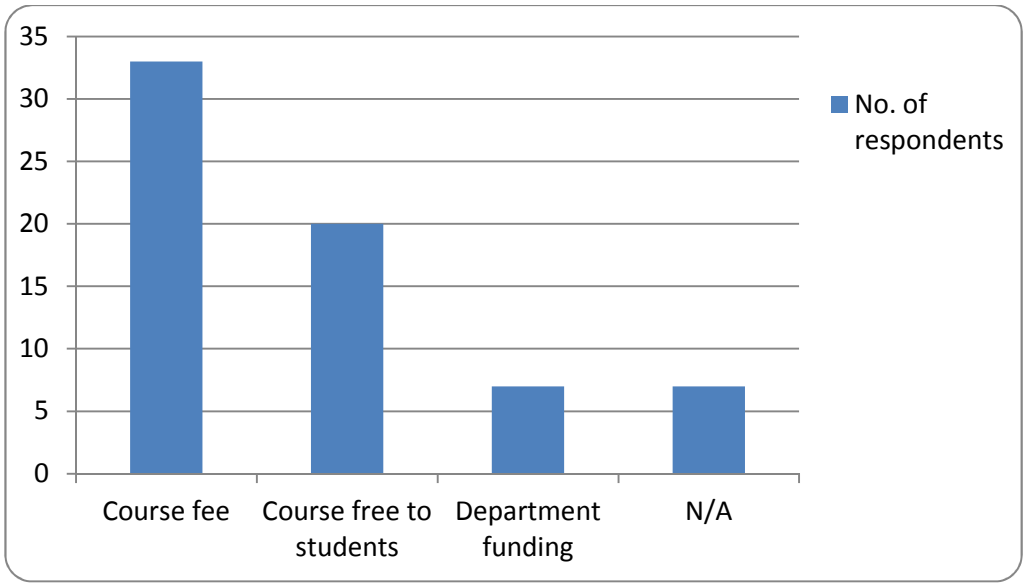


Figure 13. Sources of funding for non-accredited courses

Question 25 asked how much students pay per hour of tuition, where a fee is charged. The question focussed on the rate per hour as there is variation with respect to number of hours delivered per course. The pattern of responses can be seen in Figure 14. In the majority of cases, a rate equivalent to £4.00-£7.00 per hour is charged, the average being £6.60 per hour.

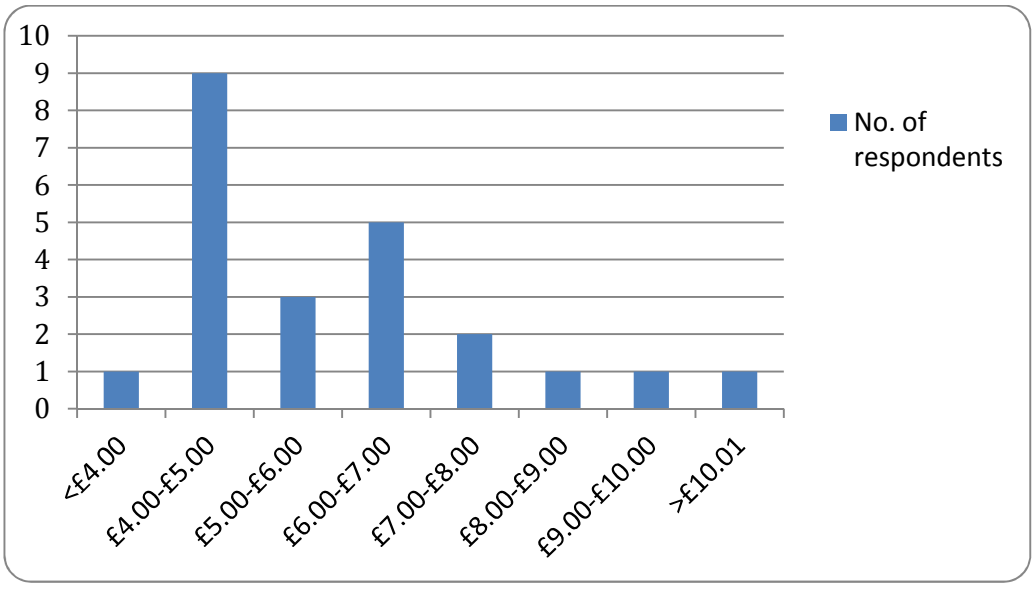


Figure 14. Tuition fee equivalent per hour (where charged)

Question 26 asked where management of the IWLP was located. It is notable that only 21 institutions describe their IWLPs as being located within a 'Language Centre'. The majority are in fact based in 'academic Schools'. However, there may be variability in terminology used but with similar management structures in place. What is interesting is that whilst the majority of survey respondents are members of the Association of University Language Centres, a significant proportion are not actually located within an entity identified as a 'Language Centre'. Recognising the clear link to 'academic Schools', integration of policy and strategy with the delivery of modern languages degree programmes is clearly important. In individual cases, IWLPs are located centrally, with examples in an 'International Office' or in the 'Student Admissions' department.

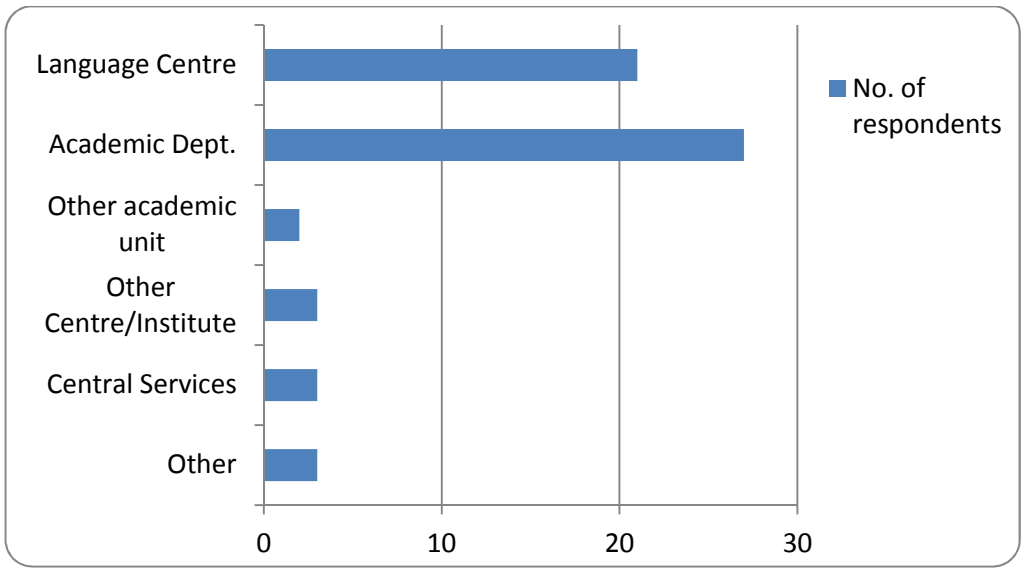


Figure 15. Location of IWLP Management

3.12 Institutional factors

Question 28 was concerned with the institutional context and decisions made within institutions affecting IWLP programmes. It sought to elicit ways which providers had found for circumventing restrictions on the number of students who are permitted to study their courses. Of those who responded, 12 felt that this was not an issue in their institution, 18 had found solutions while 9 had not. Responses to the problem included:

- classifying all modules as Level1 modules because this aligned with the institution's policy of allowing any student to take an elective language module in any year of study
- enabling students to take a language module in any year of study except for final year students who were prevented from taking a beginners module
- maximising the availability of the modules and minimising timetable clashes to facilitate enrolment
- enabling students who do not have spare credits to take the module on an extra-curricular basis for a modest fee
- enabling students who do not have spare credits to take the module on a pass/fail basis which has no impact on their degree classification
- requiring programmes that do not have 'credit space' to fund one language module per student per semester

In response to the question: 'Does your institution have a strategy and/or policy for IWLP?', 50% of those who replied said 'yes', 36% said 'no' and 14% said that this was under discussion and/or they were working towards having a policy. This suggests that just under two thirds either have or are working towards having a policy. The policies seemed to be most effective when embedded in university strategic plans. Languages generally, but IWLP in particular, were recognised as making a significant contribution in the following contexts:

- supporting employability
- supporting universities' internationalisation strategies and an emphasis on developing international mobility, developing global graduates, preparing students for study abroad and developing partnerships beyond the UK

IWLP are widely recognised as an asset and increasingly promoted as part of university marketing strategies. It would appear that some universities are particularly committed to encouraging students to develop their language skills and cultural awareness and so offer language courses free of charge.

3.13 Prospects for IWLP

In the final part of the survey, respondents were asked to indicate whether they felt that the prospects for IWLP at their institution were encouraging, uncertain or poor. The total number of responses was 61. 80% selected 'encouraging' and 20% 'uncertain'. This shows an improvement compared to the response in last year's survey, which showed a breakdown of 65% and 35% respectively.

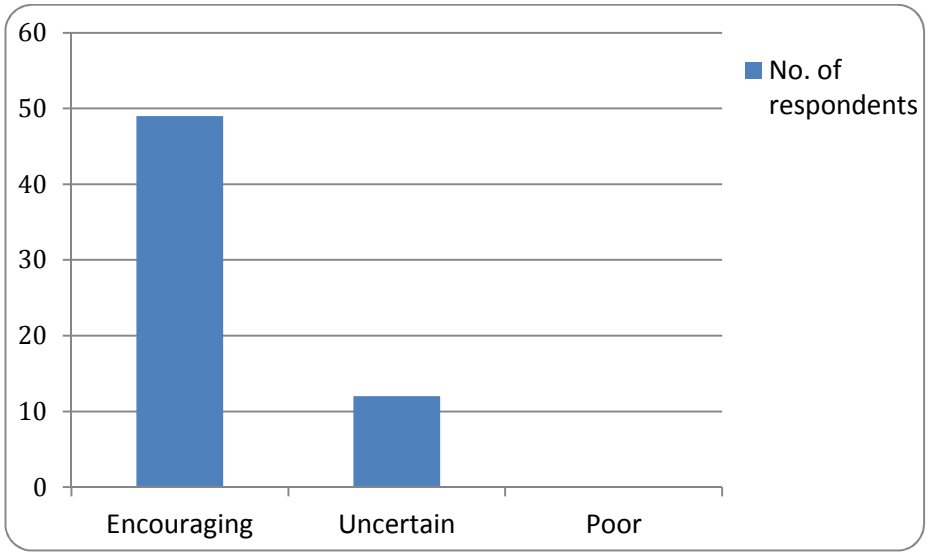


Figure 16. Prospects for IWLP

The most positive comments mentioned the importance of support at senior management level, the embedding of language provision in university strategies as mentioned above, the IWLP having a very good reputation within the institutions and the increasing demand from students.

4. Conclusions and recommendations

The overall picture of student recruitment onto IWLP courses is broadly positive across the HE sector. The majority of respondents in this survey reported increased numbers compared to last year. Continued growth has been seen in non-European languages, particularly Chinese, though German was reported as registering an increase compared to last year by the highest number of institutions. Other growth areas include: British Sign Language and Korean. International students comprise a large proportion of IWLP students and this is mostly considered to be a positive phenomenon.

Though many IWLP providers are facing institutional restrictions, the survey found that there was broad support for IWLP activity within institutions, even though this could be merely aspirational, and there is strong take-up by students. The internationalisation and employability agendas adopted by many HEIs are of relevance to IWLP activity. There is evidence that, in many institutions, the provision of optional language courses is recognised as playing a vital part in supporting these agendas. Finally, there is evidence that increasing numbers of UK university students, where they are able, are choosing to learn a language in a non-specialist capacity.

The success of IWLP perhaps reflects challenges elsewhere, including the reduction in take up of languages in schools and downward pressure on numbers being recruited to specialist degree programmes. It is therefore important to set IWLP in context, making such programmes an integral part of a national languages strategy bridging learning at school and career aspirations.

Something that emerges quite markedly from this report is the diverse nature of arrangements that the sector has for delivering IWLP; there is clearly substantial variation in the way elective language programmes are made available to students, and the student experience of IWLP can thus be quite different. It can be argued that those involved in the delivery of IWLP should embrace this diversity in a positive way, and, if this is the case, the presentation and sharing of information via such means as this report, as well as via the membership of our professional association (AULC), becomes very important. Indeed, in this regard, AULC has a particularly important role in promoting the sharing of best practice across the sector.

In next year's repeat survey, it may be interesting to explore data on how universities are offering their language courses in a CPD mode to the wider public and perhaps also to the business sector. Furthermore, alongside this survey, which on the whole is concerned with IWLP as an institutional activity, a complementary survey to profile IWLP learners and to collect data on their motivations and experiences is recommended.

This survey was carried out on behalf of the University Council of Modern Languages and the Association of University Language Centres by: Dr John Morley (UCML/AULC), Caroline Campbell and Mark Critchley (AULC).

5. References

Byrne, N. and Abbot, J. (2007) Survey on university students choosing a language course as an extra-curricular activity. *Results from the second year of a planned three-year survey conducted by AULC on behalf of the DIUS. November.* Unpublished. Presentation based on this survey is available here: http://www.celelc.org/docs/byrne_new_multisubject_programmes_0.pdf (accessed on 7th January 2014)

Marshall, K. (2001) Survey of less specialist language learning in UK universities (1998-99) http://www.llas.ac.uk/resourcedownloads/614/KeithMarshall.pdf (accessed on 7th January 2014)

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6. Appendix: List of participating institutions

Anglia Ruskin, University of
Aston University
Bath, University of
Birmingham, University of
Bradford, University of
Bristol, University of
Brunel University
Cambridge, University of
Cardiff University
Central Lancashire, University of
Coventry University
Dundee, University of
Durham University
Edinburgh, University of
Essex, University of
Exeter, University of
Herriot-Watt University
Hertfordshire, University of
Huddersfield, University of
Hull, University of
Glasgow, University of
Imperial College London
Keele University
Kent University
King's College London
Lancaster University
Leeds Beckett University
Leeds, University of
Leicester, University of
Liverpool, University of
London School of Economics and Political Science
Manchester Metropolitan University
Manchester, University of
Newcastle, University of
Northumbria, University of
Nottingham Trent University
Nottingham, University of
Oxford, University of
Portsmouth, University of
Plymouth, University of
Queen Mary, University of London
Queen's University Belfast
Reading, University of
Regent's University London
Roehampton, University of
School of Oriental and African Studies
Sheffield, University of
Southampton Solent University
Southampton, University of
Stirling, University of
St Andrews, University of
Sunderland, University of
Surrey, University of
Sussex, University of
Swansea University
Warwick, University of
Westminster, University of
Winchester, University of
Wolverhampton, University of
Worcester, University of
York, University of
York St. John, University of