UCML-AULC survey of Institution-Wide Language Provision in universities in the UK (2015-2016)

March 2016

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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 snapshot of Institution-wide Language Provision (IWLP) activity 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 fourth 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 three UCML-AULC surveys (2012-2013, 2013-2014, 2014-2015) 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 credit and non-credit provision
- gauge respondents' views on prospects for IWLP
- determine the extent to which the CEFR is used as a benchmark for learning outcomes and on the desirability of introducing a certification scheme
- obtain a better idea of the professional experience and qualifications of IWLP teaching staff
- find out more about the professional development opportunities open to IWLP teaching staff
- seek the views of AULC members on the kind of activities the Association could promote to better address the needs of its members.

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. The sector is also diverse in terms of the range 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 the *Google Forms* survey tool. It was sent out in the third week of October 2015 to all AULC institutional representatives in the UK using the AULC

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[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.

contacts lists. It was also sent to contacts on the UCML list. 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.

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 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 offered for each language. It was felt that breaking this information down across the languages would be time-consuming for the respondents and would result in a 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.

3. Results

By the end of the survey period, data had been collected from 61 institutions, 22 of which were Russell Group universities. One of the institutions included in the total number was 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 and a small number of responses from programme administrators. 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 2014-2015: the total number of enrolments reported for the end of October/early November period in the 2014-2015 academic year was 54,975 (61 HEIs reporting). The total number of enrolments reported for the end of October/early November period in the 2015-16 academic year was 55,354 (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 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. **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
2015-2016	55,354	61

The survey for this year (2015-2016) elicited information on the total number of enrolments on IWLP courses in March of the previous academic year. When totalled, the figure for March 2015 was much higher than for the October/November figures for the current academic year: 57,379 v 55,354. The higher figure for March is not really surprising since it is likely to include additional enrolments on courses in the second semester or term.

Significantly, for both March 2015 and the October/November 2015, there were blank returns from some respondents; in other words, some respondents gave figures for March 2015 but not for October /November 2015, whilst others returned figures for October/November but not for March. The results of a process of extrapolation - by filling in a notional value for the missing data for each period, based on numbers at the different time of year - suggests that the total figure for IWLP enrolments reported in this survey should be over 60,000. Bearing in mind that data were not collected from all HEIs (n = 61), we can be quite confident that the total number of students who enrol on IWLP courses each year in UK HE is over 60,000.

3.2.   Proportion of accredited and non-accredited learning

In the current survey, the proportion of institutions offering both accredited and non-accredited institution-wide language courses was around 60% of the total. A third of respondents indicated that their HEIs only offer accredited language learning, whilst around 8% indicated that their HEIs only offer non-accredited language learning.
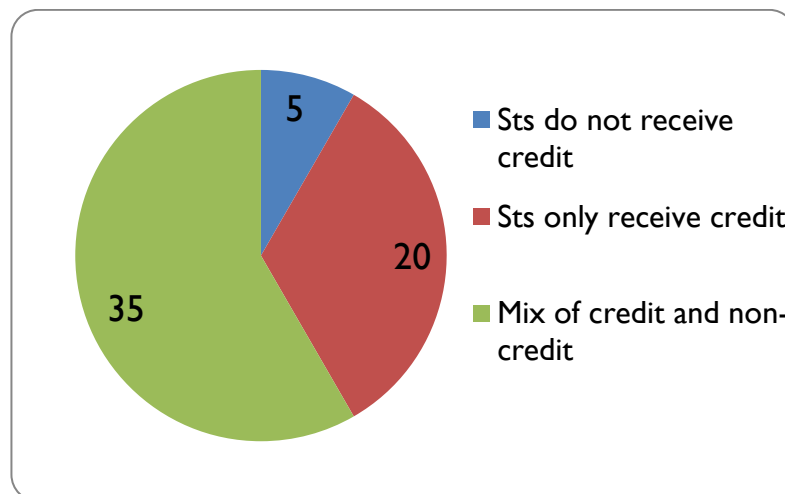

Figure 1. Number of HEIs offering accredited and non-accredited learning

The figure for the proportion of HEIs offering both accredited and non-accredited language learning in this survey is a little lower than the figure which emerged last year (67%). Also, of significance - according to the findings from last year's survey - is that where both modes of study are offered, the majority of students who study for credit (67%) study on the same courses as students who do not study for credit.

3.3.   Languages offered

Question 2 of this year's survey asked respondents to indicate which languages their HEI offered. The results are displayed in Figure 2, below.
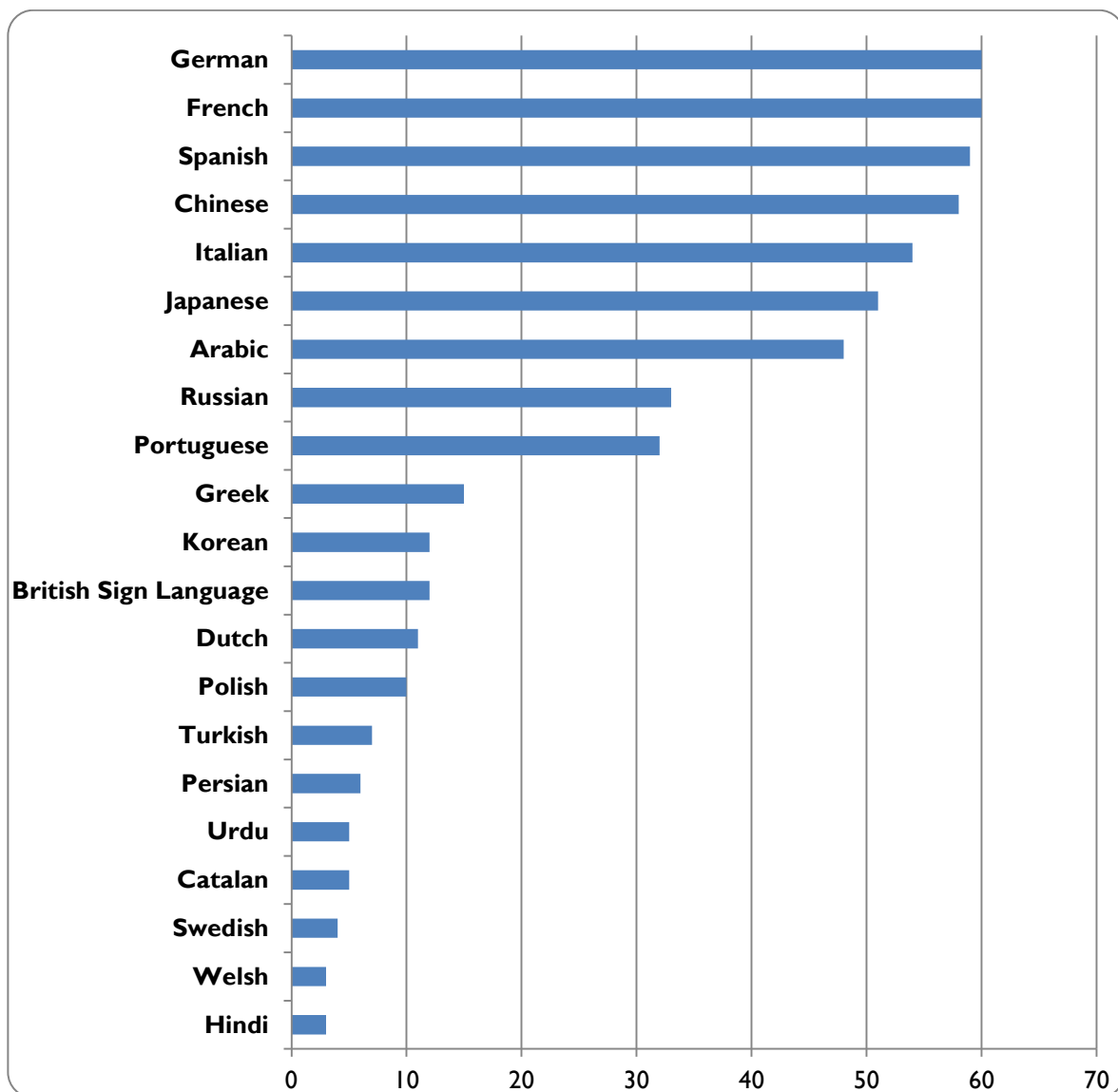

Figure 2. Number of HEIs offering each language

From the chart, it can be seen that nearly all the respondents reported that their HEIs offered German and French (n = 60) with Spanish offered by slightly fewer (n = 59). Interestingly, 58 respondents indicated that their HEIs offered Mandarin Chinese. Other widely-taught languages, including Italian, Japanese and Arabic, are also offered by the majority of HEIs, with more than half also offering Russian and Portuguese. The data also tell us that around one sixth of the HEIs in this survey offer the following languages: Greek, Korean, British Sign language, Dutch and Polish. Of relevance to this year's survey is

the fact that last year's survey found that the average (mean) number of different languages offered by institutions was nine, with the actual number of languages offered at each institution ranging from 3 to 20.

Unlike previous surveys (2012-2013, 2013-2014, 2014-2015) where we sought to obtain information about the actual number of students studying each language, this year we merely asked respondents to rank the main languages according to their popularity among learners. The following chart reveals the relative levels of popularity based on an average of their ranked positions:
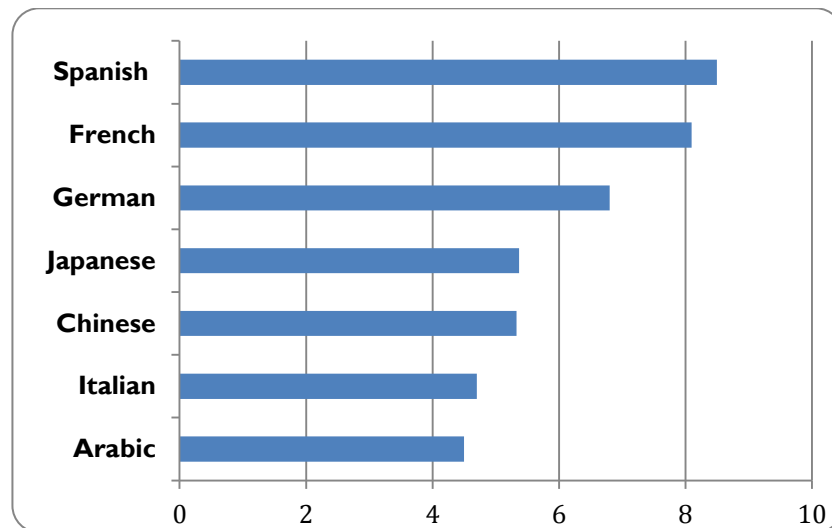

Figure 3. Main languages ranked according to popularity

It is interesting to notice that whilst Spanish is not offered by as many institutions as are French or German (ref. Figure 2), it is actually the most popular language in terms of demand; indeed, it seems to be significantly more popular then German. The other interesting point to notice in the above figure is the relative popularity of Japanese. The relative popularity of Chinese shown in Figure 3 may be 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).

3.4.   Changing preferences for languages
The survey asked respondents to indicate which languages has experienced an increase in demand and which languages had experienced a decrease in demand at their institutions. Figure 4 below shows the five languages most reported as showing an increase in numbers of learners compared to last year. About half of the respondents reported that there had been an increase in the number of students taking Japanese and German. It is not clear why Japanese is experiencing increased uptake but the growth of German seems to be an ongoing trend since the position of German in this table mirrors the patterns revealed in the 2013-2014 and 2014-2015 surveys. In responding to a question about why German was proving popular, respondents in last year's survey cited the economic importance of Germany, employability reasons, and also the popularity of German with Engineering students and with some groups of international students.
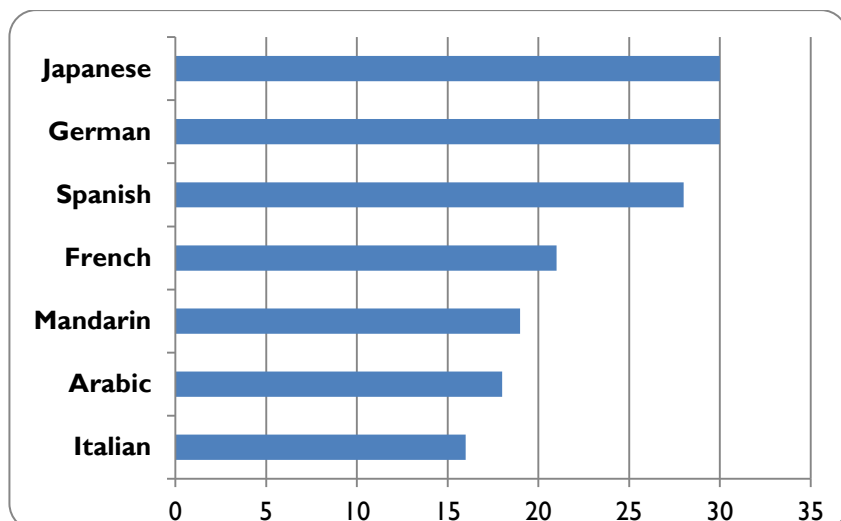
Figure 4. Languages which have shown an increase in the number of registrations (nos. reported)

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 less than those reported in Figure 4 above. Furthermore, it is likely that, in both figures, below or around 15 HEIs were observing natural variability in enrolment patterns. Nevertheless, it is notable that in each of the previous surveys (2012-2013, 2013-2014, 2015 – 2015) Italian has been most reported as showing a decrease.
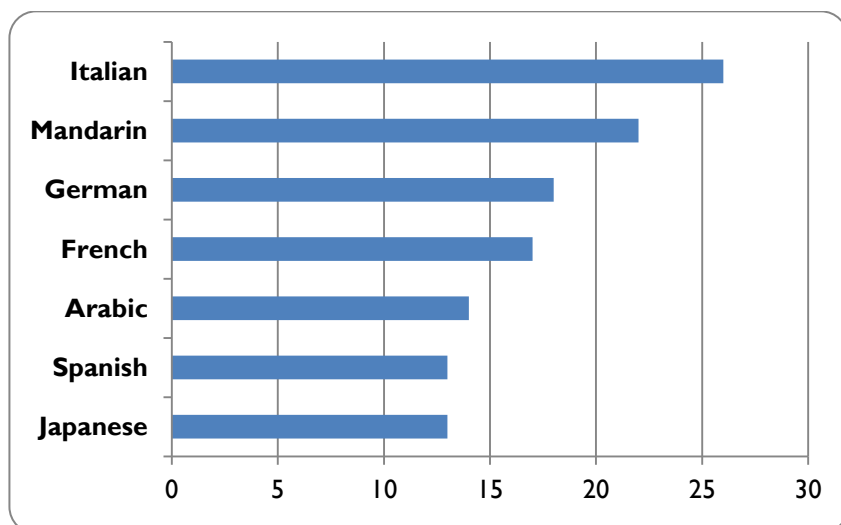

Figure 5. Languages which have shown a decrease in the number of registrations (nos. reported)

3.5. Prospects for IWLP

In the next 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. Figure 6 below shows that out of all the responses to this question, 57% of respondents selected 'encouraging' and 38% selected 'uncertain'. This shows a relative increase in uncertainty compared to last year when the figures were 80% and 20% respectively. Furthermore, this year, one respondent returned a response for 'poor' which was not the case last year. If this is a genuine decline in outlook, it is not clear what is causing it. It may reflect a greater emphasis on cost saving in UK universities, with the cost of running IWLP being questioned by senior management.
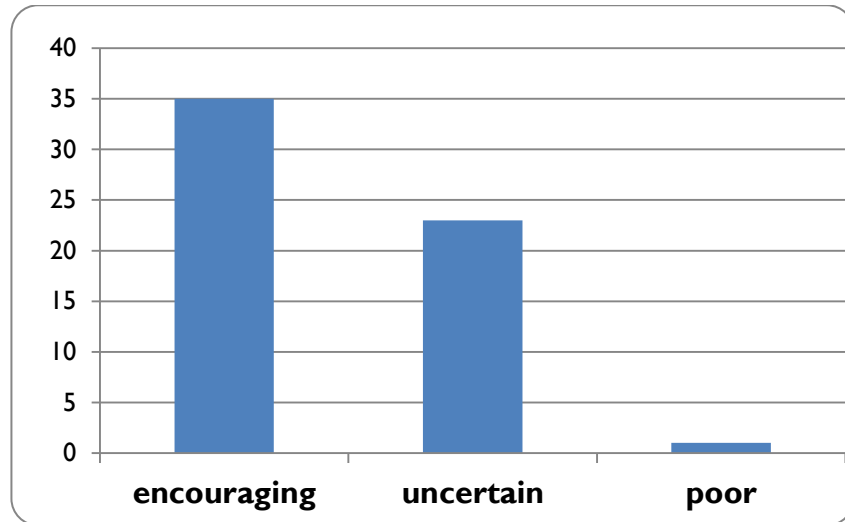
Figure 6. Prospects for IWLP

3.6.　　　　Comparison of IWLP against CEFR

The survey this year asked institutions to provide information on the relationship of courses on their programmes against the Common European Framework of Reference (CEFR). Specifically four questions were asked:

- Are learning outcomes expressed in terms of CEFR levels?
- How accurate is this mapping?
- Do you think a nationally recognised scheme to certify language learning is a good idea?
- How do you feel about external examiners validating the mapping of learning outcomes against CEFR?

As regards the relationship between learning outcomes and the CEFR, the national picture is mixed but a large majority align most of their courses against the CEFR. This can be seen in Figure 7 below.
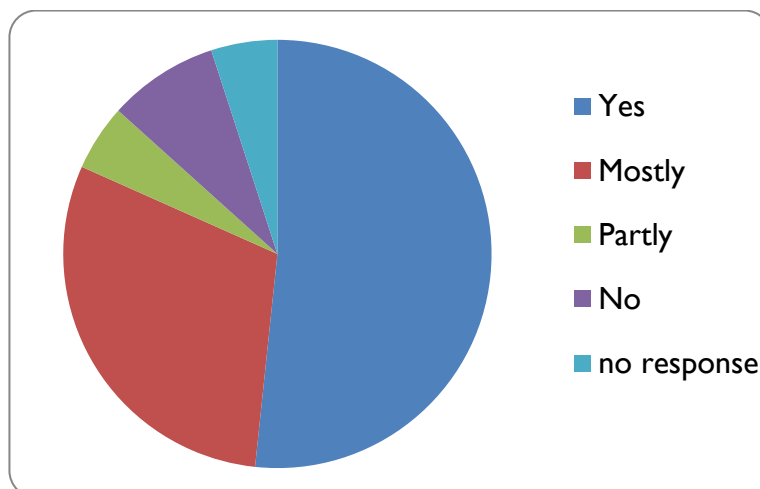

Figure 7. Are the learning outcomes for the IWLP courses offered at your institution expressed in terms of CEFR levels?

This probably means that the CEFR-equivalent levels are more or less understood for the majority of courses (in 49 out of 57 institutions).

As for how accurate this mapping is, the picture is more mixed. Only 6 institutions reported that the mapping of their courses is accurate; a further 33 reporting the mapping to be reasonably good, and a further 9 to be approximate. 12 institutions offered no response. This could be because in some cases the relationship might be well understood but the entry and exit levels for courses may not necessarily correspond to CEFR level boundaries (A1, A2, etc.).
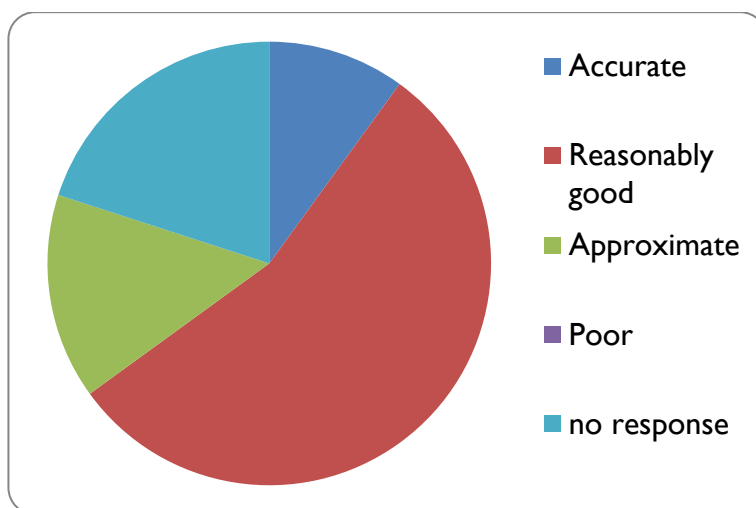

Figure 8. How accurate would you say this mapping is?

These responses reflect a certain consistency of approach between member institutions and allow some confidence that schemes to validate learning may be comparable or applicable across institutions. With this factor in mind, the survey also sought opinion on the usefulness of a national certification scheme that could be applied to language learning. Out of 60 institutions responding to this question, 50 institutions (83.3%) were either in agreement or in strong agreement with this proposal. Four institutions either disagreed or strongly disagreed (6.7%) – see Figure 9 below.

The next question in the survey asked respondents whether they felt that a nationally recognised scheme for certifying and recognising students' learning would be a good idea.
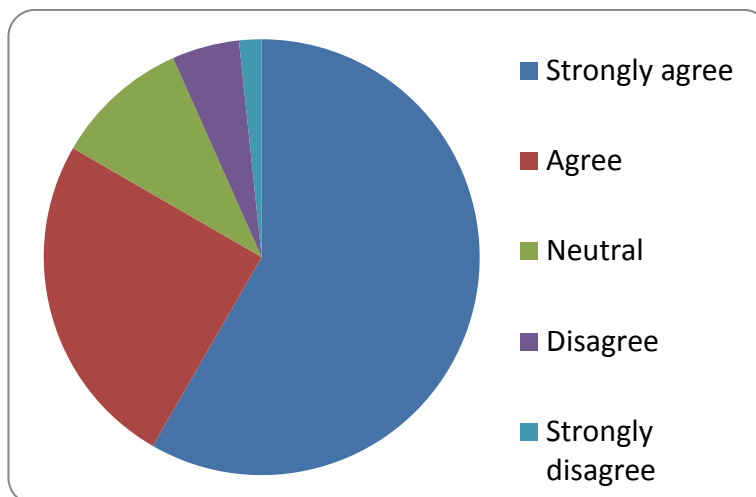

Figure 9. A nationally recognised certificate for students' learning would be a good idea

The data presented in the figure above suggest that there is broad support for this idea. In fact, such a national certification scheme has been under consideration by the AULC and UCML as part of an initiative led by the Higher Education Academy (HEA). This proposed scheme, which has been called UNILANG, is expected to operate using the existing external examiner system to validate the mapping of learning outcomes on individual courses against the CEFR.

Institutions were invited to comment also on this specific proposal, with 34 (56.7%) in agreement and 10 (16.7%) in disagreement – see Figure 10 below.
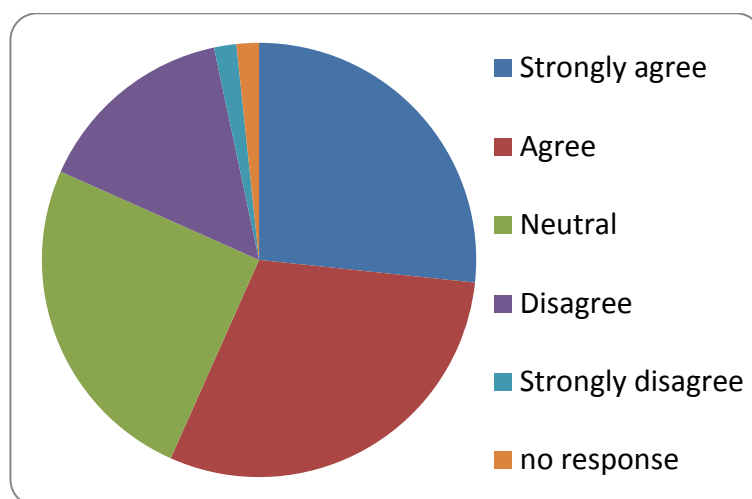

Figure 10. External Examiners could play a useful role in validating the mapping of learning outcomes against the CEFR.

The reason why proportionally fewer respondents felt that the involvement of external examiners would be useful in a national certification scheme is not clear. It may be because some institutions do not make use of the external examiner system. This would certainly be the case where only non-credit bearing courses are offered. On the other hand, it may be that even where external examiners are being employed respondents felt that these external examiners would not be able to play a useful role in such a certification scheme owing to lack of familiarity with the CEFR.

In part, as a result of these responses, it was agreed that, at AULC's Annual General Meeting held in Cardiff in January 2016, the Association would proceed with a pilot of the UNILANG certification scheme in 2016.

3.7.   IWLP teaching staff: a profile
This year, for the first time, the survey sought to collect data on teaching staff, focusing on their contractual status, professional experience, educational background and the development opportunities available to them. The need for a greater understanding of the profile of IWLP teachers had emerged from the AULC Conference 2015, particularly as it was felt that AULC could play a part in raising the profile and the professional identity of IWLP teachers and in contributing to a current UK HE national agenda which places excellence in teaching and learning at the top of its priorities. A previous survey on language teaching staff in HE (Klapper, 2001) had only partially explored IWLPs and was no longer relevant.

3.7.1 Size of teaching teams and contractual terms

From the survey responses, the number of teaching staff reported as being employed in IWLPs was 1,554, with an average of 27 per institution, and ranging between 6 and 125. The most typical numbers across the sector were between 10 and 19 staff (17 institutions). At the same time, however, reflecting the diversity of the sector in terms of scale, a significant number of HEIs in the survey (9 institutions) employed between 30 and 39 staff. Mindful of the fractional nature of many posts, the survey also asked about numbers expressed as full-time equivalents (FTEs), which totalled at 550, ranging from 1.5 to 70 per institution, with a mean average of 13.

Respondents were asked to indicate the percentage of staff in the following contractual categories: i) permanent full time, ii) permanent part-time, iii) fixed term full-time, iv) fixed term part-time, v) graduate teaching assistants and vi) hourly paid staff. The picture that emerges varies considerably among different HEIs, but some trends can be noticed. The percentage of permanent full-time staff is low with almost half of IWLPs (46%) having between 10% and 30% of their staff on this kind of contract. Only a minority of institutions have more than 60% of their teaching staff employed on this basis (8 institutions). Furthermore, nearly 12% of IWLPs have no permanent full-time staff. Not dissimilar results were obtained for permanent part-time staff with 57% of IWLPs having only between 10% and 30% of their staff on this kind of contract.

The survey revealed that fixed term full-time staff are not common, with over 80% of institutions without any staff in this category. As for fixed term part-time staff, this group is marginally larger than fixed term full-time staff, with at least one third of respondents claiming that this category of staff make up around 10% of their teaching teams.

Figure 11 below shows that staff on hourly paid contracts are employed in 92.2% of institutions, although their percentage as a proportion of all staff, compared to other contractual forms, differs considerably across institutions. It is notable that approximately 45% of institutions who responded to this question employ between 20% and 40% of their teachers on this basis.
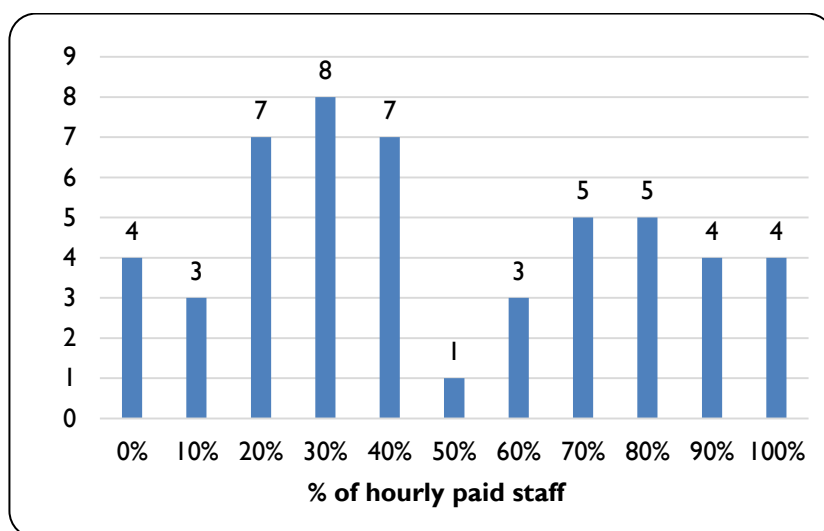
Figure 11. No. of HEIs employing hourly paid staff showing different proportions

A final question asked about the employment of graduate teaching assistants in IWLPs. Unlike hourly paid staff, most of these were employed by only 23% of responding institutions, making up approximately 10% of the teaching staff at these places.

To summarise, the contractual landscape for teaching staff engaged on IWLPs which emerged from the survey showed significant variation. Within individual programmes a variety of contractual terms are

offered to teaching staff. Of the six categories of employment that were surveyed, three contractual forms - permanent full time, permanent part-time and hourly paid – are the most common, though in different percentages. Hourly paid contracts are frequent, although in most cases they form less than half the contracts in operation. Nevertheless, it is evident that some IWLPs make extensive use of this kind of contract, with a small number employing all their teaching staff on this basis.

3.7.2 Experience and qualifications of IWLP teachers

The survey asked institutions to indicate the level of experience and qualifications held by their staff as a percentage of all staff. The results showed that teachers with less than 4 years-experience are a minority. No programme has more than 40% in this category and 22% of IWLPs have no junior staff members of this kind at all. They predominantly make up 10-20% of the teaching staff across the sector. As for teachers with more substantial experience, 4-10 years, the most common occurrence is 40%, as can be seen in Figure 12 below:

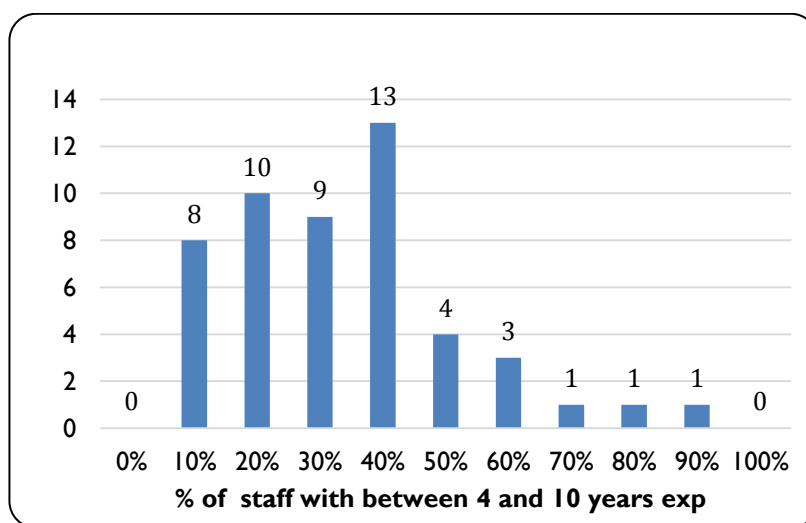**Figure 12. No. of HEIs employing staff with between 4 and 10 years of experience with % shown**

Very experienced teachers, with careers spanning between 11-20 years, also have a significant presence in IWLPs, in a large number of cases making up between 30% and 40% of all teaching staff, as can be seen in Figure 13 below.
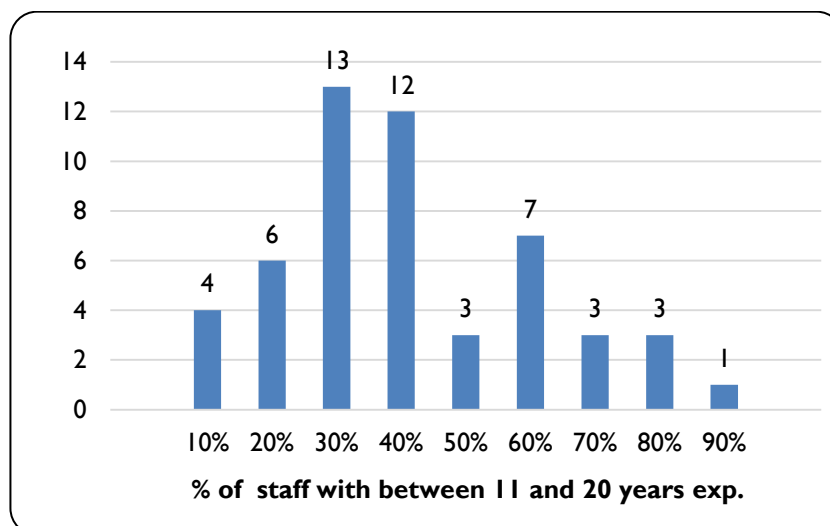
Figure 13. No. of HEIs employing staff with between 11 and 20 years of experience with % shown

The picture emerging with regards to qualifications is very encouraging, with the vast majority of IWLPs employing qualified staff teaching. Certificate level qualifications (held by 10-20% of teachers) are less popular than PGCEs and Diplomas, although the results are quite varied across programmes. More importantly, around half of the responding HEIs reported that at least 50% of their teaching staff were qualified to PGCE or Diploma level. This can be seen in Figure 14 below.
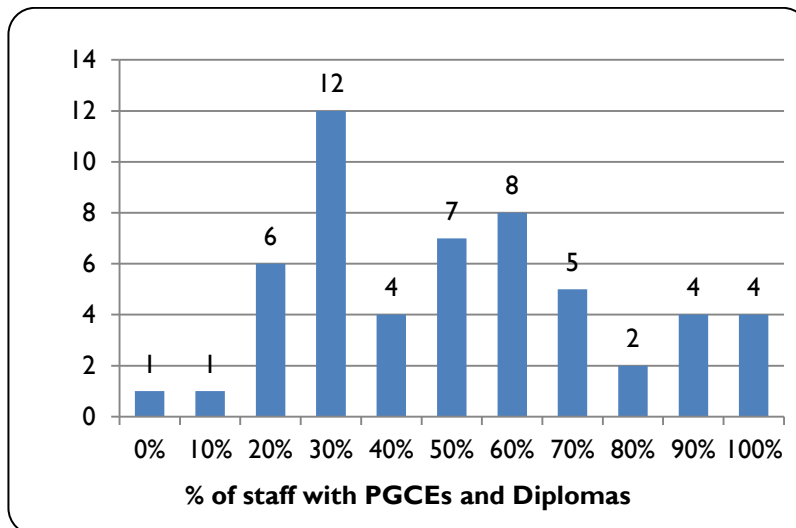

Figure 14. No. of HEIs employing staff with PGCEs and Diplomas with % shown

Masters degrees relevant to teaching seem less common than Diplomas, with over half of the responding HEIs reporting that between 10% and 30% of their teaching staff were qualified to Masters level. Finally PhDs related to foreign language teaching are held by only a small percentage of staff, with around 90% of institutions employing between 0% and 20% of their staff with this level of qualification. It could be argued, however, that overall this is not an insignificant number across the sector.

To summarise, again with variations across institutions, IWLP staff seem well qualified, with most teachers holding a relevant teaching qualification at Diploma or Masters level. No responding institution indicated that it employs staff without qualifications.

3.7.3   Professional development opportunities for IWLP teachers

Respondents were asked whether a number of given training and development activities were offered to their teachers (including: mentoring new teachers; teaching observation/peer review; in-house training; in-house workshops; conference attendance) and what proportion of staff had participated in at least one activity in the previous 12 months. 70% of institutions responded positively, with 'observations/peer review' selected as the most common activity and 'conference attendance' the least. Just over 50% of survey respondents indicated that their institutions offer all of the five activities suggested. These results can be seen in Figure 15 below. As for participation, results vary. The survey responses indicated that only in 29% of institutions have all staff participated in at least one of the CPD activities offered.
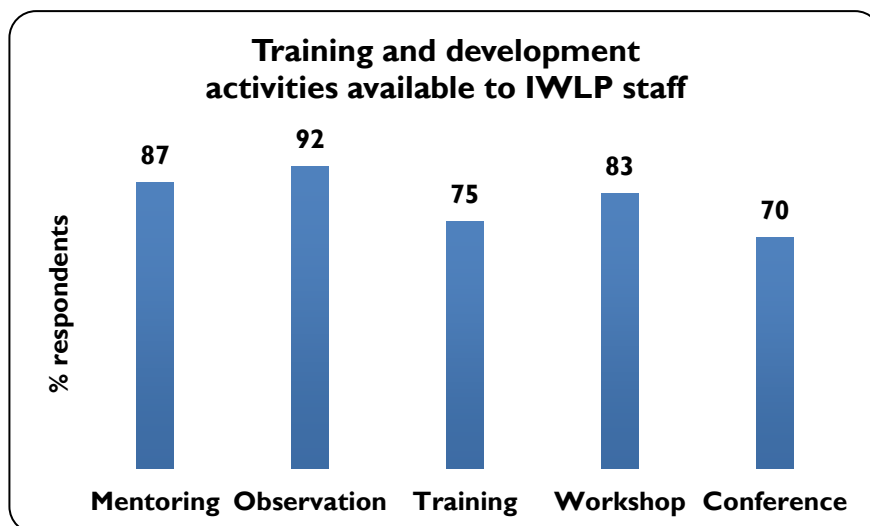
Training and development activities available to IWLP staff

Activity	% respondents
Mentoring	87
Observation	92
Training	75
Workshop	83
Conference	70

Figure 15. Training and development activities offered by IWLPs or the wider institution

Respondents were also asked to indicate three further training and development activities which their programme or their university provided. These answers were grouped into broad categories for analysis. Results indicated that over 50% of institutions offer courses, seminars and/or workshops at programme, department, school, faculty or university level. External CPD and opportunities for further studies and professional accreditation (typically the HEA) were offered in less than 20% of institutions. The opportunity to carry out research and scholarship and to disseminate this at conferences was offered in less than 20% of institutions. Of these, only two institutions mentioned research and scholarship explicitly. Just over 10% of institutions indicated that they organise active sessions offered by teachers to other teachers, sharing good practice. Mobility schemes or field trips were rarely mentioned. Among the enabling factors, funding was the most frequently mentioned (by over 30% of the institutions), although only 2-3 institutions made specific reference to allocations. The others seem to imply that funding is available on application, and mostly for conferences and travel.

Very few respondents mentioned dedicated workload time allocations for CPD and even fewer for research and scholarship (less than 10%). Nevertheless, individual support does seem to be available for training, development, research or further study, often to support HEA applications or, among other things, e-learning projects. Some institutions offer mentoring beyond initial employment (e.g. for research and scholarship). Responses also mentioned appraisal schemes. To summarise, the survey found a varied CPD landscape for IWLPs with some participation issues, but nonetheless with several examples of good practice, as follows:

- Mutual professional development sessions in which staff share own teaching and assessment
- Time allowance for scholarship in workloads
- Non-salary budget specifically allocated to conference attendance, training and materials
- Mentoring scheme for scholarly activities led by newly appointed 'lead' for scholarship; scholarly clusters.

This section of the survey concluded by asking respondents to indicate three more ways in which their programme or university could support their staff development. 75% of respondents answered this question; the others either left it blank or said they were satisfied. Unlike the other areas, where a varied picture had emerged, the answers seemed to indicate few common aspirations, and above all that the wider staff development opportunities were dependent on factors outside the programme, be they within the wider university or through external parties.

The majority of respondents raised the issue of time – or rather the lack of it – together with the need for recognition of development and scholarship in workloads. Furthermore, better contractual conditions were deemed as important for hourly paid and low fractional staff who often cannot access development opportunities. A few responses mentioned issues of career progression, with a lack of clear pathways or limited opportunities. The second common aspiration was for increased funding for development, followed by a desire for more training opportunities. There seems to be an appeal for external and language-specific opportunities. To summarise, more time, more funding and more training were crucial issues identified for staff development.

Other mentions in the wish list were for more study opportunities, more sharing of good practice outside their own institution, and support for research and scholarship. The answers which best summarise the views of respondents are reported below:

- 'Lighter teaching load, the main obstacle is not lack of opportunities, but workload, lack of time'.
- 'Giving teaching staff long term contracts that recognise their long term service and include provision for training'
- 'It would be helpful to have some discussion of contracts at national level'
- 'More external language CPD'
- 'Financial assistance for outsourced training opportunities'
- 'Scholarly activity should be included in our work models, so that the teaching staff who are already active in their own research area do not have to do so using their annual leave'
- 'Pay for part-time tutors is low, as is their status, and – despite the organisation of training courses – there is little potential for career progression for tutors within the university. More therefore needs to be done to make the terms and conditions of the job more attractive so that part-time tutors feel that the university's commitment to their professional development is genuine'.

To conclude, the profile of IWLP teachers that has emerged from this section of the survey is that of a well-qualified and experienced professional, but whose contractual position can hinder professional development and career progression. The survey seems to indicate that IWLP programmes and their institutions provide considerable opportunities although the landscape is varied. Participation could be improved and good practice could be shared more widely. What appears to be needed the most – funding, time and training – does not seem always within reach of single programmes, but lies within the wider institution or perhaps even externally. This is an evolving issue as Institution Wide Language Programmes continue to expand.

3.8. Themes for the AULC to address

In recent surveys, AULC has asked its members to consider activities that the AULC could address on behalf of its membership. The 2015 survey sought feedback on where the AULC could begin to work or could do better. It is clear that members are keen for the organisation to lead developments and initiatives and to support its membership in a variety of ways. Responses can be categorised as follows:

Networking	Promote and support collaboration at local, regional, national and international level
	Set up regional groups
	Provide support for new managers

Teaching-related	Provide and support teaching-related workshops, development, language-specific workshops, events
	Set up an online discussion forum on teaching-related topics
	Set up an online platform for sharing resources, good practice, strategies
	Develop consistency of practice, share marking criteria, mapping of IWLP to CEFR
	Provide support and training for new tutors

Information	Disseminate information relating to IWLP, national challenges, issues.
	Provide a regular digest, circulate calls for papers etc.

Members were also asked what they would like future surveys to cover. Previous surveys have covered topics such as fees, retention/completion rates, teaching hours and the proportion of home/international students. Other areas of interest include languages for specific purposes, models of delivery, non-classroom learning opportunities, external engagement (staff, public, business), the relationship between IWLP and other areas of the institution, use of technology and online learning, and additional language activities offered to support IWLP students.

4. Conclusion

The overall picture of student recruitment is broadly positive across the HE sector and indicates that at least 60 000 students are enrolled on IWLP language courses. The most popular language is Spanish, closely followed by French, then German, and with Japanese and Chinese seemingly equally popular. Actual enrolments for Mandarin Chinese are probably higher than indicated here as the survey does not include data from Confucius Institutes located on UK university campuses – this data could be sought in future surveys.

In contrast to previous surveys, the response to the question about the prospects of IWLP, while still encouraging, showed an increase in uncertainty, though it is not clear why this is the case.

The survey revealed widespread use of the CEFR for benchmarking proficiency levels. On the question of certification, there is widespread support across the sector for a national certification scheme, with the majority of respondents indicating that external examiners could play a useful role.

With respect to the contractual status of teaching staff, while there is significant variation, there are three common contractual forms - permanent full time, permanent part-time and hourly paid. This latter mode of employment is particularly widespread and it is evident that a small number of HEIs employ all their teachers on an hourly basis. The survey found that, on the whole, IWLP staff appear to be well-qualified, with most teachers holding a relevant teaching qualification at Diploma or Masters level. Furthermore, those working in the sector appear to have considerable professional experience. Given the qualifications and experience represented by this cohort, the preponderance of hourly paid contractual arrangements is an area which should be addressed.

On the whole, opportunities for professional development are available but there is variation across the sector. In particular, it was noted that the large number of hourly paid staff and/or staff on low teaching

fractions are not able to access these. Following on from this it is no surprise to learn that the opportunity to carry out research and scholarship is offered in very few institutions. If IWLP teaching staff are to be actively involved in sharing good practice and in developing the sector, greater investment in research and scholarly activity is necessary.

Respondents felt that among the more important areas that AULC could play a useful role were: encouraging more networking and collaboration between member institutions, providing and hosting more training for members to attend at a regional level, and developing consistent or common standards for learning outcomes. In respect to the latter, it is noteworthy that AULC is currently trialling the UNILANG certification scheme for IWLP.

This survey was carried out on behalf of the University Council of Modern Languages and the Association of University Language Centres by: Caroline Campbell, Chiara Cirillo, Mark Critchley and John Morley.

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6. Appendix: List of participating institutions

Aston University
Bath, University of
Birmingham, University of
Bristol, University of
Brunel University
Cambridge, University of
Cardiff University
Central Lancashire, University of
Coventry University
Durham University
Essex, University of
Exeter, University of
Herriot-Watt University
Hertfordshire, University of
Huddersfield, University of
Hull, University of
Glasgow, University of
Glasgow Caledonian, University of
Imperial College London
Keele University
Kent University
King's College London
Kingston University London
Lancaster University
Leeds Beckett University
Leeds, University of
Liverpool, University of
London School of Economics and Political
Science
Loughborough University
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's University Belfast
Reading, University of
Regent's University London
Roehampton, University of
Salford, University of
School of Oriental and African Studies
Sheffield, University of
Sheffield Hallam University
Southampton Solent University
Southampton, University of
St Andrews, University of
Sunderland, University of
Surrey, University of
Sussex, University of
Swansea University
University College London
University of the West of Scotland
Warwick, University of
Westminster, University of
Wolverhampton, University of
Worcester, University of
York, University of