

## Item 4 Report from the Vice Chair Education (Language & Intercultural Education)

This reviews activities since the last meeting and starts with the most recent UCAS statistics.

### 1. The Languages landscape

- 2020 UCAS end of Cycle Report**

UCAS released end of cycle data on the 16<sup>th</sup> December, 2020 (a report focussing key trends in WP and sector wide data resources) which I reported on at the last meeting and has published further provider level data on the 4<sup>th</sup> February, 2021. The latter is reported on briefly here.

Subject data is available for both HECOS and JACS codes. HECOS (Higher Education Classification of Subjects) uses the Common Aggregation Hierarchy<sup>1</sup> (CAH) to ‘provide a standardised hierarchical aggregation of HECOS codes suitable for the majority of uses’. CAH19 covers Language and Area Studies and is further sub-divided into English Studies (CAH19-01), Celtic Studies (CAH-02) and **Languages, Linguistics and Classics (CAH19-03)**. The latter is then further sub-divided into 11 sub-groups from CAH19-03-01, (French studies) to CAH19-03-11 (others in language and area studies). The broad nature of the main CAH code does not seem particularly helpful to our subject area although the HECOS ‘subject code identifiers’<sup>2</sup> themselves are relatively fine-grained at subject level and may provide useful data if this is reported. The CAH19 data shows<sup>3</sup> (see below) that there was a drop in accepted applicants from **21,135 in 2019 to 20,195 in 2020** (-4.5%). These are the first two years for which HECOS is being used so the data should show a useful but very broad picture over time.

The JACS code data (see below) shows substantial drops in accepted applicant numbers for Groups Q, R and T over the ten years between 2011 and 2020. There has been a decrease of just over 25% in Linguistics, Classics and related subject numbers, a 36% decrease in European languages, literature and related subject numbers and 37% in non-European Languages, literature and related subjects. Of course, this data does not reflect recent changes away from single Honours subjects to combined Honours within the Languages area and with other subjects.

Subject group (JACS3)	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Group Q Linguistics, Classics & related	12,635	12,030	12,460	12,525	12,575	12,245	11,745	10,840	10,240	9,465
Group R European Langs, Lit & related	4,570	4,065	4,005	3,780	3,820	3,505	3,425	3,060	2,935	2,920
Group T Non-European Langs, Lit and related	1,440	1,235	1,255	1,115	1,265	1,145	1,095	985	1,045	905

- UCML survey 2020**

We have worked closely with AULC this year to build on the themes covered in previous years’ surveys. We have received 57 completed surveys from a range of HEIs in England, Scotland, Wales and Northern Ireland. At least three universities have submitted a separate application from the Modern Languages Department and the IWLP provider so the total number of institutions covered is just over 50. We aim to provide a joint report for shortly after Easter covering the range of languages

<sup>1</sup> <https://www.hesa.ac.uk/support/documentation/hecos/cah-list>

<sup>2</sup> <https://www.hesa.ac.uk/support/documentation/hecos>

<sup>3</sup> <https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-data-resources-2020/2020-entry-provider-level-end-cycle-data-resources>

taught, the distribution of language provision across the UK as well as feedback on the impact of COVID on our working lives and the further impact of BREXIT on study abroad.

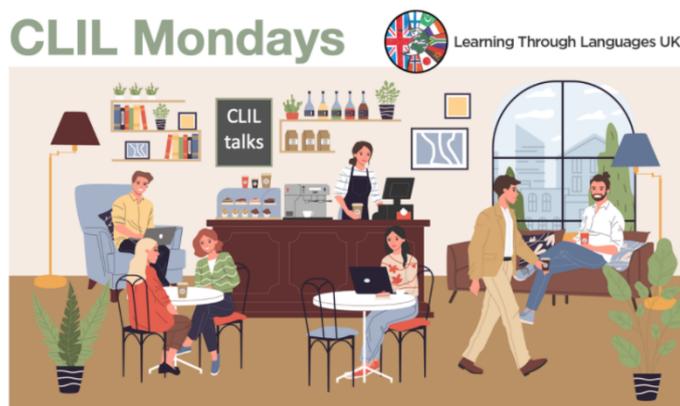
## 2. Promoting Languages

- **Routes into Languages**

Building on a question in last year's survey, we asked this year whether HEIs were contemplating expanding their activities in the area. We also hope that the holdup in Southampton has been solved and that the transfer of Routes from OfS to UCML will take place speedily now.

- **National Centre for CLIL: Learning through Languages UK**

I attend the regular meetings of this group on behalf of UCML. There has been a series of 'expert' seminars this year focussing on CLIL which have been very well attended by teachers.



The full series of CLIL Monday seminars can be seen on the website (<https://learningthroughlanguages.org.uk/2020/10/15/clil-mondays/>). The resources side of the CLIL website is also being developed and now contains materials for English, French, German, Spanish and other multilingual resources.

- **Mandarin Excellence Programme**

In a previous report, I mentioned the advance notice of a second phase of the MEP programme which 'aims to advance the uptake of Mandarin in schools through intensive language learning (8 hours per week)'. We were interested in finding a role for UCML/RiL in the next phase of the programme. The tender document has been delayed and the DfE now says it intends to publish the Invitation to Tender 'subject to internal approval' in late February – early March with the contract award taking place around May. As yet, the tender document has not been published.

- **Gender Action** (<https://www.genderaction.co.uk/>)

I am on the steering group for GA and attend their regular meetings. DECSY (Development Education South Yorkshire) has now taken over the management of the GA project since no other options have come forward. As one of the founding members, UCML will sign the transfer of IPR to DECSY once the details are finalised. There has been little activity around the Gender Action Schools Award since the beginning of the pandemic and there is an ongoing discussion around future funding sources to take the GA programme forward.

VW March, 2021