

Languages Learning in Higher Education: Granular Trends

Analysis of UCAS data on undergraduate courses in the UK, 2012-2021

The British Academy and University Council of Modern Languages
November 2022

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Executive summary

This report contains analysis of 10 years of admissions data for undergraduate modern language courses in the UK, using data from the Universities & Colleges Admissions Service (UCAS). This report is an update on previous work carried out in partnership between the British Academy and UCML, published in 2021: ‘Granular Trends in Modern Languages’.¹ This report focuses on degree programmes, but it should be acknowledged that there is a lot of language learning that takes place in higher education that is non-credit-bearing,² which is beyond the scope of this report.

Data on language learning in higher education over the past decade shows a complex picture. Exploring the data at a more granular level allows us to better understand some of the changing patterns in how students are applying for and being accepted onto courses, where they are opting to study, and the diverging fate of some individual languages. The findings of this report offer a more nuanced, multi-dimensional picture than the general narrative of decline that is often found in the media in relation to language learning.

It is important to note that the analysis conducted is of admissions data between 2012-2021, during which multiple external factors are likely to have influenced student demand, including departure from the European Union, COVID-19, the introduction of alternative education routes, and changing economic conditions. Most importantly, this period corresponds to a net decline of roughly 76,000 people within the 18-year-old population.³ The emerging demographic increase in the 18-year-old population - set to last until 2030 - has the potential to mitigate some of the negative trends identified in this report. Policy makers and university leaders should be live to this change in demographics and the potential for trends to shift as a result.

Key findings and observations:

Single subject degrees have declined, while combined and joint degrees are more stable

- Analysis of the JACS subject groups R, “European languages, literature and related”, and T, “non-European languages, literature and related”, demonstrate a downward trend in acceptances to more traditional languages courses. Therefore, to understand the health of languages in undergraduate provision, we need to look more closely at changing patterns of study.
- When looking at the different combinations of language study, a high proportion of the reduction in language learning is found amongst those who are studying single-language degrees, or combinations of languages.

1 The British Academy and University Council of Modern Languages (2021), *Granular Trends in Modern Languages*.

2 University Council Modern Languages, ‘Surveys’

3 Office for National Statistics, ‘18 year old population records and projections’ [accessed 14 October 2022]

- By comparison, the decline in uptake of degree combinations with a language has been less stark. The numbers of students studying languages with a social science has decreased over ten years, though not to the extent of single study. In contrast, study of a language with an arts or humanities subject has stayed relatively stable over the period, with much smaller reductions in acceptances, until the last year which saw a sharp drop.

Commonly taught languages continue to fall in popularity

- The three most commonly taught European languages – French, German and Spanish - have seen significant decreases in acceptances to courses where a language is named in the title of the degree. These are more pronounced for French and German.
- For Spanish, the percentage decrease is much smaller. However, although pre-university qualifications entries for Spanish have been increasing over recent years, this gain is not translating to higher education. This may point to an issue with conversion/degree choice.

Regional and institutional variations in provision jeopardise access

- There has been considerable variation in language learning by UK region. This threatens the emergence of cold spots in language learning.
- Furthermore, the near disappearance of language learning at post-92 institutions in some regions also has implications for access to language studies.
- There are clear differences in the fate of language learning over the past decade at different university mission groups, and this is more pronounced when factoring in subject combinations.
- The only areas of growth in a system marked by increased competition, when looking from a UK-wide perspective, have been languages courses taught in combination with a social science at Russell Group universities.

1.0 Subject groups R & T

1.1 JACS code analysis

Initial analysis of UCAS admissions data for undergraduate language courses focussed on the two JACS subject groups traditionally associated with languages - group R, “European languages, literature and related” and group T, “non-European languages, literature and related”. This section explores these in detail, considering acceptances onto courses classified under each group. While much of the data in this chapter is already publicly available and subject group trends are known amongst the language community, it is helpful to summarise here for context and as a point from which to consider more granular trends in language learning.

1.2 Subject group R

Overall, there were 34,005 acceptances to study undergraduate courses within subject group R, “European languages, literature and related”, over the past decade. After having removed the miscellaneous categories in this subject group (“Others in European languages, literature and related” and “Combinations within European languages, literature and related”⁴), we find that the number of acceptances decreased by 61% between 2012 and 2021. “French Studies”, “German Studies” and “Spanish Studies” remain the most popular European languages within the subject group, though all three have been in steady decline since 2012. Acceptances to “French Studies” fell by 64%; acceptances to “German Studies” fell by 65%; and acceptances to “Spanish Studies” fell by 57%.

Other languages within group R tend to experience lower numbers in general, and acceptances for these have fluctuated over time, with some recovering better than others. Chapter 2.0 further considers two of these languages, Italian and Portuguese. It is worth noting that there are likely to be variances due to the different ways in which certain courses are reported both within and between different higher education providers over time. Considering this, subject group R data is not representative of all courses with a language in their title.

1.3 Subject group T

Analysis of subject group T, “non-European languages, literature and related”, presents a much more mixed picture of acceptances between 2012 and 2021. Student numbers in group T, while smaller than group R, are spread more widely across courses, in comparison with group R where they are heavily concentrated amongst the three most commonly taught languages.

Overall, there were 10,880 acceptances onto courses in this group during the whole period. Filtering for the relevant data in this group (“Others in non-European languages, literature and related”, “Combinations within non-European languages, literature and related” and “American Studies” have been removed⁵), we find that

4 These groups are highly heterogenous and self-reported by institutions and are often subject to change in terms of which courses are included. Consequently, a decision was made to remove these.

5 The miscellaneous categories have been removed for the same reasons as given above for subject group R. American Studies has been discounted from this analysis based on the assumption that these courses are unlikely to include a language-learning component.

the number of students accepted to study languages⁶ in group T increased by 14% between 2012 and 2021.

The two largest courses in this group – “Chinese Studies” and “Japanese Studies” – have experienced contrasting outcomes. Acceptances to “Japanese Studies” have increased by 79% over the period, with the sharpest rise taking place in 2015, followed by a slight dip and steady rise again since 2017. In contrast, “Chinese Studies” has decreased by 41% since 2012. This is interesting when one considers the emphasis placed on Mandarin Chinese in some schools in recent years with initiatives such as the Mandarin Excellence Programme⁷ as well as the strategic importance of this language for the UK government. Chinese/Mandarin will be explored further in the next chapter.

It should be noted that as student numbers on group T courses are generally smaller – in comparison to group R – we are less able to draw confident conclusions about the health of these languages. As with group R, it should be noted that there are likely to be variances in how courses within subject groups are reported across higher education providers.

6 Chinese Studies, Japanese Studies, South Asian Studies, Other Asian Studies, African Studies, Modern Middle Eastern Studies.

7 Department for Education, ‘Mandarin Excellence Programme’ [accessed 8 October 2022]; Natzler, M. (2022) *Understanding China: The study of China and Mandarin in UK schools and universities*, Higher Education Policy Institute.

2.0 Individual languages

2.1 Capturing the overall numbers of language learning in the UK in degrees where languages are named

Subject groups R & T give us an indication of some of the trends in language learning over recent years. But as noted above, these represent some of the more traditional learning pathways associated with modern languages in higher education. One could argue that these categories reflect the way that many language departments or courses were historically organised. But this may miss some of the changes in supply (the types of courses presented and offered by institutions) and demand (student choice and changing preference of studying languages in a globalised world) that have taken place over recent years. Therefore, analysis of subject groups R & T is only one piece of the puzzle.

In order to develop a more precise picture of the breadth of language learning at university, we have attempted to look at the total number of students learning individual languages in degrees where languages are named. This gives us a better understanding of the aggregate number of students engaging with a given language. This means we have a better overall picture of those learning French, rather than just French Studies students, for example. In order to do this, we have filtered those courses which contain a named language in the course title. We have carried this out for the four most popular European languages, plus Portuguese and Chinese, with analysis provided below. This does not take into account intensity of study of the language, other than it being named in the title. However, it is reasonable to assume that a named language in a course warrants being counted as studying a language.

2.2 French

In the 2021 UCAS admissions cycle, 1,685 students were accepted on to a course that named French in the title. This figure has halved over the past decade, a concerning long-term trend which suggests the overall number of people engaging with French in higher education has dropped considerably. The decline in numbers has been a rather gradual and consistent trend, with sharper drops in 2013, 2016 and 2021. The number of acceptances for courses naming French in the title reduced by 51% between 2012 and 2021. This is much more pronounced than the percentage decrease for all language degree programmes, which in comparison, reduced by 27% over the same period.

The acceptance rate, that is the number of acceptances divided by the number of applications, has remained between 0.15 and 0.17 during the past decade, with the exception of the 2020 cycle. This means that over the past decade, for every 100 applications we can generally expect around 16 acceptances to a course with French in the title. In summary, fewer people are applying for courses with French in the title, and fewer people are progressing to these courses at university.

British Academy analysis of A level data⁸ from JCQ shows that the percentage decreases in pre-university French qualification numbers are smaller than the

8 Joint Council for Qualifications (JCQ CIC) [accessed 31 October 2022]. For A level, data from documents titled 'Provisional GCE A Level Results' for June 2012 to June 2022 was used; Scottish Qualification Authority [accessed 31 October]. For data before 2022: 'Statistics archive'. For 2022 data: 'Attainment statistics 2022'.

percentage decreases of people being accepted onto undergraduate courses for this language. A level French numbers have reduced by 37% over the same ten-year period since 2012. The comparatively smaller percentage drop in those applying and being accepted at university suggests that a smaller proportion of those holding a French A level are applying for French courses. However, it should also be noted that not all courses require prior learning in a language, where it is named in a degree, and offer ab initio routes (studying a language with no prior qualifications in that specific language). This is an important caveat to any comparisons made between UCAS data and pre-university qualification numbers.

2.3 Spanish

In the 2021 UCAS admissions cycle, there were 1,670 students accepted onto courses that named Spanish in the title, almost identical to French courses, outlined above. In 2012, in comparison, there were 58% more students on courses that named French than Spanish. This highlights a considerable shift in the learning of this language over the past 10 years.

Despite Spanish courses now making up a larger proportion of all modern language teaching at undergraduate level, overall numbers for Spanish have also been subject to reductions. Between 2012 and 2021, the number of acceptances onto courses with Spanish in the title decreased by 23%. This decrease is less severe than for the other most commonly taught European languages. Moreover, the percentage reduction in acceptances for Spanish is smaller than that for all language degree programmes, which was -27% over this same period.

Nevertheless, the decreases in acceptances to programmes where Spanish is named in the course title is of concern, especially when we look at trends in pre-university qualification data. As other British Academy analysis has shown, GCSE Spanish entries have increased by 55%, and entries to Spanish A level by 24%, over the same period.⁹ It is unclear why these long-term trends are seemingly pulling in different directions (although one would expect a lag of a couple of years before seeing any effects from increased GCSE intake). However, we can say that uptake in Spanish learning at school does not appear to be carrying through into higher education.

Spanish learning at school, college and sixth form has been on the rise in recent years, but this increase of learners does not appear to be converting into applications and/or acceptances at university. This is supported by a 25% reduction in applications to Spanish undergraduate courses over the last decade (a similar percentage point reduction to acceptances), with the acceptance rate remaining relatively stable over this period.

Returning to the overall number of acceptances for courses where Spanish is named, there are two clear trends in the data over the past decade. Acceptances increased from 2012 to 2015, before entering a period of steady and gradual decline after that. This is mirrored in the total number of applications to Spanish. Crucially, this pattern broadly fits with trends in the 18-year-old population of the UK, which experienced mild increases between 2013 and 2015, before entering a demographic dip that ended in 2020.¹⁰

9 Joint Council for Qualifications (JCQ CIC) [accessed 31 October 2022]. For GCSE, data from documents titled 'Provisional GCSE (Full Course) Results' for June 2012 to June 2022 was used. For A level, data from documents titled 'Provisional GCE A Level Results' for June 2012 to June 2022 was used. Scottish Qualification Authority [accessed 31 October 2022]. For data before 2022: 'Statistics archive'. For 2022 data: 'Attainment statistics 2022'.

10 Office for National Statistics, '18 year old population records and projections' [accessed 14 October 2022]

2.4 German

The number of acceptances to courses with German named in the title have reduced by 52% since 2012, a figure that is mirrored in the decrease in the number of applications. This is concerning when compared to the trend for all language degree programmes, which only reduced by 27% between 2012 and 2021.

It is also worth comparing this to trends in qualification data at pre-university levels. German GCSE entries have decreased by 39%, and German A levels by 41% since 2012.¹¹ The reductions in those taking pre-university qualifications in German are not as severe as the drop in acceptances into higher education, and this raises questions. The reductions in acceptances and applications to university appear disproportionately large, when compared to pre-university qualification numbers. As with some other languages, this suggests that a smaller proportion of those with an A level in German are going on to apply for a course at university with German in the title.

2.5 Portuguese

The number of acceptances to courses with Portuguese named in the title have reduced by 52% since 2012, and the overall total number of acceptances over this period is 1,660. The trend in acceptances has varied over the past ten years, with Portuguese peaking in popularity in 2015. Since 2015, acceptances have followed a downward trend, one that reflects changes in the 18-year-old population, as noted above for Spanish.

It is harder to draw conclusions on disciplinary health when analysing smaller aggregate numbers, as in the case of Portuguese. Languages with smaller average cohort sizes are susceptible to bigger percentage changes year on year. The contraction or closure of single departments can have a large effect on the numbers, which can sometimes overstate the impact on the future sustainability of the language in higher education. But this can equally be a sign that, for languages with smaller aggregate numbers, vital pillars in the learning infrastructure are being lost.

2.6 Italian

The number of acceptances to courses with Italian named in the title has reduced by 58% since 2012. The trend in acceptances has varied over the past ten years, with peaks and troughs between 2012-2017, followed by decreases up to 2021. The total number of acceptances over this period is 3,610, nearly double that of Portuguese. Nevertheless, some of the same caveats apply for smaller cohorts of language learners, as stated for Portuguese. As a result, it is harder to infer as much from the data as with the three most-commonly taught European languages.

¹¹ Joint Council for Qualifications (JCQ CIC) data [accessed 31 October 2022]. For GCSE, data from documents titled 'Provisional GCSE (Full Course) Results' for June 2012 to June 2022 was used. For A level, data from documents titled 'Provisional GCE A Level Results' for June 2012 to June 2022 was used. Scottish Qualification Authority [accessed 31 October 2022]. For data before 2022: 'Statistics archive'. For 2022 data: 'Attainment statistics 2022'.

2.7 Chinese

Between 2012 and 2021, the number of acceptances onto courses with Chinese and/or Mandarin in the title decreased by 21%. However, the reduction of applications over the same period was only 14%. Compared to the other individual languages analysed here, the overall level of applications has been relatively stable. However, the year-on-year percentage changes for both acceptances and applications have varied quite considerably. This volatility is expected to some extent, as we are dealing with quite small aggregate numbers. In 2021, there were just 320 acceptances to course with Chinese and/or Mandarin in the title across the UK.

Trends in the study of Chinese at undergraduate level sit in contrast to some of the trends observed at pre-university level. In Scotland, for example, entries for Chinese Languages have experienced strong growth at Highers, where numbers have increased by 98% since 2016. Entries at Advanced Highers have increased by 134% since 2016. However, in the rest of the UK, the number of entries to Chinese A level dropped precipitously after 2019. A similar drop off in numbers appears to have fed through to both applications (-25%) and acceptances (-30%) for courses in higher education since 2019.

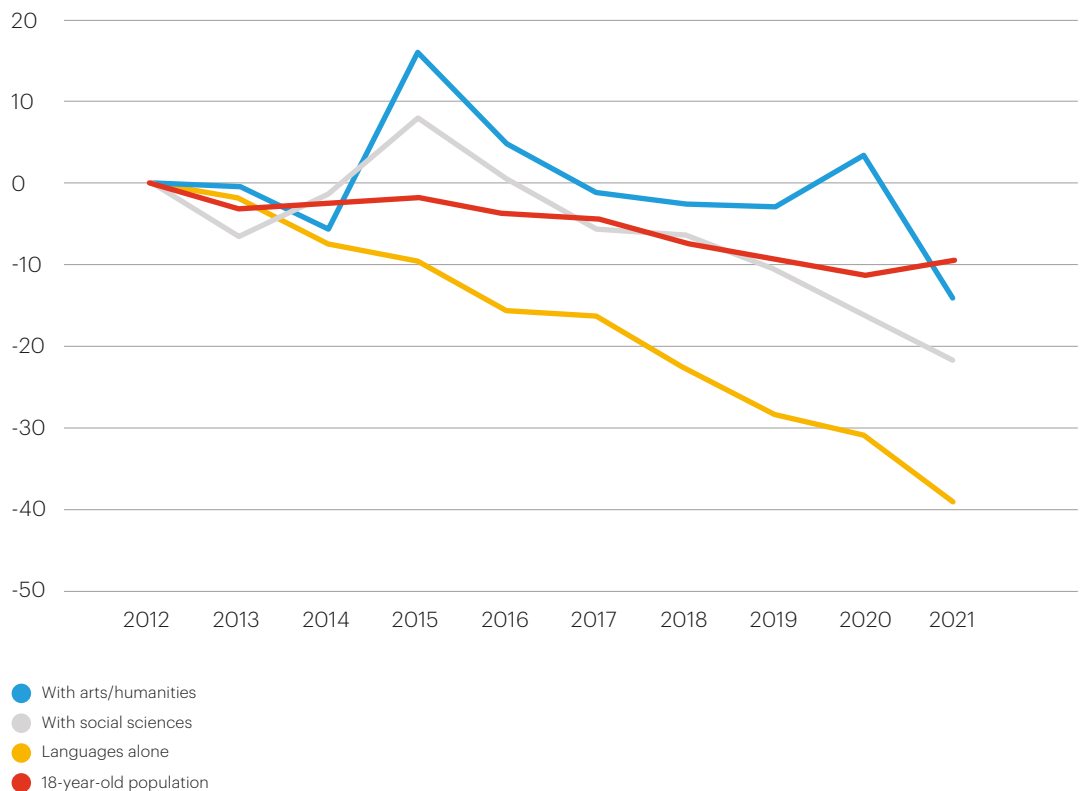
3.0 Subject combinations

3.1 Exploring the ways in which students study languages, where named in the degree title, alongside or in combination with other subject groups

Another way to examine the UCAS data on language courses more deeply is to investigate where students study languages alongside other disciplines. The analysis presented here uses major subject groupings, namely social sciences and arts & humanities, to analyse the overall numbers for those accepted onto courses where languages featured as a named part of the course title. This is compared with the figures for the “Languages alone” category, which refers to those students who are taking one or more languages, but not in combination with a specific non-language discipline.

This analysis does not account for students taking a language in the short term, or as part of a degree where it is not named in the title. It is worth noting that there will be students whose degree title at point of exit differs from the degree they applied and were accepted for i.e. a student may pick up a language(s) component throughout the course of their degree and have this acknowledged later in their final degree title. And as mentioned in the executive summary, there is also a considerable amount of language learning that goes on in higher education that is non-credit-bearing, that is beyond the scope of this report.

Figure 1: Percentage changes relative to 2012, subject combinations including language study



It is clear from Figure 1 that acceptances onto courses where languages (including combinations of languages) are studied on their own, or as language studies courses, have decreased disproportionately compared to other subject combinations with languages since 2012. The 39% drop in the “Languages alone” category is more severe than for courses where languages have been studied with a social science or with arts/humanities.

Both categories - in combination with social sciences, and with arts/humanities - show broadly similar patterns over the period: a peak in acceptances in 2015 before more gradual decreases to 2021. Since 2015, the only real exception to this pattern amongst these categories is the 2020 cycle for courses taken with arts/humanities. This is the year when pre-university attainment increased across the board. Languages courses taken in combination with arts/humanities saw a 7% year-on-year rise in acceptances in 2020, before dropping by 17% between 2020 and 2021.

A line has also been plotted for estimations of the UK 18-year-old population over the period as a point of comparison, however it is worth noting this is not a perfect indicator of prospective undergraduate students in the UK. Of course, not all 18-year-olds apply to university, and the proportion of young people accessing higher education changes over time. Furthermore, not all students that are accepted onto undergraduate courses are 18 years old. But this line serves a proxy for the main demographic change that will be acting as an influencing factor on the number of applications and acceptances. It can help us contextualise the percentage changes of the different groups shown in the graph. The percentage change since 2012 for courses with arts/humanities represents the category that is most in line with changes in the 18-year-old population over the period.

All three categories show notable reductions between 2020 and 2021, in a year that saw an uptick in the 18-year-old population, which is concerning. This is a year in which average pre-university attainment was increased across the UK. It is worth noting that Ofqual plan to further standardise results this year to better align attainment with pre-Covid levels.¹²

A miscellaneous “With other” category was also constructed for the purposes of this analysis. This has not been included in the graph above as the percentage changes for this category are so large, it would affect the readability of the graph. This category was created to cover those combinations that are not with a social science, humanities or arts subjects e.g. French & Maths. Since 2012, acceptances on to these courses has increased by 99%. This, however, only represents an absolute increase of 130 acceptances.

3.2 Institutional grouping and subject combination

Our analysis shows that there is a clear distinction to be made between Russell Group institutions and the rest of the sector when it comes to subject combination categories, as shown in the table below.

Table 1: Changes in subject combination categories in Russell Group institutions and the rest of the sector

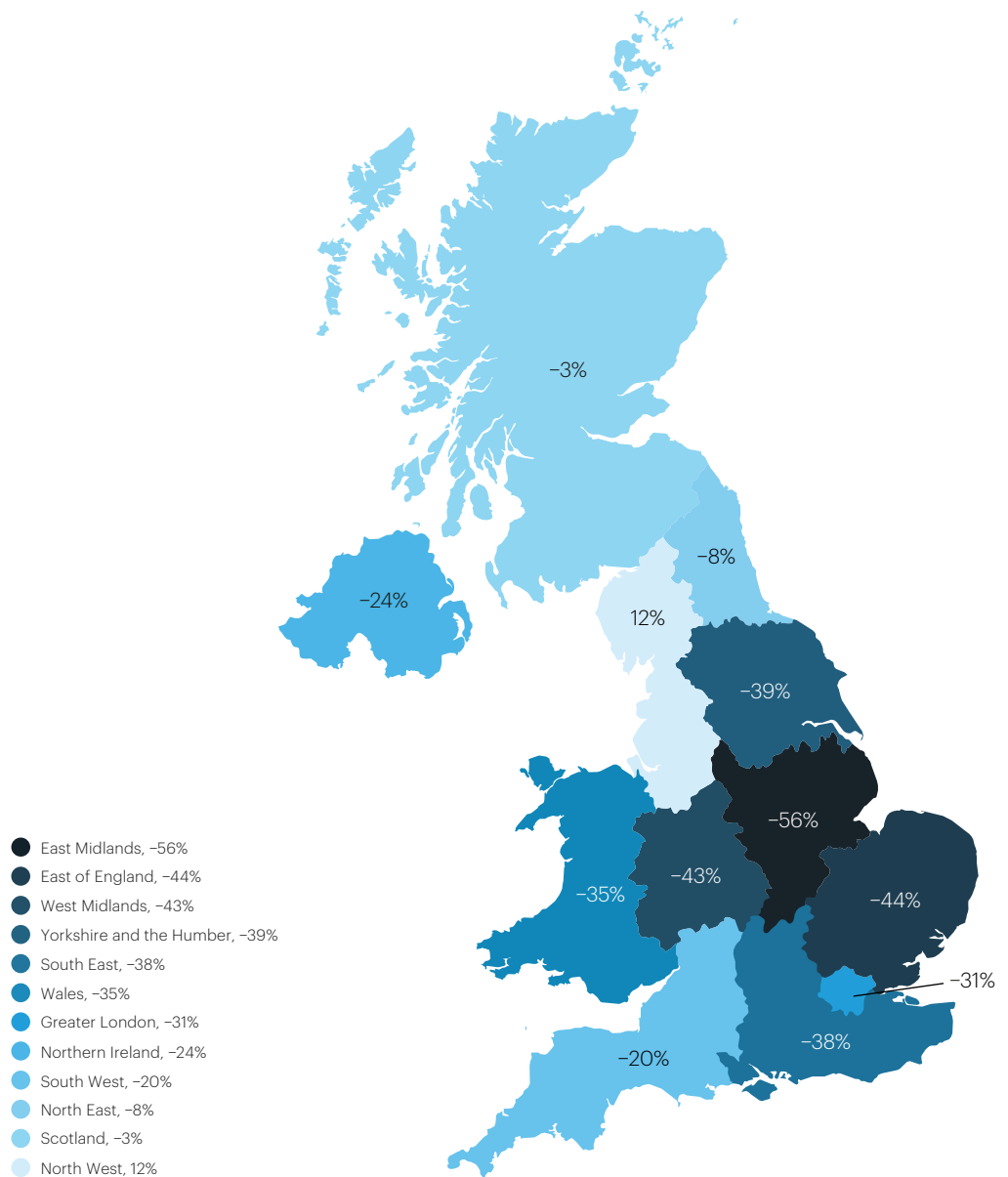
Change in acceptances 2012-2021	Russell Group	Rest of the sector
Languages alone	-39%	-40%
With social sciences	11%	-47%
With arts/humanities	-5%	-40%

There is little difference in the percentage drop for the “Languages alone” category between the Russell Group and the rest of the sector. In contrast, the percentage changes for the different types of subject combination with languages show a real divergence across institution type. Most strikingly, language courses in combination with a social science at Russell Group universities have expanded over this period. This is in spite of reduced demand for languages in general, and a shrinking pool of potential applicants as a result of demographic changes. The figures for languages courses with arts/humanities at Russell Group universities have also remained relatively stable over the period. Most of the temporary uptick for “With arts/humanities” in 2020, as mentioned above, was heavily concentrated at Russell Group institutions. The rest of the sector has seen notable decreases in these type of courses since 2018. This all points to the challenge of ensuring stability and sustainability in a system that is defined by unrestricted student demand and increased competition.

4.0 Regional analysis

The breakdown of acceptances to languages courses at a regional level uncovers some interesting findings. The following analysis shows acceptances at NUTS level 1 regions (referring to the region of the higher education institution). This gives a richer geographical picture of language learning and how it has changed in recent years. However, it should be noted that these regional units have limitations. The devolved administrations are treated as equivalent geographical units in this level of analysis. Further research - beyond the scope of this report - is required to create a more granular picture for the devolved administrations.

Figure 2: Percentage change in language courses 2012 - 2021



The three regions with the largest declines in acceptances onto language courses over the past decade are the East Midlands, East of England, and the West Midlands. The bulk of the decreases in these regions has taken place at pre-92 universities. Acceptances to courses at post-92 universities in the Midlands (both East and West) were starting from relatively low numbers in 2012, but have now all but disappeared. London is the region where acceptances at post-92 universities have reduced the most in absolute terms, with 310 fewer students studying languages courses. This is not surprising, as London has more institutions and students than any other region. But to put the scale of loss here into some perspective, no other region had more than 300 language students accepted at post-92 institutions in 2021.

The North West is an outlier as the only region which appears to have seen growth in the number of acceptances over the last decade. This is largely driven by an increase in students studying languages with a social science. If we look at subject combinations, when broken down by region, there are reductions in acceptances for the “Languages alone” category in all regions of the UK. This is unsurprising, considering the scale of decreases outlined in the subject combinations chapter above, but it confirms that this trend is being felt right across the UK. However, the variation in percentage decrease across the regions is quite considerable, ranging from -14% for the East of England, to -72% for the North East of England, for the “Languages alone” category.

5.0 Conclusion

The analysis presented in this report highlights some of the more granular trends in language learning in higher education that have taken place over the past ten years. Some of these are undoubtedly concerning, but the picture is complex. The analysis in this report highlights the limitations of relying on UCAS groups R & T as an indicator of the health of modern languages. The data shows that a greater proportion of modern language learning is done in combination with other subjects, and that many of these courses are categorised elsewhere.

Demand does appear to be in decline for the more traditional courses where languages are studied alone, in combination with other languages, or as part of an “X Studies” programme. But for those courses that are taught in combination with other disciplinary fields, the trends are less severe and more ambiguous. This general shift in preferences may reflect the changing attitudes and motivations of prospective students. It could also be influenced by external factors, or supply side issues related to how universities and other higher education institutions are changing. More research is needed to investigate this.

The data analysed in this report corresponds to a period of demographic downturn in the 18-year-old population. This should be brought into consideration in any interpretation of the data. The UK has just entered a period of sustained increase in the 18-year-old population that will last until 2030, according to official estimates.¹³ This by no means guarantees changes in long-term trends in acceptance onto language degree programmes. But policy makers and university leaders should be live to this change in demographics and the potential for trends to shift as a result.

This report is intended to be useful to those with a connection to the study of modern languages. We hope it can be used as a resource by this community and that it will prompt further research to help better understand the reasons behind some of these trends. Perhaps most importantly, we want this to provide evidence that can foreground action into what can be done to mitigate, or even reverse, some of these trends.

Data and methodology

The report is based on the analysis of admissions data that was purchased from the Universities & Colleges Admissions Service (UCAS), covering the application cycles from 2012 to 2021. This bespoke dataset included information on subject group data at both summary and detailed levels, institution and course title. We acknowledge that the extent to which UCAS data represents all those applying to university varies across the devolved administrations.

Further data cleaning was required to filter the dataset down to relevant courses, those being ones in which a modern language is taught as a key component of the course. This involved removing the following courses (except where offered in combination with a named language): English language and/or literature; American Studies, Classics, African Studies and Linguistics. In contrast, Hispanic Studies, Chinese Studies and “Law with [X] Law” were all retained, based on the assumption that the majority of these would include a level of language learning that merited inclusion.

To analyse the number of students studying individual languages, as covered in Chapter 2.0, i.e. French rather than French Studies, we used search function formula in Microsoft Excel to filter those courses that had the language in question featured in the course title. This was done separately for each of the languages in this chapter (French, German, Spanish, Italian, Portuguese and Chinese). It is acknowledged that there will be some false negatives in this approach, as some courses are named generally where one or more of these languages is studied in depth i.e. for European Studies courses where it is common to study a European language but where one is not specified in the title.

To analyse courses based on different subject combinations, courses in the cleaned dataset were coded according to four main categories. Every course where a modern language was being studied was labelled as either “Languages alone”, “With social sciences”, “With arts/humanities” or “With other”. This created a new variable for the dataset, in order to analyse the ways in which students study languages alongside or in combination with other subject groups. Coding was based on the social sciences and humanities groupings defined elsewhere by the British Academy.¹⁴ See Table 2 for main groupings.

Where it was unclear which label to assign to individual courses in the UCAS data, decisions were made on a case-by-case basis and using best judgment. For the purposes of this report, we have assigned TEFL, TESOL and PGDE teacher training courses as “With other”.

Table 2: Main groupings

Arts and Humanities	Social Sciences
Archaeology	Geography and Environmental Studies
Modern Languages and Linguistics	Economics and Econometrics
English Language and Literature	Business and Management Studies
History	Law
Classics	Politics and International Studies
Philosophy	Social Work and Social Policy
Theology and Religious Studies	Sociology
Art and Design: History, Practice and Theory	Anthropology and Development Studies
Music, Drama, Dance, Performing Arts, Film and Screen Studies	Education
Communication, Cultural and Media Studies, Library and Information Management	Area Studies
	Psychology

Analysis of language study by region has been carried out using NUTS level 1 regions: Wales, Scotland, Northern Ireland and 9 regions in England (East of England, East Midlands, West Midlands, North East, North West, Yorkshire, London, South East, South West).¹⁵ In our analysis, ‘region’ refers to the location of the Higher Education provider. Data entries were attributed to different regions according to the principal address of the registered provider of higher education for that course.

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Published November 2022

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To cite this report:
The British Academy and University Council of Modern Languages (UCML) (2022), *Languages Learning in Higher Education: Granular Trends*, The British Academy and UCML, London

doi.org/10.5871/languages/he-granular-trends-2012-2021

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