Towards a national languages strategy: education and skills

Proposals from the British Academy, the Arts and Humanities Research Council, the Association of School and College Leaders, the British Council and Universities UK

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The British Academy

UKRI Arts and Humanities Research Council

ASCL Association of School and College Leaders

BRITISH COUNCIL

Universities UK

Summary

Languages are strategically vital for the future of the UK, as we look to recover from the coronavirus pandemic and strengthen our relationships across the world. But there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs. We need urgent, concerted and coordinated action at all levels from primary schools through to university and beyond, and this has brought us together, as five organisations working across different education sectors and across the UK, to present proposals for the education and skills component of a UK-wide national languages strategy.

We have sought to be creative in identifying new solutions. We have taken a joined-up, holistic approach which is coherent across the education and skills systems and which can, where appropriate, be implemented across the UK, to maximise the return which can be achieved. We have sought to learn lessons from previous languages strategies and recent initiatives, and have recognised that while there is a cost for implementation, this can be modest and the responsibility for meeting those costs does not have to rest solely with government. This strategy seeks to build on existing initiatives and to increase their impact, led wherever possible by the language education community itself. Some of the actions are short-term fixes; as medium-term, more substantial, actions are implemented, these immediate fixes should no longer be required.

Short term actions – the next 12 months

Awareness raising and information sharing (UK-wide): We recommend that the languages education and skills community work together to establish and promote Languages UK as a recognised brand for a collaborative web-based resource which provides a single authoritative portal for languages provision

Grading and setting of GCSE and A level examinations (England, Northern Ireland, Wales): We recommend the adjustment of grade boundaries for language qualifications at both A level and GCSE to ensure a level playing field for students taking these subjects.

Advanced Languages Premium (England, Northern Ireland, Wales): We recommend the introduction of an Advanced Languages Premium for study of languages at RQF level 3 (A level and equivalent) as an incentive to schools that have low levels of provision and take-up.

Higher education funding (UK-wide): We recommend that funding models for undergraduate education cover the full costs of provision for language degrees and other learning opportunities for languages.

Staff and student mobility (UK-wide): We recommend that schemes for outward mobility such as Erasmus+, and those that enable language specialists to come to the UK to teach, are able to continue to at least their present level into the future.

Medium and long term actions – 1–5 years

Infrastructure and coordination (UK-wide): We recommend the strengthening of existing funded partnerships or centres supporting the primary and secondary sectors (to spread best practice and help all children have access to high quality provision) and the creation of strategic committees for higher education and further education (to facilitate coordination and planning).

Ambassador and mentor schemes (UK-wide): We recommend the expansion of existing ambassador and mentor schemes which demonstrate impact through robust evaluation.

Recognition of qualifications (UK-wide): We recommend the creation of an accessible cross-sector framework for language competence and qualifications.

Primary language curriculum (England, Wales, Northern Ireland): We recommend further work to establish and then implement the best approach for the primary curriculum, and for the transition to secondary.

Post-16 languages qualifications (England, Wales, Northern Ireland): We recommend providers of post-16 education incorporate language elements in existing extension qualifications, and exploration of new types of post-16 qualifications in languages.

Languages in initial teacher education (UK-wide): We recommend extension of the amount of time allocated to primary languages subject specialism and stipulation of a statutory minimum amount of time for subject specific pathways.

Strategy for teacher retention (England, Wales, Scotland): We recommend a joined-up strategy for retention and recruitment of language teachers, recognising that different teacher education and accreditation arrangements exist across the jurisdictions.

Intensive schemes for language learning (England, Wales, Northern Ireland): We recommend building on the success of the Mandarin Excellence Programme by introducing intensive schemes for other languages which are accessible to all learners, with a focus on areas of multiple deprivation in the UK and other areas where language learning uptake is low.

Integration of languages in vocational and technical qualifications (UK-wide): We recommend the incorporation of language-learning into vocational and technical qualifications where appropriate.

What will success look like?

The success of a UK languages strategy will take many forms, of which some will be hard to measure. But if we succeed in reversing the persistent decline in take up of languages throughout the education pipeline, the UK could become a linguistic powerhouse: more prosperous, productive, influential, innovative, knowledgeable, culturally richer, more socially cohesive and healthier.

The contribution of the five organisations

The British Academy as a national academy aims to sustain dynamic and thriving humanities and social sciences disciplines, including languages. The Academy has coordinated the production of this document, and drawn on its convening power to enable the views of a wide range of stakeholders across education, research policy and business to inform the proposals.

The Arts and Humanities Research Council (AHRC) is a research funder whose remit covers languages and language policy, including a major investment through the Open World Research Initiative. AHRC has contributed to the development of this document through facilitating discussions with experts, including those it funds, whose research has helped to constitute the evidence base for the proposals.

The Association of School and College Leaders (ASCL) supports schools and colleges to deliver high-quality languages provision. ASCL has supported the development of this document by drawing on the insights of its members to ensure the proposals both reflect innovative practice and are realistic for schools and colleges.

The British Council aims to promote cultural understanding between the UK and other countries, for which languages play a crucial part. The British Council has supported the development of this document by drawing on its network of expertise to ensure the proposals address the issues which will have most impact for the languages education community.

Universities UK (UUK) represents the UK's world-leading higher education sector, whose reputation relies on the diversity and vibrancy of their teaching, research and scholarship across the discipline range. UUK has contributed to the development of this document by convening representatives from across its membership to explore the challenges and solutions for universities in sustaining high quality languages provision.

Contents

1. Introduction and context

1.1 Why is intervention needed?

We need urgent, concerted and coordinated action to address the critical situation for languages in the UK. If the UK's citizens had stronger skills in languages other than English, this would help make the UK more prosperous, productive, influential, innovative, knowledgeable, culturally richer, more socially cohesive, and healthier.[1] In this document, we outline actions which, if implemented by the UK Governments and, crucially, others, would represent significant progress towards this.

There have been mounting calls for the adoption and implementation of a UK-wide strategy. Two were published in early 2019: a proposal for a 'National Languages Recovery Programme' by the All Party Parliamentary Group on Modern Languages; and 'Languages in the UK – A Call for Action' by the four UK-wide national academies, representing the full range of academic disciplines.[2] Leading academics from the Open World Research Initiative have called for a Chief Government Linguist to coordinate language policies across UK governments.[3]

We, five organisations working across different education sectors and across the UK are building on these calls to present proposals for the education and skills component of a UK-wide national languages strategy. We have sought to be creative and to identify new, and importantly, low-cost, solutions, and to provide a level of detail which will support implementation. We have produced the present document after reviewing a wide range of evidence in consultation with numerous stakeholders, including employers.

The urgent need for concerted and coordinated action from primary schools through to university and beyond has brought us together, as we represent different parts of the education and research landscape. Each organisation has facilitated discussions with appropriate experts, which have helped to constitute the evidence base for the proposals in this document.

1.2 The current situation

Languages are strategically vital for the future of the UK. They are important for productivity, trade and business; literacy and skills; community and social cohesion; soft power; culture; diplomacy; defence and national security; public services; health and wellbeing; cognitive capacity; social mobility;and equality of opportunity.[4] Employers say that they value competence in specific languages, but also the analytical, linguistic, literacy and communication skills acquired through language learning, and the intercultural agility that enables people to work across different cultures and countries as vital for the UK's global economic future. That ability to navigate between different languages and cultures is important for life and work inside the UK as well as outside it: 'proficiency in additional languages is a new kind of global literacy'.[5]

Research in languages has demonstrable academic, social, and cultural impact across a wide range of fields, both local and global.[6] Languages research has influenced the development of multilingual policies that encourage community cohesion,[7] the creation of bespoke teaching materials for language

"We need urgent, concerted and coordinated action to address the critical situation for languages in the UK."

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1   British Academy (2019) Languages in the UK – A Call for Action

2   APPG for Languages (2019) National Recovery Programme for Languages; Languages in the UK – A Call for Action. See also HEPI (2020) A Languages Crisis? and Burdett, Burns, Duncan & Polezzi (2018) Transnationalizing Modern Languages: Reframing language education for a global future

3   OWRI (2018) The need for a Chief Government Linguist Speaking up for Languages; the need for a cross-government coordinated approach was first raised by Wendy Ayres-Bennett in The Value of Languages: Towards a UK Strategy for Languages

4   For recent synthesis of the evidence for these claims, see Languages in the UK – A Call for Action; AHRC (2019) The Power of Languages; Woll & Li Wei (2019) The Cognitive Benefits of Language Learning

5   Salzburg Statement for a Multilingual World (2017)

6   AHRC (2019), The Power of Languages

7   University of Manchester (2014), Supporting multilingualism and community language needs

learning,[8] and the preservation and promotion of the of the UK's indigenous languages.[9] A large body of research across multiple languages on literary-cultural topics is central to our understanding of societies across the world, both past and present.[10]

More recently, research in languages has been making a vital contribution to solving national and global challenges in fields such as conflict and international development.[11] Given its subject matter, much languages research has a strong international dimension, often involving collaboration with scholars across the world and extending the reach of the UK's research base.

But there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet the needs of society, the economy, business and future research.[12] A 2014 report commissioned by UK Trade and Investment estimated that our language skills deficit costs the UK 3.5% of GDP, and identified a strong language barrier effect on trade patterns, leading to an overdependence on Anglophone export markets.[13] The Industrial Strategy is an example of the lack of awareness of the importance and value of languages, because it calls for a confident and outward looking Britain but does not mention languages as a means of achieving this.[14]

The deficit is worsening: taking the UK as a whole, the numbers of students studying a language (other than compulsory English or Welsh) to qualification level at school and to degree level at university is, despite minor fluctuations, very low compared even with the start of this century.[15] This has resulted in an overall contraction of provision in secondary schools (with the exception of Scotland) and at degree level in universities. Recent surveys have shown that young people from less affluent backgrounds are the most likely to have limited access to languages, at least in England, Wales and Northern Ireland,[16] further reducing their chances of social mobility.[17]

More encouragingly, the Scottish 1+2 approach to language learning, although in its early days, is showing a growing number of schools at both primary and secondary levels offering the full entitlement of two languages in addition to English,[18] and may offer some lessons for the rest of the UK.[19] We are also seeing a welcome increase in the number of students studying languages alongside and in addition to their degree programme, or as an optional minor component of a degree, through Institution Wide Language Programmes (sometimes referred to as 'Languages for All').[20] However, such programmes cannot offer the same in-depth and advanced linguistic and cultural competence as a full degree focused on one or two languages.

In addition, those who speak languages other than English (or Welsh, Irish or Scottish Gaelic) at home –

8   University of Leeds (2018), Reading Chinese: engaging new audiences

9   Lewis, Royles & McLeod (2019), Promoting regional or minority languages in a global age

10   Research Excellence Framework 2014: Overview report by Main Panel D and Sub-panels 27 to 36

11   University of Reading (2011), Languages at war: policies and practices of language contacts in conflict

12   CBI (2018), Educating for the Modern World; UKInbound (2018), Breaking the Language Barrier: Equipping our Tourism Workforce for the UK's Future; British Academy (2016) Born Global: A British Academy Project on Languages and Employability; British Academy (2013), Lost for Words: The Need for Languages in UK Diplomacy and Security

13   Foreman-Peck & Wang (2014), The Costs to the UK Language Deficiencies as a Barrier to UK Engagement in Exporting: a Report to UK Trade and Investment

14   BEIS (2017), Industrial Strategy: building a Britain fit for the future

15   British Council (2018), Language Trends 2018: Language Teaching in Primary and Secondary Schools in England survey report; British Academy (2018), The landscape for humanities and social sciences in higher education: the current picture

16   BBC (2019), Language learning: German and French drop by half in UK schools; British Council (2019), Language Trends 2019: Language Teaching in Primary and Secondary Schools in England survey report; British Council (2018), Language Trends Wales 2018: The state of language learning in secondary schools in Wales; British Council (2019), Language Trends Northern Ireland 2019: Findings from surveys of primary and post-primary schools

17   This has been recognised by the Department for Education (2017): Unlocking Talent, Fulfilling Potential. A Plan for Improving a Social Mobility through Education: 'Ensure that disadvantaged pupils can access the core academic subjects that unlock opportunity [...] In particular, we will make it our mission to improve access to high quality modern foreign languages subject teaching, particularly for disadvantaged pupils'.

18   88% of Scotland's primary schools have language learning in place from P1-P7 and 70% of secondary schools are offering the full entitlement to two languages S1-S3 to all learners (Scottish Parliament Culture, Tourism, Europe and External Affairs Committee (2019), p. 32). However, this has not yet necessarily equated to greater numbers taking qualifications in languages or pursuing them to higher levels.

19   Also of note is the Republic of Ireland's Department of Education and Skills (2017), Languages Connect: Ireland's Strategy for Foreign Languages in Education 2017-26. Another language initiative in Scotland that may have lessons for elsewhere in the UK is the British Sign Language (Scotland) Act (2015).

20   AULC/UCML (2018), Survey of Institution-Wide Language Provision in universities in the UK: 2017-2018

languages ranging from Urdu to Polish - often lack the opportunity to develop their skills in those languages, for example by acquiring literacy in them, and frequently feel their competence in these languages is not valued. Stronger recognition of the importance of multilingualism and the UK's linguistic diversity has the potential to be an asset for the UK.[21] It would support social integration by acknowledging the crucial role of language as part of an individual's social identity, and enhancing cohesion, openness and tolerance of others in the local community and beyond.[22]

1.3 What makes this strategy different?

It is UK-wide. It would coordinate with the Scottish and Welsh Governments' existing national strategies and would build on successful initiatives and develop strategic thinking in England and Northern Ireland.[23]

It seeks to learn lessons from the previous national languages strategy for England (2002–10)[24] as well as other recent initiatives in languages and in other subjects, by aiming to secure cross-party support in order to ensure implementation beyond the term of a single government. The proposals require relatively modest funding. We indicate where the sources of funding may be diversified beyond public money, by involving employers more closely, and by committing a range of organisations to implementing it, beyond just the UK Governments.

It takes a joined-up, holistic approach. Existing strategies and policies for languages across the UK, which apply to individual jurisdictions and/or to sectors of education, have so far been implemented with differing degrees of success. In some sectors or jurisdictions (for example, England, Northern Ireland) the approach has been somewhat fragmented, with emphasis on individual initiatives. There has been too little attention to a joined up approach that is coherent throughout the education and skills system and which can, to an extent, be implemented across the UK, to maximise the return which can be achieved by learning lessons from approaches in different jurisdictions.

> **"A system-wide approach is needed because each part of the system is dependent on the others."**

A system-wide approach is needed because each part of the system is dependent on the others. Children need teachers who inspire them to learn languages in primary school so that they continue studying them once they have a choice of subjects. This will create a pool of students, some of whom will take their language learning no further having gained a valuable lifelong skill, while others will go on to study within higher education and become, among other things, the teachers of the future, as well as continuing the research into languages and multilingualism for which the UK is a world leader and which underpins the quality of provision throughout the rest of the system. If we only focus on single parts of the system, other parts may collapse entirely in the meantime, breaking the cycle, which will be much harder to rebuild from scratch; we need action on multiple fronts.

It addresses both short-term and medium-term actions. Some of the actions are short-term fixes for issues which are particularly critical at the moment. As medium-term, more substantial, actions are implemented, these immediate fixes should no longer be required. These actions address issues of both supply and demand for languages, and also the need to change behaviours and attitudes among the UK population.

It builds upon and increases the impact of existing initiatives and partnerships. This strategy seeks where possible to build on existing initiatives and increase their impact, in a way which is as low cost as possible, and which wherever possible is led by the language education community itself.

It recognises that there is a cost for implementation, but seeks to quantify this and to place responsibility for meeting those costs not solely on government.

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21   95% of the employers viewed the speaking of a language other than English at home as an asset for young people in the job market (British Academy (2016), Born Global: A British Academy Project on Languages and Employability)

22   See Ayres-Bennett & Carruthers (2018), Policy Briefing on Community Languages and Social Cohesion; British Academy (2013), Lost for Words: The Need for Languages in UK Diplomacy and Security; the work of Multilingual Manchester strand of the AHRC Open World Research Initiative project 'Cross-Language Dynamics: Reshaping Community'.

23   Scottish Government (2012), Language Learning in Scotland: A 1+2 Approach; Welsh Government (2015), Global Futures, a plan to improve and promote modern foreign languages in Wales. For an overview of modern languages educational policy (at primary and secondary level) in the four jurisdictions, including further policy recommendations, see Ayres-Bennett & Carruthers (2019), Policy Briefing on Modern Languages Educational Policy in the UK

24   Department for Education and Skills (2002), Languages for All: Languages for Life – A Strategy for England

2. Short term actions – the next 12 months

2.1 Awareness raising and information sharing (UK-wide)

We recommend the languages education and skills community work together to establish and promote *Languages UK* as a recognised brand for a collaborative web-based resource which provides a single authoritative portal for languages provision.

Languages UK would be an umbrella portal for sharing existing messages, information, and resources,[25] and a facilitator, stimulating links between different parts of the languages education and skills community, in the first instance by increasing cross-sector awareness of existing initiatives and resources.[26]

It would be a light touch, small scale, entity consisting of a website with clear signposting to language resources and projects in the UK and globally, with administrative and technical support (including fund-raising capacity) embedded in an existing organisation, at least in the first instance, but with a distinct branding (not that of the host organisation). We anticipate Languages UK would be jointly owned and funded by a coalition of bodies from within the education and business communities, in partnership with the UK governments.[27]

Languages UK will be the central point of communication and exchange — on a 'hub and spoke' model — for the network of existing UK-wide or jurisdiction-specific bodies that are concerned wholly or partly with languages. The website would include a map of that network, highlighting the roles of the different bodies. Languages UK would not replicate or replace them, but would point people to them and to existing resources that are currently dispersed or hard to find.

Ultimately, the ambition should be for *Languages UK* to achieve recognisability comparable to that of the STEM Learning website (without being an entity on the same scale). Key to achieving this recognition and awareness of languages and language learning will be a major communications campaign, which attracts support from the UK Governments, involving role models, champions and celebrities, which aims to articulate the value of languages to multiple audiences (pupils, students, parents, educational institutions, employers, politicians, and the media), in collaboration with existing organisations such as Speak to the Future.

The campaign should promote the message that languages are a core life skill, a vital part of the 21st century curriculum providing ever greater cultural depth as students move through the education system, valuable in employment at all levels and across sectors, and a source of personal enrichment at any life stage. The campaign would advocate greater recognition and utilisation of 'community', 'home', or 'heritage' languages, and of 'indigenous' languages of the UK beyond English (such as Welsh, Gaelic, Irish, Ulster Scots and Cornish), by articulating their value to society.[28]

Action would need to be taken by organisations such as the British Academy, AHRC, ASCL, British Council and UUK, in partnership with others, and with buy-in from the UK Governments.

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25   For example: pedagogical and professional development resources; careers guidance materials; educational technology; directories and maps of language provision in mainstream and supplementary education; national framework for language qualifications (see 3.3 below).

26   For example, links (i) between mainstream and complementary schools; (ii) between schools (both mainstream and complementary) and universities; (iii) between primary and secondary schools; (iv) between further education colleges and university Institution-Wide Language Programmes (IWLPs); (v) between the lifelong learning community and other entities (such as colleges and universities); (vi) between employers and educational institutions such as universities and schools.

27   This coalition will build upon the collaboration established to produce the current document.

28   Specific messages for higher education might include urging universities to embed languages in their internationalisation strategies, and to create more joint honours programmes including languages as an equal or predominant element. The campaign would draw on the evidence produced by the AHRC-funded Open World Research Initiative projects (see The Power of Languages)

2.2 Grading and setting of GCSE and A level examinations (England, Northern Ireland, Wales)

We recommend Ofqual, Qualifications Wales and the Council for the Curriculum, Examinations and Assessment (CCEA) Regulation adjust grade boundaries for language qualifications so that they are not unduly severe.

In England, Ofqual announced in November 2019 that it would adjust grading standards for GCSE French and German to align them with Spanish for exams from 2020.[29] Ofqual decided in 2018 not to adjust the relevant grading standards at A Level although did place safeguards in place to ensure that the severe grading did not get worse. We recommend Ofqual now reconsider its decision not to adjust grading standards at A Level.

The severe grading issue at GCSE is longstanding (carrying over issues related to O levels) and is a historical anomaly. The Qualifications and Curriculum Authority (in 2008)[30] and now Ofqual[31] accept that there is statistical evidence of severe grading: pupils with the same prior attainment have been getting on average a lower grade in French, German and indeed Spanish than in subjects such as History and Geography.[32] We recommend that the adjustment from 2020 be significant enough to create a level playing field. There is extremely wide and strong support for such a change from higher education and from teachers, who highlight the negative impact severe grading has on them and on pupils' judgement of their own success.[33]

We are encouraged that the CCEA Regulation review of French, German, Irish and Spanish launched in January 2020 includes both A level and GCSE. We would urge CCEA to make adjustments at both levels if the data reveals similar patterns to those in England and to ensure that any adjustments are significant enough.

"The severe grading issue at GCSE is longstanding and a historical anomaly."

A distinct but related issue is that the design of the examinations for these qualifications sometimes presents candidates with inappropriate difficulties (for example, requiring the completion of an excessive number of discrete tasks) which further demoralizes learners and creates negative washback on pedagogy by increasing pressure to 'teach to the test'.

We recommend Ofqual, Qualifications Wales and CCEA Regulation work with the awarding bodies and other experts to provide more precise guidelines on how the subject content should be interpreted in specifications and the design and setting of examinations, and to improve control mechanisms to ensure those guidelines are implemented. We recommend these guidelines should be informed by international research on language-learning and language-assessment, and consideration of assessment methods used for languages in higher education.

Once the Ofqual decision on grading standards and the results of the CCEA review of grading have been implemented, we would encourage a wider review of the recently reformed GCSE and A Level qualifications and their effect on uptake.[34]

Action would need to be taken by Ofqual, Qualifications Wales, CCEA Regulation

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29   Ofqual (2019), Inter-subject comparability in GCSE modern foreign languages

30   QCA (2008), Grade standards in GCSE modern foreign languages

31   Ofqual (2018), Technical report: Inter-subject comparability

32   Analysis by ASCL based on DfE, Ready reckoners and transition matrices for key stage 4; Ofqual (2015), Inter-Subject Comparability Review of Exam Standards in GCSE and A Level; see also FFT Education Datalab (2019), Do proposed adjustments to grading in GCSE languages go far enough?

33   See for example the ASCL survey in 2017. British Council (2019), Language Trends Northern Ireland 2019: Findings from surveys of primary and post-primary schools found that 'the way external exams are marked and graded' was one of the top three barriers to uptake of languages at GCSE.

34   This would be distinct from, but would need to take account of, the recently announced Review of subject content for GCSE modern foreign languages and the ongoing CCEA Review of assessment arrangements for GCSE languages.

2.3 Advanced Languages Premium (England, Northern Ireland, Wales)

We recommend the Department for Education (DfE) (England), Department for Education and Skills (DfES) (Wales) and Department of Education (DE) (Northern Ireland) introduce an Advanced Languages Premium for study of languages at RQF level 3 (A level and equivalent) as an incentive to schools that have low levels of provision and take-up.

This would be on the model of the scheme introduced in the 2017 Budget supporting mathematics.[35] At a time when languages are disappearing fast from post-16 provision, especially in disadvantaged areas, this measure is urgently needed to prevent post-16 language teaching from closing altogether.[36] For schools, loss of A level provision makes it even more difficult to resource GCSE language teaching, as well as further eroding the weak pipeline to higher education language study. Current post-16 funding models make small A Level groups (whether in languages or in other subjects) uneconomic.[37] This measure is needed for languages because of their strategic importance and because the loss of provision for languages in a school is hard to reverse. Once a healthy pipeline from GCSE has been restored, the Premium could be limited to less widely studied languages in order to encourage diversity of provision to help meet the UK's language needs.

Action would need to be taken by DfE (England), DfES (Wales), DE(NI)

2.4 Higher education funding (UK-wide)

We recommend the UK Governments and funding bodies ensure funding models for undergraduate education cover the full costs of provision for language degrees and other learning opportunities for languages.

We recommend universities ensure their internal funding models include the costs associated with intensive language teaching and native-speaker input.[38] This funding model also needs to take into account the costs of Institution Wide Language Programmes, which enable students to study a language alongside completing a degree in another subject. This, and outreach activity, is funded by institutions as part of their overall management of the income they receive, which may be at risk if tuition fees are lowered or funding models for block grants are adjusted.

In addition, we recommend that the UK Governments and funding bodies create 'Languages Challenge Funds', central funding pots in each jurisdiction into which higher education institutions can bid where they wish to expand or create new provision. Applications to these pots should be assessed on the basis of regional and national need and should require approaches which are innovative, for example in modes of delivery or in the audiences they aim to reach, such as disadvantaged groups.

This will enable higher education institutions to continue to offer high quality provision in an area of strategic importance to the nation, and which is crucial for the overall languages pipeline. This is urgent to prevent capacity which has been built up over time from disappearing entirely, and hence restricting student choice and creating consequences for social mobility. Strong provision at undergraduate and postgraduate levels will enable research funders and universities to work together to sustain and develop the excellence of research in languages in the UK. Such research is central to our understanding of societies across the world, both past and present;[39] it has demonstrable academic, social, and cultural impact across a wide range of fields, both local and global.[40] There are growing opportunities for languages researchers to form an integral part of proposals to

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35   DfE (2018), 16 to 19 funding: advanced maths premium. For 2019-20, £10.6 million has been allocated across around 2,000 schools and colleges in England. Schools and colleges received £600 per additional student studying one of the qualifying maths courses at level 3 (see DfE (2019), 16 to 19 allocation data: 2019 to 2020 academic year)

36   Ayres-Bennett & Carruthers (2019), Policy Briefing on Modern Languages Educational Policy in the UK, secondary recommendation 1

37   51% of sixth forms and further education colleges have dropped courses in modern foreign languages as a result of funding pressures, with A Levels in German, Spanish and French the main casualties, according to a recent survey by the Sixth Form Colleges Association (the survey did not a specify a timeframe within which the changes had taken place).

38   Office for Students (2019), Changes to the unit of resource for higher education in England

39   Research Excellence Framework 2014: Overview report by Main Panel D and Sub-panels 27 to 36

40   AHRC (2019), The Power of Languages

interdisciplinary and cross-UKRI programmes such as the Global Challenges Research Fund, where the benefit of languages to support international relationships is evident.

Action would need to be taken by DfE (England), Department for the Economy (NI), Higher Education Funding Council for Wales, Scottish Funding Council, universities

2.5 Staff and student mobility (UK-wide)

We recommend the UK Governments ensure that schemes for outward mobility such as Erasmus+, and those that enable language specialists to come to the UK to teach, are able to continue to at least their present level into the future, by ensuring association for the UK to the next programme which begins in 2021, or the creation of a fully funded domestic replacement.

Schemes such as Erasmus+ have been pivotal in enabling school intercultural exchanges, particularly in ensuring that such opportunities are open to learners from less advantaged backgrounds.[41] Erasmus+ has also ensured the continuation of the year abroad for students taking degrees in languages as well as providing opportunities for students not specialising in languages to improve their linguistic competence and intercultural awareness.[42] It is crucial that access to Erasmus+ or an equivalent scheme is maintained.

In the longer term, we encourage the UK Governments to establish a comparable scheme to support mobility beyond Europe, building on the success of schemes such as Generation UK which supports students to gain experience in China.[43]

We also recommend the UK Governments ensure that any salary threshold set for Tier 2 visas for skilled jobs not requiring a PhD does not become an obstacle for language assistants, interpreters, and translators, and that the Shortage Occupations List recognises that teachers and language specialists will be needed in a broad range of languages to fulfil the ambitions of a global Britain.[44]

Action would need to be taken by Department for Education (for Erasmus+), UK Home Office, Cabinet Secretary and Office of the Minister for International Relations and the Welsh Language (Wales), Scottish Government, NI Executive

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41   Erasmus+
42   British Academy/UCML (2012), Valuing the Year Abroad
43   Generation UK
44   UK National Academies (2019), £30,000 salary threshold would be detrimental for research and innovation

3. Medium and long term actions – 1-5 years

3.1   Infrastructure and coordination (UK-wide)

We recommend:
- The strengthening of existing funded partnerships or centres supporting the primary and secondary sectors (to spread best practice and help all children have access to high quality provision)
- The creation of strategic committees for higher education and further education (to facilitate coordination and planning).

Funded Partnerships or Centres (Primary and Secondary Education)
Designated Centres for Languages already exist in Scotland (SCILT) and Northern Ireland (NICILT).[45] These focus mainly on schools (primary and secondary in Scotland, secondary in Northern Ireland). SCILT also supports student teachers and collaborates to support languages in Scotland's universities and further education colleges, leading the Colleges Development Network for languages.

We recommend the Department of Education (NI) place the funding and infrastructure of NICILT on a secure long-term footing in order to meet future needs, including ambassador and mentoring schemes between universities and schools. We recommend the Scottish Government at least maintain SCILT's current level of funding beyond the implementation period for the 1+2 approach to ensure the policy is firmly embedded.

In Wales, the Welsh Government has a Global Futures steering group (2015-2020) which is delivering a five-year strategy for languages, in collaboration with Welsh universities, cultural institutes, the British Council in Wales and the four Welsh education consortia.[46] In addition, there is a pan-Wales Routes into Languages Cymru network, funded by higher education institutions, Welsh education consortia and the British Council, which supports specific initiatives, such as the Pupil Language Ambassador programme in primary schools and languages support for the more able and talented network of Welsh learners, the Seren network.[47]

We recommend the Welsh Government continue funding for the partnership working of Global Futures and target support at multilingual initiatives that support the languages ambitions of the new Curriculum for Wales 2022, such as MFL Student Mentoring and the introduction of a sustained and systemic programme of support for international languages in primary schools, beyond English and Welsh.[48]

In England, the recently created National Centre for Excellence for Language Pedagogy (NCELP) has the specific aim of significantly increasing uptake of languages at GCSE.[49] The Centre's initial focus is on a network of 45 secondary schools. We welcome this initiative. If evaluation shows it has a significant impact on uptake, then we recommend DfE extend the NCELP schools network beyond what is currently envisaged even for the second phase of funding, so that it benefits all English schools that fall short of the DfE's EBacc target for GCSE.

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45   Scotland's National Centre for Languages; Northern Ireland Centre for Information on Language Teaching and Research
46   Welsh Government (2015), Global Futures – a plan to improve and promote modern foreign languages in Wales
47   Routes into Languages Cymru
48   Curriculum for Wales 2022
49   National Centre for Excellence for Language Pedagogy

In the longer term, we recommend DfE set up two further entities to support language teaching in England: one devoted to primary education (whether a task force or a separate wing of NCELP led by primary practitioners and experts);[50] and one for post-16 education (further building on the expertise of NCELP).

The UK Governments should also ensure that these funded partnerships or centres in the different jurisdictions are suitably networked to ensure best practice is shared between them.

Action would need to be taken by DfE (England), DfES (Wales), DE(NI), Scottish Government

Strategic Committees for Further and Higher Education
There is currently no entity with responsibility for overseeing strategic planning of provision in higher education, including for individual subjects.[51] While recognising that higher education is a market-driven sector (to a greater or lesser extent depending on jurisdiction), we believe that some coordination and sharing of intelligence is essential in order to achieve four goals:

- for the UK to have sufficient numbers graduating with language degrees in order to meet the national need for in-depth linguistic and cultural expertise;

- for the UK to have sufficient numbers graduating with degrees in less widely studied but strategically important languages (such as Mandarin, Arabic, Russian) to meet national need in areas ranging from trade to security and defence;[52]

- for the availability of degrees in languages to be strategically spread across the UK to avoid 'cold spots' where it is impossible for students to study degree-level language at a university in their region, which is vital for social mobility;[53]

- for the UK to retain its world-leading reputation in research in languages, since the capacity for universities to maintain communities of researchers is closely related to what provision is offered at undergraduate level.

We recommend the creation of a Strategic Committee for Languages in Higher Education, chaired and supported administratively by the British Academy, working closely with the University Council of Modern Languages (UCML), to review the evidence on current levels of provision, suggest how gaps might be filled, and seek action to address challenges and gaps by reporting as appropriate to the UK Governments and their agencies for higher education, and to the Universities UK Board.

Action would need to be taken by British Academy, in collaboration with UCML and UUK

Given that the provision of languages in further education has declined in recent years, we also recommend the creation of an initially separate Strategic Committee for Languages in Further Education. This could be led by the Association of Colleges in close partnership with Colleges Scotland, Colegau Cymru (Colleges Wales), and Northern Ireland Colleges, and informed by the languages education and skills community. It would seek to monitor provision and could foster the creation of regional further education language hubs (which might include collaboration with Institution-Wide Language Programmes at local universities). Depending on the model adopted, the Strategic Committee may in due course seek additional funding from the UK Governments to support the creation of such hubs.

In the longer term, these two committees could be merged, to further facilitate coordination.

Action would need to be taken by AoC, Colleges Scotland, Colegau Cymru (Colleges Wales) and Northern Ireland Colleges

"We recommend the creation of a Strategic Committee for Languages in Higher Education."

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50   Holmes & Myles (2019), White Paper: Primary Languages Policy in England – The Way Forward Recommendation 10
51   In England, this function has disappeared with the replacement of HEFCE by the Office for Students; in Wales, HEFCW has a watching brief on languages as part of its skills and employability agenda but does not have a specific remit to shape provision or lead on languages in higher education.
52   See British Council (2017), Languages for the Future
53   Students from disadvantaged socio-economic backgrounds and black and minority ethnic (BAME) students are least likely to move away from home to study in higher education (Donnelly & Gamsu (2018), Home and Away: Social, Ethnic and Spatial Inequalities in Student Mobility)

3.2 Ambassador and mentor schemes (UK-wide)

We recommend the UK Governments fund the expansion of existing ambassador and mentor schemes which demonstrate impact through robust evaluation.

A number of ambassador and mentor schemes are already in existence across the UK.[54] If these schemes demonstrate evidence of impact through robust evaluation, we recommend the UK Governments extend funding to enable their expansion.

The STEM ambassadors and placement scheme also provides a model for a UK-wide scheme which would provide a further workplace-based dimension to existing schemes involving undergraduates.[55] While focused mainly on secondary schools, it could be coordinated with the new careers education initiative led by DfE and businesses that is focused on primary schools in England. [56] In Scotland, it would build upon SCILT's work with the Developing Young Workforce Groups.[57]

These schemes could be supported, coordinated and promoted through Languages UK (see 2.1 above).

Action would need to be taken by DfE (England), DfES (Wales), DE(NI), Scottish Government

3.3 Recognition of qualifications (UK-wide)

We recommend the creation of an accessible cross-sector framework for language competence and qualifications.

We support work which is already underway by the Chartered Institute of Linguists (CIOL), in consultation with others, to lead the development of an accessible cross-sector framework onto which language competence can be mapped, and with which qualifications align, with recognised equivalences established across jurisdictions. This will facilitate the incorporation of more language qualifications within the UCAS tariff for entry to higher education, and help universities to recognise a wider range of language qualifications (including ones in home, community and heritage languages) as part of their entry requirements.

Action would need to be taken by CIOL, UCAS

3.4 Primary language curriculum (England, Wales, Northern Ireland)

We recommend the languages education community, working with UK Governments, do further work to establish and then implement the best approach (i) for the primary curriculum, and (ii) for the transition to secondary.[58]

There are severe shortcomings in both at present, despite pockets of good practice. In England, DfE, working with professional bodies and researchers, should develop clear non-statutory national guidance on the amount of time that should be allocated to language learning at key stage 2 giving examples of effective curriculum models which illustrate how time is best distributed per week, per term, per year and per key stage.[59]

In Wales, we recommend the Welsh Government recognise and specify the time allocation for primary languages in proposed statutory guidance for Languages, Literacy and Communication in the new Curriculum for Wales 2022 which will include progression in one or more International Languages for all learners from primary school until the end of Year 9.[60]

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54   See for example MFL Student mentoring project, Language Horizons, Speak to the Future and the AHRC-funded Open World Research Initiative Student Ambassadors scheme
55   See STEM ambassadors
56   Top Employers to help all primary schools offer careers education to pupils
57   SCILT (2018), Developing Scotland's young workforce through languages
58   This call echoes those made in Ayres-Bennett & Carruthers (2019), Policy Briefing on Modern Languages Educational Policy in the UK and Holmes & Myles (2019) White Paper: Primary Languages Policy in England – The Way Forward. The recommendations for primary school languages made in these two documents (UK-wide in the case of the former) show a considerable degree of consensus as to the best ways forward, though the particular issue of curriculum planning needs further deliberation.
59   Holmes & Myles (2019), White Paper: Primary Languages Policy in England – The Way Forward
60   British Council Wales and Arad Research Consultants (forthcoming)

In Northern Ireland, the Department of Education should develop and implement a fully funded primary languages curriculum. Northern Ireland is the only part of the UK without a statutory primary languages programme.

Action would need to be taken by DfE (England), DfES (Wales), DE(NI)

3.5 Post-16 languages qualifications (England, Wales, Northern Ireland)

We recommend providers of post-16 education incorporate language elements in existing extension qualifications, and UK Governments and awarding bodies consider introducing new types of post-16 qualifications in languages.

In England and Wales, providers of post-16 education (schools and colleges) are encouraged to incorporate a language element into the AQA Extended Project Qualification (EPQ) and Welsh Baccalaureate National and Foundation individual project.

In England and Northern Ireland, DfE (England) and DE(NI) should, in consultation with awarding bodies, consider whether the availability of a wider range of RQF level 3 qualifications would help to reinforce success in increasing the number of pupils taking a language at GCSE. One option would be to introduce a new qualification called Core Languages or Language Plus (e.g. Core German/German Plus), which focuses on practical uses of languages. This would be aimed at students who have achieved Grade 4/C or above at GCSE in a language that they are not continuing to A Level. The qualification could be taken in either year of post-16 education, alongside A levels or other post-16 further education pathways. Inclusion in the UCAS tariff and university endorsement recognition would be sought.

In these respects and others, Core Languages would be modelled on the successful introduction of Core Maths in England.[61] Provision and uptake would be stimulated in the first instance, especially in disadvantaged areas, by the Advanced Languages Premium (2.3 above).

In Northern Ireland, we note and support the introduction by OCN NI of the Level 3 Award and Certificate in Modern Languages which could also prove a useful model.[62]

In Wales, we recommend the languages element of the Welsh Baccalaureate and Skills Challenge Certificate is reintroduced.

Action would need to be taken by schools and colleges, DfE (England), DE(NI), Department for the Economy (NI), awarding bodies

3.6 Languages in initial teacher education (UK-wide)

We recommend DfE (England), the Education Workforce Council in Wales and the General Teaching Council for Scotland require initial teacher education providers to extend the amount of time allocated to primary languages subject specialism and to stipulate a statutory minimum amount of time for subject specific pathways.[63]

Universities and colleges, through their Institution-Wide Language Programmes, should facilitate language learning for primary education trainees, to ensure that there is an opportunity for all primary teachers to attain at least the equivalent of Common European Framework of Reference for Languages (CEFR) A1/A2 level in a language.

We recommend that DE(NI) explore teacher education qualifications for primary languages and review arrangements for the preparation of teachers for post-primary Irish-Medium Education.

We also recommend DfE (England), the Education Workforce Council, and DE(NI) develop mechanisms

> **"We recommend UK Governments and awarding bodies consider introducing new types of post-16 qualifications in languages."**

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61   Core Maths qualifications: technical guidance. Take up of Core Maths has increased gradually since 2010, with just under 10,000 students taking it in 2019 (Level 3 maths update 2019-20)

62   OCN Level 3 Award in Modern Languages

63   Holmes & Myles (2019), White Paper: Primary Languages Policy in England – The Way Forward

to encourage cross curricular teaching in secondary educations, for example via subject knowledge enhancement courses and encouraging schools to be more flexible, by not requiring language teachers to have expertise in two different languages.

Action would need to be taken by DfE (England), Education Workforce Council, General Teaching Council for Scotland, DE(NI)

3.7 Strategy for teacher retention (England, Wales, Scotland)

We recommend DfE (England), Education Workforce Council and the General Teaching Council for Scotland work together to produce a joined-up strategy for retention and recruitment of language teachers, recognising that different teacher education and accreditation arrangements exist across the jurisdictions. Consideration should be given as to whether bursary payments, where these exist, should be staggered to encourage retention.

Action would need to be taken by DfE (England), Education Workforce Council, General Teaching Council for Scotland

3.8 Intensive schemes for language learning (England, Wales, Northern Ireland)

We recommend DfE (England) and DE(NI) builds on the success of the Mandarin Excellence Programme by introducing intensive schemes for other languages which are accessible to all learners, with a focus on areas of multiple deprivation in the UK and other areas where language learning uptake is low. Funding for such programmes could be sought from overseas governments and partners. In Wales, the extensive Welsh medium education sector provides a model which could be applied to other languages. Given the number of learners of German in schools is reaching critical levels, while the language remains strategically important, there is a strong case for this to be the first language to receive this attention in all three jurisdictions.[64]

Action would need to be taken by DfE (England), DfES (Wales), DE(NI)

3.9 Integration of languages in vocational and technical qualifications (UK-wide)

We recommend the qualifications regulators ensure awarding bodies incorporate language-learning into vocational and technical qualifications where appropriate.

The UK Government's Industrial Strategy aims to boost productivity and increase the earning power of people through investment in skills as well as business, industry and infrastructure. The Strategy focuses on the shortage of STEM skills, but does not acknowledge that individuals will also need language skills in order to trade across the world, have intercultural understanding, and so create the global Britain the Strategy envisages.

In England, we recommend employer bodies (such as the CBI and British Chambers of Commerce) work with the Institute for Apprenticeships & Technical Education to ensure language learning is incorporated into new T level qualifications where appropriate. The development of T levels is currently underway, so action needs to take account of the timescales already established for this work.

More widely, we recommend Ofqual, Qualifications Wales, CCEA, and the Scottish Qualifications Authority ensure awarding bodies incorporate language-learning into appropriate vocational and technical qualifications (such as Pearson BTEC in Travel and Tourism, CCEA A Level in Professional Business Services, and WJEC National/Foundation Welsh Baccalaureate and Skills Challenge Certificate).

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64   British Council (2019), Language Trends 2019: Language Teaching in Primary and Secondary Schools in England survey report; British Council (2019) Language Trends Northern Ireland 2019: Findings from surveys of primary and post-primary schools; British Council (2017), Languages for the Future

The Core Languages qualification (see 3.5), which focuses on real-world uses of languages, could also have a role in meeting this need. In Wales, the apprenticeship model has a strong focus on Welsh language skills and immersion but does not include any other languages.[65] In Scotland it would be valuable to explore how languages can be better integrated into the Foundation Apprenticeships which are currently are developed and delivered by Skills Development Scotland (with support from the European Social Fund).[66]

Action would need to be taken by employer bodies, Ofqual, Qualifications Wales, CCEA and SQA

4. What will success look like?

The success of a UK languages strategy will take many forms, of which some will be hard to measure. But we propose the following measurable outcomes as indicators of success.

Primary and Secondary
1. All children learning one or more languages (other than compulsory languages English and Welsh) from at least age 7 to 14, with the overwhelming majority continuing to at least age 15/16 and entering a GCSE or National 5 qualification.[67]

Primary
2. Achieving a more even quality of experience for pupils (and teachers) at primary level, with clarity around time and accountability, and with support for teachers obtaining appropriate language qualifications and training or professional development.[68]

Secondary
3. Reversing the decline in the number of students continuing with a language to age 18, so that numbers increase annually from 2025 onwards. This will require sustaining and increasing the number of schools and colleges offering languages post-16, including the number offering more than one language at A level or equivalent.[69]

Universities
4. Stopping the decline across the UK as a whole in the numbers of undergraduates studying languages to degree level by 2025, and, following a period of levelling, sustaining an increase in numbers from 2030.[70]

Research
5. Maintaining the current number of high-quality languages applications across the portfolio of funded schemes and doctoral programmes.

"Success would be the overwhelming majority of children learning one or more languages to at least age 15/16."

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67   The exact targets that are appropriate vary between jurisdictions because of the different educational contexts. For England, we support the DfE target of 90% take-up at GCSE of a modern or ancient language by 2025 but we note that implementation is not currently on track, with over half of pupils stopping language-learning by age 14 (or in many cases 13 when Key Stage 3 provision is compressed into two years). Take up at GCSE was 47% according to Language Trends 2018.

For Northern Ireland, the 7–16 aspiration is a long-term one, since statutory provision currently covers only age 11-14, with a further 'entitle-ment' to age 16. In 2019, there were just over 10000 entries for GCSEs in languages including Irish, which suggests an uptake rate of less than 50% (Joint Council for Qualifications GCSE Results Summer 2019); we suggest a target of 90% take up at GCSE by 2025.

For Wales, since provision of Welsh is statutory to age 16 (and of another language to 14), a target of 90% for GCSE take-up in an 'interna-tional language' would be over-ambitious; uptake at GCSE in Wales for modern languages in 2017-18 was 18.5%. We propose tripling this to 55% over the next 10 years. We note that the achievement of this target may be threatened by the proposal in Our National Mission: A Transformational Curriculum that international languages may become discretionary in the primary and secondary sector in the new curriculum.

For Scotland, where statutory provision is from age 5–14, with statutory 'opportunities' to age 16, a target of 90% for National 5 take-up would be ambitious, since fewer subjects are studied at that stage than at GCSE, and students will in any case have typically had more exposure to language-learning and over a longer time than in England. In 2019, there were around 15,600 entries for languages including Gaelic at National 5 (SQA Statistics 2019).

Finally, we support, as a longer-term aspiration, the APPG's call in the National Recovery Programme for Languages for a 'Statutory entitle-ment to languages education at all stages of the curriculum from 5–18'

68   This would be difficult to measure quantitively, but improvement would be visible in the British Council's Language Trends reports for England, Wales and Northern Ireland, and SCILT evaluation reports.

69   In England, Wales and Northern Ireland, just under 4% of total entries at A level in 2019 were in languages (Joint Council for Qualifications A level and AS results Summer 2019).

70   Total undergraduates in modern languages (excluding English) numbered 38,700 in 2017/18, a decrease of over 54% in 10 years from the cor-responding figure of 84,500 in 2007/8. Source: HESA Student Record FPE 2007/8 - 2017/18, accessed under license via HeidiPlus. Copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information obtained from Heidi Plus.

5. Who needs to do what and what will it cost?[71]

Recommendation	Action by	Potential cost
Short term		
Awareness raising and information sharing	organisations such as the British Academy, AHRC, ASCL, British Council and UUK, in partnership with others, and with buy-in from the UK Governments	Costs for establishing and maintaining a web portal and coordination and facilitation activity, with a member of staff embedded in a partner organisation: around £75,000 a year. These will be met in the first instance by a coalition of organisations within the languages education community, with potential for business and government support.
Grading and setting of GCSE and A level examinations	Ofqual, Qualifications Wales, CCEA Regulation	Some of this work should be covered by ongoing plans for qualification review, but an additional review would require support for convening and supporting an expert group and commissioning further data collection.
Advanced Languages Premium	DfE (England), DfES (Wales), DE(NI)	The Advanced Maths Premium provides additional funding of £600 per year annum to schools for each additional student pursuing Level 3 maths. For 2019-20, £10.6 million has been allocated across around 2,000 schools and colleges in England.
Higher education funding	DfE (England), Department for the Economy (NI), HEFCW, Scottish Funding Council, universities	Evidence of cost of delivery can be found in TRAC data,[72] with additional analysis carried out by KPMG for the Augar panel.[73] The size of the languages challenge funds would be set by the relevant funding bodies. As an example, the Office for Students recently announced the award of £5.6 million to 15 institutions as an outcome of the challenge competition to boost opportunities for graduates who seek work close to home.
Staff and student mobility	Department for Education (for Erasmus+), UK Home Office, Cabinet Secretary and Office of the Minister for International Relations and the Welsh Language (Wales), Scottish Government, NI Executive	From 2014 to 2018, 4,846 Erasmus+ grants were awarded to UK organisations, worth around €680 million in total.

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71   The costs set out in the following table are purely indicative, based on existing programmes and schemes and are provided only to illustrate the level of funding which might be required to implement the strategy as conceived in this document.

72   Office for Students, *TRAC data*

73   KPMG LLP (2019), *Understanding costs of undergraduate provision in Higher Education: Costing study report*

Medium term		
Infrastructure and coordination	*Funded centres and partnerships:* DfE (England), DfES (Wales), DE(NI), Scottish Government	Our recommendation is to at least maintain levels of funding for SCILT and NICILT, and for Global Futures in Wales, with a financial commitment which ensures long term sustainability for these initiatives. NCELP has initial funding of £2.17 million, with potential for this to be extended up to £4.8 million over 4 years. In the longer term, further modest funding would be needed if the remit of NCELP was extended as proposed above.
	Strategic committees for further and higher education British Academy, in collaboration with UCML and UUK AoC, Colleges Scotland, ColegauCymru (Colleges Wales), Northern Ireland Colleges	The cost of setting up and running a committee to meet once a year would be minimal (staff time, travel and hosting costs). The additional analysis of existing data sources needed to provide evidence on which recommendations would be based should cost less than £20,000 a year (and it may be possible to absorb this into existing activities).
Ambassador and mentor schemes	DfE (England), DfES (Wales), DE(NI), Scottish Government	MFL Student Mentoring Project: each student mentor receives £200 for six weekly sessions with a group of 5-8 pupils. There are additional costs for training and programme administration (the latter at around £1,000 a year per mentor according to EEF estimates).[74] The OWRI Ambassadors scheme funds mentors at a similar level and would suggest similar sums for administration. EEF estimates small group tuition to cost £2,100 a year per group for 30 minutes a day (staff costs only).[75]
Recognition of qualifications	CIOL, UCAS	This work is already in train, although some additional funding may be required for future calibration activities and for dissemination.

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74   EEF (2018), Teaching and Learning Toolkit – Mentoring
75   EEF (2018), Teaching and Learning Toolkit – Small group tuition

Primary languages curriculum	DfE (England), DfES (Wales), DE(NI)	Development and implementation costs are difficult to estimate until the nature of the approach is known.
Post-16 languages qualifications (including Core Languages)	Schools and colleges, DfE (England), DE(NI), Department for the Economy (NI), awarding bodies	The Core Maths Support Programme to support implementation of Core Maths was allocated £20 million. This does not include the cost of developing the new qualification, but this work may have already been done by OCN NI, if their Certificate could be licensed for delivery in the rest of the UK.
Languages in initial teacher education	DfE (England), Education Workforce Council, General Teaching Council for Scotland, DE(NI)	It is anticipated that changes in initial teaching training would be designed to be delivered within existing budgets. Universities may need additional funding to support more students taking IWLP programmes.
Strategy for teacher retention	DfE (England), Education Workforce Council, General Teaching Council for Scotland	Students training as languages teachers are already eligible for bursaries in part of the UK (for example £26,000 in England). We suggest that conditions might be attached to this to improve teacher retention.
Intensive schemes for language learning	DfE (England), DfES (Wales), DE(NI)	The Mandarin Excellence Programme offers £20,000 a year for schools in the programme with extra payments for student retention and for yearly intensive learning. There are additional costs for programme coordination and development.
Integration of languages in vocational and technical qualifications	Employer bodies, Ofqual, Qualifications Wales, CCEA and SQA	To a large extent, the integration of languages should be covered by the funding already allocated for the development of these qualifications, but some additional costs may be incurred if it is necessary to produce additional specifications which will require expert input.

About this document

This document was produced drawing on discussion at a series of round table events hosted by the British Academy, AHRC, ASCL, the British Council and Universities UK. Each round table focused on a different sector of education (primary and secondary in England and in the devolved jurisdictions, higher education, and work, further education and lifelong learning). A final round table looked at the recommendations which emerged from each individual discussion and considered how these could be brought together in a coherent way, as proposals for the education and skills component of a national (UK-wide) languages strategy.

The five organisations are grateful to all the participants in the round tables for their insights and contributions. We would also like to thank Professor Janice Carruthers, Fhiona Mackay of SCILT, and Professor Claire Gorrara who provided expertise on the Northern Irish, Scottish and Welsh specific elements respectively.

Abbreviations

AHRC	Arts and Humanities Research Council
ASCL	Association of School and College Leaders
CCEA	Council for the Curriculum, Examinations and Assessment
CEFR	Common European Framework of Reference for Languages
CIOL	Chartered Institute of Linguists
DE	Department of Education (Northern Ireland)
DfE	Department for Education (England)
DfES	Department for Education and Skills (Wales)
EEF	Education Endowment Foundation
HEFCW	Higher Education Funding Council for Wales
IWLP	Institution-Wide Language Programmes
NCELP	National Centre for Excellence for Language Pedagogy
NICILT	Northern Ireland Centre for Information on Language Teaching and Research
OWRI	Open World Research Initiative
RiPL	Research in Primary Languages network
RQF	Regulated Qualifications Framework
SCILT	Scotland's National Centre for Languages
STEM	Science, technology, engineering and maths
UCML	University Council for Modern Languages
UKRI	UK Research and Innovation
UUK	Universities UK

The British Academy

The British Academy inspires, supports and promotes outstanding achievement and global advances in the humanities and social sciences. We are a fellowship of over 1000 of the most outstanding academics and an international community of leading experts focused on people, culture and societies. We are the voice for the humanities and social sciences. We use insights from the past and the present to help shape the future, by influencing policy and affecting change in the UK and internationally.

Arts and Humanities Research Council (AHRC)

AHRC is part of UK Research and Innovation. Operating across the whole of the UK with a combined budget of more than £6 billion, UK Research and Innovation brings together the seven Research Councils, Innovate UK and Research England. In partnership with universities, research organisations, businesses, charities, and government it works to create the best possible environment for research and innovation to flourish.

Association of School and College Leaders (ASCL)

ASCL is a leading professional body representing about 19,000 school and college leaders in all phases across the UK. Our members are responsible for the education of more than four million young people. ASCL works to shape national education policy, provides advice and support to members and delivers first-class professional development. Inspired by a vision of high quality education for all young people, ASCL aims to be the first choice professional body for all school, college and system leaders.

British Council

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust. We work with more than 100 countries across the world in the fields of arts and culture, the English language, education and civil society.

Universities UK

Universities UK is the collective voice of 137 universities in England, Scotland, Wales and Northern Ireland. Our mission is to create the conditions for UK universities to be the best in the world; maximising their positive impact locally, nationally and globally. Our member universities' core purpose is to maximise their positive impact for students and the public both in the UK and globally through teaching, research and scholarship. We are led by our members and act on behalf of universities.