



FLEUR

ASSOCIATION OF FRENCH
TEACHERS IN FURTHER and
HIGHER EDUCATION IN THE UK

2026 Survey on Teaching French as a Foreign Language in UK Higher Education

Survey report

September 2026

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1 INTRODUCTION

1.1 PURPOSE

This report presents the findings of a sector-wide survey conducted in spring 2026 by the FLEUR Association committee across UK higher education institutions on the teaching of French as a Foreign Language (FLE) in UK higher education. It provides a detailed, evidence-based overview of teaching and learning (T&L) practices, institutional contexts and professional experiences, and examines how FLE provision is evolving in a context shaped by financial pressures, rapid developments in generative and agentic artificial intelligence and shifting institutional and educational priorities. The survey was shared with staff involved in the teaching & learning and management of FLE in their main institutions.

More broadly, the report explores the relationship between working conditions, institutional structures and pedagogical practices, as well as the perceived status and sustainability of languages within higher education. It also identifies key challenges and emerging priorities, aiming to inform strategic discussions, policy development, professional initiatives and Scholarship of Teaching and Learning in the field of FLE particularly within the FLEUR community and the wider languages sector.

1.2 METHODOLOGY

1.2.1 Approach

The study adopts a mixed-methods approach, combining quantitative and qualitative data in order to provide both a broad overview of sectoral trends and a deeper understanding of individual experiences of the respondents. Quantitative responses allow for the identification of patterns relating to roles, responsibilities, working conditions and institutional practices, while qualitative responses add nuance by providing insight into the meanings, challenges, and complexities that underpin these patterns. These results are analysed against our 2024 survey's results where relevant.

This combined approach makes it possible to examine not only what is happening across the sector, but also how these developments are experienced by the respondents, offering a more comprehensive and grounded analysis of FLE in higher education.

1.2.2 Questionnaire

The data were collected through an online questionnaire distributed to professionals involved in the teaching and coordination of French in UK higher education. The questionnaire covered a range of interrelated themes, including professional roles, contract types, workload and resource access, institutional change, curriculum and assessment practices and the use of technology and generative AI.

The survey included a combination of closed-ended questions, which enabled the collection of comparable quantitative data and open-ended questions, which allowed respondents to elaborate on their experiences and perspectives. This design supports both statistical analysis and thematic interpretation.

Most questions were answered by between 38 and 39 respondents, providing a sufficiently consistent dataset for identifying key trends, while also reflecting the diversity of institutional contexts and professional roles within the field.

1.2.3 Limitations

Several limitations should be taken into account when interpreting the findings. The sample size is relatively modest and is not evenly distributed across the UK, with a strong representation of institutions based in England. This uneven geographical distribution means that the findings may reflect the specific conditions of certain contexts more strongly than others.

The survey also relies on voluntary participation, which introduces a degree of self-selection bias. Respondents are likely to be individuals who are particularly engaged with, or concerned about, the issues addressed in the survey, and therefore may not fully represent the wider population of FLE practitioners.

In addition, the respondent profile is weighted toward experienced, teaching-focused staff on open-ended contracts, which may limit the representation of perspectives from early-career academics or those in more precarious positions, such as hourly-paid or fixed-term roles.

Finally, while the qualitative data provide rich and insightful accounts, they are inherently subjective and reflect individual perceptions rather than objective institutional measures. The findings should therefore be understood as capturing lived experiences and professional perspectives, rather than offering a comprehensive account of all institutional practices.

While the aggregate figures provide an overview, they do not reveal the specificities at institutional level. Further analysis could provide a clearer picture of institutional variation across the sector.

1.2.4 Use of Artificial Intelligence

Generative AI tools were used as an assistive resource in the drafting of this report. Specifically, Microsoft Copilot was used within the University's approved and secure environment, with data protection safeguards in place to prevent data leakage, in accordance with the requirements and agreement of the Durham Ethics Committee. The authors independently reviewed the full report, comparing the underlying data with the analyses generated by Copilot, and the report was subject to an additional collegial review. All analyses, interpretations, and conclusions were validated by the authors, who retain full responsibility for the content.

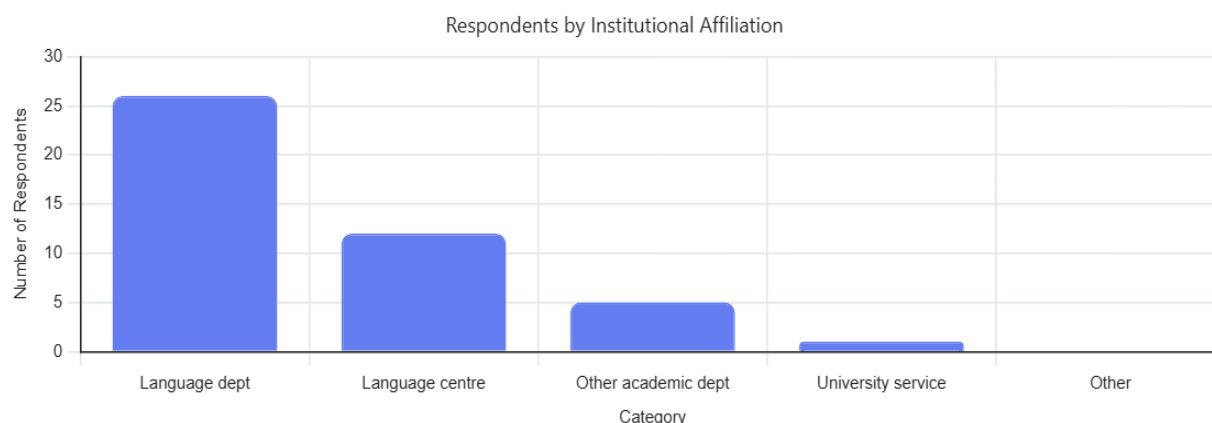
2 RESULTS

2.1 RESPONDENTS' DEMOGRAPHICS AND PROFILE

2.1.1 Affiliations: Institution and Department

Most respondents are based either in language departments (59%, n=26) or language centres (27%, n=12), indicating that French provision remains largely located within established language-teaching units across universities. A smaller proportion of respondents (11%, n=5) come from other academic departments, such as education or business, suggesting some degree of interdisciplinary involvement. Very few respondents (3%, n=1) are situated within university services (e.g. international offices or student support), and no respondents selected the “Other” category. Overall, the data demonstrate that the teaching of French in UK higher education is still largely concentrated within dedicated language units, with some diversification into other institutional contexts.

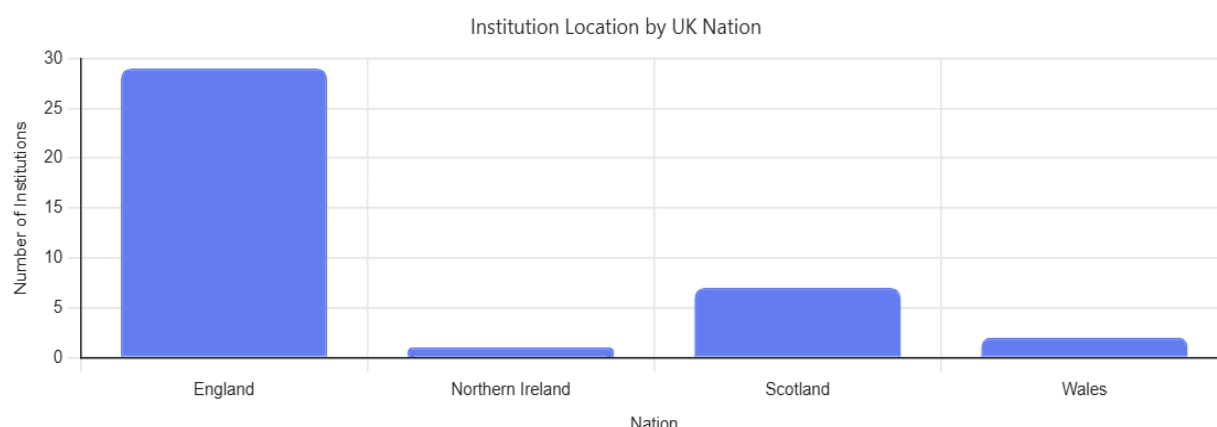
Data Visualisation



2.1.2 Constituent nations

A total of 39 responses were recorded for this question, with a clear majority originating from institutions based in England. England accounted for 29 responses (74.4%), indicating a strong dominance within the sample. Scotland was the second most represented nation with 7 responses (17.9%), although this remains considerably lower than England's share. Wales and Northern Ireland were only minimally represented, with 2 responses (5.1%) and 1 response (2.6%) respectively. Overall, the distribution is highly uneven, suggesting that the survey findings are likely to be heavily influenced by the perspectives of England-based institutions, with comparatively limited insight from the other UK nations. This imbalance also restricts the extent to which the data can meaningfully reflect nation-specific language policies and contextual differences across the UK.

Data Visualisation



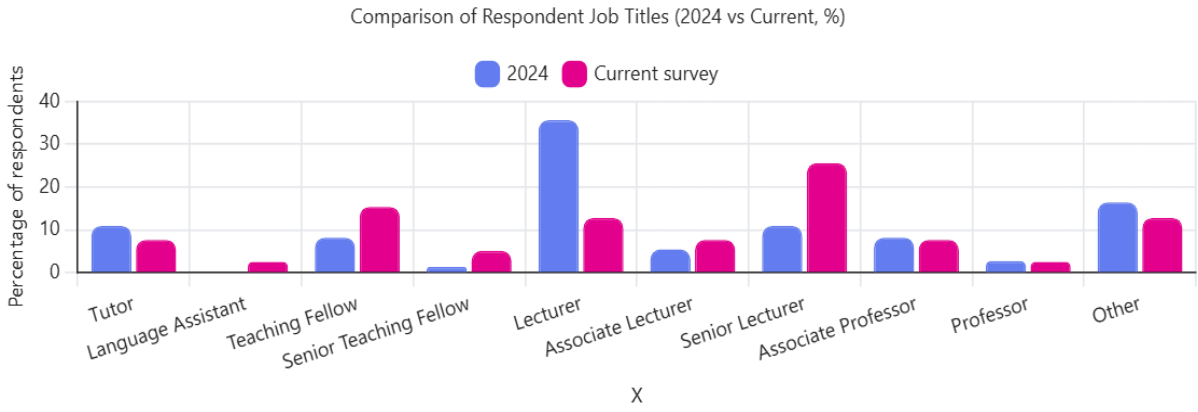
2.1.3 Job Titles

The table summarises the job titles of survey respondents involved in teaching French in UK higher education. The largest group is Senior Lecturers (n=10), followed by Teaching Fellows (n=6) and Lecturers (n=5), indicating a strong representation of mid- to senior-level academic staff. Smaller numbers include Associate Lecturers and Tutors (each n=3), as well as a limited presence of Associate Professors (n=3) and a single Professor (n=1). A small number of respondents selected “Other” (n=5), while several junior roles (e.g. Associate Tutor, Assistant Lecturer, Assistant Professor) are not represented. Overall, the distribution indicates a concentration of mid-career, teaching-focused staff, suggesting that the findings largely reflect frontline teaching perspectives. However, inconsistencies in job titles across the sector limit the extent to which role seniority can be reliably compared, and this pattern should therefore be interpreted with caution.

The 2024 survey was dominated by Lecturers (33.7%), with a broader spread across other roles, including Tutors and Senior Lecturers (each 10.4%) and a relatively high “Other” category (15.5%). In contrast, the current survey shows a clear shift toward more senior staff, with Senior Lecturers now the largest group (around 26%) and a marked drop in Lecturers (around 13%). Teaching Fellows remain prominent, while some roles present in 2024 (e.g. Reader, Assistant Professor) are no longer represented.

The wide variation in role titles across institutions, combined with a lack of sector-wide standardisation, limits the extent to which meaningful comparisons can be drawn. Moreover, the absence of some roles such as ‘reader’ and ‘assistant professor’ indicates that the survey does not fully capture perspectives from across all staff ranks and position types.

Data Visualisation

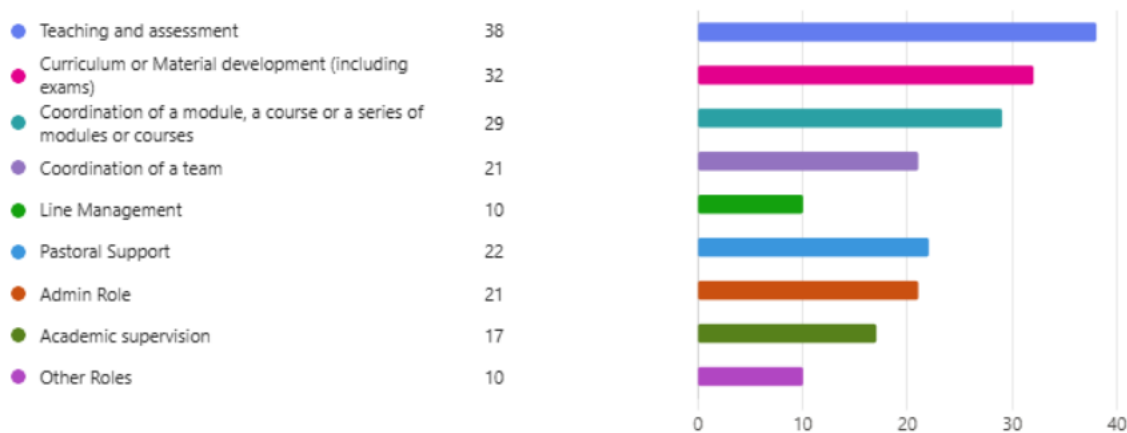


3 TERMS OF EMPLOYMENT

3.1 RESPONSIBILITIES

Almost all respondents are involved in teaching and assessment (97.4%), alongside high levels of engagement in curriculum/material development (82%) and course or module coordination (74.4%). A substantial proportion also undertake pastoral support (56.4%), administrative responsibilities (53.8%) and team coordination roles (53.8%), while line management (25.6%) and other responsibilities (25.6%) are less common. Overall, the data indicate a broad and often overlapping range of responsibilities among respondents.

Data Visualisation



The additional responsibilities reported by respondents highlight a significant extension of roles beyond core teaching and coordination duties, pointing to a highly diversified professional profile. Several responses indicate senior leadership and strategic responsibilities (n=4), including membership of a Faculty Senior Management Team, Director of Programmes (UG) and operational management roles, as well as deputy headship.

Others reflect institutional and administrative leadership (n=2), such as Admissions Lead roles, suggesting involvement in student recruitment and governance; research and scholarship (n=2) as well as specialised and sector-facing roles (n=2), including coordination of a DELF-DALF exam centre and leadership of language teaching fora.

Finally, roles such as EDI officer point to pastoral, inclusivity and policy-related responsibilities (n=1). Overall, these responses reinforce the finding that many staff occupy multi-functional roles combining teaching, administration, leadership and specialist duties, and suggest that the survey categories may underestimate the breadth of responsibilities undertaken.

3.1.1 Comparison with 2024

Compared to 2024, the overall pattern remains broadly similar, with teaching and assessment nearly universal in both datasets. Curriculum and material development also remain consistently high, though slightly lower when combined in the current survey. Coordination responsibilities appear more consolidated in the current data, with a higher proportion reporting course/module coordination, while the earlier survey split these into more granular categories.

Notably, the current survey highlights a wider range of pastoral, administrative and supervisory roles, which were less explicitly captured in 2024. The increase in “Other roles” (25.6% vs 12.9%) further suggests a broader diversification of responsibilities.

These differences indicate that respondents in the current survey may be taking on more varied and multifaceted roles. This may reinforce the picture of a workforce with significant teaching, administrative and coordination responsibilities. This should be considered when interpreting other findings, as responses likely reflect complex, multi-role workloads rather than narrowly defined teaching duties. In addition, the above should be nuanced with the fact that more respondents in the 2026 iteration of the survey might now be in more senior roles.

Data Visualisation (2024 vs current, %)



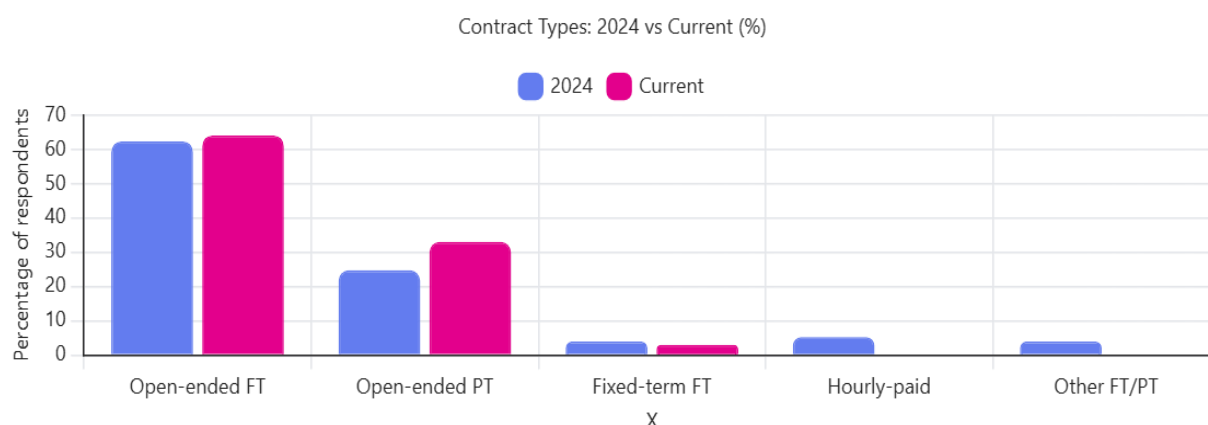
3.2 CONTRACT TYPES

Most respondents are on open-ended full-time contracts (64%, n=25), followed by open-ended part-time (33%, n=13), with only a very small proportion on fixed-term full-time contracts (3%, n=1). No respondents reported hourly-paid or other contract types. This pattern should be interpreted with caution, as it may reflect a degree of response bias, with staff on more secure contracts, who are also more strongly represented in the sample (cf. job titles) being more likely to respond to the survey.

3.2.1 Comparison with 2024

Compared to 2024, the current data show a slight increase in open-ended full-time contracts (64% vs 62.3%) and a more noticeable rise in open-ended part-time contracts (33% vs 24.7%). At the same time, hourly-paid contracts (5.2% in 2024) disappear entirely, and fixed-term roles remain marginal. At first glance, this may suggest a shift toward greater contract stability. However, this interpretation should be treated with caution: the current sample is more strongly composed of staff in secure positions, which may influence responses toward institutional perspectives and longer-term planning, while potentially underrepresenting experiences of precariously employed or hourly-paid staff that were more visible in 2024.

Data Visualisation (2024 vs current, %)



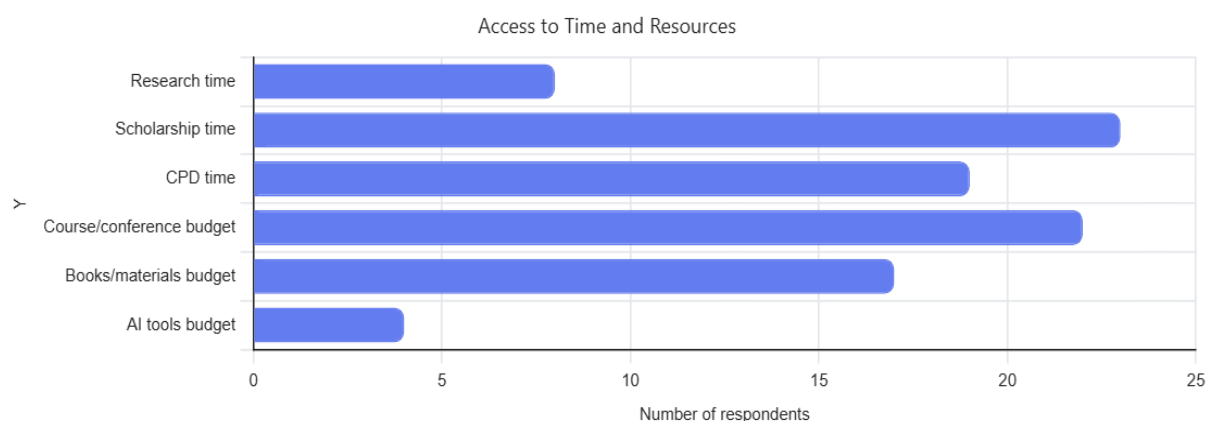
3.3 WORKLOAD AND BUDGET ALLOCATION

Responses indicate varying levels of access to time and resources for professional and academic development. The most commonly reported entitlement was time allocation for Scholarship of Teaching and Learning, with 23 respondents indicating access, closely followed by budget to attend courses and/or conferences (n=22) and time allocation to attend CPD courses (n=19). A slightly lower number of respondents reported access to a budget for books and teaching materials (n=17).

In contrast, time allocation for research was more limited, with only 8 respondents reporting access. The least commonly available resource was budget for AI tools specific to language teaching and learning, with just 4 respondents indicating access. While this suggests that targeted funding for AI remains uncommon, the finding should be interpreted with caution. The survey does not establish whether respondents have access to AI tools through institution-wide licences, make use of freely available tools, or perceive a need for additional funding. There could also be a lack of demand for specialist AI applications, or it could reflect the relatively early stage of AI integration within language teaching in UK higher education.

However, rather than indicating that institutional support is directed more toward teaching development, scholarship of teaching and learning, and professional practice than towards research activity, this pattern suggests that respondents are more likely to be positioned on a teaching- or education-focused career track rather than a research-focused one taking into account FLEUR membership demographics.

Data Visualisation



*Note: totals exceed respondents as multiple selections were possible.

3.3.1 Comparison with 2024

The workload data shows a consistent pattern of pressure that has remained high and, for many, increased over time. In the earlier survey, only 43% of respondents described their workload as manageable (7% very manageable, 36% manageable), while a clear majority (57%) reported that it was either not always manageable or outright unmanageable, indicating that workload strain was already a significant issue. The later survey reinforces and deepens this picture, with 58% of respondents reporting that their workload has increased (32% significantly and 26% somewhat), compared to just 5% who experienced any decrease. Notably, over a third (37%) reported no change, suggesting that high workload levels have become entrenched rather than improving. Taken together, the findings indicate that workload concerns are both persistent and, for many, worsening. This reinforces previous findings highlighting respondents' complex multi-functional workloads.

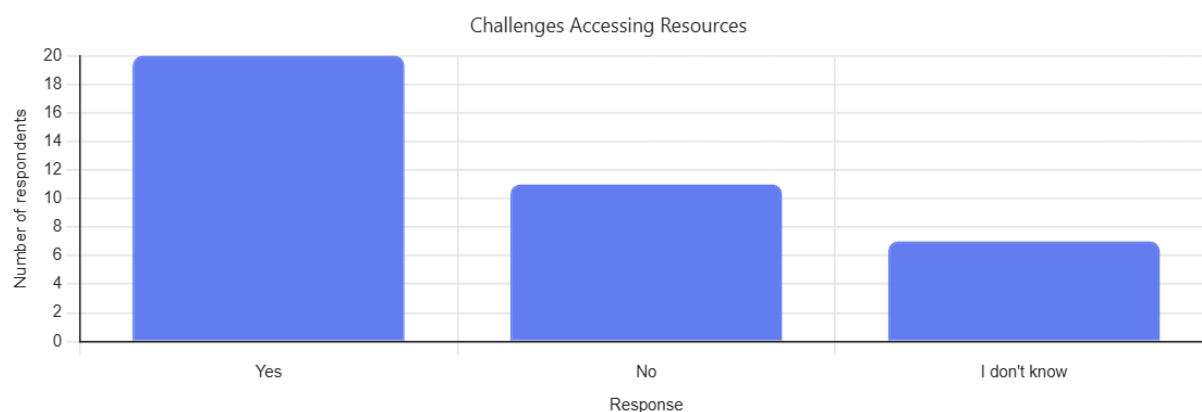
3.4 ACCESS TO RESOURCES

A total of 38 responses were recorded for this follow-up question. The majority of respondents (n=20, 52.6%) indicated that they do experience challenges in accessing resources and benefits, while 11 (28.9%) reported no challenges and 7 (18.4%) were unsure.

When considered alongside the previous question, which showed relatively high levels of reported access to teaching-related time and funding (e.g. scholarship time, CPD and conference budgets), this suggests a potential gap between formal entitlement and practical accessibility.

In other words, while many respondents appear to have nominal access to relevant support, a substantial proportion still encounter barriers in actually making use of these provisions.

Data Visualisation



3.5 ACCESS TO RESOURCES AND BENEFITS

Responses to this question reveal a widespread pattern of constrained access to resources, time and funding, with significant inequalities depending on contract type and institutional context. The most dominant theme is the limited availability of funding, particularly for conferences, professional development and teaching resources. Many respondents report that budgets are very small, conditional (e.g. only available if presenting), or insufficient to cover actual costs, effectively restricting participation in scholarly and professional activities.

Closely linked to this is the issue of time constraints, with heavy teaching and administrative workloads leaving little or no space for research, scholarship, or CPD, even where nominal allocations exist. Several respondents note a disconnect between formal workload models and lived reality, where allocated scholarship, research or development time is frequently eroded by teaching demands.

Another key theme is structural inequality between contract types, particularly between research-active and teaching-focused staff. Those on teaching-only or teaching-and-scholarship contracts often report limited or no access to funding or scholarship leave and fewer opportunities for career development, reinforcing a sense of marginalisation within institutions. In contrast, a small number of respondents describe positive experiences, highlighting supportive environments or available resources, though these are clearly the exception rather than the norm.

There is also evidence of increasing restriction over time, with respondents noting reductions in budgets, loss of entitlements (e.g. book purchasing, sabbaticals) and tightening institutional policies linked to financial pressures. In some cases, staff are expected to undertake CPD or scholarly activity without additional pay or support, further contributing to dissatisfaction.

Overall, the findings suggest that access to resources is uneven, often inadequate and increasingly constrained, limiting opportunities for and creating inequities in terms of professional development and innovation in teaching and research. Resource and workload constraints often force colleagues to engage with the former on top of their contracted hours and outside their budget allocation (if applicable).

Table of Key Themes

Theme	Description	Prevalence
Limited funding	Small or insufficient budgets for conferences, resources, CPD	Very high
Conditional access	Funding only available under specific conditions (e.g. presenting)	High
Lack of time	Heavy workloads limiting engagement with CPD and research	Very high
Inequality across contracts	Teaching-focused staff disadvantaged compared to research-active staff	High
Restricted professional development	Limited access to courses, materials and scholarly opportunities	High
Increasing constraints	Budgets and entitlements reduced over time	High
Administrative barriers	Complex processes to access funding	Moderate
Isolated positive experiences	Some respondents well supported	Low

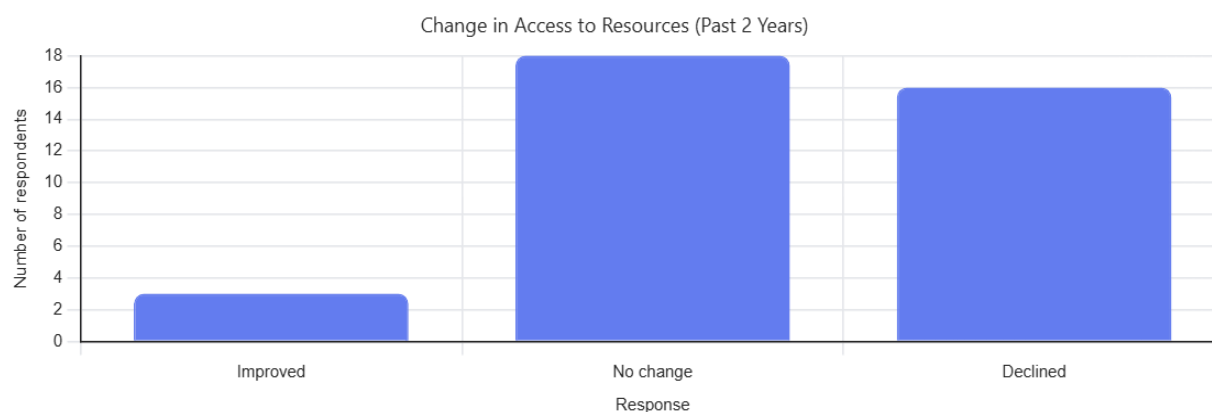
3.6 EVOLUTION OF ACCESS IN THE PAST TWO YEARS

A total of 37 responses were recorded regarding changes in access to resources over the past two years. The majority of respondents indicated that access has either remained unchanged (n=18, 48.6%) or declined (n=16, 43.2%), with only a very small number reporting that it has improved (n=3, 8.1%).

When considered alongside the previous findings, this reinforces a consistent pattern. While earlier responses suggested that participants are generally situated on teaching-focused career tracks, with relatively strong formal provision for scholarship, CPD and teaching-related funding, a substantial proportion also reported experiencing challenges in accessing these resources in practice.

The current results further suggest that these challenges may not be improving over time; rather, access is perceived as largely static or, for many, deteriorating. Taken together, these findings point to a possible structural disconnect between institutional provision and the needs and lived experiences of teaching-focused staff. While some forms of support exist, respondents continue to report barriers to access and perceive little improvement over time.

Data Visualisation



The comparison between the 2024 and 2026 findings highlights a shift from broadly positive perceptions of access to CPD and academic development toward a more critical view of how these opportunities are experienced in practice. In 2024, a majority of respondents reported access to CPD (60%), time for scholarship (71%) and progression opportunities (72%), suggesting that formal structures were in place, although there were clear gaps in awareness, particularly around applying for scholarship (with only 31% reporting access and 33% unaware). By 2026, the focus on specific benefits and lived experience reveals a more constrained and uneven picture: while some support remains (e.g. 61% reporting time for scholarship and 58% access to course/conference funding), access to key resources such as research time is notably limited (21%), and over half of respondents (53%) report difficulties in accessing available benefits. Crucially, perceptions of change over time are largely negative, with only 8% reporting improvement compared to 42% indicating decline, suggesting that provision has either stagnated or deteriorated. Taken together, the findings indicate a widening gap between formal availability and practical accessibility, where existing CPD and development structures are increasingly experienced as inconsistent, difficult to access and insufficiently responsive to staff needs.

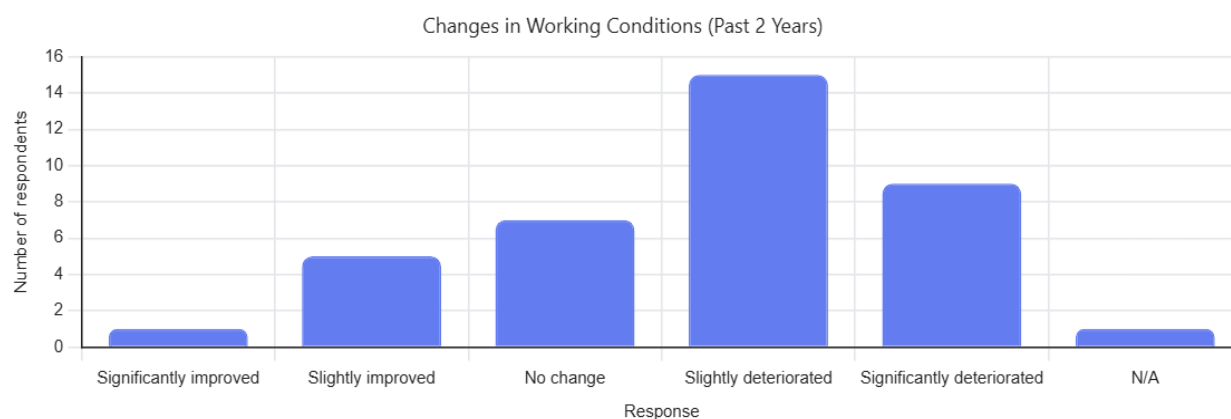
3.7 EVOLUTION OF WORKING CONDITIONS IN THE PAST TWO YEARS

A total of 38 responses were recorded regarding changes in overall working conditions over the past two years. The largest group of respondents reported that conditions have slightly deteriorated (n=15, 39.5%), followed by significantly deteriorated (n=9, 23.7%), meaning that nearly two-thirds (63.2%) perceived a decline.

In contrast, only a small minority reported improvement, with 5 respondents (13.2%) indicating slight improvement and just 1 (2.6%) reporting significant improvement, while 7 (18.4%) observed no change.

Overall, the findings point to a predominantly negative trend in working conditions, with deterioration clearly outweighing improvement and suggesting that many respondents are experiencing increasing pressure or worsening circumstances in their professional environment.

Data Visualisation



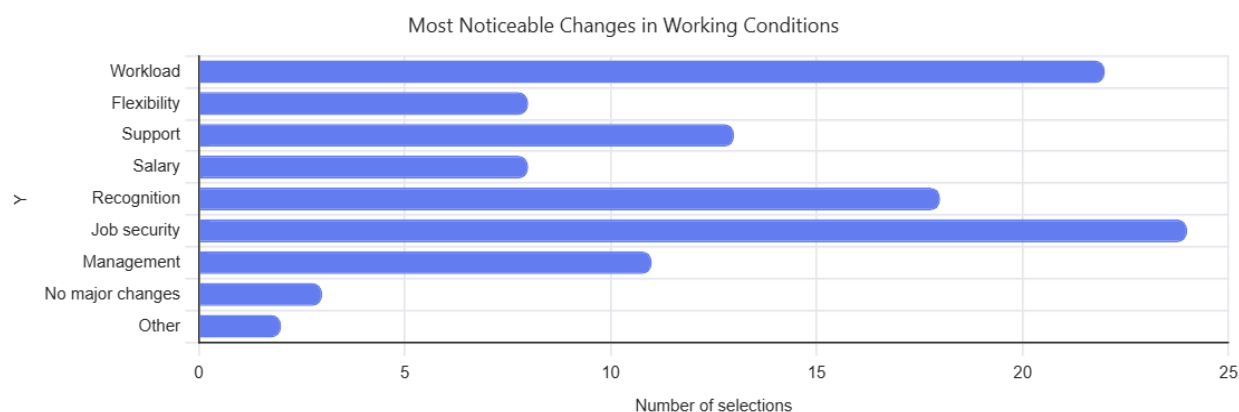
3.8 FACTORS UNDERLYING CHANGES IN WORKING CONDITIONS

A total of 109 selections were recorded for this question where multiple answers were permitted. The most frequently identified areas of change were job security (24 selections) and workload (n=22), followed by recognition (n=18) and support (n=13). Fewer respondents selected management (n=11), while flexibility and salary were each cited 8 times. Only a small number indicated no major changes (n=3) or selected other (n=2).

When considered alongside the previous question, in which nearly two-thirds of respondents reported a deterioration in overall working conditions, these results help to clarify the specific dimensions of that deterioration. In particular, the worsening conditions are being driven largely by increased pressure and perceived instability, while improvements in structural support and reward are limited.

This reinforces earlier findings that the day-to-day experience of a number of respondents is characterised by rising demands, constrained support and a growing sense of diminishing security.

Data Visualisation*



*Multiple responses were permitted.

Qualitative responses provide important insight into the reasons behind the reported deterioration in working conditions and the challenges in accessing resources identified in the previous questions. Several consistent themes emerge across responses.

Most notably, staff reductions and restructuring processes (including voluntary severance, redundancy schemes and hiring freezes) were widely reported, often resulting in increased workload and redistribution of duties among remaining staff. This aligns closely with earlier findings highlighting increased workload and declining job security as key areas of concern.

A second major theme is job security concerns over declining numbers of students on language degree programmes resulting in institutional financial pressures, restructuring and fears over programme closures.

Third, many respondents describe a growth in administrative responsibilities and intensification of performance expectations, often associated with new workload models, reduced administrative support, and increasing accountability measures (e.g. NSS targets, marking pressures).

In addition, several responses point to institutional financial constraints and cost-cutting measures as an overarching driver, shaping decisions around staffing, resources and strategic priorities. While a small number of respondents reported positive changes linked to promotion, supportive leadership, or improved management structures, these were clearly outweighed by more critical accounts.

Overall, these qualitative findings strongly reinforce the patterns observed in the quantitative data: although respondents are often positioned within teaching-focused roles with nominal access to professional support, their day-to-day experience is characterised by intensifying workloads, declining job security, reduced support structures, and systemic pressures linked to institutional change and financial strain.

Table of Key Themes

Theme	Description	Prevalence
Staff reductions & restructuring	Voluntary severance, redundancies, hiring freezes, departmental mergers	Very high
Increased workload	Redistribution of work, larger classes, more marking, expanded roles	Very high
Declining student numbers	Reduced enrolment, especially in languages, affecting funding and security	High
Job insecurity	Concerns about redundancies, programme closures, long-term stability	Very high
Increased administrative burden	More admin tasks, reduced support staff, new workload models	High
Financial constraints	Institutional deficits, cost-cutting, reduced budgets	High
Changes in management/structure	New leadership, restructuring, communication issues	Moderate
Reduced flexibility/support	Less autonomy, fewer teaching adjustments, reduced CPD access	Moderate

Positive developments	Promotions, supportive leadership, improve	Low
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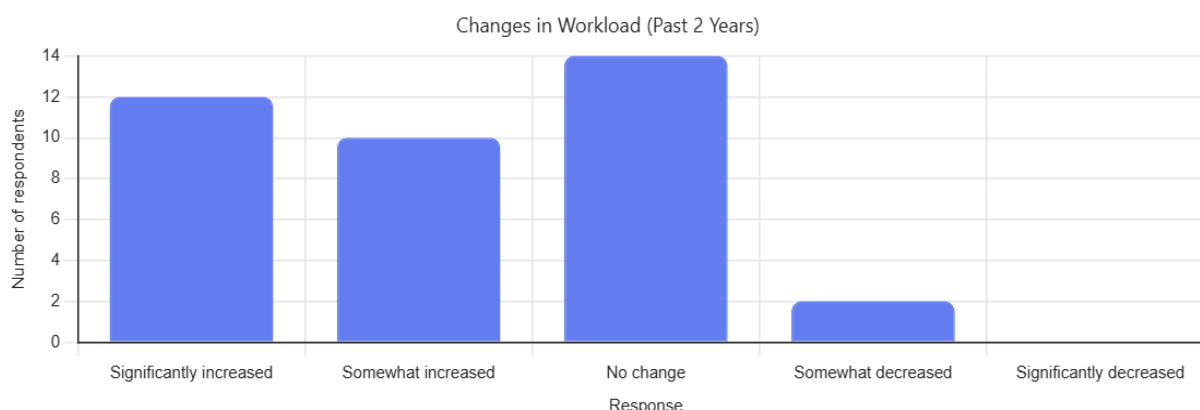
3.9 WORKLOAD TRENDS OVER THE PAST TWO YEARS

A total of 38 responses were recorded regarding changes in workload over the past two years. The largest group of respondents reported no change (n=14, 36.8%), closely followed by those indicating an increase in workload, with 12 (31.6%) reporting a significant increase and 10 (26.3%) reporting a moderate increase. Only a very small number reported any decrease, with 2 respondents (5.3%) indicating a slight decrease and none reporting a significant decrease.

When considered alongside previous findings, this reinforces a clear pattern: although workload has not universally increased for all respondents, a substantial majority (57.9%) report some degree of intensification. This aligns closely with earlier results showing deteriorating working conditions and concerns around staffing, as well as qualitative accounts pointing to staff reductions, increased administrative burden and restructuring.

Taken together, these findings suggest that workload intensification is a key contributing factor to the broader perception of declining working conditions identified across the dataset.

Data Visualisation



In the 2024 survey, only 36% and 7% respectively found their workload manageable or very manageable, while the majority of respondents already found their workload not always manageable (49%) or unmanageable (8%). The 2026 response indicates an increased workload burden.

3.10 SUGGESTED IMPROVEMENTS TO WORKING CONDITIONS

Responses to this question highlight a clear set of priorities for improving working conditions, which strongly reinforce the issues identified in previous questions. The most prominent theme is the need for increased staffing and resources, with many respondents calling for the recruitment of additional colleagues, restoration of administrative support and greater overall resourcing to address workload pressures.

Closely linked to this is a strong emphasis on job security and institutional stability, with respondents highlighting the need to avoid further cuts, stabilise student numbers and ensure more secure contracts. A third recurring theme concerns recognition and reward, including

calls for better pay, clearer promotion pathways and greater acknowledgement of the value of teaching-focused roles.

In addition, many respondents emphasised the importance of reducing administrative burden and rebalancing workload, echoing earlier findings that administrative tasks are increasingly displacing teaching. There were also repeated calls for improved management practices, including clearer communication, greater transparency and more collaborative decision-making.

Finally, some responses highlighted broader structural issues, such as funding models for higher education and declining student recruitment, as underlying drivers requiring systemic change. Overall, these findings closely align with earlier results showing increased workload, declining job security and pressures linked to restructuring and financial constraints, suggesting that respondents see improvements as dependent not only on local adjustments but on wider institutional and sectoral change.

Data Visualisation

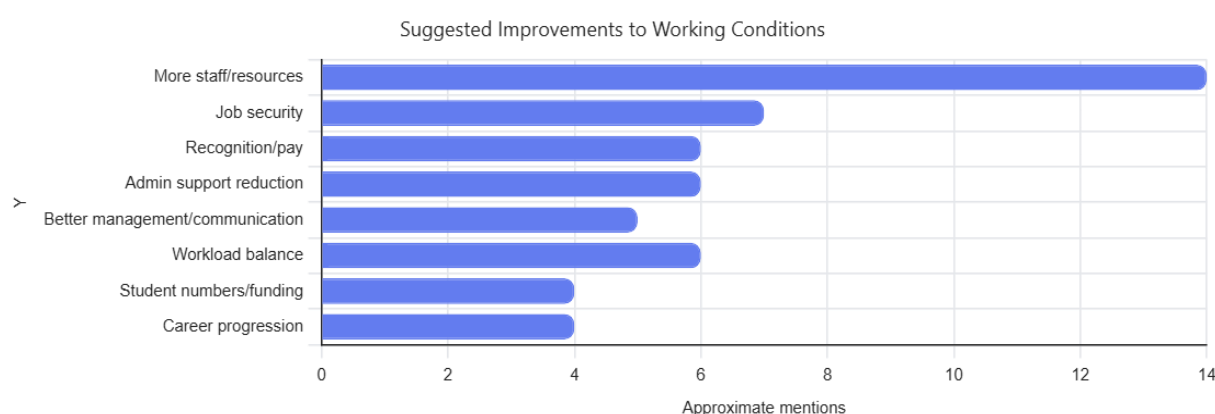


Table of Key Themes

Theme	Description	Approx. Prevalence
More staff/resources	Recruitment, restoring admin support, increased funding	Very high
Job security	Stable contracts, fewer redundancies, institutional commitment	High
Recognition and pay	Salary increases, promotion pathways, recognition of teaching roles	Moderate–high
Reduced admin burden	Less administrative work, better support structures	Moderate–high
Workload balance	More time for teaching, less pressure, better workload models	Moderate
Management and communication	Transparency, consultation, better leadership practices	Moderate

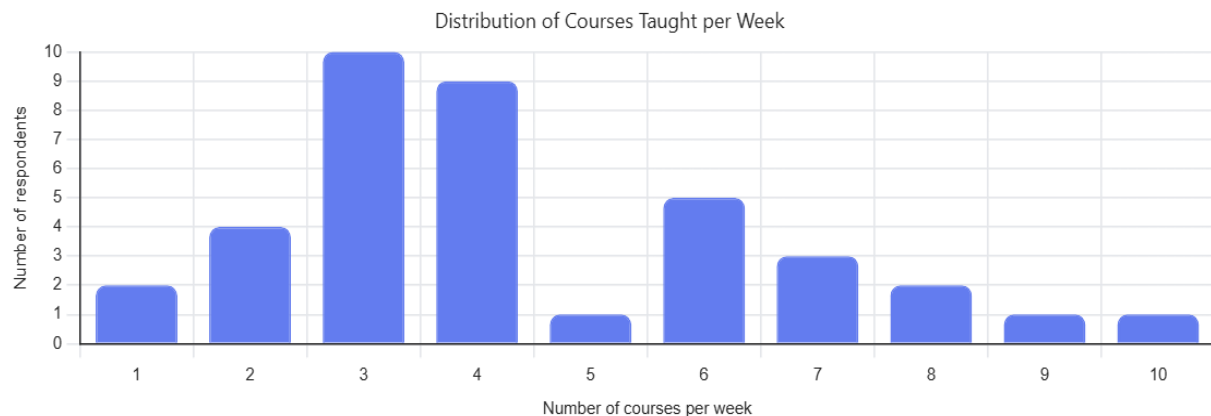
Student numbers / funding	Increased recruitment, sustainable funding models	Moderate
Career progression	Access to promotion, academic recognition	Moderate

4 TEACHING AND LEARNING

4.1 NUMBER OF COURSES TAUGHT EACH WEEK

Responses (n=38) range from 1 to 10 courses per week, with most respondents teaching 3–4 courses. The calculated average is approximately 4.4 courses per week, indicating a relatively high teaching load, with a noticeable cluster at 3 (n=10) and 4 (n=9) courses.

Data Visualisation



4.1.1 Comparison with 2024

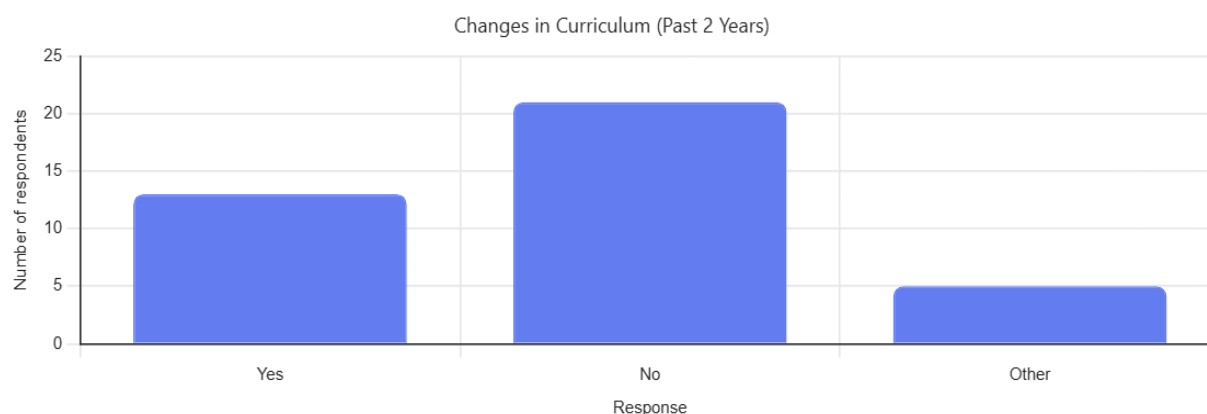
In 2024, the distribution ranged from 1 to 9 courses, with a lower average of 3.5 courses per week. Compared to this, the current survey shows a clear increase in teaching load, with a higher average (4.4) and more respondents reporting 6 or more courses per week. While both datasets peak around 3–4 courses, the current data display a stronger shift toward the upper end of the range.

This suggests that respondents in the current survey may be experiencing heavier and more intensive teaching workloads than in 2024. The increase in higher course counts aligns with earlier findings on multi-functional roles and extensive responsibilities, reinforcing the picture of staff managing substantial teaching alongside administrative and coordination duties. This should be taken into account when interpreting responses elsewhere in the survey, particularly those relating to workload, curriculum delivery and capacity for innovation.

4.2 CHANGES IN CURRICULUM OVER THE PAST TWO YEARS

A total of 39 responses were recorded for this question. The majority of respondents indicated that there have been no significant changes in the curriculum (n=21, 53.8%), while 13 (33.3%) reported that changes have occurred and 5 (12.8%) selected “other.” This suggests that, for most respondents, curriculum structures have either remained relatively stable despite wider institutional shifts or these changes have already taken place and are being implemented.

Data Visualisation

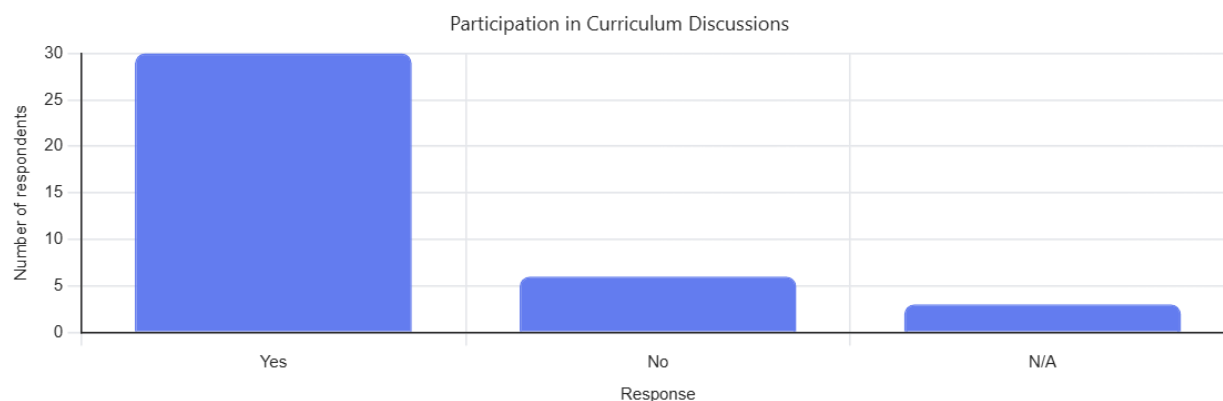


4.2.1 Participation in Curriculum Discussions

A total of 39 responses were recorded for this question. The majority of respondents (n=30, 76.9%) indicated that they do contribute to discussions on curriculum within their department or section. In contrast, 6 respondents (15.4%) reported that they do not participate in such discussions, while 3 (7.7%) selected N/A.

Overall, the data indicate a high level of engagement in curriculum-related dialogue among respondents, with over three-quarters reporting active involvement. A smaller proportion appear to have limited or no participation, suggesting that while engagement is widespread, it is not universal across all respondents.

Data Visualisation



4.2.2 Qualitative Perspectives on Curriculum Change

Responses to this open-ended question reveal a complex and often critical perspective on curriculum change, with several recurring themes. While consultation does take place, there is perceived top-down approach to curriculum reform with limited inclusivity in decision-making. This approach is often described as driven by managerial or business priorities rather than pedagogical considerations.

Another key theme is the impact of structural and resource constraints, including declining student numbers, module consolidation and reductions in teaching hours. These changes are frequently associated with streamlining and standardisation, sometimes at the expense of disciplinary specificity, particularly for language teaching. Several respondents also highlight

tensions between curriculum change and workload, noting that reviews and reforms are often introduced during already intensive teaching periods, limiting meaningful engagement.

In addition, change seems to be motivated by operational or structural need rather than pedagogical or strategic purposes. There is a lack of transformative change, with some respondents describing curriculum review processes as superficial, focused for instance on assessment formats rather than content or pedagogical innovation. Others point to ongoing uncertainty, with reforms either recently introduced, reversed, or still in development.

While a small number of responses express cautious optimism, emphasising opportunities for renewal, student choice, or improved coherence, these are outweighed by more critical perspectives highlighting reduced autonomy, increased standardisation, and insufficient recognition of teaching expertise.

Overall, the findings suggest that curriculum change is experienced as uneven, constrained and, in some cases, disconnected from the realities of teaching practice.

Table of Key Themes

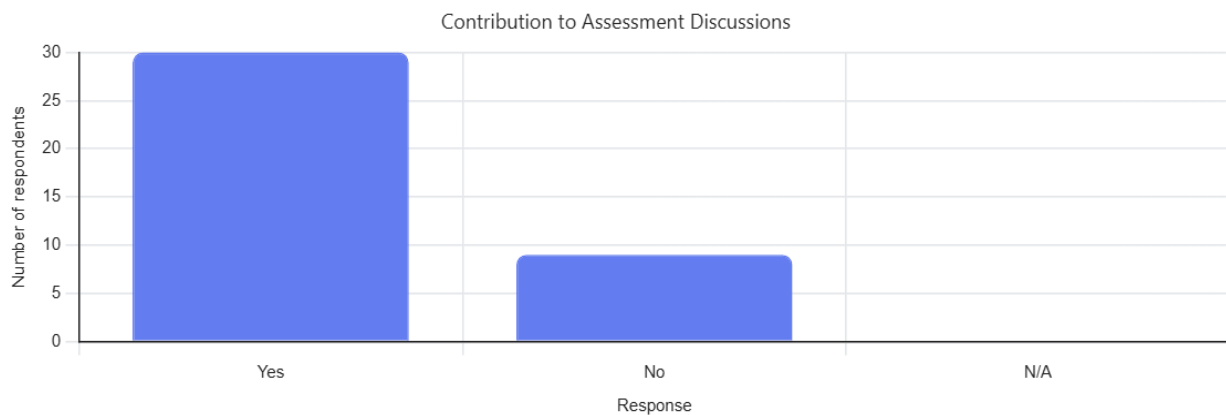
Theme	Description	Prevalence
Lack of consultation	Tutors excluded or insufficiently consulted	High
Top-down / managerial decision-making	Decisions driven by management priorities rather than pedagogy	High
Resource constraints	Fewer students, module cuts, reduced hours	High
Standardisation / streamlining	Increased uniformity, reduced flexibility	High
Workload pressure	Curriculum changes introduced during busy periods	Moderate–high
Superficial change	Focus on assessment rather than content or pedagogy	Moderate
Uncertainty and instability	Ongoing or inconsistent reforms	Moderate
Positive developments	Renewal, innovation, or improved coherence	Low

4.2.3 Participation in Assessment Discussions

A total of 39 responses were recorded for this question. The majority of respondents (n=30, 76.9%) indicated that they do contribute to discussions on assessment practices within their department or section. In contrast, 9 respondents (23.1%) reported that they do not, and no respondents selected N/A.

Overall, the data indicate a high level of engagement in assessment-related discussions, with more than three-quarters of respondents reporting active involvement. A smaller proportion appear not to participate in these discussions, suggesting that engagement, while widespread, is not universal.

Data Visualisation



4.2.4 Qualitative Perspectives on Assessment Practices

Responses to this open-ended question highlight a number of key tensions and priorities shaping current assessment practices. One of the most prominent themes is the growing impact of artificial intelligence, which is consistently described as both a challenge and a driver of change. Respondents refer to ongoing debates around how to design assessments that are robust to AI use, with some noting a shift back toward more traditional forms such as in-person exams, while others emphasise the need to integrate AI more constructively into assessment design.

A second major theme concerns the perceived lack of meaningful consultation, consideration and influence, with several respondents suggesting that, although opportunities for discussion exist, decisions are often made in advance or at institutional level, limiting the impact of staff contributions. In some cases, particular staff groups are explicitly excluded from these discussions.

There is also clear evidence of tension between competing priorities, including inclusive assessment practices, academic integrity and institutional requirements for standardisation. Respondents describe challenges in balancing flexibility and accessibility with the need for controlled assessment conditions, particularly in the context of AI and increasing student support needs.

In addition, several responses point to ongoing processes of assessment reduction and streamlining, often linked to institutional strategies or sector-wide trends. While some respondents report a degree of autonomy or collaborative practice within teaching teams, others highlight barriers to innovation, including lack of time, restrictive policies and limited institutional support.

Overall, the findings suggest that assessment practices are currently in a state of transition, shaped by technological change, institutional pressures and evolving pedagogical expectations, but experienced by many as constrained, slow-moving and not always aligned with teaching realities.

Table of Key Themes

Theme	Description	Prevalence
Impact of AI	Challenges of assessment design, academic integrity, AI-proofing	Very high
Limited consultation / influence	Decisions perceived as top-down, limited staff input	High
Tensions in assessment design	Inclusivity vs control, flexibility vs standardisation	High
Assessment reduction / streamlining	Fewer assessments, institutional strategies	Moderate–high
Constraints on innovation	Lack of time, institutional barriers	Moderate
Institutional frameworks	Benchmarks, policies, strategic requirements	Moderate
Positive or collaborative practices	Team-level discussions, gradual improvements	Low–moderate

4.3 TEACHING AND LEARNING PRACTICES

Responses to this question suggest a pattern of limited transformational change alongside incremental adaptations, with AI emerging as the most visible driver of recent developments. A majority of respondents report no significant changes, or only minor adjustments, indicating that teaching and learning practices have remained broadly stable over the past two years, despite wider institutional pressures.

Where change is reported, it tends to be fragmented and gradual rather than systematic. One key theme is the growing influence of AI, which is frequently described as shaping discussions and prompting adjustments (e.g. increased use of in-person exams or shifts away from take-home assessments), but not yet resulting in coherent or fully implemented pedagogical reform. In some cases, respondents highlight institutional encouragement to engage with AI, often perceived as top-down and lacking clear pedagogical guidance.

Another important theme is resource- and structure-driven change, rather than innovation-led transformation. Several respondents report reductions in contact hours, increased group sizes and shortened semesters, reflecting broader efficiency measures also identified elsewhere in the survey. These changes are sometimes accompanied by increased reliance on independent learning (e.g. online resources) or blended learning models, often framed as continuations of post-Covid practices rather than new developments.

There is also evidence of alignment and standardisation efforts, particularly in relation to frameworks such as the CEFR and action-oriented teaching models. However, these are described as ongoing processes or “work in progress”, rather than fully embedded changes. Similarly, some respondents mention assessment-driven shifts (e.g. fewer assessments, more oral or project-based work), though these remain uneven and sometimes contested.

A further theme concerns constraints on innovation, with respondents noting reluctance to implement significant changes in contexts of uncertainty, pending curriculum reform, or high workload. In some cases, teaching practices appear to be adapting reactively to external pressures such as AI, institutional policies, or student needs rather than being shaped by proactive pedagogical strategy.

Overall, the findings suggest that changes in teaching and learning practices are dictated primarily by external pressures (AI, resource constraints, institutional policies) rather than by coordinated pedagogical transformation. While there are pockets of innovation, the dominant experience is one of continuity under constraint, with change occurring unevenly and often cautiously across the sector.

Table of Key Themes

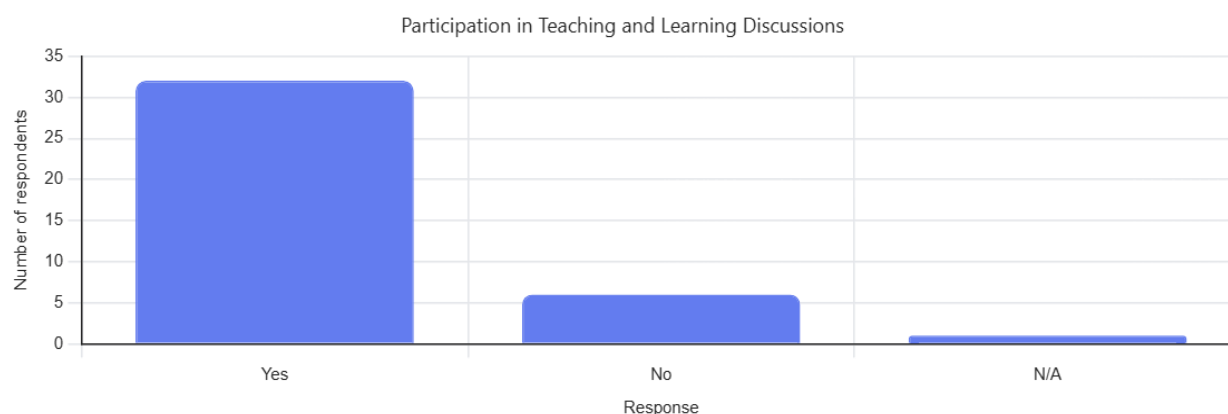
Theme	Description	Prevalence
Limited or no change	Many respondents report stability in practices	High
Impact of AI	Growing influence, especially on assessment and teaching approaches	High
Resource-driven changes	Reduced contact hours, larger groups, shorter semesters	Moderate–high
Incremental pedagogical development	CEFR alignment, blended learning, independent study	Moderate
Assessment-related adjustments	More in-person exams, fewer or reconfigured assessments	Moderate
Constraints on innovation	Workload, uncertainty, waiting for reforms	High
Post-Covid continuity	Sustained blended/online learning practices	Moderate

4.3.1 Participation in Teaching and Learning Discussions

A total of 39 responses were recorded for this question. The majority of respondents (n=32, 82.1%) indicated that they do contribute to discussions on teaching and learning practices within their department or section. In contrast, 6 respondents (15.4%) reported that they do not, and 1 respondent (2.6%) selected N/A.

Overall, the data indicate a very high level of engagement in teaching and learning discussions, with more than four-fifths of respondents reporting active involvement. Only a small minority of respondents appear not to participate, suggesting that involvement in pedagogical dialogue is widespread across the sample.

Data Visualisation



4.3.2 Qualitative Perspectives on Teaching and Learning Practices

Responses to this question suggest a mixed and sometimes contradictory picture of engagement with teaching and learning practices. On the one hand, several respondents report active and structured engagement, including regular workshops, collaborative working groups, scholarship meetings and leadership roles in teaching and learning committees. These examples indicate that, in some contexts, there are established spaces for sharing practice, professional development and pedagogical innovation.

However, a number of responses highlight significant constraints and frustrations. A recurring theme is the presence of internal divisions between different pedagogical approaches, particularly between those seeking to adopt new or innovative methods and those adhering to more traditional practices. This tension is compounded by perceptions of limited flexibility and uneven support, with some respondents reporting that innovation is constrained while established practices remain unchallenged.

Another key theme relates to institutional control and reduced autonomy, with respondents noting that decisions are increasingly driven at faculty level, sometimes at the expense of local expertise and teaching quality. There are also concerns about lack of time and insufficient space for meaningful discussion, with teaching and learning conversations described as rushed, fragmented, or limited to smaller groups rather than taking place consistently at departmental level.

In addition, some responses point to broader pedagogical challenges, including reduced teaching hours, efforts to streamline workloads and ongoing debates around curriculum content and inclusivity (e.g. decolonisation, integration of language and culture). While there are examples of positive practice and leadership, these are balanced by accounts of slow decision-making, limited coordination and barriers to innovation, suggesting that engagement with teaching and learning remains uneven and shaped by both institutional context and resource constraints.

Table of Key Themes

Theme	Description	Prevalence
Active engagement / good practice	Workshops, committees, collaboration, CPD provision	Moderate

Pedagogical tensions	Innovation vs traditional approaches	High
Limited flexibility / autonomy	Constraints on implementing new practices	High
Institutional control	Top-down influence from faculty or management	Moderate-high
Lack of time / space for discussion	Rushed or limited opportunities for engagement	Moderate
Fragmentation of discussions	Occurring at course level rather than department-wide	Moderate
Workload and structural pressures	Reduced teaching hours, streamlining efforts	Moderate
Positive leadership roles	Individuals leading initiatives or committees	Low-moderate

4.4 USE OF TECHNOLOGY IN TEACHING

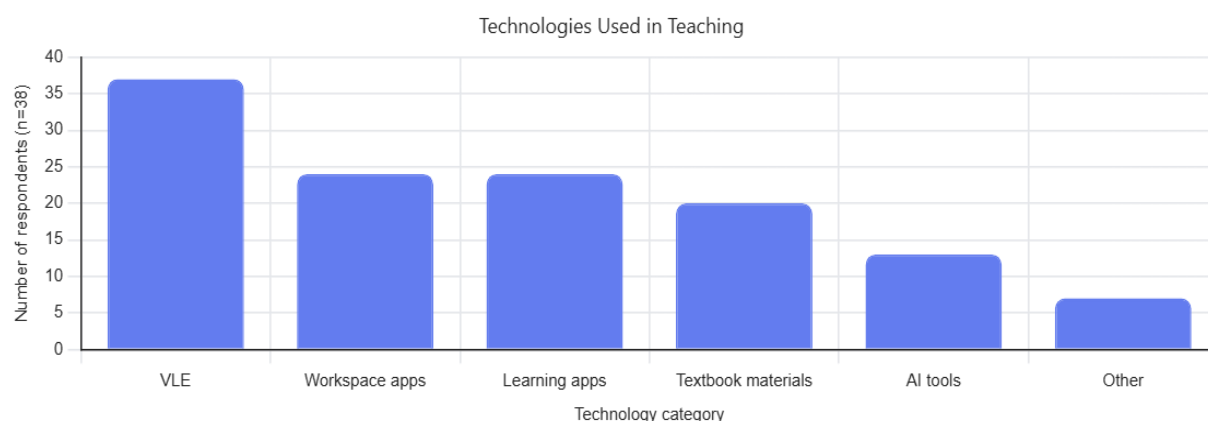
A total of 38 respondents participated in this question where multiple answers were permitted, with 125 selections recorded, indicating widespread and varied use of technology in teaching. The most commonly used tool is the Virtual Learning Environment (VLE), reported by 37 respondents (97.4%), demonstrating near-universal reliance on institutional platforms.

This is followed by workspace applications (e.g. MS Teams, Zoom) and online learning apps (e.g. Padlet, Quizlet, Kahoot), each used by 24 respondents (63.2%), highlighting the importance of both communication tools and interactive technologies in teaching practice. A substantial proportion also reported using online materials accompanying textbooks (20 responses, 52.6%), indicating continued reliance on publisher-supported digital resources.

In contrast, AI-powered tools are used by a smaller but notable proportion of respondents (n=13, 34.2%), suggesting that while digital teaching is well established, the adoption of newer technologies is still emerging. The relatively small number of “other” responses (n=7, 18.4%) indicates that most teaching technologies fall within these main categories.

Overall, the data point to a digitally integrated and platform-dependent teaching environment, with very high uptake of core institutional tools, widespread use of interactive and communication technologies and growing but uneven adoption of AI-based tools.

Data Visualisation*



*Multiple responses were permitted.

4.4.1.1 Comparison with 2024

A comparison with the 2024 survey (n = 77) highlights both continuity and change in the use of technology in teaching. In both datasets, the Virtual Learning Environment (VLE) is the dominant tool, with very high usage levels (97.4% in the current survey compared to 94.8% in 2024), confirming its established and near-universal role in teaching practice.

More notable changes can be observed in the use of other technologies. The use of workspace applications (e.g. MS Teams, Zoom) has increased substantially, rising from 46.8% in 2024 to 63.2% in the current survey, suggesting a growing reliance on synchronous communication and collaboration tools. Similarly, the use of online learning apps (e.g. Padlet, Quizlet, Kahoot) has also risen, from 49.3% to 63.2%, indicating an increased integration of interactive and student-engagement tools.

In contrast, the use of AI-powered tools shows only a modest change, remaining broadly stable (from 35.1% in 2024 to 34.2% in the current survey, allowing for differences in sample size). This suggests that, despite growing interest in AI, its adoption remains relatively limited compared to more established digital tools.

The proportion of “other” technologies has increased slightly (from 10.4% to 18.4%), which may reflect a gradual diversification of tools beyond the main categories.

Overall, the comparison indicates that while core digital infrastructure (VLEs) remains stable, there has been a clear expansion in the use of interactive and communication technologies, with AI adoption progressing more slowly. This reinforces the view that technological change in teaching is incremental and uneven rather than transformative.

4.4.2 Use of Generative AI in Teaching Practices

A total of 63 selections were recorded for this question where multiple answers were permitted, based on responses from 38 participants. The most common use of generative AI tools is for generating teaching materials, reported by 20 respondents (52.6%), indicating that AI is primarily being used as a support tool for content creation.

A notable proportion of respondents also use AI as a metacognitive tool (n=10, 26.3%), suggesting engagement with AI for reflection, planning, or professional development purposes.

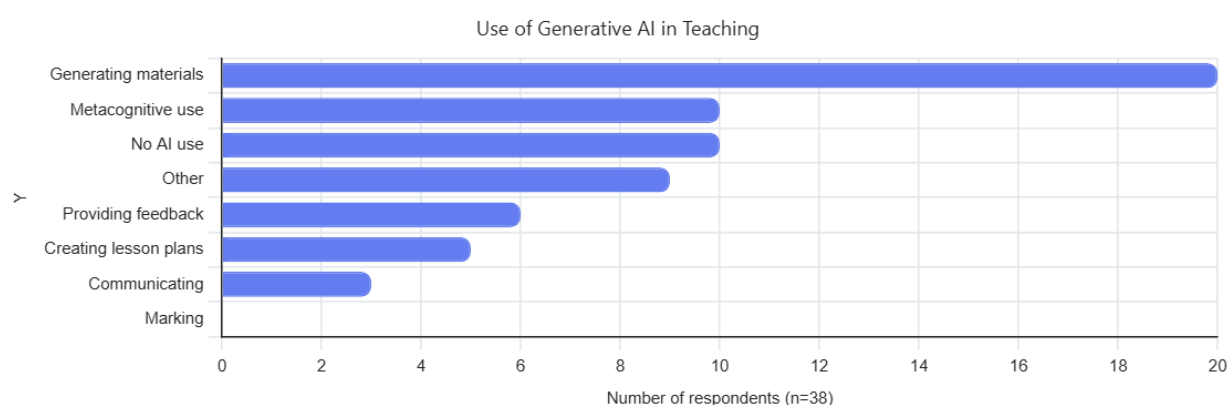
However, an equally large group (n=10, 26.3%) reported not using AI tools at all, highlighting a significant divide in adoption.

Other uses are less frequent: providing feedback was reported by 6 respondents (15.8%), while creating lesson plans (n=5, 13.2%) and communicating with students (n=3, 7.9%) remain relatively limited. Notably, no respondents reported using AI for marking, indicating either reluctance or institutional constraints in this area. The “other” category (n=9, 23.7%) suggests some additional, more varied or emerging uses not captured by predefined options.

Overall, the findings suggest that while AI is increasingly being incorporated into teaching practices, its use remains selective and uneven, concentrated primarily in preparatory and supportive tasks rather than high-stakes or formally assessed activities.

The apparent discrepancy in responses between ‘what technology do you use in your teaching (inside and outside the classroom)?’ and ‘how (if at all) do you use generative AI tools (ChatGPT, Copilot, Gemini, Claude AI...) in your teaching practices?’ can be explained primarily by differences in how the questions frame and capture engagement with technology. In the first question, AI is positioned as one category among established teaching tools (such as VLEs or Zoom) and is therefore more likely to be interpreted as a formal, visible and integrated component of teaching practice. This results in a relatively lower proportion of respondents (34.2%) identifying AI as part of their teaching toolkit. In contrast, the second question focuses specifically on uses of generative AI, capturing a broader range of activities, including informal, preparatory and individual uses, such as generating teaching materials (reported by 52.6% of respondents). This suggests that while many staff are already engaging with AI in practice, particularly behind the scenes, fewer perceive it as a fully established teaching tool. The difference therefore reflects a distinction between experimentation and integration: AI is widely used in low-risk, preparatory contexts, but remains less visible and less systematically embedded in classroom-facing teaching practices.

Data Visualisation*



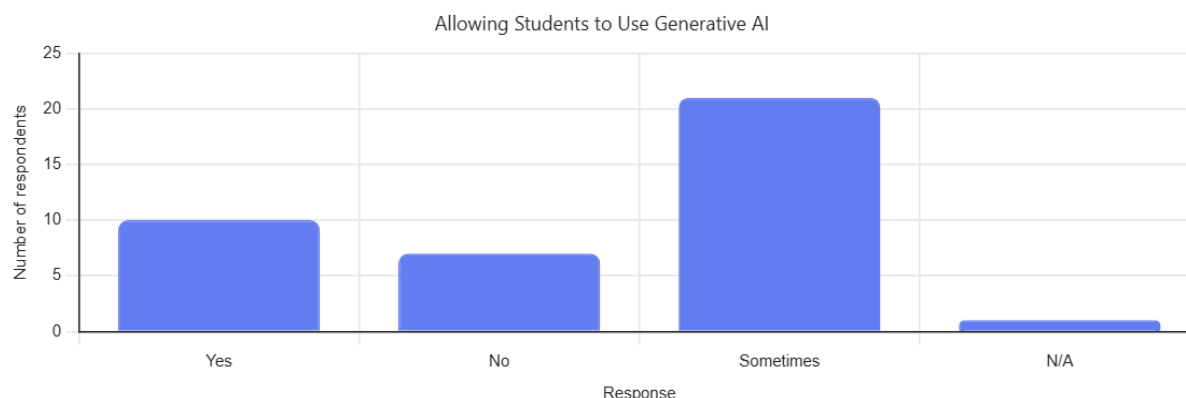
*Multiple responses were permitted.

4.4.3 Use of Generative AI by Students

A total of 39 responses were recorded for this question. The most common response was “Sometimes”, reported by 21 respondents (53.8%), indicating that many staff adopt a conditional or context-dependent approach to allowing students to use generative AI tools. A smaller proportion explicitly allow AI use, with 10 respondents (25.6%) selecting “Yes”, while 7 (17.9%) reported that they do not allow its use. Only 1 respondent (2.6%) selected N/A.

Overall, the data suggest that staff are neither fully embracing nor fully rejecting the use of generative AI by students. Instead, the dominant pattern is one of cautious and selective integration, where AI use may be permitted under specific conditions or within particular activities. This reflects an emerging approach to AI in education, characterised by experimentation, uncertainty and the need to balance innovation with academic integrity and pedagogical considerations.

Data Visualisation



4.4.4 Guidance on the Use of Generative AI by Students

Responses to this open-ended question indicate that support for students' use of generative AI is active but highly varied, with several recurring approaches. The most prominent theme is the provision of guidance on academic integrity, with many respondents emphasising transparency, ethical use and clear boundaries around acceptable practices. This is often complemented by discussion-based approaches, including classroom conversations, debates and critical reflection on the strengths and limitations of AI, suggesting that AI is frequently used as a topic for pedagogical engagement, rather than simply a tool.

A second major theme is the use of structured activities and guided practice, such as workshops, specific classroom tasks and experimentation with AI outputs (e.g. comparing AI-generated and human work, using AI for translation or dialogue practice). These approaches often aim to develop critical thinking, metacognition and self-assessment skills, positioning AI as a learning aid rather than a shortcut.

At the same time, several respondents highlight institutional frameworks and policies, including guidelines, toolkits and formal requirements (e.g. declarations of AI use), which shape how AI is introduced and regulated. However, there is also evidence of inconsistency and uncertainty, with some respondents reporting limited discussion, restrictive policies, or a lack of clear direction.

Finally, a number of responses reflect a cautious or critical stance, emphasising the limitations of AI, potential negative impacts on learning and ethical concerns (e.g. environmental cost, bias, superficial learning). In some cases, AI use is explicitly restricted to low-stakes activities such as brainstorming or practice.

Overall, the findings suggest that support for student use of AI is characterised by a combination of guidance, experimentation and critical engagement, but remains uneven and shaped by both individual practices and institutional constraints.

Table of Key Themes

Theme	Description	Prevalence
Academic integrity guidance	Transparency, ethical use, declarations, rules	Very high
Discussions and critical reflection	Debates, comparison with human work, awareness of limitations	Very high
Structured activities / guided use	Workshops, tasks, experimentation, practice exercises	High
Metacognitive and learning support	Self-assessment, reflection, independent learning	High
Institutional policies and frameworks	Guidelines, toolkits, formal instructions	Moderate–high
Cautious / critical perspectives	Concerns about misuse, ethics, superficial learning	Moderate–high
Limited or inconsistent engagement	Minimal discussion, restrictive or unclear policies	Moderate

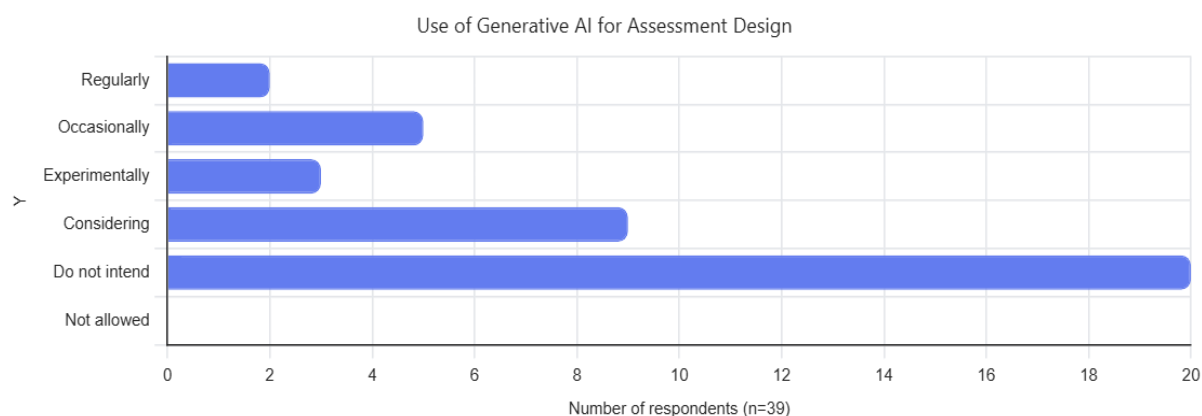
4.4.5 Use of Generative AI for Assessment Design

A total of 39 responses were recorded for this question. The majority of respondents (n=20, 51.3%) indicated that they do not intend to use generative AI tools for designing or producing assessment, suggesting a broadly cautious or resistant stance toward AI in this high-stakes context. A further 9 respondents (23.1%) reported that they are not currently using AI but are considering it, indicating a degree of openness and potential future uptake.

Only a small proportion of respondents are actively using AI for assessment purposes: 2 (5.1%) reported using it regularly, 5 (12.8%) occasionally, and 3 (7.7%) experimentally. Notably, no respondents indicated that they are prohibited from using AI tools, suggesting that the limited uptake is due more to choice and caution than to formal restrictions.

Overall, the data suggest that while there is some emerging interest and experimentation, the use of generative AI in assessment design remains limited. The predominance of non-use, particularly among those who do not intend to adopt AI, indicates that assessment is viewed as a domain where concerns around academic integrity, reliability and pedagogical appropriateness may outweigh perceived benefits. At the same time, the proportion of respondents considering future use suggests that this area may evolve as practices and confidence develop.

Data Visualisation



4.4.6 Institutional Guidelines on Academic Integrity and Generative AI

A total of 39 responses were recorded for this question. The overwhelming majority of respondents (n=35, 89.7%) indicated that their institution has published guidelines on academic integrity and the use of generative AI, suggesting that most institutions have already developed formal frameworks to address this emerging issue. Only 1 respondent (2.6%) reported that no such guidelines exist, while 3 respondents (7.7%) indicated that they do not know.

Overall, the data point to a high level of institutional engagement with AI-related academic integrity, with policies and guidance now widely in place. The small proportion of respondents who are unaware of such guidelines may suggest issues of communication or visibility rather than absence. This widespread adoption of formal guidance reflects the growing importance of AI in higher education and the need to establish clear expectations for both staff and students.

Data Visualisation



4.4.7 Department-Level AI Guidelines

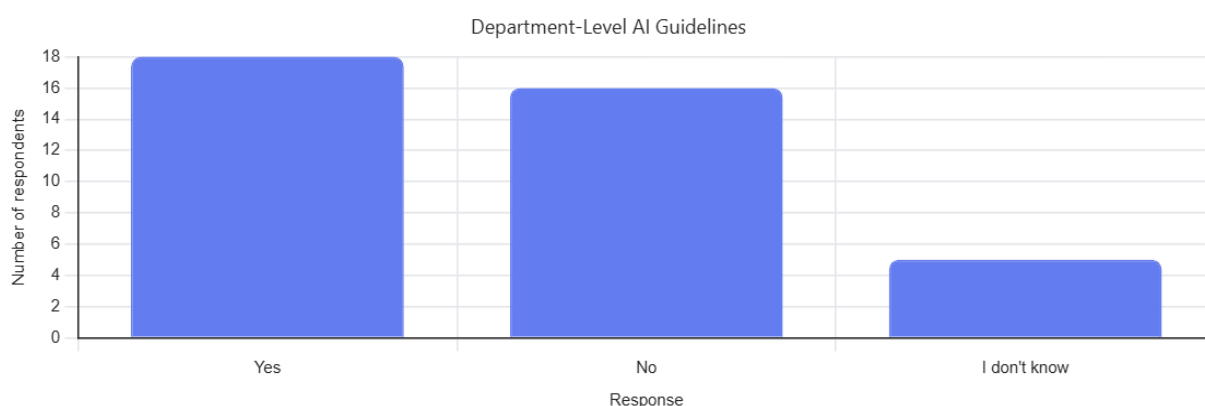
A total of 39 responses were recorded for this question. Responses are relatively evenly split, with 18 respondents (46.2%) indicating that their department or language centre has developed its own AI guidelines, while 16 (41.0%) reported that no such guidelines exist. A further 5 respondents (12.8%) indicated that they do not know.

This distribution suggests that, unlike institutional-level policies which are nearly universal, department-level guidance is far less consistent, with substantial variation across contexts.

Almost half of respondents report the presence of localised guidelines, indicating some degree of adaptation or contextualisation at departmental level. However, the similarly large proportion reporting the absence of such guidelines points to uneven implementation and possible gaps between institutional policy and local practice.

The proportion of respondents who are unsure may also indicate limited visibility or communication of departmental policies. Overall, the findings suggest that local governance of AI use remains uneven and still developing, in contrast to the more established institutional frameworks.

Data Visualisation*



4.4.8 Perceptions of AI Guidelines: Clarity and Effectiveness

Responses to this open-ended question reveal a highly mixed and often critical assessment of the clarity and effectiveness of AI-related guidelines. One of the most prominent themes is lack of clarity and specificity, with multiple respondents describing guidelines as vague, overly general, or difficult to apply in practice. This lack of precision is particularly evident in areas such as detecting misuse or handling suspected cases of AI-assisted work, where respondents report uncertainty and limited institutional support.

A second key theme relates to limited effectiveness, with several respondents suggesting that guidelines have had little impact on actual practice, particularly in relation to student use of AI. Concerns are raised about the difficulty of enforcing policies, especially in language-based assessments where identifying AI use is challenging. In some cases, respondents note a disconnect between policy and implementation, with guidelines not consistently followed or applied.

There is also evidence of divergent attitudes toward AI, reflected in both the design and reception of guidelines. While some respondents view AI as a valuable tool that should be integrated into teaching and learning, others express strong reservations, questioning its pedagogical value or disagreeing with what they perceive as an overly positive institutional stance. This divergence contributes to inconsistency in practice and interpretation, both within and across departments.

At the same time, some responses highlight ongoing development and adaptation, including working groups, revisions and attempts to tailor guidelines to disciplinary needs (e.g. language teaching). A small number of respondents also report that frameworks such as graded risk approaches (e.g. RAG systems) are helpful, although still evolving.

Overall, the findings suggest that while guidelines are increasingly widespread, their clarity, effectiveness and acceptance remain uneven, shaped by varying levels of familiarity with AI and broader tensions around its role in education.

Table of Key Themes

Theme	Description	Prevalence
Lack of clarity / vagueness	Guidelines perceived as general, unclear, or difficult to apply	Very high
Limited effectiveness	Policies seen as having little impact or difficult to enforce	High
Challenges of enforcement	Difficulty detecting AI use, especially in assessments	High
Divergent attitudes toward AI	Mixed views on AI's value and role in education	High
Inconsistency in practice	Variation in interpretation and application across staff	Moderate–high
Ongoing development	Work in progress, revisions, working groups	Moderate
Positive elements	Use of frameworks, adaptation to context	Low–moderate

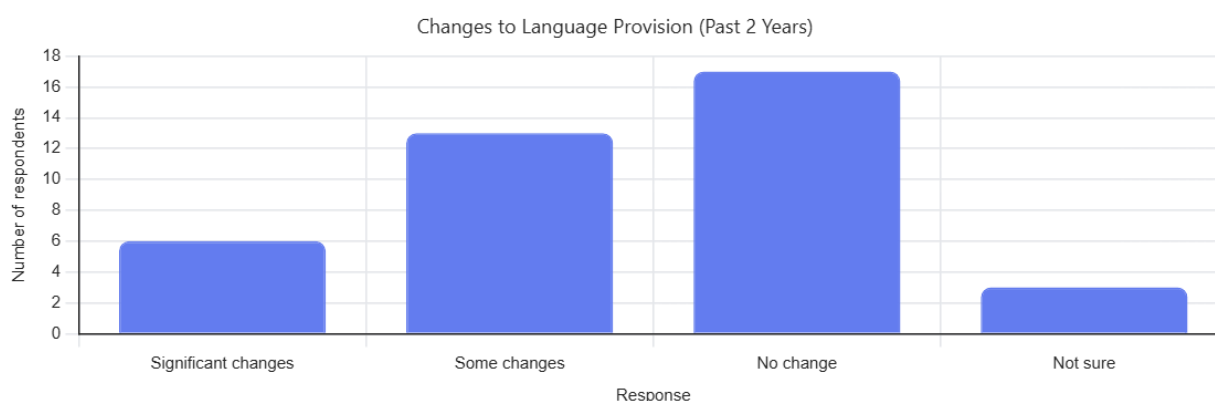
5 CHANGING LANDSCAPES OF LANGUAGE PROVISION

5.1 CHANGES TO LANGUAGE PROVISION

A total of 39 responses were recorded for this question. The largest group of respondents indicated that there has been no change in language provision over the past two years (17, 43.6%). However, a substantial proportion reported some level of change, with 13 respondents (33.3%) indicating some changes and 6 (15.4%) reporting significant changes. A smaller number of respondents (n=3, 7.7%) indicated that they were not sure.

Overall, while stability appears to be the most common response, the combined proportion of respondents reporting either some or significant changes (48.7%) suggests that nearly half of institutions have experienced restructuring or adjustment. It should be noted that since the distribution of the survey a number of institutions have announced cuts in their language programmes.

Data Visualisation



5.1.1 Qualitative Perspectives on Changes to Language Provision

Responses to this question reveal a combination of structural restructuring, programme reductions and organisational shifts affecting language provision. A dominant theme is the impact of staff reductions and restructuring processes, including voluntary and compulsory severance schemes, which have led to fewer staff, reduced teaching capacity and, in some cases, the discontinuation of modules or programmes. Several respondents report module consolidation and rationalisation, including the merging of courses, co-teaching arrangements and the removal of smaller or less popular modules.

A particularly significant finding is the closure or teaching-out of entire language programmes, alongside the reduction of joint honours degrees, often attributed to declining student numbers or logistical considerations such as timetabling. These changes point to a broader trend of contraction and streamlining within language provision. At the same time, some responses describe organisational reconfiguration, such as merging language centres into departments or creating new overarching structures, which may have limited immediate impact on delivery but reflect longer-term institutional shifts.

In addition, several respondents highlight the ongoing nature of change, with restructuring processes unfolding over multiple years or still in development, leading to uncertainty about future impact. While a small number of responses suggest limited or no change, the overall

pattern indicates that language provision is being reshaped through a combination of resource constraints, institutional priorities and structural reorganisation.

Table of Key Themes

Theme	Description	Prevalence
Staff reductions & restructuring	Severance schemes, staff leaving, reduced capacity	High
Module/programme reductions	Fewer modules, merged courses, discontinued programmes	High
Closure of languages/programmes	Teaching-out of languages, loss of degree combinations	Moderate–high
Organisational restructuring	Mergers, new departments, integration of language centres	Moderate
Streamlining and efficiency measures	Consolidation, co-teaching, rationalisation	Moderate–high
Declining student numbers (implicit)	Underlying driver of cuts and restructuring	Moderate
Ongoing/uncertain change	Processes still unfolding, unclear long-term impact	Moderate
Limited or no change	Stability in some contexts	Low

5.1.2 Summary of Findings: Changes to Language Provision

Taken together, the quantitative and qualitative responses present a picture of partial stability alongside significant, uneven restructuring in language provision across institutions. While the largest single group of respondents reported no change (43.6%), nearly half indicated that their provision has undergone some (33.3%) or significant changes (15.4%), suggesting that the sector is experiencing widespread but non-uniform transformation.

The qualitative responses help to clarify the nature of these changes. A dominant pattern is one of contraction and rationalisation, characterised by reductions in module offerings, the merging of courses and the discontinuation of smaller programmes or joint degree combinations. In some cases, this extends to the closure or teaching-out of entire language programmes, reflecting deeper structural shifts. These developments are frequently linked to staffing changes, including voluntary and compulsory severance schemes, which have reduced capacity and limited the ability to sustain previous levels of provision.

Alongside these reductions, respondents also report organisational restructuring, such as the integration of language centres into larger departments, the creation of new institutional structures, or the redistribution of teaching responsibilities. While some of these changes are

described as largely administrative with limited immediate impact on delivery, others contribute to longer-term reconfiguration of language provision.

Finally, several responses highlight the ongoing and incremental nature of these processes, with restructuring often unfolding over multiple years and its full impact not yet clear. Overall, the findings suggest that language provision is being reshaped through a combination of resource constraints, managerial priorities and institutional reorganisation, resulting in a sector undergoing significant transformation.

5.2 INSTITUTIONAL PERCEPTIONS OF LANGUAGE PROVISION

5.2.1 Perception of language courses/modules in one's institution

A total of 39 responses were recorded, with an average rating of 5.23/10, indicating a moderate but slightly below-neutral perception of language courses within institutions. The distribution shows a concentration in the lower-to-mid range, with the highest number of responses at level 4 (n=10) and a noticeable cluster around levels 5 and 6, while higher ratings remain relatively limited. Very few respondents rated perception at the top end of the scale, and a small number reported very low scores. Overall, this suggests that language provision is viewed as neither strongly valued nor entirely marginalised, but rather occupies a somewhat fragile or ambivalent position within institutions.

Data Visualisation



5.2.2 Perceptions of Language Provision and Institutional Support

Responses to these questions reveal a complex and often ambivalent perception of language provision within institutions, characterised by a mix of recognised academic value and perceived marginalisation. A recurring theme is that languages are valued in principle, particularly in relation to internationalisation, graduate attributes and employability, and in some cases are explicitly identified as institutional priorities. However, many respondents highlight a gap between rhetoric and reality, where positive discourse does not consistently translate into tangible support, such as access to modules, programme development, or sustained investment.

A second major theme is the perception of limited institutional priority, particularly at central or senior leadership levels. Languages are frequently described as less visible, undervalued, or overshadowed by other disciplines (especially STEM) both symbolically (e.g. lack of recognition) and structurally (e.g. programme closures, restrictions on optional modules). In

some cases, language provision is viewed as non-essential, low-revenue, or expendable, particularly in the context of financial pressures and declining student numbers.

At the same time, responses point to variation across institutional levels, with several respondents noting that local or departmental leadership is more supportive than central administration. This creates a situation in which advocacy for languages often depends on individual leaders or departments rather than consistent institutional backing.

Another key theme concerns structural barriers and constraints, including timetabling issues, limited integration into degree programmes and restrictions on student access. These challenges are often seen as undermining the potential value and uptake of language learning, even where there is recognition of its importance.

Finally, some respondents highlight broader contextual challenges, including the perceived impact of AI and translation technologies, questions about the relevance of language study, ongoing curriculum reforms that may reduce opportunities for language learning and institutions' lack of recognition or support for the academic and societal importance of languages.

Table of Key Themes

Theme	Description	Prevalence
Recognised academic value	Links to global citizenship, employability, internationalisation	Moderate–high
Gap between rhetoric and support	Positive discourse not matched by practical provision	High
Limited institutional priority	Languages seen as marginal, low-revenue, or secondary	High
Variation across levels	Stronger support locally than centrally	Moderate–high
Structural barriers	Timetabling, access restrictions, limited integration in degrees	High
Competition with other disciplines	STEM prioritised in recognition and resources	Moderate–high
Impact of external pressures	AI, recruitment challenges, curriculum reforms	Moderate
Uncertainty and vulnerability	Concerns about long-term sustainability	Moderate

5.3 RECRUITMENT CRITERIA FOR LANGUAGE TEACHING POSITIONS

Responses to this question indicate that recruitment criteria vary considerably depending on the type of post, but several common patterns emerge. A key theme is the importance of academic qualifications, with many respondents reporting that a Master's degree is typically

expected, and in some cases a PhD is required, particularly for permanent or research-active positions. Alongside formal qualifications, teaching experience in higher education and, where relevant, a teaching qualification or recognition (e.g. Advance HE) are frequently cited as important or desirable criteria.

Another consistent requirement is high-level language proficiency, often described as native or near-native competence, particularly for language teaching roles. Beyond these core criteria, recruitment expectations appear to be shaped by role differentiation, with more demanding requirements for permanent or senior positions and more flexible or minimal criteria for hourly-paid or short-term contracts. In some cases, respondents suggest that criteria may be influenced by operational needs or availability of candidates, rather than strictly defined standards.

However, a striking feature of the responses is the prevalence of limited or absent recruitment activity. Many respondents report recruitment freezes, lack of hiring over several years, or declining opportunities, reflecting broader structural pressures within the sector.

Overall, the findings suggest that while there is a broadly shared baseline of expectations (academic qualification, language proficiency and teaching experience), recruitment practices are highly variable and increasingly constrained, shaped by institutional priorities, financial pressures and a general slowdown in hiring within language provision.

Table of Key Themes

Theme	Description	Prevalence
Academic qualifications	MA or PhD required depending on role	Very high
Teaching experience	HE teaching experience and/or teaching qualifications	High
Language proficiency	Native or near-native competence	High
Role differentiation	Different criteria for permanent vs hourly roles	High
Recruitment freezes / reduced hiring	Limited recruitment, hiring freezes, lack of posts	Very high
Flexible / contextual criteria	Criteria shaped by operational needs or applicant pool	Moderate
Uncertainty / lack of clarity	Some respondents unsure of formal criteria	Moderate

5.3.1 Evolution of Recruitment Criteria

Responses to this question indicate a strong pattern of stagnation combined with contraction in recruitment practices over the past two years. A dominant theme is the widespread presence of recruitment freezes or significant reductions in hiring, with many respondents reporting that institutions are no longer recruiting, or are doing so only on a very limited basis. In several

cases, staff losses, through restructuring or natural attrition, have not been replaced, further reinforcing a sense of contraction in the sector.

Where recruitment does still occur, there is evidence of a shift toward more precarious or flexible arrangements, such as reliance on fixed-term or hourly-paid contracts, often driven by immediate operational needs rather than long-term strategic planning. This suggests a move away from stable, open-ended posts toward more contingent staffing models.

At the same time, many respondents report little or no change in formal recruitment criteria themselves, with qualification requirements and expectations remaining broadly stable. However, this stability in criteria is overshadowed by the decline in actual recruitment activity, meaning that changes in practice are felt more through reduced opportunities than through evolving expectations.

Overall, the findings suggest that the key development over the past two years is not a transformation of recruitment criteria, but rather a significant contraction in hiring and a shift toward more temporary and flexible staffing, reflecting broader institutional pressures and constraints.

Table of Key Themes

Theme	Description	Prevalence
Recruitment freezes	No hiring or very limited recruitment activity	Very high
Staff reductions not replaced	Loss of staff without replacement	High
Shift to precarious contracts	Greater reliance on hourly-paid or fixed-term roles	Moderate–high
Stability of criteria	Little change in qualification requirements	High
Reduced promotion opportunities	Fewer advancement opportunities within institutions	Moderate
Uncertainty / lack of awareness	Some respondents unsure of changes	Moderate

5.4 EVOLUTION OF COURSE PROVISION

Responses to this question indicate a clear and recurring pattern of contraction, intensification and restricted access in language provision over the past two years, although with some variation across contexts. A dominant theme is the reduction in the number of courses and modules offered, often linked to staff losses, restructuring, or increased thresholds for modules to run. In several cases, this has been accompanied by the closure of specific pathways or programmes, or the consolidation of provision under broader degree titles, contributing to a narrowing of the overall offer.

At the same time, many respondents report increasing class sizes, with larger seminar groups and higher student-to-staff ratios becoming more common. This reflects attempts to manage

reduced staffing and financial constraints, but is frequently described as having a negative impact on the quality of teaching and learning.

Another key theme is the reduction in opportunities for students to access language learning, particularly through optional modules. Several respondents highlight increasing restrictions due to timetabling issues, programme structures, or institutional reforms, which limit students' ability to take language courses, especially at earlier stages of their degree. In some cases, the introduction of chargeable models or removal of credit-bearing options has further reduced accessibility.

Overall, the findings suggest that language provision is increasingly characterised by fewer courses, larger classes and more restricted access, combined with variable student demand and ongoing structural adjustments, pointing to a sector undergoing gradual but significant transformation.

Table of Key Themes

Theme	Description	Prevalence
Reduction in courses/modules	Fewer modules, closures, consolidation of programmes	Very high
Increased class sizes	Larger groups due to staff shortages or efficiency measures	High
Declining student numbers	Reduced enrolment in some contexts	High
Restricted access for students	Fewer optional modules, timetable constraints, limited entry points	High
Structural/programme changes	New degree formats, mergers, strategic restructuring	Moderate–high
Financial pressures	Budget cuts, chargeable models, resource constraints	Moderate–high
Some stability or limited change	No major recent changes in certain institutions	Moderate
Selective expansion/innovation	New programmes, partnerships, or alternative delivery modes	Low–moderate

5.5 INTEGRATION OF DEGREE PROGRAMMES AND IWLP PROVISION

Responses to this question indicate considerable variation across institutions, with no single dominant model governing the relationship between degree programmes and Institution-Wide Language Programmes (IWLP). The most common arrangement is for the two to be kept structurally separate, even where there is overlap in staffing or occasional collaboration. In many cases, staff teach across both areas, but programmes remain distinct in terms of curriculum, organisation and target student groups.

A key theme emerging from the responses is the presence of tension between integration and differentiation. On the one hand, some respondents highlight the potential benefits of integration, including increased flexibility for staff, more efficient use of resources and broader access for students to language learning opportunities. Integration can also support the viability of smaller modules and expand provision in less commonly taught languages. In some institutions, partial integration is already occurring (e.g. shared modules at higher levels or mixed cohorts) or is being considered as a future strategy.

On the other hand, some respondents express concerns about the drawbacks of integration, particularly regarding perceived differences in student profiles, learning goals and academic expectations. Degree programmes are often perceived as more research-led and academically rigorous, while IWLP courses are seen as focusing more on practical language skills and accessibility. Such perceptions mean that combining the two is therefore sometimes viewed as a risk to academic depth, coherence, or disciplinary identity. There are also practical challenges, such as differences in timetabling (e.g. evening IWLP classes), administrative structures and assessment models.

Another important theme is the presence of barriers to integration, including limited space within degree programmes, institutional structures and lack of sustained strategic coordination. In some cases, despite positive attitudes toward collaboration, integration remains aspirational rather than operational, with discussions not translating into concrete changes.

Overall, the findings suggest that institutions are navigating a balancing act between efficiency and differentiation, with most currently maintaining separation but exploring or implementing selective forms of integration. The choice between models appears to be shaped by both pedagogical considerations and resource constraints, with no universally agreed best approach.

Table of Key Themes

Theme	Description	Prevalence
Separation of provision	Degree and IWLP programmes remain distinct	High
Partial integration	Shared staff, some combined modules or pathways	Moderate–high
Benefits of integration	Flexibility, efficiency, wider access, sustainability	Moderate
Drawbacks of integration	Differences in student needs, risk to academic depth	Low
Pedagogical differences	Research-led vs skills-based approaches	High
Practical constraints	Timetabling, structures, assessment differences	Moderate–high
Barriers to implementation	Limited programme space, lack of coordination	Moderate

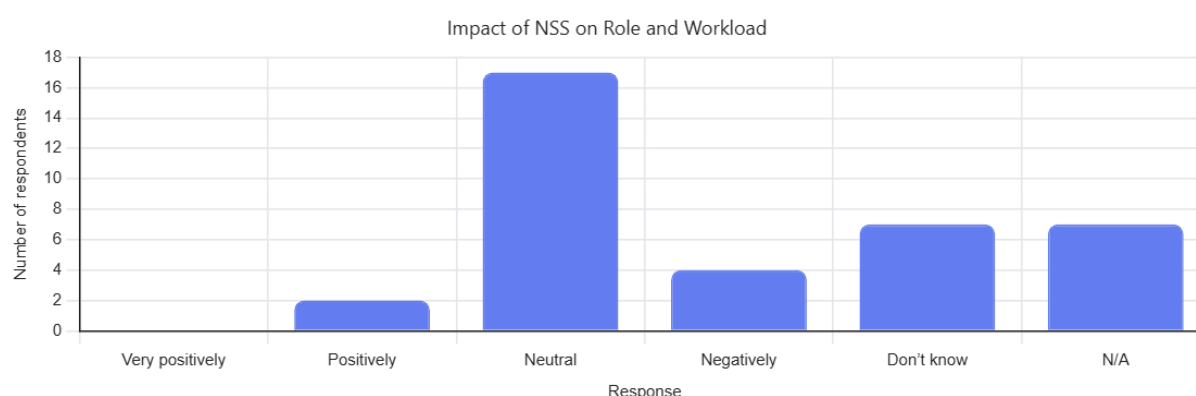
Ongoing or future change	Integration being considered or gradually introduced	Moderate
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5.6 IMPACT OF NATIONAL STUDENT SURVEY (NSS) ON ROLE AND WORKING CONDITIONS

A total of 30 responses were recorded for this question (excluding “N/A”), with the largest group of respondents indicating a neutral impact (n=17, 45.9%). This suggests that, for many staff, NSS results do not have a direct or noticeable influence on their day-to-day role, workload, or working conditions.

A smaller number of respondents reported a negative impact (4, 10.8%), compared to only 2 (5.4%) who perceived a positive impact, and none who selected “very positively.” Meanwhile, 7 respondents (18.9%) indicated that they do not know, suggesting limited visibility or awareness of how NSS outcomes affect institutional practices. Another 7 (18.9%) reported the question as not applicable. The relatively high proportions of neutral (45.9%), “I don’t know” (18.9%), and “N/A” (18.9%) responses may be explained by the composition of the sample, as approximately 40% of respondents are affiliated with IWLP rather than language degree programmes and are therefore not directly subject to the NSS.

Data Visualisation



5.6.1 Qualitative Perspectives on the Impact of NSS Results

Responses to this question suggest that the impact of the National Student Survey (NSS) is highly variable and often indirect, with several distinct patterns emerging. A notable proportion of respondents indicate limited or no direct relevance, particularly in contexts where courses are non-credit-bearing, not part of degree programmes, or otherwise excluded from NSS monitoring. In these cases, NSS results are seen as largely peripheral to daily teaching practice.

Where NSS does have an impact, this is often described in terms of increased pressure and workload, particularly related to meeting targets, responding to feedback and implementing action plans. Several respondents highlight a shift toward reactive practices, where teaching and assessment decisions are influenced by the need to address student feedback, sometimes at the expense of longer-term or pedagogically driven approaches. This can include pressure to adjust marking timelines, improve feedback turnaround, or prioritise specific metrics.

A further theme concerns the perceived limitations or distortions of the NSS as a metric, with some respondents questioning its validity, describing it as a “popularity contest,” or expressing

concern about its influence on institutional decision-making. In some cases, there is a sense that NSS results are taken seriously when negative, leading to increased scrutiny and workload, but less recognised when positive, resulting in an asymmetrical impact on staff.

At the same time, a small number of respondents acknowledge potential benefits, such as strengthening student engagement, feedback loops and pedagogical reflection. However, these positive aspects are generally accompanied by recognition of the additional demands placed on staff.

Overall, the findings suggest that the NSS is experienced as a selective and sometimes burdensome driver of change, with its impact shaped by institutional context, inclusion in NSS frameworks and the ways in which results are interpreted and acted upon.

Table of Key Themes

Theme	Description	Prevalence
Limited or no relevance	NSS not applicable to certain programmes	High
Increased workload and pressure	Targets, action plans, feedback requirements	High
Reactive practices	Adjustments driven by student feedback rather than proactive design	High
Critique of NSS as a metric	Perceived as flawed, superficial, or overly influential	Moderate–high
Asymmetry of impact	Negative results lead to pressure; positive results less recognised	Moderate
Institutional emphasis	Variable importance across institutions	Moderate
Some positive impact	Improved student engagement, feedback processes	Low–moderate

6 KEY PRIORITIES AND CHALLENGES FACING FLE

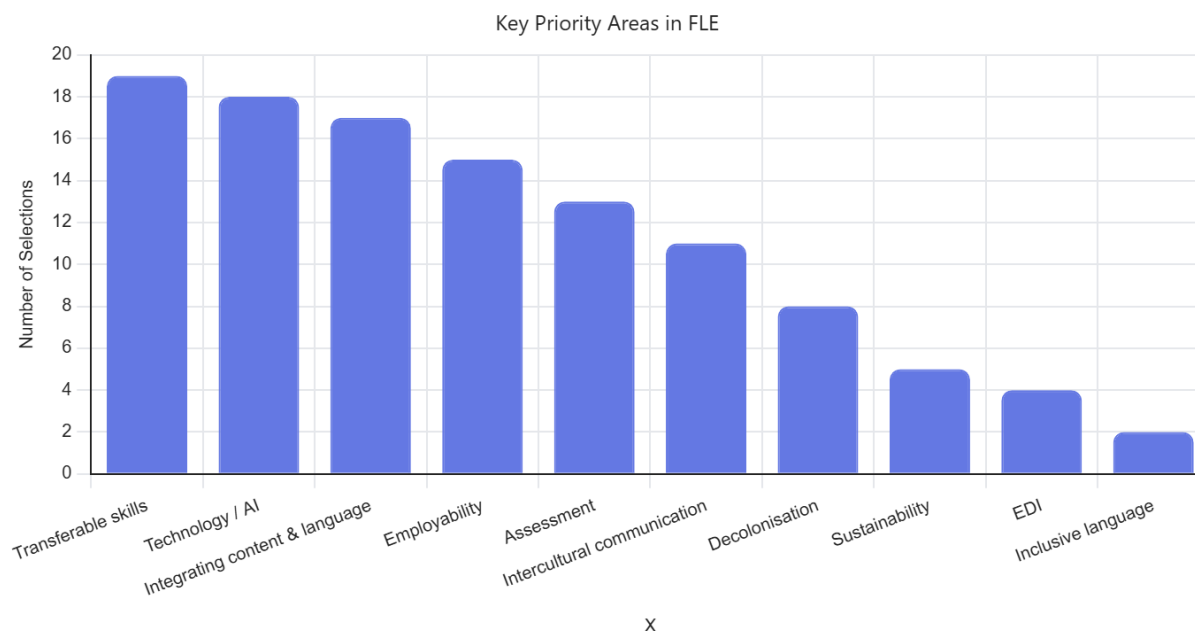
6.1 KEY PRIORITY AREAS IN FLE

A total of 38 responses were recorded for this question, where multiple answers were permitted, highlighting a clear set of priority areas for the future of French as a Foreign Language (FLE). The most frequently selected area is transferable skills (50%), followed closely by technology and AI (47.4%) and integrating content and language (44.7%). These results suggest a strong emphasis on aligning language teaching with broader educational and professional outcomes, as well as adapting to technological change.

Other important priorities include employability (39.5%) and assessment (34.2%), indicating concern with both the outcomes of language education and the methods used to evaluate student learning. Intercultural communication (29.0%) and decolonisation (21.1%) were also selected by a substantial minority of respondents, reflecting ongoing engagement with global, cultural and disciplinary debates.

In contrast, areas such as sustainability (13.2%), EDI (10.5%) and inclusive language (5.3%) were less frequently selected, suggesting that while these issues are recognised, they may currently be perceived as secondary to more immediate pedagogical and structural concerns. Overall, the findings point to a field that is prioritising practical skills, technological adaptation and pedagogical integration, while still engaging, albeit to a lesser extent, with broader social and cultural agendas.

Data Visualisation*



*Multiple responses were permitted.

6.1.1 Additional Areas for Development in FLE

Out of the ten respondents, responses to this question suggest a strong desire to broaden and rethink the scope of FLE, with several emerging themes that complement rather than replace

existing priorities. A key theme is a call for more meaningful, engaging and learner-centred approaches, moving away from rigid or traditional models (e.g. prescriptive essay structures or grammar-first approaches) toward more creative, flexible and competence-based learning experiences.

Another prominent theme is the need to rethink pedagogical frameworks, including greater emphasis on plurilingual and intercultural communication, lifelong learning and more authentic uses of language in context. Several respondents also highlight the value of applied and specialised language learning, as well as stronger links between language study and real-world issues, such as global challenges, employability and interdisciplinary learning.

In addition, there is interest in expanding the field beyond traditional teaching approaches towards a broader and more outward-looking vision of language education. At the same time, respondents point to the continued importance of professional development for staff, particularly in relation to teaching and learning practices and to keeping pace with evolving priorities such as AI and employability.

Overall, these responses suggest a shift toward a more holistic, flexible and context-sensitive vision of FLE, where language learning is closely connected to student wellbeing, real-world relevance and evolving pedagogical approaches.

Table of Key Themes

Theme	Description	Prevalence
Student wellbeing / mental health	Supporting learners' emotional and psychological needs	Moderate
Pedagogical innovation	Moving beyond traditional models, more creative and flexible approaches	High
Plurilingual/intercultural competence	Emphasis on lifelong learning and multiple language practices	High
Real-world relevance / "wicked problems"	Linking language learning to global challenges and employability	Moderate-high
Applied/specialised language use	Focus on discipline-specific or professional contexts	Moderate
Community and global engagement	Multilingualism, cross-national education, community work	Moderate
Reduced emphasis on grammar-first	Shifting toward communicative and competence-based approaches	Moderate
Staff development	Need for upskilling in pedagogy and teaching practices	Moderate
Technology / AI (continued relevance)	Ongoing interest in exploring AI further	Low-moderate

6.1.2 Comparison with 2024: Priority Areas in FLE

Comparing the current survey (n=38) with the 2024 results (n=77) reveals a significant shift in priorities within FLE, indicating a move toward more pragmatic, skills-oriented and professionally aligned concerns.

Most notably, transferable skills and employability have risen sharply in importance. Transferable skills increased from 28.6% in 2024 to 50%, becoming the top priority, while employability rose from 19.5% to 39.5%. This suggests a growing emphasis on aligning language learning with broader career outcomes and the demands of the labour market.

At the same time, integrating content and language has also increased (from 37.7% to 44.7%). Assessment has seen a moderate increase as well (from 26% to 34.2%), indicating sustained concern with evaluation practices.

In contrast, several areas have shown a marginal decline. Decolonisation dropped from 28.6% to 21.1%, and intercultural communication decreased slightly (from 32.5% to 29%), suggesting a relative shift away from these themes as primary concerns. More strikingly, inclusive language fell sharply (from 24.7% to 5.3%), and sustainability also decreased (from 16.9% to 13.2%).

Technology and AI remains consistently high (50.6% in 2024 vs 47.4% currently), confirming its continued central importance in the field. However, rather than increasing further, its slight decline may reflect a stabilisation of interest, as attention shifts toward integrating technology into broader pedagogical and professional frameworks.

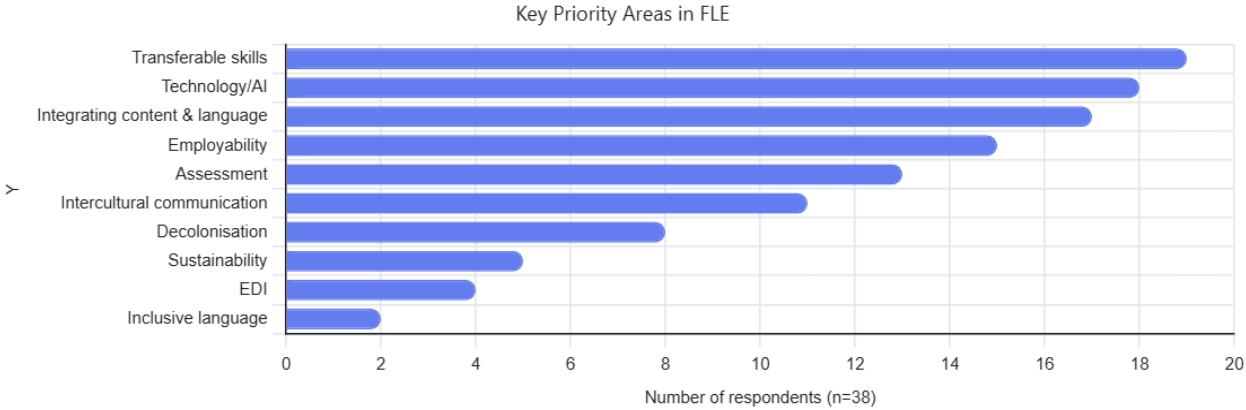
Overall, the comparison suggests a transition from a broader, more thematically diverse agenda in 2024 toward a more focused, applied and outcomes-driven set of priorities in the current survey. This shift highlights the growing importance of skills development, employability and pedagogical integration, in a context shaped by technological change and evolving expectations of language education.

Key Changes at a Glance

Area	2024	Current	Change
Transferable skills	28.6%	50.0%	▲ Large increase
Employability	19.5%	39.5%	▲ Large increase
Integrating content & language	37.7%	44.7%	▲ Moderate increase
Assessment	26.0%	34.2%	▲ Moderate increase
Technology / AI	50.6%	47.4%	≈ Stable
Intercultural communication	32.5%	29.0%	▼ Slight decrease
Decolonisation	28.6%	21.1%	▼ Decrease
Sustainability	16.9%	13.2%	▼ Slight decrease
EDI	13.0%	10.5%	▼ Slight decrease

Area	2024	Current	Change
Inclusive language	24.7%	5.3%	▼ Sharp decrease

Data Visualisation (current)



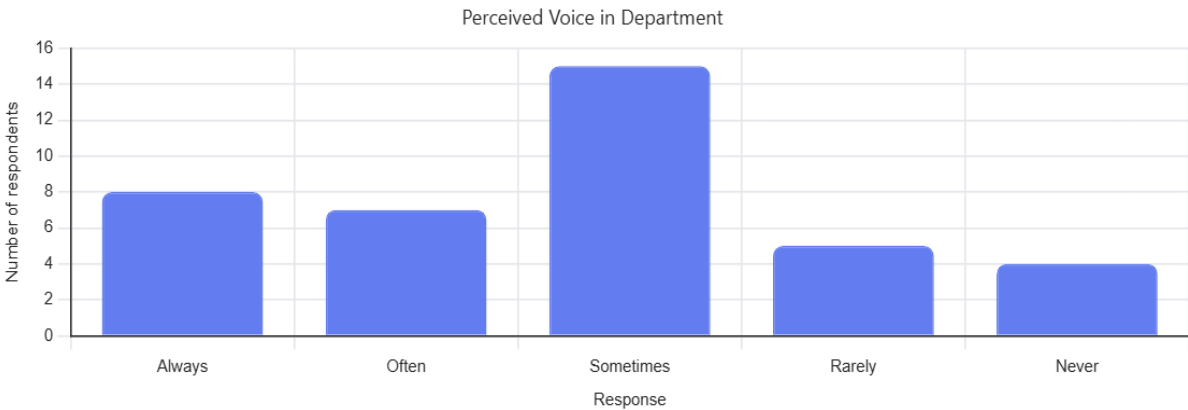
6.2 PERCEIVED VOICE AND INFLUENCE IN DEPARTMENTS

A total of 39 responses were recorded for this question, revealing a mixed and moderately positive picture of staff voice and influence. The most common response is “sometimes” (n=15, 38.5%), suggesting that many respondents feel they have intermittent or conditional involvement in departmental decision-making rather than consistent influence.

A combined total of 15 respondents (38.5%) reported that they often (17.9%) or always (20.5%) feel they have a voice, indicating that a substantial proportion experience regular engagement in decision-making processes. However, a notable minority reported limited or no influence, with 5 respondents (12.8%) selecting “rarely” and 4 (10.3%) “never”.

Overall, the findings suggest that while many staff members do feel able to contribute to the running of their department, this participation is not uniformly distributed. Influence appears to be situational or uneven, with a significant portion of respondents experiencing only partial inclusion in decision-making processes.

Data Visualisation



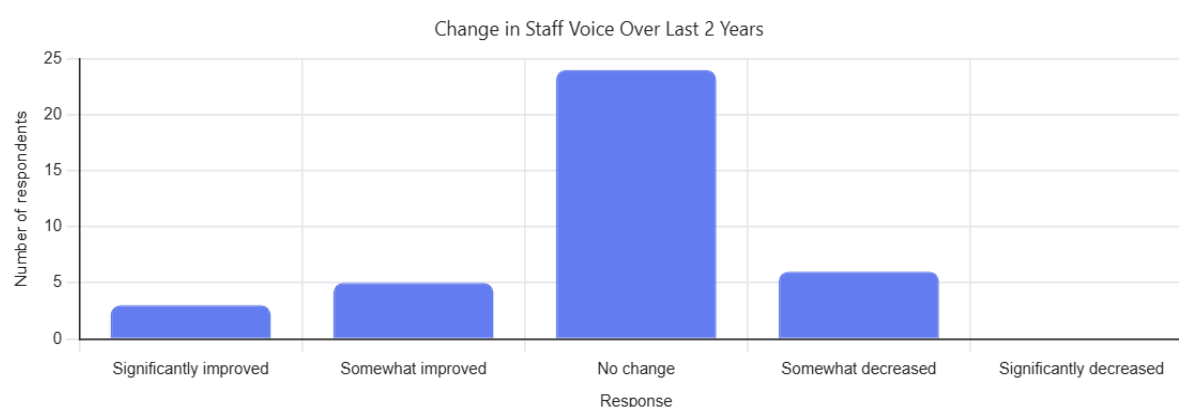
6.2.1 Changes in Staff Voice Over the Last Two Years

A total of 38 responses were recorded for this question, showing a strong pattern of stability with limited improvement. The majority of respondents (n=24, 63.2%) indicated that their level of voice and involvement in departmental decision-making has not changed, suggesting that participation structures have remained largely unchanged over the past two years.

A smaller proportion reported improvement, with 5 respondents (13.2%) indicating that their voice has somewhat improved, and 3 (7.9%) reporting significant improvement. In contrast, 6 respondents (15.8%) felt that their influence has somewhat decreased, although none reported a significant decline.

Overall, the data suggest that while there have been some modest gains in staff voice, these are limited and not widespread. The predominance of “no change” responses indicates that opportunities for participation have been relatively static, with only minor shifts toward improvement and a small but notable group experiencing reduced influence.

Data Visualisation



6.2.2 Perceptions of Staff Voice and Role in Departmental Governance

Responses to these questions reveal a highly uneven and stratified experience of staff voice and influence, shaped by role, contract type and institutional structures. While some respondents report strong and increasing levels of involvement, often linked to leadership or senior roles (n=6), many others describe limited, conditional, or symbolic participation. This reflects a key divide between those in formal leadership positions who are able to shape discussions and decisions and those in teaching or more junior roles who may be consulted but feel their views are not meaningfully acted upon.

A major theme is the influence of hierarchy and contractual status. Teaching-focused staff and staff on precarious contracts often experience reduced opportunities for progression, limited access to decision-making roles and restricted ability to initiate change. In some cases, this hierarchy intersects with other factors, such as nationality (n=1) or employment conditions (n=5), reinforcing feelings of exclusion.

At the same time, several responses point to centralisation of decision-making, particularly in the context of financial pressures. Decisions are frequently described as being taken at faculty or institutional level, reducing the scope for local input and contributing to a perception that departmental consultation is constrained or overridden by higher-level priorities. This is sometimes experienced as micro-management or tokenistic consultation, where staff can express views but have little influence on outcomes.

However, there are also examples of positive developments, including more collaborative structures, supportive line management and new departmental configurations that enable greater participation. Some respondents note improvements in representation or opportunities to contribute, although these gains are often described as fragile or dependent on individual leadership rather than embedded structurally.

Overall, the findings suggest that staff voice is present but unevenly distributed, with meaningful participation often concentrated among those in leadership roles, while others experience limited agency, structural constraints and variable recognition of their contributions.

Table of Key Themes

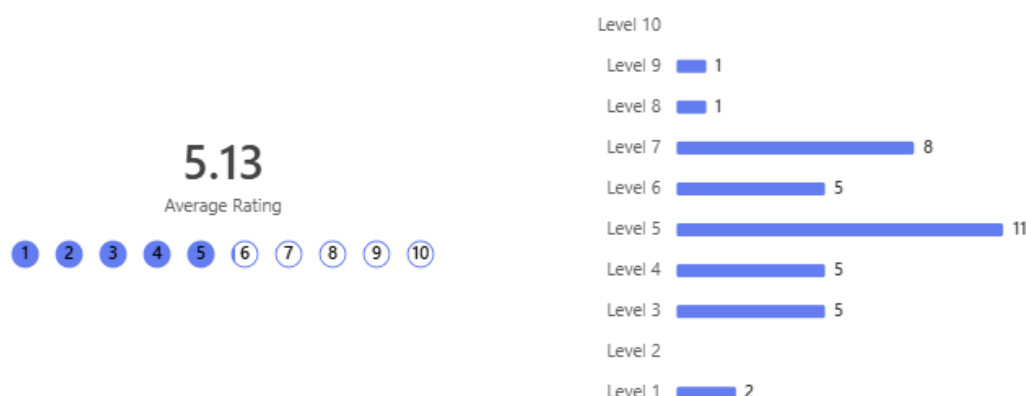
Theme	Description	Prevalence
Role-based differences	Greater voice for senior/leadership roles	Very high
Hierarchies and inequalities	Research vs teaching staff divide; limited progression for some	High
Limited influence / token consultation	Views expressed but not acted upon	High
Centralisation of decision-making	Decisions taken at faculty/university level	High
Contractual constraints	Barriers linked to grade, contract type, or employment conditions	High
Positive leadership and collaboration	Supportive management, improved structures	Moderate
Structural change and uncertainty	Ongoing reorganisation affecting voice and roles	Moderate
Workload pressures affecting engagement	Limited capacity for participation due to heavy workloads	Moderate

6.3 STAFF MORALE

The chart shows an average morale rating of 5.13 out of 10, indicating a moderate but slightly negative overall sentiment, positioned just above the midpoint of the scale. The distribution of responses reveals a clear concentration in the middle range, with the highest number of responses at level 5 (n=11), followed by level 7 (n=8) and levels 3, 4 and 6 (n=5 each). Lower morale scores are also present, with 2 respondents selecting level 1 and smaller numbers at levels 8 and 9 (n=1 each). Notably, there are no responses at level 10, suggesting an absence of strongly positive morale.

Overall, the pattern indicates a workforce experiencing mixed and uneven morale, with most respondents neither highly satisfied nor highly dissatisfied, but clustered around a neutral to slightly low position. The relatively low number of high scores compared to mid-range and lower scores suggests that positive morale is limited, while the spread across lower and mid-levels points to variability in staff experience rather than a uniformly negative environment.

Data Visualisation



6.3.1 Staff Morale (Qualitative Perspectives)

The qualitative responses provide important context for the moderate overall morale score (5.13), revealing a landscape characterised by uncertainty, pressure and strong personal commitment in spite of structural challenges. A dominant theme is job insecurity and sector-wide instability, with many respondents referring to restructuring, redundancies, declining student numbers and broader concerns about the future of languages and higher education. Even where individuals feel relatively secure in their own institution, this is often accompanied by anxiety about the national or sector-wide context.

Another key factor shaping morale is workload and precarity, with respondents highlighting increasing demands, lack of recognition and inequitable conditions, particularly for those on teaching-focused or less secure contracts. Issues such as limited career progression, opaque workload distribution and perceived unfairness contribute to dissatisfaction. In some cases, institutional practices and communication (e.g. lack of transparency from leadership) further exacerbate these concerns.

At the same time, several responses emphasise the importance of local support and intrinsic motivation. Positive relationships with colleagues, students and immediate managers are frequently cited as key sources of morale and some respondents describe a strong sense of professional commitment and enjoyment of teaching, even in difficult circumstances. A number of individuals also note coping strategies, such as reducing workload or separating personal wellbeing from work.

Finally, the data highlight a tension between hope and uncertainty. While some respondents see opportunities for positive change at local level, this is often described as fragile and overshadowed by wider structural pressures. Overall, morale appears to be shaped by a combination of systemic challenges and personal resilience, resulting in a workforce that is committed but stretched and uncertain about the future.

Table of Key Themes

Theme	Description	Prevalence
Job insecurity & restructuring	Redundancies, cuts, uncertainty about future	Very high

Sector-wide crisis	Broader concerns about HE and languages nationally	High
Workload & precarity	High workload, insecure contracts, inequitable conditions	High
Lack of recognition	Feeling undervalued by institutions	High
Institutional issues	Poor communication, lack of transparency, misalignment of values	Moderate–high
Positive local environments	Supportive colleagues, good line management	Moderate
Intrinsic motivation	Enjoyment of teaching, commitment to students	Moderate
Coping strategies	Reduced workload, emotional detachment	Low–moderate
Hope vs uncertainty	Possibility of change alongside anxiety about future	High

6.3.2 Perceived Job Security

The chart indicates an average job security rating of 5.03 out of 10, which is almost identical to the morale score (5.13) and similarly reflects a moderate but slightly uncertain overall outlook.

The distribution of responses shows a clear concentration in the lower-to-mid range, with the most frequent ratings being level 4 (n=7) and levels 5 and 7 (n=6 each). A notable number of respondents also selected level 3 (5 respondents) and level 2 (n=4), indicating a significant proportion experiencing low levels of job security.

Higher scores are less frequent, with only 4 respondents at level 8 and 3 at level 9, and no responses at level 10, suggesting that strong confidence in job security is rare. At the lower end, 2 respondents selected level 1, reinforcing the presence of acute insecurity for some individuals.

Overall, the pattern suggests a workforce experiencing widespread uncertainty, with most responses clustered around the midpoint but with a clear lean toward insecurity rather than confidence. The relatively limited number of high scores, combined with a substantial number of low-to-mid ratings, points to a fragile sense of job stability across the sample.

Data Visualisation



6.3.3 Perceived Job Security (Qualitative Perspectives)

The qualitative responses reinforce the quantitative finding of moderate but fragile job security, revealing a strong sense of conditional confidence shaped by institutional context and wider sectoral pressures. A key theme is the role of institutional positioning, with some respondents feeling relatively secure due to working in prestigious institutions, strong recruitment environments, or regions where language provision is unique. In these cases, job security is often framed as comparative or provisional, rather than absolute.

However, this sense of relative protection is tempered by widespread awareness of sector-wide instability, including declining student numbers, financial pressures and the closure of language departments nationally. Many respondents express concern that what is happening elsewhere could easily affect their own institution, creating a persistent background of uncertainty even where current conditions feel stable.

Another prominent theme is the impact of contractual precarity and structural constraints. Short-term contracts, dependence on student numbers and lack of alternative roles within institutions contribute to feelings of vulnerability. Even among those on open-ended contracts, there is recognition that job security is increasingly contingent on factors such as recruitment trends, institutional strategy and leadership decisions.

Several responses also highlight recent or ongoing restructuring, including voluntary redundancies and the perceived vulnerability of areas such as IWLP provision, which are sometimes seen as more expendable. Concerns about potential mergers, programme cuts, or shifting priorities further contribute to a sense of instability.

Overall, the findings suggest that job security is experienced as relative, context-dependent and closely tied to broader sector dynamics, rather than as a stable or guaranteed condition. Confidence in job security tends to be cautious, with many respondents balancing current stability against longer-term uncertainty.

Table of Key Themes

Theme	Description	Prevalence
Conditional security	Feeling secure due to institutional strength or context	High

Sector-wide insecurity	Awareness of cuts and closures across HE	Very high
Contractual precarity	Short-term contracts, dependence on student numbers	High
Structural vulnerability	Limited alternative roles, reliance on teaching income	Moderate–high
Impact of restructuring	Redundancies, mergers, institutional change	High
Institutional protection (perceived)	Russell Group status, regional uniqueness	Moderate
Uncertainty about leadership decisions	Lack of clarity about future strategies	Moderate

6.4 BIGGEST CHALLENGES FACING FLE IN HIGHER EDUCATION

Responses to this question reveal a strong and consistent picture of a field facing structural, cultural and technological challenges, many of which are interconnected. The most prominent theme is declining student recruitment, linked to reduced uptake of languages in schools (especially at GCSE and A-level), perceptions of French being a difficult language to learn and broader scepticism toward humanities degrees. This shrinking pipeline is widely seen as a critical threat to the sustainability of FLE, particularly in Modern Language degree programmes.

Closely related is the issue of perceived lack of value, with respondents highlighting limited understanding and support for languages among governments, institutions and the wider public. Languages are often viewed as non-essential, low-revenue disciplines, particularly in a context where financial pressures and market-driven models prioritise “safe” or more obviously employable subjects. This contributes to the closure or downsizing of language departments and programmes.

Another major theme is the disruptive and transformative role of technology and AI. While some see opportunities, many highlight concerns that translation tools and AI reduce the perceived need for language learning, forcing the sector to rethink its purpose, methods and value proposition. Related to this is the growing dominance of English as a global lingua franca, which further challenges motivation for learning additional languages.

Structural and policy-related factors also emerge strongly, including immigration restrictions, declining international student numbers and the financial model of UK higher education. These factors are compounded by institutional restructuring, cost-cutting measures and increasing staff–student ratios, all of which put additional strain on language provision.

Finally, respondents emphasise internal and pedagogical challenges, including the need to modernise teaching approaches, break down hierarchies within the discipline (e.g. between research and teaching) and better articulate the relevance of languages in addressing global issues. There is also a call for stronger collaboration between schools, universities and policymakers to rebuild the pipeline and reposition languages within the education system.

Table of Key Themes

Theme	Description	Prevalence
Declining student numbers	Reduced uptake in schools and HE	Very high
Perceived lack of value	Limited recognition by institutions, government and public	Very high
Technological disruption (AI)	Impact on relevance and practices	Very high
Financial and structural pressures	Funding models, cost-cutting, restructuring	High
School pipeline issues	Fewer students studying languages before HE	Very high
Globalisation pressures	English dominance, changing motivations	High
Immigration and policy constraints	Reduced international recruitment	Moderate–high
Institutional support and leadership	Lack of awareness or strategic commitment	High
Pedagogical adaptation	Need to innovate and modernise teaching practices	Moderate–high
Disciplinary identity	Maintaining languages as a distinct and valued field	High

6.5 PERCEPTIONS OF FRENCH AS A DISCIPLINE

Responses to this question reveal a clear narrative of gradual decline in perceived relevance, accompanied by a persistent but fragile prestige. French, long regarded as a culturally prestigious language, associated with intellectual depth, history and international standing, appears increasingly out of step with current student perceptions and institutional priorities, resulting in a discipline that is respected but losing ground in attractiveness and strategic importance.

A dominant theme is the decline in student demand, with many respondents noting that French attracts fewer students than before, particularly in comparison with Spanish (perceived as easier and more “useful”) and, to a lesser extent, other languages such as Chinese. This is closely linked to the perception of French as a difficult subject, which can deter potential learners early in the educational pipeline and continues to shape choices at university level.

Another key issue is perceived lack of relevance, especially in a global context where English dominates and AI tools appear to reduce the need for language learning. Respondents frequently highlight that French is no longer seen as practically useful, particularly for employability, despite remaining the most popular language in some institutions. Related to

this is a failure to fully communicate or embed the global and francophone dimension of French, which remains under-recognised beyond academic contexts.

At the same time, several responses point to internal and structural shifts. French is increasingly positioned not as a standalone discipline but as part of broader “languages” provision, sometimes weakening its visibility and identity. There are also indications of changing student profiles, with growing diversity (e.g. heritage speakers or multilingual learners) alongside a perception that French is becoming more socially stratified or associated with certain backgrounds.

Importantly, the data also highlight variation and resilience. In some institutions, French remains popular and valued, particularly as part of joint degrees or for international mobility. Yet even in these cases, respondents often note a downward trend or increasing competition, suggesting that stability may be temporary.

Table of Key Themes

Theme	Description	Prevalence
Declining student demand	Fewer students choosing French degrees or modules	Very high
Competition from other languages	Spanish (especially) and Chinese gaining popularity	Very high
Perceived difficulty	French seen as harder and less accessible	High
Reduced perceived relevance	Questioning of usefulness in a global/AI-driven context	High
Residual prestige	Continued association with cultural and intellectual value	Moderate–high
Weak communication of global French	Francophone dimension under-recognised	Moderate
Structural repositioning	French absorbed into broader “languages” frameworks	Moderate
Changing student demographics	More diverse learners, possible social stratification	Moderate
Institutional variation	Stronger position in some contexts than others	Moderate

6.6 PROMOTING FLE IN HIGHER EDUCATION

Responses to this question point very clearly toward the need for a multi-level, coordinated strategy to promote FLE, combining outreach, structural change and a reframing of the discipline’s value. The most dominant theme is the importance of engagement with schools, with many respondents emphasising outreach activities, partnerships and early intervention as essential to rebuilding the pipeline. This includes not only traditional recruitment efforts (taster

sessions, widening participation events), but also changing perceptions among pupils, parents and teachers, particularly by highlighting the relevance and accessibility of French beyond the classroom.

Closely linked to this is the need for better communication and marketing of the value of French, especially in terms of employability and transferable skills. Respondents stress that languages need to be presented as modern, practical and globally relevant, rather than elitist or outdated. This involves showcasing diverse career pathways, promoting francophone cultures beyond France and connecting language study to real-world issues and opportunities.

Another key theme is the importance of curricular and pedagogical innovation, including more flexible, interdisciplinary and applied approaches. Suggestions include integrating language learning with other disciplines (including sciences), expanding extracurricular opportunities and creating more meaningful, engaging learning experiences that differ from school-based models. This reflects a desire to make FLE both more attractive and more aligned with current student expectations.

At a broader level, several responses highlight the need for systemic and policy-level change, including advocacy with government, embassies and educational bodies. This includes calls for stronger support for languages in schools (e.g. compulsory language learning to GCSE), as well as greater institutional investment and recognition within higher education. Collaboration, both within institutions and internationally, is also seen as crucial to strengthening the field.

Overall, the data suggest that promoting FLE requires not just isolated initiatives, but a comprehensive repositioning of languages education, addressing structural barriers, enhancing visibility and redefining its relevance in contemporary society.

Table of Key Themes

Theme	Description	Prevalence
Outreach to schools	Partnerships, events, early engagement with pupils	Very high
Reframing relevance	Emphasising employability, skills and real-world value	Very high
Marketing and visibility	Campaigns, role models, success stories	High
Pedagogical innovation	Flexible, interdisciplinary and applied learning approaches	High
Policy and advocacy	Government action, curriculum reform, institutional support	High
Collaboration	Between schools, universities and international partners	Moderate–high
Curriculum integration	Linking languages with other disciplines	Moderate
Cultural repositioning	Promoting global francophone identity, diversity	Moderate

Theme	Description	Prevalence
Staff and institutional engagement	Internal collaboration, strategic alignment	Moderate

6.7 ROLE OF FLEUR IN SUPPORTING FLE

Responses to this question highlight a strong perception of FLEUR as a valuable enabling and connecting force, with particular potential to strengthen the field through community-building, advocacy and knowledge-sharing. The most prominent theme is the importance of FLEUR in fostering a professional network for FLE practitioners, providing a space for collaboration, discussion and mutual support across institutions. This is seen as especially important in a context where many challenges are shared, and staff can otherwise feel isolated.

A second key role identified is sharing best practice and supporting professional development, through activities such as webinars, workshops, conferences and the dissemination of innovative teaching approaches. Respondents emphasise the value of FLEUR in helping colleagues adapt to evolving priorities, including pedagogical change, AI and curriculum development.

Another important theme concerns advocacy and visibility. Several responses highlight the potential for FLEUR to act as a collective voice at national level, engaging with policymakers, institutions and other stakeholders to promote the value of languages. This includes producing data, developing marketing materials and supporting broader campaigns to reposition FLE within higher education and beyond.

Collaboration beyond FLE is also seen as essential. Respondents suggest that FLEUR could play a role in building alliances with other language associations, recognising that many challenges such as declining recruitment, funding pressures and technological disruption are shared across the languages sector.

Finally, some responses point to opportunities for new initiatives, including funding schemes, networks for early career researchers, multidisciplinary events and outreach activities. These ideas reflect a desire for FLEUR to act not only as a forum for exchange, but also as a driver of concrete action and innovation.

Table of Key Themes

Theme	Description	Prevalence
Community building	Networking, peer support, shared identity	Very high
Sharing best practice	Workshops, conferences, pedagogical innovation	High
Advocacy and visibility	Promoting FLE to policymakers and institutions	High
Cross-languages collaboration	Working with other language associations	Moderate-high

Professional development	Skills development, adaptation to new challenges	High
New initiatives	Funding, networks, events, outreach projects	Moderate
Resource development	Data, marketing materials, teaching resources	Moderate

7 CONCLUSION

7.1 SUMMARY OF KEY FINDINGS

7.1.1 A Sector Under Structural Pressure

Taken as a whole, the findings reveal a sector under significant and sustained structural pressure, where challenges are driven less by pedagogical change and more by institutional, financial and organisational factors. Across the dataset, respondents consistently report increased workload, declining resources and uncertainty linked to restructuring and job security. These pressures are compounded by staff reductions, recruitment freezes and growing administrative demands, creating an environment in which conditions are widely perceived as deteriorating.

7.1.2 Restructuring and Institutional Change

At an institutional level, the data point to a pattern of partial and uneven restructuring. While some contexts remain stable, others have experienced programme closures, module reductions and organisational reconfiguration. These changes are closely linked to declining student numbers, financial pressures and shifting institutional priorities, resulting in a sector that is in transition.

7.1.3 Workload Intensification and Resource Constraints

One of the most consistent findings is the intensification of workload without corresponding increases in support. Teaching loads have risen, responsibilities have diversified, and access to time and funding, although often formally available, is frequently limited in practice. This results in a clear disconnect between institutional provision and lived experience, particularly for teaching-focused staff, who often face restricted access to resources, fewer opportunities for progression and unequal working conditions.

7.1.4 Stability in Curriculum, Change in Conditions

Because of these pressures, curriculum structures have remained relatively unchanged in a context where respondents would like to innovate through the inclusion of transferrable skills, employability, AI or partnerships. Most respondents report limited substantive change in course design or content, suggesting that staff are being asked to deliver consistent provision under increasingly constrained conditions. This imbalance contributes to workload intensification and reduced capacity for innovation, as staff manage expanding demands within unchanged pedagogical frameworks.

7.1.5 Technology and AI: Incremental Change

The integration of technology and AI represents an area of gradual but uneven development. While digital tools are widely embedded in teaching practice, the adoption of AI remains selective and cautious, particularly in high-stakes areas such as assessment. Although institutional guidelines are now widespread, their clarity and effectiveness vary, reflecting broader uncertainty about how best to integrate AI into pedagogy.

7.1.6 High Engagement, but Constrained Agency

Despite these financial and systemic challenges, there is clear evidence of strong professional engagement. Respondents report high levels of participation in curriculum, assessment and teaching & learning discussions, indicating a committed and active workforce. However, this

engagement is often constrained by top-down decision-making, limited autonomy and insufficient time, leading to a sense that participation does not always translate into meaningful influence.

7.1.7 The Position of Languages and FLE

More broadly, the findings highlight ongoing concerns about the status and sustainability of languages within higher education. French and language study more generally, is widely recognised by respondents for its academic, cultural and societal value, yet they also mentioned that language study is often insufficiently supported. Declining student uptake, weak school pipelines and competition from other disciplines reinforce a sense of fragility, even where provision remains strong in specific contexts.

7.1.8 Resilience and the Need for Strategic Action

Despite these pressures, the data also reveal important elements of resilience and adaptability. Staff remain highly committed to teaching and student support, continue to engage in professional dialogue and show willingness to innovate and respond to emerging challenges, particularly in relation to AI and employability. At the same time, there is a clear call for collective and strategic action, including stronger outreach, clearer articulation of value and greater institutional and policy-level support.

7.1.9 Final Reflection: A Sector in Transition

Overall, the survey portrays FLE in higher education as a field at a critical transitional moment. The key challenge is not simply to sustain existing provision, but to reposition and renew the discipline in response to changing conditions. This will require rethinking systems of governance, improving working conditions and ensuring that language education remains visible, relevant and embedded within institutional priorities.

7.2 FUTURE KEY FOCUS AREAS FOR THE FLEUR ASSOCIATION AND THE SECTOR AS A WHOLE

Building on the survey findings, several **strategic priorities** emerge where the Association could play a **high-impact role** in supporting the sector.

7.2.1 Advocacy and Sector Visibility

A central priority is strengthening the visibility and perceived value of FLE and language learning at institutional and national levels.

- Advocate for languages in education policy (e.g. school pipeline, GCSE/A-level uptake)
- Engage with universities, funding bodies and government stakeholders
- Promote the economic, societal and intercultural value of languages
- Develop evidence-based reports and position papers to support the sector

7.2.2 Research, Data and Evidence Base

To strengthen advocacy and strategic planning:

- Collect and disseminate sector-wide data on language provision
- Document trends in recruitment, staffing and provision
- Highlight case studies of successful practice and innovation
- Build an evidence base to support funding and policy arguments

7.2.3 Cross-Language and Cross-Sector Collaboration

Many challenges are shared across languages:

- Work more closely with other language associations and subject bodies
- Promote a joined-up sector response to common issues (AI, recruitment, funding)
- Encourage interdisciplinary collaboration across departments
- Develop national and international partnerships and Francophone collaborations

7.2.4 Outreach and Pipeline Development

Declining student recruitment is a major concern across responses.

Key actions include:

- Supporting national outreach initiatives with schools and colleges
- Supporting widening participation and diversity initiatives
- Promoting French as a global and inclusive language, beyond traditional narratives
- Providing toolkits for school engagement and recruitment events

7.2.5 Community Building and Professional Support

Given the sense of isolation and uneven support reported, the Association can:

- Strengthen networks across institutions

- Support teaching-focused staff, including but not restricted to early-career teacher
- Create spaces for collaboration and peer exchange (special interest groups, forums)
- Foster a stronger sense of shared identity across the profession

7.2.6 Professional Development and Pedagogical Innovation

Respondents emphasise the need for ongoing development and innovation:

- Offer training workshops, webinars and conferences
- Support development in teaching-led scholarship and pedagogical research
- Share best practice in areas such as:
 - Integrating content and language
 - Assessment design
 - Intercultural teaching approaches
- Address skills gaps, particularly for teaching-focused staff with limited CPD access

7.2.7 Supporting Equity, Inclusion and Career Structures

Structural inequalities emerged clearly in the data:

- Advocate for fairer recognition of teaching-focused roles
- Support career development and promotion applications
- Promote inclusive practices (student and staff perspectives)
- Advocate on issues related to precarity, workload and unequal access to resources

7.2.8 Reframing Value: Employability and Transferable Skills

The survey shows strong demand for a clearer articulation of value. The Association could:

- Develop resources showcasing career pathways for language graduates
- Build links with employers and industry partners
- Promote transferable skills (communication, intercultural competence, critical thinking)
- Support institutions in embedding employability within curricula

7.2.9 AI, Technology and Assessment

AI is a major emerging challenge and opportunity:

- Provide discipline-specific guidance on AI use in teaching and assessment
- Develop shared frameworks and exemplars (e.g. AI-resilient assessment)
- Facilitate critical and pedagogical engagement with AI
- Support staff in navigating ethical, practical and institutional tensions

7.2.10 Strategic Vision and Future Positioning of FLE

Finally, the Association has a key role in shaping the future of the discipline:

- Lead discussion on what FLE should look like in the context of GenAI and globalisation.
- Promote innovative, interdisciplinary and globally relevant models
- Encourage a shift from defensive to proactive positioning
- Help define a clear, future-oriented identity for FLE in HE

The Association's future role is not only to support practitioners, but to act as a connector, advocate and strategic driver, helping the field move from a position of reactive adaptation to proactive renewal in a rapidly changing higher education landscape.

7.3 APPENDIX: SURVEY QUESTIONS

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Questionnaire FLEUR

YOUR PROFILE

1. What is your affiliation in your institution? (please, select all that apply)
a language department / a language centre / another academic department (e.g. education, business, other) / a service within a university (e.g. international office, student support) / Other
2. Which of the UK's constituent nations is your institution based in?
England /Northern Ireland/Scotland/Wales
3. What is your job title?
Associate Tutor / Tutor / Language Assistant / Assistant Teaching Fellow / Teaching Fellow / Senior Teaching Fellow / Assistant Lecturer / Lecturer / Associate Lecturer / Senior Lecturer / Assistant Professor / Associate Professor / Reader / Professor / Other
4. Do your responsibilities include? (Tick all which apply)

Teaching and assessment / Curriculum or Material development (including exams) /
Coordination of a module, a course or a series of modules or courses / Coordination of a team /
Line Management / Pastoral Support/ Admin Role / Academic supervision / Other Roles

4b. "Other roles" - please specify.

TERMS & CONDITIONS

5. Which type of contract applied to your main role?
Open-ended full time / open-ended part time / fixed-term full time (including rolling fixed-term contracts) / fixed-term part time (including rolling fixed-term contracts) / hourly-paid /prefer not to say
6. Are you entitled to/do you currently benefit from the following:
 - Time allocation for research
 - Time allocation for scholarship (in the sense of scholarship of teaching and learning)
 - Time allocation to attend CPD courses
 - Budget to attend courses and/or conferences
 - Budget to buy books and/or other teaching & learning materials
 - Budget for access to AI online tools specific to language teaching and learning

6b. Do you experience any challenges in accessing these resources/these benefits?
Yes/No/I don't know

6c. Please comment on access to resources/benefits.

6d. How has access to these resources/these benefits evolved over the last 2 years?
Improved/No change/Declined

7. Overall, how have your working conditions evolved over the last 2 years?
Significantly improved/slightly improved/no change/slightly deteriorated/significantly deteriorated/not applicable

7b. Please explain what has changed most noticeably. Tick all that apply:
Workload/Flexibility/Support/Salary/Recognition/Job security/Management/Other

7c. Please explain the reasons behind this change (if any). (number of students, institutional change, teaching load, administrative tasks, new workload model...)

7d. How has your workload evolved over the last 2 years?
Significantly increased/somewhat increased/no change/somewhat decreased/significantly decreased

8. What changes do you think are necessary to improve your working conditions?

CURRICULUM AND ASSESSMENT

9. Please provide the number of different courses you teach each week (e.g. literature year 1, French language module 2, grammar year 2, French oral class year 1 = 4 different courses...)

10. Have there been any significant changes in the curriculum within your institution/department/section over the last 2 years?
Yes/no/other

10.b Do you contribute to discussions on curriculum within your department/section?
Yes/no/other

10c. If you wish to comment on the two questions above, re: the curriculum, please add your comments here. You may also want to include how you view these changes.

11. Have there been any significant changes in the assessment practices (exams, marking criteria/feedback...) within your institution/department/section over the last 2 years?
Yes/no/other

11b. Do you contribute to discussions on assessment practices within your department/section?

11c. If you wish to comment on the two questions above, re: assessment practices, please add your comments here. You may also want to include how you view these changes.

12. Have there been any significant changes in teaching and learning practices within your institution/department/section over the last 2 years?

12b. Do you contribute to discussions on teaching and learning practices within your department/section?

12c. If you wish to comment on the two questions above, re: teaching and learning practices, please add your comments here. You may also want to include how you view these changes.

13. What technology do you use in your teaching (inside and outside the classroom)?

VLE (Moodle/Blackboard/Canvas) / Workspace app (such as MS Teams, Zoom, ...) / Online teaching material accompanying a textbook / Online learning apps (padlet, quizlet, Kahoot, Mentimeter) / AI-powered tools/ Other:

14. How (if at all) do you use generative AI tools (ChatGPT, Copilot, Gemini, Claude AI...) in your teaching practices?

creating lesson plans, generating materials, providing feedback, marking, communicating with students, as a metacognitive tool, other, I do not use any AI tools

15. Do you allow students to use generative AI tools as part of their learning?

Yes/no/sometimes

16. How do you support or guide students in the use of generative AI tools? (examples: discussions, guidance on academic integrity, guidelines, specific activities, ...)

17. Do you use generative AI tools to design and/or produce assessment?

Regularly/occasionally/experimentally/no, but I am considering it/no, and I do not intend to/no, and I am not allowed to

18. Has your institution published guidelines on Academic Integrity and the use of Generative AI? Yes/No/Don't Know

18b. Has your Department/Language Centre developed its own set of AI guidelines?

Yes/No/I don't Know

19. Do you wish to/Please comment on the clarity and effectiveness of these guidelines?

SECTOR

20. Have there been any restructuring or institutional changes to language provision in your institution over the past 2 years?

Yes, significant/yes, some changes/no change/not sure

20b. If you have any comments about the above question about restructuring or institutional changes to language provision.

21. How do you think language modules/courses are perceived within your institution? To what extent does leadership in your institution support languages? Likert scale (0 to 10)

21b. Please elaborate if you wish (academic value, relevance, ...)

22. What are your institution's essential criteria for language teaching positions (if any)?

22b. How have they evolved over the past 2 years?

23. How has the course offer in your institution evolved over the last 2 years (number of courses offered, number of students per class, possibility given to students to take a language course, etc)?

24. What is your institution's position on integrating Degree programmes with IWLP courses, versus keeping them separate? How do you perceive the benefits or drawbacks of each approach?

25. How do NSS results impact your role, workload and working conditions?

Very positively/positively/neither positively nor negatively/negatively/very negatively/don't know/not applicable

25b. Please comment on the impact of the NSS results, if any.

26. What do you feel are the three most pressing areas which need focusing on in FLE?
Please select up to 3 options: Assessment/ Decolonisation/ EDI/ Employability/
Inclusive language/ Integrating content and language/ Intercultural communication/
Sustainability / Technology and/or AI/ Transferrable skills

26b Are there other areas you feel should be explored?

WELLBEING/MORALE

27. Do you feel you have a voice and/or are given a role in the running of your department/section/centre?

Always/often/sometimes/rarely/never

27b How has this changed over the last 2 years?

Significantly improved/somewhat improved/no change/somewhat decreased/significantly decreased

27c. Please add a comment to the above two questions re: your role in the running of your department/section/centre if you wish:

28. On a scale from 0 to 10, how would you rate your morale right now?

28b. Please add a comment to Question 28 if you wish.

29. How secure do you feel your job is? (1- 10 scale)

29b. Please add a comment to Question 29 if you wish.

OPPORTUNITIES and ROLE OF THE FLEUR NETWORK

30. What do you think are the biggest challenges facing FLE in Higher Education?

31. How do you feel French is perceived as a discipline? Have you noticed a shift in recent years?

32. What kind of initiatives do you think would be most useful to promote FLE in Higher Education?

33. How do you see the role of FLEUR in supporting these initiatives?