

Information and Notices

The English Subject Centre Report Series

Our Report Series is now well-established with several titles already published and several more imminent. Copies of all reports are, or will be, available on our website, and most are circulated in paper form to English Departments in the UK. Further copies are available on request, subject to availability.

Published Reports:

Report no. 1, *Admission Trends in Undergraduate English: statistics and attitudes*, Sadie Williams, April 2002
ISBN 0 90219 443 7

URL: www.english.ltsn.ac.uk/resources/general/publications/reports/Admission.pdf

Report no. 2, *The English Degree and Graduate Careers*, John Brennan and Ruth Williams, January 2003
ISBN 0 90219 463 1

URL: www.english.ltsn.ac.uk/resources/general/publications/reports/gradcareers.pdf

Report no. 3, *Postgraduate Training in Research Methods: Current Practice and Future Needs in English*, Sadie Williams, February 2003
ISBN 0 90219 4 68 2

URL: www.english.ltsn.ac.uk/resources/general/publications/reports/PGtraining.pdf

Report no. 4, *Good Practice Guide: Access and Widening Participation*, Siobhán Holland, February 2003,
ISBN 0 90219 473 9

URL: www.english.ltsn.ac.uk/resources/general/publications/guides/AWPguide.pdf

Report no. 5, *English and IT*, Michael Hanrahan, December 2002

URL: www.english.ltsn.ac.uk/resources/general/publications/reports/C&ITReport.pdf

Report no. 6, *Good Practice Guide: Creative Writing*, Siobhán Holland, February 2003,
ISBN 0 902 19478 X

URL: www.english.ltsn.ac.uk/resources/general/publications/guides/CWguide.pdf

Forthcoming:

Report no. 7, *External Examining*, Philip Martin, March 2003

URL: www.english.ltsn.ac.uk/resources/general/publications/guides/Externalexam.pdf

Report no. 8, *Survey of the English Curriculum and Teaching in UK higher education*, the Halcrow Group, Jane Gawthrope and Philip Martin

Report no. 9, *Good Practice Guide: Part-time teaching*, Siobhán Holland.

Statistical sources: a brief guide

Finding statistics relating to HE can be a time-consuming and frustrating business. Listed below are some of the most common sources of online statistics: 'starting blocks' to help you get going a little faster. The list is of course by no means exhaustive, and if you have found another site particularly helpful, please let us know. The English Subject Centre's survey of the English Curriculum and Teaching, to be published in the late spring, will give an additional rich source of data specific to the subject.

Higher Education Statistical Agency (HESA)

www.hesa.ac.uk

In its 'Public Information' section, HESA contains statistics relating to students, staff, first destinations and university finance. Statistics for English per se are not available, being included in a broader 'humanities' category. There is a facility called HOLIS to enable the comparison of one institution with others selected by the user and Management Information tables (accessible only from the ac.uk domain) which contain tables for research income, staff and student FTEs.

Higher Education Funding Council for England

www.hefce.ac.uk/Pubs/

Many HEFCE reports and circulars are statistical in nature. These pages list the publications available by year. The Performance Indicator tables are also available at: www.hefce.ac.uk/Learning/perfind/2002/

The Times Higher Education Supplement (THES)

www.thes.co.uk/Statistics

The THES publishes a range of statistics, often drawn from primary sources. A subscription to the THES is required to access this data. The current highlights include for example:

- Vice-chancellors' pay 2001-2002
- HEFCE performance indicators 1999-2001
- The shape of further education 2001
- Senior university staff pay 2002
- Higher education trends 2002
- Teacher Training Agency trends 2002
- University entry standards 2000
- University league tables 2002

UCAS

www.ucas.ac.uk/figures/archive/archive.html

The UCAS archive contains data on HE applicants going back to 1994 entry. Both simple and more sophisticated interfaces are provided. Categories include: subject of study, age distribution, region of domicile, educational background and qualifications, ethnic origin, social class, and gender.

Universities UK (UUK)

www.universitiesuk.ac.uk

UUK publishes a statistical factsheet for UK HE which is available on their website. There is also a higher education pay and prices index (HEPPI) and an annual survey of tuition fees for overseas students.

Association of University Teachers (AUT)

www.aut.org.uk/pandp/publication-main.html

Many AUT publications are statistical in nature. As well as giving a particular slant on primary data, they are also commissioned surveys on, for example, stress. As one might expect, the site is particularly strong on issues relating to pay, economics of HE, and equality issues.

Prospects

www.prospects.ac.uk

Prospects is the website of CSU, the Higher Education Career Services Unit. In its 'jobs and work' section, it provides data on graduate career paths, and is one of the few sources to give data for English per se.

English in UK HE: a statistical update

At the request of the LTSN, the Higher Education Statistical Agency (www.hesa.ac.uk) have made available to Subject Centres some special analyses of their data presented in appropriate subject groupings. (Data is more usually presented in broad subject groupings such as ‘humanities’ making it impossible to gather data for English specifically.) Where comparisons are given here for other subjects,

these are based on subject groupings corresponding to the remit of the LTSN Subject Centres and are therefore not the usual HESA categories. We present here some selections of this data: we may be able to provide enquirers with other figures not included depending on the nature of their request.

Further information: **Jane Gawthrope**

Degree Classes – 2000 HESA data

Students obtaining a classified degree from their first degree course

Class of degree	English		History, Archaeology & Classics		Languages, Linguistics & Area Studies		Philosophical and Religious Studies	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
First class	448	9%	701	9%	1224	9%	327	7%
Upper second	2969	60%	4550	60%	7527	60%	2358	54%
Lower second	1439	29%	2105	28%	3876	30%	1487	34%
Third	108	2%	159	2%	330	2%	166	4%
Total	4964		7515		12957		4338	

Comment: this data shows a high degree of correspondence between the percentages in each degree class in humanities subjects. Philosophical and Religious Studies however has a slightly lower percentage of firsts and upper seconds and a higher percentage of lower seconds and thirds.

Disability Data for English – 2000 HESA data

Registered population

Disability	Number
An unseen disability	444
Blind/are partially sighted	42
Deaf/have a hearing impairment	60
Dyslexia	201
Mental health difficulties	60
Multiple disabilities	35
No known disability	24,750
Other disability	162
Personal care support	2
Unknown	931
Wheelchair user/mobility difficulties	68
Grand total	26,755

Comment: This data indicates that over 92% of English students have no known disability. Of those with a disability, the largest category is ‘unseen’ and almost 0.8% of students have dyslexia.

Entry Qualifications: A-Level and Scottish Higher entrants

Students with A-Levels or Scottish Higher points as their highest qualification on entry discounting those with missing or 0 points. (A high points score is 25 or more, a low less than 10.)

Score	English		History, Archaeology & Classics		Languages, Linguistics & Area Studies		Philosophical and Religious Studies	
	Count	%	Count	%	Count	%	Count	%
High	1545	32%	2708	36%	4458	32%	1139	27%
Medium	2768	56%	4249	57%	7915	58%	2489	58%
Low	590	12%	534	7%	1246	9%	636	15%
Unknown	2	—	7	—	92	1%	8	—
Total	4904		7498		13711		4272	

Comment: This data suggests a broadly similar level of entry qualification amongst humanities subjects, although philosophical and religious studies recruits only 27% of its students from the 'high' category as compared with 36% for history, archaeology and classics and 32% for English.

Recruitment Rates to English 1996 to 2000

Counts students embarking on the first year of their programme who are registered on the 1st Dec.

	2000	%	1999	%	1998	%	1997	%	1996	%
Gender										
Females	7987	76	7735	75	7492	75	5483	70	5145	70
Males	2568	24	2562	25	2460	25	2253	30	2158	30
Total	10555		10297		9952		7736		7303	
Mode of study										
Full time	9148	86.5	8974	87	8726	87.5	6475	83.5	5855	80
Part time	1355	13	1243	12	1208	12	1221	16	1421	19.5
Other	52	.5	80	1	18	.5	40	.5	27	.5
Total	10555		10297		9952		7736		7303	
Level of study										
Postgraduate	2817	27	2657	26	2574	26	1013	13	1034	14
Undergraduate	7738	73	7640	74	7378	74	6723	87	6269	86
Total	10555		10297		9952		7736		7303	
Fee status										
Overseas	1218	11.5	1471	14	1373	14	1587	20.5	1283	17.5
UK	9337	88.5	8826	86	8579	86	6149	79.5	6020	82.5
Total	10555		10297		9952		7736		7303	

Comment: The gender gap in English appears to be widening, with the 70:30 ratio of males to females in 1996 and 1997 moving to a 75:25 ratio in the three latest years. The number of part-time students in the first year has declined slightly in the five-year period, but this represents a substantial decline in the percentage of students overall. Numbers of postgraduate students have more than doubled over the period, so that by 2000 they represent 27% of students in the first year of their programme. The total number of first year undergraduates has increased from 6269 to 7738 over the period, an increase of 23%. The percentage of first year overseas students has fallen from 17.5% in 1996 to 11.5% in 2000, and they are also declining in real numbers.