

The Taught MA in English

Samantha Smith

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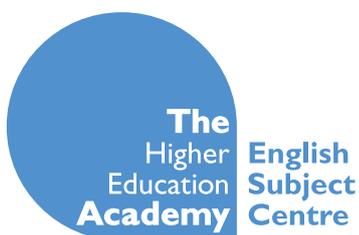
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Samantha Smith

with a foreword by Jacqueline Labbe

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The Author

Samantha Smith graduated with a BA and MA in English from the University of Exeter. She is managing editor of Transition Tradition - a website (www.transitiontradition.com), publication and online portal for students and graduates making the transition into work.

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Foreword

Professor Jacqueline Labbe,
University of Warwick

In a recent consultation document published by the QAA on doctoral degrees, the question of whether the MA should be a compulsory degree for those wishing to pursue a PhD was posed (see www.qaa.ac.uk/academicinfrastructure/doctoralProg/default.asp). Underlying this seems to be an assumption that the MA functions almost solely as a bridge degree, preparing students for PhD study and, eventually, a career in academia. Partly following from the Bologna process, which seeks to harmonize postgraduate degree structures and outcomes across Europe, this question situates MA study in research terms, even as the standard European MA, which lasts for between 18-24 months, constructs its students as researchers. The UK has, of course, opted out of this MA format, preferring to maintain its standard of a 12-month full-time (24-month part-time) degree. But, at least in English studies, it has not yet engaged with the question of the function of the MA degree in an educational market that is increasingly professionalised, monitored, surveyed, and assessed. Why do students enrol for MA degrees? Why do we teach MA modules and devise or redevelop MA courses? What does completing an MA in any aspect of English studies give to students that the BA does not? What do MA students give their teachers and supervisors that undergraduates don't? Or, to rephrase, what, besides duration and cost, makes the MA degree distinct from the BA?

The English Subject Centre report on the 'Taught MA in English' seeks to answer, or at least open up, some of these questions. Over the last ten to fifteen years, the English MA degree in the UK has developed into an academic industry, and yet the disparities in expectations of staff and students are wide.

Meeting Different Needs

Part of this is a function of the expansion of higher education since the late 1980s; as undergraduate numbers have crept up, and teaching styles and academic content has evolved to deal with this, the smaller size of the MA cohort, once the standard in UK higher education, has become both an attraction of the degree and one of the difficulties with it. From an HEI point of view, does a course that averages 30 students represent the best use of campus resources? From a Head of Department's point of view, can a class size of, say, 8 be sustained when an introductory first-year module enrolling 200 needs staffing? And from a student's point of view, are their interests in specific literatures compatible with funding bodies' requirements that 'skills' be taught alongside texts? For the student who sees an MA in English Literature as the culmination of his or her study, a compulsory 'research methods' module may appear a waste of time. But for the tutor who teaches it, the idea that its content might cater to each individual student's needs or wants is hardly

feasible. Although few departments would seek to define their MA course as either terminal (the 3 + 1) model or preparatory (the 1 + 3 model), can a single MA course be both?

'Topping-Up' the BA

For the student approaching an MA as a kind of top-up to BA studies, the attractions of the degree would seem to be the chance to study texts in greater depth than at undergraduate level, the chance to focus one's studies on a period or an approach or a genre in advanced ways, or perhaps even the chance to write at greater length on issues and ideas that have interested the student in the past. For this student, the aim might be personal and intellectual development, with the added benefit that 'real world' decisions can be put off for a short period. Of course, there is the very real-world matter of MA fees, but for every student who sees this as a bar to MA study, not wishing to add to existing debt, there will be the student who considers the additional debt as less terrifying than the prospect of beginning to pay it off, which will occupy most graduates currently whose fees are repaid after gaining the BA, getting a job, and earning the minimal salary of £15,000. For these students, defining the requirements of the MA will derive from their understanding of the BA: the MA is somehow 'more than' a BA but an end in itself. Finally, this student can attempt to settle questions encountered as an undergraduate.

Training for the PhD

For the student for whom the MA is, essentially, basic training for the PhD, the degree will be less about settling questions than opening them up. This student may want to study a general degree that ranges widely, in order to gain a bedrock of knowledge and experience, or he/she may begin to attain the specialist education that the PhD will rely on. For this student, the degree is about the future rather than the past; it is about how the MA functions as the precursor to a thesis rather than as the conclusion to a variety of discrete modules. The MA, rather than staving off the real world, is the entry to the world this student wants to inhabit. The small sample of the following report, of course, hides the fact that most MA students are self-funding, as are most PhD students, so for this apprentice academic the accumulation of debt becomes a correlative sacrifice, perhaps a spur, but seldom an absolute inhibitor.

And then there are the students who change their minds, as evidenced by a student quoted in the report: MA study ends up showing them what they don't want to do. The student in the report realized that higher research was not, after all, what he/she enjoyed; for others, the course intended to lay the sticks straight unexpectedly shows the allure of reshuffling them.

Same Degree, Different Constituencies

This rehearsal of student assumptions and expectations highlights, of course, the fundamental difficulties the degree presents for academics. As Convenor of my own department's MA in English Literature, I recently surveyed my colleagues about their expectations and understanding of the degree. The statements 'I find MA teaching rewarding/more useful than UG teaching for trying out new research questions and ideas' garnered almost 100% agreement. On the other hand, 'I think MA students regularly disappoint me with gaps in knowledge and lower-than-expected abilities' gained nearly three times the responses of 'I think MA students are better (more well-prepared, better thinkers and writers) than undergrads'. For my colleagues, the MA degree operates simultaneously on the 3+1 and 1+3 model, which means that as tutors we are teaching material, without variation, to fundamentally disparate groups at one and the same time. My department is not unique, as the report makes clear. What one respondent characterizes as the 'root paradox' of MA teaching is the fact that the same degree is offered to constituencies with very different, even opposing, goals. Can a single degree really operate as the culmination of studies and as the gateway to higher studies? Can we, as academics, satisfy the very different intellectual aspirations these two positions represent with one module document, one set of aims and objectives, one set of marking criteria, one mode of classroom delivery?

Research Methods Modules

If we examine what could appear to be the one aspect of MA study that is most conducive to the notion of transferable skills, the research methods module most MAs now make compulsory: this is the very aspect that has developed almost exclusively as a result of the requirements of the AHRC. What used to be an implicit form of instruction, a learning through doing, now requires a measurable output, something that can be assessed, but which is also linked explicitly to research training. Although the AHRC funds a minority of doctoral students, and even fewer MA students, virtually all postgraduate students now complete some kind of research methods portfolio or assignment, most at MA level. For many academics, this represents an impossible task, the quantifying of skills which are by definition unmeasurable. For others, there are clear 'core methodologies' that can be taught and assessed. Whatever one's personal attitude towards this kind of training, its very existence indicates an assumption that, for funding bodies at least, the MA represents more than the 3+1 model expects. Indeed, given the 'core methodologies' that often make up such skills modules – bibliographies, theories of 'the book', various theoretical and critical approaches to texts, even constructing conference paper abstracts – the assumption that the MA means more than topping up one's BA is built into the very fabric of the degree.

Income and Overseas Students

Another 'root paradox' of the MA degree, of course, is the extent to which it is viewed as an income-generating exercise by an HEI. Although the fees paid by home/EU students may

not recoup costs as defined by administrations: staff time, use of teaching rooms, increased library provisions, much ground can be made up by enrolling foreign students who pay much higher fees. Non-EU students make up nearly one-fifth of the cohort of total MA students, and most colleagues across the sector are probably familiar with a certain implicit pressure to admit such students without, of course, compromising academic standards. This said, I'm sure my department is not the only one to have developed a specific module aimed at informing and educating non-EU students, as well as those for whom English is not their first language, in the standards and structures of UK-style literary criticism. Certainly, this performs a service to students, but given the nature of the English MA, which often concentrates on a dissertation and has at most four taught modules, it is an open question whether requiring foreign students to devote at least 25% of their taught component to this kind of study allows them to experience MA-level study fully. Since this aspect of the non-EU student experience is not about intelligence, but rather about preparedness, once again the definition of the MA is core. For many courses, it is the presence of non-EU students that creates the critical mass that allows the MA, from an HEI point of view, to be credible. An MA tutor may well feel that a module or a course is credible based on what students learn and how that knowledge is utilized independently in essays and dissertations. In addition, as the report makes clear, lecturers value MA modules precisely because they feel they can discuss texts at a more advanced level than is possible with undergraduates, and they can expect more from their students. How does this sit with the needs of 'an increasingly diverse cohort' (Section 6.4), whose group playing field is not level even setting aside the question of very different career goals?

Structural Problems

The MA in English suffers from a mismatch between student and staff expectations and assumptions and from the multiple roles it plays for both. Staff dedication to MA teaching is often accompanied by frustration at student limitations, or frustrations at administrative burdens, or both. Student enjoyment of MA learning can be compromised by unrealistic views of what they are meant to be doing and unclear understandings of what, exactly, doing MA work entails, either in the classroom or when writing essays and dissertations. HEI support for MA programs can wither as soon as numbers dip below an artificial line that has little to do with academic content and value and everything to do with cost. If MA programs help departments cultivate their PhD numbers, is this compatible with admitting students for whom the MA is the terminal degree? If the students' presence helps departments identify their intellectual cultures, are diverse cohorts a support or a hindrance? If students increasingly see the MA as an end in itself, do staff expectations that it exists to begin to train future academics underpin expressed student anxieties? The report indicates that, for the majority of staff, MA teaching – that is, the classroom experience – remains richly rewarding. It is less clear that this enthusiasm can compensate for the structural problems the report glosses.

Time for a Debate?

It may be that the discipline as a whole needs to consider and debate the fundamental rationale for the MA degree. The tensions that currently exist between HEI requirements and departmental priorities could be one area for discussion. Another surely should be the ramifications of allowing a single MA course to function as both a terminal and a preparatory degree. Following from this could be a re-evaluation of the necessary components for the degree, and here I am thinking about the skills question. If we as a discipline feel that there are quantifiable and assessable skills associated with MA study and detachable from the traditional classroom and essay-writing experience, perhaps we should try to agree on them. On the other hand, if the imposition of a skills agenda by research funding councils is an artificial device to justify the spending of public money, maybe it is time we asserted this. Either way, the skills aspect of MA (and PhD) study has been developing ad hoc and without clear goals or content, and as the report shows, the reaction to this is contradictory and ultimately confusing for staff and students alike.

Employability

The report's final section, on 'employability', raises interesting questions about the inherent value of a higher arts-based degree for the non-academic community. Moreover, it suggests that this community may view the MA, ironically, as just the kind of preparatory degree that academics do. The 3+1 model that attracts a significant proportion of students, then, needs establishing from an employer's point of view as well. Perhaps there is a way to approach the degree that prioritizes its academic identity but also recognizes that for most students it represents the end of their academic careers. What seems untenable, however, is to maintain the assumption that the degree can satisfy various and competing assumptions of meaning and identity. Why do we teach MA modules? Because we love the possibilities they reveal – in our students and ourselves. Why, then, should we bother interrogating the structure and meaning of the degree? Because to ignore its paradoxes would be to shut down the very possibilities MA teaching and learning enables.

1. Executive Summary

This report explores the costs and benefits for staff and students of the taught postgraduate degree in English. The ability to articulate the unique benefits of taught postgraduate provision in English to staff, students and the wider community is increasingly important in a changing higher education landscape.

The report also considers national trends in recruitment and course provision. Thereby the study aims to assist departments in course planning, delivery and development. In the broadest terms this study asks, who are the individuals undertaking Masters programmes, what are their motivations and expectations, and how are courses currently meeting their needs?

1.1 The Current Climate

The study was conducted in two main parts: by commissioning HESA (Higher Education Statistics Agency, www.hesa.ac.uk/) data and gathering information about course provision and also through carrying out interviews with individuals and groups.

1.1.1 Student Numbers and Profile

The HESA (Higher Education Statistics Agency, www.hesa.ac.uk/) data presented in this study indicates remarkably consistent recruitment to taught Masters programmes in English, 3129 students enrolled in 2002/03, 3550 in 2003/04, rising slightly to 3542 enrolments in 2004/05. However, an error with HESA data collection from the Open University in 2002/03 could partially account for this increase.

Number of Taught Masters Students in Category Q3 English Studies

Academic Year	Number of Student Enrolments
2002/03	3129
2003/04	3550
2004/05	3542

Source: HESA Student Record 2002/03, 2003/04, 2004/05

Despite overall consistency in the levels of enrolment, the data presented shows small shifts in the age and highest previous qualification of taught masters students. Although the percentage decrease in the number of Masters students with an undergraduate degree as their highest previous qualification is small – falling from 63.5% in 2002/03 to 58% in 2004/05 – it may prove an early indication of significant shifts within the Masters population. The further diversification of the taught postgraduate cohort is not immediately evident from age group data.

In 2002/03 and 2004/05 approximately 42% of the MA population were aged 21-24 and 58% were 25 and over. Respondent opinion in interviews and focus groups suggested shifts in highest previous qualification and age within the MA population were anticipated as a result of increased financial pressure on the undergraduate population. However, although taught postgraduate courses are obviously susceptible to change in the wider higher education landscape, there is no immediate indication that changes to undergraduate fee structures have significantly impacted upon recruitment. This may be due to the corresponding targets to increase

undergraduate admissions and the increased use of the MA as the 'exit qualification' for those wishing to differentiate themselves in the growing graduate marketplace.

1.1.2 Programme Structures

An unexpected benefit of the financial pressure on universities to rationalise provision has been an increased sense of intellectual community resulting from taught postgraduate degrees. Shared core courses and skills training, although not universally popular, have introduced a base level from which students can develop with their peers and created opportunities in which to interact. The provision of broader 'umbrella' structured Masters programmes is at present protecting 'niche' subjects at this level. From interviews it became clear that staff feel market forces are gradually coming to bear on course selection. This has led to the privileging of broadly based subjects, which can support a greater variety of 'niche' student interests without the need for further resources.

1.1.3 Number of Programmes

The survey of courses carried out for this study shows a small decrease in the number of taught postgraduate programmes from 289 individual courses in 2004, to a total of 277 courses in 2006. Overall taught postgraduate programme provision remains buoyant with new courses being accredited each year. An increasing rationalisation may account for the small drop in course numbers, as broadly themed programmes allow students to pursue multiple pathways within a single course structure.

1.2 Benefits of the taught postgraduate degree in English studies

The taught postgraduate programme in English will always be in part a liminal qualification; the MA is a gateway to postgraduate research but also an exit qualification and this duality remains both its strength and weakness. This study has clearly identified a unique set of benefits arising for staff, students and institutions as a result of taught postgraduate provision.

For Students

- Testing and training ground for students considering a research degree or career in academia
- Completion of academic studies for those who haven't satisfied their academic interest after three years
- Opportunity to pursue an area of particular interest for returning students
- Qualification to enhance employability and differentiate individual within the graduate marketplace

For Staff and Departments

- Creation of a unique shared culture and intellectual community
- Presence of potential doctoral candidates
- Postgraduate teaching opportunities for staff
- Research-led teaching enabling staff development

Speaking to individuals who teach and learn on taught postgraduate courses (and the academic staff we interviewed were clear that at Masters level these two roles can become interchangeable) it became evident that, when pushed, individuals could articulate a very specific set of benefits arising specifically from the unique nature of these programmes.

However, there was a sense that these implicit ideas rarely needed to be made explicit within the academic community and that this created difficulties when attempting to articulate taught programme benefits to external groups such as family/friends and employers.

1.2.1 Future Scenarios

With an increasing level of participation in higher education at first degree level, the appeal of short taught postgraduate programmes for both employers and graduates could increase. However there is also a risk that others will be dissuaded by financial considerations after graduation – especially if they are unconvinced of the role and benefits of an interim qualification.

2. Introduction

The English Subject Centre, a subject centre of the Higher Education Academy, exists to support teaching and learning in English Literature, Language and Creative Writing. The Subject Centre aims to promote high quality teaching and learning within the discipline and as part of its remit seeks to respond to policy issues on behalf of its community.

This report was commissioned for two main reasons. The primary reason was that through its extensive contacts with the English Subject community, the Subject Centre had become aware that the recent changes to undergraduate funding structures had led to concern about the possible impact upon recruitment to taught postgraduate programmes (hereafter referred to as 'MAs'). The English Subject Centre therefore commissioned this study to provide an overview of current MA provision and to offer both staff and student perspectives on the costs and benefits of taught postgraduate study.

Secondly, although two previous English Subject Centre reports (*Four Perspectives on Transition* by Andrew Green in 2005 and *Admission Trends in Undergraduate English* by Sadie Williams in 2002) had focused on the transition from school to university, the Subject Centre is equally interested in the transition from undergraduate to postgraduate study and beyond. This study is intended to identify key trends in taught postgraduate provision and provide a starting point for further discussion of the function and delivery of MAs in English studies.

2.1 Intentions

This report offers an initial insight into MA provision and identifies some of the key costs and benefits for stakeholder groups. It covers:

Current provision

1. Profile of postgraduate students in terms of age, gender, domicile, mode of study and qualification upon entry between 2002/03 and 2004/05.
2. Survey of the number and types of courses available as part of the current taught postgraduate provision in English studies.
3. Changes to course structure and delivery.
4. Research skills and methodology modules.

The departmental experience

1. Student recruitment and marketing.
2. Trends in recruitment over the last three years.
3. The costs and benefits (both financial and non-financial) of taught postgraduate courses.
4. The external pressures (from the wider institution or beyond) in relation to postgraduate provision.
5. Internal pressures faced by departments to find resources.

The student perspective

1. Student backgrounds and modes of entry.
2. Is the MA the stepping-stone for a career in academia or a self-contained 'package'?
3. Is proximity to 'home' a consideration for the MA in a way that it may not be for undergraduate degrees?

The external perception

1. How do staff and students feel the taught postgraduate degree is viewed externally?
2. What expectations are there regarding the masters programme and employability?

This study does not enter into a detailed consideration of teaching methods or particular course curricula. The exception to this is in the treatment of the core research methodology modules provided by departments which remains subject to review across the discipline.

3. Wider Context

Due to the nature of MAs both student finance regimes and recruitment shifts at undergraduate level might affect future demand. There has been increasing concern within the English subject community regarding the impact of changes to the undergraduate funding structure and government targets for participation in higher education.

3.1 Tuition Fees

Since the introduction of tuition fees in 1997 the average student debt on graduation has risen from a mean of £2,212 in 1994 to £13,501 (actual debt) in 2005 (Barclays Annual Graduate Survey, Feb – Mar 2005). The Higher Education Act of 2004 reintroduced a limited maintenance grant system, but also introduced variable fees capped at £3,000 per year payable upon graduation when income reaches at least £15,000. However the financing of higher education has remained a contentious issue. The Government has promised a review by an independent commission into the impact of variable fees, and that any increase in fees would have to be approved by a vote in Parliament. This review, and likely resultant vote are expected to take place in 2009/10 – the point by which the government hopes to have achieved its goal of 50% participation in higher education.

3.2 Participation Rates

This expansion of the numbers of people participating in higher education remains one of the primary aims of the Government's Higher Education policy. The White Paper *The Future of Higher Education* (Command Paper 5735, 2003) states:

National economic imperatives support our target to increase participation in higher education towards 50% of those aged 18–30 by the end of the decade.

The Government drive to ensure 50% participation by 2010 would suggest a possible increase in demand for postgraduate qualifications as a means by which individuals may seek to differentiate themselves from their increasing numbers of degree-educated peers. On the other hand many within the higher education community have expressed concern that changes to fee structures and repayment programmes at undergraduate level may leave students unwilling or unable to take on further financial commitments after graduation. A recent report by UUK (*Patterns of Higher Education institutions in the UK: Sixth Report*, Sept. 2006) points to the fact that the number of UK students opting for post-graduate study has stalled over the past decade. As one lecturer in this study stated:

I just appreciate that students now face so much debt that they must think extremely carefully before undertaking any further study. I didn't, I just knew that I wanted to do it but then I had a scholarship and for my undergraduate degree we still got grants.

3.3 AHRC Requirements

Another significant shift to the taught postgraduate degree came in 2004 when the AHRC (Arts and Humanities Research Council) introduced a framework of research training requirements for its doctoral award holders. All departments were required to complete a Research Training Statement to explain the systems they had in place to meet the Council's framework requirements and this led many departments to instate or re-develop a 'research methodology' course within their postgraduate provision. Although the AHRC framework applied explicitly to the PhD, its introduction impacted upon the MA as departments chose to put the requirements in place on courses functioning as 1 plus 3 year research training. This supports the idea of the MA as PhD preparation in the eyes of both departments and institutions.

The nature of the provision of this skills and research training continues to be subject to debate within many departments. The notion of 'training' for English itself raises a number of practical and pedagogic concerns – this study therefore addresses the question of research training and core 'skills' courses in the future trajectory of the taught Masters.

4. Research Design

This study has been undertaken to gather and report the views of academic staff and graduates affected by changes to the provision of the taught MA in English studies and to consider and evaluate statistical evidence of subject-wide trends.

4.1 Methodology

The study was conducted in two main parts: by commissioning HESA data and gathering information about course provision and by carrying out interviews with individuals and groups. The sample of students and staff interviewed was necessarily very small and therefore could not be claimed to provide representative statistical data from which national trends could be extrapolated. However, the presence of anecdotal evidence and details of personal experience is intended to enrich the HESA data.

Data commissioned from HESA presents the national picture over the last three years. Statistics profile the age, gender and highest previous qualification of MA students. An independent survey of course provision was also carried out in order to identify shifts in the types and numbers of taught postgraduate programmes.

4.2 HESA Statistics

For the purposes of this report English Studies was taken to include language and literature but not creative writing. Similarly data presented is for the subjects included in HESA category Q3 English as defined in figure 1.

Fig. 1: HESA Category Q3 Subjects

HESA Category Q3 (English)	
Q300	English Studies
Q310	English Language
Q320	English Literature
Q321	English Literature by Period
Q322	English Literature by Author
Q323	English Literature by Topic
Q330	English as a Second Language
Q340	English Literature Written as a Second Language
Q390	English Studies not elsewhere classified

4.3 Interviews

In order to illustrate the impact of national trends within the taught MA upon individual experience, a series of interviews was conducted.

A sample of six universities was chosen for inclusion in the study. The sample was selected to represent both urban and rural universities, a variety of the regions of the UK, and a range of university and department sizes. Names of universities have not been included in this report and no individuals have been identified in order to preserve the confidentiality of respondents.

It was decided in consultation with the English Subject Centre that face-to-face interviews with staff and postgraduate students would be the most appropriate methodology to use. Whilst a broad list of questions was prepared (Appendices B and C), these were only used to initiate discussion. Respondents were free to speak at length. This method enabled in-depth responses to be elicited and also allowed exploratory questioning in the context of particular programmes or individual experiences.

4.3.1 Staff interviews

A total of 10 staff, ranging from Administrators to Heads of School, agreed to be interviewed for the study. Grades and staff roles are represented in figure 2.

Fig. 2: Grade and role of staff interviewed

	Number of Staff
School Administrator	1
Lecturer / Reader in English	2
Co-Director of Programme	2
Programme Director	3
Director of Graduate School	1
Head of School	1
Total	10

Interviews with staff were conducted either in person on a 'one-to-one' basis or by telephone appointment and interviews ranged from 30 - 60 minutes in duration.

4.3.2 Student Interviews

The graduates whose views are reported here responded to calls for participation circulated by departments via online mailing lists. Others were contacted by word of mouth.

The following groups were represented:

- Young entrants who had continued straight from undergraduate study to Masters
- Young students who had worked for a year or two between undergraduate and postgraduate study
- Students currently employed in low-skilled jobs (taken in order to fund their studies) and studying part-time
- Mature students who had worked for many years between undergraduate and postgraduate study
- Mature students who had come straight from undergraduate study

Funding sources varied. Of those that were studying full time, some were receiving full or partial funding from the AHRC or from the university at which they were studying. Others were fully or partially self-funded. See Appendix D for a detailed profile of the student respondents in this study.

Graduates interviewed represent a good balance of standard and non-standard entry students. Standard-entry students are defined as those (both young and mature) progressing directly from an undergraduate degree to a taught postgraduate programme. Non-standard entry students are defined as those not following a direct route from undergraduate to postgraduate study including returning learners and those without previous degree-level qualifications.

Figure 3 shows the number of students interviewed who were engaged in full or part time study. Full time students are those normally required to attend an institution for periods amounting to at least 24 weeks within the year of the programme in accordance with HESA definitions. It should be noted that a slightly higher number of the graduate respondents interviewed in this study were full time than in the population as a whole.

Fig. 3: Mode of Study

Mode of Study	Number of Students
Full time	7
Part time	3
Total	10

4.3.3 Programme Data

More problematic is the gathering of data to chart the changes to the types and numbers of programmes offered. At present neither HESA nor the AHRC are able to provide data on the numbers of 'named' (e.g. Shakespeare MA) and 'general' programmes (e.g. English Studies MA) and there is no means of comparing this programme data for a period. For the purposes of this study it was felt to be of value to attempt to compile data on current course provision to provide a 'snapshot' of the current position and a point of comparison for future research.

This data was gathered using programme data presented in The Guardian newspaper (Rise and Education supplements) on the 18th September 2004, 6th September 2005 and 9th September 2006. This was supplemented with online and telephone research.

Every effort was taken to ensure the accuracy of the data presented as part of this survey of courses but the original listings were dependent on institution submission to the Study Link website and were unable to be checked retrospectively for this report. The compilation of this data into categories was then carried out manually. Any course omissions are entirely unintentional and a fault of this method of data gathering. Full lists of course names and institutions grouped in each category can be seen in the appendices (Appendices E, F, G and H).

5. Statistical Profiles: Students and Programmes

In order to understand the changes occurring at postgraduate level throughout the country data was commissioned from HESA to illustrate patterns in overall recruitment and student profile for the period 2002/03 to 2004/05.

These data sets indicate changes to patterns of recruitment within the taught postgraduate degree that may continue over the next 3-5 years. Despite relatively consistent recruitment over the last three years, the data revealed small but significant shifts to the student profile. This could be monitored in the future by continuation of statistical observation in the following categories: mode of study, gender, age group, domicile and highest qualification upon entry.

5.1 Student Profiles

5.1.1 Student Numbers

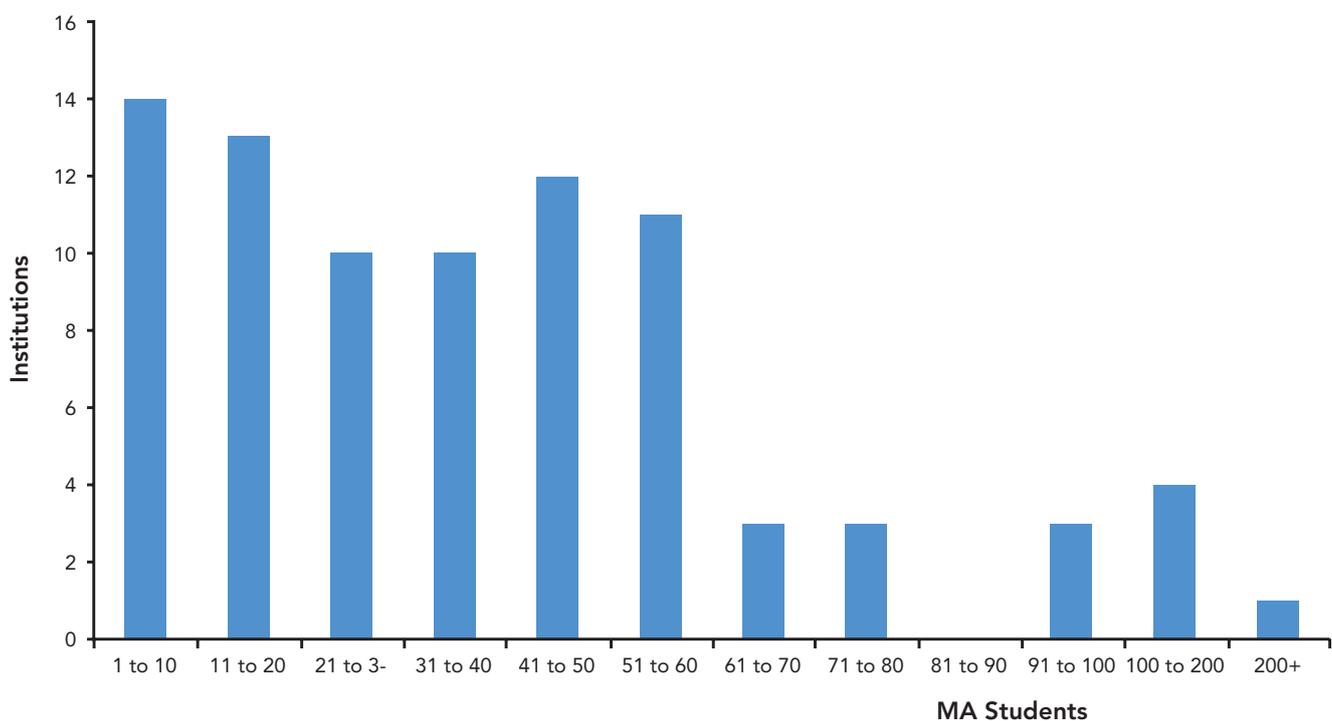
Fig. 4.1 Number of taught Masters students in Q3 English Studies

Academic Year	Number of Students
2002/03	3129
2003/04	3550
2004/05	3542

Source: HESA Student Record 2002/03, 2003/04, 2004/05

The data presented in figure 4.1 show the total numbers of taught Masters students in Q3 English Studies for the periods 2002/03, 2003/04 and 2004/05. The figures show an increase of 13% in student numbers from 3129 in 2002/03 to 3542 in 2004/05. However, by looking at the number of taught masters students in Q3 English Studies by institution (see Appendix A) we can see that a single department ceasing to run or expanding a taught Masters course can account for a significant difference e.g. in 2002/03 Loughborough had just 13 taught MA students but by 2004/05 that number had grown to 48. Growth in this institution can be attributed in part to the departmental bursary scheme, which supports self-funded postgraduates.

Fig. 4.2 Numbers of taught Masters students and institutions 2004/05



Source: HESA Student Record 2002/03, 2003/04, 2004/05

5.1.2 Student Numbers by Institution

Table 4.2 illustrates the breakdown of student numbers by numbers of institutions for 2004/05. This table clearly illustrates that the majority of institutions have taught postgraduate populations in English Studies of 60 students or fewer. Only a small number of departments support populations of 61 to over 200 students. If we look at those institutions with fewer than 60 students, there are roughly equivalent numbers of institutions with each band of student numbers: 14 institutions have 10 or fewer students and 11 have 51-60, with similar numbers of students in the bands in between. This suggests that 60 is the threshold figure and below this a department is as likely to have 10 as 50 students.

Within these totals the division between full and part time modes of study also stayed relatively consistent with the exception of UK based students following distance-learning programmes, which rose from 3.7% to 10.3% of the student total between 2002/03 and 2003/04.

5.1.3 Full Time and Part Time Students

Fig. 5 Number of taught Masters students in Q3 English Studies by mode of study.

	Full time & sandwich Total	Part time & other Total	Total
2002/03	1743.8 (56%)	1385.0 (44%)	3128.8
2003/04	1689.3 (48%)	1861.0 (52%)	3550.3
2004/05	1766.2 (50%)	1775.3 (50%)	3541.5

Source: HESA Student Record 2002/03, 2003/04, 2004/05

Figure 5 shows the breakdown of full and part time modes of study within the taught Masters programme. Over the three years there has been a small decline - from 56% to 50% - in the proportion of full time students while part time students and distance learners have shown a small increase from 44% to 50%.

5.1.4 Gender

Fig. 6 Number of taught Masters students in Q3 English Studies by gender.

	Female	Male	Total
2002/03	2169 (69%)	960 (31%)	3129
2003/04	2478 (70%)	1073 (30%)	3551
2004/05	2523 (71%)	1018 (29%)	3541

Source: HESA Student Record 2002/03, 2003/04, 2004/05

Figure 6 shows the number and percentage of taught masters students in Q3 English studies by gender. This is almost steady over the three-year period, with about 70% females and 30% males. This reflects the undergraduate balance in the same period.

5.1.5 Age

Fig. 7 Number of taught Masters students in Q3 English Studies by age group.

	Age group				Total
	20 and under	21-24	25 and over	Age unknown	
2002/03	16 (<1%)	1320 (42%)	1787 (57%)	6 (<1%)	3129
2003/04	15 (<1%)	1346 (38%)	2186 (62%)	4 (<1%)	3551
2004/05	11 (<1%)	1485 (42%)	2045 (58%)	1 (<1%)	3542

Source: HESA Student Record 2002/03, 2003/04, 2004/05

Figure 7 illustrates the large proportion - roughly 60% - of 'mature' taught Masters students in Q3 English Studies when this category is set as aged 25 years or over. This may be accounted for by two distinct routes to entry: young students who had worked for a few years between undergraduate and postgraduate study and mature students who had worked for many years between undergraduate and postgraduate study. The high proportion of mature students has various implications for course delivery. The 'mature' categorisation is misleading as it covers both young students and those returning to study after many years but the MA does not function exclusively as preparation for research or as the beginning of an academic career for either group.

5.1.6 Domicile

Fig. 8 Number of taught Masters students in Q3 English Studies by domicile

	UK	Other EU	Non-EU	Total
2002/03	2377 (76%)	185 (6%)	567 (18%)	3129
2003/04	2781 (78%)	163 (5%)	607 (17%)	355
2004/05	2682 (76%)	189 (5%)	671 (19%)	3542

Source: HESA Student Record 2002/03, 2003/04, 2004/05

In Figure 8 we can see the number of taught Masters students from the UK, other EU and non-EU countries. UK students continue to make up the largest percentage - about 76% - of MA students within English. Non-EU students account for about 18% of students and EU about 5%, which shows the relative importance of the two student markets.

5.1.7 Highest Qualification on Entry

Fig. 9 Number of taught Masters students in Q3 English Studies by highest qualification on entry.

	Postgraduate qualifications	Teaching related qualifications	Undergraduate degree	Non-UK qualifications	Non specified qualification	Higher education qualification or credits of less than degree	Other non advanced qualification	Total
2002/03	225 (7%)	104 (3%)	1988 (64%)	558 (18%)	125 (4%)	33 (1%)	95 (3%)	3128 (100%)
2003/04	266 (7%)	139 (4%)	2120 (60%)	576 (16%)	186 (5%)	68 (2%)	196 (6%)	3551 (100%)
2004/05	301 (8%)	166 (5%)	2059 (58%)	672 (19%)	122 (3%)	55 (2%)	168 (5%)	3543 (100%)

Figure 9 illustrates the number of taught Masters students in Q3 English studies by highest qualification on entry. This table demonstrates increases in the numbers of students undertaking the MA from a non-standard route (defined here as not straight after completion of an undergraduate degree). There are small percentage increases to the numbers with a teaching related qualification, non-UK qualification or other previous postgraduate qualification e.g. non-standard entrants. The number of students beginning the Masters in English with an undergraduate degree as their highest previous qualification (taken here as 'standard' mode of entry) decreases from 64% in 2002/03 to 58% in 2004/05.

This data suggests that the small shifts in age and highest previous qualification among taught Masters students may arise from changes to the mode of entry – decreasing numbers of 'young' students moving directly from a first undergraduate degree to a MA programme. This is not immediately evident from the largely consistent levels of overall recruitment but keenly felt at departmental level and reinforced by interviewees in the later parts of this study.

5.2 MA Programmes in English

Fig. 10 Numbers of taught Masters degrees by sub-divisions of HESA Category Q3 (English) 2004-2006

The data presented in Figure 10 surveys the numbers and types of programmes offered by universities in 2004, 2005 and 2006 based on the list in 'The Guardian' supplement (see section 4.3.3 p. 8 for details).

Programmes were grouped in four categories: themed, period, named and general.

- 'Themed' or 'topic' programmes included all other broadly defined subjects including Modernism and Postmodernism (Q323).
- 'Period' programmes were structured around dates or a historical period (Q321). This category included the Victorians, Modernity and Post-Modernity (but not Modernism or Postmodernism) and Eighteenth Century Studies etc.

- 'Named' programmes were focused on the works of individual authors e.g. Shakespeare or Dickens (Q322).
- 'General' programmes were those with subject titles such as English Studies, English Language and English Literature (HESA categories Q300, Q310, Q320).

Creative Writing and single subject American Studies courses were excluded from the course survey.

Fig. 10.1 Numbers of taught Masters degrees by sub-divisions of HESA Category Q3 (English) 2004-2006

Course Categories	2004	2005	2006
Themed	113	110	120
Period	74	67	72
Named	12	12	13
General	90	89	72
Total	289	278	277

The survey of programmes carried out for this study shows a small decrease in the number of MAs from 289 in 2004, to 277 in 2006. Overall taught postgraduate programme provision remains buoyant with new courses being accredited each year. Broadly based Masters programmes by topic or theme continue to increase slightly while 'general' subject named courses such as 'English Studies' have decreased from 90 in 2004 to 72 in 2006. An increasing rationalisation may account for the small drop in course numbers, as broadly themed programmes allow students to pursue multiple 'niche' pathways or interests within a single course structure.

Staff interviews supported this view, with the majority of respondents referring to recent changes to course provision, structure or content. Most cited shifts away from single 'named' or even 'period' defined Masters (e.g. Eighteenth Century Literature) towards broader themed or general programmes with a number of 'pathways' or module options to cater for individual interests. A number of reasons for the move away from multiple single subject programmes were put forward but most changes seemed to arise from economic or staffing considerations coupled with the common key skills requirement.

6. Departmental Experiences and Perspectives

6.1 Structure and Delivery of MAs

Departments felt that it was both impractical and unrealistic to develop an MA structure, complete with the required research and skills element, for small numbers of students in specialized areas and so to some extent a broader MA programme allowed them to protect student choice and continue to cater for those with niche interests.

If you have the kind of umbrella MA the students can take either a variety of the modules they want to get their English MA, or if they come in and they want to be a renaissance scholar they can find that...you get students popping in and out of subject areas but the structure allows them to continue being taught at MA level.

[Lecturer]

Another practical consideration for many departments was staffing the undergraduate degree as well as covering postgraduate provision. These are some postgraduate lecturers' comments:

We don't have enough staff in the department to run four separate MAs full stop. You'll see how few people there are just from our staff board and even some of those aren't really anything to do with the undergraduate degree let alone the MA course.

With a department this size, which is a very small English Department, one solution to the staffing problems we were having was to produce an MA that had a shared core course and within which students could then take pathways and build up their own interests through a series of options.

Even within large departments there was an increasing tendency towards broader thematic or period groupings for MA programmes, something borne out by the survey of courses in Figure 10. Narrower or more focused course definitions focused in upon an individual author's body of work make up a little over 4% of current provision (and only a few named authors appear in that percentage e.g. Shakespeare).

Most staff felt that what was being delivered was, in the majority of cases, a compromise between individual staff expertise and the requirement to provide overall programme coverage.

As in all taught programmes what actually happens is a trade off between the individual expertise and passion and the requirements of the overall programme.

[Head of School]

The pathway and module structures were viewed as an increasing necessity but with some unanticipated benefits. The core course was referred to by many in terms of 'training': staff felt it offered a way of ensure students quickly reach a common level of familiarity with a key set of ideas, texts or intellectual tools.

We take great pains to treat the first semester as a form of training... Not everyone who comes here is going to become an editor or a new historian but it is absolutely crucial that they understand what the different approaches require.

Shared core courses were recognised as promoting a sense of identity within the cohort and providing a common experience amongst graduates whilst still allowing them to pursue individual interests. Staff commented that the general structure permits a certain level of individual interest to be incorporated but that due to the relatively small numbers of MA students it usually proves impossible to support as many proposed modules as at undergraduate level.

On undergraduate programmes you can ask each member of staff to propose a specialist module and the undergraduate population is sufficiently large to support the majority of proposed modules. As the numbers on the taught MA are significantly less you can't each propose an individual module because you can't economically tolerate lots of modules of only two or three people. So the pressure to converge across the team is actually tremendous.

Among heads of department and schools there was a suggestion that this balance between generality of coverage from a student perspective and the more specific focus of staff interests is often a difficult one to maintain. On the whole however, staff seemed positive about both the levels of demand and their input into the design and development of courses.

Individual staff perception of student feeling about the taught postgraduate programme was accurate and informed, although generally based upon observation and deduction rather than statistical evidence at either departmental or institutional level.

I think there is an increase in demand but that increase is decelerating. So it's continuing to grow but the rate of growth is decelerating and will decelerate further I think because of the impact of the increased fees and likelihood of greater debt.

Is the overall number of people applying to MA courses increasing? The answer I suspect is yes, but I don't know. But the other dimension is the market share, is institution 'x' getting more applicants while institution 'y' is experiencing a decline.

Many of the staff interviewed had participated in the development of existing courses or helped to launch new programmes. On the whole it was felt that although this process could be both creative and rewarding, it was often overshadowed by administrative and bureaucratic burdens. Comments included:

It was a lengthy process of discussion and consultation. We had external assessors to comment on both the structure and the content and the whole process of going through the faculty committees was extremely long-winded. We had to apply for a new accreditation process.

The experience we had didn't make us want to do it again, it was the sort of thing that would have been a joy to do if you didn't have to do anything else.

It's one of those things, innovation is stifled because you're giving yourself more things to do and a lot of it is more laborious time-consuming administrative work which doesn't give one much of incentive to do it again - which is a shame!

The validation was a lot of paperwork and the guidelines did seem to change from week to week as well as debate about who was handling it, but we did have a lot of help from our external advisor and other people outside who worked in the period we are proposing to cover.

6.2 Research Skills and Methodology Modules

In 2004 the AHRC (Arts and Humanities Research Council) introduced a framework of research training requirements for its doctoral award holders with the stated aim of enabling institutions to:

...Reassure the AHRC that our doctoral students are well supported and are receiving appropriate and relevant preparation and training to enable them to complete a high-quality PhD and to develop a range of skills, knowledge and understanding necessary for their future employment.

The framework set out a minimum threshold of expected provision for individual students in the arts and humanities. All departments were required to complete a Research Training Statement to explain the systems they had in place to meet the Council's framework requirements and this led many departments to instate or re-develop a 'research methodology' course within their MA provision.

The nature of the provision of this skills and research training continues to be subject to debate within many departments and raises questions about the pedagogy of skills that are wider than the individual methodology for training within MA courses (see *Postgraduate Training in Research Methods* by Sadie Williams, English Subject Centre, February 2003). University staff interviewed as part of this current study were divided about how skills should be taught – whether apart from or as a part of academic content. Consequently a variety of approaches had been adopted within the departments approached.

This study sought to understand the practical and academic challenges which arise from the need to deliver a core common element – often referred to as research methodology or skills - which answers the needs of a number student groups. Several staff highlighted the paradox between student (and staff) interest and prescribed skills training.

One of the paradoxes is that a student signs up to do a Victorians pathway because they are excited by Victorian literature and they are not excited by methodological research. So there is a root paradox between what they want to do and what they are obliged to do in terms of other protocols in place from the usual university course requirements to the AHRC.

Others pointed to the specific difficulties of catering for a diverse taught postgraduate cohort and the impossibility of delivering training in all areas, which would be relevant to everyone.

Many are actually very sophisticated in areas such as IT skills for example and do not need the rudimentary training which some others do so there are difficulties around pitching these elements at the right level for a diverse cohort.

Budgetary considerations were again cited as a contributing factor, ruling out the possibility of running a number of different research methodology modules more closely tied to particular group needs.

You can't run a proliferation of different courses tailored to the individual or even individual groups need because it's too expensive in terms of staff time.

A number of interviewees acknowledged that the delivery of this module creates tensions as few staff research or specialise in methodological research.

It's very generic and it's probably not the most interesting thing you'll ever teach!

Several respondents intimated that this was a particularly difficult module due to the lack of obvious core methodologies within English as a discipline.

If you are doing quantitative analysis within sociology say, it is obviously sensible and necessary to understand what constitutes a good data sample for analysis. For the vast majority of work in English that type of thing is not relevant so what is it that you're teaching? Well, theory, bibliographic skills and so on... but there is no core body of knowledge that needs to be transmitted by it in a rudimentary way.

Other staff felt that English had exactly this, core methodologies such as bibliographic and referencing skills, which they were happy to teach and assess.

All commented that this element of the programme was a 'work in progress' and no department or member of staff felt entirely confident that they had found the best balance of content or ideal method of delivery.

We've been through a few reincarnations of it; at the moment we have research lectures (for all the students) and workshops where they do much more focused, particular group work. Students hate the lectures but they like the workshops so we're moving away from the lectures and into a more workshop-led module.

However, while several staff in 'new' universities with a relatively large proportion of mature students commented that the research methodology module was a useful means of bringing both returning and continuing learners to the same point, others felt it was a source of frustration for those returning to pursue a particular passion or interest.

I think returning students are a large part of our intake and the research methods and current debates modules recognise that.

For certain more 'casual' students having to think about research methodology actually feeds their work in ways that they might not actually have thought about before.

Sometimes it's really difficult because we have to reach certain requirements such as research training elements particularly which more creative or casual students can find irritating or difficult.

Some staff suggested that basic skills delivery had often been overlooked before 2004 and saw the general guidelines provided by the AHRC as a 'helping hand' to encourage departments to focus upon student needs.

I don't think that it [the research skills requirement] is prescriptive. It's not set in stone that you have to do x, y and z. There are just categories. I know that until relatively recently people only paid lip service to teaching study skills.

I think it's important that we teach things like essay writing skills, it's not that these things are absolutely rigid, it's just that students quite often would like some examples of good practice even if they know they can embroider on them or innovate within those guidelines. The thought of providing guidelines doesn't seem daunting to me.

6.3. Flexibility and Diversity

At the outset of each interview staff were asked to try and define what they perceived as unique about the taught Masters in English and also to talk about their perception of its function. This was a particularly rich source of information, with all respondents feeling strongly that the taught postgraduate degree provided a unique set of benefits for staff and students. There was less agreement about the overall role of such programmes with a division between staff who continue to view the taught MA as a predominantly academic training course and those who are led by the needs of an increasingly diverse cohort.

Most respondents began by commenting on the need for flexibility within the taught postgraduate programme in order to fulfil a number of different roles for different students. Some felt the difficulty of categorising different groups was resulting in an ambiguity about the function of the taught postgraduate degree. There was a suggestion that although the courses were currently satisfying the needs of both returning and continuing learners a significant change in the ratio between such groups would have an adverse effect on provision. Comments included:

I like the idea of people being able to do one year of further study that may lead to other things or may stand alone. I think that's the wonderful thing about an MA: it can fulfill either of those functions.

We have a structure that can support all different needs but what the MA IS depends on the students. I think it works well and sometimes the tension itself can be creative and interesting for the students.

It is certainly there to train the next generation of professional English tutors and more broadly to provide a qualification for undergraduates who feel they haven't fully satisfied their intellectual curiosity in three years.

Many commented that the MA combined the best of the undergraduate experience with aspects of doctoral research to create a more intellectually rigorous yet still sociable experience. There was a common feeling that the taught programmes had a unique shared culture and sense of intellectual community. This cohort identity was attributed in part to the intensive nature of student development during a one year taught postgraduate degree.

I think there is a specific skills development from having to survive and turn it around quite so quickly and that's something that you don't get from an undergraduate degree or a PhD.

There is a very big difference between doing an MA and completing a BA. Candidates realise this quite rapidly, it is the equivalent of moving from A Level to undergraduate studies.

Everything you do in an MA has been done in a year and as a result you can't develop into it and it can be quite explosive as a result...

Staff felt they benefited directly from teaching on the MA and also from liaising with colleagues more closely than at undergraduate level on matters of common concern and to propose and deliver courses.

I think it [running the MA] helps staff think about their research and designing modules as well makes you think about things with renewed vigor. It is about intellectual debate.

6.4 Taught Postgraduate and Research Degrees

In order to serve an increasingly diverse cohort, the MA in English must cater for those who wish to pursue a further year of study without the intention to progress into a research degree and for whom an MA is an 'exit-qualification'. Returning or 'mature' students may perceive the MA as a manageable, stand-alone period in which to pursue academic interests. A number of those continuing straight from undergraduate study view the taught postgraduate degree as a final year of study or a means of improving their employability beyond academia. However, from a departmental perspective there remains a clear correlation between the MA programme and the PhD.

For research-intensive institutions the proportion of post-to undergraduate students in their population remains a crucial measurement of the degree of penetration of research and research culture. The MA is one route by which institutions can move students from undergraduate to PhD.

So what is the current staff perception of the relationship between the MA and the PhD? Academics were asked to what extent they viewed the taught postgraduate degree as preparation for a research degree. Most felt it was valuable experience for any student committed to pursuing a research degree ensuring that they had chance to develop a breadth of knowledge at a more advanced level before specialising at PhD. Many cited the benefits of having more time to consider a topic or research area before submitting a title or funding application. Comments included:

I think it's essential. A lot of things are driven by funding but aside from that you want people to start from some sort of common grounding.

When you are doing a PhD you might read widely around one subject but you don't necessarily encounter this breadth of material. It's like having a tool kit, you might not draw on it but you know it's there and that you know how to handle it and I think that's quite important.

I would definitely say it's an advantage for people who want to go on to become professional academics and can be an essential stage of that path.

However, a number of academics were keen to point out that the taught postgraduate provision within their institution was not only there to serve the next generation of doctoral students.

You shouldn't be under the assumption that any university or department thinks that only the students who are going on to PhD are the only ones worth bothering about...and not to forget that those going on to PhD may not do so here.

We get some students who are definitely going on to a PhD but a large proportion are doing it either as a kind of 'returning' student or as a kind of polish or completion to their education or as a hobby even. You get an increasing trickle of students who are coming back to education and are looking to do something interesting and challenging.

Although the MA equips you to enter research, for probably about 50% of people who do it, it stands alone. They are people with a real enthusiasm and they want to pursue it.

Many suggested that this mix of international, 'mature' and continuing students at taught postgraduate level contributed to a culture unique to the taught MA.

Our students are a diverse cohort and an amazing group; international, mature, continuing undergraduate, but they do tend to gel really well.

Staff commented that the diversity of interest and experience at taught postgraduate level indirectly enriched the experience of many PhD students and staff through the creation of a postgraduate culture.

Hopefully there is an exchange between the MA and PhD students, not just in terms of transferring from one to the other but also in terms of building a common culture of reading groups, talks and other activities.

The MA has a number of related conferences, seminars and socials and it creates an identity and a 'community feel' within the postgraduate contingent.

The common feeling expressed in all staff interviews was that the taught Masters in English creates a diverse, rich, common culture with benefits far beyond the cohort themselves. When asked if running taught MAs was important to staff the answers were an unequivocal yes.

Yes, absolutely, if we only ran undergraduate programmes we would have a really different staff body.

Teaching the MA is crucial to building a postgraduate culture.

However, when asked to define the importance of postgraduate teaching many felt just as strongly although they took longer to articulate the exact reasons behind their strength of feeling.

Why is that, let me think... I think it's something to do with creating a community that can take forward informed debate, by the time you undertake a PhD most people have positioned themselves on key critical arguments because they have to present a clear proposal for research whereas at MA you are pretty much at the level where you can interact with the questions and see what the debates are really about rather than simply absorbing it, but there is still a fluidity and they haven't yet fully committed.

It's research-led teaching, you can introduce your specialism at undergraduate level but at MA you get a real sense of exchange and a working debate, feels much more along the lines of research than teaching. When it works really well you can get a sense of people making their own breakthroughs... so it's satisfying and you get intellectual buzz within a community.

We don't have that many PhD students and the MA is more about intellectual discussion and debate. It's not always like that I know but it can be the opportunity to explore things with people who are the same intellectual level.

For these reasons it was clear that the provision of Masters courses is vital to both staff and departmental self-definition. Some staff took this further and argued that the presence of the taught postgraduate students also had an impact upon the undergraduate population.

Just having them [MA students] around raises the undergraduate game, it's something to do with the ecology. If the MA cohort weren't here learning and exciting staff and contributing to a vibrant graduate community I think the undergraduate student experience would be lessened - they're part of the health and ecology of the unit!

We have had undergraduates coming to research seminars and think it helps them to watch and see us criticising and being criticised. It helps them see that English is not just about being taught or someone necessarily having all the answers.

Alongside this enthusiasm about the potentialities of the taught postgraduate community there were also acknowledgements that this may not always prove the case. As one member of staff commented "It can always turn into a nasty point scoring exercise as with any intellectual community!" It was also felt that, although postgraduate programmes are relatively low maintenance, in order to ensure a community was given every opportunity to flourish and develop a distinct cohort identity a designated postgraduate space was needed:

I think our postgraduates really need their own space or a kind of common room and we're waiting to hear about that, it would be good to allow them their own sense of identity.

Previously, the MA has kind of had to grow in the cracks of the other things we do but in the last three or four years that's really shifted and the graduate agenda has become much more focused. We're actually in the middle of building a space specifically for those who come to do PhD and MA and it's to do with promoting the MA through improving provision. I think also it will enrich the environment as there's been a real growth in discussion groups and forums and that's directly coming out of the graduate community.

6.5 The Wider Institution and Marketing Issues

This recognition of the importance of the graduate community among staff is further mirrored at departmental and institutional levels.

Benefits for the institution were seen as long term and often linked to external perception or departmental ratings. Respondents stated that the wider institution supported taught postgraduate courses because of the prioritization of research for many universities. They also suggested that although not hugely lucrative, postgraduate teaching was relatively low-cost and directly linked to the recruitment of PhD students in the eyes of most institutional managements.

There is now a large push to get research structures to a critical mass and they would not tend to think of postgraduate teaching and research as two separate things. There is a clear sense in which running a taught MA programme leads to PhDs.

We've got quite a large and successful programme so that's made it quite visible in budgetary terms - and its demise would be very unpopular - so there is a sense in which it is important to the wider institution.

Staff felt that at a wider institutional level the importance of postgraduate research was acknowledged. But despite the perceived importance of taught postgraduate programmes, approaches to marketing and recruitment reflected the chasm between the new postgraduate marketplace and existing university processes.

There are different recruitment issues around undergraduate and MA programmes. Both have very different entry systems. UCAS means we get waves of students brought to us. We don't have to go and look for them at undergraduate level! At MA level every individual applies separately so it does feel much more of a marketplace issue. Which we're kind of catching up with but we're behind on, as I think a lot of universities are. Postgraduates are fee-paying customers in a way that undergraduates haven't been although that's changing too...

There was a sense of resentment at being asked to undertake marketing activities required by a new focus on the marketplace when, in order to 'compete', academic staff felt such activities should be handled by specialists. Marketing departments provided help with the production of brochures or web pages but in the majority of cases staff were actively involved with the promotion of courses to a greater or lesser degree. Many commented that this was yet another administrative burden and that with the exception of general advice they felt largely responsible for promoting their courses.

There is help, there is general advice, the website... but there is a bit of a hit and miss sense.

I'm not trained to sell plastic windows and I'm not trained to market a course. Really I'd rather there was someone else to do it but there isn't so I've just had to do what I can.

Our MA courses are mainly marketed by the larger institution through booklets, pamphlets and printed matter and the website. The institution takes care of that as it wants us to recruit MAs - it represents big money.

Mostly it is through the web pages and brochures. We don't have a marketing department, we could do with a marketing person but this department can't really afford one.

Many interviewees commented that although less quantifiable than conventional marketing, 'word of mouth' was as important as print matter.

We are quite conscious that students talk to each other and talk to each other across generations. So the reputation of the programme within the community is every bit as important as what information we distribute on the web or in print.

This course reputation was also felt to be key to retaining undergraduates but many staff accepted that this element was combined with more practical considerations such as accommodation arrangements.

There's also in marketing terms potentially a captive market because many people nationally choose to stay in the institution of their undergraduate degree to do a Masters. So you run open days and at the same time you open those to the local population who may well have done a degree previously and always fancied going back, or relocated recently and now want to do a programme of study.

There were also emerging tensions between institutional targets for increased recruitment and ensuring consistent standards among MA students.

The MA as a programme does have issues around recruitment. We could double the numbers on the course but there would be quality issues around those we would be recruiting. You can't promote it solely as preparation for PhD but also you can't popularise it too much as hobby course because it is academically rigorous and we want to protect its integrity.

Applicants were judged on an individual basis and it was commented that this was a time consuming and considered process often with the added burden of translating qualifications and assessing language skills in the cases of international applicants.

We do get a lot of overseas applications but they are not always suitable. As Co-Directors we do the applications with the current postgraduate tutor, and we have a secretary who does the translation of overseas qualifications and the IELTS (which is the English Language grading).

We get applications throughout the year and so we fit them in where we can but because they are being intellectually assessed by two and often three people it's not a quick decision.

7. The Postgraduate Student Experience

7.1 Motivations

The students we interviewed as part of this study were a diverse group. Their routes to entry varied from a direct continuation after BA to a gap of decades between previous study and embarking upon the course. Here are some of their comments on the path that brought them to the MA in English:

I've just come straight from doing a BA and I was encouraged really by my tutors. Because I got a first they wanted me to consider doing an MA.

I was moving and I heard about the course simultaneous to moving. All my life has been a mixture of learning and teaching and I'd done a PhD and an MA.

I went through a tragic bereavement and had to make a new life/change/start - it's all been a bit of a fluke really. Came here to start afresh and discovered the MA.

I had worked for 2 years after my undergraduate degree (also in English). Work was not very fulfilling and I was unable to get a job in the industry I wanted - so decided to allow myself a year to do this. Bit of a luxury but I also hoped it might open new doorways when life after my BA seemed so full of closed doors!

Towards the end of my second year of undergraduate study I began to investigate postgraduate options, anticipating that after one more year of study I would not feel that I had 'finished'. At this stage I was also becoming interested in the possibility of a career in academia – an MA seemed a productive way to explore whether I was suited to this.

7.2 Perspectives on the Postgraduate Experience

Within these disparate routes to entry there were a number of common goals and predictably for many the taught postgraduate degree's primary function remained in preparing them for a PhD. However of those who mentioned doctoral research as part of their motivation for undertaking the Masters many were undecided whether they would continue.

I was intrigued to pursue some form of Victorian studies and move beyond what I felt were the superficialities of an undergraduate degree. I also hoped to discover an interest impassioned enough to provide me with the fuel necessary to pursue a PhD.

The MA, for me, was a way of evaluating and preparing myself for PhD study...

It enables you to see whether you would like to continue on to a PhD. I was encouraged at BA level and this was a space to test that for myself and see if that was what I wanted.

I wasn't really sure if I had the stamina, the skills or the deep interest I felt were necessary for a PhD programme. I felt that the MA would give me the opportunity to survey the academic and psychic landscape of postgraduate study from a perspective that would allow me to gain the skills and awareness to undertake further study or to force me to recognize that pursuing a PhD wouldn't have been the proper route for me to take.

I saw the MA as a testing ground and it has worked well in that way, it has made me realise that this would be the wrong time for me to embark on a PhD. It is something that I can now embark on later with the experience of the MA behind me.

Some respondents viewed a taught postgraduate degree as an opportunity to complete their studies or continue their intellectual development.

I really wanted at least one final year of hard thinking before I left formal academic pursuits behind.

I think the best thing is that it allows you to specify and concentrate on the interests you have developed during your BA. It is a very special 'space'.

Other 'returning' students viewed the year as an intellectual luxury or as a treat or gift to themselves:

The financial costs have been worth it because the rewards have been considerable. To me it has just been proof that life begins at fifty and I've loved being a 'student' at this point in my life.

All the students we spoke to identified the intensity of the learning experience in relation to the relatively short duration of the course. For some the combination of this with personal change, relocation or retirement proved trying but on the whole this was identified as a positive pressure.

It's been a fantastic learning experience and I've felt that I've grown and peaked because of the frequency and intensity of the year... I think that may be why I don't want to do the PhD now. I've found the invigorating pressure of the year and the frequency of assignments really pushed my development.

When asked about the overall benefits of the course the responses were varied:

- The opportunity to explore an area of interest in depth
- To discover new areas of interest
- To experience postgraduate life and the postgraduate community
- To enhance their employability beyond academia
- To get work published and enhance PhD application
- Gain contacts useful in subsequent career.

7.3 Funding Issues

The students and graduates funded their MA study by a number of means. Some 'mature' or returning learners had sold property or eschewed luxuries such as holidays or cars. One respondent even had her tuition fees paid by the News of the World. Younger graduates continuing from undergraduate degrees or with only a break of one two years between their BA and MA had either applied for bank loans, extended existing overdrafts or secured funding from the AHRC. Others had decided to embark on part-time study to enable them to take paid employment whilst studying.

The majority of returning learners were upbeat about the costs and comments included:

I'd just sold a house and that made it possible, it's meant no holidays but it has been well worth going without other luxuries for.

Yes, I'd say the same - it's being a student again and that has meant going without and making certain sacrifices.

The tone among younger students was generally less positive and many expressed dismay at the costs of continuing their education or emphasized their dependence upon loans, grants or employment.

The hardship fund has been invaluable and I also applied to a charitable trust. The first semester I worked part-time as well and that was quite hectic.

Through AHRC funding, I was lucky enough to get funding. I'm not sure how I would have got through the year otherwise!

Work, work, work. I've been juggling so many commitments and working all hours. Also I took a graduate loan from my bank.

I took out a bank loan, worked in a bookshop and a hotel, slept on a lot of couches and didn't buy many things.

The financial costs are huge, especially when you factor in the year out of full-time work. (Which I incidentally didn't manage and took a full-time job half way through the second term. My employers were very understanding.)

Students also felt that the costs of the MA programme were indicative of an overall failure to provide an effective higher education funding model and merely served to compound the difficulties they had already faced at undergraduate level.

I think if the government wants us to be the future of the country, we need more financial support to produce research and work without the external pressures affecting our performance.

This supports the suggestion that the reduced numbers of MA students with an undergraduate degree as their highest previous qualification results from financial restraints. As one interviewee commented:

The downside is purely financial. Without AHRC funding a Masters degree is a luxury most people can't afford; the prospect of adding to your student debt is far from an attractive prospect.

7.4 Choice of Institution

Several students commented that indirectly financial concerns also informed their choice of institution. Existing accommodation arrangements in an area or the option of living with friends or family prompted a number of interviewees to attend their 'local' institution.

The reasons for "staying on" were partly convenience. I could commute in from my parents' house and just take out a loan to cover tuition fees and travel. I'm glad I made this decision as I've just about managed to keep up repayments on my post grad loan over the last three years.

Keeping up double the monthly repayments would have financially crippled me.

Equally, for a number of 'mature' students the university location and surrounding area were important factors in their decision.

I was moving and selected this as the best university and course for my interests in the area - as simple as that really.

For me it was about the area primarily and then finding the right course within the area.

However, for others the decision was far more academic and based upon department reputation or course provision.

I did a huge amount of research about various institutions. I knew I wanted to study Victorian literature, so it was a fairly short list of three or four universities.

7.5 Expectations

Most respondents agreed that the taught postgraduate degree met or exceeded their expectations but some continuing students felt there was too much continuity between their undergraduate and postgraduate course.

I expected the MA to be much more of a leap from BA, but it was not. I found some of the modules quite simplistic and did not always feel myself to be 'stretched': following straight from BA to MA at the same university meant that I was already familiar with much of the material on the course, which made a lot of the seminars repetitive and meant that a great deal of time was spent bringing others in the group up to the same level. The upside to this was that I did not have a great deal of difficulty in writing the essays but did mean that it was sometimes difficult to engage with the subject matter.

Divisions between part time and full time students were effaced by the division between 'mature/returning' learners and those continuing straight from an undergraduate degree.

Generally however comments were positive, even effusive and most felt the experience had been wholly positive.

If anything, the MA outstripped my expectations – it was fascinating and inspiring and the quality of teaching was superb. It was also thoroughly motivating. I have not, before or since, produced such a volume of good quality work in such a concentrated period of time.

All the students and graduates interviewed commented on the diversity within their cohort and seemed aware of the variety of different motivations and aims for undertaking the course.

The MA seemed to be used as a stepping stone - some people wished to get back into academia after a break, some were doing it purely because they enjoyed the course and were seeing where it would take them, and others were using it to allow them to follow a career afterwards (journalism, lecturer, teacher, etc).

7.6 Post-completion Plans

All students and graduates were asked about their plans or activities after completing their degree. This is a relatively under-represented area of enquiry and although the destinations of PhD students have been the subject of report (What do PhDs

do? UK GRAD & Graduate Prospects, 2004) the destinations of students from taught postgraduate programmes are still unexplored.

I went on to do a PhD so I hope to finish my PhD and then intend to start applying for lectureships around the UK.

I decided not to undertake a PhD so I'm now embarking on a PGCE this October.

I was going to go into teaching but decided that I had been in academia for too long. I am now working in the Civil Service in the area of education.

I would like to try to get an agent and concentrate on getting my writing published. I would eventually like work towards a PhD but have not decided on a topic yet.

These questions were part of a wider enquiry with both staff and students into the perception of the MA beyond academia addressed in the next section of this report.

8. Beyond the Academy: Employability

There is an ongoing discussion about the value of the undergraduate degree to employers. Some question the usefulness of a first degree as a means of differentiation when 43% of those receiving a first degree in 2004/05 obtained an upper second class honours award (HESA, SFR 94, 2006). The MA could begin to function as an inflation qualification whereby the undergraduate degree is widely taken and the taught postgraduate degree attracts those seeking a further qualification in the hope of enhanced employment opportunities or vocational benefits.

I think it is starting to seep through that in order to gain an advantage an extra year doing MA is a good intellectual and professional investment.

[Student]

If fifty per cent of school leavers are going to go onto BAs then having an MA is obviously going to be an advantage.

[Lecturer]

When members of staff were asked whether they believed the MA enhanced employability outside academia many referred to the intellectual benefits and several mentioned 'vocational' elements of the research skills training.

I think it will enhance employability because the programme is looking at larger philosophical ideas about modernity, teaching people to think critically. I'm hoping that our students will also learn things like archive research skills and hopefully then when applying to galleries or heritage sector jobs it will give someone the edge because they can display those skills.

Others spoke about employability in terms of a welcome 'side effect' of good provision but felt that employability should not inform course planning or design.

We didn't sit down and ask what was going to make people employable when planning the MA. We sat down and said what's important for a well-qualified undergraduate to know next if they're still interested in the business of English and the disciplines of English Literature. But the two things overlap very well.

There are a lot of rather pernicious myths about employability. Employability is crucial but the relationship between what people do at university and at whatever level and what they end up doing is extremely indirect.

Although an MA in English studies does not provide vocational training many felt that it offered more than mere 'transferable skills' and that students could demonstrate concrete benefits to a wide range of employers arising from their ability to handle texts and sources.

It teaches a healthy scepticism towards one's sources and I think our MA takes that a step further to the level of enlightened scepticism.

All staff argued that trying to create direct links between the MA course and employment were misguided. Most argued that very few academic qualifications led directly into a specific field (with the exception of medicine) and that for many students their first career after graduation was unlikely to be their last.

People change careers and increasingly so, it would be foolish to think that you do subject x and that automatically leads to job y when actually all the evidence about the shape of people's careers indicates otherwise.

However, students remained hopeful that their postgraduate degree would result in a related career or subject-related field such as the media, publishing or journalism. They suggested that vocational elements could be added to enhance the existing skills training and to serve those who did not anticipate a career in academia.

I consider an MA in English to be a valuable addition to an undergraduate degree in a very popular subject area: competition for jobs in the arts and humanities is fierce and an MA is a significant marker of ability and commitment. In addition, the skills developed during MA study are transferable to a wide range of job descriptions.

Many of the students and graduates we interviewed already viewed the taught postgraduate degree as an exit qualification. The data presented in this study indicates that the MA functions as a great deal more than a training ground for PhD students. Respondents were asked how they believed others outside academia viewed the taught postgraduate programme.

While all of these skills are directly transferable to the PhD, they have obvious uses in broader employment. Whether employers themselves have caught up with this yet is questionable. I think it still may be seen as a purely academic pursuit – which is not entirely accurate.

A small number of students related experiences revealing a great deal about external perception of the taught programme. One student who had been invited for interview to undertake a PGCE encountered initial incredulity:

Well, when I had my interview for my PGCE the lady said; "You have a first class degree and an MA. Why do you want to teach?" That surprised me. Having said that it has certainly enhanced my employability and I was accepted for the course very quickly, I think due to the MA.

Another graduate took this further and suggested that to some employers the postgraduate degree is a disincentive to employ someone. He argued that there was a lack of clarity about

the benefits of employing a postgraduate and a misguided assumption that the individual would somehow be less capable or practical.

To the average employer having anything other than an undergraduate degree is a liability. In the year after my MA – and after months of failed job-hunting – I began to leave it off my CV. After taking such a financial hit to do the damn thing in the first place, this was a bit depressing. But I really do feel that it's stigmatised.

People assume you'll get bored (with whatever the job happens to be) or that you're some kind of idiot savant who may be a talented academic but won't be able to do anything useful around the office. And in a job-market flooded with graduates, employers can afford to be picky, idiosyncratic and dare I say it, prejudiced.

9. Conclusions

9.1 Staff and Student Perceptions

Both staff and student interviews reflected similar perceptions of costs and benefits of a taught MA in English. All cited the importance of the taught postgraduate degree to engendering academic debate and intellectual community within institutions. Both staff and students showed a keen appreciation of the benefits of MA programmes in English and had a high regard for the unique nature of the Masters. There was also a shared desire to protect programmes from external pressures or homogenisation.

Points of difference arose when individuals were asked about external perception and employability benefits. Staff unanimously stated positive benefits for those leaving academia but struggled to provide evidence to support this, or clear examples of direct benefit. There was a suggestion that employability considerations threatened to introduce a vocational requirement, which was unwanted and unnecessary.

Students and graduates were more receptive to the creation of links between their taught postgraduate year and future employment. Many embarked upon a Masters as yet undecided on doctoral research and tentatively mentioned arts, heritage and media career paths as other career possibilities. There was little clarity among interviewees about the routes into such fields but a tacit expectation that the MA would in some way privilege their application. A small number of student respondents mentioned overcoming surprisingly negative or ill-informed views of taught postgraduate study among employers as an unexpected challenge after graduation.

9.2 Student Profile

The data presented in this study indicates the overall stability of recruitment to the MA programmes despite small shifts in age and highest previous qualification among students. Interviews and respondent opinion suggest this may be accounted for by changes to the mode of entry to taught programmes arising from increased financial pressure upon the undergraduate population. The further diversification of the taught postgraduate cohort is not immediately evident from the largely consistent levels of recruitment overall although this may change over the next five years as we approach the review of variable fees in 2009/10.

9.3 Programmes

The independent survey of programme provision showed taught postgraduate provision remains buoyant with new courses being accredited each year, but small decreases in the overall numbers of programmes. Broadly based Masters programmes by 'topic' or 'theme' continue to increase slightly while 'general' subject named courses such as 'English Studies' have decreased from 90 in 2004 to 72 in 2006. An increasing rationalisation may account for the small drop in course numbers, as broadly themed programmes, allow students to pursue multiple 'niche' pathways or within a single course structure. The provision of broader 'umbrella' structured MAs is at present protecting 'niche' subjects at this level. However, market forces are gradually coming to bear on course selection and this may lead to the further privileging of certain subjects based upon demand and levels of student interest.

9.4 Research Skills

Interviews suggest that, almost paradoxically, pressure to rationalise provision can increase the sense of intellectual community within taught postgraduate degrees. Based on the anecdotal evidence of this small sample, it appears that shared core courses and skills training, although not universally popular, introduces a base level from which students develop with their peers and provide spaces in which to interact.

9.5 Benefits

This study has clearly identified a unique set of benefits arising for staff, students and institutions as a result of taught postgraduate provision.

For Students

- Testing and training ground for students considering a research degree or career in academia.
- Completion of academic studies for those who haven't satisfied their academic interest after three years.
- Opportunity to pursue an area of particular interest for returning students.
- Qualification to enhance employability and differentiate individual within the graduate marketplace.

For Staff and Departments

- Creation of a unique shared culture and intellectual community
- Presence of potential doctoral candidates
- Postgraduate teaching opportunities for staff
- Research-led teaching enabling staff development
- Aids departmental self-definition and profile

Speaking to individuals who teach and learn on taught postgraduate courses it was clear that, when pushed, individuals could articulate a very specific set of benefits arising specifically from the unique nature of these programmes. However, there was a sense that since these implicit ideas rarely needed to be made explicit within the academic community, this created difficulties when attempting to articulate taught programme benefits to external groups such as family/friends and employers.

9.6 Outlook for the MA

As undergraduate fee structures change and recruitment increases, the appeal of a one year taught postgraduate programme may increase for both employers and graduates. On the other hand there is a risk others will be dissuaded by financial considerations after graduation if they are unconvinced of the role and benefits of an MA qualification. Also, it may be helpful to focus resources and planning on the specific needs of the 'returning' students who make up such a large proportion of the MA population and in this context the core course (at its most successful) can be instrumental in uniting a diverse cohort.

10. Further Work

Gathering data to chart the changes to the types and numbers of programmes offered is problematic at present. Neither HESA, the AHRC nor UCAS/Prospects are able to group the numbers of named and 'general' programmes categorically and there is no means of comparing this course data for a period. For the purposes of this study it was felt to be of value to attempt to compile data on current course provision and a point of comparison for future research. Further work looking at the changes to provision could not only chart the development of student and research interests within English studies but also provide an indication of those subjects being 'lost' at taught postgraduate level as a result of rationalisation and/or market forces.

The findings of any such research would enable the English Subject Centre and the wider subject community to react to promote or protect 'niche' subject provision within the new course structures.

The sets of data and statistics presented in this study indicate changes to patterns of recruitment within the taught postgraduate degree that might become more pronounced over the next 3-5 years; despite relatively consistent recruitment overall the data revealed small but significant shifts to the student profile during this period. In order to aid departments and staff in defining the needs of the student body in the future these areas could be monitored by continuation of statistical observation in the following categories: mode of study, gender, age group, domicile, mode of study and highest previous qualification upon entry.

This data would then allow conclusions to be drawn about the longer-term impact of ongoing change to undergraduate funding structures, government recruitment targets and changes to course provision.

Appendix A: Number of taught masters students in Q3 English studies by institution.

Institution	2002/03	2003/04	2004/05
0170 The University of Aberdeen	10.5	13.0	20.0
0177 University of Wales, Aberystwyth	33.0	30.0	50.0
0047 Anglia Ruskin University	52.0	45.0	43.0
0108 Aston University	1.0		
0178 University of Wales, Bangor	18.0	7.0	5.0
0048 Bath Spa University	76.0	46.0	51.0
0184 The Queen's University of Belfast	83.0	78.0	98.0
0127 Birkbeck College	120.7	159.3	106.8
0110 The University of Birmingham	64.0	72.0	102.0
0049 The University of Bolton	4.0	3.0	1.0
0112 The University of Bristol	37.0	49.0	39.0
0113 Brunel University	21.0	40.0	43.0
0203 The University of Buckingham			6.0
0114 The University of Cambridge	17.0	19.0	21.0
0012 Canterbury Christ Church University		1.8	1.0
0179 Cardiff University	75.7	20.0	34.7
0052 University of Central England in Birmingham	27.0	33.0	35.0
0053 The University of Central Lancashire	24.0	29.0	21.0
0011 University of Chester			4.0
0068 De Montfort University	2.0	36.0	21.0
0172 The University of Dundee	3.0	18.0	42.0
0116 University of Durham	23.0	26.0	53.0
0117 The University of East Anglia	41.0	41.0	42.0
0016 Edge Hill College of Higher Education	7.0	7.0	14.0
0167 The University of Edinburgh	19.0	33.0	33.0
0118 The University of Essex	1.0		
0119 The University of Exeter	42.0	89.0	98.0
0090 University of Glamorgan	14.0	12.0	8.0
0168 The University of Glasgow	17.0	21.0	28.5
0054 University of Gloucestershire	14.0	16.0	11.0
0131 Goldsmiths College	47.0	38.0	40.0
0171 Heriot-Watt University	1.3	3.0	1.0
0060 University of Hertfordshire	24.0	12.0	14.0
0061 The University of Huddersfield	7.0	2.0	4.0
0120 The University of Hull	39.0	27.5	25.5
0121 The University of Keele	21.0	14.0	8.0
0122 The University of Kent	25.0	29.0	54.0
0134 King's College London	77.0	79.0	52.0
0063 Kingston University	46.0	50.0	43.0
0176 The University of Wales, Lampeter	6.0	10.0	18.0
0123 The University of Lancaster	77.0	48.0	46.0
0064 Leeds Metropolitan University	16.0	9.0	14.0
0124 The University of Leeds	68.0	56.5	48.0
0125 The University of Leicester	35.0	37.0	30.0
0023 Liverpool Hope University	25.0	2.0	
0126 The University of Liverpool	66.0	39.0	52.0
0151 University of London (institutes and activities)	26.0	28.5	29.0

Institution	2002/03	2003/04	2004/05
0152 Loughborough University	13.0	16.0	48.0
0153 University of Manchester	69.0	77.0	53.0
0066 The Manchester Metropolitan University	146.0	172.0	168.0
0154 The University of Newcastle-upon-Tyne	100.5	69.7	74.5
0086 The University of Wales, Newport	17.0	14.0	20.0
0087 The North-East Wales Institute of Higher Education	20.0	19.0	18.0
0027 The University of Northampton	10.0	10.0	21.0
0069 The University of Northumbria at Newcastle	53.0	60.0	63.0
0071 The Nottingham Trent University	29.0	32.0	58.0
0155 The University of Nottingham	74.5	109.0	74.5
0001 The Open University		387.0	306.0
0072 Oxford Brookes University	16.5	7.0	13.5
0156 The University of Oxford	78.0	63.5	53.5
0074 The University of Portsmouth	4.0	4.0	17.5
0139 Queen Mary and Westfield College	38.0	30.0	26.0
0157 The University of Reading	25.0	27.0	35.0
0031 Roehampton University	92.0	95.0	69.0
0141 Royal Holloway and Bedford New College	46.0	58.0	45.0
0173 The University of St Andrews	57.0	57.8	57.0
0038 St Martin's College	8.0	7.0	1.0
0039 St Mary's College	7.0	9.0	
0158 The University of Salford	30.0	41.0	52.0
0075 Sheffield Hallam University	16.0	11.7	11.0
0159 The University of Sheffield	111.0	101.0	78.0
0160 The University of Southampton	8.0	21.0	34.0
0174 The University of Stirling	8.0	9.0	8.0
0169 The University of Strathclyde	37.5	26.0	11.0
0078 The University of Sunderland	35.0	51.0	52.0
0162 The University of Sussex	76.0	82.0	69.0
0091 Swansea institute of Higher Education		10.0	5.0
0180 University of Wales, Swansea	50.0	35.0	36.0
0092 Trinity College, Carmarthen	0.0	1.0	0.0
0185 University of Ulster	21.0	35.0	31.0
0149 University College London	27.0	40.0	47.0
0163 The University of Warwick	72.0	40.0	47.0
0081 University of the West of England, Bristol	20.0	17.0	8.0
0083 The University of Westminster	19.0	19.0	27.0
0021 The University of Winchester	70.0	76.0	93.0
0085 The University of Wolverhampton	11.0	8.0	15.0
0046 University of Worcester	5.0	5.5	9.5
0013 York St John College	26.0	41.0	39.0
0164 The University of York	129.7	127.5	137.0
Total	3128.8	3550.3	3541.5

Source: HESA Student Record 2002/03, 2003/04, 2004/05

(an increase of 13% on 02/03)

London Metropolitan University has asked that its individual level data is not released at this time.

The Open University incorrectly returned subject data for the year 2002/03 and therefore have no figure entered.

Data collection from the University of Buckingham began in 2004/05.

Other blank entries should be read as zero.

Appendix B: Sample Interview Questions

For Staff

Staff Questions for English Subject Centre Study into English Taught MA

- 1) Please could you begin by telling me how long you've been involved with the MA programme and in what capacity?
- 2) What do you perceive as the function of the MA?
- 3) To what extent do you view it as preparation for a research degree?
- 4) Do you believe it enhances employability beyond the realms of academia?
- 5) How is this programme structured? Is it modular? If so how are modules selected? Are there any compulsory elements? How do you view these?
- 6) What is your departmental process when deciding how many courses to offer?
- 7) How does the department decide which courses to offer?
- 8) How are the majority of your students recruited? Are they 'coming up' from undergraduate courses at this or other local institutions?
- 9) How is the course marketed and to whom predominantly?
- 10) Do you perceive there to be an increasing or decreasing demand for the programme?
- 11) What do you see as the costs and benefits of postgraduate taught courses? (Space, staffing, resources - libraries etc.)
- 12) What external pressures does the department face from the wider institution?
- 13) What internal pressure does the department face balancing undergraduate and postgraduate taught courses?

For Students

- 1) Could you please tell me a little about the route that led you to undertake an MA (and your occupation or activity in the year preceding the MA)?
- 2) What do you perceive as the peculiar function of the MA?
- 3) What are the costs and benefits of an MA in your opinion?
- 4) Why at the point you undertook the MA did you decide against a PhD?
- 5) How did you hear about the course? How or why did you choose that specific course and university?
- 6) Before beginning the course you presumably had certain expectations. Having undertaken the course have there been any significant shifts in your perception?
- 7) How have other people - family, friends, previous or future employers reacted to you undertaking the MA?
- 8) How did you finance the year?
- 9) Do you believe the MA has enhanced your employability?
- 10) What do you intend to do next?
- 11) Any further comments?

Appendix C: Profile of Student and Graduate Respondents

Name	Highest Previous Qualification	Male / Female	Mode of Study	Standard Entry	Current Occupation/field
James	BA	M	F/T	Y	Civil Service
Peter	BA	M	F/T	Y *	PhD
Michael	BA	M	F/T	Y	PhD
Rebecca	BA	F	F/T	N	Reporter
Sarah	BA	F	F/T	Y	PhD
Angela	BA	F	F/T	Y *	PhD
Louisa	BA	F	P/T	Y	PGCE
Rachel	PhD	F	P/T	N	Semi-Retired
Susan	-	F	P/T	N	Author
Harvey	MA	M	F/T	N	Press and Marketing

* Following Gap Year

Appendix D: List of MA Programmes by Category (see section 5.2)

2004 - 2006 'Themed' Courses

University	2004	2005	2006
Aberdeen	Visual Culture	Visual Culture	Celtic Studies Comparative Literature and Thought The Novel Visual Culture
Aberystwyth, University of Wales	Postmodern Fictions	Postmodern Fictions	Postmodern Fictions
Bangor, University of Wales	Arthurian Literature	Arthurian Literature	
Bath Spa University College	Writing For Young People	Writing For Young People	
Birkbeck	Cultural and Critical Studies Modern and Contemporary Literature	Cultural and Critical Studies Modern and Contemporary Literature	Cultural and Critical Studies Modern and Contemporary Literature
Birmingham	Contemporary Critical Theory Cultural inquiry Text and Book	Contemporary Critical Theory Cultural inquiry Text and Book	Contemporary Critical Theory Cultural inquiry Literary Transitions Text and Book
Brighton	Cultural and Critical Theory	Cultural and Critical Theory	Cultural and Critical Theory
Bristol	Romanticism		
Brunel			Contemporary Literature and Culture
Buckingham	Biography	Biography	Biography
Cambridge			Culture and Criticism
Canterbury Christ Church			Children's Literature
Cardiff	Critical and Cultural Theory Critical and Cultural Theory	Critical and Cultural Theory Critical and Cultural Theory	Critical and Cultural Theory Critical and Cultural Theory
De Montfort University	Constructions of Childhood	Children's literature and Culture	

2004 - 2006 'Themed' Courses continued

University	2004	2005	2006
Dundee			Writing Culture
East Anglia	Comparative Literature Culture and Communication Modern Literature; Studies in Fiction Modernism	Comparative Literature Culture and Communication Lifewriting	Comparative Literature Culture and Communication Lifewriting
Edge Hill	Voicing Women	Voicing Women	Voicing Women
Edinburgh	Comparative and General Literature English Language Variation in Eng and Scots Nation, Writing and Culture Writing and Cultural Politics Translation Studies	Comparative and General Literature Nation, Writing and Culture Writing and Cultural Politics Translation Studies	Comparative and General Literature Nation, Writing and Culture Writing and Cultural Politics Translation Studies
Institute of English Studies, University of London	History of The Book National and International Literatures in English	History of The Book National and International Literatures in English	
Essex	Translation and Comparative Literature	Literature, Drame and Theatre Translation and Comparative Literature	Literature, Drame and Theatre Translation and Comparative Literature
Exeter	Criticism and Theory Literature, Film and Visual Culture	Criticism and Theory Literature, Film and Visual Culture	Criticism and Theory Literature, Film and Visual Culture
Glamorgan	Literature, Culture and Society	Literature, Culture and Society	Literature, Culture and Society
Glasgow	Scottish Literature Modernities	Scottish Literature Modernities	Colonial and Postcolonial Studies Scottish Literature Writing
Gloucestershire			Creative and Critical Writing
Goldsmiths, University of London	Caribbean Literature and Creole Poetics Comparative Literatures Contemporary Approaches to Literary Studies	Caribbean Literature and Creole Poetics Comparative Literatures Contemporary Approaches to Literary Studies European Literary Studies	Caribbean Literature and Creole Poetics Comparative Literatures Contemporary Approaches to Literary Studies European Literary Studies
Greenwich		Literary London	Literary London
Hertfordshire	Literature: Theory, Text and Difference	Theory, Text and Difference	Theory, Text and Difference
Huddersfield	Modern English Language	Modern English Language	Modern English Language
Hull	Contemporary Literature and Film Women and Literature in England	Contemporary Literature and Film Women and Literature in England	Contemporary Literature and Film Women and Literature in England Women and Gender in Literature
Kent	Comparative Literary Studies European and Comparative Literary Studies Postcolonial Studies	Comparative Literary Studies European and Comparative Literary Studies Postcolonial Studies	Comparative Literary Studies European and Comparative Literary Studies Postcolonial Studies

University	2004	2005	2006
Winchester (Formerly King Alfred's College)	Contemporary Popular Knowledges Contemporary Literature	Contemporary Popular Knowledges Contemporary Literature	Contemporary Popular Knowledges
King's College, University of London	Comparative Literature	Comparative Literature Literature and Medicine World Englishes	Comparative Literature Literature and Media World Englishes
Kingston	Popular Literatures	Popular Literatures	Popular Literatures
Lampeter (University of Wales)	The Word and The Visual Imagination	The Word and The Visual Imagination	The Word and The Visual Imagination
Lancaster	Contemporary Literary Studies Women's Writing Literary and Cultural Studies	Contemporary Literary Studies English Language, Contemporary Literary Studies Literary and Cultural Studies	Contemporary Literary Studies English Language, Contemporary Literary Studies Literary and Cultural Studies
Leeds	Commonwealth Literature + Postcolonial Studies Commonwealth Literature Critical Theology English Language and World Englishes Gay Literature and Theory Modernism Women's Writing	Commonwealth Literature Critical Theology English Language and World Englishes Gay Literature and Theory Postcolonial and Literary Studies Women's Writing	Commonwealth Literature Critical Theology Gay Literature and Theory Postcolonial and Literary Studies Women's Writing
Leicester	English and Humanities	English and Humanities	English and Humanities
Liverpool	Women and The Word Science Fiction Studies	Women and The Word Science Fiction Studies	Women and The Word
Liverpool Hope University			Cultures and Identities
Liverpool John Moores University	Literary and Cultural Studies		
London Metropolitan	Postcolonial Cultures	Postcolonial Cultures	Postcolonial Cultures
Manchester			Irish and Scottish Studies Postcolonial Literature and Cultures
Manchester Metropolitan University	Critical Theory	Critical Theory	Critical Theory
Middlesex	Popular Literary Fictions	Popular Literary Fictions	Popular Literary Fictions
Newcastle	Writing, Memory and Culture Modern & Contemporary Studies: British & Us Lit	Writing, Memory and Culture Modern and Contemporary Studies	Writing, Memory and Culture Modern and Contemporary Studies
Nottingham	World Englishes		World Englishes
Oxford	Women's Studies	Women's Studies	Women's Studies
Oxford Brookes	Modern and Contemporary Poetry English Language Literature and Culture	Modern and Contemporary Poetry	Modern and Contemporary Poetry
Queen Mary, University of London	Intellectual and Cultural History	Intellectual and Cultural History	Intellectual and Cultural History Civilisation and Barbarism Metropolis and Empire
Queen's University Belfast	Irish Writing Modern Literary Studies	Irish Writing Modern Literary Studies	Irish Writing Modern Literary Studies
Reading	Children's Literature Contemporary English Language and Literature	Children's Literature	

2004 - 2006 'Themed' Courses continued

University	2004	2005	2006
Roehampton	Children's Literature	Children's Literature	Children's Literature Religion and Literature
Royal Holloway, University of London	Post-modernism Literature, Contemporary Culture Modernism and Modern Writers	Post-modernism Literature, Contemporary Culture	Literatures of Modernity
Salford		Literature and Modernity	Literature and Modernity
Sheffield	Folklore and Cultural Tradition History of Language Studies	Folklore and Cultural Tradition History of Language Studies	Folklore and Cultural Tradition History of Language Studies Literacy and Language in Education
Sheffield Hallam		Writing	Writing
Southampton	Literature, Culture and Modernity Literature, History and Culture	Literature, Culture and Modernity Literature, History and Culture	Literature, Culture and Modernity
St. Andrews	Scottish Literature Women, Writing and Gender	Scottish Literature Women, Writing and Gender	Scottish Literature Women, Writing and Gender
Stirling	Gothic Imagination Postcolonial Diasporas	Gothic Imagination Postcolonial Diasporas	Gothic Imagination Postcolonial Diasporas
Strathclyde	Cultural Studies	Cultural Studies	Cultural Studies
Sunderland	English and Comparative Literature World Literatures	English and Comparative Literature World Literatures	English and Comparative Literature World Literatures
Sussex	Arts and Cultural Management Colonial and Postcolonial Cultures Critical Theory Literature and Visual Culture Literature, Religion and Philosophy Modernism Sexual Dissidence and Cultural Change Women's Studies	Arts and Cultural Management Colonial and Postcolonial Cultures Critical Theory Literature and Visual Culture Literature, Religion and Philosophy Sexual Dissidence and Cultural Change Women's Studies	Arts and Cultural Management Colonial and Postcolonial Literatures Critical Theory Literature, Film and Visual Culture Literature, Religion and Philosophy Modern and Contemporary Literature and Thought Sexual Dissidence in Literature and Culture
Swansea	Diversity of Contemporary Writing Modern Welsh Writing in English	Comparative Literature Diversity of Contemporary Writing Modern Welsh Writing in English	Comparative Literature Diversity of Contemporary Writing Modern Welsh Writing in English Poetry
Trinity College, Carmarthen	Women's Writing and Feminist Theory		
Leeds Trinity and All Saints	Literature and Spirituality	Literature and Spirituality	Literature and Spirituality
Uce Birmingham			
University College of London	Comparative Literature English; Issues in Modern Culture Modern English Language	Comparative Literature English; Issues in Modern Culture Modern English Language	Comparative Literature English; Issues in Modern Culture Modern English Language

University	2004	2005	2006
University of The West of England Bristol			
Warwick	British and Cultural Studies Colonial and Postcolonial Literature in English Comparative Cultural Studies Comparative Literary and Cultural Studies Comparative Literature Gender, Literature and Modernity Writing	British and Comparative Cultural Studies Colonial and Postcolonial Literature in English Comparative Cultural Studies Comparative Literary and Cultural Studies Comparative Literature Gender, Literature and Modernity Writing	British and Comparative Cultural Studies Colonial and Postcolonial Literature in English Comparative Cultural Studies Comparative Literary and Cultural Studies Comparative Literature Writing
York	Cultures of Empire, Resistance and Postcoloniality	Cultures of Empire, Resistance and Postcoloniality	Cultures of Empire, Resistance and Postcoloniality Modern Literature and Culture

2004 - 2006 'Period' Courses

University	2004	2005	2006
Aberystwyth, University of Wales		Postmodern Fictions	Postmodern Fiction
Birkbeck, University of London	Modern and Contemporary Literature Renaissance Studies Victorian Studies	Modern and Contemporary Literature Renaissance Studies Victorian Studies	Renaissance Studies Victorian Studies
Birmingham	Medieval Studies	Medieval Studies	Medieval Studies
Cambridge	Medieval and Renaissance Literature English Literature 1890 - 1939	Medieval and Renaissance Literature English Literature 1890 - 1939	Eighteenth Century and Romantic Studies Medieval and Renaissance Literature English Literature 1890-1939
East Anglia	Interdisciplinary Medieval Studies Interdisciplinary MA in 18th Century Cultures Medieval Writing and Culture	Interdisciplinary Medieval Studies Interdisciplinary MA in 18th Century Cultures Medieval Writing and Culture	Medieval Studies Medieval Writing and Culture
Essex	Modernity Present and Future		Early Modern Texts, Theatres and Cultures
Exeter	Eighteenth Century Studies Renaissance Studies Victorian Studies	Eighteenth Century and Romanticism Renaissance Studies Victorian Studies	Eighteenth Century and Romanticism Renaissance Studies Victorian Studies
Glasgow			Romanticism and Forms of Modernity Victorian Literature
Gloucestershire	Literature Since 1950	Literature Since 1950	Literature Since 1950
Goldsmiths, University of London	Twentieth Century Literature and Its Contexts	Twentieth Century Literature and Its Contexts	Twentieth Century Literature
Hull	Nineteenth Century Studies	Nineteenth Century Studies	Nineteenth Century Studies
Keele	Victorian Studies		Victorian Studies

2004 - 2006 'Period' Courses continued

University	2004	2005	2006
Kingston	Issues in Twentieth Century Writing Nineteenth Century Literature	Issues in Twentieth Century Writing Nineteenth Century Literature	Issues in Twentieth Century Literature
Lancaster	Romantic and Victorian Literature Early Nineteenth Literary Research	Romantic and Victorian Literature	Nineteenth Century Literary Research Romantic and Victorian Literature
Leeds	18th Century Literature 20th Century Literature Renaissance Literature Medieval English Literature Medieval Literature Renaissance and 17th Century Literature Revolutions in Writing 1740-1830 Twentieth Century Literature Victorian Literature	18th Century Literature 20th Century Literature Renaissance Literature Medieval English Literature Medieval Literature Renaissance and 17th Century Literature Twentieth Century Literature Victorian Literature	18th Century Literature 20th Century Literature Medieval English Literature Medieval Literature Romantic Formations Renaissance and 17th Century Literature Romantic Poetry and Prose Victorian Literature
Leeds Metropolitan	Twentieth Century Literature	Twentieth Century Literature	Twentieth Century Literature
Leicester	Victorian Studies	Victorian Studies	Victorian Studies
Liverpool	English Renaissance and Romantic Literature Victorian Literature	English Renaissance and Romantic Literature Victorian Literature	Renaissance and Romantic Literature Victorian Literature
Liverpool Hope	Literature Since 1900	Literature Since 1900	Literature Since 1900
London Metropolitan	Literature and Modernity		
Loughborough	Early Modern 1560 - 1780	Early Modern 1560 - 1780	Early Modern Writing 1560-1780
Manchester	Post 1900 Literatures, Theories and Cultures Medieval and Early Modern English Studies	Post 1900 Literatures, Theories and Cultures	Medieval and Early Modern Studies Post 1900 Literatures
Manchester Metropolitan University	English Literature and Modernity		English Literature and Modernity
Newport			Rethinking The Real 1848-1930
North East Wales Institute of HE	English Literary Culture 1880 - 1920	English Literary Culture 1880 - 1920	English Literary Culture 1880 - 1920
Nottingham	Medieval English Victorian Studies Viking and Anglo-Saxon Studies	Medieval English Victorian Studies Viking and Anglo-Saxon Studies	Medieval English Old English Studies
Oxford		English 1550 - 1780 English 1780 - 1990 English 1900 - Present Day English 650 - 1550 Medieval Studies	English 1550 - 1780 English 1780 - 1990 English 1900 to Present Day English 650 - 1550
Plymouth	Literature and Modernity		
Queen Mary; University of London	English Studies 1700 - 1820	English Studies 1700 - 1820	Writing and Society 1700 - 1820 Renaissance and Early Modern Studies

University	2004	2005	2006
Queen's University Belfast	Medieval Studies	Medieval Studies	Medieval Studies Reconceiving The Renaissance
Reading	Texts in History 1500 - 1750 Victorian Literature and Culture: Relocating Modernity	Texts in History 1500 - 1750	Texts in History 1500 - 1750
Roehampton	Women, Gender and Writing 1750 to The Present	Women, Gender and Writing 1750 to The Present	Literature and Culture 1750 to Present Women, Gender and Writing 1750 to Present
Royal Holloway; University of London	Victorian Media and Culture	Victorian Media and Culture	
Salford	English Literature and Modernity		
Sheffield	Nineteenth Century Studies	Nineteenth Century Studies	
Southampton	Chawton Ma in Eighteenth Century Studies Literature, Culture and Modernity	Chawton Ma in Eighteenth Century Studies	Chawton MA in Eighteenth Century Studies
St. Andrews	Mediaeval English Romantic Studies	Mediaeval English Romantic Studies	Mediaeval England
Stirling			Renaissance Studies
Strathclyde	Renaissance Studies	Renaissance Studies	
Sunderland	English - Restoration to Romanticism English: Postmodernity and Contemporary Literature	English - Restoration to Romanticism	Postmodernity and Contemporary Literatures
Sussex	20th Century English Literature Nineteenth Century Literature and Culture Renaissance English Literature	20th Century English Literature Early Modern Literature and Culture Nineteenth Century Literature and Culture	Early Modern Literature and Culture Nineteenth Century English Literature
Leeds Trinity and All Saints	Victorian Studies		Victorian Studies
University College of London	Renaissance to Enlightenment Modern English Language	Renaissance to Enlightenment Medieval Literature	Renaissance to Enlightenment Medieval Literature
Warwick	Renaissance Studies	Renaissance Studies	Renaissance Studies
Worcester	19th Century Studies	19th Century Studies	19th Century Studies
York	Eighteenth Century Studies 1750 - 1850 Medieval English Literatures Modern Literature and Culture 1850 - Present Renaissance Literature 1500 - 1700 Eighteenth Century Studies Writing Women 1740 - 1820	Eighteenth Century Studies 1750 - 1850 Medieval English Literatures Modern Literature and Culture 1850 - Present Renaissance Literature 1500 - 1700 Eighteenth Century Studies Writing Women 1740 - 1820	Eighteenth Century Studies 1750 - 1850 Global Eighteenth Century Medieval English Literatures Nineteenth Century Literature and Culture Renaissance Literature 1500 - 1700 Eighteenth Century Studies Writing Women 1740 - 1820

2004 - 2006 'Named' Courses

University	2004	2005	2006
Bangor; University of Wales	Arthurian Literature	Arthurian Literature	
Birmingham	Shakespeare and Theatre Shakespeare Studies Shakespeare and Stratford	Shakespeare and Theatre Shakespeare Studies Shakespeare and Stratford	Shakespeare and Education Shakespeare and Theatre Shakespeare Studies Shakespeare and Stratford
Essex			Literature of Shakespeare
Kent	Dickens and Victorian Culture	Dickens and Victorian Culture	Dickens and Victorian Culture
King's College, University of London	Shakespearean Studies	Shakespearean Studies	Shakespearean Studies
Lancaster	Shakespeare and Cultural Theory	Shakespeare and Cultural Theory	Shakespeare and Cultural Theory
Nottingham	D H Lawrence and The Modern Age		
Queen Mary, University of London	Shakespeare and Northern Renaissance	Shakespeare and Northern Renaissance	Shakespeare and Northern Renaissance
Royal Holloway, University of London	Shakespeare	Shakespeare	Shakespeare
St. Andrews	Shakespeare Studies	Shakespeare Studies	Shakespeare Studies
Swansea Institute of HE	Shakespeare Studies	Shakespeare Studies	Shakespeare Studies
University College London			Shakespeare in History

2004 - 2006 'General' Courses

University	2004	2005	2006
Aberdeen	English Literary Studies	English Literary Studies	English Literary Studies
Aberystwyth, University of Wales	English Literary Studies	English Literary Studies	English Literary Studies
Anglia Ruskin	English Studies		English
Bangor, University of Wales	English	English	English
Birkbeck	English	English	English
Birmingham	English	English	English Literary Studies
Bristol	English Literature	English Literature	English Literature
Brunel	English	English	
Cambridge	English Studies	English Studies	
Canterbury Christ Church			English Literature
Cardiff	English Literature English Literature	English Literature English Literature	English Literature
Central England	English Language English Linguistics English Literature Literary Studies		
Central Lancashire	English Language and Linguistics English Literature Literary Studies	English Language and Linguistics English Literature Literary Studies	English Language and Linguistics English Literature
Chichester	English	English	English
De Montfort	English	English	
Dundee	English	English	English
Durham	English Literary Studies	English Literary Studies	English Literary Studies

University	2004	2005	2006
East Anglia	English Literature	English Literature	English Literature
Edge Hill	English Language Studies	English Language Studies	English Language Studies
Edinburgh	English Language	English Language	English Language
Institute of English Studies, University of London	English	English	English
Essex	English Language English Language and Literature Literature	English Language English Language and Literature Literature	English Language and Linguistics
Exeter	English English Studies	English English Studies	English Studies
Glasgow	English Language	English Language	English Language and Linguistics
Gloucestershire	English Literature	English Literature	English
Goldsmiths	English	English	English
Greenwich	English Literary Studies	English Literary Studies	English
Hertfordshire	Literature	Literature	Literature
Keele			English
Kent	English and American Literature	English English and American Literature	English and American Literature
King's College, University of London	English English Research	English English Research	English
Lancaster	English English Literature Research	English English Language English Literature Research	English Language English Literary Research
Leeds	English Literature	English Literature	English Literature
Leicester	English and Humanities English Literary Research	English and Humanities English Literary Research	English Literary Research
Lincoln			English Studies
Liverpool	Applied Linguistics English Language English Literature	Applied Linguistics English Language English Literature	English Language English Literature English Language and Literature
Liverpool Hope	English	English	English
Manchester	English Studies	English Studies	English and American Studies
			English Language
Middlesex	English Language and Literature	English Language and Literature	English Language and Literature
Newcastle	English Literature, Language and Linguistics	English Literature, Language and Linguistics	English Language and Linguistics
Newport	English Literature	English Literature	
Northampton			English
Northumbria	English	English	English
Nottingham	English and American Studies English Studies Literary Linguistics	English and American Studies English Literature English Studies Literary Linguistics	English Literature English Studies English and American Studies

2004 - 2006 'General' Courses continued

University	2004	2005	2006
Nottingham Trent	English Literary Research	English Literary Research	
Open University	Literature	Literature	Literature
Oxford	English Studies	English and American Studies English Studies	English Studies English and American Studies
Oxford Brookes	English English Studies	English English Studies	English Studies
Portsmouth			English Literature
Plymouth	English		
Queen Mary, University of London	English	English	English Studies
Queen's University Belfast	English Language and Literature	English Language and Literature	English Language and Linguistics
Reading		English and American Literature	
Roehampton	English Literature and Language Linguistics	English Literature and Language Linguistics	English Language and Literature
Royal Holloway, University of London			English Literature
Sheffield	English Literature English Literature (Research Track)	English Literature English Literature (Research Track)	English Literature English Literature
Sheffield Hallam	English Studies	English Studies	English Studies
Southampton	English	English	English
Stirling	English Studies	English Studies	English Studies
Strathclyde	Cultural Studies Literary Studies	Cultural Studies Literary Studies	Literary Studies
Sunderland	English and Comparative Literature English Literature	English and Comparative Literature English Literature	English Studies
Sussex	English Literature	English Literature	English Literature
Swansea	English English	English	English
Teesside		English	English
UCE Birmingham			English Literary Studies
University College London	English	English Comparative Literature	English Language
University of West of England, Bristol	English Literature	English Literature	English
Warwick	English English Language Studies and Methods	English English Language Studies and Methods	English Literature
Westminster	English Literature	English Literature	English Literature
Wolverhampton			English
Worcester	English English Literature	English English Literature	English Literature
York	English Language and Literature	English Language and Literature	
York St John	Literary Study	Literary Study	

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The English Subject Centre,
Royal Holloway, University of London,
Egham TW20 0EX
T 01784 443221 • esc@rhul.ac.uk
www.english.heacademy.ac.uk

