

Survey of the English Curriculum and Teaching in UK Higher Education

Report Series

Number 8
October 2003



A Report to the Learning and Teaching Support Network (LTSN)
English Subject Centre

Survey of the English Curriculum and Teaching in UK Higher Education

Halcrow Group Limited
with Jane Gawthrope and Professor Philip Martin of the
English Subject Centre, Royal Holloway, University of London

ISBN 0 902 19429 1

Copyright Statement

- a) The author of the report and appendices is the Halcrow Group Limited, who should be referenced in any citations of the report and acknowledged in any quotations from it.
- b) Copyright in the report resides with the publisher, the LTSN English Subject Centre, from whom permission to reproduce all or part of the report should be obtained.
- c) If any additional use is made of secondary data the source must be acknowledged.

Contents

1 Introduction	1
1.1 Introduction	1
2 Results of Questionnaire	2
2.1 About your department or subject group	2
2.2 About your students	4
2.3 Student admissions and retention	10
2.4 About your colleagues	16
2.5 Your resources and facilities	24
2.6 Teaching and assessment	28
2.7 Course content	43
2.8 Coverage and aims	54
2.9 Graduate attributes	73
2.10 General questions	78

Foreword

The English Subject Centre Report Series aims to provide contextual information about the condition of the subject, its relation to national HE priorities, and the practical and academic concerns shared by English Departments at the present time. Thereby, the series intends to assist departments in their planning, and in their understanding of their own positions.

From the moment of the foundation of the English Subject Centre in 2000, it was intended that the Council for College and University English report of 1997, *Diversity and Standards*, should be succeeded by a similar survey which would chart the further developments in the curriculum and its teaching since that time. This report is the result of the follow-up survey which used *Diversity and Standards* as a model, and added further sections to enable more comprehensive coverage of teaching and learning issues. The survey itself was initiated in the early summer of 2002 with a mailing to English Departments, and since October 2002 the Subject Centre has been collecting the results and subsequently, processing them in collaboration with the Halcrow Group.

It is not surprising that a subject well-known for the diversity of its forms (curriculum, combinations of awards, teaching and learning styles, assessment kinds, type of institution, student qualifications at entry, and so on) should produce results in a survey of this kind that reveal a broad and varied pattern rather than a narrow and consistent one. Thus, by way of illustration, we can note here that there is a range of responses in this report on the issue of admissions and retention. Some departments report increasing numbers, and very few problems in retention if any at all; others report declining numbers, and the difficulties of coping with retention pressures. The demography of English is changing. Nationally, the subject is currently very close to being an open access subject, the supply of places being approximately equal to the number of qualified applicants. Locally, this produces very different effects, with highly qualified candidates being subject to a highly competitive admissions procedure in some institutions, while other institutions find themselves competing among themselves for less well-qualified candidates. Student choice is (largely) historically determined, and the patterns being produced by increasing access are accordingly very different. As a result, there is no single 'teaching and learning' template for English: the challenges of stretching a candidate with three or four A grades at 'A' level are very different to those facing the tutor whose efforts have to concentrate on nurturing less well-qualified candidates through the first year of their degree.

Although it is not possible, therefore, to summarise neatly the findings of this survey, some trends can be listed. It is evident, for example, that further diversification of the subject has occurred since 1997. More language teaching is in evidence, and the exponential growth of creative writing courses (as separate awards, or as pathways or pedagogies within English) has had significant effects on the shape of English nationwide. English continues to be taught extensively as a subject in combination; its curriculum is still widely varied, but there is ample evidence of certain core areas (Shakespeare, to cite the obvious example) being sustained. Assessment and methods of teaching have also diversified, and respondents report rapid change, with more to come, in the area of teaching English with Information Technology. There is no question that English continues to be an innovative subject, taught with imagination by a profession dedicated to the subject in all its manifestations. Sadly, it is also evident that this profession itself has no great faith in national Higher Education policy, and there are clearly articulated concerns about high levels of bureaucracy and the audit culture which includes Quality Assurance structures and the Research Assessment Exercise, as well as the current system of student financial support. There are further worries about the standard of students' writing skills at the point of entry, and about the decline in the numbers of mature students (there is some relation between these points of course).

The best way to read this report, however, is to study the separate sections in an awareness of the range of circumstances under which the subject is taught.

The English Subject Centre will be using the survey results to guide it in selecting its future areas of work, and to answer the many enquiries it receives with regard to practice at a national level.

An electronic version of the report can be downloaded from the English Subject Centre website at www.english.ltsn.ac.uk from where the appendix data are also available. Printed copies of the report will be distributed to all English departments in the UK.

Professor Philip Martin
Dean of Humanities
De Montfort University
(formerly Director of the English Subject Centre)
July 2003

1. Introduction

1.1 Introduction

1.1.1

This report summarises the results from the 2002 Survey of the English Curriculum and Teaching in UK Higher Education. The survey was conducted to collect data on what is taught, how it is taught and the resources and wider context which influence teaching. The survey was commissioned by the LTSN English Subject Centre, in collaboration with the Council for College and University English (CCUE) and the European Society for the Study of English (ESSE). It follows on from a similar survey conducted by CCUE in 1997 which was published as: *'The English Curriculum: Diversity and Standards'*.

1.1.2

The survey was conducted by distributing a questionnaire booklet to the 'Head of Department' in all higher education institutions (HEIs) known to be running English programmes in the UK. The questionnaire was designed by the English Subject Centre in collaboration with CCUE and ESSE and members of the Subject Centre Management Committee, and was piloted with six Heads of Department. Questionnaires were first distributed in August 2002, and returns chased twice before a final cut-off in December 2002. Of the 135 questionnaires distributed, 53 completed survey forms were returned, representing a return rate of 39.3%. We are satisfied that those HEIs who returned questionnaires are broadly representative of the 135 in the population.

1.1.3

This report presents the data emerging from each question (following the order they appeared in the questionnaire), and gives a brief commentary upon each one. A full copy of the questionnaire is available from: www.english.ltsn.ac.uk/projects/curriculum/index.htm Where a written, rather than a 'tick box' response was invited, these have been counted under particular themes, and some analysis provided. It has not been possible to reproduce in this report all the statistical data at its lowest level of disaggregation; additional data is therefore available in an appendix available on the English Subject Centre website as given above. Reference to appendix tables on the website are given in this text.

1.1.4

Note: throughout Chapter 2 the figures in brackets are percentages of the 53 respondents, unless otherwise stated.

2. Results of Questionnaire

2.1 About your department or subject group

2.1.1 Location

Question 1.1. Is your institute located in?

Table 2.1: Question 1.1

England	45 (85%)
Northern Ireland	2 (3%)
Scotland	3 (6%)
Wales	3 (6%)

2.1.2

The majority of those who completed the questionnaire across the UK were from England, with minor responses from colleges and universities from Northern Ireland, Scotland and Wales. In total, 53 completed survey forms were returned for analysis.

2.1.3 Type of institution

Question 1.2. Would you describe your institution as:

Table 2.2: Question 1.2

Pre-1992 University	28 (53%)
Post-1992 University	14 (27%)
University College or Higher Education College	10 (20%)

2.1.4

Of those who responded, 28 described their institution as a pre-1992 University and 14 commented that their institution was a post-1992 University. Ten responses classified their institution as a University College or Higher Education College.

2.1.5 Awards

Question 1.3. Please tick those offered:

Table 2.3: Question 1.3

	Yes	No	No response
Single Honours English	48 (91%)	0	5 (9%)
Combined Honours English with another subject	41 (77%)	0	12 (23%)
Joint Honours English with another subject (integrated programme)	29 (55%)	0	24 (45%)
MA in English	41 (77%)	0	12 (23%)
Phd/DPhil/MPhil/MLitt etc	46 (87%)	0	7 (13%)

2.1.6

Nearly all the institutions that responded offer a Single Honours course in English, and a level of award equivalent to a PhD. Of the total who completed the survey, 41 offer Combined Honours English with another subject. Twenty-nine institutions offer a Joint Honours English with another subject.

2.1.7 Literary and language studies

Question 1.4. Do you offer:

Table 2.4: Question 1.4

	Yes	No	No response
Literary studies	51 (96%)	1 (2%)	1 (2%)
Language studies	29 (55%)	21 (40%)	3 (5%)
If yes to both, are they integrated?	21 (75%)	6 (21%)	1 (4%)

2.1.8

Fifty-one of the institutions that completed the survey offer literary studies and 29 institutions offer language studies. Of those who replied yes to both, 21 are integrated.

2.2 About your students

2.2 About your students

2.2.1 Student numbers

Question 2.1. Approximately how many students do you have enrolled for the following programmes?

2.2.2

The institutions were asked to report approximately how many students they have enrolled for Single Honours English, Combined Honours English with English, Combined Honours English with another subject, Joint Honours English with another subject (integrated programme) and other courses.

2.2.3 Undergraduate

The responses to Question 2.1.1 are shown on Charts 1 to 3.

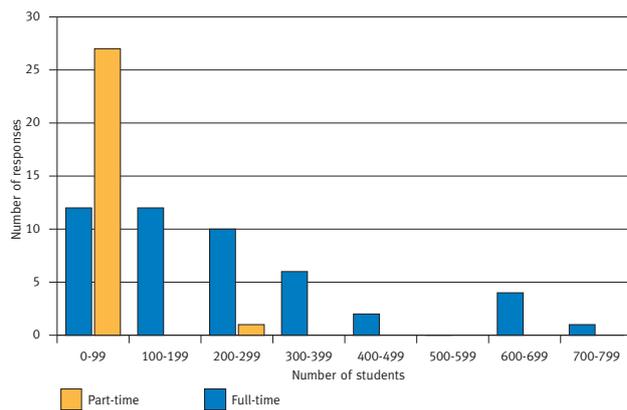


Chart 1: Question 2.1.1 Undergraduate student numbers — Single Honours English

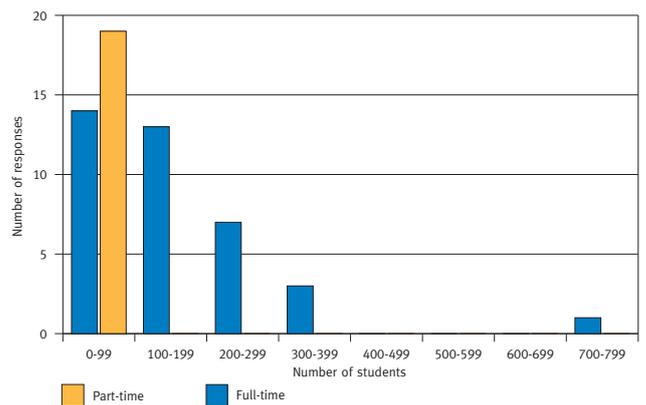


Chart 2: Question 2.1.1 Undergraduate student numbers — Combined Honours English with another subject

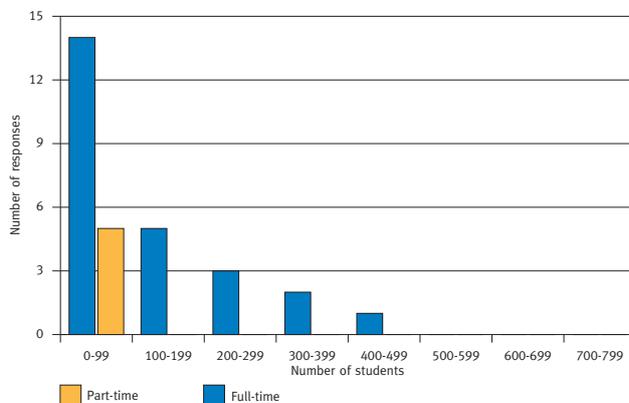


Chart 3: Question 2.1.1 Undergraduate student numbers — Joint Honours English with another subject (integrated programme)

2.2.4

The detailed responses to question 2.1.1 are shown in Appendix A, Table A.1. Thirteen respondents listed unique items under ‘other courses’.

2.2.5

In terms of those undergraduates enrolled for the Single Honours English course, the number of full-time students ranged from 23 on a course to over 700. Of the 47 institutions that responded to this question, 28 of them have part-time students ranging from 1 to 210 enrolled. Regarding those 38 institutions who have full-time students enrolled on the Combined Honours English course, the figures range from 1 to 700.

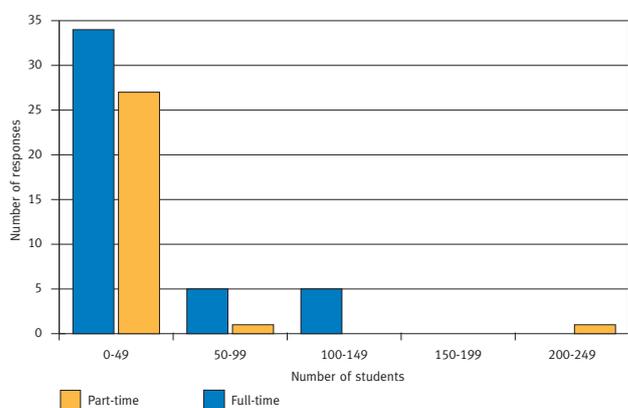


Chart 4: Question 2.1.2 Postgraduate student numbers – Taught Masters

Nineteen of these institutions have part-time students enrolled, with numbers from 2 to 75. Twenty-five institutions reported having between 15 and 465 full-time students enrolled for the Joint Honours English (integrated programme). Five of these institutions also have part-time students enrolled, ranging from 2 to 10 students on the course. No undergraduates on any of the courses were enrolled on a distance-learning programme.

2.2.6 Postgraduate

The responses to Question 2.1.2 are shown on Charts 4 and 5.

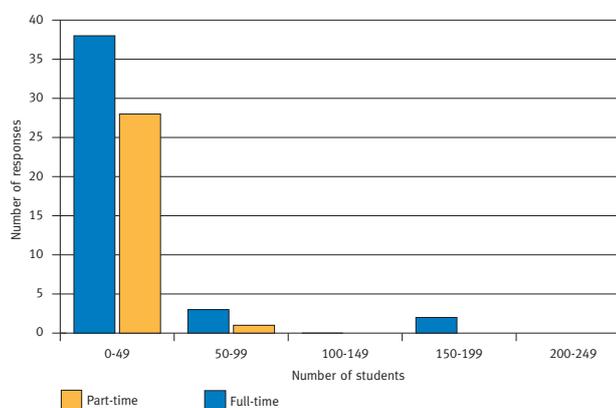


Chart 5: Question 2.1.2 Postgraduate student numbers – Research Degrees

2.2.7

The detailed responses to question 2.1.2 are shown in Appendix A, Table A.2. In addition to the taught Masters and Research degrees, there are 10 full-time FE students off-campus at one institution.

2.2.8

Regarding the postgraduate enrolled students, the taught Masters course numbers range from 1 to 110 full-time students. Of the 42 institutions, 30 have part-time student numbers from 1 to 240 enrolled. Two institutions had distance-learning students registered. In terms of the research degrees offered, 43 institutions have between 1 and 160 full-time students enrolled. Twenty-nine of these have between 1 and 80 part-time students. One of the institutions that responded has 3 distance-learning students.

2.2 About your students

2.2.9 Other students

The responses to Question 2.1.3 are shown on Charts 6 to 7.

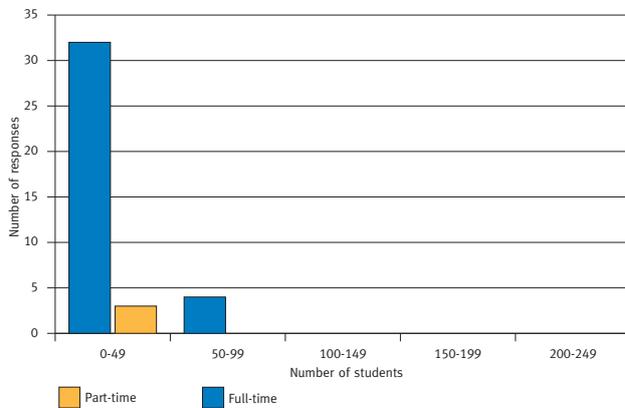


Chart 6: Question 2.1.3 Other student numbers — Erasmus

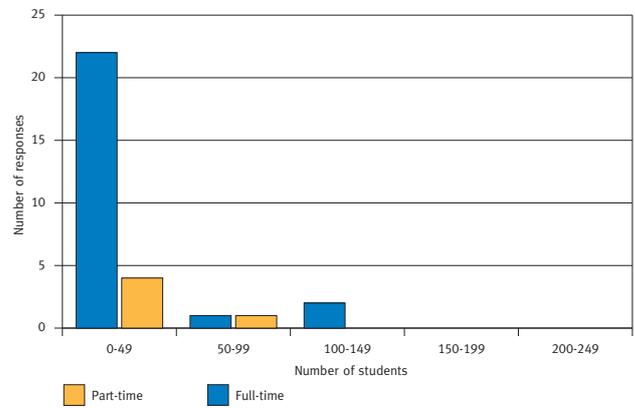


Chart 7: Question 2.1.3 Other student numbers — Visiting Students

2.2.10

The detailed responses to this question are shown in Appendix A, Table A.3. Table 2.5 summarises the other student types.

Table 2.5: Question 2.1.3

Other please specify	Number of respondents	Number of students	
		Full-time	Part-time
Certificate in Higher Education in Modern & Contemporary Literature	1	0	25
Erasmus & Associate students taking individual units	1	28	0
Erasmus students from Modern Languages taking 1 or 2 modules	1	20	0
European exchange – Erasmus?	1	4	0
Socrates	1	3	0
Students taking Level 1 English at FE colleges	1	50	7
Subsidiary English	1	0	0

2.2.11

Numbers of Erasmus students range from 2 to 80 full-time. Only two institutions had part-time Erasmus students. Numbers of visiting students ranged from 1 to 130 full-time. Only 5 institutions had part-time visiting students and these ranged from 2 to 70. There were no distance learning students in the ‘Erasmus’ or ‘visiting’ categories.

2.2.12 Numbers of FTE (Full Time Equivalent) students

Questions 2.2 and 2.3 How many FTE undergraduates and postgraduates are enrolled?

Table 2.6: Question 2.2/2.3

Number of students	Number of responses	
	Undergraduate	Postgraduate
2	0	1
5	0	2
9	0	1
10	0	1
12	0	1
13	0	1
15	0	1
16	0	1
17	0	1
22	0	1
24	0	1
34	0	1
36	0	1
40	0	1
50	0	1
52	0	1
70	1	1
80	0	1
90	0	1
95	0	2
100	0	1
118	0	1
128.67	0	1
140	1	1
150	1	1
155	1	0
164	1	0

continued overleaf

2.2 About your students

Table 2.6: Question 2.2/2.3 (contd.)

Number of students	Number of responses	
	Undergraduate	Postgraduate
200	2	0
208	0	1
216	0	1
220	1	0
221	1	0
240	1	0
250	1	0
265	1	0
277	1	0
300	3	0
310	1	0
327	1	0
350	1	0
388	2	0
400	1	0
420	1	0
450	2	0
460	1	0
470	1	0
500	1	0
535	1	0
610	1	0
751	1	0
800	1	0
804	1	0
900	1	0
2500	1	0
Don't know	18	22
No response	1	2

2.2.13

When asked to report on how many FTE undergraduates each of the institutions have enrolled, the responses ranged from 70 to 900. One institution reported as having as many as 2500 enrolled. Eighteen institutions did not know how many were enrolled and one failed to respond.

2.2.14

In terms of how FTE postgraduates each of the institutions have enrolled, numbers ranged from 2 to 216. Twenty-two institutions did not know how many were enrolled and 2 failed to respond.

2.3 Student admissions and retention

2.3 Student admissions and retention

2.3.1 Student selection

Question 3.1. Please indicate to what extent you use the following criteria of student selection:

Table 2.7: Question 3.1

	Major method	Subsidiary method	Not at all	No response
Examination performance	49 (92%)	1 (2%)	3 (6%)	0
Interview	6 (11%)	30 (57%)	13 (25%)	4 (7%)
Personal Statement on UCAS form	15 (28%)	33 (62%)	2 (4%)	3 (6%)
Reference on UCAS form	21 (40%)	27 (51%)	2 (4%)	3 (5%)
Other, please specify	0	0	0	0

2.3.2

The majority (49) of the institutions who completed the survey use examination performance as their major method of student selection, with UCAS references the second most popular major method. Interviews, personal statements and references were used by significant numbers as a subsidiary method. Thirteen institutions do not use interviews at all. Twenty-one institutions use references on the UCAS form as their major method of selection, and 27 use this method as their subsidiary choice.

2.3.3 Student numbers

Question 3.2.1. Please indicate how your admission target for 2001/2002 academic year related to your actual intake in the 2001/2002 academic year:

Table 2.8: Question 3.2.1

	Higher	Lower	About the same same	No response /Not applicable
All	21 (40%)	12 (23%)	16 (30%)	4 (7%)
By 1-10%	9 (17%)	7 (13%)	0	0
By 11-20%	8 (15%)	5 (2%)	0	0
By 21-30%	1 (2%)	0	0	0
By 31-40%	1 (2%)	0	0	0
By 41-50%	1 (2%)	0	0	0
By more than 51%	0	0	0	0
No response	1	0	0	0

Table 2.8 shows that, when asked to indicate how their institution admission target for 2001/2002 compared to their actual intake for the same academic year, 21 institutions considered this to be higher, whereas 16 thought the targets and intake to be about the same. Of those below or above target, most were no more than 20% out.

Question 3.2.2. In comparison with 2001/2002 are you anticipating undergraduate numbers in 2002/2003 to be:

Table 2.9: Question 3.2.2

Higher	20 (38%)
Lower	12 (22%)
About the same	20 (38%)
No response	1 (2%)

Table 2.9 shows that, when asked to compare the 2001/2002 academic year with that of 2002/2003 in terms of anticipated undergraduate numbers, 20 of the institutions considered that the intake will be higher and 20 thought the intake level to be about the same. Only 12 of the institutions thought their intake would be lower.

Question 3.2.3. In comparison with 5 years ago, would you say that in terms of student numbers your department is:

Table 2.10: Question 3.2.3

Larger	34 (64%)
Smaller	10 (19%)
About the same	8 (15%)
No response	1 (2%)

Table 2.10 shows that, in comparison with five years ago, 34 of the institutions that responded, said that in terms of student numbers their department is larger. Ten institutions thought their department was smaller whereas 8 thought it to be about the same size.

2.3 Student admissions and retention

2.3.7 Recruitment through clearing

Question 3.3. Roughly what percentage of students did you recruit through clearing in the 2001/2002 academic year?

Table 2.11: Question 3.3

Percentage of Sudents	Number of responses
0%	3 (6%)
1-10%	22 (42%)
11-20%	6 (11%)
21-30%	6 (11%)
31-40%	5 (9%)
41-50%	2 (4%)
Greater than 50%	1 (2%)
No response	8 (15%)

2.3.8

Twenty-two of the institutions recruited between 1-10% of their students through clearing in the 2001/2002 academic year. Twelve institutions recruited between 11-30% of their students using this method and 5 institutions recruited between 31-40% of their students through clearing. Only 3 of the institutions did not recruit any students through the clearing process.

2.3.9 Intake/transfer from/to other programmes

Question 3.4. In the 2001/2002 academic year, would you say that with regard to transfer from and to other programmes within your institution, your department was?

Table 2.12: Question 3.4

Percentage of Sudents	Number of responses
A net gainer	39 (74%)
A net loser	2 (4%)
About the same	11 (20%)
No response / not applicable	1 (2%)

2.3.10

In the 2001/2002 academic year, 39 of the institutions said that with regard to transfer from and to other programmes within their institution, their department was a net gainer. Eleven thought themselves to be about the same whereas 3 of the institutions considered themselves to be net losers.

2.3.11

Question 3. 5. What percentage of registered students did not complete Level 1 in the 2001/2002 academic year?

Table 2.13: Question 3. 5

Percentage of Sudents	Number of responses
0%	1 (2%)
1-10%	40 (75%)
11-20%	8 (15%)
21-30%	2 (4%)
31-40%	0
41-50%	0
Greater than 50%	0
No response / not applicable	2 (4%)

2.3.12 Drop-out rates

Forty institutions recorded between 1-10% of registered students failing to complete Level 1 in the 2001/2002 academic year. Eight institutions said that between 11-20% of registered students did not complete Level 1 in the same academic year. Two institutions recorded between 21-30% of their students failing Level 1. Only 1 institution recorded no registered students failing to pass Level 1.

2.3.13 Grade-entry profile

Question 3.6. Over the last 5 years, would you say the grade-entry profile of your students as been?

Table 2.14: Question 3.6

Increasing	23 (43%)
Decreasing	16 (30%)
Staying about the same	13 (25%)
No response	1 (2%)

2.3.14

Twenty-three of the institutions said that over the last five years, the grade-entry profile of their students has been increasing. Sixteen thought that it had been decreasing and 13 thought that it had stayed about the same.

2.3 Student admissions and retention

2.3.15 Student profile

Question 3.6. Other than grade-entry profile, have you observed any changes in the profile of your students over the last 5 years which have affected their teaching and learning? If so, please specify:

Note: the numbers in brackets are the number of comments.

- Fewer mature students (12)
- Constricted range of reading/knowledge (8)
- Decline in writing skills (7)
- Engaged in paid employment/other commitments (7)
- More local recruitment (5)
- Unsited to independent learning (4)
- Less motivation/commitment (2)
- More diverse academic qualifications and experience (2)
- Fewer literacy problems (2)
- Fewer students with modern language qualifications (2)
- More students who are familiar with the study of language (but not modern languages) (2)
- Increased reliance on web-based information (1)
- More vocal as regarding 'consumer rights' (1)
- More mature students (1)
- Entry-profile erratic and unpredictable from year to year (1)
- More students who have English as a second language (1)
- Widening participation has brought in a few students with lower scores (1)
- Increasing interest in subject combinations with media, performance or communications (1)

2.3.16 Analysis of comments on student profile

Question 3.6 produced a relatively large number of individual responses, with three perceptions standing out:

- A decline in the standard of student writing skills
- A decline in student preparedness for degree level work

- A decline in the number of mature students

Comments on student writing skills tend to concentrate on basic literacy shortcomings, and on weakness in expression and organisation. The burden of opinion is that these weaknesses are on the increase, but it is worth noting that three respondents think there have been some recent improvements. Both sets of responses may, of course, be indicative of shifts in the quality of students being admitted to particular departments, although one respondent pointedly notes that 'despite ... high A level grades, there is a marked drop in the standard of written English and in the range of reading'. This latter point is consistently made in the reporting back to this question that we are grouping under the heading of a decline in preparedness. There is a significant indication of concern about the extent of students' reading or knowledge. In addition, a number of responses note that students are less capable of independent learning, the following example being typical:

There is a greater reliance on approaches and readings provided by teaching staff – less independence. Less stamina in reading. More ignorance about earlier (i.e. pre-20thC) texts.

Less experience of complex literary texts, and difficulties with 'academic discourse' were also noted. Given that we have seen continued expansion in numbers over the last five years, and a broader access policy encouraged, these responses may be unsurprising. They have implications for departments in the design of the curriculum at level one, and for the A-S/A2 syllabus. Most importantly perhaps, they speak of a need for greater dialogue across this border.

More positively, there are comments here about students having an increasingly broad range of qualifications, and one respondent notes no decline in the standard of work despite the difficulties induced by students undertaking part-time work. A number of responses mentioned part-time work in term time as having a detrimental effect on students' studies. Two responses noted that more students were coming to their degree course with an English Language qualification, counterbalanced perhaps, by two responses noting a decline in students with a qualification in a modern European language.

Twelve responses note a decline in mature student numbers, and this is probably no surprise given the recent national trends. There is a single response noting an increase. Five responses record the fact that more local students are featuring in the intakes.

2.3.17 Staff/student committee**Question 3.8.1. Do you have a staff/student committee?****Table 2.15: Question 3.8.1**

	Number of Responses
Yes	52 (98%)
No	0
No response / not applicable	1 (2%)

Question 3.8.2. If yes, how often does it meet?**Table 2.16: Question 3.8.2**

	Number of Responses
Monthly	9 (18%)
About once a term or semester	35 (68%)
Once or twice a year	1 (2%)
Other, please specify	6 (12%)

The 'other' responses were specified as:

- Once a term for the Level 1 committee;
- Once a semester for Combined committee for Level 2 and Level 3;
- Twice a term (2 responses);
- Twice per semester (four times a year);
- No response/not applicable

2.3.18

Table 2.15 shows that 52 of the 53 institutions that completed the survey had a staff/student committee in place. One institution failed to respond. Table 2.16 shows that of those who did say yes, the staff/student committee meets about once a term or semester for the majority (35) of the institutions. Nine said that their committee meets on a monthly basis, 6 said it meets on another timescale and 1 committee meets once or twice a year.

2.3.19 Other comments on student admissions and retention**Question 3.9. If there are any points which you would like to make regarding student admissions or retention, please do so here.**

Note: the numbers in brackets are the number of comments.

- Problems with retention (4)
- No problems with retention (2)
- Highly competitive entry (4)
- Prevalence of student financial problems/necessity to undertake paid work (3)

2.4 About your colleagues

- Use open days/interviews (2)
- In 2002-2003 recruited higher numbers of mature and non-standard students (2)
- Interview only 'non-standard' applicants (1)
- Increased number of single honours students this year whereas it has fallen in the previous three years in favour of combined honours (1)
- Unusually large increase in 2001-2002, but now returning to steady state (1)
- Pick up good students who choose to stay at home to save money (1)
- Some of the best students are often special admissions (1)
- Overall social experience (irrespective of course design) has a significant impact (1)
- More post-qualification applications taking advantage of 'league tables' (1)
- Some evidence of bright students being deterred by tail of under-performers (1)

2.3.20 Analysis of Comments on Recruitment and Retention

Here, where departments are asked to comment on further issues on recruitment and retention, there is a variety of response with no clear trends emerging. For example, some departments note a difficulty in retaining students, and in recruitment, while others report very high ratios of applicants to places and no difficulties with retention – 'we keep all of our students and have a waiting list to get in'. Three respondents identify financial difficulties and the related problem of students leading 'multiple lives' as a major catalyst leading to drop-out. Some respondents note increased efforts to recruit students through interviewing, running more open days and outreach activities and others report that they are having to work harder with students on study skills in year one in an attempt to increase retention rates. Three responses report increases in student numbers.

2.4 About your colleagues

2.4.1 Number of staff

Question 4.1. How many FTE academic staff are involved in teaching? How many of these are women? How many FTE administrative/support staff are there?

How many of these are women?

The responses to Question 4.1 are shown on Charts 8 to 10, with the detail given in Appendix A, Table A.4 and A.5.

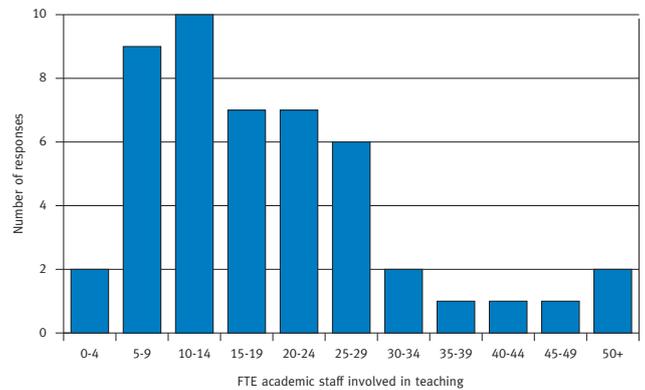


Chart 8: Question 4.1 Number of FTE academic staff involved in teaching

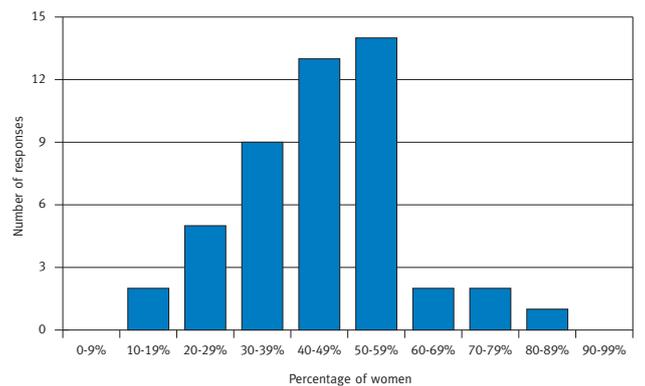


Chart 9: Question 4.1 Percentage of FTE academic staff involved in teaching that are women

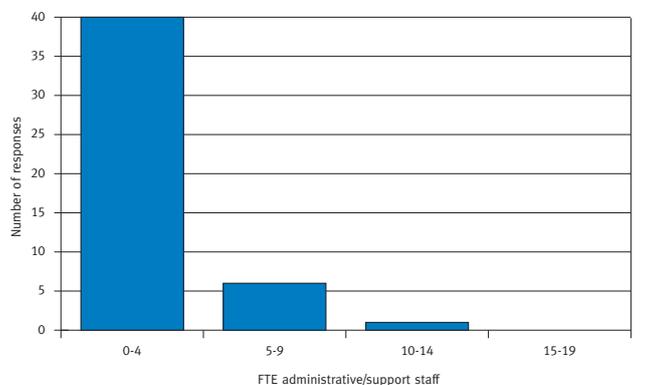


Chart 10: Question 4.1 Number of FTE administrative/support staff

2.4.2

Each institution was asked to comment on the number of FTE academic staff that are involved in teaching. From the results collated, of those FTE staff that are involved in teaching, nearly half are women in each HEI. Overall, 43% are women. Numbers of FTE academic staff range from 4 to 73.

2.4.3

The number of FTE administrative/support staff at each institution ranges from 0.2 to 11.5, and nearly all are women.

2.4.4 Types of contract

Question 4.2. Please state how many academic staff you have at this moment on the following types of contract, and say how many of these are women.

The responses to Question 4.2 are shown on Charts 11 to 16, and tables 2.17 and 2.18.

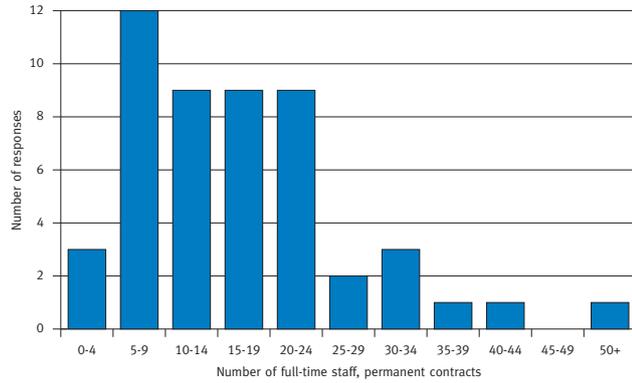


Chart 11: Question 4.2 Contract type — Full-time staff academic, permanent contracts

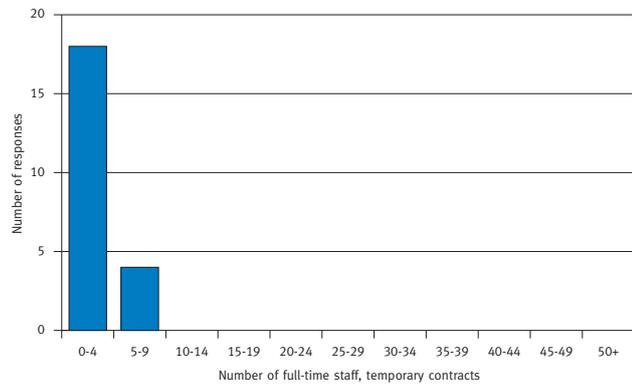


Chart 12: Question 4.2 Contract type — Full-time staff, temporary contracts

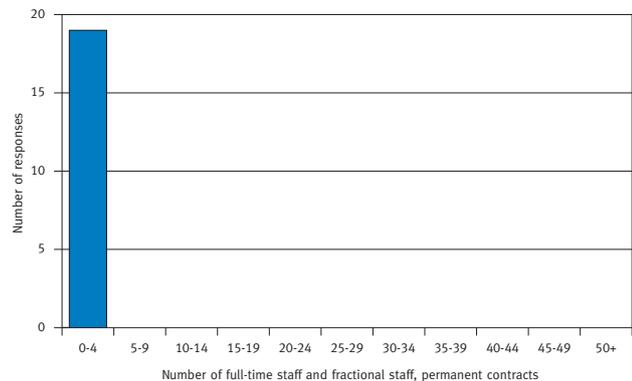


Chart 13: Question 4.2 Contract type — Part-time academic staff and fractional staff, permanent contracts

2.4 About your colleagues

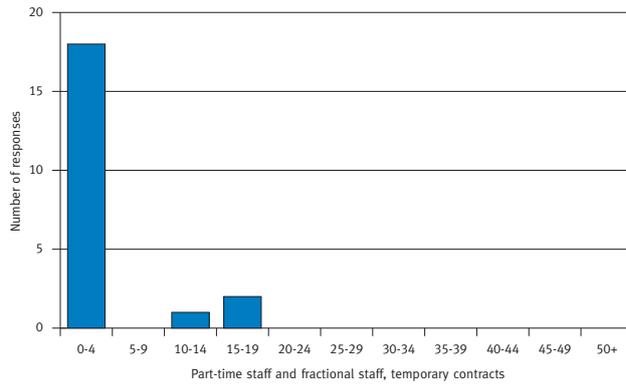


Chart 14: Question 4.2 Contract type — Part-time academic staff and fractional staff, temporary contracts

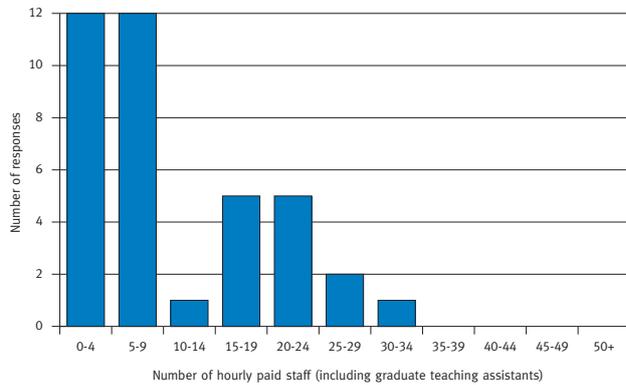


Chart 15: Question 4.2 Contract type — Hourly paid academic staff (including graduate teaching assistants)

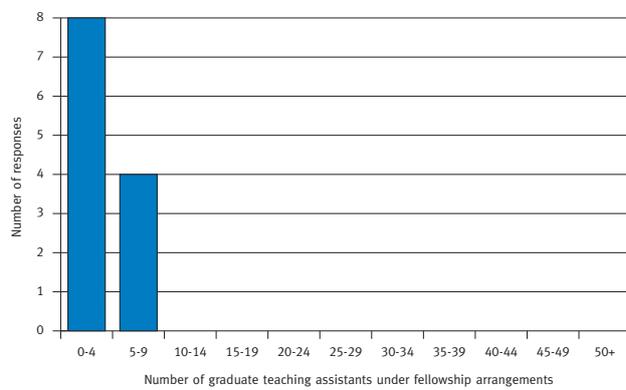


Chart 16: Question 4.2 Contract type — Graduate teaching assistants under fellowship arrangements

2.4.5

The percentages of women for each contract type are shown in Table 2.17.

Table 2.17: Question 4.2

Contract type	Percentage of women
Full-time staff, permanent contracts	39%
Full-time staff, temporary contracts	51%
Part-time staff and fractional staff, permanent contracts	72%
Part-time staff and fractional staff, temporary contracts	54%
Hourly paid staff (including graduate teaching assistants)	59%
Graduate teaching assistants under fellowship arrangements	88%

2.4.6

The detailed responses to these questions are shown in Appendix A, Table A.6 to A.11. Table 2.18 summarises the other types of contract.

Table 2.18: Question 4.2

Other, please specify	Total	Women	Number of responses
Research Associates	2	2	1
Research/Teaching	2	2	1
Senior administrator/ manager with fractional	1	1	1
Special Lecturers	2	1	1
Research Assistant, temp contract	2	1	1
Special Professors	4	1	1

2.4.7

Each institution was asked to state what type of contract each member of its academic staff has at this moment. For the full time staff on permanent contracts, where numbers range from 3 to 73, just less than half are women. Of those full-time staff on temporary contracts, most are women.

2.4.8

There was a high level of non-response to questions about part-time and fractional staff, suggesting that management information is not easily available. Numbers on permanent contracts range from 1 to 4 and on temporary contracts from 1 to 18.

2.4 About your colleagues

2.4.9

For the staff paid by the hour, which includes all graduate teaching assistants, just over half at each institution are women. The graduate teaching assistants teaching under fellowship arrangements are also mainly women.

2.4.10 Number of professors

Question 4.3. How many professors are there in your department?

The responses to Question 4.3 are shown on Chart 17 with the detail in Appendix A, Table A.12.

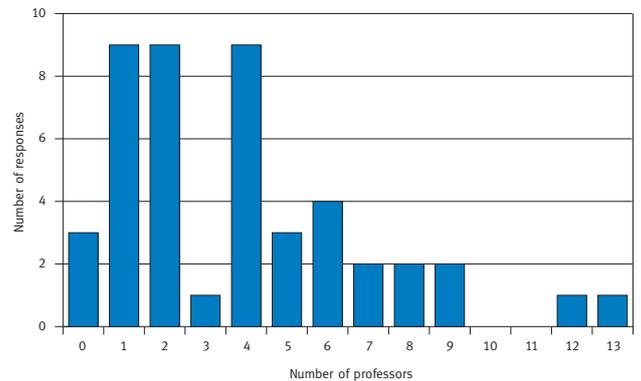


Chart 17: Question 4.3 Number of professors

2.4.11

Each institution was asked to report on how many professors they have in their department. Staff numbers range from 0 to 23. Women comprise 27% of professors, which might be compared with 70% of the student population and 43% of academic staff.

2.4.12 Research leave

Question 4.4. How often might a member of staff in your department typically expect to have a period of research/sabbatical leave of at least 1 term?

The 'other' responses were specified as:

- One member of staff (minimum) on leave each semester; leave granted on basis of likely research output (i.e. not a rota); and
- Staff can apply each year for research leave of one semester. There will be one member of staff on research leave each semester.

Table 2.19: Question 4.4

	Number of responses
Never	5 (9%)
Once a year	0
Every two years	3 (6%)
Every three to five years	32 (60%)
Leave is granted, but there is no predictable frequency	11 (21%)
Other, please specify	2 (4%)

2.4.13

The majority of staff in departments at each institution typically expect to have a period of research/sabbatical leave of at least one term in length every three to five years. Eleven institutions stated that leave is granted, but there is no predictable frequency. Five institutions stated that leave was never granted, whereas 3 said leave was granted every two years.

2.4.14 Numbers on research leave

Question 4.5. How many members of academic staff do you have on research/sabbatical leave in the first term or semester of the 2002/2003 academic year?

The responses to Question 4.5 are shown on Chart 18.

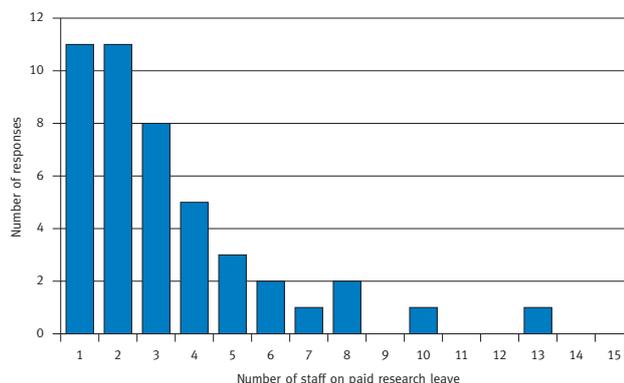


Chart 18: Question 4.5.1 Number of staff on paid research leave

2.4.15

The respondents indicated that in addition to the paid research staff, a total of 4 staff are expected to be on unpaid research leave in the first term or semester of the 2002/2003 academic year. The detailed responses to this question are shown in Appendix A, Table A.13.

Question 4.5. Of the paid, how many are partially funded by research grants?

Table 2.20: Question 4.5

Partially funded by research grants	Number of responses
0	4
1	14
2	6
3	5
4	3
5	1
No response	7

2.4 About your colleagues

2.4.15

Nearly all of the members of academic staff on research/sabbatical leave in the first term or semester of the 2002/2003 academic year are being paid. Very few (4) were reported as being on unpaid leave. Of those on paid leave the majority are partially funded by research grants.

2.4.16 Teaching load

Question 4.6.1. What is the average weekly load for a full-time member of staff on the following grades?

The responses to Question 4.6.1 are shown on Chart 19.

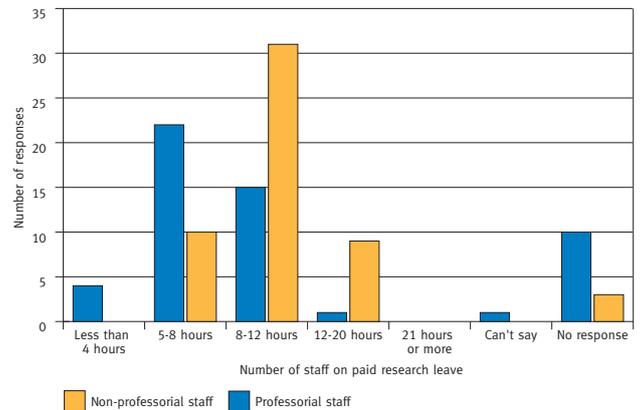


Chart 19: Question 4.6.1 Teaching load – Average weekly load for a full-time member of staff

2.4.17

The majority of institutions stated that the average weekly teaching load for a full-time member of the professorial staff is between 5-8 hours. Fifteen institutions stated that the average weekly teaching load for their professorial staff is between 8-12 hours. For the non-professorial staff, the majority of institutions stated that the average weekly load was between 8 and 12 hours followed by 10 institutions with a workload of between 5 and 8 hours. Nine institutions reported having an average weekly workload of between 12 and 20 hours for non-professorial staff.

2.4.18

Question 4.6.2. What is the usual number of courses taught per year by a full-time member of staff on the following grades?

The responses to Question 4.6.2 are shown on Chart 20.

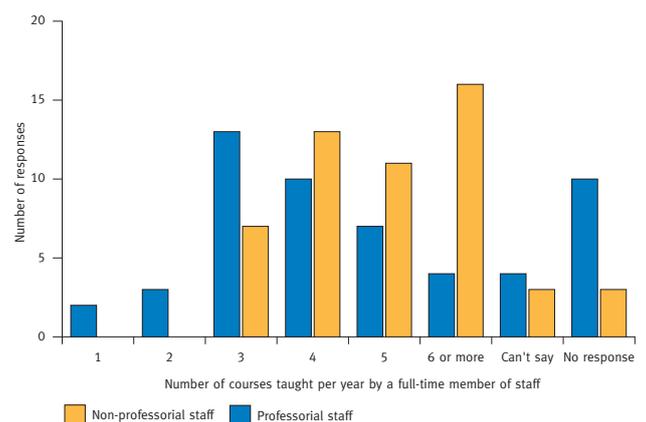


Chart 20: Question 4.6.2 Teaching load – Number of courses taught per year by a full-time member of staff

2.4.19

When asked to comment on the usual number of courses taught per year by a full-time member of the professorial staff, 13 said three courses, 10 quoted four courses and 7 said five courses. In terms of the non-professorial staff, the majority of 16 quoted six or more courses on average, followed by 13 doing four courses and 11 saying five courses a year.

2.4.20 Evaluation

Question 4.7. What types of evaluation are used in your department? (Please tick any that apply)

Table 2.21: Question 4.7

Evaluation types used	Multiple response question
Student questionnaires	53 (100%)
Peer observation	43 (81%)
Observation by managers	9 (17%)
End-of-module reviews	42 (79%)
Evaluation as part of staff appraisal	30 (57%)
Other, please specify	3 (6%)

The 'other' types of evaluation used were:

- English Studies Course Board & English Studies Standards Board;
- School review by peers from other departments; and
- External Examiners Report.

2.4.21

All the institutions surveyed said they use student questionnaires as a type of evaluation. Forty-three of the institutions recorded using peer observation as a method of evaluation, followed by 42 using end-of-module reviews. Thirty institutions use staff appraisal and 9 use observation by managers.

2.4.22 Engagement with the English Subject Centre and the Council for College and University English

Question 4.8. For each organisation, would you say that most of your staff are:

Table 2.22 Question 4.8

	ESC	CCUE
Unaware of its existence	0	2 (3%)
Aware of its existence	36 (29%)	33 (41%)
Understand its purpose and activities	27 (22%)	27 (34%)
Actively interested in its work	25 (20%)	18 (23%)

2.4.23

Regarding ESC and CCUE, the majority of institutions, 36 and 33 respectively, are aware of their existence. Twenty-seven institutions for ESC and CCUE understand their purpose and activities. Twenty-five institutions are actively interested in the work carried out by the ESC and 18 are interested in the work carried out by CCUE. Only 2 institutions are unaware of the existence of the CCUE.

2.4.24 Other comments on staff issues

Question 4.9. If there are any points which you would like to make regarding academic or non-academic staff issues, please do so here.

Note: the numbers in brackets are the number of comments.

- Staff to student ratios are problematic (3)
- Administrative burdens/support staff employed at faculty rather than departmental level (3)
- Culture of commitment to 'learning and teaching' poses problems for researchers, particularly young researchers (1)
- Some long-standing, permanent staff have minimal interest in research or national activities (1)
- New staff are expected to become ILT members and existing staff to follow professional development routes (1)
- Overwork, poor salaries and student debt are narrowing the stream of new entrants to university English (1)

2.4.25 Analysis of comments on staff issues

There was a relatively small response to this section, perhaps because of an awareness that the figures collected will speak for themselves. The significant feature here is the reporting of worsening staff-student ratios, and excessive workload for staff, with administration and QA tasks featuring as elements in workload increase. Other comments speak of pressures caused by a 'learning and teaching culture', the expectation for new staff to join the ILTHE, and a perception that student debt is diminishing the numbers of people planning to enter the academic profession.

2.5 Your resources and facilities

2.5.1 Resource provision

Question 5.1. Please state how far each of the resources listed below influences your teaching style and content on a scale of 1-5 where

- 1 = imposes severe restrictions on teaching and learning
- 2 = imposes some restrictions on teaching and learning
- 3 = does not impede or encourage us, no effect
- 4 = accommodates most of our requirements
- 5 = supportive and flexible in accommodating our requirements

The responses to Question 5.1 are shown on Chart 21. The detail is given in Appendix A, Table A.16.

2.5.2

In terms of those resources considered to severely restrict teaching and learning, 13% of institutions identified the richness of library collections as an area of concern. Eleven percent of institutions considered the availability of teaching space and the level of clerical/administrative support to hinder teaching and learning.

2.5.3

The most commonly identified resources imposing some restrictions were: availability of teaching space (28%); availability of multiple copies in the library (28%) and quality of teaching space (22%).

2.5.4

Staff development courses and the ability of staff to attend them does not appear to be an issue, with most respondents giving a 4 or 5 to this resource.

2.5.5

Forty-seven per cent felt that the quality and scope of IT hardware and software available accommodates most of their requirements. This is closely followed by 43% of institutions stating that the availability of PCs for student use accommodates most of their requirements and 42% of institutions stating that IT support does accommodate most of their requirements. Fifteen per-cent of respondents gave a score of 5 to the IT and PC resources so overall provision appears to be good.

2.5.6

In terms of resources that are considered to be supportive and flexible in accommodating teaching requirements, 14 institutions consider photocopying and reprographics services to be helpful.

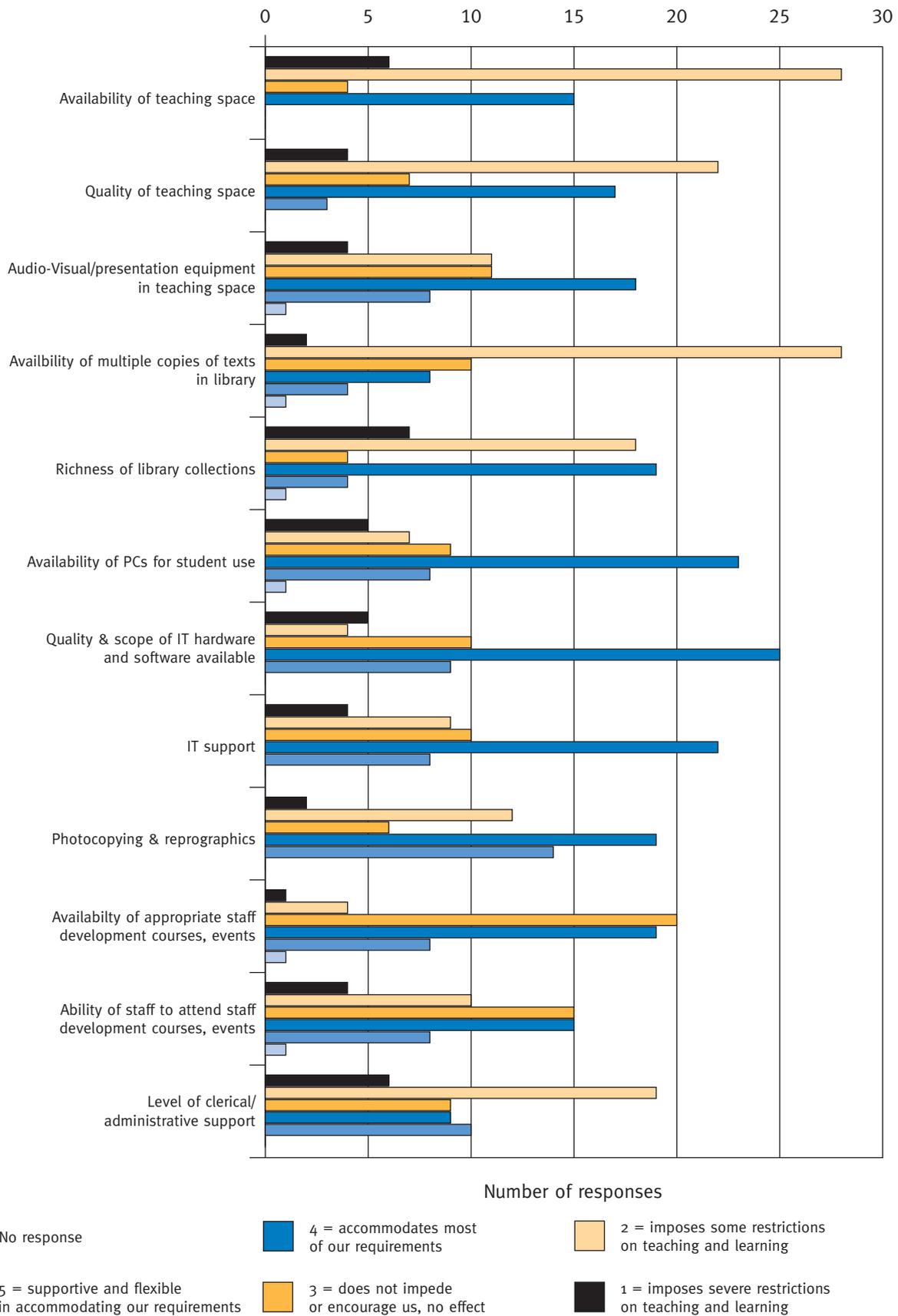


Chart 21: Question 5.1 Resource Provision

2.5 Your resources and facilities

2.5.7 Electronic Course Management Programs

Question 5.2. Does your institution support a Course Management Program (Managed or Virtual Learning Environment)?

Table 2.23: Question 5.2.1

	Number of responses
Yes	29 (55%)
No	14 (26%)
Don't know	10 (19%)

Question 5.2.2. If yes, how many lecturers in your department use it?

Table 2.24: Question 5.2.2

	Number of responses
All lecturers	2 (7%)
Majority of lecturers	0
Substantial minority of lecturers	10 (34%)
A few enthusiasts	16 (55%)
No response	1 (4%)

2.5.8

The majority of the institutions (29) who completed the survey do support a Course Management Program (Managed or Virtual Learning Environment). Fourteen did not support such a program and 10 institutions (perhaps surprisingly) did not know. Of those that said yes, 16 stated that usage is restricted to a few enthusiasts and 10 said that a substantial minority of lecturers use it in the department. One might conclude that usage of VLEs is not widespread.

2.5.9 Use of IT – current

Question 5.3. On the scale below, what stage best describes your department's use of IT in teaching?

Table 2.25: Question 5.3

	Number of responses
Underdeveloped	14 (26%)
Early stages	22 (42%)
Well established	15 (28%)
Innovative	2 (4%)

2.5.10

Twenty-two of the institutions consider their department to be in the early stages of IT use in teaching. Fifteen institutions considered themselves to be well established in terms of IT use and 14 institutions feel that their department is under-developed in terms of IT use in teaching. Only 2 institutions consider themselves to be innovative regarding current IT use.

2.5.10 Use of IT – future

Question 5.4. On the scale below, what stage best describes where you would like to see your department's use of IT in teaching in three years?

Table 2.26: Question 5.4

	Number of responses
Not an issue	6 (11%)
Early stages	8 (15%)
Well established	26 (49%)
Innovative	13 (25%)

2.5.11

Twenty-six institutions would like to see their department's uses of IT in teaching in the next three years become well established. Thirteen state they would like to be at the innovative stage of IT use in three years time, whereas 8 would like to be in the early stages of IT use. Of the 53 institutions, 6 state that the levels of IT use in the future is not an issue.

2.5.12 Other comments on resources

Question 5.5. If there are any points which you would like to make regarding resources, please do so here.

Note: the numbers in brackets are the number of comments.

- Inadequate, or gaps in, library collections (3)
- Good level of library support (3)
- Inadequate teaching space/accommodation (3)
- Inadequate staff numbers (3)
- Electronic resources require selective use and cannot replace face-to-face contact (3)
- Modules using web-based learning have proved rather unpopular – students prefer more conventional teaching methods (1)
- Department engaged in Subject Centre project to test more innovative use of the VLE (1)
- IT skills of new students are fairly weak (1)
- Staff are being encouraged to develop web-based teaching materials (1)

2.5.13 Analysis of comments on resources

Here there are further comments about worsening staff student ratios, and the need for more or better spaces for teaching and learning is recorded (accommodation for postgraduates is noted as a problem by two respondents). There are no discernible trends in the limited commentary here about library and support services. Changes wrought by the introduction and development of IT are noted, but again, with no discernible trends. One respondent notes that web-based learning has proved unpopular with students; another notes that IT can be innovative where relevant, but should not be introduced for its own sake, while also commenting that it can be a supplement to, and not a replacement for, face to face teaching.

2.6 Teaching and assessment

2.6.1 Teaching weeks

Question 6.1.1. How many weeks are there in your academic year? How many weeks are devoted to teaching, including formally timetabled reading weeks?

The responses to Question 6.1 are shown on Chart 22 and the detail is given in Appendix A, Table A.17.

2.6.2

Each institution was asked to report how many weeks there are in their academic year and how many of these weeks are devoted to teaching, including formally timetabled reading weeks. Of those institutions that stated that their academic year was less than 30 weeks, nearly all of these were devoted to teaching. For those that stated that their academic year was between 30-52 weeks, around half of this time was devoted to teaching.

2.6.3 Formal and other teaching

Question 6.2. What is the overall balance between formal lectures and group-discussion classes?

Table 2.27: Question 6.2

	Number of responses
Roughly half-and-half	34 (64%)
Mainly lectures	1 (2%)
Mainly group discussions	18 (34%)

2.6.4

When asked to consider the balance between formal lectures and group discussion classes at their institutions, 34 reported that the overall balance is roughly half and half. Eighteen considered the balance to favour group discussions and in only 1 institution did it favour formal lectures.

2.6.5 Forms of teaching

Question 6.3.1. Which forms of teaching are used in your department for undergraduates?

The responses to Question 6.3.1 are shown on Chart 23 (opposite).

The detail is given in Appendix A, Table A.18. The other forms of teaching follow in Table 2.28.

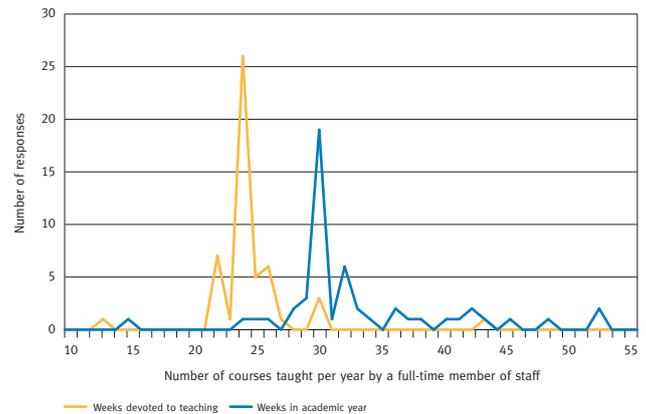


Chart 22: Question 6.1 Resource provision – Teaching weeks

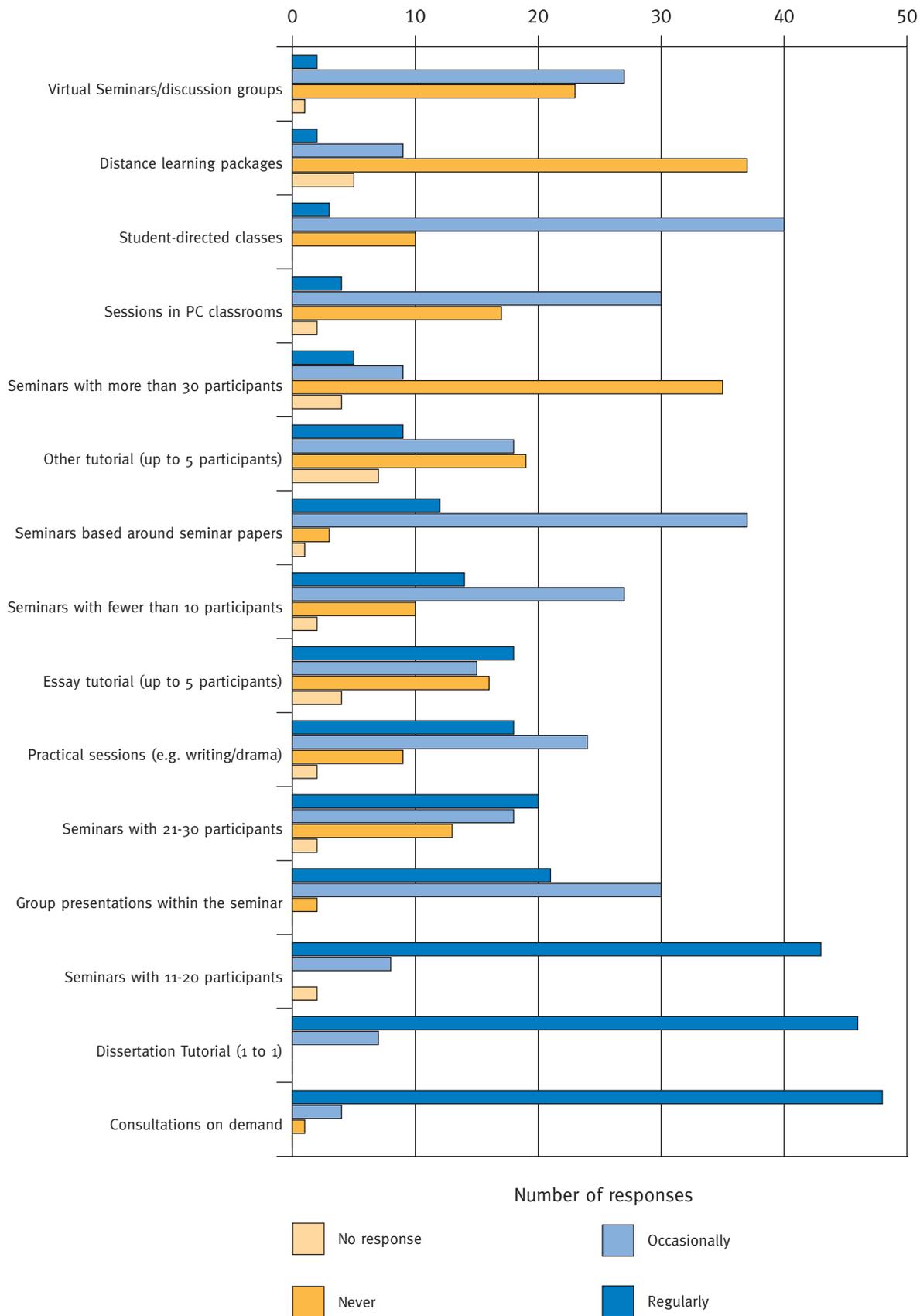


Chart 23: Question 6.3.1 Forms of teaching (undergraduate)

Table 2.28. Question 6.3.1 (Forms of Teaching – Undergraduate)

Other, please specify	Used Regularly	Used Occasionally
Tutorials for main modules (groups of 8)	1	0
Lectures to 60-120	1	0
Consultations – timetabled	0	1
Lectures	2	0
Student-led one to one Dissertation presentation	1	0
Workshops (for language)	1	0

Question 6.3.1. Please explain or qualify anything here.

- One-to-one tutorials are often employed not only for dissertations, but also for week-by-week work on the main courses.
- We have more small groups in years 1 & 3 – resources prevent it in year 2.
- Normally group sizes do not exceed 20, but, especially at level 1, the size has to be 20-25.
- Dissertations are optional at present, but will become obligatory at Level 3 from 2004 on.
- 'on demand' means students can see staff in their office hours. Increasing contact by individual and group e-mail.
- We still retain some one-to-one essay tutorials. We also see students one-to-one as personal tutees.
- We are experiencing management pressure to move to larger (30) seminar groups. At the moment we are still resisting this pressure.

2.6.6 Analysis of Comments

There was a limited response to this section, and responses varied widely. Two respondents, for example, recorded the fact that one-to-one tutorials were still in place (one response indicated that these were for particular functions; another that they were for 'week-by-week' work on the main course of study). Two respondents recorded pressure to move to larger group teaching (one putting this down to 'management pressure to move to larger – 30 plus – seminar groups'). Another reported a policy to keep small groups in years 1 and 3.

2.6.7

Question 6.3.2. Which forms of teaching are used in your department for postgraduates?

The responses to Question 6.3.2 are shown on Chart 24 (opposite). The other forms of teaching are shown in Table 2.29.

The detail is given in Appendix A, Table A.19.

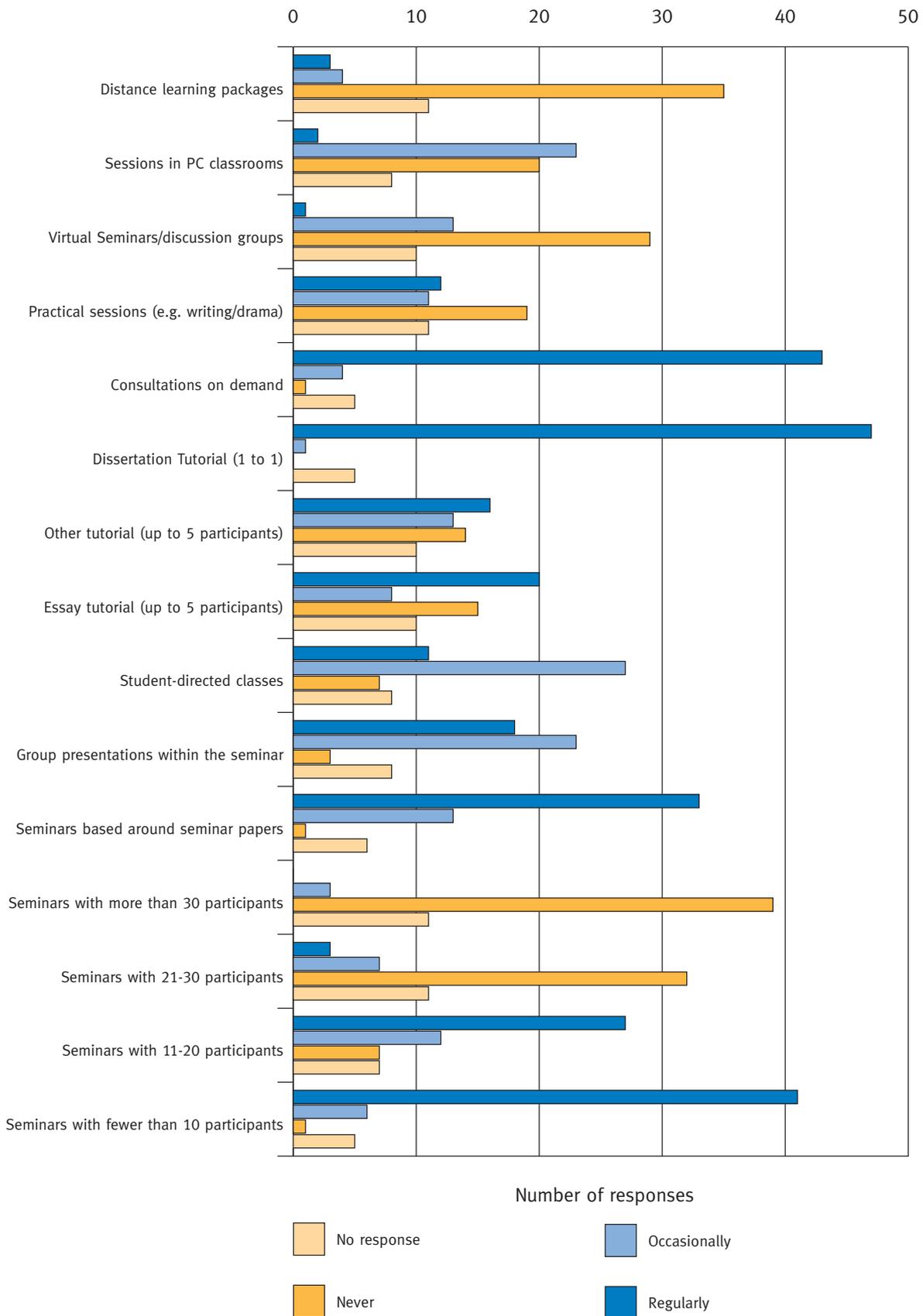


Chart 24: Question 6.3.2 Forms of teaching (postgraduate)

2.6 Teaching and assessment

Table 2.29. Question 6.3.2 (Forms of Teaching – Postgraduate)

Other, please specify	Used Regularly	Used Occasionally
Lectures	1	1
Timetabled consultations	0	1

2.6.8

With regard to undergraduates, seminars are widely used with 11-20 being the most common range of participants. However 20 respondents reported having 21-30 participants ‘regularly’ and 18 ‘occasionally’. Five reported having more than 30 participants ‘regularly’ and 9 ‘occasionally’. Almost all respondents provide one-to-one dissertation tutorials and consultations on demand. Very few use virtual seminars or PC-based sessions regularly, but just over half used them ‘occasionally’. Similarly, student-directed classes are hardly used ‘regularly’ but many respondents use them ‘occasionally’.

2.6.9

With regard to postgraduates, 41 respondents use seminars with fewer than 10 participants regularly. Twenty-seven use seminars with 11-20 participants ‘regularly’ and 12 ‘occasionally’. Very few respondents

use seminars with more than 21 participants. Most respondents base seminars around seminar papers and regular use of the dissertation tutorial is widespread. Virtual or PC-based teaching is characterised by ‘occasional’ use.

2.6.10 Hours of instruction

Question 6.4. For how many hours a week do undergraduate students in English single honours or equivalent receive formal tuition from a member of staff (i.e. in lecture, seminar or tutorial)?

The responses to Question 6.4 are shown on Chart 25 (below).

The detail is given in Appendix A, Table A.20.

2.6.13

Question 6.4.1. If it is possible, on average, to give teaching hours per week for students taking English in combination, please do so here:

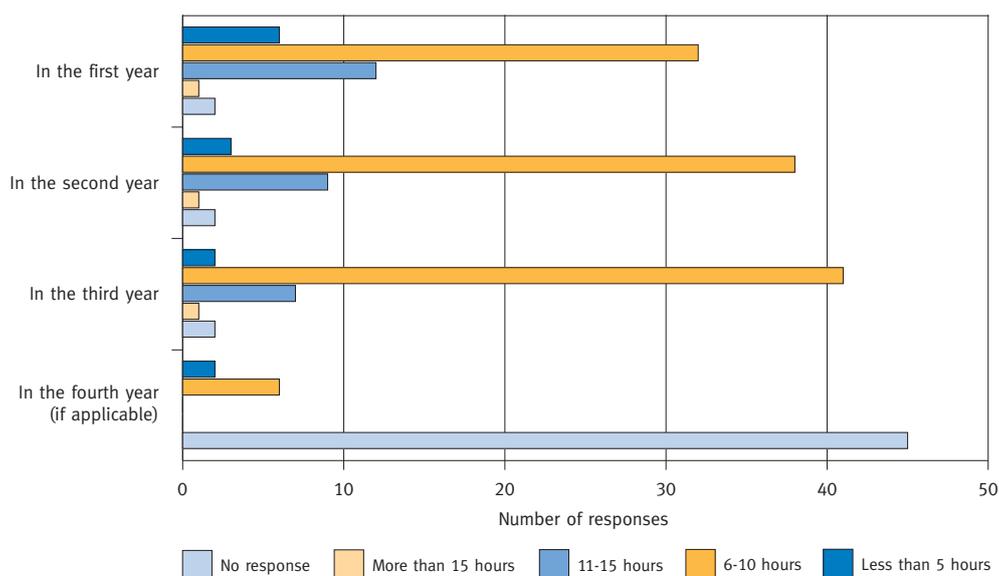


Chart 25: Question 6.4 Hours of instruction

Table 2.30: Question 6.4.1 Teaching hours per week for students taking English in combination.

Hours	Number of Respondents specifying for		
	Year 1	Year 2	Year 3
1	0	0	0
1-6	0	0	2
2	2	1	2
2-3	1	0	0
2-4	1	0	0
2-6	1	1	2
3	7	5	5
3-4	0	1	1
3-5	1	1	1
3-6	0	2	1
3-9	1	1	1
4	5	6	5
4-5	0	1	1
4-6	0	1	0
4-8	0	2	2
5	1	3	2
6	4	2	2
6-10	5	6	6
7	0	0	0
8	0	0	0
8-9	1	1	1
8-10	0	0	1
9	1	0	1
10	0	0	1
10-12	2	1	0
11	0	0	0
11-15	1	1	1
12	0	2	1

2.6 Teaching and assessment

2.6.14

When questioned about the length of time spent each week where undergraduates receive formal tuition from a member of staff, the majority (32) stated that in the first year it was between 6-10 hours a week. Thirty-eight institutions reported the same for the second year. In the third year, 41 of the institutions stated they spent between 6-10 hours a week with undergraduates. There is no substantial shift in the pattern between the first and second and third years.

2.6.15 The use of student time

Question 6.5. On average how many hours per week would you expect a student to spend on:

- Formally scheduled teaching time;
- Private study; and
- Other, please specify.

2.6.16

Responses to Question 6.5 are shown on Charts 26 & 27.

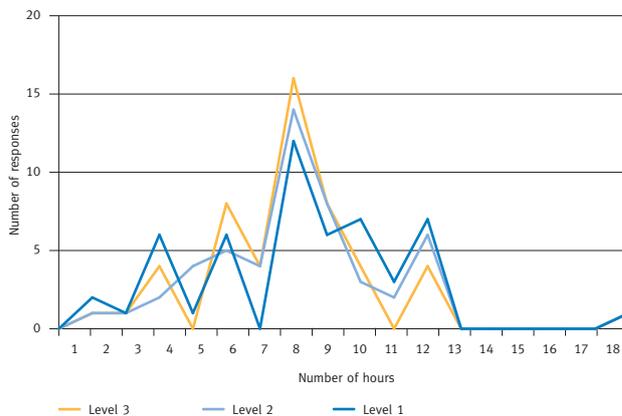


Chart 26: Question 6.5 Formally scheduled teaching time

2.6.17

Each institution was asked to comment on the average length of time each week that they expected a student to spend on formally scheduled teaching time, private study and on other academic activities. With regard to formally scheduled teaching, the number of hours ranges from 2 to 18 across all levels with the mean around 13. There is little difference between the levels.

2.6.18

In regard to private study, average hours per week ranged from 1 to 42, with one institution reporting 56 hours and one 100 hours. Most fell in the range of 20 to 35 hours. Again, there is little difference between levels.

2.6.19

In addition to the results shown on Charts 26 and 27, one respondent stated that students at Level 1, 2 and 3+ were expected to do 100 hours of private study. The detailed responses to this question are shown in Appendix A, Table A.21. The other academic activities are shown in Table 2.31.

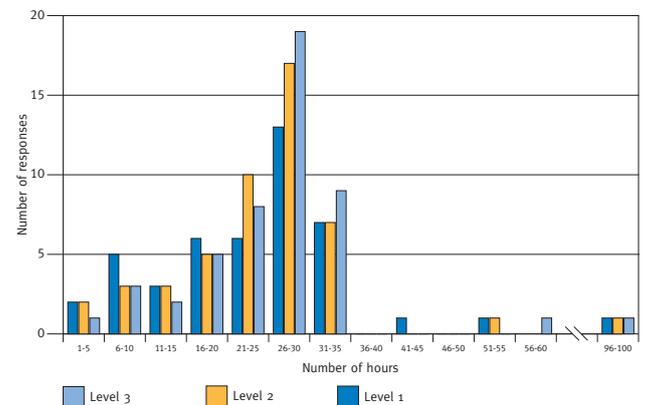


Chart 27: Question 6.5 Use of student time – in private study

Table 2.31: Question 6.5

Other academic activity, please specify	On average hours spent per week			Number of responses
	Level 1	Level 2	Level 3+	
Tutorial	1	1	1	1
Total hrs including other modules	36	36	36	1
On-line, English website tasks	3	3	No response	1
Group work	6	3	3	1
General discussion	3	5	5	1
Electronic discussion	0	0	1	1

2.6.20 Office hours**Question 6.6. Do teaching staff offer students specified office hours for consultations?****Table 2.32: Question 6.6**

	Number of responses
All or most staff do	51 (96%)
Some staff do	1 (2%)
Few or no staff do	1 (2%)

Question 6.6. If all, most or some teaching staff offer office hours, would you say that students use them:**Table 2.33: Question 6.6**

	Number of responses
Regularly	36 (68%)
Occasionally	16 (30%)
Hardly at all	0
No response	1 (2%)

2.6.21

Ninety six percent of those institutions surveyed reported that all or most of the teaching staff offer students specified office hours for consultations. One institution thought that some staff do and one institution commented that few or no staff do.

2.6.22

For those institutions who responded that ‘all or most/some staff offer specified office hours’, 36 institutions felt that students use them on a regular basis. Sixteen institutions felt the office hours specified were only used occasionally and one institution failed to respond.

2.6.23 Attendance**Question 6.6. Are students formally required to attend?****Table 2.34: Question 6.7**

	Yes, always	Yes, sometimes	No	No response
Lectures	27 (51%)	12 (22%)	13 (25%)	1 (2%)
Other classes	45 (85%)	4 (8%)	3 (5%)	1 (2%)

2.6.24

When questioned as to whether students are formally required to attend lectures, 27 institutions replied ‘yes always’ compared to 12 who responded ‘yes sometimes’. Thirteen institutions reported that students were not formally required to attend lectures. In terms of formally attending other classes, 45 institutions replied ‘yes always’, 4 said ‘yes sometimes’ and 3 reported ‘no’.

2.6 Teaching and assessment

2.6.25 Teaching and learning strategy

Question 6.8.1. Please indicate whether you have a teaching and learning strategy at the following levels:

Table 2.35: Question 6.8.1

	Yes	No	Don't know	No response
Institutional	51 (96%)	0	2 (4%)	0
Faculty	37 (70%)	10 (19%)	4 (7%)	2 (4%)
Departmental	42 (80%)	8 (15%)	0	3 (5%)

Question 6.8.2. If yes, how would you describe its impact on the curriculum and teaching development?

Table 2.36: Question 6.8.2

Substantial Impact	Some Impact	Negligible Impact	No Impact	No response
13 (25%)	28 (53%)	7 (13%)	2 (4%)	3 (5%)
11 (21%)	17 (32%)	7 (13%)	3 (5%)	15 (29%)
24 (45%)	19 (36%)	1 (2%)	0	9 (17%)

2.6.26

Each institution was asked to comment on whether they have a teaching and learning strategy at different levels. At the institutional level, 51 of those surveyed said 'yes' and the other two institutions did not know. At the faculty level, 37 replied 'yes', 10 'no', 4 did not know and 2 failed to respond. Finally, at the departmental level, 42 replied 'yes', 8 'no' and 3 institutions did not respond. From this one may conclude that whilst teaching and learning strategies are prevalent at institutional level, they are less so at Faculty and Department level.

2.6.27

If the institution responded yes, they were subsequently asked to describe the strategy's impact on the curriculum and teaching development. At the institutional level, 28 considered the strategy to have some impact whilst 13 thought it to have a substantial impact. At the faculty level, 17 considered it to have some impact and 13 thought the strategy to have a substantial impact. Finally, at the departmental level, the majority of 24 institutions thought the strategy to have a substantial impact on the curriculum and teaching whilst 17 thought it to have some impact. Where they exist, the pattern is for teaching and learning strategies to have an impact, with departmental strategies having the greatest effect.

2.6.28 Examination/continuous assessment

Question 6.9. What percentage of assessment is:

- **By formal examination;** and
- **By continuous assessment (essays and dissertations)**

The responses to Question 6.9 are shown on Charts 28 and 29.

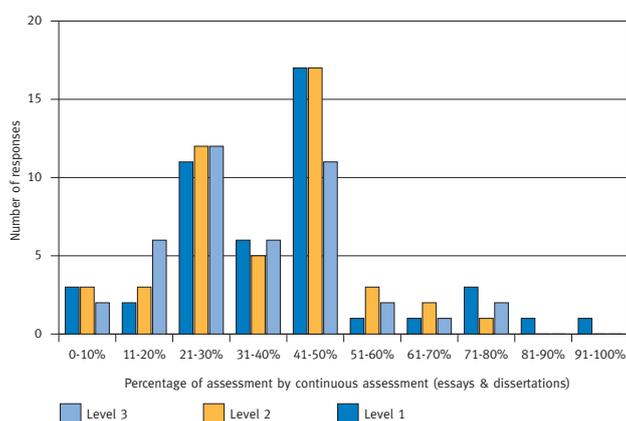


Chart 28: Question 6.9 Formal examination

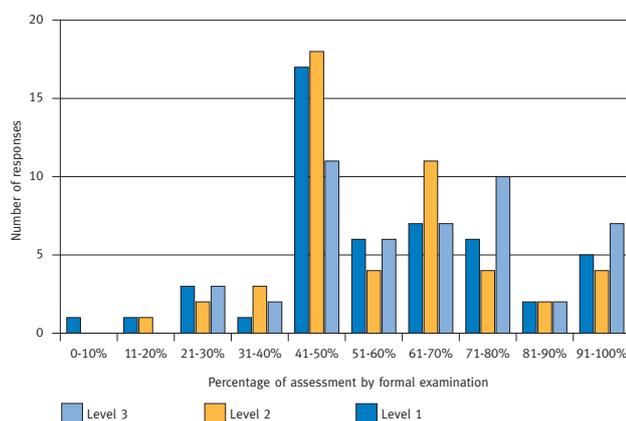


Chart 29: Question 6.9 Continuous assessment

The detailed responses to these questions are shown in Appendix A, Table A.22.

2.6.29

Each institution was asked to comment on the percentage of assessment that is by formal examination and by continuous assessment in the form of essays and dissertations. At Level 1, the percentage of assessment by formal exam ranged from 0% to 100%; at Level 2 from 10% to 80% and at Level 3 from 10% to 85%. In most institutions it ranges from 21% to 50%.

2.6.30

For continuous assessment, the percentage at Level 1 ranges from 10% to 100%; at Level 2 from 20% to 100% and at Level 3 from 25% to 100%.

2.6.31 Dissertations

Question 6.10. Is the final year dissertation for undergraduates:

2.6.32

Twenty-eight of the 53 institutions that were surveyed stated that for Single Honours undergraduates in the final year a dissertation was compulsory. Twenty-one of the institutions reported that dissertations were optional and two commented that dissertations were not available. For other students, 29 institutions stated that final year projects were optional whilst 18 said they were compulsory.

2.6.33 Forms of assessment

Question 6.11. Please indicate to what extent you use the following forms of assessment across all levels:

The responses to Question 6.11 are shown on Chart 30, with 'other forms of assessment' on Table 2.38. The detail is given in Appendix A, Table A.23

Table 2.37: Question 6.10

	Compulsory	Optional	Not available	No response
Single Honours	28 (52%)	21 (40%)	2 (4%)	2 (4%)
Others	18 (34%)	29 (54%)	3 (6%)	3 (6%)

2.6 Teaching and assessment

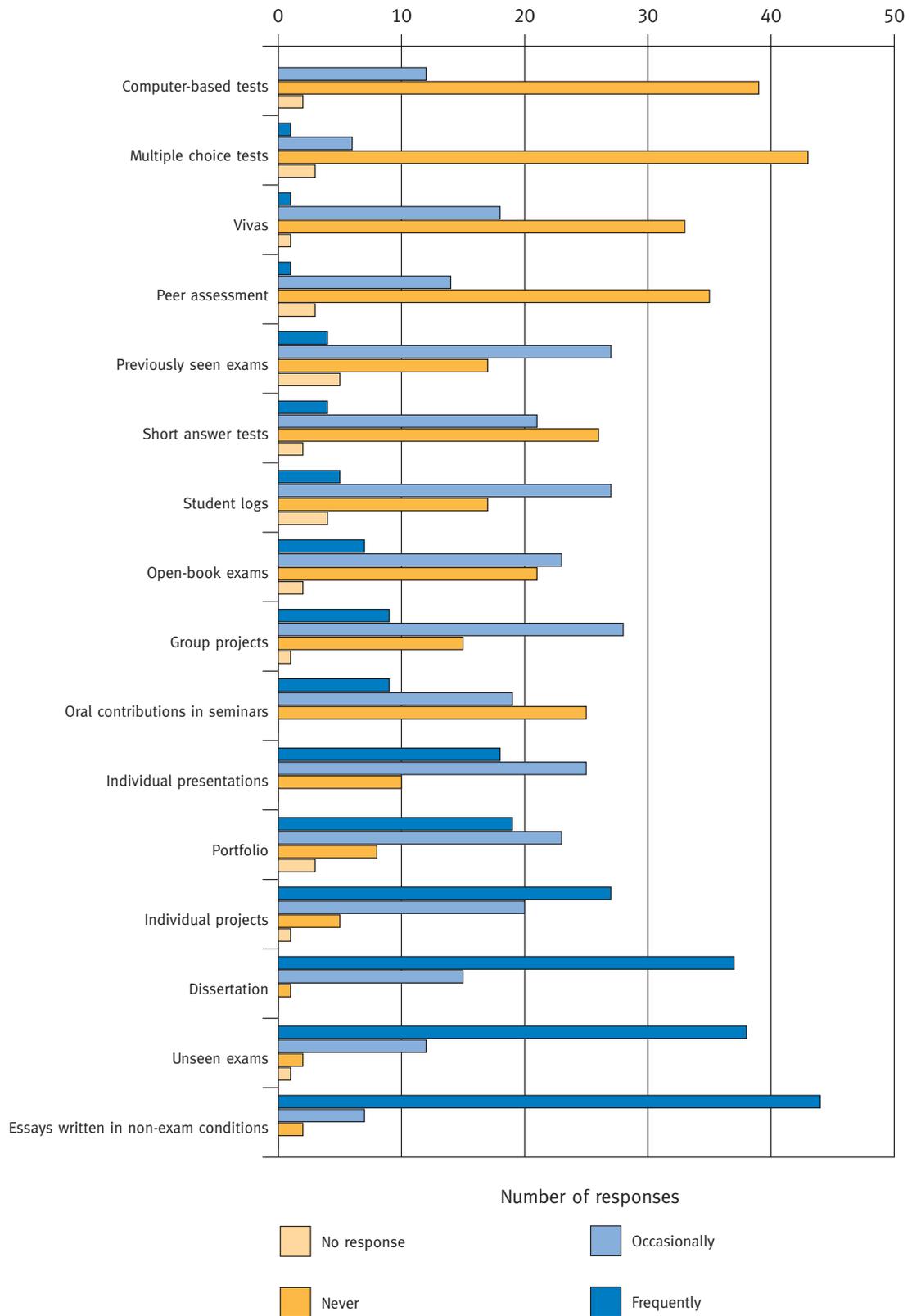


Chart 30: Question 6.11 Forms of assessment

Table 2.38: Question 6.11

Other, please specify	(Forms of Assessment)	
	Frequently	Occasionally
Contribution to e-mail list	0	1
RBL	0	1
Group presentations	1	1
Critical reviews	0	1
Work based learning	0	1
Textual analysis	0	1

2.6.34

In terms of different forms of assessment, each institution had to comment on the percentage use of each type across all levels. The most prevalent form of assessment method is the essay written in non-examination conditions, with 44 respondents saying that they use them frequently. This is followed by 38 institutions stating that unseen exams are used frequently and 37 stating that dissertations are used frequently. Open book exams are used occasionally and so are previously seen exams. There is a much wider spread of forms of assessment used occasionally, although group projects top the list closely followed by previously seen exams and student logs. Forty-three institutions never use multiple choice tests.

2.6.35 Examination assessment

Question 6.12.1. Is it possible for students to obtain their degree without taking an examination?

Table 2.39: Question 6.12.1

	Number of responses
Yes	3 (6%)
No	47 (88%)
Don't know	1 (2%)
No response	2 (4%)

Question 6.12.2. May examinations be re-taken?

Table 2.40: Question 6.12.2

	Number of responses
Yes	47 (88%)
No	3 (6%)
Don't know	0
No response	3 (6%)

2.6 Teaching and assessment

Question 6.12.3. If yes, is there a limit to the number of times?

Table 2.41: Question 6.12.3

	Number of responses
Yes	43 (81%)
No	3 (6%)
Don't know	1 (2%)
No response	6 (11%)

2.6.36

Table 2.39 shows that 47 of the institutions reported that it was not possible for students to obtain their degree without taking an examination. However, three institutions stated that it was possible to graduate without taking any examinations and one did not know.

2.6.37

Table 2.40 shows that, of the institutions where examinations had to be taken in order to graduate, all reported that it was possible for these exams to be retaken. Three institutions said that it was not possible

for exams to be retaken and three did not respond.

2.6.38

Table 2.41 shows that, where examinations can be retaken, 43 institutions stated that there is a limit to the number of times that this can happen. Three reported that there was no limit, one did not know and six failed to respond.

2.6.39 Marking

Question 6.13.1. Are examination papers counted in the final degree marked by more than one examiner?

Table 2.42: Question 6.13.1

	Level 1	Level 2	Level 3+
Yes, all papers	7 (13%)	24 (45%)	33 (63%)
Yes, selectively	23 (44%)	23 (44%)	13 (25%)
No	4 (7%)	1 (2%)	1 (2%)
Not applicable	15 (29%)	2 (4%)	3 (5%)
No response	4 (7%)	3 (5%)	3 (5%)

Question 6.13.2. Is assessed course work counted in the final degree marked by more than one examiner?

Table 2.43: Question 6.13.2

	Level 1	Level 2	Level 3+
Yes, all papers	5 (9%)	19 (36%)	26 (49%)
Yes, selectively	22 (42%)	31 (58%)	25 (47%)
No	6 (11%)	0	0
Not applicable	15 (29%)	1 (2%)	1 (2%)
No response	5 (9%)	2 (4%)	1 (2%)

Question 6.13.3. Is examined work submitted anonymously for marking?**Table 2.44: Question 6.13.3**

	Level 1	Level 2	Level 3+
Yes, all papers	43 (81%)	42 (80%)	41 (78%)
Yes, selectively	1 (2%)	1 (2%)	1 (2%)
No	7 (13%)	6 (11%)	6 (11%)
Not applicable	0	0	1 (2%)
No response	2 (4%)	4 (7%)	4 (7%)

Question 6.13.4. Is assessed course work submitted anonymously for marking?**Table 2.45: Question 6.13.4**

	Level 1	Level 2	Level 3+
Yes, all papers	12 (23%)	18 (34%)	18 (34%)
Yes, selectively	3 (5%)	4 (8%)	3 (5%)
No	36 (68%)	29 (54%)	29 (54%)
Not applicable	0	0	0
No response	2 (4%)	2 (4%)	3 (6%)

2.6.40

Table 2.42 shows that, in terms of marking degree examination papers at Level 1, the majority (23) are marked by more than one examiner on a selective basis. However, 15 institutions stated that this is not applicable to them, presumably because Level 1 exams do not count towards the final degree mark. For Level 2, 24 and 23 institutions commented that all papers and selective papers respectively are marked by more than one examiner. For Level 3, 33 institutions stated that all papers are marked by more than one examiner followed by 13 who stated that more than one examiner was used on a selective basis. We therefore see much more 'double-marking' at Level 3 than at Level 1 and, though to a lesser extent, than at Level 2.

2.6.41

Table 2.43 shows that assessed coursework in the final degree is marked selectively by more than one examiner in the majority of cases at Level 1 (22). At Level 2, 31 institutions stated that more than one examiner on a selective basis marks the assessed coursework counted

in the final degree. In the final year, 26 institutions reported that more than one examiner marks all assessed coursework and 25 institutions stated that this was done, but selectively. Some form of 'double-marking' therefore appears to be the norm.

2.6.42

Table 2.44 shows that at Level 1, 43 institutions said that all examined work is submitted anonymously for marking. At Levels 2 and 3, 42 and 41 institutions respectively submit examined work anonymously for marking. Seven institutions at Level 1 do not submit examined work anonymously nor do six institutions at Levels 2 and 3.

2.6.43

Table 2.45 shows that the majority (36) of institutions at Level 1 do not submit assessed coursework anonymously for marking. Twenty-nine institutions at Levels 2 and 3 do not submit assessed coursework anonymously for marking either. However, 18 institutions at Levels 2 and 3 do submit all papers anonymously.

2.6 Teaching and assessment

2.6.44 Final examination

Question 6.14. Do you have final examinations on which the final classification of a student's degree largely depends?

Table 2.46: Question 6.14

Yes	13 (25%)
No	40 (75%)

2.6.45

Seventy-five per cent of the institutions surveyed reported that they do not have final examinations on which the final classification of a student's degree largely depends.

2.6.46 Other comments on teaching and assessment

- We have had an unusually broad and balanced assessment policy for English – often commented upon (favourably) by external reviews.
- We are interested in extending the range of assessment, but have concerns about resourcing this in terms of staff time (eg feedback, issues), and plagiarism opportunities.
- The core of the assessment remains the formal essay.
- We regard a mix of modes of assessment as important; at levels 2/3 we practise full double marking with two examiners giving a grade independently; the superimposition of two semesters on three terms leads to considerable strain on staff (and to some extent, on students), especially at the Semester I/II transition in Term III.
- Extended, self-directed, studies are obligatory at Levels 2 and 3. Full blown dissertations are available, but not compulsory, at Level 3.
- Assessment has become end-directed: under modularisation all assignments are formally assessed; impossible to get students to submit

work that isn't assessed in some way.

- Our development/enhancement of teaching is hampered by our having a three-subject first year; therefore English only gets one-third of the teaching time in the first year.
- Proportion of 2:1 is increasing on our degrees, but that's quite justifiable.
- We have in the past selectively second marked. Any piece of work counting for more than 50% must be blind double marked. This is particularly true of the dissertation.
- We receive very positive feedback from external examiners on our marking, feedback and assessment procedures.
- Examinations were recently (2001-2) introduced in more courses. Level 1 was previously non-examined, now 50%.

2.6.47 Analysis of comments on teaching and assessment

There was a limited response to this section and the commentary varied. Three respondents noted that they were retaining a broad and balanced assessment policy, two commented on the strains placed on staff, and there were comments about plagiarism, increasing examinations, and double-marking. (See 2.10.4 below)

2.7 Course content

2.7.1 European Credit Transfer System

Question 7.1. Is your English curriculum compatible with the European Credit Transfer System?

Table 2.47: Question 7.1

	Number of responses
Yes	31 (58%)
No	2 (4%)
Don't know	19 (36%)
No response	1 (2%)

2.7.2

Thirty-one institutions stated that their English curriculum is compatible with the European Credit Transfer System. Two reported that it was not and 19 did not know. One institution failed to respond. This pattern of response seems to indicate a lack of awareness of the ECTS.

2.7.3 Foundation period

Question 7.2.1. Does your course set apart a foundation period in which students are specifically introduced to the study of English at degree level?

Table 2.48: Question 7.2.1

	Number of responses
Yes	16 (30%)
No	37 (70%)

Question 7.2.2. If yes, please specify the duration of this foundation period for full time students:

Table 2.49: Question 7.2.2

	1	2	3
Number of pre-enrolment weeks	1	0	0
Number of semesters	6	5	0
Number of terms	0	1	1
Other, please specify	0	0	0

2.7.4

Thirty-seven of the institutions surveyed do not set apart a foundation period in which students are specifically introduced to the study of English at degree level. The remaining 16 stated that they do set aside a foundation period for the students.

2.7 Course content

2.7.5 Skills

Question 7.3. Do students receive instruction in the following skills? Please indicate whether this is compulsory or optional (you can tick both), and whether it is provided from within the English Department.

Table 2.50: Question 7.3

	No	Yes, optional	Yes, compulsory	No response	Provided by the department	
					Yes	No
Library use						
Level 1	0	26 (49%)	26 (51%)	1 (2%)	14 (26%)	34 (64%)
Level 2+	12 (23%)	27 (51%)	5 (9%)	9 (17%)	12 (23%)	17 (32%)
Essay-writing skills						
Level 1	4 (8%)	19 (36%)	28 (53%)	2 (4%)	41 (77%)	3 (6%)
Level 2+	12 (23%)	23 (43%)	8 (15%)	10 (19%)	26 (49%)	3 (6%)
Oral communication/presentation skills						
Level 1	16 (30%)	20 (38%)	15 (28%)	2 (4%)	25 (47%)	8 (15%)
Level 2+	20 (38%)	21 (40%)	3 (6%)	9 (17%)	19 (36%)	3 (6%)
Presentation of academic work (referencing, bibliography, lay-out, etc.)						
Level 1	1 (2%)	13 (25%)	37 (70%)	2 (4%)	42 (79%)	3 (6%)
Level 2+	12 (23%)	15 (28%)	19 (36%)	7 (13%)	29 (55%)	1 (2%)
General internet searching skills						
Level 1	9 (17%)	29 (55%)	14 (26%)	1 (2%)	19 (36%)	17 (32%)
Level 2+	17 (32%)	26 (49%)	6 (11%)	4 (7%)	13 (25%)	15 (28%)
Academic use of the internet e.g. RDN, Humbul, Literature Online						
Level 1	11 (21%)	32 (60%)	9 (17%)	1 (2%)	14 (26%)	20 (38%)
Level 2+	16 (30%)	31 (58%)	3 (5%)	3 (5%)	9 (17%)	23 (43%)

continued overleaf

Table 2.50 Question 7.3 (contd)

	No	Yes, optional	Yes, compulsory	Provided by No response	Provided by the department	
					Yes	No
Packages for teaching English language						
Level 1	36 (68%)	10 (19%)	1 (2%)	6 (11%)	5 (9%)	6 (11%)
Level 2+	33 (62%)	7 (13%)	2 (4%)	11 (21%)	5 (9%)	6 (11%)
Presentation software e.g. Powerpoint						
Level 1	37 (70%)	13 (25%)	1 (2%)	2 (4%)	1 (2%)	12 (23%)
Level 2+	34 (64%)	13 (25%)	0	6 (11%)	0	15 (28%)
Spreadsheets, statistical and number skills						
Level 1	37 (70%)	10 (19%)	3 (5%)	3 (5%)	2 (4%)	12 (23%)
Level 2+	34 (64%)	12 (23%)	2 (4%)	5 (9%)	1 (2%)	15 (28%)
Word-processing						
Level 1	11 (21%)	30 (57%)	12 (23%)	0	5 (9%)	28 (53%)
Level 2+	15 (28%)	28 (53%)	4 (7%)	6 (11%)	3 (5%)	27 (51%)
Other Skills, please specify						
Group work						
Level 1	0	0	1 (2%)	0	0	0
Level 2+	0	0	1 (2%)	0	0	0
Dissertation skills Level 3						
Level 1	0	1 (2%)	0	0	0	0
Level 2+	0	0	0	0	0	0
Electronic personal portfolio						
Level 1	0	0	1 (2%)	0	0	0
Level 2+	0	0	1 (2%)	0	0	0

2.7 Course content

2.7.6

In terms of skills, each institution was asked to comment upon whether or not students receive instruction in certain skill areas; whether this instruction is compulsory or optional; and whether it is provided from within the English Department. The key points are summarised below.

2.7.7

In terms of library use almost all HEIs provide instruction and this is evenly split between it being optional and compulsory for the different institutions. About half of respondents offer library instruction as an option at Level 2+, and five make it compulsory. The majority of results indicate that the English Department does not provide library use instruction, so presumably it is provided by the library itself.

2.7.8

At Level 1, essay-writing skills are considered to be compulsory for the majority of institutions, and instruction is provided by the department. At Level 2+, 23 institutions indicated that they provided instruction from within the department but it is optional.

2.7.9

Oral communication/presentation skills instruction is provided at Levels 1 and 2+ by 35 institutions, 20 where students have the option of attending and 15 where it is compulsory. However, also at Level 2+, 20 institutions stated that this sort of instruction was not available. Instruction in this area is usually provided from within the department.

2.7.10

Presentation of academic work such as referencing and layouts is compulsory at 37 of the institutions for those studying at Level 1 and is generally provided from within the department. However, at Level 2+, only 19 institutions stated that it was compulsory for students to follow instruction and 15 other institutions reported that this skill area is provided but optional. Twelve institutions did not provide any such training in this area at Level 2+.

2.7.11

In general, the results indicate that Internet training and instruction is provided at both levels of study but very few institutions make it compulsory for students to attend, especially at Level 2+. There is an even split between departmental and non-departmental provision.

2.7.12

Academic use of the Internet was widely offered at both Levels 1 and 2+, usually on an optional basis. Although some instruction was provided by departments, more often it was provided from outside, presumably by the library or information services.

2.7.13

Packages for teaching English language are provided by a minority of HEIs, and the same can be said for presentation software and spreadsheets and statistical and number skills. Where these are provided, it is not usually by the department. Word-processing instruction is widely provided, both at Levels 1 and 2+, generally as an option from outside the department.

2.7.14 Compulsory elements

Question 7.4. Please tell us about compulsory elements by ticking the boxes which apply to you.

Table 2.51: Question 7.4

	For single honours	For combined honours or joint honours
All elements are compulsory		
Level 1	23 (43%)	18 (34%)
Level 2+	5 (9%)	5 (9%)
No elements are compulsory		
Level 1	1 (2%)	1 (2%)
Level 2+	4 (8%)	4 (8%)
Some elements are compulsory (please indicate which below):		
Literary genre or genres		
Level 1	31 (58%)	24 (45%)
Level 2+	20 (38%)	15 (28%)
Critical/literary theory		
Level 1	33 (62%)	18 (34%)
Level 2+	18 (34%)	12 (23%)
Language work		
Level 1	19 (36%)	10 (19%)
Level 2+	10 (19%)	4 (8%)
Literary stylistics		
Level 1	12 (23%)	6 (11%)
Level 2+	7 (13%)	3 (6%)
Introductions to study of English and/or literature at degree level		
Level 1	38 (72%)	30 (57%)
Level 2+	4 (8%)	2 (4%)
Period-based courses/literary history		
Level 1	32 (60%)	23 (43%)
Level 2+	34 (64%)	26 (49%)
Surveys spanning a wide chronology of periods		
Level 1	17 (32%)	12 (23%)
Level 2+	13 (25%)	10 (19%)

continued overleaf

2.7 Course content

2.7.14 Compulsory elements (contd.)

	For single honours	For combined honours or joint honours
Intellectual, cultural or social history		
Level 1	18 (34%)	12 (23%)
Level 2+	15 (28%)	13 (25%)
Old English		
Level 1	5 (9%)	1 (2%)
Level 2+	4 (8%)	2 (4%)
Medieval literature		
Level 1	12 (23%)	1 (2%)
Level 2+	15 (28%)	2 (4%)
Shakespeare		
Level 1	14 (26%)	9 (17%)
Level 2+	19 (36%)	15 (28%)
Practical criticism/critical practice		
Level 1	30 (57%)	22 (42%)
Level 2+	11 (21%)	5 (9%)
Practice of creative writing		
Level 1	6 (11%)	6 (11%)
Level 2	2 (4%)	2 (4%)
Level 3+	2 (4%)	2 (4%)
Practical drama		
Level 1	4 (8%)	3 (6%)
Level 2	4 (8%)	2 (4%)
Level 3+	3 (6%)	2 (4%)
Other, please specify		
Language applications (EFL)		
Level 1	0	1 (2%)
Level 2+	0	1 (2%)
Relevant film studies		
Level 1	0	1 (2%)
Level 2+	0	1 (2%)

continued overleaf

2.7.14 Compulsory elements (contd.)

Language skills (EFL)		
Level 1	0	1 (2%)
Level 2+	0	1 (2%)
Modules for English with film studies		
Level 1	0	1 (2%)
Level 2+	0	1 (2%)

2.7.15 Compulsory elements

Each of the 53 institutions surveyed was asked to comment on the compulsory elements that apply to their course. For single honours degrees, all elements are considered to be compulsory at Level 1 for 23 of the institutions and five stated all elements were compulsory at Level 2+. For the combined honours or joint honours course, 18 institutions reported that all elements are compulsory at Level 1 and again five stated they are compulsory at Level 2+. In terms of institutions stating that no elements were compulsory, one reported this was the case at Level 1 for single, combined and joint honours courses and four institutions stated that this was the case for the same groups of students at Level 2+.

2.7.16

The most common compulsory elements for single and combined/joint honours at Level 1 are:

Note: Numbers in brackets refer to the number of responses

- Introductions to the study of English and/or Literature at degree level (38)
- Critical/literary theory (33)
- Period-based courses/literary history (32)
- Literary genre or genres (31)
- Practical criticism/Critical practice (30)

A similar pattern exists at Level 2+, with the exception of the 'Introductions' for obvious reasons.

2.7.17

The least common compulsory courses are:

- Old English (5)
- Practice of creative writing (6)
- Practical drama (4)

This pattern is broadly similar across all types of degree and level.

2.7.18 Progression and prerequisites

Question 7.5.1. Do you use prerequisites for progression of any kind?

Table 2.52: Question 7.5.1

	Yes	No	No response
From Level 1 to Level 2	37 (70%)	13 (25%)	3 (5%)
From Level 2 to Level 3+	33 (62%)	14 (26%)	6 (12%)

2.7 Course content

2.7.19

Table 2.52 shows that, from Level 1 to Level 2, 37 institutions use prerequisites for progression of any kind. 13 stated that they did not and three failed to comment. From Level 2 to Level 3 and above, 33 institutions stated they used prerequisites for progression. Fourteen reported that they did not and six failed to respond.

Question 7.5.2. Are the terms 'Part 1' and 'Part 2' still in currency?

Table 2.53: Question 7.5.2

	Number of responses
Yes	11 (21%)
No	39 (74%)
No response	3 (5%)

2.7.20

Table 2.53 shows that, when asked whether the terms 'Part 1' and 'Part 2' are still in currency, 11 of the institutions reported that it was but the majority (39) stated that it was not. Three failed to respond.

Question 7.5.3. Is it necessary to pass:

Table 2.54: Question 7.5.3

	Yes	No	No response
Level 1 to progress to Level 2	49 (92%)	2 (4%)	2 (4%)
Level 2 to progress to Level 3+	44 (83%)	5 (9%)	4 (8%)

2.7.21

Table 2.54 shows that, in terms of whether it is necessary to pass Level 1 to progress to Level 2, 49 institutions stated that it was necessary, two said it was not and one failed to respond. In order to progress from Level 2 to Level 3 and above, 44 institutions reported that it was necessary to pass, five said it was not and four failed to comment.

2.7.22 Separation of Level 2 students

Question 7.6. Do you teach Level 2 students together with Level 3 (and above) students? (please select one)

Table 2.55: Question 7.6

	Number of responses
Yes, extensively	6 (12%)
Yes, to a limited extent	9 (17%)
Not usually	10 (19%)
Never	28 (52%)

2.7.23

When asked to comment on whether their departments teach Level 2 students together with Level 3 students, the majority said that this was never done. Ten reported that this practice is not usually carried out and 9 stated that it did happen but to a limited extent. Six of the institutions said that this method of combined level teaching was used extensively.

2.7.24 Research work

Question 7.7.1. Do your undergraduate students engage in independent research-based work (e.g. dissertations or projects)?

Table 2.56: Question 7.7.1

	Number of responses
Yes	52 (98%)
No	1 (2%)

2.7.25

Table 2.56 shows that almost all of the institutions surveyed stated that their undergraduate students do engage in independent research-based work such as dissertations or projects. Only one institution said they did not.

Question 7.7.2. If yes, is one or more of these research-based elements compulsory:

Table 2.57: Question 7.7.2

	Yes	No	No response
For Single Honours students	29 (55%)	20 (38%)	4 (7%)
For Combined Honours students	19 (36%)	21 (40%)	13 (24%)
For Joint Honours students	17 (32%)	21 (40%)	15 (28%)

2.7.26

Table 2.57 shows that, of those institutions that responded yes, 29 stated that for single honours students one or more of these research-based elements is compulsory: 20 stated that they are not compulsory. For combined honours students, 19 reported that this was compulsory and 21 responded that it was not. Finally, for the joint honours students, 17 institutions commented that research based elements are compulsory and 21 stated that they are not.

Question 7.7.3. Are these research elements given extra weighting in the final assessment or earn more credits than other modules?

Table 2.58: Question 7.7.3

	Number of responses
Yes	15 (28%)
No	36 (68%)
No response	2 (4%)

2.7 Course content

2.7.27

Table 2.58 shows that 36 of the institutions stated that these research elements are not given any extra weighting in the final assessment or earn more credits than other modules. Fifteen reported that they do have an extra weighting in the final assessment and two failed to respond.

Question 7.7.4. Is training in specific research-related skills provided?

Table 2.59: Question 7.7.4

	Number of responses
Yes	40 (75%)
No	11 (21%)
No response	2 (4%)

2.7.28

Table 2.59 shows that, of the 53 institutions, 40 reported that training in specific research related skills is provided, 11 stated that it was not and 2 failed to respond.

2.7.29 Vocational options

Question 7.8. Do you offer vocational or professionally orientated options? (Please tick those which apply)

Table 2.60: Question 7.8

	Number of responses
TESOL/TEFL/EFL	9 (17%)
Work placements	9 (17%)
English in the workplace	3 (5%)
Writing for the media and professional purposes	11 (21%)

2.7.30

The other vocational options were:

- a work based module is available to students of English, but not an English module as such (one respondent)
- Teacher training – primary (one respondent)

2.7.31

When asked to comment on whether their institution offers vocational or professionally orientated options, 11 respondents stated that they provide writing for the media and professional purposes. Nine institutions responded to TESOL/TEFL/EFL and 9 provide work placements. Three reported that they provide ‘English in the workplace’ options.

2.7.32 Interdisciplinarity

Question 7.9. Does your course provide the opportunity for interdisciplinary work?

Table 2.61: Question 7.9

	Number of responses
Yes	42 (79%)
No	10 (19%)
No response	1 (2%)

2.7.33

Question 7.9. If yes, please specify the relevant disciplines:

Note: the numbers in brackets are the number of comments.

- History (18)
- Media/film/television (13)
- Philosophy (5)
- Language/linguistics (4)
- Cultural studies/cultural history (4)
- Sociology (3)
- Art history (3)
- American Studies/literature (3)
- Modern Languages (2)
- Music (2)
- Art, Business, Politics, Archaeology, European literatures, Russian Literature, Palaeography, Psychology, Social Sciences, Education, Viking Studies, Humanities, work-related modules, Religious studies, Drama (all 1 each).

2.7.34

Just less than 80% of those surveyed stated that their course does provide the opportunity for interdisciplinary work. Ten institutions said their course did not and one failed to respond.

2.7.35 Analysis of comments on interdisciplinarity

Almost all comments took the opportunity to note the combinations taught with English in joint awards. Hardly any comments were made about interdisciplinarity as such, although some recorded their understanding that English as a discipline is now intrinsically interdisciplinary.

2.7.36 Other comments on course content

Question 7.10. If there are any points that you would like to make regarding course content, please do so here.

- The programmes are repeatedly praised for their broad and balanced curriculum by external reviews. Because of the compulsory nature of the course, all students share the same curriculum.
- We are concerned at external pressures to distinguish Levels 2/3 in terms of level of attainment, as we primarily use this to ensure that students are required to study some literature before 1800 (in line with benchmarking stipulations); although we have no compulsory modules at levels 2/3, we do have a 'flexible core'. Students must take a fixed number of core modules at levels 2/3, which ensures that all students experience an adequate spread of periods, and that they can specialise in pre-1800 at Level 3 should they want to do so.
- Single Honours students – students must take 4 specified units at Level 1 (out of 8). At Level 2 they must choose at least 2 of 5 core units. Combined Honours – students choose at least 2 out of 4 specified units at Level 1 (most take 3 or 4). There are no core units at Level 2, only prerequisite units for Level 3.

2.7.38 Analysis of comments on course content

There was a moderate number of responses to this section, the majority of which described course content in terms of a structured curriculum, sometimes in considerable detail, organised by way of compulsory modules, spine or core modules. Two respondents commented on a decline in provision or student choice, and there were numerous comments indicating recent or impending extensive revision and redesign of the curriculum:

- Our ‘branding’ system means that no individual module after stage 1 is compulsory, but students do have to sample the kind of range indicated in 7.4. (Compulsory elements.) The freedom of choice varies with the different programmes: single, joint, combined etc.
- We use a spine of period courses, Renaissance to 20th Century, supplemented by a range of options including theory, genres, creative writing.
- Four main areas: Language, Literature, Drama, Medieval Studies. All SH students must choose a minimum of modules from each area. JH students choose from at least 2 areas.
- Difficult to agree on a core curriculum and its content, and to achieve a balance between staff specialisms in a small team and the demand of a broader curriculum for students.
- We maintain a programme of options at L2 and L3. For Single Honours students at L1 we rely on options provided by other units (eg. Languages, History, Media Studies, Education).
- New curriculum currently being implemented in year 1, to be phased in in years 2 and 3 between 2003 and 2005. A creative writing strand to be developed as part of the new curriculum.
- English benchmark a useful document, in that it’s management proof!

2.8 Coverage and aims

2.8.1 Curriculum foundations

Question 8.1. Please indicate to what extent attention to each of the following guides the design of your undergraduate degree course.

The responses to Question 8.1 are shown on Chart 31 – ‘Curriculum Foundations’ (opposite). The detail is given in Appendix A, Table A.24.

2.8.2

Each institution was asked to comment on the extent to which attention is given to certain areas that guide the design of their undergraduate degree course. Coverage of literary periods has the largest influence, with 37 respondents saying that it guides them ‘to a large extent’, but this is closely followed by ‘reading/interpretive skills’ (35) and ‘specialist interests of staff’ (34). There is a fairly even spread of factors that influence ‘to some extent’. ‘Language/linguistic study’ and ‘cultural politics’ score highest as influencing ‘hardly at all’.

2.8.3 Module availability and popularity (all levels)

Question 8.2. Please indicate how many compulsory and how many optional modules you provide in these areas, regardless of level.

For optional courses, indicate on a scale of 1-3 how popular they are in terms of take-up where:

1 = unpopular

2 = quite popular

3 = very popular

(Please include courses which incorporate substantial material from these areas but which may, for example, move across period boundaries e.g. a satire course based in the eighteenth century but including material from other periods.)

2.8.4

The responses to Question 8.2 are shown on Charts 32 to 65.

The detail is given in Appendix A, Table A.25 to A.72.

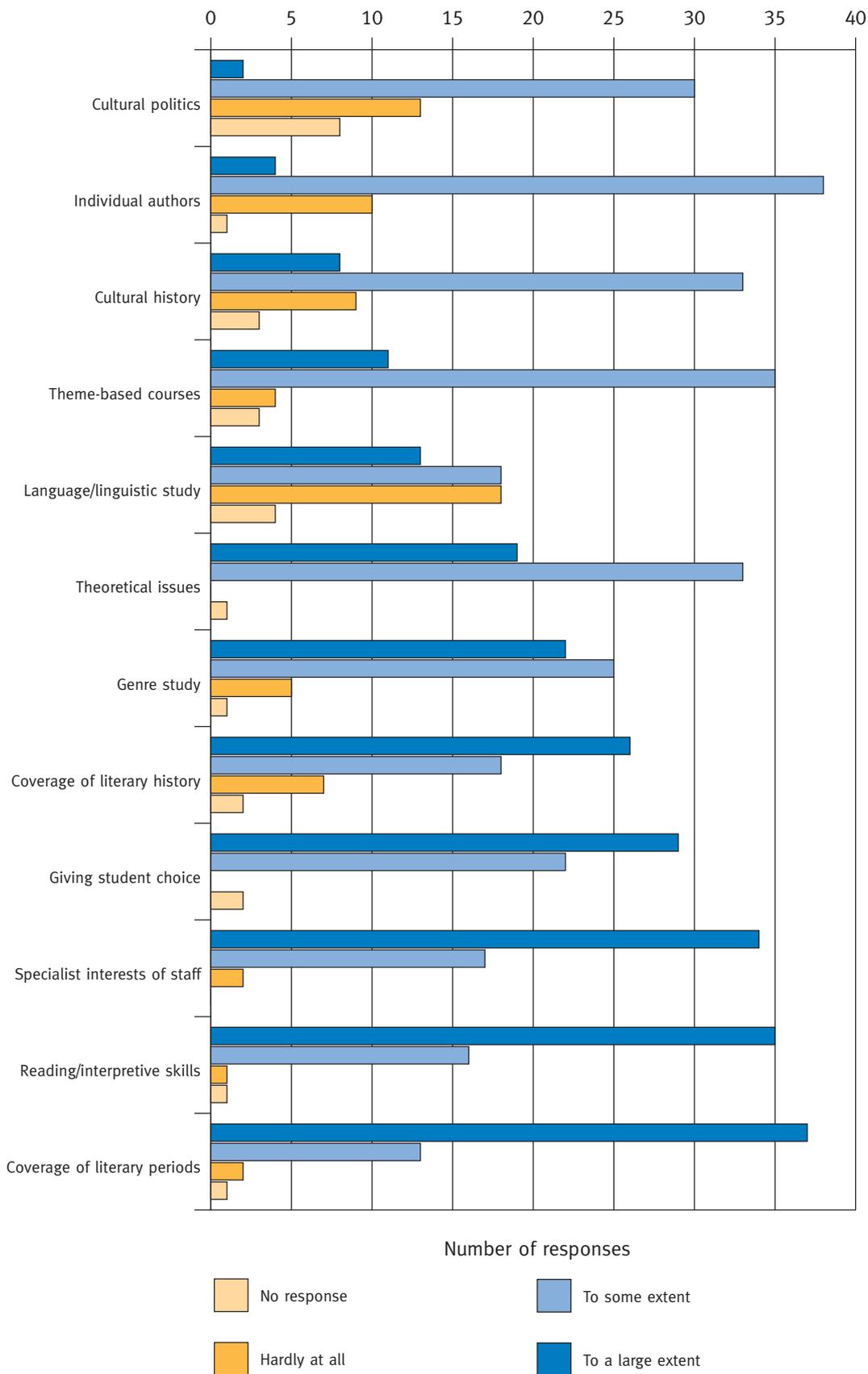


Chart 31: Question 8.1 Curriculum foundations (guiding factors)

2.8 Coverage and aims

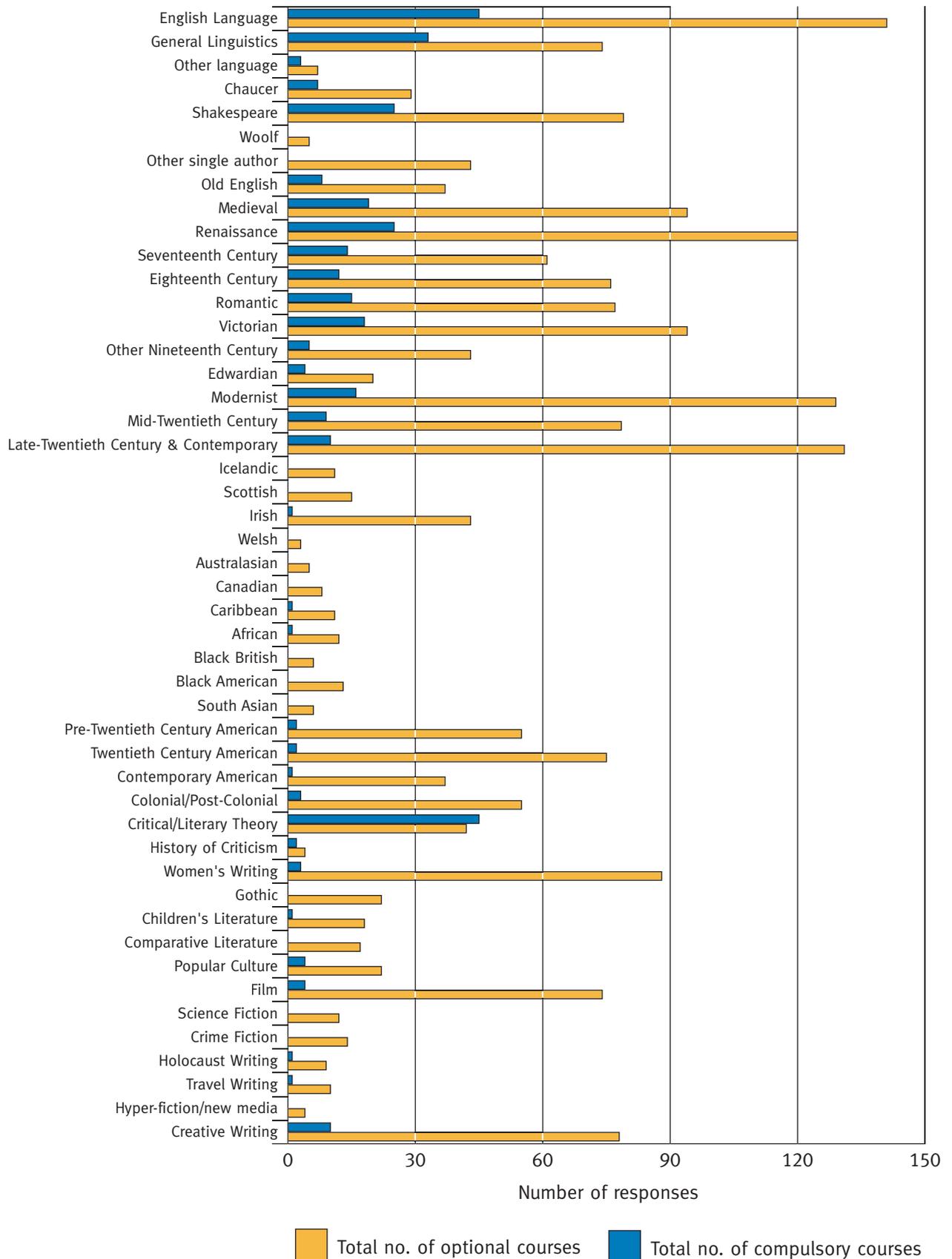


Chart 32: Question 8.2 Compulsory and optional courses

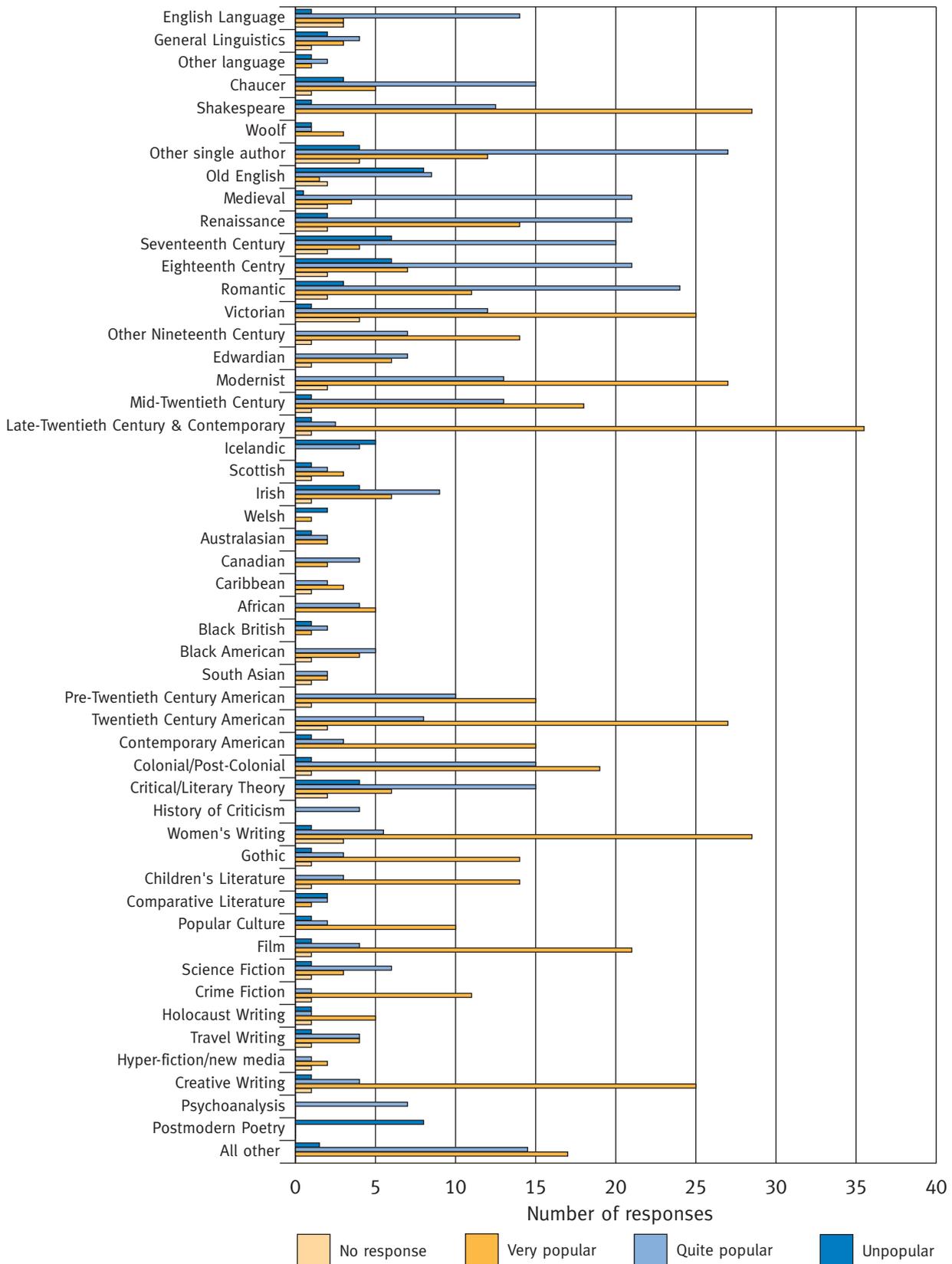


Chart 33: Question 8.2 Optional course popularity

2.8 Coverage and aims

Language

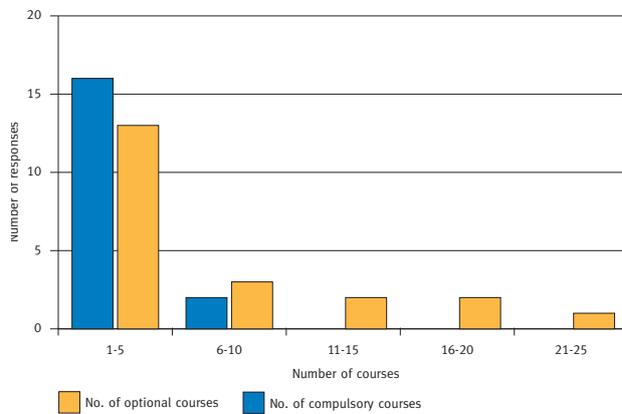


Chart 34: Question 8.2 Module availability – **English language**

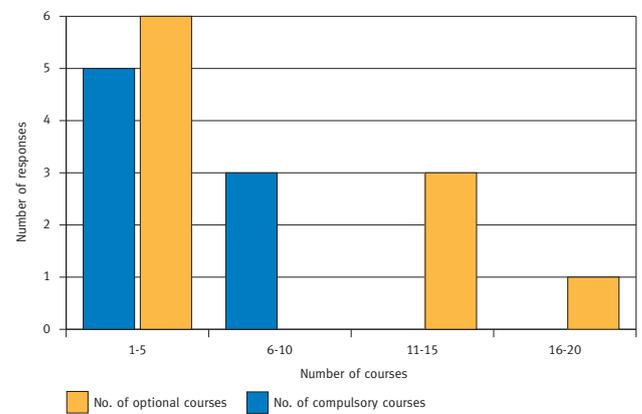


Chart 35: Question 8.2 Module availability – **General linguistics**

Single Author

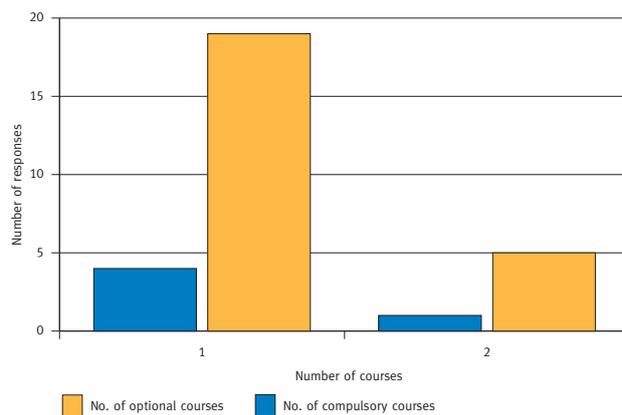


Chart 36: Question 8.2 Module availability – **Chaucer**

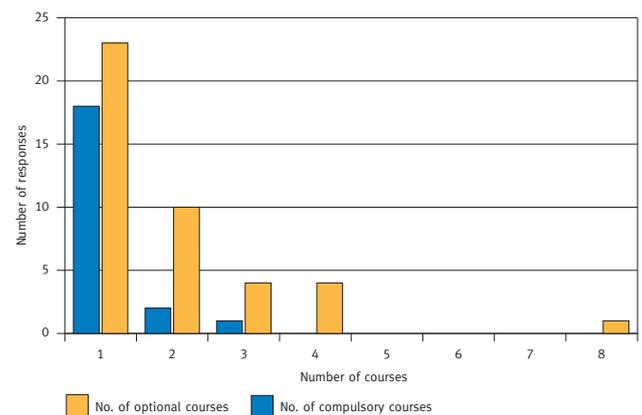


Chart 37: Question 8.2 Module availability – **Shakespeare**

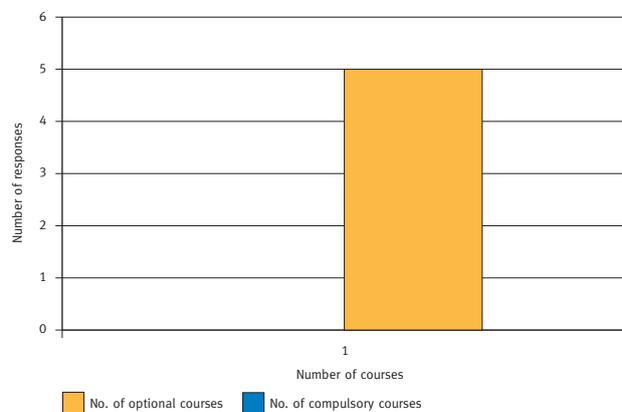


Chart 38: Question 8.2 Module availability – **Woolf**

Period

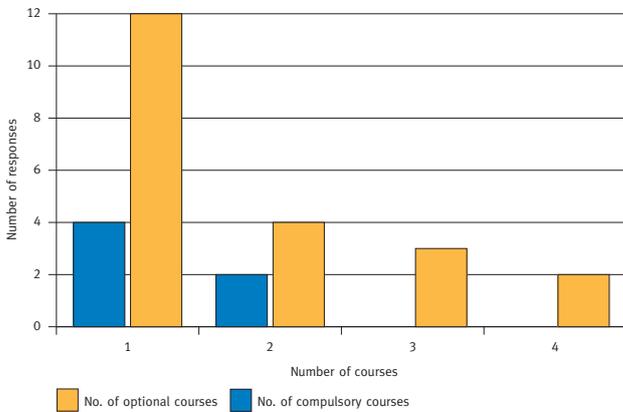


Chart 39: Question 8.2 Module availability — **Old English**

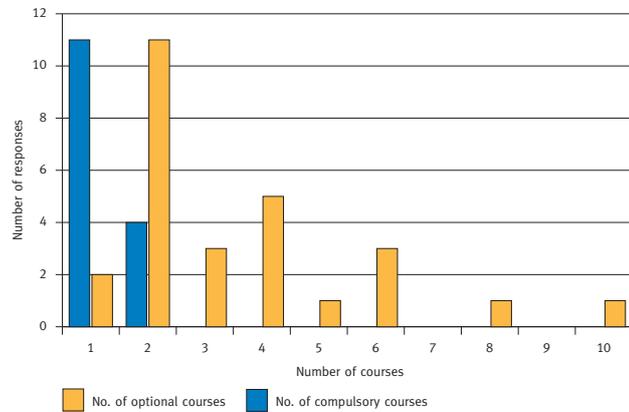


Chart 40: Question 8.2 Module availability — **Medieval**

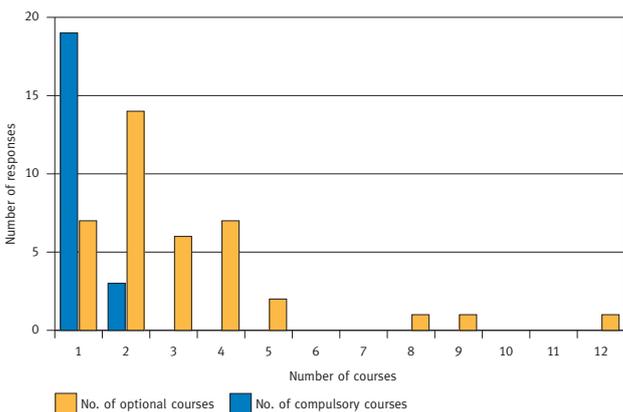


Chart 41: Question 8.2 Module availability — **Renaissance**

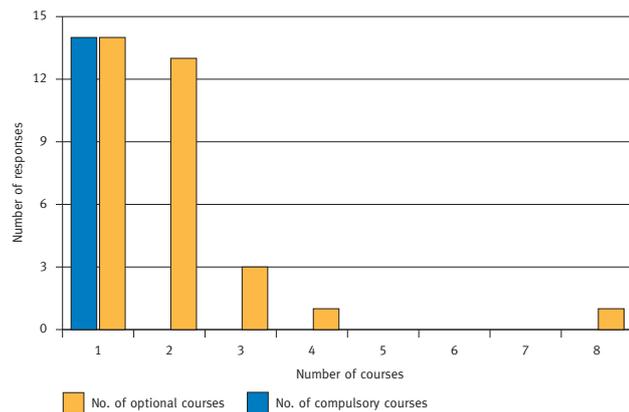


Chart 42: Question 8.2 Module availability — **Seventeenth Century**

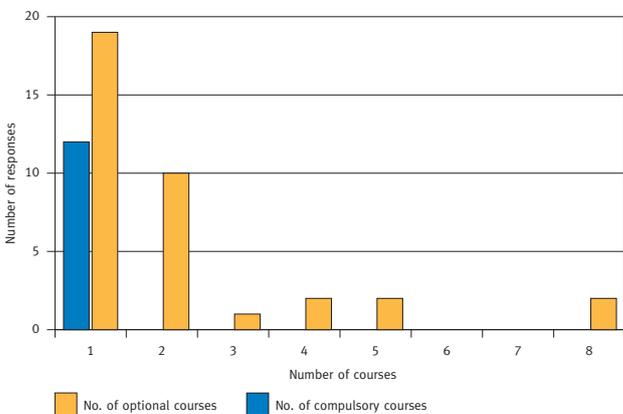


Chart 43: Question 8.2 Module availability — **Eighteenth Century**

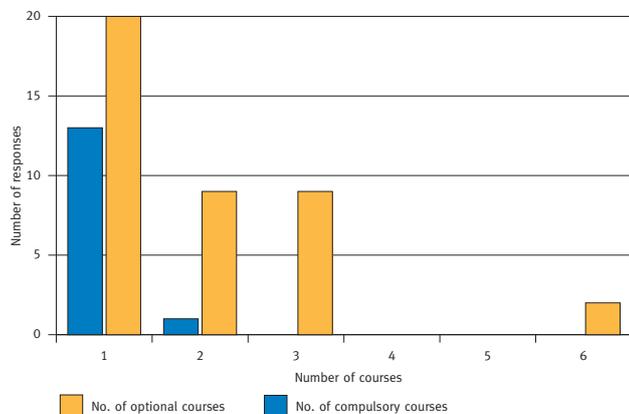


Chart 44: Question 8.2 Module availability — **Romantic**

2.8 Coverage and aims

Period

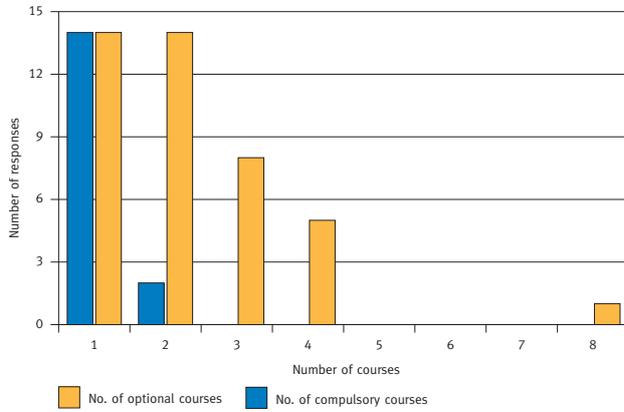


Chart 45: Question 8.2 Module availability – **Victorian**

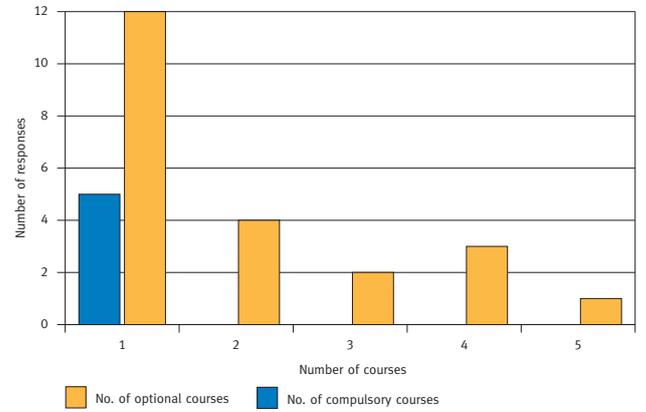


Chart 46: Question 8.2 Module availability – **Other Nineteenth Century**

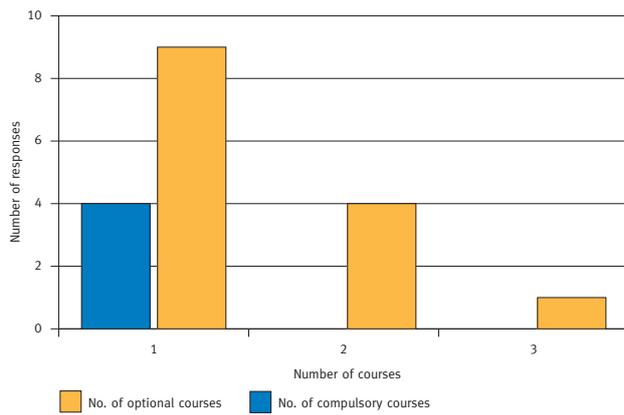


Chart 47: Question 8.2 Module availability – **Edwardian**

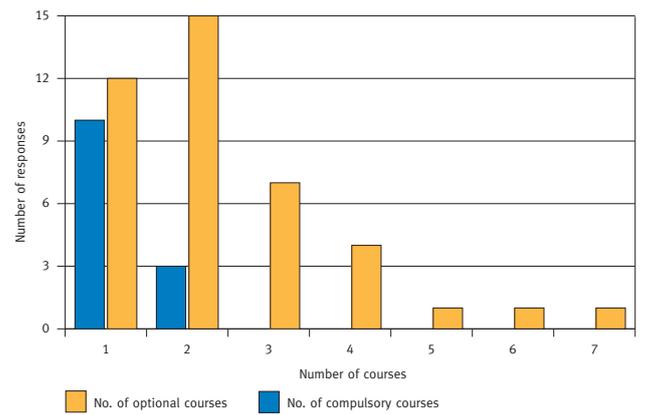


Chart 48: Question 8.2 Module availability – **Modernist**

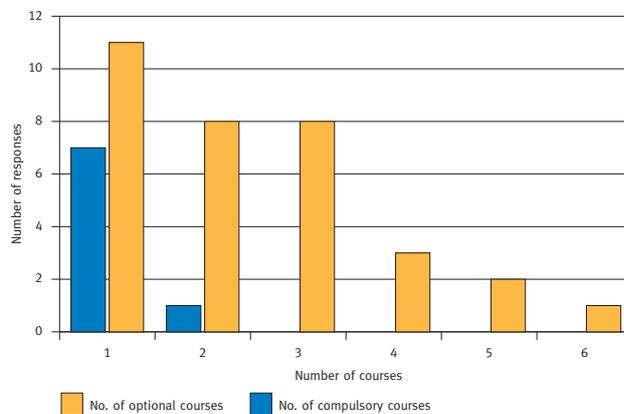


Chart 49: Question 8.2 Module availability – **Mid-Twentieth Century**

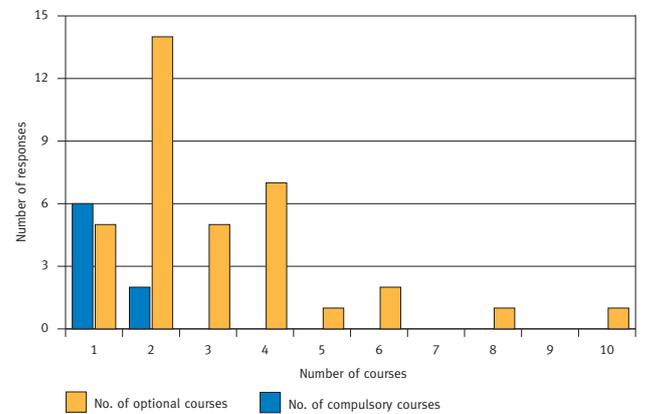


Chart 50: Question 8.2 Module availability – **Late-Twentieth Century & Contemporary**

2.8 Coverage and aims

Region/Ethnicity

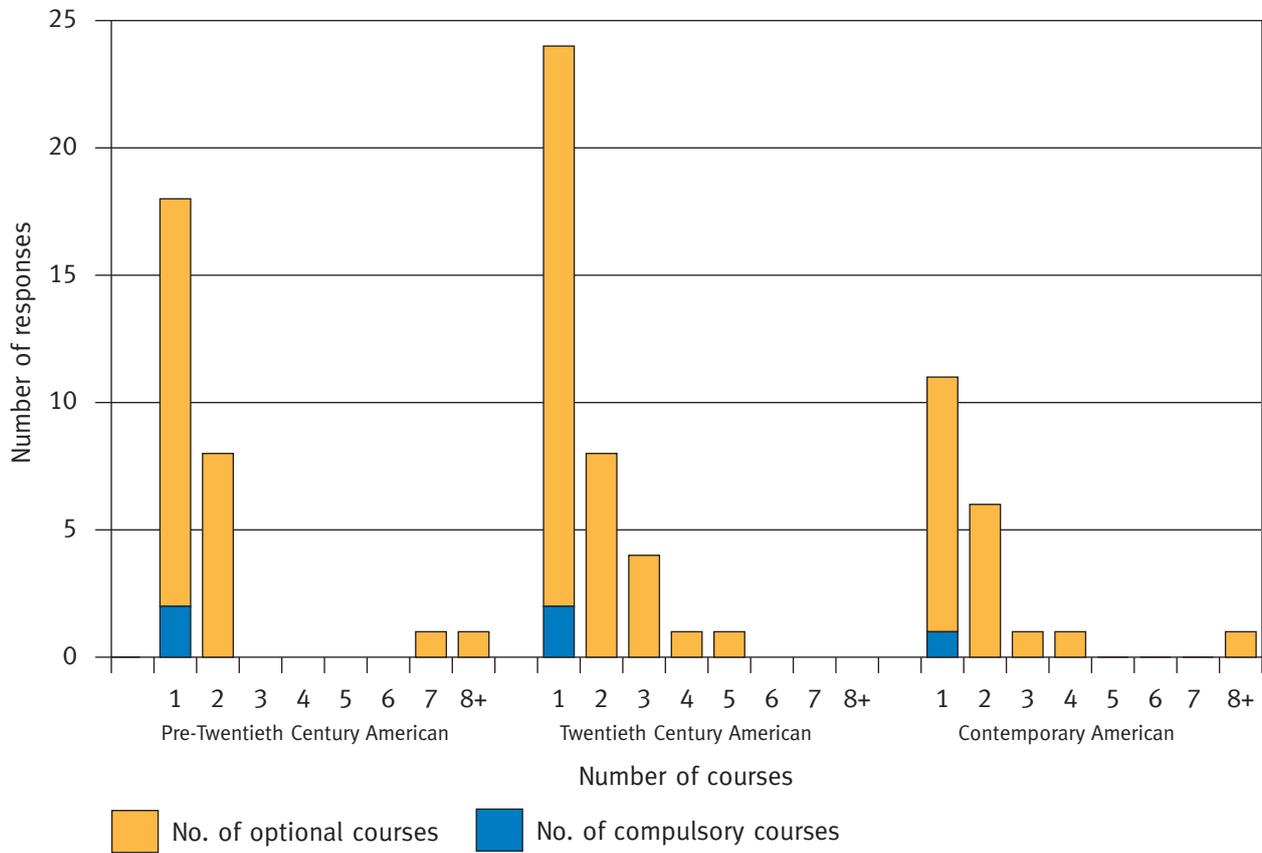


Chart 52: Question 8.2 Module availability — **American**

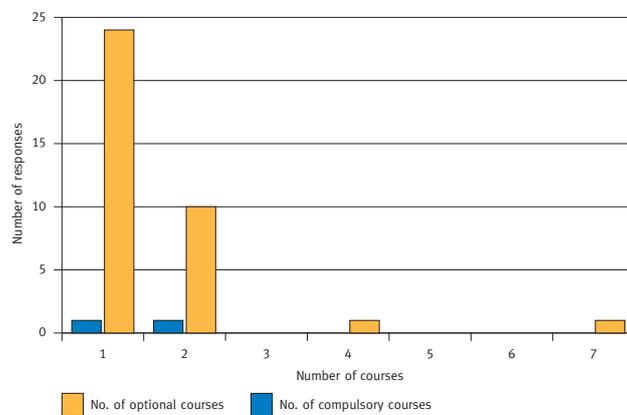


Chart 53: Question 8.2 Module availability — **Colonial/Post-Colonial**

Other

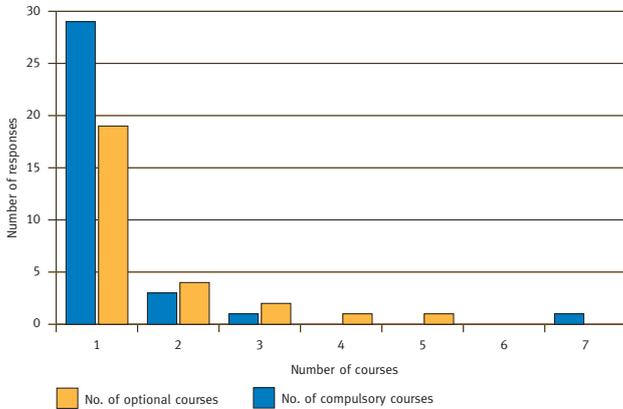


Chart 54: Question 8.2 Module availability — **Critical/Literary Theory**

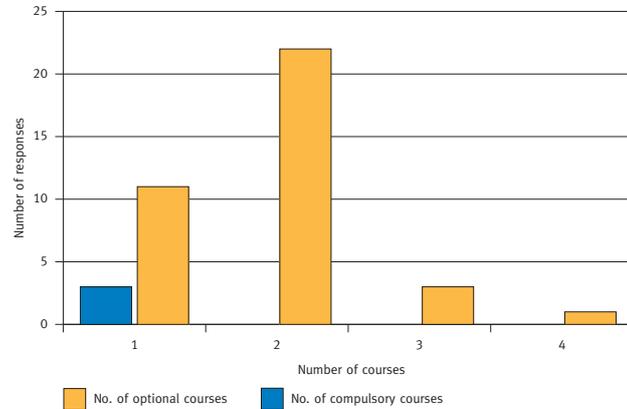


Chart 55: Question 8.2 Module availability — **Women's Writing**

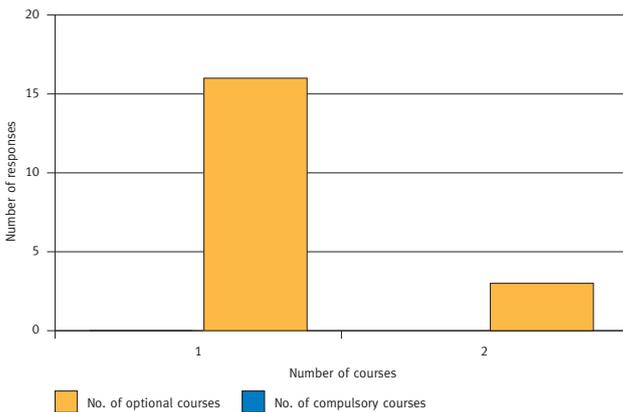


Chart 56: Question 8.2 Module availability — **Gothic**

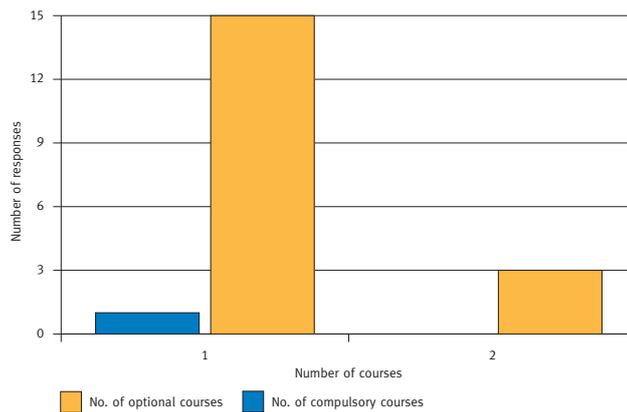


Chart 57: Question 8.2 Module availability — **Children's Literature**

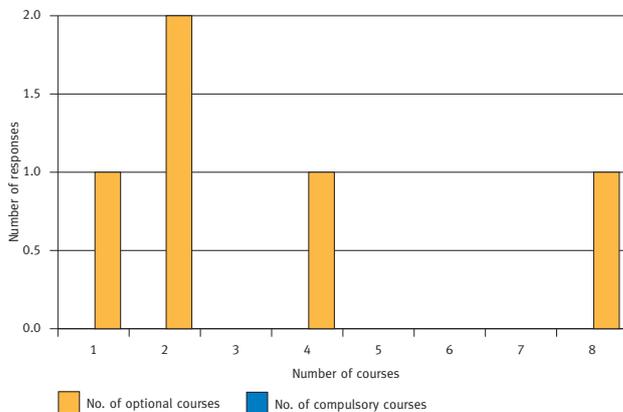


Chart 58: Question 8.2 Module availability — **Comparative Literature**

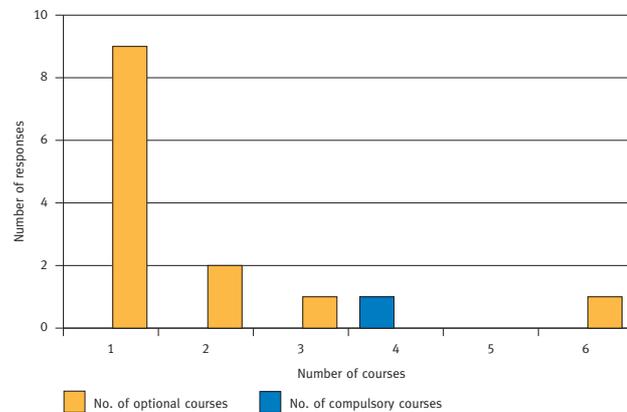


Chart 59: Question 8.2 Module availability — **Popular Culture**

2.8 Coverage and aims

Other

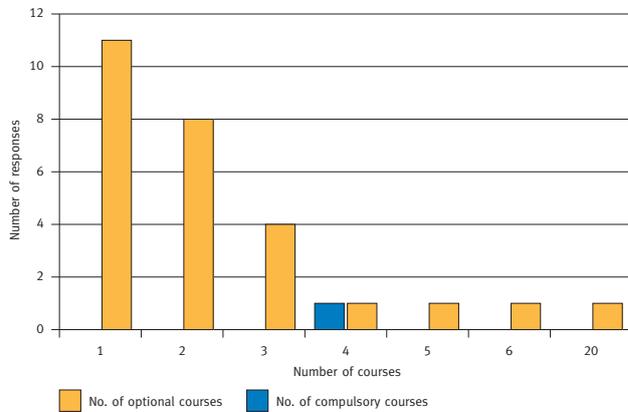


Chart 60: Question 8.2 Module availability — **Film**

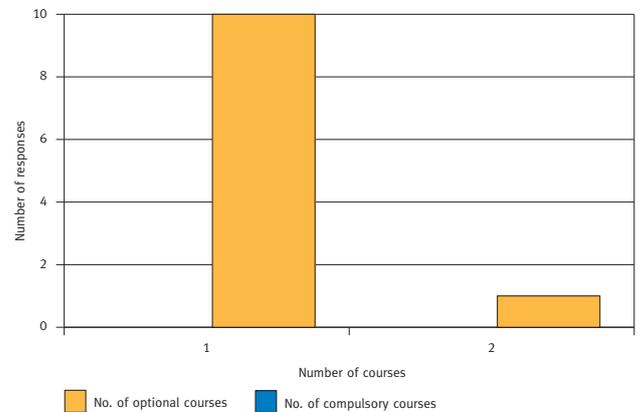


Chart 61: Question 8.2 Module availability — **Science Fiction**

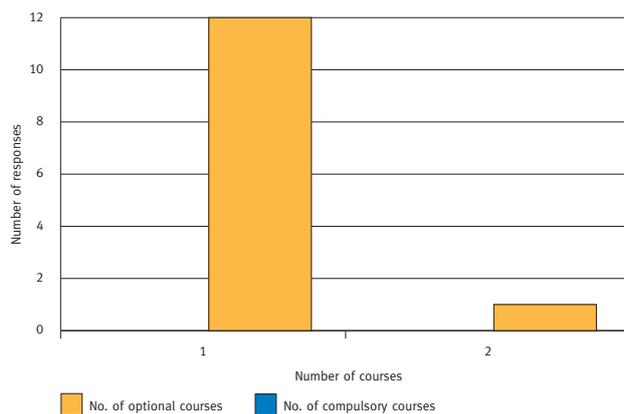


Chart 62: Question 8.2 Module availability — **Crime Fiction**

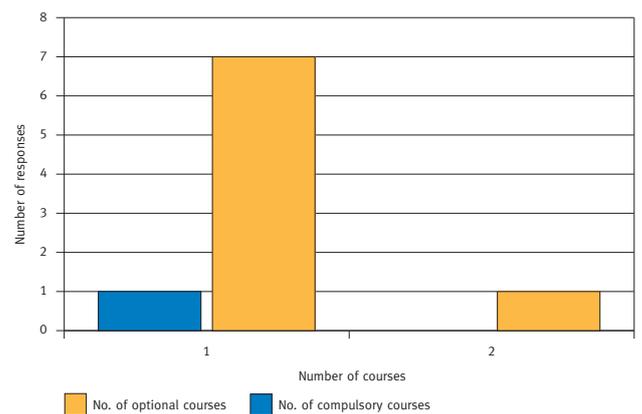


Chart 63: Question 8.2 Module availability — **Holocaust Writing**

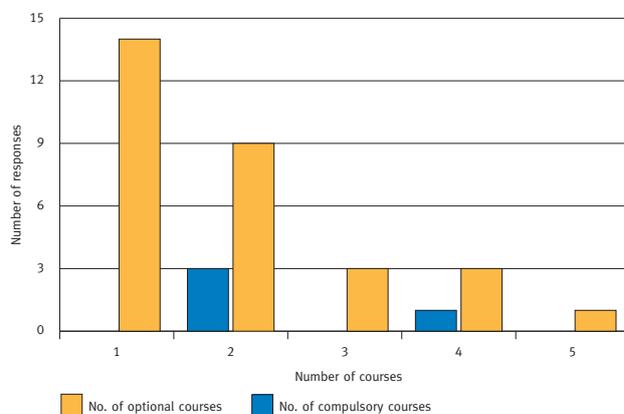


Chart 64: Question 8.2 Module availability — **Creative Writing**

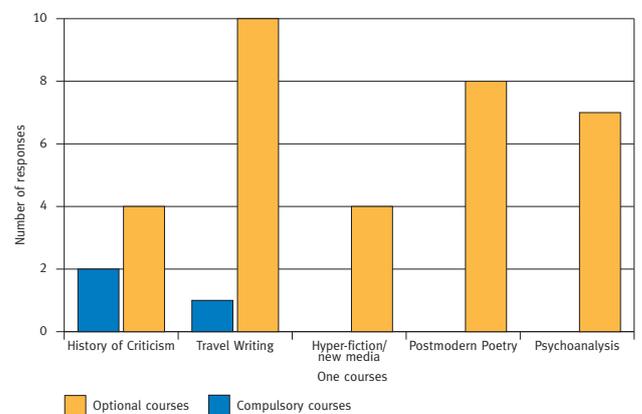


Chart 65: Question 8.2 Module availability — **other one course responses**

2.8.5

Results that are not contained in the graphs are:

- One respondent indicated they have 32 “Modernist” optional courses;
- One respondent indicated they have 16 “Pre-Twentieth Century American” optional courses;
- One respondent indicated they have 20 “Women’s Writing” optional courses;
- One respondent indicated they have 20 “Film” optional courses; and
- One respondent indicated they have 20 “Creative Writing” optional courses.

2.8.6

The details to the “other” (language, single author and general) responses are shown in Table 2.62 to 2.64.

Table 2.62: Question 8.2

Other – Language – Availability of courses				
	Number of courses		Number of responses: compulsory courses	Number of responses: optional courses
Languages in Literature	1		1	0
Practical criticism	1		2	0
Literary English	1		0	1
Place names	1		0	1
Varieties of Writing	1		0	1
Applied Language	1		0	4
Other – Language – Popularity of optional courses				
	Number of optional courses		Number of responses: Optional courses – popularity	1 = unpopular 2 = quite popular 3 = very popular
Literary English	1	1	0	0
Place Names	1	0	1	0
Varieties of writing	1	0	0	1
Applied Language	4	0	1	0

2.8 Coverage and aims

Table 2.6.3 Question 8.2

Other – Single Author – Optional – Popularity	Number of responses			
	1 = unpopular	2 = quite popular	2-3	3 = very popular
Jane Austen	0	1	0	0
[Beowulf]	0	1	0	0
Samuel Beckett	1	0	0	0
William Blake	0	0	1	0
The Brontes	0	0	0	1
Lord Byron	0	0	0	1
Angela Carter	0	0	0	1
Joseph Conrad	1	1	0	0
Charles Dickens	0	1	1	3
John Donne	0	1	0	0
George Eliot	0	3	1	0
Thomas Hardy	0	3	0	1
Henry James	0	2	0	0
James Joyce	0	2	0	0
Ben Jonson	0	1	0	0
Rudyard Kipling	0	0	1	0
D.H. Lawrence	0	1	0	3
Philip Larkin	1	0	0	0
Andrew Marvell	0	1	0	0
John Milton	0	4	0	0
V.S. Naipaul	0	1	0	0
Sylvia Plath	0	0	0	1
Edmund Spenser	1	1	0	0
Jonathan Swift	0	1	0	0
Oscar Wilde	0	0	0	1
W.B. Yeats	0	2	0	0

Note: In the case of Charles Dickens, four respondents had one optional course available and one respondent had two optional courses available. For all other authors, a single optional course was available.

Table 2.64: Question 8.2

Others – general – Availability of courses			
	Number of compulsory courses	Number of optional courses	Number of responses
Approaches to Drama	0	No response	1
Autobiography/Biography	0	2	1
Close Reading	1	2	1
Computers & Texts	0	No response	1
Crime Documentary	0	1	1
Culture & English Language Teaching	0	1	1
Drama/Performance	1	6	1
Eastern European writing	0	1	1
Elegy	0	1	1
Englishness	0	1	1
Erotic Literature	0	1	1
Folklore/Cultural Tradition	0	5	1
Freud & Modern Mind	0	1	1
Gender & Fiction (inc. masculinities)	0	3	1
Grammars of English	0	1	1
History of English	0	2	1
History of Ideas	0	3	1
Integration of critical & creative writing	6	0	1
Literary & Linguistic Computing	0	1	1
Modern Drama	0	1	1
Paradise Lost	0	1	1
Phonetics	0	2	1
Poetic Genre	0	No response	1
Popular Fiction 20th Century	0	1	1
Post War British Drama	0	1	1
Pragmatics & Spoken Discourse	0	1	1
Semantics	0	1	1
Sociolinguistics	0	1	1

2.8 Coverage and aims

Table 2.64: Question 8.2 (contd.)

Others – General – Availability of courses					
	Number of compulsory courses		Number of optional courses		Number of responses
Techniques of Persuasion	0		No response		1
Theories of Representation	0		2		1
Viking Studies	0		2		1
Writing and History	0		1		1
Written Text & Narrative	0		1		1

Others – General – Popularity of Optional courses					
	Number of responses Optional courses – popularity				
	1	1-2	2	2-3	3
Approaches to Drama	0	0	0	0	1
Autobiography/Biography	0	0	0	0	1
Close Reading	0	0	1	0	0
Computers & Texts	1	0	0	0	0
Crime Documentary	0	0	0	0	1
Culture & English Language Teaching	0	0	1	0	0
Drama/Performance	0	0	1	0	0
Eastern European writing	0	0	1	0	0
Elegy	0	0	0	1	0
Englishness	0	0	0	0	1
Erotic Literature	0	0	0	0	1
Folklore/Cultural Tradition	0	1	0	0	0
Freud & Modern Mind	0	0	1	0	0
Gender & Fiction (inc. masculinities)	0	0	0	0	1
Grammars of English	0	0	0	0	1
History of English	0	0	1	0	0
History of Ideas	0	0	0	0	1

Table 2.64: Question 8.2 (contd.)

Others – General – Popularity of Optional courses					
	Number of responses			1 = unpopular	
	Optional courses			2 = quite popular	
	– popularity			3 = very popular	
	1	1-2	2	2-3	3
Modern Drama	0	0	0	0	1
Paradise Lost	0	0	1	0	0
Phonetics	0	0	1	0	0
Poetic Genre	0	0	0	0	1
Popular Fiction 20th Century	0	0	0	0	1
Post War British Drama	0	0	0	0	1
Postmodern Poetry	8	0	0	0	0
Pragmatics & Spoken Discourse	0	0	0	0	1
Psychoanalysis	0	0	7	0	0
Semantics	0	0	0	0	1
Sociolinguistics	0	0	1	0	0
Techniques of Persuasion	0	0	1	0	0
Theories of Representation	0	0	1	0	0
Viking Studies	0	0	1	0	0
Writing and History	0	0	0	0	1
Written text & Narrative	0	0	0	0	1

2.8.7

This section of the questionnaire was extensive as it was intended to analyse module availability and popularity across the institutions. Each institution was asked to indicate how many compulsory and how many optional modules they provide in these areas, regardless of level, and for the optional courses, indicate on a scale of 1-3 (1 being unpopular, 2 being quite popular and 3 being very popular) how popular they are in terms of take-up.

2.8 Coverage and aims

2.8.8

With reference to Chart 32, compulsory and optional courses, it is evident that in all but one case (Critical/Literary theory) the number of optional courses is greater than the number of compulsory courses. 'Late Twentieth Century & Contemporary' and 'Modernist' are the most widely available options, with 'Renaissance' coming third. 'Critical/Literary theory' is the most widely taught compulsory course, with 'General Linguistics' in second place. Generally speaking, provision of period-based courses outweighs that of regionally-based. Amongst 'global' English, Irish literature is the most widely taught. Overall, Chart 32 gives a national picture of the elements constituting 'English' at degree level.

2.8.9

Charts 33 – 77 give more detailed information about availability, showing the number of respondents offering specific numbers of modules in each subject.

2.8.10 How the curriculum has changed

Question 8.3.1. Since the start of the 1997/1998 academic year, have you added any new award titles (or elements of) to those offered by the Department

Table 2.65: Question 8.3.1

Number of responses	
Yes	38 (72%)
No	15 (28%)
Don't know	0

Question 8.3.1. If yes, please say how many new award titles added.

Table 2.66: Question 8.3.1

No of awards	1-5	6-10	11-15	16+	No response
No of responses	35 (92%)	2 (5%)	0	0	1 (3%)

2.8.11

Tables 2.65 and 2.66 show that 38 of the 53 institutions surveyed stated that since the start of the 1997/1998 academic year they have added new award titles (or elements of) to those offered by the department. Fifteen responded that they had not. Of those institutions that responded yes, 35 stated that the number of award titles added was between 1 and 5. Two stated that the number was between six and ten and one institution gave no response. This might be summarised as widespread, but fairly low-level, addition of award titles.

Question 8.3.2. Since the start of the 1997/1998 academic year, have you removed any awards from those offered by the Department?

Table 2.67: Question 8.3.2

	Number of responses
Yes	17 (32%)
No	35 (66%)
Don't know	0
No response	1 (2%)

Table 2.68: Question 8.3.2

Number of awards	1-5	6-10	11-15	16+	No response
Number of responses	17 (100)	0	0	0	0

Question 8.3.2. If yes please say how many awards removed.

2.8.12

Tables 2.67 and 2.68 show that 35 of the institutions reported that since the start of the 1997/1998 academic year they had not removed any awards from those offered by the department. Seventeen institutions said that they had and 1 failed to respond. Of those that said they had, all stated they had removed between one and five awards. There are therefore over twice as many institutions adding awards as removing them.

Question 8.3.3. Since the start of 1999/2000 academic year, have you added any new modules to the courses offered? (Ignore those that are part of new awards).

Table 2.69: Question 8.3.3

Yes	48 (91%)
No	4 (7%)
Don't know	0
No response	1 (2%)

Question 8.3.3. If yes please say how many modules added.

Table 2.70: Question 8.3.3

Number of awards	1-5	6-10	11-15	16+	No response
Number of responses	19 (40%)	20 (42%)	5 (10%)	3 (6%)	1 (2%)

2.8.13

Tables 2.69 and 2.70 show that 48 of the institutions stated that they have added new modules to the courses they offered since the start of the 1999/2000 academic year. Four said that they had not and one failed to comment. Of those that replied yes, 19 institutions added between one and five modules, 20 added between six and ten, five added between 11-15, three added over 16 and one gave no response.

2.8 Coverage and aims

Question 8.3.4. Since the start of the 1999/2000 academic year, have you removed any modules from the courses offered? (Ignore those that are part of removed awards)

Table 2.71: Question 8.3.4

Yes	44 (83%)
No	8 (15%)
Don't know	0
No response	1 (2%)

Question 8.3.4. If yes please say how many modules have been removed.

Table 2.72: Question 8.3.4

Number of awards	1-5	6-10	11-15	16+	No response
Number of responses	128 (64%)	10 (23%)	4 (9%)	1 (2%)	1 (2%)

2.8.14

Tables 2.71 and 2.72 show that 44 of the 53 institutions surveyed reported that they had removed some modules from the courses offered since the start of the 1999/2000 academic year. Eight said that they had not removed any and one failed to respond. Of those who had removed modules, 28 had removed between 1 and 5, 10 removed between 6 and 10, 4 removed between 11-15, one removed over 16 and one failed to comment. At the module level, we have therefore a picture of frequent change, with most departments adding and removing modules.

2.8.15 What are the drivers of change?

Question 8.4. In relation to the courses/modules added or removed since the start of the 99/00 academic year, please indicate the reasons for these changes: (Tick any that apply)

Table 2.73: Question 8.4

	Number of responses
Staff leaving/joining	43 (81%)
Reflection of changing interest amongst existing staff	40 (75%)
Student demand	32 (60%)
The changing nature of the student constituency	23 (43%)
Policy of curriculum change on regular basis	19 (36%)
Response to national or institutional priorities	19 (36%)
The English Subject Benchmarking Statement	12 (23%)

Table 2.73: Question 8.4 (contd.)

Other, please specify	
Changes in the conceptualisation of the discipline	1 (2%)
Completion of programme for Single Honours Degree	1 (2%)
Major restructuring of the curriculum (in progress)	1 (2%)
Restriction placed by schools on the number of modules each subject within it can offer at each level, regardless of student numbers and staff available to teach	1 (2%)

2.8.16

In relation to the courses/modules added or removed since the start of the 1999/2000 academic year, 43 institutions indicated that staff leaving/joining was the main reason for these changes. Forty of the institutions stated that the changes reflected changing interests amongst existing staff and 31 stated it was due to student demand. Twenty-three considered the changes to be influenced by the changing nature of the student constituency. Nineteen attributed it to a policy of curriculum change on a regular basis and 19 to a response to national or institutional priorities. Twelve institutions put the change down to the English subject benchmarking procedures.

2.8.17 Other comments on course content

Question. If there are any points that you would like to make regarding course content or development, please do so here.

Note: the numbers in brackets are the number of comments.

- Reviews are imminent (3)
- Review recent (1)
- Shift towards post-1800 writing – Chaucer and Renaissance have become less popular (1)
- We have concentrated on a progressive curriculum attending to both student need and staff interest (1)
- Core elements balanced with rolling programme of options (1)
- School administration has become increasingly interventionist in what can be done (1)
- QA demands eat into development time (1)

2.9 Graduate attributes**2.9.1 Subject Benchmarking Statement**

Question 9.1.1. Are you aware of the existence of the English Subject Benchmarking Statement?

Table 2.74: Question 9.1.1

Yes	52 (98%)
No	1 (2%)

Question 9.1.2. If yes, has it been used with reference to teaching and/or documentation in your Department?

2.9 Graduate attributes

2.9.2

Ninety-eight percent of institutions were aware of the existence of the English Subject Benchmarking Statement. Only 1 institution was unaware of its existence. Of those that were aware, 51 stated that it had been used with reference to teaching and/or documentation in their department. One reported that it had not been used and 1 failed to respond.

Table 2.75: Question 9.1.2

Number of responses	
Yes	51 (98%)
No	1 (2%)

2.9.3 Subject knowledge and understanding

Question 9.2. Please indicate how important you think it is that your course of study produce graduates with a knowledge of the following. Please also indicate your satisfaction with the level of knowledge acquired by your graduates.

Table 2.76: Question 9.2

	Importance			Satisfaction		
	Important	Not important	No response	Satisfied	Not satisfied	No response
Historical, intellectual & cultural contexts of literature	50	1	2	40	6	6
Close reading	50	0	3	33	12	8
Subject content and range	49	1	3	41	5	7
Theoretical approaches to literature	48	3	2	35	13	5
Diversity of approach to materials studied	47	3	3	38	4	11
Subject methodologies, paradigms and conceptual base	44	5	4	32	10	11
Canon of English literature	43	5	5	37	7	9
Political dimensions of literary texts and studies	41	8	4	33	11	9
Literature of cultures other than English	36	14	3	26	11	16
Relationship of literature to other arts and media	34	15	4	27	12	14
Subject's limitations and boundaries	30	17	6	29	4	19

Table 2.76: Question 9.2 (contd.)

	Importance			Satisfaction		
	Important	Not important	No response	Satisfied	Not satisfied	No response
Subject's relationship to other disciplinary frameworks	27	21	5	25	7	20
Linguistically-based terminology for analysis of written text	19	29	5	19	9	24
Practice of creative writing	17	30	6	26	2	25
Knowledge of discipline other than English	16	30	7	17	7	28
History of English language	15	30	7	21	5	26

2.9.4

The other responses were (all 'important' and 'satisfied'):

- Knowledge of the structure & development of English sounds, words & grammar;
- Scottish Literature; and
- Tools for describing and discussing language.

2.9.5

Institutions were asked to indicate how important they thought it was that their course of study produces graduates with knowledge of certain subjects and to indicate their overall level of satisfaction with the level of knowledge acquired by their graduates. With regard to the level of importance of each subject area, the majority of the institutions responded positively and stated that nearly all of the subjects were considered to be important. However, there were some which were highlighted as being less important. These were: a linguistically based terminology for the analysis of written text, the history of the English language, the practice of creative writing, knowledge of a discipline other than English and the subject's relationship to other disciplinary frameworks. Satisfaction with the level of knowledge acquired was high across the board, but especially so for 'subject content and range'. Areas with the highest level of dissatisfaction were: theoretical approaches to literature and close reading.

2.9 Graduate attributes

2.9.6 Skills and attributes

Please indicate your assessment of the importance of the following attributes for graduates in English from your department. Please also indicate your satisfaction with the level of knowledge acquired by your graduates.

Table 2.77: Question 9.3

	Importance			Satisfaction		
	Important	Not important	No response	Satisfied	Not satisfied	No response
Writing skills	53	0	0	37	15	1
Self-reflection and self-criticism	52	0	1	35	12	6
Flexibility of mind	52	1	0	37	9	7
Critical reasoning	52	0	1	39	9	5
Conceptual and analytical skills	52	0	1	38	8	6
Ability to learn independently/autonomously	52	1	0	40	8	5
Presentational skills	49	2	2	31	19	3
Oral communication skills	49	2	2	35	14	4
Research-orientated skills	48	3	2	35	14	4
Creativity/originality	47	6	0	28	18	7
Aptitude for life-long learning	47	6	0	31	11	11
Information technology skills	46	5	2	35	10	8
Interpersonal skills	45	6	2	40	0	9
Ability to discuss ethical and other human values	43	7	3	31	13	9
Ability to work in a team	35	16	2	26	11	16
Problem solving	40	10	3	31	6	16
Confidence in one's own ability to effect change	29	20	4	17	15	20
Enterprise	22	25	6	19	12	21
Negotiation skills	19	27	7	19	6	28

2.9.7

Each institution was asked to indicate their assessment of the importance of certain attributes for graduates in English from their department and to indicate their level of satisfaction with the level of knowledge acquired by their graduates. From the results it is clear that all of the attributes listed were considered to be of high importance by all of the institutions. There were two, enterprise and negotiation skills, that were considered not to be of such importance by the institutions. Regarding the level of satisfaction the results were more dispersed. The majority of the institutions stated that they were generally satisfied with each of the attributes. However, there were certain ones where significant numbers were not satisfied with the level of knowledge acquired by their graduates. These attributes included presentation skills, creativity/originality, confidence in one's own ability to effect change, writing skills and enterprise.

2.9.8 Personal development portfolios

Question 9.4. Are you using student personal development portfolios or similar?

Table 2.78: Question 9.4

	Number of responses
Yes, compulsory	14 (26%)
Yes, optional	7 (13%)
No, no plans to introduce	19 (36%)
No, but planning to introduce	12 (23%)
No response	1 (2%)

2.9.9

Fourteen of the institutions stated that they use compulsory student personal development portfolios or similar. Nineteen stated they did not use them and had no plans to introduce them in the future, which is perhaps surprising given the imminence of an obligation to do so. Twelve reported they did not use them but were indeed planning to introduce them soon.

2.9.10 Employment Advice

Question 9.5. Is formal provision made for students to receive career or employment advice from the following sources:

Table 2.79: Question 9.5

	Number of responses
Academics in the department	17 (32%)
Other sources within the department	1 (2%)
Institutional careers service	51 (96%)
Other, please specify:	
Other external careers services	1 (2%)
Faculty career events	1 (2%)

2.10 General questions

2.9.11

Out of the 53 institutions, 17 stated that formal provision is made for students to receive career or employment advice from the academics in the department. Fifty-one however stated that this advice could be obtained from the institution's careers service.

2.9.12 Other comments on graduate attributes

Question 9.6. If there are any points, which you would like to make regarding graduate attributes, please do so here.

- Our priority is to produce graduates with an outstandingly broad knowledge of the whole history of English Literature, together with an aptitude for close interpretation and independent conceptual reflection.
- My negative reactions to Question 9.2 and 9.3 reflect my wish that we do better for our undergraduates.
- The simple satisfied/not satisfied doesn't really fit the diversity to cases – in general I am disappointed that our graduates will know less in the future than in the past.
- We did have a compulsory 'transferable skills' module at Level 1. It was deeply unpopular and has now been replaced by a module on critical approaches.
- The current emphasis on first destination statistics does not encourage students to travel and experiment.
- PT work and financial pressures undermines undergraduate experience and hence, the extent to which qualities of undergraduates are developed over three years.
- We are trying to propagate the idea that an English Degree equips you not only with attributes you need in work, but in life as well.
- Some of the attributes listed are not really teachable.

2.9.13 Analysis of comments on graduate attributes

This section yielded a small response with no real discernible consistency. Some slight scepticism about the skills agenda might be seen in comments such as 'some of the attributes listed are not really teachable';

'we did have a compulsory "transferable skills" module at level 1. It was deeply unpopular and has now been replaced by a module on critical approaches'; 'we are trying to propagate [the idea] that an English degree equips you with attributes you not only need in work but in life as well.'

2.10 General questions

2.10.1 The future

Question 10.1.1. Please describe the substantive changes you would like to see in your department in five years time.

Note: This section was divided into two sections: the first (10.1.1) asking respondents to describe the substantive changes they would *like* to see in their Department in five years time; the second (10.1.2) asking the respondents to describe the substantive changes they would *expect* to see in their Departments in five years time. It is possible, given the responses, that some respondents confused the questions but we cannot be sure of this. The numbers in brackets are the number of comments.

Staffing

- More staff/better staff-student ratio/'fresh blood' (22)
- More administrative assistance (7)
- Succession planning/human resources policies, including promotion (4)
- Less use of part-time and hourly paid staff (1)
- Sabbaticals/exchanges with other HEIs (1)
- Distribution of administrative responsibilities (1)

Recruitment

- Increased PG admissions/expansion of PG programmes and space for PGs (19)
- Increased student applications/UG admissions/more capable and motivated students with better 'A' level grades (8)
- Maintain recruitment levels/improve recruitment strategy (6)
- More overseas students and exchanges (3)
- Diversification of student profile/widening participation issues (2)

Research

- Improved research profile/more funding for research and staff leave (14)
- Better links between research and teaching (2)
- Both teaching and research supported/teaching-research balance (2)

Curriculum

- Broadening provision/respond to demand areas/offer new options, (both as a general comment and mentioning new areas specifically) (20)

New areas within the 20 above:

- Creative writing (3)
- Journalism and professional writing (3)
- Drama/theatre/performance (3)
- Language (3)
- American literature (3)
- Film (2)
- Children's literature (2)
- The arts (1)
- Modern (1)
- Women's writing (1)
- Post-colonial (1)
- Non-western literature (1)
- Black writing (1)
- Social/civic contexts (1)
- Consolidation of new courses/curriculum (3)
- More flexibility or rationalisation in modules offered between departments (3)
- More emphasis on employability/transferable skills/general education (3)
- Regular review/redesign of the curriculum (2)
- Focus and purpose of the degree clearer (1)
- Harmonisation of MA programmes (1)
- Return to more 'core' courses at lower levels (1)

Teaching and Learning

- Smaller class sizes/more individual student contact (6)
- Wider variety of forms of assessment (3)
- More space and facilities (3)
- More supportive semester timetable/semesterisation (2)
- More flexibility (2)
- Retain modular framework (1)

Environment

- Less bureaucratic intervention (6)
- More use of IT and VLEs; better electronic library resources (5)
- Increased or stable funding/retention of earned income (4)
- Better contact with/responsiveness to local community (2)

Miscellaneous

- Retain quality (1)
- More national prestige (1)
- Merger issues (1)
- Higher proportion of English students with 2.1/1st within institution (1)
- Greater engagement with specialists in other disciplines (1)

2.10.2

Question 10.1.2. Please describe the substantive changes you expect to see in your department in five years time.

Note: the numbers in brackets are the number of comments.

Comparisons with 10.1.1

- As response to question 10.1.1/most of response to 10.1.1 (4)
- None of things stated in 10.1.1 (2)
- Progress towards things stated in 10.1.1 (1)

Staffing

- Low numbers of or fewer staff/worse staff-student ratio (12)

2.10 General questions

- Significant levels of staff turnover/successful researchers going to 'old sector' HEIs (6)
- More staff/ but only via merger (2)
- More use of part-time/hourly paid/temporary staff (1)
- More pressures on staff (1)
- Consolidation following a period of rapid turnover (1)

Recruitment

- More students/ but inadequate resourcing (7)
- Increased PG admissions/expansion of PG programmes and bursaries/research students (6)
- Same or fewer students (2)
- More outreach activities (1)
- More overseas students and exchanges (1)
- Important to anticipate changing market conditions and guard against over-optimistic expectations (1)

Research

- Improved research profile/more funding for research and staff leave/focus on research (3)
- Squeeze on research/poor research funding (3)
- Better PhD completion rate (1)
- Likely split between research active and non-research active staff (1)

Curriculum

- Broadening provision/expansion mentioned (both generally and new areas specifically) (17)

New areas within the 17 above:

- Creative writing (8)
- Journalism, media and professional writing (5)
- Drama/theatre/performance (3)
- Language (2)
- American literature (2)
- Film (2)
- Post-colonial (1)
- Social/civic contexts (1)
- Same number of courses available (1)

- More emphasis on collaboration/joint modules/interdisciplinarity/erosion of subject boundaries resulting from institutional reorganisation (5)
- Redesign of the curriculum (2)
- Pressure to reduce the number of options (2)
- Diversification into part-time, short and summer courses (2)
- Decline in joint programmes with history (1)
- More emphasis on vocational training (1)
- Degree will become modernist/C20th (1)
- More popular/student oriented courses (1)

Teaching and Learning

- Larger class sizes/more anonymity and different teaching modes (2)
- More service teaching (2)
- Timetabling issues, including change to terms (2)
- Wider variety of forms of assessment (1)
- Less flexibility in patterns of teaching, learning and assessment (1)
- Better pastoral care (1)

Environment

- Unpredictable environment/rapid changes in policy/uncertain institutional future/powerlessness to initiate change (5)
- More use of IT and VLEs; better library resources, including electronic (3)
- More bureaucratic intervention/central control/prescription (3)
- Changes/improvements to university structure (2)
- Continued financial security/better income allocation model (2)
- Reduced funding (1)
- Better contact with/responsiveness to local community (1)

Miscellaneous

- High proportion of English students graduating with 2.1/1st (1)

2.10.3 Impact of national changes

Question 10.2. Please describe what changes in the HE environment nationally or internationally are having the most impact on your department.

Note: the numbers in brackets are the number of comments.

Staffing

- Wave of staff retirements (2)
- Lack of resources for staff/meeting higher expectations of facilities (2)
- Low pay affecting recruitment and retention (1)

Recruitment

- Removal of Maximum Student Number/problems in recruiting quality students (6)
- Increases in student numbers/excessive pressure to recruit regardless of programme suitability (5)
- Widening participation/outreach/supporting non-traditional students (4)
- Poorly prepared students (3)
- Expansion of student numbers (2)
- Uncertainties over student funding (2)
- Downturn in number of mature students (2)
- International fluctuations affecting student numbers (1)
- Expansion of competitor disciplines e.g. Media, film (1)
- Fewer students arriving through UCAS (1)
- Imperative to respond to national trends in admissions to survive (1)

Research

- Poor funding for research/RAE causing staff to work excessive hours/staff losses/poor staffing levels (9)
- Uncertainty over RAE (5)
- RAE has produced more research active staff (2)
- Pressure to raise money via grants to fund study leave (1)
- Lack of research funds for modest achievers (1)
- Funding and policy are inappropriate to subject based on individual scholarship (1)

Curriculum

- Need to incorporate skills based activities/vocational emphasis (4)
- Overemphasis on HE as preparation for employment (3)

Teaching and Learning

- Student debt/all students effectively part-time/excessive non-academic work (4)
- Commodification of learning/consumer mentality (3)
- Teaching squeezed by need to concentrate on research (1)
- Proposed transcripts/progress reports not helpful (1)
- Attrition of double marking (1)

Environment

- Excessive bureaucracy/managerialism/central control/audit culture/new initiatives (17)
- Lack of funding/under funding of increasing student numbers (14)
- Influence of Benchmarking Statement/Benchmarking Statement and English Subject Centre have led to better focus (3)
- Audit culture prompts critical reflection/paperwork hated but raises standards (2)
- Rapid changes in policy/incoherent policy (2)
- Under funding of QA agenda/contradictions in QA agenda (2)
- Distance between senior managers in HEIs and those implementing decisions (1)
- Disproportionate impact of government policy on new universities (1)
- Growth of elite of HEIs leads to fewer resources for the rest (1)
- Confusion over future of quality inspections has caused time wasting (1)
- Globalisation of HE (1)

Miscellaneous

- Squeeze on humanities (2)
- More mergers (1)
- Upgrading to university status (1)

2.10 General questions

2.10.4 Analysis of comments

This section drew a large response, in which over-regulation predominated as a theme, and the primary issues were expanding student numbers, excessive paperwork and bureaucracy, funding, working long and excessive hours, the domination of the RAE in universities' thinking, and low pay. There were also comments about the increase in vocationalism, the pernicious effects of a consumer culture, and the uncertainty attending planning due to shifting policies over student numbers and their control at national level. A number of these responses emphasised that the 'audit culture' (a term used by several of the respondents, referring both to QAA and RAE) was having a detrimental effect by detracting from the primary activity of teaching students, and this was expressed in different ways: as an over-cautious habit towards teaching innovation for instance, as a complaint about the time spent on bureaucracy, or by the emphasis on research producing too much pressure. Two responses, in contrast, noted that such procedures had resulted in improvements. There were concerns expressed about the ways in which the humanities were suffering by the predominance of a science model in much policy at national level, and closely associated with this were views strongly expressed about diminished funding levels. Concerns about the distribution of students across the country also figured, with expanding departments expressing worries about rapidly increasing student-staff ratios, and shrinking departments expressing worries about the difficulties in meeting target numbers. There was also further commentary here about the difficulties students are having with finances, and with their having to work in term time; about the deleterious effects of management-speak, an increasingly detached management tier, and 'buzz words' producing reflex reactions. Responses to this section indicated an overwhelming lack of faith in national policy initiatives.

2.10.5 Teaching and learning

Question 10.3. What are the most pressing or interesting themes or problems relating to teaching and learning in your department?

Note: the numbers in brackets are the number of comments.

Assessment

- Maintaining a range of assessment types whilst meeting University regulations about resits/coping with increased student numbers (3)

- Assessing practical work in drama/non-written work (2)
- Assessment generally/reviewing practices (2)
- Maintaining blind double marking when staff are overloaded (1)
- Status and value of the formal examination (1)
- Working of the External Examiner system (1)

Students

- Student writing skills/literacy/dyslexia/culture of reflecting on writing skills (8)
- Plagiarism (6)
- Retaining students whilst widening participation (6)
- Student paid employment interfering with studies (3)
- Change interests and expectations of students/more diverse population (2)
- Student recruitment is the most pressing problem (1)
- Involving students in extra-curricular activities and establishing a community of learners (1)
- Inappropriate use of the internet as a research tool (1)

Curriculum

- Developing new degrees/courses/modules /curriculum redesign (5)
- Developing new areas whilst retaining sense of the canon/need for a core curriculum?/improvements for the future whilst respecting discipline's traditions/modernisation of the curriculum (4)
- Increased attention to basic skills in research and IT/skills agenda (3)
- Narrowing of the curriculum (2)
- Balancing literature and language (2)
- Interdisciplinarity both within English and externally (2)
- Increasing popularity of creative writing/teaching creative writing (2)
- Auditing the curriculum against university policy on race and equality (1)

- Balancing needs for breadth of coverage with need for students to have grasp of particular areas (1)
- Nature of single honours/joint honours (1)
- Inappropriate? pressures to create distance learning packages (1)

Teaching Methods

- Incorporating more IT/using VLEs/doubts over application of IT (14)
- Teaching mixed or lower ability groups/less well prepared or poorly motivated students (9)
- Increasing student numbers/managing large groups/maintaining quality (6)
- Small group teaching difficult to achieve (4)
- Over-directed learning damaging to students' ability to undertake independent learning/making students more independent and confident (3)
- Fostering discussion when students haven't read the texts (2)
- Testing viability of/incorporating work-based learning and placements (2)
- Group work projects are a challenge (1)
- Does the formal lecture have a role? (1)
- Relationship between small scale college teaching and large scale faculty teaching (1)
- Making the best use of staff time in relation to teaching methods (1)

Resources

- Dealing with falling SSR/lack of staff resource/administrative burdens (10)
- Dealing with lack of space/teaching accommodation (4)
- Reduced time for student support/course development (2)
- Library provision (2)

External environment

- Arrogation of power by 'support services' and regulatory bodies/maintaining focus on teaching rather than reporting/compliance (3)
- Need for status and structure for predominantly teaching careers/balancing research and teaching

for staff (2)

- University support for teaching initiatives welcome (1)
- Maintaining effective networks with larger institutions (1)
- Semesterisation (1)

Miscellaneous

- Relationship between teaching, scholarship and research (2)
- Staff feeling under-valued by the institution and students (1)
- Letting students and teachers make use of and take responsibility for their freedoms (1)

2.10.6 Analysis of comments on teaching and learning

The expressions of a demoralised profession which came through so strongly in relation to the impact of national changes were not in so much evidence here. There was a large response to this section, and although this included some expressions of concern, it was of such a kind to suggest a profession working hard at the tasks of teaching and learning. A dominant theme here was that of IT: some responses saw this as a significant challenge, particularly for 'technophobic' lecturers, but most simply reported that IT, VLEs, and e-learning would be the pressing concern of the next few years. Responses also stressed the need to preserve small group and individual teaching as much as possible, (although few indicated that this was actually being sustained) and the need to cultivate students as active and independent learners (one respondent noted here that 'the current culture in schools of over-directed learning, as a function of the emphasis on results, is damaging to students' ability to learn independently'). There was a significant amount of commentary on assessment, and this tended to revolve around its diversification, to include (for example) IT, oral presentations, group work and creative practice, with a number of responses suggesting the importance of this diversity. In addition there was ample evidence of curriculum changes and innovation, and of pilot schemes of varying kinds. One major challenge was identified as the teaching of mixed ability classes; another was that of assessing skills in relation to student employability. There was clearly some concern about the problems of plagiarism, and about its handling.

2.10 General questions

Some responses recorded frustration in the administration of teaching, and of the need to keep the primary activity in the foreground ('maintaining the focus on teaching rather than on reporting on teaching' as one respondent noted). A number also noted difficulties in producing a balanced curriculum, noting (for example) the importance of developments such as creative writing in pedagogy, and of a modernised curriculum alongside the necessity to sustain some aspects of the 'traditional' curriculum (Shakespeare, for example).

2.10.7 Other general comments

Question 10.4. If there are any other general points that you would like to make, please do so here.

Note: the numbers in brackets are the number of comments.

- Vulnerability of English as non-vocational subject – need to change misconceptions of its usefulness to employers by emphasising high esteem (1)
- As Head of Department I spend little time on literature and most of the day describing how we ensure that students achieve learning outcomes (1)
- Low morale despite public recognition of achievements – due to HE being under poorly planned pressure from outside (1)
- Disruptive effect of research leave and late notification (1)
- Growing prevalence of the short term contract means that staff will increasingly remain on this status for the whole of their professional life (1)
- Impact of institutional merger leading to changes in academic philosophy and programmes and uncertainty over posts (1)
- Despite expressed pessimism there is diversity and we still have good students and enthusiastic staff, whether the system serves them well or not (1)
- Much depends on the buoyancy of student numbers and recruitment, presently strong – alliances may have to be built with other departments whilst avoiding the treadmill of American 'freshman comp' courses (1)

- Welcome signs of re-focus on teaching via the ILT, ILT Teaching Fellowships, English Subject Centre and CCUE – new approaches to the subject via curriculum, assessment and teaching projects (1)
- Standards remain amazingly high despite appalling under funding – but is this sustainable? (1)
- A sizeable minority of students need help with writing – whether the proportion has increased is disputed – University now provides excellent student skills support service (1)
- Exciting time for English departments – we must ensure that the pressure to satisfy heavy demand for what we offer does not lead us to do it less well (1)

2.10.8 Analysis of other general comments

Respondents used this section to express some very interesting views, few of which established common ground. It is nevertheless worth recording some of them here. Despite acknowledged difficulties, one respondent noted 'we still have good students and enthusiastic staff'; another noted that despite underfunding, 'standards remained amazingly high' (but worried how long this could be sustained); another recorded 'welcome signs of a return to pedagogy'; another that 'this was an exciting time for English departments... we need to ensure that the pressure on us to satisfy heavy demand... does not lead us to do it less well.' As in all sections of this survey, bureaucracy was lamented: 'I spend almost every weekend engaged in writing documents about the issues included here. That is why it has taken four months to get round to completing...'; 'as a Head of Department, I'm quite ashamed of how little of the day I spend on literature-related activity. I spend most of it at the computer describing how we ensure that students achieve their learning outcomes.'

The English Subject Centre report series

Electronic copies are available on the English Subject Centre website: www.english.ltsn.ac.uk

- Report no. 1* Admission Trends in Undergraduate English: statistics and attitudes, Sadie Williams, April 2002, ISBN 0902194437
- Report no. 2* The English Degree and Graduate Careers, John Brennan and Ruth Williams, January 2003, ISBN 0902194631
- Report no. 3* Postgraduate Training in Research Methods: Current Practice and Future Needs in English, Sadie Williams, February 2003, ISBN 0902194682
- Report no. 4* Access and Widening Participation: A Good Practice Guide, Siobhán Holland, February 2003, ISBN 0902194739
- Report no. 5* English and IT, Michael Hanrahan, December 2002
- Report no. 6* Creative Writing: A Good Practice Guide, Siobhán Holland, February 2003, ISBN 090219478X
- Report no. 7* External Examining in English, Philip Martin, April 2003, ISBN 0902194933
- Report no. 8* Survey of the English Curriculum and teaching in UK Higher Education, Halcrow Group, Philip Martin and Jane Gawthrope, October 2003, ISBN 0902194291



The English Subject Centre supports all aspects of the teaching and learning of English in higher education in the United Kingdom. It is part of the Learning and Teaching Support Network (LTSN) www.ltsn.ac.uk.

As one of its activities, the Centre gathers and disseminates information to the subject community.

This report series publishes the outcomes of substantial projects undertaken or commissioned by the Subject Centre.

ISBN 0 902 19493 3

Halcrow

