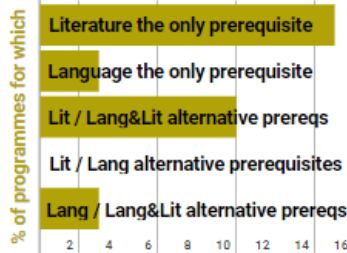


UNIVERSITY ENGLISH PROGRAMMES' RESPONSES TO THE REFORMED ENGLISH A LEVELS

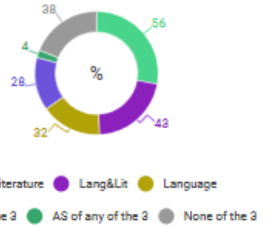
Summary Report April 2018

49 Number of subject leaders at different universities describing PERCEPTIONS of the three English A levels

Number of distinct programmes involved **68**



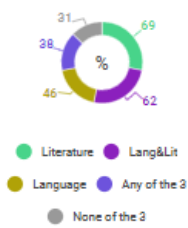
% of programmes for which each A Levels is prerequisite or alternative prerequisite



Perceived usefulness of each of the three English A levels in preparing students for English degree programmes (%)

Programmes with LITERATURE only in the title

Prerequisite / alternative prerequisite A levels

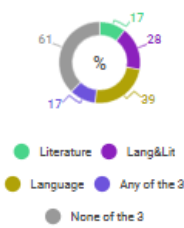


Perceived usefulness of each A level as prep



... with LANGUAGE &/or LINGUISTICS only in the title

Prerequisite / alternative prerequisite A levels

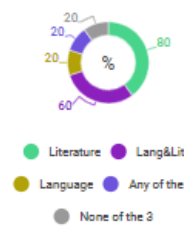


Perceived usefulness of each A level as prep



... with ENGLISH (STUDIES) only in the title

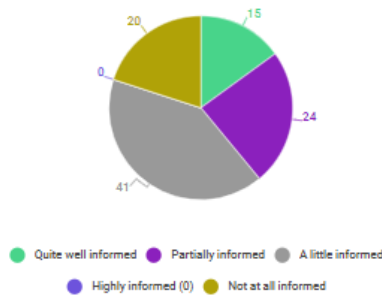
Prerequisite / alternative prerequisite A levels



Perceived usefulness of each A level as prep

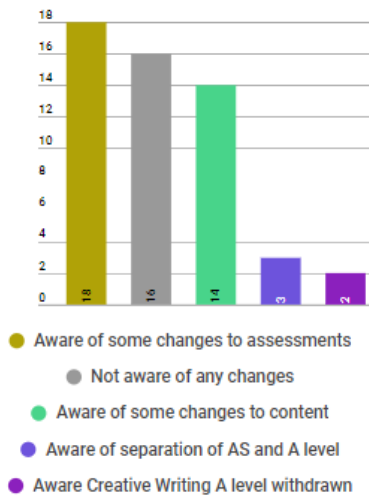


How informed do respondents think their teaching staff are about the changes to the A levels? (%)

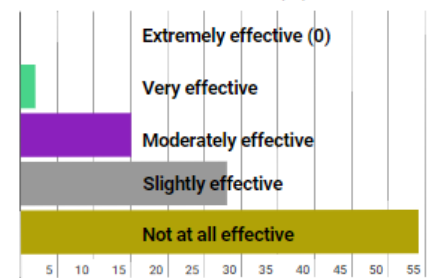


46 Number of course leaders providing details about AWARENESS of changes to the English A levels

What changes are respondents aware of? (No. of mentions)



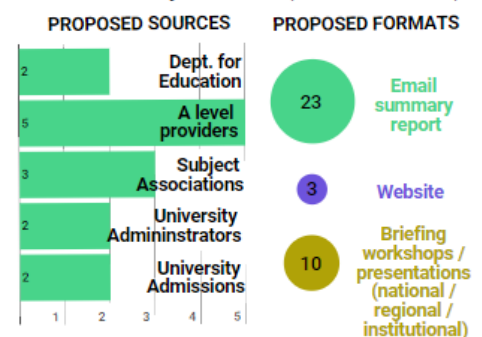
How effective do respondents feel communication about the A level reforms to HE lecturers has been? (%)



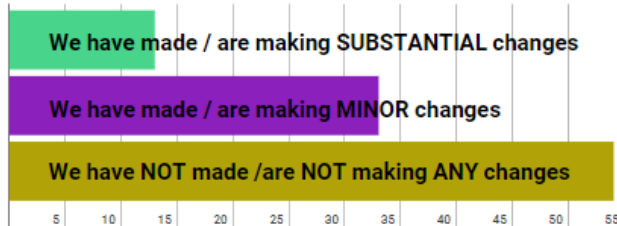
Sources of information re. changes:



How could such changes be communicated more effectively in future? (No. of mentions)



To what extent have your programme teams changed programmes to support the transition of students who have taken the reformed A levels? (%)



46 Number of course leaders providing details about CHANGES TO PROGRAMMES made in response to the changes to the English A levels

This survey took place in winter 2017/18. It was conducted by: Dr. Andrea Macrae (Oxford Brookes University), Prof. Billy Clark (Northumbria University), Dr. Marcello Giovanelli (Aston University). This project was funded by the British Academy and Leverhulme Trust.