

# The University of Edinburgh

## Internal Periodic Review 2019/20

### Internal Periodic Review of Literatures Languages and Cultures, Postgraduate Provision

#### Final report

#### Section A- Introduction

##### Scope of the review

Range of provision considered by the review is attached as Appendix 3.

The Internal Periodic Review of Literatures Languages and Cultures consisted of:

- The University's remit for internal review (listed in Appendix 1)
- The subject specific remit for the review, consisting of the following items:
  - **Community and Environment**
  - **Student Recruitment and Admissions**
  - **Teaching, Learning and Assessment**
- The Reflective Report and additional material provided in advance of the review
- The visit by the review team including consideration of further material (listed in Appendix 2)
- The final report produced by the review team
- Action by the Subject Area/School and others to whom recommendations were remitted following the review

Review team members:	Professor Suzanne Ewing	Convener
	Professor Charles Forsdick	External
	Professor Jon Mee	External
	Georges Sakr	Student
	Dr Simon Shackley	Internal
	Susan Hunter	Administrator

The School of Literatures Languages and Cultures (LLC) is part of the College of Arts, Humanities and Social Sciences. The main School is located in 50 George Square with the Institute for Middle Eastern Studies located at 19 George Square.

The previous review was held on 9 and 10 May 2013.

The Reflective Report was prepared by Professor Michelle Keown, LLC Postgraduate Director, with support from LLC postgraduate professional services staff (particularly Jackie Barnhart and Iain Sutherland), Dr Katherine Inglis, LLC Quality Assurance Officer, Dr Claire Boyle, LLC Deputy Postgraduate Director, School Heads of Subject Area, MSc Programme Directors, Subject Officer and Teaching Staff. Consultation with staff and postgraduate students across the School were held in semester 1 2018-19 to establish the School-specific remit items. School staff and postgraduate students provided feedback and information during preparation of the Reflective Report in 2019.

## Section B - main report

### 1. Strategic overview

The School has a diverse range of programmes and courses across five main subject areas: Asian Studies, Celtic and Scottish Studies, Department of European Languages and Cultures (DELC), English Literature and Islamic and Middle Eastern Studies (IMES). There are also some programmes outwith the main subject areas, some of which are cross-disciplinary including Film Studies, Film Exhibition and Curation, Theatre Studies and Translation Studies. Management and resourcing have been divided between subject areas and the Graduate School, however at the time of the review the School was in the process of reorganising its committee and management structures and separating responsibilities for postgraduate taught and research.

The School management team recognises the complexity and scale of teaching allocation across a large range of programmes and courses. There are plans to review postgraduate provision with a view to rationalising the portfolio. The aim is to maintain the distinctive language offering within the School while freeing up resource to develop programme enhancements. The review team **commends** the School management team's strategic direction which is delivering innovation in an environment and for a range of subjects that are unpredictable sector-wide.

The School had asked the review team to focus on student recruitment as part of the review. The School has had a sharp rise in the number of students at postgraduate taught level in the current academic year. There has been high growth in numbers in some postgraduate taught programmes, while small student numbers persist on some other programmes. The review team observed that a significant number of programmes were operating with very small cohort numbers. The review team **commends** the School for addressing this through its Postgraduate Sustainability Review and encourages it to continue with this work.

The review team **commends** the School on its reputation and distinctive programmes which attract increasing student numbers. This year's rise coincides with the move to College management of recruitment and admissions. The School recognises the benefits of this change in professionalising admissions but acknowledges potential risks if student numbers continue to rise without an increase in resources. The review team **recommends** that the School ensures continued dialogue with the College on recruitment criteria and that all relevant colleagues engage with the process. The School should consider developing common principles for flexibility and fluctuation across programmes in future years. The review team **recommends** that the School establishes common pedagogic principles for postgraduate class and course size and strategies for scaling if numbers fluctuate. The School should aim to develop resource and contingency planning to manage risks associated with student recruitment to support growth within the College of Arts, Humanities and Social Sciences' minimum and maximum targets. The School should also reconsider entrance criteria for programme recruitment to support resource sustainability.

The review team **commends** the School's introduction of new programmes in Intermediality, Korean Studies and Traditional Arts Performance. There is scope for harnessing cross-disciplinary potential in the School to identify emerging areas for collaboration. The review team **recommends** that the School consider whether it is maximising the opportunities created by its inherent diversity and range of subjects.

## 2.1 The approach to enhancing Learning and Teaching

The School had asked the review team to focus on teaching, learning and assessment as part of this review. In its Reflective Report, the School had highlighted Research Methods as an area for the review team to look at. As the team was not able to meet with students from across the full provision it was unable to form any conclusions specifically in relation to the research methods courses. However, the postgraduate taught students that the team met reported that their research methods courses were very good.

The review team found clear evidence of the value the School places on teaching, for example through the School Teaching Fund which provides for staff training, and the DELC Teaching Forum for sharing good practice. The review team **commends** the School's culture of valuing teaching, and articulation of how academics are defined by teaching as well as research.

## 2.2 Assessment and Feedback

The review team **commends** the School's aim of using a variety of assessment types and fostering assessment and feedback literacy. The review team heard that the Film Exhibition and Curation, and Book History programmes have close industry links. This has supported development of learning outcomes and assessment tailored to reflect professional standards. The School Learning and Teaching Committee facilitates conversations so that assessment and feedback literacies can be incorporated into local practice.

The review team heard from staff who wanted to see clearer articulation of the assessment structure linked to learning outcomes. There was evidence that clear rubrics exist in some areas and the review team **recommends** the School consider the potential to extend these across its provision.

Postgraduate research students reported a varying experience of annual progression review and identified the progression review as the most important occasion of the year. The review team **recommends** that the School ensures that postgraduate annual progression points are consistently robust and include personal development, academic matters and a forward plan.

## 2.3 Supporting students in their learning – all aspects of support relevant to students' learning

### 2.3.1 Academic and student support structures and mechanisms

Although the review team was not able to meet with students from across all disciplines within the School, it found some evidence of differing student experience of programmes within the Graduate School and programmes managed at subject level. The review team **commends** School level activity to harmonise teaching and learning processes and an evident clear strategic focus on the need for change. There appeared to be some inconsistency between School policy and practice at subject level, which may be partly due to communication issues. Students, particularly the new postgraduate taught cohort that the panel met, seemed unaware of the School's student support contacts. The review team **recommends** that the School ensures clearer student awareness of contacts for information, for example the Graduate School Office and Student Support Office,

across School, programme and subjects to avoid reinforcement or entrenchment of differing practices in different areas.

Postgraduate research students reported a varying experience of contact with their supervisors and some were unfamiliar with the mechanisms for recording their supervision meetings. The review team **recommends** that the School ensures consistent postgraduate research supervisory contact time, documentation and meeting records. Where possible, the responsibility for record keeping should lie with students.

### **2.3.2 Support for key stages and transitions in the student journey**

The School has set up a Postgraduate Research Working Group to look at support for postgraduate research students and the review team **commends** this approach. The review team heard that the Working Group will consider a separate pastoral point of contact for postgraduate research students as part of its review. The review team **recommends** that the School consider an independent review of the supervisory arrangements at an early stage of Year 1, before the annual review as a required engagement point.

### **2.3.3 Peer support and examples of good practice**

The School had asked the review team to focus on community and environment as part of the review. Creative Writing organises an alumni event and student conference. The review team **commends** this as an area of **good practice** and something the School could consider having at School-level to support community building.

The School heard from both postgraduate taught and research students that they value the informal peer mentoring activity that already exists, for example in Creative Writing. Postgraduate tutors also reported that their peer to peer mentoring was helpful. The review team **recommends** that the School encourages initiatives for postgraduate research to postgraduate taught mentoring as a means of supporting community building. This could also provide development opportunities for postgraduate research students in areas where teaching opportunities are not available for all.

### **2.3.4 Engagement with the [Student Mental Health Strategy](#)**

The School Equality, Diversity and Inclusion Officer has set up bespoke training for staff including how to support students who require counselling services.

### **2.3.5 Other student support provision**

The School values its diverse student population but acknowledged there were some challenges in ensuring all students had the necessary skills, including but not limited to academic English, for postgraduate study. The review team **recommends** that the College consider how the School can be supported in addressing skills gaps in its postgraduate student population.

## **2.4. Listening to and responding to the Student Voice**

### **2.4.1 Engaging students in their learning, including building and supporting academic communities**

The School had asked the review team to focus on community building as part of the review. During the review visit, the review team met with postgraduate taught and research students. However, numbers were limited and did not include students from across the whole provision. Nevertheless, the review team were impressed by the clear enthusiasm the students they met showed for their programmes. The review team **commends** the School for maintaining and growing postgraduate taught and research communities, including distinctive, thriving, individual programmes. Students the review team met expressed a clear desire to access and engage with activities across Literatures Languages and Cultures and other Schools. Staff reported that student-led activity was often better attended than other School or department events. The review team **recommends** that the School encourages and supports student-led activity to support community building.

### **2.4.2 Mechanisms for listening to and responding to the student voice**

In the past two years, the School has devolved its Student Staff Liaison Committee (SSLC) from a single School level body to subject level. This was to better engage postgraduate taught and research students at department level. The subject level SSLCs collect much feedback which can be escalated for discussion at School level if necessary.

The School also has an Annual Teaching Review in June. Minutes from the Review are made available to students.

Course organisers compile reports on feedback from Course Evaluation Questionnaires, however the completion rate for surveys is low at around 25%.

The School uses a variety of mid-course feedback mechanisms which it values as a positive means of identifying issues that can be addressed and of providing feedback to students. The review team was impressed to hear that mid-course feedback has already been adopted across the full range of postgraduate taught courses and **commends** the School for early adoption of this initiative.

Postgraduate taught students reported an increase in some class sizes this year, reflecting strong growth in several programmes, and that the School had been quick to respond to this in providing additional tutorial support.

## **2.5 Accessibility, Inclusivity and Widening Participation**

The review team **commends** the School's appointment of an Equality Diversity and Inclusion Officer and the School's work on equality and diversity including the Widening Participation working group.

## 2.6 Development of Employability and Graduate Attributes

The review team **commends** the School's introduction of a tutor training day and they heard from postgraduate research students who teach how much they appreciated this training opportunity. However, there was evidence that teaching opportunities were not available for all postgraduate research students who wanted them in all departments. This is in part due to some smaller programmes having fewer opportunities, however harnessing the School's cross-disciplinary potential may help. The review team **recommends** clarity and equity of access to teaching opportunities for postgraduate research students across the School. Postgraduate research students particularly value teaching experience and appreciate the value of work opportunities and career advice for professional development. The review team **recommends** the School consider opportunities for enhancement of internships and work-based learning opportunities.

The review team **commends** the induction workshops and guaranteed hours tutor mentoring model in English Literature, which includes induction, briefing, mentoring and reflection, as an example of **good practice**. The review team suggests that the School considers rolling this model out more widely, particularly as it acknowledges a heavy reliance on postgraduate tutors to resource its undergraduate provision.

## 2.7 Supporting and developing staff

The review team **commends** the commitment of professional services staff in a changing landscape. Professional services staff showed nimble and creative responses, and collaboration with Academic teams, for example in complex tutor management across taught courses.

The review team **commends** the academic and teaching staff commitment to subjects and students. The School has introduced a new Teaching Fund to support teaching staff in accessing additional training needs and professional development. Several staff have achieved Higher Education Academy accreditation, the Edinburgh Teaching Award and the Postgraduate Certificate in Academic Practice. The review team **commends** the School on opening the training day for guaranteed hours tutors to early career staff.

## 2.8 Learning environment (physical and virtual)

The review team heard from postgraduate research students who reported that their expectations of workspace within the School were not being met. The review team was supportive of the School making the case for provision of spaces that cultivate academic interaction and support community building and **recommends** that the School Management Team pursue this with College. For example, following the move to 50 George Square, the School identified a priority for development by the University Gaelic Plan to reinstate a Gaelic common room, to support Gaelic language students in their language skills and community building.

### **3. Assurance and Enhancement of provision**

#### **3.1 Setting and maintaining academic standards**

The School has effective processes for setting and maintaining academic standards. As discussed above, the move to College level admissions and recruitment for postgraduate taught students has had a significant impact this year. The School recognise the benefits and challenges provided by increased student numbers and the review team encourages the School to monitor how this develops.

#### **3.2 Key themes and actions taken**

The School has effective processes for responding to External Examiners reports and annual monitoring, review and reporting.

## Section C – Review conclusions

### Confidence statement

The review team found that the School of Literatures, Languages and Cultures has effective management of the quality of the student learning experience, academic standards, and enhancement and good practice

### Key Strengths and Areas of Positive Practice for sharing more widely across the institution

No	Commendation	Section in report
1	The review team <b>commends</b> the School management team's strategic direction which is delivering innovation in an environment and for a range of subjects that are unpredictable sector-wide.	1
2	The review team observed that a significant number of programmes were operating with very small cohort numbers. The review team <b>commends</b> the School for addressing this through its Postgraduate Sustainability Review and encourages it to continue with this work.	1
3	The review team <b>commends</b> the School on its reputation and distinctive programmes which attract increasing student numbers.	1
4	The review team <b>commends</b> the School's introduction of new postgraduate taught programmes in Intermediality, Korean Studies and Traditional Arts Performance.	1
5	The review team <b>commends</b> the School's culture of valuing teaching, and articulation of how academics are defined by teaching as well as research.	2.1
6	The review team <b>commends</b> the School's aim of using a variety of assessment types and fostering assessment and feedback literacy. The School Learning and Teaching Committee facilitates conversations so that these literacies can be incorporated into local practice.	2.2
7	The review team <b>commends</b> School level activity to harmonise teaching and learning processes and an evident clear strategic focus on the need for change.	2.3.1
8	The School has set up a Postgraduate Research Working Group to look at support for postgraduate research students and the review team <b>commends</b> this approach.	2.3.2
9	Creative Writing organises an alumni event and student conference. The review team <b>commends</b> this as an area of <b>good practice</b> and something the School could consider having at School-level to support community building.	2.3.3
10	The review team <b>commends</b> the School for maintaining and growing postgraduate taught and research communities, including distinctive, thriving, individual programmes.	2.4.1

11	The review team was impressed to hear that mid-course feedback has already been adopted across the full range of postgraduate taught courses and <b>commends</b> the School for early adoption of this initiative.	2.4.2
12	The review team <b>commends</b> the School's appointment of an Equality Diversity and Inclusion Officer and the School's work on equality and diversity including the Widening Participation working group.	2.5
13	The review team <b>commends</b> the School's introduction of a tutor training day and they heard from postgraduate research students who teach how much they appreciated this training opportunity.	2.6
14	The review team <b>commends</b> the induction workshops and guaranteed hours tutor mentoring model in English Literature, which includes induction, briefing, mentoring and reflection, as an example of <b>good practice</b> .	2.6
15	The review team <b>commends</b> the commitment of professional services staff in a changing landscape.	2.7
16	The review team <b>commends</b> the academic and teaching staff commitment to subjects and students.	2.7
17	The review team <b>commends</b> the School on opening the training day for guaranteed hours tutors to early career staff.	2.7

### Recommendations for enhancement/Areas for further development

Priority	Recommendation	Section in report	Responsibility of
1	<p><b>Student recruitment</b></p> <p>The School recognises the benefits of this change in professionalising admissions but acknowledges potential risks if student numbers continue to rise without an increase in resources. The review team <b>recommends</b> that the School ensures continued dialogue with the College on recruitment criteria and that all relevant colleagues engage with the process. The School should consider developing common principles for flexibility and fluctuation across programmes in future years. The review team <b>recommends</b> that the School establishes common pedagogic principles for postgraduate class and course size and strategies for scaling if numbers fluctuate. The School should aim to develop resource and contingency planning to manage risks associated with student recruitment to support growth within the College of Arts, Humanities and Social Sciences' minimum and maximum targets. The School should also reconsider entrance criteria for programme recruitment to support resource sustainability.</p>	1	School Management Team

2	<p><b>Teaching, learning and assessment</b></p> <p>There is scope for harnessing cross-disciplinary potential in the School to identify emerging areas for collaboration. The review team <b>recommends</b> that the School consider whether it is maximising the opportunities created by its inherent diversity and range of subjects.</p> <p>The review team heard from staff who wanted to see clearer articulation of the assessment structure linked to learning outcomes. There was evidence that clear rubrics exist in some areas and the review team <b>recommends</b> the School consider the potential to extend these across its provision.</p>	1  2.2	School
3	<p>The review team <b>recommends</b> that the School ensures clearer student awareness of contacts for information, for example the Graduate School Office and Student Support Office, across School, programme and subjects to avoid reinforcement or entrenchment of differing practices in different areas.</p>	2.3.1	School/Graduate School/Student Support Office
4	<p><b>Student development opportunities</b></p> <p>The review team <b>recommends</b> clarity and equity of access to teaching opportunities for postgraduate research students across the School. Postgraduate research students particularly value teaching experience and appreciate the value of work opportunities and career advice for professional development. The review team <b>recommends</b> the School consider opportunities for enhancement of internships and work-based learning opportunities.</p>	2.6	School
5	<p>The review team <b>recommends</b> that the School consider an independent review of the supervisory arrangements at an early stage of Year 1, before the annual review as a required engagement point.</p>	2.3.2	School Management Team
6	<p>The review team <b>recommends</b> that the School ensures that postgraduate annual progression points are consistently robust and include personal development, academic matters and a forward plan.</p>	2.2	School Management Team
7	<p><b>Community and environment</b></p> <p>The review team <b>recommends</b> that the School encourages initiatives for postgraduate research to postgraduate taught mentoring as a means of supporting community building. This could also provide development opportunities for postgraduate research students in areas where teaching opportunities are not available for all.</p> <p>The review team <b>recommends</b> that the School encourages and supports student-led activity to support community building.</p>	2.3.3  2.4.1	School

	The review team was supportive of the School making the case for provision of spaces that cultivate academic interaction and support community building and <b>recommends</b> that the School Management Team pursue this with College. For example, following the move to 50 George Square, the School identified a priority for development by the University Gaelic Plan to reinstate a Gaelic common room, to support Gaelic language students in their language skills and community building.	2.8	School Management Team/College
8	The School values its diverse student population but acknowledged there were some challenges in ensuring all students had the necessary skills, including but not limited to academic English, for postgraduate study. The review team <b>recommends</b> that the College consider how the School can be supported in addressing skills gaps in its postgraduate student population.	2.3.5	College/School Management Team

### Suggestions for noting

If an issue is minor but the review team nevertheless wants to flag it as a potentially useful action, it will be couched as a suggestion rather than a formal recommendation. Suggestions are not tracked in onward reporting.

No	Suggestion	Section in report
1	The review team suggests that the School establishes common pedagogic principles for postgraduate class and course size and strategies for scaling if numbers fluctuate. The School should develop resource and contingency planning to manage risks associated with student recruitment to support growth within the College of Arts, Humanities and Social Sciences minimum and maximum targets. The School should also consider establishing entrance criteria and minimum and maximum ranges for programme recruitment to support resource sustainability.	1
2	The review team <b>commends</b> the induction workshops, guaranteed hours tutor mentoring model in English Literature, which includes induction, briefing, mentoring and reflection, as an example of <b>good practice</b> . The review team suggests that the School considers rolling this model out more widely, particularly as it acknowledges a heavy reliance on postgraduate tutors to resource its undergraduate provision.	2.6

## Appendices

### Appendix 1 – University remit

The University remit provides consistent coverage of key elements across all of the University's internal reviews (undergraduate and postgraduate).

It covers all credit bearing provision within the scope of the review, including:

- Provision delivered in collaboration with others
- Transnational education
- Work-based provision and placements
- Online and distance learning
- Continuing Professional Development (CPD)
- Postgraduate Professional Development (PPD)
- Provision which provides only small volumes of credit
- Joint/Dual Degrees
- Massive Open Online Courses MOOCs (even if non-credit bearing)

#### 1. Strategic overview

The strategic approach to:

- The management and resourcing of learning and teaching experience,
- The forward direction and the structures in place to support this.
- Developing business cases for new programmes and courses,
- Managing and reviewing its portfolio,
- Closing courses and programmes.

#### 2. Enhancing the Student Experience

The approach to and effectiveness of:

- Supporting students in their learning
- Listening to and responding to the Student Voice
- Learning and Teaching
- Assessment and Feedback
- Accessibility, Inclusivity and Widening Participation
- Learning environment (physical and virtual)
- Development of Employability and Graduate Attributes
- Supporting and developing staff

#### 3. Assurance and Enhancement of provision

The approach to and effectiveness of maintaining and enhancing academic standards and quality of provision in alignment with the University Quality Framework:

- Admissions and Recruitment
- Assessment, Progression and Achievement
- Programme and Course approval
- Annual Monitoring, Review and Reporting
- Operation of Boards of Studies, Exam Boards, Special Circumstances
- External Examining, themes and actions taken
- Alignment with SCQF (Scottish Credit and Qualifications Framework) level, relevant benchmark statements, UK Quality Code

- Accreditation and Collaborative activity and relationship with Professional/Accrediting bodies (if applicable)

March 2019

## **Appendix 2 Additional information considered by review team**

Prior to the review visit

- School Quality Assurance Reports 2016-19
- External Examiner Summary Reports 2015-17
- School organisational chart and Departmental Structure
- Programme Handbooks:
  - PhD Students and Research Supervisors
  - MSc Taught Students and Personal Tutors
  - MSc by Research Students and Research Supervisors
- Programme specification information
- Chartered Institute of Library and Information Professionals Accreditation Report 2016
- Statistical Information:
  - Completion rates – MSc by Research and PhD entrants reports
  - Course results
  - Entrants report – postgraduate research and postgraduate taught
  - Postgraduate research progression and outcomes report
  - Progression report
  - Student applications postgraduate taught
  - Study abroad report 2017-18
  - Equality and diversity student report
  - School background for first destination statistics (DELH) research and taught
- Survey results and responses – Postgraduate Research Experience Survey (PRES) and Postgraduate Taught Experience Survey (PTES)
- Student Staff Liaison Committee minutes (previous year)
- Edinburgh University Students' Association School Report

During the review visit

- Postgraduate taught entrants report 2019-20

## **Appendix 3: Programmes covered by the review**

### **Research programmes:**

Chinese (MSc by Research and PhD)  
 Japanese (MSc by Research and PhD)  
 Sanskrit (MSc by Research and PhD)  
 East Asian Studies (MSc by Research and PhD)  
 Korean Studies (new PhD)  
 Celtic Studies (MSc by Research)  
 Celtic and Scottish Studies (PhD)  
 Critical Theory (MSc by Research)  
 English Literature (MSc by Research and PhD)  
 English Literature: Medieval Literature (MSc by Research)  
 English Literature: Postcolonial Literature (MSc by Research)

English Literature: Renaissance Literature (MSc by Research)  
English Literature: Romanticism (MSc by Research)  
English Literature: Scottish Literature (MSc by Research)  
English Literature: Victorian Literature (MSc by Research)  
American Literature: (MSc by Research)  
Creative Writing (PhD)  
Gender and Culture (MSc by Research)  
French (MSc by Research and PhD)  
German (MSc by Research and PhD)  
Hispanic Studies (MSc by Research and PhD)  
Russian (MSc by Research and PhD)  
Scandinavian Studies (MSc by Research and PhD)  
European Theatre (PhD)  
Italian (MSc by Research and PhD)  
Islamic and Middle Eastern Studies (MSc by Research and PhD)  
Film Studies (MSc by Research and PhD)  
Medieval Studies (MSc by Research and PhD)  
Asian and Modern European Languages (PhD)  
Comparative Literature (PhD)  
Trans-Disciplinary Documentary Film (PhD)  
Translation Studies (PhD)  
Scottish Ethnology (MSc by Research)

**Postgraduate Taught programmes:**

Chinese Studies  
East Asian Relations  
Japanese Society and Culture  
Asian Religions  
Chinese Society and Culture  
Book History and Material Culture  
Creative Writing  
Literature and Modernity  
English Literature: Unites States Literature – Culture and Values from Revolution to Empire  
Literature and Society: Enlightenment, Romanticism and Victorian  
Playwriting  
Theatre and Performance Studies  
Islamic and Middle Eastern Studies  
Persian Civilisation  
Middle Eastern Studies with Arabic  
Middle Eastern Studies with Advanced Arabic  
Advanced Arabic  
Celtic and Scottish Studies  
Scottish Culture and Heritage  
Film Exhibition and Curation  
Film Studies  
Translation Studies  
Medieval Literature and Cultures  
Comparative Literature

## Appendix 4: Number of students

### Postgraduate Taught

	2014/5	2014/5	2015/6	2015/6	2016/7	2016/7	2017/8	2017/8	2018/9	2018/19
	FT	PT								
MCS in Chinese Studies	9		4		5		7		3	
MSc in Advanced Arabic	5				12		6		3	
MSc in Asian Religions	1									
MSc in Book History and Material Culture			8	1	8	1	14	4	17	2
MSc in Celtic and Scottish Studies	6	1	1	1	7		3	2	2	1
MSc in Chinese Society and Culture					1		6		2	
MSc in Comparative Literature					19	2	22		16	1
MSc in Creative Writing	29	16	21	21	38	31	33		31	
MSc in East Asian Relations	11		5		13	1	12	1	12	
MSc in English Literature: United States Literature - Cultural Values from Revolution to Empire	8	1	8	2	8	2	9	1	5	
MSc in Film, Exhibition and Curation	8	2	19	4	16	2	8		11	3
MSc in Film Studies	8		12	5	21	2	20	1	26	
MSc in Islamic and Middle Eastern Studies	5		3		6	1	5		1	
MSc in Japanese Society and Culture	4	1	6	1	8	1	3	1	5	
MSc in Literature and Modernity: 1900 to the Present	34	2	28	4	56	5	36		48	5
MSc in Literature and Society: Enlightenment, Romantic and Victorian	20		14	2	16		18		23	
MSc in Medieval Literatures and Cultures	4		1		5	1	6		3	
MSc in Middle Eastern Studies with Advanced Arabic					3		2		2	
MSc in Middle Eastern Studies with Arabic					13		10		4	
MSc in Persian Civilisation			2	1	1	1	1	1	3	
MSc in Playwriting	4	3	4	1	4	1	3	1	8	3

MSc in Theatre and Performance Studies	10		1		6		9		6	
MSc in Translation Studies	24	2	23		27	1	22	1	27	
PgCert in Scottish Culture and Heritage	3	4	1	4	1					
TOTAL	193	32	161	47	294	52	255	13	258	15

### Postgraduate Research

	2014/5	2014/5	2015/6	2015/6	2016/7	2016/7	2017/8	2017/8	2018/9
	FT	PT	FT	PT	FT	PT	FT	PT	FT
MPhil in French	1								
MScR in American Literature	2			1			2		3
MScR in Celtic Studies			1			1	1		
MScR in Chinese					1				1
MScR in Critical Theory					1	1			
MScR in English Literature	5	1	5	1	2	1	3	2	
MScR in English Literature: Postcolonial Literature	1		1		2				1
MScR in English Literature: Renaissance Literature	1		2						
MScR in English Literature: Romanticism			1						1
MScR in English Literature: Victorian Literature	1				1		1		1
MScR in Film Studies	1								
MScR in French Studies			1						1
MScR in Gender and Culture	1				1		1		1
MScR in German Studies			1		1				
MScR in Hispanic Studies					1		1	1	1
MScR in Japanese					1		1		1
MScR in Medieval Studies									1
MScR in Russian					1				
MScR in Scandinavian Studies I							2		
MScR in Scandinavian Studies II			1				1		
MScR in Scottish Ethnology			2			1	6		
PhD in Celtic and Scottish Studies	4	1	4		4		3		4
PhD in Chinese	1		5		6		9		2
PhD in Comparative Literature	2		6		1		2		3

PhD in Creative Writing	2	1	1		5	1	5		2
PhD in English Literature	8		16		18		16	3	13
PhD in European Theatre	1		1		2				
PhD in Film Studies			4		3	1	2		3
PhD in French	1		1		1				
PhD in Hispanic Studies	1		1			1			
PhD in Islamic and Middle Eastern Studies	4		5		2		4	1	2
PhD in Italian		1			1		2		1
PhD in Japanese	2		1		1	1	1		2
PhD in Medieval Studies	1		1					1	
PhD in Russian	1		1		1		1		
PhD in Sanskrit					1				
PhD in Scandinavian Studies	1	1	1		1				1
PhD in Translation Studies	2		2			1	1		
TOTAL	44	5	65	2	59	8	66	8	45