

The University of Edinburgh

Internal Periodic Review

School of Literatures, Languages and Cultures

Undergraduate Provision

13 and 14 March 2023

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Executive summary

This report comprises the outcomes from the internal review of undergraduate provision in the School of Literatures, Languages and Cultures.

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

The report provides commendations on the School's provision, recommendations for enhancement that the School will be asked to report progress on to the Senate Quality Assurance Committee and suggestions on how to support developments.

Key Commendations

The review team commended the School for the commitment and dedication of its academic and professional services staff (particularly its student support staff), its students and its postgraduate tutors; innovative courses and programmes; commitment to languages; work on developing marking criteria; decolonising the curriculum and commitment to the year abroad. Further details on commendations are included in the report.

Key recommendations

The top three recommendations identified by the review team for the School to prioritise were:

- **Student Support**
 - The review team recommends that the College works with the School to revisit proposals particularly in relation to alternative academic contacts within the new [student support] model.
 - The review team recommends that the School consider if it has appropriate mechanisms for supporting students who may require more help in transitioning into University study, the Year Abroad and final year of the degree, and that students are aware of what is available to them at the earliest opportunity.
- **Year Abroad**
 - The review team recommends that the School revisit the College of Arts, Humanities and Social Sciences (CAHSS) workload allocation model to ensure that there is clarity of expectation for Year Abroad Co-ordinators in dealing with year abroad arrangements.
 - The review team recommends that the Vice-Principal International and Head of Study and Work Away consider, in consultation with the School, the business critical need for an appropriately qualified central resource to support students and staff with visa requirements for year abroad study. The review team notes that timely and reliable central visa advice would also be most useful for staff and students in general who may work or study abroad.
 - The review team recommends that the School further ensures that students are signposted to financial support information (in relation to visa costs and health screening for example). This should happen at the earliest possible opportunity so as to aid accessibility.
- **Assessment and Feedback**
 - The review team recommends that the School expand upon this in consultation with students to develop consistency and clarity in marking criteria and their application. The School should consider harnessing existing expertise within the School and providing opportunities for sharing practice across the School. In developing marking criteria it may be helpful to consider employability and the kinds of skills the School wants its students to develop.

- The review team recommends that the School consider assessment types, the assessment load and deadlines, with reference to differentiation in respect of student needs and consistency of their experience.

Commendations, recommendations and suggestions

Commendations

Key strengths and areas of positive practice for sharing more widely across the institution.

No	Commendation	Section in report
1	The review team commends the School's recognition of and reflection on the challenges it faces. This was evident from the Reflective Report produced in advance of the review visit and the review team appreciated how issues were clearly set out within the Report.	1
2	The review team highly commends the dedication and commitment of both academic and professional services staff. There was a clear sense within the School of the importance of the subject areas to a wider context and how language underpins broader academic activity.	1
3	The review team commends the School's commitment to research-led teaching.	1
4	The review team commends the evident dedication of students to their programmes. Students appreciate the widespread culture of openness and friendliness within the School and the students the review team met engaged with the review in an open and honest way.	1
5	The review team found that the School provides a number of forward-thinking courses and commends the innovative courses and programmes, working across disciplinary boundaries that are offered. (Curriculum)	2.1
6	The review team commends the School on its commitment to languages and the year abroad as a critical part of its offering. (Curriculum/Year Abroad)	2.1
7	The review team commends the School's Year Abroad and Placements Officer and the Year Abroad Co-ordinators for their dedication and commitment despite the current challenges around visas and host destination security in some areas. (Year Abroad)	2.1
8	The review team commends the School on work that is underway in some subject areas to develop marking criteria. (Assessment and Feedback) Remit item 1	2.2
9	The review team strongly commends the student support team. Their commitment, support and dedication is highly valued by both students and academic staff. (Student Support) Remit item 2	2.3
10	The review team commends the School's progress and attention to decolonising its curriculum, particularly in English Literature. The review team was pleased to see that this work is both appreciated and expected by students and staff, although the team acknowledges that this work needs to be more widespread with opportunities to share best practice created. (Curriculum) Remit item 1	2.5

11	The review team commends the commitment and teaching skill of postgraduate tutors. Postgraduate tutors are dedicated to their role. (Postgraduate Tutors)	2.7
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Recommendations

Areas for development and enhancement – progress to be reported.

Priority	Recommendation	Section in report	Responsibility of
1	<p>Student Support (Remit item 3)</p> <p>The review team recommends that the College works with the School to revisit proposals particularly in relation to alternative academic contacts within the new [student support] model.</p> <p>The review team recommends that the School consider if it has appropriate mechanisms for supporting students who may require more help in transitioning into University study, the Year Abroad and final year of the degree, and that students are aware of what is available to them at the earliest opportunity.</p>	2.3 2.3	College/School School
2	<p>Year Abroad</p> <p>The review team recommends that the School revisit the College of Arts, Humanities and Social Sciences (CAHSS) workload allocation model to ensure that there is clarity of expectation for Year Abroad Co-ordinators in dealing with year abroad arrangements.</p> <p>The review team recommends that the Vice-Principal International and Head Study and Work Away consider, in consultation with the School, the business critical need for an appropriately qualified central resource to support students and staff with visa requirements for compulsory undergraduate year abroad study.</p> <p>The review team recommends that the School further ensures that students are signposted to financial support information (in relation to visa costs and health screening for example). This should happen at the earliest possible opportunity so as to aid accessibility.</p>	2.1 2.1 2.1	School Vice-Principal International/ Head of Study and Work Away/ School School
3	Assessment and Feedback (Remit item 2)		

	<p>The review team recommends that the School expand upon this in consultation with students to develop consistency and clarity in marking criteria and their application. The School should consider harnessing existing expertise within the School and providing opportunities for sharing practice across the School. In developing marking criteria it may be helpful to consider employability and the kinds of skills the School wants its students to develop.</p> <p>The review team recommends that the School consider assessment types, the assessment load and deadlines, with reference to differentiation in respect of student needs and consistency of their experience.</p>	2.2	School
4	<p>Postgraduate Tutors The review team recommends that the School consider whether it is content that there is parity of esteem and expectation in recognising the value that postgraduate tutors bring to learning and teaching.</p> <p>The School should review the postgraduate tutor job description and job segments with College HR colleagues and/or the College WAM Lead and ensure that the workload allocation model tariffs are appropriately applied with reference to the marking of assessments. The School should also consider the apparent disparity between staff tutors who can and do run office hours, and postgraduate tutors who cannot; this risks impacting the student and staff experience.</p>	2.7	School School/College
5	<p>Management Structures The review team recommends that the School consults with staff to establish whether clear decision-making structures are in place to support a sense of accountability from teaching staff. There may be opportunities to assess the efficacy of management structures in order to achieve transparency of communication, closing the feedback loop on actions taken and passing on clarity to students.</p>	1	School
6	<p>Curriculum The review team recommends that the School reflects afresh on the broader opportunities available in the Curriculum</p>	2.1	School

	Transformation Programme and how it engages with this. There may be scope for the School to have more control of its portfolio of programmes and it was clear to the review team that staff have a lot of good ideas to share in relation to curriculum transformation.		
7	Student Voice The review team recommends that the School consider the range of opportunities for engaging with, compensating, and recognising the contribution of its Student Reps. Student Rep recruitment and training is supported by Edinburgh University Students' Association and there may be avenues for the School to further its links with the community and increase uptake in these roles.	2.4	School/Students' Association

Suggestions

For noting – progress reporting is not required.

No	Suggestion	Section in report
1	The review team suggests that there may be opportunities for the School Management Team to articulate a common foundation and vision that underpins cross-School activity, while recognising the important differences within subject areas. This could strengthen the sense of School identity and community, and support activity to share practice more widely across the School, discussed later in this report.	1
2	The review team suggests there may be opportunities to develop an ongoing induction programme within the new Cohort Lead model. This could support community building and may also provide a communication channel to include information on wellbeing, making sense of feedback and writing skills.	2.3
3	The review team heard from students that they perceived a gap in student societies for language degrees. Students also expressed an interest in the Peer Assisted Learning and subject specific family models. The review team suggests that the School consider how it might support these types of activity as a means to fostering community within and across disciplines. The review team suggests that it could learn from other models used by Schools within CAHSS to support the fostering of discipline-specific student-led communities.	2.3
4	The review team heard evidence of good practice in closing the feedback loop within some courses. However it appears that this is inconsistent and the review team suggests the School explores opportunities to address this and share practice across the School.	2.4

Section A – Introduction

Scope of review

Range of provision considered by the review (see Appendix 1).

The Internal Periodic Review (IPR) of School of Literatures, Languages and Cultures (LLC) in 2022/23 consisted of:

- The University's remit for internal review (see Appendix 2)
- The subject specific remit items for the review:
 - Diversifying and Decolonising the Curriculum
 - Assessment and Feedback
 - New Student Support Model
- The Reflective Report and additional material provided in advance of the review
- The meeting of the review team including consideration of further material (see Appendix 3)
- The final report produced by the review team
- Action by the School and others to whom recommendations were remitted following the review

Review Team Members

Dr Julian Bradfield	School of Informatics, Convener
Dr Marcela Cazzoli	Durham University, External member
Professor David Amigoni	Keele University, External member
Jenny Hoy	Centre for Open Learning, CAHSS Dean for EDI, Internal member
Vlad Grigoraş	School of Philosophy, Psychology & Language Science, Student member
Susan Hunter	Academic Services, Review team administrator

The School

The School sits within the College of Arts, Humanities and Social Sciences (CAHSS). It comprises five subject areas which all provide undergraduate teaching: Asian Studies, Celtic and Scottish Studies, English Literature, European Languages and Cultures, and Islamic and Middle Eastern Studies.

Physical location and summary of facilities

Learning and teaching facilities are located within George Square in the University's central campus. Activity is concentrated in 50 George Square although Islamic and Middle Eastern Studies retain separate space elsewhere in George Square, and some teaching staff offices are located in 40 George Square.

Date of previous review

Previous reviews were at subject level and conducted during academic year 2016/17.

Reflective Report

The Reflective Report was prepared by Benjamin Bateman, Director of Learning and Teaching.

Remit items were decided in consultation with Head of School, Heads of Subject Areas, LLC's Learning and Teaching Committee (which includes student reps), departmental student-staff liaison committees, LLC's Quality Assurance Director, and directors of professional and student services. Consultation also included preliminary meetings with externals and key members of CAHSS's IPR administrative team. The contents of the reflective report were disseminated in advance to the Head of School, department heads, and members of LLC's Learning and Teaching Committee. It was informed by a series of targeted meetings, informal discussion, and email correspondence — as well as by longstanding agenda and discussion items for a variety of LLC's key committees, including Learning and Teaching, People and Equalities, School Management, Board of Studies, and Planning and Resources.

Section B – Main report

1 Strategic overview

The School is committed to its disciplines and recognises that where appropriate languages underpin wider academic activity. The University's Curriculum Transformation Programme may provide opportunities for portfolio management in relation to joint degrees and the School are already considering the implications. Further discussion on curriculum transformation appears later in this report. The School has a large number of joint programmes, many of which are key to supporting continued language provision across the University. It also provides learning and teaching for a large number of students from other Schools enrolled on its courses. There are resource implications associated with this and although external provision is an income stream, it can be challenging to quantify the total number of students the School is supporting in learning and teaching. This in turn presents challenges in obtaining timely and accurate data to support management decisions. More work on obtaining data is planned once professional services staff have sufficient capacity.

The review team **commends** the School's recognition of and reflection on the challenges it faces. This was evident from the Reflective Report produced in advance of the review visit and the review team appreciated how issues were clearly set out within the Report.

The School operates a devolved model in terms of the management and resourcing of learning and teaching provision. At School level there is a School Management Committee which sets policy, a Planning and Resources Committee, a Learning and Teaching Committee and Board of Studies. The review team heard evidence that despite this governance, both students and staff were unclear on where to raise concerns, or who to approach if problems arise. The review team **recommends** that the School consults with staff to establish whether clear decision-making structures are in place to support a sense of accountability from teaching staff. There may be opportunities to assess the efficacy of management structures in order to achieve transparency of communication, closing the feedback loop on actions taken and passing on clarity to students.

The review team suggests that there may be opportunities for the School Management Team to articulate a common foundation and vision that underpins cross-School activity, while recognising the important differences within subject areas. This could strengthen the sense of School identity and community, and support activity to share practice more widely across the School, discussed later in this report.

The review team **highly commends** the dedication and commitment of both academic and professional services staff. There was a clear sense within the School of the importance of the subject areas to a wider context and how language underpins broader academic activity.

The review team **commends** the School's commitment to research-led teaching.

The review team **commends** the evident dedication of students to their programmes. Students appreciate the widespread culture of openness and friendliness within the School and the students the review team met engaged with the review in an open and honest way.

2 Enhancing the student experience

2.1 The approach to enhancing Learning and Teaching

The review team found that the School provides a number of forward-thinking courses and **commends** the innovative courses and programmes, working across disciplinary boundaries that are offered.

The School is considering how the Curriculum Transformation Programme may impact on its provision. Colleagues expressed uncertainty on the future of joint degrees and perceived tension between the dual aims of flexibility and simplification. The School is clear that language provision provides enhancement to learning and teaching and that the discipline is more than an enrichment pathway. The review team **recommends** that the School reflects afresh on the broader opportunities available in the Curriculum Transformation Programme and how it engages with this. There may be scope for the School to have more control of its portfolio of programmes and it was clear to the review team that staff have a lot of good ideas to share in relation to curriculum transformation and so should continue to engage wherever possible.

Study abroad is an integral part of undergraduate provision in the School and a year abroad is a compulsory part of many programmes. The review team **commends** the School on its commitment to languages and the year abroad as a critical part of its offering.

The review team **commends** the School's Year Abroad and Placements Officer and the Year Abroad Co-ordinators for their dedication and commitment despite the current challenges around visas and host destination security in some areas. It is clear that academic staff involvement is key to this process as they have understanding of cultural and academic issues relevant to year abroad study. The review team **recommends** that the School revisit the College of Arts, Humanities and Social Sciences (CAHSS) workload allocation model to ensure that there is clarity of expectation for Year Abroad Co-ordinators in dealing with year abroad arrangements.

The review team heard evidence from both students and staff of the challenges they face in obtaining visas for study abroad, particularly in Europe since the UK's exit from the European Union. They found it very difficult to find out where to obtain accurate information. The students that the review team met reported having incurred increased costs in trying to obtain visas and complete medical checks and that there was no financial information in relation to this. The team even heard of students who had been barred from the Schengen area owing to visa errors. Staff acknowledge that they are not permitted to provide students with visa information, but also identified a significant gap in University provision of this information which is a vital part of the School's language provision and the student experience. As noted above, year abroad study is a requirement for language degree programmes within the School and the lack of timely and reliable support in obtaining visa information is causing significant anxiety for students and staff alike. Although the non-European-language departments consider that managing visas has always been part of the student's year-abroad experience, the novelty and often changing nature of EU visa requirements poses particular difficulties. The review team **recommends** that the Vice-Principal International and Head of Study and Work Away consider, in consultation with the School, the business critical need for an appropriately qualified central resource to support students and staff with visa requirements for compulsory undergraduate year abroad study. The review team notes that timely and reliable

central visa advice would also be most useful for staff and students in general who may work or study abroad. The review team **recommends** that the School further ensures that students are signposted to financial support information (in relation to visa costs and health screening for example). This should happen at the earliest possible opportunity so as to aid accessibility.

2.2 Assessment and Feedback

As part of this review, the School had asked the review team to focus on assessment and feedback. Staff reported that the increase in course extensions and special circumstances were impacting on the time available for returning marks and feedback on assessment. The time required for marking and feedback to students was not felt to be accurately reflected in tariffs applied from the CAHSS workload allocation model. This was also reported by postgraduate tutors and their experience is included later in this report. The School had identified that clearer marking criteria would be beneficial in relation to assessment and feedback and how it impacts student learning and academic literacies.

The review team **commends** the School on work that is underway in some subject areas to develop marking criteria. The review team **recommends** that the School expand upon this in consultation with students to develop consistency and clarity in marking criteria and their application. The School should consider harnessing existing expertise within the School and providing opportunities for sharing practice across the School. In developing marking criteria it may be helpful to consider employability and the kinds of skills the School wants its students to develop. The review team heard that there were currently no opportunities for calibration at programme level and the School may want to consider how this could be developed to support the work on grade descriptors and marking criteria. The students that the review team met with would particularly appreciate clarity at the top of the marking range, as well as clearer feedback on how to take their work further.

The review team **recommends** that the School consider assessment types the assessment load and deadlines, with reference to differentiation in respect of student needs and their consistency of experience.

2.3 Supporting students in their learning

The School will be adopting the new Student Support Model in 2023/24 and had asked the review team to focus on this as part of the review. Staff expressed concern about how the new model will work in practice. They recognised the opportunities for building community that the new Cohort Lead role will provide but were concerned that the academic support elements currently in place may be lost in the new model. There appeared to be a lack of clarity in communication around expectations with both academic and professional services staff identifying gaps in understanding of the basic practicalities involved. The student support team will be expanded with plans for further recruitment of new Student Advisers. The review team **strongly commends** the student support team. Their commitment, support and dedication is highly valued by both students and academic staff. The review team **recommends** that the College works with the School to revisit proposals particularly in relation to alternative academic contacts within the new model.

The review team suggests there may be opportunities to develop an ongoing induction programme within the new Cohort Lead model. This could support

community building and may also provide a communication channel to include information on wellbeing, making sense of feedback and writing skills.

The review team heard evidence that there may be assumptions on the academic confidence and literacy expected of students transitioning into their first year of University study from secondary education. The review team **recommends** that the School consider if it has appropriate mechanisms for supporting students who may require more help in transitioning into University study, the Year Abroad and final year of the degree, and that students are aware of what is available to them at the earliest possible opportunity. There may be opportunities to access existing provision, for example through the Institute for Academic Development which students were largely unaware of.

The review team heard from students that they perceived a gap in student societies for language degrees. Students also expressed an interest in the Peer Assisted Learning and subject specific family models. The review team suggests that the School consider how it might support these types of activity as a means to fostering community within and across disciplines. The review team suggests that the School looks at other Schools within CAHSS on their model to support and encourage student-led subject-specific academic communities.

2.4. Listening and responding to the Student Voice

The review team heard evidence of good practice in closing the feedback loop within some courses. However it appears that this is inconsistent and the review team suggests the School explores opportunities to address this and share practice across the School.

The School has well-defined structures for listening and responding to the student voice, including Student Reps and Student-Staff Liaison Committees. However, the School noted that there were some gaps in student representation. There was recognition that some connections had been lost during the pandemic but the School is committed to rebuilding connections with its Reps. The review team heard evidence of Student Reps having to seek out academic staff in order to provide feedback, rather than staff proactively consulting the Student Rep community. The review team **recommends** that the School consider the range of opportunities for engaging with, compensating, and recognising the contribution of its Student Reps. Student Rep recruitment and training is supported by Edinburgh University Students' Association and there may also be avenues for the School to further its links with the community and increase uptake in these roles.

2.5 Accessibility, Inclusivity and Widening Participation

The School had asked the review team to focus on diversifying and decolonising the curriculum as part of this review. The review team **commends** the School's progress and attention to decolonising its curriculum, particularly in English Literature. The review team was pleased to see that this work is both appreciated and expected by students and staff, although the team acknowledges that this work needs to be more widespread with opportunities to share best practice created.

The review team found that the School has a strong commitment to diversity and inclusivity which was evident in discussions with both staff and students that the team met. There is a School Equality, Diversity and Inclusivity plan in place and new appointments have been made to support diversity. The review team encourages the

School in continuing the good work it is doing in respect of equality, diversity and inclusion with attention to embedding change, resource allocation and evaluating success of change.

2.6 Development of Employability and Graduate Attributes

The year abroad element of the School's provision equips students with enhanced languages skills. Staff also reported that students returning for their year abroad had also developed other skills which made them more resilient as individuals. The review team notes the importance of the Year Abroad experience for the academic, professional and individual development of students.

Alumni events are available annually where students can learn about the varied pathways into careers.

2.7 Supporting and developing staff

The School provides funds for professional development for staff on teaching-only contracts. It also operates a mentoring system for early career staff. There is an annual induction event for new postgraduate tutors which is also open to existing postgraduate tutors. The postgraduate tutors the review team met expressed a clear, strong commitment to their role but were also clear that the tariffs allocated for assessment and marking did not reflect their experience in practice. Academic staff also recognise this as a challenge for tutors.

The review team **commends** the commitment and teaching skill of postgraduate tutors. Postgraduate tutors are dedicated to their role. The postgraduate tutors that the review team met described feeling isolated in that they are not treated as staff. They also reported that they had insufficient time allocation to complete their workload which led to their undertaking uncompensated work, for example with marking and feedback and dealing with student enquiries. The review team **recommends** that the School consider whether it is content that there is parity of esteem and expectation in recognising the value that postgraduate tutors bring to learning and teaching. The School should review the postgraduate tutor job description and job segments with College HR colleagues and/or the College WAM Lead and ensure that the workload allocation model tariffs are appropriately applied with reference to the marking of assessments. The School should also consider the apparent disparity between staff tutors who can and do run office hours, and postgraduate tutors who cannot; this risks impacting the student and staff experience.

2.8 Learning environment (physical and virtual)

The School benefits from having its learning spaces located within 50 George Square and there are open and accessible spaces for study and socialising on each floor. There is separate space for Islamic and Middle Eastern Studies where it retains its own premises elsewhere in George Square.

The School is moving its courses to Learn Ultra for the start of the next academic year. This has provided some challenges and the School anticipates a pressure point prior to and during the summer vacation period.

3 Assurance and enhancement of provision

The School has appropriate approaches to setting, maintaining and reviewing academic standards across undergraduate provision. Standards are continuously reviewed through annual monitoring via Annual Programme Reviews and the School's Annual Quality Report. In addition, standards are also maintained and reviewed through effective admissions procedures, internal committee structures, moderation of student assessment, external examiner reporting and alignment with the SCQF framework and QAA subject benchmarking. Overall, the setup of School committees and exam boards is appropriate for maintaining academic standards, both in terms of the assessment of current students and approval of new programmes.

Thank you to everyone who contributed to this review on behalf of the Review Team and the University.

Appendices

Appendix 1 Range of provision considered by the review

Programmes:

Arabic and Ancient Greek (MA Hons)
Arabic and Business MA (Hons)
Arabic and Economics (MA Hons)
Arabic and French (MA Hons)
Arabic and History (MA Hons)
Arabic and History of Art (MA Hons)
Arabic and Persian (MA Hons)
Arabic and Politics (MA Hons)
Arabic and Religious Studies MA (Hons)
Arabic and Social Anthropology (MA Hons)
Arabic and Spanish (MA Hons)
Arabic (MA Hons)
Arabic with Islamic and Middle Eastern Studies MA (Hons)
Celtic and Archaeology (MA Hons)
Celtic and English Language (MA Hons)
Celtic and English Literature (MA Hons)
Celtic and French (MA Hons)
Celtic and German (MA Hons)
Celtic and Linguistics (MA Hons)
Celtic and Scandinavian Studies (MA Hons)
Celtic and Scottish History (MA Hons)
Celtic and Scottish Literature (MA Hons)
Celtic (MA Hons)
Chinese and Economics MA (Hons)
Chinese and French (MA Hons)
Chinese and German (MA Hons)
Chinese and History (MA Hons)
Chinese and Italian MA (Hons)
Chinese and Linguistics (MA Hons)
Chinese and Russian (MA Hons)
Chinese and Spanish (MA Hons)
Chinese (MA Hons)
English and Scottish Literature (MA Hons)
English Literature and Classics (MA Hons)
English Literature and History (MA Hons)
English Literature (MA Hons)
French and Business MA (Hons)
French and Portuguese (MA Hons)
French and Scandinavian Studies (MA Hons)
French and Scottish Literature (MA Hons)
German and Business MA (Hons)
German and Portuguese (MA Hons)
German and Scandinavian Studies (MA Hons)
German and Scottish Literature (MA Hons)
Islamic Studies (MA Hons)
Italian and Business MA (Hons)
Italian and Portuguese (MA Hons)
Italian and Scottish Literature (MA Hons)
Italian and Social Policy (MA Hons)

Japanese and Linguistics (MA Hons)
 Japanese (MA Hons)
 Literature and Medicine (BMedSci Hons)
 Literature and Medicine BSc (VetSci) (Hons) - 1 Year (Intercalation)
 Middle Eastern Studies (MA Hons)
 Persian and English Literature (MA Hons)
 Persian and Middle Eastern Studies (MA Hons)
 Persian and Politics (MA Hons)
 Persian and Social Anthropology (MA Hons)
 Persian Studies (MA Hons)
 Portuguese and Business MA (Hons)
 Portuguese and English Language (MA Hons)
 Portuguese and English Literature (MA Hons)
 Portuguese and History (MA Hons)
 Portuguese and History of Art (MA Hons)
 Portuguese and Linguistics (MA Hons)
 Portuguese and Philosophy (MA Hons)
 Portuguese and Politics (MA Hons)
 Portuguese and Russian Studies (MA Hons)
 Portuguese and Scandinavian Studies (MA Hons)
 Portuguese and Scottish Literature (MA Hons)
 Portuguese and Social Policy (MA Hons)
 Portuguese MA (Hons)
 Russian Studies and Business MA (Hons)
 Russian Studies and Classics (MA Hons)
 Russian Studies and History of Art (MA Hons)
 Russian Studies and Scottish Literature (MA Hons)
 Russian Studies and Social Policy (MA Hons)
 Russian Studies and Spanish (MA Hons)
 Scandinavian Studies and Scottish Literature (MA Hons)
 Scandinavian Studies and Spanish (MA Hons)
 Scottish Ethnology and Archaeology (MA Hons)
 Scottish Ethnology and Celtic (MA Hons)
 Scottish Ethnology and English Language (MA Hons)
 Scottish Ethnology and English Literature (MA Hons)
 Scottish Ethnology and Scandinavian Studies (MA Hons)
 Scottish Ethnology and Scottish History (MA Hons)
 Scottish Ethnology and Scottish Literature (MA Hons)
 Scottish Ethnology (MA Hons)
 Scottish Literature and Classics (MA Hons)
 Scottish Literature and History (MA Hons)
 Scottish Literature and Scottish History (MA Hons)
 Scottish Literature (MA Hons)
 Scottish Studies (MA Hons)
 Spanish and Business MA (Hons)
 Spanish and Scottish Literature (MA Hons)

Courses:

CSE English for Academic Purposes 1
 CSE English for Academic Purposes 2
 Foundation Basque Language 1
 Foundation Business Chinese 1
 Foundation Business Chinese 2
 Foundation Chinese Language 1
 Foundation Chinese Language 2

Foundation Chinese Language 3
Foundation Chinese Language 4
Foundation Danish Language 1
Foundation Danish Language 2
Foundation English-Chinese Translation
Foundation French Language 1
Foundation French Language 2
Foundation French Language 3
Foundation German Language 1
Foundation German Language 2
Foundation German Language 3
Foundation Icelandic Language 1
Foundation Icelandic Language 2
Foundation Italian Language 1
Foundation Italian Language 2
Foundation Japanese Language 1
Foundation Japanese Language 2
Foundation Japanese Language 3
Foundation Korean Language 1
Foundation Korean Language 2
Foundation Portuguese Language 1
Foundation Portuguese Language 2
Foundation Russian Language 1
Foundation Russian Language 2
Foundation Spanish Language 1
Foundation Spanish Language 2
Foundation Spanish Language 3
Foundation Spanish Language 4
Foundation Swedish Language 1
Foundation Swedish Language 2
Introductory Arabic Language
Introductory Arabic language 2
Introductory Chinese Language
Introductory Chinese Language 2
Shakespeare and the Satirists
Academic Skills for Asian Studies
Arabic 1a
Arabic 1b
Arabic 2
Arabic 2 (VS1)
Arabic 2 (VS2)
Basque Language for beginners
Catalan Language for Beginners
Celtic Civilisation 1A
Celtic Civilisation 1B
Celtic Literature 2A
Celtic Literature 2B
Chinese 1
Chinese 2A
Chinese 2B
Chinese 2C
Communicating across the Scandinavian Languages
Crime and Detection in Literature
Cultural Responses to War
Culture and Society in the Catalan World

Culture and Society in the Portuguese Speaking World
 Culture, Modernity and the City in the Weimar Republic
 Danish 1
 Danish 1 (VS1)
 Danish Language 2
 Doing research in Chinese Studies
 Dynamics of Language and Power
 English Literature 1
 English Literature 1 (VS1)
 English Literature 1 (VS2)
 English Literature 2
 English Literature 2 (VS1)
 English Literature 2 (VS2)
 French 1A
 French 1B
 French 2
 French 2 Language
 French 2 Literature and Culture
 French-English Translation for Francophone Exchange Students (Non-Graduating)
 Gaelic 1A
 Gaelic 1A (VS1)
 Gaelic 1A (VS2)
 Gaelic 1B
 Gaelic 2A
 Gaelic 2B
 Gender and Culture
 German 1A
 German 1B
 German 2
 German 2 Language
 German 2 Literature and Culture
 German 2 Literature and Culture 2019-20
 German Colonialism: History, Memory, Controversy
 Heroes, Wonders, Saints and Sagas: Medieval Celtic Literature in Translation
 Intermediate Chinese Language Modern and Traditional
 Intermediate Japanese Language
 Introduction to European Cinema
 Introduction to European Theatre
 Introduction to Gaelic Language and Culture
 Introduction to Islam
 Introduction to Japanese Literature
 Introductory Gaelic (Post-Beginners)
 Islamic and Middle Eastern Cultures
 Islamic History A: The Formation of the Islamic World
 Islamic History B: From the Crusades to the 'Gunpowder Empires'
 Italian 1
 Italian Language 2
 Italian Literature: Texts in Context 2
 Japanese Language 1
 Japanese Language 2
 Japanese Language Beginner
 Japanese Language Beyond University
 Japanese Language Lower Intermediate
 Japanese Language Mid-Intermediate
 Japanese Language Post Beginner

Japanese Language Pre-Intermediate
 Japanese Language Upper Intermediate
 Kanji: A linguistic and cultural introduction
 Languages Beyond University
 Linguistics and the Gaelic Language
 Literary Studies 1A
 Literary Studies 1B
 Literary Studies 2A: English Literature in the World, 1380-1788
 Literary Studies 2B: English Literature in the World, post-1789
 Literature and Culture in Medieval Europe
 Literatures and Cultures of the Spanish-Speaking World 2
 Migration, Diaspora, Exile: The Politics of Representation
 Migration in German-Language Discourse
 Modern China in Literature and Film
 Modern China in Literature and Film A
 Modern China in Literature and Film B
 Modern China in Literature and Film (VS1)
 Modern China in Literature and Film (VS2)
 Modern East Asian History A
 Modern East Asian History B
 Modern Middle Eastern History A: Domestic Transformation and International Challenges
 Modern Middle Eastern History B: Postwar Independence and Conflict
 Nordic Languages: Diversity and Historical Developments
 Norwegian 1
 Norwegian 1 (VS1)
 Norwegian Language 2
 Persian 1a
 Persian 1b
 Persian 2
 Politics and Institutions of Contemporary France A
 Politics and the Economy of Japan
 Politics of Everyday Life in Modern Korea
 Portuguese 1
 Portuguese Language 2
 Pre-modern East Asian history and the forces that shaped it
 Pre-modern East Asia to 1600
 Prose Fiction in Comparative Perspective
 Reading Antisemitism in Modern German Literature
 Researching Disability in German Literature and Society
 Researching Japan: Skills, Methods and Critiques
 Russian Language 2
 Russian Language 2A
 Russian Language 2B
 Russian Studies 1A
 Russian Studies 1B
 Sanskrit 1
 Scandinavian Civilisation A: Vikings, Sagas and the Road to Enlightenment
 Scandinavian Civilisation B: From National Romanticism to the Nordic Model
 Scandinavian Languages 2
 Scandinavian Literature 2
 Scotland and Orality
 Scottish Literature 1
 Scottish Literature 1A (VS1)
 Scottish Literature 1 (VS2)
 Scottish Literature 2

Scottish Literature 2A
 Scottish Literature 2a (VS1)
 Scottish Literature 2B
 Scottish Literature 2b (VS2)
 Scottish Studies 1A: Conceptualising Scotland
 Scottish Studies 1B: Creating Scotland
 Seoul, Shanghai and Edinburgh: Peoples, cultures, and spaces
 Society and culture in pre-modern East Asia
 Songs, Swords, Rebels and Revivals: Modern Celtic Literature in Translation
 Spanish 1A
 Spanish 1B
 Spanish 1C
 Spanish 2
 Spanish Language 2
 Supernatural Japan: Doing Japanology through Yokai
 Swedish 1
 Swedish 1 (VS1)
 Swedish Language 2
 The Coming of Age Narrative
 The Contemporary Short Story in German
 The Golden Age of Russian Literature
 The Golden and Silver Ages of Russian Literature (1820-1920s)
 The Golden and Silver Ages of Russian Literature (1820-1920s) (VS)
 The Highland Bagpipe: History, Context and Performance
 Thinking Through Japan
 Transnational Russian Culture
 Turkish 1A
 Turkish 1B
 Turkish 2
 Turkish 2a
 Turkish 2b
 Utopia and Dystopia in 20th-century Russian Literature
 Visualising Scotland
 20th Century Latin American Women's Writing (Ordinary)
 Bertolt Brecht (Ordinary)
 Bilingualism and Language Contact in the Spanish-speaking World (Ordinary)
 BRAZILIAN CULTURE (ordinary)
 Chinese Literature 3
 Chinese Special Subject 3
 Cleaning Up the 'Mess': Gadda' as test (hard test) for theory (any theory) (Ordinary)
 Colloquial Spanish. Social and Discursive Perspectives on Register, Style and Genre
 Comparative Literature in a European and Global Perspective (ORDINARY)
 Contemporary French Crime Fiction (Ordinary)
 Contemporary Scandinavian Literature: A Transnational Approach (Ordinary)
 Cuban and Puerto Rican Cinema: Between Revolution and Colonialism (Ordinary)
 Danish 3 Language
 Deutscher Buchpreis: Trends in Contemporary German Literature
 Documentary Forms in French and Francophone Culture
 Ecriture Feminine (Ordinary)
 Exhibiting Spanish Cinema (Ordinary)
 Exploring Belgian Identities in Literature and Film (Ordinary)
 Extended Year Abroad Project
 Film at the Margins: The Cinema of Agnès Varda (Ordinary)
 French 3 Language

French theatre (1700s-1830s) and the making of revolutions: politics, love and fantasy...(Ordinary)
 Freud in France (Ordinary)
 From Girls in Uniform to Men in Drag: Gender, Sexuality and Ethnicity on the German Screen (Ordinary)
 From Typewriters to Blogs: Latin American Media Studies (Ordinary)
 German 3 Language
 Germany and Islam
 Goethe and Schiller (Ordinary)
 Hispanic Linguistics (Ordinary)
 History and the Writer in Latin America (Ordinary)
 History of the Scandinavian Languages (Ordinary)
 History of the Scandinavian Novel (Ordinary)
 Ibsen and Brandes (Ordinary)
 Images of Japan in French and Francophone Culture from the 19th to the 21st century (Ordinary)
 Intimate Exposures: Fifty Years of French First-Person Cinema (Ordinary)
 Italian 3 Language
 Italian Baroque:Literature, Arts and Science (Ordinary)
 Japanese Studies on the Year Abroad
 Latin America: History and Culture Entwined (Ordinary)
 Latin American Film: History, Identity and Social Justice (Ordinary)
 Literature and Film: The Challenge of Adaptation (Ordinary)
 Literature and Society in Golden Age of Spain (Ordinary)
 Love and Melancholy in Early Modern France (Ordinary)
 Medieval Bodies: Integrity, Rupture and Metamorphosis (Ordinary)
 Nineteenth-Century Spanish American Literature (Ordinary)
 Norwegian 3 Language
 Old Norse Literature and Society
 Old Norse Studies (Ordinary)
 Picturing the Self: Contemporary French and Francophone Life Writing (Ordinary)
 POSTCOLONIAL AFRICAN LITERATURE IN PORTUGUESE (ordinary)
 Reading French Verse 1857-1876 (Ordinary)
 Reading Latin American Poetry (Ordinary)
 Recognition Struggles in Contemporary France (Ordinary)
 Russian 3 Language
 Russian 3 Language (VS)
 Sartre (Ordinary)
 Scandinavia and the World: Negotiating the North in the 21st Century (ordinary)
 Seventeenth Century French Theatre (Ordinary)
 Sicily from Sonnet to Cinema (Ordinary)
 Simone de Beauvoir: Intellectual of the 20th Century (Ordinary)
 Spanish 3 Language
 Spanish Language and Culture. Words, Phrases and Writing
 Swedish 3 Language
 The Francophone Black Radical Tradition
 The Francophone Postcolonial: Theory and Literature (Ordinary)
 The French New Wave (Ordinary)
 The Great Russian Novel (Ordinary)
 The Modern City: Paris (ORDINARY)
 The Monster in French Literature (Ordinary)
 The Nibelungenlied and its reception in modern Germany (Ordinary)
 The Novel of the Spanish Transition (Ordinary)
 The Post-Soviet Word, Image and Memory (Ordinary)
 The Pursuit of Reality: Modern Spanish Fiction (Ordinary)

The Quest for Identity in Medieval Spain (Ordinary)
 The Russian Language Society from Proper use to Propaganda (Ordinary)
 The Spanish Baroque: Theatre, Literature and Visual Arts in the Golden Age (Ordinary)
 The Spanish Newspaper Column by Writers (Ordinary)
 The Third Reich in Literature and Testimony (Ordinary)
 Twentieth Century French Political Thought (Ordinary)
 Twentieth-Century Spanish Theatre (Ordinary)
 Viking Studies (Ordinary)
 Vulnerability and the City: German Literary Cartographies of Danger and Refuge
 Women writers in early modern France (Ordinary)
 Written Lives: Literature, Digressiveness, and the Real (Ordinary)
 20th Century Latin American Women's Writing
 Advanced Persian
 American Carnage: Riot Narratives in the United States
 American Gothic
 American Innocence
 American Political Fiction Since 1945
 American War Fiction
 An English Heritage: Nativism, Language and History in the Work of Four Post-war Poets
 Approaches to translation from and into Japanese 4: 2 (combined)
 Approaches to translation from and into Japanese 4
 Approaches to translation from and into Japanese 4: 1 (combined)
 Arabic 4
 Arabic Coursework Essay
 Arabic Language Acquisition Through Residence/Study
 Arabic Language Acquisition Through Residence/Study (Full Time)
 Arabic Language Acquisition Through Residence/Study (Part Time)
 Archives and Interpretation
 Beastly Writing: Animals, Literature, Modernity
 Bertolt Brecht
 Bilingualism and Language Contact in the Spanish-speaking World
 Biopower: Troubling Control Practices from Foucault to Agamben
 Black American Fiction
 Body in Literature
 Boundaries of the Human: gender, madness and werewolves in medieval literature
 BRAZILIAN CULTURE
 Buddhism 3A
 Buddhism 3B
 Buddhism and the Statutory State in Eighth and Ninth Century East Asia
 Celtic Revivals: Writing on the Periphery, 1890-1939
 Censorship
 Charles Dickens
 China and Japan: National Development, International Relations, and Transnational
 Convergence
 Chinese 3 Year Abroad
 Chinese 3 Year Abroad (Combined degrees)
 Chinese History and Thought 4A (pre-modern)
 Chinese History and Thought 4B (modern)
 Chinese Language 4a
 Chinese Language 4B
 Chinese Literature 4A (pre-modern)
 Chinese Literature 4B (modern)
 Chinese Silent Cinema: 1920-1935
 Chinese Special Subject 4
 Cinema and Society in the Middle East

Cities of Literature: Metropolitan Modernities
 Cities of Words: 20th Century Urban America
 Classical Arabic Literature
 Classical Japanese Fiction 4
 Classical Persian Literature
 Cleaning Up the 'Mess': Gadda' as test (hard test) for theory (any theory)
 Climate Change Fiction
 Colloquial Spanish. Social and Discursive Perspectives on Register, Style and Genre
 Commodities of Empire: Colonialism, Ecology, Culture
 Comparative Literature in a European and Global Perspective
 Contemporary African American and Black British Visual Culture
 Contemporary American Fiction
 Contemporary British Drama
 Contemporary French Crime Fiction
 Contemporary Japanese Cinema
 Contemporary Postcolonial Writing
 Contemporary Scandinavian Literature: A Transnational Approach
 Contemporary Science Fiction
 Contemporary Scottish Fiction
 Creative Writing Part 2: Prose
 Creative Writing Part II: Prose
 Creative Writing Part I: Poetry
 Critical Practice: Criticism
 Critical Practice: Performance
 Critical Practice: Poetry
 Critical Practice: Prose
 Cuban and Puerto Rican Cinema: Between Revolution and Colonialism
 Cultural Revivalism
 Custom, Belief and Community
 Danish 3 Language
 Dante's Comedy: Encyclopaedia and Intertextuality
 Decentering Medieval and Renaissance Italy
 Decolonization and the Novel
 Deutscher Buchpreis: Trends in Contemporary German Literature
 Dictatorship, Resistance and Revolution in 20th Century Portuguese Literature
 Digital Humanities for Literary Studies
 Discourses of Desire: Sex, Gender, and the Sonnet Sequence in Tudor and Stuart England.
 Dissertation (Part 1)
 Dissertation (Part 2)
 Documentary Forms in French and Francophone Culture
 Early Drama: Performance and Reception
 Early Irish Literature
 Early Irish Texts 1
 Early Irish Texts 2
 Early Modern Comedy
 Early Modern Tragedy
 Ecriture Feminine
 Edinburgh in Fiction/Fiction in Edinburgh
 Education and Empire: Decolonising the Mind
 Elements of Islam
 English Literature Dissertation
 English Literature Long Essay (Modern European Languages)
 Ethnological Fieldwork Methods
 Exhibiting Spanish Cinema
 Exploring Belgian Identities in Literature and Film

Exploring Japanese Fiction 4
 Fairy Tales
 Falling in Love in the Middle Ages
 Feeling Tragic: Tragedy and Eighteenth-Century Histories of Emotion
 Fiction and Espionage
 Fiction and the Gothic, 1840-1940
 Film at the Margins: The Cinema of Agnès Varda
 Film Criticism and Analysis
 Fin de Siècle into Modern
 French Hons - Language Paper 1
 French Hons - Language Paper 2
 French theatre (1700s-1830s) and the making of revolutions: politics, love and fantasy...
 Freud in France
 From Girls in Uniform to Men in Drag: Gender, Sexuality and Ethnicity on the German Screen
 From Typewriters to Blogs: Latin American Media Studies
 Gaelic Dialectology
 Gaelic Identities and Sociolinguistics
 Gaelic Media
 Gender and Media in the Arab World
 Gender and Theatrical Representation
 Gendering the Middle East
 George Orwell and the Politics of Literature
 German Language for Students of Education
 German Language Paper 1
 German Language Paper 2
 Germany and Islam
 Global Cities: Seoul and comparative perspectives
 Globalized Muslim Politics
 Global LGBT Fiction
 Global Modernisms: Inter/National Responses to Modernity
 Goethe and Schiller
 Gothic
 Great Victorian Novel
 Green Thoughts: Landscape, Environment and Literature
 Haunted Imaginations: Scotland and the Supernatural'
 Her Own Life? The politics of religion and the emergence of the female subject, 1650-1700.
 Hispanic Linguistics
 History and Culture of Iran
 History and the Writer in Latin America
 History of the Scandinavian Languages
 History of the Scandinavian Novel
 Ibsen and Brandes
 Ideology and Literature
 Images of Japan in French and Francophone Culture from the 19th to the 21st century
 Imagining Environmental Justice
 IMES Dissertation (Part 1)
 IMES Dissertation (Part 2)
 IMES ERASMUS full year
 IMES ERASMUS half year
 IMES Long Essay
 IMES or MEL Dissertation (Part 1)
 IMES or MEL Dissertation (Part 2)
 Intensive Persian
 Intermediality: between literature, music and painting

International, Transnational and Globalised Dynamics of the Muslim World
 Intimate Exposures: Fifty Years of French First-Person Cinema
 Iran From the Safavids to the Islamic Republic
 Iraq: From 'Republic of Fear' to the Islamic State
 Islamic Movements in the 20th-21st Century
 Islam in Modern Societies
 Islam Through the Arts
 Italian Baroque:Literature, Arts and Science
 Italian by Heart: Love Songs from Dante to De André
 Italian Language 4 Honours Paper 1
 Italian Language 4 Hons Paper 2
 Italy by Design: Materiality, Intermediality, and Commodification from Leonardo to the MAXXI
 Japanese 3 Dissertation (Preparation)
 Japanese 4 Dissertation (Completion)
 Japanese-Chinese Relations: History and Contemporary Issues
 Japanese Cyberpunk: Non-Western futuristic fantasy in popular visual genres
 Japanese Language 3
 Japanese Language 4
 Japanese Performing Arts 4
 Japanese Religions in the Modern Era
 Japanese Year Abroad 3 (Combined)
 Japanese Year Abroad 3 (Single)
 Japanese Year Abroad (Single)
 Joyce and Style
 Korean History, Culture, and Society
 Korean-Japanese Relations: Historical and Contemporary Issues
 Korean Politics and International Relations
 Labhairt A
 Labhairt B
 Language Acquisition through residence/study
 Language acquisition through residence/study B
 Language Communities and Variation in Japanese
 Latin America: History and Culture Entwined
 Latin American Film: History, Identity and Social Justice
 Law and Power in the Muslim World
 Literary Translation in Practice (Portuguese to English)
 Literature and Film: The Challenge of Adaptation
 Literature and Medicine Research Project
 Literature and Performance in Modern Japan
 Literature and Society in Golden Age of Spain
 Literature and the Great War
 Literature, Reading, Mental Health
 Love and Melancholy in Early Modern France
 Material Culture in Scotland
 Media and Visual Culture in Modern China
 Medicine in Literature 1: Illness Narratives through History
 Medicine in Literature 2: Medical Ethics in Literature
 Medieval Bodies: Integrity, Rupture and Metamorphosis
 Medieval Romance
 Medieval Welsh Literature
 Medieval Welsh Texts 1
 Medieval Welsh Texts 2
 Medieval Welsh Texts 3
 MEL dissertation completion

MEL dissertation preparation
 MEL Long Essay
 Modern and Contemporary Life-Writing
 Modern and Contemporary Memoir
 Modern and Contemporary Scottish Poetry
 Modern Arabic Literature
 Modern European Languages Year Abroad Assessment
 Modern European Languages Year Abroad Work
 Modern Irish Texts
 Modernism and Empire
 Modernism and the Market
 Modernism, Myth, and Romance 1880-1940
 Modernism: Text, Image, Object
 Modern Japanese Literature 4
 Modern Love: Victorian Poetry and Prose.
 Modern Persian Literature
 Modern Persian Literature and 'Modern' Iran
 Modern Poetry: 1922-1927
 Modern Scottish Fiction
 Museums and Cultural Representation: Nine Conversations at the National Museum of
 Scotland
 Muslim Africa in Global Perspective
 Muslims in Britain: Migration, Faith and Identity
 Muslims in Europe
 Muslim Societies in Southeast Asia
 Mystery and Horror
 Mystical Islam (Sufism)
 Neo-imperialisms
 Nineteenth Century Prose
 Nineteenth-Century Spanish American Literature
 Norwegian 3 Language
 Novel and the Collapse of Humanism
 Nynorsk Language and Literature
 Of Wine, Love and Loss: Reading Iran through Classical Persian Literature
 Old Norse Literature and Society
 Old Norse Studies
 Outback, Outlaws and Outcasts: Antipodean literature and (un)settlement
 Paradise Lost
 Performing Europa in Modern and Contemporary Italy
 Persian Coursework Essay
 Persian Language Acquisition Through Residence/Study A
 Persian Language Acquisition Through Residence/Study Abroad (Full Time)
 Persian Language Acquisition Through Residence/Study B
 Picturing the Self: Contemporary French and Francophone Life Writing
 Place and Space in Early Modern Literature
 Poet-Critics: the Style of Modern Poetry
 Poetry and Northern Ireland
 Poetry and the English Question: Voice and Belonging in Modern and Contemporary Verse
 Poetry, Politics and Place
 Political Economy of Korean Development
 Political Shakespeare
 Politics and Policy in Contemporary China
 Poor Things: Capitalism, Reification and 20th Century Literature
 Portuguese 4 Language Paper 1
 Portuguese 4 Language Paper 2

Portuguese Language for Combined Honours Degrees with Portuguese as a Named Component

POSTCOLONIAL AFRICAN LITERATURE IN PORTUGUESE

Postcolonial Writing

Postmodernism: Who Needs it?

Queering Fictions in the Twentieth Century

Radical Japan: culture, politics and protest in Japan's Long 1960s

Reading Arab Feminist Texts: Key Debates on Women's Rights in the Arab World

Reading French Verse 1857-1876

Reading Latin American Poetry

Reading Science Fiction

Reality Hunger: Image and Appetite in Contemporary Fiction

Recognition Struggles in Contemporary France

Regional Perspectives in a Globalised Muslim World

Representation and Gender

Representations of history in the cinema of Communist China

Republican Visions

Rewriting Orlando from Ariosto to Calvino

Romanticism: Themes, Genres and Contexts

Romantic Poets and their Readers

Russian Media Culture: Television and Internet

Russian Studies 4 Honours Language Paper 1

Russian Studies 4 Honours Language Paper 2

Saints and Sinners: Voicing Belief, Doubt, and Dissent in Medieval English Literature

Sartre

Scandinavia and the World: Negotiating the North in the 21st Century

Scandinavian Studies Language Paper 1

Scandinavian Studies Language Paper 2

Scotland and Heritage

Scottish Emigrant Traditions

Scottish Ethnology Hons Dissertation

Scottish Gaelic Verse in the Jacobite Period

Scottish Gaelic Verse in the Modern Era

Scottish Gaelic Verse: The Making of the Tradition

Scottish Studies Dissertation Part A

Scottish Studies Dissertation Part B

Scottish Women's Fiction (20th Century)

Seventeenth Century French Theatre

Sex and God in Victorian Poetry

Sex, Seduction and Sediton in Restoration Literature

Sgriobhadh A

Sgriobhadh B

Shakespeare Adapted

Shakespearean Sexualities

Shakespeare: Modes and Genres

Shakespeare's Comedies: Identity and Illusion

Shakespeare's Sister: Archival Research and the Politics of the Canon.

Sicily from Sonnet to Cinema

Simone de Beauvoir: Intellectual of the 20th Century

Songs of Experience

Spanish 4Hons: Language Paper 1 - Guided Essay

Spanish 4Hons - Language Paper 2 - Translation

Spanish Language and Culture. Words, Phrases and Writing

Stevenson and the End of the Nineteenth Century

Strangers to Ourselves: Post-war & Contemporary Writing

Subjectivity, Modernity and the Novel 1660-1800
 Swedish 3 Language
 The American Novel, 1920-1960
 The American Novel 1970-2010
 The Arab-Israeli Conflict: Nations in Collision
 Theatre, Performance, Performativity
 The Black Atlantic
 The Buddhist Brush: Discursive and Graphic Expressions of Japanese Buddhism
 The Canterbury Tales
 The Celtic Languages: Decline and Revitalisation
 The Cinema of Alfred Hitchcock
 The Contemporary Chinese Life Cycle: Ethnographic Perspectives
 The Field Full of Folk
 The First Muslim Empire: The Islamic World before Sunnism and Shi'ism
 The Fourth Genre: The History and Theory of the Essay
 The Francophone Black Radical Tradition
 The Francophone Postcolonial: Theory and Literature
 The French New Wave
 The Gaelic Autobiography
 The Gaelic Novel
 The Gaelic Short Story
 The Graphic Novel: Narrative in Sequential Art
 The Great Russian Novel
 The Heroic Ballads of Gaelic Scotland
 The Isle of Man: Language, Culture and History
 The Literary Absolute: Truth, Value, Aesthetics
 The Long Summer: Edwardian Texts and Contexts, 1900-1910
 The Making of Modern Fantasy
 The Modern City: Paris
 The Monster in French Literature
 The Nibelungenlied and its reception in modern Germany
 The Novel and the Modern Self, 1688--1790
 The Novel in the Romantic Period: Gender, Gothic, and the Nation
 The Novel of the Spanish Transition
 The Ottoman World: the Society, Culture and Legacy of Islam's Last Empire
 The Politics of Difficulty in Twentieth-Century Literature
 The Post-Soviet Word, Image and Memory
 The Pursuit of Reality: Modern Spanish Fiction
 The Queer Eighteenth Century
 The Quest for Identity in Medieval Spain
 The Qur'an - Islam's Holy Book
 The Reign of Terror: Fear and Loathing in Romantic Literature
 The Russian Language Society from Proper use to Propaganda
 The Seventh Century: The Transformation of East Rome and the Rise of Islam
 The Spanish Baroque: Theatre, Literature and Visual Arts in the Golden Age
 The Spanish Newspaper Column by Writers
 The Subject of Poetry: Marvell to Coleridge
 The Supernatural World
 The Syrian War and the Strategic Meltdown of the Middle East
 The Third Reich in Literature and Testimony
 The World's Laboratory: Italian Biopolitics from Giordano Bruno to Roberto Esposito
 Thinking Translation: a Beginner's Guide
 Time and Space of Performance
 Traditional Drama
 Traditional Music

Traditional Music - The Historical Dimension
Traditional Music - The Modern Day and Recent Past
Traditional Narrative: Theory and Practice
Traditional Song - Gaelic
Traditional Song - Scots
Tragedy and Modernity
Translation from Japanese to English
Twentieth Century French Political Thought
Twentieth-Century Spanish Theatre
Twenty-First Century Fiction
Undergraduate Course: Arabic for Beginners at Honours Level (a)
Unwritten Korea: Understanding Korean Society and Culture through Contemporary Arts and Films
Utopia 1: Imaginary Journeys from More to Huxley
Victorian and Edwardian City
Victorian Transatlanticism
Viking Studies
Vulnerability and the City: German Literary Cartographies of Danger and Refuge
Waste and Modernity: Dispatches from the Sewers of Literature
Water and World Literature
'We are [not] Amused!': Victorian Comic Literature
Women's Writing and Empire, 1770 - 1870 (UG)
Women writers in early modern France
Working Class Representations
Writing and Tyranny at the Court of Henry VIII
Writing Contemporary Femininities: Experiments in Waywardness
Writing for Theatre: An Introduction
Writing Selves
Writing the Body Politic
Written Lives: Literature, Digressiveness, and the Real
Year Abroad online language learning course - Danish
Year Abroad online language learning course - French
Year Abroad online language learning course - German
Year Abroad online language learning course - Italian
Year Abroad online language learning course - Norwegian
Year Abroad online language learning course - Portuguese
Year Abroad online language learning course - Russian
Year Abroad online language learning course - Spanish
Year Abroad online language learning course - Swedish
Year Abroad Work for Celtic
Year Abroad Work for Scottish Ethnology

Appendix 2 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)

Appendix 3 Additional information considered by review team

Prior to the review visit:

- Reflective Report
- Statistical Reports: Offers, Entrants, Demographics, Course and Progression, Awards
- Student Staff Liaison Committee Minutes
- Programme Handbooks
- NSS Overview
- External Examiner Reports
- Status of recommendations from previous review
- Evolved model of student support
- Careers Service report

During the review visit

- Postgraduate tutor job description
- Student support example from Durham University

Appendix 4 Number of students

Session Year	2016/7	2017/8	2018/9	2019/20	2020/1	2021/2	
Entry Programme Name	Entrants c)	Entrants count					
Arabic (MA Hons)		9	4	3	4	0	0
Arabic and Ancient Greek (MA Hons)	0	1	0	0	0	0	0
Arabic and Business MA (Hons)	1	0	0	0	0	1	0
Arabic and Economics (MA Hons)		0	1	1	1	1	0
Arabic and French (MA Hons)	4	0	9	11	9	6	5
Arabic and History (MA Hons)	1	1	3	1	2	2	2
Arabic and History of Art (MA Hons)		0	0	0	0		
Arabic and Persian (MA Hons)	2	1	3	1	0	3	2
Arabic and Politics (MA Hons)	4	3	6	6	2	5	7
Arabic and Religious Studies MA (Hons)		0	0	0	0		
Arabic and Social Anthropology (MA Hons)	4	1	1	4	3	1	0
Arabic with Islamic and Middle Eastern Studies MA (Hons)	4						3
Celtic (MA Hons)	1	0	0	1	1	1	0
Celtic and Archaeology (MA Hons)	2	0	0	0	0	0	1
Celtic and English Language (MA Hons)	1	0	1	1	0	0	
Celtic and English Literature (MA Hons)	1	0	1	0	1	3	0
Celtic and French (MA Hons)	0	1	0	0	0		2
Celtic and German (MA Hons)		0		0	0		
Celtic and Linguistics (MA Hons)	1	0	0	2	2	0	0
Celtic and Scandinavian Studies (MA Hons)	2	1	1	1	2	2	2
Celtic and Scottish History (MA Hons)	0	0	0	1	0	1	1
Celtic and Scottish Literature (MA Hons)	0	0	1	0	0		0
Chinese (MA Hons)	15	11	15	10	17	13	15
Chinese and Economics MA (Hons)	0	9	3	4	6	4	11
Chinese and French (MA Hons)	7	4	4	7	7	3	7
Chinese and German (MA Hons)	2	3	4	2	0	1	4
Chinese and History (MA Hons)	3	6	3	6	2	3	4
Chinese and Italian MA (Hons)		0	0	0	0		
Chinese and Linguistics (MA Hons)	2	4	3	1	4	3	5
Chinese and Russian (MA Hons)	0	0	0	1	2	1	0
Chinese and Spanish (MA Hons)	4	5	4	5	5	3	12

English and Scottish Literature (MA Hons)	2	18	18	11	9	5	9
English Literature (MA Hons)	120	53	102	90	111	126	135
English Literature and Classics (MA Hons)	18	12	7	10	17	14	16
English Literature and History (MA Hons)	31	38	46	37	29	33	52
French and Business MA (Hons)	4	4	6	8	4	5	5
French and Portuguese (MA Hons)	1	0	2	0	1	0	1
French and Scandinavian Studies (MA Hons)	1	2	0	0	2	2	0
French and Scottish Literature (MA Hons)		0	0	0	0		
German and Business MA (Hons)	1	1	1	3	1	1	1
German and Portuguese (MA Hons)	0		1	0	0	0	
German and Scandinavian Studies (MA Hons)	0	1	1	1	0	5	0
German and Scottish Literature (MA Hons)		0			0		
Islamic Studies (MA Hons)	1	2	1	0	1	1	1
Italian and Business MA (Hons)		0	0	0	0		
Italian and Portuguese (MA Hons)		0	0				
Italian and Scottish Literature (MA Hons)				0	0		
Italian and Social Policy (MA Hons)		0		0	0		
Japanese (MA Hons)	15	19	10	20	17	18	19
Japanese and Linguistics (MA Hons)	13	12	8	7	11	7	11
Literature and Medicine (BMedSci Hons)	6	1					2
Middle Eastern Studies (MA Hons)	3	4	3	6	1	4	6
Persian and English Literature (MA Hons)	0	0	3			0	0
Persian and Middle Eastern Studies (MA Hons)	1	0	0	1	0	0	2
Persian and Politics (MA Hons)		0	0	0	0		
Persian and Social Anthropology (MA Hons)	0	0	0				0
Persian Studies (MA Hons)		0	0	0	1	0	0
Portuguese and Business MA (Hons)		0	0		0		
Portuguese and English Language (MA Hons)	0	0		1	0		0
Portuguese and English Literature (MA Hons)	0	0	0	1			0
Portuguese and History (MA Hons)		0		0	0		

Portuguese and History of Art (MA Hons)		0		0	0		
Portuguese and Linguistics (MA Hons)	0	0	0	0	0	0	0
Portuguese and Philosophy (MA Hons)	0	0		0		0	
Portuguese and Politics (MA Hons)		0	0				
Portuguese and Russian Studies (MA Hons)			0	0	0		
Portuguese and Scandinavian Studies (MA Hons)			0				
Portuguese and Social Policy (MA Hons)		0			0		
Portuguese MA (Hons)	0				0	0	
Russian Studies and Business MA (Hons)		0	1	0	0		
Russian Studies and Classics (MA Hons)	4	1	0	1	0	0	0
Russian Studies and History of Art (MA Hons)	1	3	0	0	0	0	0
Russian Studies and Scottish Literature (MA Hons)			0				
Russian Studies and Social Policy (MA Hons)	0	1		0	1	0	1
Russian Studies and Spanish (MA Hons)	1	0	4	1	6	4	6
Scandinavian Studies and Scottish Literature (MA Hons)			0	0			
Scandinavian Studies and Spanish (MA Hons)	1	2	0	1	1	2	5
Scottish Ethnology (MA Hons)	1	0	1	1	0	0	3
Scottish Ethnology and Archaeology (MA Hons)	0	0	0	0	0	1	0
Scottish Ethnology and Celtic (MA Hons)	0	1	0	0	0	1	0
Scottish Ethnology and English Language (MA Hons)	0		0		1		
Scottish Ethnology and English Literature (MA Hons)	0	0	2	1	2	1	0
Scottish Ethnology and Scandinavian Studies (MA Hons)	0	1	0		1	0	0
Scottish Ethnology and Scottish History (MA Hons)	1	1	0	2	2	1	1
Scottish Ethnology and Scottish Literature (MA Hons)		0		0	0		
Scottish Literature (MA Hons)	2	5	6	3	5	3	0
Scottish Literature and Classics (MA Hons)	0		1	0	0	1	1
Scottish Literature and History (MA Hons)	1	1	1	1	0	1	1
Scottish Literature and Scottish History (MA Hons)	1	1	0	0	2	0	0
Scottish Studies (MA Hons)	0	2	2	0	1	1	1
Spanish and Business MA (Hons)	4	1	3	3	4	10	6
Spanish and Scottish Literature (MA Hons)			0	0			