

The University of Edinburgh

Internal Periodic Review

School of History, Classics and Archaeology

Postgraduate Taught and Postgraduate Research provision

6 and 7 March 2023

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Executive summary

This report comprises the outcomes from the internal review of postgraduate taught and postgraduate research provision in the School of History, Classics and Archaeology.

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 reviewing its postgraduate taught programme portfolio and developing online provision, student support for postgraduate taught and postgraduate research students, equality diversity and inclusion activity, opportunities for tutoring and demonstrating and shared study and social space within the School. Further 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** – ensuring that academic support is sufficiently robust and supported within the new model (Postgraduate Taught provision)
- **Equality Diversity and Inclusion** – considering how it can be self-critical in relation to diversity and exploring local widening participation opportunities
- **Communication** – considering from a student perspective and ensuring students know where to access relevant information

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 on its developed staff workload model. This appears to be working well and includes commitment to protecting research time for academic staff. | 1 |
| 2 | The review team commends the enthusiasm and commitment of the academic and professional services staff within the School. | 2.1 |
| 3 | The review team commends the enthusiasm and academic engagement of the postgraduate taught and research students within the School. | 2.1 |
| Curriculum | | |
| 4 | Since the previous review, the School has undertaken a review of and rationalised its postgraduate taught programme portfolio. The review team commends this activity which has also helped to address pressures on academic workload. | 1 |
| 5 | The review team commends the School's openness to and innovation in the challenge of online provision and programme development. The success of the new MSc Ancient Worlds online programme, jointly run by Archaeology and Classics, is particularly noteworthy. | 1 |
| 6 | The review team commends the strategic focus on maintaining the high quality of provision and excellence in teaching through managing cohort sizes. It was clear that the School supports a process of sustainability in its programmes as evidenced by its work in rationalising the postgraduate taught portfolio. | 1 |
| Student Support | | |
| 7 | The review team commends the School on its implementation of the new (student support) model. This is supported by strong working relationships between the academic and professional services staff. | 2.3 |
| 8 | The School has created a new Student Support Team and the review team commends this team's enthusiasm and commitment to supporting the student experience. | 2.3 |
| 9 | The review team commends the dedicated office space and support provided by the Postgraduate Research team. | 2.3 |
| 10 | The review team commends the School on the funds made available for postgraduate research students to support travel to home and international events, and to support training and student-led initiatives. | 2.3 |
| Equality Diversity and Inclusion | | |
| 11 | The review team commends the School's commitment to gathering data on which to base future actions in relation to widening | 2.5 |

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|-----------------------------------|---|-----|
| | participation and diversity. There are plans to submit an application for Principal's Teaching Aware Scheme (PTAS) funding to support further research in this area and the review team encourages the School to pursue this. | |
| 12 | The review team commends the School on the significant work it has undertaken in relation to decolonising the curriculum. | 2.5 |
| Tutoring and Demonstrating | | |
| 13 | The review team commends the tutoring opportunities available for postgraduate research students within the School, the Tutor and Demonstrator Co-ordinator role and the emphasis on working within maximum contracted hours. | 2.7 |
| Space | | |
| 14 | The review team commends the dedicated and shared student spaces within the School. The team saw imaginative use of space which creates a welcoming and positive atmosphere where students can feel they belong and interact with staff. | 2.8 |

Recommendations

Areas for development and enhancement – progress to be reported.

| Priority | Recommendation | Section in report | Responsibility of |
|---|--|-------------------|-------------------|
| 1 Student Support | | | |
| | <p>Relates to remit item 1/Postgraduate Taught</p> <p>The review team recommends that the School ensures that academic support is sufficiently robust and supported within the new model. There may be more scope for Academic Cohort Leads to disseminate information, for example about course choice and dissertation development discussions. The School may also wish to consider the appropriate place for professional services support for cohort leads. The current model appears to focus more on student experience: connecting programme support teams into the model may enhance academic support for students.</p> | 2.3 | School |
| 2 Equality Diversity and Inclusion | | | |
| | <p>Relates to remit item 2</p> <p>The review team recommends that the School should approach diversity in a rigorously self-critical fashion. Further analysis on why students are not progressing from undergraduate to postgraduate study and where there may be barriers based on widening participation, sex or ethnicity may</p> | 2.5 | School |

| | | | |
|-------------------------------------|--|-----|--------|
| | <p>indicate where resources for targeted interventions would be beneficial. Increasing the work already begun on diversity in the staff profile, and supporting those staff already recruited, has the potential to influence the student profile. Highlighting staff research, particularly in relation to diversity, on the School website may also support attracting more diversity into the School population.</p> <p>The review team recommends that the School explores opportunities for widening participation development locally in Edinburgh. The School could consider what opportunities already exist for community engagement, for example through working with the College Civic Engagement Office.</p> | 2.5 | School |
| 3 Communication | | | |
| | <p>The review team recommends that the School consider communication from a student perspective, creating a single point for information and developing a programme of phased and timely dissemination of information to ensure that students know where to access relevant information, and which staff roles they can approach for information in specific topics. This appeared to be particularly acute for the online postgraduate taught students who were considering setting up their own information portal to address the issue. The review team considered that there was a risk associated with this that information could quickly become out of date and that it would be preferable for the School to ensure that students are aware of clear signposting to existing sources of information. One suggestion that came from the students was that an infographic showing 'who to contact for what' would be helpful.</p> <p>Relates to remit item 1/Postgraduate Research</p> <p>The review team recommends that the School ensures information is delivered at appropriate and regular points for postgraduate research students. For example, when preparing for conferences and thesis writing, or when thinking about applying for academic and non-academic jobs.</p> | 2.2 | School |
| | | 2.3 | School |
| 4 Tutoring and Demonstrating | | | |

| | | | |
|--|---|-----|--------|
| | The review team recommends that the School ensures that consistent course material covering key tutorial elements is made available by course organisers for postgraduate research (PGR) tutors in a timely manner so that tutors are able to prepare their sessions in the allotted time. Where possible, preparatory material should be equivalent in depth and detail across courses. The PGR tutor induction should cover how to deal with student adjustments and there should be a clear statement to students and staff that postgraduate research tutors are not responsible for pastoral support and that there is support available for PGR tutors if they are faced with complex student cases. | 2.7 | School |
| 5 Postgraduate Research Student Seminar | | | |
| | The review team also recommends the School consider how postgraduate research students can be involved in running and presenting at in-person research seminars. The postgraduate research students the review team met with reported that there were currently few opportunities for involvement in seminar organisation and were keen to be able to participate more often. They also indicated that hybrid delivery was affecting in-person attendance and was therefore not optimal for on-campus students or community building. (The review team notes the need for hybrid seminars to support distance PhD provision.) | 2.3 | School |

Suggestions

For noting – progress reporting is not required.

| No | Suggestion | Section in report |
|----|---|-------------------|
| 1 | To build upon decolonising the curriculum work commended above, the review team suggests that the School consider engaging with research into the University of Edinburgh's complicity in slavery and colonialism and work on reparative partnerships as well as developing the public history potential of this topic. This should provide positive opportunities for attracting diversity in both staff and students. | 2.5 |
| 2 | Since the last review, the School has made some exciting appointments which diversify the staff profile and extend the geographic range of its research expertise. The review team suggests that the School consider how these new appointments might further enhance opportunities for diversity and widening participation themes in future course and programme offerings, and | 2.5 |

| | | |
|----|--|-----|
| | that it consider prioritizing diversity and widening participation in drawing up business cases for future appointments. | |
| 3 | The review team also suggests that the School follow up on progress with the Athena SWAN recommendation on unconscious bias training for all teaching staff. | 2.5 |
| 4 | The review team suggests that the School carries out some scoping on economic incentives to ascertain what is available to make their programmes more attractive to a diverse range of potential applicants. Considering an integrated masters options may be one route to explore. The development of the new Cultural Heritage programme with the Edinburgh Futures Institute may also provide useful connections with local heritage organisations. | 2.5 |
| 5 | The review team identified a potential risk of a single point of failure in relation to the Tutor and Demonstrator Co-ordinator role and suggests the School consider if any mitigation is needed. | 2.7 |
| 6 | The review team discussed the History MSc programme offerings and suggests that consideration is given to creating one overarching entrance programme with core courses, a range of degree pathways with specified courses and exit awards. This would allow the marketing and safeguarding of all programme pathways, but also allow new pathways to emerge in novel areas of diversity where Edinburgh may become a market leader. This may also involve sharing of courses across Schools within the College of Arts, Humanities and Social Sciences. | 1 |
| 7 | The review team noted that postgraduate taught assignments word limits were high for 20 credit courses and suggests that the School consider reducing word limits from 5,000 to 4,000 to help manage teaching workloads. | 2.2 |
| 8 | The review team suggests that targeted events aimed at postgraduate research cohorts (for example, academic CV and cover letter workshops, alumni events) and signposting of University careers advice may be helpful. | 2.6 |
| 9 | The review suggests that the School consider organising a programme of dedicated 'career' events for HCA students designed to improve students' preparedness for employment. Programme and course information at all levels should include clear guidance that explains to students how the skills learnt will translate to the workplace. | 2.6 |
| 10 | The review team noted that the number of exam boards was mentioned as an issue in the Reflective Report. The review team suggests that the School reduces the number of exam boards per year to reduce pressure on professional services and academic staff workload. (The new student support model should allow staff to identify students at risk of non-progression early on.) | 3 |

Section A – Introduction

Scope of review

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

The Internal Periodic Review of the School of History, Classics and Archaeology in 2022/23 consisted of:

- The University's remit for internal review (see Appendix 2)
- The subject specific remit items for the review:
 - Supporting our PG Student Community
 - Ensuring our Programmes are Attractive to a Diverse Range of Students
- 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

| | |
|---------------------------|--|
| Professor Joanne Williams | Convener, Health in Social Science |
| Dr Corisande Fenwick | External review team member (University College London) |
| Dr Daniel Scroop | External review team member (University of Glasgow) |
| Professor Perdita Stevens | Internal review team member, Informatics |
| Andrés Munoz Naveas | Student review team member, Law |
| Niamh Roberts | Additional student review team member (Students' Association President)* |
| Susan Hunter | Review team administrator, Academic Services |
| Rachelle Tansley | Review team administrator, Timetabling (shadowing) |

*As the student review team member was unwell on the two days of the review visit, additional input was provided by the Students' Association President who attended and contributed to the student meeting on 6 March 2023. The student review team member reviewed the internal periodic review documentation and contributed to this report based on their reading of the material.

The School

The School is located within the College of Arts, Humanities and Social Sciences. It comprises three distinct subject areas: History, Classics and Archaeology. All subject areas offer postgraduate taught and research programmes.

Physical location and summary of facilities

Facilities are located in the central campus within the William Robertson Wing of the Old Medical School, Teviot Place. There are laboratories, teaching spaces and shared study and social spaces within the building. Some additional office space for academic staff is located in George Square and Buccleuch Place.

Date of previous review

The previous review was held on 1 and 2 November 2016.

Reflective Report

The School's Reflective Report was written by: Dr Ben Russell, Postgraduate Research Director and Vicky Swann, Head of Teaching Planning/QA Officer

With contributions from:

Professor Donald Bloxham, Deputy Director of EDI
Anne Brockington, Tutor and Demonstrator Coordinator
Dr Adam Budd, Director of Postgraduate Taught Programmes
Amanda Campbell, Head of Teaching Administration
Dr Mike Carr, Director of Quality
Dr Kim Czajkowski, Graduate Officer in Classics & co-Programme Director/Cohort Lead (Ancient Worlds OL)
Dr Jonny Geber, Research Ethics and Integrity Officer, Graduate Officer in Archaeology & co-Programme Director/Cohort Lead (Human Osteoarchaeology)
Dr Julie Gibbings, Director of EDI
Professor Alvin Jackson, Programme Director/Cohort Lead (History on-campus)
Lyn Kane, Careers Consultant
Dr David Kaufman, Programme Director/Cohort Lead (History OL)
Professor Emma Hunter, Head of School
Katey Lee, PGR Manager
Dr Robert Leighton, Programme Director/Cohort Lead (Archaeology & Ancient Worlds OL)
Julie Lockley, School Resources Administrator
Hermione Macmillan, Teaching Services Manager – PGT
Dr Aaron Pelttari, Programme Director/Cohort Lead (Classics)
Dr Catriona Pickard, Senior Tutor
Jannika Pott, Marketing and Communications Manager
Dr Meha Priyadarshini, Graduate Officer in History
Dr Caroline Proctor, Director of Professional Services
Dr Alasdair Raffe, Director of Teaching
Dr Yannis Stouraitis, Programme Director/Cohort Lead (LAIBS)

Consultation on the report was undertaken through discussion at the School's Teaching Committee and Postgraduate Research Committee. The remit items were selected following a consultation process with all members of academic staff in the School and a selection of students with experience of both postgraduate taught and postgraduate research programmes. The Reflective Report was read and commented on by the colleagues listed above and by a panel of postgraduate taught and postgraduate research student representatives.

Section B – Main report

1 Strategic overview

Management structures within the School appear to be working well and there are strong working relationships between academic and professional services staff. There is a clear strategy for learning and teaching as well as research provision with appropriate support structures in place. The review team **commends** the School on its developed staff workload model. This appears to be working well and includes commitment to protecting research time for academic staff. Since the previous review, the School has undertaken a review of and rationalised its postgraduate taught programme portfolio. The review team **commends** this activity which has also helped to address pressures on academic workload.

The majority of postgraduate provision is delivered on campus. There are currently two online postgraduate taught programmes and the School is considering how it might expand its online and distance provision. A proposal for a PhD by Distance programme has been submitted for College approval. The review team **commends** the School's openness to and innovation in the challenge of online provision and programme development. The success of the new MSc Ancient Worlds online programme, jointly run by Archaeology and Classics, is particularly noteworthy. The School also remains committed to subject specific need for intensive teaching for on campus postgraduate taught programmes.

There has been growth in the postgraduate taught population in recent years with a significant increase in the online History offering in the past two years. The School attributes this to increased demand during the pandemic and expects that this will stabilise in future. The review team **commends** the strategic focus on maintaining the high quality of provision and excellence in teaching through managing cohort sizes. It was clear that the School actively supports a process of sustainability in its programmes as evidenced by its work in rationalising the postgraduate taught portfolio. The School had asked the review team to focus on attracting diversity in its student population as part of the review and this is discussed later in this report.

The review team discussed the History MSc programme offerings and **suggests** that consideration is given to creating one overarching entrance programme with core courses, a range of degree pathways with specified courses and exit awards. This would allow the marketing and safeguarding of all programme pathways, but also allow new pathways to emerge in novel areas of diversity and inclusion where Edinburgh may become a market leader. This may also involve sharing of courses across Schools within the College of Arts, Humanities and Social Sciences.

2 Enhancing the student experience

2.1 The approach to enhancing Learning and Teaching

As noted above, the School has undertaken a review of its postgraduate taught programme portfolio. As part of this, there have been changes to the on-campus programme structures, including a review of core and compulsory courses. Some courses are specific to subject areas and some are available more widely across the School. The aim is to retain flexibility and the School has developed flexible programme pathways for its History offering.

The review team **commends** the enthusiasm and commitment of the academic and professional services staff within the School. There was clear commitment to enhancing the learning and teaching experience and supporting students throughout their academic journey. This was particularly evident in the postgraduate research team who were enthusiastic about being able to see students through from beginning their programme to their viva.

The review team **commends** the enthusiasm and academic engagement of the postgraduate taught and research students within the School. Students were positive about their programmes and their general experience during their studies.

2.2 Assessment and Feedback

The School's Reflective Report described a variety of assessment structures across the subject areas. As part of the long-term decolonising the curriculum activity, the School is reflecting on assessment methods and the relationship between assessment types and degree outcomes.

Postgraduate taught students the review team met with reported that there was clear communication if there were going to be delays in providing feedback. However, they were unsure of who they should approach to discuss feedback. A lack of clarity in knowing where to find information more generally was highlighted by the postgraduate taught students the review team met. The review team **recommends** that the School consider communication from a student perspective, creating a single point for information and developing a programme of phased and timely dissemination of information to ensure that students know where to access relevant information and which staff roles they can approach for information in specific topics. This appeared to be particularly acute for the online postgraduate taught students who were considering setting up their own information portal to address the issue. The review team considered that there was a risk associated with this that information could quickly become out of date and that it would be preferable for the School to ensure that students are aware of clear signposting to existing sources of information. One suggestion that came from the students was that an infographic showing 'who to contact for what' would be helpful.

The review team noted that postgraduate taught assignments word limits were high for 20 credit courses and **suggests** that the School consider reducing word limits from 5,000 to 4,000 to help manage teaching workloads.

2.3 Supporting students in their learning

Postgraduate Taught

The School is part of phase one of the roll out of the University's new student support model for taught students. The review team **commends** the School on its implementation of the new model. This is supported by strong working relationships between the academic and professional services staff. The School has created a new Student Support and Experience Team and the review team **commends** this team's enthusiasm and commitment to supporting the student experience. Reorganisation of the Teaching office coincided with the implementation of the new student support model, but was not a result of it. Postgraduate taught and undergraduate administration has been combined into a single team and the Graduate School Office renamed as the Postgraduate Research Office. Student support for postgraduate research remains within the Postgraduate Research Office.

The Teaching Office recognises the need to allow dedicated support for postgraduate taught students and is committed to recruiting a new appointment to ensure existing team members have sufficient capacity for postgraduate taught support. It will be important to evaluate the success of the new arrangements and the review team encourages the School to undertake evaluation at the appropriate point.

The postgraduate taught students that the review team met with reported that, under the new student support model, academic support is not working as well. The review team **recommends** that the School ensures that academic support is sufficiently robust and supported within the new model. There may be more scope for Academic Cohort Leads to disseminate information, for example about course choice and dissertation development discussions. The School may also wish to consider the appropriate place for professional services support for cohort leads. The current model appears to focus more on student experience: connecting programme support teams into the model may enhance academic support for students. The Student Support Team, working with academic leads, have processes in place to monitor student engagement and connections with programme teams may also help to ensure students who may be struggling do not fall through the cracks.

Postgraduate Research

The review team **commends** the dedicated office space and support provided by the Postgraduate Research team. The Postgraduate Research Administrators are enthusiastic and student focused. They have created a friendly and welcoming office space where students can come for advice and provides a calm meeting point before student vivas.

The review team **commends** the School on the funds made available for postgraduate research students to support travel to home and international events, and to support training and student-led initiatives.

The review team **recommends** that the School ensures information is delivered at appropriate and regular points for postgraduate research students. For example, when preparing for conferences and thesis writing, or when thinking about applying for academic and non-academic jobs. The review team also **recommends** the School consider how postgraduate research students can be involved in running and presenting at in-person research seminars. The postgraduate research students the review team met with reported that there were currently few opportunities for involvement in seminar organisation and were keen to be able to participate more often. They also indicated that hybrid delivery was affecting in-person attendance and was therefore not optimal for on-campus students or community building. (The review team notes the need for hybrid seminars to support distance PhD provision.)

2.4. Listening and responding to the Student Voice

The School has active Student Reps for both postgraduate taught and postgraduate research cohorts. Reps are involved with appropriate School structures and met with the review team during the review visit.

The School engages with postgraduate student experience surveys and also uses course surveys to provide a mechanism for postgraduate taught student feedback.

The students the review team met with did not raise any issues directly in relation to listening and responding to the student voice. However there may be some links with clarity of communications discussed elsewhere in this report.

2.5 Accessibility, Inclusivity and Widening Participation

As part of this review, the School had asked the review team to focus on ensuring their programmes are attractive to a diverse range of students. The School is considering how to increase its diversity and widening participation within the postgraduate taught and research student cohort and has already begun work to gather data, although it perceives some challenges in obtaining sufficient information. The review team **commends** the School's commitment to gathering data on which to base future actions in relation to widening participation and diversity. There are plans to submit an application for Principal's Teaching Aware Scheme (PTAS) funding to support further research in this area and the review team encourages the School to pursue this.

The review team **commends** the School on the significant work it has undertaken in relation to decolonising the curriculum. Since the last review, the School has also made some exciting appointments which diversify the staff profile and extend the geographic range of its research expertise. The review team suggests that the School consider how these new appointments might further enhance opportunities for diversity and widening participation themes in future course and programme offerings, and that it consider prioritizing diversity and widening participation in drawing up business cases for future appointments.

The review team **recommends** that the School should approach diversity in a rigorously self-critical fashion. Further analysis on why students are not progressing from undergraduate to postgraduate study and where there may be barriers based on widening participation, sex or ethnicity may indicate where resources for targeted interventions would be beneficial. Increasing the work already begun on diversity in the staff profile, and supporting those staff already recruited, has the potential to influence the student profile, perhaps especially in the field of Scottish History where there is great potential for public history and public engagement initiatives connecting the University and the city to local and global histories. Highlighting staff research, particularly in relation to diversity, on the School website may also support attracting more diversity into the School population. The review team **recommends** that the School explores opportunities for widening participation development locally in Edinburgh. The School could consider what opportunities already exist for community engagement, for example through working with the College Civic Engagement Office. The review team also suggests that the School follow up on progress with the Athena SWAN recommendation on unconscious bias training for all teaching staff.

To build upon decolonising the curriculum work commended above, the review team suggests that the School consider engaging with research into the University of Edinburgh's complicity in slavery and colonialism¹ and work on reparative partnerships² as well as developing the public history potential of this topic. This should provide positive opportunities for attracting diversity in both staff and students.

¹ The City of Edinburgh has recently done an independent review in which some member of HCA participated: <https://www.edinburgh.gov.uk/edinburghslaverycolonialism>

² The University of Glasgow has a scheme which forms part of its reparations project: [University of Glasgow - Scholarships and funding - James McCune Smith PhD Scholarships](#)

The School had also asked the review team to reflect on funding for postgraduate students. It identifies fee levels and the lack of scholarships as a barrier, particularly in relation to widening participation and diversity. The review team suggests that the School carries out some scoping on economic incentives to ascertain what is available to make their programmes more attractive to a diverse range of potential applicants. Considering an integrated masters options may be one route to explore. The development of the new Cultural Heritage programme with the Edinburgh Futures Institute may also provide useful connections with local heritage organisations.

2.6 Development of Employability and Graduate Attributes

The School provides good opportunities for postgraduate research students to develop their skills through tutoring and this is discussed below. As described above, postgraduate research students that the review team met with reported that they would like more support and guidance on career opportunities in academia and beyond. The review team suggests that targeted events aimed at postgraduate research cohorts (for example, academic CV and cover letter workshops, alumni events) and signposting of University careers advice may be helpful.

Some of the Classics and History postgraduate taught students the review team met with reported that they would appreciate more applied teaching to prepare for their future careers. The review suggests that the School consider organising a programme of dedicated 'career' events for HCA students designed to improve students' preparedness for employment. Programme and course information at all levels should include clear guidance that explains to students how the skills learnt will translate to the workplace.

2.7 Supporting and developing staff

The School operates a clear recruitment process for postgraduate tutors with training available through induction for all tutors and course level meetings including marking discussions. The review team **commends** the tutoring opportunities available for postgraduate research students within the School, the Tutor and Demonstrator Co-ordinator role and the emphasis on working within maximum contracted hours. Postgraduate research tutors the review team met with clearly valued the commitment of the Tutor and Demonstrator Co-ordinator. The review identified a potential risk of a single point of failure in relation to the Tutor and Demonstrator Co-ordinator role and suggests the School consider if any mitigation is needed.

The postgraduate research tutors the review team met were enthusiastic about their tutoring but reported that there could be some challenges with the timely provision of course materials. They had also experienced an increase in the number of students approaching them for pastoral support. The review team **recommends** that the School ensures that consistent course material covering key tutorial elements is made available by course organisers for postgraduate research (PGR) tutors in a timely manner so that tutors are able to prepare their sessions in the allotted time. Where possible, preparatory material should be equivalent in depth and detail across courses. The PGR tutor induction should cover how to deal with student adjustments and there should be a clear statement to students and staff that postgraduate research tutors are not responsible for pastoral support and that there is support available for PGR tutors if they are faced with complex student cases.

2.8 Learning environment (physical and virtual)

The review team **commends** the dedicated and shared student spaces within the School. The team saw imaginative use of space which creates a welcoming and positive atmosphere where students can feel they belong and interact with staff. The team were impressed by the temporary exhibition cases used by postgraduate taught students to showcase project work and the shared study and social spaces for all postgraduate students and staff. These are important and indispensable assets in creating a sense of cohesion and building a community feel and positive ethos within the School.

3 Assurance and enhancement of provision

The School has appropriate approaches to setting, maintaining and reviewing academic standards across postgraduate taught and postgraduate research 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.

The review team noted that the number of exam boards was mentioned as an issue in the Reflective Report. The review team suggests that the School reduces the number of exam boards per year to reduce pressure on professional services and academic staff workload. (The new student support model should allow staff to identify students at risk of non-progression early on.)

Appendices

Appendix 1: Range of provision considered by the review

Programmes:

American History (MSc) (Full-time)
American History (MSc) (Part-time)
Ancient History (MSc) (Full-time)
Ancient History (MSc) (Part-time)
Ancient Worlds (Archaeology and Classics) (Online Learning) (ICL) (MSc) - 2-4 Years
Ancient Worlds (Archaeology and Classics) (Online Learning) (MSc) - 2 Years (Part-Time)
Archaeology (MSc by Research) (Full-time)
Archaeology (MSc by Research) (Part-time)
Archaeology (MSc) (Full-time)
Archaeology (MSc) (Part-time)
Archaeology (PhD) (Full-time)
Archaeology (PhD) (Part-time)
Classical Art and Archaeology (MSc) (Full-time)
Classical Art and Archaeology (MSc) (Part-time)
Classics (AHRC) (PhD) - 3.5 Years (Full-Time)
Classics (MSc by Research) (Full-time)
Classics (MSc by Research) (Part-time)
Classics (MSc) (Full-time)
Classics (MSc) (Part-time)
Classics (PhD) (Full-time)
Classics (PhD) (Part-time)
Contemporary History (MSc) (Full-time)
Contemporary History (MSc) (Part-time)
Economic and Social History - Full Time (ESRC) (PhD)
Economic and Social History (MSc by Research) (Full-time)
Economic and Social History (MSc by Research) (Part-time)
Economic and Social History (PhD) (Full-time)
Economic and Social History (PhD) (Part-time)
European Archaeology (MSc) (Full-time)
European Archaeology (MSc) (Part-time)
Forensic Anthropology (MSc) (Full-time)
History (AHRC) (PhD) - 3.5 Years (Full-Time)
History - Full Time (AHRC) (PhD) - 3.5 Years
History I (Arts Division) (MSc by Research) (Full-time)
History I (Arts Division) (MSc by Research) (Part-time)
History (MSc) - (Full-time)
History (MSc) (Part-time)
History (Online Learning)(ICL) MSc - 2 - 6 Years
History (Online Learning) MSc - 2 Years (Part-time)
History (Online Learning) MSc (Full-time)
History (PhD) - (Full-time)
History (PhD) (Part-time)
History (Scottish History Division) (MSc by Research) (Full-time)
History (Scottish History Division) (MSc by Research) (Part-time)
Human Osteoarchaeology (MSc) (Full-time)
Human Osteoarchaeology (MSc) (Part-time)
Intellectual History (MSc) (Full-time)
Intellectual History (MSc) (Part-time)
Late Antique, Islamic and Byzantine Studies (MSc) (Full-time)

Late Antique, Islamic and Byzantine Studies (MSc) (Part-time)
Medieval History (MSc) (Full-time)
Medieval History (MSc) (Part-time)
Mediterranean Archaeology (MSc) (Full-time)
Mediterranean Archaeology (MSc) (Part-time)
Scottish History (MSc) (Full-time)
Scottish History (MSc) (Part-time)
Scottish History (PhD) (Full-time)
Scottish History (PhD) (Part-time)

Courses:

A Cultural History of Photography
African Print Cultures: Newspapers and their Publics in Modern African History, c. 1880 to 1975
American Borderlands: Histories of the Western Hemisphere
An Age of Great Dreams: The 1960s in the United States (online)
Analytical Methods in Human Osteoarchaeology
Analytical Methods in Human Osteology
Ancient Egyptian Hieroglyphs: An Introduction (online)
Ancient Egyptian Hieroglyphs: The Basics and Beyond
Ancient Egyptian Religion and the Afterlife (online)
Ancient Literature from a Comparative Perspective (online)
Ancient Macedon in the Shadow of Mount Olympus
Ancient Worlds Dissertation
An Imperial Game? Cricket, Culture & Society (online)
An Unhappy Valley: Mau Mau, culture and colonialism in Kenya's highlands ca.1895-ca.1964
A Period of Ancient History 1
A Period of Ancient History 2
Approaches to the Long Late Antiquity
Archaeological Illustration
Archaeology Dissertation
Archaeology Dissertation (MSc by Research)
Archaeology of 'Celtic' Europe: Communities and Interactions
Archaeology of Late Antique Religion
Archaeology of the Roman Economy
Athenian democracy and modern preoccupations (online)
Athens of the North: the Origins and Ideas of the Scottish Enlightenment (online)
Athens of the North: The Scottish Enlightenment
A Topic In Ancient History 1
A Topic in Ancient History 2
A Topic in Late Antique and Byzantine History 1
A Topic in Late Antique and Byzantine History 2
Bioarchaeological Analysis and Interpretation
Bioarchaeological Interpretation
Biomolecular Archaeology: the appliance of science
Black Activism in Britain since 1800
British Empires, 1601-1948 (online)
British Politics and Policy in the Second World War (online)
Bronze Age Civilisations of the Near East and Greece
Byzantine Archaeology: The archaeology of the Byzantine empire and its neighbours AD 500-850.
Byzantine Text Seminar 1
Byzantine Text Seminar 2
China's foreign and security policy: a twentieth-century perspective

Cinema and Society in Britain
 Cinema and Society in South Asia, 1947-Present
 Citizens and Subjects: concepts of citizenship in modern African intellectual history
 Classical Greek Sculpture
 Classics Dissertation (MSc by Research)
 Classics: Greek Vase Painting
 Conceptualising the Neolithic
 Conflict Archaeology and the Human Past (Online)
 Conflict archaeology: materialities of violence
 Consensus to Thatcherism: Government and Politics in Post-War Britain (online)
 Conservatism in the United States, c.1930-c.1990
 Constantinople: The History of a Medieval Megalopolis from Constantine the Great to Suleyman the Magnificent
 Contemporary Scotland
 Crisis and Conflict in Late-Victorian Britain (online)
 Currents of Radicalism, 1776-1848
 Custodians of Empire: The Praetorian Guard (Online)
 Daily life in New Kingdom Egypt (online)
 Death and Burial in the Greek World
 Debating Marriage between Antiquity and the Middle Ages
 Debating Marriage Between Antiquity and the Middle Ages (online)
 Diaspora, Migration and Exile: The History of the Global Irish since 1600
 Diaspora, Migration & Exile: A History of the Global Irish since 1600 (online)
 Directed Reading & Research (PGT-Sem 1)
 Directed Reading & Research (PGT-Sem 2)
 Dissertation: MSc by Research in History (Social Science)
 Dissertation, Taught MSc in Contemporary History
 Dissertation, Taught MSc in History
 Dissertation, Taught MSc in Scottish History
 Early and Archaic Greek Art and Archaeology
 Economic and Social History Dissertation (MSc by Research)
 Economic and Social Theory for Historical Analysis
 Edinburgh's Slavery Connections: Research Seminar
 Egypt and its neighbours during the New Kingdom (1550-1069 BCE) (online)
 Elementary Greek (PG) 1
 Elementary Greek (PG) 2
 Elementary Latin (PG) 1
 Elementary Latin (PG) 2
 Empire or Continent?: British Foreign Policy in the Era of the Great War (online)
 Epicurus and Epicureanism
 Etruscan Italy, 1000 - 300 BC
 Etruscan Italy, 1000-300 BC (online)
 Exploring the Past with Data Science
 Freedom and Coercion in the Making of the Atlantic World (online)
 From Foraging to Farming: the Beginnings of Agriculture in the Mediterranean and Europe
 Frontiers in Archaeology: Research Seminars
 Gallia from the Third Century BC to Augustus
 Gender and Empire: Contested Meanings and Divergent Practices
 Gender, Crime and Deviancy: Britain c. 1860-1960
 Gender, Empire, and Labour in the Nineteenth Century: Perspectives from the Wider World
 Gender, Empire, and Labour in the Nineteenth Century: Perspectives from the Wider World (online)
 Gender in the History of the Americas
 Genocide in Contemporary History
 Genocide in Contemporary History (online)

GIS and Spatial Analysis for Archaeologists
 Global Environmental History
 Global Environmental History (online)
 God, Nature and Knowledge: The History of Philosophy, c. 1600-1700
 Greek Palaeography
 Greek Philosophy (Plato's Republic)
 Greek Text Seminar 1
 Greek Text Seminar 2
 Greek Text Seminar 3
 Handling Greek Pottery
 Hellenistic Art and Archaeology
 Herod the Great and the End of Hellenism (online)
 Historical Methodology
 Historical Research: Approaches to History (online)
 Historical Research: Skills and Sources
 Historical Research: Skills & Sources (online)
 History as Romance, Profession, Critique: Theory and Scholarship in the West, 1835 to 1985
 History Dissertation (MSc by Research)
 History Dissertation (MSc by Research Dissertation Only Mode)
 History PhD Dissertation Workshop
 Human Evolution
 Human Musculo-Skeletal Anatomy
 Ideology and Politics in the Soviet and Post-Soviet Space (online)
 Intermediate Greek (PG) 1
 Intermediate Greek (PG) 2
 Intermediate Latin (PG) 1
 Intermediate Latin (PG) 2
 Introduction to Contemporary History
 Islamic Africa
 Islamic Africa (Online)
 Island Worlds: Prehistoric Societies in the Mediterranean Sea from the Palaeolithic to the Iron Age
 Issues in Egyptian Archaeology: the Second Intermediate Period until the end of the Late Period (1650-332 BC)
 Judaea under Roman Rule
 Late Hunter-Gatherers in Europe
 Latin Text Seminar 1
 Latin Text Seminar 2
 Law in the Roman Provinces
 Literature and History in Early Medieval Britain and Ireland
 Madness, Science and Society in the Modern World
 Making Histories: Theories and Practices in Writing History
 Malfeasance and Misbehaviour in Finance - Perceptions and Realities, c. 1500 to the Present (online)
 Maps and Mappery in Historical Research: The Case of Scotland (online)
 Marine Archaeology
 Mariners, Monks and Mobility: the archaeology of the early medieval Atlantic Archipelago
 Material Histories of Asian Societies in the Early Modern Period (online)
 Medicine and Society in Modern Britain
 Medieval Men and Masculinities
 Medieval Travellers in the Mediterranean, Africa and Asia
 Modern Latin American History (online)
 MSc Dissertation - American History
 MSc Dissertation - Classical Art and Archaeology

MSc Dissertation - Gender History
 MSc Dissertation in Classics
 MSc Dissertation in Classics (Dissertation only Mode)
 MSc Dissertation in Late Antique, Islamic and Byzantine Studies
 MSc Dissertation - Intellectual History
 MSc Dissertation - Medieval History
 Myth and the History of Scholarship in Early Modern Europe
 Myth and the History of Scholarship in Early Modern Europe (online)
 Narrating Native Histories
 Narrating Native Histories (online)
 Piecing Together the Cultural Fragments of Ionia (Archaic Period)
 Practical Osteology
 Practical Zooarchaeology
 Prehistory of Egypt: major steps for humankind millennia before the pyramids (online)
 Propaganda in Renaissance Scotland
 Quantitative Methods and Reasoning in Archaeology
 Questioning the 'Revolutions' in Economic and Social History (online)
 Race, Religion, and Ridicule: The American South from Reconstruction to World War II
 Race, Religion, and Ridicule: The American South from Reconstruction to World War II (online)
 Research Skills for Archaeology and Classics (online)
 Research Sources and Strategies in Archaeology
 Research Sources and Strategies in Bioarchaeology
 Revolutions in Modern Europe
 Ritual and Monumentality in North-West Europe: Mid-6th to Mid-3rd Millennium BC
 Roman Archaeology
 Roman Sculpture (online)
 Running the Roman Empire (online)
 Saints Cults, Pilgrimage and Piety in Scotland
 Scotland and Ireland, 1800 to 1945 (online)
 Scottish History Dissertation (MSc by Research)
 Scottish History Dissertation (MSc by Research Dissertation Only Mode)
 Scottish Latin Literature
 Scottish Palaeography 12th-16th centuries
 Seafaring and Society in the Ancient Greek World (Online)
 Seeking 'Japan' in a Westernizing World: Revolution, Romance, and Imperialism, 1868 - 1945 (online)
 Skeletal Pathology
 Skills and Methods in Classics
 Slavery in the British Atlantic World, 1650-1834
 Social Bioarchaeology: Living Conditions, Lifestyles and the Impact of Disease in the Past
 Society and Culture in the Soviet and Post-Soviet Space (online)
 South Asia since 1947: History and the Politics of Historiography (online)
 Space, Place and Time: the archaeology of built environments
 Sparta and Crete: Classical Greek Society Beyond Athens
 Studying Women in Late Medieval England: Sources and Approaches
 Supervised Reading Course (E&SH)
 The American Civil War and Reconstruction (online)
 The Archaeology of Migrations: Revisiting Human Mobility
 The Archaeology of Technology: from prehistory to the present
 The Archaeology of Technology: From Prehistory to the Present (Online)
 The Archaeology of the 'Greek Miracle'
 The Athenian Akropolis
 The Athenian Akropolis (online)
 The British Empire in Political Thought

The Civil Rights Movement
 The Closest of Enemies: Cuban-American Relations 1898-2014 (online)
 The Crusades and the Euro-Mediterranean world of the Central Middle Ages (online)
 The Crusades: Thirteenth Century Crossroads
 The 'Dark Side': Dark Tourism and Difficult Heritages
 The Demise of the Slave-Holding American South, 1846-1877
 The European Enlightenments, 1670 - 1820
 The Germans and the East: Myth, Migration and Empire 1795 - 1970
 The Global Renaissance
 The Hellenistic City
 The Hittite Kingdom: History and Archaeology of an Ancient Near Eastern Civilisation (Online)
 The Hittites: The Archaeology of an Ancient Near Eastern Civilisation
 The Holocaust (online)
 The Iron Age of Western Temperate Europe until the Third Century BC
 The Jewish Diaspora in the Roman Empire (Online)
 The Jewish Diaspora under the Roman Empire
 The Latin Manuscript: Palaeography, Codicology, Textual Criticism
 The Lords of the Isles: Clan Donald, c.1336 - c.1545 (online)
 The Maccabean Revolt
 The Material Culture of Gender in Eighteenth Century Britain
 Themes in American Historiography
 Themes in Egyptian archaeology: the foundations of the state to the end of the Middle Kingdom
 Themes in Scottish Historiography
 Themes in the Historiography of the Americas
 The Near East From Justinian to the Fall of the Umayyads (Online)
 The Nine Lives of the Medieval Church
 Theoretical Archaeology
 Theories of Empire in the Early Modern Period
 Theories of Empire in the Early Modern Period (online)
 The Origins of Agriculture: Reconsidering the Neolithic (online)
 The Phoenician and Punic Mediterranean
 The Politics of Historiography in Post-Colonial South Asia
 The Rise of Modern U.S. Conservatism (online)
 The Roman Emperor: the Nature of His Rule
 The School of Statecraft: History, Leadership, and Policymaking (online)
 The Scientific Revolution in Global Perspective
 The Shadow of Versailles: Europe Between the Wars, 1918-1939 (online)
 The Sixties in the United States
 The Sources of Medieval History
 The Trial of the Templars (online)
 The United States and the Cold War
 The United States and the Vietnam War: Origins and Repercussions
 'The wisest fool in Christendom': the Ideas and Writings of James VI & I
 Thinking the 20th Century - Hannah Arendt and the breakdown of European Civilization
 Thinking with Things: History and Material Culture Studies
 Topics in Byzantine Literary History
 Urban Labour in Classical Attica
 War and Identities in Twentieth Century Britain and Ireland
 Willingly to War? The Origins of the First World War (online)
 Writing History: Theory and Practice

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:

- Student-Staff Liaison Committee Minutes
- Statistical Reports, PGT and PGR
- External Examiner Reports PGT
- Postgraduate Researcher Experience Survey Results
- Postgraduate Taught Experience Survey Results
- Programme Handbooks
- Degree Programme Specifications
- School Annual Quality Reports
- School Personal Tutoring Statement, PGT
- Extracts from School Athena Swan Submission and Action Plan
- School Studentships

Appendix 4 Number of students

Postgraduate Taught

| Entry Programme Name | 2016/7 | 2017/8 | 2018/9 | 2019/20 | 2020/1 | 2021/2 | |
|---|--------|--------|--------|---------|--------|--------|----|
| American History (MSc) (Full-time) | 5 | 8 | 6 | 12 | 8 | 0 | 17 |
| American History (MSc) (Part-time) | 1 | 1 | 1 | 0 | | | 0 |
| Ancient History (MSc) - 1 Year (Full-time) | 7 | 2 | 6 | 6 | 2 | 3 | 5 |
| Ancient History (MSc) - 2 Years (Part-time) | 0 | | 0 | 0 | 0 | 1 | 1 |
| Ancient Worlds (Archaeology and Classics) (Online Learning) (ICL) (MSc) - 2-4 Years | 5 | | | | | 12 | 13 |
| Ancient Worlds (Archaeology and Classics) (Online Learning) (MSc) - 2 Years (Part-Time) | 17 | | | | | 11 | 12 |
| Archaeology (MSc) (Full-time) | 9 | 4 | 8 | 8 | 8 | 7 | 12 |
| Archaeology (MSc) (Part-time) | 0 | 0 | 0 | 1 | 1 | 2 | 1 |
| Classical Art and Archaeology (MSc) (Full-time) | 4 | 2 | 2 | 9 | 7 | 6 | 9 |
| Classical Art and Archaeology (MSc) (Part-time) | 0 | 1 | | | 0 | | |
| Classics (MSc) (Full-time) | 8 | 6 | 8 | 8 | 10 | 9 | 7 |
| Classics (MSc) (Part-time) | 0 | 3 | 0 | 1 | 0 | 1 | 0 |
| Contemporary History (MSc) (Full-time) | 13 | 18 | 11 | 7 | 9 | 0 | 15 |
| Contemporary History (MSc) (Part-time) | 0 | 1 | 0 | 1 | 1 | | 1 |
| European Archaeology (MSc) (Full-time) | 3 | 4 | 0 | 1 | 0 | 0 | 0 |
| European Archaeology (MSc) (Part-time) | | 0 | 0 | | | | |
| Forensic Anthropology (MSc) (Full-time) | | 2 | 0 | | 1 | | |
| History (MSc) - (Full-time) | 55 | 19 | 30 | 44 | 43 | 58 | 61 |
| History (MSc) (Part-time) | 0 | 3 | 0 | 2 | 1 | 9 | 1 |
| History (Online Learning) MSc - 2 Years (Part-time) | 13 | | | 6 | 8 | 24 | 24 |
| History (Online Learning) MSc (Full-time) | 9 | | 9 | 6 | 4 | 12 | 9 |
| History (Online Learning)(ICL) MSc - 2 - 6 Years | 13 | 30 | 26 | 22 | 26 | 28 | 35 |
| Human Osteoarchaeology (MSc) (Full-time) | 22 | 5 | 12 | 8 | 12 | 12 | 20 |
| Intellectual History (MSc) (Full-time) | 16 | 4 | 3 | 3 | 8 | 0 | 4 |
| Intellectual History (MSc) (Part-time) | 0 | | 0 | 0 | 0 | 0 | 1 |
| Late Antique, Islamic and Byzantine Studies (MSc) (Full-time) | 5 | 6 | 9 | 5 | 12 | 3 | 4 |
| Late Antique, Islamic and Byzantine Studies (MSc) (Part-time) | | 1 | | | 2 | 1 | 2 |
| Medieval History (MSc) (Full-time) | 8 | 9 | 7 | 11 | 7 | 0 | 11 |
| Medieval History (MSc) (Part-time) | 1 | 0 | 0 | 0 | | | |
| Mediterranean Archaeology (MSc) (Full-time) | 4 | 2 | 3 | 3 | 0 | 0 | 3 |
| Mediterranean Archaeology (MSc) (Part-time) | | 0 | | 0 | 2 | 1 | 0 |
| Scottish History (MSc) (Full-time) | 0 | 0 | 2 | 0 | 1 | 0 | 3 |
| Scottish History (MSc) (Part-time) | 1 | | 1 | 1 | 1 | | 0 |

Postgraduate Research

| Entry Programme Name | 2016/7 | 2017/8 | 2018/9 | 2019/20 | 2020/1 | 2021/2 | |
|---|--------|--------|--------|---------|--------|--------|----|
| Archaeology (MSc by Research) (Full-time) | 0 | 1 | 1 | 1 | 1 | 3 | 1 |
| Archaeology (MSc by Research) (Part-time) | 0 | | | 0 | | | |
| Archaeology (PhD) (Full-time) | 3 | 5 | 10 | 4 | 3 | 4 | 5 |
| Archaeology (PhD) (Part-time) - 6 Years | 2 | | 2 | 0 | 1 | 1 | |
| Classics (MSc by Research) (Full-time) | 1 | 2 | 2 | 1 | 3 | 2 | 2 |
| Classics (MSc by Research) (Part-time) | | 2 | | | 1 | 1 | 1 |
| Classics (PhD) (Full-time) | 2 | 11 | 8 | 11 | 11 | 7 | 7 |
| Classics (PhD) (Part-time) | | | | 1 | 2 | | |
| Economic and Social History - Full Time (ESRC) (PhD) | 1 | | | | | | |
| Economic and Social History (MSc by Research) (Full-time) | 2 | | 0 | 1 | 2 | 1 | 0 |
| Economic and Social History (PhD) (Full-time) | 0 | 1 | 0 | 1 | 3 | 0 | 3 |
| Economic and Social History (PhD) (Part-time) - 6 Years | | 1 | 0 | | | | |
| History (PhD) - (Full-time) | 19 | 11 | 6 | 24 | 25 | 14 | 10 |
| History (PhD) (Part-time) - 6 Years | 0 | 0 | 2 | 2 | 3 | 2 | 1 |
| History (Scottish History Division) (MSc by Research) (Full-time) | 0 | 1 | 1 | | 0 | 1 | |
| History (Scottish History Division) (MSc by Research) (Part-time) | | | | 1 | | | |
| History I (Arts Division) (MSc by Research) (Full-time) | 2 | 4 | 7 | 13 | 1 | 5 | 6 |
| History I (Arts Division) (MSc by Research) (Part-time) | 2 | | 0 | | 0 | 1 | 1 |
| Scottish History (PhD) (Full-time) | 0 | 3 | 2 | 2 | 0 | 0 | 0 |
| Scottish History (PhD) (Part-time) | | | 2 | | | | |