Internal Periodic Review

School of Literatures, Languages and Cultures

Postgraduate Taught and Postgraduate Research Provision

19 and 20 February 2025

Contents

Executive summary

This report comprises the outcomes from the internal review of postgraduate taught (PGT) and postgraduate research (PGR) provision in the School of Literatures, Languages and Cultures.

The review team concludes 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 its effective student support, support for learning and teaching, pockets of diversification of assessment and feedback monitoring process, Student Reps and training for postgraduate tutors. Further commendations are included in the report.

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

- **Strategy:** The School should reflect on its priorities and develop a shared vision for postgraduate education across its different departments and cohorts, in collaboration with students where appropriate; develop a co-created strategy on diversifying assessment, taking account of the challenges and benefits of Generative AI.

- **Funding/Accessibility**: The College should consider how the School can be supported in light of loss of AHRC scholarship funding to ensure that postgraduate study is accessible for all.

- **Communication/Sharing Practice**: The School should develop fora for sharing and developing good practice, both horizontally and vertically, for the benefit of all staff and students.

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 contribution rate to College and the progress made since the last review in streamlining its programme portfolio and organisational restructuring to enable this. The School has been working within limited resources and in the context of a challenging landscape, to enhance learning and teaching, and research supervision. (Organisation & Management)	1
2	The review team **commends** the adoption of diversification of assessment in certain programmes. (Assessment & Feedback)	2.2
3	The review team **commends** the feedback monitoring process and, given the challenges around deadlines, the School are doing well to manage this. (Assessment & Feedback)	2.2
4	The review team **commends** the School for the activity already in place to support students in their learning. There was evidence that staff across all contexts within the School are doing things that are really good and work well for students. Examples include research seminars, workshops and opportunities for PhD students to review each other's work. The review team identified an example of good practice in the Autonomous Learning Groups in English Literature which are particularly appreciated by postgraduate taught students. (Learning & Teaching/Student Support)	2.3
5	The review team **commends** the School for achieving good results and degree outcomes for its students which show clear evidence of support for student success. (Learning & Teaching/Student Support)	2.3
6	The review team **commends** the Student Support Office and Student Advisers who are much appreciated and well respected by academic colleagues and students. Christine Lennie and the team are working collegially and show great care for the students. (Student Support)	2.3
7	PGR students are supported by their supervisors and the PGR Office. Students were very appreciative of the support they received from the PGR Office and PGR Director and the review team **commends** this. (Student Support)	2.3
8	The review team **commends** the creation of the MSc by Research cohort as a positive development for cohesive support. (Student Support)	2.3
9	The review team **commends** the Student Rep system which is working well due to the efforts of the students to enhance the student voice. (Student Voice)	2.4
10	The review team **commends** the training in place for postgraduate tutors. There was evidence of a lot of good practice across the School;	2.7

	for example English Literature's extensive programme of induction and training, and the range of bespoke training in smaller subject areas. (Tutoring & Demonstrating)	

Recommendations
Areas for development and enhancement – progress to be reported.

Priority	Recommendation	Section in report	Responsibility of
1	**Strategy** The review team **recommends** that the School reflect on its priorities and develop a shared vision for postgraduate education across its different departments and cohorts, in collaboration with students where appropriate. The review team considers that establishing what this vision is will help the School with working out aspects of good practice that can be shared and therefore enable greater efficiency and sense of unity.	1	School
	The review team **recommends** that the School develops a co-created strategy on diversifying assessment, taking account of the challenges and benefits of Generative AI. This should support the School's subject specific remit item for this review on postgraduate taught programme and course development.	2.2	School
2	**Funding/Accessibility** As the changes to research funding represent a significant challenge for the School, the review team **recommends** that College considers how the School can be supported in light of loss of AHRC scholarship funding to ensure that postgraduate study is accessible for all.	1	College
3	**Communication/Sharing Practice** To build upon existing communication, the review team **recommends** that the School develops fora for sharing and developing good practice, both horizontally and vertically, for the benefit of all staff and students. The School should consider reintroducing the Programme Director Forum. This, along with other co-creation activity with students identified in this report, should support the School in its aim of developing an inclusive postgraduate community – one of the areas the School asked the review team to focus on as part of this review.	1	School

4	**Student Voice** The review team **recommends** the School enhance activity around hearing and responding to the student voice and closing the feedback loop. There are opportunities for learning from Student Staff Liaison Committees (SSLCs) to understand solutions, identify actionable points and feedback to students. The School should consider reintroducing a School level PGT SSLC as one mechanism to ensure the student voice is included in key discussions.	2.4	School
5	**PGR Supervision** The review team **recommends** that the School develop an induction co-created with student to more clearly frame PGR students' expectations on supervision and available support.	2.3	School
	The review team **recommends** that the School reiterates supervision requirements and monitors supervisory arrangements to ensure alignment with the University Code of Practice for Supervisors and Research Students.	2.3	School
6	**Employability** The review team **recommends** that the School explore, with the Careers Service and students, opportunities for more tailored career guidance and support. It is also important that the School clearly identifies for and with students the skills they are gaining in their programmes to prepare them for their future careers.	2.6	School/Careers Service
7	**Tutors and demonstrators** The review team **recommends** that the School consider how elements of good practice in preparing postgraduate tutors might be extended across the School to ensure resilience for individual course postgraduate tutor preparation, for example when Course Organisers are on sabbatical there needs to be resilience to support the PGR tutors.	2.7	School
8	**Staff development** The review team noted that the School's teaching staff are actively encouraged to take up pedagogic training and **recommends** that postgraduate tutors are also actively	2.7	School

	encouraged to pursue similar opportunities, such as the Edinburgh Teaching Award.		

Suggestions
For noting – progress reporting is not required.

No	Suggestion	Section in report
1	Both groups (PGT and PGR students) also suggested that a buddy or peer mentoring system would be helpful for sharing experiences, information on relevant training and understanding expectations and the review team suggests the School explore how this might be co-created with students to address their needs.	2.3
2	In order to be able to respond robustly to the findings of the Graduate Outcomes Survey that show the School's graduates have a lower rate of progression into Highly Skilled (graduate level) employment than the College norm, the review team suggests that the School explore opportunities for collecting data on graduate destinations by tracking alumni five to ten years after graduation which is more likely to show a high proportion of students in highly skilled, graduate-level careers. This should support further embedding of employability in programme and course development and identify for students the skills and attributes they are gaining through their programmes for future employment.	2.6
3	The review team suggests the School consider commencing postgraduate tutor training at an earlier stage, particularly where there is an extended offering, for example when the training and selection takes up to one academic year to complete. Commencing training in year 1 would enable tutors to be prepared and ready for teaching at the start of their second year.	2.7

Section A – Introduction

Scope of review

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

The Internal Periodic Review of the School of Literatures, Languages and Cultures (LLC) in 2024/25 consisted of:

- The University's remit for internal review (see Appendix 2)

- The subject specific remit items for the review:

    o PGT programme and course development
    o Supporting an inclusive postgraduate community

- 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

Convener	Dr Elaine Haycock-Stuart, School of Health in Social Sciences
External	Professor Rebecca Beasley, University of Oxford
External	Professor Jakob Stougaard-Nielsen, University College London
Internal	Dr Valentina Ferlito, Deanery of Clinical Sciences
Student	Callum Ferguson, Moray House School of Education and Sport
Administrator	Susan Hunter, Academic Quality and Standards (Shadowed by Chantal Reilly, Student Analytics, Insights & Modelling)

The School

The School is one of 11 academic Schools within the College of Arts, Humanities and Social Sciences. The School comprises seven subject areas: Asian Studies, Celtic and Scottish Studies, English and Scottish Literature, European Languages and Cultures, Film and Intermediality, Islamic and Middle Eastern Studies, and Translation Studies.

Physical location and summary of facilities

The majority of School facilities are located in 50 George Square. Islamic and Middle Eastern Studies is located in 19 George Square along with some academic staff offices and there is some additional academic staff office space in Buccleuch Place.

Date of previous review

The previous review was held on 24 and 25 October 2019.

Reflective Report

The Reflective Report was prepared by:
Dr Frauke Matthes (LLC Postgraduate Research Director)
With support from:
Professor Alex Thomson (Head of School); Dr Benjamin Bateman (Director of Learning and Teaching); Jackie Barnhart (Head of Student and Academic Services); David Horn (Quality Assurance, Enhancement and Projects Officer); Dr Verónique Desnain (Director of Students); Christine Lennie (Head of Student Support); LLC WP and Outreach Team (particularly Melanie Smith, Student Support Development Manager); Karin Bolton and Alan Binnie (PGR Office); Mavis Ho (Director People and Equalities); Maíre Cox (Marketing and Communications Manager); Sarah Johnston (Careers Service – Careers Consultant for LLC); David Sorfa (PGR Director 2020-2022); LLC MSc Programme Directors; and LLC Heads of Subject Area.

Consultations with staff and postgraduate students across the School took place in the first semester of the 2024-25 academic year, in order to establish School-specific remit items. LLC staff and postgraduate students offered feedback, and provided information, during the preparation of the Reflective Report.

Section B – Main report

1   Strategic overview

Since the previous Internal Periodic Review (IPR), the School has reviewed and rationalised its postgraduate taught programme portfolio. Partly in response to the pandemic, the School has radically altered its postgraduate programme portfolio. The School took the strategic decision to close programmes recruiting only low numbers of students and reduced the number of programmes offered from 22 at the point of the previous IPR to currently 12 MSc programmes. This provides a more streamlined and efficient portfolio. The School is engaging with further portfolio review being carried out currently across the College.

There has also been a restructure of the School's committee and management structure since the previous IPR, the aim being to achieve a balance in governance and operational aspects, working within existing resources. Restructuring has enabled the School to carefully manage resources to ensure a high contribution rate (proportion of income returned to College). The review team **commends** the School on its contribution rate to College and the progress made since the last review in streamlining its programme portfolio and organisational restructuring to enable this. The School has been working within limited resources and in the context of a challenging landscape, to enhance learning and teaching, and research supervision.

In addition to these changes, the School has experienced considerable external impacts since the previous review, including recent industrial action which affect the School to a greater extent than some other areas in the University. In common with the wider institution, the School has also been affected by the pandemic and changes in University systems. There are also financial challenges as the School experiences a drop in postgraduate taught applications and recent external funding changes by Arts and Humanities Research Council (AHRC) and Scottish Graduate School for Arts and Humanities (SGSAH) has meant significantly fewer postgraduate research scholarships are available. Although widening participation data is not available at postgraduate level, the School anticipates that the reduction in available scholarships will inevitably have an adverse impact on widening participation. At the time of this review, the University is facing an uncertain financial situation and the review team is mindful of the potential impacts on both staff and students.

The review team heard that the College operates a centralised approach to funding, that there are no resources for a School postgraduate research (PGR) scholarship scheme. As the changes to research funding represent a significant challenge for the School, the review team **recommends** that College considers how the School can be supported in light of loss of AHRC funding and in ensuring the accessibility of postgraduate research study and the funding of scholarships.

The School has a diverse postgraduate student population and its international postgraduate student cohort has increased considerably since the previous IPR. The School recognises that there are challenges in supporting students from diverse educational backgrounds. The majority of its international students come from China, particularly in the postgraduate taught programmes. The School has experienced a reduction in student recruitment from Europe since 'Brexit' and recognises the risk attached to high recruitment from a single country. The School is engaging with College and University activity exploring diversification of the postgraduate taught (PGT) population.

The School is emerging from a period of significant changes, as detailed above. It would now benefit the School to reflect on opportunities and challenges, and to build upon existing communication activity. The review team **recommends** that the School reflect on its priorities and develop a shared vision across for postgraduate education its different departments and cohorts, in collaboration with students where appropriate. The review team considers that establishing what this vision is will help the School with working out aspects of good practice that can be shared and therefore enable greater efficiency and sense of unity. As one of its specific remit items, the School had asked the review team to focus on postgraduate taught programme and course development as part of this review, and the team believes this recommendation will support such development. This recommendation also supports the potential gains of harmonisation to bring efficiencies and build collaborative partnerships across the School. To build upon existing communication, the review team **recommends** that the School develops fora for sharing and developing good practice, both horizontally and vertically, for the benefit of all staff and students. The School should consider reintroducing the Programme Director Forum. This, along with other co-creation activity with students identified in this report, should support the School in its aim of developing an inclusive postgraduate community – one of the areas the School asked the review team to focus on as part of this review.

2 Enhancing the student experience

2.1 The approach to enhancing Learning and Teaching

As noted above, the School has reviewed its postgraduate taught portfolio since the previous IPR. The introduction of the new Intermediality programme at postgraduate taught and research level is a unique innovation in programmes offered by the School. The School is also introducing a pathway programme this academic year. The School is aware of the greater interdisciplinary opportunities arising from such innovations and the need for a School-wide conversation on the future direction. (See recommendation on sharing practice in section 1 above.)

The review team heard from postgraduate taught students in English Literature, that the student-led Autonomous Learning Groups (ALGs) were very helpful in enabling their active participation in seminars. The PGT students really appreciated these student-led groups, and the postgraduate tutors also appreciated the way these groups help prepare students for tutorials. The review team identifies the ALGs as an example of good practice in a commendation in section 2.3 below.

2.2 Assessment and Feedback

The review team heard that although essays remain the most common form of assessment, there were examples of diverse assessment methods in some programmes. Some of these include opportunities for presentations, blogs, podcasts and project work. The review team **commends** the adoption of diversification of assessment in certain programmes.

The review team **recommends** that the School develops a co-created strategy for diversifying assessment, taking account of the challenges and benefits of Generative AI. This should support the School's subject-specific remit item for this review on postgraduate taught programme and course development. The review team understands that an AI policy is being developed with a view to introduction in semester 1 of 2025/26 and encourages the School to progress this.

The review team heard about the challenges of returning feedback to students on their assessed work within the timeframe set out in University policy. Both academic and professional services staff noted pressures on this process, particularly during the Christmas closure period and run up to the February Boards of Examiners meetings. The School has implemented monitoring to ensure deadlines are met, and if they are not, there is a process to identify where additional resources may be needed and to ensure students are aware of any delays. The review team **commends** the feedback monitoring process and, given the challenges around deadlines, the School are doing well to manage this.

2.3 Supporting students in their learning

The review team met with a small number of both postgraduate taught (PGT) and postgraduate research (PGR) students during the review visit. A couple of postgraduate Student Reps participated in those student meetings.

Students the team met were positive about their experience and enjoying their programmes, particularly the PGTs. The PGT students the review team met with appreciated the joint learning with undergraduate 4th years on some of their courses. Students appreciate the accessibility of academic staff and reported that they were welcoming and available. PGT students particularly praised the engaged teaching staff.

Both groups of postgraduate students had experienced information overload at the start of their programmes, and received an overwhelming amount of email communication. Some expressed a lack of familiarity with receiving communication by email. PGR students were aware of training available from the Institute for Academic Development, but felt that this was too generic and not specifically oriented towards Humanities disciplines. Both groups also suggested that a buddy or peer mentoring system would be helpful for sharing experiences, information on relevant training and understanding expectations and the review team suggests the School explore how this might be co-created with students to address their needs.

The School had asked the review team to explore supporting an inclusive postgraduate community as part of this review. This was driven by student feedback, however School staff acknowledged that the term 'community' could have different meanings depending upon the context. The review team considered it would be beneficial for the School to have further discussion with students to identify a shared understanding of what is meant by community. Nonetheless, the School is already providing an impressive variety of activity aimed at community building. The review team **commends** the School for the activity already in place to support students in their learning. There was evidence that staff across all contexts within the School are doing things that are really good and work well for students. Examples include research seminars, workshops and opportunities for PhD students to review each other's work. The review team identified an example of good practice in the Autonomous Learning Groups in English Literature which are particularly appreciated by postgraduate taught students.

The School data show very few withdrawals from study and that the majority of students achieve good degree outcomes. The review team **commends** the School for achieving good results and degree outcomes for its students which shows clear evidence of support for student success.

The student support system consists of Cohort Leads and Student Advisers who are allocated to specific cohorts of students, thereby ensuring each student has a named contact for both academic and pastoral support. The review team heard that, as Student Advisers look after undergraduate as well as postgraduate taught cohorts, they each have a large allocation of students. Student Advisers work across subject areas, years and degree programmes to ensure resilience and provide for succession. Due to the large number of students and small number of Student Advisers, it is not possible for all students to meet their Student Adviser at the start of their studies. However, the Teaching Office provides course drop-in sessions at the beginning of semester to assist students with course choice and ensure they have the right number of credits. This has presented some challenges as it was a new exercise for the Teaching Office, which enlisted the help of academic colleagues to support their knowledge gap. The process is however, easier for postgraduate taught students as their Programme Director is also their Cohort Lead and there is a strong connection between the students and their Programme Director. The review team **commends** the Student Support Office and Student Advisers who are greatly appreciated and well respected by academic colleagues and students. Christine Lennie and the team are working collegially and show great care for the students.

PGR students are supported by their supervisors and the PGR Office. Students were very appreciative of the support they received from the PGR Office and PGR Director and the review team **commends** this. Prior to the review, the School had identified and responded to a gap for the MSc by Research students who appeared to be missing some support due to being covered by the taught assessment regulations. In response, the PGR Director created a specific cohort for these students and acts as their Cohort Lead. The review team **commends** the creation of the MSc by Research cohort as a positive development for cohesive support. As the review team did not meet with any MSc by Research students during the review visit, it is not able to offer any further suggestions on enhancing community for this cohort.

The review team found evidence that although in the main PGR supervision seemed to be working well, there were some instances where students were falling through the cracks by way of support. International students face particular challenges, for example cultural and language barriers, at the start of their studies. As noted above, students receive an overwhelming amount of information when starting at the University and may miss important messages. The review team **recommends** that the School develop an induction co-created with students to more clearly frame PGR students' expectations on supervision and available support. The review team heard that there were examples where the supervision model may not be working as the School intends. Often the second supervisor is fulfilling the role of critical friend rather than the expectations set out in University regulations and School policy. PGR Students need to be able meet confidentially at the annual review with an academic beyond the supervisory team to review supervision support. The review team **recommends** that the School reviews supervision requirements and monitors supervisory arrangements to ensure alignment with the University Code of Practice for Supervisors and Research Students.

2.4.   Listening and responding to the Student Voice

The review team met with a couple of Student Reps during the review visit. The team was impressed by the effort taken by the PGR rep to prepare for and gather student feedback specifically for this review. Reps have been proactive and engaged, taking the initiative to try to resolve issues raised by students. The review team **commends**

the Student Rep system which is working well due to the efforts of students to enhance the student voice.

PGR Students the review team met with were keen to be involved in discussions around decision-making that affects them. The School had asked the review team to explore supporting an inclusive postgraduate community as part of this review and the team considers that co-creation activity and including students in relevant discussion fora would support this objective. The review team **recommends** the School enhance activity around hearing and responding to the student voice and closing the feedback loop. There are opportunities for learning from Student Staff Liaison Committees (SSLCs) to understand solutions, identify actionable points and feedback to students. The School should consider reintroducing a School level PGT SSLC as one mechanism to ensure the student voice is included in key discussions. The PGT students the review team met with appreciated the opportunities to give feedback on their courses and felt that staff listened to and responded to their feedback quickly.

2.5   Accessibility, Inclusivity and Widening Participation

As noted in section 1 of this report, the loss of AHRC funding will have an impact on widening participation for PGR programmes. A lack of funded scholarships will be a barrier to some students' ability to continue to postgraduate study. (See recommendation to College in section 1 of this report.)

The review team noted some accessibility issues highlighted by students. The team appreciate the challenges relating to buildings and estates development, which students are aware of. It is essential that students are included in discussions that affect them relating to space and, as noted above, they are keen to be involved – see recommendation in section 2.4 above.

2.6   Development of Employability and Graduate Attributes

The review team heard that there was some positive activity relating to future careers, for example the Life After LLC event, organised with the Careers Service, which brings alumni in to talk about their experiences. Some links with industry and employers already exist within the School, for example in the Film Exhibition and Curation programme and Translation Studies. However, the network is limited and the School is working with the Careers Service to try to develop this. Students the review team met with considered that although the Careers Service was proactive in engaging with them, the support on offer was too generic. The review team **recommends** that the School explore, with the Careers Service and students, opportunities for more tailored career guidance and support. It is also important that the School clearly identifies for and with students the skills they are gaining in their programmes to prepare them for their future careers.

The current graduate outcomes data only captures student destinations at 15 months after graduation. School colleagues acknowledge that students in Humanities subjects are less likely to be settled in their careers at that point than students on science programmes. In order to be able to respond robustly to the findings of the Graduate Outcomes Survey that show the School's graduates have a lower rate of progression into Highly Skilled (graduate level) employment than the College norm, the review team suggests that the School explore opportunities for collecting data on graduate destinations by tracking alumni five to ten years after graduation which is more likely to show a high proportion of students in highly skilled, graduate-level

careers. This should support further embedding of employability in programme and course development and identify for students the skills and attributes they are gaining through their programmes for future employment.

The postgraduate tutors the review team met with were aware that they were gaining some valuable experience and skills from tutoring, even if their career goals were not directed towards teaching.

2.7   Supporting and developing staff

The review team was impressed by the comprehensive postgraduate tutor training programme in place in English Literature. This semester-long programme includes mentoring, tutor observation, marking training, mandatory subject-specific sessions and an end of year annual review. Smaller programmes offer specific tailored training for postgraduate tutors, delivered by Course Organisers. The review team **commends** the training in place for postgraduate tutors. There was evidence of a lot of good practice across the School; for example, English Literature's extensive programme of induction and training, and the range of bespoke training in smaller subject areas. The training available is appreciated by the postgraduate tutors. The review team **recommends** that the School consider how elements of good practice in preparing postgraduate tutors might be extended and shared across the School to ensure resilience for individual course postgraduate tutor preparation. For example when Course Organisers are on sabbatical there needs to be resilience to support the PGR tutors.

The review team suggests the School consider commencing postgraduate tutor training at an earlier stage, particularly where there is an extended offering, for example when the training and selection takes up to one academic year to complete. Commencing training in year 1 would enable tutors to be prepared and ready for teaching at the start of their second year.

The postgraduate tutors the review team met with reported that they were discouraged from pursuing training and recognition for teaching offered by the Institute for Academic Development (IAD). The review team noted that the School's teaching staff are actively encouraged to undertake pedagogic training and **recommends** that postgraduate tutors are also actively encouraged to pursue similar opportunities, such as the Edinburgh Teaching Award.

All staff are encouraged to undertake professional development training provided both within the School and by the IAD. All supervisors are required to take the IAD Fundamentals of PhD Supervision online course, and internal (PGR) examiners are encouraged to take the Fundamentals of PhD Examination course.

The School also has a teaching fund which staff on teaching-only contracts can apply to for activities such as conferences and symposia relevant to pedagogic training and enhancing the student experience.

2.8   Learning environment (physical and virtual)

There is dedicated study space for postgraduate students within 50 George Square on the first floor, for both PGT and PGR students. In addition, there are dedicated postgraduate research student desks on the fourth floor. This fourth-floor space was recently closed for refurbishment to increase office space and PGR students were allocated desks on the first floor. Since the fourth-floor space has reopened, there

has been a slight reduction in available desk space there, however some first-floor space has been retained for PGR students. The School ensures allocated desk space for students with Schedules of Adjustments.

The virtual learning environment is provided through Learn, and the PGT students the review team met felt this was well set out and useful. The School also uses MS Teams for a variety of virtual activity.

3   Assurance and enhancement of provision

The School has appropriate mechanisms in place for setting, maintaining and reviewing academic standards across PGT and PGR provision. There is a well-structured governance and quality assurance framework, ensuring continuous improvement through Board of Studies oversight, External Examiner engagement, student feedback mechanisms, and alignment with national academic frameworks. The School is currently working on a process to feedback External Examiner comments, and the School's response to them, to PGT students.

Standards are continuously reviewed through annual monitoring activity via the School's Annual Quality Report and Annual Programme Reviews. In addition, standards are maintained and reviewed through External Examiner reporting, efficient mid-course feedback structures and alignment with the SCQF framework. Staff are closely involved with the subject community and relevant national bodies such as the Scottish Qualifications Authority and the Quality Assurance Agency.

Appendices

Appendix 1: Range of provision considered by the review

Programmes:
Chinese (MSc by Research) (Full-time)
Celtic Studies (MSc by Research) (Full-time)
Celtic Studies (MSc by Research) (Part-time)
Critical Theory (MSc by Research) (Full-time)
English Literature I (MSc by Research) (Full-time)
English Literature I (MSc by Research) (Part-time)
English Literature II (MSc by Research) (Full-time)
English Literature II (MSc by Research) (Part-time)
English Literature: Medieval Literature (MSc by Research) (Full-time)
English Literature: Postcolonial Literature (MSc by Research) (Full-time)
English Literature: Renaissance Literature (MSc by Research) (Full-time)
English Literature: Romanticism (MSc by Research) (Full-time)
English Literature: Victorian Literature (MSc by Research) (Full-time)
Gender and Culture (MSC)(R) (Full-Time)
German Studies (MSc by Research) (Full-time)
Hispanic Studies (MSc by Research) (Full-time)
Islamic and Middle Eastern Studies (MSc by Research) (Full-time)
Islamic and Middle Eastern Studies (MSc by Research) (Part-time)
Italian (MSc by Research) (Full-time)
Japanese (MSc by Research) (Full-time)
Japanese (MSc by Research) (Part-time)
Literatures, Languages and Cultures (MSc by Research) - 1 Year
Scottish Ethnology (MSc by Research) (Full-time)
American Literature (MSc by Research) (Full-time)
Medieval Studies (MSc by Research) - 1 Year (Full-time)
Chinese (PhD) (Full-time)
Celtic and Scottish Studies (PhD) (Full-time)
Celtic and Scottish Studies (PhD) (Part-time) - 6 Years
Comparative Literature (PhD) (Full-time)
Creative Writing (PhD) (Full-time)
Creative Writing (PhD) (Part-time)
East Asian Studies (PhD) - 3 Years (Full-time)
English Literature (AHRC) (PhD) - 3.5 Years (Full-Time)
English Literature (PhD) (Full-time)
English Literature (PhD) (Part-time)
European Theatre (PhD) (Full-time)
European Theatre (PhD) (Part-time)
Film Studies (PhD) (Full-time)
French (PhD) (Part-time) - 6 Years
Hispanic Studies (PhD) (Full-time) - 3 Years
Hispanic Studies (PhD) (Part-time) - 6 Years
Islamic and Middle Eastern Studies (PhD) (Full-time)
Islamic and Middle Eastern Studies (AHRC) (PhD) - 3.5 Years (Full-Time)
Italian (PhD) (Full-time)
Italian (PhD) (Part-time)
Japanese (PhD) (Full-time)
Literatures, Languages and Cultures (Online Learning) (PhD) - 3 Years (Full-Time)
Medieval Studies (PhD) (Full-time)
Russian (PhD) (Full-time)

Scandinavian Studies (PhD) (Full-time)
Trans-Disciplinary Documentary Film (PhD) (Full-time)
Translation Studies (PhD) (Full-time)
Translation Studies (PhD) (Part-time)
Chinese Studies (MCS) (Full-time)
Chinese Studies (MCS) (Part-time)
Advanced Arabic (MSc) (Full-time)
Chinese Society and Culture (MSc) (Full-time)
Comparative Literature (MSc) (Full-time)
Comparative Literature (MSc) (Part-time)
Creative Writing (MSc) (Full-time)
East Asian Relations (MSc) (Full-time)
East Asian Relations (MSc) (Part-time)
Literature and Modernity: 1900 to the Present (MSc) (Full-time)
Literature and Modernity: 1900 to the Present (MSc) (Part-time)
Film, Exhibition and Curation (MSc) (Full-time)
Film, Exhibition and Curation (MSc) (Part-time)
Film Studies (MSc) (Full-time)
Film Studies (MSc) (Part-time)
Globalised Muslim World MSc
Intermediality: Literature, Film and the Arts in Dialogue (MSc) - 1 Year (Full-Time)
Intermediality: Literature, Film and the Arts in Dialogue (MSc) - 2 Years (Part-Time)
Islamic and Middle Eastern Studies (MSc) (Full-time)
Islamic and Middle Eastern Studies (MSc) (Part-time)
Korean Studies (MSc) - 1 Year (Full-Time)
Literature and Society: Enlightenment, Romantic and Victorian (MSc) (Full-time)
Literature and Society: Enlightenment, Romantic and Victorian (MSc) (Part-time)
Middle Eastern Studies with Advanced Arabic (MSc) (Full-time)
Middle Eastern Studies with Arabic (MSc) (Full-time)
Persian Civilisation (MSc) (Full-time)
Persian Civilisation (MSc) (Part-time)
Playwriting (MSc) (Full-time)
Playwriting (MSc) (Part-time)
Theatre and Performance Studies (MSc) (Full-time)
Theatre and Performance Studies (MSc) (Part-time)
Translation Studies (MSc) (Full-time)
Traditional Arts Performance (MSc) - 1 Year (Full-Time)
Traditional Arts Performance (MSc) - 2 Years (Part-Time)
Traditional Arts Performance (ICL) (MSc) - 2-4 Years
Traditional Arts Performance (PgCert) - 6 months (Part-Time)
Traditional Arts Performance (PgDip) - 9 Months (Full-Time)

Courses:
Contemporary Chinese Literature (MChS)
Dissertation (Master of Chinese Studies)
MSc by Research in Japanese Dissertation
MSc by Research in Chinese Studies Dissertation
Keywords of Chinese Modernity
Literary Criticism and History in Modern China
Chinese Language 1B
Introduction to Chinese Society and Culture II
Politics and Economics in the PRC after 1978
Contemporary Japanese Cinema
Chinese Language Advanced 2
Chinese Language Advanced 1

Chinese Language Intermediate 1B
Chinese Language Intermediate 1A
Approved Residence in China July - December (20 credits)
MSc in Japanese Society and Culture Dissertation
The Buddhist Brush: Discursive and Graphic Expressions of Japanese Buddhism
Buddhism and the Statutory State in Eighth and Ninth Century East Asia
Japanese Religions in the Modern Era
State, Society and National Identity in Japan after 1989
Chinese Religions: Confucianism, Daoism and 'Popular Religion'
MSc East Asian Relations Dissertation
East Asian International Relations
The Rule of Law and Human Rights in East Asia
China and South East Asian International Relations
Chinese Language 1A
Korean Politics and International Relations: History and Contemporary Issues
Radical Japan: culture, politics and protest in Japan's 1960s (PG Version)
Language Communities and Variation in Japanese
Japanese Performing Arts (PG Version)
MSc Chinese Society and Culture Dissertation
Chinese Studies Review Exercise 2
Chinese Studies Review Exercise 3
Research Skills and Methods for Asian Studies 1
Research Skills and Methods for Asian Studies 2
Exploring Japanese Fiction (PG version)
Media and Visual Culture in Modern China
Korean History, Culture, and Society
Unwritten Korea: Understanding Korean Society and Culture through Contemporary Arts and Films
Korean Politics and International Relations
Global Cities: Seoul and comparative perspectives
MSc by Research in Korean Studies Dissertation
Political Economy of Korea's Development
MSc Korean Studies Dissertation
China and Japan: National Development, International Relations, and Transnational Convergence
China from 1978 to 2018: Reflecting on 40 Years of Reform and Opening
Japanese Language Beyond University (PG)
Social Policy in China since 1978
The Contemporary Chinese Life Cycle: Ethnographic Perspectives
Korean Language Beginner 2
Korean Language Beginner 1
Playing East Asia
Buddhism and the State in Early East Asia
MSc East Asian Studies Dissertation
Doing Research on East Asia: Key Concepts, Approaches and Issues
The Politics of Culture in Modern China
Literature and Performance in Modern Japan
Elementary Gaelic for Postgraduates
Scottish Gaelic Verse: The Making of the Tradition
Supervised Research in Celtic and Scottish Studies
MSc by Research in Celtic Studies Dissertation
Intermediate Gaelic 1
Intermediate Gaelic 2
Early Gaelic and its Texts
MSc Celtic & Scottish Studies Dissertation

Research Skills and Methods in Celtic and Scottish Studies
Medieval Irish Literature
Research Skills and Methods
Research Methods and Problems
Theories and Methods of Literary Study I
Theories and Methods of Literary Study II
Decadence in European Art and Literature, 1857-1914
Research in Translation Studies
Translation Studies 1
Translation Studies 2
Cinema Auteurs 2
MSc Translation Studies Dissertation
Technology and Translation in the Workplace
MSc by Research in Medieval Studies Dissertation
MSc by Research in Film Studies Dissertation
Gender, Revolution and Modernity in Chinese Cinema
Portfolio of Written Translation Exercises 1
Portfolio of Written Translation Exercises 2
Fantastic Fiction
MSc Theatre and Performance Studies Dissertation
Theatre, Performance, Performativity
Translation and Creativity
Working with Pre-modern Manuscripts
MSc Medieval Literatures and Cultures Dissertation
Reading the Middle Ages
Translating the Sacred: Concepts, Texts and Transmission of Religions
MSc Film Studies Dissertation
Supervised Research in the School of Literatures, Languages and Cultures 2
Supervised Research in the School of Literatures, Languages and Cultures 1
Cinema Auteurs
Mediating Film
MSc Film, Exhibition and Curation Final Project
Film Adaptation
Film and Gender
Gender and Translation
Professional Placements in Theatre and Performance Studies
MSc by Research in Gender and Culture Dissertation
Film-Philosophy
Film Theory
Portfolio of Written Translation Exercises in French 1
Portfolio of Written Translation Exercises in Arabic 1
Portfolio of Written Translation Exercises in Chinese 1
Portfolio of Written Translation Exercises in German 1
Portfolio of Written Translation Exercises in Japanese 1
Portfolio of Written Translation Exercises in Spanish 1
Exhibiting Film
Portfolio of Written Translation Exercises in Arabic 2
Portfolio of Written Translation Exercises in Chinese 2
Portfolio of Written Translation Exercises in French 2
Portfolio of Written Translation Exercises in German 2
Portfolio of Written Translation Exercises in Japanese 2
Portfolio of Written Translation Exercises in Spanish 2
MSc Comparative Literature Dissertation
Portfolio of Written Translation Exercises in Turkish 1
Portfolio of Written Translation Exercises in Turkish 2

Portfolio of Written Translation Exercises in Scandinavian 1
Portfolio of Written Translation Exercises in Scandinavian 2
World Literature
Research Methods in Film Studies 1
Research Methods in Film Studies 2
Applied Exhibition and Curation
Literature and Photography in the 20th century
Love and Death: Chivalry in Medieval France
The Autonomy of Performance: Tradition and Innovation
Boundaries of the human: gender, madness and werewolves in medieval literature
Film and Existentialism
MSc Intermediality: Dissertation or Practice-based Project with Reflective Essay
Theories of Intermediality 1
Theories of Intermediality 2
Theatre Industry Practice and Research
Documentary Aesthetics
Introduction to Interpreting Studies
Print Culture and the Enlightenment: Edinburgh, London, and Philadelphia: 1710-1814
Sound and Cinema
MSc by Research Pathway II Dissertation (30k words)
Global Women Filmmakers
Film Criticism and Metacriticism
The Cinema of Alfred Hitchcock (PG)
Scotland on Screen
Filming the Canon: Adaptation, Authorship, Alterity
The Ghosts of Film Noir
Postcolonial Writing
Contemporary American Fiction
Black Atlantic
Creative Writing Core Course 1
Creative Writing Core Course 2
MSc Creative Writing Dissertation
The Literary Absolute
Poor Things: Capitalism, Reification and 20th Century Literature
Shakespeare's Sister: Archival Research and the Politics of the Canon.
MSc by Research English Literature I Dissertation
Poet-Critics: the Style of Modern Poetry
Contemporary Scottish Fiction
Cities of Words: 20th Century Urban America
Joyce and Style
Charles Dickens
The Long Summer: Edwardian Texts and Contexts, 1900-1910
Fairy Tales
Shakespearean Sexualities
Working with Collections
Cultures of the Book
MSc Literature and Modernity 1900-to the present Dissertation
Critical Theory: Issues and Debates
MSc English Literature: United States Literature Dissertation
Medieval Romance
Research Methods and Problems in English Literature
The Reign of Terror: Fear and Loathing in Romantic Literature
Acts of Story-Telling: Narrator, Text, Audience
The Victorians and the Past
Neo-imperialisms

Strangers to Ourselves: Post-war & Contemporary Writing
Modernism and Empire
Enlightenment and Romanticism 1688 - 1815
Romanticism and Victorian Society 1815-1900
The American Novel, 1920-1960
Sex, Seduction and Sedition in Restoration Literature
Poetry and Northern Ireland
Tragedy and Modernity
Writing and Tyranny at the Court of Henry VIII
Shakespeare Adapted
Black American Fiction
New Beginnings to the End of Days: Writing the American Republic from Reconstruction to 9/11
Enlightenment to Entropy: Writing the American Republic from Thomas Jefferson to Henry Adams
MSc Literature and Society: Enlightenment, Romantic and Victorian Dissertation
Time and Space of Performance
The Craft of the Playwright II
The Craft of the Playwright I
Literature and Modernity I: Modernist Aesthetics
Literature and Modernity II: Late Modernism and Beyond
Modernism: Text, Image, Object (Level 11)
Political Shakespeare (Level 11)
Green Thoughts: Landscape, Environment and Literature (PG Version)
Censorship (PG Version)
MSc Playwriting Portfolio
Digital Humanities for Literary Studies
Exploring the Novel
Modern and Contemporary Scottish Poetry (Level 11)
Book History and Material Culture Dissertation
Book History and Material Culture Work Placement
Cities of Literature: Metropolitan Modernities (PG Version)
Writing Contemporary Femininities: Experiments in Waywardness (PG Version)
Contemporary Postcolonial Writing (PG Version)
Decolonization and the Novel (PG Version)
Global Modernisms: Inter/National Responses to Modernity (PG Version)
Modern Love: Victorian Poetry and Prose (PG Version)
Modernism, Myth, and Romance 1880-1940 (PG Version)
The Novel in the Romantic Period: Gender, Gothic, and the Nation (PG Version)
Victorian Transatlanticism (PG Version)
MSc by Research in English Literature II Dissertation (30K words)
Twenty-First Century Fiction (PG Version)
The Graphic Novel: Narrative in Sequential Art (PG Version)
Republican Visions (PG Version)
Contemporary Science Fiction (PG Version)
Literature, Reading, Mental Health (PG Version)
Fiction and Espionage
Global LGBT Fiction
Climate Change Fiction
The Queer Eighteenth Century
Directions in European Theatre
Fin de Siècle into Modern
Illness Narratives through History (PG version)
Paradise Lost
Water and World Literature

Reality Hunger: Image and Appetite in Contemporary Fiction
American Carnage: Riot Narratives in the United States
The Politics of Difficulty in Twentieth-Century Literature
Postcritique: From Theory to Practice
Medical Ethics in Literature
Poetry and the English Question: Voice and Belonging in Modern and Contemporary Verse
Women's Writing and Empire, 1770 - 1870 (PG)
Modern and Contemporary Life-Writing (PG)
Modern Poetry: 1922-1927 (PG Version)
Beastly Writing: Animals, Literature, Modernity
Commodities of Empire: Colonialism, Ecology, Culture
Imagining Environmental Justice
Waste and Modernity: Dispatches from the Sewers of Literature
Education and Empire: Decolonising the Mind
The American Novel 1970-2010
21st Century Black American Fiction
Great Victorian Novel
Rethinking the Early Modern Book
Literary Geography, 1800-1840
Mutable Bodies in Modern and Contemporary Literature
Writing in/as Translation
Desire and Writing: Psychoanalysis, Literature, Criticism
Narratives of Migration in Contemporary World Literature
Decadence, Dazzle, Dissent: Aestheticism and Cultural Politics in the Long Twentieth Century
Fear and Fascination: Vampire Literature in the Long Nineteenth Century
Film and the Other Arts
Comparative Literature in a European and Global Perspective
Global Shakespeare across Media: Performance, Cinema, Digital Cultures
Film, Literature, and Race: Postcolonialism, Decoloniality, and Critical Race Theory
Research Methods in Intermediality 1
Research Methods in Intermediality 2
Music and Image
MSc by Research in French Studies Dissertation
Poetry, Music and Translation
MSc by Research in German Dissertation
Vulnerability and the City: German Literary Cartographies of Danger and Refuge
MSc by Research in Hispanic Studies Dissertation
Reading Latin American Poetry
Latin American Women's Writing
The Novel of the Spanish Transition (PG Version)
History and the Writer in Latin America
Latin America: History and Culture Entwined
Colloquial Spanish. Social and Discursive Perspectives on Register, Style and Genre
Spanish Language and Culture. Words, Phrases and Writing
Black Hydropoetics: The Sea in Luso-Afro-Brazilian Literature and Culture
The Indigenous Cinematic: Shifting perspectives on Indigenous film in Abiayala/Latin America
Beyond Macondo: Discovering magical realism in contemporary Hispanic literature
MSc by Research in Italian Dissertation
Italy by Design: Materiality, Intermediality, and Commodification from Leonardo to the MAXXI
Biopower: Troubling Control Practices from Foucault to Agamben
Decentering Medieval and Renaissance Italy
Visualising Boccaccio's Decameron Across Arts and Media

MSc by Research in Russian Dissertation
The Great Russian Novel
MSc by Research in Scandinavian Studies I Dissertation
MSc by Research in Scandinavian Studies II Dissertation
Viking Studies (Level 11)
Old Norse (Level 11)
Old Norse Literature and Society
Pretext, Context and Intertext: Navigating Viking Culture, Then and Now
Ideology and Political Practice in the Modern Middle East
MSc Islamic and Middle Eastern Studies Dissertation
MSc by Research in Islamic and Middle Eastern Studies Dissertation
Intensive Arabic A
Intensive Arabic B
Advanced Arabic E
Research Methods and Problems in IMES
Advanced Arabic D
Intensive Arabic C
Critical Readings in Islamic and Middle Eastern Studies
MSc in Persian Civilisation Dissertation
MSc Advanced Arabic Final Project
Arabic 1a
Arabic 1B for MSc LAIBS
Research Skills and Methods in IMES
Gender and Media in the Arab World
Modern Persian Literature and 'Modern' Iran (PG Version)
The Arab-Israeli Conflict: Nations in Collision (PG Version)
Of Wine, Love and Loss: Reading Iran through Classical Persian Literature (PG Version)
The Qur'an - Islam's Holy Book (PG version)
The History and Culture of Iran
Advanced Arabic G
Advanced Arabic H
Advanced Arabic I
MSc Middle Eastern Studies with Arabic Dissertation
Advanced Arabic F
MSc Middle Eastern Studies with Advanced Arabic Dissertation
Muslims in Europe (PG Version)
Islam Through the Arts - PG Version
Gendering the Middle East
The Ottoman World: the Society, Culture and Legacy of Islam's Last Empire
Globalized Muslim Politics
Iraq: From 'Republic of Fear' to the Islamic State
The Seventh Century: The Transformation of East Rome and the Rise of Islam
Law and Power in the Muslim World
Regional Perspectives in a Globalised Muslim World
International, Transnational and Globalized Dynamics of the Muslim World
Muslim Societies in Southeast Asia
MSc Globalised Muslim World Dissertation
Arabic 1a for PG Credit
Arabic 1b for PG Credit
Arabic 2a for PG Credit
Arabic 2b for PG Credit
Persian 1A for PG Credit
Persian 1B for PG Credit
Persian 2A for PG Credit
Persian 2B for PG Credit

Turkish 1A for PG Credit
Turkish 1B for PG Credit
Turkish 2A for PG Credit
Turkish 2B for PG Credit
Research and Dissertation Methods on the Muslim World
Research Skills and Methods in the Study of the Globalised Muslim World
Research Methods and Dissertation Writing on the Muslim World
Muslim Africa in Global Perspective (PG)
Unfolding Afghanistan in a Globalised Context
Gulf Histories, Cultures, and Societies
Research Skills and Dissertation Training in Islamic and Middle Eastern Studies
The Supernatural World
Scotland and Heritage
MSc by Research in Scottish Ethnology Dissertation
Material Culture in Scotland
Custom, Belief and Community
Traditional Music

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:

- School Reflective Report
- Data Reports for PGT and PGR (including, but not limited to, entrants, awards and demographic data)
- External Examiner Reports (PGT)
- School Annual Quality Reports
- Student Experience Surveys (PTES and PRES)
- Student Staff Liaison Committee minutes
- Careers Service report
- Degree Regulations and Programmes of Study (DRPS)

- EDI Student Report (EDMARC) 2024
- Curriculum Transformation Programme
- Generative AI guidance: For Staff
- Generative AI guidance: For Students
- Research cultures information
- Student voice | The University of Edinburgh
- Student representation | The University of Edinburgh
- Quality | The University of Edinburgh
- QAA Subject benchmark statements:
  - Languages, Cultures and Societies
  - English

Appendix 4: Number of students

Postgraduate Taught

Entrants for selected Programmes
(The number of students who enter on to the selected programmes each year.)

Programme	2024/25 Entrants	2024/25 Students	2023/24 Entrants	2023/24 Students	2022/23 Entrants	2022/23 Students	2021/22 Entrants	2021/22 Students	2020/21 Entrants	2020/21 Students
Advanced Arabic (MSc) (Full-time)									4	4
Chinese Society and Culture (MSc) (Full-time)							0		27	27
Comparative Literature (MSc) (Full-time)	40	40	47	47	52	52	44	44	47	48
Comparative Literature (MSc) (Part-time)			1	1	0		0		1	1
Creative Writing (MSc) (Full-time)	34	34	63	63	38	38	36	36	39	40
East Asian Relations (MSc) (Full-time)	0		20	20	23	23	19	19	0	
East Asian Relations (MSc) (Part-time)			1	1	1	1	2	2		
Film Studies (MSc) (Full-time)	57	58	68	68	52	52	82	82	61	61
Film Studies (MSc) (Part-time)	1	1	0		1	1	1	1	6	6
Film, Exhibition and Curation (MSc) (Full-time)	79	79	42	43	71	71	68	68	72	72
Film, Exhibition and Curation (MSc) (Part-time)	1	1	0		0		0		0	
Intermediality: Literature, Film and the Arts in Dialogue (MSc) - 1 Year (Full-Time)	35	34	39	39	34	34	36	36	0	
Intermediality: Literature, Film and the Arts in Dialogue (MSc) - 2 Years (Part-Time)	1	1	1	1	2	2	1	1		
Islamic and Middle Eastern Studies (MSc) (Full-time)	11	11	11	11	8	7	11	10	0	
Islamic and Middle Eastern Studies (MSc) (Part-time)	1	1	0		1	1	0	1	0	
Korean Studies (MSc) - 1 Year (Full-Time)	0		7	7	4	4	1	1	3	3
Literature and Modernity: 1900 to the Present (MSc) (Full-time)	45	47	55	55	43	43	70	70	43	41
Literature and Modernity: 1900 to the Present (MSc) (Part-time)	3	3	3	3	2	2	2	2	6	6
Literature and Society: Enlightenment, Romantic and Victorian (MSc) (Full-time)	31	30	19	19	24	24	31	30	0	
Literature and Society: Enlightenment, Romantic and Victorian (MSc) (Part-time)	1	1	1	1	0		0	1	0	
Playwriting (MSc) (Full-time)	6	6	8	7	6	6	0		0	
Playwriting (MSc) (Part-time)	0		2	3	3	3			0	
Translation Studies (MSc) (Full-time)	60	60	60	61	58	59	66	66	52	52
Total	**406**	**407**	**448**	**450**	**423**	**423**	**470**	**470**	**361**	**361**

Postgraduate Research

Entrants for selected Programmes

(The number of students who enter on to the selected programmes each year.)

Programme	2024/25 Entrants	2024/25 Students	2023/24 Entrants	2023/24 Students	2022/23 Entrants	2022/23 Students	2021/22 Entrants	2021/22 Students	2020/21 Entrants	2020/21 Students
Celtic and Scottish Studies (PhD) (Full-time)	0		1	1	2	2	0		0	
Celtic and Scottish Studies (PhD) (Part-time) - 6 Years			1	1			0		1	1
Celtic Studies (MSc by Research) (Full-time)	2	2	0		0		0		2	2
Chinese (MSc by Research) (Full-time)	1	1	0		2	2	2	2		
Chinese (PhD) (Full-time)	0		5	5	5	5	3	3	5	5
Comparative Literature (PhD) (Full-time)	1	1	0		1	1	1	1	4	4
Creative Writing (PhD) (Full-time)	3	3	3	3	0		4	4	6	6
Critical Theory (MSc by Research) (Full-time)									0	1
East Asian Studies (PhD) - 3 Years (Full-time)	0		1	1	3	2	1	2	2	2
English Literature (AHRC) (PhD) - 3.5 Years (Full-Time)										3
English Literature (PhD) (Full-time)	9	9	7	7	12	12	13	12	21	17
English Literature (PhD) (Part-time)	0		1	1	1	1	3	3	1	2
English Literature I (MSc by Research) (Full-time)	4	4	5	5	1	1	4	4	1	1
English Literature I (MSc by Research) (Part-time)	0		0		0		0		1	1
English Literature II (MSc by Research) (Full-time)							3	3	2	2
English Literature: Postcolonial Literature (MSc by Research) (Full-time)							1	1	3	3
English Literature: Renaissance Literature (MSc by Research) (Full-time)									1	1
European Theatre (PhD) (Full-time)	0		2	2	2	2	1	1	0	
Film Studies (PhD) (Full-time)	2	2	0		3	3	3	3	3	3
Gender and Culture (MSC)(R) (Full-Time)					1	1	0		2	2
German Studies (MSc by Research) (Full-time)	0		0		0		0		1	1
Hispanic Studies (MSc by Research) (Full-time)	0		0		0		1	1	2	2
Hispanic Studies (PhD) (Full-time) - 3 Years	0		1	1	2	2	1	1	2	2
Hispanic Studies (PhD) (Part-time) - 6 Years	0		1	1					1	1
Islamic and Middle Eastern Studies (AHRC) (PhD) - 3.5 Years (Full-Time)					1	1				
Islamic and Middle Eastern Studies (MSc by Research) (Full-time)	0		0		0		0		1	1
Islamic and Middle Eastern Studies (MSc by Research) (Part-time)	0								1	1
Islamic and Middle Eastern Studies (PhD) (Full-time)	5	5	1	1	3	3	2	2	7	7
Italian (PhD) (Full-time)	0		0		1	1	0		0	
Japanese (MSc by Research) (Full-time)	0		0		0		0		2	2
Japanese (MSc by Research) (Part-time)			1	1					1	1
Japanese (PhD) (Full-time)	0		1	1	0		1	1	0	
Literatures, Languages and Cultures (Online Learning) (PhD) - 3 Years (Full-Time)			1	1						
Medieval Studies (MSc by Research) - 1 Year (Full-time)	0		1	1	0				0	
Medieval Studies (PhD) (Full-time)	0		1	1	0		1	1		
Russian (PhD) (Full-time)	1	1	0		0		0		0	
Scandinavian Studies (PhD) (Full-time)			1	1			1	1	0	
Scottish Ethnology (MSc by Research) (Full-time)	0		0		1	1	1	1	3	3
Translation Studies (PhD) (Full-time)	1	1	0		0		1	1	0	
Translation Studies (PhD) (Part-time)	0		0				1	1		
Total	**29**	**29**	**35**	**35**	**41**	**40**	**49**	**49**	**76**	**77**