

The University of Edinburgh

Internal Periodic Review

Moray House School of Education and Sport

Postgraduate provision

20 - 22 April 2021

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Executive summary

This report comprises the outcomes from the internal review of postgraduate provision in the Moray House School of Education and Sport.

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 its governance restructure, effective student support, dedication of its academic and professional services staff, postgraduate tutoring and Personal Tutoring systems. Further commendations are included in the report.

Key recommendations

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

- **Growth and rationalisation**
- **Supervisor allocation and research community**
- **Internationalisation**

Commendations, recommendations and suggestions

Commendations

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

No	Commendation	Section in report
1	The review team commends the School's governance review, particularly in creating named roles with specific responsibilities. The creation of a Deputy Head of School role with responsibility for student experience and engagement was particularly noted as a strength by the team. [Governance]	1
2	The review team commends the School on creating research thematic hubs which have the potential to work well in achieving their strategic aims and strengthening the research community. [Research community]	1
3	The review team commends the dedication and commitment of academic and professional services staff in MHSES. [Staff]	1
4	The review team commends the School's practice of submitting all postgraduate taught students' progress to each Board of Examiners. [Academic monitoring]	2.2
5	The review team commends the MHSES Personal Tutor (PT) System which is working well within the School. The review team was impressed by the guidance provided for PTs in the Enhanced Support System and commends this as an area of good practice for sharing more widely across the University. [Student support]	2.3
6	The review team commends the School's use of student interns to encourage the student voice and engagement, and to break down silos. [Student voice]	2.4
7	The School had asked the review team to consider internationalisation as part of this review. The review team commends the thoughtful engagement the School has already given to this complex problem. The appointment of a Director of Internationalisation and the developing internationalisation strategy are strong elements of activity in this area. [Internationalisation]	2.5
8	The review team commends the School's activity in interleaving equality diversity and inclusivity (EDI) in its internationalisation and curriculum transformation plans. [Internationalisation/EDI]	2.5
9	The review team commends the School for its postgraduate tutoring processes. The equality of opportunity for teaching has become more transparent since the previous review. [Postgraduate tutors]	2.7
10	The review team commends the quality of support provided by the cohesive professional services team. [Staff/student support]	2.7

Recommendations

Areas for development and enhancement – progress to be reported.

Priority	Recommendation	Section in report	Responsibility of
1	<p>Growth and rationalisation The review team recommends the School ensure resources are available to sustain the level of professional services support. (See also suggestion 1 below.)</p>	2.7	School
2	<p>Supervisor Allocation and Research Community The review team recommends the School continues bedding in and growing capacity of the research thematic hubs, some of which are more established than others. It may be useful to reflect the approach taken to the School governance restructure and to consider how to measure success. There is a need for clear communication to students of the vision for and purpose of the hubs.</p> <p>The review team recommends that the School encourages early career staff to join supervisory teams. In discussion with the College, the School should explore how the Work Allocation Model for 4th year supervision can provide some continuing support for those PhD students who have been unable to submit their thesis within three years.</p>	1 2.7	School School
3	<p>Internationalisation The review team recommends the School continues the work with Edinburgh Global to identify countries that offer state funding schemes for study abroad. These may provide further recruitment opportunities, although the review team noted that the current level of fees was likely to be a limiting factor. The School should consider exploring opportunities for scholarships that support diversity and international students with Scholarships and Student Funding.</p> <p>The review team recommends the School continues with current activity and involves its diverse student voice with this piece of work (EDI and Internationalisation). The School has the potential to use education in different countries to gain perspective and critically engage with internationalisation. More cultural</p>	2.5 2.5	School School

	diversity and student-led activity could support internationalisation and community building.		
4	Communication The review team recommends the School considers how to communicate clearly and signpost relevant course information on assessment and learning outcomes to students.	2.2	School
	The review team recommends that the School considers closing the feedback loop to ensure information on actions taken in response to student concerns is clearly signposted.	2.4	School
	The review team recommends that the School reviews its marketing material to ensure that student expectations reflect their on-programme experience.	2.5	School
5	Postgraduate Tutors The review team recommends that the School considers ways to share training and support good practice across the School. This should include consideration of the benefits of formal mentorship arrangements, peer observation and networks for postgraduate tutors, as well as supporting student aspirations to undertake the Edinburgh Teaching Award and AdvanceHE accreditation. There may be further benefit in appointing a role with oversight for postgraduate tutoring within the School.	2.7	School
6	Student voice The review team recommends that the School explore how to ensure students have clear routes to participation in development plans.	2.4	School

Suggestions

For noting – progress reporting is not required.

No	Suggestion	Section in report
1	In planning for growth and transformation, the review team suggests that the School takes due care that staffing requirements support this and seeks to minimise guaranteed hours contracts where possible. [Growth and rationalisation]	1

2	The review team suggests the School consider whether timely communication can help to manage student expectations in future. [Communication]	2.3
3	The review team suggests that the School provides advance information to students on changes to allocated desk space, particularly in 4 th year, to help manage their expectations. [Communication]	2.8

Section A – Introduction

Scope of review

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

The Internal Periodic Review of Moray House School of Education and Sport in 2020/21 consisted of:

- The University's remit for internal review (see Appendix 2)
- The subject specific remit items for the review:
 - Promoting internationalisation to enhance student experience
 - Postgraduate research supervisor allocation and research 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 Gail Duursma
External Member	Dr Anne Pirrie
External Member	Professor David Shearer
Internal Member	Dr David Gillanders
Student Member	Rosa Santibanez Nunez
Review Team Administrators	Susan Hunter

The School

The Moray House School of Education and Sport (MHSES) is one of 12 Schools in the College of Arts, Humanities and Social Sciences (CAHSS). The School has nine research centres:

- Academy of Sport
- Physical Activity for Health Research Centre
- Learning for Sustainability Scotland
- Communication, Access, Literacy and Learning
- Scottish Traveller Education Project
- Scottish Sensory Centre
- Centre for Research in Education Inclusion and Diversity
- Centre for Education for Racial Equality in Scotland;
- Digital Education

and seven research thematic hubs:

- Sport-Related Research
- Children and Young People

- Digital Education
- Advanced Quantitative Research in Education
- Social Justice and Inclusion
- The Teacher, Curriculum and Pedagogy
- Language Education

Physical location and summary of facilities

All facilities in the Moray House School of Education and Sport are located in the University's Holyrood Campus. At the time of this review, the majority of staff and students were working digitally due to the coronavirus pandemic.

Date of previous review

The previous review was held on 13 – 14 May 2014.

Reflective Report

Written by: Dr Andy Hancock, Head of the Graduate School of Education & Sport/Director of Postgraduate Studies [2016-20]

Input from: Dr Deborah Holt, Director of Quality Assurance and Enhancement
 Dr Samantha Fawkner, Deputy Head of School
 Dr Shari Sabeti, Deputy Director (PGR) 2018-20; Director of PGR (2020-present)
 Dr Shaun Phillips, Deputy Director (PGT) 2018-20; Director of PGT (2020-present)
 Dr Katie Cebula, Senior Personal Tutor (PGT)
 Katie Urquhart, Academic and Student Administration Manager
 Magdalena Getler, Digital Services Manager
 Aiko Greig, School Marketing Officer

Student input and consultation:

School programme reps meeting (22.10.19). Two student reps attended Information gathering meeting (5.9.19). Circulation to all PG education students of 'Information for Students' sheet (December 2019). The data supporting this report has been discussed at various School committees where student reps have attended and participated at those meetings:

- Board of Studies (16.10.19)
- Research and Knowledge Exchange Meeting (16.10.19 and 15.1.20)
- School Quality Assurance and Enhancement Committee (23.10.19 and 22.1.20)
- School Postgraduate Studies Committee (12.11.19) and
- PGR Reps meeting (28.10.19)

Section B – Main report

1 Strategic overview

The Moray House School of Education and Sport (MHSES) covers the range of provision across learning and teaching and has a large, diverse student population. Following the appointment of a new Head of School in 2019, the School has undergone a governance review to align with College and University processes, and to ensure cohesion and transparency. The review team **commends** the School's governance review, particularly in creating named roles with specific responsibilities. The creation of a Deputy Head of School role with responsibility for student experience and engagement was particularly noted as a strength by the team.

The School strategy includes plans to increase research capacity through the creation of research thematic hubs. The review team **commends** the School on creating research thematic hubs which have the potential to work well in achieving their strategic aims and strengthening the research community. The review team **recommends** the School continues bedding in and growing capacity of the research thematic hubs, some of which are more established than others. It may be useful to reflect the approach taken to the School governance restructure and to consider how to measure success. There is a need for clear communication to students of the vision for and purpose of the hubs.

The review team **commends** the dedication and commitment of academic and professional services staff in MHSES. Students appreciated the care shown by staff particularly in difficult circumstances. There were cohesive working practices between professional services staff and academic colleagues. The School strategy also aims to strengthen core staff numbers. The current staffing profile includes many guaranteed hours and short-term contracts. In planning for growth and transformation, the review team **suggests** that the School takes due care that staffing requirements support this and seeks to minimise guaranteed hours contracts where possible.

Since the previous review, the School has rationalised its postgraduate taught provision by balancing a reduced undergraduate population with increased postgraduate taught recruitment. The School convened a Covid-19 Contingency Group in January 2020 to respond to the pandemic implications. The School Learning and Teaching Committee will review the learning from delivery during the pandemic to inform future curriculum development and teaching delivery.

The Head of School is a member of the University's Curriculum Transformation Board with a particular focus on postgraduate taught. This connects the School's curriculum development work into the University's programme.

2 Enhancing the student experience

2.1 The approach to enhancing Learning and Teaching

Students that the review team met were positive about the academic content, quality of material and teaching on their programmes. They found their tutors and Course Organisers were helpful. There was some evidence that experience varied by cohort, for example where experienced and inexperienced teachers were enrolled on the same programme or course.

Several programmes in MHSES include a placement element and student placements for initial teacher education are arranged through a national database. The placement course for teachers of deaf children and young people is an innovative way of encouraging staff and students to reflect on inclusiveness in education, through the lens of practical experience.

2.2 Assessment and Feedback

Academic monitoring in the School is working well. Postgraduate research annual progression review processes are effective and the School has introduced an informal four-month review, so that any skills gaps can be identified well in advance of the first-year progression review. Student-supervisor relationships are working well and the postgraduate research students the team met were positive about the support they received from their supervisors.

There is a standardised feedback process for core courses and postgraduate tutors were also aware of and trained in this. One tutor specifically highlighted the value of the Institute for Academic Development's feedback course in enhancing their skills in providing feedback on assessment. The students that the review team met during the review reported an overall positive experience of the feedback they receive and that they had sufficient guidance on assessment requirements. Postgraduate taught students had found their research methods courses helpful, although they noted that there may be some bias toward education programmes in these courses. Some postgraduate taught students said that there was a lack of clarity on learning outcomes in some courses and that they were unsure where to find information. The review team **commends** the School's practice of submitting all postgraduate taught students' progress to each Board of Examiners. The review team **recommends** the School considers how to communicate clearly and signpost relevant course information on assessment and learning outcomes to students.

2.3 Supporting students in their learning

The review team **commends** the MHSES Personal Tutor (PT) System which is working well within the School. The review team were impressed by the support available to Personal Tutors, both through the Senior Tutor and training opportunities for PTs, for example mental health training. There was clear recognition of the impact on PTs of dealing with complex student needs and colleagues in Initial Teaching Education also had access to Place2Be (a platform to support the mental wellbeing and resilience of student teachers). The School has developed an Enhanced Support System with Escalation Procedures, developed with student involvement in some aspects of the system, and formalising what was already being done. The review team was impressed by the guidance provided for PTs in the Enhanced Support System and **commends this as an area of good practice** for sharing more widely across the University.

In 2020/21, postgraduate taught students had experienced most, or all, of their learning digitally due to the Covid pandemic. Although the students the review team met understood the necessity for this, it had had some negative impacts on their experience of their programmes. This was in part due to communication on what to expect and what was available, prior to the start of their studies. For example, some option courses included in marketing were not available at the start of semester. The review team **suggests** the School consider whether timely communication can help to manage students' expectations in future.

Postgraduate research students value their supervisory teams and felt well supported through problems. They had access to good training opportunities both within the School and from the Institute of Academic Development. Students were appreciative of the Director of Postgraduate Research as a key, supportive leader. The School had asked the review team to consider supervision allocation as part of this review. There was scope for the research thematic hubs to facilitate this as part of the School's strategic plan. The School aims to have leadership teams, including postgraduate research student representation, in place for each hub by summer 2021. The review team **recommends** that the School encourages early career staff to join supervisory teams. In discussion with the College, the School should explore how the Work Allocation Model for 4th-year supervision can provide some continuing support for those PhD students who have been unable to submit their thesis within three years.

2.4. Listening and responding to the Student Voice

The School includes the student voice at all levels. The review team were encouraged by the School's approach to thinking about and acting on involving the student voice. The review team **commends** the School's use of student interns to encourage the student voice and engagement, and to break down silos. However, the review team heard from students that they were less clear on how to input to School development plans. There is potential to use student diversity within the School to inform work, for example on internationalisation to include critical engagement with students on aspects of diversity. The review team **recommends** that the School explore how to ensure students have clear routes to participation in development plans.

The review team met with postgraduate taught and postgraduate research students during the review. Both groups of students seemed unclear on what actions were taken by the School in response to issues they had raised. The review team **recommends** that the School considers closing the feedback loop to ensure information on actions taken in response to student concerns is clearly signposted.

2.5 Accessibility, Inclusivity and Widening Participation

The School had asked the review team to consider internationalisation as part of this review. The review team **commends** the thoughtful engagement the School has already given to this complex problem. The appointment of a Director of Internationalisation and the developing internationalisation strategy are strong elements of activity in this area.

The School is engaging with Edinburgh Global to identify new international markets in which to target their activity. Having an identified point of contact has strengthened this relationship and additional resource in the School supports activity in this area. The review team **recommends** the School continues the work with Edinburgh Global to identify countries that offer state funding schemes for study abroad. These may provide further recruitment opportunities, although the review team noted that the current level of fees was likely to be a limiting factor. The School should consider exploring opportunities for scholarships that support diversity and international students with Scholarships and Student Funding.

The review team **commends** the School's activity in interleaving equality, diversity and inclusivity (EDI) in its internationalisation and curriculum transformation plans. The School's positive engagement in the wider EDI debate and working with external

bodies supports this work. The review team **recommends** the School continues with current activity and involves its diverse student voice with this piece of work. The School has the potential to use education in different countries to gain perspective and critically engage with internationalisation. More cultural diversity and student-led activity could support internationalisation and community building.

Some of the students the review team met had experienced less diversity among their peers than they had anticipated. Although the School has a diverse student population, there may be areas where there is less diversity at programme level. The School is also considering internationalisation at home and how it can bring out diversity within a nationality group. The review team **recommends** that the School reviews its marketing material to ensure that student expectations reflect their on-programme experience.

2.6 Development of Employability and Graduate Attributes

The School engaged with the University Programme and Course Information Management initiative to ensure graduate attributes are integrated into its course and programmes in a tailored way. Teacher training programmes have clear pathways to employment and the sport and physical education programmes have developed partnerships with relevant bodies.

2.7 Supporting and developing staff

The review team heard evidence of good practice in training and support for postgraduate tutors within some areas of the School. The Director of Postgraduate Research was aware of these and would like to see them extended across the School. Staff would value some communication post-recruitment to find out what colleagues are doing to support postgraduate tutors. The review team **commends** the School for its postgraduate tutoring processes. The equality of opportunity for teaching has become more transparent since the previous review. Tutors are happy that everything they do in relation to tutoring is recognised and paid (although they sometimes experience a delay in getting paid). The review team **recommends** that the School considers ways to share training and support good practice across the School. This should include consideration of the benefits of formal mentorship arrangements, peer observation and networks for postgraduate tutors, as well as supporting student aspirations to undertake the Edinburgh Teaching Award and AdvanceHE accreditation. There may be further benefit in appointing a role with oversight for postgraduate tutoring within the School.

Professional services staff said that they felt well supported by management and by their peers. They have access to a School staff development fund and although the impact of the Covid pandemic has limited the time available for development activity recently, colleagues are exploring cross-team development opportunities. The review team **commends** the quality of support provided by the cohesive professional services team. The review team **recommends** the School ensure resources are available to sustain the level of professional services support.

There may be benefit in encouraging early career staff to join supervisory teams as discussed in 2.3 above.

2.8 Learning environment (physical and virtual)

The Holyrood campus houses the Moray House Library. During the pandemic closure students have had digital access to library materials, although some of this was limited.

Postgraduate research students have an allocated desk from years one to three. This supports a sense of community by virtue of having a space. The review team notes that the current arrangements may need to be revised in the light of their recommendations for support for the fourth year of study. An allocated space is also available for distance students when visiting Edinburgh. There are some student-led social media groups that also support postgraduate research communities. The postgraduate research students that the team met identified potential negative impacts on the sense of community in 4th year due changes to access to allocated desks. Some had experienced multiple changes to space allocation. The review team **suggests** that the School provides advance information to students on changes to allocated desk space, particularly in 4th year, to help manage their expectations.

3 Assurance and enhancement of provision

The School's approach to setting, maintaining and reviewing academic standards is appropriate. Standards are continually reviewed through External Examiner reports, student feedback and annual monitoring. The School has also taken steps to address any issues raised, by rationalising its postgraduate taught provision and initiating an ongoing review of its governance structure and mechanisms.

Appendices

Appendix 1: Range of provision considered by the review

Programmes

Academic Practice (Higher Education) (ICL) (PgCert)
Academic Practice (ICL) (PgCert)
Additional Support for Learning (Bilingual Learners) (ICL) (PgCert)
Additional Support for Learning (Bilingual Learners) (ICL) (PgDip)
Additional Support for Learning (Inclusive Education) (ICL) (PgCert)
Additional Support for Learning (Inclusive Education) (ICL) (PgDip)
Additional Support for Learning (Learning Disabilities) (ICL) (PgCert)
Additional Support for Learning (Learning Disabilities) (ICL) (PgDip)
Additional Support for Learning (Pupil Support) (ICL) (PgCert)
Additional Support for Learning (Pupil Support) (ICL) (PgDip)
Additional Support for Learning (Specific Learning Difficulties) (ICL) (PgCert)
Additional Support for Learning (Specific Learning Difficulties) (ICL) (PgDip)
Additional Support for Learning (Visual Impairment) (ICL) (PgCert)
Additional Support for Learning (Visual Impairment) (ICL) (PgDip)
Educational Leadership and Management (PgDip) (Part-time)
Education and Sport (MSc)(R) (Full-time and Part-time)
Education (Child and Adolescent Psychology) (MSc) - 1 Year (Full-time and Part-time)
Education (Comparative Education and International Development) (MSc) - 1 Year (Full-time and Part-time)
Education (Early Childhood Practice and Froebel) (MSc) - 1 Year (Full-time and Part-time)
Education (Early Childhood Practice and Froebel) (PgCert) - 4 Months (Full-time)
Education (Early Childhood Practice and Froebel) (PgDip) - 9 Months (Full-time)
Education (EdD) (Part-time)
Education: Language - theory, practice and literacy (ICL) (PgCert)
Education: Language - theory, practice and literacy (ICL) (PgDip)
Education: Language - theory, practice and literacy (PgCert) (Full-time)
Education (MPhil) (Full-time and Part-time)
Education (MSc by Research) (Full-time and Part-time)
Education (MSc) (Full-time and Part-time)
Education (PhD) (Full-time and Part-time)
Education (Philosophy of Education) (MSc) - 1 Year
Education (Philosophy of Education) (MSc) - 2 Years
Education (Research) (MSc) (Full-time and Part-time)
E-Learning (Online Learning) (ICL) (MSc)
E-Learning (Online Learning) (ICL) (PgCert)
E-Learning (Online Learning) (ICL) (PgDip)
E-Learning (Online Learning) (MSc)
Inclusive and Special Education (MSc)
Inclusive Education (Bilingual Learners) (PgDip) (Full-time and Part-time)
Inclusive Education (Deaf Learners) (ICL) (PgDip)
Inclusive Education (Deaf Learners) (PgDip) - 1 Year (Full-time and Part-time)
Inclusive Education (MSc) (Full-time and Part-time)
Inclusive Education (MSc) (ICL) - 6 Years (Part-time)
Inclusive Education (PgCert) (ICL) - 2 Years (Part-time)
Inclusive Education (PgDip) - 1 Year (Full-time and Part-time)

Inclusive Education (PgDip) (ICL) - 4 Years (Part-time)
 Inclusive Education (Visually Impaired Learners) (PgDip) - 1 Year (Full-time and part-time)
 Inclusive Education (Visually Impaired Learners) (PgDip) (ICL) 1 - 4 years
 Language Education (MSc) - 1 Year (Full-time and Part-time)
 Language Education (PgDip) (Full-time and Part-time)
 Leadership and Learning (ICL) (PgDip) - 1-4 Years
 Learning for Sustainability (MSC) (Full-time)
 Learning for Sustainability (MSC) (ICL) (PTUS)
 Learning for Sustainability (Pg Cert) (ICL) (Part-time)
 Management of Training and Development (ICL) (MSc) - 2-6 Years
 Management of Training and Development (ICL) (PgCert) - 1-2 Years
 Management of Training and Development (ICL) (PgDip) - 1-4 Years
 Management of Training and Development (MSc) (Full-time)
 Management of Training and Development (PgCert) (Full-time)
 Management of Training and Development (PgDip) (Full-time)
 Outdoor Education (ICL) (MSc) - 2-6 Years
 Outdoor Education (ICL) (PgCert) - 1-2 Years
 Outdoor Environmental and Sustainability Education (MSc) (Full-time and Part-time)
 Outdoor Environmental and Sustainability Education (PgDip) (Full-time and Part-time)
 Performance Psychology (ICL) (MSc) - 2-6 Years
 Performance Psychology (MSc) (Full-time and Part-time)
 Performance Psychology (PgDip) - 2 Years (Part-time)
 Outdoor Education (ICL) (PgDip) - 1-4 Years
 Outdoor Education (MSc) (Full-time and Part-time)
 Outdoor Education (PgDip) (Full-time and Part-time)
 Outdoor Environmental and Sustainability Education (ICL) (MSc) - 2-6 Years
 Outdoor Environmental and Sustainability Education (ICL) (PgCert) - 1-2 Years
 Outdoor Environmental and Sustainability Education (ICL) (PgDip) - 1-4 Years
 Outdoor Environmental and Sustainability Education (MSc) (Full-time and Part-time)
 Outdoor Environmental and Sustainability Education (PgDip) (Full-time and Part-time)
 Performance Psychology (PgDip) (Full-time and Part-time intermittent)
 Physical Activity for Health (MSc) (Full-time and Part-time)
 Physical Activity for Health (MSC)(ICL) - 6 Years
 Physical Activity for Health (PgCert)
 Physical Activity for Health (PgCert)(ICL) - 2 Years
 Physical Activity for Health (PgDip) (Full-time and Part-time)
 Physical Activity for Health (PgDip)(ICL) - 4 Years
 Social Justice and Community Action (ICL) (Online Learning) (MSc) - 2-6 Years
 Social Justice and Community Action (Online Learning) (ICL) (PgCert) - 1-2 Years
 Social Justice and Community Action (Online Learning) (ICL) (PgDip)
 Social Justice and Community Action (Online Learning) (MSc) - 3 Years (Part-time)
 Sport and Recreation Business Management (ICL) (PgDip) - 1-4 Years
 Sport, Physical Education and Health Sciences (PhD) (Full-time and Part-time)
 Sport Policy, Management and International Development (ICL) (MSC)
 Sport Policy, Management and International Development (MSC)
 Sports Coaching and Performance (Online Learning) (ICL) (MSc)
 Sports Coaching and Performance (Online Learning) (ICL) (PgCert)
 Sports Coaching and Performance (Online Learning) (ICL) (PgDip)
 Sports Coaching and Performance (Online Learning) (MSC) (Full-time)
 Strength and Conditioning (ICL) (MSc) - 2-6 Years
 Strength and Conditioning (ICL) (PgDip) - 1-4 Years

Strength and Conditioning (MSc) (Full-time and Part-time)
 Strength and Conditioning (PgDip) (Full-time and Part-time)
 Teaching English to Speakers of Other Languages (ICL) (MSc) - 2-6 Years
 Teaching English to Speakers of Other Languages (ICL) (PgCert) - 1-2 Years
 Teaching English to Speakers of Other Languages (ICL) (PgDip) - 1-4 Years
 Teaching English to Speakers of Other Languages (MSc) (Full-time)
 Teaching English to Speakers of Other Languages (PgCert) (Full-time)
 Teaching English to Speakers of Other Languages (PgDip) (Full-time)
 Teaching (ICL) (MTeach) - 3-5 Years
 Transformative Learning and Teaching (Nursery – S3, Generalist) (MSc) - 21 Months
 Transformative Learning and Teaching (P5 – S6, Computing Science) (MSc) - 21 Months
 Transformative Learning and Teaching (P5 – S6, English) (MSc) - 21 Months
 Transformative Learning and Teaching (P5 – S6, Languages) (MSc) - 21 Months (Full-Time)
 Transformative Learning and Teaching (P5 – S6, Mathematics) (MSc) - 21 Months
 Transformative Learning and Teaching (P5 – S6, Physics) (MSc)

Programmes live but not recruiting

Additional Support for Learning (Inclusive Education) (MEd) (ICL) - 2-6 Year
 Educational Research Policy and Practice (MSc) (Part-time)- 3 Years
 Language Teaching (MSc) (Full-time, Part-time)
 Leadership and Learning (ICL) (MEd) - 2-6 Years

Courses

Managing the Coaching Process
 3-14 Physical Education: Setting the Context
 Accessible and Inclusive Learning
 Activist Social Research
 ADHD, Dyspraxia and Emotional & Behavioural Difficulties: an introduction
 An introduction to digital environments for learning
 Applied Project
 Assessing Students
 Assessing What Matters (1)
 Assessing What Matters (2)
 Assessment of physical activity and body composition
 Autism and Developmental Disabilities
 Autistic Spectrum, Specific Language Impairment and Dyslexia: an introduction
 Bilingual Education
 Building a research profile - strategy and practice
 Cerebral Visual Impairment
 Child and Adolescent Development
 Children and Technology
 Children and Young People (1)
 Children and Young People (2)
 Clinical Education and Academic Practice
 Collaborative Working in Children's Services
 Community Engagement: co-constructing knowledge with communities
 Comparative Analysis in Education
 Comparative Approaches to Inclusive And Special Education
 Comparative Education and International Development
 Conceptualising research: Foundations, assumptions and praxis
 Conditioning Physiology
 Corpus Linguistics and Language Teaching

Course design for digital environments
 Critical literacies and critical pedagogies in L1 and L2 contexts
 Curriculum Plus 1 (Primary Specialisms)
 Curriculum Plus 2 (Cross-cutting themes in secondary school classrooms)
 Curriculum Plus 3 (General Science)
 Dance Pedagogy
 Deaf Studies
 Designing Courses
 Designing Educational Research
 Developing as a Leader
 Developing as a Middle Leader and Manager
 Developing as a Strategic Educational Leader
 Developing My Approach to Teaching
 Developing Physical Education in The Early Years
 Developing Physical Education in the Upper Primary and Early Secondary Years
 Developing Teacher Professionalism (1)
 Developing Teacher Professionalism (2)
 Developmental Disabilities: A Psychological Approach
 Diagnostic Analysis of Coaching Practice
 Digital Education
 Digital Education: Strategy and Policy
 Digital futures for learning
 Dissertation (ASL)
 Dissertation (Educational Leadership)
 Dissertation (Language Education)
 Dissertation (Learning for Sustainability)
 Dissertation (MSc Dance Science and Education)
 Dissertation (MSc Dance Science & Education)
 Dissertation (MSc Education)
 Dissertation (MSc Education all pathways)
 Dissertation (MSc Educational Research)
 Dissertation (MSc Inclusive Education)
 Dissertation (MSc in Dance Science and Education)
 Dissertation (MSc in Digital Education)
 Dissertation (MSc in Language Teaching)
 Dissertation (MSc Learning for Sustainability)
 Dissertation (MSc Outdoor Education)
 Dissertation (MSc Outdoor Environmental Sustainability Education)
 Dissertation (MSc R Education & Sport)
 Dissertation (MSc Sport Policy, Management and International Development)
 Dissertation (MSc TESOL)
 Dissertation (Outdoor Education)
 Dissertation (Outdoor Environmental Sustainability Education)
 Dissertation (Performance Psychology)
 Dissertation (Physical Activity for Health)
 Dissertation (Social Justice)
 Dissertation (Sport Policy, Management and International Development)
 Dissertation (Strength and Conditioning)
 Dynamics of Performance Teams
 Ecology and Field Studies
 Education and Digital Culture
 Education for All
 Education for Environmental Citizenship
 Education Planning and Management
 Education Policy and the Politics of Education

Engaging students in autonomous learning
Engaging With Student Diversity
Environmental Factors in Sport
Environmental Philosophy and City-based Outdoor Learning
Ethics, Epistemology and Education
Evaluation and Design of TESOL Materials
Experiential Education
Extended Work Based Project
Final Project: Chartered Teachers as Knowledge Creators
Foundations of Academic Practice
Foundations of International Child Protection
Froebel, Social Justice and the Early Years
Gifted and Talented Youth
Global Childhoods and Human Rights
Global Englishes for Language Teaching
Inclusion of children with visual Impairment; Policy and Practice
Inclusive pedagogy
Information Literacies in Digital Education
Interpreting the Landscape
Introduction to digital game-based learning
Introduction to Social Research Methods
Investigating Individual Learner Differences
Involving Children and Young People: Research and Participation
Language and Culture Pedagogy
Language and the Learner
Language Awareness for Second Language Teachers
Languages, Education and Society
Language Testing
Leadership in Higher Education
Leading Change and School Improvement (Standard for Middle Leadership and Management)
Leading Strategic Educational Change (Specialist Qualification for Headship)
Learning and Teaching with Technology in the Classroom
Literacy, Learners and Learning
MSc Inclusive & Special Education Dissertation
Numeracy, Learners and Learning
Online Language Learning
Online Learning Environments
Outdoor Environmental Education: Concept-based Practice
Paediatric Factors in Sport
Peak Performance
Pedagogy and Practice of Friedrich Froebel for the early years
Performance Development & Expertise
Personal and Social Development and Outdoor Education: Critical Perspectives
PGDE Secondary Curriculum and Pedagogy
PGDE Secondary Professional Studies
Physical activity for health
Physical activity for health across the life span
Physio-Mechanical Aspects of Resistance Training
Placement / Inclusion
Placement (Inclusion of pupils with visual impairment)
Planning & Instruction for Performance
Policy Analysis for Social Justice
Practitioner Enquiry
Preparing for Teaching1: Early and First Level Education (Early Years)

Preparing for Teaching2: Level 2 Education (Middle Primary Years)
 Preparing for Teaching 3: Level 2 Education (Upper Primary Years)
 Preventive Dance Medicine
 Professional Development and Leadership in Dance Teaching PDLDT
 Professional Practice
 Professional Skills in Development Environments
 Promoting Achievement and Curriculum Access for bilingual and /or deaf learners
 Psychology of Learning and Teaching
 Psychology of Physical Activity
 Qualitative Data Research
 Quantitative Data Analysis with SPSS
 Researching Your Teaching
 Research leadership and management
 Research Process
SECOND LANGUAGE TEACHER EDUCATION
 Second Language Teaching Curriculum
 Self Study Enquiry
 Social Theory and Outdoor Education
 Specific Learning Difficulties: Dyslexia (SpLD1)
 Sport and the Media
 Sport Marketing and Communications
 Sport Policy
 Sport Resource Management
 Sport, Society and International Development
 Stress: Coping and Control
 Subject Specialism: English (1)
 Subject Specialism: English (2)
 Subject Specialism: Mathematics (1)
 Subject Specialism: Mathematics (2)
 Subject specialism: Nursery and Primary Curricular Areas (1)
 Subject specialism: Nursery and Primary Curricular Areas (2)
 Teacher Literacies
 Teachers as Agents of Change
 Teaching Languages to Young Learners
 Teaching texts across borders - from picture books to teenage fiction and film
 TESOL Methodology
 Text, Discourse and Language Teaching
 The Anthropology of Education and Learning
 The Curriculum: Context, Change, and Development
 The Nature of Enquiry
 Theories and Politics of Social Justice
 Theory and practice of second language learning
 The Philosophy of Education
 The sources of knowledge: Understanding and analysing research literature
 Understanding Research Concepts
 Understanding the Nature of Knowledge and Curriculum
 Working with large student groups
 Working With Postgraduate Students
 Youth Studies
 Conducting Qualitative Research
 Critical perspectives on Education: international policy discourses
 EdD Thesis Preparation Programme
 Engaging with the Literatures of Education
 Perspectives on Professionalism and Professional Practices
 The Nature of Enquiry (EdD)

Appendix 2 – University remit

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

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

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

1. Strategic overview

The strategic approach to:

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

2. Enhancing the Student Experience

The approach to and effectiveness of:

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

3. Assurance and Enhancement of provision

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

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

Appendix 3 Additional information considered by review team

Prior to the review visit:

- Reflective Report
- School Quality Assurance Reports: (2018-2019, 2017-2018, 2016-2017)
- School organisational charts
- Programme Handbooks
- Programme Specification Information
- Applications, progression and performance data
- Equality and Diversity Student Report
- School Background Data for first Destination Statistics (DHLE Survey) Taught
- Postgraduate Taught Experience Survey (PTES) results
- Postgraduate Research Experience Survey (PRES) results
- Student Staff Liaison Committee meeting minutes (2018, 2019)
- University of Edinburgh Standard Remit 2019/20
- Subject Specific Remit
- Edinburgh University Students' Association School Report
- Induction Session Information

During the review visit

- School Tutors and Demonstrators Policy
- School Strategic Plan 2020-23
- School Enhanced Support System and Escalation Procedures
- Student feedback on Enhanced Support System
- School Policy on Doctoral Student Supervision
- Flowchart of PhD Application Process

Appendix 4 Number of students

Entrants by Qualification and Programme, by entry session and mode of study

	2015/6		2016/7		2017/8		2018/9		2019/0	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Postgraduate Taught										
MEd in Additional Support for Learning (Bilingual Learners)		1								
MEd in Additional Support for Learning (Inclusive Education)		1								
MEd in Additional Support for Learning (Specific Learning Difficulties)		1								
MEd in Leadership and Learning				110		35		90		1
MSc in Dance Science and Education	14	6	9	3	4	1	17		21	1
MSc in Dance Science and Education with TQs		4	1		3	1		2	3	
MSc in Digital Education		29		44	1	30	2	27		18
MSc in Education	60	2	71		39		29	1	69	
MSc in Educational Research	7	1	2	1						
MSc in Education (Child and Adolescent Psychology)					19	2	42		102	1
MSc in Education (Comparative Education and International Development)					26		65	2	129	1
MSc in Education (Early Childhood Practice and Froebel)									12	11
MSc in Education: Language - theory, practice and literacy	6	1								
MSc in Education (Philosophy of Education)					6	1	6		7	
MSc in Education Research					6	1	9		16	
MSc in Inclusive and Special Education	10									
MSc in Inclusive Education			11	6	15	4	7	1	9	1
MSc in Language Education									70	
MSc in Language Teaching	26		26		15	1	39	2		
MSc in Learning for Sustainability		13	2	17		12				
MSc in Outdoor Education	7	2	13		11	3	16	2	12	1
MSc in Outdoor Environmental and Sustainability Education	5	2	11	3	15	2	14	2	13	1
MSc in Performance Psychology	11	1	20	3	19	6	26		26	3
MSc in Physical Activity for Health	10	3	10	1	10		6	1	12	
MSc in Social Justice and Community Action		14								15
MSc in Sport Policy, Management and International Development	33	3	43	2	53	2	49	1	60	2
MSc in Strength and Conditioning	12	3	16	2	18	1	16	4	15	1
MSc in Teaching English to Speakers of Other Languages	174	1	160		144	1	255		366	
MSc in Transformative Learning and Teaching					31		26		22	
NGT in Visiting PG Taught Student in EDU				1						
PgCert (ICL) in 3-14 Physical Education		14								
PgCert (ICL) in Academic Practice		36		62		14		2		
PgCert (ICL) in Academic Practice (Higher Education)						64		54		26
PgCert (ICL) in Additional Support for Learning (Inclusive Education)		3								
PgCert (ICL) in Additional Support for Learning (Specific Learning Difficulties)		5								
PgCert (ICL) in Digital Education		14		9		19		19		7
PgCert (ICL) in Inclusive Education				2		1		1		
PgCert (ICL) in Learning for Sustainability				1						
PgCert (ICL) in Outdoor Education		2		5		2		2		
PgCert (ICL) in Outdoor Environmental and Sustainability Education		1		2		1				2
PgCert (ICL) in Physical Activity for Health		1		1		2				
PgCert (ICL) in Social Justice and Community Action		1								3
PgCert (ICL) in Sports Coaching and Performance				3						
PgDip (ICL) in Additional Support for Learning (Deaf Education)		7								
PgDip (ICL) in Additional Support for Learning (Visual Impairment)		7								
PgDip (ICL) in Dance Science and Education		1								
PgDip (ICL) in Digital Education		4		1		5		4		
PgDip (ICL) in Inclusive Education				3		2				
PgDip (ICL) in Inclusive Education (Deaf Learners)				6		2		12		12
PgDip (ICL) in Inclusive Education (Visually Impaired Learners)				6		6		6		12
PgDip (ICL) in Learning for Sustainability		1								
PgDip (ICL) in Outdoor Education		2		4				1		
PgDip (ICL) in Outdoor Environmental and Sustainability Education				1		1				
PgDip (ICL) in Performance Psychology		1								
PgDip (ICL) in Strength and Conditioning								1		
PgDip in Dance Science and Education									1	
PgDip in Inclusive Education						3			2	
PgDip in Inclusive Education (Bilingual Learners)								1		

Entrants by Qualification and Programme, by entry session and mode of study

Postgraduate Research

	2015/6	2015/6	2016/7	2016/7	2017/8	2017/8	2018/9	2018/9	2019/0	2019/0
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
MScR in Education	1			1		1				
MScR in Education and Sport									1	2
PhD in Education	20	5	18	4	22	9	15	8	22	6
PhD in Sport, Physical Education and Health Sciences							1	1	5	8
TOTAL	21	5	18	5	22	10	16	9	28	16

Postgraduate Research Visiting

	2015/6	2018/9	2019/0
	PT	PT	FT
NGR in Visiting Research	3	5	1
TOTAL	3	5	1