

The University of Edinburgh

Internal Periodic Review

Moray House School of Education and Sport

Undergraduate provision

17 and 18 November 2022

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Executive summary

This report comprises the outcomes from the internal review of undergraduate provision in 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 staff commitment, external relations, assessment and feedback, student support, curriculum, wellbeing and student voice activity. Further detailed commendations are included in the report.

Key recommendations

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

- **Governance structure: connecting learning and teaching and connections across School structures**
- **Resourcing: review staffing and workload models**
- **Programme review**

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 enthusiasm and dedication all staff within the School. Staff are committed to enhancing the student experience and listening and responding to the student voice. (Staff commitment)	1.3
2	The review team commends the School's strong relationships with its local authority partners. There was clear good practice in using learning from crisis oriented operation during Covid to further benefit relationships post-pandemic. (External relations)	2.1
3	The review team heard examples of good practice in feedback and feedforward activity such as the "Keep, Stop, Start" model and the "Indicators of Quality Feedback" resource, produced by the Director of Quality Assurance and Enhancement, which supports staff in reflecting on feedback to students. The review team commends this activity. (Assessment and feedback)	2.2
4	The review team commends as an area of good practice the matrix approach to assessment (in the MA Primary Education with Gaelic) co-developed with students and which allows students to clearly map the assessment rubric. (Assessment and feedback)	2.2
5	The review team commends the Personal Tutor and Student Support Team system across the School. This is working well and the School is well prepared for the coming changes in the University student support model. (Student support)	2.3
6	The review team commends the EdBudds peer support system which is an example of effective student-led activity funded by the School. (Student support)	2.3
7	School staff are keenly aware of mental health and wellbeing impacts for both students and staff. There are various support mechanisms in place and staff are encouraged to embed wellbeing in the curriculum, aligning with the University Accessible Learning Policy to design a responsive curriculum. The review team commends this as an area of good practice. (Curriculum/Wellbeing)	2.3
8	The review team commends the School on its clear, strong engagement with the student voice. There was evidence of good practice in using a dialogical approach for closing the loop on mid-course feedback. (Student voice)	2.4

Recommendations

Areas for development and enhancement – progress to be reported.

Priority	Recommendation	Section in report	Responsibility of
1	<p>Governance structure</p> <p>In relation to governance structures, the review team recommends that the Head of School consider how learning and teaching is represented on the School Executive. The review team heard that the Director of Learning and Teaching is the sole representative for quality assurance, undergraduate and postgraduate taught provision on the Executive. There was a lack of clarity on how structures moved across the School to facilitate communication and exchange between Institutes. It may support the School's remit item of governance and curriculum structures support students to achieve and build community to consider appropriate representation by connecting learning and teaching and Institutes across School structures to support decision-making.</p> <p>The review team recommends that the School considers how to clearly articulate its vision and mission so that staff and students recognise what it is trying to achieve. There is scope to use its vision and mission to enhance the School's brand and to better promote the good things happening at the School through the website.</p> <p>(Related to remit item 2: Governance and curriculum structures support students to achieve and build community)</p>	<p>1.4</p> <p>1.5</p>	<p>Head of School</p> <p>School</p>
2	<p>Resourcing</p> <p>The review team recommends that the Head of School reviews the staffing and workload model. Specifically, the line management structures would benefit from review to ensure constructive alignment with curriculum development and key priorities. Reviewing line management structures may also support enabling the Heads of Institute to act strategically rather than operationally. The Head of School should also review how performance reviews align with development work for the School, student experience and programme development.</p>	1.3	Head of School
3	Programme review	2.1	School

	The review team heard that programme restructuring was in progress in specific areas. The review team identified an opportunity to look at programme structures more widely to support the School's remit item, governance and curriculum structures support students to achieve and build community. The review team recommends that the School reviews its programme structures generally and particularly in sport related programmes.		
4	Data literacy The review team recommends that the School support staff at all levels on data literacy. Building skills to enable staff to look holistically at data will support decision-making. Data literacy will also help to strengthen resourcing decisions, activity planning and support the case for resourcing.	1.6	School
5	Assessment and feedback There were however some inconsistencies in student experience of assessment and feedback and the review team recommends that the School consider how good practice can be shared across all programmes. The Course Organisers the review team met would value more opportunity to get together to share practice and the review team encourages this for both internal and outward facing activity across programmes. (Related to remit item 1: Enhancing assessment through feedback and feedforward activities)	2.2	School
6	Support and engagement The School has previously benefited from Principal's Teaching Award Scheme (PTAS) funding and the review team recommends that this should be explored in relation to work on peer support and student engagement mechanisms.	2.2	School

Suggestions

For noting – progress reporting is not required.

No	Suggestion	Section in report
1	The review team heard that there can be challenges with languages skills for students in Gaelic medium teaching. The review team recognises that there is a broader national context here and that the School has support mechanisms available. The review team	2.3

	suggests that the School maintains its awareness of the challenges for students of learning a language alongside learning to teach.	
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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 2022/23 consisted of:

- The University's remit for internal review (see Appendix 2)
- The subject specific remit items for the review:
 - Enhancing assessment through feedback and feedforward activities
 - Governance and curriculum structures support students to achieve and build 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

Dr Sarah Henderson	Convener
Dr Stephen Day	External member (University of West of Scotland)
Dr Neil Maxwell	External member (University of Brighton)
Dr Angus Macbeth	Internal member
Nairne Brown	Student member
Susan Hunter	Review team administrator

The School

Moray House School of Education and Sport is one of eleven Schools within the College of Arts, Humanities and Social Sciences. The School is structured around four Institutes and seven research hubs. The Institutes are:

- Institute of Education, Teaching and Leadership
- Institute of Education, Community and Society
- Institute of Sport, Physical Education and Health Sciences
- Institute of Language Education

Physical location and summary of facilities

The School is located on the Holyrood Campus in Edinburgh city centre. The School occupies several buildings which are used for learning and teaching and includes a dedicated Student Experience and Support Office in the Old Nursery building.

Date of previous review

The previous review of Applied Sport Science and Sport and Recreation Management took place in 2015/16. The previous review of Education took place in 2017/18.

Reflective Report

The Reflective Report was prepared by:

- Andrew Horrell (Acting Director of Teaching and Learning)
- Ann MacDonald (Acting Director of Undergraduate Studies)
- Deb Holt (Director of Quality Assurance and Enhancement)
- Sam Fawkner (Deputy Head of School)

Student input into the report was through contributions at student representative meetings, Student Staff Liaison Committee meetings and the completion of Programme Level surveys.

Section B – Main report

1 Strategic overview

- 1.1 The review covered all undergraduate programmes offered in the School across education and sport provision. The programmes span pre-school to higher education and lifelong learning. The majority of students are from Scotland and this reflects the nature of some programmes which have Government set parameters. The School also recruits from local authorities in an around Edinburgh, including a widening participation cohort, for the BA Childhood Practice.
- 1.2 The School conducted a review of governance which was implemented in August 2020. Implementation of the new governance structure was impacted by Covid and it is still being embedded. There have been changes in School senior management recently and this presents an opportunity to continue reviewing governance structures. The School has developed a vision and mission statement and aims to embed its values in the curriculum. The School acknowledges a high reliance on guaranteed hours staff contracts and is taking steps to address this.
- 1.3 The review team **commends** the enthusiasm and dedication all staff within the School. Staff are committed to enhancing the student experience and listening and responding to the student voice. However, there are some pressures on resourcing, particularly with the high turnover of professional services staff moving on to take up posts often elsewhere within the University. In relation to staff resourcing, there are risks associated with single points of failure, particularly in relation to the high turnover of professional services staff which has an impact across School operations. Agency for change at programme level appears to be reliant on good working relationships and there is potential for risk if line management relationships are less functional. The review team **recommends** that the Head of School reviews the staffing and workload model. Specifically, the line management structures would benefit from review to ensure constructive alignment with curriculum development and key priorities. Reviewing line management structures may also support enabling the Heads of Institute to act strategically rather than operationally. The Head of School should also review how performance reviews align with development work for the School, student experience and programme development.
- 1.4 In relation to governance structures, the review team **recommends** that the Head of School consider how learning and teaching is represented on the School Executive. The review team heard that the Director of Learning and Teaching is the sole representative for quality assurance, undergraduate and postgraduate taught provision on the Executive. There was a lack of clarity on how structures moved across the School to facilitate communication and exchange between Institutes. It may support the School's remit item of governance and curriculum structures support students to achieve and build community to consider appropriate representation by connecting learning and teaching and Institutes across School structures to support decision-making.
- 1.5 The review team **recommends** that the School considers how to clearly articulate its vision and mission so that staff and students recognise what it is trying to achieve. There is scope to use its vision and mission to enhance the School's brand and to better promote the good things happening at the School through the website. The review team heard from students that the School's reputation was a key factor in their choice of coming to Edinburgh and the School could build upon that with more external-facing promotion of its activity.

1.6 School staff recognise that there is a lot of data available to them. However, they had identified a need for resource to support using data for strategic decision-making. The review team **recommends** that the School support staff at all levels on data literacy. Building skills to enable staff to look holistically at data will support decision-making. Data literacy will also help to strengthen resourcing decisions, activity planning and support the case for resourcing.

2 Enhancing the student experience

2.1 The approach to enhancing Learning and Teaching

Placements are a key feature of many of the School's programmes. There has been an unavoidable impact on placement activity due to Covid restrictions over the previous two years. However, the School and local authority placement providers have addressed this in part by introducing longer placements in the same location, which placement partners reported as having a positive impact. The School has strong links with local authority partners in providing teaching placements. These relationships have evolved over time to strengthen communication and partners' involvement in student support. The review team **commends** the School's strong relationships with its local authority partners. There was clear good practice in using learning from crisis oriented operation during Covid to further benefit relationships post-pandemic.

The review team heard that programme restructuring was in progress in specific areas. The review team identified an opportunity to look at programme structures more widely to support the School's remit item, governance and curriculum structures support students to achieve and build community. The review team **recommends** that the School reviews its programme structures generally and particularly in sport related programmes.

2.2 Assessment and Feedback

The School had asked the review team to explore enhancing assessment through feedback and feedforward activities as part of this review. The review team heard examples of good practice in feedback and feedforward activity such as the "Keep, Stop, Start" model and the "Indicators of Quality Feedback" resource, produced by the Director of Quality Assurance and Enhancement, which supports staff in reflecting on feedback to students. The review team **commends** this activity. The review team **commends** as an area of good practice the matrix approach to assessment (in the MA Primary Education with Gaelic) co-developed with students and which allows students to clearly map the assessment rubric. There were however some inconsistencies in student experience of assessment and feedback and the review team **recommends** that the School consider how good practice can be shared across all programmes. The Course Organisers the review team met would value more opportunity to get together to share practice and the review team encourages this for both internal and outward facing activity across programmes.

The School has previously benefited from Principal's Teaching Award Scheme (PTAS) funding and the review team **recommends** that this should be explored in relation to work on peer support and student engagement mechanisms. The School is also encouraged to continue participating in practice sharing events, such as the University Learning and Teaching Conference which will also support the remit item on enhancing assessment.

2.3 Supporting students in their learning

The review team **commends** the Personal Tutor and Student Support Team system across the School. This is working well and the School is well prepared for the coming changes in the University student support model.

The review team **commends** the EdBudds peer support system which is an example of effective student-led activity funded by the School. EdBudds is currently bespoke for MA Physical Education and students the review team met with clearly valued the support and activities provided. The review team notes that the School has plans to extend this format of peer-led support to other programmes and encourages development in this area.

The review team heard that there can be challenges with languages skills for students in Gaelic medium teaching. The review team recognises that there is a broader national context here and that the School has support mechanisms available. The review team **suggests** that the School maintains its awareness of the challenges for students of learning a language alongside learning to teach.

School staff are keenly aware of mental health and wellbeing impacts for both students and staff. There are various support mechanisms in place and staff are encouraged to embed wellbeing in the curriculum, aligning with the University Accessible Learning Policy to design a responsive curriculum. The review team **commends** this as an area of good practice. The School uses Place2Be on its teaching programmes, which is a mechanism for supporting children at School, but also supports students in considering their own wellbeing. The School also recognises staff wellbeing as integral to maintaining student wellbeing.

2.4. Listening and responding to the Student Voice

The review team **commends** the School on its clear, strong engagement with the student voice. There was evidence of good practice in using a dialogical approach for closing the loop on mid-course feedback.

The School operates Student Staff Liaison Committees (SSLC) and Student Reps are involved on School committees. The School Quality Assurance committee collects data from SSLCs to report to the Learning and Teaching Committee and onwards to the School Executive. The School also operates a Padlet to allow anonymous student feedback at any point.

2.5 Accessibility, Inclusivity and Widening Participation

The School has an Equality, Diversity and Inclusion Committee and is working towards the bronze Athena Swan award. Local authority partners highlighted the School's positive initiative of providing professional learning about race equality as part of a wider commitment to meeting the recommendations made in the Teaching in a Diverse Scotland report. Practice Worth Sharing events for all School staff have focused on ensuring inclusivity for visually impaired and deaf and hard of hearing students.

The School is sensitive to the needs of student returners to education, students in employment and with caring responsibilities and aims to facilitate teaching and learning in flexible ways. For example, on campus teaching on the BA Childhood Practice programme takes place in the evening. As noted at 2.3 above, the School

aligns with the University Accessible and Inclusive Learning Policy in creating a responsive curriculum.

2.6 Development of Employability and Graduate Attributes

As noted in 2.1 above, placement activity features in many programmes offered by the School. The students the review team met valued their placement learning and felt this prepared them well for future careers. They also valued the opportunity to reflect on their own practice and learning from their peers.

The Careers Service has worked with Programme Directors to run successful alumni events in some areas and plans to grow this activity.

Teaching programmes are accredited by the General Teaching Council and the School has strong relationships with local authority partners.

2.7 Supporting and developing staff

The review team heard from Course Organisers that they valued the opportunity to participate in the Edinburgh Teaching Award (EdTA) and Postgraduate Certificate in Academic Practice (PgCAP). The review team encourages this development activity and promotes the value of AdvanceHE fellowship. Course Organisers feel supported and reported benefiting from training at the start of their role and an annual briefing open to all Course Organisers.

3 Assurance and enhancement of provision

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

Appendices

Appendix 1: Range of provision considered by the review

Current Programmes:

Applied Sport Science (BSc Hons)
Childhood Practice (BA Ord)
Community Education (BA Hons) (Full-time)
Learning in Communities MA (Hons)
MA (Hons) in Primary Education with Gaelic (Fluent)
MA (Hons) in Primary Education with Gaelic (Learners)
Physical Activity for Health (BMedSci Hons)
Physical Education (BEd)
Physical Education MA (Hons)
Primary Education (BEd)
Primary Education PGDE
Primary Education with Earth Sciences MA (Hons)
Primary Education with History MA (Hons)
Primary Education with Mathematics MA (Hons)
Primary Education with Modern Languages (German) MA (Hons)
Primary Education with Religious Studies MA (Hons)
Primary Education with Scottish Studies MA (Hons)
Secondary Education PGDE (Art and Design)
Secondary Education PGDE (Biology)
Secondary Education PGDE (Chemistry)
Secondary Education PGDE (Chinese)
Secondary Education PGDE (Design and Technology)
Secondary Education PGDE (Drama)
Secondary Education PGDE (English)
Secondary Education PGDE (French)
Secondary Education PGDE (Geography)
Secondary Education PGDE (German)
Secondary Education PGDE (History)
Secondary Education PGDE (Maths)
Secondary Education PGDE (Music)
Secondary Education PGDE (Physical Education)
Secondary Education PGDE (Physics)
Sport and Recreation Management (BSc Hons)
Sport Management (BSc Hons)
Sports Science Medicine (BMedSci Hons)

Courses:

Community Based Research 1: Understanding the Community
Community Learning 1: Building Professional Identity
Domains of Practice 1: Engaging with the literature in Community Learning & Development (CLD)
Ideology and social problems
Professional Practice Placement 1
Childhood Studies Work Based Learning 1: Professional Development
Children and Childhoods
Children and The Family
Children, Education and Social Justice
Children's Health and Wellbeing
Educational Studies 1a: Introduction to Education and Education Research

Educational Studies 1b: Teaching, learning and the Curriculum for Excellence
 Educational Studies 2a: Child & Adolescent Development in Education
 Health and Wellbeing 1
 Health and Wellbeing 2
 Mathematics in Primary Education
 Physical Culture: Philosophical and Sociological Perspectives 1
 Physical Culture: Philosophical and Sociological Perspectives 2
 Physical Education Curriculum and Pedagogy 1: An Introduction to Physical Education
 Physical Education Curriculum and Pedagogy 2: The Early Secondary Years
 Physical Education Curriculum & Pedagogy 2
 Physical Education Perspectives 2
 Primary Literacies 1: Developing literacy in the early stages
 Primary Studies 1: The Nature of Knowledge
 Primary Studies 2: Learning and Integrating the Curriculum
 Sport and Recreation Management: Research Methods 2B
 Sport and Recreation: Marketing, Sponsorship, and Event Management 2B
 Sport and Recreation: Operations Management 2A
 Sport and Recreation Professional Placement 2
 Sport and Society
 Sport History
 Sport Marketing and Sponsorship
 Sport Science 1A: Physiology & Skill Acquisition
 Sport Science 1B: Biomechanics & Sport Psychology
 Sport Science 2A: Biochemistry of Exercise & Skill Acquisition
 Sport Science 2B: Kinesiology & Sport Psychology
 Sport Science 2C: Information Skills & Biomechanics
 Sport Science 2D: Research Methods
 Student-Led, Individually-Created Course (SLICC; Summer Year 1)
 Student-Led, Individually-Created Course (SLICC; Summer Year 2)
 Sustainability and Social Responsibility (UG)
 The Sport Industry
 Additional Support for Learning: Inclusive Approaches
 Applying Sport Science 3
 Childhood Practice Research Project
 Childhood Studies Work Based Learning 2: Organisational Development
 Children's Rights: Policy and Practice
 Coaching Children 3
 Cognitive and Social Child Development in Education
 Educational Studies 3: Teaching for Social Justice
 Educational Studies 4: Independent Research Project in Education
 Education and Gaelic in Scotland
 Environmental Physiology 4
 Exercise Prescription for Rehabilitation 4
 Gender and Primary Education
 Integrated Working in Children's Services
 Motor Control 4
 PGDE secondary Placement 1
 PGDE Secondary Placement 2
 PGDE Secondary Placement 3
 Physical Activity, Exercise, Fitness, and Health
 Physical Education and Curriculum and Pedagogy 4: Aims and Concepts
 Physical Education and Curriculum Pedagogy 3: National Awards
 Physical Education Perspectives 3
 Physical Education Perspectives 4
 Primary Literacies 2: Developing literacies in the middle and upper stages

Primary Studies 3: Learning Through and For Practice (Gaelic)
 Professional Development & Leadership 1
 Professional Development & Leadership 2
 Professional Experience and Practice (Gaelic-medium education)
 Promoting Health and Wellbeing in Primary School: theory and policy into practice
 Psychology of Physical Activity 3
 Research and Statistics in Sport Science 3
 Social Policy, Sport and Recreation Management 3
 Sociology of Sport 3
 Special Topics in Sport Psychology 4
 Sport and Communication
 Sport and Exercise Medicine 4
 Sport and Recreation Management (Advanced Research Methods) 3
 Sport and Recreation Management (Dissertation) 4
 Sport and Recreation Management in a Global Context 4A
 Sport and Recreation: Performance Indicators, Measurement and Management 4B
 Sport Industry in a Global Context
 Sport, Media and Society
 Sports Biomechanics 4
 Sport Science 3A: Biomechanics & Sport Psychology
 Sport Science 3B: Physiology & Skill Acquisition
 Sport Science (Dissertation) 4
 Sport Science (Project) 3
 Sport Science: Research Attachment 4
 Sport Science: Workplace Attachment 3
 Sports Development
 Sports Nutrition 3
 Sports Physiology 4
 Sport, Tourism, and Heritage
 Strategic Sport and Recreation Management 3
 Teaching in School 1: Early and First Level Education (Early Years Placement)
 Teaching in School 2
 Teaching in School 3
 Theory and Pedagogy of Bilingual and Immersion Education
 PGDE Secondary Curriculum & Pedagogy (second subject)

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
- NSS Overview
- External Examine Reports 2018 – 2021
- Undergraduate statistical report
- Accreditation report
- Programme Handbooks
- SSLC minutes

- Study and Work Away Report
- School annual quality reports

During the review visit

- Examples from School portfolio of exemplars of grade related criteria
- Example of a quality feedback audit
- SMT role WAM allocation and workload FTE splits
- Role descriptors for posts within the School

Appendix 4: Number of students

Entrant for Selected Programmes

Entry Programme Name	2015/6	2016/7	2017/8	2018/9	2019/20	2020/1	2021/2
Applied Sport Science (BSc Hons)	0	47	26	37	30	48	69
Childhood Practice (BA Ord)	0	24	25	35	35	35	34
Community Education (BA Hons) (Full-time)		20	16	18	8	0	
Learning in Communities MA (Hons)	0						15
MA (Hons) in Primary Education with Gaelic (Fluent)	0			1	2	1	2
MA (Hons) in Primary Education with Gaelic (Learners)	0			4	12	8	6
Physical Education MA (Hons)	0	102	98	101	102	105	107
Primary Education PGDE	0	119	123	123	117	125	100
Primary Education with Earth Sciences MA (Hons)		4	11	0			
Primary Education with History MA (Hons)		46	41	30	0		
Primary Education with Mathematics MA (Hons)		4	1	4	0		
Primary Education with Modern Languages (German) MA (Hons)		6	9	0			
Primary Education with Religious Studies MA (Hons)		37	27	13	0		
Primary Education with Scottish Studies MA (Hons)		23	33	30	0		
Secondary Education PGDE (Art and Design)	0	15	14	18	19	14	22
Secondary Education PGDE (Biology)	0	15	15	14	13	14	16
Secondary Education PGDE (Chemistry)	0	10	12	9	10	12	12
Secondary Education PGDE (Chinese)	0	4	3	3	0	4	4
Secondary Education PGDE (Design and Technology)	0	14	14	13	15	12	13
Secondary Education PGDE (Drama)	0	15	15	16	17	17	21
Secondary Education PGDE (English)	0	17	20	27	34	30	36
Secondary Education PGDE (French)	0	4	11	11	4	8	12
Secondary Education PGDE (Geography)	0	9	9	12	15	15	16
Secondary Education PGDE (German)		3	0	5	3	5	3
Secondary Education PGDE (History)	0	12	12	9	9	10	10
Secondary Education PGDE (Maths)	0	10	14	17	21	22	12
Secondary Education PGDE (Music)	0	14	13	10	12	6	19
Secondary Education PGDE (Physical Education)	0		13	14	16	16	16
Secondary Education PGDE (Physics)	0	9	5	14	14	16	6
Sport and Recreation Management (BSc Hons)	0	29	49	26	40	24	33