



Royal Conservatoire  
*of* Scotland

# **Diploma Supplement Information Guide**

Academic Year 2019/20

This document covers Academic Transcripts and Award Certificates. It is intended to provide supplementary information in relation to the awards conferred by the Royal Conservatoire of Scotland.

It is designed to provide information on the nature, level and status of studies that were completed and accompanies the Academic Transcript and Award Certificate.

This document is issued to students completing their studies from academic year 2009/10 onwards only. Prior to this date, students were issued with an Academic Transcript and Award Certificate.

## **Introduction**

The Royal Conservatoire of Scotland is located in Glasgow, Scotland. It is Scotland's national Conservatoire, a small specialist institution and a designated Higher Education Institution with approximately 1,200 students.

Until 1 September 2011, the Royal Conservatoire of Scotland was known as the Royal Scottish Academy of Music and Drama.

There are two Schools within the Conservatoire – the School of Music (SoM) and the School of Drama, Dance, Production and Film (SoDDPF). There is also the directorate of Learning and Teaching.

For a fuller description of higher education in Scotland, see the attached document prepared by Universities Scotland ([www.universities-scotland.ac.uk](http://www.universities-scotland.ac.uk)) at appendix 1.

## **Degree Awarding Powers**

The Royal Conservatoire of Scotland has degree awarding powers for taught degrees and therefore confers all undergraduate and taught postgraduate awards. It has had these degree awarding powers since 13 May 1994 when Degree Awarding Powers were awarded by the Privy Council to the Royal Scottish Academy of Music and Drama.

Research degrees undertaken at the Conservatoire are validated and awarded by the University of St Andrews.

# The Scottish Credit and Qualifications Framework

In common with all other Scottish Higher Education Institutions, all programmes at the Conservatoire are designed in accordance with the Scottish Credit and Qualifications Framework. All credits awarded are mapped to SCQF levels.

The SCQF covers all the major qualifications in Scotland from school to Doctorate and including work-based Scottish Vocational Qualifications (SVQs).

The SCQF Framework describes, in general terms, programmes that lead to qualifications at particular levels as highlighted in the diagram:

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

Further information about the SCQF Framework is available from <https://scqf.org.uk/the-framework/about-the-framework/>

## Notes

1. SCQF levels represent increasing complexity and demand in learning outcome.
2. One credit represents the outcomes achievable by the average student through 10 notional hours of learner effort. In general terms, one full-time undergraduate year is considered to be 120 credits worth of learning. A postgraduate year is 180 credits. One ECTS credit is deemed to be equivalent to 2 SCQF credits. Research degrees – Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) are not credit rated.
3. Graduate Certificates (minimum of 60 SCQF credits) and Graduate Diplomas (minimum of 120 credits) are offered at levels 9 and 10 within the framework. They are offered for programmes that are for graduates but do not have outcomes that are at postgraduate level.
4. The Bachelors degree (level 9) leads to employment and in some instances can give access to postgraduate study particularly when accompanied by relevant work or professional experience.
5. At postgraduate levels, the framework and the higher education qualifications are the same as those for the rest of the UK. The Honours degree levels of the two frameworks are considered to be in broad alignment (the Honours Degree in Scotland normally takes 4 years and that in the rest of the UK takes 3 years). Below Honours level the frameworks reflect the different education structures of Scotland and the rest of the UK).

## List of Programmes

The following programmes are delivered and awarded by the Royal Conservatoire of Scotland. Those undergraduate programmes marked with an asterisk \* are offered to Honours level.

### SoM – Undergraduate

#### **First Cycle Awards**

- Bachelor of Music (Composition; Jazz; Joint Performance; Performance; Traditional Music or Traditional Music - Piping) \*
- Bachelor of Education (Music) \* (*BEd: leading to registration with the General Teaching Council*)

### SoM - Postgraduate

#### **Second Cycle Awards**

- Master of Arts in Music/ Master of Music (Accompaniment)
- Master of Arts in Music/ Master of Music (Chamber Music)
- Master of Arts in Music/ Master of Music (Composition)
- Master of Arts in Music/ Master of Music (Conducting)
- Master of Arts in Music (Historically Informed Performance Practice)
- Master of Arts in Music/ Master of Music (Jazz)
- Master of Arts in Music/ Master of Music (Opera)
- Master of Arts in Music/ Master of Music (Performance)
- Master of Arts in Music/ Master of Music (Piano for Dance)
- Master of Arts in Music/ Master of Music (Repetiteurship)
- Master of Arts in Music/ Master of Music (Scottish Music)
- Professional Graduate Diploma in Education (Music) (*PGDE: leading to registration with the General Teaching Council*)

### SoDDPF – Undergraduate

#### **First Cycle Awards**

- Bachelor of Arts (Acting)
- Bachelor of Arts (Contemporary Performance Practice) \*
- Bachelor of Arts (Digital Film and Television)
- Bachelor of Arts (Filmmaking)
- Bachelor of Arts (Modern Ballet)
- Bachelor of Arts (Musical Theatre)
- Bachelor of Arts (Performance in BSL and English)
- Bachelor of Arts (Production Arts and Design)
- Bachelor of Arts (Production Technology and Management)

### SoDDPF – Postgraduate

#### **Second Cycle Awards**

- Master of Arts (Classical & Contemporary Text - Acting or Directing)
- Master of Arts (Musical Theatre - Musical Directing or Performance)

- Master of Arts (Learning and Teaching - Gaelic Arts)
- Master of Education (Learning and Teaching in Performing Arts)
- Postgraduate Certificate in Learning and Teaching in Higher Arts Education
- Postgraduate Certificate in Learning and Teaching in Arts Education
- Postgraduate Certificate in Learning Support and Administration in Higher Arts Education

## **Course Length**

The official and normal length of programmes is as follows:

- Masters programmes (SoDDPF) – one academic year full time.
- Master of Music (all specialisms) – two academic years full time.
- Master of Arts in Music (all specialisms) – one academic year full time.
- Master of Arts (Learning and Teaching – Gaelic Arts) – three academic years part time.
- Master of Education – three academic years part time.
- Professional Graduate Diploma in Education (Music) – one academic year full time.
- Undergraduate programmes at Honours level – 4 academic years full time
- Undergraduate programmes at Ordinary level – 3 academic years full time

## **Format of Academic Year**

Undergraduate: the undergraduate academic year is 31 teaching weeks (full time study) in duration, split into 3 terms.

Postgraduate: the academic year for one year SoDDPF Masters and MA in Music is 45 teaching weeks in duration split into 4 terms.

Two-year SoM Masters programmes follow the 31 weeks/ 3 terms format.

All Learning and Teaching programmes follow the 45 weeks/ 4 terms format but via part time study only.

## Number of Credits for Award

The number of SCQF credits and level that require to be achieved for the following awards are:

<b>Award</b>	<b>Total Number of SCQF Credits</b>
SoM Masters	240 SCQF credits <i>(of which a minimum of 150 are at SCQF11 level)</i>
SoDDPF Masters; SoM MA in Music; Learning and Teaching Masters	180 SCQF credits <i>(of which a minimum of 150 are at SCQF11 level)</i>
Postgraduate Diploma	120 SCQF credits <i>(of which a minimum of 90 are at SCQF11 level)</i>
Postgraduate Certificate	60 SCQF credits <i>(of which a minimum of 40 are at SCQF11 level)</i>
Professional Graduate Diploma	120 SCQF credits <i>(at SCQF9 level or above)</i>
Undergraduate degree (Honours)	480 SCQF credits <i>(of which a minimum of 90 are at SCQF9 and also a minimum of 90 at SCQF10 level)</i>
Undergraduate degree (Ordinary)	360 SCQF credits <i>(of which a minimum of 60 are at SCQF9 level)</i>
Diploma of Higher Education	240 SCQF credits <i>(of which a minimum of 90 are at SCQF8 level)</i>
Certificate of Higher Education	120 SCQF credits <i>(of which a minimum of 90 are at SCQF7 level)</i>

## Level Definition

Levels of study are not directly related to years of study but to increased levels of complexity and depth of knowledge. In some instances however, all or most study undertaken in a year will be at one level and progression will be from one level to the next level.

From AY14/15 onwards, the majority of modules were defined at SCQF levels. In previous years, modules were defined at SHE levels.

The SCQF levels can be mapped to SHE Levels (Scottish Higher Education Authority) levels as follows:

SCQF7 = SHE1

SCQF8 = SHE2

SCQF9 = SHE3

SCQF10 = SHE4

SCQF11 = SHE5

## Credit Definition

The Conservatoire delivers modules that have a credit rating mapped to SCQF (Scottish Credit and Qualifications Framework) levels.

One SCQF credit = 10 hours of notional student effort (including classes, performances, independent study, research etc). Therefore a module worth 10 SCQF credits will equate to 100 hours of notional student effort to achieve the specified learning outcomes.

SCQF credits = 0.5 ECTS credits. For example, a module worth 10 SCQF credits is equal 5 ECTS credits. A year of study worth 120 SCQF credits would equate to 60 SCQF credits.

## Assessment Scales

Since academic year 2012/13, the Conservatoire has used a common assessment scale (CAS) across the Conservatoire (for graded modules only).

This is a 17 point assessment scale as follows with the minimum pass mark of a D3:

CAS grade	Descriptor
A1	Excellent
A2	
A3	
A4	
A5	
B1	Very Good
B2	
B3	
C1	Good
C2	
C3	
D1	Satisfactory
D2	
D3	Adequate
E1	Inadequate/ Fail
E2	
F	Serious fail
NS	Non-submission/ Non-appearance

From AY14/15, some postgraduate programmes and modules were awarded using a Pass/ Fail grade only. All SoDDPF and Learning and Teaching programmes use Pass/ Fail only for module outcomes.

**Other Definitions** used within the Assessment Scale across the Conservatoire are:

Pass	Outcome of a module where the assessment outcome is pass/ fail only
Fail	Outcome of a module where the assessment outcome is pass/ fail only
MC/ PMC	Medical Certificate/ Personal Mitigating Circumstances
INC	Incomplete due to reason other than failure
P/D	Grade is outstanding due to plagiarism or disciplinary reason
(R)	Resit mark
(L)	Grade has had a penalty applied for late submission
(P)	Grade has had a penalty applied for an over/under run of recital time
(C)	Compensated mark/ award of credits

The Conservatoire **does not** convert or translate its grades to reflect the requirements of a particular country or institution. In addition, it **does not** award a Grade Point Average or overall annual grade

### **Historical Assessment Scales**

Prior to academic year 2012/13, the SoM and SoDDPF applied the following assessment scales.

### **School of Drama, Dance Production and Film Assessment Scale**

The SoDDPF used a 100 point percentage assessment scale where students were given a mark between 0% and 100% with a minimum pass mark of 40% as detailed below:

70-100%	Excellent
60-69%	Very Good
50-59%	Good
40-49%	Satisfactory
1-39%	Fail
NS	Non appearance/ non submission



## School of Music Assessment Scale

The SoM used a 15 point assessment scale as follows with a minimum pass mark of 2L:

5	High Medium Low	} Excellent pass
4	High Medium Low	} Very good pass
3	High Medium Low	} Good pass
2	High Medium Low	} Pass
1	High Medium Low	} Borderline fail Clear fail Clear fail
NS	Non appearance/ non submission	

## Classifications

Masters degrees are awarded without classification.

Undergraduate programmes at Honours level only have the following classifications:

- First Class
- Second Class Honours, Upper Division (2i)
- Second Class Honours, Lower Division (2ii)
- Third Class Honours

Undergraduate programmes at Ordinary level are Unclassified.

## Exit Awards

If a student leaves at the end of an academic year, they may be entitled to an exit award (subject to satisfactory completion of a specific number of credits at a particular level).

The exit awards from undergraduate programmes (both Schools) are as follows:

- Certificate of Higher Education: awarded for successful completion of 120 SCQF credits (*of which a minimum of 90 are at SCQF7 level*)
- Diploma of Higher Education: awarded for successful completion of 240 SCQF credits (*of which a minimum of 90 are at SCQF8 level*)

The exit awards from Masters programmes (all) are as follows:

- Postgraduate Certificate: awarded for successful completion of 60 SCQF credits (*a minimum of 40 of which are at SCQF11 level*)
- Postgraduate Diploma: awarded for successful completion of 120 SCQF credits (*a minimum of 90 of which are at SCQF11 level*)

## **Language**

The language of instruction and assessment for all programmes is English. The only exception is a limited number of classes where the module is intended to develop competence in another language.

## **Information Identifying the Holder of the Qualification**

The name given on the Academic Transcript and Award Certificate will be the name of the person as recorded by the Royal Conservatoire of Scotland at the time of the award.

This name might differ from any they subsequently use.

The date of birth will be recorded in the day, month, year format.

The matriculation number is the unique student identifier for students registered at the Conservatoire.

## Format of Academic Transcripts

All transcripts will be printed on Royal Conservatoire of Scotland transcript paper.

They will have the signature of the Academic Registrar or Assistant Registrar and the Conservatoire stamp.

## Format of Degree Certificates

Degree certificates will be printed on official scroll paper. This has the crest of the Conservatoire. Certificates will bear the signature of the Principal, the appropriate Director and the Secretary as well as the Conservatoire seal.

The date on the certificate is the same as the Date of Award on the Academic Transcript. This date is the date of the Graduation Ceremony when the award was conferred (with the exception of exit awards as these are not conferred at the Graduation Ceremony).

## Further Information

For further information please contact the Student Records team at the Royal Conservatoire of Scotland, 100 Renfrew Street, Glasgow, G2 3DB. Tel: +44 (0)141 332 4101, e-mail: [aas@rcs.ac.uk](mailto:aas@rcs.ac.uk)

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### Description of Higher Education in Scotland

*Appendix 1*

#### Introduction

Scotland's distinctive higher education system has 20 higher education institutions (HEIs). The 14 universities, the Open University in Scotland, 2 colleges of higher education, 2 art schools, and a Conservatoire are part-funded for research, teaching and learning through the Scottish Funding Council ([www.sfc.ac.uk](http://www.sfc.ac.uk)).

The HEIs are independent, self-governing bodies, active in teaching research and scholarship. They decide the Degrees they offer; the conditions on which they are awarded and the admissions arrangements. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state.

The HEIs offer qualifications at undergraduate (Bologna first cycle) and postgraduate (Bologna second and third cycle) levels. In Scotland, the law distinguishes the power to award degrees on the basis of completion of taught programmes from the power to award Research Degrees. Universities have powers to award taught and Research Degrees. Some other HEIs have powers to award Degrees while others offer programmes leading to Degrees awarded by HEIs with Degree awarding powers.

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<sup>1</sup> Scotland has a distinctive higher education system and also operates under a devolved government, including for higher education. There is a separate Description of Higher Education in England, Wales and Northern Ireland where the system is different to that of Scotland.

Lists of institutions with powers to award degrees and institutions recognised by authorities in Scotland as being able to offer courses leading to a Degree of another HEI may be found at [www.universities-scotland.ac.uk](http://www.universities-scotland.ac.uk)

A small number of Degrees are available in colleges of further education by the authority of a duly empowered HEI.

### Qualifications

The types of qualifications awarded at undergraduate (first cycle) and postgraduate level (second and third cycles) in Scotland are described in 'The Framework for qualifications of higher education institutions in Scotland' which includes qualifications descriptors, developed with the higher education sector ([www.qaa.ac.uk](http://www.qaa.ac.uk)). The Framework was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in October 2006. The Framework is also an integral part of a wider national framework: the Scottish Credit and Qualifications Framework that covers all forms of programmes and qualifications from school to Doctorates (seen Table 1 and [www.scqf.org.uk](http://www.scqf.org.uk)).

Institutions use SCQF levels and credit points for students entering or transferring between programmes or institutions, and use ECTS for transfers within the European area

### Admission

Requirements for particular programmes are set by the HEIs which offer a range of routes for entry and/or credit transfer into their programmes, and admit students whom they believe have the potential to complete their programmes successfully. The Open University is an open entry institution.

The most common qualification for entry to higher education is the Higher or Advanced Higher or, for entrants from the rest of the UK, the General Certificate of Education at 'Advanced' level (including the "advanced supplementary") or comparable qualifications. Four or five Highers are normally taken in the 5<sup>th</sup> and 6<sup>th</sup> year of secondary school or at a college of further education and studied in considerable depth, involving coursework and final examinations. Advanced Highers are taken in the 6<sup>th</sup> year. A major route into Degrees, often with transfer of credit, is from Higher National Qualifications offered in colleges of further education.

### Quality Assurance

Standards of qualification and the quality of the student learning experience are maintained by the HEIs using a range of processes including extensive use of external examiners. In some subject areas, Professional and Statutory Bodies have a role to ensure that programmes meet the needs and standards of the particular profession.

HEIs in Scotland demonstrate their public accountability for quality and standards through a national quality assurance framework that has a strong focus on enhancement as follows:

HEIs take account of a QAA published U.K.-wide code of practice for quality assurance, and U.K. subject level 'benchmark statements' on standards (see [www.qaa.ac.uk](http://www.qaa.ac.uk)).

Subject level issues are addressed by HEIs internal reviews conducted in accordance with guidance issued by the Scottish Funding Council (see [www.sfc.ac.uk](http://www.sfc.ac.uk));

External reviews are conducted by the Quality Assurance Agency for Higher Education in Scotland (QAA Scotland). The Agency is an independent body established to provide public confidence in the quality and standards of higher education. It involves students in its quality enhancement activities. The Agency publishes reports on the outcomes of reviews and the confidence that can be placed in the HEIs' arrangements for assuring and enhancing standards and quality, and for ensuring that they provide public information that is complete, accurate and fair (see [www.qaa.ac.uk](http://www.qaa.ac.uk)).

A national development service supports students in their role as active participants in assuring and enhancing quality and standards (see [www.sparqs.ac.uk](http://www.sparqs.ac.uk)).

This national description is endorsed by the Quality Working Group which is a national committee with members from The Quality Assurance Agency for Higher Education, Scotland; The Scottish Funding Council; Universities Scotland and the National Union of Students in Scotland