



# Royal Conservatoire *of* Scotland

**Guide for Applicants: 2017/18**

**MEd Learning and Teaching in the  
Performing Arts**

**MA Learning and Teaching (Gaelic Arts)**

## Introduction

Thank you for your interest in the Royal Conservatoire of Scotland. If you require any further information regarding the application and selection process generally or, more specifically, about your own application please do not hesitate to contact Academic Administration and Support - Admissions in the first instance. The contact details are:

Tel: 0141 270 8265

email: [aas@rcs.ac.uk](mailto:aas@rcs.ac.uk)

website: <http://www.rcs.ac.uk>

Please read this guide carefully before submitting your application and retain it for reference throughout the selection process.

## Closing date

Closing date for MA Learning and Teaching (Gaelic Arts) and for MEd Learning and Teaching in the Performing Arts is **31<sup>st</sup> March 2017**.

**The Conservatoire does not offer deferred entry. If you wish to commence in 2018/19, you must apply next year.**

## Audition/Interview period

The Audition/Interview Period begins in April and run through to June each year. Auditions are scheduled chronologically in relation to when your application is received.

## Application Procedure

The Royal Conservatoire of Scotland, together with six other UK Conservatoires, participates in an online admissions service. Applications for all programmes offered by the Conservatoire (with the exception of Research programmes) must be made online through the **UCAS Conservatoire** website at [www.ucas.com/ucas/conservatoires](http://www.ucas.com/ucas/conservatoires). The Royal Conservatoire of Scotland institution code is R58. You will find details of the admissions process on that website and you can call UCAS Conservatoires on 0870 468 0470 should you need advice or assistance.

You will also require the following course code to apply:

Course	Course Code	Discipline
MEd Learning and Teaching	310P	Drama Performance
MA Learning and Teaching (Gaelic Arts)	0W0F	Drama Performance

## Application Fee

There is a UCAS Conservatoires application fee of £20. In addition to that application fee, each Conservatoire charges an audition fee. For the Royal Conservatoire of Scotland, the audition fee is £45 per programme applied for. Fees are not refundable.

The fees are paid via the UCAS Conservatoires website and not directly to the Conservatoire. The Conservatoire does not offer any fee waivers.

### **References**

It is your responsibility to ask two separate referees to write references and ensure that these are sent to the Conservatoire. The references must be written by two different people and we will not accept references from family, other relatives or close friends. You can submit your UCAS Conservatoires application form and send your references at a later date and this must be received prior to your audition date. UCAS Conservatoires provides reference forms for you to download ([http://www.UCAS Conservatoires.ac.uk/students/applying/howtoapply/references](http://www.UCASConservatoires.ac.uk/students/applying/howtoapply/references)) and send to your referees for completion.

### **Tuition Fees and Funding**

For up to date information on tuition fees please see <http://www.rcs.ac.uk/studyhere/fees/>. Please contact Student Finance (studentfinance@rcs.ac.uk) if you require further information on fees or funding.

## **MEd Learning and Teaching**

### **Entry requirements**

This programme provides a unique opportunity to both practising artists and teachers in a performing arts education context to upgrade their teaching qualifications and obtain a Masters qualification in learning and teaching that has been designed to develop teaching skills for the performing arts. The programme has four pathways:

- Pathway one is for GTCS registered teachers who wish to develop knowledge and skills in teaching dance and to obtain GTCS Second Subject Registration in Dance.
- Pathway two is for GTCS registered teachers who wish to engage in CLPL around learning and teaching in the performing arts and to demonstrate evidence of Professional Update
- Pathway three is for teaching artists working in educational contexts that do not require GTCS registration (such as visiting specialist teacher in schools, community or experiential learning), who are interested in developing knowledge and skills in learning and teaching as part of their professional development or to enhance opportunities as a teaching artist
- Pathway four is for individuals teaching on programmes at Higher Education level (SCQF levels 7 to 12 or equivalent) who wish to professionally develop their learning, teaching and assessment methods and skills in an arts context, gain professional recognition from the Higher Education Academy at Fellow status and achieve a Masters level qualification
- Pathway five is an Initial teacher Education pathway for dance professionals, seeking provisional GTCS registration as a Dance Teacher. This pathway provides an opportunity to gain a qualification at Masters level in the teaching of dance within schools context. The pathway provides opportunities to develop and demonstrate the specialist knowledge and skills required to successfully teach dance across the Scottish school curriculum. With bespoke support from a range of educational and subject specialists, students will have the opportunity to build an evidence base to demonstrate their engagement with the GTCS Standards for Provisional Registration.

Entrance to the Conservatoire is based on talent, potential and ability, therefore consideration will be given to relevant experience which is deemed to compensate for any traditional education. We accept a wide range of qualification, including international qualifications, but would recommend that applicants have a good degree, or its overseas equivalent, in a performing arts subject area relevant to the programme and/or hold a teaching qualification at undergraduate level.

International English Language Testing System score (IELTS) (if applicable) Level 7.5 with a minimum score of 7.5 in speaking and with a minimum score of 5.5 in all parts.

### **Selection Process**

The interview is designed to provide the programme team with an insight into your level of suitability for study on the Programme.

The interview will comprise two parts:

- Short presentation (no more than 10 minutes)
- Interview (20 Minutes)

### **Presentation**

At the start of the interview, you will be invited to give a short 10 minute presentation. Your presentation will focus on your ideas for the 'Final Project' module of the programme which enables you to design and undertake a substantial project that will synthesise your personal understanding of Learning and Teaching philosophy and practice and your professional Arts and Education Practice into one cohesive piece of work.

You are invited to share your initial ideas for how you might use this project. For example, you may choose to focus on investigating:

- Gaps in the existing provision of learning within your specialist profession
- Opportunities within your specialist area that you could engage with
- Areas of your specialist area that you believe would benefit from further research
- Ways in which you might use this final module to address gaps in your own development

You will be requested to provide evidence to establish some foundations for your initial proposals, drawn from any relevant sources.

Any visual aids or other documentation produced for your presentation must be sent to the Programme Head ideally one week in advance of your interview date. If you elect to submit a presentation without written text e.g. a videoed presentation, you will be required to provide a short summary of your presentation in English.

### **Interview**

Following your presentation, there will be a 20 minute discussion about your presentation and application with the Programme Head. This will be used to explore your educational background, experience, opportunities and aspirations and you will be invited to address the following questions:

- What has led you to apply for this programme?
- How do you see this programme contributing to your professional development?
- What opportunities will you have to work with learners during the programme?

### **Non-standard entry**

In some circumstances, applicants may be admitted to the programme whose qualifications do not match (in terms of equivalence) or fall short of the normal entrance requirements described above, but who clearly satisfy the selection procedures and indicate that they have the capacity to pursue the programme successfully. Due consideration will be given to any applicant with formal, certificated qualifications or

equivalent and demonstrable experiential learning related to the specific content of the programme's Learning Outcomes.

In this respect initial entry to this programme can be assessed through a combination of Recognition of Prior Learning (RPL) and Accredited Prior Certificated Learning (APCL), and with or without conditions.

If you wish to be considered for admission to the programme through either Non Standard Entry or APEL you should contact Admissions on [admissions@rcs.ac.uk](mailto:admissions@rcs.ac.uk).

## **MA Learning and Teaching (Gaelic Arts)**

### **Student entry profile**

This programme provides a unique opportunity for practising artists and teachers working in a Gaelic arts education context to enhance their teaching qualifications and obtain a Masters in learning and teaching that has been designed specifically to develop teaching skills for the performing and visual arts.

This programme is for teaching artists working in either formal educational contexts (such as school, further education or higher education) or informal experiential contexts (such as community classes or workshop leading) who are interested in developing knowledge and skills in learning and teaching as part of their professional development or to enhance opportunities to work either formally or informally as a teaching artist.

The programme provides individuals with the opportunity to deepen your understanding of Gaelic culture, develop knowledge, skills and understanding required to deliver and assess effective educational experiences, and to design and generate a piece of work that contributes to the evolution of learning and teaching within the Gaelic arts sector.

The programme will be delivered predominantly online supported by a series of face-to-face weekends at RCS and the opportunity for residential periods at Sabhal Mòr Ostaig in Skye. This programme is designed to run on a part-time basis to allow students to maintain their professional commitments and to situate a significant portion of their learning within a work-based context.

Students will engage in Action Learning Sets to share in peer support, a personal supervisor will work with you throughout your studies and you will work with a Gaelic speaking subject mentor and professional mentor as you progress through the individual modules.

### **Entrance requirements**

The principal criterion for determining suitability for admission to this programme is the understanding that there is a reasonable expectation that a candidate will be able to achieve the learning outcomes of the programme and achieve the standard required for the award.

The standard benchmark for entry to the MA Learning and Teaching (Gaelic Arts) will normally be possession of an Honours Degree at not less than 2.2 level in the relevant subject area, such as Performing Arts, Drama and Theatre Arts, Music Performance, Theatre and Film Production or Fine Arts.

Students will be required to demonstrate competence in Gaelic at the requisite admission level.

The languages of study are English and Gaelic. Applicants whose first language is not English will be required to provide evidence of proficiency in English. An overall score of Level 7.5 with a minimum of score of 7.5 in speaking of the International English Language Testing System (IELTS) or equivalent will be required. Applicants will be required to satisfy the appropriate programme member in relation to their ability in Gaelic.

Applicants will normally be required to have attained a level of proficiency in Gaelic equivalent to the competences of the Cùrsa Comais language modules. Successful candidates will engage in an early diagnostic of Gaelic literacy levels, and may be advised to engage with either formal or bespoke learning opportunities throughout the programme, in order that they are able to reach an appropriate level by graduation.

As the focus of this programme is on Learning and Teaching, applicants will be expected to have some previous teaching experience and ongoing responsibility for working with learners. Students working with learners at SCQF Level 7 or above will gain Higher Education Academy recognition on completion of core modules in learning and teaching.

## **Selection Process**

Each applicant for the programme will have the opportunity to have a telephone interview with the Head of Programme and with a Gaelic lecturer. This interview is designed to provide the programme team with an insight into your level of suitability for study on the Programme.

The interview will comprise three parts:

- Short presentation (no more than 10 minutes)
- Interview in English (20 Minutes)
- Interview in Gaelic (10 minutes)

### Presentation

At the start of the interview, you will be invited to give a short 10 minute presentation. Your presentation will focus on your ideas for the 'Final Project' module of the programme which enables you to design and undertake a substantial project that will synthesise your personal understanding of Learning and Teaching philosophy and practice and your professional Arts and Education Practice into one cohesive piece of work.

You are invited to share your initial ideas for how you might use this project. For example, you may choose to focus on investigating one or more of the following:

- Gaps in the existing provision of learning within your specialist profession
- Opportunities within your specialist area that you could engage with
- Areas of your specialist area that you believe would benefit from further research
- Ways in which you might use this final module to address gaps in your own development

You will be requested to provide evidence to establish some foundations for your initial proposals, drawn from any relevant sources.

Any visual aids or other documentation produced for your presentation must be sent to the Programme Head ideally one week in advance of your interview date.

### Interview in English

Following your presentation, there will be a 20 minute discussion in English about your presentation and application with the Programme Head and the module co-ordinator of the Gaelic modules. This will be used to explore your educational background, experience, opportunities and aspirations and you will be invited to address the following questions:

- What has led you to apply for this programme?
- How do you see this programme contributing to your professional development?
- What opportunities will you have to work with learners during the programme?

### Interview in Gaelic

Following your Interview in English, you will engage in a discussion with a Gaelic lecturer. The purpose of this part of the process is to ascertain your level of fluency in speaking Gaelic and to discuss any questions you may have about the written Gaelic support. .

### **Non-standard entry**

In some circumstances, applicants may be admitted to the programme whose qualifications do not match (in terms of equivalence) or fall short of the normal entrance requirements described above, but who clearly satisfy the selection procedures and indicate that they have the capacity to pursue the programme successfully. Due consideration will be given to any applicant with formal, certificated qualifications or equivalent and demonstrable experiential learning related to the specific content of the programme's Learning Outcomes.

In this respect initial entry to this programme can be assessed through a combination of Recognition of Prior Learning (RPL) and Accredited Prior Certificated Learning (APCL), and with or without conditions.

If you wish to be considered for admission to the programme through either Non Standard Entry or APEL you should contact Admissions on [admissions@rcs.ac.uk](mailto:admissions@rcs.ac.uk).



### **Following Your Audition**

All decisions will be posted on UCAS Conservatoires following your audition via UCAS Conservatoires track, [www.ucas.com/ucas/conservatoires/login](http://www.ucas.com/ucas/conservatoires/login) (you will need your username and password). You will also receive notification from UCAS Conservatoires when decisions on all your choices are available.

Please see below for an explanation of UCAS Conservatoires codes –

### **Guaranteed Unconditional (GU)**

The Conservatoire is satisfied from the information you have given, that you have already met the conditions for entry. Unless your application and/or qualification are subsequently shown to be fraudulent, a guaranteed unconditional offer is binding.

### **Guaranteed Conditional (GC)**

The Conservatoire has made the offer subject to you meeting certain conditions such as examination results. Conditions can be viewed via UCAS Conservatoires track. Unless your application and/or qualifications are subsequently shown to be fraudulent, the offer is binding if you accept the offer and meet the conditions. You must meet the conditions of the offer by 31 August 2016, unless an earlier date is specified. If your conditions include obtaining IELTS (English Language test), you must meet this condition by 31 May 2016.

### **Reserve Unconditional (VU)**

The Conservatoire is satisfied from the information you have given, that you have already met the conditions for entry and have offered a place on our reserve pool. See below for further information on reserve offers.

### **Reserve Conditional (VC)**

The Conservatoire has offered a place on its reserve pool subject to you meeting certain conditions such as examination results. Conditions can be viewed via UCAS Conservatoires track. See below for further information on reserve offers.

### **Unsuccessful (R)**

The Conservatoire does not wish to offer you any type of a place.

### **Reserve Offers Explained**

A reserve (VC or VU) offer does not mean a place has been 'reserved' for you. Until such time as you receive (and accept) a guaranteed offer (GU or GC) from the Royal Conservatoire, you have not been accepted to study at the Conservatoire.

If you have received a reserve offer, it means that the Royal Conservatoire is not able to offer you a guaranteed place at the time it makes the offer. A reserve offer merely indicates that the Royal Conservatoire would like the opportunity to review its offer to you in the light of acceptances/declines to its guaranteed offers. You will become part of a 'pool' of reserve candidates and the Royal Conservatoire may choose to make you a guaranteed offer if a suitable place becomes available. If the Royal

Conservatoire chooses not to make you a guaranteed offer, you will not be eligible to start at the Conservatoire.

If you have been given a reserve offer, in order to be considered for a guaranteed place (should one become available) you will need to accept the offer (and meet any conditions if applicable).

If you are holding a reserve offer, the Conservatoire can elect to make you a guaranteed offer at any time during the application cycle. Reserve offers remain active until after the A level results have been issued in August so you could have a reserve offer until the end of August. The decision to wait and see whether a guaranteed place becomes available, or to accept an offer at another conservatoire is entirely at your discretion.

### **Replying to offers**

If you have one or more offers and UCAS Conservatoires has received decisions from all your conservatoires, they will send you a letter asking you to reply to your offers by a given date. You must reply online via UCAS Conservatoires Track ([www.ucas.com/ucas/conservatoires/login](http://www.ucas.com/ucas/conservatoires/login)). Your reply date is also shown on Track. If you do not reply by the date given, your offers will be declined automatically. The reply date is your individual reply date so it may be different to other applicants'. This is because it is based on when you received the last decision from all the conservatoires you applied to.

### **2017 Entry Reply Dates**

Last decision by	Your reply date is
13 May 2017	2 June 2017
5 August 2017	9 September 2017
After 5 August 2017	22 September 2017

If you make an application through UCAS Conservatoires, UCAS or UCAS Teacher Training, you cannot hold more than one confirmed place. A confirmed place in UCAS Conservatoires is a guaranteed unconditional offer as your first choice (GU1) and in UCAS and UCAS Teacher Training it is an unconditional firm (UF) place. If you receive more than once confirmed place, UCAS will ask you to accept one offer and withdraw from any others.

## Feedback Policy

1. Courses at the Royal Conservatoire of Scotland are very competitive and attract high numbers of applications. In line with the Data Protection and Freedom of Information Acts, the Conservatoire has put in place a process for the provision of feedback where possible.
2. Feedback requests must be made in writing to [feedback@rcs.ac.uk](mailto:feedback@rcs.ac.uk). The email must come from the address supplied on the UCAS Conservatoires application and must contain the applicant's full name, course and UCAS Conservatoires personal ID number.
3. Feedback requests will only be accepted from the applicant themselves. Requests from third parties will not be acknowledged.
4. Feedback requests must be received within 8 weeks after the audition/interview date. Requests received after 8 weeks will not be dealt with.
5. Feedback will usually take the form of a scanned copy of the audition decision sheet (assessment criteria). This will be emailed directly to the applicant. Feedback may take up to six weeks to process from the date of the request.
6. The Royal Conservatoire of Scotland will not enter into a dialogue with applicants regarding the provision of feedback. Our courses are highly competitive and applicants need to recognise that feedback may simply state the fact that other applicants were stronger or that the course is not, in our opinion, suitable for them.
7. Applicants should not consider the Royal Conservatoire of Scotland as arbiters of their ability. Feedback given is based on performance in the audition/interview and suitability for a particular course of study. Applicants who are unsuccessful in their application to us, may go on to gain places at other Conservatoires, and similarly, applicants whom we accept may have been unsuccessful elsewhere.
8. There may be occasions where an applicant considers that the Conservatoire has failed to meet its high standards in the consideration of their application. Disagreement with the academic judgement of the audition/interview panel in reaching their decision based on aspects of the applicant's profile does not constitute grounds for a complaint by an applicant. Complaints will only be considered in relation to non-adherence to policy and procedure.

8.1 Complaints can be made in person, by phone, in writing, by email at [complaint@rcs.ac.uk](mailto:complaint@rcs.ac.uk) or by completing our Complaints Form at <http://www.rcs.ac.uk/complaints>.

8.2 The following information will be required when making a complaint –

- Your full name and address
- As much as you can about the complaint
- What has gone wrong
- How you would like the matter to be resolved

8.3 Normally, you must make your complaint within six months of:

- The event/issue you want to complain about
- Finding out that you have a reason to complain

In exceptional circumstances, we may be able to accept a complaint after the time limit. If you feel that the time limit should not apply to your complaint, please tell us why.

8.4 We will give you our decision in five working days or less. Should the complaint need to be investigated, a full response to the complaint will be given to you within 20 working days. If the investigation is likely to take longer, you will be informed.

8.5 Please refer to the Complaints Handling Procedure Guide for more information - [http://www.rcs.ac.uk/about\\_us/complaints/](http://www.rcs.ac.uk/about_us/complaints/).

## **Applicants with Disabilities**

The Royal Conservatoire of Scotland welcomes all applications from all applicants and has substantial experience in supporting disabled students. Currently, over 20% of students at the Conservatoire have declared a disability or medical condition. Applicants who have a disability or medical condition and would like further information about facilities and support are invited to contact Jane Balmforth, the Conservatoire Counsellor and Disability Adviser. Jane contacts all applicants who declare a disability or medical condition at application on their application form, and will provide information about studying at the Conservatoire if requested. If support is required for audition or interview, we would encourage you to help us to make the necessary arrangements by contacting by telephone, in writing or by email either Jane Balmforth (email: [j.balmforth@rcs.ac.uk](mailto:j.balmforth@rcs.ac.uk) phone: 0141 270 8282) or Registry (email: [registry@rcs.ac.uk](mailto:registry@rcs.ac.uk)). The Conservatoire Counsellor and Disability Adviser is also available to meet you when you come for audition/interview to discuss your particular requirements, sources of further information and any special funding e.g Disabled Students' Allowance. For more information, you can request a copy of the Conservatoire's booklet 'Information for Disabled Students and Applicants', or download this from the following website – <http://www.rcs.ac.uk/studyhere/student-support>

## **Equality and Diversity Statement**

The Royal Conservatoire of Scotland welcomes a diverse population of students and staff. We believe that excellence can be achieved through recognising and celebrating the value of every individual, and are committed to promoting equality in all our activities.

We are committed to equality of opportunity both as an education institution and as an employer. Equality of opportunity means striving to ensure that no student or member of staff receives less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, actual or perceived religion or belief, sex and actual or perceived sexual orientation.

## **Criminal Convictions**

1.1 You should not be deterred from applying to the Conservatoire if you have criminal convictions – you will not necessarily be excluded from the selection process and you will certainly not be automatically excluded. We will though want to ask you about the nature of any conviction. As part of your application you will be required to declare where you have any relevant unspent criminal convictions. The help text in Apply (UCAS Conservatoires website) will explain what is classed as a relevant unspent conviction.

1.2 The Assistant Registrar (Admissions) will write to any applicant with a reserve or conditional offer who has declared a criminal conviction seeking details of that conviction. The applicant will be asked to complete a Basic Disclosure Scotland application form at that point.

1.3 Following receipt of the applicant's Basic Disclosure, and the further information received from the applicant, a panel will risk assess the criminal conviction. The panel will normally be convened by the Academic Registrar and will consist of the Dean of the School to which the applicant has applied, the Programme Head and the Assistant Registrar (Admissions). The Principal or Deputy Principal may appoint alternative members to such a panel in the event of one or other of the members being unavailable or otherwise unable to participate.

1.4 The panel will decide whether or not the application should be considered further in the light of information received regarding the criminal conviction. Each case will be looked at individually and the circumstances of each case will be considered. It is not therefore possible to give an answer as to whether any particular type of offence would result in a decision to reject an application. In arriving at its decision, the panel may take legal or other professional advice.

1.5 If the panel decides that the applicant poses an unacceptable risk to the Conservatoire and is unable to approve further consideration of the application, the Academic Registrar will write to the applicant accordingly, giving the reasons for that decision.

1.6 The applicant will have the right of appeal against the panel's decision to the Director of Finance and Administration within 28 days of its receipt. Appeals will only be considered if the applicant provides additional/relevant information or if the Conservatoire has failed to comply with the procedures set down in this document.

1.7 Should an applicant with a declared conviction be offered a place at the Conservatoire, the panel has the right to determine whether the manager(s) of student accommodation, the Head of Department/Programme, the Conservatoire Counsellor or any other relevant member of staff should be made aware of the applicant's criminal conviction. The number of people who would be informed about the conviction will be limited to those required to ensure the safety of others. The panel may also attach specific conditions to the offer of place to study at the Conservatoire, which may involve special arrangements being put in place for the duration of the student's studies.

1.8 Should an applicant fail to disclose a criminal conviction and that omission comes to light in the course of the admissions process, the applicant will be asked to explain the failure to disclose by the Academic Registrar or Assistant Registrar (Admissions) and the outcome of the application may be affected. The matter will be

referred to the panel noted above, which may decide that the application should not be considered further or it may decide to withdraw any offer made. Should an undisclosed criminal conviction come to light after the applicant has become a student of the Conservatoire, the matter will be considered through the Conservatoire's student disciplinary procedure. The outcome of that disciplinary procedure may include exclusion from the Conservatoire.