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This Quality Assurance Handbook will be refreshed annually, and reviewed in its entirety every five years or in response to significant change in the Scottish Higher Education sector.
A POLICY ON QUALITY IN THE CONSERVATOIRE
A POLICY ON QUALITY IN THE CONSERVATOIRE

For the Conservatoire, 'quality' means fitness for purpose. It is measured in terms of the extent to which each programme of study meets its aims and learning outcomes and, more broadly, the extent to which the Conservatoire realises its vision.

Performance to the highest standards is central to the aims and learning outcomes of the Conservatoire’s programmes of study. In the context of its vision, the Conservatoire’s policy on quality focuses on standards, on learning and teaching and on the environment that sustains them, including staff; performance and production opportunities; research; space appropriate to the needs of performance and production based programmes of study; learning resources; and student support.

The concept of quality held by staff and students is one which recognises that the Conservatoire is:
- concerned with the effectiveness of the institution, in all of its aspects;
- inspired by the need to meet the individual needs of students, with performance and production arts as central to their work;
- committed to maintaining its position as a leading institution for the development of the performing and production arts in Scotland and internationally.

The Royal Conservatoire of Scotland’s policy on quality is, therefore, one of continuous enhancement, the overall responsibility for which lies with the Academic Board. This broad view of quality permeates the life and work of the institution.

Consideration of the quality of the Conservatoire’s programmes focuses on:
- the standards of achievement by students in their programmes and in their subsequent professional careers;
- the quality and effectiveness of learning, teaching and assessment and feedback strategies;
- the effectiveness of programme organization and management;
- the quality and effectiveness of programme support (academic, pastoral and administrative/general);
- the quality and effectiveness of learning resources;
- the artistic and cultural environment, both within the Conservatoire, and in its contribution to the community, which provides the context for student learning.

QUALITY STATEMENTS

The following 29 ‘Quality Statements’ provide a guide for programme development, monitoring and review. These statements are described under five main headings and, whilst not totally comprehensive, they demonstrate the breadth of areas to be borne in mind in establishing the quality of a programme.
Relevance

1. Programme design and review take account of current professional practice, likely future trends and the views of prospective employers.

2. The programme structure and content are appropriate to its overall aims and learning outcomes.

3. The programme content is underpinned by appropriate professional staff development, research and practice.

4. The programme displays an appropriate balance of concern for professional skills and values and a breadth of underpinning knowledge, together with transferable skills.

5. The environment for programme delivery is appropriate to the needs of the programme.

Responsiveness

6. Programmes are kept under review to ensure that content reflects the evolving nature of the performing and production arts.

7. There is liaison and collaboration with employers and artistic bodies in the design and delivery of programmes of study, thereby ensuring their continued professional relevance.

8. Students have ease of access to sources of information, counselling and support.

9. Structures exist which enable students to contribute to programme development.

10. That, wherever educationally and artistically desirable, opportunities for the flexible delivery of programmes of study should be sought and each programme of study should incorporate a range of exit awards in accordance with the Conservatoire’s Academic Framework.

11. Resource planning is responsive to the needs of programme development.

Effectiveness of Learning, Teaching, Assessment and Feedback

12. Students have a range of opportunities, including performance and production activities, to demonstrate their practice, knowledge, understanding, autonomy and ability to work with others to a professional standard.

13. There is a climate of expectation of high student achievement and a concern for students as individuals.

14. The quantity and nature of educational delivery are designed to help students achieve the stated learning outcomes.
The learning, teaching, assessment and feedback methods are appropriate to the learning outcomes of the programme, provide an appropriate variety of experience, and recognise the inter-relatedness of educational delivery and student learning.

Academic and resource planning are integrated and support the learning, teaching, assessment and feedback methods.

Levels and Standards

The required standards of performance are appropriate to the award and are specified clearly in programme documentation.

Levels are appropriate and take account of the Conservatoire’s Academic Framework (which is aligned to the Scottish Credit and Qualifications Framework and the Framework for Qualifications of Higher Education Institutions in Scotland) and relevant Subject Benchmark statements.

The programme of study has been credit rated appropriately, taking due account of level and volume.

The specified standards are applied consistently.

The methods of assessment are reliable, fair and valid.

Appropriate appeals procedures are in place.

The quality of resources is appropriate to the enhancement of performance standards.

Promotion of Fair Access, Equality and Diversity

Potential applicants receive clear, accurate and comprehensive information about programmes on offer and have the opportunity to discuss and clarify their goals.

The prior learning of applicants, whether certificated or experiential, is given appropriate recognition.

Audition/interview panels consider all aspects of each applicant’s suitability for her/his chosen programme in the context of the Conservatoire’s Contextualised Admissions Policy and, where appropriate, offer places to those applicants who do not meet the Conservatoire’s normal entrance requirements but who nevertheless demonstrate that they have the capacity to pursue the proposed programme of study.

Programmes are designed, as far as possible, to facilitate access and specifically:

(i) to articulate with less advanced provision
(ii) to permit either appropriate credit transfer from programmes in other institutions or access for applicants with equivalent achievement and
(iii) to provide entry into subsequent programmes on student exit.
28 Full consideration is given to the promotion of fair access and inclusion such that programmes address the needs of a diverse student body in terms of protected characteristics as well as socio-economic disadvantage and other priorities identified by the Fair Access Committee.

29 Information is provided so as to allow staff, applicants and students with disabilities to make informed decisions regarding an individual’s ability/potential to complete the programme.

EVALUATION INSTRUMENTS

As part of its procedures for evaluating the effectiveness of its programmes, the Conservatoire employs six Evaluation Instruments (EIs) in order to gather information in relation to the Quality Statements:

1 Programme Approval and Validation (QAH 3.1), Programme Review (QAH 3.2) and Programme and Module Modification and New Module Approval (QAH 3.3)

2 External Examiners’ Reports (QAH 6)

3 Student Progress Reports (see Student Handbooks/Programme Documents)

4 Reports and Recommendations of the Annual Dialogue Process (QAH 5.3)

5 Performance Indicators (QAH 7)

6 Staff Development (QAH 4)

Each year, the Quality and Standards Committee (QSC) receives and considers External Examiners’ Reports and responses to them, recommendations from the Annual Dialogue Process, and analysis and commentary on Performance Indicators in the first term. On that basis, the Convenor of the Quality and Standards Committee (QSC) reports annually, through the Academic Board, to the Board of Governors on the quality assurance of all aspects of the institution. In conveying this Annual Report to the Board of Governors, the Academic Board may comment upon it, but not alter it.
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THE STRATEGIC PLAN
AND
THE OUTCOME AGREEMENT
QAH 2.1: THE STRATEGIC PLAN

Purpose
The Conservatoire’s Strategic Plan sets out the Conservatoire’s academic, artistic, financial, estates and business objectives for the planning period – normally five years. Both the Plan itself, and the process that informs its creation, are crucially important in mapping out and guiding the Conservatoire’s future development.

Development and approval of the Strategic Plan
The creation of a new Strategic Plan will begin in the penultimate year of the current Strategic Plan. The precise timetable for the production and approval of a new Plan will be approved by the Academic Board and the Board of Governors on the recommendation of the Senior Management Team.

The development of a new Plan will be led by the Principal, supported by members of the Senior Management Team, and will involve consultation with, and input from, the following stakeholders:

• Heads of areas/units other than Schools;
• Staff from across the Conservatoire;
• Students from across the Conservatoire;
• Representatives of the national and other performing arts companies;
• Graduates of the Conservatoire.

In addition to external and internal consultation, the new Strategic Plan will be informed by:

• a critical evaluation of the current Strategic Plan;
• the outcome of the Conservatoire’s various quality assurance and enhancement processes, including ELIR and an analysis of a range of data;
• Scottish Government and Scottish Funding Council for Further and Higher Education priorities.

The draft Strategic Plan will, on the recommendation of the Senior Management Team, be considered for approval by the Academic Board, which will in turn make a recommendation in respect of its approval to the Board of Governors, which has the ultimate responsibility for the Plan’s approval.

Operational Plans
An Operational Plan will be created for each strategic aim (or a number of related strategic aims) appearing in the Strategic Plan. The Operational Plan will identify the member of the Senior Management Team who is accountable for the achievement of each strategic aim. Operational Plans will be reviewed biannually (December/January and as part of its summer planning days) by the Senior Management Team.
Monitoring of the Strategic Plan
Progress towards achievement of the Plan is monitored by the Senior Management Team, with reference to agreed KPIs, with annual reviews by the Academic Board and the Board of Governors.

Publication of the Strategic Plan
The Strategic Plan will be published on the Conservatoire’s website, together with the annual review of the Strategic Plan as approved by the Board of Governors.

School/Departmental Plans
Following approval of the Strategic Plan, Schools and Departments will be required to produce plans which align with the Strategic Plan.
QAH 2.2: THE OUTCOME AGREEMENT

An Outcome Agreement is essentially a contract between the Conservatoire and the Scottish Funding Council for Further and Higher Education (SFC) that sets out what the Conservatoire plans to deliver in return for its funding from the SFC. The SFC issues periodic guidance on the scope and content of Outcome Agreements, which itself reflects Scottish Government priorities for the higher education sector. Current guidance is available here.

The Outcome Agreement will represent a component of the Conservatoire’s Strategic Plan.

Prior to its submission to the SFC, the Outcome Agreement will be considered for approval by the Academic Board, which will in turn make a recommendation to the Board of Governors, which is ultimately responsible for the Outcome Agreement’s approval.

Any one Outcome Agreement may be between one and three years’ duration. Irrespective of the duration of the Outcome Agreement, the SFC requires a self-evaluation to be submitted by the end of October of each year.

The Outcome Agreement subsumes a widening access agreement, which is a requirement under the terms of the Post-16 Education (Scotland) Act 2013. The Act requires institutions to consult with their student association and the representatives of any recognised trade union in the development and approval of the widening access agreement. In line with that requirement, SFC expects the Conservatoire to summarise how – from the outset of the process and throughout – its Outcome Agreement has been developed in consultation with students, the Conservatoire’s students’ association, staff, and with trade union representatives.

Accordingly, the development of a new Outcome Agreement will be led by the Assistant Principal and will involve significant consultation with the following stakeholders:

- staff from across the Conservatoire;
- students from across the Conservatoire;
- the Student Union;
- representatives of trade unions.
3.1 PROGRAMME APPROVAL AND VALIDATION

3.2 PROGRAMME REVIEW

3.3 PROGRAMME AND MODULE MODIFICATION AND NEW MODULE APPROVAL

3.4 PROGRAMME CLOSURE

3.5 CHANGE OF NAME OF ACADEMIC UNIT

3.6 PROGRAMME REVIEW (MULTIPLE PROGRAMMES)
Note: Advice on the processes described in this Chapter may be sought at any point from the Assistant Principal or her/his nominee.

**QAH 3.1: PROGRAMME APPROVAL AND VALIDATION**

Note: this process is to be followed for the validation of a new programme that leads to a named award of the Conservatoire. The approval of credit-bearing short courses, single modules or collections of modules not forming part of a new programme that leads to a named award, should follow QAH 3.3 (Programme and Module Modifications and New Modules).

**Stages in the Process**

There are eight stages in the Programme Approval and Validation process:

<table>
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<tr>
<td>1. School Approval</td>
<td>School Management Team</td>
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<td>2. Outline Programme Approval</td>
<td>CSMT</td>
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<td>3. Consent for Programme Development</td>
<td>Academic Board</td>
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<td>Validation Process:</td>
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<td>4. Preliminary Scrutiny</td>
<td>QSC/Academic Board</td>
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<td>5. Confirmation of Resources</td>
<td>CSMT</td>
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<td>6. Full Scrutiny</td>
<td>QSC</td>
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<td>7. Final Approval</td>
<td>Academic Board</td>
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<td>8. Evaluation of Process</td>
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A pro-forma tracker document for the programme approval and validation process is given at Appendix 3.1.1. This is maintained by the Assistant Registrar (Secretariat).

**Programme Approval**

1. School Approval
   A new programme proposal must be formulated into a Statement of Intent to Develop a New Programme (see Appendix 3.2) for consideration and approval in principle by the appropriate School Management Team, in terms of the Strategic Plan, and pending confirmation of resources at a later stage. A first draft of the Learning Resources form (LR1, see Appendix 3.3) should also be considered at this stage. If the proposal is to be developed jointly by more than one School or Directorate, then all relevant School/Directorate Management Teams must confirm approval in principle.

2. Outline Programme Approval
   Following School Approval, the Statement of Intent and first draft of the LR1 form are submitted for outline approval by the Conservatoire Senior Management Team (CSMT). The purpose of outline approval is to establish whether the proposed programme is appropriate and viable in the context of the Conservatoire’s strategic and resource planning. In arriving at this decision, the CSMT will consider the proposal in terms of:
• its compatibility with the Conservatoire’s Strategic Plan;
• the perceived need and likely demand for the programme;
• the availability of resources (current and planned) to support the proposal and that the projected level of resources required to deliver the programme is acceptable to the Conservatoire.

Although detailed programme costings are not expected at this stage, the programme proposers must consult with the Head of Information Services, the Deputy Director of Finance, the Head of Estates, the Academic Registrar and other appropriate Heads of Department regarding the resource implications of the proposal before submitting the Statement of Intent and draft LR1 form to the CSMT.

3. Consent for Programme Development
Following approval by the CSMT, the Statement of Intent is submitted to the Academic Board for consent to develop the programme.

Following the Academic Board’s consent, the Quality and Standards Committee will set in train the validation process. If the proposed programme involves collaboration with another organisation then the appropriate procedure described in QAH 11 (Institutional Partnerships) must be completed before the proposal is considered for final approval.

Validation

Validation is the process whereby a group, including external peers, reaches a judgement about whether a programme designed to lead to an award meets the required standards and fulfils the stated criteria.

As the resourcing of a proposal is primarily the concern of the CSMT, the validation process will primarily focus on the academic integrity of the proposal. However, both the Preliminary Scrutiny and the Full Scrutiny will consider the appropriateness of the level and nature of resources which will be available to support programme delivery. Following the outcome of the Preliminary Scrutiny, the CSMT’s confirmation of the availability of resources will be required prior to the proposal proceeding to Full Scrutiny.

4. Preliminary Scrutiny
The primary purpose of the Preliminary Scrutiny is to inform the development of the programme proposal and to assist the Programme Design Team in its preparations for Full Scrutiny. Preliminary Scrutiny also provides an opportunity to make an initial assessment of the proposal’s rationale, its academic merit and the appropriateness of the proposed level of resources. The report of the Preliminary Scrutiny will be considered by the Quality and Standards Committee, which will submit its recommendation to the Academic Board. Please see the guidance notes at Appendix 3.16 in relation to Preliminary Scrutiny.

Membership of the Preliminary Scrutiny Panel
• Convenor: the Assistant Principal (or her/his nominee); or, where the programme is cross-Conservatoire, the member of the Academic Board co-opted from another academic institution (or another appropriate external)
• 1 member of academic staff from a School/Directorate unconnected with the programme, nominated by the Director of that School/Directorate
• 1 member of academic staff from a comparable programme in another institution.

Programme documentation submitted for Preliminary Scrutiny need not contain detailed Module Descriptors, but should otherwise conform to the specification for Programme Documentation given at Appendix 3.4.

Criteria for Preliminary Scrutiny Approval
1. There is a sound rationale for the programme which explains its philosophical basis.
2. There is a demonstrable need and likely demand for the programme supported by evidence; and appropriate consultation has taken place with employers and other relevant bodies (e.g. the national and other performing companies) concerning the need for, and relevance of, the proposed programme. The programme should be placed within its international context.
3. The level of the programme is appropriate, and it is consistent with the Conservatoire’s Academic Framework and thus with the Scottish Credit and Qualifications Framework, as well as all relevant Subject Benchmark Statements.
4. The aims, structure and indicative content of the programme are consistent with its level.
5. Proposed approaches to learning, teaching, assessment and feedback are appropriate.
6. The promotion of fair access and the ways in which the programme will address the needs of a diverse student body in terms of protected characteristics have been given due consideration. (Protected characteristics are defined as: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.)
7. That any placement learning accords with the requirements of QAH 11, (Placement Learning).
8. That any collaborative provision accords with the requirements of QAH 10 (Institutional Partnerships).
9. The qualifications for admission, the entrance procedures and the basis for selection are appropriate and accord with the requirements of QAH8.
10. The projected level and nature of resources are appropriate – specific reference should be made to staffing, IT, space and administrative resource requirements as well as student support.
11. The programme content is underpinned by appropriate professional staff development, research and practice.

The Preliminary Scrutiny will result in a report which will conclude with one of the following outcomes:
• full support
• support with conditions, recommendations and/or an amended validation timetable
• resubmission at a later date to allow substantial rethinking
The report and outcome (along with the Programme Design Team’s response to any conditions) will be considered by the Quality and Standards Committee which will make its recommendation to the Academic Board.

5. Confirmation of Resources
Following approval by the Academic Board, detailed resource requirements must be submitted to the CSMT by means of a final version of the Learning Resources form (LR1), given at Appendix 3.3. The Programme Design Team Leader will be responsible for collecting the information required, which must be approved by the CSMT prior to the proposal being submitted for Full Scrutiny.

6. Full Scrutiny
Following confirmation of resources by CSMT, the proposal progresses to Full Scrutiny. The purpose of Full Scrutiny is to confirm that the proposal is at an appropriate level and is of sufficient quality. Programme documentation presented for full scrutiny should conform to the requirements given at Appendix 3.4. The specification for individual Module Descriptors is given at Appendix 3.5. Please see the guidance notes at Appendix 3.16 in relation to Full Scrutiny.

Membership of the Full Scrutiny Panel
- Convenor: the Assistant Principal (or her/his nominee); or, where the programme is cross-Conservatoire, the member of the Academic Board co-opted from another academic institution (or another appropriate external)
- 1 member of academic staff from a School/Directorate not proposing the programme, nominated by the Director of that School/Directorate
- 1 member of academic staff from a comparable programme in another institution
- 1 student reviewer nominated by the Student Union (normally the President of the Student Union)
- 1 professional representative
- 1 employer

Where the programme is to be accredited by a Professional, Statutory and Regulatory Body (PSRB, e.g. the General Teaching Council for Scotland), additional members may be co-opted to fulfil the requirements of the PSRB accreditation process.

This group may co-opt additional specialist advisers if necessary.

An exemplar Full Scrutiny schedule is given at Appendix 3.6.

Criteria for Full Scrutiny Approval
The Full Scrutiny process will consider in detail the overall coherence and integrity of the programme in terms of the appropriateness of its:
1. Rationale: there is a sound rationale for the programme which explains its philosophical basis.
2. Likely need, demand and international context: there is a demonstrable need and likely demand for the programme supported by evidence; and appropriate consultation has taken place with employers and other relevant bodies (e.g. the
national and other performing companies) concerning the need for, and
relevance of, the proposed programme. The programme should be placed within
its international context.
3. The level of the programme is appropriate, and it is consistent with the
Conservatoire’s Academic Framework and thus with the Scottish Credit and
Qualifications Framework, as well as all relevant Subject Benchmark
Statements.
4. Aims, structure and content: the aims, structure and content of the programme
are consistent with its level.
5. Approaches to learning, teaching, assessment and feedback
6. Learning outcomes (programme and module)
7. Assessment criteria
8. Progression from one level to the next (where required) and increasing academic
and/or artistic demand
9. Promotion of fair access and the ways in which the programme addresses the
needs of a diverse student body in terms of protected characteristics. (Protected
characteristics are defined as: age; disability; gender reassignment; marriage
and civil partnership; pregnancy and maternity; race; religion or belief; sex;
sexual orientation.)
10. Placement learning, which should accord with the requirements of QAH 11,
Placement Learning.
11. That any collaborative provision accords with the requirements of QAH 10
(Institutional Partnerships).
12. Qualifications for admission, entrance and selection procedures, which should
accord with the requirements of QAH 8, Admissions Policy.
13. Resources: the availability and nature of resources are appropriate – specific
reference should be made to staffing, IT, space and administrative resource
requirements as well as student support.
14. The programme content is underpinned by appropriate professional staff
development, research and practice.

The Panel will also consider the quality of a submission in terms of the 29 quality
statements listed in the Conservatoire’s Policy on Quality in the Conservatoire (QAH 1).

The Full Scrutiny Panel is invited to critically reflect on policy and practice and to
commend strengths and identify any areas for development. It is also invited to
comment on areas in which quality could be improved, and to identify good practice
for dissemination within the institution and beyond.

The Full Scrutiny will result in a report which will conclude with one of the following
outcomes:
• approval for a given period (normally five years);
• approval subject to conditions to be met within a specified period, and normally
before the commencement of the programme (this may include a further meeting
with the Full Scrutiny Panel in whole or in part). The Programme Design Team’s
response to any conditions will be considered by the Convenor of the Full
Scrutiny Panel (unless otherwise agreed by the Panel) who will confirm (or
otherwise) that conditions have been addressed adequately. If necessary, the
Convenor will consult with other members of the Panel;
• resubmission at a later date to allow substantial rethinking;
• rejection.

In addition to the above, the Full Scrutiny Panel may wish to make commendations and recommendations which it believes may be helpful and constructive for the programme’s future development.

The report of the Full Scrutiny Panel, the outcome, and the Programme Design Team’s responses to any conditions, having been approved by the Chair of the Full Scrutiny Panel (in consultation with other members of the Panel where appropriate), will be considered by the Quality and Standards Committee, which will make its recommendation to the Academic Board. If approval is conditional on the availability of additional resources, the matter will be referred to the CSMT.

7. Final Approval
Final approval is granted by the Academic Board, taking account of the recommendation made by the Quality and Standards Committee, any further consideration of resources made by the CSMT, along with the report of the Full Scrutiny Panel, the outcome, and the Programme Design Team’s responses to any conditions.

8. Evaluation of Process
In order to evaluate the process of programme approval and validation, the Assistant Registrar (Secretariat) will seek feedback from those involved in the process, whatever its outcome. Feedback will be sought from members of the Preliminary Scrutiny panel, members of the Full Scrutiny Panel, and the Programme Design Team. The feedback will be considered by the Quality and Standards Committee, which may recommend modifications to the process to the Academic Board.
QAH 3.2: PROGRAMME REVIEW

Note: this process is to be followed for the review of all credit-bearing provision. The modification of credit-bearing short courses, single modules or collections of modules, should follow QAH 3.3 (Programme and Module Modifications and New Modules).

Programme Review is the process whereby existing credit-bearing provision is evaluated and proposals for change are considered with a view to ensuring that the programme continues to meet the required standards and that the quality of the student experience is enhanced. A programme is reviewed at the end of its period of validation, which may last a maximum of five years (i.e. within the six-year review cycle prescribed by the Scottish Funding Council). Although Programme Validation and Programme Review are distinct processes operationally, they are broadly similar in nature.

Stages in the Process
There are seven stages in the Programme Review process:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Committee/Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School Approval</td>
<td>School Management Team</td>
</tr>
<tr>
<td>2. Outline approval by CSMT</td>
<td>CSMT</td>
</tr>
<tr>
<td>3. Consent for Programme Review</td>
<td>Academic Board</td>
</tr>
<tr>
<td>4. Confirmation of Resources</td>
<td>CSMT</td>
</tr>
<tr>
<td>5. Programme Review</td>
<td>QSC</td>
</tr>
<tr>
<td>6. Final Approval</td>
<td>Academic Board</td>
</tr>
<tr>
<td>7. Evaluation of Process</td>
<td>QSC</td>
</tr>
</tbody>
</table>

A pro-forma tracker document for the programme review process, with indicative timeline, is given at Appendix 3.1.2. This is maintained by the Assistant Registrar (Secretariat).

1. School Approval
Proposals which a Programme Design Team intends to present for approval through the Programme Review process must first be formulated into a Statement of Intent to Modify an Existing Programme (Appendix 3.9) for consideration and approval in principle, by the appropriate School Management Team. A first draft of the Learning Resources form (LR2, see Appendix 3.10) should also be considered at this stage. Where the programme is delivered jointly by more than one School or Directorate, then all relevant School/Directorate Management Teams must confirm approval in principle.

2. Outline approval of proposed modified programme
Following School Approval, the CSMT will consider the Statement of Intent and first draft of the LR2 form for outline approval in the context of the Conservatoire’s strategic and resource planning. In arriving at its decision, the CSMT will consider the proposed modified programme in terms of:
   • its compatibility with the Conservatoire’s Strategic Plan
   • the perceived need and likely demand for the modified programme
• the availability of resources (current and planned) to support the proposal and that the projected level of resources required to deliver the modified programme is acceptable to the Conservatoire.

Although detailed programme costings are not expected at this stage, the Head of Programme must consult with the Head of Information Services, the Deputy Director of Finance, the Head of Estates, the Academic Registrar and other appropriate Heads of Department regarding the resource implications of the proposal before submitting the Statement of Intent to the CSMT.

3. Consent for Programme Review
Following approval by the CSMT, the Statement of Intent is submitted to the Academic Board for consent to review the programme.

Following the Academic Board’s consent, the Quality and Standards Committee will set in train the programme review process.

4. Confirmation of Resources
Following approval by the Academic Board, detailed resource requirements must be submitted to the CSMT by means of a final version of the Learning Resources form (LR2), given at Appendix 3.10. The Head of Programme will be responsible for collecting the information required, which must be approved by the CSMT prior to the proposal being submitted for Programme Review.

5. Programme Review
Following approval by CSMT, the proposal progresses to Programme Review. The purpose of Programme Review is to confirm that the proposed modified programme is maintained at an appropriate level and is of sufficient quality. Programme documentation presented for Programme Review should conform to the requirements given at Appendix 3.4, and should be accompanied by a Reflective Analysis, the specification of which is given below. The specification for individual Module Descriptors is given at Appendix 3.5. Please see the guidance notes at Appendix 3.16 in relation to Programme Review.

Membership of the Review Panel
• Convenor: the Assistant Principal (or her/his nominee); or, where the programme is cross-Conservatoire, the member of the Academic Board co-opted from another academic institution (or another appropriate external)
• 1 member of academic staff from a School/Directorate unconnected with the programme, nominated by the Director of that School/Directorate
• 1 student reviewer nominated by the Student Union (normally the President of the Student Union)
• 1 member of academic staff from a comparable programme in another institution
• 1 professional representative
• 1 employer.

Where the programme is to be accredited by a Professional, Statutory and Regulatory Body (e.g. the General Teaching Council for Scotland), additional members may be co-opted to fulfil the requirements of the PSRB accreditation process.
This group may co-opt additional specialist advisers if necessary.

The Programme Review Panel will meet with a group of students and graduates and may wish to consult with External Examiners and employers. An exemplar review schedule is given at Appendix 3.11.

Submission for Review
The first part of the review submission is a Reflective Analysis, the specification for which is given at Appendix 3.11.

The second part of the review submission is the revised programme document, the specification for which is given at Appendix 3.4.

Criteria for Programme Review Approval
The Programme Review process will consider in detail the overall coherence and integrity of the programme in terms of the appropriateness of its:

1. Rationale: there is a sound rationale for the modified programme which explains its philosophical basis.
2. Likely need, demand and international context: there is a demonstrable need and likely demand for the modified programme supported by evidence; and appropriate consultation has taken place with students, graduates, employers and other relevant bodies (e.g. the national and other performing companies) concerning the continued need for, and relevance of, the proposed modified programme. The programme should be placed within its international context.
3. Level: the level of the programme continues to be appropriate, and it is consistent with the Conservatoire’s Academic Framework (which is consistent with the Scottish Credit and Qualifications Framework), and all relevant Subject Benchmark Statements.
4. Aims, structure and content: the aims, structure and content of the modified programme are consistent with its level.
5. Approaches to learning, teaching, assessment and feedback
6. Learning outcomes (programme and module)
7. Assessment criteria
8. Progression from one level to the next (where required) and increasing academic and/or artistic demand
9. Promotion of fair access and the ways in which the programme addresses the needs of a diverse student body in terms of protected characteristics. (Protected characteristics are defined as: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.)
10. Placement learning, which should accord with the requirements of QAH 11 (Placement Learning).
11. That any collaborative provision accords with the requirements of QAH 10 (Institutional Partnerships).
12. Qualifications for admission, entrance and selection procedures, which should accord with the requirements of QAH 8, Admissions Policy.
13. Resources: the availability and nature of resources are appropriate – specific reference should be made to staffing, IT, space and administrative resource requirements as well as student support.
14. The programme content is underpinned by appropriate professional staff development, research and practice.

The Programme Review Panel is also required to reflect on the effectiveness of the annual monitoring and reporting process (i.e. Annual Dialogue, QAH 5), as evidenced through reference to this process in the Reflective Analysis.

The Programme Review Panel is invited to critically reflect on policy and practice and to commend strengths and identify any areas for development.

The Review Panel will also consider the quality of the modified programme in terms of the 29 quality statements listed in the Conservatoire’s Policy on Quality in the Conservatoire (QAH1).

The Programme Review will result in a report which will conclude with one of the following outcomes:

- re-approval for a given period (normally five years);
- re-approval subject to conditions to be met within a specific period, and normally before the commencement of the reviewed programme. The Programme Design Team’s response to any conditions will be considered by the Convenor of the Review Panel (unless otherwise agreed by the Panel) who will confirm (or otherwise) that conditions have been addressed adequately. If necessary, the Convenor will consult with other members of the Panel;
- in exceptional circumstances, some other appropriate recommendation (e.g. no intake to the first year of the programme).

In addition to the above, the Review Panel may wish to make commendations and recommendations which it believes may be helpful and constructive for the programme’s continued development.

The report of the Review Panel, and the Programme Design Team’s responses to any conditions, having been approved by the Chair of the Review Panel (in consultation with other members of the Panel where appropriate), will be considered by the Quality and Standards Committee, which will make its recommendation to the Academic Board. If approval is conditional on the availability of additional resources, the matter will be referred to the CSMT.

6. Final Approval

Final approval is granted by the Academic Board, taking account of the recommendation made by the Quality and Standards Committee, any further consideration of resources made by the CSMT, along with the report of the Full Scrutiny Panel, the outcome, and the Programme Design Team’s responses to any conditions.

The Assistant Registrar (Secretariat) will communicate the decision of the Academic Board to the Head of Programme. If approved, the students must be informed of the revisions to the programme at the earliest opportunity.

7. Evaluation of Process

In order to evaluate the process of programme review, the Assistant Registrar (Secretariat) will seek feedback from those involved in the process, whatever its
outcome. Feedback will be sought from members of the Programme Review Panel, and the Programme Design Team. The feedback will be considered by the Quality and Standards Committee, which may recommend modifications to the process to the Academic Board.
QAH 3.3: PROGRAMME AND MODULE MODIFICATION AND NEW MODULE APPROVAL

Note: this process is to be followed for:
• the modification of any existing programme (including modules within a programme) leading to a named award of the Conservatoire during that programme’s period of approval;
• the development of new credit-bearing short courses, single modules or collections of modules not leading to a new named award;
• the modification of any existing credit-bearing short courses, single modules or collections of modules not leading to a named award.

Programme and Module Modification is the process whereby an existing programme is modified during its period of approval. This may include the development of new modules. This process also covers the development and modification of credit-bearing short courses, single modules and collections of modules that do not lead to a named award of the Conservatoire.

Stages in the Process
There are six stages in the Programme Modification process:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Committee</th>
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</thead>
<tbody>
<tr>
<td>1. Formulation of proposed modification</td>
<td>Programme Committee</td>
</tr>
<tr>
<td>2. School Approval</td>
<td>School Management Team</td>
</tr>
<tr>
<td>3. Consideration by QSC Sub-Group</td>
<td>QSC Sub-Group</td>
</tr>
<tr>
<td>4. Approval by QSC</td>
<td>QSC</td>
</tr>
<tr>
<td>5. Approval by Academic Board (if required)</td>
<td>Academic Board</td>
</tr>
<tr>
<td>6. Evaluation of Process</td>
<td>QSC</td>
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</tbody>
</table>

A pro-forma tracker document for the programme modification process is given at Appendix 3.1.3. This is maintained by the Assistant Registrar (Secretariat).

1. Formulation of proposal
Proposed modifications or new modules are normally formulated by the Programme Committee (or the Choice, Collaboration and Credit-Rated Short Courses Committee). Proposals should be presented in the format given at Appendix 3.14.

2. School Approval
Following formulation and approval by the Programme Committee, proposals must be approved, in principle, by the appropriate School Management Team. The SMT may approve or require amendments to the proposals; or may reject them. Cross-School proposals must be approved by all relevant Schools.

3. Consideration by QSC Sub-Group
Following approval by the relevant School Management Team(s), proposals will be considered by a Sub-Group of the Quality and Standards Committee.

Membership of the QSC Sub-Group
• the Assistant Principal (Convenor)
• the Academic Registrar
• the three staff members of QSC with responsibility for quality assurance from each academic unit
• 1 student member of the Quality and Standards Committee

In attendance:
• the Assistant Registrar (Student Records)

The Sub-Group may recommend approval or rejection of the proposals, or require amendments to them.

4. Approval by QSC
QSC may approve or reject the recommendations from the QSC sub-group, or require amendments to them. In reviewing the proposals, QSC will apply the relevant criteria for programme review (see QAH 3.2, Stage 5), and will consider the modification(s) in the context of the log of programme modifications maintained by the Assistant Registrar (Secretariat).

QSC, if it believes the proposals substantially alter the nature of a programme leading to a named award, or that the number of minor modifications over a period of time has caused a similar effect, will seek advice from the relevant External Examiner(s) and may recommend that Academic Board initiate a Review of the programme (see QAH 3.2).

5. Approval by Academic Board (if required)
Certain programme modifications require approval by the Academic Board. These include modifications to:
• entry requirements
• selection procedures
• assessment modes and outcomes
• progression
• module credit rating and status
• programme aims and learning outcomes
• programme/award title
• programme management/institutional matters
as well as modifications that have resource implications; and the introduction of new modules.

The Academic Board may approve or reject the proposals, or require amendments to them. The Academic Board, if it believes the proposals substantially alter the nature of a programme leading to a named award, or that the number of minor modifications over a period of time has caused a similar effect, will seek advice from the relevant External Examiner(s) or may require a Review of the programme (see QAH 3.2).

The Assistant Registrar (Secretariat) will communicate the decision of the Academic Board to the Head of Programme. If approved, the modification(s) must be communicated to students at the earliest opportunity.

6. Evaluation of Process
In order to evaluate the process of programme/module modifications and new module approval, the Assistant Registrar (Secretariat) will seek feedback from those involved in the process, whatever its outcome. Feedback will be sought from
members of the QSC Sub-Group and those staff involved in developing the proposals. The feedback will be considered by the Quality and Standards Committee, which may recommend modifications to the process to the Academic Board.
Programme Closure is the process to be followed where, under certain circumstances, it may be necessary to close a programme. This process determines whether and how an existing programme might cease to be delivered and what steps will be taken to protect the academic interests of students matriculated on that programme if it closes.

Stages in the Process
There are five stages in the Programme Closure process:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Committee</th>
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<tbody>
<tr>
<td>1.</td>
<td>Approval by CSMT</td>
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<tr>
<td>2.</td>
<td>Approval by Academic Board</td>
</tr>
<tr>
<td>3.</td>
<td>Communication with Students</td>
</tr>
<tr>
<td>4.</td>
<td>Consideration by Board of Governors</td>
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<tr>
<td>5.</td>
<td>Oversight of the Closure Process</td>
</tr>
</tbody>
</table>

1. Approval by CSMT
The proposal to close a programme may originate from the School/Directorate responsible for the programme or from CSMT. In either case, the Director of the relevant School/Directorate should prepare a Statement of Intent to Close a Programme, setting out the following:

- Rationale for closure
- Proposed date and timeline for closure
- All students enrolled on the programme should be given the opportunity to exit with the award, therefore the proposal should detail the arrangements to be put in place to safeguard the quality of the learning experience for students currently enrolled on all levels of the programme, including those serving suspensions of study, taking account of the fact that, after a certain date, there will be no new entrants to the programme
- Assessment of the possible impact on academic standards and the quality of learning experience for students on the programme, particularly with regard to specific groups of students, taking account of protected characteristics and prior educational experience
- Arrangements for any applicants awaiting matriculation
- Impact of the closure on other programmes, within and outwith the School/Directorate responsible for the programme
- Implications for staffing resources (permanent staff and part-time staff, academic and administrative)
- Assessment of the feasibility of students to transfer to a similar programme in another institution, and arrangements for such a transfer (if practical)
- Implications for other resources and assets associated with the programme (rooms, equipment, library resources, etc.)
- Implications for partnerships associated with the programme (e.g. placement partnerships, programmes delivered by a third party or jointly with a third party) and their staff and/or students
- Professional bodies, funding bodies and sponsors, donors and trusts that would need to be formally notified of the closure (the Director of Finance and Secretary to be consulted)
• External Examiner appointments which would need to be terminated early or be extended to meet the needs of any ‘running out’ cohort
• Explanation of likely transitional arrangements, including for part-time students, and proposals for resit/reassessment needs, including for students in their final year
• Arrangements for communicating with students (the Director of External Relations to be consulted)
• Arrangements for public communications (including graduates and other stakeholders (the Director of External Relations to be consulted)

CSMT may approve or reject the proposal, or require amendments to it.

2. Approval by Academic Board
Following approval by the CSMT, the Director’s Report must be submitted to the Academic Board. In debating the proposal to close a programme, the Academic Board must consider that no programme to which students have been admitted or matriculated may be withdrawn until the Conservatoire’s obligations to those students have been reasonably and fairly fulfilled. Provided the Academic Board is satisfied that all foreseeable practical issues around the closure of the programme have been addressed, Academic Board may give final approval for closure of the programme and notify the Board of Governors.

3. Communication with Students
Students must be informed of the decision to close a programme as soon as reasonably practicable after the decision has been taken by Academic Board. The Director must discuss the implications with the affected students and communicate plans for the closure of the programme.

4. Consideration by the Board of Governors
Following approval by Academic Board, the Board of Governors must be notified of the intention to close a programme and is invited to comment on the proposal.

5. Oversight of the Closure Process
Following the decision of Academic Board to close a programme, the process of closure will be overseen by the Quality and Standards Committee, and managed by the relevant Director. A plan for the closure process must be drawn up, based on the Statement of Intent to Close of a Programme and taking account of feedback from CSMT, Academic Board, Board of Governors and students. The plan must also take account of consultation with relevant departments, including:
• Admissions and Recruitment
• Student Records
• Finance
• Estates
• Space Planning
• Information Services/Library

The closure process will remain as a standing item on the agenda of QSC until the process has concluded.
QAH 3.5: CHANGE OF NAME OF ACADEMIC UNIT

This is the process to be followed where, under certain circumstances, it may be deemed appropriate to change the name of a department or School or academic Directorate. (Note that the change of name of a programme would normally trigger a programme review process.)

Stages in the Process
There are four stages in the change of name process:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Committee</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Approval by CSMT</td>
</tr>
<tr>
<td>2.</td>
<td>Approval by Academic Board</td>
</tr>
<tr>
<td>3.</td>
<td>Approval by Board of Governors</td>
</tr>
<tr>
<td>4.</td>
<td>Communications</td>
</tr>
</tbody>
</table>

1. Approval by CSMT
The proposal to change the name of an academic unit may originate from the School/Directorate responsible for that unit, or from CSMT. In either case, the Director of the relevant School/Directorate should submit a rationale for the proposal for consideration by CSMT. CSMT may approve or reject the approval, or require amendments to it.

2. Approval by Academic Board
Following approval by the CSMT, the proposal and rationale must be submitted to the Academic Board. The Academic Board may recommend approval by the Board of Governors; or reject the proposal; or require amendments to it.

3. Approval by Board of Governors
Following recommendation of approval by the Academic Board, the proposal and rationale must be submitted to the Board of Governors for final approval. The Board may approve or reject the proposal.

4. Communications
Following approval by the Board of Governors, the Principal will inform all staff and students and Directors must ensure that relevant policies, procedures and communications are updated accordingly.
QAH 3.6: PROGRAMME REVIEW (MULTIPLE PROGRAMMES)

Note: this process is to be followed for the review of multiple programmes as part of a single process (e.g. all postgraduate programmes, or all programmes in a single School/Directorate).

The ‘traditional’ model for programme review is where a programme is reviewed on its own. However, not least for reasons of effectiveness and efficiency of process, it may be desirable for two or more programmes to undergo a joint (single) review process. The proposal to adopt such an approach could emanate from a School (or Schools) or from CSMT. The Director of the relevant School/Directorate or the Assistant Principal (where the programmes are from various academic units) must submit a rationale for the multiple programme review to the Academic Board, outlining:

- the benefits of such a review;
- the scope and nature of the intended enhancements;
- the likely cost of such a review.

The rationale must be accompanied by a timeline for the review process.

The Academic Board may approve or reject the proposal, or require amendments to it or to the proposed timeline.

Once approved by the Academic Board, the process for multiple programme review follows Stages 1–7 of the process for programme review (QAH 3.2), with the exception that at least one independent external reviewer shall be appointed to convene the reviews of the programmes. The external convener(s) will also compile a report on the process. The nomination and appointment of the external convener(s) shall be approved by the Academic Board.

The review process will be overseen by the Quality and Standards Committee and managed by the Assistant Principal. The review process will remain as a standing item on the agenda of the QSC and Academic Board until the process has concluded. A bespoke tracker document must be designed to accommodate this review process. This will be maintained by the Academic Registrar.
### APPENDIX 3.1.1
PROGRAMME APPROVAL AND VALIDATION TRACKER

<table>
<thead>
<tr>
<th>Stage</th>
<th>Committee</th>
<th>Date Considered</th>
<th>Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School Approval</td>
<td>School Management Team</td>
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<tr>
<td>2 Outline Programme Approval</td>
<td>CSMT</td>
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<tr>
<td>3 Consent for Programme</td>
<td>Academic Board</td>
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<td>Development</td>
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<tr>
<td>4a Preliminary Scrutiny</td>
<td>Preliminary Scrutiny Panel</td>
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<td>4b Preliminary Scrutiny</td>
<td>QSC</td>
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<tr>
<td>4c Preliminary Scrutiny</td>
<td>Academic Board</td>
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<tr>
<td>5 Confirmation of Resources</td>
<td>CSMT</td>
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<tr>
<td>6a Full Scrutiny</td>
<td>Full Scrutiny Panel</td>
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<tr>
<td>6b Full Scrutiny</td>
<td>QSC</td>
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<tr>
<td>6c Approval of PDT’s Responses to Conditions</td>
<td>Chair of Full Scrutiny Panel</td>
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<tr>
<td>7 Final Approval</td>
<td>Academic Board</td>
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<tr>
<td>8 Evaluation of Process</td>
<td>QSC</td>
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</table>

Notes:
1. This tracker document is maintained jointly by the relevant Director and the Academic Registrar.
2. It is the responsibility of the Programme Design Team to nominate external members of the Preliminary Scrutiny and Full Scrutiny Panels. The Director of the relevant School/Directorate is expected to approve the nominations. The Assistant Registrar (Secretariat) is responsible for contacting externals and setting up the Preliminary and Full Scrutiny Panels.
### APPENDIX 3.1.2
### PROGRAMME REVIEW TRACKER

<table>
<thead>
<tr>
<th>Stage</th>
<th>Committee</th>
<th>Date Considered</th>
<th>Outcome</th>
<th>Notes</th>
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<tbody>
<tr>
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<td>CSMT</td>
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<tr>
<td>3 Consent for Programme Review</td>
<td>Academic Board</td>
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<tr>
<td>4 Confirmation of Resources</td>
<td>CSMT</td>
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<tr>
<td>5a Programme Review</td>
<td>Programme Review Panel</td>
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<tr>
<td>5b Programme Review</td>
<td>QSC</td>
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<tr>
<td>5c Approval of PDT’s responses to Conditions</td>
<td>Chair of Review Panel</td>
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<tr>
<td>7 Final Approval</td>
<td>Academic Board</td>
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<tr>
<td>8 Evaluation of Process</td>
<td>QSC</td>
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</table>

**Note:**
1. This tracker document is maintained jointly by the relevant Director and the Academic Registrar.
2. It is the responsibility of the Programme Design Team to nominate external members of the Review Panel. The Director of the relevant School/Directorate is expected to approve the nominations. The Assistant Registrar (Secretariat) is responsible for contacting externals and setting up the Review Panel.
APPENDIX 3.1.3
PROGRAMME MODULE MODIFICATION AND NEW MODULE APPROVAL TRACKER

<table>
<thead>
<tr>
<th>QAH 3.3 Programme and Module Modification and New Module Approval Tracker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulation of Proposal</td>
</tr>
<tr>
<td>Proposal</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Note: This tracker document is maintained by the Assistant Registrar (Secretariat).</td>
</tr>
</tbody>
</table>
APPENDIX 3.2
STATEMENT OF INTENT TO DEVELOP A NEW PROGRAMME

The Statement of Intent should provide the following information and should not extend beyond four pages in length. A detailed description of curriculum content is not required at this stage.

PROGRAMME DETAILS
• Proposed title
• Programme duration
• Awards incorporated in programme framework

INTRODUCTION AND RATIONALE
• Paragraph outlining the main reasons for proposing this programme at this time

PERCEIVED NEED FOR THE PROGRAMME
• Current trends in interest and provision
• Preliminary evidence of consultation with employers and artistic bodies

EVIDENCE OF LIKELY DEMAND
• Enquiries
• Market potential

RELATIONSHIP TO SIMILAR PROGRAMMES
• Equivalent programmes from other providers
• Relationship to other Conservatoire programmes

TARGET POPULATION
• Target market for programme
• Proposed entry qualifications
• Maximum places for intake in single cohort
• Will the programme operate within current funded numbers? If yes, where will the required numbers be drawn from? If not, on what basis will the programme be offered?

LEARNING AND TEACHING AND MODE OF DELIVERY
• Learning and Teaching Methods
• Taught, distance learning, full-time/part-time etc.

PROGRAMME DESIGN TEAM
• List members of PDT

RESOURCES
• Submit a first draft of the LR1 form (Appendix 3.3) along with this Statement of Intent.
APPENDIX 3.3
LEARNING RESOURCES FORM – NEW PROGRAMME (LR1)

The Programme Design Team Leader is responsible for collating the information required, and for consulting with the relevant Heads of Department etc. (see final page), who must provide commentary on the sections/questions relevant to them. The PDT Leader is also responsible for the timely submission of this form to the CSMT (via the relevant Director) in relation to Stage 5 of the Programme Approval and Validation Process (QAH 3.1). Once completed, please contact Finance who will assist you in costing the programme.

NOTE: at minimum, questions marked with an asterisk should be completed for the first draft (Stage 1) submission. All questions must be completed for the Confirmation of Resources (Stage 5).

<table>
<thead>
<tr>
<th>A* Programme Details</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Proposed Programme:</td>
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<td></td>
</tr>
<tr>
<td>School/Directorate:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Leader of Programme Development Team:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Starting Date:</td>
<td>Full-time / Part-Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery mode:</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(if part-time, give details):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration of programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Credits:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New programme or a replacement for an existing programme?</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scot</td>
<td>EU</td>
<td>RUK</td>
<td>OS</td>
<td>Scot</td>
</tr>
<tr>
<td>Year 1 of programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 of programme</td>
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<tr>
<td>Year 3 of programme</td>
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<tr>
<td>Year 4 of programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C  Proposed Student Fees

<table>
<thead>
<tr>
<th></th>
<th>Scot</th>
<th>EU</th>
<th>RUK</th>
<th>OS</th>
</tr>
</thead>
</table>

D  Staffing

Note: an Activity Planning exercise must be carried out for both existing and any new staff involved in the delivery of the proposed programme. Please consult with the Deputy Director of Human Resources at the earliest opportunity.

D1  Quantify the number of staff hours required for programme development, both academic and administrative:

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>No. of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Joe Bloggs</td>
<td>54</td>
</tr>
</tbody>
</table>

D2  Quantify the number of staff hours required for delivery (excluding 1:1 hours, but including cases where several staff are required to teach the same class in smaller groups, e.g. 50 students divided into 5 groups of 10, each group receiving 1 hour per week in a particular module):

<table>
<thead>
<tr>
<th>Module or Activity</th>
<th>No. of staff members involved</th>
<th>No. of hours delivery per week</th>
<th>No. of weeks</th>
<th>Total no. of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historic Brass Ensemble</td>
<td>1</td>
<td>2</td>
<td>27</td>
<td>54</td>
</tr>
</tbody>
</table>

D3  Quantify the number of staff hours required for 1:1 delivery:
<table>
<thead>
<tr>
<th>Module or Activity</th>
<th>No. of hours delivery per week</th>
<th>No. of students</th>
<th>No. of weeks</th>
<th>Total no. of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:1 Tutorial</td>
<td>1.5</td>
<td>20</td>
<td>27</td>
<td>810</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D4**  
Quantify the number of staff hours required for assessment, moderation and feedback, per student

<table>
<thead>
<tr>
<th>Module</th>
<th>Assessment Type</th>
<th>No. of staff members involved</th>
<th>No. of hours’ assessment per student</th>
<th>No. of students</th>
<th>Total no. of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historic Brass Ensemble</td>
<td>Ensemble Performance</td>
<td>2</td>
<td>0.25</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D5**  
Estimate the number of staff hours required for auditions, per applicant; and for recruitment activity in general

<table>
<thead>
<tr>
<th>Module</th>
<th>No. of staff members involved</th>
<th>No. of hours per auditionee</th>
<th>Estimated No. of auditionees</th>
<th>Total no. of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Audition/Interview</td>
<td>2</td>
<td>0.25</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D6**  
Describe the staff resources that will be required to organize and manage the programme.

**D7**  
Describe the staff resources that will be required to administer the programme (i.e. PSA support).
D8* Will this programme have any requirement for new or additional resource in terms of technical staff?
- YES/NO
- If 'yes', describe the likely additional requirement.

D9 Describe any potential impact on existing academic and non-academic staff (in terms of roles, grading, amendment to contracts, etc.).

D10* Will any new staff need to be hired in order to deliver and/or support this programme?
- YES/NO
- If 'yes', give further details, and confirm that this requirement is captured in Qs D1–8 above.

D11 Estimate the costs associated with the appointment of External Examiner(s) for the programme (fees and estimated travel costs, considering the possible requirement for EEs to make several visits per year in order to observe student work).

D12 Will staff delivering the programme be required to be research active?
- YES/NO
- If 'yes', indicate the expected quantity of staff time for research, per annum
- if 'no', please provide a rationale

E Space Planning

E1* Estimate the number of room hours that will likely be required for programme delivery. Include performances (public or private) and masterclasses or classes by guest artists/visitors. Also consider any requirement for ‘repeat’ delivery, e.g. where 50 students are split into 5 groups of 10.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Type of Room required</th>
<th>No. of people in room</th>
<th>No. of hours per week</th>
<th>No. of weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: movement class</td>
<td>Dance studio</td>
<td>15</td>
<td>5</td>
<td>27</td>
</tr>
</tbody>
</table>


E2* Is there likely to be any impact on discipline-specific practice rooms (e.g. rooms with mirrors or particular instruments)?

E3* Is there currently capacity to accommodate this requirement?
- YES/NO
- If ‘no’, identify ways in which the room hours might become available.

E4 Quantify the number of room hours that will be required for student-led practice/rehearsal etc.:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Type of Room</th>
<th>No. of people in room</th>
<th>No. of hours per week</th>
<th>No. of students requiring this resource</th>
<th>Subtotal (No. of room hours per week)</th>
<th>No. of weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: individual practice</td>
<td>1</td>
<td>15</td>
<td>20</td>
<td>300</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

E5* Are these room hours currently available?
- YES/NO
- If ‘no’, identify ways in which the room hours might become available.

E6 Estimate the number of room hours that will be required for auditions.

<table>
<thead>
<tr>
<th>Audition</th>
<th>Type of Room required</th>
<th>No. of people in room</th>
<th>No. of hours per auditionee</th>
<th>Estimated No. of auditionees</th>
<th>Subtotal of Room Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Audition</td>
<td>HoD Room</td>
<td>4</td>
<td>0.25</td>
<td>50</td>
<td>12.5</td>
</tr>
</tbody>
</table>

E7* Will this programme have a requirement for office accommodation for academic staff?
- YES/NO
- If ‘yes’, please provide details, including likely number of rooms and requirement for office furniture, etc.

**F Productions and External Performances**

F1* Will the programme require staged performances (i.e. performances that will require production of any kind)?
- YES/NO
- If ‘yes’, please list the requirements, per production
  e.g. Production 1 will involve X students and require director, set designer, lighting designer, costumes …

F2* Will the programme require concert performances (i.e. performances with no or little requirement for additional lighting/sound, etc., e.g. music ensemble performances)?

F3* Will the programme require productions or performances in external venues?
- YES/NO
- If ‘yes’, please give details.

F4* Can these production requirements be accommodated within current resources?
- YES/NO
- If ‘no’, identify ways in which the required resources might become available.

**G Information Services**

G1* Will this programme require new or additional IT equipment/software or library resources for delivery of student learning?
- YES/NO
- If ‘yes’, please provide details with approximate costs, e.g. number of computers required, number of software licences required; reading list; list of physical resources (books, CDs etc.); list of online resources (databases etc.)

G2* Will any new or additional IT equipment necessitate a new IT lab or other similar room?
- YES/NO
- If ‘yes’, please provide details

G3* What are the likely archival storage requirements for the programme?
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H</strong> Equipment and Consumables</td>
<td></td>
</tr>
</tbody>
</table>
| H1* | Will this programme require new or additional audio-visual equipment?  
- YES/NO  
- If 'yes', please provide details |
| H2* | Will this programme require new or additional musical instruments or other specialist (non-IT) equipment?  
- YES/NO  
- If 'yes', please provide details, as well as details of any secure storage required. Also provide details of the frequency with which any equipment may have to be replaced or upgraded (e.g. ‘every five years’). |
| H3 | Describe and estimate the cost of any consumables that will be required in delivery of the programme. |
| **I** Placements |  |
| I1* | Give details of any placements that students will require to undertake on the programme. What are the likely costs associated with these (e.g. student travel; staff travel; accommodation; costs associated with the placement provider). |
| **J** Building Opening Times |  |
| J1* | Will the programme require either campus to open outwith current approved building opening times?  
- YES/NO  
- If 'yes', please provide details |
<p>| <strong>K</strong> Marketing, Recruitment |  |
| K1* | Describe how the programme will be marketed and attempt to quantify the costs involved. |
| K2* | Describe the recruitment activities that might be undertaken in a typical year, and attempt to quantify the costs involved. |</p>
<table>
<thead>
<tr>
<th>L</th>
<th>Energy Consumption and Other Resource Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1*</td>
<td>Are there likely to be significant increases in energy consumption as a result of this programme?</td>
</tr>
<tr>
<td></td>
<td>- YES/NO</td>
</tr>
<tr>
<td></td>
<td>- If 'yes', please give details</td>
</tr>
<tr>
<td>L2*</td>
<td>Will the programme have any other foreseeable resource requirements?</td>
</tr>
<tr>
<td></td>
<td>- YES/NO</td>
</tr>
<tr>
<td></td>
<td>- If 'yes', please give details</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M</th>
<th>Income Generation, Scholarships, Prizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1*</td>
<td>Does the programme offer income generation possibilities outwith fee income (e.g. through sponsorship, franchising, external grant funding)?</td>
</tr>
<tr>
<td></td>
<td>- YES/NO</td>
</tr>
<tr>
<td></td>
<td>- If 'yes', please provide details</td>
</tr>
<tr>
<td>M2*</td>
<td>Will this programme place any additional requirement on the Conservatoire’s budget for scholarship or prizes? If so, describe the likely requirement and give suggestions (or confirmation) of additional sources of funding (e.g. corporate/individual donors).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N</th>
<th>Student Intake Numbers (cross-refer to Section B)</th>
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</thead>
<tbody>
<tr>
<td>N1</td>
<td>What is the minimum student intake required to make the programme viable in the first year? (i.e. such that the programme breaks even, taking account of any start-up costs and share of institutional overheads)</td>
</tr>
<tr>
<td>N2</td>
<td>What is the minimum student intake required to make the programme viable beyond the first year? (i.e. such that the programme makes a financial contribution, taking account of overheads)</td>
</tr>
<tr>
<td>N3</td>
<td>What is the maximum student intake in any given year?</td>
</tr>
<tr>
<td>Consultation</td>
<td>Sections/Questions</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Head of Estates</td>
<td>E: Space Planning D8, H1, H2, J1, L1</td>
</tr>
<tr>
<td>Space Planning Manager</td>
<td>E: Space Planning</td>
</tr>
<tr>
<td>Head of Artistic Planning (for SoM Programmes)</td>
<td>F: Productions</td>
</tr>
<tr>
<td>Head of Information Services</td>
<td>G: Information Services</td>
</tr>
<tr>
<td>Head of CPU</td>
<td>F: Productions</td>
</tr>
<tr>
<td>Academic Registrar</td>
<td>D7, D10, K2</td>
</tr>
<tr>
<td>Head of Research and Knowledge Exchange</td>
<td>D12</td>
</tr>
<tr>
<td>Director of External Relations</td>
<td>K: Marketing M: Income Generation</td>
</tr>
<tr>
<td>Deputy Director of Human Resources</td>
<td>D: Staffing J1</td>
</tr>
<tr>
<td>Director(s) of relevant Schools</td>
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<tr>
<td>Deputy Director of Finance</td>
<td>Entire Form</td>
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</table>
APPENDIX 3.4
SPECIFICATION FOR PROGRAMME DOCUMENTATION

Programme documentation should be written in the second person

1. SUMMARY PROGRAMME DETAILS
   1.1 Proposed title
   1.2 Programme duration
   1.3 Mode(s) of study
   1.4 Award(s) incorporated in programme framework
   1.5 Data of validation and review
   1.6 Proposed start date

2. TARGET MARKET AND ADMISSIONS
   2.1 Target intake
   2.2 Applicants which the programme expects to attract
   2.3 Qualifications for admission
   2.4 Selection process
   2.5 Direct articulation from FE

3. PROGRAMME RATIONALE
   3.1 Background to, and history of the programme
   3.2 Purpose of the programme
   3.3 The Programme related to the Conservatoire’s Strategic Plan
   3.4 The Programme in subject context
   3.5 Demand for the programme and likely graduate employability

4. ARRANGEMENTS FOR THE PROMOTION OF EQUALITY OF OPPORTUNITY, THE INCLUSIVE CURRICULUM AND INTERNATIONALIZATION
   4.1 Equality of Opportunity and Inclusivity
   4.2 Health and Safety
   4.3 Internationalization

5. ARRANGEMENTS FOR WORK-BASED LEARNING

6. PROGRAMME AIMS AND LEARNING OUTCOMES FOR EACH SHE LEVEL, TAKING ACCOUNT OF THE CONSERVATOIRE’S GENERIC AIMS AND LEARNING OUTCOMES AND GRADUATE ATTRIBUTES
   6.1 Generic and Programme-specific Aims, Learning Outcomes and Graduate Attributes for each level of the Programme
   6.2 Mapping of Programme Learning Outcomes against the Conservatoire’s Generic Learning Outcomes

7. HOW THE PROGRAMME ADDRESSES EXTERNAL BENCHMARKS
   7.1 SCQF and Dublin Descriptors
   7.2 QAA Subject Benchmark Statements
   7.3 European Benchmark Statements relevant to Programme

8. DETAILS OF PROGRAMME STRUCTURE
   8.1 Overview of Programme
   8.2 SHE Level 1 in outline
   8.2 SHE Level 2 in outline
8.2 SHE Level 3 in outline
8.2 SHE Level 4 in outline

9. LEARNING AND TEACHING PHILOSOPHY AND PRACTICE
9.1 Overview of the Programme’s approach to learning and teaching
9.2 Rationale for the inclusion of each learning mode
9.3 Outline of the key features of student learning
9.4 The Programme’s teaching and the development of the autonomous learner
9.5 The Programme’s philosophical and practical approach to learning and teaching

10. ASSESSMENT: PHILOSOPHY AND PRACTICE
10.1 Assessment modes
10.2 Overview of the programme’s approach to assessment
10.3 Feedback modes
10.4 Assessment Calendars for each year
10.5 Common Assessment Scale
10.6 Generic Calibration Matrix

11 PERSONAL DEVELOPMENT PLANNING AND THE LEARNING CONTRACT
11.1 Policy principles
11.2 PDP Content
11.3 The Learning Contract
11.4 The Transitions Tutor/Transitions Tutorial
11.5 The Programme’s approach to PDP

12. ASSESSMENT AND PROGRESS REGULATIONS
12.1 Approved Programme of Study
12.2 Regulations
12.3 The Right to present for examination
12.4 External Examiners
12.5 Board of Examiners
12.6 Subsidiary Examination Committees and Progress Committee
12.7 Assessment
12.8 Compensation, resit and retake
12.9 Programme-specific regulations

13. MODULE DESCRIPTORS

14. DETAILS OF MANAGEMENT ARRANGEMENTS FOR THE PROGRAMME

15. APPENDICES
## APPENDIX 3.5
### TEMPLATE MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>Module Title</th>
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<tbody>
<tr>
<td><strong>Brief Description</strong></td>
<td>(Max 100 word count)</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td></td>
</tr>
<tr>
<td>1 = SCQF 7</td>
<td></td>
</tr>
<tr>
<td>2 = SCQF 8</td>
<td></td>
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<tr>
<td>3 = SCQF 9</td>
<td></td>
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<tr>
<td>4 = SCQF 10</td>
<td></td>
</tr>
<tr>
<td>M = SCQF 11</td>
<td></td>
</tr>
<tr>
<td><strong>Credit Rating</strong></td>
<td>xx SCQF Credits / xx ECTS credits</td>
</tr>
<tr>
<td><strong>Status (Core/Option/CRSC)</strong></td>
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</tr>
<tr>
<td>Core</td>
<td></td>
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<tr>
<td>Option</td>
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</tr>
<tr>
<td>Credit Rated Short Course</td>
<td></td>
</tr>
<tr>
<td>If Core or Option please identify the programme(s/year(s) below:</td>
<td></td>
</tr>
<tr>
<td>Pre-requisites</td>
<td></td>
</tr>
<tr>
<td>Co-requisites</td>
<td></td>
</tr>
<tr>
<td>Anti-Requisites</td>
<td></td>
</tr>
<tr>
<td><strong>Maximum number of Students</strong></td>
<td><strong>Minimum number of Students</strong></td>
</tr>
<tr>
<td>Learning Modes</td>
<td>Hours per week/task</td>
</tr>
<tr>
<td>Choose an item.</td>
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<td>Choose an item.</td>
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<td>Choose an item.</td>
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</tr>
<tr>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Notional Student Effort</strong></td>
<td></td>
</tr>
</tbody>
</table>

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45
<table>
<thead>
<tr>
<th>Module Co-ordinator</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Aims</td>
<td></td>
</tr>
<tr>
<td>Module Content</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>On successful completion of this module you will be able to:</td>
</tr>
<tr>
<td>LO1</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td></td>
</tr>
<tr>
<td>Assessment 1, Type and Weighting</td>
<td>You will be assessed through:</td>
</tr>
<tr>
<td></td>
<td>• % (LO)</td>
</tr>
<tr>
<td></td>
<td>Choose an item.</td>
</tr>
<tr>
<td>Assessment Criteria for Assessment 1</td>
<td>Assessors will look for:</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Assessment 2, Type and Weighting</td>
<td>You will be assessed through:</td>
</tr>
<tr>
<td></td>
<td>• % (LO)</td>
</tr>
<tr>
<td></td>
<td>Choose an item.</td>
</tr>
<tr>
<td>Assessment Criteria for Assessment 2</td>
<td>Assessors will look for:</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Assessment 3, Type and Weighting</td>
<td>You will be assessed through:</td>
</tr>
<tr>
<td></td>
<td>• % (LO)</td>
</tr>
<tr>
<td></td>
<td>Choose an item.</td>
</tr>
<tr>
<td>Assessment Criteria for Assessment 3</td>
<td>Assessors will look for:</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Alignment of Assessment and Learning Outcome</td>
<td>Assessment 1</td>
</tr>
<tr>
<td>LO1</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>Recommended Resources</td>
<td></td>
</tr>
<tr>
<td>Other Relevant Details</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Next Steps</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3.6
EXEMPLAR SCHEDULE FOR FULL SCRUTINY

VALIDATION OF [Name of Programme] PROGRAMME

Date
Location

FULL SCRUTINY SCHEDULE
10.00 – 10.15  Welcome from Assistant Principal
10.15 – 11.00  Private Meeting of Panel
11.00 – 12.30  First Meeting with Programme Design Team
12.30 – 13.45  Private Meeting of Panel and Lunch
               (lunch will be provided for the Panel)
13.45 – 14.30  Second Meeting with Programme Design Team
14.30 – 15.30  Private Meeting of Panel
15.30 – 16.00  Oral Report back to Programme Design Team

NB: The schedule timing may be varied by the Full Scrutiny Panel

FULL SCRUTINY PANEL
[list]

PROGRAMME DESIGN TEAM
[list]
APPENDIX 3.7  
TEMPLATE REPORT OF PRELIMINARY SCRUTINY PANEL

QAH 3.1: PROGRAMME APPROVAL AND VALIDATION  
Stage 4: Preliminary Scrutiny  
Report of the Preliminary Scrutiny Panel

Proposed Programme:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There is a sound rationale for the programme which explains its philosophical basis.</td>
</tr>
<tr>
<td>Preliminary Scrutiny Panel Comment:</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>There is a demonstrable need and likely demand for the programme supported by evidence; and appropriate consultation has taken place with employers and other relevant bodies (e.g. the national and other performing companies) concerning the need for, and relevance of, the proposed programme. The programme should be placed within its international context.</td>
</tr>
<tr>
<td>Preliminary Scrutiny Panel Comment:</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The level of the programme is appropriate, and it is consistent with the Conservatoire’s Academic Framework and thus with the Scottish Credit and Qualifications Framework, as well as all relevant Subject Benchmark Statements.</td>
</tr>
<tr>
<td>Preliminary Scrutiny Panel Comment:</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The aims, structure and indicative content of the programme are consistent with its level.</td>
</tr>
<tr>
<td>Preliminary Scrutiny Panel Comment:</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Proposed approaches to learning, teaching, assessment and feedback are appropriate.</td>
</tr>
<tr>
<td>Preliminary Scrutiny Panel Comment:</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The promotion of fair access and the ways in which the programme will address the needs of a diverse student body in terms of protected characteristics have been given due consideration. (Protected characteristics are defined as: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.)</td>
</tr>
<tr>
<td>Preliminary Scrutiny Panel Comment:</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>That any placement learning accords with the requirements of QAH 11, (Placement Learning).</td>
</tr>
<tr>
<td>Preliminary Scrutiny Panel Comment:</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>That any collaborative provision accords with the requirements of QAH 10 (Institutional Partnerships).</td>
</tr>
<tr>
<td>Preliminary Scrutiny Panel Comment:</td>
<td></td>
</tr>
</tbody>
</table>
9. The qualifications for admission, the entrance procedures and the basis for selection are appropriate and accord with the requirements of QAH8.

Preliminary Scrutiny Panel Comment:

10. The projected level and nature of resources are appropriate – specific reference should be made to staffing, IT, space and administrative resource requirements as well as student support.

Preliminary Scrutiny Panel Comment:

11. The programme content is underpinned by appropriate professional staff development, research and practice.

Preliminary Scrutiny Panel Comment:

General Observations

Outcome

Please circle the relevant outcome:

1. full support
2. support with conditions, recommendations and/or an amended validation timetable
3. resubmission at a later date to allow substantial rethinking
4. rejection

In the case of outcome 2, please identify the conditions and/or recommendations, and or amended validation timetable:

In the case of outcome 3, please identify any further points that the Programme Design Team should consider:

In the case of outcome 4, please supply a rationale:

Signature

Chair of Preliminary Scrutiny Panel:

Date:
APPENDIX 3.8
TEMPLATE REPORT OF FULL SCRUTINY PANEL

QAH 3.1: PROGRAMME APPROVAL AND VALIDATION
Stage 6: Full Scrutiny
Report of the Full Scrutiny Panel

Proposed Programme:

Please comment under each of the following headings:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rationale: there is a sound rationale for the programme which explains its philosophical basis.</td>
</tr>
<tr>
<td></td>
<td>Full Scrutiny Panel Comment:</td>
</tr>
<tr>
<td>2.</td>
<td>Likely need, demand and international context: there is a demonstrable need and likely demand for the programme supported by evidence; and appropriate consultation has taken place with employers and other relevant bodies (e.g. the national and other performing companies) concerning the need for, and relevance of, the proposed programme. The programme should be placed within its international context.</td>
</tr>
<tr>
<td></td>
<td>Full Scrutiny Panel Comment:</td>
</tr>
<tr>
<td>3.</td>
<td>The level of the programme is appropriate, and it is consistent with the Conservatoire’s Academic Framework and thus with the Scottish Credit and Qualifications Framework, as well as all relevant Subject Benchmark Statements.</td>
</tr>
<tr>
<td></td>
<td>Full Scrutiny Panel Comment:</td>
</tr>
<tr>
<td>4.</td>
<td>Aims, structure and content: the aims, structure and content of the programme are consistent with its level.</td>
</tr>
<tr>
<td></td>
<td>Full Scrutiny Panel Comment:</td>
</tr>
<tr>
<td>5.</td>
<td>Approaches to learning, teaching, assessment and feedback</td>
</tr>
<tr>
<td></td>
<td>Full Scrutiny Panel Comment:</td>
</tr>
<tr>
<td>6.</td>
<td>Learning outcomes (programme and module)</td>
</tr>
<tr>
<td></td>
<td>Full Scrutiny Panel Comment:</td>
</tr>
<tr>
<td>7.</td>
<td>Assessment criteria</td>
</tr>
<tr>
<td></td>
<td>Full Scrutiny Panel Comment:</td>
</tr>
<tr>
<td>8.</td>
<td>Progression from one level to the next (where required) and increasing academic and/or artistic demand</td>
</tr>
<tr>
<td></td>
<td>Full Scrutiny Panel Comment:</td>
</tr>
<tr>
<td>9.</td>
<td>Promotion of fair access and the ways in which the programme addresses the needs of a diverse student body in terms of protected characteristics. (Protected characteristics are defined as: age; disability; gender)</td>
</tr>
</tbody>
</table>
reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.)

Full Scrutiny Panel Comment:

10. Placement learning, which should accord with the requirements of QAH 11, Placement Learning.

Full Scrutiny Panel Comment:

11. That any collaborative provision accords with the requirements of QAH 10 (Institutional Partnerships).

Full Scrutiny Panel Comment:

12. Qualifications for admission, entrance and selection procedures, which should accord with the requirements of QAH 8, Admissions Policy.

Full Scrutiny Panel Comment:

13. Resources: the availability and nature of resources are appropriate – specific reference should be made to staffing, IT, space and administrative resource requirements as well as student support.

Full Scrutiny Panel Comment:

14. The programme content is underpinned by appropriate professional staff development, research and practice.

Full Scrutiny Panel Comment:

The Full Scrutiny Panel may also wish to comment on the proposed programme in relation to the Conservatoire’s 29 Quality Statements (see QAH 1).

Please comment on policy and practice with respect to this programme or the Programme Approval and Validation process, and commend any strengths and identify any areas for development:

Please comment on any areas in which the quality of the programme might be improved:

Please identify any good practice for dissemination within the institution and beyond:

General Observations
Commendations (optional)

Recommendations (optional)

Outcome

Please circle the relevant outcome:
1. Approval for a given period (normally five years – please specify, if different)
2. Approval subject to conditions to be met within a specified period, and normally before the commencement of the programme (this may include a further meeting with the Full Scrutiny Panel in whole or in part). The Programme Design Team’s response to any conditions will be considered by the Convenor of the Full Scrutiny Panel (unless otherwise agreed by the Panel) who will confirm (or otherwise) that conditions have been addressed adequately. If necessary, the Convenor will consult with other members of the Panel;
3. Resubmission at a later date to allow substantial rethinking;
4. Rejection.

In the case of outcome 2, please identify the conditions:

In the case of outcome 3, please identify any further points that the Programme Design Team should consider:

In the case of outcome 4, please supply a rationale:

Signature

Chair of Full Scrutiny Panel:

Date:
APPENDIX 3.9
STATEMENT OF INTENT TO MODIFY AN EXISTING PROGRAMME THROUGH PROGRAMME REVIEW

PROGRAMME TITLE

• If a change to the programme title is being proposed, provide a brief rationale.

PROPOSED MODIFICATIONS

• Provide a brief description of the nature of the modification(s)

RATIONALE FOR MODIFICATIONS

• Why introduce the modification(s) at this time?
• What is the demand likely to be?
• Who has been consulted?

RESOURCES

• Will the modification(s) require the allocation of additional resources? If yes, how will this be accommodated?
• Will the modification lead to an increase in overall student numbers for the programme? If yes, where will the additional student numbers be drawn from?
• Submit a first draft of the LR2 form (Appendix 3.10) along with this Statement of Intent.

MODE OF DELIVERY/TEACHING AND LEARNING

• Will the modification involve changes to the existing mode of delivery/approaches to learning and teaching?
APPENDIX 3.10
LEARNING RESOURCES FORM – REVIEWED PROGRAMME (LR2)

The Programme Design Team Leader is responsible for collating the information required, and for consulting with the relevant Heads of Department etc. (see final page), who must provide commentary on the sections/questions relevant to them. The PDT Leader is also responsible for the timely submission of this form to the CSMT (via the relevant Director) in relation to Stage 4 of the Programme Review Process (QAH 3.2). Once completed, please contact Finance who will assist you in costing the programme.

NOTE: at minimum, questions marked with an asterisk should be completed for the first draft (Stage 1) submission. All questions must be completed for the Confirmation of Resources (Stage 4).

<table>
<thead>
<tr>
<th>A* Programme Details</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme being Reviewed:</td>
<td></td>
</tr>
<tr>
<td>School/Directorate:</td>
<td></td>
</tr>
<tr>
<td>Leader of Programme Development Team:</td>
<td></td>
</tr>
<tr>
<td>Proposed Starting Date:</td>
<td></td>
</tr>
<tr>
<td>Delivery mode:</td>
<td>Full-time / Part-Time</td>
</tr>
<tr>
<td>(if part-time, give details):</td>
<td></td>
</tr>
<tr>
<td>Is there any proposed change to the duration of programme?</td>
<td></td>
</tr>
<tr>
<td>Is there any proposed change to the programme’s credit-rating?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B* Planned Increase (or Decrease) in Student Numbers</th>
<th>AY 2017/18</th>
<th>AY 2018/19</th>
<th>AY 2019/20</th>
<th>AY 2020/21</th>
<th>AY 2021/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 of programme</td>
<td>Scot</td>
<td>EU</td>
<td>RUK</td>
<td>OS</td>
<td>Scot</td>
</tr>
<tr>
<td>Year 2 of programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 of programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4 of programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### D Staffing

Note: an Activity Planning exercise must be carried out for both existing and any new staff involved in the delivery of the modified programme. Please consult with the Deputy Director of Human Resources at the earliest opportunity.

#### D1 Quantify the number of staff hours required for programme development, both academic and administrative:

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>No. of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Joe Bloggs</td>
<td>54</td>
</tr>
</tbody>
</table>

**TOTAL**

#### D2 Quantify the number of staff hours required for delivery (excluding 1:1 hours, but including cases where several staff are required to teach the same class in smaller groups, e.g. 50 students divided into 5 groups of 10, each group receiving 1 hour per week in a particular module):

<table>
<thead>
<tr>
<th>Module or Activity</th>
<th>No. of staff members involved</th>
<th>No. of hours delivery per week</th>
<th>No. of weeks</th>
<th>Total no. of hours</th>
<th>Change, compared to current provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historic Brass Ensemble</td>
<td>1</td>
<td>2</td>
<td>27</td>
<td>54</td>
<td>−20</td>
</tr>
</tbody>
</table>

**TOTAL**

#### D3 Quantify any change in the number of staff hours required for 1:1 delivery:
<table>
<thead>
<tr>
<th>Module or Activity</th>
<th>No. of hours delivery per week</th>
<th>No. of students</th>
<th>No. of weeks</th>
<th>Total no. of hours</th>
<th>Change, compared to current provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:1 Tutorial</td>
<td>1.5</td>
<td>20</td>
<td>27</td>
<td>810</td>
<td>–150</td>
</tr>
</tbody>
</table>

**TOTAL**

**D4** Quantify any change in the number of staff hours required for assessment, moderation and feedback, per student

<table>
<thead>
<tr>
<th>Module</th>
<th>Assessment Type</th>
<th>No. of staff members involved</th>
<th>No. of hours assessment per student</th>
<th>No. of students</th>
<th>Total no. of hours</th>
<th>Change, compared to current provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historic Brass Ensemble</td>
<td>Ensemble Performance</td>
<td>2</td>
<td>0.25</td>
<td>20</td>
<td>10</td>
<td>–30</td>
</tr>
</tbody>
</table>

**TOTAL**

**D5** Estimate any change in the number of staff hours required for auditions, per applicant; and for recruitment activity in general

<table>
<thead>
<tr>
<th>Module</th>
<th>No. of staff members involved</th>
<th>No. of hours per auditionee</th>
<th>Estimated No. of auditionees</th>
<th>Total no. of hours</th>
<th>Change, compared to current provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Audition/Interview</td>
<td>2</td>
<td>0.25</td>
<td>50</td>
<td>25</td>
<td>–10</td>
</tr>
</tbody>
</table>

**TOTAL**
D6* Describe any change in the staff resources that will be required to organize and manage the programme.

D7* Describe any change in the staff resources that will be required to administer the programme (i.e. PSA support).

D8* Will the reviewed programme require new or additional resource in terms of technical staff?
  - YES/NO
  - If ‘yes’, describe the likely additional requirement.

D9 Describe any potential impact on existing academic and non-academic staff (in terms of roles, grading, amendment to contracts, etc.).

D10* Will any new staff need to be hired in order to deliver and/or support the reviewed programme?
  - YES/NO
  - If ‘yes’, give further details, and confirm that this requirement is captured in Qs D1–8 above.

D11 Estimate any change in the costs associated with the appointment of External Examiner(s) for the programme (fees and estimated travel costs, considering the possible requirement for EEs to make several visits per year in order to observe student work).

D12 Will there be any change in the requirement for staff delivering the programme be research active?
  - YES/NO
  - If ‘yes’, please indicate the extent of the change.

E  Space Planning

E1* Estimate any change in the number of room hours that will likely be required for programme delivery. Include performances (public or private) and masterclasses or classes by guest artists/visitors. Also consider any requirement for ‘repeat’ delivery, e.g. where 50 students are split into 5 groups of 10.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Type of Room required</th>
<th>No. of people in room</th>
<th>No. of hours per week</th>
<th>No. of weeks</th>
</tr>
</thead>
</table>

58
E2* Is there likely to be any impact on class sizes (e.g. larger rooms required, or more rooms required) or discipline-specific practice rooms (e.g. rooms with mirrors or particular instruments)?

E3* If more room hours are required to deliver the reviewed programme, is there capacity to accommodate the increased requirement?
- YES/NO
- If ‘no’, identify ways in which the required room hours might become available.

E4 Quantify any change in the number of room hours that will be required for student-led practice/rehearsal etc.:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Type of Room</th>
<th>No. of people in room</th>
<th>No. of hours per week</th>
<th>No. of students requiring this resource</th>
<th>Subtotal (No. of room hours per week)</th>
<th>No. of weeks</th>
<th>Change, compared to current provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: individual practice</td>
<td>1</td>
<td>15</td>
<td>20</td>
<td>300</td>
<td>27</td>
<td>–15</td>
<td></td>
</tr>
</tbody>
</table>

E5* If more room hours are required to deliver the reviewed programme, is there capacity to accommodate the increased requirement?
- YES/NO
- If ‘no’, identify ways in which the room hours might become available.

E6 Estimate any change in the number of room hours that will be required for auditions.

<table>
<thead>
<tr>
<th>Audition</th>
<th>Type of</th>
<th>No. of</th>
<th>No. of hours</th>
<th>Estimated</th>
<th>Subtotal of</th>
<th>Change,</th>
</tr>
</thead>
</table>

### Room Hours compared to current provision

<table>
<thead>
<tr>
<th>Room required</th>
<th>people in room</th>
<th>per auditionee</th>
<th>No. of auditionees</th>
<th>Room Hours</th>
<th>compared to current provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Audition</td>
<td>HoD Room</td>
<td>4</td>
<td>0.25</td>
<td>50</td>
<td>12.5</td>
</tr>
</tbody>
</table>

E7*  Will there be any change in the requirement for office accommodation for academic staff? If there is an increased requirement, please provide details, including likely number of rooms and requirement for office furniture, etc.

### F  Productions and External Performances

F1*  Will there be any change in the requirement for staged performances (i.e. performances that will require production of any kind)?
- YES/NO
- If ‘yes’, please list the changes, per production
  e.g. Production 1 will involve X students and require director, set designer, lighting designer, costumes …

F2*  Will the programme require concert performances (i.e. performances with no or little requirement for additional lighting/sound, etc., e.g. music ensemble performances)?

F3*  Will there be any change in the requirement for productions or performances in external venues?
- YES/NO
- If ‘yes’, please give details.

F4*  If there is an increased requirement, can this be accommodated within current resources?
- YES/NO
- If ‘no’, identify ways in which the required resources might become available.

### G  Information Services

G1*  Is there a requirement for new or additional IT equipment/software or library resources for delivery of student learning?
G2* Will any new or additional IT equipment necessitate a new IT lab or other similar room?
- YES/NO
- If ‘yes’, please provide details

G3* Is there likely to be any increase in archival storage requirements for the programme?

H   Equipment and Consumables

H1* Is there a requirement for new or additional audio visual equipment?
- YES/NO
- If ‘yes’, please provide details

H2* Is there a requirement for new or additional musical instruments or other specialist (non-IT) equipment?
- YES/NO
- If ‘yes’, please provide details, as well as details of any secure storage required. Also provide details of the frequency with which any equipment may have to be replaced or upgraded (e.g. ‘every five years’).

H3 Describe and estimate the cost of any additional consumables that will be required in delivery of the programme.

I   Placements

I1* Is there likely to be any change in the costs associated with student placements (e.g. student travel; staff travel; accommodation; costs associated with the placement provider)?

J   Building Opening Times
J1* Is there likely to be a requirement for either campus to open outwith current approved building opening times?
  - YES/NO
  - If ‘yes’, please provide details

K  Marketing, Recruitment

K1* Describe any changes in how the programme will be marketed and attempt to quantify the costs involved.

K2* Describe any changes in recruitment activities, and attempt to quantify the costs involved.

L  Energy Consumption and Other Resource Requirements

L1* Are there likely to be significant increases in energy consumption?
  - YES/NO
  - If ‘yes’, please give details

L2* Will the programme have any other foreseeable resource requirements?
  - YES/NO
  - If ‘yes’, please give details

M  Income Generation, Scholarships, Prizes

M1* Does the reviewed programme offer income generation possibilities outwith fee income (e.g. through sponsorship, franchising, external grant funding)?
  - YES/NO
  - If ‘yes’, please provide details

M2* Will the reviewed programme place any additional requirement on the Conservatoire’s budget for scholarship or prizes? If so, describe the likely requirement and give suggestions (or confirmation) of additional sources of funding (e.g. corporate/individual donors).
<table>
<thead>
<tr>
<th>Consultation</th>
<th>Sections/Questions</th>
<th>Comments</th>
<th>Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Estates</td>
<td>E: Space Planning</td>
<td></td>
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<td>D8, H1, H2, J1, L1</td>
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<td>Space Planning Manager</td>
<td>E: Space Planning</td>
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<tr>
<td>Head of Artistic Planning (for SoM Programmes)</td>
<td>F: Productions</td>
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<td>Head of Information Services</td>
<td>G: Information Services</td>
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<td>Head of CPU</td>
<td>F: Productions</td>
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<tr>
<td>Academic Registrar</td>
<td>D6, D11, K2</td>
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<tr>
<td>Head of Research and Knowledge Exchange</td>
<td>D12</td>
<td></td>
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<tr>
<td>Director of External Relations</td>
<td>K: Marketing</td>
<td>M: Income Generation</td>
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<tr>
<td>Deputy Director of Human Resources</td>
<td>D: Staffing</td>
<td>J1</td>
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<td>Director(s) of relevant Schools</td>
<td>Entire Form</td>
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<tr>
<td>Deputy Director of Finance</td>
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APPENDIX 3.11
EXEMPLARY SCHEDULE FOR PROGRAMME REVIEW

REVIEW OF [Name of Programme] PROGRAMME

Date
Location

REVIEW SCHEDULE

09.00 – 10.00 Private Meeting of Panel
10.00 – 11.00 First Meeting with Programme Design Team
11.00 – 12.00 Meeting with Current Students and Graduates
12.00 – 13.45 Private Meeting of Panel (with Lunch)
13.45 – 14.30 Second Meeting with Programme Design Team
14.30 – 15.30 Private Meeting of Panel
15.30 – 16.00 Oral Report back to Programme Design Team

NB: The Review Schedule timing may be varied by the Review Panel

REVIEW PANEL
[list]

PROGRAMME DESIGN TEAM
[list]

STUDENTS AND GRADUATES

Graduates
[list]

Students
[list]
APPENDIX 3.12
SPECIFICATION FOR REFLECTIVE ANALYSIS

The Reflective Analysis comprises an evaluation of the programme and details of the proposals for change, as follows:

1. Introduction
1.1 The Review Process
1.2 Rationale for Change
   a summary of the drivers for change and identification of the ways in which the programme will respond to the Conservatoire’s strategic plan
1.3 Summary of Curriculum Proposals
   to include a statement as to how the programme addresses any Conservatoire-wide priorities for the review, and identification of any distinctive characteristics of provision. This section should also provide an overview of the effectiveness of any significant module or programme modifications made since the last programme review (or validation), as documented through the Annual Dialogue process.

2. Evaluation of the Programme
2.1 Performance Indicators
2.1.1 Student Achievement Rates (SAR)
   statistics and commentary on student achievement rates for the past five years, as provided annually through the Annual Dialogue process
2.1.2 On-Time Programme Completion Rates (PCR)
   statistics and commentary on on-time programme completion rates for the past five years, as provided annually through the Annual Dialogue process
2.1.3 ‘Plus-Two’ Programme Completion Rates (PCR+2)
   statistics and commentary on ‘plus two’ programme completion rates for the past five years, as provided annually through the Annual Dialogue process
2.1.4 Programme Award Profile
   statistics and commentary on programme award profile for the past five years as provided annually through the Annual Dialogue process (this applies only to programmes with Honours classifications)
2.1.5 Post Programme Success Ratio
   statistics and commentary on DLHE statistics for the past five years; and commentary on employability, as documented through the Annual Dialogue process
2.1.6 Applications and Recruitment
   statistics and commentary on ratio of applicants to offers and places available on the programme for the past five years, and commentary on efforts undertaken to promote recruitment to the programme, as provided annually through the Annual Dialogue process. Highlight in particular:
   • mature and non-standard entry students, with a summary of their qualifications and background
• statistics of applicants and students by gender, ethnicity (BAME), SIMD status and other protected characteristics (reports to the Student Recruitment Group will be helpful in this regard) and commentary on efforts undertaken to promote fair access

2.2 National and international context
commentary on how the programme compares with other similar programmes in the UK and internationally

2.3 External Examiners’ Reports
a summary of the External Examiners’ reports, and responses to those reports for the past five years, as provided annually to QSC

2.4 Findings from the Annual Dialogue Process
a summary of Annual Dialogue reports, recommendations and responses for the past five years (review reports should be included as an appendix)

2.5 Findings from internal and external surveys, including the National Student Survey
commentary on survey results for the past five years, as provided annually to QSC

2.6 Programme Committee Actions
a summary of other programme committee actions or decisions relevant to the review process not covered elsewhere

2.7 Consultation with Students and Graduates
a summary of consultation with students and graduates, linked to the proposals for change (Guidance on consultation is included at Appendix 3.15). Differentiate between the views of different categories of students where these are likely to be significant (for example part-time and full-time, students from different levels of programme, entrants from school and entrants from further education etc).

2.8 Consultation with Stakeholders
a summary of consultation with external stakeholders (employers, national companies etc.), and how this has informed the proposals for change (Guidance on consultation is included at Appendix 3.15)

2.9 Learning and Teaching
a critical evaluation of the programme’s learning and teaching methods (informed by data analysed above)

2.10 Assessment and Feedback
a critical evaluation of the programme’s assessment and feedback procedures (informed by data analysed above)

2.11 Organization and Management
a critical evaluation of the programme’s organization and management processes (informed by data analysed above)

2.12 Arrangements for Student Support
a critical evaluation of arrangements for student support (informed by data analysed above)

2.13 The Use and Effectiveness of Placement Learning
a critical evaluation of the use and effectiveness of placement learning

2.14 The Use of Resources
a review of the use of the resources allocated to the programme, including staff time, and relevant library provision, ICT, accommodation and equipment

2.15 Staff Development and Research Activity
a summary of relevant staff development/research during the past five years and how this activity has enhanced the quality of programme delivery

2.16 Professional Accreditations Achieved
the outcome of any professional accreditation (e.g. GTCS), together with the School response

3. Proposals for Change
3.1 Strengths of the Programme
a summary of the programme’s strengths, referencing data analysed above
3.2 Development Needs
a review of the effectiveness of arrangements in respect of programme development and delivery, including programme collaborations
3.3 Revised Aims and Learning Outcomes
details of and rationale for revisions to the programme’s aims and learning outcomes
3.4 Revisions to Programme Content and Delivery
summary of revisions to programme content and delivery
3.5 Revision to Other Processes
details of and rationale for revisions to such processes as admission, assessment and progress
APPENDIX 3.13
TEMPLATE REPORT OF PROGRAMME REVIEW PANEL

QAH 3.2: PROGRAMME REVIEW
Stage 5: Programme Review
Report of the Programme Review Panel

Programme:

*Please comment under each of the following headings:*

<table>
<thead>
<tr>
<th>Number</th>
<th>Heading</th>
<th>Programme Review Panel Comment</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rationale: there is a sound rationale for the modified programme which explains its philosophical basis.</td>
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<tr>
<td>2.</td>
<td>Likely need, demand and international context: there is a demonstrable need and likely demand for the modified programme supported by evidence; and appropriate consultation has taken place with students, graduates, employers and other relevant bodies (e.g. the national and other performing companies) concerning the continued need for, and relevance of, the proposed modified programme. The programme should be placed within its international context.</td>
<td></td>
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<tr>
<td>3.</td>
<td>Level: the level of the programme continues to be appropriate, and it is consistent with the Conservatoire’s Academic Framework (which is consistent with the Scottish Credit and Qualifications Framework), and all relevant Subject Benchmark Statements.</td>
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<tr>
<td>4.</td>
<td>Aims, structure and content: the aims, structure and content of the modified programme are consistent with its level.</td>
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<tr>
<td>5.</td>
<td>Approaches to learning, teaching, assessment and feedback</td>
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<tr>
<td>6.</td>
<td>Learning outcomes (programme and module)</td>
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<tr>
<td>7.</td>
<td>Assessment criteria</td>
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<td>8.</td>
<td>Progression from one level to the next (where required) and increasing academic and/or artistic demand</td>
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<tr>
<td>9.</td>
<td>Promotion of fair access and the ways in which the programme addresses the needs of a diverse student body in terms of protected characteristics.</td>
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(Protected characteristics are defined as: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.)

Programme Review Panel Comment:

10. Placement learning, which should accord with the requirements of QAH 11 (Placement Learning).

Programme Review Panel Comment:

11. That any collaborative provision accords with the requirements of QAH 10 (Institutional Partnerships).

Programme Review Panel Comment:

12. Qualifications for admission, entrance and selection procedures, which should accord with the requirements of QAH 8, Admissions Policy.

Programme Review Panel Comment:

13. Resources: the availability and nature of resources are appropriate – specific reference should be made to staffing, IT, space and administrative resource requirements as well as student support.

Programme Review Panel Comment:

14. The programme content is underpinned by appropriate professional staff development, research and practice.

Full Scrutiny Panel Comment:

The Programme Review Panel may also wish to comment on the modified programme in relation to the Conservatoire’s 29 Quality Statements (see QAH 1).

Please comment on the effectiveness of the annual monitoring and reporting process (i.e. Annual Dialogue, QAH 5), as evidenced through reference to this process in the Programme’s Reflective Analysis (see particularly section 2.3 of the Reflective Analysis):

Please comment on policy and practice with respect to this programme or the Programme Review process, and commend any strengths and identify any areas for development:

Please comment on any areas in which the quality of the programme might be improved:
Please identify any good practice for dissemination within the institution and beyond:

General Observations

Commendations (optional)

Recommendations (optional)

Outcome
Please circle the relevant outcome:
1. re-approval for a given period (normally five years; if different, please specify)
2. re-approval subject to conditions to be met within a specific period, and normally before the commencement of the reviewed programme. The Programme Design Team’s response to any conditions will be considered by the Convenor of the Review Panel (unless otherwise agreed by the Panel) who will confirm (or otherwise) that conditions have been addressed adequately. If necessary, the Convenor will consult with other members of the Panel;
3. in exceptional circumstances, some other appropriate recommendation (e.g. no intake to the first year of the programme).

In the case of outcome 2, please identify the conditions:

In the case of outcome 3, please specify the recommendation:

Signature

Chair of Programme Review Panel:

Date:
APPENDIX 3.14
PROPOSAL FOR PROGRAMME/MODULE MODIFICATION OR NEW MODULE APPROVAL

This form should be submitted to the Assistant Registrar (Secretariat) and accompanied by both the current and proposed new module descriptors.

Please note that all programme modifications must be completed in time to be considered by the final Quality and Standards Committee and Academic Board meetings of the academic session.

PROGRAMME:  
MODULE(S):  
CREDIT VALUE:  
‘EFFECTIVE FROM’ DATE:  

1) Nature of proposed modification: (please tick all that apply)
   a) Is this a change to an existing module? □
   b) Is this the replacement of an existing module with a new module? □
   c) Removal of module □
   d) Do these changes impact on any other module? □
      If so, please state which module(s)

2) Please tick all elements that are affected by the proposed modification:
   a) Credit Rating □  f) Assessment Modes □
   b) Status □  g) Assessment Outcomes □
   c) Delivery Pattern □  h) Learning Outcomes □
   d) Aims □  i) Module title □
   e) Objectives □  j) Feedback arrangements □

3) Describe the proposed change:
4) Rationale for the proposed change:

5) Please provide details of any resource implications which will arise from these changes and how they will be accommodated. Also describe (and cost, if possible) any resource efficiencies:
6) Please detail the proposed changes to the module descriptor by completing the table below, which facilitates comparison of the current and proposed new module descriptors.

*Only include those sections of the module descriptor that are proposed to change, as indicated in Q2 above.*

<table>
<thead>
<tr>
<th>extract from CURRENT module descriptor</th>
<th>extract from PROPOSED NEW module descriptor</th>
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<tbody>
<tr>
<td>MODULE TITLE:</td>
<td>MODULE TITLE:</td>
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</table>

*This form should be submitted to the Assistant Registrar (Secretariat) along both the current and proposed new module descriptors.*
APPENDIX 3.15
GUIDANCE ON CONSULTATION

Through the process of programme review (QAH 3.2), Programme Design Teams are expected to engage in consultation with students, graduates and external stakeholders (employers, including the national companies, etc.).

To that end, the Reflective Analysis must demonstrate that Programme Design Teams have undertaken the following minimum consultation:
• at least one focus group meeting with students
• at least one focus group meeting with graduates
• employer/external stakeholder questionnaire (see below)
• at least one focus group meeting with external stakeholders

If PDTs wish, they may supplement these consultative arrangements with, for example:
• student questionnaire (specific to the programme, designed by the PDT)
• graduate questionnaire (see below)

The PDT Leader must send a list of the external stakeholders the PDT intends to consult, for the consideration and approval of the relevant Director.

The outcomes of these consultations, and the ways in which they have shaped the modified programme, should be made explicit in the Reflective Analysis (in Sections 2.6 and 2.7). Questionnaire responses and notes of meetings should be included as appendices to the Reflective Analysis.
Employer/External Stakeholder Questionnaire

Name (or anonymous)
Organisation (can’t be anonymous)

1. In your experience of employing or working with graduates of the BA XXX programme, do you find graduates well equipped for work in your field?
   [open text response]

2. In your experience, what are the areas of work where graduates of this programme excel?
   [open text]

3. In your experience, are there any areas where you find graduates of this programme are weak?
   [open text]

4. Looking to the future in your field of work, can you identify particular skills that will be required of graduates of this programme so that they will be well prepared for employment/self-employment?

5. What is your view of the proposed programme modifications, in terms of enhancing the programme?
   [programmes should insert a couple of sentences describing the three most significant modifications]
   • summary of significant modification 1 [open text response]
   • summary of significant modification 2 [open text response]
   • summary of significant modification 3 [open text response]
Graduate Questionnaire

Name (or anonymous)

1. In which year did you graduate?

2. Having graduated from the BA XXX programme, please tick those attributes which you believe you possess or have developed as a consequence of studying at the Royal Conservatoire of Scotland:
   • reflective arts practitioner
   • able to lead, create, achieve and innovate
   • creative attitudes and skills needed for collaborative learning
   • sophisticated skills in leading, building and working in teams
   • adaptable and confident
   • used to taking risks and working positively with ambiguity and unpredictability
   • takes responsibility for managing and evaluating their own learning
   • resourceful, independent and effective in their approach to managing their life and work
   • insight into a diversity of artistic fields
   • experience of what is required to succeed in their individual arts practice
   • able to respond quickly to a fast changing and dynamic world
   • professionally-orientated, entrepreneurial outlook
   • respond positively to new opportunities and challenges
   • uses theoretical understanding to inform practice and practice to inform theory
   • sophisticated aesthetic and emotional intelligence, integrity and insight
   • ability to think analytically and critically
   • equipped to make a contribution in the world, as an artist, educator, advocate and active citizen
   • highly developed skills to communicate a profound appreciation of how her/his artistic discipline connects with the world

3. What are the areas of work where you feel you excel?

   [open text]

4. In your experience, are there any areas of work for which you feel the BA XXX programme did not prepare you adequately? Please give reasons.

   [open text]

5. What is your view of the proposed programme modifications, in terms of enhancing the programme?

   [programmes should insert a couple of sentences describing the three most significant modifications]
• summary of significant modification 1
  [open text response]

• summary of significant modification 2
  [open text response]

• summary of significant modification 3
  [open text response]
APPENDIX 3.16
GUIDANCE NOTES

QAH 3.1
Prior to submission for Preliminary Scrutiny and Full Scrutiny, the Director(s) of the School(s)/Directorate(s) proposing the programme should ensure that the documentation to be submitted meets the specification for programme documentation, as detailed in Appendix 3.4 (with the exception that module descriptors are not required for Preliminary Scrutiny).

The relevant Director(s) may, at their discretion, recommend that a ‘preparatory scrutiny’ takes place in advance of the Full Scrutiny, in order to give staff an opportunity to defend the programme to internal critical friends. This is not a requirement of the Programme Approval and Validation process, but may be useful in supporting staff, particularly any who may be new to the process. The preparatory scrutiny may take place before or after documentation sign-off, described above.

QAH 3.2
Prior to submission for Programme Review, the Director(s) of the relevant School(s)/Directorate(s) should ensure that the documentation to be submitted meets the specification for programme documentation, as detailed in Appendix 3.4.

The relevant Director(s) may, at their discretion, recommend that a ‘preparatory review’ takes place in advance of the Programme Review, in order to give staff an opportunity to defend the programme to internal critical friends. This is not a requirement of the Programme Review process, but may be useful in supporting staff, particularly any who may be new to the process. The preparatory review may take place before or after documentation sign-off, described above.
A POLICY ON STAFF DEVELOPMENT IN THE CONSERVATOIRE
1. Introduction

The Conservatoire is committed to the recruitment of suitably qualified staff, to the provision of effective and appropriate induction and to the operation of a culture of continuing development and training for all staff.

The Conservatoire interprets staff development as applying to all categories of staff. Staff development is important in order to enable individuals to carry out their duties effectively, to prepare them for changes that affect their roles and tasks, to equip them to meet the challenges and demanding objectives which are articulated in the Conservatoire’s strategic aims, release creativity and enable individuals and groups to realise their potential.

2. Purpose

Staff development is intended to encourage the enhancement of skills, knowledge and practices and the use of structured reflection to enable individuals and teams to identify ways of improving effectiveness of performance. It is intended to allow individuals to identify and discuss development and training which would assist them in their current role, prepare them for future roles and make good use of their talents and aptitudes.

3. Scope

The Conservatoire is committed to the provision of appropriate and timely staff development for every member of staff and to the active involvement of staff in defining development and training needs.

Within the constraints of available finances and subject to any priorities determined by the Conservatoire’s strategic aims, staff development is designed to:

- Assist individual members of staff to acquire knowledge, skills or awareness which will allow them to fulfill current responsibilities more effectively
- Assist groups of staff or departments/schools to work more effectively together as a team
- Assist individuals or groups to meet the demands placed upon them by organisational or technological change and development
- Prepare individuals for new roles as appropriate
- Enable staff who acquire new skills to have these recognised and, where appropriate, accredited and certificated
- Assist individuals to develop skills and/or gain qualifications which will equip them for future career development
- Promote the integration of training and development in order to enhance practice and performance
4. Responsibilities

Responsibility for staff development and training is shared between:

a) Individual members of staff
b) Heads of Departments/Line Managers
c) The HR Department
d) The Staff Development Committee

Additionally, other Heads of Departments, will play a leading role in relation to particular areas of training such as Health and Safety, Equality and Diversity, Human Resources and Information Services.

4a) Individual members of staff have responsibility for:
- Ensuring that they undertake regular reviews of their work and for discussing their staff development needs with their Head of Department and/or with their reviewer as appropriate
- Seeking out and participating actively in forms of staff development and training which will help them meet agreed needs applying newly developed knowledge and skills in their work as appropriate
- Undertaking any statutory training that is required of them by the Conservatoire and generally conducting their approach to staff development and training in the spirit of good practice in relation to the performance of personal and professional obligations to the mission, aims and objectives of the Conservatoire

4b) Head of Departments/Line Managers have a responsibility to:
- Ensure that new staff receive appropriate initial training and induction
- Ensure that regular discussions take place with each individual member of staff in order to identify developmental and training needs, in addition to the formal goals setting and career review process
- Ensure that responsibility is jointly agreed in any personal development plans and that subsequent actions are monitored and evaluated

4c) The HR Department is responsible for:
- Coordinating and delivering (as required) appropriate training and support programmes
- Providing specific advice on training and career development to individuals, groups, managers and other parties providing information to staff on the opportunities for staff development and training
- Acting appropriately upon the needs identified in personal development plans, such as those identified by the goals setting and career review process
- Consulting with staff to identify existing and emerging training and development needs
- Liaising and co-operating with other local, regional, and national training and development organisations, as appropriate
- Liaising with Heads of Departments and Line Managers in order to assist the Conservatoire in evolving, enhancing and delivering an effective staff development and training policy which is supportive of organisational and individual performance
5. Goals Setting, Career Review and Activity Planning Processes

To further these aims and objectives, the Conservatoire expects staff development and training to feature in the plans of individual staff members and to be considered in the reviews which are an established part of its Goals Setting and Career Review process.

The Conservatoire has developed an internal activity planning process which enables staff and managers to plan an academic cycle to ensure that appropriate time is allocated to the variety of duties and responsibilities that staff have. This includes ensuring sufficient time is identified for staff development and professional updating activities.

The Conservatoire recognises the importance and mutual benefit of the work undertaken by staff as external examiners for other conservatoires and HEIs, and the value of this work as professional development. The Conservatoire encourages staff to undertake this role and will seek to support staff to have the time they need to fulfil these duties through the activity planning process.

SHORT-TERM STUDY STAFF DEVELOPMENT REQUESTS

How do I request Short-term Study Staff Development?

Through completion of the Short-term Study- Staff Development Request Form which requires approval from your line manager in the first instance.

Which approach should I use to identify and discuss my requirements?

Goals Setting / Career Review Process

Agreement of staff development as part of the Goals Setting and Career Review process means that you will be reviewed at the end of the agreed period to determine progress towards achievement of your goals. Staff Development identified through the Goals Setting and Career Review process should specify how this will benefit you and the work you do at the Conservatoire, specifically in relation to the Conservatoire’s aims and objectives. Once you have agreed your goals with your line manager and a signed copy of these has been sent to the HR Department, you will be sent the appropriate form for completion, providing the HR Department with the necessary information regarding the training provider etc.

If the staff development you have identified is specific to your requirements, and therefore is unlikely to be appropriate for other members of staff within the Conservatoire, you would normally arrange the booking of the staff development yourself, and provide booking details to the HR Department. The HR Department would then authorise and allocate budget codes to the invoices when received.
Staff Development Request Form – Short Term Courses

This form should be used for ad-hoc, short-term staff development which has a cost of less than £1000. The form is intended to be used for staff development opportunities such as workshops, 1 – 2 days courses, conferences, seminars etc, or short courses such as 6 – 8 week courses. You should discuss the staff development opportunity with your Head of Department/Line Manager, and complete the Staff Development Request Form. Your Line Manager will either approve or decline your request. If your request is declined, your Head of Department/Line Manager will explain to you why it has been declined. Once your request has been approved or declined, you should send your completed Staff Development Request Form to the HR Department. If it is approved, your HR Department will confirm the level of financial support available. Your line manager will confirm any other support such as time off to attend classes.

What happens if I leave the Conservatoire within two years of commencing study?

If you receive funding for study (either short term or further qualifications) for which you have directly applied for and subsequently leave your role you will be required to reimburse the Conservatoire for the percentage outline below:

- If you cease employment before you attend the training course but the Employer has already incurred liability for the costs, 100% of the cost or such proportion of the costs that the Company cannot recover from the course provider shall be repaid;
- If you cease employment during the training course or within 12 months of completing the training course, 100% of the costs shall be repaid;
- If you cease employment more than 12 months but no more than 24 months after completion of the training course, 50% of the costs shall be repaid;

When agreeing to funding you will be asked to sign a clause that states you agree that any costs repayable as per the above list may be deducted from your final salary or over an agreed repayment schedule.

How is Staff Development arranged?

If the staff development is specific to your requirements, you would normally arrange this yourself after confirmation of your request being approved. Most training providers now offer the option of invoice as a payment method. Where possible, you should use this option. If you are required to pay for the staff development, you should provide the HR Department with proof of payment. The HR Department would then arrange for you to be reimbursed.

5. What internal resources are available?

The Conservatoire has a number of staff who can provide training and development in their areas of expertise.
a) The IT Trainer
The IT Trainer runs a variety of internal workshops, at Basic, Intermediate and Advanced levels. The workshops cover areas such as Microsoft packages (Word, Excel, Access, Power-point and Outlook), and an Introduction to Raisers Edge. Training can be provided through group workshops, however one-to-one and ad-hoc sessions are available as required. This includes a Help-Desk service for general queries and issues.

Julie Halstead
Tel No: 0141 2708 202
Email: j.halstead@rcs.ac.uk

b) The Head of Health, Safety and Wellbeing
The Health and Safety Advisor provides formal accredited training to staff as required, including courses such as “IOSH Managing Safely” and “IOSH Working”. In addition, training can be provided in the following areas: Fire Safety, Basic Food Hygiene, Working and Operating Safely, Undertaking Risk Assessments, Personal Safety, Infection Control, Manual Handling, Abrasive Wheels, LPG, and Noise Awareness.

Andrew Evans
Tel no: 0141 270 8236
Email: a.evans@rcs.ac.uk

c) The HR Department
The HR Department provides regular updates for Head of Departments/Line Managers relating to new policies and procedures, changes to employment legislation and Employee Relations. Employee Relations refers to areas such as Disciplinary and Dismissal issues, Grievances, Absence Management, Performance Management, Occupation Health issues, Goals Setting and Career Review, and any other issues relating to staff. The HR Department also coordinates training and development across the Conservatoire and provides information and advice relating to potential staff development opportunities.

Tel No: 0141 2708389
Email: humanresources@rcs.ac.uk

d) Equality and Diversity Officer
The Equality and Diversity Officer provides training and updates in the areas of equal opportunities, cultural awareness and widening access activities. This involves sessions to communicate Conservatoire policies and processes, coordinating aspects of the Student Induction programme, and providing informal one to one advice and information as required.

Roz Caplan
Tel No: 0141 2708 416.
Email: r.caplan@rcs.ac.uk
FURTHER QUALIFICATIONS STAFF DEVELOPMENT REQUESTS

1. Principles

The Royal Conservatoire of Scotland welcomes staff development at all levels and is committed to offer the necessary support to all staff accordingly.

As with all staff development, a staff member who intends to undertake any further qualification (HNC/HND, First Degree, Post Grad, Masters or PhD or equivalent) will require to fulfill certain criteria to qualify for support from the Conservatoire.

2. Criteria

- The higher degree/further qualification must be in a relevant discipline to the present or future plans of the School/Department.
- There must be support from the appropriate CSMT Member for the department.
- There must be a completed application form in place before any assistance (in terms of finance, time off for study or examinations) is approved.
- There will be an obligation on behalf of the staff member receiving such assistance to disseminate their knowledge, as appropriate to other staff of the Conservatoire.
- If you are required to undertake a course of study by the Conservatoire your line manager should be updated as to your progress on the programme throughout your period of study. Where this is an in-house provision such as the PG Cert in Learning and Teaching, updates may be provided directly from the Head of Learning and Teaching to your line manager.
- If you are not required to undertake a course of study by the Conservatoire, but time and/or funding is being contributed by the Conservatoire your line manager should be updated as to your progress on the programme throughout your period of study.

3. The Application Process

Any application should include a completed and signed application form which must include:

- Details of the course of study and the length of such study.
- Details of the support sought in terms of: finance – on an annual and total basis. time off – with full details of study leave and examination leave requested.
• Details of how the study is aligned to the present and/or future School/Departmental objectives.
• A formal agreement (prepared by HR) in which any financial assistance granted by the Conservatoire is repaid by the staff member if they leave the employment of the Conservatoire within 2 years of completion of the course (as noted above).
• Separate arrangements are in place for the Early Career Lecturer appointments.
• Applications should be made to the Director/Head of Department by the end of April of each year for any course commencing at the start of the forthcoming academic year.

4. The role of the Human Resources Department

The Human Resources Department will administer the application process and advise staff of the decision on each case.

6. Review

The HR Department is responsible for the review and development of this policy.
STUDENT ENGAGEMENT
AND
ANNUAL MONITORING
STUDENT ENGAGEMENT AND ANNUAL MONITORING

QAH 5.1: STUDENT ENGAGEMENT

The Royal Conservatoire of Scotland fully subscribes to the five ‘key elements of student engagement’, outlined in the Student Engagement Framework for Scotland. Working in partnership with the Students’ Union, …

1. students are encouraged to feel part of a supportive institution;
2. students are required to engage in their own learning;
3. students work with Conservatoire staff in shaping the direction of learning;
4. students are fully engaged in formal mechanisms for quality and governance (see further below);
5. students are enabled to influence the student experience at national level.

In addressing these five key elements in the unique context offered by the Conservatoire, effective student engagement is developed in terms of the six ‘features of effective student engagement’. Working in partnership with the Students’ Union, …

1. the Conservatoire seeks to foster a culture of engagement;
2. the Conservatoire sees students as partners;
3. the Conservatoire addresses issues of diversity to facilitate student engagement;
4. the Conservatoire values the student contribution;
5. the Conservatoire focuses on enhancement and change;
6. the Conservatoire offers appropriate advice and part-time support to facilitate student engagement.

Student Engagement in Formal Mechanisms for Quality and Governance

In terms of key element 4, students are engaged in all aspects of the Conservatoire’s quality assurance and enhancement processes, as full and equal participants in the relevant committees and processes. Students are members of:

- Board of Governors (2 members)
- Academic Board (2 members)
- Quality and Standards Committee (2 members)
- Quality and Standards Committee Sub-group for considering programme and module modifications and the approval of new modules (QAH 3.3)
- Annual Dialogue (1 student on the Panel, and at least 1 student fielded by each Programme)
- Programme Committees (extensive student representation from all stages of all programmes)
- Programme Open Forum (open to all students on any given programme)

Students are also members of the following:

- Full Scrutiny Panel (for the validation of new programmes, QAH 3.1)
- Programme Review Panel (for the scrutiny of existing programmes, QAH 3.2)
- Programme Design Team (working towards the review of programmes, QAH 3.2)
Through Programme Committees, students contribute to the drafting and approval of annual programme reports (for consideration through the Annual Dialogue process, QAH 5.3) and the reflective analyses prepared as part of the Conservatoire’s programme review process (QAH 3.2).

Engagement with the Students’ Union
The Students’ Union is provided with part-time administrative support through Academic Administration and Support, thereby facilitating the SU President in providing support and continuity for the Union.

The Principal meets regularly with the President of the Students’ Union to discuss issues affecting the student body in general. The Principal may delegate the resolution of specific issues to the relevant Director(s).

The academic Directors also hold regular meetings with the President of the Students’ Union and programme/department student representatives within each School, to discuss and resolve issues affecting the student body within each School.

Student Feedback
In addition to student representation through the formal mechanisms described above, student feedback on programme matters and support services is gathered by means of surveys administered to all Year 1 students (mid-January), to all graduating students, and to all applicants who declined their offer of a place at the Conservatoire.

Programmes also gather student feedback by various means suited to each programme (e.g. regular programme meetings with students, student feedback tutorials, online/paper-based end-of-term surveys, module feedback forms).

However student feedback is gathered, the feedback forms an important aspect of the programme’s annual report (QAH 5.3).
QAH 5.2: PROGRAMME COMMITTEES

Introduction
The operation and delivery of each Programme is overseen by a Programme Committee, which, under the leadership of the Head of Programme, is responsible for monitoring, evaluating and reviewing how the Programme is being delivered, and for considering how it may be developed and how the quality of the student learning experience may be enhanced. It is the primary means through which student feedback regarding all aspects of programme delivery is heard and responded to.

Membership of the Programme Committee
• The Head of Programme (Convenor)
• The Director of the relevant academic unit (on an occasional basis), ex officio
• Representatives of full-time staff who teach on the programme, representing all areas of the programme content
• A representative of part-time staff who teach on the programme
• Elected student representatives (one from each year of the programme – deputies may be co-opted for a meeting where this proves necessary.

In attendance:
• A member of AAS staff (Secretary to the Programme Committee)

Duration of Membership – Student Representatives
While a student representative would normally be expected to serve as a representative for the duration of her/his studies, students have the right to change their representation if necessary.

Student Feedback to and from the Programme Committee
It is the responsibility of the Convenor to inform all students of their right to elect student representatives and to give feedback through their representatives.

It is the responsibility of the student representatives to gather information for consideration at the meetings and to provide feedback from the meetings to the students.

The Remit of the Programme Committee is given at QAH 12.

Meetings Cycle
There will be a minimum of four Programme Committee meetings each year. The normal schedule for programmes with a 9/10-month academic year is:

Meeting 1: Standard Programme Committee (October/November)
Meeting 2: Standard Programme Committee (January/February)
Meeting 3: Standard Programme Committee (March)
Student/Staff Programme Forum
The annual Student/Staff Programme Forum is convened by an elected student representative. The Forum gives all students the opportunity to relay feedback directly to members of the Programme Committee. Within the terms of a generic remit, students will set an agenda for this meeting and the outcome will be fed into the Programme Committee’s Annual Report (see QAH 5.3).

Membership of the Student/Staff Programme Forum
• All students on the programme
• The Head of Programme and all other full-time staff who teach on the programme, and, where practicable, representatives of part-time staff.

In attendance:
• A member of AAS staff (Secretary to the Student/Staff Programme Forum)

Communications
Programme Committees report relevant operational issues, through the Head of Programme, to the School Management Team. Programme Committees report annually to the Quality and Standards Committee via the School Management Team. Annual Reports are considered through the Annual Dialogue process (QAH 5.3) which in turn reports to the Quality and Standards Committee and ultimately to the Academic Board.

Procedure for Replacement of Student Representatives
A year group representative would normally be elected to serve for the duration of her/his studies, subject to confirmation each year by the year group. There are two instances in which one representative may be replaced by another:

i) when, for any reason, the representative is unavailable to attend a meeting (e.g. illness, or work placement) in which case the co-option procedure comes into force

ii) the year group, for reasons of its own, wishes a change of representative in which case the replacement procedure comes into force.

Co-Option Procedure
The representative will inform the Programme Committee Convenor of her/his inability to attend the next meeting. The year group will then be notified by the Convenor and asked to call a meeting to decide informally who is to replace the representative for that meeting. In the event of the decision not being unanimous, names of those willing to be co-opted for the meeting would be forwarded to the Convenor and a voting paper drawn up in the normal way.

Replacement Procedure
The Programme Committee Convenor must receive written notice of a desire to change the representative. This notice must be signed by 1 proposer and 2 seconders from the year group. Prior notice must have been given to the incumbent representative by those desiring change.

On receipt of the above, the Convenor will write to the year group accordingly, calling an election for a new representative. Nomination papers will be issued in the usual way. If two or more candidates are put forward for election, a ballot will be held to determine representation. The incumbent representative may offer herself/himself for nomination.

Normally only one change of representative would be allowed in any academic year.
QAH 5.3: ANNUAL DIALOGUE

The Conservatoire’s process of annual monitoring is known as ‘Annual Dialogue’. This process provides an opportunity for each programme and support service to engage in self-evaluation, based on data relevant to the programme or service. A dialogic ‘cluster’ approach, which includes external ‘critical friends’, and the link to the annual Learning & Teaching Conference, facilitate the collegial exploration of areas for development and the wider dissemination of good practice.

Stages in the Process
There are seven stages in the Annual Dialogue process.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Committee (for programmes)</th>
<th>Individual/Group (for support services)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation of Annual Report</td>
<td>Programme Committee</td>
<td>relevant Head of Service, with team</td>
</tr>
<tr>
<td>2. Director Approval</td>
<td>Director of relevant academic unit</td>
<td>Director of relevant service</td>
</tr>
<tr>
<td>3. Annual Dialogue</td>
<td>Annual Dialogue Panel</td>
<td></td>
</tr>
<tr>
<td>4. Endorsement</td>
<td>Quality and Standards Committee</td>
<td></td>
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<tr>
<td>5. Approval</td>
<td>Academic Board</td>
<td></td>
</tr>
<tr>
<td>6. Action and Reporting</td>
<td>Relevant Directors and QSC</td>
<td></td>
</tr>
<tr>
<td>7. Evaluation of Process</td>
<td>QSC</td>
<td></td>
</tr>
</tbody>
</table>

1. Preparation of Annual Report
Each programme (including Research Degrees) and support service being monitored is required to submit an annual report, which forms the basis for the Annual Dialogue. Separate template reports are provided for programmes and support services (see Appendices 5.1 and 5.2).

In the case of programmes, the report is drafted by the Head of Programme and the programme team, and approved by the Programme Committee.

In the case of Options and Collaboration, the report is prepared by the Chair of the Options and Collaboration Committee and approved by the Committee.

In the case of support services, the report is drafted by the head or manager of the relevant service, with input from relevant staff.

2. Director Approval
Once the report is prepared and approved (if required), it is forwarded to the relevant Director for comment and approval, and is then forwarded to the Assistant Registrar (Secretariat) for distribution to members of the Annual Dialogue Panel.

3. Annual Dialogue Panel
The Annual Dialogue Panel meets once each year, in December. The membership and remit of the panel is given below. The Panel is convened by the Assistant Principal and reports to the Quality and Standards Committee.
Membership of the Annual Dialogue Panel
• The Assistant Principal (Convenor)
• 2 academic members of staff from different Schools, nominated by each School’s Management Team
• The President of the Students’ Union (or her/his nominee)
• Another student, nominated by the President of the Students’ Union
• Three external critical friends, representing, broadly, Music; Drama, Dance, Production and Film; and professional services.

In attendance
• The Academic Registrar (Secretary to the Annual Dialogue Panel)

Remit
• to receive Programme and Support Service Annual Reports and to critically examine these to confirm that:
  • each makes robust and effective use of data in arriving at it conclusions;
  • each presents an appropriately self-evaluative account of the Programme/Support Service/School, with clearly identified SMART actions for development;
  • the Programme/Support Service has made progress in addressing recommendations and actions emerging from its last Annual Dialogue report.
• to report to the Quality and Standards Committee:
  • commendations and recommendations for each programme/support area;
  • comment on the effectiveness of the Annual Dialogue as a process of annual monitoring;
  • make recommendations to Academic Board for issues to be considered cross-Conservatoire;
  • identify areas of good practice for wider dissemination and/or areas for development via the Learning & Teaching Conference, or another appropriate forum.

Annual Dialogue Meetings
Annual Dialogue meetings are conducted on a ‘cluster’ model, to facilitate sharing of ideas and themes across broadly related programmes and support services.

In this model, three programme teams are present for a 2.5-hour period, during which there will be focussed discussion on each programme for approximately 40–45 minutes, followed by open discussion across the programmes.

Similarly, in the meeting with support services, all relevant support services are present for a 2.5-hour period, during which there will be focussed discussion on each service for approximately 20 minutes, followed by open discussion across the support services, led by the Convenor of the Annual Dialogue panel.

An exemplar Annual Dialogue schedule is given at Appendix 5.3.

Programme Teams
Programmes are expected to field the following individuals to respond to the questions of the Annual Dialogue Panel:
• Head of Programme
• 2 staff who teach on the programme
• at least one student on the programme
• the Programme Support Administrator
The relevant Director of School/Academic Innovation is expected to be in attendance.

Support Service Teams
• Head/Manager of the Support Service
• 1 staff member from the service
The relevant Director is expected to be in attendance.

The Annual Dialogue Panel produces a report based on its consideration of the Annual Reports submitted, and the dialogues with the representatives of each programme and support service. The Report concludes with commendations and, normally, no more than three recommendations for each programme and support service. The Report may include cross-Conservatoire recommendations for consideration by the Academic Board. The draft commendations and recommendations will be sent to Heads of Programme at this stage.

4. Endorsement
Once approved by the Annual Dialogue Panel, the Annual Dialogue Report is considered by the Quality and Standards Committee, which may add a supplementary commentary and/or further recommendations.

Specifically, the QSC must consider the Annual Dialogue Panel’s identification of areas of good practice for broader dissemination and/or areas for development, and recommend to the Academic Board how best these should be taken forward (e.g. via the Learning & Teaching Conference). It is important that the student voice is considered in the formulation of themes for the Learning & Teaching Conference.

5. Approval
Once endorsed by the Quality and Standards Committee, the Annual Dialogue Report is considered for approval by the Academic Board, which may require further action if necessary. The Academic Board will also approve the themes of the Learning & Teaching Conference and consider how best to progress any Conservatoire-wide issues emanating from the Annual Dialogue process.

6. Actions and Reporting
Recommendations approved for action by the Academic Board are distributed to the relevant Directors and Heads of Programme, who are required to report on progress on those actions to the Quality and Standards Committee mid-way through the academic year. Programmes are required to report on progress against actions in the Annual Report for the following academic year. Support Services, which are monitored on a three-year cycle, are required to provide a statement on progress against actions to the first meeting of the Quality and Standards Committee of the following academic year.

7. Evaluation of Process
In order to evaluate the process of annual monitoring, the Assistant Registrar (Secretariat) will seek feedback from those involved in the process. The feedback
will be considered by the Quality and Standards Committee, which may recommend modifications to the process to the Academic Board.

Annual Monitoring Cycle
Undergraduate and postgraduate (taught and research) programmes, and Options and Collaboration are involved in the Annual Dialogue process annually.

Support Services and other areas of Conservatoire activity are involved in the Annual Dialogue process in a rolling three-year cycle, as follows:

<table>
<thead>
<tr>
<th>Year A</th>
<th>Year B</th>
<th>Year C</th>
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<tbody>
<tr>
<td>Central Production Unit</td>
<td>Recruitment &amp; Admissions</td>
<td>Estates</td>
</tr>
<tr>
<td>Space Planning</td>
<td>Student Support</td>
<td>Finance</td>
</tr>
<tr>
<td>Client Services</td>
<td>Student Records</td>
<td>Information Services</td>
</tr>
<tr>
<td>Front of House</td>
<td>Quality Assurance</td>
<td>HR</td>
</tr>
<tr>
<td>Programme Support</td>
<td>Marketing &amp; Communications</td>
<td>Research &amp; Knowledge</td>
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<tr>
<td>Artistic Planning</td>
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<td>Exchange</td>
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</tbody>
</table>

This arrangement allows each support service to be monitored in the context of other, related services, whilst providing a manageable schedule for the Annual Dialogue Panel.
APPENDIX 5.1
PROGRAMME ANNUAL REPORT TEMPLATE

PROGRAMME:
SCHOOL/DIRECTORATE:

1. Past Programme Developments
   Please provide a summary of programme developments over the last academic year. Include an evaluation of the effectiveness of any significant module or programme modifications implemented in the last 12 months.

2. Update on Recommendations
   Here are the recommendations from last year’s Annual Dialogue, relevant to your programme. Please provide an update/response to these.
   [AAS to input per programme. Programmes to add their response.]

3. Performance Indicators
   Here are data relevant to your programme for the past five years, compared to the mean for the Conservatoire’s other undergraduate (or postgraduate) programmes. Please provide a commentary on these, responding in particular to any significant changes or trends. Wherever possible, benchmark against data for other national/international institutions.
   [AAS to input per programme and UG/PG means. Programmes to add their response.]

   Student Achievement Rates (SAR)

   On-Time Programme Completion Rates (PCR)

   ‘Plus-Two’ Programme Completion Rates (PCR+2)

   Programme Award Profile (PAP)
   (only for programmes with Honours classifications)

   Post Programme Success Ratio (PPSR)

   Ration of Applicants to Offers and Places Available (RAOPA)
   Also include a commentary on efforts undertaken to promote recruitment to the programme. Highlight in particular:
   • mature and non-standard entry students, with a summary of their qualifications and background
   • statistics of applicants and students by gender, ethnicity (BAME), SIMD status and other protected characteristics (reports to the Student Recruitment Group will be helpful in this regard) and commentary on efforts undertaken to promote fair access
4. **Current and Future Programme Developments**
Please reflect on the last academic year under each of the following headings, and identify any priority actions for development/enhancement. Please refer to:
- External Examiners’ reports
- National Student Survey
- student feedback (e.g. module/programme surveys; 1st Year Survey; Exit Survey)
- Programme Committee minutes
- staff feedback
- feedback from employers and placements
- lessons learned from student appeals, complaints, attendance or discipline issues

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Reflection (and source of data)</th>
<th>Development/ Enhancement Action</th>
<th>Responsible Person/Group</th>
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<tr>
<th>Learning Opportunities</th>
<th>Reflection (and source of data)</th>
<th>Development/ Enhancement Action</th>
<th>Responsible Person/Group</th>
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<tr>
<th>Assessment and Feedback</th>
<th>Reflection (and source of data)</th>
<th>Development/ Enhancement Action</th>
<th>Responsible Person/Group</th>
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<tr>
<th>Organization and Management of the Programme</th>
<th>Reflection (and source of data)</th>
<th>Development/ Enhancement Action</th>
<th>Responsible Person/Group</th>
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<tr>
<td>Category</td>
<td>Reflection (and source of data)</td>
<td>Development/ Enhancement Action</td>
<td>Responsible Person/Group</td>
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<tr>
<td><strong>Student support (academic, pastoral and administrative/ general)</strong></td>
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<tr>
<td><strong>Learning resources</strong></td>
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<td><strong>Placement Learning</strong></td>
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<td><strong>Employability</strong></td>
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</table>
5. **Responding to the Strategic Plan**  
Identify any initiatives your programme pursues in implementation of the Conservatoire’s Strategic Plan, and briefly summarize progress.

6. **Good Practice**  
Identify up to three areas of good practice you would wish to share across the Conservatoire.  
*This can be bullet points for discussion. What's working well? What's new and innovative?*

7. **Discussion Points**  
Please supply any other information or suggestions you wish the Annual Dialogue process to consider in relation to your programme.

Programme Committee Convenor: [Click here to enter text.]  
Date: [Click here to enter text.]

Date approved by the Programme Committee:

Approved by relevant Director: [Click here to enter text.]  
Date: [Click here to enter text.]
APPENDIX 5.2
SUPPORT SERVICE ANNUAL REPORT TEMPLATE

SUPPORT SERVICE:
DIRECTORATE:

1. Past Developments
   Please provide a summary of any significant developments in your area over the
   last academic year. Include an evaluation of the effectiveness of these
   developments.

2. Update on Recommendations
   Here are the recommendations from last year’s Annual Dialogue, relevant to your
   area. Please provide an update/response to these.
   [AAS to input per support service. Support Service to add its response.]
3. **Current and Future Developments**
Please reflect on the last academic year under each of the following headings (taken from the National Student Survey) and, wherever appropriate, identify any priority actions for development/enhancement.

Your responses should enable the Annual Dialogue Panel to reflect on the contribution of your support service to the ‘quality culture’ within the Conservatoire, the ways in which your service engages with students to monitor and improve the quality of service, and the ways in which your service promotes high quality learning and continuous quality enhancement.

Please refer to:
- National Student Survey
- student feedback (e.g. from student surveys)
- staff feedback
- minutes of relevant Committees
- any other relevant sources of data.

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<tr>
<th>Learning Opportunities</th>
<th>Development/ Enhancement Action</th>
<th>Responsible Person/Group</th>
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<tbody>
<tr>
<td><strong>Reflection</strong> (and source of data)</td>
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<td><strong>Organization and Management</strong></td>
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<td>Reflection (and source of data)</td>
<td>Development/ Enhancement Action</td>
<td>Responsible Person/Group</td>
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<tr>
<td><strong>Student support (academic, pastoral and administrative/ general)</strong></td>
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<tr>
<td>Reflection (and source of data)</td>
<td>Development/ Enhancement Action</td>
<td>Responsible Person/Group</td>
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<td>Learning resources</td>
<td>Development/ Enhancement Action</td>
<td>Responsible Person/Group</td>
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<td>Reflection (and source of data)</td>
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<td>Placement Learning</td>
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<td>Reflection (and source of data)</td>
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<tr>
<td>Reflection (and source of data)</td>
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</tbody>
</table>
4. **Responding to the Strategic Plan**
   Identify any initiatives your area is pursuing in implementation of the Conservatoire’s Strategic Plan, and briefly summarize progress.

5. **Good Practice**
   Identify up to three areas of good practice you would wish to share across the Conservatoire.  
   *This can be bullet points for discussion. What’s working well? What’s new and innovative?*

6. **Discussion Points**
   Please supply any other information or suggestions you wish the Annual Dialogue process to consider in relation to your area.

Support Service Manager:  
[Click here to enter text.]

Date:  
[Click here to enter text.]

Approved by relevant Director:  
[Click here to enter text.]

Date:  
[Click here to enter text.]
# APPENDIX 5.3
## EXEMPLAR ANNUAL DIALOGUE SCHEDULE

### Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00–10.00</td>
<td>Private Meeting of Annual Dialogue Panel</td>
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<tr>
<td>10.00–12.30</td>
<td>Meeting with Support Services</td>
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<td>Central Production Unit</td>
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<td>Space Planning</td>
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<td>Client Services</td>
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<td>Front of House</td>
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<td>Programme Support</td>
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<tr>
<td>12.30–1.30</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.30–4.00</td>
<td>Meeting with Programmes, Cluster 1</td>
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<tr>
<td></td>
<td>BMus</td>
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<td></td>
<td>BA Modern Ballet</td>
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<td></td>
<td>BA Musical Theatre</td>
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<tr>
<td>4.00–4.30</td>
<td>Private Meeting of Annual Dialogue Panel</td>
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</tbody>
</table>

### Day 2

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<tr>
<th>Time</th>
<th>Activities</th>
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<tbody>
<tr>
<td>9.00–9.30</td>
<td>Private Meeting of Annual Dialogue Panel</td>
</tr>
<tr>
<td>9.30–12.00</td>
<td>Meeting with Programmes, Cluster 2</td>
</tr>
<tr>
<td></td>
<td>BA Contemporary Performance Practice</td>
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<td></td>
<td>BA Acting</td>
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<td></td>
<td>BA Performance in BSL and English</td>
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<tr>
<td>12.00–12.45</td>
<td>Lunch</td>
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<tr>
<td>12.45–3.15</td>
<td>Meeting with Programmes, Cluster 3</td>
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<tr>
<td></td>
<td>BA Production Arts and Design</td>
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<td></td>
<td>BA Production Technology &amp; Management</td>
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<td></td>
<td>BA Filmmaking</td>
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<tr>
<td>3.15–3.30</td>
<td>Break</td>
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<tr>
<td>3.30–5.00</td>
<td>Meeting with Programmes, Cluster 4</td>
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<td></td>
<td>Junior Conservatoire</td>
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<td>Lifelong Learning</td>
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</tbody>
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### Day 3

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<thead>
<tr>
<th>Time</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>9.00–9.30</td>
<td>Private Meeting of Annual Dialogue Panel</td>
</tr>
<tr>
<td>9.30–12.00</td>
<td>Meeting with Programmes, Cluster 5</td>
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<td>Research Degrees</td>
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<td>12.00–1.00</td>
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<td>1.00–3.30</td>
<td>Meeting with Programmes, Cluster 6</td>
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<td>MA Classical &amp; Contemporary Text</td>
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<td>MA Musical Theatre</td>
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<td>3.30–5.00</td>
<td>Private Meeting of Annual Dialogue Panel</td>
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EXTERNAL EXAMINERS
QAH 6.1: EXTERNAL EXAMINERS

Introduction
External Examiners make a key contribution to quality assurance and enhancement at subject, programme and institutional levels, particularly through the submission of their formal reports. External Examiners’ reports represent a significant means by which the Conservatoire seeks to assure the academic standards of its programmes against those of comparable national and international institutions and to ensure they accord with the Scottish Credit and Qualifications Framework and the relevant Subject Benchmark Statements. External Examiners’ reports identify strengths and instances of good practice, as well as areas for development. They also make a significant contribution to the evaluation and review of programmes both through the work of the Conservatoire’s Academic Committees and through the Conservatoire’s programme monitoring and review processes. The Conservatoire appoints at least one External Examiner per higher education programme and at least one External Examiner to oversee the area of ‘Options’ of the curriculum.

Criteria for the Appointment of External Examiners
An effective external examining system in a Conservatoire requires highly specialised teachers, performers, and practitioners to serve as External Examiners.

Person specification
Candidates nominated must normally show appropriate evidence of the following:

i. knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality and, particularly, experience of academic standards, quality assurance and quality enhancement in UK or international conservatoires;

ii. competence and experience in the fields covered by the programme of study, or parts thereof;

iii. relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate;

iv. competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;

v. sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers;

vi. familiarity with the standard to be expected of students to achieve the award that is to be assessed, and an understanding of the standards likely to be applied by the professions when selecting graduates for employment;

vii. fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements);

viii. meeting applicable criteria set by Professional, Statutory or Regulatory Bodies, e.g. the General Teaching Council for Scotland;

ix. awareness of current developments in the design and delivery of relevant curricula;
x competence and experience relating to the enhancement of the student learning experience.

Conflicts of interest
Candidates should not be nominated in the following categories or circumstances:

i. a member of a governing body or committee of the Conservatoire or one of its partners, delivery organisations or support providers, or a current employee of the Conservatoire or one of its partners, delivery organisations or support providers;

ii. anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study or be employed by an organisation that sponsors any of the students to be examined;

iii. anyone required to assess colleagues who are recruited as students to the programme of study;

iv. anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;

v. anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question;

vi. former staff or students of the Conservatoire unless a period of five years has elapsed, and all students taught by or with the External Examiner have completed their programme(s);

vii. a reciprocal arrangement involving cognate programmes at another higher education provider;

viii. the succession of an External Examiner by a colleague from the External Examiner’s home department and provider;

ix. the appointment of more than one External Examiner from the same department of the same higher education provider.

x. anyone who previously served as an External Examiner at the Conservatoire (unless in exceptional circumstances and a period of five years has elapsed);

xi. anyone who is serving as an External Examiner at more than one other institution.

Exceptionally, an External Examiner may be appointed who does not meet all of the above criteria. Such an appointment would only be made on the basis of the appropriate Director providing a justification to the Academic Board via the Quality and Standards Committee for deviating from those criteria.

External Examiners with little or no previous experience of external examining will normally be appointed subject to the provision that an experienced individual from among the Conservatoire’s current External Examiners acts as a mentor.

Appointment of External Examiners
Form EE1 (Appendix 6.1) must be used for the nomination of External Examiners. This form should be completed by the Programme Head, endorsed by the appropriate Director, and forwarded for consideration by the Quality and Standards Committee (QSC) which will assess the nomination against the criteria for appointment detailed above. If approved, QSC then forwards the nomination, with comments (if any) and recommendation, to the Academic Board, which has sole authority to appoint an External Examiner. Exceptionally, where an External Examiner has to be appointed
outwith the normal timescale, executive action may be taken by the Convenor of the Quality and Standards Committee and the Principal as Convenor of Academic Board, and reported subsequently to QSC and to the Academic Board. Following Academic Board approval, letters of appointment are issued by the Assistant Principal on behalf of the Academic Board.

In the School of Music, there is a separate but similar procedure for the appointment of Specialist External Assessors (i.e. specialists who assess a particular instrumental discipline) – see QAH 6.2 below.

**Term of Office**
External Examiners are normally appointed for a four-year period, though an extension of one year may be applied. The term of appointment normally runs from 1 October to 30 September in order to cover all diets of examinations in each academic year. Where a Programme Head requests the appointment of an External Examiner for a shorter period, a rationale must be provided. In the event of an External Examiner being unable to attend for a particular diet of examinations, a deputy shall be appointed for that diet only.

**Induction**
Upon appointment, all External Examiners will be provided with the following information:
- an introduction to the Conservatoire explaining its academic structure and the administration of its examining and awarding committees;
- the Conservatoire’s Regulations, Codes of Procedure and General Rules;
- relevant extracts from the Conservatoire’s Quality Assurance Handbook;
- the Conservatoire’s Equal Opportunities Policy and Dignity at Work Policy;
- the appropriate programme document(s);
- details of the role, duties and responsibilities of External Examiner;
- contractual arrangements;
- details of the external examining team and the individual’s role within it;
- a schedule of examination dates (to be provided by the appropriate School).

External Examiners will also be provided with links to the UK Quality Code, Chapter B7 (‘External Examining’), the Scottish Credit and Qualifications Framework, and the relevant Subject Benchmark Statements.

All new External Examiners will attend an induction session with the Convenor of the Quality and Standards Committee (or their nominee), the Head of Programme, and key members of the Programme Team to discuss the role and its responsibilities and the central importance of an External Examiner’s report, as well as to clarify any points that the External Examiner may wish to raise.

Heads of Programme will be responsible for confirming that the External Examiner has all the information and evidence of assessment that they require to fulfil their role.

**External Examiners’ Duties**
The main duties of External Examiners are:
- to compare standards applied with those of comparable programmes, particularly those in other Conservatoires;
• to judge the work of students impartially, in accordance with the assessment regulations for the programme and, through discussion with internal examiners, to moderate and agree assessment outcomes;
• to monitor progression within programmes;
• to endorse the form, content and manner of delivery of the arrangements for assessment;
• to conduct a viva voce examination of any candidate, if required;
• to make recommendations to the relevant Board of Examiners and to monitor the procedures by which the recommendations for awards are reached;
• to endorse, through signing the record of the Board of Examiners, the decisions of Boards of Examiners in respect of awards and student progress;
• to report annually to the Principal of the Conservatoire on the effectiveness of the assessments, and to make recommendations arising from them.

In addition, the Quality and Standards Committee or Academic Board may seek advice from the relevant External Examiner(s) where either committee believe that programme modification proposals (QAH 3.3) substantially alter the nature of a programme leading to a named award, or that the number of minor modifications over a period of time has caused a similar effect.

Within the context provided by the above framework, each programme will produce a modus operandi for External Examiners, which will take account of the requirements of the specific programme. This modus operandi will include, if appropriate, the agreed basis on which a sample of assessed work will be provided to the External Examiner; the means of communication between External and internal examiners; and opportunities for External Examiners to meet with students. The modus operandi should be signed off by the Academic Registrar.

Student Contact
Meetings with groups of students may be arranged as part of an External Examiner’s engagement with individual programmes, but students are not permitted to contact an External Examiner directly. If contacted by a student, External Examiners are asked to make the Conservatoire’s Academic Registrar aware of that contact and not to respond to it directly.

Termination of Appointment
Exceptionally, a Director may, through the Quality and Standards Committee, request Academic Board to terminate the appointment of an External Examiner before the end of their contract. A justification for this request must be provided, which may include:
• failure of the External Examiner to comply with the terms of their contract;
• in exceptional cases only, acknowledgement of an irretrievable breakdown in the working relationship between the External Examiner and Conservatoire staff. The appropriate Director must show good cause as to why the relationship has broken down, describe the attempts made to repair it, and why/how these attempts have failed;
• the occurrence of a conflict of interest which cannot be satisfactorily resolved.

In the event of an irreconcilable difference between an External Examiner and an internal examiner or in the event that an External Examiner withholds their endorsement of the decisions of a Board of Examiners in respect of awards and student progress, the matter will be referred to the Convenor of the Academic Board.
to adjudicate. If the Convenor of the Academic Board is required to adjudicate at this stage, they will be excluded from the consideration of any subsequent appeal.

**Early release from contract/retirement**
Where an External Examiner wishes to terminate their contract prior to the agreed date, the Academic Registrar should be informed in writing at the earliest opportunity and preferably no later than the end of December of the academic year in progress in order to provide sufficient time to secure a replacement appointment.

Retirement from the External Examiner’s host institution or professional organisation does not automatically entail cessation of the External Examiner’s current term of office. In cases of retirement, External Examiners should inform the Academic Registrar in writing and confirm within this notification their desire either to be released early from their current contract or to continue to the conclusion date as previously agreed. On the recommendation of the appropriate Director, the Quality and Standards Committee will formulate a recommendation for Academic Board.

**Attendance at Boards of Examiners**
External Examiners will be expected to attend all Board of Examiners meetings in person or via telephone/video call.

**External Examiners’ Reports**
External Examiners are required to submit their reports (using form EE2, Appendix 6.2) to the Principal by a specified date following the Examination Diet. Reports are then sent to the appropriate Programme Heads who are required to make formal responses. Reports and responses are considered by Programme Committees and then by the Quality and Standards Committee, before forwarding, with any recommendations from QSC, to the Academic Board. External Examiners will receive a copy of their previous annual report (or their predecessor’s report) along with the Head of Programme’s responses, after these have been considered by the Academic Board.

External Examiners’ Reports, together with the Annual Programme Reports and Performance Indicators are the main evidence in light of which the Academic Board judges whether programmes are meeting their stated aims and objectives, and they inform Academic Board’s decisions in respect of policy matters and quality enhancement.

External Examiners’ reports are therefore required to:
- comment on the overall performance standards of the students in relation to their peers on comparable programmes elsewhere;
- comment on the extent to which the Conservatoire maintains threshold academic standards in accordance with the Scottish Credit and Qualifications Framework and the relevant Subject Benchmark Statements;
- confirm that they received sufficient evidence to enable their role to be fulfilled;
- state whether issues raised in previous report(s) have been, or are being, addressed;
- address any issues specifically required by any relevant professional body;
- give an overview of their term of office (when concluded);
• comment on progression within the programme(s);
• comment on the strengths and weaknesses of students’ work and the quality of their performance, knowledge, understanding and skills;
• comment on the structure, organisation, marking/grading and manner of delivery of assessment arrangements, and the extent to which these are conducted in line with Conservatoire policies and regulations;
• comment on the quality of learning, teaching and assessment and feedback which may be inferred from student performances and work, and good practice and areas for development in relation to this.

In addition to the submission of the pro-forma report, an External Examiner may submit a separate and confidential report to the Principal if they wish to raise matters of particular importance/sensitivity. The Principal will provide a response to any such confidential report, outlining any action to be taken as a result.

Where an External Examiner has a serious concern relating to systematic failings with the academic standards of a programme and has exhausted all published applicable internal procedures, including the submission of a confidential report to the Principal, the External Examiner may invoke the QAA’s Concerns Scheme http://www.qaa.ac.uk/en/Publications/Documents/QAA_concerns_guidance_external_examiners.pdf or inform the relevant professional, statutory or regulatory body.

The Academic Registrar will follow up in cases of the late submission of reports. Non-submission of a report will be considered a failure to comply with the terms of the External Examiner’s contract.

**Information for Students about External Examiners and their Reports**
Programme Teams must ensure that the name, position and institution of all external examiners for the relevant programmes are listed in programme documentation. Students are not permitted to contact External Examiners. If contacted by a student, External Examiners are advised not to respond, but to inform the Conservatoire and forward the correspondence immediately. Programme Teams must ensure that the reports of their External Examiner(s) are made available to all students on the programme, following consideration by Academic Board and any redaction required to comply with data protection legislation.
QAH 6.2: SPECIALIST EXTERNAL ASSESSORS

Specialist External Assessors (SEAs) make a key contribution to quality assurance and enhancement in the School of Music at subject level, through their feedback on student work (performances, compositions, etc.) and through submission of their formal reports. SEAs’ reports represent one means by which the Conservatoire seeks to assure the standards of its music programmes in relation to professional standards and standards at other conservatoires. SEAs’ reports identify strengths and instances of good practice for sharing, as well as areas for development. They also make a significant contribution towards the evaluation and review of programmes both through the work of the Conservatoire’s Academic Committees and through the Conservatoire’s monitoring and review processes.

Criteria for the Appointment of Specialist External Assessors

SEAs should have an understanding both of the quality expected at degree level and of the rigorous selection procedures likely to be applied by the professions when selecting graduates for employment; and where possible should have experience of the standards applied in other conservatoires in the United Kingdom and abroad.

SEAs must not only possess a sound and rigorous knowledge of the specialist discipline, but also an understanding of how such knowledge can best be applied in the context of professional training to the highest national and international standards, and of the rationale for the programme.

Person specification

Candidates nominated must normally show appropriate evidence of the following:

i. knowledge and understanding of UK and/or international Conservatoire sector standards
ii. expertise in the specialist discipline covered by the appointment;
iii. relevant academic and/or professional qualifications to at least the level of the qualification being assessed, and/or extensive practitioner experience;
iv. sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic or professional peers;
v. familiarity with the standard to be expected of students to achieve the award that is to be assessed, and an understanding of the standards likely to be applied by the professions when selecting graduates for employment;
vi. fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements);

Conflicts of interest

Candidates should not be nominated in the following categories or circumstances:

i. a member of a governing body or committee of the Conservatoire or a current employee of the Conservatoire;
ii. anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study or be employed by an organisation that sponsors any of the students to be examined;
iii. anyone required to assess colleagues who are recruited as students to the programme of study;
iv. anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;

v. anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question;

vi. former staff or students of the Conservatoire unless a period of five years has elapsed, and all students taught by or with the SEA have completed their programme(s);

vii. a reciprocal arrangement involving cognate programmes at another higher education provider;

viii. anyone who previously served as an External Examiner/SEA at the Conservatoire (unless in exceptional circumstances and a period of five years has elapsed).

Exceptionally, an SEA may be appointed who does not meet all of the above criteria. Such an appointment would only be made on the basis of the relevant Head of Department providing a justification for deviating from these criteria.

SEAs will be provided with a list of the students that they will be examining in order to identify and any potential conflict of interest in advance.

**Appointment of Specialist External Assessors**

The SEA Nomination Form (Appendix 6.3) should be used for BMus and MA/MMus appointments. This form should be completed by the Head of Department and sent to the Director of Music for consideration at the School of Music Management Team. Exceptionally, where an SEA has to be appointed outwith the above timescale, executive action may be taken by the Director of Music and reported subsequently to the School of Music Management Team. Following SoMMT approval, letters of appointment are issued by the Director of Music.

**Term of Office**

SEAs are normally appointed for a four-year period and may be extended for one further year. The term of appointment should normally run from 1 October to 30 September in order to cover all diets of examinations in each academic year. Where a Head of Department requests the appointment of an SEA for a shorter period, a rationale must be provided. In order to ensure availability of SEAs, SEAs may be appointed to serve as part of a ‘pool’ in the given specialist discipline (e.g. two Clarinet SEAs may have concurrent appointments, although normally only one will be deployed during any given diet of examinations.)

The School of Music Management Team will review the complete list of SEAs at the beginning of each academic session.

**Induction**

Upon appointment, all SEAs will be provided with the following information:

- Guidelines for Examiners;
- Assessment Criteria;
- Specialist External Assessor Report Form;
- a copy of this policy;
• the Conservatoire’s Equal Opportunities Policy and Dignity at Work Policy;
• the appropriate departmental appendices from the relevant programme document(s);
• contractual arrangements;
• a schedule of examination dates (to be provided by the appropriate Department).

All SEAs (new and returning) will be briefed before commencing examining duties by the Head of Department and/or Head of Programme, to discuss the role and its responsibilities and to clarify any points which the SEA may wish to raise.

Individual Heads of Department will be responsible for confirming that SEAs have all the information that they require to fulfil the role.

**Termination of Appointment**

Exceptionally, a Head of Department or Head of Programme may, through the School of Music Management Team, request to terminate the appointment of an SEA before the end of his/her appointment period. A justification for this request must be provided, which may include:

- failure of the SEA to comply with the terms of the contract and/or the requirements of the role.
- an irretrievable breakdown in the working relationship between the SEA and Conservatoire staff. The appropriate Head of Department/Programme must show good cause as to why the relationship has broken down, what attempts have been made to repair it and why/how these attempts have failed.

**Specialist External Assessors’ Duties**

The main duties of Specialist External Assessors are:

- as part of an assessment panel, to assess the performance of students impartially, in accordance with the assessment regulations, marking guidelines and learning outcomes of the programme, giving detailed, specialist, written feedback to students and to make recommendations to the relevant Board of Examiners regarding the outcome of the assessment of individual students;

- to report to the School of Music on the effectiveness of the programmes/assessments, and to make recommendations arising from them. The report should address the following:
  - comparison of academic standards applied with those of comparable programmes/levels, particularly those in other Conservatoires and/or the expectations of the profession.
  - The quality of performance, compositions and academic work of students in comparison with that of their peers on comparable programmes, particularly those in other Conservatoires and/or the expectations of the profession.
  - The effectiveness of all aspects of the arrangements for assessment.

**Specialist External Assessors’ Reports**

The purpose of SEA’s reports is to enable the School of Music Management Team and, ultimately, Academic Board to judge whether the department and programme is meeting its stated aims and objectives and to make any necessary improvements.

SEAs are required to submit their reports (see Appendix 6.4 and 6.5) to the Director of Music via the Assistant Registrar (Secretariat) as soon as possible after each
examination visit. A full report is required following the first visit in each year, and a supplementary report is required following each subsequent visit, each year. The reports are then scanned and sent to the appropriate Heads of Department and the Director of Music as received; PDF copies are filed centrally. Each Head of Department is required to prepare a departmental response to all relevant SEA reports by the end of the first week in September each year. The reports and corresponding responses are then brought to the School of Music Management Team and considered as part of the Departmental Dialogue process.

SEAs’ reports should include comments on:
• the assessment process;
• the standards required by the programme and the quality of student work in relation to their peers on comparable programmes and/or the expectations of the profession;
• comments on the quality of learning and teaching which may be inferred from student performances/work;
• matters of good practice;
• matters for attention or consideration.

In addition to the submission of the pro-forma report, an SEA may submit a separate and confidential report to the Director of Music if s/he wishes to raise matters of particular importance/sensitivity. The Director of Music will provide a response to any such confidential report, outlining any action to be taken as a result.

Once approved, SEAs will be provided with a copy of the departmental response relevant to their specialism by the Academic Registrar (Secretariat).

The Secretariat will follow up in cases of the late submission of reports. Late submission or non-submission of a report will be considered a failure to comply with the terms of the SEA’s contract.

**Student Contact**
Students are not permitted to contact an SEA directly. If contacted by a student, SEAs are asked to make the appropriate Head of Department aware of that contact and not to respond to it directly.

**Termination of Appointment**
Exceptionally, a Head of Department or Programme may, through the School of Music Management Team, request the Director of Music to terminate the appointment of an SEA before the end of their contract. A justification for this request must be provided, which may include:
• failure of the SEA to comply with the terms of their contract;
• in exceptional cases only, acknowledgement of an irretrievable breakdown in the working relationship between the SEA and Conservatoire staff. The appropriate Head of Department/Programme must show good cause as to why the relationship has broken down, describe the attempts made to repair it, and why/how these attempts have failed;
• the occurrence of a conflict of interest which cannot be satisfactorily resolved.

In the event of an irreconcilable difference between an SEA and an internal examiner, the matter will be referred to the Director of Music to adjudicate. If the Director of
Music is required to adjudicate at this stage, they will be excluded from the consideration of any subsequent appeal.

**Early release from contract/retirement**

Where an SEA wishes to terminate their contract prior to the agreed date, the Director of Music should be informed in writing at the earliest opportunity and preferably no later than the end of November of the academic year in progress in order to provide sufficient time to secure a replacement appointment.

Retirement from the SEA’s host institution or professional organisation does not automatically entail cessation of the SEA’s current term of office. In cases of retirement, SEAs should inform the Director of Music in writing and confirm within this notification their desire either to be released early from their current contract or to continue to the conclusion date as previously agreed.
APPENDIX 6.1
NOMINATION OF AN EXTERNAL EXAMINER (Form EE1)

This form should be completed by the Head of Programme, endorsed by the appropriate Director, and forwarded for consideration by the Quality and Standards Committee (QSC). If approved, QSC then forwards the nomination, with comments (if any) and recommendation, to the Academic Board, which has sole authority to appoint an External Examiner. Exceptionally, where an External Examiner has to be appointed outwith the normal timescale, executive action may be taken by the Convenor of the Quality and Standards Committee and the Principal, and reported subsequently to QSC and to the Academic Board. Following Academic Board approval, letters of appointment are issued by the Secretary to the Academic Board.

PLEASE COMPLETE IN TYPESCRIPT OR BLACK INK

Part one

1 School/Directorate

2 Programme(s):

3 Year(s):

4 Subject or Area:

5 Name of proposed examiner:

6 If proposing an examiner as a deputy examiner, name of person for whom examiner is deputising:

7 Period of appointment: From 1 October 20__ to 30 September 20__

(External examiners are normally appointed for four years.)

or Date of Examination Diet for which Deputy is proposed

PARTICULARS OF NOMINATED EXAMINER

8 Surname: Title:

9 Forenames:
10 Academic qualifications (with dates):

11 Professional experience:

12 Examining experience:
(please continue on separate sheet if necessary)
14 Current post:

Potential Conflicts of Interest
In nominating this individual as External Examiner at the Royal Conservatoire of Scotland, please confirm that none of the following categories or circumstances apply to the individual:

i. a member of a governing body or committee of the Conservatoire or one of its partners, delivery organisations or support providers, or a current employee of the Conservatoire or one of its partners, delivery organisations or support providers;

ii. anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study or be employed by an organisation that sponsors any of the students to be examined;

iii. anyone required to assess colleagues who are recruited as students to the programme of study;

iv. anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;

v. anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question;

vi. former staff or students of the Conservatoire unless a period of five years has elapsed, and all students taught by or with the External Examiner have completed their programme(s);

vii. a reciprocal arrangement involving cognate programmes at another higher education provider;

viii. the succession of an External Examiner by a colleague from the External Examiner's home department and provider;

ix. the appointment of more than one External Examiner from the same department of the same higher education provider.

x. anyone who previously served as an External Examiner at the Conservatoire (unless in exceptional circumstances and a period of five years has elapsed);

xi. anyone who is serving as an External Examiner at more than one other institution.
Signatures

In nominating the above-named individual as External Examiner, I confirm, to the best of my knowledge, that none of the above conflicts of interest apply.

Head of Programme

Signature: .................................................................

Name: ........................................................................

Date: ........................................................................

DIRECTOR OF SCHOOL

Signature: .................................................................

Name: ........................................................................

Date: ........................................................................

On completion this form should be sent to the Secretary of the Quality and Standards Committee (QSC)

Endorsed on behalf of the QSC

Signature: .................................................................

Name: ........................................................................

Date: ........................................................................

Approved by the Academic Board

Signature (Principal): ....................................................
Name:

.................................................................

Date:

.................................................................

_____________________________________________________________________

Appointment

Date offer of appointment sent out:

Date acceptance received:
APPENDIX 6.2
EXTERNAL EXAMINER’S REPORT (Form EE2)

NAME OF EXAMINER

YEAR OF APPOINTMENT

PROGRAMME EXAMINED

SPECIALISM/COHORT
(IF APPROPRIATE)

DATE OF REPORT

Instructions for completion and guidance
The information which you provide on this form will be considered carefully as part of the Conservatoire’s quality enhancement and assurance processes. Please comment on each of the following aspects, highlighting good practice as well as making any recommendations for improvement.

Your report will be considered by a range of Committees which include student representation and will also be made available in full to students on request (excepting any confidential reports submitted directly and separately to the Principal), reflecting the general principles of engaging students in quality management processes. It is therefore essential that individual students and staff are not identifiable from your comments.

The completed form should be returned to the Assistant Registrar Secretariat, Dee McCrory d.mccrory@rcs.ac.uk (on behalf of the Principal) no later than one week following the meeting of the Board of Examiners.

You have the right to report separately to the Principal of the Conservatoire on any matters of serious concern which you have identified. If you have concerns relating to systematic failings with the academic standards of a programme and have exhausted all published internal procedures, including the submission of a separate report to the Principal, you may ask the QAA to investigate through its concerns scheme http://www.qaa.ac.uk/en/Publications/Documents/Scottish-Concerns-Scheme-16.pdf or raise this matter with the relevant professional, statutory or regulatory body.

Please note that the shaded areas of this form are FOR CONSERVATOIRE USE ONLY: i.e. for completion by the appropriate Head of Programme/ Programme Leader.

Responses to each comment should note recommendations, propose appropriate action(s), allocate individual/group responsibility for taking the action forward and confirm the deadline by which the action should be completed.
Section 1: Examining Activity

1. Please list the dates and purpose of visits and details of the student work reviewed. Overall, was your involvement sufficient for you to carry out your role effectively?

Click here to enter text.

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<th>Name of Individual(s) Responsible for Action</th>
<th>Target Deadline</th>
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2. Did you have the opportunity to meet students from the programme?
   Yes ☐ No ☐

Comment: Click here to enter text.

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<th>Name of Individual(s) Responsible for Action</th>
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<td>Click here to enter text.</td>
<td>Click here to enter a date.</td>
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3. Did you receive adequate information on:
   - Your role ☐ ☐
   - Your powers ☐ ☐
   - Your responsibilities ☐ ☐
   - The regulations ☐ ☐
   - Programme aims ☐ ☐
   - Programme learning outcomes ☐ ☐

Comment: Click here to enter text.

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Section 2: Assessment

4. With regards to assessment, were you satisfied with the:
   - Criteria ☐ ☐

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Methods
Fairness
Effectiveness
Compliance with published regulations

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<th>Yes</th>
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4a (FOR MUSIC EXTERNAL EXAMINERS ONLY)
Please comment on the effectiveness of the convenorship of performance examination panels.

Comment: Click here to enter text.

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5 With regards to assessment results, were you satisfied with the:

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<th>Marks/grades awarded</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>The degree classifications (if appropriate)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Quality of feedback provided to students</td>
<td>Yes</td>
<td>No</td>
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<td>Progression of students within the programme</td>
<td>Yes</td>
<td>No</td>
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Comment: Click here to enter text.

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6  Was the Board of Examiners conducted satisfactorily?
Yes ☐  No ☐

Comment: Click here to enter text.

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7  If appropriate, please comment upon the effectiveness of placement learning and the Conservatoire’s underpinning policies and procedures in this area.

Comment: Click here to enter text.

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Section 3: Standards

8  (a) Are the standards required by the programme appropriate for qualifications at this level and consistent with those of similar institutions of which you have knowledge?
   Yes ☐  No ☐

   (b) Are the programme’s threshold academic standards consistent with the requirements of the Scottish Credit and Qualifications Framework and the relevant Subject Benchmark Statement(s)?
   Yes ☐  No ☐

Comment: Click here to enter text.

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9  Please comment on the overall strengths and weaknesses of the quality of student work in comparison with similar institutions of which you have knowledge.

Comment: Click here to enter text.

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10 Please comment on the quality of learning and teaching methods suggested by what you have seen in respect of student work/performance.

Comment: Click here to enter text.
11 Please comment on the appropriateness of programme content suggested by what you have seen in respect of student work/performance.

**Comment:** Click here to enter text.

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Section 4

In conclusion, we would welcome your comments on the following areas of particular interest to inform the Conservatoire’s enhancement agenda:

ANNUAL REPORT

Did you receive a satisfactory written response to your last annual report?

Yes ☐  No ☐

Comment: Click here to enter text.

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GOOD PRACTICE

Please identify aspects of good practice in the programme worthy of special note and which should therefore be considered for wider dissemination:

Comment: Click here to enter text.

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ISSUES OF MINOR CONCERN

Please identify issues of minor concern or areas of development which the programme should explore:

Comment: Click here to enter text.

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ISSUES OF MAJOR CONCERN

Please identify issues of major concern for immediate attention: Comment: Click here to enter text.

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FINAL YEAR OVERVIEW (if applicable)

If you are in your final year as an External Examiner for the Conservatoire please provide an overview of your term of office, commenting on the overall experience, the development of the programme, changes in practice and student performance during this period. You are particularly invited to submit points which you would wish to highlight to your successor or suggestions which would assist the Conservatoire in developing its External Examiner induction and procedures:

Comment: Click here to enter text.
FOR CONSERVATOIRE USE ONLY:

I confirm that this report is accurate in matters of fact  YES ☐  NO ☐

If ‘NO’, I have the following observations: Click here to enter text.

Signed:  
Position:  
Date:  

Click here to enter text.
APPENDIX 6.3
SPECIALIST EXTERNAL ASSESSOR NOMINATION FORM

This form should be completed by the Head of Department (HoD) in relation to SEA appointments and considered by the School of Music Management Team. Exceptionally, where an SEA has to be appointed outwith the normal timescale, executive action may be taken by the Head of Department with approval from the Director of Music and reported subsequently to the School of Music Management Team (SoMMT). SEAs may be used flexibly across the programme where required within their term of contract.

CONDITIONS OF CONTRACT
SEAs should not have been a member of staff or a student of the Conservatoire within the five years prior to the date of appointment, nor have been a Specialist External Assessor of the Conservatoire within the four years prior to the date of appointment.

At the proposed date of appointment, the nominee should not hold an external examinership in more than one other institution.

PLEASE COMPLETE IN TYPESCRIPT OR BLACK INK
Part One

1 Programme(s):

2 Department or Specialist Subject Area:

3 Name of proposed SEA:

4 Current post:

5 Period of appointment: From 1 October 20__ to 30 September 20___
(SEAs are normally appointed for four years.)

6 Please check box if proposed SEA has no previous examining experience at this level and therefore, requires an induction. ☐

7 Address for correspondence:

   Postcode:
   Tel. No:
   Mobile No:
   Email:
Part Two

Please include (or attach) the nominee’s professional CV / biography.
Conflicts of interest
Candidates should not be nominated in the following categories or circumstances:

i. a member of a governing body or committee of the Conservatoire or a current employee of the Conservatoire;

ii. anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study or be employed by an organisation that sponsors any of the students to be examined;

iii. anyone required to assess colleagues who are recruited as students to the programme of study;

iv. anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;

v. anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question;

vi. former staff or students of the Conservatoire unless a period of five years has elapsed, and all students taught by or with the SEA have completed their programme(s);

vii. a reciprocal arrangement involving cognate programmes at another higher education provider;

viii. anyone who previously served as an External Examiner/SEA at the Conservatoire (unless in exceptional circumstances and a period of five years has elapsed).

Signatures

In nominating the above-named individual as a Specialist External Assessor, I confirm, to the best of my knowledge, that none of the above conflicts of interest apply.

Head of Department

Signature: ........................................................................................................

Name: ........................................................................................................

Date: ........................................................................................................

On completion this form should be sent to the PA to the Director of Music to be noted at SoMMT

Director of Music

Signature: ........................................................................................................

Name: ........................................................................................................

Date: ........................................................................................................
APPENDIX 6.4
SPECIALIST EXTERNAL ASSESSOR REPORT FORM

In addition to the comments you record for each individual student performance or other assessment task assessed by you during the examination period, you are asked to complete this report at the end of your examining duties. The form is intended to provide an opportunity for you to comment on points of a general nature in respect of standards and quality.

Please return the completed form to the Assistant Registrar (Secretariat) at the Conservatoire within one month of the completion of your assessment duties. Your Examiner’s fee will be paid upon receipt of the completed report.

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<tr>
<th>INSTRUMENT(S) ASSESSED, or state if Composition, Community Music, etc.:</th>
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<th>PROGRAMME(S) ASSESSED THIS SESSION (please indicate)</th>
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<td>BMus ☐      BMus (Trad/Trad-P) ☐ BEd (Music) ☐ MMus/MA ☐</td>
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Please reflect on each of the following aspects, commenting on good practice as well as making recommendations for improvement. You have the right to report separately to the Principal of the Royal Conservatoire of Scotland on any matters of serious concern which you have identified.

1. Prior to commencing your duties, you should have received a copy of the Guidelines for Examination Panels and you should have been briefed by the Head of Department and/or Head of Programme. Please confirm these points, and comment on the clarity of the Guidelines and briefing.

   Comment:

2. Examinations should have been scheduled so as to allow sufficient time for discussion of each candidate. Please comment.

   Comment:

3. The learning outcomes, methods of assessment, and assessment criteria are appropriate for the module and level of study. Please comment.

   Comment:

4. The standards required by the programme and the quality of student work are consistent with other similar institutions of which I have knowledge and/or the expectations of the profession. Please comment

   Comment:
5. Did you receive a departmental response relating to your previous report (if applicable)?
   Yes ☐  No ☐  N/A ☐
   Please identify and comment particularly on any outstanding or recurring issues:
   Comment:

6. Summary: Good Practice
   In summary, please identify aspects of good practice in the programme worthy of special note and which might be considered for wider dissemination:

7. Summary: Matters for attention or consideration
   In summary, please identify any matters that require attention or further consideration
Signed


Date


Thank you for completing this form. Please return to:

Deirdre McCrory
Assistant Registrar (Secretariat)
Royal Conservatoire of Scotland
100 Renfrew Street
GLASGOW G2 3DB
APPENDIX 6.5
SPECIALIST EXTERNAL ASSESSOR SUPPLEMENTARY REPORT FORM

In addition to the comments you record for each individual student performance or other assessment task assessed by you during the examination period, please complete this report after your second and any subsequent examination visits in the academic year. The form is intended to provide an opportunity for you to comment on points of a general nature in respect of standards and quality.

Please return the completed form to the Assistant Registrar (Secretariat) at the Conservatoire within one month of the completion of your assessment duties. Your Examiner’s fee will be paid upon receipt of the completed report.

NAME

INSTRUMENT(S) ASSESSED, or state if Composition, Community Music, etc.:

PROGRAMME(S) ASSESSED THIS SESSION (please indicate)
BMus ☐ BMus (Trad/Trad-P) ☐ BEd (Music) ☐ MMus/MA ☐

DATE OF REPORT

DATE(S) OF VISIT
You responded to each of the following areas in your previous report. In light of your latest visit, please feel free to provide supplementary comments. Identify the question number in the left-hand column.

1. Prior to commencing your duties, you should have received a copy of the Guidelines for Examination Panels and you should have been briefed by the Head of Department and/or Head of Programme. Please confirm these points, and comment on the clarity of the Guidelines and briefing.

2. Examinations should have been scheduled so as to allow sufficient time for discussion of each candidate. Please comment.

3. The learning outcomes, methods of assessment, and assessment criteria are appropriate for the module and level of study. Please comment.

4. The standards required by the programme and the quality of student work are consistent with other similar institutions of which I have knowledge and/or the expectations of the profession. Please comment

5. Please identify and comment particularly on any outstanding or recurring issues:

6. In summary, please identify aspects of good practice in the programme worthy of special note and which might be considered for wider dissemination:

7. In summary, please identify any matters that require attention or further consideration

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Signed


Date


Thank you for completing this form. Please return to:

Deirdre McCrory
Assistant Registrar (Secretariat)
Royal Conservatoire of Scotland
100 Renfrew Street
GLASGOW G2 3DB
PERFORMANCE INDICATORS
QAH 7: PERFORMANCE INDICATORS

Introduction

Performance Indicators (PIs) are measures of aspects of institutional effectiveness. They are intended to:
• assist in the delivery of efficient and appropriate learning and teaching;
• relate directly to the enhancement of quality and the appropriate use of available resources.

The Indicators

1  The Student Success Profile comprises performance indicators that reflect the extent to which the Conservatoire is fulfilling its primary function – that of enabling students to pursue approved programmes of study and to gain recognition for individual levels of attainment. The Profile comprises the Student Achievement Rate, the Programme Completion Rate, the ‘Plus Two’ Programme Completion Rate, and the Programme Award Profile.

The Student Achievement Rate (SAR) is a statistic comparing the number of students matriculating on each year of each programme with the number of students who, at the end of that academic year,
• gain the award upon completion of the programme; or
• achieve eligibility to progress to the next stage of the programme.

Student Achievement Rates are then compiled for each School/Directorate in two forms:
• by programme over a five-year period
• by year for all programmes.

The On-Time Programme Completion Rate (PCR) is an indicator that reflects the extent to which a programme is proving to be a successful vehicle for the attainment of a specific qualification, as measured by the proportion of the original cohort of students gaining the intended award on time.

The ‘Plus Two’ Programme Completion Rate (PCR+2) is an indicator that reflects the extent to which a programme is proving to be a successful vehicle for the attainment of a specific qualification, as measured by the proportion of the original cohort of students gaining the intended award on time or within 2 years of the expected completion date.

The Programme Award Profile (PAP) is an indicator that shows the proportion of a given cohort attaining each classification of award (in those programmes that lead to classified Honours awards).

2  The Post Programme Success Ratio (PPSR) is an indicator that shows the proportion of graduated students in a particular year who gained employment or who progressed to further study within six months of graduation. The Post
Programme Success Ratio is compiled using data from the Destination of Leavers from Higher Education (DLHE) survey, administered by HESA.

3 The **Ratio of Applicants to Offers and Places Available (RAOPA)** provides some indication of the demand for and appeal of a particular programme.

4 The **Venue Profile (VP)** monitors attendances at all Conservatoire performance events, outlines annual audience capacity for events promoted by the Conservatoire and by outside promoters, and provides a tabulated marketing analysis of all activities administered through the Conservatoire Box Office. It comprises four components: statistics of attendees at public performances; number of tickets issued; a marketing analysis; and a list of events.

The Conservatoire believes that these PIs provide valuable measures of the effectiveness of the institution and its programmes, and they serve as a useful tool for management and planning.

**Annual Evaluation of Performance Indicators**

All PIs are reviewed annually and PIs 1–3 are monitored in terms of protected characteristics and contextualised admissions.

The programme-specific data for PIs 1–3 are reviewed first by the respective Programme Committees, normally during the first Programme Committee of each year, along with a commentary provided by the Head of Programme. The data, with commentary, is then reviewed at the following meeting of the Quality and Standards Committee, which may require further analysis if necessary. Conservatoire-wide data and commentary is provided to the Academic Board through the Quality Assurance Officer’s annual report on Quality, which also includes the outcome of the Annual Dialogue process (QAH 5.3).

Data and commentary on PI 4 is provided to the Academic Board annually by the Director of External Relations.
ADMISSIONS POLICY
Introduction
The Royal Conservatoire of Scotland seeks, through the range of its pre-HE programmes and through its recruitment and admissions processes, to develop and maintain a richly diverse learning community. It is the Conservatoire’s strongly held belief that the professions it serves will be more effective and of greater benefit to society and culture at large if their members are representative of a diverse society. The Conservatoire therefore recognises that the pursuit of greater diversity in the student body requires an admissions process that is flexible and pays specific attention to the background, needs and potential of each individual applicant.

All Conservatoire programmes publish minimum academic entry requirements; one programme (the BA in Performance in British Sign Language and English) has no formal academic entry requirements.

Because the talent and potential of Conservatoire applicants cannot be demonstrated through prior academic achievement alone, all on-time applicants are invited to participate in an audition or interview process. This allows the Conservatoire to make a holistic decision with regard to an individual’s potential to study and succeed at the Conservatoire, taking into account the context and circumstances of their pre-Conservatoire studies. This in itself demonstrates the Conservatoire’s commitment to removing barriers to access.

The audition or interview process is usually conducted face-to-face either at the Conservatoire, or in another venue in the UK, Europe or internationally. Alternatively, and to facilitate applicants who would otherwise have to travel great distances at significant expense, applicants may be auditioned on the basis of an authenticated and referenced video of their audition material.

The audition/interview process enables the audition panel to consider the full range of the applicant’s experience and achievements and to assess their readiness to study as well as their potential to succeed on their chosen programme.

The application of this Admissions Policy (which includes a Contextualized Admissions Policy) enables audition panels to consider every element of an individual applicant’s experience, circumstances and potential.

The Admissions Process
The Conservatoire’s admissions processes are designed to identify those applicants who are best suited to the programme of study applied for, on the basis of their talent and potential, as well as their prior achievements. The Conservatoire’s admissions processes are fair, transparent, and fit for purpose.

Applicants to degree programmes apply online through UCAS Conservatoires (https://www.ucas.com/ucas/conservatoires). All on-time applicants will be invited to participate in an audition/interview process. For the majority of applicants, this is
conducted in Glasgow and therefore affords the applicant the opportunity to gain a deeper insight into the nature of the programme and the opportunities offered by the Conservatoire.

The admissions process for each programme is subject to annual review by the appropriate Programme Committee and School Management Team and, if required, consideration by the Quality and Standards Committee and approval by the Academic Board. Whilst the detail of the admissions process for each programme may vary, the following principles will be adhered to:

- All admissions decisions will be taken in the context of the Conservatoire’s Equal Opportunities Statement and Disability Policy
- Audition/interview panels will comprise a minimum of two members of staff. All staff involved in the assessment of applicants will be prepared for that role, including staff from partner institutions.

**Contextualized Admissions**
For Scottish domiciled applicants only, the Conservatoire uses contextualized data to assist in identifying talent and potential that may not be fully demonstrated through prior academic achievement or through current quality of performance. The following types of data are considered:

- **Geo-Demographic:** Applicants who live in postcode areas with the highest levels of disadvantage in Scotland.
  
  Data Used: the applicant’s postcode compared with postcodes within the lowest two quintiles of the Scottish Index of Multiple Deprivation (i.e. SIMD 20/40).

- **Educational Background:** Applicants whose pre-HE experience and achievement was at a school with low attainment.
  
  Data Used: the applicant’s secondary school compared with the list of Scottish secondary schools with low rates of progression to HE as defined by the Schools for Higher Education Programme

- **Widening Access Background:** Applicants who have successfully participated in a widening access programme.
  
  Data Examples: Conservatoire Transitions Programme; a SHEP Programme (Focus West, Lothians Equal Access Programme for Schools (LEAPS), Aspire North, Lift Off); Scottish Wider Access Programme (SWAP).

- **Care Experience:** Applicants who are care experienced.
  
  Data Used: data provided by the applicant in their application.

In the School of Music, audition panels make recommendations to the School of Music Management Team.
All audition panels (and, in the School of Music, the School Management Team) will arrive at their decisions in respect of each applicant taking account of the applicant’s:

- a. performance at audition/interview;
- b. performance in the entrance examination (if applicable);
- c. demonstrable commitment to the particular programme;
- d. potential to benefit from the programme;
- e. academic qualifications (including English language qualifications, where applicable);
- f. performance or production qualifications;
- g. performance or production experience;
- h. references;
- i. contextualized data (detailed above).

**Offers to Undergraduate Applicants**

The Scottish Funding Council (SFC) limits Scottish and EU (excepting rUK) undergraduate student numbers by prescribing the maximum number of Scottish/EU (excepting rUK) students that each Scottish higher education institution can enrol in any one year through an allocation of ‘funded places’. The Conservatoire will make offers to Scottish and EU (excepting rUK) domiciled applicants within the parameters of that limit, and taking account of the number of students required within each specialist discipline to ensure a balanced cohort of students. Additionally, the SFC agrees annually with the Conservatoire a target intake of students from the most socio-economically deprived areas of Scotland (i.e. postcodes within the lowest quintiles of the Scottish Index of Multiple Deprivation) and allocates additional funded places to accommodate that target intake.

The Conservatoire sets target intake numbers for applicants from England, Wales and Northern Ireland (collectively known as ‘rUK’) and international (non-EU) applicants. Those targets are predicated on the number of students the Conservatoire can physically accommodate within each programme, and on the number of students required in each specialist discipline, to ensure a balanced cohort of students, always applying the same entry standards as for applicants domiciled in Scotland/EU (excepting rUK). (There are specific English language requirements for non-native speakers of English – see below.)

Within the pool of undergraduate applicants who meet the standard required for entry to the programme, priority is given to Scottish-domiciled students who are care experienced, or carers, or who live in postcode areas defined by the lowest quintile of the Scottish Index of Multiple Deprivation.

**Offers to Postgraduate Applicants**

For postgraduate programmes, the Conservatoire sets intake targets for UK/EU students, and for international (non-EU) students. Targets are predicated on the number of students the Conservatoire can physically accommodate within each programme, and on the number of students required in each specialist discipline to ensure a balanced cohort of students, subject to meeting the minimum threshold requirements for admission to the programme. (There are specific English language requirements for non-native speakers of English – see below).
Decisions in respect of each applicant will be recorded in the manner prescribed for each programme (e.g. an audition report form) and retained in accordance with the Conservatoire’s Records Retention Schedule. The outcome of all applications will be notified to applicants in writing via UCAS Conservatoires.

Within the pool of postgraduate applicants who meet the standard required for entry to the programme, priority is given to applicants who are care experienced and carers.

Direct Entry (beyond Year 1 of any programme)
Applications for direct entry beyond Year One will be considered on a case-by-case basis and in accordance with the Conservatoire’s Accreditation of Prior (Experiential) Learning policy (QAH 9).

Admissions Criteria and Information to Applicants
Admissions criteria, including minimum academic entry requirements, are subject to annual review by the appropriate Programme Committee. This review is based upon a comparison of the Student Success Profile of Non-Standard Entry Students and standard entry students. The Programme Committee's report will be considered by the relevant School Management Team and the Quality and Standards Committee. Proposed amendments require the approval of the Academic Board.

The Conservatoire website (www.rcs.ac.uk) and prospectus provide information on general academic entrance requirements. Details of admissions criteria and audition/admissions processes for each programme appear in the prospectus and in the relevant online Applicant Guide. These publications are subject to annual review and the appropriate Director of School must confirm that all such material is full and accurate prior to publication.

The Conservatoire organises a number of Open Days each year, as well as weekly building tours. Upon request, the School of Music may organize advice lessons for prospective applicants. Wherever possible, best efforts will be made to accommodate requests from individual prospective applicants to visit the Conservatoire at a time convenient to them.

General information requests received from prospective applicants will be dealt with through the Recruitment and Admissions department. More detailed requests will be referred to the appropriate member of academic staff.

Equality and Diversity Statement
The Conservatoire welcomes a diverse population of students and staff. The Conservatoire believes that excellence is achieved through recognising and celebrating the value of every individual. The Conservatoire is committed to promoting equality in all of its activities and aims to provide a vibrant performing, learning, teaching, working and research environment that respects the diversity of students and staff, enabling them to achieve their full potential, contribute fully, and
to derive maximum benefit and enjoyment from their involvement in the life of the Conservatoire and beyond.

The Conservatoire is 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.

Application and Audition Fees
Where the application and/or audition fee may present a barrier to application, the Conservatoire will consider requests in writing to waive or refund the fee, providing there is clear evidence of financial need.

Scholarships (Bursaries)
Scholarships may be offered in recognition of talent and potential, and/or financial need, to enable study.

Language of Instruction
Unless otherwise indicated, the language of instruction is English. Non-native speakers of English are required to demonstrate sufficient understanding of the English language, normally through benchmarking against the International English Language Testing System (IELTS). Detailed advice is given in the Guides to Applicants. Note that UK Visas and Immigration (UKVI) imposes minimum English language qualifications in respect of overseas (non-EU) applicants who require a Tier 4 Visa to study in the UK.

Applicants with Disabilities
The admissions process takes place in the context of the Conservatoire’s Equal Opportunities Statement, its Disability Policy, and this Admissions Policy. All applicants who have disclosed a disability will receive a copy of the Conservatoire's guidance ‘Information for Students with Disabilities’ (available on the Conservatoire website). Applicants with a disability or special need are invited to contact the Counsellor and Disability Advisor to discuss their specific requirements, which may include special arrangements for the audition/interview. The Counsellor and Disability Advisor will, as a matter of course, write to all applicants who declare a disability or special need on their application, and will provide information about applying to and studying at the Conservatoire. The Counsellor and Disability Advisor is also available to meet applicants when they come for audition/interview to discuss their particular requirements, sources of further information and any special funding that might be available.
Non-Standard Entry
The Conservatoire welcomes applications from individuals whose academic qualifications or English language qualifications do not meet (in terms of equivalence) the normal minimum entrance requirements, where specified. Having satisfied the audition panel that they otherwise meet the selection criteria and demonstrate that they have the capacity to pursue the proposed programme, such applicants will be considered through the Conservatoire’s Non-Standard Entry Policy (QAH 9). The appropriate Head of Department/Programme will, using the standard pro-forma, make a case in support of the particular applicant’s admission for consideration by a panel comprising the Convener of the Quality and Standards Committee and two other members of the Committee.

A summary report of all non-standard entries will be made to an early meeting of the Quality and Standards Committee each session. Tailored support will be provided to all non-standard entry students on the basis of a pre-entry assessment of individual need. This will be monitored by the relevant Head of Department/Head of Programme in the context of the individual student’s progress.

Criminal Convictions
Applicants are required to state on their application form whether or not they have any criminal convictions, excluding spent sentences or motoring offences for which a fine and/or up to three penalty points were imposed. 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. Following receipt of this information, a panel will risk assess the criminal conviction. The panel will be convened by the Academic Registrar and will consist of the Director of the School to which the applicant has applied, the Programme Head and the Assistant Registrar (Admissions). The Principal or Assistant 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.

Protection of Vulnerable Groups (PVG) Scheme
Certain Conservatoire programmes involve students coming into contact with young or vulnerable people. Such students will be required to become members of the Protecting Vulnerable Groups (PVG) Scheme. Academic Administration and Support staff will administer this process in accordance with the Conservatoire’s Protecting Vulnerable Groups Scheme Policy and will undertake checks on entrants to programmes identified by the appropriate Director.

Feedback to Applicants
Subject to the provisions of the Conservatoire’s Data Protection Policy, feedback requests must be made in writing to 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, programme and UCAS Conservatoires personal ID number.
Data Protection
Applications will be processed in accordance with the Conservatoire’s Data Protection Policy. Application forms and related documents will be kept in accordance with the Conservatoire’s Retention of Records Policy.

Changes to Programmes
The Conservatoire will inform applicants and prospective students, at the earliest opportunity, of any significant changes to a programme to which they have applied. In such cases, students will be advised of the options available in the circumstances.

Complaints
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.

Complaints can be made in person, by phone, in writing, by email at complaint@rcs.ac.uk or by completing our Complaints Form at http://www.rcs.ac.uk/complaints.

If it is found that the outcome of an application was affected by either non-adherence to a policy or defective procedure, the applicant concerned will be offered a re-audition.
NON-STANDARD ENTRY
AND
ACCREDITATION OF PRIOR (EXPERIENTIAL) LEARNING
NON-STANDARD ENTRY AND ACCREDITATION OF PRIOR (EXPERIENTIAL) LEARNING

The Conservatoire subscribes to the principles of the Scottish Credit and Qualifications Framework (SCQF). Accordingly, all Conservatoire programmes are credit rated in terms of the SCQF. Furthermore, the Conservatoire acknowledges that:

• all learning, provided it has been or can be assessed, may be awarded credit towards an academic qualification; and
• recognition may be given for comparable achievement, irrespective of the mode of achievement.

Programmes of study that develop performance and/or creative skills are, by their nature, student-centred. They aim to promote the unique mix of skills, talents and creative abilities of each individual student. Admissions procedures similarly recognise each applicant as an individual and an holistic view is taken of their particular mix of abilities. The accreditation of prior learning is not, therefore, calculated by formula but is arrived at on an individual basis for each student.

Admission: Direct Entry with Advanced Standing
All applicants are invited to attend an audition or interviews process (and, for some programmes, to undertake written assessments) in order that their suitability for their chosen programme(s) may be assessed. The selection procedure is a process that gives each candidate scope to demonstrate their skills and achievements and it provides evidence of potential to a panel of experienced assessors.

The Conservatoire’s Admissions Policy is given in Chapter 8 the Conservatoire’s Quality Assurance Handbook.

All applicants are subject to the same selection process for their chosen programme/discipline, irrespective of their academic qualifications.

Admission with advanced standing may be offered, depending on the availability of student places at any given time. This may vary on a programme-by-programme or discipline-by-discipline basis, e.g. because of the ensemble nature of the learning experience offered on the BA Acting programme, it may not be possible to offer entry with advanced standing to that particular programme.

Applicants wishing to apply for direct entry with advanced standing should read the appropriate section of the relevant programme’s Guide to Applicants, and mark the desired point of entry on their UCAS Conservatoires application form.

When transfer into the second or subsequent year of a programme of study is requested, this is decided by means of:

(i) a selection procedure, similar to that for admission but geared towards determining the level of the student’s achievement; and
(ii) the accreditation of prior learning (APL).
For (i), all candidates are auditioned or interviewed, and they may be asked to undertake written assessments at the appropriate level or to submit examples of project work. The criteria used for the assessment(s) are the same as those used for the various levels of the degree programme.

For (ii) in the context of the SCQF, recognition may be given for all relevant forms of assessed achievement gained in higher education, further education, or at other levels, and appropriate specific credit awarded. Account will also be taken of the time which may have elapsed since the recorded achievement and of any subsequent use or updating of an award. Normally, the maximum volume of credit which may be acknowledged through APL is 240.

In arriving at a final decision on selection and APL, the greatest weight will normally be given to demonstrated ability and potential in practical/performance components (or musical composition), with credit equivalence being accorded to other relevant components.

The Assistant Registrar (Admissions) is available to support applicants and staff throughout the process of application and assessment for recognition of prior learning.

**Process for Confirming APL and APEL**
Applications for the accreditation of prior learning (APL) and for the accreditation of prior experiential learning (APEL) will always be decided prior to the applicant’s admission to the Conservatoire.

Following the appropriate selection procedure (including audition/interview), an applicant may be given a condition offer. The offer will be conditional upon the confirmation of APL or APEL.

APL is confirmed by reference to the applicant’s transcript and an evaluation of the modules on which the application is based. Staff must identify a match between the level, the learning outcomes and the volume of credit associated with the module(s) passed by the applicant and the corresponding Conservatoire module(s). The award of credit through APL should be reported to the appropriate Board of Examiners/Progress Committee and the appropriate External Examiner should be invited to comment.

APEL is confirmed through performance at audition and the production of an appropriate portfolio of work that demonstrates to the satisfaction of the Audition Panel that the applicant has, through experiential learning, met the learning outcomes of certain corresponding Conservatoire modules. The award of credit through APEL should be reported to the appropriate Board of Examiners and the appropriate External Examiner should be invited to comment.

**Transfer between programmes within the Conservatoire**
Current students wishing to ‘transfer’ from one Conservatoire programme to another must apply in the normal way (i.e. through UCAS Conservatoires) and may request
to be considered for direct entry with advanced standing in the manner described above.

Non-Standard Entry
Applicants who do not, or cannot meet the minimum academic requirements for entry to a particular Conservatoire programme but who are thought, on the basis of the range of assessments made, to have clear potential to cope with the demands of the programme may be recommended to the Quality and Standards Committee as ‘Non-Standard Entry’ applicants with an account of all relevant prior learning and comparable achievement. The Quality and Standards Committee may then waive the minimum academic entrance requirements either completely or conditionally upon further appropriate assessment being satisfied. The appropriate Head of Department or Programme is required to complete a form (Appendix 9.1) which is submitted to the Non-Standard Entry Committee (comprising the Convenor of the Quality and Standards Committee, the Director of a School in which the applicant will not be studying, and the Academic Registrar) for approval. Confirmation of the achievement of any conditions is normally carried out through Convenor’s action and subsequently reported to the Quality and Standards Committee.

Continuing Education: School of Music
The School of Music’s Continuing Education programme, which is offered at two levels – higher and advanced – enables the creation of a bespoke programme based on an assessment of the particular needs of the individual student. Such individualised programmes may be used to facilitate access to Conservatoire programmes, transfer between programmes and as continuing professional development.
APPENDIX 9.1
NON STANDARD ENTRY APPLICATION

Name: ......................................................  Mature/Non Mature
Programme: ......................................................

Qualifications Held:

English Language Score (if applicable):

<table>
<thead>
<tr>
<th>Test Type:</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score:</td>
<td></td>
</tr>
<tr>
<td>Listening:</td>
<td></td>
</tr>
<tr>
<td>Writing:</td>
<td></td>
</tr>
<tr>
<td>Reading:</td>
<td></td>
</tr>
<tr>
<td>Speaking:</td>
<td></td>
</tr>
</tbody>
</table>

Qualifications that have not been attained:

The applicant is acceptable for entrance in terms of:

<table>
<thead>
<tr>
<th>Ability</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancillary practical skills and abilities</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Appropriate knowledge</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Appropriate sensitivity, understanding and communication</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Experience and achievement to date</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Personal qualities</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Potential</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
Please detail any relevant background regarding this applicant and why you support their application for Non Standard Entry:

Please list how the academic elements of this programme would be met by the applicant, making reference to specific learning outcomes that may require additional support:

Please list any other difficulties that may be encountered throughout the course if NSE is related to a disability, and how these would be resolved:

This applicant is deemed by the Audition Panel to be capable of dealing with the full range of the demands of the above programme.

Signed................................................................. Date.........................
Head of Department/Programme
Comments from Committee

APPROVED £

The applicant is acceptable for entrance in terms of:

- Demonstrated experience to equivalent level
- Learning outcomes mapped to programme requirements
- Performance at audition
- Other

Yes No

NOT APPROVED £

The applicant is not acceptable for entrance in terms of:

- Does not demonstrate experience to equivalent level
- Learning outcomes mapped to programme requirements
- Performance at audition
- Other

Yes No

Signed.................................................................................. Date.........................
On behalf of Non Standard Entry Committee
INSTITUTIONAL PARTNERSHIPS
Principles

In considering the suitability of an organisation to collaborate in the provision of a programme which is, or will be, validated by the Conservatoire, the Academic Board must assure itself that the organisation offers, and is able to sustain, an ethos appropriate to the delivery of an educational experience which, in terms of its quality, is comparable to that offered by the Conservatoire.

The Academic Board must assure itself that the organisation has in place satisfactory quality assurance arrangements and has the capacity to comply with the Conservatoire’s arrangements for the quality assurance of its academic provision as set out in its Quality Assurance Handbook.

The Academic Board must assure itself that the prospective partner has the legal capacity to contract with the Conservatoire and that it is financially stable.

Preliminary Approval

The prospective partner should prepare a concise submission (maximum 10 pages of A4) for consideration by the Academic Board. The submission should, where appropriate, contain:

- The organisation’s Mission Statement, together with its aims and objectives
- A factual description of the organisation’s academic, cultural and/or business activities
- A factual description of current and planned learning resources. This statement should include physical resources e.g. library, IT and accommodation (specialist and general) together with a full *curriculum vitae* for each of the organisation’s staff who will be involved in the delivery of the validated programme
- Details of existing procedures for quality assurance and enhancement, which should include the organisation’s staff development and review policy and procedures
- An undertaking that the organisation will adopt the Conservatoire’s quality assurance procedures in respect of the collaborative programme.

On the basis of the above, together with an accompanying commentary from the Convenor of the Quality and Standards Committee which should provide a rationale for the proposed partnership, the Academic Board will determine whether or not a *prima facie* case has been established to proceed further with the approvals process. If the Academic Board decides not to proceed with the approvals process the organisation will be so advised. If the Academic Board does decide to proceed with the approvals process then arrangements will be made for an organisational approval visit.
Organisational Approval: Academic
The Academic Board will, through the Convenor of the Quality and Standards Committee, establish a Scrutiny Panel which will comprise the following:

- In the Chair: The Dean of the School not involved in the proposed collaborative provision
- 1 member of the academic staff from the School involved in the proposed collaborative provision, although with no direct involvement in the proposed collaborative programme, nominated by the Dean of that School
- a senior representative from another comparable Higher Education Institution or from the relevant profession
- the Convenor of the Quality and Standards Committee.

The Dean of the School which will be involved in the proposed collaborative provision will be in attendance at the organisational approval visit.

When judging the suitability of the organisation, the Approval Panel should bear in mind the principles as set out above.

The Approval Panel will use the documentation submitted by the organisation to the Conservatoire’s Academic Board as the basis for its discussion with staff and students of the organisation, although additional material may be requested in advance of the visit if required.

In the programme of the visit to the organisation, which would normally take place over a single day, the Approval Panel will meet with a range of staff and students. The programme for the visit will be agreed between the Conservatoire and the organisation.

The Convenor of the Approval Panel will normally advise the organisation of the Approval Panel’s recommendations to the Academic Board at the conclusion of the visit.

A report of the Approval Panel visit will be submitted to the Academic Board, which will take the final decision regarding the approval of the organisation. The Approval Panel will recommend one of the following:

- Approval
- Approval subject to conditions to be met by the organisation within a specified time
- Non approval

The report may also include recommendations which would be intended to assist in the further development of the organisation and in its relationship with the Conservatoire.

Approval will be subject to periodic review, which would normally be considered as part of the process of programme review.

Organisational Approval: Legal and Financial
In parallel with the process described in Paragraph 3 above, the Conservatoire will establish the financial and legal probity of the organisation.

**Memorandum of Agreement**

Following confirmation of the approval of the organisation as an appropriate organisation to deliver a programme validated by the Conservatoire, a written and legally binding contract will be prepared by the Conservatoire which will be signed by the Principal of the Conservatoire and the head of the organisation.

The Memorandum of Agreement will include:

- The nature and scope of the collaboration
- Quality assurance and administrative arrangements, including arrangements for the selection and admission of students, the management of the collaborative programme and the approval of the organisation’s staff as teachers of the Conservatoire
- Arrangements for the allocation of income generated by the programme
- Respective responsibilities for marketing and advertising
- Respective responsibilities for communication with external agencies
- Arrangements for the review of the agreement by the Conservatoire
- Arrangements for the termination of the agreement, including the residual obligations to students by both parties should the agreement be terminated.

A template for a Memorandum of Agreement is given at Appendix 1.
Principles
In considering the suitability of an organisation to deliver a programme which is, or will be, validated by the Conservatoire, the Academic Board must assure itself that the organisation offers, and is able to sustain, an ethos appropriate to the delivery of an educational experience which, in terms of its quality, is comparable to that offered by the Conservatoire.

The Academic Board must assure itself that the organisation has in place satisfactory quality assurance arrangements and has the capacity to comply with the Conservatoire’s arrangements for the quality assurance of its academic provision as set out in its Quality Assurance Handbook.

The Academic Board must assure itself that the prospective partner has the legal capacity to contract with the Conservatoire and that it is financially stable.

Preliminary Approval
The prospective partner should prepare a concise submission (maximum 10 pages of A4) for consideration by the Academic Board. The submission should, where appropriate, contain:
• The organisation’s Mission Statement, together with its aims and objectives
• A factual description of the organisation’s academic, cultural and/or business activities
• A factual description of current and planned learning resources. This statement should include physical resources e.g. library, IT and accommodation (specialist and general) together with a full curriculum vitae for each of the organisation’s staff who will be involved in the delivery of the validated programme
• Details of existing procedures for quality assurance and enhancement, which should include the organisation’s staff development and review policy and procedures
• An undertaking that the organisation will adopt the Conservatoire’s quality assurance procedures in respect of the validated programme.

It is recognised that the above points may not be relevant in every case. Where appropriate, alternative information should be provided which satisfies the intention of the request.

On the basis of the above, together with an accompanying commentary from the Convenor of the Quality and Standards Committee which should provide a rationale for the proposed validation arrangement, the Academic Board will determine whether or not a prima facie case has been established to proceed further with the approvals process. If the Academic Board decides not to proceed with the approvals process the organisation will be so advised. If the Academic Board does decide to proceed with the approvals process, then arrangements will be made for an organisational approval visit.
Organisational Approval: Academic
The Academic Board will, through the Convenor of the Quality and Standards Committee, establish a Scrutiny Panel which will comprise the following:

- In the Chair: The Dean of the School not involved in the proposed validation arrangement
- 1 member of the academic staff from the School involved in the proposed validation arrangement, although with no direct involvement in the proposed arrangement, nominated by the Dean of that School
- a senior representative from another comparable Higher Education Institution or from the relevant profession
- the Convenor of the Quality and Standards Committee

The Dean of the School which will be involved in the proposed validation arrangement will be in attendance at the organisational approval visit.

When judging the suitability of the organisation, the Approval Panel should bear in mind the principles as set out in above.

The Approval Panel will use the documentation submitted by the organisation to the Conservatoire’s Academic Board as the basis for its discussion with staff and, where appropriate, students of the organisation. However, additional material may be requested in advance of the visit if required.

In the programme of the visit to the organisation, which would normally take place over a single day, the Approval Panel will meet with a range of staff and, if appropriate, students. The programme for the visit will be agreed between the Conservatoire and the organisation.

The Chairman of the Approval Panel will normally advise the organisation of the Approval Panel’s recommendations to the Academic Board at the conclusion of the visit.

A report of the Approval Panel visit will be submitted to the Academic Board, which will take the final decision regarding the approval of the organisation. The Approval Panel will recommend one of the following:

- Approval
- Approval subject to conditions to be met by the organisation within a specified time
- Non approval

The report may also include recommendations which would be intended to assist in the further development of the organisation and in its relationship with the Conservatoire.

Approval will be subject to periodic review, which would normally be considered as part of the process of programme review.
Organisational Approval: Legal and Financial
In parallel with the process described above, the Conservatoire will establish the financial and legal probity of the organisation.

Memorandum of Agreement
Following confirmation of the approval of the organisation as an appropriate organisation to deliver a programme validated by the Conservatoire, a written and legally binding contract will be prepared by the Conservatoire which will be signed by the Principal of the Conservatoire and the head of the organisation.

The Memorandum of Agreement will include:

- The nature and scope of the validation agreement
- Quality assurance and administrative arrangements, including arrangements for the selection and admission of students, the management of the validated programme and the approval of the organisation’s staff as teachers of the Conservatoire
- Arrangements for the payment of validation fees
- Respective responsibilities for marketing and advertising
- Respective responsibilities for communication with external agencies
- Arrangements for the review of the agreement by the Conservatoire
- Arrangements for the termination of the agreement, including the residual obligations to students by both parties should the agreement be terminated.

A template for a Memorandum of Agreement is given at Appendix 1.

Programme Validation
Following the completion of the organisational approvals process, an approved organisation may submit a proposal for validation in accordance with the requirements set out in QAH 3.
QAH 10.3: ARRANGEMENTS FOR THE APPROVAL OF AN ORGANISATION AS A PARTNER FOR THE PURPOSES OF STUDENT AND STAFF EXCHANGES

Principles
Academic Board acknowledges the value of both staff and student exchanges, particularly as they offer individuals the opportunity to engage with different cultures and, in the case of staff exchanges, provide one of the means through which the Conservatoire draws upon international expertise.

In considering the suitability of an organisation to act as a partner in either student or staff exchanges, the Academic Board must assure itself that the organisation offers, and is able to sustain, an ethos appropriate to the delivery of an educational experience which, in terms of its quality, is comparable to that offered by the Conservatoire.

The Academic Board must also assure itself that the prospective partner has the legal capacity to contract with the Conservatoire and that it is financially stable.

Institutional Approval Process
A prospective exchange partner should first be considered for approval by the appropriate School Management. In so doing, the School should consider:

- The organisation's Mission Statement, together with its aims and objectives.
- A factual description of the organisation's academic, cultural and/or business activities, together with a list of programmes to be included within the scope of the exchange agreement.
- A factual description of current and planned learning resources.

On the basis of the above, the appropriate School will make a recommendation to the Academic Board regarding the approval of the prospective partner organisation.

The Approval of an Individual Exchange
Before an individual student participates in an exchange, the Programme Leader/Head of Department must ensure that, in terms of learning outcomes, the exchange offers a learning experience equivalent to the student’s Royal Conservatoire of Scotland programme. The learning outcomes of the relevant part of the student’s Royal Conservatoire of Scotland programme must be mapped onto the learning outcomes of the programme in the partner institution. If the particular exchange agreement will include the transfer of credit either to or from the Royal Conservatoire of Scotland, particular care must be taken to ensure that satisfactory arrangements can be made to facilitate the transfer of that credit. Accordingly, assessment arrangements must be confirmed with both the student and the partner institution.

If the language of instruction in the partner institution is other than English, the Programme Leader/Head of Department must be satisfied that the student is sufficiently fluent in the language of instruction to benefit fully from the exchange. Similarly, incoming exchange students must be suitably fluent in English. Although it
is the student’s responsibility to ensure that s/he has made all practical arrangements for the exchange e.g. travel, accommodation, insurance (including health care) the student should be provided with a Student Exchange Fact Sheet which is available from Academic Administration and Support.

**Exchange Agreement**

The template for an institutional exchange agreement is given at Appendix 1, the international student exchange application form is given at Appendix 2 and the template for an international student exchange learning agreement is given at Appendix 3.
APPENDIX 10.1: MEMORANDUM OF UNDERSTANDING

MEMORANDUM OF UNDERSTANDING [INSTITUTION NAME] 

[INSTITUTION NAME] 

CITY, COUNTRY 

and 

THE ROYAL CONSERVATOIRE OF SCOTLAND 

Glasgow, United Kingdom 

1. PREAMBLE 

Whereas the Royal Conservatoire of Scotland (hereinafter the Royal Conservatoire) and [INSTITUTION NAME] are both institutions of higher education offering programmes to students leading to the award of undergraduate degrees and diplomas; and 

Whereas both [INSTITUTION NAME] are committed to the development of international activities and are continually developing their contacts with foreign universities, university colleges and conservatoires; and 

Whereas within both institutions there is a strong commitment to student and teacher exchanges, and to collaborative research, both institutions of higher education realizing the need for closer partnerships at institutional level within an international context: 

Therefore, the Royal Conservatoire and [INSTITUTION NAME] agree that collaboration promises considerable potential for the advancement of teaching, research and education in the performance arts, and specifically that effective collaboration should enhance the quality of activities at both institutions, should be cost-effective, and should not impinge on the independence of either institution.

2. OBJECTIVES 

To promote international understanding and to establish relations and cooperation between the Royal Conservatoire and [INSTITUTION NAME] in order to enrich the understanding of the cultures and educational systems of their two countries, this Memorandum of Understanding seeks specifically:
☐ Student Academic Exchanges. To facilitate student academic exchanges, specifically access to programmes at degree and diploma levels in the Royal Conservatoire and [INSTITUTION NAME].

☐ Staff and Student Research Exchanges. To encourage and facilitate joint research activities by interested members of staff and students at the Royal Conservatoire and [INSTITUTION NAME].

☐ Staff Teaching Exchanges. To encourage and facilitate exchanges among members of academic teaching staff and to facilitate their contributions to the educational processes and study programmes of the partner institution

☐ to explore the feasibility of developing joint student-based activities in areas of common interest.

☐ [OTHER AGREED OBJECTIVES]

•

•

3. FINANCIAL AND OTHER RESPONSIBILITIES OF THE INSTITUTIONS

Each exchange student will pay tuition fees to her/his home institution with which she/he will remain registered while on exchange. Without further cost, the host institution will provide:

☐ orientation and student support
☐ student union / association fees
☐ tuition, reports and statements of results
☐ Certificates of arrival, attendance and conclusion

☐ [OTHER AGREED FINANCIAL RESPONSIBILITIES OF THE INSTITUTION]

•

•

4. FINANCIAL AND OTHER RESPONSIBILITIES OF EXCHANGE STUDENTS

Each exchange student participating in the exchange programme shall meet the full costs related to

☐ travel to and from [INSTITUTION, LOCATION] and Scotland and vice versa as the case may be
☐ books, stationery, equipment and materials, clothing and personal expenses
☐ travel documents and visas
☐ the application or related fees for participating in the programme as may be charged by the home institution
☐ the cost of health insurance at the host institution and the host country
☐ residential accommodation and meal plan
☐ [OTHER AGREED FINANCIAL RESPONSIBILITIES OF EXCHANGE STUDENTS]

5. AGREEMENT ON PROGRAMMES OF STUDY

5.1 Students participating in exchanges under this Memorandum of Understanding shall pursue an academic programme developed by the receiving institution in consultation with the home institution and described in the individual student’s International Exchange Learning Agreement.

5.2 The academic programme will have agreed learning outcomes as specified in the individual student’s International Exchange Learning Agreement.

5.3 In cases in which satisfactory completion of the academic programme entails the award of credits or other assessment outcomes counting towards an award granted by the home institution, the arrangements for the allocation of such credits are those detailed in the individual student’s International Exchange Learning Agreement.

5.4 Exchange students will have access to the academic programme of study outlined in the individual student’s International Exchange Learning Agreement equal to that of students of the receiving institution pursuing the same or a similar programme of study.

5.5 Each institution shall appoint an Advisor who shall provide advisory and other academic services to students participating in the exchange. The Advisor shall monitor the progress of exchange students on a regular basis and communicate the results of the monitoring to the home institution as detailed in 6 below.

5.6 The receiving institution will advise a designated person in the home institution on the progress of the exchange students at regular intervals. The “Advisor”, the “designated person” and the “intervals” will be specified in the individual student’s International Exchange Learning Agreement.

5.7 Participating students and staff shall be subject to the rules and regulations of the receiving institution.

5.8 Participating students and staff shall be entitled to the benefits of any introductory or orientation courses or programmes that may customarily
be arranged for foreign students and/or visiting staff at the receiving institution.

5.9 Each partner to this Memorandum of Understanding shall declare to the other its knowledge of any special needs pertaining to any or all of the students or staff taking part in the exchange. The partners will use their best endeavours to accommodate any such needs.

5.10 Transcripts of student achievement will be provided to the home institution as soon as possible after the completion of the exchange and in any case not later than the date of the Board of Examiners (or equivalent) at the home institution immediately following the completion of the exchange, such date or dates to be specified in the individual student’s International Exchange Learning Agreement.

5.11 [OTHER AGREED TERMS]

6. SELECTION OF STUDENTS

6.1 Through this Memorandum of Understanding, the Royal Conservatoire will accept annually up to a maximum of [NUMBER] [INSTITUTION NAME] students and [INSTITUTION NAME] will accept annually up to a maximum of [NUMBER] students from the Royal Conservatoire.

OR

Through this Memorandum of Understanding, the Royal Conservatoire will consider annually up to a maximum of [NUMBER] [INSTITUTION NAME] student applications and [INSTITUTION NAME] will consider annually up to a maximum of [NUMBER] [INSTITUTION NAME] student applications. Offers of admission will be a matter for the respective institutions and students offer places may be free to accept or decline.

6.2 It is understood that the reciprocal balancing of student numbers will be calculated on the term of this Memorandum of Understanding rather than on an annual basis.

6.3 Participating students will be [SELECTED] OR [INVITED TO APPLY] by their home institution on the basis of the following criteria, which shall generally apply but may, in appropriate cases, be altered at the discretion of the home institution:

(i) students shall have completed at least one year of full-time study prior to participation in the exchange

(ii) students shall be of good academic standing, as reflected by ranking (normally in the upper half of the year group) in previous curricular work at the home institution
6.4 Neither institution will refuse to accept a student on unlawful discriminatory grounds.

6.5. [OTHER AGREED TERMS]

7. RESPONSIBILITY FOR QUALITY AND STANDARDS

7.1 The overall responsibility for the academic standards of programmes or elements of programmes leading to a degree or other higher education award rests with the awarding institution only.

7.2 The partners agree that the programmes or parts of programmes in which the students and/or staff will participate will be subject to the full quality assurance procedures in existence in each institution including, but not limited to, those related to continuing programme development and monitoring.

7.3 Students from one institution who undertake a period of study in the other institution party to this Memorandum of Understanding are understood to do so as part of their principal programme of study in their home institution. Assessment may only be carried out, and any ensuing credits allocated, towards the achievement of the qualification for which the students are registered in their home institution.

7.4 While acknowledging the broad comparability of standards of quality in each other’s institution, neither partner assumes responsibility for the overall quality of the programme/s delivered by the other. Responsibility for the standards and quality of the specific programme/s of study agreed between the partners rests with the receiving institution, as delegated by the home institution in respect of its own students.

7.5 The moderation and ratification of assessment grades or equivalent remains the sole responsibility of the home institution.

7.6 [OTHER AGREED TERMS]

8. DURATION

This Memorandum of Understanding will become effective when signed by the representative of [INSTITUTION NAME] and the Royal Conservatoire and will remain in effect for a period of [NUMBER OF YEARS] with the understanding that it may be terminated by either party providing sixty (60) days’ written notification to the other. Such termination shall not absolve either institution of any contractual obligation(s) that may be in effect through one or more collaborative projects undertaken as a result of this Memorandum of Understanding.
9. **AMENDMENT**

This Memorandum of Understanding constitutes the entire agreement between the two parties. There are no understandings, agreements or representations, oral or written, not specified herein regarding this agreement. No amendments, consent or waiver of terms of this Memorandum of Understanding shall bind either party unless in writing and signed by all parties. Any such amendment, consent of waiver shall be effective only in the specific instance and for the specific purpose given. Any issues not mentioned in this Memorandum of Understanding shall be resolved through mutual agreement and each party covenants that it will make good faith efforts to reach such agreement.

10. **IMPLEMENTATION**

In implementing this Memorandum of Understanding, both parties agree to undertake the following:

- [ ] establish a communication network which will facilitate discussion and planning as a matter of priority
- [ ] develop a strategy for collaboration as a matter of priority
- [ ] identify specific projects on which to move and involve relevant members of staff in the development of action plans as appropriate
- [ ] establish periodic review procedures which could lead to stronger links between the two institutions
- [ ] regular exchange of academic handbooks, newsletters and promotional materials.
- [ ] [OTHER AGREED IMPLEMENTATION TERMS]

11. **SIGNATURES**

The Royal Conservatoire and [INSTITUTION NAME], by the signatures of their respective and duly authorized officials below, acknowledge having read and understood the Memorandum of Understanding and agree to be bound by its terms and conditions.

Signed:

_________________________ Name, Position and Institution

Signed:

_________________________ Name, Position and Institution
Date: ________________ 20__

Signed:

__________________________
Professor John Wallace
Principal

The Royal Conservatoire of Scotland

Signed:

__________________________
Ewan Hainey
Conservatoire Secretary

The Royal Conservatoire of Scotland

Royal Conservatoire of Scotland
100 Renfrew Street
Glasgow
G2 3DB
UNITED KINGDOM

[ROYAL CONSERVATOIRE OF SCOTLAND STAMP / SEAL]

Date: ________________ 20__
APPENDIX 10.2: EXCHANGE STUDENT APPLICATION FORM

OUTGOING INTERNATIONAL EXCHANGE STUDENT APPLICATION FORM

<table>
<thead>
<tr>
<th>ACADEMIC YEAR 20/20</th>
<th>Study Programme:</th>
<th>Principal study subject:</th>
</tr>
</thead>
</table>

Please attach a recent passport photograph

All applications for exchange programmes must be made through the International Exchange Co-ordinator in the home institution. This application should preferably be completed in typescript or black ink.

Home Institution: ROYAL CONSERVATOIRE OF SCOTLAND
Coordinator: Sarah Ward Tel:+44 (0)141 270 8281
Fax:+44 (0)141 270 8351 E-mail: s.ward@rcs.ac.uk

STUDENT

<table>
<thead>
<tr>
<th>Family name:</th>
<th>First name(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of birth:</td>
<td>Age:</td>
</tr>
<tr>
<td>Sex: Male</td>
<td>Female</td>
</tr>
<tr>
<td>Current address:</td>
<td></td>
</tr>
<tr>
<td>Place of Birth:</td>
<td>Nationality:</td>
</tr>
<tr>
<td>Permanent address (if different):</td>
<td></td>
</tr>
</tbody>
</table>

Current address is valid until: Tel.:+
Fax: + E-mail: 

Previous/Current studies
Diploma/degree for which you are currently studying:
**LANGUAGE SKILLS**

Mother tongue: 

Please indicate your language skills other than mother tongue:

1) Language__________ Fluent ** Good** Moderate ** Limited** None**
2) Language__________ Fluent ** Good** Moderate ** Limited** None**
3) Language__________ Fluent ** Good** Moderate ** Limited** None**

Will you, if necessary, be studying the language of the host institution before the exchange period? Yes ** No **

Please explain why you wish to study abroad

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________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SIGNATURES HOME INSTITUTION

Student:.................................................................................................................. Date:.............................................................

I agree/do not agree* to the above student going on exchange

* Please Circle

Head of Department/Programme:............................................................................... Date:.............................................................

CHECKLIST FOR STUDENT’S USE

- Application completed (HoD signed)
- Learning Agreement completed
  (HoD /AMacD /SB signed)
- Passport sized photo attached
- Recorded performance attached
- Transcript attached
- Letter of motivation attached

*Please let the teacher of your main subject sign the recording to certify that the recording is your own performance.
APPENDIX 10.3: EXCHANGE STUDENT LEARNING AGREEMENT

OUTGOING INTERNATIONAL EXCHANGE STUDENT LEARNING AGREEMENT

ACADEMIC YEAR 20 yyyy/20 yyyy
Study programme at host: ..................................................................................................................
Principal study subject: ..................................................................................................................

All applications for exchange programmes must be made through the International Exchange Coordinator in the home institution. This application should be completed preferably in typescript or in black ink.

<table>
<thead>
<tr>
<th>STUDENT/HOME INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s name: ..........................................................</td>
</tr>
<tr>
<td>Home institution: ROYAL CONSERVATOIRE OF SCOTLAND ..................................................</td>
</tr>
<tr>
<td>Country: UK ..........................................................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DETAILS OF THE PROPOSED STUDY PROGRAMME ABROAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host institution: ..........................................................</td>
</tr>
<tr>
<td>Country: ...............................................................................</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Period of study</th>
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<tbody>
<tr>
<td>from DD/MM/YYYY</td>
</tr>
<tr>
<td>to DD/MM/YYYY</td>
</tr>
<tr>
<td>Duration of stay (months)</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>............................</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course unit code (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course unit title (as indicated in the information package)</td>
</tr>
<tr>
<td>Teaching method*</td>
</tr>
<tr>
<td>Assessment method**</td>
</tr>
<tr>
<td>Number of credits</td>
</tr>
<tr>
<td>Compulsory at home</td>
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<td>----------------------------</td>
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</tbody>
</table>

182
<table>
<thead>
<tr>
<th>CONFIRMATION HOME INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>We confirm that the proposed programme of study is approved.</td>
</tr>
<tr>
<td>Head of department/institution</td>
</tr>
<tr>
<td>Name: .........................................................</td>
</tr>
<tr>
<td>Function: .......................................................</td>
</tr>
<tr>
<td>Signature: ......................................................</td>
</tr>
<tr>
<td>Date: ..........................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONFIRMATION HOST INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>We confirm that the proposed programme of study is approved.</td>
</tr>
<tr>
<td>Head of department/institution</td>
</tr>
<tr>
<td>Name: .........................................................</td>
</tr>
<tr>
<td>Function: .......................................................</td>
</tr>
<tr>
<td>Signature: ......................................................</td>
</tr>
<tr>
<td>Date: ..........................................................</td>
</tr>
</tbody>
</table>

* (1) One-to-one teaching, (2) Small group teaching, (3) Lecture, (4) Other
** (O) Oral test, (W) Written test, (P) Performance for commission, (M) Marked evaluation by teacher, (X) Other, namely.....

If necessary, continue the list on a separate sheet.

Student's signature: .......................................................... Date: .........................................................
APPENDIX 4: ERASMUS & INTERNATIONAL EXCHANGE INFORMATION SHEET

This information sheet aims to provide an overview of the Erasmus & International Exchange opportunities available to Royal Conservatoire of Scotland students.

More detailed information can be found at our website or please contact the International and Student Experience team (international@rcs.ac.uk)

Why study overseas as an Erasmus or International Exchange student?

Erasmus & International Exchange study placements provide the opportunity to study at our partner institutions and give you the chance to experience other cultures and lifestyles! Agreed programmes of study can also count towards part of your degree programme, where credits are transferable through the European Credit Transfer system (ECTS) or US credit system.

Erasmus & International Exchange students will gain independence, confidence and life-skills from an exchange, whilst experiencing a different culture and gaining an international outlook. It’s also a great addition to your CV!

What is it like being a Royal Conservatoire of Scotland student on an exchange abroad?

Some of the best people to tell you what it is like to be an exchange student are the students who have been on an exchange themselves! Look out for the Erasmus & International Exchange information sessions offered throughout the year.

“Being part of the Erasmus exchange programme allowed me to experience a new and exciting environment and culture. I have always wanted to travel and this was the perfect opportunity to do so, whilst continuing my studies and being surrounded by world class professors and musicians.”

Helen Douthwaite, BMus (Hons) graduate who studied on Erasmus at the Hochschule für Musik und Theater, Hannover, Germany in 2008

At the pre-departure briefing all Conservatoire students who are offered a place on an exchange get the opportunity to meet up with other Conservatoire students who have previously been on exchange to discuss issues and share experiences.

Click on the links below to find out what these students thought of their time as an Erasmus student at institutions abroad: http://www.britishcouncil.org/erasmus-case-studies.htm

What can I study?
The Learning Agreement form outlines your programme choices and credits. These must be agreed with the relevant staff members as outlined on the Erasmus and International Exchange webpages. The host institution will also approve your programme choices upon acceptance or when you arrive on study placement. If there are any changes to programmes as approved on the Learning Agreement, a Changes to the Original Learning Agreement form must be completed and signed by all parties as soon as possible.

A normal full undergraduate programme load at the Conservatoire is 120 SCQF credits per year, which equates to approximately 60 ECTS credits per year. If you are studying on the BMus (Hons) Joint Principal Study programme your load is 140 SCQF credits (70 ECTS) per year.

Conservatoire students on International Exchange in the USA should note that 4 SCQF credits equate to 1 US credit. For other conversion rates please contact the International and Student Experience team at international@rcs.ac.uk

How long can I study for?

You propose the length of study for your exchange on your application form and Learning Agreement. The minimum duration of study is four months (or 1 academic trimester) and the maximum duration of study is a full academic year in one single stretch (trimesters 1 and 2). For students applying to take part in an International Exchange to the USA, the exchange duration is typically less than the duration of each trimester, either from September to December or January to May.

Please remember to take into account the dates of any assessments vital to your programme of study for progression or inclusion in your Honours classification when you discuss your exchange with your Head of Department/Programme Leader. Please contact the relevant staff member as outlined on the Erasmus and International Exchange webpages if you think you will miss vital examinations/asessments.

Where can I go?

We have a range of partnerships with institutions across Europe and the rest of the world. You can apply to study at any of our partner institutions, as outlined on our webpage: http://www.rcs.ac.uk/studyhere/erasmus/internationalpartners.html

Please ensure that there is a current partnership agreement in your subject area. You can also find out more about each institution by clicking on the link to their webpage.

How much does it cost?

☐ Tuition fees
Erasmus & International Exchange students do not pay any tuition fees to the host institution, as students continue to pay tuition fees to and are registered at their home institution. Remember to apply for any student support (e.g. student loan and fees payment) as you usually do.

- Living costs

During your period of study, you will be required to pay for your accommodation and general living costs so please ensure that you budget well in advance of your exchange period. Often, institutions will include localised estimations of living costs in their information packs for accepted students to assist with budgeting.

Erasmus students are currently awarded a grant from the British Council in order to assist with exchange costs. The grant amount in the 2012/13 session ranges from €270 to €370 per month for the duration of a student’s exchange. The monthly amount depends on the band of the country the student studies in.

<table>
<thead>
<tr>
<th>Country</th>
<th>Placement Monthly Grant</th>
<th>Supplementary Allowance – Priority Country</th>
<th>Supplementary Allowance – Widening Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAND 1 – Bulgaria, Romania</td>
<td>€270</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAND 2 – Croatia, Cyprus, Czech Republic, Estonia, Greece, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia, Turkey</td>
<td>€310</td>
<td>€400</td>
<td>€500</td>
</tr>
<tr>
<td>BAND 3 – Austria, Belgium, Denmark, Finland, France, Germany, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland</td>
<td>€370</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

A supplementary grant of €400 applies for students undertaking mobility to the less-visited countries (priority countries). For 2012/13, the priority countries are all those in Bands 1 and 2 in the above table.

There is also a one-off payment of €500 available to those students with a family income of under £25,000 per annum. This is known as the Widening Participation supplementary allowance. If you are offered an Erasmus study placement and you feel that you should be eligible for this payment please speak to Sarah Ward, Assistant Registrar (International and Student Experience.)

How can I apply?
Information and guidance about applying can be found at our Erasmus and International Exchange webpages. There you will also find the Application and Learning Agreement forms to download. Once you have completed these, you should start to collect your additional documentation to submit with your application:

- Copies of transcripts of records from previous years’ study
- CD or DVD documenting performances or work
- Letter of motivation (1 A4 page is sufficient)
- 1 x passport-sized photograph

You should then discuss your exchange with your Head of Department and they should approve it by signing your Application Form. Your Learning Agreement should then be double checked, approved and signed by the appropriate member of staff.

**When should I apply?**

Please ensure that you submit your application and documentation to the International and Student Experience team by 1st March in the academic year prior to the year in which you wish to study.

**When will I hear about the decision on my application?**

Different institutions have different processing and decision times. The majority of students tend to receive their decisions via the International and Student Experience team in May/June. It is, therefore, important to ensure that the International and Student Experience team receives your term-time and out-of-term-time correspondence details at the pre-departure briefing.

**What support can I receive throughout the application/exchange?**

The International and Student Experience team keeps in contact with all students throughout the application and exchange process. If you have any questions or issues, please do contact them at any time, either in person in the AAS office or via international@rcs.ac.uk

**STUDENT EXCHANGES: FACT SHEET**

**Where can I go?**

The Royal Conservatoire of Scotland has a number of formal exchange agreements with institutions in Europe and North America. Details of current agreements are available on the Conservatoire’s Intranet.
When and how do I apply for an exchange?

You should complete the Exchange Application Form available on the Conservatoire’s Intranet and pass it to your Programme Leader/Head of Department. You should apply at least one term in advance of when you hope to go on exchange.

When can I go?

Your Programme Leader/Head of Department will, through discussion with yourself, determine the most appropriate time for an exchange. It is unlikely that exchanges will be approved in your final year of study.

How is the work overseas assessed?

That would depend on the nature of your individual exchange agreement. You will either be assessed by the receiving institution and have credit awarded on that basis transferred to the Royal Conservatoire or you will be assessed at a specified point on your return to your programme at the Conservatoire. Make sure that you are very clear on that point before you go.

What will it cost?

You continue to be a matriculated student of the Royal Conservatoire, and to pay tuition fees here; no tuition fee is payable to the receiving institution. If you are in receipt of fee support from SAAS or an LEA you must remember to make an application as usual. You will normally be responsible for all other costs, including airfares, accommodation and living costs, insurance etc. The total cost will vary greatly according to the country involved and the current exchange rate, but the Conservatoire will expect you to be able confirm that you have sufficient funds to support yourself for the duration of your exchange. You will continue to be eligible to receive the Student Loan or other grant or award you currently receive.

Is any financial support offered?

No, the Conservatoire does not offer any financial support to outgoing exchange students. You will be expected to finance the exchange from your own resources. The Conservatoire will also require confirmation from you that you have sufficient funds to support yourself whilst on exchange.

What about accommodation?

It will be your responsibility to ensure that you have suitable accommodation arranged. If the outgoing exchange is simultaneous with an incoming exchange, it may be that you will be able to exchange accommodation with the incoming student. You should receive details of available accommodation from the host institution.

Will I need a Visa?

You will not need a visa for exchanges to a European institution. You will however, need a visa for non-European destinations and you should ensure that you apply for
one in good time. In order to apply for a student visa, you will need confirmation from the receiving institution that you have been accepted as an exchange student.

**Check List**

You must ensure that you have the following in place before you leave for your exchange:

1. Your passport – remember to check its expiry date as some countries insist that your passport should be valid for a minimum specified period following your date of entry to that country.

2. A visa, if required.

3. If you have any special needs, are support arrangements satisfactory?

4. Adequate insurance cover. The choice of insurance company and nature of the policy is up to yourself. However, you may wish to consider Endsleigh insurance, which offers insurance cover especially designed for study abroad. Endsleigh’s website address is www.endsleigh.co.uk.

5. If you are going on exchange in the EU you should ensure that you have form E 111 completed in respect of access to health care. **Related to point 4 above, you must take out appropriate medical insurance which must provide cover to get you home should the need arise.**

6. Return travel arrangements.

7. Accommodation.

8. Sufficient funds.

9. Contact name at the receiving institution together with telephone number and email address.
PLACEMENT LEARNING
PLACEMENT LEARNING

Introduction
The Royal Conservatoire of Scotland’s undergraduate and postgraduate courses are highly vocational in nature and, in that context, placements can provide students with a valuable learning experience. The following policy and procedures provide a framework within which placements may be incorporated into programmes of study.

Validation and Review
Validation and Review Panels should consider the place of placement learning within the overall aims and structure of the programme of study under consideration. Specifically placements should be considered in terms of:

☐ overall fit with the aims of the course
  • assessment – particularly the respective roles of the placement supervisor, Conservatoire staff and the student
☐ arrangements for moderation of grades and for External Examiner input
☐ the duration and timing of the placement
☐ how a placement provider is identified and approved
☐ how the student is prepared for the placement
☐ how the placement supervisor is prepared for her/his role
☐ support available to the student and the placement supervisor
☐ the effectiveness, in general terms, of placement learning (course review only).

Identification and Approval of Placements
Respective responsibilities for the identification of placements should be stated clearly. Where the responsibility lies with the student, the Programme Leader/Head of Department must ensure that appropriate support and guidance is available to the student. In the event that an appropriate placement cannot be found, an alternative learning experience should be identified which, as far as possible, provides an opportunity to meet the desired learning outcomes.

In considering the suitability of an organisation to act as a placement provider, the Head of Department/Programme Leader must be satisfied that the organisation offers, and is able to sustain, an ethos appropriate to the delivery of a learning experience which meets course requirements and the student’s needs. Each placement must be approved formally by the Programme Leader/Head of Department taking account of the following:

☐ the placement will facilitate the desired learning outcomes
☐ the placement provider understands her/his role and responsibilities
☐ health and safety arrangements are appropriate
☐ the student can be appropriately supported by the Royal Conservatoire throughout the placement
☐ ethical considerations are identified and addressed with both the student and the placement provider
☐ the capacity of the placement provider to accommodate any special needs, including disability, which the student may have

• the placement provider’s commitment to equality of opportunity

☐ taking account of all of the above, that both the student and the placement provider can be prepared adequately for the placement thereby ensuring, as far as possible, a quality learning experience for the student.

Supervision and Assessment of Placements
The appropriate Programme Leader/Head of Department is responsible for ensuring that Placement Supervisors are briefed appropriately for their role as supervisor and, if relevant, as an assessor. Placement providers must confirm that they understand their responsibilities in relation to the student on placement and individual supervisors must confirm that they understand their role as assessor (if appropriate).

Equal Opportunities
It is the Royal Conservatoire’s responsibility to ensure that the placement provider complies with the Conservatoire’s Equal Opportunities Policy and Disability Policy. In the case of a student with a disability, the Conservatoire must ensure that the placement provided will meet the specific needs of the student and, where necessary, that any reasonable adjustments are made. The member of Conservatoire staff responsible for the management of placements should, with the student’s agreement, discuss the student’s individual needs with the placement supervisor and agree appropriate arrangements.

The Approval of a Placement Abroad
If the language used in the placement area is other than English, the Programme Leader/Head of Department must be satisfied that the student is sufficiently fluent in the other language to benefit fully from the experience. Although it is the student’s responsibility to ensure that s/he has made all practical arrangements for the placement e.g. travel, accommodation, insurance (including health care) the student should be provided with the Placement Abroad Fact Sheet prepared by Academic Administration and Support. The student will be responsible for arranging any necessary travel documents and/or visas/work permits.

Costs Associated with the Placement
The student will be responsible for the whole cost of, and expenses arising out of, the placement. This includes accommodation, subsistence, travel, books, equipment, consumables, and, in the case of overseas placements, hospitalization and health insurance.

Employers Public Liability Insurance
Placement providers are expected to provide reassurance that they hold appropriate employer public liability insurance to cover Conservatoire students during their placement period. In instances where this is not held a risk assessment would require to be completed before approval could be granted.
Approval of a Placement Provider and of an Individual Placement
On completion of the approval process, the formal memorandum of agreement between the Royal Conservatoire and the placement provider, which is given at Appendix 1, should be completed. Individual student placements should be considered for approval on the basis of the pro-forma given at Appendix 2, Approval of an Individual Student Placement.

Support Available to the Student and the Placement Provider
The range of institutional support available to students physically located within the Conservatoire should also be available to students on placement. This includes access to, for example, the Counsellor and Disability Adviser and Discretionary Funds. The support which a student should expect from academic staff in the course of her/his placement should be specified clearly. This should include the frequency and timing of placement visits (if any) and other means of contact.

The placement provider must be provided with a contact at the Conservatoire from whom advice or guidance may be sought. The provider must be made aware of the method and frequency of contact with the student on placement and provision should be made for a tripartite dialogue where required.

All of the above information should be provided to the student and the placement provider in writing.

Unsatisfactory Placements
If, in the course of a placement, it becomes apparent to the student and the Programme Leader/Head of Department that it is not providing a quality learning experience an alternative which, as far as possible, provides an opportunity to meet the desired learning outcomes must be found.

Retrieval of Failure
If a student fails to fulfill the assessment criteria for the placement, the appropriate Board of Examiners or Progress Committee must, within the context of programme and Conservatoire regulations, offer an opportunity to the student to retrieve that failure. It is recognised that the Board of Examiners or Progress Committee may well not be able to replicate the placement experience, so an alternative which, as far as possible, provides an opportunity to meet the desired learning outcomes should be identified.

Complaints and Appeals
Students should be made aware of the Royal Conservatoire’s Complaints Procedure for Students, the scope of which includes placement learning. Placement providers should be advised that they can raise any issues which they may have with the appropriate Programme Leader/Head of Department.

The scope of the Conservatoire’s Code of Procedure for Appeals to the Academic Board (published in the Regulations, Codes of Procedure and General Rules) includes placement learning.
**Programme Committees**
As noted above, the use of placement learning should be given careful consideration by Validation and Review Panels. The effectiveness of placements should also be considered on an on-going basis through Programme Committees. Where appropriate, External Examiners and/or External Moderators should also be invited to comment upon the effectiveness of placement learning and the Conservatoire’s underpinning policies and procedures.

As part of students’ re-orientation to the Royal Conservatoire following a placement, they should be requested to provide feedback regarding their perception of the placement as a learning experience. Similarly, placement providers should also be asked to provide feedback on their experience of the placement. Feedback forms are given at Appendix 3 and Appendix 4 respectively. The information gathered from both of these sources should be fed into the Programme Committee process noted above.

**Protection of Vulnerable Groups (PVG) Scheme**
If a placement will involve a student having contact with young or otherwise vulnerable people s/he must be subject to a criminal records check through Disclosure Scotland. Academic Administration and Support will check students on entry to their course as requested by Deans of School.
APPENDIX 11.1

Memorandum of Agreement for the Provision of a Placement

Placement Provider and the Royal Conservatoire of Scotland

Placement Provider agrees to provide a placement to a Enter Course and Year student of the Royal Conservatoire of Scotland.

The dates of the placement will be: from: .......... to: ............

The placement will involve attendance on ?? days per week and the student will be present between start time and end time.

Placement Provider confirms that the placement supervisor, name, has been briefed appropriately regarding student's name and the Royal Conservatoire’s expectations of the placement and placement provider agrees that it will facilitate the achievement of the learning outcomes as detailed in the student’s individual Placement Learning Agreement. Placement Provider has received a copy of the Royal Conservatoire’s Equal Opportunities Policy and supports its aims.

The placement supervisor, name and designation, will act as the first point of contact for Conservatoire staff and name and designation will act as first point of contact for placement staff. The placement supervisor agrees to provide the support identified in the student’s Placement Learning Agreement.

Employer Public Liability Insurance

Please tick the following

☐ A copy of the Placement/Secondment Provider’s Employers Liability Certificate is enclosed

☐ A copy of the Placement/Secondment Provider’s Public/Products Liability Certificate is enclosed

☐ The organisation does not have appropriate Insurance (in this case a Risk Assessment should be carried out by RCS)

☐ A Risk Assessment has been carried out by the RCS Supervisor

Placement/Secondment Supervisor

Date

Supervisor

______________________________
signature

______________________________  ____________________

RCS Supervisor
Date

signature

______________________________  ____________________

Programme Leader signature
(RCS Programme)
Date

______________________________  ____________________
Appendix 11.2

Approval of an Individual Student Placement

Student name: __________________________________________

Programme/Year: _______________________________________

Placement Provider: ______________________________________

Address: _____________________________________________

_________________________________________________________________

Contact: _______________________________________________

Phone: _________________________________________________

Email: _________________________________________________

Has the Placement Provider been previously approved by Programme Leader/Head of Department? yes/no

Duration of placement: from:__________ to:__________

Frequency of attendance: ________________________________
(days per week)

Intended learning outcomes of the placement:
What the placement will involve:

Do you have any special needs in relation to the placement? If so, have appropriate arrangements been made and agreed?

Placement approved by: ____________________________
(normally Programme Leader/Head of Department)

Placement approved by: ____________________________
(placement supervisor)

Declaration to be signed by student:

I confirm the learning objectives for my forthcoming placement with ??.
I also confirm that all of the arrangements for which I am responsible in relation to this placement have been made.

Student name: ____________________________

Signed: ____________________________

Date: ____________________________

APPENDIX 11.3
Placement Learning: Student Feedback Questionnaire

Student name: ____________________________________________________________

Programme/Year: _________________________________________________________

Placement Provider: _______________________________________________________

1. Were you satisfied with the level of preparation you received for your placement?

2. Were you satisfied with the level of support you received from the Royal Conservatoire whilst on placement?

3. Were you satisfied with the level of support you received from your placement supervisor?

4. If you required any special arrangements, were they satisfactory?

5. Did the placement meet your expectations?

6. Did you achieve the agreed learning outcomes for your placement?

7. Has your placement assisted you in placing your learning in a professional environment?

8. Would you recommend that this placement be used again? yes/no

Please explain your response to 8 above:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Please provide any further information which you think relevant or elaborate on any of your responses:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

200
Thank you for completing this form.
APPENDIX 11.4

Placement Learning: Placement Provider Feedback Questionnaire

Placement Provider: ____________________________________________

Student name: ________________________________________________

1. Were you satisfied with the level of preparation you received from the Royal Conservatoire?

2. Were you satisfied with the level of support you received from the Royal Conservatoire whilst the student was on placement?

3. Were you satisfied with the overall performance of the student?

4. Did the student make an effective contribution to the work of your organisation?

5. Do you think that, in terms of the student’s learning, s/he has benefited from the experience?

6. Did you experience any difficulty in accommodation any special arrangements that were required?
7. Would you consider providing a placement opportunity for another Royal Conservatoire of Scotland student? **yes/no**

Please explain your response to 7 above:

______________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________

Please provide any further information which you think relevant or elaborate on any of your responses:

______________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________

Thank you for completing this form.
APPENDIX 11.5: OVERSEAS PLACEMENT FACT SHEET

What will it cost?
You continue to be a matriculated student of the Royal Conservatoire of Scotland, and to pay tuition fees here. If you are in receipt of fee support from SAAS or an LEA you must remember to make an application as usual. You will normally be responsible for all other costs, including airfares, accommodation and living costs, insurance etc. The total cost will vary greatly according to the country involved and the current exchange rate, but the Royal Conservatoire will expect you to be able confirm that you have sufficient funds to support yourself for the duration of your placement. You will continue to be eligible to receive the Student Loan or other grant or award you currently receive.

Is any financial support offered?
No, the Royal Conservatoire does not offer any financial support to students on placement. You will be expected to finance the placement from your own resources. The Conservatoire will also require confirmation from you that you have sufficient funds to support yourself whilst on placement.

What about accommodation?
It will be your responsibility to ensure that you have suitable accommodation arranged.

Will I need a Visa?
You will not need a visa for placements in the EU. You may however, need a visa for non-EU destinations and you should ensure that you apply for one in good time. If in doubt check with the Embassy/Consulate of the host country. In order to apply for a student visa, you will need confirmation from the receiving organisation that you will be a student on placement.
Check List

You must ensure that you have the following in place before you leave for your exchange:

1. Your passport – remember to check its expiry date as some countries insist that your passport should be valid for a minimum specified period following your date of entry to that country.

2. A visa, if required.

3. If you have any special needs, are support arrangements satisfactory?

4. Adequate insurance cover. The choice of insurance company and nature of the policy is up to yourself. However, you may wish to consider Endsleigh insurance, which offers insurance cover especially designed for study abroad. Endsleigh’s website address is www.endsleigh.co.uk.

5. If you are going to a destination in the EU you should ensure that you have form E 111 completed in respect of access to health care. Related to point 4 above, you must take out appropriate medical insurance which must provide cover to get you home should the need arise.

6. Return travel arrangements.

7. Accommodation.

8. Sufficient funds.

9. Contact name at the host organisation, together with telephone number and email address.