



Royal Conservatoire
of Scotland

Diploma Supplement Information Guide

Academic Year 2024/2025

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

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

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

Introduction

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

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

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

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

Degree Awarding Powers

The Royal Conservatoire of Scotland has degree awarding powers for taught degrees and therefore confers all undergraduate and taught postgraduate awards.

The power to award degrees is regulated by law in the UK and organisations granted the power to award HE degrees are referred to as 'Recognised Bodies'. A full list for Scotland is published by the [Scottish Government](http://www.scottishgovernment.gov.uk).

The Conservatoire has held these degree awarding powers since 13 May 1994 when Degree Awarding Powers were awarded by the Privy Council to the Royal Scottish Academy of Music and Drama (now the Royal Conservatoire of Scotland). Research Doctoral degrees undertaken at the Conservatoire are validated and awarded by the University of St Andrews.

The Scottish Credit and Qualifications Framework

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

The SCQF Framework has 12 levels and covers all the major qualifications in Scotland from school to Doctoral degrees, including work-based Scottish Vocational Qualifications (SVQs).

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

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

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

Notes

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

List of Programmes

The following programmes are those currently delivered and awarded by the Royal Conservatoire of Scotland.

Those undergraduate programmes marked with an asterisk * are offered to Honours level (SCQF Level 10) – Ordinary degrees are SCQF Level 9.

SoM – Undergraduate

First Cycle Awards

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

SoM - Postgraduate

Second Cycle Awards

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

SoDDPF – Undergraduate

First Cycle Awards

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

SoDDPF – Postgraduate

Second Cycle Awards

- Master of Fine Arts Acting/ Directing: Classical and Contemporary Text
- Master of Arts (Acting/ Directing: Classical and Contemporary Text)
- Master of Arts (Musical Theatre - Musical Directing)
- Professional Graduate Diploma in Musical Directing

Learning and Teaching

Second Cycle Awards

- Master of Education (Learning and Teaching in the Arts)
- Postgraduate Certificate in Learning and Teaching in the Arts

Research & Knowledge Exchange

Second Cycle Awards

- Master of Arts (Psychology in the Arts (Music))

Research & Knowledge Exchange

Third Cycle Awards

- Doctor of Philosophy (PhD)
- Doctor of Performance (DPerf)

(These Research Degrees are validated and awarded by the University of St Andrews)

Course Length

The official and normal expected length of programmes is as follows:

- Doctoral degrees – 3 years full time/ 6 years part time (subject to continuation)
- MFA programmes (SoDDPF) – one academic year and an additional 4 months (16 months) full time.
- MA programmes (SoDDPF) – one academic year full time.
- Master of Music (all specialisms) – 2 academic years full time.
- Master of Arts in Music (all specialisms) – one academic year full time.
- Advanced Postgraduate Diploma/ Artist Diploma (SoM) – one academic year full time.
- Master of Education – 3 academic years part time.
- Master of Arts (Psychology in the Arts (Music)) – 2 academic years part time
- Professional Graduate Diploma in Education (Music)/ Musical Theatre – one academic year full time.

- Postgraduate Certificate in Learning and Teaching – 2 academic years part time.
- Undergraduate programmes at Honours level – 4 academic years full time.
- Undergraduate programmes at Ordinary level – 3 academic years full time.

Format of Academic Year

Doctoral degrees: these programmes do not follow a termly pattern and continue throughout the year (either full-time or part-time).

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

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

Postgraduate: the academic year for one year Artist Diploma and the Advanced Postgraduate Diploma in Music is 31 teaching weeks in duration, split into 3 terms.

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

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

The MFA follows the 45 weeks, 4 terms format with an additional term taking the programme to 16 months.

Learning and Teaching programmes and MA (Psychology in the Arts (Music)): these programmes follow the 45 weeks/ 4 terms format but via part time study only.

Number of Credits for Award

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

Award	Total Number of SCQF Credits
SoM Masters and SoDDPF Master of Fine Arts	240 SCQF credits (of which a minimum of 150 are at SCQF11 level)

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

Note: Doctoral degrees are not credit rated.

Level Definition

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

From AY2014/15 onwards, the majority of modules were defined at SCQF levels. In previous years, modules were defined at SHE levels.

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

SCQF7 = SHE1
 SCQF8 = SHE2
 SCQF9 = SHE3
 SCQF10 = SHE4
 SCQF11 = SHE5

Credit Definition

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

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

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

Assessment Scales

Since academic year 2012/13, the Conservatoire has used a Common Assessment Scale (CAS) across the Conservatoire (for graded modules only).

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

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

All SoDDPF postgraduate and Learning and Teaching programmes use Pass/ Fail only for module outcomes.

From AY2014/15, some SoM postgraduate modules were awarded using a Pass/ Fail grade only for module outcomes (with some other modules using the CAS).

Across the undergraduate programmes, some modules will be graded using the CAS and some with be pass/ fail (in some Ug programmes in SoDDPF, all modules will be Pass/ Fail only).

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

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

Historical Assessment Scales

Prior to academic year 2012/13, the SoM and SoDDPF applied the following assessment scales and may be seen on historical transcripts.

School of Drama, Dance Production and Film Assessment Scale

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

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

School of Music Assessment Scale

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

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

Overall Grade; Grade Point Average; Grade Conversion

For all Postgraduate degrees, there is **no** overall final cumulative grade awarded. This also applies to Ordinary undergraduate degrees.

The Conservatoire **does not** convert or translate its grades to reflect the requirements of a particular country or institution. In addition, it **does not** award, nor calculate, a Grade Point Average or overall annual grade.

Classifications

Undergraduate programmes at Honours level only have the following classifications:

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

Undergraduate programmes at Ordinary level are Unclassified.

All Masters degrees and postgraduate qualifications are Unclassified.

Exit Awards

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

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

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

The exit awards from Masters programmes (subject to programme structure) are as follows:

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

Language

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

Information Identifying the Holder of the Qualification

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

This name might differ from any name the award holder subsequently uses.

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

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

Format of Academic Transcripts

All transcripts will be issued electronically. Printed copies are available on request and will be on Royal Conservatoire of Scotland transcript paper.

Transcripts will have the signature of the Academic Registrar (or Deputy Registrar) and the Conservatoire stamp.

Format of Degree Certificates

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

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

Further Information

For further information please contact the Student Records Team at the Royal Conservatoire of Scotland, 100 Renfrew Street, Glasgow, G2 3DB. E-mail: aas@rcs.ac.uk

Description of Higher Education in Scotland

Introduction

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

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

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

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

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

Qualifications

The types of qualifications awarded at undergraduate (first cycle) and postgraduate level (second and third cycles) in Scotland are described in 'The Framework for qualifications of higher education institutions in Scotland' which includes qualifications descriptors, developed with the higher education sector (www.qaa.ac.uk). The Framework was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in October 2006.

The Framework is also an integral part of a wider national framework: the Scottish Credit and Qualifications Framework that covers all forms of programmes and qualifications from school to Doctorates (seen Table 1 and www.scf.org.uk).

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

Admission

Requirements for particular programmes are set by the HEIs which offer a range of routes for entry and/or credit transfer into their programmes, and admit students whom

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

they believe have the potential to complete their programmes successfully. The Open University is an open entry institution.

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

Quality Assurance

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

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

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

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

External reviews are conducted by the Quality Assurance Agency for Higher Education in Scotland (QAA Scotland). The Agency is an independent body established to provide public confidence in the quality and standards of higher education. It involves students in its quality enhancement activities.

The Agency publishes reports on the outcomes of reviews and the confidence that can be placed in the HEIs' arrangements for assuring and enhancing standards and quality, and for ensuring that they provide public information that is complete, accurate and fair (see www.qaa.ac.uk).

The [Scottish Funding Council](http://www.sfc.ac.uk) (SFC), a non-departmental public body, is the strategic body responsible for funding Scotland's teaching and learning provision and research. Scotland takes an enhancement-led approach to quality assurance with its Tertiary Quality Enhancement Framework (TQEF), which focuses on the whole student experience and its enhancement rather than on quality assurance alone. This is built on partnership and collective engagement between a number of bodies including the Scottish Funding Council, QAA Scotland, the National Union of Students (NUS), and Universities Scotland. The TQEF requires both rigorous institutional activity, using external reference points, and external review on a seven-year cycle, known as Tertiary Quality Enhancement Review (TQER.) Institutions must demonstrate how they meet the expectations of the Quality Code, which is confirmed as a formal part of TQER.

A national development service supports students in their role as active participants in assuring and enhancing quality and standards (see www.spargqs.ac.uk).

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