



Royal Conservatoire
of Scotland

Tertiary Quality Enhancement Review Action Plan

TQER Report Publication date: 18 June 2026

Principle and area for development	Action(s) and planned impact/ outcomes	Milestone(s)/target date(s), continuing/carried forward (c/f)	Responsible/lead
Recommendation for Action 1			
Royal Conservatoire Scotland (RCS) should clearly communicate the strategic approach to student partnership to all staff and students, improving awareness and visibility of the Student Partnership Agreement, Student Experience Project, the Student Experience Forum and programme open forums supporting their ongoing implementation. (Student Engagement and Partnership, paragraph 86 of TQER Report)	1. Engage Sparqs to work with Student Union (SU) sabbatical officers.	1. From the outset of 26/27 AY (starting September 2026), SU Sabbatical Officers will engage with Sparqs training and materials. The SU President and Vice President commenced training with Sparqs in August 2026 with further training being finalised for new SU Student Officers and student representatives due to be completed by the end of Term 1 (December 2026).	1. SU sabbatical Officers/ Administrator (International & Student Experience)

	2. Support student awareness of the Student Partnership Agreement, Student Experience Project and Student Experience Forum through the creation of QR codes for students to access the documents, updates and related action plans more easily and working with the SU to maintain regular updates on the Student Intranet pages.	2. Student communications will begin in the initial induction week in September 2026, including the provision of relevant QR directing students to materials, and subsequent updates will be regular and prominent throughout the academic year (until July 2027).	2. SU sabbatical Officers/ Administrator (International & Student Experience)
	3. Conduct a session during Staff Development Week to raise staff awareness of student partnership materials and seek detail of engagement per programme through annual monitoring reports	3. Staff Development week, held during 14-18 September 2026, will contain a Q & A session around student partnership for all staff. Annual monitoring reports will be completed by each programme and reviewed by the Learning, Teaching and Quality Committee, along with an External Critical Friend, in February 2027.	3. SU sabbatical Officers/ Administrator (International & Student Experience). Learning Teaching and Quality Committee
	4. Use Sparqs frameworks to formalize approach to Student Experience Forum/student experience enhancement activity across RCS	4. Create standing items in committees to ensure visibility/awareness of the student partnership arrangements throughout each academic cycle	4. Deputy Principal and Quality Assurance Business Partner.

	5. Ensure projects contained within student partnership agreement and progress within the student experience project action plan are reported through Learning, Teaching and Quality Committee (LTQC), Academic Board (AB), School Management Teams and Programme Committees.	5. Update termly to track committee progress with LTQC, AB, School Management Team and Programme Committee meetings being held at least once during each academic term (at least 5 meetings throughout the academic year from September 2026- July 2027).	5. Deputy Principal's team
	6. Ensure Intranet pages for Quality Assurance and Enhancement at RCS are maintained and updated regularly with information and strategy for the year ahead in enabling student partnership	6. Quality Assurance Intranet pages will be monitored, populated and kept up to date with all relevant information throughout the academic year, including action plans which reflect progress and outcomes of actions and activities.	6. Quality Assurance Business Partner

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Encouragement 1			
The TQER team would encourage RCS to build on its ongoing development work with sparqs to better support the training needs of student representatives, with a view to improving attendance and tailoring course content to the specialist, that is, Conservatoire context. (Student Engagement and Partnership , paragraph 82 of TQER Report)	Engage Sparqs to work collaboratively with RCS SU and Quality Team/Student Support team to tailor training and training engagement to specialist context. RCS SU Sabbatical Officers will meet with Sparqs colleagues and remain up to date with the most recent training materials and guidance. SU Sabbatical Officers and student representatives will attend Sparqs training events relevant to their role and responsibilities, beginning in September 2026 as new incumbents take up their posts.	From the outset of AY 26-27 (September 2026), with progress already having begun in August 2026 with the undertaking of Sparqs training by the incumbent SU President and Vice President, with further training being finalised for new SU Student Officers and student representatives.	Deputy Registrar (Student Experience and Support) and Administrator (International & Student Experience) alongside SU Sabbatical Officers
Encouragement 2			
Students on the BA Production Arts and Design (PAD) and BA Production Technology and Management (PTM) programmes fed back through the SU that they found it challenging to manage intensive timetables, meet industry expectations, and fulfil the requirement for production students to support performances across other programmes. In meetings with staff, it was confirmed that students on these programmes can experience a sense of isolation and that communication between lecturers and tutors within production programmes requires improvement. In response, the Director for Stage	1. Develop 'Student Voice' comms with the SU sabbatical officers to push updates through social media, internal intranet and the MyDay app as appropriate Specific communication campaigns, and associated release dates will be identified, developed and outlined in a production action plan that will be produced and monitored by the Director of Stage and Screen and the Head of Production, with input from the	1. From outset of 26-27 AY, beginning in September 2026.	1. SU President, Academic Directors

and Screen, in partnership with the SU, organised a series of meetings with production students to address these concerns and develop an action plan. During meetings with the TQER team, students confirmed that face-to-face discussions with staff had taken place, enabling feedback to be shared and providing greater clarity around responsibilities for taking actions forward. However, students were not always clear about how these actions related directly to the original concerns raised through the SU. Consequently, the TQER team encourages the Conservatoire to communicate more clearly with students about the actions taken in response to their feedback, to ensure that the connection between the student voice and actions taken to improve the student learning experience are made explicit. (Student Engagement and Partnership, paragraph 91 of the TQER Report)	School of Stage and Screen Management Team as required.		
	2. Ensure that production students receive a timely update on progress linked to their original concerns from the Director of School and Head of Programmes at the outset of AY 26-27 (which will take place during the first term of studies before the end of December 2026).	2. The provision of early Term 1 (before the end of December 2026) updates to Production students and staff by Director of the School of Stage and Screen and the Head of Production.	2. Director of Stage and Screen and Head of Production
	3. Discuss with Audio Visual (AV) and Marketing and Communications (Marcomms) the use of screens around public areas in the Conservatoire to display 'you said, we did' messages. Messages will be displayed as the production action plan aims and goals are progressed and finalised throughout the academic year as relevant, beginning by the end of Term 1 in December 2026, clearly detailing the achievements and subsequent benefits to the students.	3. Schedule discussion in early T1 (before December 2026) and form comms plan, identifying a clear schedule of dates for the release of relevant communications.	3. Marketing Manager and Deputy Principal
Encouragement 3			
During the Initial Review Visit, the TQER team heard that while there were no plans to repeat the Student Experience Project (SEP) survey for all students in AY2025-26, there was an intention to capture the experience of those who had not previously had the opportunity to engage (for example blended and distance learning students) in the current academic year. The SU President also	1. Initiate internal survey to be undertaken in class time, that is styled like the NSS survey, for all years and levels of study with the aim for students to undertake the survey and the subsequent analysis of results being presented to staff and students at Programme Committees, Academic Management Team and School	1. Commencing from September 2026 with progression monitored and overseen at committee, programme and management meetings which will meet at least once per	1. Deputy Principal and Head of Academic Administration and Support (AAS), SU President

indicated that the intention is that the SEP survey be repeated every few years to check progress. The TQER team agreed that this may eventually result in some longitudinal data that could provide a clear measure of enhancement to the student experience, however as there are no permanent SU staff in place and the elected team changes each year, it may mean the exercise is not repeated for some time. Consequently, the TQER team encourages the Conservatoire to build on the positive action emerging from the SEP and to identify ways to embed detailed exploration of the wider student experience into its quality frameworks as a basis for continued action planning that addresses the priorities identified in the Student Partnership Agreement (SPA). (Enhancement and Quality Culture, paragraph 102 of the TQER Report)	Management Team meetings by the end of the academic year in July 2027.	academic term.	
	2. Ensure that actions from the Student Experience Project (SEP) are completed and progressed through action plan becoming a standing item at relevant committees and when appropriate becoming themes continued through the Student Partnership Agreement, renewed annually, including being reflected in the Student Partnership Agreement that is developed and approved for academic year 2026/27 by the end of October 2026. The progress of the actions related to the SEP will be monitored and overseen and remain a discussion point on the meeting agendas for the Academic Management Team, Learning Teaching and Quality Committee, Academic Board and Programme Committees which will meet regularly (at least once a term and five times a year) throughout the academic year.	2. Commencing from September 2026 with progression monitored and overseen at committee, programme and management meetings which will meet at least once per academic term.	2. Quality Assurance Business Partner and Academic Directors
Encouragement 4			
The (LTQC) committee minutes include discussions about the quality of reports and the need to develop clear guidance for external examiners, including the creation of a model report. The committee found the level of contact between External Examiners (EEs) and students to be variable and tasked the Learning, Teaching and Quality Action Group (LTQAG) to address this. As a	1. External Examiner Report templates stipulated an expected word count, and updated guidance has been introduced for academic year 2026/27.	1. The quality of the External Examiner reports, utilising the newly introduced templates, will be reviewed and monitored by the Academic Directors at the point of submission and a	1. Academic Directors, Assistant Registrar (Secretariat) and Learning, Teaching and Quality Committee

result, the TQER team heard that guidelines have been put in place outlining minimum expectations while keeping a level of flexibility to suit different disciplines and types of programme. The TQER team considered this change will help ensure that the external examining process better supports the effective monitoring of academic standards within the conservatoire's academic governance framework. (Enhancement and Quality Culture, Paragraph 109 of the TQER Report)	2. EE Induction Forums, led by the Deputy Principal, are conducted at the start of each academic year to provide External Examiners with an induction, guidance and the opportunity to raise any queries or to arrange any mentoring support that they may require in order to develop their skills and experience. The impact of these changes will be monitored at Academic Director level through extra scrutiny of this aspect of EE and student interaction in the annual monitoring of EE reporting presented to the Learning, Teaching and Quality Committee.	detailed response to the reports will be provided by the Heads of Programmes and Directors in each case. 2. Responses to EE Reports are summarised and discussed at Learning, Teaching and Quality Committee meetings and reflected in individual programme Annual Monitoring reports that are reviewed by the Committee, with input from an External Critical Friend in February each year.	2. Academic Directors, Assistant Registrar (Secretariat) and Learning, Teaching and Quality Committee
Encouragement 5			
Student feedback is being gathered on developments such as a pilot of digital handbooks, which will feed into the Institution Led Review (ILR). Enhancements already emerging from ILR include the introduction of a Digital Development Planning Group to drive forward enhancements related to digital learning and to develop an AI policy for RCS. (Enhancement and Quality Culture, paragraph 115 of the TQER Report)	Continue to formalize and update AI statements/policy and digital developments for key strategic areas including Research, Learning and Teaching, SU and Professional Services functions.	Continue throughout AY 26-27, including the continued progression of the development of online Programme Handbooks. Updated AI Statements will be included in the individual programme handbooks and associated guidance will be uploaded to the Quality Assurance, Academic and	Digital Development Manager, Head of Information Services and Deputy Principal

		Student areas of the RCS Intranet for access by staff and students.	
Encouragement 6			
The Conservatoire's Regulations, Codes of Procedure and General Rules begin with the Student-Staff Charter, setting out the respective responsibilities and expectations of RCS and its students. The TQER team considered the Charter clearly outlines the obligations related to the provision of high-quality learning, teaching and assessment and support provision, in addition to commitments to provide clear student-facing information and student feedback channels. (Enhancement and Quality Culture) paragraph 96 of the TQER report	A systematic review of language in all student-facing documentation is underway in order to support ongoing work detailed in other actions (above) to enhance student experience, ease of access to materials/information and to reduce volume and complexity of language	Continue in AY 26-27, including undertaking a review, and subsequent revision, of the RCS General Rules and Regulations The RCS General Rules and Regulations are reviewed and updated annually prior to the start of each academic year, with the revised document due to be issued to incoming and returning students in September 2027 and uploaded to the QA, Academic and Student areas of the RCS Intranet for access by staff and students.	Head of Academic Administration and Support (AAS), Quality Assurance Business Partner and Deputy Principal

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Feature of Good Practice 1			
The involvement of individual practitioners and industry partners/organisations in curriculum development, delivery and review, placements and/or work-related experiences in real-world settings that help ensure that its students are prepared to be work-ready graduates. (Excellence in Learning, Teaching and Assessment , paragraph 30 of TQER Report)	Industry experts consulted on programme design and the inclusion of three as members on each review panel for regular quinquennial programme reviews Placements and industry experts as lecturers, directors and conducting workshops and seminars.	Annual Review report review in Feb 2027 with external critical friend. Consultation on undergraduate (UG) Programme design and members will be appointed for panel for next cycle of UG programme reviews in advance of the preliminary and full review events commencing from December 2028. Students will commence placements and industry experts will provide teaching, direction and workshops throughout the academic year (September 2026-July 2027).	Deputy Principal/ Quality Assurance Business Partner/ Academic Directors
Feature of Good Practice 2			
The benefits to the doctoral student experience offered by the partnership with the University of St Andrews, that enables access to shared research events, additional staff expertise and additional resources and opportunities to support student	The relationship between the RCS and the University of St Andrews will continue to be strengthened and nurtured with dedicated staff members, including the Director of Research and Engagement and the Doctoral	Meetings between RCS and University of St Andrews colleagues will commence regularly from September 2026 throughout the	Director of Research and Engagement and the Doctoral Degrees Coordinator

progression. (Excellence in Learning, Teaching and Assessment , paragraph 32 of TQER Report))	Degrees Coordinator, regularly meeting with counterparts from the University to explore opportunities to enhance the student experience and progression.	academic year.	
Feature of Good Practice 3			
The encouragement for and facilitation of meaningful collaboration across artistic disciplines, broadening students' experience and skillsets. (Excellence in Learning, Teaching and Assessment , paragraph 47 of TQER Report))	1. Increased ways to facilitate meaningful collaboration will be explored and incorporated into the programme design process for the upcoming cycle of UG programme quinquennial reviews which will commence prior to the preliminary and full review events commencing from December 2028. 2. IXP (interdisciplinary and Extended Practice) modules will continue to be developed and undertaken by all UG, and the majority of PG students, across the RCS with the opportunity to undertake modules in diverse discipline areas.	1. Collaborative opportunities will be explored as part of the programme reviews in advance of the preliminary and full review events for UG programmes commencing from December 2028, with preparations starting approximately one year in advance around December 2027. 2. IXP Modules will be offered from the start of Academic Year 2026-27 in September 2026 with the range and impact of the offering monitored by the IXP Coordinator and the Learning, Teaching and Quality Committee.	1. Heads of Programmes, Academic Directors, Deputy Principal and Quality Assurance Business Partner 2. IXP Coordinator and Learning, Teaching and Quality Committee
Feature of Good Practice 4			
The approach to supporting EDI initiatives through sustained funding and training to promote a fair,	3. The EDI Forum, chaired by the Equality, Diversity and Inclusion Officer will	3. EDI Forum meetings are being held throughout the	3. Equality, Diversity and

inclusive, and accessible learning environment for staff and students. (Supporting Student Success , paragraph 57 of TQER Report))	continue to meet regularly throughout the academic year. 4. Individual programme EDI and anti-racism Action Plans will continue to be developed, discussed and monitored by School Management Teams, with oversight by the Academic Board.	academic year. 4. School Management Team meetings are being held throughout the academic year.	Inclusion Officer 4. Academic Directors and Academic Board
Feature of Good Practice 5			
The establishment and development of the Creative Enterprise Development Office (CEDO) enables RCS to provide support for current students and graduates to develop their careers as self-employed entrepreneurial creative artists. (Supporting Student Success , paragraph 67 of TQER Report))	Continue to grow the Creative Enterprise Development Office (CEDO) and extend outreach to greater number of students, graduates and external contacts and stakeholders.		Research and Engagement Team
Feature of Good Practice 6			
The comprehensive and impactful opportunities for student representation at discipline and programme level, that supports and embeds the student voice. (Student Engagement and Partnership , paragraph 88 of TQER Report))	1. RCS will continue to involve student input and representation at all levels of the academic committee structure including Programme Committees, Academic Board, Learning, Teaching and Quality Committee and EDI Forum. 2. In addition, student representation will be included in the full quinquennial review process of the RCS academic programmes, from design to membership on the review panel.	1. Student representatives will be offered training, delivered by Sparqs, in order to support their undertaking of the associated responsibilities of their representative role. 2. Student representation will be included in the upcoming quinquennial reviews with preliminary and full review events commencing from	1. SU sabbatical Officers/ Administrator (International & Student Experience) 2. Quality Assurance Business Partner

		December 2028.	
Feature of Good Practice 7			
The integration of a wide range of internal and external stakeholders into the institution's academic governance and quality processes to help inform the strategic approach to managing quality and standards. This enables the development of a strong quality culture based on continuous reflection and a shared sense of responsibility for delivering excellent learning opportunities and the student experience. (Enhancement and Quality Culture , paragraph 111 of TQER Report))	A Critical friend is invited to input into the review of all the RCS programme Annual Monitoring Reports and Action Plans alongside the Learning, Teaching and Quality Committee which takes place February each year.	A review of the Annual Monitoring Reports and Action Plans, with input from an External Critical Friend, will take place at a Learning, Teaching and Quality Committee meeting in February 2027.	Learning, Teaching and Quality Committee and Quality Assurance Business Partner