



Royal Conservatoire
of Scotland

Entry to the Creative Industries

Transitions the Practice Supports

Supporting the attainment of positive study destinations for pupils in schools with a low progression rate to Higher Education.

Abstract

“I found it very educating and engaging. I enjoyed learning more about subjects I wish to pursue as a career and would recommend to others wishing it to be involved in the creative industries.”

S5 pupil, Larkhall Academy

Description

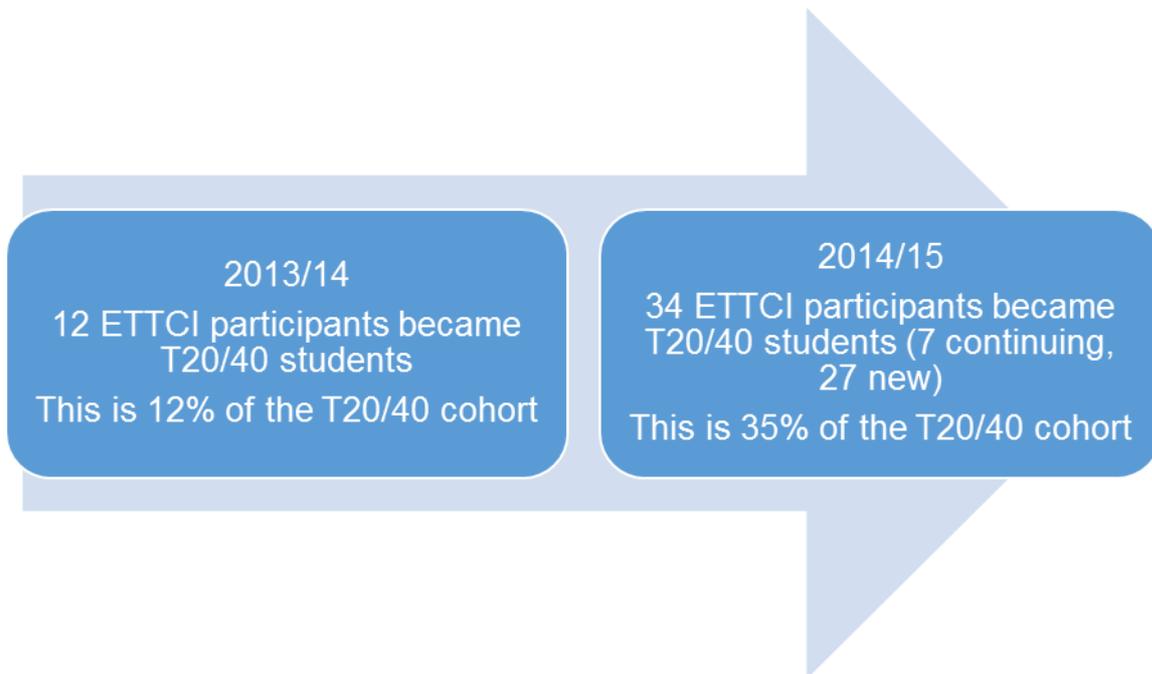
ETTCl at the Royal Conservatoire of Scotland (RCS) is funded by FOCUS West and is part of the Schools for Higher Education Programme (SHEP). This initiative works with S5 and S6 pupils in schools with low progression rates to Higher Education, i.e. less than 22% of senior phase students progressing to a place on a degree programme. 37 secondary schools in the west of Scotland are currently eligible for support through ETTCl. In this academic year, it is estimated that this project will work with more than 500 young people.

This initiative exists at RCS to ensure pupils at these schools have access to the specialist and impartial information, advice and guidance they need to progress in high-demand professions in the production and performing arts. Knowledge relating to suitable pathways into and through Further and Higher Education is offered to help pupils, their teachers, families and carers make informed training and career choices.

All pupils who participate in this programme have the potential to gain analytical skills in reflective practice and develop a wider understanding of the creative and cultural landscape within Scotland. ETTCl believes this is possible through engagement in a blend of the following RCS-based, school-based and technology-enhanced learning opportunities:

- Impartial specialist information, advice and guidance (SIAG) on the potentials for training and a career in the performing and production arts. RCS is currently seeking to accredit our SIAG services against the matrix quality standard
- Access to general participatory workshops that allow secondary school pupils to investigate their individual creative aspirations. Information on pathways to access dance, drama, music, production, screen, teacher training and careers is offered
- Participation in bespoke specialist and practical workshops, either in person or online, on audition and interview preparation, application preparation and writing, critical and contextual studies and performance skills and techniques
- Individual tutoring and/or mentoring, where required
- The opportunity to participate in bespoke summer schools, e.g. film-making for those with limited access to equipment or opportunity
- The opportunity to participate in open days, campus visits and a bespoke family and carer day. ETTCI recognises the importance of creating a sense of belonging. Creating an environment for pupils, and those that support them, in which they feel included and welcome is vital
- Access to the RCS BA Acting Shakespeare in Schools project, giving participants a greater understanding of Shakespeare's text, foster an interest in his work and equipping pupils with the skills they need to discuss this work at undergraduate audition and interview
- CPD opportunities for teachers
- Access to enhanced Focus Point content, enabling pupils to engage in self-directed research, and ETTCI social media platforms

ETTCI acts as a 'pre' Transitions 20/40 programme. Many participants articulate onto a Transitions 20/40 pre-HE study pathway after being informed of that particular initiative and being guided through the application process. Transitions 20/40 offers enhanced learning opportunities that are not available as part of ETTCI. As such, all pupils that are eligible to apply for Transitions 20/40 are encouraged to do so.



In academic year 2014/15, 127 ETTCI participants reported a positive FE or HE study destination, including nine students with an undergraduate place at RCS. A further 22 pupils left school with a firm offer of employment and 28 pupils decided to stay at school to complete S6.

In line with current best outreach strategies and research, staff from ETTCI continue to contribute to the national dialogue around widening access to institutions such as RCS. Attendance and participation in conferences and knowledge exchange events is key to ensuring success for this project and the young people engaged in it.

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