



Royal Conservatoire  
of Scotland

# Transitions Tutor Scheme

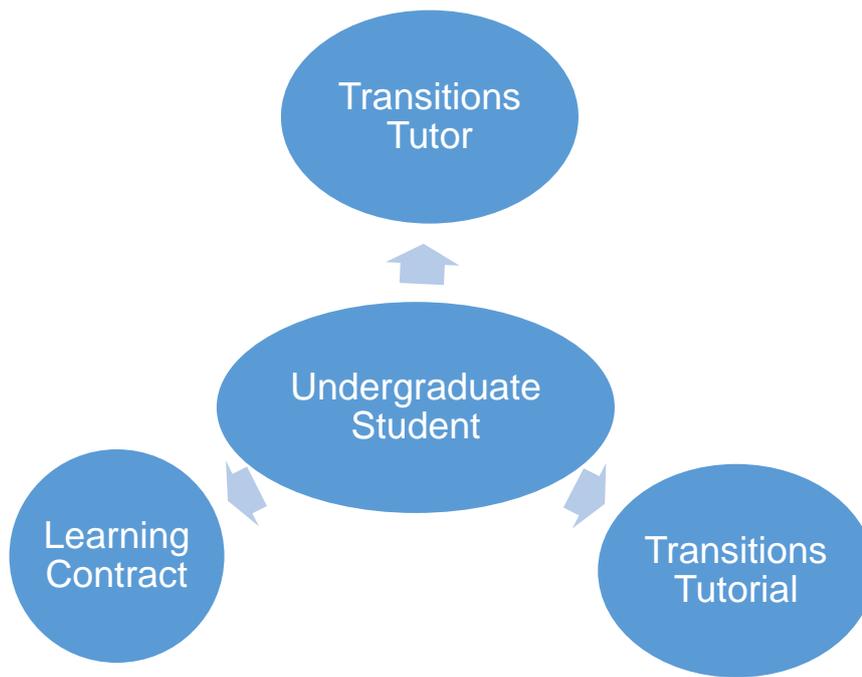
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**Transition(s) the practice supports:** Transitions through undergraduate programmes of study, supporting the selection of 'choice' modules and transitions between programme levels.

**Abstract:** The Transitions Tutor scheme was created during the Royal Conservatoire of Scotland's Curriculum Reform process and launched in 2011-13. Transitions Tutors help students to make responsible curriculum choices that best develop them academically, professionally, and socially. Transitions Tutorials and the Learning Contract provide a platform to allow students to manage their own transitions process, make their own decisions about choice modules, and reflect on their learning and goal setting throughout their studies.

**Description:** Since the introduction of the new undergraduate curriculum in 2012-13, all undergraduate students at the Royal Conservatoire of Scotland are able to select up to 20 credits of choice in year 2 and 30 credits of choice in years 3 and 4 that will best develop them academically, professionally, and socially. Choices are made from a central catalogue of 'choice modules. Students, as autonomous learners, are actively encouraged to take responsibility for their own learning and choices.

The Transitions Tutors scheme was introduced in academic session 2012-13 to help students make informed choices and to make successful transitions from one level of a programme to another. The scheme is co-ordinated by two co-ordinators; one from each school. The **Co-ordinators** oversee and trouble shoot the scheme and are responsible for preparing, and where necessary, delivering training for Transitions Tutors and ensuring the appropriate resource is allocated to the process. The model comprises three components: Transitions Tutors, the Transitions Tutorial, and the Learning Contract.



## Transitions Tutors

Each undergraduate student is allocated a Transitions Tutor annually at the start of the academic year. Transitions Tutors are academic staff teaching on undergraduate programmes and they are tasked with assisting students to manage their own transitions between levels of their programme and help them to make programme choice decisions based on their own reflections, learning needs and goals.

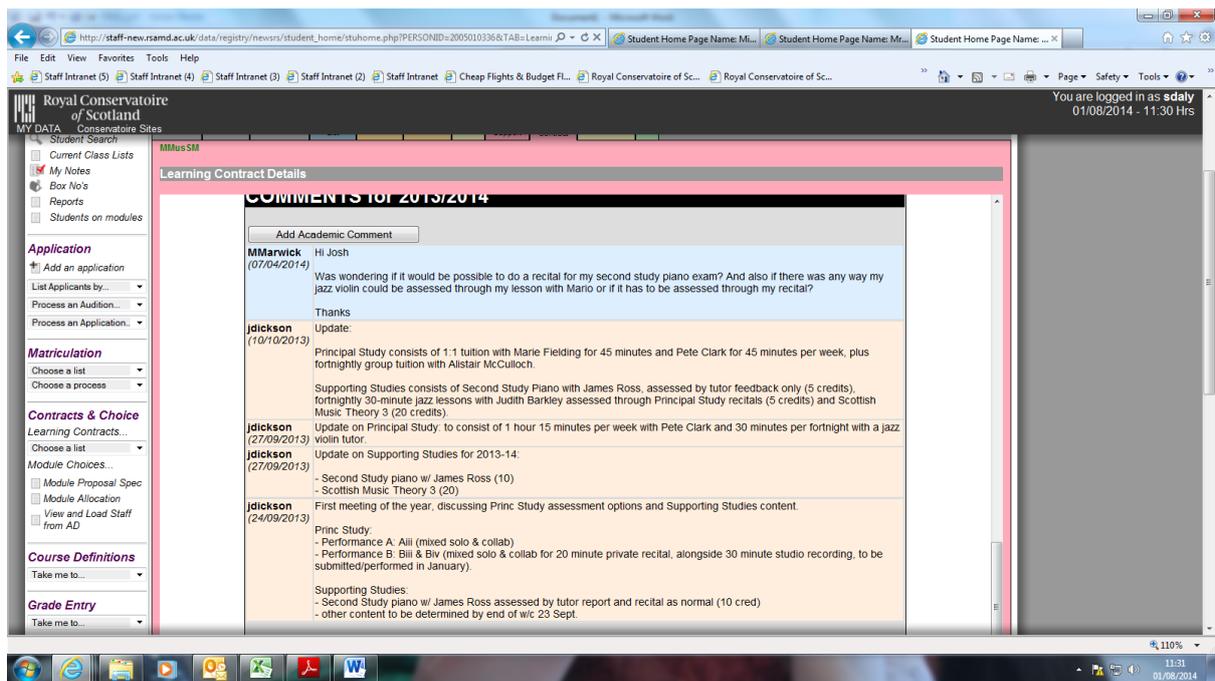
## Transitions Tutorials and the Learning Contract

Students have two Transitions Tutorials with their Transitions Tutor in an academic year. The Transitions Tutorials provide a platform for students to discuss their learning and development needs with their Transitions Tutor and to inform decisions about programme choices available to them.

The first tutorial takes place ahead of the point in the academic year when students are required to select their choice modules. Choice is discussed in the context of the students own reflections, learning needs and personal development.

The second tutorial takes place at the discretion of the student and tutor and can be for example, at the beginning or end of an academic year; whatever makes most sense to the student.

In both tutorials, the **Learning Contract** plays a major part.



The Learning Contract is a dynamic, online document that is used to capture various details about the student's work including tutor comments, summary feedback from other tutors and provides students with a platform to reflect on their learning across all elements of their programme of study and to evaluate their progress on a regular basis. Specifically, the Learning Contract details:

- Module and elective choices within a programme.
- assessment modes, placements and work-based learning (where appropriate)
- performance opportunities along with any other commitments students may undertake as part of their programme
- Learning opportunities that are highly specific to a programme. For example: repertoire, casting, production roles, orchestra/ensemble participation and so on

A key function of the learning contract is to encourage students to take an increasingly greater responsibility for their learning and programme choices (particularly selection of choice modules) and provides a platform for students to reflect on their academic and professional goals and progression. Students are required to regularly update their learning contract and use it to capture their own reflections, aspirations, progression, choices and goals to enable dialogue between the student and their transitions tutor. Furthermore, in preparing for transitions tutorials, students are required to undertake appropriate research into programme choices available.

The Transitions Tutorial is not a pastoral system and is not used to discuss welfare issues and other pastoral and academic support needs. In addition to the support offered by Transitions Tutors, students continue to have subject-specific advice and mentoring from their Programme Leader/Head of Department and other staff teaching on the programme.

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