

PROGRAMME SPECIFICATION

POSTGRADUATE DIPLOMA: ADVANCED STUDIES IN COMPOSITION, CONDUCTING, PERFORMANCE or POPULAR MUSIC

UCAS Code: 620F/ 601F
Awarding Institution: Royal Northern College of Music
Programme Leader: Dr Simon Clarke, Deputy Head of Graduate School

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1. INTRODUCTORY COURSE INFORMATION

Award On successful completion of the course, students will receive:	Duration	Mode of study
Postgraduate Diploma in Advanced Studies in: Composition Conducting Performance Popular Music	12 months	Full-time

No part-time study is permitted.

Teaching Institution: RNCM
Period of Registration: Minimum: 1 Year Maximum: 2 Years
Academic Year: September to July

OTHER POTENTIAL AWARDS: Programme levels and qualifications

FHEQ* Level	Credits and Qualification For early departure or non-completion of studies.
7	Postgraduate Certificate

* FHEQ: Framework for Higher Education Qualifications

Date of Writing:	August 2023
Programme Approval:	From: September 2024 To: August 2029

Programme Aims

The programme aims to:

1	Prepare and assist you for entry into professional practice, providing professionally competitive musical training in the Principal Study discipline.
2	Enhance significantly the breadth and depth of your musical experience leading to a thorough understanding, realisation and application of the techniques relevant to your chosen discipline, and the capacity to contribute reflective, mature and confident leadership in the profession as creative and adaptable practitioners.
3	Build on previous master's level work through a flexible range of modules reflecting the realities of a dynamic and evolving profession, including industry- focused, enquiry-based learning and the application of professional standards in musicianship, personal and corporate responsibility and self-presentation.
4	Provide the framework for a critical appraisal of current challenges, insights and practices immediately relevant to the music profession, and an understanding of knowledge, techniques and career-strategies to enable students to contribute at the forefront of the discipline.
5	Offer access, at an advanced level, to the RNCM's programme of performance activities and opportunities, working in collaboration with professional partners as relevant and appropriate to your needs, promoting independent learning and the advancement of your professional development.
6	Consolidate your specialised transferable skills necessary for employment, continuing professional development, advancement and leadership within the profession.

A	Knowledge and Understanding - <i>on successful completion of the programme you will be able to:</i>
A1	Understand comprehensively the scope of experience of the professional musician in your discipline, from the inception of projects through to their execution at a level commensurate with entry to, and sustained excellence within, the profession.
A2	Demonstrate originality and enterprise in the selection and realisation of coherent, broad-ranging repertoire lists, reflecting a systematic understanding of complementary musical styles and performance practices.
A3	Apply the knowledge gained from practical interaction with a variety of professionals together with a thorough understanding of a wide range of musical contexts (for example solo work, ensemble work and professional musical responsibilities) to create and develop ongoing professional relationships and opportunities.
A4	Demonstrate advanced understanding, and qualities, of leadership, self-direction and personal insight relevant to the practical and organisational demands of the profession
A5	Evaluate critically current research and advanced scholarship (including pedagogical methodologies, where appropriate) in the discipline, in order to propose new hypotheses and approaches to music-making, their interpretation and dissemination.
A6	Continue to develop your knowledge and understanding of the relevant range of musical styles and the most advanced techniques, professional practices and technologies once employed.

B	Specialised Subject Skills - <i>on successful completion of the programme you will be able to:</i>
B1	Perform, compose or conduct to a professional level of musical insight, critical maturity, individuality and technical assurance consistent with the competitive ability to enter the profession in the chosen discipline.
B2	Govern your own learning/creation of repertoire relevant to your professional aspirations, ensuring its readiness for performance in a limited time, responding in a professional manner to the particular demands of concert programmers and audiences.
B3	Articulate a rationale in support of specific musical-stylistic preferences, the application of techniques and technologies in performance, and draw on highly developed and current learning methodologies in order to communicate knowledge effectively to specialist and non-specialist audiences.
B4	Lead and to follow, in a variety of practical musical contexts (ensemble performance or direction, relationship with collaborative performers), as appropriate to the variety of professional scenarios encountered in a portfolio career.

C	Generic, Intellectual and Graduate Skills – <i>on successful completion of the programme you will be able to:</i>
C1	Negotiate complex and unpredictable situations, propose solutions and apply them, both as a leader and a member of a team.
C2	Present yourself competitively in the fullest range of professional contexts.
C3	Conceive, research and realise individual projects at an advanced level, harnessing independent learning skills for continuous career development.
C4	Demonstrate initiative, independence and creativity in devising career opportunities and the ability to promote them successfully through relevant media and technologies

2. CRITERIA FOR ADMISSION AND ENTRY

Admission is by competitive audition. A Master's degree in a relevant field is a prerequisite, and for applicants whose first language is not English who have not undertaken a Master's degree at the College, an IELTS score of 6.0 (with at least 5.5 in each component, as required by the UKVI) is normally required, exceptions being at the discretion of HGS

Language of Study

All learning, teaching, and assessment in the Graduate School is conducted in English.

Accreditation of Prior Learning

Accreditation of Prior Learning (APL) does not normally apply to the Postgraduate Diploma in Advanced Studies

3. COURSE OVERVIEW

The PGDipAS has Principal Study at its centre, and you can normally expect to devote a significant portion of your time in this area. Two optional 30-credit modules or a 60-credit Dissertation will complete the 120 credits for the degree.

MODULE MAP

Principal Study is core - 60 credits

You will select two optional modules (or major dissertation) - 60 credits

Optional Modules

Indicative list:

Accompaniment Arrangement Artistic Project Composition Elective Conducting Elective Contemporary Songwriting Cross-cultural approaches to Musicianship Dalcroze in Context Dalcroze Eurhythmics and Dynamic Rehearsal Electric Experimental Ensemble The Freelance Musician Research Lecture Recital	MAJOR Dissertation or MINOR Dissertation: Music and Environment Musicianship for Vocalists: Consort Singing Research Methods Presenting Research Practical Pedagogy Professional Placement Professional Audition Repertoire Project Small Ensemble Performance Underrepresented Music and Musicians
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Work-Placement	The optional Professional Placement module involves various self-directed work- placement opportunities.
Timetables	Normally available one week before term begins, although enrolment figures may lead to alterations being made during the first week of term. Students are expected to schedule their own one-to-one tuition with designated tutors and receive information on tutor and supervision allocation.

PGDipAS module diagram:

PGDipAS

Principal Study (60)

Choice of 2 Modules (2 x 30) or Major Dissertation (60)

4. TEACHING AND LEARNING METHODS

The Graduate School is guided by a central aim of the College's Strategic Plan to offer programmes that are defined by their 'quality, breadth and contemporary relevance.' The Strategic Plan's aspiration that 'performance and research will be fully integrated with all aspects of students' learning' is underpinned by practically-oriented learning and teaching informed by research throughout the programme. This aim is further supported by the broadest range of expert tutorial staff active in the fields of performance, composition and research.

The College's position as a vibrant performing arts centre in the Northwest of England permeates all areas of the Graduate School programmes and promotes the first aim of the College's Learning and Teaching Strategy through developing 'the highest quality performance-based learning experience'.

The Graduate School promotes a diverse, innovative and student-centred approach to learning, with the learning and teaching methods used in the delivery of the programmes designed to reflect the diversity of student experience and to meet their individual learning needs. Responding positively to the Office for Students' most recent guidance on improving access and participation, the Graduate School meets the needs of students with non-traditional qualifications and/or from overseas by providing a not-for-credit module which supports and updates students' theoretical knowledge of music. Prof. Jean Ammar, Senior Tutor (Language Support) offers seminar-based and individual support throughout the academic year across the full range of modules and a pre-sessional course offers incoming students an opportunity to develop the necessary language skills for successful postgraduate study. The Student Disability and Wellbeing Advisors assist students through the design of bespoke learning plans where appropriate, give individual guidance and further advise the Graduate School on any necessary accommodation for disabled students ensuring that all reasonable adjustments be made in accordance with the 2010 Equality Act. The Graduate School programmes are designed wherever possible to offer flexible routes in learning and teaching, including assessment. The flexible modes of delivery in various modules promotes student choice and control over their scheduled commitments.

The Principal Study module reflects the College's Learning and Teaching Strategy aspirations through promoting student-teacher partnership and collaboration from the outset through bespoke learning routes and artistic decision-making.

The variety of modes of delivery reflects the practically based pedagogical principles and values of the Graduate School's learning and teaching strategy, informed by experiential, reflective and communicative approaches to learning and teaching. The commitment to inclusive learning and teaching, where diversity of experience is valued and utilised, is acknowledged in the creation of opportunities for peer collaboration and support for learning permeating the delivery of the curriculum. Peer collaboration and problem solving are embedded in both the delivery and formative assessment processes of various Principal Study modules, while several modules make use of participant-led activity, independent study, reflective practice and the compilation of evidence-based portfolios.

The majority of optional modules are practical and vocational in nature, complementing the core Principal Study. As students on the PGDipAS will already possess a Master's degree, there is no requirement for core research modules, although you are offered a range of research modules in tandem with the MMus programme, including those that give support in writing research-degree application proposals. The range of optional modules in the PGDipAS therefore encourages you to take ownership of your own course of study, from a more practical orientation to training directed towards higher research degrees study. It is normally not possible to repeat modules if you have undertaken a Master's degree at the College, the one exception being Small Ensemble Performance.

The following learning and teaching methods are used:

- **Individual lessons in Principal Study** offer advanced and specifically customised training. You will negotiate with your specialist tutor(s) the content and style of the Principal Study learning and assessments. Lessons provide a forum for you to enhance key technical and musical skills as well as making informed choices regarding repertoire and format for recital

presentations and/or creative portfolios, preparing for the professional application of your musical training.

- **Specialist Classes and Workshops** involve formative feedback on practical aspects of performance and/or creative work and often an opportunity to give and receive feedback from fellow students as well as tutors.
- **Masterclasses** with visiting national and international tutors offer additional expert insights and perspectives on issues related to Principal Study activities.
- **Lectures** involve discussion of concepts relevant to the module and invite your participation.
- **Seminars** or other forms of group discussion involve individual or group presentations to develop oral presentation and communication skills, providing opportunities for you to work collaboratively with your peers, under staff supervision.
- **One-to-One Supervision** on various projects is delivered by tutors with expertise in the general subject area.
- **Mentoring** includes personalised guidance, sharing expertise and fostering critical thinking.
- **Placements** offer real-world practical experience, industry insights, networking and time-management, bridging the gap between theory, practice and the application of your skills.
- **Essay-Writing** develops specific research techniques, acquiring knowledge and presenting ideas and arguments in written form, from short reports on performance events to major research dissertations.
- **Reflective Writing** is a valuable tool for exploring your creative process, enhancing self-awareness, and refining your artistic and other skills

INDEPENDENT LEARNING

When not in classes, you will typically be involved in many extra-curricular activities, including rehearsals and public concerts, including externally. Where possible, you have various options for receiving credit for such activities, in modules such as Artistic Project and, where applicable, Professional Placement. You are also encouraged to consider whether your own College-initiated or self-directed projects are eligible for Principal Study credit (see the Principal Study module outlines for more information).

5. ASSESSMENT AND FEEDBACK

Formative Assessment

Formative assessment and feedback underpin the Principal Study 1-2-1 model, with students receiving feedback from their tutors on a weekly basis.

Throughout the programme opportunities for formative feedback arise in the practically orientated modules, and through individual supervision in the research modules. Formative feedback is given in support of your learning across the programme, seeking to integrate your practical proficiency with your aptitude and motivation for research-informed music-making.

Mid-course Formative Assessment

At the beginning of term 2, you are assessed through a formative mid-course performance or equivalent)

School of Strings, School of Wind, Brass and Percussion, School of Vocal Studies and Opera:

15–20 minutes

School of Keyboard Studies

20 minutes (from a submitted programme of 30 minutes)

The rationale for this is due to the longer length of keyboard recitals.

School of Conducting:

a selected performance event in the first year (normally 40 minutes)

School of Composition:

Composers will submit a portfolio of works, normally 10–15 minutes and undertake a viva of around 15 minutes.

School of Popular Music:

Students will perform for 10–20 minutes, and composition/production will be assessed through submission of a portfolio, normally 10–15 minutes and undertake a viva of around 15 minutes.

These are timetabled assessments, intended to reflect the experience of your Principal Study summative assessments, and you receive written feedback.

Formative mid-course assessments are marked by a panel of two internal staff members; no Specialist External Assessor is involved. There is no requirement to pass the formative mid-course assessment, which is instead intended to offer you an opportunity to take stock of progress and to receive formative feedback in written form. While no mark is given you will be notified of the outcome, 'pass proceed' or 'pass with caution'. Where concerns are raised on progress through a 'pass with caution' outcome, this is discussed initially with the Principal Study tutor(s) by the Head of School and/or Deputy, and subsequently in tutorials with the tutor(s) and you. The tutors are expected to report back on progress to the Head of School, normally within two months of the initial report. In exceptional cases a further formative assessment may be arranged. Simon Clarke is kept informed throughout the process.

Summative Assessment

Assessment modes vary by module and aim to promote inclusive approaches to teaching and learning. Many modules have mixed forms of assessment, for example a live or recorded performance/creative portfolio plus written work and/or a viva voce. If you have particular learning needs these can also be accommodated through offering alternative forms of assessments. Module outlines indicate which types of assessment apply in each case and can help you in your selection of modules. Modules normally have one summative assessment point (deadline) at the end of the teaching period. Where there are other assessments required (e.g., viva voce) these are made clear in the module outlines, which can be found in Section 8 of this handbook.

Some dissertation projects have pre- or co- requisites. This means you must take another module either before or alongside the other. These apply to the following dissertation topics:

Music Education - requires Research Methods: Music Education

Music Psychology - requires Research Methods: Music Psychology

Compositional Pedagogy - requires Practical Pedagogy

Instrumental Pedagogy - requires Practical Pedagogy

Vocal Pedagogy - requires Practical Pedagogy

Assessment Strategy

The Graduate School Assessment Strategy is underpinned by the following concepts:

- The purpose of assessment is to enable you to demonstrate that you have achieved the intended learning outcomes of the programme at the appropriate standard set for the award.
- Assessment must promote and support learning and therefore occurs in both formative and summative contexts.
- Assessment in the Graduate School should seek to promote independence and innovation among students, preparing them for the demands of the profession.
- Assessment is intended to provide an indication of the level of learning for students, staff, external scrutinisers, Higher Education authorities, professional bodies and other external organisations.

The assessment strategy is designed to emphasise assessment for learning. You are expected to play a significant role in the determination of your own assessment (for example, determining the type of performance/composition assessment to be undertaken), and therefore it is essential that tutors and students are aware of the criteria by which marks are differentiated, the learning outcomes that these assessments measure and the potential for achieving the highest marks by creative enterprise, initiative and commitment to the chosen course of study.

Summative assessment is designed to meet the needs of your real-world professional skills: in each case you should understand the relevance of the assessment activity to your career aspirations. Despite the flexibility at the core of the programme, the equity of assessment is assured by a rigorous process involving Principal Study panels (three examiners 'blind marking' and arriving at a mark agreed by all, one to be a specialist external), moderators (module co-ordinators), External Examiners (who observe the marking process and sample work across the programme of study) and appropriate observance of the College's Assessment Regulations.

The Graduate School will adopt a variety of different methods of assessment consistent with and appropriate to its variety of modes of learning and teaching. The purpose of using a range of methods is to:

- Provide the most appropriate and direct means of measuring the extent to which you achieve the intended learning outcomes of the programme and its constituent modules.
- Allow you to demonstrate your strengths, considering the varied nature of prior learning experiences and individual learning needs.
- Promote, support and develop different learning experiences and ensure that you have fair and inclusive access to the College's PGT programmes.
- Encourage recognition of a range of cultural and musical values. Avoid excessive/inappropriate formal examinations.
- In addition, the programme assessment strategy aims to:
 - Encourage the development of fair, innovative and rigorous approaches to assessing student work, considering the need for innovation to be underpinned by the concepts listed above.
 - Ensure consistency and parity of assessment standards through marking, moderation and standardisation procedures, as well as the involvement of specialist external assessors and external examiners.
 - Engage in regular reviews of assessment procedures through the mechanism of Continuous Monitoring and the Postgraduate Taught Degrees Committee
 - Provide regular staff training for those involved in the assessment of the programme.
 - Allow your views on assessment to be articulated and considered by the Programme Team. Offer appropriate training for students in any non-standard modes of assessment.
 - Employ assessment for diagnostic purposes, e.g., at the audition stage, in order to ensure that the

programme accommodates the needs of students with a diversity of profiles and backgrounds.

The assessment methods have been designed so that they will relate explicitly to the intended learning outcomes, levels, and learning and teaching methods in the modules. They aim to be inclusive, acknowledging those who are returning to formal study after a break and those who may have challenges in the area of study skills by providing creative alternative methods of presenting work wherever possible (see Modes of Assessment below).

Each module relates to a series of generic descriptive marking guidelines, which are summarised below. The use of marking guidelines is intended to ensure comparability of standards internally within the RNCM, to demonstrate these standards externally and to promote transparency to the student body. Full Marking Guidelines can be found in Section 9 of this Postgraduate Student Handbook.

Progression:

As this a one-year programme there are no progression requirements.

The pass mark in all modules is 50%. The Board of Examiners may permit one opportunity for re-sitting any module (normally when the first mark achieved between 40-49%), to be capped at 50%.

Feedback

Feedback on summative assessments is given in written form and is normally delivered electronically, either through email or via Moodle. Feedback is delivered within three weeks of work being submitted, the exception being final Principal Study assessments where assessments may take place over an extended period of time and where students should not receive marks until the current examination period has been completed.

All assessment is either double marked, or single marked with moderation. 60-credit assessments in Principal Study are marked by a panel of three. In such cases the panel initially submit blind marks and subsequently enter discussion to reach a final agreed mark.

Final recitals and portfolios involve a specialist external assessor in the marking process. All marking is scrutinised by an External Examiner who samples work and monitors the examination process while visiting College.

6. STUDENT SUPPORT, DEVELOPMENT AND WELLBEING

You will receive an induction programme in the Welcome Week activities, a week before the start of the academic year. These activities include:

- Advice on learning support
- An induction into the Library and IT facilities
- Guidance on course structures, credit framework and module options
- Guidance on Wellbeing and Personal Safety, Hearing Conservation, Counselling Services, introduction to Alexander Technique
- International Student meetings
- Guidance on performance opportunities

When you arrive at the RNCM you will have an opportunity to meet with David Horne, Simon Clarke or Cath Yates, depending on your programme of study. For the MMus, MPerf and PGDipAS these meetings will answer further questions you may have about modules, and to help you in your choices. If you are considering a Specialism on the MMus you will be able to discuss this in more detail. Pastoral/Health Care: The College has a Counselling Service the RNCM Wellbeing team, devoted to the welfare and wellbeing of students. Jane Gray is the Head of Student Disability and Wellbeing.

Induction of International students:

International students are included in all general Welcome Week events, and Student Services provide any extra support you might need, for example on visa questions.

If you require it as an International Student, you are offered further support throughout the academic year in *Engagement with Learning*, a series of non-credit bearing classes, taught by Dr Amanda Babington.

RNCM English Pre-Sessional Course:

To provide further support for international students on PGT programmes whose first language is not English, the RNCM offers a pre-sessional 'summer school' (see website for current fees). The course is aimed at students who have been offered a place but whose language skills fall marginally below the minimum entry requirement for the programme, typically by 0.5 IELTS points. The course starts in late July and runs for six weeks. Places are offered on a first-come-first-served basis and may be limited. The course develops research and presentation skills that will be useful in many of your module choices.

Supplementary Music Theory Provision:

Given the varying backgrounds of students on PGT programmes, the College offers a range of optional, non-credit bearing theory and musicianship tutorials through the academic year. This provision starts with fundamental content and progresses to more sophisticated approaches in support of the full range of your learning activities. A further primary purpose of these sessions is to help familiarise international students with English analytical conventions and terminology.

Further details may be found in the RNCM Student Regulation Handbook on the College Website – see References and Further Information in Annex 1.

STUDENT VOICE

Students are represented at every level of the College's deliberative structure, except for those committees (for example the Board of Examiners, Extenuating Circumstances Committee) in which confidential student data is discussed and/or evaluated.

Postgraduate Taught Degrees Committee (PTDC)

A representative for each programme, and for each year/ level of the programme(s) is included in the membership of the Postgraduate Programme Board. Representatives report to the PTDC on matters affecting their cohort, with particular emphasis on providing feedback to staff on the programme.

Students have further opportunities to provide feedback through an annual internal Postgraduate student survey, in which they evaluate their learning experiences. Students are invited to provide feedback in meetings with Heads of Schools (School meetings) and the Head of Graduate School preparatory to revalidation.

Student Experience Forum (SEF)

The Student Experience Forum meets once a term, with student representatives being allocated according to Schools rather than programmes. The committee operates as a discussion forum between students and staff representing key College services and functions on any matters not relating to academic programmes

Students' Union

The RNCM Students' Union (RNCM SU) exists to promote your interests through representation on most College committees and by providing an extensive welfare and advice service. The RNCM SU integrates the social and academic areas of student life through the organisation of various events throughout the academic year and works in collaboration with senior academic members of staff to ensure that the student voice informs strategic decision making at the College. The Union is affiliated to the National Union of Students, subject to annual confirmation by the membership.

ACADEMIC SUPPORT

The following network of academic support is available to students:

- Director of Programmes: Prof Jennie Henley is responsible for the overall education and training of students at the RNCM.
- Head of the Graduate School, Prof David Horne, supported by the Deputy Head, Dr Simon Clarke: responsible for all aspects of curriculum development within PGT programmes, as well as developing and co-ordinating the management of the students' learning experience within and across their programmes.
- Heads of Principal Study Schools: responsible for the education of discipline-specific training of students in Principal Study.
- Principal Study Professors: providing contact teaching and learning support in much of the programme.
- Module Co-ordinators and Lecturers: responsible for the maintenance of individual modules.
- Senior Tutor (English Language Support): Prof Jean Ammar is responsible for providing support to students whose first language is not English.
- Library staff: during induction and other advertised times in the academic year, Library staff offer assistance and training on deploying the resources offered. All Library staff are expert in assisting with students' musical (and other) queries and David Horne works with the Head of Library Services, Sarah d'Ardenne and other staff to ensure that students' needs for resources can be met, and to identify any enhancement of provision.

Recognising the diversity of students' learning backgrounds, the Graduate School offers a non-credit bearing series of classes annually called *Introduction to Music Theory for Postgraduate Students*. This allows students to revise and build on their existing theoretical knowledge in a seminar format. This provision starts with fundamental content and progresses to more sophisticated approaches in support of the full range of your learning activities. A further primary purpose of these sessions is to help familiarise international students with English analytical conventions and terminology.

Personal Support

Students experiencing personal difficulties that are affecting their ability to fulfil the requirements of their degree programme should contact the Student Wellbeing Advisors, Wellbeing@rncm.ac.uk, who will direct them to the appropriate service.

Full details of Student Services can be found in Section 6 of the Student Regulation Handbook.

Disability

It is your responsibility to consider whether to disclose a disability or not; the College will only consider whether reasonable adjustments are required from the point of disclosure by you and adjustments cannot be made retrospectively, e.g. following assessments or at the end of the academic year.

7. EMPLOYMENT

The provision of Careers Advice at the RNCM is distributed among several areas. You receive careers guidance from your Principal Study professors and all other members of academic staff with whom you work closely, including your Head of School and Deputy, Course Leader, members of the RNCM's Professional Engagements Team and Orchestras Office staff. All these are a crucial component in the network of contacts which students will make during their period of study.

In addition, the RNCM Library has a section pertaining to advice on careers within music, including books and manuals dealing with such aspects as business skills, overviews of careers available to music graduates and postgraduates, and preparation for auditioning. In the PGT programmes with vocational modules such as Freelance Musician and Professional Placement, there is an opportunity to develop projects that will be valuable after graduation.

Most students graduating from the college's PGT programmes undertake employment (part or full-time) and/or further education. Of those students who are employed the majority work in the music industry.

8. COURSE COSTS AND SOURCES OF FINANCIAL SUPPORT

Details of fees, and potential funding sources, including bursaries and scholarships, may be found on our website: [FEES](#)

9. THE LEARNING ENVIRONMENT

RNCM Library:

The RNCM Library has a wide range of materials to support learning, research, and performance, and is a key resource for all areas of the degree programme. Our knowledgeable library staff have vast musical expertise and will help students to make the best use of the resources available. You have access to over 90,000 catalogued items of books and printed music, 96 current journal titles, a significant collection of CDs and DVDs and the College's own archive of recordings. You also have online access to e-books, databases, selected journals, and audio-visual streaming services, as well as the use of PCs with music software, listening stations and a viewing area. You are encouraged to make use of the library's archives and special collections: the RNCM Archives are of international importance, and the RNCM Collection of Historic Musical Instruments consists of over 300 instruments, bows and miscellaneous items dating from the 16th to the 20th century.

10 EQUAL OPPORTUNITIES AND DIVERSITY

In keeping with the RNCM's commitment to, and policy on, equal opportunities, our PGT programmes:

- are offered to all students with no discrimination in terms of race, age, gender, sexual orientation or family circumstances (where possible every effort is made to accommodate students with special needs as a result of disability or socio-economic disadvantage);
- will, where appropriate, cover issues of equality of opportunity within the curriculum;
- use a range of learning and teaching methods in recognition of the diversity of students' preferred learning methods and communicative skill strengths;
- use a range of assessment methods with due care to the needs of different groups. If you are unable to take part in particular activities or modes of assessment due to individual circumstances, special arrangements will be made where possible to accommodate your needs fairly;
- aims to ensure that every effort is made to provide learning spaces accessible to students with disabilities and to support them throughout their programme.

All Course Leaders and other relevant staff ensure that all teaching, including assessments, is available to all students, regardless of disability or socio-economic disadvantage. Where necessary, alternative forms of assessment will be offered, while ensuring that there is parity of assessment and that all students continue to meet the learning aims and outcomes.

Further details of the RNCM Equality and Diversity Policy and Ethics Framework may be found, under 'Institutional' policies, on the 'RNCM Policies' website.

11. REFERENCES AND FURTHER INFORMATION:

Available on the College website: :

[RNCM Policies](#)

Academic Regulations

College Policies