



ROYAL  
ACADEMY  
OF MUSIC

## **Advanced Diploma in Performance Handbook 2020-21**



## Introduction

The one-year Advanced Diploma in Performance is designed for students who have achieved a distinction at Masters level to undertake a further year of intensive study with a higher level of autonomy than our other masters programmes and with an emphasis on innovative practice. In shaping the specific content of your studies, you will be expected to reflect on your artistic development within the ethos and traditions of the Academy.

## Key Staff

Please refer to your Department Handbook for the contact details of your Head of Principal Study and other instrumental teaching and support staff.

Senior Postgraduate Tutor: Dr Sarah Callis

Room 178, ext 347, [s.callis@ram.ac.uk](mailto:s.callis@ram.ac.uk)

Sarah has an overview of research degree programmes and advanced diplomas and is Tutor for jazz, musical theatre, harp, advanced diploma students in opera and performance, and research degree students

Head of Postgraduate Programmes: Professor Neil Heyde

Room G81, ext 452, [n.heyde@ram.ac.uk](mailto:n.heyde@ram.ac.uk)

Neil is responsible for all of the postgraduate programmes

Postgraduate Programmes and Research Administrator: Oliver Till

Aybrook Street 206, ext 316 [o.till@ram.ac.uk](mailto:o.till@ram.ac.uk)

Ollie provides administrative support for the postgraduate and research degree programmes, and manages the public research events.

## **Programme Aims**

- To provide high-level professional training in performance skills
- To enhance students' employability by developing professional standards in attitude, work patterns, preparation and performance
- To enable students to develop as interpreters capable of synthesising complex musical concepts
- To broaden students' experience of professional musical practice, and to enable them to reflect on their own developing practice
- To develop students' knowledge and understanding of their chosen field through professional contacts and through careers advice and guidance

## **Programme Intended Learning Outcomes**

On successful completion of the programme students should be able to demonstrate:

- ability to perform with highly developed artistry
- ability to identify and pursue a clear set of performance goals
- ability to reflect innovatively about their own professional practice, as evidenced in their delivery of a sustained body of performance work at the highest standards
- evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and initiative in complex and unpredictable professional situations

## **Course Content**

The programme of study is highly flexible so that it can meet the specific and individual needs of students at this advanced stage of development. You will be expected to pursue a series of goals identified at the beginning of the year which might include a range of concerts, recordings, competitions and/or other projects. You will be encouraged to think innovatively about your work, and will be required to self-manage the implementation of your plans.

Your studies will be supported by regular one-to-one tuition with those who can best help you to develop your artistic and professional goals; this might include regular teaching from within your instrumental department, and/or sessions with teachers/coaches from other departments. Provision will be individually discussed and agreed in consultation with your Head of Department and the Course Tutor at the beginning of the year. You will be given the opportunity to meet and discuss your work with other Advanced Diploma students and also (where appropriate) offered the chance to take part in masterclasses with international visitors.

## Assessment

The Advanced Diploma is set at level 8 of the Framework for Higher Education Qualifications in order to recognize the stage at which students usually enter the programme and to provide an appropriate framework for assessment (Masters courses are at level 7). In keeping with other programmes at FHEQ level 8 the course is pass/fail only. The course will be formally assessed through:

**A Public Performance Event or Recording Submission.** This is formally assessed and provides a focal point for the programme, enabling students to demonstrate their achievements during the year.

*The Public Performance Event* will normally comprise a lunchtime recital as part of the Academy's concert series. Students present a 50-minute programme designed to reflect the work undertaken over the year. Programme notes are not required, but the student may speak to the audience if they wish.

*The Recording Submission* should be of similar substance, the length depending on the nature of the repertoire/approach. (The maximum length permitted is the equivalent of a standard audio CD, i.e. no more than 80 minutes.) The engineering quality of the recording (and editing) is not a formal part of the assessment, but all aspects of the submission should be of sufficient quality that they do not adversely impact the communication of artistry. (Students will be expected to have a developed understanding of appropriate professional expectations in relation to the submission.)

**Portfolio.** The portfolio is designed to enable students to submit evidence that is supplementary and complementary to their Performance Event or Recording Submission and to provide assessors with a context for the viva voce. It should include:

- A short statement describing the context and goals for the Performance Event/Recording Submission (c.150 words)
- an up-to-date CV and biography, including a website link where available
- a list of activities the student has undertaken during the year

**Viva Voce Examination.** The viva voce examination provides a forum for reflecting on the Performance Event or the Portfolio, as well as an opportunity for assessors to offer advice on future plans.

**Final Report.** Following the viva voce examination, each student will receive a report that summarises the viva voce discussion and which is the final acknowledgement that all of the ILOs have been met.

The assessment panel should comprise a panel chair (The Senior Postgraduate Tutor, Head of Programme, or other senior member of staff), the relevant Head of Department or their nominated representative, and an external specialist examiner.

The Advanced Diploma in Performance is a nine-month full-time programme of study. There is no provision for part-time study. The course has no credit structure. The main Postgraduate Examination Board will confirm your result in June at the end of your studies, and the Graduation Ceremony will be at the end of the summer term.

## **Communication**

The Academy will communicate with you via your @ram email address only, so you will need to check this account every day. This will ensure that you receive all the information you need to undertake the programme. It is easy to ensure that you can access your Academy emails on your own phone/laptop/tablet – visit the IT helpdesk to set this up. Advanced Diploma students are not required to apply for Leave of Absence, but they should inform the course Tutor (Sarah Callis) if they are going to be absent for more than a week.

## **Concerts**

Students are able to arrange their own concerts within the Academy, as well as become involved in external bookings. Details of these are available from the concerts department.

## **Student Recordings**

For information about making recordings please see the Recordings Department information page at <https://royalacademyofmusic.sharepoint.com/sites/TheRecordingDepartment>

## **Academy Recordings**

You can access recordings or large scale public performances from the Library for educational purposes. The Academy cannot provide you with your own copies of these performances for copyright and resource reasons. Exceptions may be made in the case of performances with rarity value such as concertos but requests must be submitted to the Concerts Department at least one calendar month in advance of the performance. This will allow the Concerts Department time to consider any copyright clearance issues/licences/costs involved and for the Recording Studio staff to allocate time in their schedule and recording equipment.

If the Academy is not planning to record a performance that you are performing in (e.g. Tuesday lunchtime concerts), requests may be made by students to record it but in audio format. In order to request this you will need to ensure that all relevant consent forms and copyright clearance is completed at least one calendar month in advance of the performance. You are able to record yourselves on Academy premises (in practice rooms and concert venues) either using your own or loaned equipment (in this case you would retain the copyright on the recordings and accept all responsibility for any necessary copyright clearance required). You are advised to check the Academy's guidelines 'Recording Academy concerts and students' private performances; IPR considerations' on the Copyright and Intellectual Property page on Blackboard for more information.

## **Student Support**

Students receive an induction programme which includes: an induction into library and IT facilities; guidance on health and safety (including audiometric testing); registration; international student meetings; introduction to senior staff with programme responsibilities; tutorial meeting. Students are supported in all aspects of their subsequent life and work at the Academy throughout the duration of the programme.

## Institutional Information

Further information, including our Equality and Diversity Policy is available at <https://www.ram.ac.uk/about-us/equality>

## Disability

The Academy offers a wide range of support for students who have disabilities and specific learning difficulties, including exam arrangements and specialist tuition, so that all students can participate fully in the life of the Academy.

The term 'disability' covers a wide range of conditions and impairments. These include specific learning difficulties, sensory impairments, mobility impairments, certain ongoing medical conditions, and long-term mental health conditions. Further details about disability and the support available to students are available on our website at <https://www.ram.ac.uk/student-life/wellbeing-support/access-and-disability> or by request from the Disability Advisor (see below).

If you would like to discuss any issues relating to disability, please contact the Disability Advisor (email [disability@ram.ac.uk](mailto:disability@ram.ac.uk)) and, once enrolled, your Programme Tutor. Please contact us as early as possible in order that appropriate support can be agreed and coordinated. Information disclosed to the Academy by students is treated in confidence.

## Special Circumstances Procedure

The Special Circumstances Committee considers applications from students in accordance with the *Special Circumstances Regulations*, for the following reasons:

- extenuating circumstances which may have affected student performance in assessments
- extensions to deadlines for the submission of work for assessment
- the deferral of assessments
- appeals against penalty marks where the reasons were beyond your control.

You must submit a completed application form no later than **10 working days** from the imposition of a penalty mark; **10 working days before** the published deadline for submission of academic work, or **10 working days before** the published date of an assessment†.

Your application will then be assessed by the committee, which consists of the Registrar and Director of Student Operations (Chair), Head of Undergraduate Programmes, the Head of Postgraduate Programmes and the Senior Tutor in Undergraduate Pastoral Support & Head of Year, B2.

Please note that retrospective extensions and waiving of lateness penalties will not be permitted except in very serious cases and where you have provided evidence to explain why you were unable to submit within the required timeframe.

1. Applications must be made via the online form to be found via Blackboard.

2. If you are citing medical reasons in support of your application, you must provide medical evidence with your application form. Applications without medical evidence cannot be considered by the committee. If you submit a form without evidence, you will be given a deadline to provide this (usually 7 days). If you do not meet this deadline without good reason then your application will not be considered and will be dismissed.
3. If you are citing a medical issue, you must provide relevant evidence from a medical practitioner which confirms the relevant timescales and a formal diagnosis. A letter which merely states that you visited the practice for an appointment will not be accepted.
4. SCC will normally consider cases on a weekly basis during the term and, when deemed appropriate, contextual information from the student's Programme Tutor/Head of Year, the Concerts Department or any other Academy department shall be sought prior to the meeting.
5. SCC will either accept or reject the application and agree any details in relation to extensions or penalties as appropriate. When applications are rejected, a full explanation will be given.
6. You will normally be informed of the outcome within two working days of the meeting by an email which copies in your Programme Tutor/Head of Year and any other relevant members of staff (i.e. Registry and Module Leaders).
7. The case outcomes are circulated, normally within 2 working days of the meeting.
8. Students have the right of appeal against decisions of the Special Circumstances Committee; via the Academic Appeals Procedure (see the Regulations).

† If you are making an application for a deferral of an assessment due to unforeseen circumstances such as illness on the day of the assessment, you must provide an application with supporting medical evidence within five working days of the assessment taking place.

Please see the guidelines on Blackboard for further information on making applications.

## **Student Engagement**

The Academy is committed to improving the motivation of students to engage in learning and to learn independently; and the participation of students in quality enhancement and quality assurance processes, resulting in the improvement of their educational experience.

It is widely accepted that the views of students, individually and collectively, should inform quality systems with the purpose of improving the student educational experience both for current and future cohorts. Student involvement in quality can have a positive influence on the delivery and development of any aspect of the student educational experience, whether implemented by the Academy, your programme, your department, or an individual member of staff.

## **Student Feedback**

The Academy's Senior Managers, Programme Teams, Heads of Department and those delivering the programme will always welcome informal feedback from you on any aspect of the programme and your studies. Student Union members and student representatives are part of Academy committees and students are encouraged to use their representatives and let them know of any matters of concern that you wish to be raised at these committees. At the end of the Spring term each year, you will also be given the opportunity to complete an online survey covering the Academy as a whole, your Programme and Department. You are asked to be open, honest and constructive in your evaluation and comments. This is a vital component in the Academy's mechanism for developing the quality of our students' experience and planning for the effective future delivery of the programmes of study.

## **Student Representation**

Student representatives are the voice of the student body and sit on all of the Academy's academic committees. Find out who your year/department representative is through the SU Team if you want to pass on some comments or feedback or ask to become a student representative if you want to act on behalf of other students.