

Programme Specification:

Advanced Diploma in Performance

Updated May 2020

HE LEVEL 8

1	Awarding Institution:	Royal Academy of Music
2	Teaching Institution:	Royal Academy of Music
3	Final Award:	AdvDip in Performance (RAM)
4	Programme Title:	Advanced Diploma in Performance
5	Date of Production:	2014

6 Programme Aims

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

7 Programme Intended Learning Outcomes

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

- a) ability to perform with highly developed artistry
- b) ability to identify and pursue a clear set of performance goals
- c) 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
- d) evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and initiative in complex and unpredictable professional situations

8 Delivery and Assessment of the Programme

8.1 Learning, Teaching and Assessment Map

Learning and Teaching Processes (designed to allow students to achieve the learning outcomes)	Assessment methods (designed to allow students to demonstrate they have achieved the intended learning outcomes)
One-to-one tuition (all ILOs)	Concert Event (all ILOs)
Performance opportunities (all ILOs)	Portfolio (all ILOs)
Masterclasses (all ILOs)	Viva voce and Report (all ILOs)

8.2 Learning and Teaching Processes

The programme uses a range of teaching methods to ensure that students' learning processes are stimulating, challenging and complementary. The principal modes of teaching are described below:

- Principal Study Lessons and other one-to-one tuition/mentoring: This working 'environment' (which is a defining feature of specialist conservatoire training) is designed to foster the passing on of discipline-specific professional/artistic practices, and to enable students to develop key professional skills that relate directly to their individual abilities and artistry: musical technique, interpretation skills, repertoire building, programme/portfolio building; audition techniques, and so on. The reflective nature of the relationship between teacher and student is a key element in the development of reflective, critical and informed attitudes to performance.
- Performance opportunities: Students will be encouraged to become involved in performance opportunities which help pursue and promote their professional goals and artistic development.
- Masterclasses provide students with opportunities to present work to a leading visiting artist, normally in an 'open' setting (open to other students and members of the public). Masterclasses complement one-to-one tuition by widening the range of interpretative judgment to which the students are subject. They are designed to expose students to the very highest international professional standards and provide additional high-profile performance opportunities.

8.3 Assessment

Two precepts underpin the programme's assessment strategy: (i) the function of assessment is to enable students to demonstrate that they have achieved the programme's intended learning outcomes at an appropriate level; (ii) assessment promotes and supports student learning.

In keeping with other programmes at FHEQ level 8 components are not given a numerical mark. The principal modes of assessment are described below:

- Public Performance Event or Recording Submission. This is formally assessed and provides a focal point for the programme, enabling students to demonstrate their achievements in relation to the ILOs.
- Portfolio. The portfolio is designed to enable students to submit evidence that is supplementary and complementary to their Performance Event. The portfolio will consist of professional documents alongside evidence of professional activity throughout the course of the programme.
- Viva Voce Examination. The viva voce examination provides a forum for reflecting on the Performance Event and the Portfolio in relation to the programme ILOs, as well as an opportunity 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 (a Deputy Principal, Head of Programme, or other senior member of staff), the relevant Head of Department or their nominated representative, and an external specialist examiner.

9 Programme Structure

The Advanced Diploma in Performance is a nine-month full-time programme of study. There is no provision for part-time study.

10 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 in the following dedicated ways:

- 10.1 Designated Tutor (with responsibility for academic and pastoral support)
- 10.2 Dean of Students (oversees student support, learning resources, recruitment and admissions plus our access and participation activities)
- 10.3 Library (staffed by subject specialists who can advise on sheet music, instrumental and vocal parts, musicological materials, reference works, on-line resources, and materials from the Academy's special collections)
- 10.4 IT Helpdesk
- 10.5 Counsellors (who provide confidential pastoral support as trained professionals)
- 10.6 Disability Advisor: the Disability Advisor and support team are responsible for the implementation of the Academy's Disability Equality Policy and Action Plan

- 10.7 Alexander Technique co-ordinator: The Alexander Technique co-ordinator and support team teach Alexander Technique – an established method to improve posture and prevent repetitive strain injury.
- 10.8 Artist Development Lecturers; provide one-to-one consultations with students and can help with issues such as creating a biography or CV, writing letters to promoters, sourcing funding and contractual issues.
- 10.9 Estates Manager: who advises on student accommodation issues
- 10.10 The Royal Academy of Music Students' Union
- 10.11 The English Language Support team and Helpdesk

11 Distinctive Aspects of the Programme

The Academy's focus on excellence in musical performance and creativity is reflected in four distinctive aspects of the programme:

- 11.1 Owing to its competitive entry and international reputation, the programme attracts a cosmopolitan, strongly motivated, and very talented student body which gives participants a realistic sense of the demands required to be at the top of the profession.
- 11.2 The Academy's teaching is delivered by leading professional figures, whether in weekly lessons or in high-profile public masterclasses, so that students are educated in a culture that engenders the highest professional standards in relation to artistic interpretation and technical discipline.
- 11.3 The programme is designed to enable students to make the most of the educational opportunities afforded by being at the cultural heart of Europe's leading city for classical music. This is reflected in the outward looking aspects of the Academy's musical life (including public concerts, research events and the work of Open Academy).
- 11.4 The Academy's world-class collections of string and keyboard instruments, music manuscripts, early printed materials, and other musical artefacts, together with the Galleries and Collections programme of exhibitions and events, provide a rich resource to support and enhance the student learning experience.