

Programme Specification: Diploma in Continuing Professional Development

Updated May 2020

HE LEVEL 7

1	Awarding Institution:	Royal Academy of Music
2	Teaching Institution:	Royal Academy of Music
3	Final Award:	CPD Dip (RAM)
4	Programme Title:	Diploma in Continuing Professional Development
5	Date of Production:	2017

6 Programme Aim

- a) To provide a flexible, structured course of continuing professional development for musicians

7 Programme Intended Learning Outcomes

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

- a) ability to carry out, under the supervision of a nominated mentor, a coherent set of negotiated learning goals
- b) ability to reflect innovatively about their own professional practice, as evidenced in their delivery of an assessed portfolio at the end of the programme

8 Delivery and Assessment of the Programme

8.1 Learning, Teaching and Assessment Map (and their ILOs)

Learning and Teaching Processes (designed to allow students to achieve the intended learning outcomes)	Assessment methods (designed to allow students to demonstrate that they have achieved the intended learning outcomes)
By negotiation (all ILOs)	Portfolio of Evidence (all ILOs)
One-to-one Mentoring (all ILOs)	Portfolio (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, complementary and appropriate

to their agreed learning plan. The principal modes of teaching are described below:

- Principal Study Lessons and other one-to-one tuition/mentoring: Regular one-to-one work with a Principal Study teacher underpins the core aims of the programme. 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.
- Mentoring enables students to reflect on their developing professional practice; it offers 'supervision' for the collation of materials for the portfolio submission at the end of the programme; it is the forum for students to seek advice about professional opportunities and other careers guidance.
- Lectures/Seminars provide a forum for the dissemination of ideas, information and skills to the end of establishing a sound and sustainable knowledge base. They serve as models for organizing materials into a coherent argument.

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.

- Portfolio. The portfolio is designed to enable students to submit evidence of their achievements in relation to the agreed learning plan, and to reflect their learning experience during the entire course of the programme.

9 Programme Structure

The Diploma in Continuing Professional Development is offered as a one-year full-time programme of study. There is an additional option for the CPD in Creative Musical Leadership, to take the programme part-time over two years.

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 Mentor (with responsibility for the student's Principal Study Department and for overseeing the specific needs of the student in consultation with the Tutor)

- 10.2 Designated Tutor, responsible for pastoral support.
- 10.3 Dean of Students (oversees student support, learning resources, recruitment and admissions plus our access and participation activities)
- 10.4 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)
- 10.5 IT Helpdesk
- 10.6 Counsellors (who provide confidential pastoral support as trained professionals)
- 10.7 Disability Advisor: the Disability Advisor and support team are responsible for the implementation of the Academy's Disability Equality Policy and Action Plan
- 10.8 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.
- 10.9 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.
- 10.10 Estates Manager: who advises on student accommodation issues
- 10.11 The Royal Academy of Music Students' Union
- 10.12 The English Language Support team and Helpdesk
- 11 Distinctive Aspects of the Programme

The Academy's focus on musical excellence 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.