

PROGRAMME SPECIFICATION

This information forms part of the Student Contract and is binding for each cohort at point of Application.

Programme Title: Bachelor of Arts (with Honours) in Inclusive Music Education

UCAS Code: 401F
Awarding Institution: Royal Northern College of Music
Course Leader: Dr Annika Forkert, Deputy Head of Undergraduate Programmes

1 Introductory Course Information

Award	Duration	Mode of study
On successful completion of the course, students will receive:		
Bachelor of Arts with Honours in Inclusive Music Education	3 years	Full-time

No part-time study is permitted.

Awarding Institution: RNCM
Teaching Institution: RNCM
Period of Registration: **Minimum:** 3 Years **Maximum:** Normally, 4 Years
Academic Year: September to July

OTHER POTENTIAL AWARDS: Programme levels and qualifications

Year of study	FHEQ* Level	Credits and Qualification For early departure or non-completion of studies.
Year 1	4	Certificate of Higher Education: 120 Credits
Year 2	5	Diploma of Higher Education: 240 Credits
Year 3	6	Bachelor of Arts (Non-honours), 300 Credits

* FHEQ: Framework for Higher Education Qualifications

Date of Writing:	April 2026	
Programme Approval:	From: 1 September 2026	To: 31 December 2031

2 Criteria for Admission and Entry

Applicants will normally be expected to achieve the following minimum requirements before entry to the BAEd programme:

BAEd (Hons) Three Year FT

- a successful interview in the year prior to entry demonstrating a high standard of academic and musical ability and potential.
- normally be 18 years of age by 31st December in the year of entry;
- normally have achieved at least ABRSM Grade 8 performance standard and Grade 5 Theory standard;
- have achieved A-Level at AAB or BBC, or acceptable equivalent (see notes);
- meet English Language requirements: Applicants who do not speak English as their first language will be required to provide an IELTS standard demonstrating an appropriate level of English or proof of equivalent capability.

Notes: The College will accept recognised equivalents to GCE and GCSE qualifications, such as Scottish or Irish qualifications, BTEC, NVQ, and similar where appropriate and possible. Exceptional applicants without the minimum standard can also be considered on their merits following detailed consideration by the Course Leader, advised by the Director of Programmes. Equivalence of English Language qualifications shall be determined by reference to UKVI requirements. Any decision to admit an exceptional student who does not meet the minimum age requirement shall be made by the Head of Undergraduate Programmes in liaison with the Academic Registrar, who shall take into account and put in place appropriate Child Protection measures.

The policy for Accreditation of Prior Learning (APL) may be found in the Student Regulations and Associated Information, see Annex for links. All the credits awarded through APL must be endorsed by the Board of Examiners.

3 Course Overview

All areas of the programme are complementary, cross-referencing one another wherever possible. The programme is also adaptive: as students progress, they select options enabling them to explore and develop their areas of specialism.

Years 1 & 2:

- You will attend lectures and seminars each week to study music education from a diversity of social-cultural, historical-contextual, practical, and theoretical perspectives, engaging with topical debates while developing core skills and knowledge by studying a wide range of music and pedagogical practices.
- You will also attend classes developing your professional identity as a music educator, learning about and reflecting on the many tools, skills, and abilities needed for a career in music education.

Year 3:

- You will work on an Inquiry into an area of music education with a suitable academic supervisor.
- You will choose specialist areas of study from a choice of electives, including options exploring health and wellbeing, psychology, musicology, technology, and the music industry. You can also choose from practical and performance electives, including options in conducting.
- You will complete an Education Experience, for example working with staff and College partners in the field of music and health, education, or administration.

Module Map

Modules	Credit Available	Year
Ideas in Music, Education and Society	30 (15 ECTS)	Year 1
Facilitating Music Making 1	30 (15 ECTS)	Year 1
Professional Development 1	20 (10 ECTS)	Year 1
Music in Context 1	20 (10 ECTS)	Year 1
Theory and Musicianship 1	20 (10 ECTS)	Year 1
		120 credits (60 ECTS)
Music, Education, Cultural Policy and Practice	30 (15 ECTS)	Year 2
Facilitating Music Making 2	30 (15 ECTS)	Year 2
Professional Development 2	20 (10 ECTS)	Year 2
Music in Context 2	20 (10 ECTS)	Year 2
Theory and Musicianship 2	20 (10 ECTS)	Year 2

		120 credits (60 ECTS)
Inquiry	40 (20 ECTS)	Year 3
Education Experience	40 (20 ECTS)	Year 3
Elective	20 (10 ECTS)	Year 3
Elective	20 (10 ECTS)	Year 3
		120 credits (60 ECTS)
TOTAL Credits		360 credits (180 ECTS)

Education Experience	Compulsory in year 3, including training and contact with industry partners.
Timetables	Normally available two weeks before each part of the academic year begins, although alterations may be made during the first weeks.

4 Teaching and Learning Methods

Teaching methods aim to support the learning needs of all students. Students attend lectures, seminars, workshops and tutorials for all modules of the programme. Electives take many forms, and their teaching includes all of the above approaches.

This variety allows students to learn in numerous different contexts within each year and module of the programme. Most modules include more than one teaching method and all teaching at the RNCM requires students to take responsibility for their own private study, practice, reading, and listening.

The College's virtual learning environment, Moodle, is used to support all areas of study, and includes activities, supporting materials, details of modules, and multimedia content. Moodle is also the repository for student assignment submissions and the return of feedback. It links directly to library resources, including online content, facilitating research and enabling ready access to materials set by tutors for preparation in advance of classes.

Independent Learning

When not attending lectures, seminars or other timetabled sessions, students are expected to continue learning independently through private study. Typically, this will involve reading academic literatures and online research resources, working on individual and group projects, undertaking research in the library, preparing coursework assignments and presentations, and practising their instruments and vocal abilities. Independent learning is supported by a range of excellent facilities, including the library, practice rooms, and labs.

5 Assessment and Feedback

Assessment methods are designed to develop and evaluate various skills in all students. Feedback is provided on all assessments, enabling students to enhance their learning by acting on constructive criticism and appraisals given in the context of all modules, both formatively and in relation to summative, credit-bearing assessments.

Students constantly receive informal feedback on their progress in each class and in many other teaching encounters. For formal assessments, we aim for students to receive feedback within three weeks of submission or performance, and often sooner. Feedback is uploaded to the virtual learning environment, Moodle, following moderation.

Assessment methods are diverse, and include the following:

- Live music facilitating or portfolio assessment (e.g. Facilitating Music Making 1 and 2)
- Written assessment (e.g. Music in Context 1 and 2, many Electives, Inquiry)
- Reflective portfolio (e.g., Professional Development 1 and 2, Education Experience)
- Presentation (e.g. Ideas in Music, Education, and Society, and as an option in many Electives)
- Viva voce (e.g. Music in Context 2)
- Exam (e.g. Music in Context 1)
- Vlog or blog (some Electives)
- Arrangements and theory tests (Theory and Musicianship 1 & 2)
- Aural and improvisation assessment (Theory and Musicianship 1 & 2)

The assessment regulations for the College are contained in the Academic Regulations.

Progression

- The pass mark throughout the programme is 40%
- To progress from Years 1 to 2 and Years 2 to 3 the student must have successfully completed 120 credits at FHEQ Levels 4 and 5 respectively
- There is no element of compensation for this programme
- Module marks from Years 2 and 3 (in ratio 1:2) contribute to the final degree classification
- The Board of Examiners will consider marks for modules totalling 180 credits. Marks representing 120 credits will derive from the Level 6 modules undertaken in Year 3 of the programme, marks representing 60 credits will be brought forward from the 120 Level 5 credits undertaken in Year 2 of the programme.
- Summary of marks and their interpretation for honours degree classification:
 - First Class: 70% or above
 - Second Class Division I: 60% and above but less than 70%
 - Second Class Division II: 50% and above but less than 60%
 - Third Class: 40% and above but less than 50%
 - Fail: less than 40%

The RNCM Academic Regulations may be found on the College Website – see References and Further Information in the Annex.

Feedback

You will receive feedback on all formal assessments undertaken by coursework and examination. Feedback is intended to help you learn and you are encouraged to discuss it with relevant tutors.

We aim to provide you with feedback within three working weeks of assessment.

Note: You must achieve a pass mark of 40% and above in all modules before progression / award.

The RNCM Academic Regulations may be found on the College Website – see References and Further Information in the Annex to this section.

Potential Awards

A student who fails or who elects to leave before the completion of the programme is entitled to the awards of Certificate in Higher Education or Diploma in Higher Education, provided that the requirements for these awards have been successfully completed.

Award Title	Credits Required
Bachelor of Arts with Honours:	360 credits: 120 credits at level 4; 120 credits at level 5; 120 credits at level 6
Bachelor of Arts (non-Honours):	300 credits: 120 credits at level 4; 120 credits at level 5; 60 credits at level 6
Diploma of Higher Education:	240 credits: 120 credits at level 4; 120 credits at level 5
Certificate of Higher Education:	120 credits at level 4
<p>The award of the Pass Degree is conditional upon the candidate submitting herself/ himself for the examination in all 120 credits which constitute Year 3 of the programme.</p> <p>The Certificate of Higher Education, Diploma of Higher Education, BMus and BMus (Hons), at the discretion of the Board of Examiners, are all available as Aegrotat awards.</p>	

6 Student Support, Development, and Wellbeing

All students receive an induction programme in the week prior to teaching commencing including the following:

- Advice on learning support
- An induction into the Library and IT facilities
- Guidance on Health and Safety
- International Student meetings
- Performance opportunities
- Student Mentoring

Pastoral/Health Care: the College has a Counselling Service and Student Welfare Advisors devoted to the health and wellbeing of students. The College employs a team of Alexander Technique teachers. All students also have a Personal Tutor they can consult for advice on accessing support in academic and pastoral matters.

Further details may be found in the RNCM Student Regulations and Associated Information on the College Website and Moodle – see also information in the Annex.

Academic Support

The following network of academic support is available to students:

- Director of Programmes: responsible for the overall education and training of students at the RNCM.
- Head and Deputy Heads of Undergraduate Programmes: responsible for the overall education and training of undergraduate students at the RNCM.
- Programme Leader: responsible for the education and training on the programme.
- Module Co-ordinators: responsible for the maintenance of modules.
- Personal Tutor: responsible for providing additional academic support and guidance to students with a disability.
- Language Tutor: responsible for providing support to students for whom English is not their first language.

Full details of the support you will receive during your programme are contained in the Student Regulations and Associated Information.

All students receive opportunities to meet with their Personal Tutor to review progress and provide an opportunity to feedback on their student experience. Such meetings add to the efficient communication

between the School of Academic Study and the Programme Teams in respect of studentships and help to put additional support in place where it is needed.

Personal Tutors invite students to contact them directly to arrange an appointment at the earliest available time. Tutors will clarify arrangements to meet them in person. Appointments with Personal Tutors are open to any UG student who requires advice, whether in relation to their studies and progress or any other particular matter. For advice in relation to a particular module, the tutor or module coordinator is normally the first person to approach, followed by the relevant Personal Tutor.

Pastoral Welfare and Wellbeing

Student Services and Health and Wellbeing includes staff with responsibility for:

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|--|--|
| <ul style="list-style-type: none">• Alexander Technique• Counselling• Disability/Medical Conditions• Finance• Health Awareness | <ul style="list-style-type: none">• Learning Support• Police Liaison• Senior Residents• Student Wellbeing |
|--|--|

It is the responsibility of each student 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 the student and adjustments cannot be made retrospectively, e.g., following assessments or at the end of the academic year.

Full details of the support available during your programme are contained in the Student Regulations and Associated Information, see the Annex.

Teaching Staff

You will be taught by an experienced teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, practicing musicians and professional practitioners with music education and industry experience.

You can learn more about our staff by visiting our website: [Meet Our Staff](#)

7 Employment

Details of exceptional graduates may be found on the [ALUMNI](#) website.

8 Course costs

Current fees may be found on the Fees and Funding home page: [FEES](#)

Accommodation and living costs are not included in the fees:

This information can be obtained from the Accommodation Services home page: [ACCOMMODATION](#)

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

Students have access to a wealth of resources to help support their studies:

- Students will be taught in specialist teaching rooms
- Students will have access to rooms for their own personal practice. This includes soundproof practice pods
- DigiHub, the RNCM's reservable store of recording and portable music technology
- More than 120 pianos
- Asimut, a state-of-the-art online room booking system
- RNCM Moodle, the College's virtual learning environment
- Wi-Fi throughout the College
- A professional recording department which offers student recording services and AV equipment loan
- A richly stocked, award-winning library with an impressive range of materials and online resources
- Supporting studies: Students will receive up to 20 hours of 1:1 tuition on their main instrument, if offered, or keyboard, peer taught by an RNCM postgraduate performance student. This is non-assessed.

The College's four main performance venues are:

- A 744-seat redeveloped RNCM Concert Hall, a unique octagonal performance space housing a Hradetsky Four Manual Concert Organ, advanced technical facilities and lighting, new flooring and seating, a balcony and raised floor area
- The 672-seat RNCM Theatre, one of the largest performance and recording spaces in Manchester, which benefitted from the redevelopment programme with a reconfigured backstage area to provide a professional learning environment at industry standard
- The 117-seat Carole Nash Recital Room, a modern performance space with high quality acoustic properties and on-site recording studio
- The 150-seat Studio Theatre, a versatile studio space that offers a variety of set ups including theatre style and in the round.

RNCM Library

The RNCM Library holds 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. Students 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. Students 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. Students 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.

Further details on the booking of Practice Rooms are contained in the Student Regulations and Associated Information.

10 Belonging, Equity, Diversity, and Inclusion

At the RNCM we believe in providing everyone with an opportunity to fulfil their potential. Our Strategic Plan describes a welcoming, supportive and collegial environment that is 'inclusive, respectful, open and accessible' extending to all of our community; staff, students, partners, visitors and the wider

community. We recognise that continuing to draw on the widest and most diverse range of talent for our staff and students is essential to the continuing success of the College and the future of music.

In keeping with the College's commitment to, and policy on, equal opportunities, this programme:

- is offered to 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.
- uses a range of learning and teaching methods in recognition of the diversity of students' preferred learning methods and communicative skill strengths.
- uses a range of assessment methods with due care to the needs of different groups. Where individuals are unable to partake of particular activities or modes of assessment due to their circumstances special arrangements will be made where possible to accommodate their 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.

Further details of the RNCM Equality and Diversity Policy and Ethics Framework may be found, under 'Institutional' policies, on the College website: [RNCM Policies](#)

ANNEX

Benchmarking

Programmes are based on national standards for degrees in music through external scrutiny of the programme during development by both academics and professional musicians and by reference to the OfS Conditions and Sector Recognised standards and QAA Benchmarks.

References and further information

RNCM [Academic Policies](#).

RNCM [Student Charter](#).

RNCM [Students' Union](#).

