PROGRAMME SPECIFICATION

Programme Title: Bachelor of Music with Honours – Popular Music

UCAS Code:	201F
Awarding Institution:	Royal Northern College of Music
Programme Leader:	Andy Stott – Head of Popular Music

1. INTRODUCTORY PROGRAMME INFORMATION

Award On successful completion of the programme, students will receive:	Duration	Mode of study
Bachelor of Music with Honours Popular Music – BMusP (Hons)	4 years	Full-time

No part-time study is permitted

Awarding Institution:	RNCM
Teaching Institution:	RNCM
Period of Registration:	Minimum: 4 Years Maximum: Normally, 5 Years
Academic Year:	September to July

OTHER POTENTIAL AWARDS: Programme levels and qualifications (Exit Awards)

Level/ 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 4	6	Bachelor of Music (non-honours): 400 Credits

* FHEQ: Framework for Higher Education Qualifications

Date of Writing:	March 2021
Period of Approval:	From: September 2021 To: August 2026

2. CRITERIA FOR ADMISSION AND ENTRY

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

BMusP (Hons) Four Year FT

- At least 18 years of age on 31 December in the year of entry
- A high level of performing ability – equivalent to ABRSM / Rockschool / Trinity grade 8
- A level of theoretical ability equivalent to ABRSM Grade 5 theory
- 2 A levels, Rockschool Level 3 Music Practitioner qualification, or BTEC National Diploma in a music related subject, or international equivalent
- 4 passes (A*–C) at GCSE including Maths and English
- International Baccalaureate (24 points minimum) – including music higher level course
- Candidates with Scottish, Irish or other equivalent qualifications should contact Admissions
- Non-English speaking candidates are required to have an IELTS score of 6.0

Applicants with non-standard qualifications are encouraged to apply. The admissions panel considers admitting applicants who do not have the previously stated qualifications, but who demonstrate threshold abilities through their audition and interview.

Students who do not have English as a first language are assessed at the beginning of the programme in order to meet the IELTS 5.5 standard (IELTS 6.0 for entry into Years 3 or 4, including exchanges). This standard must be met within 3 months of programme registration if not met on admission. A student may be advised to undertake additional language training before starting the programme.

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 Programme Leader or Deputy Programme Leader, advised by the Director of Programmes. Equivalence of English Language qualifications shall be determined by reference to UKBA requirements. Any decision to admit an exceptional student who does not meet the minimum age requirement shall be made by the Programme Leader, in liaison with the Head of Registry, who shall take into account and put in place appropriate Child Protection measures.

* All the credits awarded through APL must be endorsed by the Board of Examiners

3. COURSE OVERVIEW

Performance (140-180 credits)

Performance is at the core of the training and through individual tuition focuses on enabling students to realise their true potential both technically and creatively on their instrument / voice. Multi-instrumentalists (including voice) are actively encouraged to pursue a dual performance role. Students learn how to critically evaluate and perform a diverse range of repertoire, inspiring a cultural connection between historic, contemporary and progressive material. Development of their own musical voice is encouraged through the composition, production and performance of original material.

In Band Musicianship, students focus on the development of a technical and critical understanding of the role of their instrument / voice within a range of musical environments and styles. They gain skills in effective band rehearsal and performance techniques, developing the ability to both give and take musical direction. Additionally, they learn how to integrate production technology within a variety of live and studio performance environments. Throughout the programme, students work with a number of different musicians from across the school and the College, both in the capacity of session musician and original artist / band. These modules run across all 4 years of the programme and in the final year students have the option to major in Performance.

Composition (80-140 credits)

The composition modules develop skills in melody, harmony, rhythm, lyric writing and arranging. Individuality of writing style is encouraged through the application of creative approaches to musical composition and songwriting. The study of pre-existing repertoire in years 1 and 2 provides a foundation of critical skills in the analysis of musical elements and the development of compositional and lyrical methods and techniques that typify the practices of contemporary composers and songwriters. In years 3 and 4 students work on creating their own original compositions, with each song / piece in their portfolio notated in lead and lyric sheet and / or score format, with an accompanying demo recording equivalent in production quality to those commonly presented to music publishers, film / library music licensors, producers and record companies by professional composers and songwriters.

Interpersonal and situational skills develop through the many collaborative situations that exist in the professional environment. For example: co-writing songs as both composer and lyricist; working with vocalists and instrumentalists in the production of demo recordings; and working with engineers, artists, and producers in the studio environment.

Completion of the Composition modules gives students the requisite skills and knowledge to work in the music industry as a composer, arranger, songwriter, lyricist, and / or demo / MIDI producer. They also develop the necessary awareness of stylistic breadth, analysis, and understanding of permanent musical values to work in many situations and environments with a variety of stylistic, artistic and production demands. In their final year they have the option to major in Composition.

Production (80-140 credits)

The production modules prepare and equip students to become skilled producers through the study of technical and creative aspects of music production, facilitating academic and practical knowledge and understanding to be able to develop the craft further through their own artistic projects.

Students are given the opportunity to develop and apply knowledge and skills within the areas of recording and production through the completion of a variety of creative and industry focused briefs. They also gain a wider understanding of the historical and cultural frameworks of the professional environment and within this reflect upon and evaluate their own practice. Years 1 and 2 provide students with a foundation of critical and technical skills in the analysis of existing repertoire and the creation of new works that typify the practices of contemporary producers and artists. Through a blend of seminars, workshops, colloquiums and tutorials in years 3 and 4, students develop high level analytical, technical, critical, and creative skills and work independently and collaboratively on original projects, focussing on the cultivation of their musical identity.

The interpersonal skills required of a producer are developed through gaining experience working in the collaborative situations that exist in the professional environment, acting as the nexus between a variety of different skilled professionals in the creation of new work; working with artists, composers and musicians in the studio environment in the production of recordings.

Completion of the Production modules provides students with a broad range of technical and musical skills and knowledge, enabling them to enter professional life as a producer, studio engineer, sound designer and / or computer-based composer. They also develop the necessary understanding of stylistic breadth and the ability to analyse, assimilate and generate ideas in order to work in many situations and environments with a variety of stylistic, artistic and production demands. In their final year they have the option to major in Production.

Artist Development (80-140 credits)

Artist Development focuses on the freelance portfolio musician and the original artist, both in terms of creative practice and entrepreneurial activity. In years 1 and 2 of the programme, students develop the skills required to market and promote themselves and their music to a broad audience. Students acquire a knowledge and understanding through research and academic study of the music industry and business practice in the context of themselves as a professional practitioner, enabling them to begin their career in conjunction with, and informed by, their studies.

The concept of the professional musician's portfolio career studied in years 1 and 2 is developed further in years 3 and 4 of the programme in the Electives, which gives students the opportunity to tailor their studies according to their areas of interest and to specialise in areas that will best compliment their artistic, professional and academic goals. The options are contemporary and relevant to today's music industry and are available to students from all RNCM schools of study, actively encouraging cross-school collaboration and diversification. The modules are designed to promote a collegiate approach in areas with genuine crossover potential.

Working with our industry partners and partner institutions, the Professional Engagement option within this module is designed to allow students to experience life as a professional freelance musician, band or artist within the industry, before returning to College to reflect, plan and realise their individual and collective goals as they graduate from the programme – opportunities include work and study abroad as well as within the UK. This unique aspect of the programme takes place in either year 3 or 4 and provides students with the opportunity to gain valuable experience and make influential contacts that paves the way into their career as a full-time professional musician. In their final year they have the option to major in Artist Development.

Musicianship (40 credits)

In the Musicianship modules, students develop musical literacy to an advanced level, enabling them to employ their theoretical, aural, and creative skills across a range of musical settings and to apply these in the Performance, Composition, and Production modules. Students develop a wide musical vocabulary and a keen musical ear through a range of contemporary industry focused practical applications including groove writing and programming, vocal top lining, harmonic progression writing. In year 2 of the programme, students have the opportunity to select from a range of innovative musicianship disciplines that enhance their development as the 3D-musician and to collaborate and study alongside students from all of the RNCM schools.

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 nationally agreed standards; QAA Benchmarks and Code of Practice.

MODULE MAP

Modules	Credits	ECTS*
Year 1		
Performance 1	40	20
Composition 1	20	10
Production 1	20	10
Artist Development 1	20	10
Musicianship 1	20	10
	120 credits	**60**
Year 2		
Performance 2	40	20
Composition 2	20	10
Production 2	20	10
Artist Development 2	20	10
Musicianship 2	20	10
	120 credits	**60**
Year 3		
Performance 3	40	20
Composition & Production 3	40	20
Artist Development 3	40	20
	120 credits	**60**
Year 4		
Performance 4	40	20
Composition & Production 4	40	20
Artist Development 4	40	20
	120 credits	**60**
TOTAL Credits	**480**	**240**

* European Credit Transfer System

Professional Engagement	Available to students in the Artist Development 3 and 4 modules Opportunities may be proposed by students or arranged by the College – including local / national / international engagements
Timetables	Normally available two weeks before semester begins

4. TEACHING AND LEARNING METHODS

The teaching and learning strategy is predicated on the inter-disciplinary relationship between performance, composition and production and the holistic development of the original artist. Students apply their creative work in the individual modules across the programme, with each component informing and developing the others through a horizontal approach to teaching and learning.

The programme employs a range of creative and innovative learning and teaching methods intended to promote students' learning experiences and their artistic development. These are diverse, complementary, challenging and stimulating, with a variety of modes of interaction between students and their tutors and peers. These include individual instrumental / vocal lessons, performance classes, directed ensembles, private study, lectures, seminars, workshops, individual tutorials, small-group tutorials, work-related entrepreneurship, ana blend of online and in-person lessons. Students' experience of the global music profession is further enhanced through regular masterclasses delivered by a range of world class musicians, practitioners, and industry professionals.

In addition, the RNCM has a Virtual Learning Environment through Moodle that allows students to access resources and support materials, to submit work for assessment, and to engage in forums, discussions and notice boards. Curriculum management is made effective and efficient through this highly developed platform that engages with students' native experience.

The diversity of the learning and teaching methods employed in the curriculum enables students to acquire and apply a broad range of skills. As performers, students learn communication and presentation skills as a soloist and as a member of a band in a professional environment. They employ sophisticated self-devised strategies for study, practice and learning and identify and apply strategies for mental preparation for performance in a variety of contexts. Additionally, students develop the skills to communicate original ideas to other musicians / an audience via specialist technology.

As composers and producers, students learn how to develop an individual compositional style through the analysis, interpretation and synthesis of historic, contemporary and progressive repertoire, realised through the application of technical skills and creative approaches to music production to develop the role of 'producer as nexus' in the realisation of innovative recorded musical works.

The programme provides opportunities for students to engage with each other and with staff from across the College through shared modules and electives in both of the RNCM's undergraduate degrees. The combination of small and large group situations enables peer critique, learning and working together, and the development of students' communication skills and confidence. The learning methods also facilitate the transfer of knowledge from experts from around the world – be they practitioners, industry professionals or academic researchers – to students at every level of the programme.

Students acquire research skills, by means of exercises (such as prescribed weekly reading in modules and discussion seminars), training in appropriate research methods and the effective representation of these in academic work. Students receive support from the library, including training sessions in identifying and using relevant resources. Students present the results of their research in seminar presentations and academic assignments designed to promote understanding of good academic practice, and independent thinking.

Leading researchers on the academic and performance staff bring the students to a sophisticated level of engagement with current debate and thinking in the industry. The elective programme is one example of research-informed teaching, which builds in study skill support and enhancement to the curriculum at the highest level.

From entry to the programme, students are encouraged to think laterally and to support their practice with a rich contextual knowledge and skill base. The development of transferable employability skills is therefore at the core of the programme offering, as is support, through the learning methods and resources, for the development of the student's initiative, independence and interpersonal communication.

INDEPENDENT LEARNING

Students are required to:

- Devise individual practice and band rehearsal strategies over the course of the performance modules. This will begin to facilitate self-sufficiency in relation to their long-term development as instrumentalists / vocalists. In development of these strategies, students are required to regularly engage outside of their 1-2-1 and band lessons in individual practice and band rehearsals. They are also expected to undertake wider listening exercises, researching a variety of arrangements / versions / performances of the selected material. This independent study is directed and supported by their Performance Tutors.

- Undertake weekly compositional and arrangement tasks and practice their technical production skills as part of their independent study. These are outlined as specific homework tasks at the end of each session in preparation for the next and feed into the overall portfolio submissions. Online resources and supplementary materials are presented during taught sessions and made available to the students. This independent study is directed and supported by their Composition and Production Tutors.

- Complete research-based marketing and promotion tasks set by the tutor and to engage in wider reading and interaction with the popular music industry. This continues to facilitate self-sufficiency in relation to their long-term development as professional artists. In development of these skills, students are advised to attend music industry events to build their professional networks and are also expected to reflect on these experiences to enhance their career development. This independent study is directed and supported by their Artist Development Tutors.

5. ASSESSMENT AND FEEDBACK

The programme assessment and feedback strategy is based on four concepts:

- The purpose of assessment is to enable students to demonstrate that they have achieved the intended learning outcomes of the programme at the appropriate standard set for the award
- Assessment should promote and support learning in both formative and summative contexts
- Assessment is intended to provide an indication of the level of learning for students, staff, external scrutinisers, Higher Education authorities, professional bodies, other external organisations, and public audiences
- Assessments are flexible and are designed to produce digital assets that have a value beyond the degree in developing and enhancing a sustainable and successful career

The programme adopts a variety of 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 students achieve the intended learning outcomes of the programme and its constituent modules
- Allow students to demonstrate their strengths, taking into account the varied nature of their prior learning experiences and their individual learning needs
- Offer alternative assessments through module design or through the option of negotiated alternatives for students with particular needs
- Promote, support and develop different learning experiences
- Encourage student involvement
- Encourage recognition of a range of cultural and musical values
- Avoid excessive / inappropriate formal examinations

Assessment take place during the last 3 weeks of each semester in windows designed to allow students to focus fully on producing their best work.

In addition, the assessment and feedback strategy aims to:

- Encourage the development of fair, innovative and rigorous approaches to assessing student work, taking into account 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 the annual review of programmes of study (ARPoS)
- Archive documentation of work for future reference, including training, standardisation and calibration, thereby ensuring diachronic as well as synchronic parity and consistency
- Provide regular staff training for those involved in the assessment of the programme
- Allow for student views on assessment to be articulated and considered by means of student-led formative peer assessment

The programme's assessment methods have been designed so that they relate explicitly to the intended learning outcomes, levels, and learning and teaching methods in the modules. The number of assessments and their weightings are consistent with the credit value of each module across the programme.

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

PROGRESSION

- All modules are compulsory
- 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
- A student may progress from Year 3 to 4 having failed up some credits (but that student will only be eligible for the BMus non-Honours award) – see classification table
- There is no element of compensation for this programme
- Module marks from Years 3 and 4 (in the ratio 1:2) contribute to the final degree classification
- The Board of Examiners will consider marks from modules totalling 180 credits: marks representing 120 credits will derive from the Level 6 modules undertaken in Year 4 of the programme; marks representing 60 credits will be brought forward from the 120 Level 6 credits undertaken in Year 3 of the programme, being the weighted average of all marks in that year

Summary of marks and their interpretation for honours degree classification:

- First Class: 70% or above
- Second Class Division I: 60-69%
- Second Class Division II: 50-59%
- Third Class: 40-49%
- Fail: less than 40%

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

FEEDBACK

- All grades and written feedback will be given via the RNCM Moodle VLE and students will be automatically notified via email

- Unconfirmed marks (that is, those marks which have not yet been confirmed by the Board of Examiners), together with marker feedback, is returned to students for all assessments within three working weeks of the original submission date

- Student feedback is timely, constructive and explicitly founded on the marking guidelines that are used for the assessment of the module

- Students receive grades assessed against each specific module learning outcome and written feedback detailing strengths and areas for improvement

- Where modules include more than one element of assessment the return of the initial assessment(s) will allow students reasonable time to build upon those areas identified as strengths and respond to identified areas of weakness

- The deadlines for the submission of coursework, and the return dates for marked, moderated work and feedback are published at the outset of each academic year in the RNCM Student Information Handbook and in the module assignment briefs on Moodle

- After the end of the academic session the student receives a notification of his / her marks in those modules undertaken. This notification – a transcript of studies for the year – includes an overall weighted average mark for the year's study

- The RNCM conducts regular staff development sessions to ensure the consistency of its marking and the appropriateness and timeliness of student feedback

- Students must achieve a pass mark of 40% and above in all modules before progression / award

6. STUDENT SUPPORT, DEVELOPMENT AND WELLBEING

Student Support

The nature of learning and teaching within the setting of a conservatoire is a focus on the individual. Support for students, both at an academic and pastoral level is provided through the close contact the student has with their Instrumental / Vocal tutor, the Head and Deputy Head of Popular Music, individual tutors and Registry staff. Comprehensive information of a non-programme nature and general regulations are contained within the Student Information Handbook.

Students are advised of the services available to support them before they start at the College, during induction and throughout their studies. All students who have declared a disability or learning difficulty are contacted at the start of the semester in regard to setting up a Personal Learning Plan. The College employs a Learning Support Tutor who provides bespoke support for individual students and works in partnership with the British Association for Performing Arts Medicine, which provides access to specialist medical support relevant to musicians.

Students can also contact the dedicated School of Popular Music Year Tutors who are available to provide academic and pastoral support. Their details are available in the Staff Directory and Useful Contact Information.

Students also have access to Student Finance and Support Services – an integral part of Registry; a student-facing department which offers a range of services that contribute to the retention and continuation of students including advice about student funding, counselling, dyslexia and disability, accommodation and provision of classes in the Alexander Technique to assist students with the rigors of performance. The College has a dedicated Student Support and Welfare advisor within Registry.

International students are supported through the Admissions Office which provides a wide range of advice and support to students throughout their time at the College including that on living and working in the UK, cultural differences, methods of study and expectations on students. Dedicated orientation and induction is designed to support students in their early transition both academically and socially. The College also has an English Language Support Tutor who provides specialist support. All new students are required to attend a comprehensive induction week prior to the first week of the academic year. New students are also supported by a student 'parenting' scheme, which is overseen by the Students' Union and Senior Residents in the College's Sir Charles Groves Hall of Residence who assist with general pastoral care and support.

Induction

Students receive an induction programme to include the following:

- Initial assessment in Musicianship and Production to stream groups according to ability
- Induction to Library, IT and practical studio facilities
- Guidance on Health and Safety (including an introduction to Alexander Technique)
- International student meetings
- Introduction to performance and professional development opportunities
- Student mentoring scheme
- Bespoke induction to the Bachelor of Music (Hons) Popular Music Degree programme

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.

ACADEMIC SUPPORT

The following support network is available to Bachelor of Music (Hons) Popular Music students:

- Head of Popular Music: responsible for the education of students on the programme
- Deputy Head of Popular Music: responsible for academic and pastoral support – years 3 and 4
- Year Tutor: responsible for academic and pastoral support – years 1 and 2
- Module Co-ordinators: responsible for the maintenance of the course modules
- Learning Support Tutor: responsible for providing additional academic support and guidance
- Language Tutor: responsible for providing support to students for whom English is not their first language
- Popular Music Coordinator: responsible for scheduling, assessment administration and communications via a weekly newsletter

The Academic Support Team provides help in the following areas:

- Study skills
- Written English
- Academic writing
- Research skills
- Critical thinking and understanding arguments
- Revision, assessment and examination skills

Students have regularly scheduled cohort meetings with the Head / Deputy Head of Popular Music. They may request an individual tutorial with the Head / Deputy Head at a mutually convenient time, and a written record of these meetings is digitally signed and kept by both the student and the tutor to document the issues discussed during the meeting.

Learning Support

The College has a Learning Support Tutor whose role is to:

- Meet students who have disclosed a disability / specific learning difficulty to identify appropriate support / reasonable adjustments for their course and agree a Personal Learning Plan (PLP)
- Provide individual academic support where this is recommended in the PLP
- Screen students for possible specific learning difficulties

Appointments are arranged through the Assistant Head of Registry (Wellbeing)

WELFARE AND WELLBEING

The College employs a proactive approach to the health and wellbeing of students through teaching and learning embedded in the curriculum and workshops delivered by the Lecturer in Musicians' Health and Wellbeing.

The College has a Counselling Service, Mental Health First Aiders and a Student Welfare Advisor devoted to the welfare and wellbeing of students. The College also employs a team of Alexander Technique teachers.

TEACHING STAFF

The Popular Music staff team comprises of experienced and talented educators, academics and music industry professionals, bringing a thorough knowledge to the classroom that comes from a rich professional background in Higher Education and the music industry. They are mentors, collaborators and role models, providing access to a large network of industry contacts. There is also a series of visiting performers, industry professionals and professors of national and international repute, offering an invaluable insight into the career of the professional musician and artist development.

The Popular Music staff team is supplemented by RNCM approved visiting tutors who are available to students through the masterclass series and individual tuition. These tutors are of international standing and bring a global perspective to the programme.

Meet Our Staff

7. EMPLOYMENT

Students are regarded as professional musicians from the start of the programme and are actively encouraged and supported in developing their professional careers alongside their studies, enriched by an extensive network of international visiting artists, industry professionals and influential music industry partners.

Details of students and graduates may be found on the website: Meet Our Alumni and Student Stories

8. COURSE COSTS

Current fees may be found on the RNCM Fees and Funding page: FEES

The following programme-related costs are included in the fees:

- Loan of recording equipment related to Production modules
- Licences for music publishing software
- DBS checks for Professional Engagements
- Stipend for Professional Engagements

The following programme-related costs are not included in the fees:

- Books or other learning materials
- Specialist equipment – instruments / DAWs / laptops
- Licences for music recording software
- Clothing required for professional work

Accommodation and living costs are not included in the fees:

Information can be obtained from the Accommodation Services home page: ACCOMMODATION

SOURCES OF FINANCIAL SUPPORT

Details of potential sources of financial support, including bursaries and scholarships, may be found on the RNCM website: FEES

9. THE LEARNING ENVIRONMENT

Rehearsal Rooms and Performance Venues

The College possesses a great variety of both general and specialist music teaching spaces. The main performance venues (Concert Hall, RNCM Theatre, Studio 1 and Carole Nash Recital Room) are equipped with AV / IT, lighting, sound and recording infrastructure, enabling students to experience performance facilities of professional standard and quality.

These facilities are supported by a team of technical staff, all of whom have professional experience and are able to offer students appropriate advice, support and training with regards to technical theatre and recording practice. There are 68 tutorial rooms and 8 studios – all specialist teaching spaces are acoustically designed. Popular Music students also have dedicated soundproof rooms equipped with drum kit, stage piano, back line and PA for band rehearsal.

Students may book tutorial rooms and studios through ASIMUT (a web-based scheduling software system made specifically for music academies) for personal or band practice when these are not required for formal teaching. In addition, there are 15 dedicated open practice rooms for students to use for personal practice.

Online Learning

The College holds a Zoom educational institutional license to facilitate high-level online learning, enabling students to work remotely and to access international online masterclasses.

RNCM Library

The College has a well-resourced Library the primary purpose of which is "to support the work of the College in teaching, learning, performance and research through the timely provision to students and staff of appropriate resources in printed, audio, video and online formats."

Students have access to around 30,000 sound recordings and a collection of over 100,000 items of books and music. The latter includes sheet music, full and vocal scores and chamber music sets. The Library also provides access to a range of online resources, including audio-visual streaming services, sheet-music platforms, databases, e-books and journals.

The Library also has an extensive collection of orchestral, wind band, brass band, and jazz band sets. Full information on borrowing entitlements and loan periods may be found on the Library pages of RNCM Moodle and in the Library information guides.

Reference material includes: dictionaries, encyclopaedias, repertoire guides, bibliographies, thematic catalogues, yearbooks, scholarly collected editions of music (e.g. Musica Britannica) and over 90 current journals (e.g. Popular Music Journal). College members have access to several online resources including databases, journals (e.g. Rock's Back Pages), an online sheet-music platform, Nkoda, e-books and audio / video streaming services (e.g. Naxos). There are links to the extensive range of online resources via the Library pages of Moodle.

Networked IT workstations in the Library provide facilities for word processing, e-mail and the internet, Sibelius music software and the Library's online catalogue, with the option to print to digital printers. The Library is also equipped with wireless network access. One computer is equipped with a scanner and a colour printer and a microfilm / fiche reader is also available with a dedicated computer and printer. An iMac is also available with Logic Pro and an USB controller keyboard.

The Library has a collection of commercial videos and DVDs, off-air recordings and recordings of College performances dating back to 1973, together with a range of listening, viewing and recording equipment.

Using Other Libraries

The Library is a member of the SCONUL (Society of College, National and University Libraries) Access scheme. Under this scheme postgraduates may borrow from other member libraries and undergraduates may use them for reference purposes. Students must obtain a SCONUL Access card from the RNCM Library in order to participate.

10. EQUAL OPPORTUNITIES AND DIVERSITY

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)

- 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

- offers support to non-native English speakers, with English Language tuition

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

REFERENCES AND FURTHER INFORMATION:

Academic Regulations
Programme Handbooks
Student Information Handbook
Academic Quality Handbook
RNCM Students' Union