
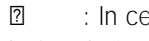



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1. All students studying on the Bachelor of Music (Honours) and Graduate Diploma in Vocal Performance programmes are subject to these regulations. The Credit Accumulation Framework has been established to facilitate compatibility between the undergraduate work at the Royal College of Music and that in the rest of higher education in the UK. The national Credit Accumulation and Transfer System to which it conforms is widely recognised in Europe and beyond. This system conforms to the European Credit Transfer Scheme (ECTS) and credit values are shown for this throughout the handbook.
2. These regulations should be read in conjunction with the RCM Student Code & Procedures document (see the RCM website), which covers aspects such as student complaints, appeals, and procedures concerning student conduct, cheating, plagiarism and collusion.
3. In these regulations the following expressions shall have the meanings assigned as follows:
4. : A validated pattern of study leading to an award. A single programme may have more than one exiting award according to the pattern and/or volume of modules studied.
5. : The standard component into which a programme is divided and from which students build up their chosen

specified. Passing the component(s) of assessment means that the number of credit points associated with the module will be awarded, contributing to the credits required for the final award.

13.  : The requirement for a student to be wholly or partly assessed on a further occasion normally without further tuition. This might involve undertaking a new examination, giving a fresh recital performance, and/or submitting new work. The method(s) of reassessment determined by the Board of Examiners should be the same, or equivalent to, the original assessment. The mark achieved in a reassessment is normally capped at the minimum pass mark. The opportunity for reassessment normally incurs a charge payable by the student.
14.  : In certain circumstances, the Board of Examiners will determine that a student needs to study a module again before being reassessed. This is described in these regulations as a retake. The mark achieved in a retake is usually capped. A flag will be placed against the mark on the student transcript to indicate that it is a reassessment. The opportunity to retake normally incurs a charge payable by the student.
15.  : A Board of Examiners may permit a student's overall performance to compensate for marginal failure in a module or modules. Compensation does not turn a fail into a pass, rather it allows a student to progress, without having to be reassessed in the module(s) failed. A flag will be placed against the mark on the student transcript to indicate that it has been compensated.

16. The following awards, credit ratings and normal durations shall apply to the programme as part of the credit framework:



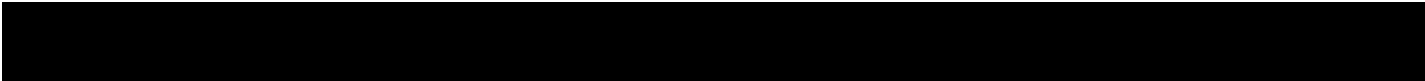
19. The overall credit framework for undergraduate programmes ascribes credit values to the BMus(Hons) and GradDip programmes and its modules. These are general credit values, reflecting the duration of study, the quantity and the quality of work contained within the awards.
20. Each of the four years of the programme within the framework shall be based on a teaching year which shall comprise three terms.
21. The assignment of levels, minimum number of required credits and normal duration of awards shall be as follows:

120 credits at minimum Level 4	60 ECTS credits	1 year full-time
120 credits at minimum Level 5	120 ECTS credits	2 years full-time
120 credits at Level 5 or 6	180 ECTS credits	3 years full-time
120 credits at Level 5 or 6 and including Principal Mg.94 530.59 106.32 18.96[28.8		

28. With approval, students may be permitted to study additional modules, where they have good reason or wish to change their programme or where it is necessary to do so to meet the requirements for their programme. Students may be charged for study on such additional modules.
29. Pre-requisites for the study of particular modules shall be specified within the programme handbook.

30. The RCM website will specify the requirements for initial entry currently in force, including UK and international equivalent qualifications. Admission will be guided by the College's admissions and equal opportunities policies and the College may exercise its right to test students for their suitability.
31. Entry to all RCM performance programmes is based on performance at audition. Entry for composers is based on submission of a portfolio of compositions and shortlisted applicants will be invited to interview.
32. The general academic requirements for initial entry to the BMus(Hons) programme are that students should hold a minimum of two A level qualifications at grade E or above; or one A level at grade E or above plus two AS levels (in different subjects than the A level), one at grade D or above and one at grade E or above. The general requirement for initial entry to the GradDip is that students should hold an Undergraduate (Bachelors) degree. A range of equivalent UK and international qualifications are accepted. Admission is also subject to meeting the specified level of English language.
33. Overseas applicants who are not nationals of a majority English speaking country (as defined by UK Visas & Immigration) are also required to demonstrate English language proficiency. Applicants must achieve Common European Framework for Reference (CEFR) level B2 (equivalent to a minimum overall IELTS score of 5.5, achieving at least 5.5 in each of the four components [reading, writing, speaking and listening]).
34. Full advice including information on other acceptable qualifications is published on the RCM website. These requirements are constantly under review in the light of UKVI requirements. Applicants requiring a Tier 4 (General) Student visa to study in the UK must also meet the minimum requirements set by UKVI.
35. An applicant may be admitted to the programme with credit for appropriate prior learning (including experiential learning) provided that, there is a reasonable expectation that the applicant will be able to fulfil the objectives of the programme by its completion. Any such admission is subject to approval from the Head of Undergraduate Programmes and relevant Head of Faculty. Where credit is given for experiential learning, the student may be required to undertake assessment in order for the appropriate credits and/or grade to be determined.
- 36.

44. The Board of Examiners will oversee the conduct of examination and assessments and will ratify their outcomes on behalf of Senate. Terms of reference and membership details for this Board of Examiners shall be included in the 7 c`Y[Y g`7 ca a]HYY`< UbXVcc_`UbX`UWVYggYX`j]U`h.Y`F7 A `k YVg]H`"
45. In some cases, interim boards, which may include External Examiners where convenient, but need not do so, shall meet after assessment events during the course of the year. After these boards, the results shall be published to students but with a standard accompanying rubric indicating that the marks awarded are provisional until ratified by the meeting of the Board of Examiners to consider progression and final awards. The same rubric shall be used where there is a long delay between an assessment event and the next meeting of the Board of Examiners and results are di V`jg\YX`Vm7`U]f g`UWV]cb`"
46. The meeting of the Board of Examiners after the last assessment event to be taken within a programme of study shall



All marks will be recorded to three de 7.006 (o)5 ()-Dmebe remhor.004 (e)hemak bld o id ill be oed rø oe JTJ 07.-2.96 Dd[(d)

must submit mitigating circumstances either in writing to the Registry Administrator, or by discussing their circumstances confidentially with the Counsellor. Only mitigating circumstances submitted in this way will be considered.

60. Any mitigating circumstances which are provided by a student will be considered by a sub-committee of the Board of Examiners, which will meet shortly before the Board. The sub-committee will make recommendations to the Board on whether the mitigating circumstances submitted in writing or through the Counsellor are valid and whether they should affect the marks for particular modules or individual elements of assessment. These recommendations will include whether capped marks should be lifted, whether reassessment should be offered with or without capping, and whether a reassessment charge should be applied.
61. There are two circumstances in which the Counsellor can submit mitigating circumstances: (i) where the circumstances are of an exceptionally personal nature and the student prefers that only the Counsellor knows about them (in this situation, the Counsellor will require evidence in order to form a view); (ii) where the Counsellor has been working with a student for a period of time in a counselling relationship. So that an accurate assessment of the circumstances can be made, the Counsellor will need to have a certain amount of knowledge of the student, over a period of time, and not just to have met on one occasion. The current guideline is that the Counsellor will need to have met the student on at least three occasions, close to the period of time for which the student wishes to establish that the study was affected. However, this does not guarantee that the Counsellor will be able to provide evidence that the
62. Any deferral of final recitals, repertoire or technical examinations must be approved in advance by the relevant Head of Faculty. Deferral of Chamber Music/Duo examinations, non-performance/written assessments or examinations must be approved by the Head of Undergraduate Programmes. Such deferral will be permitted only where a student can offer compelling academic reasons or serious mitigating circumstances. In all circumstances, other than mitigating circumstances related to sudden illness, for which a medical certificate must be provided, students must seek approval for a deferral at least two weeks in advance of the examination date. External engagements will not usually be accepted as justifiable mitigating circumstances other than, exceptionally, when the nature of the external engagement is, in the opinion of the Head of Faculty or Head of Undergraduate Programmes, of sufficient importance to override the examination or assessment schedule.
63. In circumstances where the above conditions have not been met or where a student has not gained permission and nevertheless fails to present themselves for an assessment which results in overall module failure, the deferred assessment will normally be treated as a reassessment. The mark for the module will thus be capped at a maximum of 40% and a reassessment fee will be charged.
- 64.

67. The Board of Examiners meets to consider all students on the programme and, by the exercise of its academic judgement, determine results consistent with the students' achievement in accordance with the scheme of assessment and these regulations. In particular, the Board will make decisions about the assessment, moderation, reassessment, compensation, progression, and final awards.

68. As indicated in 7.2, marks made available to students in advance of the meeting of the Board of Examiners remain provisional until determined by the Board, and may be subject to moderation.

69. To ensure the consistency, comparability and appropriateness of the marking and assessment procedures within the programme, all marks may be subject to moderation by the Board of Examiners. Where the Board deems that moderation is necessary, it shall normally moderate the marks for all students awarded by a particular examination

circumstances have interfered with a student's studies but there is sufficient evidence that the student has the ability to achieve success in future studies.

76. In order to progress to the next year of the programme, BMus(Hons) students must successfully pass or be compensated

81. In order to qualify for the award of the degree of Bachelor of Music with Honours, a student shall pass or be compensated in the following credits:
- 120 credits in each of the four years of the programme
 - 480 credits overall
 - 340 credits at Level 5 or above, including either the Level 5 Aural module or the Level 5 Musicianship or Stylistic Studies module taken in Year 2
 - 180 credits at Level 6 or above, including at least 60 credits designated at Graduation Level
82. The degree classification will be determined on the basis of the Procedure for calculating final degree classification. Degree classifications available are as follows:
- First Class Honours (I)
 - Upper Second Class Honours (2:I)
 - Lower Second Class Honours (2:II)
 - Third Class Honours
83. In order to qualify for the award of an unclassified Bachelor of Music with Honours degree through the BMus Conversion route, a student shall pass or be compensated in the following number of credits:
- at least 470 credits overall
 - at least 90 credits at Level 4
 - at least 130 credits at Level 5
 - at least 250 credits at Level 6 and above, including 80 credits designated at Graduation Level
84. In order to qualify for a Diploma of Higher Education a student shall pass or be compensated in at least 240 credits, which must include at least 120 credits at Level 5 or above. A designated classification is not specified.
85. In order to qualify for a Certificate of Higher Education a student shall pass or be compensated in at least 120 credits at Level 4 or above. A designated classification is not specified.
86. In order to qualify for the award of Graduate Diploma in Vocal Performance, a student shall pass or be compensated

88. If the candidate is also offered the opportunity of a further attempt at the higher award the offer of that opportunity shall be as an alternative to the offer of the lower award. If, however, the candidate accepts the offer of a further opportunity but fails to qualify for the higher award, the candidate may then claim the lower award previously offered.
89. A student who has accepted an award shall not have an automatic right to re-enter the programme in order to study for a higher award. A student must apply for readmission to the programme.
90. An Ordinary Bachelor of Music degree, i.e. without Honours, is not available as an early exit award.

91. Where there is insufficient evidence to determine the recommendation of an award but the Board of Examiners is nevertheless satisfied that the student would have qualified for the award for which they were a candidate had it not been for illness or other valid cause, an Aegrotat pass award may be recommended.

92. 2 only the best 340 credits at Level 5 and above are used.
Most students will have earned 360 credits (more if they fast-tracked by taking L5 or L6 modules in Years 1 or 2).

To obtain a First, half of the credits at each step of the procedure need to be at First standard and the rest no lower than a 2:I.

To obtain a 2:I, half of the credits at each step of the procedure need to be at either a 2:I (or higher) standard and the rest no lower than a 2:II.

To obtain a 2:II, half of the credits at each step of the procedure need to be at either a 2:II (or higher) standard
Borderline students may have up to 20 credits deficit at either step. This deficit may be applied once only.

Where credits in lower classifications achieved in Year 2 only serve to limit the final degree classification, the Board of Examiners will consider the award of a higher classification than the procedure usually allows.



At least 90 Class 1;
None lower than Class 2:I


At least 170 Class 1;
None lower than Class 2:I

Criteria above almost met but deficient by 20 credits


Criteria above missed by deficit of more than 20 credits

At least 90 Class 2:I;
None lower than Class 2:II

At least 170 Class 2:I;
None lower than Class 2:II

93.  will accumulate only 240 credits. At Step 1 the profile of the best 180 of these will be taken; at Step 2 the profile of all 240 credits will be used.

	
At least 90 Class 1; None lower than Class 2:I	At least 120 Class 1; None lower than Class 2:I
Criteria above almost met but deficient by 20 credits	
Criteria above missed by deficit of more than 20 credits	
At least 90 Class 2:I; None lower than Class 2:II	At least 120 Class 2:I; None lower than Class 2:II
Criteria above almost met but deficient by 20 credits	
Criteria above missed by deficit of more than 20 credits	
At least 90 Class 2:II;	At least 120 Class 2:II;
Criteria above almost met but deficient by 20 credits	
Criteria above missed by deficit of more than 20 credits	
All 180 at Class 3	All 120 at Class 3
Criteria above missed	


Elly Taylor
July 2021