

## REGULATIONS AND OVERALL CREDIT FRAMEWORK FOR THE BACHELOR OF MUSIC (HONOURS) PROGRAMME

(including Diploma of Higher Education and Certificate of Higher Education early exit awards and Graduate Diploma in Vocal Performance)

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## Introduction

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.

## Glossary of terms

3. In these regulations the following expressions shall have the meanings assigned as follows:
4. **Programme:** 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. **Module:** The standard component into which a programme is divided and from which students build up their chosen pattern of study. Each module has its own specified learning outcomes, content and assessment scheme.
6. **Programme of studies:** An individual student's approved selection of modules within a programme, sufficient to satisfy the programme requirements on successful completion.
7. **Student transcript:** document produced at the end of each year of the student's studies which details all the modules making up their programme of studies for that year, the credit values of these modules and the results achieved in each of them. The final year transcript will show the overall result and qualification achieved following completion of the programme.
8. **Credit:** A number representing the quantity of time and effort expended by the student in part of the programme. Modules of the programme are allocated credit points according to their size. When a module is passed, all the credits associated with it are awarded. Credit ratings are recognised by many institutions in the United Kingdom and the rest of Europe, thus facilitating student transfer. The National Credit Framework for the UK assigns a minimum of 360 credits to an Honours degree. The College's framework conforms to this pattern although, since the degree lasts for four years, the total number of credits for the award is correspondingly greater. 120 credits represents a normal full time programme of study for one academic year.
9. **ECTS credits:** The European Credit Transfer Scheme (ECTS) is becoming widely adopted across European institutions, making it easier to compare a student's achievement in one institution with another institution's requirements for entry, transfer etc. The credit system used by the RCM (which is the national UK system) is compatible with the ECTS system. One ECTS credit point corresponds to 2 credit points within the UK system. Therefore, for example, the minimum ECTS credit points for an Honours degree is 180.
10. **Grade:** A number assigned by the examiners representing the quality of a student's performance in the assessment of a module.
11. **Level:** The standard of challenge of the work involved in a particular module. The National Credit Framework for the UK ascribes credits at HE Levels 4, 5 and 6 to Honours degrees with a minimum of 120 credits at Level 6 being required for successful graduation. The College's degree conforms to this pattern. Principal Study modules in Year 4, whilst for Credit Accumulation and Transfer purposes regarded as Level 6 modules, are given the title 'Graduation Level' modules within the College's internal scheme.
12. **Component of assessment:** An individual part of assessment for the programme, such as a repertoire examination, written work or final recital. Each component of assessment will constitute all or part of the assessment associated with a given module. Where there is more than one component of assessment in a given module, their relative weighting is

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. **Reassessment:** 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. **Retake:** 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. **Compensation:** 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.

## Types of award and credit ratings

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

Qualification	Credits	ECTS credits	Mode of study
<b>BMus(Hons)</b>	480 credits including 120 at Level 4 or above, 120 at Level 5 or above plus at least 180 at Level 6	240 ECTS credits	4 years full-time
<b>DipHE</b>	240 credits including 120 at level 4 or above plus 120 at Level 5 or above	120 ECTS credits	Early exit qualifications generally only used as a lesser award when a student has insufficient credit for award of BMus(Hons)
<b>CertHE</b>	120 credits at Level 4 or above	60 ECTS credits	
<b>GradDip</b>	120 credits at Level 6	60 ECTS credits	1 year full-time

17. Certificate of Higher Education and Diploma of Higher Education awards are generally only used as lesser awards when a student has credit towards the BMus(Hons) but insufficient for the award.
  - CertHE: Equivalent in standard and duration to the successful completion of the first year of a full time honours degree programme
  - DipHE: Equivalent in standard and duration to the successful completion of the first two years of a full time honours degree programme
  - BMus(Hons): Equivalent in standard and duration to the successful completion of four years of a full time honours degree programme. In the case of the RCM's BMus(Hons), this corresponds to four years' study.
  - GradDip: Equivalent in standard to the successful completion of the final year – Year 4 of a conservatoire BMus(Hons)
18. A BMus (Ordinary) degree, i.e. without Honours, is not available as an exit qualification.

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.

## Structure of the BMus(Hons) programme

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:

Year of study	Credits studied	Accumulated ECTS credits	Accumulated duration of study
Year 1	120 credits at minimum Level 4	60 ECTS credits	1 year full-time
Year 2	120 credits at minimum Level 5	120 ECTS credits	2 years full-time
Year 3	120 credits at Level 5 or 6	180 ECTS credits	3 years full-time
Year 4	120 credits at Level 5 or 6 and including Principal Study credits at Graduation Level (Level 6)	240 ECTS credits	4 years full-time

22. The Graduate Diploma follows the structure of Year 4 of the BMus(Hons) programme.
23. The Principal Study module is at the core of the degree and is allocated a higher proportion of the credits in all years of study.
24. Modules range in size from 10 to 80 credits. Whatever its size, one module will have one set of aims and objectives and one overall assessment mark. The contribution that the assessment of such modules makes to a student's overall grade and degree class shall be weighted appropriately and set out in the assessment scheme.
25. Each module shall be assigned to a level, as indicated in the programme handbook. The programme handbook may specify the order in which modules must be taken as part of the programme.
26. The maximum period within which a student shall normally complete the BMus(Hons) shall be seven years. The maximum period within which a student shall normally complete the GradDip shall be three years.

## Students' individual programmes of study

27. Each student shall have an approved individual programme of studies for each year of study, approved by the Head of Undergraduate Programmes. The approved programme of studies will specify which modules a student will study during the year. Students may only be assessed in those modules included in their approved programme of study. With approval, they may attend other modules as observers, but only in so far as this is compatible with their commitment to their own programme of study and convenient to the teaching staff concerned. Study beyond that stipulated for the fulfilment of the requirements of the award, for example additional individual tuition or observation of other classes, may be permitted at the discretion of the Head of Undergraduate Programmes and may incur an additional fee. Students will, however, be actively encouraged to attend masterclasses in subjects other than their own Principal Study and other uncredited open teaching and performance/practical sessions. Any amendments to a student's individual programme of study during the academic year must be approved by the Head of Undergraduate Programmes.

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.

## Admission and transfer of students

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. Normally, an applicant shall not be admitted with more than half the credits required to qualify for the award which that applicant is seeking.
37. The number and level of modules for which specific credit on entry is given shall be determined by the Head of Programme. The grades to be given shall be determined by the RCM Board of Examiners.
38. Students must be resident within the UK and within a reasonable commuting distance of London.

## Readmission with credit

39. At the discretion of the Head of Programme, a BMus(Hons) student who has exhausted all the opportunities for reassessment may be readmitted to the programme to study new modules, as part of a new approved programme of studies. In such circumstances the student will retain credit for those modules which had already been passed, subject to the Head of Programme being satisfied that the modules are an appropriate foundation for the programme to which the student has been readmitted. The student shall not be allowed to take again a component of assessment for which the opportunity for reassessment has been exhausted.

## Interruption of studies

40. At the discretion of the Head of Undergraduate Programmes, a student with a valid reason for wishing to interrupt his or her studies may be permitted to do so. Interruption shall normally be for a period of one, two or three terms. A student wishing to interrupt for a longer period, or to extend an existing period of interruption, must normally obtain fresh permission before the end of their final term of approved interruption.
41. Interruption of studies will not normally be approved where it would extend beyond two authorised periods totalling five terms. A student requiring further time before resuming their studies will normally be required to apply formally for readmission at the point where they are ready to return to the College. A student readmitted in this way may still carry forward any credits earned prior to interruption.
42. Similarly, if the period of interruption required by a student means that they would be unable to complete their overall studies within the maximum period allowed for that programme they will normally be required to reapply formally for readmission at the point where they are ready to return.
43. During the period of interruption, a student shall normally cease to have access to College services and facilities enjoyed by current students.

## Assessment of students

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 College's Committee Handbook and accessed via the RCM website.
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 published by Chair's action.
46. The meeting of the Board of Examiners after the last assessment event to be taken within a programme of study shall also constitute the final awards board. The presence of External Examiners shall normally be required at this meeting of the Board.
47. The precise form and content of examinations shall be determined in the documentation referring to individual programmes, Principal Study syllabi and module syllabi. The level of challenge, both quantitative and qualitative, between an element of assessment in one module and its equivalent in another must be demonstrably comparable in overall terms, but should take account, where appropriate, of specialist factors in a given area which might call for detailed variation in order to achieve this comparability.
48. All assessment shall be carried out on behalf of the Board of Examiners by individuals, teams and panels. The procedures for practical examining are set out in the Practical Examination Procedures document which is reviewed annually. Written work, including written examinations, is marked and then either counter-marked or moderated.
49. The achievement of each student on each module shall be assessed in accordance with an approved assessment scheme.

**BMus(Hons)** students shall be awarded a mark and grade for the components of assessment taken, as set out in the scheme below, which shall be used to report achievement, regardless of the size of the module. Some Level 4 modules may be assessed on a pass/fail basis only.

Mark (percentage)	Grade/level of attainment
70% and above	First Class Honours standard
60–69%	Upper Second Class Honours standard
50–59%	Lower Second Class Honours standard
40–49%	Third Class Honours standard
39 and below	Fail

**GradDip** students shall be awarded a mark and grade for the components of assessment taken, as set out in the scheme below, which shall be used to report achievement, regardless of the size of the module.

Mark (percentage)	Grade/level of attainment
40% and above	Pass
39 and below	Fail



All marks will be recorded to three decimal places; however, marks displayed on transcripts will be rounded to one decimal place using standard rounding convention. Standard rounding convention will be applied to determine grades (e.g. a mark of 49.5% or higher will be regarded as a Pass grade; 49.499% will be regarded as a Fail).

50. A student is required to achieve an overall passing mark/grade in the assessment specified for each module in their programme of studies in order to fulfil the requirements for the award. Unless the module description states otherwise, a subsidiary element of assessment within a module may be failed, provided that the overall mark/grade for the module is a pass. Any specified uncredited formative assessments must be completed in order to obtain Principal Study credits.
51. For the purposes of determining a BMus(Hons) student's overall degree class only the marks/grades from modules at Level 5 and above will be used, as set out in the criteria for recommendations for awards (Section 9).

### **Late submission of academic written work for assessment**

52. Extensions to deadlines will not be offered. Academic written work submitted late will be given the mark it would have earned if it had been submitted on time. It will then, however, be capped at a maximum of a pass for that piece of work (40%). Both marks will be reported to the student. The mark for the module as a whole will be calculated using the actual marks achieved in other elements of assessment plus the capped marks.
53. 7.9.2. Late academic written work must, nevertheless, be submitted no later than one week after the published deadline, otherwise it will receive a mark of 0%. Work submitted after the one week deadline may not be marked until after the Boards of Examiners have met. If a student is permitted to be reassessed in the relevant module the unmarked late work may be taken into account when deciding the quantity of further work required of the student.
54. 7.9.3. For the capped mark to be lifted, at the end of the year, mitigating circumstances must be submitted by the student and these must subsequently be considered valid by the mitigating circumstances sub-committee of the Board of Examiners.
55. 7.9.4. For pass/fail assignments or components thereof, no late academic work is permitted. All late work will receive a Fail unless mitigating circumstances (as per regulation 7.11) are invoked or the student has a Learning Agreement in place to take account of any disability, health condition or other educational needs.

### **'Fit to sit'**

56. If a student attends for an examination, assessment or submit and assignment, they declare they are fit to do so. Being 'fit' generally means the student is feeling well and functioning effectively. If a student is feeling unwell because of medical or personal difficulties, they should not undertake the assessment/exam. If a student takes an assessment/exam knowing they are unwell, it will not normally be possible to successfully claim Mitigating Circumstances.
57. There are limited circumstances in which a student can make a Mitigating Circumstances claim after having gone ahead with an examination/assessment knowing they were unwell. This would normally be limited to situations where a student became unwell during the assessment or was so unwell that they were unable to recognise or determine their own ill health.
58. If a student does not undertake an assessment because of illness, they must submit a claim for Mitigating Circumstances in advance of the exam/assessment. Formal documentation may be required to substantiate the Mitigating Circumstances claim.

### **Mitigating circumstances**

59. Students who believe they have mitigating circumstances which have affected their performance or caused them to miss deadlines should follow the guidance on mitigating circumstances/late submission of academic written work laid out in the 'Practical Assessment and Assessment of Coursework' section of the Student Guide. This indicates that they

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 on a student's behalf: (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 student's circumstances have affected their ability to study.

## Deferral

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. A charge will normally be applied for deferred examinations. The charge may vary within the limit set by the prevailing tuition fee schedule, according to the duration, format of the examination and reason for the deferral. The level of the charge will be determined by a sub-committee of the Board of Examiners.
65. Deferred recital examinations will normally take place in one of the RCM's recognised performance venues where this would have been the case with the original assessment. However, given the complexity of examination scheduling, the College cannot guarantee that the particular performance venue used in the earlier assessment period will be the same for the deferred assessment.
66. Under exceptional circumstances, the Head of Programme may recommend to the Board of Examiners that a deferral of more than two months is warranted. If this is the case, a written justification by the student, accompanied by a written supporting statement from the professor most closely involved shall be presented to an internal meeting of the Board of Examiners. Where deferral of a non-performance assessment is not granted, any late submission will normally be treated as a reassessment.

## Decisions of the Board of Examiners

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.

### Provisional marks and moderation

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 panel or marker and will not moderate a particular student's mark in isolation.

### Reassessment

70. Students who fail in their first attempt to satisfy the Board of Examiners in the assessment for a module may normally be reassessed once only, at the discretion of the Board of Examiners. A reassessment opportunity will not normally be withheld. A reassessment fee is charged. Normally, reassessment must be completed successfully prior to progression to any subsequent year of study. Reassessment in practical examinations will normally take place during the next practical examination period unless the Board of Examiners deems it necessary for special arrangements to be made. Students will be advised of the date/time of reassessments in written examinations and due dates for academic written work reassessments in writing by the Board of Examiners.
71. Where failure of a module is the result of failure in more than one element of assessment, the Board of Examiners will consider whether all the failed elements should be re-attempted or whether an alternative reassessment package (usually consisting of part of the total range of failed elements) should be set. Where all failed elements are re-attempted the student shall normally need to achieve sufficiently high marks in order to bring the module to an overall pass mark. Where an alternative reassessment package is set, the student shall normally need to pass each of these elements separately and the package will be allocated the total weighting of all the originally failed elements.
72. Students who fail Principal Study repertoire and/or technical examinations and/or mock auditions and/or Faculty Requirements will normally be expected to achieve a separate pass mark/grade in each element for this module, where required. Reassessment is required in the failed element(s) only.
73. If successful in a reassessment, the student shall be notified of their actual result but shall be awarded a capped pass mark of 40% - the minimum pass mark - for the module. If unsuccessful in a reassessment, the student shall retain the higher grade obtained at either of the two attempts.
74. The Board of Examiners may, at its discretion, require a student to retake a module (i.e. undertake further study) before reassessment takes place. In these circumstances, an additional fee will be charged for the further studies undertaken, including the reassessment taken at the end of them. The mark achieved in a reassessment following retake may be capped. Because a retake is a form of reassessment, there will not normally be an opportunity for a student who is unsuccessful in a retake to be offered further reassessment.

### Compensation

75. The Board of Examiners may, having due regard to the standard of the award and to the objectives of the programme, allow a student's overall performance to compensate for a marginal failure in normally not more than two modules in any one year, other than Principal Study. Compensation will most commonly be used where mitigating

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.

## Progression

76. In order to progress to the next year of the programme, BMus(Hons) students must successfully pass or be compensated in 120 credits. The programme handbook specifies any modules which are prerequisites for others, i.e. must be taken prior to study on other modules.
77. GradDip students may progress to one of the two Masters degrees (Master of Music or Master of Performance) without further audition, provided they successfully pass or be compensated with 120 credits, and achieve a mark of 65% or more in their final Principal study assessment. Students achieving 40-64% will be placed on a reserve list with progression at the discretion of the Head of Vocal & Opera and the RCM Admissions Committee. Students wishing to progress to the MMus will also need to submit a portfolio of written work in order to be considered for progression.
78. Students who are required to withdraw entirely from a programme but who have already successfully completed certain earlier modules will receive a transcript indicating the modules passed, with marks/grades, and the number and level of credits earned.

## Overall failure

79. The College's guiding principle shall be to permit reasonable opportunity to redeem failure where the student has demonstrated a commitment to the programme as a means of becoming a musician or has justifiable mitigating circumstances which have been reported to the Board. The following will be the usual options considered:
  - interrupting study for a year, during which failed modules will be reassessed according to a scheme approved by the Board of Examiners. The mark is usually capped as if for normal reassessment. For this year the student will not be a registered student and will not receive teaching or participate in College concerts. No tuition fee will be due with the exception of any reassessment fee. The student will be allowed access to the library, IT facilities and the RCM Studios but will not normally have access to practice facilities;
  - retaking a particular module, where the mark is usually capped as if for a normal reassessment. This may require registration as a part-time student and associated part-time fee will be levied;
  - retaking the year, in which case all modules must be taken again as if for the first time, normally without capping, with normal reassessment opportunities available. The full annual tuition fee will be levied;
  - termination of the student's studies. The student will be awarded the credits for all modules passed and will be eligible to receive any award of the College to which these credits entitle them.

## Criteria for awards

### Bachelor of Music (Honours)

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

### Diploma of Higher Education

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.

### Certificate of Higher Education

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.

### Graduate Diploma

86. In order to qualify for the award of Graduate Diploma in Vocal Performance, a student shall pass or be compensated in 120 credits at Level 6 or above. A designated classification is not specified.

### Offer of Lower Awards

87. A candidate who fails to qualify for an award but who has, in the judgement of the Board of Examiners, satisfied the requirements for a lower award, shall be offered the lower award.

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.

## **Aegrotat Awards**

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.

## Procedure for calculating final degree classification

92. For students joining the RCM in either Year 1 or in Year 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.

STEP 1 Profile of best 180 credits at Level 6 or higher	STEP 2 Profile of best 340 credits at Level 5 or higher	Overall classification
At least 90 Class 1; None lower than Class 2:I	At least 170 Class 1; None lower than Class 2:I	Class 1
Criteria above almost met but deficient by 20 credits		Normally Class 1
Criteria above missed by deficit of more than 20 credits		Normally Class 2:I
At least 90 Class 2:I; None lower than Class 2:II	At least 170 Class 2:I; None lower than Class 2:II	Class 2:I
Criteria above almost met but deficient by 20 credits		Normally Class 2:I
Criteria above missed by deficit of more than 20 credits		Normally Class 2:II
At least 90 Class 2:II;	At least 170 Class 2:II;	Class 2:II
Criteria above almost met but deficient by 20 credits		Normally Class 2:II
Criteria above missed by deficit of more than 20 credits		Normally Class 3
All 180 at Class 3	All 340 at Class 3	Class 3
Criteria above missed		Fail

93. **Students joining RCM in Year 3** 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.

STEP 1 Profile of best 180 credits at Level 6 or higher	STEP 2 Profile of best 240 credits at Level 5 or higher	Overall classification
At least 90 Class 1; None lower than Class 2:I	At least 120 Class 1; None lower than Class 2:I	<b>Class 1</b>
Criteria above almost met but deficient by 20 credits		<b>Normally Class 1</b>
Criteria above missed by deficit of more than 20 credits		<b>Normally Class 2:I</b>
At least 90 Class 2:I; None lower than Class 2:II	At least 120 Class 2:I; None lower than Class 2:II	<b>Class 2:I</b>
Criteria above almost met but deficient by 20 credits		<b>Normally Class 2:I</b>
Criteria above missed by deficit of more than 20 credits		<b>Normally Class 2:II</b>
At least 90 Class 2:II;	At least 120 Class 2:II;	<b>Class 2:II</b>
Criteria above almost met but deficient by 20 credits		<b>Normally Class 2:II</b>
Criteria above missed by deficit of more than 20 credits		<b>Normally Class 3</b>
All 180 at Class 3	All 120 at Class 3	<b>Class 3</b>
Criteria above missed		<b>Fail</b>

**Academic Registrar**

Elly Taylor  
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