



**Advanced Certificate
Programme Specification**

1.	Teaching Institution	Guildhall School of Music & Drama
2.	Level of teaching & study	Masters level [Level 7 of <i>the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, August 2008</i>]
3.	Mode of attendance	Opera full-time only, all other pathways full-time or part-time
4.	Final awards	No formal award, attendance and completion certificate provided

4. Admissions

4.1 Admission and selection

A student will be admitted on the Advanced Certificate programme for study on the following pathway: Performance.

In the Performance Pathway, the available principal studies are: Violin, Viola, Cello, Double Bass, Guitar and Harp, Flute, Oboe, Clarinet, Bassoon, French Horn, Trumpet, Trombone, Tuba, Euphonium, Classical Saxophone and Percussion, Piano, Voice. These can be studied according to specific professional specialisms: Advanced Instrumental Studies, Orchestral Studies, Electronic Music, Chamber Music, Vocal Studies, Opera Studies, Repetiteur, Piano Accompanist, Jazz and Historical Performance Practice.

Selection to the programme will be based on a principal study audition according to both principal study and professional specialism.*

For applicants from outside Europe, this process may be carried out by submission of a recording of a performance, submission of compositions, portfolio of activities and other relevant material, and a telephone interview arranged by the School.

** For registered students of the Guildhall School the mid-year assessment point may be used as the audition.*

4.2 Entry Criteria

Principal Study

At the entry audition, candidates will be assessed on their potential to benefit from a principal study teaching at Masters level. The minimum standard of entry will be commensurate with the performance standard expected at the end of four years of undergraduate conservatoire principal study.

English language requirements

Non-native English speakers will normally be required to have achieved, by the beginning of their first term, the stated score in one of the following examinations:

- IELTS with a minimum Overall Band Score of 6.5 with no skill falling below 6.0.
- TOEFL with a minimum score of 580 in the paper-based examination; or a score of 237 in the computer-based examination; or a score of 92 in the internet-based examination.

In exceptional circumstances this requirement may be replaced by the submission of an essay of adequate standard.

The School reserves the right to require non English speaking students to attend a non credited class in the English language.

Age of Entry

For applicants that will not have attained the age of eighteen years by the end of the first term of study, a special support scheme that will involve additional personal tutors especially selected (CRB checked) will be required. The special scheme of study will require the specific approval of The City University.

4.3 Students with disabilities

For applicants declaring a disability in their application form, Registry, Student Services and the Music Office will ensure that reasonable adjustment to the admission process is made.

4.4 Equal opportunities

The Guildhall School of Music & Drama is a department of the City of London which has a comprehensive equal opportunities policy to which the School is fully committed. Its aim is to ensure that everyone receives fair treatment regardless of gender, sexual orientation, race, nationality, ethnic origins, religious beliefs and non-beliefs, colour, disability, marital status, age, trade union affiliations or political beliefs. The School is committed to fostering an environment for students and staff free from discrimination, prejudice or harassment and to pursuing equality of opportunity in the delivery of its services and facilities.

4.5 Declaration of Criminal Convictions

All applicants will be required to declare whether they have a relevant criminal conviction.

5. Educational aims

The programme is designed to:

- Develop each student's abilities as a practical musician, according to the individual pathway/professional specialism, demonstrating technical facility and musical flexibility, the acquisition of an individual artistic voice projecting musical intention at professional level, and a capacity for critical self-reflection.

- Encourage students to recognise, develop and consolidate themselves as intelligent musicians and practitioners, through expanding and integrating their own intellectual, emotional and physical resources, reflecting on the nature of musical excellence, challenging themselves and taking risks within their field of expertise, planning and implementing their own projects, either through independent action or as a member of an appropriate ensemble or project team.
- Provide the students with a learning environment that enables them to recognise and nurture their strengths, recognise and surpass their limitations, assimilate feedback from different sources including peers and integrate it in their development, and supports their need for individual study and reflective practice.
- Develop the ability to articulate their musical processes and experiences in a manner which demonstrates self-awareness.
- Promote each student's process of continuing and refining their personal and artistic development, integrating physical, emotional and intellectual aspects of music making.
- Prepare musicians for entry in the profession at the highest level, and give them the flexibility, imagination and evaluative tools to be able to contribute to and to develop artistic and professional practice in contemporary music life, building self-reliance and the confidence to further their career independently.

6. Teaching & Learning Strategies

The teaching and learning strategies are designed to match the programme aims and learning outcomes.

Teaching

The emphasis is on students' individual growth as practical musicians and artists, through the principal study modules. The module consists of one-to-one lessons, coaching, masterclasses and other activities for the development of the students' technical preparation, repertoire and stylistic knowledge, artistic insight and individual imagination. Students are also involved in solo and ensemble experiential learning opportunities, usually by intensive projects. The teaching pattern and repertoire / technical requirement are specific to each of the above mentioned specialisms, and are included in detail in the relevant handbooks

These experiences are offered not only in-house but often also in partnership with outside venues and organisations, both in the UK and abroad. Continued experience in professional contexts is seen as an integral part of the students' development, and students are increasingly expected to seek independent opportunities of presenting publicly their principal study work.

Additionally, elective modules (from the BMus or Guildhall Artist programmes) are available, **for an additional fee**, so that all students can broaden or deepen their musical expertise, developing specific skills and understanding in relation to areas of defined specialism. These electives are taught in small groups and involve a combination of academic and experiential learning approaches.

Feedback to the students, particularly on an informal basis, is a key feature of the learning/teaching and assessment strategies across all modules.

7. Programme Structure

7.1 Summary of the programme structure

Students will follow a programme of principal study from September to July. The mode of attendance will be full-time or part-time (full-time only for Opera students).

In addition, students will be involved in regular extra-curricular performances that are vital to the training of musicians and which will be both initiated by the School and organised by the students themselves.

7.2 Principal Study Learning Outcomes

By the successful conclusion of the module students are expected to:

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Skills (Transferable)	Learning and teaching methods
<p>C1 Have developed self-management and time keeping skills that support preparation and delivery of projects at a professional level.</p> <p>C2 Have developed effective capacities of working collaboratively with others.</p>	As above
Knowledge and understanding	Learning and teaching methods
<p>D1 Have developed specialised conceptual and practical knowledge and understanding of relevant repertoires; the practices involved in their creation, performance and transmission and their artistic, stylistic and technical features.</p>	As above
Values and attitudes	Learning and teaching methods
<p>E1 Be aware of and promote personal responsibility, self-discipline and professional codes of conduct.</p> <p>E2 Take direct responsibility for their own professional future as performers, through having confidence in their abilities, artistic curiosity, and personal initiative and determination.</p> <p>E3 Evaluate their artistic and professional standing within the music profession.</p>	As above

7.3. Module Pattern

a) Teaching Component	Tutor	Contact Hours
PS Lessons and coaching	PS Dept. professors	24 - 64 depending on professional specialism
Departmental Classes, Masterclasses	PS Dept. and external professors	50 – 200 depending on professional specialism
Ensembles (including directed and undirected)	Various	150-200 depending on professional specialism*
<i>* considerably more hours for Opera students, up to 200 hours per term</i>		
b) Additional student Input		Notional Hours
Individual practice, rehearsal and research		734 – 974
d) Total notional hours for module		1200

8. Reading & Resources

Principal Study teachers advise repertoire in the Principal Study area to students individually. Principal Study teachers and chamber music coaches also advise ensemble repertoire to ensembles. Scores and recordings for most standard repertoire works and many lesser-known works are located in the Guildhall School Library. Students are encouraged to use Urtext scores whenever possible.

Repertoire in use in orchestral projects and for orchestral auditions is defined according to the instrument and usually include a range of repertoire from the Classical period through until the present.

12. Programme Regulations

12.1 Attendance at classes

Students will be expected to attend all lessons, classes and activities as required by the programme of studies and by the corporate music activities of the School. Attendance problems will have academic consequences. In case of persistent attendance and punctuality problems, a student will face disciplinary action under the School's *Course Participation Policy: attendance monitoring and case consultation and progress review procedures.*

12.2 Requirements for progression

There are no assessment points in Advanced Certificate but students will be assessed informally on their participation and progress. Any student failing to make progress will be subject to the course participation policy.

12.3 Feedback to students

The School will endeavour to provide students with feedback as soon as a task has been completed.