



Advanced Artist Diploma

**Programme and module specifications & assessment
criteria for 2026/27**

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1. Programme Title

Advanced Artist Diploma

2. Programme Accreditation

n/a

3. Final Qualification Title and Level of Award

Advanced Artist Diploma, level 8

4. Exit Awards

Artist Diploma, level 7

5. Relevant QAA Subject Benchmarking Group(s)

Music

6. SITS Code

PADARTDIP

7. Approved for the Year of Study

2026/27

8. Programme Leader

Head of Music Programmes

9. Pathway Leader

Heads of Departments

10. Aims of the Programme

This programme is for advanced students with exceptional individual aptitude in their principal study specialism. It represents, in artistic and professional scope and demands, the most advanced stage of performance learning that intersects significantly with a developing career at national and/or international levels, driven by individual preparation and determination. In relation to other Level 8 programmes, this programme focusses on advanced critical and conceptual skills evidenced primarily through artistic output.

The programme will provide you with bespoke support for independent personal study and will assist you in achieving a level of preparation to be able to make an artistic impact within the music industry. It will provide independent learning opportunities and staff support that will nurture and progress your individual artistic identities and ambitions, with the aim of enabling you to make a contribution at the forefront of your discipline. It offers the level of autonomy and flexibility, as well as of structured and immersive learning, that is essential for the development of new knowledge in your specialisation.

11. Criteria for Admission to the Programme

11.1 Selection Process

The programme is open to the following specialisations: Performance (strings, keyboard, wind, brass, percussion, voice, historical performance and opera, including both singers and répétiteurs).

The selection process is the following:

- 1) Principal Study **audition** (submission of live recording can replace an in-person audition when necessary), usually followed by an interview.
- 2) Submission of the artistic and professional **Curriculum Vitae** of the candidate, and recordings of recent public performance.
- 3) Submission of a **Context and Development Plan** of the candidate, outlining how a candidate intends to enhance and contextualise their learning through individually led artistic / professional targets and institutional fit.

Offers are discussed and approved by the Advanced Artist Diploma audition panel, which includes the Director of Music, the Head of Music Programmes and the relevant Heads of Department.

11.2 Standard Entry Requirements

11.2a Principal Study (PS): The candidate's performance skills need to be comparable to the School's distinction standard at Master's level, and show strong potential for establishing/consolidating national and international careers.

The candidate's artistic and professional CV should show an advanced level of experience in a range of settings.

The candidate's Context and Development Plan needs to outline a proposal for enhancing and contextualising learning, driven by personal artistic and professional interests and ambition toward imaginative and realistic targets.

Entry is competitive. Successful applicants will be those who best exhibit potential for outstanding careers in the chosen discipline led by artistic and professional individual vision and targets.

11.2b Academic requirements: The minimum academic qualification for entry is a pass on a recognised UK or international equivalent Master's degree in music.

11.2c English Language requirements: non-native English speakers are normally required to achieve the minimum scores in one of the recognised language tests listed on the School's [admissions webpages](#), which is currently equivalent to B2 level.

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

11.3 Non-standard Entry Procedure

For students successful in **11.2a** but who do not meet the academic qualifications entry criteria (**11.2b**) by the beginning of the academic year, the School will make a decision after evaluation of the following:

- Evidence of formal studies and qualifications prior to coming to the School, provided by the student.
- Evidence of experiential learning at an equivalent artistic and professional level to a Master's degree with distinction prior to coming to the School, provided by the student.

11.4 Advanced Standing

The Programme is two years in full-time mode and is open, in case of students with exceptional artistic talents and professional standing, to entry with advanced standing (direct entry to the second year). This includes students transferring from an equivalent degree elsewhere. Students applying for entry with advanced standing will complete the application and admission processes as described in **11.1** and **11.2**, demonstrating a level of principal study expertise and artistic and professional trajectories comparable to those entering year 2 of the degree. Applicants wishing to be considered for advanced standing must submit their request by 30 June in the calendar year of enrolment.

11. Programme Outcomes

On successful completion of this programme, you will be able to demonstrate:

	ArtDip (level 7)	Adv ArtDip (level 8)
A. Performance and/or creative output	A71 --- a body of new and original musical outputs relevant to your immediate artistic and professional future A72 --- the creation, interpretation and evaluation of new and original musical materials and performances that are of sufficiently high quality to satisfy public scrutiny of recognised peer artists and professionals, and for the best to merit presentation and preservation through industry-standard performance, recording, publication and/or other forms of dissemination A73 --- the ability to conceive, design and implement significant projects that demonstrate versatility and contribute to extending current musical knowledge and practices according to your own independent objectives	A81 --- a substantial body of new and original musical outputs relevant to your immediate artistic and professional future at national and international levels A82 --- the creation, interpretation and evaluation of new and original musical materials and performances that are of sufficiently outstanding quality to satisfy public scrutiny of national and international peer artists and professionals, and to merit presentation and preservation through industry-standard performance, recording, publication and/or other forms of dissemination A83 --- the ability to conceive, design and implement complex projects that demonstrate versatility and contribute to extending current musical knowledge and practices according to your own independent and original objectives
B. Technique and knowledge	B71 --- systematic acquisition and understanding of a body of applied knowledge and methods, much of which is at the forefront of your specialist discipline B72 --- a comprehensive understanding of techniques, resources and perspectives applicable to your advanced and specialist scholarship B73 --- a critical approach to conceptualising, designing, developing and sustaining independent projects for the generation of new knowledge within the core artistic and professional context	B81 --- systematic acquisition and understanding of a substantial body of applied knowledge and methods that is at the forefront of your discipline B82 --- a detailed understanding of techniques, resources and critical perspectives applicable to your advanced artistic and professional enquiry in your discipline B83 --- a critical and methodical approach to conceptualising, designing, developing and sustaining independent and original projects for the generation of new knowledge within the broader artistic and professional context

C. Communication and artistic values	C71 --- cognitive, intellectual and reflective means, and skilled critical consideration of models and contexts of a substantial and complex body of relevant practices, for the leadership, development, curation and evaluation of musical outputs, many of which are new and individual C72 --- high levels of motivation, self-discipline and resilience in the pursuit of your artistic aims within a developing and demanding professional field C73 --- clear and effective communication of the nature, value and quality of your original output to specialist audiences	C81 --- cognitive, intellectual and reflective means, and sophisticated critical consideration of models and contexts of a substantial and complex body of relevant practices, for the leadership, development, curation and evaluation of new and individual musical outputs C82 --- exceptional levels of motivation, self-discipline and resilience in the pursuit of your original artistic aims within a developing and demanding professional field C83 --- clear and effective communication of the nature, value and quality of your original output to specialist audiences
D. Professional protocols	D71 --- the artistic and expert attributes and transferable skills necessary for an excellent professional career, requiring the exercise of personal responsibility within complex and unpredictable situations, and of largely autonomous initiatives D72 --- the nature and quality of effective, confident, strategic and efficient personal and professional interactions, including with your peers and with the larger related artistic community	D81 --- the artistic and expert attributes and transferable skills necessary for an outstanding professional career, requiring the exercise of personal responsibility within complex and unpredictable situations, and of largely autonomous initiatives within national and international environments D82 --- the nature and quality of effective, confident, strategic and efficient personal and professional interactions, including with your peers, with the larger related artistic community and with broader society

12. Programme Structure

12.1 Programme Duration (years)

Two

12.2 Mode of Delivery (full-/part-time/other)

Full-time only

12.3 Total Student Learning Hours

1200 each year

12.4 Percentage Split of Teaching Contact Hours / Self-Directed Practice & Study

On average 12% contact hours in all specialisations, with the exception of Opera Studies where production activity involves 30-40% of contact hours

13. Teaching & Learning Methodology and Assessment Strategy

13.1 Teaching and Learning

Artistic and professional results at this level are centred on highly specialised learning in your Principal Study area combined with, and guided by, an individual Context and Development Plan that enhances and frames your artistic development according to your individual and original creative and professional aims, aligning with the resources and expertise available at the School.

The contact time is as structured or as flexible as required by the combination of these two factors: rigorous acquisition of specialist skills at the highest level, and pursuit of personal artistic and professional objectives.

The main elements of teaching are:

Principal Study – taught, supported and supervised by the Principal Study departments, including participation in the School's broader activities / classes / productions as negotiated between student and programme team or directed by the School.

Context and Development Plan (CDP) – regular supervision to guide and monitor your overarching plan. Following the initial submission at application stage, you will discuss this plan with your supervisor and the programme team in order to refine and maximise its scope within the context of the School's staff expertise, and with possible support by specific specialist resources if approved and within boundaries of capacity and practicality.

The Music Profession – access to a yearly series of lectures and seminars on critical aspects of the current music profession, from understanding the music industry and its driving

mechanisms, to formulating professional plans, curating and producing concerts, applying for funding, self-promotion, taxes, copyright, networking and more.

Peer Presentations – scheduled seminar-type sessions where you present to your peers the work-in-progress on your plan and on your Principal Study work.

ResearchWorks – a regular programme of events centred around the School's research activity, bringing together staff, students and guests of international standing.

Alongside these programme-based teaching and learning arrangements it is expected that, as a core element of your experiential learning, you will continue to be proactive and pursue individual opportunities outside of the School (within visa restrictions). These could include participation in international competitions, concerts tours, developing performance strengths in particular genres, collaborations with external professional organisations, and more.

14.2 Assessment

Summative: the final outcome of the degree is awarded on the successful assessment of your creative output according to the specific content and modalities set by each Department and evaluated through a set of specific criteria.

Principal Study performance requirements are driven by your artistic and professional aims, by the practices of the profession and by the programming and scheduling of the School (e.g. for opera or other music public events and internal opportunities).

This is complemented by a Viva Voce on critical considerations/reflections about progress and achievement of your Context and Development Plan, according to content / evidence and modalities agreed at the start of the degree in discussion with your tutor and programme team. This is supported by the submission of documentation of artistic and professional activities.

Formative: feedback is given during your Principal Study lessons and activities by staff and professionals involved in their delivery. It is also given by your supervisor during the scheduled tutorials. You will also benefit from formative assessment in the form of continual feedback from senior staff (e.g. in performance platforms), coaches, conductors and production directors, as appropriate.

In practice, over the two years, the assessment schedule will include:

14.3 Assessment Year 1

1) Principal Study A: consisting of a performance, the specific details of which are given in the relevant module specification and handbook.

2) Viva Voce A: critical and reflective presentation and discussion on the development and progress against the CDP and, more broadly, on your artistic and professional trajectories in year 1. The viva is supported by the complementary Portfolio A submission consisting of two parts: 1) Context and Development Plan updated at the end-of-year point, and 2) documentation of artistic and professional activities during year 1, both in and outside the School.

The assessments in year 1 are at Level 7. The successful completion of the modules sanctions the transition to Level 8 in the second year.

14.4 Assessment Year 2

1) Principal Study B: consisting of a performance, the specific details of which are given in the relevant module specification and handbook.

2) Viva Voce B: critical and reflective presentation and discussion on the development and progress against the CDP and, more broadly, on your artistic and professional trajectories in year 2. The viva is supported by the complementary Portfolio B submission consisting of two parts: 1) Context and Development Plan updated at the end-of-programme point, and 2) documentation of artistic and professional activities during year 2, both in and outside the School.

All year 2 assessments are at Level 8.

15 Years and Modules

15.1 Year 1

Core modules: students must take & pass all of the following:		
Title	Credits	Level
Principal Study	110	7
Context & Development Plan	10	7
TOTAL	120	7

15.2 Year 2

Core modules: students must take & pass all of the following:		
Title	Credits	Level
Advanced Principal Study	120	8
TOTAL	120	8

15.3 Programme Learning Outcomes Map

	A7.1	A7.2	A7.3	B7.1	B7.2	B7.3	C7.1	C7.2	C7.3	D7.1	D7.2
Principal Study	√	√		√	√		√	√		√	
Context & Development Plan			√			√			√		√
	A8.1	A8.2	A8.3	B8.1	B8.2	B8.3	C8.1	C8.2	C8.3	D8.1	D8.2
Advanced Principal Study	√	√	√	√	√	√	√	√	√	√	√

16 Assessment Regulations

The School's Assessment Regulations apply in general. Below are additional specific points related to this Programme.

16.1 Periods of Registration, Progression, Resit and Award

16.1.1 Periods of registration

The minimum and maximum registration periods for the Advanced ArtDip programme (2 years, standard entry) are:

Minimum – 2 years

Maximum – 4 years

For the Advanced ArtDip programme with advanced standing entry into year 2 (1 year) they are:

Minimum – 1 year

Max – 3 years

16.1.2 Progression

In order to progress to year 2, both modules in year 1 need to be passed.

16.1.3 Exit award regulations

If you pass year 1 and do not continue onto year 2 you can be awarded the exit qualification of **Artist Diploma**. This is a Level 7 award and the mark of the Principal Study module (Principal Study A assessment) will determine its classification:

With Distinction, minimum 70%

With Merit, minimum 60%

Without classification, minimum 50%

16.1.4 Final award regulations

If you successfully complete the assessments in year 2 you will be awarded the **Advanced Artist Diploma**. This is a Level 8 award and is awarded on a pass / fail basis.

16.1.5 Assessment and resit

Year 1 is assessed at Level 7, using programme-specific assessment rubrics and L7 assessment criteria. The School Assessment Regulations for taught programmes apply. Any fail / resit element would be scheduled according to the nature of the fail and normally before the September sitting of the School's Music Assessment Board, to support smooth continuation to year 2.

Year 2 is assessed at Level 8, using programme-specific Assessment Rubrics and L8 Assessment Criteria. The School Assessment Regulations for taught programmes apply. Any fail / resit element would be scheduled according to the nature of the fail and normally in time for the result to be ratified at the School's autumn Music Assessment Board and for the candidate to participate in the cohort's Graduation Ceremony.

A second fail at any point on the programme leads to a fail / withdraw outcome.

16.1.6 Resit charges

The costs of the resit examination will be the responsibility of the student. Details will be given in full at the start of each year by Music Administration and included in the Programme Handbook.

16.2 Further General Assessment Points

Normally, both Principal Study assessments A and B for the Performance specialism are public and take place in the School, but it might be possible to exchange one or both with external London-based performance opportunities (and, exceptionally, UK-based), if they are in an appropriate venue and of the appropriate artistic nature and professional standard. Students need to apply to the School via the Music Office well in advance of the event. For both London-based and UK-based performances the School will arrange the assessment panel.

In the second year of the programme one member of the Viva Voce panel will normally sit as an observer at the Principal Study assessment.

Results in the form of grades that a student may receive during the year will be provisional until they have been approved by the relevant Assessment Board.

16.3 Assessment Rubrics and Criteria

16.3.1 Assessment rubrics

Principal Study demonstrates:

Performance and/or Creative output

--Musical output in performance that communicates consistently new and original content, insights and understanding, expanding the experience of expert audiences at national and international levels.

--Musical output in performance that builds systematically / critically on a detailed understanding of relevant models and paradigms.

--Musical output in performance that consistently meets national and international industry standards for presentation and preservation in recording, publication and/or other forms of dissemination.

Technique and knowledge

--Control of technical means emerging from a systematic use of applied knowledge at the forefront of your discipline.

--Technical means aligned to a detailed understanding of, and critical perspectives on, methods and resources applicable to your individual artistic and professional aims.

Communication and artistic values

--Integration of cognitive, intellectual and reflective means in the pursuit of original musical output(s).

--Exceptional levels of motivation, self-discipline and resilience in the pursuit of original musical output(s).

Professional protocols

--Artistic and expert skills delivering original output(s) at an outstanding professional level aligned with national and international contexts.

--Effective, efficient and inspired personal and professional interactions, including with your peers, for the delivery of original output(s).

Viva Voce demonstrates:**Performance**

--The conception, design and implementation of individual output(s) according to your own independent and original objectives.

--Contribution of extending current musical knowledge (experiences) and practices through this output(s).

Knowledge and technique

--Reflective practice in the ideation, planning and development of individual output(s), according to your own independent and original objectives.

--Critical internalisation of relevant tools and methodologies in pursuing your output(s).

--Capacity to sustain such output(s) within the broader artistic and professional context.

Communication and artistic values

--Clear and effective communication of the nature, value and quality of your original output(s) to specialist audiences.

--Motivation, self-discipline and resilience that affords the pursuit of your output(s) within a developing and demanding professional field.

Professional protocols

--Effectiveness of personal and professional interactions, including with your peers and collaborators, and with the larger related artistic and professional community.

16.3.2 Assessment criteria**Year 1 (Level 7)**

Mark	Descriptor	ArtDip Category
80%+	Assessment rubrics are met at an exceptional level overall	Distinction
70-79%	Assessment rubrics are met at an excellent level overall	
60-69%	Assessment rubrics are met at a very good level overall	Merit
50-59%	Assessment rubrics are met at a satisfactory level overall	Pass
45-49%	Assessment rubrics are evidenced inconsistently and unreliably	Fail
0-44%	Assessment rubrics are not met	

Year 2 (Level 8)

(Mark)	Descriptor	Adv ArtDip Category
(60%+)	All assessment rubrics are clearly and comprehensively met	Pass
(0-59%)	Assessment rubrics are not all clearly and comprehensively met	Fail

17. Advanced Artist Diploma Year 1: Principal Study Module

1. Module Title	Principal Study
2. HE Level	7
3. Credit Value	110
4. SITS Module Code	AAD4001
5. Location of Delivery	Guildhall School
6a. Module Type	Taught
6b. Applicable in the Year of Study	Advanced ArtDip Year 1
7. Module Leader	Heads of PS Department
8. Department	Relevant PS Departments

9. Aims of the Module

This module is at the centre of your first year of the Advanced ArtDip programme, and it is key to providing you with the teaching, learning and assessment that contribute to the achievement of the overarching programme aims. Specifically:

- Developing you to your highest individual competence and artistic reach in Principal Study according to your specialism.
- Responding to and supporting your individual artistic and professional aims and trajectories.
- Affording you the level of flexible and structured learning that is fundamental to both specialisms and individual aims.

10. Teaching & Assessment Methodology

Method of teaching delivery:

The teaching is designed, delivered, supported and supervised by your Principal Study department according to the artistic and professional components of your specialisation. It starts from the core element of one-to-one lessons, departmental classes and activities, and includes access to wider artistic and professional departmental mentoring support. You may also take part, upon availability and agreement, in a range of Departmental or School-based projects and experiential learning opportunities.

Assessment:

Principal Study A

Performance: a recital / public performance of normally 45 minutes (Instrumental / Vocal / Jazz / Historical Performance) or of variable length depending on public programming (Opera, including the option of a coaching session for Repetiteurs).

In particular agreed cases, you can be assessed in external public events (London-based and, exceptionally, UK-based) if they are in an appropriate venue and of the appropriate artistic nature and professional standard. You need to discuss with your Department and apply to the School via the Music Office well in advance of the event.

All performance-based assessments are normally open to the public.

Principal Study A assessments in general adopt programme-specific Principal Study Assessment Rubrics and Assessment Criteria at L7.

Written feedback is provided after the summative assessment. Informal formative feedback is given during your Principal Study lessons and activities by staff and professionals involved in their delivery. You will also benefit from formative assessment in the form of continual feedback from senior staff (e.g. in performance platforms), coaches, conductors and production directors, as appropriate.

11. Learning Outcomes

Programme-level learning outcomes on successful completion of the module:

A71, A72, B71, B72, C71, C72, D71

12. Module Pattern

a) Scheduled Teaching & Learning Hours

Type	Contact Hours (range or average)
One-to-one class / tutorial	25-45
Practical classes / workshops / productions	120-150 (340 Opera)

b) Assessment

Type	Detail	% Weighting	% Pass Mark
Principal Study A	Performance	100	50

c) Independent Study Hours

	Notional Hours
Personal practice / study	715-955
d) Total student learning hours for module	1100

18. Advanced Artist Diploma Year 1: Context & Development Plan Module

1. Module Title	Context & Development Plan
2. HE Level	7
3. Credit Value	10
4. SITS Module Code	DEV4002
5. Location of Delivery	Guildhall School
6a. Module Type	Taught and supervised independent work
6b. Applicable in the Year of Study	Advanced ArtDip Year 1
7. Module Leader	Head of Programme
8. Department	Academic Studies and PS Departments

7. Aims of the Module

This module contributes to your learning and development in the first year of the Advanced ArtDip programme and it guides your progress into year 2. It supports the refinement of your overarching musical aims and the pacing and monitoring of their progress as central to, and in the context of, the artistic and professional trajectories of your Principal Study. Specifically, the programme team will:

- Support you in calibrating and refining the professional and artistic aspects of your individual Context and Development Plan.
- Support you in monitoring the progress and direction of your plan, and in organising and reflecting upon evidence of progress and achievements.
- Provide access to professional core sessions of relevance to you.
- Provide you with learning and peer interaction that enable you to further recognise and nurture your strengths.

8. Teaching & Assessment Methodology

Methods of teaching delivery:

Contact time is devised in collaboration between your Principal Study Department, the Academic Studies Department and other areas of the School, according to need, relevance and availability.

This module takes up and develops the Context and Development Plan that was prepared and submitted for application. This plan will remain an active document that will contribute to your progress to year two. Contact time on this module will include:

- An initial seminar / plenary session on general principles and practices for this module, the nature and scope of the plan and the final assessment.
- An initial meeting with your supervisor and the Head of Programme or senior faculty member better to define and focus your plan, and to discuss how to evidence end-of-year progress / achievement and transition to year 2.

- Individual supervisions will be scheduled throughout the year to monitor and support development.
- Individual general progress sessions will be scheduled with the Head of Programme or senior faculty member.
- Peer Presentations, scheduled seminar-type sessions chaired by staff where you present to your peers the work-in-progress on your Context and Development Plan and Principal Study work. It is expected that you participate in this once as presenter and twice as peer-group member.
- *The Music Profession*, a yearly series of lectures and seminars on aspects of the music profession, from understanding the music industry and its driving mechanisms, to formulating professional plans, curating and producing concerts, applying for funding, self-promotion, taxes, copyright, networking and more.
- *ResearchWorks*, a regular programme of events centred around the School's research activity, bringing together staff, students and guests of international standing.

Assessment:

Viva Voce A: critical and reflective presentation and discussion of the development and progress against the CDP and, more broadly, on your overall artistic and professional trajectories in year 1 (30 min).

The viva is supported by the complementary Portfolio A submission, consisting of two parts: 1) Context and Development Plan updated at end-of-year point, and 2) documentation of artistic and professional activities during year 1, both in and outside the School.

Viva Voce A assessment adopts programme-specific Viva Voce Assessment Rubrics and Assessment Criteria at L7.

Written feedback is provided after the summative assessment. Informal formative feedback is provided throughout the year by your supervisor during the tutorial sessions, by the Head of Programme at the scheduled sessions, and other members of staff involved in the delivering of the various module elements.

11. Learning Outcomes

Programme-level learning outcomes on successful completion of the module:

A73, B73, C71, C73, D72

12. Module Pattern

a) Scheduled Teaching & Learning Hours

Type	Contact Hours
Initial plenary session	1
Initial tutorial	1
Tutorial with Head of Programme (normally 20 min. x 3)	1
Individual tutorials (split during the year according to availabilities and needs)	4
Peer Presentations (three 1.5-hour sessions)	4.5
Seminars / lectures (offered)	20
ResearchWorks (offered)	variable

b) <u>Assessment</u>			
Type	Detail	% Weighting	% Pass Mark
Viva Voce A	Oral examination (30 min) supported by submitted documentation (as Portfolio A)	n/a	Pass / Fail
c) <u>Independent Study Hours</u>			Notional Hours
Personal practice / study			68.5
d) Total student learning hours			100

19. Advanced Artist Diploma Year 2: Advanced Principal Study Module

1. Module Title	Advanced Principal Study
2. HE Level	8
3. Credit Value	120
4. SITS Module Code	AAD5001
5. Location of Delivery	Guildhall School
6a. Module Type	Taught and supervised independent work
6b. Applicable in the Year of Study	Advanced ArtDip Year 2
7. Module Leader	Heads of PS Department and Head of Programme
8. Department	Relevant PS and AS Departments

7. Aims of the Module

This module is at the centre of your second year of the Advanced Artist Diploma programme, and is key to providing you with the teaching, learning and assessment that contribute to the achievement of the programme aims. These include the monitoring and actualisation of your Context and Development Plan, as central to, and in the context of, the artistic and professional trajectories of your Principal Study. Specifically, the module aims to:

- Further support you in the development of your Principal Study specialisms to your highest individual competence and artistic reach.
- Continue to respond to and support you in your individual artistic and professional developmental trajectories.
- Continue to afford you the required exceptional level of flexible and structured learning, of individual practice and/or production times, and of space for your independent musical journey.
- Further support you in monitoring the progress and direction of your plan and in organising, reflecting upon and evaluating relevant evidence.
- Continue to provide you with formal and peer-supported learning interactions that enable you to further recognise and nurture your strengths.

8. Teaching & Assessment Methodology

Method of teaching delivery:

The teaching is designed, delivered, supported and supervised by your Principal Study department according to the artistic and professional components of your specialisation, starting with the core element of one-to-one lessons, departmental classes, activities, and including access to wider artistic and professional departmental mentoring support. You may also take part, upon availability and agreement, in a range of Departmental or School-based projects and experiential learning opportunities.

Part of the contact time is devised in collaboration with your Principal Study Department, the Academic Studies Department and other areas of the School according to relevance,

suitability and availability. This is to monitor and support progress on your Context and Development Plan. Specifically, contact time continues also to include:

- An initial seminar / plenary session on general principles and structure of the second year of the programme, including the integration and interaction of its learning strands, from your Principal Study work to the Context and Development Plan.
- Individual supervisions scheduled throughout the year with your supervisor to monitor and support development.
- Individual general progress sessions scheduled with the Head of Programme or senior faculty member.
- Peer Presentations, scheduled seminar-type sessions chaired by staff where you present to your peers the work-in-progress on your Context and Development Plan and Principal Study work. It is expected that you participate in this once as presenter and twice as peer-group member.
- *ResearchWorks*, a regular programme of events centred around the School's research activity, bringing together staff, students and guests of international standing.
- Continuing access to *The Music Profession* yearly lectures and seminars on aspects of the music profession, from understanding the music industry and its driving mechanisms, to formulating professional plans, curating and producing concerts, applying for funding, self-promotion, taxes, copyright, networking and more.

Assessment:

Principal Study B

Performance: a recital / public performance of normally 80 minutes of music (Instrumental Strings and Piano), or 50-80 minutes of music (Instrumental WBP, Vocal, Historical Performance), or variable depending on public programming (Opera). The inclusion of a short interval is at the student's choice, according to the demands of the repertoire and duration of the programme.

In particular agreed cases, you can be assessed in external public events (London-based and, exceptionally, UK-based) if they are in an appropriate venue and of the appropriate artistic nature and professional standard. You need to discuss with your Department and apply to the School via the Music Office well in advance of the event.

All performance-based assessments are normally open to the public.

Viva Voce B

A critical and reflective presentation and discussion of your development and progress against the CDP and, more broadly, on your overall artistic and professional trajectories in year 2 (40 minutes).

The viva is supported by the complementary Portfolio B submission, consisting of two parts: 1) Context and Development Plan updated at end-of-programme point, and 2) documentation of artistic and professional activities during year 2, both in and outside the School.

Principal Study B assessment adopts programme-specific Principal Study Assessment Rubrics and Assessment Criteria at L8.

Viva Voce B assessment adopts programme-specific Viva Voce Assessment Rubrics and Assessment Criteria at L8.

Written feedback is provided after each summative assessment. Informal formative feedback is provided throughout the year by the Principal Study professor during the individual lessons, and by the supervisor during the tutorial sessions. You will also benefit from formative assessment in the form of continual feedback from senior staff (e.g. in performance platforms), coaches, conductors and production directors, as appropriate.

11. Learning Outcomes

Programme-level learning outcomes on successful completion of the module:

A81, A82, A83, B81, B82, B83, C81, C82, C83, D81, D82

12. Module Pattern

a) Scheduled Teaching & Learning Hours

Type	Contact Hours (range or average)
One-to-one class / tutorial	25-45
Practical classes / workshops / productions	120-150 (340 Opera)
Tutorial with Head of Programme (normally 20 min. x 3)	1
Individual Tutorials on the Plan (split during the year according to availabilities and needs)	4
Peer Presentations (three 1.5 hour sessions)	4.5

b) Assessment

Type	Detail	% Weighting	% Pass Mark
Principal Study B	Performance or Portfolio	100	60
Viva Voce B	Oral examination (40 min) supported by submitted documentation (as Portfolio B)	n/a	Pass / Fail

c) Independent Study Hours

Personal practice / study	Notional Hours
	805.5-1045.5

d) Total student learning hours for module

1200

20. Reading & Resources

Specific bibliographical and resource lists are curated by individual Principal Study departments and included in the relevant handbooks. Students are recommended to seek additional personalised reading recommendations in support of their Principal Study from their teachers and the Library.

Chapters and extracts from the following texts below are recommended in relation to the 'Context and Development Plan', but you are not generally expected to read the complete book. This is not an exclusive list and new and current material will be added as seen as relevant.

The library holds an appropriately wide range of audio and audio-visual resources as well as a comprehensive range of scores and reference literature.

Arditi, D., & Nolan, R. (Eds.),	2024	The Palgrave Handbook of Critical Music Industry Studies	Palgrave Macmillan
Baker, W., W. Gibson and E. Leatherwood	2016	The World's Your Stage: How Performing Artists Can Make a Living While Still Doing What They Love	Amacom
Bassot, B.	2023	The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection	Routledge
Beer, A.	2016	Sounds and Sweet Airs: The Forgotten Women of Classical Music	Oneworld Publications
Bolt, B, Barrett, E.	2007	Practice as Research: Approaches to Creative Arts Inquiry	I. B. Tauris & Co Ltd
Bull, A., Scharff, C., & Nooshin, L. (Eds.).	2023	Voices for Change in the Classical Music Profession: New ideas for tackling inequalities and exclusions	OUP
Doğantan-Dack, M. (ed.),	2025	Music Performers' Lived Experiences	Routledge
Eaton, K.	2021	Library – Anti-Racism Resources	MyGuildhall
Elliott, D. J., Silverman, M. and Bowman, W. D.	2016	Artistic Citizenship: Artistry, Social Responsibility, and Ethical Praxis	OUP
European Commission, Directorate-General for Education, Youth, Sport and Culture	2023	The Health and Wellbeing of Professional Musicians and Music Creators in the EU: Insights from research for policy and practice.	Publications Office of the European Union
Greene, D.	2017	Performance Success: Performing Your Best Under Pressure	Routledge
Helding, L	2020	The Musician's Mind: teaching, learning and performance in the age of brain science.	Rowman & Littlefield
Hill, J	2018	Becoming Creative: Insights from musicians in a diverse world.	OUP

Kagayama, N.	2023	Bulletproof Musician	https://bulletproofmusician.com
Klickstein, G.	2009	The Musician's Way	OUP
Leech-Wilkinson, D.	2020	Challenging Performance: Classical music performance norms and how to escape them.	https://challengingperformance.com/the-book/
Nelson, R.	2022	Practice as Research in the Arts (and Beyond): Principles, processes, contexts, achievements	Palgrave Macmillan
Pace, I.	2016	'Composition and Performance Can Be, and Often Have Been, Research' in <i>Tempo</i> 70, no. 275 (2016): 60–70	CUP
Palac, J., Chesky, K., Rennie-Salonen, B., & Hoover, S. (Eds.)	2026	Oxford Handbook of Musician Health Advocacy	OUP
Rink, J., Gaunt, H. and Williamon, A.	2017	Musicians in the Making: Pathways to creative performance	OUP
Snell, H.	2015	The Art of Practice: A self-help guide for Music students	New Generation Publishing
Williamon, A.	2004	Musical Excellence: strategies and techniques to enhance performance	OUP
Composer Diversity Database		www.composerdiversity.com/composer-diversity-database	
EDIMS Equality, Diversity, and Inclusion in Music Studies, Resource list		https://edims.network/resources/	
Music by Black Composers		www.musicbyblackcomposers.org/resources/lining-composers-directory/	
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