



Medina Foundation for Music

Students' Handbook - General Information and Procedures

Acknowledgements:

Mark Agius
Karen Gatt Darmania
Joseph Schembri
Ninette Sammut

Editor:

Mark Agius

Table of Contents	Page
1. Welcome	5
2. Official Recognition of MCM Courses	7
3. Equal Opportunities	7
4. Data Protection	8
5. Customer Service	8
6. Enrolment	9
7. Course Outcomes	11
8. Exam Entry Requirements	12
9. Entering for an Exam	13
9.1. Entry process	13
9.2. Entry of candidates	14
9.3. Incomplete or Inaccurate entries	14
9.4. Late entries	14
9.5. Provision of special arrangements	15
9.6. Withdrawn Incomplete	15
10. Exam Appointments	15
10.1. Receipt of attendance slips	17
10.2. Correcting details on an attendance slip	17
10.3. Submitting a programme sheet	18
11. Review of Assessment	19
12. General Provisions	20
12.1. Theory examinations	20
12.2. Practical examinations	21
13. MCM Qualifications	23
14. MCM Equivalence	24

1

Welcome

As an organisation established with the aim of encouraging and facilitating professional musical development and cultural awareness, the Medina Foundation for Music is committed to maintaining high standards in the development of its programmes. Its first priority is to foster creativity and strive for excellence in musical scholarship, performance and appreciation. To maintain its standards, the Foundation seeks to establish programmes that achieve national recognition while, at the same time, ensuring their development keeps up with the pace of global musical advancement.

The Medina Foundation for Music's educational programme, through the Medina College of Music, aims to provide high-quality music education to developing musicians in a supportive and nurturing environment where they can improve their technical and theoretical knowledge of music. In particular, it aims to provide possibilities for them to interact and share their love of music with their peers and rub shoulders with the world of professional music-making.

The MFM's educational programme is designed for the holistic growth of the prospective musician, supporting his/her development whether as a solo performer or a member of a band, ensemble or orchestra. It aims to move

away from a system of rote learning but works towards nurturing an understanding of musical concepts as a means of self-expression and self-awareness, presenting a platform for a life-long journey of self-discovery.

The programme strives to empower students with the knowledge, understanding and skills that will equip them to achieve fulfilment through music in whichever direction they wish to pursue it in the future, as well as the present. It caters both for those who wish to pursue music as a hobby as well as for those who intend to choose their career path in music on a professional level whether as a performer, a composer or a teacher by laying sound foundations in knowledge, skills and competences in music theory and practice. Students are encouraged to reach their potential, become independent in their learning and develop a positive attitude towards lifelong learning.

The structured programme offers students the opportunity to achieve at a pace and level that meets their needs, which is suitably challenging, engages them in the learning process and is delivered with purpose and rigour by the teachers.

The following guidelines apply to all Level and Diploma exams of the Medina College of Music and should be read in conjunction with the guidance and regulations outlined in the syllabus of the particular exam to be taken. Please always refer to our website for the updated information on syllabus, dates and timings for exams, along with assessment criteria.

2

Official Recognition of MCM Courses

Medina College of Music is a subsidiary of the Medina Foundation for Music (hereafter MFM) and is governed by its policies and regulations. It is an awarding body recognized by the Malta Qualifications Recognition Information Centre (MQRIC) and regulated according to the qualifications framework of the National Commission for Further and Higher Education (NCFHE).

Qualifications are attained through the completion of levels graded according to their difficulty from Level 1 to level 7.

3

Equal Opportunities

The Medina Foundation for Music is committed to providing equality of opportunity and treatment for all and will not discriminate directly or indirectly on the basis of gender, age, ethnic origin, or disability.

4

Data Protection

The Medina Foundation for Music is committed to the protection of student data which may be gathered for official purposes as required and undertakes that for no reason will this information be used other than the purpose for which it was collected.

5

Customer Service

The Medina Foundation for Music is committed to providing the best musical education within its capacity. In an effort towards achieving higher standards the Foundation reserves the right to make amendments to its syllabus, policies and regulations which will be published on the Foundation's website: www.medinafoundationformusic.com. All forms are also available for download from the website.

Students will be duly informed of any changes which may take place and it will be ensured that upcoming exams will not be affected by immediate changes.

6

Enrolment

- 6.1. Enrolment for courses may take place at any time of the year. A list of teachers offering the MCM music programme is available on the Foundation web-site, together with the Course Levels they teach, location and contact details.

- 6.2. Students may enter a course at any level without having to present any prerequisites. However they are expected to exhibit due competence in levels below that of the level at which they are entering. Students who wish to start attending an introductory course will have an informal meeting with their teacher who will provide a brief overview of the course work that will be covered and discuss expectations and outcomes. Students who wish to enter a course at any other level will have an informal interview to discuss their attainment and may be required to submit some work as a means of informal assessment. If the teacher is not satisfied with the level of competence offered, he/she may recommend starting at a lower level or revising work covered in previous levels so as to establish a solid foundation before proceeding to the next.

6.3. Students are expected to:

- i. behave in a mindful, appropriate and considerate manner which will be conducive to effective progress in learning,
- ii. provide high levels of engagement and cooperation within learning time,
- iii. respond readily to the challenge of the tasks set and make good progress,
- iv. take responsibility for their own learning by asking for help when necessary, being clear about learning outcomes and what they have to do to improve their performance and being pro-active in using self-assessment techniques,
- v. meet deadlines for completing all tasks and complete any homework requested, and
- vi. endeavour to become independent lifelong learners.

6.4. Parents and Carers (of students under 16 years of age) are expected to:

- i. work in partnership with the teacher in all aspects of their child's musical education and development,
- ii. support College initiatives which involve collaborative working to raise student achievement,
- iii. encourage and support their child to work to meet his/her potential,
- iv. monitor and encourage the completion of required home learning,
- v. ensure regular attendance and punctuality, and
- vi. regularly communicate with teachers to discuss their child's progress.

7

Course Outcomes

Students successfully completing a course in Music will:

- i. develop habits of effective self-discipline,
- ii. develop an enquiring mind with the confidence to explore musical elements in critical and appreciative ways,
- iii. appreciate music as an evolving art with aesthetic value,
- iv. have a cohesive overview and understanding of the history of Western classical music from the Middle Ages through the contemporary period,
- v. show mastery of rhythms and meters,
- vi. acquire the control of rules of music theory and harmony,
- vii. master basic skills in music composition,
- viii. demonstrate competence in musical performance on his/her chosen instrument, with particular emphasis on technical precision and interpretation,

and also experience and appreciate the joys and benefits of music activity as a means of growth, creative expression and enjoyment.

8

Exam Entry Requirements

- 8.1. Candidates may enter any exam offered by the Medina College of Music without having to present any prerequisites. However candidates are expected to have mastered and exhibit due competence in levels below that of the exam which they are entering.
- 8.2. Candidates may sit for more than one practical exam in the same or different instrument at the same session provided that it is not at the same level or instrument.
- 8.3. The Medina College of Music reserves the right to refuse or cancel the entry of any candidate. The reason for the refusal or cancellation will be given and the entry fee will be refunded.
- 8.4. Exam entries cannot be transferred from the name of one candidate to another.

9

Entering for an Exam

9.1. Entry process

- 9.1.1. All entries for exams must be made on an official Medina College of Music examination entry form which may be downloaded from the Foundation website or which will be given by the teacher.
- 9.1.2. Completed entry forms must be accompanied by the correct entry fee and sent in advance of the closing date for application to the exam.
- 9.1.3. Entry forms and fees are generally collected by the teacher who ensures correct registration details and adherence to closing dates.
- 9.1.4. Cheques should be made payable to the Medina Foundation for Music.
- 9.1.5. Where possible and only in respects of practical exams, MCM will seek to meet a request for a specific exam date within the stipulated exam period provided it is clearly specified in the corresponding exam entry form. However this cannot be guaranteed and whilst requests for morning or afternoon appointments will be observed where possible, requests for precise times cannot be accepted.

9.2. Entry of candidates

- 9.2.1. Exam entries may be submitted by a teacher, parent or guardian, or by candidates themselves if they are aged 18 or over. Correspondence will be conducted with this person only.
- 9.2.2. By entering for an exam offered by the Medina College of Music, candidates agree that they will abide by the College's regulations, syllabus requirements and the professional judgements of its examiners.

9.3. Incomplete and/or Inaccurate entries

- 9.3.1. If an entry form is incomplete, it may be refused.
- 9.3.2. Candidates' names as shown on the entry form will be used when producing certificates for successful candidates. Candidates must ensure that all details on the entry form are complete, accurate, and free from errors.

9.4. Late entries

- 9.4.1. Late entries will only be accepted at the discretion of the Principal and will not be accepted if received less than 15 days before the exam date.
- 9.4.2. Entries which are received following the application closing date will be subject to the following surcharges:

- for late entries received up to 21 days before the exam date: + 50% of the entry fee.
- for late entries received between 20 and 15 days before the exam date: + 85% of the entry fee.

9.5. Provision of special arrangements

Candidates requiring special arrangements should submit an Alternative Assessment Arrangements Form together with the completed application form. Candidates who require wheelchair access or other such provision being available in the exam centre should notify the College as soon as possible. Please note that the College will require extra time to prepare and provide a candidate with adjusted tests taking into account any candidate's individual requirements. The College may also need to seek the advice of other professionals in the preparation of such provisions so such requests need to be made and processed beforehand.

9.6. Withdrawn Incomplete

9.6.1. The Withdrawn Incomplete (WI) grade is a compassionate response for students who are prevented from completing module assessment due to extreme circumstances beyond their control. It is not a passing grade as it is awarded where the student has not completed the requirements of the module.

- 9.6.2. The acceptable grounds for a WI are:
- i. A serious medical condition;
 - ii. Death of a person with whom the student had a significant relationship;
 - iii. Obligations to emergency or military service; and
 - iv. Extreme circumstances of comparable gravity and severity.
- 9.6.3. A candidate requesting consideration for a WI grade must submit an Application for Special Consideration form providing evidence that the circumstances resulting in the failure to complete module assessment were beyond the student's control, and either:
- i. Arose after the student having applied for the exam; or
 - ii. Did not have their full impact until the after the student had applied for the exam, and this impact was not foreseeable earlier
- 9.6.4. A student having been given a WI may apply for a deferred examination at the next sitting in which case a fee rate reduced to half the normal application fee will apply.
- 9.6.5. A student who sits but cannot complete a deferred examination due to extreme circumstances beyond his or her control should acknowledge that the exam is final and that no further deferral of the examination is possible.

10

Exam Appointments

10.1. Receipt of attendance slips

- 10.1.1. Upon receipt and acceptance of his/her entry to an exam, the candidate will receive an attendance slip on which will be the index number allocated to the candidate, the level and subject of exam and the date, time and place of the exam.
- 10.1.2. Any request for changing an exam date, time or place following the issue of an attendance slip will not be accepted.
- 10.1.3. The attendance slip must be presented and will be collected by the invigilator on the day of the exam.
- 10.1.4. The College reserves the right to refuse entrance to an exam to a candidate who cannot produce their attendance slip on the day.

10.2. Correcting details on an attendance slip

- 10.2.1. Should a candidate find any errors in the personal information specified on the attendance slip, he/she should inform his/her teacher immediately.
- 10.2.2. An incorrect exam subject or level cannot be altered on the day of the exam.

- 10.2.3. It will be acceptable for a candidate to point out a misspelling of their name to the examiner on the day of the exam.
- 10.2.4. In the case of a theory exam, the attendance slip must be placed on the candidate's desk and will be collected by the invigilator.
- 10.2.5. In a practical exam the slip must be handed to the examiner on entering the examination room.

10.3. Submitting a programme sheet

- 10.3.1. Before the exam, candidates should ensure that they have filled in the names of the pieces that they will be playing on the Programme Sheet, with their choice of Technical Work and Pieces marked.
- 10.3.2. Candidates must write their preferred sequence on the Programme Sheet and point it out to the examiner at the start of the exam.
- 10.3.3. This choice does not extend to cases where the syllabus stipulates the order of any item.

11

Review of Assessment

- 11.1. Review of Assessment is available to all candidates once the College has released the final result for a session.
- 11.2. If a candidate is dissatisfied with his/her final result, the candidate may apply to have it reviewed. Review of Assessment consists of re-marking the final exam (where applicable), checking the addition of all marks and a check to ensure that all marks have been included in the final result.
- 11.3. Applications for a review of assessment have to be made within ten (10) working days of the release of the final result in the session. Applications for review of assessment carry a stipulated fee.
- 11.4. The result after a review of assessment cannot be lower than the result before the review. If the review assessor produces a lower result, the mark and grade will not be changed. If the result is higher, the grade will be substituted to reflect the higher result and the fee will be refunded where applicable.

- 11.5. The review will be conducted by a new assessor, unless there is no one else available with appropriate expertise in the area being examined, in which case the initial assessor will conduct the review.

12

General Provisions

12.1. Theory examinations

The following conditions will apply:

- a. Candidates should be present for their examination at least 30 minutes before the scheduled time.
- b. Candidates arriving late for an exam will not be given extra time.
- c. Candidates arriving later than 30 minutes after the exam has started will not be allowed to take the exam.
- d. Candidates may not leave the examination room until after 30 minutes from the start of the exam or in the last 15 minutes of the exam.
- e. Candidates may not leave the examination room to smoke.
- f. Food or drink other than water and sweets are not allowed in the examination room.*

**Special consideration will be given to diabetic students whose condition will be brought to the attention of the invigilator and who will be permitted to eat as necessary.*

12.2. Practical examinations

The following conditions will apply:

- a. Candidates should be present for their examination at least 30 minutes before the scheduled time.
- b. Candidates should bring to the examination all equipment required to present their performance, including instruments, music stands, amplifiers, leads, PA systems and playback equipment as required.
- c. On arrival at the examination centre, candidates should report to the Examinations Coordinator, who will direct them to a warm-up room.
- d. On entry into the examination room, students should determine the best position for themselves and their equipment. Candidates should tune their own instruments as appropriate.
- e. Electronic sound and playback equipment should be preset.
- f. No electronic mixing of sound, other than adjustment of sound by the individual candidate for their instrument, will be allowed during the performance.
- g. Provision should be made by students for any equipment failure. For example, candidates should bring spare reeds, strings or cables.

- h. Recorded accompaniments (backing tracks) may only be used with the Examination Board's approval.
- i. Candidates should tune their own instrument without assistance from any other person.
- j. No audience will be allowed in the examination room during the examination.
- k. Candidates may not leave the examination room during the examination.
- l. Candidates performing accompanied works will provide their own accompanist.
- m. Accompanists must leave the room if they are not performing.
- n. In an accompanied recital, the accompanist may change during an examination though only one accompanist is permitted in the examination room at a time.
- o. The accompanist cannot:
 - i. play the same instrumental part concurrently with a candidate,
 - ii. play the same melodic line concurrently with a candidate,
 - iii. announce works, count in, conduct, direct or lead the candidate,
 - iv. adjust the candidate's equipment during the assessment,
 - v. visually or audibly obscure the candidate's performance, or
 - vi. improvise or take solos that significantly reduce the time for the candidate.

13

MCM Qualifications

	MQF Level	MCM Levels and Modules		Award Title
Further Education Qualification	7	7	Fellowship Dip.	Fellowship Dip.
	6	6	Licentiate Dip.	Licentiate Dip.
	5	5	Associate Dip.	Associate Dip.
Higher Education Qualification	4	4	Module 2	Gold Award in Theory of Music/ Music Performance
			Module 1	
	3	3	Module 2	Silver Award in Theory of Music/ Music Performance
			Module 1	
	2	2	Module 2	Bronze Award in Theory of Music/ Music Performance
			Module 1	
	1	1	Module 3	Entry Level Award in Theory of Music/ Music Performance
			Module 2	
			Module 1	

14

MCM Equivalence

MCM Levels and Modules		Relative Equivalence	General Qualification
7		Fellowship Dip.	Master's Degree
6		Licentiate Dip.	Bachelor's Degree
5		Associate Dip.	Undergraduate Diploma
4	2	Grade 8	A Level Certificate
	1	Grade 7	
3	2	Grade 6	O Level Certificate
	1	Grade 5	
2	2	Grade 4	
	1	Grade 3	
1	3	Grade 2	
	2	Grade 1	
	1	Preliminary	