

TCL Level 4 Certificate for Music Educators (Trinity CME)

Validation Requirements
from September 2013

Trinity College London
trinitycollege.com

Charity number 1014792

Patron HRH The Duke of Kent KG

Chief Executive Sarah Kemp

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Introduction

About Trinity

Trinity College London (Trinity) is an international awarding body and exam board that has provided qualifications and assessment since 1877. With a rich heritage of academic rigour and a positive, supportive approach to assessment, Trinity provides recognised and respected qualifications across a unique spectrum of communicative skills – from music, drama and arts activities to English language – at all levels. Each year over 750,000 candidates in over 60 countries take a Trinity assessment or qualification.

About the Trinity CME

The Trinity CME is an accredited qualification linked to a flexible programme of learning. It encourages music educators to develop new skills, consolidate their understanding of the purposes of music education, and build their reflective practice, with the ultimate goal of enhancing their contribution to the musical learning of children and young people.

The Trinity CME is delivered by centres that are validated by Trinity to register, work with and assess learners. Centres might include music education hubs, schools, colleges, conservatoires, universities, employers, training providers and other organisations that work with music educators. Detailed information about the Trinity CME can be found in the Specification.

About the Validation Requirements

These Validation Requirements set out the criteria for validation that all centres are required to meet, as well as Trinity's procedures and regulations for the validation and external quality assurance of centres. If centres need further advice on any aspect of the Trinity CME, they should contact the Teacher Development (Music) department at Trinity:

- ▶ Teacher Development (Music) department

T +44 (0)20 7820 6108

E cme@trinitycollege.com

Criteria for validation

Overview

Broadly, centres that are validated by Trinity to deliver the Trinity CME are responsible for:

- ▶ registering learners, taking into account the entry requirements of the Trinity CME
- ▶ enabling each learner to undertake an initial self-assessment to map their prior knowledge and experience against the complete learning outcomes and assessment criteria of the Trinity CME
- ▶ developing and agreeing a personal action plan with each learner that is based on their initial self-assessment, setting out any training and support that will be put in place to help the learner meet the assessment criteria, and detailing ways in which the learner can compile their portfolio of evidence for assessment
- ▶ putting in place training and support as set out in learners' personal action plans
- ▶ assessing learners
- ▶ undertaking internal quality assurance of assessments
- ▶ undertaking all of the above as part of a coherent programme with appropriate policies and procedures.

Trinity's role is to validate centres and undertake external quality assurance. No centre can deliver the Trinity CME until it has been validated by Trinity, and no centre can continue to deliver the Trinity CME without being subject to external quality assurance.

In order to achieve validation, centres must meet the following specific criteria:

Aims

Centres must be able to state any aims of their Trinity CME programmes that are additional to those stated (see 'About the Trinity CME'). These might be specific to the needs of their target learners and/or related to their own development as organisations.

Target learners

Centres must be able to identify their target groups of learners and state estimated numbers of learners for each of the next three years.

Information and publicity

Centres must be able to detail how they will provide clear and comprehensive information to learners, which must:

- ▶ accurately reflect details of all aspects of the programme
- ▶ accurately reflect details of any fee structures
- ▶ be given to learners before they register and pay any fees.

Centres must also detail any plans to publicise their programmes.

Registering learners

Centres must be able to detail their procedures for verifying that learners meet the entry requirements as detailed in the Specification. Centres should also be able to detail their administrative procedures for registering learners and maintaining secure, accurate and up-to-date learner records.

Safeguarding

Centres must be able to detail their procedures for establishing learners' suitability for working with children and young people. This must include an up-to-date DBS check for all learners.

Disability and special educational needs

Centres must be able to detail the special provision and reasonable adjustments that will be put in place to enable learners with disabilities and/or special educational needs to participate fully in their programmes.

Criteria for validation

Equality

Centres must be able to state their equal opportunities policy.

Initial self-assessments

Centres must be able to detail how they will enable each learner to undertake an initial self-assessment in order to map their prior knowledge and experience against the complete learning outcomes and assessment criteria of the Trinity CME.

Personal action plans

Centres must be able to detail how they will develop, agree and maintain a personal action plan with each learner that is based on their initial self-assessment, setting out any training and support that will be put in place to help the learner meet all of the assessment criteria, and detailing ways in which the learner can compile their portfolio of evidence for assessment. Centres should note that personal action plans should be viewed as ongoing documents, subject to regular review and development.

Training

Centres must be able to detail how they will put in place training as set out in learners' personal action plans. Centres must also be able to state how training will be arranged to fit around learners' professional commitments.

Support

Centres must be able detail any additional support that will be provided for learners, whether in the form of face-to-face tutorials, by telephone or online. There is no requirement for centres to provide any particular type or level of support, but centres are required to reflect on the needs of their learners and provide a type and level of support that is appropriate to those needs.

Assessment

Centres must be able to detail how they will assess learners in line with the assessment principles in the Specification. Specifically, they must able to state:

- ▶ the individuals who will carry out assessments and their competence to do so
- ▶ their procedures for ensuring that new assessors will be supported by more experienced assessors
- ▶ how the authenticity and currency of evidence will be verified
- ▶ how they will ensure that evidence is of sufficient quality to make valid and reliable assessment decisions
- ▶ how they will take appropriate action to safeguard the children and young people who feature in evidence generated in the real working environment.

In addition, centres must be able to detail their procedures for the recognition of prior learning and experience, specifically:

- ▶ how they will help learners evidence prior learning and experience against the assessment criteria where prior learning and experience does not take the form of a formal qualification
- ▶ how they will ensure that any recognition of prior learning is sufficient and appropriate to ensure the reliability and validity of the assessment outcome.

Internal quality assurance

Centres must be able to detail how they will internally quality assure their programmes. Specifically, they must be able to state:

- ▶ the individuals who will carry out internal quality assurance and their competence to do so
- ▶ how they will monitor initial self-assessments and personal action plans
- ▶ how they will monitor training and support
- ▶ how they will brief and monitor assessors
- ▶ how they will sample and verify assessments

Complaints and appeals

Centres must be able to detail their policies and procedures for dealing with complaints and appeals from learners. These could include:

- ▶ appeals against assessment outcomes
- ▶ complaints about administrative issues
- ▶ disputes over financial transactions
- ▶ complaints about training and support.

Centres should note that all complaints and appeals must be reported to Trinity along with any actions that have been taken to deal with them. Trinity's policies for dealing with complaints and appeals can be found at trinitycollege.com/policies

Learner feedback

Centres must be able to detail their procedures for gathering and responding to learner feedback.

Malpractice and maladministration

Centres must be able to detail their policies and procedures for dealing with suspected or reported malpractice by learners. This could include:

- ▶ providing false identification
- ▶ falsifying evidence for assessment
- ▶ plagiarism of other learners' work or ideas that goes beyond the normal sharing of ideas
- ▶ attempting to influence assessment.

Centres must also be able to state their policies and procedures for dealing with suspected or reported malpractice and maladministration by centre staff. This could include:

- ▶ failure to carry out sufficient background checks on learners
- ▶ failure to keep secure, accurate and up-to-date learner records
- ▶ failure to observe agreed assessment or quality assurance procedures
- ▶ inadequate programme management.

Centres should note that all complaints and appeals must be reported to Trinity along with any actions that have been taken to deal with them. Trinity's policies for dealing with malpractice and maladministration can be found at trinitycollege.com/policies

Programme management

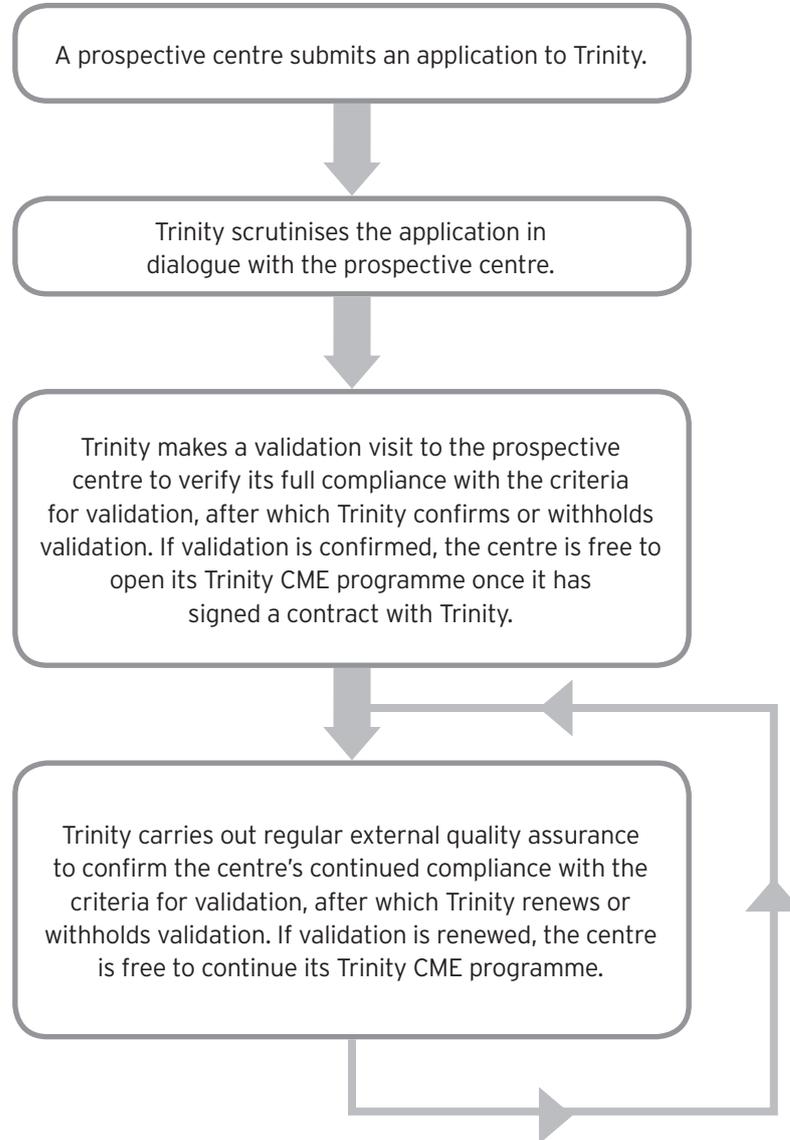
Centres must be able to detail how they will manage and resource their programmes in order to undertake all of the duties covered by the criteria for validation.

The validation and external quality assurance process

The validation and external quality assurance process

Overview

Broadly, the validation and external quality assurance process works as follows:



Fees payable by centres to Trinity

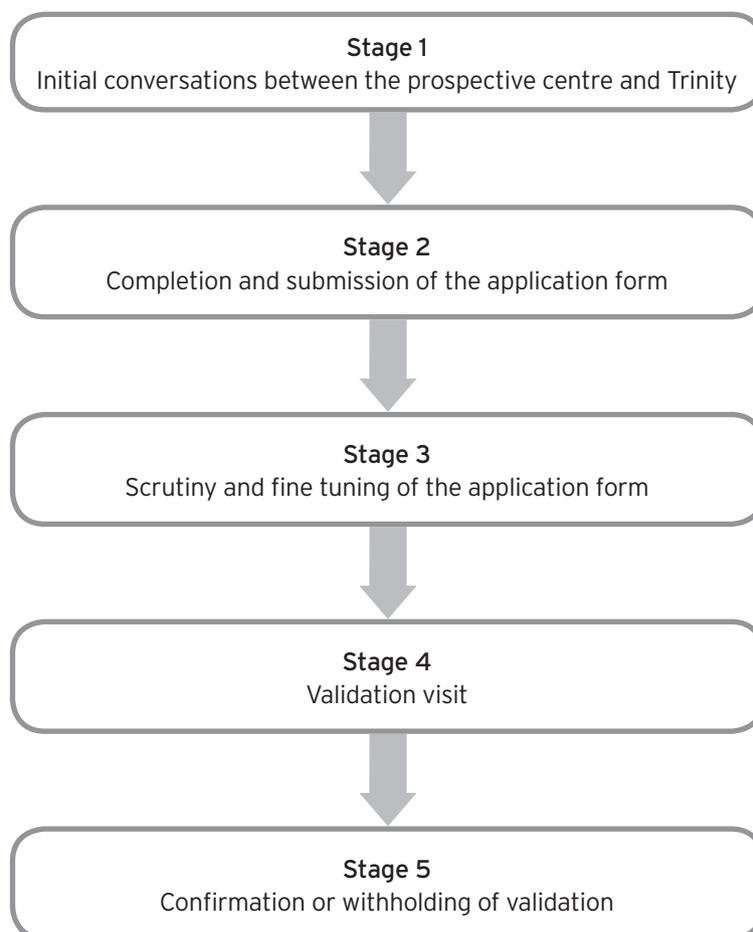
Unless otherwise stated, the following fees are payable to Trinity:

- ▶ application fee
- ▶ validation visit fee
- ▶ registration/external quality assurance/certification fees.

Details of fees are available from the Teacher Development (Music) department. Once validated, centres are free to set their own fees to learners, factoring in any costs associated with running their Trinity CME programmes. Centres may subsidise or part-subsidise learners if they wish, or charge different fees depending on the amount of training and support needed by each learner.

Validation

Overview



Stage 1: Initial conversations between the prospective centre and Trinity

Before making an application, a prospective centre is advised to make contact with the Teacher Development (Music) department to gain a full understanding of what is involved in becoming a centre.

Stage 2: Completion and submission of the application form

If, following its initial conversations with Trinity, the prospective centre wishes to make an application, it may do so by completing and submitting the application form, which is available from the Teacher Development (Music) department. This must include information on how it will meet all of the criteria for validation.

The application fee must be submitted with the application form.

Stage 3: Scrutiny and fine tuning of the application

Each application is scrutinised by the Teacher Development (Music) department and independently by a member of the Trinity CME Quality Assurance Panel. Once scrutiny is complete, Trinity sends the prospective centre a list of recommendations for amendments and/or additions to its application, which it should use to fine tune and resubmit its application. This process continues until Trinity notifies the prospective centre that its application is acceptable.

If at any point during this process Trinity decides that a prospective centre will not be able to meet the criteria for validation, it will advise the prospective centre not to proceed with its application and give detailed reasons to support this decision.

Stage 4: The validation visit

Once Trinity and the prospective centre have agreed that an application is acceptable, a member of the Teacher Development (Music) department and/or a member of the Trinity CME Quality Assurance Panel will visit the centre to verify all details contained within the application. This includes:

- ▶ reviewing and discussing all aspects of the application and verifying the prospective centre's compliance with all of the criteria for validation
- ▶ reviewing all documentation referred to in the application, including CVs of key staff, registration forms, self-assessment templates, personal action plan templates, assessment documentation and internal quality assurance documentation
- ▶ viewing any premises or resources that are integral to assessment
- ▶ meeting key staff and discussing the details of their roles.

The validation visit applies to all centres and will be arranged for a mutually convenient time. The validation visit fee is payable after the validation visit.

Stage 5: Confirmation or withholding of validation

After the validation visit, Trinity will confirm in writing one of the following outcomes:

1. The application meets all of the criteria for validation, and the centre is invited to enter into a contract with Trinity. The centre is then formally validated and may be publicised as such.
2. The application meets most of the criteria for validation and can be validated subject to amendments specified by Trinity. The prospective centre and Trinity agree on a date by which the amendments will be made. If the amendments are made to Trinity's satisfaction, the centre is invited to enter into a contract with Trinity. The centre is then formally validated and may be publicised as such.
3. The application needs to be significantly revised in order to be considered further. The prospective centre is invited to indicate in writing whether it wishes to proceed.
4. The application does not meet the validation criteria, and validation is withheld.

Validation timescale

The validation process usually takes six or more weeks. This is in view of the level of detail involved in the validation process.

Feedback on validation

Centres are sent a questionnaire at the same time as Trinity's confirmation in writing of the outcome of the validation process. This is a non-mandatory opportunity for centres to comment on the validation process and offer any feedback to Trinity. Centres may also contact the Teacher Development (Music) department at any time with any questions or feedback about the Trinity CME.

Registering the first learners

Once validated, a centre must register its first learners within six months of validation. A centre that is unable to register any learners within this time should contact the Teacher Development (Music) department, and may be subject to an additional validation visit.

Registration/external quality assurance/certification fees are charged on a per-learner basis and must be paid by the centre to Trinity immediately after each learner registers with the centre. Trinity will issue a unique learner number for each learner on receipt of these fees.

Certification

A newly validated centre must inform Trinity as soon as it deems that learners have achieved the Trinity CME. Trinity will verify that this is the case before certifying learners. Once the centre has successfully undergone its first round of external quality assurance, it will gain automatic certification rights, although Trinity reserves the right to withhold automatic certification rights from any centre, or to give only limited certification rights. Trinity will certificate any learners from a centre with automatic certification rights as soon as the centre informs Trinity that learners have achieved the Trinity CME.

External quality assurance and continued validation

Overview

Each centre is subject to regular external quality assurance from Trinity, the purpose of which is to confirm that the centre continues to comply with the criteria for validation as detailed in its application and as verified at the validation visit. External quality assurance has the following outcomes:

1. No non-compliance issues are raised, and the centre's validation is renewed.
2. Issues of non-compliance are raised. Sanctions for non-compliance are imposed, which could result in the centre's validation being withdrawn.

External quality assurance

External quality assurance takes place at intervals determined by Trinity, taking into account the number of learners currently registered with the centre and the stage they have reached. This will be at least once a year, although Trinity reserves the right to carry out external quality assurance more frequently as it deems necessary. Some aspects of external quality assurance, such as the sampling of assessments, may be carried out remotely, but an external quality assurance visit will be made at least once a year.

External quality assurance is carried out by a member of the Trinity CME Quality Assurance Panel and/or a member of the Teacher Development (Music) department. It serves to:

- ▶ confirm that all criteria for validation continue to be met as verified at the validation visit
- ▶ review an appropriate sample of documentation, including learner records, initial self-assessments and learner feedback forms
- ▶ review an appropriate sample of assessments in order for Trinity to verify that the centre's assessments are sound
- ▶ review an appropriate sample of internal quality assurance decisions in order for Trinity to verify that the centre's internal quality assurance is sound
- ▶ review the overall success of the programme and address areas for improvement
- ▶ record estimated numbers of learners for each of the next three years

No fee is payable for external quality assurance as it is covered in the per-learner registration/external quality assurance/certification fee.

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External quality assurance and continued validation

Continued validation

Once external quality assurance has been carried out, a copy of the external quality assurance report is sent to the centre together with a letter from Trinity confirming one of the following outcomes:

1. No non-compliance issues have been identified, and the centre continues to meet all of the criteria for validation. Validation is renewed.
2. Issues of non-compliance have been identified, triggering sanctions for non-compliance as follows:

Sanctions for non-compliance

Level	Non-compliance	Sanction
Green	No non-compliance issues have been identified.	No sanctions are applicable. Validation is renewed.
Yellow	Non-compliance issues have been identified, but there is no threat to the integrity of assessment decisions.	The centre is subject to agreed actions within a specified timeframe to address the non-compliance issues. The centre's performance is monitored until the agreed actions have been undertaken, after which validation is renewed.
Amber	Non-compliance issues have been identified that could lead to a threat to the integrity of assessment decisions, risking invalid claims to certification; or non-compliance issues leading to a yellow sanction have not been rectified within the specified timeframe.	Automatic certification rights are suspended, and all certification claims must be approved by Trinity. The centre is subject to an agreed action plan detailing corrective actions that must be implemented within a specified timeframe before automatic certification is resumed. The centre's performance is monitored until the agreed actions have been undertaken, after which validation is renewed.
Red	Non-compliance issues have been identified that are likely to lead to a threat to the integrity of assessment decisions, risking invalid claims to certification; or non-compliance issues leading to an amber sanction have not been rectified within the specified timeframe.	Registration and certification rights are suspended. The centre is subject to an agreed action plan detailing corrective actions that must be implemented within a specified timeframe before registration and certification is resumed. The centre's performance is monitored until the agreed actions have been undertaken, after which validation is renewed.
Black	An irretrievable breakdown in management and quality assurance has been identified; or non-compliance issues leading to a red sanction have not been rectified within the specified timeframe.	Validation is withdrawn.

Feedback on external quality assurance

Centres are sent a questionnaire with the external quality assurance report. This is a non-mandatory opportunity for centres to comment on the external quality assurance process and offer any feedback to Trinity. Centres may also contact the Teacher Development (Music) department at any time with any questions or feedback about the Trinity CME.

Additional regulations and information

Trinity's policies

Centres are contractually bound to adhere to all of Trinity's policies, which are reviewed regularly and subject to periodic change. The policies cover:

- ▶ appeals
- ▶ complaints
- ▶ conflicts of interest
- ▶ invoicing
- ▶ disabled learners
- ▶ anti-bribery and corruption
- ▶ malpractice
- ▶ data protection.

Centres are advised to familiarise themselves with these policies, which can be found at trinitycollege.com/policies. Failure to comply with Trinity's policies could result in sanctions for non-compliance.

Changes to the original application

A centre must submit any significant changes it proposes to make to its programme for Trinity's prior approval. Such changes could include:

- ▶ significant changes or additions to a programme's aims
- ▶ changes to assessment or internal quality assurance procedures
- ▶ changes to key staff.

If a centre makes significant changes to its programmes without submitting them for Trinity's prior approval, Trinity reserves the right to impose a revalidation visit at the centre's own cost, which could result in sanctions for non-compliance. Centres should contact the Teacher Development (Music) department if they are unsure about what might constitute a significant change.

Changes to centre ownership

Any change to the ownership or control of a centre is likely to result in the centre being required to resubmit a new application for validation at the centre's own cost. Centres must inform Trinity before any change of ownership or control takes place.

Spot-check visits

If Trinity has concerns about any aspect of a centre's programme that cannot be resolved remotely, Trinity reserves the right to impose a spot-check visit, which could result in sanctions for non-compliance. Spot-check visits are charged at Trinity's discretion at a rate up to and including that of a full validation visit.

Archiving

All centres are required to retain each learner's complete documentation and assessment materials for 24 months after certification. Centres are also required to co-operate fully with requests from Trinity or from the regulatory body to share archived materials.

Frequency of registrations

In most cases, centres that do not register any learners within 24 months will have their validation withdrawn and must reapply at their own cost if they wish to regain validation. If centres are concerned that they will not register any learners within a 24-month period, they should contact the Teacher Development (Music) department.

Additional regulations and information

Mid-programme support visits

If a centre would like additional support from Trinity, mid-programme support visits can be arranged. These are charged at Trinity's discretion at a rate up to and including that of a full validation visit, depending on the duration of the visit. Mid-programme visits can be used to provide general guidance on any aspect of a centre's programme, and specific guidance on assessment and internal quality assurance.

Assessment training

If a prospective centre would like assessment training from Trinity, this can be provided in the form of a visit to the prospective centre or at a mutually convenient location. Assessment training typically lasts one day and covers:

- ▶ a review of the assessment principles contained within the Specification
- ▶ a review of the types of evidence, including evidence of prior learning and experience, that are suitable for inclusion in learners' portfolios of evidence
- ▶ what constitutes a pass when analysing evidence against the assessment criteria
- ▶ how centres can undertake effective internal quality assurance of their assessments
- ▶ how Trinity will externally quality assure centres' assessments.

It is not compulsory for prospective centres to complete assessment training in order to achieve validation, nor is it compulsory for prospective centres to purchase assessment training from Trinity. Rather, assessment training is offered to prospective centres that would like to develop the skills of staff who will be acting as assessors.

Prospective centres should contact the Teacher Development (Music) department for information on how to book assessment training and details of costs.