

Report on the alignment of the awards made by Trinity College London with the Irish National Framework of Qualifications

1. Recommendation and Conditions of Alignment

Recommendation

It is recommended that those awards made in Ireland by Trinity College London (TCL), for which it has sought alignment, should be aligned with the National Framework of Qualifications, to specific levels as indicated in this report.

Conditions of Alignment

1. TCL may refer to the qualifications indicated in the report as being aligned with the specified levels of the National Framework of Qualifications in Ireland (the NFQ) and recognised as such by the National Qualifications Authority of Ireland (NQAI).
2. TCL will clearly communicate that its unaccredited awards made in Ireland are not aligned with the NFQ or recognised as such by the National Qualifications Authority of Ireland (NQAI). This will be clearly stated in all advertisements, marketing and descriptions associated with such awards and the programmes leading to them, as well as on the transcripts of the awards.
3. TCL will provide the NQAI with information regarding:
 - a. Annual statistics indicating number of learners in Ireland who commence programmes leading to awards to which the alignment refers as well as the number of awards made
 - b. The outcomes of any external quality assurance review to which the awarding body is subject
 - c. Any material change to the quality assurance procedures of the awarding body which impact in any way on the provision in Ireland of the awards to which the alignment refers
 - d. Examples of marketing of awards aligned with the NFQ / not aligned with the NFQ

- e. Any new awards which the awarding body intends to offer in Ireland, for which it is seeking alignment or otherwise.
4. TCL will operate procedures which are consistent with the policies of the NQAI in respect of access, transfer and progression and RPL
 5. The alignment of awards with the NFQ recommended in the alignment report is active as long as the necessary quality assurance arrangements are in place i.e. as long as the pilot regulatory arrangements for qualifications accredited in England, Wales and Northern Ireland when offered in Ireland are in place.

2. Level Criteria

The criteria used to determine the comparable levels of awards submitted by TCL for alignment with the NFQ are set out in the document entitled - Qualifications can cross boundaries

<http://www.qualificationsrecognition.ie/recognition/pdfs/File.886.en.pdf>

The comparable England, Wales and Northern Ireland National Qualifications Framework (NQF) and National Framework of Qualifications for Ireland (NFQ) levels may be summarised as follows. At NQF Level 5 there are outcomes which span Levels 6 and 7 of the NFQ. The Authority executive has made a determination on the levels of these awards, where applicable, in consultation with the Higher Education and Training Awards Council (HETAC).

| England, Wales and Northern Ireland National Qualifications Framework | | National Framework of Qualifications for Ireland |
|---|------------------|--|
| Entry Level | is comparable to | Level 2 |
| Level 1 | is comparable to | Level 3 |
| Level 2 | is comparable to | Level 4 |
| Level 3 | is comparable to | Level 5 |
| Level 4 | is comparable to | Level 6 |
| Level 5 | is comparable to | Level 6/ 7 |
| Level 6 | is comparable to | Level 8 |

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| Level 7 | is comparable to | Level 9 |
| Level 8 | is comparable to | Level 10 |

3. Sources of Evidence and Level Recommendations

Sources of Evidence

All qualifications submitted for alignment by TCL were checked against the list of accredited qualifications published by Ofqual at <http://www.accreditedqualifications.org.uk>

Level Recommendations

It is recommended that TCL awards submitted should be aligned with the NFQ as tabled below.

| Title of qualification | NDAQ Qualification Reference Number | Guided Learning Hours | UK Qualification Type (where applicable) | England, Wales and Northern Ireland National Qualifications Framework Level (NQF) | Irish National Framework of Qualifications Level (NFQ) |
|--|-------------------------------------|-----------------------|--|---|--|
| Entry Level Certificate in ESOL International - Speaking and Listening (Entry 1) | 500/1999/5 | 80 | ESOL | Entry level | NFQ Level 2 |
| Entry Level Certificate in ESOL International - Speaking and Listening (Entry 2) | 500/2000/6 | 80 | ESOL | Entry Level | NFQ Level 2 |
| Entry Level Certificate in ESOL International - Speaking and Listening (Entry 3) | 500/1934/X | 100 | ESOL | Entry Level | NFQ Level 2 |
| Entry Level Certificate in ESOL International | 500/1938/7 | 160 | ESOL | Entry Level | NFQ Level 2 |

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| (Entry 2) | | | | | |
| Entry Level Certificate in ESOL International (Entry 3) | 500/1936/3 | 180 | ESOL | Entry Level | NFQ Level 2 |
| Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 1) | 100/4513/2 | 100 | ESOL | Entry Level | NFQ Level 2 |
| Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 2) | 100/4514/4 | 100 | ESOL | Entry Level | NFQ Level 2 |
| Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 3) | 100/4515/6 | 100 | ESOL | Entry Level | NFQ Level 2 |
| Entry Level Certificate in ESOL Skills for Life (Entry 1) | 100/4266/0 | 300 | ESOL | Entry Level | NFQ Level 2 |
| Entry Level Certificate in ESOL Skills for Life (Entry 2) | 100/4267/2 | 300 | ESOL | Entry Level | NFQ Level 2 |
| Entry Level Certificate in ESOL Skills for Life (Entry 3) | 100/4268/4 | 300 | ESOL | Entry Level | NFQ Level 2 |
| Entry Level Certificate in ESOL for Work (Entry 3) | 500/2116/3 | 150 | ESOL | Entry Level | NFQ Level 2 |
| Foundation Graded Examination in Music Performance | 100/6043/1 | Grade 1 (20), Grade 2 (15), Grade 3 (16) | OG | NQF Level 1 | NFQ Level 3 |
| Foundation Level Graded Examination in Music Theory/Literacy | 500/1129/7 | 15 | OG | NQF Level 1 | NFQ Level 3 |
| Foundation Graded Examination in Speech (Performing) | 100/2132/2 | 15 | OG | NQF Level 1 | NFQ Level 3 |

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|---|------------|-----|------|-------------|-------------|
| Text) | | | | | |
| Foundation Graded Examination in Speech and Drama | 100/1215/1 | 15 | OG | NQF Level 1 | NFQ Level 3 |
| Foundation Graded Examination in Drama (Acting) (Shakespeare) (World Dramatists) (Musical Theatre) (Performance Arts) | 100/2129/2 | 15 | OG | NQF Level 1 | NFQ Level 3 |
| Foundation Graded Examination in Communication Skills | 100/3182/0 | 15 | OG | NQF Level 1 | NFQ Level 3 |
| Level 1 Award in The Arts | 100/5074/7 | 30 | VRQ | NQF Level 1 | NFQ Level 3 |
| Level 1 Graded Examination in Spanish Dance | 500/3720/1 | 40 | OG | NQF Level 1 | NFQ Level 3 |
| Level 1 Certificate in Practical Performance Skills (Dance) NEW | 500/3523/X | 255 | OG | NQF Level 1 | NFQ Level 3 |
| Level 1 Certificate in ESOL International - Speaking and Listening | 500/1997/1 | 120 | ESOL | NQF Level 1 | NFQ Level 3 |
| Level 1 Certificate in ESOL International | 500/1937/5 | 200 | ESOL | NQF Level 1 | NFQ Level 3 |
| Level 1 Certificate in ESOL Skills for Life (Speaking and Listening) | 100/4516/8 | 100 | ESOL | NQF Level 1 | NFQ Level 3 |
| Level 1 Certificate in ESOL Skills for Life | 100/4269/6 | 300 | ESOL | NQF Level 1 | NFQ Level 3 |
| Level 1 Certificate in ESOL for Work | 500/2115/1 | 150 | ESOL | NQF Level 1 | NFQ Level 3 |

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| Intermediate Graded Examination in Music Performance | 100/6044/3 | Grade 4 (21.25), Grade 5 (22.5) | OG | NQF Level 2 | NFQ Level 4 |
| Intermediate Level Graded Examination in Music Theory/Literacy | 500/1130/3 | 19 to 23 | OG | NQF Level 2 | NFQ Level 4 |
| Intermediate Graded Examination in Speech (Performing Text) | 100/2133/4 | 18 to 22 | OG | NQF Level 2 | NFQ Level 4 |
| Intermediate Graded Examination in Speech and Drama | 100/1216/3 | 18 to 22 | OG | NQF Level 2 | NFQ Level 4 |
| Intermediate Graded Examination in Drama (Acting) (Shakespeare) (World Dramatists) (Musical Theatre) (Performance Arts) | 100/2130/9 | 18 to 22 | OG | NQF Level 2 | NFQ Level 4 |
| Intermediate Graded Examination in Communication Skills | 100/3183/2 | 18 to 22 | OG | NQF Level 2 | NFQ Level 4 |
| Level 2 Award in the Arts | 100/5076/0 | 45 | VRQ | NQF Level 2 | NFQ Level 4 |
| Level 2 Graded Examination in Spanish Dance | 500/3721/3 | 50 | OG | NQF Level 2 | NFQ Level 4 |
| Level 2 Certificate in ESOL International - Speaking and Listening | 500/2012/2 | 150 | ESOL | NQF Level 2 | NFQ Level 4 |
| Level 2 Certificate in ESOL International | 500/1935/1 | 220 | ESOL | NQF Level 2 | NFQ Level 4 |
| Level 2 Certificate in | 100/4517/X | 100 | ESOL | NQF Level 2 | NFQ Level 4 |

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| ESOL Skills for Life (Speaking and Listening) | | | | | |
| Level 2 Certificate in ESOL Skills for Life | 100/4270/2 | 300 | ESOL | NQF Level 2 | NFQ Level 4 |
| Advanced Graded Examination in Music Performance | 100/6045/5 | Grade 6 (27), Grade 7 (27), Grade 8 (54) | OG | NQF Level 3 | NFQ Level 5 |
| Advanced Graded Examinations in Music Literacy | 100/0796/9 | 26 to 32 | OG | NQF Level 3 | NFQ Level 5 |
| Advanced Graded Examination in Speech (Performing Text) | 100/2134/6 | 26 to 40 | OG | NQF Level 3 | NFQ Level 5 |
| Advanced Graded Examination Speech and Drama | 100/1217/5 | 26 to 40 | OG | NQF Level 3 | NFQ Level 5 |
| Advanced Graded Examination in Drama (Acting) (Shakespeare) (World Dramatists) (Musical Theatre) (Performance Arts) | 100/2131/0 | 26 to 40 | OG | NQF Level 3 | NFQ Level 5 |
| Advanced Graded Examination in Communication Skills | 100/3184/4 | 26 to 40 | OG | NQF Level 3 | NFQ Level 5 |
| Level 3 Award in The Arts | 100/5075/9 | 65 | VRQ | NQF Level 3 | NFQ Level 5 |
| Level 3 Vocational Graded Examination in Spanish Dance | 500/3771/7 | 150 | VRQ | NQF Level 3 | NFQ Level 5 |
| Level 3 Certificate in ESOL International - Speaking and | 500/1998/3 | 150 | ESOL | NQF Level 3 | NFQ Level 5 |

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| Listening | | | | | |
| Level 3 Certificate in ESOL International | 500/3827/8 | 240 | ESOL | NQF Level 3 | NFQ Level 5 |
| Level 4 Associate Diploma in Music Literacy (AMusTCL) | 500/3814/X | 82 | HLQ | NQF Level 4 | NFQ Level 6 |
| Level 4 Associate Diploma in Pro- Music Performance (ATCL) | 500/3844/8 | 91 | HLQ | NQF Level 4 | NFQ Level 6 |
| Level 4 Associate Diploma in Music Performance (ATCL Recital) | 500/3847/3 | 82 | HLQ | NQF Level 4 | NFQ Level 6 |
| Level 4 Associate Diploma in the Principles of Instrumental/Vo cal Teaching (ATCL) | 500/3848/5 | 91 | HLQ | NQF Level 4 | NFQ Level 6 |
| Associate Diploma in Teaching (ATCL) (Speech and Drama) (Theatre Arts) (Performance Arts) | 100/3000/1 | 95 | HLQ | NQF Level 4 | NFQ Level 6 |
| Associate Diploma in Performing (ATCL) (Speech and Drama) (Musical Theatre) (Performance Arts) | 100/3001/3 | 91 | HLQ | NQF Level 4 | NFQ Level 6 |
| Level 4 Associate Diploma in Communication Skills (ATCL) (Public Speaking) | 500/3981/7 | 91 | HLQ | NQF Level 4 | NFQ Level 6 |
| Certificate in | 100/2543/1 | 130 | | NQF Level 4 | NFQ Level 6 |

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| Teaching English to Speakers of Other Languages | | | HLQ | | |
| Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) | 500/3574/5 | 30 | QCF | QCF Level 4 | NFQ Level 6 |
| Level 5 National Certificate in Professional Classical Ballet | 100/3174/1 | 2 years full time | HLQ | NQF Level 5 | NFQ Level 6 |
| Level 5 National Certificate in Professional Acting | 100/3176/5 | 2 years full time | HLQ | NQF Level 5 | NFQ Level 6 |
| Level 5 Diploma in Teaching in the Lifelong Learning Sector English (ESOL) (QCF) | 500/3610/5 | 360 | QCF | QCF Level 5 | NFQ Level 7 |
| Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (QCF) | 500/3580/0 | 160 | QCF | QCF Level 5 | NFQ Level 7 |
| Level 5 Diploma in Teaching in the Lifelong Learning Sector (Dance) (QCF) | 500/3809/6 | 320 | QCF | QCF Level 5 | NFQ Level 7 |
| Level 6 Licentiate Diploma in Music Literacy (LMusTCL) | 500/3813/8 | 154 | HLQ | NQF Level 6 | NFQ Level 8 |
| Level 6 Licentiate Diploma in Music Composition (LTCL) | 500/3811/4 | 154 | HLQ | NQF Level 6 | NFQ Level 8 |
| Level 6 Licentiate Diploma in Instrumental/Vocal Teaching (LTCL) | 500/3875/8 | 190 | HLQ | NQF Level 6 | NFQ Level 8 |
| Level 6 Licentiate Diploma in | 500/3850/3 | 190 | HLQ | NQF Level 6 | NFQ Level 8 |

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| Music Teaching (LTCL) | | | | | |
| Level 6 Licentiate Diploma in Pro-Music Performance (LTCL) | 500/3846/1 | 172 | HLQ | NQF Level 6 | NFQ Level 8 |
| Level 6 Licentiate Diploma in Music Performance (LTCL/LGSMD Recital) | 500/3845/X | 154 | HLQ | NQF Level 6 | NFQ Level 8 |
| Level 6 Licentiate Diploma in Teaching (LTCL/LGSMD) (Speech and Drama) (Musical Theatre) (Communication Skills) (Applied Drama) (Performance Arts) | 100/3002/5 | 190 | HLQ | NQF Level 6 | NFQ Level 8 |
| Level 6 Licentiate Diploma in Performing (LTCL/LGSMD) (Speech and Drama) (Musical Theatre) (Performance Arts) | 100/3004/9 | 172 | HLQ | NQF Level 6 | NFQ Level 8 |
| Level 6 Licentiate Diploma in Communication Skills (LTCL/LGSMD) (Public Speaking) | 500/3980/5 | 172 | HLQ | NQF level 6 | NFQ Level 8 |
| Level 6 National Diploma in Professional Dance | 100/3173/X | 3 years full time | HLQ | NQF Level 6 | NFQ Level 8 |
| Level 6 National Diploma in Professional Acting | 100/3175/3 | 3 years full time | HLQ | NQF Level 6 | NFQ Level 8 |
| Level 6 National Diploma in | 100/3177/7 | 3 years full time | HLQ | NQF Level 6 | NFQ Level 8 |

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| Professional Production Skills | | | | | |
| Level 6 National Diploma in Professional Musical Theatre | 100/3178/9 | 3 years full time | HLQ | NQF Level 6 | NFQ Level 8 |
| Level 7 Fellowship Diploma in Music Literacy (FMusTCL) | 500/3812/6 | 82 | HLQ | NQF Level 7 | NFQ Level 9 |
| Level 7 Fellowship Diploma in Music Composition (FTCL) | 500/3810/2 | 82 | HLQ | NQF Level 7 | NFQ Level 9 |
| Level 7 Fellowship Diploma in Music Education (FTCL) | 500/3849/7 | 100 | HLQ | NQF Level 7 | NFQ Level 9 |
| Level 7 Fellowship Diploma in Music Performance (FTCL Recital) | 500/3843/6 | 82 | HLQ | NQF Level 7 | NFQ Level 9 |
| Level 7 Fellowship Diploma in Directing (FTCL) (Speech and Drama) (Musical Theatre) (Performance Arts) | 100/3005/0 | 100 | HLQ | NQF Level 7 | NFQ Level 9 |
| Level 7 Fellowship Diploma in Education Studies (FTCL) (Speech and Drama) (Musical Theatre) (Performance Arts) (Communication Skills) (Applied Drama) | 100/3006/2 | 100 | HLQ | NQF Level 7 | NFQ Level 9 |
| Level 7 Fellowship | 100/3007/4 | 100 | HLQ | NQF Level 7 | NFQ Level 9 |

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| Diploma in Performing (FTCL) (Speech and Drama) (Musical Theatre) (Performance Arts) | | | | | |
| Level 7 Diploma in Teaching English to Speakers of Other Languages | 100/2715/4 | 1 year full time | HLQ | NQF level 7 | NFQ Level 9 |
| Level 7 Fellowship Diploma in TESOL Education Studies (FTCL) | 500/3613/0 | 120 | HLQ | NQF Level 7 | NFQ Level 9 |

4. Additional Information

(a) England, Wales & Northern Ireland Vocational Education and Training Award Frameworks

The Qualifications and Credit Framework (QCF) is a new way of recognising skills and qualifications in England, Wales & Northern Ireland. From Autumn 2008 to late 2010, the QCF will be implemented gradually to replace the current qualifications system, as arranged through the National Qualifications Framework (NQF).

The QCF is a unit-based framework. Units are the building blocks of all qualifications and all units within the QCF will be developed within a standard format. This format is based on the following design features:

- unit title
- learning outcomes
- assessment criteria
- level
- credit

Every unit and qualification in the framework will have a credit value (one credit represents 10 hours, showing how much time it takes to complete) and a level between

entry level and level 8 (showing how difficult it is). There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits or more).

The QCF will be aligned with frameworks in Scotland, Wales and Europe (Levels 1 to 8 of the QCF have been mapped to levels 1 to 8 of the European Qualifications Framework - EQF) enabling learners to transfer their achievements across national boundaries.

(b) Qualification Size and Type

Information regarding the size of the qualifications offered by TCL in Ireland

The UK NQF does not consider the size of the qualification when attributing an NQF level to the qualification. The NQF level is determined by assessing the level of demand placed on the learner rather than the volume of learning that they must undertake prior to attaining the qualification. In order to provide information regarding the volume of learning typically undertaken prior to attaining the award, a column entitled 'Guided Learning Hours' is included in the alignment table above. The definition of Guided Learning Hours provided by the NQF is as follows:

'A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.'

The Guided Learning Hours have been included in this report to clarify for learners and providers the typical time allocated to teaching the programme leading to each qualification listed.

Information regarding qualifications offered by TCL in Ireland

Higher Level Qualifications (HLQs) are designed by key representatives from education and industry with the aim of providing a choice for individuals who wish to obtain both vocational expertise and academic focus to progress in their profession.

English for Speakers of Other Languages (ESOLs) are internationally recognised qualifications and ESOL examinations are available at every level – from first steps in English to full proficiency, and cover a wide range of topics and tasks which are inclusive and relevant to every learner, regardless of nationality or culture.

Other General Qualifications (OGs) are those qualifications which cannot be described adequately by alternative qualification types e.g., VRQ and HLQ. ‘Other General’ is the description given to a range of qualifications with less specific characteristics

Vocationally-Related Qualifications (VRQs) are nationally recognised qualifications in the UK designed to bring tangible business benefits through their strong emphasis on practical skills and assessment.