

Extraordinary
Regulatory
Framework:
Quality
Assurance
process

About Trinity College London

Trinity College London is a leading awarding organisation and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help learners progress. Our aim is to inspire teachers and candidates through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

Trinity College London
trinitycollege.com

Charity number England & Wales | 1014792

Charity number Scotland | SC049143

Patron | HRH The Duke of Kent KG

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Published by Trinity College London

First impression, May 2020

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Introduction

In line with the [Ofqual guidance](#), certification of certain Trinity College London (Trinity) examinations in Music, Drama, Arts Awards and ESOL qualifications will follow the Extraordinary Regulatory Framework (ERF) model. Under this model, learners who were due to take any of the aforementioned Trinity exams between 20th March and 31st July may receive certificates based on calculated scores and results or adapted assessments. The basis for the calculated scores and results will either be the provisional centre assessment grades (CAG) provided by the instructor(s)/tutor(s) teaching the affected learners or the performance evidence submitted by the centres to Trinity. The aim of this document is to detail the quality assurance (QA) assurance processes Trinity College London (TCL) will follow to ensure that the robust awarding and certification of all qualifications falling under Ofqual's (ERF).

Overview of the Trinity QA process

Trinity has adopted a multifaceted QA approach that permeates all stages of the ERF awarding and certification model across all qualifications ranging from the collection of evidence to post-hoc analysis of calculated results and historical data. The Trinity QA approach comprises:

- Centre assessment grading guidance techniques
- Centre-based internal moderation techniques
- Centre-based external moderation techniques
- Evidence-based techniques
- Triangulation techniques
- Quantitative predictive modelling techniques
- Historical centre data and post-hoc quantitative analyses

These techniques are detailed in the following sections and a rationale is provided for each.

1.1 Centre assessment grading guidance techniques

The CAGs are based on learners' performance evidence which was gathered by the tutor(s) throughout the course. CAGs need to be as objective as possible, forming an accurate estimated score reflecting the knowledge skills and abilities of the learners and must not be influenced by a learner's appearance, social background or special educational needs (SEND).

1.1.1 Externally assessed awards

To promote CAG objectivity whilst minimising bias, Trinity has developed extensive centre guidance, evidence collection tools with instructions and illustrative examples of learner marked work (benchmarked samples) for all sections of each qualification. These benchmarked samples are provided to all tutors/instructors and centres with clear instructions about how these should be used to promote a common understanding of the Trinity standards amongst tutors/instructors (and Head of Centres). The comprehensive evidence collection tool, the instructions on how to complete it, and the clear definitions of the key terms used in the evidence collection tool, are designed to ensure that tutors' holistic estimated scores and judgements are an accurate reflection of all learners' knowledge skills and abilities and to remind them to keep requirements and guidance about how to assess SEND learners' performance.

1.1.2 Internally assessed awards

Some Trinity qualifications such as Arts Award (AA) and Professional Performance Awards (PPAD) are routinely assessed by centre trained tutors/instructors following the QA principles and procedures Trinity stipulate for centre-assessed awards. For such qualifications, CAGs will be estimated by trained tutor(s)/instructor(s) or AA adviser(s) who will be looking at the available evidence i.e. candidate performance, candidate portfolio, reflective statements provided by AA advisers and candidates themselves on work not completed due to the COVID-19 pandemic disruptions.

Supporting QA assessment guidance documents

- 1. Extraordinary Regulatory Framework: Guidance for Centres and Head of Centres**
- 2. TCL_SfL form for data collection**
- 3. TCL_PPAD form for data collection**
- 4. Calculating grades for Skills for Life: Evidence sheet instructions**
- 5. Calculating grades for PPAD Life: Evidence sheet instructions**
- 6. Arts Award adapted assessment adviser guidance**
- 7. Arts Award adapted adviser assessment report forms (Explore, Bronze, Silver, Gold)**

1.2 Centre-based internal moderation techniques

In line with the Ofqual guidance, the Head of Centre will need to oversee the CAG process to ensure that:

- all tutors are thoroughly familiar with the process and the Trinity standards
- tutors teaching the same class will standardise their judgements before estimating CAG
- tutors hold trusted evidence for their learners
- tutors have taken into account all reasonable adjustments for SEND candidates
- the pass rate resulting from the CAG(s) has been sense checked by comparing it to either the centre's historical data or to the expectations
- a final sign off in the form of declaration is completed

Supporting QA centre-based internal moderation guidance documents

- 1. Guidance for centres and Head of Centres (SfL)**
- 2. Guidance for centres and Head of Centres (PPAD)**
- 3. Arts Award ERF centre request guidance**

1.3 Centre-based external moderation techniques

Trinity requires all centres to keep their learners' records for a year from the certification date and to make such evidence available upon request. Trinity may require centres to submit all evidence listed on the TCL tool for collecting evidence or a part of it either electronically or by post. Trinity may request to see the evidence for the entire cohort of learners for whom results were calculated or for a proportion of its students (i.e. 10% of the cohort or ten (10) learners, whichever is the greater number). The evidence submitted by centres will be evaluated: 1) from a marking reliability point of view (i.e. that the evidence cited corroborate the overall estimated score and result); 2) from a comparability point of view (i.e. a Trinity standardised marker/examiner would arrive at a comparable estimated score after evaluating the learner evidence submitted); and 3) from a malpractice point of view (i.e. centres have tangible proof of the cited evidence, the evidence was produced by learners – consistency in handwriting, voice consistency of recorded

evidence). The outcomes of the external moderation activities will contribute to the centre risk assessment rating (RAG).

Centres may be selected for external moderation based on the following principles:

- 1) score distribution for the CAGs for the 20th March and 31st July 2020 period is substantially different from the score distribution for the 20th March and 31st July 2019
- 2) the pass rates for the centre are substantially different from the pass rates of historical evidence for that centre
- 3) predictive modelling indicates that candidates with prior attainment records from a specific centre were likely to be successful in this examination component or level.

Supporting QA centre-based external moderation guidance documents

- 1. Guidance for centres and Head of Centres (SfL)**
- 2. Guidance for centres and Head of Centres (PPAD)**
- 3. Arts Award ERF centre request guidance**

1.4 Evidence-based techniques

Evaluating performance examinations in the fields of Music and Drama requires special skills and expertise and extensive training and standardisation processes. To ensure the validity of the examinations whilst maintaining objectivity and reliability in marking, Trinity will calculate the results based on the tangible evidence (i.e. recordings and video recordings of the candidates performing their pieces in music, drama, and theatrical drama). The evidence submitted will be assessed by standardised Trinity examiners and approximately 10% of the submissions will be independently assessed by a second examiner who will not have any knowledge of the scores awarded by the first examiner. Examiner reliability, accuracy and consistency will be monitored prior to issuing certificates. The decision on the number of tasks and the selection of the components of the exam, is based on quantitative predictive modelling analyses and on content/construct coverage requirements.

1.5 Quantitative predictive modelling techniques

Several predictive modelling analyses will be conducted (i.e. correlations, linear regression and logistic regression analyses) to establish:

- 1) the examination components that are the best predictors of candidates' overall examination scores.
- 2) the examination components that are the best predictors of candidate performance in other components of the examination (i.e. whether performance in writing is a good predictor of performance in reading or that performance in the three pieces of music included in the first section of the Trinity Classical and Jazz syllabus is a good predictor of performance in the technical skills section of the exams).
- 3) the lowest candidate performance at a specific level that is an indicator of success at the next level (i.e. which candidate was successful in Reading SfL Entry 3 in 2019, the candidate who scored 15, 17, 20 etc. in SfL Reading Entry 2 in 2018?).

1.6 Historical centre data and post-hoc quantitative analyses

Trinity routinely monitors the overall pass/fail rates as well fail/pass/merit/distinction distributions of its qualifications across all its centres and within each centre. The pass/fail rates of the calculated results will be compared with:

- 1) the overall pass/fail rate of the historical data (centre profile). In the case of small centres the profiling technique will be slightly modified as small centres pose a higher risk to verifying scoring reliability as such centres are rather difficult to be profiled on their own, but the impact of small centres on scoring reliability is small. Additionally, when small centres are combined the pass rate and score distribution of the small centres should reflect the pass rates and score distribution of the entire population the pass rates of the centre's historical data for the same time period (i.e. compare the centre's pass/fail rates or fail/pass/merit/ distinction distribution from 20 March to 31 July 2019 with those of 20 March to 31 July 2020).
- 2) Trinity will also use historical data to evaluate the stability of pass/fail rates or score distributions across gender and SEND candidates. The findings of this analysis will contribute to the Trinity centre risk assessment rating (RAG).

1.7 Triangulation techniques

Trinity will use a variety of triangulation techniques to monitor the robustness of the certification based on calculated results. Such triangulation techniques include:

- 1) asking for learners' attendance records to corroborate tutors' familiarity with their learners
- 2) asking for homework and classwork evidence to monitor consistency in candidate performance in and outside of the class
- 3) using internal and external centre moderation techniques
- 4) using historical data to corroborate the objectivity of the CAGs
- 5) using historical data to establish/confirm lack of bias towards a specific gender, SEND candidates etc.