

Level 4 Certificate for Music Educators (CME): Descriptors

What is Level 4?

Trinity College London's Certificate for Music Educators (CME) is validated at Level 4 on the Regulated Qualifications Framework (RQF). Other qualifications listed at Level 4 include a Certificate of Higher Education (CertHE) or Higher National Certificate (HNC) and while they are not direct equivalents for the CME, they do require the same depth of response. Those achieving a Level 4 qualification will demonstrate a practical and theoretical knowledge and understanding of their area of work, analytical, interpretive and evaluative skills, and an informed awareness of the different perspective and approaches pertaining to music education. They will also be able to demonstrate their ability to draw upon their knowledge and understanding to inform their actions and address problems, and to evaluate their practice.

These descriptors provide guidance on the depth and quality of evidence required in order for it to meet the learning outcomes for the Certificate for Music Educators (CME).

Those achieving the Trinity Level 4 CME will demonstrate through their professional practice* an informed awareness of:

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- The core principles, concepts and practices that underpin contemporary music education, particularly those relating to diversity, equality and inclusion, and addressing barriers to musical learning
 - Key debates and perspectives in contemporary music education and the implications of these for the setting(s) in which they work
 - Children's, young people's and adults' wider musical worlds and the role and purpose of music education within these worlds
 - The statutory and policy frameworks, and curriculum and examination specifications relevant to their setting(s)
 - The musical skills and pedagogical knowledge required to motivate and support musical learning and progression of all learners in the setting(s) within which they work
 - Music education beyond their setting(s) and the implications of this for their own practice

They will draw on the above consistently and systematically when planning, leading, assessing and evaluating musical learning in order to:

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- Meet individual and group needs, and address challenges and barriers to music education experienced by the children, young people and adults in their setting(s)
 - Analyse the appropriateness of different pedagogical approaches to music education in order to support the musical learning of all and to address barriers to musical learning
 - Make appropriate professional judgements and decisions in relation to the musical learning and progression of those in their setting(s)
 - Explain the rationale for the professional judgements and decisions they make
 - Reflect on the impact of professional decisions on music learning and the implications for their future teaching
 - Communicate ideas and views about music education within structured and coherent arguments, including making the case for why music and musical learning is important
 - Identify and, with support, address their own professional development needs

* 'Professional Practice' is understood here in its widest sense as being all those duties and responsibilities that music educators undertake as part of their role within their particular setting