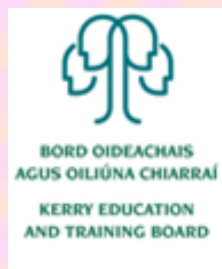


Kerry ETB



6.12 EXTERNAL AUTHENTICATION

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Table of Contents

1. Principles	3
1.1. Validity	3
1.2. Reliability	3
1.3. Fair	3
1.4. Quality	3
1.5. Transparency	3
2. Rationale	4
3. Definitions	4
4. Scope	4
5. Roles and Responsibilities	4
5.1. QA Office Role	4
5.2. Centre/ Programme Role	5
5.3. External Authenticator's Role	5
6. Procedure	8
6.1. Before External Authentication	8
6.2. During site visit	8
6.3. After External Authentication	10
Appendix One: EA Documentation Checklist	12
Appendix Two: Grading Criteria for Awards at levels 1 – 6	13
Appendix Three: Kerry ETB Sampling Strategy for External Authenticators	14
Appendix Four: External Authenticator Professional Code of Conduct [will be amended when ETBI publish theirs – hopefully October 2019]	16
Appendix Five: Guidelines on how to complete the External Authentication Report Template (taken from 2015 pilot)	18
Appendix Six: The Moderation Process (taken from FESS training slides April 2019)	20
Appendix Seven: External Authentication Report	21
Bibliography	26
Figure 1.1: External Authentication Steps	7

1. Principles

Quality assured assessment ensures that in criterion referenced assessment “learners are assessed and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill and competence for the award” (QQI). Central to quality assured assessment is the assumption that learners are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI principles for assessment.

1.1. Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Learners can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

1.2. Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions.

Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Learner evidence is reliable
- Results are consistent across various assessors, contexts, conditions and learners over time.

1.3. Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all learners. Fairness in assessment ensures: learners have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all learners; and policies and procedures exist to ensure fair assessment of learners.

1.4. Quality

Quality in assessment ensures that all assessment processes are quality assured.

1.5. Transparency

Transparency in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

In order to ensure adherence to the principles of assessment, the following process should be followed in relation to external authentication. This process will contribute to ensuring that assessment is fair for all learners along with being reliable and consistent across Kerry ETB, programmes and modules.

2. Rationale

Kerry ETB developed this policy and set of procedures for external authentication to ensure consistency of assessment, and in particular the authentication process, across all ETB provision.

Kerry ETB assigns and manages the external authentication process across a number of centres and programmes. A key part of this process is the identification of key staff in this process and how the process operates.

The purpose of this policy is to clarify the role of the external authentication process within the broader authentication process, the individual steps to be taken and the roles and responsibilities.

3. Definitions

External Authentication: The process of External authentication provides independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards. It establishes the credibility of the Kerry ETB's assessment processes and ensures that assessment results have been marked in a valid and reliable way and are compliant with the requirements for the award.

External authentication is undertaken through the assignment of an independent External Authenticator (EA) by Kerry ETB for each major, minor and special purpose award. The EA moderates assessment results for an award or across a number of awards within a related field or sub-field. The EA has subject matter expertise in the appropriate field or subfield to which they are assigned.

The outcome of the external authentication process is an external authentication report which will comment on the effectiveness of the application of the assessment process and procedures and in particular comment on the extent to which the marks/grades conform to award standards.

External authentication reports are retained in the Centre for monitoring and self-evaluation purposes and copies are sent to the QA Unit for presentation to the Quality Council.

4. Scope

This procedure applies to all further education and training provision provided by Kerry ETB colleges and centres or by organisation funded by Kerry ETB to provide further education and training.

5. Roles and Responsibilities

5.1. QA Office Role

The role of the QA Unit is to co-ordinate the external authentication process and to report findings to the Quality Governance Board and the Quality Council. The QA Office will:

- Appoint the external authenticators to the Centres/ Programmes
- Provide and deliver training to EAs
- Provide contact details and agree the date and times for External Authentication with the authenticator in advance
- Confirm the awards being authenticated and the number of learner assessments expected
- Ensure that the External Authenticator is set up for payment with Kerry ETB

- Inform the External Authenticator of the Kerry ETB QA requirements
- Processing the external authenticator payment
- Collate, analyse and present reports to the Quality Governance Board and the Quality Council
- Identify professional development opportunities from the reports

5.2. Centre/ Programme Role

The role of the Centre/ Programme is to ensure that the assessment processes were followed in line with Kerry ETB quality assurance procedures and programme/ module descriptors, and that all documentation required by the EA is complete and available in advance of the EA visit.

Kerry ETB Centre Manager/ Principal/ Programme Co-ordinators are responsible for ensuring that the centre is ready for external authentication and that assessment materials are securely stored, including the provision of all relevant documentation (see Appendix One).

The Centre will:

- Provide Details of the Award/component awards (modules) and the approximate number of portfolios to the QA Office on the Estimates Form
- Provide details of the liaison person
- Will prepare for the External Authenticators visit in accordance with Kerry ETB QA Procedures
- Provide the appropriate Kerry ETB descriptors for the major, special purpose or minor award for which results are to be authenticated.
- Provide a copy of the external authentication report from the previous year for the award/component awards to the External Authenticator

On the day of External Authentication the centre will provide the following:

- A liaison person to meet with EA on arrival, act as a contact person during the visit and meet with the EA for a closing meeting
- Access, via internet, to the QQI Component Specification
- Access to all assessment materials, evidence and required documentation in an orderly fashion (e.g. assessment plan; assessment instruments i.e. briefs/examination papers; assessment plans; marking schemes; outline solutions; IV reports etc.)
- Access to the appropriate staff on the day of the visit
- List of learner group(s) from which the sample is to be selected
- Appropriate equipment to moderate assessment evidence produced in a multi-media format as required

5.3. External Authenticator's Role

The role of the EA is to provide independent confirmation of fair and consistent assessment of learners in line with QQI requirements and to ensure consistency of assessment results with national standards.

The External Authenticator will:

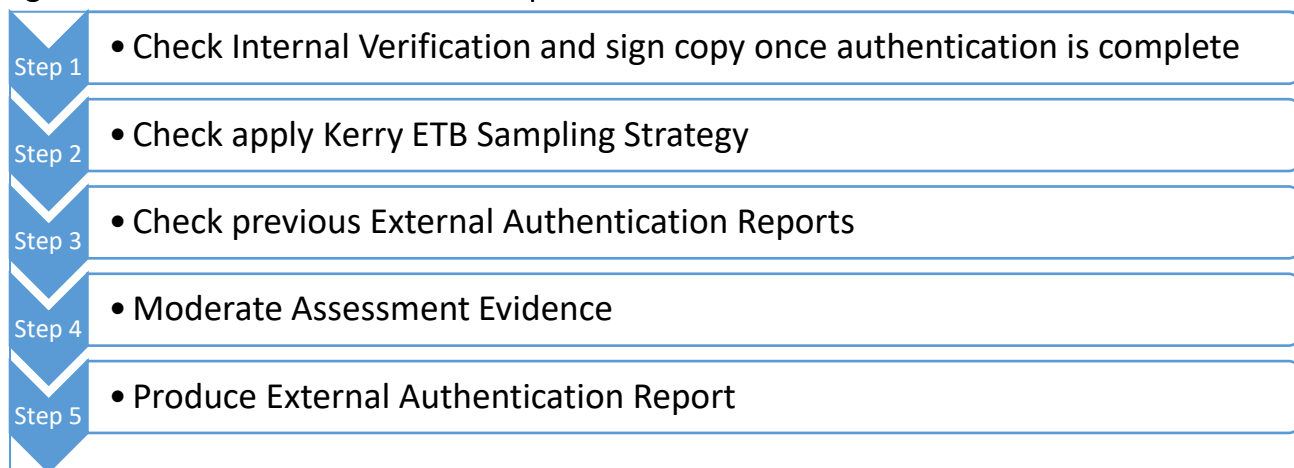
- Perform all authentication duties in accordance with the External Authenticator Professional Code of Conduct (Appendix Six)
- Attend training organised by the QA Unit, as requested
- Be independent and external to the course delivery, assessment development and internal quality assurance at the centre/ programme
- Clearly declare any potential conflict of interest
- Visit the Centre and meet with appropriate staff

- Review internal verification (IV) report(s); authenticate the findings/outcomes; and note evidence of IV process and sign reports on completion of authentication
- Apply the sampling strategy to select a range of learner assessment to moderate assessment results in accordance with the standards outlined in the award specification or validated programme.
- Confirm the fair and consistent assessment of learners consistent with the Kerry ETB's procedures and with QQI policy on quality assuring assessment (including checking that the correct assessment instrument was used)
- Follow up on recommendations of previous External Authentication reports, if appropriate
- Focus on specific areas of continual improvement, if requested by the QA Unit
- Complete a full and comprehensive External Authentication Report and submit to the relevant persons within the agreed timeline
- Confirm (a) good practice (b) recommend areas for improvement in the Report. In certain situations it may (c) identify issues which may threaten the integrity of the assessment or certification process
- Maintain confidentiality
- Bring any significant irregularity or serious issue identified to the attention of the QA Unit and the centre's principal/centre manager/ programme co-ordinator
- Email a copy of the external authentication report to both the Centre/ Programme and the QA Office gaunit@Kerryetb.ie
- Complete the relevant paperwork for payment¹ and send to the Kerry ETB QA Unit, Centrepont, John Joe Sheehy Rd, Tralee, Co Kerry.
- Adhere to Kerry ETB data protection procedures
- Conduct a closing meeting with the relevant staff
- Recommend results for approval
- Attend the Results Approval Panel (RAP) meeting, if requested to do so

There are key steps to be followed. These are outlined in Figure 1.1 below:

¹Relevant paperwork for payment includes the following: Claim form, Pay-path form, commencement form, travel claim form, banks statements, PPSN card or other evidence of PPSN.

Figure 1.1: External Authentication Steps



6. Procedure

6.1. Before External Authentication

The Quality Assurance Unit

The QA Unit will liaise between the EA and Centre/ Programme. The QA Unit will provide the EA with a pack containing work schedule, contract, report templates and documents required for payment. The QA Unit will outline the location, time and contact person for the EA.

The External Authenticator

The EA must make arrangements for the visit in a timely manner with dates agreed well in advance of the visit. The date, times, volume of work, paperwork to be completed for payment purposes, deadlines for reporting etc. should be agreed beforehand. The EA must apply the sampling strategy defined by Kerry ETB.

Role of Centre Manager/ Principal/ Programme Co-ordinator

The Centre Manager/ Principal/ Programme Co-ordinator must prepare for the visit of the EA, ensure that the internal verification process is completed, ensure that all documentation is available and stored securely (see Appendix One) and meet the EA on arrival. Specifically the Centre Manager/ Principal/ Programme Co-ordinator must:

- Appoint a liaison person to meet with the EA on arrival
- Provide details on how and where learner evidence is to be made available
- Ensure the room is secure (with authorised access) and laid out in an orderly manner for the EA
- Ensure that there is access to the internet to review assessment evidence when assessment evidence is presented in soft copy and to allow for review of the QQI component specification.
- Ensure staff are available for any clarifications (in person or via phone)

Learner PPS numbers must not be included with assessment evidence.

6.2. During site visit

On arrival

When conducting the external authentication visit, the EA should meet with the relevant Centre Manager/ Principal/ Programme Co-ordinator or appointed liaison person.

Commencing the External Authentication process

When commencing the external authentication process the EA should check that all required documentation is in place (see Appendix One).

Sampling

The EA applies the Kerry ETB's Sampling Strategy (Appendix Four) in selecting an appropriate sample of learner evidence to moderate. The EA should ensure that they are clear on Kerry ETB's sampling strategy before commencing. Kerry ETB's sampling strategy for a major award also includes a strategy for authentication of individual components on a rolling basis, i.e. not looking at every component award every year.

Review Internal Verification report

The IV Report should be fully completed, with all relevant programme awards and component codes listed. Ideally there should be some level of commentary on each module being presented. A clear total of portfolios being submitted should also be evident. The IV report should be signed off by relevant centre personnel. EA should sign the IV report having read it.

Review previous External Authentication Report

Previous External Authentication reports may be requested by the EA. Access to earlier reports is of benefit as there may be areas which were commented on previously. This should be noted in the current External Authentication Report.

Review Assessor Pack

An Assessor pack should be available for each course/ module presented for authentication. This should contain, at a minimum: the relevant programme descriptor; programme module; assessment briefs and marking schemes; and examination papers, outline solutions and marking sheets. Component specifications will be available for the EA to search on the computer provided.

Marking sheets should be available for all aspects of assessment, as well as a summary marking sheet for the overall totals of individual components presented for authentication.

Assessment Feedback Reports

For technical and practical assessments, particularly those associated with the Apprenticeship programme, fully completed assessment feedback reports should be provided for viewing.

Examine the learner Assessment Evidence

Open the first portfolio

Check that there is sufficient learner assessment evidence available per technique for which marks are awarded by looking at the learner marking sheet for marks allocated for each piece

Read the first piece of assessment checking marks and assessment instruments, comparing the learner assessment evidence against the award/ programme standards and benchmarking the evidence against the QQI grading criteria and locally devised assessment rubrics

Read the rest of the assessment evidence for that learner

Make a judgement as to whether the evidence meets the standard required at this grade (moderation²)

To moderate the assessment results, the EA:

- reviews the awards standards in the appropriate award specification
- reviews the grading criteria (See Appendix Two)
- confirms assessment techniques and instruments and ensures consistency with award requirements
- confirm assessment criteria and marking sheets are appropriate

² Moderating assessment evidence includes reviewing that the assessment techniques meet the standards as outlined in the component specification/validated programme. Moderating assessment results involves reviewing results and checking the standard of evidence at each grade band: Successful (levels 1 - 3), Distinction, Merit, Pass (levels 4 - 6) by examining *samples* of evidence within each grade band and at the borders of grades. The critical points at which judgment is applied are the boundaries between bands/grades: Referred Pass/Merit, Merit/Distinction, unsuccessful / pass.

- judges a sample of learner evidence and results to ensure consistency with the award standard and grading criteria.

Repeat the process for the next learner to be sampled.

Determine cut-off points (as appropriate).

Grading criteria describe what a learner must attain to achieve a particular grade for an award at a particular level. Grading criteria for Awards at levels 1 – 6 are outlined in Appendix Two.

Recommending a change in grade or result

When recommending a change in grade, the EA discusses this with the assessor involved where at all possible. It is important that the EA understands the rationale behind the assessor's allocation of marks in advance of making a recommendation. It also gives the assessor an opportunity to discuss the application of the standard, assessment techniques and the marking scheme applied. In the event that the assessor is unavailable, the EA discusses the recommended change in grade with the Centre Manager/ Principal/ Programme Co-ordinator. All such discussions should be referenced in the completed authentication report. Changes in grade should be noted on the authentication results sheet, initialled by the EA and dated.

6.3. After External Authentication

A closing meeting should be held between the Centre Manager/ Principal/ Programme Co-ordinator and the EA to outline the EA's main findings and to agree the submission date of the report.

The EA compiles a comprehensive, detailed and constructive report, which is forwarded to the Centre Manager/ Principal/ Programme Co-ordinator and copied to the Kerry ETB QA Unit within the agreed timeframe.

The QA Unit require this information for presentation to the QA Governance Board and the Quality Council. The QA Unit collates the reports which can be circulated to staff across Kerry ETB for the purposes of continuous improvement and learning.

Completing the External Authentication Report

General Information

The completion of the External Authentication Report is essential to the results approval process. The details of the report should clearly outline the decisions reached by the EA for each programme reviewed. Rationale for the recommendations must be clearly explained and documented.

No names or PPSN number should be listed in the report. In the case of identifying the learner, use the relevant number on the F12, or learner initials and the learner group code. For staff members, please identify by roles and use initials only.

The External Authentication report should be based in appreciative inquiry, be evidence based, and deliver clear, detailed and constructive feedback. All sections of the EA report should be complete. The EA Report template is in Appendix Five.

Appendices

1. EA Documentation Checklist

2. Grading Criteria for Awards at levels 1 – 6
3. Kerry ETB Sampling Strategy for External Authenticators Introduction
4. External Authenticator Professional Code of Conduct [will be amended when ETBI publish theirs – hopefully October 2019]
5. Guidelines on how to complete the External Authentication Report Template (taken from 2015 pilot)
6. The Moderation Process (taken from FESS training slides April 2019)
7. External Authentication Report

Appendix One: EA Documentation Checklist

The following list includes examples of documentation which the Kerry ETB needs to have in place prior to the EA visit. This list is a sample list and should provide guidelines to help Centres prepare for EA visits.	
▪ learner portfolios/learner assessment evidence	<input checked="" type="checkbox"/>
▪ appropriate award specification(s)/validated programme descriptor and programme module for the major, special purpose or supplemental awards for which results are to be authenticated	<input type="checkbox"/>
▪ list of learner group(s)/ class list from which the sample is to be selected	<input type="checkbox"/>
▪ sampling strategy i.e. how the Kerry ETB ensures a representative sample is available to the EA and the basis on which the sample is to be selected by the EA	<input type="checkbox"/>
▪ assessment plan	<input type="checkbox"/>
▪ Internal Verification report(s)	<input type="checkbox"/>
▪ assessment instruments i.e. briefs, examination papers	<input type="checkbox"/>
▪ marking schemes for specific assessment activities and outline solutions where appropriate	<input type="checkbox"/>
▪ Details of any reasonable accommodation in assessment provisions	<input type="checkbox"/>
▪ Previous EA Report	<input type="checkbox"/>

Appendix Two: Grading Criteria for Awards at levels 1 – 6

Level 1	Level 2	Level 3
Successful		
The learner has achieved the learning outcomes for the award in a structured and supported learning setting. The outcomes have been achieved with <i>significant support</i> and <i>direction</i> from the assessor, but the learner has demonstrated <i>substantive achievement</i> on their own.	The learner has achieved the learning outcomes for the award in a <i>structured</i> and <i>supported</i> setting with <i>clear direction</i> from the assessor. The learner has demonstrated <i>some autonomy</i> of action and has taken <i>limited responsibility</i> for the activities and for generating evidence.	The learner has achieved the learning outcomes for the award with <i>some supervision</i> and <i>direction</i> . The learner has demonstrated <i>autonomy of action</i> and has taken <i>responsibility</i> for generating appropriate evidence.
Levels 4, 5 and 6		
Pass 50 – 64%	Merit 65 – 79%	Distinction 80% +
<p>A Pass indicates that the learner has:</p> <p>achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard</p> <p>used the language of the vocational/specialised area competently</p> <p>attempted to apply the theory and concepts appropriately</p> <p>provided sufficient evidence, which has relevance and clarity.</p>	<p>A Merit indicates that the learner has:</p> <p>achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved</p> <p>used the language of the vocational/specialised area with a degree of fluency</p> <p>expressed and developed ideas clearly</p> <p>demonstrated initiative, evaluation and analytical skills</p> <p>presented coherent and comprehensive evidence.</p>	<p>A Distinction indicates that the learner has:</p> <p>achieved the learning outcomes as outlined in the minor award</p> <p>a distinction implies that an excellent standard has been achieved</p> <p>used the language of the vocational/specialised area fluently and confidently</p> <p>demonstration-depth understanding of the subject matter</p> <p>demonstrated a high level of initiative, evaluation skills</p> <p>demonstrated analytical and reflective thinking</p> <p>expressed and developed ideas clearly, systematically and comprehensively</p> <p>presented coherent, detailed and focused evidence</p>

Appendix Three: Kerry ETB Sampling Strategy for External Authenticators

Introduction

Sampling is defined by QQI as ‘the process of selecting a portion of learner results and learner evidence for the purpose of completing internal verification and external authentication of assessment within each award area’.

This sampling strategy will be applied at the external authentication process.

Context

Kerry ETB is required to devise appropriate sampling strategy suitable to the provision of education and training provision.

Kerry ETB’s sampling strategy is to help ascertain if the assessment process and procedures are being implemented appropriately.

Samples taken must be fair, consistent and help in the identification of any deviation from best practice. The sample should help to ascertain whether Kerry ETB procedures are being implemented appropriately.

Samples can be used for both the internal verification, external authentication processes. A different sample is used in each process.

Criteria for Sampling

Rather than externally authenticating the module assessments of an entire group of students’ a sampling strategy can be employed.

Where the same minor award is offered in a number of courses the module assessments may be combined for the purposes of sampling. If this is the case, the module assessments will be clearly identified per course (and location) and per assessor so the external authenticator can ensure the sample chosen includes module assessments from each course (and location) and each *assessor*. Individual components may be externally authenticated on a rolling basis i.e. not looking at every component award every year.

Every centre/ programme will need to put a Sampling Plan in place which outlines clearly the criteria being used.

Module assessments selected by the **external authenticator** must include the following in the sample, so as to allow the external authenticator to determine the cut-off points between the grades:

- The lowest Pass
- The highest Unsuccessful
- The lowest Distinction
- The highest Merit
- The lowest Merit
- The highest Pass

The remaining number of module assessments will be randomly chosen, across all the grade bands, until the sample quota is reached but must:

- Be representative of all minor awards, all learner types including part time or full time and all assessment techniques
- Be sufficient in size to enable sound judgements to be made about the fairness and consistency of assessment decisions
- cover the full range of attainment in terms of grades achieved
- include a random selection of evidence for each grade/band

- identify evidence which is borderline between grades e.g. learners who have not or learners who have only just achieved within the grading band
- ensure new assessor judgments/decisions are sampled at least once during the assessment cycle
- include all named awards offered
- includes all of centres and providers, if applicable

It is important to choose a sample size that is feasible given resources (time, personnel etc) and to maintain a level of confidence. It is important to ensure that a sample that is representative of the entire assessment group is generated.

Sample Size

If there are 12 or less assessment submissions a minimum of 6 assessment submissions will be internally verified and externally authenticated, to allow for the cut-off points between the grades to be established.

The table below is to assist in the identification of the sample size:

Number of Assessments Submissions for a Minor Award	Number of Assessment Submissions to be included in the sample size
0 - 12	Minimum 6
13 – 50	15% but not less than 6
51 – 100	15% of total
101 – 200	15% of total
201 - 300	15% of total
300 – 400	15% of total

Appendix Four: External Authenticator Professional Code of Conduct [will be amended when ETBI publish theirs – hopefully October 2019]

The role of the EA is to provide independent confirmation of fair and consistent assessment of learners in line with QQI requirements and to ensure consistency of assessment results with national standards.

External Authentication commences once Internal Verification is completed (including any corrective action identified as part of the IV process). It is important that as part of the process the External Authenticator is compliant with the following:

Data Protection: In compliance with the General Data Protection Regulation (GDPR), EAs must ensure that any personal data supplied by the ETB shall be used only for the purpose of providing the agreed external authentication services and shall not be transmitted or transferred to any third parties. EAs shall ensure that all such personal data shall at all times be maintained in a secure environment and that access will be limited to those directly involved in the provision of the service. Retention and destruction of any data related to the authentication process must comply with the ETB's Privacy Policy and data retention schedule.

Confidentiality: All information, documentation, reports and discussions should be treated as confidential and for the ETB's information. Any notes made during the course of the authentication visit to facilitate the completion of the report should not contain data such as PPSN or any other information which would identify a staff member or learner, and should be maintained in a secure and confidential manner at all times, in compliance with the ETB's Privacy Policy and data retention schedule.

External Authenticator Briefings and Training: EAs are expected to be available for any update sessions, briefings or training as and when required. Continual failure to do so may result in the EA's name being removed from the approved list.

Transport and Other Requirements: EAs are responsible for arranging their own transport to the relevant locations, as assigned, and are responsible for their own insurance arrangements if required e.g. car insurance. Individual EAs must ensure that they have the materials and other equipment, such as phones, laptops etc. necessary in order to complete the authentication process and report.

In order to complete the external authentication process fairly and consistently, it is imperative that EAs:

- Consistently ensure professionalism in all aspects of their role
- Fully disclose any potential conflict of interest which may arise from being asked to undertake external authentication. As such they must be fully independent of the centre, and all centre personnel (professionally and personally); free from bias; and have no vested interest in the programme or centre
- Act in a trustworthy unbiased manner in relation to all stages of the external authentication process
- Know about Kerry ETB's internal quality assurance procedures
- Ensure that the external authentication process is completed in line with External Authenticator Handbook guidelines
- Constructively and effectively communicate the findings (verbally and in writing) to the Kerry ETB's representative and Kerry ETB if necessary.
- Communicate clearly the key authentication findings and recommendations at the authentication closing meeting (or telephone call) prior to issuing the written report

- Provide an opportunity for the report recipient to clarify any misinterpretation of the presented evidence, and if necessary, to allow for additional relevant information or evidence to be taken into account
- Ensure that there is consistency between oral and written reports, and making sure that there are no substantive conclusions or recommendations highlighted in the written report which were not discussed at the closing meeting
- Do not disclose observations or issues regarding the Authentication process to any other third party, unless directed clearly to do so in writing by Kerry ETB
- Do not accept any inducement, gift, commission, discount or any other profit from representatives of Kerry ETB
- Do not act in any way prejudicial to the reputation, interest or credibility of the external authentication process
- Fully co-operate in any formal inquiry procedure which may arise in the event of any breach of the External Authenticator Professional Code of Conduct
- Attend and engage with Professional Development (PD) training and briefings as provided
- Report any serious breach in a centre to the Kerry ETB QA Unit which will follow relevant ETB procedure to deal with the breach.

Appendix Five: Guidelines on how to complete the External Authentication Report Template (taken from 2015 pilot)

Page One

- Location/ Centre name and number
- Date of EA visit
- QQI Certification Date: e.g. June 2020, October 2020 etc.
- Sample Size
- Award Titles and Codes authenticated
- Total number of learners sampled
- EA name and contact details
- In the case of Training Centres:
 - Training Kerry ETB and/or Contractor Name
 - Reference Number
 - Centre Code Number
 - Apprenticeship Programme
 - Training Phase
 - Training Term

Page Two

- Award Title and Award Code
- Major Award: An overall comment may be provided on the major award but it is important to provide a comment on all components as well. If issues are identified within the major, list the title/s and code/s specific component/s with difficulties. Complete the boxes by inserting Y or N as necessary.
- Comment: The comment should include some of the following areas;
 - i) Please indicate the learner numbers actually sampled for each module
 - ii) Quality and standard of the assessment evidence
 - iii) Standard of marking/grading
 - iv) Standard of the process documentation, IV reports, tutors packs
 - v) Detailed comments in relation to a grade change recommendation, indicating the learner affected by initials and class group only
- Phone conversations and any discussions related to the site visit should be referenced in the report, especially in relation to any grade change recommendations, e.g. "I spoke with (role) and was agreed/recommended"
- Highly repetitive and vague comments should be avoided and are not acceptable, e.g. All in order, well presented, good work.

If a comment results in a *recommendation* or *area for improvement*, please link the comments to the relevant section: 'Recommendations' or 'Identify areas for continuous improvement'. The comment box 'Areas of Best Practice' gives the EA an opportunity to commend best practice to Kerry ETB. Equally, 'Areas for Improvement' should also be completed comprehensively in order to provide clarity and direction to Kerry ETB.

Recommendations: Recommendations should focus on the more global elements of the processes or further extend the comments made earlier in the report. There is a dual purpose to the recommendations section:

1. To offer the assessor and Kerry ETB direction in relation to continuous improvement related to best practice
2. To offer guidance to the Results Approval Panel (RAP) in making decisions regarding any issues identified and corrective action they might take.

In the event that a change in grade is recommended for one or some of the samples moderated, the EA must outline and explain their recommendation with regard to the rest of the class group.

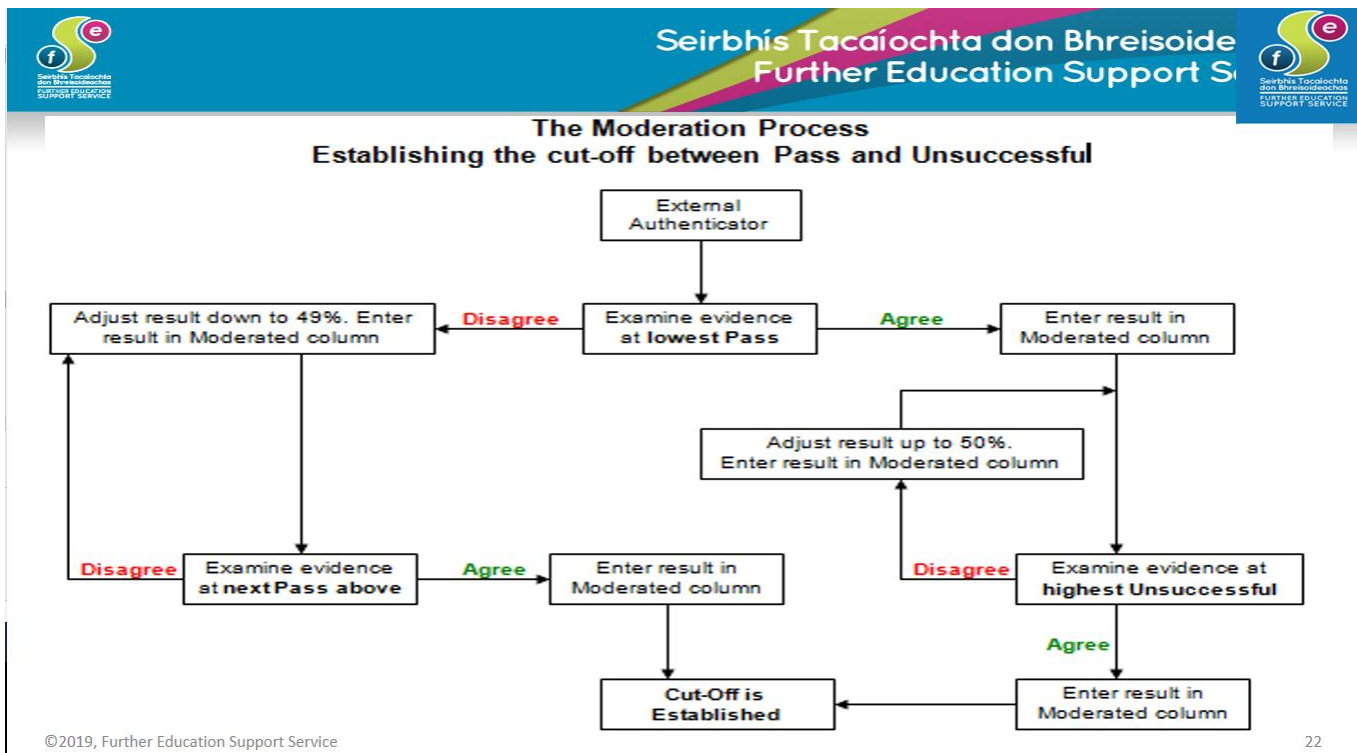
Describe examples of Good Practice: Examples of good practice should be identified for all programmes, where evident. This may relate to a particularly high standard of assessment evidence being presented, an approach to the assessment of learning which is innovative, successful integration of a number of assessments across an award, level of detail and highlighting of issues in the IV report, efficiency of the QA person/s in resolving issues, and so forth.

Identify areas for Improvement: This section should indicate any areas for improvement and possible courses of corrective actions. Non-conformances issues, such as incomplete documentation, poor marking of scripts, unsatisfactory or insufficient IV report, unclear or un-navigable tutor documentation, lack of clearly identifiable MIMLOs and so forth, should be noted clearly here.

Balanced Commentary: It is important to ensure that the External Authentication Report reflect both the positive and negative elements. Overall, the report needs to be fully comprehensive, detailed and constructive in nature.

Blank pages or lines: Please delete unused rows, cells and additional pages as necessary before submitting the final report.

Please sign your final copy and print giving this to the Centre Manager/ Principal/ Programme Co-ordinator. Please send a copy of this document to the QA Unit, Kerry ETB.



22

Filling in the Paperwork to Record Moderation

- Enter moderated mark and grade in the moderated columns for this learner on the *Authentication Report by Learner Group by Minor Award Results Sheet(s)*
- Sign the *learner marking sheet(s)*
- If recommending a grade change, clearly write “**Grade change recommended**” on the *learner marking sheet(s)*
- Complete the moderation process for the remainder of the sample



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Appendix Seven: External Authentication Report

External Authentication Report Form

Registered Centre/ Programme Name:	
Registered Number:	
Date of External Authentication Process:	
Indicate sample basis and sample size: Please refer to the sampling frame provided by this centre	
Named award(s) and codes for which results are being externally authenticated: Major AND Minor Awards	<ul style="list-style-type: none">•••
External Authenticator details Please provide <ul style="list-style-type: none">• Name & Postal Address• Contact telephone number & email	

External Authentication of Assessment Results

Please complete for each named award/group of assessment results being authenticated:	Have the results been internally verified by the centre?		Was the evidence assessed in accordance with techniques outlined in the Award Specification?		Are the results presented consistent with national standards for the award? (If no, identify results which have been)		Identify best practice and areas of concern		Number of portfolios sampled	Number of portfolios sampled
	Yes	No	Yes	No	Yes	No				
Minor Award Title, Code <u>AND</u> Name of Internal Assessor										

Please complete for each named award/group of assessment results being authenticated:	Have the results been internally verified by the centre?		Was the evidence assessed in accordance with techniques outlined in the Award Specification?		Are the results presented consistent with national standards for the award? (If no, identify results which have been)		Identify best practice and areas of concern		Number of portfolios sampled	Number of portfolios sampled	
	Yes	No	Yes	No	Yes	No					
Minor Award Title, Code <u>AND</u> Name of Internal Assessor											

Please provide us with details on what you have observed regarding the following areas of assessment practice at this centre-

Assessment briefs ☐ Marking schemes ☐ Consistency of grading ☐ Integration of assessment ☐

Please provide examples of how improvements can be made to the areas of assessment practice which you have commented on:

Signatures	External Authenticator:	Date:
	Programme Coordinator/Centre Manager/College Principal:	Date:

On completion of this report please e-mail a copy to the Kerry ETB QA Unit at gaunit@kerryetb.ie

Bibliography

FESS (2019) EA Training for QQI Certification 2019, EA Training Session, Tralee, April 2019.

ETBI Draft QAP Handbook for New Apprenticeships V2 220318

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Kerry ETB Executive Self Evaluation Report Ver 01.2

Quality Assurance Assessment Guidelines for Internal Verifiers Draft V1.1

QQI Quality Assuring Assessment Guidelines for Kerry ETBs Revised 2013

TUI Policy on Internal Verification

QQI Core Statutory QA Guidelines April 2016