



External Authentication Procedure (6.12)

Definitions

External Authentication	<p>The external authentication process provides independent confirmation of fair and consistent assessment of learners in accordance with national standards. It establishes the credibility of Kerry ETB’s assessment processes and ensures that assessment evidence has been marked in a valid and reliable way and is compliant with the requirements for the award.</p> <p>External authentication is undertaken through the assignment of an independent External Authenticator by Kerry ETB. The External Authenticator moderates assessment results for an award or across a number of awards within a related field or sub-field for which they have subject matter expertise.</p> <p>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.</p> <p>External authentication reports are retained in the Centre for monitoring and self-evaluation purposes as per required retention schedules, and copies are sent to the QA Unit for analysis and presentation to the Quality Assurance Governance Board and Quality Council. The External Authenticator should not retain the EA report on file once the authentication work and associated follow-up activity has been concluded.</p>
Campus/Centre Manager	<p>Please note that the term “Campus/Centre Manager” is inclusive of Principal, Campus Manager, Centre Manager, Programme Coordinator or nominated person.</p>

Acronyms

EA Report	External Authentication Report
ETB	Education and Training Board
ETBI	Education and Training Board Ireland
IV	Internal Verification
QA	Quality Assurance

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1. Introduction

1.1 Purpose of the procedure

The purpose of this procedure is to set out how Kerry ETB will implement the external authentication process to ensure consistency of assessment, and in particular the authentication process, across all provision of Kerry ETB validated QQI programmes.

1.2 Scope of the procedure

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

For **SOLAS Craft Apprenticeships**, where there is a conflict between Kerry ETB Quality Assurance policies and procedures, those of SOLAS take precedent.

For **2016+ Kerry ETB Apprenticeships**, these programmes will follow the Kerry ETB Quality Assurance policies and procedures.

1.3 Responsibilities for implementation

Responsibilities for the External Authentication procedure are outlined below.

The **Quality Assurance Unit** coordinates the external authentication process and reports findings to the Quality Assurance Governance Board and the Quality Council. The QA Unit will support centres to implement an effective external authentication process.

The **Campus/Centre Manager*** manages and implements the external authentication process for their centre. They are responsible for communicating External Authenticator feedback to all Assessors and reviewing the External Authenticator's recommendations for changes or improvements.

** Please note that the term "Campus/Centre Manager" is inclusive of Principal, Campus Manager, Centre Manager, Programme Coordinator or nominated person.*

Assessors must ensure that all course and assessment documentation is complete and available ahead of the internal verification and external authentication process. They must also be familiar with the External Authenticator recommendations for the components they are teaching and take measures to implement relevant improvements.

The **External Authenticator** will provide independent confirmation of fair and consistent assessment of learners in line with QQI/other awarding body requirements. The External Authenticator ensures that assessment results are in line with national standards (see Appendix II and III for more information). The External Authenticator is responsible for implementing elements of this procedure as relevant to them.

Contracted Training Companies will follow the external authentication process as described in this procedure.

1.4 Other relevant policies, procedures or guidelines

- Internal Verification Procedure (6.11)
- Results Approval Panel Procedure (6.13)
- Secure Storage of Assessment Materials, Assessment Records, and Learner Assessment Evidence (6.5)

2. Selection and assignment of External Authenticators

External Authenticators will be sourced through the ETBI National External Authenticator Directory. The following criteria will be applied when identifying a suitable External Authenticator:

- The External Authenticator will be independent of, and external to, course delivery, assessment development, and internal quality assurance at the centre/programme.
- The External Authenticator has a responsibility to declare to the QA Unit on initial contact whether there is any conflict of interest which may bring into question the integrity of the external authentication process. Conflict of interest may include but is not limited to:
 - Family relationship,
 - Personal relationship,
 - Grievance, and
 - Relative/family member on the course to be authenticated.
- The External Authenticator will have subject-matter expertise for each component they will be authenticating.
- The External Authenticator will have experience of programme delivery, assessment, or work in the field/industry.
- The External Authenticator will not be appointed to the same centre for the same award for more than three consecutive certification periods.

3. Planning for External Authentication

3.1 The scheduling of external authentication will be as per centre/campus requirements.

3.2 The **Centre/Campus Manager or designated QA representative** will do the following:

- Develop an annual certification plan.
- Submit the completed “*External Authentication Request Form*” to the QA Unit. This includes identifying the date range for external authentication, the major/minor/special purpose awards being authenticated, the number of learner portfolios per major/minor/special purpose award, whether authentication is remote or in centre, and the name of the Centre/Campus contact person. The “*External Authentication Request Form*” must be submitted to the QA Unit at least 15 weeks ahead of the Quality Council meeting date for the relevant certification period.
- Ensure that all modules leading to minor awards are presented for external authentication at least once every two years.
- Ensure that major/minor/special purpose awards are externally authenticated when:
 - there is a new teacher/tutor/instructor teaching the course,
 - the course is new to the Centre/Campus,
 - the teacher/tutor/instructor has returned from extended leave.

3.3 The **QA Unit** will identify a suitable External Authenticator. To determine the number of days that should be allocated for the authentication process, the QA Unit will consider the total number of learner portfolios, the NFQ level, the variety and number of awards to be authenticated, the number of assessment techniques, and requirements of the Kerry ETB External Authentication Sampling Strategy.

The **QA Unit** will:

- Appoint External Authenticators to the Centres/Campuses/Programmes using the ETBI National External Authenticator Directory.
- Confirm that the External Authenticator has relevant subject matter expertise using the ETBI National External Authenticator Directory.
- Confirm that the External Authenticator has the required digital skills to carry out the authentication.
- Confirm that the External Authenticator has experience with the relevant software to carry out remote/online authentication, where applicable.
- Confirm the major/minor/special purpose awards being authenticated and the approximate number of learner portfolios to be authenticated with the External Authenticator.
- Confirm that the External Authenticator can produce the EA report within the allocated deadline.
- Provide the External Authenticator with an information pack containing their work schedule (including location, date, time), Centre/Campus contact person, EA report template(s), Kerry ETB External Authentication Sampling Strategy, External Authenticator Briefing, and issue relevant claim form(s) on receipt of the EA report(s).

3.4 Human Resources will provide the External Authenticator with a statement of employment.

3.5 The External Authenticator will:

- Attend training organised by the QA Unit, as requested.
- Agree the date(s), time(s), volume of work, and deadline for submission of the EA report ahead of their authentication.
- Complete and submit relevant paperwork for payment.

4. Preparing for External Authentication

4.1 The Centre/Campus Manager or designated QA representative will arrange the following prior to the authentication:

- Ensure that the Centre/Campus Manager or nominated person is available to have an opening meeting with the External Authenticator before the authentication begins and provide the External Authenticator with their contact details.
- Access to the assessor folder which includes assessment materials, evidence, and required documentation (e.g. assessment plan, assessment briefs/examination papers, assessment plans, marking schemes, marking sheets, outline solutions, internal verification reports etc.).
- Provide the External Authenticator with a copy of the previous EA report for the award/component awards, where appropriate.
- Confirm that all documentation required for the external authentication process is complete and available in advance of the authentication in line with Kerry ETB QA procedures.
- Endeavour to ensure that assessment processes are followed in line with Kerry ETB QA procedures, assessment templates, and Kerry ETB programme/module descriptors.
- Ensure that assessment materials are securely stored (see *Secure Storage of Assessment Materials, Assessment Records, and Learner Assessment Evidence Procedure [6.5]*).
- Ensure that staff are available for any clarifications (through an in person/online meeting or by phone).

The Campus/Centre Manager or designated QA representative will provide the External Authenticator with information on how the learner evidence will be made available.

For online/remote external authentication, please note the following:

- All assessment materials and evidence necessary for the authentication will be made available to the External Authenticator by granting access to a digital space (e.g. Microsoft Suite). Access will be removed once the authentication process has concluded (i.e. it is timebound).
- The External Authenticator must conduct authentication during business hours on an agreed date(s). The Campus/Centre will provide remote support to the External Authenticator during the authentication process to ensure that they have access to all required materials. This support will be available during normal business hours (Monday to Friday, 9am to 5pm).

For in-centre external authentication of hardcopy assessment evidence, the Centre/Campus will:

- Provide a secure workspace for the External Authenticator that is quiet and has internet access to obtain the QQI component specification.
- Provide appropriate equipment to carry out authentication on multi-media evidence.

The Centre/Campus Manager will contact the External Authenticator to arrange a closing meeting upon completing their external authentication work. This can happen in person, online or on the phone.

4.2 The QA Unit will:

- Provide and deliver an external authentication briefing to the External Authenticators to ensure that they are familiar with Kerry ETB QA requirements.
- Ensure that the External Authenticator is set up for payment with Kerry ETB.

4.3 The External Authenticator will:

- Attend training organised by the QA Unit, as requested, to ensure familiarity with the Kerry ETB QA requirements.

5. Carrying out the External Authentication

Opening meeting

The Centre/Campus Manager or nominated person and the External Authenticator will have an opening meeting to ensure that the External Authenticator is briefed on:

- Contact details of the Centre/Campus Manager or nominated person.
- Access to the assessment documentation e.g. through Microsoft Suite, hardcopy.
- Access to facilities for in-Centre authentication e.g. canteen, bathroom, and other local information e.g. health and safety information.

The opening meeting also provides space for the External Authenticator to seek clarity on any questions related to QA procedures etc.

Sampling strategy

The External Authenticator will apply Kerry ETB's External Authentication Sampling Strategy (Appendix IV) to select the correct sample size for authentication.

Confidentiality

The External Authenticator will maintain confidentiality throughout the external authentication process.

Conducting the authentication

The External Authenticator will:

- Review the internal verification report(s). The internal verification report(s) should be signed and fully completed including award/component codes, number of portfolios, and number of portfolios sampled.
- Review the previous EA report(s), where appropriate. Follow up on recommendations of previous EA report(s).

The External Authenticator will sample a range of learner evidence in line with the Kerry ETB External Authentication Sampling Strategy (see Appendix IV). The External Authenticator will check the following for each learner in the selected sample:

- Check that the learner evidence has been generated in line with the assessment technique(s) in the Kerry ETB module descriptor and programme descriptor.
- Check that there is sufficient learner assessment evidence available per assessment technique for each sampled learner portfolio.
- Check that marks are totalled correctly, and that percentage marks and grades are awarded in line with QQI/other awarding body requirements.
- Compare the learner assessment evidence against the award/programme standards and benchmark the evidence against the QQI/other awarding body grading criteria and locally devised assessment rubrics.

The External Authenticator will make a judgement as to whether the evidence meets the standard required (this is known as moderation¹). To moderate the assessment results, the External Authenticator will judge a sample of learner evidence and results to assess consistency with the award standard and grading criteria. This involves:

- Reviewing the award standards in the appropriate award specification.
- Reviewing the grading criteria (See Appendix III for grading criteria at Levels 1-6). Grading criteria describe what a learner must attain to achieve a particular grade for an award at a particular level.
- Confirming that the assessment techniques and instruments used are consistent with award requirements.
- Confirming that assessment criteria and marking sheets are appropriate.

Borderline grades, result changes, and grade changes

Borderline Grades

The External Authenticator will identify and examine samples of learner evidence at the borders of grades.

Result and grade changes

When recommending a grade change (upgrade or downgrade), the External Authenticator will discuss this with the Assessor (or nominated person where appropriate). It is important that the External Authenticator

¹ 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.

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. In the event that the Assessor is unavailable, the External Authenticator will discuss the recommended grade change with the Centre/Campus Manager. Such discussions should be referenced in the completed authentication report.

All result and grade changes will be documented in the EA report. All grade changes will include a clear justification and will be discussed and approved at the Results Approval Panel meeting.

Issues arising

Missing learner evidence

External Authenticators should carry out the authentication under the proviso that "no evidence = no marks". If the External Authenticator cannot locate learner evidence, they will first confirm with the Assessor/Centre Manager/Campus Manager that the evidence is not available.

Other significant irregularities/issues

Any significant irregularities/issues should be brought to the attention of the QA Unit and the Centre/Campus Manager or designated QA representative. They should also be clearly documented in the EA report as an area for improvement. If the integrity of the assessment process was considered to be undermined, the results should not be recommended for approval.

EA Report

The External Authenticator will complete a comprehensive EA report using the Kerry ETB External Authentication Report Template (see Appendix V for the EA Report Template). The completion of the EA Report is essential to the results approval process.

The EA report will be based in appreciative inquiry and be evidence based, and it must deliver clear, detailed, and constructive feedback. The EA report will (a) provide examples of good practice and (b) recommend areas for improvement. In certain situations, it may (c) identify issues which may threaten the integrity of the assessment or certification process.

A rationale for any recommendations made in the EA report must be provided, the recommendation(s) must be clearly explained and documented. All sections of the EA report should be complete.

Names or PPSN numbers should not be documented in the EA report. Where a learner may need to be identified, for example where a result or grade change is being recommended by the EA, please use the learner sample number as drawn from the "Summary Results Sheet" (6.1.10)/RCCRS F12) in addition to the learner's initials. For staff members, please identify them by their role only.

Before submitting the EA report, the External Authenticator will review the checklist on p.2 of the EA Report Template.

6. Concluding the External Authentication

The **Centre/Campus Manager** will:

- Contact the External Authenticator to schedule a closing meeting (in-person, online, by phone). The findings of the authentication will be discussed including any result and grade changes.
- Confirm the submission date of the EA report(s) in cases where the final submission will take place after the closing meeting.
- Sign the EA Report(s).

The **External Authenticator** will:

- Attend the closing meeting with the Centre/Campus Manager.
- Recommend the results for approval.
- Complete and sign the EA report(s).
- Submit the EA Report(s) to the Centre/Campus Manager and the Kerry ETB QA Unit.
- Adhere to Kerry ETB data protection procedures.
- Attend the Results Approval Panel (RAP) meeting, if requested.

The **QA Unit** will:

- Review the EA Reports for completion, clarity, and accuracy. An EA Report may be returned to the External Authenticator for amendment and will be returned by the External Authenticator within 1 working day.
- Process the External Authenticator payment for the authentication and travel/subsistence.
- Review findings of the EA reports and present them to the Quality Assurance Governance Board and the Quality Council for the purpose of continuous improvement and learning.

Appendix I: Principles of Assessment

That learners are assessed in a fair and consistent manner in line with the award standard is central to quality assured assessment. The principles set out below (which are based on the QQI principles for assessment) underpin this procedure.

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.

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.

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.

4. Quality

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

5. Transparency

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

To ensure adherence to the principles of assessment, the process described in this procedure 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.

Appendix II: National Framework of Qualifications – Grid of Level Indicators

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Knowledge <i>Breadth</i>	Elementary knowledge.	Knowledge that is narrow in range.	Knowledge moderately broad in range.	Broad range of knowledge.	Broad range of knowledge.	Specialised knowledge of a broad area.
Knowledge <i>Kind</i>	Demonstrable by recognition or recall.	Concrete in reference and basic in comprehension.	Mainly concrete in reference and with some comprehension of relationship between knowledge elements.	Mainly concrete in reference and with some elements of abstraction or theory.	Some theoretical concepts and abstract thinking, with significant depth in some areas.	Some theoretical concepts and abstract thinking, with significant underpinning theory.
Know-How and Skill <i>Range</i>	Demonstrate basic practical skills, and carry out directed activity using basic tools.	Demonstrate limited range of basic practical skills, including the use of relevant tools.	Demonstrate a limited range of practical and cognitive skills and tools.	Demonstrate a moderate range of practical and cognitive skills and tools.	Demonstrate a broad range of specialised skills and tools.	Demonstrate comprehensive range of specialised skills and tools.
Know-How and Skill <i>Selectivity</i>	Perform processes that are repetitive and predictable.	Perform a sequence of routine tasks given clear direction.	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems.	Select from a range of procedures and apply known solutions to a variety of predictable problems.	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems.	Formulate responses to well defined abstract problems.
Competence <i>Context</i>	Act in closely defined and highly structured contexts.	Act in a limited range of predictable and structured contexts.	Act within a limited range of contexts.	Act in familiar and unfamiliar contexts.	Act in a range of varied and specific contexts, taking	Act in a range of varied and specific contexts involving

					responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts.	creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts.
Competence Role	Act in a limited range of roles.	Act in a range of roles under direction.	Act under direction with limited autonomy; function within familiar, homogenous groups.	Act with considerable amount of responsibility and autonomy.	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups.	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for allocation of resources; form, and function within, multiple complex and heterogeneous groups.
Competence Learning to learn	Learn to sequence learning tasks; learn to access and use a range of learning resources.	Learn to learn in a disciplined manner in a well-structured and supervised environment.	Learn to learn within a managed environment.	Learn to take responsibility for own learning within a supervised environment.	Learn to take responsibility for own learning within a managed environment.	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs.
Competence Insight	Begin to demonstrate awareness of independent role for self.	Demonstrate awareness of independent role for self.	Assume limited responsibility for consistency of self-understanding and behaviour.	Assume partial responsibility for consistency of self-understanding and behaviour.	Assume full responsibility for consistency of self-understanding and behaviour.	Express an internalised, personal world view, reflecting engagement with others.

Appendix III: 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 and 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 and 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 and 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% or over
<p>A Pass indicates that the learner has:</p> <ul style="list-style-type: none"> achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard, used the language of the vocational/specialised area competently, attempted to apply the theory and concepts appropriately, provided sufficient evidence, which has relevance and clarity. 	<p>A Merit indicates that the learner has:</p> <ul style="list-style-type: none"> achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved, used the language of the vocational/specialised area with a degree of fluency, expressed and developed ideas clearly, demonstrated initiative, evaluation and analytical skills, presented coherent and comprehensive evidence. 	<p>A Distinction indicates that the learner has:</p> <ul style="list-style-type: none"> achieved the learning outcomes as outlined in the minor award - distinction implies that an excellent standard has been achieved, used the language of the vocational/specialised area fluently and confidently, demonstration-depth understanding of the subject matter, demonstrated a high level of initiative and evaluation skills, demonstrated analytical and reflective thinking, expressed and developed ideas clearly, systematically and comprehensively, presented coherent, detailed, and focused evidence.

Appendix IV: Kerry ETB External Authentication Sampling Strategy

The External Authenticator will select learner portfolios from each component award on their work schedule using the Kerry ETB External Authenticator Sampling Strategy. The sample of learner portfolios must:

- Be representative of all minor awards, all learner types (part-time, full time etc.) and all assessment techniques.
- Be sufficient in size to enable sound judgements to be made about the fairness and consistency of assessment decisions and that the assessment process and QA procedures are being implemented appropriately.
- Cover the full range of attainment in terms of grades achieved.
- Include a random selection of evidence for each grade/band.
- Identify and examine samples of evidence at the borders of grades.
- Be large enough to maintain confidence but also feasible given resources (e.g. time).
- Ensure judgments/decisions of new Assessors/Assessors who have returned from extended leave are sampled at least once during the assessment cycle.
- Include all named awards offered.
- Include all centres and providers, if applicable.

Individual components may be externally authenticated on a rolling basis i.e. not externally authenticating every component award every year.

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 also 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 portfolios a minimum of six assessment portfolios will be externally authenticated to allow for the cut-off points between the grades to be established.

Where there are less than six assessment portfolios for a component award, all portfolios must be externally authenticated.

See table below for identification of the correct sample size:

Number of assessment portfolios for a component award	Number of assessment portfolios to be included in the sample size
1 – 5	All assessment portfolios should be sampled
6 – 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

Sampling across components: Where the same component award is offered in a number of courses the module assessments may be combined for the purposes of sampling. In such cases, 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*.

Sampling across grade categories: The External Authenticator should take a sample from across the following grading categories so as to allow the external authenticator to determine the cut-off points between the grades:

- The lowest Distinction
- The highest Merit

- The lowest Merit
- The highest Pass

- The lowest Pass
- The highest Unsuccessful

Meeting the minimum sample size: If the sample quota has not been met, then the remaining sample will be randomly chosen, across all the grade bands, until the sample quota is reached.

Appendix V: External Authentication Report Template



Name of Major award/code and minor awards/codes being externally authenticated.	
Course reference number (as per PLSS)	
Local course title (if applicable)	
Date of External Authentication	
External Authenticator Name	
Registered provider	Kerry Education and Training Board
Registered Centre and Number	Choose an item.

I confirm that I do not have any conflict of interest in performing the External Authentication at the registered centre identified above.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
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I have applied Kerry ETB's Sampling Strategy (see here).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
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Checklist for completing the External Authentication Report Form.

Please check the list below **prior to submitting your EA report** to the QA Unit (qaunit@kerryetb.ie) and Centre/Campus Management/AEO/Programme Coordinator.

- For each Award authenticated please fill out a separate EA report.
- Please be sure to list the award title and code(s) for the results that are being externally authenticated, where applicable.
- Evidence of feedback to learners is provided on p. 2 of the Assessment Brief.
- If grades are moderated, please be sure to include a justification for the grade change.
- Please check that you have included the initials of the internal assessor in Part 1 of this Report Form. Please note that the internal assessor is the teacher/tutor/instructor of the course.
- Please ensure that you have a closing meeting with the Centre/Campus manager or designated QA person.
- Please ensure that the EA form is signed and dated.
- Should issues emerge during the EA process please contact the QA Unit (qaunit@kerryetb.ie).

Please note that the following should **not form part of the EA Report**:

- Individual's names.
- Quality of teaching.
- Any content not relevant to the authentication.

Part 1 – Standards and Evidence

Please complete for each named award/group of assessment results being authenticated.

External Authentication of Assessment Results														
Minor Award Title <i>and</i> Code	Initials of internal assessor(s).	Number of portfolios.	Number of portfolios sampled.	*Sample number (e.g. Learner 2, 5, 7)	Number of grade changes.	Were the results internally verified by the centre? Were corrective actions (if applicable) addressed, and was the report available for review?		Was all learner evidence available for the portfolios sampled?		Was the evidence assessed in line with the techniques outlined in the Kerry ETB Module Descriptor?		Are the results presented consistent with national standards for the award? If not, please identify results which have been changed.		Please identify best practices you have observed. Where relevant, please note any areas of concern. If a result is being changed that does not impact on the grade, please note it here. Please note: If 'No' has been selected for any of these criteria a rationale must be provided.
						Yes	No	Yes	No	Yes	No	Yes	No	
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

***This number should be drawn from the learner sample number assigned to the learner on the "Summary Results Sheet" (6.1.10)/RCCRS F12.**

Please create additional rows as required.

Previous External Authentication I confirm that the previous External Authentication report was made available for review, if applicable.	YES <input type="checkbox"/>	NO <input type="checkbox"/>	N/A <input type="checkbox"/>
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Part 2 – Grade Changes

Please use this section to note grade changes. If a result is being changed that does not impact the grade, please note it in the comments column for the specific award in Part 1.

Have you recommended any grade changes?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Number of grade changes		

If grade changes are recommended, ensure that the below table is completed for each grade change (add rows as required):

Learner Initials	Learner Sample number*	Major Code	Major Award Title	Minor Code	Module Title	Initials of Internal Assessor	Original Grade	Recommended Grade Change	Please detail why the grade change is recommended.

***This number should be drawn from the learner sample number assigned to the learner on the "Summary Results Sheet" (6.1.10)/RCCRS F12 and must match the Learner Sample Number input in Part 1 of this form.**

Part 3 – Concluding Observations

<p>Please provide examples of good practice.</p>	
<p>Please identify areas for improvement and make recommendations.</p>	

Please read the statements below and identify the extent to which you agree/disagree.

Statement	Strongly Agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable	If you have any additional comments please include them below.
The assessment plans are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is evidence that assessment deadlines were clearly communicated to learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment briefs are clearly written for the specific learner group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marking schemes provide a detailed breakdown of marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grading is consistent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence of feedback on assessment is provided (i.e. in the Feedback table in the Assessment Brief).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Integration of assessment across modules is evident, where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment documentation is informed by the principles of Universal Design for Learning, where applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Part 4 – Closing Meeting

External Authenticator signature:		Date	
Centre/Campus Management/AEO/Programme Coordinator signature:		Date	

Please email the completed and signed EA Report to the QA Unit (gaunit@kerryetb.ie) and the Centre/Campus Management/AEO/Programme Coordinator.

Authors:	Kerry ETB QA Unit
This Version Number:	1.3
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Review Date:	September 2029
Resources:	Appendix I: Principles of Assessment Appendix II: National Framework of Qualifications – Grid Level of Indicators Appendix III: Grading Criteria for Awards at levels 1 – 6 Appendix IV: Kerry ETB External Authentication Sampling Strategy Appendix V: Kerry ETB External Authentication Report template

Version History Table					
Approval date	Effective date	Approved by	Type of change	Section changed	Change made
05.02.2020	05.02.2020	FET Quality Council	N/A	N/A	N/A
14.03.2024	14.03.2024	QAGB	Update	Appendix VII – External Authentication Report Template	Updated the External Authentication Report Template
03.10.2024	01.01.2025	FET Quality Council	Amendment	Entire document (version 1.2).	Procedure was reviewed and updated (version 1.3).