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*Kilkenny and Carlow
Education and Training Board*

External Authentication

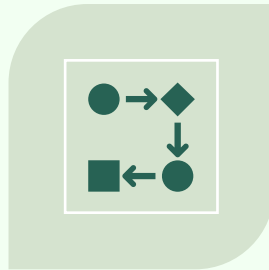
Briefing

Date: 2nd May 2024

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An Introduction to KCETB

Section 1



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KCETB

Full Time Provision

★ Carlow Institute of Further Education and Training, Carlow

★ College of Further Education, Kilkenny (Ormonde College)



Greennan College, Thomastown

★ Vocational Training Opportunities Scheme (VTOS), Carlow

★ Vocational Training Opportunities Scheme (VTOS), Kilkenny

Youthreach, Carlow

★ Training Services Provision

Part Time Provision

Back to Education Initiative (BTEI), Carlow

Back to Education Initiative (BTEI), Kilkenny

Adult Learning Service, Carlow

Adult Learning Service, Kilkenny



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Locations of KCETB FET centres



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QA Department



The QA Office is based in:
Unit 10 Danville Business Park
Ring Road
Kilkenny R95 W293



056 781 3098



qa.info@kilkennycarlowetb.ie



www.kcetbqa.ie

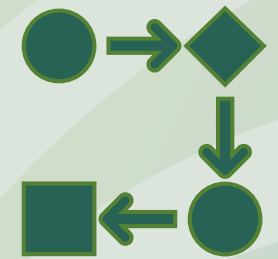


The KCETB QA website is used to publish policy documents and provide information to a wider audience.

We also have a QA portal (SharePoint) which we use to issue documents internally

QA Procedures

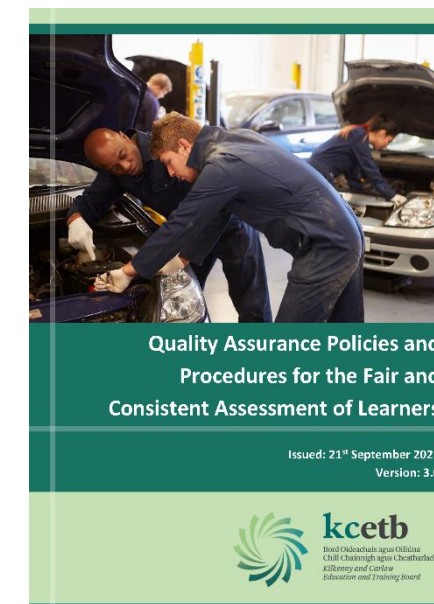
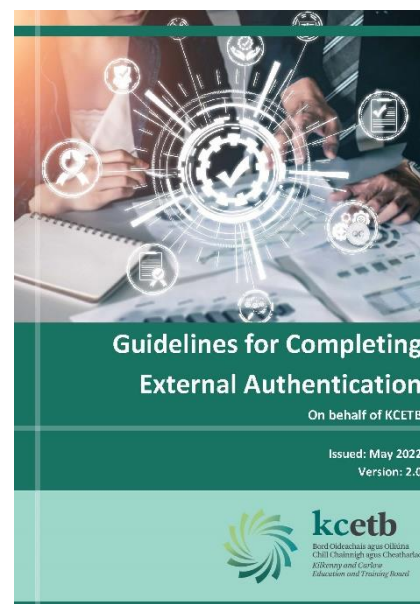
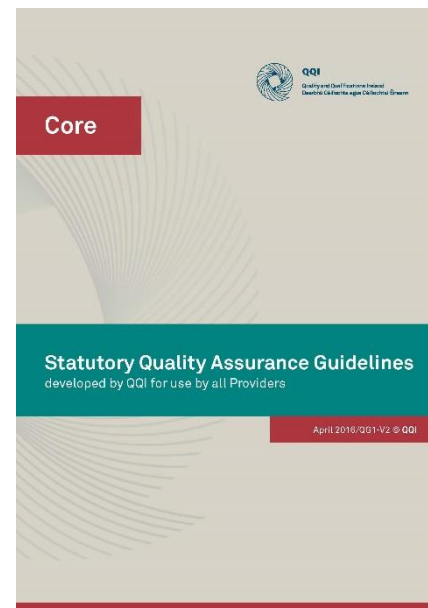
Section 2



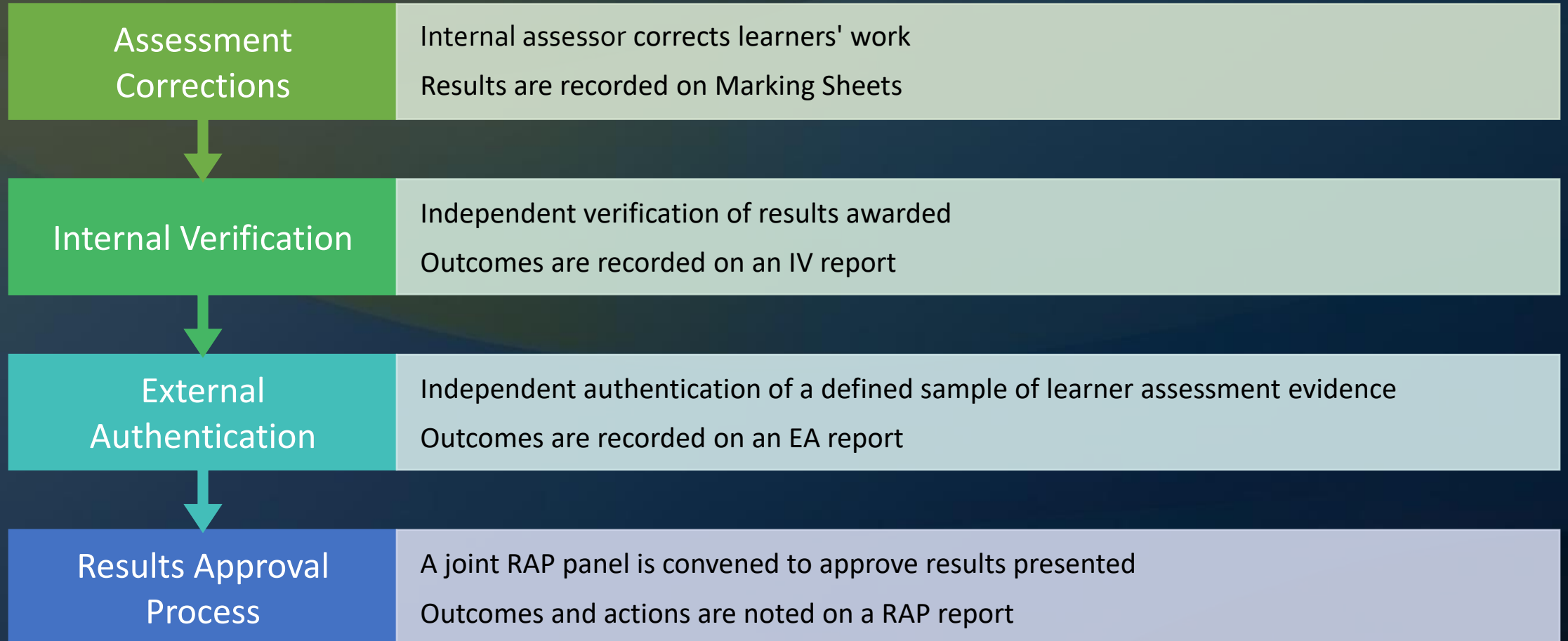
Key Documents

Guidance documents that support the external authentication process

- QQI Core Statutory QA Guidelines
- QQI Policy on Quality Assurance Guidelines
- KCETB Assessment Policy
- KCETB Guidelines for completing External Authentication v2 (May 2022)



KCETB Quality Assurance Procedures



External Authentication



Section 3




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Appointment of EAs

- **WHO** - The KCETB QA department appoints external authenticators that are appropriately trained and briefed for the role.
- **WHEN** - The KCETB QA department in conjunction with the centres, establish upcoming EA requirements by referencing the QQI (or other awarding bodies) certification dates.
- **HOW** - A KCETB QA EA service agreement is sent to the EA in addition to the GDPR agreement and an employee set up form. These documents clarify the arrangements for the EA.

 kcetb <small>Bord Oideachais agus Oiliúna Chill Chainnigh agus Cheatharlach Kilkenny and Carlow Education and Training Board</small>		2024 QQI Assessment Periods						QA Office qa.info@kilkennycarlowetb.ie 056 781 3098	
	February	April	June	August	October	December			
EA Request to QA Office	10 NOV	12 JAN	08 DEC	03 MAY	05 JUL	01 SEP			
EA Complete By	19 JAN	15 MAR	21 MAY	22 JUL	20 SEP	22 NOV			
RAP Provisional	24 JAN	21 MAR	24 MAY	25 JUL	25 SEP	26 NOV			
QQI Submission	12 FEB	12 APR	12 JUN	12 AUG	12 OCT	12 DEC			
Please note all RAP meetings are scheduled for 10am. The RAP on the 24 th of May will be an all day RAP.									

EA Documentation



✔ A1 | EA Service Agreement



✔ A2 | GDPR Agreement



Adobe Sign

To be completed prior to commencing EA

- [Employee Commencement Form¹](#)

¹ (This is only needed if your bank details have changed as you are already set up on payroll or This is required to set you up on payroll)

To be completed within two days of EA

- [B1 | EA Report](#)

To be completed after EA for payment

- [C1 | EA Claim Form](#)
- [C2 | EA Travel and Subsistence Claim³](#)

³ (If you have receipts, please attach with your claim as KCETB will only reimburse overnight subsistence for vouched expenditure)

- [C3 | Travel Indemnity Declaration Form](#)

NB: All claims must have original signatures and be posted to the QA Office, address below

For Your Information

- D1 | EA Workload (*attached in this email*)
- [D2 | KCETB EA Procedures](#)
- D3 | Centre Location and Contact Details (*attached in this email*)
- [D4 | Domestic Travel Rates](#)
- [D4 | Domestic Subsistence Rates](#)

Before the EA Visit

In advance of the EA visit, the KCETB centre shall prepare the following:

- Relevant award specifications (module descriptors) and validated programme information (if appropriate)
- All relevant assessment instruments and appropriate supporting documentation, for example, assessment briefs, examination papers, marking schemes and outline solutions
- The assessment plan(s) / timetables (If appropriate)
- All learner assessment evidence
- All learner assessment results recorded on appropriate results sheet(s)
- List of assessors per programme and/or class group
- Internal verification report
- Past EA report

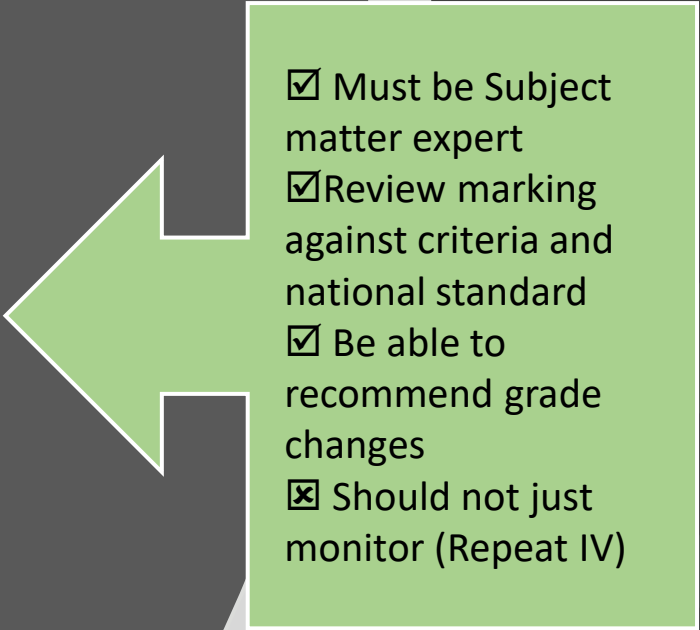
▼ Role of the External Authenticator

‘A provider-owned quality assurance system makes appropriate use of external persons who are independent of the provider and who are expertly qualified to make relevant national and international comparisons’.

QQI Policy on Quality Assurance Guidelines April 2016

The External Authentication Event/Visit

- Focus on moderating grades
- Review supporting documents in relation to the assessment
- Review selected learner's work
- Review marking sheets
- Communicate with the nominated centre contact person
- Follow the Guidelines for Completing External Authentication on behalf of KCETB
- Follow KCETB's sampling strategy.

- 
- Must be Subject matter expert
 - Review marking against criteria and national standard
 - Be able to recommend grade changes
 - Should not just monitor (Repeat IV)

KCETB Sampling Strategy

- 1-3 learners all portfolios must be sampled
- 4-9 learners a sample of 3 portfolios must be viewed.
- 10 learners or more we have a sample of 30% rounded up. So if a module has 11 learners a 30% sample is 3.3 and we round this up to 4.

- EAs must follow the sampling strategy as outlined above

- If expanding the sample size, this must be justified and documented.

The EA Report v3.0

- Observations on assessment and consistency with national standards
- Evidence of consideration of previous External Authentication recommendations
- Good practice observed
- Recommendations for improvements
- Ensuring the Learning Outcomes are covered
- Number of grade changes
- Recommendation on whether the learners results should be submitted for certification



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Examples of areas to be included in the EA Report

- **Confirming that the grading decision is being upheld or a recommendation for change is being made**
- **Establishing if the learner evidence meets the required standard**
- **Good Practice observed**
- **Recommendations for improvements**
- **Ensuring the Learning Outcomes are covered**
- **Appropriate assessment techniques have been applied**
- **Content of assessment material:**
 - **Assessment Briefs**
 - **Marking Sheets**
 - **Outline Solutions**
- **Totting / grading errors**

Examples of areas that should not form part of the EA Report

- **Quality of teaching**
- **Centre resources**
- **Hospitality**
- **Content not relevant to the authentication**
- **Learner PPSn – Use Learner Initials**

Feedback from RAP reports

Update Guidance
to EA's to include



Emphasis on sampling from
RAP 2023



Explain where / how
feedback is delivered and not
to expect it with assessment



Briefing to note that some
centres don't print the
Provisional results.



Signatures may be digital.



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NFQ Grid of Level Indicators

Please refer to the QCI website for the [NFQ grid of level indicators](#) for consistency and standards

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10	
KNOWLEDGE BREADTH	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	Specialised knowledge across a variety of areas	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	A systematic understanding of knowledge, or informed by the forefront of a field of learning	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning	KNOWLEDGE BREADTH
KNOWLEDGE KIND	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	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas	Detailed knowledge and understanding in one or more specialised areas, some of it at the current/boundary of the field(s)	A critical awareness of current insights and/or new insights, generally informed by the forefront of a field of learning	The creation and interpretation of new knowledge through original research, or other advanced scholarship, of a quality to satisfy review by peers	KNOWLEDGE KIND
KNOW-HOW & SKILL RANGE	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	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	Demonstrate specialised technical, cognitive or conceptual skills and tools across an area of study	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify specialised skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate a range of standard or equivalent tools and techniques of enquiry	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials that are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials	KNOW-HOW & SKILL RANGE
KNOW-HOW & SKILL SELECTIVITY	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	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes	Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including researching	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques	Respond to abstract problems that extend beyond well-defined existing procedural knowledge	KNOW-HOW & SKILL SELECTIVITY
COMPETENCE CONTEXT	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 responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill-defined contexts	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts	COMPETENCE CONTEXT
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, homogeneous groups	Act with considerable amount of responsibility and autonomy	Exercise some initiative and independence in carrying out defined activities; plan and function within multiple, complex and heterogeneous groups	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources, form and function within multiple, complex and heterogeneous groups	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Take significant responsibility for the work of individuals and groups; lead and initiate activity	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes	COMPETENCE ROLE
COMPETENCE LEARNING TO LEARN	Learn to sequence learning basics; learn to access and use a range of learning resources	Learn to learn in a discipline taught 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; identify learning environment; assist others in identifying learning needs	Take initiative to identify needs and interact effectively in a learning group	Learn to act in valuable and innovative learning contexts; learn to manage learning tasks independently, professionally and ethically	Learn to self-evaluate and take responsibility for continuing academic/professional development	Learn to critique the broader implications of applying knowledge to particular contexts	COMPETENCE LEARNING TO LEARN
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; manifesting solidarity with others	Express an internalised, personal world view manifesting solidarity with others	Express a comprehensive, personal world view manifesting solidarity with others	Scrutinise and reflect on social norms and act to change them	Scrutinise and reflect on social norms and relationships and lead action to change them	COMPETENCE INSIGHT

The 10-Level Grid of Level Indicators forms part of the determination of the national framework of qualifications under section 70A of the Qualifications Education and Training Act 1990. Note: The outcomes at each level include those of all the lower levels in the same sub-field.

Communication with KCETB

- Arrangements are made by QA with the External authenticator
- There will be a nominated contact person in each KCETB centre
- EA's are asked to highlight issues promptly to allow resolution where possible. For example, if there are missing documents or other assessment materials; if equipment is missing or not working
- EA's are asked to highlight grade changes being recommended
- EA's are asked to provide a brief review on conclusion of the EA visit



In Centre Authentication



Link with centre contact
re: accessing the centre



EA report submitted
electronically



Evidence may be
displayed in different
formats depending on
centre



Keep communication
channels open with
centre contact



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Conclusion



Section 4



Recap

- KCETB QA procedures and QQI guidelines are available to support the work of EA's
- Key documents and information are available on www.kcetbqa.ie
- Arrangements for EA are made by QA
- Liaise with centre contact for authentication
- Please communicate with the centres in relation to issues arising from the EA process
- Copy of this video and presentation will be on the website



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Contacts

Siobhan Dunphy and Thomas Farrell

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Thank You



- Thank you for attending and taking on work for KCETB during this busy QQI window.
- We look forward to working with you and welcome your feedback
- Please ensure the EA report is returned in a timely manner (within 2 days, to both QA and the Centre Contact)
- Please submit your claim forms early for payment
- Any queries, please contact us qa.info@kilkennycarlowetb.ie

KCETB QA Team



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Questions?

