

EA Briefing

21 March 2023



Bord Oideachais agus Oiliúna
Education and Training Board

Updated EA processes and procedures

- A single EA report template will be used across **all** City of Dublin ETB FET centres
- All EAs **must** register with City of Dublin ETB by clicking on this [link](#)
 - EAs must use their City of Dublin ETB email address to register
 - Only registered EAs using the correct claim form will be eligible for payment

For centres in all service spheres delivering QQI awards

City of Dublin ETB Guidelines for External Authentication

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Updating EA processes and procedures

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- An additional €50 per day will be paid to EAs for reviewing assessments briefs and marking sheets prior to giving them to learner
 - e.g. if an EA has carried out 3 days of EA work and have reviewed the assessment briefs and marking sheets prior to them being given to learners they can claim an additional €50 per day for that work)
 - Where an EA has viewed an alternative assessment, a payment of €25 can be claimed for. Please note this on only for alternative assessments
- EA must send copy of their report both to the centre and to the FET Development Unit at ea.reports@fet.cdetb.ie
- EAs must attend a centre briefing to clarify how they access to the materials required

Role of the External Authenticator

- Visit the centre (virtually or in person) and meet with appropriate staff and learners
- Examine and evaluate all assessment instruments and marking schemes to ensure all learning outcomes have been assessed via the instruments, and that the instruments meet the national standards of the award to which the module leads.
 - These are outlined in the City of Dublin ETB programme descriptor for the award available on the CDU Moodle site/supplied by the centre)
- Review and comment on internal verification report(s) and authenticate the findings/outcomes
- Confirm that the assessment of learners is fair and consistent with the City of Dublin ETB's procedures and [QQI policy on quality assuring assessment](#)

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Role of the External Authenticator

- Selecting a sample of learner evidence in accordance with the City of Dublin ETB sampling strategy and moderate this evidence against the relevant standards. This may result in the EA proposing a change in grades awarded
- Identify any issues/irregularities in relation to the assessment process
- Liaise with Quality Teams and assessors with requests for further information, discuss findings and provide feedback
- Recommend results for approval

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	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, at, 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 boundaries of the field(s)	A critical awareness of current problems 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 or 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, creative 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 advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate a range of standard and specialised tools and techniques of enquiry	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which 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 resourcing	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 expand and redefine 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 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; 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 the allocation of resources; form, 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 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	Take initiative to identify and address learning needs and interact effectively in a learning group	Learn to act in variable and unfamiliar 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, reflecting engagement with others	Express an internalised, personal world view, manifesting solidarity with others	Express a comprehensive, internalised, personal world view manifesting solidarity with others	Scrutinise and reflect on social norms and relationships and act to change them	Scrutinise and reflect on social norms and relationships and lead action to change them	COMPETENCE INSIGHT

How to get paid

- **Must** register with City of Dublin ETB by clicking on this [link](#)
 - Use your City of Dublin ETB email address to register
- Must use the correct claim form
 - 2023 form only!!!
 - Claim separately for alternative assessments
 - If EAing in person, complete the travel claim form





UDL and Authentic Assessment

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Universal Design for Learning (UDL) Presentation

- Know what UDL is
- Are clear that a UDL approach is a priority for City of Dublin ETB and we want this approach applied across the scheme
- Can recognize examples of UDL assessment techniques used at the different levels and understand that these are equally valid to traditional assessment techniques
- Where to find specific resources for UDL and for UDL for the EA role
- UDL – equivalencies document will be produced by QADG for 2023/24 academic year

[Recording of presentation is available here \(19 mins\)](#)

Academic Integrity



- Plagiarism detection software can't keep up with developments in this field
 - Essay mills growing
 - Free source AI technology ([ChatGPT](#)) being used to develop undetectable assignments
- International move towards a legal/punitive response to plagiarism (copyright, fraud etc.) –Section 43A of the legislation specifically empowers QQI to **prosecute** those who facilitate academic cheating
- ETB sector working with QQI to support a broader academic integrity approach
- Resources available to support academic integrity
 - City of Dublin ETB guidelines on assessment [Malpractice](#)
 - [Academic Integrity Handbook](#) for FET learners available
 - [National Academic Integrity Network](#) resources
 - Academic Integrity Handbook for FET educators being developed
 - National Principles and
 - [QQI academic integrity Lexicon of Common Terms](#)

Academic Integrity

How the EA can support this



- Commend or recommend the use of authentic assessments and scaffolded UDL assessments
- Ensure learners are not overburdened by assessments by commending or recommending
 - Greater integration of assessments across courses
 - Appropriate spread of assessments across the year
 - Greater focus on multiple means of expression /application of UDL principles
- Take a proportionate approach to the identification of academic malpractice
 - Draw a distinction between lack of knowledge/ability in academic referencing by learners and deliberate cheating
 - Commend where you see good application of referencing by students