

EA Briefing 2026

City of Dublin 
FET College

Welcome and Summary of briefing

For centres in all service spheres delivering QQI awards

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Guidelines for External Authentication

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Summary EA report from 2025 and focus for 2026 including:

- Internal verification
- Marking schemes
- QBS
- Feedback to learners
- Assessment instruments
- [UDL](#), authentic assessment and equivalences
- Integration and how it is being done
- [Academic integrity](#)
- Appropriate use of AI and generative AI as per assessment instrument
- Quality of assessment instruments
- MIMLOs
- Work Experience Level 6

Welcome and Summary of briefing

We will also cover

- Role of the External Authenticator
- How to get paid

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Welcome

- Welcome and thank you for your attendance.
- This will be recorded and posted on the CDU website.
- Questions can be put in the chat and there will be opportunities to ask questions after the section on MIMLOs and at the end.



Summary EA report 2025

A report was produced summarising the main themes from a purposive sample of 44 EA reports, including a spread across all 5 service spheres and across external authenticators.

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EA Summary Report 2025



Quality of EA reports

- Importantly, most EAs gave commentary for each module as per the layout of the EA Report Form.
- Feedback for each module from the EA allows centres to give individual feedback to internal assessors. Please give this feedback

Focus for 2026



In your EA reports, please comment on:

- Quality of assessment instruments
- [UDL](#), authentic assessment and equivalences – more commentary on this- See [this video](#) for more on UDL
- [Academic integrity](#) is Harvard being used?
- Appropriate use of AI and generative AI as per assessment instrument
- Integration and how it is being done
- Internal verification – new templates
- MIMLOs

Summary EA Report 2025



Themes in EA reports in 2025 Internal verification

- For the most part, **EAs commended** both **the thoroughness of the IV processes**, and the fact that totting errors, transfer of results and signatures missing were picked up and rectified at IV.
- **Recommendation** For next year, teachers should be given the opportunity to act on IV recommendations before the EA process begins
- City of Dublin FET College has a new **IV statement of procedures** and **standardised IV checklist and IV Report documents** for across the organisation. Please comment on these.

Summary EA Report 2025



Themes in EA reports in 2025

Marking and marking schemes

- Although there were recommendations for rubrics and suggestions for enhancement of the marking schemes, mostly, **marking schemes provided clarity on the breakdown of results.**
- Use of excel to recreate marking sheets commended. It cuts down on totting errors
- Please continue to comment on marking schemes **commending good practice** and **recommending enhancements**

Summary EA Report 2025



Themes in EA reports in 2025 QBS Recommendations

- Please do not present any learner materials for learners who are not being put forward for certification
- It is recommended to remove any learners not entered for a module from the QBS before inputting grades
- Where learners have submitted no evidence, they should be removed from the marking sheet.
- Learner names should be on all marking sheets, but no PPS numbers

A memo re the entry of learner detail onto QBS has been sent to all centres.

QBS Memo 2025



Entering learners onto the QBS

- Learners who have left the course early may be entered for certification if they have passed their module. However, the learner should be contacted to clarify if they wish to be entered for certification at this grade or be withdrawn. (All levels)*
- If a learner has opted for a reduced number of modules - they should only be entered for certification on QBS for those modules. (All levels)* (depending on when they opted to reduce)

QBS Memo 2025



Entering learners onto the QBS

- If someone has left the course officially and will not pass their module, the learner should be withdrawn. (All levels)*
- If a learner is still on the course but has not submitted any evidence to pass the module prior to exams, the learner should be contacted, and a meeting scheduled with the learner to discuss the next steps. (Level 4-6)*
- Once a learner has successfully completed a module they are entered for certification. (Level 1-3)*

Summary EA Report 2025



Themes in EA reports in 2025

Feedback to learners

- Feedback to learners is overwhelmingly positive and constructive.
- Where enhancements are needed, it is to make feedback more specific, and formative as well as summative and should be in written format.
- [Resource](#) for thinking about feedback - NCCA
- UCD resource on feedback [here](#).

Assessment Instruments

To improve the **quality** of **assessment instruments**, **commend** or **recommend** the following:

- Clear assessment instruments written in **appropriate language** for learners to understand
- **Integration** clearly **signposted** in briefs
- The assessment instrument provided an **opportunity** to learners **to be creative** while **meeting LOs**
- The assessment gave the learners the **opportunity to gain full marks**
- Clear **referencing**, where appropriate, using [Harvard](#)

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Themes in EA reports in 2025

Summary EA Report 2025



UDL

- There is scope for more UDL
- We would like to get more comments from EAs on UDL approaches in assessment.

Focus for 2026

UDL and Authentic Assessment



Universal Design for Learning (UDL) Presentation

- There is scope for more UDL in the areas where it is possible.
- We would like to get more comments from EAs on UDL approaches in assessment.
 - Know what UDL is
 - A UDL approach is a **priority** for City of Dublin ETB. We want this approach applied across the FET College
 - Recognise and comment on examples of UDL assessment techniques used at the different levels
 - Understand that these are equally valid to traditional assessment techniques
 - Where to find specific resources for UDL and for UDL for the EA role

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

What can be considered "equal"?

Assessment technique	Wordcount or equivalent	Learner Input	Learner preparation	Learner Effort (total)
1 hour exam	N/A	1 hour	9 hours	10 hours
Seen essay/ report/blog/article	1000 words	1 hour	9 hours	10 hours
Practical report/ lab report	Writing/drawing composition	4 hours	6 hours	10 hours
Oral Presentation	10 mins	10 mins	10 hours	10 hours
Poster	A3	Assembly 4 hours	Design 6 hours (including gathering and organising information)	10 hours
Groups Poster	A3	Assembly 4 hours	Design 6 hours (including gathering and organising information)	10 hours
MCQ	N/A	1 hour	9 hours	10 hours

What can be considered "equal"?

Equivalent to 1000 word seen essay (Assignment)	Wordcount or equivalent
Reflective journal	1500-1750 words total
Group report	700 words per participant
Group presentation	7 mins per participant
Individual report	850 words
Book/Article review	850 words
Podcast	7-9 mins
Video recording/Vodcast/recorded presentation	7-9 mins
Blog	850 words
Discussion Forum contributions	700 words per participant
Oral interview	30 mins
Oral Exam	30 mins
Written Exam	1 hour
MCQ Exam	1 hour

Themes in EA reports in 2025

Summary EA Report 2025



Integration

Integration is being done well and there seems to be more of it than in previous years.

Commendations:

- Great integration - continues to make the submission and assessment of learner evidence straightforward and efficient.
- An effective and efficient use of both learner and assessors' time

Recommendations:

- Scope for more integration
- **Please continue to commend good practice and recommend where enhancements are needed**

Focus for 2026 Integration



Benefits of integrated assessment

- Reduces the burden of over-assessment for learners thus helps with academic integrity
- Reduces stress for educators as learners delay handing in work
- Enhances motivation for learners
- Involves learners in the learning process
- Integrates different disciplines
- Encourages creative thinking & innovation

Please **commend** integration when you see it done well and **recommend** enhancements if needed

Summary EA Report 2025



Themes in EA reports in 2025

Academic Integrity

- **Harvard is the approved referencing style for City of Dublin FET College.** It is being used, but not consistently across centres or across all provision at levels 4, 5 and 6.
- Academic integrity is a dynamic and developing area. Training re both artificial intelligence and (AI) and the use of essay mills was rolled out across centres in August and September 2025.
- Academic integrity is a priority area for City of Dublin FET College. We have an [academic integrity policy](#) and [Academic Misconduct Procedures](#) to be used by all centres.
- Academic integrity resources for both educators and learners including a [training video](#) on academic integrity are. For resources on academic integrity, please see the CDU [website](#).

Focus for 2025 Academic Integrity



- Similarity 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 via NAIN to support a broader academic integrity approach

How EAs can support Academic Integrity



- Ensure learners are not overburdened by assessments by **commending** or recommending
 - The use of **authentic assessments** and **scaffolded UDL** assessments
 - Greater integration of assessments across courses
 - Appropriate spread of assessments across the year
 - Greater focus on multiple means of assessment of UDL principles
- Take a **proportionate** approach to the identification of academic misconduct. Draw a **distinction** between **lack of knowledge/ability** in academic referencing by learners and **deliberate misconduct**
 - **Commend**
 - were you see referencing noted in assessment instruments
 - were you see good application of referencing by students
 - **Recommend** them where you don't see these.

Academic Integrity



Resources to support academic integrity

- City of Dublin QA Procedures in [Cases of Academic Misconduct](#)
- [Academic Integrity Policy](#)
- [Academic Integrity Training](#) video for learners
- Referencing resources available on the CDU website under the [Quality Assurance](#) tab. Go to "Quality assuring the Assessment Process", scroll down to academic integrity resources.
- [Academic Integrity Handbook](#) for FET learners available
- [National Academic Integrity Network](#) resources
- Academic Integrity Handbook for FET educators being developed
- [National Principles and Lexicon of Common Terms](#)

Focus for 2026 MIMLOs



In your EA reports, please comment on:

- MIMLOs

Why?

- **NEW Section 11d on updated 27 modules:**
'Learners are eligible for certification when they have demonstrated the achievement of all MIMLOs'

- *See Guide: [2026-MIMLO Achievement Guidelines for Educators&EAs-v1.3](#)*

City of Dublin FET College approach to MIMLOs for 2026



11d: 'Learners are eligible for certification when they have demonstrated the achievement of all MIMLOs'

In order to be eligible for certification the learner must:

Achieve a minimum of 50% (a pass) of the overall combined marks for the module **and** (A or B)

A) Achieve a minimum of 50% (a pass) in each of the assessment techniques used in the module (e.g., examinations, continuous assessment, collection of work, skills demonstration).

OR

B) Demonstrate achievement of the relevant MIMLOs through alternative evidence, which may include:

- o Evidence generated elsewhere within the module, or
- o Evidence sourced from a different module, where appropriate and verifiable.

If using method b to demonstrate the achievement of the MIMLO/s the educator should provide information as to where the evidence is located (e.g. exam in 5N2006 nutrition module)

Focus for 2026 MIMLOs



What to note in your EA report:

- Please **commend** where evidence of MIMLO tracking is presented
- Please **recommend** its inclusion where it is absent

Focus for 2026 MIMLOs



Questions re MIMLOs

6N1946 & 5N1356 Work Experience

Updated Modules

Module update:

- There was a marking error in the **Sample Supervisors Report** included in 5N1356 and 6N1946
- In this sample, the marking scheme for the skills demonstration allows a student to receive a total of **32.5 instead of 30** (65/2 instead of 60/2)
- Centres were informed and most have corrected it!
- If no action has been taken, the EA should recommend that the centre addresses this issue (an Excel template is available from CDU for centres that need it).

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GenAI should be used to *support* learning, not replace it

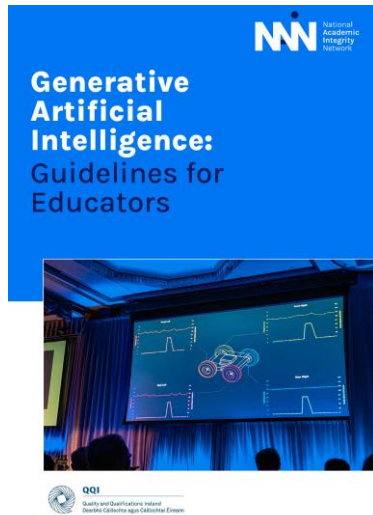
Generative AI (GenAI)



Tutors may allow Learners to use GenAI tools to help complete their assessments, provided Learners clearly declare which AI platform(s) they used, in accordance with our Academic Integrity Policy.

- Look at current practice, note if AI is used well and with approval of tutor. Commend good use and bring it to our attention.
- AI will increasingly become part of teaching, learning, and assessment. We must rethink assessment techniques. This is a challenge for all education institutions.
- In 2025 the CDU delivered training to all tutors on the *Phased Roll-out of Responsible Use of AI in the Public Sector*, based on The EU AI Act (2024).

Generative Artificial Intelligence: NAIN Guidelines for Educators



Part 1 contains a list of Recommendations, classified under the four headings:

- What everyone needs to know
- What lecturers and other educators need to know and do
- What programme managers and institutional leaders need to do
- What students need to know and do

Part 2 provides the detailed guidelines for each of the four headings.

Part 3 provides a list of further reading, links, and resources.

Guidelines are not intended to replicate what is currently available to educators, but to provide practical advice which can be applied to the design of programmes including assessments and be incorporated into teaching practice.

Current guidelines from QQI; [NAIN Generative AI Guidelines for Educators 2023.pdf](#)

Themes in EA reports in 2025/26

Teaching and Learning

- There were some comments on EA reports about teaching and learning. This is not the role of the EA. Guidance on completing an EA report is available [here](#).

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Role of the External Authenticator

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- Visit the centre (virtually or in person) and meet 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 with [QQI policy on quality assuring assessment](#)

Guidelines for EAs



- EA Guidelines for External Authentication
- QQI Interim Guidelines for External Authenticators
- Programme Development and Validation - Webinar Oct 2024

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 internal assessors with requests for further information, to discuss findings and provide feedback
- Recommend results for approval (reminder: it is not the role of the EA to change results. The EA may recommend changes, but it is the role of the RAP to adjudicate final results)

EA processes and procedures



- An additional €65 per day will be paid to EAs for reviewing assessments briefs and marking sheets prior to them being given to learner
 - e.g., if an EA has carried out 3 days of EA work and has reviewed the assessment briefs and marking sheets prior to them being given to learners, they can claim an additional €65 per day for that work
- 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-level briefing to clarify how they access to the materials required

How to get paid

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- **Must** register with City of Dublin ETB by clicking on this [link](#)
 - You must also send your evidence of qualifications and your CV to ea.reports@fet.cdetsb.ie
- Must use the correct claim form
 - 2025-2026 form only!!!
 - If EAing in person, complete the travel claim form. **T & S claim form must be submitted in hardcopy with a wet ink signature.**
 - Must include the **exact dates** worked

How to get paid



EAs who are submitting a commencement form, **must provide evidence of PPSN.**

- A certificate of tax credits and standard rate cut-off point in respect of a previous employment.
- A Public Services Card, Social Welfare Services Card, or PPS Registration Letter issued by the Department of Social Protection
- A Statement of Liability (formerly P21) Balancing Statement
- An Employment Detail Summary (formerly P60) issued by a former employer, which shows your PPS number
- Any other items of correspondence from the tax office, which specifically quotes your PPS number.
- A payslip from a previous employer which shows your PPS Number

Documents for payment



- Generic Commencement form for all ETBs.
- Generic Service Agreement to be signed and sent to ea.reports@fet.cdetsb.ie
- Claim form to be signed by head of centre and EA
- **City of Dublin ETB Staff Members** are now required to claim their **travel expenses** through the **Core Portal**, as outlined in Section 9b of the guidelines.
- **If you are not City of Dublin ETB staff T & S claim form must be submitted in hardcopy with a wet signature**
- The **email address** used to access payment **cannot be one used for payment in another ETB**. The system won't accept an email address that has been used at another ETB.

All documentation for EA payments including claim forms and guidance documents will be available on the CDI website under Quality Assuring the Assessment Process on [this link](#)

Travel and Subsistence



N. B.

Travel and Subsistence claim forms (from non-City of Dublin ETB staff) will only be accepted in **original format** with a **wet ink signature**. This is a requirement of the Travel Department. Queries should be directed to travel@cdetb.ie

Questions

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Follow-up questions

- If you think of questions later, you can contact Siobhán Condrón at Siobhan.Condron@cdu.cdetb.ie

- fetqa@cdetb.ie

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Thank you!

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