December 2025 © QQI

QUALITY ASSURING ASSESSMENT

INTERIM GUIDELINES FOR EXTERNAL AUTHENTICATORS 2025

Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Quality and Qualifications Ireland

Revised in December 2025: interim revisions, pending a full review, to better align the guidelines with current FET practices and QQI policies on validation and standards determination.

QQI has adopted policies, criteria and guidelines established by its predecessor bodies and saved under section 84 of the 2012 Act. These are adopted and adapted as necessary, to support new policies issued by QQI and the establishment of QQI services in accordance with the 2012 Act. Over time these policies will be replaced with new QQI policies.

In the event that there is any conflict between the adopted and adapted legacy policy, criteria and guidelines and QQI policy, the QQI policy will prevail.

Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Quality and Qualifications Ireland

FOREWORD

These guidelines for external authenticators are an interim update of the current guidelines pending a more substantial update of QQI's guidelines on assessment that will be made in the next eighteen months or so following a systematic and in-depth review process to be carried out in consultation with stakeholders.

The main purpose of the interim update is to better align the guidelines with QQI's policies on validation, standards determination and making awards, its quality assurance guidelines for providers of blended and fully online programmes and current FET practices.

The main change relative to the previous version is the explicit recognition that the award standard for a named QQI award is the set of minimum intended programme learning outcomes (MIPLOs) and minimum intended module learning outcomes (MIMLOs) associated with the programme that leads to that award. MIPLOs and MIMLOs are determined at validation and may be adjusted by the provider after validation within limits and following their documented quality assurance procedures for making such changes. The guidelines also clarify that while QQI's Common Awards System awards specifications routinely include assessment techniques, providers are not obliged to use these techniques but are expected to comply with the assessment strategies set out in their validated programmes. Any changes to assessment subsequent to validation must be managed in accordance with the relevant quality assurance procedures.

The interim guidelines include multiple minor changes and clarifications.

We hope this interim update of the guidelines will be useful as we work with the FET sector towards the development of a more comprehensive update.

December 2025

CONTENTS

1 PURPOSE

The primary purpose of these guidelines is to guide providers on the implementation of the external authentication process. They also serve to provide external authenticators with a common framework and structure for carrying out their role, to help ensure the process of external authentication is undertaken in a systematic coherent, professional and transparent manner.

An external authentication process is operated by each provider of programmes leading to QQI awards. The external authenticator is appointed by, and reports to, the provider.

An external authenticator is an independent expert who delivers an objective view to the provider who engages them, on matters relating to summative assessment of learners who are candidates for QQI awards.

The guidelines are structured to reflect the key elements of the role of the authenticator and are intended to facilitate the authenticator in carrying out the external authentication process.

In addition to these guidelines, the authenticator will need to be familiar with the following documents:

- Quality Assuring Assessment Interim Guidelines for Providers 2025.
- QQI's policies on validation, making awards and standards.
- Relevant QQI awards standards.
- The NFQ and relevant level indicators.
- Programme and other relevant documentation.

1.1 INTRODUCTION

Assessment guidelines for providers are available to assist in the development of policies and procedures as well as programme and module assessment strategies, for the fair and consistent standards-based assessment of learners.

These guidelines set out the role and responsibility of the provider regarding quality assuring all aspects of their assessment practice.

1.2 CONTEXT

To fulfil their role and responsibilities in relation to Assessment, registered providers are required to put in place the following processes as illustrated in Appendix 1:

- an assessment process
- an authentication process
- a results approval process for processing the approval of results
- an appeals process

- a process to request certification.

The purpose of the authentication process is to ensure fairness, consistency, reliability, and validity of assessment and of the outcome of assessment for learner results across each programme and award. The authentication process assists the provider to ensure that QQI is provided with accurate and quality assured learner results.

External authentication is undertaken through the selection by the provider of an independent external authenticator.

Providers may select any person to be an external authenticator provided they meet the criteria set out in the guidelines for providers.

2 RELEASE ARRANGEMENTS

Many employers have well established release arrangements in place and all external authenticators must adhere to those arrangements. External authenticators must confirm release arrangements where applicable with their own employer prior to agreeing to undertake an external authentication assignment.

3 ROLE

The role of the external authenticator is to provide independent confirmation of fair and consistent assessment of learners in line with QQI requirements and to ensure consistency of assessment results with national standards. External authenticators will:

- confirm the fair and consistent assessment of learners consistent with the validated programme, the provider's policy and procedures and with QQI standards and guidelines
- review internal verification report(s) and authenticate the findings/outcomes
- apply a sampling strategy to moderate assessment results consistent with QQI requirements (see section 5.4 of Quality Assuring Assessment Interim Guidelines for Providers 2025)
- moderate assessment results in accordance with the minimum intended programme and module learning outcomes
- visit[1] the centre and meet with appropriate staff and learners
- participate in the results approval process as per the provider's assessment policies and procedures and quality assurance procedures
- identify any issues/irregularities in relation to the assessment process
- recommend results for approval and, if required (and following discussion with the

1 The external authentication visit will normally be in person but may take place on a virtual basis where the provider deems it necessary and appropriate.

provider), propose and document the rationale for any grade changes

- produce an external authentication report (see template in Appendix 5).

4 CODE OF PRACTICE

This code of practice identifies the key areas of the role and the standards or professionalism which external authenticators are expected to maintain. External authenticators must undertake to work within this code of practice.

The external authenticator will undertake to:

- exercise their role with utmost integrity and professionalism when undertaking external authentication for a provider
- comply with QQI's FET guidelines, policies and procedures specifically in relation to awards and assessment
- fully comply with the provider's policies and procedures
- inform the provider of any potential conflict of interest which may compromise their role
- inform the provider of availability
- communicate appropriately with the provider and inform them of planned visits and information required
- provide constructive feedback to the centre management and staff
- compile an external authentication report on time and based on an independent evaluation of the process and procedures.

5 THE EXTERNAL AUTHENTICATION PROCESS

The external authenticator is selected and assigned by the provider. Once an authenticator has been appointed by the provider to carry out this role the key stages in the authentication process are:

1. Confirming arrangements with the provider
2. Preparing for the External Authentication visit
3. Conducting the authentication process
4. Moderating assessment results
5. Reporting

5.1 CONFIRMING ARRANGEMENTS WITH THE PROVIDER

Following the initial contact with the provider, the authenticator is expected to:

- inform the provider of any potential conflict of interest which may compromise the integrity of the process

- confirm availability with the provider and agree a proposed timescale for undertaking the work of authentication
- agree remuneration, terms and conditions for the work to be undertaken

5.2 CONFLICT OF INTEREST

The authenticator is assigned by the provider and must be independent of the centre to which they are assigned. The authenticator has a responsibility to inform the provider on initial contact if there is any conflict of interest which may arise or may bring into question the integrity of the process.

5.3 AVAILABILITY

The authenticator must confirm and agree their availability with the provider to undertake the role for the specific **certification period** (key certification dates are available at www.QQI.ie) for which they are required and for the duration deemed necessary by the authenticator considering the work involved. To carry out the role, the authenticator may need to be released from their employer.

In confirming availability, the authenticator should agree dates and times for the authentication visit. The date and time of the authentication visit should then be confirmed in writing to the provider (see Appendix 2 for a sample letter).

If an authenticator is contacted and has agreed to conduct the process for several different centres/providers spread over a range of different locations, it will be necessary to create a plan and schedule of visits.

The external authentication process should be completed in sufficient time to ensure that the provider/centre can meet QQI's published dates for the end of each certification period.

5.4 REMUNERATION

Arrangements regarding remuneration are agreed between the provider and the individual authenticator.

If remuneration is to be applied, this is determined by the provider through whatever processes it has in place. The authenticator should agree, based on the work involved, an appropriate fee and expenses with the provider in advance of conducting the external authentication. A sample letter for this agreement is outlined in Appendix 2.

6 PREPARING FOR THE EXTERNAL AUTHENTICATION VISIT

In advance of conducting an authentication visit, the authenticator is expected to;

- plan and agree the visit arrangements in advance with the provider/centre
- request appropriate information
- undertake any appropriate training and attend any appropriate briefings.

6.1 PLAN AND AGREE VISIT ARRANGEMENTS

Once the authenticator has agreed to conduct the external authentication on behalf of the provider, the next step is to arrange a visit to the centre(s).

It is good practice to prepare an agenda or visit plan before the visit, and to confirm information required on the day with the provider.

The agenda might include:

- identification of the programmes and awards for which results are to be externally authenticated
- plans for sampling learners' evidence (applying the provider's sampling strategy)
- learner evidence that is required on the day
- staff that are required to be available
- feedback to the provider (a brief session providing verbal feedback at the end of the visit).

6.2 REQUEST INFORMATION

Prior to the visit the authenticator should request that the following information be made available:

- the relevant minimum intended module and programme learning outcomes relating to the programmes and awards for which results are to be authenticated
- list of learner group(s) from which the sample is to be selected
- sampling strategy i.e. how the provider ensures a representative sample is available to the authenticator and the basis on which the sample is to be selected by the authenticator
- assessment plan
- internal verification report(s)
- assessment instruments i.e. briefs, examination papers
- marking schemes for specific assessment activities and outline solutions where appropriate
- if authenticating learner evidence from more than one centre, details on how and where learner evidence is to be made available.

7 CARRYING OUT THE EXTERNAL AUTHENTICATION

The authenticator should arrive at the appointed place and time and make themselves known to the Director/Principal/Course Coordinator or the person designated by the provider. In conducting the authentication process, the authenticator will:

- review the internal verification report(s) and authenticate the findings/outcomes
- sample a range of learner evidence using the provider's sampling strategy
- moderate assessment results in accordance with the minimum intended programme and module intended learning outcomes of the relevant validated programmes.

7.1 REVIEW INTERNAL VERIFICATION REPORT(S)

Internal verification is the process by which the provider's assessment policies and procedures relating to planning, managing and operating all aspects of assessment practices will be internally verified i.e. monitored by the provider itself.

The process includes checking that the provider's assessment procedures have been applied across the range of assessment activities and checking/monitoring the accuracy of assessment results to ensure learner evidence exists and that results and grades are correctly computed and recorded.

Internal verification involves checking that assessment evidence is available for all learners presented and that results are recorded, and grades are assigned in accordance with the validated programme and any other QQI award requirements. Results should be internally verified prior to being made available for external authentication. Internal verification may be carried out by the provider on a sampling basis.

The internal verification report should be available to the authenticator in advance of conducting the external authentication process. The authenticator reviews the internal verification report(s) and authenticates the findings/outcomes

7.2 SAMPLING A RANGE OF EVIDENCE

The authenticator applies the provider's sampling strategy in selecting an appropriate sample of learner evidence to moderate. The authenticator should ensure that they are clear on the provider's sampling strategy before commencing. The strategy adopted by individual providers may vary according to the provider's size and context. A provider's sampling strategy for a major award programme might include a strategy for authentication of **individual components** on a rolling basis, e.g., not looking at every component award every instance but rather every several instances up to every two years. However, major award programmes should be authenticated at least once a year or at every instance if not offered every year.

Guidelines on sampling and the frequency of authentication are given in Section 5.3.4 of QQI's **Quality Assuring Assessment Interim Guidelines for Providers 2025**.

The authenticator should plan and agree in advance with the provider the authenticator's intentions to sample and the specific sample to be selected. This should be incorporated in the visit plan/agenda.

Authenticators should note the following in relation to sampling:

- it is the authenticator, not the provider who selects the evidence to be sampled, applying the provider's sampling strategy.
- the sample must be sufficient to enable the authenticator to make an informed judgement on the consistency of the assessment decisions in the context of the minimum intended programme and module learning outcomes
- the sample should reflect the spread of grades (where applicable) and borderline grades i.e. Pass, Merit, Distinction, to ensure grading criteria are being applied consistently
- if the authenticator is moderating results from several assessors and programmes then the sample of evidence should reflect each assessor and each programme sufficiently
- if the authenticator is moderating results from several centres for the provider, the sample should reflect each centre sufficiently
- new assessor judgements/decisions should be sampled at least once during the assessment cycle
- if significant issues are identified within a sample, the evidence for the whole cohort of learners from which the sample was taken should be reviewed by the authenticator.

7.3 MODERATING ASSESSMENT RESULTS

Confirming fair and consistent, valid and reliable assessment of learners in accordance with the relevant intended learning outcomes is undertaken through moderation of assessment results. Moderation is the process whereby the marked learner evidence presented is judged by the authenticator according to the minimum intended programme and module learning outcomes and national standards.

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: e.g. Unsuccessful/Successful, Unsuccessful/Pass, Pass/Merit, Merit/Distinction.

To moderate the assessment results, the authenticator:

- reviews the minimum intended programme and module learning outcomes and national standards
- reviews the generic grading criteria (Section 4.6 of Quality Assuring Assessment Interim Guidelines for Providers 2025)
- confirms the assessment techniques and instruments and ensures consistency with programme and award requirements
- confirms that the assessment criteria and marking sheets are appropriate
- judges a sample of learner evidence and results to ensure consistency with the minimum intended programme and module learning outcomes, QQI generic grading criteria and national standards.

7.3.1 The moderation process

In order to moderate the assessment results the authenticator will apply the following steps;

1. Review the results presented by the provider on the provisional results reports paying particular attention to the spread of grades at: Distinction, Merit, Pass, Successful, Unsuccessful.
2. Select a sample of evidence, applying the provider's sampling strategy and ensure a spread across the different grade bands and at the borderline between grades.
3. Establish the grade cut-off points (see below).
4. Review the standard of the evidence at each grade band i.e.
    A. For Levels 1 – 3 select a sample of the portfolios
    B. For Levels 4 – 6 select within the sample the learner evidence which have the **lowest mark** and the **highest mark** on the border lines between the grades i.e. lowest pass/ highest unsuccessful lowest merit/highest pass lowest distinction/highest merit.
5. Examine the evidence within the sample with reference to the minimum intended programme and module learning outcomes and national standards and the provider's assessment criteria and marking sheets.
6. Make a judgement as to whether the evidence meets the relevant standard required at this grade with reference to the grading criteria.
7. If you **agree** with the result given by the assessor, confirm this on the marking sheet and results report in the external authenticator column.
8. If you **disagree** with the result given by the assessor, you will need to identify **all** the grades for that assessor and adjust **all** the marks accordingly in consultation with the provider and the assessor.

Examples:

Scenario 1

Step 1: You examine the lowest merit and based on the assessment criteria you agree that it is a merit. You transfer this mark and merit grade across to the external authenticator column.

Step 2: You examine the highest merit and based on the assessment criteria you agree that it is a merit. You transfer this mark and merit grade across to the external authenticator column.

Step 3: As you have now agreed that the highest merit and the lowest merit are both merits, all marks between these two marks are confirmed as merits and can all be transferred across to the external authenticator column.

Step 4: You then move on to another grade band and carry out the same process.

Scenario 2

Step 1: You examine the lowest merit but based on the assessment criteria do not agree that it is a merit but agree it should be a pass. You transfer the revised pass mark and grade across to the external authenticator column.

Step 2: You examine the next lowest merit but based on the assessment criteria do not agree that it is a merit either but agree it should be a pass. You transfer the revised pass mark and grade across to the external authenticator column.

Step 3: You examine the next lowest merit but based on the assessment criteria do agree that it is a merit. You transfer this mark and merit grade across to the external authenticator column. You have now established the cut-off point for the lowest merit grade.

Step 4: You carry out the same process for the highest merit until you establish the cut-off point.

Step 5: As you have now agreed that the highest merit and the lowest merit are both merits, all marks between these two marks are confirmed as merits and can all be transferred across to the external authenticator column.

Step 6: At step 2 you also established the cut off point for the highest Pass so you can proceed to establishing the lowest pass and so on…

You will need to **establish the grade cut-off point** and apply this process for **all assessments** within the sample.

Illustrative flowcharts for the process

This moderation process is illustrated in the following graphs.

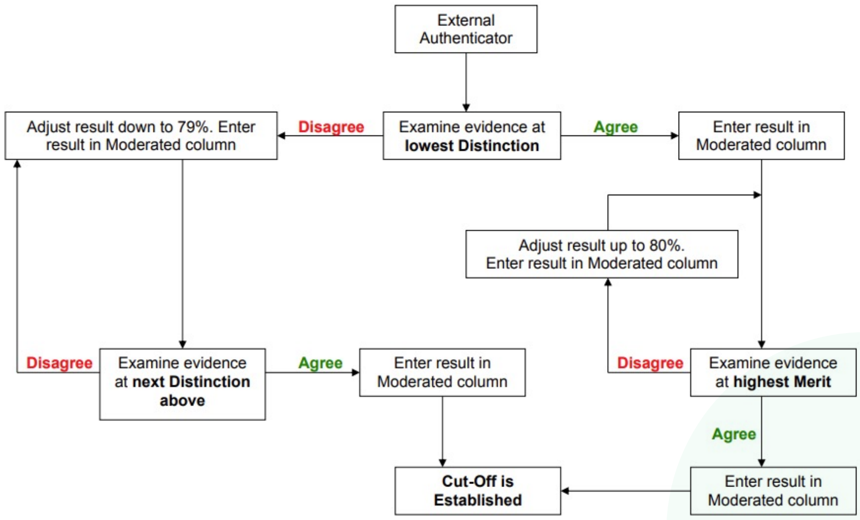

Figure 1. The moderation process establishing the cut-off between distinction and merit

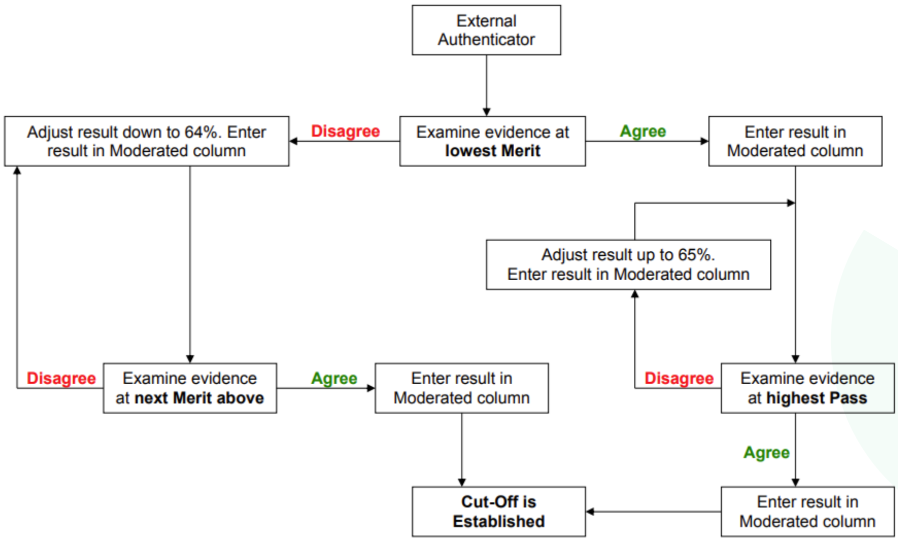

Figure 2. The moderation process: establishing the cut-off between merit and pass

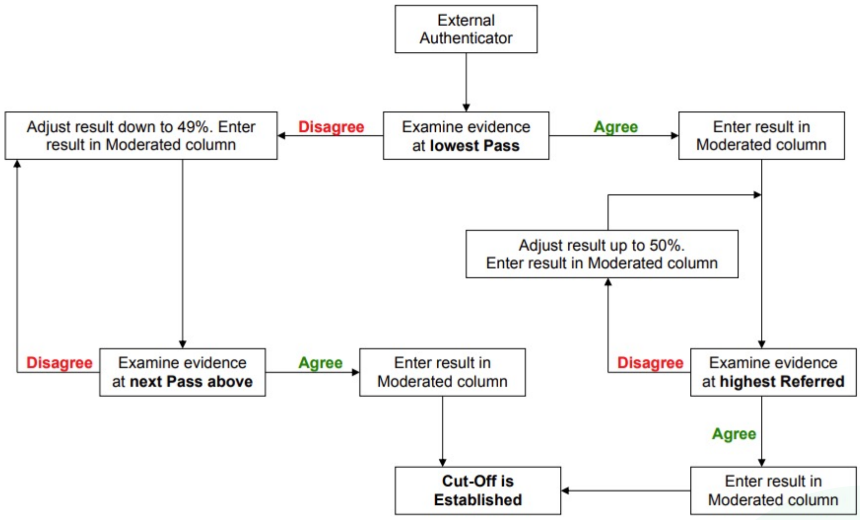

Figure 3. The moderation process: establishing the cut-off between pass and unsuccessful (referred)

8 REPORTING

Following completion of the external authentication process the authenticator must provide feedback to the provider and report on the outcome of the process. The authenticator will:

- provide constructive feedback to provider management
- produce an external authentication report and sign off on recommended results
- identify any issues arising

8.1 CONSTRUCTIVE FEEDBACK

The authenticator will give constructive feedback to those involved in the assessment process. Where possible verbal feedback should be given directly to the assessor(s). If any issue has arisen, it should be clearly identified, and some direction given as to how a solution might be found.

If any results are changed during the moderation process, they must be identified and reported. It is suggested that a list of all changes be attached to the authenticator's report for the benefit of the provider.

8.2 THE EXTERNAL AUTHENTICATOR'S REPORT

The authenticator must complete a written report recording the outcome of the external authentication process. The report is sent directly to the provider and is available through the provider to QQI.

The report will comment on, and confirm, fair and consistent assessment of learners and in particular comment on the extent to which assessment decisions are consistent with intended module and programme learning outcomes and national standards.

The format for the report is normally devised by the provider within the context of their documentation and systems. A template is provided in Appendix 5.

The report should, among other things, clearly indicate the awards that were authenticated, the basis for sampling and the learner sample selected.

The report should also identify and highlight good practice and comment on areas for improvement within the assessment process.

The report should provide sufficient information to the **results approval panel** to enable it to either sign-off on and approve the results with confidence or to give it sufficient information so as to allow it to identify any issues arising in relation to the results and make recommendations for corrective action. As part of the provider's evidence for monitoring, it should enable QQI to judge that the provider's assessment and authentication processes are being implemented effectively.

The authenticator may be requested by the provider to participate in the results approval panel. The function of the results approval panel is to sign off the authenticated results and confirm such to QQI.

8.3 ISSUES ARISING

If any significant irregularity or serious issue is identified by the authenticator it should be brought to the attention of the centre director/principal. Unless the issue is urgent, this may be done by identifying and documenting the issue in the external authentication report. Where possible, the authenticator should work with the provider in a constructive manner to evaluate any actions that the provider could implement to resolve the issue. If the issue is urgent, it should be brought to the attention the centre director/ principal immediately.

The authenticator should **not** recommend results for approval through the provider's results approval process unless they are confident the issue does not significantly undermine the integrity of the assessment process.

Where the authenticator has serious concerns about the integrity of the provider's assessment process, this should be brought to the attention of QQI directly through https://qhelp.qqi.ie/

Authenticators should always endeavour to discuss their concerns with the provider before escalating to QQI.

APPENDIX 1: THE PROVIDER'S ASSESSMENT PROCESS

Overview: 5 Key Stages

1. Assessment

- establish and implement assessment policies, processes and procedures
- devise assessment instruments, marking schemes and assessment criteria
- assess and judge learner evidence
- record outcome
- provide timely and constructive feedback to the learner that they can use to support their learning

2. Authentication process

A. Internal verification

- verify that all assessment procedures have been applied
- monitor the outcome of the assessment process i.e. the assessment results on a **sample** basis

B. External authentication

- assign an external authenticator per award based on broad award/field of learning expertise
- external authenticator to moderate assessment results by sampling learner evidence according to the provider's own sampling strategy

3. Results approval

- establish a Results Approval Panel
- approve and sign-off assessment results
- make results available to learners

4. Appeals process

- establish an appeals process
- allow a minimum of 14 days for learners to lodge an appeal of the assessment process or result
- process all appeals

5. Request for certification

- submit all learner results
- when doing so, flag results under appeal

APPENDIX 2: TEMPLATE EXTERNAL AUTHENTICATOR CONFIRMATION LETTER

External authenticator address

Date

Principal/Director's name

Address of provider

Re: external authentication assignment

Dear Principal/Director

I agree to undertake the role of External Authenticator for your centre for the [insert month/year] Certification period.

As agreed, the fee for this role is [insert agreed fee] plus travel and subsistence expenses.

As agreed, I will visit the centre on [insert the date and time] to externally authenticate. In addition to this I will complete the paperwork associated with this role in [insert number of days] days.

In preparation for my visit, I will need from the centre the following documentation.

1. Details of the relevant modules programmes and awards**:**

Principal award code	Programme title	Embedded programmes and their award codes (this includes but is not limited to components)

2. The relevant minimum intended module and programme learning outcomes relating to the programmes and awards for which results are to be authenticated.
3. The list of learner group(s) from which the sample is to be selected.
4. The sampling strategy i.e. how you have ensured that a representative sample is available to me and the basis on which the sample is to be selected by me.
5. The assessment plan.
6. The assessment instruments i.e. briefs, examination papers.
7. The marking schemes for specific assessment activities and outline solutions where appropriate.
8. If available in advance, the internal verification report(s).
9. If I will be authenticating learner evidence from more than one centre, details on how and where the learner evidence is to be made available.

Where possible, appropriate staff should be available, on the day of the visit.

I would appreciate if you could contact me by email [insert email] to make arrangements to securely provide the above information to me by [date].

Yours sincerely,

APPENDIX 3: [REMOVED]

APPENDIX 4: GRADING CRITERIA AND AWARDS STANDARDS

The generic grading criteria have been copied from Section 4.6 of **Quality Assuring Assessment Interim Guidelines for Providers 2025.**

Grading criteria describe what a learner must attain to achieve a particular grade for an award at a particular level. The following tables outline the grading criteria for QQI awards at levels 1 - 6.

1. GENERIC GRADING CRITERIA FOR AWARDS AT LEVELS 1 TO 3

	Successful[2]		
	Level 1	**Level 2**	**Level 3**
Grading Criteria	The learner has achieved the minimum intended learning outcomes for the award in a structured and supported learning setting. The outcomes have been achieved with significant support and direction from the assessor, but the learner has demonstrated sustentative achievement on their own.	The learner has achieved the minimum intended learning outcomes for the award in a structured and supported setting with clear direction from the assessor. The learner has demonstrated some autonomy of action and has taken limited responsibility for the activities and for generating evidence.	The learner has achieved the minimum learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence.

2 See section 4.5 for a definition of minimum intended learning outcomes for the award.

2. GENERIC GRADING CRITERIA FOR AWARDS AT LEVELS 4 TO 6

Pass	Merit	Distinction
A Pass indicates that the learner has: • achieved the relevant minimum intended learning outcomes (a pass is the minimum acceptable standard for the award) • 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.	A Merit indicates that the learner has: • achieved the relevant minimum intended learning outcomes (a merit implies that 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.	A Distinction indicates that the learner has: • achieved the relevant minimum intended learning outcomes (a 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, evaluation skills • demonstrated analytical and reflective thinking • expressed and developed ideas clearly, systematically and comprehensively • presented coherent, detailed and focused evidence

APPENDIX 5: EXTERNAL AUTHENTICATION REPORT TEMPLATE

External authentication report (template)

This template is provided as a tool for providers and external authenticators. A provider may however devise their own external authentication report. They must ensure the process outlined for external authentication is adhered to and verified in the report.

Registered Provider/Centre Name:	
Registered Number:	
Date of external authentication Process:	

Indicate sample basis and sample size:	The basis on which the sample was selected should be identified here. i.e. the sample was taken for Named Award 'X' from learners across 3 centres. Total number of learners = 220 Sample size (selected on a random basis across the spread of grades) = 15 Where the sample is taken from across more than one centre, the centres included in the sample should be listed in this report.

Named award(s) and codes for sample selected (Named award(s) for which results are being externally authenticated)	

External authenticator details	Name: (Please Print): Address/contact details

Report on external authentication of assessment results

Please complete for each named award/group of assessment results being authenticated	*Have the results been internally verified by the provider?*		*Was evidence generated in accordance with the validated programme?*		*Are the results presented consistent with national standards for the award? (If no, identify results which have been changed).*		**Comments/Action Points (If 'No' identify issues/make recommendations).**
Named award title	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments**

Awards moderated	
Number of grades changed	
% of grades changed	
Describe examples of good practice observed/identify concerns:	
Outline areas for improvement	

Signatures:	External authenticator:	Date:
	Provider:	Date:

This report may be made available to QQI.

APPENDIX 6: [REMOVED]