Veri ✓

VERI & CORE STAT QA GUDELINES

Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQi on Voluntary Basis

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QQI REQUIRES	CORE STAT QA GUIDELINES	VERI Verifies, Validates and Fulfils these guidelines and more !
1.Governance and Management and Quality		
Definition Quality and quality assurance	QA is also used to describe the enhancement of education and training provision and the standards attained by learners.	Veri is an online platform that assures your training is consistent and compliant
Provider-owned quality assurance	A System to govern, oversee, manage, analyse, make decisions, review and improve the quality of provision and related services	Providing the difficult QA evidence is made easy as it is streamlined to one dashboard. Accessible immediately and provides reports that analyse what is working well what is not and what should be changed
1.1 Governance and Management of Quality	There is a system in place to oversee the education and training, research and related activity of the provider to ensure its quality	Users get compliance with minimal effort as progress is tracked for learners and messages are automated for all required steps on a course so all communications tracked automatically as evidence.
1.2 Management of quality assurance	Identification of roles and positions responsible for the implementation of quality assurance Self-monitoring of processes. Indicators are developed and data is collected which can be used to measure the effectiveness of policies and procedures. _	Veri has four levels: - QA Manager - QA Administrator - Tutor - Learner Using the system, the roles are designated and process is prescribed. Involving the whole team in a live QA system instead of ticking boxes historically before evaluation. Data is safe and viewed only by the relevant people
1.3 Embedding a quality culture	A provider-owned quality system where all of a provider's staff and learners are involved in quality assurance, and in which quality is accepted as a responsibility for all to improve upon. There is a willingness amongst staff to improve quality and an acceptance that all staff have a part to play in that improvement.	On engagement with the mobile app all tutors must read and sign up to the companies QA Agreement. Each step they participate in feeds live reports so improvement can be constant.

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2. Documents

2.1 Documented Approach to Quality Assurance	Informed by QQI quality assurance guidelines: − are fully documented and available publicly (published); necessary information is available to staff and the public as required in usable formats − are fit-for-purpose and appropriate to the provider context − have a formal standing within the provider and form part of the strategic management − include a role for learners and other stakeholders − promote a culture of quality − facilitate diversity and support innovation − cover any elements of a provider's activities that are sub-contracted to − demonstrate accountability as a given, but always aim for continuous improvement	Electronic date stamping provides evidence of what and when information is being provided and by whom Veri is affordable for a small business as it's charges are per tutor Using the Veri App should become the standard vehicle for returning info. Veri can be used to oversee outsourced training as the subcontractor can be set up as an admin. Tutors are always accountable not just when the evaluation is happening as Managers now have a live overview

3. Programmes of education and Training

3.1 Programme development and approval	Based on specified Learning outcomes and are subject to formal internal provider approval processes against defined criteria − are subject to ongoing monitoring and periodic review − are designed with the intended mode of delivery and learning environment in mind.	Specific learning objectives are inherent to the VERI system. Tutors say how and when they achieve these and managers can overview
3.2 Learner admission, progression and recognition	− ensure that the programme remains appropriate, and to create a supportive and effective learning environment − ensure that the programme achieves the objectives set for it and responds to the needs of learners and the changing needs of society − review the learner workload − review learner progression and completion rates − review the effectiveness of procedures for the assessment of learners − inform updates of the programme content; delivery modes; teaching and learning methods; learning supports and resources; and information provided to learner	Simple Dashboard view with reporting features including all progress tracking Milestone tracking and automations ensures Learners are progressing Live lesson planning details how and when learning objectives are achieved Ongoing overview of how assessments results are happening in real time. Delivery modes data QA'ed Resources for Tutor and Learner
3.3 Programme monitoring and review	Regular programme monitoring provides information for periodic programme review. The information collected is analysed and the programme adapted to ensure it is up to date. Revised programme specifications are published.	Management reporting gives learner histories, attendance reports, QBS uploads and much more quality data at the touch of a button.

4.Staff recruitment, Management and Development

4.1 Staff Recruitment, Management and Development	Pedagogical standards for teaching staff and how these are maintained and enhanced	The tutor pedological experience is input and can be generated as a report for ETB QQI or other evidence requirements
4.2 Staff Communication	Through internal self-monitoring and programme review processes. It is clear how staff members are kept informed of issues relating to their programme areas	Communications with between admin-tutor and learner all on one evidenced dashboard

5.Teaching and Learning

5.1 Teaching and Learning	The quality of the learning experience is monitored on an on-going basis. Considers the use of different modes of delivery, where appropriate.	In Live lesson planning

6.Assessment of Learners

6.1 Assessment of Learners	Records of learner assessment maintained by the provider **Veri is currently building an Assessment Product 2017, that will support skills based training assessment**	Veri allows assessment results to be handling only once, instead of the normal three or four times in Tutor- Admin-Internal- Verifier- Provisional results- QBS process. This reduces time taken and prevents mistakes

7.Supports

7.1 Supports for Learners	Learners are informed about the full range of services available to them	Students receive a login username and password as well as receiving Milestones.

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8. Information and Data Management

8.1 Information systems	Appropriate, quantitative and qualitative measures are identified which can be used as benchmarks or key performance indicators. Some examples include minimum and maximum learner numbers per programme; profile of the learner population; learner satisfaction rates; learner progression/learner attrition or drop-out rates/completion rates; graduation/certification rates, including grade analysis; career paths of graduates. Various methods of collecting information are used as appropriate. Learners and staff are involved in providing and analysing information and planning follow-up activities.	Veri is the first end to end QA information and Data management system that is built by trainers for trainers. All following info can be fed to the data base via the Veri mobile App QA Agreement Checklist Live Lesson Planning Attendance Milestone Automation Results feedback Individual Feedback
8.2 Learner Information systems	The provider learner information management system is robust, comprehensive and capable of: - maintaining secure learner records for current use and historical review - providing reports required for internal quality management and improvement - generating data required for, and compatible with, external regulatory, professional or national systems as appropriate - generating statistical and other reports to meet internal and external information - requirements, for example, on the QQI database of programmes and awards as prescribed by the legislation - ensuring that the database is maintained securely and that data relating to learner assessment is accurate and complete	Then the Cloud based, dashboard acts as a way to overview and turn this information into intelligence for improvement The data is fully secure SSL cert in place and all user passwords are fully encrypted with latest security Veri allows you to create Specific Learning Outcomes, A Tutor Checklist and a QA agreement. Real time data that can be archived and deleted. Automated communications between tutor and student and timestamped evidence of same Customised reports
8.3 Management Information system	The management information system enables necessary information to be stored and channelled to where it is needed when it is needed. It facilitates timely analysis in light of key performance indicators and objectives.	
8.4 Information for further planning	The information contained in the management information system is reviewed holistically from time to time to determine what additional insights are to be gleaned from it.	
8.5 Completion rates	Completion rates are collected, used and made available to external quality reviewers.	
8.6 Records maintenance and retention	There is a policy for the establishment and maintenance of quality-related records. It specifies data retention periods. Typically, records include items such as objectives, plans and targets; performance indicators; evidence used in the evaluation of performance against objectives; self-monitoring reports; evaluation reports; minutes of QA meetings; actions taken (including changes made to the quality assurance system) and the rationale for these; and follow-up reports.	
8.7 Data protection and freedom of information	The information system is designed to enable compliance with data protection. Obligations under data protection legislation are complied with. This includes the establishment of data access controls, data backup systems and ensuring learner information material makes clear what personal data will be collected; for what purpose and with whom it will be shared.	

9. Public Information and Communication

9.1 Public information	Providers communicate and publish about their activities, including their education and training programmes There are policies and procedures that ensure the information published is clear, accurate, objective, up to date and easily accessible.	**Veri will have an Infographics product (new 2017) that will analyse the data from the system and provide public information on how well their QA system is working**
9.2 Learner information		Administrators can use VEri to enter all this data and share in the cloud with learners
9.3 Publication of quality assurance evaluation reports	Key, formal, provider-owned, quality evaluations result in the production of a written report and, where appropriate, a quality improvement plan. Key findings are published in an easily accessible format and location on the provider's website as soon as practicable after the evaluation event and in an accessible manner.	Reports are available at touch of a button

10. Other Parties Involved in Education and Training

Data protection		Veri is a modern system with Data Protections built in so it complies with DPC guidelines and holds your data securely at all times.
10.2 External partnerships and second providers	Quality assurance procedures include provision for engagement with external partnerships and second providers. Procedures cover all such arrangements, including sub-contracting of provision, research or other partnerships in programme or research provision or related services both at home and abroad as appropriate.	Veri makes Governance via co-operatives or sub-contractor's transparency for contracts and tenders Ensuring everyone is using the same systems.
10.3 Expert panellists, examiners and authenticators	The quality assurance procedures include explicit criteria and procedures for the recruitment and engagement of external, independent, national and international experts (where appropriate), including the selection and recruitment of expert panel members.	Provides a live history for external evaluation and Tracks Assessment Results and Communications to learners and prepares consolidated files for transfer to the relevant accrediting body (e.g. QQI, ETB, QBS, etc.)

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11. Self-Evaluation, Monitoring and Review

11. Self-Evaluation, Monitoring and Review	Review and self-evaluation of quality, including review of programmes of education and training, research and related services is a fundamental part of the provider quality assurance system. The purpose of such self-evaluation is to review, evaluate and report on the education, training, research and related services provided by the provider and the quality assurance system and procedures which underpin these. In doing so, existing effective practices is identified and maintained, while areas needing improvement are addressed.	Reduces repetition, Inefficiencies while streamlining complex processes and prevents the need for phone calls, paperwork chasing, reporting or duplication.
11.1 Provider-owned internal review, self-evaluation and monitoring	The outcomes of provider-owned and external reviews and follow-up actions taken are considered by the provider when preparing for upcoming external reviews. The findings of self-evaluations are analysed and are available for, and connect to and support, the external review cycle. The distinction between ongoing, internal self-monitoring and formal self-evaluation is typically in frequency and scale. Self-evaluation has a broad, systemic focus and is carried out at specified intervals. Internal self-monitoring is on-going and typically focuses on specific indicators.	Veri populates exports for QBS, ETB's and other reports at the touch of a button.
11.2 Internal self-monitoring	Self-monitoring procedures includes: a) A system of appropriate quality measures. b) Gathering evidence of achievement of objectives: c) Consideration for prioritising objectives: important objectives are prioritised even where they are difficult to achieve or to quality assure. d) Acting on findings:	Veri gives real time info not just results before the external evaluator is due.
11.3 Self-evaluation, improvement and enhancement	Self-evaluation, focuses particularly on the quality of, or impact on, the learners' experience, achievements, contributions and findings from the many stakeholders engaging in the quality system. The self-evaluation report consolidates areas of effective practice and addresses areas requiring improvement.	Veri has an automation feature which interacts with learners which allows them to earn Milestones and provide feedback to the tutor via an online survey.
11.4 Provider-owned quality assurance engages with external quality assurance	The quality assurance system is connected with the provider's external QA obligations, including statutory external review of QA under the Qualifications and Quality Assurance (Education and Training) Act, 2012, and any national and international accreditation systems held, both statutory and voluntary.	Veri tracks assessment results and Communications to learners and prepares consolidated files for transfer to the relevant accrediting body (e.g. QQI, ETB, QBS, etc.)