Quality Assurance and Compliance Policy

August 2024 to July 2025

Version 3.7

This document sets out the quality assurance policy for Magic Beans Group Limited from August 2024 to July 2025.

Document Responsibility	*Quality and Compliance Director*	Created	*04/03/2022*

Contents

Introduction and Purpose of the Policy

The purpose of this policy is to establish guidance regarding key aims and actions relating to Magic Beans Groups' Quality Assurance procedures.

Magic Beans Group is committed to a policy of continuous Quality Assurance leading to Quality improvement. This requires robust, accurate and ongoing self-assessment which leads to substantial improvement in the quality of provision and learner experience and success.

Self-assessment is validated through quality review meetings and other review meetings held by the senior management team. Satisfactory and less than satisfactory performance is challenged through reviews, appraisals, and the performance management process.

Quality Assurance must identify and act on performance that requires development and always ensure that that the integrity of any qualification delivery is maintained. Quality Assurance activities protect the organisation's reputation as a consistent, reliable provider of vocational training and to this end; Quality Assurance will evaluate the organisation's performance against every aspect of the learner journey/experience.

This policy is actively led and is supported by all staff. It will be promoted in a climate where staff are supported and trained to provide a higher quality service and where good practice and innovation is celebrated and shared.

Policy Aims

Magic Beans Group aims to have robust and accurate self-assessment which leads to real improvements, the underlying quality assurance are as follows; That all staff are accountable and responsible for ensuring that the very best quality of service is provided to all our learners/apprentices and customers.

Magic Beans Group will seek to achieve continuous improvement of quality in all areas of our work to provide an improved, higher quality of service. Also, in all aspects of implementation, the view of our learners/apprentices, customers and other stakeholders will shape, inform, and direct all our activities.

To achieve this, Magic Beans Group must:

1. Create staff confidence in the self-assessment process
2. Expect all staff and members of the Magic Beans Group, including employers and learners/apprentices to contribute to self-assessment and to quality improvement.
3. Operate within a coherent quality and compliance cycle plan
4. Use external per evaluation of Magic Beans Group reports and processes to assist quality improvement
5. Review all aspects of our activities, on a regular basis, to provide self-assessment data
6. Develop, maintain, and continually improve a range of quality operational procedures covering all aspects of our operation
7. Systematically audit procedures and give feedback to staff
8. Support staff in the performance of their professional roles
9. Support the co-ordination, preparation, and arrangements for the provision of evidence for the use of external verifiers, examiners, auditors, and inspectors
10. Give advice and feedback on areas for further improvement

Magic Beans Group aims to be outstanding in all areas of provision, to achieve this, Magic Beans Group must:

1. Provide opportunities for all staff to develop outstanding practice. Analyse the skills, knowledge, and effectiveness of our staff through observations, learner and employer voice feedback and other ways and provide the appropriate professional development to ensure they have the skills necessary to deliver outstanding practice. For trainers, teachers, and assessors, this will focus on the skills to deliver inspirational teaching and learning.

2. Identify staff development needs to make informed analytical decisions on training and development approaches.
3. Ensure the observation cycle is accurate and is used to improve teaching and learning through action points, targeted staff development, coaching and support.
4. Share best practice across all areas of our provision through a variety of mechanisms.
5. Establish the aspiration for outstanding teaching and learning.
6. Challenge performance that is less than good though quality review meetings, appraisals, and performance management processes.
7. Recognise, celebrate, and share outstanding performance to all staff.
8. Analyse the outcomes of programmes, courses and qualifications by monitoring success, timely achievement, and progression rates, as well as learner and employer feedback.

Magic Beans Group aims to enable outstanding success for all our learners/apprentices. To achieve this, Magic Beans Group must:

1. Ensure that the learner is at the heart of all that we do. All processes and procedures will be focused on ensuring and evaluating the extent to which learners/apprentices enjoy, achieve and are safe.
2. Ensure that we develop learners/apprentices' wider personal, social and employability skills, in so doing, improve their opportunities to succeed in all areas of their lives.
3. Listen carefully to what learners/apprentices' have to say. Involve them in all aspects of their learning and encourage them to take responsibility for their learning and progress.
4. Provide consistently good and outstanding learning experiences for all learners/apprentices.

Magic Beans Group Training Limited aims to provide accurate and formative assessment and verification, to achieve this, Magic Beans Group must:

1. Make use of effective formative assessment strategies that enable learners/apprentices to progress and achieve success in their qualifications.
2. Robust internal verification and standardisation processes that ensure that assessment is rigorous, consistent, valid, accurate and fair and meets awarding body requirements.

Magic Beans Group aims to carry out rigorous action planning and monitoring. To achieve this, Magic Beans Group must:
1. Devise action plans that will achieve year on year improvement in learner experience and outcomes.
2. Rigorously monitor quality improvement plans and targets through quality review meetings.
3. Inform all staff, partners, and employers about the impact of quality improvements.

Magic Beans Group aims to achieve very high satisfaction for all our learners/apprentices, staff, and other stakeholders, to achieve this, Magic Beans Group must:

1. Learn from and act upon learners/apprentices' staff and other stakeholders' comments in surveys, feedback meetings and reviews to improve their experience.
2. Ensure that opportunities for feedback are inclusive and accessible, and that all voices are heard.

Responsibilities

1. Everyone is responsible for ensuring quality and fully implementing and managing the appropriate quality assurance procedures.
2. Trainers, Teachers and Assessors are responsible for ensuring the quality of the learners/apprentices' experience. The includes the utilisation of appropriate learning and teaching strategies and making

sure that the learners/apprentices are effectively counselled, advised, and tutored throughout their programme.
3.   Supporting staff are responsible for ensuring the quality of the learner experience within their area of work.
4.   The Quality team will develop, monitor, and evaluate quality assurance strategies and quality control procedures. They must make sure that all staff are aware of, and involved in, these processes.
5.   Everyone is responsible for following all contents within the Quality and Compliance policy.
6.   Ultimate responsibility for quality is held by the CEO and Managing Director.

Failure to follow the Quality Assurance and Compliance Policy Magic Beans Groups staff will be subject to Disciplinary (MBG016 Disciplinary Policy).

Training Plan (Previously Commitment Statements)

As part of Magic Beans Group Limited's ongoing commitment to offering high quality, value for money apprenticeships, the organisation has standardised Apprenticeship Training Plans to ensure that a consistent approach is followed by all whilst also ensuring that each training plan is individualised to a learner's individual needs. Training plans are a funding requirement of the Education and Skills Funding Agency and as such, must be recorded within an apprentice's file and followed monthly by the tutor, apprentice, and employer to ensure compliance.

For each Apprenticeship standard that Magic Beans Group Limited deliver, there is a specific training plan for each standard, which trainers, teachers and assessors have created to ensure the apprenticeship programme is delivered to a high-quality standard and in line with the qualification requirements set out by the Institute for Apprenticeships.

Roles and responsibilities

Engagement Team – The engagement team is responsible for

- Using the correct current document version for the Training plans
- Planning the Training plan with the learner and employer at the start of the programme
- Ensuring all parties sign the training plan prior or on the day of start of the programme.

Administration Team – The administration team are responsible for

- Auditing the training plan with the enrolment and ensuring that any prior learning is removed etc.
- Auditing to ensure that all parties have signed the training plan on or before the start of the programme.
- Disseminating the training plan to the Training Director along with the Individual Learning Plan (ILP) for allocation to the tutor.

Trainers, Teachers and Assessors – The allocated Trainer, Teacher and or assessor is responsible for

- Following the training plan with the learner and employer
- Updating the training plan with any changes
- Ensuring that any updates to the training plans template are made in line with the organisational document controlling process, to update versions.
- **Getting the training plan re-signed if any of the following major changes have been completed:**
  - **Moving when Knowledge, Skills or Behaviours are being delivered to a learner - which could involve moving months around to match their individual needs or work as required.**
  - **If an employer requests a change to the delivery of certain elements of the programme once the programme has commenced.**
  - **Additional information regarding assessment method changes**
  - **If the learner is behind the originally planned training plan**

o **Material changes e.g Line Manager/End point assessment organisation change and or Employer.**

88.4.1 We only expect the training plan to be agreed and re-signed by the employer where a) new content is added or removed, b) the planned learning end date has changed; or c) any replanned off-the-job training (that was missed or not delivered) has a key impact on the hours which employers need to release learners for in future.

Quality Team – The Quality Team are responsible for auditing the contents of the Training plan. The Quality Team must ensure that the training plan is being followed. If not, the Training Plan must be updated, and all parties made aware of the changes and signed again by all three parties. If there are regular failings, the Quality Team will organise training and support.

Reduction in Apprenticeship Funding

As part of Magic Beans Group ongoing commitment to offer high quality, value for money apprenticeships, the organisation will follow the Education and Skills Funding Agency rules and reduce the price where the apprentice has existing skills, knowledge, and behaviours at the start of their apprenticeship which are relevant to the standard they will be taking.

All Magic Beans group apprenticeship programmes are based on the top funding band whilst assessing the below.

All apprentices will complete a Skills scan relevant to the qualification they are undertaking based on knowledge, skills, and behaviours during the sign-up process. Apprentices will also take part in an informal interview which is documented within the apprentices' Training plan so that Magic Beans Group can fairly establish the learner's previous experience. As part of the routine documentation, the learner's official previous learning record will also be checked.

Where an apprentice is found to have prior experience, existing skills, knowledge, and behaviour, Magic Beans group will work with the employer to create a Training plan that is reduced in content and duration (all apprentices will complete a minimum of 12 months on programme).

Reduction In Price

The reduction in price will be calculated based on the percentage of identified knowledge, skills, and behaviours in the sector specific skills scan, recognised prior learning and experience. The scale being 1 - requires further training and development, 10 - no training or development required.

If the learner self-scores 1-6 – Magic Beans Group believes that the learner will require further training and development within that identified area.

If the learner self-scores 7-10 – Magic Beans Group believes that the learner may not require further training or development within that identified area.

Percentage of existing knowledge, skills, and behaviours regarding prior learning and experience	Anticipated Price Reduction (% of published cost)
41% or more	Refer to engagement team for further investigation
31%-40%	15%
20%-30%	10%
10-19%	5%

The employer engagement team will carry out a full analysis of the apprentice and complete a justification of funding based on the results. A copy of all initial assessments, skills scans and justification will be retained as

part of the sign-up documentation, notably within the Training plan to expand the percentage reduction as per this policy.

The Quality and Compliance team will audit reduction in funding justification as part of the ongoing quality cycle. If errors are found, the employer and Senior Management Team will be notified, and funding adjusted where required.

An independent financial check will also be carried out on a random sample to ensure transparency and fairness of justification.

The apprenticeship co-ordinator is responsible for checking the prior learning for the reduction in funding policy and ensuring that the Engagement team complete paperwork accordingly.

P25.5.1 Calculate the percentage of prior learning that the individual has, as a percentage of the off-the-job training hours that would be delivered to an individual with no relevant prior learning for the same standard. For example, if the individual's prior learning accounts for 300 off-the-job training hours and typically, for the same standard, 1,000 off-the-job training hours would be delivered to an individual with no prior learning, this would equate to 30% prior learning.

P25.5.2 Reduce the total price by at least 50% of the prior learning percentage, from the maximum funding band (the 50% reduction recognises that there are fixed costs in the programme). For the example in P25.5.1 above, where the apprentice has 30% prior learning, this means there must be a reduction in the total price of at least 15% of the maximum funding band (i.e., £1,500 price reduction if the funding band is £10,000). This reduced price (e.g., £8,500) is the maximum that will be paid using apprenticeship funding (e.g., £8,500 for a £10,000 funding band where there has been a 15% reduction).

Quality and Compliance of Progress Reviews

Tripartite Progress reviews are a vital communication tool between the tutor, learner, employer, and the administration team. They are used to provide valuable information on the learner's progress across all components of their programme and are used by ESFA as evidence of contact. Given the high importance of progress reviews, they must be always completed correctly and in full every three months.

Instant Rejection Points for Progress reviews:

- Every box must be completed.
- Incorrect document version numbers being used.
- Off the job training hours are low and no justification provided on how the assessor has discussed getting the learner back on target.
- Off the job hours do not tally with the previous review for the total completed.
- Progress percentage has not been completed/ or it is lower than the previous three months.
- No employer comments.
- SMART Targets – should be transferred to the next review and recorded as completed, if incomplete, assessor should provide justification as to why.
- Progress against the Training Plan should be referenced to ensure that the learner is making progress as expected and where not, comments should be made and possible updates of Training plan.
- Signatures must all be completed, including Assessor. Please ensure E-signatures are in the correct compliant format.
- Electronic review document not submitted with signatures within the document.
- Physical reviews with learners being typed. All physical visit reviews must be handwritten to distinguish the difference (unless approval has been requested and confirmed via QC Director to complete differently).
- Physical visit reviews must be submitted to the office.
- 5% or more progress each month, or active learning (term-time only contracts) if not, a justification must be written.

Trainers, Teachers and Assessors – The allocated Trainer, Teacher and or assessor is responsible for following the instant rejection points above to ensure compliance and quality throughout. They must ensure that feedback from Learners and Employer is monitored through the review process to prevent any future complaints.

Administration Team – The relevant administration team member who is responsible for following the instant rejection points above to ensure compliance and quality throughout. The administration team are responsible for ensuring that all learners, within their funding areas, have up to date reviews and if not, investigate why and have justifications in the learners' file and notify management.

Quality Team – The quality team are responsible for following the instant rejection points above to ensure compliance and quality throughout.

Where a review has been rejected back to the tutor, if the review has not passed a pre-agreed quality standard within the 5-day allotted amendment period, then disciplinary action may be taken.

English, mathematics and ICT Skills

Magic Beans Group makes the commitment to provide high quality teaching and support. This policy aims to set out the standards required for English, mathematics and ICT at Magic Beans Group and how the differentiated needs of individual learners/apprentices will be addressed. The policy aims to implement a whole organisational approach by integrating English, mathematics and ICT skills into all aspects of life. Magic Beans Group is committed to responding to the changing priorities of employers and the local community.

All learners/apprentices will receive a thorough initial assessment and diagnostic in English, mathematics and ICT to determine their current working level and areas for improvement, even if they are exempt from English, mathematics and ICT within the course/apprenticeship they are undertaking. All learners will receive an individualised learning plan for their English, mathematics and ICT to enable the tutor, learner, employer, and Magic Beans to be able to track their progress. All English, mathematics and ICT training will be reviewed to ensure learning and improvement of skill is taking place, ready for completion of their training programme.

All learners/apprentices will be enrolled onto English, mathematics and ICT qualifications at the level above their initial assessment results and where appropriate we will continue to support them to Level 2 following ESFA funding guidance and to support national priorities in English, mathematics and ICT attainment. Learner Certificates and PLR records will be checked during the enrolment stage and held in the learner personal file to show exemption from the component of the apprenticeship or training course.

Magic Beans Group is committed to improving equality of opportunity for all its learners/apprentices by continually striving to develop English, mathematics and ICT skills, thereby supporting future success in education, training, and employment. Magic Beans Group is applying a whole organisation approach to improving English, mathematics and ICT, which is central to its mission of realising the full potential of all its learners/apprentices.

All staff play a crucial role in developing and improving the English, mathematics and ICT skills of learners/apprentices whilst with the Training Provider. At the same time, Magic Beans Group is committed to developing the English, mathematics and ICT skills of its workforce and will provide development opportunities for staff to do this.

Magic Beans Group is committed to ensuring that all learners/apprentices develop their English, mathematics and ICT skills whilst studying with us. Opportunities to do this will be embedded throughout the vocational and academic curriculum, in these and discrete English, mathematics and ICT classes.

For 16-19-year-old learners/apprentices on study programmes, English, mathematics and ICT will be a fundamental part of the programme and all learners/apprentices will work towards the achievement of GCSE grade A*/9 – C/4 if they do not already have these qualifications. This is in line with DfE government guidelines which identify a grade 5 as a "good pass".

Some further education programmes of study at Magic Beans Group may stipulate at point of entry a grade 5 achievement in GCSE maths and/or English to access study in certain specialist subjects and academic qualifications.

Where learners/apprentices are not yet ready for GCSE, or do not have a grade D/3 or above, functional skills qualifications will be an expected part of the study programme for 16 - 19- year-old learners/apprentices. If a learner has a grade D/3 GCSE in the relevant subject, they will retake the GCSE to improve the grade to a minimum of grade C/4.

Those learners/apprentices who have already obtained a GCSE English and/or maths A*/9 – C/4 will continue to improve their English and/or maths skills through the vocational and academic curriculum; this will enhance their English and/or maths skills and support them to meet their progression aims, particularly those learners/apprentices wishing to progress to higher education.

Magic Beans Group will offer learners/apprentices aged 19+ the opportunity to work towards an appropriate level of Functional Skills English, mathematics and ICT in line with the previous statements. Those learners/apprentices who meet the entry requirements of grade D/3 grade will be offered the opportunity to re- take GCSE English and/or maths, to achieve a grade A*/9–C/4.

Learners/apprentices enrolled on to apprenticeships will take Functional Skills or GCSE qualifications, in accordance with awarding body requirements, as part of their apprenticeship standard, and will have the opportunity to study these subjects at the appropriate level and to further progress to Level 2.

Learners/apprentices with learning difficulties or disabilities will have English, mathematics and ICT teaching incorporated into their programmes to support their progression to a higher level of study or prepare them for employment.

Magic Beans Group expects that all teaching staff will achieve an appropriate level 2 English, mathematics and ICT qualification, within one academic year where possible of commencing teaching, and will be supported to achieve this (if they have not already done so) by offering training, development, and high-quality resources.

Magic Beans Group will ensure that English, mathematics and ICT provision adopts a rigorous approach to achieving high standards of teaching, learning and assessment, support for learners/apprentices, and retention, achievement, and success rates, based on Group targets.

Magic Beans Group will ensure that the promotion of English, mathematics and ICT is maintained across all teaching, learning and assessment activity, through review, monitoring and marking of assessment. Training will be implemented across Magic Beans Group to ensure that teaching staff can efficiently identify opportunities for learners/apprentices to improve English, mathematics and ICT skills across their programme of study and apply appropriate levels of study for English, mathematics and ICT that stretch and challenge all learners/apprentices.

Magic Beans Group will ensure that the results of diagnostic assessment, entry to programme requirements, prior achievement and level of vocational study are considered to identify appropriate targets for English, mathematics and ICT qualifications and/or study, to reflect individual learner needs and help to identify any support needs in a timely manner across Magic Beans Group. Each learner will be expected to study English, mathematics and ICT at a level of study which is higher than their prior attainment.

Based on diagnostic outcomes all learners/apprentices will be set English, mathematics and ICT skills targets by their trainer assessor which will be tracked and monitored to assess skills development at relevant points throughout the academic year.

Scope and responsibility for the delivery of English, Mathematics and ICT qualifications
To achieve the outcomes of the policy, the CEO and Managing Director and Lead IQA for Functional Skills in English and mathematics will, together with the Quality and Compliance Director, deliver a clear policy, strategy, and operational plan to ensure that curriculum teams can make certain all learners/apprentices will

work towards achieving the appropriate qualification with the aim of achieving a GCSE grade C/4 or higher in English, mathematics and ICT.

Responsibility to ensure that learners/apprentices' English and mathematics skills are developed lies with curriculum departments.

Responsibilities included are:
• Promoting the importance of English, mathematics and ICT to both staff and learners/apprentices

• planning integrated delivery of English, mathematics and ICT within all teaching sessions

• evidencing English, mathematics and ICT within schemes of work and lesson plans

• ensuring that all learners/apprentices have initial and diagnostic assessments and the development of English, mathematics and ICT skills targets which inform their Individual Learning Plans and teachers' TLA strategies for that learner

• ensuring that all learners/apprentices who need it have effective and planned learning support

• offering a range of learning and teaching styles and suitable resources to meet the needs of learners/apprentices and ensure they achieve relevant and stretching skills targets

• entering learners/apprentices for appropriate accredited qualifications to support the ultimate achievement of a grade C/4 or higher in GCSE mathematics and English

• developing and maintaining staff skills ensuring that all staff are appropriately qualified to develop the English, mathematics and ICT skills of learners/apprentices

Definitions
Where English, mathematics and ICT qualifications are mentioned, the phrase covers Functional Skills.

Examinations

Magic Beans group makes the commitment to high quality when conducting examinations and ensure all awarding bodies policies and procedures are always followed.

Overall responsibility for Magic Beans group as an exam centre is the CEO and Managing Director. They are responsible for:

- Advising on appeals
- Reporting any suspicions or incidents of malpractice including use of AI for assignments or examinations
- Being involved in post-results procedures
- Ensuring accurate completion of declaration sheets, entry sheets and adherence to deadlines
- Managing the administration of exams and processing of exam results
- Receiving, checking, and secure storage of all exam papers before and after exam
- Following JCQ guidance and our policy for reasonable adjustments and special considerations
- Managing the invigilators and organising training for staff
- Arranging for dissemination of exam results and certificates to candidates

Administration team

The Administration team has a set funding stream areas of expertise's and each member of the team is trained as an exam officer and has the responsibilities of an exam officer. They are responsible for:

- Submitting of learner names and details for registration
- Inputting the learner individual unique learner number on the registration (mandatory for funded learners)

- Assisting with suitable room booking and set up.
- Following JCQ Regulations for invigilation and ensuring the Warning to candidates is clearly visible.
- Following internal procedures for processing Entry Exams
- Following internal procedures for booking exams

Trainers, Teachers and Assessors

The allocated Trainer, Teacher and or assessor is responsible for:

- Informing administration of any reasonable adjustments or special considerations
- Booking exams within 6 working days of the exam date, if City and Guilds the paper-based requirement is 16 working days.
- Using QTD029 Exam request form when booking exams
- Assisting with suitable room booking and set up.

All examinations will be carried out in accordance with the specific awarding body's requirements. All paper-based tests will be kept in the safe situated in the administration filing room both prior to and post examination and be submitted in a timely manner as per awarding body guidelines.

Tutors will remain subject to observations of teaching, learning and assessment, sampling of assessment decisions, internal quality assurance procedures and drop in checks.

Off the Job Training

Magic Beans Group follow the Education and Skills Funding Agency rules, Ofsted and Magic Beans Group's own Quality and Compliance guidelines. To receive government funding a 20% minimum threshold has been set via the Education skills funding agency. This is the minimum amount of time that should be spent on occupational off-the-job training during an apprenticeship.

However, from the **1$^{st of}$ August 2022** the off-the-job training policy will change. Currently an Apprentice must train for a minimum of 20% of their own working hours: this means that an apprentice who works longer hours is potentially impacted by this link (i.e., higher working hours means a higher threshold for eligibility). From the 1st of August 2022, for new apprentices, the minimum volume of hours will no longer be linked to working hours; instead, the ESFA will have a consistent figure, irrespective of the hours worked by the apprentice. This will be **6 hours per week** (this figure was chosen as it represents 20% of 30 hours, which all part-time apprentices are currently doing). The 6 hours per week is for calculation purposes only; once calculated the programme can still be delivered flexibly.

An apprenticeship is a work-based programme. The training is required to help the apprentice become fully occupationally competent in the workplace. Therefore, it is reasonable that the apprenticeship should be delivered during the apprentices normal working hours.

Off-the-job training focuses on upskilling an individual to reach full occupational competency, not accrediting their existing skills. **If is it not new learning (i.e., the apprentice already has the knowledge, skills, and behaviours at the required level), then it is not classed as off-the-job training.**

The off-the-job training should be agreed at the start of the learner's programme with the learner, engagement team and employer. This is documented within the learner's Training Plan and additional sign-up documentation where all parties have signed to confirm the total hours and planning for the apprenticeship programme. This will ensure that learners and employers have a clear idea of the off-the-job training to follow.

The off-the-job training total is currently monitored and audited through tripartite progress reviews as all parties complete these to confirm the current total hours to date.

The off-the-job training from the 1st of May 2023 will be only recorded through the learners ICQ portfolio to monitor active learning throughout the learner's apprenticeship programme. The learner inputs their off-the-job hours on ICQ where Magic beans group can monitor.

Hair and Beauty provision is the only exception to the above, as they use Manage assess for the portfolio work. They will be required to hand in hard copy off-the-job logs (document number QTD357 OTJ Training Evidence Collection form).

If Quality has had a reason for justification for not using the iCQ Off-the-job log and this has been approved by Quality, this should show in the learner's file.

Roles and Responsibilities

Engagement Team – The engagement team is responsible for

- Planning the off the job with the employer and learner at the start of the programme on the training plan
- Calculating the off the job correctly with the employer and learner at the start of the programme on the training plan
- Advising and discussing the importance off the job at the start of the programme

Trainers, Teachers and Assessors – The allocated Trainer, Teacher and or assessor is responsible for

- Ensuring learners complete their required amount of off the job each month.
- Being proactive when learners are falling behind on their off the job.
- Ensuring all data entries for off the job are compliant and if not, they should be discounted on the total number.
- Ensuring learners are always on target with their off the job.
- Promoting good practice of tracking off the job to learners
- Ensure all learners are inputting their own off-the-job on the ICQ portfolio /hard copy off-the-job.

Administration Team – The relevant administration team member who is responsible for

- Ensuring all data entries for off the job are compliant and if not, they should be discounted from the total number and tutors are made aware of this to pass onto the learner.
- Ensuring continuous audit throughout the learner journey to ensure full compliance on the ICQ portfolio/hard copy off-the-job.

Quality Team – The quality team are responsible for

- Ensuring continuous audit throughout the learner journey to ensure full compliance on the ICQ portfolio/hard copy off-the-job.
- Keeping up to date with the funding rules
- Training staff where required.

Please see below two documents that the ESFA has created to help training providers, these can be shared with learners and employers if needs be.

OTJT_Flowchart_v2_-_12092019_Final.pdf   Off-the-job-Myths-Facts-130919.pdf

Completion and progression routes

Magic Beans group makes a commitment to deliver high quality across the board, Magic Beans group aims to ensure all learners achieve qualifications they have enrolled onto at the start and takes pride in progressing learners into either employment or further education.

All learners have a planned end date which both the learner and the tutors work towards. This must be always kept in mind regardless on the funding programme. A planned end date is the date that is submitted to the ESFA to confirm Magic Beans Group belief that this is when the learner will be completed by. If any member of

staff at Magic Beans Group is concerned that the learner will not meet the planned end date, a member of the administration team and their line manager must be made aware of the situation immediately.

The learner should be informed of progression routes throughout the whole learning journey, from start to finish. This will ensure transparency and continuous development to the end goal for the learner. Magic Beans Group aim to progress learners within their job by gaining qualifications and progressing them on to the next level and aim to give learners the right qualifications to help them gain employment within their desired career sector.

Roles and responsibilities

Engagement Team – The engagement team is responsible for

- Ensuring learners know from the start of their programme what progression routes are available to them.
- Giving clear and accurate careers advice during the enrolment process
- Giving appropriate information and guidance to learners

Trainers, Teachers and Assessors – The allocated Trainer, Teacher and or assessor is responsible for

- Understanding the qualification progression routes for the qualification being delivered to the learner.
- Giving accurate facts, information, and guidance to the learners throughout their programme
- Ensuring completion paperwork is detailed and shows exactly what information and support was given to the learner regarding progression routes.
- Producing evidence of any discussions held with learners regarding progress routes during progress reviews on the correct progress review paperwork.
- Following all completion checklist for the correct funding stream

Administration Team – The relevant administration team member who is responsible for

- Ensuring the completion paperwork has progression routes detailed.
- Ensuring the completion paperwork is compliant.
- Ensuring the correct information has been given to the learner and if not follow this up with the tutor.
- Following all completion checklists for the correct funding stream

Quality Team – The quality team are responsible for

- Ensuring the completion paperwork has progression routes detailed.
- Ensuring the completion paperwork is compliant.
- Ensuring the correct information has been given to the learner and if not follow this up with the tutor.
- Delivering training to staff who may require it to ensure quality is always to a high standard.

Please note for apprenticeship completions, all end paperwork must be completed with the learner when they are being put through to gateway (end point assessment stage) as this is their actual learning end date. Apprentices should only be put through to gateway when no further training is required. Please refer to the end point assessment stage in this policy for correct procedure to follow.

End Point Assessment Stage

Magics beans group has created this section of the policy to ensure all learners are fully ready to go through to gateway before EPA is triggered, to prevent risks, such as the learner not being fully ready and ensuring the whole portfolio has been reviewed beforehand to ensure a high-quality standard.

Trainers, teachers, and assessors must ensure the learner has completed 100% of their apprenticeship and all elements such as additional aims included in the specific apprenticeship standard, which can be found on the institute for apprenticeships website or in the first instance the trainers, teachers, and assessor caseload.

Tutors must not trigger the end point assessment without the approval from the Training Director, if the Training Director is not available the CEO and Managing Director can provide approval.

Please note every end point assessment organisation paperwork is different and once you have been given the ok to proceed with the end point assessment, the administration team should be contacted for the appropriate paperwork.

Roles and responsibilities

Engagement Team – The engagement team is responsible for

- Negotiating the end point assessment organisation at enrolment with the Employer and Learner

Trainers, Teachers and Assessors – The allocated Trainer, Teacher and or assessor is responsible for

- Communicating with the Training Director when they believe a learner is ready.
- Ensuring the portfolio is always fully up to date.
- Ensuring all training has been completed before triggering the end point assessment.
- Ensuring the final review has been submitted and is compliant before triggering the end point assessment.
- Checking the apprentice has completed 372 days on programme (the start date and the final review is the date this is worked out from), if they have not, they are not eligible for gateway until 372 days in training has been completed.
- Submitting the paperwork to paperwork@qdostraining.com
- Ensuring involvement and supporting the learner up to and on the assessment date. Once the end point assessment has been triggered via the administration department, you will be notified (along with the learner) of the next stage by the end point assessment organisation.
- Maintaining contact registers for the end point assessment stage, progress reviews are not required as there should be no further teaching occurring, only completing support sessions with the learner, and this must still be evidenced on contact registers.

Administration Team – The relevant administration team member who is responsible for

- Compliance checking paperwork according to the funding rules.
- Ensuring apprentices are registered 6 months prior to the planned end date.
- Managing the end point assessment organisation booking

Break in Learnings

Magic Beans Group has robust systems in place to ensure break in learnings are only necessary in exceptional circumstances, such as a robust enrolment process to ensure the learner is confident nothing will hinder their progress. However, Magic Beans Group understand that circumstances can change throughout the duration of the learner's programme. Therefore, the robust Break in Learning procedure below must be always followed to ensure learners are only put on a Break in Learning if necessary.

Trainers, tutors, and assessors must review other support techniques before requesting a Break in Learning for learners. Trainers, tutors, and assessors must gain professional advice from the Training Director or the administration department before suggesting a Break in Learning to a learner.

A Break in Learning – must be approved via the Quality and Compliance Director before learners are notified that they are on a Break in Learning.

Please note: Break in Learnings begin from the learners last date in learning, if you are planning on a break in learning for a learner, ensure you complete a up to date review with the learner beforehand to ensure the learner has the appropriate time off.

For example, if a learner requires a 3-month break in learning in January but their last review evidence is October they have technically already had a 3-month break.

Change of Circumstances/BIL due to a break in employment: Where there is a break in employment of more than 30 days and up to 12 weeks, Magic Beans Group does not have to withdraw the Apprentice immediately. After 30 days, Magic Beans Group can record the Apprentice as on a break in learning. Where the Apprentice does not re-start with a new employer after 12 weeks, Magic Beans Group must then withdraw the Apprentice from the programme.

Roles and responsibilities

Engagement Team – The engagement team is responsible for

- Ensuring that when the learner is enrolled nothing will hinder their duration on programme at the time of enrolment
- Supporting the administration team if required with pausing apprentices on DAS, employer communication

Trainers, Teachers and Assessors – The allocated Trainer, Teacher and or assessor is responsible for

- Speaking to the Training Director or Administration team regarding the options available to the learner before suggesting a Break in Learning
- Gathering the paperwork required on the checklists in current documentation once approval for the break in learning has been given.
- Completing a last date in learning review with the learner and finalising the Break in Learning paperwork in the meeting
- Putting monthly reminders in their calendar to catch up with the learner via email to see how they are.

Administration Team – The relevant administration team member who is responsible for

- Compliance checking paperwork according to the funding rules.
- Communicating with Employers regarding pausing apprentices on DAS
- Processing paperwork accordingly
- Requesting monthly updates from tutors regarding the learner status of the Break in Learning

Withdrawals

Magic Beans Group has robust systems in place to ensure withdrawals are only necessary in exceptional circumstances, such as a robust enrolment process to ensure the learner is confident nothing will hinder their progress. However, Magic Beans Group understand that circumstances can change throughout the duration of a learner's programme. Therefore, the robust withdrawal procedure below must be always followed to ensure learners are only withdrawn once all options available have been suggested, as the main objective is to help learners achieve the qualification that they were originally enrolled on.

Trainers, tutors, and assessors must review other support techniques before submitting a withdrawal request. Trainers, tutors, and assessors must gain professional advice from the Training Director or the administration department before suggesting a withdrawal to a learner.

Roles and responsibilities

Engagement Team – The engagement team is responsible for

- Ensuring when the learner is enrolled nothing will hinder their duration on programme at the time of enrolment
- Supporting the administration team if required with stopping apprentice(s) on DAS, employer communication

Trainers, Teachers and Assessors – The allocated Trainer, Teacher and or assessor is responsible for

- Speaking to the Training Director or Administration team regarding the options available to the learner before suggesting a withdrawal
- Ensuring that once approval for the withdrawal has been given, the paperwork required on the checklists in current documentation is gathered.
- Gathering confirmations from Employer and Learner to confirm withdrawal (this is on the withdrawal checklist in current documentation)
- Ensuring evidence collected regarding the withdrawal, emails etc is submitted with the withdrawal request.
- Ensuring a timely submission for withdrawals, notifying administration within 2 months of the learners last date in learning and no later

Administration Team – The relevant administration team member who is responsible for

- Compliance checking paperwork and ensuring the evidence gathered via tutors is sufficient for a withdrawal.
- Ensuring that if you have questions regarding the reason for withdrawal, more evidence or more information is asked for.
- Sending the withdrawal request to the Quality and Compliance Director via email for approval
- Processing the withdrawal
- Ensuring the learner is removed from all systems and caseload.
- Communicating with Employers regarding stopping the apprentice(s) on DAS

Exam Invigilation

Magic Beans group makes the commitment to ensuring high quality when conducting examinations and ensuring that all awarding bodies policies and procedures are adhered to. Magic Beans Group staff are regularly kept up to date with any awarding bodies policies and procedures.

This policy is solely for the role of the invigilator.

Overall responsibility for Magic Beans Group as an exam centre lies with the CEO and Managing Director.

They are responsible for:
- Appointing exam invigilators, to make sure that the examination is conducted according to the regulatory requirements.
- Making sure all invigilators are responsible adults, appropriately trained in their duties.
- Reporting any suspicions or incidents of malpractice
- Following JCQ Guidance and awarding organisations reasonable adjustments and special considerations

Who can invigilate?

Approved Centres must ensure that invigilation is carried out by a person who has not prepared the candidates for the examination. This means that the Trainers, Teachers, and Assessors that have been involved in tutoring of any learners' present cannot act as the exam invigilator and should not be present in the examination room.

The role and responsibilities of the invigilator

The examination invigilator is the person in the examination room with responsibility for conducting a particular examination session in the presence of learners. Invigilators have a key role in upholding the integrity of the examination process.

An invigilator must:

- Be appropriately trained in their duties.

- Follow JCQ Guidance and awarding organisations reasonable adjustments and special considerations.
- Ensure that all learners face the same direction.
- Ensure each learner has a separate (space) big enough to hold question papers and answer booklets.
- Check all learners have the required identity documents and photographic ID, in line with the awarding organisations qualification requirements and if they do not, the learner cannot sit the examination.
- Unseal the examination papers, in the examination room in front of the learners and distribute.
- Check that candidates have the correct examination papers.
- Ensure the following are prominently displayed:

    - A poster advising candidates that mobile phones should be switched off.

    - Examination warning notice for candidates

    - Centre Appeal Procedure

    - Emergency/evacuation procedures

    - 'Examination in Progress' notices outside of the examination room

- Ensure a board/flipchart/whiteboard is visible to all candidates showing the centre number, subject / Unit title and paper number; and the actual starting and finishing times of each examination.
- Ensure a reliable clock is visible to each candidate in the examination room. The clock must be big enough for all candidates to read clearly.
- Ensure all display material (such as maps, diagrams, wall charts and projected images etc.), which might be helpful to candidates, is not visible in the examination room.

The invigilator must advise candidates that:

- They should write in blue or black ink.
- They should not use correction fluid or correction tape.
- All mobile phones, or other electronic devices, should be switched off.
- They must not have access to items other than those stated in the instructions on the question paper, the stationery list, or the specification for that subject in the examination room.

This means that:

- All unauthorised items are left outside of the examination room.
- Any pencil cases taken into the examination room must be transparent;
- Any course material should be removed from desks and placed at the front of the room They should not ask for, and will not be given, any explanation of the questions and answers.
- If they leave the examination room, unaccompanied by a member of centre staff, they will not be able to return during the examination.

The invigilator must:

- Specify the length, start, and finish time of the examination, and the earliest time that candidates can leave the examination room.
- Read the Instructions on the front of response sheet to candidates and demonstrate how to complete the response sheet and advise candidates how to make changes to answers.
- Remind candidates that they cannot communicate in any way with, ask for help from or give help to another candidate while they are in the examination room.
- Announce clearly to candidates when they may begin.
- Always be present in the examination room.

Ending the Examination

- When approaching the end of the allotted time for the examination, invigilators should give sufficient notice to candidates. This would be achieved by giving a fifteen minute and five-minute warning prior to the published finish time of the examination.

At the end of the examination the invigilator should:

- Tell the candidates to stop working and remind them that they are still under examination conditions.
- Collect all examination papers and examination response sheets to place in secure storage prior to submitting to awarding organisations for marking.
- Collect all the scripts/objective test sheets before candidates are allowed to leave the examination room. Do not allow candidates to keep the examination papers or response sheets.

Break In Learning – Returns

Magic Beans Group has robust systems in place to ensure learners return to learning. Whilst a learner is on a break in learning, the assigned tutor must ensure that that are checking in with the learner monthly to see how they are and when they plan to return. Once a return date has been agreed, please follow the below break in learning return procedure.

Roles and responsibilities

Trainers, Teachers, and Assessors – The allocated Trainer, Teacher and or assessor is responsible for

- Ensuring the Manager/Employer is involved - they must be aware the learner has returned to learning **(Apprenticeships only)** by completing a return to learning meeting.
- Completing the correct review documentation and ensuring the review is compliant before submitting to reviews@qdostraining.com **(Apprenticeships only)**
- Completing QTD281 Return to Learning Checklist **(Apprenticeships only),** ensuring to complete all documentation on the checklist that is required.
- Completing QTD326 BIL return checklist for Adult Education and Learner Loans, ensuring to complete all documentation on the checklist that is required.

Administration Team – The relevant administration team member who is responsible for

- Check QTD281 Return to Learning Checklist **(Apprenticeships only),** ensuring to complete all documentation on the checklist that is required.
- Check QTD326 BIL return checklist for Adult Education and Learner Loans, ensuring to complete all documentation on the checklist that is required.
- Compliance checking paperwork according to the funding rules.
- Communicating with Employers regarding re-opening apprentices on DAS if Trainers, Teachers, and Assessors has not completed this step.
- Processing paperwork accordingly to all relevant systems.

Contact Registers

Magic Beans Group makes the commitment to high quality monitoring of learner attendance. Everyone in the organisation has a responsibility with learner attendance. Contact registers are used to provide valuable information on the learner's attendance across all components of their programme and are used by ESFA as evidence of contact. Given the high importance of contact registers, they must be always completed correctly and in full.

Contact registers are also referred to in cases of complaints, in that, they act as supporting evidence where a learner may feel they have not had enough contact or support. A contact register will provide evidence to support the trainer/teacher/assessor. The trainer/teacher/assessor must ensure that all activities are recorded on all contact registers to support any claims.

Contact Register formats used within Magic Beans Group are:

Apprenticeships – ICQ online portfolio contact log, Off-the-job claims on ICQ from the learner.

Apprenticeships – Face to face please use QTD382 Apprenticeship Learner attendance register, this is to support the expense claims.

Adult education and learner loans – QTD376 Adult Education and Loans Learner Attendance Register for remote learners.

Trainers, Teachers, and Assessors – The allocated Trainer, Teacher and or assessor is responsible for

- Completing a detailed contact register **every time** contact with a learner occurs.
- Ensuring the learner signs to confirm the contact register.
- Ensuring that all active learning – OTJT/maths/English/ICT is recorded for all learners (including term time only apprentices)
- Ensuring that during the gateway period for apprentices, contact registers are still completed when having contact with the learner or if a revision session has been delivered in preparation for the end point assessment.
- Follow the standardise approach to input contact registers on ICQ for apprentices

Administration Team – The relevant administration team member who is responsible for

- Compliance checking the documentation to ensure all signatories are present.
- Rejecting Contact Registers that do not have learner signatures.
- Processing paperwork accordingly to all relevant systems
- Requesting up to date attendance frequently
- Ensuring that the caseload is updated to say signatures are missing (if all signatures are not present on the paperwork) and to reject the paperwork until compliant.

Quality Team – The quality team are responsible for

- Ensuring the contact registers are compliant.
- Conducting audits of Trainers, Teachers, and Assessor caseload to ensure contact registers are completed for all learners.
- Providing feedback to Trainers, Teachers, and Assessors if documentation is not compliant and offer training where necessary.

Caseload

Magic Beans Group makes the commitment to high quality monitoring of all learners during their programmes. Magic Beans Group has a detailed learner caseload, which allows everyone within the organisation to track and audit learners to ensure they are being seen regularly with a RAG rating system for visuality.

The caseload includes, recent attendance and progress review tracking, planned end dates for learners, email addresses for learners and managers, outstanding actions, qualification undertaking, delivery location and more information required for auditing and tracking purposes.

Trainers, Teachers, and Assessors – The allocated Trainer, Teacher and or assessor is responsible for

- Conducting weekly reviews of the learner caseload to ensure the information inputted via administration is a true reflection for the learner.
- Reviewing the caseload to complete any outstanding comments.

- Typing updates to administration on teams if information on the caseload is incorrect.
- Reviewing 'past planned end date' learners and ensuring they are a priority for updating administration.

Administration Team – The relevant administration team member who is responsible for

- Conducting monthly audits of the caseload to ensure information is correct and accurate.
- Requesting information from Trainers, Teachers, and Assessors if/when needed
- Ensuring that their funding stream are is always compliant and if not, have chasing/plans in place to ensure that can be resolved.

Quality Team – The quality team are responsible for

- Conducting monthly audits of the caseload to ensure information is correct and accurate.
- Requesting information from Trainers, Teachers, and Assessors if/when needed
- Submitting actions on the caseload to the Training Director on the last Friday of each month in preparation for the Trainers, Teachers, and Assessors monthly 121's.
- All Trainers, Teachers, and Assessors caseload
- Reporting in the Quality Meeting of current total outstanding actions

Training Director – The Training Director is responsible for

- Conducting monthly audits of the caseload to ensure information is correct and accurate.
- Requesting information from Trainers, Teachers, and Assessors if/when needed
- Ensuring anything that is non-compliant on the caseload or deemed a concern on a Trainers, Teachers and Assessors caseload is raised in the monthly 121s.
- All Trainers, Teachers, and Assessors caseload

Electronic Signatures

Magic Beans Group is committed to complying with the Education Skills Funding Agency interpretation of confirmation and signatures. We are committed to ensuring compliance with all signatures however feel justification and clarification is required for electronic signatures.

All enrolment documentation is **mandatory** to have documentation signed via DocuSign or wet signatures.

On programme paperwork we accept electronic evidence, including electronic/digital signatures. an electronic signature is defined as any electronic symbol or process that is associated with any record or document, where there is an intention to sign the document by any party involved. An electronic signature can be anything from a check box to a signature.

Currently this is completed via emails sending the documentation and asking the learners and employers to confirm via email or add their signature to the documentation. Please try to utilise the ICQ portfolio for gaining learner signatures through their emailing system.

The Quality Team and Directors are currently reviewing systems and procedures to streamline this to one platform for example DocuSign.

Where any document needs to be renewed, and a new signature taken, it must be clear from when the new document takes effect, and both must be held.

Policy Revision & Review

Version No	Revision Description	Section	Date of Revision	Approved By
2.1	Section additions to policy	Contact registers and Caseload	11/05/2022	Q&C Director
3.0	Additions to Progress Review Rejection Points	Progress Reviews	04/08/2022	CEO
	Addition of prior learning and experience	Reduction in funding	04/08/2022	CEO
	Addition of ICT to policy	English, Mathematics, and ICT Skills	04/08/2022	CEO
	Off-the-job Training section updated to reflect 2022 ESFA funding rule changes to OTJT for new starts from 1st of August 2022	Off-the-job Training	04/08/2022	CEO
	Break in Learning section updated to reflect 2022 ESFA funding rule changes to BIL's for break in employment between 30 days and 12 weeks	Break In Learning	04/08/2022	CEO
	Attendance Registers have been renamed to contact registers	Contact Registers	04/08/2022	CEO
3.1	Checking the apprentice has completed 372 days on programme (the start date and the final review is the date this is worked out from), if they have not, they are not eligible for gateway until 372 days in training has been completed.	End Point Assessment	11/08/2022	CEO
3.2	Update to Break in Learning Return Process. Role responsibility updates to all sections.	Break In Learning - Returns	09/03/2023	CEO
3.3	Additions to section – Trainers/Teachers and Assessors role and responsibilities	Individual Learning Plan	12/05/2023	Q&C Director
	Addition of funding rules in Reduction in Price section	Reduction in Apprenticeship Funding	12/05/2023	Q&C Director
	Updates and removal of instant rejection points for progress reviews	Quality and Compliance of Progress Reviews	12/05/2023	Q&C Director

	OTJ training addition – use of QTD357 OTJ Training log for Hair and Beauty learners	Off the Job Training	12/05/2023	Q&C Director
	Update to provider rules	Break in learning	12/05/2023	Q&C Director
3.4	Training Plan addition to policy	Training Plans	17/05/2023	Q&C Director
3.5	Removal of Individual Learning Plan due to the document changing. Any learner updates throughout the programme are now monitored through the Training Plans, ICQ portfolio, Quarterly reviews, and the Caseload.	Individual Learning Plan	22/08/2023	Q&C Director
3.5	Training plans any material changes need re-signed by all parties.	Training Plans	22/08/2023	Q&C Director
3.5	Removal of reference to Individual learning plan.	Reduction in price	22/08/2023	Q&C Director
3.5	Updates to the instant rejection points for progress reviews. Added reviews are every three months now.	Quality and Compliance of Progress Reviews	22/08/2023	Q&C Director
3.5	Added reference to unique learner numbers must be inputted on registrations for funded learners	Examinations	22/08/2023	Q&C Director
3.5	Removal of 2 points for Trainers Teachers and Assessors roles and responsibility regarding revisions packs sent to Training Director	End Point Assessment Stage	22/08/2023	Q&C Director
3.5	Updated sections and removal of Engagement involvement for Apprenticeships.	Break in Learning - Returns	22/08/2023	Q&C Director
3.5	Contact register formats – documentation accepted	Contact Registers	22/08/2023	Q&C Director
3.5	Mention of Typing updates to Administration on teams and the Quality team reporting the current total outstanding actions in the Quality meeting.	Caseload	22/08/2023	Q&C Director
3.5	Added section – Electronic Signatures	Electronic Signatures	22/08/2023	Q&C Director
3.6	Job title change – Quality and Compliance Officer to Manager	All Policy	07/11/2023	Q&C Director
3.6	Training plan section – added reference to the funding rules on when the training plan requires resigning.	Training Plans	08/11/2023	Q&C Director
3.6	Tutor responsibilities updated	Contact Registers	15/11/2023	Q&C Director
3.6	Removal of learner voice strategy as separate policy	Learner Voce strategy	15/11/2023	Q&C Director
3.7	Addition of AI	Examinations	17/01/2024	Operations Director