

### Section 1: Centre Details and Our Contact Details

Centre Details	
Centre Number:	8461189
Centre Name:	International Bible Training College
Centre Address:	Hook Place BURGESS HILL West Sussex RH15 8RF United Kingdom
Product Contact	
Name:	Gordica Karanfilovska
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Telephone:	01444 248 383
Product Number:	GROUP
Product Name:	Customised Qualifications
Actual Visit Date:	11 March 2020
Visit Duration:	1.0 day
Session:	2019/2020
DCS:	Maintained

Our Contact Details	
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Product Number	Product Name	Batches
CQ10855	Certificate in Applied Theology	805458363 (16)
CQ10856	Certificate in Missional Leadership	805473828 (1)

**Section 2: Previous Action Plan**

Has the centre carried out the actions agreed with the External Quality Assurer regarding:

	Fully actioned	Some action outstanding	No action taken	No action required
Management Systems and Administrative Arrangements				✓
Resources (Physical and Staff)				✓
Assessment				✓
Internal Quality Assurance				✓

**Feedback to centre**

The Centre received no actions at the last review in April 2019.

### Section 3: Management Systems and Administrative Arrangements

**For information:** Sections 3-6 are to be graded using the 6-point scale described below. The statements identify the systems/evidence centres have in place for the delivery, assessment and internal quality assurance of this product. Any actions identified will be highlighted in Section 9 of the report.

1 = Excellent (no action required)

2 = Meets requirements (recommendation identified)

3 = Discrepancies within tolerance (action required)

4 = Requirements Not Met (significant action required)

5 = Unsatisfactory (immediate action required)

6 = Not Applicable

		1	2	3	4	5	6
3.1	The centre's aims, policies and procedures in relation to the product are supported by senior management and understood by the assessment team	✓					
3.2	There are procedures in place to ensure effective communication systems between all levels of staff and in all directions (including satellites, placements and staff who work remotely)	✓					
3.3	Staff responsibilities, authorities and accountabilities of the assessment and internal quality assurance team across all assessment sites are clearly defined, allocated and understood	✓					
3.4	Time is allocated for regular team meetings for all staff involved in the teaching, assessment and internal quality assurance of the product	✓					
3.5	A staff induction and development process is in place for the assessment and internal quality assurance team	✓					
3.6	There are documented policies including but not limited to appeals, complaints, health and safety, safeguarding, malpractice and plagiarism, conflicts of interest and diversity and equality	✓					
3.7	The centre meets the proposed GLH within the specification (where appropriate)	✓					
3.8	There are appropriate staff, resources and systems necessary to support the accumulation and transfer of credits, the recording of exemptions and recognition of prior learning						✓
3.9	Learner personal data is collected and held in accordance with the Data Protection Legislation	✓					
3.10	Marketing and advertising of the product(s) is clear, accurate and not misleading and, where applicable, complies with our guidelines	✓					
3.11	The centre has a robust registration and certification process in place and registers learners in a timely fashion to allow for external quality assurance to take place	✓					
3.12	Learner claims for certification are correct and claims are valid	✓					
3.13	Where product(s) have been written and developed by the centre, there is a robust process in place to ensure the content is fit for purpose	✓					
3.14	Learner records and details of achievements are accurate, kept up to date and securely stored in line with our requirements and will be made available for external quality assurance visits and auditing	✓					
3.15	There is a process in place for withdrawing product and learners from us	✓					
3.16	The centre's achievements will be evaluated and reviewed and used to inform future product developmental activity	✓					

3.17	Feedback will be used to evaluate the quality and effectiveness of product provision against the centre's stated aims and policies, leading to continuous improvement	✓					
3.18	Requests are complied with from us or the regulator for access to premises, records, information, learners and staff for the purpose of external quality assurance or other monitoring activities	✓					

**Observations and feedback regarding management systems and administrative arrangements**

This Centre is a residential International Bible College in the UK who deliver Customised Qualifications to learners from around the world. The Certificate in Applied Theology qualification is delivered over two years and the Certificate in Missional Leadership qualification is delivered over 6 months.

The Principal, of the College, Elaina Whyte gave an update on what has happened over the year and developments across the whole of the college which was lovely to hear about. One of the main focuses has been reviewing the policies and ensuring that staff across the college take ownership and implement them on a day to day basis. This has included having meetings and staff training regarding this and minutes have been presented today, which has included actions on areas to develop, and ensuring that the policies are seen as working documents.

There has been an overview list of policies given today, alongside a booklet containing them. The booklet is dated with an approval date and the next review date, which is next month. Each policy is owned by different departments/area within the college, and this is recorded, alongside who should apply them, who should be aware of them and who should read them. Policies seen today: Admission, assessment which includes malpractice, and appeals, data protection which includes references to the GDPR, and the Centre gets each learner to complete a permission form to disclose personal and special category data, equal opportunities, health and safety, safeguarding, harassment, IQA, examination and invigilation, privacy, plagiarism, and complaints.

The Centre has confirmed that they have had a case of plagiarism since the last visit and they have followed the Centre's policy. Records have been kept to record incident, investigation and outcome which have been seen today. This has included the assignment being re-submitted and reassessed.

The Centre has confirmed there has been no conflict of interest with staff or learners.

Discussion regarding contingency plans for the Coronavirus and a strategy is currently being written as some learners are due to go home for the Easter break and this is not going to be possible. Also discussed self-isolation and implications due to the college being residential, alongside the flexibility regarding timetabling and exams.

At the last review radicalisation and prevent were discussed and the Centre have now put in place a general statement for this that includes extremism, terrorism and money laundering. This demonstrates that the Centre is committed to managing risk and dealing with the challenges that may arise within the day to day application. The Centre are intending to review this in April 2020 and to start developing a comprehensive policy to ensure process and procedure are put in place to support this commitment.

There is a clear organisational chart on who sits in which department, and there is a clear description of the role of the assessor, alongside a voluntary workers handbook.

Staff briefings are every Monday and minutes have been seen today and these include general updates of what is happening in the week, visitors, HR related topics and learner welfare. The Centre also implements management team meetings which include prayer, last minutes agreed, principals items, academic department which includes NCFE customised qualifications, marketing, premises, household departments, human resources, finance, building and land development, learner welfare, administration and AOB.

The Principal, Elaina Whyte has produced an annual report for the Directors and this has been presented today. This includes identifying the college's achievement and developments, across their different departments, creative ministry and mission involvements. There is a section that covers the NCFE customised qualifications, and this records what has been implemented and achieved, and future plans. This is written from a report that is completed by Gordica Karanfilovska who is the Academic Manager.

There is a clear process on recruitment in place and documentation has been seen, such as the application form. The learners have a form to declare any additional adjustments due to SEN. Recruitment was discussed with the two learners spoken too today and there was a clear understanding of how this works.

Becky Tonge goes out and completes awareness days regarding the College, and promotes the College at conferences. The website has been viewed today as well as both learners spoken too explained how they were able to access information through the site and then apply for the course.

The Centre has clear and detailed processes and procedure in place to ensure that management systems and administration arrangements are fit for purpose.

### Section 4: Resources (Physical and Staff)

		1	2	3	4	5	6
4.1	The product is adequately staffed	✓					
4.2	Assessors are occupationally competent and knowledgeable	✓					
4.3	Internal Quality Assurers are occupationally competent and knowledgeable	✓					
4.4	There is appropriate Continued Professional Development (CPD) provision for staff involved in the delivery of the product	✓					
4.5	Equipment and accommodation used for the purposes of assessment comply with the requirements of relevant business legislation and product requirements	✓					

### Observations and feedback regarding resources

Francesca Di Gioia is a new tutor. She has spoken at Church's and Conferences, as well as running the creative ministry for evangelism and performing acts for the College. She is a member of the Christian denominations and attends the national conferences. She also leads youth camps for the College and international. CPD record seen today records that she preaches in the chapel, and leads the evangelism and performing ministry. As well as being a tour guide in Israel over the Christmas break for Sharing the Gospel at the Garden Tomb.

Robert Mountford, Paul Hodgson, Simon Pastorello, Sonny Oliver, Elliana Whyte, Franco Grieco, Gillian Saunders, John Whyte, and Stefano Guaglione are all established staff.

CPD records have been seen and these have included reading, preaching at conferences at Women's Conference international, mission training, teaching youth studies, policy training, health and safety training. All staff volunteer within the College.

Becky Tonge is the IQA and CPD record seen includes social action for the creative ministry, teaches English within the College and privately. Trip to Ghana to the Kings Village Project.

Simon Pastorello is currently undertaking a MA in Leadership and is a pastor of a Church.

Within today's visit the Study Centre was viewed and this has two classrooms, which the learners have their own desk in, alongside a very extensive library. There are computers and teaching resources available. Display areas and information boards were seen. Toilet facilities were available within the Study Centre as not part of the main College building.

### Section 5: Assessment

**Assessors:** Francesca Di Gioia, Gillian Saunders, John Whyte, Simon Pastorello, Sonny Oliver, Stefano Guaglione

		1	2	3	4	5	6
5.1	The assessment is mostly: 1 = at the main site, 2 = at a satellite centre, 3 = in the workplace, 4 = via distance learning, 5 = blended learning	✓					
5.2	Assessors have full, up-to-date documentation	✓					
5.3	There is a planned programme of delivery and assessment methods available for the product which meets our guidelines	✓					
5.4	Information, advice and guidance about centre procedures and practices are provided to learners and potential learners	✓					
5.5	Learners' development needs are matched against the requirements of the product and an agreed individual assessment plan established	✓					
5.6	Learners have regular opportunities to review their progress and goals and to revise their assessment plan accordingly to meet their chosen product	✓					
5.7	Any achievement for Recognised Prior Learning (RPL) has been recognised, recorded and checked for appropriateness (where applicable)						✓
5.8	Assessment methods used are valid and reliable and allow access to assessment for learners	✓					
5.9	Assessment including any grading decisions have been applied in accordance with national standards as outlined in the specification	✓					
5.10	Learners receive regular verbal and written feedback after assessment	✓					
5.11	Each unit of assessed evidence is named, signed and dated by the Assessor and learner	✓					
5.12	Assessment records show accurate assessment tracking, progress and achievement	✓					
5.13	Adequate procedures exist to ensure secure and safe storage of current and completed learner assessment records and examination materials	✓					
5.14	There are suitable arrangements to administer exams to ensure compliance with our external assessment regulations						✓

### Observations and feedback regarding assessment

An example of the curriculum over a week has been presented today, alongside information for each unit delivered. There is a list of subjects that are completed in the first and second year for each customised qualification. There is an induction that is completed at the beginning of the year, alongside an induction checklist for learners which is signed and dated by all learners. This is alongside an additional checklist for any placements that the learners attend. The PowerPoint for the induction was presented today and this has included general information regarding NCFE, grading of assessments, types of learning activities, how to use the library, information regarding plagiarism, essay writing, and referencing. This is alongside a general induction, which given information about lectures, private study, examinations, and GDPR.

The learner receive a handbook which includes information regarding code of conduct, house regulations, training, research and study, health and safety, hygiene and practical, employment and church contacts, fees and financial regulations, IT access, confidentiality, and a statement of agreement which is signed and dated to demonstrate that the learner has understood and agreed.

The learners receive an information sheet that details how to organise their assignments and this consists of photos and clear written instruction. Alongside a general information sheet on how to structure an essay and some key words to support linking words and phrases.

The learners complete a learning plan and this has been developed this year and has become a personal learning journey to support more reflection by the learner. The learners are given a pre-assessment form for each unit/assessment which details how each part of the units will be assessed and marks given.

The learners receive a transcript of their achievements in regards to units and grades achieved at the end of their course and this clearly details the grading they have achieved, alongside their final grade. It also has a note section which clearly describes the course and how it is a non-regulated qualification through NCFE.

There is a procedure in place to support tutors relating to assignments and how these are implemented, and what happens at each stage. All tutors have received resources and syllabus at the beginning of the year to ensure they are well prepared. There is also a box file for each unit stored in the Study Centre for easy access.

Any assessment that is exam based is recorded on an exam documentation which has been seen today and exam policy is followed. Spoken to learners about this process and they were able to explain in detail the requirements of expectation and rules for the exam assessments.

Feedback by the assessor is linked to unit and learning outcomes, and this is clearly written, highlighting what the learner has done well, as well as areas to develop being identified to support the learner. Where the assessment is through exam based evidence the grade has been written against each question, and feedback has been given to the learner to support their development moving forward. There is a clear grading criteria that the assessors follow.

The assessment process is detailed, and demonstrates a clear trail to follow from beginning to completion.

### Section 6: Internal Quality Assurance

**Internal Quality Assurer:** Becky Tonge

		1	2	3	4	5	6
6.1	The Internal Quality Assurers are mostly: 1 = based at the main site, 2 = based at a satellite centre, 3 = freelance/home based.	✓					
6.2	An appropriate IQA strategy and sampling plan is in place which is reviewed regularly and corrective measures implemented	✓					
6.3	Suitable arrangements are in place to ensure adequate liaison, consistency and standardisation takes place across all sites including any satellite centres	✓					
6.4	Allocation of Assessor responsibilities are clear and meet the needs of learners and Assessors	✓					
6.5	Assessors have been provided with accurate advice and support to enable them to identify and meet their training and development needs	✓					
6.6	Assessors have been assisted with arrangements for learners with special assessment requirements (where applicable)	✓					
6.7	Assessors have been assisted in resolving disputes and appeals (where applicable)						✓
6.8	Assessors are provided with clear and constructive feedback on the use of different types of assessment methods, judgement of evidence and assessment decisions	✓					
6.9	Assessment is internally quality assured, and each unit of internally quality assured evidence is named, signed and dated by the Internal Quality Assurer	✓					
6.10	Sample dates are consistent with dates in the IQA sampling plans	✓					
6.11	Up to date records of internal quality assurance and feedback to Assessors have been maintained	✓					
6.12	Adequate time has been allocated to carry out internal quality assurance duties	✓					

#### Observations and feedback regarding internal quality assurance

There is an IQA and assessor policy in place and this details the purpose of IQA, records kept, EQA visits, requirements and role of the IQA and assessor, complaints and appeals, as well as the sampling rationale.

An IQA sampling plan is in place and this has all learners listed and the IQA has identified which assessment within each unit will be sampled. This is alongside a tracking sheet which has each unit listed, across assignment date given, student deadline for hand in, 2 week turn round for assessor/tutor feedback and actual date recorded when it actually happened, learners then add comments and then assignment and feedback goes to the IQA within 2 days, sampling take place and an IQA report is generated and date is recorded when sent to tutor.

IQA observations on tutor have taken place and these are recorded on a tracking sheet and date is recorded on when they have been completed across units. Record of observations have been seen today. Usually one within the academic year, however the new tutor has been observed twice. There is a clear narrative record on what has been observed, identifying good practice and areas to develop. Areas to develop are listed at the bottom of the report and then these are reviewed at the next observation.

The tutors submit their assignment task/exam to the IQA before it is given to learner and this is checked to ensure that it is fit for purpose. The IQA will sign and date it and confirmation is given that it is fit for purpose. Discussion held regard completing this only for any assignments that have changed from the previous year. Advised that a excel document could be used to record

this, rather than signing all the assignments every year.

IQA has taken on board recording more than one learner on the IQA form and this has worked well. The IQA is detailed, identifying good practice in regards to how it has been assessed and has given actions for development, which has now been put in an additional box.

Standardisation activities are incorporated within the staff meetings and management meetings to ensure that consistency across the customised qualifications is being met. ( See comments in Section3).

The IQA processes and procedures are robust, demonstrating a clear audit trail of quality assurance.

**Section 8: Learner Feedback**

**Product Number and Name:** CQ10855-CertificateinApplied Theology and CQ10856-CertificateinMissional Leadership

**How many learners have been spoken to as a part of the visit?**

2 one from each qualification

**Purpose – Has the product achieved its purpose for all learners interviewed?**

Yes. Both learners were really pleased with the choices they had made to complete the customised qualification. Felt that it really fitted in with what they wanted to achieved.

**Content – What did the learners interviewed think about the content of the product?**

Both learners had a good understanding of the content of the customised qualifications, and felt that the units/subjects they were covering were relevant.  
One of the learners is so pleased with their course that they said it had changed their life.

**Support – Did all learners interviewed receive a reasonable and appropriate level of support?**

Both learners could not say enough about how wonderful the support has been, especially how they have been made to feel welcome and have become part of a family. They both felt that the feedback given by the tutor was really supportive, and that the tutors were able to individualised and make reasonable adjustments that supported the learners.

**Validity of Assessment – Were the learners able to provide evidence of knowledge and understanding to justify the outcome of assessments?**

Both learners had a clear understanding of the assessment process. They were able to show this through presenting their portfolios, and detailing how units were planned, how their received feedback and how their grades were achieved.

**Section 9: Action Plan for Centre**

**Management Systems and Administrative Arrangements**

<b>Action:</b>	There are no actions required for this section
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**Resources (Physical and Staff)**

<b>Action:</b>	There are no actions required for this section
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**Assessment**

<b>Action:</b>	There are no actions required for this section
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**Internal Quality Assurance**

<b>Action:</b>	There are no actions required for this section
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**Section 10: External Quality Assurer/Head Office**

Action For	Action Required	By when
External Quality Assurer		
Head Office		

<b>Do you recommend continued approval for this product?</b>	YES
<b>Do you recommend continued approval for the centre?</b>	YES

**Section 11: Additional Information Sheet**

**Any additional comments regarding the visit**

The Centre was extremely organised for the review and it was good to discuss and have an update with the team. The team should be very proud of what they have achieved and the positive comments received from the learners.

It was lovely to join the College for lunch and talk to the staff and learners.

Section 12 has not been completed today as this Centre delivers their own customised qualifications.

The next review visit has been booked for 10/3/21

**Section 12: Centre Feedback**

We really value centre feedback and this is a great opportunity for you to tell us what you think of the product. All feedback will inform the product evaluation and help our Product Development team ensure the product is meeting its intended purpose.

<b>Product Number and Name:</b>	
<b>Do you think the product meets its intended purpose? If so, what 2 specific features did you like most about the product and if no, what prevented it from meeting its intended purpose?</b>	N/A
<b>Do you think the product meets the needs of you and your learner? Please explain how.</b>	N/A
<b>Do you agree that the number of hours we have assigned to Guided Learning and Total Qualification Time for this product are appropriate? If not, please explain your reason.</b>	N/A
<b>What are the typical progression routes for your learners after studying the product? Please be as specific as possible, including if the learners progress within the same subject area or different, progress to further study or employment.</b>	N/A
<b>What are your thoughts about the content and assessment of this product?</b>	N/A
<b>Do you intend to keep running this product? Please state your reasons for and against.</b>	N/A
<b>Is there anything we could do to make the product better? If so please give examples.</b>	N/A