

Section 1: Centre Details and Our Contact Details

Centre Details	
Centre Number:	8461189
Centre Name:	International Bible Training College (IBTI)
Centre Address:	Hook Place BURGESS HILL West Sussex RH15 8RF
Product Contact	
Name:	Gordica Karanfilovska
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Telephone:	01444 248 383
Product Number:	GROUP
Product Name:	Customised Qualifications
Actual Visit Date:	10 March 2021 (Remote)
Visit Duration:	1.0 day
Session:	2020/2021
DCS:	Maintained

Our Contact Details	
Customer Support Assistant	
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Business Development Account Manager	
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External Quality Assurer	
Name:	Lisa Chennell
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Product Number	Product Name	Batches
CQ11352	Diploma in Applied Theology	805548457 (40)

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 March 2020.

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 and there are an established NCFE Centre.

An organisational chart has been presented which depict who is who. There is a voluntary workers handbook that has been undated regarding COVID-19 and this outlines the roles and responsibilities of the voluntary and what is offered to them by the College. Alongside this are job descriptions for the Academic Manager, Academic Assistant, IQA and Assessor. Team meetings are regularly conducted and minutes have been provided today which include: delivery review due to Brexit and visa for international learners, considering changes to the delivery, offering different length of courses, Tier 4 license, new process regarding fee for re-issuing of transcript and diploma certificates for previous learners, staffing, policy reviews, engagement, risk assessments, learners returning home due to COVID-19 restrictions, finance, and new building project. There is clear actions at the end of each meeting, which are addressed at the following meeting. There are also staff briefings completed and minutes have been provided which include general information, as well as communication through emails, which have been shared today.

The Centre has a document that lists all the processes and documentation used for the NCFE customised qualifications and this includes, e-packs provided to each tutor at the beginning of the year that includes all documentation and process they will require for their role, setting up files, tracking sheet, IQA sampling plan, induction, registrations, assessment, supporting learners with additional needs, feedback forms, reflective practice forms, oral observations forms, lecture observations, IQA records, standardisations, reviews, end of year questionnaires and relevant policies. Alongside this the Centre have a document that explains the process for each form that they use, what ,how and when to use.

The Centre has extensive comprehensive policies which are dated and approved by the Board of Trustees. The plagiarism policy is now called the academic integrity policy and this has been seen today, alongside the following, however are not limited to: admission, assessment , conflict of interest, data protection with a data break report form, privacy, equal opportunity, invigilation, respect and dignity which includes the grievance reporting procedure , safeguarding which has detailed flowchart of processes to follow, general statement of preventing radicalisation, extremism, terrorism, criminality and money laundering, The policies have been reviewed and updated and this has been signposted by the text being highlighted yellow, giving a clear audit trail to follow. All policies are fit for purpose and adhered to the Awarding Organisations requirements.

There is a permission form for the disclosure of personal and special category data that is completed by all staff, volunteers, learners, sponsors, donors, and supporters and this adheres to the GDPR and Data Protection legalisation and these have been completed at the beginning of the course and gives permission for the learners to be video, which have been part of the evidence reviewed today.

Since last year the Centre have developed a selection of risk assessment for Covid-19 which has been imperative as they are a residential college and these have covered general areas, administration, academic and fire procedures, and are in line with Government guidance.

The Centre has declared that there is no current conflict of interest, there has been no incidences of plagiarism and no appeals since the last review.

The Centre have presented the weekly curriculum which clearly distinguishes between year 1 and year 2 learners and what is being delivered. Alongside this is the units and name of tutor delivered in each year, and a learner list for year 1 and year 2.

Discussion in regards to registration as previously the Centre registered learners when they started the second year, however have decided that learner should be registered in the first year moving forward as they were looking at applying for a Tier 4 license. It was also confirmed that the learners showing on the portal as registered in July 2020 and certificated in September 2020 were in fact the learners that were sampled at the last review. There has been some challenges with the system as the qualification had been reviewed and updated from a certificate to a diploma however the system was not showing this and the

learners were still registered on the Certificate for Applied Theology instead of a Diploma in Applied Theology. The Centre has been working with the customised department to ensure that the learners were registered and certificated correctly and this has been confirmed through the communication in the Centre's account.

The Centre has clearly detailed that the qualification is customised and upregulated in their advertising and adheres to NCFE guidelines.

Comprehensive surveys have been collated and data analysed for first year and second year learners, alongside one for the management of coronavirus which have been presented today. The Principal, Elaina Whyte has produced an annual report which gives an overview of the work of a principal through a culture based analysis and this covers all the areas of the college.

All evidence was uploaded in a timely fashion to compile with all requests..

The Centre has once again demonstrated strong management systems and administration arrangements to provided a good infrastructure. It is good to see how proactive the Centre has been when dealing with the challenges of the pandemic.

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

The Centre's staff are established, and they have taken on one new staff member since the last review. Lisa Corsino is the personal assistance for the Principal and Operations Director and is being trained to teach on the customised qualifications. CPD record seen and is studying for a BA in Theology, has completing some preaching and reading materials for specific subject areas.

CPD records have been presented and these include, however are not limited to: research and reading supporting subject areas taught, leadership training, placement supervisor to support learner studying BA in Theology, charity work, mentoring, forums, Leadership MA, Pastor of a church, leading bible studies, assemblies of God National Conference, member of the Europe Mission team, Biblical Hebrew, and Youth Conference.

The Centre have provided their employer and publicity liability insurance which expires in March 2021.

Section 5: Assessment

Assessors: Gillian Saunders, John Whyte, Simon Pastorello

		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

The learners have received a Health and Safety induction, alongside a Fire Drill practice as part of their student induction that includes all learners reading the Centre's policies. They also receive a general academic induction which includes how to use the study centre, lectures and private studies expectations, examinations, resources they will need, and information about GDPR. This is alongside an induction to their actual qualification that includes assessment feedback, grading, plagiarism, referencing, how to write an essay, inspections, and details about NCFE. Clear instructions are given on how to present their folders and evidence to ensure that it is easily accessible. These give a comprehensive overview of what the learner's course is going to be and the expectations.

There is a document that details the different grading and what each one looks like, along with % for marking assignments. As well as a clear syllabus for each unit stating the learning outcomes, assignment guidance, grading system, range and a recommended reading list. The learner also received a pre-assessment form which give details about specific assignments linked to learning outcomes, and what the mark is out of, with a target date for hand in, alongside assessment format guidelines.

The learner all receive a learning plan which is supported by two personal learning journey forms where the learners are encouraged to reflect on their learning experiences. For each assignment there is a learner statement that declares that it is their own work.

Evidence is presented in a variety of ways, such as oral, written and exams. Presentation evidence has been recorded via zoom when online delivery has taken place, and this was a good way to generate the evidence and in discussion it has been confirmed that all learners had given written consent.

Feedback is consistent and linked to the task/unit/learning outcomes, highlighting what the learner has achieved, and done well on, and areas to consider for developmental. It is good to see the learner is encouraged to make comments on the feedback forms as well. The learners receive a transcript once they have completed which details their achievements regarding units and grades.

The assessment process is well planned, and there is a clear trail demonstrating a complete assessment cycle. It is great to see that the assessment structure has been maintain throughout the pandemic.

Section 6: Internal Quality Assurance

Internal Quality Assurer:	Becky Tonge
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		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 internal verification and assessor policy that details the roles and responsibility of the assessor and IQA, sampling rationale, and appeals process. The tutors are observed as part of the quality assurance and there is an excel document that records when this has happened for each unit and a couple of the observations have been provided today.

There is a sampling plan for each year group, and this lists the subjects covered for each year, list the learners, and then which assignment will be sampled for which learner. Alongside this is a tracking sheet with each unit and the tutor recorded, with how many assignments per unit and if it is delivered in the first or second year. Hand in dates, dates for feedback, dates for IQA and which learner has been sampled is recorded. It also records if a resubmission has been entered.

The IQA feedback is per learner and is based on different type of assessments within each unit. The IQA form clearly records the assessment and learning outcomes, and samples the learning outcomes, evidence indicators, and feedback, alongside general comments regarding the assessor's practice. The IQA is detailed and records how the evidence has been produced, highlighting how the assessor has given feedback, recognising good practice and identifying areas to develop, for example encouraging the assessor to give written instruction on how to record group work.

There is support in place for learners that have additional needs and this is initially recognised through application, induction and the learner. Once a learner has been identified support is given, which consists of a support plan and ensuring that all staff

are aware so that individual needs are met. The evidence provided today shows clear communication and plans that have been implemented.

The IQA process has maintained it's robustness which is good to see over this challenging time.

Section 7: Learners Sampled

Batch No.	Product	Session	Status	Learner	Assessor	IQA	Units sampled	Expected Completion Year
805548457	CQ11352 - Diploma in Applied Theology	2020/2021	Mid	[REDACTED]	[REDACTED]	Becky Tonge	Working with Children - Unit 5 Assignment 1	N/A
805548457	CQ11352 - Diploma in Applied Theology	2020/2021	Mid	[REDACTED]	[REDACTED]	Becky Tonge	Homiletics - unit 7- Assignment 1	N/A
805548457	CQ11352 - Diploma in Applied Theology	2020/2021	Mid	[REDACTED]	[REDACTED]	Becky Tonge	Working Together Unit 5- Assignment 2	N/A
805548457	CQ11352 - Diploma in Applied Theology	2020/2021	Mid	[REDACTED]	[REDACTED]	Becky Tonge	Youth Studies- Unit 4 Assignment 1	N/A
805548457	CQ11352 - Diploma in Applied Theology	2020/2021	Mid	[REDACTED]	[REDACTED]	Becky Tonge	Homiletics - unit 7- Assignment 2	N/A
805548457	CQ11352 - Diploma in Applied Theology	2020/2021	Final	[REDACTED]	[REDACTED]	Becky Tonge	Pneumatology Unit 13 - Assignment 2	N/A

Reliability of Assessment: A = Assessment is as expected and fully consistent: No remedial action required by Centre

Section 8: Learner Feedback

Product Number and Name: CQ11352- Diploma in Applied Technology

How many learners have been spoken to as a part of the visit? 2

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

Did not know what to expect - pleasantly surprised. Loved the learning ,very useful developed my knowledge so much. Youth study - very passionate

Very happy with how things are going - see variety of the curriculum, love study - like the practical subjects. - real impact. Every lecturer is giving their heart to us - very passionate.

Managed the pandemic very well - online through zoom to enable to finish the curriculum - very impressed and happy.

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

Tailored perfectly to what we need- practical and academic side. Assignments encourage research and expand knowledge to formalise own ideas. Organised each subject .

Believe in the principal and staff, our learning skills and ability met. Empowered.

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

A lot of support given - accommodating with zoom. Support given for learners with mental health challenges- individual needs- catch up with lectures. Mentoring is given alongside the teaching. Guide you through. Carefully planned out.

2 days lecture then have longer time off. Rest. private study in the evening now rather than lectures which has reduced stress levels..

Written feedback is usually a week - very quick. Helps with developing skills for next assignments. What we have done well, what we can develop on.

Adjustments to the curriculum due to pandemic - more time to rest, not scared to change to accommodate level of stress which has been managed well.

Feedback is clear, if need more explanation can ask - positive debating to understanding the marks.

Very happy - overview of work given - sent a letter to the principal to thank her . Liked the idea of learner able to go to the rooms not used to stay the weekend.

Really committed to their vocation. Leading us for the future, feel I will be able to still lean on them when I leave.

Such a tight knit family, always asked to ask questions - really encouraged in a positive and safe environment.

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

Learners are asked to accept the mark and sign form. Goes to Becky and its logged so it is tracked. Know that the assignments are checked.

Section 9: Action Plan for Centre

Management Systems and Administrative Arrangements

Action:	There are no actions required for this section
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Resources (Physical and Staff)

Action:	There are no actions required for this section
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Assessment

Action:	There are no actions required for this section
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Internal Quality Assurance

Action:	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		

Do you recommend continued approval for this product?	YES
Do you recommend continued approval for the centre?	YES

Section 11: Additional Information Sheet**Any additional comments regarding the visit**

This review was well organised and facilitated by Gordica Karanfilovska. It was great to have the Team meeting with Eliana Whyte, Gordica and Becky Tonge to establish what had been happening since the last review. Feedback was given in the same way to Gordica and Becky and it was a pleasure to tell them how the two learners were so passionate and enthusiastic about the qualification and the support given by them.

It was good to discuss how they may change the format of the customised qualification due to Brexit and visa requirements and they have been advised to contact the Customised Team to talk through as intend to split the units to make two 6 months courses.

The next review has been booked for the 9th March 2022.

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.

Product Number and Name:	
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?	N/A
Do you think the product meets the needs of you and your learner? Please explain how.	N/A
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.	N/A
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.	N/A
What are your thoughts about the content and assessment of this product?	N/A
Do you intend to keep running this product? Please state your reasons for and against.	N/A
Is there anything we could do to make the product better? If so please give examples.	N/A