

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
Email:	gordica@ibti.org.uk
Telephone:	01444 248 383
Product Number:	GROUP
Product Name:	Customised Qualifications
Actual Visit Date:	9 March 2022 (Remote)
Visit Duration:	1.5 days
Session:	2021/2022
DCS:	Maintained

Our Contact Details	
Customer Support Assistant	
Name:	Customer Support
Email:	customersupport@ncfe.org.uk
Telephone:	0191 239 8000
Business Development Account Manager	
Name:	None
Email:	None@ncfe.org.uk
Mobile:	
External Quality Assurer	
Name:	Julie Owen
Email:	JulieOwen@ncfe.org.uk
Mobile:	07436125962

Product Number	Product Name	Batches
CQ11516	Level 4 Certificate in Applied Theology	805664700 (6)

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

Following the centre's previous Annual review in March 2021, there were no Actions or Recommendations.

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 for minimum of 3 years and will be made available for quality assurance reviews	✓					
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							
<p>This Centre is a residential International Bible College in the UK that delivers Customised Qualifications to learners from around the world and is an established NCFE Centre.</p> <p>An organisational chart has been presented outlining the whole team's role and responsibilities, the Senior Leadership, Management, Principal, Operations Director, Volunteers and Voluntary Workers.</p> <p>The team have clearly laid out roles and responsibilities to ensure the accountabilities of the assessment and internal quality assurance are met, through meetings, documentation, induction and training.</p> <p>There is a voluntary workers handbook that outlines the roles and responsibilities of the voluntary worker, what is offered to them by the College, alongside this is job descriptions for the Academic Manager, Academic Assistant, IQA and Assessor.</p> <p>Staff induction handbook given to all new staff members and voluntary workers includes background to the college, purpose, vision, core values, what the college can offer, training, accommodation (however, due to covid this is subject to change), insurance, expenses, dress code, personal behaviour, confidentiality, relationships, involvement in student curriculum, schedule, external employment, and church attendance. All new staff receive email communication with their induction checklist which is completed by both the new staff member and the IQA/Academic Manager.</p> <p>This includes the policies and procedures that the staff team attend and undertake, Health and Safety, Fire Safety, Equal Opportunities, Complaints, Harassment, Privacy, Data Protection, Safeguarding for Children and Vulnerable Adults, First Aid.</p> <p>A well-developed Curriculum planning, scheme of work set out over the weeks duration for the qualifications delivered has been made available today.</p> <p>Team meetings are regularly conducted and minutes have been provided today that detail the idea of an IBTC journal/magazine to be included on the website, to have input from the tutors, subject matter and particular topics, with a student corner as part of the journal. General housekeeping, such as new building certificates, electrical doors and opening day speakers.</p> <p>The Centre has a document that lists all the processes and information used for the NCFE Customised Qualifications including, E-packs provided to each tutor at the beginning of the year that includes all documentation, process and information 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.</p> <p>The centre has a document that explains the process for each form that they use, what, how and when to use it.</p> <p>The Centre has extensive comprehensive policies which are dated and approved by the Board of Trustees, updated annually, with approval and next review dates in situ:</p> <ul style="list-style-type: none"> Student Disciplinary Policy Safeguarding Policy General Statement of Risk Management for the IBTC Respect and Dignity Policy (Incorporating the Harassment Policy) Privacy Policy Examination and Invigilation Policy and Procedure Internal Verification and Assessor's Policy Health and Safety First Aid Statement Equal Opportunity Policy Data Protection General Statement of Conflict of Interest Policy for International Bible Training College (IBTC) 							

Assessment Policy

Admission

Academic Integrity Policy (Plagiarism Policy)

The policies have been reviewed and updated and this has been signposted on each procedure, a clear audit trail to follow. All policies are fit for purpose and adhere to the Awarding Organisations requirements, current legislation and guidance.

Students have clear and outlined induction processes welcoming them to the college, meeting the team, cultural induction, Admission policy, Health and Safety, Conflict of Interest, with reading prior to arriving and training online.

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 legislation and these have been completed at the beginning of the course and gives permission for the learners to be videoed, seen as part of the evidence viewed today.

As discussed previously at the Centres Annual review in March 2021, registration of learners took place when they started the second year, however, the Centre has now decided that learners are registered in the first year moving forward as they are looking at applying for a Tier 4 license.

The Centre Admission Policy has been reviewed and approved on 22.6.21, with the next review date this coming May 2022, review will take place regularly as and when necessary in response to feedback from students, changes to any practices, new requirements from regulatory authorities or external agencies or changes to legislation, to ensure that procedures continue to be consistent with regulatory criteria and are applied properly and fair.

Timeframe of courses

Two new six-month courses - Level 4 Certificate in Applied Theology and Level 5 Diploma in Applied Theology - will run concurrently from early January to early July, the Certificate course starting in January 2022 and the Diploma course in January 2023.

The deadline for submitting applications for these courses is 30th September for students needing a visa and 31st October for those who do not require a visa, with actual dates posted on the website each year.

Learner claims are current, correct and valid.

Comprehensive surveys have been collated and data analysed, for the first year 2020/2021, gaining feedback from students relating to the staff, support, welcome, information, feedback, communication, and personal needs, ongoing survey of the management of Covid situation, with a second-year survey with feedback regarding the overall experience at the college.

Products, all are clearly displayed detailing the qualifications as customised advertising and adhering to NCFE guidance.

The Centre demonstrate a strong Management system, IQA process, Administrative Arrangements providing a well-balanced infrastructure.

All evidence has been uploaded in a timely manner utilising our secure link.

I confirm there have not been any issues regarding compliance.

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, taking on new staff members since the last review, which includes Eliana Zucchi Whyte, as an Assessor/Tutor, Paul Hodgson Assessor/Tutor, Stefano Guaglione Assessor/Tutor, and Franco Grieco Assessor/Tutor.

CPD record seen and recorded below for the team since their previous annual review includes experience and reading materials.

Stefano Guaglione (Tutor on the qualifications forming today's review, however, as discussed they no longer work at the centre) Assessor/Tutor

BA Theology

Diploma Level 4 in Bible Theology & Mission Work Studies

English language Course

Bible School Certificate

Chartered Accountant High School Diploma

Experience in mission work in different parts of the world, providing Bible teaching in local churches, national and international, mentoring individuals and Christian leaders, gathering resources for individuals and church needs.

Eliana Zucchi Whyte

NCFE Assessor and Internal Moderator Training

Diploma in Christian Counselling

First Aid National Course

Christian Counsellor Theotherapy

Certificate in the Spanish Language

Training Course on Pastoral Care and Leadership

Diploma in Bible Theology & Mission Work Studies

English language Course

Media & Communication Technologies

Experience in internships and placements as a Children Teacher and Nurse planning daily activities, physical activities, counselling, pastoral care and Christian counselling, and mission work.

John Whyte

NCFE Assessor and Internal Moderator Training

Paul Hodgson

NCFE Assessor and Internal Moderator Training

Master of Theology with Distinction

Theological Diploma with Merit

Experience as a lecturer at the centre, previous experience as a Senior Pastor, Clerical Officer.

Rebekah Tonge

IQA

NCFE Internal Quality Assurance Training

Experience working with rough sleepers once a week, with Off the Fence Homeless Organisation, teacher of English, a clinical

caseworker for Public Health England and the NHS online, Private Teacher as a Foreign Language.

Gordica Karanfilovska
NCFE Internal Quality Assurance Training

Franco Grieco
Assessor/Tutor
Certificate in Applied Theology
Certificate in Applied Theology
Mechanic
Experience in leadership currently pastoring a church, with digital competence in information processing, communication, content creation, safety and problem-solving.

CPD:
Preaching to IBTI student body
Preaching at local church
2-day AoG Missions Forum: delegate
AoG Stronger Together Conference: delegate
Christlike Mission in Belgium: Leader
External Examiner in Chaplaincy
Teaching Hermeneutics
Platform discussion Group on Spiritual Gifts
Reading list:
"Pulling Down Strongholds"
"Life on Fire"
"Needless Casualties of War"
"Why Business Matters to God"
"Strategic Management: Thinking, Analysis, Action" 6th Ed.
Covid-19 Pandemics Modelling and Policy
Understanding Anxiety Depression and CBT
Orientation to Educational Neuroscience
PSHE Education
Understanding ADHD
Integrating Care
Depression Anxiety and Physical Illness
Read the following books:
The XYZ of Discipleship
To Hell with the Hustle
The Emotionally Healthy Leader
Christian Counselling by Gary Collins
2nd Year Counselling (BA Hons) Lecturing:
Christian Ethics
Christian Social Work
Working with Children
Preaching in Chapel
Creative Ministry involves working with rough sleepers in Brighton and leading students in this activity.

Certificate of Employers Liability Insurance
Policy Number 013696/03/21
Date of Expiry 24th March 2022

Public Liability Insurance
Date of expiry 24th March 2022

Section 5: Assessment

Assessors: Eliana Whyte, Franco Grieco, Gillian Saunders, Paul Hodgson, 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

Learners all receive Health and Safety induction, alongside Fire Drill practice as part of their student induction this includes all learners reading the Centre's policies, general Academic Induction which includes how to use the study centre, lectures and private studies expectations, examinations, resources they will need, information about GDPR, with an Induction to the qualification they are undertaking, which includes Assessment feedback, grading, plagiarism, referencing, Essay Template, how to write an essay, inspections, and details about NCFE.

Clearly laid out instructions on how to organise their Academic Folders to ensure how to present their folders and evidence is easily accessible, giving a comprehensive overview of what the learner's course is going to be and expectations.

The Centre has in place a clear procedure for supporting learners with learning difficulties, declaration forms for learning difficulties or special assessment requirements to support those who may receive Academic support with individual plans for those who may require special assessment support.

ILPs include the main areas of difficulty, performance effects, support required, the department, relevant staff support, review dates, with one learner currently receiving support for spelling, writing, and concentration, following the assessment from an Educational Psychologist support has been applied to ensure the learner has additional time for all exams, timed tests and writing.

All learners receive and comply with the storage of confidential information declaration for their support of them during their studies at the Centre in accordance with their individual learning support plan, which will be stored confidentially in line with GDPR regulations and maintained for two years after which they will be destroyed appropriately.

All Tutors/Assessors are made aware if any learners are receiving support for additional special assessment requirements which also includes their support plan, background, and things to be aware of to ensure full support is in place and understood.

All evidence is presented using a variety of methods which include oral, written and exams, essays, reports, projects, presentations, practical skills assessments, the presentation of evidence for the learners forming today's review include written evidence, with Assessment feedback in situ, all accompanied with the learner's/candidate statement declaration. Clear syllabus for each of the Units and Assignments, subject description, learning outcomes, assignment guidance, grading system and marking criteria laid out in percentage pass rates from Fail, Pass, up to Excellent and Outstanding. Learners receive recommended reading and support on producing a bibliography.

Assessment Tracking demonstrates the completion, grading, and final assessment across the learners for each course, depicting the date, marks for each assessment using the Marks Criteria as a guide using the percentages to calculate the overall grade as a percentage when assessments are completed.

All feedback is consistent, constructive and encouraging, linked to the task/unit/learning outcomes and assignment, highlighting what the learner has achieved, what has been completed well, with areas to consider or revisit and developmental points.

Learners offer feedback to their Assessor/Tutor, which is encouraging and good to see as well as the learner survey forms. The Assessment process is well planned, laid out, clear for all learners to access with a clear audit trail through the Assessment Cycle, signed and dated by both the Assessor and Learner.

Learners receive both written and verbal feedback as the two students spoken to as part of the review agreed. Tracking is done with the students knowing this and the syllabus, schedule, and at the end of each assignment, they have feedback from our Tutor.

The Centre has a well-developed Curriculum planning, scheme of work set out over the weeks duration for the qualifications delivered.

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 responsibilities of the IQA, sampling rationale, and appeals process, of the Assessors. 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 in place for each qualification, assignments, listing the learners, with tracking of each unit and Assessor recorded, assignments per unit, yearly delivered.

IQA feedback is per learner and is based on different types of assessments within each unit, learning outcomes, evidence indicators, and feedback. Developmental feedback to the Assessor in place, along with general comments, signed and dated by both the Assessor and IQA.

The Centre has in place a clear procedure for supporting learners with learning difficulties, declaration forms for learning difficulties or special assessment requirements, where learners receive Academic support with individual plans for those who may require special assessment support. ILPs include the main areas of difficulty, performance effects, support required, the department, relevant staff support, review dates, with one learner currently receiving support for spelling, writing, and concentration, following the assessment from an Educational Psychologist support has been applied to ensure the learner has additional time for all exams and timed tests.

All learners receive and comply with the storage of confidential information declaration for their support of them during their studies at the Centre in accordance with their individual learning support plan, which will be stored confidentially in line with GDPR regulations and maintained for two years after which they will be destroyed appropriately.

All Tutors/Assessors are made aware if any learners are receiving support for additional special assessment requirements which also includes their support plan, background, and things to be aware of to ensure full support is in place and understood. with support in place for Assessors.

Standardisation Team Meetings have continued with the following taking place:

IBTI Academic Meeting: January 25th 2022.

Academic Department Items:

IBTC Journal – Gordica introduced the idea of the IBTC compiling a journal/magazine (pdf) to go on the website with the input of tutors about a subject close to their heart and having a particular topic per issue e.g. refugees, suffering. To be distributed amongst students. A 'Students Corner' could also be a part of the journal. Discussion taking place around this subject.

Application Forms:

Franco suggested having one application form for both courses with an option in the form to specify which course the applicant is applying for. Franco would like the application form to be entirely electronic and completed on the website.

Discussion ensued about whether the applicant's pastor should sign forms initially when the applicant submits their application as well as provide a reference. Lisa wanted to ensure there is an option for applicants to keep a copy of their application form – Franco confirmed there is. Discussion around this subject was recorded.

Learning Support Needs:

Becky updated all present about a particular student's learning support needs.

Academic Policy Update:

Regarding class attendance and absence: amendments are to be made as a result of agreements between the team.

Matters arising include Electrical issues and reports, new building certificates, allowance for items, opening day speakers.

Confirmed today there has not been any Assessors/Tutors who have been assisted in dealing with appeals or disputes.

Section 7: Learners Sampled

Batch No.	Product	Session	Status	Learner	CAG/TAG	Assessor	IQA	Units sampled	Expected Completion Year	Booking Declaration
805548457	CQ11352 - Diploma in Applied Theology	2020/2021	Final	[REDACTED]		Franco Grieco	Becky Tonge	Pauline Letters Studies 1st Thessalonians. Unit 5. Assignment 1. Typed. Sampled.	N/A	
805548457	CQ11352 - Diploma in Applied Theology	2020/2021	Final	[REDACTED]		Eliana Whyte	Becky Tonge	Interpersonal Relationships. Unit 13. Assignment 2. Typed. Sampled.	N/A	
805548457	CQ11352 - Diploma in Applied Theology	2020/2021	Mid	[REDACTED]		Stefano Guaglione	Becky Tonge	Systematic Theology. Unit 12. Assignment 1. Typed. Sampled.	N/A	
805548457	CQ11352 - Diploma in Applied Theology	2020/2021	Final	[REDACTED]		Eliana Whyte	Becky Tonge	Introduction to Christian Counselling. Unit 11. Assignment 1. Typed. Sampled.	N/A	

805664700	CQ11516 - Level 4 Certificate in Applied Theology	2021/2022	Mid	[REDACTED]		Gillian Saunders	Becky Tonge	Working with Children. Unit 10. Assignment 1. Typed. Sampled.	N/A	
805664700	CQ11516 - Level 4 Certificate in Applied Theology	2021/2022	Mid	[REDACTED]		Paul Hodgson	Becky Tonge	Church History. Unit 12. Assignment 1. Typed. Sampled.	N/A	
805664700	CQ11516 - Level 4 Certificate in Applied Theology	2021/2022	Mid	[REDACTED]		Gillian Saunders	Becky Tonge	Working with Children. Unit 10. Typed. Assignment 1. Sampled.	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: CQ11516 Level 4 Certificate in Applied Theology

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?

Yes, everything was beyond my expectations.

Actually doing a great job, I am able to take some parts of the Academic side and apply them to my life and how I live my life, take forward into my life which is great.

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

Most of the time the content is applicable, it deepens on the subject overall I think 8 out of 10 mark.

Yes for what I did and in the lecture I have been able to apply to my life, living what you have learned in your daily life, I am learning a lot about the different subjects.

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

I think that I have come from my first year and now in my second year I have more autonomy to study and research, student welfare is good with good support when you need it.

I agree with the comments made by my peer, my class is only six students so small and I can see the support is always there for the questions support is there to answer any questions we may have.

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

Something that I really like is the fact that theology and my perspective is not always the right one so I need another perspective and other ideas and working with and understanding other cultures is something I can bring for myself. Case studies are good as you can independently research and make your own ideas, you can then think about what you think, your ideas and make up your mind through this and reading.

I agree and have really learned to be more open with a perspective and opinions of others, I have been able to really go deep in what I know with encouragement to dig deeper, and in a career way how I might be able to apply this and find out more about certain topics, encouragement is there to support.

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

Many thanks to Gordica Karanfilovska for the organisation for all evidence, information and documentation in a timely manner all uploaded utilising our secure link.

It was nice to meet Becky along with Gordica during the team meeting, along with two learners who gave lovely passionate feedback about the qualification they are completing and the support received.

As discussed today, Gordica feels that the form for Section 12 is not appropriate to apply feedback for their Customised Qualifications.

I wish you all well, please, contact your Regional EQA to arrange your next review.

Section 12: Centre Feedback (optional)

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