

### 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
Head of Centre	
Name:	Eliana Whyte
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Telephone:	01444 248 383
Review Details	
Review Date:	8 March 2023 (Remote)
Review Duration:	0.5 days
Centre Risk Status	
Status:	Low

Our Contact Details	
Quality Reviewer	
Name:	Jacqueline Fryer
Email:	jacquelinefryer@ncfe.org.uk
Mobile:	
NCFE Contact Details	
Email:	customersupport@ncfe.org.uk
Telephone:	0191 239 8000
Website:	ncfe.org.uk

#### QA Groups:

Customised Qualifications

### Section 2: Previous Action Plan

Has the Centre carried out the actions agreed with the Quality Reviewer regarding:

	Actions complete	Actions outstanding	No action taken	No action required
Management Systems and Administration				✓

### Feedback to the Centre

No previous actions

### Section 3: Management Systems and Administration

To continue to be approved to offer our qualifications, you must meet the criteria below.

		Yes	No	N/A
3.1	Aims, policies and procedures that are supported by senior management are in place and understood by the delivery and assessment teams	✓		
3.2	Sufficient work placements are available to learners and supporting policies and procedures are in place			✓
3.3	Recruitment and induction processes are in place for all staff involved in the qualification(s)	✓		
3.4	Processes are in place to ensure all staff are provided with accurate advice and support to enable them to identify and meet their training and development needs, via ongoing continuous professional development (CPD)	✓		
3.5	Procedures are in place to ensure effective communication and appropriate allocation of time for team meetings and standardisation activities between all staff involved in the qualification(s)	✓		
3.6	Responsibilities, authorities, and accountabilities are clearly defined, allocated and understood by all staff involved in the qualification(s)	✓		
3.7	Marketing and advertising of all qualification(s) is clear, accurate, not misleading and complies with our guidelines	✓		
3.8	Appropriate recruitment and registration processes are in place for learners	✓		
3.9	An enrolment and induction process which provides sufficient information, advice and guidance is in place for all learners	✓		
3.10	Processes are in place for the transfer of credits, the recording of exemptions and recognition of prior learning as required	✓		
3.11	Learners' development needs are matched against the requirements of the qualification, and are regularly reviewed in agreed individual assessment plans	✓		
3.12	A planned programme of delivery is in place for all active qualification(s)	✓		
3.13	Learner records and details of achievements are accurate, kept up to date and securely stored	✓		
3.14	Adequate procedures exist to ensure secure and safe storage of live and completed learner assessment records and examination materials	✓		
3.15	Adequate and compliant processes are in place for external and controlled assessment(s) which meet NCFE and JCQ requirements			✓
3.16	Processes are in place for withdrawing qualification(s) and learner(s)	✓		
3.17	Appropriate certification processes are in place for learners	✓		
3.18	Feedback is used to evaluate the quality and effectiveness of qualification(s) which leads to continuous improvement	✓		
3.19	Processes are in place to notify us of any changes that would affect the ability to maintain delivery or assessment of qualification(s)	✓		
3.20	A robust process in place to ensure that content is fit for purpose where Customised Qualifications are developed	✓		

#### Observations and feedback regarding management systems and administration

3.1 There is a named person responsible for updating policies and procedures, if there are any updates after the changes are made, they along with a named trustee, will finalise the updated version of the policy. Once policies are updated, they need to be finally approved at the Trustee Board meeting. Staff are informed of any changes during the regular Monday briefing. These are then shared via the Dropbox Shared Folder or in the File in the General Office (for staff) and in the File in the Library (for

students).

Policies and procedures reviewed today and fit for the purpose include;

Appeals, Provider Contingency and Adverse Effects, Complaints, Conflicts of Interest (COI), Equality, Diversity, and Inclusion (EDI), Data Protection including GDPR, Risk Assessment and Health and Safety, Learner Recruitment, Registration, and Certification, Learner support/protocol, Malpractice and Maladministration policy, Plagiarism, Safeguarding, Special Considerations and Reasonable Adjustments, Withdrawal of learner or qualification(s) from NCFE admissions and/or enrolment, Assessment and Internal Quality Assurance, and Exams.

Public Liability Insurance - AVIVA - Policy Number 013696/03/22

3.2 The centre does not offer placements. Learners are expected to have completed a two weeks placement prior to starting the course.

3.3 The centre follows robust recruitment processes, to ensure staff are qualified and competent for the post. The staff recruitment policy explains the processes for internal and external staff, and appointments are based on sound evidence and appointments are made on merit. References and qualifications are checked and are in place before new staff take up their role. A comprehensive induction checklist and staff handbook are in place to support new starters, who are supported through the mandatory processes. A buddy mentoring system is available to support new staff ensuring they are familiar with the centre's policies and procedures and NCFE specifications. Job descriptions clearly lay out the roles and responsibilities of the role along with the qualifications and industry experience required to adequately carry out the role.

3.4 CPD and qualifications are seen for all staff. Staff have taken part in many CPD opportunities to ensure skills, knowledge and practice remain relevant and up to date. Activities include working with the homeless, reading subject-related articles and books such as Teaching Systematic Theology, Running Social Action Events, attending Leadership Masterclass Conferences, Assemblies of God National Pastors Conference, Unlocking the creative brain – Dementia Care and Mental Health Awareness. Staff have attended NCFE assessor training in the past.

3.5, 3.6 A detailed organisational structure is in place. There are many policies and documents to show how staff are made aware of their roles and responsibilities. These include the staff handbook and academic integrity policy. Staff receive information via regular meetings, newsletters, and emails. Standardisation protocols are in place via the IBTI Procedure for NCFE Tutors' Paperwork Relating to Assignments. The IQA meets with assessors on a 121 basis to discuss any issues and sample learners' work and to ensure the course content remains relevant and up to date.

3.7 The centre market its courses in a variety of ways that includes social media, open days, IBTC journal and posters. The NCFE-accredited courses are clearly advertised with comprehensive details of what the courses entail and a list of the different types of learning activities, and the range of assessment methods that will be used.

3.8, 3.9 The centre provides a course outline for the two NCFE-accredited qualifications they deliver. The admissions policy supports learners when deciding what course to apply for. The course outline details the entry requirements, what the courses entail and how the course is delivered. Over the past year, the college has had to make changes to the programmes and reduce the length of the course. This is due to changes for international students and the length of time they can study abroad. Further information on this under 3.20. The courses are residential and on speaking to learners, they feel that there is a lot of support and guidance within the college. They are offered a mentor within the college but also encouraged to seek advice and support outside as well, this might be in the local community or the church. The learner handbook provides detailed information on the services and facilities throughout the college. The Student handbook explains the accommodation, training, study and research, health and safety and church contacts.

3.10 NA The centre does not use RPL on these courses as they are customised qualifications.

3.11 Learners needs are regularly reviewed and recorded throughout the course. There are several documents completed by the student, staff and peers including a mentoring form, personal development portfolio, personal learning journey and Ready Life Application.

3.12 A planned programme of delivery is in place, along with the course handbook. The centre holds academic group meetings and along with the IQA they are responsible for ensuring the course content is clear and fit for purpose.

3.13, The centre follows its data protection policy and keeps learner details for three years, in line with NCFE's requirements.

Learners' work is stored on the IQA's computer and is password protected. Learners' portfolios are kept in the classroom.

3.14, 3.15 The centre produces its own exam materials and once downloaded these are kept on-site in a locked cabinet. When the IQA receives the exam papers they print them out. Once they have been marked and the marks recorded, these are shredded.

3.16, 3.17, 3.19 The academic department is responsible for the registration, certification and withdrawal of learners as recorded in the Academic policy. Certificates are handed out during the graduation ceremony or if necessary, these are posted out by signed for delivery. Should a student be withdrawn from the programme, NCFE will be informed and their registration cancelled on the portal.

3.18 Learners are encouraged to complete the learner surveys. Information from these forms is used to improve the content and structure of the lessons and improve the learner journey.

3.20 The centre holds academic review meetings to ensure the integrity of the Level 4 certificates and Level 5 diplomas. Due to changes in visa status for overseas students, the centre has had to adjust the length of the courses from 9 months to 6 months. The course has been slimmed down without losing any of the content. Staff feel the course is now more focused and it has not impacted the content or learning outcomes for the qualifications. Changes introduced include students having a good level of English before applying, a two-week placement in a suitable setting taking place prior to enrolment and the comprehensive induction now taking place online before students arrive.

### Section 4: Action Plan for Centre

#### Management Systems and Administration

<b>Action:</b>	There are no actions required for this section
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### Section 5: Action for Quality Reviewer or Head Office

Action For	Action Required	By when
Quality Reviewer		
Head Office		

### Section 6: Additional Information Sheet

#### Any additional comments regarding the review

Thank you Eliana, Gordica, and Becky for facilitating today's review. It was lovely to meet you over Teams.

Following today's review, you will receive an engagement survey following your review which will be sent to your Programme Contact. Can the Programme Contact, if different from the contact facilitating today's review, please forward this survey to them? We really appreciate you taking the time to feedback.

Bright Surveys- how to improve customer engagement with these.



### Appendix A

#### List of products centre is approved to deliver with active registrations within the last 2 years

QA Group	Product Number	Product Name	Product Contact and email address	Number of Registrations	Number of Certifications	Date of Last Registration	Date of Last Certification
Customised Qualifications	CQ11516	Level 4 Certificate in Applied Theology	Gordica Karanfilovska gordica@ibt.org.uk	6	6	17 January 2022	22 June 2022
Customised Qualifications	CQ11569	Level 5 Diploma in Applied Theology	Gordica Karanfilovska gordica@ibt.org.uk	8	0	10 January 2023	