

Section 1: Centre Details and Our Contact Details

Centre Details		Our Contact Details	
Centre Number:	8461189	Customer Support Assistant	
Centre Name:	International Bible Training College (IBTI)	Name:	Customer Support
Centre Address:	Hook Place BURGESS HILL West Sussex RH15 8RF	Email:	customersupport@ncfe.org.uk
Head of Centre		Telephone:	0191 239 8000
Name:	Eliana Whyte	Business Development Account Manager	
Email:	eliana@ibti.org.uk	Name:	Micro Accounts
Telephone:	01444 248 383	Email:	
Qualification Contact		Mobile:	
Name:	Gordica Karanfilovska	External Quality Assurer	
Email:	gordica@ibti.org.uk	Name:	Jacqueline Fryer
Telephone:	01444 248 383	Email:	jacquelinefryer@ncfe.org.uk
		Mobile:	
Qualification Number:	GROUP	NCFE Contact Details	
Qualification Name:	Customised Qualifications	Email:	customersupport@ncfe.org.uk
		Telephone:	0191 239 8000
Review Date:	8 March 2023 (Remote)	Website:	ncfe.org.uk
Review Duration:	0.5 days		
Session:	2022/2023		
DCS:	Maintained		
Centre Risk Status			
Status:	Low		
Date Awarded:	8 March 2023		

Section 2: Previous Action Plan

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

	Actions complete	Actions outstanding	No action taken	No action required
Assessment				✓
Internal Quality Assurance				✓

Feedback to centre

There is no previous action plan for this centre.

Section 3: Assessment

Assessors: Daniele Recca, Franco Grieco

For information: Sections 3 and 4 are to be graded using the 5-point scale described below. The statements identify the systems/evidence centres have in place for the assessment and internal quality assurance of qualifications covered as part of this report. Any actions identified will be highlighted in Section 7 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)

N/A = Not Applicable

		1	2	3	4	5	N/A
3.1	The assessment is mostly: 1 = at the main site, 2 = at a satellite centre, 3 = in the workplace, 4 = via distance learning, 5 = via blended learning	✓					
3.2	Assessors have full and up to date information	✓					
3.3	There is a planned program of delivery in line with recommended TQT/GLH and appropriate assessment methods are in place	✓					
3.4	Any achievement of recognition of prior learning (RPL) has been recorded, and checked for appropriateness (where applicable)						✓
3.5	Assessment methods, equipment and resources used, are appropriate and are consistent with the Qualification Specification	✓					
3.6	Assessment including any grading decisions have been applied as outlined in the Qualification Specification	✓					
3.7	Learners receive regular feedback after assessment	✓					
3.8	Each unit of assessed evidence is named, authenticated, and dated by the Assessor and the learner	✓					
3.9	Assessment records show accurate tracking, progress, and achievement	✓					
3.10	Registrations and/or withdrawals have been completed in a timely fashion to allow for external quality assurance to take place	✓					

Observations and feedback regarding assessment

Learners receive a comprehensive student handbook; this explores the centre's policies and a general academic induction. Learners receive an induction in all areas of this residential course which includes information on the accommodation, health and safety rules, and fire drills. As part of the academic induction learners are offered a wealth of advice on how to use the study centre, lectures and private study, examinations, resources, information on GDPR, assessment feedback, grading, plagiarism.

guidance, grading system and marking criteria laid out in percentage pass rates from Fail, Pass, up to Excellent and Outstanding. Recommended reading, and how to reference and produce a bibliography is included in the briefs.

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

Feedback is consistent and encouraging. It is good to see learners' reflections on their work and how it has furthered their knowledge and understanding. The assessor's comments could be explored in more detail and linked back to specific areas of the work. This would highlight to the learner, not only what was good but why it was good.

There is a clear audit trail with learners receiving both written and verbal feedback. Learners spoken to as part of this review felt that the level was very good and that tutors spent time breaking down the assignment tasks where necessary simplifying the language used. They took time to explain any feedback given, either verbally, by email, or over the phone.

The Centre has a well-developed Curriculum planning, scheme of work set out over the weeks duration for the qualifications delivered. Due to changes in how long overseas learners can study in the UK, the courses have been streamlined and now run over 6 months instead of 9 months. The two-week placement now takes place before learners enrol on the course, and previously the comprehensive induction took place over the first few weeks and this now takes place online before learners arrive at the centre. Staff feel the courses now have a clearer more focused approach.

Section 4: Internal Quality Assurance

Internal Quality Assurer:	Becky Tonge
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		1	2	3	4	5	N/A
4.1	The Internal Quality Assurer(s) are mostly: 1 = based at the main site, 2 = based at a satellite centre, 3 = freelance/home based.	✓					
4.2	An appropriate internal quality assurance strategy and sampling plan is in place which is reviewed regularly	✓					
4.3	Suitable arrangements are in place to ensure effective meetings and standardisation takes place across qualifications and all sites	✓					
4.4	Allocation of Assessor responsibilities are clear and meet the needs of learners and Assessors and development is available continuously to support these responsibilities	✓					
4.5	Assessors have been assisted with arrangements for learners with special assessment requirements (where applicable)	✓					
4.6	Assessors have been assisted in resolving disputes, appeals or fitness to practise concerns (where applicable)						✓
4.7	Internal quality assurance of assessment decisions have been applied as outlined in the Qualification Specification	✓					
4.8	Assessors are provided with clear and constructive feedback on the use of different types of assessment methods and assessment decisions	✓					
4.9	Assessment is internally quality assured, and each unit of internally quality assured evidence is named, authenticated, and dated by the Internal Quality Assurer(s)	✓					
4.10	Sample dates are consistent with dates in the Internal Quality Assurer(s) sampling plans	✓					

Observations and feedback regarding internal quality assurance

The Centre has Internal Quality Assurance Policy and Processes in place. 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.

There is a Sampling plan in place for each qualification, and lists the learners, with tracking of each unit and who the assessor is. IQA feedback is based on different types of assessments within each unit, learning outcomes, evidence indicators, and feedback. Constructive and developmental feedback to assessors is in place, along with general comments, signed and dated by both the

Section 5: Learners Sampled

Batch No.	Qualification	Session	Status	Learner	CAG/TAG	Assessor	IQA	Assessment Method	Units sampled	Booking Declaration	Reliability of Assessment
805664700	CQ11516 - Level 4 Certificate in Applied Theology	2021/2022	Final			Daniele Recca	Becky Tonge	8	Written: The Identity of God - Pass 80%		A
805747764	CQ11569 - Level 5 Diploma in Applied Theology	2022/2023	Mid			Franco Grieco	Becky Tonge	8	Written: Pauline Letter Studies: 1 Thessalonian		A

Reliability of Assessment:	<p>A = Assessment is as expected and fully consistent: No remedial action required by Centre</p> <p>B = Discrepancies are within tolerance: Remedial action to be put in place for next session</p> <p>C = Discrepancies are outside the tolerance: Centre must re-assess all portfolios and a new sample will be requested to ensure action has been taken</p> <p>D = Assessment is very inaccurate and/or inconsistent: Centre must carry out required remedial action, and pay for an extra visit by the External Quality Assurer</p>
Assessment Method:	1 - Observation of Assessment, 2 - Observation, 3 - Professional Discussion, 4 - Simulation, 5 - Project, 6 - Witness Statement, 7 - RPL, 8 - Assignment, 9 - Work Product, 10 - Question and Answer, 11 - Reflective Statement, 12 - Case Study, 13 - Controlled Assessment

Section 6: Learner Feedback

Qualification Number and Name:	Level 5 Diploma in Applied Theology
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How many learners have been spoken to as a part of the visit?	2
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Purpose – Has the qualification achieved its purpose for all learners interviewed?
Yes, both learners agree the course has been beneficial in developing their knowledge and understanding. Although both are unsure of exactly what they want to do next they feel the course will support them in a number of career paths whether this is going on to complete undergrad courses, or going on to work with others.

Content – What did the learners interviewed think about the content of the qualification?
They thought the course content was good, detailed, and relevant. They believe it has given them a greater understanding of the theory behind each topic and a greater understanding of themselves and their relationship with God.

Support – Did all learners interviewed receive a reasonable and appropriate level of support?
Both learners felt the tutors and all staff at the centre had been supportive and offered the level of support needed. Both learners have English as a second language and felt the tutors simplified the language used in the assignment briefs and gave encouraging and developmental feedback.

Validity of Assessment – Were the learners able to provide evidence of knowledge and understanding to justify the outcome of assessments?
Yes, learners felt they had a deeper understanding and it would allow them to consider their next steps carefully.

Section 7: Action Plan For Centre

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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External Quality Assurance

Report

Section 8: Action by External Quality Assurer/Head Office

Action For	Action Required	By when
External Quality Assurer		
Head Office		

Section 9: Additional Information Sheet**Any additional comments regarding the review**

Thank you Becky and Gordica, for facilitating this review

Your next AMR and EQA is booked for the 7 March 2024 and will be a face to face visit

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.

Qualhub changes:

How to find the information you need

<https://www.ncfe.org.uk/qualhub>

Change of Contact Details:

Please complete this form to inform us of any change in details of your Head of Centre or Programme Contact for a qualification. Confirmation of these changes will be sent to a known centre email address to verify.

<https://www.ncfe.org.uk/qualifications/preparing-for-eqa/change-centre-contact-details/>

Support:

You can refer to our Support Guide to support your Centre where required:

<https://www.ncfe.org.uk/media/coedrku4/support-handbook.pdf>

Annual Monitoring Reviews:

NCFE will carry out an annual monitoring review each session to check that quality assurance policies and procedures remain compliant with NCFE's Centre agreement and approval criteria. The focus of the review is on management systems and administration of all NCFE qualifications with active registrations. Learner portfolios aren't sampled during this review. Further guidance can be found in the user guide to the annual monitoring review (AMR) report available on the NCFE website.

<https://www.qualhub.co.uk/delivery-and-learner-support/prepare-for-quality-assurance-reviews/>

Training and Support:

NCFE can provide training sessions for assessors and internal quality assurers. Bespoke subject- specific training is also available.

Further information on training and events can be found on the delivery and learner support page of the NCFE website, or alternatively, you can contact the quality assurance team.

<https://www.qualhub.co.uk/delivery-and-learner-support/support-visits-training-and-events/>

Customer Support Team:

NCFE's customer support team will support Centre's with approvals, registrations, the administration of external quality assurance reviews, external assessment, results and certification. If you can't find what you are looking for or need to discuss something in more detail you can contact the Customer Support Team through LiveChat, by emailing

If you would like to go back to see all the notifications that websites receive, they are on the website link attached here:
<https://ncfe.org.uk/customer-and-learner-support/service-messages/>

NCFE General Webinars and videos to support CPD:
<https://www.youtube.com/c/NcfeOrgUk/featured>

There are some 'free' resources you may wish to pass onto your learners which can be found on our QualHub.
The following link - <https://www.ncfe.org.uk/technical-education/technical-education-16-19/cache-alumni/> will take you to the CACHE Alumni page, which is an award-winning online professional membership network for care and education.

CACHE Alumni is for people and organisations in the care and education sectors. Experienced practitioners. Learners. Educators. Job seekers. Employers. Anyone with an interest in care or education. It's full of tools and resources to help achieve learning, career and business objectives.

CACHE Alumni support people and organisations with - Articles from sector experts. Career information and guidance. Sector news updates. Continuing Professional Development (CPD) Job search and qualification finder services. As the UK's leading sector specialists, we're committed to advancing educational practice in the sector and supporting engagement in the classroom to help you deliver even more engaging experiences for your learners. We provide a 'free' suite of virtual resources for learners. These immersive experiences simulate a practical experience to take learners beyond the textbook and support remote study.

Section 10: Centre Feedback (optional)

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

Qualification Number and Name:	Customised Qualification
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Do you think the qualification meets its intended purpose? If so, what 2 specific features did you like most about the qualification and if no, what prevented it from meeting its intended purpose?

The centre does not feel this section is relevant as they deliver customised qualifications.

Do you think the qualification meets the needs of you and your learner? Please explain how.

The centre does not feel this section is relevant as they deliver customised qualifications.

Do you agree that the number of hours we have assigned to Guided Learning and Total Qualification Time for this qualification are appropriate? If not, please explain your reason.

The centre does not feel this section is relevant as they deliver customised qualifications.

What are the typical progression routes for your learners after studying the qualification? Please be as specific as possible, including if the learners progress within the same subject area or different, progress to further study or employment.

The centre does not feel this section is relevant as they deliver customised qualifications.

What are your thoughts about the content and assessment of this qualification?

The centre does not feel this section is relevant as they deliver customised qualifications.

Do you intend to keep running this qualification? Please state your reasons for and against.

The centre does not feel this section is relevant as they deliver customised qualifications.

Is there anything we could do to make the qualification better? If so please give examples.

The centre does not feel this section is relevant as they deliver customised qualifications.