

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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Qualification Contact	
Name:	Gordica Karanfilovska
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Telephone:	01444 248 383
Qualification Number:	GROUP
Qualification Name:	Customised Qualifications
Review Date:	7 March 2024 (Visit)
Review Duration:	0.5 days
Session:	2023/2024
DCS:	Maintained
Centre Risk Status	
Status:	Low
Date Awarded:	7 March 2024

Our Contact Details	
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External Quality Assurer	
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NCFE Contact Details	
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Telephone:	0191 239 8000
Website:	ncfe.org.uk

Qualification Number	Qualification Name	Batches
CQ11516	Level 4 Certificate in Applied Theology	805822224 (6)

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

At the last review conducted by Jacqueline Fryer on 8 March 2025, no actions were set, therefore the No Action Required boxes have been ticked.

Section 3: Assessment

Assessors: Gillian Saunders, Paul Hodgson

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

This EQA review has taken place to sample students on two customised qualifications, Level 4 Certificate in Applied Theology and Level 5 Diploma in Applied Theology, to allow for DCS to continue. This sample has been created using the NCFE sampling strategy. Assessors and IQAs are voluntary and assessment takes place on-site. This remote review has been facilitated by Rebekah Tonge who has given access to all of the requested students and relevant documentation. The college adhered to the EQAs chosen sample. 3.1

The syllabus for each course consists of a subject description, assignment briefs with command verbs, learning outcomes, recommended reading, and how to include a bibliography and add references. The grading system and marking criteria show the percentage rates and how these link to the grades of fail, pass, good, very good, excellent, and outstanding. The College has a well-developed curriculum planning, and scheme of work set out over the weeks duration for the qualifications delivered. Due to changes in how long overseas students can study in the UK, the courses have been streamlined and now run over 6 months instead of 9 months. Staff feel the courses now have a clearer more focused approach. 3.2, 3.3

The courses are residential and are delivered in classrooms on-site. Students receive a comprehensive student handbook, which details the house regulations, information on the accommodation, health and safety, fees, use of the internet and social media, and training, research and study, assessment schedule, student calendar, grading, plagiarism, referencing, and essay writing. All students have use of a library and computers to support private study. 3.3

The college confirms that Recognised Prior Learning (RPL) has not been used for any of the final students sampled today. 3.4

The colleges' reasonable adjustments procedure supports students with learning difficulties and ensures tutors/assessors are made aware if any additional support or special assessment requirements are required. Assessment methods, equipment, and resources used are appropriate and consistent with the syllabus specifications. Assessors use a variety of assessment methods including, written assignments, oral assessments, projects, written exams, and reflective practice. Assessors base their assessment decisions on the correct specifications and standardisation meetings ensure any discrepancies are discussed and managed. Assessment tracking demonstrates the completion, grading, and final assessment across the students 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. From the evidence viewed today and from discussions with the college, no maladministration or malpractice has taken place with this cohort of students. 3.5, 3.6

It is clear from the evidence sampled in this review that students receive effective feedback. Assessors give written and verbal feedback to explain how students have met the criteria. Students spoken to as part of this review felt that the level of support 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. Positive comments support and motivate students, such as 'This is an excellent timeline', 'I can see you have worked hard on this and thought about the subject', and 'Well done'. 3.6, 3.7

Assessors praise students when they make clear links from theory to practice and explain how well the student has shown an adequate understanding of the subject while commenting on how they could improve the structure of their essay writing at Level 5. The college explains they conduct plagiarism checks, command verbs are met, spelling is picked up on and students are reminded how to add references and a bibliography to their work. 3.7

There are clear audit trails in place and work is signed and dated by all parties promptly. Summative feedback is provided to the student. 3.8, 3.9

There is a named person responsible for withdrawing students from the course and the NCFE Portal when necessary. This is carried out promptly. 3.10

Through the evidence sampled today, it would appear everyone has a full understanding of their role in assessment and verification. I agree with the decisions made and I am confident that based on today's evidence the certification claims will be a true reflection of the student's achievements.

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

Internal Quality Assurance is mainly carried out at the main site. 4.1

The college has Internal Quality Assurance Policies and Processes in place, implemented at this review. The IQAs agree judgements and planning confirm sampling has taken place across a range of units. IQA feedback confirms the validity, authenticity, sufficiency, and reliability of the assessment decisions. By using a selection of assessment methods throughout the qualifications, IQAs ensure the integrity of the judgements made. IQA activities are completed very quickly after the student's work is marked by the assessor. However, the college could relook at the current sampling spreadsheet, to show more clearly the range of assessment methods the IQA uses o sample students' work across the qualifications.4.2, 4.10

Team and standardisation meetings regularly take place and the allocation of assessors' responsibilities is discussed and the needs of the students are met. Observations of training are conducted by the IQA and findings are discussed with the member of staff involved. Staff regularly conduct CPD activities, and CDP logs are seen to support this. Activities include reading books such as The Gender Revolution, Book of Esther, Pedagogical Approaches to Learning and Teaching; Attending conferences such as God National Conferences, Running Social Acton Groups, and attending training on Working with Trauma.4.4

The college confirms they have not needed to assist students with any special requirements 4.5

The college confirms they have not been involved with any appeals, disputes, maladministration, or malpractice with the current cohort. 4.6

IQA feedback shows the IQA praising the assessors for the detailed work submitted by the students, demonstrating their understanding, knowledge, and competence. Comment to assessors is clear and supportive and offers praise when the assessor

has signposted the student to additional resources to support their academic writing or research. Clear audit trails are in place with feedback promptly dated and signed by all relevant people. They agree with the assessor's feedback to the student and that it is reliable, valid, sufficient, and authentic. 4.7, 4.8, 4.9

Following the sampling of college assessment and grading decisions I can confirm these have been made following the standards set out in the qualification's syllabus.

Section 5: Learners Sampled

Batch No.	Qualification	Session	Status	Learner	Assessor	IQA	Assessment Method	Units sampled	Booking Declaration	Reliability of Assessment	Country
805664700	CQ11516 - Level 4 Certificate in Applied Theology	2021/2022	Final	DAVIDE IANCU	Paul Hodgson	Becky Tonge	8	Essay Church History 1.1, 2.1		A	
805747764	CQ11569 - Level 5 Diploma in Applied Theology	2022/2023	Final	LEAH TOCCI	Gillian Saunders	Becky Tonge	8	Essay Christian Social Action 1.1, 2.1, 2.2		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:	805664700 (CQ11516)
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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, the students feel the course is very worthwhile and it is giving them a lot to think about in regards to their next steps.

Content – What did the learners interviewed think about the content of the qualification?
They are enjoying the subjects on the course.

Support – Did all learners interviewed receive a reasonable and appropriate level of support?
Students felt all staff were supportive and approachable and were there is help was needed with anything. They could speak with them face to face or email the tutor if necessary.

Validity of Assessment – Were the learners able to provide evidence of knowledge and understanding to justify the outcome of assessments?
Students were able to tell me what the course meant to them and how they felt it would support them in their next steps.

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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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

My thanks to Becky and Gordica, for facilitating this review.

DCS remains in place for both qualifications.

Your next review is scheduled for the 4 March 2025

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.

CPD:

CPD links to NCFE Training

<https://www.ncfe.org.uk/qualifications/delivery-support/training/>

<https://www.youtube.com/c/NcfeOrgUk/featured>

Service Messages

This area is regularly updated with the latest information about our products, qualifications, processes and more.

<https://www.ncfe.org.uk/customer-and-learner-support/service-messages/>

Skills for Care's additional assessment principles guidance for adult social care qualifications

Skills for Care and the Joint Awarding Body Quality Group, have produced a guidance document to support best practice in maintaining standardised approaches and to uphold the rigour and integrity of qualifications in the sector.

<https://www.ncfe.org.uk/customer-and-learner-support/service-messages/skills-for-care/>

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>

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 customersupport@ncfe.org.uk or by calling 0191 239 8000.

Fees and Pricing:

The current fees and pricing guide is available on the policies and documents page on the NCFE website.

<https://www.qualhub.co.uk/policies-documents/mandatory-policies-and-fees/>

fees and pricing document for 2022-23

Additional EQA reviews:

Additional EQA reviews can be requested once you've used up your 2 free reviews for the session, information on this can be found on the NCFE website:

<https://www.ncfe.org.uk/qualifications/preparing-for-eqa/additional-eqa-request/>

Form if a centre want to lapse their provision

<https://www.ncfe.org.uk/centre-lapse-request/>

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:

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?

N/A

Do you think the qualification 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 qualification are appropriate? If not, please explain your reason.

N/A

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.

N/A

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

N/A

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

N/A

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

N/A