



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College ODBL Full Inspection

NAME OF INSTITUTION: North Cotes College

ADDRESS: Kenneth Campbell Road
North Cotes
Grimsby
Lincolnshire
DN36 5XU

HEAD OF INSTITUTION: Dr Daniel Moore

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full one-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 19 July 2021

PART A – INTRODUCTION

1. Background to the institution

North Cotes College (NCC/the Institution) is owned by New Tribes Mission-UK (NTM-UK). NTM-UK was founded in 1942, and specialises in working in remote areas of the world where people request Christian missionaries to come and translate the Bible, and its message. NCC trains vocational missionaries, offering courses in Biblical Studies, Cross-Cultural Communications and Advanced Linguistics.

NCC is located on an ex-RAF base at North Cotes, Grimsby, Lincolnshire in the United Kingdom (UK). The premises are on a 40-acre site with buildings and facilities that provide a conducive environment for learning and relaxation.

The vocational training at NCC is primarily for those wishing to train as missionaries with NTM-UK or its global partners. Other organisations can refer candidates to train at NCC before returning to work with their own organisations. NCC's aim is to enable Christians to study the Bible and to learn how to communicate its message to those of other cultures and languages.

NCC is the training arm of NTM-UK. The Head of College is supported by the senior management team, and reports to the Board of NTM-UK, which is a registered charity.

The Biblical Studies programme was run at Matlock Bath, Derbyshire in the UK, from 1980, until NCC moved to its current location in 1999. The Cross-Cultural Communications course was added in 2000, and the following year the Advanced Linguistics course was added as further training for those who had completed the Cross-Cultural Communications course and showed aptitude for more advanced linguistic training.

All courses are usually delivered in person. In the last year, some classes have been delivered online. A few students are still able to access teaching and learning remotely by logging into the in-person sessions, which are streamed.

2. Brief description of the current provision

NCC offers three courses. These are Biblical Studies, Cross-Cultural Communications and Advanced Linguistics. Normally, all courses are delivered in person. However, currently, some classes are delivered online. NCC also uses a blended approach, where classes are delivered in person, with some students joining classes online by video-conferencing.

The one-year Biblical Studies course is open to students who wish to study the Bible. Those who wish to continue, can progress to the one-year Cross-Cultural Communications course, which provides training in the practical, academic, ethical and technical aspects of being a missionary. Candidates need to acquire a range of knowledge and practical skills that will enable them to live and function in a remote location, where they learn language and culture in order to serve and help the people there. The course provides preparation for living, for several years, within communities with no written language, and learning from them their language, their culture, and the way they think. An alphabet is then produced and people in the community are taught to read and write their own language, with the benefit of enabling them to preserve their unique identity. Following this, the Bible is translated into their language and its core message explained.

The Advanced Linguistics course provides advanced training in the linguistic skills needed to create an alphabet for the first time in a previously unwritten language. Training is also provided in how to investigate and understand advanced phonemic and grammatical problems.

The total student capacity is 75. There were 47 students enrolled at the time of the inspection, of whom nearly half are male. All students are over 18 years of age, and most come from the European Union (EU). The majority of the students are from Germany. Other countries represented are Belgium, Italy, Switzerland, the UK and the Netherlands. NCC accepts married couples with families as well as single students, and accommodation is provided on site.

Applications are received throughout the year, with courses starting in September. There is a formal application process, and entry requirements include English language at level 5.5 from the International English Language Testing Service (IELTS) or equivalent.

3. Inspection process

The inspection was carried out online, over two days, by one inspector. Meetings were held with the Head of College, Deputy Head of College, College Co-ordinator, Administrator, Head of Maintenance, Health and Safety Supervisor, Registrar, Publications Manager, Student Welfare Officer, course managers, teaching staff and the Chair of the Board. Students were interviewed, teaching and learning were observed and documentation was scrutinised. Premises, facilities and residential accommodation were inspected by means of a live video link. The Institution co-operated very efficiently with the inspection and made all necessary information readily available.

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

- | | | | |
|-----|--|---|-----------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | Senior managers have an understanding of the special requirements of online, distance and blended learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.4 | There are clear channels of communication between the management and staff, especially those working remotely. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution is managed very effectively. There is a clear organisation chart and the management structure of NCC is clearly defined and documented. The Head of College is supported by a small management team and reports to the NTM-UK Board. Course managers take responsibility for their own courses and the Head of College provides liaison and oversight through the College Committee.

The Head of College and other senior managers are well qualified and experienced, and understand the special requirements of Online, Distance and Blended Learning (ODBL). They are able to use a mixture of remote learning methods, as appropriate. As a result, the students experience an effective learning experience.

Communication between management and staff is effective and includes in-person and remote meetings and e-mail. Consequently, the staff have a good understanding of the Institution's priorities.

There are regular course team meetings and general staff meetings where minutes are taken, and actions recorded. Relationships between staff are excellent and they work very well together to achieve the Institution's goals.

2. The administration of the institution is effective

- | | | | |
|-----|--|---|-----------------------------|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are well documented and effectively disseminated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.6 | Student and teaching staff records are sufficient, accurately maintained and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

2.7	The institution has a robust security system and policies in place for protecting the data of its students and teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.8	The institution has processes through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.9	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, teaching staff and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.10	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administration is effective. Administrators are well qualified and experienced and are meticulous in fulfilling their responsibilities. The size of the administrative team is well matched to the day-to-day needs of the Institution. There are currently three full-time administrative roles of College Co-ordinator, Administrator and Receptionist, and two part-time roles of Personal Secretary and Registrar. The staff in these roles work well together to ensure the smooth running of the Institution.

Administrative support is well understood and documented, with clearly defined roles. Policies and systems are documented and disseminated well orally and in writing. Consequently, staff and students are clear about the Institution's expectations.

Data-collection systems are thorough and the staff and student records are accurate and up to date and meet data protection requirements.

Processes to verify students' identities and backgrounds are extremely thorough.

NCC has access to appropriate Information Technology (IT) support to ensure that systems are operational. Support is available to those on site or working remotely.

All enquiries from students are handled promptly and staff ensure that any necessary support is provided. NCC shares the campus with the NTM-UK headquarters, which provides shared administrative benefits.

3. The institution employs appropriate managerial and administrative staff

3.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications claimed are verified before employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The institution has a robust teaching staff recruitment system that is designed to ensure the safety of the students. The recruitment process for teaching staff working remotely includes a face-to-face interview using a suitable online communication platform.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.4	There is an effective system for regularly reviewing the performance of staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Recruitment and selection processes are effective in attracting, retaining and supporting well-qualified staff with relevant experience in their specialist field.

Before employment, all relevant pre-employment checks are carried out and include the checking and verification of experience and qualifications as well as obtaining references.

The system for recruiting staff is robust and ensures student safety. Interviews are carried out in person or remotely.

Managers provide good oversight and direction. A formal appraisal system has recently been introduced and is now in use to enable performance reviews to be documented appropriately. As a result, the staff know what they are doing well and what they need to do to improve.

4. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum

4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No

4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

NCC's website is clear and easy to navigate. It provides an accurate description of the range of courses on offer. Images provide a good picture of NCC's location and premises. As a result, students are able to gain a clear impression of what to expect when they arrive at the Institution.

5. The institution takes reasonable care to recruit and enrol suitable students for its courses

5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. Yes No

5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. Yes No

5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. Yes No

5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA

5.5 Students receive a proper initial assessment that includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No NA

5.6 Students are made aware of the necessary level of digital literacy required to follow the stated programmes. Yes No

5.7 The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

NCC takes great care in recruiting and enrolling suitable students on its courses. Entry requirements are clearly specified and include the need for English language competency at IELTS level 5.5 or equivalent.

Prospective students undertake a formal application process that includes an application form, references and interview. Applicants also undergo identity and police checks. The Registrar maintains regular contact with applicants throughout the application process and verifies qualifications and references.

Students receive clear information regarding course requirements. Initial enquiries receive an immediate response. Applicants are advised of timescales between making an application and being advised of the outcome.

Appropriate initial assessment is carried out that is based on IELTS scores for reading, writing, speaking and listening. As a result, any additional support required can be put in place.

The Institution ensures that students are aware of the digital literacy skills that they will need for study. Students are also made aware that they are responsible for checking that they have the required skills to complete the course for which they have applied.

6.	There is an appropriate policy on student attendance and effective procedures and systems to enforce it	
6.1	There is an appropriate, clear and published policy on student attendance and punctuality.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.3	Student absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be: Met Partially Met Not Met

Comments

The student attendance and punctuality policies are clear and strictly enforced. Assessment grades are lowered as a result of unauthorised absence or more than one episode of lateness. Attendance and punctuality rates are therefore extremely high.

Thorough and accurate records of attendance are kept for each course. Each class has a student appointed to record attendance, which is reviewed weekly by the Receptionist and collated electronically onto a spreadsheet. Teaching staff review the attendance records prior to their weekly committee meeting so that any issues can be discussed and appropriate action taken.

7.	The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary	
7.1	The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	There is a mechanism for reporting on the institution's response to the feedback to the student body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be: Met Partially Met Not Met

Comments

NCC has effective mechanisms for obtaining feedback and takes appropriate action where necessary. There are highly effective systems that ensure that students' needs and aspirations are recognised and supported. All students have regular meetings with their personal tutor during which all areas of life at NCC are discussed. There is also a system of dormitory assistants who support students in the residential accommodation and report any issues or concerns to managers. Students are asked to complete an electronic questionnaire at the end of each module, although take-up of this is low.

Staff have regular meetings at which feedback is elicited and appropriate action taken. Feedback is obtained from global partners where ex-students are working in the field. Annual meetings are held with partner organisations, many of whom act as sponsors. Ex-students also provide feedback regarding the most valuable aspects of their training and how to update courses to prepare students to meet new circumstances in the field. Acting on the feedback, the Institution is able to continuously improve the effectiveness of its training.

Written feedback questionnaires are used for academic courses, and these are analysed for each course. Opportunities are missed to collate and analyse the feedback across the provision in order to provide an overarching overview over the whole provision.

All feedback responses are submitted to the College Co-ordinator, who collates the information and passes it to the appropriate Course Committee to discuss. Appropriate is action taken where improvements are needed.

Students in the class group that submitted the feedback receive an e-mail detailing the Institution's response to their feedback. There is no mechanism to convey a wider, whole-institution, response on what has been done with regard to the feedback.

8. The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement

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|-----|--|---|--|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Reports are compiled at least annually, which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

There are effective systems for reviewing and evaluating all aspects of the Institution's performance. The weekly Course Committee meetings, and overarching College Committee, have a good overview of the provision and take any necessary actions for improvements.

The results of data collection are collated and discussed at team meetings and at the College Committee. Appropriate actions are then taken to make improvements.

Annual reports are compiled for NTM, which provide a good assessment of the year and the challenges faced, but these reports do not have a focus on educational issues. The Institution completed a thorough self-evaluation report in preparation for the inspection, which successfully identified areas for improvement.

8.2 Opportunities have been missed to base evaluations on robust data from across the provision in a format that enables year-on-year analysis of student satisfaction, retention, achievement and completion, and identifies areas for development. This limits opportunities to gain an effective overview of the educational provision and identify areas for development.

Relevant action points are agreed by the appropriate NCC committee team.

8.3 Formal action-planning that is specific, measurable and regularly evaluated and reviewed is not yet fully established. Opportunities are therefore missed to review and evaluate progress.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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|-----|---|---|-----------------------------|
| 9.1 | There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and assessment and management of the teaching staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

Academic management is effective. There is a suitably qualified manager with experience in delivering ODBL who provides effective managerial support for teaching staff.

All classes are timetabled efficiently, with appropriate rooms allocated for the courses.

Each module has an allocated lecturer with excellent subject knowledge and experience, to ensure the consistency of the teaching and learning.

Academic resources are readily available. A resources budget is made available before a course commences. Requests for additional support materials are discussed at the relevant Course Committee so that these can be approved and the necessary procurement undertaken.

10. The courses are planned and delivered in ways that enable students to succeed

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|------|--|---|-----------------------------|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills that will be required for final examinations or assessments. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.2 | Programme designers make effective use of appropriate teaching aids and learning resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.3 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.4 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.5 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.8 | The institution uses appropriate and readily accessible technology to optimise interaction between the institution and the student and enhance instructional and educational services. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Courses are planned and delivered in ways that enable students to succeed. Modules are designed to ensure that students are prepared effectively for their future vocation. Teaching is classroom based over a five-day timetable, with an average of 22 hours a week. Students are able to complete their assignments successfully and develop the required knowledge and skills.

Good use is made of appropriate teaching and learning resources.

All students are provided with course and module plans that provide course descriptions, learning objectives and assignment information. This allows students to reflect on the material and prepare accordingly. All assignments are assessed by NCC and there is no external awarding body.

There are no formal examinations. Students complete regular written assignments on the material taught and receive constructive feedback on their progress so that they know what they need to improve.

Students are encouraged to develop their own independent learning skills. They are provided with additional recommended reading and homework assignments.

An assignment schedule is made available, in advance, to enable students to plan and prepare effectively.

Students' individual needs are supported well. The tutorial system ensures that teaching staff are aware of any areas of difficulty. Additional support is provided for students who are struggling with any aspect of the course, such as phonetics or academic writing in English.

Readily accessible technology is employed, and students are able to log into classes if they are unable to attend lessons in person.

11. Teachers are suitable for the courses to which they are allocated and effective in delivering them		
11.1	Teachers are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.2	Teachers have a level of subject knowledge, and pedagogic and communicative skills, which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.3	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.4	Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes, and suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional teaching staff support, issuing extra study materials or offering face-to-face learning sessions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.5	Teachers have an understanding of the special challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.6	The appraisal procedures for teaching staff incorporate regular monitoring of teacher feedback.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.7	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
11.8	Teaching staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.9	Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.10	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Teaching staff are very suitable for the courses they teach and are able to provide valuable practical experience.

Teachers have high levels of subject knowledge and excellent communication skills. Students particularly value the depth of experience and knowledge that is communicated very effectively by teaching staff.

Teaching staff are allocated to specific modules to ensure a consistent experience for the students. Delivery is monitored and discussed in course meetings. All classes are videoed and are reviewed by senior managers who have been conducting informal observations of lessons. However, there are no formal written records of the observations. A draft template for the observation of teaching and learning has been developed and the Institution is planning to start formal lesson observations, which will be incorporated into the teachers' appraisal system.

Delivery methods are sufficient to enable students to achieve their learning outcomes. Tutorial support is particularly effective in ensuring that all students meet the programme objectives.

Teaching staff have a good understanding of the challenges of online learning and work well together as a team to overcome them. Teacher feedback is monitored regularly and forms part of the Institution's appraisal system.

11.7 NCC has plans for a programme of Continuing Professional Development (CPD) to enable teaching staff to develop their pedagogic skills. However, this programme is not yet in operation.

Teaching staff receive ongoing training and support regarding policies and instructional technology and techniques.

Teachers respond very well to the different learning needs of the students in the vast majority of classes. The students take part in interactive activities, discussion, teamwork, group projects and problem-solving, and develop knowledge and skills very well. In a few lessons, there is an over-reliance on students listening, and insufficient variety of activities to meet all students' learning needs.

In most classes, teachers use effective learning strategies and students are actively involved in their learning. In a small minority of sessions, opportunities are missed for the checking of students' understanding.

12. The institution provides students and teachers with access to appropriate resources and materials for study

12.1 Appropriate resources and materials for study are available to the students and teachers. Yes No

12.2 Commissioning of course materials is managed effectively, and materials are checked to ensure standardisation and consistency across the provision. Yes No

12.3 Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary. Yes No

12.4 Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives. Yes No

12.5 Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised. Yes No

12.6 The institution makes effective provisions for students to access conventional and online resources. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

All necessary resources are available to staff and students to enable effective study.

The system for managing course materials is effective in ensuring consistency across the provision.

Course materials are well designed and often innovative to support the goals of the courses, for example relating to the creation of an alphabet for the first time in a previously unwritten language.

Learning materials are well presented and facilitate student understanding well, ensuring that students can meet the course objectives.

Course materials are used that accurately reflect current knowledge and practice. Course materials are regularly revised to ensure that they are up to date.

There is a well-stocked library within the Institution, with multiple copies of key texts that are available for loan. Staff and students also have access to electronic resources.

13. Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers. Yes No NA

13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. Yes No NA

13.3	Students are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
13.5	Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.6	Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

Students receive appropriate feedback on their performance, which is effectively monitored. Courses have regular assignments that are clearly described in the course calendar and explained in the student handbook.

Students are informed of assessment criteria and deadlines well in advance and so are able to plan their study appropriately.

There is good monitoring of assessment outcomes. Teaching and tutorial staff monitor students' progress very effectively.

Grade monitoring is on the agenda as part of each weekly Course Committee meeting, and additional student support is provided where necessary.

The assessment credit and grading systems are explained at the start of a course, together with the progress students are expected to make. Personal tutors monitor students' progress and provide support throughout the year. Students receive both spoken and written feedback.

Students are made aware of the penalties for academic misconduct, especially plagiarism. Students are taught to reference correctly in assignments. Late submissions are penalised, reflecting any advantage gained by having extra time.

Students are offered additional support as appropriate. Extra time may be given for individual tuition or students may change courses from a diploma to a certificate course. As married couples with families are accepted as students, this is sometimes appropriate due to family demands. Both the diploma and the certificate courses allow progression to further vocational training.

Spoken feedback is given on a regular basis during tutorials. Written feedback is given on assignments and in the student evaluation document, which focuses on the development of skills such as language learning and ministry.

All lecturers and the Head of College have an open-door policy and are accessible to answer students' questions and provide extra help and effective support.

14. The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate

- 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. Yes No NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No NA
- 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

15. There is a clear rationale for courses leading to unaccredited or internal awards

- 15.1 There is a clear statement of the level claimed relative to the RQF and evidence that students who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

Progression rates are excellent. Mission organisations accept the training provided by NCC and students go on to work in the areas to which they feel called.

16. There are satisfactory procedures for the administration of examinations and other means of assessment

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

The Institution has effective systems to ensure that assessments are fair and valid. There are clear appeal procedures if students want to dispute their marks.

17. There is appropriate provision of advice for students intending to proceed to employment or higher/further education

- 17.1 Students have access to advice from an appropriate staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Specialist vocational advice is provided by staff members, most of whom are very experienced missionaries.

There are regular times throughout the year when representatives from NCC's partner organisations around the world visit the campus. Students are encouraged to interact freely with these visitors, asking questions to deepen their understanding and investigate future ministry options.

INSPECTION AREA – STUDENT WELFARE

18. Students receive pastoral support appropriate to their age, background and circumstances

18.1	There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.2	Students receive appropriate advice before arrival.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.3	Students receive an appropriate induction and relevant information upon arrival.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.5	Students are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.6	The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
18.8	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.9	The institution ensures that students understand any system requirements and have access to appropriate technical advice to assist with technological problems which are the institution's responsibility.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.10	The institution supports and encourages peer interaction through a variety of communication channels including social media.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Pastoral support is excellent. NCC has a trained Student Welfare Officer who offers counselling and advice, and is able to provide students with appropriate support when needed.

Before arrival, students receive appropriate advice through the website, the student handbook, correspondence, and interaction with the Institution's Registrar and teaching staff.

An appropriate induction is carried out over the first two days of the course. This provides general information on all aspects of NCC, including health and safety, as well as specific information at course level. As a result, students gain a clear picture of life at NCC, which ensures that they settle into their course of study quickly.

Students are well supported to develop study skills and use learning materials effectively.

Students are given 24-hour emergency contact numbers. All residential buildings have accessible telephones with direct contact to NCC staff at all times.

There is a published policy dealing with discrimination and abusive behaviour and this information also forms part of the induction process.

There is a suitable policy and risk assessment in place to mitigate the risks of radicalisation and extremism, and all staff have completed relevant training.

NCC ensures that students are familiar with IT system requirements and provides appropriate IT support.

NCC encourages peer interaction through a variety of effective channels and groups, including social media.

19. International students are provided with specific advice and assistance

19.1 International students receive appropriate advice before their arrival on travelling to and staying in the UK. Yes No

19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area. Yes No

19.3 Information and advice specific to international students continue to be available throughout the course of study. Yes No

19.4 Provision of support takes into account cultural and religious considerations. Yes No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

International students receive specific and appropriate advice before arrival on travelling and living in the UK. Practical information is also included in the student handbook and other informative documents for all candidates.

International students receive an appropriate induction upon arrival and issues specific to the local area are included.

All students live in residential accommodation on campus and are supported by a named personal tutor and dormitory assistants, who live in the same accommodation block as the students. Tutors and assistants are available to students for help and advice as required. The whole ethos of NCC is welcoming and supportive with excellent cross-cultural communication.

Cultural and religious support is excellent and, where possible, students have access to speakers of their own first language. Consequently, the range of support ensures that international students feel at home very quickly.

20. The fair treatment of students is ensured

20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No

20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The fair treatment of students is ensured. Contractual terms and conditions are fair and made clear to students.

Students have access to the complaints procedure, which is contained in the student handbook.

21. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

21.1 Any residential accommodation is clean, safe and of a standard that is adequate to the needs of students. Yes No

21.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students aged under 18 are accommodated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
21.3	Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for the security of students and their property.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
21.4	A level of supervision is provided that is appropriate to the needs of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
21.5	Separate accommodation blocks are provided for students under 18.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Residential accommodation is of a high standard and meets the needs of students very well. Residential blocks are clean, safe and well maintained. Single students have their own rooms and share kitchen and bathroom facilities. Each room contains a bed, storage space, desk and chair, which are inspected and cleaned before the students arrive.

Family accommodation includes a lounge, kitchen and bathroom, and sufficient bedrooms to meet family needs. On students' arrival, the housing team supports them to move into their rooms. There are laundry facilities with washing and drying machines, plus a drying room and outside drying facilities. The kitchens are suitably equipped. Car parking and secure bike storage areas are provided, and each residential block has accessible telephones with free internal lines and a voucher system for outside lines.

Health and safety information is clearly displayed on notice boards and signage is clear. Good health and safety procedures are in place, together with appropriate arrangements to mitigate the risk of fire. Signage and evacuation procedures are clear. Clear safety rules are in operation, which are communicated during induction and detailed in the student handbook.

Access to buildings is by key fob only, and arrangements are in place to maximise the security of students and their possessions.

Information on notice boards is clear and includes the names of first aiders and the location of first-aid equipment.

Each residence has designated dormitory assistants, who are supported by the dormitory assistance liaison team. Each student is assigned a named member of staff for support. Married couples are supported by a married couple on the staff. As a result, students' needs are met very well.

22. Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed

22.1	Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.2	Any home-stay accommodation is inspected before students are placed and is subject to regular reinspection by a responsible representative or agent of the institution.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.3	The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.4	Appropriate advice and support are given to both hosts and students before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.5	Clear monitoring procedures are in place, with opportunities for student feedback and prompt action taken in the event of problems.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

23. The institution provides an appropriate social programme for students and information on leisure activities in the area

23.1	Students are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
23.2	The social programme is responsive to the needs and wishes of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
23.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
23.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

The Institution provides an appropriate social programme. Social activities start at induction with appropriate activities to help the students to get to know each other.

Various activities take place throughout the year, including day trips, talent shows, film nights and a Christmas banquet. The facilities include a gymnasium, a mission simulation area, and grounds for sports and leisure activities. Sports activities include indoor and outdoor football, volleyball, basketball, table tennis and badminton.

Students form a committee to organise their own entertainment which ensures that everyone is catered for. Most activities are run at no extra cost to the students.

NCC staff are involved in all events to ensure that everyone is safe and the activities run smoothly.

INSPECTION AREA – PREMISES AND FACILITIES

24. The institution has secure possession of and access to its premises

24.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
24.2	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

This standard is judged to be: Met Partially Met Not Met

Comments

NCC has secure possession and access to its premises. The site is owned by NTM-UK.

25. The premises provide a safe, secure and clean environment for students and staff

25.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

25.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.6	There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The premises provide a safe and secure environment for students and staff. NCC is located on a gated site, which it shares with the mission headquarters. All buildings and accommodation blocks have secure key-fob-controlled doors. Consequently, access is restricted to those with a valid reason for being on the site. Security cameras provide additional safety.

The premises are well maintained and decorated and there is good access to buildings and toilet facilities for staff and students with disabilities. A maintenance team manages the whole site, including both buildings and grounds. Students clean their own areas as part of their practical activities, and all buildings are currently disinfected twice a day.

There are appropriate safety rules within the workshops, where students are trained to use specific equipment as part of their training.

Health and safety guidance is given at reception to visitors and contractors, who sign in and wear identification around the site. Visitors are always accompanied. Students and staff receive information on rules for visitors as part of the induction and a policy is available online.

The site is clearly signposted and notice boards contain useful information regarding health and safety and all aspects of student life.

There is sufficient circulation space in buildings and grounds for students and staff. Visitors can be accommodated for meetings in staff offices and lounges. There are also guest-room facilities for family and friends who wish to visit.

There are sufficient toilets, which are cleaned regularly.

Heating and ventilation are good. All rooms have radiators and opening windows.

26. Classrooms and other learning areas are appropriate for the courses offered

26.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level that allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	There are facilities suitable for conducting the assessments required on each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Learning areas are appropriate for the courses offered. All classrooms are large, airy and well resourced.

Classrooms are well equipped with tables and chairs, screen, multimedia projectors and video. This provides excellent facilities conducive to both in-person and remote teaching and learning.

The library is well equipped with a wide range of books and study materials, supplemented by electronic resources accessible to students and staff.

Facilities for assessments are good. Assignments are marked by teaching staff and returned to students with a grade and appropriate feedback.

27. There are appropriate additional facilities for students and staff

27.1	Students have access to sufficient space and suitable facilities for private study, including library and IT resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.4	Students and staff have access to storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.5	There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Administrative offices are adequate in size and resources for the effective administration of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are appropriate additional facilities for students and staff. Students have access to sufficient space for study. They have their own study space in their room, together with various other study areas, including the library.

All teaching staff have their own offices with plenty of space for preparation, marking and holding meetings.

Students and staff have access to space and facilities to relax, consume food and drink, meet, or sit and read. Facilities include the refectory, coffee house, lounges and other communal areas. The refectory provides all meals for single students. Families organise their own catering and can make use of the refectory if they wish. There are also kitchens where staff and students can make meals, snacks or hot drinks. Picnic tables are available in the grounds.

Lockable storage facilities are available, and staff can store personal possessions securely.

All senior lecturers and senior personnel have their own individual office with meeting space. There are suitable rooms for staff meetings.

Offices are adequately sized and resourced to enable effective administration.

Overall, facilities for students and staff are excellent and meet their needs very well.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

Committed staff are passionate about providing the best possible training for students, which ensures that students are very well equipped for their future life and ministry.

There is very effective communication and teamworking, with a clear focus on the mission, which results in strong relationships and excellent preparation for students' future vocation.

Well-organised systems ensure that students are supported effectively throughout their experience at NCC.

The course structure is well planned, with highly relevant, practical preparation for students' future needs.

Actions required	Priority H/M/L
8.2 The Institution must ensure self-evaluation for annual reports is based on robust data analysis, in a format that enables year-on-year analysis of student satisfaction, retention, achievement and completion, and identifies areas for development.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.3 The Institution must implement action-planning for improvement that is specific, measurable and regularly evaluated and reviewed.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The excellent, deep and personal specialist experience of the staff enables them to meet the needs and aspirations of the students very effectively.

The very good practical cultural, linguistic and spiritual preparation students receive enables them to be effective in their future vocation.

The excellent subject knowledge of teaching staff, combined with passion and enthusiasm, enables students to deepen their knowledge and understanding and develop necessary skills.

Staff have a strong rapport with students, which facilitates effective learning and development.

Actions required	Priority H/M/L
11.7 The Institution must implement its plans to develop a CPD programme to enhance pedagogic skills.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT WELFARE

Institution's strengths

A strong ethos of care provides a welcoming and supportive family atmosphere and enables students to feel at home.

A well-qualified Student Welfare Officer is able to provide counselling and support for students.

There are exceptionally high levels of individual support for students from all staff.

Actions required	Priority H/M/L
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None

High Medium Low

PREMISES AND FACILITIES

Institution's strengths

Spacious and well-maintained buildings and grounds provide an excellent location for study and relaxation.

Well-equipped, airy, and spacious classrooms provide very good opportunities for group work.

Excellent campus facilities support an excellent enrichment programme.

Actions required

Priority H/M/L

None

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Institution is recommended to strengthen feedback procedures to increase the uptake of student completion of questionnaires and to collate and analyse the feedback across the provision.

The Institution is recommended to put in place a mechanism that ensures that the Institution's response to the feedback it receives is clear to the whole organisation.

The Institution should fully implement its system of maintaining written records of the lesson observations so that the outcomes can be effectively incorporated into the teachers' appraisal system.

It is recommended that the Institution formalises lesson plans to include details of timings and student interactive activities to encourage a greater variety of learning strategies to meet the needs and learning styles of all students.

The Institution is recommended to provide training to teachers on questioning techniques and ways of checking students' understanding and learning throughout classroom sessions.

COMPLIANCE WITH STATUTORY REQUIREMENTS