



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (College ODBL)

INSTITUTION:	North Cotes College
ADDRESS:	Kenneth Campbell Road North Cotes Grimsby Lincolnshire DN36 5XU
HEAD OF INSTITUTION:	Dr Daniel Moore
ACCREDITATION STATUS:	Accredited
DATE OF INSPECTION:	5 July 2022
ACCREDITATION COMMITTEE DECISION AND DATE:	Continued accreditation, 22 September 2022

PART A – INTRODUCTION

1. Background to the institution

North Cotes College (NCC/the Institution) trains vocational missionaries, offering courses in Biblical Studies, Cross-Cultural Communications and Advanced Linguistics. 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.

The Institution is owned by and is the training arm of 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 is located on a 40-acre ex-RAF base at North Cotes, Grimsby, Lincolnshire in the United Kingdom (UK).

The vocational training at NCC is primarily for those wishing to train as missionaries with NTM-UK or its global partners. NCC aims is to enable Christians to study the Bible and to learn how to communicate its message to those of other cultures and languages.

The Head of College is supported by the Deputy Head of College, the College Co-ordinator, the Health and Safety Supervisor, the Student Welfare Officer and course managers. The Head of College reports to the Board of NTM-UK, which is a registered charity.

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

2. Brief description of the current provision

NCC offers three courses, 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. In the new academic year, it is hoped to return to in-person teaching.

The Biblical Studies course is open to students who wish to study the Bible. Those who wish to continue can progress to the Cross-Cultural Communications course, which provides training in the practical, academic, ethical and technical aspects of being a missionary. The latter course provides preparation for living for several years within communities with no written language, and learning their language, 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 ensuring they 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 42 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 Norway, 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 of the International English Language Testing Service (IELTS) or equivalent.

3. **Inspection process**

The inspection was carried out on site, over one day, by one inspector. Meetings were held with the Head of College, Deputy Head of College, College Co-ordinator, Health and Safety Supervisor, Student Welfare Officer, course managers, teaching staff and the Chair of the NTM-UK Board. Teaching and learning were observed, students were interviewed and documentation was scrutinised. Premises, facilities and residential accommodation were inspected. NCC made all necessary information readily available, and staff were very helpful and co-operated fully with the inspector.

4. **Inspection history**

Inspection type	Date
Full Accreditation	26 & 30 April 2021

PART B – JUDGEMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

All courses have been revised for the academic year 2022/23. Previous one-year courses have been divided into two five-month courses.

The Biblical Studies department now offers two separate courses in Foundations, and Christian Life and Ministry.

The Cross-Cultural department has two separate courses, one in Cross-Cultural Communication and one in Applied Cross-Cultural Studies.

The Advanced Linguistics Department now offers Advanced Phonology and Grammar, and Field Linguistics.

Students are awarded a certificate of completion for each area of study passed. This has provided more flexibility for students as they progress through their studies.

2. Response to action points in last report

8.2 The Institution must ensure that 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.

The annual report now includes statistical analysis of student satisfaction, retention, achievement and completion rates. This provides a basis for effective year-on-year comparison of performance. Areas for development are identified and relevant actions are taken to improve the student experience.

8.3 The Institution must implement action-planning for improvement that is specific, measurable, and regularly evaluated and reviewed.

The Institution has implemented a system whereby areas for development are recorded, together with specific and measurable action points that are recorded in departmental meeting minutes. This has resulted in improvements that have benefited staff and students. Progress is reviewed and evaluated in these meetings. There is no whole-institutional action plan that brings everything together in one document to improve communication and facilitate focus on shared goals.

11.7 The Institution must implement its plans to develop a Continuing Professional Development (CPD) programme to enhance pedagogic skills.

NCC has implemented a CPD programme, with seminars and workshops at least twice a year, in May and October, covering areas relevant to improving teaching and supporting student learning. There have been six sessions in 2021/22 attended by members of staff and part-time lecturers and teachers.

The programme has included sessions of learning styles, improving visual formats in teaching, ways to engage students in class, improving the use of questioning techniques, and digital learning. As a result, awareness has increased of the need for active student participation and using open questions. In the majority of sessions, teachers now use a greater variety of strategies to increase student participation and enable effective learning.

3. Response to recommended areas for improvement in last report

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.

Feedback procedures have been strengthened and there is now a well-implemented policy regarding the format and timing of student surveys. As a result, students' views are canvassed early in the course and mid-course, as well as in 'next steps' interviews and end-of-course reviews. The arrangements to ensure that surveys are completed, including use of class time, have been effective in capturing students' feedback. The data is collated and analysed and reviewed point by point by the College Committee. Action points for improvement are agreed and recorded, and the Institution monitors progress effectively.

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.

Responses to student feedback are posted on the student noticeboard. Responses and actions taken as a result of course reviews are also posted in the relevant classrooms. As a result, all students are now aware of the Institution's actions and the survey response rate has also greatly improved.

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.

Teachers are observed at least once a year. An observation report template has been produced and strengths and areas for development are recorded. Outcomes of lesson observations are discussed and incorporated into the teachers' annual appraisal system to ensure high standards and enable improvements to be made.

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.

Teachers are now encouraged to produce lesson plans and the Institution has provided training and support. The quality of written lesson plans has greatly improved. The topics to be covered and the content are clearly set out. There are sometimes missed opportunities to include student interactive activities to maximise student participation.

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

Leaders and managers have organised an excellent CPD session on ways to engage students, which included input on questioning techniques. A further session on questioning techniques, increasing student participation and checking understanding has been arranged.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

NCC is managed very effectively and the provision fulfils the aims of the Institution. The management structure is clearly defined in the organisation chart. Managers are well qualified and very experienced. Teamwork is excellent, with all staff working together to provide the best possible outcomes for students.

There are regular meetings for each individual department where minutes are taken and effectively disseminated. Monthly staff meetings are very effective in communicating a wide picture of the work of the Institution. The main points and agreed actions for improvement are not always summarised and recorded for those staff who were not able to attend the meeting so that they are always up to date with the Institution's priorities.

Effective administrative systems enable the smooth running of the organisation. Policies and procedures are well documented and disseminated. Staff and students are clear about the priorities and expectations of the Institution. Data collection systems are thorough and data is effectively secured.

NCC recruits, retains and supports well-qualified and experienced staff who have first-hand knowledge of the work for which the students are being prepared. There is an effective system for regularly reviewing staff performance that includes appraisals and, where appropriate, lesson observations. Consequently, staff are aware of their strengths and areas for development.

The website provides an accurate depiction of the Institution and the range of services offered. Course information is comprehensive and up to date. Prospective students have access to effective advice and guidance, which enables them to make informed choices regarding the best courses for them. The Institution takes great care in enrolling students who are suitable for its courses.

Student attendance, retention, completion and progression are excellent. The Institution has strengthened the systems to monitor and evaluate the provision. Data is collected and analysed to identify action points for improvement. An annual report is compiled that includes data analysis. Student feedback is used well to improve their experience, and students are well informed of the actions taken as a result of their feedback.

Managers have been successful in identifying areas for development and taking action to make improvements. The annual report now includes relevant data, and actions for improvement are recorded in committee meeting minutes.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Academic management is effective. Leaders and managers are suitably experienced, classes are timetabled efficiently, and classrooms provide a well-equipped learning environment. Course content is well matched to the needs of the students and enables them to develop the knowledge and skills they need to prepare them for their chosen vocation.

Teachers have practical experience in the vocational areas the students are working towards. As a result, teachers bring a depth of knowledge and some useful tips to enrich their teaching. Courses are planned and delivered in ways that enable students to succeed. Students actively participate in classes and are able to develop their knowledge and skills very well.

Leaders and managers provide relevant CPD to support teachers in strengthening their pedagogical skills. There are plans to develop CPD activities further to enable teachers to continue to enhance their use of interactive teaching and learning techniques to ensure full student participation in all sessions.

Feedback is given on a regular basis in tutorials and in written comments on assignments. The Institution has a number of very effective avenues to support student progress and offer constructive feedback. Consequently, students feel well supported and know their strengths and areas for improvement.

NCC provides students with good access to appropriate resources and study materials. During the inspection, the students on the Cross-Cultural Communication course were living for six weeks in a simulated mission environment in the Institution's grounds to prepare them for future challenges. The students employed very effective language learning techniques, assisted by fluent helpers, to communicate in a language completely new to them, while living in a simulated non-industrial environment. This was an excellent and highly successful learning experience.

Teachers make themselves available outside class time to answer questions and clarify points to ensure understanding. Students commented on how helpful this is and how much they appreciate this support.

Students receive ongoing, constructive feedback from their teachers and, as a result, are able to make excellent progress.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Students receive excellent pastoral support. The Student Welfare Officer is well qualified and experienced and supported by an effective wider team. As a result, students are able to access good support when they need it. Information, advice and guidance prior to and on arrival at the Institution are effective in providing students with a clear understanding of life at NCC and this ensures that they settle in quickly.

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

International students are provided with detailed advice and practical information before travelling to the UK, which helps them to settle into their studies quickly. Further advice and support are available throughout their course of study.

Students are treated fairly and enrol for courses that are appropriate for their needs, under fair and transparent contractual arrangements. They have access to the complaints' procedure, which is contained in the student handbook.

Residential accommodation is clean and well maintained and meets the needs of students very well. Health and safety information is clearly displayed, and well-implemented procedures ensure the safety and security of students and staff. All students are supported by a named tutor. Dormitory assistants live in the residential blocks and provide help and support as required. Overall, welfare systems are excellent.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

NCC is based on a 40-acre site with buildings and facilities that provide an environment conducive to learning and relaxation.

The premises and facilities are owned by NTM-UK and meet the needs of the students very well. The Institution occupies a former RAF base, which provides a safe and secure location.

Well-implemented procedures ensure the safety of students and staff. Visitors to the Institution sign in and out and are given an identification badge and escorted around the site. However, there is no official checklist to ensure that all visitors receive the same health and safety information.

Classrooms are well equipped and administrative offices are appropriate for the needs of the Institution. The grounds have areas for missionary training and simulated mission environments, as well as space for recreation. The site is clean and well maintained.

The buildings are well suited to the needs of staff and students and provide an excellent environment conducive to learning and relaxation.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Very effective teamworking and staff commitment ensure that students receive the best possible preparation for their future ministry.

The personal and practical experience of the staff enables them to equip the students for future challenges very effectively.

Highly effective cultural, linguistic and spiritual support enables students to develop their skills and understanding very well.

Well-equipped premises and facilities provide an excellent environment that is conducive to learning.

ACTIONS REQUIRED

None

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

NCC should consider collating areas for development and actions for improvement into one action plan for the whole Institution.

It is recommended that teachers specify questions, and the timings of interactive activities, within lesson plans.

NCC is recommended to summarise and record the main points and agreed actions for improvement from staff meetings for those staff who were not able to attend the meeting.

NCC should produce a checklist of health and safety items to cover with all visitors.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

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